

M. Burnett

I feel it necessary to address what appears to be a big box store approach to education in our community. The schools will be large and impersonal with inconsistent service; fixtures and products identical at every location; no room for the unique and special; average quality; rock bottom prices.

Students are being programmed to conform and perform. They have become outcomes and products to be warehoused and used as economic pawns. When are we going to start talking about what is best for the students? Is that not what this ARC has been charged with doing - determining a recommendation that reflects the best possible school environment for the students within our ARC within Board means? I don't think that keeping smaller schools open running at capacity is going to break the TVDSB; but what will break down our educational system is this one size fits no one approach to education. We need to create environments that nurture and motivate children who will become citizens with an excitement and passion about learning, with the skills and experiences required to be as flexible and resourceful as they will need to be in an ever-changing, diverse community.

Let's look at creative approaches and partnerships – are we free to recommend these things? Obviously I cannot cement a contract with a service provider on behalf of TVDSB but I would like to request that such possibilities be entertained by our ARC e.g., City of London Community Services or the YMCA or Middlesex- London Public Health Unit developing programs and services at school sites during the daytime for families, pre-schoolers? shift workers? older adults? I suggest that as an Accommodation Review Committee we follow the lead of Peggy Sattler, TVDSB Chair and “think globally and act locally” – let's look big picture and then tailor what is best for the students and communities in question here in London Study Area 3.

Kelley Tandy Trust
Business Rep.

For me as a committee member
the process has been clearly
laid out.

Procedures have been continually
questioned, rejected & violated.
We can not have anarchy.

December's meeting was revealing
He received

- the resource binder
 - the post analysis
recommendation
- ? a true glimpse at how
challenging this recommendation
will be to reach.

The binder has been very
resourceful - my thanks to
whom ever compiled this.

The senior administration recommend.
is ~~an~~ ^a ~~great~~ analysis of the
templates that we as a
group put together.

It is that - a recommendation.

1. Somewhere to start from - not
necessarily to finish at.

The numbers tell a story
The communities tell another
Together we add a chapter.

I believe the information process
has been working.

the comment - "a chance
comment by a neighbour that
made me aware." the info
got out.

As a community that's what we
do we have conversations at hockey,
school, at the end of the driveway

newsletter / newspaper
getting involved at school.
asking questions to people in
the know.
the website.

it's all working.

I work in this community.

I talk to 5-15 families a day
at my salon.
the info is getting out.

Some people Act overreact, don't
act at all.

I refuse to believe we can't
create a new district school

I tell my child constantly
to be part of the solution
not the problem.

There will be no casualties
here - only victims.

Victims of close-mindedness

Let's not be that for
these children.

I am here to work

Let's look at these numbers

How I Feel About Brick Street Public School

Hello, my name is Zainab Sadr and today I would like to talk about how I feel about Brick Street. I have only been here for 3 years but I feel I have been here for so long.

First I would like to say when I first came to Brick Street (I was grade 4) I felt it would be the worst day of my life but that same day I found so many friends and I felt comforted. In my old school it was hard to find friends I tell you!

The Principal here is great. Yes I have only known Mrs. Thompson. She cares about lots of things but she also thinks about our safety. She would always teach us about our manners like when you get a detention it shows don't do it again. The staffs at Brick Street Public School are great. They open doors for our futures by teaching us. At lunch time we have two teachers (Mrs. Traven's & Mrs. Smith) with us at lunch time so no one gets hurt.

What I really like about this school is how they handle the students at recess! In my old school you had to have a pass to go in the school. Maybe some one needs something so big but the teacher has no passes left. Here there are no passes but these students are trustable and these staff trust us students. We just have to let them know. *that we are going in.* People go to Penny Lane Park all the time at recess and I think it is a privilege to have Penny Lane Park because other schools do not have the same privilege to have it. Penny Lane Park is a park if nature. We have fundraisers for Penny Lane and every year we plant bulbs and we watch them bloom in the spring. In Penny Lane we have all kinds of flowers and trees. Penny Lane Park is a great place. *to be.*

Students here are awesome they are reliable and friendly. These students comfort new kids and their old friends.

They are kind to teachers, staff, friends, and other students.

The field here at Brick Street is fantastic because it is not too big and not too small. In my old school the field was huge so big! I am glad it is not small and not big. If it was so big these students could have gotten lost. We have Junior and Primary days on the playground to make it safe.

Brick Street has a big history behind it. The bell shows how old it is but this shows antique. The Thames Valley Board of Education should keep it because it is a historical site.

This school is an awesome school! So we ask you DO NOT CLOSE OUR SCHOOL (Brick Street) because you are not just hurting our community but you will also hurt our students.

People come from Baseline, Commissioners, Teeple Trace & Topping Lane, and more people are coming because they are building new homes. They might not have an opportunity to go to a different school and this is their only hope. So we ask you please do not close Brick Street

Reasons for, and Advantages of a Small School

My name is Mrs. Helen (Heaman) MacPherson. I have owned a home and lived in Manor Park since 1982. I was educated in Saskatchewan and Ontario in various public schools from one room split grade schools and a very large technical and commercial high school. For 10 years I was raised by a single parent, as I think back, I am aware of challenges a parent faces. I taught elementary school for 13 years, then did some supply teaching. I was a foster parent for 11 years, managed a swine herd, showed and bred Rottweilers. For a number of years, my sister and I ran an obedience school locally. In the past I have travelled to a number of countries.

Our school Manor and Highland Park has many advantages:

1. Located away from noisy and busy traffic areas..not disturbing students
2. A large fenced playground, across the street from a park and close to a huge natural area.
3. A gym, computers and a library.
4. A Community school with programs before school, after school and in the evenings.
5. School within walking distance for students and parents. Parents and students are able to get to know the residents of the area (young and old)
6. A safe attractive area with homes that owners take pride in their ownership.
7. Children don't have to waste time waiting for a bus. They don't have to worry about how to get to school if they miss the bus, nor worry about being hassled at the bus stop. (I see children going to school at 5 to 9)
8. Many are able to come home for lunch.
9. Teachers and staff in a small school have more contact with the students and their parents for a number of years. It's a friendlier place and students are treated as a person, not a number. Many supply teachers have found it pleasant and rewarding teaching at our school.
10. A small school is an excellent training experience for future teachers and staff.
11. Operate programs suitable to that area..ex. First Nation Language
12. A small school has fewer problems with groups, cliques or peer pressure.

We desire to see Manor and Highland Park School stay open. With an active local school operating, we will see the continued influx of young families into our area. Which in turn will help increase the number of students that will be attending our school and helping develop the public school system. They, the new families that have moved into our area recently, appreciate the fact we live in a self contained area. Most needs are within walking distance (school, church, grocery store and drug store) thus limiting the necessity of having or using a vehicle which are costly to operate. This also helps to reduce pollution to the environment. Many of us have learned that big is not always better! Big cars, big homes are not always better. So lets all work together to keep our local school open.

Thank you.

**Brick Street School Council Presentation
Public Input Meeting, January 16, 2008
Accommodation Review Committee London Study Area 3**

Brick Street Public School, Building on Strength:

We need you to keep Brick Street Public School open as it is vital to the continued health and success of the students and the community and it will ensure the Board does not lose valuable resources.

My name is Julie Newlove and we would like to thank you for the opportunity to speak to you on behalf of Brick Street School Council. We will highlight the value that Brick Street Public School offers to its students, its community, the Board and the economy. Our handout illustrates some of the strengths of Brick Street.

This site has been home to a school since 1893 and has in its history fostered community spirit and involvement. It acts as a meeting place, green space and opens doors to volunteers. The students of this school raise awareness and funds for charities and assist this community in being socially conscious.

Through our small size and location we are able to maintain a safe school with very few issues and students that are connected with the community. The close proximity of the school within the community offers a safe transition to and from school as well as the ability to participate in extra-curricular activities. Brick Street students can choose from sports like volleyball and basketball, clubs like skipping and spelling or take on more responsibility as part of the Safety Patrol or Health Squad.

We are a very diverse community at Brick Street representing many countries and languages. Our small school environment allows new immigrant families arriving in our community to make their integration into the school and community successful. Making sure students do not fall behind is especially important with ESL and lower income families. Brick Street is able to give value to the Board through our many programs that support literacy and our improving EQAO results. By utilizing volunteers and students along with school council funds we are able to increase student achievement through various programs without increasing cost to the Board.

Penny Lane Park was conceived as a project in 1994 by Dr. Riley a Brick Street teacher, and through pennies from the school community, business contributions and grants from Reforest London and Toyota, has grown to become an incredible resource to our students, the Board and the community. So much so that it was featured as a model in the TVDSB School Yard greening Tour in October 2006. Penny Lane Park has been used to enrich our student's education through ties to the curriculum and will become even more valuable

with the increased environmental education content announced for Ontario schools. The park also fosters environmental stewardship and a sense of pride and responsibility in its upkeep. Each student has been involved by planting or caring for the garden and many community members have donated trees in memory of loved ones. Brick Street's school grounds including Penny Lane Park is a valuable asset to our community. Frequenting by dog walkers, and many sporting teams it is accessible to all community members including individuals with physical disabilities who reside in close proximity to our school.

At Brick Street we have many accomplishments that we are proud of such Eco-education, Healthy Active Living Award, Spring Art Show, Summer's Wish Charity, Christmas Food Drive as well as many concerts and assemblies.

We are fortunate to have two daycares along with a before and after school program, which provide much needed childcare for Brick Street families and in return the families are generating funds into the local economy. School Council also supports the local economy with its purchases for hot lunches and special events whenever possible.

The recommendation by the Board to close Brick Street and move our students to Woodland Heights poses many challenges. School size and location will affect all parties involved. Safety is a primary concern with the transition to and from school. The number of students and the ability to provide a safe learning environment both inside the school and on school grounds poses concern. Hall size, washroom facilities and usable yard space could be inadequate.

Transplanting students from Brick Street to Woodland Heights will cause a disconnection with parents and the school. Many will not continue their involvement and volunteers will be lost. Parent involvement is directly related to student achievement and school success. Parents only become and stay involved when they feel personally connected and welcomed as is possible in a small school setting. It is also important to note the value of an environment where every student is known on a first name basis by school staff.

Studies have shown that school size is directly related to student success. While large schools tend to be depersonalized, small schools are able to be close-knit, flexible communities where no one is a stranger. Strong personal bonds, better parent and community involvement and improved communication lead to diminished behaviour problems and improved learning. It has been found that 300 to 400 hundred students is the optimum size for an elementary school, not the proposed 812. In a school of over 800 students a principal cannot possibly take the time to support programs like Family Reading Rocks by calling each family in the evening to strengthen the learning ties between home and school.

Brick Street's current capacity of over 80% does not warrant closure. Temporary portables and overcrowded classrooms do not make for healthy learning environments. Through this accommodation process you need to ensure that you have the best interest of today's student's in mind and are not just temporarily housing them waiting for enrollment to further decline. Other options such as change in school boundaries, expanding our programs to grades 7 and 8 and relocating students from overcapacity schools need to be examined.

In closing, as a committee it is your job to assess the value of our school to the students, the Board, the community and the economy. The negative implications involved in removing a school from a community are well documented. The application of a cookie cutter template does not cover all of the intricacies involved in a decision that affects the lives and education of our students and community. Although better facilities look good on paper and sound good to consultants they do not always best meet the needs of the parties involved.

We thank you for your consideration and trust that you will make a decision which will positively benefit our students and community.



Brick Street, Building on Strength

An illustration of some of the strengths Brick Street Public School offers to its students, its community, the Board and the economy.

Value to Student

- School size (sense of community)
- Academic success – steady increase in EQAO results
- Clubs (e.g. skipping, spelling, math, French, library club, Health Squad)
- Sports (intramural and inter school e.g., volleyball, basketball)
- Diversity
- Safety – safety patrol, Kiss’N Ride
- In community – walk to/from home, close for families to volunteer, attend school functions, or walk young students to school
- Citizenship Development (Summer’s Wish- initiative led by a student , Cops for Cancer, Jesse’s Journey, Character Development Initiative, Terry Fox, Christmas Food Drive –donations to school families, Jump Rope for Heart)
- Arts – Art Show Spring ’07, School Assemblies and Concerts, Choir, Drums,
- Green Education. Environmental Stewardship via Penny Lane Park and related curriculum and leisure use
- School Grounds support organized sport (baseball, soccer); pavement games; basketball; playground; active unstructured play – large open green space
- Proximity to track and field facilities at Westminster SS
- Proximity to unique opportunities in cooperation with Westminster SS (ESL field trip, co-op students volunteering in kindergarten classes)
- Healthy Active Living initiative (award winner 2007)

Value To Board

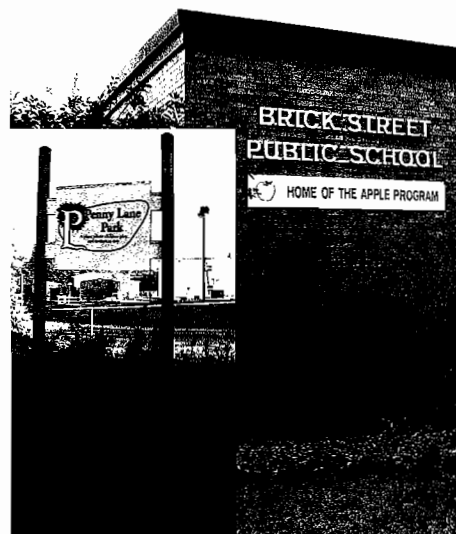
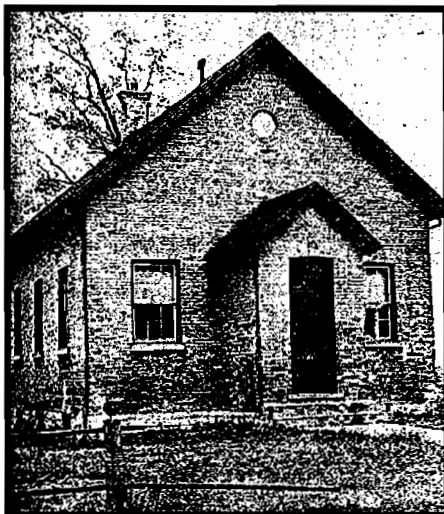
- Penny Lane Park – school yard greening and TVDSB EcoSchool’s program. Used as model for rest of Board in Fall 2006
- Current capacity nets TVDSB per pupil funds and “top up” for being over 80% capacity
- Contribute positively to EQAO profile for Board
- ESL students supported by classmates and school volunteers enhances the academic success for new students without adding to staffing budget
- Support the Board’s literacy initiatives- volunteer reading program, Silver Birch/Blue Spruce, author visits, Family Reading Rocks, reading buddies
- Supports healthy/active schools with Active Living Award (2007), Health Squad

Value to Community

- Meeting Place for school community
- Community space for clubs/groups – APPLE enrichment meetings, special events, school council activities
- Community Green Space supporting active and passive leisure activities and providing aesthetically pleasing gardens (cricket; baseball; soccer; dog walking; bike riding; basketball; butterfly garden;)
- Soccer Fields for minor soccer practices
- Volunteers Develop Skills
- Raise Money for Charities (community food hampers)
- Raise Awareness for Charities
- Nurturing responsible, socially conscious citizens
- Heritage – the name “Brick Street”; bell on front lawn. School on site since 1893
- Memorial trees planted in Penny Lane Park

Value to Local Economy

- Between \$500 to \$1600 purchased in neighbourhood stores annually
- Daycare services – Mullberry Bush and Kids Ark serve families with school aged children attending Brick Street
- Impact on real estate values
- Fundraising for charities



Building Respect Integrity Caring Knowledge



The Third Community APPLE PROGRAM

Presented by:
Melissa Somerton
Alan Dunbar
Sophocles Katsademas
Lori Collins

Our Agenda



- Brief description of APPLE
- Benefits of the APPLE Program
- APPLE program requirements
- Concerns about the recommended closure

Description



- Founded in 1983
- Continuation of co-operative day care program with the main objective being parent participation
- The program has a handbook, a constitution, an elected executive, and a number of working committees

- The program is home to 88 families
- A total of 132 children are enrolled
- APPLE parents contribute over 8,000 hours to their children's education annually
- Any family in the TVDSB can send their children to APPLE


Core Beliefs




- Parental participation and cooperative planning in each class increases opportunities for individual student support and an enhanced classroom environment.
- Parents, Teachers and Administration collaborate to nurture a sense of community between home and school.

- A community atmosphere of acceptance and belonging provides students with a sense of security and personal worth as well as teaching them to respect and care for others
- Children's natural curiosity and inclination to learn is supported through an integrated curriculum where children are actively involved in a program that incorporates learning centres, teacher led experiences and individualized support for each child.



- 
- Child-centered learning experiences reflect the strengths, needs and interests of the group and of individual children, and provide each child with a sense of competence and success.
 - Collaborative groupings within and among classes and age groups foster the skills of leadership and shared responsibility, which make for well-rounded students who feel comfortable in the leadership and learning roles of their lives.

- 
- Group learning experiences promote cooperation and collaboration, encouraging children to assist and support each other in the learning experience.
 - Experiences beyond the classroom are valued as an integral party of a dynamic and diverse curriculum.

Benefits for Students



- Have a strong "buddy system" that builds bonds
- Take pride in their connection to APPLE
- Benefit from social events – interacting with siblings and parents
- Part of a connected community
- Participation with all other students in intramural sports
- Integral part of the school (we currently represent half of the Brick St. population)

Requirements From Teachers




- Understand and espouse the APPLE beliefs
- Willingness to work with large number of volunteers and accept them in the classroom
- Form bonds with other teachers and classrooms in the school
- Organize and attend 6 enhancement meetings per year, where parents and teacher collaborate to discuss curriculum, field trips, budget and other classroom issues

Requirements From Administration



- APPLE requires one administrator to be involved with the workings of the APPLE program
- Presence at General meetings which are meetings of the parent body to discuss the workings of APPLE
- Presence at Executive meetings
- Meetings with the Registrar

- 
- Meetings with the Chair and Committee Chairs as required
 - Possible follow up with parents adhering to the APPLE constitution
 - Assisting APPLE to work within the existing school community
 - Additional secretarial support to process paperwork (police checks, cheques for trip funds, etc.)

Requirements From Facilities



- Space to accommodate 6 General Meetings per year
- Availability for 4-5 APPLE community events (family fun nights) during the year
- Meeting space for the 6 enhancement meetings per class per year
- Custodial support for the above
- Storage for APPLE equipment
- Accommodations for the mailbag system

Requirements for Parking

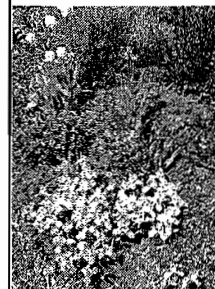


- 95% of APPLE parents drive to school
- Space for "Kiss N' Ride" program
- Parking for General Meetings
- Parking for parent volunteers on a daily basis
- Pick up and drop off space for field trips

Penny Lane Park



- Priceless
- Built with "penny" donations for the last decade
- Recognized educational program
- Recipient of numerous grants from organizations such as Reforest London, Toyota, TD Canada Trust Friends of the Environment Foundation and private company donations.



- Every student at Brick Street school has planted a bulb
- Every classroom has a duty within the park
- A committee of APPLE parents takes care of it
- APPLE families volunteer to water and care for it over the summer

The APPLE Program at Brick Street School



- Has been functioning well for the past 23 years
- All of the needs of the program are being met
- The parent body is content
- The students are content
- We are a connected community at Brick with parents, teachers and administration working well

The APPLE Program Somewhere Else



Concerns:

- Maintaining our current staff
- Administrative needs of APPLE may be lost in a larger community
- Facilities will not be enhanced within the time frame
- Availability of facilities for use outside of school hours
- Adequacy of the parking lot
- Staying a "connected community" within a larger school
- LOSS of Penny Lane Park

Concerned Parents of Kids Ark Day Nursery

ARC Presentation
January 16, 2008

Kids Ark Day Nursery

- : Located across the street from Brick Street P.S.
- : Operated for over 20 years
- : Over 80 families enrolled
- : Open 7:00 am to 5:45 pm

: Programs offered:

- . Infant, Toddler, Preschool.
- . Kinder-Care and School-Age

- : Majority of families begin with the Infant program and continue through to the School-Age program
- : Families have indicated that the proximity to Brick Street P.S. and the quality of Kids Ark programming is their rationale for enrolling their children in the program.

- : The long-term relationship between Parents, Children and Teachers (Kids Ark) offers a very stable environment for the children throughout their early learning years.

- : A sense of community is also celebrated with the families through open houses and concerts two (2) times per year.

With the possible closure of Brick Street P.S.

The Kinder-Care and
School-Age program at
Kids Ark Day Nursery
is now in doubt!

Kinder-Care at Kids Ark

- : Currently 20 Students are enrolled in the program
- : Ages 3-5years old
- : It has its own permanent room
- : Age appropriate toys and resources
- : Have access to fenced exterior playground facilities

Kinder-Care at Kids Ark

- ‡ Have access to interior gymnasium facilities on-site
- ‡ Offers snacks and hot lunch
- ‡ Offers PD Day and Holiday programming
- ‡ Offers summer programming
- ‡ Kids Ark currently facilitates mirrored programming to enhance and reinforce the TVDSB curriculum for JK & Sk

Kinder-Care at Kids Ark

- ‡ 8 Staff members facilitate this program:
- ‡ 2 Full Time ECE Teachers
- ‡ 1 Resource ECE Teacher
- ‡ 1 Floater ECE Teacher
- ‡ 1 Co-op Student
- ‡ Administration Support
- ‡ Kitchen and Cleaning Staff

School-Age Program at Kids Ark

- ‡ Currently has 20 Children enrolled.
- ‡ Could accommodate up to 30 children
- ‡ Age of Children are from 5-12 years old.
- ‡ Has its own permanent room
- ‡ Age appropriate toys and resources

School-Age Program at Kids Ark

- ‡ Have access to fenced exterior playground facilities
- ‡ Have access to interior gymnasium facilities on-site.
- ‡ Offers morning and afternoon snacks
- ‡ Offers PD Day and Holiday programming.

School-Age Program at Kids Ark

- ‡ Monitored and guided programming offers children with a calm start and end to each school day
- ‡ Homework help and quiet area available
- ‡ Age appropriate co-operative and team building programming as well

School-Age Program at Kids Ark

- ‡ 8 Staff members facilitate this program:
- ‡ 2 Full Time ECE Teachers
- ‡ 1 Resource ECE Teacher
- ‡ 1 Floater ECE Teacher
- ‡ 1 Co-op Student
- ‡ Administration Support
- ‡ Kitchen and Cleaning Staff

Added Bonus to the Kids Ark Facility

! Kumon

A learning program designed to help children master the basics of math and reading
Approximately 90 children enrolled
No programming like it near Woodland Heights

! Music For Young Children

Keyboarding Lessons
Approximately 30 children enrolled
No programming like it near Woodland Heights

Kumon Music For Young Children

- ! A number of Kids Ark families have their children enrolled in these programs
- ! Neighbourhood families have expressed to these organizations that the close proximity to Brick Street P.S. is why they have enrolled their children in these programs
- ! If Brick Street is closed families are unsure if they will continue supporting these valued extra curricular activities

Concerns With A Move

- ! Currently before and after School Program at Brick Street is run by London Children's Connection
- ! They are currently licensed for 15 Children
- ! Of those 15 only 3 can be a student under 6.
- ! Woodland current before and after school program is also run by London Children's connection
- ! They are currently licensed for 15 spaces

Concerns With A Move

- ! Kids Ark currently facilitates 40 Children
 - 20 Kinder-Care Ages 3-5
 - 20 School-Age Ages 6-12
- ! London Children's Connection has said they currently only have space at Woodland Heights for 15 children
- ! Plus the children at Woodland have first right on the spaces even if the schools merge

Concerns With A Move

- ! So what is the 15 Brick Street and 40 Kids Ark working families suppose to do???

Families At Kids Ark

Want to keep the stability in our children's lives!

The possible move to Woodland Heights will not only mean a change of school but,

It will also mean the possible loss of Kids Ark's excellent before and after school program

And the loss of bonds between Caring ECE teachers and our children

As working families,

We are unsure of what to do?

Possible Solutions

- It is our understanding that Woodland Heights currently buses a number of students to the school
- Would it be possible for the students of Kids Ark to received bussing services?
- This would then increase the number of before and after school programming spaces available to parents if the schools merge

Lastly, we understand that this committee will most likely have to make a very unpopular business decision.

Please understand that change is hard in the best case scenario but the

RUSHED TIMELINES
that we keep hearing is totally freaking us out!

As parents we want the best
for our children and

And two (2) to three (3) months
is not enough time for us to find
quality alternative before and
after programming
for our children

All we ask is that what ever your
decision that you give us 1 full
school year of firm notice.

Thank you!

Hello,

1. I have gone thru the ReCAPP Future for Brick Street Public school and noticed some duplicate entries. I've listed them below and wasn't sure if you would want to deal with them now as opposed to taking up extra time at our January 16th meeting.

I would like to clarify the additions. I know which section of Brick is the original building. Which sections are considered addition 1 and 2? Construction Year 1953 is Original, 1958 is Addition 1 and 1965 is Addition 2

Is there a more detailed listing for the item Replace [00.1-010 Underground Utilities-site] on page 1? No details in Database

Duplicate entries;

Replace [01.5-050 Interior Doors-Addition 2] page 1 – duplicate on page 4 Replace [01.5-055 Interior Door Hardware-Addition 2] If we are replacing interior doors in addition 2, I would expect this would already include the hardware. Doors and hardware are considered separate items in the database and therefore listed separately.

Replace [00.1-012 signage – site] on page 2 – duplicate on page 3 Replace [00.1-012 signage – site]. The event on page 2 was created from the validation survey. The event on page 3 was created by CPSI when the database was populated in 2002 based on standard unit costs.

Replace [00.3-010 Unpaved Parking Lots – site] on page 4 at top – duplicate on page 4 part way down – Replace [00.3-010 Unpaved Parking Lots – site] The event at the top of page 4 was created by CPSI when the database was populated in 2002 based on standard unit costs. The event part way down on page 4 was created from the validation survey.

Replace [01.3-030 Exterior Doors] This is already on the ReCAPP backlog. The future event is specific to Addition 2

Replace [04.7 Information Technology Systems – Addition 1] – This is already on the ReCAPP backlog. The original event is for 2006. The expected life of the item is 8 years, creating an additional event in 2014

Replace [03.1-010 (HW/S) Boilers-Addition 2] on page 1 – This is already on the ReCAPP backlog. There are 2 boilers at the school and they are listed separately

Replace [00.2-012 Paved Playgrounds – site] – Clarify why this area needs to be replaced. Determined by auditors

Replace [00.2-014 Paved Walkways-site] - Clarify why this area needs to be replaced. Determined by auditors

Replace [00.2-011 Paved Roadway – site] Clarify why this area needs to be replaced. Determined by auditors

Replace [00.1-013 Undeveloped Lands-site] What will this involve. Typically those areas of a site that are generally undeveloped pending future development. These generally require minimal management except for stormwater management, perimeter fencing, vegetation control and attention to municipal requirements regarding the Environment, Health and Safety. They would include such components as Grassed Areas, Woodlot, Fields, Gravel Yards possibly used for occasional overflow parking etc.

Replace [00.1-014 Site Related Stairs, Plazas & Decks-site] on page 1 – clarify location of these – indoors/outdoors? No specific location defined in the database.

Generally forming part of the active zones of sites where people congregate or along which they travel more frequently, these elements include hard ground surfaces such as plazas and permanent steps as well as elevated structures such as wood decks and seating. Handrails on structures such as retaining walls and in-ground at tops of slopes also form part of this component.

Thank you.

Suzanne Obbema

Community Representative

Brick Street Public School

**Historical & Projected October 31 Enrolment
Brick Street, Manor and Highland Park & Woodland Heights Public Schools**

Brick Street Public School

| Grade | Actual 2001-02 | Actual 2002-03 | Actual 2003-04 | Actual 2004-05 | Actual 2005-06 | Actual 2006-07 | Actual 2007-08 | Projected 2008-09 | Projected 2009-10 | Projected 2010-11 | Projected 2011-12 | Projected 2012-13 |
|----------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| JK | 30 | 21 | 20 | 22 | 20 | 21 | 16 | 20 | 21 | 19 | 20 | 20 |
| SK | 41 | 24 | 21 | 18 | 22 | 13 | 15 | 14 | 16 | 17 | 16 | 16 |
| Grade 1 | 33 | 39 | 24 | 23 | 22 | 17 | 16 | 16 | 15 | 18 | 19 | 18 |
| Grade 2 | 38 | 32 | 37 | 23 | 20 | 19 | 16 | 14 | 14 | 13 | 16 | 17 |
| Grade 3 | 28 | 36 | 32 | 35 | 19 | 21 | 16 | 15 | 13 | 13 | 12 | 15 |
| Grade 4 | 40 | 24 | 29 | 28 | 29 | 21 | 20 | 16 | 15 | 13 | 13 | 12 |
| Grade 5 | 28 | 39 | 22 | 29 | 28 | 23 | 18 | 19 | 15 | 14 | 12 | 12 |
| Grade 6 | 41 | 27 | 36 | 24 | 29 | 28 | 28 | 20 | 21 | 17 | 16 | 14 |
| Grade 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 279 | 242 | 221 | 202 | 189 | 163 | 145 | 134 | 130 | 124 | 124 | 124 |
| 1 to 8 | 208 | 197 | 180 | 162 | 147 | 129 | 114 | 100 | 93 | 88 | 88 | 88 |
| F. T. E. | 243.50 | 219.50 | 200.50 | 182.00 | 168.00 | 146.00 | 129.50 | 117.00 | 111.50 | 106.00 | 106.00 | 106.00 |

Brick Street Public School (APPLE Program)

| Grade | Actual 2001-02 | Actual 2002-03 | Actual 2003-04 | Actual 2004-05 | Actual 2005-06 | Actual 2006-07 | Actual 2007-08 | Projected 2008-09 | Projected 2009-10 | Projected 2010-11 | Projected 2011-12 | Projected 2012-13 |
|----------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| JK | 24 | 14 | 17 | 21 | 20 | 17 | 23 | 20 | 20 | 21 | 21 | 21 |
| SK | 18 | 20 | 14 | 18 | 22 | 20 | 16 | 23 | 20 | 20 | 21 | 21 |
| Grade 1 | 19 | 14 | 19 | 15 | 19 | 19 | 17 | 14 | 20 | 17 | 17 | 18 |
| Grade 2 | 17 | 18 | 13 | 18 | 16 | 21 | 19 | 18 | 15 | 21 | 18 | 18 |
| Grade 3 | 17 | 15 | 17 | 15 | 19 | 15 | 20 | 18 | 17 | 14 | 20 | 17 |
| Grade 4 | 18 | 15 | 13 | 16 | 13 | 16 | 14 | 18 | 16 | 15 | 12 | 17 |
| Grade 5 | 13 | 18 | 12 | 12 | 16 | 12 | 14 | 13 | 16 | 14 | 13 | 10 |
| Grade 6 | 13 | 12 | 14 | 11 | 11 | 15 | 13 | 14 | 13 | 16 | 14 | 13 |
| Grade 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 139 | 126 | 119 | 126 | 136 | 135 | 136 | 138 | 137 | 138 | 136 | 135 |
| 1 to 8 | 97 | 92 | 88 | 87 | 94 | 98 | 97 | 95 | 97 | 97 | 94 | 93 |
| F. T. E. | 118.00 | 109.00 | 103.50 | 106.50 | 115.00 | 116.50 | 116.50 | 116.50 | 117.00 | 117.50 | 115.00 | 114.00 |

Manor and Highland Park Public School

| Grade | Actual 2001-02 | Actual 2002-03 | Actual 2003-04 | Actual 2004-05 | Actual 2005-06 | Actual 2006-07 | Actual 2007-08 | Projected 2008-09 | Projected 2009-10 | Projected 2010-11 | Projected 2011-12 | Projected 2012-13 |
|----------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| JK | 25 | 22 | 11 | 6 | 26 | 15 | 9 | 17 | 14 | 14 | 15 | 15 |
| SK | 17 | 24 | 22 | 12 | 9 | 22 | 16 | 10 | 18 | 15 | 15 | 16 |
| Grade 1 | 21 | 17 | 17 | 17 | 15 | 9 | 21 | 16 | 10 | 18 | 15 | 15 |
| Grade 2 | 16 | 14 | 21 | 16 | 18 | 15 | 10 | 22 | 17 | 11 | 19 | 16 |
| Grade 3 | 13 | 13 | 19 | 13 | 12 | 18 | 12 | 9 | 19 | 15 | 10 | 17 |
| Grade 4 | 18 | 9 | 12 | 12 | 16 | 12 | 16 | 12 | 9 | 19 | 15 | 10 |
| Grade 5 | 26 | 17 | 7 | 12 | 12 | 17 | 12 | 16 | 12 | 9 | 19 | 15 |
| Grade 6 | 18 | 28 | 17 | 13 | 12 | 10 | 10 | 9 | 11 | 8 | 6 | 13 |
| Grade 7 | 19 | 16 | 23 | 12 | 16 | 12 | 10 | 10 | 9 | 11 | 8 | 6 |
| Grade 8 | 14 | 18 | 17 | 20 | 17 | 14 | 12 | 10 | 10 | 9 | 11 | 8 |
| Total | 187 | 178 | 166 | 133 | 153 | 144 | 128 | 131 | 129 | 129 | 133 | 131 |
| 1 to 8 | 145 | 132 | 133 | 115 | 118 | 107 | 103 | 104 | 97 | 100 | 103 | 100 |
| F. T. E. | 166.00 | 155.00 | 149.50 | 124.00 | 135.50 | 125.50 | 115.50 | 117.50 | 113.00 | 114.50 | 118.00 | 115.50 |

Woodland Heights Public School

| Grade | Actual 2001-02 | Actual 2002-03 | Actual 2003-04 | Actual 2004-05 | Actual 2005-06 | Actual 2006-07 | Actual 2007-08 | Projected 2008-09 | Projected 2009-10 | Projected 2010-11 | Projected 2011-12 | Projected 2012-13 |
|----------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| JK | 42 | 29 | 28 | 23 | 21 | 28 | 19 | 23 | 24 | 22 | 23 | 23 |
| SK | 38 | 32 | 24 | 22 | 18 | 25 | 30 | 20 | 25 | 26 | 24 | 25 |
| Grade 1 | 38 | 36 | 30 | 22 | 22 | 18 | 21 | 28 | 18 | 23 | 24 | 22 |
| Grade 2 | 30 | 38 | 33 | 33 | 22 | 24 | 20 | 23 | 31 | 20 | 25 | 26 |
| Grade 3 | 41 | 31 | 39 | 40 | 33 | 20 | 24 | 19 | 22 | 30 | 19 | 24 |
| Grade 4 | 46 | 38 | 34 | 40 | 41 | 35 | 15 | 22 | 17 | 19 | 26 | 17 |
| Grade 5 | 39 | 47 | 38 | 39 | 34 | 42 | 35 | 15 | 22 | 17 | 19 | 26 |
| Grade 6 | 48 | 44 | 45 | 39 | 35 | 37 | 40 | 35 | 15 | 22 | 17 | 19 |
| Grade 7 | 61 | 77 | 54 | 74 | 49 | 56 | 66 | 65 | 59 | 30 | 40 | 32 |
| Grade 8 | 45 | 56 | 73 | 55 | 79 | 57 | 59 | 72 | 71 | 64 | 33 | 44 |
| Sp. Ed. | 31 | 27 | 18 | 23 | 21 | 28 | 27 | 26 | 26 | 26 | 26 | 26 |
| Total | 459 | 455 | 416 | 410 | 375 | 370 | 356 | 348 | 330 | 299 | 276 | 284 |
| 1 to 8 | 348 | 367 | 346 | 342 | 315 | 289 | 280 | 279 | 255 | 225 | 203 | 210 |
| F. T. E. | 419.00 | 424.50 | 390.00 | 387.50 | 355.50 | 343.50 | 331.50 | 326.50 | 305.50 | 275.00 | 252.50 | 260.00 |