

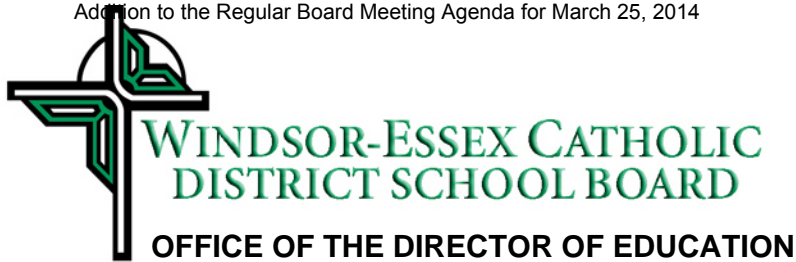
1325 California Avenue
 Windsor, ON N9B 3Y6
 CHAIRPERSON: Barbara Holland
 DIRECTOR OF EDUCATION: Paul A. Picard

REGULAR BOARD MEETING
Tuesday, March 25, 2014 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Boardroom

A G E N D A

- | | Page # |
|---|--------|
| 1. Call To Order | |
| 2. Opening Prayer | |
| 3. Recording of Attendance | |
| 4. Approval of Agenda | |
| 5. Disclosure of Interest - <u>Pursuant to the Municipal Conflict of Interest Act.</u> | |
| 6. Presentations: <i>None</i> | |
| 7. Delegations: <i>By-Law 3:09: Any person(s) wishing to appear before the BOARD and speak to an item appearing on the agenda of the BOARD meeting has until noon the day before the BOARD meeting to make a request to the SECRETARY. They shall explain briefly the matter on which the presentation is to be made, the organization or interested parties to be represented, the identity, and if applicable, the authority of the spokesperson. A Delegation Form, located on the BOARD's website, must be completed and forward to the SECRETARY.</i> | -- |
| 8. Action Items: | |
| a. Approval of Minutes | |
| i) Minutes of the Committee of the Whole Board In-Camera Meeting of February 11, 2014 | -- |
| ii) Minutes of the Special Committee of the Whole Board In-Camera Meeting of February 25, 2014 | |
| iii) Minutes of the Regular Board Meeting of February 25, 2014 | 1-6 |
| b. Items from the convened In-Camera Board Meeting of March 18, 2014 | -- |
| 9. Communications: | |
| a. External (Associations, OCSTA, Ministry): <i>None</i> | |
| b. Internal (Reports from Administration): | |
| i) Verbal Report: Faith Development within the Board (P. Picard) | -- |
| ii) Report: Appointment of Student Trustees for the 2014-15 School Year (C. Geml) | 7-8 |

- | | |
|---|--|
| iii) Report: 2014-15 Budget Pressures and Challenges (M. Iatonna) | 9-17 |
| iv) Report: Accommodation Review Committee Reports to the Director of Education: Central Windsor, Riverside and Tecumseh Areas (P. Picard) | 18-88 |
| 10. Committee Reports: <i>None</i> | |
| 11. Unfinished Business: <i>(Includes Deferred and Tabled Reports): None</i> | |
| 12. New Business: | |
| a. Report: Regular Board Meetings for the Months of July/August 2014 and for the 2014-2015 School Year (P. Picard) | 89-91 |
| b. Report: Trustee Determination for the 2014 Municipal Election (M. Iatonna) | 92-99 |
| c. Report: Deferral of the Closure of St. Bernard (Windsor) and the Closure Our Lady of Lourdes Catholic Elementary Schools (M. Iatonna) | 100-101 |
| 13. Notice of Motion: <i>None</i> | -- |
| 14. Remarks and Announcements: | -- |
| a. Chairperson | |
| b. Director of Education | |
| c. Board Chaplain | |
| 15. Remarks/Questions by Trustees | -- |
| 16. Future Board Meetings: <i>Unless stated otherwise, all meetings will be held at the Windsor-Essex Catholic Education Centre - 1325 California Avenue, Windsor beginning at 7:00 pm.</i> | -- |
| • Monday, April 14, 2014 - Special Board Meeting for Public Input – Central Windsor Accommodation Review at Catholic Central HS (6:00 pm) | |
| • Tuesday, April 15, 2014 - Special Board Meeting for Public Input – Riverside Accommodation Review at F.J. Brennan HS (6:00 pm) | |
| • Wednesday, April 16, 2014- Special Board Meeting for Public Input – Tecumseh Accommodation Review at St. Anne High School (6:00 pm) | |
| • Tuesday, April 22, 2014 | |
| • Tuesday, May 27, 2014 | |
| • MONDAY , June 23, 2014 | |
| <i>Committee of the Whole Board In-Camera Meetings will be held on the second Tuesday of the month at 6:00 pm (closed sessions).</i> | |
| 17. Closing Prayer | -- |
| 18. Adjourn to Committee of the Whole Board In-Camera meeting, if required: | -- |
| 19. Adjournment | -- |
| Barbara Holland <i>Chairperson of the Board</i> | Paul A. Picard <i>Director of Education and Secretary of the Board</i> |



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Barbara Holland
DIRECTOR OF EDUCATION: Paul A. Picard
Telephone: (519) 253-2481 FAX: (519) 253-4819

March 25, 2014

Kelly Vandenberghe
[REDACTED]

Sent via email

Dear Ms. Vandenberghe

Re: Request to Appear as a Delegation

This letter acknowledges your correspondence dated March 24, 2014 requesting an opportunity to appear as a delegate at the March 25, 2014 Regular Board meeting of the Windsor-Essex Catholic District School Board.

The meeting begins at 7:00 pm in the John Paul II Board Room at the Catholic Education Centre located at 1325 California Avenue, Windsor. Delegations will be heard at approximately 7:10 pm.

Your correspondence indicated that you will be present to speak on the Deferral of the Closure of St. Bernard (Windsor) and the Closure of Our Lady of Lourdes Catholic Elementary Schools. Please be advised you have **up to five minutes** to make the presentation, which shall be limited to the nature of the petition.

Please contact the Executive Assistant to the Board, Beth Marshall at extension 1289 if you have any questions about the presentation process.

Sincerely,



Paul A. Picard
Director of Education

c.c. Barbara Holland, Board Chairperson
Mario Iatonna, Executive Superintendent of Corporate Services

/bm

Delay in closure of St. Bernard and OLO

Delegation Report By: Kelly Vandenberghe

Delegation Date: March 25, 2014

Name: Kelly Vandenberghe, parent St. Jules, also Riverside ARC member

Personal Information: Two children, one in grade 2 and one starting JK in Sept 2014

Background:

Due to the age of my children, I just missed the 2009 St. Bernard/OLO/St. Jules ARC. I have learned the outcome of this ARC was to leave St. Jules 'status quo'. From what I learned in the current Riverside ARC, I don't understand why this outcome was decided when it is known that St. Jules building is extremely old and falling apart and it will eventually not meet the accessibility ministry requirements. Status quo really means a delay in closure for St. Jules.

I also understand that the Ministry does not typically give out new school funding to older neighbourhoods and the likelihood of getting 'another' new elementary catholic school approved for the St. Jules site is slim if not almost impossible.

Since the St. Bernard and OLO decision has not been physically realized yet, and St. Bernard and OLO are mentioned in the current Riverside ARC recommendations, it makes sense to include these communities in further discussions.

Purpose of Delegation:

St. Jules wants board to defer the closure of St. Bernard and OLO (other than the reasons listed in the current Mar 25th, 2014 board report) to allow review of having the new build on the St. Jules property (4.43 acres) instead.

It is requested the board review this proposal with the Ministry (to re-direct funds to St. Jules site) and City of Windsor (for City to use entire property at St. Bernard site for their development plans) to ensure the long term viability of catholic schools in our area.

Reason for Delegation:

I realize this request comes with many challenges with the main one being all the work, time, effort board has put into the property negotiations with the city, ministry approval and design layout for the new school at St. Bernard site. Also, St. Bernard was promised a new build on their site, OLO was promised to move into a new build as their site cannot be maintained, and St. Jules was promised nothing. St. Jules being promised nothing is just as bad as St. Bernard being promised a new build with a change in location.

Delay in closure of St. Bernard and OLO

Delegation Report By: Kelly Vandenberghe

Given the fact that the city unexpectedly recently announced plans for a new fire station on the same property area, this request comes with more weight and should be taken seriously.

Despite the board report stating ‘verification city will not interfere on the property identified for the new school’, it should be also viewed related to increase in traffic congestion and safety concerns. What parent wants a school beside a fire station? This is a safety risk if responding to an emergency when the school gets let out and they have to fight to get out due to parent cars picking up their kids (ie. increased FDK parent drop off and increase student population with more buses and/or foreseen parent drops offs). The community in this area will be fighting parent cars and now a fire station all in the same location. Does this really make sense?

Reasons to build on St. Jules Property instead of St. Bernard:

- 1) Board already owns 4.43 acres of land, which could accommodate St. Jules, St. Bernard and OLO. It is known ministry funding would be required to accommodate a bigger school for JK-8, but it could be done sooner with JK-6 option (as ministry funding is not necessarily required for additional spaces).
- 2) There is no doubt there would be less bussing of kids to the St. Jules property when compared to the St. Bernard site. We don't have full stats for St. Bernard or OLO, but is it possible some of OLO students could even walk to St. Jules site?
 - a. We don't have a student distribution map of St. Bernard and OLO, but it would be interesting to see where the students would be coming from in relation to the two sites (St. Jules vs St. Bernard). ***Highly recommended the board review these current stats if not already done so***
 - b. St. Jules – 375 students – 70%+ walk
 - c. St. Bernard – 213 students – ?% walk
 - d. OLO – 170 students - ?% walk
 - e. From the Riverside ARC information, it is known that St. Bernard AND OLO currently use 4 busses. St. Jules only utilizes 1.5 busses. Since St. Jules population is comparable to both St. Bernard and OLO combined, it is therefore obvious that less walk to St. Bernard and OLO, when comparing bussing requirements.
 - f. St. Jules is clearly in the central location for the communities due to the number of walking students. The population of one school (St. Jules) is comparable to two schools (St. Bernard and OLO combined).
 - g. St. Bernard has Ford test track (not residential) and Chrysler across the street (also not residential). When compared to St. Jules, we are surrounded by residential, hence why so many walk to St. Jules in the community.
 - h. How many students go to OLO that are on the north side of the tracks? Would it be beneficial for a boundary shift and instead of sending kids

Delay in closure of St. Bernard and OLO

Delegation Report By: Kelly Vandenberghe

across the tracks, send them to St. Rose? Another ARC with these communities would be required to ask OLO this question. They are going to be bussed anyway, so ask them if they would prefer NOT to be bussed across tracks (hazard). This boundary change may even help St. Rose population and reduce the new schools population.

- i. How many students go to St. Bernard that are on the south side of Tecumseh Rd? They are really like the St. Alex kids going to St. Jules, but in this case the board made their area St. Bernard boundary assuming due to St. Bernard proximity related to other catholic schools. If the new school were to be built on St. Jules property, would any of these students (or new families) prefer to be bussed to WJ Langlois instead of going across Tecumseh Rd? Again another ARC with these communities would be required to ask those families from St. Bernard this question. This boundary change may even help the WJ Langlois population as they are currently LT 85%, despite all the renovations the board spent on this school just over 1 year ago.

- 3) ***MAIN REASON board should build on St. Jules site***. There are 3 public schools within walking distance to St. Jules site. The board may see higher numbers as public students would transfer to a 'brand new' community catholic school. We have already seen public families switching to St. Jules as a result of the recent public system boundary adjustments in the St. Jules area. Also, once public Herman high school also becomes the JK-8 French immersion public school and public school Gordon McGregor (beside Ford test track) is bussed to Percy P McCallum (public school about 2-3 blocks away from St. Jules), we will have 4 public schools within walking distance to St. Jules site. This competition may benefit the catholic board greatly. This may also serve purposes for efficiencies in bussing students for the transportation department. Both the public and catholic students from the St. Bernard/Ford Test Track area would be bussed to St. Jules and Percy P McCallum in the SAME direction. As it stands now, transportation will have to bus kid in opposite directions – public one way and catholic the other way with no options for efficiencies. ***MOST concern for future catholic school viability in St. Jules area***. Also, one day the public board will build a new school in the St. Jules area, of which the catholic board will lose students too. It is known Cornation and David Maxwell are small schools very close to one another that are also falling apart and their current status quo decision from their public ARC last year is really only a 'delay' as these buildings won't survive long term. Why would "new families" be bussed to the St. Bernard site when they can walk to a brand new public school in their community? It would be in the catholic board's interest to mitigate this now by putting a new catholic school on St. Jules property. Catholic student numbers would increase.

Delay in closure of St. Bernard and OLO

Delegation Report By: Kelly Vandenberghe

- 4) In the St. Alexander ARC 1 year ago, it was stated by board administration that St. Jules was NOT CLOSING. It would be more ethical to delay the closure of St. Jules (or build on St. Jules site) until all the grandfathered St. Alex students were out of the system, but given the current Riverside ARC and information, this appears to not be likely. It is only fair to the 70+ St. Alex kids that now go to St. Jules, that you don't displace them again as they were given false information when deciding to come to St. Jules. Most of them came from St. Alex due to the walking distance to St. Jules property. It is clear families want schools in their community within walking distances. Building on St. Jules property would defer more angry St. Alex families and increase public confidence in the board.
- 5) The decision to move St. Bernard new school to the St. Jules site has an affect on St. Bernard community (***only 200 out of the 750 students affected***); hence another ARC would be required. It really shouldn't matter to OLO community as they may need to be bussed to either site – St. Bernard OR St. Jules. Would OLO rather be bussed to St. Jules site with NO fire station? Another ARC would allow this question to be asked.
- 6) The city can't seem to decide what to do with THEIR land of where the new St. Bernard school was scheduled to be built. Our board can't seem to get a shovel in the ground because the city keeps changing plans (as stated by administration in the Riverside ARC committee meetings more than once). Now the board has to deal with a fire station and 'possibly' a small amount of residential. IF the board needs more property to expand, this site will have no options. The board would have to request property now before any 'possible' small amount of residential is in place. If any public students switch to a brand new St. Bernard site school, it will be at maximum capacity, but it is unclear if portables would even fit to accommodate and the catholic board would not want to turn away student numbers. Portables on a new school build may also give the catholic board bad press. St. Jules has 4.43 acres of property ready and available and already owned by the board. The board can decide how to use the property. Also the property behind St. Jules may be able to be purchased if more land is required.
- 7) St. Bernard community just found out about the new fire hall plans and they are extremely upset. Meetings were held by this community to fight the plans for a new fire hall in this location. They do not want a fire hall next to their school or in their neighbourhood. Another ARC would afford St. Bernard families to think about having a new school on St. Jules property instead of being beside a fire station. If we don't ask the question, we will never know the answer. Student safety is the most important and we have heard from some of the St. Bernard families already that they would prefer to be bussed away from a fire station location. St. Jules property is surrounded by residential and does not have any fire station concerns, which would be a benefit to St. Bernard families.

Delay in closure of St. Bernard and OLO

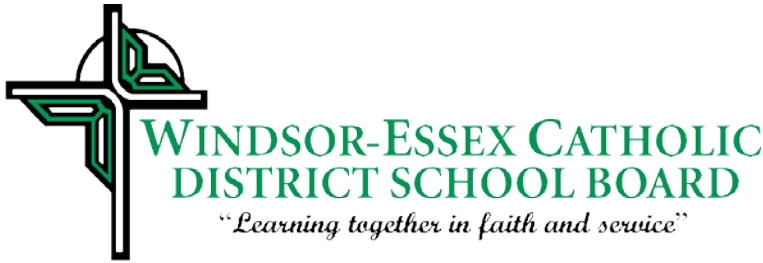
Delegation Report By: Kelly Vandenberghe

- 8) The city would most likely immediately buy St. Bernard property to further add to their development plans of this site (fire station and residential houses). The local economy at St. Bernard would see more houses. St. Jules property is not sold yet and may require delay in selling (and realizing sale dollars). The local economy in St. Jules area has a concern that apartment complexes would be built and the community would fight (again) the selling of this property (historical as well) for this reason.
- 9) If the new school was built on St. Jules property, it would encourage 100% of the students from Bernard, Jules and OLO to attend Brennan due to proximity, further helping the high school numbers (less risk to feed the catholic central school of which the recent Watson report predicts to be at 1200 students in 14 years).
- 10) In addition, St. Jules parent council fully funds and supports our students with over \$20,000 annually in revenue from CSAC fund raisers and Bingo. This is only with a population of 375 students. If we have more students and families, we could increase our funding to ensure every student has the same opportunities as the rest of the communities. St. Jules has a very strong parent council.
- 11) St. Jules is very community oriented and would welcome new students, just as we welcomed the 70+ St. Alexander students to our community.
- 12) Policy A:22 – School boundary confirms that the objective of the policy shall be to achieve the greatest good for the greatest number of our students and their families. This policy articulates the principle that elementary school boundaries, where possible, shall be developed to create neighbourhood/community schools. The board can control ‘where possible’ the new build location to allow this policy to be for filled.

Conclusion of Delegation:

Please seriously consider what is best for ALL students and communities and not just continue with something promised 4 years ago that has not even been realized yet. Ethically, all three school communities deserve a new build given the state of each of the existing building. Building on the St. Jules property is better for all three communities and has many advantages to the board itself. Long term viability should be the focus.

It is in ALL communities’ best interests to look into changing the new build to the St. Jules property instead of the Bernard site. The City of Windsor may agree as well as many parents from the St. Bernard and OLO communities. If you don’t get all community partners together to discuss, you are missing the opportunity to make the best decision possible.



1325 California Avenue
 Windsor, ON N9B 3Y6
CHAIRPERSON: Barbara Holland
DIRECTOR OF EDUCATION: Paul A. Picard

REGULAR BOARD MEETING
Tuesday, February 25, 2014 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Boardroom

MINUTES

PRESENT

Trustees: F. Alexander J. Macri
 J. Courtney B. Mastromattei
 M. DiMenna, Vice-Chair J. McMahan
 F. Favot (*entered at 7:14 pm*) L. Soulliere
 B. Holland, Chair

M. Ellepola, Student Trustee
 Rev. L. Brunet, Board Chaplain

Regrets: Student Trustee Dellosa

Administration: P. Picard (Resource) E. Byrne
 C. Geml P. Murray
 J. Bumbacco C. Norris
 M. Iatonna S. O'Hagan-Wong
 M. Seguin
 J. Shea
 J. Ulicny

Recorder: B. Marshall

1. Call To Order – Chair Holland called the meeting to order at 7:11 pm.
2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance –Trustee Favot entered at 7:14 p.m. Student Trustee Dellosa was absent due to illness.
4. Approval of Agenda

Amendments:

DELETION: Item 12c) Long Term Debenture By-Law – Capital Priority Program

Moved by Trustee Macri and seconded by Trustee Soulliere that the February 25, 2014 Regular Board meeting agenda be approved as amended. Carried

5. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act:

Trustee Courtney disclosed interest in relation to agenda item 9b(ii) 2012-2013 Community Use of Schools Annual Report due to her employment and did not participate in the discussion or vote on any question raised on that item.

6. Presentations:

a. Integrated Information Technology, Phase 2

Integrated Information Technology has developed strategies aiming to help each student become competent, productive and self-directed young adults, focusing on collaboration, critical thinking and creativity; and in doing so become curators of knowledge that communicate responsibly in the digital world. Integrated technology also provides access to students with special education needs leading to greater success in school. The presentation highlighted interactive learning spaces, blended learning, Tools2Go, (Board's version of Google Apps for Education), Desire2Learn, SAMR model, provincial learning management systems e-learning and b-learning all enhancing digital communication methods that provide access anytime, anywhere from any device.

Trustees visited the "hangout" room in Chromebook with students from St. Rose Catholic Elementary. Questions were asked, and a parent and the students demonstrated, via their Chromebooks, the skills to immediately answer trustees' questions.

7. Delegations: *None*

8. Action Items:

a. Approval of Minutes

- i) Minutes of Committee of the Whole Board In-Camera Meeting of January 14, 2014

Moved by Trustee Macri and seconded by Trustee McMahon that the Minutes of the Committee of the Whole Board In-Camera meeting of January 14, 2014 be adopted as distributed. Carried

- ii) Minutes of the Regular Board Meeting of January 28, 2014

Moved by Trustee Mastromattei and seconded by Trustee DiMenna that the Minutes of the Regular Board meeting of January 28, 2014 be adopted as distributed. Carried

- b. Items from the convened In-Camera Board Meeting of February 11, 2014 and the Special In-Camera Board meeting of February 25, 2014

Vice Chair DiMenna reported that the Windsor-Essex Catholic District School Board convened a closed Committee of the Whole Board meeting on February 11, 2014 pursuant to the Education Act - Section 207, to consider specific personnel, pupil, real property matters, labour relations matters and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy

Act.

In addition, the Windsor-Essex Catholic District School Board convened a Special Committee of the Whole Board in-camera meeting on February 25, 2014 pursuant to the Education Act - Section 207, to consider specific personnel and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

Moved by Trustee DiMenna and seconded by Trustee Soulliere that the recommendations and directions of the Committee of the Whole Board in-camera meeting on February 11, 2014 and the Special Committee of the Whole Board in-camera meeting on February 25, 2014 be approved. *Carried*

Vice Chair DiMenna made the following announcements:

From the February 11, 2014 Committee of the Whole Board in-camera meeting:

- Approval of International Teacher Exchanges for January 2015.

From the February 25, 2014 Special Committee of the Whole Board in-camera meeting:

- Approval of the Request for Proposal - Absence Management System to Apply to Education.

9. Communications:

a. External (Associations, OCSTA, Ministry):

- i) Ontario Catholic School Trustees' Association (OCSTA) and the Catholic Board Council of the Ontario Student Trustees' Association (OSTA-AECO) - May 7, 2014 Province-Wide Secondary Student Mass

Student Trustee Ellepola, President of the Catholic Board Council of OSTA-AECO was instrumental in the preparation and implementation of the Province-wide Secondary student mass scheduled for May 7, 2014.

Moved by Trustee Macri and seconded by Trustee Favot that the Ontario Catholic School Trustees' Association (OCSTA) and the Catholic Board Council of the Ontario Student Trustees' Association (OSTA-AECO) - May 7, 2014 Province-Wide Secondary Student Mass be received as information. *Carried*

b. Internal (Reports from Administration):

- i) Report: Annual Plan for Policy Review 2013-2014

Moved by Trustee Macri and seconded by Trustee Mastromattei that the Board receive as information the Annual Plan for Policy Review 2013-2014. *Carried*

- ii) Report: 2012-2013 Community Use of Schools Annual Report

Moved by Trustee Alexander and seconded by Trustee Soulliere that the Board receive the 2012-13 Community Use of Schools Annual Report as information. *Carried*

10. Committee Reports:
a. Report: Special Education Advisory Committee (SEAC) Minutes of January 15, 2014

Moved by Trustee Soulliere and seconded by Trustee DiMenna that the Board receive the Minutes of the Wednesday January 15, 2014 Special Education Advisory Committee meeting as information. Carried

- b. Report: French Immersion Advisory Committee (FIAC) Minutes of October 24, 2013

Moved by Trustee McMahon and seconded by Trustee DiMenna that the Board receive the Minutes of the October 24, 2013 French Immersion Advisory Committee meeting as information. Carried

11. Unfinished Business: *(Includes Deferred and Tabled Reports): None*

12. New Business:

- a. Report: Grass Cutting and Trimming Services 2013-2014

Moved by Trustee Macri and seconded by Trustee Soulliere that the Board approve the extension of the existing 3 year arrangement with Quality Turf, Dukes Groundskeeping Inc., TLC (Total Lawn Care) and Garlatti Landscaping Inc. for the provision of grass cutting and trimming services for an additional one year term for the 2014 season, with a fifth year upon Board approval, as a charge to Groundskeeping accounts 000-40-430031-1-000 and 000-40-430031-4-000. Carried

- b. Report: Full Day Kindergarten Phase 5 Construction and Child Care Retrofit Capital Program Status Report

Moved by Trustee Soulliere and seconded by Trustee DiMenna that the report on the status of the Full Day Kindergarten Phase 5 construction program be received for information; and

That approval be given to the 2013-14 Schools-First Child Care Capital Retrofit Plan and that the Plan be submitted to the Ministry of Education for approval as required. Carried

- c. Report: Long Term Debenture By-Law – Capital Priority Program *(Deleted from the Agenda)*

13. Notice of Motion: *None*

14. Remarks and Announcements:

- a. Chairperson Holland made the following announcements:

- Congratulations to St. John the Evangelist Elementary school grade 3 and 4 students for winning the Community Living Ontario video award “*Together We’re Better.*” Mrs. Chippett’s class presented to the board on January 28th. The students brainstormed adjectives that they each felt best described the qualities that their friend, Johnny, brought out in each of them. This video is a wonderful testament to inclusive Catholic education.

- St. Anne High School students, who presented their slam poem to the Board on December 17th, have been awarded Honourable Mention in the Canada Catholic School Trustees' Association *Share Your Gifts* art and media contest. Chair Holland congratulated students from St. John the Evangelist and St. Anne High School.
 - The Student Senate Retreat for the selection of student trustees for the 2014-2015 academic year took place today. Dan Moynihan, Youth Ministry Specialist from the Diocese of London helped facilitate the retreat.
 - The Parent Involvement Committee is hosting a free workshop tomorrow at Holy Names High School at 6:00 pm. Four guests will speak to Social Media Safety, protection in a digital world.
 - Attended, with members of the Parent Involvement Committee, Trustee Favot and the Director, an Ontario College of Teachers (OCT) information session. The OCT representative discussed their role and the range of services available to the public.
 - The accommodation review committee public meetings for the Central, Riverside and Tecumseh areas are now complete. It is anticipated that the Committee recommendations will be submitted to the Director of Education by March 7 and will be presented as information to the Board at its regular public meeting on March 25.
 - Chair Holland wished all students and staff a safe, relaxing and enjoyable March Break.
- b. Director of Education Picard provided comments on recent activities supporting the Board's strategic priorities namely;
- Catholic Faith Formation:*** Session #5 of the "Creating A Culture of Belonging" series will take place March 4th at Assumption University. Principals, Vice-Principals, Campus Ministers and Catholic Studies Department Heads are invited to attend this session. The theme for Session 1: The Lessons of Pope John Paul II and John XXIII for Catholic Educators - Learning from two Saints-in-Waiting, and the theme for the second session: What does "Evangelii Gaudium" (Joy of the Gospel) say to Catholic Educators - A careful look at Pope Francis' Teaching. The First Day of Lent is March 5th. Please join us for Ash Wednesday mass at Assumption Chapel.
- Employee Development and Student Achievement Initiatives:*** The following workshops are scheduled during the month of March: Junior and Primary Reading Focus Sessions; LSA Grade 7 and 8 Math sessions; EPI- Pen training; French Immersion Elementary Professional Development; SawStop Training; French as a Second Language Elementary Professional Development; and OYAP Dual Credit Information Session.
- Community Engagement and Partnerships:*** The 10th Annual Social Justice Forum for Secondary School students was held on Tuesday, February 18 and the 10th Anniversary for grade 8 students on February 20, 2014. The forum is put on by the Teachers for Global Awareness in partnership with the Board, Greater Essex County District School Board and the University of Windsor. Approximately 120 Grade 8 students from both our Board and the public board were in attendance. The theme for this year was for the secondary level was "Borders, Boundaries & Belonging". The students were involved in several workshops dealing with various social justice issues. It is a wonderful way to introduce our Catholic Social teachings to our elementary and secondary students.
- Miscellaneous:*** Director Picard wished the students, staff and their families a safe and restful March Break.

- c. Board Chaplain Fr. Brunet commented on the recent death of a well known physician in the Windsor area, Dr. Raymond LaRocque.

15. Remarks/Questions by Trustees

Trustee McMahon thanked administrations for their support in the Accommodation Review Committee process.

Trustee Soulliere congratulated the St. John the Evangelist grade 3 and 4 students and their teacher Mrs. Chippett for their outstanding *Together We're Better* video and mentioned the video is apropos to the history of St. John the Evangelist school. In the 1980's, the first Educational Assistant was assigned to the school to assist the granddaughter of Kit Lacasse, who is recognized annually through the Board's Kit Lacasse Award for Special Needs Children.

Trustee Soulliere commended the communities involved in the Accommodation Review Committees.

Trustee Mastromattei congratulated Catholic Central teacher and basketball coach Peter Cusumato for winning All City and advancing to the provincials.

Student Trustee Ellepola commented on the Student Senate elections for the 2014-15 Student Trustees.

16. Future Board Meetings: *Unless stated otherwise, all meetings will be held at the Windsor-Essex Catholic Education Centre - 1325 California Avenue, Windsor beginning at 7:00 pm.*

- Tuesday, March 25, 2014
- Tuesday, April 22, 2014
- Tuesday, May 27, 2014
- **MONDAY**, June 23, 2014

Committee of the Whole Board In-Camera Meetings will be held on the second Tuesday of the month at 6:00 pm (closed sessions).

17. Closing Prayer – Fr. Brunet closed the meeting with a prayer.
18. Adjourn to Committee of the Whole Board In-Camera meeting, if required: *No Required*
19. Adjournment - There being no further business, the Regular Board meeting of February 25 2014 adjourned at 9:06 p.m.

Not Approved

Barbara Holland
Chairperson of the Board

Paul A. Picard
Director of Education and Secretary of the Board



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Barbara Holland
DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
March 28, 2014

BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Paul A. Picard, Director of Education
 Cathy Geml, Associate Director of Education
SUBJECT: **APPOINTMENT OF STUDENT TRUSTEES
 FOR THE 2014-15 SCHOOL YEAR**

RECOMMENDATION:

That the appointment of Kyla Dumlao of St. Joseph Catholic Secondary School and Valere Gaspard from Cardinal Carter Catholic Secondary School as Student Trustees for the 2014 - 2015 school year be received as information.

SYNOPSIS:

In accordance with Bill 78, the Education Statute Law Amendment Act (Student Performance), 2006, Regulation 07/07 – Student Trustees and Board Policy T:01 Student Trustees, an election was held to select two Student Trustees for the 2014-2015 school year.

BACKGROUND COMMENTS:

Students elected to the position of Student Senate Representative from their respective high schools, attended a retreat on Tuesday, February 25, 2014 facilitated by Betty Brush, Catholic Studies Consultant and Dan Moynihan, Youth Ministry Specialist, London Diocese. At the conclusion of the retreat, an election was held to select two Student Trustees for the coming school year. Elected as Student Trustees for the 2014-2015 school year were **Kyla Dumlao of St. Joseph Catholic Secondary School and Valere Gaspard of Cardinal Carter Catholic Secondary School.**

The two current Student Trustees, Francis Dellosa and Madeline Ellepola will serve as mentors for Kyla Dumlao and Valere Gaspard to assist in preparing them to assume their new role.

FINANCIAL IMPACT:

Each Student Trustee receives an honorarium of \$2,500 annually. If a student has not served for a full year (from August 1 to July 31), the amount is prorated. A budget has been

provided for student trustees in order to provide financial resources for attendance at provincial conferences and professional development opportunities. Students will be reimbursed for travel and miscellaneous out of pocket expenses up to an amount of \$5,000.

TIMELINES:

The Student Trustees will serve a one-year term from August 1, 2014 to July 31, 2015.

APPENDICES:

None.

REPORT REVIEWED BY:

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|-------------------------------------|---------------------------|----------------|----------------|
| <input checked="" type="checkbox"/> | EXECUTIVE COUNCIL: | Review Date: | March 18, 2014 |
| <input checked="" type="checkbox"/> | EXECUTIVE SUPERINTENDENT: | Approval Date: | March 18, 2014 |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION: | Approval Date: | March 18, 2014 |



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Barbara Holland
DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
March 25, 2014

BOARD REPORT

PRESENTED FOR: Public In-Camera
Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Mario Iatonna, Executive Superintendent of Corporate Services

SUBJECT: 2014-15 BUDGET PRESSURES AND CHALLENGES

RECOMMENDATION:

That the Board receive the report on 2014-15 Budget Challenges and Pressures as information.

SYNOPSIS:

In order to enhance communication and consultation with the community with respect to the Board's progress in budget development and in order to bring budget parameters to the attention of the Board early in the budget process, this report identifies the Provincial and local contexts in which the 2014-15 budget is being developed and outlines the pressures and challenges that must be considered in bringing a balanced budget to the Board.

BACKGROUND COMMENTS:

The Board's strategic plan is key to its sustainability. Just as important to the Board's long-term sustainability is its budget. In fact, the development of the Board's annual budget is one of the most strategic, but also the most time consuming and labour intensive functions undertaken by Administration.

The budget is the Board's fiscal plan that supports the delivery of educational programs and services and reflects the Board's strategic plan for the upcoming academic year. It also provides the authority for Administration to spend funds on a variety of programs and services. It is important that the budget be developed in a thoughtful manner and that decisions respecting the expenditure of funds carefully weigh the impacts and benefit to stakeholders across the near and long-term horizons. Further, when developing the budget, both the Provincial and local context must be considered.

PROVINCIAL CONTEXT:

The Provincial context must be considered by WECDSB as it proceeds through budget development. Some of the key considerations are as follows:

- The challenging Provincial fiscal outlook that impacted the development of prior year budgets will continue into the 2014-15 budget development process, as the Province remains on track to eliminate the provincial deficit by 2017-18.
- The two year labour framework will come to an end on August 31, 2014 and the 2014-15 budget may be impacted by a new labour framework, such as the proposed Bill 122 (*School Boards Collective Bargaining Act, 2013*), which introduces a new central bargaining structure. The model put forward features central bargaining for key issues with province-wide impacts such as pay and benefits, combined with a local bargaining table that is more in line with traditional collective bargaining.
- The Province has three core priorities for education in Ontario identified below:
 1. High levels of student achievement
 2. Reduced gaps in student achievement
 3. Increased public confidence in publicly funded education

Further, the Ministry is building on the next phase in Ontario's education strategy, which plans to move the system from *Great* to *Excellent*. The focus in this phase is to:

1. Sustain the priorities and the commitment to continuing improvement with respect to the three core goals listed above.
2. Examine the skills, knowledge and characteristics students need to succeed.
3. Discover ways to use technology more effectively in teaching and learning.
4. Examine how the education system needs to evolve as a result of changes to child care and the implementation of Full Day Kindergarten, and
5. Explore various opportunities for partnership to enhance the student experience.

The three core priorities, combined with the *Great to Excellent* strategy, need to be considered by WECDSB when developing its budget.

- The Ministry of Education's grant announcement is expected on or about March 27th. While each Grant for Student Needs (GSN) release in the past decade has seen a significant increase in funding (even as enrolment has declined), the Ministry has reminded Boards that it is a time of transition for the GSN, and the challenge now is to plan for a potential change in this trend.

- Full-Day Kindergarten (FDK) - The 2014-15 GSN will reflect full implementation of FDK, and the additional 0.5 day will no longer be funded through an Education Program Other (EPO) grant.
- School Condition Improvement Funding – In 2011-12 the Ministry provided Boards with \$150M in funding for school renewal needs in each of the next three years through a grant known as the School Condition Improvement Allocation. 2013-14 was the last year of the three year allocation, and it remains to be seen whether this or similar capital funding will be provided in 2014-15 and beyond.
- Special Education Funding Reform – While there has been much discussion about a possible new funding mechanism over the years and the funding has been revised slightly from time to time, the issue of adequate funding for students with special needs has yet to be resolved. A working group has prepared a proposal to amend the calculation of the High Needs Amount (HNA) in the Special Education Grant, and the recommendations of the working group are expected to be included in the 2014-15 GSN.
- Board Administration Advisory Group – This group, which was established in 2010 to review the Board Administration grant, has completed its work and has made recommendations to the Deputy Minister. It is expected that the recommendations will be included in the 2014-15 GSN.
- School Board Efficiency and Modernization Initiative – As Ontario continues to deal with the challenges of the global economic downturn and slower-than-expected recovery, the government is looking for new ways to deliver key priorities within current fiscal realities. To that end, the 2013 budget announced that the Ministry of Education would be consulting education stakeholders on an efficiencies and modernization savings strategy for the 2014-15 school year. The Ministry is looking for opportunities to transform the way funding is allocated and used at the board and school level, modernizing school board funding to have more efficient operations on the ground.

Consultations with stakeholders occurred during the months of October and November of 2013 and were focused on the following areas:

- Underutilized and small schools
- Declining enrolment supports
- Improving accountability
- Sharing efficiency savings
- E-books and e-learning
- New technologies
- Getting the balance right

The Ministry expects to release a report on the results of the consultation soon, and plans to use the feedback received to inform the development of the 2014-15 GSN.

LOCAL CONTEXT:Enrolment

A preliminary enrolment forecast has been developed for 2014-15. Enrolment projections were established based on historical data, updated for current circumstances. The projections are conservative in nature, and have been reviewed and approved by Executive Council for use in 2014-15 budget development. The projected full-time equivalent (FTE) enrolment for 2014-15, with a comparison to 2013-14, is as follows:

| | 2013-14 Revised Estimates (FTE) | Projected 2014-15 Estimates (FTE) | Change in Enrolment |
|-----------------------------------|--|--|--------------------------------|
| Elementary (ADE) | 13,516.50 | 13,043.00 | (473.50) |
| Secondary (ADE) < 21 yrs | 7,535.12 | 7,109.65 | (425.47) |
| TOTAL DAY SCHOOL ENROLMENT | 21,051.62 | 20,152.65 | (898.97) |
| Total High Credit | 23.38 | 29.81 | 6.43 |
| Adult Pupils (ADE) > 21 yrs | 228.75 | 220.00 | (8.75) |
| Total Visa Pupils | 40.50 | 41.00 | 0.50 |

Note: ADE= Average Daily Enrolment
FTE = Full Time Equivalent

For the purposes of the 2014-15 budget estimates, a decline of 899 pupils from the Board's 2013-14 Revised Estimates (or 4.3%) is being projected for WECD SB, bringing the total enrolment down to 20,153 pupils from 21,052. Total High Credit, adult and VISA pupils are projected to remain relatively stable from the prior year, collectively declining by only 1.82 FTE.

Based on the enrolment identified above, Finance has prepared a preliminary funding forecast. As the final Grant for Student Needs (GSN) announcement is not traditionally made until late March, the funding forecast is based on applying the projected enrolment to the current year's (i.e. 2013-14) funding formulas, adjusted for any 2014-15 grant changes known at this time. When the final GSN announcement is made, Finance will revise the funding forecast and communicate any changes to impacted departments and ultimately to the Board.

About two-thirds of education funding is based on enrolment. The projected decline of 899 FTE pupils is estimated to result in approximately \$6.3M of reduced grant revenues (based on 2013-14 funding formulas). The declining enrolment trend is expected to continue to place significant pressure on the Board's budget in future years. Looking at very preliminary nominal (i.e. head count) enrolment projections in the chart on the following page gives an indication of the magnitude of the dilemma facing the Board.

| Grade | 2014-15 Projected Nominal Enrolment (i.e. Head Count) |
|--------------------------|---|
| Junior Kindergarten | 900 |
| Senior Kindergarten | 1,082 |
| 1 | 1,162 |
| 2 | 1,206 |
| 3 | 1,327 |
| 4 | 1,392 |
| 5 | 1,399 |
| 6 | 1,470 |
| 7 | 1,523 |
| 8 | 1,582 |
| 9 | 1,463 |
| 10 | 1,861 |
| 11 | 1,910 |
| 12 | 1,997 |
| NOMINAL ENROLMENT | 20,274 |

Note: Table does not include Secondary Day School > 21 yrs of age.

The Board is projected to graduate 1,097 more students at the end of 2014-15 than the number of students projected to be enrolled in JK during the year. It is evident from the data that the downward trend in enrolment is projected to continue year-over-year. If the projected Junior Kindergarten enrolment for 2014-15 stays fixed for each year into the future and no other factors change, the Board would decline to a nominal enrolment of 12,600 in 2027-28, a drop of 7,674 pupils or 38%.

The WECDSB Enrolment Projections and Demographic Trends report of December 9, 2013 by Watson & Associates provides two separate projections for future enrolment. In the hypothetical case of no new housing/growth, Watson projects 2027-28 nominal enrolment to fall to 15,654 pupils, a decline of 4,503 or 22%. With the projections made by Watson to account for additional pupils from future new housing/growth, the 2027-28 nominal enrolment is projected to rise slightly to 20,854, a projected increase of 3.5%.

The local economy is still at the earliest stages of a potential recovery. The tenuous nature of world, Ontario and local economies make forecasting the strength and timing of a full recovery very difficult to predict. The Ministry of Education had previously projected that the downward trend in junior kindergarten enrolments would bottom out in approximately 2014-15. The noted economic factors may push this date further into the future, with significant negative consequences for the Board's enrolment in the coming years.

Budget Outlook

A preliminary budget outlook has been developed for 2014-15. The table below summarizes the projected fiscal challenges for the upcoming academic year:

| Preliminary Forecast | 2014-15 (\$Millions) |
|---|-------------------------|
| Reduced GSN grant due to decline in enrolment | (6.3) |
| By-law reserve (0.5% of operating allocation) | (1.1) |
| Rental revenue decrease | (0.1) |
| Structural Surplus from 2013-14 Revised Estimates | 5.2 |
| Additional ECE funding | 0.5 |
| TOTAL REDUCTIONS REQUIRED | (1.8) |

Notwithstanding the positive financial results the Board has achieved in the past fiscal year, the decline in enrolment, the capital deficit and other spending pressures facing the Board such as Special Education and School Operations and Maintenance (not included in the forecast above) continue to present challenges as the Board balances the 2014-15 budget. Necessary restraint measures combined with new and creative approaches to the way the Board delivers education and the way funds are used will need to continue to be the focus for WECDsB.

Pressures

- Technology:** Technologies have become tools of learning and necessities to function effectively and efficiently for both the administrative and academic operations of the Board. For three years, funding provided through the Classroom Computers per-pupil allocation had been reduced by \$25M, and starting in 2012-13, this constraint was made permanent. Reductions in Ministry funding to support technology continue to add pressure to the Board's operating budget as computer hardware and software quickly become obsolete and must be refreshed to operate properly and maintain overall effectiveness. In addition, core network infrastructure challenges that require upgrades to servers and network switches will place further strain on the budget, as the GSN has not previously recognized the need for funding the upgrade of I.T. infrastructure.
- Capital Deficit:** Under prior administrations, the Board undertook the construction of school facilities not fully supported by New Pupil Place Grant revenues. As a result, there is unsupported debt, meaning capital debt that is not supported with grant revenues from the Province to meet principal and interest payments. This debt affects the Board each year in the form of unsupported amortization expense, which is projected to be approximately \$722K per year. The Ministry of Education has previously recommended that the majority of this debt, which relates to pupil places, be funded from the School Renewal Grant, which would commit approximately 23% of this grant annually for an estimated 20 years. While Administration is aggressively working to reduce this debt, it continues to crowd out spending that could be used for other priorities.

- **Facilities:**

Key Facts:

| |
|--|
| ✓ WECDSB has 38 elementary schools of which 1 is less than half full. |
| ✓ WECDSB has 10 secondary schools of which 2 are less than half full. |
| ✓ 63% of WECDSB's elementary schools are using less than 85% of the available space. |
| ✓ 50% of WECDSB's secondary schools are using less than 85% of the available space. |
| ✓ There is currently excess capacity of 4,364 spaces or 18% across WECDSB's entire system. |

* All statistics from 2013-14 Revised Estimates, per Ministry standards

* Board calculated excess capacity with EPO funded FDK pupils is 3,501 spaces or 14%

As noted above, the Board has over 4,300 surplus pupil spaces in all of its schools. This represents an approximate equivalent of 10 average-sized elementary schools that would have to close for the Board to address this excess capacity.

Schools with excess capacity are still subject to the same fixed costs of school operations, such as utilities and maintenance. Because space is underutilized however, the schools do not receive enough per-pupil funding through basic foundation grants to cover these fixed costs. To address this problem, the Ministry provides boards with top-up funding in the School Facility Operations and Renewal Grants. The top-up increases the Board's revenue for up to 15% of the excess capacity. For example, a school with a utilization rate of 60% would be treated as if it were operating at 75%; a school with a utilization rate of 80% would be treated as if it were operating at 95%; and schools over 85% utilization are fully topped up (i.e. treated as if they are operating at 100%).

By Ministry standards, 60% of WECDSB's 48 schools are underutilized, using less than 85% of the available space. As noted above, funding for schools with utilization rates that are at or above 85% will be topped up to the amount that would be generated if the schools were operating at 100% capacity. Since 60% of WECDSB's schools are below the 85% utilization threshold, they are still not generating full School Operations and Renewal grant funding after the 15% top-up funding is applied. Therefore, WECDSB is not maximizing the benefit it could be receiving from the allocation, which is causing a budget pressure.

In the 2013-14 Revised Budget Estimates, 11% (almost \$2.5M) of WECDSB's total school operations and school renewal funding is dedicated to funding empty spaces. Across the province, this figure is 13% or \$300M, an amount which, if fewer empty pupil places existed, could be freed up by the Ministry for improved student achievement.

- **Special Education:** WECDSB's inclusive model of Special Education service delivery expresses its commitment to educate each child to the maximum extent appropriate in the classroom he or she attends. It involves bringing the support services to the child rather than moving the child to the services. This model however causes budget pressures as the number of students with special needs continues to increase each year, notwithstanding that overall student enrolment is decreasing significantly. WECDSB's total annual special education expenditures since 2002-03 have increased by \$8.6M or 50% while the annual grant allocation has only increased by \$3.9M or 20%. The Province has been considering a comprehensive review of special education funding for quite some time. Recently, a working group has prepared recommendations to amend the calculation of the High Needs Amount in the Special Education Grant, the impact of which is expected to be reflected in the 2014-15 GSN.
- **Faith Formation:** WECDSB's strategic priorities consist of Faith Formation and Student Achievement. Integrating faith into the curriculum and promoting faith formation of students and staff are critical to fulfilling the mission of Catholic Education and preserving the Catholic identity. This is an area however for which there is no direct funding source to support the costs, and it remains unlikely that the Board will receive direct funding to support this pressure. The Board must carve out funding from other grants or find savings elsewhere to fund this priority.
- **School Budgets:** Over the past three years total school budgets have remained relatively stable, with only a 1% change in funding allocated to schools from 2011-12 to 2013-14. With approximately two-thirds of education funding based on enrolment, the historical decline in WECDSB's total enrolment has resulted in reduced grant revenues overall for the Board. With a shrinking pool of available funds, it remains increasingly difficult to continue to maintain the stable level of school budget support.
- **Other:** There have been limited budget increases (if any) over the past few years and each year discretionary expenses have been reviewed to identify decreases where necessary. While Administration continues to review these expenses for further savings, each year it becomes more and more difficult to identify the deeper reductions that are needed to maintain last year's level of educational programs and services. There is constant pressure to maintain gains in student achievement while staffing, resources and Ministry funding are all being reduced. Each year presents less and less room to absorb pressures.

Additionally, the Board only recently has begun to accumulate working reserves to offset the capital deficit. The ability to generate reserves depends in large part on the Board's commitment to offset the current capital deficit of approximately \$15.6M with ongoing operating budget surpluses. The Board realized an accumulated operating surplus of \$5.4M at the end of 2012-13. With the operating surplus for this current budget year projected at \$5.2M, the Board is projected to have an accumulated operating surplus of \$10.6M at the end of 2013-14. Continued fiscal prudence is necessary in the development of the 2014-15 budget in order to continue to increase the accumulated surplus to fully offset the capital deficit.

Furthermore, approximately 79% of the total Board budget (or 87% of the Board's operating budget) consists of salaries & benefits, with a significant portion of the remaining expenses either being mandatory (e.g. amortization, debenture interest,

contractual fees, etc.) or revenue neutral (e.g. EPO's expenses with corresponding funding sources, etc).

Summary:

All of the above is being provided for the information of the Board at this time. Administration will continue to develop the 2014-15 budget with due consideration to the factors that have been identified.

FINANCIAL IMPACT:

Discussed throughout the report.

TIMELINES:

The detailed 2014-15 budget process, including timelines, has previously been submitted to the Board. A further update report is anticipated to be provided to the Board in late April. The final budget is due for submission to the Ministry of Education by June 30, 2014.

APPENDICES:

N/A.

REPORT REVIEWED BY:

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| <input checked="" type="checkbox"/> | EXECUTIVE COUNCIL: | Review Date: | March 18, 2014 |
| <input checked="" type="checkbox"/> | EXECUTIVE SUPERINTENDENT: | Approval Date: | March 18, 2014 |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION: | Approval Date: | March 18, 2014 |



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Barbara Holland
DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
March 25, 2014

BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Paul A. Picard, Director of Education
SUBJECT: **ACCOMMODATION REVIEW COMMITTEE REPORTS TO THE DIRECTOR OF EDUCATION FOR THE CENTRAL WINDSOR, RIVERSIDE AND TECUMSEH AREAS.**

RECOMMENDATION:

That the Board receive as information the Final Accommodation Review Committees' (ARCs') Reports, submitted to the Director of Education, for the accommodation review studies of the Central Windsor, Riverside and Tecumseh Areas.

SYNOPSIS:

The Accommodation Review Committees' Final Reports to the Director of Education are provided to the Board as information at this time as part of the accommodation review process. The process is continuing, with further public consultation. Special Board meetings to receive the Director's report and further community input have been scheduled for April 14, 2014 (Central Windsor), April 15, 2014 (Riverside) and April 16, 2014 (Tecumseh).

BACKGROUND COMMENTS:

On May 28, 2013, the Board approved proceeding with pupil accommodation reviews of the following schools:

- The Central Windsor Area, including Catholic Central High School, Immaculate Conception and St. Angela Catholic Elementary Schools;
- The Riverside Area, including F. J. Brennan High School, St. John Vianney, St. Jules, St. Maria Goretti and St. Rose Catholic Elementary Schools; and
- The Tecumseh Area, including St. Gregory, St. Peter and St. Pius Catholic Elementary Schools.

As required under Board Procedure Pr A:05 Pupil Accommodation Review, Accommodation Review Committees were established to lead the public review and to study, report and make recommendations on accommodation options for the schools under consideration.

The ARCs held public consultation meetings over the course of the reviews to present their work and to receive input from the communities. Pursuant to their mandate, and as detailed within their Terms of Reference, the Committees relied on school information profiles, information provided by Board administration, and input received through the public consultation process to complete their studies and to finalize the attached reports.

The reports were submitted to the Director of Education on Wednesday, March 5, 2014.

TIMELINES:

The Director will review the ARC reports submitted to him and will prepare reports to the Board that include the results of the public consultation process and analysis and recommendations. The Director's reports will be presented to the Board at the following special public meetings for community input:

- For the Central Windsor Area, Monday, April 14, 2014, 6:00 pm at Catholic Central Secondary School;
- For the Riverside Area, Tuesday, April 15, 2014, 6:00 pm at F.J. Brennan Secondary School;
- For the Tecumseh Area, Wednesday, April 16, 2014, 6:00 pm at St. Anne Secondary School.

The Director's reports will include as appendices, the ARCs' final School Information Profiles and Accommodation Reports, the information package provided to the ARCs by Board administration, and the minutes of all ARC meetings (including minutes of public meetings for input as well as committee meeting minutes). The Director's reports will be provided to the Trustees two weeks prior to the special public meetings and will be posted at that time to the Board's public website, in order to allow the community an opportunity to consider the Director's reports prior to the special public meetings for community input.

Following the special Board meetings, the Director, in consultation with Board administration, will prepare a follow up report to the Board in which he will report on and respond to the representations made by the public.

The Board of Trustees will vote and make its final decision on the recommendations of the ARCs and the recommendations of the Director and Board administration at its regular scheduled Board meeting on Tuesday, May 27, 2014, 7 p.m. at the John Paul II Board Room, Catholic Education Centre, 1325 California Ave. The Director's follow up reports will be made available and posted to the Board's public website, prior to the meeting. The community has received notice of this meeting and the special meetings for public input through school letters, advertisements in local newspapers, and the Board's website.

FINANCIAL IMPACT:

N/A

APPENDICES:

- Accommodation Review Committee Central Windsor Final Accommodation Report
- Accommodation Review Committee Riverside Final Accommodation Report
- Accommodation Review Committee Tecumseh Final Accommodation Report

All documents relative to the ARC study, including the final reports, school profiles, background information, and minutes of all meetings are currently available on the Board's public website at www.wecdsb.on.ca.

REPORT REVIEWED BY:

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| <input checked="" type="checkbox"/> | EXECUTIVE COUNCIL: | Review Date: | March 18, 2014 |
| <input checked="" type="checkbox"/> | EXECUTIVE SUPERINTENDENT: | Approval Date: | March 18, 2014 |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION: | Approval Date: | March 18, 2014 |



**WINDSOR-ESSEX CATHOLIC
DISTRICT SCHOOL BOARD**

ACCOMMODATION REVIEW COMMITTEE

Central Windsor

FINAL RECOMMENDATIONS TO THE DIRECTOR OF EDUCATION

**Study of Catholic Central, St. Angela and Immaculate
Conception Catholic Schools**

2014

Background

On May 28, 2013, the Board, under Ministry of Education Supervisor, Norbert Hartmann, approved proceeding with a pupil accommodation review of five schools located in the Central Windsor area, including Catholic Central Secondary School, Immaculate Conception and St. Angela Catholic Elementary Schools.

As required under Board Procedure Pr A: 05 Pupil Accommodation Review, an Accommodation Review Committee (ARC) was established to lead the public review of the schools, and to study, report and make recommendations on the accommodation options for these schools.

Invitations to participate in the ARC were forwarded to all of the school communities, requesting suggestions for teaching, non-teaching, parent, community and business representatives. Invitations were also extended to local parishes and municipal representatives, and the Committee was formed pursuant to the Terms of Reference.

The ARC held public consultation meetings over the course of the review to present its work and to receive comments and questions from the public. The Committee considered all input received in arriving at its recommendations. The committee feels that the following points reflect input and consultation regarding the positive and negative aspects for students, community and school board.

In all of the following options which involve the building of a new facility (options #1, 3, 4, 5 and 6), a primary concern raised by the Committee was the concept of building a school to meet current needs and not allowing for further expansion on the site. The committee feels it is important to address the “build it and they will come” philosophy. This could enhance enrolment and in turn enhance programming and section diversity (i.e. People will be attracted to the shiny and new school). The committee wants to see consideration of room to expand the building should the enrolment surpass expectations.

Option #1 Build a new Catholic Central at the Windsor Arena Site at McDougall and Wyandotte including the Windsor Water World site; Consolidate St. Angela and Immaculate Conception School in a new school building at the same site, with the high school and elementary school sharing a field house: Investigate the possibility of acquiring Wigle Park for an outdoor athletic complex.

* Please note: The Committee does not support this option. The Committee did explore and study this option fully as part of the review process. The following was of primary concern to the Committee and the community:

Option #1 Value to the Student

- This option affords greater student diversity.
- There will be opportunities for mentoring of younger students with older students, role modeling and opportunities for leadership. The increased familiarity with the site will enhance transitions from grade 8 to grade 9 and this is likely to ensure greater retention rates; fewer students leaving to go to other secondary schools.
- There will be greater networking opportunities for all involved.
- There is a possibility of greater enrollment as it is expected that a new school will draw enrolment from all surrounding school areas. This will enrich school programming, scheduling and the school environment. An enhanced new facility will provide greater physical comfort which will include access to state of the art technology, enhanced green space area, access to downtown facilities such as: AGW, St. Clair Centre for the Performing Arts, co-op opportunities etc.
- There is proximity to the church which will enhance religious affiliations and instruction and augment existing community outreach programs.
- Pupils at the secondary level will maintain a sense of identity and school spirit by moving as a unit to the new site. Many CCH students live within the boundaries of this site and would not be inconvenienced by this move. The location is conducive to walking and or access city bus routes.
- Enrollment could be increased by being so intimately situated to areas of settlement for new Canadians. This location could allow for easier transitions for these families and facilitates assistance for these families by the settlement workers located within the school area. There would also be enhanced programming for new Canadians driven by partnerships with existing programs in the community and factoring in the student population needs.

The committee also reviewed aspects of option #1 that were not viewed as Value to the student. The “**cons**” included the following:

- Superintendent Iatonna has stated to the committee that it is not feasible to include the enrollment of all three schools on this site due to the square footage.
- There are concerns about the disparities in age in a combined JK-12 site (exposure to behaviour of older students etc.)
- Limited access and scheduling related to resources such as the gym, library, green space etc.
- Team practice times and scheduling with all three schools would be a nightmare as CCH has three gyms currently and this is not enough to accommodate four gym classes and/or team practices in an efficient manner. Also with regard to green space there is concern that there is the possible inability of a regulation size field being able to be on this site for secondary football and soccer teams.
- The possibility of larger class sizes due to amalgamation, the upheaval of all schools’ students to a new site.
- There are concerns regarding the possible current trend of building one large gym with another smaller gym placed longitudinally beside it and the inherent cacophony and inability to teach due to noise issues.

Option #1 Value to the Board:

- The land acquisition for \$1.00
- There is probability of greater elementary-secondary transition rates due to the one site venue.
- The revenues generated by the sale of three properties and operating at capacity generates greater governmental funding.
- There will be reduced renewal rates at a new facility.
- A new building generates community interest and could initiate the transfer of students from co-terminus boards.

Negative aspects of Possible Concerns for the Board in Option #1

- The need to sell three properties.
- Additional funding for one additional elementary bus.

Option #1 Value to the Community:

- The Glengarry Renewal committee has already stated that they want this school to be built on this site, as they believe it will generate new life and spirit into the area.
- Many studies have already been completed with the support of various community and city sectors regarding the viability of this site. This information could be utilized by the Board in order to augment their plans for the site,
- A Catholic core presence is maintained.
- The retention of the vast majority of current students is possible. Many families live within walking or easy bus routes to the site.
- The site is accessible for many new Canadian families living in the area would aid their transition to Windsor and encourage enrollment and enhanced programming and services for ESL in this area

Possible negative aspects for the Board of Option #1

Community Cons - the reduction of revenues generated by the CCH students at present business locations

There are concerns regarding the number of feeder schools, which CCH will maintain.

There are concerns regarding the distance to the new site from OLPH and the lack of programming and community services, which may be resultant.

Option #2 Consolidate Catholic Central High School at Brennan High School; Consolidate Immaculate Conception at St. Angela

*Please note - this committee and the community at large vehemently opposed this option. The Committee did explore and study this option fully as part of the review process.

Option #2 Value to Student:

Could realize increased enrollment which could lead to greater networking and programming diversity with additional sections, programming driven by student needs could be enhanced with the increased number of pupils at one facility.

Student Cons:

- Limited access and scheduling related to resources such as the gym, library, green space etc.
- The possibility of larger class sizes due to amalgamation, the upheaval of all schools' students to a new site.

Negative aspects of Option #2

- This option is viewed as causing potential major upheaval, loss of students to the co-terminus board schools like Kennedy and reducing opportunities for downtown affiliations and co-op opportunities
- There would no longer be a Catholic school downtown hence loss of Catholic presence in city core.
- This option would generate a school community sadness and resentment over the loss of school identity and the absorption into another school climate and identity.
- This option does not recognize the importance of addressing the students' needs and feelings. It is viewed that larger schools are usually less intimate and students feel less of an individual and more of a number.
- The enhanced number of sections realized by higher enrolment does not always lead to greater scheduling flexibility.
- There are transportation concerns for extracurricular activities at elementary and secondary levels.
- There is the possible potential loss of parental involvement and loss of networking due to distance.
- No longer the community neighborhood school.
- There would be no investment in some local areas with these amalgamations, greater negative environmental impact by the increased number of students requiring transportation, less of a sense of community spirit.
- This option is viewed as having less behavioral accountability among students; when students are not intimately known and recognized, there is diminished sense of community safety; fewer people know each other and interact. (Studies have illustrated that the neighbourhood school concept enhances the lives of students in numerous ways, i.e. greater extracurricular participation, less divisiveness based on socio-economic status, greater civic engagement, social interconnectedness, a neighborhood school asks diverse families to come together and act in the best interests of all involved children regardless of personal interests or backgrounds)
- Well-maintained neighborhood schools increase property values of their surrounding homes, neighborhood schools have been shown to lead to healthier students, they foster an important sense of community. The neighbourhood school is a gathering place for residents rather than simply a school bus destination.
- Smaller schools have proven that they have positive contributions to students in the following ways: academic achievement, student and teacher attitudes, reduction in social behaviors such as truancy, vandalism, fewer classroom disruptions, reduction in aggressive behaviors as well as theft, substance abuse, gang affiliations, attendance issues and dropout rates. These attributes would be lost by these amalgamations.

Option #2 - Staff Pros:

Staff may move mostly as a unit to the new facility

Option #2 - Staff Cons:

- Seniority and staffing changes could create difficulties in maintaining employment in specific subject areas.
- The need to establish a new 'pecking order', disruption of the currently utilized and familiar staff networks and the need to accept and value new staff and new ideas.

Option #2 Value to the Board

- Revenues generated by higher efficiency rates, larger amount of sections to provide to student, possibility of increased enrollment from co-terminus boards by this amalgamation.

Option #2 Board Cons:

- The cost of building an addition to Brennan.
- There were concerns generated about the potential absence of a Catholic downtown presence. This could generate many school transfers by CCH students to other boards.
- The location and home proximity could factor in above the desire for students to learn in a faith based environment and this could lead to transfers to other boards as well.

Option #2 Value to Community

The option creates possible ability to generate new co-op opportunities

Community Cons:

- By taking neighborhood schools out of their respective communities we weaken those neighborhoods by eliminating one of the focal points for their areas. Each school is an integral part of each of the unique communities that it represents and this sense of identity and representation would be removed from the equation.
- ICS has recently relocated and now they are being asked to do so again.
- ICS currently draws much of its population from the St. Alphonsus and Caldean churches. These affiliations and religious networking ties would be lost.
- ICS students utilize nearby downtown facilities such as the YMCA to augment and enrich their lives. In this option these affiliations would be lost or minimized by this amalgamation. Investment to the downtown infrastructure enriches the lives of all Windsor citizens and one of our valuable resources would now be lost.
- May produce traffic congestion issues at the St. Angela site.
- ICS has at capacity enrollment currently-why are they being asked to amalgamate?

Option # 3 (a): Build a new Catholic Central at the Windsor Arena site at McDougall and Wyandotte including the Windsor Water World site; Immaculate Conception and St. Angela status quo. Investigate the possibility of acquiring Wigle Park for an outdoor athletic complex.

Option #3 (b): If Option 3 (a) is deemed feasible by the Board, then consideration be given to the options presented by Mr. Dartis Willis, Owner/CEO of Windsor Express Basketball.

Option #3 Value to Student

- Could realize greater elementary-secondary transition rates due to proximity.
- Probability of increased enrollment due to community interest could bring about greater programming choices and more sections for students to choose from.
- An enhanced physical learning environment.
- Less disruption as CCH students to a large degree many live close to this site.
- The neighborhood school benefits students: academically, socially, behaviorally, attitudinally, greater potential for parental involvement and networking increases student performance levels, strong sense of school spirit and community, smaller schools usually generates greater student success rates,
- There is a greater number of walkers so this lessens negative environmental impact by the shuttling of students from far distances, less traffic congestion due to increased number of walkers, stronger community affiliations, more student to student networking as they usually live quite close to each other.
- The advantages of smaller neighborhood schools is found across the board but is especially pronounced for minority, economically disadvantaged and immigrant students. The smaller school concept decreases feelings of isolation and generates greater participation in extracurricular activities
- This option would generate a more proactive community attitude, maintain religious and present church and service affiliations.

Student Cons:

- The WECDSB could lose some population to the co-terminus boards due to CCH location change, possibility of a lack of a regulation size field for CCH football and soccer games, traffic and physical safety concerns for this particular CCH downtown site due to its proximity to busy streets, concerns regarding the supposed safety and criminal element surrounding the potential secondary site.

Staff Pros:

- Secondary staff moves as a unit to new site which lessens disruption and chaos and increases stability, elementary staff is status quo so no disruption whatsoever.

Staff Cons:

- The need to physically set up new classrooms for secondary staff

Option #3 Value to Community:

- The schools will maintain sense of community and spirit and will continue to be a gathering place for the community.
- The neighborhood school represents a strong civic asset and commitment to its community, a sense of community connection and pride, civic engagement enhanced, social interconnectedness maintained and the school continues to be a natural focal point for neighborhood involvement.
- School playgrounds are excellent local resources for extracurricular activities.

- Schools with good reputations augment the value of their surroundings homes and properties.
- The development and maintenance of sustained social support between families, increases the sense of security and belonging, as so many people know each other by living so close. This may also lessen anti-social behaviors of students in neighborhood schools as the accountability is increased through recognition of faces. There is a greater sense of community pride that augments the care taking of community resources.
- When investment is made to community schools there is investment in the local area as well. That area is enriched and revitalized by this. There is a greener environment in which to live because of less transportation pollution and less shuttling of pupils to and fro, greater investments of time and money to schools by parents who support the “it takes a village to raise a child” mentality only benefits the community that it is located within.
- There is less divisiveness based on socio-economic differences, less parental concerns for physical safety when children know each other and their parents and network to go to and from school together, neighborhood schools usually promote longer-lasting community ties and friendships than larger amalgamated schools and this supports a more intimate and socially interconnected community and increased civic engagement and support.

Option #4: Build a new Catholic Central at the Windsor Arena Site at McDougall and Wyandotte including the Windsor Water World site; Move Immaculate Conception School in a new building at the same site, with the high school and elementary school sharing a field house; St. Angela status quo. Investigate the possibility of acquiring Wigle Park for an outdoor athletic complex.

Value to Student:

- This option presents increased opportunities for mentoring and student networking by combining elementary and secondary students.
- There is greater probability for the retention of elementary ICS students when they are already housed in the CCH venue.
- There is a new facility and infrastructure to thrive in and augment the learning environment and programming for involved students.
- There is no disruption for St. Angela pupils as they maintain status quo, still a proximally located school so few transfers probable to co-terminus board schools.
- This option allows schools in the area to maintain the majority of church affiliations and community ties that could expand on new downtown resources for co-op opportunities.
- CCH now has a one site venue, increased CCH green space, new and improved technological capabilities at new facility, sense of community connectedness and school spirit maintained as entire schools relocate as a unit to new site, possibility for increased enrollment due to community interest and fascination of the new facility could generate greater learning sections and programming for students as programming tries to be student driven.

Option #4 Student Cons:

- Possible upheaval of ICS pupils to new facility and loss of neighborhood school to a certain degree by its location shift could lose some ICS students to Begley or Dougall schools as they would now be closer to some ICS family homes.
- There may be physical safety concerns by combining elementary and secondary students (the possibility of witnessing inappropriate behaviors exhibited by secondary pupils at the same venue.
- May be limited accessibility to the school resources such as the field or gymnasium (for not only programming but game and practice times, the possibility of a lack of enough green space to house a regulation size field for football and soccer games)
- There may be traffic congestion and the inherent safety issues associated with this issue for walkers.
- CCH and ICS staff will move as a unit and there is less disruption to both staff and students as sections are maintained and seniority does not become an issue.

Staff Cons:

The upheaval of classroom settings and the need to re-establish the physical classroom environments

Option # 4 Value to Board

- This option maintains the majority of pupils as the new site is close to both the present CCH and ICS.
- This option generates revenues for the Board by the sale of two buildings and lower renewal rates due to greater efficiencies in new facility
- This option maintains a Catholic presence in the city core and all of its affiliations with the church are maintained.
- At capacity operation generates governmental funding,
- Community interest could generate new students for this Board.

Board Cons:

- There will be a need to sell off two old properties.
- Additional funding will be needed for elementary bussing.
- There is the potential loss of OLPH students transitioning to CCH due to longer commutes.

Option #4 Value to Community:

- The schools will maintain sense of community and spirit and will continue to be a gathering place for the community.
- The neighborhood school represents a strong civic asset and commitment to its community, a sense of community connection and pride, civic engagement enhanced, social interconnectedness maintained and the school continues to be a natural focal point for neighborhood involvement.
- School playgrounds are excellent local resources for extracurricular activities.
- Schools with good reputations augment the value of their surroundings homes and properties.

- The development and maintenance of sustained social support between families, increases the sense of security and belonging, as so many people know each other by living so close. This may also lessen anti-social behaviors of students in neighborhood schools as the accountability is increased through recognition of faces. There is a greater sense of community pride that augments the care taking of community resources.
- When investment is made to community schools there is investment in the local area as well. That area is enriched and revitalized by this. There is a greener environment in which to live because of less transportation pollution and less shuttling of pupils to and fro, greater investments of time and money to schools by parents who support the “it takes a village to raise a child” mentality only benefits the community that it is located within.
- There is less divisiveness based on socio-economic differences, less parental concerns for physical safety when children know each other and their parents and network to go to and from school together, neighborhood schools usually promote longer-lasting community ties and friendships than larger amalgamated schools and this supports a more intimate and socially interconnected community and increased civic engagement and support.
- This option also affords proximity to the school for many immigrant new Canadian families who could network with existing school outreach programs and benefit by easing their transition to this area.
- The St. Angela community maintains their sense of community, interconnectedness and school spirit and maintains status quo with this option.

Community Cons:

- There will be the loss of revenues generated by the CCH students to existing location businesses.
- The ICS community is placed in a state of turmoil by relocating and the potential loss of community spirit and neighborhood interconnectedness will be compounded by this location shift.
- There will be an increased feeling of isolation by being a student in a larger school setting. This could increase negative behaviors which in turn impact the surrounding community in negative ways.

Option #5: Build a new Catholic Central at the Windsor Arena at McDougall and Wyandotte including the Windsor Water World site; Consolidate St. Angela School and Immaculate Conception School at the existing St. Angela site. Investigate the possibility of acquiring Wigle Park for an outdoor athletic complex.

Option #5 Value to Student:

- This option will see an enhanced CCH facility and infrastructure that will support the learning environment, provide increased green space while still maintaining the “community neighborhood school” concept with all of its inherent benefits to students,

maintenance of downtown affiliations for increased learning and co-op opportunities for CCH pupils.

- CCH will be located nearby a large number of current families' dwellings.
- CCH school identity is maintained
- St. Angela students do not have to be relocated to another site
- The new CCH site could have increased enrollment and therefore more sections and diverse programming options to benefit from.

Student Cons:

- Relocation of ICS students to St. Angela and the ensuing negatives resulting from the loss of a neighborhood community school as listed in proposal #2,
- ICS is being asked to relocate again when their current enrollment is at capacity.
- Possible hostility resulting from this change and its impact on the student population. Possible loss of secondary students with the relocation of CCH to a downtown site.
- May see loss of religious instruction affiliations for ICS as well as the loss of a downtown Catholic elementary school presence could lessen enrollment and decrease funding and opportunities for these students to have an enriched school environment.

Staff Pros:

- CCH staff moves as a unit to the new site and maintains affiliations and networking amongst themselves.

Staff Cons:

- The combinations of these two elementary schools could eliminate the need for three staff.
- Could lead to upheaval of ICS staff and possible seniority issues could result from this amalgamation.
- CCH staff needs to set up physical classroom settings at new facility.

Option #5 Value to Community

- The generation of new affiliations and networking with downtown facilities promotes community interest and revitalizes the neighborhood,
- The schools will maintain sense of community and spirit and will continue to be a gathering place for the community.
- The neighborhood school represents a strong civic asset and commitment to its community, a sense of community connection and pride, civic engagement enhanced, social interconnectedness maintained and the school continues to be a natural focal point for neighborhood involvement.
- School playgrounds are excellent local resources for extracurricular activities.
- Schools with good reputations augment the value of their surroundings homes and properties.
- The development and maintenance of sustained social support between families, increases the sense of security and belonging, as so many people know each other by living so close. This may also lessen anti-social behaviors of students in neighborhood

schools as the accountability is increased through recognition of faces. There is a greater sense of community pride that augments the care taking of community resources.

- When investment is made to community schools there is investment in the local area as well. That area is enriched and revitalized by this. There is a greener environment in which to live because of less transportation pollution and less shuttling of pupils to and fro, greater investments of time and money to schools by parents who support the “it takes a village to raise a child” mentality only benefits the community that it is located within.
- There is less divisiveness based on socio-economic differences, less parental concerns for physical safety when children know each other and their parents and network to go to and from school together, neighborhood schools usually promote longer-lasting community ties and friendships than larger amalgamated schools and this supports a more intimate and socially interconnected community and increased civic engagement and support.

Community Cons:

- By taking neighborhood schools out of their respective communities we weaken those neighborhoods by eliminating one of the focal points for their areas. Each school is an integral part of each of the unique communities that it represents and this sense of identity and representation would be removed from the equation.
- ICS has recently relocated and now they are being asked to do so again.
- ICS currently draws much of its population from the St. Alphonsus and Caldean churches. These affiliations and religious networking ties would be lost.
- ICS students utilize nearby downtown facilities such as the YMCA to augment and enrich their lives. In this option these affiliations would be lost or minimized by this amalgamation. Investment to the downtown infrastructure enriches the lives of all Windsor citizens and one of our valuable resources would now be lost.
- May produce traffic congestion issues at the St. Angela site.
- ICS has at capacity enrollment currently-why are they being asked to amalgamate?
- Traffic concerns and congestion issues for the new CCH site.

Option #6: Investigate the possibility of securing the Wigle Park site from the Municipality and adjacent privately owned property to be the location of a new Catholic Central ; St. Angela and Immaculate Conception status quo.

Value to the Student:

- Affords greater student diversity
- Less disruption for CCH students: to a large degree many live close to this site.
- The neighborhood school benefits students: academically, socially, behaviorally, attitudinally, strong sense of school spirit and community, smaller schools usually generate greater student success rates,
- Greater opportunity for core area grade schools’ use of the high school facilities, centrally located between both ICS and St. Angela.

- A centrally located school is more accessible to parents who use public transportation; therefore, greater parent involvement is possible at this location – a proven benefit to student achievement.
- Proximity to churches will enhance religious affiliations and instruction and augment existing community outreach programs.
- There is a greater number of walkers so this lessens negative environmental impact by the shuttling of students from far distances, less traffic congestion due to increased number of walkers, stronger community affiliations, more student to student networking as they usually live quite close to each other.
- The advantages of neighborhood schools are found across the board but are especially pronounced for minority, economically disadvantaged and immigrant students. The neighborhood school concept decreases feelings of isolation and generates greater participation in extracurricular activities.
- This option would generate a more proactive community attitude, allowing schools in the area to maintain the majority of church affiliations and community ties that could expand on new downtown resources for co-op opportunities.
- Many CCH students live proximal to this site and would not be inconvenienced by this move. The location is conducive to walking and is accessible from city bus routes.
- CCH would now have a one site venue, with increased green space, new and improved technological capabilities. This facility would provide the CCH students and school community with a regulation sized field which, in addition to ample practice and gym space, allows CCH to host HOME GAMES for the first time in their academic/extracurricular history. This has the potential to become a site where community members gather in support of their students, neighbors, families, and friends, enhancing the community at large, and increasing parental and community involvement.
- The sense of community connectedness and school spirit is maintained as entire school relocates as a unit to new site.
- Possibility for increase in enrollment due to community interest, and appeal of a new facility, that could generate greater learning sections and programming for students; as programming tends to be student driven.
- Enrollment could be increased by being proximally situated to areas of settlement for new Canadians. This location could allow for easier transitions for these families and facilitates assistance for these families by the settlement workers located within the school area. There would also be enhanced programming for new Canadians driven by partnerships with existing programs in the community and factoring in the student population needs.
- The 9 Acre contiguous site provides ample space for both indoor and outdoor facilities, allowing the campus to be designed to fully meet student and community needs without limitations imposed by geographic location.
- Traffic and physical safety concerns for a “downtown” CCH site are reduced, due to its location in the city core yet not directly on, and bisected by, high volume traffic arteries.
- CCH staff and students will move as a unit and there is less disruption to both as sections are maintained and seniority does not become an issue.
- The 9 Acre contiguous site provides ample space for further expansion; the committee feels it is important to address the “build it and they will come” philosophy. This could enhance enrolment and in turn enhance programming and section diversity (i.e. People

will be attracted to the shiny and new school). The committee wants to see consideration of room to expand the building should the enrolment surpass expectations.

- The distance from fast food establishments, resulting from the neighbourhood location, affords the students of CCH the opportunity to make better food choices which are offered in the school cafeteria.
- This site is in a neighbourhood with mature trees which provide shade and appeal to the aesthetic quality of the school grounds and field.
- OLPH, the farthest in-boundary school student would have only 2 minutes (1.5 km) added to their commute to the new CCH.
- St. Angela school to this site, the commute is shorter than to CCH by 400m
- ICS to this site, the commute is shorter than to CCH by 1.5 km.
- This site as a neighbourhood community school is beneficial to the students and the community as opposed to a downtown site which is an institutional core area.

Possible Negative aspects of Option #6:

- There are concerns regarding the possible current trend of building one large gym with another smaller gym placed longitudinally beside it and the inherent cacophony and inability to teach due to noise issues.
- The WECDSB could lose some population to the co-terminus boards due to CCH location change
- OLPH, the farthest in-boundary school student would have an extra 2 minutes (1.5 km) added to their commute to the new CCH.

Staff Pros:

- Secondary staff moves as a unit to new site which lessens disruption and chaos and increases stability, elementary staff is status quo so no disruption whatsoever.
- Decreased stress on physical education department staff, and extracurricular athletic administration, they would benefit from full indoor and outdoor facilities; currently a nightmare as CCH has only three gyms, not enough to accommodate four gym classes and/or team practices in an efficient manner, and zero green space forcing staff to “beg, borrow, and steal” field time from city parks, which are not available year round, or even borrow other school fields resulting in transportation costs.
- Staff will not have to leave the school grounds on a daily basis in order to maintain athletic services
- Outdoor supervision is more secure as the neighbourhood location is far from busy streets, intersections, and fast-food commercial businesses

Staff Cons:

- The need to physically set up new classrooms for secondary staff.

Value to the Community:

- A Catholic core presence is maintained.
- The retention of the vast majority of current students is possible. Many families live within walking or easy bus routes to the site.
- The site is accessible for many new Canadian families living in the area would aid their transition to Windsor and encourage enrollment and enhanced programming and services for ESL in this area.
- The option creates possible ability to generate new co-op opportunities
- The schools will maintain sense of community and spirit and will continue to be a gathering place for the community.
- The neighborhood school represents a strong civic asset and commitment to its community, a sense of community connection and pride, civic engagement enhanced, social interconnectedness maintained and the school continues to be a natural focal point for neighborhood involvement.
- School playgrounds are excellent local resources for extracurricular activities.
- Schools with good reputations augment the value of their surroundings homes and properties.
- The development and maintenance of sustained social support between families, increases the sense of security and belonging, as so many people know each other by living so close. This may also lessen anti-social behaviors of students in neighborhood schools as the accountability is increased through recognition of faces. There is a greater sense of community pride that augments the care taking of community resources.
- When investment is made to community schools there is investment in the local area as well. That area is enriched and revitalized by this. There is a greener environment in which to live because of less transportation pollution and less shuttling of pupils to and fro, greater investments of time and money to schools by parents who support the “it takes a village to raise a child” mentality only benefits the community that it is located within.
- There is less divisiveness based on socio-economic differences, less parental concerns for physical safety when children know each other and their parents and network to go to and from school together, neighborhood schools usually promote longer-lasting community ties and friendships than larger amalgamated schools and this supports a more intimate and socially interconnected community and increased civic engagement and support.
- This option also affords proximity to the school for many immigrant new Canadian families who could network with existing school outreach programs and benefit by easing their transition to this area.
- ICS and St. Angela communities maintain their sense of community, interconnectedness and school spirit, and maintain status quo with this option.
- The generation of new affiliations and networking with downtown facilities promotes community interest and revitalizes the neighborhood

Community Cons:

- The reduction of revenues generated by the CCH students at present business locations.

Option #6 Value to the Board:

- This option maintains the majority of pupils as the new site is close to the present CCH.
- This option generates revenues for the Board by the sale of a building.
- There will be reduced renewal rates at a new facility.
- A new building generates community interest and could initiate the transfer of students from co-terminus boards.
- This option maintains a Catholic presence in the city core and all of its affiliations with the church are maintained.
- Community interest could generate new students for the Board.
- A clean building site allows the board to build as they see fit, with no demolition, remediation, or modification costs. This means all funding proceeds will be of direct benefit for new facilities. There are no constraints on design, structure, or use from existing buildings.
- The community at large supports a move to the city core area.
- A unified CCH location (school, parking, and green-space) with a regulation sized field provides athletic programming for Catholic Central students on-site; therefore, the board will ensure this possibility for CCH students and maintain the trend as they have with previous new-builds.

Board Cons:

- There will be a need to sell off one property.
- Initial cost of the adjacent private property. However, this cost is potentially less than demolition, remediation, or modification of the Windsor Arena Site at McDougall and Wyandotte (including Windsor Water World)

ANALYSIS OF OPTIONS (As presented by Board Administration)

Option #1 Build a new Catholic Central at the Windsor Arena Site at McDougall and Wyandotte including the Windsor Water World site; Consolidate St. Angela and Immaculate Conception School in a new school building at the same site, with the high school and elementary school sharing a field house; Investigate the possibility of acquiring Wigle Park for an outdoor athletic complex.

- **The implications of the proposed changes for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected:**

- A merged elementary school in a new building at the Windsor Arena Site with estimated student population in 2015/2016 of 460.
- Catholic Central population in new school building at same site with estimated student population in 2015/2016 of 829.
- Closure and sale of the Catholic Central, Immaculate Conception and St. Angela sites.

- **The effects of consolidation, closure or program relocation on the following:**

i) The attendance area defined for the schools

A merge of the existing elementary school boundaries, with establishment of boundaries for the new Catholic Central

ii) Attendance at other schools

As above

i) The need and extent of bussing

3 busses currently serving ICS (2) and St Angela (1). Bussing costs would remain status quo (reduction of 1 for ICS students and addition of 1 to transport St. Angela Students)

- **The financial effects of consolidating or not consolidating the school, including any capital implications:**

- Cost of building new facilities (Ministry expected to provide \$24 million in capital grants for construction of the secondary school – With the build of an elementary school (capacity for 460), with retrofitted Waterworld, the Ministry grant funding required (i.e. the costs) would be estimated at approximately \$35.8 million)

- **Revenue implications as a result of the consolidation, closure or program relocation:**

- Proceeds from Sale of the existing Catholic Central, Immaculate Conception and St. Angela sites: Estimated Market Values:

| | |
|------------------|--------------------|
| St. Angela: | \$480,000 |
| ICS: | \$250,000 |
| Catholic Central | <u>\$1,210,000</u> |
| | <u>\$1,940,000</u> |

- A merged elementary school would be at capacity and revenues would match

expenditures/operating costs.

• **Savings expected to be achieved as a result of the consolidation, closure or program relocation:**

i) School operations (heating, lighting, cleaning, routine maintenance)

| | |
|--|------------------|
| Total annual operating costs of two separate elementary facilities: | |
| St. Angela | \$147, 207 |
| Immaculate Conception | <u>\$117,332</u> |
| | <u>\$264,539</u> |
| Less Operating costs in new (energy efficient) facility for 460 | <u>\$116,000</u> |
| Total annual savings in operating costs in elementary accomm. | \$148,539 |
| Adding savings in operating costs in energy efficient secondary building | \$130,835 |
| Total annual savings in operating costs secondary and elementary | \$279,374 |

ii) Expenditures to address school renewal issues, which will no longer be required:

If closure of three existing facilities, no longer need to address:

| | |
|---|--------------------|
| • 10 year renewal needs: Immaculate | \$793,800 |
| • 10 year renewal needs: St. Angela | \$1,133,470 |
| • 10 year renewal needs: Catholic Central | <u>\$5,148,038</u> |
| | <u>\$7,075,308</u> |

• **Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board, including:**

i) School operations (heating, lighting, cleaning, routine maintenance)

See above

ii) School administration

No additional costs or savings with respect to Principals, VPs, Secretaries as are funded by school – some efficiencies with custodial staffing

iii) School renewal

Renewal costs associated with new high school and new elementary school

iv) Transportation

| |
|-----------------------------------|
| See transportation analysis above |
|-----------------------------------|

- **Net savings/costs associated with:**

i) Teaching staff

| | |
|--|--------------------|
| Cost of staffing Immaculate and St. Angela in separate facilities currently: | |
| 22 classroom teachers: | \$1,980,000 |
| Less | |
| 19 classroom teachers to staff merged elementary school | <u>\$1,710,000</u> |
| Annual estimated savings in classroom teachers | \$270,000 |
| Plus savings in staffing non-classroom teaching | |

ii) School Administration

| |
|-----------|
| See above |
|-----------|

iii) Paraprofessionals

| |
|---|
| Based on student need – some savings with staffing efficiencies |
|---|

iv) Student transportation

| |
|----------|
| As above |
|----------|

- **The possible alternative use or disposition of an empty building:**

| |
|---|
| Proceeds from sale of Catholic Central, Immaculate Conception and St. Angela facilities |
|---|

Option #2 Consolidate Catholic Central High School at Brennan High School; Consolidate Immaculate Conception at St. Angela

- **The implications of the proposed changes for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected:**

- | |
|--|
| <ul style="list-style-type: none"> • A merged school community at Brennan of projected 1508 (projected 837 Catholic Central for 14/15 and 671 Brennan for 14/15) • OTG capacity at Brennan is currently 1050 pupils – would require an addition at Brennan, dependent upon Ministry funding |
|--|

- The projected student population for 14/15 at Immaculate Conception is 174. Projected student population for 14/15 at St. Angela is 327 for a projected total student population of 501. Based on current use of the facility at St. Angela the OTG capacity is 449 pupils; with use of the closed classroom and possible redirection of current use of rooms, the merged population could be accommodated at the St. Angela facility, without need for addition.

- **The effects of consolidation, closure or program relocation on the following:**

- ii) **The attendance area defined for the schools**

The attendance area for the merged community – merged existing boundaries;

- ii) **Attendance at other schools**

Brennan boundary expanded to include Catholic Central boundary

- iii) **The need and extent of bussing**

3 busses currently serve ICS (2) and St Angela (1). The recommendation would add 1 additional bus for ICS at a cost of \$40, 0000 annual.

- **The financial effects of consolidating or not consolidating the school, including any capital implications:**

- Cost of addition at Brennan
- Schools would be operating at capacity, with expenditures/operating costs being fully covered by revenue.

- **Revenue implications as a result of the consolidation, closure or program relocation:**

Sale proceeds from Catholic Central and Immaculate Conception: Est. \$1,460,000

- **Savings expected to be achieved as a result of the consolidation, closure or program relocation:**

- i) **School operations (heating, lighting, cleaning, routine maintenance)**

Total annual operating costs of two separate elementary facilities:
 St. Angela \$147, 207

| | |
|--|------------------|
| Immaculate Conception | <u>\$117,332</u> |
| | <u>\$264,539</u> |
| Less operating costs of merged school at St. Angela | \$147,207 |
| Total annual savings in operating costs in elementary facility | <u>\$117,332</u> |
| Total annual operating costs of two separate secondary facilities: | |
| F.J. Brennan | \$340,726 |
| Catholic Central | <u>\$523,342</u> |
| | <u>\$864,068</u> |
| Less operating costs of merged school at F.J. Brennan (of 1500) | \$680,000 |
| Total annual savings in operating costs in one secondary facility | <u>\$184,068</u> |
| | |
| Total annual savings in operating costs | <u>\$301,400</u> |

ii) Expenditures to address school renewal issues, which will no longer be required:

| | |
|---|--------------------|
| If closure of Catholic Central and Immaculate, no longer need to address: | |
| • 10 year renewal needs: Catholic Central | \$5,148,038 |
| • 10 year renewal needs: Immaculate Conception | \$ <u>793,800</u> |
| | <u>\$5,941,838</u> |

- **Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board, including:**

i) School operations (heating, lighting, cleaning, routine maintenance)

| |
|-----------|
| See above |
|-----------|

ii) School administration

| |
|---|
| No additional costs or savings with respect to Principals, VPs, and Secretaries as are funded by school – some efficiencies with custodial staffing |
|---|

iii) School renewal

| |
|--|
| Renewal costs of the addition at Brennan |
|--|

iv) Transportation

See above

- **Net savings/costs associated with:**

i) Teaching staff

For elementary:

Cost of staffing Immaculate and St. Angela in separate facilities currently:

| | |
|------------------------|-------------|
| 22 classroom teachers: | \$1,980,000 |
|------------------------|-------------|

Less:

| | |
|---|--------------------|
| 19 classroom teachers to staff merged elementary school | <u>\$1,710,000</u> |
|---|--------------------|

| | |
|--|-----------|
| Annual estimated savings in classroom teachers | \$270,000 |
|--|-----------|

Plus savings in staffing non-classroom teaching

For secondary: savings through staffing efficiencies in merged school.

i) School Administration

No additional costs or savings with respect to Principals, VPs, and Secretaries as are funded by school – some efficiencies with custodial staffing

ii) Paraprofessionals

Based on student need – some savings with staffing efficiencies

iii) Student transportation

See transportation analysis above

- **The possible alternative use or disposition of an empty building:**

Proceeds from sale of Immaculate and Catholic Central

Option # 3: Build a new Catholic Central at the Windsor Arena site at McDougall and Wyandotte including the Windsor Water World site; Immaculate Conception and St. Angela status quo. Investigate the possibility of acquiring Wigle Park for an outdoor athletic complex.

- **The implications of the proposed changes for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected:**

- A new Catholic Central with projected enrolment for 15/16 of 829
- Status quo for St. Angela (projected enrolment for 14/15 of 501
- Status quo for Immaculate Conception (projected enrolment for 14/15 of 174)

- **The effects of consolidation, closure or program relocation on the following:**

iii) The attendance area defined for the schools

Maintain existing boundaries for St. Angela and Immaculate Conception;
Establishment of boundary for the new Catholic Central at the Windsor Arena site.

ii) Attendance at other schools

Dependant on establishment of boundary for new Catholic Central

iii) The need and extent of bussing

Status quo

- **The financial effects of consolidating or not consolidating the school, including any capital implications:**

- Cost of building new facility (Ministry expected to provide \$24 million in capital grants for construction)
- St. Angela and Immaculate Conception would continue to operate underutilized, with operating costs not fully covered by revenue

- **Revenue implications as a result of the consolidation, closure or program relocation:**

Sale proceeds from Catholic Central

- **Savings expected to be achieved as a result of the consolidation, closure or program relocation:**

iii) School operations (heating, lighting, cleaning, routine maintenance)

Potential savings in operation costs for new energy efficient facility

iv) Expenditures to address school renewal issues, which will no longer be required:

| | |
|---|-------------|
| If closure of Catholic Central no longer need to address: | |
| • 10 year renewal needs: Catholic Central | \$5,148,038 |

- **Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board, including:**

v) School operations (heating, lighting, cleaning, routine maintenance)

| |
|-----------|
| See above |
|-----------|

vi) School administration

| |
|-------------------------|
| Status quo – no savings |
|-------------------------|

vii) School renewal

| |
|-------------------------------|
| Renewal costs of new facility |
|-------------------------------|

viii) Transportation

| |
|-------------------------|
| Status quo – no savings |
|-------------------------|

- **Net savings/costs associated with:**

iv) Teaching staff

| |
|-------------------------|
| Status quo – no savings |
|-------------------------|

ii) School Administration

| |
|------------------------|
| Status quo- no savings |
|------------------------|

v) Paraprofessionals

Status quo

vi) Student transportation

Status quo

• **The possible alternative use or disposition of an empty building:**

Proceeds from sale of Catholic Central

Option #4: Build a new Catholic Central at the Windsor Arena Site at McDougall and Wyandotte including the Windsor Water World site; Move Immaculate Conception School in a new building at the same site, with the high school and elementary school sharing a field house; St. Angela status quo. Investigate the possibility of acquiring Wigle Park for an outdoor athletic complex.

• **The implications of the proposed changes for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected:**

- A new Catholic Central with projected enrolment for 15/16 of 829
- A new Immaculate with projected enrolment for 15/16 of 145
- Status quo for St. Angela with projected enrolment for 15/16 of 315

• **The effects of consolidation, closure or program relocation on the following:**

iv) The attendance area defined for the schools

Maintain existing boundaries for St. Angela and Immaculate Conception;
Establishment of boundary for the new Catholic Central at the Windsor Arena site.

ii) Attendance at other schools

Dependant on establishment of boundary for new Catholic Central

iii) The need and extent of bussing

There would be a savings of 1 bus (\$40,000) annual in moving ICS to the new site at McDougall and Wyandotte, in that the majority of student population would now be walkers.

- **The financial effects of consolidating or not consolidating the school, including any capital implications:**

| |
|--|
| <ul style="list-style-type: none"> • Cost of building new facility (Ministry expected to provide \$24 million in capital grants for construction of High School; Estimated \$28.3 million required for High School, Elementary School (for at least 145) and retrofit of Water World • St. Angela would continue to operate underutilized, with expenditures/operating costs not being fully covered by revenue. |
|--|

- **Revenue implications as a result of the consolidation, closure or program relocation:**

| |
|---|
| Sale proceeds from Catholic Central and Immaculate Conception |
|---|

- **Savings expected to be achieved as a result of the consolidation, closure or program relocation:**

v) School operations (heating, lighting, cleaning, routine maintenance)

| |
|---|
| Potential savings in operation costs for new energy efficient facilities (new Catholic Central and Immaculate Conception) |
|---|

vi) Expenditures to address school renewal issues, which will no longer be required:

| | | |
|---|--|------------------|
| If closure of Catholic Central no longer need to address: | | |
| • 10 year renewal needs: Catholic Central | | \$5,148,038 |
| • 10 year renewal needs: Immaculate Conception | | <u>\$793,800</u> |
| | | \$5,941,838 |

- **Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board, including:**

ix) School operations (heating, lighting, cleaning, routine maintenance)

| |
|-----------|
| See above |
|-----------|

x) School administration

Status quo

xi) School renewal

Renewal costs of new facilities

xii) Transportation

See above

• **Net savings/costs associated with:**

vii) Teaching staff

Status quo – no savings

iii) School Administration

Status quo- no savings

viii) Paraprofessionals

Status quo

ix) Student transportation

Status quo

• **The possible alternative use or disposition of an empty building:**

Proceeds from sale of Catholic Central and Immaculate Conception

Option #5: Build a new Catholic Central at the Windsor Arena at McDougall and Wyandotte including the Windsor Water World site; Consolidate St. Angela School and Immaculate Conception School at the existing St. Angela site. Investigate the possibility of acquiring Wigle Park for an outdoor athletic complex.

- **The implications of the proposed changes for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected:**

- A new Catholic Central with projected enrolment for 15/16 of 829
- A merged school population at St. Angela with projected enrolment for 14/15 of 501 (15/16 of 460)

- **The effects of consolidation, closure or program relocation on the following:**

v) The attendance area defined for the schools

Merge boundaries for St. Angela and Immaculate Conception; Establishment of boundary for the new Catholic Central at the Windsor Arena site.

ii) Attendance at other schools

Dependant on establishment of boundary for new Catholic Central

iii) The need and extent of bussing

3 busses currently serve ICS (2) and St Angela (1). The recommendation would add 1 additional bus for ICS at a cost of \$40, 0000 annual.

- **The financial effects of consolidating or not consolidating the school, including any capital implications:**

- Cost of building new facility (Ministry expected to provide \$24 million in capital grants for construction – this would cover the costs of new high school)
- Schools would be operating at capacity, with expenditures/operating costs being fully covered by revenue.

- **Revenue implications as a result of the consolidation, closure or program relocation:**

Sale proceeds from Catholic Central and Immaculate Conception

- **Savings expected to be achieved as a result of the consolidation, closure or program relocation:**

vii) School operations (heating, lighting, cleaning, routine maintenance)

Total annual operating costs of two separate elementary facilities:

| | |
|---|------------------|
| St. Angela | \$147,207 |
| Immaculate Conception | \$117,332 |
| | <u>\$264,539</u> |
| Less operating costs of merged school at St. Angela | \$147,207 |
| Total annual savings in operating costs in elementary facility | \$117,332 |
| Potential savings in operation costs for new energy efficient facility (new Catholic Central) | |

viii) Expenditures to address school renewal issues, which will no longer be required:

If closure of Catholic Central and Immaculate Conception, no longer need to address:

| | |
|--|------------------|
| • 10 year renewal needs: Catholic Central | \$5,148,038 |
| • 10 year renewal needs: Immaculate Conception | <u>\$793,800</u> |
| | \$5,941,838 |

- **Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board, including:**

xiii) School operations (heating, lighting, cleaning, routine maintenance)

See above

xiv) School administration

Status quo

xv) School renewal

Renewal costs of new facilities

xvi) Transportation

See above

- **Net savings/costs associated with:**

x) Teaching staff

For elementary:

Cost of staffing Immaculate and St. Angela in separate facilities currently:

| | |
|---|--------------------|
| 22 classroom teachers: | \$1,980,000 |
| Less | |
| 19 classroom teachers to staff merged elementary school | <u>\$1,710,000</u> |
| Annual estimated savings in classroom teachers | \$270,000 |
| Plus savings in staffing non-classroom teaching | |

iv) School Administration

No additional costs or savings with respect to Principals, VPs, and Secretaries as are funded by school – some efficiencies with custodial staffing

xi) Paraprofessionals

Based on student need – some savings with staffing efficiencies

xii) Student transportation

See above

• **The possible alternative use or disposition of an empty building:**

Proceeds from sale of Catholic Central and Immaculate Conception



**WINDSOR-ESSEX CATHOLIC
DISTRICT SCHOOL BOARD**

ACCOMMODATION REVIEW COMMITTEE

Riverside

FINAL RECOMMENDATIONS TO THE

DIRECTOR OF EDUCATION

**Study of F.J. Brennan Secondary School, St. Jules, St.
Rose, St. Maria Goretti, and St. John Vianney
Catholic Elementary Schools**

2014

Background

On May 28, 2013, the Board, under Ministry of Education Supervisor, Norbert Hartmann, approved proceeding with a pupil accommodation review of five schools located in the Riverside area, including F.J. Brennan Secondary School, St. Rose, St. Maria Goretti, St. Jules and St. John Vianney Catholic Elementary Schools.

In his report, Mr. Hartmann identifies declining enrolment and the corresponding revenue decline, as a significant budgetary challenge and long-term pressure to the system. He notes that the Board currently has excess capacity equivalent to 9 average-sized elementary schools, with enrollment declining as the Board continues to graduate more pupils from its secondary schools than are enrolled in its primary division.

The Director has identified one or more schools in the above listed grouping of schools facing challenges in providing a suitable and equitable range of learning opportunities for students, as a result of declining enrollment. One or more schools in each of the areas indicated above fell well below the threshold for optimum facility usage. Further, one or more schools in the grouping or the group of schools together is experiencing some or all of the following conditions:

- is unable to provide a suitable and equitable range of learning opportunities for students;
- has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
- reorganization could enhance program and learning opportunities for students;

teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;Page 1 of 26

-
- under normal staffing allocation practices, it would be necessary to assign three grades to one class;
- higher building maintenance expenses are being incurred that what is typical for the system and/or is in need of major capital improvements;
- the consolidation of schools is in the best interest of the overall school system

As required under Board Procedure Pr A: 05 Pupil Accommodation Review, an Accommodation Review Committee (ARC) was established to lead the public review of the schools, and to study, report and make recommendations on the accommodation options for these schools.

By Notice dated June 3, 2013, invitations to participate in the ARC were forwarded to the five school communities, requesting suggestions for teaching, non-teaching, parent, community and

business representatives. At that time invitations were also extended to local parishes and municipal representatives, and the Committee was formed pursuant to the Terms of Reference.

The ARC held public consultation meetings over the course of the review to present its work and to receive comments and questions from the public.

Public Meeting Dates:

- September 9, 2013 - Brennan
- October 22, 2013 - Brennan
- November 12, 2013 – Brennan
- December 11, 2013 – Brennan
- February 19, 2014 - Brennan

Committee Meeting Dates:

- November 4, 20143 – St. Jules
- November 12, 2013 - Brennan
- December 3, 2013 – Brennan
- December 11, 2013 - Brennan
- January 8, 2014 – St. Rose
- January 16, 2014 – St. John Vianney
- January 29, 2014 - Brennan
- February 10, 2014 – Brennan
- February 27, 2014 - Brennan

RECOMMENDATIONS

In consideration of all four components of the school information profiles including value to students, value to the school Board, value to the community and value to the local economy and after consideration of input received through the consultation process , the Committee submits the following recommendations:

Option 1:

Establish a grade 7-12 school at F. J. Brennan; Consolidate St. Jules at the new St. Bernard/OLOL site in a JK-6 elementary school; Maintain St. John Vianney as a JK-8 elementary school; Consolidate St. Maria Goretti at St. Rose in a JK-6 elementary school. Grades 7 and 8 from the St. Jules, St. Rose (with merging St. Maria Goretti students), St. Bernard and Our Lady of Lourdes consolidating at the grade 7-12 school at F. J. Brennan.

****Option to include the following recommendations:**

- The Board invest in a 7-12 school at Brennan establishing specialized, enhanced, technology based programming creating a “state of the art” facility and implement a marketing strategy for Brennan.
- Board consider providing only permanent facilities to accommodate students in the St. Rose/St. Maria Goretti school community (JK-6)
- Those students previously affected by the closure of St. Alexander and who currently attend St. Jules (65 students) are grandfathered and provided transportation to Brennan or St. Bernard. Note: there are 99 out of boundary...could we offer transportation to the other 30 or so students IF they are just on the other side of Tecumseh...similar to St. Alexander area walkers (since bus is already going to this area)?

Comments

Value to Student

Formation of a Secondary School at Brennan for students in Grade 7-12

There is growing interest in the 7-12 School model throughout Ontario. A Literature review indicated that the occurrence of this model is prevalent throughout Canada and is increasing in popularity in Ontario. Community members have expressed an interest in this model however hold in high regard the development of a safe, secure environment for students. In particular, providing students with special needs robust programming opportunities as well as accessibility is paramount. It is thought that parents and students would feel more comfortable with the 7-12 model as opposed to four year olds sharing the learning environment with high school aged school mates.

Value to Student:

Creating a Catholic secondary school for students in Grade 7 to Grade 12 with strong traditions in the community can be sustained and reach above 85% capacity and hence full Ministry of Education funding confirming to offer strong character and values driven programming to youth in the Riverside area. Increased student enrollment will create a unique, innovative school organization model that could potentially attract enrollment, (may attract ‘out of boundary’ Catholic students as well as public system students) and reduce loss of students to the public system (ie. St. Jules area has 3 public schools within walking distance). The 7-12 option still provides ‘excitement’ for students leaving their elementary school to attend a different school when compared to the JK-12 option.

- The grade 7 to 12 model will result in updates to the building to renew the building and ensure space is developmentally appropriate for a younger cohort than the current building structure and layout. These enhancements would include separate washroom facilities, lockers, segregated classrooms etc.
- This opportunity also creates the impetus to explore high skills majors, coop programs and apprenticeship programs in areas such as technology and trades, math and sciences related to engineering. Such a program could be linked to Workforce Windsor and other drivers invested in the development of the workforce in Windsor-Essex. An updated facility could enhance the tech and trade wing of the school raising the overall level of IT throughout the entire school.
- Access to innovative technology and e-learning opportunities for all students.
- This model reduces the stress of transition for students at a time in their development when they are less vulnerable. The potential for leadership opportunities for students in Grades 11&12 in preparing transition opportunities for the younger students also exists. The research indicates increased graduate rates in the Grade 7-12 model. It was determined that after a student experiences a transition a lag in achievement presents however the gap closes over the next two years after transition. From research a 7-12 Model minimizes the negative effect of transitions. This allows the student a supervised gradual transition. The lowest high school dropout rates were seen in high schools where students transitioned in Grade 7. Combining feeder school 7 and 8's earlier helps students get to know their peers before high school to assist with the transition.
- The Grade 7-12 model increases students' accessibility to tutoring opportunities.
- The physical space and facility can accommodate elementary and secondary, within the same building. If needed in the future there is room for growth due to the 14.5 acres of land that surrounds Brennan.
- Students could explore a state of the art school with a focus on academics, trades/technology, the arts and athletics.
- Some studies have found that schools with the 7-12 model show higher academic achievement, better attendance, self-esteem and attitudes towards school, there are fewer suspensions and behaviour problems.
- Students would have supervised access to rooms that do not exist in an elementary school, such as Science labs, theatres, and other specialized areas.

- For some students the opportunity is there to reach ahead and take Grade 9 courses taught by subject specific teachers. This improves student access to programs.
- With the 7 -12 model that are additional opportunities for leadership, not only for the grade 7 and 8's but for the Senior grades, for example, peer tutoring . The Grade 6's at the elementary school would also receive more leadership opportunities. There would be the opportunity for purposeful interactions between, the grade 7's to grade 12's. The school climate would continue to be inclusive with attention to the needs of the younger learners.
- The 7 and 8's would have higher numbers to be able to support two sports teams A and B division, which is similar to the current St. John Vianney set up and possibly encourage an A and B league between other schools.
- The 7-12 option would avoid a boundary adjustment for St. Rose community and students in the Brennan area would still attend St. Rose for JK-6.
- Moving St. Jules to a brand new school for JK-6 at St. Bernard would encourage 'new' families to attend as new schools are more appealing. This option may prevent families from choosing to walk to a public school in the St. Jules area.
- The St. Jules JK-6 students would gain the benefits of a new school, 'state of art' facility and brand new outdoor space which is appropriately sized for younger students.
- The new St. Bernard would have higher numbers in JK-6 which may reduce the number of split classes required.

Recommended Enhancements for F.J. Brennan

Specialized Programming/Considerations for Grade 7 & 8 Students:

- Brennan will become a "green" and "paperless" school by equipping all grade 7 & 8 classrooms with class sets of Chromebooks and Smartboards. This will be phased in to include senior grades.
- Create a fully equipped science lab for our grade 7 & 8 students
- Create an outdoor "living classroom" for our grade 7 & 8 students to study plant/animal life.
- create new "bus bay" with direct connection to grade 7 & 8 classrooms.

- create common entrances that are locked to students and can only be accessed by approved personnel.

(ex. CEC and Assumption High School)

Key Benefits of a Specialist High Skills Major

Pursuing an SHSM helps students to:

- Customize their secondary school education to suit their interests and talents.
- Develop specialized knowledge and skills.
- Experience significant "reach-ahead" opportunities that immerse the learner in realistic environments and practices related to the career path.
- Earn credits that postsecondary educational institutions and the sector recognize.
- Gain sector-recognized certification and career-relevant training.
- Develop essential skills and work habits documented through the Ontario Skills Passport.

How is a Specialist High Skills Major recognized?

Students who successfully complete an SHSM receive:

- an Ontario Secondary School Diploma with an embossed red seal
- an SHSM Record documenting his/her achievement
- formal recognition on his/her Ontario Student Transcript.

Enhance Current SHSM programs at Brennan:

Current *Specialist High Skills Majors Programs* offered at Brennan (SHSM):

1. SPORTS:
 - a) enhance outdoor sports facilities by resurfacing and upgrading our track; include artificial turf football field; create separate soccer field; outdoor basketball courts
 - b) Facility could be rented out for public use and be both an enhancement to Brennan and the local community
 - c) expand indoor workout facility to accommodate an already extensive fitness program
 - d) valuable co-op opportunities in labs, hospitals, professional athletic organizations
 - e) include an Exercise Science lab for fitness and cardiovascular testing (ex. Max VO2 testing)
 - f) partnership with Human Kinetics and Biological Sciences Departments at University of Windsor and Fitness and Health and Cardiovascular Technology departments at St Clair College

The *Sports SHSM* would provide specialized programming and training for careers in medicine, physiotherapy, chiropractic, rehabilitation, cardio treatment centers, fitness counselling and instruction, coaching and professional athletics programs.

2. ARTS & CULTURE –

- a) update media facility to become a more advanced recording and editing studio that covers all media platforms – online, radio, TV and print
- b) facility creates, edits and produces media content such as podcasts, blogs, newscasts, print marketing (graphic design), photographic exhibitions and audio/video productions
- c) co-operative education opportunities with local radio, newspaper, television and other media based workplaces
- d) partnership with the University of Windsor Digital Journalism and Communication, Media and Film Department as well as St Clair's MediaPlex programs

The *Arts and Culture SHSM* would provide specialized training and programming for careers in graphic design, journalism, film, broadcasting, photography, marketing and web-based industries. Graduates of this program receive a Ministry of Education *Red Seal*, they earn Sector Recognized Certifications and they could receive advanced standing in college and university applications. A student intent on pursuing any of these career areas will also have advanced opportunities to build a professional portfolio of related media content, which can prove invaluable in future endeavours.

*Future SHSMs could be sought for *Hospitality and Tourism* with the potential for an enhanced kitchen and serving area at Brennan.

**Health and Wellness* could also be an SHSM for Brennan with a focus on nursing, medical and rehabilitation services.

Value to Community

- Creating a Catholic Secondary School for students in Grade 7 to Grade 12 would preserve a strong Catholic presence in the Riverside area. It would afford the students and educators the opportunity to continue the strong charitable outreach they have provided in the neighbourhood.
- Students would continue to secure and serve in Co-op placements in the neighbourhood.

- Families will continue to choose to settle in Riverside in order for their children to have access to Catholic education. The neighbourhood provides affordable housing with safe, strong traditions of being family focused and child-centered in philosophy.
- Brennan is a community school. We pride ourselves on the interactions and relationships we have with our neighbours and the surrounding business community. We would like to continue the charitable outreach in school community.

Value to the Board

- The academic achievement of the Catholic schools in the Riverside neighbourhood is exemplary and reflects positively on the Board and in turn attracts additional students.
- Many alumni from our Catholic elementary and secondary schools have returned to the neighbourhood in order to raise their children in this neighbourhood enrolling in the Catholic schools they attended.
- Moving just the grade 7 and 8 students to Brennan avoids the outdoor space issue required for JK-6 students when compared to the JK-12 option.

Value to the Economy

- By keeping Brennan open our high school students will continue to frequent area businesses and provide a strong economic presence, especially at lunch and after school. Their families live in the neighbourhood and keep the businesses viable.

Transition Committee

Our Committee recommends the establishment of a Transition Committee to consider the following concerns: leadership opportunities i.e. Muskoka Woods, sports programs, preparatory transition activities for students, continued traditions such as Grade 8 graduations, student uniforms and strategies to mitigate exposure to inappropriate modeling, procedures that would be suitable and appropriate for students in Grades 7 and 8.

We recommend that this process be driven by community stakeholders who would design unique solutions for their unique communities.

Our committee has determined that the school community would prefer a minimum of two year transition period to prepare for the consolidation of elementary school communities.

Recommendation Notes

Need to address parking, elementary close drop off and loading area concerns.

Entire St. Jules community would require bussing due to railway hazard and distance to the new St. Bernard (1.9 km from St. Jules). Lost benefit to St. Jules students as 70% are currently walkers and many students may miss out on after school community events and extra-curricular activities/sports due to transportation issues. If any St. Jules grade 7 and 8 student chooses to walk, railway crossing is a safety concern. Safe transport on the school bus is a concern (fights on bus). This option would separate JK-6 and 7 and 8's on buses, which may assist with safe transport for the younger students.

Displaces 65 St. Alexander kids that were just displaced 1 year ago. Further loss of benefits to St. Alexander students requiring further transitions and loss of transportation as many walk to St. Jules. The total 99 out of boundary students would not be eligible for bussing to Brennan following the Transportation policy. A delay in implementing this option would benefit St. Alexander students.

Consider changing feeder school boundaries to increase high school numbers at Brennan (ie. W.J. Langlois).

Ensure St. Joseph does not become OPEN boundary, which could affect future Brennan numbers.

Bingo Funds generated by the St. Jules community directed to St. Bernard.

Require before and after school daycare program with current Child Care Provider YMCA at the new St. Bernard JK-6 school.

Due to ministry funding requirements for adding 125 spaces to new St. Bernard, this option implementation may be delayed.

NOTE: Now that the City of Windsor is also building a fire station on part of the land, it may be a benefit, the board may acquire additional land as it no longer is going to be zoned residential.

The benefits of a six year delay following Watson data:

- a.** Allows most St. Alexander to get through the St. Jules system without further transitions (better for 65+ students to have less transitions).
- b.** Keeps St. Jules and St. Maria Goretti communities together until closure.
- c.** Avoids bussing 100% St. Jules community prematurely, until the end as 70%+ walkers.
- d.** Cost per student to run St. Jules and St. Maria Goretti is comparable to other schools (no extra expenses, status quo).
- e.** No foreseen major capital costs to keep St. Jules or St. Maria Goretti open for this timeframe.
- f.** St. Jules JK-6 will fit into the new St. Bernard with just 125 additional spaces (according to Watson) and no more city property would be required to be obtained. Also, St. Maria Goretti will fit into St. Rose following appropriate feeder schools with no additions/capital costs.

- g. Works for the ministry's 2025 accessibility deadline (St. Jules).
- h. Works for maintaining NLT 85% capacity at St. Jules (according to Watson data St. Jules is good for at least 7 years). Also short term, St. Jules will no longer need portables in 1-2 years.
- i. Allows the board time to 'prepare' this 'new' 7/8 program and administration requirements.
- j. Allows 'everyone' an appropriate transition timeframe to be well prepared, including St. Bernard and Our Lady of Lourdes, which are not currently part of this ARC. It is recommended to 'wait' for all feeder schools to be ready to implement the 7-12 option at Brennan.

Must have separate elementary principle and separate elementary programming for ensuring grade 7 and 8 elementary program is successful.

Must have a dedicated team of grade 7/8 teachers, ensuring the 7/8 elementary program is successful.

Research has shown that a 7/8 program with having a main homeroom teacher for at least half of the day, followed by rotating classrooms for specialized subjects (ie. Science, French, etc.) with specialized teachers worked well for students academically and helped maintain their interest in school.

Analysis of Recommendation

- **The implications of the proposed changes for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected:**

- A merged school community of an estimated **953** students at F.J. Brennan **290** – Grade Seven and Eight students and projected **663** Grade Nine – Twelve students
- Merged St. Jules/Our Lady of Lourdes/St. Bernard at new St. Bernard site JK - 6 (approx: 553 pupils – JK - 6)
- Merged S.M. Goretti at St. Rose (approx: 386 pupils – JK - 6)
- Closure and sale of the St. Maria Goretti and St. Jules site

- **The effects of consolidation, closure or program relocation on the following:**

- i) **The attendance area defined for the schools**

A merge of the existing school boundaries.

ii) Attendance at other schools

| |
|-----------------|
| <i>As above</i> |
|-----------------|

i) The need and extent of bussing**Brennan 7-12**

A 7-8 transportation requirement would be about 5 busses at a cost of \$40,000 per.

Consolidating St. Bernard, OLOL and St. Jules at the new St. Bernard Site (K-6)

Consolidating OLOL at Bernard would have no increase for bussing (existing 4 busses)

Consolidating St. Jules at Bernard would add 3 additional busses (in addition to existing 1.5 busses)

Consolidating St. Maria Goretti at St. Rose (JK-6) would have no increase for bussing (existing 6 busses)

Total increase - 8 additional busses

- **The financial effects of consolidating or not consolidating the school, including any capital implications:**

- | |
|--|
| <ul style="list-style-type: none"> • Cost of retrofitting Brennan. • Addition to St Rose - 17 currently available. |
|--|

- **Revenue implications as a result of the consolidation, closure or program relocation:**

- | |
|--|
| <ul style="list-style-type: none"> • Proceeds from Sale of St. Maria Goretti and St. Jules less the cost of retrofitting F.J. Brennan. • A merged school would be at capacity and revenues would match expenditures/operating costs. |
|--|

- **Savings expected to be achieved as a result of the consolidation, closure or program relocation:**

i) School operations (heating, lighting, cleaning, routine maintenance)

| | |
|---|---|
| Total operating costs four elementary facilities and one secondary (\$804,577 annual) less: | |
| Operating costs of merged St. Rose JK – 6: | \$ 162,804 |
| Merged Brennan 7/8: | \$ 402,898 |
| St. John Vianney status quo: | \$ <u>169,654</u> |
| Net savings – operating costs: | \$ 69,221 (less increase in operating costs in energy efficient new facility at St. Bernard with incoming St. Jules JK – 6) |

ii) Expenditures to address school renewal issues, which will no longer be required:

| | |
|--|--------------------|
| If closure of two existing facilities, no longer need to address the following potential expenditures: | |
| • 10 year renewal needs: St. Jules: | \$2,796,360 |
| • 10 year renewal needs: St. Maria Goretti : | <u>\$1,942,968</u> |
| | \$4,739,328 |

• Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board, including:

i) School operations (heating, lighting, cleaning, routine maintenance)

| |
|-----------|
| See above |
|-----------|

ii) School administration

| |
|---|
| No additional costs or savings with respect to Principals, VPs, Secretaries as are funded by school – some efficiencies with custodial staffing |
|---|

iii) School renewal

See above

iv) Transportation

See transportation analysis above

• **Net savings/costs associated with:**

i) Teaching staff

Current Staffing Cost – Teachers in Grades K-8

| | |
|----------------------|-------------|
| St. Jules: | 16 Teachers |
| St. Maria Goretti: | 9 Teachers |
| St. Rose: | 13 Teachers |
| St. John Vianney: | 26 Teachers |
| St. Bernard: | 10 Teachers |
| Our Lady of Lourdes: | 8 Teachers |

TOTAL: 82 Teaching Positions
Approximate annual total salaries \$7,380,000

Proposed Staffing Costs in this Option

| | |
|---|-------------|
| St. John Vianney – Status Quo = | 26 Teachers |
| Merged St. Rose and St. Maria Goretti K-6 = | 12 Teachers |
| Merged St. Bernard, OLOL and St. Jules K-6 = | 23 Teachers |
| Brennan 7/8 – St. Bernard, OLOL, St. Jules, St. Rose, St. Maria Goretti = | 11 Teachers |

TOTAL: 72 Teaching Positions
TOTAL: Approximate savings in annual total salaries for Classroom Teaching Positions: \$900,000 (Plus savings in non-classroom teaching)

ii) School Administration

See above

iii) Paraprofessionals

Based on student need – some savings with staffing efficiencies

iv) Student transportation

As above

• **The possible alternative use or disposition of an empty building:**

Proceeds from sale of St. Maria Goretti and St. Jules

St. Maria Goretti – \$280,000

St. Jules - \$400,000

RECOMMENDATION

Option 2:

- **St. Maria Goretti, St. Rose, St. John Vianney and F.J. Brennan remaining status quo; Consolidating St. Jules, Our Lady of Lourdes and St. Bernard in a K-8 school on the new St. Bernard site.**

****Option to include the following recommendations:**

- **The Board invests in a 9-12 school at Brennan establishing specialized, enhanced, technology based programming creating a “state of the art” facility, to include the following programming and enhancements:**

Key Benefits of a Specialist High Skills Major

Pursuing an SHSM helps students to:

- Customize their secondary school education to suit their interests and talents.
- Develop specialized knowledge and skills.
- Experience significant "reach-ahead" opportunities that immerse the learner in realistic environments and practices related to the career path.
- Earn credits that postsecondary educational institutions and the sector recognize.

- Gain sector-recognized certification and career-relevant training.
- Develop essential skills and work habits documented through the Ontario Skills Passport

How is a Specialist High Skills Major recognized?

Students who successfully complete an SHSM receive:

- an Ontario Secondary School Diploma with an embossed red seal
- an SHSM Record documenting his/her achievement
- formal recognition on his/her Ontario Student Transcript.

Enhance Current SHSM programs at Brennan:

Current *Specialist High Skills Majors Programs* offered at Brennan (SHSM):

3. SPORTS:

- g) enhance outdoor sports facilities by resurfacing and upgrading our track; include artificial turf football field; create separate soccer field; outdoor basketball courts
- h) Facility could be rented out for public use and be both an enhancement to Brennan and the local community
- i) expand indoor workout facility to accommodate an already extensive fitness program
- j) valuable co-op opportunities in labs, hospitals, professional athletic organizations
- k) include an Exercise Science lab for fitness and cardiovascular testing (ex. Max VO2 testing)
- l) partnership with Human Kinetics and Biological Sciences Departments at University of Windsor and Fitness and Health and Cardiovascular Technology departments at St Clair College

The *Sports SHSM* would provide specialized programming and training for careers in medicine, physiotherapy, chiropractic, rehabilitation, cardio treatment centers, fitness counselling and instruction, coaching and professional athletics programs.

4. ARTS & CULTURE –

- e) update media facility to become a more advanced recording and editing studio that covers all media platforms – online, radio, TV and print
- f) facility creates, edits and produces media content such as podcasts, blogs, newscasts, print marketing (graphic design), photographic exhibitions and audio/video productions
- g) co-operative education opportunities with local radio, newspaper, television and other media based workplaces
- h) partnership with the University of Windsor Digital Journalism and Communication, Media and Film Department as well as St Clair's MediaPlex programs

The *Arts and Culture SHSM* would provide specialized training and programming for careers in graphic design, journalism, film, broadcasting, photography, marketing and web-based industries. Graduates of this program receive a Ministry of Education *Red Seal*, they earn Sector Recognized Certifications and they could receive advanced standing in college and university applications. A student intent on pursuing any of these career areas will also have advanced opportunities to build a professional portfolio of related media content, which can prove invaluable in future endeavours.

* Future SHSMs could be sought for *Hospitality and Tourism* with the potential for an enhanced kitchen and serving area at Brennan.

* *Health and Wellness* could also be an SHSM for Brennan with a focus on nursing, medical and rehabilitation services.

Comments:

The Riverside ARC recommends that the status quo be maintained for St. John Vianney, St. Rose, St. Maria Goretti and St. Jules Elementary Schools as well as F.J. Brennan Secondary School (“the Riverside ARC schools”) for a minimum period of two years. During this time, it is recommended that the Windsor-Essex Catholic District School Board conduct a board-wide review of all facilities, boundaries, and options through consultation with the community, business partners and City/Town Administration.

There is significant community support for maintaining the status quo as evidenced by the number of presentations at the community meetings, the number of times people have approached ARC members away from the meetings, the number of telephone calls made and emails sent to members of the Windsor-Essex Catholic District School Board (“The Board”), Trustees, City Council, media and members of the Riverside ARC Committee.

The Riverside ARC has considered the “Save Our Children’s Schools” campaign and the support demonstrated by parent, student and community petitions submitted to The Board. The mobilization of the community in support of maintaining status quo is persuasive and included representatives from the Riverside ARC school communities, business representatives and residents of the areas served by the Riverside ARC schools with or without children in the Riverside ARC schools.

The Riverside ARC further recognizes that status quo is not a long term solution and is convinced changes need to occur. Options presented during this ARC process did not present a compelling case or full support of the committee. As a result, the Riverside ARC committee encourages The Board continue with a consultative, community involved, process which should include a comprehensive boundary review in the Windsor, Tecumseh and surrounding areas. There is ample evidence to suggest that boundaries no longer reflect the current (and anticipated)

population of the areas served by the schools under current review and other neighbouring schools – specifically, St. John Vianney, St. Maria Goretti and F. J Brennan.

The Riverside ARC encourages The Board to consider the changes in these areas in terms of population growth and regeneration/development undertaken in those areas since the last boundary review. Policy A: 22 – School Boundary confirms that the objective of the policy shall be to achieve the greatest good for the greatest number of our students and their families. Further, this policy articulates the principle that elementary school boundaries, where possible, shall be developed to create neighbourhood/community school(s). The Riverside ARC notes and is concerned about the impact of any school closure. At the same time, the Riverside ARC recognizes current and future residential developments around St. John Vianney, St. Maria Goretti and St. Rose may result in future enrollment increases. The Board needs to look at community development and demographic trends. The Riverside community is in a constant state of renewal which is expected to accelerate in the coming years as baby boomers are replaced by new/young families with children looking for high caliber Catholic education.

The Board is further encouraged to explore shared services and community partnerships to enhance usage of under-utilized space within the Riverside ARC schools. As noted in the Tecumseh ARC report, The Town of Tecumseh has expressed a willingness to facilitate community partnerships. In like manner, the Riverside ARC recommends The Board look to The City of Windsor for the same support. The Riverside ARC schools are well positioned to partner with local sports, cultural and service groups as a means to repurpose under-utilized space. The Riverside ARC encourages The Board to fully consider opportunities available to share school space with interested community partners in accordance with Board policy B: 08 Facility Partnerships.

In support of this recommendation, the Riverside ARC also recognizes that the introduction of Full Day Kindergarten (FDK) may increase enrollment at the Riverside ARC elementary schools. An example of this would be St. John Vianney where enrollment for September, 2014 has currently exceeded expectations. In September, 2013 Phase 4 of FDK became operational which included St. Jules, St. John Vianney and St. Maria Goretti. As these schools have yet to complete their inaugural year under this program, the Riverside ARC contemplates additional enrollment as community residents begin to respond to the programs offered in these facilities. It should also be noted that St. Maria Goretti was allocated funds (1/3 of \$1,140,266 - WECDSB Meeting June 17, 2013) for upgrades to their JK/SK area (to support FDK) in September, 2013.

Both FDK enrollment and the current and pending residential development prospects for these communities make a decision to close or consolidate school(s) a premature consideration for The Board at this time.

The Riverside ARC, which currently has numerous families east of Little River, also recognizes the representations made by the Town of Tecumseh at its November 27, 2013 regular meeting wherein a resolution to defer the Tecumseh Accommodation Review for a term of two (2) years was passed. The Riverside ARC applauds the Town of Tecumseh for having the foresight to recognize that the current timeframe outlined does not adequately meet the development needs of a recommendation report of this magnitude.

Accommodation Review Process

The Terms of Reference for the Accommodation Review Committee requires a consideration of all four components of the School Information Profile:

- **Value to the Student**
- **Value to the School Board**
- **Value to the Community**
- **Value to the Local Economy**

By those Terms of Reference the Riverside ARC is directed to weigh the value of the schools to the student above all other components [PR A:05 Pupil Accommodation Review Procedure, Appendix A, page 4(a)].

Value to the Student:

The Board has articulated in the Riverside ARC Terms of Reference (PR A:05 Public Accommodation Review Procedure: Appendix A) that Value to the Student is the most heavily weighted criteria above all other components. Based on the School Profiles, the value of the student is determined in relation to the following factors:

- Quality of the Learning Environment and Range of Programs/Offerings
- Adequacy of School's Physical Space to Support Student Learning
- Range of Extracurricular Activities and Extent of Student Participation
- Adequacy of School's Grounds for Healthy Physical Activity and Extracurricular Activities
- Accessibility of the School for Students With Disabilities
- Safety of School and Site
- Proximity of the School to Students/Length of Bus Ride
- Proximity to Catholic Church
- Culture of the School

Maintaining status quo for the Riverside ARC schools meets the criteria to provide value to the student. The School Profiles strongly support this view. The Riverside ARC schools are commended for creating an exceptional school experience for all students.

Each of the Riverside ARC schools enjoys a strong school identity and has created a wonderful sense of school spirit, tradition and pride in their school and surrounding community. Many students at the Riverside ARC schools have other family members who previously attended their school. Many parents are alumni of the schools their children now attend and have chosen to move into the Riverside area specifically to attend these Riverside community focused schools.

The Riverside ARC reviewed transportation information and is persuaded by the number of children who walk to and from school, that attend home for lunch and that are able to participate in after school activities because they do not require busing. For example, only 15% of the

students at St. Jules are bused. The Riverside ARC recognizes that additional busing would be required if the Riverside ARC schools (some or all) were combined. If school consolidation resulted in students having to cross major roads (Lauzon for example) or a railway line, the option to walk is removed. This would have a significant, negative impact on daily physical activity and ability to participate in extra-curricular (after school) programs/sports.

The Riverside ARC recognizes and commends the Riverside ARC schools for exceptional commitment to academic excellence and the creation of a strong Catholic faith community. As demonstrated by the EQAO scores (Riverside Elementary Schools placed above the Provincial and Board averages in 18 or 24 possible categories), the Fraser Institute rankings (St. Rose places 142 out of 3,303 schools in Ontario), the level of parental involvement in the school community and the 'hands on—every student matters' approach by the administration and teaching staff, the Riverside ARC schools have created an environment that encourages each and every student to excel academically and spiritually.

The importance of maintaining small neighbourhood schools was a persuasive theme in many community presentations. The Riverside ARC considered and was persuaded by empirical research supporting the benefits of small schools and in fact, a strong case can be made that the only effective way to promote value to student is to support high achieving small neighbourhood schools. The Riverside schools were constructed to be of a specific size for a reason – that being to provide high caliber Catholic education to a tight-knit community of students.

The public provided several presentations that supported maintaining smaller schools where high quality education, a strong family focus, community spirit and Catholic faith would continue to be the heart of these neighbourhoods.

- Research was presented that highlighted the correlation between smaller schools and higher levels of academic achievement
- Research and commentary was presented that suggested student needs and learning profiles are better known to teachers in small schools hence fewer students fall through the cracks; educator/student connectedness is enhanced in a smaller school; there is evidence to suggest fewer incidents of bullying, suspension etc.
- Parents noted that the smaller school is conducive to school culture that is individualized, supportive and inclusive.
- Consolidating and moving a large number of students would disrupt the learning of many students, cause distress and lead to outcomes that may negatively impact child development.

The Riverside ARC heard repeatedly about the importance of a strong Catholic faith community as an essential part of the elementary school experience. Community input supports the continuation of small neighbourhood schools that enjoy close ties to their parish community.

Access to curricular and extra-curricular activities (including for example, sports, clubs, leadership opportunities, band, school plays, participating in morning announcements and prayers) would be limited if the Riverside ARC schools, some or all, were combined as a larger student population would result in more competition for available activities, reduced ability to participate and additional strain on the physical and human resources of the school.

The quality of the learning environments was not raised as a concern in any of the public consultations. All schools provide a full range of programs and it is reported by parents that students enjoy a full range of academics, athletics, arts, and extra-curricular activities. Green space is provided at each of the Riverside family of schools. Almost all of the schools are accessible and have well supported special education programs. Parents mentioned in several conversations at public meetings that the well-established programs and supports for children with special needs at each of the schools should not be disrupted. Transitions for students with special needs are difficult. Parents of students with special needs reported they could not envision the same quality of care and educational programming at a larger (or different/consolidated) site.

The Benefits offered by each of the schools have been clearly and comprehensively set out within the School Profiles which have been presented for community consultations within this study. Those profiles are attached to this report and provide further justification for the maintenance of each of these school communities.

Value to the School Board:

As noted above, the Board has articulated in the ARC Terms of Reference that Value to the Student is the most heavily weighted criteria above all other components and accordingly, Value to the School Board must be afforded less weight.

Based on the School Profiles, the value of the School Board is determined in relation to the following factors:

- Quality of the Learning Environment and Range of Programs/Offerings
- Adequacy of School's Physical Space to Support Student Learning
- Range of Extracurricular Activities and Extent of Student Participation
- Adequacy of School's Grounds for Healthy Physical Activity and Extracurricular Activities
- Accessibility of the School for Students With Disabilities
- Safety of School and Site
- Proximity of the School to Students/Length of Bus Ride
- Proximity to Catholic Church
- Culture of the School
- Condition and Costs of Operation
- Location of School
- Enrolment vs. Available Space

Maintaining status quo for the Riverside ARC schools provides value to the School Board. There is value to the School Board in having a strong Catholic school presence in the Riverside community. This assists in both attracting and retaining families in the area and ensures continued financial support of Catholic education.

The average OTG of the Riverside ARC schools is 87.6% with a high (St. Jules) of 102.9% OTG capacity and a low (F.J. Brennan) of 64.4% OTG capacity. With resident renewal (young

families replacing elderly), 85% OTG capacity for all of the Riverside ARC elementary schools looks sustainable for the foreseeable future.

Community renewal (long tenured residents being replaced by new/young families) and many development projects either underway (such as the Edward street development) or in the planning stages (Riverside Arena/Concord Elementary School land) assures the continued regeneration of the community. In addition to organic and regenerative growth, overcrowded public schools (David Suzuki – currently at 108% OTG Capacity – expected to hit 118% by 2028) may lead families to re-engage with the Catholic Board.

Value to the Community:

As noted above, the Board has articulated in the ARC Terms of Reference that Value to the Student is the most heavily weighted criteria above all other components and accordingly, Value to the Community must be afforded less weight. Based on the School Profiles, the value of the community is determined in relation to the following factors:

- Program Offerings that Serve Students and the Community
- Do Community Groups Use the School Building Regularly
- Do Community Groups Use the School Grounds on a regular basis, formally or informally
- Does the Facility have Historic Value
- Incidence of Violence/Vandalism
- The School's contribution to community through works of charity

Maintaining status quo for the Riverside ARC schools provides value to the community. Each of the Riverside ARC schools, in their School Profile, presents a strong case for value to the community. Students are actively involved in their communities, through school led volunteering and community service projects. The ability for many students to walk to school creates pride in their neighbourhoods which would be lost through relocation (via bussing). Students bussed long distances to school may not feel the same sense of ownership and pride they have with their current surroundings.

Many of the Riverside ARC schools have active community partnerships producing revenue. More importantly, each of the Riverside ARC schools has the capacity to attract additional community partnerships. As noted in the Tecumseh ARC, the Town of Tecumseh is committed to assist in facilitating additional community partnerships, which the City of Windsor should also be engaged in. By inviting such partnerships, the value to the community is enhanced.

With the closure and reorganization of some of the Catholic Churches in the Riverside area it was shared by the community that the schools represent strong connections to Catholic Faith and are keeping this alive in each of the communities. Parents shared their support of small schools in the community that support and sustain a Catholic presence. Any change to this would have a negative impact on our community based Catholic Faith.

Value to the Local Economy:

As noted above, the Board has articulated in the ARC Terms of Reference that Value to the Student is the most heavily weighted criteria above all other components and accordingly, Value to the Local Economy must be afforded less weight.

Maintaining status quo for the Riverside ARC schools provides value to the local economy from each of the schools involved.

There is value to the local economy in having service and amenities available to residents. A wide array of services and amenities are essential to attract and retain residents to the community. New families are interested in areas that provide an excellent Catholic school community for their children. The Riverside ARC heard from numerous residents and Real Estate Agents that the proximity of an excellent Catholic school directly influenced a family's decision to purchase a home in these communities. Residents of Riverside have a strong legacy when it comes to purchasing a home – many families in the Riverside neighbourhood are a result of the parent's having grown up in the area and attended many of the schools in the Riverside ARC. The ability to walk to school is a desirable asset for a property owner. The commitment of current property owners to sell to young families to encourage and maintain enrollment at their local schools is evident and is a unique characteristic to these supporting communities. Removal of one or more of these schools from the immediate community setting may also have direct impact on future residential property development. Areas around St. Rose, St. John Vianney and St. Maria Goretti continue to be developed.

- There is a strong tradition of “family” and “neighbourhood” at Riverside family of schools. Alumni from these schools return to the area to purchase homes in the community specifically to raise their families here and have their children attend these same schools. Relocating students from the Riverside family of schools would dissolve this feeling of “neighbourhood” and community pride.
- Community and parent council participation as well as attendance at school events is very positive at all Riverside schools. A move to away from the current structure could jeopardize this community involvement and partnership.

In addition to the broader economy, the Riverside ARC schools directly support their local communities through purchases of food/beverage from many local restaurants and grocery stores as well as annual/monthly fundraisers held in partnership with these same local restaurants.

Transition Committee

We recommend that this process be driven by community stakeholders who would design unique solutions for their unique communities.

Our committee has determined that the school community would prefer a minimum of two year transition period to prepare for the consolidation of elementary school communities.

Analysis of Recommendation (Prepared by Board administration)

- **The implications of the proposed changes for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected:**

- Brennan, St. Rose, St. John Vianney, St. Maria Goretti status quo
- St. Jules merging with St. Bernard and Our Lady of Lourdes in new St. Bernard facility Jk -8

- **The effects of consolidation, closure or program relocation on the following:**

i) The attendance area defined for the schools

Status quo for St. John Vianney, St. Maria Goretti, St. Rose and Brennan – merged boundaries for St. Jules, Our Lady of Lourdes and St. Bernard

ii) Attendance at other schools

N/A

iii) The need and extent of bussing**Consolidating St. Bernard, OLOL and St. Jules at the new St. Bernard Site (K-8)**

Consolidating OLOL at Bernard would have no increase for bussing (existing 4 busses).

Consolidating St. Jules at Bernard would add 3 additional busses (in addition to existing 3 busses).

- **The financial effects of consolidating or not consolidating the school, including any capital implications:**

- Consolidation of St. Jules at St. Bernard – would no longer need to address renewal needs of St. Jules
- Brennan and St. Rose would continue to operate under-utilized and under-funded (subject to potential increase/decrease in enrolment)

- **Revenue implications as a result of the consolidation, closure or program relocation:**

Sale proceeds from **St. Jules** - **\$400,000.00**

- **Savings expected to be achieved as a result of the consolidation, closure or program relocation:**

- i) **School operations (heating, lighting, cleaning, routine maintenance)**

Potential savings in operating costs upon closure of St. Jules.

Operating costs of St. Rose and Brennan currently not fully funded; both below 85% capacity

- ii) **If closure of St. Jules, no longer need to address the following potential expenditures:**

- 10 year renewal needs: St. Jules \$ 2,796,360

- **Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board, including:**

- i) **School operations (heating, lighting, cleaning, routine maintenance)**

Increase in operating costs at the new St. Bernard to accommodate incoming St. Jules

- ii) **School administration**

No additional costs or savings with respect to Principals, VPs, and Secretaries as are funded by school – some efficiencies with custodial staffing

iii) School renewal

Additional renewal costs for new facility at St. Bernard

iv) Transportation

See above

• **Net savings/costs associated with:**

i) Teaching staff

Efficiencies in staffing costs with merge of St. Jules to new St. Bernard

i) School Administration

No additional costs or savings with respect to Principals, VPs, and Secretaries as are funded by school – some efficiencies with custodial staffing.

ii) Paraprofessionals

Based on student need – some savings with staffing efficiencies.

iii) Student transportation

See transportation analysis above.

• **The possible alternative use or disposition of an empty building:**

Proceeds from eventual sale of St. Jules.



**WINDSOR-ESSEX CATHOLIC
DISTRICT SCHOOL BOARD**

ACCOMMODATION REVIEW COMMITTEE

Tecumseh

FINAL RECOMMENDATIONS TO THE DIRECTOR OF EDUCATION

**Study of St. Gregory, St. Peter and St. Pius Catholic
Elementary Schools**

2014

Background:

On May 28, 2013, the Board, under Ministry of Education Supervisor, Norbert Hartmann, approved proceeding with a pupil accommodation review of three elementary schools located in the Tecumseh area, including St. Gregory, St. Pius and St. Peter.

As required under Board Procedure Pr A: 05 Pupil Accommodation Review, an Accommodation Review Committee (ARC) was established to lead the public review of the schools, and to study, report and make recommendations on the accommodation options for these schools.

Invitations to participate in the ARC were forwarded to the three school communities, requesting suggestions for teaching, non-teaching, parent, community and business representatives. Invitations were also extended to local parishes and municipal representatives, and the Committee was formed pursuant to the Terms of Reference.

The ARC held public consultation meetings over the course of the review to present its work and to receive comments and questions from the public. The Committee considered all input received in arriving at its recommendations.

Option 1 – Maintain Status Quo for St. Gregory, St. Pius, and St. Peter and Encourage the Board to Undertake a Boundary Review in the Tecumseh and Surrounding Areas. Explore Shared Services within the Community to Enhance Unused Space.

Comments: The Tecumseh ARC recommends that the status quo be maintained for St. Gregory, St. Pius and St. Peter (“the Tecumseh ARC schools”).

There is significant community support for this recommendation as evidenced by the presentations at the community meetings, communication with ARC members directly, by phone and by email, and communication with the Board including telephone calls and emails, all in support of this recommendation.

In support of this recommendation, the Tecumseh ARC recognizes that the introduction of Full Day Kindergarten (FDK) may increase enrollment at the Tecumseh ARC schools. In September, 2014 when Phase 5 of FDK becomes operational, the Tecumseh ARC contemplates additional enrollment in the Tecumseh ARC schools.

Both FDK enrollment and the current and pending residential development prospects for these communities make a decision to close or consolidate school(s) a premature consideration for the Board at this time. The Tecumseh ARC has considered, as well, the representations made by the Town of Tecumseh at its November 27, 2013 regular meeting wherein a resolution to defer this Accommodation Review for a term of two (2) years was passed.

The Tecumseh ARC has considered the "Save Our School" campaign and the support demonstrated by the petitions submitted to the Board. The mobilization of the community in support of maintaining status quo is persuasive and included representatives from the Tecumseh ARC school communities, town council and residents of the areas served by the Tecumseh ARC schools with or without children in the Tecumseh ARC schools.

The Tecumseh ARC encourages the Board to undertake a comprehensive boundary review in the Tecumseh and surrounding areas. There is ample evidence to suggest that boundaries no longer reflect the current (and anticipated) population of the areas served by the schools under review and other neighbouring schools. The Tecumseh ARC encourages the Board to consider the changes in these areas in terms of population growth and regeneration/development undertaken in those areas since the last boundary review. Policy A: 22 – School Boundary confirms that the objective of the policy shall be to achieve the greatest good for the greatest number of our students and their families. Further, this policy articulates the principle that elementary school boundaries, where possible, shall be developed to create neighbourhood/community school(s). The Tecumseh ARC notes and is concerned about the impact of any closure of St. Gregory, which would leave Ward 2 of Tecumseh without a Catholic elementary school.

The Board is further encouraged to explore shared services and community partnerships to enhance usage of under-utilized space within the Tecumseh ARC schools. The Town of Tecumseh has expressed a willingness to facilitate community partnerships. The Tecumseh ARC schools are well positioned to partner with local sports, cultural and service groups as a means to repurpose under-utilized space. The

Tecumseh ARC encourages the Board to fully consider opportunities available to share school space with interested community partners in accordance with Board policy B: 08 Facility Partnerships.

The Terms of Reference for the Accommodation Review Committee requires a consideration of all four components of the School Information Profile:

- **Value to the Student**
- **Value to the School Board**
- **Value to the Community**
- **Value to the Local Economy**

By those Terms of Reference the Tecumseh ARC is directed to weigh the value of the schools to the student above all other components (PR A: 05 Pupil Accommodation Review Procedure, Appendix A, page 4(a)).

Value to the Student:

The Board has articulated in the Tecumseh ARC Terms of Reference (PR.A.05 public Accommodation Review Procedure: Appendix A) that Value to the Student is the most heavily weighted criteria above all other components. Based on the School Profiles, the value of the student is determined in relation to the following factors:

- Quality of the Learning Environment and Range of Programs/Offerings
- Adequacy of School's Physical Space to Support Student Learning
- Range of Extracurricular Activities and Extent of Student Participation
- Adequacy of School's Grounds for Healthy Physical Activity and Extracurricular Activities
- Accessibility of the School for Students With Disabilities
- Safety of School and Site
- Proximity of the School to Students/Length of Bus Ride
- Proximity to Catholic Church
- Culture of the School

Maintaining status quo for the Tecumseh ARC schools substantially meets the criteria to provide value to the student. The School Profiles strongly support this view. The Tecumseh ARC schools are commended for creating an exceptional school experience.

Each of the Tecumseh ARC schools enjoys a strong school identity and has created a wonderful sense of school spirit and pride in their school community. Many students at the Tecumseh ARC schools have other family members who previously attended their school. Many parents are alumni of the schools their children now attend.

The Tecumseh ARC reviewed transportation information and is persuaded by the number of children who walk to and from school, that attend home for lunch and that are able to participate in after school activities because they do not require busing. For example, only 50% of the students at St. Gregory are bused. The remainder walk, ride their bikes or are dropped off by parents. The need for busing increases when walking or bike riding is removed as an option given the need to cross Manning Road (if St. Gregory's is consolidated at St. Pius, by way of example). The Tecumseh ARC recognizes that additional busing would be required if the Tecumseh ARC schools (some or all) were combined. The cost of additional busing is substantial and exceeds the annual operating costs of the schools in this study.

The Tecumseh ARC recognizes and commends the Tecumseh ARC schools for exceptional commitment to academic excellence and the creation of a strong Catholic faith community. As demonstrated by the EQAO scores, the Fraser Institute rankings, the level of parental involvement in the school community and the 'hands on—every student matters' approach by the administration and teaching staff, the Tecumseh ARC schools have created an environment that encourages each and every student to excel academically and spiritually.

The Tecumseh ARC notes, with pride, that St. Gregory's was the first Gold Eco-School for the WECD SB and St. Pius is a designated Peacekeeper school.

The importance of maintaining small neighbourhood schools was a persuasive theme in many community presentations. The Tecumseh ARC considered and was persuaded by empirical research supporting the benefits of small schools and in fact, a strong case to be made that the only effective way to promote value to student is to support high achieving small neighbourhood schools.

The Tecumseh ARC heard repeatedly about the importance of a strong Catholic faith community as an essential part of the elementary school experience. Community input supports the continuation of small neighbourhood schools that enjoy close ties to their parish community.

Access to curricular and extra-curricular activities (including for example, sports, clubs, leadership opportunities, band, school plays, participating in morning announcements and prayers) would be limited if the Tecumseh ARC schools, some or all, were combined as a larger student population would result in more competition for available activities, reduced ability to participate and additional strain on the physical and human resources of the school.

Value to the School Board:

As noted above, the Board has articulated in the ARC Terms of Reference that Value to the Student is the most heavily weighted criteria above all other components and accordingly, Value to the School Board must be afforded less weight. Based on the School Profiles, the value of the School Board is determined in relation to the following factors:

- Quality of the Learning Environment and Range of Programs/Offerings
- Adequacy of School's Physical Space to Support Student Learning
- Range of Extracurricular Activities and Extent of Student Participation
- Adequacy of School's Grounds for Healthy Physical Activity and Extracurricular Activities
- Accessibility of the School for Students With Disabilities
- Safety of School and Site
- Proximity of the School to Students/Length of Bus Ride
- Proximity to Catholic Church
- Culture of the School
- Condition and Costs of Operation

- Location of School
- Enrolment vs. Available Space

Maintaining status quo for the Tecumseh ARC schools provides value to the School Board. There is value to the School Board in having a strong Catholic school presence in the community. This assists in both attracting and retaining families in the area and ensures continued financial support of Catholic education.

The many development projects either underway or in the planning stages assures the continued regeneration of the community.

Value to the Community:

As noted above, the Board has articulated in the ARC Terms of Reference that Value to the Student is the most heavily weighted criteria above all other components and accordingly, Value to the Community must be afforded less weight. Based on the School Profiles, the value of the community is determined in relation to the following factors:

- Program Offerings that Serve Students and the Community
- Do Community Groups Use the School Building Regularly
- Do Community Groups Use the School Grounds on a regular basis, formally or informally
- Does the Facility have Historic Value
- Incidence of Violence/Vandalism
- The School's contribution to community through works of charity

Maintaining status quo for the Tecumseh ARC schools provides value to the community. Each of the Tecumseh ARC schools, in their School Profile, presents a strong case for value to the community. Students are actively involved in their communities including volunteering and community service projects. While some activities are not specific to the current school location (i.e. raking leaves for seniors), many are facilitated because of the close proximity of the Tecumseh ARC schools to those community organizations or neighbourhoods they serve.

The St. Gregory property neighbours municipal baseball diamonds and soccer pitches. The Green Acres Hill is a local all weather attraction for running, training and tobogganing. The school is also in close proximity to L'Essor and its outdoor track, the Essex County Library and the Community Centre.

The St. Pius property includes a running track and large green space used formally and informally by the community and residents. It is also next door to Lacasse Park and the outdoor pool facilities. Students are also able to walk to St. Anne's Parish.

The St. Peter property also enjoys the close proximity to McAuliffe Park and the neighbouring conservation area. Students volunteer and visit with seniors at the neighbouring Extendicare. The seniors cherish these visits.

Each of the Tecumseh ARC schools has active community partnerships producing revenue (\$439 for St. Peter, \$836 for St. Pius and \$1128 for St. Gregory, according to Board projections for the year ended August 31, 2014). More importantly, each of the Tecumseh ARC schools has the capacity to attract additional community partnerships. The Town of Tecumseh is committed to assist in facilitating additional community partnerships. By inviting such partnerships, the value to the community is enhanced.

Value to the Local Economy:

As noted above, the Board has articulated in the ARC Terms of Reference that Value to the Student is the most heavily weighted criteria above all other components and accordingly, Value to the Local Economy must be afforded less weight.

Maintaining status quo for the Tecumseh ARC schools provides value to the local economy.

There is value to the local economy in having service and amenities available to residents. A wide array of services and amenities are essential to attract and retain residents to the community. New families are interested in areas that provide an excellent Catholic school community for their children. The Tecumseh ARC heard from numerous residents that the proximity of an excellent Catholic school directly influenced their decision to purchase a home in these communities. The ability to walk to school is a desirable asset for a property owner. The commitment of current property owners to sell to young families to encourage and maintain enrollment at their local schools is evident and is a unique characteristic to these supporting communities. Removal of one or more of these schools from the immediate community setting may also have direct impact on future residential property development noting that the Town of Tecumseh has identified 511 actual and potential additional residential lots.

The local economy benefits in the form of maintained or increased property tax revenue and strong property values. Leaving the former St. Clair Beach, now Ward 2, without a small community Catholic elementary school would have an adverse impact on the local economy in the area under review.

Supplementary Recommendation:

The Committee also recommends further investigation, consultation and study to explore French immersion (including dual track) at one, some, or all of the Tecumseh ARC schools.

The Committee unanimously decided not to recommend the following option presented by Board Administration for consideration in the study:

Consolidate St. Gregory, St. Pius and St. Peter in a new elementary school at a central location, to be determined, with consideration for renovations at the old St. Anne's High School site on Arbour Street

Public consultation meetings and committee discussions did not generate support for a "mega elementary school" consolidating St. Pius, St. Peter and St. Gregory into one site (estimated enrolment based on 2013 - 2014 projections would be 1,164.0 students)

Confidence regarding the Option and the purchase of the St. Anne's site was diminished due to concerns about the following:

Discussions about the sale and ownership of the property, the actual footprint or size of the site, the FCI of the building, the option would be contingent upon Ministry funding to renew and retrofit the building to accommodate JK through Grade 8, there were issues regarding available green space, concerns about parking, bus bay space and Kiss and Ride spaces, the cost of additional bussing for approximately 92% of the students, and uncertainty regarding the purchase of “other possible sites in the vicinity.

Significant dissatisfaction was voiced regarding any option that would consolidate all three elementary schools into one large school on the St. Anne site or any other site. The public provided several presentations that supported maintaining smaller schools where high quality education, a strong family focus, community spirit and Catholic faith would continue to be the heart of these neighbourhoods.

The public and committee did not see that “**Value to the Student**” would be optimized in this option. The following concerns were noted:

- Research was presented that highlighted the correlation between smaller schools and higher levels of academic achievement
- Research and commentary was presented that suggested student needs and learning profiles are better known to teachers in small schools hence fewer students fall through the cracks; educator/student connectedness is enhanced in a smaller school; there is evidence to suggest fewer incidents of bullying, suspension etc.
- Parents noted that the smaller school is conducive to school culture that is individualized, supportive and inclusive.
- Consolidating into one large school would disrupt the learning of many students, cause distress and lead to outcomes that may negatively impact child development.
- Children who currently ride their bicycles and or walk to school would now have to be bussed (this option would require bussing for approx. 92% of the student population)

Public consultation regarding this option was equally concerned about the **timeframe** for this study. Many requested that additional time be granted in order to determine the impact of future housing development in the Tecumseh area over the next few years. It was questioned as to whether or not potential new housing in the area would significantly impact the enrolment for each school. Further to this, the introduction of Full Day Kindergarten in September 2014 is expected to attract additional families to all three schools.

The option was not viewed as enhancing “**Value to the Community and or the Economy**”.

The Town of Tecumseh suggested that future homeowners do inquire about the schools in the vicinity and appreciate the availability of the small “neighbourhood school”. There appears to be many alumni who return to this community to seek out the small traditional school settings they enjoyed in their childhood. Many presentations and comments from the public did not see Option #2 as having Value to the Community or Economy for the following reasons:

- There is a strong tradition of “family” and “neighbourhood” at these schools. Alumni from these schools return to the area to purchase homes in the community specifically to raise their families here and have their children attend these schools. The three school communities are viewed as safe and nurturing. One large “mega school” would dissolve this feeling of “neighbourhood”.
- The large “mega school” as the only option may deter families from purchasing homes in the area.
- There are strong community ties to these schools. Parents and community partners provide significant support through volunteerism. Community and parent council participation as well as attendance at school events is very positive at all three schools. A move to a large “mega school” could jeopardize this community involvement and partnership.
- With the closure and reorganization of some of the Catholic Churches in the Tecumseh area it was shared by the community that the schools represent strong connections to Catholic Faith and are keeping this alive in each of the communities. Parents shared their support of small schools in the community that support and sustain a Catholic presence. A mega school would remove this presence from their individual communities.

Value to the School Board:

The quality of the learning environments in all three schools was not raised as a concern in any of the public consultations. The FCI for each of the schools is under 20%. All schools provide a full range of programs and it is reported by parents that students enjoy a full range of academics, athletics, arts, and extra curricular activities. Green space is provided at each of the three schools. The schools are accessible and have well supported special education programs. Parents mentioned in several conversations at public meetings that the well established programs and supports for children with special needs at each of the schools should not be disrupted. Transitions for students with special needs are difficult. Parents of students with special needs reported they could not envision the same quality of care and educational programming at a large JK to Grade 8 consolidated site.

The Committee also decided not to recommend the following option provided by Board Administration for consideration in the study:

Consolidate St. Gregory at St. Pius; St. Peter Status Quo.

The Tecumseh ARC recognizes that consolidating St. Gregory at St. Pius; St. Peter Status Quo was one of two options proposed by Board Administration at the start of the ARC process. The Tecumseh ARC voted to eliminate the option of consolidating St. Gregory at St. Pius on February 4, 2014. Based on input from the three Public Meetings, Community and discussions within the ARC, it became apparent that this option is not supported by the community. Consensus, though not unanimous, was that the option lacked a clear benefit that would provide the "Value to the Student", "Value to the Community", or "Value to the Economy".



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Barbara Holland
DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
March 25, 2014

BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Paul Picard, Director of Education
SUBJECT: **REGULAR BOARD MEETINGS FOR THE MONTHS OF
JULY/AUGUST 2014 AND FOR THE 2014-2015 SCHOOL YEAR**

RECOMMENDATION:

That any additional meetings of the Board of Trustees for the months of July and August 2014 be held at the call of the Chair; and

That the Board adopt the attached schedule of Regular Board meetings for the 2014-2015 School Year as presented.

SYNOPSIS:

The first recommendation provides for the calling of special or emergency board meetings during the summer recess in the event that meetings are necessary for trustees to address critical matters. The second recommendation is intended to establish the Regular Board Meeting Schedule for the 2014-15 School Year.

BACKGROUND COMMENTS:

In the past, Board meetings over the summer school break have been held at the call of the Chair. Typically, Regularly Scheduled Board meetings resume prior to the start of the new school year. The Board By-Laws stipulate that regularly scheduled meetings will occur on the fourth Tuesday of each month. The closed Committee of the Whole Board In-Camera meetings are held on the second Tuesday of the month.

As per the Board By-Laws, a special Board motion is required to change the regular meeting schedule of the Board. The following variances to the Regular Board meeting schedule as prescribed within the By-Laws are proposed:

December 2014: The fourth Tuesday of the month falls during the Christmas Break. At this time, it is recommended the Board schedule the December Regular Board meeting to Tuesday, December 16, 2014.

March 2014: The second Tuesday of the month falls during March Break. At this time, it is recommended the Board schedule the Committee of the Whole Board in-camera meeting to Tuesday, March 17, 2014.

June 2015: It is proposed that the second Regular meeting in June be scheduled for Monday, June 22nd in order to avoid scheduling conflicts with several secondary school graduation exercises.

FINANCIAL IMPACT:

None

TIMELINES:

July 2014 through June 2015

APPENDICES:

- Proposed Regularly Scheduled Board Meetings – 2014-2015 School Year

REPORT REVIEWED BY:

| | | | |
|-------------------------------------|---------------------------|----------------|----------------|
| <input checked="" type="checkbox"/> | EXECUTIVE COUNCIL: | Review Date: | March 18, 2014 |
| <input type="checkbox"/> | EXECUTIVE SUPERINTENDENT: | Approval Date: | |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION: | Approval Date: | March 18, 2014 |



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Barbara Holland
DIRECTOR OF EDUCATION: Paul A. Picard

PROPOSED REGULARLY SCHEDULED BOARD MEETINGS 2014-2015 School Year

As of: March 25, 2014

Tuesday, September 23, 2014

Tuesday, October 28, 2014

Tuesday, November 25, 2014

Tuesday, December 2, 2014 (Organizational Meeting – 7:30 p.m.)

Tuesday, December 16, 2014

Tuesday, January 27, 2015

Tuesday, February 24, 2015

Tuesday, March 24, 2015

Tuesday, April 28, 2015

Tuesday, May 26, 2015

MONDAY, June 22, 2015

Unless indicated otherwise, all Regularly Scheduled meetings will be held in the John Paul II Board Room at the Windsor Essex Catholic Education Centre 1325 California Avenue, Windsor, Ontario.

Public Session: 7:00 p.m.

The agenda and supporting documentation will be available electronically on the Board's website the Wednesday preceding the scheduled meeting at: www.wecdsb.on.ca

The closed sessions of the Committee of the Whole Board in-camera meetings are scheduled for the second Tuesday of the month.



1325 California Avenue
 Windsor, ON N9B 3Y6
 CHAIRPERSON: Barbara Holland
 DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
 March 25, 2014

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
 Mario Iatonna, Executive Superintendent of Corporate Services

SUBJECT: **TRUSTEE DETERMINATION AND DISTRIBUTION FOR ELECTIONS 2014**

RECOMMENDATION:

That, for the purposes of the 2014 Election, the Windsor-Essex Catholic District School Board not designate any municipality within the Board's area of jurisdiction as a low population municipality.

That, for the purposes of the 2014 Election, the determination and distribution of members elected to the Board remain as follows:

- City of Windsor: Wards 1 & 10..... 1 Trustee*
- City of Windsor: Wards 2 & 9..... 1 Trustee*
- City of Windsor: Wards 3 & 4..... 1 Trustee*
- City of Windsor: Wards 5 & 8..... 1 Trustee*
- City of Windsor: Wards 6 & 7..... 1 Trustee*
- County of Essex Area 1: Amherstburg, LaSalle (Lead Municipality)..... 1 Trustee*
- County of Essex Area 2: Leamington (Lead Municipality), Essex, Kingsville, and Pelee Township..... 1 Trustee*
- County of Essex Area 3: Lakeshore..... 1 Trustee*
- County of Essex Area 4: Tecumseh..... 1 Trustee*

That the completed Determination and Distribution Report be submitted to the Minister of Education, the school board election clerk in all municipalities within the Board's jurisdiction, and the secretary of all other school boards in the Board's jurisdiction prior to April 3, 2014, in accordance with O. Reg. 412/00 *Elections to and Representation on District School Boards* made under the Education Act.

SYNOPSIS:

This report is being presented to provide information and resources to support the Board in meeting its responsibilities with respect to upcoming trustee elections. Voting day is on October 27, 2014; however, the Board is required to complete certain requirements on specific dates leading up to voting day. It is recommended that, consistent with the 2010 Election, the number of trustees elected to the Board and the trustee distribution to geographical areas remain unchanged.

BACKGROUND COMMENTS:

Under *Ontario Regulation 412/00 of the Education Act*, school boards are responsible for trustee determination and distribution (D&D) calculations. Boards are required, by April 3, 2014, to file a "Trustee Determination and Distribution Report" with these decisions. The "determination" portion of the decision ascertains the overall allocation of trustees for the Board's entire region, whereas the "distribution" specifies the geographic areas within the region and the trustee positions to be elected within these regions.

The electoral group population data used to complete the necessary calculation for the report is provided by the Municipal Property Assessment Corporation (MPAC). The completed report must be provided to the Minister of Education, the school board election clerk in all municipalities within the board's jurisdiction, and the secretary of all other school boards in the Board's jurisdiction.

Determination of Number of Trustees

The number of trustees to be elected to each board is set at the number determined for the 2006 Municipal Election, which was a total of 9 trustees for the Windsor-Essex Catholic District School Board. This number applies to the 2006 election and to all subsequent regular elections. While there are provisions to increase the number of trustees when a board experiences demographic growth or an expansion of its geographical area of jurisdiction, neither of these has occurred in the case of the Board. District school boards have also been given the power to voluntarily reduce their number of trustees below the number provided for by O. Reg. 412/00 (but no fewer than 5) by board resolution. It is recommended the Board not reduce its number of members for purposes of the 2014 Election.

Trustee Distribution to Geographic Areas

The distribution of trustees is also established under the provisions of O. Reg. 412/00. The calculation of the distribution is provided in the attached Appendix "A" - 2014 Distribution of Trustees by Geographic Areas. Based on the calculation, there is no change to the distribution of trustees from the 2010 Election to the 2014 Election. It is noted that municipalities, under O. Reg. 412/00, may appeal the results of the distribution calculation to the Ontario Municipal Board. This appeal must be commenced by April 21st in the election year.

Low Population Municipalities

If a school board has jurisdiction in more than one municipality, it may designate one or more areas (township, municipality, unorganized territory) as a low population area to allow for greater representation to an area than would be accorded by a strict representation-by-population approach. Designating areas as low population areas affects the calculation of trustee distribution, but does not affect the total number of trustees for the board. The electoral quotient of the low population areas would be increased, while the electoral quotient of the other municipalities would be decreased. A Board resolution is required prior to March 31, either designating one or more municipalities within the Board's area of

jurisdiction as low population municipalities, OR stating that the Board has decided not to designate any municipality as a low population municipality. While the Regulation permits the Board to designate low population areas to be considered in the trustee determination and distribution, there is no requirement for the Board to so do. It is recommended the Board not designate any such areas for the purposes of the calculations for the 2014 election.

FINANCIAL IMPACT:

There are no financial impacts pursuant to this report.

TIMELINES:

Pertinent dates to meet the requirements of O. Reg. 412/00 are provided within the above background comments. Other key dates for the 2014 Municipal Election are provided in Appendix "D".

APPENDICES:

- Appendix A: 2014 Distribution of Trustees by Geographic Areas
- Appendix B: City of Windsor Municipal Wards
- Appendix C: County of Essex Municipal Areas
- Appendix D: Key Dates for the 2014 Elections
- Appendix E: Voting Information for Catholic Ratepayers

ON-LINE RESOURCES:

- O. Reg. 412/00 Elections to and Representation on District School Boards
https://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000412_e.htm
- 2014 Candidates' Guide for Ontario Municipal and School Board Elections
<http://www.mah.gov.on.ca/AssetFactory.aspx?did=10336>
- Ontario Catholic School Trustees' Association
<http://www.ocsta.on.ca/municipal-election/>

REPORT REVIEWED BY:

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|-------------------------------------|---------------------------|----------------|----------------|
| <input checked="" type="checkbox"/> | EXECUTIVE COUNCIL: | Review Date: | March 18, 2014 |
| <input checked="" type="checkbox"/> | EXECUTIVE SUPERINTENDENT: | Approval Date: | March 18, 2014 |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION: | Approval Date: | March 18, 2014 |

WECD SB - 2014 DISTRIBUTION OF TRUSTEES BY GEOGRAPHICAL AREAS

| Municipality | Electoral Population | Combined Electoral Population | Electoral Quotient | Number of Trustees |
|--|-----------------------------|--------------------------------------|---------------------------|---------------------------|
| Windsor Ward 1 | 6,603 | | 0.5267 | |
| Windsor Ward 10 | 7,010 | | 0.5592 | |
| Sub-Total Wards 1 & 10 | | 13,613 | 1.0859 | 1 |
| Windsor Ward 2 | 4,798 | | 0.3827 | |
| Windsor Ward 9 | 6,616 | | 0.5278 | |
| Sub-Total Wards 2 & 9 | | 11,414 | 0.9105 | 1 |
| Windsor Ward 3 | 3,821 | | 0.3048 | |
| Windsor Ward 4 | 6,717 | | 0.5358 | |
| Sub-Total Wards 3 & 4 | | 10,538 | 0.8406 | 1 |
| Windsor Ward 5 | 5,125 | | 0.4088 | |
| Windsor Ward 8 | 5,937 | | 0.4736 | |
| Sub-Total Wards 5 & 8 | | 11,062 | 0.8824 | 1 |
| Windsor Ward 6 | 6,988 | | 0.5574 | |
| Windsor Ward 7 | 7,793 | | 0.6217 | |
| Sub-Total Wards 6 & 7 | | 14,781 | 1.1791 | 1 |
| Sub-Total City of Windsor | | 61,408 | 4.8986 | 5.0 |
| Amherstburg | 6,267 | | 0.4999 | |
| LaSalle (Lead Municipality) | 10,530 | | 0.8400 | |
| County of Essex Area 1: Amherstburg, LaSalle | | 16,797 | 1.3399 | 1 |
| Essex | 4,296 | | 0.3427 | |
| Kingsville | 3,770 | | 0.3007 | |
| Pelee Township | 6 | | 0.0005 | |
| Leamington (Lead Municipality) | 5,344 | | 0.4263 | |
| County of Essex Area 2: Essex, Kingsville, Pelee Township, Leamington | | 13,416 | 1.0702 | 1 |
| Lakeshore | 11,017 | | 0.8788 | |
| County of Essex Area 3: Lakeshore | | 11,017 | 0.8788 | 1 |
| Tecumseh | 10,185 | | 0.8125 | |
| County of Essex Area 4: Tecumseh | | 10,185 | 0.8125 | 1 |
| Sub-Total County of Essex | | 51,415 | 4.1014 | 4.0 |
| GRAND TOTAL | | 112,823 | 9.0 | 9.0 |

Total Population of Electoral Groups (per MPAC): 112,823

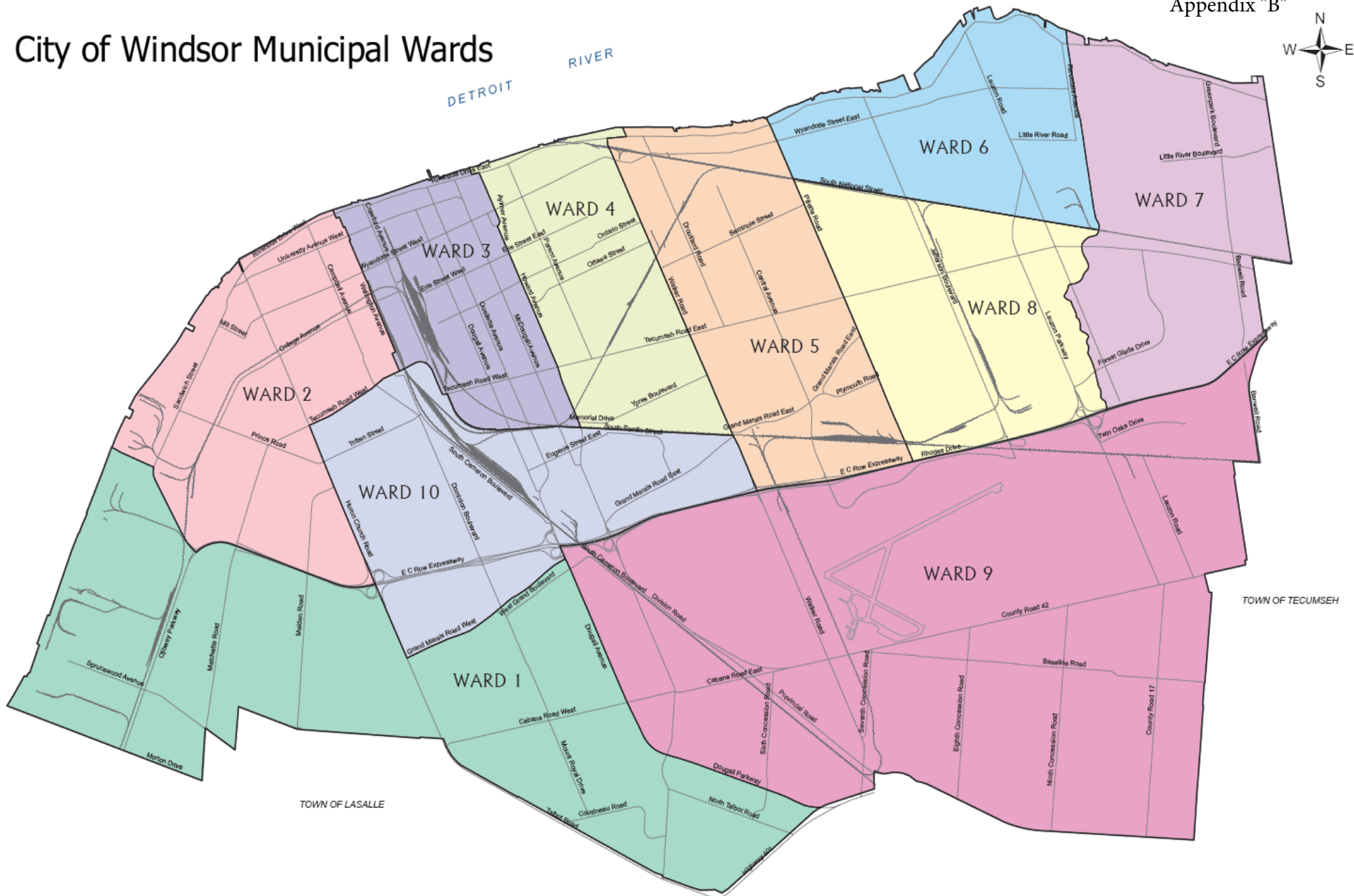
Total Number of Trustees to be Elected: 9

Electoral Quotient = Electoral Population x Number of Trustees ÷ Total Population of Electoral Groups

(e.g. Lakeshore Electoral Quotient of 0.8788 = 11,017 x 9 ÷ 112,823)

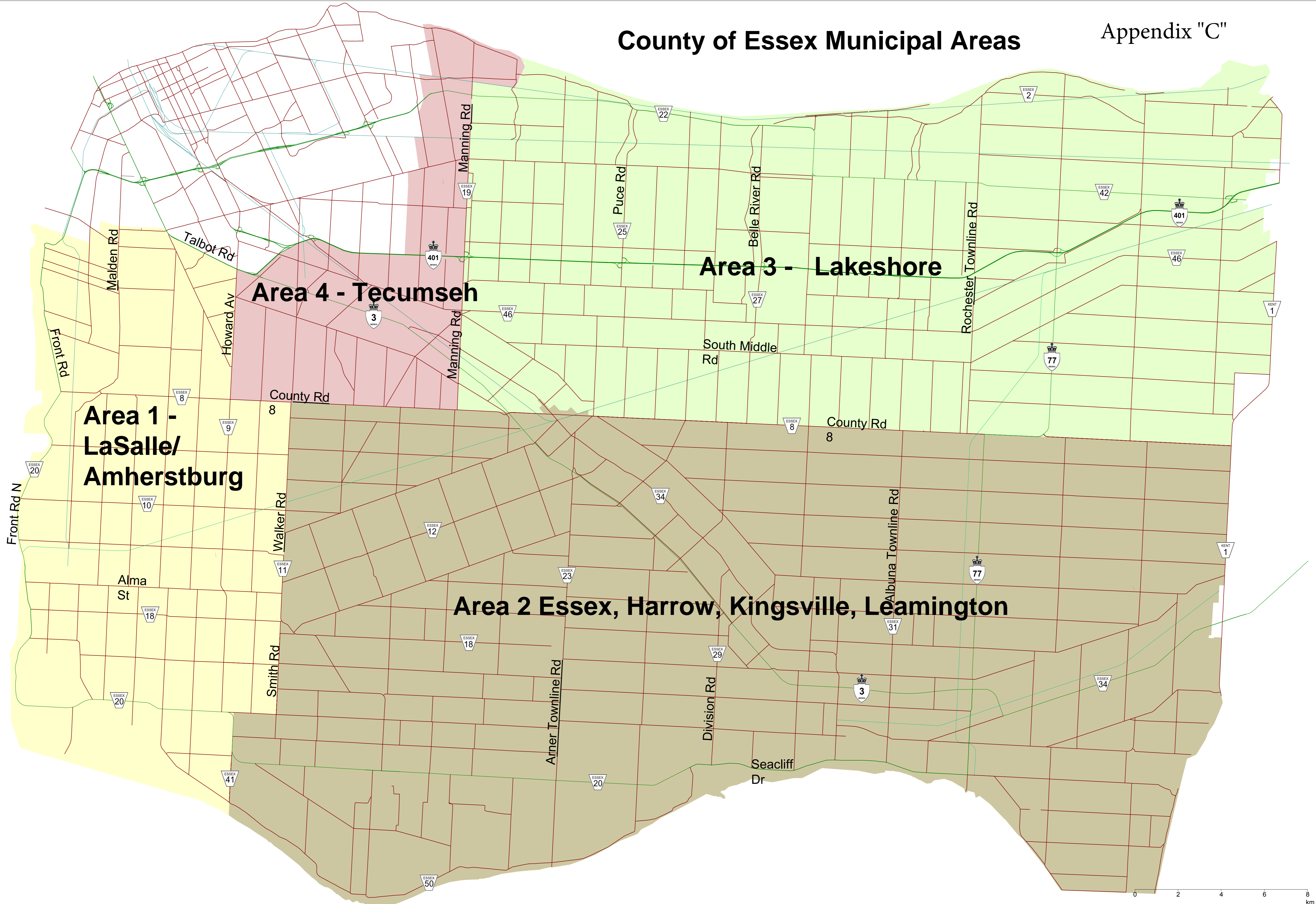
Appendix "B"

City of Windsor Municipal Wards



County of Essex Municipal Areas

Appendix "C"



Appendix "D"

Key Dates for 2014 Elections

| Activity | Date |
|---|-------------------------|
| Beginning of nomination and campaign period | January 2 |
| MPAC data (PEG Reports) sent to boards | By February 15 |
| Boards <u>may</u> pass resolutions determining the number of their trustees and <u>must</u> pass resolutions determining their trustee distribution. All boards except Toronto District School Board, Toronto Catholic District School Board, Ottawa-Carleton District School Board, Ottawa Catholic District School Board, Hamilton-Wentworth District School Board and Hamilton-Wentworth Catholic District School Board <u>must</u> pass resolutions establishing, or not establishing, low population areas. Last day for resolution to reduce trustee numbers. | By March 31 |
| D&D reports sent to the Minister, school board election clerks and secretaries of other school boards in the board's jurisdiction. | By April 3 |
| Deadline for appeals by municipality re: trustee distribution | April 22 |
| Notices of appeal sent by secretary of the board (i.e. the Director of Education) to the Ontario Municipal Board (OMB) | By April 25 |
| Deadline for OMB decision re appeal of trustee distribution calculations | June 10 |
| Nomination Day: last day for <ul style="list-style-type: none"> • declaration of candidacy, and • withdrawal of candidacy | September 12, 2:00 p.m. |
| Compliance audit committee established | By September 30 |
| Voting Day | October 27 |
| Board of Trustees' term of office begins | December 1 |
| Campaign period ends | December 31 |
| Financial filing deadline for candidates | March 27, 2015 |

Municipal Election 2014

Monday, October 27, 2014

Voting Information for Catholic Ratepayers

Protect and preserve Catholic education...Ensure you are registered to vote as a Catholic separate school supporter

- Ensuring you are registered as a separate school supporter is important for the protection and preservation of Catholic education in Ontario.
- As a registered Catholic school supporter, you have the opportunity to elect trustees who will represent and address your interests and concerns at the school board level and at various levels of the government.
- Registering your Catholic school support ensures your school board's assessment roll is accurate. This is important because:
 - Your school board's assessment base is a public record of the breadth of support for Catholic schools
 - It helps track demographic trends for educational planning purposes
 - It guarantees your right to enroll your children in Catholic schools

How to check if you are registered:

- Call your Municipal Clerk's Office to inquire how to check the local list of electors.

If your name is not on the list of electors or if the information is incorrect (e.g., name, address or school support data missing or incorrect) you should:

- Go to the municipal offices for your community and fill out an application to be added to the list or to correct information. Proof of identification may be required. Please call your municipal office to determine what documentation you may need.

At the Polling Station:

- Verify that you are registered as a separate school supporter. If your support status is incorrect ask for an '**Application to Amend Voters' List**'. This form may be completed and submitted at the polling station.
- Ensure the ballot you are given is a separate school ballot.

Voting for Catholic School Board Representation:

- Catholic ratepayers must declare themselves to be Catholic and separate school electors in order to cast a vote in the election of separate school trustees in municipal elections.





1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Barbara Holland
DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
March 25, 2014

BOARD REPORT

PRESENTED FOR: Public In-Camera
Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Mario Iatonna, Executive Superintendent of Corporate Services

SUBJECT: DEFERRAL OF THE CLOSURE OF ST. BERNARD (WINDSOR)
AND THE CLOSURE OF OUR LADY OF LOURDES CATHOLIC
ELEMENTARY SCHOOL

RECOMMENDATION:

That approval be given to the following:

- The deferral of the closure of St. Bernard (Windsor) Catholic Elementary School from June 30, 2014 to June 30, 2015;
- The integration of all of Our Lady of Lourdes Catholic Elementary School students into the existing St. Bernard (Windsor) Catholic Elementary School effective upon the previously approved closure of Our Lady of Lourdes on June 30, 2014;
- The immediate establishment of a Joint Integration Committee to facilitate the transition of the students into one consolidated school community for the start of the new school year in September 2014.

SYNOPSIS:

This report provides an update on the status of the previously approved closures of the existing St. Bernard (Windsor) and Our Lady of Lourdes Catholic Elementary Schools. Recommendations are made: (1) to extend the closure of St. Bernard to June 30, 2015, (2) to integrate all of the Our Lady of Lourdes students into the existing St. Bernard upon the closure of Our Lady of Lourdes on June 30, 2014 and (3) to immediately establish a Joint Integration Committee to facilitate the transition.

BACKGROUND COMMENTS:

On November 10, 2009, the Board approved the closure and consolidation of St. Bernard (Windsor) and Our Lady of Lourdes Catholic Elementary Schools, subject to Ministry approval to fund a new school building. On July 7, 2011, the Board received notice of approval of Ministry funding for a new consolidated school.

The Board had originally approved the closure of both schools effective June 30, 2013. Due to the length of time in arranging for the acquisition of the identified portion of Long Park from the City of Windsor for the new school, the Board extended the closure of both schools to June 30, 2014. The property acquisition has continued to be subject to delays, the most recent of which resulted from the City's announcement in late 2013 to construct a new fire station on Long Park in the vicinity of the proposed new school site.

The City has now completed the site plan for the new fire station and has recently held a public information meeting to inform the community of the plan. It has been verified by the City that the new fire station will not encroach on the property identified for the new school. Pursuant to the public meeting, Board administration has met with the City to advance the final transfer of property to the Board. A future report is to be provided to the Board recommending approval of the transfer.

It is noted that the design drawings and specifications for the new school have been completed for some time. However, due to the noted delays, the schedule for the construction of the new school is being amended to now reflect construction commencing by early summer, with the school opening targeted for September 2015.

As a result, the closure of the existing St. Bernard will require deferral until the end of the 2014-15 school year. Administration is further recommending that Our Lady of Lourdes close as planned at the end of the current school year and that students be consolidated at the existing St. Bernard this coming September. To facilitate this consolidation, it is recommended that a Joint Integration Committee be immediately established.

FINANCIAL IMPACT:

The Ministry of Education originally approved an the amount of \$8,295,040, inclusive of \$489,244 supported through the Ministry's Full Day Kindergarten (FDK) program.

TIMELINES:

Provided in the Background Comments section.

APPENDICES:

Not applicable.

REPORT REVIEWED BY:

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| <input checked="" type="checkbox"/> | EXECUTIVE COUNCIL: | Review Date: | March 18, 2014 |
| <input checked="" type="checkbox"/> | EXECUTIVE SUPERINTENDENT: | Approval Date: | March 18, 2014 |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION: | Approval Date: | March 18, 2014 |