



**THE BOARD OF EDUCATION
School District #33 (Chilliwack)
Regular Public Board Meeting
AGENDA
October 17, 2017
7:00 pm**

1. CALL TO ORDER – School District Office

- 1.1. Call to Order - **Welcome and acknowledgment of Stó:lō territory**
- 1.2. Adoption of the Agenda
(THAT the agenda be adopted as circulated.)
- 1.3. Approval of the Minutes
(THAT the minutes of the October 3, 2017 Regular Public Board meeting be approved as circulated.)

2. QUESTION PERIOD

3. PRESENTATION

- 3.1. Reconfiguration – Implementation Advisory Committee
Reconfiguration - Boundary Review and Feeder School
Options

4. ACTION ITEMS

5. INFORMATION ITEMS

- 5.1. BCSTA Report
- 5.2. Superintendent's Report
- 5.3. Trustee Reports
- 5.4. Meeting Summary
- 5.5. **Next Board of Education Meeting: November 7, 2017 - 7:00 p.m.**

6. QUESTION PERIOD ON AGENDA ITEMS

7. ADJOURNMENT



**MINUTES OF THE REGULAR MEETING
The Board of Education
School District #33 (Chilliwack)**

Date of Meeting: Tuesday, October 3, 2017

Location: School District Office

Members Present:

Chair	Mr. P. McManus
Vice-Chair	Mr. W. Krahn
Trustee	Mr. D. Coulter
Trustee	Mrs. S. Dyck
Trustee	Mrs. H. Maahs
Trustee	Mr. B. Neufeld
Trustee	Mr. B. Patterson

Staff Present:

Superintendent	Ms. E. Novak
Secretary Treasurer	Mr. G. Slykhuis
Assistant Superintendent	Mr. R. Arul-pragasam
Director of Facilities & Transportation	Mr. A. Van Tassel
Assistant Secretary Treasurer	Mr. M. Friesen
Executive Assistant	Ms. D. Vogel

1. CALL TO ORDER - School District Office

1.1. Call to Order

The Board Chair called the meeting to order at 7:02 p.m. - **Welcome and Acknowledgment of Traditional Stó:lō Territory.**

1.2. Adoption of the Agenda

137.17 Moved by: Trustee Krahn
Seconded by: Trustee Neufeld

THAT the agenda be adopted as circulated.

CARRIED

1.3. Approval of Minutes

138.17 Moved by: Trustee Maahs
Seconded by: Trustee Coulter

THAT the minutes of the September 19, 2017 Regular Public Board meeting be approved as circulated.

CARRIED

2. QUESTION PERIOD

CTA VP Ed Klettke asked if the Board of Education believes that teaching split classes requires more preparation and resources. Board Chair Paul McManus responded that it was not something the Board has discussed but it will do so and get back to him.

3. PRESENTATION – STRATEGIC PLAN UPDATE: ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

Janet Hall, Director of Instruction, Brenda Point, District Vice Principal – Aboriginal Education, and Sandra Victor, Co-Chair of the Aboriginal Education Advisory Committee presented a Strategic Plan Update to the Board of Education on the TS'ELXWEYEQW (CH-IHI-KWAY-UHK) Chilliwack Aboriginal Education Enhancement Agreement (AEEA).

The Aboriginal Education Advisory Committee, in working with First Nations, Aboriginal and school communities, has completed the discussions, planning and development of our new CH-IHI-KWAY-UHK Aboriginal Education Enhancement Agreement.

The AEEA goals represent the common beliefs and values that guide educational planning at the district and school level; each school will include an Aboriginal student success goal in their school growth plans.

Goals:

1. To increase Aboriginal students/families/guardians belonging and engagement at school.
2. To continue to increase academic success of all Aboriginal students.
3. To continue to increase the respect and understanding amongst all students and staff of the language, culture, governance and history of Sto:lo and ALL Aboriginal peoples.

We believe that the education of Aboriginal students is the shared responsibility of the student, parent/guardian, family, community, school and school district. It is with this in mind that the Aboriginal Education Enhancement Agreement (AEEA) has been developed.

4. ACTION ITEMS

4.1. Policy 222 – Board Committees

139.17 Moved by: Trustee Krahn
Seconded by: Trustee Neufeld

THAT the Board of Education approve the amendment to Policy 222 – Board Committees as presented.

CARRIED

4.2. Policy 233 – Recording of Regular Public Meetings

140.17 Moved by: Trustee Krahn

Seconded by: Trustee Patterson

THAT the Board of Education approve Policy 233 – Recording of Regular Public Meetings as presented.

CARRIED

4.3. Board Regulation 233.1 – Recording of Regular Public Meetings

141.17 Moved by: Trustee Coulter
Seconded by: Trustee Krahn

THAT the Board of Education approve Board Regulation 233.1 – Recording of Regular Public Meetings as presented.

CARRIED

4.4. Forms 233.1A & 233.1B – Parent & Staff/Public Consent for Recording – Regular Public Meetings

142.17 Moved by: Trustee Coulter
Seconded by: Trustee Krahn

THAT the Board of Education approve Forms 233.1A & 233.1B – Parent & Staff/Public Consent for Recording – Regular Public Meetings as presented.

CARRIED

5. INFORMATION ITEMS

5.1 Enrolment Update

Assistant Superintendent, Rohan Arul-pragsam provided a report on staffing, enrolment and instructional spaces.

5.2 Transportation Administrative Regulations

The following Administrative Regulations were presented for information:

- 710.1 – Transportation – Eligibility, Conditions and Registration
- 710.2 – Transportation – Operating Instructions
- 710.4 – Transportation – Registration and Fees

5.3 Administrative Regulation 608.1 – Assistance Dogs in Schools

Administrative Regulation 608.1 – Assistance Dogs in Schools and Form 608.1 – Assistance Dog Request Checklist were presented for information.

5.4 BCSTA Report

Trustee Neufeld reported that he will be attending BCSTA Provincial Council on October 27-28. Prior to that, he will share the Council resolutions in order to get the Board's views. He will also be attending the BCSTA Fraser Valley Branch's dinner meeting in Abbotsford on October 16.

5.5 Superintendent's Report

Superintendent Evelyn Novak was at a conference last week and, therefore, did not provide a report.

5.6 Trustee Reports

Trustee Dyck reported on the following:

- Attended the Reconfiguration – Implementation Advisory Committee on September 12.
- Attended the DPAC meeting on September 28.
- Attended the CSS Human Services Program opening ceremony – first year all three levels were in attendance. Representatives there: Big Brothers and Big Sisters, UFV Dean of Arts, Simon Fraser University, CSS.
- Attended Cheam startup BBQ.

Trustee Krahn reported on the following:

- Attended two Chair/Vice Chair Meetings with Senior Administrators to plan agendas.
- September 26th: Visited Cultus Lake Elementary to connect with staff and administration. I learned about Outdoor Place-Based Learning, which promotes learning that is local and considers the unique history, environment and culture of Cultus Lake. The learning recognizes and uses students' own place or immediate schoolyard, neighborhood, town and community for learning. The school is certainly taking advantage of its unique surroundings! The School also has a great relationship with the Cultus Lake Park's Board who had delivered 20 picnic tables that were used for the School's "Welcome Back" BBQ held on September 25th.
- September 26th: Visited Vedder Middle and connected with Administration to chat about their start up and about the transition from Elementary to Middle. Looking forward to connecting with staff and attending special events as their Liaison Trustee.

Trustee Maahs reported on the following:

- Attended the City's Transportation Advisory Committee meeting to explain that the school district did not have advance communication regarding plans to prohibit left turns into Evans Elementary.
- She is disappointed that the district has not received the FSA results from last year.
- Attended a Fairfield Island-City meeting regarding changes in that neighbourhood. It was a large meeting with about 600 people in attendance.

Trustee McManus reported on the following:

- The Board has received a lot of thank you letters and cards from students who received District Authority financial awards to assist them in their continuing studies.

Trustee Patterson reported on the following:

- Attended the CMS Parent Open House on Thursday on September 21st.
- Attended the Chilliwack Healthier Community Meeting on September 26th.
- Attended the Evans PAC Meeting on September 27th.
- Attended the Chance Fall Fiesta on September 28th.

- Looking forward to dropping by a number of schools this Thursday to recognize World Teachers' Day.

5.7 September 19, 2017 In-Camera Board Meeting Summary

Trustees: Paul McManus, Walt Krahn, Dan Coulter, Silvia Dyck, Heather Maahs, Barry Neufeld, Bob Patterson

Staff: Evelyn Novak, Gerry Slykhuis, Rohan Arul-Pragasam, Tamara Ilersich, Donna Vogel

1. Exempt Compensation
2. Superintendent Compensation
3. HR Report
4. BCPSEA Report
 - 4.1 Bargaining Vision Survey

5.8 Next Board of Education Meeting Date

**Tuesday, October 17, 2017
7:00 pm
School District Office**

6. QUESTION PERIOD ON AGENDA ITEMS

CTA VP Ed Klettke asked why the Education Policy Advisory Committee was not consulted on Policies 222 and 233. Trustee Silvia Dyck responded that these were governance policies of the Board that are not included in the mandate of the EPAC.

7. ADJOURNMENT

The meeting was adjourned at 8:39 p.m.

Board Chair

Secretary-Treasurer

BOARD OF EDUCATION

INFORMATION REPORT

DATE: October 17, 2017

TO: Board of Education

FROM: Bob Patterson, Trustee Co-Chair
Evelyn Novak, Superintendent

RE: **RECONFIGURATION – IMPLEMENTATION ADVISORY COMMITTEE**

BACKGROUND:

Committee Co-Chairs Trustee Bob Patterson and Superintendent Evelyn Novak will provide a summary of the Minutes of the October 10, 2017 Reconfiguration – Implementation Advisory Committee meeting.

Meeting October 10, 2017 Minutes

1. Welcome and Review of September 12 Minutes

Co-chair Trustee Bob Patterson welcomed Advisory Committee members. All members had an opportunity to introduce themselves and their respective groups. No questions were raised about the minutes of the September 12, 2017 Committee Meeting.

2. Boundary Review/Feeder Schools

Assistant Superintendent Rohan Arul-pragasam reviewed three DRAFT Options regarding redefined Boundaries and Feeder Schools and Co-Chair Patterson invited feedback from Committee members. Committee members shared the following questions and comments:

Student Safety

- Should attempt to minimize distance, especially for elementary school students.
- Should attempt to avoid having young students cross or walk on busy streets such as Vedder.

Proximity of Middle and Secondary Schools

- While it is important to try to balance enrolment at the two middle and two secondary schools south of the highway, the proximity of students' homes to the different schools should also be taken into consideration (e.g., if a student would be walking by a school, if students are a short distance away from a school).
- Need to try and keep siblings together in the same feeder stream.
- One member of the Committee suggested considering switching Watson and Promontory in Option 3. Watson is closer to Mount Slesse Middle School.

Late French Immersion

- French Immersion students may want to stay at Sardis Secondary because of the other programs/courses offered at the school (e.g., automotive, honours courses). Would those programs/courses be available at G.W. Graham?
- Some French Immersion students at Sardis Secondary are worried that they will not graduate with their cohorts.
- It was suggested by a Committee member that the French Immersion Program would be a positive additional program for G.W. Graham. Perhaps a succession plan for moving French Immersion to G.W. Graham could be considered for the future.

Transportation

- Logistics regarding bussing need to be taken into consideration.
- If additional bussing is needed, it needs to be planned for well in advance.

Communication

- It is important to communicate as clearly as possible with students, parents, staff and the community as the District works on planning for and implementing Reconfiguration. It would have been more clear if DRAFT had been on the first option, in order to communicate that there was an opportunity for feedback.
- It is important that the Reconfiguration Advisory Committee have more time to reflect on the pros and cons of the proposed options and for the Superintendent to continue accepting and responding to questions regarding the options.
- Board Policy 531 – School Admission and Choice needs to be communicated.
- Parents have been appreciative of the responses they have received to their questions and concerns.
- The District is always appreciative of feedback.
- The District needs to communicate that funding for new play structures at Middle Schools is under consideration.

Programs, Staffing, Facilities

- Need to ensure adequate number of teachers and education assistants at all school levels.
- What will happen to specialty programs such as the Outdoor Education program being offered at Vedder Middle School for grade nines? Would these programs continue at the grade eight level?
- It is important to think about how secondary physical education courses will be accommodated with more students at the secondary schools (e.g., PE outside in addition to the gym). There will be other options for non-compulsory courses such as woodworking.
- Primary and Intermediate at the elementary level are under discussion.
- What will happen with grade eight students currently at G.W. Graham?

3. Staffing for Reconfiguration

Co-Chair Superintendent Evelyn Novak noted that the District is meeting with the Chilliwack Teachers Association to discuss the process for staffing in preparation for fall 2018 reconfiguration of schools.

4. Elementary School Implementation Working Committee

Director of Instruction Janet Hall and Principal Chuck Bloch highlighted the work to date of the Elementary Schools in preparation for Reconfiguration.

Actions

- Schools are looking at honoring the grade 5 students and the grade 6 students.
- Discussion around joint celebrations, versus separate grade 5 from grade 6. Size constraints, facility restrictions and scheduling concerns all impact the decision.
- All schools are working through similar concerns in a manner that is best for the unique size, composition, traditions etc. of their building.

- Common themes: include grade 5 students in awards, celebrations, sports teams, assembly seating. Each school may have a different approach.
- Parents need to hear that we are looking at options to honor/include grade 5 students and that their concerns are being heard.
- Discussion around the transition to middle school i.e. gym blasts, activity options. Our suggestions and questions:
 - Ensure that students are able to participate in their “home school” transition activities.
 - Keep in mind and consider that the grade 5 students are younger and may need more structure to the transition activities.
 - Public knowledge sharing about the changes in the framework and structure (timetable, rotation) of middle school. Parents need to have the information that the structure is changing.
 - Incorporating opportunities for playground activities at middle school.
 - Socio-emotional learning is going to be key.
 - Articulation meetings: is there a possibility to see the students in the elementary setting before transitioning (if staffing was complete). What framework could work to allow teachers at both schools the opportunity to observe?
 - What is the best time frame for articulation meetings? Meetings need to be done earlier this year (April perhaps).
 - What will the assessment/intervention structures look like at the middle school level? i.e., guided reading, small group instruction.
 - Visits to middle schools for elementary administrators.
 - Visits to elementary schools for middle administrators.
 - Visits to existing K-5 schools by our committee.

5. Middle School Implementation Working Committee

Director of Instruction Kirk Savage and Principal Paula Gosal highlighted the work to date of the Middle Schools in preparation for Reconfiguration.

Completed

1. The MANDATE of the Middle Working Committee was reviewed and finalized.
2. The Values, Vision and Mission statement was revisited, revised and completed.
3. The Committee agreed Reconfiguration could be the first item on the agenda at staff meetings, and that CUPE staff will be invited. CUPE staff would be excused if they wish after the Reconfiguration item.
4. The Committee agreed that CUPE staff would be invited to serve on school based working committees.
5. The Committee will provide the following suggestion to the Secondary Working Committee: That there be facilitated parent nights for grade 8/9 as they transition.
6. WEB Training is available in Blaine, WA at the end of February. The cost will be significantly less per person that anticipated (approx. \$2800 per person) if we register before January 24, 2018.
7. A comprehensive list of resources that will be needed at middle schools was created. The list includes both facilities and educational items.

- a. Play structures
 - b. Need to develop outdoor activities on the school grounds that promote play
 - c. Books for libraries
 - d. Possibly newer, smaller desks
 - e. Carpets
 - f. Science equipment etc. that go with the grade level curriculum – should it be transferred if no longer useful at the original school?
 - g. Smaller and more sports uniforms
 - h. Professional resources for teachers and in-service for teachers who may be required to teach other courses such as French and PE
8. The Curriculum Department is providing the SPARK retreat in December for middle school educators. The retreat will be over two days at Harrison Hot Springs Resort.
 9. The timeline as presented to the Advisory Committee was shared.
 10. The committee discussed the inclusion of student voice in the process. (Co-creation of school identity after reconfiguration, Leadership in WEB/LINK, and ongoing discussions in Advisory classes).

Actions

1. Staffing Process
2. Boundary Review
3. Parent night presentation structure, speaker(s)
4. Communication – it is anticipated that timely and informative information will be communicated publicly
5. The timeline will be organic and may change as we travel through the year

6. Secondary School Implementation Working Committee

Assistant Superintendent Rohan Arul-pragasam and Principal Brian Fehlauer provided a report regarding the work of Secondary Schools in preparation for Reconfiguration Fall 2018.

Actions

- Discussed options regarding Boundary Review and Feeder School Relationships
- Boomerang Project Peer Mentoring LINK Crew Training - this training has been very effective in other school districts (e.g., Abbotsford, Kelowna). Discussed potential training dates, each school to provide the names of two teachers for training February 26-28, 2018.
- Next steps:
 - Start to plan on what resources your schools will need – facilities, department course offerings and resource allocations.
 - Staff have questions before they can plan – how can we configure things like carpentry? Is it a site choice? Resources? Grade 9 textbooks. New grades 9-12 across the board from our current budget?
 - Is there a budget for reconfiguration? There will be a budget but information is needed before it is finalized.
 - In the next month, discuss course offerings with your school teams, based on the availability of space, different for each school.
 - Need to explore based on who your students will be, aligning with the new curriculum.
 - How many students will you be getting and then start to plan for them.

- Need to be creative in developing courses for students within the timetable and possibly outside of the timetable.
- Gym space will be a problem for all secondary schools.
- We don't want to provide a lesser selection of courses for grade 9s than what they would have had if they stayed where they were.
- Can possibly do a larger block once a week – extended block, double block in an afternoon.
- Everything is up for discussion – need to consider what is reasonable.
- Have to explore transportation as well.
- Need information by November: budget, course offerings, athletics, space allocation, redesigned curriculum, split shifts.
- Good to have differences among schools.
- Need to have the flexibility to accommodate more students if necessary.
- Staff request to have their new colleagues prior to the end of June.
- For next meeting: rough estimate of costs to contribute to the district budget process, impact on facilities beginning with core courses.
- Also looking for more feedback on issues related to reconfiguration (i.e., what are you hearing from families?).

7. Next meeting date: Monday, October 23, 4:00 pm, Alumni Hall – 1st Flr., NLC

BOARD OF EDUCATION

INFORMATION REPORT

DATE: October 17, 2017

TO: Board of Education

FROM: Evelyn Novak, Superintendent

RE: RECONFIGURATION – BOUNDARY REVIEW AND FEEDER SCHOOL INFORMATION

BACKGROUND:

In preparation for Reconfiguration Fall 2018, an option to redefine south side school catchment boundaries and feeder schools was shared with the Board of Education and prepared for the Reconfiguration – Implementation Advisory Committee Meeting on October 10, 2017.

The option and proposed change was posted on the school district website, school websites and was shared publicly on Thursday, October 5, 2017.

In summary, feedback was received related to the following areas:

1. Elementary student safety in walking to the new middle feeder schools, particularly in areas where there are no sidewalks.
2. Elementary and middle school students having to travel greater distances in the redefined middle and secondary boundaries.
3. The Secondary French Immersion program being moved from Sardis Secondary to GW Graham.

The Superintendent and Assistant Superintendent responded back to parents, students and staff by email and telephone.

Two additional Draft Options, in addition to the first Draft Option, were created and shared with the Reconfiguration Advisory Committee on October 10th, 2017.

The Reconfiguration Advisory Committee reviewed the three Draft Options to be presented to the Board of Education at its meeting on October 17, 2017 and provided initial feedback to the Superintendent.

The Committee determined it would meet again the week following the Board Meeting to provide additional feedback to the Superintendent regarding the three Draft Options.

The three Draft Options for Boundary Review and Feeder School changes were posted on the district website on Wednesday, October 11, 2017. The Superintendent provided opportunities for feedback from the community regarding the three Draft Options to be received.

NEXT STEPS:

1. Continue to collect feedback regarding the three Draft Options regarding Boundary Review and Feeder Schools changes from the community.
2. Reconfiguration – Implementation Advisory Committee to meet and provide feedback to the Superintendent.
3. Provide Decision Report to the Board of Education regarding Recommendations for Boundary and Feeder School changes.

GOALS: To provide information regarding balancing enrolment figures after Reconfiguration.

To provide clarity regarding the new feeder school relationships at middle & secondary on the south side, following Reconfiguration.

OUTCOME: Clear understanding of enrolment figures at VMS, MSMS, SSS and GWG.



BOUNDARY REVIEW AND FEEDER SCHOOL RELATIONSHIPS – OPTION #1

FACTS:

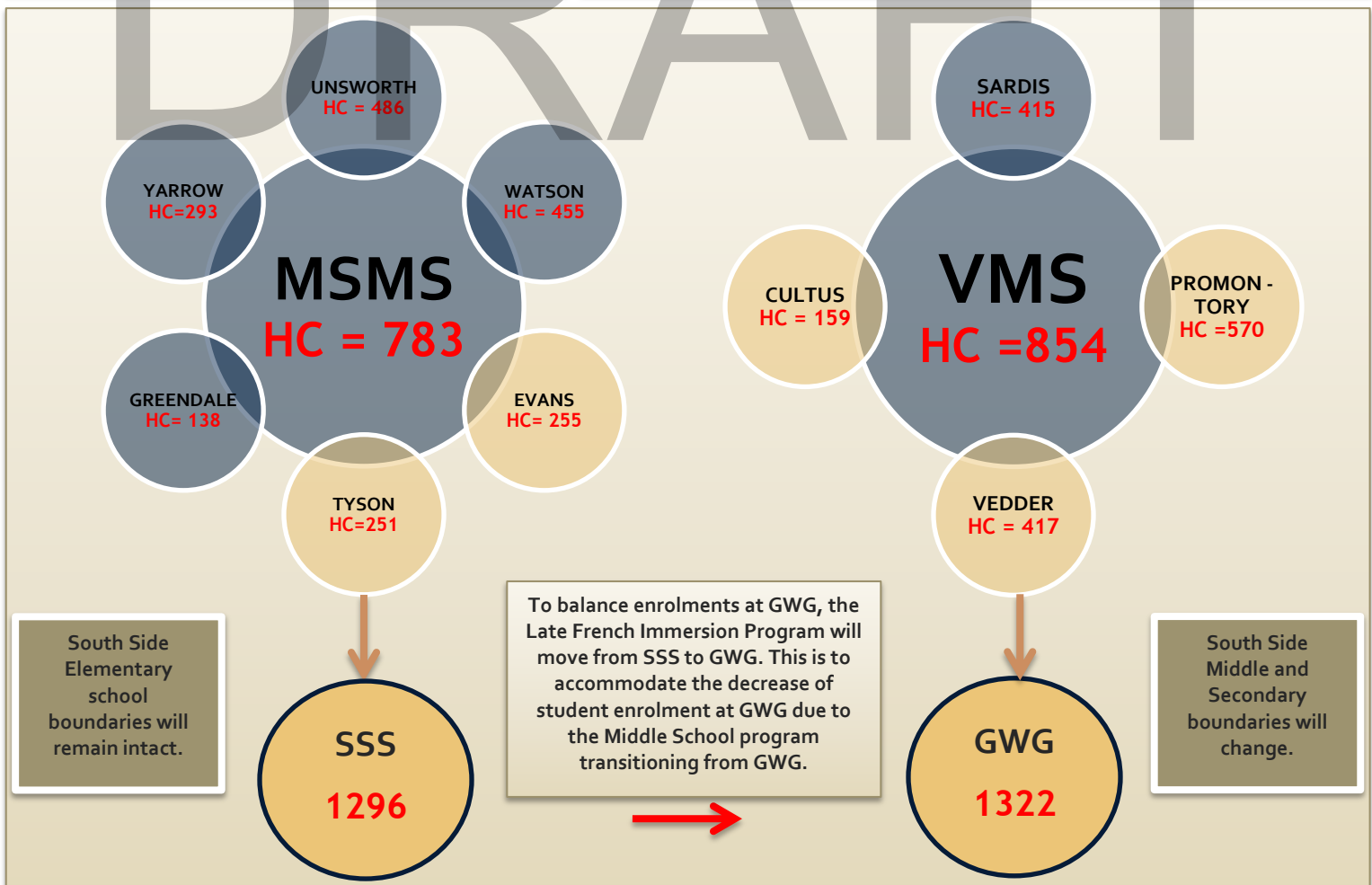
- ✓ Based on the 1701 September 2016 data, on average, 30% of the student enrollment at each of our schools is comprised of out of catchment students (some exceptions given closed boundaries, for example 100% of enrolled students at Promontory reside in the Promontory catchment).
- ✓ This practice is aligned with what is written in policy 531 – School Admission and Choice, where the admission process should maximize the students’ and parents’ ability to choose the school and educational program which best meets the students’ educational needs, subject to the availability of space, programs and resources as determined by the school district.

BOUNDARY CHANGES:

- ✓ The district will redefine its elementary and middle feeder school relationships as well as the placement of the District Late French Immersion program on the south side of the highway with the goal of balancing student enrolments at middle and secondary schools.
- ✓ No change is recommended affecting schools on the north side of the highway given existing functional capacities at all schools.

GUIDING PRINCIPLES:

- ✓ Enrolments to be balanced at middle and secondary.
- ✓ All boundary changes are made to keep redefined Families of Schools together.
- ✓ Space for District Programs is a consideration.
- ✓ To maintain safety of students, safe walking routes (particularly for elementary students).
- ✓ To minimize elementary school students’ walking distances.
- ✓ To create space to continue to accommodate student and parent choice – Policy 531.



PROJECTED ENROLMENT MIDDLE SCHOOLS ON THE SOUTH SIDE:

- ✓ Extrapolate the grade 6 numbers over three grades and it is easy to see each middle school will have an enrollment of over 900 students with a balanced population. This would be until we have built a new elementary-middle school on the south side.

It is assumed that in the future years Promontory, Vedder, Sardis and Cultus will feed into Vedder Middle School. This does not include 30 Late French Immersion students from CMS - LFI will continue to run at both CMS and VMS.

VEDDER MIDDLE SCHOOL PROJECTED GRADE 6 STUDENTS

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Gr 6		318	293	319	328	300	315	357	311	340	324	321	321	321	317

It is assumed that in the future years that Evans, Tyson, Watson, Yarrow, Greendale, Unsworth will feed into MSMS. Please note that these projections do not include local knowledge which may impact long term projections.

MOUNT SLESSE MIDDLE SCHOOL PROJECTED GRADE 6 STUDENTS

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Gr 6		294	308	333	285	349	306	323	337	334	330	342	347	351	351

PROJECTED ENROLMENT FOR HIGH SCHOOL LATE IMMERSION PROGRAM ON THE SOUTH SIDE:

- ✓ Move the SSS Late French Immersion to GWG as they are losing two middle school grades of approximately 300-350 students. SSS LFI program over 4 grades will be about 230 students.

A Projection of Total Enrolment: LATE FRENCH IMMERSION VEDDER MIDDLE SCHOOL

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
6	60	60	60	60	60	60	60	60	60	60	60	60	60	60
7	60	58	58	58	58	58	58	58	58	58	58	58	58	58
8	56	56	56	58	58	58	58	58	58	58	58	58	58	58
9	52	52	52	52	59	63	66	62	62	62	62	62	62	62
Total														

A Projection of Total Enrolment: LATE FRENCH IMMERSION SSS (Moved to GWG)

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
10	61	70	71	71	71	84	90	95	88	88	88	88	88	88
11	59	56	64	65	65	65	77	83	87	81	81	81	81	81
12	58	57	54	62	63	63	63	75	80	85	79	79	79	79
Total	178	183	189	198	199	212	230	253	255	254	248	248	248	248

PROJECTED ENROLMENT FOR HIGH SCHOOLS ON THE SOUTH SIDE:

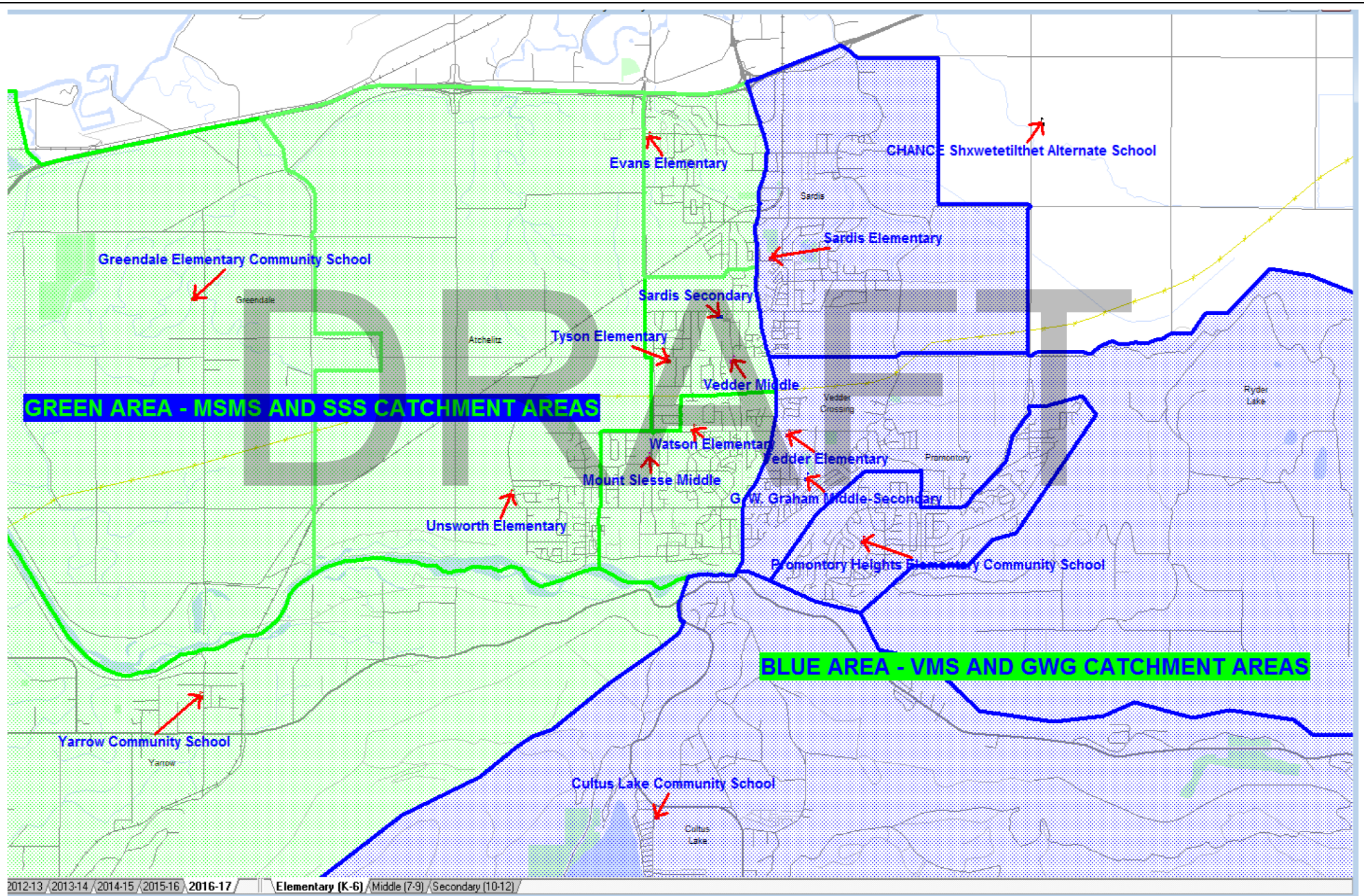
ALL PROGRAMS GWG SECONDARY AFTER RECONFIGURATION

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Total	1279	1261	1377	1233	1289	1204	1215	1216	1240	1277	1254	1290	1299	1263

ALL PROGRAMS SSS AFTER RECONFIGURATION

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Total	1339	1211	1182	1323	1242	1386	1410	1461	1455	1471	1501	1476	1511	1536

REVISED BOUNDARIES – OPTION 1: GREEN AREAS MSMS AND SSS; BLUE AREAS VMS AND GWG



GOALS: To provide information regarding balancing enrolment figures after Reconfiguration.
 To provide clarity regarding the new feeder school relationships at middle & secondary on the south side, following Reconfiguration.
OUTCOME: Clear understanding of enrolment figures at VMS, MSMS, SSS and GWG.



BOUNDARY REVIEW AND FEEDER SCHOOL RELATIONSHIPS – OPTION #2

FACTS:

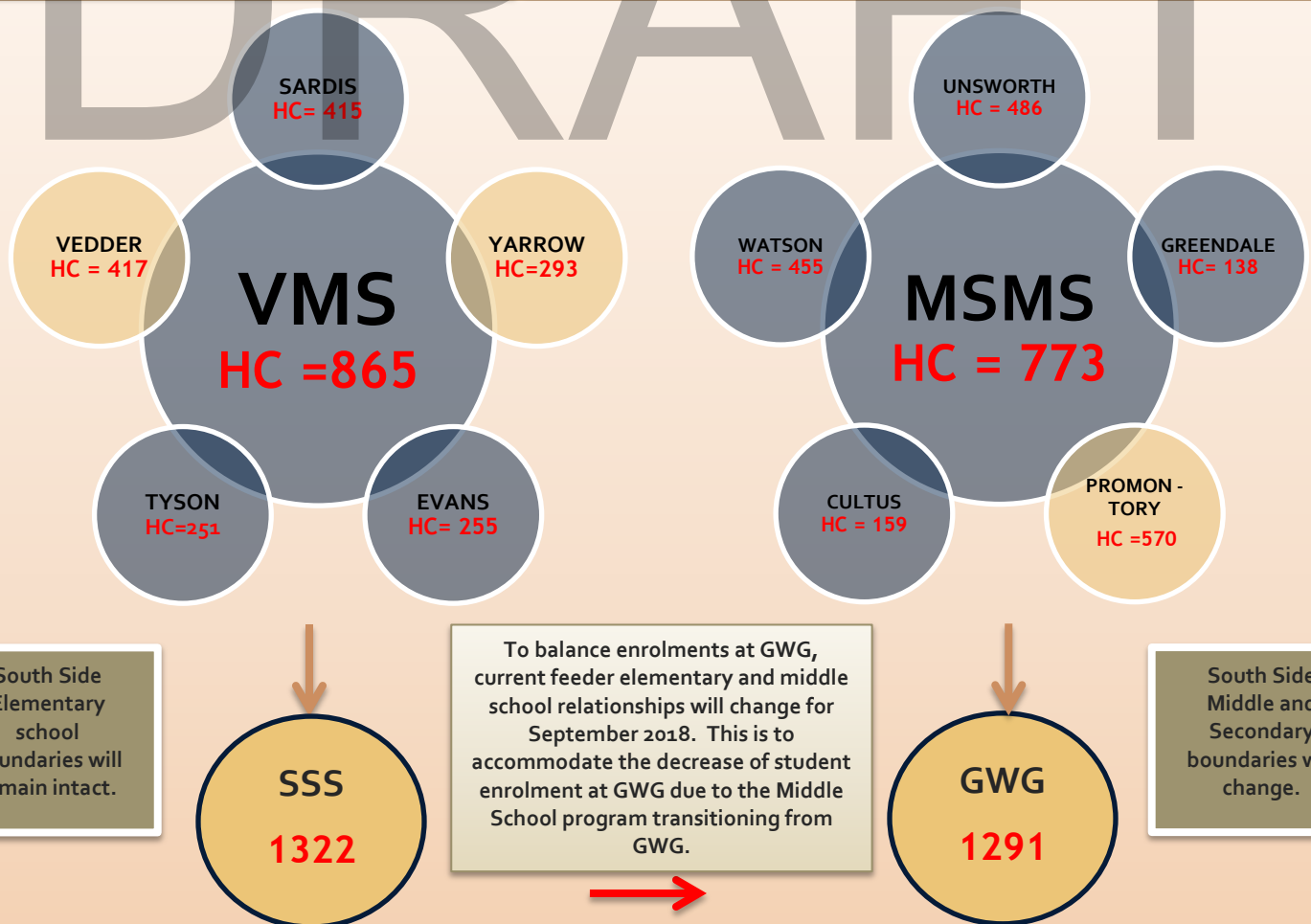
- ✓ Based on the 1701 September 2016 data, on average, 30% of the student enrollment at each of our schools is comprised of out of catchment students (some exceptions given closed boundaries, for example 100% of enrolled students at Promontory reside in the Promontory catchment).
- ✓ This practice is aligned with what is written in policy 531 – School Admission and Choice, where the admission process should maximize the students’ and parents’ ability to choose the school and educational program which best meets the students’ educational needs, subject to the availability of space, programs and resources as determined by the school district.

BOUNDARY CHANGES:

- ✓ The district will redefine its elementary and middle feeder school relationships on the south side of the highway with the goal of balancing student enrolments at middle and secondary schools.
- ✓ No change is recommended affecting schools on the north side of the highway given existing functional capacities at all schools.

GUIDING PRINCIPLES:

- ✓ Enrolments to be balanced at middle and secondary.
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- ✓ To minimize elementary school students’ walking distances.
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PROJECTED ENROLMENT MIDDLE SCHOOLS ON THE SOUTH SIDE:

- ✓ Extrapolate the grade 6 numbers over three grades and it is easy to see each middle school will have an enrollment of over 900 students with a balanced population. This would be until we have built a new elementary-middle school on the south side.

It is assumed that in the future years Tyson, Evans, Sardis, Yarrow and Vedder will feed into Vedder Middle School. This does not include 30 Late French Immersion students from CMS - LFI will continue to run at both CMS and VMS.

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Gr 6		319	279	328	321	324	306	322	301	312	302	307	310	311	310

It is assumed that in the future years that Greendale, Unsworth, Cultus, Watson and Promontory will feed into MSMS. Please note that these projections do not include local knowledge which may impact long term projections.

MOUNT SLESSE MIDDLE SCHOOL PROJECTED GRADE 6 STUDENTS

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Gr 6		293	322	324	292	325	315	358	347	362	352	356	358	361	358

PROJECTED ENROLMENT FOR HIGH SCHOOLS ON THE SOUTH SIDE:

ALL PROGRAMS GWG SECONDARY AFTER RECONFIGURATION

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Total	1291	1295	1434	1317	1273	1279	1266	1318	1328	1351	1394	1422	1463	1457

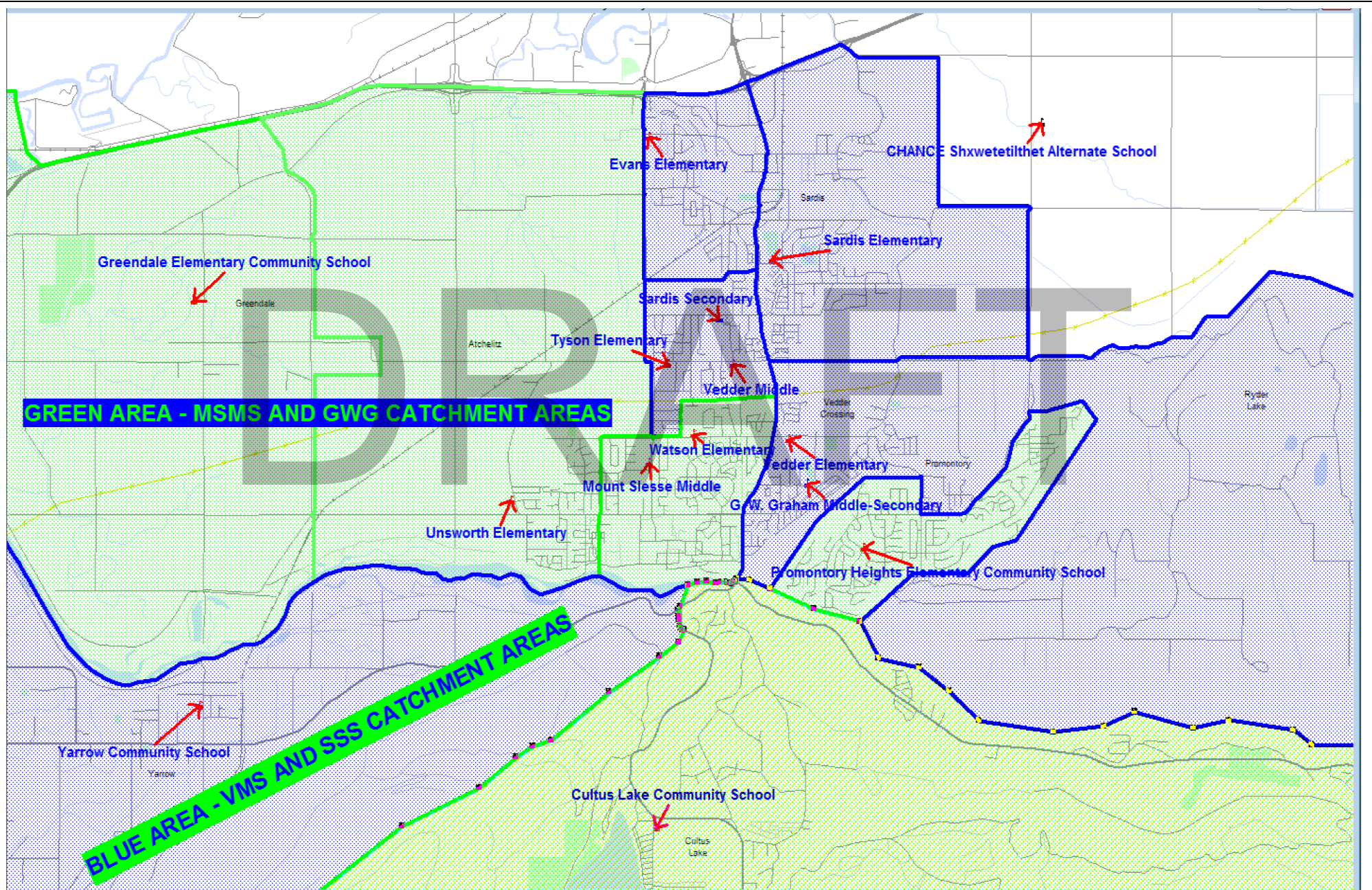
ALL PROGRAMS SSS AFTER RECONFIGURATION

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Total	1322	1153	1066	1139	1162	1278	1303	1304	1323	1315	1299	1287	1280	1264

Please note the following key points in this analysis:

- ✓ The Late French Immersion program will continue to operate on the south side at SSS.
- ✓ Attached please find a map that clearly displays the Middle School and Secondary School boundaries. The highlighted blue elementary school boundaries will now make the Vedder Middle and Sardis Secondary School boundaries while the highlighted green boundaries on the south side of the highway will feed into Mount Slesse Middle and G.W.Graham Secondary School.
- ✓ As the population starts to grow to the south of Unsworth Elementary, it will have an impact on the enrolment at G.W.Graham Secondary School.
- ✓ One of the key areas still to investigate would be the overall cost of bussing students to MSMS and to G.W.Graham Secondary School.
- ✓ Although the boundaries are fragmented, this option will ensure enrolment figures are relatively balanced at both the Middle and Secondary schools on the south side of the highway.
- ✓ Note that there will be a slight dip in the population at SSS in 2020, although this enrolment may increase as a result of school choice that will allow secondary school students to choose a program that best meets their educational needs based on space and resource allocations.

REVISED BOUNDARIES – OPTION 2: GREEN AREAS MSMS AND GWG; BLUE AREAS VMS AND SSS



GOALS: To provide information regarding balancing enrolment figures after Reconfiguration.

To provide clarity regarding the new feeder school relationships at middle & secondary on the south side, following Reconfiguration.

OUTCOME: Clear understanding of enrolment figures at VMS, MSMS, SSS and GWG.



BOUNDARY REVIEW AND FEEDER SCHOOL RELATIONSHIPS – OPTION #3

FACTS:

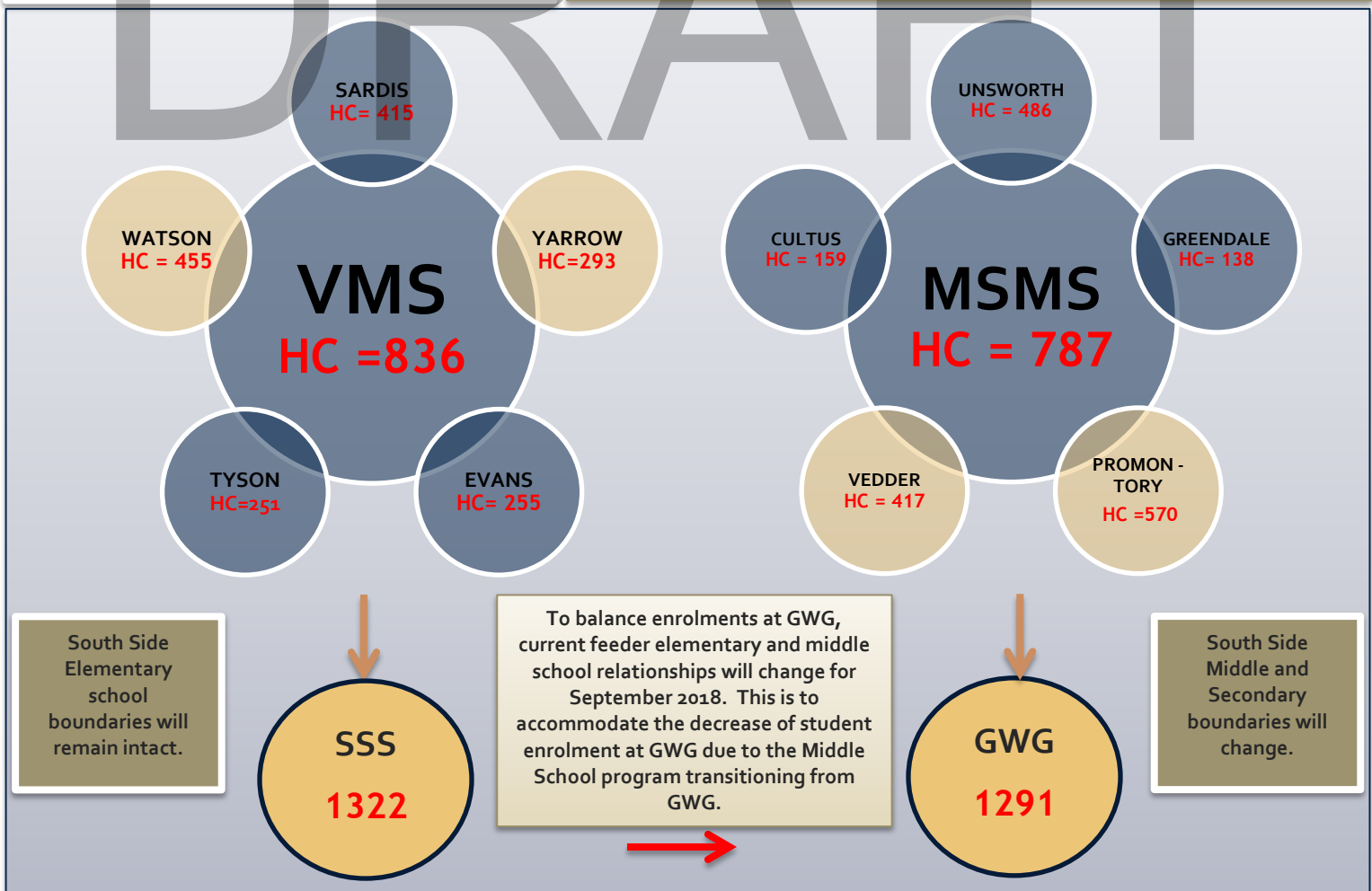
- ✓ Based on the 1701 September 2016 data, on average, 30% of the student enrollment at each of our schools is comprised of out of catchment students (some exceptions given closed boundaries, for example 100% of enrolled students at Promontory reside in the Promontory catchment).
- ✓ This practice is aligned with what is written in policy 531 – School Admission and Choice, where the admission process should maximize the students' and parents' ability to choose the school and educational program which best meets the students' educational needs, subject to the availability of space, programs and resources as determined by the school district.

BOUNDARY CHANGES:

- ✓ The district will redefine its elementary and middle feeder school relationships on the south side of the highway with the goal of balancing student enrolments at middle and secondary schools.
- ✓ No change is recommended affecting schools on the north side of the highway given existing functional capacities at all schools.

GUIDING PRINCIPLES:

- ✓ Enrolments to be balanced at middle and secondary.
- ✓ All boundary changes are made to keep redefined Families of Schools together.
- ✓ Space for District Programs is a consideration.
- ✓ To maintain safety of students, safe walking routes (particularly for elementary students).
- ✓ To minimize elementary school students' walking distances.
- ✓ To create space to continue to accommodate student and parent choice – Policy 531.



PROJECTED ENROLMENT MIDDLE SCHOOLS ON THE SOUTH SIDE:

- ✓ Extrapolate the grade 6 numbers over three grades and it is easy to see each middle school will have an enrollment of over 900 students with a balanced population. This would be until we have built a new elementary-middle school on the south side.

It is assumed that in the future years Tyson, Evans, Sardis, Yarrow and Watson will feed into Vedder Middle School. This does not include 30 Late French Immersion students from CMS - LFI will continue to run at both CMS and VMS.

VEDDER MIDDLE SCHOOL PROJECTED GRADE 6 STUDENTS

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Gr 6		306	297	338	298	359	330	333	348	355	343	352	356	358	358

It is assumed that in the future years that Greendale, Unsworth, Cultus, Vedder and Promontory will feed into MSMS. Please note that these projections do not include local knowledge which may impact long term projections.

MOUNT SLESSE MIDDLE SCHOOL PROJECTED GRADE 6 STUDENTS

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Gr 6		306	304	314	315	290	291	347	300	319	311	311	312	314	310

PROJECTED ENROLMENT FOR HIGH SCHOOLS ON THE SOUTH SIDE:

ALL PROGRAMS GWG SECONDARY AFTER RECONFIGURATION

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Total	1291	1295	1398	1329	1258	1246	1276	1265	1259	1293	1282	1303	1321	1282

ALL PROGRAMS SSS AFTER RECONFIGURATION

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Total	1322	1153	1066	1125	1172	1292	1277	1330	1358	1353	1400	1398	1406	1429

Please note the following key points in this analysis:

- ✓ The Late French Immersion program will continue to operate on the south side at SSS.
- ✓ Attached please find a map that clearly displays the Middle School and Secondary School boundaries. The highlighted blue elementary school boundaries will now make the Vedder Middle and Sardis Secondary School boundaries while the highlighted green boundaries on the south side of the highway will feed into Mount Slesse Middle and G.W.Graham Secondary School.
- ✓ As the population starts to grow to the south of Unsworth Elementary, it will have an impact on the enrolment at G.W.Graham Secondary School.
- ✓ One of the key areas still to investigate would be the overall cost of bussing students to MSMS and to G.W.Graham Secondary School.
- ✓ Although the boundaries are fragmented, this option will ensure enrolment figures are relatively balanced at both the Middle and Secondary schools on the south side of the highway.
- ✓ Note that there will be a slight dip in the population at SSS in 2020, although this enrolment may increase as a result of school choice that will allow secondary school students to choose a program that best meets their educational needs based on space and resource allocations.

REVISED BOUNDARIES – OPTION 3: GREEN AREAS MSMS AND GWG; BLUE AREAS VMS AND SSS

