



**ACCOMMODATION REVIEW COMMITTEE
SOUTH SIDE
PUBLIC MEETING
SIR WINSTON CHURCHILL CVI
Monday, June 6, 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

AGENDA ITEM	DISCUSSION	ACTION
Welcome and Introductions	<p>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 attending the second Public Meeting.</p> <p>After some brief opening remarks, Sherri-Lynne Pharand (Chair) introduced the moderator, Sheelagh Hendrick.</p>	
Moderator's Opening Remarks	Sheelagh Hendrick addressed the audience and set the tone for the meeting. She reminded the audience that tonight's meeting is not a rally. It is an opportunity to receive more information on the school renewal plan and to make comments.	
Overview	The Chair gave an overview of the pupil accommodation review process in order to review what has been accomplished, where we are right now and the next steps.	

AGENDA ITEM	DISCUSSION	ACTION
	<p>This information is outlined in the minutes of the public meeting which was held at Westgate CVI on April 14, 2016 are available in the renewal section of our website.</p> <p>Following this public meeting, the ARC held a working meeting on April 18 where the ARC members considered the feedback received at the public meeting as well as other feedback that had been received by Board Staff and that ARC members had gathered from their stakeholders in order to identify themes in the input. Themes that have been identified to date include: size of school/capacity/safety; construction/renovations; transportation; school sports; rebranding; other cost saving measures; students; input into the process; marketing/branding; property at Churchill; staff; transitions; and programs.</p> <p>At the working meeting on June 1, school community representatives, as well as representatives from SEAC and AEAC presented feedback gathered from their stakeholders about the options presented in the initial staff report.</p> <p>According to Board Policy 9010 – Pupil Accommodation Review, it is the responsibility of administration to invite affected Municipalities, First Nations, and other community partners to a meeting with administration to provide feedback on the options presented in the initial staff report. This meeting occurred on April 28th. Minutes of the meeting are available in the renewal section of our website.</p> <p>In responses to a number of questions and concerns from parents and guardians of students with special needs, particularly as part of the north side renewal plan, administration and staff from the special education department invited all parents of students with exceptionalities to provide feedback and ask questions related to special education, transitions, and the renewal plan.</p> <p>The Aboriginal Education Advisory Committee (AEAC) also provided feedback on the options contained in the initial staff report.</p> <p>Lakehead District School Board is committed to an open and transparent process and to communicating information about the accommodation review to our stakeholders. To that end, the renewal section of our website is updated regularly as are Facebook and Twitter. FAQs are regularly updated on our website. Staff responds to questions and comments that are sent to renewal@lakeheadschoools.ca. Stakeholders were surveyed for input about information presented at the first public meeting. There were 1,016 respondents to the survey. Student ARC representatives created a survey for students in Grade 7-12. There were 2316 respondents to the survey. Students identified what they feel are the</p>	

AGENDA ITEM	DISCUSSION	ACTION
	positive aspects of the renewal plan as well as their concerns. The results of the student survey will also be posted on the website.	
Next Steps	This is the final ARC public meeting for the south side. There will be a final ARC working meeting on June 13 th where the ARC will continue to work with themes that they have identified, will add new themes as needed, and will prioritize the themes for inclusion in the community consultation section of the final staff report.	
Final Staff Report – June 23	In addition to the community consultation section, the final staff report presented to Trustees at the Special Board Meeting on June 23 rd will contain: a) One final recommendation for pupil accommodation on the south side of the city; and b) One final recommendation for pupil accommodation on the north side of the city.	
Delegations to the Board of Trustees	Once the Board receives the recommendations contained in the final staff report, stakeholder groups may wish to directly address trustees in the form of a public delegation. Delegations will be scheduled during the week of September 12 th . Further information regarding delegations will be posted on our website once delegation parameters are finalized.	
Final Staff Report – Oct. 4	The final staff report in October will contain the same recommendations as the report that is presented in June. Included in the community consultation section will be the feedback received by Trustees at the September delegations. Trustees will make the final pupil accommodation decision at the October 4, 2016 Special Board Meeting.	
Business Case Submissions	Once a final accommodation decision has been made by Trustees, administration will submit business cases to the Ministry to request funding for the proposed projects. The business case that was submitted for the Hyde Park / Kingsway Park consolidation was supported by the Ministry and granted \$6 million in funding.	
Potential Construction and Renovation	We have received a number of questions regarding the potential construction and renovation of schools in the elementary and secondary panels. We can share the following information for the potential elementary new build: <ul style="list-style-type: none"> • The design and scope of the project will be determined by Ministry benchmarks for funding new school construction (e.g. classroom size, school size). • It is our intention to model the design of the new school after the design of Woodcrest Public School which is our most recent new build and is a successful elementary school. 	

AGENDA ITEM	DISCUSSION	ACTION
	<ul style="list-style-type: none"> • Input from the school community, including form staff, will be an important part of the design process once Trustees have made a final decision. • Should timelines be extended, students would remain in their home schools until construction of the new school was complete. 	
Potential Construction and Renovation	<p>We have continued to work with cost consultants, board staff and school administration to determine the best way to accommodate students from Churchill and Westgate at Westgate CVI. We have also listened closely to the concerns of the school communities and we are working to ensure that all students will have access to improved programming and facilities as a result of the renewal plan.</p> <p>Capacity at Westgate, with students from both schools is projected to exceed 100% for the next 5 years. We are proposing renovations as well as an addition for Westgate. These would include:</p> <ul style="list-style-type: none"> • Expanded student and staff parking; • The addition of a cafetorium with drama classroom; • 2 new classrooms; • Interior and exterior façade upgrades, elevator upgrades; • Renovations to the main office, expansion of staff room and student services; • The conversion of the current exercise room located in the tech wing to a tech classroom; • Upgrading the library to an internet café model; • Landscaping and adding seating to the courtyard; and • Repurposing the current cafeteria as an exercise room. <p>This will create the capacity in the school to meet current and future program needs. It addresses additional space required for staff and students, ensuring a comfortable and welcoming environment and optimal program delivery.</p> <p>It is anticipated that these renovations and the addition of the cafetorium would cost approximately \$4.1 million.</p>	
Transition Process	<p>Questions, concerns and suggestions regarding the transition process make up a large amount of the feedback that we have received regarding the proposed renewal plan. We know that once a decision to close or consolidate a school has been made, the transition will be critical to our success.</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>Once Trustees make the final decision about accommodation, a transition committee will be struck. Members of the committee will include:</p> <ul style="list-style-type: none"> • One trustee appointed by the Board; • The superintendent responsible; • The principal(s) of the school(s) involved; • One staff member, appointed by the principal, from each school involved; • Equal number of parent representatives reflecting the profile of the school(s) involved; • At least one School Council parent member; and • One Student Council representative in the case of a secondary school. <p>The focus of the transition committee will be to ensure a smooth transition for students and staff. They will work to determine how the school communities integrate and move forward successfully together. There will be multiple opportunities for students, staff and parents to have a voice and to provide input about what is important to them to preserve at the new or consolidated school, and what will be important to begin new.</p> <p>We know the importance of the transition process and we have had a number of successful transitions in the past. Some examples of successful past practices include:</p> <ul style="list-style-type: none"> • The wall at Superior to honour the legacies of PACI and Hillcrest; • The trophy case in the library of Westgate which houses memories from FWCI and the Blue Bears; • We have had graduation ceremonies in the past where students from a closing school wore different coloured gowns and were honoured as graduates of the school where they began their high school career; • We have organized a number of activities so that students are able to get to know each other, to become familiar with a new facility and to begin to develop a level of comfort before the official transition occurs; • Each transition will be unique depending on the needs of the school community, both sending and receiving schools, and we will work hard to ensure that those needs are met and that students feel comfortable, secure and are set up for success. <p>The future will be what we make it. Children will look to us to be positive and to make it the best that it can be.</p>	
Questions and Comments	The moderator reviewed the procedure for the question and answer portion of the meeting and reminded speakers and the audience to be respectful. She explained that	

AGENDA ITEM	DISCUSSION	ACTION
	<p>questions could be asked at the microphone (2 minute limit) or written on cards provided at the back of the room which would be brought to the moderator by the runner and read by the moderator. As well, questions can be left in the box at the back of the room and they will be answered on the website's Q&A section. Also, you may go online at any time and provide questions and comments at renewal@lakeheadschoools.ca.</p>	
QUESTIONS		
Karl Skodstad	<p>Mr. Skodstad noted that plans for the new elementary construction site will be close to Dennis Franklin Cromarty High School and he has concerns regarding safety as he heard that recently a group of secondary students made an effort to attack students at Agnew. This was very disconcerting and his question is: Because the new build will be located so close to a large secondary school, what are the plans for safety at the new school?</p> <p>A: David Wright: The location of school has not yet been determined. We had thought originally with the time line required that we would demolish and start building at the same time because this site is large enough to accommodate demolition and construction at the same time. However, that is not set in stone as we don't know where on the property the new school would be located.</p> <p>Chair – Safety is a great concern which we take very seriously. We want our students to be safe and happy and be learning. The building will be designed with safety features. Elementary schools have a practice where all but front door will be locked. We are investigating cameras (released entry) and key fobs rather than just keys. For our whole system, safety is something that we always look towards. In terms of the notion of having an elementary school close to a secondary school, certainly there are many effective partnerships that can take place between elementary and secondary schools – like those that are in place right now between Agnew and Churchill. It really is about the schools and the culture of the school and the community and how the students and staff interact together, and the culture that we build will help to determine the safety of the setting.</p>	
Kelsea Douglas Laurel Jones	<p>We were just wondering, because we haven't heard anything about this, why was Westgate chosen to be the school for us to move over to if that happens?</p> <p>A. David Wright – the condition of Churchill compared to the condition of Westgate tells the tale – structurally though the building is sound it has a lot of shortcomings and a lot of needs and Westgate is in better shape.</p>	

AGENDA ITEM	DISCUSSION	ACTION
Karl Skogstad	<p>Why is the board approaching it from the North side and South side – two different plans? We are one city and one school board. It seems like a more cohesive approach would be better.</p> <p>A. Chair – There are many factors that are a whole board or city wide consideration when we look at how we can best program to meet the needs of our students. What are the programs and supports and services that we want to offer to our students? Those are considerations that are the same whether they are north side or south side. Also, we have stated that no student will have less in their school environment than they have now – it will be equitable or more – whether north side or south side. It's because when we have the ARC committee, we need to make the size of the committee and the work we are doing manageable and because of transportation issues etc. on different sides of the town that are different. But primarily overall it is all driven by one program need in order to provide the best possible program and supports for our students</p> <p>David Wright – We did plan this as a city – we did plan this as a system. It just happened that geographically speaking we had accommodation decisions to make for schools on the north side of the city and those on the south side of the city. So geography played a role with the accommodation reviews for the number of schools on each side of the city.</p>	
Marc Lemelin	<p>It's my understanding that the decisions have not been made yet, is that correct? We are hearing about transitions - it sounds like the decisions have been made already. It sounds like it is locked in stone. If this decision has not been made, what is option B?</p> <p>A. Chair – The decision will be made by publicly elected officials on Oct. 4, 2016 by our Trustees. On the south side, administration has put forward in front of trustees a recommendation based on what is viable, both financially and from a program perspective and it is because administration put forward that report on Feb. 16 that we are consulting on the options that were presented in that report.</p> <p>David Wright – The default is the status quo. We'll give one recommendation to trustees in June with the final report and when we ask for a vote in October – the vote will be YES or NO. The decision has not been made. The decision will be made by Trustees. It is our job to recommend to trustees what we feel is the best decision. This process is intended to gather feedback and ultimately it will be to support our decision or not.</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>Heather Harris – We are gathering information to share with the community. While it may seem that because we have worked with cost consultants or we have talked to people about planning, but that’s our job. Because otherwise we are presenting you with options with no foundation. It’s about providing information; it is not about a decision already being made.</p>	
Melissa Mauro	<p>Was the joining of the elementary schools for financial reasons? It seems to me that it is and I get that, but Agnew was pushing capacity for years. Wouldn’t it make more sense to do French streaming at Agnew and English at Edgewater?</p> <p>A. Chair – When the process started, the enrolment at Agnew was a factor that needed to be addressed. The student population at Agnew is growing. We have renovated there, and we anticipate that it is a school community that will continue to grow because we currently have more students in the K – 3 area of Agnew than we do in the upper grades. We also know that Edgewater is a school that has been fairly stable in its enrolment but that it does have a fair amount of excess pupil places. It is also not very accessible in terms of the Ontarians with Disabilities and Accessibility Act that we need to work towards. At the end of the day, when we looked at the south zone, we know that dual tract French Immersion schools is important and key to our success and dual tract is the way that we will proceed with French Immersion. So as a result of the growing population in one school, the excess space in another school and the ability for the other school to be accessible, it was determined that since they are very close together in geographic proximity, that it was important to bring the communities together. We also know and we are seeing it happen across the province that in some cases the French Immersion stream is getting much larger than the English steam and bringing the Edgewater and Agnew English streams together will also ensure there is a viable English language program at the dual tract school as well.</p>	
Ken Ranta	<p>Based on the plan that is put forward for Trustees to make a decision and from that decision a business case will be put forward, if the ministry doesn’t fully support the business case that is presented, is there a contingency plan in place?</p> <p>A. David Wright - There are no guarantees. The Ministry has money now and we are confident that we have a strong business case. We are cautiously optimistic and fairly confident that the business case will be supported. It depends on what comes back from the Ministry. There are a number of options: we could re-submit and work</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>with the Ministry on a modified plan or since we are very confident in our plan, administration would likely recommend to Trustees that we go ahead and debenture and move ahead at our own cost.</p>	
<p>Amy Johnson</p>	<p>My question is around French Immersion and how much the population at Agnew has grown and because it is the only school on the south side school that offers French Immersion. Agnew parents were concerned and they did a review last year in March. I haven't seen anything about this review and I would like to know what the status of that report is and have these results been taken into consideration in this process?</p> <p>A. Chair – Sherri-Lynne Pharand will make sure the final report will be sent by Principal Abbott to the Agnew community. The review was completed and presented to Trustees and it is available publicly on the Board's website. We did look at the French Immersion policy that we currently have to see if it accommodated our needs both now and into the future. We also looked at the programs from K-12 and best practices across Ontario, reviewed the literature and then made some recommendations from there. There were many recommendations such as perhaps enhancing the transportation that is available to ensure equity of access because right now not all pupils are able to access the French Immersion program; incorporating more of the use of technology into French language classrooms in order to enhance the ability to practice and speak oral language; enhancing the number of course choices available at secondary schools because right now you need 10 credits in order to get a certificate and there are 10 options that you can take so we have talked about enhancing the number of options and we will see that beginning this this school year. There were many recommendations around resources (she is going from memory, but she will make sure you get the full report as it was quite lengthy and thorough). In terms of the locations, when we did an analysis of where students live and where they came from, we do believe that the recommendation for the new south side school will accommodate the student population requirements for today and into future as well. It was one of the factors that came into play in terms of recommending the new build. On the north side we don't see a lot of change recommended there for Ecole Gron Morgan and Claude Garton. They will continue to be the north side sites. The recommendation as well was to continue to have the north side high school whatever the decision is that is made in October, continue to be the French Immersion site. I know we've had questions around why not have French Immersion on both sides of the city, but certainly as you get into a secondary program and you want to be able to offer choice for students, you want to be able to have a critical mass or a larger number of students means there are more options for kids and more</p>	<p>Final report will be sent by Maureen ... it available on the website</p>

AGENDA ITEM	DISCUSSION	ACTION
	<p>choices. So rather than everyone having to take the same 10 credits, there is the potential in French Immersion to have more options available if we keep students together in one site.</p>	
<p>Steve Jones</p>	<p>We keep hearing about rebranding – now are we talking about a merger or the closure of Churchill or are we going to have a brand new school.</p> <p>A. Chair – All schools at Lakehead Public Schools are exceptional schools. In terms of the rebranding question specifically, we don't have an answer yet. It is a two-step process. The first step is Oct. 4, for Trustees to make a decision whether yes or no. Then following that, a decision would be made on rebranding. The most important thing to remember as we bring two school communities together is that it really is about bringing school communities together. So it will need to be in that transition process, a conversation about what are the processes and the history and the traditions that are really important to us at Churchill and what are the processes and history and traditions that are really important to us at Westgate. What are we going to continue from both schools moving forward and what are the new traditions that we are going to build together because really no matter what the school is named, it's the people in the school that make the difference and it's how we interact together and the traditions that we build together that make the school community. So that's what we're going to be working towards in the transition process is bringing everyone together into a single strong school community.</p>	
<p>Kristine Thompson</p>	<p>I'm worried about losing a high school. I'm worrying about us getting ahead of ourselves. There is growth in many areas of Thunder Bay (Mount Forrest, Parkdale subdivision etc.) and I'm concerned about the projections. I'm worried that we are not thinking far enough ahead. I'm worried that a student will go through grade one French Immersion and come out of the new super school and then will go into possibly a very full Hammarskjold FI program because we haven't done the job now of looking at the FI program. If this is the way it's going, we need to be thinking of another option. I don't like the idea of closing schools. I think we need to put our money where it ought to go. What is plan B? I look at Woodcrest with the portables and Superior is under population. I'm worried that we aren't making the right decision and we need to know: is there a better Plan B? The status quo won't serve the purpose of French Immersion.</p> <p>A. David Wright – I think Plan A is the right plan. Administration has put the plan together with a lot of thought and a lot of energy behind it, and we are fully committed</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>to Plan A. Plan A is the right plan for our school board. Plan B would be status quo.</p> <p>Moderator – could you also comment on the number projections</p> <p>Dave Covello – We do have a challenging environment, but by 2020 our projections show the numbers will stabilize.</p>	
Natasha Azad	<p>Re the two school communities: How are the distinct traditions going to be respected in terms of teams, clubs, student council etc.?</p> <p>A. Chair – That will be the role of the transition committee. It will be really important for them to identify what are those clubs and teams and traditions that are important to each school community and to bring them forward to the new school community. If you look at Churchill and Westgate today, many have the same opportunities for kids and it will be bringing them together. Many of the opportunities are the same e.g. school council and teams such as the running team, and it would mean bringing them together. Then we would take a look at what are the unique opportunities at each school and how will they be maintained and brought into the new schools. We are committed to the fact that no school will have less than they presently have as a result of the amalgamation. Transition planning is very important to identify and maintain these traditions that are so important to students and staff alike.</p>	
Arlene Thorn	<p>It is a time of declining enrolment in general in public education in Ontario. My concern is with regards to French. The choice of French education is a seeking by parents for a better education. A second language brings that possibility for cultural diversity and career opportunities for students. LPS is looking at gearing up in the technological / computer age education as opposed to the Catholics who look at the human based / Christian values as well as excellence in academics. And then there is French Language. Parents are looking for a choice in education. There is a choice in education that is not being addressed today. There is a rise in consciousness by people for ecological concerns and social concerns and holistic values. People who are looking for choice in education will go where they can find some choice. I'm looking to Lakehead Public Schools during this time of renewal which looks to be more of facilities and technology, for some choice in education that is more towards holistic education perhaps even more into the realm of arts. It's wonderful at a time when there is Public funding crisis and the transition to French language that parents are making choices and I believe they are looking for an alternative situation. Within this area we have Waldorf Day cares. Waldorf</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>education is considered an excellent education in child care. Lakehead Public Schools could take advantage of this. We are seeking this new emerging kind of values that people are looking for. French education is part of that but it is much bigger than that. I would like a response to my comments.</p> <p>A. Chair – In relation to your comments about French Immersion – we did survey our parent community to find out why parents selected that program for their children and those whose children weren't in French Immersion in a number of schools to see if they would be interested at a later time. The feedback was around career planning, future opportunities and bilingualism and the benefit of learning another language. We received over 10,000 responses in terms of setting our values of respect, integrity and responsibility. Yes, we are infusing technology because we believe that for 21st century learners it is important that children need to be technologically capable in order to connect with the global world that we live in today, but we also value ecological and social values and holistic values. Very shortly you will see opportunities where students will be able to participate in what we call academies which will look at outdoor education, fine arts education, and environmental education. All that is on the horizon as part of our renewal process. It is not part of the ARC process per se, because an ARC process is defined in the legislation about the facilities and where we house those programs and why we offer them for kids. But we are looking at how to renew what we offer in order to ensure that we have the best possible programs that help students develop their whole self and also situate them to be capable global citizens of the future.</p> <p>Q. Will you define Academies please?</p> <p>A. Chair - Academies will be part of a learning philosophy where if it's an outdoor education for example, other areas such as the science, the technology, the history will be taught through an outdoor lens. So it's really about the way the philosophy of things is delivered to students.</p>	
Brooklyn Ranta	<p>My dream is to graduate as a Trojan. This plan really breaks my heart as it is set to happen when I am in grade 12. This concerns me and I am scared as this is a really important year and stressful time - scholarships are really important. What plans are in place to help with the stress grade 12s will be under?</p> <p>A. Chair – Yes grade 12 is a very important year. It is one of the stepping stones that you take on your journey to your future. It will really depend on what the transition</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>committee decides on how that will move forward. But when we look to secondary school amalgamations that we did in the past, a big part of the transition process is the scholarships and talking to the donors and families and talking about will they have them continue as it moves into a new school. Very rarely do families say no. The majority in the past have transitioned over. There could be 2 valedictorians – one from each of the grade 12 classes from the schools that are amalgamating and we have had students be recognized for the school that they came from in that graduation ceremony. But it is all up to the transition committee to decide what is important and what is it that we value and how are we going to make that happen in order to ensure that it is special for the grade 12 classes in particular that are the first graduating classes in the new consolidated site if Trustees agree to approve the plan and how is it that they are going to honour all of the grade 12 graduates.</p>	
Laurel Jones	<p>You have 4 high schools and you are closing 2 of them – what will happen to the teachers?</p> <p>A. Chair – I’m really glad that you are concerned about your teachers because that says to me that you have a good rapport with them and you care about them and they care about you. The teachers have a collective agreement and it defines how it is that schools come together and how they work together and who will be working where into the future. There is a process that all teachers know and understand and we will be following that process as we move forward.</p>	
Amy Boucher	<p>I am a parent of two children who go to Westgate and I’m nurse and I have been involved in amalgamations with hospitals. How does the transition committee plan to keep tabs on the adversarial comments and culture from developing and I’m thinking about the staff from Churchill and Westgate.</p> <p>A. Chair - The students will hold us all together. I haven’t met a teacher or staff member or principal who is in education that isn’t there for the kids and that doesn’t want what’s best for students. An atmosphere of collaboration is necessary for things to be successful for kids. Competition is longstanding. All staff believe this is in the best interest for kids because at the end of the day, they will have more choices, they will have more opportunities for courses and programs and they’ll have more life chances and life opportunities as a result of those courses that are available. Any bringing together of two organizations or two entities is difficult, but if we remember that at the end of the day, it’s all about the students, that is the process that will get us through.</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>The transition committee will not only talk about what kids need to be successful in their new building, but it will also talk about what staff need. School closures are an emotional process – everybody is connected to the school that they go to and they should be because it's a great school, but part of the transition committee's job is to say what is it that students and staff need and how is it that we work together to make sure everyone feels welcomed and a part of the decisions that are being made and that everyone feels they have a voice that is heard. That will be a key role of that committee, of the administration and of the staff, students and families because it is the attitude with which we approach things that kids will see and that they will follow through.</p>	
Chi Cheng	<p>I have a grade 8 son who wants to go into IB program at Churchill. What is the time frame? When is the move in date? I'm assuming the Churchill move will happen before the other part? Will the IB program just be uprooted and plunked into Westgate or will that depend on the transition committee to make sure that happens?</p> <p>A. Chair – In June we will table a staff report which will be voted on by Trustees on Oct. 4, 2016. In the event that Trustees vote to combine the Westgate and Churchill school communities, Churchill will close in June of 2017 and students will begin school in Westgate in Sept 2017 assuming that construction is on schedule which we have been assured that it will be or as close as possible.</p> <p>IB is a very specific program and is accredited by a worldwide IB organization and yes, it will move in its entirety from Churchill to Westgate.</p>	
Melissa Maura	<p>Is the concept of the Academies in the initial report? Was there public input</p> <p>A. Chair - Yes, a little snip-it was included in the grade 7/8 board report that went in April but there will be more information to follow.</p> <p>Q. Will there be public input into that?</p> <p>A. Chair – Yes there will be more as we move forward. What is the projected maximum capacity of new elementary school? How many students are presently at Agnew? At Edgewater? With the French Immersion numbers growing at Agnew, how long into the future will this new school accommodate the need?</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>A. David Wright - The new elementary school will have a capacity of 700 students. There are presently 500 at Agnew and 200 at Edgewater. We build the schools to meet immediate and very current needs. The Ministry does not fund us for expected enrolment 10 years down the road – we do see enrolment stabilizing in the next few years – we will be building the school to meet essentially the immediate need.</p> <p>Chair – With reference to your question regarding whether parents will have input - there is a survey now on lakeheadschoools.ca website and it does ask parents to give input and there are pieces on there on ecological education, outdoor education, Kingfisher and global citizenship and its importance to parents. Please take this survey as the first opportunity to give input.</p>	
Karl Skogstad	<p>My question has to do with the decision to go with Westgate over Churchill. As an economist, this is disheartening. Mr. Wright said it was the facility index of Westgate being much better than Churchill. The data seems to contradict that. (He quoted stats from website related to the data.) What is not being talked about is the revenue side of things i.e. declining share of Public school market vs Catholic. If you close Churchill and assume that all students move to Westgate, the revenue remain the same. But that isn't necessarily the case. Is the decision just based on revenue? What about students that live close to Churchill? Remove that school and they have to decide do I go to Westgate or do I go to St. Pat's. I want to make sure the decision isn't made solely on that one number. He would like some clarification.</p> <p>A. David Wright – I think you make a very valid point regarding transportation – if you put somebody on a bus they have a choice, they can get off at the first stop or the second stop – 5 minutes apart, what's the difference. We did have this conversation. It's not just about the building but there is a lot to do with the building. The facility condition index and the school condition index which you are looking at (long term periods of maintenance) can be somewhat misleading. The Ministry of Education puts that together and it's based on benchmark data gathered from companies contracted by the Ministry of Education and doesn't necessarily reflect the actual needs of the schools in terms of where we would prioritize our school improvement money. We also have a very capable facilities department plant.</p> <p>Karl: I think it would be nice for us to have that information as opposed to maybe the information that was incorrect.</p>	

AGENDA ITEM	DISCUSSION	ACTION
Scott Masters	<p>When you build the new school, will there be room for additions if needed? The conceptual thing is that we are accepting that things will stay the same. If we do a good marking plan and we can sell our school back – we may get more kids.</p> <p>A. Chair – I think Lakehead Public Schools does an incredible job of K-8 and 9–12 education and students are well served today and into their future and we are going through this renewal process because we want to ensure we have the right facilities with the right programs at the right time in order to make sure we have every possible opportunity and option for students. So we would love it if additional students saw that as well and came and took advantage of the world class education that we offer.</p> <p>David Wright – I can say with all certainty that it is not so much an if but when – there is potential for this plan for many aspects. There is absolutely enough room to expand for both elementary and secondary.</p>	
Amy Johnson	<p>I'm just running the numbers. If we were going into a school built for 700 and we will be at capacity fairly shortly, what will be done to accommodate the increased numbers? At what school population on the south side do we have to get to before we consider French Immersion for the south side?</p> <p>A. Dave Covello – The French Immersion program is growing and the English is shrinking a bit, but the numbers are stabilizing - we can expand to accommodate if needed.</p> <p>Chair - In terms of the question on enrolment I believe this was related to the secondary program on the south side of town. We currently have roughly 50 students coming into grade 9 each year out of the three grade 8 programs as we move into secondary school. We do project over approximately the next 6 years that that will remain stable for 6 years – it may increase after that. Once you get to projections beyond 5 to 10 years, it's really hard to predict with certainty. Right now, we anticipate there will be roughly 50 students per grade.</p>	
Amy Johnson	<p>Are we losing students in French Immersion to another board because students can't get across town?</p> <p>A. Chair – When we surveyed, we typically saw that we don't lose students because of the location of the school. Some choose to transfer to an English program after</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>grade 8 and some that choose before that. Also on the south side, we have many French Immersion students who choose an IB tract which has a strong language component as part of the IB program. So our analysis shows the movement was not necessarily a result of the location and we actually do draw quite a few students from the co-termus boards to our French Immersion programs at the secondary level.</p>	
Jay Chen	<p>You said that Churchill will be closing in June 2017 and the switch would be made in Sept 2017. There will be many changes. Will the construction begin right after June closing or earlier and if so, will it affect the students attending school?</p> <p>A. David Wright – We will do our best to ensure that construction doesn't impact the educational experience of students. Conceptually yes, construction could begin early and it is our intention that it would be done without impeding academics. The logistics haven't been worked out. Work would continue over the summer months and we have had consultants say that it can be done on time.</p>	
Steve Jones	<p>Will the IB program from Churchill and the AP program at Westgate both be done at the same time or what will happen?</p> <p>A. Chair – The IB program is a program in its entirety. It leads toward a different diploma and every course a student takes is part of that IB program. Students can choose if they don't wish to complete the whole diploma, to complete a certificate. It's a very in depth process. The AP program is for students who wish enrichment in a particular area. You can choose to take just AP math if that is your strength, or AP physics or whatever is offered by the school. So there is room based on students' strengths and interest for all programming to take place.</p>	
Ashley Little	<p>I will be graduating by the time the change takes place, but I am concerned for my younger brother - the mascot / colour / school name may not be addressed. These things make up who you are and who you identify with. They may not be addressed. I am concerned that students going to the school in grade 12 won't feel they are a part of the new school. They may feel excluded rather than included.</p> <p>A. Chair – Your student voice through the survey that you completed at Churchill and through your members of the ARC committee have done a really good job of bringing forward that opinion as well as at this evening's event. All the information that has been collected both through the ARC process and through this public session will be</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>presented to Trustees. So after the decision is made on October 4, then a decision about rebranding which would include things like the mascot and colours will be worked through. But certainly the voice will be heard because it has been brought forward and it has been recorded.</p>	
Kelsey Douglas	<p>Last year the school underwent quite a few renovations. Something as simple as someone standing there painting really disrupted the class. Do you think that is something that will happen again when the renovations begin?</p> <p>A. David Wright – I can't address that situation specifically, but we will do our best to not distract from student learning. It is good to know and we appreciate hearing that something small like this can really distract students.</p>	
Ken Ranta	<p>Just a comment to members of the ARC committee: We are here to exchange information, and how we work through the proposed changes. We have heard many responses that include the term: "that will be determined once the transition committee is established". We all have a vested interest in what that transition looks like. So as important as it is for administration to say in a report that this is option A and it is the best decision and what we need to do. There are so many unanswered questions that students, parents and others involved need to know before we can really reconcile that this is the right direction. So I urge members of the ARC committee to seek out or request the opportunity to put together what that transition plan may look like <i>before</i> the closing of the schools and the transferring of students occurs. We need to put the cart behind the horse and we need to know before the plan is put in place.</p>	
Alex McCubbin	<p>In the past when Lakehead Public Schools has closed schools they have lost students. How will you adapt financially to this loss?</p> <p>A. David Wright – I think that is a fairly pessimistic approach and certainly not one that we want to be taking. We are going to do our best to learn from the transitions we have done previously. Our staff is committed to making this successful and administration is committed to making this successful. We are committed to make the best opportunities for students. I certainly don't share your view.</p>	
Amy Boucher	<p>My comment is on rebranding: The school should be rebranded!</p> <p>Moderator - rebranding will happen with the transition committee.</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>A. Chair – First the decision will be made whether to close the school or not, and then the rebranding will be addressed. But this is a recorded meeting with recorded minutes and your opinion is duly noted.</p>	
Arlene Thorn	<p>I am interested to know where the French teachers are coming from. In the Halton Board in Toronto there is a huge demand for French teachers or teachers who speak French. How is Lakehead Public Schools coping with that?</p> <p>A. Chair – We are very fortunate in Thunder Bay that we have a Faculty of Education here and in addition to that, we have a partnership with Lakehead University and with an organization called ALPHA Thunder Bay and the Thunder Bay Catholic District School Board. We have in place a process that sets a requirement for proficiency level for French language instruction and the language that our teachers are able to speak as well. It's called "Common European Framework of Reference". So to date we have been extremely fortunate as we have not encountered the shortages that I know are occurring elsewhere in the province. I believe it's due to the partnerships we have in terms of preparing future candidates and ensuring that they are ready and able to teach French so it hasn't been a concern here.</p>	
Jason Freeman	<p>Can you outline how and what comments from the past meetings have resulted in changes to the plan?</p> <p>A. Chair – I can highlight one key change that certainly has resulted although the actual plan and the recommendations as part of the process, there are 2 public meetings for input as well as the ARC working committee so we are still consulting on the same original plan from February of this year. However, we did hear loud and clear from the parent community, concerns about the ability for Westgate to house all of the students if a decision was made for Churchill and Westgate to join together and we did preview earlier this evening some renovations that will take place including a proposed cafetorium which would be a new cafeteria space and an auditorium for drama and presentations and musical events and the like, as well as additional classroom spaces, a change of a tech room and an exercise room and a staff room as well as parking for both staff and students in order to ensure that we have adequate space to accommodate everyone. That was one significant change as a result of input and public feedback that we have received so far.</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>Heather Harris - All of the input that we have received is being considered by admin as they make the final report and will be forwarded to trustees.</p>	
Travis Ozerkevich	<p>I missed the last meeting, but I understand there will be a \$1.5 million shortfall for starting next year I think it was again, based on the number of empty chairs. If we stay at Plan B, staying the status quo, where does that money come from to make up that shortfall? I know the budget is stretched pretty thin as it is, so is there really a Plan B? I'm looking at what will give my children the best education moving forward and we need the dollars to do that.</p> <p>A. David Wright – So the elimination of the top up grant is phasing in over 3 years and we are currently in the 2nd year of the phase in, so for the 2016-17 year compared to two years ago, we have \$1 million less operating funds. Next year we will be fully phased in. There is some flexible money from grants for student needs and once administration puts the budget together and presents it to the Trustees for approval – much like this plan is being put together by administration for submission to Trustees, so legitimately Plan B is status quo and the money comes out of any flexible spending that would be passed, so either we cut costs to make up for the reduction of events or we take it from something that it's being spent on. So certainly there is a financial driver on the renewal process that we are undergoing.</p>	
Heather Sutherland	<p>My comment is related to Mr. Wright's statement about being pessimistic that we may lose students to the Catholic Board. We have plans to potentially send our kids back to the Catholic school. You <u>will</u> be losing some students! I wish this gym was full because I know there are so many people who have a vested interest than are present here.</p>	
Bonnie Johnson	<p>I'm not going to be very popular here, but when I hear about rebranding, I think about costs. I'm just wondering if we are going to be further ahead. If the decision is based on economics and saving money, and combining resources and improving programs for the education of our students. I'm just thinking with the cost of expansion and cost of rebranding are we going to be further ahead? Are we going to be able to provide the students with enhanced better education?</p> <p>Moderator – Again we could go back and forth on the rebranding but that will be a discussion for the future.</p>	

AGENDA ITEM	DISCUSSION	ACTION
Marc Lemelin	<p>The message that is put out is that if this decision is made, it is a DONE DEAL. He doesn't feel that people in Northwood area believe there is a hope Churchill will stay open. There would be more people here tonight if they felt there was a chance - they feel they are being forced into this decision.</p>	
Heather Sutherland	<p>People are afraid of what's happening. This transition plan is so up in the air. Why isn't there something else? Why isn't there some follow up? What is going to happen to our kids if they have to go to another school? The Catholic board is at 80% capacity. Churchill is at 74%. Why would we put our son in a school that is at 100% capacity from the get go?</p> <p>A. Chair – I just want to comment in terms of the size of school. Certainly a secondary school that is around 1,000 students or 1,200 students in that area is the size school that allows for the most choice for the students; that when you are doing timetabling, you can offer the most credits especially at the grade 11 and 12 areas and that you can offer programs to ensure that every student has the prerequisites they need to follow whatever pathway that they choose whether it's university, college or the world of work and we think that it's really important for kids and for us to be able to do that moving forward and to ensure that we can continue to offer that breadth of program for all students. In terms of the transition plan, this committee is intended to gather input on the recommendation that administration made to Trustees about the south side plan in Feb. of this year. As it relates to transitions, we have had many opportunities and instances for transitions in the past. One of the most important things is for every member of the transition committee and for each sending and receiving school community to have a voice in what's important to them. Having said that, it doesn't mean that we don't have lists of things that need to be considered. Everything from what are the activities that we need to do to help students get to know one another; to how is it that we are going to deal with memorabilia and different traditions; to how is it that we are going to transition the students with special and individualized learning needs; to transportation; to before and after school programs - the list is quite in depth. It's not that there aren't lists that we need to consider, but in order to ensure that the right people with the right voices are at the table, we need to know what the decision is going to be so that as we discuss those things, like the traditions and what we want to preserve and how we want to make sure that we keep those that we hear the voice of the current students, the current parents and the current community. But certainly all of the different pieces at the end of the day work to ensure that every child has experiences to get together and get to know the new school, the new staff, the new community, and to work together to</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>develop a new culture in that school.</p> <p>David Wright – I'd just like to add that the capacity is the same as the number of students in the Catholic school board which is approximately 11,000 – 12,000 I believe. Our secondary schools will be approximately the same size. In terms of transition, I think it's a wonderful opportunity to get involved and have a say on how two school communities can come together – I encourage you, if you are interested, please get involved.</p>	
Kelsey Douglas	<p>I just want to make a comment about the opportunities offered at a larger school. I am a graduate of a school with 1,400 students in 1992. We still had to go to other schools because some classes were not available in our school. We must make sure we are holding ourselves accountable for that comment that was made because it doesn't always happen. We must make sure we are doing the right thing with the resources that we have available to us.</p>	
Mike Swards	<p>Mike is a teacher at Churchill. He heard great things tonight – concerns from kids and parents and they are so valid because everyone loves their school. Are we selling ourselves? Young teachers are here because they love teaching. It is about kids. We are passionate teachers and we will be passionate when we get to Westgate. Yes, we have concerns, but I want to tell you that we are so about academics and arts – the kids are great here. I wish I could show you all the things they do. Keep you kids in public education. I have such faith in the kids and in the new teachers coming up. We will make it happen if we have support but we can't cut corners! We've got to do it right.</p> <p>A. Chair – I want to thank Mike for expressing his passion for teaching. Teachers at both schools share their passion for learning and for the kids and that's what makes the system great because they are here for the kids and making sure that we have unique opportunities to enable them to reach their potential. And you're right, Mike, it is humbling when we see the potential that they do reach.</p>	
Jason Freeburn	<p>It does seem that this committee has the power to ensure the transition plan or whatever you want to call it be more flushed out before the decision goes to the Board in October. It seems to me, that listening to what most people are asking about, there are a few questions about economics (I missed them), but most of them are on the social side of things, the cultural side, the citizen part, but we all recognize the sticky part and for some reason it seems like that is all part of the transition plan is back loaded after the decision</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>is made. It seems to me that this committee does have the power to insist that we make a finalized transition plan that is much more flushed out than what I've heard so far. We need the transition plan to be <u>part</u> of the decision not after the decision.</p>	
Amy Boucher	<p>I appreciate the passion – it shows. There is something special at Westgate and also at Churchill. They are very different and it's important that the kids have the full spectrum of the experience. It is very exciting to have the programs come together and have the students be friends and mingle - to me, it's all good! I just want to share some optimism.</p>	
Karl Skogstad	<p>To me it is about economics. With regard to Superintendent Wright's comment about it being pessimistic – the numbers speak for themselves for the past 14 years. I want to know what the plan is so we are not here 10 years from now, talking about the great opportunity we're going to have merging the north side high school and the south side high school and having one high school because that's where we're heading with the numbers the way they are. We should look at the root cause of the problem of our declining share of enrolment.</p>	
Final Comments	<p>Thank you for coming. If your colleagues or friends weren't able to come, we would be happy to hear from them. We will answer all questions that are left at the table at the back of the room.</p> <p>The Chair recognizes the passion of everyone here and their emotional commitment to the school their children attend whether it's Agnew or Edgewater or Westgate or Churchill. And that's a really positive thing. We want kids and families to be connected to their schools and their teachers and their community. We know that moving forward that if we keep children at the focus and at the centre and if we truly believe that what we are doing is in the best interests of the students, we will all come through this process with a renewed system that has the best interests of our students at heart to enable them to achieve their life goals and their life dreams. We know we will all work together on their behalf to make that happen. So we thank you for coming tonight to share your input and feedback and we encourage you to continue to follow the process through our website and on social media to continue to stay in touch. Thank you.</p>	
Adjournment	<p>The meeting adjourned at 8:35 p.m.</p>	