



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

SPECIAL REGULAR BOARD MEETING
Tuesday, June 26, 2012 at 7:00 p.m.
Holy Names High School
1400 Northwood St., Windsor

REVISED

AGENDA

1. Call To Order
2. Opening Prayer
3. Recording of Attendance
4. Approval of Agenda
5. Questions Pertaining to Agenda
6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.
7. Presentations: *None*
8. Delegations:
 - a. Delegation Regarding Items Not on the Agenda
3:11.1 Any person(s) wishing to make a formal presentation to the Board shall make their intent known, in writing, to the Secretary at least one week prior to the regular meeting. They shall briefly explain in their petition the nature of their business. Discussion shall be limited to the petition and shall be not longer than ten (10) minutes. The time limit can be waived by the consent of the majority of the Board.
 - b. Delegations Regarding Items On the Agenda
3:11.2 Any person(s) wishing to appear before the Board and speak on an item appearing on the agenda of the Board Meeting has until NOON of the day of the Board meeting to make a request to the Secretary. They shall explain briefly the nature of their business. The discussion shall be limited to the item on the agenda and shall be no longer than ten (10) minutes.
 - i) Paul Mullins, community representative to speak about boundary adjustments, joint use agreement and time frames regarding the Accommodation Review Committee – Lakeshore area.
 - ii) Catherine Johnson, parent from W.J. Langlois to summarize the reasons W.J. Langlois should remain open and to address the Director’s Follow-up recommendations.
 - iii) Joyce Harkness, community representative to read a letter written by your son, Troy Harkness, a former student of W.J. Langlois.
9. Action Items: *None*
10. Communications: *None*
 - a. External (Associations, OCSTA, Ministry)
 - b. Internal (Reports from Administration)
11. Unfinished Business: *None*

12. New Business:
 - a. Report: Director Of Education’s Follow-Up Report on the Accommodation Review Study for the Amherstburg Area, Including St. Theresa, St. Bernard and Stella Maris Catholic Elementary Schools (P. Picard) 1-55
 - b. Report: Director Of Education’s Follow-Up Report on the Accommodation Review Study for the Fontainebleau Area, Including St. Alexander and W.J. Langlois Catholic Elementary Schools (P. Picard) 56-126
 - c. Report: Director Of Education’s Follow-Up Report on the Accommodation Review Study for the Lakeshore Area, Including Our Lady Of Annunciation and St. John the Evangelist Catholic Elementary Schools (P. Picard) 127-193
13. Committee Reports: *None* --
14. Notice of Motion: *None* --
15. Remarks and Announcements:
 - a. Chairperson
 - b. Director of Education
 - c. Board Chaplain
16. Remarks/Questions by Trustees
17. Pending Items: *None*
18. Continuation of In-Camera, if required.- *Not Required*
19. Future Board Meetings: *Unless stated otherwise, all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor with the In-Camera Session beginning at 6:00 p.m. and the Public Session beginning at 7:00 p.m.*
 - July 24, 2012 (*Tentative, to be confirmed by the Chair*)
 - August 28, 2012
 - September 11, 2012
 - September 25, 2012
 - October 9, 2012
 - October 23, 2012
 - November 13, 2012
 - November 27, 2012
 - December 4, 2012 (*Organizational Meeting – 7:30 pm*)
 - December 11, 2012
20. Closing Prayer
21. Adjournment

Barbara Holland
Board Chairperson

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



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

Meeting Date:
June 26, 2012

BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Paul A. Picard, Director of Education

SUBJECT: **DIRECTOR OF EDUCATION'S FOLLOW-UP REPORT ON THE ACCOMMODATION REVIEW STUDY FOR THE AMHERSTBURG AREA, INCLUDING ST. BERNARD, ST. THERESA AND STELLA MARIS CATHOLIC ELEMENTARY SCHOOLS**

RECOMMENDATION:

That the Board receive as information the Director's Follow-Up Report on the accommodation review study for the Amherstburg area, including St. Bernard, St. Theresa, and Stella Maris Catholic elementary schools;

and, that the Board approve the recommendations of Senior Administration as follows:

That, effective September 2012, St. Theresa be officially closed and the property declared surplus to the Board;

That the boundaries of the neighbouring schools, including St. Bernard, Stella Maris and St. Joseph be adjusted in accordance with Appendix 1 attached, to accommodate those students currently within the St. Theresa boundary;

That the boundaries of St. Bernard, Stella Maris, St. Joseph and St. Anthony be "open" to allow students to register at any of the schools out of boundary, conditional upon them providing their own means of transportation;

and That an Integration Committee, composed of representatives from each school community, including St. Theresa, Stella Maris, St. Bernard and St. Joseph be immediately established in order to plan for and implement the positive integration of students and staff into the new merged communities.

SYNOPSIS: A special public meeting of the Board was held on Monday, May 14, 2012, where the public was provided an opportunity to make presentations to the Board concerning the Director's Report on the Accommodation Review Study for the Amherstburg area, including St. Bernard, St. Theresa and Stella Maris Catholic Elementary Schools. The public was also invited to provide written input to the Director of Education with respect to his report and/or the Accommodation Review Committee's (ARC's) report. Pursuant to Board Policy A: 05 and Procedure Pr: 05, that address pupil accommodation review studies, Administration is required to prepare a follow-up report to report on and respond to the representations made by the public. After consideration of input received, Administration has revised its previous recommendations and those revised recommendations for approval are detailed above. As prescribed within Board policy and procedure, the Board of Trustees will make its decision regarding the school accommodation recommendations after consideration of the ARC's Accommodation Report, the Director's Report, the Director's Follow-up Report and community input.

BACKGROUND COMMENTS: Prior to the special meeting for public input on May 14, 2012, the Board received the Director's Report which included, as appendices, the ARC's final School Information Profiles, the ARC Report, the information package provided to the ARC, minutes of the ARC meetings, and written input received by the Director. All of this information was made available to the community prior to the meeting through the Board's public website.

Notice of the special meeting for public input, as well as notice of the June 26, 2012 meeting, where the Board would make its decision regarding the school accommodation recommendations for the Amherstburg area, was provided via school newsletters, letters to the school community, the Board's website, and the local news publications.

Five (5) delegations spoke at the special public meeting. (Approved minutes of that meeting, with written submissions attached, are included with this report).

Senior Administration has carefully considered the valuable input received through the public meeting, as well as written submissions forwarded to the Director subsequent to that meeting (attached), and respectfully submits the following follow-up report and recommendations to report on and respond to the input received:

The Community Asked For "Choices"

In the Director's initial report presented at the special public meeting, it was recommended that St. Theresa be officially closed and the student population be accommodated at the St. Bernard site. One of the delegations made representations on reasons why some of the St. Theresa families are unwilling to send their children to St. Bernard. One of those reasons, was the distance that would likely result in longer time spent on buses. The speaker noted that in fact his child was closer to two Catholic schools in the area, but neither of those schools were options in the Director's report. Acknowledging these valid concerns, Administration initiated further discussion with the Joint Transportation Consortium. A further review was conducted of the student distribution maps of the area and the attached boundary adjustments are recommended for St. Bernard, Stella Maris and St. Anthony, to accommodate students currently within the St. Theresa boundary. As noted by the Transportation Consortium, with the proposal, the students and the Board will benefit from reduced kilometres and the cost savings from multi-routing. (The report from the

General Manager, Transportation Services to M. Iatonna, Superintendent of Business dated June 8, 2012 is attached).

In order to realize cost efficient route planning, the Board must designate transportation boundaries for each school. It cannot offer each student the choice between schools and provide transportation to implement that choice. However, in recognizing the communities' request for options, Administration is recommending that the boundaries of St. Bernard, Stella Maris, St. Joseph and St. Anthony be "open" to allow students to register at any of the schools out of boundary, conditional upon them providing their own means of transportation.

Concerns That There Will Not Be Cost Savings in Closing St. Theresa

A number of delegations indicated that the Board will not realize savings in closing St. Theresa, because the Board will lose students to the public system as a result, and that "in the end, it will cost the Board more to close St. Theresa's than to keep it open". The delegates cited loss of tax dollars that would result from families switching their tax support in the event of closure. The Board's funding is not based on assessment dollars, but on student enrolment. As set out in the initial Director's report, the students currently enrolled at St. Theresa are funded at a reduced per student rate as a result of a critically low utilization rate at the school (the lowest in the system). This is a current and consistent pull on the system's budget. Administration is certainly concerned with the potential loss of students from the Catholic system as a result of any closure and it has amended its recommendations in the hope of addressing the concerns of our Catholic families, in order to encourage them to continue to choose Catholic education for their children. However, to be fiscally responsible to the Catholic system as a whole, Administration must recommend the closure of St. Theresa. Although the possible loss of students will result in the loss of Ministry funding, that loss will not offset the savings that can be affected by the closure. As set out in the Director's Report, these savings would include the operation, maintenance, and renewal expenses to maintain the St. Theresa site, as well as staffing savings of 6-7 teaching staff salaries (\$519,888-\$606,536) annually.

Suggestions That St. Bernard Should Be the School Designated For Closure

It was suggested by a member of the community that St. Bernard, rather than St. Theresa, should be the Amhersburg area school designated for closure. It was noted that St. Bernard and Stella Maris are 1.9 kilometers apart, and in closing St. Bernard and maintaining St. Theresa, the Board would "cover" the entire area. As well, the opinion was provided that "the best scenario for maintaining optimum chances for funding hinges on closing the facility with the largest useable floor space upon which the 85% factor is based". Administration has considered numerous factors in not recommending the closure of St. Bernard, including the following:

- St. Bernard's projected registration for 2012-2013 is 192 students. As indicated in the school profiles, 95% of the St. Bernard students walk to school. There are a number of public schools also in close proximity to St. Bernard's. The Board could expect to realize a larger loss of students to the public system (than with the closure of St. Theresa) should the St. Bernard families, with the closure of the school, have to travel by bus to the St. Theresa location.
- Administration agrees that although a facility with a larger useable floor space, requires a greater enrolment than one with a smaller floor space, to realize maximum utilization, it maintains that St. Bernard's as the larger facility, has the

greater potential to assist in addressing the needs of the Amherstburg area which will now be serviced by two (2) schools rather than three (3). This space will be available, as well, to accommodate any future possible growth in the area, and to allow for the future consideration by the Board of expanded specialized programming, including the possibility for French Immersion, in the Amherstburg area schools.

- Administration also sees great benefit in the close geographic proximity of St. Bernard and the St. John the Baptist Parish. Classes from St. Bernard walk to the church on a weekly basis for the celebration of mass. Wherever possible, Administration would recommend maintaining these close church/school relationships.

With Prospects for Future Development in the Amherstburg area, the Board Should Wait

Delegates spoke of the potential residential growth in the Amherstburg area and recommended that the Board follow the ARC recommendation to wait three (3) to five (5) years to see whether sufficient growth is realized in the area that would result in increased utilization in all area schools. One of the Delegates also attended a Town of Amherstburg Council meeting and requested clarification from the Municipality on projected growth in the area. The Town of Amherstburg forwarded correspondence to the Director, attaching the memorandum of Lory Bratt, Planning Coordinator, as well as official Town development maps and other supporting documentation (attached). As indicated in the Director's Report, Administration is encouraged by these forecasts, but cannot recommend sustaining the three (3) area schools. With the remaining two (2), Stella Maris and St. Bernard, and with the recommendation for the reconfiguration of the boundaries for Stella Maris, St. Bernard and St. Joseph, Administration believes all future growth can be effectively accommodated.

Concerns That Timeframe Will Not Allow For Transition

A delegate expressed concern with the lack of information regarding the student and staff transition period and suggested that trustees and administration develop a transition committee similar to the Windsor St. Francis/St. James elementary school amalgamation. Administration appreciates this suggestion and has recommended that the Board approve such an integration committee, which would include representatives from St. Bernard, Stella Maris, and St. Theresa and St. Joseph schools (some St. Theresa students now being within St. Joseph boundaries).

With the revised recommendation to realign boundaries between St. Bernard, Stella Maris and St. Joseph, the current St. Theresa population can be accommodated without construction or renovations at any of the existing sites, so that concerns expressed for time required for obtaining permits and completing construction would no longer be in issue.

There were suggestions to maintain St. Theresa through a one (1) year transition and closing September 2013, however, administration respectfully submits that this would create a continuing financial strain on the system, and many of the concerns for the closure effective September 2012, could be addressed through the immediate establishment of an Integration Committee. Administration sees value in suggestions put forward by written submission, which included transition over the summer, and would be committed to working with the Integration Committee through the summer months and into the school year.

There was also a suggestion for a mid-year closing and transition i.e. December 31, 2012, however, it is Administration's belief that this would be more disruptive to the system than effecting the transition in September 2012.

FINANCIAL IMPACT: As detailed within the report.

TIMELINES: As detailed within the report and recommendations.

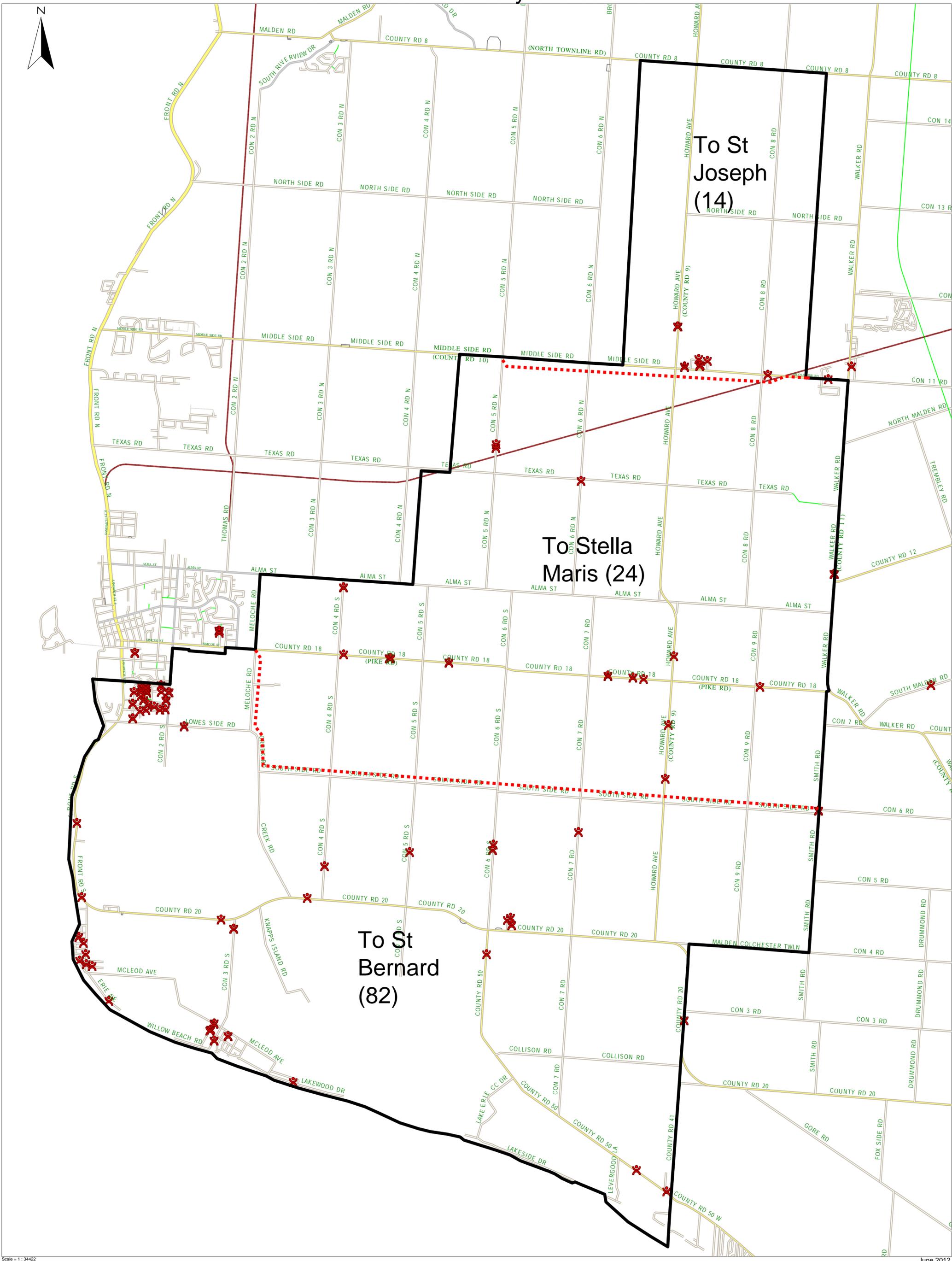
APPENDICES:

- Appendix 1 - Proposed Boundary Adjustment for Neighbouring Schools to Accommodate Students Currently Within St. Theresa Boundary
- Minutes of the Special Meeting of the Board, May 14, 2012
- Written submissions forwarded to the Director subsequent to the May 14, 2012 meeting
- Report, General Manager, Transportation Services

REPORT REVIEWED BY:

<input type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	June 12, 2012
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	June 12, 2012

St Theresa Boundary & Students



WRITTEN NARRATIVE
PROPOSED DIVISION OF ST. THERESA TRANSPORTATION BOUNDARY

PROPOSED PORTION OF ST. THERESA BOUNDARY TO BE ADDED TO THE
BOUNDARY FOR ST. JOSEPH (RIVER CANARD):

North:

County Rd 8, from point between 6th Concession North and Howard Ave, east to mid- point between 8th Concession and Walker Rd.

East:

County Rd 8, mid-point between 8th Concession and Walker, south to Middle Side Road.

South:

Along Middle Side Road (both sides included), west to point between 6th Concession North and Howard.

West:

From point on Middle Side Road, south to County Rd 8.

PROPOSED PORTION OF ST.THERESA BOUNDARY TO BE ADDED TO THE
BOUNDARY FOR STELLA MARIS:

North:

Middle Side Rd between the 4th and 5th Concession North (both sides excluded) east to Walker Rd.

East:

Walker Rd (middle of road) south to Smith Rd, (middle of road) south to South Side Rd.

South:

Along South Side Rd (both sides excluded) west to Creek Rd.

West:

Along Creek Rd (both sides excluded) north and then along Meloche Rd (both sides excluded) to County Rd 18. North along Meloche Rd (middle of road) to Alma St. East along Alma St (middle of road) to a point east of 4th Concession north, north to Texas Rd east to a mid-point between the 4th and 5th Concession North north to Middle Side Rd.

**PROPOSED PORTION OF ST.THERESA BOUNDARY TO BE ADDED TO THE
BOUNDARY FOR ST. BERNARD:**

North:

From the corner of Meloche and County Rd 18, south along Meloche (both sides included) to Creek Rd then to South Side Rd. Along South Side Rd (both sides included) east to Smith Rd.

East:

South along Smith Rd (middle of road) to Malden Colchester Town line. West along the town line (middle of road) to County Rd 20. South along County Rd 20 (middle of road) and south along County Rd 41 (middle of road) to Lake Erie.

South:

Lake Erie

West:

Detroit River



**WINDSOR-ESSEX CATHOLIC
DISTRICT SCHOOL BOARD**

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

**SPECIAL REGULAR BOARD MEETING
Monday, May 14, 2012 at 6:30 p.m.
St. Thomas of Villanova High School
2800 County Rd. #8, LaSalle, ON**

MINUTES

PRESENT

Trustees: F. Alexander B. Mastromattei
J. Courtney J. McMahon
M. DiMenna, Vice-Chair L. Soulliere
F. Favot
B. Holland, Chair
J. Najem, Student Trustee
Rev. L. Brunet, Board Chaplain

Regrets: Trustee Macri and Student Trustee Tavares

Administration: P. Picard (Resource) E. Byrne
J. Bumbacco P. Murray
C. Geml C. Norris
M. Iatonna J. Shea
P. Littlejohns M. Seguin
J. Ulicny

Recorder: B. Marshall

1. Call To Order - Chair Holland called the meeting to order at 6:37 p.m.
2. Opening Prayer - Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance –Trustee Macri was not available and Student Trustee Tavares sent regrets due to a prior commitment.
4. Approval of Agenda

Moved by Trustee DiMenna and seconded by Trustee Soulliere that the May 14, 2012 Special Regular Board meeting agenda be approved as distributed. Carried

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

Trustee Courtney disclosed interest in relation to agenda item 6a) Receive Input on the Director of Education's Report on the Accommodation Review Study for the Amherstburg Area, including St. Bernard, St. Theresa, and Stella Maris Catholic Elementary Schools due to her daughter's employment and did not participate in the discussion or vote on any question raised on that item.

Trustee Mastromattei disclosed interest in relation to agenda item 6a) Receive Input on the Director of Education's Report on the Accommodation Review Study for the Amherstburg Area, including St. Bernard, St. Theresa, and Stella Maris Catholic Elementary Schools due to his daughter and daughter-in-law's employment and did not participate in the discussion or vote on any question raised on that item.

Trustee McMahon disclosed interest in relation to agenda item 6a) Receive Input on the Director of Education's Report on the Accommodation Review Study for the Amherstburg Area, including St. Bernard, St. Theresa, and Stella Maris Catholic Elementary Schools due to his daughter, son and daughter-in-law's employment and did not participate in the discussion or vote on any question raised on that item.

6. Communications:

- a. Report: Receive Input on the Director of Education's Report on the Accommodation Review Study for the Amherstburg Area, including St. Bernard, St. Theresa, and Stella Maris Catholic Elementary Schools

Director Picard commented on the Accommodation Review Committee's extensive commitment to the process and public consultation which contributed to administration's recommendations.

Director Picard reviewed Administration's Recommendations:

That the Board approve, effective September 2012, the consolidation of St. Theresa at the St. Bernard site with renovations and improvements at St. Bernard, and that the St. Theresa be officially closed and the property declared surplus to the Board's needs and further,

That the Board maintain Stella Maris, and dependent on future enrolment numbers, consider a possible future boundary review to include Stella Maris, the new merged school community at St. Bernard, and nearby schools, in order to ensure that all schools in the area are operating at optimal utilization.

Moved by Trustee DiMenna and seconded by Trustee Alexander that the Board receive as information the Director's Report on the accommodation review study for the Amherstburg area, including St. Bernard, St. Theresa, and Stella Maris Catholic Elementary schools;

and, that the Board receive public input concerning the Director's Report, and the matters that are addressed in it and in the Accommodation Review Committee's (ARC's) Report. Carried

7. Delegations:

- a. Delegations Regarding Accommodation Review Committee's and Director of Education's Report on the Accommodation Review Study for the Amherstburg Area, including St. Bernard, St. Theresa, and Stella Maris Catholic Elementary Schools

Chair Holland assured members of the audience that the Board meeting was designed specifically to receive public input on Administration's Recommendations for the Amherstburg area.

Chair Holland outlined the delegation process and time limit and also mentioned trustees will remain after the meeting to speak to the members of the community.

- i) Parent, Mr. Ken Broadbent to speak on the potential loss of Catholic students if St. Theresa Catholic Elementary school closes, thus incurring financial loss to the Board.

Mr. Broadbent is a parent of one child attending St. Theresa school and is a member of the St. Clements Church finance committee. Mr. Broadbent presented a number of facts, beliefs and concerns with regards to enrolment, a St. Theresa school survey, utilization as per Ministry full funding, cost to the board if consolidate St. Theresa to St. Bernard, loss of property taxes, staffing issues, and in closing, requested trustees to consider the future of Catholic education. Mr. Broadbent also thanked the teachers, support staff and administrators at St. Theresa school.

- ii) Parent, Mrs. Katera Zappacosta-St. Louis to speak on the timeframe recommended to transition students to a new school if St. Theresa Catholic Elementary School should close.

Mrs. Zappacosta-St. Louis is a parent of two children attending St. Theresa school. Mrs. Zappacosta-St. Louis was concerned with the lack of information regarding the student and staff transition period from St. Theresa to St. Bernard school and requested trustees and administration to develop a transition committee similar to the Windsor St. Francis/St. James elementary school amalgamation.

- iii) Parent, Mr. Camillo D'Alimonte to speak on the possibility of a decline in church participation if St. Theresa Catholic Elementary School should close.

Mr. D'Alimonte is a parent of three children attending St. Theresa school and a member of the Pastoral council at St. John the Baptist church in Amherstburg. Mr. D'Alimonte clarified the pastor at St. John the Baptist church Fr. Brian Jane, is not part of the ARC decision process.

Mr. D'Alimonte is concerned that the potential closing of St. Theresa school would tempt parents to enrol their children in the public school board system, disturbing an already fragile faith based community and further discussed the correlation between faith based schools and church attendance/participation.

- iv) Parents, Mrs. Sarah Beaudoin and Mrs. Tracy Perron to speak on projected development within the St. Theresa Catholic Elementary School area.

Mrs. Perron mentioned that Mrs. Beaudoin addressed the Amherstburg Town Council early in the evening and received word from Mrs. Beaudoin that Council approved her request to send a letter of clarification to Director Picard containing such information as to projected growth for the current year and over the next five years.

- v) Parent, Mr. Allan Parks to speak on potential savings to the Board, the choice of school, and transportation issues if St. Theresa Catholic Elementary School should close.

Mr. Parents is a parent of two children attending St. Theresa school. Mr. Park spoke about the current and projected utilization for 2012-13, available capacity, proposed capacity utilization, value to the student and parent, additional savings and choice of school, and consolidated bussing savings.

Chair Holland mentioned to the audience members if they are not comfortable presenting in public send comments to the trustees or administration. She then invited trustees to remain after the meeting to be available to speak to the members of the audience.

Trustee Alexander requested clarification on the transition period. Director Picard stated the transition period as well as all delegation recommendations will be assessed and reviewed.

8. Closing Prayer – Fr. Brunet closed the meeting with a prayer.
9. Adjournment - There being no further business, the Special Regular Board meeting of May 14, 2012 adjourned at 7:37 p.m.

Approved

Barbara Holland
Board Chairperson

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

Good evening trustees, school board administrators, parents, teachers and students. My name is Ken Broadbent. I am a parent to a child attending St. Theresa's. Thank you for giving me the opportunity to speak to you this evening. Before I begin I would like to tell you a little about myself. In addition to my role as father, I am also a banker, a member of St. Clements Church finance committee, a hockey coach and a concerned practicing catholic. I am here to speak to you today about the director's report to consolidate St. Theresa at St. Bernard's effective September 2012. I am going to present a number of facts, beliefs and concerns and will identify each as I move along.

Fact: A survey was completed the week of May 7, 2012 to determine what our St. Theresa families intend to do if St. Theresa's is no longer open. The following questions were asked:

- 1) If St. Theresa closes, where will you send your children? And why?
- 2) Have you enrolled yet at the new school?
- 3) If your child had a choice to go to Stella Maris, would you send your children there?

Fact: The results were as follows

There are currently 126 students attending St. Theresa. Of these 126 students, 13 students were unreachable or undecided and 6 students are graduating grade 8, with no younger brothers or sisters. In addition, 7 students hope to attend Stella Maris. This leaves 98 students. Of these 98 only 8 students will be attending St. Bernard's. The overwhelming majority, or 90 children are committed to switching to the public school board and will be attending either Malden or Anderdon. In fact, 10 of these families have already enrolled their children in the respective public schools.

2 with siblings

Fact: St. Bernard School has an enrolment of 207 students which translates to a 57% utilization rate. 308 students are required to attend in order to reach the 85% utilization rate needed to receive full funding.

Fact: St. Bernard's will remain an underutilized school despite the closure of St. Theresa's. If one considers the existing enrollment of 207 students plus the 8 students transferring from St. Theresa's and perhaps an additional 8 students from those that are undecided or unable to reach, makes a new total of 223 students, leaving St. Bernard far short of the 85% required rate.

Fact: In order for St. Bernard to receive full funding they must increase enrollment by 101 students from the existing 207 students. That would require a transfer of 80% of St. Theresa's student population to St. Bernards.

Fact: In order for St. Theresa to obtain full funding they need to increase their enrollment by 93 students. If St. Bernard's was considered for closure only 44% of their students would need to transfer to St. Theresa in order to obtain full funding.

When trustees are considering their vote, not only is it important to recognize that the closure of St. Theresa's will not result in a fully utilized, fully funded school but also that the board will be losing funding from the ministry based on their allocation of student enrollment. Although the specific amount paid per student is based on a complicated

provincial funding formula for the sake of this presentation, I have estimated a relatively low allocation of \$8,500 per student, which constitutes a loss to the board of \$765,000 annually.

Fact: In addition to the loss of ministry funding, trustees must recognize that they will also lose the property taxes that will be transferred to the public board.

Fact: Almost 100% of St. Theresa's families own their property. In addition, many families are farmers, business owners etc. The loss in property tax to the separate school board on an annual basis will be approximately \$40,000 which does not take into consideration grandparents, aunts and uncles of our student population many of whom have also expressed a desire to switch tax support in the event of the school closure

According to the CBC news report, the school board is anticipating a savings of 1.5 million dollars based on the consolidation of the schools currently under an ARC review which includes Amherstburg, Lakeshore and Fountainbleau. If St. Theresa's is closed the loss in student funding and property taxes will result in a loss to the board of over \$800000.00 annually. This loss is far greater than the boards anticipated savings.

Fact: The wecdsb is projecting a decrease in enrollment of 600 students. Can the board afford to add 90 more students to that already staggering number?

Fact: The wecdsb is anticipating layoffs of approximately 100 teachers. The public board is anticipating no teacher layoffs.

Fact: For the 2012/2013 school year the wecdsb will increase VP's by 3 and senior managers by 1 for a total cost to the board of \$435,000 plus benefits. Question Is this the best use of ministry funding in light of current school closings and staff layoffs?

Administrators and trustees maybe asking why are St. Theresa's families are unwilling to send their children to St. Bernard's and the facts are simple.

Fact: All three Amherstburg schools are filled with dedicated, committed teaching staff and administrators, bright, kind students and considerate, hard working parents.

Fact: St. Bernard's is primarily an open concept school.

Fact: Our children will be transported a much greater distance likely resulting in longer time spent on buses. In fact, my child is closer to two Catholic Schools but neither of these schools were options in the directors report.

Fact: When visiting St. Bernards all parents must be buzzed in prior to entering the school.

Belief: Some parents believe that St. Bernard's has a greater incidence of suspension under the Safe School Acts.

The board must understand that the decision to change boards has not been taken lightly. Each family has painstakingly considered what option will work best for them based on the very limited options being presented.

In summary, I ask that the trustees carefully consider the facts

Firstly, The directors plan will NOT result in St. Bernard become a fully utilized school, therefore in no way reducing the budget strain referred to in the director's report

Secondly, Student enrollment will see a further decline of at least 90 students. The boards projected decrease in enrollment will now be 700 students.

Thirdly, the majority of St. Theresa families will no longer be supporting the separate school board with their property taxes thus further decreasing the board's revenue basis. Between the taxes and the student funding formula the board can anticipate a loss of revenue of over \$800,000 annually. In the end, it will cost the board more to close St. Theresa's than to keep it open.

And lastly, I sincerely ask the trustees to consider the future of Catholic education. I can remember as a young man approaching high schools many parents advocating for the right to a Catholic education. Parents willing to pay for their schooling because it was not yet covered. Over the past five years I have watched enrollment decrease. As a concerned Catholic I am asking the trustees not to support a decision that will result in fewer children receiving a Catholic education. We need to focus on filling our churches with as many young people as we can even if this means making sacrifices. After all, what would Jesus do?

Finally, if I could take 30 more seconds of your time I would like to send a sincere thank you to the teachers, support staff and administrators at St. Theresa. Your dedication, compassion and commitment to our children's education will not be forgotten regardless of where our children go. May God continue to bless you and support you in your future work.

Thank-you!

Good Evening my name is Camillo D'Alimonte

I am a parent of 3 children at St. Theresa school
I am a graduate of St. Theresa class of 1984
and a member of Pastoral Council at St. John the Baptist Church.

It is from this background that I'll be speaking tonight

First

As a matter of clarification to all families in our parish, the Diocese, our parish and pastor, Father Brian have no direct involvement in the decision making process
We have no power in deciding unfortunately.

We will be directly affected and are greatly concerned for all families in our faith community

Father Brian's hope and recommendation has been to maintain all 3 schools.

As I previously stated at a Arc meeting, we have to ask ourselves what's the importance of a Catholic Education?
The Board motto is "Learning together in faith & service" ...
It is FAITH that is important.

* Families we have to make faith a priority.

- A fact we face in our Diocese is that church attendance is down and declining.
- We are mandated as a parish by the Diocese to begin a new evangelization to refocus at a grass roots level on shepherding the flock.

* We need the support of the school system the faith based system

As a parish we are attempting with all our resources to assist the needs of our community we need the help of the schools to reach out. * we realize the need to do needs assessments

Attendance is down → faith isn't the #1 priority and in talking to families we realize the family structure is strained - financially
 - employment
 - time availability
 I hear constantly from families that there isn't enough time.....

As a result - We need as a Parish to maintain all our families in faith based education

* We cannot as a faith community lose families x2
 To all the administrators tonight I would ask that this be given priority

as a faith community, we cannot lose families.

As you've heard earlier

As we've heard at previous meetings by making a quick decision to simply close St. Theresa to solve the under utilization problem — won't work

loss It will be a ~~big~~ loss for the Board and devastating loss for our faith community in the future

Fact since these ARC discussions

1. Malden public school has had one of its largest JK. registration — over 45 families on the 1st night.
(there are Catholic families lost here..)

2. Anderson Public school has had such a large JK turnout that they are currently building a new wing to their primary classrooms.
(there are Catholic families lost here)

3. The majority of students/families are from outside of Amherstburg → traditionally Anderson, McGregor and Malden Center

↳ all within reasonable proximity to Public schools

Malden Public 13 1 minute away from St. Theresa

We must keep these facts in mind when we read Paul Picard's Recommendations

Paul Picard states

St. Theresa	<u>115</u> students	} 47%
	245 capacity	
St Bernard	<u>207</u>	} 57%
	362 capacity	
Sela Maria's	93%	

→ It seems to me that the only issue is MONEY
 particularly funding money
 From the Ministry of Education,
 to accomplish Full funding at least there has to be at least
85% capacity

↳ This would mean, under Paul Picard's recommendation St. Bernard
 would need 308 students or 101 students from St. Theresa
 practically, the entire pupil enrollment

Reality

As I hear it from families at St. Theresa
 your not going to achieve this goal

The threat is a mass exodus of families
 from the Catholic to the Public system

Reality

→ Families have been pre registering at Anderdon and
 Malden Public schools which are in reasonable
 proximity to where they live. - Anderdon, McGregor,
 Malden.

Net Result

- (A) still going to have an underutilized school
 - (B) any dollar savings by closing St. Theresa will amount to dollar losses in tax revenues from families at St. Theresa who jump ship.
 - ↳ And these families have roots in the communities of Anderson, McG and Malden Centre where grand parent & extended family taxpayers live.
 - (C) Once families start jumping ship to the Public system they are not coming back likely
 - (D) Paul Picard's recommendation is indirectly re-drawing boundaries (leaving out the rural districts)
 - (E) Our faith community - church will suffer
 - (F) Our sacramental preparation will suffer
 - (G) The St. Vincent DePaul Society which assist over 100 marginalized families in the community will suffer.
 - God / car drives etc. majority comes from our schools.
 - (H) The future of our faith based secondary school will be detrimentally affected.
- Ultimately if we lose families, rather than strengthen the system to function at capacity it will be weakened.

Your moving to fast

A June 26 decision to come into affect in September --- is heading toward disaster

~~Don't take the sentiments of families~~

Your pushing families outside reasonable proximity to Amherstburg

who are already strained

without option.

Don't take this lightly

Our Parish , Our Faith Community needs better.

Sarah Beaudoin's letter to A'burg Town Council

Good evening Your Worship Mayor Hurst, Deputy Mayor Sutherland and Amherstburg Town Councillors.

My name is Sarah Beaudoin and I am speaking as a member of St. Theresa School Parent Advisory Committee about the possible closure of an Amherstburg Catholic School. This room would be filled with other concerned parents, but there is an Accommodation Review Committee meeting taking place right now at Villanova High School.

The Accommodation Review Committee is made up of stake holders from the Amherstburg schools plus representatives of trustees and administration. This Accommodation Review Committee has recommended that no school be closed this year, but that a 3 to 5 year time frame be allowed to review population growth and other factors before a decision is made.

However, Director of Education, Paul Picard, is recommending that the school board approve, effective September 2012, the consolidation of St. Theresa's student population at the St. Bernard site with renovations and improvements at St. Bernard and that St. Theresa be officially closed and the property declared surplus to the school board's needs.

I am well aware that the Amherstburg Council is not in a position to tell any school board how to run their schools, nor do I expect you to do that.

I am here tonight to request that Council direct administration to send a letter of clarification to the WECDsB. This letter should contain statistics of planned and projected residential growth within Amherstburg for the current year and the next five years. I believe that this letter is necessary to clarify statements made by Mr Picard who said, and I quote: "It is fair to conclude that some population growth is anticipated for the Amherstburg area. It is also fair to say that the amount and timing of that growth is speculative."

I am sure Council is aware that one of the first things a new home buyer considers is the location of the nearest school. Closure of any school will impact new homes.

A major concern is that the final decision of the trustees of the WECDsB will not be made until June 26, just two days before the end of the school year and two months before a school would be closed and students relocated. Two months is not sufficient time to notify parents of closure and for them to register in a new school or even a new school board. Furthermore, I ask this council: Does two months give the school board enough time to apply for and receive building permits for those renovations and improvements that Mr. Picard spoke of? No mention has been made of things like traffic studies or parking accommodations.

In closing I would like to thank Lori Bratt for the information she provided to the ARC committee and Councillors Pillon and Sutton for speaking at the February 1 public meeting. Thank you also for the opportunity of addressing Council this evening.

However, because of the critical time constraints I would respectfully ask that Council act on my request at tonight's meeting.

Tracy Perron

My name is Sarah Beaudoin. I am a member of St. Theresa School PAC and I have attended every ARC meeting.

I have just returned from a meeting of the Council of the Town of Amherstburg. From this meeting I bring the Trustees some "other relevant information." A motion was made tonight and Council has instructed its administration to send a letter of clarification to the WECDSB. This letter will contain statistics of the planned and projected residential growth within the Town of Amherstburg for the current year and for the next five years.

These numbers are critical. No decision to close any school should be made without them. It is

not responsible for the WECDSB to approve the Director's recommendation and close a school without knowing how many new homes and new families there will be in Amherstburg within 5 years. It doesn't matter in what area of Amherstburg new homes are to be built. New homes mean families with children who will need schools open and ready to receive them.

In addition, the Town of Amherstburg is not aware of any requests for permits for the renovations and improvements to St. Bernard School that Mr. Picard referred to in his recommendation. I don't think that these can be realized in the two months between the June 26 trustees' vote and the beginning of next school year. Nor can the necessary traffic

studies and parking accommodations review be completed.

I respectfully request that the Trustees not act in haste to close a school. Rather, that you take time to collect and review all information including the document that is forthcoming from the Town of Amherstburg. Adopting the ARC recommendation will give trustees the time to do this and to make the best decision for all of our schools' communities.

Presentation to the Accommodation Review Committee (ARC) for the Amherstburg Area

My Name is Allan Parks

I have two children in St Theresa school currently and have one starting in the fall.

I started the review based on my connection to St Theresa closing.

However after looking at the numbers and the option being presented my concerns shifted from St Theresa to the entire Amherstburg Area.

The plan that is presented will eliminate 1 school but will not change anything.

We will still have 2 schools below the 85 % funding threshold

Budget pressures will not be solved in this area.

Board Policy PR A:05 School Closure/Pupils Accommodation Review

2.0 STAGE ONE – IDENTIFICATION

2.2 I) States: It has been no less than five years since the inception of a study of the school by an Accommodation Review Committee, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.

We will become a have not board because we can't afford to compete and offer the same services as the others.

Or you will be closing a second school in the very near future.

The proposed plan offers NO savings

Please pay close attention to the numbers presented.

They are your numbers from your own review.

Current Situation

- ▶ Projected Utilizations for 2012/13 show again a decline for each school
- ▶ Stella Maris 260.5 Full Time Equivalent (FTE) or 83% Utilization
- ▶ St. Bernard 192 FTE or 53% Utilization
- ▶ St. Theresa, 113.5 FTE or 46% Utilization

Declining trend as demographic change in the region.

Smaller families, Influx of retirees

Economic downturn caused and exodus

We need to make a change, not wanted but understood.

The numbers don't lie, but do they tell the whole truth the way they are presented.

The numbers and comments about declining enrolment presented are taken directly from the Amherstburg Area Director Report as posted on the WECDSB

Windsor Essex Catholic District School Board

Available Capacity

- ▶ **Stella Maris**
 - $312 - 260.5 = 51.5$
- ▶ **St. Bernard**
 - $362 - 192 = 170$
- ▶ **St. Theresa**
 - $245 - 113.5 = 131.5$

- ▶ **Clearly all schools have capacity to accept students**

The key here is that all schools have available capacity.

The theory is great about shifting all of St Theresa's students to St Bernard to help out and achieve max funding.

Reality check needs to happen hear.

Declining enrollment and Stella Maris is already pegged at 83% which is below the 85% threshold.

St Bernard's needs all of the 113.5 students to reach just 84% again below the 85% Threshold

What happens to both schools when we lose students.

Need to offer choice and a transition plan to keep every single student you can.

Proposed Capacity Utilization

- Stella Maris 260.5 Full Time Equivalent (FTE) or 83% Utilization
- St. Bernard 305.5 FTE or 84 % Utilization
- Full funding is only realized where the school is at 85% utilization.
- Qualify for 15% top up to 100%

Under the Value to the Board the proposal speculates to have eliminated two schools operating under the Ministry threshold. Thus reducing the unfunded operating expenses.

This proposal puts these 2 schools on the bubble, will the Ministry buy into being close enough.

What happens the next year when we factor in declining enrolment?

Stella Maris dropped from 293 to 260.5, 2005/06 to 2012/13 averaging 4.5 FTE / year

St Bernard dropped from 295.5 to 192, 2005/06 to 2012/13 averaging 14.5 FTE / year

St Theresa dropped from 162.5 to 113.5, 2005/06 to 2012/13 averaging 7 FTE / year

The following years Utilization will be 82% for Stella Maris and 81% for St. Bernard just factoring in declining enrolment. Below 85% in just one year

Reality Check for St. Bernards 2012/13

At best a conservative 50% of the students will make the transfer from St. Theresa to St. Bernard

Reasons, NO Transition, NO Choice and NOT Enough time to do it right!

48 Working Days, 10 of which principals and administrative staff will be working

Planning begins in late April for the upcoming year for EA allotments, class room assignments

When will this be done. **According to the Proposal it will be done into the new year. Please see page 7.**

So all of the students are going to lose class time while the teachers, EA's LSST's and admin are trying to figure out what to do with this mess dropped on them.

I have a child with special needs his program has to be ready when he walks through the door. There is no time to plan into the school year.

What about our MORAL obligation to these students to be ready for them.

St Bernard's Adjusted utilization with defections will be $192 + (.5 * 113.5) = 249$ of 362 or 68.8%

We have achieved nothing. There are no Savings as projected you lose \$11,000 per student of Ministry funding.

\$11,000 * 57 = \$627,000 gone and still two schools below the threshold so no top up.

Except created a need to for review and another school to be closed. (Who next Stella Maris or St Bernard)

Board Policy: A:22 School Boundary States: The boundary of the school shall be of a sufficient size to sustain the long term operation of the school at a full or a near full capacity level. However, it is recognized that in order for a school to reach the mature sustainable enrolment it will experience levels of peak enrolment that may necessitate temporary accommodation.

Why are we not following our own policy?

This policy is directly related to **A:05 School Closure/Pupils Accommodation Review**

Any other school closure scenario would put the school at max capacity and sufficient size to be sustainable even under the current declining enrolment.

Why was the falling scenario picked.

Value to the Student / Parent

- ▶ **Value to the student is made up of in school and surrounding support services**
- ▶ **Before and After School Care**
 - **Private, In School or Day Cares**
- ▶ **Transportation**
- ▶ **Full Day versus Half Time Kindergarten**

Value to the student is not measured just in the class room.

Value is assessed by the parent and the decision takes into account the class as well as the support and surrounding services.

The curriculum levels out the course work

Access to day care space is limited and even more so in the county

If we have to close a school let the parents pick which school work best for their situation.

Some may not want full day.

Additional commute times to a new day care will factor in.

Prevent defections and protect every enrolment to preserve what we have.

Again Declining enrolment how are you going to get back what you lose

Additional Savings & Choice

- ▶ **Consolidate Busing / Boundaries for St Theresa, Stella Maris and St Bernard into one area**
- ▶ **Allow the families to chose either St. Bernard, St Theresa or Stella Maris**
- ▶ **Other options exist that offer similar services**
- ▶ **Maintain Enrolment**

You can't force people to change they have to want to change.

Let them chose which one of the two remaining open schools

Allowing some choice and letting the parents maximize the use of day care and busing that limits the impact of the change will lessen the impact of the people who want to choose other options

Consolidated Busing Savings

- ▶ Bus Capacity at 2 per seat is 48 students
- ▶ Stella Maris 5 buses
- ▶ St. Bernard 1 bus
- ▶ St. Theresa 4 buses

All options presented have to be justified.

The next few slides build the justification for allowing choice between the two remaining schools.

The capacity numbers presented are based on information from the boards website and are conservative.

Smaller primary students can be placed at 3 per seat.

You will see that even with the conservative numbers there are significant potential savings

Once the boundaries are consolidated the bus route will be more flexible to optimize the drive times.

The numbers demonstrate that we should be looking for areas where real savings exist to support our schools not just closing them.

Consolidated Busing Savings Cont'd

- ▶ **Current Capacity** $10 * 48 = 480$
 - Utilization
 - St Bernard 5% of 192 or approximately 10
 - Stella Maris 82% of 260.5 or approximately 214
 - St Theresa 97% of 113.5 or approximately 110
- ▶ **Bus Utilization**
 - $(334 / 480) * 100 = 69.6\%$
- ▶ **Real Savings: Combine the Boundaries and Eliminate 3 full buses at \$45,000/year/bus!**
- ▶ **That's \$135,000 and you allowed choice!**

How many parents would stay if given choice?

Questions

› **Data for this presentation was obtained from:**

- <http://www.wecdsb.on.ca/pdf/arc/20112012/sttheresa-arcprofile.pdf>
- <http://www.wecdsb.on.ca/pdf/arc/20112012/stbernard-arcprofile.pdf>
- <http://www.wecdsb.on.ca/pdf/arc/20112012/stellamaris-arcprofile.pdf>
- <http://www.wecdsb.on.ca/pdf/arc/20112012/Director%20Report%20-%20ABurg.pdf>
- **Gabrielle McMillan Student Transportation Services**
- **Policy: A:22 School Boundary**
- **Procedure: PR A:05 Pupil Accommodation Review**

I hope that I have demonstrated to you that something is significantly wrong with the proposal that is before you!

Either there is a plan to close two schools and drive people away from the Amherstburg Catholic elementary system.

Or Declining enrolment is not a big issue.

If that is the case move forward with the recommendations from the ARC committee.

We must remember to do our moral duty and examine the facts and make a decision that is best for the students.

To quote Msgr. Dennis Murphy

“By Far the largest institutional expression of the life of the Catholic Church in the province of Ontario is the Catholic school system.” he goes on to state

“Effectively, this means that directors of these systems of Catholic schools and their collaborators are crucial to the future direction not only of these school communities but of the church.”

Chose an option that allows for protection of every student by offering choice for the parents and transition timing that works

Please feel free to contact me should you have any questions after tonight.

Should the public want to see what I have presented please post my presentation complete with my notes on your website.

I would ask that what ever changes be proposed for the final board meeting on June 26th, be made available to all delegates tonight as soon as they are ready for release.

Written Submissions
Forward to the
Director of Education
Subsequent to the May 14, 2012
Special Board Meeting

Printed by: **Beth Marshall**

Friday, June 08, 2012 9:53:13 AM

Title: **ARC Commentary Amherstburg : Windsor-Essex CDSB**

Page 1 of 1

From: [REDACTED] Tuesday, May 29, 2012 9:50:54 AM 
[REDACTED] Director of Education

Subject: ARC Commentary Amherstburg

To: [REDACTED] **Eileen Belanger** [REDACTED] **Beth Marshall** [REDACTED] Paul Picard
[REDACTED] barbara_holland@wecdsb.on.ca [REDACTED] mary_dimenna@wecdsb.on.ca
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[REDACTED] mike_seguin@wecdsb.on.ca [REDACTED] joanne_shea@wecdsb.on.ca
[REDACTED] john_ulichny@wecdsb.on.ca

Cc: [REDACTED]

Attachments: [REDACTED] ARC Commentary.pdf / Uploaded File

153K

To Senior Administration and Trustees,

The importance of the upcoming decisions has been on my mind and I have attached comments regarding the Amherstburg area ARC proceeding for your review and consideration. Please feel free to contact me at anytime for further information and clarification.

Sincerely,

Allan Parks

To WECDSB Senior Administration and Trustees

Regarding Amherstburg Area ARC Review

I wanted to thank you again for the chance to present to the board and senior administration staff on May 14th, 2012 and the acknowledgment letter from the chair, Barb Holland. We were encouraged to send along additional information regarding this process to help everyone better understand the situation and make the most informed decision. For that reason I have prepared the following comments for your consideration.

I wanted to start by reaffirming a few things that we already know, however need to not lose sight of.

- 1) We need to address the underutilization of capacity in the Amherstburg area which means closing a facility.
- 2) Board Policy A:22 School Boundary states: The boundary or the school shall be of sufficient size to sustain the long term operation of the school at a full or near full capacity level. However, it is recognized that in order for a school to reach the mature level of sustainable enrolment it will experience levels of peak enrolment that may necessitate temporary accommodation.
- 3) Declining Enrolment is real!
 - a. Stella Maris dropped from 293 to 260.5, 2005/06 to 2012/13 averaging 4.5 FTE / year
 - b. St Bernard dropped from 295.5 to 192, 2005/06 to 2012/13 averaging 14.5 FTE / year
 - c. St Theresa dropped from 162.5 to 113.5, 2005/06 to 2012/13 averaging 7 FTE / year
- 4) To receive top up funding from the Ministry and reduce budget pressures **85% capacity** utilization is required at the facility.
 - a. Stella Maris is projected to be at 83% utilization for the 2012/13 school year
 - b. St. Bernard with 100 % of St Theresa students is projected to be at 84% utilization
 - c. The following years Utilization will be **82% for Stella Maris and 81% for St. Bernard** just factoring in declining enrolment and no defections.

Additional Comments

We are in a tough spot and are faced with making hard decisions. The goal of the following commentary is to offer suggestions and ideas that will help you make the best decision and save as many students in the process.

- 1) Closing St. Theresa from a utilization and geography stand point makes the least sense. Why do we need two schools 1.9 kilometers apart especially when you have an option to cover the entire area? More importantly is the issue of declining enrollment and maintaining the 85% utilization. Please see the attached charts below for what the numbers will be over the next 5 years if you closed St. Bernard verses St. Theresa. Please note that the best scenario for maintaining optimum chances for funding hinges on closing the facility with the largest useable floor space upon which the 85% factor is based. If there is growth in the town then that should offset the declining enrollment and allow for optimum utilization in the closing of St Bernard scenario, however the St Theresa scenario requires extreme growth to achieve this.

To WECDSB Senior Administration and Trustees

Based on Closing St Bernard and factoring in declining enrolment

School Year	2012/13	2013/14	2014/15	2015/16	2016/17
St Theresa Utilization	102.08%	100.64%	99.20%	97.76%	96.31%
StellaMaris Utilization	101.49%	97.35%	93.27%	89.18%	85.10%

Based on Closing St Theresa and factoring in declining enrolment

School Year	2012/13	2013/14	2014/15	2015/16	2016/17
St Bernard Utilization	84.39%	81.63%	78.87%	76.10%	73.34%
StellaMaris Utilization	83.49%	82.05%	80.61%	79.17%	77.72%

- 2) Choice is key to maintaining as many of the students as possible. For this to work we need to offer an open boundary to the students at the closing school, on a first come first served basis until the remaining facilities have reached the targeted capacities.
- 3) A detailed transition plan is needed that considers the parents and students as well as the board's needs and requirements. The following items are not meant to be a comprehensive plan but a listing of ideas that could be incorporated into a robust transition plan.
 - a. 1 year transition with open houses and group activities between the merging schools / students
 - b. If option "a" cannot be achieved then a mid year transition at Dec 31st would be the second best choice. However, for this to work a lot of planning would need to be done now and made public to the parents, students and teachers before the end of the year so that they would have time to accept the plan. More importantly, they may not decide to defect knowing what their options are.
 - i. Transition entire classrooms intact with their teachers. This will maintain continuity of curriculum as well as stability for the teachers and students while they go through the change.
 - ii. The changes will be limited to physical things like the room or building. The routine and flow of the day to day working will see little change, thus allowing for the number of open house or group activities to be reduced to fit in the condensed time frame.
 - c. This last option is the least desirable since there will be limited time between a decision being made and the start of the new school year. Transition over the summer.
 - i. All parties, parents, teachers, administration and support staff would have to agree to work / volunteer over the summer for execution of the plan. Volunteers could be offered time in lieu at a later date.
 - ii. This could be run like a summer school program that is optional for the students. There could be tours and group activities run like a day camp so that the students can mingle and get to know their future classmates and facilities.
 - iii. Mandatory transition plans would be required for all students with special needs.
 - iv. Timing could be the last week after the end of school and the first week back when secretaries and administration are already scheduled to be in the building.

To WECDSB Senior Administration and Trustees

- v. Morning or evening times could be offered up to the parents as well who may be working during the day.
- vi. **Bussing arrangements need to be made a top priority** and notification be given to the parents so that they can adjust their schedules for before and after school care.

At this point with the Director making updates to the initial proposal on June 12th I am not sure what the available choices are for the trustees when it comes to this decision. What I do know is what we as parents are seeing. There have been two recent events that made it out to the parents regarding the Amherstburg area schools that have continued to fan the fire of frustration and uncertainty given that no decisions have been made. For example the Executive Superintendent of Human Resources having discussions with the union about what to do with the Staff of St Theresa school come Dec 31st. Secondly, the Manager of Human Resources & Policy Development is assisting only the St. Bernard school with a recruitment open house. As parents of a targeted school for closure and not being made aware of why these events are happening we can only assume the nature of them and at this time that is not helpful.

The uncertainty coupled with the poor timing of events has created an environment that has put the parents in a position to seek out stability for their children. This for many means looking to the public board. Please keep this in mind as we move forward over the next few weeks and take the best actions you can. At the end of the day every parent has the ultimate choice of where their child will go to school. I hope that my comments will help you devise a solution that makes them want to choose the WECDSB.

I am open to discussing the above ideas with any members of the board or senior administration should anyone require further clarification

Sincerely,



Allan Parks





The Corporation of The
Town of Amherstburg

COPY
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JUN - 1 2012

May 30, 2012

Paul Picard, Director of Education
 Windsor-Essex Catholic District School Board
 1325 California Avenue
 Windsor, ON
 N9B 3Y6

Dear Mr. Picard:

Re: Possible closure of catholic schools in Amherstburg

At the Council meeting held May 14, 2012, Council received a delegation from Sarah Beaudoin, a member of the St. Theresa School Parent Advisory Committee regarding possible school closures in the Town of Amherstburg. At that time, Council passed the following motion:

That a letter be sent to Mr. Picard indicating what proposed developments are in Amherstburg's future as well as indicate that Council is supportive of ARC's recommendation to engage in a further study and that no schools be closed at this time.

While it is true that Council does not have the jurisdiction or authority to influence the decision of a school board, we would like to provide you with additional information that you may consider while making your decision. Please find enclosed documents pertaining to projected growth within the Town of Amherstburg, for your consideration. In addition, please take note of several concerns raised by members of Council during the meeting of May 14, 2012:

- If the decision of the WECDSB is being made June 26th, concern is that there would be insufficient time to notify parents;
- Concern raised that there would be insufficient time to obtain applicable planning approvals relative to site plan control and building permits for renovations and improvements to the St. Bernard site;
- Concern that students will not transfer to St. Bernard school but rather would transfer out of the WECDSB altogether;
- Concern that the board is not taking into account potential growth within the Town of Amherstburg (see attached report date May 29, 2012 from Lory Bratt, Planning Coordinator)

Website: www.amherstburg.ca

271 SANDWICH ST. SOUTH, AMHERSTBURG, ONTARIO. N9V 2A5

Phone: (519) 736-0012

Fax: (519) 736-5403

TTY: (519) 736-9860

- Has there been consideration to merge administrative staff for the schools to achieve cost savings rather than the closure of the school?

Council supports the request of the Accommodation Review Committee that a 3-5 year time frame be instituted to review population growth and other factors before a decision is made.

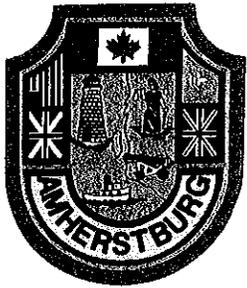
Should you have any further questions, please do not hesitate to contact me at (519) 736-0012 x 228.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Kristina Pozar Di Paolo". The signature is fluid and cursive, with a large loop at the end.

Kristina Pozar Di Paolo
Acting Chief Administrative Officer

Cc: Council
Joan Courtney, WECDSB Trustee
Sarah Beaudoin



The Corporation of The
Town of Amherstburg

LORY BRATT, AMCT
Planning Coordinator

May 29, 2012

MEMORANDUM TO: Windsor-Essex Catholic District School Board

FROM: Lory Bratt, Planning Coordinator

SUBJECT: Residential Land Supply
Town of Amherstburg

The following information regarding Residential Land Supply in the Town of Amherstburg is provided for your consideration and review:

- (1) Schedule "A" from Amherstburg's Official Plan being the Land Use Plan for the Municipality. Please note the Settlement Area Boundaries within the Town. Schedule "B" – Index Map together with Schedules "B-1" to "B-5" inclusive- these schedules show in more detail the settlement areas and land use designations.
- (2) Table showing Amherstburg Residential Land Supply Information set out as follows:
 - Lots that are registered but not yet built
 - Lots that are draft plan approved
 - Applications pending and under review
 - Designated Lands (within the Settlement Area) that are not yet under application
- (3) Overall map of the Town showing location of Residential Developments and location of schools together with 3 associated detailed maps of the residential developments

As per our information to the Accommodation Review Committee the upgraded and expanded wastewater treatment facility will be coming on line in mid 2013.

The Developer for Woodland Trails has indicated that servicing of lots for that development will commence in 2012. It is also anticipated that development on properties referred to as the Golden Farm and a small phase of Amherst Quarries of the Residential Land Supply report will move forward in 1-2 years.

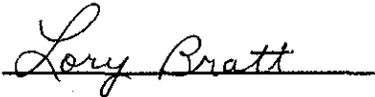
Kingsbridge Subdivision continues to move forward with phases of their development on an ongoing/annual basis.

The new wastewater treatment facility will be a catalyst for the larger developments i.e. Hunt Club Creek and Amherst Quarries to move forward.

In 2011 there were 58 new residential units built together with 20 additions to single detached dwellings. As at May 29, 2012 there are 24 new single detached dwellings together with 3 additions to single detached dwellings. Based on the statistics of the last 3 years and the 2013 startup of the new sewage treatment plant we would forecast a continuing increase of residential units being built in the Town.

It is also noted from the 2011 Census Data released May 29, 2012 that Amherstburg's profile reflects a slightly higher percentage of children ages 0 to 14 (17.6%) than the national percentage which is 16.7%.

If you have any questions or require further information please feel free to contact me.

A handwritten signature in cursive script that reads "Lory Bratt". The signature is written in black ink and is positioned above a solid horizontal line.

LB:jm
enclosures

Town of Amherstburg - Residential Land Supply (June 2011)

	Single/Semi	Row	Apartment	Total
Registered but not Built	629	-	-	629
Edgewater Beach	7			7
Sari Lane	1			1
River Canard	1			1
Golfview	103			103
Fox Glen	4			4
Kingsbridge	61			61
Marsh Drive	-			-
Pointe West	1			1
Fairway Condos	-			-
Brown Extension	81			81
Knapp	11			11
Bertrand Ave	1			1
Bolger (based on 39 units on 10 blocks)	1			1
Canard Developments	34			34
S/S Middle Sideroad	5			5
Boblo	105			105
Laird S, Maple & Fort Malden	2			2
Forhan Street	16			16
Dalhousie, Richmond, RamSay, Gore, Bathurst	2			2
Murray, Richmond & Wolfe	2			2
Gore & Ramsay	1			1
Ramsay & Bathurst	2			2
Park St	1			1
Kempt & Simcoe	1			1
Monopoly & Fryer	3			3
Monopoly Alma & City Rd 5	4			4
Monopoly, Richmond & Simcoe	1			1
Martin Crest	6			6
Hainer, Bratt, Hart	1			1
Riverfront Park Cres	8			8
Malden Hill Estates	2			2
Crownridge	2			2
Big Creek Developments	72			72
Meadow Lane	5			5
Amherst Point	3			3
Goodview	2			2
Park Ave	1			1
Erie Ave	4			4
Bar Point	15			15
Lakewood	11			11
Lakewood Beach	11			11
Willow Beach & McBride	16			16
Lakewood Drive	12			12
Lakeside (lake Erie Country Club)	7			7
Levergood Lane	1			1

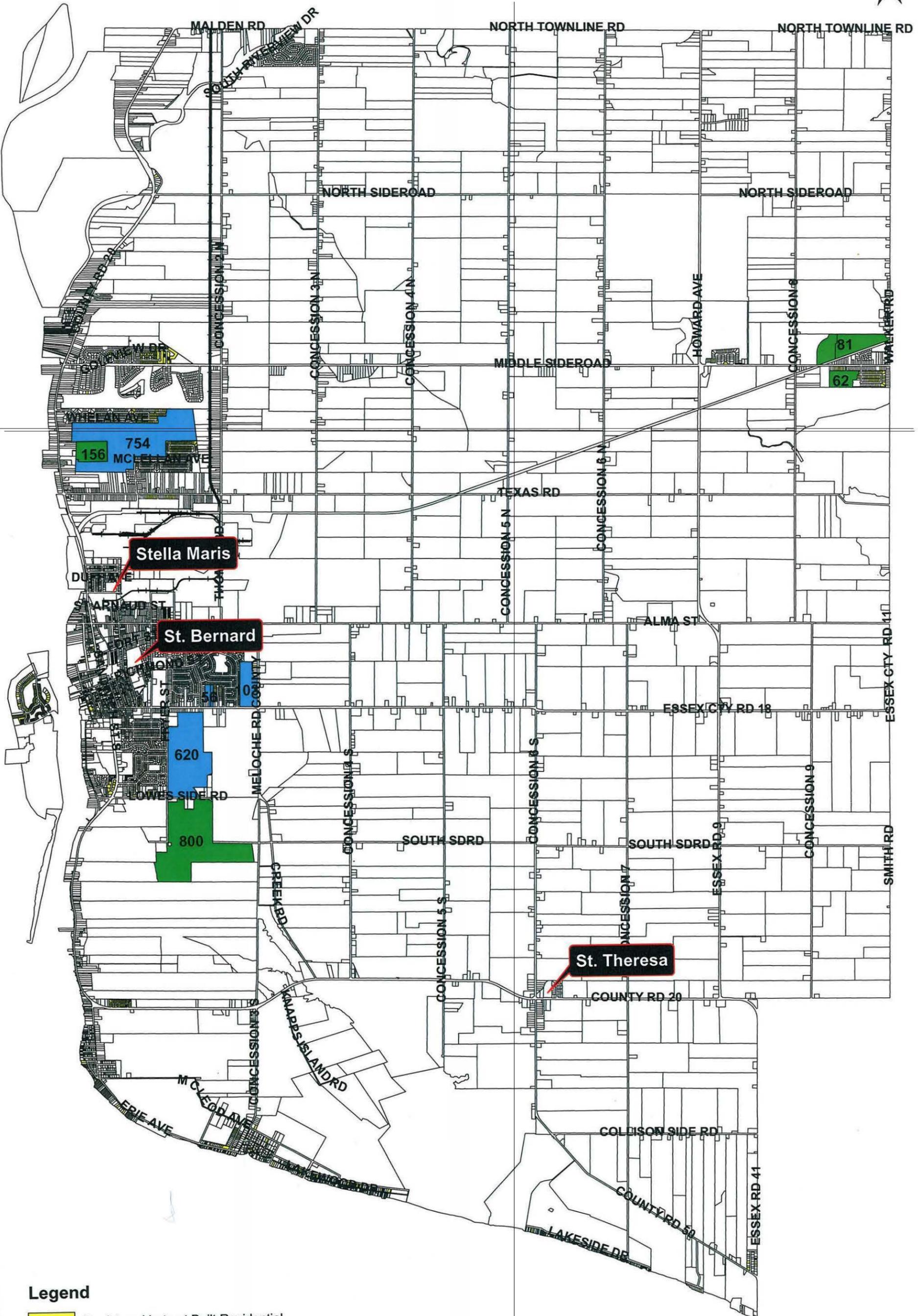
	Single/Semi	Row	Apartment	Total
Draft Approved	943	156	-	1,099
Woodland Trails	81			81
Kingsbridge Townhomes		156		156
Canard Developments	62			62
Hunt Club Creek	800			800

	Single/Semi	Row	Apartment	Total
Application Under Review	1,343	190	-	1,533
The Golden Farm	103			103
Shaw	56			56
Amherst Quarries	430	190		620
Total Proposed for Kingsbridge	754			754

	Hectares	Acres
Designated Lands <u>not</u> under Application	64	158
North of Middle Sideroad, West of Conc 2	11	27
McGregor	24	59
South of Lowes Sideroad	29	72



Town of Amherstburg Residential Developments

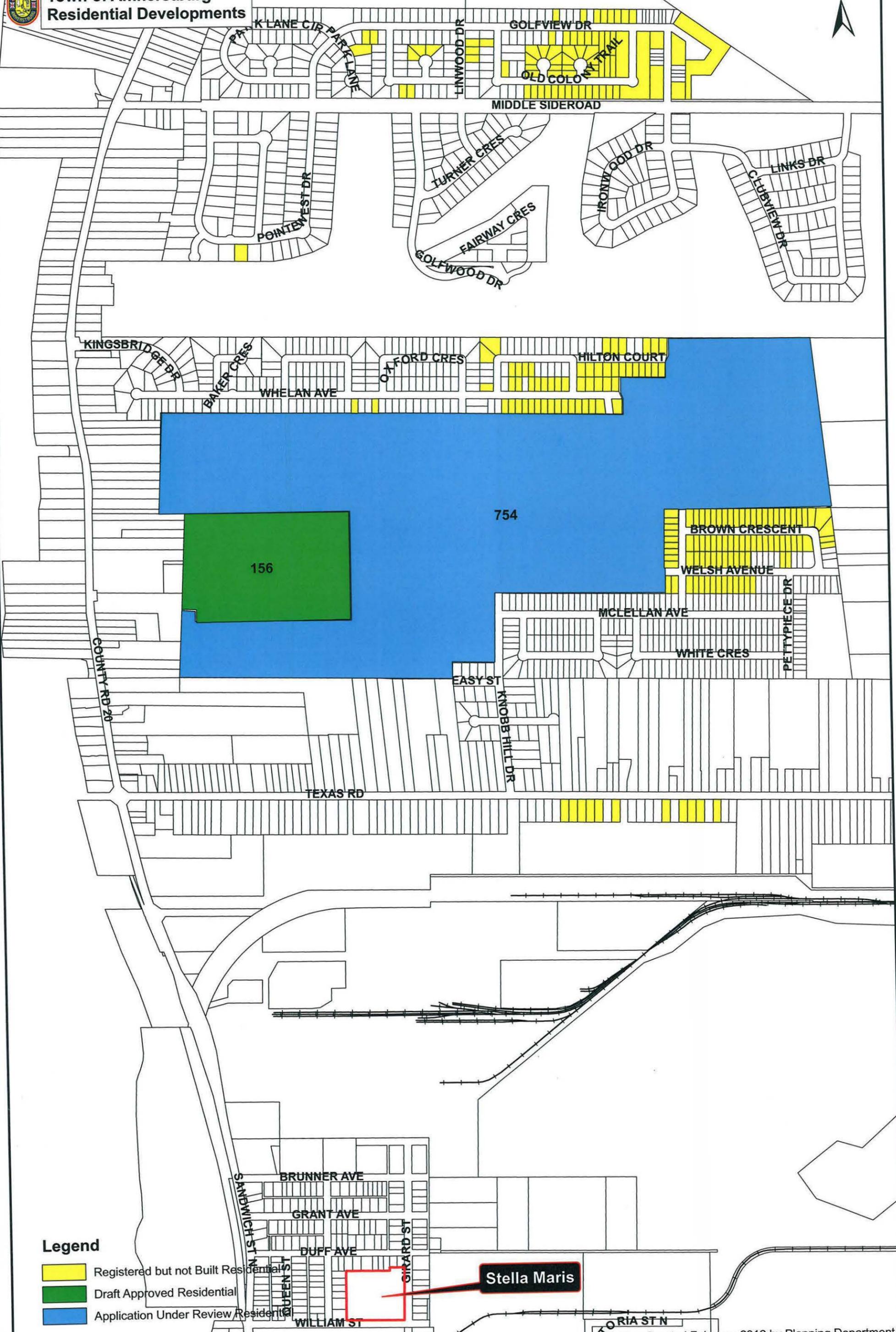


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- Registered but not Built Residential
- Draft Approved Residential
- Application Under Review Residential



Town of Amherstburg Residential Developments



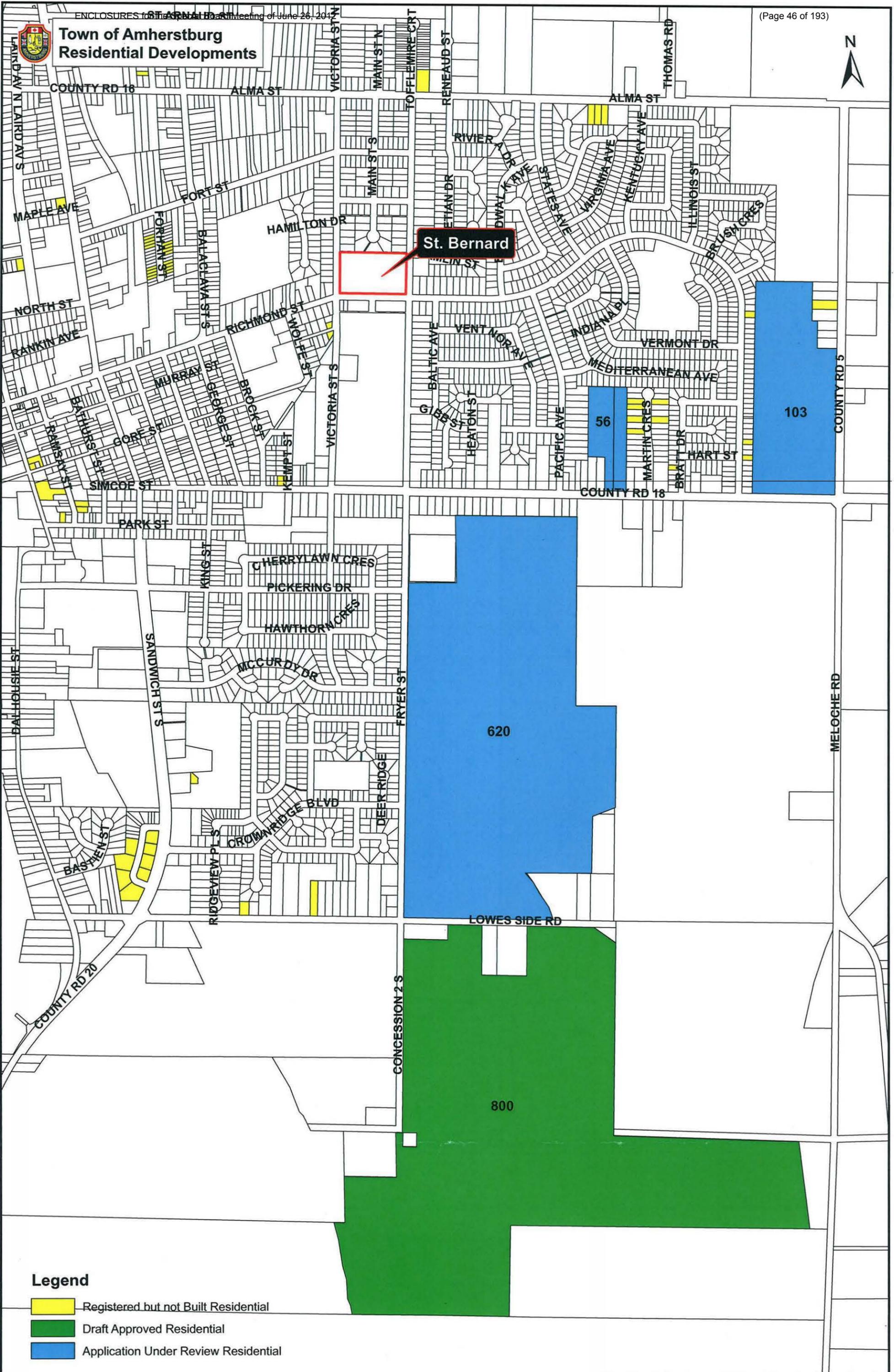
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- Registered but not Built Residential
- Draft Approved Residential
- Application Under Review Residential

Stella Maris



Town of Amherstburg Residential Developments



St. Bernard

56

103

620

800

Legend

- Registered but not Built Residential
- Draft Approved Residential
- Application Under Review Residential



Town of Amherstburg Residential Developments



CONCESSION 8

WALKER RD

BLUE ST

81

MILL ST

GARDINER CRES

MIDDLE SIDEROAD

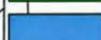
CANARD BLVD

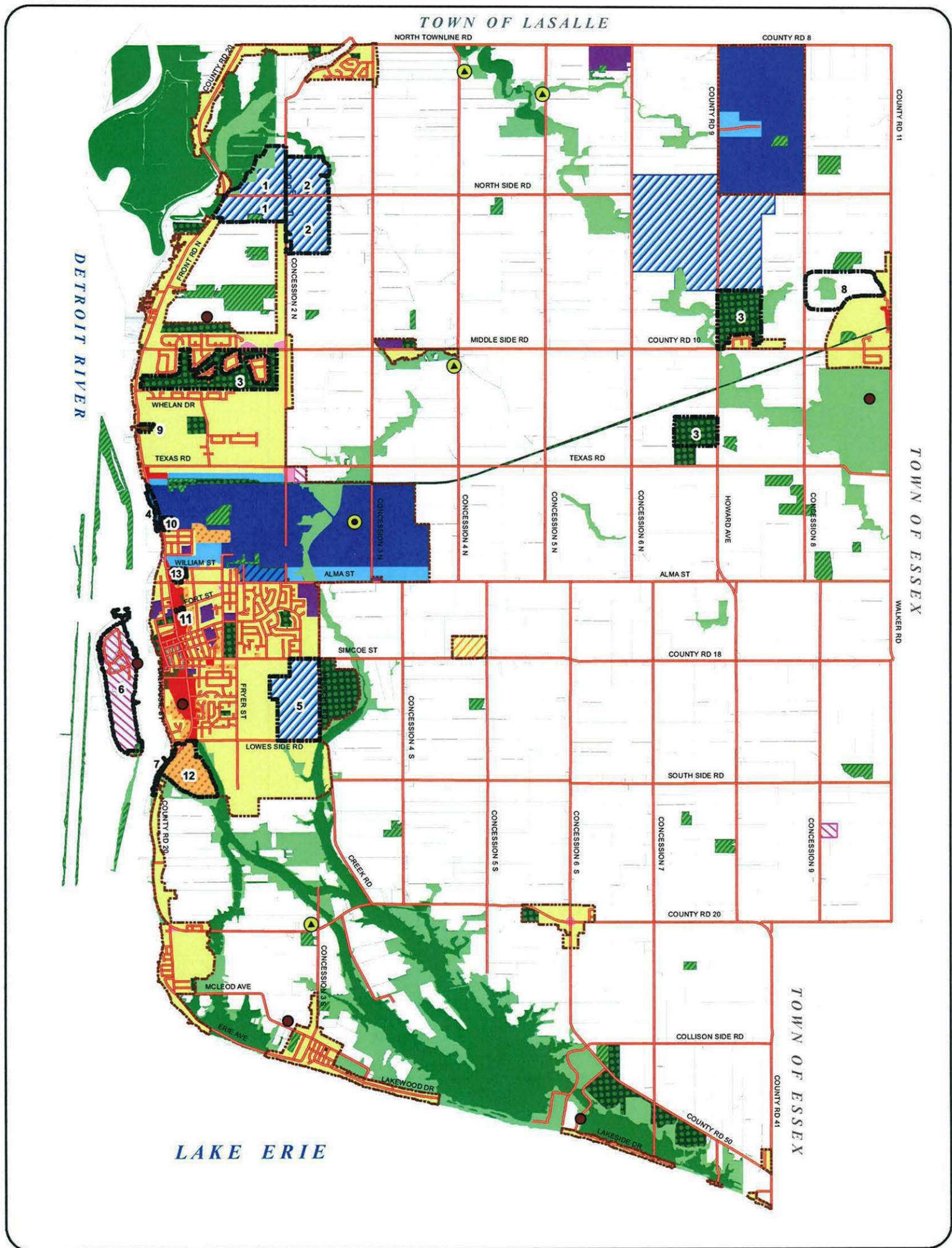
ANNIE AVE

62

AALBERS CR

Legend

-  Registered but not Built Residential
-  Draft Approved Residential
-  Application Under Review Residential



**TOWN OF AMHERSTBURG
OFFICIAL PLAN**

**SCHEDULE "A"
LAND USE PLAN**

Legend

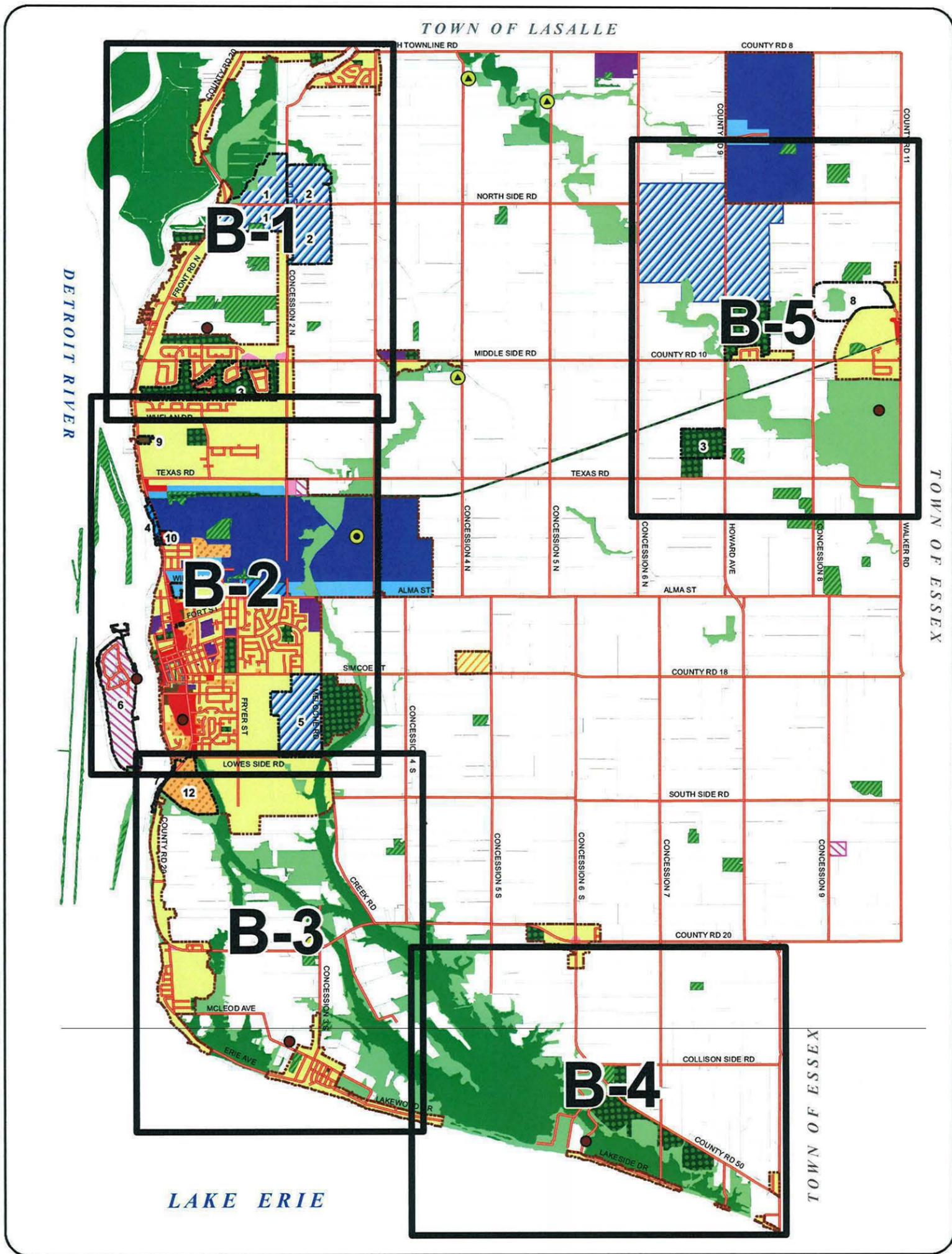
- | | | |
|-----------------------------------|--------------------------|---------------------------|
| Agricultural | Heritage Residential | Recreational Development |
| Settlement Area Boundary | Modular Home Residential | Open Space |
| Provincially Significant Wetlands | Neighbourhood Commercial | Special Policy |
| Natural Environment | General Commercial | Closed Landfill Site |
| Woodlots | Special Industrial | Open Landfill Site |
| Low Density Residential | Light Industrial | Sewage Treatment Facility |
| High Density Residential | Heavy Industrial | |
| Medium Density Residential | Extractive Industrial | |
| Office Residential | Institutional | |



0 0.350.7 1.4 2.1 km

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 The boundaries of Environmentally Significant Areas as shown on the map are approximate. The location and status of these sites are subject to change. Boundaries of Environmentally Significant Areas are subject to verification by the Essex Region Conservation Authority.





**TOWN OF AMHERSTBURG
OFFICIAL PLAN**

**SCHEDULE "B"
(Index Map)
LAND USE PLAN**

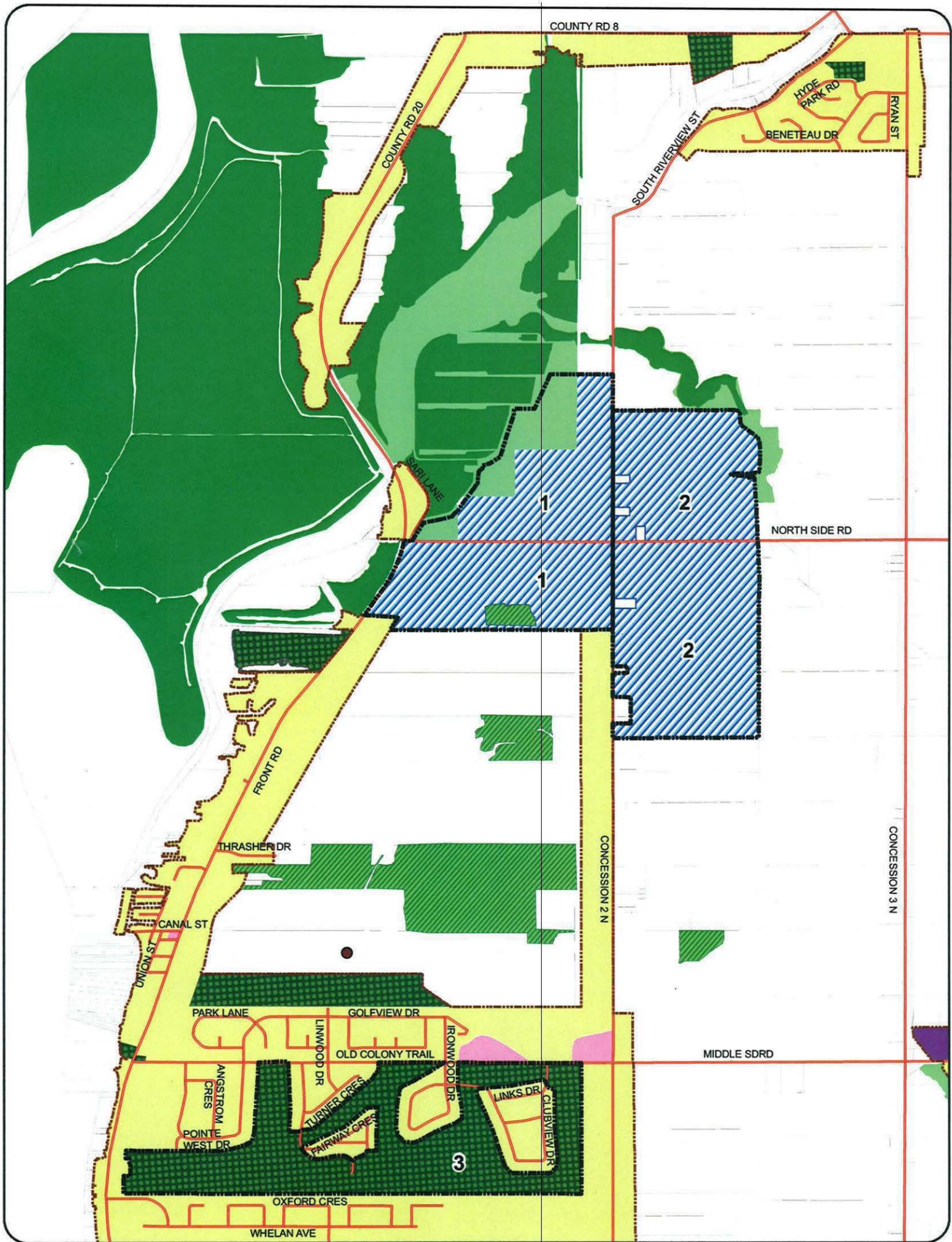


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|-----------------------------------|--------------------------|---------------------------|
| Agricultural | Heritage Residential | Recreational Development |
| Settlement Area Boundary | Modular Home Residential | Open Space |
| Provincially Significant Wetlands | Neighbourhood Commercial | Special Policy |
| Natural Environment | General Commercial | Closed Landfill Site |
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| Medium Density Residential | Heavy Industrial | |
| High Density Residential | Extractive Industrial | |
| Office Residential | Institutional | |

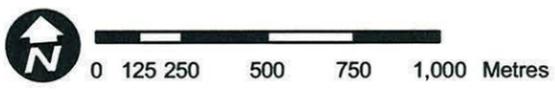
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**TOWN OF AMHERSTBURG
OFFICIAL PLAN**

SCHEDULE "B-1"
LAND USE PLAN

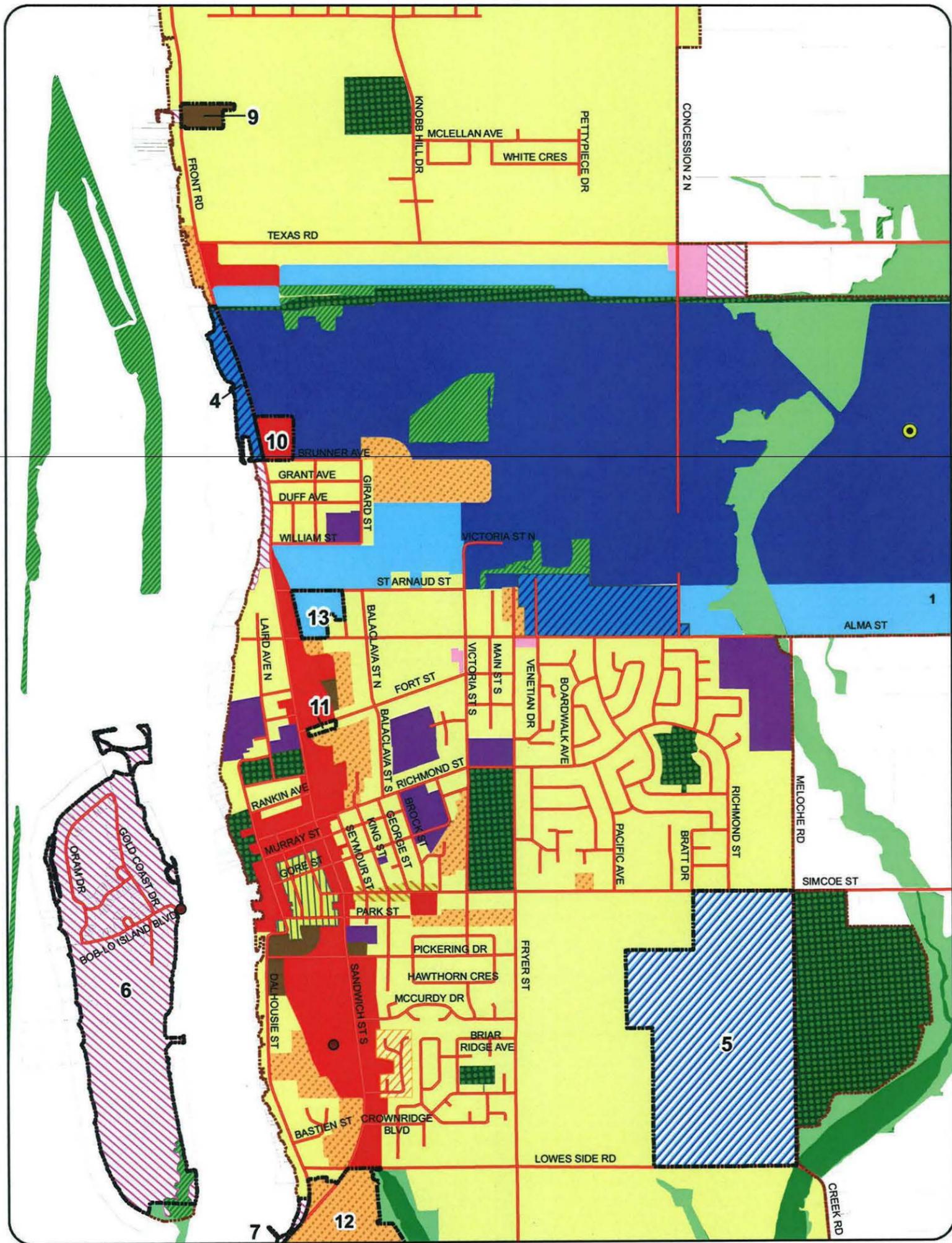


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|-----------------------------------|--------------------------|---------------------------|
| Agricultural | Heritage Residential | Recreational Development |
| Settlement Area Boundary | Modular Home Residential | Open Space |
| Provincially Significant Wetlands | Neighbourhood Commercial | Special Policy |
| Natural Environment | General Commercial | Closed Landfill Site |
| Woodlots | Special Industrial | Open Landfill Site |
| Low Density Residential | Light Industrial | Sewage Treatment Facility |
| Medium Density Residential | Heavy Industrial | |
| High Density Residential | Extractive Industrial | |
| Office Residential | Institutional | |

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**TOWN OF AMHERSTBURG
OFFICIAL PLAN
SCHEDULE "B-2"
LAND USE PLAN**

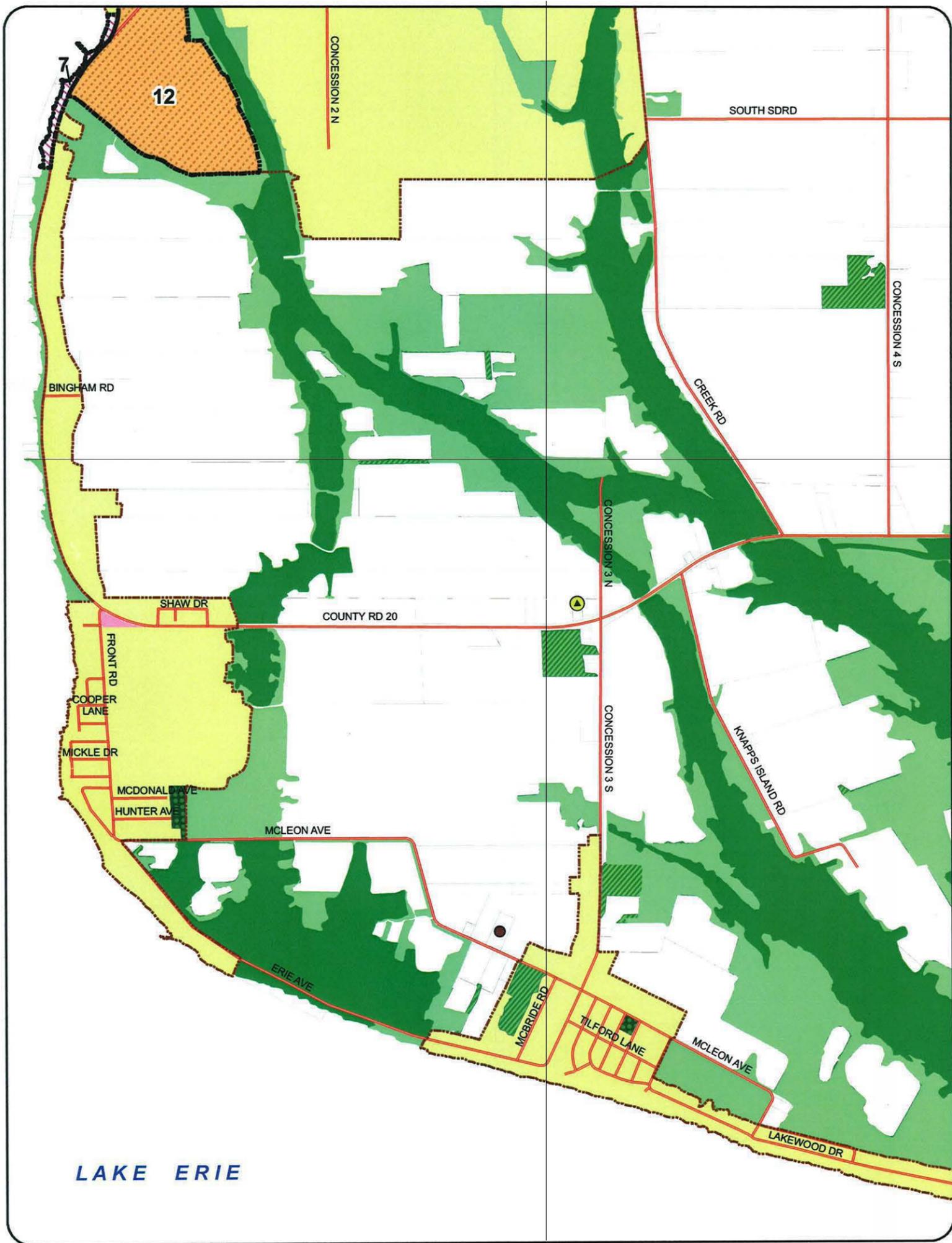


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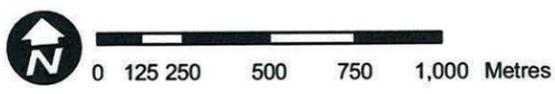
- | | | |
|-----------------------------------|--------------------------|---------------------------|
| Agricultural | Heritage Residential | Recreational Development |
| Settlement Area Boundary | Modular Home Residential | Open Space |
| Provincially Significant Wetlands | Neighbourhood Commercial | Special Policy |
| Natural Environment | General Commercial | Closed Landfill Site |
| Woodlots | Special Industrial | Open Landfill Site |
| Low Density Residential | Light Industrial | Sewage Treatment Facility |
| High Density Residential | Heavy Industrial | |
| Medium Density Residential | Extractive Industrial | |
| Office Residential | Institutional | |

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**TOWN OF AMHERSTBURG
OFFICIAL PLAN**
SCHEDULE "B-3"
LAND USE PLAN

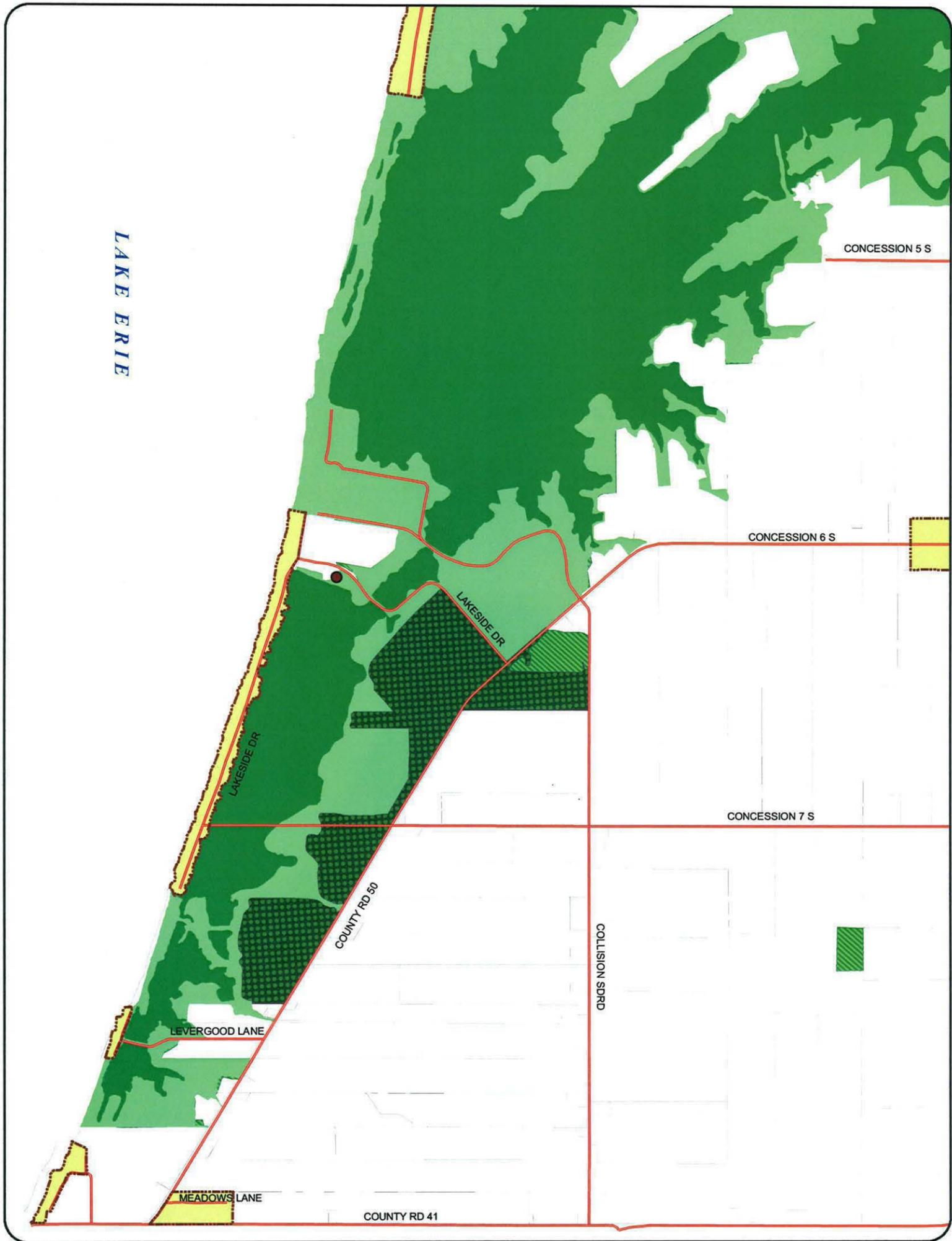


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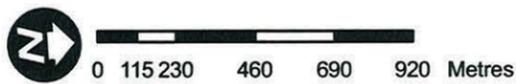
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|-----------------------------------|--------------------------|---------------------------|
| Agricultural | Heritage Residential | Recreational Development |
| Settlement Area Boundary | Modular Home Residential | Open Space |
| Provincially Significant Wetlands | Neighbourhood Commercial | Special Policy |
| Natural Environment | General Commercial | Closed Landfill Site |
| Woodlots | Special Industrial | Open Landfill Site |
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| Medium Density Residential | Heavy Industrial | |
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| Office Residential | Institutional | |

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**TOWN OF AMHERSTBURG
OFFICIAL PLAN**
SCHEDULE "B-4"
LAND USE PLAN

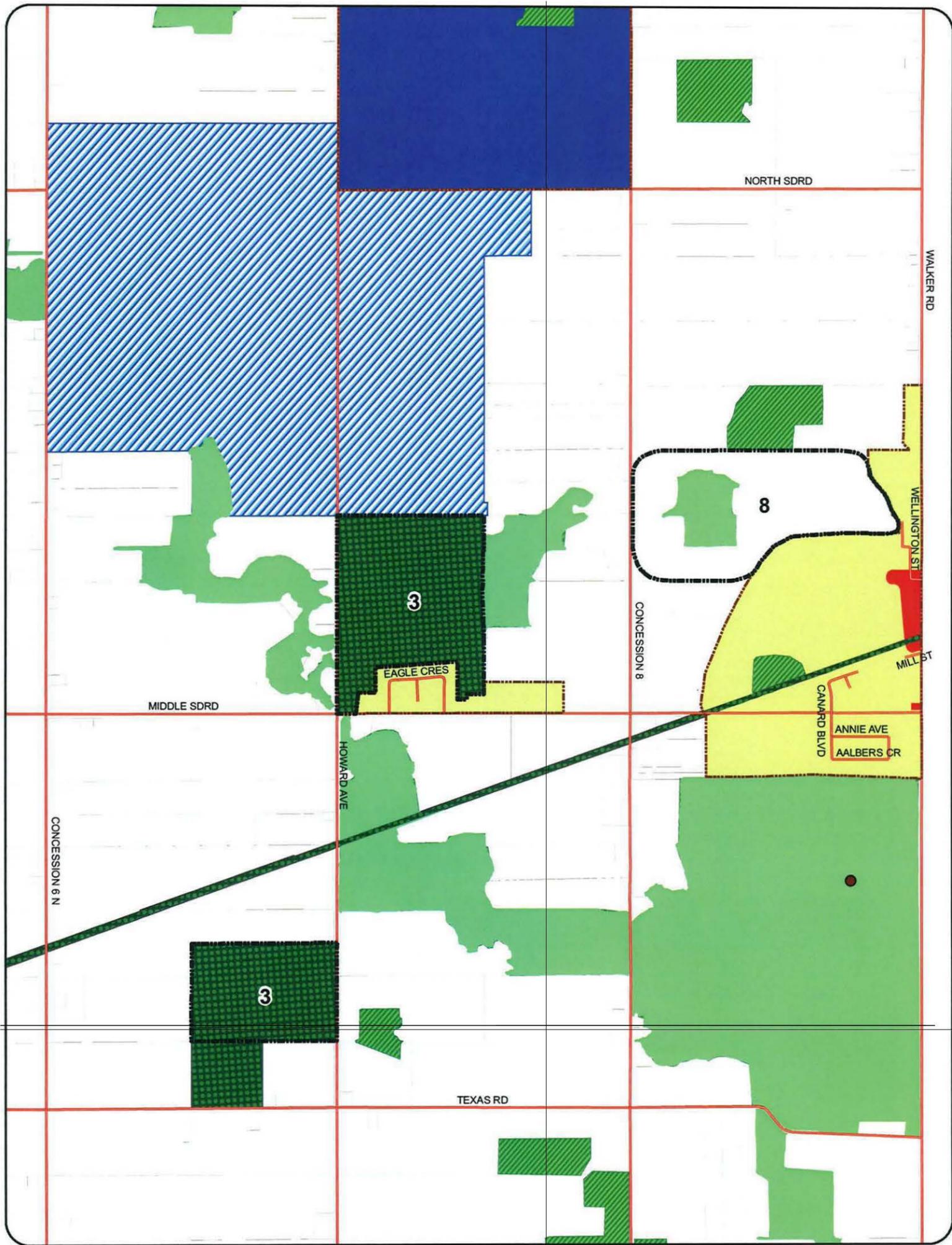


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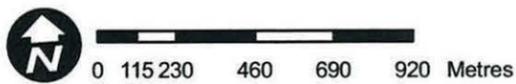
- | | | |
|-----------------------------------|--------------------------|---------------------------|
| Agricultural | Heritage Residential | Recreational Development |
| Settlement Area Boundary | Modular Home Residential | Open Space |
| Provincially Significant Wetlands | Neighbourhood Commercial | Special Policy |
| Natural Environment | General Commercial | Closed Landfill Site |
| Woodlots | Special Industrial | Open Landfill Site |
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| Office Residential | Institutional | |

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**TOWN OF AMHERSTBURG
OFFICIAL PLAN**
SCHEDULE "B-5"
LAND USE PLAN



Legend

- | | | | |
|--------------------------|-----------------------------------|--------------------------|---------------------------|
| Agricultural | Provincially Significant Wetlands | Heritage Residential | Recreational Development |
| Settlement Area Boundary | Natural Environment | Modular Home Residential | Open Space |
| Woodlots | Woodlots | Neighbourhood Commercial | Special Policy |
| Low Density Residential | Medium Density Residential | General Commercial | Closed Landfill Site |
| High Density Residential | Office Residential | Special Industrial | Open Landfill Site |
| | | Light Industrial | Sewage Treatment Facility |
| | | Heavy Industrial | |
| | | Extractive Industrial | |
| | | Institutional | |

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**Report #2011-05-01**

TO: M. Iatonna, Superintendent of Business

FROM: G. McMillan, General Manager

DATE: June 8, 2012

RE: St. Theresa Busing Options

We are recommending the attached boundary lines so that you will benefit from more multi routing and reduced kilometers. We have made some changes that will allow more efficient busing. With our changes to the boundary, the existing 4 buses at St. Theresa would be dispersed as follows:

- 2 - redirected to St. Bernard
- 1 - redirected to Stella Maris

The additional 14 students to go to St. Joseph's can be accommodated on an existing St. Joseph's bus, therefore eliminating one bus. Adjusting the lines as we have recommended will also not split concessions in half and will result in fewer additional kilometers.

In conclusion with the adjustments as per the attached map will result in a savings of one bus, which, based on the fact that all your existing St. Theresa buses are multi-routed you would be saving about \$20,000 per year with this change.

Let me know if you have any questions.



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

Meeting Date:
June 26, 2012

BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Paul A. Picard, Director of Education

SUBJECT: **DIRECTOR OF EDUCATION'S FOLLOW-UP REPORT ON THE ACCOMMODATION REVIEW STUDY FOR THE FONTAINEBLEAU AREA, INCLUDING ST. ALEXANDER AND W.J. LANGLOIS CATHOLIC ELEMENTARY SCHOOLS**

RECOMMENDATION:

That the Board receive as information the Director's Follow-Up Report on the accommodation review study for the Fontainebleau area, including St. Alexander and W.J. Langlois elementary schools;

and, that the Board approve the recommendations of Senior Administration as follows:

That, effective September 2012, the students from W.J Langlois and St. Alexander be temporarily accommodated at the St. Alexander site pending renovations and retrofitting of the W.J. Langlois building to create a blended open concept/traditional classroom setting, with the new merged community then transferring into the renovated facility at the W.J. Langlois building no earlier than October 9, 2012 and no later than January 7, 2013;

That, upon the transfer of students into the renovated facility at W.J. Langlois, St. Alexander be officially closed and the property declared surplus to the Board's needs;

That the boundaries of St. Jules, St. Bernard and Our Lady of Lourdes be "open" to any St. Alexander students who wish to register at any of those schools out of boundary, conditional upon families providing their own means of transportation;

and That an Integration Committee, composed of representatives from each school community be immediately established in order to plan for and implement the positive integration of students and staff into the

new merged community, and to consult with Board Administration in the formalizing of plans for retrofitting and establishing timelines for transition.

SYNOPSIS: A special public meeting of the Board was held on Tuesday, May 15, 2012, where the public was provided an opportunity to make presentations to the Board concerning the Director's Report on the Accommodation Review Study for the Fontainebleau area, including St. Alexander and W. J. Langlois Catholic Elementary Schools. The public was also invited to provide written input to the Director of Education with respect to his report and/or the Accommodation Review Committee's (ARC's) report. Pursuant to Board Policy A: 05 and Procedure Pr: 05, that address pupil accommodation review studies, Administration is required to prepare a follow-up report to report on and respond to the representations made by the public. After consideration of input received, Administration has revised its previous recommendations and those revised recommendations for approval are detailed above. As prescribed within Board policy and procedure, the Board of Trustees will make its decision regarding the school accommodation recommendations after consideration of the ARC's Accommodation Report, the Director's Report, the Director's Follow-up Report and community input.

BACKGROUND COMMENTS: Prior to the special meeting for public input on May 15, 2012, the Board received the Director's Report, which included as appendices the ARC's final School Information Profiles, the ARC Report, the information package provided to the ARC, minutes of the ARC meetings, and written input received by the Director. All of this information was made available to the community prior to the meeting, through the Board's public website.

Notice of the special meeting for public input, as well as notice of the June 26, 2012 meeting, where the Board will make its decision regarding the school accommodation recommendations for the Fontainebleau area, was provided via school newsletters, letters to the school community, the Board's website, and the local news publications.

Eight (8) delegations spoke at the special public meeting. (Approved minutes of that meeting, with written submissions attached, are included with this report).

Senior Administration has carefully considered the valuable input received through the public meeting, as well as written submissions forwarded to the Director subsequent to that meeting (attached), and respectfully submits the following follow-up report and recommendations to report on and respond to the input received:

The Choice of Physical Accommodations for this Group of Students

As expressed in the Director's initial report, both of these school communities have shown understanding for the Board's need to address significant excess capacity, declining enrolment and the resulting inability to maintain both of these schools. There has been much consultation over the course of the ARC study with respect to which of these locations would provide the best physical accommodations for this group of students. Throughout this study, which was initially approved in October 2011, Administration has heard from the community, and with the assistance of its Facilities Services Department, has completed a thorough comparison of both facilities. From that, Administration maintains that the W.J. Langlois site is the more suitable accommodation for some of the following reasons:

- The W.J. Langlois facility is approximately 5,800 square feet larger than the St. Alexander building, and has room for expansion. Administration has heard from the architect who constructed the building, William Kachmaryk, B. Arch., who noted that at the time of initial construction there in fact were plans developed for the possible expansion of the facility.
- The W.J. Langlois facility is the newer facility, having been constructed ten (10) years after St. Alexander.
- The Langlois building is fully air conditioned, with an updated heating/cooling system and duct work.
- Improvements have been made to Langlois over the last 10 years that include a new roof, upgraded lighting, new ceilings and flooring and, more recently, new pavement and drainage.
- Langlois is positioned in close proximity to local amenities, including a municipal park, with a running/walking track, and library that the school community benefits from on a regular basis.

Concerns for Costs of “Retrofitting” the W.J. Langlois Site

A number of the delegates appearing at the public meeting raised concerns for the costs of “retrofitting” the W.J. Langlois site. The question was asked as to “Why spend \$200,000 to retrofit Langlois when the merged communities can be accommodated in St. Alexander by re-opening the existing portables for just \$5,000?” Currently, the only way the merged school communities could be accommodated at St. Alexander would be with the opening of the two closed portables at the site. Administration considers the use of portables as a temporary accommodation and not an optimum long term student accommodation option. Appropriate long term accommodation at St. Alexander could only be realized through a structural addition, at an approximate cost of \$1,000,000 (based on a comparison with the recent 4 room addition at St. James - \$1,500,000). This cost would well exceed the costs of long term accommodation at W.J. Langlois (cost of temporarily opening portables for an interim move, and \$200,000 budget for retrofitting).

There was a suggestion that Administration is premature in its recommendation, and that “they should get a plan, get an estimate and see if it will work”. Administration is not in agreement that this recommendation is premature. The Accommodation Review Committee has conducted a lengthy, thorough consultation process. Administration has carefully reviewed input received and information gathered through the process. The Facilities Services Department has been actively engaged in both of these schools. The Department has previously overseen some “retrofitting” of W.J. Langlois, with the erection of walls/partitions, as the facility is already somewhat of a “blended model”, and is aware of the cost and work involved. With movement of walls within the current structure, the entire merged community could be accommodated at W.J. Langlois, at a cost well below the \$200,000 estimate. However, Administration has heard concerns from the St. Alexander community with respect to the open concept design and is recommending a budget of \$200,000 be approved to allow Administration to consult with a joint integration committee to add enhancements to the building (including additional walls/partitions) to assist in further drawing on the benefits of an open concept/ traditional classroom “blended model” setting.

Issue of Open Concept/Traditional Classroom Setting

There has been a great deal of feedback from both school communities through the course of the Accommodation Review Study: Many from W.J. Langlois presenting the benefits they feel the open concept setting brings over a traditional classroom setting; and many

from St. Alexander expressing concerns that they did not feel the open concept setting was the best choice for their students, and indicating a preference for the traditional classroom setting at St. Alexander.

At the meeting on May 15, one of the delegates expressed a concern for her child who had special learning needs, indicating that she felt a closed classroom environment would be best for her child. While Administration would certainly ensure that the Board's programming and services for our students with special needs would carry over into the merged community in whichever location, and that those students would be welcomed into an inclusionary environment, Administration also appreciates the concerns of these individuals, and has amended its recommendation to allow any student currently attending St. Alexander to register at any of the neighbouring schools which offer a traditional classroom setting, including St. Jules, St. Bernard and Our Lady of Lourdes, on the condition that the family can provide their own means of transportation.

Concerns for Vacant Building

One of the delegates spoke of concerns of having another vacant building in the area, as the neighbourhood has seen recent closures, including the nearby Adstoll Arena. There were suggestions made that the Board allow the City of Windsor to turn W.J. Langlois into a community center, or to partner with the Roman Catholic Church to consider creating a Roman Catholic based community center. Although a community center would no doubt be of great value to the area, the Board has not received any indication from the municipality that this would be an option. Further, the Board does not have the capacity or mandate to partner in the creation of a community centre.

Although Administration's recommendation would result in the closure of the St. Alexander building, Administration is committed to diligently fulfilling its obligations pursuant to the Education Act and its regulations for the disposition of the surplus property, and would promptly issue a proposal to sell to other school boards and to the municipality as is required.

Concerns That the Timeframe Will Not Allow for Transition

A delegate expressed concern with the transition period and suggested that the consolidation be postponed for one year, until any retrofitting of W.J. Langlois is complete. Continuing to operate these two underutilized schools for another year would add budget pressure to the system. In merging the two communities in September 2012, the Board could realize savings in teaching staff alone for the 2012-2013 school year of approximately \$476,564.00 (reduction of 5.5 teachers with staffing efficiencies, based on registration forecasted for the merged community).

Administration has seen the value of an integration committee in prior school closings and believes that many of the concerns for the transition, beginning September 2012, could be addressed effectively through the immediate establishment of a joint integration committee. Administration would be committed to working with the committee through the summer months and into the school year to consult on integration plans and timelines. Administration has recommended that the move to W.J. Langlois not take place earlier than Thanksgiving in order to provide for a minimum transition period. The merged community could consult on an appropriate transition date and could together prepare for the permanent move.

FINANCIAL IMPACT: As detailed within the report

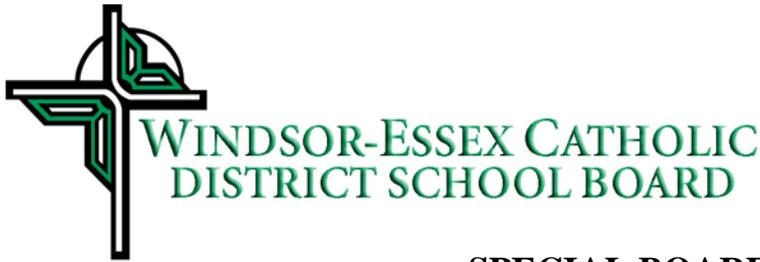
TIMELINES: As detailed within the report and recommendations

APPENDICES:

- Minutes of Special Public Meeting for Community Input May 15, 2012
- Written submissions forwarded to the Director of Education subsequent to the May 15, 2012 meeting

REPORT REVIEWED BY:

<input type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	June 12, 2012
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	June 12, 2012



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

SPECIAL BOARD MEETING
Tuesday, May 15, 2012 at 6:30 p.m.
St. Joseph's High School
2425 Clover Ave., Windsor

MINUTES

PRESENT

Trustees: F. Alexander B. Mastromattei
 M. DiMenna, Vice-Chair J. McMahon
 F. Favot L. Soulliere
 B. Holland, Chair
 J. Najem, Student Trustee
 N. Tavares, Student Trustee
 Rev. L. Brunet, Board Chaplain

Regrets: Trustee Courtney and Trustee Macri

Administration: P. Picard (Resource) E. Byrne
 J. Bumbacco P. Murray
 C. Geml C. Norris
 M. Iatonna J. Shea
 P. Littlejohns M. Seguin
 J. Ulicny

Recorder: B. Marshall

1. Call To Order - Chair Holland called the meeting to order at 6:36 p.m.
2. Opening Prayer - Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance - Trustee Courtney sent regrets due to a work commitment. Trustee Macri was not available.
4. Approval of Agenda

Moved by Trustee DiMenna and seconded by Trustee McMahon that the May 15, 2012 Special Regular Board meeting agenda be approved as distributed. Carried

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

Trustee Mastromattei disclosed interest in relation to agenda item 6a) Receive Input on the Director of Education's Report on the Accommodation Review Study for the Fontainebleau

Area, including St. Alexander and W.J. Langlois Catholic Elementary Schools due to his daughter and daughter-in-law's employment and did not participate in the discussion or vote on any question raised on that item.

Trustee McMahon disclosed interest in relation to agenda item 6a) Receive Input on the Director of Education's Report on the Accommodation Review Study for the Fontainebleau Area, including St. Alexander and W.J. Langlois Catholic Elementary Schools due to his daughter, son and daughter-in-law's employment and did not participate in the discussion or vote on any question raised on that item.

6. Item

- a. Report: Receive Input on the Director of Education's Report on the Accommodation Review Study for the Fontainebleau Area, including St. Alexander and W.J. Langlois Catholic Elementary Schools

Chair Holland reviewed the Accommodation Review Committee (ARC) process.

Director Picard suggested that the Fontainebleau community approach to the ARC process was characterized by passion, compassion, and respect. He mentioned the community understood the necessity for one school building therefore it became the function of the ARC to determine which school building would best serve the needs of the community. Additionally, the community held strong views on the W.J. Langlois open concept setting versus the St. Alexander traditional classroom setting. In an attempt to serve both communities, Director Picard indicated administration recommends a blended model of both open concept and traditional classrooms. He also mentioned administration will review and assess tonight's public input prior to preparing the final recommendations.

Moved by Trustee DiMenna and seconded by Trustee Alexander that the Board receive as information the Director's Report on the accommodation review study for the Fontainebleau area, including St. Alexander and W.J. Langlois Catholic Elementary schools;

and, that the Board receive public input concerning the Director's Report and the matters that are addressed in it, and in the Accommodation Review Committee's (ARC's) Report. Carried

7. Delegations:

- a. Delegations Regarding Items On the Agenda

Chair Holland assured members of the audience that the Board meeting was designed specifically to receive public input on Administration's Recommendations for the Fontainebleau area.

Chair Holland outlined the delegation and time limit process and also mentioned trustees will remain after the meeting to speak to the members of the community.

- i) Parent, Sheryl Parent to speak on the potential closing of St. Alexander Elementary School.

Mrs. Parent has one child in grade seven attending St. Alexander school. She would like to see her daughter graduate from St. Alexander. Mrs. Parent suggested a closed environment would best suit her child with special needs.

- ii) Parent, Alison Kitts to speak on open concept concerns and W.J. Langlois as a virtual school.

Mrs. Kitts is a parent of two children attending St. Alexander school. She mentioned from the onset the two school communities knew that consolidating the schools, one community would be upset. Mrs. Kitts questioned administration's recommendation to consolidate St. Alexander to W.J. Langlois school even though a number of parents opposed the open concept classroom. She requests administration to provide figures for the retrofitting of W.J. Langlois school.

- iii) Parent, Jerri Morris to speak on the potential closing of St. Alexander school and the possibility of converting W.J. Langlois school to a community centre.

Mrs. Morris is a parent of three children, one attending St. Alexander school. Mrs. Morris is concerned about the open concept setting and as her home is adjacent to St. Alexander school concerned about vandalism if the school is left vacant. She suggested administration to consolidate the two communities to St. Alexander and convert W.J. Langlois school to a faith based community centre.

- iv) Parent, Belinda Williams to provide her personal opinion on the recommendations.

Mrs. Williams is a parent of two children attending St. Alexander school. Mrs. Williams commented on open concept verses traditional classroom settings, parking issues, bus bay and Kiss 'n Ride, compared cost of retrofitting W.J. Langlois to upgrading St. Alexander school including the opening of portables, and suggest administration address the financial difficulties of both schools in an amended report.

- v) Parent, Dawn Caron to speak on the transition period if St. Alexander should close.

Mrs. Caron is a parent of two children, one attending St. Alexander school. Mrs. Caron realizes one school must close but is concerned about the transition period. She request administration to postpone the consolidation of St. Alexander to W.J. Langlois for one year, until the retrofitting at W.J. Langlois is complete, and therefore begin the transition period over a longer period of time.

- vi) Parent, Elaine Boucas to speak about the positive points of St. Alexander and why it is the better choice for the school community.

Mrs. Boucas is a parent of children who attend St. Alexander school. Mrs. Boucas commented on the four Accommodation Review Committee considerations, Value to the Student, Value to the School Board, Value to the Community and Value to the local economy which encompassed parking issues, bus bay including the Kiss 'n Ride program, open concept versus traditional classroom settings, provincial testing (EQAQO), schools' physical accommodations, and the cost of retrofitting W.J. Langlois.

- vii) Parent, Mark Williams to speak about the Director's recommendations and to propose an amendment to the recommendations.

Mr. Williams is a parent of children attending St. Alexander school. Mr. Williams thanked trustees and the Director for listening to the communities' concerns and comments. Mr. Williams presented figures and facts regarding the retrofitting of W.J. Langlois school and encouraged the board to be fiscally responsible by approving the recommendations, in principle, subject to the design of a tendered proposed floor plan by a qualified engineer or architect for the retrofitting of W.J. Langlois school as per the specifications discussed in the Director's report. He suggested the plan include structural, electrical, HVAC modifications, additional parking spaces, and ensure classrooms and hallways are in compliance with Ministry guidelines. Mr. Williams also suggested the board make the final decision based on the floor plan determining the better location for the school communities.

- viii) Students, Candice Szaniszlo and Marisa Buchan to speak about the Director's recommendations, experiences at W.J. Langlois Elementary school, and would like to welcome the St. Alexander Elementary school community.

Ms. Szaniszlo and Ms. Buchan represented the W.J. Langlois student body. Ms. Szaniszlo and Ms. Buchan are in favour with the Director's recommendations. The students believe the two communities will become one whole Catholic community by beginning the school year at St. Alexander and then later transitioning to W.J. Langlois. The students commented both school communities share common Fontainebleau amenities which will create a stronger bond as they blend together. The students thanked the board for providing them the opportunity to voice their opinions.

Chair Holland introduced senior administration and assured the communities their concerns and comments will be considered and the final recommendation report will be posted in advance of the June 26, 2012 Board meeting.

Chair Holland requested comments from Trustees, there were no questions. She then invited trustees to remain after the meeting to be available to speak to the members of the audience.

8. Closing Prayer – Fr. Brunet closed the meeting with a prayer.
9. Adjournment - There being no further business, the Regular Board meeting of May 15, 2012 adjourned at 7:50 p.m.

Approved

Barbara Holland
Board Chairperson

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

Hello! Fellow Arc Committee Members and Fellow Trustees;

My name is Sheryl Parent, and my daughter Victoria has been attending St. Alexander School for the last 7 years. In September, she will be in grade 7 and the start of her 8th year of grade school. She has had perfect attendance at school for the very first time in 7 years, she has been going to St. Alexander Elementary School. Victoria has received various awards at school; ie: for hope, reading and volunteering. She also has ribbons from her cross country meets. In junior kindergarten Mr. Schulert road the little bus with her at lunch time because she wanted to take the big bus with her classmates from school. A couple of teachers from St. Alexander School had sent Victoria post cards. One post card was from her 2nd grade teacher welcoming her back to school and one from her 6th grade teacher last month encouraging Victoria to keep up the hard work. I have also kept a few things that she did in kindergarten from her teachers. I wish I would have had these kind of teachers when I went to school. I would like to see Victoria graduate from St. Alexander School in grade 8. I would also like to mention that Victoria was diagnosed with a Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS). She has a mild form of Autism and has a speech delay. I really feel a closed classroom environment would be best for my child. Please, please reconsider keeping St. Alexander Elementary School open.

Sincerely;

Sheryl Parent

Hello, my name is Jerri Morris and I have 3 children. I have a daughter that is 22 years old, a son 17 and my youngest daughter is 10. I went to St. Alexander School myself, and decided to move my family back to this neighborhood so my children would be able to attend this school as well. I'm sure you are aware that there are many of us who have moved back to Fontainebleau for this reason; likely both schools have this in common. My youngest child is currently in grade 5 at St. Alexander, and the fact that she will be adversely affected by changing to an open concept school is part of the reason I am here today. She has difficulties with concentration, and is easily distracted and therefore seems an unlikely candidate for an open concept school. She is also extremely conscientious of her grades, and takes it very hard when she receives a low mark. Despite my husband and I only stressing the importance of her efforts over her grades, she remains this way. I am concerned about sending her to an open concept school as I fear that all the work her current teacher, Mr. McMillan and we have done to build up her confidence will be diminished. I prefer to keep her in the Separate school system but the opportunities are limited, and I am no longer confident I will be able to do so. The other reason I am here, is that I live at 5250 Rose, located directly behind the school and I am very concerned about the potential problems the people living around the school will face, if this property becomes vacant. As I'm sure you're aware Adstoll Arena is currently vacant, as well as the convenience store on Rivard & Adstoll and Ducana windows on Buckingham & Tecumseh Rd. E. It is easy to see how another vacant building within these 6 streets will negatively impact us. We pay a considerable amount of property taxes to live here, and another large empty building will have adverse effects not only our property values but could potentially increase of the number of break-ins and other crimes including vandalism. I realize that these issues should also be taken up with the city, but being Roman Catholic I also know, that the church is concerned of our community's welfare and offers to support its parishioners, within their capacity to do so. Being that you are the school board and trustees that

represents the Roman Catholic Church, I feel it is reasonable that we hold you accountable, as the decision you make in regards to these two schools, could in fact bring about these negative, unwanted changes to our community.

Therefore, I propose that the school board consider allowing the city to turn W.J. Langlois elementary school into a community center, thereby keeping St. Alexander School open. Of the 2 schools, St. Alexander is the only one capable of housing all the students from both schools, with minimal expense to re-open the portables at a cost of \$5000. I realize that W. J. Langlois can accommodate all the students, but as you know will incur approx. \$200,000 in costs to meet these requirements. The Langlois site is the ideal location for a community center as it is down the street from a school, and beside both the park and the public library. There are a greater number of elementary school age children in the area, and therefore would provide many benefits to them and their families. But it would also include the children and families that are currently enrolled at St. Alexander School. The fact that Langlois is an open concept school makes it ideal for a community center as the walls can be arranged to accommodate many programing needs. St. Alexander School is of a standard school design, with little opportunity to adjust to changing needs. Open concept is not a preferred design for schools, as we have heard in the previous meetings, they are not building new schools in this manner today. This design is especially not ideal for elementary students who would have to transition into it. Logically then, the Langlois children would have a much easier time in transitioning to the standard school format, then if the opposite were true. The results of the provincial testing scores really speak for themselves. I know you have already taken these scores into account and will therefore not review them with you. As I mentioned previously, W.J.Langlois has a vast number of children living around it due to the neighboring public school, which means the majority of children would be in walking distance to the community center. The Langlois students

could be then bussed to St. Alexander School, for approximately the same cost as would be incurred if the St. Alexander students were being bussed to Langlois. This neighborhood has been deprived of all of the benefits of a community center for far too long. When my eldest child was younger it was difficult to get her to be involved with any of the Parks & Recreation activities because she never had any classmates to go with her. The closest center is the Atkinson community center (formerly AKO) and although we would drive her, we found many families in the neighborhood would not. We found this to be true with my son, and I am having the same results with my 10 year-old daughter currently. The neighbourhoods that have centers in them benefit from day programs throughout the summer and on Professional Development days, as well as all the great programs they offer for children, teens and adults in evenings and on weekends. For families that cannot afford to put their children in costly after school programs, community centers offer an excellent alternative. The building could easily be sectioned off for a daycare program, like Chez Nous (in the Atkinson center), and could include a large room available for rental for birthday parties, etc. This would not only give children and teenagers a place to go, rather than gathering and loitering outside, it would also create some new jobs in this area. The Friends of Fontainebleau group have been advocating for a center in this area for some time also. Maybe if we had the support of the School board, the city would be willing to allow us the same opportunity other communities have had for many years.

I would also like to propose that if the board is not in favor of turning the property over to the city, then possibly the Roman Catholic Church and School Board would consider creating a Roman Catholic based community center, where all of the day and evening programs could be centered around our faith. This would also be an ideal location to hold the church classes for all sacraments, and especially for RCIA, while also offering great potential for growth in our church community. By offering programs

to the public, where we could include prayer and faith, it would potentially help to increase the consistently decreasing enrollment at our schools and of course our churches. If the board would support this proposal and in conjunction with the church, this would not only serve to preserve our faith, the fundamental reason for the establishment of the ARC committees, it would potentially help our faith to grow.

I am aware that this kind of decision isn't made here, and that it cannot be decided at this particular meeting, I only ask that you consider this as a viable option. Then perhaps some of the negativity attached to the impending school closure, would be lifted and the decision you make would bring our community closer together. Although I'm aware this wouldn't be the first choice for the Langlois families, and don't intend to speak for them, the potential here is for a positive outcome for all the children, not only for some. I am also aware that there is a process that must take place, and the other School boards get first option at the vacant site. But if none of the other boards are interested in taking over this site, it is an optimal location, and building for a community center.

In Closing, I feel that the neighborhood, in which I grew up in, moved back to, and have been raising my children in, is in need of some attention from the School board, the city and the church. I also feel that the all the people living in both of these school communities warrant it. The children in our neighborhoods have been overlooked by them for as long as I have lived here. Our children do not have the same access to all the community based programs that others do. I realize that they can in fact register for them, but without any school friends or kids they know, it is very difficult for them, and after a couple tries, they just stop trying. Our children deserve to have a community center, either city but preferably faith driven, where they can learn, share and prosper. Although, I am not aware of any Catholic based community centers currently in operation, I would love to be involved with both the fundraising and volunteering aspects

needed to achieve this goal. I feel confident that many parents and the possibly that the group 'The Friends of Fontainebleau' would be on board as well. I see this impending school closure as your opportunity, to not only enrich the lives of this community, but as a chance to bring more families into our faith, and most importantly reduce the number that leave. What wonderful publicity this would be for our faith.

Thank you for your time.

Good Evening Everyone,

My name is Belinda Williams and I am the mother of 2 children who attend St. Alexander.

I have spent countless hours going over all the ARC information and trying to address the Director's concerns. I organized the factual information so as to compare the facts of both schools side by side and sent this information to you, the Director and Trustees through five e-mails. The factual information in these e-mails shows St. Alexander as the school that should remain open for this neighbourhood on the terms of Value to the Student and Value to the Board. This factual information shows that if the Board is experiencing financial difficulties, St. Alexander School should remain open.

I believe what I am presenting here tonight questions the Director's proposal and addresses the best decision for the Board based on its financial difficulties.

In the proposal it says that the decision should be based on which location/building can offer the best physical accommodations for the merged communities. I believe that location is St. Alexander which offers the learning environment that is most consistent with that of the other schools within the Board and can accommodate the two merged communities at the most feasible and economical cost. St. Alexander School is the most central location in the expanded boundary limit for both schools. The existing halls and classrooms are laid out in such a way that they provide a window wall for natural daylight and ventilation for each classroom. Natural light is a problem at Langlois due to the layout of the classrooms, which do not all have windows and cannot provide natural light or ventilation. St. Alexander has classrooms that are symmetrically and traditionally configured to suit the functionality of school furnishings and equipment along with classroom organization. The open concept classrooms at Langlois create irregular room sizes which make it challenging to accommodate education equipment and supplies. I foresee a bigger problem with this once Langlois is retrofitted as it seems classrooms may have to be made smaller. But I am not expert on reconfiguring a school so I ask, "Where is the plan?" It is not enough to make things fit or to think things will fit. We need to know if the blended concepts will work and what they will look like. I ask you this - Would you buy a home or business, without knowing what the inside will look like? Would you buy a home not having an actual cost for construction? Without an actual layout of what this blended environment will look like, does not ease the concerns of those parents who had a preference in the learning environment for all students. Will all St. Alexander students be in closed classrooms while Langlois students are in the open-concept rooms? It is not premature to have a plan for Langlois. Though this proposal is not final it should be proven to the community with drawn up plans that this proposal works. The communities have nothing to go by here. I truly believe this proposal should not pass.

We need to compare the outside of the schools as much as we need to compare the inside. St. Alexander School located on Adstoll St. has an abundance of parking for both staff and parents, a safe loading and unloading bus bay, and the Kiss N Ride is already implemented. Langlois is located on Rivard St., a busy road with a greater Traffic Count. My concern is for the safety of the children. There are several parking restrictions surrounding Langlois School. No parking/stopping in the bus bay. No

stopping out front or across the street from the school. No extra parking spaces in the lot for parents to pick up or drop off. It is my belief the many parking restrictions are due to the fact Langlois is located on a busy street and too close to a 3 way stop. Parking/Stopping on the roadway in front of the school is a traffic and safety concern for both students and the community. With more children, more cars, this will be an even bigger issue. Unless you park illegally on the roadway or use the private property of the Church or Library, parking at Langlois is an issue and has not been addressed with the Director's proposal. This issue encourages people to break the law and is of great concern for student safety on the roadway. Due this reason, this proposal should not pass.

Being in close proximity to a library and park is not a reason to base the closure of one school over another. These are for the people of the community and city to use. Will these facilities be used on a daily basis by the Langlois community during school hours? Will the students of Langlois be allowed to go play on the playground by the library at recess? This library/park could be closed or removed tomorrow. These facilities are not just for the Langlois students and in no way benefits them or the Board on a daily basis. This is not a reason to choose one school over another. This proposal should not pass.

Having chosen Langlois over St. Alexander one of the Director's concerns has not been addressed. The concern was that one of the schools has teaching/learning spaces not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive. Why spend \$200,000 to retrofit Langlois when the merged communities can be accommodated in St. Alexander by re-opening the existing portables for just \$5,000? By choosing Langlois over St. Alexander the Board will be spending \$200,000 unnecessarily and will not be dealing with the financial difficulties the Board is currently in, as well as ignoring one of the Director's own concerns. Due to this, I believe this proposal should not pass.

The Facilities Department has determined Langlois to be a better structural choice. I ask "HOW"? Langlois needs windows, doors and waterproofing repairs which are estimated at a total cost of \$220,000. St. Alexander needs mill work and sinks at a cost of only \$10,000. Although St. Alexander is 10 years older than Langlois, it is not prohibitive to repair and only needs some loving care. The age factor of the buildings and the repairs they will need in 10 years was determined by a computer program, and does not dictate what the schools actual needs are today, nor what the Board can do today, as money is an issue. I am certain many of these computer generated 10 year repairs will not be repaired within the 10 years nor need to all be repaired. There will always be repairs for any building, it's unavoidable. As the Director has not provided proof of how Langlois is a better structural choice, I truly believe this proposal should not pass.

The estimated disposition of the Langlois building is \$880,000. St. Alexander's estimated disposition is \$825,000. If we calculate the Director's proposal and merge the communities at St. Alexander to start at \$5,000 (re-open portables) and then move to Langlois at \$200,000 (retrofitting) \$220,000 (windows, doors, waterproofing) it would be at a cost of \$425,000 to the Board. With the sale of St. Alexander at \$825,000 – \$425,000 (cost to Board) the Board would only be saving \$400,000. By consolidating to St.

Alexander the Board will save \$200,000 (not having to retrofit Langlois) \$220,000 (not having to do repairs to Langlois) and \$880,000 by selling the Langlois building. That is a monetary savings of \$1,300,000 to the Board. With only \$15,000 needed to re-open portables and for mill work and sinks. Based on this factual information, I believe this proposal should not pass.

Why spend money on St. Alexander to make minor renovations and re-open the portables for the merged communities to only start the 2012/2013 school year? Why not continue for the remainder of the year? Why not continue forever, as these kids do not deserve to be moved twice. Money is being spent unnecessarily to retrofit Langlois and move the merged communities come October of 2012/2013. The Director has proven that by starting off the year at St. Alexander all students can be accommodated there. So, let's keep this simple and make one move. We heard from many parents and students from Langlois who came to an open house at St. Alexander and said they would love to come to St. Alexander, that they prefer traditional, that they wished they could start tomorrow, that classrooms are bigger, and how they love the layout of the different primary/junior/senior sides. There was never any opposition from Langlois staff or parents with regards to St. Alexander's learning environment. I ask that you consider this suggestion above based as an amendment to the Director's proposal. Consolidating and staying at St. Alexander is the smoothest, quickest, option for the Students and the most feasible and economical choice for the Board that addresses the financial difficulties of the Board.

While the schools are similar in nature, where they differ is in their learning environments and the amount of money needed to accommodate the merged communities together, today. I recommend this amendment to the Director's proposal, not because it is the school my children attend currently but I truly believe it is the best environment for these merged communities based on Value to the Student and Value to the Board. This amended proposal would take into account all the reasons for having done this ARC in the first place.

Thank you for your time and allowing me to have an input with regards to my children's Catholic education.

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FW: The Fountainbleau ARC

Back to messages |

Belinda Williams
To marcwilliams@sympatico.ca

14/05/2012

Reply ▾

From: belindawilliams@sympatico.ca
To: director@wecdsb.on.ca
CC: barbara_holland@wecdsb.on.ca; mary_demenna@wecdsb.on.ca;
fred_alexander@wecdsb.on.ca; joan_courtney@wecdsb.on.ca; frank_favot@wecdsb.on.ca;
john_macri@wecdsb.on.ca; bernie_mastromattei@wecdsb.on.ca; jim_mcmahon@wecdsb.on.ca;
lisa_soulliere@wecdsb.on.ca
Subject: The Fountainbleau ARC
Date: Wed, 11 Apr 2012 00:57:05 +0000

Dear Mr. Picard,

As a member of the Fountainbleau ARC committee and a parent of two children who will be affected by this process, I have fully looked over and addressed your concerns from October 11, 2011 with regards to St. Alexander and W.J. Langlois schools. Although I have no specific training related to this, I feel that I've looked at the information in a logical way, made reasonable sense out of it, and would like to present you with my findings.

Is it Langlois or St. Alexander that is well below the threshold for optimum facility usage?

With the optimal utilization rate for full Ministry funding at 85%, both schools fall below the threshold, though one more than the other. St. Alexander is at 67% and Langlois is at 50%.

Is it Langlois or St. Alexander that is unable to provide a suitable and equitable range of learning opportunities for students?

Having toured Langlois school I feel it is Langlois that would be unable to provide a suitable and equitable range of learning opportunities for students. Langlois does not have adequate space to accommodate the consolidation of all students from St. Alexander nor sufficient room for storage of extra learning material and supplies. With Langlois' enrollment at 200 compared to 231 for St. Alexander there has been a reduction in funding that has affected the amount of resources available at Langlois more than at St. Alexander. Due to lack of space it appears Langlois would not be able to support all program/resources St. Alexander has.

Is it Langlois or St. Alexander that has or will experience an adverse impact on learning opportunities for students due to declining enrolment?

With both schools having experienced declining enrolment, both have been affected by a reduction in funding. Langlois' enrolment is at 200, only because Full Early Learning was implemented before it was at St. Alexander and therefore all students are counted as a whole. St. Alexander's full time enrolment is stated as 231 however if Full Early Learning were implemented as is at Langlois, all students would be counted as a whole and enrolment would

be over 260. I feel this determines that it is Langlois who has experienced an impact on learning opportunities for students due to lower enrolment. St. Alexander parents have been vocal with regards to the learning environment at Langlois and therefore the WECDSB should be concerned with a decline of enrolment should they choose St. Alexander to consolidate to Langlois, as many parents have stated they may look at alternate options for their children.

Could reorganization at Langlois or St. Alexander enhance program and learning opportunities for students?

Consolidation at either school would require reorganization to enhance programs and learning opportunities for students. With an increase in students at either school, programs and learning opportunities would all need to be evaluated as funding is increased, and more teachers are added. The reorganization would definitely enhance opportunities for all students but I believe it would be at a greater cost to the Board if St. Alexander were to consolidate at Langlois due to the cost of additions/expenses needed to accommodate all students.

Is it Langlois or St. Alexander who has teaching/learning spaces not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive?

I believe it is Langlois, with the open concept setting, who has unsuitable teaching/learning spaces to provide programs needed to serve the community and retrofitting may be cost prohibitive. In viewing the recommendation to the director by the committees and the virtual school plan put together by principal Schell, you can see that Langlois cannot accommodate the students from St. Alexander. Relocation/retrofitting of walls, the need for an addition to the building or portables at a cost to the board would be necessary, while St. Alexander has only a small cost to open back up it's portables.

With the open concept setting, community programs such as the Ontario Early Learning Center, Langlois would not have a suitable room to accommodate the program. The Ontario Early Learning Center needs its own closed room so as not to disrupt regular classes. With no doors to close on classrooms, their needs would not be met.

The St. Alexander school community has a preference for the traditional school setting of St. Alexander and so does the Board as they have not built any open concept schools since the 70 's and have tried to best accommodate the remaining open concept schools in the the best cost efficient way by erecting partitions to divide the open area into make-like classrooms. Langlois does not provide the suitable teaching/learning spaces most comparable to that of the schools in the surrounding communities and within the Board. Retrofitting Langlois to accommodate the community's preference and provide suitable teaching/learning spaces would be cost prohibitive.

It's been estimated that the **removal and relocation of existing walls at Langlois would cost \$200,000, and a permanent addition to accommodate all students at \$1,500,000 or 3 portables at \$270,000.**

Langlois also does not have sufficient **parking** nor **Kiss N Ride zone** to accommodate the needs of the school community. This **would be a cost to the Board**. Talk is for a **roundabout** in front of Langlois with **parking extension** to back of yard. This **would be at a cost to the Board**.

St. Alexander can accommodate all students from Langlois with only minor renovations and have a sufficient amount of traditional rooms to serve the community programs.

Is it Langlois or St. Alexander that is under normal staffing allocation practices making it necessary to assign three grades to one class?

Neither schools find it necessary to assign three grades to one class at this time therefore adhering to the normal staffing allocation practice. The virtual school plans for the 2012/13 school year do not make it necessary to assign three grades to one class. However, Langlois does have an SK/Grade 1 split class that I feel is not your usual combination.

Is it Langlois or St. Alexander that is incurring higher building maintenance expenses than what is typical for the system and/or is in need of major capital improvements?

Though St. Alexander's FCI rating is higher than Langlois', I feel the costs are minimal when you compare the difference in ages of the building. St. Alexander is 10 years older than Langlois. St. Alexander is not considered prohibitive to repair and its expenses are no greater than that of another school built in the 1960's. Langlois just had recent upgrades to the property done in the summer of 2011 which would have brought their FCI rating down. If St. Alexander were to have had upgrades done within the last year the Facility Index Rating could be lower. If you were to do a 20 year calculation of Langlois to bring the ages of the buildings equal you would see their expenses have increased and the cost of expenses is equal to, if not higher, than St. Alexander. Every school is going to have the same type of expenses over time. Every school needs windows and doors and other maintenance of the same extent. It's unavoidable. These expenses are based on the age of the buildings, not on the needed repairs of the buildings. I do not feel this is something of concern to the board and should not be a deciding factor for determining the closure of one school over another.

In looking at the 2011/12 School renewal and Condition Improvement Recommended Budgets and other information available on the ARC website I found the following to be of concern to the Board in terms of cost/funding.

Langlois' School Condition Improvement Costs for Doors, Windows is at \$180,000 with unknown cost for water-proofing of building.

St. Alexander's school renewal for replacement of mill work and sinks in staff room is at a cost of \$10,000.

There would be a:

- **\$180,000+savings for the board if Langlois were to consolidate with St. Alexander due to doors, windows and water- proofing needed**
- **\$10,000 savings per year in utilities if Langlois consolidates with St. Alexander.**
- **\$200,000 savings if Langlois consolidates with St. Alexander due to cost of having to remove and relocate**

existing walls

- **\$270,000 savings if Langlois consolidates with St. Alexander due to 3 portables being required to accommodate students**

(or addition at \$1,500,000)

- **\$000,000 savings (cost unknown) if Langlois consolidates with St. Alexander due to need for parking extension in**

back

- **\$000,000 savings (cost unknown) if Langlois consolidates with St. Alexander due to roundabout in front of school**
- **\$000,000 savings (cost unknown) if Langlois consolidates with St. Alexander for implementation of KissNRide and a new**

bus bay

TOTAL \$670,000+savings to the WECDSB if Langlois consolidates to St. Alexander

There would be a:

- **\$10,000 savings for the Board if St. Alexander were to consolidate with Langlois due to replacing mill work and sinks in staff room**
- **\$ 5,000 savings for the Board if St. Alexander were to consolidate with Langlois due to re-opening of portables**

TOTAL ONLY \$ 15,000 savings to the WECDSB if St. Alexander consolidates to Langlois

Is the consolidation of Langlois and St. Alexander in the best interest of the overall school system?

As both schools have been dealing with declining enrolment and the Board is dealing with financial difficulties I feel a consolidation would be in the best interest of the overall school system. However, I feel this review was a sudden surprise for all and has been too rushed. Though St. Alexander could accommodate all students for the 2012/13 school year with only minor renovations, the students, parents, teachers and the entire community should be given more time to accept and come to terms with any decision that is made.

I hope I have provided some input on whether your concerns for the schools in the Fountainbleau area are real. I believe some concerns are greater than others and should be evaluated further. As I previously stated, I am not specifically trained in this area but feel I've been over the information enough to make a reasonable and logical analysis. I feel I have not had the chance to really speak out on my children's behalf and I hope you will receive this information well and any further that I may be forwarding.

Thank you for the opportunity to provide input with regards to my children's Catholic education.

Respectfully,

Belinda Williams

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FW: The Fountainbleau ARC

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Belinda Williams
To marcwilliams@sympatico.ca

14/05/2012
Reply ▾

From: belindawilliams@sympatico.ca
To: director@wecdsb.on.ca
CC: barbara_holland@wecdsb.on.ca; bernie_mastromattei@wecdsb.on.ca;
frank_favot@wecdsb.on.ca; fred_alexander@wecdsb.on.ca; jim_mcmahon@wecdsb.on.ca;
joan_courtney@wecdsb.on.ca; john_macri@wecdsb.on.ca; lisa_soulliere@wecdsb.on.ca;
mary_dimenna@wecdsb.on.ca
Subject: The Fountainbleau ARC
Date: Wed, 11 Apr 2012 14:50:51 +0000

Dear Mr. Picard,

In discussing what is the best Value to the Board and in turn the Ministry, I feel that the St. Alexander site is the best option for this community monetarily, TODAY. In determining what is best for the students we need to closely analyze the information and expenses that both schools will take on in order to accommodate all students from both schools. If money is an issue for the WECDSB, I hope you and the Trustees will really decipher between NEEDS and WANTS before making your recommendation/final decision. From the ARC website I have gathered together the costs of renovations proposed for each school.

St. Alexander

Additional Bussing - 23% currently bussed - **ONLY 60% to be bussed**
New sinks + Mill work - **\$10,000.00**
Opening Existing Portables - **\$5,000.00**
Air Conditioning - cost unknown
Full Day Early Learning - cost unknown
New Paint Job - cost unknown

Langlois

Additional Bussing - 31% currently bussed - 75% to be bussed
New windows + doors - \$180,000.00
Waterproofing - cost unknown (\$200,000.00 to be shared among 4 other schools)
Removal/Relocation of walls - \$200,000.00
3 Portables - \$270,000.00
Parking Extension - cost unknown
Roundabout - cost unknown
Kiss N Ride/ New Bus bay - cost unknown
Repairing Playground Equipment - cost unknown
New Pain Job - cost unknown

The costs at St. Alexander school are not significantly high, compared to Langlois, and I believe

many of the renovations listed are not required at this time.

I do not foresee air conditioning being installed in all rooms as feasible nor necessary. As it states this could potentially be a considerable expense. With this unpredictable weather we have been experiencing and school being out for the potentially warmest months of the year, I believe this recommendation should be removed from the list. **This would be a Value to the Board.** I am certain that this is the reason why utilities costs are \$10,000.00 higher at Langlois. I also believe that Full Day Early Learning Program should not continue at St. Alexander if Langlois were to consolidate there. It was stated that this would be an expense to the Board as all students would not be funded. Let Full Day Early Learning Program be implemented as was intended, for the 2013/2014 school year at St. Alexander. **This is a Value to the Board and the Ministry.**

Many more renovations are needed at Langlois to accommodate the students from St. Alexander.

Langlois cannot accommodate students from St. Alexander as is. Relocation/reconfiguration of walls is needed, 3 portables, or an addition. All at a cost to the Board.

Langlois does not have sufficient parking to accommodate for the increase in traffic. They would need an extension of their current parking. All at a cost to the Board.

Langlois currently has no Kiss N Ride. A roundabout, and new bus bay would need to be constructed to implement the Kiss N Ride. All at a cost to the Board.

I believe that without a concrete plan and costs fully laid out for parents to see, it is hard to imagine what Langlois would look like. When all costs are not known and plans are merely wishes rather than actual, concrete, and assessed plans it is hard to determine that Langlois is the best decision for these students and the community. It will cost more to accommodate St. Alexander students at Langlois. This is not a Value to the Board.

As a parent, I feel the **less expenses needed to create a new school, the more Value to the Board and the Ministry.** Based on my findings, **that school is St. Alexander.**

I hope you will take in to account my suggestions to remove the recommendations that are wants and not needs. I hope the funding/savings could be put to better use for the students. Such as for academics, activities, more resources, library books, etc.....things that will be a Value to the Students.

If it is deemed necessary to implement this consolidation for the 2012/13 school year, I feel **St. Alexander** is the school that will accomplish the **smoothest, quickest and most feasible transition** at a **Value to the Students** and a greater **Value to the Board.**

Thank you for the opportunity to provide input with regards to my children's Catholic education.

Respectfully,

Belinda Williams
St. Alexander parent

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Belinda Williams ▾

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The Fountainbleau ARC

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Belinda Williams

To director@wecdsb.on.ca, barbara_holland@wecdsb.on.ca

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Dear Mr. Picard,

I write this email to you today regarding the Fountainbleau ARC. I was a member of the committee and am the parent of two children that will be affected by this process. As a committee member I have spent countless hours going over the profiles and information provided to the committee, to make an informed and educated recommendation. I took this role very seriously, as any person would when it's something that involves their children's future as well as that of their friends, family and community.

Being a member of the committee I looked at your concerns that prompted this ARC to begin with, the School Information Profiles, the ARC Information Package and other information made available. As much as the committee was told not to compare the schools, and that there should be consistency in the reporting, I as a parent believe you must compare the two schools in order to determine which school would provide the best Value to the Student, Value to the Board, Value to the Community and Value to the Economy in order to make the best decision.

As both schools are similar in their involvement in this community and how in turn they help out the economy; where they differ is in terms of their Value to the Student and Value to the Board.

I do not feel that one school is better than the other, but do feel that one of the schools is better suited for all of the students and in the long run, will be better for the students and the school board.

If you look at the attached comparison chart you will see that one school does stand out as being above the other in almost all major areas of concern for the school board. If one were to look at all the facts presented, one would determine that St. Alexander is the logical choice for a smooth, immediate and most feasible transition.

I hope this information proves to be helpful in making a decision should consolidation of St. Alexander and Langlois be deemed necessary by the Board.

ENCLOSURES for the Special Board Meeting of June 26, 2012 (Page 81 of 193)
Thank you for the opportunity to provide input with regards to my children's Catholic
education.

Respectfully,

Belinda Williams
St. Alexander parent

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Recommend Langlois to consolidate to St. Alexander

St. Alexander

Built in 1960

231 students enrolled

Early Learning Program to be phased in

Before & After School Day Care

EQAO Scores: Primary/Junior

Year: 09/10 - 10/11

Reading: 57-46 73-71

Writing: 80-77 78-76

Math: 69-65 81-52

Traditional classrooms (preferred)

Most comparable with schools in the board

37 traditional schools in the board

10 classrooms currently in use + 5 extra

+ 2 portables available to be used

4 additional Resource/Meeting Rooms

Ontario Early Learning Center Room

Immediate classroom lockdown for safety

Can accommodate ALL students

5 Staff Washrooms

1 Wheelchair Accessible Washroom

W.J. Langlois

Built in 1970

200 students enrolled

Early Learning Program Implemented

No Before or After School Day Care

EQAO Scores: Primary/Junior

Year: 09/10 - 10/11

Reading: 28-39 36-58

Writing: 39-48 44-54

Math: 61-52 44-46

Open- concept

Least comparable with schools in the board

3 open concept schools left in the board

9 open classrooms currently in use + 2 extra

1 closed classroom in use

2 open for Spec.Ed, FSL, LSST, Book Rms.

2 teacher resource rooms

Back on Track Room

Classrooms don't have immediate lockdown

Need additions/refitting to fit ALL students

1 Staff Washroom each of Men & Women

1 Wheelchair Accessible Washroom

No washroom in change rooms	1 washroom in boys & girls change rooms
Boys: In total 6 stalls, 10 urinals	Boys: In total 5 stalls, 8 urinals
Girls: In total 12 stalls	Girls: In total 12 stalls
JK/SK: 2 closed stalls	JK/SK: SK/Gr. 1: 1 closed stall each
Adequate parking spaces (67+1 handicap)	Limited parking spaces (26 + 1 handicap)
Room to add parking (20 additional)	Room to add parking towards the back
No restrictions for parking out front	Restrictions for parking in front of school
Kiss N Ride established	Kiss N Ride not established
Safe bus loading and unloading bay	Safe bus loading and unloading bay
60% require bussing after consolidation	75% require bussing after consolidation
Playground equipment in good condition	Playground equipment does not meet code
Easy add on of a building wing	Difficult to add to open-concept
School Expenditures-\$88,835.00	School Expenditures-\$97,321.00
New sinks + mill work \$10,000.00	New windows + doors \$180,000.00
Repair drainage in courtyard-cost unknown	Waterproofing-cost unknown
Opening Existing Portables-\$5,000.00	Removal/relocation of walls-\$200,000.00
	3 additional portables-\$270,000.00
	Parking extension-cost unknown
	Roundabout-cost unknown
	KissNRide/New bus bay-cost unknown
Disposition cost \$825,000.00	Disposition Cost \$880,000.00
10 year school renewal-\$2,693,067.00	10 year school renewal-\$2,083,463.00

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The Fountainbleau ARC

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Belinda Williams

13/04/2012

To director@wecdsb.on.ca, barbara_holland@wecdsb.on.ca

Reply ▾

Dear Mr. Picard,

Looking over the Fountainbleau ARC Draft copy of recommendations to the Director of Education, under recommendation #2 to consolidate St. Alexander to Langlois I noticed a bullet under Value to the Board that I believe is misconstrued. I'm sorry to say that I missed the opportunity to bring it up in the committee meetings as it only recently caught my attention, but I would like to address it to you today as I feel it should be taken into consideration when making the decision.

Recommendation #2, Bullet #3, Value to the Board reads as follows - W.J. Langlois is the most affordable option. On the Summary of School Expenditures, Projected for the year ended August 31, 2012 report, it shows Langlois has a total cost of: \$1,869,150.

It states, that W.J. Langlois is the most affordable option. I do not feel this is the case.

Referencing the Summary of School Expenditures, Projected for the year ended August 31, 2012 reports for both Langlois and St. Alexander:

Langlois' Full Time Enrolment is 200
St. Alexander's Full Time Enrolment is 213

The lower enrolment of students at Langlois, has an affect on the number of teachers, custodians, and EA's.

Langlois' Teachers - FTE: 13, Annual Cost \$1,061,849
Custodians - FTE: 1.5, Annual Cost \$73,100
EA's - FTE: 4, Annual Cost \$155,025
Total Staffing Expenditures: \$1,771,828

St. Alexander's Teachers - FTE: 14.5, Annual Cost \$1,316,140
Custodians - FTE: 1.75, Annual Cost \$ 85,285
EA's - FTE: 4.5, Annual Cost \$173,042
Total Staffing Expenditures: \$1,957,238

St. Alexander's Staffing Expenditures are higher than Langlois' due to higher enrolment of students which increases the need for staff, custodians and EA's which means costs would be higher.

Langlois' Utilities - \$27,369
Total Building & School Based Expenditures: \$97,321

St. Alexander's Utilities - \$17,159
Total Building & School Based Expenditures: \$88,835

I will guess that Langlois' utilities expenditure of \$10,000 is more than St. Alexander's due to their air conditioning system.

The Utilities expenditure costs are the numbers to look at, because the cheaper the school is to run, the better Value to the Board. Many of the other school expenditures such as the Operations, Maintenance and Services/Supplies costs are about equal for both schools, and will change when and where ever the new school is created. It is the utilities that has increased Langlois' Total Buliding & School Based Expenditures costs by \$10,000. The Staffing Expenditures should not be looked at in terms of making a decision as to where to consolidate because those are things that will be changing for both schools. As the number of students increase, the number of teachers will therefore change. Due to many changes that the schools will entail, many costs will be reflected by such. These Expenditures will not remain as they are now. However, I do believe that the Utilities Expenditure will not change for St. Alexander if air conditioning is not implemented. I believe the utilities expenditure could remain the same for Langlois, as long as an addition is not implemented.

For these reasons, I do not feel it is correct to state that Langlois is the most affordable option.

Thank you again for accepting my input with regards to my children's Catholic education.

Respectfully,

Belinda Williams
St. Alexander Parent

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The Fountainbleau ARC

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Belinda Williams

13/04/2012

To director@wecdsb.on.ca, barbara_holland@wecdsb...

Reply ▾

Dear Mr. Picard,

With regards to the Fountainbleau ARC, I would like to give some reasons why I feel Langlois should consolidate to St. Alexander.

The two schools are much different in terms of their learning environment, and is causing most of the heart ache for the parents of the Fountainbleau community - not where they are being taught (referring to which school), but what type of learning environment they will be placed in (open or closed). St. Alexander parents have been vocal in saying they prefer "traditional" classrooms for their children while Langlois parents have supported open concept but have not objected to traditional. Langlois parents do not seem to have a stand, one way or the other. It seems it would not matter to them. Due to this factor I feel Langlois should consolidate to St. Alexander. This will appease everyone in the Fountainbleau community and help in continuing to bring new families to the neighbourhood. This would be a win win for all students, the Fountainbleau community and the WECDSB.

If St. Alexander was to close, there would be no "traditional" school, Public or Catholic within the Fountainbleau / Roseville community. As you are aware, St. Alexander has the highest EQAO scores within the Fountainbleau / Roseville community and it is my belief it is no accident, there is a reason - the students are provided with the best environment to learn; a "traditional" classroom. The Public Boards first question on their PARC Information Profile is EQAO scores and how they compare to the board. They must feel EQAO scores are an important factor while making a decision for the review as I'm sure the Catholic Board does as well.

As these scores are publically made available to view, parents look at these scores as a factor in deciding which school to put their children in when moving to a particular area and love to see that the school their child/children are attending is performing well within the Board.

With the closure of St. Alexander there will be no other "traditional" Catholic schools in the surrounding area to send our children and any new children moving into the area. I believe that this fact will have a very negative impact on the community - house values will decline as a result of people not wanting to raise their children in the neighbourhood because the preferred "traditional" school is not offered to them. The closure will impact every home owner in the area, not just those who have children attending the two schools. As a result, the enrolment for the WECDSB may be affected.

Many new families may be deterred from moving into the this community if a "traditionally" based Catholic school is the preference and is no longer available in this area. There are no objections to "traditional" classrooms. There have been no objections from Langlois parents about consolidating to St. Alexander. If the WECDSB wants to see this community stay together, and keep growing, they really need to consider keeping St. Alexander open in this neighbourhood if a consolidation deems necessary. If the WECDSB is looking out for the best interest of ALL the students in the Fountainbleau area and wishes not to lose any families, keeping St. Alexander open seems to be the only option, as retrofitting Langlois to

By consolidating Langlois to St. Alexander, if there were to be an increase in enrolment, St. Alexander would provide a more advantageous expansion possibility. Adding a building wing only requires altering a section to tie in the adjoining structure while open concept must be sliced into to create a corridor from the given space therefore sacrificing that space and further intensifying the irregularity in room layout. Building wing classrooms are symmetrically and traditionally configured which suits the functionality of school furnishings and equipment and classroom organization. Open concept creates irregular room sizes which make it challenging to accommodate education equipment and supplies. Building wing classrooms at St. Alexander create a Window Wall for natural daylight and venting for each classroom and other purpose rooms, which has an Ergonomic Benefit.

As mentioned in prior e-mail:

No funding is needed for extra classrooms. Virtual School plan shows all students would fit in the existing building and portables if consolidation takes place at St. Alexander. No funding is needed for parking expansion. St. Alexander has adequate parking for staff and parents. No funding is needed for Kiss N Ride, bus bay, and roundabout creation. St. Alexander has a one way bus bay and Kiss N Ride already implemented for safe drop off, loading and unloading of students as well as easing congestion on the roadway.

As mentioned in prior e-mail:

St. Alexander would be able to have minor renovations done through the summer to accommodate the students of Langlois for the 2012/13 school year, if the Board deems it necessary to implement this consolidation immediately. The opening of the existing portables would be the only necessity to accommodate the consolidation.

If the WECD SB deems a consolidation necessary for the 2012/13 school year, I feel due to the above reasons that Langlois should consolidate to St. Alexander which would ensure the smoothest, quickest, most feasible decision for all children in this community.

Thank you once again for the opportunity to provide input with regards to my children's Catholic education.

Respectfully,

Belinda Williams

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Good evening. My name is Elaine Boucas and I am speaking with you tonight as a committee member, a parent, a community member and a tax payer. When the committee was first instructed on what to base our recommendations on we were given four categories, value to the student, value to the board, value to the community and value to the economy and to put value to the student above all else. I feel that the committee from St. Alexander thought about this, researched everything and really did come up with a factual, logical recommendation. It's really hard for me to understand why the director made the decision that he did, when our recommendation had so many genuine reasons to consolidate at St. Alexander. I'd like to take this opportunity to list some of the advantages that are unique to consolidating at St. Alexander.

Under value to the students, the biggest stand out to me is that with minor renovations and the use of two closed portables currently on site, all students can be accommodated at St. Alexander. I took those words right out of the director's report. And if the students can be accommodated temporarily then why couldn't they be accommodated permanently? Why spend any money on retrofitting W.J. Langlois?

St. Alexander has consistently scored higher in our district on EQAO test scores in the last 10 years. We were told that this was not of importance, but when I shop for a school that is the first thing I look at.

The kiss N ride program established at St. Alexander ensures a quick and safe arrival of students. This is not established or available at W.J. Langlois without the costly construction of a turnaround loop.

St. Alexander has 68 parking spaces for staff, parents and visitors. W.J. Langlois only has 26 spots, so either parents and visitors are forced to park at the church or library, which W.J. Langlois has no written formal agreement with, or the board can spend precious additional funds to expand the parking lot.

Fewer families will be displaced if the consolidation were at St. Alexander because St. Alexander has a higher population. Also more families will remain in the community because they will not have to move elsewhere for a traditional school.

The next group of positive points fall under the heading of why St. Alexander is, to use the director's words, the best physical accommodation for the merged community. St. Alexander has hallways for the children to travel from place to place without disturbing other classes as they do so. These hallways are lined with lockers for all the students to keep their belongings such as coats, backpacks and lunches. The use of lockers reduces clutter and may diminish the chance of allergic reactions and cross contamination. The window wall allows for natural light and ventilation into the classrooms. The tiled floors are easier for wheelchairs and easier to clean and sanitize. Special needs children are integrated into their classroom, a closed classroom, there is no need to segregate the child in order to reduce the distraction they may cause other classrooms and this could be said for any behaviour outbursts. The classrooms have cupboards and shelving to store the wealth of resources and actual walls to display these resources. The traditional rooms can be locked at a moment's notice. W.J. Langlois' plan is to have the children file into four closed rooms which did not appear large enough to accommodate 200 students, never mind 400. Even after accommodating 200 more students St. Alexander has large individual rooms for staff preparation, a staff lunch room, meetings, resources, a before and after school

daycare, the Talk 2 Me program and the Ontario Early Learning Centre, all with no need for extra funding to retrofit.

Under Value to the local economy both schools are on an even keel since they are only 1 km apart.

Under value to the community, some families from St. Alexander have already contacted realtors. Families will be leaving the area so that their children will be able to attend a traditional school and still be able to walk or take the bus to school. Families will be deterred from moving into the neighbourhood because of the lack of a traditional school.

The decision is not traditional school verses open concept school. St. Alexander has many more positives than just being a traditional school. But having a traditional school to attend in our community is vital. We were told it was just a matter of people's perception, but isn't people's perception what helps them to decide on how they feel about that something. If a parent perceives open concept to be detrimental to their child's education, then they are not going to send their child to an open concept school. I speak from experience. I attended C.G. Desantis an open concept school from kindergarten to grade eight. The only fond memories I have are of teachers and friends. I struggled throughout grade school, and my report card reflected this, they read, Elaine lacks the ability to focus, Elaine cannot sit in her seat. This was because I was always wondering what they were doing a few classes down. My husband attended F.W. Begley which had a combination of closed classrooms and open concept, what he remembers most of his time in open concept is the relentless disruption whenever another classroom had to go anywhere, to the gym, to the music room, to the library or to French class, the almost constant parade of people. He also remembers being asked to be quiet, all the time, in times of celebration, the need to be quiet and in times of joy, still the never ending need to be quiet. This is not what we want for our children, so we too have said no to open concept. Before we enrolled my son in school we discussed the decision of Catholic or public. I am Catholic but my husband is not. We toured Davis first and we were disappointed to discover it was partially open concept. Then we visited St. Alexander, instantly we loved the bright sunniness of St. Alexander so the decision was easy. But now with the loss of the libraries in the schools, and if a traditional school in our neighbourhood is not an option, I'm afraid I have my work cut out for me. At the public meetings, former students and present teachers spoke of how our children would adjust and get used to the distraction and noise at W.J. Langlois but why should they have to? Why disrupt the learning environment of over 200 students, when the students from W.J. Langlois can assimilate into St. Alexander with natural progression, just as they would when moving on to high school. And how about the parents who are not able to drive their children to and from school, with an option for a traditional school out of their reach their only choice will be an open concept school. Children will be taken away from their classmates and friends, as parents make the hard decision of what school will work best for their needs. It saddens me to think about it, and I fear the closing of St. Alexander will put a hole in the heart of the community that will never be repaired.

Under Value to the board the only point that is distinctive to W.J. Langlois is the 10 year renewal amount. If you go through the report line by line all of the concerns that the board had about costs can be eliminated by the consolidation of the two schools. I talk about costs because that is what initiated this process in the first place. It is not financially responsible for the board to have two schools so close to each other operating at near half capacity. We understand that, and no one argued against that, we just had differences on which school would be the best choice to remain open. If all the students can be accommodated at St. Alexander for the minimal expense of opening a couple of portables, why would the director and the board want to spend hundreds of thousands of dollars retrofitting W.J. Langlois? The director speaks of W. J. Langlois' 10 year renewal amount, which is an approximate \$800,000 different from St. Alexander, this sounds like a lot but spread that out over 10 years, then take into account the money the board is going to have to spend to improve and retrofit W.J. Langlois. The cost for moving the partitions alone is \$200,000. The cost for replacing windows and doors, which was on W.J. Langlois', school condition improvement list, is \$180,000. There is also a waterproofing cost on that list for an undermined amount, \$200,000 divided between 5 schools, for an average of \$40,000. The carpeting throughout the school will have to be removed and replaced. The cost of expanding the parking lot is also undetermined. The construction of the bus bay and turnabout will also be extremely expensive. None of these added expenses are necessary at St. Alexander. The amount of funds that will be needed in order to renovate and retrofit W. J. Langlois will outweigh the amount that may be saved over the 10 years. With no substantial savings, the decision is just not logical. And isn't this whole process supposed to be for the betterment of the children. I implore you, do not spend the money where it will be wasted and give the community what they need, a traditional school. We were told to put Value to the Student above everything else and if you are truly going to do that, then the correct choice is to consolidate at St. Alexander School.

The vast number of benefits for St. Alexander have been ignored, just like the 211 names on the petition to 'say no to open concept schools' and the outcry at the public meetings have been ignored. And let me inform you that not 1 person throughout this whole process, not 1 person from W.J. Langlois has said they would not want their children to attend St. Alexander. So again I say the decision is not logical and I ask you, the trustees, the people elected by the people who signed that petition, please do not ignore us, do not ignore the numerous positives for St. Alexander School. Do the right thing for the Fontainebleau community and consolidate the school populations at St. Alexander school.

ARC Amendment

Marc Williams

- There are lots of things to say, lots of numbers to dispute and to put forth – others have done so and perhaps more will after me, so tonight I will speak more on a request of me to you, the Board
- The recommendation talks about retrofitting WJ Langlois, to house all students within the school walls, by moving walls and making new rooms etc. to accommodate the students and the other special rooms
- It was asked of Administration – to see the plan, the blueprint of the proposed new layout, the response was that it was **too premature** to have a plan in place (I disagree)
- In times like today, everyone needs to be fiscally responsible and ensure that the decisions being made are the right ones – taking everything into consideration, making sure it will work (physically and financially)
- For Administration to say that they will retrofit the school to fit all the students at a cost of \$200,000, I feel is **premature on their part**
- To make changes to the layout of the school will probably require permits - with that, the new rooms, electrical and heating and cooling, duct work etc will **need to meet Code** (the Ministry has set out guidelines on sizes of classrooms, both for Open Concept and for Traditional – these need to be met) you can't rearrange the entire layout of a building and not anticipate having to redo the heating and cooling system (or have you?)
- With an increase in the # of classrooms within the school, the City of Windsor will require an increase in the # of parking spaces on site
- The recommendation is to have all of the students attend St. Alexander in September 2012 – all of the students can be housed using the two existing portables. While there, the retrofit is to be taking place. By bringing the students to St. Alexander, the Director is demonstrating that St. Alexander is a viable solution at a minimal cost.
- If in the end, after looking at all of the concerns brought forward, the Trustees feel that Langlois is truly the better choice I make this

recommendation, as an AMENDMENT to the current recommendation put forth by the Director,

- **That the recommendation of the Director of Education be approved in principle, subject to:**
- **1. The design of a proposed floor plan by a qualified architect or engineer for the retrofit of Langlois School per the specifications discussed in the Director's Report.**
 - **Plan to include all structural, electrical and HVAC modifications required**
 - **The Plan to show additional parking spaces as required to ensure compliance with City Parking By Law**
 - **The Plan to show all other renovations as described in the Director's Report**
 - **The Plan to be in compliance with all Ministry Guidelines regarding classroom and hallway sizes etc.**
- **2. The Plan to be tendered out to establish the full cost and the results to be presented to the Board for input and final decision.**

- **Once this is complete, I think it would then be more reasonable to look at which school is best suited to achieve the goal of the Director**
- **So, the students start in September at St. Alexander – while the above work is done (estimates, meetings, planning etc.), if once the planning is complete and the new plan for the school is feasible, construction begins and once complete the students move to the new Langlois – January 2013. If the plan is not feasible and either is too expensive or just won't work logistically, the students will remain at St. Alexander and WJ Langlois will be closed and deemed surplus to the Board**

I don't think it fiscally responsible or prudent, for the school board to make these decisions without having true numbers in front of them. I am sure you do not want to agree to something and find out after that the costs will be much more than first thought. I am suggesting that the Board be sure of themselves, get a plan, get an estimate and see if it will work.

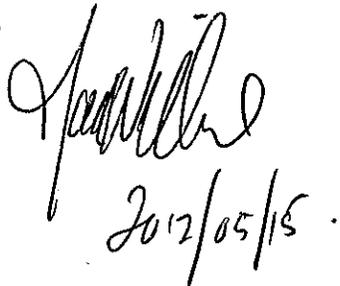
St. Alexander requires \$5000 to open the portables, and as noted, everyone can fit.

My request is that you look at the numbers – get estimates, plans etc. before committing to something you don't know is truly the right choice.

It is clear that the Director favours WJ Langlois, if that is the case – ensure it is going to work, if it can't, at least you tried, but in times like these you don't always get what you want – you get what is the most appropriate given the times.

As a group, trustees are responsible for ensuring that all the duties of the board and its staff, as established in the Education Act are carried out. One example listed is to ensure effective stewardship of the board's resources.

Thank you.



A handwritten signature in black ink, followed by the date 2012/05/15. The signature is stylized and appears to be 'S. Alexander'.

Board Meeting May 15, 2012

Good evening Mr. Picard and members of the board of trustees. My name is Candice Szaniszlo. I am here representing the student body of WJL. I am a level 4 gr. 8 student. I am involved with many extra curricular activities in my school. I am on our schools student leadership council and am the student representative of our safe schools team. I have spoken at many of the previous ARC meetings.

And I'm Marisa Buchan. I am also here representing the student body of WJL. Like Candice, I am a level 4 gr 8 student. I am the representative of our schools student leadership council. Similar to Candice, I have spoken at all of the previous ARC meetings. Tonight, Candice and I are her to discuss Mr. Picards Director's report.

This coming September of 2012, as the directors report and recommendations, students from WJL will begin their school year at St. Alexanders, and later transition back to WJL, not as two separate student bodies, but as a whole Catholic school community. We believe this will give the students the opportunity to bond and become a blended school community. We are in favour of this amalgamation.

As a blended school community, students will experience the benefits of both open and traditional school layouts. These benefits will come from renovations to WJL.

We fully agree with this recommendation. As WJL is a

newer facility it is the better structural and financial choice. Since both current school sites have a strong relationship with St. Theresa & St. Vincent De Paul Parishes. We believe that this would naturally continue , one the schools amalgamate in one community.

We also believe that the WJL site will continue to show support to the Fountain bleu community, As WJL is in close proximity to the WPL and Grandview Park & Track, it ensures that out sense of community will continue.

We do realise that many families from the current St. Alexander's site are not in favour of these recommendations and are probably feeling an array of emotions from anger to sadness to anxiousness or just plain fear of the unknown. But we believe with the proper transtioning from staff, students and families we can overcome these feelings together as we can continue to pursue our journey to holiness within our catholic education system.

We believe that the new and improved WJL school community will have the perfect blend of both open and traditional learning environments. This will be beneficial to all learning styles.

In conclusion, we once again thank you for giving us the opportunity to voice out opinions, and thank you for teaching us a valuable lesson in civics by allowing us to participate in these meetings. We look forward to a bright new beginning as one!

Written Submissions
Forward to the
Director of Education
Subsequent to the May 15, 2012
Special Board Meeting

Printed by: **Beth Marshall**
Title: **W. J Langlois School : Windsor-Essex CDSB**

Friday, June 08, 2012 9:47:05 AM
Page 1 of 1

From: "Chris & Heather Marion" [REDACTED] 5/16/2012 2:07:42 PM 
Director of Education

Subject: W. J Langlois School

To: Eileen Belanger Beth Marshall Paul Picard
Director of Education fred_alexander@wecdsb.on.ca
joan_courtney@wecdsb.on.ca mary_dimenna@wecdsb.on.ca
<frank_favout@wecdsb.on.ca> barbara_holland@wecdsb.on.ca
john_macri@wecdsb.on.ca bernie_mastromattei@wecdsb.on.ca
jim_mcmahon@wecdsb.on.ca lisa_soulliere@wecdsb.on.ca

Attachments: Attach0.html / Uploaded File

3K

Dear Sir/ Madam

I would like to take this opportunity to address why I would like W.J. Langlois School to stay open. I am a parent of two children who attend grades JK and 3. My daughter attends the full day learning program and is thriving. She has advanced quite far in JK and is able to read sight words and write small sentences. I attribute this to the full day program. I am very pleased with her success. She is thriving in the open concept class room and is welcomed by all of the children in every grade. The older children are very helpful and have increased her self-esteem by making her feel like she belongs to the school as a whole. I believe the Catholic faith is being promoted by the open concept feeling of belonging.

My son in grade 3 has also been thriving in the open concept setting and getting very good grades. In the past my son has been very shy and not one to participate but this year he was chosen to be in the Drama Club and was only able to stand in front of the audience with the help from his peers. The children in the senior grades were such a great help for his confidence. The open concept setting has helped him to belong and feel free to be more creative and assertive. I am very proud of the staff at Langlois, without them I do not believe he would have come out of his comfort zone. It is that sense of family within the school that has made my son feel comfortable enough to try new things.

I would like for my children to receive a consistent open concept learning environment.

Thank-you for your time
Heather Marion.

Printed by: **Beth Marshall**
 Title: **Re: WJ Langlois School : Windsor-Essex CDSB**

Friday, June 08, 2012 9:43:19 AM
 Page 1 of 2

From: "Nancy MacNeil" <[REDACTED]> Thu, May 17, 2012 12:39:33 PM 
Director of Education

Subject: Re: WJ Langlois School

To: **Eileen Belanger** **Beth Marshall** **Paul Picard**
 [REDACTED] barbara_holland@wecdsb.on.ca

Cc: [REDACTED] bernie_mastromattei@wecdsb.on.ca [REDACTED] fred_alexander@wecdsb.on.ca
 [REDACTED] frank_favot@wecdsb.on.ca **Director of Education**
 [REDACTED] jim_mcmahon@wecdsb.on.ca [REDACTED] joan_courtney@wecdsb.on.ca
 [REDACTED] john_macri@wecdsb.on.ca [REDACTED] joseph_najem@wecdsb.on.ca
 [REDACTED] lisa_soulliere@wecdsb.on.ca [REDACTED] mary_dimenna@wecdsb.on.ca

Attachments: [REDACTED] Attach0.html / Uploaded File 9K

Hi Barbara,

Do you think any of the trustees would be interested in touring WJ Langlois school? I could understand if someone was not familiar with the open concept at WJ Langlois....it may perhaps sound chaotic. I think if you all took a tour and saw how smoothly our school operates it would alleviate any doubts. I also wanted to address that one of the parents stated that we do not have windows. In fact, every classroom has windows and it is very bright in our school. Also, WJ Langlois has central air and I can't imagine the staff and students in a school without air conditioning. I do not see how they would be able to learn and work properly. Lastly, St. Alexander school does have lockers however, with the merge they would have to share.

Please before casting your vote, consider touring WJ Langlois school...or even both schools for that matter before making a decision.

Thank you again for your time,
 Nancy MacNeil

From: Barbara Holland
Sent: Wednesday, May 16, 2012 8:26 PM
To: [REDACTED]
Cc: bernie_mastromattei@wecdsb.on.ca, fred_alexander@wecdsb.on.ca
Subject: Re: WJ Langlois School

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Printed by: **Beth Marshall**
Title: **Re: WJ Langlois School : Windsor-Essex CDSB**

Friday, June 08, 2012 9:43:19 AM
Page 2 of 2

[REDACTED]

"Nancy MacNeil" [REDACTED] writes:

Dear Trustees

My name is Nancy MacNeil. I was in attendance for last night's meeting. We the parents of WJ Langlois school have taken the high road throughout the ARC process. We have tried to do everything right, we have taken the Catholic approach. However, we can no longer stand idly by without dispelling the myths about our school. Our students are learning, but not only learning but thriving in an open concept school. We have special needs children as well and they are doing great at WJ Langlois school.

We are very passionate about our school. I like many other parents were once a student of WJ Langlois and chose to come back to this neighbourhood so that our children can experience the family like atmosphere. Please keep our school open!

Thank you very much for your time!

Sincerely,
Nancy MacNeil

Printed by: **Beth Marshall**
Title: **WJ Langlois School : Windsor-Essex CDSB**

Friday, June 08, 2012 9:46:54 AM
Page 1 of 1

From: [REDACTED] "Chris Trudell-Conklin" [REDACTED] Thu, May 17, 2012 12:50:54 ... 
Director of Education

Subject: WJ Langlois School

To: [REDACTED] Eileen Belanger [REDACTED] Beth Marshall [REDACTED] Paul Picard
[REDACTED] Director of Education

Cc: [REDACTED] fred_alexander@wecdsb.on.ca [REDACTED] joan_courtney@wecdsb.on.ca
[REDACTED] mary_dimenna@wecdsb.on.ca [REDACTED] <frank_favout@wecdsb.on.ca>
[REDACTED] barbara_holland@wecdsb.on.ca [REDACTED] john_macri@wecdsb.on.ca
[REDACTED] bernie_mastromattei@wecdsb.on.ca [REDACTED] jim_mcmahon@wecdsb.on.ca
[REDACTED] lisa_soulliere@wecdsb.on.ca

Hi,

My name is Chris Trudell-Conklin and my son attends WJ Langlois school and is in JK. It has been a wonderful experience for our son first year. I have been in attendance to the last few meetings with the exception of the meeting May 15, 2012. However it was told to me that now we as Langlois parents need to take the "high road" and be very proactive in supporting our school. We as the parents have been very positive and professional and will continue but now we have to fight for the school we believe is the best for our children. My husband and I have 2 other children that hopefully in 2013 and 2015 respectfully will also be students of WJ Langlois school.

Please when it is time to vote please consider what Langlois has to offer the students and parents; a wonderful staff (family atmosphere) not something you find everywhere, open concept learning; which allows for the child to thrive in their education also knowing all of the students in attendance since the walls do not prevent anyone walking down the hall not to see what is happening in each classroom.

I as a parent love the school and what it has to offer and find that our son is welcomed and assisted in his early educational progress since in JK. I along with my husband are visually impaired and we have the support of the entire staff to ensure we have the pertinent information to assist our child in his learning via email or by telephone calls.

Thank you for your time in reading this.

Sincerely,
Chris Trudell-Conklin

Printed by: **Beth Marshall**
Title: **ARC Recommendation- W.J Langlois : Windsor-Essex CDSB**

Friday, June 08, 2012 9:46:48 AM
Page 1 of 2

From: [REDACTED] "Tracey" <[REDACTED]> Thursday, May 17, 2012 12:57:02 PM 

Subject: ARC Recommendation- W.J Langlois

To: [REDACTED] fred_alexander@wecdsb.on.ca [REDACTED] joan_courtney@wecdsb.on.ca
[REDACTED] mary_dimenna@wecdsb.on.ca [REDACTED] frank_favot@wecdsb.on.ca
[REDACTED] barbara_holland@wecdsb.on.ca [REDACTED] john_macri@wecdsb.on.ca
[REDACTED] bernie_mastromattei@wecdsb.on.ca [REDACTED] jim_mcmahon@wecdsb.on.ca
[REDACTED] lisa_soulliere@wecdsb.on.ca [REDACTED] Beth Marshall

Attachments: [REDACTED] Attach0.html / Uploaded File

4K

Good Afternoon Board of Trustees;

My name is Tracey Daidone, I am parent of a daughter in Grade 7 at W.J Langlois and also a taxpayer supporting the Catholic School. I was also a member on the ARC Committee for W.J Langlois/St. Alexander. I would just like to say that I am in support of the Director's Recommendation to keep W.J Langlois School open. When we first moved to Fountainbleau 15 years ago I took a tour of W.J Langlois when my son was going to start kindergarten and I felt welcomed as soon as I walked in the door. As I sat down with secretary to fill out the paper work the Kindergarten teacher had taken my son to go and see his new classroom. He was so excited and couldn't wait to start school! As soon as I was done the Principal took me for the tour of the school and I didn't even know that it was an open concept school until then. I was really impressed with how open and bright it was in the school and all of the extra curricular programs and clubs that were offered to the children! Sure I was a little concerned at first with how things would be with no closed classrooms, but my son didn't seem to mind. When it was time for my daughter to start school I had no doubt in my mind as to where she would be going to school. I don't believe that learning in a closed classroom or an open classroom affects the child's learning because I went

Printed by: **Beth Marshall**

Friday, June 08, 2012 9:46:48 AM

Title: **ARC Recommendation- W.J Langlois : Windsor-Essex CDSB**

Page 2 of 2

to a closed classroom school all through grade school and I had a difficult time learning and that reflected in my grades. He was always very attentive and had no problems with completing his work or listening to his teacher. He had always done well in school and received good grades. It is now that he is in High School is where I see that his grades are starting to decline. I believe that is all about the teacher and how they are teaching their students, not on the structure of the building. I don't think that the noise level is any louder than if the children were in a closed classroom. If you haven't seen how an open concept school operates or have any concerns about the open concept; I would hope that you take the time during school hours to go and visit W.J Langlois and see what and how our children are learning and accomplishing in an open concept school.

Thank you for your time and please keep W.J Langlois open.

Tracey Daidone

Printed by: **Beth Marshall**
Title: **On Behalf W.J. Langlois : Windsor-Essex CDSB**

Friday, June 08, 2012 9:46:41 AM
Page 1 of 2

From: [REDACTED] DJ Debergh [REDACTED] Thu, May 17, 2012 10:17:17 PM 
[REDACTED] Director of Education

Subject: On Behalf W.J. Langlois

To: [REDACTED] Eileen Belanger [REDACTED] Beth Marshall [REDACTED] Paul Picard
[REDACTED] Director of Education [REDACTED] fred_alexander@wecdsb.on.ca
[REDACTED] joan_courtney@wecdsb.on.ca [REDACTED] mary_dimenna@wecdsb.on.ca
[REDACTED] frank_favot@wecdsb.on.ca [REDACTED] barbara_holland@wecdsb.on.ca
[REDACTED] john_macri@wecdsb.on.ca [REDACTED] bernie_mastromattei@wecdsb.on.ca
[REDACTED] jim_mcmahon@wecdsb.on.ca [REDACTED] lisa_soulliere@wecdsb.on.ca

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25K

Good Evening,

My name is Donna Debergh and I am a grade seven student currently attending W.J. Langlois. I am e-mailing you today to provide you with one of the many reasons in to which I think why W.J. Langlois is the better school to keep open. I speak not as a student, but as a person of the public when I say that both schools do in fact have different advantages over one another. Yet, I still believe that W.J. Langlois is the more sensible choice of what school to keep open.

Reason #1:

W.J. Langlois has a recreational area (Fountain Bleu Park and track) and also a public library provided right next door to us. This area has been proven to be very efficient and useful within our school community. The children will commute to the park for gym classes during school hours instead of being captivated in the gym all year round. The area also provides a place for our school to run our extra-curricular activities. Our school soccer teams use the field for our games during the season. Both track and field and cross country practices use the track provided. Our annual school fun days are held with the volunteered help of the Fountain Bleu committee. Students are sent to collect litter throughout the school yard and community area to celebrate Earth Day.

Printed by: **Beth Marshall**
Title: **On Behalf W.J. Langlois : Windsor-Essex CDSB**

Friday, June 08, 2012 9:46:41 AM
Page 2 of 2

The Public library is a very useful learning resource to our students. It provides a place for them to go to after school to get information for school projects and other information that may be needed. The library also provides a place with a computer and printers for students who may be in need of this resource. A lot of the younger grade teachers bring their classes to the library simply for enjoyment. Now that the school library has been taken away, the kids enjoy the time that have to go to the library and pick out a new book. Times at the library are spent picking out books of their choice and having the chance to have a book read to them. The library also educates the kids to respect other people in their work places and being careful not to disturb them while they are concentrating. The same goes for open concept schools, which is why it is important for kids to experience this is their youngest years of schooling.

W.J. Langlois is a phenomenal environment for kids to learn the way of life in the real world. All I ask of you is to please, do not take away this once in a lifetime opportunity from us children.

Sincerely,

Donna Debergh

Printed by: **Beth Marshall**
Title: **A.R.C. Information : Windsor-Essex CDSB**

Friday, June 08, 2012 9:46:33 AM
Page 1 of 1

From: **robert sabourin** [REDACTED] **Director of Education** Sat, May 19, 2012 12:10:04 PM 

Subject: A.R.C. information

To: **Eileen Belanger** **Beth Marshall** **Paul Picard** **Director of Education**

Attachments: **Attach0.html / Uploaded File** 4K

I sit here writing you a brief note to let you know I believe in **ROBERT SABOURIN**, and the semi-open class concept.

I also want to comment on how the Windsor Star reporters seem to think it is a good idea to "stir the pot".

In response to the Saturday May 19th Windsor Star story, the one parent "Elaine

Boucas", "who recounted the many arguments parents gave for keeping St. Alex and closing

Langlois", " I just don't understand why the director would make a recommendation that goes against the public outcry" !!!

Pardon me for saying so, but that really should say 1/2 the public outcry. I guess she

thinks that we in favour of Langlois, are just dust on the ground, and our opinions

amount to zero!! It really is a shame that these vicious proponents of St. Alexander call themselves Catholic Christians.

Yours Truly

Robert Sabourin

Printed by: **Beth Marshall**
Title: **Concern for Students : Windsor-Essex CDSB**

Friday, June 08, 2012 9:42:54 AM
Page 1 of 1

From: Donna Robson [REDACTED] Tue, May 22, 2012 11:49:06 PM 
Director of Education

Subject: Concern for Students

To: Eileen Belanger Beth Marshall Paul Picard
fred_alexander@wecdsb.on.ca joan_courtney@wecdsb.on.ca
mary_dimenna@wecdsb.on.ca frank_favot@wecdsb.on.ca
barbara_holland@wecdsb.on.ca john_macri@wecdsb.on.ca
bernie_mastromattei@wecdsb.on.ca jim_mcmahon@wecdsb.on.ca
lisa_soulliere@wecdsb.on.ca Director of Education
<beth_marsall@wecdsb.on.ca>

Attachments: Attach0.html / Uploaded File

2K

If you favour the closing of W.J langlois and keeping St.Alexander open, turn off your air conditioners, close your office doors, open your windows for the next four school days and work in it for 6 to 8 hours per day, then spend your breaks outside in the direct sunlight. Show your support for them. This is not what i want for my child, make the right choice! Those poor children, and confused parents its time to let go off the past and live for a better future for all. W.J Langlois is the right choice.

Former Hippie Student And Concern Parent

Printed by: **Beth Marshall**

Friday, June 08, 2012 9:43:03 AM

Title: **W.J. Langlois/St.Alexander : Windsor-Essex CDSB**

Page 1 of 1

From: **Al Di Padova** <[REDACTED]> **Director of Education** Wed, May 23, 2012 10:14:28 PM 

Subject: W.J. Langlois/St.Alexander

To: **Eileen Belanger** **Beth Marshall** **Paul Picard** **Director of Education**

Attachments: **Attach0.html / Uploaded File** 3K

As a parent of 2 children that go to W.J. Langlois, I am asking that you go ahead with the recommendation to keep our school open. Both of my children are high level 3 and level 4 students, which proves that an open concept school does NOT interfere with a child's ability to learn and to excel in his/her education. Our school is situated next to the Fontainebleu public library, which my daughter's grade 3 class uses on a weekly basis. Ample parking at the library and the church across the street make it safe and easy to drop off and pick up my children everyday. W.J. Langlois offers many programs for the students, including the Back On Track program, snack program and a Full Day Early Learning Program. These are just a few of the many positive things that W.J. Langlois has to offer, as I am sure you have already read in all of the e-mails that our concerned parents are sending you everyday. Thank you for taking the time to read this.

Thank you,

Laura Di Padova

Printed by: **Beth Marshall**
Title: **PLEASE KEEP W.J LANGLOIS OPEN!!! : Windsor-Essex CDSB**

Friday, June 08, 2012 9:43:11 AM
Page 1 of 2

From: "Tracey" <[REDACTED]> Wednesday, May 23, 2012 12:00:14 AM 

Subject: PLEASE KEEP W.J LANGLOIS OPEN!!!

To: [REDACTED] barbara_holland@wecdsb.on.ca [REDACTED] bernie_mastromattei@wecdsb.on.ca
[REDACTED] frank_favot@wecdsb.on.ca
[REDACTED] "fred alexander" <fred_fred_alexander@wecdsb.on.ca> [REDACTED] **Beth Marshall**
[REDACTED] joan_courtney@wecdsb.on.ca [REDACTED] jim_mcmahon@wecdsb.on.ca
[REDACTED] director@wecdsb.on.ca [REDACTED] john_macri@wecdsb.on.ca
[REDACTED] lisa_soulliere@wecdsb.on.ca [REDACTED] mary_dimenna@wecdsb.on.ca

Attachments: [REDACTED] Attach0.html / Uploaded File 5K

Dear Board of Trustees;

My name is Tracey Daidone and I am a parent of a daughter in grade 7 at W.J Langlois and obviously I would love to see my daughter graduate from the school she started at. I agree with the Director's recommendation to keep W.J Langlois open, however I would like it to stay an open concept school. I think that it is a great learning environment for the children because they learn to multi-task and all the teachers and students get to know each other regardless of what grade they are in. I understand that there is some concern about the noise level, but no classroom traditional or open is really quiet. If W.J Langlois were the school to close would you be willing to knock down walls to accommodate W.J Langlois students to what they are use to (open concept)?

We also have air conditioning which is important for the children's comfort and learning. The partitions in the school allow for proper ventilation

Printed by: Beth Marshall

Friday, June 08, 2012 9:43:11 AM

Title: PLEASE KEEP W.J LANGLOIS OPEN!!! : Windsor-Essex CDSB

Page 2 of 2

throughout the school. Both schools have great staff and hopefully the staff from each school will be able to stay so the students from each school will see familiar faces when they start the new school year together. We also have a great asset to our community and that is the park and the library which is located next to W.J Langlois ; thanks to the Fountainbleu committee. Both of which are used by the students, staff and parents. I know that it is not possible financially, but I would like you to consider the merge of these two schools for the 2013/2014 year.

Thank you for taking the time to read my letter.

Tracey Daidone

Printed by: **Beth Marshall**
Title: **open concept : Windsor-Essex CDSB**

Friday, June 08, 2012 9:44:38 AM
Page 1 of 1

From: **huda kreto** [redacted] **Director of Education** Thursday, May 24, 2012 1:56:25 PM 

Subject: open concept

To: **Eileen Belanger** **Beth Marshall** **Paul Picard** **Director of Education**

Attachments: **Attach0.html / Uploaded File** 3K

Hi my name is Huda kreto, my two daughter attend w.j. Langlios. My oldest daughter is in grade 6 and my youngest in SK. When my oldest daughter started school in JK at w.j. langlios I was extremely nervous about open concept, but its not that bad trust me when i tell this. My daughter was diagnose with ADHD few years ago. I don't know if you are familiar with ADHD that they have big problem focusing and you think open concept dosent help with this matter. wrong as matter of fact my daughter was student of month two months in row and getting A+'s. My daughter is doing very well happy involved in a lot of activities. I think open concept is good for are children because it prepares them for the real world. I want to thank you for taking time and reading my email. Please don't hesitate to ask me any questions.

Printed by: **Beth Marshall**
Title: **Hello : Windsor-Essex CDSB**

Friday, June 08, 2012 9:44:45 AM
Page 1 of 1

From: [REDACTED] Jolene Brignall [REDACTED]
Director of Education
Jolene Brignall <[REDACTED]>
Thu, May 24, 2012 10:23:30 PM 

Subject: Hello

To: [REDACTED] Elleen Belanger [REDACTED] Beth Marshall [REDACTED] Paul Picard
[REDACTED] Director of Education [REDACTED] fred_alexander@wecdsb.on.ca
[REDACTED] joan_courtney@wecdsb.on.ca [REDACTED] mary_dimenna@wecdsb.on.ca
[REDACTED] frank_favot@wecdsb.on.ca [REDACTED] barbara_holland@wecdsb.on.ca
[REDACTED] john_macri@wecdsb.on.ca [REDACTED] bernie_mastromattei@wecdsb.on.ca
[REDACTED] jim_mcmahon@wecdsb.on.ca [REDACTED] lisa_soulliere@wecdsb.on.ca

Attachments: [REDACTED] Attach0.html / Uploaded File

3K

Hello,

I am a parent who strongly supports W.J. Langlois.

My children attend this fine school, and they do not wish for the school to close,

and neither do I.

My daughter MaryLou, would like for the school to stay open, and my son MAX would like the

school to stay open as well.

All three of us like the open concept and the activities that the school offers.

The school is ten minutes away from our home, and is better accessible, for my children

to get too.

Please take into consideration, what we have asked of you.

Thank you very much for your understanding.

Printed by: **Beth Marshall**
Title: **I just saw this on Windsor Star : Windsor-Essex CDSB**

Friday, June 08, 2012 9:44:52 AM
Page 1 of 1

From: [REDACTED]
Director of Education

Saturday, May 26, 2012 7:42:44 PM 

Subject: I just saw this on Windsor Star

To:  **Eileen Belanger**  **Beth Marshall**  **Paul Picard**  **Director of Education**

Attachments:  **Attach0.html / Uploaded File**

2K

Dear director@wecdsb.on.ca,

Your friend [REDACTED] thought you might be interested in this link:

<http://www.windsorstar.com/opinion/letters/Langlois+dismal+failure/6683100/story.html>

They also left you these comments:

This is a free service courtesy of
The Windsor Star (<http://www.windsorstar.com>)

Printed by: **Beth Marshall**
Title: **Vote to keep W.J. Langlois OPEN : Windsor-Essex CDSB**

Friday, June 08, 2012 9:44:57 AM
Page 1 of 2

From: [REDACTED] Catherine Johnson <[REDACTED]> **Director of Education** Mon, May 28, 2012 1:26:14 PM 

Subject: Vote to keep W.J. Langlois OPEN

To: [REDACTED] Eileen Belanger [REDACTED] Beth Marshall [REDACTED] Paul Picard
[REDACTED] fred_alexander@wecdsb.on.ca [REDACTED] joan_courtney@wecdsb.on.ca
[REDACTED] mary_dimenna@wecdsb.on.ca [REDACTED] frank_favot@wecdsb.on.ca
[REDACTED] barbara_holland@wecdsb.on.ca [REDACTED] john_macri@wecdsb.on.ca
[REDACTED] bernie_mastromattei@wecdsb.on.ca [REDACTED] jim_mcmahon@wecdsb.on.ca
[REDACTED] lisa_soulliere@wecdsb.on.ca

Cc: [REDACTED] joan_schell@wecdsb.on.ca [REDACTED] **Director of Education**

Attachments: [REDACTED] Attach0.html / Uploaded File 7K

Hello Windsor-Essex Catholic District School Board Trustees,

My name is Catherine Johnson. I am a parent at W. J. Langlois School. My son, Paul, is 8 years old and in Grade 3. I have been a member of the ARC committee as a parent representative and have reviewed all school profiles, reports and recommendations. In being on the committee, I have not been able to give any input during the public meetings, so I would like the opportunity to do so now.

In reading the Director's recommendation to keep W.J. Langlois open, I truly believe it is the best decision, not just for our school, but for the community as a whole.

Here are a few reasons I believe W. J. Langlois should stay open:

- W.J. Langlois is a great community school. The families in the Fontainebleau area enjoy the school, library, and track as part of our neighborhood. Children can walk or ride bikes to and from school and feel safe knowing that families are all around the area.
- W. J. Langlois is a newer school. It has recently had all new pavement and drainage put into the school yard. The School Board has seen value in W.J. Langlois in order to do this and it would be a shame to have all this work done last summer and then not to have the school remain open.
- W. J. Langlois is a school based on Catholic Education. It should not matter

Printed by: **Beth Marshall**

Friday, June 08, 2012 9:44:57 AM

Title: **Vote to keep W.J. Langlois OPEN : Windsor-Essex CDSB**

Page 2 of 2

what type of walls the school has, whether open or closed classrooms. Students at W. J. Langlois have been thriving for years in the building and have achieved academic excellence.

Please vote to keep W.J. Langlois open.

Thank You,

Catherine Johnson



Printed by: **Beth Marshall**
Title: **Keep Langlois Open : Windsor-Essex CDSB**

Friday, June 08, 2012 9:45:04 AM
Page 1 of 2

From: [REDACTED] Chris Marion <[REDACTED]> Mon, May 28, 2012 12:05:12 PM 

Subject: Keep Langlois Open

To: [REDACTED] fred_alexander@wecdsb.on.ca [REDACTED] joan_courtney@wecdsb.on.ca
[REDACTED] mary_dimenna@wecdsb.on.ca [REDACTED] frank_favot@wecdsb.on.ca
[REDACTED] barbara_holland@wecdsb.on.ca [REDACTED] john_macri@wecdsb.on.ca
[REDACTED] bernie_mastromattei@wecdsb.on.ca [REDACTED] jim_mcmahon@wecdsb.on.ca
[REDACTED] lisa_soulliere@wecdsb.on.ca [REDACTED] Beth Marshall

Attachments: [REDACTED] Attach0.html / Uploaded File

11K

Dear Trustee's,

I am an alum of W.J. Langlois. I am also a lifetime resident of Fountain-Bleu. Most importantly, I have two children that attend W.J. Langlois. When I bought my home here, it was a no brainer that my children would eventually attend Langlois. I knew exactly what type of environment my kids would be subjected to. An "open concept" school has no more or less disadvantages than any other school. In fact, I feel it creates more of a bond with all students than in a classroom environment. It gives the students a chance to get to know each other more outside of the classroom. The students at Langlois treat each other like family, I don't know many other schools that have grade 6, 7, & 8's interacting with grade 2, 3, & 4's freely. I believe the "open concept" is the reason for this.

The reason I am writing you today is because I am very disturbed to find that closing the doors of this great school is even being mentioned. I cannot imagine sending my kids to another school. Even if it is St. Alexander. My daughter started school this year and loves every minute of it. We had our doubts at the beginning since she absolutely hated daycare. Since day one, she has embraced it. My son is a very passionate, he is involved with everything positive with school, including sports, the drama club and the choir. My kids also have met many friends from school, friends for life. I say this confidently because I still have friends that I see on a day to day basis that I met at Langlois, when I was a student there. Friends are important, I think that's who help define us as we grow. Taking this away from our kids would be a huge mistake.

The team atmosphere at Langlois is incredible. This starts with the teachers and ends with the students and the parents are in the middle. I think a lot of people would be amazed at how strong this bond is. Taking Langlois away would be a mistake. Please consider keeping W.J. Langlois open and keep the flame going.

Thank you

Printed by: **Beth Marshall**
Title: **Keep Langlois Open : Windsor-Essex CDSB**

Friday, June 08, 2012 9:45:04 AM
Page 2 of 2

Chris Marion



Printed by: **Beth Marshall**

Friday, June 08, 2012 9:45:13 AM

Title: **Fontainebleau ARC recommendation amendment proposal : Windsor-Essex CDSB**

Page 1 of 4

From: **Marc Williams**  **Director of Education** Mon, May 28, 2012 8:49:06 PM  

Subject: Fontainebleau ARC recommendation amendment proposal

To: **Eileen Belanger** **Beth Marshall** **Paul Picard**
Director of Education  suptstudentachievement@wecdsb.on.ca
 supthr@wecdsb.on.ca  suptbusiness@wecdsb.on.ca
 patrick_murray@wecdsb.on.ca  emelda_byrne@wecdsb.on.ca
 sharonhaganwong@wecdsb.on.ca  mike_seguin@wecdsb.on.ca
 joanne_shea@wecdsb.on.ca  john_ulicny@wecdsb.on.ca
 barbara_holland@wecdsb.on.ca  fred_alexander@wecdsb.on.ca
 joan_courtney@wecdsb.on.ca  frank_favot@wecdsb.on.ca
 john_macri@wecdsb.on.ca  bernie_mastromattei@wecdsb.on.ca
 jim_mcmahon@wecdsb.on.ca  lisa_soulliere@wecdsb.on.ca

Attachments:  Attach0.html / Uploaded File

16K

Amendment – ARC Fontainebleau

2012/05/28

Mr. Picard and Administration,

I hope this email finds you well.

It is my belief, that the current recommendation put forth, does not provide flexibility on the part of the Trustees, the ones tasked with deciding its ultimate fate, during the decision making process.

With this proposed amendment, or variation of it, the Board and Trustees will have an option to choose either school in the end – WJ Langlois or St. Alexander, whichever is deemed to be the most responsible choice in the end.

You made mention that you can't just look at the present and near future, but you must look

Printed by: **Beth Marshall**

Friday, June 08, 2012 9:45:13 AM

Title: **Fontainebleau ARC recommendation amendment proposal : Windsor-Essex CDSB**

Page 2 of 4

at the distant future. I agree and in doing that, you must consider the possibility that the populations will rise again and if they do, which school is best suited to accommodate them.

I believe, as do persons in the construction industry, that a winged building is easier and cheaper to add on to, compared to a circular building. St. Alexander had over 440 students within the last 5 years, add another 200-300 from WJ Langlois - what do you have? You have an area in need of another school - at minimum, a school needing an expansion. St. Alexander is the one best suited for an expansion :

- A building wing is stand alone and can be zoned of its services which is beneficial in managing any maintenance - including utilities, roof repairs etc.
- Isolating a wing section wouldn't damper the rest of the building function - open concept i under one roof and would cause an enormous interruption to complete any service/construction work
- Future expansion at St. Alexander would only require altering a section to tie into the adjoining structure, with an open concept building, you will need to slice into and create a corridor from the given space, resulting in a sacrifice of space, further intensifying the irregularity of the room layout

For the present and future - St. Alexander is the best building.

As the recommendation stands now, the Trustees do not really have an option, a choice. The choices presented to them are :

- choose WJ Langlois, we will save money by closing a school and reducing salary numbers (this will happen with either school closing)
- choose to go against the recommendation and things remain as they are - two underfunded schools, no savings to the Board (not likely to happen)

Where is the choice? To go against the recommendation as it reads, does not make sense, as it will not assist the Board in any way. I believe that the Trustees need to be given the opportunity to make a choice between the two schools, based on all of the facts. With an amendment to the current recommendation, the Trustees will be provided the ability to do what is best for the Board and the students.

Amendment : (something similar)

- **That the recommendation of the Director of Education be approved in principle, subject to:**
- **1. The design of a proposed floor plan by a qualified architect or engineer for the retrofit of Langlois School per the specifications discussed in the Director's Report.**
 - **Plan to include all structural, electrical and HVAC modifications required**
 - **The Plan to show additional parking spaces as required to ensure compliance with City Parking By Law and future growth**
 - **The Plan to show all other renovations as described in the Director's Report - Kiss and Ride (plans and costs from Traffic Engineering, traffic studies, associated permits, encroachments, etc)**
 - **The Plan to be in compliance with all Ministry Guidelines regarding classroom and hallway sizes etc.**
- **2. The Plan to be tendered out to establish the full cost and the results to be presented to the Board for input and final decision.**
- **3. In September 2012, classes begin at St. Alexander awaiting results of the estimates and planning. If it is determined, after reviewing the above, that WJ Langlois be the future building for the students, work will commence at its earliest convenience from the above mentioned laid out conditions. If the work is not completed in its entirety prior to the commencement of class in January 2013, the students will remain at St. Alexander for the remainder of the school year and start at WJ Langlois in September 2013 - allowing for completion of the work project and more importantly, not interrupting the students school year near its completion.**

Printed by: **Beth Marshall**

Friday, June 08, 2012 9:45:13 AM

Title: **Fontainebleau ARC recommendation amendment proposal : Windsor-Essex CDSB**

Page 4 of 4

- **4. If after reviewing the plans, estimates etc. from above, the Trustees feel that WJ Langlois is not the most viable, cost effective option, the students will remain at St. Alexander and WJ Langlois will be closed and deemed surplus to the Board.**

I ask that the Administration take this into consideration, when drafting a new amended recommendation. It is my belief that it is prudent to provide the Trustees with the best opportunity to make the best decision, with all options at their disposal. Present the facts and let the decision be based on the facts. As the recommendation stands now, all of the facts are not presented, that are needed to make this very important decision.

Thank you for your time and consideration.

Respectfully,

Marc Williams

St. Alexander parent

Printed by: **Beth Marshall**

Friday, June 08, 2012 9:45:18 AM

Title: **All students should go to W.J. Langlois Fall of 2012 : Windsor-Essex CDSB**

Page 1

From: [REDACTED] Catherine Johnson [REDACTED] Director of Education Tue, May 29, 2012 10:17:25 AM 

Subject: All students should go to W.J. Langlois Fall of 2012

To: [REDACTED] Eileen Belanger [REDACTED] Beth Marshall [REDACTED] Paul Picard
[REDACTED] fred_alexander@wecdsb.on.ca [REDACTED] joan_courtney@wecdsb.on.ca
[REDACTED] mary_dimenna@wecdsb.on.ca [REDACTED] frank_favot@wecdsb.on.ca
[REDACTED] barbara_holland@wecdsb.on.ca [REDACTED] john_macri@wecdsb.on.ca
[REDACTED] bernie_mastromattei@wecdsb.on.ca [REDACTED] jim_mcmahon@wecdsb.on.ca
[REDACTED] lisa_soulliere@wecdsb.on.ca

Cc: [REDACTED] Director of Education [REDACTED] joan_schell@wecdsb.on.ca

Attachments: [REDACTED] Attach0.html / Uploaded File

5K

Hello Windsor-Essex Catholic District School Board Trustees,

My name is Catherine Johnson. I am writing again tell you I am in favor of W.J. Langlois staying open and suggest an amendment regarding the Director's recommendation.

I agree with the Directors recommendation to keep W.J. Langlois open. But, I don't think it is necessary to have all students report to St. Alexander in the Fall of 2012. W.J. Langlois has the capacity for 397 students. W.J. Langlois could easily fit all students coming in the fall from both W. J. Langlois and St. Alexander. I think if students are asked to go to St. Alexander for a few months so that W.J. Langlois can be changed into a blend of open/closed classrooms, that this will be a rough transition period. The students should be in one school for the year and not have to switch like that. W.J. Langlois has the open concept but if some walls/partitions need to be added for certain areas to incorporate traditional concept classrooms, that could be accomplished over the summer with little interference for the upcoming school year. The portables could also be brought over from St. Alexander and those could be used for possible closed classroom options or other activities for the school.

Please vote to keep W.J. Langlois open and consider this amendment to the Director's recommendation.

Thank You,

Catherine Johnson

Printed by: **Beth Marshall**

Friday, June 08, 2012 9:45:26 AM

Title: **W.J. Langlois provides VALUE, please keep the school OPEN : Windsor-Essex CDSB**

Page 1

From: Catherine Johnson <[REDACTED]> Director of Education Wed, May 30, 2012 6:39:55 AM 

Subject: W.J. Langlois provides VALUE, please keep the school OPEN

To: Eileen Belanger Beth Marshall Paul Picard
fred_alexander@wecdsb.on.ca joan_courtney@wecdsb.on.ca
mary_dimenna@wecdsb.on.ca frank_favot@wecdsb.on.ca
barbara_holland@wecdsb.on.ca john_macri@wecdsb.on.ca
bernie_mastromattei@wecdsb.on.ca jim_mcmahon@wecdsb.on.ca
lisa_soulliere@wecdsb.on.ca

Cc: Director of Education joan_schell@wecdsb.on.ca

Attachments: Attach0.html / Uploaded File 6K

Hello Windsor-Essex Catholic District School Board Trustees,

My name is Catherine Johnson. I am writing again tell you I am in favor of W.J. Langlois staying open.

The ARC committee looked at 4 different areas for this review process: Value to Student, Value to the Board, Value to the Community, and Value to the Economy. The board must also review ALL of these areas. W.J. Langlois clearly can satisfy all of these as documented in our recommendation and the school profile.

I know from being on the ARC committee and attending all public meetings, that the big debate is over Open vs. Closed concept classrooms. This vote cannot be only on this topic. All the other value factors have to be considered. I understand St. Alexander concerns since they have closed classrooms, but they should give Open Concept a chance. Our students at W.J. Langlois enjoy the open areas and are glad to see what is going on in other classrooms. It makes it feel like a big family and students are able to interact with kids of all grades.

The board must do the right thing and look at ALL factors when making their decision.

Please vote to keep W.J. Langlois open .

Thank You,

Catherine Johnson

Printed by: **Beth Marshall**
Title: **Keep W.J. Langlois school OPEN : Windsor-Essex CDSB**

Friday, June 08, 2012 9:45:41 AM
Page 1

From: Catherine Johnson [REDACTED] Thu, May 31, 2012 6:54:56 AM 
Director of Education

Subject: Keep W.J. Langlois school OPEN

To: Eileen Belanger [REDACTED] Beth Marshall [REDACTED] Paul Picard [REDACTED]
fred_alexander@wecdsb.on.ca joan_courtney@wecdsb.on.ca
mary_dimenna@wecdsb.on.ca frank_favot@wecdsb.on.ca
barbara_holland@wecdsb.on.ca john_macri@wecdsb.on.ca
bernie_mastromattel@wecdsb.on.ca jim_mcmahon@wecdsb.on.ca
lisa_soulliere@wecdsb.on.ca

Cc: Director of Education [REDACTED] joan_schell@wecdsb.on.ca

Attachments: Attach0.html / Uploaded File 10K

Hello Windsor-Essex Catholic District School Board Trustees,

My name is Catherine Johnson. I am writing again tell you I am in favor of W.J. Langlois staying open.

We have to remember that the students are the most important thing. In looking at VALUE TO THE STUDENT, W.J. Langlois values each and every student. W. J. Langlois brings value to all students in that it is a comfortable, caring school with a Catholic centered focus. Families in the area should embrace the Catholic education received at W.J. Langlois. It is not the type of building or walls that the building has, it's what inside that matters. The students, the teachers, the principal and all volunteers - this is what makes up our school.

W.J. Langlois is the better choice to remain open because:

- We have fully implemented Full Day Kindergarten
- Back on Track Program
- Central Air Conditioning throughout the entire school
- Located next to Windsor Public Library and Rivard Park
- Newer school – built in 1970
- Safe Neighborhood
- Catholic Education
- Works with students of special needs

Please vote to keep W.J. Langlois open.

Thank You,

Printed by: **Beth Marshall**
Title: **W. J. Langlois vs St. Alexander : Windsor-Essex CDSB**

Wednesday, June 13, 2012 1:00:41 PM
Page 1 of 1

From: "Harkness, Troy" <[REDACTED]> Wed, Jun 13, 2012 12:35:03 PM 
Director of Education

Subject: W. J. Langlois vs St. Alexander

To:  **Eileen Belanger**  **Beth Marshall**  Paul Picard  Director of Education

Attachments:  Attach0.html / Uploaded File 3K
 TRUSTEE letter.doc / Uploaded File 35K

Dear Trustees of the Windsor-Essex Catholic District School Board,

Please find attached a letter I have written to address the current debate regarding the open concept system employed at W. J. Langlois. I understand that a difficult decision is being considered that centers on having to close either St. Alexander or W. J. Langlois in Fontainebleau. Many have spoken negatively about the open concept. I graduated from Langlois and currently run a research lab at the University of Saskatchewan. My research group will soon be moved into a large open concept laboratory that I will share with 9 other like-minded researchers. This simply points out that the open concept method does indeed work. I am not writing to suggest you keep Langlois open because it is an open concept, but rather, to not close it because it is.

Thank you for your time and I trust the decision you come to, either way, will be the correct one.

Sincerely,

Troy Harkness

June 13, 2012

Dear WECDSB Trustees,

My name is Troy Harkness, a former graduate of W. J. Langlois. I have been following the debate concerning the difficult decision you will have to soon render regarding which catholic elementary school will remain open in the Fontainebleau neighborhood. In an ever-changing demographic landscape it is now no longer feasible to keep St. Alexander and W. J. Langlois open. This decision should be based on which school best serves the children within Fontainebleau. For example, which school is best located nearest the most children and which school is nearest the most amenities such as libraries and parks? Both schools have their pros, but I doubt whether either school has any serious cons. So, a difficult decision must be reached. Each school has an avid following rife with supporters who feel their school is best.

What I do find disturbing about this debate are the concerns about the "open concept" system. Langlois has worked with an open concept while St. Alexander focuses on individual classrooms. The "open concept" was described in a May 19th article in the Windsor Star as "a wall-less 1970s education experiment that has proven to be a dismal failure". What failure? Where is this coming from? There is absolutely no literature to support "open concept" education as a dismal failure. One St. Alexander parent, Allison Kitts, was quoted in this article as saying "They're literally a hippie concept that they don't build anymore". Hippie concept? They don't build anymore? This is tragically flawed reporting that is dangerous if people unfamiliar with the "open concept" take it at its word. In absolute contrast to these statements, the "open concept" method is the way of the future. Many top Universities around the world have built open concept laboratories that house dozens of like-minded researchers in a single large open concept lab. The idea is this instills interaction and collaboration that increases research productivity. This reasoning is beyond question and most Canadian Universities have or are in the process of committing millions of dollars to create new buildings to incorporate the open concept plan. If this works for the worlds top Universities, wouldn't we want to expose our children to this concept? To create an environment that encourages interaction, collaboration and increased work productivity is something that our children have clearly already thrived in. I am currently moving my research lab at the University of Saskatchewan from the traditional isolated walled research space to a large open concept space with 9 other like-minded researchers that I will openly collaborate with. Each researcher offers very different expertise and resources that would not be available to me otherwise. In my prior lab I would unlikely interact with these individuals because they were across campus and it was "too much effort to engage them". Now that I will be side by side with them the likelihood that interactions will occur are greatly increased. I know that the open concept works.

Although I am using higher education as an example, this also works at the elementary level. I attended W. J. Langlois and graduated in 1980. As a student at Langlois, I was exposed to others around me. I knew what the other classes were doing, and I knew the students in the other classes. I was not anxious at moving from grade to grade because I was exposed to the workings of the higher grades. The debate continues as to which system is better. Truthfully, most children will thrive regardless of which system you put them in.

However, this discussion is not meant to be about the "open concept" theme. I am not suggesting that you keep Langlois open because it is open concept, but I am asking that you do not close it because it is. The bottom line to all of this discussion is how well do the teachers at either school engage the children? If the children of Fontainebleau are engaged while sitting in their classroom, it doesn't matter whether there are walls behind them or not, they will flourish, develop, motivate and be motivated. From all I have read the teachers at both schools are exceptional, so the Trustees will be left simply weighing which school is more effectively located, to both amenities and the children.

Sincerely,

Troy Harkness



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

Meeting Date:
June 26, 2012

BOARD REPORT

PRESENTED FOR: Public In-Camera
Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education

SUBJECT: DIRECTOR OF EDUCATION'S FOLLOW-UP REPORT ON THE ACCOMMODATION REVIEW STUDY FOR THE LAKESHORE AREA, INCLUDING OUR LADY OF ANNUNCIATION AND ST. JOHN THE EVANGELIST CATHOLIC ELEMENTARY SCHOOLS

RECOMMENDATION:

That the Board receive as information the Director's Follow-Up Report on the accommodation review study for the Lakeshore area, including Our Lady of Annunciation and St. John the Evangelist Catholic Elementary schools;

and, that the Board approve the recommendations of Senior Administration as follows:

That the Board approve Our Lady of Annunciation remaining open while the Board pursues a partnership with the French Catholic Board and/or another neighbouring Catholic Board, as well as Ministry of Education funding, for a new rural school building to be constructed preferably near the new Visitation Church in Comber or at an alternative, centrally-located site on property to be determined pursuant to a comprehensive site search;

That Our Lady of Annunciation be closed and the property declared surplus to the Board's needs should the new school be realized;

That St. John the Evangelist Catholic Elementary School be scheduled for closure in June 2013 and the school community shall be accommodated at St. John the Baptist effective September 2013, subject to the following;

That in the 2012-2013 school year, the Board conduct a boundary review for the Woodslee/Essex/Belle River area, including St. John the Evangelist, Holy Name (Essex), St. William and St. John the Baptist to

determine whether enrolment at the schools can be balanced so that each school meets the Ministry of Education utilization funding threshold;

That administration enter into discussions with the Municipality of Lakeshore toward arriving at a mutually agreeable joint use agreement through which the Municipality would lease a portion of the St. John the Evangelist facility;

That in May 2013, the Board shall examine the results of the boundary review, including the utilization rates and the Board's 2013/2014 student population forecasts for St. John the Evangelist, Holy Name (Essex), St. William and St. John the Baptist, to consider a further deferral of the closure of St. John the Evangelist, based on the Board's determination of the viability of each of the four (4) schools; and

That should the Board decide, based on its review, not to defer, but to confirm the closure of St. John the Evangelist, a Joint Integration Committee shall be established in May 2013, composed of representatives from St. John the Evangelist and St. John the Baptist in order to implement the positive integration of students and staff.

SYNOPSIS: A special public meeting of the Board was held on Thursday, May 17, 2012, where the public was provided an opportunity to make presentations to the Board concerning the Director's Report on the Accommodation Review Study for the Lakeshore area, including Our Lady of Annunciation and St. John the Evangelist Catholic Elementary Schools. The public was also invited to provide written input to the Director of Education with respect to his report and/or the Accommodation Review Committee's (ARC's) report. Pursuant to Board Policy A: 05 and Procedure Pr: 05, that address pupil accommodation review studies, Administration is required to prepare a follow-up report to report on and respond to the representations made by the public. After consideration of input received, Administration has revised its previous recommendations and those revised recommendations for approval are detailed above. As prescribed within Board policy and procedure, the Board of Trustees will make its decision regarding the school accommodation recommendations after consideration of the ARC's Accommodation Report, the Director's Report, the Director's Follow-up Report and community input.

BACKGROUND COMMENTS: Prior to the special meeting for public input on May 17, 2012, the Board received the Director's Report which included, as appendices, the ARC's final School Information Profiles, the ARC Report, the information package provided to the ARC, minutes of the ARC meetings, and written input received by the Director. All of this information was made available to the community prior to the meeting through the Board's public website.

Notice of the special meeting for public input, as well as notice of the June 26, 2012 meeting, where the Board would make its decision regarding the school accommodation recommendations for the Lakeshore area, was provided via school newsletters, letters to the school community, the Board's website, and the local news publications.

Thirteen (13) delegations spoke at the special public meeting. (Approved minutes of that meeting, with written submissions attached, are included with this report).

Senior Administration has carefully considered the valuable input received through the public meeting, as well as written submissions forwarded to the Director subsequent to that meeting (attached), and respectfully submits the following follow-up report and recommendations to report on and respond to the input received:

Delegates From Our Lady of Annunciation Expressed Support for the Director's Recommendation

Delegates from Our Lady of Annunciation indicated their agreement with the Director's recommendation for their school, set out in the Director's Report presented on May 17, 2012. Delegations provided valuable suggestions for enhanced programming and services should a new school be realized, including the establishment of an Ontario Early Learning Years Center, a Parenting and Family Literacy Centre, beneficial joint use agreements and the exploration of establishing the new facility as a dual track or French Immersion school. Administration would encourage the Board to consider some of these valuable suggestions if and when funding is secured for a new facility.

Delegates Requesting a Longer Period of Time to Realize Viability

A number of delegates, in indicating their agreement with the plan for boundary review and discussions toward a joint use agreement with the Municipality, suggested a 4-5 year extension of timelines in order to implement boundary adjustments, community use agreements, and to further evaluate population growth.

Administration believes that it would be premature to defer the closing of St. John the Evangelist for an additional 4 to 5 years based on the information that the Board has today, and further that such a deferral would result in financial risk to the system and a risk to future programming at St. John the Evangelist. Projected enrolment at the school for September 2012/2013 is 159 full time students. This is down from the current year's enrolment of 165. An historical analysis reveals a consistent decline in enrolment since 2005/2006. Further, an enrolment projection completed for the Board by Watson & Associates in 2008, projects enrolment at the school by 2017/2018 at 130 students. If the recommendations proposed are not successful in balancing the utilization of St. John the Evangelist and the surrounding schools, the Board will risk having to continue to operate the school for a further 4 to 5 years with a consistent or increasing budget pressure to the system and with increasing challenges in maintaining the same quality programming in the classrooms.

Administration is encouraged by the population growth projections and the promise of boundary adjustment proposals and joint use agreements, and has therefore recommended the deferral of the school closure to June, 2013. Administration appreciates the concerns expressed by the community at the May 17 meeting, that more time may be required to establish whether this will achieve the results necessary for the Board to declare the school viable, however, to mitigate the risk to student programming, and to the Board, that could result from the Board deciding now to defer the closing for a longer period, Administration has amended its recommendation to include a review in May 2013, when the Board will have had an opportunity to have completed a boundary review, investigated the prospects of joint use agreements, and had a further year to see whether population growth is realized, before determining whether a further deferral is warranted.

Delegates Spoke of the Benefits of a Small Rural School

Many of the delegates spoke passionately of the benefits of a small, rural school, indicating its value to students and to community. Delegates presented school climate surveys and literature which emphasized those benefits. Administration has heard from the community, and is committed to fulfilling its obligations under the terms of the recommendation, to initiate a boundary review process and to pursue an agreement with the Municipality in attempting to achieve viability for the school and to maintain this “small” “rural” school, without jeopardizing the system.

Concerns that There Will Not be Cost Savings Realized in Closing St. John the Evangelist

A number of delegations indicated concern that the Board will not realize savings in closing St. John the Evangelist, because the Board will lose students to the public system. As set out in the initial Director’s report, the students currently enrolled at St. John the Evangelist are funded at a reduced per student rate as a result of a critically low utilization rate at the school. This is a current and consistent pull on the system’s budget. Based on the current status of the school and the current data, in order to be fiscally responsible to the Catholic system as a whole, Administration must recommend the closure of St. John the Evangelist. Although the possible loss of students to the public system would result in the loss of Ministry funding, that loss will not offset the savings that can be effected by the closure. As set out in the Director’s Report, these savings would include the operation, maintenance, and renewal expenses to maintain the St. John the Evangelist site, as well as staffing savings alone of 4.5 teaching positions (\$389,000) annually.

Administration understands that it is a decision for parents whether to register their students in Catholic schools or to continue with their students’ Catholic education. Should the boundary review and population growth not realize viability for St. John the Evangelist and area schools, and the school be closed in June 2013, the Board is able to offer a quality Catholic Education to the St. John the Evangelist students at the St. John the Baptist site, should they choose it. Administration is committed to working with a Joint Integration Committee, composed of members of the St. John the Evangelist and St. John the Baptist communities, to ensure that the two communities come together as one Catholic family.

Concerns for Students with Special Needs at a Larger School

Some delegates expressed concern as to whether their students with special needs will face difficulty in a move into a “larger school”. Administration heard these concerns and it is a credit to the school and its staff to hear the delegates speak of how these students have been included and welcomed into the school environment at St. John the Evangelist, and have flourished. The Catholic School Board and its administration are committed to an “inclusive” education model for students with special needs throughout the system. Should St. John the Evangelist merge with St. John the Baptist, the Board’s Learning Support Team would work closely with students with special needs and their families to ensure that continuing, consistent supports are in place to allow the students to access quality Catholic education within the new Catholic community.

FINANCIAL IMPACT: As detailed within the report.

TIMELINES: As detailed within the report and recommendations.

APPENDICES:

- Minutes of May 17, 2012 meeting, with submissions attached
- Input received since May 17 meeting

REPORT REVIEWED BY:

<input type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	June 13, 2012
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	June 13, 2012



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

SPECIAL BOARD MEETING
Thursday, May 17, 2012 at 6:30 p.m.
St. Anne High School
1200 Oakwood Dr., SS #3, Belle River, ON

MINUTES

PRESENT

Trustees: F. Alexander B. Mastromattei
M. DiMenna, Vice-Chair J. McMahon
F. Favot L. Soulliere
B. Holland, Chair
J. Najem, Student Trustee
N. Tavares, Student Trustee
Rev. L. Brunet, Board Chaplain

Regrets: Trustee Courtney and Trustee Macri

Administration: P. Picard (Resource) P. Murray
J. Bumbacco C. Norris
P. Littlejohns J. Shea
E. Byrne M. Seguin

Recorder: B. Marshall

1. Call To Order - Chair Holland called the meeting to order at 6:40 p.m.
2. Opening Prayer - Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance - Trustee Courtney sent regrets due to a work commitment. Trustee Macri was not available this evening.
4. Approval of Agenda

Moved by Trustee DiMenna and seconded by Trustee Soulliere that the May 17, 2012 Regular Board meeting agenda be approved as amended. *Carried*

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

Trustee Mastromattei disclosed interest in relation to agenda item 6a) Receive Input on Director's Report: Accommodation Review Study for the Lakeshore Area, including Our Lady of Annunciation and St. John the Evangelist Catholic Elementary Schools due to his daughter and daughter-in-law's employment and did not participate in the discussion or vote on any question raised on that item.

Trustee McMahon disclosed interest in relation to agenda item 6a) Receive Input on Director's Report: Accommodation Review Study for the Lakeshore Area, including Our Lady of Annunciation and St. John the Evangelist Catholic Elementary Schools due to his daughter, son and daughter-in-law's employment and did not participate in the discussion or vote on any question raised on that item.

6. Items:

- a. Report: Receive Input on Director's Report: Accommodation Review Study for the Lakeshore Area, including Our Lady of Annunciation and St. John the Evangelist Catholic Elementary Schools

Chair Holland reviewed the Accommodation Review Committee (ARC) development and process. She mentioned to date the ARC held four (4) public meetings which assisted the ARC in the development of the recommendations to the Director.

Director Picard commented on the non-occupied student space throughout the WECDSB system and the need to address the situation. Director Picard indicated committee representatives from both schools expressed concerns with transportation, programming, facility use, and boundaries which administration considered when preparing the Director's report.

Moved by Trustee DiMenna and seconded by Trustee Favot the Board receive as information the Director's Report on the accommodation review study for the Lakeshore area, including Our Lady of Annunciation and St. John the Evangelist Catholic Elementary schools;

and, that the Board receive public input concerning the Director's Report, and the matters that are addressed in it and in the Accommodation Review Committee's (ARC's) Report. Carried

7. Delegations:

- a. Delegations Regarding Items On the Agenda
- i) Parent, Maureen Weissenboeck, speaking on behalf of a group of concerned parents on the values of St. John the Evangelist Catholic Elementary school.
(supporting documents in the folder)

Mrs. Weissenboeck is a parent of a child who attends St. John the Evangelist Elementary school. Mrs. Weissenboeck provided supporting documents on the WECDSB School Climate Survey, Submission to the Standing Committee on Social Policy Re: Bill 177, and Rural Schools and Education Reform: Should We Keep Rural Schools Open? She cited figures and specifics from the above documents related to Value to the Student, Value to the Board, Value to the Community and Value to the local economy.

Mrs. Weissenboeck agrees with the Director's recommendation regarding a boundary review for St. John the Evangelist but suggest ,in order to effectively implement the review, extend the timeframe to additional four years. She also recommended a community use agreement with the Town of Lakeshore, to include a community centre within the school.

- ii) Parent, John Peltier to speak on the potential closing of St. John the Evangelist Catholic Elementary school and its affect on children with special needs.

Mr. Peltier provided examples of St. John the Evangelist staff and student initiatives provided for his child who has special needs. Mr. Peltier fears his child will not succeed but rather regress in a larger school atmosphere.

- iii) Paul Mullins to speak about boundary adjustments, population growth and community use of St. John the Evangelist Elementary school.

Mr. Mullins acknowledged and thanked the Board and administration for responding to the ARC recommendations. Mr. Mullins provided and addressed On the Ground Capacity/Enrolment figures for September 2012, St. John the Evangelist community use agreement with the Town of Lakesore, and comments regarding Full Day Early Learning at St. John the Evangelist, St. John the Baptist, and St. William. Mr. Mullins request the Board to modify the recommendation and proposed to extend the timeframe for an additional four (4) years to effectively adjust and implement boundary adjustments, community use agreements, and to further evaluate population growth.

- iv) Steve Chevalier to speak about the uniqueness of a small rural community school and Administration's recommendations with regards to St. John the Evangelist school.

Mr. Chevalier is a retired WECD SB teacher and lifelong resident of Woodslee. Mr. Chevalier commented on the benefits and values of a rural school in relation to the community and church. He questioned the financial savings projected if St. John the Evangelist closes and the possible financial risks if students transfer to the neighbouring public school.

- v) Parent, Holly Ralston to speak about the value of a small rural school especially for children with special needs.

Mrs. Ralston thanked the board for giving her the opportunity to speak. She mentioned Mr. Peltier inspired her to write a letter to Director Picard which she read to the board. The letter provided examples of her son's challenges and gains due to the caring and devoted team of teachers, support staff, and the Principal at St. John the Evangelist school.

- vi) Parent, Kirk Halliday to speak about the value of St. John the Evangelist Elementary school to the students, board, and community.

Mr. Halliday also thanked the Board for the opportunity to speak. Mr. Halliday expressed his concerns regarding longer bus rides for students resulting in lack of participation in after school activities, the connection with school, church and

community and suggested the following:

The Director's report be amended to reflect a timeline of five (5) years, a boundary review to balance school population to 90%, community engage in a community use agreement with the Town of Lakeshore to include a Library, option for parents outside of the St. John the Evangelist boundaries to enrol their children, and the establishment of a parent committee to promote enrolment within our county schools.

- vii) Parent, Suzanne Cammalleri to speak about the value of St. John the Evangelist Elementary school, submit updated petition results, review a letter received from the Ministry of Education regarding the petition and the benefits of rural schools.

Mrs. Cammalleri commented on her commitment to St. John the Evangelist school, church and community citing resources to encourage the Board to amend the recommendation.

- viii) Parent, Sara Broderick to speak about Our Lady of Annunciation Elementary school's continuing commitment to Catholic education.

Mrs. Broderick is the Catholic School Council Chairperson for Our Lady of Annunciation. Mrs. Broderick provided examples of Our Lady of Annunciation students participating in various church functions such masses, sacramental preparations, and student/community involvement. She mentioned the ARC members representing Annunciation agree with the Director's report.

- ix) Parent, Stacey Gagnier to speak about shared boundaries.

Mrs. Gagnier has a relative who attends Our Lady of Annunciation school. Mrs. Gagnier requested the Board and administration to review the boundaries to include all families on either side of the county roads and permit parents the opportunity to choice the school of their preference.

- x) Parent, Bev Vanier to speak about the benefits of a new rural school.

Mrs. Vanier's children attend Our Lady of Annunciation school and was a member of the ARC. Mrs. Vanier commented on the school's 100% capacity rate, the school's large geographical area to provide English Catholic education, and the recent enrolment of new families. She encouraged the Board to pursue a partnership with the French School Board to develop new combined elementary school and suggested a location for the new school to include daycare providers and a Parenting and Family Literacy Centre. Mrs. Vanier also agrees with the Director's report.

- xi) Parent, Karmel Brockman to speak about Our Lady of Annunciation Elementary school's value to the whole student.

Mrs. Brockman's child attends Our Lady of Annunciation school. Mrs. Brockman provided examples of Our Lady of Annunciation's staff commitment to student success through individualized teaching, recent student interactive activities, school masses and commented on the school's updated technology. Mrs. Brockman agrees with the Director's report.

- xii) Jody Percy Constituency Assistant, Taras Natyshak MPP mentioning that MPP Natyshak will continue to press the Minister of Education to review the funding formula, and to take into account the unique role that rural schools play in many small communities across the province.

Mr. Percy spoke on behalf of MPP Natyshak who encourages the communities to assist him to continue to contact the provincial government to review the funding formula for small rural schools.

- xiii) Rev. Dave Boutette, Pastor of St. John Evangelist Church to speak about the decision's impact on the possibilities for evangelization and the Catholic faith culture of the Woodslee community.

Fr. Boutette commented on the potential closing of St. John the Evangelist school and its impact on our Catholic faith, declining enrolment, Full Day Early Learning, proposed a review of boundary adjustments, and parish participation. Fr. Boutette encourages the Board to preserve the existing catholic culture by reconsidering the closing of St. John the Evangelist school.

Chair Holland requested comments from trustees. There were no comments.

Chair Holland mentioned there are many factors that the Board cannot control such as provincial funding and declining enrolment but the Board needs to be fiscally responsible while supporting Catholic education and the need for all children to have access to Catholic education. She thanked the presenters.

8. Closing Prayer – Fr. Brunet closed the meeting with a prayer.
9. Adjournment - There being no further business, the Regular Board meeting of May 17, 2012 adjourned at 8:40 p.m.

Approved

Barbara Holland
Board Chairperson

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

Good Evening Trustees and thank you for taking the time to host this meeting and listen to our concerns. My name is Maureen Weissenboeck, I am a parent of a student at St. John's. I am speaking on behalf of a group of concerned parents from St. John the Evangelist School. We have spent a great deal of time collaborating to present to you what we feel the Value of St. John the Evangelist School offers to the Student, to the School Board, to the Community and to the Local Economy as these Values are said to be at the forefront of the ARC decision making process. I am going to hand you our supporting documents, for you to peruse at your leisure:

1. The Windsor-Essex Catholic District School Board's "School Climate Survey" Results. Both the Board-Wide results and the St. John the Evangelist results.
2. Submission to the Standing Committee on Social Policy Re: Bill 177, the Student Achievement and School Board Governance Act, 2009
3. Rural Schools and Educational Reform: Should we Keep Rural Schools Open? A Review of the Literature, University of Guelph

VALUES OF ST JOHN THE EVANGELIST SCHOOL

VALUE TO THE STUDENT

- **Integration of special needs students with other students fosters acceptance from their peers. We do this extremely well at SJE.**
- **Safety of students is of utmost importance, students are well known by families within our school, as we are a close knit community, everyone looks out for each other**
- **At St John the Evangelist our religion and faith are of the utmost importance. 53% of our students state they feel connected to their community by celebrating their faith. 53% may not seem like a large number, but only 30% of the rest of the board's respondents can say the same. This year, at Holy Names only 16 out of 35 kids (45%) are going on to Catholic secondary education, at St John the Baptist they report only 50% go on to a Catholic secondary school. We at St John the Evangelist are proud to say 13 of our 18 students (72%) are going on to a Catholic Secondary education. We don't want that number to change by sending them on to St John the Baptist where the majority of their new friends will go on to Belle River High School and not St Annes.**
- **According to the boards study Safe School Climate Survey -100% of the St John the Evangelist students reported never seeing drugs on school grounds (only 58% from the rest of the board schools) , 100% reported never seeing a weapon on school grounds (only 64% at other schools), 80% say they always feel safe at school (only 39% from other schools) , 100% say they are not concerned with gangs at our school (only 44% at other schools) and 80% are proud of their school (30% at other schools). Wow, can you imagine why we don't want to give up this amazing school in this amazing community? These percentages are different from what is reported at non rural schools. We as a community feel very confident sending our children to St John the Evangelist. We do not have any fears for their safety while they are in the hands of the St John the Evangelist**

staff. We have every confidence that their safety and well being is looked after when they are at St John's and out of our care.

- St John's has ample acreage in the school yard to facilitate outdoor play and promote physical activity
- We are located on a quiet street, with low traffic
- Afterschool child care is provided on premises
- The children benefit from school parish being within walking distance of the school
- Sacramental prep is done between church and school
- Advantage of living in a rural community
- Less bullying and more acceptance in small rural schools. According to the Safe School Climate Survey, 73% of our students state they feel like they belong in our school compared to 41% from the rest of the board, 73% state they never bully each other while only 20% of the students from the rest of the board state the same, 67% state they have never been bullied while only 32% of other students report the same, and 73% say children with a visible disability in our school are never treated differently, while only 22% of the rest of the board population can state that.
- Parish hall is easily accessed for school luncheons and social events for the students and whole family.
- According to Bill 177, the Student Achievement and School Board Governance act 2009 "student well-being is the top goal of promoting student achievement". We at St John's strive for this on a regular basis. 93% of students report that the teachers expect them to do their best in all facets of school life. 67% of the students report feeling able to ask for help if they need it.

VALUE TO THE BOARD

- Majority of graduating students from SJE continue their religious education in the catholic system. We are concerned that our

children will not want to further their catholic education into high school at St John the Baptist. As stated above, we are at 72% compared to St John the Baptist's 50%.

- Low facility Index ratio of 25.2% (1 year) and 33.6% (10 year)
- A Partnership with the Town of Lakeshore which encourages more municipal participation and joint use agreements to create community hubs would financially benefit the board while also benefitting the community.
- According to research published in 1997 Rural Schools and Educational Reform: Should we Keep Rural Schools Open? Page 6 , small rural schools have better attendance, increased enthusiasm for involvement in school activities, have higher grade averages and standardized scores, have lower dropout rates and have less problems with violence, security and drug abuse.

VALUE TO THE COMMUNITY

- Charitable donations to the community ^{to} Terry Fox Run, Canadian Cancer Society, ^{sent} letters to residents of the local nursing homes, Guatemala Hope, Essex and Lakeshore Food Bank. *As well as charitable good will with*
- New subdivision being built behind school (30 lots) allows for new children to come into the school. No school means residential house sales would be affected as people will not want their children to be bussed for long periods of time. Potential to lose children to the closer Public school.
- Outside agencies use gym on a regular rental basis.
- Evangelization *of* children, at risk with closing our school.
- We owe it to the rural communities to provide Catholic education that is accessible within our communities where ever possible.
- Encourage more municipal participation and joint use agreement to create community hubs. Partnering with the Millen Center who is currently

looking into expanding and building a new center would benefit both the board financially and the community we share.

- If we lose our school, we fear we will lose our church next. Church and school boundaries need to be the same to strengthen each other.

VALUE TO THE ECONOMY

- Pizza days support local pizzeria
- Functions at church hall support local hall, parents frequent Jim Esso's and Mini Mart when dropping or picking their kids up at school.
- Latch key program offered by the YMCA.
- Woodslee Credit Union is where our school does all its banking.

In conclusion and summary, we agree with the Directors report regarding the boundary review for St John the Evangelist, but we need an additional 4 years along with the allotted one year, to be able to effectively implement a boundary review that increases our enrollment and ^{subsequently} ^{balance} enrollment and number of students at surrounding schools. We feel at a disadvantage, as it is difficult to recruit new families and thus students to our school, when there has been talk for the past year of closing our doors. Many young families with new JK's ^{Junior Kindergarten} ^{students} feared placing their child in our school, as they were not sure if we would be around in another year. They feared their child would have to go through the acclimatization process yet again, a year later. We also feel that along with an appropriate boundary change, another answer to allow our school to stay within our strong rural community of Woodslee would be a joint use agreement with the township of Lakeshore who is looking at funding a new community center to replace the Millen Center. Partnering with the township will not only benefit the board through the extra funding it would receive, the renovations to accommodate the Millen Center would

spill into the school and only improve the facility. By partnering with the township to build the Millen Center onto the school, also shows that the board values St John the Evangelist school and would only build a positive community relationship that would serve to attract students to an already vibrant and close knit community. We also do not want to see our 106 families displaced from our amazing school, church and community. We love St John the Evangelist and all it has to offers.

Thanks again for your time.

Maureen Weissenboeck's
Reference Material
can be found on the
Board's website, under
the May 17, 2012 Minutes

[http://www.wecdsb.on.ca/pdf/arc/20112012/
M120517.pdf](http://www.wecdsb.on.ca/pdf/arc/20112012/M120517.pdf)

ARC PRESENTATION

John Pettier

INTRODUCTION

I have two children that attend St. John's in Woodslee.

I have chosen to send my children to St. John's, a small rural school, because I felt they would benefit from the close knit community school environment.

According to the ARC document "It is recognized that the schools value to the student takes priority over the other considerations about the school".

In particular the value to my younger son Keegan has been immeasurable.

He has benefited greatly from being a part of the school community of St John the Evangelist.

ABOUT FX

Keegan is ten years old and a grade four student.

Keegan has Fragile X Syndrome.

Fragile X syndrome is the most common inherited cause of intellectual disabilities.

It affects 1 in 4000 males and 1 in 6000 females.

The majority of males with Fragile X have significant intellectual disabilities.

Keegan is no exception as he is significantly developmentally delayed.

Although he is in grade 4 he functions at a much lower level academically and socially.

He requires an IEP and an EA in his class with him

STAFF ACCOMMODATION

The staff at St. John's has been second to none in my son's education.

Even specialists with the school board commented to us at a recent IPRC meeting that St. John's staff and school have done a wonderful job at being inclusive with special needs students.

On many occasions the staff have gone the extra mile to accommodate Keegan's unique needs.

In grade 3 Keegan's teacher gave him a math textbook because she saw the very subtle cues from him that he was upset that he did not have a book like the other students in the class.

When the teacher instructed her students to take out their math books he would proudly take it out along with all the other students even though the work sheets he did were different this still made him feel included and not isolated from the rest of his class. This very simple thing meant a lot to him and to us as his parents.

When Keegan was in grade 2 his teacher took the time to find special sheets for him to practice his printing.

At first he went to a separate room to do the sheets with his EA but when Keegan was brought elsewhere this caused him a fair amount of stress as he felt he was being singled out and wasn't part of the class.

His teacher noticed this was upsetting him and recognized that all he wanted was to be like the other children.

She then had Keegan do his printing practice in the classroom while the other students took their spelling tests.

He would trace out the spelling words and then try to print the word next to the traced word.

This helped him improve his printing skills as well as learn to spell the words.

When the end of the school year came we thanked his teacher for everything that she had done for Keegan to make him feel included and accepted.

Her response was to thank us for the honour of teaching our son and how much he enriched her life and taught her by being in her class.

These are just a couple of examples of the excellent quality of expertise that the teaching staff of St John's possess

EDUCATIONAL ASSISTANTS

Keegan has also received exceptional support from his Educational assistants.

Over the years they have provided him with the consistency he needs as he has moved from grade to grade.

They have developed a trusting relationship with him.
This is very difficult to establish with a child with Fragile X due to their social anxiety.

This consistency and trust are two incredibly important things to a child with special needs.

They have always come up with new and interesting ways to keep Keegan engaged in learning.

They have always been able to help him through the obstacles that Fragile X has put in his way.

As parents we have been able to establish excellent communication with all of the staff at St. John's which is essential to Keegan's education.

It is our firm belief that this type of open communication is only possible in a smaller school like St. John's.

PEER RELATIONS

Keegan's peers have also been nothing short of amazing in accepting him and always including him.

When Keegan first started at St. John's developing peer relationships was very difficult for him.

Children affected with Fragile X often have extreme social anxiety and shyness.

He often sought out his big brother as a source of comfort and familiarity in a new environment.

His early interactions in playing with peers was to play along side of them and not directly with them , a parallel playing situation as opposed to an interactive playing situation.

However throughout the years Keegan has developed his peer relationships to the point where he regularly participates in the games that other children play.

It has taken almost 5 years for him to develop the type of peer relationships that many of us take for granted, that are so easily formed both as adults and as children.

When my wife and I attended Keegan's IPRC meeting we noticed it was recess so we peeked in on the playground to see how he was doing.

Keegan was playing soccer WITH the other children; passing the ball and receiving passes and even engaging in a little smack talk with them.

It was at one point during the game we heard one of the children shout out "let Keegan score!"

Keegan scored his goal and the children on BOTH sides celebrated his achievement.

This type of peer interaction would happen only in close knit community like St. John's.

In a larger school environment or a merged school environment children like Keegan would simply get lost in the crowd.

SOMETHING SPECIAL ABOUT ST JOHN'S

One of the unique things about St John's is their House League sports program.

While many schools may have this program it is particularly special at St. John's as Keegan is actively involved in the schools house league sports program not just cheering his team on but even playing in the games.

This has given him the opportunity to actively participate in organized sports.

Opportunities for children with special needs to participate in organized sports or social activities is often very limited.

Since he has been participating in house league he has gained confidence in his own athletic abilities and eagerly looks forward to his team games.

Keegan is also involved in the milk program at school delivering the milk to the various classrooms helping him to overcome his shyness.

Keegan has also won student of the month for his exceptional attitude towards the school and learning.

Because of the accepting school atmosphere and encouragement of staff and students Keegan has gained confidence to overcome his social anxiety and extreme shyness.

With help from the staff and students of St John's Keegan is growing into a more confident young man each and every day.

His classmates as well as the other students in the school have always treated him with kindness and respect and never once has he been mistreated or picked on in any way.

One of our greatest concerns is that he would not be accepted because he is "different" from other children.

This has NEVER been the case at St John's .

As the parent of a child with special needs this is always a concern for us. But at St. John the Evangelist we have never had to be concerned with this as his peers have always been accepting of Keegan and even go out of their way to include him.

Keegan has even been invited to his classmates birthday parties and for that I must give credit not only to his classmates but to their parents and for that I thank the community of St. John's for accepting Keegan for who he is right along with other children.

The relationships he has developed over the 5 years of attending St. John's are invaluable to him and to us as Keegan's parents.

As a parent of a child with special needs there is always an added sense of worry or concern that we often feel . We have never been concerned about Keegan's safety or well being while he is at school because we know that the staff and students of St John's are exceptional and that they care about our son.

LARGE SCHOOL

We would not have that sense of ease if Keegan were to attend a larger town school because we know that it would be more difficult for the staff to keep a close eye on him because there would be many more students for them to watch over.

A large school coupled with entirely new surroundings would pose many difficulties for Keegan.

With large schools comes more noise, more people, more chaos which can overwhelm a person with Fragile X.

This can often translate into negative behaviors such as outbursts or cause the child to become withdrawn.

Keegan would most likely become withdrawn .

It takes Keegan a significant amount of time to "warm up" to new people.

We are quite certain that all of the remarkable gains that he has accomplished academically and socially would be lost.

Since Keegan has been at St. John's he has blossomed , he has made friends and is accepted by his peers.

It is also a well known fact that larger schools have higher incidents of disruptive behavior and bullying.

If we as Keegan's parents are faced with the prospect of sending Keegan to a large town school vs a rural school then we will be looking for another rural school for both our children even if that means sending them to a public school.

CONCLUSION

As Keegan's parents my wife and I have had to strongly advocate for him.

Throughout his life we will have to be his voice when he is unable to speak for himself.

However, as Keegan's parents, and it is terrifying to say this, we cant give him everything he needs to succeed to the best of his abilities.

We may be able to give him what he needs for his safety and security at home and when he is out in the world with us.

We can make certain his physical and emotional needs are met at home and when he is out in the world with us.

But what is equally true, as in old African proverb adopted by a woman that many have looked up to, including myself, IT TAKES A VILLAGE TO RAISE A CHILD.

This is especially true of children with special needs.

We need the community of St. John's school to help us in Keegan's life.

This is something that parents who do not have special needs children may find difficult to grasp.

However, I can say with absolute conviction, that I can think of no other village that I would want to raise my children in than the village of Woodslee, St. John the Evangelist School and St. John the Evangelist Church!

Keep these institutions alive!

P. Mullins
May 17, 2012

Schedule of On The Ground Capacity/Enrolment September, 2012

	<i>On the Ground Capacity</i> <u>O.T.G.C.</u>	<u>Current Enrolment</u>	<i>Goal for</i> <u>85%</u>	<i>new</i> <u>Sep/2012 Enrolment</u>	
Holy Name	538	453	457	477	+20
St. John Baptiste	555	433	472	398	-74
St. John Evangelist	245 (221)	165	208 (188)	156	-52
St. William	584	599	496	571	+75
<i>full time JK-A 40</i>	<u>1,922</u>	<u>1,650</u>	<u>1,633</u>	<u>1,602</u>	-31

1. St. John the Evangelist Community Use Agreement:
OTGC reduction by leasing 3 classrooms + 3/4 of the gym

- 3 x 24 = 72
- 20 x 3/4 = 15
- Total reduction 87

Revised OTGC 245 - 87 = 158

slightly below

2. St. John the Baptiste:

- i) boundary adjustment from Rourke Line to Renaud Line
- ii) open boundary with St. William's to offer full-time kindergarten at St. John the Baptiste in September 2012 rather than waiting until September, 2014
- iii) the kindergarten enrolment is increasing for September, 2012 *20 to 26*

principle believes 30+

3. St. Williams:

- full-time kindergarten in 2014 will increase enrolment by 40 students

assessor

4. Cindy Prince's Report on population growth is reinforced by the rebound in single-family housing starts in Lakeshore

- number of single-family permits
 - as of April 30, 2010 - 29
 - as of April 30, 2011 - 37
 - as of April 30, 2012 - 57

most growth in Williams + Baptiste

Patchman Area

Steve Chevallier: (start with thanks + compliments to ARC committees & Admin.)

- Let me tell you a little about myself -- been a lifelong resident of Woodslee
 - both of my parents went to the "old" St. John's
 - I and several of my brothers and sisters attended the "old" St. John's
 - I was part of the 2nd set of Grade 8 graduates of the current St. John's
 - my children attended current St. John's
 - been a teacher for 34 years (interaction with thousands of students from a wide range of school across Windsor and Essex County)
 - I'd like to think that I'm capable of commenting on rural community schools
- tonite you have heard and will hear from many who will try to explain to you what a rural community school is all about -- let me share a few things:
 - unless you have been to one or your children have been part of one, it is almost impossible to truly understand this special situation
 - In no way is this downplaying what goes on in all schools, as we know there are wonderful things in all schools
 - but BIGGER is not always BETTER (as in: eliminate the small school amongst 4 schools and go with the 3 big ones) -- recent big buzz in education is differentiated instruction -- to get away from the one-size-fits-all model -- try to meet the needs of all the clientele. BUT this recommendation in a way flies in the face of this model.
 - students from rural community schools have a kind of wholesomeness that one does not find to the same degree or consistency in other schools (with 34 years of experience, I have witnessed -- a level of loyalty, respect, integrity, appreciation, togetherness, all the intangible type things that are hard to quantify BUT things that parents want for their children)
 - these type of schools have more multi-generation families, who are also key and instrumental in the local parish and the community
 - generally find some unique bonds -- Catholic School - Catholic Church -- local groups/activities (eg - Woodslee Baseball Association -- longest standing CONTINUOUS sports organization in Southwestern Ontario)
 - if our school closes, our Catholic Church could be next and it will make it extremely difficult for an organization like Woodslee Baseball (and other local service groups -- eg. Knights of Columbus) to continue --- about 100 years of continuity and history could be flushed down the drain with a single vote in about 1 month !!!!!

I'm holding out hope that all trustees will see a value in keeping a small rural community Catholic School (and subsequently more than likely ensuring the survival of a rural Catholic Church -- particularly at a time when the Bishop is looking for ways to attract new members to our parishes and/or welcome those that have drifted away)

BUT we all know that the most important question is:

- "at what financial cost?"
- where is that cut-off?
 - ❖ several thousand \$\$?
 - ❖ several hundred thousand \$\$?
 - ❖ several millions \$\$\$?

What is the savings to close our school?

- ⚡ the report addresses this quite thoroughly, although I believe some of the numbers could be somewhat misleading (for example: \$750 000 appraisal for St John's building and property -- it is just that "an appraisal" -- it's a # to hang your hat on -- who would pay this amount of money for a building in a community that was just dealt a death blow?)

BUT, there are also other QUESTIONS that do need to be asked and answered, since the report seems to give the impression that all 156 students will be retained:

- how many students will be retained if the school closes?
 - based on comments at the ARC meetings and signatures on the petition, it does not appear that 100% is the answer (some scenarios are provided below)
- at a time when WECDSB is bleeding the loss of students, is the risk worth it?
- at time when enrolment has been progressively dropping, we should ALL be doing everything in our power to retain students and/or recruit students
- if lose school + lose church = potential loss of an extremely loyal contingent of families to the Catholic system (once lost, will they ever come back?? what about their neighbours?? what about their relatives??)

so here's some realistic Scenarios : (I don't profess to know everything about the funding formulas, but I can at least give some ballpark figures based on the current per pupil funding)

- 1) IF a conservative 70% are retained -- immediate loss of in the range of \$3/4 million pupil funding
- 2) IF a loss of 10 students/year (in the long term) -- this equates to about \$1.5 million shortfall in pupil funding / year long term
- 3) large % of students who attend St John's historically go to one of our Catholic High Schools
 - I do not believe that the same can be said for the large schools that the Woodslee kids have the opportunity to attend if this recommendation passes (St John Baptist?? or Holy Name??)
 - so if we assume that the board can retain 70% of the St John's students (go to St John Baptist and/or Holy Name) -- if they follow the historical retention rates of those schools into Catholic High Schools -- equates to \$0.25 - \$0.5 million shortfall in pupil funding / year long term

I do realize that all these numbers do not represent net amounts, as they will be offset with reduction of teaching staff, support staff, maintenance staff, closing of more schools,

But hopefully this is not what anyone wants to see. If so, we might as well start to put the nails in the coffin of our local Catholic system -- because if bigger is actually better -- then we might as well be promoting ONE PUBLIC system

So I guess to wrap up:

- ⚡ Is all this worth the gamble at this point?
- ⚡ Is this recommendation that definitive at this time?
- ⚡ Are the savings that significant to rip a community apart?

But when the BIG Wheel of Bureaucracy gets rolling -- it's tough to stop !!!

It's sometimes too easy to think of the little people as faceless individuals who should sacrifice for the good of the system. But I'm hoping that for now, you will vote to defer the recommendation beyond the one year window in the current recommendation.

Dear Mr. Picard,

My name is Holly Ralston. My husband and I have been residents of Woodslee for 12 years. There are many reasons that we chose this small community as our home. The main reason is that we were thinking about our future children and how we both wanted them to experience a small community-based school during their elementary school years. As well, we wanted our children to be connected to the church, St. John the Evangelist. We attend mass every Sunday, where our daughter is an altar server.

We have three children. Danielle is nine years old and is a Grade 4 student at St. John the Evangelist. We also have five year old twins, Garrett and Julia who are presently in SK at SJE. When Garrett was two years old, he was diagnosed with autism. After 2 years of intensive therapy he has made many gains and was able to enter into a regular classroom in JK at SJE.

My husband and I have never been more thankful for our small community school as we were when we enrolled Garrett into JK with his sister. This nurturing and close knit environment has been instrumental in Garrett's development (both academically and socially). Our little boy struggles in social situations and it has just been in the past few months that he has finally come out of his shell and initiated social interactions with his peers. These are children that he has known since the day he started school a year and a half ago. We celebrate this gain, but also realize that it has been a long journey for our son to get to this point.

Garrett is known by everyone at SJE. He is on a first name basis with the custodian, Mr. Joe, he helps the secretary Mrs. Giesbrecht and the principal, Mrs. Prsa, by watering their plants, and he knows every teacher from JK-8. It's not just the amazing SJE staff that knows Garrett though. He is known by every student at this school. They watch out for my son, assist him at recess and socialize with him every single day. Garrett is also supported by incredibly talented and caring Educational Assistants at the school. He trusts them and allows them into his world; a world that is opening up little by little each day.

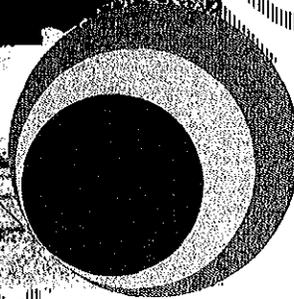
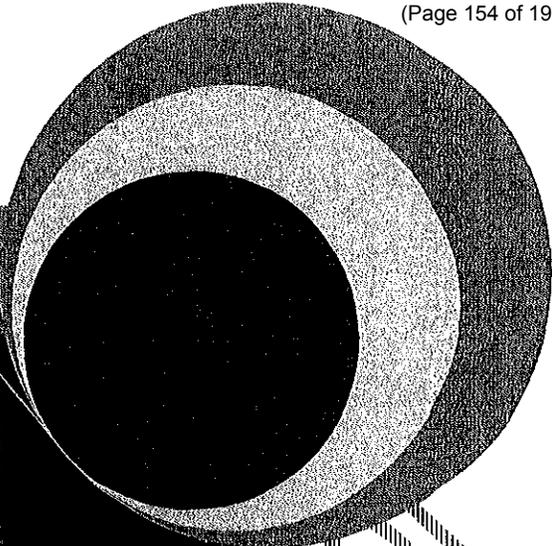
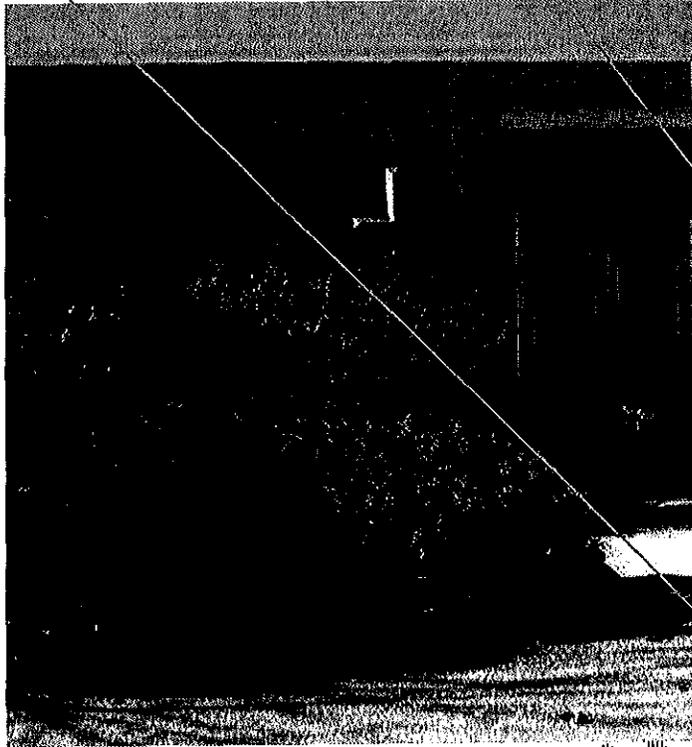
It is the combination of a small community school, a caring and devoted team of teachers, support staff and Principal, and a sense of family amongst the students that make St. John the Evangelist a perfect learning environment for any child, whether they have exceptionalities or not.

Mr. Picard, I realize that you have a very difficult decision to make about the future of St. John the Evangelist. I sympathize with the position that you are in to have to make this decision. I am asking that you give this school a chance to prove it's worth. It isn't always about the financial implication but about the impact and tremendous value this school has to our children, our community, our church and our lives.

I have never been more certain that my son will continue to thrive and come out of the shell of 'autism' if he is given the opportunity to remain at St. John the Evangelist, his home.

God bless you.

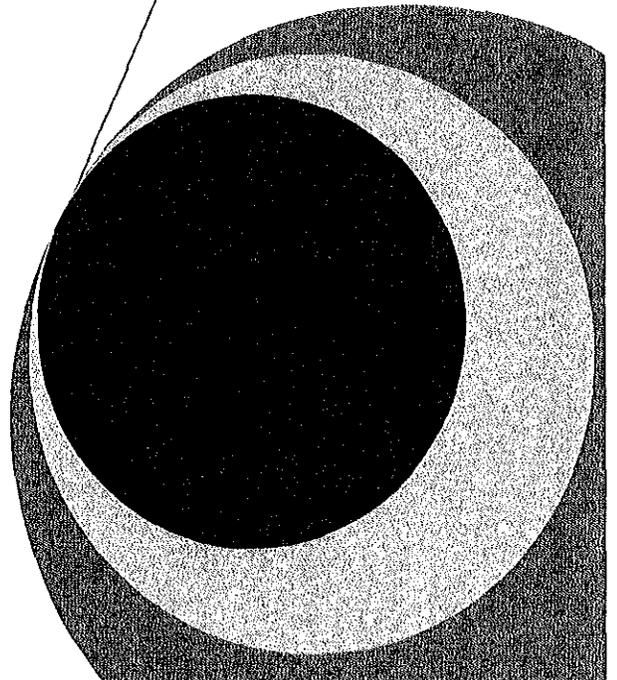
Holly Ralston



St. John the Evangelist School

The Value of a Rural School

By: Suzanne Cammalleri
5/17/2012



Look at the Stars

By Anders Carson

*In the schoolyard
children swing back and forth.*

*Governments
swing back and forth
in power.*

*Teachers watch for that fall.
Parents watch for that choice.*

*A silent swing does not
a better education bring.*

You can hear the cry of long distance learning.

You can see the tears of flags being lowered.

*You can play with numbers
as well as toys.*

Manipulation is all in the hands.

*It rumbles and rolls
as a crap shoot table.*

*Soon we'll be teaching kids
in a stable.*

What happened to caring about community?

What happened to being a part of their destiny?

*Instead the folds of skin will rise
when pots of information are analyzed.*

*It is with hope that ribbons wave high
so that children's voices
will one day fly.*

*Choosing to live in a community
where it is possible to not only
reach for the stars,
but also
see them.*

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Value of Rural School

First of all, I wanted to start my speech with a poem written by Canadian Poet, Anders Carson. He is a local parent and a councilor from the Township of Rideau Lakes. He voiced his concern in this poem, and petitioned against the pending closures and consolidations. In his poem, he fondly depicts a rural community “where it is possible not only to reach for the stars but also to see them”. He portrays this community as being threatened by school closures at the manipulative hands of governments. As these governments and school board officials press for the closures of these small community schools in the name of quality education, Carson counters this rationale by stating “A silent swing does not a better education bring”. Closures and consolidations will only bring sorrow and community devastation in the form of “cries of long distance learning” and “tears of flags being lowered”. He ends his poem with a hopeful tone, urging all stakeholders to care for these communities and their destinies.

I want to thank the Trustees for allowing me to speak again. As some of you know, I have already presented a speech twice, and I wanted to update you on my petition, and what this school means to me. My name is Suzanne Cammalleri and I am a mother of two young children, Christina, aged 10, and Matthew, age 6, who both attend St. John the Evangelist School. Back in February, I found myself unemployed and this gave me the opportunity to become actively involved in my children’s school, the church, and the community. I feel that this opportunity has been a blessing. I have met so many wonderful people on the ARC Committee, the school and the Church. As most of you are aware, I started a petition to save the School, of which to date I have received 679 signatures, and have received a response from the Minister of Education. Laurel Broten. Over the last three months, I have reflected on why I have become involved. Some people have asked me “Wow, you have worked so hard on this”,

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and there have been so many appreciative people who have thanked me for my efforts. Of course, it begs the question: “Why am I doing this?” Well, to be honest, I am doing this for a number of reasons. I feel that my kids’ school is worth fighting for. Someone said to me once “if you don’t fight for your children, then nobody will”.

My children matter to me. This school matters to me, and it matters to the community. I think that it should matter to the School Board too. Woodslee is a proud community. I believe that we can be a beacon of hope, a shining example and a model to not just the Windsor-Essex County Catholic District School Board, but also to other rural communities in Ontario and around Canada. Rural schools and communities should not have to be viewed as a problem to the Board, and consolidation should not be considered the solution. We can embrace this opportunity to come together, to embrace this time to be innovative, to be creative, and to have a viable solution, one that keeps both the school and community working together, to ensure our vitality and future well-being.

As a regular church goer, I am inspired after mass when Father Dave says “Go in Peace, and serve the Lord”. I think by actively getting involved, by starting my petition is one way that I can do that. I have really enjoyed doing this. It’s given me passion about what is important, and sometimes, you don’t realize what is important until it is gone. I have actively gotten involved too, in my children’s school. Recently, I participated in the Pancake Lunch, by volunteering to make pancakes. I also helped out at the Pasta Dinner that was recently held, and I also have attended the last several Parent Council Meetings at the school. I am here to

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say “thanks” to everyone, and to show that I have demonstrated the Cardinal virtues of fortitude, justice and stewardship.

This process has been very therapeutic to me, and it feels like I am doing what God expects of me by extolling the cardinal virtues of fortitude, justice and stewardship, and how these virtues connect to the expectations of the Ontario Catholic School Graduate.

The cardinal virtue of justice relates by a discerning believer formed in the Catholic Faith Community by promoting social responsibility, a reflective and creative thinker who recognizes that hope is essential in facing all challenges; a collaborative contributor who achieves excellence, originality and integrity, and a caring family member who ministers to the family, school, parish and wider community through service. The cardinal virtue of stewardship is visible in our Catholic school communities when care for God’s many gifts is practiced out of love for God and one another. The character of Catholic School communities tells us about stewardship. It relates to the Ontario School Graduate by a discerning believer who develops attitudes and values founded on Catholic School teachings and acts to promote social responsibility, human solidarity and the common good, by being a reflective and creative thinker who examines, evaluates and applies knowledge of interdependent systems (Physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society). Fortitude is courage, and a person of fortitude practices patience when meeting obstacles while working to do what is right, even when others criticize them or remain silent. The cardinal virtue “fortitude” relates to the Ontario Catholic School Graduate expectations by being an effective communicator who presents information and ideas clearly

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and honestly and with sensitivity. It is a reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience. A self directed responsible life-long learner who takes initiative and demonstrates Christian leadership, and a collaborative contributor who develops one's God Given potential and makes a meaningful contribution to society. It is a responsible citizen who promotes equality, democracy and solidarity for a just, peaceful and compassionate society.

In my research, I have found many strong cases of the importance of the rural school to it's community, and I am going to share with you the Value of the School based on the following:

Value to the Community.

Catholic social teaching is a rich tradition that is rooted in the Scripture. In 2009, Pope Benedict XVI teaches on points essential to human development, the environment and the progress towards the common good of all people. The common good encourages individuals and communities to action behalf of the good of all. The common good is also social which that each of us finds comfort and happiness when we belong to a community and accepted for who we are. The common good is cultural – which gives meaning to our lives by allowing us to act in concert with others and leading each of us to live, work and believe together.

St. John the Evangelist school is the heart of the community. My petition, which has received over 600 signatures, demonstrates the communities' love , their commitment and their resolve for the common good, which is to save our school.

In her master's of Education thesis by Carolynn Thompson from Queen's University in May 2011, titled "Where does the Small Rural School Stand? Exploring Different Perspectives", she argues that small rural schools are the lifeline of their communities, they are viable and valuable, not only to the local community, but to the local students' well-being and future education. The rhetoric of program enhancement, consolidation and boundary alignment have potentially harmful implications of the viability of small towns. One researcher states that small rural schools are perceived as sites of disdain in the eyes of educational officials. Bard, Gardener and Wieland state that in an educational climate where standardized, global conceptions of school overrule rural priorities, small rural schools continue to be viewed as inefficient, uncoordinated, and outdated. Small schools are perceived as expendable against "the bigger is better" and "One size fits all" mentality of the urban scholar. Herzog and Pittman indicated that recent Canadian Studies have indicated that small rural school closure has become the number one reform effort in Canada. Fewer larger schools are fiscally efficient and enhance quality education. Small rural schools are a problem and that is a problem for the viability and community centered learning. Canadian studies conducted in the field of rural education emphasize the need for future research on the impact of consolidation efforts on rural lifestyles and priorities. Rural education research and concern for sustainability of small rural schools, these viewpoints are rarely considered in school reform agendas. The Ministry of Education of Ontario's Declining Enrolment Working Group identified a rural school in one of two ways: the second character of the school's postal code is zero, or the school is listed as a rural school by the provincial Grants for Student Needs regulation. The research on rural education is that most rural schools are small and smaller populations increase the chances for

a multi-grade classroom organization. Bard et al explain that historically school consolidation has been a way to solve rural issues in the eyes of policy makers and educational officials. In Ontario, existence and vulnerability of rural schools to the globalization and efficiency and productivity focus has shifted from child-centered curriculum to the economy centered vocational training.

St. John the Evangelist school adds value to the community. At lunch time, I can hear the children laughing in the school yard, - their laughter is echoed through the flood plane, as I live on Belle River. To lose our school, to lose the sounds of children laughing, means losing our vitality to the community. Research has shown that students are able to cultivate rural meanings and identities by engaging in locally responsive curricula and community centered activities in small rural schools. According to researchers Newton and Newton, smallness is a positive feature of many rural schools. Herzog and Pittman "rural perceived from urban viewpoints lead to negative stereotypes "country bumpkins". Rural schools face challenges of declining enrollment and birth rate declines. In Ontario, the number of students in Public education system would decrease by 72,000 or 3.9% by 2013.

Imerson states that "smaller communities are typically places that naturally result in close interpersonal connections, where individuals know, share with and care for each other. Smaller schools mirror these qualities. Rural schools are the glue that binds the community together and serves as their economic and social hub, filled with local community pride and support. Herzog and Pittman state that rural schools have strengths that should be part of the prescription for remedying problems and directing changes in rural education. Researchers

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suggest that the development of school and community relationship establishment of networks and various groups including school divisions and the provincial government to contribute to the effective learning environment. (Bard and Wallin)

Value to the Student

I have a letter here that my daughter wrote to Mr. Picard, and she wanted me to submit it for your review. Unfortunately, she was not able to attend tonight as she had previous commitment.

My daughter has made some great friends here at the school. She is also an altar server at the Church. She is very kind and loving, and has a sensitive soul.

Many researchers view small rural schools as communities within themselves. By closing small rural schools and creating large, urban mega-schools, the small-family like community aspect of these rural schools is lost. Sergiovanni describes communities as collections of people who share mutual commitments and special relationships and are bound by a set of shared ideas, values and beliefs. These communities foster caring, kind, helpful people who have a sense of belonging and responsibility towards themselves and others. The positive feature of small rural school cultures foster caring and cohesive communities, which exemplify the following traits – sustaining relationships, providing individual support, supporting student effort and expanding opportunities for success. Most recent rural education capitalizes on the strong sense of community that thrives within and around many small existing small rural schools. Rogoff, Matusov and White's (1999) community of learner's instructional model, which is based on the theory of situated cognition, proposes that learning is a process of

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transformation of participation in which both teachers and students contribute support and direction to shared endeavours. Thus within a small school, learning and development occur as people participate in the socio-cultural activities of their community which transform their understandings, roles and responsibilities as they participate. Newton and Newton state that in small rural schools, there is community-school integration, enhanced parental community involvement and hands on learning in the real world

A Canadian Study underscores the viability and importance of small rural schools. Corbett and Mulcahy, Canadian Researchers, have body of evidence that supports the effectiveness of small schools in providing students with equality of educational opportunities. The research states that there is no evidence that larger schools are better for students. The Broader curriculum of the larger school does not necessarily have a positive effect on student achievement. The Canadian government now recognizes that rural communities are important to the fabric of the country.

Researchers outline specific themes pertaining to small school viability and value, such as: Self-esteem, self-respect, feeling valued, working effectively and cooperatively with others, caring for others and volunteering for leadership roles. These themes are related to the holistic development of students. Research literature also confirms that in terms of social and affective development, students excel in smaller schools. Small rural schools provide a personalized learning environment that fosters students' social and affective development (Corbett and Mulcahy). As Corbett and Mulcahy state "It would be a grave error to close these schools now

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or at any point in the future. To do so would be a backward step which is totally out of synch with the best current thinking in education in North America.

An American Study, Jimerson states that small rural schools are the glue that binds together small communities, serving as their economic and social hub. Identifying key effective elements of smallness, will help to improve schooling in places where small schools are forced to conform to the illusion “bigger is better”. Jimerson explores ten reasons why small schools work:

1. There is greater participation in extra-curricular activities and that is linked to academic success.
2. Small schools are safer
3. Kids feel that they belong
4. Small class allows for more individualized instruction
5. Good teaching methods are easier to implement
6. Teachers feel better about their work
7. Mixed-ability classes avoid condemning some students to low expectations
8. Multiage classes promote personalized learning and encourage positive social interactions
9. Smaller districts mean less bureaucracy
10. More grades in one school alleviate many problems of transitions to new schools.

She argues that attributes such as student’s sense of belonging, school safety, and teacher morale are closely linked to the quality of inter-personal relationships found in small schools.

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To expand energy on closing these schools diverts energy and focus on strengthening them
“Jimerson.

Canadian researches Newton and Newton explain that the following effective and well-respected teaching practices originated in small schools; individualized instruction, peer-tutoring, cooperative education, and school and community relationships

The advantages of small rural schools in Canada include: Lower pupil/teacher ratio, equal opportunity for extra-curricular activities, more leadership opportunities and high level of community support for schools. Rather than closing small rural schools we should be capitalizing on their contexts. Small school populations could lead to school-community integration and locally relevant curricula. School has become a marketable commodity. As schooling converges to one single market, the benefits of small rural schools such as smallness, sense of community, equal extra-curricular opportunities are deemed deficiencies instead of advantages. The purpose of education tends to focus on the universalized, standardized education of citizens, instead of the unique learning experiences of the individual. Rural schools will continue to be exploited in the name of efficiencies. Small rural schools have many gifts to give and closing them down or consolidating them will hinder both student learning and rural community and identity.

Research shows that small schools are beneficial to student learning “small rural schools provide a family like school culture, including community involvement, peer teaching and leadership opportunities. Student achievement is high in small schools. Small schools provide increased quality education. Students from age 10 to 15 show gains in mathematics, language

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and reading when they attend small schools with low student teacher ratios and shared teaching. Small schools are the symbol of the community identity, and closing schools will lead to the demise of the community.

Small rural schools are in an ideal position to steer away from grouping students by age and organizing schools like factories (Thompson 2010). Canadian research indicates that multi-grade classrooms are a viable effective organizational alternative to single grade classes. The various benefits of multi-grade teaching include peer tutoring, differentiated learning, and innovative teaching. Multi-grade classrooms lead to greater levels of cooperation among students, individualized instruction, and reduced discipline problems. Students feel more integral and teachers understand students as individuals; their interests, their comprehension of ideas, the challenges they face, what gifts they have to offer, and most importantly, their learning styles.

Rather than focusing on standardized testing, we should be acknowledging that schools function to produce capable, literate, caring, engaged and life long learners who are prepared for full participation in a rich community life and satisfying employment.

The educational community has moved on from this mid-twentieth century “bigger is better” view toward embracing the educational opportunities available to students in small, rural schools. The increasing body of evidence indicates that smaller schools are preferred over larger ones. Rural stakeholders believe that small elementary schools offer a better, and safer learning environment for students, an environment less open to bullying and more closely connected to the local community. Studies show that in smaller schools, all students,

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regardless of their ethnicity or place on the socioeconomic ladder, tend to achieve higher levels, have a greater sense of belonging, feel safe, are less likely to drop out, and are more likely to participate in extracurricular activities and go to college.

Canadian research indicates that small schools offer the children of rural communities their best chance of success. They appear to be somewhat superior to larger schools in terms of cooperative learning, extra-curricular activities, quantity of school activities, inclusion and mediating the effects of socio-economic status. Rather than closing these schools, educational leaders should be searching for ways to sustain and improve these important rural assets.

The literature also suggests that “the bigger is better” school reforms have severed the links between many rural schools and the needs of their communities. Since small rural schools are interwoven and interdependent with their communities, neither can develop without the other. Many rural schools are the symbol of learning and community identity for many rural communities. Educational officials and policymakers need to give increased attention to the local context if the potential advantages of small rural schools are to be realized.

There is increasing evidence of the value and viability of small rural schools. In addition to their educational benefits, small rural schools are viewed by rural inhabitants as the heart and symbol of learning and community identity within rural communities. A critical argument against school consolidation is the role of the school in sustaining the community both socially and economically. The purpose of many of these studies is to demonstrate that rural educators are working towards the creation of effective learning environments in rural schools and argue that the loss of the small rural schools means the loss of the rural communities. Small rural

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schools provide each and every student with unique opportunities for community involvement.

Certain researchers suggest the development of school and community relationships and the

establishment of networks with various groups including school divisions, higher education

institutions and the provincial government in order to contribute to effective learning

environments. The industrial and global pattern has depleted the sense of community

associated with schooling. The common good, and common unity that used to promote a

sense of mutual obligation, social responsibility and belonging in North American Society has

been lost. Theobald and Nachtigal advocate for a drastic change in society's public and private

choices in order to allow for the production of sustainable, vibrant communities in the future.

The major theme of "the Future of Small Rural School Communities" seems to be

overshadowed by the themes of declining enrolment and school size, efficiency and economics,

and quality education and student achievement. These themes, which correlate to globalized

ideals, drive most closure and consolidation initiatives.

Recommendations:

Newton and Newton state that there are choices and alternatives to closures and consolidation. In responding to these challenges, many small rural communities become innovative. These schools can serve as a model for effective practice. Rural schools districts have increased their capacity by thinking outside the box. To capitalize on the creative and innovative nature of small rural schools is to work with other groups within the local community to share and streamline services in order to maintain programs and opportunities for students.

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Developing strong partnerships with other agencies such as libraries, township councils and health centers, is beneficial to the viability of the school . Strengthening ties with the local community and parents help to validate the value and viability of these small rural schools.

Value to the Board

The research suggests that School Boards should capitalize on “smallness” and community by recommending a recreation of communities. They should refocus the education agenda on the local context and community and initiatives should be put in place to make the understanding of one’s place (a sense of community) a chief curricular focus in schools, argue that focusing on place will make learning more experiential and more powerful and provide youth with an ability to understand who they are and how they might be in the world. As well, developing a sense of place holds the promise of contributing to the development of meaningful identity, beyond a person’s ability to accumulate material goods. There should be a focus on the creation of viable rural communities as it relates to the rural commitments – sense of attachment to rural places, the relationship between school and community sustainability, proper aims for an education committed to rural community, community engagement in rural schools, and curricula to sustain rural places. This type of school redesign would require teachers to view challenges as a declining school population and multi-use grade classrooms as assets to their school and classroom culture. This environment can foster peer teaching, personalizing the curriculum, differentiation and shared teaching. The People for Education (2008) are beginning to realize that schools are the ideal place to offer the programs, supports, services, and education to their families, children and youth need in their community. The

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People for Education argue “Without provincial policy and leadership to provide structure and support for community schools, to integrate schools into municipal planning, and to integrate services for children, youth and families across Municipalities, Ontario will not achieve what has been achieved in other provinces and jurisdiction – schools at the centre of communities, used and valued by the community at large”.

New solutions are needed. Schools can act as viable and thriving hubs for their communities. They can include community centres that stay open after hours and on weekends. Schools can house parenting centres, libraries and health clinics. These communities uses add life to a school and strengthen the community’s sense of connection to their local school.

Strategies to Deal with Declining Enrollment

Declining enrollment is an issue that must be faced by school boards, and all partners in education to ensure Ontario schools continue to be viable, valuable centres for learning.

Four Strategic Activities that can be used by Rural Schools Facing Challenges Such as Declining**Enrolment**

1. **Enrolment based planning** – sharing information and opening dialogues
2. **Effective partnerships with education and community partners**
3. **E-Learning and alternative program delivery** – important for program delivery in **declining enrollment**

4. More effective funding formula – more effective in allocating support for boards experiencing declining enrollment and providing incentives for boards to find a better balance between resources and expenditures

Cultivate the community aspect of these small rural schools to encourage dialogue and strengthen partnerships

When parents join together to voice their opinions and concerns on reform efforts, the results are beneficial for small school communities. Research shows that closure and consolidation initiatives are fueled by arguments for declining enrollment and school size, efficiency and economics. Stakeholders who believe in the value and viability of small rural schools tend to recognize the advantages of their small size and importance of cultivating their community identity. The intent of policy makers and educational officials involved in rural school closures is to solve the rural problems – the main problem being declining enrollment, in an efficient, productive and economically viable manner. These factors have been adopted as global ideals. School Board officials argue that the decrease in the board's student population will hinder our capability to provide quality education to students. On the other hand, governmental organizations, such as the Declining Enrolment Working Group, argue that Schools closures and consolidations as a solution to declining enrollment run the risk of losing sight of our main goals as educators, the improvement of student achievement. They view the rural schools as an essential component to a thriving community, and a vital learning centre for their children. Students feel safe and comfortable in these small family-like school cultures.

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Parents recognize the school as the hub of the community. The literature suggests that closures and consolidations are detrimental to rural communities across North America.

In 2007, Dalton McGinty's Liberal Government promised \$550 million in funding to save rural schools. Where is that promise?

In the words of Whitney Houston: "I believe the children are our future". Teach them well and let them lead the way.' Life does not get better by chance. It gets better by change, so if you do what you've always done, you'll get what you've always gotten.

I would like to share a story with you. I was at Shopper's Drug Mart last week and I thought, "Oh shoot, I should buy my mom a mother's day card for mother's day; not the dollar store kind, but the expensive \$4.99 ones that have pretty flowers on it and the poetic words by Emily Matthews, which make you cry. I know my mom loves those cards and you just can't get that same sentiment from the "cheap" value Dollar Store card. When I got home, I read the card and I started to cry. This card reminds me of all the teachers, the school, and all of the parents and community and the opportunity that this ARC has given me.

“The Special People in Our Lives”

A Poem by Emily Matthews

*The things special people just naturally do,
make all our lives brighter, and happier, too.*

*It might be the warmth of a welcoming smile,
or the time someone takes just to visit awhile...*

*It might be the hug
or a heart to heart talk,
a companion whose willing to go for a walk,*

*It might be a favour,
a kind helping hand,*

a listening ear,

the words “I understand”.

They’re all little things, but we know beyond doubt,

Each ones at the heart of what life’s all about.

*You are one of those special people,
who brightens days,
warms hearts,
and brings so much happiness
just by being your own wonderful self.*

The back of the card is what really touched my heart... Whether sharing warm wishes, words of wisdom or the beauty of her poetry, Emily Matthews joy for living inspires an appreciation for what truly matters in life. Her writings have helped people give voice to the words of their hearts. From celebrating special days to expressing gratitude and hope, Emily reaffirms the blessings of family and friends, and the importance of staying connected.

The Last line “the importance of staying connected” really stuck with me, as that is how I feel about how this whole process has actively connected me with this School, the community and the church. I think that is the beauty, the jewel and the blessing of this little school – this \$4.99 card hit home with how I feel about St. John the Evangelist school, not exactly the kind of emotion you can get with the “Value” Dollar store card (aka big box school).

In conclusion, small schools are worth saving, and small schools are worth the cost.

Suzanne Cammalleri's
Reference Material
can be found on the
Board's website, under
the May 17, 2012 Minutes

[http://www.wecdsb.on.ca/pdf/arc/20112012/
M120517.pdf](http://www.wecdsb.on.ca/pdf/arc/20112012/M120517.pdf)

Good evening Director, Madame Chairperson, Trustees and members of Senior Administration. My name is Sara Broderick and I am serving as Chair of Annunciation school's parent's club and I have four children that currently attend Our Lady of the Annunciation School and another that graduated and now attends St. Anne's High School.

During this ARC process, one theme has remained constant whether we are examining the Value to the student, the Board, the community or the local economy. This theme is the importance of the availability of English speaking Catholic education to our families.

As parents, we know that we are the first teachers for our children in the ways of faith. However, as parents we rely on help from our parish and our school. Through a child's early years the seed of faith is planted and then nourished through the partnership of family, church and school. The special ministry of a Catholic school is precisely to support parents in fulfilling their mission of being the first evangelizers of their children. What makes a Catholic school different from a public school? It seems simple and obvious on the surface but its meaning is very deep. A Catholic school is a Christ centered school where every lesson and teaching is based on the teachings and life example of Jesus.

Catholic Bishops regard Catholic schools as "an essential ministry of the Catholic Church", one that serves, first and foremost to enhance the spiritual enlightenment of our students through the teaching of Catholic doctrine and through the formation of a Catholic community. The students at Our Lady of the Annunciation School enjoy a close relationship with our Parish Priest, Father Bob and with Jamie Souilliere our Pastoral Assistant. We are fortunate that in addition to our school masses, Liturgies of the Word and the celebration of the sacrament of reconciliation, Father Bob and Jamie are frequent visitors to our school to talk with the students about the gospel teachings. This connection which is forged between our parish and our school community strengthens the bond students feel when they attend Sunday mass. Our children are very familiar and comfortable with our priest and support people. Most importantly, the message

of Christ's life and teachings are brought to our students in a supportive communal setting where they are encouraged to live the values of Christ.

Our school masses are also attended by members of the community and are followed by an all school luncheon in the Parish Hall. It is wonderful to hear from the community about how well our students participate in the mass and how well behaved and respectful they are during mass. Ultimately, the community is bonded together and is strengthened because the celebration of mass with our Parish Priest, our school community and the greater community takes place within our community and not in a distant place after a long bus ride among strange faces.

Sacramental preparation for our grade 2 students is occurring at school and at church. During the year, on a number of occasions our students are recognized at the beginning of mass and invited to participate in a class during the Sunday mass which is instructed by our pastoral assistant and his wife. Our students are not only receiving instruction about what the sacrament signifies but the student has the support and prayers of the community. The school and Church communities are so tightly woven that most know each other by name. Since the school and church work closely together and because there is the strong community support, students begin to develop their own spirituality and build a closer relationship with God.

Our children just took part in several activities to celebrate Catholic Education week. The theme was "walking in the light of Christ" and they were given the message to go out and be the light to those around them. They delivered messages of encouragement to the community including the nursing home. A par liturgy was followed by a picnic in the school yard and it was attended by parents and grandparents. Another exciting event was a night time BBQ prepared by our Knights of Columbus followed by a presentation by Carol McCloud who is an award winning author of "Have you filled a Bucket Today?" This event was very exciting for our school community. The theme of the book was consistent with the message of Christ's life; be a "bucket filler" which means

to do good deeds or to be nice to others and by filling someone else's bucket you are filling your own.

If English speaking Catholic education does not exist in our end of Essex county, then the strong connection between a school of the English Catholic Board and an amalgamation of four former parishes of the diocese in the new Visitation Parish will be broken and disbursed. The absence of a Catholic school that services 4 former parishes would be against the mission of the school board. It is unrealistic to assume that if our school were to close that the parents of our community would be able to choose another English Catholic School in another community over their parish, other school options in the area and the sense the Board has essentially abandoned their end of the county. The faith development of our students, the future of the catholic school board as well as the Catholic Church will be at serious risk. The ground work for strong, values oriented Catholic adults is being developed right now in our students. In order for this development to continue, community, school and church must work in unison.

While our community is aware that the Catholic Church and the Board has gotten smaller and there is a need for the restructuring of resources, there is no need for absolute surrender in our corner of the county. Instead, the Board should revitalize its existing resource, Annunciation School, or consider its options in renewing its presence in a new building with consideration of combining efforts with another board to ensure that Catholic Education is available in our corner of the county.

Questions which have been frequently asked questions include: If the school closes where will our children make their sacraments? Will they celebrate the sacrament in our church or one in a neighbouring town? How and who will prepare them? This connection is being threatened. We can't afford for individuals to be lost in the cracks, we need to have a solid and unified front that English speaking Catholic education is important and we will do what is necessary to preserve it in our area.

As such, the Committee representing Annunciation school agrees with the Director's report. Since we are operating at above 100% capacity, Our Lady of

the Annunciation school is receiving full funding to cover all of its expenses. The Annunciation committee also appreciates that the Director recognizes our school's unique boundary and more importantly agrees that English-speaking Catholic education should be preserved in our community. Therefore, the committee representing Annunciation believes that the Board should keep Annunciation open and consider all realistic options to maintain the Board's presence in our corner of the county.

My Name is Bev Vanier and I am a parent from Our Lady Of the Annunciation School and I am a member of the ARC.

Last October, when the news had been released that our school was going to be part of an Accommodation Review Committee, initially fear took over. We as a school community became afraid of the unknown, and our children began to express their concerns. People at church would stop and ask, "what's happening to OLOA?"

For the first time we as a community began to have conversations about what we would do? What would be best for our children? And the same thoughts kept surfacing...there was a consensus that we have a good thing going here, and it brought forth the question; what do we have to do to keep it.

Yes we understand that we have a 3 grade split this year, and that our school is an aging building. We also understand that the Board of Trustees have a large responsibility to make cutbacks and school closures will be inevitable.

OLOA has instilled life lessons not only in our children but in us as adults as well, a faith driven compass that has our hearts set on the positive and this direction of thinking has been our first priority throughout this entire journey.

We feel that by the director's report, he heard the message that we were trying to convey.

Our school is unique.

Yes our school may be smaller in size and enrolment, but our school is 100% capacity, which is ideal for the school board. Even with a large grade 8 class graduating, we will still remain at 100%.

We know that our geographical location is uncharacteristic to others in the school board. Lake St. Clair to the North and Chatham-Kent to the East, OLOA services English Catholic education to a very large area and that is worth preserving.

Our justification in our recommendations for our school was renewed during our JK kindergarten registration when more than half of our registrations were new families to our school, not just returning families.

People in the community see how incredible our students are, how prepared our graduates are here at OLOA, and even during such uncertain times, people still chose catholic English speaking education because they too believe that what we have going here is a good thing.

It is with great respect to the director that we acknowledge his recommendation. We see the potential for the Boards approval, regarding OLOA remaining open while the board pursues a partnership with the French Catholic Board and/or another neighbouring Catholic Board, and a wait the approval of funding from the

ministry of education for a new rural school building, constructed preferably near the new Visitation Church in Comber.

We hope that the Ministry of Education would consider, and the Board actively pursue Community use of Schools, and that the new school location be chosen as a *priority school*.

The location of the church and the possible new location of the school, has access to the 401 highway, CR 42, 46, 8 and 77, this can all be done with ease leading to many surrounding underutilized areas such as the Township of Lakeshore, Leamington, Essex and Chatham-Kent.

We encourage the board to possibly select this location to be an Ontario Early Learning Years Center. Having a program like this in our community could be very beneficial for our parents and caregivers, enabling them to:

- take part with their children in a range of programs and activities
- get answers to questions they might have about their child's development
- get information about programs and services that are available for young children and their families
- talk to early years professionals, as well as other parents and caregivers in the community.

At OLOA the Latch Key program is very successful and interest has been shown for programs that could be added to help in young child development. The Stoney Point area is currently underserved by a publicly funded

daycare. The nearest publicly funded daycares are Belle River's Sunshine Daycare and Tilbury's Tilbury Tots Daycare. A benefit to the new school for having an in school daycare service is simply a natural progression for young children to want to enroll in a kindergarten program where they all ready feel like they belong.

The Ministry of Education has other programs that are being utilized across the province and we would like to explore the idea and the benefits of a Parenting and Family Literacy Centre. This program currently exists within the GECDsb and other locations in the province but not currently in our Catholic Board. This program could offer Parenting and Family Literacy support to prepare children for starting school and encourage families to be a part of their children's learning by:

- Helping children build essential literacy and numeracy skills through stories, music, reading and playing
- Encouraging families to engage in their children's learning
- Giving children and families the chance to spend time with other families
- Linking families with appropriate community resources for special needs, health and other related services.

The centre staff will work closely with kindergarten teachers to ensure a positive and welcoming learning environment that will help prepare children from babies up to six years of age for school. The centres are free to attend and no pre-registration is required.

These types of programs are implemented across the province, and I believe that if we have purposes for people to use the school, it's more likely that the communities' use of the school would increase.

Lafa, Lakeshore Academy of Fine Arts, run by Sarah Ilijanich. Is interested in a joint use agreement, should the new school facility have a drama area and stage. She has produced many musicals and plays over the years and has rented such venues as The Capital Theater, Walkerville High School, and The Puce Rec Centre. She has been looking for a location that Lafa could call home in the Lakeshore area.

We also believe that the exploration of a dual track or french immersion school be considered for this new location. Pointe Aux Roches is a French town, and there are two French Catholic grade schools within our boundary area, école st. paul and école st. ambroise.

The Ministry of Education has stated that future and possible merges with different schools is a possibility. Building a new rural school that is dual track or French immersion might be an opportunity for the WECDSB to implement some of these changes the Ministry of Education would like to see done, here in our area.

We understand that changes will be being made across the province and not just in our area. We do hope that given our unique location and the large boundary area that OLOA services English Catholic Education to, that compass of faith has guided us in the right direction, fear is no longer taking over our thoughts. We are hopeful

that our future years could possibly bring forth even greater tomorrows. We already know greatness, because our lives are rooted in faith. But what we have learned is that the potential that is in front of us, could be incredible. We thank you the Board of Trustees for the considerations you have given to OLOA, and a special word of thanks, to administration for the work and time that has been given to our school. And for seeing what we see "the gem of a school that we have."

Good evening to the parents, and trustees assembled here tonight. My name is Karmel Brockman. I am a mother whose son attends grade 8 at Our Lady of the Annunciation School. Tonight I will be addressing the topic "value to Student"

The children at Our Lady of the Annunciation School are very privileged. They learn and grow in a nurturing, stable yet challenging environment much similar to that of a family.

Our student's needs are met on every level whether spiritual, intellectual, emotional or social. The staff has been at our school for an average of 11 years and is truly committed to the complete development of each and every student. This continuity allows for easy transition from grade to grade. While many schools can boast about their large staff size, the intimate setting of our school allows teachers to interact and consult with one another on all issues regarding a child. As a result, each child's progress is fully evaluated and having some children "falling through the cracks" as it were is a non issue here. Adjustments to enhance performance and progress are made quickly and efficiently.

The students at O.L.O.A are a tight knit group. The older students not only look out for the younger students but they also feel the responsibility to be good examples for them. Recently, the students had Track and Field day at St. Anne's High school. During the races, the students not only cheered each other on but when there was a primary or junior student having difficulty finishing the race, an older, intermediate student jumped in and ran the rest of the race with them. Our grade 8 students just returned from their trip to Muskoka Woods. At recess, the grade 8's are teaching students from JK to grade 7 how to perform some of the activities the grade 8's learned in Muskoka. It is wonderful to see the whole student body having fun together. The consistent interaction between the various groups of children promotes each child's development in their own way. Older students learn responsibility and are less self-absorbed while the younger students have role models. This type of interaction between the grades creates a very tight knit school community.

1.

The spiritual development of the children is nourished through the everyday teachings of the gospel within the classrooms. It is also a priority of the P.A.C to bus the children to Visitation Parish several times a year. This is a priority because it is very important for children to have the experience of celebrating mass in a church and not in a gym. Realistically, for some students, it is the only time they are able to attend church. These experiences are important to plant the seeds needed to become active Catholics as they get older. Each celebration is followed by an all school luncheon. Our size enables us to break bread together as a family. The older students partner up with the younger students to help them fix their meal. The students take a very active role in preparing and carrying out parts of the masses at Para liturgies through reading, serving, music, and the like. I cannot think of a better way to teach our children to "walk in the light of Christ".

The academic needs of our students are not just met but are exceeded. Teachers have the opportunity to customize their teaching to the child's ability and learning style. This type of individualized teaching does not make a child feel singled out but rather allows them to work at their own pace and to enjoy success when achieving their own goals. Don't think that just because Our Lady of the Annunciation is a small school it lacks the latest technology. On the contrary. Our staff and students have access to I Pads, I books, smart boards, levelled books, math manipulatives, musical instruments, workbooks and many other current and up to date learning tools. Even at the JK level, students are exposed to programs on the I pad and are bringing home books and reading them nightly. Our unique size allows us the opportunity to provide a variety of learning tools enabling our children to tap into all types of learning styles while preparing them for the technology of the future.

The children enjoy a balanced school life with a very active and successful athletic program. In spite of its size, the athletic teams compete successfully against similar sized schools as well as larger ones and have even won high school feeder tournaments. There are always more than enough students to field each team both boys and girls and the coaches are often commended on the good behaviour of the students. One of the advantages of being at a small school is that the whole student body is encouraged to participate on the sports teams. Many of our students have been on the "senior" sports team for a longer length of time due to small class sizes and therefore have an advantage over other larger schools who cut players to keep the team size manageable. It is not uncommon to have a senior team comprised of grades 5 through 8 and yet still be successful against a team of only grade 8 students. It is because of this encouragement that our athletes go on to being successful at the high school level of sports programs.

Ultimately, our children are well provided for and are nurtured all through their elementary years. The family style learning environment makes our children feel safe and secure. Speaking as a mother who has had two sons graduate and a third son to graduate from Annunciation this June, my boys entered high school with confidence and were well prepared and adjusted to succeed at the academic level in secondary school.

Our Lady of the Annunciation school should be celebrated and preserved. I am pleased to read that our Director agrees with the need for English speaking Catholic education in our area and that he is willing to investigate ways to expand it. Please keep rural English speaking Catholic education alive in our corner of the county.

BOARD PRESENTATION RE. ST. JOHN THE EVANGELIST SCHOOL

**FR. DAVE BOUTETTE
MAY 17TH, 2012**

I would like to begin by expressing my appreciation to the Director and his staff for the respectful and thoughtful response to the ARC Committee's recommendations and to much of the public input provided. And I am also glad to have this final opportunity to speak on behalf of St. John the Evangelist School and its future.

This school has had a very close and supportive relationship with me over the last seven years, with the church that sits beside it, and with the parish as a whole. I cannot think of another school with which I've been associated that has had a better rapport with me, and whose teachers as a whole have had more dedication to the faith development of their students.

You have already received a submission from Fr. Michael Ryan, an educator for most of his priestly life who lives in retirement with me in Woodslee. He spoke eloquently of the Catholic principles of social justice that come into play here, chief among them one that prioritizes the good of a community and its children over purely bottom-line concerns. For my part, I will simply express my belief that the price of closing this school, even a year from now, will be too high to pay.

I'd like to give you a small example of what I mean by this. A rather young mother who worked at the Board office had an opportunity earlier this year to address us at a deanery meeting held at the Board office. Our director joined us a little later at the same meeting but may not have been present for what she told us. This woman touched our hearts as she spoke of being drawn to the Catholic faith and eventually becoming a Catholic through the influence of her own little girl. A wonderful Catholic primary teacher had brought that little girl alive to her faith and she in turn sparked the latent faith of her own mom, a mom who was now working for our Board; sadly, she no longer does. But wherever she is working now she will bring the light of her faith.

That's evangelization, pure and simple. But we're about to throw away the opportunity for that sort of thing to go on if we let this school go. I've no doubt it can happen and does happen at other Catholic schools whether they are in Belle River, Essex or wherever they are. The question is, how many of *our* children will end up there as opposed to another option? And I have good reason to fear that option will be the public school system. And the Board needs to consider how many who do end up at St. John the Baptist or Holy Name of Jesus will end up in Catholic high schools in anywhere near the proportion that St. John the Evangelist students do.

These days a Catholic Board (and *a fortiori* our own Board) needs all the friends it can get. It needs to solidify its rural base, not alienate it.

Granted our parents don't always have all the facts to explain the incongruities they have seen. Nonetheless, what are their perceptions? They've seen buses headed down their own very roads to their preferred school of St. John's while their kids have been forced to go to town or provide their own transportation. When French immersion was introduced at St. Mary's in Maidstone, they've seen the English-programmed kids of that area re-zoned for Holy Name of Jesus rather than for St. John's. They've seen other Boards in Ontario maintaining schools far smaller in population. They've seen the French Separate Board in no hurry to amalgamate or close its small rural schools in this area. In fairness, it must be said that the Board and its administration deserves credit for funding an earlier introduction of all-day, everyday SK and JK for St. John's as well as considering the possibility of altered boundaries now.

Finally, I'd like to address what the loss could mean to the parish of St. John's and to the Catholic faith of the Woodslee area. To do that, I need to first describe the population we find at Mass on Sunday. We all know that numbers of practising Catholics are down everywhere and rural parishes are no exception. But I have remarked, as have many others at the number and percentage of young families, teens, children and young adults you will find at St. John's – a phenomenon you will not often find in other non-rural churches. In some respects it reminds me of those Dutch farming areas north of London. (Too bad more of those Dutch families didn't settle to farm here because they often have 6, 8 or even 10 children). It's difficult to single out any one factor in this but two things strike me. One is the generational factor. The faith and its practice has become part of the fabric of people's lives and seems to have been passed on successfully in many cases and particularly since more recent generations have chosen to live in the same community as their parents and grandparents. It also strikes me that here a rather larger proportion of men and fathers ~~who~~ seem to take their faith and its practice seriously. And studies have shown how influential a father's practice of the faith can be. Even some of the newer Woodslee families that are not Woodslee natives have either come with the same spirit or absorbed it.

What will be the likely scenario with the loss of the school? Certainly one of the first concerns young parents have when they move to an area or even remain there for generation after generation is whether there will be a school accessible to them within their own community. I'm afraid the loss of the school will soon mean the loss of families, and the loss of families will eventually mean the loss of the parish, and with the loss of the parish the loss of a whole culture of faith.

In my view it is a culture that a Catholic Board should do all in its power to preserve.

Written Submissions
Forward to the
Director of Education
Subsequent to the May 17, 2012
Special Board Meeting

Printed by: **Beth Marshall**
Title: **St. John the Evangelist School : Windsor-Essex CDSB**

Tuesday, June 19, 2012 8:21:08 AM
Page 1 of 1

From: [REDACTED] Paul Mullins [REDACTED]
Director of Education Mon, May 28, 2012 9:46:17 AM 

Subject: St. John the Evangelist School

To: [REDACTED] Eileen Belanger [REDACTED] Beth Marshall [REDACTED] Paul Picard
[REDACTED] Director of Education

Cc: [REDACTED] barbara_holland@wecdsb.on.ca [REDACTED] tbain@lakeshore.ca
[REDACTED] kforan@lakeshore.ca

Attachments: [REDACTED] Attach0.html / Uploaded File 23K

Good morning Paul,

Thank you for the frank discussion we had after the Special Board Meeting at St. Anne High School. As a follow-up to that discussion, I am pleased to confirm:

1. Fr. Dave Boutette has contacted the Diocese of London to request that the parish boundaries for St. John the Evangelist be reviewed and adjusted to take into account any adjustments made to the school boundaries. He is very supportive of this initiative because he believes it would strengthen both the parish and the school for the future.
2. I have been able to meet with both Mayor Tom Bain and Kirk Foran, CAO of Lakeshore who confirm that the Town has a strong interest in leasing up to three classrooms and the gym from the Board. This possibility has the potential to meet the needs of the municipality to provide library space and recreational facilities which are badly needed. I am also hopeful that they have the funding to add a new entrance at the north end of the school with the addition of a community room, kitchen and washrooms. This could replace outdated facilities in South Woodslee at the Millen Centre which are in need of major repairs. The Millen Centre could then be replaced with an outdoor pavillion and washrooms.

Mayor Bain intends to contact you to arrange a meeting with you this week. It is an opportunity to identify the needs of the Board and the Town quickly and clearly. I am hopeful that this will create an opportunity for you to resolve the funding problem for St. John the Evangelist in the short term while boundary adjustments are explored for the longer term. The sooner the cloud of uncertainty hanging over St. John's school is removed, the more likely its future can be secured.

Than you for your consideration.

PAUL L. MULLINS

c.c. Barb Holland, Chair
Tom Bain, Mayor, Town of Lakeshore
Kirk Foran, CAO, Town of Lakeshore
Fr. Dave Boutette by fax