

# **Information for Enderby/Grindrod configuration and space challenges**

(All the supporting information in this document – **marked in red** - can be found in the Enderby-space-for-website.pdf document which can also be accessed on the website)

## **SECTION 1 – Options identified and corresponding information**

### **Option 1: Portables**

Costs of 2-3 classroom size portables

We have received two quotes (one from Britco and one from Shelter)

Purchase, delivery, set-up, site preparation, electricity hook up, etc. \$125,000 each

**Total cost = \$250,000 to \$375,000**

**Please see pros and cons chart for Option 1**

### **Option 2: Declare M.V. Beattie full and return all out of catchment students to their home schools.**

46 students at MVB are non-catchment students

39 MVB catchment students attend other schools

+7 (more incoming than outgoing students)

**Please see survey results of reasons from cross-boundary moves into MV Beattie**

Our practice has been to 'grandfather' students back once a boundary change has been made.

Options could include:

- A. Grandfather back
- B. Ask for volunteers
- C. Change previous practice and move students to their catchment school, when possible.
  - a. Note: 11 of these students are from Armstrong schools and there are space challenges in Armstrong. AES is closed, even to NEW catchment students. There are impending space challenges at Rancho, South Broadview.

**Please see pros and cons chart for Option 2**

### **Option 3: Re-draw the catchment area/boundary maps this spring to increase the catchments for Grindrod Elementary and Rancho Elementary.**

Option A. Bus former Ashton Creek students (59) to Grindrod

Bus ride time estimates from Ashton Creek area:

	Proposed Avg Ride Time	Proposed Longest Ride Time	Current Avg Ride Time	Current Longest Ride Time
Route 10 (Mabel Lake)	34 minutes	64 minutes	25 minutes	46 minutes
Route 11 (Trinity Valley)	25 minutes	49 minutes	17 minutes	40 minutes
Average of both routes	29.5 minutes		21 minutes	

Annual estimated cost to provide this service would be \$7,000.

**Please see –Survey results**

Option B. Move Mallory road students (Gardom Lake) to Rancho (3 students)

Option C. Move all Enderby-Grindrod road students to Grindrod

30 students on Enderby-Grindrod road,

23 MVB Catchment, 7 Grindrod Catchment

22 attend MV Beattie, 7 attend Grindrod, 1 attends HPE

**Please see –Survey results**

Option D. Volunteers from MV Beattie to go to Grindrod

A bus from MVB to Grindrod Elementary would cost (maybe 20 min a day /\$2000 a year) as long as it was just a transfer from MVB to Grindrod and no extra stops but it would require a minor bell time change at Grindrod (10-15 min). That bell time change would also help the ACR bus scenario as well

**Please see –Survey results**

**Please see pros and cons chart for Option 3**

**Option 4:** Adjust the grade ranges for M.V. Beattie and for A.L Fortune.

- b. M.V. Beattie to a K-5 configuration with A.L. Fortune becoming a Grade 6-12 school;

There are 2, grade 6-12 schools in BC

- c. M.V. Beattie to a K-6 configuration with A.L. Fortune becoming a Grade 7-12 school.

There are 24, grade 7-12 schools in BC

Closest grade 7-12 school is Charles Bloom in Vernon school district (Lumby)

### **What is capacity at MV Beattie?**

Official Ministry documents have capacity at 291. This was established prior to new class size and composition language.

Given variables around classroom composition which could now impact capacity, 280 is a strong estimate of the maximum capacity.

### **What is capacity at AL Fortune?**

Official Ministry documents have capacity at 500. This was established prior to new class size and composition language. It should also be noted that some space has been modified and re-organized. Clarification of if this included 4 portables still needs to be confirmed. New class size and composition language will reduce AL Fortune capacity.

### **Associated costs**

Classroom set-up (<\$5000 –are already classrooms)

Costs - \$13000 for explorations/teacher prep coverage (converted to 7-12 prep). 2 classrooms

\$26,000 for explorations/teacher prep coverage (converted to a 6-12 prep). 4 classrooms

Lunch Hour Supervision (have at ALF, and at MVB now)

Shifting of location, or possibly adding 1

(if added LHS approximately \$3000-\$4000)

What are associated costs of moving grade 6/7 or 7's to AL Fortune?

Range of Playground costs can be \$25,000 -\$70,000, plus installation

Charles Bloom (see notes) did not add playground, students interviewed there did not want playground (in their words 'we need space')

Could be a survey question for grade 5/6 students

**Please see pros and cons chart for Option 4**

**ADDITIONAL OPTIONS AND SUGGESTIONS**

5. Construct additional classrooms at MVB

Based on information provided by MQM Architects – 4 classrooms

Build cost- \$832,342.00

Consultant fee 10% \$83,234.00

Contingency - 10% \$83,234.00

Furniture cost – tables and chairs etc. \$75,000 (may have some existing now)

Equipment costs – computers and projectors, WIFI waps.

\$16,000

Total Budget - \$ 1,089,810

6. Move Strong Start out of MV Beattie?

Move to Grindrod, AL Fortune, Community space

**Please see Ministry handout on StrongStart**

**SECTION 2 - Pros and Cons for Options**

**Option 1 –Portables**

<b>PROS</b>	<b>CONS</b>	<b>INFORMATION</b>
<b>No movement of students</b>	Cost which is services to students	Who goes there? ISP? Inclusive
<b>Popular</b>	Pressure on other school spaces (Gym, music, etc.)	Music-every class out
<b>Allows MVB to keep Grade 7 role models</b>	Portable separate from school	Class-which one?
<b>Grade 6/7 students not in high school</b>	Isolating from main school	
	Security	
	Lose instructional time with transitions	
	Poor use of space (have space at AL Fortune)	
	Cleaning and custodial challenges	

**Option 2 –Return to Catchment**

<b>PROS</b>	<b>CONS</b>	<b>INFORMATION</b>
Keeps catchment –catchment	School Act requires open boundaries if there is space	Focus on new students staying in catchment
No disruption of catchment students	No room at some of the schools that students would be returning to	46 into MVB, but 39 out of MVB catchments
Builds up enrollment of neighbouring small schools (Grindrod)	Not just an MVB issue –other schools also full	Ask for volunteers to leave
Low cost	Disruptive for students being moved	
	Students no longer with their friends/cohorts (split up)	
	Students no longer with their teachers	
	Family child care needs	

### Option 3 –Re-draw catchment area

<b>PROS</b>	<b>CONS</b>	<b>INFORMATION</b>
Move students towards Grindrod	No room at some neighbouring catchment schools (AES, soon Rancho).	
Low cost	Not just an MVB issue –other schools also full	
	Disruptive for students being moved	
	Students no longer with their friends/cohorts (split up)	
	Students no longer with their teachers	
	Family child care needs	
	Can't do in isolation need to be part of District Plan (in fall)	

### Option 4a K-5/6-12

<b>PROS</b>	<b>CONS</b>	<b>INFORMATION</b>
Space at ALF	Impacts space use/needs at AL Fortune	
Solves space issue at MV Beattie (some costs, but lower costs)	6-12, requires a separate 6-8 school within a school	
Could create a middle years' program within school	Costs for explorations/prep time (\$26,000)	
Solves space challenges at MV Beattie	Community support	
	Few examples in province (2)	
	Concerns about grade 6 with grade 12	
	Time for grade 5 students to adjust	

### Option 4b K-6/7-12

<b>PROS</b>	<b>CONS</b>	<b>INFORMATION</b>
Space at ALF	Impacts space use/needs at AL Fortune	
Solves most of space issue at MV Beattie (some costs, but lower costs)	Concerns about loss of leadership year for grade 7's	
Number of provincial examples (24) of 7-12 schools	Concerns about grade 7's with grade 12's	
Need/desire for Playground equipment may be less than 6-12	Still need additional solutions to create space at MV Beattie	
Explorations for Grade 7's	Costs for explorations/prep time (\$13,000)	
Less costs than portables		

### **SECTION 3 - StrongStart Information**

There are StrongStart BC programs in three Elem-Secondary combination schools in SD8, one Secondary in SD59, two Elem-Secondary combinations in SD60, one Elem-Secondary in SD64, and one Elem-Secondary in SD85. The list of all location details is found here:

<http://www2.gov.bc.ca/gov/content/education-training/early-learning/learn/strongstart-bc>

#### **Ministry guidelines around Location of the StrongStart BC Program**

The location of a StrongStart BC program in a school, and the quality of the learning environment, indicates to families how highly the school district values them and the program. The location and the environment also communicate to families how young children are perceived as learners. If a program is difficult to find or access, or if the program is not bright, clean, and inviting, the adults and their children will not return.

Before choosing a StrongStart BC site, the school district early learning leader responsible for this work should consult with early childhood coalitions or inter-agency groups and other child/family serving agencies in the area to assess current offerings and community needs. Groups to consult may include British Columbia Family Resource Programs, Child Care Resource and Referral, Success by 6, and local ECD planning tables (i.e. Children First).

Once a potential StrongStart BC site has been identified, the school staff should be involved in the discussion, particularly the principal. Engaging school staff is critical to creating a well-integrated and welcoming program.

Elements to consider when locating a StrongStart BC program in the school include:

Access in the room to hot and cold running water, to address both hygiene and programming needs such as snack time and art activities.

**Proximity to the kindergarten classroom, to increase the ease of interaction between staff, parents/caregivers, and children in the StrongStart BC program and kindergarten,**

Easy access to washrooms, as young children often need quick trips accompanied by an adult when using the washroom,

Safe access to an outdoor play area suitable for pre-school age children, with handles on both the inside and the outside of the exterior access door,

Proximity to the school's main entrance, to minimize distraction for classes caused by people entering and leaving the program,



Accessibility for wheelchairs and a storage area for strollers,

Location of parking for adults who drive young children to the program.

### **MV Beattie Strong Start Information**

Informal poll of families who attended the MV Beattie StrongStart program from April 3<sup>rd</sup> to 7<sup>th</sup>, 2017:

-10 families walked to the program (all from Enderby)

-23 families drove to the program (14 families from Enderby, 1 family from Grindrod, 1 from Ashton Creek, 2 from Armstrong, 1 from Vernon, 1 from Salmon Arm, 1 from Spallumcheen)

Attendance at MVB StrongStart ranges from 8 on a slow day to 26 on a busy day. The facilitator thinks around 15 would be a reasonable average but Bonnie could find out the specific attendance numbers.

Cat Jensen, the Early Years Coordinator for the Ministry, has said that there have been multiple SS programs in high schools and the success level has greatly depended on the level of buy-in at the high school. Hosting a program at a community location is typically only seen as an option if there is no school district space available and if it is deemed to be a good fit by the early years' community. The issues include rent, shared space and materials, possible set up and take down, access to space, no connection to school district buildings and staff to support transition, etc.

MV Beattie was first district Strong Start and was identified by Ministry of Education and District as original site because of need in community. Currently 82 students are registered at MV Beattie Strong Start.

Would be 'displacing' 82 currently registered students who 'most' will eventually be re-attending MV Beattie.

**[Please see –Survey results of StrongStart families](#)**

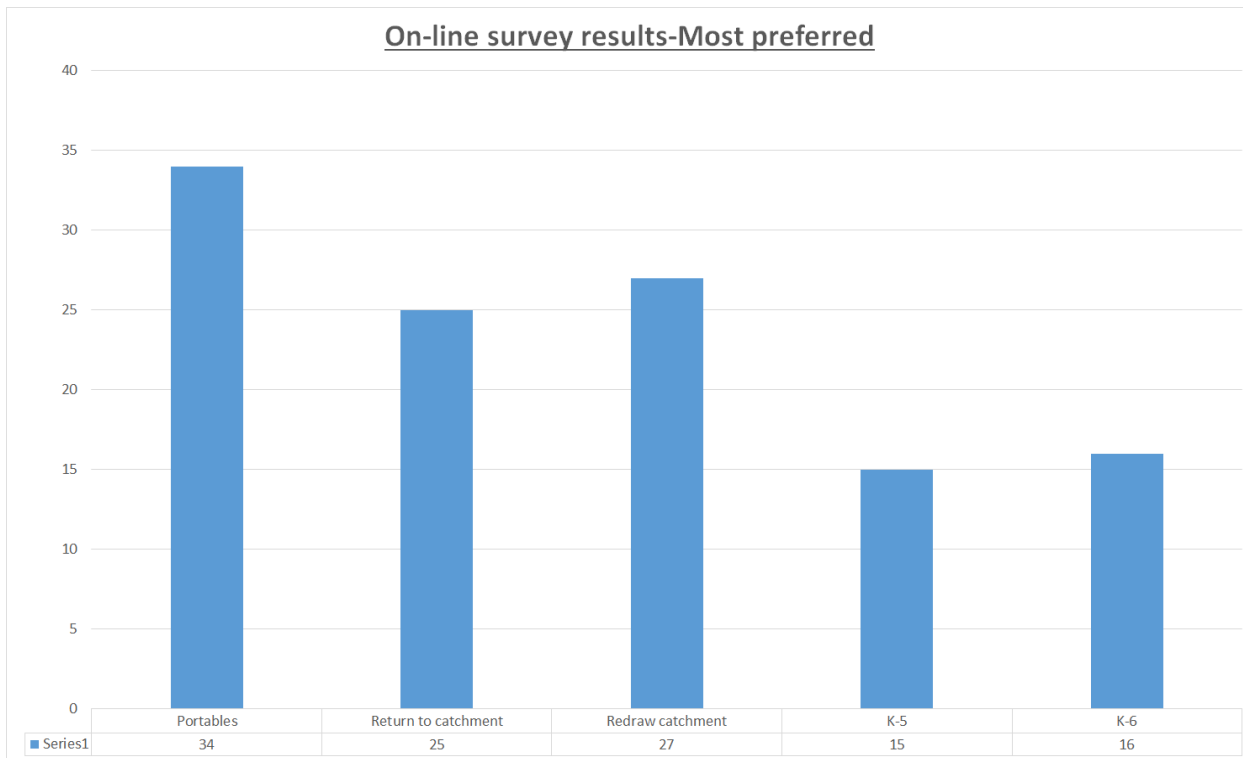
### Possible MV Beattie StrongStart Options 2017/18

	<b>Pros</b>	<b>Cons</b>
<b>1. Program remains at MV Beattie</b>	<ul style="list-style-type: none"> <li>-well-established program with very high attendance</li> <li>-room was built specifically for StrongStart</li> <li>-bathroom located in room</li> <li>-next door to Kindergarten classrooms</li> <li>-outdoor play space plus school playground available for outdoor play</li> <li>-many families walk to program</li> <li>-location supports successful transition to Kindergarten at MVB</li> </ul>	<ul style="list-style-type: none"> <li>-space may be needed for additional classes at MVB</li> </ul>
<b>2. Program moves to AL Fortune</b>	<ul style="list-style-type: none"> <li>-program remains in the community</li> <li>-opportunities for high school students to connect positively with preschoolers and their families (e.g. making blocks/toys for program in woodworking, early childhood work experience opportunities, buddy reading, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-no outdoor play space for little ones</li> <li><b>-room would need a sink and area for dishwasher and fridge</b></li> <li>-no bathroom for little people</li> <li>-stroller parking may be an issue</li> <li><b>no connection to K classes</b></li> </ul>
<b>3. Program moves to Grindrod</b>	<ul style="list-style-type: none"> <li>-program remains in an elementary school</li> <li>-would support Kindergarten transition for those students planning to attend Grindrod</li> </ul>	<ul style="list-style-type: none"> <li>-transportation could be an issue for some families</li> <li>-main population base is located in Enderby</li> <li>-loss of Multi-Purpose Room space at Grindrod</li> </ul>
<b>4. Program moves to Enderby Preschool/Grindrod</b>	<ul style="list-style-type: none"> <li>-positive partnership with local preschool</li> </ul>	<ul style="list-style-type: none"> <li>-contrary to purpose of Program. StrongStart students ARE SD83 students</li> <li>-challenges of a shared space, shared equipment, and possibly differing early learning philosophies</li> <li>-possible rental costs? (there is no rental space funding in the StrongStart budget)</li> </ul>

-challenge of having a rotating schedule (e.g. two days at the preschool, 3 days at Grindrod)

## **SECTION 4 – Results of On-Line Survey**

As of April 19, 2017 we are up to 104 surveys from parents, grandparents, staff, community members and other interested parties.



### **Option 1 -Portables**

#### Main reasons in favour

- Keep students together
- Don't want students in high school

#### Main reasons opposed

- Expense
- Poor use of facility space - move students to where there is nearby empty space

### **Option 2 -Return all out of catchment students**

#### Main reasons in favour

- Smaller class size at M.V. Beattie
  - Note from staff – this would not impact 'class size', it would decrease need for number of classrooms.
- Build up enrolment in neighbouring small schools

Main reasons opposed

- Kids no longer with friends/cohort/teachers
- Need child care

**Option 3- Redraw catchment**

Main reasons in favour

- Decrease enrolment at M.V. Beattie
- Increase in enrolment in outlying schools

Main reasons opposed

- Students losing their cohort/teachers
- Would take several years to have impact
- Can't find childcare

**Option 4 -Moving students to A.L. Fortune.**

K- 5 at M.V. Beattie – 15 people chose it as "support the most" while 66 were "most opposed" to this option.

K-6 at M.V. Beattie – 16 chose it as "support the most" while 47 were "most opposed".

Main reasons in favour

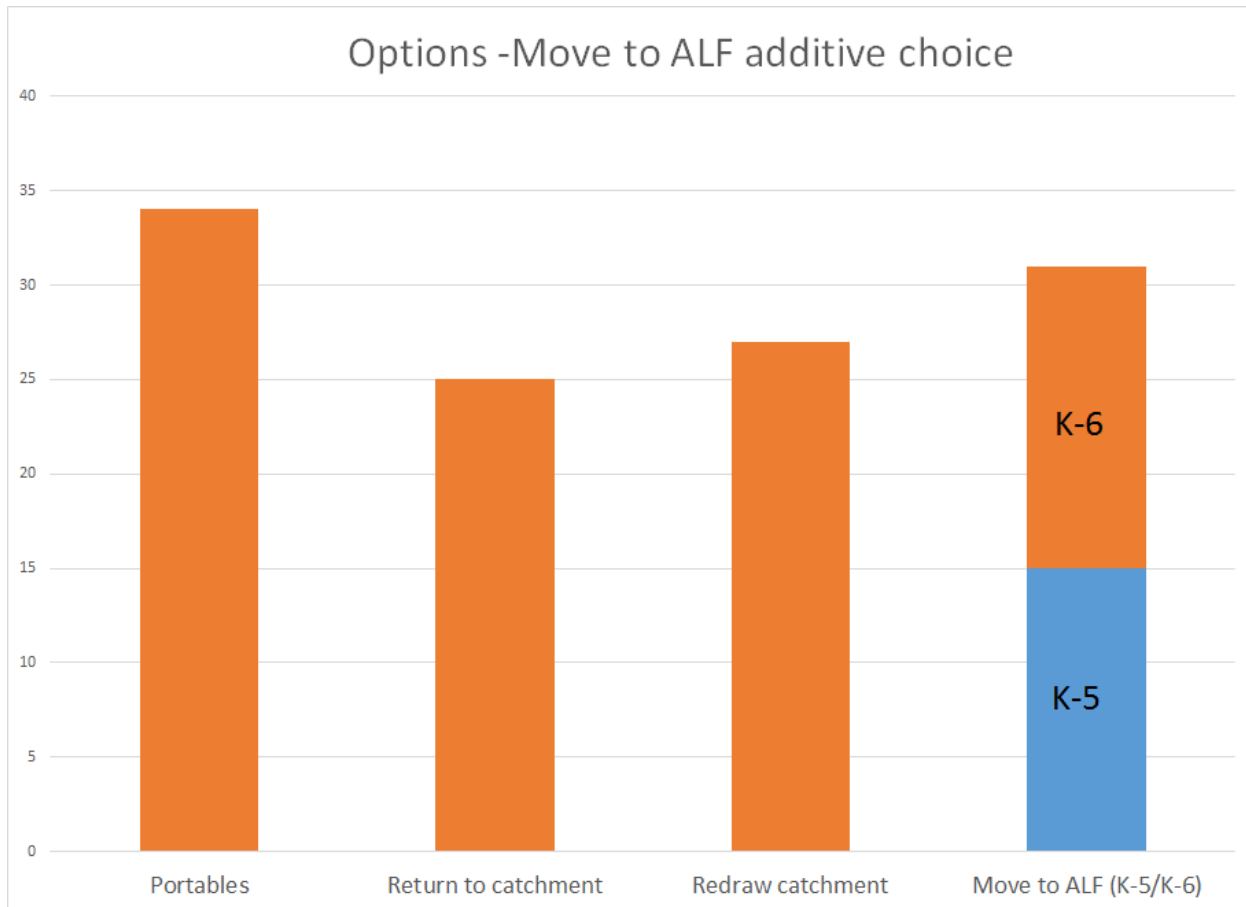
- Additional options for students (Grade 6-7 students ready for more academic and options that would be available at high school)
- Makes sense to use available space rather than bus students out of town

Main reasons opposed

- Younger students being exposed to "smoking, drugs, sex etc."
- Too immature for setting

*Staff note: Adding the numbers? E.g. 15 most support k-5, 16 most support k-6 does that mean 31 people /most support' moving students to AL Fortune as an option, when compared to other options? The numbers do not add up in a perfect 1 to 1 correspondence. Some people said they were in favour*

of Option 4 while others said they were specifically in favour of Grade 7s moving while some were very opposed to Grade 6s moving but could support Grade 7s moving. We made best judgement calls on what they were saying.



### **Additional suggestions from survey feedback**

- Move the Strong Start program to Grindrod, A.L. Fortune or to daycare on M.V. Beattie property and change the music room (or other space at Beattie) into classrooms. Repurpose rooms to classrooms.
- Create a middle school at Rancho or Grindrod and take M.V. Beattie Grade 6-7s there. Or, take them to Len Wood
- Apply to ministry to build a new wing at M.V. Beattie or to build a middle school
- Create new bus routes to take students to Grindrod
- Re-open Ashton Creek
- Move kids to Grindrod to help increase enrolment (several suggestions about moving Ashton Creek students to Grindrod so they would once again be in a small school)

- Run additional school buses to get kids to Grindrod, Rancho or Armstrong
- Send Grade 11-12s to PVSS or Salmon Arm
- Space problems created by District to make A.L. Fortune a middle school and move high school students out of town
  
- Don't shuffle administration if making changes. Need consistency.
  
- Be crowded for a year and take time to make better choices
  
- A.L. Fortune will soon be overcrowded if you move grade 6-7s there
  
- Don't overcrowd .... poor learning conditions for students

**SECTION 5 - APRIL 4<sup>TH</sup>, PUBLIC CONSULTATION MEETING NOTES (and some additional information in blue has been added since the meeting)**

Community questions from public meeting. Some questions are addressed above. These are comments and responses from the public meeting on April 4, 2017

**Did we have these numbers when we built the school?**

Trustee, Mike McKay: Ministry of Education funds school building projects based on what is there at the time. Have not funding on anticipated growth ever. Ministry has been burned in the past using projections and therefore refuse to do this in the future. Finding a balance point. When this proposal came in to build MVB. –[also see more information above](#)

Justin Baird: this is the Okanagan everyone wants to come here, why would they build something from a false projection from Victoria. There were no projections from the boomers etc.?

Trustee, Mike McKay: For several years we were in a decline and schools have been closing.

Kory Dunlop: It seems that you are pushing option 4 - Not utilizing Grindrod seems inefficient. Having 10 and 11-year-old students going to school with teenagers going through raging hormones is a bad idea. Why not use Grindrod school? –[Greater use of Grindrod school and options of how to do this are being explored and encouraged, see more information brochure, bus surveys, etc.](#)

If strong start were to be removed than capacity would be 320 students. [Yes, the capacity at MV Beattie would be approximately 320. Updated with class size/composition likely language, estimate would be 300.](#)

Jenn Findlay: Strong Start at Carlin was moved to Sorrento while it was under construction. So it can be flexible but you want to keep it in the community.

Strong Start is in a high school in Lake Country? Could we not look at changing the strong start to a high school? Not uprooting children. High school students also work in the Strong Start. [Please see information under StrongStart about Ministry directions, requirements and information about StrongStarts in High schools and survey of StrongStart families.](#)

Cory Thomas: Mentioned the music room that can be used as a classroom.

Carl Cooper: You can move the music from classroom to classroom. It is not ideal.

### **Option 1: 2 Portables at MVB.**

Mike McKay: Portables bought with capital funding.

**It is even feasible for us to get portables if there is a wait time? They can be ordered and delivered in time.**

Community member: ATCO and asked for wait times, they had said 8-10 weeks wait time.

Current delivery and installation timelines – July 2017 (although both companies have indicated that they are doing several school projects and other school districts are starting to put in orders now realizing their needs).

Mike McKay: we usually have to go through the purchasing policy etc. etc. but we can look into it.

### **Cost of an addition?**

CC: Outline for three additional spaces were drafted. This would cost in the millions as an addition. **See cost information under options additional 4 classrooms estimate is \$ 1,089,810**

MM: we would have to go through a process with the Ministry, at least a year prior to approval.

Richard Scott: We do have the capability to add 4 classrooms on the west end and one classroom on the east end. Can look at costs associated with this and may be more worth it to put in for permanent additions vs. temporary portables for the cost.

**If we send the 6/7's to ALF does that limit our options for getting funding for expansions on MVB as it would no longer be overcrowded?**

MM: This is not a slam dunk, even if your school is at capacity does not mean we will necessarily get the funding.

Sheryl Hay, Chamber of Commerce: Not just about space, you want quality of education as well, so if we want to expand or add more classes it would take over the quality education (PE, Music, etc.) you have to look at this as well.

### **Has the District thought about buying back Ashton Creek?**

No, not at this time. Could only buy back if current owner was interested in selling.

**You are taking away the students chance at being on top of the school, losing that confidence. Instead of sending back to catchment areas. How many students from outside of catchment areas?**

Mike McKay: 25 kids from Grindrod but across all the ages/grades.

**There are a total 46 students out of MV Beattie catchment attending MV Beattie (detailed information above). 39 MV Beattie catchment students attend other schools.**



Shuffling inside of a small cohort is okay. But 25 kids across that large of an amount K-7 is not going to make that much of a difference.

Carl Cooper: would help the problem but would not solve it.

**Moving 25 students (Grindrod) eases space pressure on MV Beattie but does not solve capacity issues. Moving all non-catchment students out (46) would get MV Beattie much closer to solving capacity issues but does not completely address the challenge. See above for a full analysis and identification of issues.**

**Seems like there is a lack of service to Grindrod. In order for Grindrod to be viable, we need to support the services and make it a viable option for parents to keep their students in the schools out there and not on the chopping block. This will give more capacity long term.**

Mike McKay: We are working on making Grindrod more attractive and viable option. Looking at long term options. Carl working with Jeff has connected him with Outdoor Education Team to create some Outdoor Education opportunities., is doing Open Houses, and is putting together some brochures for information. **Open House on May 5<sup>th</sup>. Please see Grindrod Brochure.**

Carl Cooper: One of the challenges is that Grindrod has been at 3 divisions for a long time. This year we have gotten to the fourth division, there is space for additional students right now.

**Would the grade 7's be participating in the new learning curriculum at ALF?**

MM: No, we wouldn't say welcome to high school. We would maintain a similar curriculum as in the elementary school.

**Most (if not all) 7-12 schools have the same bell schedule for all students. See Charles Bloom notes. AL Fortune staff are visiting 4 separate 7-12 schools.**

**How long can ALF support 6/7's before they become at capacity?**

Carl Cooper: Showed the ALF enrollment projections with MVB (and with MV Beattie and Grindrod) and different grades etc. **See Projections.**

**Strong start? Couldn't parents drive to Grindrod as well? All the projections are for only one year. By moving strong start somewhere else for a year it would give us more time to make an educated decision.**

MM: This isn't just a blip; numbers will continue to grow.

**See StrongStart information.**

**If 6/7's were to go to Fortune...would that include Grindrod 6/7's as well?**

MM: No

**But then we would have parents putting their students in Grindrod to avoid going to high school.**

**Could we look at bussing all the grade 7 to Grindrod? **Looking at adding a bus run Enderby to Grindrod.****

**Make Grindrod a middle school and bus the students from there to MVB.**

**A lot of people from say Ashton Creek prefer a smaller school, if the middle school wasn't an option, than give the parents the option of bussing to Grindrod. Give out a survey and see who would bus students to Grindrod as an option.**

**Survey being done on this suggestion.**

Quite a bit of space available at Grindrod, could go up 6 or 7 classrooms. Could comfortably fit 40-50 extra kids.

**Richard Vetter: Nobody likes option 4. Common theme. This is what the community here is saying. We have talked about splitting the school. Is it really free to split these schools? I cannot see how there wouldn't be more costs associated.**

Costs: Maybe playground location is a onetime cost

Need cost analysis – See above

Ratios for lunch hour supervision costs, these could vary. The additional costs I don't think are as cheap as you are thinking. Easily make your money back buying the portables.

- What would the operating costs be of relocating students to Grindrod? We should know this.
  - **Bus costs –less than \$5000 for bussing costs.**

**Costs associated with planning this? Who plans this? Or are we just throwing these kids in here?**

Mike Mckay: Admin team and staff have been provided with release days to do some planning (Sicamous) Essentially the teaching piece (cost) is all the same regardless of where it is being held. **AL Fortune staff has scheduled visits for Professional Development Day to 4 different 7-12 schools.**

**Confused that there is no plan. What does the curriculum look like? Hard for us to say it is good for the kids because we don't know what it looks like. We need clarity so that we can make an educated decision.**

- Glenn Borthistle: Would be some sharing of teachers but it would be a core class, could participate on an explorations basis on some of the courses offered, would be in a core class similar to MVB. Some of the process over the next few weeks will be looking at what other schools have done. **See research and information on 7-12 school, some on 6-12.**

Gene Doray: We are confident in our staff and our population. Had a visit from a school with similar structure. We were told that the 7's are non-plussed by being in a 7-12 environment. Enhanced grade 7 atmosphere, ability to access gym time and explorations, presented to us a positive perspective of what the model looks like. 7/8 are cohorts for some things but most of the time they are separated. Same start time and same lunch.

Proposing different start times and different lunch times. This is going to make a huge cost difference, bussing, staff, etc. what does this look like? Emotionally prepare kids. Reading buddies, sense of

community that a small kid has, peers, etc. Dollars and cents, assembly wise? Two different types? Look at other 6-12 and 7-12 schools and bell schedules.

**There are 2 school that are 6-12 (Langley Fundamental, Abbotsford Integrated School of the arts) and 24 which are 7-12. Of the 24 schools, 5 are Independent schools**

MM: If we had come in and said here is option 4 in full detail, yes dollars are a resource driver, but I look at the money we spent in September, to look at rolling a couple portables in until we can make the best long term decision. The purpose of this consultation is to ask what the community thinks and how you feel about the other options. The online survey has had mixed response.

**There are 34 grade 7's at MVB, statement that parents will just move students somewhere else rather than have them go to ALF.**

**Clarification – there are 34 current grade 7's they are already moving to AL Fortune as Grade 8's. There are a projected 46 students moving from Grade 6 to Grade 7, and 42 Grade 5's to Grade 6.**

- Why do you not have any numbers on what it would actually cost for moving the 7's to ALF. Seems like this is our only option that we are talking about based on the recommendation. – [see above for more information](#)

Mike McKay explained that option 4 is what triggers us to allow a public consultation but all 4 options are still on the table.

- Get more information around costs associated with each option.

**Michelle Reed (teacher at ALF): Wants MVB parents to know that the teachers would look out for their children and take care of them. About costs (ALF teachers) we have had 32 different site visits. ALF is known across the country for this program. You have to also think about the older students. Increased counselor time etc. ALF teachers are also passionate about giving good education and about their students. Think about the impact to ALF and the current program as well.**

**We have many generations in this community, we used to feed this high school from multiple elementary schools, now we are almost exclusively being fed out of MVB. We need to be expanding the grades to balance the two schools, the structure has changed, not as many feeder schools.**

Mike McKay: You have made an important point about decisions being made upstream affecting downstream.

- Students are coming home from MVB stating that teachers are telling them that they are being told they are moving. Do not ask them if they want to go there, that is not their job to know that.
- Mike McKay: Needs to stop and it will. (messaging to teachers)

**Where did all the discussion from the town hall meeting last year go? We were very against a lot of things than and we didn't see anything come out of it.**

GB: This year an unexpected bump up in enrolment was a major factor. We did not fully anticipate these changes. **September 2015, enrollment was 307, September 2016 enrollment was 331, this 24 student increase combined with reduced class size regulations (estimated to reduce capacity by about 51 students) results in a 75 student numbers increased pressure since last spring.**

**These issues were discussed at the last town hall meeting.**

The 4<sup>th</sup> division is continuing at Grindrod.

- Advertise that Grindrod is not closing, it has been on the chopping block for 10 years. There is no consideration to close Grindrod. Is not on the chopping block, no plans at this time to close the school.
- Need to look at Ashton Creek to Grindrod. –**see survey result**

**DPAC: Meeting in Enderby next week, DPAC is a partner at the table. Space at Bastion in an issue as well. Don't paint Mike McKay with a brush, DPAC made comments on his integrity and the fact that he is here for the students and will look at finding a solution.**

**Does not like the idea of this decision being made by one individual. Have not looked at the other options with the care that you should have.**

Mike McKay: Government structure is the board of education makes these decisions. Whether 1 member or 7. He is responsible and accountable. Requirement for consultation is around option 4. That is why we keep landing back on this option.

**Asking that the catchment be reorganized – go back to Grindrod – this would be a space problem solution. Grade configurations are doable. –see survey results.**

- Are there any models that show this model works with 300 students not 75 students (aka Pemberton)?
  - **Yes, Charles Bloom that we visited has 350 students.**
- Enderby-Grindrod road... 20 students that could go to MVB (does this include students that are currently going there) tentative yes. **See this survey results – 0 current MV Beattie families on Enderby-Grindrod road indicated they were in favour of switching schools even with a bus.**

59 students in Ashton Creek, what's the last year that they will be at MVB? **Student from Ashton Creek moved to MV Beattie in 2012. Kindergarten students in 2012 are now in grade 4.**

**Sylvia Lindgren: Kings Christian School is 7-12, very similar.**

Dianna, 10 extra minutes on a bus ride isn't that much, for a bus that goes on the Enderby-Grindrod road.

Mike McKay: Grindrod School is open, no one can guarantee someplace will stay open forever, we are working to grow this school on its own.

We don't want to be having grandfathering over the years.

**Not realistic to have a 5-year-old on the bus for 2 hours a day.**

- Can we schedule another meeting in the very near future? **Yes, April 24, 7 p.m. MV Beattie**
- Can we have written questions and answers, have a discussion paper sent out? **Yes, this document**

Long term facilities plan has been rejected.

**How much of a difference do these conversations have?**

Mike McKay: It informs us on the thoughts and feelings of the community and presents ideas that we can explore further. We need to make a decision by May in order to implement the changes by September.

**What can we do from this point on to voice our options?**

Mike McKay: Can still fill out the survey online for another month.

**People are willing to make compromises.**

- **Next meeting would like to see more details around all the options. Including costs.**
- **Option 2 reformulated so that it does work, move out of boundary students back to Grindrod plus move strong start. Want to see options that solve the problem.**
- **What is available at Grindrod? Do people know what they have? What options are available? Principal gave an overview of some of the exciting things that are going on. Advertise? Please see brochure about Grindrod, scheduled open houses.**

**Spend a day at each school and make sure that each school maintains its culture.**

- Bring details of survey results to next meeting.

**We want the open mindedness to be uncomfortable for 1 year (make it work) and put more work into a long term solution. Need at least 2 classrooms this year.**

MM: Open minded, provide further information on the hybrids, this isn't going to go away in a year, all this is out there for consideration.

**Don't want to make a gunshot decision. We want to take the time to make this decision and rally our kids to do this.**

**If it makes sense to delay the decision, then we will delay the decision, but we have to make the best, educated decision.**

MM: Under current legislation any building has to be resourced and endorsed by the government.

**Sports logistics, field trips, etc. all these things would be impacted by the 6/7's moving to ALF.**

**The curriculum will stay the same.**

**Give more information so that we can give educated answers.**

Mike McKay: Whatever decision we make people are going to be impacted. Continue to work at this, send some stuff out in advance, take this very seriously and flush out the other options.

- PowerPoint posted online –**this document incorporates the power point information and will be posted on-line**
- **Survey results posted online**
- We will **provide information (this document)** with more detail on it so that it answers some of these questions. **Please note at meeting it was said Power Point would be provided, the information is provided in this format.**

*(9:46 p.m. meeting closed)*

## **SECTION 6 -Additional Questions that have come forward**

Could MV Beattie Neighbourhoods of Learning Room be converted to a classroom?

Yes, awkward classroom. Likely a better conversion to a space for ISP or some other program. Conversion of this room is not supported by school staff. It is currently used as multi-purpose room, and for breakfast and lunch programs.

Renovation costs (kitchen, counters)

Could MV Beattie music room be converted to classroom?

Yes, music would then move from class to class. We have one school that does this now. The current school (AES) staff does not prefer this method, and it is not supported by MV Beattie staff. Unlike AES, MV Beattie has a band program, very challenging to go room to room.

Cost to convert room – minimal costs (need desks and chairs)

Did we have current projection numbers when we built the school? Why didn't the district foresee this and make MV Beattie larger?

School was built upon MV Beattie numbers and projections. Community was concerned during planning stages that MV Beattie school was being built with intention of closing neighbouring schools, -Ashton Creek and Grindrod. Ministry approval of the construction project (MBV Beattie) was not approved with the intention of closing neighbouring schools but only upon current and MV Beattie projections. MV Beattie was constructed with a Ministry capacity of 291 students. The year of construction 2010-2011 MV Beattie had 215 students, the school opened in December of 2011 and that school year had 229 students. The following year, Ashton Creek was closed and MV Beattie accepted the majority of Ashton Creek students and as of September 2012 had 266 students. With MV Beattie and most of Ashton Creek students the school in September 2012 the school had 2 empty classrooms in September of 2012 the first year that Ashton Creek was included.

MV Beattie projected numbers would have fit at around 335 students (44 above published capacity), any numbers over that would have been (as they were this year) accommodated with transfers to Grindrod or another neighbouring school. However, with welcomed reduced class size language and likely further class size reductions to address classroom composition. For September 2017, our estimate is that MV Beattie would accommodate 51 less students (15 classes x 2 =30 plus and estimated 21 composition accommodations). This would place 'official' capacity as 240 students (291 official capacity–51 students for new capacity and proposed composition language= 240), realistically 280 students can likely be accommodated, in an over-capacity situation.

**Please see posted information of MV Beattie Growth**

Why is the district coming back to Enderby with the same solution that was proposed last year (when looking at possibly doing middle school) Some different and some similar circumstances? **Projected space issues for MV Beattie was 'foreseen' last year, this has been accelerated this year as noted above. The change has been the 'immediacy' of the space challenge.**

Is the district actually looking at all options or just focusing on moving grade 6/7's.? **Looking at all options, suggested options and combination of options.**

If the district wants to move the Grade 6/7s why aren't they giving parents more information about what that would look like and cost. **Information above on costs and 6-12 and 7-12 schools.**

Why isn't the district advocating with the ministry for funding to expand the school?

The timeline is too short to make a good decision. **A decision must be made for September of 2017 as MV Beattie does not have space to accommodate students without decision(s). - The enrolment challenge is not a one-year blip. We have insufficient learning space at MV Beattie over the foreseeable future;**

Why are we here? (SD83 has been pushing Option 4.)

Option# 4 is not a viable option for our community. There are no known public schools in BC that operate a 6-12. Not to mention a non-traditional High school academic structure with 6/7 grades. **Please see information posted around 6-12 and 7-12 schools.**

What are the operating costs of running a middle school within a secondary school?

1. –Bussing/LHS

Teachers (High need for a Learning Resource Teacher, current one at ALF is at max time.)

**This would be a move of students from one building to another the overall numbers and needs of students has not changed. Resources, teacher, CEA supports would move to match student numbers and needs as is done every year. Please also see some more information outlined on costs under Options section.**

What are the capital costs? What is your plan to keep students separated? **Need to look at what other 6-12 and 7-12 schools have done, and also 'if' option 4 goes forward work with staff, and community to come up with best model for Enderby and AL Fortune. One school visit has happened (7-12 at Charles Bloom, staff have scheduled 4 more visits to different schools.**

M.V. Beattie has the greatest number of vulnerable children in the district, -40%. Early Develop Instrument measures, speech, emotional, physical and attachment. This is based on BC Community Health Profile, 2014. How will this be addressed within this short time line?

**This needs assessment is one of the driving reasons that MV Beattie was identified as the first District School to have a Strong Start program. Overall current resources for MV Beattie and AL Fortune will remain the same, resources could/would shift to where students are. New class**



language around class size and composition also helps address this by having smaller class sizes and overall more teachers and thus improved staff student ratio's. This improved staff student ratio's is one of the drivers resulting in the need for more space.

How will Beattie backfilling lunch supervision, readers, big buddies, older siblings that walk younger siblings to school and sense of community and security within MVB?

**Currently at our K-5 schools in our district (8 schools), those responsibilities, leadership roles have been filled by grade 5 or grade 4/5 students.**

What will their school day look like (bells, busing) within a self-directed learning model that is currently in place at AL Fortune? How will this disturb the secondary school? –**Information on 7-12 schools and bells is included under options and in 7-12 research. More to be acquired on school visits.**

What is the Implementation timeframe of option 4, preparation of students, etc.? **If decision is made May 15<sup>th</sup> for option 4, then preparations of students and staff would need to begin immediately. Staff have school visits already scheduled.**

How is this enhancing the education within our community? **This is actually the purposes of this process: To identify the best model and solutions to provide the best education for Enderby and area community students.**

What is projected growth within our community? Over the next 5 years, **MV Beattie is expected to be 335-343 students. AL Fortune is projected continue to increase in any of the models (6-12, 7-12, and 8-12). Grindrod is projected to stay in the 73-79 student range, all this given current configurations and models. The district will be using a very sophisticated projection software (Bargar), that is being implemented and will have powerful information for our school district in the Fall of 2017.**

How does the school district justify this thought process and usage of money\$\$\$? **The school district and Trustee McKay are very conscious of financial decisions. Financial decisions are really service decisions. Every dollar spent on facilities, or facility upgrades, or capital projects is the same dollar not spent on providing direct service to students.**

How will student funding at M.V. Beattie change? **There is additional student funding this year and for the next 3 years to support improvements in class size (reduced classes) and to provide support for class composition. Student funding is not on a school basis but on district student numbers.**

Show long term, 10 years, student number projections? Does this allow stability within M.V. Beattie? Or will students be uprooted again? **We have projected out 5 years. However as noted elsewhere we will have enrollment projection software in place in the fall of 2018. One of the considerations in making this decision is to make a decision that will not require another different decision in the foreseeable future.**

Personal Stories -Ashton Creek closes, students pushed to MVB without space, now you uproot the same students into another environment? What sense of belonging do these students have? **Agreed.**

Consideration of not uprooting students (see options 2, 3 and 4) is a strong consideration, this includes currently attending Strong Start students. Uprooting/moving of students and financial (service to students) are the two significant considerations in this decision.

The previous board was working on improving catchment area, has this work continued? Is this complete? No, it is not complete. Important to have good and accurate information and this will be in the fall of 2017 using Bargar enrollment projection and catchment analysis and information.

Take into consideration: potential home buyers to this area, property values, store owners, population growth and retention to this area, the overall economic health of our community. This is why it is important to have good projection information (Bargar) to work with and stay in communication with municipalities and regional district around future plans for our communities.

These options (converting music room and NOL) will buy the school time to build as shown in the original blueprints of M.V. Beattie. This is a consideration to be considered in making this decision.

## **SECTION 7 – Email Feedback to Trustee**

Email feedback Summary

14 Emails Responses to [trusteefeedback@sd83.bc.ca](mailto:trusteefeedback@sd83.bc.ca)

2 in favour of K-6 at MBV and 7-12 at ALF.

1 opposed to grade 7's going to A.L. Fortune.

4 opposed to 6/7's being moved to ALF.

3 people in favour of moving Strong Start from M. V. Beattie.

3 in favor of moving students to Grindrod.

1 opposed to moving students to Grindrod.

3 in favor of changing catchment areas.

1 not in favor of changing catchment areas.

1 in favor of addition on East end of Gym at MVB

1 not in favor of portables at MVB.

### **Reoccurring Theme:**

Keep Administration at A.L. Fortune to help with transition.

## **SECTION 8 - 7-12 School research and Charles Bloom information**

A brief synopsis of 6-12 and 7-12 information

6-12 and 7-12 schools in BC (does not include specific Alternate schools or DL schools)

There are two 6-12 schools in BC: Langley Fundamental and Abbotsford Integrated School of Arts

Grade 7-12 schools in BC

Agassiz Elem-Sec: Public 292	<b>Okanagan Mission Sec: Kelowna Public 1365</b>
Charles Bloom: Lumby Public 350	Pender Harbour Elem-Sec Public 81
Ecole JulesVerne: Public 314	Mt Sentinel: South Slokan Public 288
Elkford Elem-Sec: Public 182	Salmo Elem-Sec 129***2 buildings across town
Elphinstone Sec: Gibsons Public 537	Sparwood Sec Public 248
Fernie Sec: Public 339	Tumbler Ridge Sec Public 134
George Elliot Sec Winfield Public 860	
GW Graham Middle-Sec Chilliwack Public 997	Aberdeen Hall: Kelowna Indep. 264
Hope Secondary Public 356	Brookes School Shawnigan lake Indep 148
Lake City Sec W.Lake (2 campuses)1332	Carver Christian Burnaby Indep 324
Langley Equestrian Academy: Public 25	Coast Mountain Academy Squamish Indep 66e
Mt Elizabeth Middle-Sec Public Kitimat 432	Vancouver Formosa Academy Indep 33
Nechako Valley: Vanderhoof Public 541	

### **Research**

There is not a lot of Canadian research regarding either 6-12 or 7-12 configurations. Generally, schools in Canada that have been referenced in publications or documents about 6-12 or 7-12 have been exploring those configurations due to space issues or funding issues.

Research is overwhelmingly in favour of schools with a broad range of ages, and when considering the ages to group together research is strongly positive for K-8 and K-12 configurations. It seems that if you cannot have those configurations, it is best to go with the broadest range of ages in one school in order to limit transitions.

## Pros of 7-12

- Students may benefit from specialization of teachers. For example- benefit from a math specialist.
- Some research has found a benefit of having subject specialist teachers
- Having K-6 and 7-12 allows for a minimum of 6 years in a school- good for consistency
- The later starting time in the day is beneficial to the middle years' age students. Teen brains benefit from a one hour later starting time as compared to typical elementary starting time of close to 8 a.m. Research shows that disadvantaged kids benefit the most from the later starting time. 9:15 seems to be a time cited in research as desirable.
- One study (Reid, 2009) found no significant difference between K-8 and 7-12 for the academic achievement of students in grades 9/10
- Secondary teachers having unrestricted access to middle years' teachers can be very beneficial- build in more consistency of curriculum, approaches, collaboration
- Students can access specialty programs and explorations
- Middle years' students have increased access to larger gyms, shops, bigger libraries,
- Secondary students may benefit from leadership opportunities with younger students (gr 7/8)
- Gifted students have easier access to advanced courses (although this is not necessarily the preferred method of enrichment)
- Tulsa public school study showed that when comparing 7-12, 9-12 and 10-12 configurations, the 7-12 schools showed the lowest dropout rate
- Some studies say that effective practice and programming is more important than grade configuration when determining student success

## Challenges of 7-12 (or 6-12)

- Large body of research about keeping K-8 together for the academic, behavioural, social emotional well-being of students
- Research shows changing schools in grade 6/7 results in achievement loss- this may be due to an overemphasis of "social, emotional, physical needs" of the middle years' students which leads to "vague academic expectations"
- "students undergo a difficult transition at precisely the time when they may need increased attention to social and academic needs"- now they are transitioning into a school where teachers and admin do not know them, their backgrounds or their learning needs/styles
- Transitioning at grade 6/7 results in 0.12-0.15 Standard deviation decrease in performance and this is not recovered. Lower achieving students are even more impacted
- Transferring for grade 7 results in decreased self-esteem, participation in extracurricular and leadership activities, as well as academic performance for girls. This persists throughout remainder of school.
- The effect for boys is the same except for self-esteem which doesn't show significant difference. This also persists.

- Tulsa public school: research showed moving at grade 6 results in 1-3% decrease in graduation rates
- Tendency of schools to revolve around secondary needs is a detriment to middle years
- Decreased opportunities for leadership

What seems to make it more successful?

- Sometimes moving kids at the grade 6/7 age is unavoidable. In these cases, research recommends multiple orientation sessions, repeated visits, and extensive curricular alignment. Also, deliberate and thorough flow of information between the sending and receiving schools.
- Some schools found it more successful to operate as a school within a school where the timetables, bell schedules, gym and lunch hours were all different. (This was primarily found in US research, and Ontario schools particularly in Kawartha district)
- Recommend more supervision of grade 7/8 students
- Discussions must occur about sequencing instruction/programming for middle years

## **Sparwood Secondary questions -another community's experience**

I have been asked this a few times, I have been working in this system for a number of years and was a VP during implementation when we made the move. The most common questions I am asked are below with my answers. Hope this helps!!

Public meetings were held with District Management and a plan was put in place. I was not at Sparwood at the time but I was the VP at Fernie Secondary School which had the same process. FSS is 20 minutes away from Sparwood.

### **When did you school bring in the grade sevens?**

The grade 7's were moved into middle or secondary schools at the same time across the entire district. Was a district move. This happened 8 years ago and still has its challenges.

### **How did the transition go within the whole school?**

Transition for students and staff went quite well but parents were very anxious about the grade 7 students being with grade 12. We followed a plan of starting transition events, parent meetings, admin/counselor meetings at the elementary schools then we brought the students over for buddy day etc. in June. We continue to follow this practice every year, due to the success of the event.

### **Do the sevens stay with a core teacher or do they have access to shop, home etc.?**

No they do not have a core teacher but we limit the amount of teachers they do see. As an example one teacher will take all the grade 7 math and science for all grade 7s and same with humanities. They do travel as a pod throughout the school though. They do have elective rotations and do have shop, home economics, French, music, art, computers and drama in a rotation.

### **Is the grade seven year linear?**

Yes, the grade 7's are linear as well as our 8 and 9 students are linear. Our 10-12 students are semester.

### **Do the grade sevens have their own section of the school?**

No they do not have their own section but their lockers are at one end of the building where most of their core classes are.

### **Do you have to consider grade sevens when time tabling?**

The grade 7 sevens and our singleton senior courses like Bi 12, Calculus, Chem 12 and Physics 12 seem to drive our timetable.

## **Charles Bloom –Task group visit**

7-12 school for ~12 years

Traditionally, 7's were a stand-alone group

Last year... due to enrolment, grade 7's became part of the "Middle Years" program... now 7/8 program

Prep time for Middle Years program is during Explorations time

One bell schedule

One school year schedule

X-Blocks are grades 7-12 (multi-grade classes) ... though there are some Jr.'s and Sr.'s x-blocks

This weekly schedule is updated by the Middle Years staff... one person takes this on. This is necessary to keep all the moving parts organized and communicated out. There needs to be flexibility built into this schedule. Math is run during the same block and taught by ALL the teachers in the Middle Years Program.

## **Open Campus for 7-12's**

Grade 7's are to be on campus for the first month... then open.

They will work with parents who would like their children to remain on campus.

Grade 7's are part of the school and not treated separately.

There are some assemblies that will be more appropriate for 9-12's and 7/8's

Grade 7's (and 8's) need to have a "home" within the school. This is necessary for transitions, comfort levels, and sense of place.

Middle Years Teacher Supervision Schedule is to provide opportunities for kids to be in their 'home' before school, and at lunch.

**Question: concerns with the older kids mixing with the younger kids... it just doesn't happen.** The older kids simply don't want to hang out with the younger kids... and when they do - the older kids quickly become ostracized from their peers and pressured to stop.

**History of this decision similar to Enderby.** Lots of emotion and opposition. Grade 7 parents (especially with their oldest child) are anxious with their child entering high school.... but this dissipates quickly in the school year. Transition planning and events in the spring for incoming students are important... and for parents too.

**Learning Lab Time (think Learning Centres) for Middle Years Program.** Though their Learning Labs are set into the overall school schedule (3x's per week - Tues/Thurs/Fri).



**April 24, 2017 at 7 p.m.**  
**Community Consultation Meeting**  
**MV Beattie Elementary School**

**Questions and comments from the floor:**

**Four options have been put forward with some discussion about a possible hybrid combination. Is there any other option you are considering?**

It was noted staff are looking at all options and “fleshing out” the costs associated with each option that might help with the situation. Will likely be a combination of many things that solves issue.

After the last consultation meeting they have looked into the idea of adding a bus from Ashton Creek to Grindrod, for parents who would consider voluntarily moving their children to Grindrod.

It was explained that, for example, just closing cross-boundary students to MVB could be part of solution but wouldn’t solve the issue. There are 46 students currently cross boundary into MVB and 39 students cross boundary out to other SD#83 schools.

One parent stated that when looking at the boundary changes vs. grade configuration changes, the needs of the many should outweigh the needs of the few.

**How many more classrooms do we need? Would you consider repurposing computer lab into ISP room?**

As work continues on restored language meetings, Director of Instruction Carl Cooper is quite confident that a third and possibly even a fourth class will be needed. The music room and StrongStart are classroom sized spaces; Neighbourhood of Learning space (includes kitchen) is an option but not full sized classroom; also suggested that district consider converting computer room to ISP room and create a mobile lab cart. These last two spaces have challenges as not full sized classroom, don’t have outdoor exits and are different-shaped.

**Is there capacity at A.L. Fortune and have parents there been consulted?**

Official capacity of ALF is 500, which likely included the four old portables no longer at the school. Carl is clarifying with the ministry but best guess is capacity of 380 students. All parents and the community were invited to attend the consultation sessions and are able to participate in the online survey. A.L. Fortune is looking at how best to repurpose space if this should proceed, including the possibility of moving to a mobile computer lab.

UPDATE: Official Ministry capacity of AL Fortune as of July 2015, with two portables was 550. The two portables have been removed, this would make the capacity 500. This is calculated using all teaching rooms at once. All shops being full for example.

**Are portables not a capital expense? Why are you talking about taking the money out of operating funds? How much money is in the capital reserve right now?**

Official Trustee Mike McKay clarified capital and operational budgets. He noted capital assets are tangible assets like computers, computer labs, buildings, portables, etc. When the school district receives its annual budget allocation some of the \$60 million budget is allocated to local capital projects and to buy capital items. At the end of the school year the board also decides where any surplus funds (the school district may not run a deficit so always should have a surplus) will go. Sometimes this money is also put into capital. Ministry also allocates specific capital money to the district; there also exists a capital reserve, which is co-managed by the district and the Ministry. There is \$300, 000 in the local capital right now. McKay noted that 90 per cent of the district's budget is spent on personnel. Portables would have to come out of local capital (which is typically funded through the sale of property or transfers from the operating fund).

**What is the definitive cost for moving students from M.V. Beattie to A.L. Fortune? What about the social emotional costs?**

Cooper explained the most substantial cost would be an additional annual costs for explorations costs (\$13,000 for 32 grade 7 classes, \$26,000 for 4 – grade 6 – 12 classrooms); possible supervision costs at lunch of about \$4000; playground Grade 7 hang-out place was a suggestion by some students. He added the biggest cost in a school district is people. When you move a class and a teacher, there are not other significant costs.

McKay stated the district is not hiding numbers. The biggest cost is instructional time and educational administration time. The largest costs are constant no matter which school the classes are located in.

Several parents expressed concerns about the social-emotional costs and that students have been asked for their opinions about the possible move, which possibly creates anxiety.

Cooper noted that although this is an adult conversation and decision, he also feels it is very important to talk to the students involved and get their perspectives, and it was done with care and parental permission. He noted that talking to the Grade 7s at Charles Bloom (a 7-12) was very informative.

He added a group of staff are researching/visiting some nearby Grade 7-12 schools to collect information so that if the district does decide to do some migration of students earlier than Grade 8 what does it look like.

Concerns were expressed about there not being enough focus on some of the academic and social impacts of a grade configuration change. Also the social emotional changes which a parent described as “unrecoverable decreases in self-esteem”. Concerns expressed about moving students to A.L. Fortune because of drugs, open campus, socialization of older students with younger, not enough research, isolating younger students, lack of leadership opportunities.

McKay noted the district recognizes the Enderby community has a high vulnerability index and that needs to be looked at. He noted that he has heard the concern about moving younger students to the high school. But there are also concerns about having families move into the community and not be able to attend an elementary school in their community, about students who have cross-boundaried since kindergarten and are now worried their child will have to leave their friends and teachers. He added there is some level of impact with whatever choices are made. “This is not an impact free zone.”

**Are the costs of a playground being included? Need to decrease screen time and increase physical activity!**

McKay noted that it is teacher choice around the use of technology in the classroom (not grade-based). He emphatically agreed with the need for physical activity for all children.

Doug Cumming, Principal M.V. Beattie, was questioned about what the older kids do at recess time: at MVB, shared swings with primary students, mantracker, four square and blacktop, hockey, scootering, field games when field is available, some hang out with the little ones; Gr. 5/6/7 help out with lunch supervision.

Concerns were expressed that if students were moved they would lose out on leadership opportunities as well as sports and activities at M.V. Beattie such as tennis and hockey.

**Will we be doing this again next year or is their capacity at A.L. Fortune for the foreseeable future?**

There are currently 225 students at ALF (with a capacity of 380\* (UPDATED please note the official capacity is 500) but with its individual learning focus it does use more space. Unlike elementary schools, classrooms are not used the same at high school level so there is room. Some reconfigurations would need to take place at ALF; portable computer labs would be looked at.

Cooper added that just moving students is not going to work on its own. Other measures will have to be taken as well.

**Could a program be ready that fast? Would younger students be in isolation at ALF?**

McKay spoke to how high schools need to be more welcoming to the younger students; need to recognize that grade 6, 7, 8 students are not mini-grade 12 kids; more structure and support needed for younger students entering a high school space; support for transition practices at ALF; need to be age-appropriate structures in place to support the students socially-emotionally; notion that ALF is a family and that younger students would be welcome to that family.

Superintendent Glenn Borthistle added that A.L. Fortune has an outstanding staff. The younger students would have a core teacher with structured time for explorations. He stated he had a high degree of confidence that Principal Gene Doray and his staff will together a very age-appropriate transition and program.

Doray later stated that if the school does transition to a 6-12 or 7-12 he and his staff will make it happen. "We are a family and we take this really seriously. We are passionate about the success of every child in this school."

He also invited any parents with concerns to come and visit the high school. "Our doors are always open." He promised staff would educate themselves to do the best possible job they can.

**Short timeline for change and transition; are we able to buy more time by bringing in portables as a short-term measure?**

It was noted that the timing is a challenge, and because of an unexpected influx of students from other areas as well as the change to contract language, one that many school districts are facing.

McKay noted portables depreciate in value like a new car; decision should be sustainable over time; and that there will be some combination of decisions to make it all work. At the request of a parent he said staff will see if there are used portables available that could help lower costs.

### **Could a program even be ready by September? Would there be meetings just for parents impacted by this change? Transition plan?**

McKay stated if the configuration changes programs will be ready for the students. As noted earlier, a group of staff is researching Grade 6-12 and Grade 7-12 schools. If the decision is to move ahead they will take the good practices and develop a model for A.L. Fortune.

Both McKay and Cooper stated the importance of a strong transition plan for students, parents, and staff.

### **Why not free up spaces for the short-term and get funding to build 4 new classrooms at MVB?**

It was explained that it is very unlikely, with space available in neighbouring schools, that the district would receive Ministry permission/funding to add on to the school. McKay said the district can ask but it would be irresponsible for him to say it was a solution, or even likely, to happen in the near future.

### **Additional comments**

Parent questioned where did the money for the Carlin learning commons project come from: AFG and local capital

-community feels there has been a lack of planning by the school district; more information is required and appreciated; concerns about other associated costs with reconfiguration; wanting a financial commitment from the district to fully support the students affected by the end decision

-option to buy older portables proposed; could the new district office be sold; building of the DESC is still a sore spot; difficulty regaining trust of the district. [UPDATED: Investigated Vernon portables – they are not available](#)

-request to put every effort forward to keep the “jewel” of MVB together; vulnerability and buildings are the only areas where extra priority might be given to specific areas of the district

-concern about new families coming to Enderby may not be able to attend MVB; city counsellor concern

- concern about moving StrongStart as it is a “valued addition” to M.V. Beattie

- is it possible to negotiate with the teachers to keep the class sizes the way they currently are: class size numbers are not negotiable but composition is being worked on with the district staff and NOSTA

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**Carl Cooper** –No, the class sizes maximums are provincially set, and any reductions negotiated locally are not going to be increased. Smaller class sizes are a good thing, in this case and other schools also they create a space challenge.

- recognition that being in limbo is extremely challenging: is it possible to expedite the decision; consultation needs to be 60 days or the decision can be legally challenged; May 15<sup>th</sup> is the day the decision will be made (motion for adoption will be made the week before)

- is it possible to request money from the city or top-end administration costs that could be cut; asking for donations; would still need Ministry permission to build
- question about the likelihood of the Ministry supporting a building addition grant; slow process; addition to the school is not a solution for next year; there is assurance that portables can be available for September 2017; dry portables so children have to go to the washroom in the school
- looking for an estimated cost for every scenario including impact on students, overall funding costs, etc.
- location of the possible addition; four classrooms on the west side or 3 classrooms on the playground side; not realistic to complete construction by September 2017; Glenn shared Ministry guidelines for districts facing capacity issues; consultation information is continually being updated and posted on the SD website; Carl will also share survey results (which are now on the the District website under Enderby Supporting Information document.
- comments, feedback, and concerns do make a difference to the decision-making process; an expansion request to the Ministry may not be likely granted; keep the kids in mind, use dollars available and make the best and most sustainable decision; provincial standard around provincial programs is that capital grants are not granted when space is available in another local school; the book is closed for short or medium-term hope to build an extension due to the available space in other schools

## A.L. Fortune Staff Gr. 7-12 School Visits

### **Charles Bloom (Lumby)**

Five of our staff members visited Bloom and met with teachers/admin.

Takeaways:

The school has had gr. 7s for over a decade and nobody seems to understand why we would be concerned with the transitions of 7s to a high school. The 7s are simply a part of the school family.

The 7s were originally their own separate cohort, but they have recently been paired with the 8s for a “middle years” type program. They essentially loop their years and have 7/8s together for all courses.

The teachers are concerned that this approach has not necessarily been effective – especially within the academic areas.

They plan to separate 7s from 8s in Core Courses (Humanities/Math/Science) but keep them together for X-blocks, Explorations and PE.

All staff and students are on the same schedule (school start, lunch, and finish times are identical).

Gr. 7 teachers have the same prep time as everyone else.

Gr. 7s have (in theory) a closed campus for the first month of school. However, it is agreed that they don't necessarily police this closely. By October, Gr. 7s follow the same rules as the rest of the student population.

There is NO music program.

Initially, the community shared many of the fears that our communities have expressed: kids growing up too early, inappropriate relationships, coarse language, introduction to drug/alcohol/party culture earlier than usual, bullying, etc.

After 12 years, they report that these are NON-issues.

In retrospect, their biggest challenge in the transition to having 7s was concerns from the parent community about the younger students at the high school and being exposed to up too early/inappropriate relationships etc.

### **George Elliott Secondary (Winfield) Student Population: 800**

Six staff members attended GES for the morning. We had exposure to kids/staff before, between and during classes.

The VP (Russ Bischoff) was a fantastic tour guide and provided us with a two page list of transition tips. He had formerly been the principal of one of the K-7 feeders, so was in a great position to explain the process from both sides.

GES spent over a year researching and preparing for the move to 7-12.

Several staff attended the WEB (Where Everyone Belongs) program in California.

A separate gr. 7 annex was in construction during the year of preparation.

The annex came from seven portables that they purchased from Oliver.

The 7s have the same start, lunch and finish times as everyone else.

Initially, the idea was to keep the 7s separate from the rest of the community.

Gr. 7s are supposed to have a closed campus. We spoke to several that have been off campus. There is a difficulty with policing this.

Gr. 8s are also supposed to have a closed campus until after Spring Break. Several 8s admitted that blending in with the 9s and walking out during lunch was no problem.

Gr. 7s come into the main building for Explorations, Art, PE, Drama, Citizenship and French.

Gr. 7s potentially have six teachers over the course of the year.

The intent to give the 7s their own place for lunch (the annex) was based on parent concern. The reality is that the majority of 7s come into the main building to have lunch with the other students.

No Gr. 7 playground equipment. However, they put some soccer goals up behind the annex and they made a blacktop with three bball hoops nearby the annex too.

The annex now houses many gr.11/12 academic classes as well as gr. 7s. There is NO real interaction between the older kids and the younger ones. They peacefully co-exist.

The benefit of the annex has been more to gr. 7 staff as they have formed relationships and begun to create more cross-curricular projects. The downside for staff is that they are somewhat isolated from the main building staff.

The report from the gr. 7s/8s that we spoke to was that there was NO big deal in regard to their transitions. They like it better than elementary school.

Similar to Charles Bloom in Lumby, there were big concerns about the impact that older students and a high school setting would have on the younger ones, but NONE of the concerns have proven to be their reality.

The gr. 7 teachers have the same prep time as everyone else.

Growth at the elementary level and a lack of capacity caused the change in configuration. However, continued growth in the area means that in another two years, GES will become a 9-12 school and a middle school (6-8) will be built next to it.

## **Okanagan-Mission Secondary Grade 7-12**

Student Pop. ~1400

### **High socio-economic demographic**

Initially there was plenty of parent push-back, but now there is next to nothing. Interesting note: a middle school is being built and it will house grades 6-8 in two years... meaning OKM will lose grades 7 & 8.

Gr. 7's are 'housed' in portables outside of the main school... but when inside, it really feels like a school environment and not separate portables.

- There are some other grade classes that run in this area (i.e. Socials 11, Math 9, etc...)

Gr. 7's follow the same schedule as everyone else. They rotate between their academic classes, and they have an opportunity to be inside the 'new' school for PE and Explorations.

- 7's have a Humanities Teacher and a Math/Science Teacher
- 8's have a different teacher for every subject

There is not a playground, but the 7's have their own field (which they rarely use). The VP expressed opinion that at middle school at lunch hour kids are out playing on equipment but has noticed in 7-12 environment more mature in sense they are hanging out as opposed to using playground equipment.

- No cell phones in the classroom for all grade 7's
- Closed campus for all grade 7's (all year) - but they also offer LOTS of before/lunch/after school activities for the grade 7/8's
- There was a gr. 7 lunch room set aside (parent request), but it rarely gets used.

10 minute transition time in-between all classes.

Plenty of Academies at the school: Swimming, Soccer, Hockey & Golf

Transitions are REALLY important

- Spring tours/scavenger hunts/bbq's - parent participation... and involved leadership students
- Backpackers - gr. 7's visit their old elementary school and share what's in their backpack (basically... what is different and what is the same) - kids talking to kids
- First day of school - gr. 7's in the morning, everyone else in the afternoon
- The admin team called EVERY incoming grade 7 family to welcome them to the school and to answer any potential questions/fears they may have

If they could go back in time they would loop the grade 7/8's together and attempt more middle years programming

A struggle due to the size of the school is the grade 7 staff being separate from the rest of the staff - they even have their own staff room in the portables. Admin has made a conscious effort to bring everyone together... a work in progress.