



Catchment Boundary Review - Phase Two Summary Report

Background

The current Catchment Boundary Review is the culmination of three years of work on a variety of issues including:

1. How students access schools (Enrolment Priorities);
2. How French programming will be accessed in the District (French Language Programming Review); and
3. How our facilities are maintained, shared and modernized (Facilities Plan).

These three processes connected with thousands of people in our community, internal and external partners, and provided feedback and guidance to the Board on our communities' vision for our District. From equity to the environment to childcare to partnerships, our community has set high expectations on the District on how they want to see our system grow.

While the Facilities Plan will be a living document, ultimately, the culmination of this work is the Catchment Boundary Review. This process is intended to provide the framework for the next 15-20 years in our District.

Catchment Boundary Review - The Process

Background

The current process began in the Spring of 2018. The District engaged its community in the Thetis Vale area of the District. While this consultation showed strong preferences in the community, it was clear that due to class size and composition restrictions and increased enrolment that the process needed to be more holistic.

In the Fall of 2018, the District initiated planning to develop a consultation process and set up an internal Boundary Review Team. The Boundary Review Team includes Colin Roberts, Associate Superintendent, Mark Walsh, Secretary-Treasurer, and representatives from Technology for Learning, Facilities, Modern Languages and Communications. The Team also reported to the District's Facilities Plan Committee consisting of a member of each of our partner unions and associations, three parent reps from VCPAC, District staff and a trustee. Further, the team reported on a monthly basis to the Operations Policy and Planning Committee.



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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, and then reviewed and revised by the Facilities Plan Committee as well as our District Leadership Team. The survey was posted from November 19 to November 30, 2018. It was available in six languages (including Spanish, Filipino, Arabic, Mandarin, and Punjabi) upon request. We received over 5,100 responses between the Parent and Student Survey. The results of the survey have been made publicly available at the following link:

www.sd61.bc.ca/catchment-boundary-review

In the background, the Team was ensuring that capacities of our schools accurately reflected the number of students that could be accommodated at each site, and awaited the final results of future enrollment projections from our third party projection company.

For more specific information on capacities please visit our Frequently Asked Questions (FAQ) webpage:

www.sd61.bc.ca/catchment-boundary-review/catchment-boundary-review-frequently-asked-questions/

The information collected from the community through the survey identified the most important considerations for families and students and neighbourhood specific needs. This input then help create the following guiding principles:

- Limiting the walking distance to and from school
- Ensuring safe active travel routes within catchment areas
- Utilizing facilities currently available to the District
- Immediately alleviating enrolment pressures in Victoria's central corridor
- Providing space to accommodate future growth
- Allowing S.J. Willis to be utilized as a school when another school is being seismically upgraded
- Aligning boundaries with historical transfer demands
- Keeping "Families of Schools" in alignment with school catchment pathways in efforts to keep as many cohorts together during school level transitions
- Maintaining current grade configurations at all schools
- Addressing French Immersion access
- Minimizing the need to build further learning studios or move existing portables
- Keeping Secondary Programs of Choice at their current sites



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- Limiting the amount of change for schools, parents and community (Proposed changes to require no change for approximately half of the schools)
- Continuing to provide the opportunity for choice through student transfers where space permits, particularly at the secondary level
- Allowing students to complete their studies at their current school until the next school level transition

Phase Two of Public Consultation

The Boundary Review Team then created the first draft of the catchment boundary proposal and presented the proposed changes to the Facilities Plan Committee and the District Leadership Team. The Team then worked to implement the second phase of the public engagement strategy.

The overview of the proposed changes included:

- Introduction of three new elementary catchment boundaries (South Park, Cloverdale, Victor) to address population density in the core area of Victoria and Southern Saanich. The District would no longer offer Elementary Schools/Programs of Choice.
- The Quadra Elementary catchment would be reduced through the creation of a Cloverdale boundary.
- Reopening of Richmond Elementary as a middle school South Campus for Lansdowne. The intention is for Richmond to serve the Grade Six cohort.
- The Thetis Vale area of View Royal would become part of the Eagle View catchment.
- Victor School would open as an elementary catchment school. The plan was to start by phasing in Kindergarten and Grade One students, with some of the current student population to transition into a new purpose built location.
- The James Bay Elementary and Sir James Douglas catchments would be reduced through the creation of a South Park catchment for the James Bay and Beacon Hill area, and portions of Victoria's downtown core.
- The current Oaklands Elementary boundary would be reduced. The former portion was proposed to become the new Victor School catchment. George Jay's catchment would become smaller with the introduction of the Victor and South Park catchments and changes to the Quadra catchment.
- Revisions to school catchment pathways included:
 - » English Doncaster students would transition to Mt. Douglas.
 - » Students at Oaklands and Victor would become a part of the Oak Bay Family of Schools.
 - » Rogers Elementary students would transition to Glanford Middle then continue to Reynolds Secondary.



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- » South Park would transition students to Central Middle then Vic High.
- » Cloverdale would transition students to Cedar Hill then Reynolds Secondary.
- » French Immersion Margaret Jenkins students would transition into Lansdowne then Oak Bay High.
- » French Immersion Quadra students would transition into Lansdowne then Reynolds.

Phase two of consultation involved sharing the proposal with the community and actively engaging the community about the proposed changes. The District hosted three open houses for the public to provide input on the proposed boundary changes, and added a question and answer component to the third open house in response to feedback received. The open houses were held over a period of three weeks in the month of February 2019, and had more than 400 people in attendance. The District also welcomed input via email at the BoundaryReviewTeam@sd61.bc.ca. This provided an opportunity for those who were unable to attend the open houses to share their considerations. Frequently Asked Questions that were raised throughout the process were shared on the District's website and responded to on the Catchment Boundary Review webpage. The webpage was regularly updated to keep the community informed. As well, the website was regularly updated to keep the public apprised of the process and decisions.

All input from phase two was provided to the Board of Education to review. This included all the data compiled from the open houses (display boards, comment cards, and additional communications submitted), as well as all the input received electronically.

For the information collected at the Boundary Review Open Houses please visit:
<https://www.sd61.bc.ca/catchment-boundary-review/catchment-boundary-full-survey-results/>

Next Steps

This document is the outcome of the phase two consultation process. In addition to providing the feedback from phase two to the Board of Education, this document also provides updated recommendations as well as potential alternatives for the Board to consider.

Phase Three of Public Consultation

Following the receipt of this report and the next steps the Board wishes to take with the Boundary Review, the intention is for the District to continue consultation with those directly affected by the changes. The intention is to visit each school or local area that would be significantly impacted or where a new major recommendation has been put forward to discuss the impacts and hear feedback prior to a final decision by the Board in May, 2019.



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We are hopeful the Board will be in a position to make a final decision on May 23, 2019. This would allow parents of students who may be in a different catchment in September 2020 to seek transfer in advance of a new school year, if they so desire.

Further, we envision a phase four consultation upon completion of the Boundary Review to continue discussions with our municipalities, BC Transit and other partners to ensure that future growth, transportation or other amenities (such as childcare) are subject to continuous discussion over the next 15 years.

Catchment Boundary Review - What We Heard in Phase Two of the Consultation

Introduction

It is important to recognize at the outset that any process of change is difficult for those who are potentially impacted by change. We would like to recognize that, with a few minor exceptions, the dialogue has been positive and productive. We understand how parents are their children's best advocates and that change, or even the possibility of change, can be incredibly difficult for families.

Further, the feedback has generally recognized that the Board must take steps to alleviate capacity issues at schools, not only to ensure that there is adequate space for students at their catchment schools as populations in certain areas grow, but also that equitable access to school programming is an imperative. Moreover, there was an overarching theme that the District needs to be proactive in its planning to ensure schools are viable now and into the future.

This report is not intended to answer a variety of factual questions but rather provide an overview of feedback reviewed and potential alternatives to the initial recommendations if the Board wishes to have them explored. For useful background information, please visit our Frequently Asked Questions (FAQ) webpage where detailed answers to decisions have been provided: www.sd61.bc.ca/catchment-boundary-review/catchment-boundary-review-frequently-asked-questions/

This report summarizes feedback from the boundary proposals that were published on January 29, 2019 during phase two of the review. The proposal included specific recommendations and focused on the major recommendations involving the creation of catchments for certain schools, changes to catchments and then major proposed pathway shifts. The report will then focus on feedback regarding circumstances where no changes were recommended and some specific



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 the scope of the current process.

We also heard that many individuals would like to see what alternatives to the recommendations were available to the District and what are the impacts of the alternatives.

We heard from a number of neighbourhoods that were hoping for changes that were not recommended. We heard from individuals who were concerned that inclusive learning (special education) was not specifically addressed in the survey or the recommendations. We heard that transportation was an issue for both French Immersion and the Regular program.

We also heard from South Park, Cloverdale, and Victor that the Board should not proceed with changes and that alternatives to the recommendations should be found.

We heard from many Margaret Jenkins French Immersion parents that Lansdowne was not an acceptable option for many parents due to distance and that continuation to Central or the addition of French Immersion at Monterey should be pursued.

We also heard from parents supportive of the proposed plan and some who were neutral but wanted to ensure that the District prioritized access and equity.

This report provides a response to a number of the concerns that have been raised both generally and specifically. It does not, however, address all of the concerns raised by our various communities. The larger recommendations will be addressed individually providing potential alternatives, considerations for the alternatives and a final recommendation from staff.



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;



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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:

- Maintains South Park as a District catchment school;
- Creates long walking distance for Sir James Douglas students;
- Limits the amount of capacity available for catchment students in the event of increased growth;
- Addresses the issue of capacity at James Bay;
- Does not address the issue of capacity at George Jay;
- Limits the possibility of the recommendation to increase Sir James Douglas' catchment to address the Margaret Jenkins/Central/Lansdowne transition challenge.

We do not recommend this option due to the size of the catchment that would be created and the lack of growth capacity in the future.



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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.

Further, in the event that the Board is interested in expanding James Bay, we would not recommend funding such expansion through land sales or leases at another site. The District has an ambitious seismic program and to enhance some of our projects we will be required to contribute including one of the proposals below.

The potential impact on playspace is also a consideration.

Despite the concerns about timing, we do recommend pursuing further exploration of this option. If unanticipated growth were to occur in James Bay this may be a long term option to add space.

Alternative 3

Create a special registration priority list for South Park that prioritizes students of James Bay, George Jay and other schools with capacity issues.



Considerations:

- Nominally maintains South Park as District catchment school;
- May address some capacity issues at James Bay and George Jay;
- Creates a complex registration process that relies on transfer to address capacity for many years;
- May force parents to choose a school they do not wish to attend (e.g. where there is insufficient room at their catchment school)

We do not recommend this option. We feel that reliance on transfer in the circumstances puts the District at risk of not being able to serve catchment students. It also creates a situation where students at James Bay and George Jay get priority for up to three schools: catchment, French Immersion and South Park, creating inequity in the system.

Conclusion:

It is clear from the feedback that the current South Park Community overwhelmingly desires the District wide catchment of the school. Nevertheless, given the alternatives either create an extremely large catchment in a dense urban area or alternatively, may take a significant amount of time to implement (e.g. an expansion of James Bay), we continue to recommend a catchment that in effect makes South Park a neighbourhood school.

We do note, however, that the catchment as drawn continues to have room for transfer, at least in the short term. This would allow families to continue to transfer to South Park for a time and leave room for future demographic growth in the area.

Recommendations:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the South Park catchment from a District wide catchment to the proposed boundary taking parts of the James Bay, Sir James Douglas, and George Jay catchments.

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.

3. What We Heard - Proposal to create a catchment for Cloverdale

We heard from a range of individuals from the Cloverdale Traditional school community including current and former staff, students and parents. We also heard from members of the Quadra catchment and school community.



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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;
- Allowing three programs of choice in one catchment: Quadra French, Quadra English and Cloverdale Traditional;



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 Cloverdale to feed Cedar Hill Middle School and then feed Reynolds High School.

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

4. What We Heard - Inclusive Education (formerly special education)

We heard concerns that the District did not ask questions about inclusive education as part of our survey. We also heard that the Boundary Review was flawed in that it did not specifically address inclusive education.

Given the significance of inclusive education we thought it was important to provide some background on what it is and why we as a District are committed to it.

What is inclusion in the Greater Victoria School District?

Inclusion is a way of thinking and acting, grounded in a belief that with the right supports, every learner can be successful in their schools and classrooms. Inclusive schools embrace the value of our diversity and see our differences as strengths. All students have an authentic sense of belonging in their school community and are supported to develop their full potential in the academic, social-emotional and physical domains.

What does inclusion look like in the Greater Victoria School District?

Inclusion equitably supports and appropriately challenges all learners. All GVSD staff members work together to create welcoming, flexible and responsive learning opportunities that adapt to the changing needs of students. As much as possible, inclusive classrooms are places where students do not have to leave to learn; collaborative supports are brought to students in their classrooms and, as a result, benefit the full range of learners. At times, dependent on student



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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.



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A number of concerns were expressed including concerns that they were not consulted earlier in the process, and that there were no alternatives put forward for the school.

Many members of the community expressed support for current services to students to remain at Victor. Some also expressed an openness to continued discussions on what future programming for our most complex students could look like, but also requested that the school be removed the Boundary Review process.

We heard questions about why other alternatives were not reviewed such as using Sundance for a similar purpose.

We also heard concerns from potential catchment parents about the size of the site and the potential to access services such as before and after school care on the site in the event that the school became a catchment school.

On Monday, February 25, 2019 the Board removed Victor from consideration and tasked administration with presenting alternatives.

Given the Board motion the alternatives include:

- Open Sundance as an elementary school;
- Construction of a new school in the core of the City of Victoria such as near Central;
- Open Sundance and Bank Street schools and upgrade Bank Street school to create a single elementary school of approximately 200 students;
- Using Richmond as an elementary school and using the alternative for Lansdowne below.

As we noted in our introduction, factors considered by the Boundary Review Team were the increased capital and operating costs to the District of any recommendations proposed. In the case of Victor School, as vital as it is to serve the needs of some of our most vulnerable students, it also is a school in a geographic area that the District is suffering a critical capacity crunch. The school currently serves 16 students and is projected to be slightly smaller next year. The school has a capacity of 151 and could be converted into a small active elementary school with minimal upgrades required. The discussion is also important to the District's commitment to inclusion.

The District is also able to create new space for the students of Victor. We did not propose specific concepts as we were committed to working with the parents and students of Victor in the event that the recommendation was approved. We were concerned in regards to creating a solution without consulting the community.



Options could have included rehousing the space in a school with capacity, creating new spaces at school that will be upgraded (Vic High), renovated (Shoreline) or rebuilt (Cedar Hill).

Notably, because we anticipated that it would take some time to fill Victor to capacity, there would have been an opportunity for many of the students who currently are served by the school to remain while awaiting transition to the new space.

Further, we did not recommend reclaiming the Dean Heights annex for use for Victor students as it currently the home of Artemis Place, an independent school providing services to vulnerable young women.

We also did not recommend opening Sundance, thinking that the space worked geographically but its capacity is only 109 (including a portable). This site would, however, work if Bank Street School were upgraded or Learning Studios were added to the site. This concept was also initially not pursued as it impacted the Francophone School District which uses this site to serve as a public school for Greater Victoria residents.

Alternative 1:

Provide notice to School District No. 93 that the District intends to take back the Sundance facility in July of 2020 to open as an elementary school in September 2020. The boundary would not need to be redrawn from the proposed Victor Boundary.

Considerations:

- The proposed Victor catchment would remain;
- The site at Sundance contains a more typical elementary school setting with a full size field;
- Sundance's capacity is not sufficient for the catchment as drawn and Sundance alone does not create a sufficient space for a robust elementary school;
- The Francophone Public School would need to vacate the premises.

Alternative 2 - A new school near Central

Considerations

- The project would cost many millions of dollars;



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- 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;
- Major impacts on the ability of Lansdowne to provide an ideal Middle School program;
- The rest of the proposed plan would have to be redrawn.

Alternative 4 - Reoccupy Sundance and upgrade Bank Street to create an elementary school with an expanded catchment beyond the current proposed Victor catchment with an approximate capacity of 200-220 students.

Considerations:

- Sufficient space to create an elementary school of over 200 with appropriate field space;
- Bank is a heritage facility that needs attention before it becomes a candidate for demolition;
- Such a move impacts our operating fund through the loss of the lease revenue to SD93 as well as costs associated with the upgrading of Bank (beyond seismic which should be provided by the Ministry of Education);
- Long term benefits as a full size school;
- If Bank could be upgraded quickly, the Francophone Public School students may be able to remain while the cohort of Bank Street grows over a number of years.

Conclusion:

As the Victor decision made a capital expenditure a given for the District to meet its demands in the area, we believe that a combined Bank and Sundance option provides the best opportunity



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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 to be called Bank Street School 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 students at Bank Street School to feed Monterey Middle School and then Oak Bay High.

6. What We Heard - Open Richmond as the grade 6 campus for Lansdowne

The feedback on the creation of a Lansdowne South Campus at Richmond has been mixed. Generally, however, there is support to manage Lansdowne's population.

We heard from a range of individuals including current and former staff, and parents. Many were concerned that the campus would not offer sufficient amenities to students in the middle school model. Further, there was some apprehension about the walking distance between the campus and school in case students were required to travel between the two sites for specific programming. Staff want to ensure it doesn't become an isolating experience for students or themselves. There were also concerns about the school not being seismically upgraded.

Some individuals suggested opening Richmond up as a K-5 school to capture the overflow of students from Oaklands, Willows and Campus View.

We also heard strongly from the education community that a middle school with 700-800 students at a single site is not a positive educational environment and should be avoided.

Finally, we heard that it was desirable to maintain a 6-8 model if possible.



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 program including Vic High and others;
- The school has capacity and is situated in a geographically ideal area.



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 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 in the near term.

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.

7. What We Heard - Right Size George Jay

We heard from a range of individuals from George Jay including current and former staff, and parents. We also heard from members of the Central catchment and school community.

The George Jay community members requested a reduction in the number of catchment students in the future. Families also expressed their support of the proposed changes as it would mean students would be able to utilize space, such as computer labs, the library, etc. that have been used for classrooms in the past.

There was a concern expressed that there is not enough bathrooms in the school to accommodate the current number of students.

They were also multiple emails in support of eliminating Schools of Choice to address the capacity issues in the school. Some parents from Central suggested that George Jay students should go to Lansdowne.



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 parents. There have been concerns over where the Quadra students will transition, as it was formerly Cedar Hill and now Lansdowne. There has been a request to keep cohorts together when transitioning to secondary school (English and French track). It was suggested that Cloverdale Traditional and Quadra share a catchment, allowing parents to choose between French Immersion, English or Traditional track.

Some parents were content about the proposal and expressed support for closing Schools of Choice and that turning Cloverdale Traditional into a catchment school would better serve its nearby community, specifically by alleviating pressures at Quadra. Further, there has been concerns that vocal groups in support of schools of choice will affect the Board's decision to not address the capacity issues in Victoria's core neighbourhoods.

The Quadra parents indicated that they are concerned of the overcrowding at Quadra. For instance, there was a temporary loss of the use of the gym. In addition, staff expressed concerns that the official capacity numbers include portables and do not take into account other facilities that face limitation, such as the gym, outdoors, library, or even space for students with special needs.

Recommendations:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the catchment of Quadra as proposed assigning the north side of the catchment to Cloverdale, parts to Oaklands and to expand to incorporate areas of the George Jay and Tillicum catchments.

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.



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9. What We Heard - Right Size Oaklands

We heard from a range of individuals from Oaklands including current and former staff, and parents. Staff shared their input how Oaklands is beyond capacity and some teachers are teaching in spaces that are too small to effectively run their programs. Even more, some staff shared their concerns about what would happen to spacing pressures at Oaklands now that Victor has been removed from the proposal. Suggestions ranged from creating a community of portables or learning studios to suggesting that Clawthorpe Avenue should be a part of the Oaklands catchment.

The recommendation associated with Bank Street would completely address Oaklands' capacity issues.

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the catchment of Oaklands as proposed removing the Jubilee area of the catchment to Bank Street and add an area currently in the Quadra catchment that includes the Cridge Centre.

10. What We Heard - Balance Torquay and Hillcrest

The Hillcrest staff indicated they were very concerned about a potential influx of 50 students and how there would not be enough classroom spaces to support them, as currently spaces are being utilized by English Language Learners (ELL), special needs students, learning support, a fully functioning computer lab, and before and after school care. Staff do not want to see the computer lab or ELL spaces reduced or combined.

We reviewed potential alternatives but ultimately Hillcrest is the facility in the best position to receive additional enrollment from Torquay which is already facing a space crunch.

Recommendation:

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.



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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 the Board of Education of School District No. 61 (Greater Victoria) assign the students in the Thetis Vale area to the Eagle View, Colquitz and Spectrum catchment.

12. What We Heard - Doncaster English to Mt. Doug

We heard from a range of individuals including current and former staff, and parents. They expressed concerns over cohorts being split up based on English or French streams.

Given that the Mt. Doug catchment is significantly below its capacity we have not suggested an alternative.

Recommendation:

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

13. What We Heard - Margaret Jenkins French to Lansdowne

We have heard from a range of individuals from Margaret Jenkins including current and former staff, and parents. These individuals ranged from individuals on behalf of students from Central to individuals who expressed their concerns about commuting to and from the Lansdowne Campus.

Although some individuals did welcome the transition to Lansdowne, some parents expressed that students at École Margaret Jenkins (EMJ) should not have to travel to Lansdowne for middle school and instead Central should remain the middle school pathway.

Further, a number of parents have expressed their concerns regarding transportation with the new proposal. Parents have suggested that the District provide bussing for students to get between EMJ and Lansdowne Middle School safely. Many families expressed their desire to



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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.

They have also indicated it was not fair to the French Immersion students to be separated from their peers. Some parents suggested they would remove kids from French Immersion so they can attend Monterey for English instead. It was suggested on several occasions to turn Monterey Middle into a French Immersion school and make it accessible for EMJ students transitioning to middle school.

Alternative suggestions include:

- No changes;
- Expand Central;
- Students from George Jay French Immersion attend Lansdowne;
- Creating a French Immersion Program at Monterey.

We have not proposed an expansion of Central for the same reason that we are not proposing an expansion of Lansdowne. We do not think that, educationally, a middle school of 800 creates a positive learning environment. Further, the District has obligations with respect to best efforts and the Collective Agreement that barring a major expansion at Central our class composition will continue to be a problem as Central is anticipated to continue to grow without a change to the catchment. See our FAQ for further information.

Nevertheless, there are a number of pockets of Margaret Jenkins that are significantly closer to Central and also relatively close to Sir James Douglas. We have proposed those areas join Sir James Douglas and Central. We have also reviewed transit routes from South Oak Bay to Richmond and Lansdowne and they are relatively well serviced. In the event that the recommendation proceeds further discussion with our municipalities regarding biking routes will be required.

Recommendations:

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.

That the Board of Education of School District No. 61 (Greater Victoria) redraw the Sir James Douglas catchment from the current catchment to the proposed boundary to include minor areas in the Rocklands, Upper Yates and Ross Bay areas.



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 catchment to feed Lansdowne and Oak Bay High.

15. What We Heard - French Immersion in the West Side of the District

We have heard from a range of individuals that families want expanded opportunities for French Immersion on the west side of the District. Currently, Marigold has a significant waitlist to access the program. This feedback is consistent our first phase of consultation. Unfortunately, barring significant capital investment, we simply do not have a solution to expansion at this time.

Parents suggested turning Craigflower into a dual track school to relieve pressure and eliminate the waitlists at Marigold for its French Immersion program.

Ultimately, without significant capital investment, at this time we were not able to address this issue.

Recommendation:

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.

16. What We Heard - Willows Capacity and the Lansdowne Slope

We heard from a range individuals south of Middowne. These individuals are hoping to be put into the Willows catchment. They have indicated that the majority of their community is Willows, Lansdowne and Oak Bay oriented and that Campus View and subsequent pathways have significant distances to travel.



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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.



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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 Bay's catchment border into Southwestern Fairfield, rather than moving the Oak Bay High catchment to include homes in Fernwood and North Park that are three blocks from Vic High into the Oak Bay catchment.
- To request that Clawthorpe Avenue be part of Oaklands catchment and is not Doncaster catchment and Service St. and Frechette St. become part of Doncaster catchment.
- To review Union and Blenkinsop.
- To review Rogers' catchment students to address the crossing issues on McKenzie or Pat Bay to get to school.
- To request to make all of Kings Road between Mt. Stephen and Cedar Hill Road a part of the Oak Bay catchment.
- To request the 1200 block of Vista Heights to be a part of the Reynolds catchment.
- To request for Judah Street to be part of the Glanford catchment.
- To ensure all the houses in Middowne in North Oak Bay are in the same catchment and not split between Campus View and Willows as they are currently divided. The streets include: Westdowne, Henderson, and Larkdowne.
- Request for 3000 block of Eastdowne to be part of Willows catchment not Campus View, as it is closer to Willows.
- Request for Kings Rd. to become part of the Oak Bay High catchment.
- Request for the north part of Eastdowne Rd to become part of Oak Bay High catchment.

Recommendations:

That the Board of Education have the students of McKenzie transferred to the Colquitz catchment and engage the community on whether it would prefer to split after grade 5 into Colquitz and Glanford.



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.

That the Board of Education of School District No. 61 (Greater Victoria) expand the Northridge catchment by moving the northern portion of McKenzie's catchment.

That the Board of Education of School District No. 61 (Greater Victoria) reallocate the sparsely populated northeast portion of the Eagle View catchment to Strawberry Vale's catchment.

That the Board of Education 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.

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.

That the Board of Education of School District No. 61 (Greater Victoria) make minor edits to a number of catchments based on discrepancies in the creation of maps such as the splitting of cul de sacs, etc.

20. What We Heard - Tillicum

We heard from a range of individuals from Tillicum including current and former staff, and parents. The Tillicum community members recognized how the school is overcrowded and suggested allowing schools of choice would just add issue to schools that are currently full.

There were concerns of why Tillicum students would need to cross the TransCanada Highway to get to Colquitz and Spectrum. Parents have also shared positive stories about Tillicum School and expressed how diverse, dedicated, and engaged the school community is.

Recommendation:

That the Board of Education expand the Mackenzie Elementary School catchment to take the northern section of Tillicum Elementary.



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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 outside of the boundary for SD61 but currently attend a school in SD61. Additionally, those students who are registered in the International School Program are not captured in the numbers, regardless of where they live. As a result, the actual enrolments for most elementary schools will be slightly greater than illustrated in the table.



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Elementary Students In Proposed Catchments

ELEMENTARY SCHOOLS	Totals
Bank Street Elementary	182
Braefoot Elementary	214
Campus View Elementary *	283
Cloverdale Traditional	298
Craigflower Elementary	223
Doncaster Elementary *	298
Eagle View Elementary	231
Frank Hobbs Elementary	239
George Jay Elementary *	398
Hillcrest Elementary	326
James Bay Elementary	192
Lake Hill Elementary	171
Macaulay Elementary *	460
Margaret Jenkins Elementary *	415
Marigold Elementary *	135
McKenzie Elementary	222
Northridge Elementary	227
Oaklands Elementary	407
Quadra Elementary *	435
Rogers Elementary	257
Sir James Douglas Elementary *	381
South Park Elementary	135
Strawberry Vale Elementary	200
Tillicum Elementary	392
Torquay Elementary	296
Victoria West Elementary	276
View Royal Elementary	204
Willows Elementary *	415

*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



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ii) The greatest enrolment that each school would achieve in the five-year period 2020/21 to 2024/25 if all students progressed through the levels according to the proposed pathways and there were no student transfers.

As in the previous table, these numbers do not include students who live outside of the boundary for SD61 but currently attend a school in SD61. Additionally, those students who are registered in the International Student Program are not captured in the numbers, regardless of where they live. Therefore, most middle schools may have larger enrolment than shown in the table.

Middle Schools-Projected Enrolments

MIDDLE SCHOOLS	2020 Projections	Max to 2024
Arbutus Middle *	446	446
Cedar Hill Middle *	518	575
Central Middle *	593	602
Colquitz Middle	464	509
Glanford Middle	358	358
Gordon Head Middle	331	331
Lansdowne Middle *	664	749
Monterey Middle	348	348
Rockheights Middle	252	313
Shoreline Middle *	393	453

*French Immersion

Compiled Recommendations for the Board of Education

Recommendation 1:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the South Park catchment from a District wide catchment to the proposed boundary taking parts of the James Bay, SJD and George Jay catchments.

Recommendation 2:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the Sir James Douglas catchment from the current catchment to the proposed boundary to include minor areas in the Rocklands, Upper Yates and Ross Bay areas.



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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 to be called Bank Street School 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.

Recommendation 6:

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.

Recommendation 7:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the catchment of Oaklands as proposed removing the Jubilee area of the catchment to Bank Street and add an area currently in the Quadra catchment that includes the Cridge Centre.

Recommendation 8:

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).



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Recommendation 9:

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

Recommendation 10:

That the Board of Education of School District No. 61 (Greater Victoria) redraw the catchment of Quadra as proposed by assigning the north side of the catchment to Cloverdale, parts to Oaklands, and by expanding to incorporate areas of the George Jay and Tillicum catchments.

Recommendation 11:

That the Board of Education of School District No. 61 (Greater Victoria) expand the McKenzie Elementary School catchment to take the northern section of Tillicum elementary.

Recommendation 12:

That the Board of Education of School District No. 61 (Greater Victoria) expand the Northridge catchment by moving the northern portion of McKenzie catchment.

Recommendation 13:

That the Board of Education of School District No. 61 (Greater Victoria) expand the Eagle View catchment to incorporate the Thetis Vale area of the View Royal catchment.

Recommendation 14:

That the Board of Education of School District No. 61 (Greater Victoria) reallocate the sparsely populated northeast portion of the Eagle View catchment to Strawberry Vale's catchment.



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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 in the near term.

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 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 the recommendations.