

Lighting the Way ~ Rejoicing in Our Journey

WORKING MEETING #1

Chatham Review Area Pupil Accommodation Review Committee

October 4, 2016



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

Lighting the Way ~ Rejoicing in Our Journey

Opening Prayer

Loving God,
You watch over us each moment of the day
and each season of life.
We have sensed Your faithfulness as individual families
when we have welcomed new members,
and through all of life's changes.
We, the St. Clair Catholic School Board family,
trust Your guidance now
as we gather information
that might call us to make changes
that are necessary
yet difficult.

Please join in praying the Serenity Prayer:

*God grant me the serenity
to accept the things I cannot change.
The courage to change the things I can;
and the wisdom to know the difference.
Amen .*

Our Mission

Walking together in Christ's light with parish and family, we are called to build a safe and inclusive Catholic learning community and to serve as partners in the formation of life-long learners by:

- ▶ Living our faith;
- ▶ Promoting educational achievement and innovation;
- ▶ Fostering stewardship, leadership, and social justice

AGENDA

1. Welcome by Director of Education
Dan Parr
2. Introduction of Facilitator by Meeting Chair
Deb Crawford
3. Get-Acquainted
Brian Benn
4. Review of Board Policy & Procedures
Student Accommodation and Boundary Review
Deb Crawford
5. Presentation of the *Initial Staff Report*
Jim McKenzie
Associate Director
Corporate Services and Treasurer
6. Interactive Discussion
Brian Benn
7. Planning for Next Steps and Meetings
Deb Crawford

Getting Acquainted

- ▶ Gather into groups of 4-5 and share your:
 - ▶ Name, school you represent and your role
 - ▶ One concern you bring that needs to be heard
 - ▶ One question you bring that needs to be answered

Consolidating Questions and Concerns

- ▶ Everyone's questions and concerns are important – write them onto the post-it notes provided
- ▶ What were the main themes that emerged:
 - ▶ Common Questions
 - ▶ Common Concerns

Proposed Norms for Working Together

- ▶ Everyone has wisdom and insight. Everyone's insight is required for the wisest result.
 - ▶ Be active, say what's important to you.
- ▶ Everyone will hear others and be heard. Everyone has an equal voice.
 - ▶ Listen to understand, then speak from your head and your heart.
- ▶ There are no wrong answers or bad questions.
 - ▶ If you are thinking it, likely others are thinking this too.
- ▶ Others ...
- ▶
- ▶

Mandate of the PARC

The Pupil Accommodation Review Committee (PARC) represents the School(s) under review and acts as the official conduit for information shared between the school board and the school communities. The PARC may comment on the Initial Staff Report and may, throughout the pupil accommodation review process, seek clarification of the Initial Staff Report. The PARC may provide other accommodation options than those included in the Initial Staff Report; however, it must include supporting rationale for any such option. The final decision regarding the future of a school or group of schools rests solely with the Board of Trustees.

Membership

The Pupil Accommodation Review Committee (PARC) membership includes the following from each school under review: a parent/guardian (chosen by their respective school community), a school administrator, and a community representative. The Director will designate a supervisory officer to facilitate and chair PARC meetings. Trustees are encouraged to attend as observers.

Membership . . . continued

The PARC should be formed following the Board of Trustees' consideration of the Initial Staff Report but prior to the first public meeting. The Board will invite PARC members to an orientation session that will describe the mandate, roles and responsibilities, and procedure to the PARC.

Process

1. After the Board announces its intention to conduct a pupil accommodation review of a school or schools, there must be no less than thirty days' notice prior to the first public PARC meeting. Beginning with the first public meeting the consultation period must be no fewer than forty business days. The PARC must hold at least two working meetings which are open to the public. The first meeting must include the following: an overview of the PARC orientation session; the Initial Staff Report with a preferred option; and a presentation of the School Information Profile(s) (SIP). School holidays are not considered part of the thirty or forty day time periods.

Process . . . continued

2. Administrative staff completes a SIP for each school under review and provides it to the PARC for review. The PARC may request clarification about information provided in the SIP; however, it is not the role of the PARC to approve the SIP.
3. Each agenda will be posted on the Board's website.
4. A secretary is provided to keep minutes of the meetings that reflect the full range of opinions expressed. Minutes are posted on the Board's website.
5. The PARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

School Information Profile (SIP)

Each school under review will have a SIP (Appendix B of Board Policy) completed at the same point-in-time for comparison purposes. The SIP's will be provided as orientation documents to help the PARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

SIP . . . continued

The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- ▶ Value to the student; and
- ▶ Value to the school board

Pupil Accommodation Review Timelines

TIMELINE		ACTIVITY
A	Annually at a Board Meeting	<ul style="list-style-type: none"> Capital Planning Update
B	If the Annual Capital Planning Update reveals a need to consider a Pupil Accommodation Review(s)	<ul style="list-style-type: none"> Initial Staff Report Board Establishes PARC(s)
C	Within 5 business days of establishing PARC	<ul style="list-style-type: none"> Notify Minister of Education Notify Director(s) of coterminous boards Notify Municipal partners and invite them to meet/discuss Initial Staff Report with staff
D	Not less than 30 business days from PARC approval	First public meeting
E	Not less than 40 business days from first meeting	Final public meeting

Pupil Accommodation Review Timelines

TIMELINE		ACTIVITY
F	Not less than 10 business days after final public meeting	Final Staff Report to be presented to Board and posted on Board website (may include information from the municipalities and/or PARC)
G	Not less than 10 business days from posting final staff report	Public delegations to a Board Meeting
H	Not less than 10 business days from the public delegations	Final Staff Report with possible amendments presented to Trustees at a Board Meeting for final decision

Introductions

▶ Board Staff

- ▶ Board staff from various areas of responsibility, such as School Superintendents, School Principal(s), and Finance, Facilities, Transportation and Planning staff members may be assigned to act as resources to the PARC.

▶ Committee Members

Chatham PARC Membership

▶ Our Lady of Fatima

- ▶ Brian Knowler- Parent Council Rep.
- ▶ Karen Robert - Community Rep.

▶ Monsignor Uyen

- ▶ John Mariconda - Parent Council Rep.
- ▶ Ron Male - Community Rep.

▶ St. Agnes

- ▶ Anita Hudson - Parent Council Rep.
- ▶ Jen Thomas - Community Rep.

▶ St. Vincent

- ▶ Taera VanRoboys - Parent Council Rep.
- ▶ Pat Forster - Community Rep

▶ Georges P. Vanier

- ▶ Christine Canniff - Parent Council Rep.
- ▶ Lucy Haggeman - Community Rep.

▶ St. Joseph

- ▶ Amy Finn - Parent Council Rep.
- ▶ Darlene Normandin - Community Rep

▶ St. Ursula

- ▶ Tracey Basso - Parent Council Rep.
- ▶ Renee Handsor - Community Rep.

FREQUENTLY ASKED QUESTIONS

Pupil Accommodation Review – Chatham Elementary Schools

WHAT IS A PUPIL ACCOMMODATION REVIEW?

A Pupil Accommodation Review is a community consultation process required by the Ministry of Education, where a school closure and/or consolidation is being considered to address changing demographics, enrolment, programming and facility condition challenges facing a school, or schools, in a particular area under review. Pupil Accommodation Reviews are governed by prescribed Ministry timelines and follow a Board approved policy and process.

WHAT IS A PUPIL ACCOMMODATION REVIEW COMMITTEE?

A Pupil Accommodation Review Committee (PARC) is an advisory committee established by the Board that represents the affected schools identified as being part of a pupil accommodation review. The PARC provides feedback to the school board on the proposed accommodation options for a school, or group of schools, identified in the Initial Staff Report.

HOW IS THE MEMBERSHIP OF THE PARC DETERMINED?

The membership of the Pupil Accommodation Review Committee is set out in *Sec. B Policy – Student Accommodation & Boundary Review*. It includes a parent representative and the principal from each of the affected school communities, in addition to community representatives. The committee is chaired by the Superintendent of Education for the family of schools.

WHY IS MY SCHOOL PART OF THE PUPIL ACCOMMODATION REVIEW?

A pupil accommodation review occurs after the Board of Trustees considers the current and projected enrolment at a school, or group of schools, as well as the current physical condition of the school(s) and repairs or upgrades that may be required. Public consultation is a big part of this process. The review could result in recommendations, which include:

- The closure or consolidation of a school or schools
- Changes to grades and programs offered at a school
- New facilities and/or upgrades
- School boundary changes
- Partnerships and/or joint use opportunities
- Status quo (no changes)

HOW DOES A PUPIL ACCOMMODATION REVIEW WORK?

Public consultation is at the heart of the pupil accommodation review process. A minimum of two public meetings are to be held by the Pupil Accommodation Review Committee, as well as a number of additional working group meetings. The goal is to engage a wide range of school and community groups to participate in the consultation in order to make recommendations to the Board of Trustees.

OUR SCHOOL HAS BEEN NAMED IN A PUPIL ACCOMMODATION REVIEW. DOES THIS MEAN OUR SCHOOL WILL CLOSE?

The inclusion of your school in a pupil accommodation review process does not necessarily mean that it will close. Pupil accommodation reviews are designed to look at a grouping of schools to determine the best solution for everyone involved in the process. It is the responsibility of the Board to support student achievement, while operating and maintaining schools as effectively and efficiently as possible. While the Initial Staff Report may contain a proposed option that impacts your school, a final decision by the Board of Trustees to move forward with a recommendation will not take place until after the consultation period.

WHY WAS A “PREFERRED OPTION” INCLUDED IN THE INITIAL STAFF REPORT? DOES THIS MEAN A DECISION HAS ALREADY BEEN MADE?

No. Under the Ministry of Education’s Pupil Accommodation Review Guideline, school boards are required to include, in the Initial Staff Report, options which achieve the Board’s goals for pupil accommodation. These objectives are outlined in the Board’s Long-Term Capital Plan. In instances where there is more than one option identified, school boards are required to indicate a “preferred option”. These options provide a foundation for the PARC’s discussions.

HOW IS THE INFORMATION FROM THE PUPIL ACCOMMODATION REVIEW COMMITTEE SHARED WITH THE PUBLIC?

The Pupil Accommodation Review section of the Board website (www.st-clair.net) will be an important source of information and will have the latest updates on Pupil Accommodation Reviews, including public meetings, dates, meeting minutes, etc.

HOW CAN I ASK QUESTIONS, OR COMMENT ON THE PUPIL ACCOMMODATION REVIEW IF I AM UNABLE TO ATTEND PUBLIC MEETINGS?

The Board website also includes an email address (ChathamAccommodationReview@st-clair.net) to which you can forward questions or comments, which are constructive and helpful to the process. The questions/comments will be forwarded to the Pupil Accommodation Review Committee for discussion at its next meeting. Answers will be posted to this section of the website, in addition to the PARC meeting minutes.

IF I HAVE CONCERNS ABOUT THE OUTCOME OF A PUPIL ACCOMMODATION REVIEW ONCE IT IS COMPLETED, WHAT CAN I DO?

A community is able to request an Administrative Review from the Ministry of Education of the Pupil Accommodation Review process; however, **it is not a review of the Board decision; but whether the Board complied with its Pupil Accommodation Review policy.** Visit the Ministry of Education website for more detailed information on the Ministry’s Administrative Review process.

WHO MAKES THE FINAL DECISION IN THE PUPIL ACCOMMODATION REVIEW PROCESS?

The Board of Trustees makes the final decision on all recommendations related to the Pupil Accommodation Review.

Initial Staff Report: Pupil Accommodation Review Chatham Elementary Schools INTRODUCTION

The St. Clair Catholic District School Board is responsible for providing “quality teaching and learning environments that

- ▶ support student achievement”
- ▶ Foster student and staff well-being
- ▶ Ensure effective stewardship of school/board resources
- ▶ The Long-Term Capital Plan (LTCP) - identifies the accommodation needs of the Board (new schools, additions, boundary review, areas under capacity)
- ▶ The Chatham Elementary Schools planning area has been identified as **significantly under capacity** in 2015-2016 with predicted further decline

School Board Planning Prior to PARC

- ▶ Investigate alternatives
- ▶ Pursue community and facility partnerships (Feb. 26/2016 Board meeting, July 14/2016, Sept. 15/2016 meetings)
- ▶ Advocate for funding from MOE
- ▶ Creative initiatives to reduce costs and generate operating monies
- ▶ Maintain up-to-date Long-Term Capital Plan

Key Criteria of Pupil Accommodation Reviews Include:

- ▶ Student achievement
- ▶ Student Well-being
- ▶ School Board Financial viability/sustainability
- ▶ The Guiding Principals as defined in the SCCDSB's Long-Term Capital Plan

Long-Term Capital Plan (LTCP)

Objectives:

1. To ensure efficient and effective use of Board resources
2. To ensure students are accommodated in facilities that are safe, healthy, and promote a superior learning environment
3. To achieve equity in school facilities across both the elementary and secondary panels over the long-term; and
4. To manage available resources in a responsible manner

The LTCP sets out a strategy for school accommodations which may include land purchases, new school construction, additions, school boundary reviews, school consolidations/closure reviews or other accommodation matters.

LTCP Guiding Principles - SCCDSB is committed to:

- ▶ Provide and maintain quality learning and teaching environments that support student achievement and well-being (SCCDSB Strategic Plan 2015-2016)
- ▶ Optimal utilization rates in the range of 90-110%
- ▶ Allow for personalized learning, pathways, school specializations, cluster and community support
- ▶ Scheduled length of time on a vehicle provided by CLASS will not exceed 60 minutes (one-way elementary) or 75 minutes (one-way secondary)
- ▶ Schools meet the needs of 21st Century
- ▶ Accessibility needs are met

LTCP Guiding Principles cont.

- ▶ Neighborhood and community access to support well-being of students and their families (child care, community agencies, Community Use of Schools)
- ▶ Flexible learning environments with adaptive/flexible use of spaces

ELEMENTARY:

- ▶ School Capacity - optimal 400 to 600 students (2-3 classes of each grade)
- ▶ School Grade/Organization - Kindergarten to Grade 8
- ▶ School Site Size - optimal approx. 6 to 8 acres

School Information Profiles: Facility Condition Index

- ▶ Analysis of system components of school buildings - architectural, mechanical, electrical, plumbing elements
- ▶ Identifies LIFECYCLE - estimated number of years the component will function in proper condition
- ▶ Identifies replacement timing, estimated costs for repair or replacement
- ▶ 5-year renewal needs - total costs for repair or replacement for components which have 5 or fewer years of service life remaining.
- ▶ VFA Canada - conducts facility condition assessments thru MOE since 2011
- ▶ Data in VFA Capital Planning database - updated by Board
- ▶ FCI doesn't cover all facility costs/concerns/conditions

Enrolment Projection calculations:

- ▶ Baragar Systems: Historical school community + new students from residential development
- ▶ Year by year, grade by grade progression of students
- ▶ Retention rates - gains and losses as students move thru grades at a school
- ▶ Student enrolment revised annually
- ▶ Trends: Historical enrolment, population forecasts, Census and birth data

Transportation Data

Transportation data was provided by Chatham-Kent Lambton Administrative School Services (CLASS), the Board's shared services consortium. Student data is from the 2015/2016 school year.

School Name	Total Students	Eligible Riders	Percentage of Students
Georges P. Vanier	248	125	50.4%
Monsignor Uyen	312	276	88.5%
Our Lady of Fatima	374	186	49.7%
St. Agnes	119	72	60.5%
St. Joseph	119	55	46.2%
St. Ursula	262	79	30.2%
St. Vincent	182	178	97.8%

Planning Area Overview

School Name	OTG	2016 Enrolment	2016 Utilization	Original Construction	FCI	Site Size (acres)
Georges P. Vanier	259	255	98.5%	1967	44.5%	4.99
Monsignor Uyen	354	326	92.1%	1968	31.2%	4.50
Our Lady of Fatima	420	354	84.3%	1978	35.6%	9.24
St. Agnes	187	123	65.8%	1959	56.6%	2.10
St. Joseph	210	109	51.9%	1955	57.9%	1.75
St. Ursula	374	236	63.1%	1958	50.4%	4.40
St. Vincent	210	181	86.2%	1957	47.2%	6.60
Total	2,014	1,584	78.6%		44.9%	

Accommodation Issues

Enrolment and Utilization

- ▶ 78.6% with current surplus of 430 pupil places (500 forecasted)
- ▶ Distribution of students across schools is not equal (St. Agnes, St. Joseph & St. Ursula have low utilizations)
- ▶ Many of Chatham schools are “SMALL”

GOAL: to achieve a better distribution of students and higher utilization of schools

Accommodation Issues

Facility Size and Condition:

Small Schools

- ▶ Enrolment-based funding
- ▶ Challenging to staff
- ▶ Challenging to organize
- ▶ Challenging for supervision, PD, collaborations, extra-curriculars

Age of Schools

- ▶ Average age 50+ years (except OLOF)
- ▶ Reaching end of lifecycle - FCI >50% in 3 schools

Accommodation Issues

Meeting Program Needs and Accessibility Standards:

- ▶ Space benchmarks for instructional and operational spaces for 21st C
- ▶ Majority of schools do not meet accessibility standards and current expectations for teaching and learning environments

Refer to Table 7 - “Current Situation” with respect to Guiding Principles

Sources of Capital Funding:

- ▶ Proceeds of Disposition - from sale of properties O/REG 444/98
- ▶ School Renewal Grants (SRG) - Grants for Student Needs (GSN) driven by enrolment for repair and renovations (2015/16 @ \$1,541,348 - est. \$1,545,501 for 2016/17)
- ▶ School Condition Improvement (SCI) - Annual funding in GSN targets school backlog of renewal needs identified by MOE Condition Assessment Program (2015/16 @ \$3,233,455 - est. \$3,232,202 for 2016/17)
- ▶ School Consolidation Capital (SCC) - business case basis for new schools, retrofits and additions that reduce excess capacity
- ▶ Capital Priorities Grant (CPG) - multi-year funding for new construction to address excess capacity, high and urgent needs and facility conditions, repurpose space, purchase land

Pupil Accommodation Review Options will:

- ▶ Eliminate surplus pupil places and outdated school facilities
- ▶ Increase overall utilization in the review area
- ▶ Upgrade teaching and learning environments
- ▶ Align with LTCP's objectives
- ▶ Include a "preferred option"

Reaction to the Initial Staff Report

- ▶ What stands out for you?
- ▶ What do you like (support) about this initial staff report?
- ▶ What questions and concerns do you have about this initial staff report?
- ▶ Given the initial staff report, what further information do you require

Closing Prayer

Holy Trinity;
we thank You for Your example of unity;
Unite us
in our efforts
to provide loving and faith-filled homes, schools
and parishes
for the children in our care.
We thank You for this meeting
and for the passion each person present has for
Catholic Education.
We thank You for the ideas and concerns shared
here
and we ask for Your wisdom in the time ahead.
Bless our travel home
and bless our cherished families.
Amen