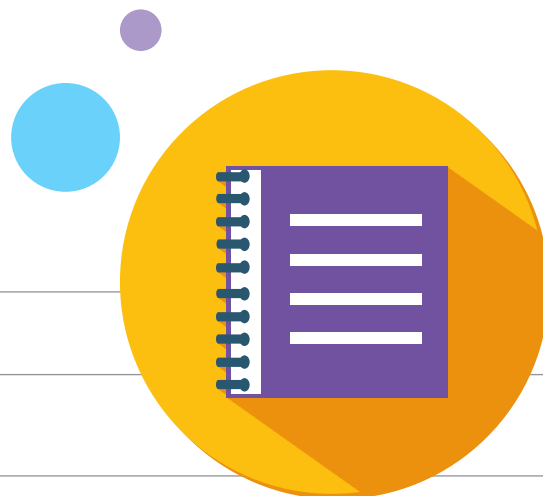


ST. JEAN ELEMENTARY REPORT

A positive, safe and caring
environment, where quality instruction
promotes life-long learning.

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1 OPENING

I am asking you to try and remember what it was like for you when you attended your own elementary schools, the bonds that you forged with your classmates that I am sure have carried through, throughout the years. I am asking you to think of those teachers who helped to guide you through your education, who cared for you and inspired you.

And now I am asking for those of you who have children to think as parents; to ask yourself, “What would I be doing if these were my children who were being forced to leave their friends who they have made such strong bonds with; from their teachers who know the names of every child in the school, who have made them feel safe and protected, who have given them the security to know that their teachers can be relied upon to guide them?”

- MELISSA SELLAR, CONCERNED PARENT



2 COMMUNITY

It is easy to sit back and read the school closure report, to look at the numbers and think that this is the right decision to make. But you must remember that our children and our community are not between the pages of those reports; they are within the walls of our school, they are running through the playground, and our community members are watching all of this. The community members around St. Jean Elementary school are our extended family members, they are watching as our children play and contacting the police if they have any concerns for our children.

The closing of this school will have a lasting effect on our community, not just our children. Many chose to move into this community because of St. Jean Elementary, because of the location and because of the quality of education it offers our children. Unlike other schools St. Jean is just cultural footsteps away from what Charlottetown has to offer in helping to excel our children's educational experience such as the Confederation Center of the Arts, the Confederation Center Library, Province House and the Charlottetown Cenotaph.

Many of our parents rely on the proximity of this school to their work and home, and to the after school programs that Charlottetown has to offer. The proposed changes in this report will not only affect the students and families of the St. Jean community but also the students and families of all neighboring school communities. By closing St. Jean Elementary the CHANCES program that is located in this building will have to find a new location, as well as the CHANCES in the West Kent, Prince Street and Donagh schools in order to make room for the incoming children from St. Jean and the proposed rezoning. There is now a loss of 4 child care facilities located in these communities that parents rely on. These programs provide convenient access and greatly improve the transition from the daycare to the school. Moving our children out of our school and away from the downtown area will mean that not only do our children lose the bonds with their classmates but they will also lose the friends that they have made in their afterschool programs that do not service some of these schools.

There is a feeling of loss of school community for the students, parents, teachers and administrative staff and the community itself as schools are closed and its children are transferred. School enrollments fluctuate with demographic trends but schools remain the centers of the community.



3 UNDER UTILIZATION

To those of you who believe that the school is under utilized, I am wondering if you know that, yes, our children utilize only the bottom floor of the school for class rooms but that the top floor occupants fill every room upstairs. The upstairs floor of our school houses CHANCES which offers local child care for parents in our community. Also it offers office space to Autism Consultants, A+ classrooms, literacy coaches, and math coaches. Also the Public Schools Board uses the basement of the gym for storage and as a maintenance shop for repairs. So as you can see our school is not sitting half empty.

I know that you are probably thinking that a school should be used for children, not as office space. In order to make sure that the building was being used to capacity these offices were necessary because of the lack of stricter zoning that allowed our number of children attending our school to decline.

4 REPAIRS

I would also like to inform you that St. Jean Elementary is not in such disrepair that as some may think that it is falling down around our children, yes we are one of the oldest schools in our communities, one of the few schools that has not had any major renovations allotted to us, but our building is sound. If you notice in the report, major renovations needed over the next 5 years for our school is a new roof (which has been known to be needed since 1992), a new boiler and a new oil tank. These are basic maintenance costs to running a building. Even if you choose to move our children out, any plans for using the building means that these renovations will still need to be made.

And renovations brings me to my next point; St. Jean Elementary is not the only school that needs these updates; Sherwood Elementary, Glen Stewart Primary, L.M. Montgomery, Parkdale Elementary and Prince Street Elementary, all need similar renovations.

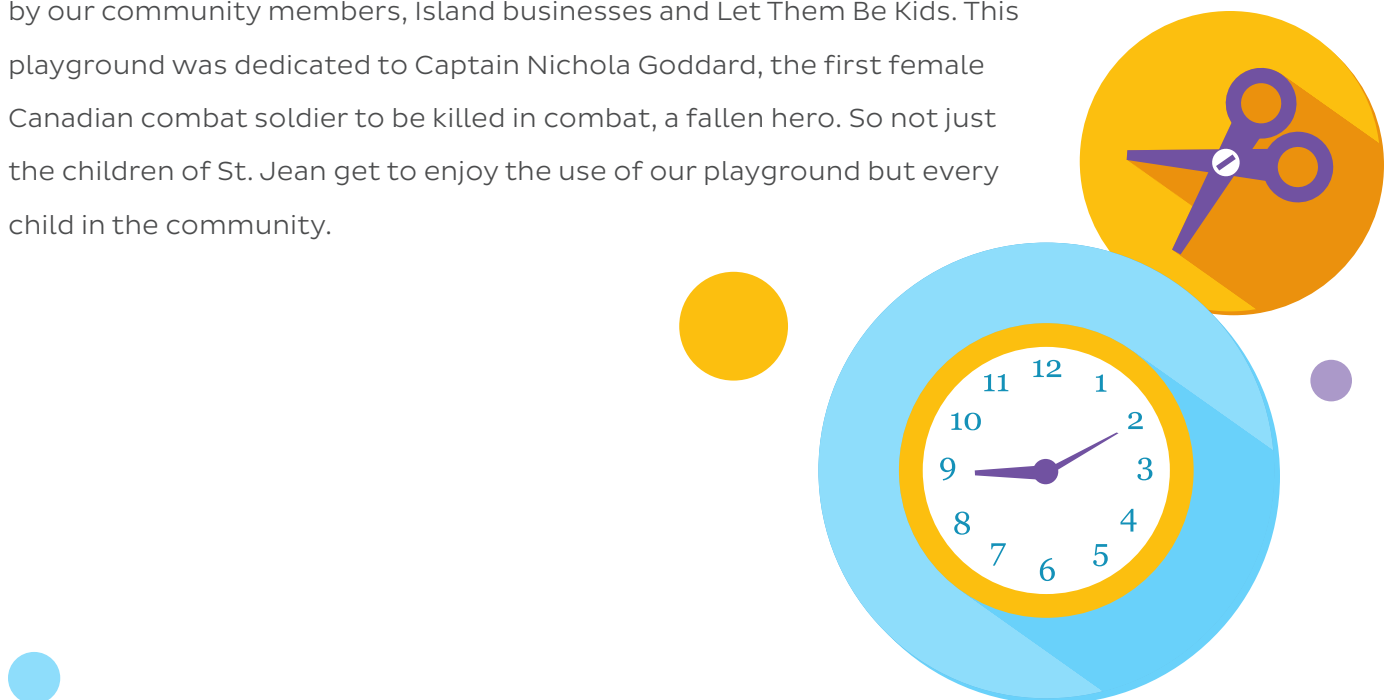
Some other facts stated in the report are that St. Jean needs plumbing and electrical renovations, look a little closer though, it states that we need fixtures/stall upgrades and that some lighting updates are needed. Well so does Sherwood, Glen Stewart, L.M. Montgomery, Parkdale and Prince Street. There is also a section on how we lack in parking spaces (as do L.M. Montgomery Elementary and Prince Street Elementary), give us more children to fill our school and parking will not be an

issue, none of our children drive, also we live in the downtown area, nobody has enough parking spaces. In 2011, fifteen schools across Prince Edward Island had mold and moisture problems, St. Jean was not one of them. We also passed the Air Quality test in 2016.

When Spring Park Elementary had to relocate the entire school due to mould contamination in January 2011, the backup plan was to send their french immersion students from grades one to three to St. Jean Elementary. There will be no backup plan when for example West Kent may need to relocate its students should the water infiltration issue outlined in the September 2016 report lead to mold or foundation issues.

5 OUR SCHOOL

Now I want you to see what our school really has to offer our children, this is what the report does not tell you. Yes, we have small class sizes, and we would most definitely welcome more children to our school; as we did in 2011 when Spring Park Elementary was closed due to mould contamination. We would love to have children running throughout all of our halls, filling all of our classrooms. These children would be able to enjoy an amazing green space from the fenced in field connected to our school, joyfully used in the Spring and Fall for intramurals and in the Winter for sliding down hills and making snow forts. We have an amazing new playground that was so generously donated by our community members, Island businesses and Let Them Be Kids. This playground was dedicated to Captain Nichola Goddard, the first female Canadian combat soldier to be killed in combat, a fallen hero. So not just the children of St. Jean get to enjoy the use of our playground but every child in the community.



6 OUR IMMIGRANT FAMILIES

In 2015 our Island welcomed refugee families from many different countries, some who went through hell and back trying to bring their children to safety, to our Island where they have laid down roots in our communities and in our school. St. Jean is home to 38 immigrant children, many who were just learning to speak English when they joined our school.

Struggles for some of these children were that they were of the age to be in a grade but because of the language barriers they were not able to do all of the curriculum that was being studied at the time. Because of St. Jean's teacher/student ratio our teachers were able to build a bond with these children to build up their vocabulary in order to understand what was happening in the classroom and also to build up their trust in their new home and community.

Being in a foreign home so different from what they are used to, missing their families and friends, their culture, and being able to speak their own language to anyone outside of their own family and other families who speak their language must have been incredibly hard for them. But they have created bonds with their classmates in an environment that they have finally become comfortable, where they can finally call home after being uprooted time and again in their fight to get here, the teachers at St. Jean Elementary have made them feel safe and protected. And now yet again they are not being asked if they want to leave their school, they are being told they have no choice, they have to.

Due to the recent election of President Donald Trump in the United States and his new immigration policies Prime Minister Justin Trudeau has extended a welcome invitation to all refugees to our country, this was not included in the forecasts in the report. Who is to say what kind of impact this will have on our population?

7 OUR TEACHERS

Our teachers and administrative staff are the best you will find anywhere, on the first day of Kindergarten they assured us not to worry that they were there to take care of our children like they were there own, and they are true to their word. When asking our children, “How was your day?” we do not get an “It was alright.” We get to hear what they learned in class that day, what their teacher did to make their day special. These teachers not only teach our children, they build up their self esteem, and enable them to have pride in themselves. The report talks about what St. Jean lacks, but it does not show you the great potential this school has to offer.

8 MENTAL HEALTH

Closing schools may have a negative effect on our children’s emotional well being. There are many potential effects that closing a school could have on students. For example, the closure itself can act as a disruption to a student’s learning environment. The concern of the possibility of problems with discipline of transferring our students into unfamiliar schools along with the stress that our children will be facing. There will be detrimental effects on children in their classrooms due to their nervousness and anxious feelings. In our school we have already started to see the behavioral and discipline problems even in just discussing with the students the recommendations of St. Jean closing. We worry about our children with ADHD, autism and special needs getting lost in this whole process and falling through the cracks of this warped education system we seem to be heading towards here on Prince Edward Island.

9 EDUCATIONAL COST

Closing St. Jean will put in jeopardy our children’s academic progress, safety and sense of security and well-being. We must stop seeing our children as dollars and cents. All that our children are hearing about is how it is too expensive to run their school, just close it we will move them to another school; they are resilient, don’t worry, they will be fine. It is not our government who is putting our children to bed at night, trying to answer their fearful questions with no real answers to

give them and wiping away their tears at the thought of being separated from their friends and their teachers.. “There is something wrong with a system that blames children.” That is what is happening here, our children are being blamed for the government’s lack of action going back to 2009 when stricter zoning mandates for schools should have been enforced. “A society that does not take care of it’s children is a morally bankrupt society.” This report has put a price tag on the head of every child across the Island. A price tag that has let the children of St. Jean Elementary know that the government has neglected to see their true value. “When are we going to get it that education is not an expense, it is an investment.”

10 THE BUSINESS OF RUNNING A SCHOOL

This report has placed a price tag on the heads of every child across the Island; reducing them to nothing more than a fraction of a financial burden. We need to remember schools are built as an investment in our futures, not necessarily to break even. There has always been a cost to running a school, this should be nothing new to the government, so when did all of a sudden schools become such a bad investment? You cannot treat a school as a business, but that is what is being done. Schools are built to educate children, to invest in them, to teach them knowledge, skills and values. Today our schools are seen more as a business investment rather than an investment in our children’s future, government now claiming it is too expensive to run the school, there are not enough children to make the school feasible, or economically sound. Listen to these words, these are not words that should be spoken when referring to our children’s education, but words to be spoken in a board room over a business deal.

11 EFFECTS ON RECEIVING SCHOOLS

Concern is felt for all kids who are affected by school closures, not just the children whose school is being closed. After a closure, students are separated from many of their peers and teachers. They will have to adjust to the rules, requirements, and curriculum of their new school. At the same time, new teachers and classmates will have to adjust to the sudden flow of new students in the classroom, which may lead to an overall lower level of learning.

There is a worry that the receiving schools of our children after closure will lack the necessary resources, staff and professional support due to becoming overcrowded. We worry for both our children and the children of the receiving schools of the uncertainty, tension, and stress affecting students, teachers and families. Students from closing schools are not from their school community and have no connection to the new school, there is a worry of tension and conflict between the old and new students.

Students forced to move from their closed schools face the stigma of coming from a failed school, and worry of how their classmates will view them. Students of school closure and students of rezoning will also feel the stress of how their new classmates will treat them knowing that the remaining students have lost the connection with some of their own friends because they had to be rezoned to make room for these new children. These teachers will now not only have to deal with the emotional aspect of incoming children entering a new school, not by choice, but also the children who are left after they lose their friends to the rezoning. What kind of an education will these children be receiving when the teachers will have to spend a good part of class time dealing with the emotional aspects these students will undoubtedly experience?

12 FUTURE CONCERNS FOR SCHOOL CLOSURE

This is the second round of school closures in the past eight years, where do we draw the line?

Once we uproot our children and move them into these new schools, how long do we have to fear before another round of school closures and we are moving our children again? The possibility that more schools may close, as seen in the not so recent past, can produce fear, anxiety, stress and uncertainty in the remaining schools.

This report is calculating optimization not capacity; aiming for a minimum of 18 children in every kindergarten class, 25 children in every grade 1 – 3 class and 27 children in every grade 4 – 6 class. If this is a minimum of optimum class size what is the maximum? Will you keep cramming our children into overcrowded schools until you have reached the fire code of the building?

“Schools that are over capacity present some real issues in respect to class composition, but it also impacts our ability to respond to the needs of students,” Currie said, noting overcrowded schools can lead to an unhealthy school culture.”

13 MODULAR CLASSROOMS

Overcrowding is a result of many different factors including budget cuts and school closures.

Modular classrooms are an inexpensive resolution to a temporary problem of overcrowding. Modular classrooms do not compare to brick and mortar schools, so if we are looking for a permanent fix for overcrowding then closing a school should not be the answer. Right now Glen Stewart Elementary has 6 mobiles in which air quality needs to be upgraded; L.M. Montgomery has 2 mobiles which have heating/ventilation issues and Sherwood Elementary has 2 new mobiles. Modular classrooms have high energy costs, require frequent maintenance needs, and expose our students to mold and mildew with poor ventilation. Throughout the report the claim of our children being moved into larger schools for a better quality of education and maximizing the use of available resources does not seem to ring true when they are moving them into schools where they will be taught in a box, sequestered from the students in the actual school.

14 ARGUMENT FOR SMALL SCHOOLS

There are studies showing that children in small schools strive to do better in class, have higher attendance rates, are more likely to participate in extracurricular activities and be more involved in their school surroundings. This is mainly due to the fact that all of the children know each other, the teachers and the support staff know each and every child. These children are not just a number in a crowd, falling through the cracks. Our parents who now volunteer and participate in our Home and School will not be as likely to volunteer at a larger school, the feeling of being part of a family will no longer be there. Like their children they will feel as though they are only a face in the crowd amongst all of the other parents. Students in larger schools are more likely to be alienated from their peers, they find it harder to make strong personal bonds. "Small schools are absolutely necessary if we want our most fragile students to succeed." Small schools lead to greater academic gain and personal adjustment for children, but due to the cost government has chosen to ignore this. In small schools everyone knows each other and this is a big part of eliminating socioeconomic issues. There is also the issue of socioeconomic status, small schools benefit low income students. Large schools increase the negative effect on low income families while small schools reduce this. In small schools there is less of a negative relationship between low income and academic achievements, socioeconomic status has a great affect on school achievement in lower income families. Many low income parents feel that they do not have the opportunity or the power to influence the quality of their children's education and this is only proven by the recommended closure of St. Jean Elementary.

15 ALTERNATE SOLUTIONS

From the school closures of 2009 you would think that we would have learned something,

obviously not. If eight years ago we would have followed the suggestions of school board during their closure meeting we may not be here today. If stricter zoning regulations had been put into place and maintained there would be less overcrowding and underutilization of these schools. If stricter zoning had been in place from the first kindergarten class we would not have children who live across the street from St. Jean Elementary attending West Kent Elementary. If straight from kindergarten the children zoned for St. Jean Elementary actually attended this school, the underutilization problem would have shown great improvement after three years and would have continued to improve. But that is not the case, and now our children are paying the cost.

“Spring Park Elementary School in Charlottetown is at capacity and the English Language School Board is suggesting moving several French Immersion students to another school temporarily. The idea is to move the kindergarten to Grade 3 French immersion students to nearby West Kent Elementary School and have them return to Spring Park in Grade 4.” Why would you close St. Jean, if you are saying the school is under capacity when you could use the upstairs of the school for these French Immersion children and keep them in one school from kindergarten to grade 6 instead of uprooting them as well?



16 CLOSING

You may be able to argue that you have findings that state that children excel more in larger class settings. But I have found your studies that say that children in smaller class sizes excel more, this is all about personal opinion on which study to believe. This report has not indicated what students in schools that are under capacity are missing out on, they have not proven in this report that the current under capacity schools have a positive or negative effect on our children's education. There is not a case made against small class sizes, in the report you have not shown us that my child, in a class size of 15 does not receive the same education as they would in a class size of 30. Although you have shown that you have schools that are overcrowded and that can be detrimental to children's education and yet your solution is to close another school.

This report is strictly based on numbers, it is based on a utilization percentage and a cost per child, this report has put a price tag on our children's heads. Running a school cannot be based on numbers alone, decisions have been made based on averages and percentages that when converted back to classes and children no longer add up.

CATEGORY II

CHANGE STUDY REPORT

CHARLOTTETOWN REPORT BREAKDOWN

INTRODUCTION

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“Significant issues have arisen because while our population was shifting over the years, there was no action taken to align our schools and school zones with these shifts.”

“There is something wrong with a system that blames children.” That is what is happening here, our children are being blamed for the government’s lack of action going back to 2009 when stricter zoning mandates for schools should have been enforced. “A society that does not take care of its children is a morally bankrupt society.” This report has put a price tag on the head of every child across the Island. A price tag that has let the children of St. Jean Elementary know that the government has neglected to see their true value.

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“These issues are of utmost importance to our current education system. Students in overcrowded schools are at a disadvantage because their teachers do not have as much time to address their individual learning needs. Students in underutilized schools may receive more individual attention but do not have the same access to academic and extracurricular programming and critical student support services.”

We need a better breakdown of what these programs and support services are given, in the current setup we do not seem to be missing any of these. If we are not missing any of these “programs and support services” and have lower class numbers then we have an ideal educational experience for our children. As per the statement made in the report, “Students in overcrowded schools are at a disadvantage because their teachers do not have as much time to address their individual learning needs.”

St. Jean Elementary is only cultural footsteps away from what Charlottetown has to offer in helping to excel our children’s educational experience; the Confederation Center of the Arts, the Confederation Center Library, Province House and the Charlottetown Cenotaph. This cannot be said for most of these other elementary schools.

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“This review is evolving through active engagement between our communities and the Public Schools Branch with the focus to create better learning for students in communities across Prince Edward Island.”

The report states that community input was taken into consideration when this report was completed but the decision does not appear to be based off of any community suggestions. From the outrage that has been heard from not only the parents of the children whose schools have

been recommended for closure and all of those who support us. But also from the outrage of the parents from the surrounding schools whose children will also be uprooted from their friends and communities and moved to a new school.

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“Islanders value their schools as integral parts of their communities. The importance is understood and with that, every effort has been made to keep students in their communities.”



The way that is being chosen to “provide every effort” to keep our students in our communities has the biggest negative impact on all of the students involved with transferring to new schools, but also to the students who remain in their schools and lose those friends who do have to be rezoned. Making these changes progressively over so many years would have minimal impact on children and families and was recommended eight years ago.

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“We thank everyone for sharing their suggestions, ideas and concerns, 337 online submissions, 371 written submissions, 30 emails, 82 public presentations and 67 individual and group presentations have been received. All submissions have been read and all voices have been heard.”

None of the other closure ideas were mentioned in this report.

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“Studying both families together was required as solutions to overcrowded schools can only be addressed by accessing capacity in underutilized schools in both families.”

Closing St. Jean Elementary is actually lowering the maximum capacity. By deleting this school it will only lead to eventual overcrowding. When the school closures took place in 2009 the merging of Grand Tracadie with L.M. Montgomery was supposed to have a population of 275 students that was supposed to hold steady for the next decade. L.M. Montgomery is now sitting at a total of 435 children only 8 years later, with the need of 2 modular classrooms in order to educate the overflow of students. In the 2008 report studies showed St. Jean would decline another 20% over the next decade. This report shows how each school has increased over the last 8 years not declined. Also you would note that there was no Stratford Elementary at that time, it was not built until 2010. A school that now has a total of 495 students.

Also the numbers in the 2008 report stated that St. Jean Elementary had a 40% capacity with 106 students, which would have meant the building had a 265 student capacity. Now eight years later we are being told in the 2017 report that St. Jean is only at 25% capacity with 117 children, with the building having a capacity of 461 children. The building structure has not changed, there has been no additions added on, so why is there such a discrepancy in capacity?

HISTORICAL SCHOOL CLOSING RESULTS

School	Totals 2001	Totals 2008	Totals 2016	Change 2008-2016
Birchwood Inter.	283	144	228	+58%
Donagh Regional	166	141	123	-13%
Glen Stewart Primary	646	647	661	+2%
LM Montgomery Elem.	404	244	435	+78%
Parkdale Elem.	159	102	139	+36%
Prince Street Elem.	327	236	243	+3%
Queen Charlotte Inter.	560	526	541	+3%
Sherwood Elem.	571	473	523	+11%
Spring Park Elem.	487	319	541	+70%
St. Jean Elem.	209	106	117	+10%
Stonepark Inter.	764	875	911	+4%
Stratford Elem.	0	0	495	+495%
West Kent Elem.	127	183	187	+2%
West Royalty Elem.	450	394	526	+34%

In the 2017 Category II Change Study Report Baragar is predicting a 10% decrease for St. Jean, just like the 2008 report predicted a 20% decrease that wound up yielding a 10% increase. Based on the 2008 – 2016 enrolment average increase the following could be expected by 2024.

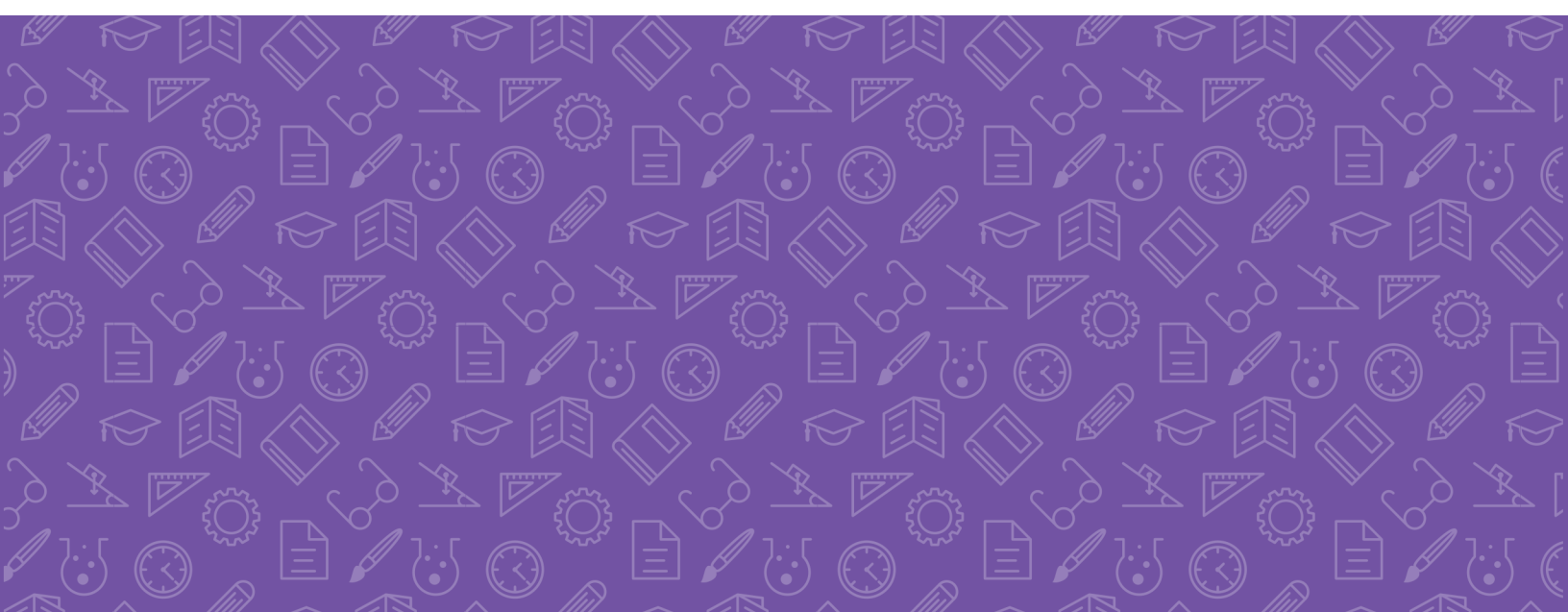
The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.

MARTIN LUTHER KING, JR.

PROPOSED ZONES

School	Totals 2016	Totals 2024	Capacity	Utilization 2016	Utilization 2024
Birchwood Inter.	585	714	594	98.5%	120.2%
Charlottetown Rural High	877	1070	900	97.4	118.9%
Colonel Gray High	824	1005	900	91.6%	111.7%
Donagh Regional	216	264	244	88.5%	108%
Glen Stewart Primary	626	764	569	110%	134.2%
LM Montgomery Elem.	354	432	382	92.7%	113.1%
Parkdale Elem.	228	278	244	93.4%	114%
Prince Street Elem.	216	264	391	55.2%	67.4%
Queen Charlotte Inter.	552	673	621	88.9%	108.4%
Sherwood Elem.	572	698	575	99.5%	121.4%
Stonepark Inter.	534	651	810	65.9%	80.4%
Stratford Elem.	449	548	500	89.8%	109.6%
West Kent Elem.	362	442	409	88.5%	108%
West Royalty Elem.	541	660	558	97%	118.3%
Family Totals	7343	8958	8273	88.8%	108.3%

Average enrollment change 2008 - 2016 = +22%



CURRENT ZONES

School	Totals 2016	Totals 2024	Caacity	Utilization 2016	Utilization 2024
Birchwood Inter.	228	278	594	38.4%	46.8%
Charlottetown Rural High	883	1077	900	98.1%	119.7%
Colonel Gray high	833	1016	900	92.6%	112.9%
Donagh Regional	123	150	244	50.4%	61.5%
Glen Stewart Primary	661	806	569	116.2%	141.7%
LM Montgomery Elem.	435	531	382	113.9%	138.9%
Parkdale Elem.	139	170	244	57%	69.5%
Prince Street Elem.	243	296	391	62.1%	75.82%
Queen Charlotte Inter.	541	660	621	87.1%	106.3%
Sherwood Elem.	523	638	575	91%	111%
Spring Park Elem.	541	660	576	93.9%	114.6%
Stonepark Inter.	911	1111	810	112.5%	137.2%
Stratford Elem.	495	604	500	99%	120.8%
West Kent Elem.	187	228	409	45.7%	55.8%
West Royalty Elem.	526	642	558	94.3%	115%
Totals	7386	9011	8734	84.6%	103.2%

Average enrollment change 2008 - 2016 = +22%



“Section 1.1 of the School Change Policy identifies that the Public Schools Branch is committed to:

“a) ensuring that its students have access to quality educational programs and services.”

St. Jean Elementary students already have access to the best teachers and the best support staff and are not lacking in programs and services. St. Jean Elementary gymnasium and the fenced in field connected in the school serves a prime example of enhanced physical education. There is a whole music room for our children to enjoy, a large library as well as our children using RAZ Kids to excel in their reading endeavours. We cannot forget who decides which schools have access to these quality educational programs and services, if our children are not receiving these it is by no fault of their own.

“b) maintaining healthy, safe and effective learning environments.”

As far as health is concerned the air quality in our school was tested in 2011, the results were as follows: “In evaluating results for St. Jean Elementary School the biodiversity of mould spores throughout the areas tested are different in a number of locations. However, no significant total numbers or single species numbers were reported in any of the locations. Concentrations generally only detected 1 –2 cfu for each species.

CONCLUSIONS AND RECOMMENDATIONS Based on our air sample results, no significant mould amplification site is expected to be present within the locations sampled throughout representative areas of the school.”

In 2011, fifteen schools across Prince Edward Island had mold and moisture problems, St. Jean was not one of them. We also passed the Air Quality test in 2016. This cannot be said for the modular classrooms being presently used at Glen Stewart and L.M. Montgomery Elementary modular classrooms. Nor for West Kent which is almost 50 years old, in 2009 the report stated that the school was “in very good condition”, until January 24, 2011. “Air quality tests on some P.E.I. schools have shown high levels of carbon dioxide at West Kent school in Charlottetown. Elevated carbon dioxide levels for extended periods of time may affect concentration and cause fatigue. School officials are reminding staff at West Kent they should open windows four times a day to increase natural ventilation of the buildings. The problem there could become worse with more students in the school.”

St. Jean offers a breakfast program to all of our children before classes start There is a large gymnasium, a large green space in the field next to the school and our new playground area that was generously donated to us by Island businesses and community members. And all of this is fenced in for the maximum safety of our children.

Maintaining the safety of the children of St. Jean is not a concern, the school is only minutes away from both the Charlottetown police and fire stations. We have community members surrounding our school watching over our children and contacting the police if they see any concerns arise.

Effective learning environments in St. Jean allow for our children to have smaller class sizes and

allows for more one on one time, increasing our children's quality of education. There is great concern for what the 2009 school closure report referred to as "undoubtedly different in terms of income strata and family situations", these differences have not changed over the years. How does these new schools plan on handling these differences?

St. Jean Elementary now has 35 EAL students enrolled in our school, these students have settled into their classes with their friends and are teaching our children cultural diversity and their native language.

"c) maximizing the use of available resources."

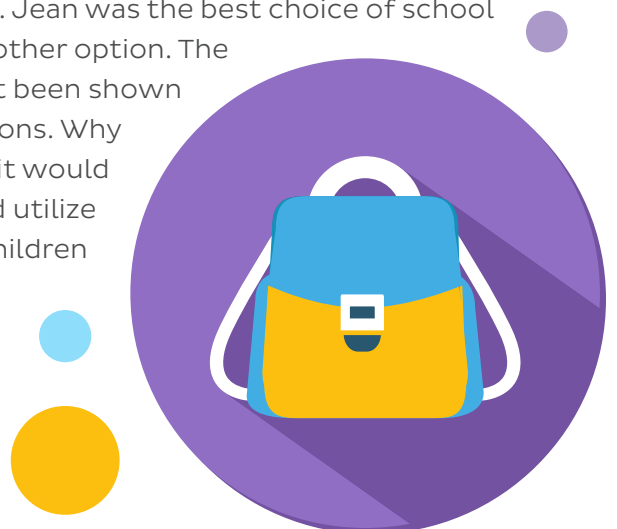
By closing St. Jean Elementary you are actually reducing the available resources. Closing this school no longer gives you the available capacity to accommodate the inevitable future overcrowding in the surrounding schools. The 2009 report stated that "6 of the best elementary schools in the City of Charlottetown were sites that had characteristics in common that are essential in terms of elementary schools." So let's look at St. Jean Elementary today; "safe in terms of traffic", St. Jean Elementary's new playground, paved section and grass field are all fenced in; unlike Pardale whose playground is not fenced in and is only steps from the school parking lot and the street. St. Jean also has "lots of recreational areas and green space", we have our own fenced in field right in our back yard, one that is attached to our school not somebody else's baseball diamond.

St. Jean is located directly in downtown Charlottetown so yes it is "easily accessible in terms of location", during the bomb scare in September of 2016 it took only minutes to get to St. Jean and find my child unlike the parents whose children attend West Kent who had to fight through the traffic on North River Road to get to theirs.

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"During the Category II study, school change options to address geographical concerns with existing school zones were also investigated, eg. Rezoning students to reduce travel time."

The only gains to closing St. Jean Elementary is to increase the utilization percentage. This report is based on a numbers not children dynamic. The report does not show us the other alternatives to closing St. Jean Elementary. It does not prove that St. Jean was the best choice of school to be closed because the report does not illustrate any other option. The report is saying this is the best solution, but we have not been shown any other reports showing failed solutions to other options. Why was closing Parkdale and Prince Street not an option as it would yield better utilization to merge the proposed zones and utilize the St. Jean building? This would have also allowed all children from Prince St. & Parkdale to move to the same school together so none of the children would be uprooted from their friends considering the schools are still in the same zones.



ENROLLMENT BASED ON PROPOSED ZONE CHANGES

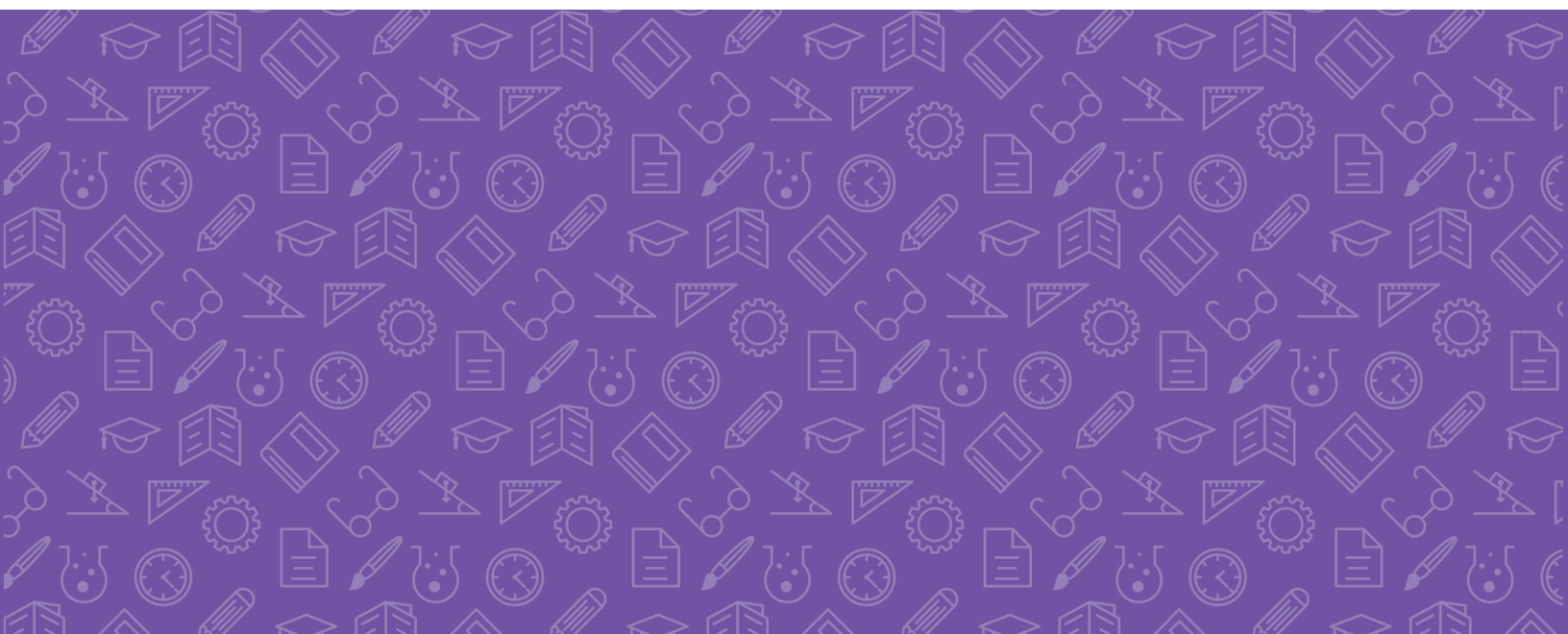
BETTER OPTION NOT INCLUDED IN REPORT

School	Totals	Capacity	Utilization
Birchwood Inter.	585	594	98.5%
Charlottetown Rural High	877	900	97.4%
Colonel Gray High	824	900	91.6%
Donagh Regional	216	244	88.5%
Glen Stewart Primary	626	569	110%
LM Montgomery Elem.	354	382	92.7%
Queen Charlotte Inter.	552	621	88.9%
Sherwood Elem.	572	575	99.5%
Spring Park Elem.	407	576	70.7%
St. Jean Elem.	444	461	96.3%
Stonepark Inter.	534	810	65.9%
Stratford Elem.	449	500	89.8%
West Kent Elem.	362	409	88.5%
West Royalty Elem.	541	558	97%
Family Totals	7343	8099	90.7%



COST PER SQUARE FOOT

School	Cost per Square Foot	Square Footage
Stonepark Inter.	4.03	108682
LM Montgonery Elem.	3.18	46212
West Royalty Elem.	3.12	58747
Donagh Regional	3.06	57416
Sherwood Elem.	3.06	57416
Glen Stewart Primary	3.01	69045
Prince Street Elem.	2.91	35790
Parkdale Elem.	2.82	24560
Stratford Elem.	2.81	53405
Colonel Gray High	2.78	135900
Charlottetown Rural High	2.77	154602
Queen Charlotte Inter.	2.74	94460
West Kent Elem.	2.61	37065
St. Jean Elem.	2.61	43375
Spring Park Elem.	2.20	66100
Birchwood Inter.	2.17	97285
Average	2.87	



Education is the most powerful weapon which you can use to change the world.

NELSON MANDELA



EDUCATION FACTORS

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“It was important to address the overcrowding situations at some elementary and intermediate schools. Overcrowded schools are challenged in delivering curriculum, programs, and services due to large class sizes and the number of home rooms.”

Closing schools leads to numerous grades becoming overcrowded, a fact hidden in this report. Glen Stewart mentions in Report 1 from September 2016 that one small room could be re-purposed as a classroom (only being able to accommodate 13 - 15 students). After the school closures and the rezoning most of these schools will be holding a capacity of over 90%, what kind of education will our children be getting when you have to start using broom closets as classrooms?

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“The number of students who live in each school catchments and the number of students who attend each school from outside the school catchment was considered before making a school change recommendation. This was to minimize the number of students negatively impacted by a school change.”

Doug Currie stated that of the 21,000 students on PEI only 2500 of these students will be rezoned, 1800 of these children will be from the Charlottetown area. How accurate are these numbers, because when looking at the proposed zones there are students from entire communities who will be moved? Upon closing St. Jean Elementary you are not just moving our 125 children from their school, you are moving children from every school, every one of these children will be negatively impacted. As well as not taking into consideration the negative impact on the children who are able to remain in their schools but lose their friends to the rezoning.

PROBLEMS WITH THE CATEGORY II CHANGE STUDY REPORT

- Report blueprints low quality and rooms used for calculations not clearly indicated
- The use of mobiles not clearly indicated
- All data tables should have had twice the data, one for current zones and one for proposed zones
- West Kent and West Royalty building reports missing
- Population trends West Kent data suppressed
- Proposed zone maps impossible to decipher
- Margin of error / accuracy of forecast not indicated or accounted for
- September report pages upside down requiring printing of report
- All content of report included in pdf as images not selectable text (it is 2017 not 1995)
- No forecast enrolment data provided for proposed zones
- No historical data for current zones
- Proposed zone historical data mislabeled according to report St. Jeans new zone, does not exist, but has great historical data and West Kents proposed zone has been empty until 2017
- Recommendation to close St. Jean does not follow any considered options (other options where St. Jean is kept open have not been proven as non viable options)
- Proposed rezoning fails to recommend better school family utilization (90.7% vs 88.7%) and more FTE (34.08 vs 11.6) available to redistribute

Data included in report:

- 2016 Baragar Enrolment History and Projections by School (2012-2031) - Current Zones
- 2016 Baragar Population History by Catchment (2005-2016) - Current Zones
- 2016 Baragar Population Projections by Catchment (2017-2031) - Proposed Zones or Current Zones missing data
- Baragar Enrolment based on Proposed Zones (2012-2016) - Proposed Zones

Data missing from report:

- 2016 Baragar Enrolment History and Projections by School (2012-2031) - Proposed Zones
- 2016 Baragar Population History by Catchment (2005-2016) - Proposed Zones
- 2016 Baragar Population Projections by Catchment (2017-2031) - Proposed Zones or Current Zones depending on what was included in report

All information above proves this report should not be used as the basis of any decisions regarding school closures. The lack of data and failure to maintain data integrity proves that this report has not been given the quality and care needed to make such a drastic change to our children and our community. Reading this report leads to more questions than to answers.

The recommendations in this report were supposed to be about the quality of education for our children but the inclusion of cost breakdowns without arguments indicates that it is geared to save money. And since building costs are only 10% of any school costs the next logical step will lead to teacher cuts with a savings of 90% of the cost of running St. Jean Elementary.

st-jean-elementary.github.io