

Greater Essex County District School Board
2015 PROGRAM AND ACCOMMODATION REVIEW
Report of the Second Community Meeting
Monday, March 2, 2015 at 6:30 p.m.
Harrow District High School



At the December 9, 2014, regular meeting of the Board, Trustees approved the following recommendation regarding General Amherst HS, Harrow DHS, Harrow PS, Kingsville DHS and Western SS

THAT THE SUPERINTENDENT RESPONSIBLE FOR ACCOMMODATIONS FACILITATES AN ACCOMMODATION REVIEW OF GENERAL AMHERST HIGH SCHOOL, KINGSVILLE DISTRICT HIGH SCHOOL, WESTERN SECONDARY SCHOOL, HARROW DISTRICT HIGH SCHOOL AND HARROW PUBLIC SCHOOL, TO ADDRESS CAPACITY ISSUES.

Present: There were approximately 250 persons in the audience including committee members.

Facilitator: Todd Awender, Superintendent of Education

Recorder: Lynne Hornby, Administrative Assistant.

1. Call to Order and Welcome

The meeting was called to order at 6:33 p.m. by Superintendent Awender welcoming everyone to the meeting. This is the second of four meetings that will take place over the next few months. He explained that notes were being taken and that the proceedings were being audio recorded. At the third community meeting, the PARC committee will present their initial draft recommendations. At the fourth meeting, we will present the committee's final recommendations that will be to the Director and trustees at a Board meeting in May. The report will be posted on the Board website for 60 days (excluding summer break). The Director will review this report and make her own recommendations to trustees at a Board meeting tentatively in September or October. Trustees will make a final vote in October.

Superintendent Awender stated that this is a public forum and minutes will be kept and then posted on the board website. He explained how to access this icon on our website. Be mindful that anything posted to the PARC email box will end up published on the internet.

2. Introductions

Superintendent Awender thanked Principal Edwards and Vice Principal Bondy. Ms. Edwards pointed out the location of the washrooms and the exits. Superintendent Awender introduced the Director of Education, E. Kelly; Superintendents McLaughlin (Special Education and C. Howitt (Program and Instructional Services). Trustees Halberstadt, McKinley, Burgess, Sartori and Leclair were then introduced. He also thanked S. McLaughlin, Media Services, for setting up equipment.

3. Background

A PowerPoint presentation used to share information with the community is attached.

Some important points:

The board needs to address empty student spaces and renewal needs.

We have to examine our program needs and provide opportunities to our students.

Currently the Board has approximately 6,000 empty student spaces with a budget deficit of over \$2,000,000. Enrolment is decreasing across the province. Boards across the province are facing similar challenges. It's not unique to this area. Because funding is based on student enrolment, the

funding we receive continues to decrease. We must use our resources as efficiently and effectively as we can.

Mr. Awender and members of the PARC committee reviewed the four sections of the School Information Profile and presented a brief overview of the types of information contained in each of the four categories:

- Value to the Student
- Value to the School Board
- Value to the Community
- Value to the Local Economy

It was noted that the complete School Information Profiles are available on the Board website at <https://publicboard.ca/Parents/Accommodations/2015%20PARC/Pages/School-Information-Profiles.aspx>

Tonight is the second of 4 meetings. Mr. Orawski explained where and when the next two public meetings will be held. He noted there are some hard copies of the School Information Profile available this evening.

Superintendent Awender said that we will shortly be moving into the portion of the meeting where public input will be collected. Each school community will be represented at a table. Committee members will be able to answer questions. Cards will be available for questions or comments and answers will be appended to the notes of the meeting on the Board website. The Director of Education, members of senior administration, including Mr. Awender, and trustees will also be available this evening for your questions.

Mr. Awender asked that the community be respectful of others and refrain from making derogatory remarks about other school communities and students.

4. Presentations

1. Ms. Sherry Bondy re: importance of Harrow DHS to the community – submission attached
2. Ms. Julie Hedges re: importance of Harrow DHS to the community – submission attached
3. Ms. Klair Salter re: importance of Harrow DHS to the community – submission attached
4. Mr. Jeff Brosseau, OSSTF District 9 re: Provincial Government Funding – submission attached
5. Ms. AnneMarie Grant, Benefits of Small Schools

Ms. Grant noted that everything she planned to say has already been said. Her job as a parent is to keep her children safe and advocate for them, they have had a rough life. They have many emotional issues. The thought of sending them into a large school where they can be lost breaks her heart. 15-20% of students in our province have mental health issues. Where will they get support in large schools? We need to make this about them. Our number one priority is our children and keep that in mind. Bill and Melinda Gates Foundation states that 400 is an optimum number for secondary schools. Anything more, kids get lost and are forgotten. Schools of 1,000, kids don't have those opportunities. We need to move to small rural schools that matter.

5. Future meeting dates

Any information related to the PARC process is available on the Board website at publicboard.ca. The PARC ICON is a red schoolhouse located in the bottom right of the front page, that reads "Student Accommodation." All information from this presentation will be available on our website.

4. Collection of Input

Input was collected in a variety of ways. Five delegations of up to 10 minutes each started the process. Following that, for a period of 40 minutes input was collected at tables for individual conversations and then at the microphone for a further 30 minutes. The Superintendent noted that in an effort to accommodate everyone, during the open mike period, each speaker will have a maximum of 3 minutes, as per Board bylaws. Mr. Scantlebury, our Public Relations Officer, will time the speakers and will stand up one minute before the three minutes expire.

Prior to commencing this portion of the agenda, the Superintendent confirmed that everyone in this room knows their school is excellent. The Superintendent stated that he will not tolerate derogatory comments toward another school or community and asked that the audience not be offensive in their comments. We know it is impossible to please everyone but we try to do what's best for all.

Peggy McLean, Harrow

Could we NOT lobby the government for a different funding for RURAL SCHOOLS. There are schools in Northern Ontario with 50 students or less...and yet these schools remain open...with another school less than half hour drive away.

Teaching via satellite has never been implemented with this board why? This would alleviate "the smaller school...the less programs and opportunities."

We are using Skype (Lync) to teach French to our "remote community" on Pelee Island. It is not ideal and does not have the reliability of a full closed circuit system. The cost of a proper teleconferencing system was prohibitive the last time we priced it out but that was over five years ago. The systems used in Northern Ontario are for remote communities where the teacher is often hundreds of kilometres away, we don't have a Board geography that would require such a system when we are within easy bus transportation range between our schools and communities.

eLearning does continue to be an option for our students but eLearning does not take place in the school. It is accessed from a personal device/home or a public library for example.

Have supervisors lost their jobs?

Harrow is richly surrounded with industry, Atlas Tube, Enerquest, Refae, Delta, tool and die, electrical, healthcare, pharmacy etc, job experience – co-op and skills development.

How many people were employed at the school board level 20 years ago. Today, due to decreasing enrolments and lack of funding – Has there been a decrease in school board employment?

Yes, since amalgamation several staff cuts have been made.

Anthony Leardi, lawyer representing the town of Amherstburg

Re: General Amherst High School

How many walkers?

315

How many are bused?

340

AnneMarie Grant

School board should be responsible for demo of schools they are no longer utilizing.

Liz Chittle

In a document written by the Premier, she directed that schools remain the hub of communities.

What is the Board's obligation to this directive? Is there funding to support this directive?

No. There is no funding to support this Directive. Space is intended to be provided on a cost recovery model which means that Boards charge the actual cost to operate and maintain that space. Due to the age and condition of our buildings, that cost is usually prohibitive or significantly higher than market value.

Jen Ledoux, General Amherst

The reason we moved to a small town was to have a small town life. This includes a small town school. School should interact with the community it's in.

Karen Wilson, SEAC member

The board needs to look at opening more programs at Western, not closing it.

Can we add some section 23 classrooms (which the Ministry has recently said they will listen to proposals) so the kids can stay in treatment longer AND have increased access to more LD live courses. Catholic and French boards can then send their kids, too

Section 23 classrooms are conducted in conjunction with our community partners. In our community, the section 23 classrooms are located in the Mental Health or Youth Justice facilities.

Chantal Meyer, Western parent

The proposal for Western is to add special education classrooms such as STEPS, Section 23 classrooms to increase enrolment

Anthony Leardi, lawyer representing town of Amherstburg

What is the average cost to bus a student in the county?

Average cost of a bus is \$44,000 per school year. Cost per student depends on how many students are on the bus and the route

Does the Board receive funding from the Ministry for that and if so what is the funding formula?

The Board receives funding for Transportation through the Grants for Student Needs (general legislative grants). *The funding formula from the technical paper is attached.*

Giselle Baillargeon, Western SS parent

With increasing numbers of special needs students in Windsor-Essex County, schools like Western need to continue to provide the appropriate programming, with appropriate student class-size to meet the needs of these kids. These kids are our future and can be helped to be productive in our communities. Without this support, this is in jeopardy. The teachers at Western choose to work with these students – they are not “just a part of a class.” Look at the walls of the “100” hallway at the successes of some of the challenged students who graduated from Western. Not “any” old high school would have or will meet the needs of my child, and so many others as numbers grow. Keep this program together!

Stephen Bjorkman, town councillor, Essex

My children went to Colchester North < 300 students

- Intimate atmosphere, teachers knew all the students by name
- Curriculum augmented by rural setting, farming/animal husbandry

My children went to Essex DHS

- We moved to town to be closer to the school
- After school programs became accessible
- Our daughter did co-op with travel agency, now lives in Grand Cayman

I have friends that live in Harrow and Colchester and send their kids to other schools because of lack of programs. Many kids here do not have that choice. Financial/transportation

Kelly Tofflemire, Amherstburg

I quote the Rivertown Times newspaper, Wednesday 28, 2015. Communication coordinator Stephen Fields survey says was interest in French Immersion with strongest support in Amherstburg/LaSalle, Tecumseh/Lakeshore at St. John Baptiste (separate board). With having a brand new French Immersion School, these students would feed into Amherst High if they had a dual track FI program

Garnet Talbot, Harrow community member

Why is Harrow High included with Essex High by saying there are 2 schools in the community?

Since municipal restructuring Harrow is now part of the municipality of Essex

Why was the money spent on Essex High instead of a new school half way between Harrow and Essex?

A portion of EDHS was designated as “Prohibitive to Repair” in 2007 during a Ministry renewal program. The funding was provided for a replacement school and the Board subsequently chose to maintain the connection with the Aquatics Center, which was not replaced, and is a partnership between the Board and the Town of Essex.

Laurie McMahon, Harrow Public

Integrating Public Library and Computer Resource Centre. The area within the school designated for such resources could be subtracted from the total square footage of the OTG capacity potentially by closing or eliminating the square footage to student population numbers gap

Trudy Richards, Harrow Secondary

Why aren't we partnering with Employment Ontario for the apprenticeship programs and job creation programs with OYAP.

Unemployed Help Centre to develop job placement and develop employment opportunities

Partner with the MTCU for development of transitional programs for skilled trade apprenticeships

Since 1999 our board has been directly aligned with Employment Ontario as a service provider known as the Employment Assessment Centre (EAC) under the umbrella of the GECDSEB Adult and Continuing Education program.

The Employment Assessment Centre has been active in supporting our graduating students who choose the workplace as their first initial post-secondary destination through career and vocational counselling. The EAC has been an active proponent in the promotion of skilled trades and providing employment opportunities for our students and adults interested in the skilled trades. Our schools, Student Success Team and the EAC partner on a regular basis to integrate the community opportunities and pathways available to our students

The Employment Ontario services provided at the EAC can be found in the following municipalities; namely: Windsor, Essex, Kingsville and Leamington. For further information please visit the Employment Assessment website at <http://theassessmentcentre.org>.

The Ministry of Education should consider amalgamating all the Boards to save money.

Do you personally see any scenario where Harrow DHS can stay open?

We are working through the process with an open mind. I have given you facts tonight on enrolments. We have to collect community input. Going in, we really don't know what the outcome will be. The committee is given a lot of data to review.

But some people will have more influence than others. It would help us to know if there is a way the high school can stay open.

We all have an open mind all the time.

You talk about value to the student and value to the community. We have a lot to offer in Harrow with the Iron Hawk campaign. One in five students is suffering from mental health. With Iron Hawk we have an opportunity to receive the health care we need. It was a high benefit to have a mental health clinic here. With the Iron Hawk campaign we have athletics, social benefits, we take one night a week in May to participate in social activities to relieve mental stress. It is important to us. Iron Hawk draws a lot of tourists which helps our economy. I want to be a top end athlete. Having Harrow High benefits all the students and the community.

I am here fighting for Amherstburg. This is an article from a graduate of Malden Central and the facts from when they fought to save the school. Here is an article about St Joseph RC School. They are talking about Steven Fields who said that strongest support for FI is in Amherstburg and LaSalle. Why doesn't the school board implement a dual track FI program in Amherstburg?

We are currently reviewing our French Immersion programs across the Board. FI is clustered, not in every school, as we need a robust student base for a program.

Peggy Thompson, General Amherst HS

Can the board justify they did everything they can do before the Board came to this PARC process. I am frustrated by the process. Has the board followed its Mission Statement, "every community is to have a school?" They need to be made accountable. Questions are not being answered.

She noted that she has reviewed the budget on the Board website and went on to outline the areas where she felt cuts could be made.

Susan Cote, WSS parent

A potential consideration is the closing of Western and the merging of Western SS with General Amherst.

A similar thing was done in Windsor with Century and Forster. It would be helpful to know if that was a success. What is being done to illustrate whether or not this has been successful?

Academically, attendance, increased health and mental health issues etc. Do you have some empirical data? If that was a failure it shouldn't be done here.

The majority of students who had attended Century (Special Education High School) continued at Westview Freedom Academy this year. The program pathways continue to exist at Westview.

All secondary schools have offered the LDCC, Applied and Academic Course selections for a number of years. Students continue to achieve credits towards their OSSD as they always have in their community schools.

The current locations of our Adaptive Basic, STEPS programs and Transition Rooms is included in our Special Education Plan and can be found at:

<https://publicboard.ca/Programs/Special-Education/Pages/Special-Education-Plan.aspx>

Bill Caixero, town councillor, Essex

There are misconceptions about PARCS – closing and consolidation of schools does not save money. Studies show there are no savings. There are increases in bus costs which quickly offset any savings. Enrolment is not declining, Stats Canada shows that the number of youth in communities is increasing even in areas that have declined. The Drummond Report states that declining enrolment will not continue, enrolment will in fact begin to increase by 2015 which must be considered when planning for growth in the education sector.

Another myth is that the ARC process allows for the collection of public input. There have been very few successful ARCS in Ontario. The process does not achieve what it is meant to do. Wounds from the process take years to heal. Local boards are no longer very local and trustee representation is spread across large areas that have very different demographics and needs. Boards are not allowed to build new schools in one area if they have excess space in another. The funding model must change to better reflect the reality of amalgamated boards. These reviews are ineffective. The only effect these reviews have had in Harrow is uncertainty.

Joanne Meyer, resident of Harrow

Appreciated the attendance of those board members who are in the audience.

Implementation is often a matter of will when it comes to program but sharing of resources should be explored. Expanding on the idea of sharing staff – a drama teacher at Harrow one semester could be the same drama teacher in Kingsville the next semester. A robotics-mobile on the road to be shared with city and county. There is an arena in the back yard of Harrow DHS - it's a great spot for a hockey school; we see them all the time in the paper. Other schools have things they can offer too. We don't need palaces we need solid education on our community.

Donna Munk, Harrow resident

Mission statement states "The Greater Essex County District School Board, in partnership with the community, provides learning opportunities which support, challenge and inspire all students to achieve their full potential and enable them to participate meaningfully in their communities." What is your definition of a community? The Board's website is hard to navigate and she didn't know where to find the minutes of the previous meeting. Website is not user friendly.

Steve Bjorkman, town councillor, Essex

Closing schools in the city is not like closing schools in the county. You can close a city school because they can walk to another school in the same neighbourhood. Kids in Harrow can't do that they'll be busing everywhere. My kids went to Colchester North, a school of less than 300, where they learned about their community. It was part of their curriculum. My friends' kids live in Harrow but don't go to Harrow High because they can't get the courses they need. It isn't their fault, we have abandoned them. Not everyone can afford to send their kids to other schools. This school is this community and needs stay here.

Brian Meyer, Harrow resident

This school is 110 years old. The community has been built around the high school. We have everything to offer in our community. Without the high school here, it's an economic disaster. Where do the grade 7 and 8s fit? During the last ARC, we agreed the 7 and 8s would come to the high school. If and when funds were available we would build a JK-12 school. We felt this gave stability to the community. It appears we will have another outflow of people because there is not that stability. I hope the Board would not be looking at Harrow PS as they don't have room to move the 7 and 8s back again if they decide to close the high school. We've been fighting this since 1990, 25 years, and I hope we will be here for another 25.

Doug Balsillie, Harrow resident

I had asked for some of the slides to be amended; they haven't. This PARC committee is structured so the outcome is a foregone conclusion. I am more concerned about the process. We aren't looking at elementary schools in the other communities yet every community has excess space. 3 years ago we thought the grade 7-12 model here would be used in other communities. It was a great footprint to use in other communities to deal with empty space and not close community schools. We are all about having JK-12 education in communities; that was the basis on why we gave up the junior school. I am disappointed in how this Accommodation Review has been set up.

Shelby Hedges, 2014 graduate of Harrow DHS

A small school is more beneficial for students. There are more opportunities.

Jamie Munger, Harrow resident

We need to bring the other elementary schools into the process. Close one of the grade schools in Amherstburg and put the 7 and 8s in the high school. Do the same in Kingsville. Why isn't Leamington being looked at?

The new Leamington DSS is being built and will be at capacity as it opens.

You've approved a new school there but I hear you've put it on hold. I know what the school board does, this school has been here for a lot of years. My children won't go to school in a portable. We don't want our schools closed, we will fight the Board. You dictate to our councils when you are having your meetings. You need to listen to us. There needs to be one school board. You need to make cuts at the board level. We don't want to look at slides.

Did not identify herself, Harrow resident

The thing that makes me sad is all this talk about combining kids. I can guarantee that more of the kids here are graduating than what is going on in Windsor, they have better opportunities. What are the rates in comparison to Windsor?

Ministry of Education data is not collected on a school by school basis, but rather Boardwide. Combining kids where we have so many people in the school and then where we have one on one I can guarantee those people are graduating and going to colleges and universities over all these people put in a can.

Laurie McMann, Harrow resident

My kids will be the fourth generation to attend this school and the opportunities they have are better. It's unfair to think this school will close. It's unfair to think these kids will have to go to another school to complete their education. In as much as the board wants us to bring forward these ideas, is the board prepared to be creative to implement those ideas. It won't be easy. They will come at a high cost and as a government agency they don't want to spend the money. They just want to do what's cheap. There are ways in Northern communities in Canada, they need to invest in populations in Southern Canada.

Adam Shaw, Harrow resident

Change all the numbers on your charts all you want. If this school isn't here my son will go to the Catholic school in this community. It's not a business you are running.

Harrow DHS 2001 graduate

This is ridiculous. When I have kids they will be Harrow Hawks. You don't have the information we need, it's not right and it's not fair. You all need to be accountable for your actions. Don't take time from our families to come to a meeting if you don't have answers. When you go down rural roads all over Ontario it's heartbreaking, there are empty schools covered in weeds. I don't want it to happen here.

Unidentified Amherstburg resident

Who decided to do this just as people were registering their students for grade 9. How can we encourage people to bring people to our schools when we don't even know if there will be a school in their community?

Trustees determined to defer the vote until the new Board of trustees was in place (last December). As soon as the newly elected Board approved it, we began the PARC process. It is a seven month process.

Shawn Marontate, Harrow business owner

I urge you to find a way. We are losing students because we aren't trying to find out why. I'm frustrated that the catholic board is attracting students and we aren't. They are finding a why but we aren't trying. All these communities need a high school and a quality education. The separate board has a hockey school in the city. They are attracting students, we aren't. We have many sports facilities in Harrow. We have a tennis court, baseball diamond, and arena. A bit of money would attract some people, there are all kinds of ideas out there. Maybe a high school with a sports academy, sports management courses etc. We are being misled and you are failing us. Find a way to keep the school in the community.

5. Closing comments and Adjournment

There was no further input. In closing, Superintendent Awender again noted the dates and locations of the next two community information meetings, and thanked everyone for their attendance. The meeting adjourned at 8:52 p.m.

P.A.R.C. Harrow District High School March 2, 2015 Meeting

- Every Community Deserves a High School
- Every school included in this PARC parents will say that they have great teachers.
- I would like to take the time to thank the amazing teachers at our school. They all go above and beyond for our students. Thank you.
- The importance of a jr to grade 12 education in our Harrow Community is huge in a small town.
- If a school was removed from any small town in this PARC the town would become stagnant.
- There would be no economic growth.
- Businesses would not locate their companies here,
- People would not build new houses here, and they would look to a town with a place to educate their children.
- The businesses that were already established would not be able to hire students to work after school.
- Is the board going to provide bussing for after school extra circular activities? If not all of the students being bused that far would be at a disadvantage.
- Students would not be able to hold after school jobs. The value of the homes in that town would decrease. The town would become a stagnant bedroom community.
- Tax payers should not have to pay school taxes if there is not a Public school in our Hometown Community to send our children to.

- No child should have to ride the bus for over an hour one way to get to school.
- During the 2012 PARC for Harrow Superintendent Allen said "Noted savings in transportation and Hydro costs are true savings"
- How is the board saving money by closing a school and bussing all of the students out of their district for their entire jk to grade 12 education??
- Who filled out Harrow High School's profile? I believe that the value to the community is not properly represented.
- We are the "Town Of Harrow" our Community

Harrow High School

- Co-op Program which local business participate in which are all walking distance from the high school:

Harrow Shoppers

Selicks

Robinson Transport

Keller Automotive

Harrow Physiotherapy

All of the Beauty Salons

The Harrow News

The Pie Lady

Fords

Dentist Office

Laser Art

There are also high school students co-oping in the younger grades.

- The document says that there are no university or college opportunities which are not factual. A friend of mine's son did a dual credit program through Co-op at the College in Windsor. He was bused there and cab ride back.

- The question Does the school provide opportunities for volunteer work to meet graduation?
- Yes. Some of the students achieve their volunteer hours through keeping score at games, refereeing and coaching the younger kids.
- Does the school offer programs that serve both students and community members? Up until Tuesday February 3rd there was after hours counseling held at the school.
- Harrow Minor Baseball uses the ball diamonds.
- The school site does provide parking for local parks and community use. The base ball players park there during their practices and games. Harrow Fair and large events that are held at the park use the school for parking also.
- Are there other partnerships with other student related government programs? Does the school not have kids in the OYAP Program?
- Does the school have partnerships that might be lost if the school closes? Yes all of the co-op placement businesses, the downtown businesses that rely on the kids spending money in business for lunch. The companies that let the students volunteer to reach their 40 hour volunteer goal.
- Where are the grade 7 and 8 students factored into the statistics?
- What does is the cost to run a PARC? How many PARCs have been held for the Harrow Families of schools since 1993?
- This money could have gone towards the cost to repair the school.
- What happened to all of the tax dollars collected for schooling, books, buildings etc? The majority of the text books are 30 years old? All of the schools need millions of dollars in repairs?? How does this happen? Where is the accountability?

- During the 2012 PARC for Harrow you borrowed long term financing capital of 14,733,012 by way of loan from the Ontario financing authority for growth of schools & eligible properties. Where did this money go?
- In 2010 and 2011 Board budget there was a 3.7 million dollar surplus. (in the minutes) Where did this money go?
- We were asked to close the Harrow Junior Public School building to save money. Why the money was saved not put towards the other Harrow Schools for repairs?
- When you close a "high school" to save money are you going to use the money saved to fix the schools that need repairs or let them keep getting more run down?
- We held up our end of the bargain by closing Harrow Junior Public School to save money three years ago and now we are back here again.
- Why is the Harrow Public School the only school included in this PARC?
- As tax payers we would like to see accountability.

Highlighted Topics for PARC Meeting at Harrow High School

- My past experiences at the high school
- Benefits I felt made Harrow a unique school
- Negative things that have been said about Harrow compared to other schools
- The importance of the teachers at the school
- Benefits of small class sizes
- After school extra curricular activities (my experiences)
- Importance of getting students involved in them
- Why students choose Harrow High
- Parent involvement in school
- Effect of a closure on the town itself
- Economic disadvantages

My name is Jeff Brosseau – President of the Ontario Secondary School Teachers Federation – District 9. We represent the secondary teachers and support staff in Greater-Essex schools.

There is never a good reason to close a school.

I'm not here to bash the Public School Board...they have some very tough decisions to make....rather, I am here today to speak with you about the current education system in Ontario and address two key areas that, I believe, are the main reasons why communities in Ontario are faced with potential school closures.

The boards of education in Greater Essex and the entire province are being forced to close and/or rethink schools due to changing demographics and budgetary pressures. Communities are faced with the potential of losing schools due to these facts, but there are efficiencies that can be found to help alleviate some of this pressure.

Education funding is a very complex beast...as you can imagine.....but a key component of this formula looks at how the spaces are utilized by students. The current formula does not take into consideration important factors such as specialized programs that require larger spaces

like schools with greater than average technical shops, special education schools with lower class sizes or large art/drama spaces. Repurposed space such as latch key programs or shared libraries, adult education space and other community partnerships are also not adequately addressed using the current funding formula and the result is skewed utilization data. These are just a few reasons why the current funding model is flawed.

The funding formula was created in 1997 under the Harris government. His government preached that the solution to the ballooning provincial deficit could be lessened by finding 'efficiencies' in education and public health. Unfortunately, instead of efficiencies came an era of reducing public services and labour struggle. Since this time, every government, including the McGuinty and Wynne Liberals have promised to revisit and fix the education funding formula to make a more equitable system...and those promises have yet to be realized.

An improved funding formula should lead to decisions being based on more accurate facts and

reasonable distribution of resources. But let's face it....there's only so much money to go around.

This brings me to my second point. Ontario funds four different publicly funded education systems; English public, French public, English Catholic and French Catholic. By moving to one publicly funded education system in both official languages, real efficiencies can be realized.

Before you react to that statement, let me give you some examples from other provinces. In 1997, Newfoundland and Labrador went from 5 distinct systems based on religious lines to one public system. BC, New Brunswick and PEI have always had one publically funded education system.

In 1998, the Quebec and Canadian governments passed a 'bilateral constitutional amendment' to ensure that all student educational needs were delivered under one public system. I mention this only to provide some perspective as to how education in Canada has evolved.

By continuing to fund four systems in Ontario, the education budget will continue to fund repetitive services. I can share an example from my own experience:

Years ago when the math curriculum was being revised, the Ministry of Education hired math teachers to write "Course Profiles". As one of these authors, I found myself at a table with other math teachers tasked with writing a Course Profile for one particular math course. At the completion of our task, we were paid appropriately for our time.

Elsewhere in the room were tables of teachers with the same task, writing profiles for the other math courses. There are in excess of a dozen math courses offered in high school. That's a significant amount of money spent in that one room for Ministry Documents developed so educators can get a head start on teaching new mathematics curriculum.

Don't get me wrong....as a teacher I welcomed these resources and used them in my classroom.

What I disagree with is the fact that there were teachers from each of the other schools systems doing the same thing! Writing course profiles for the new math curriculum for their respective school systems. I'm sure the quality of work was comparable....but I have to think that the teachers in Ontario would have been well served by a single version of those Course Profiles.....which

would have saved tens, if not hundreds of thousands of dollars. From this experience, I was witness to the redundancy that our education system faces in Ontario by funding four systems.

Every year, local students from both Catholic and Public systems utilize one summer school program hosted by the public board....showing resources can be amalgamated.

You have likely seen ads lately promoting this school system or that school system.....this program or that program....School Boards are forced to compete for student enrolment as demographics have shifted. The more students enrolled, the more dollars that are brought to a school board to fund programs.

Imagine all the time, energy, and \$\$\$\$ being spent on this promotion? As a citizen of Ontario we should expect that any publicly funded education institution deliver the same quality of education to our youth. It doesn't make economic sense to split the education budget amongst four systems that all purport to deliver the same thing. Ontario has one of the best education systems in the world..... The amalgamation of the school systems would alleviate redundancy and pool tax dollars to be

used more efficiently and could potentially free up dollars to invest in advancing technology, keeping community schools, or specialized programs.

There will never be a 'comfortable' time to raise these issues. Unfortunately, community schools are bearing the brunt of an educational system that has too few dollars to go around which leaves them at risk. Merging the school systems could be a huge part of the solution.

I urge you to bring this conversation to your neighbours, family and friends. Some feel it is a conversation all about religion....it is not. It is all about finding efficiencies, which leads to savings to put back into the schools.

It is our hope that this conversation will make it to local MPPs, the Premier, Kathleen Wynne, and the Education Minister, Liz Sandals. It is time for our government to have this conversation and it is time to hold our elected officials accountable to community voice and the electorate they represent.

You may have seen some signs on the way into the building this evening. We have those same signs for you to take as well as postcards available to be

sent to your MPP, the Premier or the minister of education. The message being delivered is twofold – fix the funding formula, and consider finding savings in fewer school systems. These postcards can be mailed individually with a standard stamp, or we will hand deliver them on your behalf. If there is anyone here willing to volunteer to collect these post cards from your community and school, please get in touch with one of us at the OSSTF office and we can make arrangements. We encourage you to stop on your way to your car and bring some of our materials home with you.

Our community schools matter. They are community hubs that bring people together. They are just as important as churches, community centres and sports complexes. Schools support local business. Schools ensure communities become families. Community schools matter.

Thank you for your time.

PARC Community Meeting #2

**GAHS, HDHS, HPS, KDHS and WSS
March 2, 2015.**

Why are we here?

**At the December 9, 2014 regular meeting of the Board,
Trustees approved the following recommendation:**

**THAT THE SUPERINTENDENT RESPONSIBLE FOR
ACCOMMODATIONS CONDUCTS A PARC STUDY OF GENERAL
AMHERST HIGH SCHOOL, KINGSVILLE DISTRICT HIGH SCHOOL,
WESTERN SECONDARY SCHOOL, HARROW DISTRICT HIGH SCHOOL
AND HARROW PUBLIC SCHOOL TO :**

➤ ADDRESS CAPACITY ISSUES

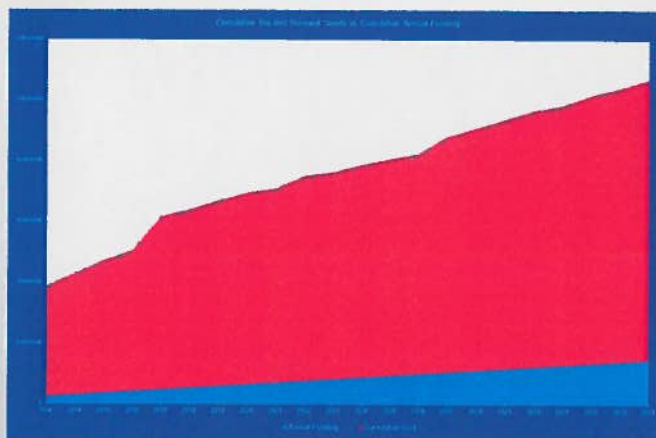
PARC TIMELINES

- Community Meeting #3 – PARC Committee will present draft recommendations
- Community Meeting #4 – PARC Committee will present final recommendations
- The PARC Committee will present their final report to trustees at a meeting in May. This report will be posted for 60 days (not counting summer break) on the Board website .
- The Director will present a report with recommendations to trustees at a September/October 2015 Board meeting. They will vote to determine final recommendations at an October Board meeting.

OUR CHALLENGES

- To address empty spaces, renewal needs, FCI, aging infrastructure, and program needs and opportunities.
- GECDSB has 6000 empty spaces and a deficit of nearly 3 million dollars.
- Boards across the province are experiencing the same challenges.
- Funding is based on student enrolment. In Ontario, enrolment continues to decline, thus, funding continues to decrease.
- We must use our resources in the most efficient and effective manner possible.

RENEWAL NEEDS



Present Situation High and Urgent Renewal Needs

Priority through 2015	Monies Required
Urgent	\$ 15,354,360
High	\$102,028,820

POPULATION DISTRIBUTION

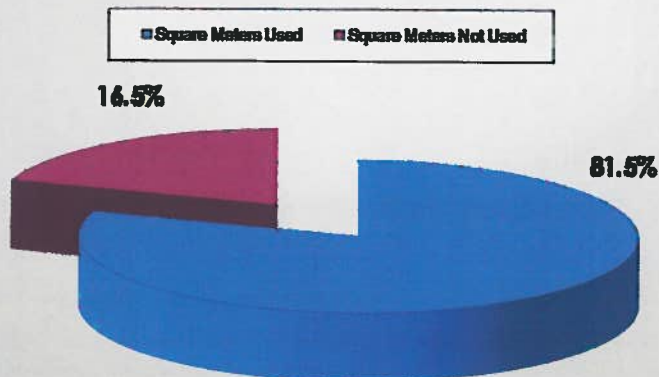
CENSUS SUBDIVISION	AGE (0-14)	AGE (15-64)	AGE (65 AND OVER)
WINDSOR	-8.1%	-3.1%	7.0%
LAKE SHORE	-1.9%	2.5%	27%
LASALLE	-9.1%	3.3%	33.8%
TECUMSEH	-18.4%	4.7%	40.8%
AMHERSTBURG	-12.1%	-1.7%	22.6%
ESSEX	-14%	-2.4%	14.6%
LEAMINGTON	-7.1%	0%	9.4%
KINGSVILLE	-5.8%	1.8%	13.8%

Elementary and Secondary Spaces

<u>Capacity FTE</u>	<u>Elementary</u>	<u>Capacity FTE</u>	<u>Secondary</u>
OTG Capacity	27,043	OTG Capacity	14,635
Students	23,962	Students	11,717
Portables	1,269	Portables	189
Portapak	667	Portapak	0
Total Capacity	28,979	Total Capacity	14,824
Utilization rate	88%	Utilization rate	80%
Empty spaces	3,081	Empty spaces	2,918

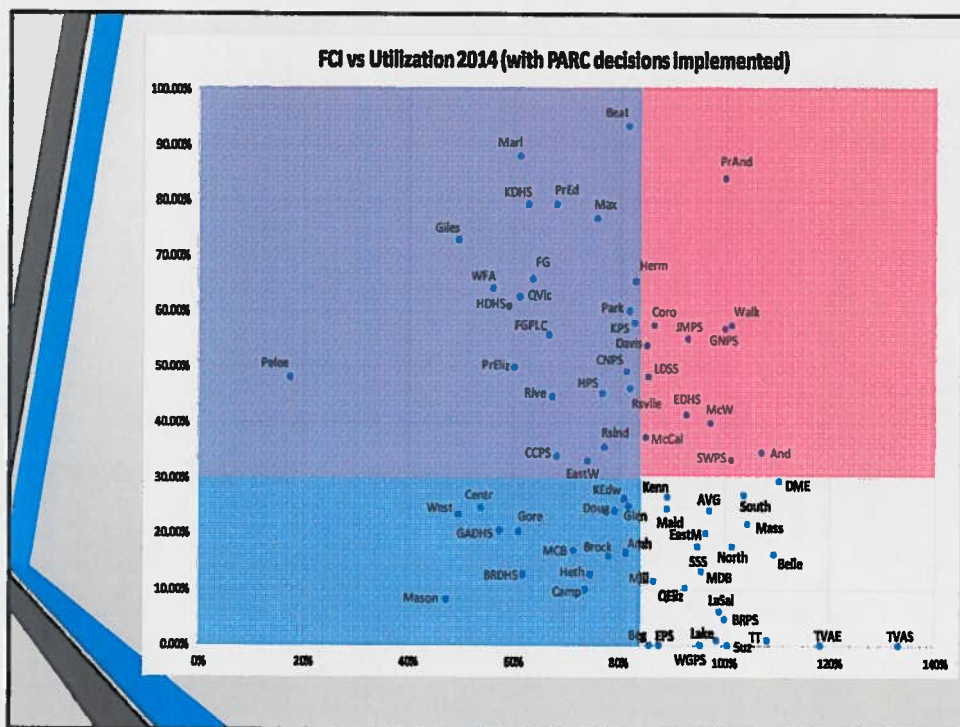
\$5.7 million of Facility Services Budget used to maintain empty spaces

Current Space Usage



Operational Dollars are spent inefficiently

School	Utilization	Operational Costs	Cost per Student
Massey	107 %	\$ 881,098	\$ 528
Sandwich SS	95 %	\$ 714,292	\$ 727
Kingsville DHS	63 %	\$ 606,096	\$ 1,067
General Amherst DHS	57 %	\$ 790,057	\$ 1,203
Harrow DHS (total population)	65 %	\$ 449,072	\$ 1,365
Western	49 %	\$ 610,232	\$ 1,972
Harrow DHS (secondary only)	50 %	\$ 449,072	\$ 2,014
Harrow Public	77%	\$ 264,075	\$ 738



Individual Secondary Schools

School	Capacity	Students	Spaces	Renewal \$	Projection 2024	Util. Rates
Harrow	484	254	230	\$7.9	175	52%
Amherst	1146	678.5	467.5	\$5.7	588	59%
Kingsville	906	568	338	\$18.3	606	63%
Western	627	311	316	\$3.9	330?	49%

Overall Secondary Perspective

Capacity	Students	Spaces	Renewal \$	Projection 2024	Util. Rate
3163	1811	1352	35,667,453	1699	57%

WHY THESE FIVE SCHOOLS?

As a whole, significant renewal needs and increasing FCI

The 4 Secondary Schools account for nearly 25% of the empty space of the 71 buildings acting as schools

Some of the lowest utilization rates in the Board

Enrolment projections continue to remain low for the next twenty years

The current situation is not sustainable

Efficiencies and opportunities in program are limiting

New Top Up funding model change this year

**The SIP are available on the
GECDSB Website under
STUDENT ACCOMMODATIONS**

- Each of the 5 schools involved have the information available based on the 4 components.

The 4 components are categorized as follows:

- 1) Value to the Student**
- 2) Value to the School Board**
- 3) Value to the Community**
- 4) Value to the Local Economy**

VALUE TO THE STUDENT

Some areas outlined for each school under this category might include:

- **Range of course or program offerings**
- **Accessibility of the school for students with disabilities**
- **Proximity of the school to students/length of school bus rides.**

VALUE TO THE SCHOOL BOARD

- **Range of program or course offerings**
- **Condition and location of the school**
- **Fiscal and operational factors (i.e. Enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so it can meet student learning objectives).**

VALUE TO THE COMMUNITY

- **Facility for community use**
- **Range of program offerings at the school that serve both student and community members (i.e. Adult ESL)**
- **School as a partner in other government initiatives in the community**
- **Value of the school if it is the only school within the community.**

VALUE TO THE LOCAL ECONOMY

- **Availability of training opportunities or partnerships with business**
- **Attracts or retains families within the community**
- **Value of the school if it is the only school within the community.**

Important Dates

Future Community Meeting Dates

Monday, April 13 at Western SS – gym

**Tuesday, May 12 at Kingsville DHS – Migration
Hall**

To follow the PARC please refer to the GECDSD website where the most accurate and updated information will be posted throughout the process.

- GOTO <http://publicboard.ca>

- Click on



which is located on the
bottom right corner.

- Inquiries can be submitted through the following
address : parc@publicboard.ca



**DELEGATIONS /
TABLE GROUPS /
OPEN MIC?**

Student Transportation Grant

This grant provides school boards with funding to transport students to and from home and school, including transporting students with special needs. The Student Transportation Grant is made up of six allocations:

- Enrolment Adjustment Allocation,
- Cost Update Adjustment Allocation,
- Fuel Escalator and De-escalator Allocation,
- Funding for Transportation to Provincial or Demonstration Schools Allocation,
- Effectiveness and Efficiency Review Funding Adjustment, and
- Full-day Kindergarten (FDK) Transportation Funding.

The cost benchmark for the Student Transportation Grant is being increased by 2 percent in 2014–15 to recognize higher operating costs. The total Student Transportation Grant is projected to be \$883.5 million in 2014–15.

Enrolment Adjustment Allocation

For school boards with increasing enrolment, the adjustment is calculated as follows:

$$\text{Enrolment Adjustment} = \left[\begin{array}{c} 2013 - 14 \text{ Allocation for Transportation} \\ \text{less} \\ \text{Expenditures for 2013 - 14 for} \\ \text{Transportation to Provincial Schools} \end{array} \right] \times \left[\begin{array}{c} 2014 - 15 \\ \text{Day School ADE} \\ \hline 2013 - 14 \\ \text{Day School ADE} \end{array} \right]$$

For comparative purposes in this calculation, Junior Kindergarten (JK) and Senior Kindergarten (SK) pupils are counted as half-time students in determining the ADE for 2014–15.

School boards with declining enrolment will not see any negative adjustment to their transportation funding in 2014–15.

Cost Update Adjustment Allocation

This allocation recognizes a cost increase of 2 percent for providing transportation services. Boards with a transportation deficit in the 2013–14 school year will receive the cost update adjustment.

Boards with a transportation surplus in the 2013–14 school year, and a cost update adjustment that is more than their surplus, will receive the difference between their surplus and the cost update adjustment.

Boards with a transportation surplus in the 2013–14 school year, and a cost update adjustment that is less than their surplus will not receive a cost update adjustment.

Using the 2013–14 Financial Statements, the transportation surplus or deficit for this allocation is calculated by adding:

- the total transportation allocation for a board, which combines the Student Transportation Grant and the transportation portion from the Learning Opportunities Grant, and
- all expenditures categorized as a transportation expenditure in the Ministry's Uniform Code of Accounts.

For boards receiving the Cost Update Adjustment Allocation, 12 percent of this update will be retained and will be provided through the fuel escalation portion of the Fuel Escalator and De-escalator Component, if it applies.

$$\text{Cost Update Adjustment} = \left[\begin{array}{c} \text{2013 – 14 Allocation} \\ \text{for Transportation} \\ \text{less} \\ \text{Expenditures in 2013 – 14 for} \\ \text{Transportation to Provincial Schools} \end{array} \right] \times [0.02]$$

Fuel Escalator and De-escalator Allocation

For 2014–15, the Ministry will recognize the fuel price at \$0.918 per litre for southern school boards and \$0.938 per litre for northern school boards. This will be referred to as the "pegged price." For the purposes of establishing the adjusted pegged price, a 2 percent efficiency assumption is applied to the pegged price to take into account the ability of operators to purchase fuel in bulk or at discounted prices. Therefore, the adjusted pegged prices used for the purposes of this calculation are \$0.936 per litre for southern school boards and \$0.957 for northern school boards.

The GSN will establish a corridor of 3 percent above and below the adjusted pegged price. If fuel prices, as posted on the Ministry of Energy website and net of the Harmonized Sales Tax (HST), are above or below this corridor in any month within the fiscal year from September to June, a funding adjustment will apply. Monthly fluctuations in fuel prices within the corridor will not trigger any adjustments. The net total of the monthly funding adjustments will be applied to a board's transportation allocation twice a year. Boards should note that this adjustment could be positive or negative.

For each month from September to June in the fiscal year, the fuel price difference is calculated using the following formula:

$$\frac{A/(1 + B) - C}{C}$$

Where:

A = the monthly average southern or northern Ontario diesel benchmark rate for the month as posted on the Ministry of Energy website,

B = the current HST rate, and

C = \$0.936 or, in the case of a northern board, \$0.957.

if, for any month from September to June, the fuel price difference is above 3 percent of the adjusted, pegged stated fuel price, the calculation for the monthly adjustment will be as follows:

$$(D - 0.03) \times E \times 0.01$$

Where:

D = is the fuel price difference,

E = is the 2013–14 allocation for transportation less expenditures in 2013–14 for Provincial School transportation.

if, for any month from September to June, the fuel price difference is 3 percent below that of the adjusted, pegged fuel price, the calculation for the monthly adjustment will be as follows:

$$(D + 0.03) \times E \times 0.01$$

Where:

D = is the fuel price difference,

E = is the 2013–14 allocation for transportation less expenditures in 2013–14 for Provincial School transportation.

Funding for Transportation to Provincial or Demonstration Schools

Funding for Provincial and Demonstration Schools transportation is allocated based on expenditures reported by the board in 2014–15, as approved by the Ministry.

Continuing with the changes that were introduced in 2006–07, the Consortium de transport scolaire d'Ottawa, served by Conseil des écoles catholiques de langue française du Centre-Est, is coordinating transportation for all students attending Centre Jules-Léger. The Ottawa-Carleton District School Board is coordinating transportation for all students attending a residential program at an English-language Provincial or Demonstration school. Transportation funding to cover these expenditures flows directly to the two boards.

School boards that provide daily transportation to an English-language provincial or demonstration school continue to be reimbursed, based on approved expenditures reported by the board.

Effectiveness and Efficiency Review Funding Adjustment

Effectiveness and Efficiency (E&E) reviews of consortia operations and service delivery, and the resulting resets of funding levels, began in 2006–07 as part of the Ministry's student transportation reform. At the end of 2011–12, the Ministry had completed all original reviews.

The Ministry will continue with follow-up E&E reviews on consortia in 2014–15, and will recommend further funding adjustments based on the results of the reviews.

Full-day Kindergarten (FDK) Transportation Funding

As in previous years, funding for FDK transportation will be allocated to boards based on approval of submissions made to the Ministry.

Funding for Summer School Transportation

Additional funding for transportation is included under the Literacy and Math Outside the School Day Allocation and the Student Success, Grades 7 to 12 Allocation of the Learning Opportunities Grant (LOG). Please refer to LOG for details (see page 55).