



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Lighting the Way ~ Rejoicing in Our Journey

Pupil Accommodation Review – Chatham Elementary Schools

Questions & Answers – JANUARY 2017

The following are answers to questions, which have been asked by parents and guardians regarding the Chatham Pupil Accommodation Review, either through the Pupil Accommodation Review Committee, or the website

IS THERE MONEY ABOVE AND BEYOND WHAT "A NORMAL BUDGET" WOULD ALLOW ON A YEAR TO YEAR BASIS BEING DIRECTED AT UPGRADING OLOF OVER THE NEXT FEW YEARS TO BRING IT UP TO PAR WITH A NEW SCHOOL? MY CONCERN IS THAT 3.8 MILLION DOLLARS ALLOTTED TO OLOF TO COMPLETE RENOVATIONS WILL NOT MAKE THAT SCHOOL EQUAL TO A NEW SCHOOL.

The Ministry will not include funds for Our Lady of Fatima in our grant application. However, OLOF is a priority for the use of capital funds allotted to the Board that otherwise would have been shared over the seven Chatham school facilities over the next few years. The plan for OLOF includes upgrades to communications, functionality and aesthetics. For details of the repair/renewal needs of Our Lady of Fatima, please see the School Profile on the Board's website page for the Pupil Accommodation Review Committee. As a high priority, the board will divert as much as possible from our capital funds to complete this project. However, the pace of OLOF's upgrade may be affected by unforeseen emergency needs in the board's other schools.

WILL THE EXPECTATION BE TO BRING WITH US OR KEEP THE CURRENT OLOF TECHNOLOGY, GYM EQUIPMENT, SCIENCE, MUSIC, ETC EQUIPMENT THAT WE HAVE INVESTED IN AT MU OVER TO OLOF OR WILL WE ALSO RECEIVE NEW SMART BOARDS, TABLETS, CHROME BOOKS ETC? MY CONCERN IS THAT IN ANOTHER FEW YEARS OUR SMART BOARDS WILL BE OUT OF DATE AND MAY COST EVEN MORE TO MOVE THEM THEN COMPARED TO PURCHASING BRAND NEW ONES.

All equipment and furnishings at the Chatham schools will be assessed to determine continued functionality in the new school environments. The Board will seek input from the transition committee to distribute existing equipment into new and re-furnished schools. But ultimately, decisions about technology allocations to schools rests with staff. Board Policy and Procedures for disposal of assets will be followed for equipment and furnishings not being redeployed.

BRAND NEW ENGLISH SCHOOLS WILL SELL THEMSELVES TO THE PUBIC TO ATTRACT NEW STUDENTS. WHAT WILL THE SCHOOL BOARD DO TO ENSURE ADVERTISING, AND "SELLING FEATURES" ARE JUST AS VISIBLE IN THE COMMUNITY FOR ITS FRENCH IMMERSION SCHOOL, FOR PARENTS WHO MAY BE ON THE FENCE ABOUT WHERE TO SEND THEIR CHILDREN?

The Board's investments in advertising are minimal, and are designed to ensure that Catholic families are informed about registration dates, open houses, etc., so that Catholic Families will come, meet our staff, learn about our program and make their own choices. Our strategy for those Catholic families considering French Immersion is the same: we want them to meet our staff, listen and ask questions, then make their

decisions. For those families for whom the school facility is a deciding factor, we believe that a fully renovated French Immersion school will be a positive influence. The proposal for Chatham is a very positive step forward for all Catholic elementary students in the city. Therefore, any communication celebrating the building of new Chatham schools will give equal attention to the complete refurbishment of our French Immersion school.

IF OPTION A IS APPROVED BY THE PROVINCE AND CONSTRUCTION COSTS RUN OVER, WHERE DO THE CUTBACKS TAKE PLACE? WHO DECIDES IF THE NEW SCHOOLS DO NOT GET COMPLETELY FINISHED SO THAT FRENCH IMMERSION CAN BE AT LEAST A COMPARABLE LEARNING ENVIRONMENT?

The funding provided by the Ministry to build new schools can only be spent on the construction of the new schools. The funding to upgrade Our Lady of Fatima is separate Renewal capital funding that cannot be spent to address overruns or any portion of new school builds.

AFTER ATTENDING BOTH PUBLIC MEETINGS, I BELIEVE THAT THE ISSUES AND CONCERNS FACING THE 6 ENGLISH CATHOLIC SCHOOLS AND MONSIGNOR UYEN ARE VERY DIFFERENT. WILL THE BOARD CONSIDER MULTIPLE TRANSITION COMMITTEES, TO ENSURE THAT THE CONCERNS OF THESE TWO GROUPS ARE ADDRESSED EQUITABLY?

While some transition-planning items are of interest to all seven school communities, the Board acknowledges that the concerns of the six English school communities differ in many ways from the concerns of the French Immersion school community. The suggestion of two transition committees is an excellent suggestion for addressing those items which are not common to both groups.

PLEASE TELL ME WHEN THE SIX SCHOOLS CLOSE AND BECOME TWO, WHAT IS THE RATIO OF STUDENT/TEACHER PER CLASSROOM?

A school's student/teacher ratio is established by the Ministry of Education. School Boards are required to make an annual report, confirming that they are compliant with provincial class size requirements.

Provincial class size requirements are:

- At least 90 per cent of primary classes (grade 1 to 3) have 20 or fewer students;
- All primary classes (grade 1 to 3) have 23 or fewer students;
- All combined grade 3/ grade 4 classes have 23 or fewer students;
- The Board-wide average size of Full Day Kindergarten (FDK) classes is 26 students or less;
- The Average Junior / Intermediate grades (grade 4 to grade 8) has less than 24.5 students

IF WE ARE UTILIZING TRANSPORTATION (BUSES) TO BRING CHILDREN FROM THE SIX SCHOOL COMMUNITIES TO TWO NEW SCHOOLS, WHAT IS THE PROJECTED INCREASE IN BUSSING COSTS?

Annual bussing costs are fluid and vary from year to year depending on several factors. The proposed Chatham consolidation will enable some greater bussing efficiencies to be achieved, but overall it will result in a net increase estimated at \$89,500. To put this in context, the total bussing cost for 2016-17 is \$17,222,340. In other words, the increased bussing costs associated with this consolidation will amount to one-half of one percent of the current bussing costs.

IF THE PARENTS OR EVEN THE POPULATION OF CHATHAM REFUSE THIS CHANGE, EVEN IF THE GOVERNMENT GIVES THE SCHOOL BOARD THE MONEY TO DO IT, WHAT IS THE NEXT STEP?*The*

Government of Ontario places the authority for the final decision regarding the future of a school or group of schools solely with the Board of Trustees, not with the parents or the community. The provincial government requires school boards to seek the views of the affected school communities through a Pupil Accommodation Review Committee (PARC), which has occurred in the Chatham process. The Board of

Trustees acknowledges that no decision will be completely pleasing to every parent affected, and commits to try to address as many concerns as possible within the resources available to do so.

WHY HAVE THE PUPIL ACCOMMODATION MEETINGS OF FEBRUARY 1 AND MARCH 7, WHERE THE PARENTS OR PUBLIC ARE ALLOWED FEEDBACK, BEEN CANCELLED?

The Pupil Accommodation Review Committee meetings, which were tentatively scheduled for February 1 and March 7 or 8, were working committee meetings. They were designed to ensure that the committee members had sufficient time to achieve a possible consensus on the recommendation of a preferred option to the Board of Trustees. They were always intended as working committee meetings, and were never intended for the purpose of providing or allowing feedback from the public. They were cancelled because the committee determined that there was no need to proceed with them, since the committee reached a consensus on January 19, and communicated their decision to the public on January 25. The public meetings occurred on November 9 and January 25 as scheduled, without cancellation.

CAN YOU DEFINE WHAT YOU MEAN WHEN THE BOARD REFERS TO 21ST CENTURY LEARNING IN OUR SCHOOLS?

SCCDSB 21C Learning Foundations <i>What do we want our learners to be able to do?</i>	
<p>BELONGING (sense of connectedness)</p> <p>All learners: Establish positive relationships; manage conflict Collaborate and learn from, and contribute to, the learning of others Co-construct knowledge, meaning, and content Contribute to the local, global, and digital community as a responsible, inclusive, and ethical citizen Create a positive digital footprint</p>	<p>ENGAGEMENT (sense of involvement)</p> <p>All learners: Develop and demonstrate creative, critical and analytical thinking Take risks in innovative thinking and creating Solve meaningful, real-life, complex problems Acquire, process, interpret, and analyse information to make informed decisions (critical and digital literacy)</p>
<p>EXPRESSION (sense of listening and being heard)</p> <p>All learners: Communicate effectively in different contexts in oral and written form Ask effective questions to acquire knowledge Demonstrate digital and technological fluency Listen to understand all points of view Voice opinions and share ideas</p>	<p>WELL-BEING (sense of self)</p> <p>All learners: Persevere and adapt to change Self-regulate to become lifelong learners Reflect on experience to enhance learning (assessment AS learning) Cultivate emotional intelligence to understand self and others Manage various aspects of life: physical, emotional, spiritual, and mental well-being</p>

SCCDSB 21C Learning Conditions

How can we create these conditions to support all learners?

Responsive Relationships and Interactions

- Respond to each unique learners' motivations, emotions, strengths and challenges
- Maintain developmentally appropriate high expectations for every student, ensuring each child is appropriately challenged
- Learn from and with the students, valuing student thinking

Learning through exploration and inquiry

- Support learner engagement ensuring learning is purposeful, active, often collaborative
- Frame learning experiences around overarching big ideas or essential questions
- Support cross-curricular connections in and out of school

Environment supports learning and thinking

- Ensure the physical and social environment, and the use of time, space, materials and technology *flexibly* enhance learning for **all** students, promoting curiosity and inquiry

Pedagogical documentation

- Make student thinking and learning visible
- Embrace assessment- rich learning, supported by clear learning goals and co-created success criteria
- Emphasize formative feedback (assessment FOR learning)

Reflective practice

- Reflect independently and with educators, students, and families about the student's growth and learning in order to refine pedagogical practice and respond to student learning needs

WHAT STEPS WILL THE BOARD TAKE AFTER OLD SCHOOLS ARE VACATED, TO ENSURE THAT OUR EMPTY BUILDINGS AND PROPERTY DO NOT BECOME AN EYESORE IN THEIR NEIGHBOURHOODS?

School Boards must follow the requirements set out in Ontario Regulation 444/98 – Disposition of Surplus Real Property (Ed. Act). When schools are closed, school boards can declare these properties surplus to the Board's needs. Following that, school boards can offer these properties for sale or lease. Under this regulation, school boards are required to first offer surplus property for purchase or lease to a list of preferred organizations. This has to happen before the property can be sold or leased on the open market, and helps to facilitate the property remaining within the public sector, where there is a need and a financially viable proposal.

The board recognizes the need to be good neighbours. If no serious purchase offers are made after the vacant properties are offered for sale to the preferred organizations and then to the public, the board will demolish the empty buildings and provide a minimal level of property upkeep to prevent the sites from becoming eyesores, while we continue to try to sell them.