

School District #75 (Mission)  
Special Committee of the Whole Meeting  
Agenda

November 26, 2019, 3:30 pm  
District Education Office, 33046 4th Avenue, Mission, BC

Pages

1. CALL TO ORDER  
*The Board Chair will acknowledge that this meeting is being held on Traditional Territory.*
2. ADOPTION OF AGENDA
3. DELEGATIONS/PRESENTATIONS
4. CURRICULUM
5. UNFINISHED BUSINESS
  - 5.1 Boundary Review Process Action 1 - 4
6. STAFF REPORTS
7. NEW BUSINESS
8. MINUTES OF PREVIOUS MEETINGS
9. INFORMATION ITEMS
10. ADJOURNMENT

**ITEM 5.1      Action**

**File No.    0110**

TO:                Committee of the Whole  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        Boundary Review Process

---

**Recommendation**

**THAT the School District initiate a formal review of school catchment boundaries as follows:**

- a. November 2019      Review 2019/2020 school catchment and school capacity information.**
- b. Dec – Jan 30, 2020    Conduct survey regarding school catchment boundaries.**
- c. February              Consultation meetings: Students, Educational Community, General Public**
- d. Feb – Mar              Draft formal options for boundary changes considering all feedback.**
- e. April                    Provide communication on options to all parents / educational community.**
- f. May 5 CotW Mtg        Discuss options and feedback and select preferred options.**
- g. May 19 Board Mtg     Approve in principle the preferred options and initiate final consultation, including communication to all parents.**
- h. June 2 CotW Mtg      Review feedback from final consultation.**
- i. June 16 or September Board Mtg      Approve boundary changes for September 2021 June or September 2020, and prepare communication for all parents / educational community.**

**1. Summary:**

The draft resolution begins defining the process for considering revisions to school catchment boundaries. The process should take six months or more to complete to ensure that parents and the entire educational community have time to provide input and feedback on the process and the final recommendations. As the School District has time to consider changes, it is proposed that any changes identified to the boundaries be implement September 2021, allowing parents time to manage the changes.

**2. Background:**

The Board directed that the School District initiate a full review of all the School catchment boundaries. As a few schools already exceed their capacity, and as enrollment growth pressures continue to affect schools, a change to a few school catchment boundaries are expected. The preliminary review of the data in the Spring of 2019 indicated that there is the opportunity to adjust a few school catchment boundaries to better control the capacity pressures at the schools that are exceeding capacity, particularly as we watch a significant volume of new housing construction happening in a few areas.

Specific information on enrolment and capacity will be presented at the meeting.

**3. Options:**

- 1. Initiate a full boundary review
- 2. Initiate a partial boundary review
- 3. Do not initiate a boundary review

#### 4. Analysis and Impact:

##### a. Strategic Plan Alignment

The review should consider the recently approved strategic plan. Specifically, the review should focus on providing students choice on how, when, and where student learning takes place; it should engage students and the community; and it should ensure we have welcoming, healthy, and safe working and learning environments while considering the strategic priorities.



##### b. Enhancement Agreement Alignment

The review should also reflect upon the Enhancement Agreements. Specifically, the review should consider the impact on Aboriginal students and their transitions from grade 7 to grade 12, as well as considering opportunities to improve the percentage of Aboriginal students that graduate. The review should specifically engage aboriginal students.



##### a. Funding Guidelines, Costing & Budget Impact

There are no specific funding guidelines that affect the review. The review is being conducted by staff, so minimal costs are expected.

##### b. Policy, Legislation, Regulation

###### **BC School Act: Catchment areas**

75.1 (1) A board must establish for each school in its school district, except for a Provincial resource program, a catchment area consisting of a geographical area around the school that includes all or part of the school district.

(2) A board may amend the catchment area established for a school under subsection (1).

###### **Board Policy**

School Administration: Catchment Areas, Cross Boundary Applications and Programs of Choice

c. *Organizational Capacity*

Most of the work related to the Boundary review will be completed by the Secretary Treasurer. Other employees have limited knowledge of the Baragar program, and external consultants would need internal support, so it is best for the ST to take the project on. In addition, as the preliminary review in 2019 did not indicate any major challenges or issues, the review is not expected to have a major impact on schools or negatively impact the operations. If additional support is required, the ST will bring information back to the Board as needed.

d. *Risks*

i. *Organizational*

There are no significant organizational risks that impact the review.

ii. *Reputational*

If the public consultation process is not well defined or executed, it could harm the School District's reputation with parents.

iii. *Strategic*

There are no identified strategic risks.

e. *Benefits*

i. *Organizational*

There may be a few organizational benefits that are achieved with the review, as schools may be reorganized to reduce the negative impacts of over-crowding.

ii. *Reputational*

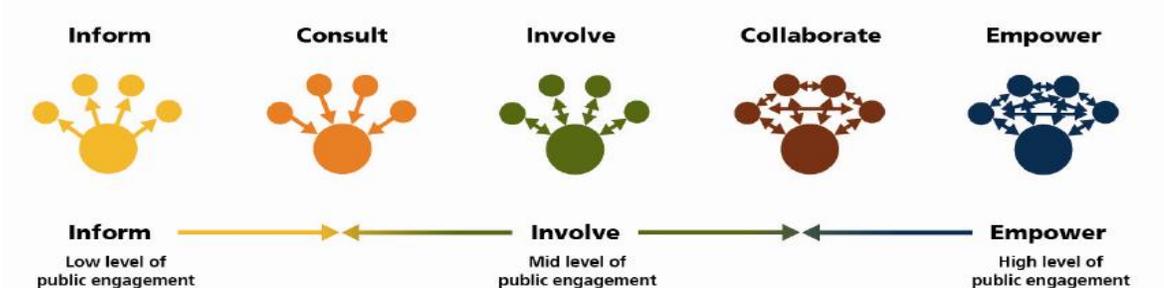
A good job of consulting with the educational community in conducting the review could improve the School District's reputation with parents.

iii. *Strategic*

No specific strategic benefits are identified.

**5. Public Participation:**

As the educational community will be involved in the process of reviewing and providing suggestions for revising school catchment boundaries, the process falls in the mid-level of the International Public Participation framework (IAP2).



**6. Implementation:**

The resolution outlines the process for implementing the boundary review process. Additional specific details include developing a survey, gathering and collating feedback, summarizing and presenting feedback, developing options, reviewing options etc.

**7. Attachments:**

1. Possible Survey

## Attachment 1

### School Catchment Boundary Review Report

#### Possible Survey (based on Comox School District Survey):

- a. Ranking Importance of considerations:
  - i. Walking distances to the schools
  - ii. Using natural landmarks and main roads for boundaries
  - iii. Access to public transit routes to schools
  - iv. Access to bike lanes or trails to schools
  - v. Access to Schools of Choice
- b. Awareness of:
  - i. School capacities
  - ii. use of Modular Buildings to accommodate increased enrolment
- c. Ranking Importance when considering a school:
  - i. Proximity of school to home
  - ii. French programs
  - iii. Childcare at site
  - iv. Outdoor education programs
  - v. Sports programs
  - vi. Arts programs
  - vii. Traditional school program
  - viii. Other:\_\_\_\_\_
- d. Keeping Schools of Choice in their current location or re-evaluating their placement.
- e. Keeping Programs of Choice in their current location or re-evaluating their placement.
- f. What are the benefits of adjusting catchment boundaries?
- g. What are the concerns with adjusting catchment boundaries?