

Open Committee of the Whole Meeting
AGENDA

Date: Tuesday, November 12, 2024
Time: 7:00 pm – 8:30 pm
Venue: School Board Office, Board Room

Committee Members:

Shannon Aldinger, Meeting Chairperson
Michelle Waite, Board Chairperson
Sarah Jane Howe, Board Vice-Chair
Chelsea McCannel-Keene, Trustee
Cristi May Sacht, Trustee
Janice Caton, Trustee
Susan Leslie, Trustee

Staff:

Dr. Jeremy Morrow, Superintendent
Carrie McVeigh, Secretary Treasurer
Dr. Vivian Collyer, Associate Superintendent
Jay Dixon, Associate Superintendent
Lisa Pedersen-Skene, District Principal Early Learning and Child Care

Recording Secretary: Marlene Leach, Senior Executive Assistant

A. WELCOME AND CALL TO ORDER

The Board of Education acknowledges that we are on the traditional territories of the K'ómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

B. ADOPTION OF AGENDA

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Open Committee of the Whole agenda, dated November 12, 2024, as presented.

C. EDUCATION

- 1. Literacy & Numeracy Framework** – PowerPoint Presentation
Dr. Vivian Collyer, Associate Superintendent, Lisa Pedersen-Skene, District Principal Early Learning and Child Care

D. GOVERNANCE - None

E. POLICY - None

Next Ad Hoc Policy Committee Meeting:
4:00 pm – 5:30 pm, Wednesday, January 08, 2025

F. OPERATIONS

1. Proposed Catchment Boundary Adjustments, Community Feedback Themes

PowerPoint Presentation

Jay Dixon, Associate Superintendent and Molly Proudfoot, Director of Operations

G. FINANCE - None

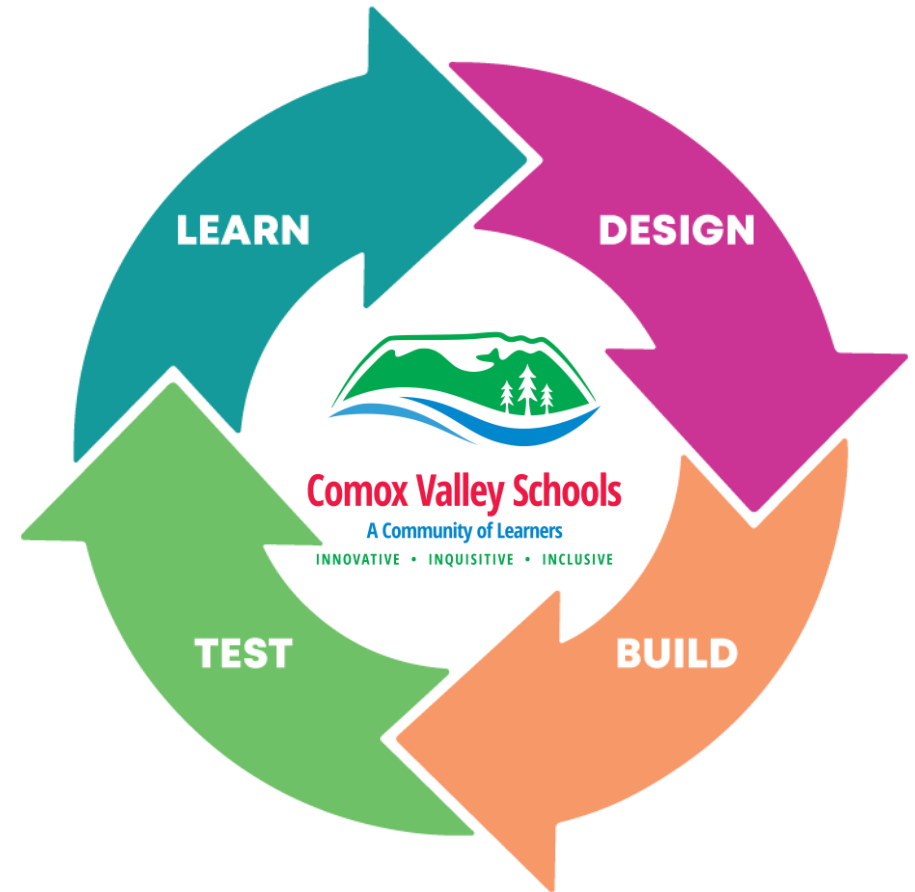
H. OTHER – None

I. ADJOURNMENT

THAT the Board of Education of School District No. 71 (Comox Valley) adjourn the meeting.



Literacy and Numeracy Frameworks Update



PRESENTED BY DR. VIVIAN COLLYER, ASSOCIATE SUPERINTENDENT, AND LISA PEDERSEN-SKENE, DISTRICT PRINCIPAL
AT THE OPEN COMMITTEE OF THE WHOLE MEETING

NOVEMBER 12, 2024

Feedback from schools and departments - May 2022

*In developing the literacy and numeracy frameworks,
what factors do we need to consider?*

- Common language in both areas
- Continuum (scope and sequence) of learning in both areas
- How to support a wide range of student abilities and effectively differentiate instruction
- Holistic approach to teaching and learning, and flexibility to support and stretch diverse abilities
- Strategies/structures for targeted learning when challenges are identified
- Alignment with learning theory and research, BC curriculum, and district directions (ie., EOL)
- Meaningful, sustainable data collection (& storage) to plan next steps and monitor impact of strategies
- Universal Design for Learning – student have multiple means of engagement, representation, and expression
- Shifts in literacy and numeracy research and Canadian teaching and learning approaches
- Connecting literacy and numeracy learning with student portfolios/e-portfolios
- Challenge of *learning to read* while also *reading to learn*
- Ways for families to reinforce learning at home

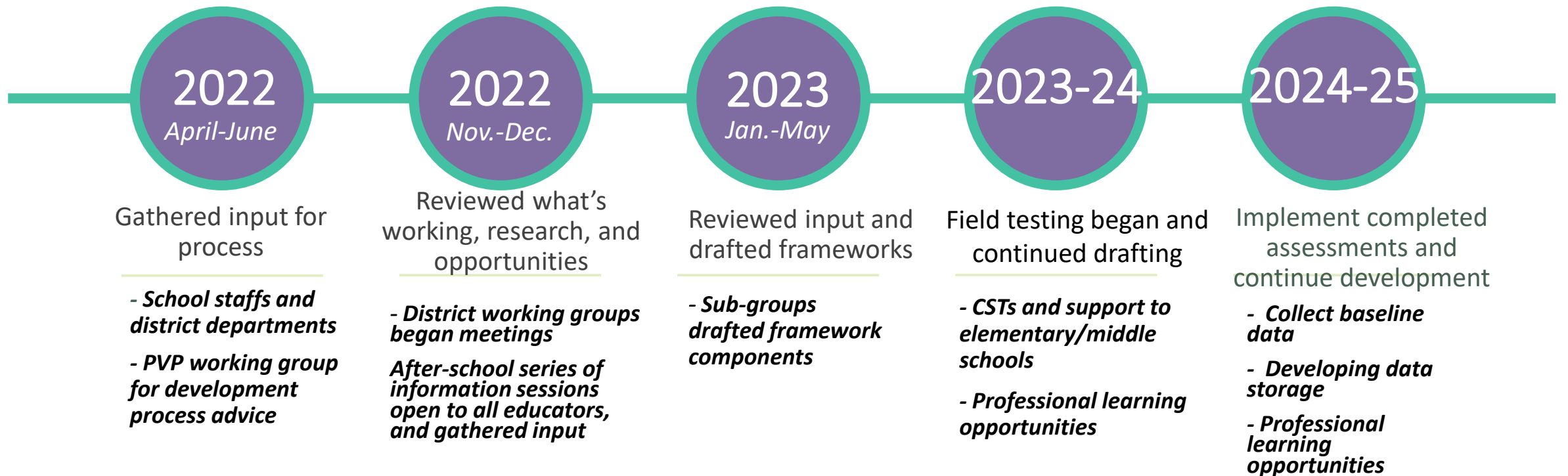
Feedback from schools and departments - May 2022

How do you see a district framework helping you in meeting the literacy and numeracy needs of your students?

- Clarified focus on specific skills and key concepts to develop plans (for students/classes, school goals, across grade levels)
- Guidance for decision-making when discussing strengths and stretches throughout the year
- Accessing common formative assessment practices and tools
- Opportunity for data collection that can inform teaching and learning strategies/structures
- Alignment with competency-based and concept-based curriculum
- Collaboration and targeted professional learning opportunities
- Consistent approaches to determining needs and allocating resources
- Continuity of learning across the school-years

Literacy and Numeracy Frameworks

Design and Development Process

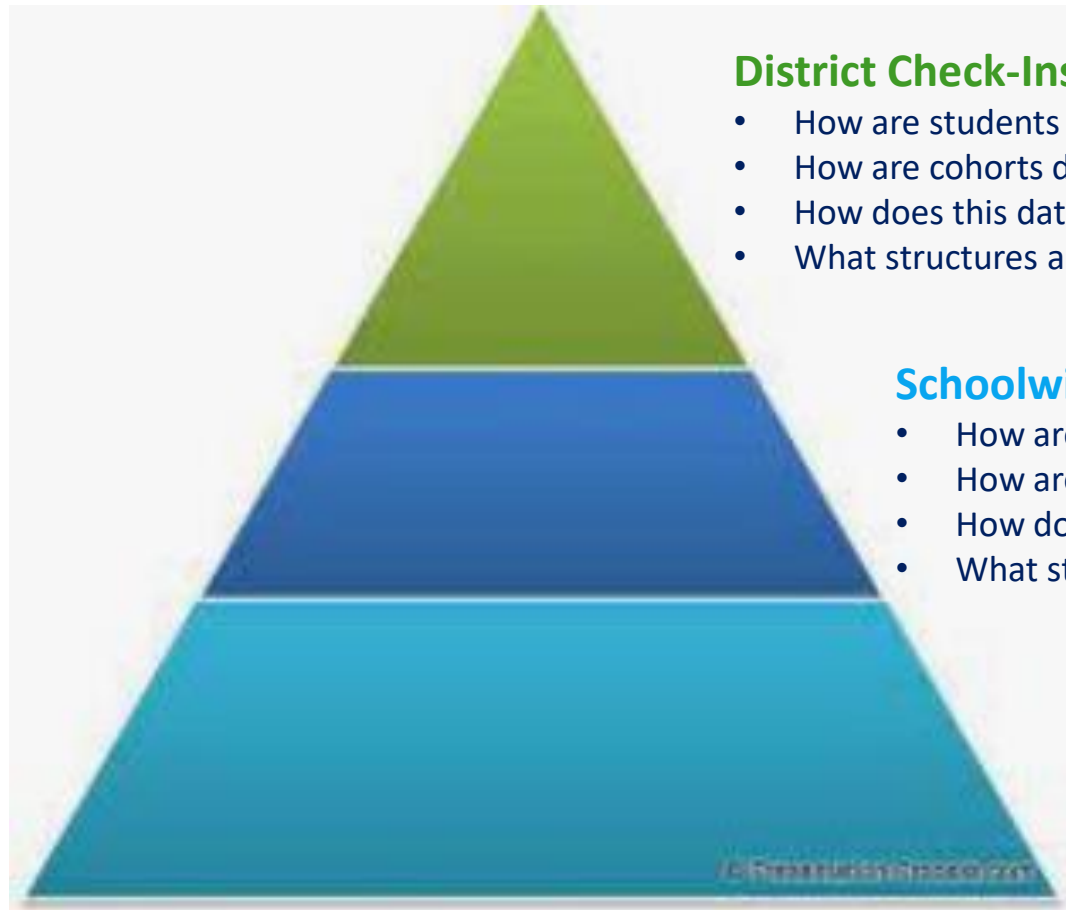


Highlights of the Literacy and Numeracy Frameworks

- Working groups included:
 - staff from Inclusive Education, Indigenous Education, and Curriculum departments
 - teachers in various roles (classroom, LST, T-L)
 - early childhood educators
 - principals/vice principals
- Input provided by:
 - School staffs
 - Participants at after school sessions
 - District's Student Advisory
- Holistic view of students and learning (incl. skills and strategies in meaningful ways)
- Builds on what is already working in schools and draws from research and promising practices
- Recognizes learning progression and human development over time (early learning to graduation)
- Integrates key curricular directions, including play, Indigenous, and deeper learning pedagogies, and UDL
- Classroom assessments that inform teaching and learning, and identify needs for supplemental learning
- Aligns with other assessment systems (i.e., portfolios, Literacy and Numeracy Learning Progressions K-12)

Assessment Design for the Frameworks

Grounded in Classroom Assessment System



District Check-Ins and Provincial Assessments

- How are students doing across our system?
- How are cohorts doing across time?
- How does this data inform our district's long-term goals and plans?
- What structures and strategies are needed for continuous improvement?

Schoolwide Assessment

- How are students doing across the school?
- How are cohorts doing across the grades?
- How does this data inform our school goals and plans?
- What structures and strategies are needed to address needs?

Classroom Assessment

- How is each student doing?
- How is the class doing?
- Who needs supplemental learning?
- Did supplemental learning make a difference?

District Check-in Points – Literacy

Provincial Assessments
are already in place.



Implementation of the
district's **Kindergarten** and
Grade 2 literacy
assessments is in progress.

Kindergarten

- oral communications
- phonological awareness
- concepts of print
- comprehension

Grade 2

- phonemic awareness
- comprehension
- writing

Grade 4

FSA

Grade 6

- reading comprehension
- written expression

Grade 7

FSA

Grade 9

- story
- oracy skills

Grade 10

LITERACY
ASSESSMENT

Grade 12

LITERACY
ASSESSMENT

District Check-in Points – Numeracy



The district's **K-7 number sense assessments** are ready and available to trial. Plan to implement the Grades 3 and 5 assessments begins in the 2025-2026 school year

Provincial Assessments are already in place.

Grade 3

- number sense
- problem-solving
- student voice

Grade 4

FSA

Grade 5

- number sense
- problem-solving
- student voice

Grade 7

FSA

Grade 8

- number sense
- problem-solving
- student voice

Grade 10

NUMERACY
ASSESSMENT

SD71 LITERACY FRAMEWORK

SD71 Kindergarten Literacy Assessment Teacher Guide

Kindergarten teachers identify and monitor their learners' strengths and needs to ensure continuous growth in literacy. This assessment tool focuses on critical skills that foster literacy development and is designed for classroom teachers to use throughout the year during observations of daily learning activities/routines and in conferencing with the child. Information gathered through the tool informs instructional decisions as part of ongoing teaching and learning cycles throughout the kindergarten year. In addition, this data collection is useful to pass on to grade 1 teachers in support of student transitions in literacy learning and for the school to determine learning goals.

"The purpose of full day Kindergarten is to enhance children's overall development — not to rush them into academics at an earlier age."
(p. 4 Full Day Kindergarten Program Guide, Ministry of Education BC)

NOTE: Please note that this assessment tool focuses on some literacy areas and does not represent a comprehensive literacy learning program. For more information about our district's holistic approach to literacy learning, please see the **SD71 Literacy Framework**.

If you have any questions about how to use the tool, please connect with:

Jacque Anderson, Early Learning Lead Teacher,
Jacqueline.Anderson@sd71.bc.ca

Lisa Pedersen-Skene, District Principal of Early Learning and Child Care,
Lisa.Pedersen-Skene@sd71.bc.ca

SD71 Grade 2 Literacy Assessment Teacher Guide

Teachers identify and monitor their learners' strengths and needs to ensure continuous growth in literacy. This assessment tool focuses on critical skills that indicate literacy development and is designed for classroom teachers to use at multiple points in the year. Information gathered through the tool informs instructional decisions as part of ongoing teaching and learning cycles throughout the year. In addition, this data collection is useful to pass on to future teachers in support of transitions and for the school to determine literacy goals.

"The school day involves children in joyful, meaningful literacy experiences—creating readers, writers, speakers, listeners and thinkers."
(p. 37 Learning in the Primary Years, Ministry of Education BC)

NOTE: Please note that this assessment tool focuses on some literacy areas and does not present a comprehensive literacy learning program. For more information about our district's holistic approach to literacy learning, please see the **SD71 Literacy Framework**.

If you have any questions about how to use the tool, please connect with:

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Jacqueline.Anderson@sd71.bc.ca

Lisa Pedersen-Skene, District Principal of Early Learning and Child Care,
Lisa.Pedersen-Skene@sd71.bc.ca



Implementation has started:

- SD71 Kindergarten Literacy Assessment (Sept 2024 – April 2025; district check-in in May)
- SD71 Grade 2 Literacy Assessment (Fall 2024; district check-in in Nov.)



In development this school year:

- Reading and writing assessment – Grade 6
- Electronic data collection and storage system for assessment information

SD71 NUMERACY FRAMEWORK



READY

Ready to use:

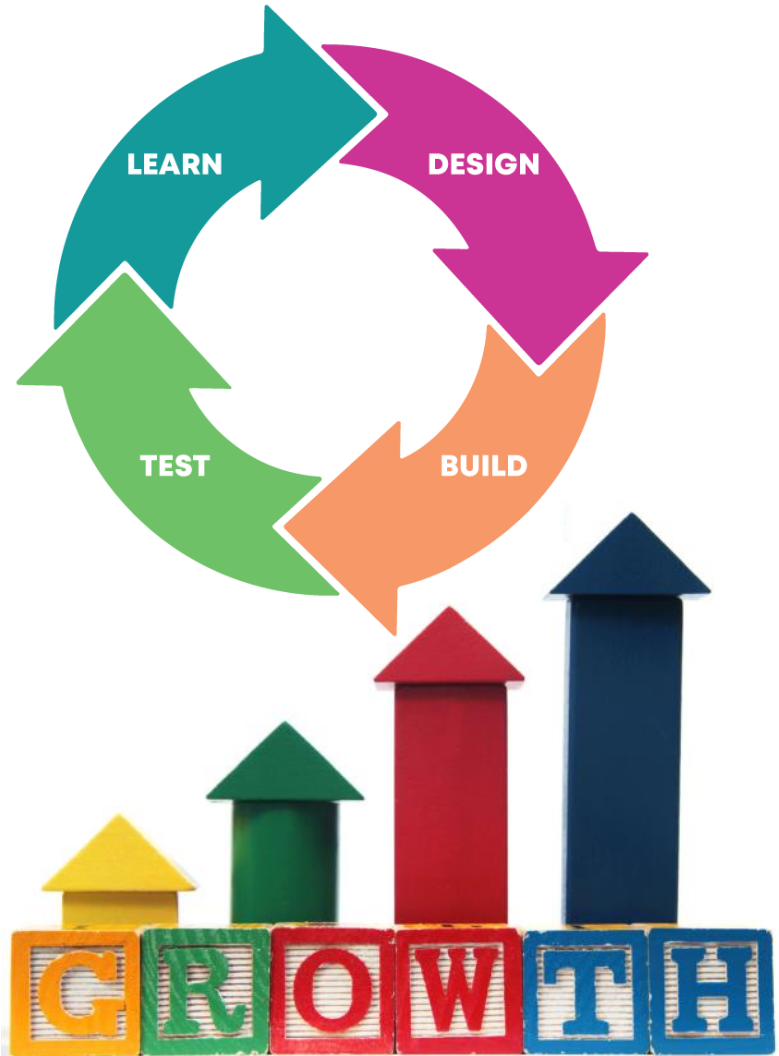
- SD71 SNAP Assessments K-8 (number sense, operations)
- First Steps diagnostics and learning activities K-8
- Implementation of these assessments for Grades 3 and 5 will be in the 2025-2026 school year



In development for this school year:

- Problem-solving assessment – Gr. 3 and 5

Support for implementation

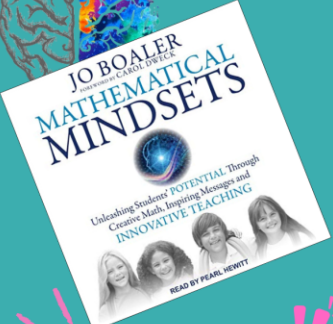


- Literacy assessment training for Kindergarten and Grade 2 teachers last year
- Numeracy assessment training for Grades 3 and 5 teachers in the spring to prepare for Fall 2025 implementation
- School-based Curriculum Support Teachers in elementary/middle schools to collaborate with colleagues
- District Teachers – Serina Allison, Alexis Rekdhal, Natasha Tousaw
- Diverse professional learning opportunities and resources
- Continuing the design process:
 - Review district’s baseline primary literacy data that will be collected for instruction
 - Tweak assessment components based on classroom teacher feedback
 - Continue Frameworks’ design and development process
 - Review overall data and plan for next steps for district as part of our continuous improvement cycle
 - Celebrate successes to build on, prepare plans to deepen teaching and learning practices

Professional Learning – Book Study series

Numeracy BOOK CLUB

Join in on a monthly Book Club!


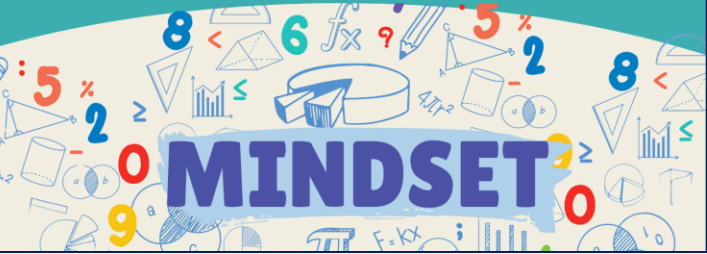


- ✓ Connect and learn alongside colleagues
- ✓ Informed research based instructional practices
- ✓ Collaboration on classroom application
- ✓ Casual and informative

INCLUDED!

Audio Book or Hard Copy!


Connect with Serina Allison by October 18th
Use the QR code to register

How to Become a Better Writing Teacher with Matt Glover

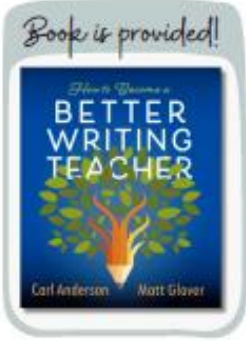
Four part series hosted by POPEY

In this 4 part series we will learn from Matt how to support engagement, composition and quality in our students' writing. Matt is practical and his book is loaded with videos and downloadable templates. Come be inspired!



This series is for K-7 teachers.

Book is provided!



Where? When?
LRC: 3:15-5:00
 Monday, October 28
 Monday, November 25
 Monday, January 27
 Monday, Feb 10


Questions? contact:
Jacque Anderson

[Register here](#)

SD71 PRESENTS...

SHIFTING FORWARD

A LITERACY BOOK CLUB FOR LATE PRIMARY & INTERMEDIATE TEACHERS



Interested in joining the *Shifting the Balance* book club?
Let Alexis Rekdal know by **Tuesday, October 15**

SNACKS PROVIDED!

Focus: Easy-to-implement strategies to improve late primary and intermediate reading and writing instruction

When/Where: Monthly, after school, at the LRC (time/dates determined by group preference)

Format: Casual group chats, one chapter at a time

Goal: Work together to improve our literacy instruction, share ideas, and try out new ways to improve reading outcomes for our students

Professional Learning Resources



SD71 Numeracy webpage

[Numeracy K-7 – Learn71](#)

Includes *Monday Math Moments* videos



SD71 Literacy webpage

[Literacy Resources – Learn71](#)

Includes *Words on Wednesday* videos

Connections with our Strategic Plan for Education

STORY

Storytelling and narrative structures are an integral part of teaching and learning; traditions of story have been a method of sharing knowledge in Indigenous communities for millennia. Frequent opportunities to listen to and talk about a variety of story forms in addition to authentic experiences as an author and reader promotes literacy, imagination, language, and emotional development. Story is a recognizable communication structure that encourages young children's learning about culture, values, worldviews, and theory of mind.

The Bead Timeline – Suzanne Camp Shares the Story of this Place



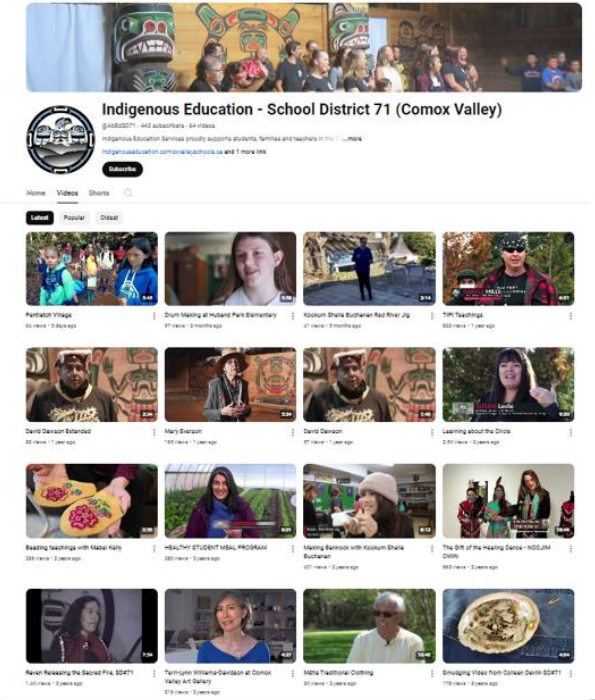
[The Bead Timeline - YouTube](#)

"Learning is embedded in memory, history, and story."
(First Peoples Principles of Learning)

YouTube Video Resources

Indigenous Education Department

[Indigenous Education - School District 71 \(Comox Valley\) - YouTube](#)



Strategic Plan Design Principle:

DECOLONIZING AND INDIGENIZING

Our approach incorporates decolonizing practices and learning from knowledge keepers to Indigenize our educational environments and practices. This restorative, strength-based method honours the traditional knowledge and ways of being of the K'omoks peoples (Pentlatch, leeksun, Sahtloot, and Sasitla), the traditional keepers of this territory. Gathering in a circle fosters relationships, identity, connection, and reflection, nurturing the whole person. We are committed to ongoing education on our journey to reconciliation, including learning Canada's true history and exploring cultural humility.



Story Grammar Marker

Morgan MacDonald, Speech-Language Pathologist

SD71 Strategic Plan for Education



LEARNING GOAL STATEMENT

Comox Valley Schools is committed to creating inclusive, wholistic, and personalized learning environments in order to enhance each student's development of the core competencies over time.

A Focus on Learning in the Primary Years

How do we foster competency development through student curiosity and agency?



The School District is excited to host a focus on learning in the Primary Years and invites interested school teams to join us in this opportunity for collaborative inquiry and reflective practice.

If you would like to...

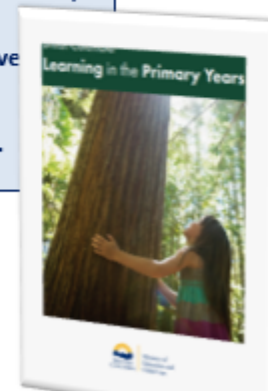
- Join a district community of educators, as we explore and collaborate to foster wholistic and personalized learning approaches within multi-aged primary classes;
- Tap into your learners' strengths and curiosity through play pedagogy and place-based learning;
- Explore the latest provincial and district directions in primary and early learning;
- Enhance your assessment practices in support of Core Competencies development through pedagogical documentation and literacy foundations;
- Collaborate with and discuss your students' learning progress with teacher-colleagues;
- Commit to participating in 4 community of practice afternoon sessions (Nov. 28, Jan. 9, Feb. 20, and Apr. 10 with TTOC release) to share and reflect on your experiences and learning with colleagues. In addition, participants will commit to trying new practices between district sessions.
- Celebrate and share your inquiry learning in a visual way at our after-school year-end Collaborative Inquiry Celebration – **Date TBD**

...then consider joining us for this year's *Learning in the Primary Years* collaborative inquiry.



Indicate your *interest* to participate in the *Learning in the Primary Years* inquiry at this link: [Sign up form](#) by **Oct. 28**

Please note that submitting an *Expression of Interest* does not guarantee participation this year, as space is limited.



Decolonizing and Indigenizing – Inclusion – Personalized Learning – Student-Centred Assessment – Social Emotional Learning
 Experiential Learning – Flexible Learning Environments – Digitally Enhanced Learning – Land-Based Learning

Decolonizing and Indigenizing – Inclusion – Personalized Learning – Student-Centred Assessment – Social Emotional Learning
 Experiential Learning – Flexible Learning Environments – Digitally Enhanced Learning – Land-Based Learning

SD71 Strategic Plan for Education



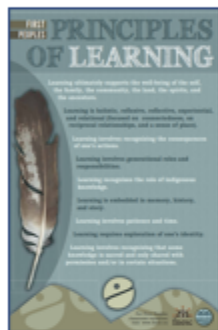
LEARNING GOAL STATEMENT

Comox Valley Schools is committed to creating inclusive, wholistic, and personalized learning environments in order to enhance each student's development of the core competencies over time.



A Focus on Learning in the Intermediate Years

How do we foster competency development through student curiosity and agency?



The School District is excited to host a focus on learning in the Intermediate Years and invites interested teachers to join us in this opportunity for collaborative inquiry and reflective practice.

If you would like to...

- Join a district community of educators, as we explore and collaborate to foster wholistic and personalized learning approaches within intermediate classes (Grades 4-8)
- Tap into your learners' strengths and curiosity through inquiry and place-based pedagogies
- Explore the latest provincial and district directions in learning at the intermediate level
- Enhance your assessment practices in support of Core Competencies development, and literacy and numeracy learning foundations
- Collaborate with and discuss your students' learning progress with teacher-colleagues
- Commit to participating in four community of practice afternoon sessions (Dec. 2, Jan. 20, Feb. 24, and Apr. 14 with TTOC release) to share and reflect on your experiences and learning with colleagues. In addition, participants will commit to trying new practices between district sessions.
- Celebrate and share your inquiry learning in a visual way at our after-school year-end Collaborative Inquiry Celebration – **Date TBD**



...then consider joining us for this year's *Learning in the Intermediate Years* collaborative inquiry.



Indicate your *interest* to participate in the *Learning in the Intermediate Years* inquiry at this link: [Sign up form](#) by **Oct. 28**

Please note that submitting an *Expression of Interest* does not guarantee participation this year, as space is limited.



Decolonizing and Indigenizing – Inclusion – Personalized Learning – Student-Centred Assessment – Social Emotional Learning
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Decolonizing and Indigenizing – Inclusion – Personalized Learning – Student-Centred Assessment – Social Emotional Learning
 Experiential Learning – Flexible Learning Environments – Digitally Enhanced Learning – Land-Based Learning



**“Play is not
an ‘add on’
but rather
a way of
doing.”**

- p.8 Learning
Through Play in
Primary School

“Research shows that play-based learning promotes both developmental learning (e.g., social-emotional skills and self-regulation) and academic learning (e.g., literacy and numeracy).”

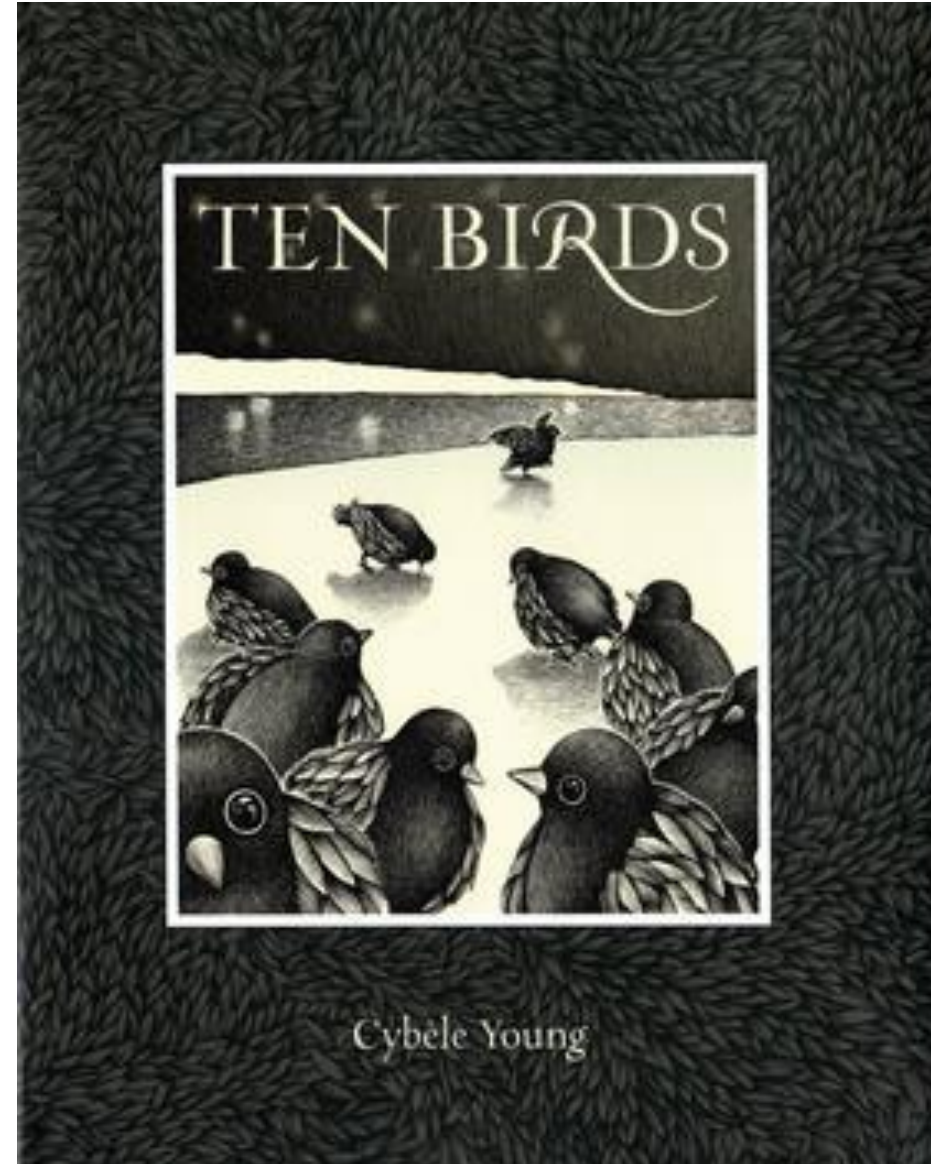
(p.20 *Learning in the Primary Years*)



PLAY IS THE VEHICLE FOR
LEARNING.

Decolonizing and Indigenizing – Inclusion – Personalized Learning – Student-Centred Assessment – Social Emotional Learning
Experiential Learning – Flexible Learning Environments – Digitally Enhanced Learning – Land-Based Learning

Let's Play!



Ten Birds Challenge

Challenge:

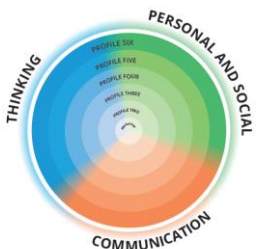
Tell a story about how your bird crosses the river.

Use the loose parts provided on the table to show how one of the ten birds got across the river.

In 10 minutes, each group will have one member share the story of how their bird crosses the river.

Group Share

Reflections



LEARNING GOAL STATEMENT

Comox Valley Schools is committed to creating inclusive, wholistic, and personalized learning environments in order to enhance each student's development of the core competencies over time.

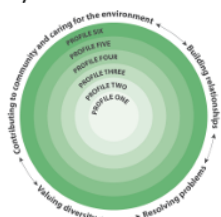
Connections to Literacy, Numeracy, and Curriculum

Social Awareness and Responsibility

Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.

A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.



PROFILE DESCRIPTION

PROFILE	DESCRIPTION
PROFILE ONE	I can be aware of others and my surroundings. I like to be with my family and friends. I can help and be kind. I can tell when someone is sad or angry and try to make them feel better. I am aware that other people can be different from me.
PROFILE TWO	In familiar settings, I can interact with others and my surroundings respectfully. I can build relationships and work and play cooperatively. I can participate in activities to care for and improve my social and physical surroundings. I use materials respectfully. I can solve some problems myself and ask for help when I need it. I listen to others' ideas and concerns. I can be part of a group and invite others to join. I can identify when something is unfair to me or to others.
PROFILE THREE	I can interact with others and the environment respectfully and thoughtfully. I can build and sustain relationships and share my feelings. I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify different perspectives on an issue, clarify problems, consider alternatives, and evaluate strategies. I can demonstrate respectful and inclusive behaviour with people I know. I can explain why something is fair or unfair.
PROFILE FOUR	I can take purposeful action to support others and the environment. I can build relationships and be a thoughtful and supportive friend. I can identify ways my actions and the actions of others affect my community and the natural environment. I look for ways to make my classroom, school, community, or natural world a better place and identify small things I can do that could make a difference. I demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer.
PROFILE FIVE	I can advocate and take action for my communities and the natural world. I expect to make a difference. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations. I work to make positive change in the communities I belong to and the natural environment. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I value differences; I appreciate that each person has unique gifts. I use respectful and inclusive language and behaviour, including in social media. I can advocate for others.
PROFILE SIX	I can initiate positive, sustainable change for others and the environment. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs. I advocate and take thoughtful actions to influence positive, sustainable change in my communities and in the natural world. I can analyze complex social or environmental issues from multiple perspectives and understand how I am situated in types of privilege. I act to support diversity and defend human rights and can identify how diversity is beneficial for the communities I belong to.

<https://curriculum.nv.bc.ca/competencies>

Literacy

- Story: connection to self, text,
- Share ideas: parts of story
- Descriptive writing
- Oral Language
- Story Telling
- Listening and speaking
- Exchange ideas and perspectives
- Make connections
- Actively engage audience
- Use prior knowledge

Numeracy

- 2D & 3D shapes
- Counting
- Patterns
- Estimate
- Problem solving
- Graphing
- Measurement
- Comparative language
- Fractions

Socials

- Connections to place
- Mapping,
- Identity
- Role taking

ADST

- Testing & reflecting
- Risk-taking
- Generate ideas
- Reflect on ability to collaborate

Arts

- Visual representations
- Exploring a variety of medium
- Role Playing
- Document and share in creative ways

Science

- Force and motion
- Animals, life cycles
- Adaptations
- Properties of materials

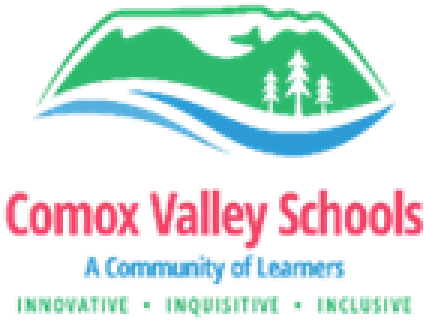
Physical Education

- Use gym equipment – build in movement in retelling



Questions?

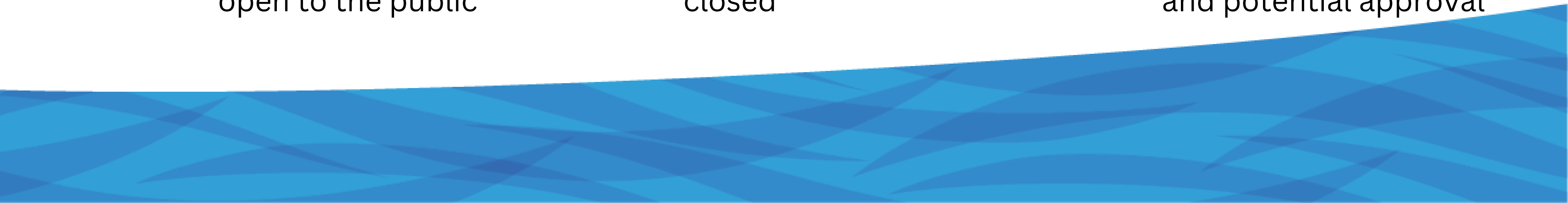
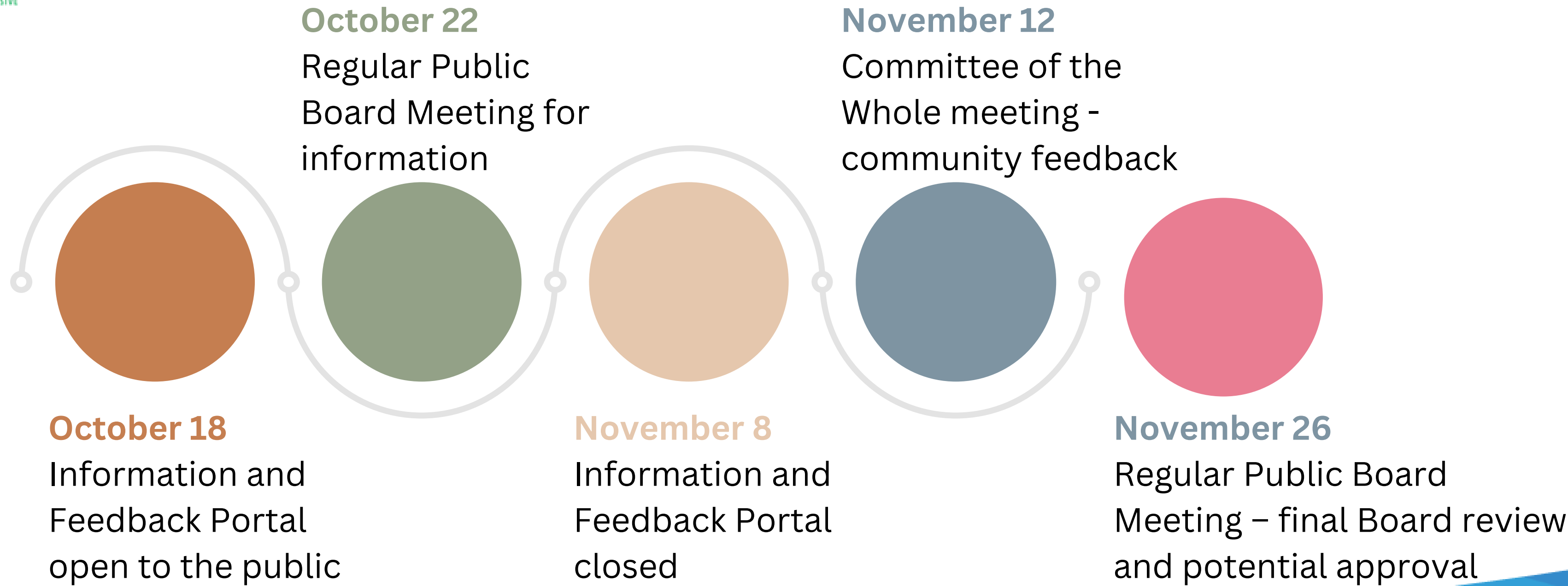
COMOX VALLEY SCHOOLS PROPOSED BOUNDARY CATCHMENT UPDATES



October–November 2024
Airport, Aspen Park, Brooklyn and Valley View
Elementary Schools



TIMELINE





Interactive Website and Feedback Portal

Metrics www.comoxvalleyschools.ca/catchment-updates

- 2000+ people visited the site
- 3400+ views on the page

Page path and screen class	+	↓ Views	Active users
SHOW ALL ROWS			
Total		3,473 vs. 5 ↑ 69,360%	2,092 vs. 2 ↑ 104,500%

Advertising

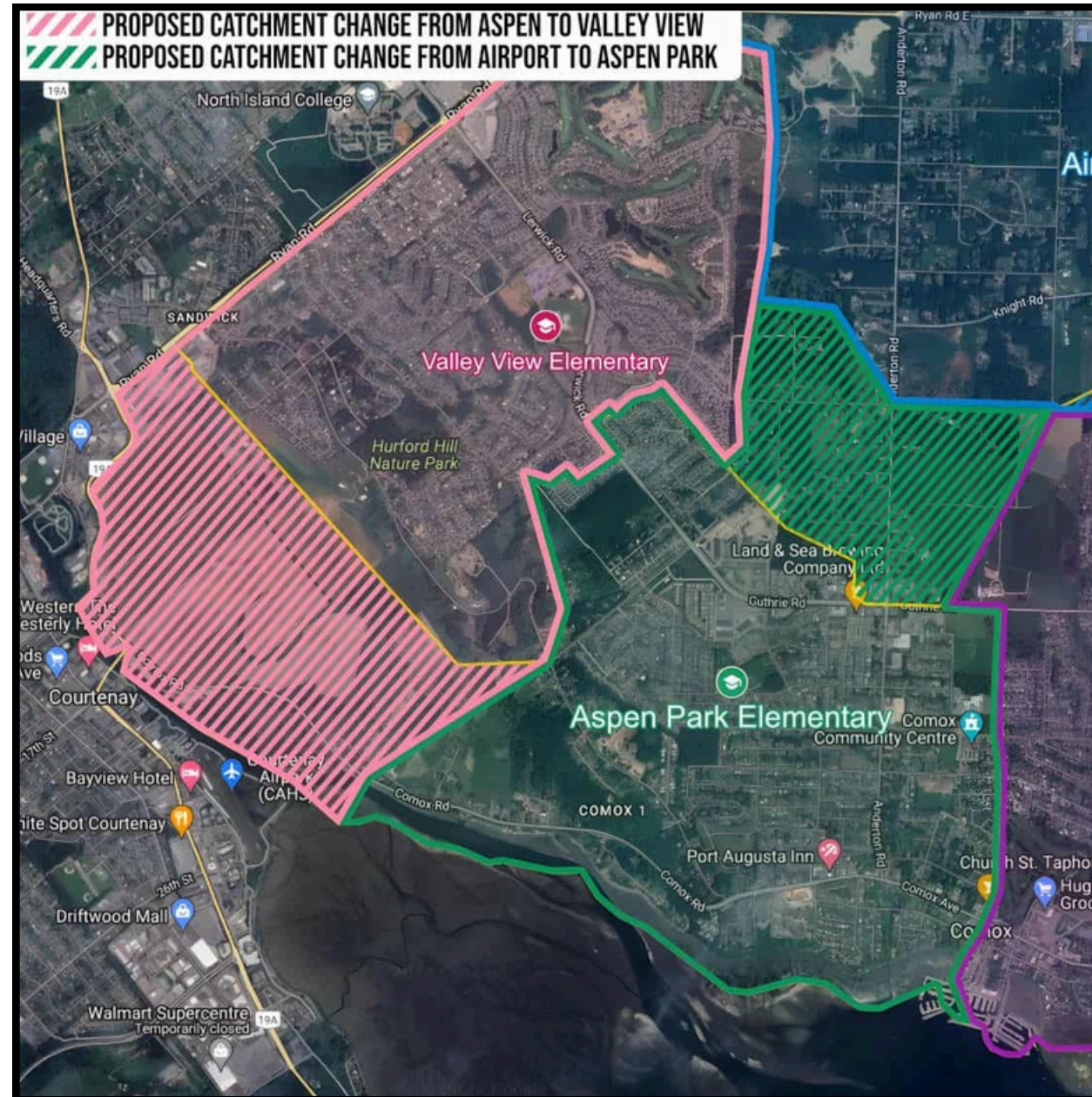
- Two print adverts Comox Record
- 100 radio adverts on Eagle Radio
- Article in Comox Record
- Facebook and Instagram ads (8,000+ reached)





What did we hear?

Proposed Changes to Aspen Park Elementary Catchment Boundary

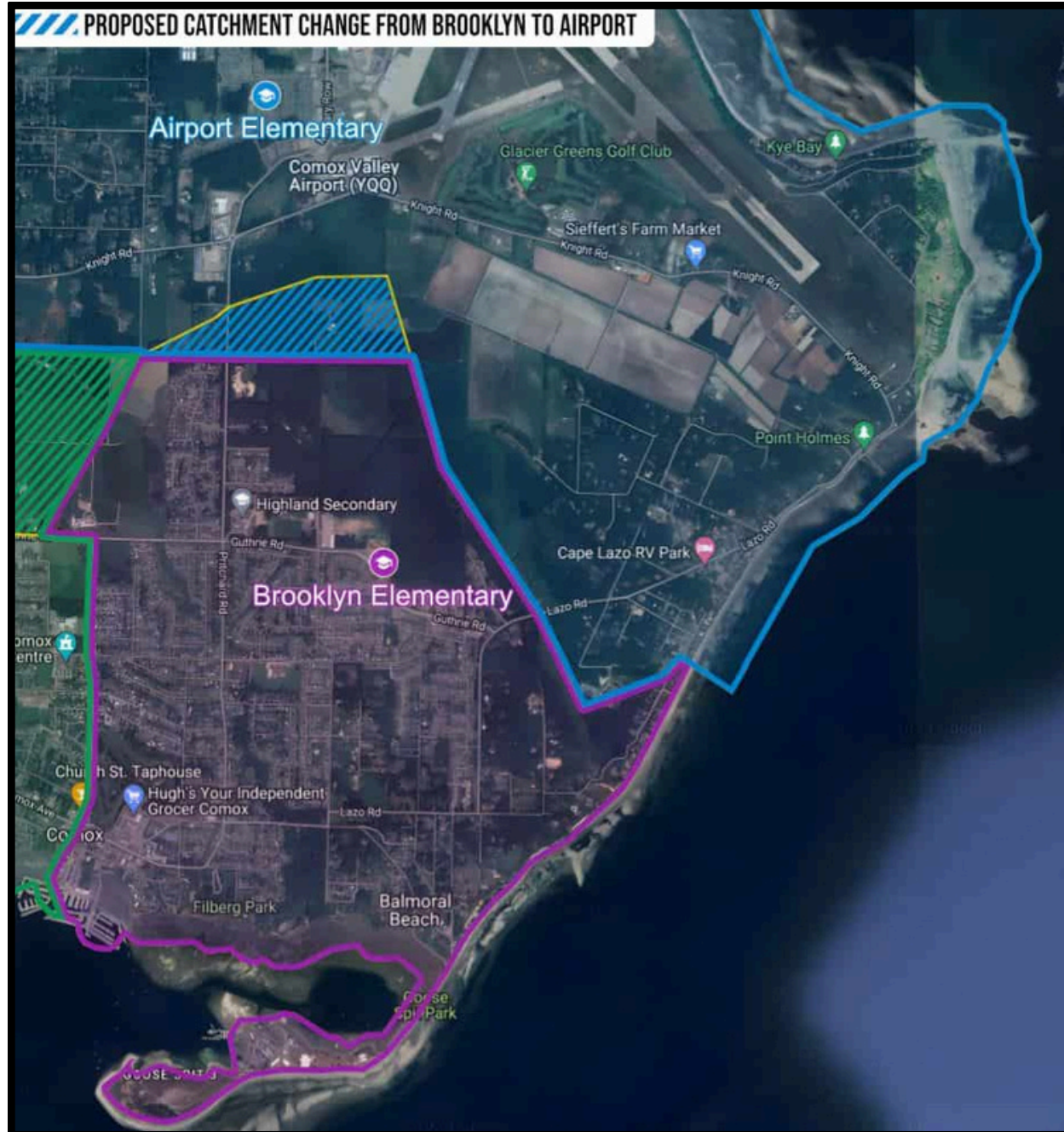


- **Walkability:** There is a need for a sidewalk from the intersection of Lerwick and Aspen down to the school. Currently, only one side has a sidewalk, and it lacks a crosswalk, making it difficult for students to navigate safely. Parents see this as a safety issue, especially as more students may walk to school due to boundary changes.
- **Support for Catchment Expansion:** Some families are in favour of expanding Aspen Park's catchment to include areas like north of Guthrie Road, which brings students closer to their designated school and reduces travel time.
- **Better Alignment with Secondary School Catchments:** Feedback indicates a desire for elementary and secondary school catchments to align more closely. Parents support the change that switches the Dyke Road area from Aspen Park to Valley View, aligning students with their secondary school catchment for continuity.



What did we hear?

Proposed Changes to Airport Elementary Catchment Boundary



- **Catchment Adjustments for New Developments:** Feedback supports reassigning students from new developments near Aspen Road and Idiens Way to Aspen Park Elementary due to closer proximity. This change would make the commute more manageable for families.
- **Balancing Enrollment with Brooklyn Elementary:** Parents support the plan for new developments along Pritchard Road, beyond Cambridge Road, to be assigned to Airport Elementary rather than Brooklyn. This approach is seen as a way to balance enrollment pressures between the two schools.



What did we hear?

Proposed Changes to Brooklyn Elementary Catchment Boundary



- **Support for Proposed Boundary Adjustments:** Parents generally support the proposed boundary changes to alleviate future space issues by shifting new developments near Pritchard Road to Airport Elementary.
- **Proximity for commute:** Some parents along Radford Road and Wallace Road stated they are closer to Brooklyn than their current catchment for Airport Elementary.



What did we hear?

Proposed Changes to Valley View Elementary

Catchment Boundary



- Capacity and Infrastructure:** There were several comments expressing concerns about adding more students to the school when it is already near capacity. Valley View is seen as a close-knit, neighbourhood school that lacks the infrastructure to accommodate additional students, particularly those from new Superstore apartments. There are suggestions to bus these students to Aspen Park or other schools instead.
- Traffic:** Many parents are worried about increased traffic in the school's parking lot and surrounding residential areas, particularly as new students are added from nearby apartments. There are calls for safer, more organized drop-off and pick-up areas to manage congestion. There was some interest in providing school bus service for students from the Superstore area to reduce traffic, especially during peak times.
- Walkability:** Feedback states that while the new apartments are technically within walking distance, it is a challenging walk due to distance and hill gradients. Families suggest that most parents will still drive.
- Appreciation for Feedback Opportunity:** Some parents expressed gratitude for the opportunity to provide input, recognizing the district's efforts to consider community perspectives.



What's Next?



November 26

Regular Public Board Meeting – final Board review and potential approval



January 2025

Parents register for Kindergarten for 2025-2026



Ongoing

Continual need to review catchment boundaries