



## **RECONFIGURATION** Secondary Working Committee

**REPORT To:** Reconfiguration Advisory Committee  
**REPORT Date:** September 12, 2017

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### **Secondary Working Committee Membership:**

CSS	Sharon Bernard, Jason Templeton
Ed Centre	Sean Wicker
FVDES	Todd Mclean, Dennis Miller
GWG	Shane Wiseman, Hugh Longhurst
SSS	Dan Heisler/Lynnet Schramm, Brad Geary
District Office	Rohan Arul-pragasam (Assistant Superintendent – Committee Chair)

### **MANDATE:**

The Secondary School Implementation Working Committee will provide information and recommendations regarding reconfiguring all three high schools and the Education Centre to a grade 9-12 model to the Implementation Advisory Committee, Board of Education and Superintendent.

### **MISSION:**

"To successfully implement the transition to a grade 9-12 high school framework effective September 2018, while meeting the academic, social and emotional needs of students in our Community."

### **TERMS OF REFERENCE:**

The Committee will garner feedback from school working committees, receive presentations, explore issues, review recommendations and implement feasible solutions after reporting back to schools and the Advisory Committee.

### **Upcoming Working Committee Meetings (minimum):**

- September 11<sup>th</sup>, 2017
- October 5<sup>th</sup>, 2017
- November 16<sup>th</sup>, 2017
- January 18<sup>th</sup>, 2018
- February 15<sup>th</sup>, 2018
- April 5<sup>th</sup>, 2018
- May 10<sup>th</sup>, 2018
- May 31<sup>st</sup>, 2018

**Note:** Other meetings will be scheduled as required.





## REPORT:

- Multiple informal discussions amongst secondary principals and vice-principals since late May 2016.
- Part of the discussion included inviting a principal and vice-principal from a high school in Abbotsford to talk about their journey from an 8-12 to a 9-12 model.
- It was decided that the 3 secondary schools will use their existing school structures (e.g., Department Head Meetings, CUPE Meetings, etc.) to generate information and conversations in relation to reconfiguration, which will then feed into the secondary working committee.
- It was agreed that the best format to garner feedback from school committees was to start by asking for their thoughts and questions in relation to reconfiguration, instruction, intervention and supports for grade 9's as they transition to high school in 2018.
- Each high school has submitted a timeline of all major events, which have been collated to help with planning for the transitions of grade 9s in 2018.
- Culture and climate are a big component in any school and, as part of the transition plan, it was discussed that it is important to have at least one teacher trained in "Link Crew" – High School Transition and Peer Mentoring Program by the Boomerang Project.
- Initial conversations have centered on the following key topics:
  - HR Process – When and timeline.
  - Boundary Process – This is important, especially for GWG staff, to have a clear understanding of how the boundary adjustments will impact their school as they are losing a grade for two years effective September 2018. Middle school staff also feel anxious as their middle school is disappearing, so communication is fundamentally important to both staff and parents in the community (parents regarding grandfathering options, etc.).
  - Grade 9 philosophy and course offerings: Required courses as per the Ministry guidelines are English, Math, Science, Social Studies, Second Language, Fine Arts, Physical Education, Career Education, Applied Design and Skills Training.
  - It was decided that individual school departments will offer certain grade 10 courses to grade 9s based on exiting courses offered, redesigned curriculum and availability of viable learning spaces.
  - Schools will continue to offer linear and semestered courses based on student academic, social and emotional needs and choices. This will also be based on availability of viable learning spaces.
  - Next steps – Once the boundary information is clear and each secondary school has a clear sense of their student enrolment data, school committees will start the process of mapping out grade 9 course offerings, and academic and elective space considerations (facilities report).
  - Part of the review will also look at options of running two schools in one (two different start times) to accommodate meaningful timetables for all students.

