

**PROPOSAL TO THE BOARD OF EDUCATION,
SCHOOL DISTRICT # 20**

December 15, 2010

Rossland Neighbourhoods of Learning Committee

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INTRODUCTION

The Rossland Neighbourhoods of Learning committee has been working closely with many different stakeholders and community groups to generate solutions for education in Rossland and in School District # 20 as a whole. We hope that these scenarios are taken into consideration as viable options for the configuration of Rossland schools. We believe that some of these concepts can be used District-wide to create a more sustainable education system in our area. Our main goal is to create vibrant, well used spaces for learning for the whole community, while maintaining excellent quality K-12 educational opportunities within Rossland.

In order to develop these scenarios, we worked collaboratively with the community. We held a community open house to present information and brainstorm ideas. There was a community education survey that we solicited responses for over a two month period (See binder submitted and Appendix D). Many fact sheets and newspaper articles were used to help spread information across the community. A stakeholder meeting was held with a variety of community organizations and groups that might be interested in Neighbourhood Learning Centre space. Individual meetings were held with many different stakeholders, Parent Advisory Councils, school administrators and teachers, School District staff, City Council, other School Districts, and contacts from the Ministry of Education.

The community is also actively working to fundraise and support the School District with the intention of removing some financial pressure and contributing to some long term stability in our educational facility configuration. This fundraising effort is through the Aviva Community Fund grant competition. The Rossland Neighbourhoods of Learning submission is in competition with over 1,500 other ideas from across Canada for a portion of funding. We have applied for up to \$100,000 to contribute to some of the renovations that will be necessary for either combining K-12 in one building, or adding a Neighbourhood Learning Centre to one of our schools. As a result of significant community and international support, the Rossland submission made it to the semi-finals and is currently sitting in fourth place in our category. The semi-finals ended today and the Rossland submission made it into the finals with over 13,600 votes. Whether Rossland succeeds in this competition or not, there has been a pretty strong message of support from people not only in Rossland and surrounding area, but from all over Canada. There are currently 2,822 people that are regularly voting for the Rossland submission, pretty amazing for a small city of 3,500 people. This speaks to the tremendous community will to maintain K-12 education in Rossland.

This proposal is comprised of two major sections. The first section outlines a broad vision for quality education across the District based on changing educational paradigms. It highlights some of the potential innovative models of education that could be applied in School District # 20 and explores the potential benefits of a greater adoption of the Neighbourhoods of Learning model within the District. Section two outlines two potential scenarios for education and facility configuration in Rossland.

VISION FOR QUALITY EDUCATION ACROSS SCHOOL DISTRICT # 20

We understand and acknowledge the difficult financial decisions that the School Board must continually make in order to meet the needs of all learners in the District, but we encourage the School Board to look at creative options that allow for quality education to exist across the School District without having to close schools. Many alternative models have been used successfully by other School Districts across the province in order to minimize school closures and ensure excellent education.

Education is changing and a new 21st century educational paradigm is slowly starting to replace the values that are the basis of our existing system. Being at the forefront of these changes is an exciting place for a School District to be. While change is often difficult, the changing values and attitudes that are starting to shape education will only lead to more successful, engaged, and balanced learners and individuals.

The BC Ministry of Education is starting to adopt new mandates that are helping to lead this paradigm shift. Personalized learning is one of those new mandates and will be a key element of the new educational paradigms of the 21st century. Personalized learning “takes a structured and responsive approach, providing experiences that enable students and their parents to make choices around what, when and where to learn. It strengthens the link between learning and teaching by actively engaging students and their parents as partners in learning.” (BCELC, 2010) It means that:

- “New emphasis will be placed on parental involvement and on tailoring our system to each child’s individual needs, interests and passions.”
- “New forms of schooling will be developed to provide greater choice...”
- “Smarter approaches will allow more resources to be focused on students’ learning needs, while less is spent on admin costs...” (Throne Speech, 2010).

A range of educational options is critical to maintaining a healthy, vibrant, growing region. By maintaining or increasing the options available to students within an area, we can give those students more chances to have a successful educational experience. Innovative education models and Neighbourhood Learning Centres, if adopted District-wide, could meet the needs of all students without having to unnecessarily close any schools.

Innovative Models of Education

While some may believe that larger schools always offer better education, there is a large amount of research that shows the benefits of small schools for many different types of students. Many families from other communities in the School District choose to send their students to Rossland Secondary School for the different choices that it offers. If the school was closed, many of these options may no longer be available to students, not only in Rossland, but in the surrounding area. J.L. Crowe Secondary, Stanley Humphries Secondary, and Rossland Secondary all have amazing strengths and specialties.

By looking at our schools as extensions of each other, and working together with all of the communities in the District, we can better meet the needs of all learners in School District # 20. Instead of viewing the three secondary schools as competing with each other for students, we need to look at the strengths of each school and emphasize those strengths. This three-campus model could allow for increased educational options in the secondary schools in this District. It is very beneficial for a School District to be able to offer different options and educational models to its students as it allows for higher levels of student success. This diversity in programming could also help School District # 20 to attract new families to the area.

There are a variety of ways to offer choice by keeping all three secondary schools open:

- Teacher efficiencies through technology
- Academy type programs / distributed learning
- Board Authority Authorized courses
- District-wide projects collaboration
- Shared labs / facilities
- Multi-grade and inter-generational learning opportunities
- Apprenticeship style programs

Technology

Through new and changing technology, there are now very diverse options for delivering quality education. For example, video-conferencing and team teaching are strategies used in other districts to help maintain academic and elective options for students, especially in the senior grades. In some areas in the province, a teacher may be shared by a number of different classes at different school sites. The teacher rotates in-person to each school, but each lesson is broadcast in all the classrooms through various types of video conferencing software, such as Elluminate. In this manner, schools with smaller class sizes can still offer all of the courses that students are looking for. In the past, this style of teaching was only thought of as a necessity in order to deliver education to small and remote communities. As this technology is more widely used by teachers, society is realizing that the possibilities are endless and can often greatly enhance traditional models of teaching.

Academy Model

The Red Mountain Academies use a very successful model that allows students to follow their passions while continuing with their regular core education program. Through the use of technology and distributed learning programs, teachers can customize the academic program for each student. This closely matches the mandate of personalized learning adopted by the BC Ministry of Education. New distributed learning tools are continually being created that offer programs for various learning styles, such as VLearn based out of Vernon, BC. The majority of students in the Academy programs are very engaged in their education because it is tailored to their specific needs, interests and passions. Growing the Academies and offering more variety in focus areas could really draw students to the District.

Board Authority Authorized Courses

Board Authority Authorized (BAA) courses are another way to increase programming choice in the District and possibly attract students to our schools. "Board/Authority Authorized Courses are courses offered by School Boards to meet local needs and student interests." (BCSTA, 2010). This style of course can help to meet the needs of individual learners by working with curriculum or subject areas in different ways. One option that could work well in School District # 20 is to offer outdoor and environmental education programs through the use of BAA curriculum. Our District

has a great diversity of natural environments and we need to view that as a strength to education. Other Districts, School District # 47 for example, have used the outdoor and environmental education focus to draw students to their district. This is another way in which students can follow their passions while pursuing a strong academic program. In our changing world, environmental education is becoming more and more important to developing aware, motivated, and responsible citizens.

District-Wide Collaboration

By increasing the amount of District-wide collaboration between teachers, more shared projects and efficiencies could occur. This idea could take on a variety of different forms. Elective teachers could work together on developing District-wide art or woodwork projects to extend student learning. Group buying and sharing of materials also leads to efficiencies and more opportunities for students. Instead of each school buying resources for their programs, the District could buy one set and teachers would work together to create a schedule for use in the classroom. This could also mean an increase in the available resources and use of the District Resource Centre. While some of these things are already occurring in the District, there are many new resources and ideas available that have not been explored by teachers due to lack of time and lack of funding.

Shared Use of Facilities

We have some amazing facilities in the schools and in the greater communities within this District. If we could share these facilities from time to time, students would have greater opportunities and it could lead to efficiencies across the District. Lab space could be shared between schools, so once a week or every couple of weeks, students could travel to another high school to use their facilities or surrounding environment to enhance their regular classroom learning. In this way, we can better emphasize and capitalize on the strengths of each of our schools and communities.

Multi-Grade Learning

Multi-grade learning opportunities not only address smaller class size issues, but offer significant possibilities for mentoring and experiential education activities that increase student success. While multi-grade groupings do not commonly exist at the secondary level, they can offer many benefits to secondary students. Teachers have more of a chance to use cross-curricular and experiential activities to improve learning. Differentiated instruction within a multi-grade grouping can allow for lessons to better reflect student needs rather than age-group norms. Whether multi-grade groupings are used full-time, or just for certain situations or subjects, they can lead to teacher efficiencies and increased student success.

Apprenticeship Style Programs

School District # 20 is already a leader in offering different apprenticeship programs to help them take positive steps in the career path that they have chosen. The existing Transitions to Trades program allows many students to be successful and get a head start into their future. Increasing the types of such programs available to students could be an added draw for students from outside of the District. It is also an excellent model that uses the resources within our communities to benefit our students.

These are just some examples of how School District # 20 could embrace the changing educational paradigm and offer quality education to all students in the District within their own communities. Please see Appendix A for additional information on many of the above mentioned ideas and initiatives.

Neighbourhood Learning Centres

The Neighbourhood Learning Centre concept is another way that we can make all schools in the District more viable for the long term. Partnerships between schools and communities not only allow for financial efficiencies and savings, but they can also enhance learning opportunities for students. The Neighbourhood Learning Centre initiative is a new mandate of the British Columbia Ministry of Education, as outlined below:

“This government has a vision for the future of education in British Columbia – one where schools and community organizations partner to create Neighbourhood Learning Centres where people can access educational and community services under one roof.

School districts are encouraged to consult with community partners and organizations to find unique and innovative ways to design schools with community use in mind and create places where people have better access to educational and community services. It is expected that all school districts are moving towards this inclusive approach to planning the use of new school space and including elements of Neighbourhood Learning Centres in all major renovations, new and replacement schools.

Neighbourhood Learning Centre schools may include many services, such as child-care programs, office space, health clinics, sports programs, seniors' centres or family resource centres.” (NLC Website, 2010)

Neighbourhood Learning Centres (NLCs) can better take into account the multiple spheres of influence that affect a child's development. Services for families such as daycares, family resource programs, health and dental clinics, counseling services, and after school care can all be made more accessible to families through the NLC model.

Neighbourhood Learning Centres can also increase a child's connectedness to community and provide more connections to adult role models. A great deal of research looks at what children need in order to develop in a healthy balanced way. Belonging and relationships are often key themes that are emphasized. By giving students the opportunity to be more connected with their communities and larger support networks, they can develop healthy relationships with adults instead of being more peer oriented. New research shows that students require attachment type relationships with adults rather than their peers. NLCs can also provide more chances for inter-generational learning. Students can gain empathy and respect from learning activities with all different age-groups. Inter-generational learning activities can open up doors for students to explore new ideas and activities. This concept also fits perfectly with the Ministry of Education mandate for education for all ages from birth to death.

Life-long learning is a goal for any human being, we are much happier and healthier if we continue to learn and grow throughout our lives. Access to new learning opportunities and increased connections within communities both help to create individuals who value life-long learning. A new idea has recently been gaining momentum across Canada with communities officially becoming “learning communities”. Learning Communities are: “Neighbourhoods, villages, towns, cities or regions that explicitly use lifelong learning as an organizing principle and social/cultural goal in

order to promote collaboration of their civic, economic, public, voluntary and education sectors to enhance social, economic and environmental conditions on a sustainable, inclusive basis.” (CLI, 2010). What a goal to strive for in all communities in our School District with our education system leading the way.

Possible partnerships and programs within a Neighbourhood Learning Centre:

- Mentoring programs
- Continuing education
- Education support services
- Health / dental clinics
- Recreation programs
- Libraries and literacy initiatives
- School / community kitchens
- Aboriginal friendship centres
- Strong Start centres
- Restorative justice programs
- Youth centres
- Family resource centres
- Seniors' centres
- Community art or woodwork studios / workshop space
- Community gardens
- Clubs
- Job skills / employment centres
- Counseling services
- Community meeting space

School District # 51 has used this concept to help keep schools open and offer more accessible services to families in their communities. In a meeting with School District # 51, it was expressed that the Neighbourhood Learning Centre concept is a “break-even piece” for the District. It does not generate revenue, but helps to cover costs in underutilized building, thereby keeping those buildings viable. The School Board decided that by keeping schools open, more space is created for family-oriented programs which support the community. School District # 51 stressed the importance of partnerships in order to better use space and offer more accessible programs for children and families. Partners include: the Ministry of Children and Family Development, Public Health Nursing, and Public Health Dental Services.

In School District # 51, the community spaces are called “Family Centres” and follow “an education-based model where as community partners we would co-locate, integrate, and deliver key services to Boundary Families, all the while sharing our strengths and our challenges.” (CYC, 2010).

Please see Appendix A for additional information on the above ideas, Appendix B for a list of the general benefits of NLCs, and Appendix C for a list of successful examples of the Neighbourhood Learning Centre concept.

SCENARIOS FOR ROSSLAND

School District # 20 has an honourable mission and list of values for education: "School District No. 20 (Kootenay-Columbia) is committed to serving learners, in partnership with our community, by providing quality public education. We value: equity and fairness in educational opportunities; lifelong learning commitment; education which honours diversity; student centered learning; partnerships with communities." Through an acceptance of alternate models and changing educational paradigms, the two scenarios outlined below offer the potential to meet all of those values and goals without taking away the opportunity for other communities in the District to do the same.

Scenario A

K-12 in one building in Rossland would take a significant amount of financial pressure off of School District # 20. It would meet the needs of students in the community of Rossland and also students that choose to attend a smaller school or a K-12 school. It would increase educational opportunities for students in Rossland and allow for the possibility of Neighbourhood Learning Centre space as well.

Phase One	K-12 in Rossland Secondary School (interior renovations, exterior elementary play space, and parking reconfiguration would be necessary)	September 2012
	MacLean becomes Neighbourhood Learning Centre (The City or a separate society could be the managing group for the Neighbourhood Learning Centre)	January 2013
	The Francophone school leases part of MacLean	September 2013
Phase Two	K-12 and NLC in a new school / renovated school building	Within the next five years
	The preference is for a major renovation to the existing structure in order to maintain the excellent community spaces we have with the auditorium, cafeteria, and shops, and then build new wings on to those core areas.	Within the next five years
	MacLean continues to house Neighbourhood Learning Centre and the Francophone school	Indefinitely

In Scenario A, K-5 would move from MacLean into RSS possibly as early as September 2012. Preliminary discussions around functionality of K-12 in the RSS building have already begun to take place. The K-7 students, composed of two Kindergarten classrooms for a total of 11 homerooms, could fit into the first and second floors of RSS. Primary classes and Strong Start could possibly fit onto the first floor, with grade 4-7 classes on the second floor. The secondary students from grade 8-12 can fit into the rest of the school.

If MacLean was allowed to be disposed of to the City or a separate society in order to become a Neighbourhood Learning Centre, it would not only be a great addition to the community, but would also save the District a significant amount of money. There are many programs and services within our community that are in need of or are interested in space within an NLC (see Scenario B).

Another part of this scenario is having École des Sept-Sommets lease or buy part of MacLean for their school. The Francophone school would then have an acceptable educational facility as they are not happy with their current location. There could also be efficiencies with shared space between the Francophone school and Neighbourhood Learning Centre programs with the gymnasium, multi-purpose room, etc. The Parent Advisory Council for École des Sept-Sommets recently conducted a survey of all of their parents and have identified this scenario as their preferred option (See Appendix E).

The part of the scenario that sees K-12 in RSS was addressed in Part 2 of the Planning for the Future process, but did not rank high in the recent Draft Facilities Plan. We would like to see it back on the table as a feasible option in the facilities planning process. As outlined in PFF Part 2, Scenario C, K-12 in RSS could result in these considerable benefits to the School District:

Savings

- Annual Operational Savings (2011/2012 forward) = \$218,500
(\$39,200 MacLean utilities; \$37,500 custodial; \$116,800 administration & non-enrolling staff; \$25,000 maintenance & grounds)
- Operational Savings (2010/2011) = (-\$236,500)
(\$10,000 one time moving and relocation costs; \$20,000 utilities; and \$25,000 grounds until disposal of property; \$400,000 RSS renovations)
- Proceeds of MacLean Disposal = \$900,000

Pros

- All ages of students get to attend school in their own community
- K-12 schools can offer amazing opportunities for multi-grade activities and learning
- K-12 configuration allows for more flexibility in staffing, handling Learning Assistance time, Teacher-Librarian time, Student Support Service teacher time
- Older students could take on leadership roles and have the opportunity to be role models; younger students could learn from older students
- Operational cost savings from MacLean; proceeds from sale of MacLean if a disposal is allowed by the Ministry of Education
- Reduce non direct classroom expenditures in the District
- Higher space utilization in Rossland area
- No additional transportation required
- Maclean closure would have the least impact on community as the students attend school only a few hundred metres away
- A rebuilt RSS in the future could allow for some exciting additions to our school and

- community space
- A new school building in the future could incorporate many green and energy efficient components
- There are no additional environmental impacts associated with busing students to school

Cons

- District will have to use its own funds to make at least some reasonable level of renovation
- May need to provide a portable, or alternate location, for the StrongStart program if it does not fit into the RSS building
- Implementation cost greater than savings in first year (unless we use proceeds from property disposal to cover renovation costs)
- Transition period moving from two separate schools to one K-12 school

Scenario B

Scenario B outlines the possibility of cost savings to the District through a Neighbourhood Learning Centre in Rossland. RSS could be renovated to include a Neighbourhood Learning Centre wing which would create space for community and informal education programs, while creating revenue for the School District. These programs and services would be available to school students as well as members of the greater community. There are a number of partners that have expressed interest in sharing space and/or providing programming. A Neighbourhood Learning Centre within our school(s) would allow us to create more opportunities for inter-generational life long learning, while keeping our schools viable in a formal educational context.

*Based on the survey of Francophone school parents, Scenario A is the preference, so the exact way that they would fit into the configuration of Scenario B is yet to be determined.

Phase One	Neighbourhood Learning Centre in RSS with grades 6-12 (interior renovations would be necessary to reconfigure space)	September 2011
	K-5 remains in MacLean	September 2011
Phase Two	K-12, (*Francophone), and NLC in a new school / renovated school building	Within the next five years
	The preference is for a major renovation to the existing structure in order to maintain the excellent community spaces we have with the auditorium, cafeteria, and shops, and then build new wings on to those core areas.	Within the next five years
	Disposal of MacLean (*possibly to Francophone school)	After a new school is built

Potential Partners in a Rossland Neighbourhood Learning Centre

- Rossland Recreation

- Rossland Library
- Kootenay Danceworks
- Rossland Chamber of Commerce
- Tourism Rossland
- Rossland Council for Arts and Culture
- Daycare and after school programs
- Kootenay Association for Science and Technology
- Seniors' Centre
- Caterers / food processors requiring a commercial kitchen

Pros

- School buildings become the center of the community
- Learning opportunities and programs in the school for all ages of community members
- Funds from leasing agreements help cover costs of upkeep for the building
- Space in RSS is utilized to a much higher level
- Opportunity to market the school with specialty programs that will draw people to the community
- Fosters inter-generational learning and life-long learning values
- Community schools enhance the socio-economic environment of the community by offering opportunities for young families to build support systems close to home
- Creates experiential education and cross-curricular opportunities for students
- Revenue from using the school during weekends and off-hours

Cons

- Some classrooms and school spaces need to be reconfigured or moved in order to accommodate an NLC
- Difficult to manage all the different people that would now have access to the school
- Some Neighbourhood Learning Centre partners may get forced out of their space in the future if RSS were to become a K-12 school

Neighbourhood Learning Centre space, within one or both of our schools, would be an excellent addition to this community and help to take some pressure off of the School District. The Neighbourhood Learning Centre model is an option that could be implemented more broadly across the District in a collaborative fashion. Rossland could serve as the pilot for this kind of more broad application of the NLC model.

Please see Appendix C for a number of different examples of communities that have had success with the Neighbourhood Learning Centre model.

APPENDICES

Five appendices are included to support this proposal including: Links to Additional Information (Appendix A), Benefits of Neighbourhood Learning Centres (Appendix B), Successful Examples of Neighbourhood Learning Centres, K-12 Schools and Alternate Schools (Appendix C), Rossland's Community Education Survey Results (Appendix D), and Survey of the École des Sept-Sommets Parents (Appendix E).

Appendix A – Links to Additional Information

RSA Animate – Changing Education Paradigms (Based on a talk given by Sir Ken Robinson)

<http://www.youtube.com/watch?v=zDZFcdGpL4U>

21st Century Learning in New Brunswick, Canada

<http://www.youtube.com/watch?v=EjJg9NfTXos>

RSS Student Video – about possible school closure\

http://www.youtube.com/watch?v=SvESTsOMt_o

Personalized Learning

BC Education Leadership Council

<http://www.bcelc.ca/>

BC Ministry of Education

http://www.sd20.bc.ca/tl_files/Ministry%20of%20Education/Personalized%20Learning%20Oct%202010%20PDF.pdf

VLearn – Vernon Virtual Education

<http://www.vlearn.ca/>

BAA Courses

<http://www.bcsta.org/baa>

Outdoor and Environmental Education

School District # 47 – Sustainability and Eco-Education

<http://www.outdoors.sd47.bc.ca>

School District # 22 – Earthquest Outdoor School

<http://www.earthquest.ca>

School District # 39 – TREK

<http://www.trekoutdoorprogram.ca/>

Saskatoon Public School Division – Eco Quest Outdoor Classroom

<http://www.ecoquest.ca/>

Small Schools research

<http://www.smallschoolsproject.org/>

“Small is Too Big: Achieving Critical Anti-Mass in the High School”

Tom Gregory, Indiana University

<http://www.smallschoolsproject.org/PDFS/smallistobig.pdf>

Neighbourhood Learning Centres

<http://www.neighbourhoodlearningcentres.gov.bc.ca>

UBC Neighbourhood Learning Centre Research by Kimberley A. Schonert-Reichel, 2010
http://www.neighbourhoodlearningcentres.gov.bc.ca/partnerships/assets/pdf/forum_abc.pdf

The Association for Community Education in BC
<http://www.acebc.org/index.html>

Child and Youth Committee of the Boundary Communities (SD # 51).
<http://www.boundaryfamily.org/index.htm>

Peer vs. Adult Attachment – Dr. Gordon Neufeld
<http://www.gordonneufeld.com/>

CLI – Learning Communities
<http://www.cli-ica.ca/en/analysis/learning-communities.aspx>

Edutopia – K-12 Education and Learning Innovations with Proven Strategies that Work
<http://www.edutopia.org/>

National Center for Community Schools (USA)
<http://nationalcenterforcommunityschools.childrensaidsociety.org/>

Coalition for Community Schools (USA)
<http://www.communityschools.org/>

Appendix B – Benefits of Neighbourhood Learning Centres

Benefits to Partners

Students

- More engaged and connected students
- Preparation for citizenship
- Improved academic achievement
- Better relationship between youth and adults
- Gain skills and talents from enriched curricular and extracurricular activities
- Feel a sense of value and belonging to the community
- Increased services to vulnerable students

Educators

- Improved student engagement and achievement
- Improved services to students that reside beyond education mandate
- Better use of taxpayer-financed buildings
- Increased community support for public education
- Greater job satisfaction
- Knowledge of social and community service referral process for families
- Develop skills for working with business partners, community volunteers and mentors
- Gain knowledge of and use of community resources to enrich classroom instruction
- More families participate in school programs

Parents / Families / Community

- Greater student success
- Increased community well-being
- More adults in students lives
- Safer schools and communities
- Gain an awareness of community's contributions to the school
- Connections to other families in community
- Knowledge of local resources for services and skill development
- Reduces the number of sites a family has to access for services
- Greater use of capital asset/tax dollars
- Makes school facilities available for community use

Government

- More efficient and effective use of taxpayers' dollars
- Easier to access needed services
- Better use of capital assets
- Greater respect for government and public education
- Citizen willingness to invest in education and government
- Co-location of services promotes integrated service delivery, innovation and creativity and reduces barriers to access for families
- Reduce capital cost of government services
- Consistent programming in one location in a community
- Reduces duplication of facilities

Businesses / Organizations / Foundations

- Expose students to career options and role models
- Better prepared workforce
- Gain improved access to community resources

Sources

- *Consultation processes with B.C. Provincial Government Ministries.*
- *Review of documents related to Community Schools in Canadian Provinces*
- *Making the Difference: Research and Practice in Community Schools. A report from the Institute for Educational Leadership's Coalition for Community Schools www.communityschools.org (Summer 2005)*
- *Sustaining School-Based Services: Insights from New Mexico's Integrated School-Based Services in Research to Results, April 2010*
- *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. National PTA, 2000*
- *Making it Work: Increasing Community Use of Existing School Facilities. Adrienne A. Parsons, May 2002*
- *Extended Schools. Directgov. United Kingdom, September 2009*

Neighbourhood Learning Centres

Likely Elementary Junior Secondary School

SD # 27 Cariboo-Chilcotin

When the school-age population shrinks, you might think a school would become less important. But exactly the opposite has happened in the Cariboo community of Likely. “We have very few young families living here now,” says community school coordinator Kathleen Davis. As the economic base has shifted in recent years, seniors and single adults now account for a growing share of the local population, which numbers between 300 and 350. While the school has faced challenges associated with declining enrollment, “the community – not just the parents – is involved in keeping it vibrant.”

Likely Elementary Junior Secondary School is used year-round for everything from public health services to job-related training. It also hosts a public library, arts programs, literacy programs, and recreation opportunities for people of all ages. It’s all part of the community school approach, a model used in Likely since 1998. Davis attributes their continuing success to “changing our focus depending on the needs and demographics of the community.” That includes engaging students and community members in joint activities, such as regular learning opportunities in the local Community Forest. There’s also a daily walk at the school and a general focus on environmental issues. “The programs we developed locally are the most rewarding,” Davis says, adding that “communication is the key.”

Her advice to others is to “work with the community so they understand the philosophy behind your initiative, with staff and co-workers on the site so they understand what you are trying to do, and with funding agencies so they appreciate your value.”

With this approach, Davis says, “we have created a more involved community, where everyone feels they have a vested interest in our children and school.”

Port Clements

SD # 50 Haida Gwaii

Haida Gwaii/Queen Charlotte school district (SD 50) broke ground in October 2007 on the new \$4.2 million Port Clements Elementary school and multipurpose complex. The new school and community centre will include instructional space for 50 elementary school students, a community kitchen, community library, daycare, exercise room, multi-purpose room, seniors’ meeting room and a teen room.

Southern Okanagan Secondary School (Oliver)

SD # 53 Okanagan-Similkameen

Boundary-Similkameen MLA John Slater was joined by parents, students and school district officials to unveil plans for a Neighbourhood Learning Centre that will be part of the \$29-million

rebuild of Southern Okanagan Secondary school. "This is a major and much-needed upgrade for our school," said Slater. "And with the addition of a Neighbourhood Learning Centre, the new school will be a resource that can be used by the whole community."

Southern Okanagan Secondary was built in 1948 and currently has an enrolment of close to 500 students. The addition to Southern Okanagan Secondary will be built to LEED Gold standard and will include a new library, computer lab, science classrooms, super science lab and a new gymnasium. The renovated portion of Southern Okanagan Secondary is expected to open in the fall of 2012.

Revelstoke Elementary and Secondary Schools

SD # 19 Revelstoke

The first two Neighbourhood Learning Centres will come to life at the new Revelstoke Secondary school and the community's new elementary school, Premier Gordon Campbell announced today. The Neighbourhood Learning Centre at the new Revelstoke Secondary school will include a community theatre and coordinated health services aimed at vulnerable teens, an on-site social worker, mental health services and substance abuse prevention.

Revelstoke Elementary will become B.C.'s first early-learning hub designed to provide seamless services for children from infancy to school age. The early-learning hub will include: a StrongStart BC program, two state-of-the-art childcare centres, an early-learning library and a child-care resource and referral program. The school will become the new home of programs that provide medical, dental, literacy and community services to students and their families. Another exciting feature of this school will be the addition of an acrobatic centre; twenty per cent of Revelstoke's student population participates in acrobatics.

"I would like to commend the Revelstoke school district for bringing community partners together in designing these schools with the needs of the community in mind," said Premier Campbell. "Schools serve as the perfect place for us to focus our attention on lifelong learning, from the needs of our youngest learners to those in the K-12 system, to providing families with the important services they need at one central location."

North Saanich Middle School

SD # 63 Saanich

The Province announced the construction of the new North Saanich Middle school in April 2009. The construction of the new school was an opportunity to create a space the whole community can use. Building on a successful partnership with the Peninsula Recreation Commission, the North Saanich Neighbourhood Learning Centre will include an enlarged gymnasium and fitness area, as well as space for meetings, fine arts and wood working.

Pouce Coup Elementary School

SD # 59 Peace River South

Peace River South MLA Blair Lekstrom today joined Peace River South board of education chair

Judy Clavier, educators, parents and students to open the \$4.4-million replacement of Pouce Coupe elementary school, which will better serve students and the community.

“I am very excited with the direction the new school is headed,” said Lekstrom. “This school was built as a collaborative effort between Pouce Coupe and the Province and has a modern, environmentally friendly design that will suit the needs of the students, staff and the community as a whole.”

K-12 Schools

There are 29 successful public K-12 schools operating across the province including: Crawford Bay, Kaslo, New Denver, and the Langley Fine Arts School. These schools provide quality education through a variety of methods including: multi-grade classes, technology based education, online courses linked with other small schools, experiential education programs, and mentoring programs

Crawford Bay Elementary Secondary School

SD # 8 Kootenay Lake

<http://www2.sd8.bc.ca/schools/crawfordbay/>

J.V. Humphries Elementary Secondary School (Kaslo)

SD # 8 Kootenay Lake

<http://jvhschool.bc.ca/>

Lucerne Elementary Secondary School (New Denver)

SD # 10 Arrow Lakes

<http://sd10.bc.ca/less/>

Langley Fine Arts School

SD # 35 Langley

<http://www2.sd35.bc.ca/lfa/>

Beattie School of the Arts

The Kamloops-Thompson School District renovated what was formerly Pineridge Elementary and converted the Pineridge Campus to a building that would house Beattie School of the Arts secondary students. On September 4, 2007, Beattie School of the Arts opened as a dual campus Fine Arts School of Choice. The McGill campus enrolls children in grades K-7 while the Pineridge campus enrolls children in grades 8-12 and offers a full program of study which meets Ministry of Education course and graduation requirements.

Victoria K-12 School of the Arts

<http://www.victoria-school.ca/>

Alternate School / Education Models

Dunster Fine Arts School

SD # 57 Prince George

The Dunster School of Fine Arts will be sold to the Dunster Fine Arts School Society. The sale will allow the Society to own the property, but School District 57 will hold the mortgage on the property. The price of the sale is \$39,500.00 minus a down payment. That price is based on the value of the land on which the school sits as the building is viewed as an older facility and the true value is the land.

Trustee Lois Boone commended District Treasurer Brian Mix for “thinking outside of the box” to make this happen. The Dunster School was one of the rural schools that was ordered to be closed by the School District last spring to offset budget shortfalls, residents of the community dug in their heels to keep it.

Sun Peaks Resort – Discovery Centre School

<http://www.balancededucation.ca/>

Appendix D – Community Education Survey Results

We received responses to the Community Education Survey from 433 different households. Of those responses, 413 or 95 percent were from Rossland. The survey showed some very interesting trends in terms of the priorities and wishes of Rossland residents around education. There are some great comments that bring up very constructive and beneficial points.

A binder with hard copies of the survey results, graphs, and comments has been submitted to the School Board as part of this proposal package.

Here is a link to the online version of the survey results:

http://www.surveymonkey.com/sr.aspx?sm=pFdA9jEYGqEZ3TLJYF6V6z_2fGh91wDY2wm83iz6Uznp0_3d

Appendix E – Survey of the École des Sept-Sommets Parents

The Ecole des Sept-Sommets PAC received 18 questionnaires back which is a fair representation (approximately 75% of the families as many families have two children in the school). Not everyone ranked all three choices as some just chose their first preference.

Please rank the following three options in order of preference:

1 - K-12 in RSS and ESS moving into the MacLean NLC? (12 first place votes, 1 second place vote, 2 third place votes)

2 - K-12 and ESS all in RSS by 2012? (5 first place votes, 8 second place votes, 2 third place votes)

3 - ESS moving into RSS with the NLC, while K-6 remain in MacLean? (0 first place votes, 4 second place votes, 9 third place votes)

Is keeping our school children near/with their cohorts important to you?

8 votes - highly important **7** votes - somewhat important **3** votes - not too important

Is maintaining a separate ESS school important to you?

5 votes - highly important **8** votes - somewhat important **5** votes - not too important

Comments: (some in English, some in French)

- *D'avoir K-12 quelque part à Rossland est plus important a tour le monde à Rossland que une école séparée pour ESS. On peut partager une place si ca peut permettre a tout les étudiants de rester à Rossland.*
- *Toutes les options de questions 1 semble raisonnable. L'important étant de garder nos enfants à Rossland si possible.*
- *From a community standpoint, it is extremely important that we keep our education system here, in Rossland, in order to ensure a strong community future of this amazing town.*
- *As the French school grows, it may eventually need to move to MacLean.*
- *Bien que je souhaite que nous puissions garder RSS ouverte, je pense que de mettre ESS dans la même école que MacLean & RSS sera une décision perdante pour notre école et pour les élèves.*
- *ESS in MacLean would allow for better gym times, library, etc... In addition, ESS could work an agreement with some of the NLC programs to offer enhanced extra-curricular options such as cooking, painting, etc...*
- *If we end up sharing facilities with the K-12 in the same building, we will be treated like 2nd class citizens, offered the 'leftover' times for gym access, likely no space for our own library. It would also be much more difficult to encourage the kids to speak French outside of the classroom if all they are hearing is English.*
- *I feel undecided on the best answer because: I would like my girls to be with their friends in the English school but I worry about ESS students not speaking as much French & feeling left out & isolated from the rest of the school.*



Corporation of the City of Rosland

Office of the Mayor

December 16, 2010

Mr. Gord Smith, Chair
School District No. 20 (Kootenay-Columbia)
120-1290 Esplanade
Trail, BC
V1R 4T2

Dear Mr. Smith:

Rosland City Council would like to express its support of the Rosland Neighbourhoods of Learning proposal that outlines two excellent options for maintaining K-12 education in our community. We believe that either of the two options would be feasible and extremely beneficial for this community. A range of educational choices is critical to maintaining a healthy, vibrant, growing community and region. Schools are vital to the fabric of any community and their existence creates an environment that promotes life-long learning for everyone.

The Neighbourhoods of Learning committee has been working closely with various stakeholders to generate these scenarios. Considerable public consultation has taken place in the form of a community open house, a community survey, mail drops, and discussions in various local media outlets. Thus far, this planning process has shown the passion for local education, and the willingness to create and support innovative change, that exists within this community. We believe that to be an asset to the School District as a whole.

We encourage the School Board to work together with all communities in the District in order to generate creative solutions for innovative education models that would alleviate the pressure to close schools and provide quality education to all students. There are many successful ways to deliver education that do not necessarily fit with the 30 student / 1 teacher / 1 classroom model that the education system is built around. Personalized Learning and Neighbourhoods of Learning are two recent Ministry of Education mandates that open up amazing possibilities for new ways of facilitating education. As a School District, we have the potential to be a leader in educational change by adopting these mandates and ideas in all of our schools. The Rosland Neighbourhoods of Learning proposal is a positive step in that direction.

Rosland City Council looks forward to working in collaboration with the School Board to bring about positive changes for local education. We encourage you to further explore the scenarios that are presented in the Neighbourhoods of Learning proposal and consider them as viable options for education in Rosland.

Respectfully,

Greg E. Granstrom, Mayor

1899 Columbia Avenue, Box 1179, Rosland, BC V0G 1Y0 • Phone 250.362.7386 • Fax 250.362.5451 • www.rosland.ca

December 15, 2010

Gordon Smith, Chair
Board of Education
School District No. 20
1290 Esplanade,
Trail, BC
V1R 4T2



Dear Mr. Smith and Board members:

Re: Rosland Secondary School and the Rosland Neighbourhoods of Learning

The purchase of Red Mountain Resort in 2004 by Red Mountain Ventures Inc. marked an important milestone in the development of Rosland as a self sustaining tourism economy. Over the past seven years our company has invested more than \$47 million in the resort. This capital has been spent on civil infrastructure, the construction of 100 residential homes and building sites, the installation of a new lift, ski terrain improvements, multi use trail development, Paradise Lodge, maintenance facilities and most recently, the \$3MM expansion and renovation of the historic Red Mountain Lodge.

A fundamental consideration for our investment group was and is the recognition that Rosland and Red Mountain have many inherent cultural attributes that differentiate our community from others. These cultural attributes form the basis for "quality of life" and include schools, churches, community, heritage and historic architecture. These are distinctive assets which we believe are critical in ensuring that the Rosland sense of place is maintained and enhanced. Education and learning facilities are a major part of the community's fabric of distinctive assets.

Business investors, residents and tourists are attracted to communities with a full range of unique learning opportunities. Capitalizing on alternative opportunities for Rosland Secondary is a key component towards attracting investment and working towards a sustainable economy for Rosland. A closure of Rosland Secondary would send the wrong message to investors, companies and young families and raises concerns regarding the long term vitality of the local community and government support. Red Mountain Resort has the future potential to generate millions of dollars of additional commerce in this region. Our development plans include the construction of neighbourhood housing clusters that will house full time residents, including young families. It certainly seems reasonable that we maintain the full range of learning alternatives identified in the December 15, 2010 Neighbourhoods of Learning report and that we maintain K-12 education in Rosland for the benefit of existing and future generations of Rosland children.

I would be pleased to meet with you to discuss this matter in greater detail.

Sincerely



Howard Patkev, President/CEO
Red Mountain Ventures G.P. Ltd.

cc: Hon. Dr. Margaret MacDiarmid, Minister of Education
Greg Granstrom, Mayor, City of Rosland

October 27, 2010

Mayor Greg Granstrom
City of Rosland
PO Box 1179
1899 Columbia Ave
Rosland, BC V0G 1Y0

Dear Mayor Granstrom:

Re: Neighbourhoods of Learning Centre Project

We support this project as an appropriate means of engaging stakeholders in developing a comprehensive vision, development of an action plan, and implementation of goals and programming for the Neighbourhood Learning Centre (NLC) as an asset to the community of Rosland.

Selkirk College is committed to effective use of its resources and assets to meet the learning needs of the West Kootenay Boundary region, of which the City of Rosland is a valued part. The NLC has the potential to assist us in that effort.

Selkirk College would like to partner on this project in any way that we can.

Sincerely,



Angus Graeme
Vice President Academic and Student Development

www.selkirk.ca

301 Frank Beinder Way
Castlegar, BC V1N 4L3
Phone: (250)365-1243 Fax: (250)365-1260
agraeme@selkirk.ca

December 14, 2010

Ms. Jean Borsa,
Superintendent
SD #20
Suite 20, 1290 Esplanade
Trail BC V1R 4T2

RE: Rossland Neighbourhood of Learning Proposal

Dear Ms. Borsa:

The Kootenay Association for Science & Technology (KAST) would like to express its support for the Rossland Neighbourhood of Learning Proposal. KAST is a non-profit, economic development association that serves the entire region through innovation and education in business, entrepreneurship and community development.



Educational options and innovations in education that support young people's learning advancement into post-secondary education are critical to both Rossland's and the region's sustainability and economic viability. The collaborative community planning process, which is exploring and developing many innovative approaches to education in Rossland and SD20, being undertaken by the Rossland Neighbourhoods of Learning Committee to identify the most appropriate ways to utilize Rossland's existing school assets is an excellent approach to finding win-win solutions for everyone in our School District and is an approach KAST supports.

Box 119
Rossland, BC
V0G 1Y0
Ph.(250)483-5052
Fx.(250)483-6872
e mail :
info@kast.com

The community of Rossland is committed to maintaining educational options, promoting life long learning and valuing schools as a centre of community life. KAST supports these values in all of the communities we work in across the West Kootenay-Boundary.

We encourage you to support the Rossland Neighborhood of Learning project and proposal, by championing the proposal with the Ministry of Education and by embedding it in your overall SD #20 plans.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Saldern', is written over a light blue horizontal line.

Kelvin Saldern
Executive Director



December 14, 2010

School District 20
Suite 120, 1290 Esplanade
Trail, BC
V1R 4T2

Dear Jean Borsa

RE: Neighbourhoods of Learning Proposal to the Board of Education

Rosland's Sustainability Commission extends its endorsement for the Rosland Neighbourhood Learning Committee's Proposal to the Board of Education submitted September 15, 2010.

Educational options are critical to Rosland's social and economic viability. The community of Rosland is committed to maintaining educational options and promoting lifelong learning. At the same time, we understand the value of schools as a centre of community life beyond the classroom. We are hopeful that the collaborative community planning process being undertaken by the Rosland Neighbourhoods of Learning Committee will identify the most appropriate ways to utilize our existing school assets, meet Rosland's educational and social goals, and find solutions that benefit everyone in our School District.

Our Commission hopes that the dialogue associated with the Neighbourhoods of Learning Proposal will lead to a viable Facilities Plan that works for all the communities in the District.

Sincerely,

Terry Miller
Chair
Rosland Sustainability Commission

December 12, 2001

Dear School Board #20 Trustees,

I am currently the Director of the RSS Dance Academy and it would sadden me to see Rossland Secondary School closed. The vast majority of my students are from Rossland and RSS works very well as an educational component to my dance program. This program has potential to attract students interested in dance from the area as well as Internationally.

All of the programs that I offer would be negatively impacted. The younger students that I currently have are dancers that will continue to dance and be part of the RSS Dance Academy. The program itself allows for flexibility and proximity which is vital for the dance program and for its continued growth.

Keeping K-12 in Rossland is vital for the success of the community and its continued growth. The closure of RSS would be devastating to our community. Families moving into the area are looking for a school. We need to keep one in Rossland.

Please do not allow the doors to be closed on an establishment that is engrained on all who have grown up here. It is a part of Rossland.

Warm Regards,

Renee Salsiccioli
A.I.S.T.D. Cecchetti Society of Canada

December 13, 2010

Ami Haworth

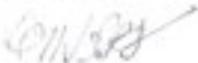
Neighbourhoods of Learning Committee

The Rosland Neighbourhoods of Learning committee has completed their proposal for the creation of a Neighbourhood Learning Centre in Rosland, which will be submitted to the SD 20 Board of Education on December 15, 2010. This report presents two options for creating a 'Neighbourhoods of Learning' Centre in one of the two school buildings in Rosland. This report demonstrates the strong commitment of the community of Rosland to work with the School District to explore creative solutions to maintain our schools and go beyond the 'status quo'. The community of Rosland fully understands that living under the constant threat of school closures is difficult and stressful for all members of our community, especially for our children attending these schools. As well, community members are aware of the difficult financial decisions that the Board of Education has to address. To that end, it is important for **all communities within SD 20** to formulate suggestions and solutions to best utilize our district facilities and resources in this time of tight budgets. Such suggestions and solutions do not necessarily have to rest on the closure(s) of our school facilities.

The Ministry of Education in British Columbia has identified a need to 'modernize' our educational system, by creating "new opportunities for early learning, smarter use of education resources and new choices for students". As well, there is an acknowledgement that we need to prepare our children for the challenges of living in the 21st century. Our community vision is to provide a wide range of educational opportunities from K to 12 and community services within our existing facilities. While the community of Rosland is committed to develop a Neighbourhood of Learning Centre(s) in Rosland, it is evident that this is a concept that could work well for other communities and schools within the district.

The Rosland Secondary School Parent Advisory Council (RSS PAC) supports the proposals contained within the Rosland Neighbourhoods of Learning Report. The RSS PAC encourages the Board of Education to critically examine the options proposed and incorporate these proposals as the Board continues to plan for the future of education in our communities.

Sincerely,



Diana Wilkes – RSS PAC Chair on behalf of the RSS PAC

To: School District 20
Board of Trustees

December 17, 2010

From: MacLean Elementary PAC

To Board Chair and Trustees:

The MacLean Elementary PAC would like to express our continued support of maintaining quality K-12 education in the community of Rossland. Our PAC has been very involved and informed in regards to the entire Planning for the Future process. Throughout this process we have conducted parent surveys, attended school district community meetings and board meetings, attended city council meetings, participated in NOL/VSS community meetings, and have considered what would work best for the Rossland students and the community, as well as the students from the entire district.

With the above information in mind and after reviewing the proposal from The Neighborhoods of Learning Committee we are in full support of the proposed scenarios put forward in this document. We feel that with the community interest and involvement that exists in Rossland these scenarios would work well, incorporate many, and benefit the student population, the staff, the district and the community.

Historically, the community of Rossland has been eager to explore innovative ways for the delivery of education to SD 20 students and has been very successful. We feel exploring and moving forward with ideas that may work well for Rossland will ultimately benefit the whole district.

Thank you for your attention,

Leslie Paul
MacLean PAC Chair

Ann Quarterman & Jill Sibbald
Association des Parents de l'École des Sept-Sommets
Conseil Scolaire Francophone #93
Box 45
Rossland, BC
V0G 1Y0

December 12, 2010

**Re: Rossland Neighbourhoods of Learning's Proposal to Board of Education,
School District #20**

The parent advisory council (PAC) for Rossland's francophone school, École des Sept-Sommets, has been and continues to be very supportive and a part of the process of exploring, discussing and implementing a Neighbourhood Learning Centre in Rossland and exploring ways to retain K-12 in Rossland.

As you can see from the submitted proposal our PAC has conducted a survey of our parents with a 75% return rate. Of the scenarios the Rossland Neighbourhoods of Learning is presenting, our parents preferred Scenario A but were not adverse to Scenario B if it made the difference in keeping K-12 in Rossland. Keeping K-12 in Rossland is a main priority for our parents, as our children move into School District 20 once they reach the end of the grades offered at École des Sept-Sommets (currently grade 6). Scenario A is the first choice for us because it ensures our children are in a place where a French environment would be more easily retained, encouraged and implemented. Both scenarios do answer our desire to move into a newer and more functional space for the school.

We support the work and research the Rossland Neighbourhoods of Learning Committee has done and feel strongly it is time to move forward and adopt a model of education within Rossland that will benefit the whole community, not only in Rossland but also in the greater District; Scenario A and B do this. We feel the committee has had a very collaborative approach and has ensured hearing all the voices in our area. As well the research has been thorough and shows how well either of these scenarios could service the educational needs of our community and save School District #20 some much needed funds.

The PAC of École des Sept-Sommets looks forward to continuing to be part of this process and strongly urges the approval of one of the scenarios, preferably Scenario A.

Sincerely,

Ann Quarterman
APÉ des Sept-Sommets
Rossland, BC

Jill Sibbald
APÉ des Sept-Sommets
Rossland, BC



Golden Bear Children's Centre

Golden Bear's - Where Education Cares

December 7, 2010

To Whom It May Concern

As the Director of Golden Bear Children's Centre, I am writing in support the Rosland Neighbourhoods of Learning project. As Rosland's not for profit and charitable early care and learning centre, we value both community and education for our all of our city's children.

The City of Rosland is an exceptional, family centred place in which to raise children. One only needs to saunter into our city's downtown core to see that our streets bustle with active and healthy, outdoor loving children. Our Main Square and Downtown Park often invite social times for our teens as they meet after school. It would be a shame for a lengthy bus ride to take this simple sense of community away. When our secondary school students are engaging in their healthy pro-social activities they serve as excellent role models for our younger children.

We applaud the Rosland Neighbourhoods of Learning committee in their proactive efforts to preserve our children's education. Their ideas are innovative and reflect a deep regard and respect for our future and its health and vitality. They are demonstrating a desire to safe guard our resources and environment with a plan for the full utilization of existing space while minimizing the environmental impact and expense in the use of fossil fuels that transporting our students would consume.

An appropriate place for our organization, to fit within this vision, may be of interest to us. Our very specific requirements are legislated and will require thoughtful planning and consideration. Most importantly the space we might share must also be adequate to fully support the healthy development of our youngest citizens. With the above being paramount, it would be exciting to work closely with other stakeholders in safeguarding all levels of education here in Rosland.

Sincerely,

Rebecca Stirling
Director

Rosland Childcare Society
Box 805
Rosland, B.C
V0G 1Y0
250-362-5856
gbcc@telus.net



KOOTENAY HOMES INC.

December 14, 2010,

Dear School Board #20 Trustees,

As a business owner in Rossland, I feel very strongly that RSS is a crucial component to the sustainability of our town. Retaining Kindergarten to grade 12 in our community is vital not only for the success of the businesses in Rossland but more importantly the entire social fabric of the community itself.

As a long time supporter of the benefits of small schools (I fought against the closure of Montrose Elementary, Cook Avenue Elementary, attended meetings and provided literature on the benefits of small schools to support both Webster and Glenmerry when they were threatened), I very strongly believe that children derive their sense of belonging in a community by being an integral part of it. I am a regular volunteer at RSS (and volunteered at Cook and MacLean schools previously). Although I am not a teacher, I am proud to say that I know close to 80% of all the kids in Rossland who are 11 years old or older by name. The important part of that isn't that I know them, but that they know that I know them – and care about them. In a large school (especially one that is not in our community) that would not happen.

Both of my children have been in the RSS Academy program – my son in the Free-Ski Academy from its inception in 2006 until his Grade 12 year and my daughter in the Dance Academy from its inception in 2007 to present. I will be the first to admit that there were some growing pains with the academy concept in the beginning years but all of my concerns have now been dealt with and I am very pleased with how the Academy is run. This is a very innovative way to deliver excellent education while allowing children to pursue their passions – my children have thrived and will both go on to post secondary education with a firm educational foundation.

Many families choose to move or relocate to Rossland because of the lifestyle opportunities that it offers. Being able to educate all of our children in our community is central to this lifestyle choice. It is time for the Board to work with us to come up with creative ways to utilize our wonderful facilities. The Neighbourhoods of Learning Center is a prime example of how we can affect positive change while still keeping K-12 in Rossland. I envision a multi-generational facility that becomes the hub of our town and provides opportunities for kids of all ages (even grown up kids) to grow and thrive.

Mary Amantea
mamantea@telus.net

ROSSLAND NEWS

Rossland News
PO Box 970
Rossland BC
V0G 1Y0

School District #20 (Kootenay Columbia)
120 – 1290 Esplanade Ave
Trail BC
V1R 4T2

December 13, 2010

Dear Jean Borsa and school board members,

I fully commend and support the work of the Neighborhoods of Learning Committee in their efforts to retain Kindergarten through Grade 12 education in Rossland.

This issue affects everyone in the community, regardless of whether they currently have children in the education system. Schools in small communities are often the centre or heart of the community and the loss of such a facility is far reaching.

As a parent of three children, would I consider moving to a community, such as Rossland, if it did not have a local school? It would certainly be a deterrent.

Would I have younger children attend school in one community and the older kids attend school in a nearby community? Probably not. As a parent juggling after school activities, the logistics of organizing everyone would, in all honesty, make me consider having all of the kids go to school in Trail to simplify things. Would we drive back up the hill for after school activities? Probably not, we might as well enroll for things in Trail, since we are down there anyway. What about the errands while the kids are at their activities? I would probably pick up my groceries, do any other shopping and make purchases while down the hill too. Why would I rush back up the hill to hit the stores before closing?

The closure of RSS has ramifications that go beyond the closing of a single school and the bussing of those children to Trail. The business community will suffer; the elementary school will see a decline in enrollment; local community groups would see a decline; the community as it exists today would be forever altered.

The residents that chose to live in Rossland do so for the community that exists today. There is a strong sense of community, a vibrant business community and a strong group of parents pulling to keep it that way.

Please consider the implications of the school closure that go beyond the cost savings for the district.

Sincerely,

Karen Bennett
Publisher
Rossland News



December 14, 2010

Dear School Board #20 Trustees,

As a business owner in Rossland I fully support the efforts and determination of our community to keep Rossland Senior Secondary School open. Our business is member driven and the RSS students that participate in our Strength and Fitness Program (and have for years) help support Better Life Fitness. The closing of RSS would have a significant negative impact on the community as a whole. Families would be less likely to settle here without K-12 being offered, some families may relocate putting a further burden on the community. Please consider the impact on local communities when you consider school closures.

Kind Regards,

Lori Craig
Better Life Fitness Rossland BC
250-362-2348



December 14th, 2010

To School District No 20 Board,

As a business owner in Rossland I am greatly disturbed that the possibility of closing Rossland Secondary School is being considered. On many levels I find this concept impossible to accept.

We experience a low incidence of vandalism at present. I believe that in part our youth have a vested interest in their community in part because they spend time in their community socializing, participating in extracurricular activities, have part time jobs in the community etc. There would be none of this if they are not part of their local, community school. Many of our students would be unable to participate in extracurricular activities due to time & transportation constraints. For some, there would not be time for the part time jobs which help to finance participation in the sports, band, drama programs etc.

We would be removing, yet again (as with our loss of hospital, RCMP, Firefighter) well paying jobs from our community. I believe we should start a campaign to call for parents in Dist. 20 to home school their children until there is a moratorium on school closures!

We need to be able to offer K-12 schooling in our community(ies) to enable us to encourage people considering a move to our community(ies).

Respectfully,

Roseanne Chobanuk
Legacy Gift Room
2185 Columbia Ave.
Rossland, B.C. Canada

**K2
CONTRACTING
LTD.**

PO Box 1740 2096 2nd Avenue Rossland BC
Ph: (250) 362-5552 Fax (250) 362-5508

December 13, 2010 -

School District # 20 Trustees

This letter is being sent in support of keeping Rossland Senior Secondary school open as a learning facility in Rossland. As a business owner and father of four children it is a grave concern to me that the school may be closed.

Keeping kindergarten to grade 12 schooling in our community is vital for the success of the businesses and the community at large. Many families choose to live in Rossland not only because of our recreation amenities but because their children can be educated in their town. We need those young families in our town and we need to attract more like them. K-12 education is a strong incentive.

There are many ways to broaden the scope of education to fully utilize the building and enhance the opportunities that Rossland offers to its residents.

Please consider the needs and wishes of the community when making your decision.

Sincerely,


Kevin Fairweather
Owner

December 13, 2010

Dear School Board # 20 Trustees,

This is a letter in support of keeping Rossland Secondary School open. As a business owner in Rossland it is an important economic factor.

Keeping Kindergarten to grade 12 in our community is vital for the success of the businesses in Rossland and more importantly the entire community itself.

Many families choose to move or relocate because of many of our assets but most importantly of the fact that there is K - 12 in our community. The loss of families choosing to relocate would have a negatively impact on my business and the business community in the long term.

Rossland prides itself on being able to offer all of the basic services for those choosing to relocate in our community. Please consider this when making decisions regarding school closures in our community.

Kind regards,

Stephanie Skrudland