

# ACCOMMODATION REVIEW COMMITTEE SOUTH SIDE WORKING MEETING VICTORIA PARK TRAINING CENTRE Wednesday, June 1, 2016 6:30 pm - 9:00 pm

Chair: Sherri-Lynne Pharand, Superintendent of Education

Moderator: Sheelagh Hendrick

**Trustee:** Vice-Chair George Saarinen

Resource Staff: David Wright, Superintendent of Business

Dave Covello, Manager of IT and Corporate Planning

Heather Harris, Capital Planning Officer Bruce Nugent, Communications Officer

Brenda Barradell, Recorder

**Committee Members:** Maureen Abbott, Tori Antier, Chuck Brown, Whitney Lundstrom, Jennifer Muir, Susan Redmann

Brodeur, Vicki Shannon, Brooke Robinson, Georgine Salmonson, Rodi-Lynn Kinisky, Dave Isherwood, Meghan Smelow, Giselle Little, Sharlene Neill-Nugent, Bryce Foster, Coral Charlton, Rich Seeley,

Delfina Trevisan, Kelly Matyasovszky, Pauline Fontaine

Regrets: Chuck Brown, Tori Antier, Sheelagh Hendrick, Moderator, David Wright, Superintendent of Business

AGENDA ITEM	DISCUSSION	ACTION
Welcome and Introductions	Sherri-Lynne Pharand, Superintendent of Education and Chair of ARC-South called the meeting to order at 6:30 pm and on behalf of Lakehead District School Board welcomed everyone and thanked them for the extra commitment they are giving to this important process.  A sign in sheet was distributed and housekeeping items were discussed.	

AGENDA ITEM	DISCUSSION	ACTION
Review of Meeting Norms	<ul> <li>The Chair reviewed the meeting norms below that were agreed upon at the Orientation Meeting: <ul> <li>Committee members are not required to reach consensus on options or information that will be presented to the Board.</li> <li>Discussions are focused on the potential for enhancing the learning environment and providing the best educational opportunities for students when considering the recommended options.</li> <li>No substitutes for absent members throughout the process in order to ensure continuity. (AEAC and SEAC members may send an alternate)</li> <li>The Chair will facilitate meetings. Minutes of meetings will be posted on the board website.</li> <li>Everyone has the opportunity to speak and has an equal and valued voice at the table, and that opinions and ideas of each committee member will be valued and thoughtfully considered;</li> <li>Meetings will begin and end on time – but with the consensus of group, we may extend the end time to finish the discussion of a particular item; and</li> <li>All members will sign in at each meeting.</li> </ul> </li> </ul>	
Review of Minutes	The committee received copies of the minutes from:  1. Working Meeting – April 18 2. Community Stakeholders and Municipalities Meeting – Apr. 28 3. Information Session – May 9 for parents and guardians of students with special needs.  The committee reviewed the minutes from the Working Meeting held on April 18.	
Business Arising From the Minutes	- None	
Presentation Parameters	a. Each group has 10 minutes for their presentation. When 3 minutes is remaining, the recorder will signal with a pink card and when there is only 1 minute remaining, a green card will be displayed. At the end of the 10 minutes, the presenter will be	

AGENDA ITEM	DISCUSSION	ACTION
	<ul> <li>informed that their time is up and the presentation will be finished.</li> <li>b. Presenters are asked to leave a copy of their presentation with the recorder to be included in the minutes.</li> <li>c. Names will be drawn to determine the order of presentation.</li> <li>d. Groups will be given approximately 30 minutes to work together on their presentations before they begin.</li> <li>e. Questions of fact or clarification only will be addressed after all the presentations are done.</li> </ul>	
Presentations	Order of Presentations:  1. SEAC 2. Churchill 3. Westgate 4. AEAC 5. Edgewater 6. Agnew	
SEAC	Kelly Matyasovszky presented on behalf of SEAC. Please see 'Attachment A'.	
Churchill	David Isherwood presented on behalf of Churchill. Please see 'Attachment B'.	
Westgate	Coral Charlton presented on behalf of Westgate. Please see 'Attachment C'.	
AEAC	Pauline Fontaine presented on behalf of AEAC. Please see 'Attachment D'.	
Edgewater	Vicki Shannon prefaced the presentation with information on how information was gathered. Brooke Robinson and Rodi-Lynn Kinisky presented on behalf of Edgewater.  Please see 'Attachment E'.	
Agnew	Susan Redmann Brodeur, Whitney Lundstrom and Jen Muir presented on behalf of Agnew. Please see 'Attachment F'.	
	The Chair thanked all the groups for reaching out to their communities and school staff, and sharing the information in their presentations.	

AGENDA ITEM	DISCUSSION	ACTION
Questions	Q: Meghan Smelow to Westgate: Meghan prefaced her question by saying that she wanted to make it clear that Churchill's feedback wasn't meant to be insulting to staff at Westgate as they are very much looking forward to working together.  If rebranding does not happen what would be some ways in which Churchill's history would be honoured and preserved? It would go a long way in making staff and students feel better about the process. It is genuine raw feelings right now that are important to be validated.  A: Chair - Although this question isn't one of clarification regarding the presentation given by Westgate, it is one that is key and in the forefront for everyone at this time. There is no doubt that a school closing is emotional. Parents, students, and community are connected to their schools and high schools especially have deep roots in their community! Understandably, it is an emotional time. Emotion is a natural part. Unfortunately because of our demographics and our changing population, we have had experiences in the past where we have had to amalgamate two communities to create one community moving forward. The wall in Superior is a reflection of the wall that was up the stairs at Hillcrest and the trophy case at Westgate has all kinds of memorabilia from FW Collegiate and the Blue Bears. We have had the first graduating class wear two colours of gowns and they got a certificate from the school they attended for most of their high school life. When we get into the transition planning, if a decision is made for a school to close, that transition planning piece is where both school communities come together to discuss what is that history that is really important to us; how do we preserve it; how do we welcome kids and staff; and how do we make sure that we build something new and important? That is what the transition committee really spends the entire rest of the year doing once the trustees make a decision, until the students attend the new school. We will try to preserve history; everybody has a voice	ACTION

AGENDA ITEM	DISCUSSION	ACTION
	Q: Coral Charlton – The schools will work together to decide how to preserve the history. It won't be Westgate deciding. She doesn't see it that way at all. Have we gotten that far? Closing a school will affect everyone! Nobody is happy about it.	
	A: Chair – Not only is it how do we preserve the history and old traditions of Churchill, but it is what are the new traditions that Westgate will start to integrate as well as carry forward some of the Churchill traditions that is a big part of the transition process.	
	Coral Charlton – There is a long history of competitiveness between the two schools, but people are committed to making it work and staying positive.	
	Chair – It needs to be seen as an opportunity and we need to have the voice of students, parents, family, and staff.	
	Q: Sharlene Neill-Nugent - Rebranding came out strong and clear in all groups it is really important to our community.	
	A: Chair – We heard that this evening, and both opinions will go forward to trustees.	
	Q: Coral Charlton – Can you tell us what is the cost of rebranding a school?	
	A: Chair – No I don't know but I will note this question! This question is not one of clarification. Part of what we do as a committee is to collect the questions and we want to be able to answer all questions.	
	Heather Harris – When the final report goes to trustees and a decision is made, all the questions that have been brought up here will be looked at.	
	Q: Pauline Fontaine – a) There are memorial gardens and memorial trees that have been planted for past educators – are there any	

AGENDA ITEM	DISCUSSION	ACTION
	plans for this to be transferred to the new build? It is important that this is carried forward and honoured. b) I didn't hear anything about playground and playground equipment to move to the new build?	
	A: Chair - Both playgrounds and memorial gardens/trees are part of the transition process so they will most definitely be moved. No school will have anything LESS than they have now – this is a guiding principal for the whole process. So yes these things would be absolutely considered.	
	<u>Dave Covello</u> – We have had some experience with this before and we are very respectful of these points.	
	<u>Chair</u> – We generally involve the families of those who have been remembered.	
	Q: Chair – A question for AEAC – What did you mean that new school could be representative of First Nations students?	
	A: Pauline Fontaine – What AEAC really wanted was a welcoming environment and a space for smudging and ceremonial events so that could be acknowledged. Also they want Native language being offered due to the bigger concentration of students.	
	Q: <u>Chair</u> – A question for the Agnew group - You asked about the preferred method of communication? What did people say?	
	A: Susan Redman - Survey, phone messages, social media, and public meetings. People commented on their lack of ability to attend public meetings; so many had no idea that there was a survey out there from LPS – so I don't know how that was communicated – I didn't know either. Perhaps that's why there was such a low response rate to the survey and so many of them were from staff because it might have gone to staff but I don't know how it got out to the public/parents – we didn't know about it.	

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	Bruce Nugent mentioned all methods that were used i.e. Synervoice, Chronicle, Facebook, Twitter, Website.  Susan Redman suggested telling school chairs/councils - to be more direct – be aggressive!! Parents usually hang up on Synervoice messages because they already know about it.	
	Q: Rodi-Lynn Kinisky – Regarding a comment that we made, about the general idea that with the super tight timelines, that there is already a behind the scenes process going on with the design for the new elementary school – how do we respond to that? Is it true?	
	A: Chair – No – we don't have a design. However Superintendent Wright has been very upfront in saying that we have a footprint as a starting point from the new build that we did only a few years ago at Woodcrest which would form the basis. We would be open for to making enhancements and improvements because it's now been operating as a school since 2007 so we would be open to feedback. We are not starting from scratch because we have a footprint that has been highly successful to use as a base.	
	Q: Rodi-Lynn Kinisky – When you say it (the footprint) has been highly successful, I'm not sure where that information comes from. Some of the people that are at that school now – teachers and administration have expressed differences of opinions about that. When we were at the meeting at Westgate, some people said they have a classroom –' it's a 'broom closet', I don't have space' – so I'm just cautious about when you say it has been successful where this comes from. To reiterate Agnew's concerns, we do want staff to have a say because I'm not sure the current staff at Woodcrest would agree that as a footprint, it should go forward.	
	A: Chair – explained how we determine SUCCESS of a school: is it increasing in size, increasing in student population, are the	

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	students doing well are they scoring well, are there safety concerns, how are the parents surveys replying when asked?. You do make changes as you learn. In terms of size and space – this is not a piece that is open – it is determined by the Ministry i.e. 1000 sq. ft. for Kindergarten, 750 sq. ft. for K – 8 etc. There are pieces that are defined and we can't change. It is part of moving forward as well.	
	<u>Dave Covello</u> - There are parameters that we have to work with – we have learned from past experiences at Woodcrest.	
	Q: <u>Brooke Robinson</u> – When will the design question/input happen? Will it be after the Trustees' decide?	
	A: Chair – Yes, it would be premature to presume an elected official's decision. Although we did hear tonight that people are saying they presume a decision has been made – the decision has NOT been made yet. We are consulting and we don't consult lightly – we do want to hear what people have to say. It will all be included in the staff report in June. Trustees vote in October. They have not voted in any way, shape or form and anything that is out in public so far is administration's recommendation and has nothing to do with an elected official's vote. We cannot presume what 8 elected officials are going to do. No consultation publicly on any design or any transition or any plan like that will take place until a decision happens.	
Next Public Meeting – June 6 at Churchill CVI	The Chair asked the committee for their input about what should be shared and included by administration at the final public meeting (stakeholder questions, clarifications, etc.).	
	Brooke Robinson – Just because there have been so many questions about the design, I think you should tell them that the design will be determined after the vote by trustees.	
	<u>Dave Isherwood</u> – I don't think people want to hear that they won't have LESS than they have already, we should tell them that they will have MORE than they have now. It should be	

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	consistent from both schools that there is an expectation that this will lead to a better facility for all students.	
	Susan Redmann Brodeur – This is an opportunity to promote LDSB as the best place for students to be educated. We will have a flagship school and hopefully students will migrate to LDSB.	
	Coral Charlton – Perhaps we could highlight possible plans at secondary level and how to pursue funding for this.	
	Sharlene Neill-Nugent – Could we have the three questions from tonight's framework presentation at the back of the room to give parents the opportunity for input.	
	Giselle Little increase font size of any presentation	
	Heather Harris – there won't be as much info this time so DONE!	
	Pauline Fontaine – We have to be cautious that the public knows that decisions have <u>not</u> already been made. Be transparent!	
	Chair – There is a big difference between Administration's recommendation and Trustees' decision. This needs to be explained clearly. All groups are looking for an US in the trust process.	
	Rich Seeley – There is a bit of tension in high school merger. We don't want the public to think there is disharmony.	
	Heather Harris suggested that we explain the process again of where we are going as there may be some new people at the meeting.	
	Susan Redmann Brodeur – there are extreme differences between elementary and secondary so look at groups totally differently!	
	Coral Charlton – clarified that there is a lot of excitement in her school – there is more positivity than not.	

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	Chair – Whatever the decision that is made in October, the future is what we choose to make it – we each share a collective responsibility to make it the best it can be. It's for the students. We bring forward realistic challenges and concerns – a collective wisdom!	
	George Saarinen – There have been comments on size of school – how do you present that positively? This is an observation from both parties.	
	<u>Chair</u> – We can talk about school size as well to highlight some the positives of school sizes that are being proposed.	
	Pauline Fontaine – We could compare it to Gron Morgan as it is a successful school. We need to show that there is evidence that it does work and it is working in our system already. The staff can make the difference for the students.	
	Chair – Lots of questions are about staff and class size – we should reiterate that class size is determined by the ministry and collective agreements for staffing (this was a common concern).	
	<u>Coral Charlton</u> – re questions that were asked at Working Meeting – you should say if you don't have answers to the questions.	
	Heather Harris – Many of the questions have already been answered – but we will look at all the questions and they will be answered. FAQs are updated regularly on the website. We could respond directly to the school (through the package that was handed in) – in addition to the website.	
	Susan Redmann Brodeur – This is good, as Agnew has submitted 5 pages of questions. A response directly to the school would be appreciated.	
	Giselle Little – Perhaps answers to questions could be inserted into report cards as all households receive the report cards.	

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	<u>Dave Isherwood</u> – We are just one of two processes going on – we have to be consistent with North side.	
	<u>Chair</u> – Heather Harris, Dave Covello and Bruce Nugent are trying to be consistent with the north and south side information. The insert into the report card should be general and it could also tell families again where they can go to get information.	
	<u>Maureen Abbott</u> – Should the mail out go to <u>all</u> schools not just the effected schools? We should keep other schools in the district in the loop.	
	Bruce Nugent – This is a good idea. Everyone is impacted. Everyone should receive the information about the school renewal.	
	<u>Chair</u> – Parents do get their children's report cards - one way or another.	
Next Meeting:	Public Meeting – June 6, 2016 at Churchill CVI	
Adjournment:	The meeting adjourned at 8:40 pm	

### Lakehead Public Schools Renewal Plan Special Education Presentation

June 1, 2016

		accommodated.
		- Will the new schools have the capability of fulfilling each Individualized Education Plan?
		-Variations in the day to day settings may be needed to support the students and familiarize them with new settings.
		- Incredibly short time frame for transition to take place – change is a traumatic experience for some children. It may mean some are unable to attend daily and accommodating these students will be challenging on a day to day basis.
Staffing	-having more SN children under one roof affords sharing of resources for staff and possibility for more training	- Individual support for children and how to maintain it if necessary long term.
	opportunities.	- Consistency at either location ( will staff move with students? Will staffing be maintained for the duration of the year?
		- Not enough support now, how will it be with larger school settings?
		- Staff cutbacks/difficulty maintaining amount of SSP available in the schools.
		- Training and broad familiarity with programming will need to be addressed.
		- Important to know who will be working with students in September (possibly in June to set students up for success).
	- Itinerant teachers will have to travel to less schools, which will allow for more time with students and less travel time.	- Accommodation of students who are integrated into large secondary school population and the stress involved (i.e.: sensory etc).
Student Support		- Support for students moving between classes during the day.
		- Possible to transition to classes at less busy times to reduce anxiety and injury.

		-Assisting in navigating traffic congestion at larger schools, navigating busy entrances and exits.
	- Expanded programming with all students in one school.	- Large class sizes – will there be an unparalleled fostering environment amongst students?
School Consolidation	- Keep students with special needs together.	- Larger numbers of students can be overwhelming.
	- Streamlined funding.	- Fewer facilities means less options to
		change schools if challenges occur that affect the wellbeing of students.
	- Opportunity to keep programming consistent	- Length of classes
	Consistent	- Time of classes
Programming and Scheduling		- Proximity of classrooms.
		- quality of education remain the same and same opportunity for services currently provided?

Facilities				
	Opportunities	Challenges		
Renovations	- Opportunity to create dedicated space.  - Dedicated washrooms for students with special needs.  - New additions, refreshing environment for students.  - Technological advancements	- Will there be:     - dedicated special needs rooms     - sensory room/break out room     - gardening area     - quiet room     - essential space for students with complex needs     - washrooms in special needs room     - washrooms dedicated to children outside the special needs room if they need more		
		space or privacy.  - dedicated kitchen space for students with special needs - elevators for those requiring  - Hallways - size - room to maneuver		

	T	1
		<ul> <li>Location of classroom in school</li> <li>Need exit door from special needs classroom</li> <li>Exit for bus drop off and pick up or have staggered times so SN students are not overwhelmed trying to get in and out of the building.</li> <li>Renewing/adapting classrooms for students with special needs</li> </ul>
		- For student transition:     - consider changes with entrance/exit doors, lunchroom, etc.     - consider sensory changes—lighting, noise, etc. and have a support plan to deal with these changes
		- Adequate space to accommodate the needs of the students.
		- Construction timelines for build at current Churchill site for proposed elementary seems unrealistic and how do we support transition plans if it goes awry?
		- preparing for transition is difficult when "we don't know what it will look like"
		<ul><li>Further distance to classes</li><li>More students in hallways/classrooms</li></ul>
Safety		- longer bus or taxi rides
		-Protocols to keep SN children from being able to leave the site.
		-Safe zones and outdoor areas

### SIR WINSTON CHURCHILL FEEDBACK



### WHAT STRENGTHS AND OPPORTUNITIES DO STAKEHOLDERS SEE?

- All groups see the potential for more choices in programming
- All groups see the potential for access to updated facilities and technology
- All groups see the potential for more clubs and activities including more opportunities within the Arts

From students: "new gyms, auditoriums and general maintenance that we can actually be proud of"

From parents: "infrastructure - building modernized to be more inviting, helps perception of students"

From non-teaching staff: "opportunity for LDSB to invest in infrastructure and superstructure to ensure that Public Education is the most viable option for the citizens of Thunder Bay"

From teaching staff: "consolidation of resources-more money for programs and facility"

### WHAT CONCERNS DO YOU HAVE?

- There are concerns from all groups about the capacity of the building to house the increased student population.
- There is a general perception from stakeholders that the decision has been made.
- Students want to maintain the positive aspects of their current school climate.
- Students and staff feel strongly about the need to rebrand the school.
- All groups are concerned about marginalization and feeling unwelcome unless the school is rebranded.
- Both students and staff are concerned about the impact this move could have on the school staff.
- Concern was expressed that this plan will not meet the needs of students if our population increases.
- Students are concerned that fewer sports teams will meaner fewer opportunities.
- Parents and students are concerned about safety in a larger school.
- There are concerns that the timelines will adversely affect current students who want to graduate as Trojans.
- There is a concern about the challenges of meeting the needs of a larger/more diverse student population

### QUESTIONS

- How will we all fit into Westgate?
- Are the timelines realistic?
- Staff, both teaching and non-teaching, want to know what the staffing process and the staffing levels will be.
- How will aboriginal students be welcomed and supported in the new school community?
- What is the marketing plan that will highlight the positive aspects of these changes and make our board the preferred choice for students and families?

# Westgate CVI

**STAKEHOLDER INPUT (STUDENTS, STAFF AND PARENTS)** 

## Strengths and Opportunities

- breadth of academic programming (ie. more classes, greater variety, less conflicts, fewer splits)
- enhanced co-curricular opportunities (ie. more clubs, more events)
- more resources (ie. sports equipment, computers, books, tools) as a result of the merger
- ▶ stronger **departments** as the knowledge, experience and expertise of two teaching staffs merge together (ie. learn from one another, share ideas and resources, larger PLCs, strength-based teaching assignments, etc.)
- enhancement and upgrades to our facility (including the possibility of an "addition")

## Strengths and Opportunities

- a more dynamic and more active student body (greater participation in events, like dances, SAC activities, pep rallies and so on)
- more staff supervisors
- more staff coaches and (presumably) better sports teams. Less likelihood of cancellation due to a lack of interest and/or lack of coaches.
- more friends
- more money as funding is concentrated in one building as opposed to two
- combining two great schools will result in one outstanding school

► lack of space and extreme congestion in non-classroom areas during non-instructional times







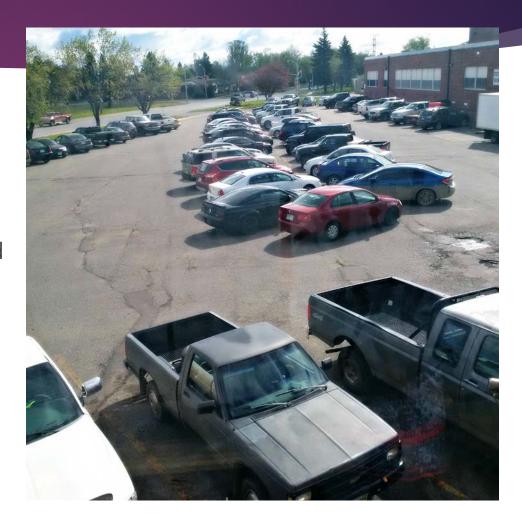
- ▶ deficient space and seating in cafeteria
- long lines and lengthy waits







- inadequate parking space
- larger class sizes
- less access to teachers
- reduction in support staff (increased workload)
- cleanliness of school deteriorating
- insufficient washroom availability
- unsatisfactory departmental space and loss of "own classroom" space



- decreased student safety
- loss of Westgate's history and traditions through rebranding
- loss of students to the separate system
- less access to supports (ie. tutoring opportunities, Student Services personnel), facilities (ie. use of full gym for Phys. Ed., weight room access) and teams (ie. more competitive, harder to make teams)
- loss of the small school culture
- strained relations between students and staff from the two schools
- fewer scholarship opportunities

### Questions

- What specific steps will be taken to improve school safety?
- What new and exciting academic programs/courses and co-curricular opportunities will arise as a result of the Westgate-Churchill merger?
- Will there be an addition to Westgate? If so, what will it be? If not, how will the board address the issues that stem from Westgate being over-capacity (including but not limited to cafeteria congestion)?
- Will Westgate be re-branded? If so, how much will rebranding cost and how much input will stakeholders have in the process?

### Questions

- What impact will the Westgate-Churchill merger have on the number of school support staff (specifically custodians, secretaries and SSPs)?
- When the schools merge, will the combined number of periods for at-risk students (specifically alt ed periods and student success periods) remain the same or decline by half?
- Will guidance counselors and special education facilitators increase or decline in total number?
- Will all of Churchill's resources (ie. sports equipment, computers, tools and so on) move to Westgate?

### Questions

- What will happen with respect to sports teams? Will there be more than one school team per sport?
- What 'transition activities' will be undertaken to ensure the Westgate-Churchill merger is a positive one?
- What is the long-term growth plan for Lakehead Public Schools? How will LPS capitalize on School Renewal Plans to rejuvenate public confidence and interest in our public school system?

# ABORIGINAL EDUCATION ADVISORY COMMITTEE - ARC FEEDBACK

Presented by Pauline Fontaine June 1, 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?

- It is bringing unity with the community on the South side
- 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
- Brand new school in elementary

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

- Greater space a Westgate than at Churchill
- 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 AFAC HAVE WITH THE PROCESS AND THE PLAN?

- There is a fear of social clashes once students are moved.
- There are some students at Churchill that go home for lunch. Is there any planning around lunch times and what is our intent?
- Will we have students leaving our board and moving to the co-terminus board? How will this be addressed if it starts to happen?
- There is only one option on the South side, how will this be presented/promoted to students as a new start?
- 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 any differently?

# 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 (e.g. smudging area)?
- Will this also be considered in the new build of the elementary school?
- Has consideration been given to the actual space in the hallways with that many students travelling (student perspective on anxiety of increased number of people in a school or area)
- Tuition agreement students-Is there any opportunity for feedback from community partners on such things as transportation?







### **Survey Questions and Process**

- Questions adapted to use language friendly for adults and children
- One survey sent home per family
- Parents were asked to fill in survey with their children.
- Synrevoice phone message/text message also sent out with directions
- Families given one week to complete survey and return to the













### **New Questions**

1. What excites you about going to the new elementary school? What are the benefits?



2. What concerns might you have about moving to the new school?



3. What questions do you still have?









## What excites us about the new school? (#1)

- Meeting new friends
- Modern school, new facilities (eg. Science lab, gym, outdoor classroom, library, etc.)
- New, state of the art technology
- New school name, mascot and logo













## What concerns do we have? (#2)

- Leaving a small school for a large school (700+)
- Will the teachers come with us? Will we know the teachers?
- Will the classroom size be small or will the rooms be big with lots of windows?
- Will there be bullying in a big school?
- Will we be all split up? Will I see my Edgewater friends?













### Questions we still have... (#3)

- When will the move actually happen? What is the timeline?
- How will students be integrated? How many students will there be?
- Who will the teachers be? Who will our principal be?
- Logistics questions: busing, parking, play equipment, timetable, daycare, Neighbourhood Rec Program (NRP), split grades, class sizes, etc.





### **AGNEW H. JOHNSTON SUMMARY OF COMMUNITY INPUT:**

Respectfully submitted by the ARC committee for Agnew:

- Susan Redmann Brodeur, School Council Chair
- Whitney Lundstrom, OCT
- Jen Muir, ECE (non-teaching staff)
- Maureen Abbott, Administrator

Parent Voice: There are two prominent messages from the Agnew parent community. The first is that most sense that the decisions were all made behind closed doors prior to the public process and that this whole activity is just a show for fulfilling the ministry requirements. Due to the belief that the plan is set and the decision has already been made, our parent community has already moved on from this. Instead, they are strongly stressing that they want to be involved in the planning process and transition process BEFORE the decisions are made for the next phase. Our school community wants a voice moving forward. There is a general belief that with the tight timelines in place, behind the scenes planning has already taken place with school design, again leaving stakeholders out of the planning process. Families have also stressed the importance of maintaining consistent administration and staffing teams during transition and beyond to ensure a smooth and stress-free process for children.

### From our On-Line Parent Survey - 65/318 = 20% of Agnew families responded

Rate your greatest concern with regard to the proposed School Renewal Plan for Agnew H. Johnston (where 1 is your greatest concern.)

- 1. Quality of programing
- 2. Size of school: the term super school has been raised. Need reassurances that this is not the case.
- 3. New School Design: Parents want to have a say prior to decisions being made.
- 4. Bussing: Believe that this was interpreted to mean better bus drop off/pick up zones etc, because bus times should not change as a result.
- Sports Programs: Concerns with number of students further limiting children's ability to
  participaté on teams. Would like reassurances that board will increase number of teams able to
  participate.
- Child Care Facility: should consider the # of JK's in a French Immersion School, so a higher percentage of JKs.
- 7. Garden

What is your preferred method for Lakehead Public Schools to communicate with and receive feedback from you? (List 1 as your most preferred method.)

- 1. Survey
- 2. Phone messages
- 3. Social media

- 4. Public Meetings
- 5. 22% said they don't want any communication

Should the proposed School Renewal Plan for Agnew H. Johnston go forward as proposed, a new school would be built on what is currently Churchill High School property. Rank the new building features in order of their importance to you (where 1 is your greatest concern.)

- 1. Safe drop off and pick up
- 2. Natural Playground
- 3. Technology/Computer Lab
- 4. Adequate parking
- 5. Instrumental Music Program
- 6. Outdoor sports facilities
- 7. Mudrooms for Student Entry/Exit
- 8. Drama Production Stage with Lighting Capability
- 9. Cafetorium
- 10. Student artwork and design input
- 11. Lockers
- 12. Gender Neutral Washrooms

Would the proposed School Renewal Plan for Agnew H. Johnston cause you to consider removing your child from Lakehead Public Schools, moving to an alternative school board?

- 82% No
- 10% Yes
- 8% Undecided

Parents are generally fine with this decision, but again stress strongly that they want a voice in the planning, design and transition process.

The following question is unrelated to the current plan, but has been brought up multiple times as a concern for parents, so was added to ensure that this issue was brought to superintendents and trustees as a parent concern.

Would the lack of a south side French Immersion High School program cause you to consider removing your child from Lakehead Public Schools and moving to an alternate school board?

- 33.3% Yes
- 67.7% No

33% of parents saying they would switch to the alternate board choice for a French Immersion High School located in the south side of the city is a message that Lakehead Public Schools should strongly consider for future program planning, particularly as French Immersion enrollment grows on the south side.

### From our staff:

The staff who are sharing their thoughts are all on board with the amalgamation with Edgewater school community.

Assuming we are moving forward, the concerns staff is voicing are:

- Staff, as much as possible, and especially those who work directly with children are moved over
  with the students (OCTs, ECEs, SSPs) Admin, IST, office staff where possible and to make
  decision early enough that transition planning can happen (shared field trips with the English
  grades, visits back and forth, admin spends time in each building, invite both parent
  communities to parent events, shared school council meetings...)
- A system for safe drop off and pick up
- Parking adequate for staff AND community partners (be aware that nurses, OT's, speech, etc. come in and out of school all day long)
- A solid plan B for the contingency plan if the new building is not ready. Please understand that
  parents need to know in June where their children are going to be, and educators need time to
  set up safe and welcoming classroom environments.
- Who will have input into planning the spaces? / efficiency and thoughtfulness of design...
   (classroom layouts / meeting places / special education needs) if planning from the Woodcrest and Superior, is there a system in place to gather the input of the building on the ground using the spaces to get their input.
- Separate entrances and areas planned for child care services
- Safe schools planning for entry/exit doors AND also locking doors
- We need to do a better job of marketing our board with a competitive edge showing the pride we have in our system our jobs depend on this

