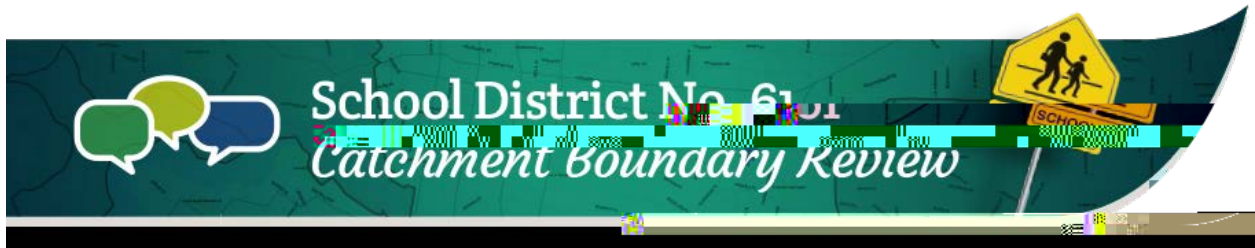


Catchment Boundary Review - The Process

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Phase One of Public Consultation

The first step in the process was gathering input from our community. This involved the creation of a survey to find out the priorities of our families and students. The draft survey was created by the Team,



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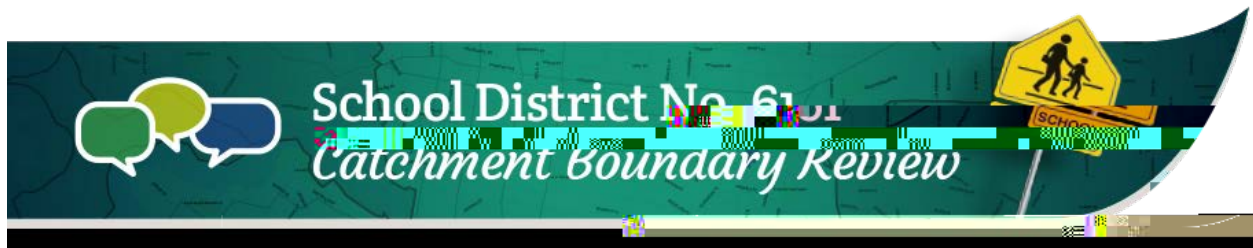
neighbourhoods that wish for consideration of change. It also contains a number of relatively significant changes from the initial recommendations.

The report will also provide recommendations and alternatives, where appropriate, for the Board to consider with the intention of a vote to move to the final phase of consultation.

1. What We Heard - General Feedback

Generally, we heard that the the community felt it was important for the Board to review boundaries. There was a recognition that it was important for individuals to access schools close to their homes if they so desired. There was also consistent feedback from around the District that access to amenities in schools should be a priority and that equity was an important consideration in the Board's decision making.

We also heard comments about priority access to schools but registration priority was not within



Finally, it should be noted that there are a number of significant changes from the original proposal that require further consultation.

2. What We Heard - Proposal to create a catchment for South Park

We heard from a range of individuals from South Park including community members, current and former staff, students, and parents. These individuals ranged from local James Bay parents who value the school's educational program to individuals who commute from across the District and as far as the Westshore to enroll their students in the school.

They indicated that they valued the alternative educational programming which includes the structured involvement of parents within the community. They indicated overwhelming support for maintaining the school as it currently is. They expressed concern that by creating a closed catchment that the school would ultimately lose both its valuable alternative educational program and its associated culture.

South Park Parents expressed concerns about the District's process including both its consultation as well as its survey to determine community priorities, and about the District's assumptions with respect to numbers and projections. They believed the proposed change would reduce the socio-economic diversity in the school, limit access to families who would value the approach, and that the District should strongly weigh the educational implications prior to closing South Park Family School's catchment.

The South Park Community indicated that even if students could continue in the school and the boundaries as proposed allow for some in transfer, that the nature of the school would change and the parent participation focused educational model could not be sustained if separated from a family's choice to attend the school would ultimately fade away.

Alternative suggestions included:

Highly emphasized:

- Creating larger catchments at other schools to allow for South Park to remain a school of choice;

- Redrawing District wide boundaries to ensure capacity is balanced equitably by adjusting boundaries to reduce over enrolled catchments and increase enrolment at under enrolled catchments. For example, adjusting Sir James Douglas' catchment boundary into James Bay to alleviate enrolment pressures on James Bay Community School;

- Open schools in select locations to alleviate over enrolment and balance capacity;



Moderately emphasized:

- Re-evaluating the location and concentration of French Immersion programming in the District to balance populations;
- Re-housing French Immersion to schools with space to balance populations thereby allowing South Park to remain without a local catchment;
- Building a new school in Victoria to accommodate growth;

Less emphasis:

- Expanding James Bay's infrastructure to house more students;
- Creating an alternative registration priority that allows for schools with capacity issues to access a continued District-wide catchment South Park;
- Questioning the role busing could have district wide to provide safe and accessible routes to school.

Potential Alternatives

Administration has not put serious consideration into bussing or placing portables at neighboring schools such as George Jay. We have also not explored a new downtown school in depth as a realistic short term option but have addressed it later in the report.

Alternative 1

Expanding the catchment of Sir James Douglas into James Bay to alleviate capacity issues at James Bay and maintain South Park as a District catchment school.

Considerations:



Alternative 2

Expanding the capacity of James Bay. This would occur through working with a developer or BC Housing to add housing in the airspace above a classroom expansion if the zoning were approved. The airspace parcels would, in theory, fund the expansion. Further, the Board could seek to dispose of lands at other sites and pay for the project itself.

Considerations:

- Maintains South Park as a District catchment school;
- Addresses the issues of capacity at James Bay;
- The timing of the build would be unlikely to assist with capacity issues in the short term;
- It is not clear whether there would be enough financial return out of airspace parcels to build additional classrooms;
- The District's ownership of the land is limited to the strip of land immediately under the school and community association and small plots north (currently blacktop for students) and south (currently childcare and blacktop) of the building.

We do not recommend this option due to the unknown nature of financial returns on airspace, the unknown of potential rezoning and consultation, and the time it would take to institute such a plan.

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The Cloverdale Traditional community members indicated that they valued the programming and the traditional model served their children well. They expressed concern that the parent community advocated to create a traditional model and that the traditional model assisted in growing the population when enrolment was in decline.

There was concern expressed that if a catchment was created that not all new students would be in support of attending a Traditional School.

Many noted that they drove significant distances to have their students attend Cloverdale Traditional.

The Cloverdale Traditional school community indicated overwhelming support for maintaining the school as it currently is. They expressed concern that by creating a catchment that the school would ultimately lose its culture and traditional model of education, as choice to attend the program plays a key role in the success of the traditional model of education.

We also heard from a number of individuals that the proposal was a good one and that many individuals walk or more often drive directly past Cloverdale Traditional on their way to Quadra.

Parents expressed concerns about the District's process including its consultation process, as well as its survey to determine community priorities, and about the District's assumptions with respect to numbers and projections.

Alternative suggestions included:

- Bussing children to schools with capacity;
- Creating larger catchments at other schools to allow for Cloverdale Traditional to maintain a District-wide catchment;
- Creating an alternative registration priority that allows for students in schools with capacity issues to have priority enrolment at Cloverdale Traditional, which would maintain a District-wide catchment;
- Re-evaluating French Immersion programming in the District to balance populations;
- Re-housing French Immersion to schools with space to balance populations and allow Cloverdale Traditional to maintain a District-wide catchment;
- Allowing Quadra to grow to its official capacity;
- Relocating Cloverdale Traditional to another location;



We have not actively considered bussing students. We have not actively pursued major alterations to French Immersion. We have not actively considered major capital upgrades.

Alternative 1 - Redraw the boundaries of Braefoot, Lakehill, Rogers, Northridge and potentially others to take students from the proposed Cloverdale catchment.

Considerations:

- Cloverdale remains a District wide catchment school;
- The District impacts hundreds of families in elementary, middle and secondary school;
- Walking distances become significant for many families;
- The Quadra catchment as proposed moves south and further away from the potential expanded catchments.

We do not recommend this option as it goes against a number of the core principles that the plan was based on such as limited change and walk routes. Further, we have seen larger than anticipated enrollment in 2019-20 at Lake Hill and Rogers that impacts capacity.

Alternative 2 - Move the program to Lampson

- The traditional program can continue;
- Students from Macaulay may also choose to go to Lampson
- Considerations;
- Lampson is not large enough to accommodate the current student population at Cloverdale;
- There would be increased operating expenses and a loss of revenue to the District;
- Public school children at SD93 would be impacted;
- Given potential growth in Esquimalt, Lampson may be required to open as a regular program school at some future point.

We do not recommend this option both for financial reasons as noted but as well for the potential future need for the Lampson site given the concerns expressed about growth in Esquimalt. While we reiterate that the data does not show sufficient growth in Esquimalt to warrant another regular program school at this point, if it did become necessary Lampson should be available.



Recommendations:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the Cloverdale catchment from a District wide catchment to the proposed boundary taking the northern portion of the Quadra catchment.

That the Board of Education of School District No. 61 (Greater Victoria) reassign the students at



needs, more targeted and specialized interventions are offered to individuals or smaller groups in classrooms or other inclusive learning spaces.

Guiding Principles – Inclusive Learning

We believe that success for each and every student is our work.

We believe inclusion equitably supports and appropriately challenges all students.

We anticipate, celebrate and purposefully plan for diversity.

We use our comprehensive resources and supports in a cohesive, coordinated manner to support success for all students.

We create flexible and accessible inclusive environments that support age-appropriate placement of students in their catchment schools.

We seek to understand and foster strengths while supporting the diverse learning needs of all.

We nurture collaborative partnerships with parents and all education partners.

We create flexible learning opportunities that address the diverse needs of students through relevant, accessible and appropriate use of curriculum and resources.

As with French Immersion and registration priorities, inclusive education was dealt with in advance of the Boundary Review. For instance, the Facilities Plan addresses both appropriate inclusive learning spaces for our students as well as appropriate space for our itinerant employees.

Part of the Boundary Review includes ensuring that this space is available. For instance, the Board funded 875k in capital dollars and 100k in operating dollars to ensure that appropriate spaces are available. These dollars continue to roll out to schools improving current inclusive learning spaces and creating and equipping others.

Moreover, the Board supported the upgrading of the Quadra Warehouse building in Quadra Village as a home for our itinerant staff.

There a number of suggested changes contained in this report that differ from the original recommendations that are intended, in part, to ensure access to inclusive learning spaces in all our schools.

5. What We Heard - Proposal to create a catchment for Victor

Following the release of the proposed catchment recommendations the District immediately met with our Victor families.



Options could have included rehousing the space in a school with capacity, creating new



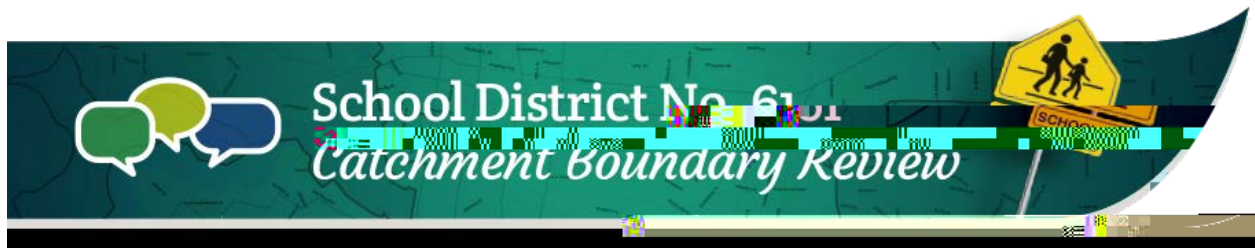
Given our ability to alter catchments and create capacity (e.g. the current proposal) the project is unlikely to be funded by the Ministry of Education. This would mean significant land sales to self fund;
The time it would take to organize, consult and build would be significant;
The build would be modern and a top notch example of partnership as the City Of Victoria grows.

We are not recommending this option at this time given the costs and timeline associated with the move, in addition to physical assets available to the District. We do think that the concept should be maintained, however, in the event that an opportunity to partner with the City of Victoria presents itself and the need arises as the City continues to grow.

Alternative 3 - The use of Richmond as an elementary school

Considerations

Significant capacity for growth and a potential shrinking of the Willows catchment;
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to create a robust elementary school in the area. In fact, all things being equal, Bank is preferable. Its site size is excellent for a small elementary school and, we have the physical assets, albeit in need of upgrade, on site. Further, the site has been used for educational purposes in Greater Victoria for over 100 years.

A Sundance option alone is insufficient to meet future needs and Bank or Learning Studios would be required. If a Bank/Sundance option was the chosen option we would also move quickly to add Bank Street to our seismic program, to open as soon as possible.

Recommendations:

That the Board of Education of School District No. 61 (Greater Victoria) open the Bank Street School and Sundance and create a catchment as proposed incorporating areas of the Oaklands catchment in the Jubilee neighbourhood, George Jay catchment in eastern Fernwood and Willows catchment at Foul Bay Junction.

That the Board of Education of School District No. 61 (Greater Victoria) assign the English cohort student



Alternative suggestions included:

- Use portables and Artemis Place to expand Lansdowne;
- Expand Central and Lansdowne to 700-800 allowing Richmond to be used as an elementary school;
- Open Richmond as a French Immersion or English only 6-8 Middle;
- Open SJ Willis as a middle school.

Alternative 1 - Portables and Artemis Place to Expand Lansdowne

- Houses enough students at Lansdowne to avoid using Richmond;
- Impact on Artemis Place Society and the young women it serves;
- Significant capital investment from land sales or leases for expansion;
- Lack of amenities (gym, exploratories etc.)

Alternative 2 - Expand Central and Lansdowne to 700-800

Considerations:

- Significant capital investment from land sales or leases for expansion;
- Using Richmond as an elementary school rather than Bank Street/Sundance impacts a number of other recommendations;
- Expanding on the site of Lansdowne and Central will create very large middle school populations that are not desirable from an education and culture perspective.

Alternative 3 - Create Richmond as as 6-8 school for a segment of Lansdowne (e.g. French Immersion or English Program)

Considerations:

- Capacity of Richmond;
- Capital investment for Grade 7 and 8 level exploratories;
- Contradicts previous direction to avoid single track schools.

Alternative 4 - Open SJ Willis as a Middle School

Considerations:

- SJ Willis is required for our seismic pr.5 (o)10ndil ic2.6 (l)6.6 (u)1-2 (di)2.7 (ng)-1 Vmice Ring3(s)-de 7 a
8 sc (el)2h-2 (as)8n educapacity on2.6 (i)2.6 (s)s(apac)-2 (i)2.6 (t)-u.9 (ea)10.5 (t)-6on2.6 (i).6 (on)10



Conclusion:

While the idea of expanding Lansdowne and/or Central and using Richmond as an elementary school on its face has a lot of positives, ultimately, we cannot recommend any further on site growth at Lansdowne or Central. Size at middle school is fundamental to culture and we highly recommend limiting the population of a single middle school.

Further, while our seismic program is also extremely important to the well being of students, there may be creative ways of organizing “swing” space that could allow SJ Willis to come back on line in 5-8 years rather than over 10 if we prioritize our larger seismic projects first.

Recommendations:

That the Board of Education (at 875 (65-9) 07.07wBj) T; campus]TJ 0.099 Tw ()Tj 0.077 Tw)2.437 (t)-6.422L



We have not explored alternatives for this recommendation.

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the catchment of George Jay as proposed removing areas of the current catchment to South Park, Sir James Douglas, Quadra, and Bank Street.

8. What We Heard - Right Size Quadra

We heard from a range of individuals from Quadra including current and former staff, and



9. What We Heard - Right Size Oaklands

W



11. What We Heard - Thetis Vale to the Spectrum Family

We have heard from a number of parents from Eagle View who were happy with the changes in the proposal. The recommended change will impact bussing at Shoreline and Esquimalt with the reallocation of bussing to Colquitz and Spectrum.

Recommendation:

That



ride bikes to and from school; with this proposed change families do not feel safe traveling to school because of the traffic on the road.

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14. What We Heard - Oaklands to the Oak Bay Family

We heard from a range of individuals from Oaklands including current and former staff, students and parents. Although we did not receive a significant amount of feedback on this particular proposal, we did have a number of individuals express concern about being able to access Vic High rather than Oak Bay given their proximity.

Ultimately, we have maintained our initial recommendation given the need to balance populations between Vic High and Oak Bay.

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) assign the students in the Oaklands



We also heard from individuals concerned about the continued significant population at Willows. We were able to address both of these issues in the updated recommendation. Our recommendation limits both the French Immersion and English program population.

Recommendations:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the Margaret Jenkins catchment from the current catchment to the proposed boundary to include a minor area at Oak Bay avenue formerly in the Willows catchment and to release areas in Rocklands and Ross Bay to SJD.

That the Board of Education of School District No. 61 (Greater Victoria) redraw the catchment of Willows Elementary as proposed to include the Lansdowne slope (from Campus View) and remove Foul Bay Junction (to Bank Street) and an area on Oak Bay Avenue (to Margaret Jenkins).

That the Board of the Education of School District No. 61 (Greater Victoria) expand the French Immersion catchment of Margaret Jenkins to incorporate the proposed Bank Street catchment.

17. What We Heard - Small Unaddressed Areas

We have heard from a range of individuals from all over the Greater Victoria School District No. 61 including current and former staff, students and parents regarding a number of small unaddressed areas.

Some of the concerns expressed for Coleos Place in Saanich to be a part of Colquitz catchment not Glanford to avoid students commuting to have to cross McKenzie. There has been several requests for Tauton Street to be part of Central and Vic High catchment because in current proposal Tauton Street's walking distance has doubled.

There was also concern that McBriar Avenue is too far from Cedar Hill to be considered in its catchment. Furthermore, there are concerns of Glengarry Place being in Shoreline's catchment rather than Rockheights and concerns of being connected to Craigflower's catchment.

Further, there was also concerns regarding the catchment boundaries in upper Maplewood, which extends from Reynolds Road to Palmer. The concerns stem around how there are four proposed elementary catchments in the small neighbourhood. For instance, a parent expressed that on Winton Street, the students are in three different catchment ranging from Quadra, Lakehill and Braefoot.



Additionally, there were suggestions:

To redraw boundaries to include Hector Road and Conway Road to be included in the Strawberry Vale Catchment.

To review 2900 block of Admirals Road catchments, as they should continue to feed in Colquitz and Spectrum (not Shoreline or Esquimalt).

To review students living on Derby Road to address whether those student should still go to Reynolds and not become part of Mt. Douglas catchment.

To review whether Cumberland Court, Purdy's Burn Place, Camas Court and Century Road, should be in the Lake Hill catchment not Braefoot.

To request for Cadillac Avenue and the two and half blocks from Crease Road to Homer Road up to Carey Road to be part of the McKenzie catchment.

To review the area containing Agnes Street, Atlas Place and Raymond Street North, for consideration to be included in the Northridge catchment.

To request to extend Oak B 0.007 Tw 1.631 0 Td ues t.6 ()11.2 (ues)8.9 (6A)8.9 (t)-6.6 (end)16 (r)-6



21. What We Heard - Macaulay

We heard from a number of members of the community that they desired a smaller Macaulay. There were concerns about access to amenities and the desire for a smaller school.

There were also suggestions that our projections were underestimating future growth in Esquimalt, and that Lampson should be reopened.

Our projections do not indicate significant growth at Macaulay in the short term. Further, specific growth projections for school age students in Esquimalt are not readily available. Nevertheless, it is clear that growth appears to be occurring in Esquimalt and Vic West (student from Vic West attend Macaulay French Immersion).

Given this possibility, we are suggesting a minor shift of the boundary in the north to remove a few students from the catchment. More significantly, however, we are recommending that the Board review in 2021 whether growth patterns create a requirement for Lampson.

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) reallocate a small portion of the Macaulay catchment near the Gorge to Craigflower's catchment.

Also, see the recommendations associated with Cloverdale.

Conclusion

Based on the above recommendations, the District is confident this proposal will provide a strong framework to support and serve the District for the next 15-20 years. Further, the proposal has built in checks (e.g. Lampson, downtown school) in the event that growth is higher than anticipated.

In the event that the recommendations are adopted - in whole or in part - following the next round of consultation there will be further steps for the District to ensure the most positive implementation of the changes. Some steps will include preparing the opening of a new school at Bank Street, the planning for Richmond Campus, working with transit and our local municipalities to ensure safe and efficient transportation etc.

In addition, the District will need to be committed to active participation in neighbourhood planning to ensure that areas with declining enrollment see local growth and areas with



increasing growth have sufficient facilities to ensure robust access to educational programs and amenities.

A review of school boundaries is a once in a generation project and for good reason. The stress that the process causes on families that may be impacted is significant. While there are a number of iterations that the planning can take the recommendations presented take into account three years of work on a variety of processes, thousands of examples of engagement with our community and fiscal prudence that we believe will create a positive educational outcome for our growing District.

Enrolments of Proposed Catchments

The information below illustrates the balancing of enrolment that the District anticipates it could achieve at its elementary and middle schools through the proposed catchment boundary changes.

For elementary schools we have provided the number of elementary aged students currently attending an SD61 school who live within the proposed catchments, according to addresses reported at the beginning of the 2018/19 school year.

The numbers reported in these tables do not include those students who live within the proposed catchments but are currently attending a school outside the District.



School District No. 6101 Catchment Boundary Review



Elementary Students In Proposed Catchments		
182	Bank Street Elementary	
214	Braefoot Elementary	
293	Campbell View Elementary	
298	Cloverdale Traditional	
223	Craigflower Elementary	
298	Doncaster Elementary *	
239	Franklin Elementary	
398	George Jay Elementary	
326	Hillcrest Elementary	
192	James Bay Elementary	
171	Lake Hill Elementary	
460	Macaulay Elementary	
222	McKenzie Elementary	
237	Northridge Elementary	
403	Northridge Elementary	
257	Northridge Elementary	
257	Northridge Elementary	
135	South Park Elementary	
200	Strawberry Vale Elementary	
392	Tillbom Elementary	
296	Torquay Elementary	
276	Victoria West Elementary	
204	View Royal Elementary	
415	Willows Elementary *	

*French Immersion

The table below providing information for middle schools show:

- i) The number of middle school aged students who would fall within the redrawn catchments in the 2020/21 school year, based on student addresses reported at the beginning of the 2018/19 school year, if there were no student transfers





Recommendation 3:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the Margaret Jenkins catchment from the current catchment to the proposed boundary to include a minor area at Oak Bay avenue formerly in the Willows catchment and to release areas in Rocklands and Ross Bay to SJD.

Recommendation 4:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the catchment of George Jay as proposed removing areas of the current catchment to South Park, SJD, Quadra, and Bank Street.

Recommendation 5:

That the Board of Education of School District No. 61 (Greater Victoria) open the Bank Street School and Sundance and create a catchment as proposed incorporating areas of the Oaklands catchment in the Jubilee neighbourhood, George Jay catchment in eastern



Recommendation 15:

That the Board of Education of School District No. 61 (Greater Victoria) reallocate a small portion of the Macaulay catchment near the Gorge to Craigflower's catchment.

Recommendation 16:

That the Board of Education of School District No. 61 (Greater Victoria) review the Vic West and Macaulay catchment and school populations in 2021 to determine whether Lampson is required for an elementary school.

Recommendation 17:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the catchments of Torquay and Hillcrest as proposed to expand the Hillcrest catchment.

Recommendation 18:

That the Board of Education of School District No. 61 (Greater Victoria) open Richmond as the Grade 6 campus of Lansdowne Middle School and review the site in the event that SJ Willis becomes available.

Recommendation 19:

That the Board of Education of School District No. 61 (Greater Victoria) review reopening SJ Willis as a middle school upon completion of seismic upgrades at schools that require significant swing space and reallocate boundaries to shrink Lansdowne sufficiently that the Richmond campus can be used as a swing space for the remaining seismic program.

Recommendation 20:

That the Board of Education of School District No. 61 (Greater Victoria) make minor changes to a number of catchments to enable students living in close proximity to each other to attend the same school where this is possible.



Recommendation 21:

That the Board of Education of School District No. 61 (Greater Victoria) reassign the students at South Park to feed Central Middle School and then feed Victoria High School.

Recommendation 22:

That the Board of Education of School District No. 61 (Greater Victoria) reassign the students at Cloverdale to feed Cedar Hill Middle School and then feed Reynolds High School.

Recommendation 23:

That the Board of Education of School District No. 61 (Greater Victoria) assign the English cohort students at Bank Street School to feed Monterey Middle School and then Oak Bay High.

Recommendation 24:

That the Board of Education of School District No. 61 (Greater Victoria) assign the students in the Oaklands catchment to feed Lansdowne and Oak Bay High.

Recommendation 25:

That the Board of Education of School District No. 61 (Greater Victoria) reassign the students at Quadra to feed Lansdowne Middle School and then feed Victoria High School.

Recommendation 26:

That the Board of Education of School District No. 61 (Greater Victoria) reassign the students at Rogers to feed Glanford Middle School and then feed Reynolds High School.

Recommendation 27:

That the Board of Education of School District No. 61 (Greater Victoria) assign the French Immersion cohort currently at Margaret Jenkins to pathway to Lansdowne rather than Central.



Recommendation 28:

That the Board of Education of School District No. 61 (Greater Victoria) reassign the regular program students at Doncaster to feed Mt. Douglas High School.

Recommendation 29:

That the Board of Education of School District No. 61 (Greater Victoria) have the students of Shoreline who reside north of Gorge Road transfer to the Spectrum catchment after grade 9 and have all other Shoreline students continue to Esquimalt after grade 9.

Recommendation 30:

That the Board of Education of School District No. 61 (Greater Victoria) have the students of McKenzie transferred to the Colquitz catchment and engage the community on whether it would prefer to split its regular program after grade 5 into Colquitz and Glanford.

Recommendation 31:

That the Board of Education of School District No. 61 (Greater Victoria) continue to explore ways to expand access to French Immersion in the District's western half.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to engage in targeted consultation based on the 31 recommendations D V D P H Q G H G presented in the report to be delivered to the Board of Education on April 30, 2019 and return to the Board on May 23, 2019 for final deliberation on 77 Tw 81.36 0 Td [(i)-6