



School District 62 (Sooke)
Community/Stakeholder Consultation

SUMMARY REPORT

May 2012

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Introduction:

The Board of Education of School District No. 62 (Sooke) received support from the Province of British Columbia on October 31, 2012 to replace Belmont Secondary School with two new secondary schools. In order for the Board to make informed decisions about the requirements for the design of the two new schools, the School District engaged consulting services to assist school district staff in obtaining input from residents of the Westshore communities regarding:

- School design considerations
- School programming
- Neighbourhood Learning Centres
- Naming of the schools

The consultation plan consisted of conducting focused meetings and workshops with interested and informed stakeholders followed by public information sessions for the broader public to provide feedback on what was learned from the focused meetings.

The purpose of the stakeholder meetings and open houses was to determine community interest in enhanced educational programs as well as support for the community neighbourhood learning centre.



This included identifying community needs and potential partners to deliver community services.

Input from interested and informed partners would aid the school district in creating the final plan to be presented for consideration by the Ministry of Education. While the Ministry has already indicated its support for the two new secondary schools, a final detailed project plan is required for the Ministry to give final approval and release funds to begin the design and build.

The Board was also interested in assessing public support for “Belmont” as the name of the new school at the Glen Lake site and for proposals for other school names that should be considered for one or both schools.

Following the initial meetings with the City of Colwood, City of Langford, Westshore Chamber of Commerce, school district staff, and aboriginal stakeholders, two workshops were conducted with informed partner groups to discuss plans for the two new schools as well as to consider the opportunities to utilize additional space in the new schools that would be made available through the Ministry of Education’s Neighbourhood Learning Centres (NLC) program. These groups included: social services, arts, sports and recreation and educators/literacy groups.

The final stage of this initial stakeholder/community consultation process involved hosting a series of three public open houses at Belmont Secondary School. These sessions were designed to inform the broader community about the planning process and seek feedback on the three key areas required to complete the project plan for the two new schools.

Stakeholder Consultation

Initial Focused Information Group Sessions: Feb 21 & 29 – Spencer Middle School

These sessions were undertaken in two parts. The initial meetings in February provided attendees with information about the new school projects and program opportunities the new projects offered. Invitations were sent to key stakeholder groups made up of the social services, arts, sports, recreation, military, cultural, municipal services communities. Approximately 30 people attended over the course of the two evenings. They were then invited to a second series of meetings in March, which were workshops aimed at gaining input from participants. The list below summarizes the groups who were invited to the March workshops.

Stakeholder Workshops

March 8, 2012 – Belmont Cafeteria

# of people signed in	18
# of completed feedback forms	15

March 14, 2012 – John Stubbs library

# of people signed in	13
# of completed feedback forms	15

Student Leadership Class

March, 2012 – Belmont Secondary School

# of participants	80 students
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Principal/Vice Principal Consultation

March 12, 2012 – Bear Mountain Lodge

# of people signed in	25
# of completed feedback forms	7

Teacher Consultation

April 10, 2012 – Belmont Cafeteria

# of people signed in	65
# of completed feedback forms	17

Aboriginal Celebration Event

April 18, 2012

# of completed feedback forms	76
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Other stakeholder meetings included:

- City of Colwood
- City of Langford
- Educators Planning meeting
- Aboriginal stakeholders meeting
- NLC stakeholder meeting
- Individual stakeholder meeting
- SPEAC meeting
- Interagency meeting
- Pacific Centre Family Support Society Board meeting
- Westshore Parks and Recreation Society meeting
- Family Support Committee meeting
- Westshore Arts Task Force meeting

Stakeholder Meetings Summary:

It took a little time for the community and the various agencies to gain an understanding of and become engaged in the process to explore opportunities that would be made available to the community with the construction of two new high schools. While the initial sessions were attended by approximately 30 people, a concerted effort to promote the consultations through direct telephone discussion, Trustee involvement, advertising, newsletters, Chamber of Commerce and media articles yielded positive results and increased public participation. Subsequent stakeholder meetings were well attended and provided the consultation team with useful information and feedback regarding the project. Each session was tailored to the specific stakeholder group and aimed to address specific concerns. Discussions were held regarding the vision for the schools, educational programs, NLCs community programming, and school name. Representatives from the City of Langford attended to discuss their interest for enhancements at the Glen Lake site. Representatives from the Arts Council attended to discuss their vision for an arts and culture centre at the Royal Bay site.

Open Houses

Open House Logistics:

Location: Belmont Secondary School

Wednesday, March 28, 2012	5:00-8:00pm
Thursday, March 29, 2012	5:00-8:00pm
Saturday, March 31, 2012	12:00-3:00pm

Three open houses were held in the north gymnasium at the Belmont Secondary School in Langford. The site was chosen due to its central location. The gymnasium provided enough space to properly display 20 story boards and allowed room for community members to speak to various subject matter experts and sit down to complete feedback forms.

Open House Advertising: The open houses were advertised in the local newspapers in Victoria, Langford, Colwood and Sooke a week- and- a -half before the first open house. (see schedule below)

Media	Deadlines	Ad Publication Date
Times Colonist (Victoria and area)	Monday, March 12 @ 10am	Friday, March 16 Monday, March 19 Wednesday, March 21 Monday, March 26
Black Press (South Island)	Monday, March 12 @ 10am	Friday, March 16 Monday, March 19 Wednesday, March 21 Monday, March 26

In addition, Acumen Communications sent a media advisory providing the date and times of the open houses. The notice was also posted on the School District website and social media outlets (Twitter and Facebook). Chamber of Commerce e-blast and school news letters were also used to inform businesses and parents. Sign boards were used in the community including the district schools with outside sign boards, the Juan de Fuca Rec centre and Chew Excavating allowed us to use their scrolling highway sign to advertise on Veteran’s Memorial Way by the highway coming into the Westshore with the approval of Ministry of Transportation.

Attendance:

A registration desk was set up at the entrance and attendees were asked to record their name and organizational affiliation. A total of 176 people signed in. It was noted that some attendees chose not to sign in.



March 28, 2012	45 attendees
March 29, 2012	70 attendees
March 31, 2012	61 attendees

Open House Displays and Information:

Presentation Boards: A series of 20 presentation boards were displayed to walk people through the ‘New Schools’ design and planning process. The presentation boards were:

- Welcome
- The Overall Plan
- The Overall Plan (con’t)
- Project History
- Process and Principles
- Consultation Process
- Constraints and Considerations
- Education Programs (X4)
- Neighbourhood Learning Centres
- Guiding Principles
- Examples of NLC Programs in other Districts
- Community Needs (X2)
- Cultural/Theatre Opportunities
- Athletic Opportunities
- School Naming Process
- Next Steps

Reports: A table was set up to display a number of take-away fact sheets available for the public. These documents included:

- Athletics and Theatre
- Neighbourhood Learning Centres
- Project Overview

A number of historical school board documents were also available for viewing. These included photo albums, yearbooks and newspaper articles.

Media:

March 21, 2012	Times Colonist	Input sought for new West Shore schools
March 27, 2012	Goldstream Gazette	Public can help plan new high schools
March 28, 2012	CTV News	Weekend Edition
April 6, 2012	Goldstream Gazette	Public gives input for new West Shore high Schools

There were four media articles/clips that covered the New Schools Project. All of the stories were positive in nature and focused on the details of the project. The initial stories from the Times Colonist and the Goldstream Gazette spoke to the consultation process and the need for public input. The second set of stories from CTV News and the Goldstream Gazette recapped the open houses and discussed the items that were open for community input. Chamber of Commerce e-blast and school newsletters were also used to inform businesses and parents.

Feedback Forms/Online Survey: As people entered the open house, they were given a feedback form at the check-in table. All visitors were encouraged to read the display boards, speak to the staff in attendance and then sit at one of the available tables to complete the form. Attendees who did not have sufficient time to fill out the survey were informed an online survey was available.

In total, 137 feedback forms were submitted and 40 online surveys completed.

Summary of Open Houses:

The open houses were well attended by a variety of community groups: parents, students, community members, board members, faculty, government, community associations, athletic teams etc. Overall the groups expressed interest in the project and provided valuable feedback for use by the consultation team in developing the final plan for presentation to the Board of Education and the Ministry.

What we heard

The following summarizes the input and feedback received through stakeholder meetings and workshops, open house sessions and through the web site from students, teachers, principals and vice-principals, the Aboriginal community, stakeholders and the general public. The topics covered include educational offerings and programs, operational strategies, facility design, Neighbourhood Learning Centres and names for the two new school facilities.

Student Feedback

There was general agreement that both schools should offer comprehensive graduation programs and similar education program opportunities. Some specialty programs could be offered to expand student choice. Both schools should offer programs across academics, athletics, technology, trades and fine arts but some specialty focus reflecting the community or geography of each site should be considered.

Glen Lake site was logically seen as being best able to focus on Sports Academies by taking advantage of the facilities at City Center or Eagle Ridge. Royal Bay site was logically seen as being best positioned to focus on Fine Arts Academies and have the potential for co-location of a community theatre. It was also interesting that students suggested a focus on some different sports programs such as a Baseball Academy or water sports such as rowing and sailing in addition to some unique academic opportunities such as a Marine Biology program.

Students also wanted to ensure a focus on post-secondary programs remained a priority at both schools. Maintaining programs such as Advanced Placement (AP), Advancement Via Individual Determination (AVID), and even re-establishing an International Baccalaureate (IB) program was mentioned. They also suggested laddering opportunities for dual credit courses with the universities, trades preparation programs and other career training opportunities at both schools. Students noted the need to have a warm and welcoming environment in the schools, along with the possibility of extended hours for learning opportunities. The importance of having a good cafeteria at both schools was stressed.

Teacher Feedback:

Design of Space:

While the actual designing of the space wasn't a specific topic for feedback, one of the key messages from teachers is the need to create a sense of belonging for students and staff at the schools. There is always an adjustment period as a new culture is created at a new school - the design of the facility can facilitate a positive adjustment. Schools that are well equipped and offer a lot of natural light and gathering spaces for students, help students and staff feel good about their new school. In allowing for natural light there is the need to consider window covering

and shading requirements. If the classroom windows are generally oriented north to south there will be less greenhouse effect. An effective “Commons” area or multipurpose space with a good cafeteria will help keep students at school and build a sense of school spirit. The schools need gathering places in order for students to feel connected. One suggestion was to create gathering spaces for each Grade. This would allow all students, not just the seniors, to have a place to call their own. Design concepts should include outdoor seating and gathering spaces for students as well. This could be combined with an amphitheatre type space that could double as a performance space for band, drama, etc. Student spaces or lounge areas are needed so that students with flexible schedules do not disrupt other learning environments. Along the theme of creating strong connections, there was noted the requirement for Aboriginal education spaces. These might take the form of gathering spaces in addition to a location specifically for Aboriginal Education support and a space to welcome parents and Elders.

Some feedback specifically focused on facilities. High ceilings and lots of natural light were requested for the library space. There should be two computer labs that could also function as teaching areas or classrooms. By locating the labs at opposite ends of the library they could be opened up to allow for library access or computer use by students when not functioning as classrooms. There was a request not to split the current Belmont library collection of resources between the two new schools. One suggestion was to locate the staffroom/lunchroom adjacent to a teacher work area large enough so teachers had greater access to each other. Some suggested there be individual computer classrooms rather than a “super lab”. One suggestion was to have a rooftop patio off the staffroom for teachers to have privacy and fresh air. Maximizing the space in classrooms allows for flexible seating arrangements. This enables group work, circles for discussions and standard seating arrangements to be accommodated without the need to move to another classroom. Creating classrooms that can be both connected for team teaching and separated with noise barriers is one possibility. Storage, including lockable storage, is one area of concern that is often overlooked. Other suggestions included: all classrooms have sinks and water; water stations be frequent and conveniently located for students and staff; and a lockable staff washroom be required for every six teaching classrooms.

The massing of disciplines together, so math teachers can network with math teachers, etc. should be considered. Student Support Services & Counselling should be located centrally with Learning Assistance rooms near the Library and STAR program. There should be consideration for meeting space and the ability to manage group work with students. Girls and Boys groups are needed to address the increasing incidence of social anxiety and relationship stress...part of the reality of working with students of this age group. Special Education noted some needs for “calming” spaces for students with sensory issues and the need to consider pre-employment opportunities for students with special needs.

Facilities/Technology:

Incorporation of the latest technology is vital to ensure the school and classrooms are connected and well equipped. In order for technology to be effectively integrated into the instructional program, it needs to be available and dependable. This requires sufficient band width and classrooms equipped with LCD projectors, SMART Board technology, document cameras, in-room speakers and, in some cases, video conferencing capability. Access to technology outside regular school hours would also be a benefit. This may be achieved through Neighbourhood Learning Centre (NLC) partnerships with the public library system or through extended hours for libraries or computer labs. Blended or distributed learning may allow for concurrent use of shared space, however, this would require an investment in staff training. Students having online access to single courses where timetable conflicts occur would also be helpful. Teachers also noted the need for meeting spaces for outside agencies such as Ministry of Children and Family Development (MCFD). Security issues need to be considered when sharing space with community users.

Educational Programming:

Educational programming was also a topic of some concern. While there is the understanding that both schools will offer comprehensive programs, with the possibility for specialty programs at only one site, there was discussion of the need to ensure that programming decisions do not result in one school being perceived as a “have” and the other as a “have not” school. This applies to academics, athletics and the arts in order to avoid stereotyping either school by program or by gender.

Several feedback forms noted the need to have both AP and AVID in both schools. Dual credit opportunities with Camosun College should be continued and expanded. Camosun could have access through the NLC space. As well, a considered approach should be taken when splitting up the Sports Academies, Apprenticeship opportunities and the Fine Arts/Performing Arts opportunities. There was recognition of some unique opportunities for linkages between the schools and programs. For example in the school that has a Culinary Arts ACE-IT program and facility there could also be a horticultural program and environmental sustainability focus where some of the food grown would be part of the school cafeteria supplies. Some initial thoughts were provided for consideration in assigning Academies and Programs. There was a general acceptance that a theatre and some specialty space for Performing Arts should be considered for the Royal Bay location. There was also mention that locating the Hockey Academy at the Glen Lake location would offer easy access to the hockey arena. Possibly the Soccer Academy could then go to Royal Bay, but an artificial turf field might be required. The Royal Bay location also offers some natural opportunities for water-based activities such as rowing or sailing.

Environmental Stewardship/Transportation:

In terms of sustainability both schools should have a school-wide focus on a low impact on the environment both as a building and site. Composting programs and minimal impact on the waste stream would be desirable. It was suggested that a bike path between the school sites might be considered. At the very least there should be

consideration of transportation, whether public transit or offered by the district, to enable students to take advantage of a common timetable as well as access to specialty programs not offered at their home school. Parking will be an important consideration for staff, students and visitors. Paved and covered spaces for students waiting for buses, eating lunches or participating in physical education need to be considered because of our rainy climate.

Gymnasiums:

Each school's gymnasium needs to be large enough to accommodate whole school assemblies, provincial tournaments for basketball and other sports, and the end lines on the basketball courts need to be sufficiently away from wall or extended bleachers to allow for safe passage of spectators. One individual suggested consideration be given to "American"- style gyms with weight rooms and memberships for community use. Staff shower and office space will be required for PE staff and coaches. The Industrial Education shops will require quality equipment to assist with the program and student learning.

Fine Arts:

Another specific suggestion was to mass program opportunities in such Fine Arts areas as dance, music, theatre, digital art, etc. Art facilities should have lots of natural light, access to gallery and display space, a darkroom and pottery studio and allow for outside access. Drama, Dance and Music must be taught in spaces specifically designed for these activities, Dance requires a Dance Studio, Drama requires a Black Box Drama Room and/or a theatre and Music requires a Band Room and Choir Room that have been acoustically designed and provide soundproof practice rooms. A new theatre in the district would take the stress off Spencer Middle School's theatre. It was suggested the Royal Bay site might be a good location for a new theatre. Teachers cautioned that Royal Bay must also have a sufficient academic and athletic emphasis so as not to be labeled as only an "Arts" school.

Creating a lecture hall with a capacity of 75-100 students that is computer and LCD equipped would allow for both team teaching and presentations by guest speakers. This speaks to the need to build in flexibility in the design of school and instructional spaces. It was acknowledged that linkages of specialty programs at one site could not necessarily be replicated at both sites. There are some synchronistic opportunities for including Musical Theatre, stagecraft, etc. at the school that has a theatre constructed. While each school should have an Art program and an Industrial Education program there it was recognized that due to the availability of specialized resources at only one school or the other, some courses and programs will only be available at one campus. For example AP Studio Art and ACE-IT programs would not likely be viable at both campuses. One suggestion was to allow room to combine technology and shop spaces and equipment so Robotics could be offered.

French Immersion/Languages:

Both options, to offer French Immersion at both schools and to offer it at only one school to allow for greater staff interaction and permit more reasonable course loads for teaching, were expressed. Students should have access to more than one language program at each school. While not duplicating the offering of Spanish, French and other languages there should be some recognition of the need for student flexibility and choice.

It was suggested that that Planning be put back in the teaching timetable and that Business Programs, Co-op Programs, Work Experience and Entrepreneurship be considered to address the employment skills that students will need in the future. The Cosmetology Program will require ground floor level access to accommodate clients.

Principal and VP Feedback:

One of the key points for administrators was the importance of not creating a “have” and a “have not” school, or a “jock” and an “arts” school. Attention to the matrix of programs offered must account for a balance of academic opportunities, site differences, NLC enhancements, gender balance, etc. It will be important to have complementary programs to avoid competition for students. There was also general support for the idea of developing a common timetable between the secondary schools in the district. It would be helpful to consider the program at Edward Milne as well as the two new schools. Ideally there will be complementary programs at all three locations and not competition between the schools. If there is to be a common timetable, transportation will need to be considered. This could include district transportation and/or public transportation.

All schools will need to have comprehensive programs ranging from an academic focus with AP/AVID and College credit courses through life skills and special education. Program differentiation might be focused on specialty space and equipment such as ACE-IT Automotive or Culinary Arts facility requirements. While it is anticipated that all schools will have Academic, Fine Arts, Home Economics, Industrial Arts and Performing Arts programs and options, there may be specialty facilities at one site only. For example, a teaching kitchen might be constructed at one site only for the Culinary Arts ACE-IT program, a theatre may exist at one site only for the Musical Theatre program and a fully equipped Automotive Shop might be built at one site only for the ACE-IT Automotive Program. Consideration for French Immersion and its location will also require planning.

Another theme for administrators was the changing nature of instruction and student learning needs in the 21st Century. Blended learning, supported by technology, will require not only wireless networks and advanced technology support structures in classrooms and throughout the schools, but will also require training and in-service for administrators and teachers. This means training and support on both the use of

the technology and the integration of the technology into teaching practices. One way that this might occur would be to ensure the Distance Learning and “Storefront” education services currently provided by the Westshore Learning Centre are located in both schools. This could be accomplished either under the host school administration or as a separate entity co-located at each site. Further, libraries will need to become enhanced centers for media and technology to support the changing nature of information access.

The physical layout of the schools should include gathering spaces or “Commons” for students. These spaces could reflect the aboriginal and diverse make-up of the students and communities. The library and spaces throughout the school should support access to and use of technology and be facilitative of student networking and collaboration.

Aboriginal Community Meeting Feedback:

Feedback from the Aboriginal Community Meeting included suggestions to increase the linkage between Aboriginal ways of knowing and the curriculum. One example is to create an Outdoor Education and Leadership program based on traditional knowledge. This could increase cultural awareness and respect for the environment. Topics could include: wilderness first aid; kayaking, etc. It was suggested that a focus on environmental studies and greater use of project- based learning would benefit Aboriginal students. It was also suggested that Aboriginal content be integrated to a greater degree into regular course materials across the curriculum. This could include local Aboriginal knowledge in science classes, the integration of First Nations art and history into Art and Social Studies curriculum. For example: studying the Douglas Treaty or the history of residential schools in Social Studies. There might be an opportunity to develop an Aboriginal Arts Academy that specialized in visual arts and carving along with cultural teachings.

Another area of concern is to find ways to bring Elders into the schools as mentors to students. If there was a Longhouse style gathering space or First Nations room, the space could facilitate the access for Elders.

It was suggested that trades programs such as cooking or Culinary Arts be expanded along with sports academies and fine arts opportunities including a Dance Academy. More help is needed for students who are struggling. This may be from teachers or support staff.

One suggestion was to provide American Sign Language assistance.

Stakeholder Workshop Feedback:

There was some emphasis on environmental stewardship and sustainability. Each school should play to their geographical strengths, for example, opportunities for marine studies should be considered for the Royal Bay site. Educational programming should attend to the future learning needs of students and the needs of society. Technology will play an important role addressing both. Web-design, global outreach using video conferencing and associated technologies offer emerging opportunities. Innovative programming can create community outreach. While this may have been focusing on NLC opportunities, it was noted that extended hours of operation and weekend programming could allow for groups such as the Royal BC Museum and Art Galleries to provide access and programming for learners of all ages. This could also include youth drop-in centers. The need for PAC space for parents in each school was noted.

There is a need for more support for “average” students who may be falling behind. Literacy support, greater integration of “alternate” schools such as Westshore and Pacific should be examined. Schools are places of transition-- into university, college, the workplace or a creative life. By looking at how to increase access and partnerships with various groups such as the Colleges and Universities, the Arts Community, First Nations, Seniors, Youth, etc. the schools will be able to assist students in being successful through these transitions. As a general theme, the schools will need to envision themselves as “gathering places” where communities of learners access opportunities for learning.

Public Open House Meeting Feedback:

There is strong support for the vision of:

Two vibrant comprehensive secondary schools that will provide inspiring learning opportunities to meet the needs of tomorrow’s learners today and act as a community centre and gathering place for the next 50 years and beyond.

There was a general sense of appreciation for the opportunity to review the school districts’ plans and provide feedback.

The idea of creating vibrant comprehensive schools and ensuring that academic, athletic, career and cultural opportunities are addressed in both schools was noted frequently. There was also recognition that additional enhancements may be possible at individual campuses in the areas of athletics and sports programs as well as fine arts and performing arts programs. Logically, the new Belmont or Glen Lake site is well situated for enhanced focus on sports and the Royal Bay Site is well situated for an enhanced focus on the arts.

Creating Connections Between the Schools:

An interesting note was the importance of developing an environment that creates and builds the sense of linkage rather than division between the schools and

communities. While there may be some differences in focus and programs there should also be opportunities for connection. Having a common timetable could create linkage, as could shared access to facilities. While there may only be one district track, both schools should have access to it. While there may only be one theatre, both schools would have access to it. Where there may be greater access to sports fields at one site there should be a balance of opportunity at the other location. For example, a turf field and track at Royal Bay might allow for a Soccer Academy and track and field emphasis to support the cultural and arts focus of the school.

There should be a greater emphasis on technology. For example, in addition to the normal range of drama and fine arts programming, one of the schools could also have opportunities for media and technology courses. Ensure assistive technology is available throughout the schools to help hard of hearing students. Use natural light where possible to enhance the learning environment and support the sustainability of resources and environmental stewardship.

Summary of Input - Educational Program

- a. The Vision:
Two vibrant, comprehensive secondary schools that will provide inspiring learning opportunities to meet the needs of tomorrow's learners today and act as a community centre and gathering place for the next 50 years and beyond.
- b. Both schools will have different specialty programs or focus areas to enhance student opportunities. Student's access to these programs will be supported by a common timetable. A common timetable will permit students enrolled in one school to take courses in the other school. A balance of programs and opportunities (academic, athletic and artistic) will be required to ensure one school is not seen as "better".
- c. Glen Lake site is logically positioned to focus on Sports Academies and take advantage of the facilities at City Center or Eagle Ridge.
- d. Royal Bay site is logically positioned to be able to focus on Fine Arts and Performing Arts Academies.
- e. In addition to the comprehensive secondary school programs both school should have AP and AVID programs, Distributed Learning and Starworks programming, International student programs, Aboriginal enhancement of curriculum and Elders spaces as well as a full range of student services and special education programs. The differentiation or split of specialty programs could involve the following possible distribution (this will require intensive discussion with administrators and teachers who know these programs) and also ensure that Edward Milne School is considered in the process:
 - i. For Example - Site A
 - 1. Career Programs: ACE-IT Carpentry & Joinery, Cosmetology
 - 2. Academies: Dance, Soccer and Baseball
 - 3. Language programs: French and Japanese
 - 4. Fine Arts: Drama/Theatre/Musical Theatre, Band/Choir/Guitar/ Piano

5. New programs: Information Technology, horticulture, environmental studies and outdoor education.

ii. For Example - Site B

1. Career Programs: Metal Fabrication & Auto Mechanics & Cafeteria
2. Academies: Hockey and Multisport (2012-13 Canadian Sport School)
3. Language programs: French Immersion, Spanish, Sencoten and Halq'emeyem
4. Fine Arts: Drama/Film & Television, 2D/3D Art and AP Studio Art
5. New programs: robotics

Operational Strategies

- a. Sooke School District is reconfiguring the grade organizational model. With the opening of the two new secondary schools they will move to Elementary Schools (grades K-5), Middle Schools (grades 6-8) and Secondary Schools (grades 9-12). The transfer of grade 9 students from the existing Middle Schools will move approximately 500 students to the new secondary schools.
- b. The incorporation of Westshore Learning Centre and Pacific Secondary School into the locations requires planning. Will they be separate entities co-located and delivering "Storefront" educational services or will they be formally incorporated into the new schools?

Facility Design

- a. The schools require a warm welcoming environment to create a sense of belonging for students and staff. Natural light is important both for instructional spaces and gathering spaces. Rooms require sufficient height so as to not feel closed in. Gathering spaces should facilitate networking and collaboration. Landscaping and facility design will also play a part in this.
- b. The two secondary schools, grades 9 to 12 require an initial capacity for 2000 students. Classroom space needs to be large enough to accommodate flexible seating configurations. The ministry standard sizes should not be reduced. Storage, shelving and technology must also be considered. There was also a request to have sinks and water in every classroom.
- c. Multipurpose space and the cafeteria need to be functional and inviting places for students to eat, gather and build school spirit. A number of gathering spaces, both indoors and outside, are required so that students have spaces to which they feel connected. Gathering places could be designed to grade groupings or interest groupings, performance opportunities such as an amphitheatre, a Longhouse style space or a lounge space for students with flexible schedules.
- d. Technology infrastructure needs to be both functional and dependable. Sufficient bandwidth, equipment (LCD projectors, document cameras, SMART boards, voice amplification equipment and speakers, and video conferencing capability)

needs to serve the needs of classrooms and the schools. Instructional programs for the future will likely include blended or distributed learning formats. Technology also needs to support security and safety needs.

- e. Sustainability and low environmental impacts must be a design focus for both facilities. Waste stream considerations for recycling and composting, ground water retention and even the use of rainwater should be factored into the design. Transportation impacts also require consideration.
- f. Other transportation factors such as: public transit; parking (staff, student and visitors); bus pick-up and drop off; bicycle paths; and security must be effectively designed.
- g. Core area design must be carefully planned. Placement and relationship between such areas as the Main Office, Counselling and Student Services, the Library, the Theatre or Drama space, the Cafeteria/Multipurpose space and the Gyms all require attention.
- h. The gymnasiums should be large enough to accommodate school assemblies and host provincial tournaments in sports such as basketball and volleyball. There should be sufficient travelling space for spectators outside the court end lines and for safety. Fitness and weight rooms might be enhanced and supported by NLC and community usage. PE staff offices require private showers and washrooms.
- i. Industrial education facilities require quality equipment, storage space and easy access for deliveries. Spacing requirements between stations or equipment and safety equipment must be attended to.
- j. Flexibility and multi-use thinking is required. For example, classrooms might be configured to be able to open up and create “team teaching” spaces, the library could incorporate some traditional library space but also be a media and technology hub for the school. Electronic access to resources providing a variety of researching, studying and gathering spaces in which students can work and collaborate. Typically in the library there would be two computer labs/classrooms with separation that can be bookable teaching spaces or opened up and be part of the library suite of spaces. Or another “flexible” use of space could be a Dance facility that has fixed or collapsible seating for 75 -100 students that could also serve as a lecture theatre by incorporating a folding wall.
- k. Staff and student washroom facility design and location are important factors. Access, supervision, cleaning and maintenance requirements need to be thought about. Also sufficient staff and student washrooms located throughout the facility. Access to water fountains or water bottle filling stations is also a consideration.
- l. There will be some facilities that are not duplicated at each school but which should be considered as District Resources so that both schools feel they have ownership and a partnership with respect to them. Such facilities as a new Theatre or a district track to replace the one currently at Belmont will need to be considered District Resources.

Neighbourhood Learning Centre (NLC)

- a. The schools will incorporate NLC space to serve both community needs and school needs now and into the future. Partnerships with Parks & Recreation and/or other groups and agencies could enhance and develop sustainable recreational spaces for all age - athletic and training facilities and tennis courts, are possible examples. In addition, a theatre with a capacity of 300-400 could be a helpful addition to the educational programs and benefit arts and culture opportunities in the communities.
- b. Gathering spaces for parents (PAC space) and Aboriginal Elders, as well as meeting space to work with students and for Support Workers, community agencies, college and university advisors, should be considered for incorporation into the new facilities.

Name Suggestions

Only school names proposed with some frequency are included in this list. Some consulted groups (such as the teachers and administrators) returned forms as a group. As a result, the number of responses noted is greater than the number of forms submitted. Student input came from discussions with the Belmont Leadership class.

Of the groups surveyed, the Student Leadership group strongly favoured retaining the name Belmont, the Stakeholder, Aboriginal and Public groups also had most responses that favoured retaining the name Belmont. The Teachers and Administrators favoured new names for both schools. The next most frequent response was to name the schools Royal Bay Secondary and Glen Lake or Westshore Secondary. There were also a significant number of suggestions for an Aboriginal name to be considered for one or both of the schools. See the table below for a distribution of the name responses.

Summary of Feedback - Name Choice

Stakeholders, students, staff and the public provided input on potential names for the two new schools.

Glen Lake site

- Majority chose **Belmont Senior Secondary**

Other Suggestions:

Aboriginal name gifted from Elders
Coast Salish name

Glen Lake Secondary
Westhills Secondary
Belmont Glen Lake
Westshore Secondary

Royal Bay site

- Majority chose **Royal Bay Secondary** or **Royal Bay Community School**

Other suggestions:

Ocean Heights or Ocean Side
Belmont Royal Bay
Aboriginal name
Spotswood
Bayview Secondary
Alicia Gordy Memorial School

The next step in the process is to have an adhoc committee review the nominated names for consideration by the Board of Education.

Students' feedback:

The Student Leadership class at Belmont provided this data:

Glen Lake site – keep the name Belmont because of the history. The school is not closing it is just a new building and different location.

Royal Bay site – The location and name fit, call it Royal Bay Secondary.

Teacher feedback:

In general, the feelings of teachers are summarized as follows:

There was support for a fresh start with a new name for each of the new schools.

Glen Lake site – this will be a new school with a new grade configuration, a new staff and a fresh start - Glen Lake Secondary seems to work. Westshore or West Hills Secondary was also suggested. It was noted there will be a significant cost for changing uniforms.

Royal Bay site – Name and location seem to fit, call it Royal Bay Secondary

Principals & VP's feedback:

The following notes are indicative of the response from principals and vice-principals:

Glen Lake site – Belmont has its own history, we should consider a start fresh. Names to consider would be Glen Lake Secondary or an Aboriginal name.

Royal Bay site – Royal Bay Secondary or an Aboriginal name.

Aboriginal Community Meeting:

The 76 forms turned in showed the following breakdown of participants (some forms indicated more than 1 category): Student 19; Parent 23; Teacher 5; Administrator 4; Community Resident 21; Past Student 4; Service Provider 7; Support Worker 3.

Glen Lake site– many participants had no comment, but of the names suggested the most common suggestion was for an Aboriginal name to be suggested by the Elders or the Community.

Royal Bay site – as above, suggested having an Aboriginal name.

Public Meeting:

The 137 forms turned in showed the following breakdown of participants (some forms indicated more than 1 category): Student 10; Parent 87; Teacher 3; Community Resident 37; Past Student 9; Service Provider 5.

Glen Lake site – many participants had no comment. A few comments noted that new schools should have new names. More respondents wanted to keep Belmont than those who wanted a new name.

Royal Bay site – many participants had no comment. A majority of those who did suggested Royal Bay Secondary.

Conclusion:

The stakeholder meetings and the open houses met the objectives of providing an opportunity for stakeholders and the public to view the project overview and submit their feedback. The first set of stakeholder/public meetings is now complete.

The consultation team will now take all of the collected feedback and develop an updated project plan that will be shared with stakeholders and the public during a second set of public meetings. Two open houses are scheduled for June 13 and June 16 to share the compiled feedback and recommendations with the broader public and community before submitting the plan to the Board of Education and, once approved by the Board, to the Ministry of Education for final approval to proceed.