

# Local School Information Gathering Chatham Area Pupil Accommodation Review Committee (PARC)

## Summary Feedback |

October 2016 PARC Feedback -  
Reaction to the Initial Staff Report



**ST. CLAIR CATHOLIC**  
**DISTRICT SCHOOL BOARD**

*Lighting the Way ~ Rejoicing in Our Journey*

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# Executive Summary

## Introduction

As part of the St. Clair Catholic District School Board (SCCDSB) Long Term Capital Plan a Pupil Accommodation Review Committee (PARC) has been established to review the seven Chatham area elementary Catholic Schools. The Chatham PARC has 21 members consisting of three representatives from each of the seven schools under review. The PARC is Chaired by Deborah Crawford, Superintendent of Education for the Chatham area.

The purpose of the PARC is to provide advice and feedback to the SCCDSB on proposed “recommendations” and may also provide alternative recommendations it deems appropriate. The Chatham PARC held it’s first formal planning committee on October 4, 2016. Following the first PARC meeting, the representatives from each school were asked to hold a local school community consultation to solicit feedback on the three proposed Recommendation Options.

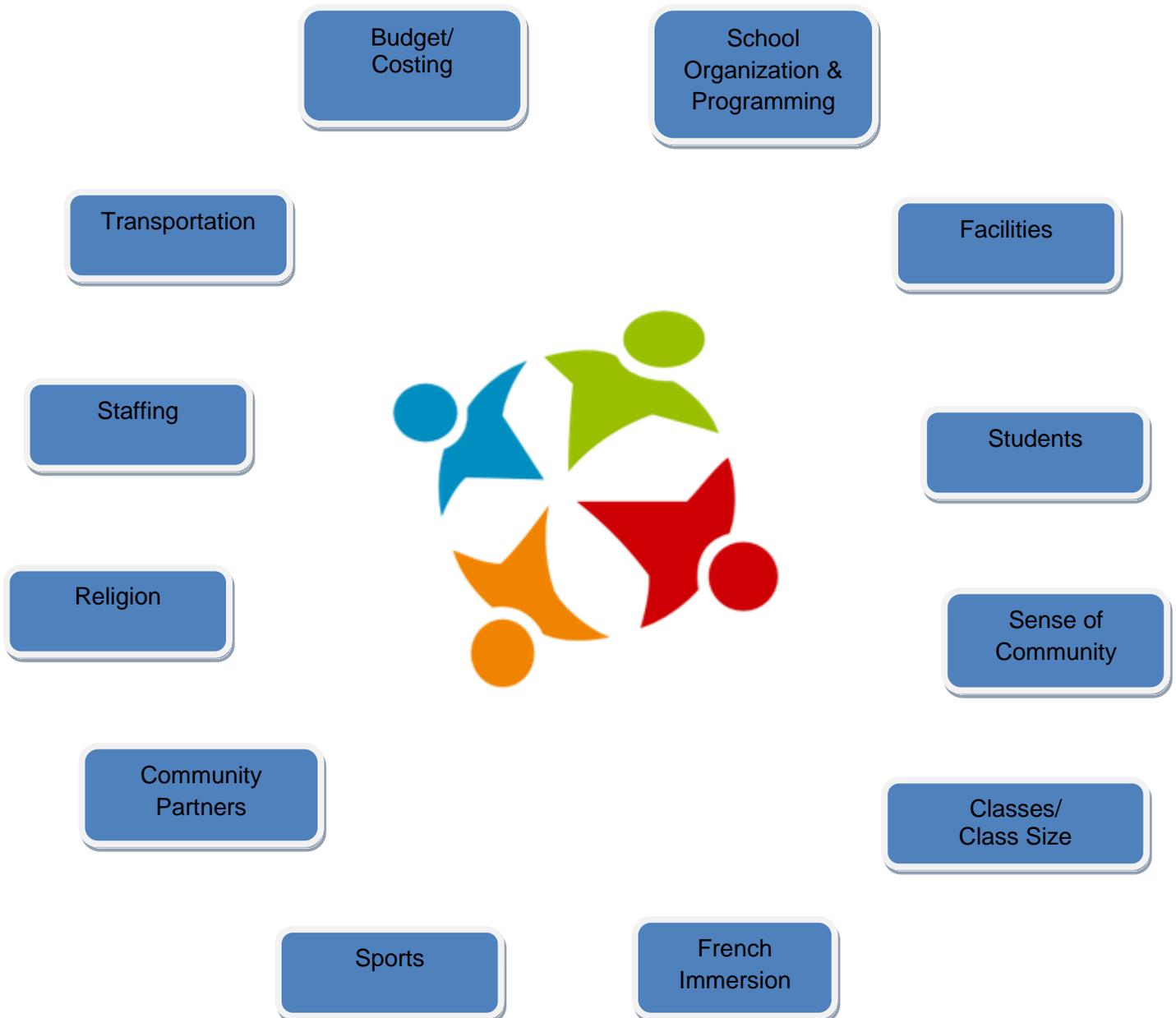
This document presents the consolidated feedback received from the following seven schools:

1. Monsignor Uyen
2. Our Lady of Fatima
3. Georges P. Vanier
4. St. Ursula
5. St. Vincent
6. St. Joseph
7. St. Agnes

The consolidated feedback will be presented to the Chatham PARC members and the SCCDSB to support their ongoing planning. This information will also be available to the public and will be further reviewed at the November 9, 2016 Chatham PARC Public Meeting.

## Key Themes Emerging from Local School Consultations

Twelve key over-arching themes have emerged from the local school feedback reports of their community engagement sessions (based on all seven school feedback reports received during October 2016). The feedback received from the local school communities were consistent in presenting perceived strengths, weaknesses, and suggestions for each of the proposed three Recommendation Options as it related to the following twelve themes.



## Key Themes Overview

Based on the twelve (12) overarching key themes, a number of common ideas came out of the feedback from the community engagement sessions.

The community “likes”:

- Option A garnered the greatest amount of feedback which could allude to this Option seeming to have the most interest.
- Option A’s feedback stated that the larger/new schools could provide greater opportunities such as state of the art facilities, improved transportation access, the ability to have expanded specialty programming and the opportunity for more sports teams for the students.
- Option A also seemed to provide a greater sense of community with the new schools being able to transition together and benefits for students to have more interactions/make friends with a variety of children.
- Option B’s feedback was primarily around the appeal of smaller schools, having a similar sense of culture and a more personal experience for the students.
- Option C’s feedback was similarly the appeal of having smaller schools, but also this option would see the least amount of change which would result in a cost savings.

The community “does not like”:

- Option A’s feedback expressed concerns about the large size of the school and how that could impact students and the sense of community. Would students fall through the cracks? How could staff get to know all the children in larger schools? And be aware of things such as medical concerns? What about students with special needs? It was felt that in such a large school it is difficult to have a family feel and rooted traditions in prior schools may be lost with the new schools.
- Option B’s feedback brought forward concerns about students being split from their friends and the blend of inner-city vs rural conflicts and concerns about what this could potentially mean.
- Option C’s feedback brought forward concerns about the perceived inequity between students getting to go to a new school vs an older school. There were also concerns raised about boundaries and impacts to bussing/transportation.

The community needs to better understand:

- Across the board the feedback suggests that the community needs more specific information in regards to details about facilities, transportation and what the transition plans will be.
- There is a genuine concern for staffing impacts, students’ well-being including their ability to access Church and what these changes mean to families.
- The community also needs more information in regards to budgets/cost and how it may impact them directly.

## Strengths of Each Recommendation Option

Key Themes on “Strengths”			
Themes	Option A	Option B	Option C
School Organization & Programming	<p>More straight grades. Stream lined curriculum. Better learning for kids. Could be speciality programming. Moving to Fatima (for Uyen) is relatively close – not much of a change. Possible for more specialization in English schools – PRT’s, EA. Draw more Catholic students back from Public system.</p>	<p>More straight grades. Monsignor will have St. Agnes/ St. Joe’s students.</p> <p>Overall comment for Option B strengths = PAC did not see any strengths to this option.</p>	<p>Southside school would be a middle school size as would be M. Uyen. Keep three schools open for smaller teaching environment which Chatham is familiar with. Least amount of change. Southside would only have one school to choose. Confusing boundary lines. Overall comment for Option C strengths = No strengths seen for this option.</p>
Transportation	<p>Better parent access for pick-up and for buses. Bussing still available.</p>	<p>Better parent access for pick-up and for buses. Alleviate long bus rides. More options for walking.</p>	
Facilities	<p>New playground/ bigger play area. New school – state of the art. Food program/cafeteria. Better bathrooms. Accessibility. Better climate control/air quality/air conditioning. Newer technology. More acreage. Ability to use more resources – sharing of resources (e.g. school nurse.). Child care options/ Daycare access/ ELP. Single track English would receive a 21<sup>st</sup> century space to match pedagogy’s. Less vandalism to school building.</p>	<p>New playground. 2 New schools – top of the line. Food program/cafeteria. Accessibility. Better climate control/air quality. Newer technology/ equipment. Daycare access/ ELP. Less vandalism to school building.</p>	<p>GPV stays open. New school. Only need to build 1 school. Northside would be state of the art. Board would be less likely to have property to sell. Lack of daycare space in older schools – MU and Vanier do not have dedicated space – expensive to build.</p>
Classes/ class size	<p>Increased # of classes at each grade allows for variety of teachers/</p>	<p>North School has fewer students. Smaller schools than</p>	

Key Themes on “Strengths”			
Themes	Option A	Option B	Option C
	students (get away from bullying). Less split grades.	Option A. More classrooms of the same grade possibly more straight grades to mix up students.	
Staffing	Decrease # of principals, so likely stronger leaders. More resources and Support Staff. No job loss. Teacher collaboration.	More resources and Support Staff.	Allow for more staff job security.
Students	Compete with other kids from super schools across the province (e.g. jobs). New start for some kids who carry a lot of baggage.	Some students are in a smaller school, which could be advantageous. Not as overwhelming. Decreased anxiety with a smaller school feel.	
Budget/ costing	Save the public money. Lower busing costs.	Busing is cheaper than Option C.	Money savings. Less schools closing=cheapest in short term, but will cost more in the future.
Sense of Community	Cultural diversity & socio-economic diversity/ reduce socio-economic barriers. Whole school making transition together. Students from St. Joseph will be together. Change demographics of school. More children in same age group to make friends with. More interactions with a variety of children. More parent involvement.	Cultural diversity. St. Joseph and St. Agnes would have similar culture so they would be in a smaller school. Smaller schools more personal experience. Socially better demographics.	Keep community in smaller school. Larger schools could help transition to high schools easier. Families have moved to this area to be part of this sense of community. GPV would maintain our sense of community.
Community Partners	Teaching/planning partners. Working with ministry during transition.	Teaching/planning partners.	
Religion			GPV is close to St. Ursula’s Parish – can walk there.
French Immersion	French Immersion can	Single track own entity	Same as Option A

Key Themes on “Strengths”			
Themes	Option A	Option B	Option C
	<p>grow.</p> <p>Uyen would maintain their French identity.</p>	<p>to preserve the French culture.</p>	<p>concerns for FI.</p>
Sports	<p>Add new sports.</p> <p>More kids for school teams so smaller schools can participate.</p> <p>More extra-curricular activities and clubs available in bigger school. E.g. Chess and Art Clubs</p>	<p>More of a variety of experiences for students with more extra-curricular activities and clubs – e.g. Chess and Art Clubs.</p>	

## Weaknesses and Concerns of Each Recommendation Option

Key Themes on “Weaknesses/Concerns”			
Themes	Option A	Option B	Option C
School organization & Programming	<p>Over capacity means potential for portables. Field trips?</p> <p>Losing enrollment to public board.</p>	<p>Where is the location? Library time, gym time – too many students. Why have a 200 student stand-alone school?</p> <p>People may try to lie about their address to go to a newer school. Will parents pull kids from Chatham schools? (French immersion, private, home schooling). Keeping MU open it is still an old school and our FCI is still poor. There would be 3 schools on the north side of Baldoon. Will our responses actually be considered? St. Joseph students are divided – could the few St. Joseph families be allowed to attend and “grandfather” the families for boundaries? Deadlines for upgrades? 2019. Accommodations not equitable – some students attending a new school and others will be attending a school which will undergo a renewal plan.</p>	<p>Will boundaries change? What happens if GPV cannot accommodate other students? – where do they go? Leaving Vanier open. Very different education experience from big school to smaller 2 schools. Why have a 200 students stand-alone school? Larger groups for mass, field trips etc.... Too much work with little investment. Losing enrolment to public board. 600 students is too many. Too many uncertain deadlines – dates and timelines for completion?</p>
Transportation	<p>What % of students will be bussed and how will that affect overall safety? Increased bussing? Bus utilization? Walking distance? How many students can actually walk? Parents</p>	<p>Size of boundaries = Having increased transportation (more bussed kids). Transportation time is too long.</p>	<p>Snow/ fog all kids will be at home (problem for parents with daycare). When busses are cancelled, are whole schools closed? Length of bus rides. For parents that have</p>

## Key Themes on “Weaknesses/Concerns”

Themes	Option A	Option B	Option C
	<p>like to walk.            What will drop off and pick up look like?            Transportation time is too long.            Fatima – traffic congestion/ lack of space.            If majority of students are bussed, what will happen with fog &amp; snow days when parents may not be able to get their children to school?</p>		<p>to drive their child to school it is too far. We need a school on both North and South.            Too hard transportation wise.</p>
Facilities	<p>Technology/ what happens to technology we have purchased for the school?            What will new playgrounds look like?            Lack of full grown trees, shaded areas.            For up to what grades?            Where would the new South School be? Will parents have a say?            Away from busy intersections?            What daycare options?            Overall safety of the school and students?            Supervision indoors and outdoors.            What will happen to the old schools and the properties?            Emergency evacuation of big school. Where will students go?            Safe dismissal – traffic.            School hours.            How many lunch periods?            Huge school/ sheer size, noise, busy-ness.            AED? Defibrillator.            Students getting lost in the school.            Inadequate gym at Fatima for student numbers.            Old structure at Fatima</p>	<p>School safety.            School hours.            Planning the school day – breaks/lunches.            Loss of time for changing classrooms.            Bathrooms.            Change rooms.            Emergency response time – bigger building, harder to get medication to students (e.g. Epipens, inhalers).            Will there be enough space for all the kids?             Monsignor Uyen does not meet criteria for acreage.            More old schools open – how do you make renovations when students are still in the schools? Kids from Monsignor Uyen might be looked upon as “not from new school”.</p>	<p>How will the existing buildings (Monsignor and GPV) be upgraded? What will the renovations look like?            Would the same new technologies be provided to all schools equally?            Sustainability long term.            More vacant land on the North side – more children.            Monitoring.            AED – defibrillator.            Some schools left out of upgrades (facility utilization).</p>

## Key Themes on “Weaknesses/Concerns”

Themes	Option A	Option B	Option C
	requires more maintenance. Access to gym and library?		
Classes/ class size	Class sizes – FDK there is no cap. Classes too big (parents want smaller classes). Ratio (students to teachers). Social division of class. 550 students is a lot.	Ratio. Class sizes. Over capacity in North School.	
Staffing	Overall job losses to school staff (secretaries, EA's, custodians) / less teachers. Will there be a Principal and Vice Principal? How much time would the VP teach? Larger school – monitor kids, more trouble.	Less staff/ not enough staff resources.	Will there be staffing changes?
Students	Children with anxiety having to move. Behaviour issues. What is the transition plan to move students? Open houses? Mental wellness? More bullying. With a school this size, bigger chance of a student falling through the cracks. Staff knowing your child. Staff aware of medical needs of students. The special need students getting lost in the shuffle. Will all the kids have a voice, or will they just be a number? How will our students who are from poor and working poor families fit in with their lack of name brand belongings	Bullying. Kids/friends split. It's unfair (friends split at different schools). Kids will feel “less” for being sent to an older school while others get a new facility – 2 tiered system. One school with an increased population with behaviours. Splitting school communities into 2 different schools more difficult for children. Anxiety over large groups – assemblies, Mass etc.	Split kids/friends. Kids will feel less for being sent to an older school while others get a new state of the art school. Boundary issues – current school friends would be split at different schools depending on the new boundaries. Worried about students with allergies in enormous school. Students becoming a nameless face. Students who will create the issues will be well-known, others will fall between the cracks.

## Key Themes on “Weaknesses/Concerns”

Themes	Option A	Option B	Option C
	<p>and clothes? Will this make them outcast? Will kids feel part of the community with 500+ students? Adoptive, Foster and/or blended families no longer have privacy with limited schools to separate children if needed for different reasons.</p>		
Budget/ costing	<p>How would fund-raising be affected? Fatima is a 40-year-old building – will the 3 million be enough to upgrade the building to a 21<sup>st</sup> century building?</p>	<p>Projected cost is more. Expensive option. Bussing is more expensive.</p>	<p>Cost of bussing (too high). Seems expensive with too many schools to renovate.</p>
Sense of Community	<p>Loss of sense of community – parents at GPV built or bought a house so their children could attend GPV. Potential to lose small school feel. Won't get to know people as well. Divisions between groups of students/kids left out? Will the Monsignor Uyen's students experience be the same as other students – equity? Large community = difficult to have a “family” feel at the school. Emotional attachment to school. Will we be able to have same activities – Christmas concert or luncheon, harvest fest – will donators still want to donate? School name and logo – does it transfer? What happens to the history records from old</p>	<p>Creates a more elite mindset. The blend of inner-city vs rural cultures (conflicts?; focus on learning vs daily basic needs; parent involvement; government and community services). History of schools – pennants and pictures.</p>	<p>Some parents unhappy that their child did not get a new school. Parent engagement – what if parents cannot drive to events? Blending inner-city and rural cultures.</p>

## Key Themes on “Weaknesses/Concerns”

Themes	Option A	Option B	Option C
	schools (plaques/awards, etc.)?		
Community Partners	Will Community Partners be housed in the school? Would Mental Health Supports be better? – CYW/SW – onsite daily? Offices? Program Resource availability. Will there be a service provided to help students adjust? How does this effect Community use?		
Religion	Would each school be tied to a Parish? – monthly masses at Church? How do they get there and who pays? Parish involvement – will they be able to keep Youth Ministers? Closeness to Church = Catholicity. No longer in close proximity to a church.	St. Joseph’s to Uyen means parish workers from south crossing to north.	Not connected to the church. Church – where will they go? How will they get there? Some of St. Joseph’s to Mon. Uyen means parish workers crossing boundaries.
French Immersion		Potential loss of students from FI to new schools.  All of concerns from Monsignor Uyen from Option A for FI are valid for all options.	
Sports	Fewer amount of sports teams overall. Fewer students able to participate on teams. St. Joseph students do not have families who can afford sports outside of school – the school teams are all that some students can participate on. Gym accommodations for so many classes		How would school sport teams be affected? Team sports – not an equal playing field.

## Key Themes on “Weaknesses/Concerns”

Themes	Option A	Option B	Option C
	<p>Who will we play?                      School teams – more kids = less chance of making a team.                      Would there only be one sports team?                      Would it just be 2 teams playing one another?                      What would all extracurricular/ clubs/ leadership opportunities for all students look like?</p>		

## Suggestions for Each Recommended Options

Key Themes on “Suggestions”			
Themes	Option A	Option B	Option C
School organization & Programming	<p>Projected number of students currently going to Uyen to avoid the school that is in designated area.</p> <p>Provide better maps in the staff report and online so that parents can make an informed decision.</p> <p>What will the criteria for “grandfathering” students regarding zoning?</p> <p>Could you offer training for parents in a bigger school?</p> <p>Having days where divisions come together for fun activities, so teachers could put a name to a face.</p> <p>Keep the name Monsignor Uyen.</p> <p>Consider other options for North property location.</p>	<p>Overall Suggestion = Group does not like this option at all</p> <p>Overall Suggestion = See Option A/ change the option completely.</p> <p>Overall suggestion – duplicate Option A suggestions for this Option B as well.</p>	<p>Overall Suggestion = Group does not like this option at all.</p> <p>Duplicate suggestions from Option A.</p> <p>Please do not choose this option. It does not serve the best interests of our children/ students.</p> <p>Keep it in the south side.</p>
Transportation	<p>Designate a large bussing area.</p> <p>Improve the traffic flow at Fatima.</p>		
Facilities	<p>A food program/ cafeteria for breakfast and lunch – hot food options.</p> <p>Having a school kitchen for events and classes to use.</p> <p>Trees, grass, playground equipment.</p> <p>Having a school garden.</p> <p>Build south side school bigger based on projected numbers.</p> <p>Will there be portables to accommodate the OTG projected numbers?</p> <p>Size of classrooms?</p>	<p>Involve staff and parents and parents in the designing of schools and classrooms.</p>	<p>Upgrading technology the same as the new school.</p>

Key Themes on “Suggestions”			
Themes	Option A	Option B	Option C
	<p>More space?            What will this physically look like? How many classrooms?            Give consideration to dedicated daycare spaces that don't happen in the classrooms instead.            Expand the gym at Fatima for all the staff to be there at once.</p>		
Classes/ class size	<p>Keeping Grade 8 classes from each school together for the first year.            Split grades?            Trying to organize to initially have a few kids from each school in each class for comfort.</p>		
Staffing	<p>More resource teachers.            Principals spending time in class, so they get to know all kids.</p>		
Students	<p>Uniforms? So children are not divided.            Important to start meshing students as soon as possible.</p>		
Budget/ costing	<p>Cost to parents?</p>	<p>Put more money into the older locations not just for health &amp; safety, but to improve pedagogy for 21<sup>st</sup> century learning.</p>	
Sense of Community	<p>Create right message to parents and students – change is beneficial but the same/consistent message must be sent.</p>		
Community Partners	<p>Providing a service so students can adjust.</p>		
Religion	<p>Closeness to Church (children often only go to Church .....).            Create a chapel on site (relocate the maintenance building to</p>		

Key Themes on “Suggestions”			
Themes	Option A	Option B	Option C
	do this).		
French Immersion	<p>Consider equality for all students including FI.</p> <p>Build a branch new FI school.</p> <p>Bring in fulltime daycare for FI – possibly a French option (this would be an idea for all options as well).</p>	<p>The new school in the north is smaller in this option so it could be the FI school.</p> <p>Enhancements for all Options are the same for FI.</p> <p>Bring in fulltime daycare for FI – possibly a French option (this would be an idea for all options as well).</p>	<p>Bring in fulltime daycare for FI- possibly a French option (this would be for all options as well).</p>
Sports	<p>Could the schools offer more than one team (multiple) so that they get more play and more opportunity for kids to play?</p>		

## Questions, Information Requirements, and Concerns for Key Themes

<b>Reaction to the Initial Staff Report (Questions, What Further Information Required, Other Comments)</b>			
Themes	Questions	What Further Information Do You Require?	Other Comments
<p>School organization &amp; Programming</p>	<p>What will be the process to help children transition from a smaller school to a larger, new school?</p> <p>Amalgamation of staff and students – can we ensure a smooth transition for all? What is the process?</p> <p>How accurate are the projections for FI? Will some students opt to move to new (English) school?</p> <p>Can families buy homes outside current projected boundaries and still remain at current school until new school comes into effect?</p> <p>Consider building the south side school bigger to accommodate projected numbers – appear to be over capacity.</p> <p>Will school trips still take place (will the numbers be too large to continue participating)?</p> <p>Will we lose parents to other school boards because of school sizes or travel times? Consider parents that don't drive.</p> <p>Will parents start to</p>	<p>More detailed maps/ boundaries.</p> <p>Location ideas.</p> <p>Where will south side school be?</p> <p>Worried about the size of the projected South Side school.</p> <p>Will the same elementary format be implemented (e.g. home room all day, breaks throughout day).</p> <p>Impact of EQAO scores – currently have low schools/ higher schools – will averaging out impact this?</p> <p>How will transition of the students be handled?</p> <p>What is the long term replacement plan for any of the old schools?</p>	<p>Overall Comment = Options B and C not viewed as favourably (As Option A).</p> <p>Overall Comment = The St. Agnes School Advisory Council sees no advantage to either Option B, or Option C.</p> <p>Parents have specifically moved to this neighbourhood so that their children can attend GPV.</p> <p>School council feels that most parents are not aware of the real possibility of GPV closing as ½ of them attending the School Council meeting were not fully aware of the details of the preferred option.</p> <p>Talk to staff, present and retired who have been involved in schools that have closed – put together a committee. Let's hear what worked, what did not and what we need. (e.g. from Holy Trinity and St. Matthews)</p> <p>Transition has to be carefully handled for all students.</p>

Reaction to the Initial Staff Report (Questions, What Further Information Required, Other Comments)			
Themes	Questions	What Further Information Do You Require?	Other Comments
	<p>consider moving out of Chatham-Kent, putting their kids in private schools, or French Immersion or take students out of school completely?</p> <p>Will the same elementary format be implemented (e.g. home room all day, breaks throughout day), or will there be different lunch periods?</p> <p>What will happen to the old schools (buildings)?</p> <p>What happens if in 10 years we exceed capacity?</p>		
Transportation	<p>Could you give a projection for bus times for each option? For example, in Option C – would bus times be longer for south side students?</p> <p>How will you ensure safety for students while on bus (considering increased bussing times)?</p> <p>How long will students be on the bus?</p> <p>Depending on South Building location 100% of students may be bussed – NOT APPEALING.</p> <p>Parking considerations (increased number of</p>	<p>What would be the estimated bus times for each option for students, especially for Option C for students on the South side?</p> <p>Ensuring safety for students while on bus (considering increased bussing times).</p> <p>How will students who currently walk to school transition to taking a bus?</p> <p>Parking considerations (increased number of cars/traffic)</p> <p>Bussing – will distances remain 1.6 km?</p>	

Reaction to the Initial Staff Report (Questions, What Further Information Required, Other Comments)			
Themes	Questions	What Further Information Do You Require?	Other Comments
	cars/traffic)	Due to the distance some students will have to travel by bus, will there be consideration to different start times so young children are not standing out in the dark, or arriving home in the dark?	
Facilities	<p>Student safety/ emergency response times because of larger building (e.g., Access to Epi-pens). Will there be hands free things – for example hands free sinks so no cross contamination? Defibrillator?</p> <p>How can you ensure safety in such a large building? E.g., locked doors.</p> <p>Is there enough space for the kids enrolling?</p> <p>Does GPV really need that much maintenance work?</p> <p>School hours? Especially considering bussing.</p> <p>Will they include a cafeteria? Hot food daily.</p> <p>What if the schools are not ready for Sept 2016?</p> <p>How do we make sure the new schools are kept up, so new</p>	<p>School hours? Especially considering bussing.</p> <p>Will the elementary day look the same – 2 recesses and one lunch?</p> <p>Will they include a cafeteria? State of the art library?</p> <p>Emergency response times because of larger building (eg. Evacuation/ Access to epipens/inhalers)</p> <p>How can you ensure safety in such a large building? Would Administrators really know the kids?</p> <p>If renovations are to happen to OLOF over the years after it's decided our students/staff will have to live through the renovations.</p>	<p>Parents like the idea of updated facilities and technology in Option A.</p> <p>Consideration must be given to awards, pictures, religious items present in each school – where will they go?</p>

Reaction to the Initial Staff Report (Questions, What Further Information Required, Other Comments)			
Themes	Questions	What Further Information Do You Require?	Other Comments
	<p>schools are continually upgraded?</p> <p>Will the new build be open-concept, or will you ask teacher opinion?</p>		
Classes/ class size	<p>Will there still continue to be split grades (or fewer split grades) based on projection of 2-3 classrooms per grade?</p> <p>What will the restrictions for class sizes be (beyond Grade 3)?</p>	<p>Currently primary class sizes are restricted to 20 students per class – will this change and how will this affect the junior and senior grades?</p> <p>Will there still continue to be split grades (or fewer split grades) based on projection of 2-3 classrooms per grade?</p>	
Staffing	<p>What will be the principal to student ratio? Vice Principal? Is it different for different age groups? Will it look similar to UCC with 1 principal and 2 Vice Principals?</p> <p>Will the VP have to teach?</p> <p>Will there be more, or fewer resource teachers, EA's and Support staff?</p> <p>Would school staff move together into new facilities? So that students have familiar teaching staff in new building).</p>	<p>Will there be fewer teachers? Support staff? Layoffs?</p> <p>Support staff – will they be stretched thinly since more needy kids will be in one room? How many EA's, secretaries, custodians?</p> <p>Administration – what is the complement for Principal, Vice Principal? Would it be similar to secondary (academic VP, discipline VP)? How will principals and vice principals be chosen?</p> <p>Will there be more</p>	<p>What will happen to all the amazing teachers, principals, EA's, custodians, librarians, etc once the new schools are in place? Clearly some will move over, some may retire – my concern is for the rest.</p> <p>Do the staff/teachers have a say in what the schools will look like?</p>

Reaction to the Initial Staff Report (Questions, What Further Information Required, Other Comments)			
Themes	Questions	What Further Information Do You Require?	Other Comments
		resource teachers?	
Students	How will the Board address the effect on the students during the transition?	Bullying increase?	Comfort level of students needs to be addressed.
Budget/ costing	<p>Will there be additional costs to parents? E.g., field trips – increased costs because of large numbers of students?</p> <p>Will this impact /increase taxes?</p> <p>Are costs complete costs – does it include furnishings and technology, etc., or are costs solely for facility?</p>	<p>Are costs complete costs – does it include furnishings and technology, etc, or are costs solely for facility?</p> <p>\$3 million over 5 years – what does that include for MU at Fatima?</p> <p>We're only looking at the physical plants. How will this affect the operational expenses – what are the savings? And how will they be used? Or if it's an increase, how will it be paid for?</p>	
Sense of Community	<p>Attitude must be healthy and supportive – can we have guidance so message from staff to students/ parents is the same?</p> <p>It seems as if some of the decisions have been made without consulting the public?</p>	<p>What about parents that don't drive – Meet the Teacher, Report Card interviews and special events - will they feel part of the community?</p> <p>Will they give more information after the November 9<sup>th</sup> public meeting?</p>	<p>Parents do not like the loss of "Community in a smaller school" that GPV has.</p> <p>We all have a family atmosphere – we don't want to lose it.</p>
Community Partners			
Religion	<p>Has there been consideration for proximity to Church or building a sacred space or chapel?</p> <p>Will students still be bused to mass regularly? Is there</p>	<p>How will parishes be included?</p> <p>How will parish workers handle classroom visits?</p> <p>Will students still be bused to mass regularly? Is there</p>	

<b>Reaction to the Initial Staff Report (Questions, What Further Information Required, Other Comments)</b>			
<b>Themes</b>	<b>Questions</b>	<b>What Further Information Do You Require?</b>	<b>Other Comments</b>
	<p>enough space within churches for all students?</p> <p>To what extent have the parishes/diocese been involved in the decisions?</p>	<p>enough space within churches for all students?</p>	
French Immersion		<p>Is there any consideration for a new FI school now, or in the future? FI has no options.</p>	<p>Consider a new building for FI with all enhancements as afforded to the English students.</p>
Sports	<p>Sporting events – how will this impact teams to play against?</p> <p>What will school trips look like? Will the large numbers affect whether or not the entire school could participate in a field trip as one group?</p>	<p>Far fewer students on school teams</p>	