

**GREATER VICTORIA SCHOOLS DISTRICT  
BOUNDARY REVIEW CONSULTATION: GRAFFITI WALL FEEDBACK**

**Engagement Session #1:**

Wednesday, February 6, 2019

Group: Community

# of attendees: 172

Location: Spectrum Community School Gymnasium

Share your thoughts about the proposed catchment boundaries:

<b>Issues &amp; Concerns</b>	<b>Opportunities &amp; Benefits</b>
<ul style="list-style-type: none"> <li>#WeChooseSouthPark</li> </ul>	<ul style="list-style-type: none"> <li>More community building at schools with reduced capacity challenges.</li> </ul>
<ul style="list-style-type: none"> <li>Moving away from walkable schools with new boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Keep siblings together through the schools.</li> </ul>
<ul style="list-style-type: none"> <li>If developing new boundaries for catchment, do not divide communities!</li> </ul>	<ul style="list-style-type: none"> <li>Programs of Choice at elementary levels are important to us.</li> </ul>
<ul style="list-style-type: none"> <li>The November survey questions were problematic and did not ask about how public valued schools of choice.</li> </ul>	<ul style="list-style-type: none"> <li>The realization that Schools of Choice are wanted!</li> </ul>
<ul style="list-style-type: none"> <li>Lack of safe routes to school for EMJS to Lansdowne - too far! 5 km</li> </ul>	<ul style="list-style-type: none"> <li>More access to neighbourhood schools.</li> </ul>
<ul style="list-style-type: none"> <li>French kids deserve to walk to school too! We are a bilingual country.</li> </ul>	<ul style="list-style-type: none"> <li>Choice at the elementary level is a good thing! Other districts in the province value it. French at the elementary level isn't a good fit for all students.</li> </ul>
<ul style="list-style-type: none"> <li>French needs neighbourhood schools. French at Monterey.</li> </ul>	<ul style="list-style-type: none"> <li>Great to see capacity at Quadra being addressed!</li> </ul>
<ul style="list-style-type: none"> <li>Why has impact not been evaluated or analyzed except with respect to numbers? (Educational, personal, emotional impact)</li> </ul>	<ul style="list-style-type: none"> <li>Explore bussing as a solution.</li> </ul>
<ul style="list-style-type: none"> <li>French students should be treated equally and have access to their neighbourhood school. Achieve transportation and health key goals for CRD and BC.</li> </ul>	<ul style="list-style-type: none"> <li>Close district soccer program at Reynolds to deal with capacity.</li> </ul>
<ul style="list-style-type: none"> <li>Serious consideration re designated/program schools and maintaining their learning community - take them out of this!</li> </ul>	<ul style="list-style-type: none"> <li>Explore Monterey as a dual-track school. Survey says portables over reducing access to programs.</li> </ul>

<ul style="list-style-type: none"> <li>• Why was only one proposal made? Why is it this one or back to square one?</li> </ul>	<ul style="list-style-type: none"> <li>• Redraw boundaries to deal with over-capacity.</li> </ul>
<ul style="list-style-type: none"> <li>• Capacity is calculate <u>only</u> considering class size and doesn't consider other constraints.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess equity of access to educational programs of choice.</li> </ul>
<ul style="list-style-type: none"> <li>• How does this solve issues at Campus View, Macaulay or Willows?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do parents of pre-kindies make choices to send their kids to Early French, South Park or Cloverdale? Best interest of the child.</li> </ul>
<ul style="list-style-type: none"> <li>• Detailed planning with MCFD social workers is required to evaluate impacts to children in care.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to improve schools with really bad reputations to encourage parents to send their kids there. Agreed! Don't neglect Macaulay!</li> </ul>
<ul style="list-style-type: none"> <li>• Yes! Impacts do not seem to be looked at all.</li> </ul>	<ul style="list-style-type: none"> <li>• Fix overcrowding at some schools.</li> </ul>
<ul style="list-style-type: none"> <li>• Changes to schools (Cloverdale specifically) should not be made based on the values of administrators</li> </ul>	<ul style="list-style-type: none"> <li>• This is about numbers - not education!</li> </ul>
<ul style="list-style-type: none"> <li>• Schools are becoming too big. We are not creating safe spaces for our most vulnerable kids.</li> </ul>	<ul style="list-style-type: none"> <li>• More indigenous reconciliation at all schools. Agreed!</li> </ul>
<ul style="list-style-type: none"> <li>• Improve safe cycling routes and provide much better lock-up facilities at schools.</li> </ul>	<ul style="list-style-type: none"> <li>• This feels like a short-term band-aid fix for a much bigger long-term problem.</li> </ul>
<ul style="list-style-type: none"> <li>• What about families in the South Park catchment who <u>do not</u> want that philosophy for their kid(s)? (same question for Cloverdale)</li> </ul>	<ul style="list-style-type: none"> <li>• Why weren't boundaries of schools that are not full redrawn?</li> </ul>
<ul style="list-style-type: none"> <li>• Making parents drive their kids to school will cause worse pick-up/drop off traffic. More cars! EMJS to Lansdowne</li> </ul>	<ul style="list-style-type: none"> <li>• The School Act protects <u>educational</u> success of <u>all</u> students. It doesn't make reference to walkability. A school district cannot impair educational success to benefit walkability.</li> </ul>
<ul style="list-style-type: none"> <li>• French catchments don't have safe corridors.</li> </ul>	<ul style="list-style-type: none"> <li>• The planning committee needs to think about programs (F.I., traditional, etc.) instead of just lines on a map. I believe some creative thinking would solve overcrowding as well as saving programs.</li> </ul>
<ul style="list-style-type: none"> <li>• There has not been enough consultation or consideration for low-income families or recent immigrants.</li> </ul>	<ul style="list-style-type: none"> <li>• Take pressure off the schools that are very full and have higher needs. Schools of Choice end up putting more pressure on catchment schools like Quadra, George Jay, and James Bay. This proposal would reduce those populations and move some of the higher needs over to their catchment schools.</li> </ul>
<ul style="list-style-type: none"> <li>• Ignorance doesn't make good policy</li> </ul>	<ul style="list-style-type: none"> <li>• Give notice to take Lampson School back!</li> </ul>

<ul style="list-style-type: none"> <li>• Everyone has personal wants. The School Act doesn't protect them all. It does protect educational success of non-traditional learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough parents know that siblings no longer have priority to follow through. Separating elementary-aged siblings is not okay.</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of communication from Admin on the process.</li> </ul>	<ul style="list-style-type: none"> <li>• More consultation time; too rushed, and the District should not limit the number of traditional schools within the district.</li> </ul>
<ul style="list-style-type: none"> <li>• No real consultation process; no public input at Town Halls; no alternatives given to trustees. A flawed process!</li> </ul>	
<ul style="list-style-type: none"> <li>• Is the proposed SPFS catchment sustainable over time to support a "full" school?</li> </ul>	
<ul style="list-style-type: none"> <li>• BC Transit routes and schedules are not useful and frequent enough to support kids using transit to school.</li> </ul>	
<ul style="list-style-type: none"> <li>• #VictorWeHaveYourBack!</li> </ul>	
<ul style="list-style-type: none"> <li>• How does the proposal mathematically resolve capacity issues? Yes, please make this clearer.</li> </ul>	
<ul style="list-style-type: none"> <li>• Schools of Choice and Programs of Choice are not the same and shouldn't be treated as such.</li> </ul>	
<ul style="list-style-type: none"> <li>• I don't want my child going to a traditional school or one with its culture. (Then you don't understand what traditional is!)</li> </ul>	
<ul style="list-style-type: none"> <li>• Schools of Choice/Alternative Schools are not for everyone and should not have catchment areas force on them. If you are closing/ending Schools/Program of Choice, there should be a greater consultation, analysis and notice given!</li> </ul>	
<ul style="list-style-type: none"> <li>• Make sure student's needs are the main focus, not boundaries.</li> </ul>	
<ul style="list-style-type: none"> <li>• Why is Macaulay ignored?</li> </ul>	