

**Greater Essex County District School Board  
PROGRAM AND ACCOMMODATION REVIEW  
FORSTER FAMILY AND CENTURY SCHOOLS  
Community Meeting # 3**

**Wednesday, May 9, 2012 at 5:30 p.m.**

Report of a meeting held at Dougall Public School



THAT THE SUPERINTENDENT RESPONSIBLE FOR ACCOMMODATIONS CONDUCTS A PARC STUDY OF THE FORSTER FAMILY OF SCHOOLS AND INCLUDE CENTURY DUE TO ITS GEOGRAPHICAL LOCATION TO:

- i. ADDRESS CAPACITY ISSUES AND AGING INFRASTRUCTURE NEEDS WITHIN THE FORSTER FAMILY OF SCHOOLS
- ii. CONTINUE OUR INVESTIGATION FOR A PERMANENT FRENCH IMMERSION SITE, IN ACCORDANCE WITH BOARD DIRECTION FROM THE SOUTH WINDSOR PARC.

**Present:** There were approximately 48 persons in the audience including the committee.

**Regrets:** Sharon Pyke, Superintendent of Special Education and Area Superintendent Century Secondary School; Principal Garlick, Forster Secondary School; Chris Inverarity, General Brock Public School

**Facilitator:** Terry Lyons, Superintendent of Education

**Recorder:** Lisa Scherer, Administrative Assistant to Area Superintendent

**1. Call to Order and Welcome**

The meeting was called to order at 5: 35 p.m. by Superintendent Lyons.

**2. Introductions**

Warren Kennedy, Director of Education; John Howitt, Area Superintendent Forster Family; Helga Bailey, Chairperson; Kim McKinley, Trustee; Connie Howe-Buckler, Trustee; Al Cook, Manager of Facility Services and Giuliana Hinchliffe, Coordinator of Engineering

**3. Background**

Superintendent Lyons stated that this is a public forum and minutes will be kept and then posted on the board website.

Should anyone be uncomfortable asking questions in public, we have provided cards to be completed and we will endeavour to reply promptly or you can visit the Board website.

**4. Review of Process**

- A committee is formed with representation from every school participating in the PARC
- The PARC committee has regular meetings to review data and determine recommendations
- Four public meetings, thus being the third
- The committee writes a report and submits the recommendations to the Director of Education
- The committee presents the report to Trustees at a public meeting and then the report will be posted on the Board's website for sixty days
- The Director of Education analyses the committee reports and submits recommendations to Trustees
- Trustees vote and make the final decision

**5. Presentation of the Program and Accommodations Review Committee's (PARC) draft Recommendations**

A powerpoint presentation of the PARC Committee's draft recommendations.  
Please see the attachment.

**6. Future committee meeting dates**

- Tuesday, May 22, 2012 at 5:30 p.m. Dougall Public School

**7. Future community meeting dates**

- Monday, June 4, 2012 at 5:30 p.m. General Brock Public School

**8. Questions relating to the process**

Please be respectful of others during public meetings and refrain from making derogatory remarks about other schools and students.

C- After reviewing all thirty-seven brainstorming ideas I noticed that option red is similar to Number 36 that would create a K-12 English track on Marlborough site and have a single track French Immersion. That was rejected as it was too close to option red. As a parent in the French Immersion system it wasn't too close. That a huge difference to us. I know that there was no representation on the committee from people that are familiar about French Immersion but I would like to tell the committee from the French Immersion perspective single track provides a better educational experience for students in French Immersion. All three recommendations talk about dual track schools and assuming French Immersion students into it. Projections from the Board in 2015 there will be six hundred students at Giles Campus and it looks to me who has sat on a PARC six hundred students are we are finding a place for them to share. That doesn't make sense. Six hundred students by themselves would be among one of the top ten Elementary schools in our system. So why are we finding a place to share they need a place of their own.

C- I have two children with learning disabilities that attend Marlborough and Century. I want to know why Century has to be the one to close. Why are we sending students to Western when not every parent has a car and if there is a problem I can't be there for my child? This is not acceptable. Century has changed four times and it has always been a school for exceptional students. Why are we sending them to Western? Leave them at Century.

C- All three recommendations don't address our children (e.g. ELS, IEP). We have no further information as to what will happen with our kids. Great there is French Immersion. I know it has been said that the Board wants to get Century students into mainstream. We don't see that plan either. It's really a disappointment. I do appreciate the work the committee has done but as parents of children that need help we expected more.

C- I have a child at Century, Forster and Dougall. With option red I do agree with the gentleman from the French Immersion side as well as the Century side. This is not a viable option. When we talk about French Immersion the gentleman said that something those parents are not interested in, so why are we even looking at it. Closing Century is not an option. Should Century close my question is who is going to fund the programming that is currently at Century? Is there funding

available? How much will this new school cost? Option green the same question applies. How is the Board going to pay to move those programs when you already have a school set up for them? Where is the money coming from to build the new school? I understand with the provincial budget and all the announcements it mentioned amalgamation not building new schools. Option blue in my view that has a child at Forster, has a child at Century and a child that will be attending the new school this is the most viable recommendation but need to work on the K-8 French Immersion to satisfy those parents. How much will it cost to move students to Forster and make the building accessible as compared to Century? I'm not happy with all your recommendations. If Century closes how am I guaranteed that those programs remain?

Q- Will boundaries be adjusted to allow students to be in boundary for Century?

R- If schools were consolidated boundaries would be changed.

C- I have read all the committees work and understand that this is a difficult task. I have some concerns focusing on Century. Century is not part of the Forster family and should not be considered since it services the entire city. It's one hundred percent special education serving our most vulnerable students and we are putting them in jeopardy. As of right now Century is fifty-two percent at capacity and enrolment hasn't dropped because of lack of enrolment. Enrolment has dropped since the Board has allowed other high schools to offer locally developed courses to help with their enrolment. None of the recommendations meet the needs of the Century students. Red option talks about sending AB students to Western with only an east and a west pick up point. How will students get to those pick up points (e.g. weather). What about parental involvement? These are our most vulnerable students. Enrolment is dropping and now is the time for the Board to look at it other than family.

C- One concern as a teacher is the dual track. In order for students to have optimal language acquisition (learning to the fullest) they need to have an environment where they are completely immersed in a French Immersion scenario. Many teachers who have worked in a dual track scenario say there is a lot of difference in language acquisition and it isn't the same. Another thing is that announcements can't be done in French because of the dual track scenario and English students not understanding. As what I have understood children in a dual track don't necessarily play together and don't necessarily work together. It's not an inclusive scenario to what we are looking for. I would love to see one big French Immersion school putting McCallum students with Giles Campus students. Has that ever been considered to have one big K-8 French Immersion school which feeds into Herman?

R- There has been a number of different avenues that we have looked at for French Immersion. There has been a number of different strategies that have been put in place over the years to deal with the over population of French Immersion. There are different models of French Immersion within our own Board dual track and single track. Both models have been tremendously successful. I wouldn't suggest that one model is better than the other. I would suggest that you can have success in both models. At this point we have not looked a one large French Immersion school. There would be challenges as to where the location would be, what school it would feed.

C- Option green and blue suggest a dual track Elementary school using numbers of seven hundred and eighty. Projections by 2015 would put that school just under a thousand. The reason Giles

Campus was created because the population at Bellewood was too large to accommodate all the students. The vast majority of parents having children move to Giles Campus are not happy about it. I'm probably the happiest. If students are leaving the single track at Bellewood because it's too large to accommodate all the students and the final solution is putting those students into a school of one thousand. I don't think there will be a whole lot of happy people. That's a huge concern to me.

**9. Closing Comments and Adjournment**

Superintendent Lyons reminded the audience information pertaining to the PARC can be located at [www.publicboard.ca](http://www.publicboard.ca). and encouraged the audience to attend the next meeting on June 4<sup>th</sup> at General Brock Public School.

There being no further questions, the meeting adjourned at 6: 13 p.m.