



Response to the Biennial Review

September 2011

Introduction

If motions are passed citing schools for closure tonight, as we expect, the board will launch into a three-month consultative process. Our presentation first focuses on improving that process, which we feel is very limited in its current form. Throughout the life of the 10 Year Plan, one message we have heard consistently is that people are unsatisfied with consultation processes. We will outline some of the common complaints, and provide suggestions for improving Policy 15 (Appendix A), which outlines the school closure process. We will then conclude with some general comments on the plan itself.

Related to questions of process, we note that the time for public response to the Biennial Review was 36 days in 2009. To accommodate closure citations, this was shortened to 14 days in 2011. In addition, the board has since added a requirement that presenters provide a written copy of their presentation by the Wednesday before a board meeting. From the time the Review was presented and made available to the public, this left just one week for response – a big difference from 36 days. For working parents, this timeframe is a hardship. Parents need time to read, to think, to circulate the document, to meet and to put our thoughts together on paper.

As our first recommendation, we ask the board to improve prior public access to the Review, providing adequate time for reflection and response.

Mechanisms for community input

Following the Athabasca public consultation process, we asked people to send us their thoughts about the process, and ideas for improvement. Some 40 people responded via direct email and through our website, a little more than half the number who attended the board's public consultation meeting. Although by no means a scientific survey, we feel many legitimate concerns and good ideas were raised that deserve a hearing. We have heard similar frustrations expressed throughout the life of the 10 Year Plan, and not only in relation to school closure. We recall the words of the Athabasca SCC president, in describing to this board parents' experiences with the Athabasca-Argyle site selection consultations:

“In reality, none of the opinions of the parents from Athabasca really mattered as the decision was made as to where to put the proposed new facility without even finishing the ‘consultation’ process. These committees were made up of parents that took time out of their very busy lives to be involved. If anything, the Board should realize what an effect that has on the people involved with the whole process.”

This is a far cry from the rosy sheen often put on such consultation processes. We hear echoes of this experience from many parents in many situations. Comments following the Athabasca closure decision included:

“It was a waste of my and my child's time to even attend the meetings we did.”

“Whatever priorities the community had weren't as important as the board's own priorities. It was pretty pointless, the whole exercise.”

“I think that most members of the Board approached the public consultations as a necessary step before closing the school, rather than as an important consideration before reaching a decision.”

“The reason I feel it is not valuable to share my thoughts and concerns with the board is not because I am unwilling, but because they do not listen. Keeping the schools open is about community, children and good education. They are only thinking about sticking to an unjustified plan with very unclear intentions.”

However warranted or unwarranted trustees feel these comments may be, the point is that such sentiments exist and are widespread. They are evidence that, from a community perspective, something about the process isn't working, to the point that parents seriously question the value of participating.

The question therefore becomes, what can be done about it?

It has been said that community participation is equal to community power. If people are powerless in a process, they stop participating. We recommend that Regina Public take immediate steps to mitigate the ‘us versus them’ mentality by inviting community members to participate in actual decision-making, as opposed to one-off forums and focus group meetings.

Representative review committees are part of the closure process in Ontario. The committees include parent and community representatives and are mandated carry out the public consultation process (Appendix B) and to deliberate on the following considerations:

- Value to the students
- Value to the community
- Value to the school board
- Value to the local economy

The system is not perfect because it still invests the board with the power to set the evaluation criteria, which in essence places board priorities first, but it is at least a beginning of democratic reform aimed at enhancing civic participation.

A precedent for joint review committees already exists in rural Saskatchewan under the Education Act (Appendix C). When a rural school is cited for closure, a committee of review is struck that includes SCC members, town council members, area First Nations representatives, and members of the general public. The committee is tasked with reviewing the information and making recommendations. There is also an option to identify 'schools of opportunity' in communities that are growing, or have special needs. There is no reason this process cannot and should not be equally applied to urban school communities. This could be further improved on by providing an appeals process, and by ensuring the committee recommendations hold priority weight in the final decision.

We have heard a number of suggestions from community members regarding who would sit on review committees. Suggestions included school parents, local business representatives and community association representatives. Additionally, exceptional methods should be undertaken to ensure Aboriginal and youth representation. These suggestions assume that the recommendations of independent review committees would be given primary consideration in the final decision-making. The consensus of communities that are directly affected by closure decisions should be given serious weight. The school's value to students and community, as expressed by affected students and community members, should be held above budgetary concerns and system convenience as the primary factor in decision-making.

The concept of a committee of review need not be restricted to school closures. Similar broadly representative committees could be struck for other important education issues. This would be a bold move by Regina Public Schools, one that would doubtless be favourably received by the public.

Communications

When people in a school community learn about an impending closure, the reaction is often one of surprise. It's not unusual for a parent to have read a communication from the school board, but without understanding that the term 'attendance area merger' means a school is about to shut its doors. As well, communications are presented in a manner that gives the impression the decision is already made and the matter is closed. The fact that a public review and vote are still pending is obscured by bureaucratic language. This discourages input. Unless parents in the know take the effort to publicize the school closure plan and the process in plain language, affected community members remain in the dark. This is also true of documents like the biennial review, which contains cryptic references to 'renewal plan actions' and 'confidence bands' with no explanation of such terms. We recommend that a list of definitions be provided at the beginning of all planning documents.

A typical response conveyed via our website was: “We got a letter. It was very convoluted. I don't think anyone understood from it what the deal was.” Specifically in the case of Athabasca School, community members complained that board communications left the impression that a new facility at Argyle was still in the works. One school parent noted:

“Regina Public School Board did a dismal job of adequately communicating with the Athabasca School community that a motion had been passed in September 2010, that a motion to close Athabasca School was passed, and a vote was to be held in December...Until December 2010 I was under the impression that the work proposed at the Argyle School site (and amalgamation of schools at that location) was still in the works, therefore, the Regina Public School Board officials also failed in letting the Athabasca and other concerned/associate school communities know about that change in plans, too.”

The biggest problem is one of language. In its communications, Regina Public resorts to legalistic and bureaucratic language, seemingly reluctant to clearly spell out what the plan is. It's up to parents to translate the language and distribute notices in their community. In our experience, this only works well in communities where parents are literate in 'bureacratese' and have some knowledge of the system, and have the resources to produce and distribute their own letters and posters. When you walk into a consultation meeting and the room is full, it is not likely on the strengths of Regina Public's communications.

We have experience in community organizing and grassroots communications, and are therefore in a position to offer ideas in this area. A suggested plain language communication following future closure citations is as follows:

Your school has been cited for closure.
A final decision hasn't been made yet.
What do you think?
There will be a public meeting (details)
You may also give your opinion by contacting: (contact information)

Such a public notice is guaranteed to raise community interest and strengthen the degree of community involvement in the process.

Attached is a sample advertisement from the Vancouver Public School board (Appendix D). As you can see, it very plainly sets out what is being considered, and what the process is. This particular ad was printed in several community newspapers, including one online newspaper, and posted in public places, in addition to being posted on the board website.

We live in a wonderful age of communications. There are email lists, Facebook, Twitter, community websites, school newsletters and community bulletin boards. SCC members can be enlisted to drop notices in area mailboxes. For a small fee, there are people in Regina who can be contracted to drop leaflets and posters at coffee shops and restaurants.

It costs \$200 to cover the whole city, presumably much less to cover an affected neighbourhood. These are small, wise investments in the process. If you involve parents from the beginning in the question of ‘How can we inform people?’ – and if you refrain from setting up barriers and controls on distributing information – they will be able to help you a great deal.

Information

During the last school closure process, there was not enough information on the table to facilitate an informed public process. Even basic information, such as the number of students in the school, wasn’t consistently or clearly provided. Statements were made about the structural condition of the school, with no supporting documentation. This situation should not be repeated.

The board already produces documents that provide useful background. A copy of enrolment data (Appendix E) is available, but only on request, and stamped with a notice saying it is not for dissemination. There is no reason this information shouldn’t be copied and handed out at meetings. It would end a lot of speculation about what the school’s enrolment is, and would provide precise numbers for the media to quote. Likewise, full facility audits – not just summaries – should be copied and handed out at meetings.

The following is a list of items participants in public consultations have suggested as valuable and necessary for informed discussion:

- A copy of the board’s school closure policy.
- The latest school enrolment data for Regina Public schools.
- The latest facility audit.
- Information about the school’s academic achievement record.
- Clear, detailed information about Regina Public’s financial status.
- Clear, detailed information about the suggested receiving schools, including space and staff capacity, building condition and student academic achievement.
- Clear, detailed information about plans for special programs and special needs students in the school about to be closed.
- Clear, detailed information about transportation.

Providing options

One of the biggest information holes that people complain about is the lack of information about alternative options. At present, the board takes no responsibility for providing comparative information. What are the savings, if any, from a school closure? How much would it cost to keep the school open? What alternative programs and measures could be taken to strengthen school enrolment?

School community members are urged to provide concrete alternatives to closures, and they do try. However, it is not fair to put the onus entirely on parents and community volunteers to develop alternative proposals. Not only do they not have the time, they also don’t have easy access to the internal information needed to produce comparative options

and to generate workable alternatives. We commend the Athabasca School community for beginning this process with their study, but we also recognize that it is a tremendously involved task that cannot possibly be completed within the scope of a three-month review process.

We recommend that information provided during the consultation process should include fully costed alternatives to closure.

Program Inclusion

During the Athabasca closure process, people were upset that students in the Functional Integrated Academic Program (FIAP) and their families were in essence excluded from the discussions about the future of Athabasca School. As well, the plan for FIAP students was never clearly laid out. The board stated that FIAP families were being approached separately, but some FIAP families reported they had not been contacted.

Regina Public has technical arguments for separating special needs programming from regular programming. However, in a school community that practices inclusion, where students of all abilities feel close to one another, these arguments make no sense whatsoever. Whether it is intensive needs or French immersion, the students and their families are part of the life of a school and cannot rationally be separated.

We recommend that in future consultations, Regina Public take a more holistic approach to their school planning decisions, and not carve up schools according to the programs delivered.

Teacher and Staff Input

We understand that teachers and staff were consulted as stakeholders at the outset of the 10 Year Plan, although there is no available record of what was discussed and recommended. We do know through our informal networks that there are many teachers and staff who are deeply concerned about some of the directions being taken by Regina Public since the plan's inception. Unfortunately, the message we also consistently hear is that it is too dangerous for employees to say anything, and that they would not be listened to anyway. In the words of one former RBE teacher: "Fear is the biggest factor. Teachers are afraid to be punished for speaking out."

We believed the fears expressed to us are not imaginary. We are distressed to hear that many in the system are simply "counting time" and "trying to survive." This does not serve our children well. We have heard from people afraid even to talk to their elected trustees anonymously because of the possibility "word would get back" and they could be identified by the issues raised.

This is of grave concern to parents. No one's input is more important to parents than the input of people who work directly with their children – the teachers and staff of Regina

Public. We would like employees to have a role in biennial reviews, a role that is not constrained by worry about professional repercussions.

We recommend not only that mechanisms be put in place so that employees can safely and securely provide input, but also that the existence of fear in the workplace culture be meaningfully addressed by a third party intervener.

We further recommend that the meetings held with stakeholders at the outset of the 10 Year Plan be put on the public record, so that the public can see who the stakeholders were, and how and if stakeholder recommendations played a role in shaping the plan. This should become the normal pattern for subsequent meetings.

Public Record

In the case of the Athabasca School community consultations, the school board has stated detailed notes were kept and distributed to trustees. If this is so, we commend board staff for taking the time to record valuable community input. However, there appears to be no public record of the input gathered at school meetings. As well, there is no public accounting of letters, phone calls and emails received by trustees. In the absence of a public record, conflicting accounts of community response arise.

We have attached for your information a sample of a school closure meeting report provided by the Vancouver Public School Board and made available to the public via their website (Appendix F). This is a good example of what can and should be done. We also draw to your attention the City of Regina's practice of putting all input received on an issue – such as emails, letters, phone call records, briefs and petitions – into a publicly available binder. In other jurisdictions, a summary tally is commonly provided, for example: “47 phone calls were received, 5 supporting the proposal and 42 against.” As previously stated, the public record should also include reports on meetings with other stakeholders. The public should know who attended the meetings, what organizations were represented, and what was said. This is a normal expectation in a democracy. It creates an important base of information for informed participation in decision-making.

In summary, we recommend that all aspects of the consultation process be properly recorded and placed on the public record.

Consideration for community schools

Neither the 10 Year Plan nor its subsequent biennial reviews give special consideration to community schools. As you know, community schools are so designated because they serve vulnerable populations. The Leithwood report expressly recommends that such schools be limited to no more than 300 students. Given Regina's heritage of residential school fall-out and resulting family breakdown, some voices in the system argue it should be even lower, with no more than 200 in a community school. Yet the board's 10-Year Plan and subsequent biennial reviews do not appear to make any significant distinction between community schools and other schools. With the single exception of Scott, all are

held to the same enrolment standards as schools in wealthy neighbourhoods, and no additional consideration is given to their extended and highly important role in the surrounding community.

Typically, community schools are in older buildings in relatively compact neighbourhoods. As a result, when the original closure list was released in 2007, the closure list looked distressingly similar to a community school list. Today several of these community schools have been granted a reprieve due to population growth. Although this is a welcome development, enrolment growth should not be the standard by which community schools are judged. High enrolment isn't what makes a community school effective; indeed most research suggests the opposite is the case.

In the current biennial review, we can see that as a result of closures and mergers, along with population growth, several of Regina's elementary community schools are now projected to grow larger than the 300 upper limit that the board's own research recommended.

Community Elementary Schools (Ministry of Education 2010-2011 Community School Directory.)

School	Projected – 2018
Albert	290
Arcola	356
Coronation	255
Connaught	141 – English 255 – French 396 – Total
Centennial	166 – French 140 – English 306 – Total
Mironuck	289 – English 256 – French 545 – Total
Haultain	99
Imperial-McDermid merger	126 – Imperial 234 – McDermid 360 – Total
Kitchener	208
Rosemont	162
Thomson	234
Walker	193
Wascana	372

We would also like to note that Albert is projected to come very close to the 300 mark, which in our opinion is much too high for a school whose students face multiple barriers to learning. Further, we recommend the board flag for consideration how the

recommended Dieppe closure would impact Walker Community School's enrolment. We have already seen how Wascana Community School's enrolment was pushed unacceptably high after the closure of Herchmer Community School.

Our community high schools are in a much more comfortable enrolment range, and efforts should be made to ensure they remain smaller than other high schools.

We recommend that in this and future plan reviews, very careful, targeted consideration should be given to the future of community schools. Every effort should be made to ensure they remain open and connected to their communities. Lower enrolment should be treated as a potential asset, not a detriment. Schools serving vulnerable populations should not be regularly targeted for closure, or have closure threats hanging over their heads, as such threats are a deterrent to investing needed resources in our community schools.

Impact of closure citations

While Regina Public felt it was making a responsible move to list potential closures 10 years down the road, it needs to be recognized that being listed has a negative impact. Parents in both the schools named for closure in 2012, Haultain and Dieppe, have remarked on how the cloud placed over their schools has contributed to enrolment struggles. We frequently hear this even in relation to schools that were taken off the closure list in 2009 – two years later, parents still say they have chosen other schools because they have heard their local public school is closing. It is difficult to convince parents otherwise.

We recommend that when a school is removed from a closure list, it be given at least five years before being considered again for closure. This allows time to recover from the negative impression placed on the school. We further recommend that when a school has been operating under a closure cloud, this should be taken into consideration. A positive investment in the school could result in a much different future.

Consideration for city development goals

Many people have remarked how Regina Public's 10 Year Plan of larger schools in fewer, more outlying neighbourhoods seems to be at odds with the City of Regina's stated vision for the city. In its development planning documents, arrived at through much study and consultation with residents, the City has expressed a clear preference for compact, walkable neighbourhoods and stressed the need to revitalize inner city neighbourhoods. Neighbourhood schools play an important role in this vision. School closures can undermine this vision, just as city-authorized developments can undermine school budgets by creating new neighbourhoods that require schools.

The long-held political tradition is that city and schools are separate levels of governance, and never the twain shall meet, except to provide information to one another. It is time to change this tradition. In the United States, there is a movement to bring school

governance and city governance to the same table, for the sake of rational city planning. Some excellent literature has been developed on this matter, which you can access through RealRenewal’s website (www.realrenewal.org under Research – Neighbourhood Schools)

We recommend that the next Biennial Review should take the City of Regina’s vision for inner city revitalization into consideration, and that the city planning department be enlisted to help facilitate this task.

General comments

We commend the school board for carefully reviewing the 10 Year Plan. We realize the time and effort that must go into this task. We appreciate that there is flexibility in the system.

During the last Biennial Review, we stated the Plan seemed destined to encourage schools that are too large. We felt the plan was written for a different era, a time of population decrease, and we felt it included ambitious capital plans that did not mesh with reality, particularly since the board could no longer set the mill rate.

These things still concern us. We are encouraged to see the board now shares our concern about schools potentially growing too large. We believe the Plan’s stated upper limits for enrolment – 400 for an elementary school and 1,200 for a high school – were too high to begin with. Every effort should now be made to ensure schools stay below these numbers. In the first year of the 10 Year Plan, there were just five schools of more than 400 students, including one over 500. This is now projected to rise to 13 over 400, including 7 over 500. This represents a dramatic increase in school size.

**Elementary schools above 400 students
Actual - 2008**

School	Enrolment
MacKenzie	412
Janzen	442
Buck	409
Massey English	133
Massey French	306
	439 – Total
Braun	533

Projected - 2018

School	Enrolment
Braun	509
Buck	493
Janzen	515
Douglas park	522
Hawrylak	412 – English 511 – French 923 – Total
Massey	549
MacNeill	418
Ready	474
Lee	709
McLurg	498
Milliken	410
Perry	410
Mironuck	289 – English 256 – French 545 – Total

We think you will agree this is an unacceptable trend that should not be further entrenched by continued school closures.

We are pleased schools have been removed from the closure list. At the same time, we are saddened about the schools already closed that did not get the chance to shine in this new era. We are particularly discouraged by the lost opportunity represented by Athabasca School. We urge the board to refrain from putting the building up for quick sale to condo developers, thereby erasing the possibility for a school to return to that thriving community.

We welcome a review of highschoools. This is an opportunity to smooth out the bulges in the system by providing attractive programming in lower enrolment schools. The first priority should be to support and improve existing highschoools before launching new highschoools.

The board entered into this plan with an ambition to build large, new schools. At the time, we were not convinced the board could afford it. Today we are even less convinced the board can afford it, taking into account boom-fueled construction inflation, the loss of mill-rate setting powers, a potential rebalancing of urban-rural resources, and a long line-up of requests before the province.

We are encouraged that Imperial or McDermid won't be forced to close before there is money on the table for a replacement school. On the other hand, it would be unfortunate if the 'waiting game' becomes a detriment to investing resources in these schools, further exacerbating the facilities challenges they face. Perhaps the hundreds of thousands of dollars spent on design consultants could be re-directed to necessary repairs and classroom supports in our existing schools.

It is interesting that ambitious, expensive construction plans have continued to be promoted and highlighted throughout a growing time of restraint on the program side. In the context of dramatic cuts to frontline staff, persistently large class sizes, and exhausted, overstretched teachers, it is hard not to read school closures as just another piece in the overall picture of economic restraint. All these things are connected, and they do not present a picture of 'renewal.'

List of Recommendations

1. Extend the period for public response to Biennial Reviews.
2. A list of definitions should be included at the beginning of all planning documents.
3. Representative Committees of Review should be established to consider school decisions that directly affect community well being, such as school closures.

4. The school's value to students and community, as expressed by affected students and community members, should be held above budgetary concerns and system convenience as the primary factor in decision-making.
5. Notices of consultative meetings should be widely distributed in plain language, through posters, paid advertisements, community newsletters, web posts and social media.
6. Provision of the following, in writing, should be a minimum standard for informed public discussion:
 - a. A copy of the board's school closure policy.
 - b. The latest school enrolment data for Regina Public schools.
 - c. The latest facility audit.
 - d. Information about the school's academic achievement record.
 - e. Clear, detailed information about Regina Public's financial status.
 - f. Clear, detailed information about the suggested receiving schools, including space and staff capacity, building condition and student academic achievement.
 - g. Clear, detailed information about plans for special programs and special needs students in the school about to be closed.
 - h. Clear, detailed information about transportation.
 - i. Fully costed alternatives to closure.
7. School communities should be approached as whole units, not as a collection of separate programs.
8. Mechanisms should be put in place to ensure teachers and staff can participate in planning without fear of professional repercussions.
9. The existence of fear in the workplace should be meaningfully addressed by a third party intervener.
10. Detailed minutes should be kept of all closure-related public meetings and stakeholder meetings, and made available by request, as addendums to related reports, and on the RBE website.
11. The trend toward overly large schools should be recognized and not exacerbated with further school closures.
12. All forms of public input should be noted, codified and placed on the public record.
13. Plan reviews should give separate consideration to the impact on community schools. The board should strive for lower enrolment in these schools, and should avoid dampening their future development with the constant threat of potential closure.

14. Schools removed from the closure list should not be again considered for closure until at least five years has passed.
15. The next Biennial Review should take the City of Regina's vision for inner city revitalization into consideration; the city planning department should be enlisted to help facilitate this task.
16. Unfunded future plans should not become a reason to do nothing for our schools in the here and now. To the best of the board's ability, facility repairs should be carried out as needed.
17. In a time of population flux, Athabasca's school building should be retained until it can be re-purposed by the community in a manner that preserves the basic structure of a public learning facility.
18. Programs and resources should be enhanced in existing highschoools before new high schools are built.
19. All-out efforts should be made to ensure the Dieppe and Eastview communities are not deprived of their neighbourhood schools.



Policy 15

FACILITY REQUIREMENTS AND SCHOOL CLOSURES

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As may from time to time be required by the Board, the Director shall conduct a review of elementary and high school facility requirements in such areas of the city specified by the Board. This Plan shall provide options with respect to possible attendance area consolidation and school closure for the efficient accommodation of students and the provision of quality education in the short and long term.

Specifically,

1. The Director shall prepare the Plan analyzing the current and projected elementary and high school facility requirements of the school system based on the criteria set out below. For the purpose of this review, elementary school attendance areas shall be grouped into larger planning areas in order that trends and requirements may be more easily identified. High school attendance areas may be grouped into larger planning areas in order that trends and requirements may be more easily identified. The review shall include, where appropriate, possible options with respect to the number of schools and program offerings in each planning area.
 - 1.1. The criteria used in developing the facility options shall include:
 - 1.2. The quality of education;
 - 1.3. The demographic trends in each planning area, including school and preschool population trends and projections;
 - 1.4. The number of students enrolled at each school who reside outside the attendance area and/or the planning area;
 - 1.5. The number of classrooms and schools required to efficiently accommodate the students in the planning area;
 - 1.6. Fixed facility costs such as utility and maintenance costs;
 - 1.7. The number and type of rooms available at all the schools in the planning area;
 - 1.8. Per student costs such as the salary and allowances of teaching staff, in-school administration and support staff;
 - 1.9. Current and potential facility utilization;
 - 1.10. Requirements for space to accommodate transported students;
 - 1.11. Renewal projects, if any, in the planning area;
 - 1.12. Condition of the facilities in the planning area, including the cost of future renovations, if required;
 - 1.13. The location of all the schools in the planning area;
 - 1.14. Distances students would have to travel; and
 - 1.15. Possible student transportation implications and costs.

2. The Plan shall be presented to the Board in September. Any options identified in the review shall be communicated to the public no later than the end of September.
3. In planning areas where options have been identified which, if adopted by the Board, would result in the closure of one or more schools, the staff and the School Community Council shall, by the end of September, be notified of the possible implications of the review. The School Community Council, parent/guardian committees, community groups, the Regina Public School Teachers' Association and other interested parties shall be afforded opportunity for consultation with the Board prior to the end of December.
4. Upon conclusion of the consultation process, the Board shall, no later than January 15, make its decisions with respect to any consolidation of attendance areas and school closures.
5. Should the Board resolve that consolidation of attendance areas and closure of one or more schools is to take place, the Director shall:
 - 5.1. Implement procedures for publicizing the Board's decisions and making information available to parties who would be directly affected by the closure(s);
 - 5.2. Prepare plans for the disposition of equipment and materials located in schools cited for closure;
 - 5.3. Identify options for Board consideration with respect to the disposition of the buildings and grounds occupied by schools cited for closure; and
 - 5.4. Notify the appropriate officials of the City of Regina.
6. Notwithstanding the process described above, a school may also be closed if:
 - 6.1. A petition is received from parents/guardians representing a majority of the students enrolled in the school, requesting that its attendance area be combined with that of a nearby school or schools; or
 - 6.2. Its enrolment declines to the point that continued operation would not be feasible as a result of requests from parents/guardians that students be transferred to other schools; or
 - 6.3. an unexpected decline in enrolment makes its continued operation impractical.

Legal Reference: Sections 85, 87, 109, 347 The Education Act, 1995

The Ministry recommends that, wherever possible, schools should only be subject to an accommodation review once in a five-year period.

The Accommodation Review Committee will be responsible for:

School Valuation Framework

ARCs are to customize the board's generic School Valuation Framework to the school(s) under review and make the customized School Valuation Framework public prior to public consultations. The School Valuation Framework must include the four considerations: value to the student, community, school board and the local economy.

Public Information and Access

ARCs are to ensure that all information relevant to the accommodation review is to be made public by posting it in a prominent location on the school board's website or making it available in print upon request. All information that is used to determine the value of a school must be publicly available. Where relevant information is technical in nature, it is to be explained in plain language.

Community Consultation and Public Meetings

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups are consulted. These groups may include the school(s)' councils, parents, guardians, students, teachers, the local community, and other interested parties.

The consultations must be based on the customized School Valuation Framework in order to elicit input from the various perspectives around the value of the school to the students, community, school board and the local economy. The ARC must also seek input and community feedback on options for accommodating students who would be affected by a school closure.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.

At a minimum, ARCs are required to hold four public meetings to consult and to present the School Valuation Framework report and recommendations.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARCs are to ensure that there is a process in place to respond to questions raised at the meetings that cannot be answered at the meetings. For example, responses could be appended to the minutes of the meeting and made available on the board's website.

Notice re school review

87.3 With respect to any notice to be given by a board of education pursuant to sections 87.2 to 87.6, the board of education must:

- (a) publish the notice in at least one issue of a newspaper having general circulation in the school district, attendance area, town or village in which the school that is the subject of the review is situated; and
- (b) post the notice:
 - (i) in at least five widely-separated, conspicuous locations in the school district or attendance area in which the school that is the subject of the review is situated;
 - (ii) in the building in which the headquarters of the school division are located; and
 - (iii) on the website of the board of education.

2008, c.11, s.6.

School review committee

87.4(1) In this section, “**hamlet**” and “**hamlet board**” have the meanings ascribed to them in *The Municipalities Act*.

(2) For the purposes of clause 87.2(1)(b), the board of education shall establish a school review committee consisting of:

- (a) four members of the school community council representing the school under review, appointed by the school community council, but not including any member appointed to the school community council pursuant to subclause 3.4(3)(a)(ii) or (iii) or 3.4(3)(b)(ii) or (iii) of *The Education Regulations, 1986*;
- (b) two individuals appointed by the council of the town or village, or by the hamlet board of the hamlet, in which the school under review is situated:
 - (i) one of whom is an elected member of the council of the town or village, or of the hamlet board of the hamlet, in which the school under review is situated; and
 - (ii) one of whom is not an elected member of the council or hamlet board mentioned in subclause (i) but is a resident of the town, village or hamlet in which the school under review is situated;
- (c) excluding the municipalities mentioned in clause (b), two individuals appointed jointly by the councils of the municipalities located within the electoral area of the school community council of the school under review:
 - (i) one of whom is an elected member of the council of one of those municipalities; and
 - (ii) one of whom is a resident of one of those municipalities but not an elected member of the council of any municipality; and

- (d) if a pupil at the school resides on an Indian reserve, one individual appointed by the Indian band for whose use and benefit the Indian reserve where the pupil resides has been set aside, if the Indian band elects to be represented on the school review committee.
- (3) The names of the individuals appointed in accordance with subsection (2) must be submitted to the board of education not later than October 31 of the year in which the review was announced in accordance with section 87.2.
- (4) If the name of any individual to be appointed in accordance with subsection (2) is not submitted to the board of education by the date mentioned in subsection (3), the board of education shall constitute the school review committee in accordance with the regulations.
- (4.1) Notwithstanding any other provision of this Act or the regulations, if none of the parties mentioned in clauses (2)(b), (c) and (d) appoint an individual to be a member of the school review committee by the date mentioned in subsection (3), the board of education is not required to establish a school review committee.
- (5) The purposes of the school review committee are:
- (a) to gain an understanding of the board of education's review process and to share information with the board of education to facilitate the development of viable options for the school that is the subject of the review;
 - (b) to bring forward information and additional considerations to the board of education, in the form of written submissions, in the context of the school review; and
 - (c) to share information respecting the review process with the public and to provide the board of education with written feedback from the public as the review progresses.

2008, c.11, s.6; 2009, c.13, s.12.

Meeting of electors re consideration of school closure or discontinuance of grades or years

87.5(1) If the board of education decides to consider the closure of any school that has been the subject of a review pursuant to section 87.2 or the discontinuance of one or more grades or years taught in the school, the board of education must, not later than February 1 of the year in which the potential closure of the school or discontinuance of grades or years taught in the school is to come into effect:

- (a) pass a motion:
 - (i) to consider the possible closure of the school or discontinuance of one or more grades or years taught in the school, as the case may be; and
 - (ii) stating the effective date of the possible closure or discontinuance, determined in accordance with section 87.7; and
- (b) in accordance with section 87.3, notify the public of the motion passed pursuant to clause (a).

Attention all Parents & Guardians

Carleton Elementary is being considered for potential closure

Meetings will be held on the following nights:

Public Information Meeting
October 25 at 7pm
Windermere Secondary
3155 E. 27th Ave.

&

Public Feedback Meeting
November 2 at 7pm
Windermere Secondary
3155 E. 27th Ave.



For meeting details and format please check www.vsb.bc.ca/school-closures
Write an email to the Board at: schoolclosure@vsb.bc.ca



Vancouver School Board - Public Consultation Meetings

Schools considered for potential closure

Public consultation and feedback meetings will be held on the following dates to discuss the five schools being considered for potential closure.

Public Information Meetings: October 25 - November 1, 2010

Schools considered for potential closure:	Date	Time	Meeting will be held at:
Carleton Elementary	Oct 25	7pm	Windermere Secondary 3155 E. 27th Ave.
Champlain Heights Annex	Oct 26	7pm	Killarney Secondary 6454 Killarney St.
Macdonald Elementary	Oct 27	7pm	Templeton Secondary 727 Templeton Dr.
McBride Annex	Oct 28	7pm	Sir Charles Tupper Secondary 419 E. 24th Ave.
Queen Alexandra Elementary	Nov 1	7pm	Vancouver Technical Secondary 2600 E. Broadway

Public Feedback Meetings: November 2 - 9, 2010

Schools considered for potential closure:	Date	Time	Meeting will be held at:
Carleton Elementary	Nov 2	7pm	Windermere Secondary 3155 E. 27th Ave.
Champlain Heights Annex	Nov 3	7pm	Killarney Secondary 6454 Killarney St.
Macdonald Elementary	Nov 4	7pm	Templeton Secondary 727 Templeton Dr.
McBride Annex	Nov 8	7pm	Sir Charles Tupper Secondary 419 E. 24th Ave.
Queen Alexandra Elementary	Nov 9	7pm	Vancouver Technical Secondary 2600 E. Broadway

For meeting details and format please check www.vsb.bc.ca/school-closures. This section includes related reports; links to the school closure process policy; status updates; and decision timelines. Parents and other members of the public can write an email to the Board at: schoolclosure@vsb.bc.ca

**Important Information
Please Translate**

这是一份重要信息 — 请找人为您翻译
Mahalagang Impormasyon - Paki salin
sa sariling wika

Thông tin quan trọng - Xin phiên dịch
Información importante - Por favor traducir

Regina Public Schools 2010-11 Student Enrollment and Trends

	2006-2007 (Sept 30)	2007-2008 (Sept 30)	2008-09 (Sept 30)	2009-10 (Sept 30)	2010-11 (Projections)	2010-11 (Oct 14)	Difference from Projections	Difference from 2009-10
Pre-K			512	538	573	577	4	39
Kgln.	1,311	1,281	1,283	1,423	1,430	1,404	-26	-19
Grs. 1 - 8	11,174	11,186	10,930	10,938	11,127	10,982	-145	44
Grs. 9 - 12	7,853	7,493	6,624	6,599	6,520	6,449	-71	-150
Adult Campus ¹			605	628++	708	642	-66	14
Other	417	431	129	121	121	178	57	57
Total	20,755	20,391	20,083	20,247	20,479	20,232	(247)	(15)
Funded Enrollment *			20,000	20,139		20,139		0

Note:

- 1) Other includes Home Schooled and Hospital Schools
 - 2) Adult Campus includes Adult Campus, Night School, Victoria Campus and Regina Trades and Skills Centre High School Program
 - ++ 2009-10 enrollments were adjusted for Non-RPS students that were included as part of the Regina Trades and Skills Centre High School Program.
- * Funded Enrollment does not include high school students enrolled in additional programs - (42 students). Examples of additional programs include a student enrolled in a regular high school and also in a Night School class, or students taking a course at another high school. Funded Enrollment does not include students over 22 years of age as they are charged a tuition fee - (51 students).

Do not disseminate without prior authorization from the author.

Elementary School	Pre Kindergarten	Discovery Pre-School	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Special Ed*	Total K - 8	Total K - 8 incl Special Ed	Total incl Special Ed & Pre-K
Albert	25		31	27	28	21	21	24	24	26	23		225	225	250
Arcoia	27		45	34	35	30	41	31	39	29	42		326	326	353
Argyle			17	12	21	16	15	10	17	23	16	7	147	154	154
Athabasca		22	13	9	7	12	6	18	12	15	8	20	100	120	142
Braun, Henry		10	51	36	65	55	55	50	62	62	65		501	501	511
Bryant, Judge	28		32	42	26	23	32	35	31	24	30		275	275	303
Buck, Ruth M.			47	44	45	46	64	48	49	62	33		438	438	438
Centennial		22	15	19	13	17	27	18	20	22	25	10	176	186	208
Centennial French Immersion			17	22	25	16	20	17	17	10	3		147	147	147
Coldwell, M.J.	16		0	21	15	13	17	21	18	15	19	5	139	144	160
Connaught	30		14	11	23	18	21	7	13	19	12		138	138	168
Connaught French Immersion			26	26	20	22	19	14	8	11	11		157	157	157
Coronation Park	32		29	33	23	30	21	19	23	15	13		206	206	238
Davin			18	22	16	15	25	18	18	10	17	6	159	165	165
Dieppe			0	11	12	11	17	10	17	15	16	6	109	115	115
Douglas Park	30		44	42	28	34	47	43	41	52	37	6	368	374	404
Ferguson, Dr Geo.		21	28	23	31	22	27	29	20	25	21	16	226	242	283
Ford, W.H.	16		36	29	38	25	35	24	32	36	41	14	296	310	326
Glen Elm	16		22	17	4	10	12	16	13	14	11	4	119	123	139
Grant Road	15		34	21	37	31	28	23	30	18	22	8	244	262	267
Hanna, Dr.L.M.	29		34	42	35	31	45	37	36	42	31		333	333	362
Harvest City			11	18	18	16	10	16	14	15	16		134	134	134
Haultain	13		0	8	11	5	16	8	11	9	11		79	79	92
Hawrylak			31	48	31	41	33	42	50	41	49		366	366	366
Hawrylak French Immersion			43	42	38	30	26	16	16	21	14		246	246	246
Hunt, Wilfred			19	24	19	15	21	20	25	20	22		185	185	185
Imperial	16		14	15	14	13	14	12	18	14	14	15	128	143	159
Janzen, Henry			35	61	51	45	46	53	42	50	54		437	437	437
Kitchener	29		17	15	18	19	17	19	17	21	14	5	157	162	191
Lakeview		9	22	18	18	24	26	26	25	22	29		210	210	219
Lee, George			56	31	39	40	24	34	35	34	33		326	326	326
Mackenzie, Jack			36	53	34	56	50	52	45	56	48		430	430	430
McNeill			42	37	33	39	43	32	45	42	31		344	344	344
Massey			0	0	0	12	7	11	13	19	20		82	82	82
Massey French Immersion			53	40	54	35	50	31	36	27	19		345	345	345
McDermid	16		23	26	17	20	17	24	20	18	10		175	175	191
McDonald, Gladys			13	18	8	21	14	13	11	12	16	8	126	134	134
McLurg	16		45	31	34	28	34	29	45	29	42		317	317	333
McVeety, Marion		28	33	27	18	19	36	19	31	27	33		243	243	271
Milliken, Ethel			29	26	21	26	26	35	33	28	47	7	271	278	278
Mironuck, Elsie	32		20	24	14	17	27	29	23	27	20		201	201	233
Mironuck, Elsie French Immersion			42	48	44	27	30	31	21	20	27		290	290	290
Pawson, Ruth			35	19	25	24	17	22	28	32	25	6	227	233	233
Perry, Dr A.E.			16	34	28	19	30	16	30	30	30	8	239	239	239
Ready, W.F.			39	41	28	28	29	35	49	37	46		332	332	332
Regina Christian School			29	15	23	21	27	19	35	32	35		236	236	236
Regina Huda	14		31	33	28	29	27	26	28	21	25		248	248	262
Rosemont	15		16	12	12	16	10	22	18	24	15		145	145	160
Thomson	15		15	25	22	22	23	22	19	27	24		199	199	214
Walker, Wilfrid French Centre			34	32	35	24	27	26	29	21	17		245	245	245
Walker	15		19	27	19	15	15	15	16	21	28	5	175	180	195
Wascana	19		33	30	35	23	31	32	30	36	22		272	272	291
															12963

* Special Ed - refers to programs where students are in congregated settings more than 50% of the day - (Functionally Integrated Adaptive Program, Developmental Classrooms and Structured Learning Classrooms)

High Schools	Grade 9	Grade 10	Grade 11	Grade 12	ISP	Trades	Adult Ed	Night Schools	Victoria Campus	Total 9 - 12	Grand Total
Balfour	166	216	195	236						813	813
Campbell	301	305	320	295						1221	1221
Campbell French Immersion	46	41	45	34						166	166
Cochrane	66	109	66	147						388	388
Harvest City	12	10	13	14						49	49
Huda	15	18	16	13						62	62
Johnson	116	139	138	150						543	543
Knoll	244	272	257	250						1023	1023
Martin	94	122	93	134						443	443
RCS	38	33	28	28						127	127
Scott	41	83	42	42						208	208
Sheldon	99	147	115	160						521	521
Thom Eng	212	182	204	200						798	798
Thom French Immersion	27	18	28	14						87	87
										6449	
Adult Campus					9	28	320	210	75	0	642
Home School											146
Hospital Schools											32
											178

Total Enrolments **20232**

Adjustments to Program enrolments to determine Funding Enrolment
 42 high school students are enrolled in more than one program and are not included in the PSSR funding number **-42**
 51 Adult students (over 22 years of age) pay tuition to Regina Public Schools and are not included in the PSSR funding number **-51**
-93

Funding Enrolment **20139**

VSB Public Consultation Meeting 1: Carleton Elementary

Held at Windermere Secondary, 3155 E 27 Ave, Vancouver

Monday, October 25 at 1900 hours

MEETING NOTES

7:27pm guests asked to take seats

7:30pm VSB Remarks and presentation

- Remarks from Alan Fryer.
 - No one wants to be here; stress this is not a done deal. No decisions made until the Board has heard from the public. Urge to fill out comment cards. Reminder of next week's meeting. Introduce Trustees; Patti Bacchus to summarize at end of meeting;

- Steve Cardwell
 - Recognize difficulties as parents in this situation; Recognize First Nations; intro of trustees – here to listen; school as heart of community; invites feedback; personal story of son's experience with school closure; challenging economic times;
 - 7:38 begins PPT presentation; explains availability on website; highlights information on story boards, website; decrease in enrolment; competition from healthcare; shift in demographics means decrease in funding coming from government;

- Jordan Tinney
 - Discussion of Carleton Elementary specific enrolment; discussion of general enrolment in the area – especially in elementary schools – has continued to decline; despite population continuing to grow – demographics meant still less funding; capacity of Carleton is 513; district intermediate social development program to be relocated; Out of School Care Program would have to relocate as surrounding schools can't accommodate the Carleton participants; seismic ranking is very poor – would require significant upgrades;
 - Where do students go? Look for feedback on catchment areas and convenient travel paths should Carleton close.

- Steve Cardwell
 - Potential savings; 1.4 million estimated; highlight opportunity to speak directly to Board; stress the decision has not been made – the process is underway; encourage public to attend next meeting;

- Signage in the crowd
 - Don't punish Carleton students for VSB deficit; don't take away a student's right to education; yes to Carleton elementary, no to townhomes and condos;

7:50pm Feedback Opportunity

- Begins at 8:02.

<p>1. Ann Wong</p> <ul style="list-style-type: none">• Greetings to all trustees and staff; represent PAC at Carleton; concerns since initial list on closure list; concerned for foundation of education; give children skills for life; safe, healthy, nurturing environment; full k to 12 enrolment; send to other schools; children ask and explanation of government funding is hard; recognize struggle by trustees – tough position; voted in to act in trust;• On behalf of PAC – greater use multi-use programs outside of school hours; cheers from audience; programs can be extension of Collingwood House, adult ESL, Greenthumb Theatre; live in community by choice, want it to survive; many feel the decision is made, simply going through the motions; more cheers; ask to truly listen – school is important to children, multiple generations; short sighted to save \$470,000; we care about children, we care about each other, we care about this place; Carleton is the heart of the Collingwood Community – save our school;
<p>2. Lily Hung</p> <ul style="list-style-type: none">• Address in Chinese/Mandarin (unsure); unable to summarize.• They are not divided into two packs; It's unacceptable; 140 years history; please reconsider your position;
<p>3. Scott MacDonald</p> <ul style="list-style-type: none">• Thanks to trustees and VSB; size of crowd is impressive; started two years ago with the fire in the kindergarten building; despite overwhelming support of community the closing is still on the table; speaking in the “we”, on behalf of all who have met regarding kindergarten, work at Carleton, stood in the pouring rain; Carleton is pillar of the community – should it deteriorate it would mean devastation for all; speaking to their vision – ask trustees to stand up to the Minister of Education; people of this community are no different than in other parts of Vancouver; they deserve their school;
<p>4. Karen Wasdev</p> <ul style="list-style-type: none">• Past student; concerned about short-list – was the root of her school experience; recalls volunteering, learning; recognizes lack of funding but does not feel it's valid; staff cuts; closing school is like saying you don't care about the community or the families who attend these schools everyday; seems like suicide of a community; reconsider until it is decided that no schools be closed.
<p>5. Bobby Senft</p> <ul style="list-style-type: none">• History on Carleton's heritage value; built in 1895 in S. Vancouver; East South Vancouver School was one room school house; family started at Carleton in 1905 – major applause – in 2006 the fourth generation graduated; 32 family members have attended in total; now have three generations in Collingwood; the only Vancouver school with all 4 bldgs declared heritage sites; 3 parks named after Carleton grads; promises of seismic upgrades have not been answered; have to future if we have no past; if you close Carleton, you're ultimately closing Collingwood.
<p>6. Julie Linkletter, Collingwood Neighbourhood House</p> <ul style="list-style-type: none">• On behalf of BOG for CNH; concerned parent with two kids in Collingwood area; CNH completely opposed to closure of Carleton – impact to culture of Collingwood; provided education to generations; partnerships within the community are vital; one of largest school in neighbourhood; enhances businesses in area; dispersing vulnerable kids to other schools is not right; Carleton serves a large immigrant population – has created an empathetic culture with

immigrant families; suggestion: enhance experience at school by creating partnerships with settlement programs; understand financial pressure and sympathize but closing schools is not the answer.

7. Adrian Dix, MLA

- Proud of community; 7 – 8,000 petitions to keep Carleton open; every PAC in neighbourhood is in support; points out specific points in earlier PPT presentation; 1) largest school closed in BC had 320 students; no school with as many students as Carleton should close; 2) catchment area was wrong – in actually it's 113 students – South of Euclid; Can't move students to Grenfell school; have specific concerns over catchment areas; 3) there are no new major housing developments in the area – letter from Bruno Wall re: housing development – 800 new units to come; \$26,000 to board up Carleton is not accurate; students next September will suffer; we stand with you on funding issues from provincial gov, please stand with us;

8. Astrid Castaneda

- Programs: Chinese for Children and ESL for Adults; Chinese for Children: very important to community; maintain language and future given convenient location – close to kids, house; improves relationships between all; learning Chinese gives our kids a competitive advantage; ESL for Adults: helpful for caregivers, parents who learn as well; learning is opening doors for all; Carleton represents the future and knowledge;

9. Barbara Cantwell

- Retired teacher from Carleton; generosity of spirit; cornerstone of community for more than 100 years; heart and soul of community; keep school open because it has 380 students and projected number remains the same until 2013; empty classrooms are used for resource rooms; programs are essential: band, after school care; adult learning; First Nations collaborator; lunch programs; call for seismic upgrades, have vision for historical East Vancouver; Green Thumb theatre is interested in the space; recommends community gardens; make Carleton a learning hub for the 21st century; seek support from the City and the province;
- 1920 motto: as pupils of Carleton school...at Carleton we care about ourselves, and we care about others.

10. Lalit Wasdev

- Neighbourhood resident; school gym is used for other activities; atmosphere is for development and professionalism; gym for voting; after school care programs; breakfast and hot lunch programs; annual events for dodge ball players; annual music recitals; Carleton to contribute for yet another century; is it for the real estate value?; is it a budget crisis? Is education for young people not important anymore? Request: stop, pause consider the Carleton community;

11. Diana Cousins, Collingwood Business Improvement Association

- Focus on history; Given documents to trustees; Community treasure where people gather for ethnic diversity and culture; several generations enjoy the sense of pride in community; Vancouver's oldest community – in 2006 sought sense of identity, in partnership with Carleton, learned ppl wanted to embrace ethnicity, culture; community art projects, logos, letterheads; Collingwood is a proud community; Just like Paris would never tear down the Eiffel Tower, the VSB should not close Carleton;

12. Prince Mayele

- Representing his children; Signage: do not deny our children to education, it is a human right. Education no profits; thanks to all; discusses wasting of money as spending on our children, who are our future; will effect business owners in the community; children with disabilities should not be moved; more housing developments are coming; believes that rain stopped people from attending meeting; don't let attending tonight be in vain;

<p>13. Susan Pieters</p> <ul style="list-style-type: none"> • Attended Charles Dickens Elementary which was closed due to seismic upgrades and asbestos; is this the same circumstance?; recommends partial seismic upgrades; level for public structures is 30% higher than commercial standards; historical buildings can have relaxed standards – should Carleton consider this?
<p>14. Bill McMichael</p> <ul style="list-style-type: none"> • Local resident; trustees are champions; provides comment from neighbourhood survey of children: they view it as an already made decision and they're caught in the process; my grandparents are too old to walk that far; our teachers will lose their jobs; crowded classrooms full of strangers; don't want to lose my friends; kids come first; schools are not mere buildings that can be replaced with no consequence; kids are people too.
<p>15. Karen Bernauer</p> <ul style="list-style-type: none"> • On behalf of community to discuss catchment area; schools are always in centre of catchment area; there are many children outside the catchment area that attend Carleton; parents have chosen to continue to send their kids to Carleton; enrolment starts with 750 – not a fair starting point; general population of Carleton is 450, when towers were built it jumped to 750 and is not unfair;
<p>16. Terry Tayler</p> <ul style="list-style-type: none"> • Resident for more than 45 years; children and grandchildren; 28 years ago they went through same process and fought to keep Carleton open; Upgrades were granted but never happened; tired of being short-changed; raises question of real estate; settlement community for new immigrants – Carleton provides support; surrounding schools can't handle influx; what are the priorities of the VSB? Closing the school would rip the heart out of the community; stand ground with the provincial government even if it means you lose your job;
<p>17. Can Tieu</p> <ul style="list-style-type: none"> • Parent; Carleton is heart of school – why would VSB consider closing such a vibrant school; developments are happening along Kingsway to bring more students;
<p>18. Lillian Fu and Karen Leon</p> <ul style="list-style-type: none"> • Graduates; history of Carleton; you'll destroy a community; it's a safe place where people can achieve success; teaching kids that to solve a problem, you simply get rid of it;
<p>19. Stepahnie Martin and Ivy Martin</p> <ul style="list-style-type: none"> • Graduates; Carleton has a solid community; power isn't taken, it's given; give students the chance to attend a school with such a strong spirit;
<p>20. Nancy Johnson</p> <ul style="list-style-type: none"> • Parent; six signs held by children; discusses partnerships and programs developed to give safe and healthy learning environments to our children; talks of use of playgrounds – it's not just a school but a community site; closing our school would create too many challenges for kids and parents; we would lose our sense of community; there is a lack of space in other school; increased costs to my limited budget and stress to time limited child care; Carleton's teaching staff is offering her entire family a support network; embarrassed and angered about the closing of schools given the throwing around of money during the 2010 Olympics; governments priorities are messed up;
<p>21. Kelly Mett...</p> <ul style="list-style-type: none"> • Student; crying; Carleton is a big house full of families; I don't want to move schools because I've met some amazing people, varieties of cultures; Begs for school to stay open;
<p>22. Marian Diologo</p>

<ul style="list-style-type: none"> • Parent; message to kids is that education is not our priority; two children at Carleton and both enjoy it; concerned about emotional well-being of her children and all students; children will have to take the bus – need to buy bus passes for them can't manage extra expense; we voted for the trustees – please be our voice;
<p>23. Scott Clark</p> <ul style="list-style-type: none"> • Coast Salish; if we can spend \$6 million on the Olympics, \$6 million on BC Place...we can come together and fight collectively for our schools; calls on the aboriginal voice – largest portion of aboriginal children live in this catchment area - Victoria knows this; children with special needs, ESL; Doing a day of action on November 12 – going to Victoria to stop cuts to education;
<p>24. Olivia XXX</p> <ul style="list-style-type: none"> • Student; immigrant from England – Carleton has helped her settle in; Carleton is a family and should not be separated, or torn down; student's relationship with school should carry-on;
<p>25. Buddy Lee</p> <ul style="list-style-type: none"> • Salvation Army; monopoly is the fair game in politics;
<p>26. Paul Faoro, President of the Canadian Union of Public Employees</p> <ul style="list-style-type: none"> • Represents support workers; the provincial government will not properly fund public education; \$300 million in cuts to public education are a sign the provincial government is in the wrong direction; VSB should be praised for the work – Campbell should be here to defend the decisions; Not one Liberal MLA is in attendance; Cabinet shuffle – McDermott is gone, opportunity to work with George Abbott; urge all to get in touch with him to share their wish for public education funding;
<p>27. Marlene Chandia</p> <ul style="list-style-type: none"> • Student; worries about the students and teachers; wants to look back and feel we saved Carleton elementary; please don't close the best school in the world.
<p>28. Alma Domingo (mother), Stephanie, Andrea</p> <ul style="list-style-type: none"> • Student; why spend money on Olympics and bike lanes when you can spend it on education? • Student; you don't close historical buildings so why close this one? • Student; Carleton offers hot lunch programs and Chinese programs; • Alma: family of immigrants; child in grade 5 and very grateful for friends and families of Carleton; believe it is her home, please don't take away our home; immigrants find a place at Carleton.
<p>29. Brian XXX</p> <ul style="list-style-type: none"> • Newcomer to community; impressed my passion of the cause; daughter has learning disability and is part of the special education programs at Carleton; since coming to Carleton she is not happy and loves life; understands falling enrolment but feels it's a red herring; if you build it they will come – if you want the people to enrol, add programs; understands the finances but feels shutting a school is a coward's way out – it's not an enrolment issue, but one of management.
<p>30. Ernie Kelly, President of Collingwood Business Improvement Association</p> <ul style="list-style-type: none"> • In all of speaker's, no one is speaking in favour of closure of school; the school is an anchor point of stability for entire community; supports trustees;
<p>31. Sui Wong</p> <ul style="list-style-type: none"> • Graduate; has sister at Carleton but they are not in the catchment area; we should be moving forward, improving learning opportunities and not closing schools;
<p>32. Vriti Baggat</p> <ul style="list-style-type: none"> • Grade 7 student; historical landmark; education is the number one priority in a child's life – it decides their future; Won soccer championships for them – very proud.

33. Vineta Prado
<ul style="list-style-type: none"> • Student since kindergarten; Carleton is like a family; hopes her sister will attend next year; she feels stressed about the closure;
34. Sally Lin
<ul style="list-style-type: none"> • Graduate; positive experience as an immigrant student; praises old teachers; has a younger brother at Carleton; teachers are fantastic and very important to immigrant populations; without a school a neighbourhood is nothing;
35. Fiana XXX
<ul style="list-style-type: none"> • Student; understands the financial struggles of the school board; refuses to comply with decision to close school – immigrant who found comfort in the school; wants to show gratitude; children of the community who move here will have trouble finding new places to go to school; education should be easily accessible for physically and mentally; please don't let our efforts be for not;
36. Alger Yang and Karen Woo
<ul style="list-style-type: none"> • Students; shorter school days and wage decreases can be good options for saving money; we can afford the Olympics and a new roof for BC Place but can't afford our school? If we all speak up the provincial government will listen;
37. Denise Torez
<ul style="list-style-type: none"> • Mother of 3; lived in Collingwood since she was 3; has wonderful memories and her friends from Carleton are her family; her children should not stress over education; education should be a priority;
38. Jasmine Zaballah
<ul style="list-style-type: none"> • Student; cuts to education are wrong; education is more important than anything; students should not be split into other schools; has family that will attend Carleton;
39. Fatimah XXX
<ul style="list-style-type: none"> • Immigrant mother of two; children don't cope well with change; her son was socially separated from his friends earlier in his education and needed counselling – she does not want to go through this again; discusses PPT presentation \$6000 per student but wonders if Carleton is getting full funding. • Wants to see list of schools under capacity in next presentation. • Catchment areas are not in balance – if you move students to Carleton, it would meet its capacity.

10:02pm closing remarks from Patti Bacchus

- Thanks to Alan and Steve Cardwell; invites all to submit comment cards;
- Understands there is a strong message – save Carleton.
- There is a strong sense of history and culture at this school; impact on local businesses will be great and there are many important relationships and programs at stake.
- There are severe budget cuts impacting our decisions; the VSB will consider all comments and messages from this process.
- This is an incredibly difficult time and thank you for attending; really appreciate your participation and heart-felt commentary;

10:06pm MEETING CONCLUDES