



Frequently Asked Questions

There have been references to Grade 7 to CHS and Grade 6/7 to CHS. Is the board considering both?

The Board has made no formal decision. The four options the Board is considering are:

1. Expanding the purchase of portables for both Chemainus and Crofton
2. Moving the grade 7's to Chemainus Secondary
3. Moving the grade 6's and 7's to Chemainus Secondary
4. Moving the grade 7's for the 2019/20 school year and then the grade 6's in 2020/21

What did you learn from Lake Cowichan, when you reconfigured there?

As relayed by the transition team that was there at the time, there were some key pieces that the both the school and district learned.

1. Ongoing communication from the school with parents via letters and open houses throughout the year but especially at the beginning was important.
2. Most of the fears parents had did not come to fruition.
3. Separating the students with different lunch times etc. did not work as it was very divisive. The school now operates as one united supportive community with the same start times and lunch breaks. This also allowed us to offer more intramurals and clubs as supervision was consolidated.
4. We have asked many parents if they would go back and they said no, they love it at Lake Cowichan School.
5. We learned that the younger students really appreciated the opportunity to explore different electives that are not available in an elementary school setting.

What will happen to the current Grade 6's if they go to Chemainus Secondary this Fall? Will they miss out on all of the "leaving traditions" that have been part of the school culture for Grade 7 students.

If a decision is made to move to a 7-12 model at Chemainus Secondary, the elementary schools, inclusive of their students, teachers and parents, will design school leaving events that will include the Grade 6 students. In addition, we anticipate there will be transition and welcoming events at Chemainus Secondary at the end of this year and at the start of 2019/20.

What would the Transition process look like?

The process would look very similar to what it does now for grade 7 students moving into grade 8. Students visit Chemainus Secondary for a full day event – (Lockers, games, community building, meet and greet, etc.). The Chemainus Secondary team comes to both Chemainus Elementary and Crofton Elementary to share information and answer questions. Both the Elementary and the Secondary school teams meet to ensure a smooth transition for students by discussing student needs and supports. The three schools also look for other opportunities to have students visit Chemainus Secondary to continue to enhance familiarity and comfort. If the move was to happen, the current grade 6's and grade 7's would be transitioning together to become next years' grade 7's and 8's at the Secondary school.

What would the Transition process for my child with special needs look like?

The process would look very similar to what it does now. Transition planning meetings take place between school teams (LA, Resource, Counselling, Classroom Teachers and Admin). These meetings include the sharing of IEP's and discussion around strategies and supports. Each school hosts year end IEP/Transition meetings where the parents as well as a Chemainus Secondary rep attends to help with planning for next year. Chemainus Secondary also host individual parent meetings to address questions, identify needs and plans for transitions. Often the elementary school works with the secondary school to plan for multiple visits in April, May and June to reduce anxiety and create an early sense of belonging.

Would the Grade 7's at CHS have different start and end times to the day, different recess and lunch times and increased levels of supervision?

Everyone wants to ensure students feel safe and supported and that they are able to access enhanced program options in elective areas as well as noon hour activities. The start and end times to the day, and the 45-minute lunch break would be the same for the whole school. Just like in elementary, noon hour supervisors will monitor the school grounds. There will also be supervised lunch time intramurals and clubs for students to participate in. The concept of a "closed campus" for younger students is something the school administration will investigate with both students and parents should a decision be made to move the younger students.

Where would the classrooms for the younger students be in the school?

They would be grouped together in a wing on the 2nd floor of the school. They would also have access other rooms in the school, such as the foods lab, theatre, wood and metal shops, and science labs, just to name a few.

What would the programming look like for the younger students?

Just like in elementary, the students would be on a linear or year-long program. They would have two main teachers; one would teach English and Socials and the other would teach Math and Science. Unlike in an elementary setting, if students go to Chemainus Secondary, they would have the opportunity to cycle through exploratory or electives in 5 to 6-week blocks, such as Foods, Wood Work, Metal Work, and Drama etc. and would have different teachers for these. This is an opportunity for students to be exposed to a huge variety of options and to focus their passions in areas that they can explore. This allows students to make an informed choice based on where their passions lie. See the sample schedule below:

“A Week in the Life”

****Sample****

	Monday (DAY 1)	Tuesday (DAY 2)	Wednesday (DAY 1)	Thursday (DAY 2)	Friday (DAY 1)
8:45 - 10:07	Humanities (Language Arts/Socials) Mrs Red – Room 100	Exploratory 2	Humanities (Language Arts/Socials) Mrs Red – Room 100	Exploratory 2	Humanities (Language Arts/Socials) Mrs Red – Room 100
10:11 - 11:33	STEM (Sci/Tech/Engineering/Math) Mr Blue – Room 101	Physical & Health Education	STEM (Sci/Tech/Engineering/Math) Mr Blue – Room 101	Physical & Health Education	STEM (Sci/Tech/Engineering/Math) Mr Blue – Room 101
11:33 - 12:18	Lunch	Lunch	Lunch	Lunch	Lunch
12:22 - 1:44	French	STEM (Sci/Tech/Engineering/Math) Mr Blue – Room 101	French	STEM (Sci/Tech/Engineering/Math) Mr Blue – Room 101	French
1:48 - 3:10	Exploratory 1	Humanities (Language Arts/Socials) Mrs Red – Room 100	Exploratory 1	Humanities (Language Arts/Socials) Mrs Red – Room 100	Exploratory 1

Will the admin team, Lori and Jennie, remain at Chemainus Secondary to see this transition through?

Both Lori and Jennie will be staying at Chemainus Secondary to support this transition and to continue working with the parents and students to co-create the school together.

Why can't we use other spaces, get a new elementary school or put an addition on to Crofton?

Alternate spaces suggested by the community have been examined and are extremely cost prohibitive. Additionally, the Ministry has to ensure that all available school space in an area be at least 115% of capacity before the Ministry will engage in discussions around new facilities and extensions. Currently Chemainus Secondary is at 55% of capacity. Using other options significantly decreases the community's and district's ability to advocate for a new school in a timely fashion.

If older students are moved from the elementary schools, will that result in those schools losing funding?

There will be no loss in funding. Both the elementary schools and secondary school will continue to be staffed appropriately to meet class size and composition requirements and to ensure that there is a full range of programs and services for students.

Is this whole conversation about growth and capacity in the north end really just about strengthening the District's case for a new Cowichan Secondary?

All the documents and business plans requesting a new Cowichan Secondary have already gone into the Ministry prior to these North Zone Community Conversations even starting. The capacity within the Central Zone of the district is what impacts the new Cowichan Secondary School proposal.

Why have the numbers of portables required seemed to have changed from the 1st meeting to the 3rd meeting?

The number required has not changed, however our slides were not clear. The first slide deck was looking out over 5 years and the 2nd and 3rd slide decks were focused on next year.

How many portables would be needed at Chemainus Elementary and at Crofton Elementary for the 2019/20 school year based on current enrolment projections?

If we use all of the current space for classroom use, we would need one portable at Crofton for 2019/20 and no additional portables at Chemainus Elementary. This also would mean that all school space including multipurpose, music rooms etc. will continue to be used as classrooms. The following years show continued growth and the need for more classrooms than currently exist. We have projected increased population growth throughout the district for next year and will need to either purchase or relocate portables to meet those requirements. The district realizes portables equals programming. The ability to save on future portable purchases will allow for increased programming across the district.

If we only need one new portable for 2019/20 in the north, why would the board contemplate moving the Grade 7 students from both north area elementary schools?

If the board adds Grade 7 to Chemainus Secondary, we will have an inventory of available portables to meet needs across the district. This will eliminate the use of operating funds to buy more portables. Eliminating the need to purchase portables equal more funding for programs.