WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
"Learning together in faith and service"

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

REGULAR BOARD MEETING
Tuesday, April 22, 2014 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Boardroom

A G E N D A

1. Call To Order — Page #

2. Opening Prayer

3. Recording of Attendance

4. Approval of Agenda

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

6. Presentations: *None*

7. Delegations: --
   By-Law 3:09: Any person(s) wishing to appear before the BOARD and speak to an item appearing on the agenda of the BOARD meeting has until noon the day before the BOARD meeting to make a request to the SECRETARY. They shall explain briefly the matter on which the presentation is to be made, the organization or interested parties to be represented, the identity, and if applicable, the authority of the spokesperson. ***A Delegation Form, located on the BOARD's website, must be completed and forward to the SECRETARY.***

8. Action Items:
   a. Approval of Minutes
      i) Minutes of the Committee of the Whole Board In-Camera Meeting of March 18, 2014 --
      ii) Minutes of the Regular Board Meeting of March 25, 2014 1-7
      iii) Minutes of the Special Regular Board Meeting of April 14, 2014 *Handout*
      iv) Minutes of the Special Regular Board Meeting of April 15, 2014 *Handout*
      v) Minutes of the Special Regular Board Meeting of April 16, 2014 *Handout*

   b. Items from the convened In-Camera Board Meeting of April 8, 2014 and the convened Special In-Camera Meeting of April 22, 2014 --

9. Communications:
   a. External (Associations, OCSTA, Ministry): *None*

b. Internal (Reports from Administration):
   i) Report: Summary of Freedom of Information Statistical Report 2013 (FIPPA) (J. Bumbacco) 8-9
   ii) Report: 2013-2014 Second Interim Variance Report (M. Iatonna) 10-26
   iii) Report: 2014-15 Budget Consultation Survey (M. Iatonna) 27-40
   iv) Verbal Report: Information on the Grants for Student Needs (GSN) Funding (M. Iatonna) --

10. Committee Reports:
   a. Report: French Immersion Advisory Committee (FIAC) Minutes of January 22, 2014 (C. Geml) 41-44

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

12. New Business:
   a. Report: School Year Calendar 2014-2015 (J. Bumbacco) 45-52
   b. Report: Tender Approval - Full Day Kindergarten Phase 5 Construction (Immaculate Conception, Holy Cross, Notre Dame, St. Gabriel Catholic Elementary School) (M. Iatonna) 53-55
   c. Report: Tender Approval - Full Day Kindergarten Phase 5 Construction (St. William, St. Gregory, L.A. Desmarais Catholic Elementary School (M. Iatonna) 56-58

13. Notice of Motion: *None* --

14. Remarks and Announcements: --
   a. Chairperson
   b. Director of Education
   c. Board Chaplain

15. Remarks/Questions by Trustees --

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

- Tuesday, May 27, 2014
- **MONDAY**, June 23, 2014

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

17. Closing Prayer --

18. Adjourn to Committee of the Whole Board In-Camera meeting, if required: --

19. Adjournment --

Barbara Holland — *Chairperson of the Board*

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

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
"Learning together in faith and service"

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

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

MINUTES

PRESENT

Trustees: F. Alexander, J. Courtney, M. DiMenna, Vice-Chair, F. Favot, B. Holland, Chair, J. Macri, B. Mastromattei, L. Soulliere

F. Dellosa Student Trustee
Rev. L. Brunet, Board Chaplain

Regrets: Trustee McMahon, Student Trustee Ellepola

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

Recorder: B. Marshall

1. Call To Order – Chair Holland called the meeting to order at 7:02 pm.

2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.

3. Recording of Attendance – Trustee McMahon sent his regrets due to his vacation. Student Trustee Ellepola due to previous commitment.

4. Approval of Agenda
Amendments:
ADDITIONS:
Item 7a) Delegation: Kelly Vandenberghe, parent at St.Jules Catholic Elementary School to speak on agenda item 12c) Deferral of the Closure of St. Bernard (Windsor) and the Closure Our Lady of Lourdes Catholic Elementary Schools.

CORRECTIONS:

Item 12a) Regular Board Meetings for the Months of July/August 2014 and for the 2014-2015 School Year: Page 91 removed the last sentence beginning with "In March 2015".

Item 12c) Correct wording of the Subject: Deferral of the Closure of St. Bernard (Windsor) and the Closure of Our Lady of Lourdes Catholic Elementary Schools

Moved by Trustee Mastromattei and seconded by Trustee Favot that the March 25, 2014 Regular Board meeting agenda be approved as amended. *Carried*

5. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.: *None*

6. Presentations: *None*

7. Delegations:
   a. Kelly Vandenberghe, parent of St. Jules Catholic Elementary School to speak on agenda item 12c) Deferral of the Closure of St. Bernard (Windsor) and the Closure Our Lady of Lourdes Catholic Elementary Schools.

      Ms. Vandenberghe request the Board arrange a meeting with the St. Jules, St. Bernard and Our Lady of Lourdes Catholic Elementary school communities.

8. Action Items:
   a. Approval of Minutes
      i) Minutes of the Committee of the Whole Board In-Camera Meeting of February 11, 2014

         Moved by Trustee DiMenna and seconded by Trustee Soulliere that the Minutes of the Committee of the Whole Board In-Camera meeting of February 11, 2014 be adopted as distributed. *Carried*

      ii) Minutes of the Special Committee of the Whole Board In-Camera Meeting of February 25, 2014

         Moved by Trustee Favot and seconded by Trustee Macri that the Minutes of the Special Committee of the Whole Board In-Camera meeting of February 25, 2014 be adopted as distributed. *Carried*

      iii) Minutes of the Regular Board Meeting of February 25, 2014

         Moved by Trustee Alexander and seconded by Trustee Favot that the Minutes of the Regular Board meeting of February 25, 2014 be adopted as distributed. *Carried*

   b. Items from the convened In-Camera Board Meeting of March 18, 2014

      Vice Chair DiMenna reported that the Windsor-Essex Catholic District School Board convened a closed Committee of the Whole Board meeting on March 18, 2014 pursuant to the Education Act - Section 207, to consider specific personnel, pupil, real property

matters, labour relations matters, potential litigation matters and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

Moved by Trustee DiMenna and seconded by Trustee Mastromattei that the recommendations and directions of the Committee of the Whole Board at its in-camera meeting of March 18, 2014 be approved. *Carried*

Vice Chair DiMenna made the following announcements:

From the March 18, 2014 Committee of the Whole Board in-camera meeting

- Approved the Parking Lease Agreement for Christ the King Catholic Elementary School – 1201 Grand Marais Road West, Windsor.
- Approval granted for administration to provide written confirmation to the Greater Essex County District School Board indicating that the Board has no interest in acquiring one of its surplus properties; and
- Approval to support a property disposition.

9. Communications:
   a. External (Associations, OCSTA, Ministry): *None*
   b. Internal (Reports from Administration):
      i) Verbal Report: Faith Formation and Learning within the Board

Director Picard provided updates on the following Board Faith Formation and Learning categories, committees and events:
Faith Development Review Committee; Friends For Life; Social Justice Forum – Grade 8/Secondary at the University of Windsor in February; When Faith Meets Pedagogy; Essex/Windsor Deaneries; Eucharistic Celebrations/Prayer Services/ Liturgical Music; Catholic Education Centre – Employees; Ontario Catholic Elementary Curriculum Policy Document in Religious Education – Grades 1-8; Diocese of London Religion Consultants; Retreats; Faith Formation Folders (BBS); Text Books; Catholic Curriculum Corporation; Compassionate Care; Catholic Education Week; Holy Family Retreat House; Forty Days For Life; All Day Confessions; Secondary Professional Development Day; and Daily Mailings.

The copy of the updates will be provided to trustees.

Chair Holland thanked the Director for the report and indicated the Board does not receiving funding to support Faith based initiatives.

ii) Report: Appointment of Student Trustees for the 2014-15 School Year

Moved by Trustee Soulliere and seconded by Trustee DiMenna that the appointment of Kyla Dumlao of St. Joseph's Catholic Secondary School and Valere Gaspard from Cardinal Carter Catholic Secondary School as Student Trustees for the 2014 - 2015 school year be received as information. *Carried*

iii) Report: 2014-15 Budget Pressures and Challenges

Moved by Trustee Soulliere and seconded by Trustee Favot that the Board receive the report on 2014-15 Budget Challenges and Pressures as information. *Carried*

iv) Report: Accommodation Review Committee Reports to the Director of Education: Central Windsor, Riverside and Tecumseh Areas

Moved by Trustee DiMenna and seconded by Trustee Soulliere that the Board receive as information the Final Accommodation Review Committees' (ARCs') Reports, submitted to the Director of Education, for the accommodation review studies of the Central Windsor, Riverside and Tecumseh Areas. *Carried*

10. Committee Reports: *None*

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

12. New Business:
    a. Report: Regular Board Meetings for the Months of July/August 2014 and for the 2014-2015 School Year

Moved by Trustee Favot and seconded by Trustee Macri that any additional meetings of the Board of Trustees for the months of July and August 2014 be held at the call of the Chair; and

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

    b. Report: Trustee Determination for the 2014 Municipal Election

Trustee Soulliere questioned the possibility of combined municipalities and if so, the length of time to initiate and implement. Executive Superintendent Iatonna will investigate and report back to Trustee Soulliere.

Moved by Trustee Macri and seconded by Trustee DiMenna that, for the purposes of the 2014 Election, the Windsor-Essex Catholic District School Board not designate any municipality within the Board's area of jurisdiction as a low population municipality.

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

City of Windsor: Wards 1 & 1 .....1 Trustee
City of Windsor: Wards 2 & 9 .....1 Trustee
City of Windsor: Wards 3 & 4 .....1 Trustee
City of Windsor: Wards 5 & 8 .... 1 Trustee
City of Windsor: Wards 6 & 7 ....1 Trustee
County of Essex Area 1: Amherstburg, LaSalle (Lead Municipality). .1 Trustee

County of Essex Area 2: <u>Leamington</u> (<u>Lead Municipality</u>), Essex,.. ...1 Trustee
Kingsville, and Pelee Township
County of Essex Area 3: Lakeshore ....1 Trustee
County of Essex Area 4: Tecumseh ..... 1 Trustee

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

c. Report: Deferral of the Closure of St. Bernard (Windsor) and the Closure of Our Lady of Lourdes Catholic Elementary Schools

Moved by Trustee Alexander and seconded by Trustee DiMenna that the Board approve the following:

- **The deferral of the closure of St. Bernard (Windsor) Catholic Elementary School from June 30, 2014 to June 30, 2015;**

- **The integration of all of Our Lady of Lourdes Catholic Elementary School students into the existing St. Bernard (Windsor) Catholic Elementary School effective upon the previously approved closure of Our Lady of Lourdes on June 30, 2014;**

- **The immediate establishment of a Joint Integration Committee to facilitate the transition of the students into one consolidated school community for the start of the new school year in September 2014.** *Carried.*

13. Notice of Motion: *None*

14. Remarks and Announcements:
    a. Chairperson provided the following comments:
        - Parent Involvement Committee (PIC) meeting is scheduled for March 26th at 6:30 pm;
        - A call for nominations for the following awards:
            - J. F. Johnston Award;
            - Lucien (Kit) Lacasse;
            - Council for Exceptional Children Annual Sprint Banquet; and
            - The Community Living Windsor Bea DeBernardi Award for Inclusive Education;
        - The Board is seeking input on its 2014-15 Budget Development Process. School community stakeholders, the Special Education Advisory Committee, the Parent Involvement Committee, School Councils, Principals and Vice Principals and Catholic School Supporters are encouraged to provide comments on the Budget priorities using the survey provided on the Board's website. The survey responses received by April 4th will be summarized and presented to the Board at its meeting of April 22. Surveys received subsequent to April 4 will be considered in the final draft Budget which is

expected to be tabled with the Board of Trustees at its meeting of May 27 with final approval on June 23.

- As the next meeting will be held after Easter, Chair Holland made the following comment: Celebrate this Easter with your heart filled with peace, joy and cheer! Happy Easter.

b. Director of Education Picard provided comments on recent activities supporting the Board's strategic priorities namely;
***Catholic Faith Formation*:** The employee Lenten Retreat, *Living Every Day with Passion and Purpose* is being held April 5th.
Employee Development and Student Achievement Initiatives: The following workshops are scheduled during the month of March: Attendance Management Training; System Implementation and Monitoring; Primary and Junior sessions; EQAO sessions for teachers and principals; and a principal mentoring session with lawyer Eric Rohrer.
***Community Engagement and Partnerships*:** The Accommodation Review Committee public meetings, where the public are welcome to provide input are scheduled for:
- Central Windsor: Monday, April 14 at 6:00 pm at Catholic Central High School
- Riverside area: Tuesday, April 15 at 6:00 pm at F.J.Brennan Catholic High School
- Tecumseh area: Wednesday, April 16 at 6:00 pm at St. Anne Catholic High School.

The 53rd Canada-Wide Science Fair is being held from May 10 to the 17th. Approximately 500 of Canada's top young scientist from grades 7 to 12 will have the honour of representing their regional science fair. Canada-wide Science Fair constitutes the national championship round, where finalists from Regional Science Fairs across the country meet and compete.
Windsor-Essex County Children and Youth Planning Committee extends an invitation to 2 and 3 year olds and their parents to answer questions on child development, find out about services and connect with service providers. The Saturday March 29th session will be held at H.J. Lassaline Catholic Elementary School from 9:00 am to 1:00 pm.
***Miscellaneous*:** Director Picard wished students, staff and their families a holy and blessed Easter.

a. Board Chaplain Brunet expressed his delight when speaking to students at the high schools and commented and encouraged everyone, in preparation for Easter, to consider participating in the April 9th All Day Confessions held a many parishes.

15. Remarks/Questions by Trustees
Trustee Alexander suggested that delegations should identify whether they are speaking as an individual, group of individuals or on behalf of the community.

Trustee Mastromattei reminded trustees of last year's Community Living's Bea DeBernardi award winner was F.J. Brennan Catholic High School.

Trustee DiMenna, on behalf of a school council, questioned the responsibility of the upkeep of school playground equipment. Executive Superintendent Iatonna will forward the Play Structures and Surfaces Board Report and approved Minutes.

Trustee Favot wished everyone a Happy Easter.

Student Trustee Dellosa commented on the Ontario Student Trustees' Association (OSTA-

AECO) pamphlet distributed to trustees. Inserted in the pamphlet is an article from Student Trustee Madeline Ellepola providing information on the Catholic Board Council and the province-wide mass on May 7, 2014 supported by Student Senate.
Student Trustee Dellosa also report Student Senate initiatives for the month of April; April 2 Autism Awareness Day; and April 9 Pink Day for anti-bullying.

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

- Monday, April 14, 2014 - Special Board Meeting for Public Input – Central Windsor Accommodation Review at Catholic Central HS ***(6:00 pm)***
- Tuesday, April 15, 2014 - Special Board Meeting for Public Input – Riverside Accommodation Review at F.J. Brennan HS ***(6:00 pm)***
- Wednesday, April 16, 2014- Special Board Meeting for Public Input – Tecumseh Accommodation Review at St. Anne High School ***(6:00 pm)***
- Tuesday, April 22, 2014
- Tuesday, May 27, 2014
- **MONDAY**, June 23, 2014

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

17. Closing Prayer – Fr. Larry closed the meeting with a prayer.

18. Adjourn to Committee of the Whole Board In-Camera meeting, if required: - *Not required.*

19. Adjournment - There being no further business, the Regular Board meeting of March 25, 2014 adjourned at 8:22 p.m.

Not Approved

Barbara Holland — *Chairperson of the Board*

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

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

SPECIAL BOARD MEETING
Monday, April 14, 2014 at 6:00 p.m.
Catholic Central Secondary School
441 Tecumseh Rd. E, Windsor, ON

MINUTES

PRESENT

Trustees:	F. Alexander	B. Mastromattei
	M. DiMenna, Vice-Chair	J. McMahon
	F. Favot	L. Soulliere
	B. Holland, Chair	
	Rev. L. Brunet, Board Chaplain	
Regrets:	Trustee Courtney, Student Trustees Ellepola and Dellosa	
Administration:	P. Picard (Resource)	E. Byrne
	J. Bumbacco	P. King
	M. Iatonna	C. Norris
		S. O'Hagan-Wong
		M. Seguin
		J. Ulicny
Recorder:	B. Marshall	

1. Call To Order - Chair Holland called the meeting to order at 6:01 p.m.

2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.

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

3. Recording of Attendance – Trustee Courtney sent her regret due to a work commitment. Student Trustee Ellepola sent her regrets due to a work commitment. Student Trustee Dellosa sent his regrets due to illness.

4. Approval of Agenda

Moved by Trustee DiMenna and seconded by Trustee Mastromattei that the April 14, 2014 Special Regular Board meeting agenda be approved as distributed. *Carried*

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

Trustee Macri disclosed interest in relation to agenda item 6a) Director of Education's Report on the Accommodation Review Study for the Central Windsor Area, including Catholic Central Secondary School, Immaculate Conception and St. Angela Catholic Elementary Schools due to his sons' employment and did not participate in the discussion or vote on any question raised on that item.

6. Communications:

a. Report: Director of Education's Report on the Accommodation Review Study for the Central Windsor Area, including Catholic Central Secondary School, Immaculate Conception and St. Angela Catholic Elementary Schools

Director Picard provided the following explanation to further clarify administration's recommendations:

An announcement of funding to construct a new Catholic Central on the Windsor Arena/Water World/Glengarry Park site would cause the immediate elimination of the recommendation to close Catholic Central. There are several other factors that contributed to the 2016 closure recommendation:

a) Potential excess space in Catholic Secondary schools sharing a boundary with Catholic Central, i.e. F.J. Brennan, Holy Names, and Assumption Catholic Secondary Schools. Holy Names is not a viable solution as it is currently above capacity with portables.
b) Assumption's International Baccalaureate program continues to grow and there is an expressed interest from parents to see it expanded to the intermediate level (grades 7 & 8).
c) The Riverside community is currently in the midst of Accommodation Review. The entire Catholic Central School community could be accommodated at Brennan. It is unreasonable however, to believe that students would pass by 3 public secondary schools in order to choose Catholic education. Furthermore, it is unacceptable to the Board that a Catholic secondary school presence be abandoned in the Core City area. Administration would not recommend this option.
d) There is a request before the Ministry to consider funding the accommodation of St. John Catholic Elementary at the Assumption site. It is not reasonable to believe that Catholic Central students would be willing to travel out of the downtown area to either South Windsor or West Windsor.

Director Picard addressed trustees' questions on the potential use of City of Windsor owned property, Wigle Park; sufficient space at the current Windsor Arena site, correspondence received from the Ministry of Education regarding funding for a new school, boundary adjustments should Catholic Central close; and recent correspondence with members of parliament.

Moved by Trustee Mastromattei and seconded by Trustee Favot that the Board receive as information the Director's Report on the Accommodation Review Study for the Central Windsor Area, including Catholic Central Secondary School, Immaculate Conception and St. Angela 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 Central Windsor Area, including Catholic Central Secondary School, Immaculate Conception and St. Angela Catholic Elementary Schools

      No Delegation requests were received.

   Chair Holland mentioned to the audience members they are welcome to send comments and/or concerns to trustees or administration. Chair Holland invited trustees to remain after the meeting to speak with members of the audience.

8. Closing Prayer – Fr. Brunet closed the meeting with a prayer.

9. Adjournment - There being no further business, the Special Regular Board meeting of April 14, 2014 adjourned at 6:41 p.m.

Not Approved

Barbara Holland
Board Chairperson

Paul A. Picard
Director of Education

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

SPECIAL BOARD MEETING
Tuesday, April 15, 2014 at 6:00 p.m.
F. J. Brennan Catholic Secondary School
910 Raymo Rd., Windsor, ON

MINUTES

PRESENT

Trustees:	F. Alexander	J. Macri
	J. Courtney	B. Mastromattei
	M. DiMenna, Vice-Chair	J. McMahon
	F. Favot	L. Soulliere
	B. Holland, Chair	
	M. Ellepola, Student Trustee	
	Rev. L. Brunet, Board Chaplain	
Regrets:	Student Trustee Dellosa	
Administration:	P. Picard (Resource)	E. Byrne
	J. Bumbacco	P. King
	C. Geml	P. Murray
	M. Iatonna	C. Norris
		S. O'Hagan-Wong
		M. Seguin
		J. Ulicny
Recorder:	B. Marshall	

1. Call To Order – Chair Holland called the meeting to order at 6:07 pm.

2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.

3. Recording of Attendance –Student Trustee Dellosa sent his regrets due to illness.

4. Approval of Agenda

   Moved by Trustee DiMenna and seconded by Trustee McMahon that the April 15, 2014 Special Regular Board meeting agenda be approved as distributed. *Carried*

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

Trustee Macri disclosed interest in relation to agenda item 6a) Director of Education's Report on the Accommodation Review Study for the Riverside Area, including F.J. Brennan High School, St. John Vianney, St. Jules, St. Maria Goretti, and St. Rose Catholic Elementary Schools due to his sons' employment and did not participate in the discussion or vote on any question raised on that item.

6. Communications:

a. Report: Director of Education's Report on the Accommodation Review Study for the Riverside Area, including F.J. Brennan High School, St. John Vianney, St. Jules, St. Maria Goretti, and St. Rose Catholic Elementary Schools

Director Picard reviewed the data and provided insight into the analysis leading to the Riverside area recommendations.

Addressing "On the Ground Capacity" Issues at Brennan:
Administration is proposing the transformation of F.J. Brennan Catholic Secondary School to the Brennan Centre of Excellence and Innovation. The Centre of Excellence will be made up of two distinct schools; F.J. Brennan Catholic Secondary and Corpus Christi Middle School. The schools will be separate entities in terms of organization and administration. They will be physically divided so that there is no general interaction between students of the two schools. Start and end times will be 30 minutes apart.

Corpus Christi Middle School
Located at the Brennan site but separate from the secondary school, will be Corpus Christi Middle School. The grade 7 and 8 students will be housed in their own dedicated facility but will have access to all of the learning supports that only a secondary school site can offer namely, Science Labs, Dance, Dramatic Arts, Photography (Digital Arts), Visual Arts and Fitness Training.

Specific School Concerns – St. Maria Goretti / St. Rose / St. John Vianney Catholic Elementary Schools
The proposed closure of St. Maria Goretti suggests relocating the students to two school sites in order to maximize occupancy at both receiving schools. Subsequent to the release of the recommendation, the Director received considerable input from parents concerning the difficulty of dividing the school population. Many indicated they understand the closure but struggled with the dividing the community. As such, administration's final recommendation will include the consolidation of all St. Maria Goretti JK to 6 students at the St. Rose site. St. Rose, in this scenario, would not close in the foreseeable future.

St. John Vianney would have some excess capacity but there is the likelihood of growth in the East Riverside area and, if need be, the expansion of the school boundary into the Tecumseh area. There is availability of some flexibility at the St. John Vianney site.

St. Jules
From a facility perspective, St. Jules has long term challenges. It is above capacity, yet would require significant capital investment in order to optimize the learning environment.

Even with significant investment, it would still not be accessible. The recommendation for St. Jules is twofold. First, for the 2014-2015 school year all grade 7 and 8 students will be accommodated at Corpus Christi Middle School. All grade 7 and 8 students within the school's boundary will be entitled to busing. Second, busing will also be provided to those former students of St. Alexander Catholic Elementary School.

Current students of St. Bernard / Our Lady of Lourdes who wish to attend Corpus Christi Middle School will be able to access transportation from designated pick-up spots. It will be our recommendation that all grade 7 and 8 students from St. Bernard / Our Lady of Lourdes attend Corpus Christi Middle School beginning in the 2015-2016 school year.

Moved by Trustee Mastromattei and seconded by Trustee Favot that the Board receive as information the Director's Report on the accommodation review study for the Riverside Area, including F.J. Brennan High School, St. John Vianney, St. Jules, St. Maria Goretti, and St. Rose 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:

Delegations Regarding Accommodation Review Committee's and Director of Education's Report on the Accommodation Review Study for the Riverside Area, including F.J. Brennan High School, St. John Vianney, St. Jules, St. Maria Goretti, and St. Rose Catholic Elementary Schools

i) Parent, Julie Treloar from St. Rose to speak on student concerns regarding the Director of Education's Report on the Accommodation Review Study for the Riverside Area.

Ms. Treloar would like the Board to address F.J. Brennan's under capacity issue through programming and not involve the neighbouring elementary Catholic schools.

ii) Parent, Cindy Nantais from St. Rose to address concerns regarding the grade 7 to 12 model.

Ms. Nantais does not support the Grade 7 to 12 model but if the model is approved, suggested administration implement a two-year delay to allow all stakeholders (students, parents, teachers, schools, board and community) to prepare.

iii) Parent, Steven Moro from St. Maria Goretti to comment on the recommendation to close St. Maria Goretti and move grade 7 and 8 students to F.J. Brennan Catholic High School.

Mr. Moro discussed the Accommodation Review Committee process, compared the 2008 to the 2013 Watson Report, commented on the Ministry of Education's 2014-15 School Board Funding Report and stressed community voices need to be heard.

iv) Representatives of the St. John Vianney school community, Jason and Jennifer Marchi and Lisa and Richard Javonoski to provide additional recommendations for the Board to consider.

A group of St. John Vianney parents, represented by Mr. & Mrs. Marchi and Mr. & Mrs. Javonoski submit the following revised recommendation for the Board's consideration:

1. Effective September 2014 St. Maria Goretti close. Currently students who reside east of Lauzon Road consolidate at St. John Vianney JK to 8 school, students west of Lauzon Road consolidate to the St. Rose JK to 6 school;
2. Grade 7 and 8 students from St. John Vianney be given the option to attend Middle school located at the Brennan site, with Board transportation provided in accordance with policy; and
3. The Board promote the Middle School concept at the Brennan site not only to Brennan's feeder schools but open the boundaries city wide.

v) Parent, Kelly Vandenberghe from St. Jules Catholic Elementary school to address concerns and ask questions on the future impact of the Director's report.

Ms. Vandenberghe commented on future concerns from the recommendation and suggested the new elementary school slated to replace St. Bernard be built on the St. Jules site; if St. Maria Goretti and St. Rose close, new families will attend the neighbouring public board school; St. John Vianney grade 7 and 8 siblings who currently attend St. Joseph High School likely also attend St. Joseph creating a second transition from the proposed Middle school; and commented on potential future Accommodation Review Committees.

vi) Parent, Marc Williams from St. Jules school to comment on the Director's recommendation.

Mr. Williams reminded trustees of their responsibilities according to the Education Act.

Chair Holland mentioned comments and/or concerns to trustees or administration are welcomed. Chair Holland invited trustees to remain after the meeting to speak with 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 April 15, 2014 adjourned at 7:21 p.m.

Not Approved

Barbara Holland ***Paul A. Picard***
Board Chairperson *Director of Education*

Presentations
from the April 15, 2014
Special Board Meeting
at
F. J. Brennan High School

Hello, my name is Julie Treloar and I have a son in JK at St. Rose, with two more coming up behind him.

The bottom line is that Brennan is severely under capacity, but there is a need to keep it in Riverside. The Director's report fixes that with elementary students; this is the wrong way to go. There HAS to be a way to fix this problem with HIGH SCHOOL students.

1. If the Board is planning on revving up programs at Brennan anyway, they should do that FIRST before shoving Grade 7's and 8's in there, and revamping it afterward. Put the money into it, offer attractive programs (such as auto shop, culinary area, better sports and arts facilities, etc.), THEN see how the enrollment increases. The Director's suggestion puts the cart before the horse. If you make Brennan a school people want to go to, they will come, as opposed to avoiding it. IF, several years down the road, there is no improvement, then consider other alternatives at that point, but based on the general population's opinion, if Brennan was a school worth going to, they wouldn't feel the need to send their children elsewhere and kids would actually WANT to go there.
2. Catholic Central is slated to close and move locations. Assumption is under capacity. There must be something that can be done between the three schools to keep them as high schools. For example, closing Catholic Central and dividing those students between Brennan and Assumption is something to be looked at. If they are moving anyway, they might as well move and fix a problem at the same time. The money to build a new Catholic Central (which has yet to even be approved) could be used to build a new Catholic Central and Brennan together at a location between the two schools, or used to bring Brennan up to par and accommodate the Catholic Central students there.*
3. Regarding St. Rose, St. Maria Goretti, and St. John Vianney, no one understands why any of these schools need to be affected by Brennan's problem. You WILL lose students by closing them, creating a vicious cycle. These are the children that will go to Brennan. People are fed up, especially after the St. Thomas, St. Wilfred, St. Alexander's, Our Lady of Lourdes and now St. Jules closures. Is it the goal of the Catholic board to force everyone to go with the public system? You are limiting our options and creating an uncertain future. You will have no small community school left in Riverside - all the way to Tecumseh. And no K-8. You're leaving us with a huge K-6 school at St. John Vianney, then Brennan, which currently has nothing to offer. That's it. And that sucks!
4. The threat to close St. Rose any given year is a self-fulfilling prophecy: people aren't going to send their children to a school that could close at any point. It's an unstable environment, so they won't send their children there. The numbers go down. Well, lo and behold! Now it's way below capacity and has to close. Who could have seen that coming??? St. Rose is at 90% capacity and is the top-rated school in Riverside and top 5 in Windsor, and just had an increase in JK registration in February. Why would you even consider closing it? Granted, the building is older, but instead of closing everything, make it better and more attractive! Look what they did in the public system, especially David Suzuki – they made schools parents WANT their children to go to, and where the children themselves want to go. The problem with David Suzuki is that it is TOO big – because of the mass migration to the area so parents could get their kids in there.

* As per the meeting at Catholic Central last night, I understand Mr. Picard does NOT ~~want~~ expect those students ~~to come~~ to Brennan as they will have to pass 3 public schools to get here. Well what about the same for the elementary schools?

Keep the smaller schools, but update them. You will require a lot more money to make Brennan a PROPER 7-12 school than to fix up an elementary school or two.

5. St. Maria Goretti is at capacity. If St. Maria Goretti HAS to close (for reasons yet to be understood), combine them completely with St. Rose. That way, St. Rose won't be in a constant threat of closure, the St. Maria Goretti students won't be divided, and St. John Vianney won't be too big, as is the concern of many parents. Leave them as K-8.
6. There is huge development in the Riverside area around St. Rose that is slated for the building of homes. Also, many Riverside residents are aging and the homes they have had for 40+ years are going up for sale and are being scooped up by people trying to get in the area. Where are these children going to go to school? David Suzuki or St. John Vianney? People will be far more likely to have their children walk to school than drive or bus them to a school that's just as big, and that is only K-6. Keep the smaller schools in Riverside!!! And keep them as K-8!!!
7. St. Rose already turns down multiple out-of-boundary requests every year. Allowing these requests would certainly boost numbers, especially after word gets around that this is possible.

In closing, Barb Holland said: "We should not be limiting our children in ANY setting" in the Faith in Our Future video on the Board's website. Putting grade-school children in an ill-equipped high school does just that. It limits their potential to grow and become leaders in a smaller community school. It makes them become just a number to fill a failing school; lost in the crowd. Do NOT do this to our children.

Bottom line: Keep Brennan separate from the grade schools. You will only make enrollment matters worse by going forward with the Director's plan. You talk about faith, but we have no faith in you. Give us something to believe in. People need their faith in the Catholic school board restored. Stop and take a deep breath. Think this through. There IS a better way. What's your motto? Learning together in faith and service? Let's see it.

Thank you. - And Happy Election Year

My name is Cindy Nantais and I have 3 boys at St. Rose in grades 1, 3 and 6.

I do not support the 7-12 model, not only because of concerns for the social aspects of a middle school, but also the negative academic effects. According to American and Canadian academic research, which I shared in a letter during the ARC process, children in middle schools "lose ground" in reading and math compared to their K-8 peers and those losses are not regained in high school. The studies support that a structural break in grades 7 and 8 is problematic. We should not underestimate the value of being in a supportive elementary school environment and how that contributes to success. Remember that grades 7 and 8 are important times for growth and maturation, for developing leadership skills and for being somewhat fragile as children learn to navigate early adolescence – it is a time when children need stability and security. Boards in the US and Canada (including Toronto) are actually moving away from this configuration, back toward k-8.

For a number of reasons, I hope St. Rose stays the successful K-8 school that it is now – including my view that the K-8 model better supports inclusion of children with special needs, something important to me as a parent of child with Down Syndrome.

I want you to agree with me and preserve our Riverside grade schools. I want to spend my whole 5 minutes trying to convince you – but because a 7-12 school may be coming, I have to address implementation.

The Director asks for a 7-12 model starting in Sept 2014, relying on one of the ARC Committee recommendations (the other was status quo). But that committee recommended, after extensive community consultation, was that the 7-12 be subject to a TWO-YEAR IMPLEMENTATION DELAY to give all stakeholders (students, parents, teachers, schools, board, community) time to prepare. I doubt a 7-12 model would have been recommended without the delayed implementation.

While I may come to understand that finances and demographics necessitate the new model, I cannot support or understand immediate implementation as it is contrary to the needs of students.

This is not just about the building, school structure and curriculum being ready. That is part of it - I think many of us doubt how everything that needs to be decided, adapted and reconfigured for so many students, from a number of school communities can possibly be accomplished properly in such a short time. But even if everything could be ready by the first day of school, it is about so much more than that.

Kids who *know* they are going to middle school and are prepared for it throughout grade school – they are the ones in the studies who have the social and academic issues when they go to middle school. Here, those problems and issues will only be magnified because our students will have virtually no preparation or time to adapt. The final decision will not be made until the end of May. Kids would then have about 4 school weeks to adjust to the end of grade school and the fact that they are moving to "high school". There will be uncertainty and anxiety, without enough time to make them feel comfortable or adjusted. They will be thrown into a new model without the tools they need to succeed (emotionally, socially or academically). While some kids may be ok, many will not. Kids need time to adjust to big changes and make no mistake – this is a big change.

I hear from many parents that could accept the 7-12, but not if it starts in September 2014. It's too soon. It's too rushed, especially for kids with exceptionalities.

The problem I think is that over the past few years our trust in you has been eroded, and this process has done nothing to repair that. Ignoring the delayed implementation piece of the ARC recommendation and rushing this transition only makes us trust you even less. SHOW US that you are willing to work with us to make this a positive experience, to create more value to student, to do it right. Rushing implementation makes us feel that our kids are not being put first, that a sound elementary experience is being sacrificed to save an under-populated high school without regard for their needs.

2 – year delayed implementation has tremendous value to student, school and the community, while still ultimately accomplishing consolidation. Kids in grades 6 and 7 will finish under the existing model. Younger students will have time to be as ready for the transition as possible. And the delay will facilitate

more thoughtful and meaningful implementation of special needs transitions and programming.

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A 2-year delay may also minimize loss to the Public Board. [redacted]'s view that people generally don't leave the board because of changes and closures, should not be taken as a license to keep pushing until the breaking point is found. Students entering grades 7 and 8 would have to move in September anyway – many parents may instead choose one of the 3 viable k-8 public schools in Riverside and then public high school. You need to give parents a reason to stay and a thoughtful, meaningful transition may do that.

There may be some financial reasons for starting right away – but certainly the fact that you have 3 well-attended K-8 grade schools in Riverside makes delayed implementation feasible. It is not unreasonable to ask that there be convergence between financial demands and student interests before the change is implemented. It will give time for everyone, but especially kids, to prepare for the transition.

Ideally, I would ask you to abandon the 7-12 model altogether or at least allow the changes in programming at Brennan to take effect and the fate of Catholic Central to be known – then reconsider this plan in the future if it's necessary. Failing that, I am asking that if you implement a 7-12 model, that you at least respect the ARC process and recommendation, and delay its implementation for 2 years. Please Do it right.

Thank you

[redacted]
Windsor, ON
[redacted]
[redacted]

Cynthia Nantais

February 17, 2014

Attention : Riverside ARC Committee and WECDSB

Re: February 19, 2014 ARC meeting

I am the parent of three boys attending St. Rose School. They are in grades 1, 3 and 6. My youngest son, Myles, has down syndrome. My other boys are typical. I am writing to reiterate my support for the retention of St. Rose as a K-8 school, as well as to express my deep concern about the proposed recommendation for a 7-12 school for students generally but St. Rose students in particular.

While I appreciate that demographic and budgetary issues will like involve change for all or some of the schools within this ARC process, I respectfully suggest that a change away from a K-8 model at St. Rose will have a negative impact on the school, the community and most importantly, its students.

As I articulated in my prior oral submission to the Committee when I offered a perspective on St Rose for children with special needs, it is my firm belief that St Rose should remain a K-8 school. St Rose consistently provides high quality education and experiences to its students, as reflected in the Fraser Institute rankings and provincial testing, as well as its reputation. It is a community school with wonderful students and teachers. It offers an enriching learning and supportive social environment that works for all kids, both special needs and typical. These qualities are in part the product of its K-8 structure.

It is my hope that this committee will reconsider its recommendation regarding the 7-12 configuration. Failing that, I trust that the WECDSB will not adopt that recommendation, creating instead a solution that keeps St Rose as a K-8 school, with additional students from St Maria Goretti (if closed).

Multiple transitions, particularly in years of early adolescence are problematic. A transition in grade 9 is challenging for students, but anticipated and expected in our area, and in fact in most of Ontario. The creation of a grade 7/8 "junior high" does not eliminate the second transition, regardless of whether the program is housed in the same building as the high school the students may or may not attend. Rather, it requires students to make two difficult transitions in a very short period of time, with the second being made potentially from a place of less security and self-esteem. Moreover, a 7/8 school deprives children of a true "elementary school experience," including the opportunity for regular mentoring of younger students and the

opportunity to mature and grow in a safe, supportive and developmentally appropriate environment. This cannot be understated.

The integration of these children into a high school setting is of significant concern. As a society, we frequently lament that our children are growing up too fast. We express concern that they are being exposed to situations and circumstances that they do not have the maturity or foundation to properly navigate. I expect that whatever the efforts to segregate these students from the general high school population, there will be far more exposure to all aspects of high school life, positive and negative, at an earlier age. From an "ages and stages" perspective, integrating grades 7 and 8 into this culture is risky. For example, there is a wide range of physical and emotional maturity in grades 7 and 8. Research suggests that students who are more physically developed may be exposed to attention and situations that they are not emotionally able to successfully navigate. Moreover, this will take place within a less restrictive and supportive environment than a traditional K-8 school.

Interestingly, many jurisdictions in the United States, which have long embraced the "middle school (grades 6-9)" or "junior high", are now advocating and moving toward K-8 schools because of problems in a middle school setting, including the negative effects of disruption, transitions and culture. American research has shown that students who attend middle schools (as opposed to grade k-8) "lose ground" in reading and math compared to their peers in K-8 schools. Transitions have been found to be particularly damaging for young adolescent students. They are being moved at a time when they need their peers and stability the most. I have linked reports of these studies in the email accompanying this letter and ask that they be attached for reference.

Similar results are being found in Canada. University of Toronto professor, Elizabeth Dhuey, completed a 2012 study on BC schools. She notes that there is insufficient research on the impact of grade configurations on student performance. Significantly, she found that in her study that *"We're not sure why, but the worry is that at age 13 and 14 — often not a great time of life — to add a structural break at school can be bad for students who struggle."* When compared to their K-8 peers, students in middle schools/junior high experience a decline in reading and math. Even more concerning, that decline was found to persist into high school. Weaker students are particularly affected. I have linked Dhuey's study, *How Grade Level Configurations affect Academic Achievement* in the email accompanying this letter and ask that they be attached for reference. In response to these and other studies, Toronto area school boards are moving away from middle schools and junior highs. Rather than embarking on a path that studies suggest has been detrimental to students, I respectfully suggest that the Board should find other options.

Fundamentally, St. Rose is a highly successful school as a K-8. We are again the top ranked local English Catholic grade school in the area. Our formula appears to work. I understand that we are capable of accepting students from St Maria Goretti if it is

closed and incorporating them into our school culture and building as a K-8. St Maria Goretti and St Rose are similarly situated schools in that we are both located in the heart of Riverside. Our children would all live in relatively close proximity to the school, as well as play sports and participate in community activities together. All of this would allow St. Rose to retain its important identity as a community school.

I am also concerned about combining 7/8s from so many schools. This experiment would in effect be imposing both a new model (7-12) with the added stress of integrating a large number of children from diverse school communities and experiences. The transition, especially for students from smaller schools, will be especially jarring and disruptive. If the Board wishes to implement a 7-12, despite the factors weighing heavily against it, it should be done on a smaller scale as a pilot project. The number of schools involved should be small and they should be in close proximity in order to permit a "community" school, while at least mitigating somewhat the transition issues. Using school(s) that need something transformative, either due to physical plant issues or performance issues, may make sense. I fear significant problems attempting to implement an untested 7-12 with so many diverse student bodies, aggravated by the stress of transitions.

In my conversations with other parents, I believe that many will leave St. Rose if we become a K-6 school, particularly as we have available to us an viable alternative at the public board. However, if St Rose remains a K-8, parents in Riverside would have two to three (depending on Maria Goretti determination) contrasting but equally valid K-8 options: St John Vianney, a large school; and St. Rose, a small to medium sized school. This is good for the community, as parents will continue to seek out properties in the area for purchase within these boundaries.

While the recommendation of a 7-12 appears to be intended to "save Brennan" by "filling the building" with 7s and 8s, this is not fixing the issue with Brennan's enrollment. I am a graduate of Brennan High School at a time when Brennan was a very large and dynamic school. I do not want Brennan to close, but I do not want it to stay open at the expense of our elementary children. I think that a strong elementary experience is a necessary perquisite to a successful high school one, as well as creating strong students and individuals with good foundations and good self-esteem. I do not think I am alone in saying that if Brennan High School were to close, I would choose to send my children to St. Joseph's High School. Perhaps, though, solutions should be generated to create specialized programming in order to make Brennan a more attractive option for students.

Ultimately, I am asking the Committee and then the Board to retain St Rose as a K-8 school. I appreciate that difficult decisions must be made that balance the needs of all schools affected and that we all want what is best for our children. St Rose is a school that we should be reluctant to change, as it has a proven track record for being great for students, teachers and the community. I ask that we not underestimate the value to a child of being in the supportive elementary school

environment for as long as possible. We should be loathe to create institutions that deprive kids of the opportunity to learnin an age-appropriate setting that creates the best opportunity for success. We should remember that grades 7 and 8 are important times for growth and maturation, for developing leadership skills and for being somewhat fragile as we learn to navigate early adolescence. In the face of the research about both the negative academic and social impact, we should not embark on a 7-12 model, particularly on the scale proposed.

I reiterate my earlier statement that the culture that produces a great environment for ALL of my kids is one that is created by all that St Rose is - the school, its location, its proximity to the families that attend there, its students, its teachers, its environment. Change these dynamics and you will change the culture – and why would you want to? This is a school of success on so many levels. I respectfully ask that we be left a K-8 school.

Thank you,

Cynthia Nantais
St Rose School parent

Attachments:

American Research, see for example:

http://educationnext.org/the-middle-school-plunge/

http://tip.duke.edu/node/867

Middle schools too disruptive for weak students, studies show, Toronto Star (June 10/12)
http://www.thestar.com/yourtoronto/education/2012/06/10/middle_schools_too_disruptive_for_weak_students_studies_show.html

Dhuey, *Middle School or Junior High? How Grade Level Configurations Affect Academic Achievement* (April 2012)
http://homes.chass.utoronto.ca/~edhuey/datastore/files/docs/Dhuey_MiddleSchool_April2012.pdf

http://educationnext.org/the-middle-school-mess/

7

Steven Moro

Good Evening,

I am here to make sure the voices of my children and all of the children who do not support the current recommendation are heard and to make sure they understand the importance of standing up for what is right.

I was part of the Riverside ARC committee.

During the ARC process we looked at many options and in the end, the option that seemed to resonate most with many of our families was status quo. An option that identified flaws in the current process.

Success of a previous ARC process is questionable (St. Alexander's children, Langlois enrollment, St. Bernard's new school?), and it looks to possibly prove a failure if we continue the current course.

Status quo was also the sole recommendation of the Tecumseh ARC report.

8 communities, represented by informed, educated and dedicated parents, and many of our communities top business leaders recognized the flaw in the current process and recommended the board take a step back and come at this from a different angle.

And yet, both recommendations from the Director of Education failed to recognize the voices of these collective communities.

As a result, our communities now have one common question – WHY?

Why does it appear that you have not listened to our communities?

Why, as a parent, do I feel that all of our children have been pawns in a pre-conceived game to keep Brennan high school from closing?

Why do I feel that the best interests of many hundreds of children and their families are being completely ignored?

With over 70% of SJV students attending St. Joseph's high school why send them to Brennan?

Why the need to rush and have this completed by September, 2014?

Is any of this in the best interest of the student?

Let's look at the Business Case -

We asked a senior administrator for the business case.

The response was to the effect of "we have 4,000 empty desks right now and in September we'll have 5,000 empty desks...that is the business case. The Board is going to lose 1,000 students over the summer – so something must be done"

The board points to the Watson Report to justify future – declining – trends.

In comparing the 2008 Watson report to the 2013 Watson report – their numbers were over/under estimated by magnitudes of nearly 40% in some cases. Brennan's numbers were off by over 20%.

Why does this board continue to refer to this faulty data?

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In March, the Ministry of Education published their 2014-2015 School Board Funding report.

On page 77 (Windsor-Essex Catholic DSB) it shows projected enrollment for Elementary schools will rise by 1,083 students.

At what looks to be just over $11,000 per student in funding (MoE report), the difference between the Watson/Boards prediction (losing 1,000) and the Ministry number (gaining 1,000) equates to just over $22 Million in additional funding. That's a lot of extra money.

And we have not seen any numbers from the Board to indicate that the proposed changes will see any substantial savings. Will the proposed changes save the board any money?

In a recent meeting I had with a City Official, I was advised that the City has plans for a full subdivision that would encompass the Riverside Arena, Riverside Baseball and Concord school property.

The Town of Tecumseh advised of 500 new homes being built in their area that would feed the schools involved in the Tecumseh ARC.

Why would we be closing schools that are near capacity if there's potential to see over 1,000 new students enter the system?

Why would we be closing schools if so many new homes are planned to be built in our community?

The City plans 50 years out – how far out is the Board planning?

Is there really declining enrollment?

If so, why do the numbers reported to the Ministry indicate otherwise?

What about the Future -

Over the past several months, we have heard comments from children, parents and administration to the effect of:

"...your school will most likely close this June"
"...I will be teaching at Brennan"
"...we all know that elementary children will be at Brennan in the fall"
"They are renovating the woodworking and cosmetology rooms (at Brennan) into a cafeteria for the elementary kids"
"Kids are going to get bussed over to a satellite school at Adstoll arena/Ice Park"
"...SJV won't be affected, SMG/St. Jules will close..."

Whether these comments are based on fact or not, it feels like the Board hasn't been transparent.

We know that the Board announced new funding for St. Piux before the Tecumseh ARC was completed.

Why does it feel like this whole process is fait accompli?

But it shouldn't be – and I request that it not be.

There is still time to change the course.

So what can/should the board do?

In the Director's recommendation report for Central Windsor – it states:

> "If Ministry funding is not secured for a new Catholic Central high school that it would close in 2016 and the students split between existing Catholic High Schools".

In the 2014 Ministry of Education Funding Report – it does not show any new capital funding for this Board.

So the answer seems simple.

With Brennan at 61% OTG & Assumption at 70% OTG capacity it would seem logical to close Catholic Central immediately.

Move the entire school to Brennan, or split it between Assumption and Brennan.

- Give those (high school) students the better facilities they deserve.
- Stop the current ARC process.
- Leave our most vulnerable, elementary children alone.

This is a win-win-win scenario:

- The elementary children win by not being uprooted.
- The high school students win – Brennan, Assumption and Catholic Central – full schools & better facilities.
- The Board and Trustees win – parents are happy, schools are full, funding is maximized and expenses decreased.

We ask the Trustees to listen to your communities – the ones that elected you.

It appears that this whole process has been a mandated process to fulfil a requirement for community input.

Input that feels like it's being ignored, and should not be.

Take the time to change the course and do what is truly in the best interests of our children.

Thank you.

Marchi + Janonovske

Good Evening Chairperson Holland, Trustees and Administration of the Windsor Essex Catholic District School Board, we are here before you this evening to present an alternative option on behalf of several of the parents of the St. John Vianney school community with respect to the East Windsor/Riverside Accommodation Review Process.

One of the challenges for the St. John Vianney school community, is that it is made up of both families in the old Riverside area and many families that have settled and established their communities in the East Windsor area, with the understanding that their children would be able to attend St. Joseph's High School. Currently, many of the St. John Vianney students have siblings that are already students at, or they themselves are enrolled in, St. Joseph's High School, as they fall within this boundary. The St. John Vianney graduating class of 2013 was divided between Brennan and St. Joseph's High School. The community also unfortunately loses a large portion of its graduating class to the secondary schools outside of the Windsor Essex Catholic District School Board, but with the development of St. Josephs High School, the sense is that more families are choosing St. Joseph's.

Unfortunately, the St. John Vianney community was not aware that consolidation of its grades 7 and 8 students to the Brennan site was an option, and has had little time to respond. The first that parents became aware of this option was when the report was revealed. However, having said this, when the Director's report was released, the school community has seen some interest from its students to be part of the new middle school concept. Especially from students that will be continuing to Brennan for their secondary school education and for families with siblings already enrolled at Brennan. Taking all of this into consideration, the St. John Vianney community would like to respectfully submit the following revised recommendation with respect to the St. John Vianney community, for the Board's consideration:

That regrettably, effective September, 2014, St. Maria Goretti shall close and boundaries areadjusted so that JK to 8 students currently within the St. Maria Goretti boundary east of Lauzon Road shall be accommodated in an integrated school community ofJK to 8 at St. John Vianney, and JK to 6 students currently within the St. MariaGoretti boundary west of Lauzon Road shall be accommodated in an integratedschool community of JK to 6 at St. Rose; and

Prior to 2014-15 school year, the Board be asked to promote the middle school concept at Brennan to the students in the proposed integrated St. John Vianney school community to build upon interest that has been expressed, and that the students at the proposed integrated St. John Vianney school community be given the option of attending the 7-12 school at the F.J. Brennan site, with Board transportation provided in accordance with policy; and

In addition, prior to the 2014 -15 school year, the Board be requested to promote the middle school concept at Brennan to all feeder grade schools to Brennan High School and city wide, with the middle

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school having open boundaries at this time. We are optimistic that interest from these areas, will offset the students that do not transfer from the integrated JK to 8 school community at St. John Vianney.

In closing, the St. John Vianney school community requests that the above noted changes be considered. We are optimistic that many students could transfer from St. John Vianney to the Brennan middle school. The transfer of these students would then help with any overcrowding issues at SJV.

This is being presented on behalf of a group of parents that have come up with a possible resolution.

It is our hope that this proposal along with the other proposals submitted tonight and in prior ARC meetings, be thoroughly reviewed and that every and all efforts are exhausted to ensure that the Board and the Trustees deliberate on these decisions with the whole community in mind and that special attention is given to the children being moved into strange and unfamiliar environments...Please take into account their impressionable and youthful spirits, budding minds and growing bodies....

As that is why we STAND in front of you tonight...Please listen to all and digest the views of this community...So that we remain a strong and united Board from our students to your administration

Fortes in Christo

Riverside ARC Meeting Apr 15-14
Delegation Report By: Kelly Vandenberghe

Delegation Date: April 15, 2014

Name: Kelly Vandenberghe

Personal Information: Parent St. Jules, also Riverside ARC member.
Two children, one in grade 2 and one starting JK in Sept 2014.
I also gave previous delegation at the Mar 25-14 board meeting to consider moving the new build to St. Jules property instead of beside a fire station on St. Bernard property.

Concerns and Questions for Riverside Directors Report:

It is very concerning the board is going to fill Brennan with elementary students and a new administrative program that the Windsor Essex Catholic Board has never done before (just 7/8's) this upcoming September.

1) How does this give **time** for any sort of transition committee to form with all communities involved?
2) How will the retrofits of Brennan be completed in **time**?
3) How will the bussing bays be constructed in **time** to avoid safety concerns?
4) How will the teachers, staff and administrative team be selected properly and allowed **time** to organize things before this September?
5) Is the upcoming election year a reason the board wants to rush the decision by Sept 2014?
6) The current Riverside ARC did not include St. Bernard or Lourdes, despite the committee asking to get them involved, but they are part of the 7/8 option. So the board considers this by leaving the OLD Bernard/Lourdes JK-8 temporarily for one more year. All schools should have this luxury of **time** for a transition period, not just two of all the schools involved.
7) If no funding is provided next year to support a new Catholic Central, then closing in June 2016 is possible. What does that mean for the 7/8's at Brennan? Are we moving elementary kids into Brennan pre-maturely?

Rushing to fill Brennan is decreasing public confidence in the board and the ARC process. Are the students really the first priority or is this rush only about money?

What confidence do we have the $ you save by doing this so fast will be re-invested in the Riverside community schools? How much of the savings is actually going to pay down the capital debt by 2017 instead, of which the schools in Riverside ARC are not even benefiting from?

History in Review:

1) Why did board just spend $ in upgrades at St. Jules, Maria Goretti and St. Rose for FDK if going to close? Why are you going to again spend $ on OLD St. Bernard to accommodate all Lourdes students this September to close it 1 year later?

Riverside ARC Meeting Apr 15-14
Delegation Report By: Kelly Vandenberghe

2) It appears the decision to fill Brennan with elementary students was already made before the ARC process even started (as the ARC process is ministry mandated and appears to be more of a formality).

   a. My neighbour just registered a JK student this year in a public school in St. Jules area because when they called the catholic board office, administration told them to not bother going to Jules because they would be closed within 2 years.

   b. Last year my daycare on Lauzon Rd had Maria Goretti school contacts who were also telling new families to not bother going as it was also closing.

   c. Sept 2013, the Windsor Star quotes that Brennan will be the first JK-12 school. It is obvious St. Jules was first slated for this move, and shortly thereafter followed by St. Rose and Goretti (following Watson number projections).

3) 2009 ARC – St. Jules/St. Bernard/Our Lady of Lourdes was not successful. The board has not realized any savings from closing Lourdes and the promise of a new school not realized yet 4 years later. The decision to leave St. Jules 'status quo' failed and St. Jules is now part of this Riverside ARC. The board obviously knew the 'status quo' outcome would not work for the old St. Jules building. Now Lourdes and Bernard join before Jules in a JK-6. Would it not be better to consolidate all 3 schools at the same time? What will happen to the St. Jules teachers coming in after the fact? One of the reasons St. Jules is such a great community school is because of its teachers and we want them to move with us. And now the city is building a fire station beside the proposed new school. How is this safe for students? How will this affect pick up/drop off and increased bussing for this area? If you recall my delegation from Mar 25th, moving the new build to the St. Jules site makes sense for many reasons. About half of the students affected between the 3 schools WALK to St. Jules and there would obviously be less bussing IF built on St. Jules property. **Time** would allow a review of this request.

4) Last year's St. Alexander/Langlois ARC was not successful. Langlois is LT 85% capacity and the recommendations to fully renovate it did not happen. The board told the St. Alex students that St. Jules was NOT closing, but here we are and you are going to transition them again. There are about 70 students left from St. Alex and the majority of them chose St. Jules due to walking distance. They clearly want a school within their community. Why are the out of boundary St. Alexander students going to St. Jules not embedded in the transportation recommendations of this Director's report? They agreed to walk to St. Jules, not to get transportation to new St. Bernard or Brennan?

Riverside ARC Meeting Apr 15-14
Delegation Report By: Kelly Vandenberghe

Future Concerns from Decisions Today:

1) If you close St. Jules and don't move the new build to St. Jules property, you are risking losing many NEW families to the public system. Old public school Gordon McGregor also with low enrolments (beside Ford Test Track) will be closing and students from Bernard area will be bussed to public Percy P McCallum (a few blocks away from St. Jules). There will be 4 public schools within walking distance from St. Jules. It is also known that public Cornation and David Maxwell buildings will not be sustained and a brand new public school in the St. Jules area is on the horizon. Given the population in this area compared to St. Bernard area, the catholic board is going to lose students in this area to public schools (new and within walking distance in the community). This will not help Brennan numbers long term.

2) If you close Goretti AND eventually close St. Rose, NEW families in this area will attend the new public Suzuki school within walking distance and in the community. The catholic board is again going to lose student numbers. This will not help Brennan numbers. Now that you have announced the possible closure of St. Rose, what NEW families will want to attend a school that might be closing?

3) If you make Vianney a JK-6 with 75% of the students slated to attend St. Joseph or they have siblings already there, how many families are going to refuse to transition their kids this many times? So for 7/8 they have to transition and again to high school. This is not good for students. How many will switch to public to avoid multiple transitions?

4) Potential future ARCs are the most concerning. Will this Brennan solution work long term? Or are we going to lose so many elementary students that our kids will be faced with a high school ARC and possible closure by the time they are in high school?

Riverside ARC Meeting Apr 15-14
Delegation Report By: Kelly Vandenberghe

Summary:

Do not rush the 7/8's to go to Brennan this upcoming September.
Time would allow the following recommendations:

1) **Time** to allow a system-wide ARC process review
2) **Time** to review the objective of the boundary policy to achieve the greatest good for the greatest number of students
3) **Time** to ensure the long term future of catholic education for our children and eliminate future ARC risks
4) **Time** to ensure value to student is first priority before immediate financial short term incentives
5) **Time** to enhance public confidence in the Windsor-Essex board catholic education board
6) **Time** to consider changing the new elementary school build from St. Bernard site to St. Jules site
7) **Time** to investigate other options for Brennan instead of sending elementary students. Find community partners to lease the space as an alternative.
8) **Time** to finalize Catholic Central new build before filling Brennan unnecessarily.
9) Or at least **Time** to prepare 7/8 new administration program with a transition committee.

The elementary schools have the **time**. Brennan has been running LT 85% capacity to date, but it is still viable with over 600 students, so it also has **time.**

No one wants to see their kids transition again from future ARCs because of the decisions today. Take the **time** to do it right for the students and mitigate risks. **We are asking you to take the TIME to review the bigger picture.**

Correspondence received
for the Director of Education
and/or Trustees

East Windsor-Riverside
ARC

From: [redacted] Director of Education April-05-14 5:51:44 PM

Subject: Opposed to recommendation

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

Dear Mr. Picard,

My husband and I are very opposed to sending the gr.7 and gr.8 students from St.John Vianney to Brennan high school. This was not a recommendation that was supported as part of the accommodation review meetings that we attended. We feel that many parents, especially from St.John Vianney were not given accurate information and we only heard of this dramatic change of events through our young children in kindergarten and gr.3.

We specifically moved into this area so our children could attend both St.John Vianney and then St.Joseph High School. Brennan is very far from our home off Greenpark and we would not be comfortable sending our children on a bus to a high school that they have no intention of attending.

As a Director, your role is to put the students first and keep parents adequately informed. We should not have to hear this disappointing news from our children. Our daughter came home in tears over this.

We still have faith that you will reconsider this decision and put families first. St.John Vianney has no enrolment issues and our children are very happy to be a part of this caring community. If the decision is made to hastily send these children to Brennan, we will have to strongly consider moving our children to the public board.

Regards,

Mrs. Dayna Marignani

Sent from my iPad

Jeff & Tina Faubert Apr. 15/14

SINCE I AM NOT ALLOWING TO SPEAK AT TONIGHT MEETING CAUSE I SUBMITTED MY REQUEST TO LATE TO BE PUT ON THE AGENDA. I WAS NOT GOING TO SPEAK BUT BECAUSE OF COMMENTS HEARD LAST NIGHT I DECIDED TO TRY AND PUT A REQUEST IN BUT WAS NOT ACCEPTED. I AM A PARENT OF 4 STUDENTS THAT ATTEND ST ROSE. I DO NOT AGREE WITH THE GRADE 7 & 8 STUDENTS TO ATTEND BRENNAN HIGH SCHOOL.

I ATTENDED LAST NIGHT CENTRAL ARC MEETING. I HEARD POINTS THAT MAKE MYSELF FEEL THAT MR. PICARD RECOMMENDATION TO PLACE GRADE 7 & 8 STUDENTS IN TO BRENNAN IS JUST TO FORCE THE MINISTRY TO GIVE THE BOARD FUNDING TO BUILD A NEW CATHOLIC HIGH SCHOOL. MR. PICARD SAID THAT HE WANTS A NEW CATHOLIC CENTRAL HIGH SCHOOL DOWNTOWN. THAT HE ALSO DOESN'T TRULY RECOMMENDS MOVING THE CATHOLIC CENTRAL HIGH SCHOOL STUDENTS TO OTHER HIGH SCHOOLS CAUSE HE FEELS THEY WILL NOT GO PASS THREE PUBLIC HIGH SCHOOL TO ATTEND BRENNAN. BUT HE IS ASKING US, THE PARENTS, TO SEND OUR GRADE 7 & 8

STUDENTS PASS TWO TO THREE PUBLIC GRADE SCHOOL TO ATTEND A RETRO FITTED RUSH MIXED MIDDLE SCHOOL AND HIGH SCHOOL COMBINED. WHY SHOULD OUR 12 YEAR OLDS BE FORCE TO ATTEND SCHOOL WITH 18 YEAR OLDS WHEN THE BOARD CAN COMBINE HIGH SCHOOL STUDENTS WITH HIGH SCHOOL STUDENTS AND ASK FOR FUNDS TO FIX UP THE HIGH SCHOOLS. REMEMBER MR PICARD SAID HE DOESN'T THINK THE HIGH STUDENTS WILL TRAVEL BUT I REMEMBER WHEN THE BOARD ONLY HAD TWO HIGH SCHOOL AND STUDENTS TRAVEL ACROSS THE CITY TO ATTEND THESE SCHOOLS. I ALSO RECALL MR PICARD SAYING THAT THE BOARD HAS TO HAVE UNITED STAND TO GET FUNDING FOR A NEW HIGH SCHOOL AND THAT THE MINISTRY WILL NOT TALK UNTIL THE ARC PROCEEDS IS DONE. BRENNAN AND ASSUPMTION HAS ROOM FOR CATHOLIC CENTRAL STUDENTS. SO IS THIS THE WAY MR. PICARD FEELS HE CAN GET THINGS DONE. BY RUSHING TO PLACE OUR GRADE 7 & 8 STUDENTS IN TO BRENNAN AND TELL THE MINISTRY THAT WE NO LONGER HAVE ROOM TO FIT CATHOLIC CENTRAL STUDENT IN TO OTHER SCHOOLS AND WE NOW MUST HAVE

THE FUNDING TO BUILD HIS NEW CATHOLIC HIGH SCHOOL.

IF THE TRUSTEES GO AHEAD AND APPROVE THIS RECOMMENDATIONS WILL OUR GRADE 7 & 8 STUDENTS TRULY HAVE A FAIR TIME TO USED THE OUTDOOR FIELDS AND AREA WHEN THEY ARE ALREADY USED BY THE HIGH SCHOOL, MR. PICARD SAIDS THIS IS WHY WE NEED A NEW CATHOLIC CENTRAL HIGH SCHOOL SO THEY HAVE THE SAME AS OTHER HIGH SCHOOL STUDENTS IN THE CITY, WILL OUR 7 & 8'S HAVE THE SAME AS OTHER 7 & 8'S IN THE CITY.

AS FOR ALLOW FOR SOME GRADE 8'S TO TAKE SOME GRADE 9 COURSES HOW WOULD THIS WORK, THE STUDENT GETS UP FROM HIS GRADE 8 CLASS AND LEAVE AND GO TO A GRADE 9 CLASS DISRUPTING THAT CLASS WHEN WOULD HE KNOW WHEN TO LEAVE IF BELLS ARE DIFFERENT WHAT ABOUT IMPORTANT STUFF MISSED IN GRADE 8 AND THEN THE DISRUPTIONS WHEN THE STUDENT RETURNS, IS THIS FAIR TO ALL OTHER STUDENTS IN THAT CLASS.

AS FOR OUR ELEMENTARY SCHOOLS WE KNOW SOME MAY HAVE TO CLOSED BUT CAN WE HAVE THINGS PLANNED AND IN PLACE BEFORE WE RUSH TO CLOSED THESE SCHOOLS. YES THE RIVERSIDE AREA HAS THREE SCHOOLS CLOSE TO EACH OTHER AND I BELIEVE THE PARENTS REALIZE THIS BUT GIVE US MORE THAN ONE MONTH TO PREPARE OUR CHILDREN TO MOVE TO ANOTHER SCHOOL. WHY SHOULD SOME STUDENTS HAVE TO REQUIRE GOING TO THREE SCHOOLS TO GET THEIR CATHOLIC EDUCATION. FOR EXAMPLE IF A STUDENT LIVES IN EAST RIVERSIDE HE OR SHE WOULD ATTEND ST JOHN VIENNEY TILL GRADE 6 MOVE TO BRENNAN FOR 7 & 8 THEN MOVE TO ST JOE'S FOR 9 TILL 12, SO DOES THE BOARD NOT THINK THAT US THE PARENTS MIGHT NOT MOVE TO THE PUBLIC BOARD LIKE MR. PICARD FEELS ABOUT CATHOLIC CENTRAL STUDENTS WILL, IT NOT LIKE THE OLD DAYS WHERE OUR SCHOOL WE MORE INVOLVED WITH OUR SACRAMENTS IN GRADE SCHOOLS.

WILL MR. PICARD CHANGE HIS WORDING REGARDING ST ROSE SCHOOL CLOSING IN HIS RECOMMENDATION LIKE HE DID LAST NIGHT

NIGHT FOR IMMACULATE CONCEPTION SCHOOL TO REVISIT IT NOT JUST JUMP AND CLOSE IT, IF AND WHEN THE NUMBERS COME AVAILABLE TO MOVE IN TO ST JOHN VIENNEY NOT TO JUST CLOSE AND MOVE STUDENTS LIKE CATTLE, HERDING THEM FROM ONE PLACE TO ANOTHER.

SO IN CLOSING WILL IT BE MR. PICARD AND THE TRUSTEES DECISSION TO USE OUR EAST WINDSOR STUDENTS AS CHESS PIECES IN ORDRE TO GET YOUR WAY TO RECEIVE FUND FOR A NEW CATHOLIC CENTRAL HIGH FOR CENTRAL WINDSOR STUDENTS, OR WILL YOU THE TRUSTEES VOTED TO LEAVE OUR ELEMENTARY STUDENTS WITH THE EXPERIENCE THEY SHOULD GET LIKE OTHERS THE SAME AGE IN THE CITY. YOU HAVE A FIX FOR ENROLLMENT IN OUR HIGH SCHOOLS CATHOLIC CENTRAL, BRENNAN AND ASSUMPTION. LET SPEND THE NEXT COUPLE OF YEARS DOING YOUR BOUNDARY REVIEW FOR HIGH SCHOOLS AND LEAVE OUR ELEMENTARY SCHOOL STATUS QUO.

5

From: [redacted] "Cindy King" [redacted] 4/16/...
[redacted] Director of Education

Subject: St Bernard Elementary School Grades 7/8 change

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

Hello,

I am a parent of a student at FJ Brennan High School and St Bernard Elementary. Unfortunately I missed the meeting at Brennan discussing the middle school proposal because I was out of the country. Arriving last night, I discovered some of the discussions that took place.

I want to be very truthful and honest with you, I am 100% **against** this idea.

Just to give a little bit of history, I was a Brennan graduate when Brennan East had to open because the enrolment was so big. I have had 3 children attend St Bernard from 1999 to present. My first child graduated from St Bernard and went to Herman High because the feeder school at the time was Catholic Central. Brennan lost 80% of that class to Herman because the board wanted to push them in another direction. Brennan was not an option and now has a small enrolment. Now I have my second child at Brennan because that was changed. I now only have a one child at St Bernard, and she has at least 1 more year if this comes into process.

We have been waiting for years for a new school and to my understanding that is still on route, but with the recent changes. My daughter wants to graduate from her school just like her brothers did. The board is destroying the most precious thing these smaller school have, and that is unity. The Grade 8 look out for the smaller kids, they help teachers. Smaller kids make friends with older kids. Everyone knows one another. Parents know teachers, children and other parents and that took years of development. I always wanted a consistent environment for my children. I moved from school to school when I was younger. I do not want that for my child.

I wanted my children to continue in the catholic faith, in a smaller school that works like a close community.

Depending on the board's decision and if this proposal with go through, I have a big decision to make. The catholic board will lose my child and my taxes. I will have them continue at the public system or at a private school until her graduating time. I feel by that time, the catholic high school system will not be considered again for secondary education.

I must look out for the best education and circumstances for my child and not the great good of the catholic budget.

Maybe times are changing and perhaps the schools have to move with the times, perhaps I am still old fashion, but schools should focus on "what is best for the kids".

Cindy King
[redacted]
Windsor

From: Mark Kereliuk <[redacted]> 4/15/14 3:08:00 PM

Subject: Re: Written Submission for April 15 Special Board Meeting

To: **Beth Marshall**

~~Thanks for replaying back to me Beth~~

To the Catholic District School Board:

Hello, my name is Mark kereliuk and I have one child currently attending St. Maria Goretti Catholic Elementary School and one child who is currently attending Walkerville Centre For the Arts in Grade 9. My youngest son Sean is currently in Grade 6 and will be immediately affected by a decision to close St. Maria Goretti.

The matter that I wish to address the School Board with is in regards to my eldest son Eric. Eric attended St. Maria Goretti for his Kindergarten years while we rented in the Riverside area. Both those years were wonderful growth years for Eric, but unfortunately we were forced to relocate and Eric attended another school for 1st grade. It was at this time that we noticed that Eric wasn't behaving like most children and his responses to situations were handled very different as well. Eric would have outbursts at school, and it being a large school with many students, he was frequently put by himself away from the other children. We had numerous meetings with his teacher and the School Principal but things did not improve.We knew that a change had to happen.

My Wife and I set a course of action that completely changed how my Son's education would occur. We moved back to the Riverside area and returned Eric to St. Maria Goretti where he had flourished previously. We had Eric tested, where he was diagnosed with Aspergers Syndrom Autism. The designation with the School board today however states that Eric is on the Autistic Spectrum. With the help of the good Teachers and different Principals, as well as the smaller school size, which allowed for more personal one on one time with Eric, he proceeded to once again flourish over the next six years! During his grade 8 year Eric decided he wanted to pursue his love of Art and Drama and auditioned at the famed Walkerville Centre for the Arts in both of those disciplines. Although we were very optimistic about his chances of getting accepted in the program as there were many who auditioned every year who were not accepted into the program, we tried to hold onto Eric's enthusiasm. Then the letter came just before Christmas of last year. He had been accepted in both disciplines.

Today Eric is an A student through his first semester, and loves his new school and friends. I truly believe that the smaller size school of St.Maria Goretti and the Extra time being able to spend with Eric afforded him the chances and growth that he has received. I also believe that closing down this school and forcing kids to go to a large 7 thru 12 school at Brennan would take away the same opportunity that Eric was able to receive.

I would like to formally say that the reccommendations by Mr. Picard too close all these schools in favour of a mega school at Brennan as a business move only and not in the best interests of the students as they keep saying is their main concern!

From: **Beth Marshall**
Mark Kereliuk [redacted]

Subject: Fwd: Fwd: [redacted]

To: **Beth Marshall**

Cc: Nicki Kereliuk

Attachments: Attach0.html / Uploaded File (10K)

To whom this may concern,

My name is Nicki, and I am speaking on behalf of bothered parents for the grade 7 to 8 integration into F.J. Brennan Catholic High School. I'm now 22 years old, but I was also a casualty of this back in 2003 until 2005.

I attended Roseland Public School until the 6th grade, and from there, us 7th graders (including students from Southwood Public School and Northwood Public School) were forced into a new curriculum at Vincent Massey Secondary School – known to us then as Massey Elementary – after running out of space in our buildings.

The years I was merged into a high school were the best and worst years of my life – the best only because I met a lot of great people from different schools (that I talk with to this day.) The worst for many reasons including the following...

For starters, I had the opportunity to switch to St. Christopher Catholic Elementary (being in district of school) and I chose to stick with the small core of friends I had from Roseland – I regret that to this day, because as soon as Massey Elementary came to be, I was badgered entirely and was often visiting the child and youth worker due to depression.

I have never been inside a room with a worker as often as I was when I attended this new "school"; because it's such a variety of ages at the school, there was a limitless amount of bullying that constantly went on between grades, including getting verbally abused by the high school students who thought we might have been in their way.

We had limited access to areas of the school. 1 or 2 washrooms in 1 or 2 hallways. We were only granted admittance to one of the three gyms in the school – the gym that didn't have air conditioning. There were no longer extra recesses, just a standard, short lunch break, where we were only allowed to sit in half of the cafeteria and couldn't leave past the cement block if we were to go outside. There were minimal extra curricular activities; the school play being my favourite, and the slacking teachers giving up each year because they were legitimately bored. Boredom to one might have been life saving to another.

Almost instantaneously, my grades started depleting and the teachers were grazing by as if it wasn't an issue. At that time, I also stopped caring; as long as I made it through the 2 years there, I was perfectly fine. This was the worst time of my education, as it didn't teach me precautions for high school – when I finally entered secondary school (not at Massey, might I add, but Holy Names Catholic High School) I failed an important class and had to eventually retake it the following year, continuously fighting through each assignment, test, and exam. I found the teachers didn't spend enough individual times with the students, nor was there tutoring.

This program of the merging schools started in 2001, and ended approximately 6 years later once the prior schools made more room.

This is my opinion only, but I feel very strongly about this. And I have evidence to prove how I had to bounce back in my life, especially with my education. I believe the 7th and 8th grades are two of the most important in a child's life, as it's preparing them for a bigger world. I wish I had had a dress rehearsal to that reality.

--

NICKI KERELIUK
Photographer & Designer

[redacted]

After the first ARC meeting, I left wondering why an ARC process is even being conducted in the Riverside District. Every school in the area is above the 85% capacity except Brennan. I was impressed with the level of enrollment in our area Catholic Grade Schools. I wanted to be part of this ARC Committee not only as a business owner in the Pillette area, but as a father with two girls that attend St. John Vianney. I also wanted to have a voice and express any concerns about any changes that may occur in the Windsor-Essex Catholic District School Board.

Over the last several months I have listened to many options and opinions. I was never sold on the thought of a Kindergarten to Grade 12 School at Brennan. The school was never built to accommodate this type of configuration. If the board was building a new school, it may make more sense to have a k to 12 school or consolidate more than one school.

The committee then put a recommendation of having a grade 7 to 12 school. This was another idea I did not think would work very well. I do think Brennan is a very important part of our history for Windsor, the Riverside area and the Catholic School System. I also believe having Brennan is good for the local community. As a business owner in the area it is very sad and disappointed to see Brennan in this dilemma. Brennan is an asset to our community and is also a contributor to the success of the many small businesses in the Pillitte Village BIA. This being said, I don't think our grade schools should suffer the consequence. A closure, or multiple closures of grade schools to keep Brennan open is not in the best interest of our grade school students and the current and future students of Brennan.

With funding of over $11,000 per student will we really be ahead if we move or grades sevens and eights. Every 100 students we lose it will cost us over one million ever year in lost funding. Imagine how many students we might possibly lose by drastically changing our school system. . I know the School Board has said historic precedent in the city has shown almost 100 per cent of students stay in the Catholic system after a school is closed but this is a totally different scenario. I have had many parents tell me if this happens they will move their kids to the Public School Boards. Are we willing to take a gamble on our Catholic Education.

In the option to turn Brennan into a 7 to 12 we would also be impacting St. Rose and St. Maria Goretti in a negative way. Everybody loves there small community schools and I understand as time goes on we will have less small schools and more consolidated schools to decrease cost. We just invested $300,000 at St Maria Goretti to accommodate the full day kindergarten. So if we close the school now that money would have been wasted. The board only expects to possibly get $280,000 for the sale of this building if this school were to close. That does not make sense to me from a business perspective. With a utilization rate of 87% we should keep this school open and monitor future enrolment and make

changes or a closure a topic of discussion at a later date. Why impact a full school of students, their parents and the riverside community when it's not necessary. Now we are asking St. Maria Goretti to split their school in three.

In this same option regarding St. Rose. Removing grade 7's and 8's from the school could change the dynamics in a very negative way. I don't think just because it works in one area it will work in our area. Every city or town is different and I don't think making a change like this is a risk worth taking right now. This could backfire and accelerate the decline numbers from the Catholic Board to the Public Board. Do we want to close more schools then we have to? St. Rose also has a good thing going for them. They are ranked 142 out of 3030 schools with a 8.6 out of 10 on the most current Fraser report. We need to give St. Rose a lot of credit for achieving such a high score. Why change something that is good and working? I don't think this is the time to make a drastic change to our students and take a gamble on system that is working.

St. John Vianney is a big grade school with over 600 students. As I said earlier, I have two daughters who attend there. I am very impressed with the quality of education they receive. The staff is amazing and I was surprised to see such a big school functions as if it is a school with under 200 students. The school has made great strides in technology. I always know when my daughters have used a smart board or an iPad at school because that's the first thing they talk about when they get home. I understand technology is not everything, but in today's age it is a big part of the equation for a good education. I was glad to know the recommendations the ARC Committee made would keep St. John Vianney k to 8 and know my daughters would have the same positive experiences as I did in grade 7 and 8. Year after year I looked up to the grade 7's and 8's when I was in grade school and I could not wait until I could share the same positive leadership skills to other younger students. Prior to the directors report I thought to myself, if St. John Vianney was changing to a k to 6 and the 7's and 8's had to be moved I would be very upset and disappointed. I would be very against this change.

That being said, if I would not want it happen to me I could not support the same thing for other families, schools or school communities. That is why I did not vote in favor of the ARC Committee's first recommendations option 1 on establishing a grade 7 to 12 school at F.J. Brennan. Many people on the ARC Committee were also not in favor of this and that is why a second Option was added . I did vote in favor of Option 2 which is to keep St. Maria Goretti, St. Rose, St. John Vianney and F.J. Brennan remaining status quo. Consolidating St. Jules, Our Lady of Lourdes and St Bernared in a K-8 school on the new St. Bernard site.

We have lots of parents at St. John Vianney who live in the Banwell area. Does it make sense for them to send kids all the way to Brennan only to move them again in two years so they can go to St. Josephs. Seventy percent of the St. John Vianney graduates go to St. Josephs. This will be a huge inconvenience to parents and not fair to all these grade school students. Some parents will have to send their kids to three different schools, it will be hard on the kids to. Brennan will be a long bus ride for some on the students who live near the Banwel l area. This is not what I would consider value to students. Many parents at St. John Vianney are not aware or understand the changes that might occur in September. If I was not on the ARC Committee I don't think I would have known or found out until it was too late. I purposely chose to move near St. John Vianney so my kids can be close to their school and they would be able to walk to school. Parents need siblings to stay together so they can be involved in the same school activities. Parents also rely on the older sibling to be responsible for their younger sibling(s), for example if they need to walk them to and from school. If I knew this was in going to happen I would have made different choices in where I would have bought my house. Most families have two working parents this will be impossible for parents to have to travel between three different schools.

I understand enrolment will continue to decline year over year and schools will have to close but the future of our students, our school board, our community and our local economy will all suffer if not done properly. There are many reasons why we cannot support closures of any grade schools in the riverside area. The enrolment numbers are not low enough to justify any closures. Why not wait a few more years and reevaluate the situation. What is the hurry? Why should schools in the riverside area suffer because of boards overall excess capacity of over 4300 spaces. We should focus on keeping Brennan open and promote the school. They have great EQAO test results. They have great students and teachers. They have a good facility. We need to give Brennan more programs to draw in more students. Catholic Central is also in a ARC review and a recommendation to close has been made that school in June of 2016. According to the directors report for the Central Windsor Area building a new Catholic Central in dependent upon Ministry funding. If funding is not secured boundary adjustments at F.J. Brennan, Holy Names and Assumption, to accommodate the secondary students in the Central Area and would provide alternative accommodations options. They forecast Assumption will have 206 available spaces in 2016, Holy Names will have still be over utilized and F.J Brennan will have 409 available spaces in 2016. Brennan will not have these spaces Brennan adds grades seven and eight to it school. Given the state of our province funding does not look so promising for the new Catholic Central. What will we do with 800 Catholic Central students in September 2016. They will be in the same position as the students at St. Jules and aging school and nowhere to go.

Why are we having all these separate ARCs when the outcomes will affect not only schools in the ARC but many others? How can we change St. Bernard's and Our Lady of Lords and take their grade 7's and 8's away without the input of those school communities. We don't always need to make these drastic changes so quickly. Why can't we come up with a game plan for the whole Windsor Catholic School board instead of a bunch of small changes that will have a big affect on our students and on our

communities. All the pieces of this puzzle the School Board is creating need to fit together properly. Will taking grade seven and eight out of our grade schools achieve this goal? As a business owner bringing more students to this area would be great. But what's best for my daughters come before what's best for my business . We need come up with the best options for our students. I believe a good Catholic education is important and is still relevant in our communities. We need to be very careful in the decision that we make because it will affects students and the quality of education we will be able to provide. Once again why do our grade schools in the riverside area need to suffer when there Utilization rate is so high? Do we what to accelerate the declining enrollment in our Catholic School Board?

Terry Yaldo,

Parent
Catholic School Council Member
ARC Committee Member
Business Owner

WECDSB Special Meeting - regarding ARC process

I address you this evening with great respect, for what you do and the difficult decisions you have to make. Your jobs are not easy. My respect for you is not based on whether or not I agree with you, but whether or not you take the time to listen and make informed decisions - giving reasons for what you decide.

My comments tonight are not mine alone, but represent many parents, who feel that their voice doesn't matter.

Preparing for tonight I found something that I feel is important, something that is not new to anyone of you.

AN EFFECTIVE SCHOOL BOARD :

- knows why it exists, what difference it aims to make in the community and develops a plan for this purpose;
- maintains a focus on student achievement and well-being;
- functions as a team;
- serves as a role model for the education system and the community;
- makes informed decisions;
- strives for excellent communications with its partners and constituents;
- has a clear sense of the difference between its role and that of senior management;
- understands the distinction between policy development and implementation;
- is accountable for its performance;
- holds the director of education accountable for effectively implementing the policies of the board;
- monitors the effectiveness of policies and implementation plans;
  and ensures that local provincial and federal politicians understand local issues and needs, and encourages them to make education a high priority

My hope this evening, is that the current Board of Trustees, listens to the parents here tonight and take the time to read all of the submissions regarding this ARC. You will hear many varying comments - some related to the effects these changes will have on their own children - special needs issues, transportation issues, the destruction of communities, the lack of vision of the Board, the lack of true input by the public, the perception that

each of the ARCs, and those of the past, are merely a necessary hurdle, that the Board must endure, before it can proceed with it's own plan.

The Education Act states that the responsibility of individual trustees is - to bring to the board the concerns of parents, students and supporters of the board and to consult with them on the board's multi-year plan. I realize that it is not always that simple, but sometimes it is.

Trustees carry a dual responsibility, that is recognized in the Education Act and was underscored in the Governance Review report of 2009:

"As a member of the board, an individual trustee is expected to act within the board's by-laws and be loyal to the board's decisions. However, as elected persons, trustees are also expected to advocate for the interests of their constituencies."

Each person sitting here this evening and the previous evenings, care about their children's education and feel strongly that the recommendations put forth are not in their best interest. We have elected you to listen to us, to advocate for us and to represent us, when push comes to shove regarding questionable decisions - you are to act for us. Which schools to close, or whether to close a school at all, is such a circumstance. These 3 ARCs are just the occasion for which we elected you. It is too bad that when we need you the most, some of you will not be there vote.

As you are aware, some of the recommendations are contingent on Ministry Funding and if it is not granted, then boundaries will be shifted - affecting the neighbouring ARC recommendations. Case in point - if Catholic Central is not approved for funding, the students will be spread amongst other schools, including Brennan. Brennan has been recommended to take on grades 7 and 8, to fill the school. What then if Catholic Central students are to attend, will there be portables at Brennan? From the news as recent as today, this may be the case. What is the plan? Are the 7s and 8s still needed to fill the space? This needs to be questioned.

There is an overwhelming feeling amongst the parents, that the Board is rushing these decisions. Time and time again, deficiencies have been brought up about the recommendations, yet no one wants to address them.

I recommended at one of the public meetings, that the process stop....that the Board look at the entire group of schools that it controls and do an ARC of it all, not every year do one, but do one Board ARC and plan things for the next 15 to 20 years. If the Public Board can look at things this way, why can't you.

There are currently too many unanswered questions, questions that need to be answered before going forward. You the Trustees need to ask the questions of Administration as our elected representatives. Get the answers and make an informed decision.

Two years ago I shared a poem with you, written in the 1930s by Peter Winbrow and I ask that you listen again and in the end, hopefully you find a friend in the glass.

The Man In The Glass

Peter "Dale" Winbrow Sr

When you get what you want in your struggle for self
And the world makes you king for a day,
Just go to the mirror and look at yourself
And see what that man has to say.

For it isn't your father or mother or wife
Whose judgment upon you must pass.
The fellow whose verdict counts most in your life
Is the one staring back from the glass.

You may be like Jack Horner and chisel a plum
And think you're a wonderful guy.
But the man in the glass says you're only a bum
If you can't look him straight in the eye.

He's the fellow to please-never mind all the rest,
For he's with you clear to the end.
And you've passed your most dangerous, difficult test
If the man in the glass is your friend.

You may fool the whole world down the pathway of years
And get pats on the back as you pass.
But your final reward will be heartache and tears
If you've cheated the man in the glass.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

SPECIAL BOARD MEETING
Wednesday, April 16, 2014 at 6:00 p.m.
St. Anne Secondary School
1200 Oakwood Dr., SS #3, Belle River, ON

MINUTES

PRESENT

Trustees:	F. Alexander	B. Holland (Chair)
	M. DiMenna, Vice-Chair	B. Mastromattei
	F. Favot	L. Soulliere
	Rev. L. Brunet, Board Chaplain	
Regrets:	Trustees Courtney, McMahon and Macri and Student Trustees Dellosa and Ellepola.	
Administration:	P. Picard (Resource)	E. Byrne
	J. Bumbacco	P. King
	C. Geml	P. Murray
	M. Iatonna	C. Norris
		S. O'Hagan-Wong
		M. Seguin
		J. Ulicny
Recorder:	B. Marshall	

1. Call To Order – Chair Holland called the meeting to order at 6:05 pm.
2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.

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

3. Recording of Attendance – Trustee Courtney sent her regrets due to a work commitment. Trustee McMahon sent his regrets due to the birth of his grandchild. Trustee Macri sent his regrets due to a work commitment. Student Trustee Ellepola was absent due to a work commitment and Student Trustee Dellosa was absent due to illness.

4. Approval of Agenda

Moved by Trustee DiMenna and seconded by Trustee Favot that the April 16, 2014 Special Regular Board meeting agenda be approved as distributed. *Carried*

5. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act: *None*

On behalf of Trustee Macri, Chair Holland disclosed Trustee Macri's interest in relation to agenda item 6a) Director of Education's Report on the Accommodation Review Study for the Tecumseh Area, including St. Gregory, St. Peter, and St. Pius X Catholic Elementary Schools due to his sons' employment and did not participate in the discussion or vote on any question raised on that item.

6. Communications:

a. Report: Director of Education's Report on the Accommodation Review Study for the Tecumseh Area, including St. Gregory, St. Peter, and St. Pius X Catholic Elementary Schools

Moved by Trustee Mastromattei and seconded b y Trustee Soulliere that the Board receive as information the Director's Report on the accommodation review study for the Tecumseh Area, including St. Gregory, St. Peter, and St. Pius X 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*

Director Picard reviewed the data and provided insight into the analysis leading to the Tecumseh area recommendation.

Director Picard indicated consolidating schools allows the Board to realize significant savings in staffing and operation costs (approximately $573,463). be that as it may, administration is prepared to offer a short term conceptual framework towards the deferral of the closure of St. Gregory Catholic Elementary school.

The Components:

1. Consolidation of all JK to 6 students from St. Pius and St. Gregory at the St. Pius site, effective September 2014 – No portables required.
2. Consolidation of all Grade 7 and 8 students from St. Pius and St. Gregory at the St. Gregory site for the period of 2014-2016 (June).
3. Acknowledgement from the Community and the Town of Tecumseh that:
   a) This does not reduce the overall Board excess student spaces;
   b) There is an annual funding shortfall of approximately $210,000;
   c) A joint use agreement is confirmed on terms satisfactory to the Board, similar to that entered into by the Board and the Woodslee Community Association, which would include provision for an annual payment to the Board of $105,000.

4. Recommend that the Board absorb the remaining facility cost for St. Gregory ($105,000 +) for the period of two years with consideration in April 2016 for a further deferral of the closure of St. Gregory, based on enrolment numbers at that time pending a finalized joint use agreement.

Director Picard thanked Trustee Soulliere and Superintendent Murray for developing this scenario.

7. Delegations:

Delegations Regarding Accommodation Review Committee's and Director of Education's Report on the Accommodation Review Study for the Tecumseh Area, including St. Gregory, St. Peter, and St. Pius X Catholic Elementary Schools

i) Students, Kyle and Calder Chinnery from St. Gregory School to speak about student concerns regarding the Director's report.

Kyle Chinnery commented on the closure of St. Gregory school and students separated from their friends; bullying; the fear of the unknown; new residential development; physical activity; support of the Town of Tecumseh; and suggested to trustees they reject or amend the Director's recommendation.

Calder Chinnery commented on longer bus rides; new residential development; mega school; and the fear of not being welcomed at a new school;

ii) Community Representative, Jacques Anctil to speak about enrolment, student achievement and preserving Catholic Education.

Mr. Anctil commented on his educational background; years of experience; and the *modern* school.

iii) Town of Tecumseh Mayor, Gary McNamara to present information in support of a deferral of the recommendation to close St. Gregory Catholic Elementary school in June 2014.

Mayor McNamara supports the *Save Our School* Parents Group to defer the closing of St. Gregory school until June 2016 and encouraged the Board to engage in discussions with the Town of Tecumseh municipality for a joint use agreement.

iv) Parents, Heather Mullins and Danielle Chinnery from St. Gregory school to discuss the Director's recommendations to place portables at St. Pius School.

Danielle Chinnery and Heather Mullins do not support the use of portables at St. Pius as a viable option for the following reasons: safety and quality of education, outdoor supervision, site security; and potential injuries.

v) Parent, Mike Rohrer to speak to the Director's recommendation to close St. Gregory School and suggest working with community partners, including the Town of Tecumseh.

Mr. Rohrer apologized to Director Picard for his comments in The Windsor Star.

Mr. Rohrer commended the Director for considering other options and commented on preserving community school; separation of families; the ARC process; and encourage the administration to engage in discussion with the Town of Tecumseh for community use agreement.

vi) St. William Catholic Elementary School Council Member, Jennifer Kehoe to represent the St. William School Council which rejects the Tecumseh ARC recommendation to include St. William in a boundary review.

Jennifer Kehoe does not support a boundary review in the Lakeshore area and believes the St. William school community would have been included in the ARC process if a boundary review was an option.

vii) Parent, William Altenhof from St. Gregory school to speak on the topic "Benefits and Impact of Right-Sized Schools to Students, Schools, the Board and Community".

Professor Altenhof provided research on the benefits of Right-Sized schools, citing higher achievement levels; extracurricular participation and character development; attendance rates; reduced feelings of alienation and loneliness; increased respect towards fellow students; stronger student engagement; and positive concept of the school and better understanding of the value of education. Professor Altenhof mentioned the recommendation to close St. Gregory school lacks value to the student.

viii) Parent, Phil Baluyot from St. Gregory school to speak on Enrolment Estimations and Projected Population Growth for the Tecumseh (St. Clair Beach) area related to the information provided in the Director of Education's report.

Mr. Baluyot suggested the Board reconsider the recommendation and commented on the new residential growth and resale homes and changing demographics within the St. Gregory area.

ix) Parent, Luciano Carlone and Marlo Bondy from St. Gregory school to request financial data to support the Director of Education's recommendation on the Accommodation Review study for the Tecumseh area.

Mr. Carlone and Ms. Bondy mentioned the Director of Education has failed to provide adequate quantitative financial information and analysis for the Trustees to make an informed decision and also fails to articulate how the recommendation fits into a greater long term plan. They request the Trustees reject the recommendation.

x) Parent, Maria McCann from St. Gregory school to speak on the importance of Catholic Education and the possibility of French Immersion programs within the School Board.

Ms. McCann addressed the option of French Immersion and how St. Gregory Catholic Elementary school emulates and perpetuates the Catholic values by which our Board is founded on and what makes the community a unique family.

xi) Parent, Cynthia Villella from St. Gregory school to express concerns about the safety of increased bussing and traffic if the ST. Gregory students attend St. Pius Catholic Elementary school AND
Patti Bastien and Buck Sleiman from St. Gregory school to express views on boundary adjustments.

Ms. Villella concerns on the safety of bussing included the cost of bussing students; the traffic on Lacasse Road; lack of bus bay; the ARC process; and requested Trustees to have faith in the community.

Mr. Sleiman and Ms. Bastien suggested the Board consider a boundary adjustment to include the Fontainebleau area to create balance between schools.

xii) Parent, Don Rodzik from St. Gregory school to express concern over the potential closure of St. Gregory school as a taxpayer and parent.

Mr. Rodzik, as a taxpayer, reminded Trustees of their responsibilities; does not discount the necessity for the Board to be fiscally responsible although the focus to save money may jeopardize the quality of education; suggested, within time, St. Gregory school will return to full capacity.

xiii) Community Member, Paul Bistany to express concerns over the closure of St. Gregory school.

Mr. Bistany is in support of the Save the School Parents Group to defer the closure of St. Gregory school and suggested a more thorough detailed plan should be implemented before a decision is made.

Chair Holland mentioned administration and Trustees welcome comments and/or concerns. Chair Holland invited Trustees to remain after the meeting to speak to members of the audience.

8. Closing Prayer – Fr. Brunet closed the meeting with a prayer.

9. Adjournment - There being no further business, the Special Regular Board meeting of April 16, 2014 adjourned at 7:59 p.m.

Not Approved

Barbara Holland — *Board Chairperson*

Paul A. Picard — *Director of Education*

Presentations
from the April 16, 2014
Special Board Meeting
at
St. Anne High School

Hello, my name is Kyle Chinnery, I am twelve years old, in grade six and I go to St.Gregory School. I am here tonight to give my opinion on the potential closure of my school. Personally, I would ask the Trustees to please listen to what is being presented this evening, not only from myself but from the parents who have worked tirelessly to save our beloved school and do the right thing: REJECT or AMMEND the Director's Recommendation.

A lot of people seem to think that your decision has already been made -- I sure hope that's not true. You need to listen to what we all have to say. There are so many reasons, and I'm going to give you just a few, to keep our school open, that it seems almost unreal that we are even in this review.

First, if a change is made, kids may be separated from their friends. If children have to go to a new school, where the kids going to that school have already developed friendships, the new people might feel like the outsider. Making the respective children feel unwanted and unwelcomed. Furthermore, with a larger school, if children want to try out for sports teams, i.e. soccer, volleyball, track and field, etc., there will be a lesser chance of making the team because of the higher number of students. So, please, I want to experience the fun and companionship of making a school team again -- and I would like to continue going to school with my friends -- give us this opportunity -- keep St. Gregory's the way it is! REJECT or AMMEND the Director's Recommendation.

Second, comes the aspect of bullying. In very severe cases, bullying can cause suicide or depression. In a small school, like St. Gregory's, bullying is very uncommon because everyone has developed a bond and alliance that only small schools can have. In larger schools, more bullying occurs because not everyone has the bond -- because not everyone knows each other. How would you like it if your child or children came home everyday, complaining of bullying, being teased or physical abuse? This is reality, not a movie, if you don't want your kid or kids to be bullied, please, REJECT or AMMEND the Director's Recommendation.

The fear of the unknown is also bothering a lot of us kids. We think about it every time we see a Save our School sign or our parents have to attend another meeting – it's always there. Not knowing what is going to happen to us, where will we go, will we be with our friends, what will happen to our teachers..... We are one of the smaller schools – luckily for us, with that comes a real sense of belonging.... These questions bother and frustrate us and we worry about it and we know our parents do to..... How can you knowingly put us in this situation?

Third, as many of you are aware of, there is a ton of new residential development occurring within the St. Gregory boundary -- over 200 new homes. This is the first time in years that our area has seen growth to this extent. To put this into perspective, if just one child from every five houses comes to St. Gregory's, that is forty new kids! That is more than enough children to put the school above the "magic number". That also provides more money to the local economy, in turn, attracting new residents, which makes for a greater school attendance.

The report that you paid thousands and thousands of dollars to have done – even shows that in a couple of years we are going to be OK -- so why not just leave us alone and let this happen.

The year I started JK was the last time that the board took boundary away from St. Gregory to give to St. William because they were the school at the time that was under enrollment. Why did you take away more of our boundary for St. William – you had already done this twice and leave us with such a little area? Why was it OK then to 'take from Peter and give to Paul' so to speak – wouldn't changing the boundaries be a really simple way to fix this?

Next, kids whom usually walk or bike (physical activity that we are supposed to get) to school will have to take a bus or be driven if a change is made. This will not only be bad for our health with a decrease in our activity level but will also have a bad effect on our environment because the extra vehicles on the road will generate more carbon monoxide and pollution, which hurts our environment. At St. Gregory's, we have earned the designation of being an eco-school, meaning we are environmentally friendly. We pride ourselves on this accomplishment and don't want it undone by putting extra vehicles on the roads. So, if you don't want to produce more pollution, please, REJECT or AMMEND the Director's Recommendation.

Also, we have political backing, my Mayor McNamara, fully supports our fight to do the right thing and keep our school open. He recognizes fully the value of our school to the community. Upon completion of the new Church -- our school will become the only Catholic presence in St. Clair Beach. The Town of Tecumseh has shown over and over again that they are trying to reach out to the board and find a solution – take the olive branch -- work together. There is too much good at our school and our Mayor, town, taxpayers, all acknowledge the value of our school to the community.

My parents chose to enroll us in the Catholic School board so that we had a foundation of Catholic faith in our education. If you close our school – there is NO Catholic identity in St. Clair Beach -- NONE!!!! You say that the things that are most important are the Value to the Student and to promote and protect Catholic Education -- how is closing my school doing any of these things? It seems to go against everything that you say is important and that you stand for. I know the Ministry said that you need to do a review – but I think there are so many reasons that you can go back to them and confidently say that at this time the only thing that makes sense is to REJECT or AMMEND the Directors Recommendation.

Our school ranks very high in testing, has the eco designation, is involved in our Community with things like the Terry Fox run and obviously are a group of students, parents and teachers that really care about each other -- how many other schools can say that?

Three years ago, we had our libraries closed. Therefore, librarians lost their jobs, how would you like it if you didn't have a job, so you couldn't feed your family or put a roof over your head or weren't able to let your kids play hockey? If you close this school, some teachers will lose their jobs. You can take our libraries, but NOT OUR schools!! KEEP ST.GREG'S OPEN!!!

Thank-you for letting me have this time to speak. I hope this gives you a fresh perspective on this important issue. Thanks to our parents who have done so much work to keep their children in a good place -- our school -- St. Gregory's. Thank-you again and PLEASE make the right decision, I started school as a Sabre and would like to graduate as a Sabre -- do the right thing, REJECT or AMMEND the Directors Recommendation.

Calder Chinnery -- WECDSB Board Meeting -- April 16th, 2014

Hello, my name is Calder Chinnery. I am a Grade 3 student at St. Gregory School. I do not want my school to close. Here are some reasons why:

- I will have a longer bus ride, which means I will have a longer school day
- When the weather is nice, sometimes we are allowed to ride our bikes to school, which is really special. I won't be able to do this if we have to go to another school that is further away from our house
- There are 250 new homes being built in our boundary – some of these are sure to be young families with little children that may go to our school. A few new students would be a good thing to help us reach the 'magical' 85%

BUT

I really don't want to be in a 'mega' school because I won't have as much of a chance at making a school team and might even be bullied. I want to be part of

1

a school where the teachers and the principal know everyone by name.

- The kids at the other school have been together for a long time. We will be the outsiders and may not be made welcome.
- They may not want us there as much as we don't want to be anywhere else than St. Gregory.
- Our school is like family. This has been my home away from home since I was 4. I like my school and I love my teachers.
- I like that we are all in the same building. I don't want to be put in a portable -- separated from others....
- If we have to go to a different school, I may not be with my friends and that would make me really, really sad – but also, really mad at the Trustees for making a really bad decision.

When you decided to represent me, my friends and my family as Trustees -- part of your job is to look for the best value to the student(s) and to promote and protect Catholic Education. I don't understand

how closing my school is doing either of these things.

Please really listen to the facts that our parents have given you. This is information that our parents have spent hours getting ready for you, reading documents and checking and double checking to make sure anything being put forward is accurate and properly presented. I would like to thank all of our parents who have done such a great job, taking our best interests to heart and trying to do the right thing and Save our School.

PLEASE don't make me leave St. Gregory School....

When each of you is making your decision -- I really, really hope that you will make the right decision and vote to REJECT or AMMEND the Directors recommendation.

If you need to, maybe you should ask yourselves

W W J D -- What would Jesus Do?????

WECDSB Special Board Meeting
Wednesday, April 16, 2014 at 6:00 pm
St. Anne's High School, Lakeshore

Mayor Gary McNamara

Time limit is 5 minutes.

Board Chaplain will stand at 4 minute mark to indicate 1 minute left.

Good evening Madam Chair, Trustees, ARC Committee, Parents and Supporters of St. Gregory School.

Thank you for providing this forum to hear from community stakeholders in response to the Director's Report on the Accommodation Review for the Tecumseh Community of Schools.

I am speaking in support of the recommendation tabled by the 'Save Our School Parents Group' to defer the closing of St. Gregory Catholic Elementary School until June 2016 and for the board administration to engage in discussions with the municipality for a Joint Use Agreement.

The Town recognizes this matter to be the responsibility of the Windsor Essex Catholic District School Board.

However, the results of its decisions will impact the Tecumseh community, which is of interest and concern to the municipal council

Any decision will have far reaching implications and there exist many emotionally charged issues and concerns among all of the stakeholders.

This issue has mobilized the St. Gregory Community to seek out and identify potential solutions to the challenges raised. I commend these members for taking a thoughtful and proactive approach to this matter.

I believe the interests of community stakeholders are critical and need to be considered, evaluated and pursued.

Many opportunities have been identified, in support of St. Gregory School continuing to serve the Tecumseh community; all of which have merit and should be thoroughly evaluated.

Some of these opportunities are short term solutions which could be developed in support of a long term plan.

It is therefore essential to allow adequate time for further consideration and discussion of these potential opportunities to determine future actions and timing for effective implementation.

Town Council adopted Resolution RCM-149/14 on April 15, 2014, which reads:

THAT Town Administration be authorized to work with the WECDSB administration [planning & financial] to develop a concept plan and identify community stakeholders to support a proposed deferral of the closing of St. Gregory's School and to allow time to explore options and partnerships to support keeping the school open.

The Town is offering its assistance to collaborate with public sector partners and engage potential private sector interests to address the challenges at St. Gregory School.

In conclusion, on behalf of the residents and businesses in the Town of Tecumseh, we propose support for the deferral of the closure recommendation, in order to allow adequate time to exhaust all potential alternatives in addressing the challenges related to St. Gregory School, including short and long term remedies, opportunities and solutions.

QUOTE:

"My own heroes are the dreamers, those men and women who tried to make the world a better place than when they found it, whether in small ways or great ones. Some succeeded, some failed, most had mixed results... but it is the effort that's heroic, as I see it. Win or lose, I admire those who fight the good fight."

— George R.R. Martin (author)

Danielle Chinnery & Heather Mallers

In the Director's recommendation, St. Gregory and St. Pius students are to be accommodated through the use of portables. Parents are significantly concerned by this recommendation and strongly disagree that this is the best way to manage excess capacity of students.

[redacted], indicated at the 3rd public ARC meeting on January 7th, 2014, that school additions would be built prior to student amalgamation and students would not be placed in portables. [redacted] clearly stated that the "board prefers additions rather than portables." The First Annual State of the Board Address, released on January 28th, 2014 confirms this preference citing "a reduction in the number of portable classrooms in use" as a recent accomplishment of the business department. Correspondingly, it is evident that the recommendation from the Board is completely contradictory to the public statements [redacted]

The combined enrolment of St. Gregory and St. Pius as indicated by the WECDSB at the 2nd public ARC meeting, following amalgamation, would be 823 students. Noting that St. Pius has an on the ground capacity (OTG) of only 653 students, 170 students would require portables. Based upon this data and information from the other sources (the Ontario Early Years and Latchkey Day care programs), we have estimated that at least 6 portables and as many as 8 portables would have to be constructed to accommodate this overflow of students. This is a large number of students and staff segregated from the main school. Additionally, if these portables are new, given data from a Windsor based, well respected Architectural firm, each unit would cost $80,000; resulting in a total estimated cost of half a million dollars.

Quality of education and safety as it relates to both staff and students are of significant concern to parents if portables are to be implemented. Portables force students to learn in a segregated environment and prohibit classroom clustering to allow for sharing of limited resources, team teaching, more effective use of time for resource staff, and collaborative planning by grade team members. Another critical negative result of the implementation of portables is the reduction of green-space, play area, and parking at St. Pius.

Portables make outdoor supervision and site security difficult due to decreased site lines. As of the Fall of 2013, all elementary schools are required to follow the Safe Welcome Program. At present, it is the understanding of Tecumseh parents that have utilized programs such as the Ontario Early Years at St. Pius, that this program has not been initiated to date. A memorandum released by WECDSB on August 27th, 2013 introducing this program indicates that security feature such as swipe access are not guaranteed to be provided to students and staff in portables. There is concern that the Safe Welcome Program may not be utilized with the use of portables, and if so, to the same capacity that it is for the main building.

Health and safety is also a concern of parents as portables increase the rates at which students are unsupervised and the potential for injury related to falls in icy inclement weather conditions as they enter/exit buildings to use washrooms and other educational facilities/resources. Finally, mould is often a common problem associated with portables due to the nature of their construction.

At the 3rd public ARC meeting [redacted] indicated that he felt it was "a myth that we are losing students to the public board". The most important point parents would like to make to Trustees and the Director is that parents will choose the public board over portables. Our community is unique in that D.M. Eagle is located only 1.3 km from St. Gregory School and has a right sized elementary school

population of less than 300 students. Many parents have expressed an interest in sending their children to a small, academically excellent school within the vicinity of St. Gregory.

The decision to amalgamate and the use of portables are very difficult for our parents to accept as a viable option for their children and themselves. The Director's report failed to provide any appropriate site plan for the safe and effective implementation of portables nor comment on the additional costs associated with these units.

The incredibly short timeline provided in the Director's recommendation, to close St. Gregory School, install portables, and implement an Integration Committee to plan for the amalgamation of St. Gregory and St. Pius schools, in the opinion of the SOS, seems very unrealistic.

I would like to thank all the parents on our committee who have worked so diligently to allow us to provide such solid arguments founded in fact(s) -- you are all to be commended.... We have seen how much our school has to offer -- not only our children, but children yet to come.

Thank you to all involved in the ARC process -- for your time – and your commitment to find the best solution which in turn will benefit our children -- which at this time seems to be to REJECT or AMMEND the Directors recommendation.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
OFFICE OF THE DIRECTOR OF EDUCATION

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

Engaging our Future

First Annual State of the Board Address
Tuesday January 28, 2014

Introduction

It is my pleasure to welcome you all here tonight for our first annual State of the Board Address.

The comprehensive report we are presenting to you this evening is an incredible story of success. It also clearly addresses the challenges we have faced together, as a Catholic education community, throughout the last year.

The report is entitled: "***Engaging Our Future.***"

Our goal through the presentation of this report is to assure our students and their parents or guardians that we are wholeheartedly committed to continuing our proud tradition of providing exceptional Catholic education.

Three years ago the Board of Trustees directed board staff to develop a plan to address some of the financial, operational and human resources issues facing the Board, understanding that the resultant plan would be both unpopular and difficult to implement. The report before you is very much a product of their courage and vision.

The story, however, involves far more than finance and operational processes. It is very much about the successes of dedicated teachers and support staff. Principals and vice-principals had incredible pressure placed upon them to manage the instructional process and in so doing to place this Board among the highest achieving Boards in the Province of Ontario. It is also a story of relationships and public confidence. Working and collaborating with our Catholic education partners at the local and provincial levels has led to a greater sense of public confidence in the work of our board in its mission.

The Senior Administrative team present here this evening was challenged to embrace a vision that identified the students of the Windsor-Essex Catholic District School board as learners who, guided by the teachings of our faith, can demonstrate academic excellence at the highest levels.

The story you will hear this evening is an incredible story of success as we look to Engage Our Future.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

4. CAPITAL PLAN PHASING

Based on the noted criteria and considerations, the recommended phasing of the capital plan, not including any recommendations that may arise out of current and future accommodation review processes, is provided as follows:

4.1 Windsor – South Central

2016-17	Secure funding from the Ministry of Education for the construction of a new school building opening in 2016-17 to replace the existing, aging Catholic Central High School building, which is prohibitive to repair and which no longer provides an appropriate learning environment for students.

4.2 Windsor – West

2014-15	Secure funding from the Ministry of Education to retrofit the Catholic Education Centre to facilitate the relocation of the entire student population of St. John Catholic Elementary School to that site for the 2014-15 school year.

4.3 Miscellaneous Projects

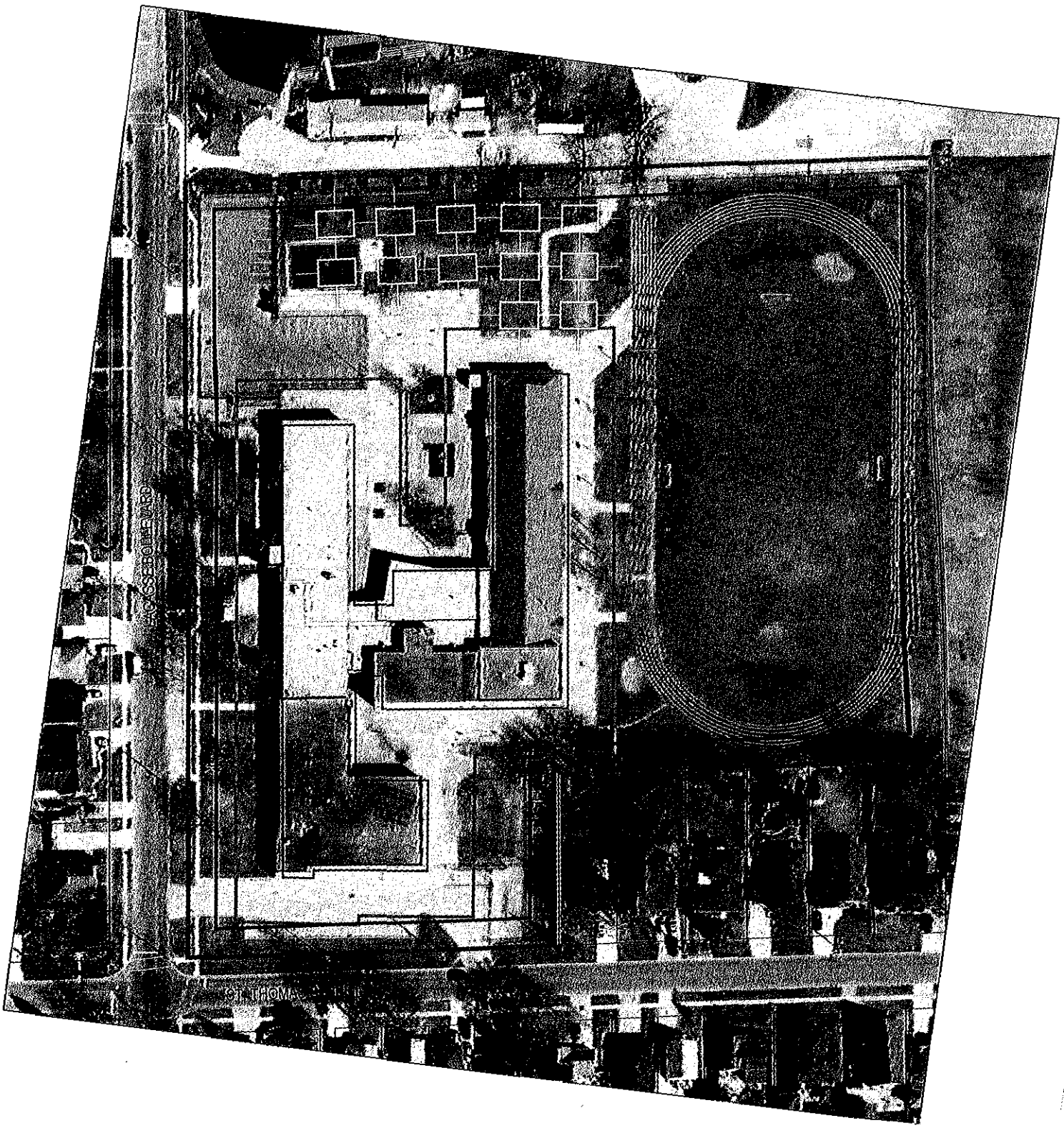
Post 2016-17	Construct an 8 classroom addition at Holy Names Secondary school to replace portables.
	Construct a 9 classroom addition at existing St. Anne French Immersion site to replace portables.
	Construct a 4 classroom addition at St. Peter to replace portables.
	Construct a track and a football field at Holy Names Secondary School.
	Construct a new LaSalle Elementary School, if and when enrolment warrants.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

5. CAPITAL PLAN PROJECTS AND COSTING

PROPOSED SCHOOL YEAR OPENING	PROJECT	ESTIMATED COST ($)
2016-17	Construct a new high school to replace Catholic Central.	35,000,000
2014-15	Retrofit the Catholic Education Centre to accommodate students from St. John (Windsor).	1,500,000
Post 2016-17 (To Be Determined)	Construct an 8 classroom addition at Holy Names Secondary School to replace portables.	4,000,000
Post 2016-17 (To Be Determined)	Construct a 9 classroom addition at St. Anne French Immersion to replace portables.	4,500,000
Post 2016-17 (To Be Determined)	Construct a 4 classroom addition at St. Peter to replace portables.	2,000,000
Post 2016-17 (To Be Determined)	Construct track and football field at Holy Names Secondary School.	2,000,000
Post 2016-17 (To Be Determined)	Construct new LaSalle Elementary School.	13,000,000
	TOTAL	**$62,000,000**

Note: Cost estimates are for planning purposes only. Specific funding to be determined by Ministry of Education at time of approval.



From: "Mike Rohrer" [redacted] 4/15/14 1:47:12 PM

Subject: Re: Delegation Confirmation April 16, 2014 - Rohrer

To: **Beth Marshall**

Cc: "Don Rodzik" <DRodzikJr@narmco.com>
"Gary McNamara" <garysgolf1@gmail.com>
"Guy Dorion" <gdorion@tecumseh.ca>
"Tony Haddad" <thaddad@tecumseh.ca>

Attachments: Response_to_Board_Rec_Final.pdf / Uploaded File (516K)

Thanks Beth. Could you kindly submit the attached document as of my submission for the official record. Additionally, could you ensure the Director receives attached with specific attention to the following requested amendment:

i) RECOMMENDATION

The Director amend the recommendation to state the following:

That St. Gregory Catholic Elementary School be scheduled for closure in June 2016 and the school community shall be accommodated at St. Pius effective September 2016, subject to and unless of the following:

That administration enter into discussions with the Town of Tecumseh toward arriving at a mutually agreeable joint use agreement through which the municipality would lease available space at both St. Gregory and St. Pius in an attempt to find a suitable tenant for these facilities, or a suitable utilization rate is achieved within this timeframe.

With thanks,

Mike Rohrer

1a)

Save Our School Parents' Response to the WECDSB Report Recommendation on the Accommodation Review Study for the Tecumseh Area

April 10th, 2014

To: WECDSB Trustees

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i) RECOMENDATION

The Director amend the recommendation to state the following:

That St. Gregory Catholic Elementary School be scheduled for closure in June 2016 and the school community shall be accommodated at St. Pius effective September 2016, subject to and unless of the following:

That administration enter into discussions with the Town of Tecumseh toward arriving at a mutually agreeable joint use agreement through which the municipality would lease available space at both St. Gregory and St. Pius in an attempt to find a suitable tenant for these facilities, or a suitable utilization rate is achieved within this timeframe.

1. Foreword

Parents of the St. Gregory Save Our School (SOS) initiative overwhelmingly felt the need to respond to the Windsor-Essex Catholic District School Board (WECDSB) Administration's Report Recommendation associated with the Tecumseh Accommodation Review Study (ARS). The recommendation put forth by the Board is completely contrary to the recommendation put forward by the Tecumseh Accommodation Review Committee (ARC) despite the fact that it was documented and clearly stated that Board Administration commended the ARC and community for the thorough and comprehensive research, analysis, and dissemination of information relative to this process.

It is critical to note that on the onset of the ARS the Board Administration clearly defined and set priorities to which the most appropriate recommendation(s) would be formulated. These included:

a) value to the student
b) value to the school board
c) value to the community, and
d) value to the local economy

The Board set an emphasis on item (a), value to the student, over all priorities when formulating and considering a recommendation. The purpose of the ARS was to engage community, obtain public input, and generate thorough discussions to make the best possible decision regarding schools and their potential closure.

As evident by the Tecumseh ARC report, these priorities were carefully used to formulate their recommendation. The Tecumseh community of schools and associated stakeholders provided significant input at all public ARC meetings. In total, 36 delegates strongly supported the recommendation to keep St. Gregory, St. Pius, and St. Peter as status quo. The research completed by these community groups resulted in significant qualitative and quantitative information, which was then distilled by the Tecumseh ARC and integrated into their recommendation which included:

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

With the following supplementary recommendation:

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

Upon receiving and thoroughly reviewing the recommendation from WECDSB senior administration, the SOS community group is of the opinion that the established metrics provided by the board to the Tecumseh ARC and school communities at the beginning of the ARS, were not followed by Board Administration in establishing their recommendation and as a result, the report demonstrates clear evidence of failure to follow the established metrics. Details to justify this are provided in subsequent sections within this document. Of critical importance is the significant lack of quantitative financial data to justify their recommendation. Requests for such quantitative financial data occurred very early in the accommodation review process (Oct/24/2013 ARC committee meeting, Nov/14/2013 ARC committee meeting, public meeting). Yet to date, no financial data has been provided nor is included in the Board's recommendation report.

The following sections provide detailed information and document the serious concerns of the SOS group regarding the WECDSB recommendation report. The SOS has also communicated closely with the Town of Tecumseh and received information of significant opportunities which could form partnerships between the Town of Tecumseh and the WECDSB and allow for the use of under-utilized space within schools considered in the Tecumseh ARS. These potential opportunities are articulated within this document. Perhaps these strategies to solve the issue of under-utilized space may also be applied to other regions within Windsor/Essex County to address school closures.

2. Potential for Joint Use of an Underutilized Facility

Parents associated with S.O.S. are disappointed in comments provided in the Board's recommendation for Potential for Joint Use of an Underutilized Facility. In particular, the statement that claims "There is no indication at this time of the possibility of a viable joint use partnership that would provide the Board anywhere near sufficient revenue to offset the costs it is currently incurring in operating empty spaces in these school." Elected officials of the Town of Tecumseh and its administration met with WECDSB administration during the Tecumseh ARC process and in advance of the ARC's final report. Mayor McNamara and his council have communicated a strong desire and financial backing to support the Tecumseh schools experiencing underutilized space. It is also critical to note that Councillor Guy Dorion, representing Ward 2 from the Town of Tecumseh, has been an active member of the Tecumseh Accommodation Review Committee.

The Mayor of the Town of Tecumseh also presented at the 2nd public ARC meeting to announce the Town's commitment and willingness in partnering on a solution with the Board. Further to this, at the April 8, 2014 Town of Tecumseh public council meeting, the Town passed a resolution directing its administration, specifically its planning and finance departments, to engage the WECDSB administration and its elected Trustees to work towards a solution, a partnership between the Town and the WECDSB, that will see both the St. Gregory and St. Pius sites remain open. The community is not acutely aware of the specific details of the discussions between the Town of Tecumseh and the WECDSB's representatives, however, we are encouraged by this willingness to communicate and work together to form a partnership that will enhance the quality of Catholic Education and the community of Tecumseh.

3. Lack of Quantitative Financial Data to Support the WECDSB recommendation

Parents of the SOS were disappointed to note the complete lacking of quantitative financial data to support the recommendation provided by the WECDSB. The Director's report does not provide tangible financial consideration of the implications for communities and local economies. A proper financial analysis for deciding to close a school should include, but may not be limited to the following:

a) Current costs and revenue under current situation compared to projected costs and revenues, 3 to 5 years out, with assumptions

b) One-time costs (construction, demolition, moving, traffic lanes to accommodate bus congestion etc.)

c) Opportunity costs (loss of property location in a growing community)

d) Incremental costs (busing, utilities, increased R&M schedule etc.)

e) Legacy costs (maintenance and security of closed facilities)

f) Unexpected or indirect costs (counselling for displaced/distressed children, loss of volunteers, loss of fundraising initiatives by CSC)

g) Unexpected or indirect loss of revenue (families choosing to leave the Catholic Board or families choosing to stay within the Catholic Board but re-direct their property tax support to the Public Board, etc.)

Without any significant financial data to support the consolidation of St. Gregory and St. Pius Schools, parents of the SOS are of the opinion that the Director's recommendation is not justified nor warranted.

The SOS also acknowledges that the Director's report does not articulate the $5.4 million surplus realized during the 2013-2014 school year as announced at the recent State of the Board Address. It also does not articulate the $5.2 million surplus projected for the 2014-2015 school year (also presented within the recent State of the Board Address). Given that St. Gregory School exhibits stellar performance with regards to EQAO scores and exceptional evaluation within the Fraser Institute report as an elementary school, it is only appropriate that the Board would invest into St. Gregory School to maintain and potentially further enhance its exceptional performance. Additionally, further investments into other Windsor/Essex County Catholic Schools to emulate St. Gregory School's learning environment would also assist with improving performance and ratings of other WECDSB schools. Such investments and enhancements could have a significant positive impact on the utilization rates within all Catholic schools in Windsor/Essex County.

The SOS identified a significant discrepancy in the Facility Condition Index (FCI) and 10 year renewal cost for St. Gregory School from the Director's recommendation and previous information provided by the Board. The Director's recommendation report notes a FCI and 10 year renewal cost of 48.6% and $3,926,084, respectively. Yet the Board previously indicated that for St. Gregory School the FCI and 10 year renewal costs were established to be 19.87% and $1,604,855. The lower values of the FCI and 10 year renewal costs were verified by Mr. Mario Iatonna at the committee ARC meeting on December 10th, 2013.

Given that a FCI greater than 30% represents a threshold for concern, Mr. Iatonna indicated, at the committee ARC meeting on December 10th that the FCI rating for St. Gregory, St. Pius, and St. Peter Schools were not going to be a determining factor on the closure of any of the schools in the Tecumseh ARS.

Parents of the SOS campaign were always of the opinion that they were told correct values of the FCI and 10 year renewal cost. To see such a significant increase in the recommendation from the Director was very surprizing. Clearly these discrepancies are a concern.

4. Enrollment Estimations and Projected Population Growth

Recently, the Tecumseh and St. Clair Beach areas have been a low supply/high demand location for new and resale homes. New home developments were not available for all demographics. Younger Tecumseh residents want to remain Tecumseh residents, but many were forced to move to surrounding, second choice areas due to a lack of new/used homes. Empty-nesters were not moving out of their

larger homes because their only choice was to move out of Tecumseh. Now, new home developments are available for both growing families and downsizing empty-nesters.

It is also important to note that the Town of Tecumseh was not consulted by Watson and Associates Economists Ltd. regarding their work undertaken in the development of the document entitled "Enrolment Projections and Demographic Trends" for the WECDSB. This statement was provided by Brian Hillman, Director, Planning and Building Services from the Town of Tecumseh.

4.1. St. Clair Shores Estates

There are approximately 554 new lots or residential units currently approved for development, including 52 family homes in St. Clair Shores Estates in Lakeshore, which were not included in the Director's Report. These lots sold out to builders in one day. Rauti Custom Homes and Lakeland Homes both stated they already have over half of the new homes sold to families and both builders expect to be sold out before the end of 2014.

4.2. The Estates of Lakewood Park (on the site of Lakewood Golf Course)

There are 109 new lots available on the former Lakewood Golf Course. According to lot owners Lakeland Homes, customers are committing $40,000 deposits to reserve lots without having house plans, purchasing agreements, and construction pricing in place. This speaks to the high anticipation and demand for this development.

4.3. Former St. Anne's High School and Manning Road Condominiums

There are 114 new townhomes/semi-detached homes being developed in the former St. Anne's High School and on Manning Road this year, geared toward empty-nesters. Based on interest from Tecumseh residents, empty-nesters from Tecumseh, desire to sell their larger family homes. This will help our community regenerate with younger families by providing resale homes that will be more affordable than building new.

Development on the south side of the expressway should also be taken into consideration. There are hundreds of new lots developing in 2014 and 2015 within the current St. Peter boundaries. There are also hundreds of acres of developer-owned properties which will provide growth in the future. St. Peter School is already near capacity and with the projected increase in their school population, as stated in the Director's Report, their enrollment would increase to 623 students in 15 years, in a building that accommodates only 362 students. It is a distinct possibility that St. Gregory or St. Pius boundaries could be expanded in the future to relieve overpopulation of St. Peter School.

It is critical to note that because St. Gregory and St. Pius schools do not have Full Day Kindergarten (FDK) this year, their JK/SK students only counted towards one-half a student. Based on this year's data, had the JK/SK students represented a whole (as opposed to a half) St. Gregory would be at 85% capacity (with a student population of 343 students), and St. Pius would only need 17 more students to reach 85% capacity.

It is important to note that both St. Gregory and St. Pius Schools are the last two institutions within the Tecumseh area without FDK for this past academic year. Commencing September 2014, both schools will have FDK, which will increase utilization rates.

5. Boundary Review

The WECDSB recommendation report references a boundary review being completed in the 1970's between St. Gregory and St. William schools to accommodate low enrollment concerns at St. William. Information from the Board was requested on the timing of past boundary reviews, but unfortunately no information was provided. The SOS, has obtained information indicating that boundary reviews between these two schools have occurred in the 1970's, late 1980's, and as recent as the 2006/2007 school year. Clearly, boundary reviews have been used and continue to be used to contribute towards assisting with school enrollment issues. The use of boundary reviews and re-alignments was indicated by the WECDSB administration, in the state of the Board address on January 28th, 2014, to be an effective method of addressing changing demographics.

L.A. Desmarais has multiple portables and is noted to have a capacity of 336 [2013 Watson report] with projected utilization rates of 130%, 140%, 147%, 152%, 148%, and 146% over the school years of 2014/2015 through 2019/2020, respectively [2013 Watson report]. The nearest school to accommodate the excess students is St. Pius which is under capacity. L.A. Desmarais students living east of Banwell are geographically closer to St. Pius. H.J. Lassaline, the school west of L.A. Desmarais, currently has utilization rates of 98% and projected rates of 102%, 105%, 109%, 110% and 110%, for the school years of 2015/2016 through 2019/2020 [2013 Watson report]. The impact of a thorough boundary review, would certainly assist these schools which are under- and over-capacity. This has not been considered in the WECDSB report.

L.A. Desmarais is not in the family of schools with W.J. Langlois as indicated in the Board report. According to the Board website [obtained from http://www.wecdsb.on.ca/school-schoollist.html] L.A. Desmarais' family of schools include: H.J. Lassaline, St. Anne French Immersion, and St. Joseph's High School. L.A. Desmarais was not part of an ARC that resulted in the closure of St. Alexander [obtained from http://www.wecdsb.on.ca/pdf/arc/20112012/P120515.pdf], as noted in the Director's report.

6. Right Sized Schools

The Board's mission is ***to strive, as a partnership of school, family and parish, to provide our students with a quality Catholic education rooted in Gospel teachings, enabling all to grow to their potential.***

This mission statement is designed so that parishes, schools, families and students are intentionally connected at a 'local' level. This intentional connection is what makes Catholic education stand out because Catholic education, at its very core, is rooted in the value of community. By its own design, any

change to such a system, including school closures, will be felt profoundly by not only the parish, the school, the students and their families, but by the neighbourhood and surrounding community.

St. Gregory School is an exemplary model of the net effect of such supportive partnerships which is directly correlated to the fact that is an effectively sized elementary school.

As outlined in the Altenhof presentations, dated November 13th, 2013 and January 7th, 2014, given at the 2nd and 3rd Tecumseh public ARC meetings, right-sized schools bring value to the student, the board, the community, and the local economy. For elementary schools it is well established that an effective sized school has a student population between 300 and 500 students. The information presented in this document and the Altenhof presentations have been extracted from peer-reviewed publications where research was completed within Ontario, outside of Ontario yet within Canada, and the United States.

Right sized elementary schools exhibit higher rates of achievement and extracurricular participation and character development. Additionally, students attending such schools exhibit reduced feelings of alienation and loneliness, including reduced incidents of 'bullying', and increased respect towards fellow students. Stronger student engagement also occurs at right sized elementary schools. Higher attendance rates, positive concepts of schools, and a better understanding of the value of education are both quantitative and qualitative benefits of right sized elementary schools.

Class disruption, theft, aggressive behaviour, and substance abuse are all less likely in right sized schools which generate significant value to the school board. Additionally, to benefit the board, school safety is higher in smaller schools and these sized institutions are associated with higher levels of teacher commitment and sense of responsibility for student learning.

As value to the community, effectively sized elementary schools exhibit a stronger link between the student and the community and students develop a positive attitude and commitment to their community. Additionally, these sized schools are more cost effective on a per capita student basis, than larger schools; thus, the return on investment from the taxpayer is greater. Finally, parents are more likely to know the principal and teachers, be informed about their children's progress, and participate more fully in school activities.

Parents of the SOS were very disappointed to note that the Director's recommendation did not include any examination of the "Value to the Student" within the Board's recommendation. As dictated by the Board regarding the metrics to which recommendations would be formulated, "Value to the Student" was noted to be first and hold a strong emphasis over all other metrics. The consolidation of St. Gregory at St. Pius (two right sized elementary schools), would generate an institution with a population well over the range of an effective sized elementary school.

7. Busing Issues

With the amalgamation of St. Gregory and St. Pius Schools, additional busing to transport students would be required. Currently, there are three (3) regular buses and four (4) buses (3 regular and 1 special), operating from St. Gregory and St. Pius Schools. It has been projected by the Board and authors of this report, who are familiar with busing, that three (3) additional buses would be required to transport St. Gregory students to St. Pius School. At cost of $40,000/bus, the amalgamation of these two schools would result in an additional projected cost of $120,000 for bus transportation alone.

Further, there are other critical transportation concerns which must be addressed. Manning Road is considered a traveling hazard for walking students. Therefore, anyone east of Manning Road would be required to be transported by bus. Additionally, there are many students currently attending St. Pius that are within St. Gregory's boundaries. Therefore, they will be now eligible for busing, but may not be in these projected totals as they are current students that have opted out of transportation. The students, when they become within the boundary of St. Pius, will be eligible for transportation.

Furthermore, transportation safety concerns, at St. Pius, include the lack of available parking space to accommodate the current buses. This issue would be further exasperated with the 6 additional buses, would have to line up on two of the Town of Tecumseh's main roads, Lacasse and St. Thomas. This traffic impediment would most likely cut off the flow of traffic at these high traffic roads and increase the potential for danger, for those few students, who do walk to/from school. The "Kiss and Ride" area is currently managed at Lacasse Park, which is not on school grounds. Another critical issue is that parking for staff and/or visitors and/or parents will be significantly compromised.

Additionally, given the cost per student, as provided by the WECDSB, for St. Gregory and St. Pius as $7,216 and $7,404, respectively, under the assumption that 334 students are now to be transported to St. Pius, further operating expenses of $62,800 would result. These combined additional transportation and operating expenses total $182,800/year, which does not include any further costs associated with portables. The Director's recommendation report provided no analysis on the cost implications of transportation and operating expenses.

It is important to note, that upon completing research on past busing activities at St. Pius, when the school had a significantly large student population (greater than 800 students), only four (4) buses were used to transport students as a number of students walked to and from school. Under the proposed amalgamation between St. Gregory and St. Pius, approximately 10 buses would be required for transporting students to and from St. Pius. Certainly, this would generate traffic congestion and logistic issues.

8. EQAO Results and Fraser Institute Rankings for St. Gregory School

As presented at the 3rd public ARC meeting on Jan/7th/2014, the EQAO scores for St. Gregory, St. Peter, and St. Pius, are illustrated in Figure 8.1(a), (b), and (c), respectively.

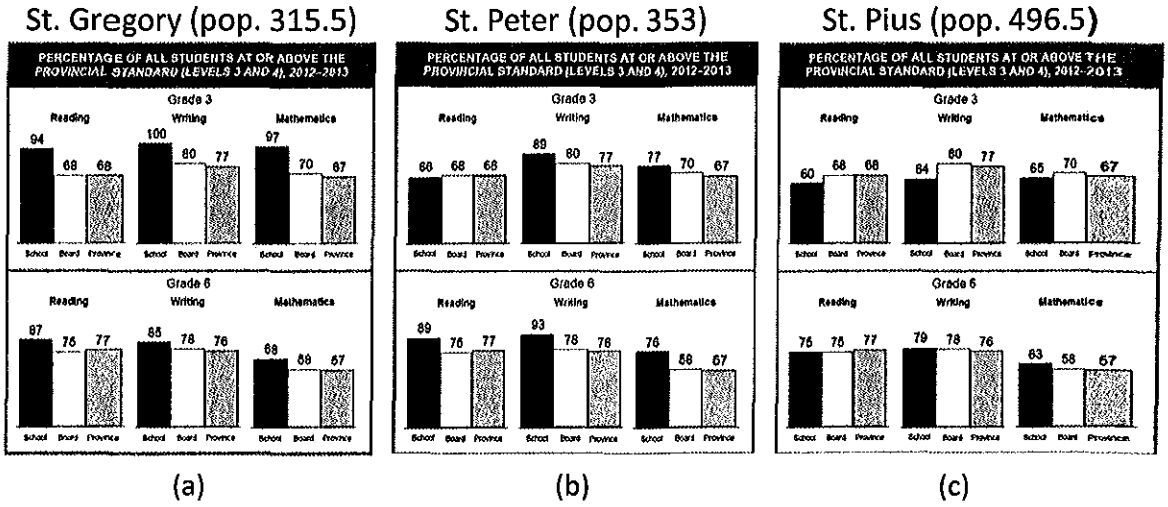


Figure 8.1: EQAO scores for grades 3 and 6 at (a) St. Gregory School, (b) St. Peter School, and (c) St. Pius School.

It is evident from this information that performance in grade 3 in all subjects is stellar for students from St. Gregory. Performance in Grade 6, at this school is very good, noting that St. Gregory students are consistently higher than Board and Province performance. This performance level is also consistent with students from St. Peter School in grade 6. Grade 3 students from this institution perform below Board and Provincial averages in reading, yet score above average in the other two topics. Performances from grade 3 students at St. Pius are consistently lower than Board and Provincial averages. Typically performances of grade 6 students at this academic institution are at or are slightly above Board averages.

The exceptional performances noted for both grades and all topics at St. Gregory school assist with raising the WECDSB average and illustrate the productive and capable students being formed at St. Gregory School. Given the cost per student at each school (St. Gregory - $7,216, St. Peter - $7,346, and St. Pius - $7,404), an analysis was previously completed, and presented at the 3rd public ARC meeting, to illustrate that on average a student at St. Gregory School better performs a St. Peter's student by 13% and a St. Pius' student by 34%. Clearly the return on investment for a taxpayer/parent/caregiver is much greater by sending their children to St. Gregory. The WECDSB should promote such exceptional EQAO scores as surely these performance levels would attract parents and students and thus enhance utilization rates.

It is also important to note the Fraser Institute rankings of the three schools within the Tecumseh ARC. The Fraser Institute rankings provide quantitative assessment of a school's academic performance. Within the 2012/2013 academic year rankings for St. Gregory, St. Peter, and St. Pius were 276/3030, 862/3030, and 1670/3030, respectively. These scores place these institutions in the top 9.1 percentile, 28.4 percentile, and 55 percentile, respectively. It is evident that St. Gregory is an exceptionally

performing academic institution where it is noted that this school is 7th of Windsor/Essex County elementary schools considering by public and private type.

The SOS recommends that announcement and articulation of such exceptional EQAO scores and Fraser rankings be made to the surrounding areas of these schools to further enhance utilization rates.

9. Portables

In the Director's recommendation, St. Gregory and St. Pius students are to be accommodated through the use of portables. Parents are significantly concerned by this recommendation and strongly disagree that this is the best way to manage excess capacity of students.

Superintendent of Corporate Services, Mr. Mario Iatonna, indicated at the 3rd public ARC meeting on January 7th, 2014, that school additions would be built prior to student amalgamation and students would not be placed in portables. Mr. Iatonna clearly stated that the "board prefers additions rather than portables." The First Annual State of the Board Address, released on January 28th, 2014 confirms this preference citing "a reduction in the number of portable classrooms in use" as a recent accomplishment of the business department. Correspondingly, it is evident that the recommendation from the Board is completely contradictory to the public statements of Mr. Iatonna and the Director.

The combined enrolment of St. Gregory and St. Pius as indicated by the WECDSB at the 2nd public ARC meeting, following amalgamation, would be 823 students. Noting that St. Pius has an on the ground capacity (OTG) of only 653 students, 170 students would require portables. Based upon this data and information from the other sources (the Ontario Early Years and Latchkey Day care programs), we have estimated that at least 6 portables and as many as 8 portables would have to be constructed to accommodate this overflow of students. This is a large number of students and staff segregated from the main school. Additionally, if these portables are new, given data from a Windsor based, well respected Architectural firm, each unit would cost $80,000; resulting in a total estimated cost of half a million dollars.

Quality of education and safety as it relates to both staff and students are of significant concern to parents if portables are to be implemented. Portables force students to learn in a segregated environment and prohibit classroom clustering to allow for sharing of limited resources, team teaching, more effective use of time for resource staff, and collaborative planning by grade team members. Another critical negative result of the implementation of portables is the reduction of green-space, play area, and parking at St. Pius.

Portables make outdoor supervision and site security difficult due to decreased site lines. As of the Fall of 2013, all elementary schools are required to follow the Safe Welcome Program. At present, it is the understanding of Tecumseh parents that have utilized programs such as the Ontario Early Years at St. Pius, that this program has not been initiated to date. A memorandum released by WECDSB on August 27th, 2013 introducing this program indicates that security features such as swipe access are not

guaranteed to be provided to students and staff in portables. There is concern that the Safe Welcome Program may not be utilized with the use of portables, and if so, to the same capacity that it is for the main building.

Health and safety is also a concern of parents as portables increase the rates at which students are unsupervised and the potential for injury related to falls in icy inclement weather conditions as they enter/exit buildings to use washrooms and other educational facilities/resources. Finally, mould is often a common problem associated with portables due to the nature of their construction.

At the 3rd public ARC meeting Mr. Iatonna indicated that he felt it was "a myth that we are losing students to the public board". The most important point parents would like to make to Trustees and the Director is that parents will choose the public board over portables. Our community is unique in that D.M. Eagle is located only 1.3 km from St. Gregory School and has a right sized elementary school population of less than 300 students. Many parents have expressed an interest in sending their children to a small, academically excellent school within the vicinity of St. Gregory.

The decision to amalgamate and the use of portables are very difficult for our parents to accept as a viable option for their children and themselves. The Director's report failed to provide any appropriate site plan for the safe and effective implementation of portables nor comment on the additional costs associated with these units.

The incredibly short timeline provided in the Director's recommendation, to close St. Gregory School, install portables, and implement an Integration Committee to plan for the amalgamation of St. Gregory and St. Pius schools, in the opinion of the SOS, seems very unrealistic.

10. Public Confidence in the WECDSB

With the acknowledgement by the WECDSB of the very comprehensive analysis completed by the Tecumseh ARC, which carefully followed the four metrics of evaluation established by the Board, the SOS is very disappointed and frustrated to see such a contrary recommendation put forth by the Director. Additionally, the Board's report fails to provide any form of a quantitative, detailed, financial assessment as to why it has arrived at its recommendation. Sadly, the lack of any statement and thorough analyses on the benefits and impacts to students, which was established as the most important metric of consideration, is also evident in the Board's report. This complete lack of information and failure to follow Board's established criteria gives serious concern regarding transparency in the process and ultimately negatively impacts the public's confidence in the WECDSB. Parents of the SOS would like to see the Trustees, who have been elected by the public, to support the Tecumseh ARC recommendation which will then reaffirm the Board's desire to increase public confidence in this Board as mentioned in the State of the Board Address on January 28th, 2014

10.1. Failure of the WECDSB to provide answers and data to questions asked during the ARS

As previously indicated, in many cases, the public and ARC committee member(s) has/have requested information relevant to the ARS process. For example, quantitative financial data has been requested by delegates and members of the ARC committee to justify the potential closure of St. Gregory School and its amalgamation with St. Pius. Such information was never provided and given the lack of information presented within the Board's recommendation report many individuals question as to whether or not any financial analysis exists.

At the 2nd public ARC meeting, in a presentation given by William Altenhof, four questions regarding the conflict between the established benefits of right sized elementary schools and the initial recommendations put forth by the Board and the ARC were presented. These questions were:

a) If "value to the student" takes priority over all other considerations, why is the ARC/Board considering the consolidation of institutions which will result in large schools with a population to approach, or exceed, 1000 students?

b) Why would the ARC/Board put forth and consider any options which would eliminate any exceptionally performing school(s), specifically St. Gregory?

c) Small academic institutions, at the elementary level, contribute towards superior school staff. Provide rationale as to why the ARC/Board would put forth and consider any options which would reduce the quality of their teachers and staff?

d) If the WECDSB's "system priority" is to create welcoming, inclusive, and safe environments, which is typical of a small elementary school, why would a large elementary school, which exhibits higher rates of bullying and other volatile environments, be considered?

At both the 3rd and 4th public meetings William Altenhof, inquired as to why his questions were not answered. Sadly no information was provided to the delegate by the Board's representatives. To date, no answers to these questions have been made available on the Board's website or communicated to the delegate.

The lack of answers to these challenging questions, presented above, and others not listed, gives rise to concerns associated with transparency and confidence in the WECDSB.

Information regarding the potential implementation of French Immersion programs had been requested from the Tecumseh ARC from the onset of the ARS as indicated in both the committee and public meeting minutes. According to meeting minutes, Board Administration failed to provide any information on French Immersion to the Tecumseh ARC. While the Director's report did make reference to French Immersion at St. Gregory and St. Pius Schools, the document failed to acknowledge the demand for French Immersion in the vicinity of St. Peter School. It is known that Tecumseh Vista is experiencing a significant increase in interest associated with the French Immersion program. In addition, recent comments in the Windsor Star by Board Superintendent Emelda Byrne highlighted the demand for French Immersion in Windsor and Essex County and the need to respond to this demand as

an effective means to increase the utilization rates within the WECDSB. The SOS is of the opinion that such an opportunity should be considered, prior to the closure of any school, as it directly affects schools within the Tecumseh ARS.

10.2. Failure to acknowledge and document the impact to the Tecumseh community and the local economy

Another serious concern for the SOS and the Tecumseh community is the lack of details associated with the impact to the community and the local economy contained with the Director's recommendation. Both of these points have been established as relevant items of consideration when formulating a recommendation, yet little or no information or details are provided. Once again, this lack of attention to details within the recommendation results in significant concerns associated with confidence towards the WECDSB.

11. Conclusion and Request

We respectfully request the following.

The Director amend the recommendation to state the following:

> **That St. Gregory Catholic Elementary School be scheduled for closure in June 2016 and the school community shall be accommodated at St. Pius effective September 2016, subject to and unless of the following:**
>
> **That administration enter into discussions with the Town of Tecumseh toward arriving at a mutually agreeable joint use agreement through which the municipality would lease available space at both St. Gregory and St. Pius in an attempt to find a suitable tenant for these facilities, or a suitable utilization rate is achieved within this timeframe.**

Good Evening Trustees, Parents, and members of the community

My name is Jennifer Kehoe and I am here on behalf of the St. William's Catholic School Council.

Our council has been an active participant in these meetings since it was first suggested that a solution to the Tecumseh ARC process could be found by reviewing the boundary of St. William's school. At two previous public ARC meetings, we have put forward our opinion that amongst other arguments, we are against any boundary review, as our school too, continues to face declining enrollment.

Tonight, I am here to put forward some additional reasons why we cannot support a boundary review. Firstly, the St. William's school community was never invited to participate in the Tecumseh ARC. In our opinion, this means it was never the Board's intention to include our school community in this process. The recommendation for boundary review came from the Tecumseh community and not the Board. To include our school community at this point in the process, when it was approximately 75% complete, is simply not fair. St. William's school council continues to have faith in the school board administration that if their data suggested a boundary review was a viable option, they would have invited us to participate from the beginning.

Further, in 2012, as part of the ARC for the Lakeshore family of schools, a boundary review, which included St. William's, was recommended and is currently pending. Therefore, as the Director's report on the Tecumseh ARC states, St. William's cannot lose students on both its eastern and western boundaries to fill schools in Tecumseh and Lakeshore. It certainly does not make sense for a school that is not overcapacity.

And so it is for these reasons that I am here tonight to let the Trustees know that the St. William's Catholic School Council vehemently opposes a boundary review which will affect our school. We would like to thank the Director for his report, and would like to thank the parents and trustees for their commitment to this very difficult process. The families affected by this process continue to be in our thoughts and prayers.

Thank you

Benefits and Impact of Right-Sized Schools to Students, Schools, the Board, and Community

William Altenhof, Ph.D., P.Eng.

April 16th, 2014

1.

Presentation Outline

- WECDSB mission
- Recent successes
- Considerations applicable to the review
- Relevant, peer reviewed, and recent literature
  - Impact on the students, school, WECDSB, and community at St. Gregory School
- Summary

WECDSB Mission Statement

- *The Board's* ***mission is to strive, as a partnership of school, family and parish, to provide our students*** *with a quality Catholic education rooted in Gospel teachings, enabling all to grow to their potential.* [1 – WECDSB mission statement]

- Catholic education is intended as a mutually supportive partnership within the specific and respective responsibilities of each partner: home, school, and parish. ***The common factor that involves us all in this noble enterprise is the child/student***. [2 - Ontario Catholic School Trustees' Association]

- **Board's Vision and Goals are based on two priorities:**
  - **Faith Development**
  - **Student Achievement**

Successes to be Proud of

- Enrollment in Catholic Education is increasing in Windsor/Essex County [3 - MOE]
  - MOE notes elementary student enrollment as:
    - 2013/2014 – 12,654
    - 2014/2015 – 13,747
  - Almost a 9% increase – significant!
- Obtaining financial stability [4 – State of board report]
  - $5.4M accumulated surplus in 2012/2013
  - Additional $5.2M by end of current fiscal year
  - $10.6M accumulated surplus by end of August
- Student achievement [4 – State of board report]
  - Student achievement significantly exceeded provincial average (EQAO)

Considerations of the Review

- **Value to student**
  - **Emphasis on this criterion**
- Value to the school board
- Value to the community
- Value to the local economy

In the reviewed literature the definition of "right sized elementary schools"

$$300 \text{ students} < n_{students} < 500 \text{ students}$$

- Relevant Literature –

Value To the Student

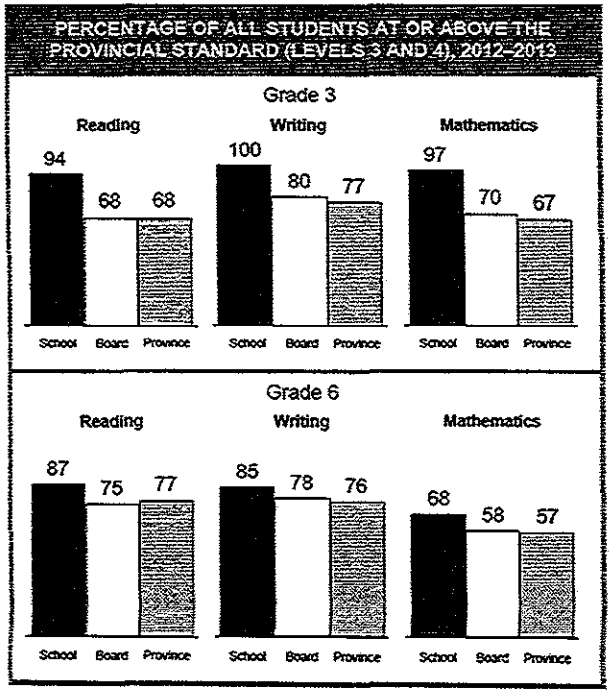
- "Right sized" elementary schools exhibit higher rates of...
  - Achievement [Leithwood, Archibald, Bickel, Ebert, Kuziemko, Lee, and Ma]
  - Extracurricular participation and character development [Coladarci, Cotton, and Wasley]
  - Attendance rates [Cotton]
- Students at "Right sized" elementary schools have:
  - Reduced feelings of alienation and loneliness [National Clearinghouse for Educational Facilities].
  - Increased respect towards fellow students [Meier].
  - Stronger student engagement..
    - "...As school size decreased, school connectedness increased" [Cotton, McNeely, and Hulling]
  - Positive concept of school and better understanding of the value of education
- Reduced incidences of "bullying" through greater parental involvement [Ma, National Centre for Educational Statistics, and Zane].

- Relevant Literature –

Value To the Student - continued

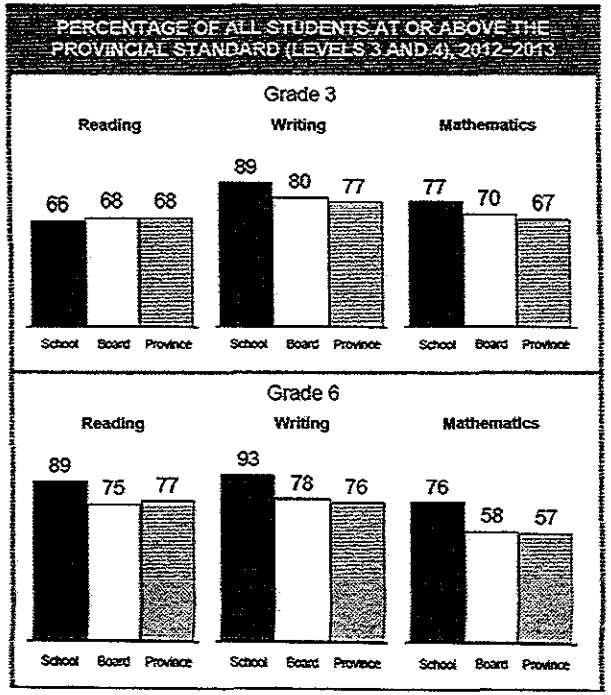
- From the reviewed literature, large sized schools did not enhance the quality of a student's education at the elementary level.
- **St. Gregory provides an excellent academic value to students**
- **Promoting such a school will attract students and families – success breeds success**

St. Gregory (pop. 315.5)



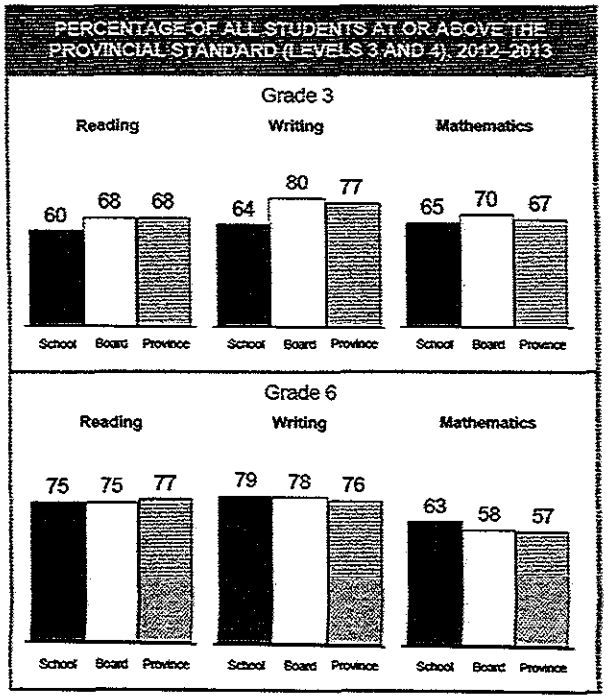
(a)

St. Peter (pop. 353)



(b)

St. Pius (pop. 496.5)



(c)

- Relevant Literature –
Value To the School Board

- Class disruption, theft, aggressive behaviour, and substance abuse are all less likely in right sized elementary schools [Cotton].
- School safety is higher [National Centre for Educational Statistics, Zane, Meier, Duke and Williams].
- Higher levels of teacher commitment and sense of responsibility for student learning [Lee, Rosenblatt].
- **"Cost efficiency is no longer justification for large schools....small schools are more efficient and cost-effective."** [Leithwood and Jantzi].

- Relevant Literature –

Value To the School Board

- WECDSB has provided 2013-2014 estimated cost per pupil [minutes of 2nd public Tecumseh ARC meeting]:
  - St. Gregory - $7,216
  - St. Peter - $7,346 ($130, 1.018x St. Gregory)
  - St. Pius - $7,404 ($188, 1.026x St. Gregory)
- Fraser Institute Ratings (**ratings across Ontario**):
  - St. Gregory – top 9.1 percentile
  - St. Peter – 28.4 percentile
  - St. Pius – 55 percentile
- **Cost and academic performance:**
  - **St. Gregory provides exceptional value to the school board**

- Relevant Literature –

Value To the Community

- Stronger link between the student and the community [Leithwood and Jantzi].
- Students at right sized elementary schools develop a positive attitude and commitment to their community [Wasley and Lear].
- St. Gregory community involvement
  - Music program at nursing homes and community living
  - Raking leaves for residents of Tecumseh
  - Rock band performances on Camp Day at Tim Horton's
  - St. Vincent de Paul
  - And many others....
- **St. Gregory School provides many benefits to the local communities**

Summary

- Acknowledge and appreciate community input to the WECDSB and Tecumseh ARC recommendations.
- WECDSB recommendation lacks value to the student (criterion weighted greatest)
- Consolidation of St. Gregory at St. Pius, resulting in significantly larger institution, **WILL NOT BENEFIT STUDENTS, TEACHERS, SCHOOL BOARD, AND COMMUNITY**.
- Specific to St. Gregory School – why change an exceptionally performing elementary school?
  - **A model school to BE EMULATED**
- **With a $10.6M surplus, investing in such a stellar school like St. Gregory, will benefit all**

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SPECIAL BOARD MEETING
Wednesday, April 16, 2014 at 6:00 p.m.
St. Anne Secondary School 1200 Oakwood Dr., SS #3, Belle River, ON

Presentation by: Luciano Carlone and Marlo Bondy

Request for financial data to support Director of Education's Report/Recommendation on the Accommodation Review Study for the Tecumseh Area, including St. Gregory, St. Peter, and St. Pius X Catholic Elementary Schools.

While Mrs. Bondy and I stand here before you tonight as parents of children attending St. Gregory's School we also stand here as property taxpayer's of the Town of Tecumseh contributing to the education levy and taxpayer's of the Province of Ontario contributing to the Ministry of Education budget. I make note of our taxpayer status because we have elected you our Trustees to be stewards of not only a quality faith based education for our children but also of our education tax dollars. It is our opinion that the Director's report does not provide adequate quantitative financial information and analysis for you our elected Trustees to make an informed decision on the recommendation he has put forward. Additionally the report provides no consideration of the implications for communities and local economies, two of the four priorities of the Board to which any recommendation is to be measured against. A proper financial analysis for deciding to close a school should include, but is not limited to the following:

a) Current costs and revenue under current situation compared to projected costs and revenues, at least 3 to 5 years out, with assumptions

b) One-time costs such as construction, demolition, moving, and new traffic lanes to accommodate bus congestion.

c) Opportunity costs such as the loss of property location in a growing community.

d) Incremental costs such as busing, utilities, and increased R&M schedule.

e) Legacy costs such as maintenance and security of closed facilities.

f) Unexpected or indirect costs such as counselling for displaced/distressed children, loss of volunteers, and loss of fundraising initiatives by CSCs.

g) Unexpected or indirect loss of revenue such as families choosing to leave the Catholic Board or families choosing to stay within the Catholic Board but re-direct their property tax support to the Public Board.

Without any significant financial data to support the consolidation of St. Gregory and St. Pius Schools, we are of the opinion that the Director's recommendation is not justified nor warranted.

Given that St. Gregory School exhibits stellar performance with regards to EQAO scores and exceptional evaluation within the Fraser Institute report as an elementary school, it is only appropriate that the

Board would invest into St. Gregory School to maintain and potentially further enhance its exceptional performance. Additionally, further investments into other Windsor/Essex County Catholic Schools to emulate St. Gregory School's learning environment would also assist with improving performance and ratings of other Windsor/Essex County Catholic schools. Such investments and enhancements could have a significant positive impact on the utilization rates within all Catholic schools in Windsor/Essex County.

Lastly, we ask: What is the greater plan of the Board and how does the closure of St. Gregory's fit into the greater plan? In the Director of Education's 2013-2014 Strategic Directions and System Priorities he states: *"Post Supervision we will engage our partners in Catholic Education towards the development of a new multi-year strategic plan which will be unveiled as part of the second annual report on the State of the Board in January 2015."* Why does the Board not have a long term plan now? January 2015 is over eight months away but yet a school will be closed in the next two months. What is the greater plan and how does St. Gregory closure fit into the plan? Without a long term plan the Catholic Board will eliminate itself through a death of a thousand cuts.

On the basis that that the Director of Education has failed to provide adequate quantitative financial information and analysis in his report for you our elected Trustees to make an informed decision and has further failed to articulate how his recommendation fits into a greater long term plan that his recommendation to close St. Gregory School be rejected.

APRIL 16TH, 2014
SPECIAL BOARD MEETING, WECDSB
ST. ANNE HIGH SCHOOL

By Maria McCann

First of all, I would like to say thank you for giving me the opportunity to speak this evening. This is a difficult time for all and I would like to acknowledge and say thank you to the Director, Trustees and Administration for your patience. I also want to thank Tecumseh Mayor McNamara, Councilor Dorion and their staff for their support. There was always a representative of the Town attending our SOS meetings.

I would like to also thank the Administration for making St. Gregory School take part in an ARC process. As the secretary of St. Gregory Parent Council for the last 6 years, our goal has been to involve our parents. With this ARC process, we have engaged our parents to a whole new level and this process has helped galvanize our school community into a stronger family who stands together united with the same goal of providing what is best for our children and to save our school family.

As I previously said in the past, we mean no disrespect to any other school. We recognize that there are many good things happening in other schools. However, we can only talk about what we know and from our own personal experiences at St. Gregory School. I have heard comments that there is a public perception by some that St. Gregory parents are bullies and offensive. We apologize if we have given you this impression and if we have offended anyone. We are a group of passionate individuals who deeply care for what happens to our unique school community. We are a tight knit family and we want to remain that way.

We are a family of amazing principal, secretary, teachers, EA, support staff, janitors, parish staff, parents and students who work together to make each day special for our students, staff and the community around us. When we are not busy fighting for survival; St. Gregory family, lives each day by showing God's mercy in our words, in our actions and in our prayers both within our school walls and outside in the community at large. We are family and hopefully by the end of my presentation you can understand why we are so passionate.

There are two items I would like to tackle tonight: one is French Immersion and the other is how St. Gregory School emulates and perpetuates the Catholic values by which our Board is founded on and what makes us a unique family to be replicated.

One of the Tecumseh ARC recommendations was the introduction of a French Immersion program to one of the Tecumseh ARC schools. The Director's response states that this is not a good option because we would be competing against Sainte Marguerite –d'Youville and Sainte Antoine. We believe that this would not be competing because these two schools belong to the French Catholic Board and are full French. The other concern is competing with other schools in our Board. Out of 38 elementary schools, only four are French: Christ the King in South Windsor, St. Anne's in central Windsor, Queen of Peace in Leamington and St. Mary's in Maidstone. Out of 9 secondary schools, 4 have French Immersion programs: Cardinal Carter in Leamington, St. Anne's high school in Lakeshore, St. Joseph's HS and Villanova high school. Out of these four high schools, St. Anne's High School is the only high school that does not have any of its feeder schools with a French immersion program. As a parent volunteer on St. Anne's High School Parent council, this concerns me because in order for St. Anne's High School to sustain and grow their French immersion program, I believe it should be imperative to make either St. Piux or St. Gregory a French immersion school. According to an article posted in the Windsor Star on April 4th, 2014 states that French immersion programs at Canadian public schools outside of Quebec have increased by 28% since 1991. The Greater Essex County District School Board has had an increase of 35% in their French immersion program since 2011. Essex County is in a good position as we have the room to accommodate all the request

for French immersion while the rest of Canadian cities have to have lotteries because the demand exceeds the spots available. In the same article a public board spokesperson said that the high demand for French immersion has caused capacity issues at some schools. We can see that with the two new public schools Vista and Lakeshore Discovery who are overcapacity and are using portables and are having additions planned even though they have just been built in the last couple of years. We believe that this option should be looked at seriously.

If I would include all of our personal stories about why St. Gregory School is family, I could write volumes. For tonight's purpose, I am only going to talk about one story. It is a story of a man's love for his wife of 42 years and the school that gave the gift of a Christmas miracle. I had the pleasure of spending two hours last night interviewing this man whose name is Gary for my presentation. When I left his home, I was more proud than ever in being a St. Gregory School parent. In December 2011, on the last day of school before Christmas holidays, Gary called our school asking for a group of students to sing Christmas carols. The principal was very uneasy about accommodating him as it was such short notice. But she went with her gut instincts as well as her Christian values and granted this request. In less than 30 minutes, the students were assembled on the side walk. Gary pulled up in his car, rolled down his window and the students sang Christmas carols to his wife. A short while after he had left the school to go home, the principal, our parent council Chair and students took all the poinsettias that were around the school and the food trays that we had and brought them over to his house. He was so impressed by the kindness shown by our school in granting his wife's dying wish that he asked the grade 8 students to sing at her funeral. She passed away on January 31, 2012.

If you attended the 3rd public ARC meeting, you may remember me talking about this story. What I did not share with you that evening is that Gary hated our school. A couple of years ago we had a problem with asphalt falling apart and kids throwing it in his yard. One day Gary got really mad and picked up a whole bunch of pieces and put it in a box and placed the box on the principal's desk. Kids were afraid to go near his property. I remember my children coming home and telling me that they lost their ball in the mean man's backyard. One of my children once

even asked me to go to his door and ask for the ball back and I told my son that I wasn't going to go talk to the mean guy. Gary told me last night that if the school was burning down he would bring a fan to help it burn down faster.

Then a Christmas miracle happened. The current principal, knowing the past history decided to demonstrate what Catholic education is all about. She decided to show mercy and forgiveness and in so doing many lives have been transformed. Gary was so appreciative of how our school showed love and mercy towards him and his family that he has come to the school many times for visits. He has given the students a plague to say thank you. On his wives birthday on April 24, 2012, he bought pizza for the whole school and they all gathered together and had a party in her memory.

The students have reciprocated his kindness. On his wedding anniversary, February 14, 2012, Gary was told to go to the back of his fence. He didn't know why but he went. He was met by a teacher and a group of students who gave him a package of Valentine Cards written by the students and a plate of cookies he could eat as he opened his cards. This was his first anniversary without his wife and the students didn't want him to feel alone.

Gary told me last night that "we Catholics have the market cornered on kindness." When the school planted trees at the back of the property, one tree was planted in her memory. For the month of January 2012, students would run up to Gary's property, wave to his wife as her bed was near the window. They would check up on her and report back to the principal on how she was doing. This happened couple times a day for a month. The whole school community gathered around this couple and adopted them into our family. Last night he told me that there isn't anything he would do for St. Gregory School community and he is here tonight showing us his support.

In the Director's First Annual State of the Board Address, entitled "Engaging our Future", it states that "faith formation tops our list of priorities as a Catholic School System. It is the critical component at the epicenter of all we do." St. Gregory is a living example of how we place faith formation at the epicenter of all we do. There is something magical about St. Gregory School. This Christmas

miracle is one example of how we live out our Christian values in our community. Not only do we emulate Christian values but we also perform academically. As you have seen, our EQAO scores are above the Board and above the Province. We are also ranked 276/3030 schools putting us in the top 9.1 percentile in the province. Why would you want to close a school that performs so well? We are a vibrant school. The reason why we achieve so well is because we work very well together and that we are a family.

These possible school closures are damaging the confidence towards the Board. Instead of closing right sized schools, we need to work together to find solutions to solve the problems. One is low enrollment but I am sure there are other problems that need to be addressed. One question would be: how many kids are in the public system that would really belong to the Catholic Board? Why these students did choose to go Public? I have had discussions with several families in the past trying to convince them to stay in catholic education but they didn't and they haven't returned. When Bob Upgreen talked to the Board, administration, staff and parents in 2011 he talked about giving a WOW experience to the staff, parents and students. We need to co-operate together to find solutions because by making decisions that are upsetting to parents, further ruins the confidence in the Board and gives ammunition to those who feel we should have one Board.

Windsor-Wessex Catholic District School Board
Special Board Meeting
Wednesday, April 16, 2014

Delegate: Mrs. Cynthia Villella, St. Gregory School, Co-Chair, St. Gregory CSAC

Good Evening, Mr. Picard, Elected Officials and Board Members.

My name is Cynthia Villella and I come before you tonight as a parent and a community member of the Tecumseh family of schools to strongly advise against Director Picard's report to consolidate students of St. Gregory School with St. Pius school at the St. Pius site. As Co-chair of our Catholic school advisory committee, I have been closely involved with the ARC and I have also been an active member of the Save Our School Parent Committee that speaks to you all tonight.

A list of priorities set forth by you, the WECDSB, clearly states that recommendations would be formulated to include all of the following:

- Value to the student
- Value to the school board
- Value to the community
- Value to the local economy

The concern that I would like to address is the increase in bussing that will be required at St. Pius to accommodate all of the students. Currently St. Gregory and St. Pius use 3 and 4 buses respectively. To transport the St. Gregory's students safety to St. Pius, it is accurate to state that ALL of the students will be requiring bus transportation. A small number of students that are currently at St. Greg's that will be within ambulatory boundary really just counter balance the number of students St. Pius currently has that get self transported...therefore the needs for bussing will increase at St. Pius by 110%....to a total of 9 buses.
At a cost of $40,000 per school bus that comes to an increase of $120K per year for bussing alone.
Also the cost per student is greater at St. Pius by $188, increasing the annual cost of adding 334 St. Gregory's students by $62,800. A combined total with bussing of $182,800 per year. We appreciate that these numbers may have been considered, but is the Board's solution to balance them out, relying on laying off teachers, administration support or custodians?

My concerns however go well beyond cost.....it is about the safety of our children, not only arriving on the bus, but those walking to school and being driven. Lacasse Blvd. is a very busy through street that has had 4-way stops added at St. Thomas due to the danger of the volume and nature of it being a school district. There is currently very limited parking available for staff and visitors, how will more vehicles be accommodated? In 1997, during St. Pius' last expansion, it was documented in town minutes that construction of a proper bus bay was to be done to safely load and unload our students. However, today, 2014, there still does not exist a bus bay, but just a curb cut-away on Lacasse and the buses are to pull through an already full and small parking lot. Vision on Lacasse is impaired during these busy times in the morning when 3 buses are arriving....what is going to happen when you triple that number. It has already been confirmed that staggering bus arrivals will not be an option due to the distance they will be travelling.
Kiss and ride is currently done off-site at neighbouring Lacasse Park....as a parent, I want to be able to know that my child is securely on school property when they are dropped off...this is not ideal but in place. We do not feel that value to the student has been considered or appreciated if specific promises were made back in 1997 that still have not been fulfilled and now the same problems addressed are going to be compounded with additional buses.

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In addition to my concern of safety regarding bussing, I also have a concern about the Accommodation Review Process, which the Windsor Star writes today....that the Ministry of Education will re-examine this process. We all appreciate that schools running well below capacity are a hindrance and financial burden to the budget, but the problem is not being solved by fragmenting and isolating communities that have very viable and academically successful programs and fixing these silos independently of looking at the WHOLE body.
Why is the priority not to look at the school buildings that are deemed not suitable for repair and address them first....these parents and students are aware of the situation and sensitive to the objectives and open to better options in most cases. But to isolate schools and communities that don't have problems is does not "make sense". Status quo does have a place in this process.....it is unreasonable for your goal to be to close 1 or 2 schools within every family of schools you choose to review in any given year.....are communities are worth more than a lottery pick of who will be unlucky enough to fall within this process next year!

Back in September, when this process started.....we as parents and community members were sceptical of this process. There were strong rumors that supported that a decision to close St. Gregory was already made and those of us that voiced this concern were sternly put in our place. Numerous times over the last 8 months, both verbally and in print it has been stated:

...The Accommodation Review Studies are in place for administration to put forth recommendations and to welcome community input, public feedback, and promote discussion. This invited input is used to amend or develop alternative options. We have made this easy for you, as we have come together, township, parents, community partners, educators and developers and have exchanged ideas and goals for this community...all of which require ALL three schools to remain status quo. Despite being passionate about our cause, we have remained objective, goal oriented, professional, respectful, and first and foremost, innovative to assist you in the process of sustaining both St. Gregory and St. Pius. We have embraced this ARS and used our Catholic and Christian values to build an even better community.....we TRUSTED you with this process....now TRUST us with these ideas and concrete attainable solutions! Let our work and the work that we can do in collaboration with you be a superb example to our children and to other communities of what can be accomplished as a result of this process.

We TRUSTED you, now you have to FAITH in us!

Submit

SPECIAL BOARD MEETING
Wednesday, April 16, 2014 at 6:00 p.m.
St. Anne Secondary School 1200 Oakwood Dr., SS #3, Belle River, ON

Presentation by: Patricia Bornais and Buck Sleimen

While I understand and acknowledge that boundary adjustments are not considered in the ARC process, it is incumbent upon all of you, our elected Trustees to consider all options before making a major decision **like closing a school.** In this instance, moving boundaries is a cost efficient solution in solving the lack of student utilization at St. Pius and the OVERCAPACITY issue at L.A.Desmarais.

Boundary reviews have been used and continue to be used to contribute towards assisting with school enrolment issues. The use of boundary reviews and re-alignments was indicated by the Board in its 2013-2014 Strategic Directions and System Priorities to be an effective method of addressing changing demographics.

MAP - I would like to start by reviewing the school boundary map [which has been provided to you]. I am a visual person and if you are like me a quick look at the boundary map while considering the following facts will lead you to the conclusion that a boundary adjustment is a cost efficient solution to the lack of student utilization at St. Pius and the OVERCAPACITY issue at L.A.Desmarais.

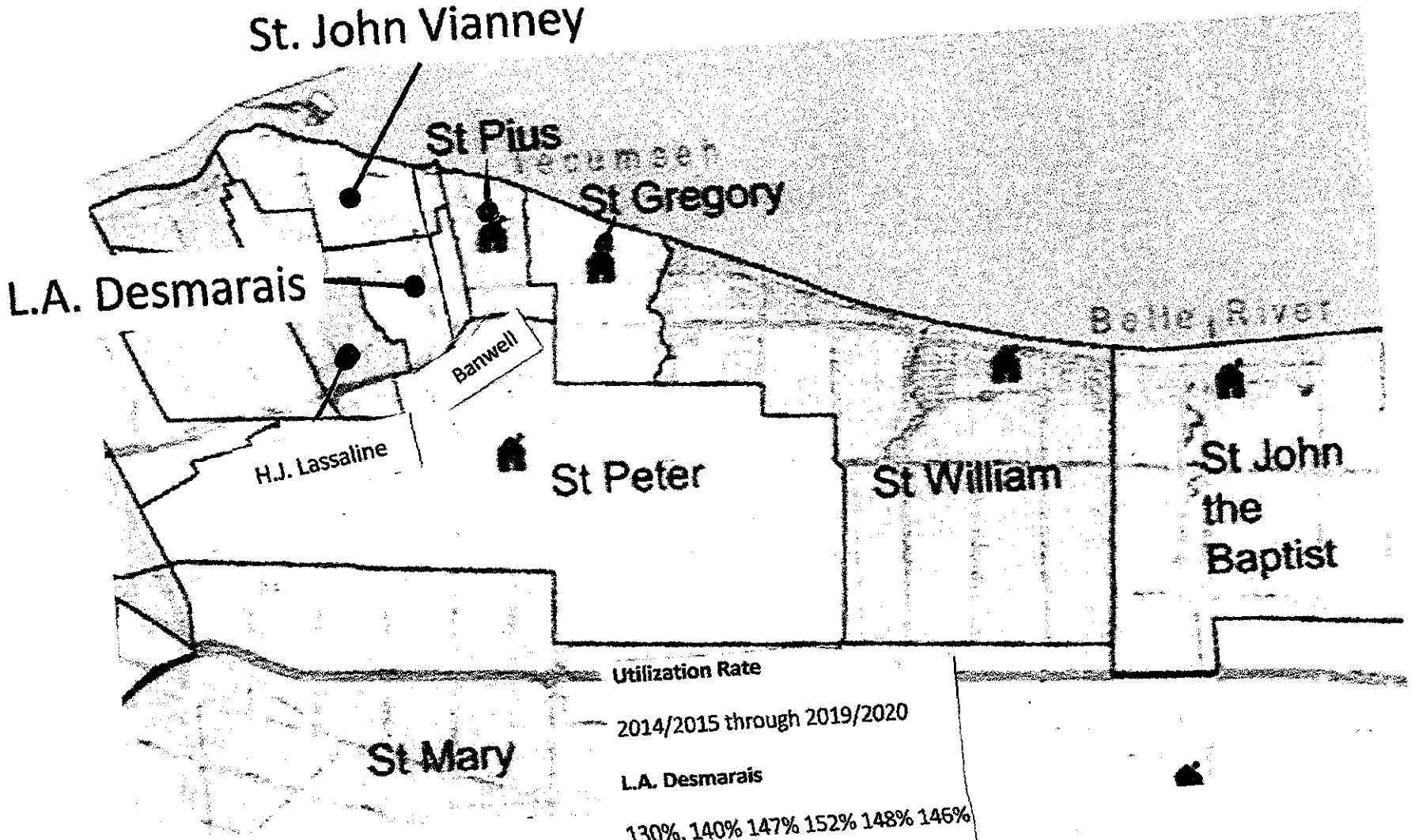
L.A. Desmarais has multiple portables and has a capacity of 336 [2013 Watson report] with projected utilization rates of 130%, 140%, 147%, 152%, 148%, and 146% over the school years of 2014/2015 through 2019/2020, respectively [2013 Watson report]. The nearest school to accommodate the excess students is St. Pius which is under capacity. L.A. Desmarais students living east of Banwell are geographically closer to St. Pius. H.J. Lassaline, the school west of L.A. Desmarais, currently has utilization rates of 98% and projected rates of 102%, 105%, 109%, 110% and 110%, for the school years of 2015/2016 through 2019/2020 [2013 Watson report]. A thorough boundary review would certainly assist these schools which are under- and over-capacity. This has not been considered in the WECDSB report.

It is obvious that the boundaries must be move to support and accommodate the St. Pius under capacity problem. The solution is there, black and white; the board must consider a major undertaking of boundary adjustment. "Does this make sense"?

A boundary adjustment creates balance between schools. In the director's report, it is projected that the current St. Gregory School will see an increase in enrollment. If St. Gregory were to close, what school will take up the projected increase? Would St. Pius not be operating above full capacity?

In Closing: Your recommendation states that the Ministry's SBEM initiative must look to consolidate schools where it is possible to do so without lowering programming standards or diminishing opportunities for students. Does your recommendation not contradict this initiative? Does a combined elementary school with over 800 students and portables not result in lower program standards and diminish opportunities for students?

Current School Boundaries



Speech for Board Trustees

April 16, 2014

Good evening, my name is Don Rodzik and I along with my wife Amber am parents to 3 boys who attend St. Gregory in the Grades of 6, 4 and 1. Like many parents here today, we are extremely disappointed with the Director's decision to not follow the recommendation of the ARC committee and **unilaterally** ~~make the decision~~ decided to close St. Gregory and merge it with St. Pius.

I want you think back to when you first decided to be a School Trustee. **Did you** sign up to be a Trustee to close schools? I am inclined to say "**NO**". I am sure the reason why you decided to dedicate your time was so that you could assist others within the Catholic Education system, the students, parents, facilitators and administration in the ward which you represent. I hope it was to advocate and promote Catholic Education and to provide support to the Board and its students in order to increase the **quality** of education within Windsor/Essex County.

The Director has put forth a proposal for consideration that focuses **purely** on saving money. As a taxpayer, I do not discount the necessity to be fiscally responsible. However, we must rationalize at what expense are we willing to jeopardize this responsibility, and are we succumbing to a **short term gain** for a **long term loss.**

Taxpayers and constituents expect that their tax dollars are to be spent responsibly, with a reasonable return on their investment into the province for the betterment of the community in which they live and to provide and improve on the essential services that tax payers and community members hold dear to their hearts as fundamentals to our society.

We as taxpayers and constituents who have chosen Catholic Education to service our children's future are deeply concerned. We are concerned because the Director has chosen to consolidate Catholic Education in the community, where short term rationales outweigh the long-term benefits.

Currently, St. Gregory is marginally under utilized. In any other industry, 80% capacity would NOT be seen as a factor for closure of a facility. More importantly, the Board's own data indicate that within a reasonable period of time St. Gregory will return to 100% capacity. This begs the question – WHY RUSH?

We as tax payers, your constituents, are petitioning you to Fight for Catholic Education – to stand up for WHY you decided to be a trustee in the first place. To promote the benefits of Catholic Education, NOT consolidate it to improve surplus budgets. A solution is viable here, but the only thing it needs is TIME. The Catholic Education system teaches of the necessity of having Faith in the Lord our God. We, the parents, the children, members of this community and Tecumseh taxpayers have this FAITH, and we have FAITH in you, our Trustees to make the right decision.

The St. Gregory community and Tecumseh taxpayers have united to find a solution that will assist in balancing the Boards fiscal agenda through Community partnerships and at the same time extending the potential closure of St. Gregory to allow for planned growth within the community to boast enrollment. As a tax payer, the last thing anyone should want is to scrap a valuable provincial asset that produces a quality product. As you have heard today, St. Gregory ranks amongst the top schools in Ontario. It is what tax dollars are collected to promote, it's a model for the rest of the system to emulate.

I understand that over the last several years the Board and Trustees have been bogged down with finding ways to control cost. I applaud you all for being firm on many difficult decisions that have allowed you now to be in a much stronger financial position, a surplus position. But before you make a

decision on St. Gregory, I again ask you to re-think **WHY** you decided to be a Trustee. Was it to close schools and consolidate Catholic Education, or was it to **FIGHT** for its survival? In St Gregory's case, there is an option. If we continue down the road of closing schools for short term gains, we will be heading toward a **greater** consolidation. A consolidation that will eventually end taxpayers right to a quality Catholic Education system, such as St. Gregory.

In the spirit of this most important week in the Catholic religious calendar, let us join together to resolve and to reconciliate in the interest of the Children. Decisions will be more clear when all trustees are given time to review all options and discuss them openly. Therefore, after hearing the proposals spoken here tonight and based on the logical information provided, **WE HAVE FAITH in YOU**, our Trustees, that you will see the **LIGHT** within ST. Gregory School and its Community as a **beacon for FUTURE GROWTH**. ~~our Directorie Slogan for 2014.~~ A quality, faith driven school, **ENGAGED IN ITS FUTURE**, servicing its taxpayers at the **highest** level.

A couple Points to Ponder!

NOTES

Points of Interest

VALUE OF ANY BUILDING IS MAXIMIZED BY FILLING IT.

1) IF ST. Gregory's were to close (ie)
   1) * NO REAL VALUATION ON THE EMPTY BUILDING HAS BEEN GIVEN (ie) DOES ANYONE KNOW IF THERE WOULD BE A BUYER?
   2) * COST TO CARRY FIGURES NOT KNOWN (ie) UTILITIES, INS. ETC.
   3) * COST OF PORTABLES TO ST. PIUS NOT KNOWN (TO PURCHASE + SET UP)
   4) * COST TO REMOVE PORTABLES NOT KNOWN
   5) * COST OF ADDITION TO ST. PIUS NOT KNOWN
   6) * TIME FRAME FOR THE REALIZATION OF AN ADJUSTMENT BY FACULTY AND STUDENTS TO ADJUST (NOT KNOWN). What is that value?

* USUALLY SOLD well under MARKET VALUE! HAS been given

2) — ALTHOUGH young students CAN ADAPT TO CHANGE over a shorter period of TIME, THERE IS A Greater time period adjustment for adults (ie) teachers, administration, etc.

ASK YOURSELVES — HAS ALL OF THIS Been considered and/or Calculated in a commonly SHARED environment?

3) — EXCESS CAPACITY of 18% across the entire school system, yet St. Gregory's is a mere 6% less than the 85% threshold For Full top up Funding. Would someone care to rationalize those percentages?

SEE CHART UTILIZATION RATES

— Why ARE ENROLMENT projections FOR such a long time period?

— So in theory, since St. Gregory's is currently utilized, it operates at a 94% efficiency rate, 9% off the 85% correct?

MAKE NOTE OF PAGE 4

— A LOT OF "PROJECTIONS" ARE NOTED (NOT NECESSARILY REAL #'S)

utilization rate is applied.

Paul Bistany

NOTES

1) While
~~If~~ ST. Gregory's ~~were to~~ stays open
AND Further studies ARE conducted
AND a TRUE 2 year or more extension WAS given to
better understand previous long term
projections to actually realize the
~~clarity~~ REALITY ~~community~~ of said projections ~~and the our~~
and more precise calculations and
costs were derived from a more
thorough, detailed plan. Our community
would be an even better place to
learn, work and play.

Respectfully ~~Submitted~~
Paul Satay

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

Meeting Date:
April 22, 2014

BOARD REPORT

	Public	☒	**In-Camera**	☐
PRESENTED FOR:	Information	☒	Approval	☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education

SUBJECT: **SUMMARY OF FREEDOM OF INFORMATION STATISTICAL REPORT 2013**

RECOMMENDATION:

That the Board receive as information this report summarizing the Freedom of Information Statistical Report filed with the Information and Privacy Commission for the 2013 Reporting Year.

SYNOPSIS:
This report is provided as information to the Board and summarizes the annual statistical report filed with the Information and Privacy Commission for the 2013 reporting year.

BACKGROUND COMMENTS:
Pursuant to the Municipal Freedom of Information and Protection of Privacy Act, the Board is required to annually report to the Information and Privacy Commission any inconsistent use of personal information, particulars on formal access requests and requests for correction of personal information received during the previous calendar year.

The Board's 2013 Statistical Report was filed electronically on February 28, 2014 and is summarized as follows:

- No formal written requests for access or correction were received in 2013
- The Board reported no inconsistent use or disclosure of personal information

FINANCIAL IMPACT:
N/A

TIMELINES:
N/A

APPENDICES:
N/A

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL	Review Date:	April 8, 2014
☒	SUPERINTENDENT	Approval Date:	April 8, 2014
☒	DIRECTOR OF EDUCATION:	Approval Date:	April 8, 2014

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

Meeting Date:
April 22, 2014

BOARD REPORT

	Public	☒	**In-Camera**	☐
PRESENTED FOR:	Information	☒	Approval	☐

PRESENTED BY: Senior Administration

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

SUBJECT: **2013-14 – SECOND INTERIM FINANCIAL VARIANCE REPORT**

RECOMMENDATION:

That the Board receive the 2013-14 Second Interim Financial Variance Report as information.

SYNOPSIS:
This report is being presented to provide a status of the current year's budget versus actual expenditures and revenues to date, and an outlook for the remainder of the year.

BACKGROUND COMMENTS:
The Board submitted Revised Budget Estimates for the 2013-14 fiscal year to the Ministry of Education by the required due date of December 13, 2013. These Revised Estimates were based on actual October 31 2013 and projected March 31, 2014 enrolment levels, and any other material changes that arose since preparation of the original Board approved Estimates in June.

As the 2013-14 Revised Estimates represent the latest official budget submission to the Ministry of Education, it is this budget that is monitored for variances in revenues and expenditures as the year progresses.

Interim Financial Variance Reporting Cycle

This second Interim Financial Variance Report covers the six month period from September 1, 2013 to February 28, 2014. It also shows comparatives for the same time period in the 2012-13 fiscal year. As at February 28, 2014, 50% of the fiscal year and 60% of the school year have elapsed. Therefore, generally speaking, it would be expected that the percent of expenditure forecast spent and revenue forecast received to be between 50% and 60%. This is the case for both revenues (49.6%) and expenditures (49.4%), and therefore the 2013-14 fiscal year-to-date figures appear reasonable.

Interim Financial Variance Report Format

The Interim Financial Variance Report attached in the appendices is comprised of four sections: (1) A Summary Dashboard presented in Appendix A which provides a high level summary of the Board's 2013-14 Estimates and Revised Estimates budgets and forecast of financial position; (2) a summary of enrolment presented in Appendix B; (3) a summary of staffing presented in Appendix C, and (4) Detailed Schedules of Revenues and Expenses presented in Appendices D and E which provide information on changes from budget to forecast and year-to-date comparisons.

Summary Dashboards (see Appendices A, B and C)

The Summary Dashboards present three key indicators for the Board, namely financial results, enrolment and staffing. New projections of expenditures were forecast to year-end, along with forecasted changes to pupil-based grant revenues, enrolment and staffing.

Detailed Schedules of Revenues and Expenses (see Appendices D and E)

These schedules contain detailed information on the forecast of revenues and expenses included in the Financial Results Summary. Each detailed report presents both a Budget Assessment and a Risk Assessment. The Budget Assessment compares the year-end forecast to the revised budget, identifying both dollar and percentage variances that have occurred since the revised budget was prepared. The Risk Assessment compares the prior year results to the current year actual. Specifically, it compares the prior year's year-to-date spending and revenue received as a percentage of actual to the current year-to-date spending and revenue received as a percentage of the forecast.

I. Financial Highlights – Appendix A:

The forecast financial results for 2013-14 are $133K lower than the 2013-14 Revised budget submitted in December 2013. There is an increase in revenue of $170K mainly due to an increase in secondary enrolment. There is also an increase in total expenditures forecast of $304K which is a net of offsetting variances as outlined in the detailed expenditure highlights below. Overall, at February 28, 2014, the forecast reflects a projected in-year surplus of $5.099M which is $133K (2.5%) less than the in-year surplus contained in the 2013-14 Revised Estimates.

II. Enrolment Highlights – Appendix B:

The Revised Budget Estimates were based on actual October 31, 2013 full-time equivalent (FTE) enrolment and a projection of March 31 2014 enrolment. At this time, there are 2 less elementary pupils and 32 additional secondary pupils projected at year-end compared to what was contained in the 2013-14 Revised Budget Estimates.

III. Staffing Highlights – Appendix C:

The staff establishment forecast currently reflects five (5) more FTE than budget primarily due to additional Secondary Teachers required in second semester. These additional

teachers were not included in the 2013-14 Revised Budget Estimates, and as such the actual year-end staff establishment is projected to be higher than budget.

IV. Revenue Highlights – Appendix D:

The 2013-14 Revised Estimates contain $251.5M of revenues. For the period ending February 28, 2014, total revenues of $124.8M (or 49.6% of forecasted revenues) have been received consisting of $102.0M from legislative grants, $14.3M from municipal taxes, $7.3M from other provincial grants (Education Program – Other, or EPOs), and $1.2M from other revenue sources such as tuition revenue, rental revenue, fees, recovery of expenses, etc.

As noted in the Enrolment Highlights section above, at 2013-14 year-end, the Average Daily Enrolment (ADE) of total pupils of the board is expected to be 30 ADE greater than Revised Estimates. Thus, there is an increase projected ($182K) in pupil-based general legislative grant revenue at year-end.

The Full-Day Kindergarten (FDK) Program is being funded by the Province outside of the GSN through an EPO grant. At the time of Revised Budget development, the Board budgeted $9.2M in EPO operating funding in 2013-14 for this program. This included funding for incremental teachers, funding for Early Childhood Educator's qualification and experience as per the compensation grids, funding for special education costs, and funding for School Operations and other staff support and material costs. Currently, the Board does not project any change in this funding level at year-end.

Overall, total revenues are forecast to be higher than Revised Estimates by $170K.

V. Expenditure Highlights – Appendix E:

Overall, expenses are forecast to be higher than Revised Estimates by $304K. This expenditure variance results from cost pressures in Facility Services offset by anticipated savings in the Board Administration and Textbooks/Supplies categories.

In any given year the Board receives grant revenues in the form of the Grants for Student Needs (GSN) and EPO transfer payments. EPOs represent funding for key programs provided by the Ministry of Education to support its priority initiatives. For the purposes of this report, EPO expenses were not considered to generate a variance at year-end as the expense is offset by an equal amount of revenue provided by the Ministry of Education.

Appendix E provides a schedule of detailed expenditures by various categories. A further explanation of each of these categories and the forecast expenditures and variance is provided below.

CLASSROOM TEACHERS

What does this category include?

- This category includes all current salary, benefits, and service/supplies expenses related to direct instruction of day school pupils such as classroom and school based teachers, home instruction teachers and preparation time. Also included in this category is automobile reimbursement, travel/expense allowances, classroom teacher retirement gratuities and teacher grievance settlements.

How are expenses incurred?

- All elementary teachers are paid over 12 months or 26 pays. All secondary teachers are paid over 10 months or 22 pays, with 100% of their salary charged to the salary expenditure account during these 10 months. Most retirement gratuities are paid in the summer.

What is the projected variance at year-end?

- A variance of approximately $88K is currently forecast as a result of additional Secondary staffing requirements in the second semester.

SUPPLY TEACHERS

What does this category include?

- This category includes all current salary and statutory benefit costs related to direct instruction of day school pupils provided by occasional teachers including those covering short-term and long-term illness, and those hired to provide release time for teachers assisting with school programs.

How are expenses incurred?

- These costs are incurred over the school year or 10 months (September to June).

What is the projected variance at year-end?

- No variance is projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

TEACHER ASSISTANTS / EARLY CHILDHOOD EDUCATORS

What does this category include?

- This category includes all current salary and benefit costs related to Educational Assistants and Early Childhood Educators. Supply costs and vacation payouts for these categories of employees are also included.

How are expenses incurred?

- Teacher (Educational) Assistant salary and benefit costs are incurred over 10 months from September to June, with 100% of their salary charged to the salary expenditure account during these 10 months. Early Childhood Educators are paid over 12 months.

What is the projected variance at year-end?

- This category is projecting a deficit of $33K at year-end attributable to Educational Assistant supply costs in excess of budget.

COMPUTERS

What does this category include?

- This category includes instructional computer hardware and related software and the associated network costs. Also included are the costs related to telephone data lines.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months.

What is the projected variance at year-end?

- No material variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

TEXTBOOKS / CLASSROOM SUPPLIES

What does this category include?

- The Textbook/Supplies category is for items used within the classroom directly by students. It includes textbook supplies and fees and services.
- The textbook supplies category contains most of the accounts that are used to populate the school budgets. It includes textbooks and learning materials, instructional supplies, application software (except software that is included with the purchase of a piece of computer hardware), printing and photocopying, field trips/excursions (including associated transportation, entrance fees and parking) and furniture and equipment expenses.
- Textbooks Fees & Services include certain costs related to Special Education transportation, the International Baccalaureate Programme and software fees and licenses which are in excess of $500.

How are expenses incurred?

- The costs in this category are typically incurred over either 10 or 12 months depending on the object of expenditure.

What is the projected variance at year-end?

- Projecting expenditures on a straight-line basis over a combination of 10 and 12 months results in an anticipated surplus in this category at year-end of approximately $207K. The surplus is attributable to prior year school budget surpluses reported in this category which were not projected in the budget.

PROFESSIONALS, PARAPROFESSIONALS & TECHNICIANS

What does this category include?

- This category includes all expenses such as salaries, benefits and supplies (travel/expense allowance and automobile reimbursement) relating to the provision of psychological, speech, social and community services. Also included are salaries, benefits and related expenses for computer technicians and other personnel providing technical support for the operation of instructional/school based computers and other technical services for students. Expenses relating to the support and training for student administration systems are also captured here.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months.

What is the projected variance at year-end?

- This category is projecting a deficit of $17K at year-end attributable mainly to Information Technology Technician professional development costs of $50K offset by projected surpluses in certain other accounts.

LIBRARY / GUIDANCE

What does this category include?

- This category includes expenses relating to library and guidance services within schools, including salaries and benefits of library technicians and guidance teachers.

How are expenses incurred?

- The costs in this category are typically incurred over 10 months.

What is the projected variance at year-end?

- No variance is projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

STAFF DEVELOPMENT

What does this category include?

- This category includes the cost of all professional development (P.D.) for teaching personnel and other categories of employees providing instructional support services. Costs include registration, tuition fees, transportation, accommodation and meal expenses related to professional development. This category also includes charges for supply teachers hired in order to provide release time for a teacher to participate in professional development or in-service activities. This release time is often funded by the Ministry of Education through small EPO transfer payments received throughout the year. Any unbudgeted increase in expense due to P.D. resulting from an EPO has equal and offsetting revenue and therefore has no net effect to the Board.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months. While costs are ongoing throughout the year, they are generally unpredictable in their timing.

What is the projected variance at year-end?

- This category is projecting a surplus of $38K at year-end attributable mainly to under-spending in occasional teacher costs relating to staff development.

DEPARTMENT HEADS

What does this category include?

- This category includes secondary department head allowances and associated benefits.

How are expenses incurred?

- The costs in this category are typically incurred over 10 months.

What is the projected variance at year-end?

- No material variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

PRINCIPALS & VICE-PRINCIPALS

What does this category include?

- This category includes principal and vice-principal salaries, benefits, professional development and supplies (travel/expense allowance and automobile reimbursement) relating to the management and administration of schools. Only the administrative portion of salaries are included here. The cost of teaching time provided by principals and vice-principals is included in the classroom teacher category.

How are expenses incurred?

- The costs in this category are typically incurred over 10 months.

What is the projected variance at year-end?

- No material variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

SCHOOL OFFICE

What does this category include?

- This category includes all school based secretarial and clerical salaries, benefits and related supplies and services. Secondary school Administrative Assistants are included here as well.

How are expenses incurred?

- The costs in this category are typically incurred over either 10 or 12 months depending on the object of expenditure.

What is the projected variance at year-end?

- This category is projecting a deficit of $29K at year-end attributable mainly to telephone costs whose associated budget is included in another envelope. A reallocation of budget dollars will be done in 2014-15 to ensure the budget for these costs is moved to this envelope to offset these costs.

TEACHER CONSULTANT

What does this category include?

- This category includes all expenses relating to coordinators and consultants, curriculum development and program support. Costs associated with EPOs granted to provide program support are included in this category.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months.

What is the projected variance at year-end?

- No material variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

CONTINUING EDUCATION / SUMMER SCHOOL / INTERNATIONAL LANGUAGES

What does this category include?

- This category includes all current salary, benefits, and service/supplies expenses related to the delivery of continuing education, summer school and international language programs (non-day school programs).

How are expenses incurred?

- The costs in this category are typically incurred over 10 months or in the case of summer school programs, over the summer months.

What is the projected variance at year-end?

- The costs in this program are typically more difficult to predict as different programs are offered at varying points throughout the year. As it stands currently, no variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

TRUSTEES

What does this category include?

- This category includes expenses related to the governance function of the Board. It includes honoraria, travel and professional development for trustees as well as trustee association fees. Secretarial and office expenses relating to this function are included in the Board Administration category.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months.

What is the projected variance at year-end?

- No material variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

DIRECTORS AND SUPERVISORY OFFICERS

What does this category include?

- This category includes direct expenses (salaries and benefits) for staff assigned duties outlined in Section 286 of the Education Act (*Duties of Supervisory Officers)*. Costs to support these functions such as secretarial support are included in the Board Administration category.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months.

What is the projected variance at year-end?

- This category is projecting a deficit of $34K at year-end attributable mainly to travel expense costs which have historically been incurred but were not included in the budget.

BOARD ADMINISTRATION

What does this category include?

- This category includes all expenses related to the following:
  - *General and Business Administration*: Includes public relations, corporate planning, and all business functions including finance (treasury), budget, accounting, payroll, purchasing, non-plant related warehousing and administrative services.
  - *Human Resources Administration*: Includes expenses related to the human resource management function of the board including staffing, benefits, contract negotiations or dealings with various unions. Also included is the central administrative support for coordination of professional development throughout the Board.
  - *Information Technology Administration*: Includes expenses relating to the provision and management of administrative information technology throughout the Board, including general support to school secretaries and principals. Also includes the initial purchase and implementation of administrative systems, including student administrative systems (timetabling, report cards etc.).
  - *Non-Instructional Operations & Maintenance*: Includes expenses related to the operation, maintenance repair and renovation of property and non-school buildings such as the Catholic Education Centre.
- Costs to support the Trustee, Director and Supervisory Officer categories such as secretarial salary and benefit expenses are included here as well.
- Board Administration includes the cost of short-term operating interest expense, legal and audit fees. Board Administration also includes costs related to travel, conferences, professional development and association fees for Board Administration staff.

How are expenses incurred?

- Salary and benefit costs contained in this category are typically incurred over 12 months. The costs of other items (particularly fees and contractual services) are somewhat intermittent and can be unpredictable.

What is the projected variance at year-end?

- The net legislative revenues for Board Administration as provided by the Ministry of Education in the 2013-14 Revised Estimates are $7.61M. The Board budgeted net expenses of $7.11M in this category, resulting in funding of $500K to be used for other programs of the Board.

- A projected surplus of $279K at year-end is anticipated in this category, mainly due to interest and bank charges which are currently forecast to be approximately $241K under budget as well as certain telephone budget accounts which will be reallocated to other envelopes in 2014-15 to match actual expenses.

TRANSPORTATION

What does this category include?

- This category includes costs to transport pupils from home to school and from school to school, and expenses related to transportation that are not included under instruction (such as field trips).
- This category also includes general expenses related to transportation such as department managers and supervisory personnel, secretarial and clerical staff salaries, benefits and related supplies and services.

How are expenses incurred?

- The majority of costs in this category are typically incurred over 10 months.

What is the projected variance at year-end?

- No variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

SCHOOL OPERATIONS & MAINTENANCE (FACILITY SERVICES)

What does this category include?

- *School Operations* includes all expenses related to the daily operation of instructional buildings and sites, such as custodial services, food services, security services, building systems, building and grounds maintenance, utilities, computer hardware and related software, and property and related liability and vehicle insurance. Also included are certain department managers and supervisory personnel, secretarial and clerical staff salaries, benefits and related supplies and services.
- *School Maintenance* includes all expenses related to the periodic work performed to maintain instructional buildings and sites in a good state of repair. These functions would normally be performed by building professionals such as maintenance electricians, mechanics, plumbers, etc.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months but are also affected by certain seasonal anomalies such as weather.

What is the projected variance at year-end?

- This category is projecting a net deficit at year-end of approximately $717K with spending in areas such as utilities, supplies, grounds-keeping, snow removal, HVC and insurance forecast to exceed budget.

SCHOOL RENEWAL - OPERATING

What does this category include?

- The School Renewal allocation can fund both tangible capital assets as well as operating expenses. This category considers all expenses related to School Renewal projects that are not capitalized expenses, plus improvements to school sites. School renewal project expenses normally cost more than $10,000.
- This category also includes the financing costs associated with the Board's unsupported pupil-place debt until such time that the debt is repaid.

How are expenses incurred?

- The costs in this category follow no particular pattern as they are dependent on the nature of the planned projects and work to be completed. The timing of these expenses is unpredictable but controllable.

What is the projected variance at year-end?

- No variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

OTHER PUPIL ACCOMMODATION

What does this category include?

- This category includes operating type expenses relating to pupil accommodation, specifically the cost of all interest payments on outstanding debentures to finance various capital projects.

How are expenses incurred?

- The interest expenses are predictable but occur at varying points throughout the year depending on when the debenture was issued. Usually two payments of principal and interest are made annually for a debenture. These debenture payments are, for the most part, fully funded by the Ministry of Education.

What is the projected variance at year-end?

- A projected positive variance of $39K at year-end is anticipated in this category mainly due to actual Ontario School Board Financing Corporation annual debenture maintenance fees which are less than budget.

AMORTIZATION AND WRITE DOWNS

What does this category include?

- Amortization expense is a non-cash expense that reduces the value of an asset as a result of wear and tear, age or obsolescence. It is also known as depreciation, and represents an expense which is incurred over the period of the asset's useful life. Prior to 2009, the entire cost of a tangible capital asset was expensed in the year it was purchased, but now these assets are expensed, through an annual amortization charge, over the asset's expected lifetime which can range from 5 to 40 years depending on the type of asset.
- Write-downs result when the value of an asset is impaired which means that the asset can no longer contribute to the Board's ability to provide service at the previously anticipated level and that the impairment is permanent in nature.
- Included in this category is the amortization expense related to instructional, administrative and pupil accommodation assets.

How are expenses incurred?

- Amortization expense is calculated twice annually by the Board – once at March 31st for consolidated reporting to the Ministry of Education and also at year-end.

What is the projected variance at year-end?

- No variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

OTHER NON-OPERATING EXPENSE

What does this category include?

- This category includes the 55 School Board Trust, costs associated with the Board's wellness program, and expenses for miscellaneous claims or settlements, should they occur.

- The 55 School Board Trust includes the cost of principal and interest on debenture payments for capital debt outstanding at the time of amalgamation which had not yet been permanently financed (debentured).

How are expenses incurred?

- The 55 School Board Trust is the same amount each year ($1,612,745), and grant revenue is received to fully offset the cost. Costs associated with the wellness program are incurred at varying points throughout the year as activities are offered to staff.

What is the projected variance at year-end?

- This category is projecting a small surplus of $26K at year-end.

Overall, total expenditures are forecast to be $304K higher than Revised Estimates.

FINANCIAL IMPACT:

The Revised Budget Estimates were developed with an in-year surplus of $5.232M which when added to the prior year (2012-13) accumulated surplus, results in a $10.625M budgeted accumulated surplus at 2013-14 year-end. Based on data as at February 28, 2014, revenues are anticipated to be $170K higher than budget and expenses are expected to be $304K higher than budget. Key expenditure pressures include higher than planned school operations and maintenance expenditures relative to budget. As a result, the forecast in-year surplus is $5.099M which when added to the prior year (2012-13) accumulated surplus, results in a forecasted accumulated surplus of $10.492M which is lower than budget by approximately $133K (1.3%).

Trustees should be cautioned that the actual budget variance may vary significantly from the projected amount identified in this report due to impacts from multiple factors including timing of transactions and revised enrolment forecasts.

Administration continues to monitor the budget on an ongoing basis to assess whether revenues and expenditures are in line with budget. This financial report only considers actual results for the period ending February 28, 2014 – the first six months of the fiscal year. As with any annual forecast, the variance projections will become more accurate as the year unfolds. Significant use of estimates, historical knowledge and judgment is used in projecting budget versus actual variances to year-end, and material fluctuations in the projected variances can occur if any unforeseen activity is experienced.

TIMELINES:

Interim Financial Reports are provided quarterly to the Board.

The Board plans to produce a third Interim Financial Variance Report in August based on a June 30th close date.

APPENDICES:

- Appendix A: Financial Results Summary
- Appendix B: Enrolment Summary
- Appendix C: Staffing Summary
- Appendix D: Detailed Revenues
- Appendix E: Detailed Expenditures

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	April 15, 2014
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	April 15, 2014
☒	DIRECTOR OF EDUCATION:	Approval Date:	April 15, 2014

APPENDIX A - FINANCIAL RESULTS SUMMARY

Windsor-Essex Catholic District School Board
2013-14 Interim Financial Report
For the Period Ending February 28, 2014

Summary of Financial Results

($Thousands)	Estimates (Jun.2013)	Revised Estimates (Dec.2013)	Forecast	In-Year Change (Revised Estimates to Forecast)	
				$	%
Revenue					
Operating	215,203	218,389	218,571	182	0.1%
Capital	18,286	18,480	18,480	-	0.0%
Other	12,327	14,673	14,661	(12)	(0.1%)
Total Revenue	245,816	251,542	251,712	170	0.1%
Expenses					
Instruction	187,127	187,338	187,237	(101)	(0.1%)
Other Operating	15,244	15,473	15,226	(247)	(1.6%)
Pupil Accommodation & Other	42,153	43,499	44,151	652	1.5%
Total Expenses	244,524	246,309	246,613	304	0.1%
In-Year Surplus/(Deficit)	**1,292**	**5,232**	**5,099**	**(133)**	(2.5%)
Prior Year Accumulated Surplus/(Deficit)	(791)	5,393	5,393	-	
Accumulated Surplus/(Deficit)	**500**	**10,625**	**10,492**	**(133)**	(1.3%)

Note: Forecast based on year-to-date actuals to February 28, 2014.

Changes in Revenue

- Increase in forecast revenue is primarily due to increase in Secondary enrolment and resulting incremental GSN revenue of approximately $182K. Decrease in other income of $12K is a result of a reduction in anticipated labour enhancement funding of $28K, lower EPO funding for the Specialist High Schools Major program of $36K, offset by increased interest income of $52K.

Change in Expenses

- The decrease in forecast Instruction expenses is primarily due to the rollover of $217K of school budget surpluses from the prior year, offset by additional classroom teacher costs, EA supply costs in excess of budget, and additional Information Technology Technician's professional development costs.
- In addition, Board Administration, which is part of the "Other Operating" category, is showing a positive variance mainly due to interest expense which is forecast to be lower than budget.
- These decreases partially mitigate the increase in the Pupil Accommodation category, which is due to a projected $717K increase in Facilities operating costs consisting of utilities, plant operating supplies, grounds keeping, snow removal, HVAC and insurance costs.

Change in Surplus/Deficit

- The Board by-laws require the budget be developed with an in-year surplus of 0.5% of the in-year operating allocation, which amounts to $1.1M for 2013-14. Currently, the Board is projecting an in-year surplus of $5.099 M, which is $133K lower than budget.

Risks & Recommendations

- Administration will continue to closely monitor all variances for the remainder of the fiscal year.

APPENDIX B - ENROLMENT SUMMARY

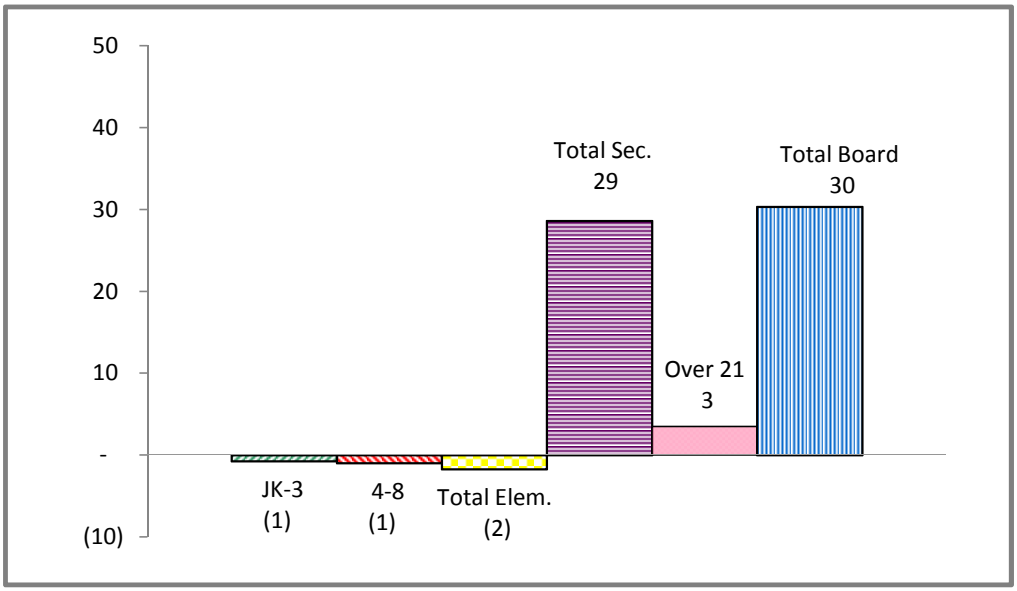
Windsor-Essex Catholic District School Board
2013-14 Interim Financial Report
For the Period Ending February 28, 2014

Summary of Enrolment

ADE	Estimates (Jun.2013)	Revised Estimates (Dec.2013)	Forecast	In-Year Change (Revised Estimates to Forecast)	
				#	%
Elementary					
JK-3	5,616	5,898	5,897	(1)	*0.0%*
4-8	7,615	7,622	7,621	(1)	*0.0%*
Total Elementary	**13,231**	**13,519**	**13,517**	**(2)**	***0.0%***
Secondary < 21					
Grade 9 to 12	7,459	7,597	7,625	29	*0.4%*
Secondary < 21	**7,459**	**7,597**	**7,625**	29	*0.4%*
Secondary > 21	210	229	232	3	*1.5%*
Total	**20,900**	**21,344**	**21,375**	**30**	***0.1%***

Note: Forecast based on actual October 31, 2013 and forecast March 31, 2014 count date. FTE's include VISA, High Credit students and FDK students funded through the FDK EPO.

Changes in Enrolment: Budget (Revised Estimates) v. Forecast



Highlights of Changes in Enrolment:

- Small decrease in forecast Elementary enrolment due to lower actual enrolment as at February 28.

- Increase in forecast Secondary enrolment due to higher actual enrolment in the Second semester.

APPENDIX C - STAFFING SUMMARY

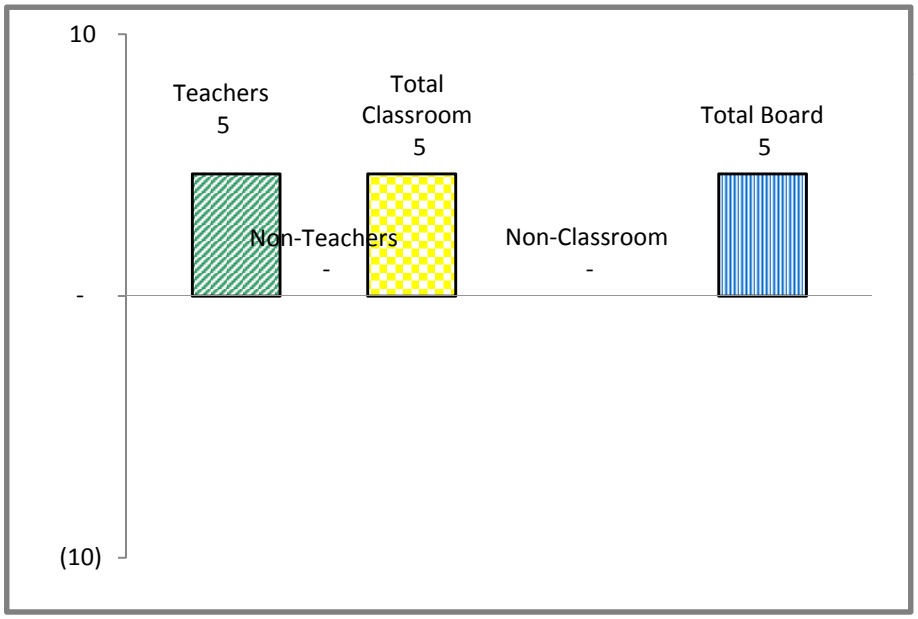
Windsor-Essex Catholic District School Board
2013-14 Interim Financial Report
For the Period Ending February 28, 2014

Summary of Staffing

FTE	Estimates (Jun.2013)	Revised Estimates (Dec.2013)	Forecast	In-Year Change (Revised Estimates to Forecast)	
				#	%
Classroom					
Teachers	1,277	1,261	1,266	5	*0.4%*
Non-Teachers	583	583	583	-	*0.0%*
Total Classroom	**1,859**	**1,844**	**1,848**	**5**	***0.3%***
Non-Classroom	**264**	**261**	**261**	**-**	***0.0%***
Total	**2,123**	**2,105**	**2,109**	**5**	***0.2%***

Revised Estimate staffing based on October 31, 2014 count date.
Forecast staffing is the projected staff establishment to be reported at year-end.

Changes in Staffing: Budget (Revised Estimates) v. Forecast



Highlights of Changes in Staffing:

- The increase in teachers relates to additional Secondary teachers required in Second Semester which were not included in Revised Estimates.

APPENDIX D - DETAILED REVENUES

Windsor-Essex Catholic District School Board
2013-14 Interim Financial Report
For the Period Ending February 28, 2014
($ thousands)

	Budget Assessment					Risk Assessment			
		a	b	c = b - a	d = c/a	e	f	g = e - f	
	Current Year: 2013-14					to Feb 28, 2014	to Feb 28, 2013		
	Estimates (Jun. 2013)	2013-14 Revised Estimates (Dec 2013)	Forecast (to Aug 2014)	Change (between Revised Estimates & Forecast) $ Increase (Decrease)	Change (between Revised Estimates & Forecast) % Increase (Decrease)	% of Forecast Received	% of Actual Received	Year-to year Increase (Decrease)	Forecast vs. Prior year YTD
REVENUES									
Operating Grants									
Pupil Foundation	103,356	104,991	105,133	142	0.1%				
School Foundation	14,399	14,611	14,611	-	0.0%				
Special Education	25,724	26,039	26,056	17	0.1%				
French as a Second Language	2,637	2,637	2,637	-	0.0%				
English as a Second Language	1,691	1,897	1,897	-	0.0%				
Learning Opportunities	3,993	4,011	4,012	1	0.0%				
Continuing Education	378	448	455	7	1.5%				
Adult Education	694	756	768	12	1.5%				
Teacher Q&E	22,972	23,515	23,547	33	0.1%				
Transportation	7,685	7,748	7,748	-	0.0%				
Admin and Governance	5,704	5,773	5,779	6	0.1%				
School Operations	19,597	19,698	19,727	29	0.1%				
First Nation, Métis and Inuit	231	254	255	0	0.1%				
Safe Schools Supplement	617	623	623	1	0.1%				
Community Use of Schools Grant	289	289	289	-	0.0%				
New Teacher Induction Program	62	57	57	-	0.0%				
Declining Enrolment	3,434	2,903	2,839	(64)	(2.2%)				
Temporary Accommodation	177	122	122	-	0.0%				
School Renewal - Operating Portion	1,718	2,106	2,106	-	0.0%				
Restraint Savings	(89)	(89)	(89)	-	0.0%				
Labour Related Enhancement	-	-		-	0.0%				
Adjustment for mTCA	(65)			-					
Total Operating Grants	**215,203**	**218,389**	**218,571**	**182**	**0.1%**				
Debt Servicing Grants									
Permanent Financing of NPF	1,613	1,613	1,613	-	0.0%				
Amortization of DCC	9,043	8,818	8,818	-	0.0%				
Capital Debt Support Payment - Interest	7,630	8,049	8,049		0.0%				
Short Term Interest	-	-	-	-	0.0%				
Total Debt Servicing Grants	**18,286**	**18,480**	**18,480**	**-**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**On Forecast**
Total Legislative Grants	**233,489**	**236,869**	**237,051**	**182**	**0.1%**	**49.1%**	**47.5%**	**1.6%**	**Ahead of Forecast**
Other (EPOs & Non-Grant Revenue)	**12,327**	**14,673**	**14,661**	**(12)**	**(0.1%)**	**58.3%**	**59.3%**	**(1.0%)**	**Behind Forecast**
TOTAL REVENUE	**245,816**	**251,542**	**251,712**	**170**	**0.1%**	**49.6%**	**48.0%**	**1.6%**	**Ahead of Forecast**

APPENDIX E - DETAILED EXPENDITURES

Windsor-Essex Catholic District School Board
2013-14 Interim Financial Report
For the Period Ending February 28, 2014
($ thousands)

	Budget Assessment					Risk Assessment			
		a	b	c = b - a	d = c/a	e = i / b	f	g = f - e	
	Current Year: 2013-14					to Feb 28/14	to Feb 28/13		
	Estimates (Jun. 2013)	Revised Estimates (Dec. 2013)	Forecast (to Aug 2013)	Change (between Revised Estimates & Forecast) $ Increase (Decrease)	Change (between Revised Estimates & Forecast) % Increase (Decrease)	% of Forecast Spent	% of Actual Spent	Year-to year Increase (Decrease)	Forecast vs. Prior year YTD
EXPENSES									
Instruction									
Teachers	130,352	130,351	130,439	88	0.1%	51.5%	52.5%	(0.9%)	Savings Forecast
Supply Teachers	5,430	5,016	5,016	-	0.0%	44.1%	46.1%	(2.0%)	Savings Forecast
Educational Assistants / ECEs	19,368	18,969	19,002	33	0.2%	59.3%	60.0%	(0.7%)	Savings Forecast
Classroom Computers	754	790	789	(1)	(0.1%)	87.2%	73.2%	14.0%	Forecast Pressure
Textbooks and Supplies	4,759	4,935	4,729	(207)	(4.3%)	40.0%	44.5%	(4.6%)	Savings Forecast
Professionals and Paraprofessionals	5,106	5,719	5,735	17	0.3%	46.0%	49.4%	(3.3%)	Savings Forecast
Library and Guidance	2,202	2,226	2,226	-	0.0%	56.9%	53.3%	3.6%	Forecast Pressure
Staff Development	592	1,054	1,016	(38)	(6.4%)	44.2%	45.2%	(1.1%)	Savings Forecast
Department Heads	581	559	552	(7)	(1.2%)	59.1%	58.6%	0.5%	Forecast Pressure
Principal and Vice-Principals	8,976	8,964	8,950	(13)	(0.1%)	56.4%	58.5%	(2.1%)	Savings Forecast
School Office	6,027	5,587	5,616	29	0.5%	57.1%	55.4%	1.7%	Forecast Pressure
Co-ordinators and Consultants	2,633	2,763	2,761	(2)	(0.1%)	52.2%	52.6%	(0.4%)	On Forecast
Continuing Education	320	320	320	-	0.0%	17.8%	21.2%	(3.4%)	Savings Forecast
Amortization and Write-downs	25	85	85	-	0.0%	0.0%	0.0%	0.0%	On Forecast
Total Instruction	**187,127**	**187,338**	**187,237**	**(101)**	**(0.1%)**	**52.2%**	**53.2%**	**(1.0%)**	**Savings Forecast**
Administration									
Trustees	152	152	150	(2)	(1.3%)	43.4%	46.4%	(2.9%)	Savings Forecast
Director/Supervisory Officers	1,717	1,538	1,572	34	2.0%	53.7%	48.8%	4.9%	Forecast Pressure
Board Administration	6,519	6,986	6,708	(279)	(4.3%)	51.1%	50.2%	0.9%	Forecast Pressure
Amortization and Write-downs	18	12	12	-	0.0%	0.0%	0.0%	0.0%	On Forecast
Total Administration	**8,406**	**8,688**	**8,441**	**(247)**	**(2.9%)**	**51.4%**	**49.8%**	**1.6%**	**Forecast Pressure**
Transportation	**6,838**	**6,784**	**6,784**	0	**0.0%**	**57.8%**	**57.4%**	**0.5%**	On Forecast
Pupil Accommodation									
School Operations & Maintenance	21,614	21,824	22,541	717	3.3%	49.8%	49.8%	(0.1%)	On Forecast
School Renewal	1,141	1,528	1,528	(0)	(0.0%)	49.8%	44.5%	5.3%	Forecast Pressure
Other Pupil Accommodation	7,691	8,110	8,071	(39)	(0.5%)	52.1%	50.6%	1.4%	Forecast Pressure
Amortization and Write-downs	9,721	9,443	9,443	-	0.0%	0.0%	0.0%	0.0%	On Forecast
Loss on Disposal of TCA & Assets Held for Sale									
Total Pupil Accommodation	**40,167**	**40,905**	**41,583**	**678**	**1.7%**	**38.9%**	**38.6%**	**0.3%**	**On Forecast**
Other	**1,986**	**2,594**	**2,568**	(26)	**(1.3%)**	**(14.7%)**	**(24.1%)**	**9.4%**	**Forecast Pressure**
Loss on Disposal of TCA & Assets Held for Sale	-	-	-	-	0.0%		0.0%	0.0%	On Forecast
TOTAL EXPENSES	**244,524**	**246,309**	**246,613**	**304**	**0.1%**	**49.4%**	**49.0%**	**0.4%**	**On Forecast**

On Forecast = variance between year-to-date spending as a % of forecast versus spending for the same period last year as a % of prior year actual spending is within +\- 0.5%
Savings Forecast = variance between year-to-date spending as a % of forecast versus spending for the same period last year as a % of prior year actual spending is greater then -0.5 %.
Forecast Pressure = variance between year-to-date spending as a % of forecast versus spending for the same period last year as a % of prior year actual spending is greater then +0.5 %.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

Meeting Date:
April 22, 2014

BOARD REPORT

	Public	☒	**In-Camera**	☐
PRESENTED FOR:	Information	☒	Approval	☐

PRESENTED BY: Senior Administration

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

SUBJECT: **2014-15 BUDGET CONSULTATION SURVEY**

RECOMMENDATION:

That the report on the 2014-15 Budget Consultation Survey be received as information.

SYNOPSIS:
This report has been prepared to provide information on the 2014-15 Budget Consultation Survey results.

BACKGROUND COMMENTS:
The Board is committed to ensuring sufficient communication and consultation with the community exists regarding 2014-15 budget development. Anticipated budget challenges and pressures were communicated to the community through a formal report to the Board at its meeting of March 25, 2014, and the community has been invited to provide input at an early stage of budget development through a formal budget consultation survey. The intent of the survey is to inform the Board's budget development and assist in formulating and affirming Board priorities as the Board works to promote excellence in education within a Faith-centered learning environment.

Availability of the survey on the Board's website was advertised in the Windsor Star, and communicated formally to certain stakeholders including Principals and Vice-Principals, the Parent Involvement Committee, the Special Education Advisory Committee, School Advisory Councils and employee groups (OECTA, Unifor, CUPE, Non-Union).

In addition, the Director of Education formally communicated to the Pastoral Team informing them of the survey and requesting their assistance in notifying their parish of the opportunity to provide input.

Survey responses received by April 4, 2014 have been compiled and summarized in Appendix A for the Board's information and consideration. Future opportunities for community consultation continue to exist through the budget development process.

FINANCIAL IMPACT:
N/A

TIMELINES:
The Budget Survey was posted on the Board website on Thursday, March 20, 2014.
The final draft Budget is scheduled to be tabled with the Board of Trustees at its meeting of May 27, 2014 with final deliberation and approval on June 23, 2014.

APPENDICES:
Appendix A: WECDSB 2014-15 Budget Consultation Survey Results

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	April 15, 2014
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	April 15, 2014
☒	DIRECTOR OF EDUCATION:	Approval Date:	April 15, 2014

Appendix A

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

2014-15 Budget Consultation Survey Results

April 22, 2014

2014-15 Budget Consultation Process

- The Budget Schedule presented at the January 2014 Board Meeting establishes community consultation as an integral part of the budget development process.
- Budget survey questions were formulated based on current Ministry mandates and local Board priorities.
- The survey was posted to the Board website and notifications were sent out to stakeholders on March 20, 2014.
- Responses received by April 4, 2014 are summarized in the attached report.

Budget Consultation Survey Process

Responses

- Total: 103
- Parents: 47
- Employees: 31
- Catholic Ratepayers: 20
- Others: 5

Targeted Questions

- To determine budget priorities
- Based on Board & Ministry mandates
- Aim is to include realistic questions to impact budget

Consideration for budget

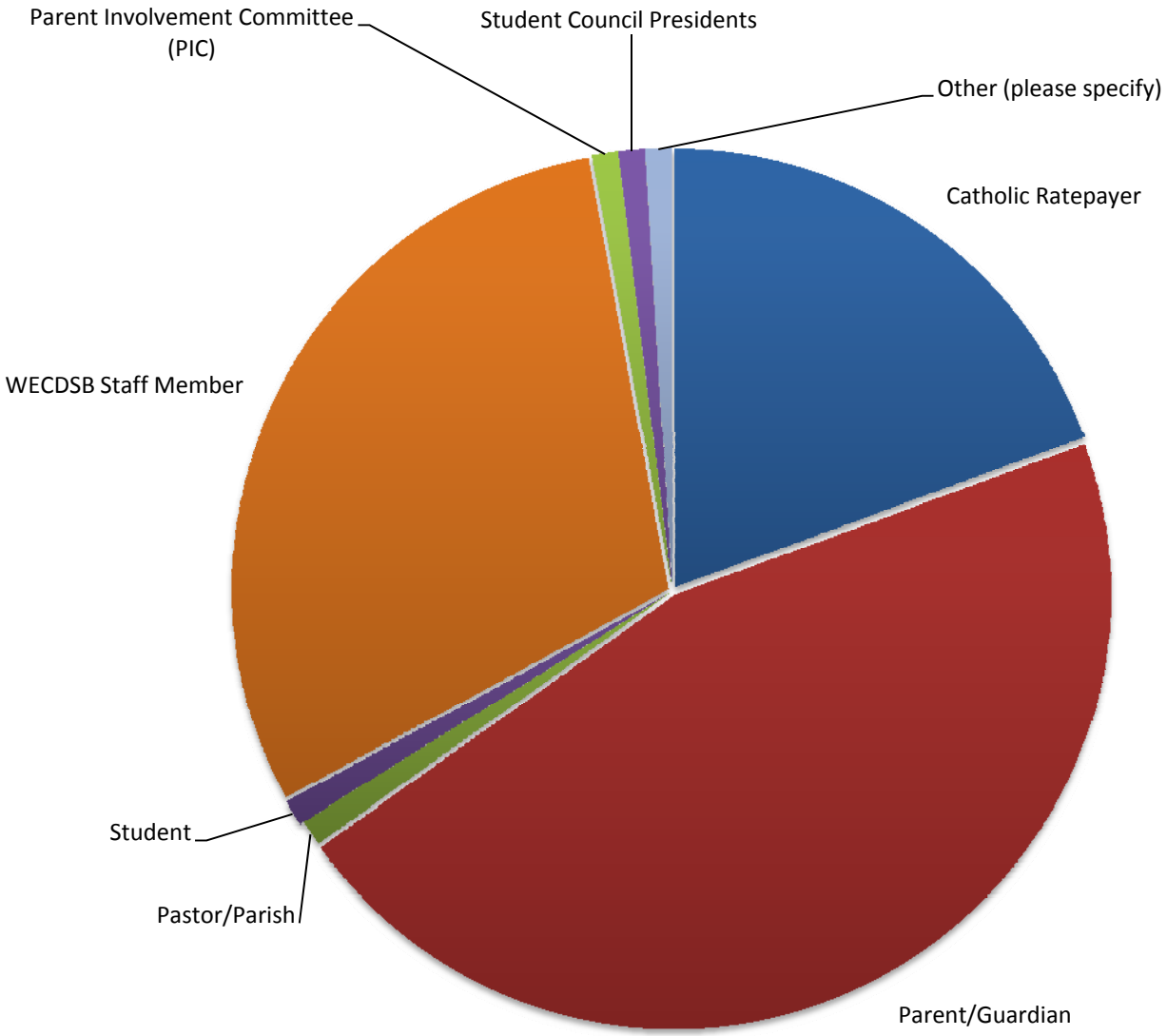
- Feedback received for budget development
- Summarized and presented to Trustees for consideration

Stakeholder Priorities

- Survey sent to stakeholders and available to general public
- Results were tabulated
- Priorities identified through survey responses

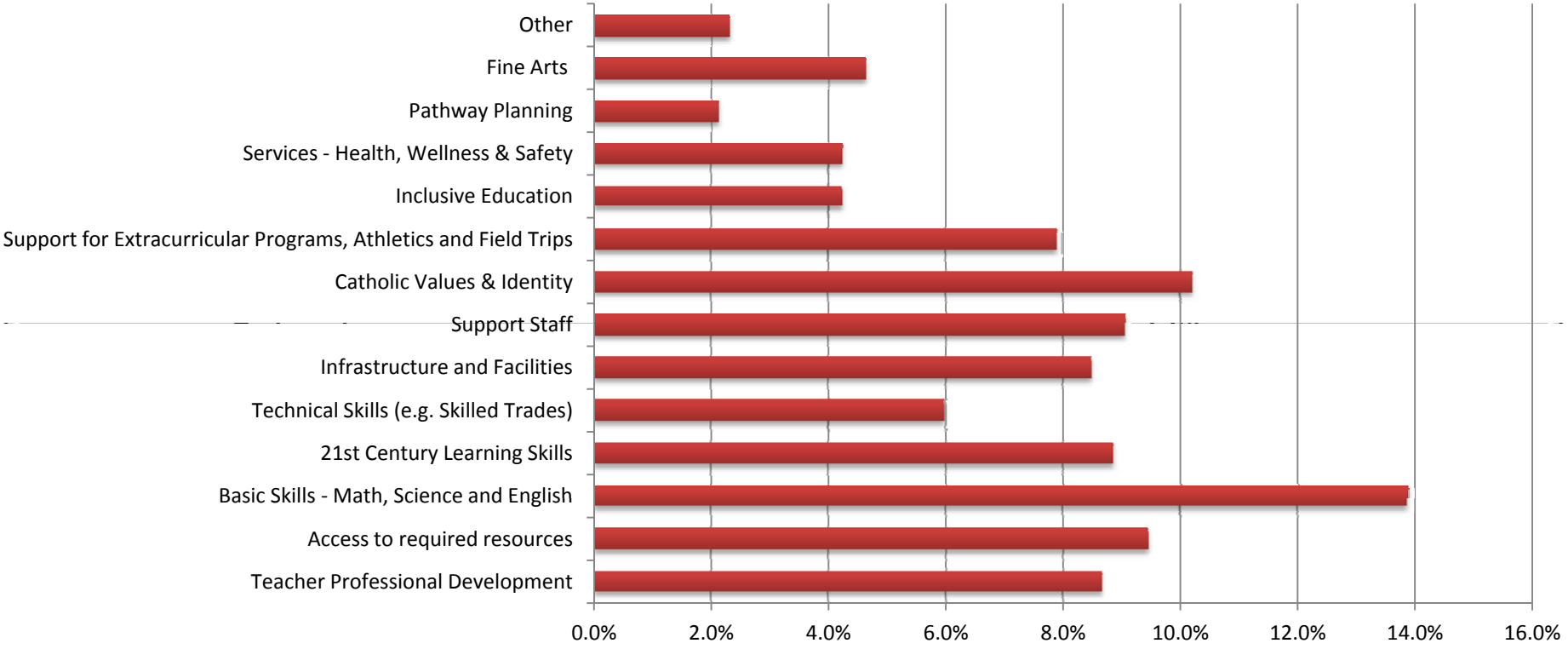
Budget Consultation Results

Q1. What is your relationship to the school board?



Budget Consultation Results Continued…

Q2. As a stakeholder of the Windsor-Essex Catholic District School Board, which items would you like the Board to consider as essential to the education of children? (Select all that apply)



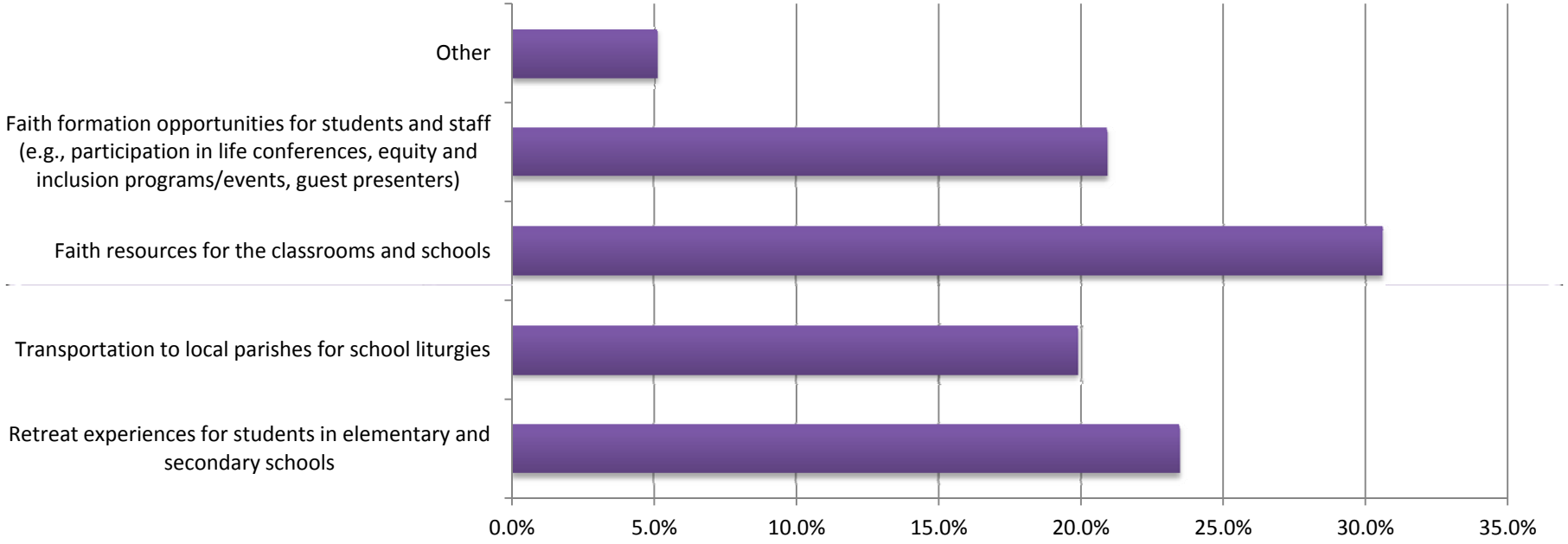
Results are representative of a percentage of total selections made

Consideration for budget

Basic Skills – Math, Science and English, along with Catholic Values and Identity, are considered essential to stakeholders.

Budget Consultation Results Continued…

Q3. Faith development plays a central role in our Catholic system. Where do you believe efforts should be focused in the area of faith development? (Select all that apply)



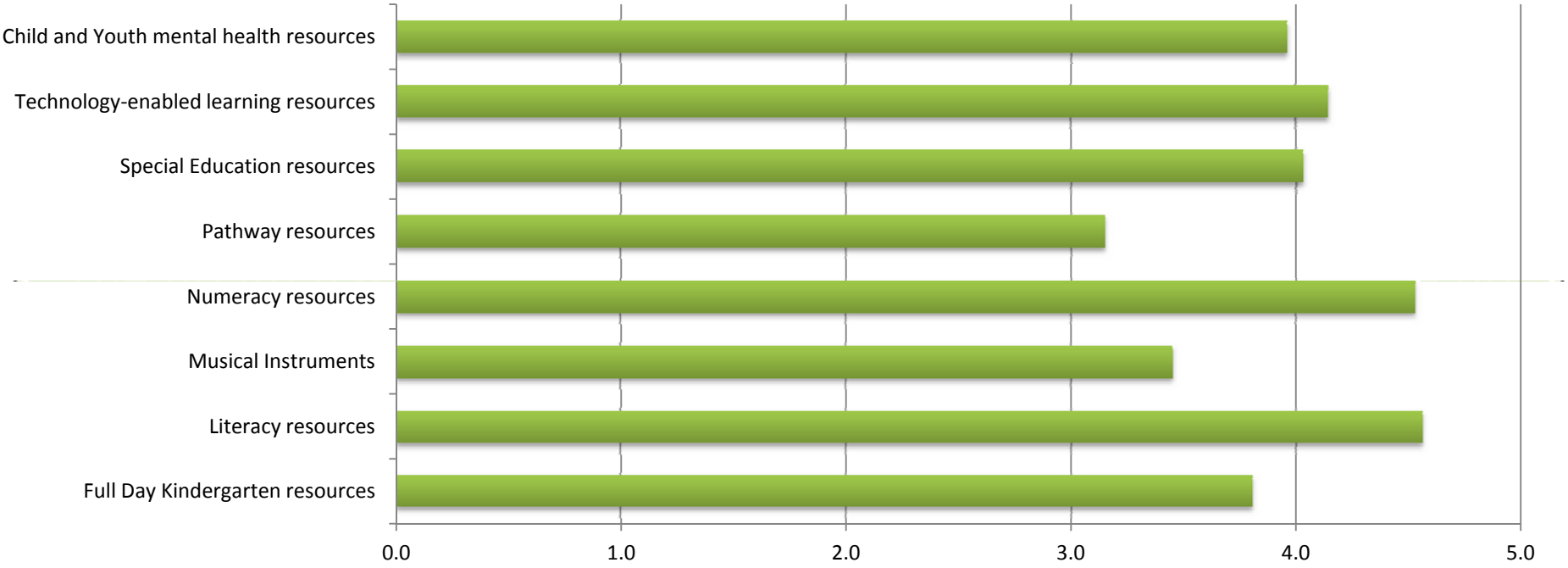
Results are representative of a percentage of total selections made

Consideration for budget

Stakeholders have identified faith resources as the area of focus for faith development.

Budget Consultation Results Continued…

Q4. Student Achievement resources are used to facilitate student learning & engagement and play a central role in our Catholic system. Please rate each of the following resources that support student achievement and well-being. (1 = low; 5 = high)



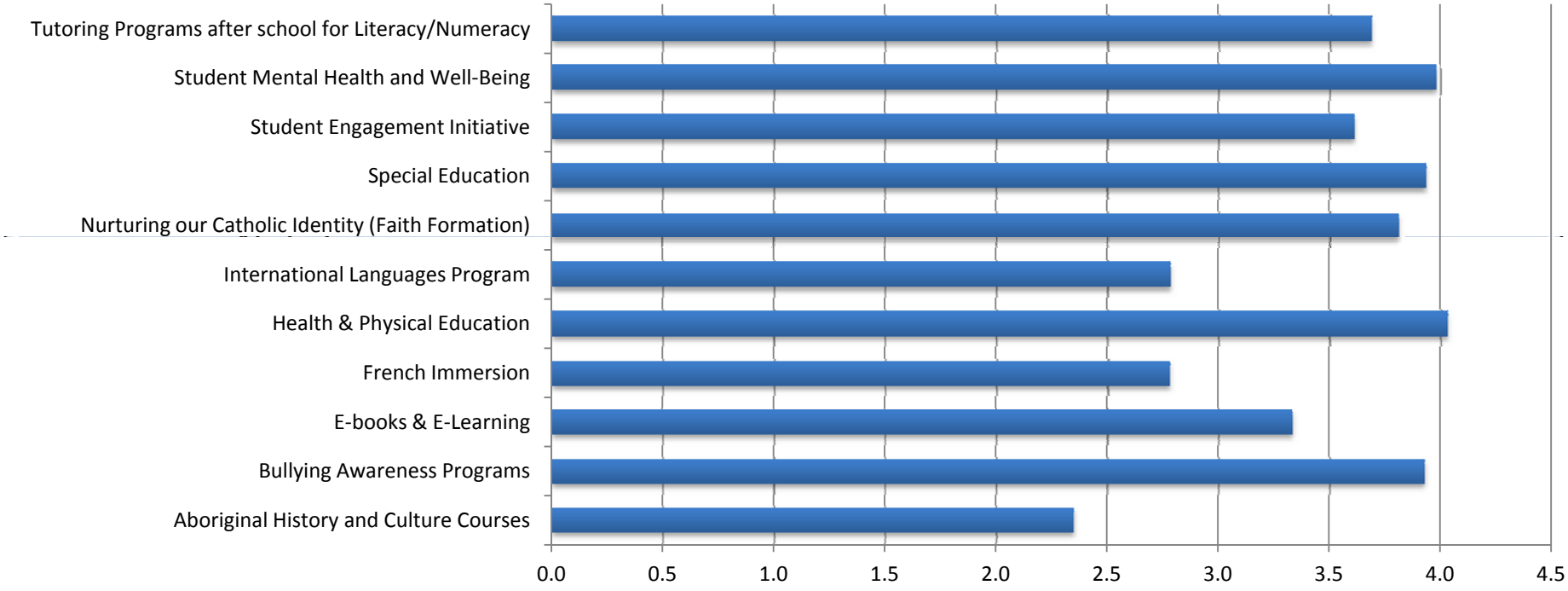
Results represent a weighted average calculation of all ratings for a particular **resource**

Consideration for budget

Stakeholders have ranked literacy and numeracy resources as the most important.

Budget Consultation Results Continued…

Q5. Please rate each of the following programs and services that support student achievement and well being.
(1= low importance; 5= high importance)



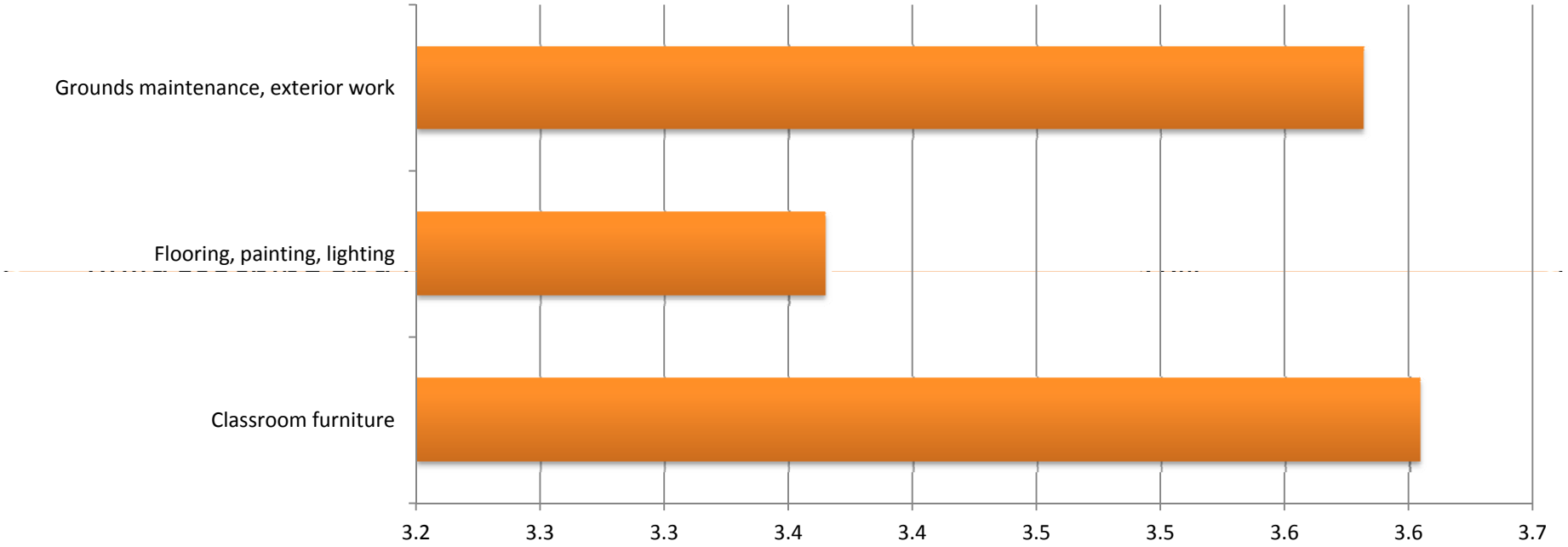
Results represent a weighted average calculation of all ratings for a particular option

Consideration for budget

Stakeholders have ranked Health & Physical Education programs as being of high importance.

Budget Consultation Results Continued…

Q6. Please rate the school building component that you believe requires more service, maintenance or replacement.
(1= requires least service; 5= requires most service)



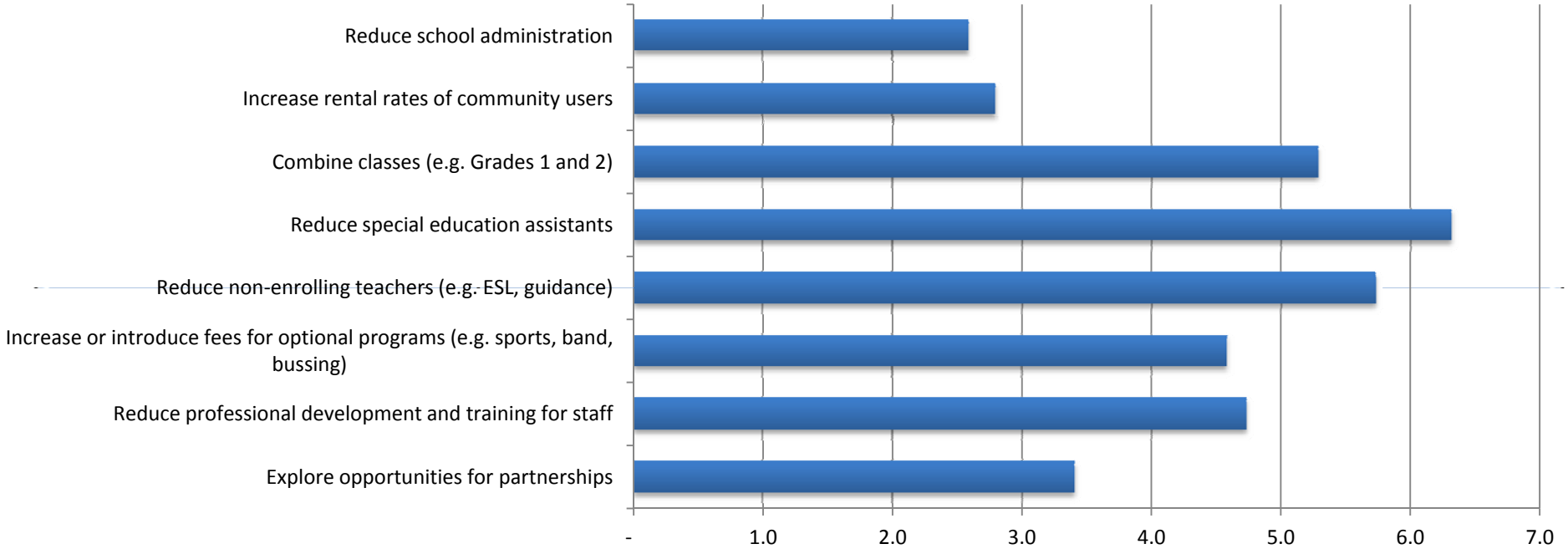
Results represent a weighted average calculation of all ratings for a particular component

Consideration for budget

Stakeholders have ranked classroom furniture as the highest priority.

Budget Consultation Results Continued…

Q7. The Board is in a declining enrolment situation with corresponding reduced grant revenues. When changes to the status quo are contemplated as a result of this pressure, where should we start? (1= First priority; 8= Last priority for adoption)



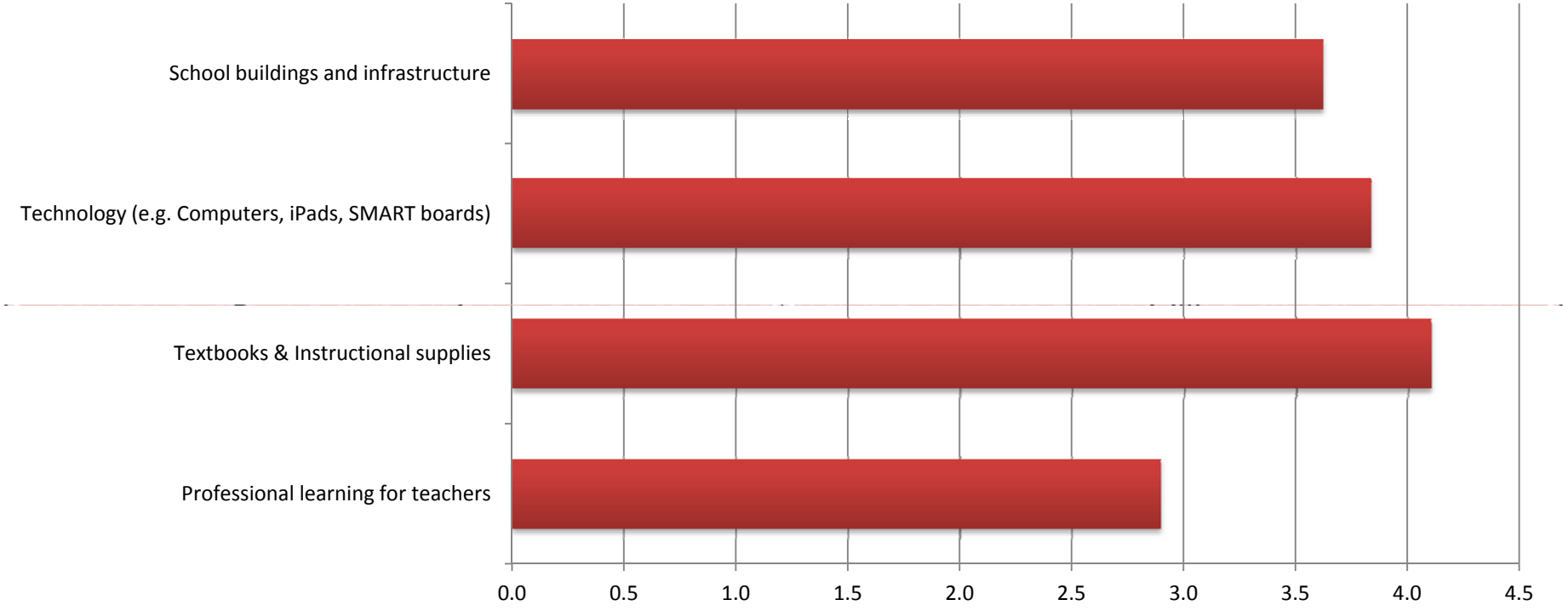
Results represent a weighted average calculation of all ratings for a particular option

Consideration for budget

Stakeholders have ranked reducing school administration, increasing community use rental rates and exploring opportunities for partnerships as areas to relieve financial pressures.

Budget Consultation Results Continued…

Q8. If one-time funding becomes available to spend, how would you rate each of the following items? (1 = item is of low importance; 5 = item is of high importance)



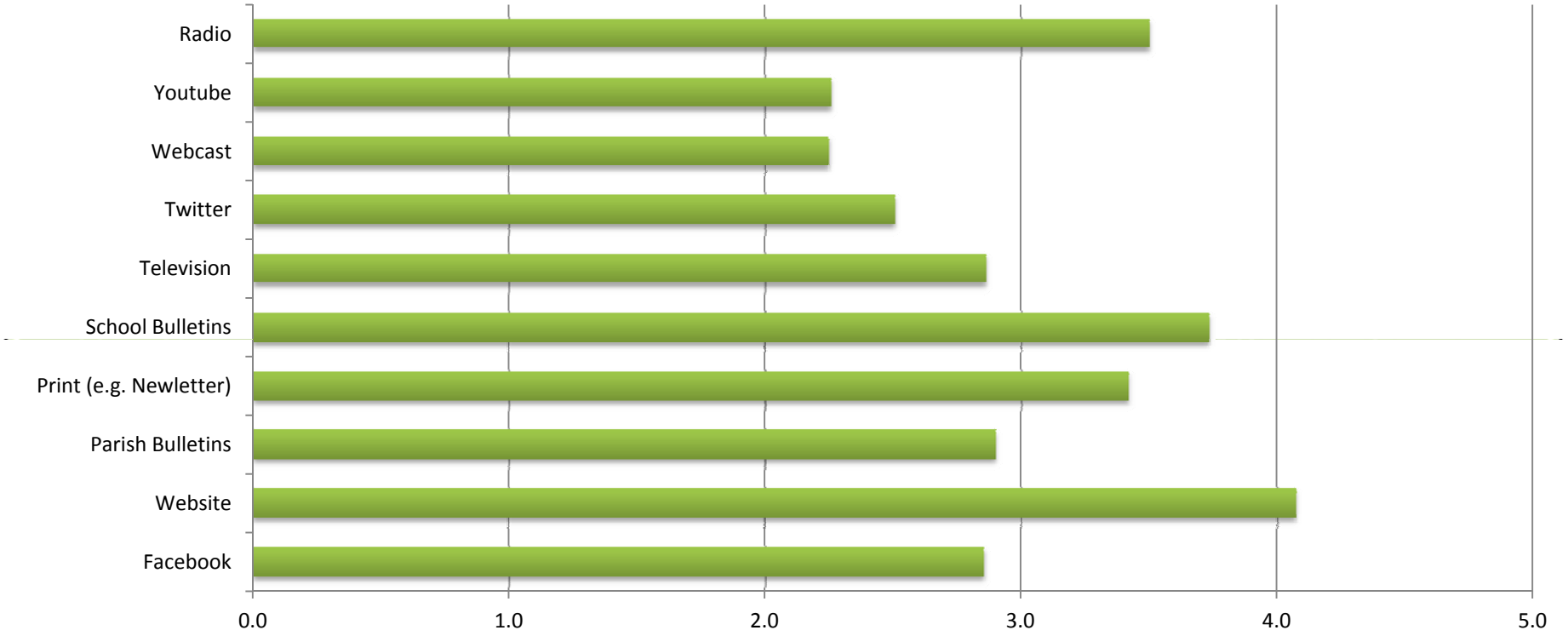
Results represent a weighted average calculation of all ratings for a particular item

Consideration for budget

Textbook & instructional supplies are ranked as the highest priority if one-time funding becomes available.

Budget Consultation Results Continued…

Q9. Please rate the methods that the WECDSB may use to best communicate with the public.
(1= Communication method is least effective; 5= Communication method is most effective)



Results represent a weighted average calculation of all ratings for a particular resource

Consideration for budget

Stakeholders have identified the WECDSB website, radio and school bulletins as the best methods of communication.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

Meeting Date:
April 22, 2014

BOARD REPORT

	Public	☒	**In-Camera**	☐
PRESENTED FOR:	Information	☒	Approval	☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul Picard, Director of Education
Cathy Geml, Associate Director of Education

SUBJECT: **FRENCH IMMERSION ADVISORY COMMITTEE (FIAC) - MEETING of Wednesday, January 22, 2014**

RECOMMENDATION:

That the Board receive the Minutes of the January 22, 2014 French Immersion Advisory Committee meeting as information.

SYNOPSIS:
In accordance with Board By-Laws, *Section 5:00 Committee Reports*, the French Immersion Advisory Committee (FIAC) is submitting to the Board, for information, the Minutes of its January 22, 2014 meeting.

BACKGROUND COMMENTS:
The French Immersion Advisory Committee came into existence as a result of a recommendation made at a Special Board meeting on February 3, 2009. The role of the French Immersion Advisory Committee is to promote and support the system-wide French Immersion program, exchange information and points of view about the French Immersion program and provide advice, recommendations and feedback to the Board on French Immersion.

FINANCIAL IMPACT:
N/A

TIMELINES:
The next French Immersion Advisory Committee meeting occurred on Wednesday, March 26, 2014 at the Catholic Education Centre. Minutes will be provided to the Board following approval by the French Immersion Advisory Committee.

APPENDICES:

- French Immersion Advisory Committee Minutes of January 22, 2014

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	April 1, 2014
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	April 1, 2014
☒	DIRECTOR OF EDUCATION:	Approval Date:	April 1, 2014

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

FRENCH IMMERSION ADVISORY COMMITTEE

Wednesday, January 22nd, 2014 at 6:00 p.m.
CEC – Video Conference Room

PRESENT: Jim McMahon - Trustee
Bernie Mastromattei - Trustee
Emelda Byrne – Superintendent of Education
Elisa Houston - Consultant
Geneviève Cano – Principal – St. Mary
Tish Hedderson – Principal – St. Joseph's Secondary
Rosemary LoFaso – Principal – St. Anne Secondary
Michael Cusinato – Principal – St. Anne French Immersion
Michael Jraiche – Dept. Head, Mod. Lang. – Cardinal Carter Sec.
Cathy Nelson – Principal – Christ the King
Laura Guglietta – Vice-Principal – Cardinal Carter Secondary
Jeremy Schiller – Vice-Principal – St. Thomas of Villanova Sec.
Renée Saad – Dept. Head, Mod. Lang. – St. Joseph's Sec.
Kim Koekstat – Dept. Head, Mod. Lang. – St. Anne Sec.
Marc Larocque – Parent Rep. – St. Anne French Immersion
Sue Hewitt – Parent Rep. – St. Thomas of Villanova Sec.

REGRETS: Lou Conte – Cardinal Carter Secondary
Lisa Boudreau – Principal – St. Anne French Immersion
Pat Hickson – Principal – St. Thomas of Villanova Secondary
Maggie Beneteau – Dept. Head, Mod. Lang. – St. T. Villanova
Brenda Verkoeyen – Parent Rep – St. Anne Secondary
Francine Mastronardi – Parent Rep. – Queen of Peace
Mike Garganta – Parent Rep. – Cardinal Carter Secondary
Josie Culmone – Parent Rep. – St. Joseph's Secondary
Michael Bohn – Parent Rep. – St. Joseph's Secondary
Marie O'Neil – Parent Rep. – St. Mary

RECORDING: Elisa Houston, Consultant

NOTES

1. Call to Order
Chairman McMahon called the meeting to order at 6:10 p.m.

2. Opening Prayer – Elisa Houston

3. Trustee McMahon began the meeting with an announcement regarding a new French Immersion opportunity for the WECDSB at Christ the King Catholic Elementary School for Sept. 2014. It would be bringing in students from the South Windsor area and help with the overcrowding of the St. Anne F/I site. He spoke of a dual track (JK/SK) for September, 2014 as well as the phase-in process.
Superintendent Byrne spoke of the specific details for the new site and the Board process. A parent meeting will take place next Wednesday, January 29th with the school community. She also spoke of the new French Immersion brochure and flyers to go out as well as the preparations for the February 12th Open House at Christ the King.
Renee Saad expressed joy of the Immersion site and the long term vision of the board. It's great to see the growth of the Immersion program. Renee asked about staffing. Trustee McMahon spoke of HR being informed about French Immersion and the need for qualified teachers. Principals Cusinato and Cano spoke of the process of interviewing candidates for French occasional teachers.

4. Approval of Agenda
Motion by Renée Saad and seconded by Tish Hedderson that the Agenda be approved. *Carried*

5. Approval of Minutes for October 24th meeting
Motion by Renée Saad and seconded by Geneviève Cano that the Minutes be approved. *Carried*

6. Report from Emelda Byrne

- Superintendent Byrne reported that guidelines were established for the French PALS program in order to ensure consistency in all three French Immersion sites. Dr. Picard has worked with the three FI Principals to review these guidelines and targets.
- With the release of the new FSL- F/I curriculum document, work is underway to prepare for implementation by September, 2014.

7. Report from Elisa Houston

- The Board has been approved for 3 proposals for FSL/French Immersion: 1-New French Immersion course (Career/Civics at St. Anne Secondary), 2- Homework Help and 3- Development of Surveys. The grant total is $15,323.

- Three Provincial Outcomes for CEFR over the next 5 years: 1- students will understand a continuum of proficiency and be able to situate themselves and set goals, 2 - educators will have a deeper understanding of the proficiency levels of the CEFR, 3 - teacher will share a common language to describe student performance in reception, production and interaction in French. School Boards are working with the Ministry to plan activities that support the intended outcomes. Potential strategies include: focusing on students needs based on self assessments, A&E, effective feedback.
- Elisa will be working with our 3 French Immersion Principals regarding the new FSL/French Immersion curriculum. The session will focus on aspects of the new document as well as support material to help with the delivery of this document back at the Board and in the schools.
- Elisa is working on a new brochure specifically addressing questions for parents of JK students. She would like input from the group on this. Please email her your suggestions by Jan. 27th or if interested in being a part of the sub-committee.

8. New Business

a) Round Table Discussion-School Communication and Events

Cardinal Carter – Michael Jraiche reported a successful Grade 8 Night. The dance team was featured and French Immersion students were involved. There has been an increase in grade 10 enrollment.

Queen of Peace - Principal Cusinato talked about transition activities with Cardinal Carter. He has asked for the Board to be more aggressive in advertising and create more opportunities highlighting our uniqueness. He asked for clarification on the admissions requirements for a Catholic school.

Trustee McMahon addressed the admission requirements question for Catholic education, stating the reason for our existence is our Faith.

Villanova - welcomed a new parent representative to the FIAC group; Sue Hewitt. Vice Principal Schiller reported a successful Grade 8 Night. He mentioned that the French Immersion program already has 12 students registered.

St. Anne High School –Principal LoFaso reported a successful Grade 8 Night. Kim Koekstat talked about the information session for French Immersion as well as their Crêpes Café. They are working on increasing their numbers. Principal LoFaso talked about advertising and strategies they are working on to attract new students.

St. Mary - Principal Cano reported on French week activities with an Olympic theme. Activities such as a skating trip, a pasta fundraiser as well as a hockey game are planned for the month of February.

St. Joseph's - Principal Hedderson reported a successful Grade 8 Open House. Currently 24 out of 26 students are registered from St. Anne F/I. Renée Saad spoke of her carnival at the school with 7 cultural stations. The school has also won the *Speak Up* grant and plans to build a Crêpe Carousel to be used for future fundraisers. French Immersion students will help out at St.Anne F/I JK open house on Feb.12th. The Poetry and Voice competition will feature 2 F/I students.

Christ the King - Cathy Nelson and Laura Guglietta talked about their excitement for the new JK/SK French Immersion Program at Christ the King.

St. Anne Elem - Marc Larocque reported on the success of the fall fundraiser, turkey supper and Craft Night. Planning is underway for their JK Open House on February 12th. Currently there are 118 JK/SK students this school year.

Trustee Mastromattei expressed having a positive feeling at this very exciting time as we are no longer under supervision. EQAO scores are on the rise and look great. Mr. Picard will give a State of the Board address on January 28th. He believes we need to rejoice in our gifts and market our product.

Trustee McMahon congratulated the Board, which reported a fiscal surplus, as well as for being in the top 5 in academic achievement. He thanked everyone in the room for all the hard work being done to work together for Catholic Education. Our Board is nearing the top in the province in both academia and financing. He reminded the group about the confidentiality of the new site until the Board makes the official announcement.

b) The next meeting will take place March 26th, 2014 at 6:00 p.m. at the CEC.

9. Closing prayer and adjournment at 8:10 p.m.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

Meeting Date:
April 22, 2014

BOARD REPORT

	Public	☒	**In-Camera**	☐
PRESENTED FOR:	Information	☐	Approval	☒

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Jamie Bumbacco, Executive Superintendent of Human Resources

SUBJECT: **SCHOOL YEAR CALENDAR – 2014-2015**

RECOMMENDATION:

That the Board approve the School Year Calendar – 2014-2015 for the Windsor-Essex Catholic District School Board.

SYNOPSIS:
Ontario Regulation 304, "School Year Calendar, Professional Activity (PA) Days" is set out under the Education Act.

BACKGROUND COMMENTS:
For 2014-2015, there are 194 possible school days between September 2, 2014 and June 26, 2015. The school year shall include a minimum of 194 school days.

Both the elementary and secondary panels have one common discretionary PA day for faith formation. The other two elementary PA days are designated for assessment and completion of report cards. Secondary has two additional PA days designated for curriculum review, development and implementation. These dates are identified in the respective School Year Calendar Outline 2014-2015.

FINANCIAL IMPACT:
The professional development days were chosen in collaboration with our coterminous boards to minimize additional transportation costs.

TIMELINES:
September 2, 2014 to June 26, 2015

APPENDICES:
- Elementary School Year Calendar 2014-2015
- Secondary School Year Calendar 2014-2015
- School Year Calendar Outline 2014-2015

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	April 8, 2014
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	April 8, 2014
☒	DIRECTOR OF EDUCATION:	Approval Date:	April 8, 2014

Ontario

Ministry of Education
Ministère de l'Éducation

Board Name			
Windsor-Essex CDSB (B67024)			
Calendar Title	**Panel**	**Calendar Type**	**Date Created**
[2014-180848] 2014-15 Windsor-Essex Catholic District School Board	Elementary	Regular	Feb 28, 2014
Start of School Year	**End of School Year**	**First Day Students**	**Last Day Students**
Sep 01, 2014	Jun 26, 2015	Sep 02, 2014	Jun 25, 2015
Status	**Description**		
Draft	Regular Calendar		

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	0	0
September	1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26 P	29	30				1	20	0
October			1	2	3	6	7	8	9	10	13 H	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	22	0
November	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21 P	24	25	26	27	28						1	19	0
December	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 B	23 B	24 B	25 H	26 H	29 B	30 B	31 B			0	15	0
January				1 H	2 B	5	6	7	8	9	12	13	14	15	16 P	19	20	21	22	23	26	27	28	29	30	1	19	0
February	2	3	4	5	6	9	10	11	12	13	16 H	17	18	19	20	23	24	25	26	27						0	19	0
March	2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31				0	17	0
April			1	2	3 H	6 H	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27 P	28	29	30		1	19	0
May					1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29	0	20	0
June	1	2	3	4	5 P	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26 P	29	30				2	18	0
July			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	0	0
																									Total	6	188	0

Legend

P -Professional Activity Day; **E** -Scheduled Exam Day; **B** -Board Designated Day; **H** -Statutory Day; / -Half Day;
P* -Professional Activity Day Devoted to Provincial Education Priorities;

Ontario

Ministry of Education
Ministère de l'Éducation

Outline for Professional Activity Days Devoted to Provincial Education Priorities

Outline for PA Days

September 26, 2014 - Faith Development (CRDI)
November 21, 2014
January 16, 2015 - Assessment & Evaluation
April 27, 2015
June 5, 2015 - Assessment & Evaluation
June 26, 2015

School	Town or City	School	Town or City
Christ the King Separate School	Windsor	H J Lassaline Catholic School	Windsor
Holy Cross Catholic Elementary School	LaSalle	Holy Name Catholic School	Essex
Immaculate Conception Catholic School	Windsor	L A Desmarais Catholic School	Windsor
Notre Dame Catholic School	Windsor	Our Lady of Mount Carmel Catholic School	Windsor
Our Lady of Perpetual Help Catholic School	Windsor	Our Lady of the Annunciation Catholic School	Stoney Point
Queen of Peace Catholic School	Leamington	Sacred Heart Catholic Elementary School	LaSalle
St Angela Catholic School	Windsor	St Anne French Immersion Catholic School	Windsor
St Anthony Catholic School	Harrow	St Bernard Catholic School	Amherstburg
St Bernard Catholic School	Windsor	St Christopher Catholic School	WINDSOR
St Gabriel Catholic School	Windsor	St Gregory Catholic School	Tecumseh
St James Catholic School	Windsor	St John Catholic School	Windsor
St John de Brebeuf Catholic School	Kingsville	St John the Baptist Catholic School	Belle River
St John the Evangelist Catholic	Woodslee	St John Vianney Catholic School	Windsor
St Joseph Catholic School	River Canard	St Jules Catholic School	Windsor
St Louis Catholic School	Leamington	St Maria Goretti Catholic School	Windsor
St Mary Catholic	Maidstone	St Peter Catholic School	Tecumseh
St Pius X Catholic School	Tecumseh	St Rose Catholic School	Windsor
St William Catholic School	Emeryville	Stella Maris Catholic School	Amherstburg
W J Langlois Catholic School	Windsor		

Ontario

Ministry of Education
Ministère de l'Éducation

Board Name			
Windsor-Essex CDSB (B67024)			
Calendar Title	**Panel**	**Calendar Type**	**Date Created**
[2014-181399] Windsor-Essex Catholic District School Board	Secondary	Regular	Mar 04, 2014
Start of School Year	**End of School Year**	**First Day Students**	**Last Day Students**
Sep 01, 2014	Jun 26, 2015	Sep 02, 2014	Jun 24, 2015
Status	**Description**		
Draft	Secondary Regular Calendar		

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	0	0
September	1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26 P	29	30				1	20	0
October			1	2	3	6	7	8	9	10	13 H	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	22	0
November	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21 P	24	25	26	27	28						1	19	0
December	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 B	23 B	24 B	25 H	26 H	29 B	30 B	31 B			0	15	0
January				1 H	2 B	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23 E	26 E	27 E	28 E	29 E	30	0	15	5
February	2	3	4	5	6	9	10	11	12	13	16 H	17	18	19	20	23	24	25	26	27 P						1	18	0
March	2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31				0	17	0
April			1	2	3 H	6 H	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27 P	28	29	30		1	19	0
May					1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29	0	20	0
June	1	2	3	4	5	8	9	10	11	12	15	16	17	18 E	19 E	22 E	23 E	24 E	25 P	26 P	29	30				2	13	5
July			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	0	0
																									Total	6	178	10

Legend

P -Professional Activity Day; **E** -Scheduled Exam Day; **B** -Board Designated Day; **H** -Statutory Day; / -Half Day;
P* -Professional Activity Day Devoted to Provincial Education Priorities;

Ontario

Ministry of Education
Ministère de l'Éducation

Outline for Professional Activity Days Devoted to Provincial Education Priorities

Outline for PA Days

September 26, 2014 - Faith Development
November 21, 2014
February 27, 2015
April 27, 2015 - Curriculum Review Development & Implementation
June 25, 2015 -Curriculum Review Development & Implementation
Junse 26, 2015 - Curriculum Review Development & Implementation

School	Town or City	School	Town or City
Assumption College School	Windsor	Cardinal Carter Catholic	Leamington
Catholic Central	Windsor	F J Brennan Catholic High School	Windsor
Holy Names Catholic High School	Windsor	St Anne Secondary School	Belle River
St Joseph's	Windsor	St Michael's Alternate High School	Windsor
St Thomas of Villanova Secondary School	LaSalle	St. Michael's Adult High School	Windsor

Windsor-Essex Catholic District School Board
School Year Calendar 2014-2015
Proposed Outline

Holidays		
Labour Day	Monday, September 1, 2014	
Thanksgiving Day	Monday, October 13, 2014	
Christmas Break	Monday, December 22 – Friday, January 2, 2015	
Family Day	Monday, February 16, 2015	
March Break	Monday, March 16 – Friday, March 20, 2015	
Easter	Good Friday, April 3, 2015	
	Easter Monday, April 6, 2015	
Victoria Day	Monday, May 18, 2015	
Elementary Schools		
Classes Commence	Tuesday, September 2, 2014	
P.A. Day	Friday, September 26, 2014	Faith Development (CRDI)
P.A. Day	Friday, November 21, 2014	
P.A. Day	Friday, January 16, 2015	Assessment & Evaluation
P.A. Day	Monday, April 27, 2015	
EQAO Assessment: Primary and Junior Division	Monday, May 25 – Friday, June 5, 2015	
P.A. Day	Friday, June 5, 2015	Assessment & Evaluation
P.A. Day	Friday, June 26, 2015	
Last Day of Classes	Thursday, June 25, 2015	

Windsor-Essex Catholic District School Board
School Year Calendar 2014-2015
Proposed Outline

Secondary Schools		
Classes Commence	Tuesday, September 2, 2014	
P. A. Day	Friday, September 26, 2014	Faith Development (CRDI)
P.A. Day	Friday, November 21, 2014	
Grade 9 Mathematics Assessment	Thursday, January 8 - Friday, January 23, 2015	
Semester One Examinations	Friday, January 23 - Thursday, January 29, 2015	
Semester 2 begins	Friday, January 30, 2015	
P.A. Day	Friday, February 27, 2015	
Ontario Secondary School Literacy Test	Thursday, March 26, 2015	
P.A. Day	Monday, April 27, 2015	Curriculum Review Development and Implementation
EQAO Grade 9 Mathematics Assessment	Thursday, May 28 – Friday, June 12, 2015	
Last Day of Regular Classes	Wednesday, June 17, 2015	
Semester Two Examinations	Thursday, June 18 – Wednesday, June 24, 2015	
P.A. Day	Thursday, June 25 & Friday, June 26, 2015	Curriculum Review Development and Implementarion

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

Meeting Date:
April 22, 2014

BOARD REPORT

	Public	☒	**In-Camera**	☐
PRESENTED FOR:	Information	☐	Approval	☒

PRESENTED BY: Senior Administration

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

SUBJECT: **TENDER APPROVAL – FULL DAY KINDERGARTEN PHASE 5 CONSTRUCTION (IMMACULATE CONCEPTION, HOLY CROSS, NOTRE DAME, ST. GABRIEL CATHOLIC ELEMENTARY SCHOOLS)**

RECOMMENDATION:

That approval be given to the award of tender and the issuance of a purchase order contract to De Angelis Construction Inc. for the Full Day Kindergarten Phase 5 Construction (Immaculate Conception, Holy Cross, Notre Dame, St. Gabriel Catholic Elementary Schools) at the submitted bid amount of $2,505,820.80, plus Separate Price A $47,250.00 and Separate Price B $36,650.00, for a total purchase order amount of $2,589,720.80 plus applicable taxes to be charged to accounts 000-74-580810-6-312, 000-74-580814-6-313, 000-74-580825-6-313 and 000-74-580843-6-313

SYNOPSIS:
Pre-Qualification Request for General Contractors, PRE#2014-01PQ, was issued January 15, 2014 and closed January 30 2014. 13 proposals were received and five (5) were successfully pre-qualified. Only firms that were pre-qualified were invited to submit a bid tender for construction of classroom additions and classroom retrofits for Immaculate Conception, Holy Cross, Notre Dame, and St. Gabriel Catholic Elementary Schools under Phase 5 of the Full Day Kindergarten (FDK) construction program. This report is submitted to the Board with the results of the tender and a recommendation for the issuance of a purchase order contract.

BACKGROUND COMMENTS:
Of the five pre-qualified General Contractors, four submitted bid tenders. A tender opening was held at the Catholic Education Centre on April 15, 2014 with Mario Iatonna, Gerry Racine, Cathy Racine, Rick Oliver, Debbie Maurice, John Bortolotti and Pat Champoux (Sfera Architects), as well as representatives from the four bidding companies in

attendance.

A total of three bids were received. It is noted that Wincon Construction 1986 Limited did not submit a bid by the bid closing time. These bids are summarized as follows:

NO.	TENDERER	BID AMOUNT (excl. taxes)	SEPARATE PRICE A	SEPARATE PRICE B	TOTAL
1.	De Angelis Construction Inc. 5138 County RD. 46 Maidstone, ON N0R 1K0	**$2,505,820.80**	**$47,250.00**	**$36,650.00**	**$2,589,720.80**
2.	Oscar Construction Company Limited 2025 Blackacre Drive Oldcastle, ON N0R 1L0	$2,612,920.10	$25,000.00	$29,000.00	$2,666,920.10
3.	Amico Design Build Inc. 2199 Blackacre Drive Old Castle, ON N0R 1L0	$2,835,516.00	$95,000.00	$40,000.00	$2,970,516.00
4.	Wincon Construction 1986 Limited 3525 St. Patrick's Drive Windsor, On N8E 3H6	No bid	No bid	No bid	

The bid submissions were reviewed and were found to be in order. The low bidder meeting specifications is De Angelis Construction Inc. with a bid amount of $2,505,820.80. Separate Price A bid amount of $47,250.00 and Separate Price B bid amount of $36,650.00, bring the total bid submission to $2,589,720.80 excluding taxes. Separate Price A Holy Cross and Separate Price B St. Gabriel relates to removal and installation of new asphalt.

FINANCIAL IMPLICATIONS:
The Ministry of Education has approved $2,940,842.00 in capital funding for classroom additions and classroom retrofits at Immaculate Conception, Holy Cross, Notre Dame, and St. Gabriel Catholic Elementary Schools to support the implementation of Phase 5 FDK. The funding for Immaculate Conception was previously approved in Phase 4 FDK. This funding allocation provided by the Ministry of Education includes a provision for architect costs, construction costs, mechanical costs and other costs.

The budget for construction costs and contingency allowance for all projects is $2,597,405.00. The total bid (Base Bid plus Separate Price A and B) is $2,589,720.80 plus taxes. Therefore, the submitted bid amounts are within the limits of the construction budgets plus contingency allowance.

The table on the following page summarizes the results.

School	Approved Ministry Funding	Construction Budget	Tender Amount
Immaculate Conception	$494,622.00	$385,540.00	$540,757.36
Holy Cross	$978,488.00	$802,454.00	$473,671.12
Notre Dame	$733,866.00	$590,645.00	$556,900.24
St. Gabriel	$733,866.00	$583,499.00	$665,992.08
Contingency Allowance		$235,267.00	$268,500.00
Total Full-Day Kindergarten Phase 5	**$2,940,842.00**	**$2,597,405.00**	**2,505,820.80**
Separate Price A			$47,250.00
Separate Price B			$36,650.00
Total Separate Price Items			**$83,900.00**
Grand Total	**$2,940,842.00**	**$2,597,405.00**	**$2,589,720.80**

The costs will be charged to account numbers 000-74-580810-6-312, 000-74-580814-6-313, 000-74-580825-6-313 and 000-74-580843-6-313.

TIMELINES:
As stated in the Form of Tender, De Angelis Construction Inc. is scheduled to commence work immediately with completion of work in 17 weeks. All sites are to be open for the 2014-15 school year.

APPENDICES:
N/A

REPORT REVIEWED BY:

☐	EXECUTIVE COUNCIL	Review Date:	--
☒	EXECUTIVE SUPERINTENDENT	Approval Date:	April 16, 2014
☒	DIRECTOR OF EDUCATION	Approval Date:	April 16, 2014

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

Meeting Date:
April 22, 2014

BOARD REPORT

	Public	☒	**In-Camera**	☐
PRESENTED FOR:	Information	☐	Approval	☒

PRESENTED BY: Senior Administration

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

SUBJECT: **TENDER APPROVAL – FULL DAY KINDERGARTEN PHASE 5 CONSTRUCTION (ST. WILLIAM, ST. GREGORY, L.A. DESMARAIS CATHOLIC ELEMENTARY SCHOOLS)**

RECOMMENDATION:

That approval be given to the award of tender and the issuance of a purchase order contract to De Angelis Construction Inc. for the Full Day Kindergarten Phase 5 Construction (St. William, St. Gregory, L.A. Desmarais Catholic Elementary Schools) at the submitted bid amount of $1,878,295.68, plus Separate Price A $43,769.00, Separate Price B $33,546.00 and Separate Price C $5,000.00 for a total purchase order amount of $1,960,610.68 plus applicable taxes to be charged to accounts 000-74-580864-6-313, 000-74-580844-6-313 and 000-74-580818-6-313.

SYNOPSIS:

Pre-Qualification Request for General Contractors, PRE#2014-01PQ, was issued January 15, 2014 and closed January 30 2014. 13 proposals were received and five (5) were successfully pre-qualified. Only firms that were pre-qualified were invited to submit a bid tender for construction of classroom additions and classroom retrofits for St. William, St. Gregory and L.A. Desmarais Catholic Elementary Schools under Phase 5 of the Full Day Kindergarten (FDK) construction program. This report is submitted to the Board with the results of the tender and a recommendation for the issuance of a purchase order contract.

BACKGROUND COMMENTS:

Of the five pre-qualified General Contractors, four submitted bid tenders. A tender opening was held at the Catholic Education Centre on April 15, 2014 with Mario Iatonna, Gerry Racine, Cathy Racine, Rick Oliver, Debbie Maurice, John Bortolotti and Pat Champoux (Sfera Architects), as well as representatives from the four bidding companies in attendance.

A total of four bids were received. These bids are summarized as follows:

NO.	TENDERER	BID AMOUNT (excl. taxes)	SEPARATE PRICE A	SEPARATE PRICE B	SEPARATE PRICE C	TOTAL
1.	De Angelis Construction Inc. 5138 County RD. 46 Maidstone, ON N0R 1K0	**$1,878,295.68**	**$43,769.00**	**$33,546.00**	**$5,000.00**	**$1,960,610.68**
2.	Wincon Construction 1986Ltd. 3525 St. Patrick's Drive Windsor, On N8E 3H6	$2,064,807.00	$63,727.00	$44,387.00	$10,518.00	$2,183,439.00
3.	Amico Design Build Inc. 2199 Blackacre Drive Old Castle, ON N0R 1L0	$2,129,057.00	$48,230.00	$66,700.00	$5,000.00	$2,248,987.00
4.	Oscar Construction Company Ltd. 2025 Blackacre Drive Oldcastle, ON N0R 1L0	$2,145,707.63	$67,000.00	$47,000.00	$5,000.00	$2,264,707.63

A minor mathematical error was discovered during review of bid submissions. De Angelis Construction's separate bid for each location did not equal the total stipulated bid sum. However, the error was minimal and did not affect the order of all submitted bids. All other bid submissions were reviewed and were found to be in order. The low bidder meeting specifications is De Angelis Construction Inc. with a bid amount of $1,878,295.68. Separate Price A bid amount of $43,769.00, Separate Price B bid amount of $33,546.00 and Separate Price C bid amount of $5,000.00 bring the total bid submission to $1,960,610.68 excluding taxes. Separate Price A St. William and Separate Price B L. A. Desmarais relate to removal and install of new asphalt. Separate Price C St. William relates to supply and installation of a new lockable breaker panel and to re-feed all existing circuits as required.

FINANCIAL IMPLICATIONS:

The Ministry of Education has approved $2,446,220.00 in capital funding for classroom additions and classroom retrofits at St. William, St. Gregory and L.A. Desmarais Catholic Elementary Schools to support the implementation of Phase 5 FDK. This funding allocation provided by the Ministry of Education includes a provision for architect costs, construction costs, mechanical costs and other costs.

The budget for construction costs and contingency allowance for all projects is $2,041,281.00. The base bid, including Separate Price A, B and C is $1,960,610.68 plus taxes. The submitted bid amounts are within the limits of the individual project construction budget plus contingency.

The table on the following page summarizes the results.

School	Approved Ministry Funding	Construction Budget	Tender Amount
St. William	$978,488.00	$796,261.00	$741,691.60
St. Gregory	$489,244.00	$391,699.00	$282,474.40
L.A. Desmarais	$978,488.00	$657,623.00	$638,629.68
Contingency Allowance		$195,698.00	$215,500.00
Total Full-Day Kindergarten Phase 5	**$2,446,220.00**	**$2,041,281.00**	$1,878,295.68
Separate Price A			$43,769.00
Separate Price B			$33,546.00
Separate Price C			$5,000.00
Total Separate Price Items			$82,315.00
Grand Total	**$2,446,220.00**	**$2,041,281.00**	$1,960,610.68

The costs will be charged to account numbers 000-74-580864-6-313, 000-74-580844-6-313 and 000-74-580818-6-313.

TIMELINES:
As stated in the Form of Tender, De Angelis Construction Inc. is scheduled to commence work immediately with completion of work in 17 weeks. All sites are to be open for the 2014-15 school year.

APPENDICES:
N/A

REPORT REVIEWED BY:
☒ EXECUTIVE COUNCIL Review Date:
☒ EXECUTIVE SUPERINTENDENT Approval Date:
☒ DIRECTOR OF EDUCATION Approval Date: