

Boundary Review South Park

May 7/19

①
60+

- Are decisions made on real numbers?
 - concerns about long-term projections
 - want to know actual #'s.
- What is the impact on other schools if South Park remains district rather than catchment.
 - want to see those numbers.
 - concern over impact of S.P. not really contributing to the problem of over crowding in schools.
- concern about walk routes - they do not feel that a long walk is reason enough.
- how many students impacted?
- How does S.P. becoming catchment really solve overcrowding as there is limited space.
- Rob Flemming Memo: what changes have you made?
re: capacity facilities
- If we expand J.B.C.S - it would work; but there is no funding.
- ? Capital plan to build new schools, why not?
Belief that Min. of Ed. will fund school building.
- Look at unused properties; sooke upgrading
Capacity more than ~~SD61~~? want us to apply.

Parent. S.P. school w/ parent involvement ②
Concern about 'culture' of the school being lost - meeting needs of families. - Promotes attachment (belief). PROGRAM at South Park.
- want parent involvement and parent choice.

- What can district/school do to ensure the 'feel' or programming is not lost if this becomes a catchment school.

- Parents want to be welcomed in school - every class every teacher, NO stigma for additional support.

'PROGRAM' - structure of family involvement
↳ want it acknowledged as an "alternate educational program"; needs parents with buy-in to maintain that program. A school with a structure with invisible 'supports' for kids.

→ Make decision about educational equity → what about French Immersion → "That's inequity."

- want an equity analysis about the programming loss to South Park.

- want accessibility to S.P. program - What other access to programs is lost because of creating a catchment?

- Recognize the difference - feels dismissive to the community to not acknowledge.

- Discussion wanted about parental involvement across schools.

- If this is a catchment school, reduces equity and access to the "excellence" of programming it's a short term decision.

"Numbers vs. losing access to the program"

- Do you need to change the name of the school?

? Approach the city to fund an expansion to James Bay on their property.

- Sentiment that the numbers do not solve the issue. - What are the numbers? → Parents want to see them in detail. X

- Build on to James Bay.

Went shared with PTC exec + James Bay's Feedback?

- Sir James Douglas - walk distance; not reason enough.

- How many kids of the (39) will be in French Immersion?

- Address equity in the next document (re. learning environment impact.) Include that analysis in the review; Ability for parents to provide support in learning environment. ⇒ How is this reflected in analysis and report?

(4)

- Tone is about numbers and geography - should be talking about educational programming - high level of students with special needs. Hard to quantify - would like this to be reflected in the analysis.

- Want to maintain the parent involvement - maintain the passion of the families that choose to be here; worried will be lost if it becomes a catchment as families (catchment) won't be invested in the time.

CHOICE

- one open catchment school for low-income families, renters to provide stability and access to programming.

- Enrollment priorities considered? They should also be considered.

- Is this a long term solution? Convince us otherwise that this will be a catchment school in 20 years from now.

- *Parent participation is not chosen it is structured and mandated. Can't compare to other schools

- Temporary changing S.P. then moving back to open catchment will not survive and maintain the DIFFERENCE

⑤

Have you already decided? What are the other solutions utilizing other properties.

- Don't close the school.

- Concern about the timeline to ensure that there is a plan to maintain program if it becomes a catchment school.

↳ ~~NO~~ stigma for support.

↳ who will ensure program is maintained.

Capacity - restored language

means

peak of growth is soon - within 1-2 yrs.

Hard questions ① Will making S.R. a catchment school solve, in any significant way solve the capacity issues in the district? Core?

② Will the loss of the the exemplary and rare alternative program established 45 yrs ago and honed over that time far outweigh the capacity relief made by making it

Ryan Painter

Boban Waters

Nicole Duncan

?

Mark Walsh

catchment

Influence the outcome

Heritage Buildings - kept history
not always the most efficient
but value

Medium - Long term planning

Lampson - open schools

He just said "Access" is important
we should talk about
designations &
access.

catchment Inequity of access

Victor

* *
Propose an
expansion of
James Bay-
* *

MAY 23 postponed.
solid projections

South Park family school is a very cramped building, tiny hallways, a gym ~~half~~ a third or less the size of other schools etc. I think people ^{living/} moving into the proposed catchment would be appalled that the district considers this building adequate for their kids. We put up with this building because of the program which will **ABSOLUTELY DIE** if this change is implemented.

Why are we on the 3rd phase of consultation (and final phase?) without proper analysis and projections for us to consider?