

Saanich Schools



Great Places to Learn
& Safe Places to Be



Alien Song



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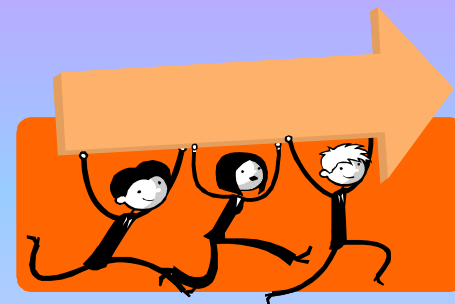
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Engaging the Community: School Closures and Other Issues of Interest

**Presentation to the BCSTA Academy
December 9, 2006**

**MaryLynne Rimer, Board Chair
Dr. Keven Elder, Superintendent of Schools**



Overview

- 1. School Closures: Where We've Been and Lessons We've Learned**
- 2. Engaging the Community: Forums and Outreach**
- 3. "Shaping Our Future": Consulting on Values, Beliefs and Priorities**

Our District

- The Saanich Peninsula north of Victoria
- 8000 students, suburban/rural, 4 bands
- 9 Elementary, 3 Middle, 3 Secondary
- DL School (SIDES), Individual Learning Centres, Children's Development Centre
- Steady enrolment decline (~ 3% per year)
- Budget shortfalls of \$1M per year for 12 years, \$2.5M in 2007/08.

Where We've Been with Closures

- Considered options over the years to 2003
- Per pupil funding = **urgency to equate** number of seats with number of students
- February 2004 Community Forum: School **Facilities as Community Assets**
- June 2004: **Closure of Durrance** Elementary School (90 → 12 students)
- **Small Schools Report: Ideal = 250-400**

Where We've Been with Closures

- September to November 2004: **Programs and Facilities** Consultation Meetings
- 6 community meetings in 2 rounds of 3
- **Round 1:** Understanding the funding, discussing what matters most, challenges, opportunities and options (**result? P > F**)
- **Round 2:** Enhance revenue or reduce seats, and if seats, what are the options

Where We've Been with Closures

- December 2004: Board motion regarding **proposed closures and consolidations.**
 - Greenglade into Sidney
 - Beaver Lake into Prospect Lake
 - Sansbury into McTavish
 - Saanichton into new school with McTavish
 - Process of consultation launched

Where We've Been with Closures

- **January to April 2005:** Consultations
- Committees formed for each school
- **5 committee** meetings to consider issues, alternatives, contingencies
- **Sub-committees** for research on matters such as facility needs, transportation, etc.
- Always very respectful of attachment, history, anxiety, savings → programs

Where We've Been with Closures

- June 2005: **Board decision** to act on five closures and construct new school
- Summer 2005: **Moves made** based on considerable prep through the spring
- September 2005: **Lawsuit** heard in BC Supreme Court. Mr. Justice Sigurdson rules that procedures were fair and proper
- August 2005 to February 2006: **Ombudsman** investigates, improvements made to policy

Where We've Been with Closures

- Spring 2006: Consultation on closure of McTavish and Saanichton for consolidation into **new school**
- Very challenging issues regarding connection of First Nations communities to Saanichton Elementary, NIMBY, crowding
- May 2006: Decision to close and consolidate
- Current Status: Holding our breath

Lessons Learned . . .

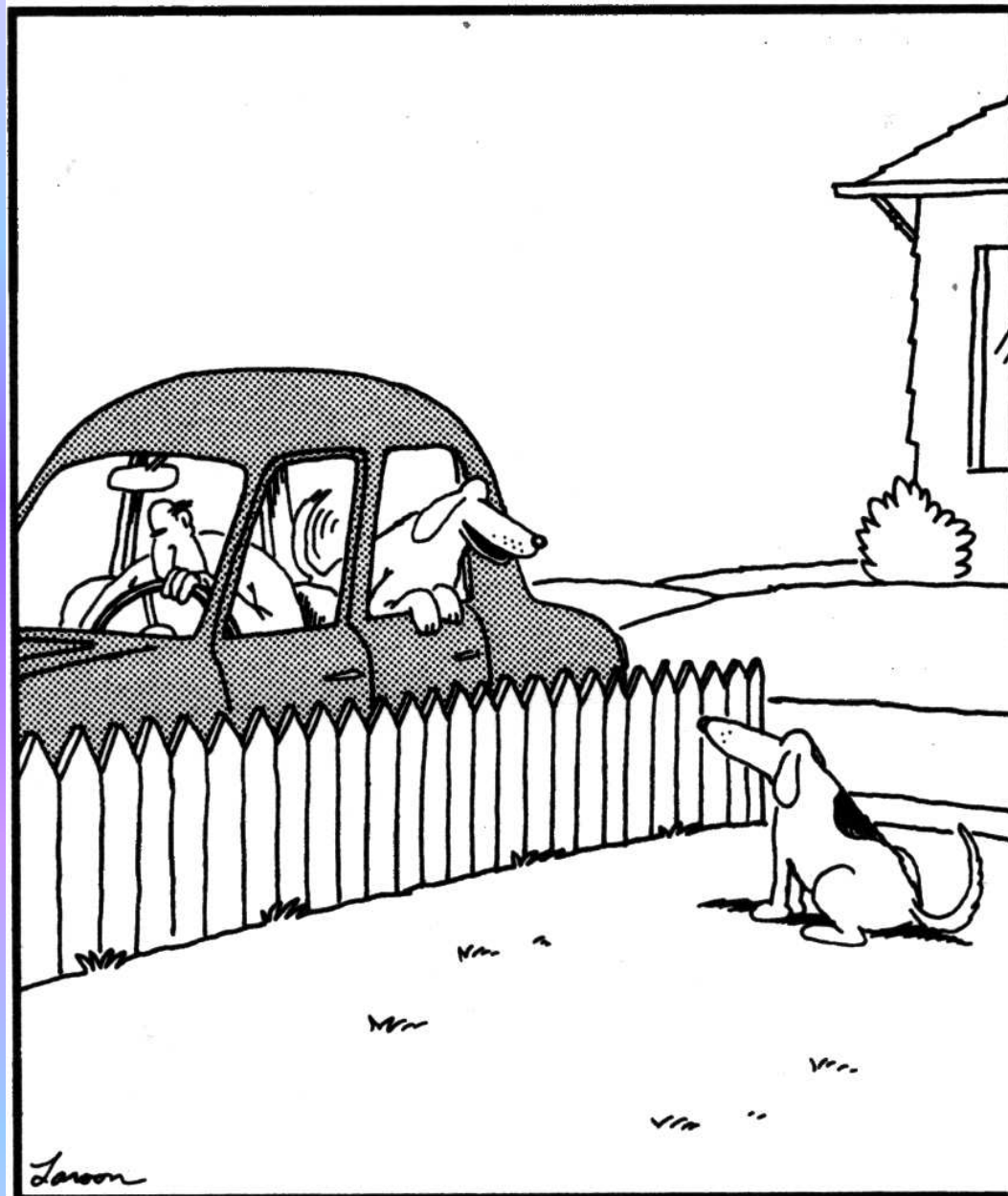
1987

ERIFF

S



"And so you just threw everything together? ... Mathews,
a posse is something you have to *organize*."



“Ha ha ha, Biff. Guess what? After we go
o the drugstore and the post office,
'm going to the vet's to get tutored.

Lessons Learned

- Clean policy, cleaner practice
- Extensive communication
- Large, representative committees
- Educational and fiscal rationale
- No pre-determined outcome (real struggle)
- Terms of reference clear and followed
- Time frame clear and followed
- POLICY . . .

Uses of Closed Facilities

- Durrance: Leased to church
- Greenglade: Leased to recreation commission
- Sansbury: Leased to dance studio
- Beaver Lake: Leased to daycare, shared by DL
- McTavish: TBD
- Saanichton: TBD
- Note: Unused space? None left . . . lease/sell
- “Disposition of Surplus Properties”

Connecting: Community Forums

- Board value of constant connection with community, including within the district and the public at large on matters of importance
- School closures? Yes, but so much more
- Safety, future of education, corporate partnerships, budget planning, restorative justice, facilities, governance roles . . .

Forum Events 1998 to 2004

- 1998 – Corporate and Business Financing
- 1998 – Safe Schools, Safe Community
- 1998 – Purpose of Public Education
- 1999 – Budget Challenges
- 2000 – Restorative Justice
- 2001 – Role of Government in Public Educ
- 2002 – Public Education . . . Next Steps
- 2004 – School Facilities as Public Assets
- 2004 – Programs and Facilities

Part 2: Community Forums

Commission on Public Education



Part 3: Commission on Public Education

The Commission

- A conversation between the Board of School Trustees and the public to reflect on the Board's values and beliefs and the programs and services that are offered in support of those beliefs
- The key question: To what extent do you share the Board's beliefs and how important are the programs and services?

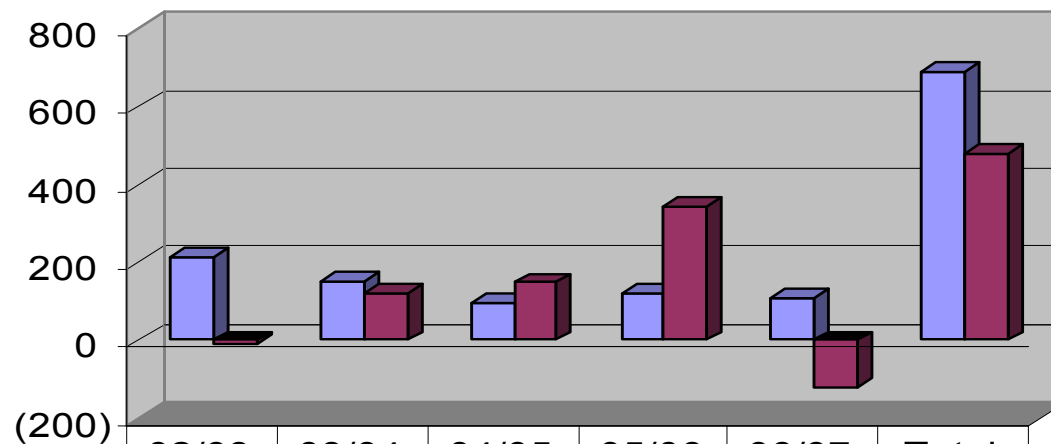
The Work

- The Commission held public hearings and is meeting with partner, community and school groups to hear from as many people as possible
- These consultations will tell the Board what is important in public education
- The outcomes of those discussion will help guide future budget discussions
- Budget challenge \$3.5M over the next 2 years

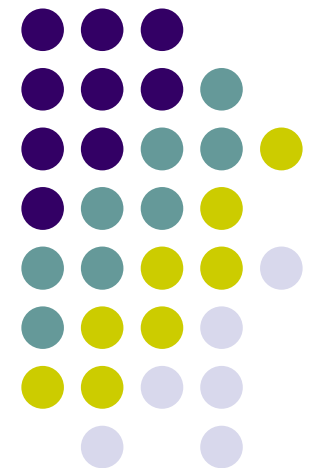


This chart compares the cost of doing business with the funding dollars provided by Government to pay for that cost. Over the period 2002/03 to 2006/07 the difference is \$211 per pupil, or \$1.56 million.

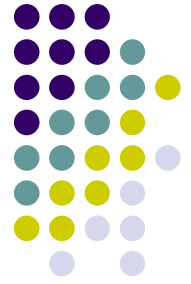
Comparison of Per Pupil Changes in Costs and Government Funding(Regular Students Only)



Cost Per Pupil	213	152	94	123	108	690
Funding Per Pupil	(10)	121	148	343	(123)	479



By 2008/09, enrolment decline in Saanich will total 1,600 students (or 19 percent) since 2001/02. Below is a chart which outlines the reasonable expectation of cost savings versus funding reductions due to the funding allocation formula



Enrolment Decline of 1600 students

Savings of reduced teachers for enrolment decline	52 teachers	\$75,000	\$ 3,900,000
Reduction in associated costs for enrolment decline	1600 students	\$140	<u>+ \$ 224,000</u>
Direct Cost Reductions			\$ 4,124,000
Loss of Per Pupil Funding	1600 students	\$5753	<u>(\$9,204,800)</u>
Difference			\$ 5,080,800
Enrolment Decline Grant			\$ 2,411,641
School Closures Savings			\$712,000
Net Shortfall in Funding			(\$1,957,159)

Members of the Commission

- MaryLynne Rimer – Trustee, Board Chair
- Elsie McMurphy – Trustee, Board Vice-Chair and Chair of Finance and Facilities Committee
- Helen Parker – Trustee, Past Chair and Chair of Education Directions Committee
- Paul Pallan – Community member and former Children's Commissioner for B.C.
- Keven Elder – Superintendent of Schools/CEO

Feedback and Reporting

- The Commission has posted a discussion paper on the district website – www.sd63.bc.ca
- Forums and meetings are taking place between November and January
- Feedback will be both personal and through surveys, including on-line via the district website
- A final report will be presented to the Board by the Superintendent in February 2007

Values

The following five core values provide the ethical foundation for the Board and for the school district.

- ❖ Compassion – being sympathetic and helpful
- ❖ Fairness – being just and impartial
- ❖ Honesty – being truthful and sincere
- ❖ Responsibility – being reliable and accountable
- ❖ Respect – being considerate and appreciative

Beliefs

- 1. **We believe** that public education is fundamental to our democratic society and is a key institution which provides equal opportunity for all children. Public schools have the responsibility to prepare young people as citizens contributing to a cohesive, socially responsible society.*

Beliefs

2. ***We believe that public education is the responsibility of the whole community, and that policy decisions made locally by elected school boards and provincially by government reflect community values and aspirations.***
3. ***We believe that healthy relationships are the foundation of a successful public education system.***

Programs, Services and Strategies

Each of the belief statements is accompanied by action statements describing what the Board is doing about the belief. For example, belief # 1 (education is fundamental) has six action statements, including:

In support of this belief we:

- (a) Offer learners** a broad-based education which includes aesthetic, artistic, cultural, emotional, social intellectual, academic, physical and vocational development in order that they can find and follow their hopes, dreams and passions.

Programs, Services and Strategies

Each of the action statements is accompanied by examples of programs, services and strategies, provided to both inform and invite feedback. For example:

For believe # 1 we offer learners a broad-based education which includes aesthetic, artistic, cultural, emotional, social intellectual, academic, physical and vocational development . . . **We do this by:**

- Offering a full range of programs
- Attending to greatest needs (e.g. behavioural, learning)
- Supporting middle schools re adolescent development
- Supporting fine arts and physical, social, emotional health

Feedback for the Commission

1. To what extent do you share the Board's publicly declared values and beliefs as listed in "Shaping our Future"?
2. How important are the programs and services offered by the Board in support of those values and beliefs?

Feedback for the Commission

3. What guidance would you give the Board as it makes plans for maintaining and enhancing programs and services into the future?
4. What guidance would you give the Board as it faces funding shortfalls (roughly \$1M per year, increasing to >\$2M in 07/08)?
5. What other advice or feedback can you offer to the Board in meeting the needs of community in the coming years?

Questions or Comments?

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