



**ACCOMMODATION REVIEW COMMITTEE
NORTH SIDE
WORKING MEETING
VICTORIA PARK TRAINING CENTRE
Tuesday, May 31, 2016 6:30 pm – 9:00 pm**

Chair: Colleen Kappel, Superintendent of Education

Moderator: Sheelagh Hendrick

Resource Staff: David Wright, Superintendent of Business
Dave Covello, Manager of IT and Corporate Planning
Heather Harris, Capital Planning Officer
Bruce Nugent, Communications Officer

Committee Members: Russell Aegard, Charles Bishop, Denis Bourdages, Marina Brescia, Kim Code, Serena Essex, Paul Fayrick, Paula Happanen, Kristine Hilden, Angela Hill, Casey Hudyma, Judy Korppi, Alex Kraft-Wilson, Shanlee Linton, Lee Ann Luby, Board Chair Deborah Massaro, Wayne McElhone, Anne Marie McMahon-Dupuis, Elaine Oades, Charlene Padovese, Michelle Probizanski, Susan Reppard, Vince Tropea, Dawna Watts

AGENDA ITEM	DISCUSSION	ACTION
	<p>The Chair welcomed everyone to the meeting.</p> <p>The Chair reviewed the contents in the meeting package that was distributed to all members:</p> <ul style="list-style-type: none">• April 19, 2016 Working Meeting Minutes• April 28, 2016 Community Consultation Meeting• May 9, 2016 Special Education Consultation Meeting <p>The Chair provided the upcoming meeting dates for the North Side ARC:</p> <ul style="list-style-type: none">• June 8, 2016 - Public Meeting	

AGENDA ITEM	DISCUSSION	ACTION
	<ul style="list-style-type: none"> June 16, 2016 - Final Working Meeting in the board room at the Jim McCuaig Education Centre, the date has been changed from June 20, 2016. 	
Review of the Norms	<p>The Chair reviewed the meeting agenda and provided an overview of the meeting norms:</p> <ul style="list-style-type: none"> Committee members are not required to reach consensus on options or information that will be presented to the Board. Discussions are focused on the potential for enhancing the learning environment and providing the best educational opportunities for students when considering the recommended options. No substitutes for absent members throughout the process in order to ensure continuity. (AEAC and SEAC members may send an alternate) The Chair will facilitate meetings. Minutes of meetings will be posted on the board website. Everyone has the opportunity to speak. The opinions and ideas of each committee member are thoughtfully considered. Meetings will begin and end on time. All members should sign in at each meeting. 	
Meeting Minutes April 19, 2016 Working Meeting	<p>The Chair asked everyone to review the April 19, 2016 ARC Working Meeting Minutes.</p> <p>Kristine Hilden advised that her suggestion to meet with the City regarding the City Recreation and Facilities Master Plan was not included in the minutes.</p>	
Business Arising From The Minutes Alternative Option 1 IB Programme to Superior	<p>The Chair spoke to Alternative Options that were contained on the padlet.</p> <p>One suggestion was to keep three high schools with Westgate, Hammarskjold and Superior by moving the IB Programme to Superior. This is a scenario that was considered by senior administration as they went through this process, but it was not considered a viable alternative. Programming for IB is separate from the rest of student programming so it does not help schools offer the breadth of</p>	

AGENDA ITEM	DISCUSSION	ACTION
	programming in the regular streams that students require. Enrolment outside of IB at Superior is projected to continue to decline, and IB would not help deal with this issue.	
<p>Business Arising From the Minutes</p> <p>Alternative Option 2</p> <p>Community Hubs in Schools with Low Enrolment</p>	<p>Another alternative suggestion was to create community hubs in schools with low enrolment. The board already have a number of community partnerships that exist in the schools and that provide valuable services and supports for students and their families. Very few of these community partners are able to contribute to the operating costs of the schools. They are subsidized. Beyond that, community partners do not help the board deal with issues of declining enrolment and ensuring that the board is able to offer the breadth of programming that students require.</p> <p>Q: Paula Happanen indicated that she didn't understand what was actually meant by 'subsidized', as it is her understanding that one of the options was having community groups moving into open space so that they would be paying rent.</p> <p>A: The Chair indicated that the board has partnerships now. The groups do not pay for the operating costs of the space they are using.</p> <p>Q: Paula Happanen requested clarification that the private daycares that are using space in the school do not pay for the space they are using?</p> <p>A: David Wright responded that the space is on cost recovery, that is, the daycare pays for custodial cleaning costs. The daycares do not pay for the repairs and maintenance. They pay a nominal fee as it is a mutual benefit they are in the board's buildings. Current community partners in the board buildings are subsidized.</p> <p>Q: Paula Happanen inquired how much would it cost if the space was offered at market value, or not as subsidized as it is now?</p> <p>A: David Wright responded that the fair market value would be \$11 to \$13 per square foot and the board is now charging \$7 per square</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>foot.</p> <p>A: Dave Covello responded that there is also a rural component. The cost for urban fair market value is \$11 to \$15 per square foot depending on space available.</p> <p>Q: Paula Happanen suggested that \$10 or \$12 per square foot would be an improvement over what is currently being paid. Paula inquired what kind of partners were looked at, and suggested organizations such as Eco Superior and groups like that, who currently pay market price for space, and offer programming for schools, if offered the opportunity, they may move in and pay for the space. Were these types of partners asked?</p> <p>A: The Chair indicated that the board presently doesn't have partners looking to obtain space. The board presently has partners such as Children's Centre Thunder Bay and the daycares who pay minimal costs.</p> <p>A: David Wright responded that the board has a Facility Partnerships policy and an annual facilities partnership meeting with community partners.</p> <p>A: Dave Covello responded that there is a public notice sent out for the meeting, as well as a website community application, criteria and parameters to participate. Some community partners have approached the board and the board has approached other groups such as the health unit. The Facility Partnerships meeting is a joint meeting with all Thunder Bay based school boards: Lakehead, Thunder Bay Catholic, and Conseil scolaire de district catholique des Aurores boréales. Also discussed is major renovation on buildings. The board has had some successes, there are 23 childcares presently in 26 buildings, Sherbrooke has a best start hub. The board has a partnership with Confederation College at Algonquin Public School. The board is open for any discussion on community use of space. The board also has commercial leases with Gillies Township at Whitefish Valley School and Lappe Local Services Board at Gorham & Ware Community School. The board</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>has been trying to make these things work. The Facility Partnership meeting took place in February 2016 and takes place annually. In addition, an application is on the board website. Doncia Leblanc, the Early Learning Lead, sits on the Best Start Hub committee where discussion takes place on how to expand different agencies into schools.</p> <p>Q: Kristine Hilden inquired about the funding brought in through community groups, income per square footage, how does it compare for the funding received for pupils and is it close to comparing?</p> <p>A: David Wright responded that the rent doesn't cover the capital component, it just covers the custodial services costs. If the rent was at market rate, it would be closer to covering ongoing repairs and maintenance. Grants are not broken down like that. In some cases it makes sense, but just paying for space doesn't benefit programming opportunities for students.</p>	
Presentation Parameters	<p>The Chair provided the presentation parameters: Each group has 10 minutes for their presentation. A timer will be used and presenters will be notified when there is three minutes remaining and again at one minute remaining. At the end of the 10 minutes the timer will go off and the presentation will be finished. Groups were asked to provide a copy of their presentation (preferably electronically) to assist with the minutes.</p> <p>Questions of clarification can be asked, those present were asked not to challenge a person's view point. Those present may provide clarification if information presented is incorrect.</p>	

AGENDA ITEM	DISCUSSION	ACTION
Presentations	<p>Group names were drawn by David Wright for presentation order:</p> <ol style="list-style-type: none"> 1. AEAC 2. CD Howe 3. Vance Chapman 4. Superior CVI 5. Hammarskjold High School 6. SEAC 7. St James <p>ARC members were asked to write down questions and questions will be answered at the end of all presentations.</p>	
AEAC	Serena Essex presented on behalf of AEAC a Power Point presentation. A copy of the presentation is attached as Appendix A.	
CD Howe	Wayne McElhone, Principal @ CD Howe, presented on behalf of CD Howe a Power Point presentation. A copy of the presentation is attached as Appendix B.	
Vance Chapman	Anne Marie McMahon, Shanlee Linton, Leanne Luby, and Marina Brescia presented on behalf of Vance Chapman, a Power Point presentation. A copy of the presentation is attached as Appendix C.	
Superior	<p>Michelle Probizanski, Judy Korppi, Kristine Hilden, Susan Reppard and Casey Hudyma presented on behalf of Superior CVI, a Prezi presentation.</p> <p>The presentation contained a video tour of the facilities at: https://animoto.com/play/5HG1DhrdcmkARvv0d1oqsA</p> <p>A copy of the presentation is attached as Appendix D.</p>	
Hammarskjold	Paul Fayrick, Dawna Watts, Alex Kraft Wilson and Allison Jones presented on behalf of Hammarskjold High School, a Power Point Presentation. A copy of the presentation is attached as Appendix E.	

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SEAC	Angela Hill, SEAC Representative on the North Side ARC, presented on behalf of SEAC. A copy of the presentation is attached as Appendix F.	
St James	<p>Paula Happanen, Chair St. James School Council presented on behalf of St. James, a Prezi presentation:</p> <p>https://prezi.com/4xfqo2emrxg4/st-james-school/?utm_campaign=share&utm_medium=copy</p> <p>The presentation contained a video of a St. James parent speaking about the school.</p> <p>A copy of the presentation is attached as Appendix G.</p>	
Questions of Presentations	<p>Q: Kristine Hilden requested clarification of the comment made during the CD Howe presentation on the Red River split: three schools on the south side, two schools on the north side. Kristine didn't understand what the concerns of parents were.</p> <p>A: Wayne McElhone responded that on the north side of Red River Road, there are St. Bernard, St. Margaret and Bishop Gallagher. If the board closes two of its schools on the north side, and there are just Vance Chapman and Claude Garton, people in the CD Howe area will go to schools closest to them, they won't go to Vance Chapman.</p> <p>David Wright commented on the questions in the presentations regarding childcare and the lack of specificity of where the childcares would be located. Whatever options the board goes with, there will be space for childcare. The board doesn't make the decisions about childcare. The DSSAB makes the decisions. The board is looking for commitment from the DSSAB to support whatever option the board decides to go with. The board would like to offer a childcare with whatever option the board goes with. A meeting is scheduled with the DSSAB regarding childcares.</p> <p>The Chair indicated that when administration meets with the DSSAB the concerns from parents/guardians regarding childcares will be</p>	

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	<p>brought forward to the meeting.</p> <p>Q: Shanlee Linton requested clarification from the Superior CVI presentation if they gathered any feedback from parents/guardians and students?</p> <p>A: Michelle Probizanski responded that they used the student survey results from board and information from the parent council as well as input from staff.</p> <p>Q: Allison Jones inquired how will students be accommodated if delays occur in the construction of additions/renovations?</p> <p>A: David Wright responded that a contingency plan will allow students to stay at their current school if there are delays in construction.</p> <p>Q: Paul Fayrick inquired about the minutes from the Community Partner meeting that took place on April 28, 2016 and that there was no representation from the City of Thunder Bay. Paul Fayrick inquired if the city was invited to the meeting or whether that was an omission in the minutes? Or, if no one from the city was present, is there any plan to meet with city officials regarding the city recreation and facilities master plan.</p> <p>A: David Wright responded that board administration has had two meetings with the city in regards to the city recreation and facilities master plan. One meeting was with the consultant working for the city and the other meeting was with city staff.</p> <p>A: Heather Harris clarified that the city was invited to the meeting but Heather was not sure why they didn't attend.</p>	

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Public Meeting June 8, 2016	<p>The Chair requested input on what should be presented at the public meeting that will take place on June 8, 2016. Suggestions/comments/questions included:</p> <ul style="list-style-type: none"> • Alex Kraft Wilson – clarification of the process. • Paul Fayrick – why aren't all the Trustees at the public meetings? The whole process and decision making and how does the decision get made? • Elaine Oades – reassurances about the daycare, if the building isn't complete, that it will be status quo or a plan will be put in place. Transportation, and what will be done for marginalized students who miss the bus to school. • Michelle Probizanski – clarification about the process and explaining each step. A lot of people don't understand what happens on June 23. • David Wright provided clarification that on June 23 administration will bring the final staff report with the recommendations to the Board. This is the same final staff report that goes to the board in October. The public will have an opportunity to address Trustees directly at the delegations in September. Delegations will provide feedback on administration's recommendations in the final staff report. Feedback from the delegations will be included in the final staff report that will go to Trustees on Oct 4, 2016. • Michelle Probizanski suggested if ready to do so, can the public see what schools would look like renovated. That would help a lot. • Elaine Oades inquired if the June 23, 2016 board meeting is open to the public. • David Wright clarified that the meeting is a special board meeting in public session and is open to the public. • Anne Marie McMahon Dupuis inquired if the delegations have the same guidelines as the budget committee delegations? • David Wright responded that the delegation guidelines will be provided. • Angela Hill suggested that parents and students with special needs be advised that if they didn't attend the Special 	<p>Public Meeting Item: Process</p> <p>Public Meeting Items: Daycares, Transportation</p> <p>Public Meeting Item:</p>

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	<p>Education Focus Group session on May 9, 2016 and they have questions, where can they send their questions to? That needs to be clarified.</p> <ul style="list-style-type: none"> • Bruce Nugent responded that any questions can always be sent to renewal@lakeheadschoools.ca • Paul Fayrick suggested that in an “other things” category that the public be presented with updated costs associated with tours of schools, and estimates on renovations, etc. • Susan Reppard inquired if all questions that have been sent to renewal@lakeheadschoools.ca have been posted? • Bruce Nugent responded that most frequently asked questions and responses have been posted, there are some that need to be posted. The questions that administration cannot answer are not posted. • Paul Fayrick inquired about the recommendations from SSSAA that were provided to the ARC and that the information is not posted on the website. • Heather Harris responded that the information should have been posted on the website and Heather will follow up. • Michelle Probizanski requested that clarification of the purpose of the ARC is provided to the public and clarification that everything that comes through the ARC goes to Trustees. • Kristine Hilden indicated that a number of staff and a handful of parents have approached ARC members at Superior about staffing. There is a lot of uncertainty about what is happening and is creating anxiety for staff and parents, especially those who have students with special needs how do you have that continuity? Perhaps something to address that. • The Chair responded that administration have been asked those questions. The board has Collective Agreements and staffing processes in place that will address that. Administration works closely with the unions in a situation like this to follow the collective agreements. The Chair responded that we cannot provide specifics at this time. • Allison Jones inquired if Superior CVI could share the results from their student survey? • Michele Probizanski indicated that the board provided Superior 	<p>Questions from Special Needs parents/guardians</p> <p>Public Meeting Item: “Other Things”</p> <p>Heather will post the SSSAA information on the website</p> <p>Public Meeting Item: Purpose of the ARC</p>

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	<p>with their own survey results and Michelle then posed the question to administration if the Superior's student survey results could be provided to Hammarskjold?</p> <ul style="list-style-type: none"> • Heather Harris responded that each school received their own survey comments and the statistics went to all the schools. • Michelle Probizanski suggested that Casey Hudyma could bring the results to a student senate meeting with students. • Serena Essex inquired if the results can be shared with SEAC and AEAC as well? • Heather Harris responded that the information was sent to all the schools and principals. Heather will send the pdf of the results to all ARC members, but not the comments. • Michelle Probizanski suggested that the student voice survey results be presented at the public meeting. 	<p>Heather Harris will send the pdf of the student survey results statistics to ARC members.</p> <p>Public Meeting Item: Student Survey Results</p>
Adjournment	<p>The Chair thanked everyone for their time and contributions to the meeting and reminded everyone regarding the date change for the final North Side ARC working meeting to Thursday, June 16, 2016.</p> <p>The meeting adjourned at 8:52 p.m.</p>	

ABORIGINAL EDUCATION ADVISORY COMMITTEE - ARC FEEDBACK

Presented by Gerry Martin and Serena Essex
May 31, 2016

COMMON THEMES DISCUSSED:

- Relationships
- Land Base
- Public Trust

WHAT STRENGTHS AND OPPORTUNITIES DOES AEAC FEEL WILL BE BENEFICIAL MOVING FORWARD WITH THE RENEWAL PLAN?

- Students have an opportunity to continue their education together from K to 12 - all students and friends would move together to a new location
- At the high school level they would have more courses offered which would give better opportunities to students – more programming for higher student numbers; smaller numbers make it more difficult to timetable
- Greater land space at Vance Chapman and Hammarskjold

WHAT STRENGTHS AND OPPORTUNITIES DOES AEAC FEEL WILL BE BENEFICIAL MOVING FORWARD WITH THE RENEWAL PLAN? CONTINUED:

- Large space for expansion of Elementary schools and partnering child care and services at Superior
- More availability of resources in one space
- Opportunity to create a culturally safe space for students, programming, and community resource visitors.

WHAT CONCERNS AND QUESTIONS DOES AEAC HAVE WITH THE PROCESS AND THE PLAN?

- There is a fear of social clashes once students are moved.
- Will we have students leaving our board and moving to the co-terminus board? How will this be addressed if it starts to happen?
- Concern with hall size for Superior in event of emergency; may be too small for large number of high school students. (student perspective – anxious of too many people)
- Resources material and human: since there will be an increase in the number of students, how accessible will these resources be for students. What is the plan to ensure that they are utilized in a fair and equitable manner?
- At the High school level, will classes sizes be considered?

WHAT CONCERNS AND QUESTIONS DOES AEAC HAVE WITH THE PROCESS AND THE PLAN? CONTINUED:

- Concerns regarding proximity of school for marginalized students that may miss their bus. Will this result in lower attendance if accessibility is hampered?
- Need to communicate with families that alternate transportation can be accessed for students requiring transportation after extra-curricular activities.
- Will there be an opportunity for a “culturally safe area” for students (ex smudging area)?
- Will this also be considered in the new build of the elementary school?

C.D. HOWE FEEDBACK

FEEDBACK FROM SURVEY CONDUCTED IN MAY 16



WHAT STRENGTHS AND OPPORTUNITIES DO YOU SEE IN BOARD'S RENEWAL PLAN?

- Makes best use of \$\$\$ available
- Accessibility for special needs students
- Better programming for students long term
- Chance to attract new students to public school system
- JK to 8 schools keep students together
- New or renovated facilities
- More central location if Superior chosen for elementary



WHAT CONCERNS DO YOU HAVE ABOUT THE PROPOSED RENEWAL PLAN?

- Sad to close C.D. Howe
- Superior should be new elementary and Ham the north side high school
- Ham should remain as north side high school
- Timeline to complete buildings. Worried Ham might end up in hands of catholic board
- Availability of day care spaces
- Keeping high schools open based on their technology while not giving elementary students the same advantages

CONCERNS CONTINUED

- **Using an older less attractive building for elementary**
- **The size of the school populations-would rather see smaller**
- **If Vance Chapman is option, students will flee to other schools/board**
- **Larger schools mean less opportunity for students to build relationships**
- **I want an intimate school community**
- **Offering French Immersion in smaller schools might save them from closure**
- **CD Howe is a great catchment area. I cannot believe there aren't children in the area to sustain it as a viable school**
- **Busing our kids to Vance Chapman is unreasonable when there are schools close by-Gron Morgan/Algonquin**
- **In a bigger school kids become a random child in a sea of others**
- **The board needs to review the school zoning during this renewal process. Woodcrest continues to grow and rather than build an addition there move the County Park students to Vance/Superior**

Concerns Continued

- Algonquin will continue to decrease with C.D. Howe students not moving over. Increase zone to Van Norman. Students in this area can walk 5 min to Algonquin-saving bus costs
- Rezoning to allow maximum number of students to walk
- If Superior becomes new elementary, close Claude G and Algonquin and move them to Superior

WHAT QUESTIONS DO YOU HAVE FOR THE RENEWAL PLAN?

- (if 3 public schools go to Vance) Need to look at parking, daycare, accessibility
- If Superior is to remain as high school will there still be shop classes, football etc?
- Is there an alternative plan if schools not done (retrofitting two schools)
- What will schools look like?
- Will there be improvements to yard when Superior is new elementary school?
- We need more detailed information on what programs will be going into Superior.
- What will be done with Ham lot if the school is closed? Could the Ham lot be considered for a new N Side Elementary school?

QUESTIONS cont'd

- **With more children attending a large volume school, will this mean less one on one help?**
- **Does this mean more split grade classes and splits for. Library, computers, lunch rooms etc. To accommodate all the children?**
- **What are the values and criteria that LPSB is using to inform its decisions.**
- **When are final decisions anticipated?**
- **Why Vance Chapman? It's on the far edge of the city. It is not central to schools slated for closure whereas Superior CVI would be.**
- **Why close Ham? Its large lot offer lots of opportunity for sports and outdoor activities and parking**
- **Will there be daycare at chosen school?**
- **Why wasn't Algonguin and Claude added to the schools being closed and put into Superior. \$\$\$to be saved.**



WHAT RECOMMENDATIONS DO YOU HAVE FOR THE RENEWAL PLAN?

- My choice would be to amalgamate the 3 public schools into Superior with Ham to remain as N Side High School
- I would like Superior to become an elementary school
- Better communication to elementary families! We have children who will stay with the Board the longest. We are the ones who will keep the school board alive.
- Better ways for elementary parents to become informed and have a say.
- Elementary families will be invested in LPPSB for the longest period of time

RECOMMENDATIONS CONT'D

- All trustees should attend public meetings
- I recommend Superior as new elementary school. It is a newer school.
- CD Howe could remain open with more programs and French immersion. CD Howe is in a great
- Location
- Why was so much money spent on recent improvements at CD Howe?

FINAL COMMENT

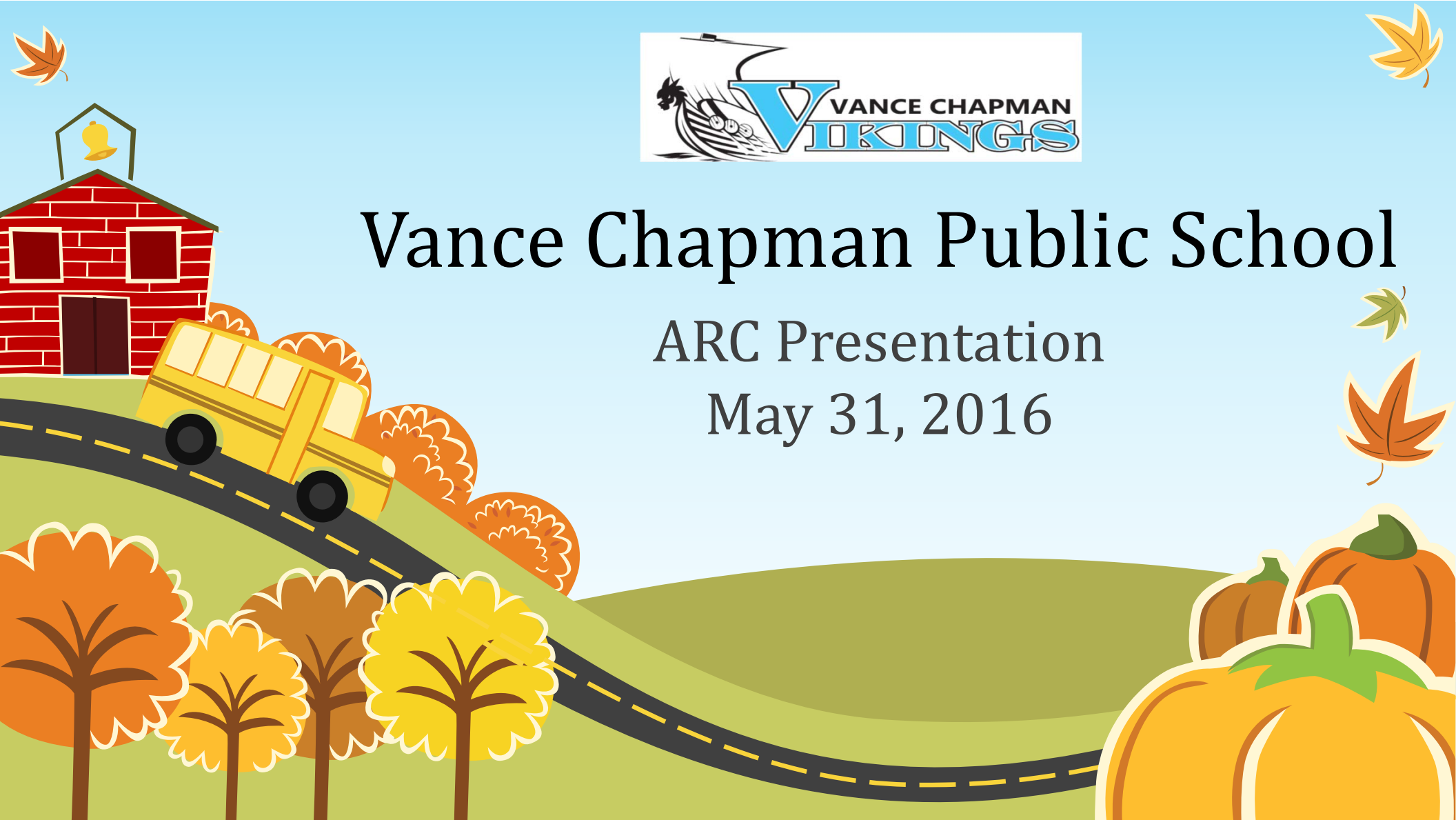
I want to emphasize how important it is to have space **INSIDE** whichever location is chosen for before and after school day care. I don't think we can under-estimate how important it is that the students spend their time in one spot for the day. The Board keeps talking about the daycare spaces will be at a "location", but it's much too vague. In today's world a lot of parents rely on a place for their kids in the time between the end of the school day and the end of the work day



Vance Chapman Public School

ARC Presentation

May 31, 2016



Feedback Process

- Each family received a link to a 5 question survey ... through survey monkey
- Each staff member received a link to a 6 question survey...through survey monkey (Responses for the 6th question will be sent to HR-staffing)
- Each survey included a link to the renewal plan for review
- 10 day window to complete the survey

Response Data

	Families
Potential	216 (286 students)
Actual Completed	28
Percentage of Feedback Returned	13%

Survey Question #1

After reviewing Option 1, please provide us with your opinion of the strengths of this option. (Vance Chapman population staying at present site)

- Large Yard Size (for play area and addition for growth in future)
- Natural Forest Setting (presently used for field trips and outdoor classroom)
- Location for families in area
- More Staff at One Site = More Opportunities for Extra Curricular (Variety of Strengths of staff)
- Was Built for Elementary Students (cupboards, cloakrooms, washrooms)

Survey Question #2

After reviewing Option 2, please provide us with your opinion of the strengths of this option. (Vance Chapman population moving to Superior Site)

- Central Location for All Three Elementary Schools
- Options available for Home Economics/Shops/Technology Based Classes
- More Staff at One Site = More Opportunities for Extra Curricular (Variety of Strengths of staff)
- Site is Fully Accessible
- New Facility (Gym Larger...availability)
- New Facility (draw for present and new students)

Survey Question # 3

After reviewing Option 1, please provide us with your opinion of any drawbacks of this option. (Vance Chapman population staying at present site)

- School is NOT Fully Accessible
- Older Facility
- Cost to Renovate an Older Facility
- Limited Parking

Survey Question #4

After reviewing Option 2, please provide us with your opinion of any drawbacks of this option. (Vance Chapman Population Moving to Superior Site)

- Limited Parking
- Built as a High School Not for Small Children (size of building / specialty classrooms)
- Playground?
- Busy Streets for Safety
- Ability to Create a Large Outdoor Space for Outdoor Playground/Outdoor Classroom

Survey Question #5

Please list any additional comments or concerns that you may have regarding the Renewal Plan.

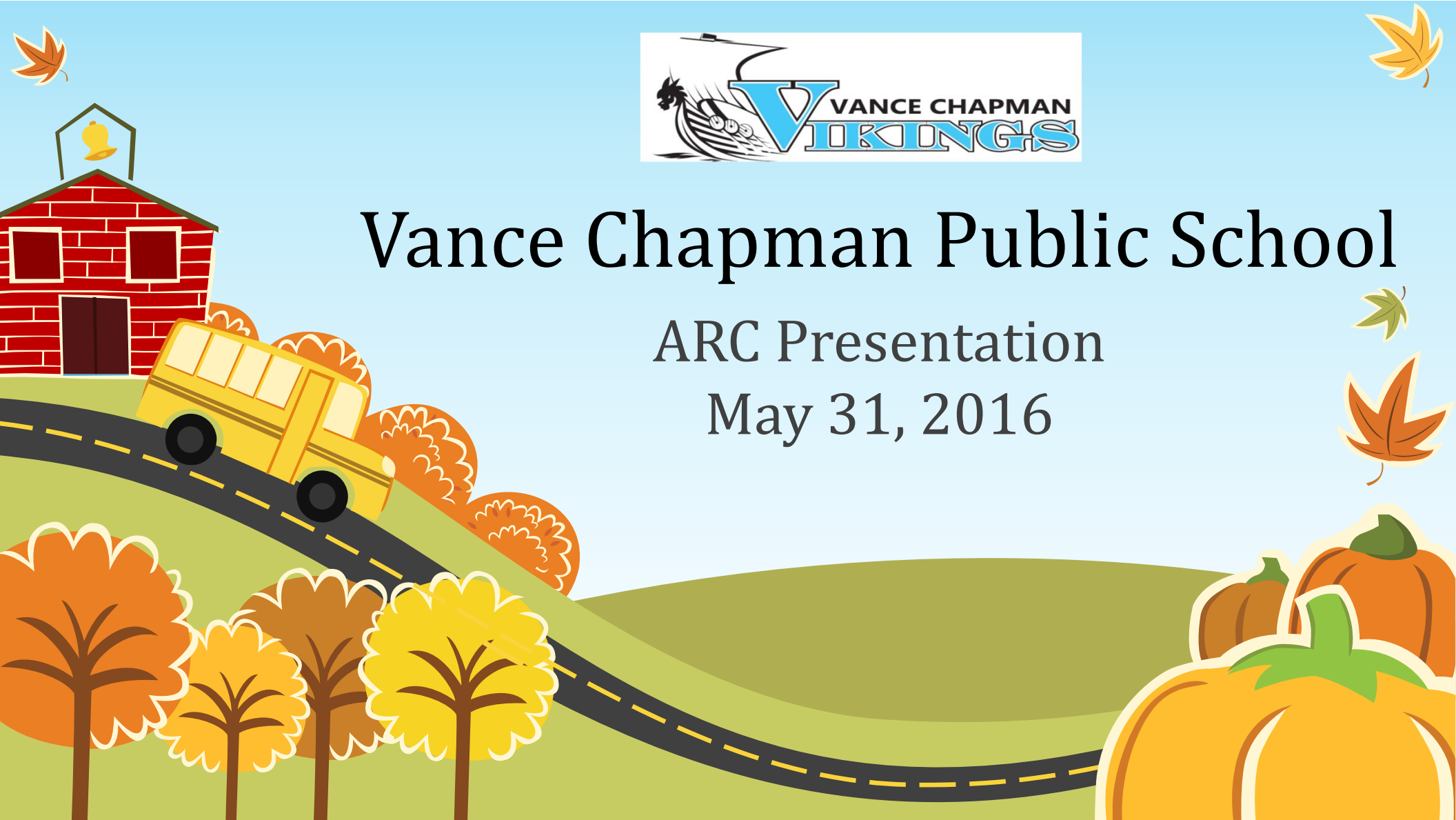
- Either Option....concern for a need for a new playground
- Asking for clarity in cost of renovations for both options.
- How does re branding work? (for an elementary school or a high school)
- Are there design plans available for the addition at Vance Chapman?



Vance Chapman Public School

ARC Presentation

May 31, 2016





THE ROAD TO NORTH SIDE SCHOOL RENEWAL

*OUR SECONDARY EDUCATION SYSTEM MUST BE
PROGRESSIVE AND INNOVATIVE AS WE ADDRESS
21ST CENTURY NEEDS*



"Our graduates are...entering a world that is more competitive, globally connected and technologically engaged than in any other period in history"

Kathleen Wynne-Achieving Excellence: A Renewed Vision for Education in Ontario (2014)





SUPPORT FOR OPTION 1

STRENGTHS & OPPORTUNITIES



Choosing the right road to school renewal is clear

Renewal decisions must focus on determining which option is...

- Most cost-effective, fiscally responsible, and green for the long term
- Provides the best facilities & specialized programming for the future of Thunder Bay students

~As per the Ministry of Education
Mandate 2014





SUPPORT FOR OPTION 1



STRENGTHS & OPPORTUNITIES

The Operational Plan (2015) of the Lakehead Board states that, "... (it) will further reduce its carbon footprint by reducing greenhouse gas emissions...continuing with a long term energy management strategy that guides **capital investments** in schools"

Option 1 has an overall **smaller environmental footprint** than Option 2 (SCVI meets "Silver Standard" for Leadership in Energy and Environmental Design (LEED))



It is easier to **build** a green addition than to renovate an older building to be green



SUPPORT FOR OPTION 1

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STRENGTHS & OPPORTUNITIES

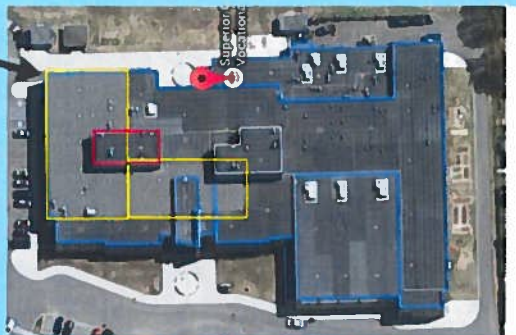


KEEPING SCVI AS A SECONDARY SCHOOL IS THE MOST COST EFFECTIVE OPTION

Over the long term, adding an addition to a new school will cost less than renovating & maintaining a 57-year-old building

The addition falls within the city's zoning bylaws of 14 m - the top of the addition would not exceed the current highest point of 13.4 m

The third floor addition is outlined in yellow



SUPERIOR CVI WAS STRUCTURALLY ENGINEERED & BUILT TO SUPPORT AN EXPANDING STUDENT POPULATION - THROUGH A **PLANNED** EXPANSION FROM 2 TO 3 FLOORS!



The building was architecturally designed and constructed to support a third floor VERTICAL expansion - **taxpayer money** was **already spent** to prepare for future expansion



SUPPORT FOR OPTION 1

STRENGTHS & OPPORTUNITIES



ADDITIONS VS. RENOVATIONS - SAVING MONEY



Renovating & retro-fitting an old school will uncover hidden costs.
Not ALL innovative technology & infrastructure can be transferred from Superior CVI to Hammarskjold HS

This would mean giving up new, "State-of-the-Art" facilities designed for Secondary students - to move into an older building that was deemed "out of date" in 2007, when the decision to build SCVI was made





SUPPORT FOR OPTION 1

STRENGTHS & OPPORTUNITIES

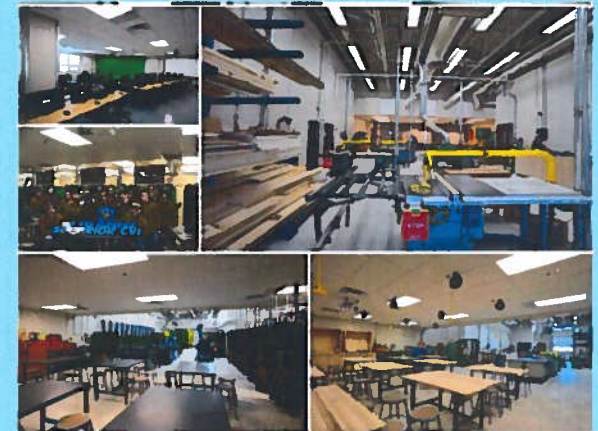


"...the cost to duplicate the ...shops is in the millions...and the province is cutting many funding areas...to move to a 50-60 year old school is a setback to the trades..."

Jim Dyson (Con College Welding Coordinator)

Option 1 presents up to date, new infrastructure designed specifically for secondary students and curriculum - **not elementary**

Option 2 presents a building with aging infrastructure (pipes, wiring, plumbing, and ventilation) as well as, structural issues (ie, asbestos - removal costs will need to be calculated in)





SUPPORT FOR OPTION 1

STRENGTHS & OPPORTUNITIES



If Option 2 is chosen, what portion of the available "Renewal funding" will be used just to get Hammarskjold to the same standard?

What specifically (to the same standard) will be sacrificed in the move?



Examples of potential losses:

- Precision Welding
- Communications Technology
- Video Broadcasting integrated into curriculum
- Cafetorium
- Full spectrum lighting as opposed to fluorescent lighting
- Digitalized classrooms which leads to specialized programming (fibre optics wiring etc)
- Sound proof rooms for music
- Specialized venting for smudging
- Control room connected and networked to stage



CONCERNS ABOUT OPTION 2

STRATEGIC DECISION MAKING



In 2007, the province gave Lakehead Schools over \$26 million to build Superior CVI - a new "State of the Art" Secondary school

At the same time, they also invested \$11 million to build a brand new Elementary school on the north side of Thunder Bay.

If Option 2 is chosen, the Elementary system will gain another new facility, while Secondary students will be transferred to an outdated facility.





CONCERNS ABOUT OPTION 2



VISION FOR THE FUTURE

When the decision was made to close Hillcrest & PACI, the option of re-locating students to Hammarskjold, was considered & dismissed

Quotes from a Chronicle Journal article published at the time show that the Province and the Lakehead Board believed that building an innovative new Secondary school was a better option

"Gravelle said that it was clear for sometime that a new high school was needed in Thunder Bay. A request was put in for a new facility and it was accepted by Kathleen Wynne, Ontario's Minister of Education"...

"In some cases it does make sense to repair existing schools, but clearly in this case the capital investment required is better spent on a new facility" (quote from Bill Mauro).

Chronicle Journal, Sept 13, 2007



CONCERNS ABOUT OPTION 2

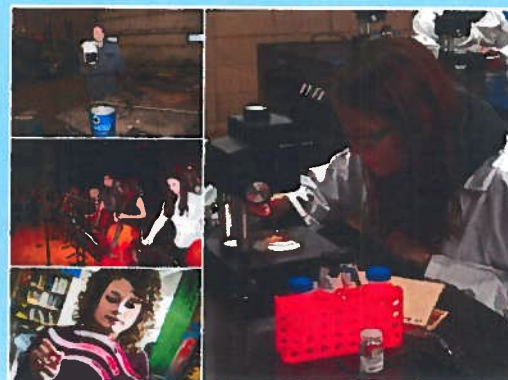


INVESTMENT IN BOTH LEVELS OF EDUCATION

Creating brand new schools for only elementary level students (potential new build on south side as well) is being short sided in that **secondary students deserve the same quality of learning environment and education that a new building provides**

When parents make the decision about which board to enroll their child in, they expect quality education through a natural progression from K-12

Superior CVI has modern facilities & equipment - which provide diverse & unparalleled preparation for post secondary. **In larger cities, people pay for their children to have access to the specialized programming and state of the art facilities- in fact, educators from around the Province often tour Superior to aid them in designing their own secondary schools, and the school is used as a draw for International Students.**



CONCERNS ABOUT OPTION 2

INVESTMENT IN BOTH LEVELS OF EDUCATION

A new, Public Elementary option has already been built on the North Side (*i.e.*, Woodcrest)

If Superior, with its current capacity of 1000 students, is converted into an elementary school, the population is projected to be 462 in 2020 and by 2025, 405 students. This does not meet the Ministry mandate of reducing empty pupil spaces - which is the basis of the current proposal to consolidate

Why should more capital money be invested in elementary options?

Woodcrest Elementary School- built in 2009





CONCERNS

ENVIRONMENTAL FOOTPRINT

According to 2013 Environmental Footprint calculations as published on the LDSB's website,

Option 2 would see Hamm and Superior staying open as schools which would produce **1 112 802.82** kg of greenhouse gas emissions per year



Option 1 would see Superior and Vance staying open as schools which would produce **551 446.98** kg greenhouse gas emissions per year - **CREATING A SMALLER ENVIRONMENTAL FOOTPRINT** in alignment with the Province's Climate Change Strategy





CONCERNS



Available Land for Parking and Sports

The Board and City presently have a partnership agreement for green space around Superior CVI (Brent Park)- this can be advanced by meeting with The City NOW as they complete their Recreation and Facilities Master Plan.

The parking is sufficient for staff of both schools. According to the current zoning by-laws, the # of spaces must be in accordance with the # of classrooms in a ratio of **2.25 spaces per classroom**. At present, Superior has 160 (plus 36 at Balsam Pit) which exceeds the requirement of 106 spaces. If the addition of a maximum of 16 classrooms was completed, the minimum parking spaces required would be 147 spaces.

Therefore the football field may remain as is.



STAKEHOLDER QUESTIONS



OPTION 2 - TRANSFER OF INVESTMENTS TO THE ELEMENTARY SYSTEM

If Option 2 is chosen, it will result in the transfer of a new Secondary school worth over \$30 million in investments to the Elementary system, **making it the most expensive elementary school in the province.** This is on top of the \$11 million that was recently invested in building Woodcrest Elementary, as well as a potential new elementary build on the south side of the city.

How will equity be ensured for the secondary panel?

How will the stated \$3.5 million (needed to renovate Hammarskjold) ensure that our Secondary students have all of the opportunities available that they **ALREADY HAVE** at Superior CVI?



STAKEHOLDER QUESTIONS

FOR BOARD's FAQ PAGE

Are you considering the attraction of Superior CVI as a secondary school to International Recruitment Officers?

Student parking has never been an issue at any other high school in Thunder Bay, including the former PACI and Hillcrest, why is this a concern now?

Has the parking at Balsam Pitts (which is shared with SCVI) been considered?

Superior CVI meets the "Silver Standard" for Leadership in Energy and Environmental Design (LEED). How will the Board get Hammarskjöld up to this standard in order to comply with climate change and green initiative strategies being put forth by the Provincial Government?

Where will you put the JK/SK separate playground if Superior becomes an elementary school?

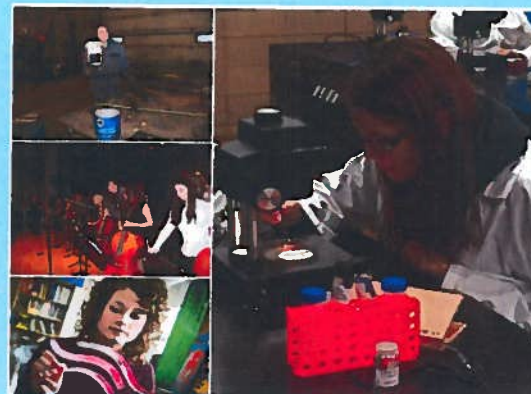


IN CONCLUSION...

THE ROAD TO SCHOOL RENEWAL

Building Superior CVI as a secondary school was the right thing to do. It was a sound research based decision, and supported by both the Lakehead Board as well as the Ministry of Education.

It is essential, for the **credibility and future well being of Lakehead Public Schools**, that the original intent of this large scale investment is maintained.



SUPERIOR CVI THE RESPONSIBLE CHOICE FOR SECONDARY EDUCATION

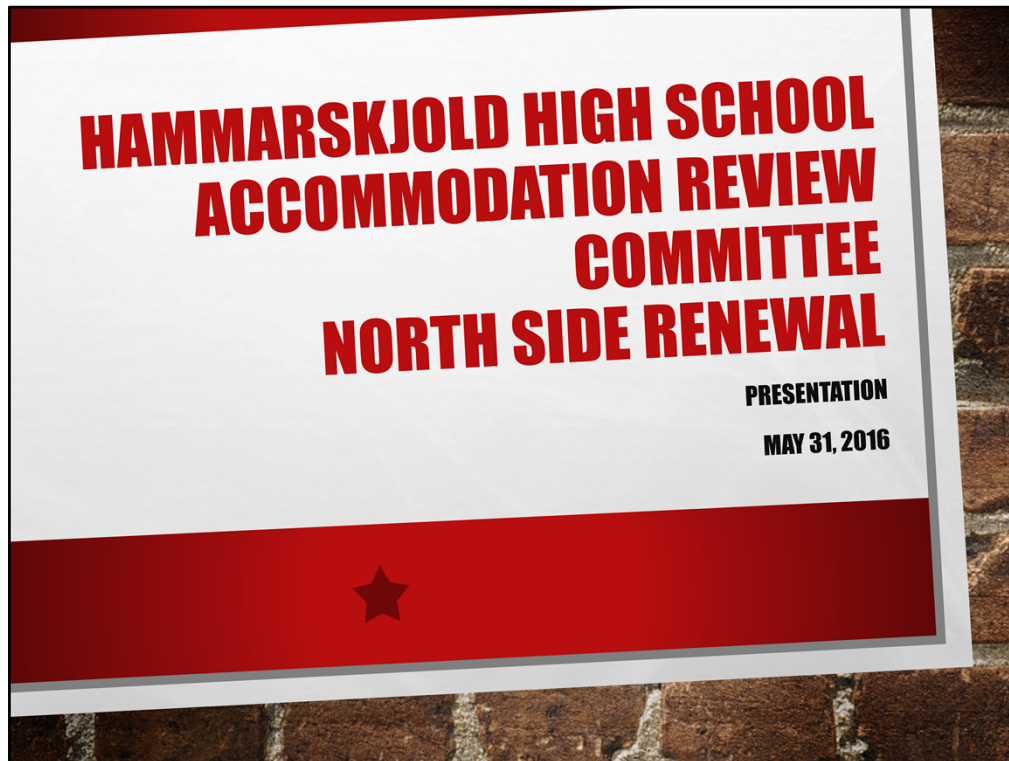




***Click on VIDEO for a tour of
the facilities***



<https://animoto.com/play/5HG1DhrdcmkARvv0d1oqsA>



ACKNOWLEDGEMENT

It is with the deepest respect for all school communities affected by the north side renewal plan and the unique challenges we all face that we make our presentation

~ Hammarskjold ARC Committee ~

SUPPORT FOR THE PROPOSED RENEWAL PLAN

- We have great excitement for the plan
- We respect and applaud the vision that the LDSB demonstrates in creating this opportunity to streamline and amalgamate our schools into exceptional institutions that will enrich and prepare our students to be active, well-rounded citizens in the 21st century

POTENTIAL BENEFITS OF AMALGAMATION

This process will provide students with:

- a variety of high quality academic programming
- a variety of high quality clubs, groups and extracurricular opportunities
- the opportunity to find like-minded and supportive peer groups, especially for students with diverse needs
- a greater pool of athletes for varsity and intramural sports
- a strong, unified north side school community

As well, amalgamation will address declining enrollment and the financial concerns that the Board must face.

HAMMARSKJOLD HIGH SCHOOL STAKEHOLDER (PARENTS AND STAFF) FEEDBACK

- Stakeholders support making Hammarskjold HS into an even better composite school than it already is through upgrades proposed in the renewal plan



Making Hammarskjold the north side composite HS:
Capitalizes on the valuable outdoor real estate
Maximizes the use of existing interior space
Benefits from the most central location
Maintains efficiency of transportation and traffic flow
Ensures growth potential for the Board and
Provides a composite high school equal to the proposed south side site

1. MAXIMIZES VALUABLE OUTDOOR REAL ESTATE



Hammarkjold's outdoor space includes a track and multiple fields that can be utilized for practices concurrently by both junior and senior football teams or the boys' and girls' varsity soccer teams

The outdoor space also allows for cross curricular activities including, physical education, geography, science

And the green space can be used to address culturally diverse needs, including support for indigenous cultural values, environmental activism, and team building activities like winter carnival

Space provides a respectful buffer between our school community and our residential neighbors

The school site is 17 acres of land



The site provides ample parking for students, staff, buses & community users



The outdoor space contributes to the physical, emotional, and spiritual well-being of students



If this space is lost, it cannot be replaced



Hammarkjold has a proven track record of accommodating 1400 students and 100 staff, that's **over** 1500 people. The expansive physical layout of the building has numerous benefits:

There are designated wings for academics, math, science, moderns, technology, social sciences, student success, special needs, physical education and the arts.

Wide halls accommodate movement between periods, which is especially important for students with mobility challenges and also provide space in winter for sports training after school.



There are two enclosed courtyards that are used for student activities, including special needs students and our community gardeners.

The layout facilitates efficient fire safety and evacuation procedures, which are enhanced by the maintenance road around the school.

MAXIMIZES THE USE OF EXISTING INTERIOR SPACE CON'T



There are large wood, metal, manufacturing,

MAXIMIZES THE USE OF EXISTING INTERIOR SPACE CONT



Auto and

MAXIMIZES THE USE OF EXISTING INTERIOR SPACE CON'T

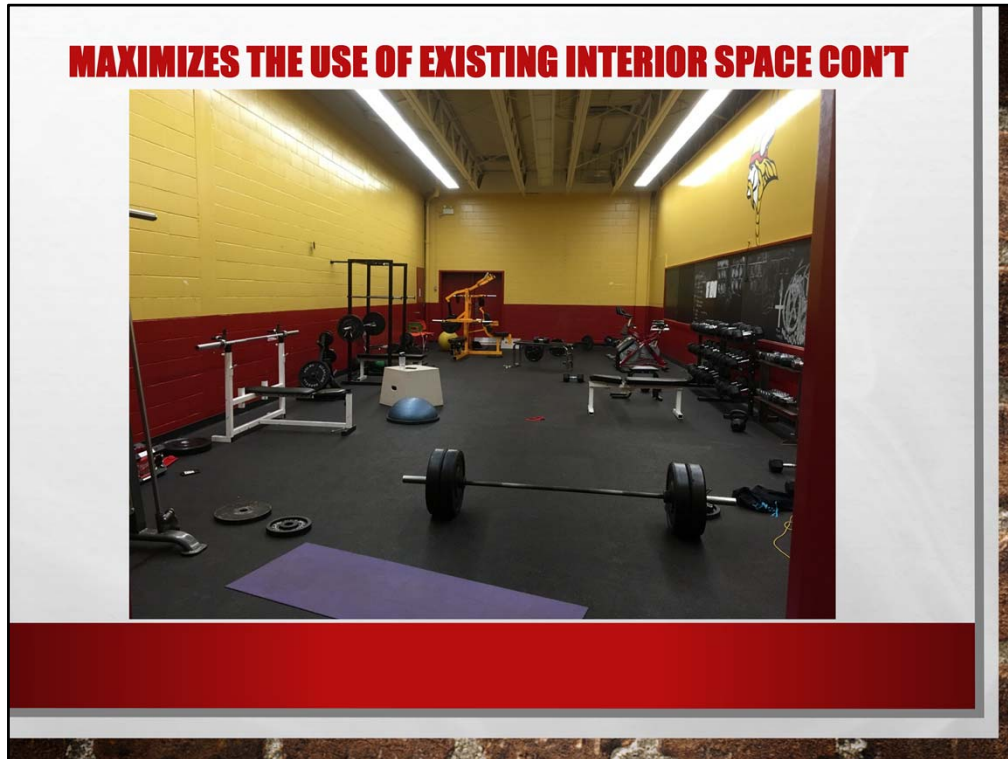


cosmetology tech shops with flexible space that can be easily upgraded in the proposed plan

MAXIMIZES THE USE OF EXISTING INTERIOR SPACE CONT



Hammariskjold has numerous gyms, including the main gym, wrestling room,



newly designed multi purpose fitness room, and other gym spaces.

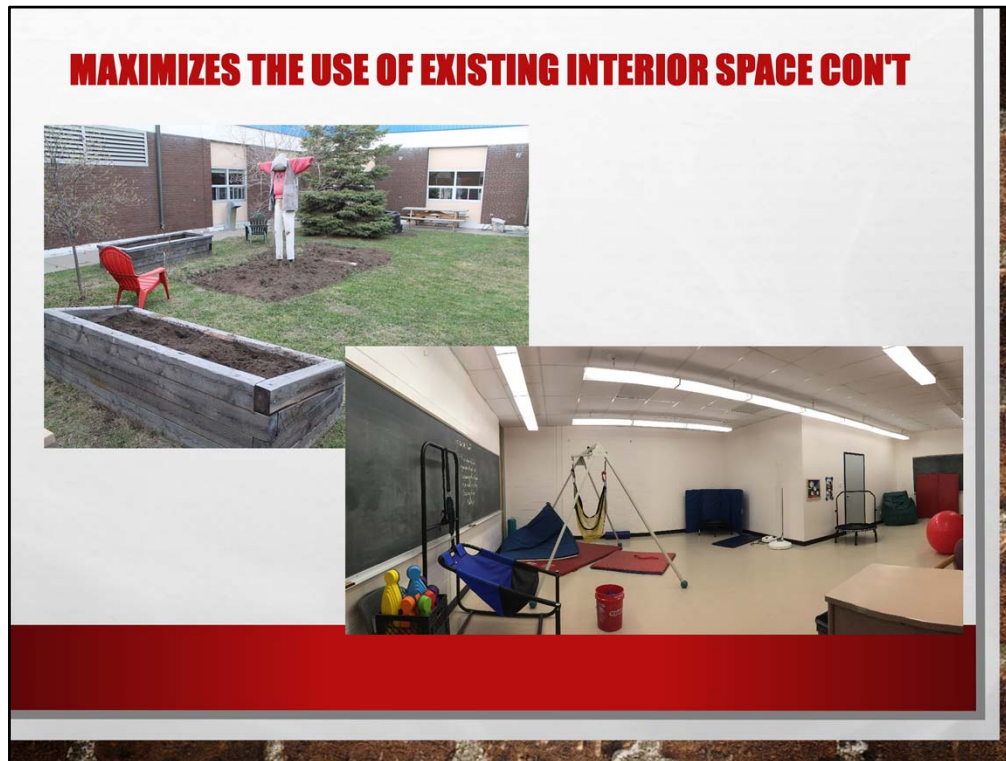
MAXIMIZES THE USE OF EXISTING INTERIOR SPACE CONT



There are large classrooms to comfortably accommodate 1300 plus students

A dedicated language lab which accommodates French immersion, core French and native language programs

And large department areas for staff, reflecting the existing composite school organizational units



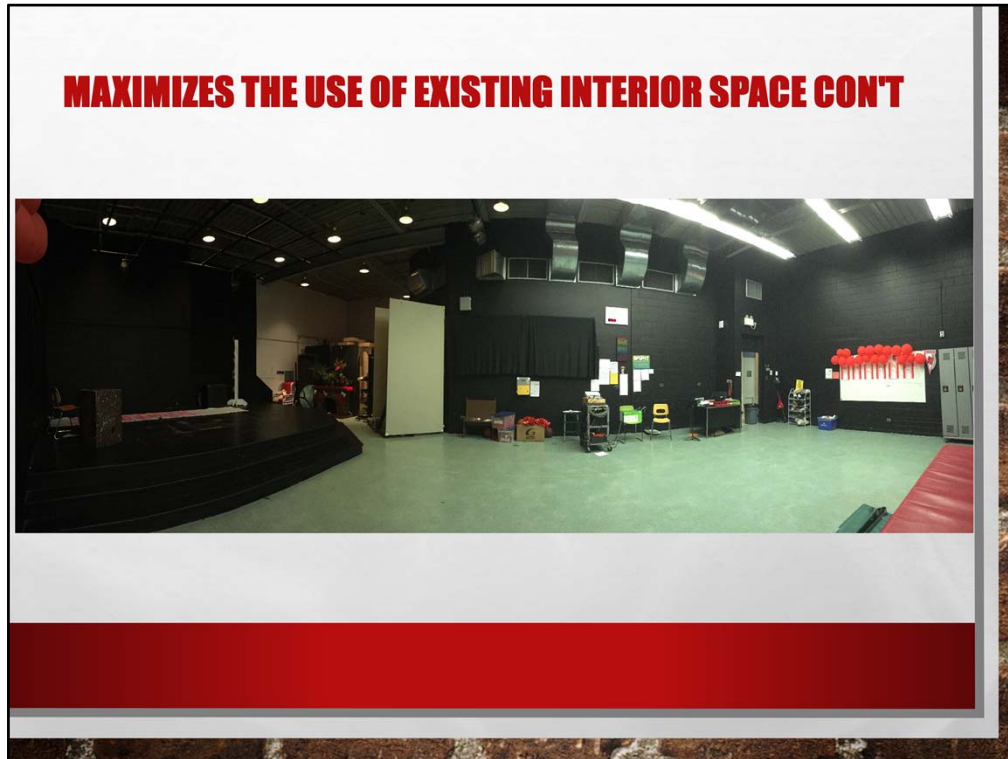
Large, existing designated areas for special and multi-needs programming, with all the equipment and ample space, including direct access to their outdoor courtyard

A newly designed sensory room, which is a calming space that provides an array of sensory objects to both calm and mentally stimulate

MAXIMIZES THE USE OF EXISTING INTERIOR SPACE CONT



For the music and the arts programming, Hamm has a large band and strings room with multiple practice rooms and a dedicated guitar classroom, with an annex



In addition, there is a dedicated drama room with a separate performance stage and ample space to reconfigure and/or upgrade to meet the needs of arts programming and activities

MAXIMIZES THE USE OF EXISTING INTERIOR SPACE CON'T

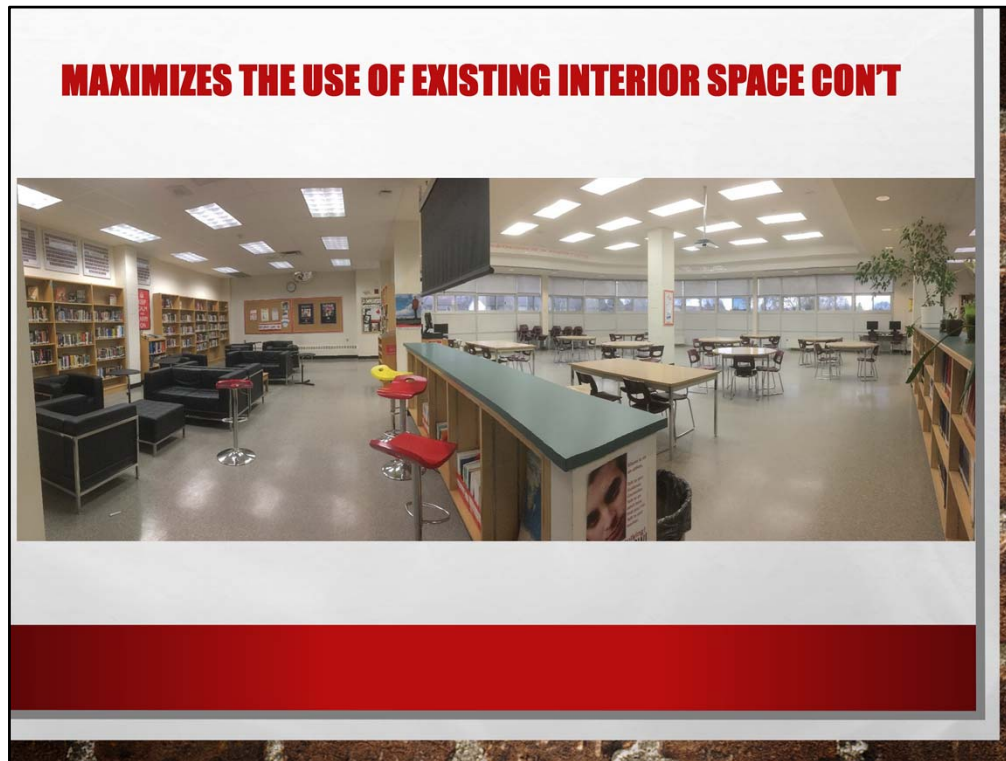


Two large visual art classrooms

MAXIMIZES THE USE OF EXISTING INTERIOR SPACE CON'T



An updated lecture theatre.



The library commons is:

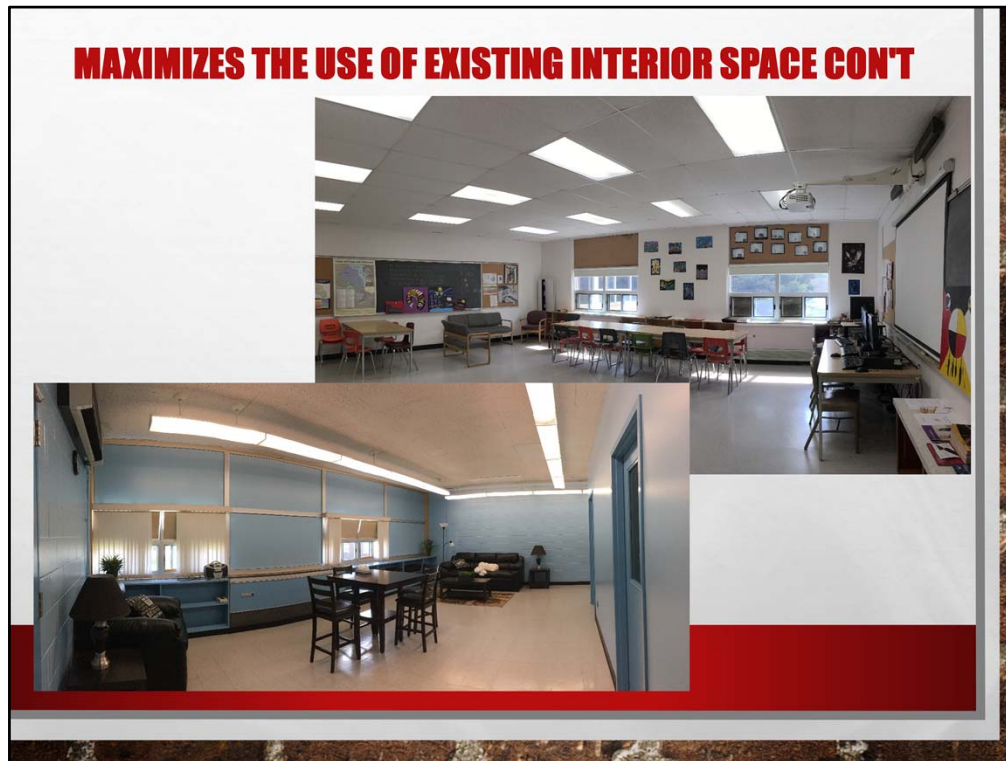
A large, flexible space that provides students with the following:

A large area for independent study

A collaborative work space for cooperative learning

A dedicated research area with desktops for on-line and print-based research, as well as

Two common areas with couches for students to meet, relax, and interact



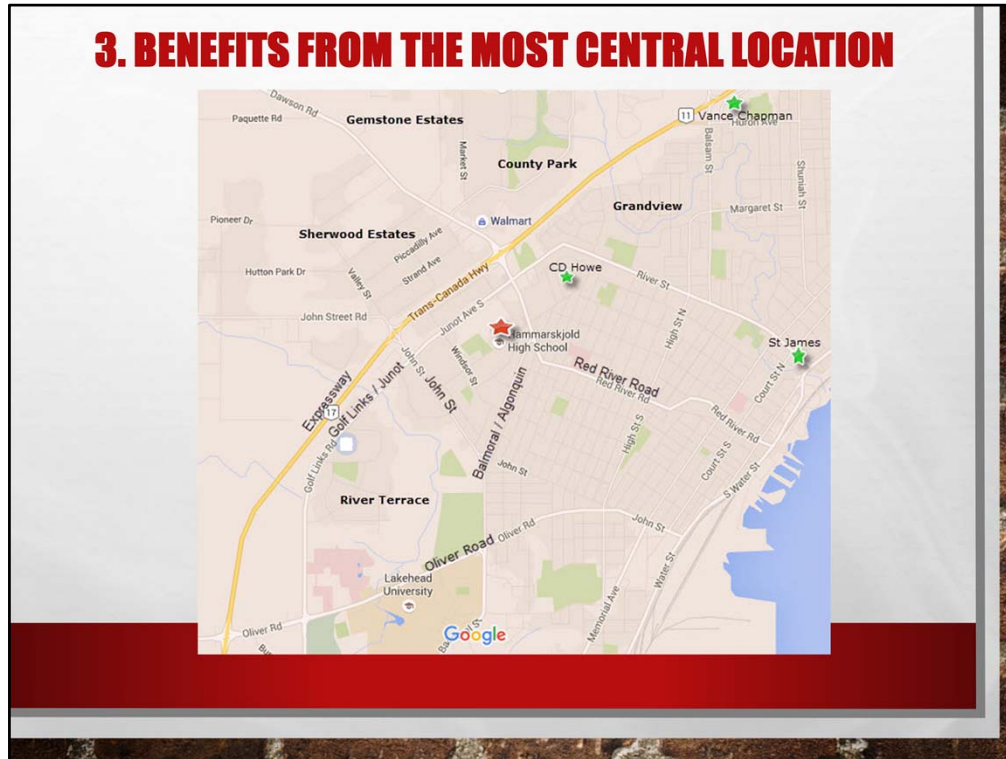
To support Student Wellness, Hammarskjöld has:

A large aboriginal student success room,

A newly designed “chill” room for students who need a safe, calming space.

There are several common work areas in both the student services and special education departments,

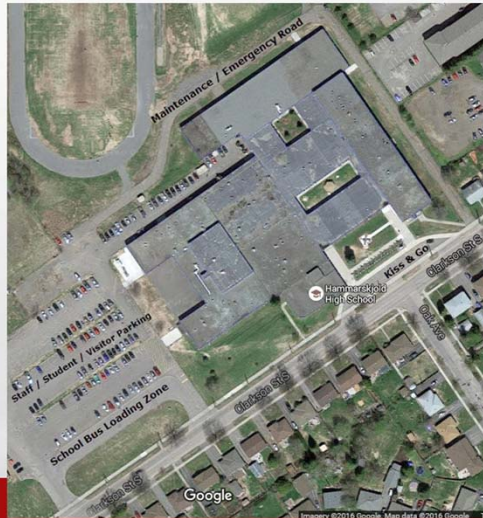
In addition to designated areas for student success and alternative education



Hammarskjöld is centrally located for the amalgamating school communities, the growing school neighbourhoods to the north and west of the site, and for French immersion students from the south side of town

The school is located adjacent to the Red River Road corridor, which provides co-op opportunities within walking distance, which is especially important for special needs students

4. MAINTAINS EFFICIENCY OF TRANSPORTATION & TRAFFIC FLOW



Hammaraskjold has a designated bus loading and drop off zone adjacent to the parking lot and a separate “kiss & go” area in the front of the school.

It is adjacent or close to a variety of main transportation routes, including Red River Road, John Street, Oliver Road Balmoral, the Golf Links/Junot corridor and the Thunder Bay Expressway

Also, Hammaraskjold is within a short walking distance of major city bus routes

5. ENSURES THE GROWTH POTENTIAL FOR LDSB

Hammar skjold's expansive physical space provides the greatest growth opportunity for the Board because:

- There is room to expand and reconfigure within the existing walls to meet changing student needs and
- There is room to add on beyond the existing building without losing valuable outdoor space

Simply stated, there is so much “room to grow”

6. PROVIDES A COMPOSITE HIGH SCHOOL EQUAL TO THE PROPOSED SOUTH SIDE SITE

The Board will have two similar sites on the north and south sides of the city which provide:

- Parallel curricular and co-curricular programming and
- Two secondary buildings that have competitive advantages in property size and location over the co-terminus board

CONCERNS FOR THE RENEWAL PROCESS

Our stakeholder concerns include the following:

- Meeting student needs through the process of amalgamation
- The transition of special/multi need students, with very significant emotional, physical, and cognitive requirements
- The transition of student and staff through the process
- The timelines to implement either option
- Student and staff safety during construction
- The comparative costs and time required to build versus upgrade
- Co-terminus acquisition of property

A SUMMARY OF STAKEHOLDER OBSERVATIONS

- Hammarskjold has the second best FCI rating of all schools in the north and south renewal plans
- Technology is evolving and the Hammarskjold site will be updated to 2017 standards
- With the upgrades, Hammarskjold will become more environmentally sound and sustainable than it is now
- There has been assurance that equipment can be moved to upgrade the manufacturing and tech shops
- SSSAA has endorsed Hammarskjold as its north side renewal preference

IN CONCLUSION

- Hammarskjold HS, with its proven track record as a successful composite school, its ample space, central location, proven efficiency of transportation & traffic flow and its potential for growth; provides the attributes to continue to be an extraordinary high school for the north side
- As the north side HS, Hammarskjold will ensure that the LDSB provides an equal, revitalized learning pathway from elementary through high school that is parallel to the model planned for the south side

STUDENT INPUT

- Students at Hammarskjold continually demonstrate great interest concerning the proposed renewal plan
- Many expressed their anticipation for the expansion of courses and program options in the future
- Updated facilities encourage Hammarskjold students to look forward to the amalgamation

- As you may know a student survey was created and conducted to further our understanding of current student opinions on north side school renewal plan.
- We had many responses and it was made clear that students are passionate about Hammarskjold
- Students expressed their anticipation for academic expansion and course diversity in the future
- Updates and improvements to the school were recognized as foreseeable positives during the amalgamation

STUDENT INPUT CON'T

Conversely, students remain hesitant about certain aspects of the plan:

- The transition period and the accommodations that accompany the amalgamation worry students
- The effect of this renewal on class size, sports and other domains directly impacted by increased school population generated many questions and concerns

- On the other hand hammarskjold students worry of the transitional period and long term effects of the renewal plan.
- Increased school size creates serious concerns within the student body and how this will affect class sizes, sports team selection and parking.

STUDENT INPUT CONCLUSION

- Excitement as well as reservations are present within the Hammarskjold student body as the decision deadline approaches
- Students are willing and open to share opinions
- Scholars are willing to adapt to the circumstance but seek understanding for the upcoming changes

One thing is evident:

Students love Hammarskjold as their school and are proud to call it home.

Sometimes we as teenagers are stubborn but do anticipate the upcoming changes.

Many questions remain but our Hammarskjold students are willing and ready to be involved.



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Accommodation Review Committee North Presenting SEAC Stakeholder Feedback

The Special Education Advisory Committee (SEAC) provides an opportunity for parents/guardians of students with special education needs to provide input to the Lakehead Public Schools. SEAC is one of the voices for parents and plays an advocacy role. With the upcoming changes to the schools in the North Side of Thunder Bay we can anticipate that students with special education needs will experience more difficulties with the changes, whatever they may be. There is great comfort in what is known and predictable. There is great anxiety generated by change and the unknown

This information is from parents/ guardians who attended the public meeting at Superior Collegiate & Vocational Institute on April 11, 2016 and the Special Education Consultation Meeting which occurred on May 9. This meeting was held in order for parents/guardians of students with special needs to have an opportunity to share their concerns/questions. The meeting included the SEAC Chair, and the two SEAC members on the North and South Side ARCs. The meeting invitation was extended to all parents/guardians of students with special needs at Lakehead Public Schools not just those affected in regards to the Accommodation Review on both the North and South Sides. Potentially students will be affected later when they transition to high school.

Parents expressed concerns about the proposed renewal plan. They note that while most students will struggle for days or weeks with the changes, their children are likely to struggle for months. Students with special needs have a much greater need for consistency and predictability. When anxious and overwhelmed, their children can present with behavioral challenges which will make it difficult for the student, their peers, teachers, SSP and their families. This will impact transition plans and learning.

At the best of times, transitions to the new school year and changes in schools are difficult. Transitions are typically gradual and involve many steps and accommodations. Some students are nonverbal and require social stories and pictures to help them understand the upcoming changes.

Parents have received reassurances from school board officials that comprehensive transition plans will be developed as soon as possible. However, parents note that it will likely be impossible for them to take their children to visit the new school when renovations or construction are taking place. Tours before the construction will not show the students what they can expect to see in the new school year.

Parent's primary concern is that of safety.

- They want to know as soon as possible what their child can expect in the school environment
- They are looking for confirmation that the space will be adequate and safe.
- Will the necessary equipment be available immediately?
- Is there adequate storage space for equipment?
- Where is the drop off zone?
- Will there be safe calming spaces that will meet special sensory needs.
- When will they know who the Teachers and SSP's will be?
- Will the school staff remain the same to counter the environmental changes?
- If children struggle is there opportunity to increase the level of support during the transition?
- What is plan "B" if the new classroom is not ready for the first day of school
- Will high school students continue to walk to co-ops. Independence is so important!

Timely information from Lakehead Public Schools will help to relieve parental anxieties. Then parents will be better able to support their child and work with school personnel to develop and implement transition plans.

St. James School

St. James School

Background Statistics

Parents and community stakeholders

6 paper surveys

19 e-surveys (51 sent)

3 community partners

22 parents

44.6% respondent rate

Teachers

26 e-surveys sent

11 responses

42% respondent rate

Option 1 Benefits

Analysis

Parents : Option 1 offers green space, schools that are designed for their purpose and target population.

Staff: Option 1 offers space to grow at Vance Chapman, a better school yard, and newer facilities, and Superior can serve its intended population.

Option 1 Drawbacks

Analysis

**Parents and community partners :
Option 1 poses problems in
transportation, a loss of a
longstanding community and
neighbourhood esthetics.**

Option 2 Benefits

Analysis

Parents and partners : option 2 offers newer facilities for elementary students, with options to expand for secondary schools.

Staff : option 2 offers a more central location, a new facility and the opportunity to create something new together as opposed to trying to fit into an established culture.

Option 2 Drawbacks

Analysis

Parents and partners : option 2s drawbacks include a lack of outdoor space, risks for high-needs students and the loss of a close-knit community.

Staff : with option 2, high-needs students might be at risk for being lost in the system, and may pose transportation issues.

Option 3 Status Quo Benefits

Analysis

Parents : In sum, maintaining status quo offers a more intimate and supportive environment closer to home, particularly for high-needs children.

Staff: In sum, status quo would ensure special classrooms for exceptional students.

Status Quo Drawbacks

Analysis

**Parents and partners:
parent engagement, age
of school**

**Staff: concerns are
accessibility, age of
school, outdated.**

Analysis

People need reassurance on class sizes, resource maintenance, perceived benefits of smaller schools.

Sentiment that solutions are not innovative enough (e.g. community hub models, international students, teaching schools).

Parents feel that information is not being communicated clearly enough to stakeholders.

Facts

Over the last 2 years there has been a 50% turnover in students = transient population.

Concern for children in more precarious socio-economic situations.

Community Partners

Biwaase'aa (in school, after school, fruit, sandwiches),

Salvation Army (breakfast program),

Grace Church (periodic donations),

United churches of Thunder Bay (milk),

St Paul's United Church (clothing exchange),

St George's Anglican (grub tub),

PA Rotary (3 year partnership - leadership,
literacy, fitness, community engagement)



St. James School