

LONG-TERM EDUCATIONAL FACILITY PLAN UPDATES



September 19, 2012
Joint Planning and Facilities Committee and
Education and Student Services Committee Meeting



LONG-TERM EDUCATIONAL FACILITY PLAN UPDATES

Introduction:

1. What is a Long-Term Facility Plan and how does it relate to the District's Capital Plan?
2. Why are we developing a new Plan at this time?
3. What are we going to deal with at today's meeting?



WHAT IS A LONG-TERM FACILITY PLAN?

“Boards of Education are expected to have a School District Facility Plan (SDFP) in place that supports projects being submitted to the Ministry for capital investment consideration. This must identify and rationalize current and future capital requirements for new schools, school expansion and consolidation, school replacement or upgrades based on building condition.....as well as new government initiatives. The SDFP will provide the critical context for discussions with the Ministry regarding high priority project requests.”

Doug Stewart
Director – Capital Management Branch
Ministry of Education
May 18, 2012



WHY ARE WE DEVELOPING A NEW PLAN AT THIS TIME?

- The deadline for the 2012/2013 Capital Plan submission to the Ministry is October 15th, 2012. We need to finalize our SDFP to be prepared for future discussions with Ministry personnel after they receive our submission.
- The last SDFP was developed in 1997 and later amended in 2004 prior to shifts in both demographics and circumstances in all areas of the School District.
- To follow up on the recommendations contained in the SD No. 23 (Central Okanagan) Grade Configuration Review Report of 2008.....



WHY ARE WE DEVELOPING A NEW PLAN AT THIS TIME?

Recommendations of the 2008 Grade Configuration Review Report

Recommendation #2:

That should full day Kindergarten and preschools need to be added to elementary schools across the School District, full consideration be given toward a review of grade configuration at all levels. Moving all current grade 6 and elementary based grade 7 students to middle schools and grade 9s to secondary schools, where applicable, is seen as the most likely option. The Capital Construction Plan should be adjusted to meet the resulting pressure on secondary facilities.



WHY ARE WE DEVELOPING A NEW PLAN AT THIS TIME?

Recommendations of the 2008 Grade Configuration Review Report

Recommendation #5:

That once Okanagan Mission Secondary reaches the maximum number of students (grades 8 to 12) suitable for the current site, construction of a feeder middle school serving the Mission neighbourhood be pursued, and that any such middle school match the standard District grade configuration in place at that time.



WHY ARE WE DEVELOPING A NEW PLAN AT THIS TIME?

Recommendations of the 2008 Grade Configuration Review Report

Recommendation #6:

That George Elliot Secondary retains a grades 8 to 12 configuration at this time, but should it be necessary to move grade 7s out of area elementary schools due to overcrowding, George Elliot Secondary would become a grades 7 to 12 school. The early grades within the building should be accommodated through a “school within a school” middle-years program.



WHAT ARE WE GOING TO DEAL WITH AT TODAY'S MEETING?

Focus:

1. The educational rationale for the recommended change to a grade 6-8 middle school configuration.
2. Other educational implications in the Long-Term Educational Facility Plan.
3. Timelines for grade configuration change, and short-term reconfiguration implications for schools.
4. Next Steps – Long-Term Educational Facility Plan:
 - a. Proposed dates and locations for Public Consultation/Information Meetings
 - b. Proposed format for Public Consultation/Information Meetings



EDUCATIONAL RATIONALE

School Configuration Trends

Association of Middle Level Education

- Move towards 3 levels of education (elementary, middle and secondary)
- Move away from grade 7 – 9 schools (North America 4711 schools in 1970 to 371 schools in 2010)



EDUCATIONAL RATIONALE

The Learning Environment

Grade 6 – 8 Middle Schools

- Young adolescents are more likely to be taught by interdisciplinary teams – best practice
- Students are more likely to have access to specialty spaces and programs which supports 21st Century learning



EDUCATIONAL RATIONALE

Transitions

- Can have a negative impact on personal, interpersonal and academic functioning
- Is a process that can take a year or more
- The first year of high school has the highest failure and dropout rate in the system



EDUCATIONAL RATIONALE

School District No. 23 Context

- Grade 9s transition to high school at grade 10
 - 2004 graduation program
 - Provincial exams in English, Math and Science at grade 10
- Grade 6 (and Grade 7 students in K -7 schools)
 - No access to specialty spaces and programs



EDUCATIONAL RATIONALE

Recommendation

- Grade 6 students
 - Move to middle school with interdisciplinary teams and specialty programs
- Grade 9 students
 - Move to secondary school, adjust for a year and then begin the graduation program



OTHER EDUCATIONAL IMPLICATIONS

“Our education system is based on a model of learning from an earlier century. To change that, we need to put students at the center of their own education. We need to make a better link between what kids learn at school and what they experience and learn in their everyday lives.

We need to create new learning environments for students that allow them to discover, embrace, and fulfill their passions. We need to set the stage for parents, teachers, and administrators and other partners to prepare our children for success not only in today’s world, but in a world that few of us can yet imagine.”

George Abbott, 2012



OTHER EDUCATIONAL IMPLICATIONS

What is a learning environment?

In current research, the term “learning environment” covers not only place and space (e.g., a school, a classroom, a library, an online learning community), but the relationships that create a supportive environment for every child’s development.



OTHER EDUCATIONAL IMPLICATIONS

- 21st century learning environments must be **adaptable, enabling the learner to work independently and collaboratively.**
- These environments must support **personalized learning, project-based learning, innovation, flexibility and choice.**
- 21st century learning environments must be empowered by **global connectivity and up-to-date technology.**



OTHER EDUCATIONAL IMPLICATIONS

“With regard to the future . . . I cannot help imagining.”

Benjamin Franklin

Imagine a learning environment
that facilitates personalized learning.



OTHER EDUCATIONAL IMPLICATIONS

21st Century Skills Learning Culture

<http://www.youtube.com/watch?v=Yie4q8LscBs>



OTHER EDUCATIONAL IMPLICATIONS

Long-Term Educational Considerations Impacting the Facility Plan

1. Establish a common vision for 21st century learning environments in the Central Okanagan School District No. 23.

In the 21st century, learning environments extend beyond brick and mortar buildings. Learning occurs in classrooms, but it also occurs virtually and through after school programs. It happens in an environment that personalizes learning for every student.

2. Ensure educational structures enable 21st century skills.

Physical spaces should be flexible and adaptable, enable collaboration, interaction and information sharing, and should be connected with the larger community that surrounds the school.



OTHER EDUCATIONAL IMPLICATIONS

Long-Term Educational Implications Impacting the Facility Plan

- Grade Configurations
- 21st Century Learning
- Early Learning
- French Immersion
- Special Education
- Academies and Dual Credit Programs
- International Education/Welcome Centre
- Neighbourhoods of Learning



TIMELINES

Timelines for Grade Configuration Change and Short-term Reconfiguration Implications for Schools

Lake Country Area

- Address the projected space challenges.

Short-term:

- Move the grade 7 students to George Elliot Secondary for **September, 2013** and consider a boundary change to balance enrolment in the three elementary schools.

Long-term:

- Request funding for a grade 6 to 8 middle school – currently in Capital Plan request.
- Build and open a grade 6 to 8 middle school – earliest possible target date **September, 2017**.



TIMELINES

Timelines for Grade Configuration Change and Short-term Reconfiguration Implications for Schools

Okanagan Mission Area

- Address the projected space challenges.

Short-term:

- Move the grade 7 students to Okanagan Mission Secondary upon the completion of the addition – target date **September, 2014.**

Long-term:

- Request funding for a grade 6 to 8 middle school – currently in the Capital Plan request.
- Build and open a grade 6 to 8 middle school – earliest possible target date **September, 2016.**



TIMELINES

Timelines for Grade Configuration Change and Short-term Reconfiguration Implications for Schools

Rutland Area

- Convert the Rutland schools to the K-5, 6-8, 9-12 configuration upon the completion of a replacement facility for Rutland Middle School.

Short-term:

- Build a new Rutland Middle School – earliest possible target date **September, 2015.**

Long-term:

- Review the elementary student population with the possibility of closing one elementary school. (After the completion of the new middle school and reconfiguration of all schools in Rutland.)



TIMELINES

Timelines for Grade Configuration Change and Short-term Reconfiguration Implications for Schools

Central Kelowna

- Convert the central Kelowna schools to the K-5, 6-8, 9-12 configuration upon the completion of a new secondary school in the northern part of the City.

Short-term:

- Status quo.

Long-term:

- Construction of a new secondary school – earliest target date **2018**.



TIMELINES

Timelines for Grade Configuration Change and Short-term Reconfiguration Implications for Schools

West Kelowna/Peachland

- Convert the West Kelowna/Peachland schools to the K-5, 6-8, 9-12 configuration upon the completion of an addition to Mount Boucherie Secondary School or the construction of a new high school on the Westside.

Short-term:

- Open the new Mar Jok Elementary School and relieve current pressure from neighbouring elementary schools – target date **September, 2014.**

Long-term:

- Complete an addition to MBSS or build a new Westside secondary school – earliest target date **2019.**



NEXT STEPS

Proposed Dates and Locations for Public Consultation/Information Meetings

Thursday, October 18, 2012	6:30 pm Mount Boucherie Secondary School Multi-purpose Room
Monday, October 22, 2012	6:30 pm Hollywood Road Education Services Room 1
Thursday, October 25, 2012	6:30 George Elliot Secondary School Community Gym



NEXT STEPS

Proposed Format for Public Consultation/Information Meetings

1. Staff presentation specific to that region of the School District (demographic trends, facility challenges, future growth potential, areas requiring immediate attention).
2. Break-out groups to solicit community input as well as to invite written responses to **Guiding Questions**, such as:
 - What is your response to the District's long-term vision to move toward a common K-5, 6-8, 9-12 grade configuration throughout the District?



NEXT STEPS

Guiding Questions Continued:

- Specific to the Lake Country and Okanagan Mission areas of the School District, what is your response to the suggestion of creating a school within a school to group grade 7 and 8 students together under a middle school philosophy and with an exploratory program?
- Are there specific recommendations that you would like the Board to consider with regard to changing the catchment areas associated with individual schools?
- If you are not supportive of the plans that have been recommended for your area, how do you recommend we manage elementary school growth within the specific geographic area?
- How would you recommend we manage the other demographic changes and facility needs that exist within the community?



NEXT STEPS

Q & A