



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Board of Education
FROM: Donna Kriger, Superintendent
RE: Salmon Arm School Configuration

DATE: 18 June 2024

Background

During the May 21, 2024 Regular Board Meeting, a motion was passed directing “senior leadership to further explore Option E3 from the 2019-2029 Long Range Facilities Plan along with the Option E3 variation, which would include a three secondary model.”

To date, a total of thirty-seven separate engagement sessions have been held to discuss the Salmon Arm school configuration options listed within the 2019-2029 Long Range Facilities Plan. During those sessions, a “compelling why” has been shared which aligns with the District Strategic Plan. Sense of belonging, removing barriers for grade-to-grade transitions, school connectedness, student attendance, school completion rates, the necessity to support priority learners and the current infrastructure available have dominated the conversations.

The following themes have emerged from both the small and large group sessions:

- Ensure that the decisions made are both educationally and developmentally sound for students.
- Reduce the number of transitions for students.
- Whatever configuration decisions are made for urban Salmon Arm schools should be reflected in rural feeder schools.
- Repeatedly, audiences mentioned that the suggestions of leaders and educators be heard.
- Parents, guardians, Rightsholders, district and school staff have all recommended that a new configuration should attempt to keep kids younger for as long as possible.
- Relationships between students and adults take time and the longer kids remain in one school the stronger these relationships become.
- The necessity to reconfigure is not about teachers failing students, but rather how the systemic structure is creating barriers for many students.

The district leadership team (senior leaders and school leaders) all support a K-7, 8-12 model. In a district survey of CUPE and NOSTA members, the preferred model was also the K-7, 8-12 configuration. Recently the NOSTA executive administered its own survey of its members and the E3 option emerged as a top scenario. Though there are mixed responses from the public, the vast majority of those who attended the public meetings also supported the K-7, 8-12 configuration.

Issue

Based on the direction given to senior leadership from the May Board Meeting, the following information is specifically related to Option E3 from the 2019-2029 Long Range Facilities Plan as well as a variation of that option that includes a three secondary school model.



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1. Educational/Developmental Benefits of a K-7, 8-12 model

- Provides an extended period with students who have diverse needs allowing for consistent case management.
- Offers a longer timeframe for relationships to be built between students-staff as well as staff-parents/guardians.
- Offers advantages to align curricular minutes with ministry requirements.
- Alignment with BC School Sports (Currently, only grade 8 students in the two middle schools can send students to participate while K-8 schools do not have this capacity. Some of the seasons do not align with elementary and secondary which also complicates participation in sports.)
- The ability of grade 8 students being exposed to elective opportunities and extracurricular activities in an 8-12 setting builds school culture and promotes interest for future courses.

2. Infrastructure Considerations

- Capital dollars (major and minor) have a June application whereby a Board decision allows the district to submit a proposal to be considered for the provincial modular program.
- Portables would need to be funded by the district and follow our own timeline and process.
- The timeline for design with modulars is a much shorter window.
- The Jackson campus has more site restrictions, and a two-level expansion would comfortably fit six additional spaces. The recommendation would be to add four rooms to Jackson and eight to Salmon Arm Secondary.
- Salmon Arm Secondary has more available space for an expansion project than JL Jackson.
- Secretary Treasurer Culler and Director Elwood have walked the properties with Ministry representatives to review the functional capacity of various schools in Salmon Arm.
- In a two high school model there will be sufficient space within the elementary schools with the addition of Shuswap Middle School likely becoming a single-track French Immersion elementary school (late and early immersion).
- In a three high school model, additional spaces would be required at several elementary schools. Senior leadership is working with the Ministry to consider multiple sites as a single project

3. A Programming Snapshot

- An assumed learning pathway for grade 8 & 9 is represented below:
 - Core subjects would be offered in a linear model spanning the school year.
 - Languages and Careers would be offered in a semestered model which begins preparing students for secondary timetables.
 - Applied Design, Skills, and Technologies (ADST) and Fine Arts options would follow a trimester model to ensure students can experience a wide array of options.



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8			9		
Linear			Linear		
1	Math		1	Math	
2	English		2	English	
3	Socials		3	Socials	
4	Science		4	Science	
5	PE		5	PE	
Semester 1		Semester 2	Semester 1		Semester 2
6	Language	Careers	6	Language	Careers
Trimester 1		Trimester 2	Trimester 1		Trimester 2
7	ADST 1	ADST 2	7	ADST 1	ADST 2
8	Fine Arts 1	Fine Arts 2	8	Fine Arts 1	Fine Arts 2
ADST Program			ADST Program		
1	Home Economics		1	Home Economics	
2	Computers & Technology		2	Computers & Technology	
3	Shop Courses		3	Shop Courses	
Fine Arts Program			Fine Arts Program		
1	Drama		1	Drama	
2	Art		2	Art	
3	Music		3	Music	

- The assumed learning pathway for grades 10-12 will look similar to what is represented below.
- Though most courses are semestered, some unique courses such as concert band, jazz band, leadership, yearbook, etc. are linear.

10		11		12	
Semester		Semester		Semester	
1	Math	1	Math	1	English
2	English	2	English	2	Electives <i>Math, Science(s), Social(s), ADST, Fine Arts, PE, Language(s)</i>
3	Socials	3	Socials	3	
4	Science	4	Science	4	
5	PE	5	Electives	5	
6	Electives	6	Science(s), Social(s), ADST, Fine Arts, PE, Language(s)	6	
7	Science(s), ADST, Fine Arts, Language(s)	7		7	
8		8		8	

Note: At the grade 10-12 level, there will be some unique courses that are linear and run all year (e.g. Concert Band, Jazz Band, Leadership, Yearbook, etc.). Decisions would also need to be made on how to run Career Life Education and Career Life Connections (required courses).



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4. Facility Comparisons

The following chart identifies the types of spaces available in the three campuses that are considered within the E3 model (K-7, 8-12) with either two or three secondary schools.

In establishing this analysis, the number of sections required was based on each class running at maximum capacity.

- Regular classes – 30 students maximum
- English classes – 28 students maximum
- Science classes – 26 students maximum
- Shops/Foods Classes – 24 students maximum

All specialty spaces would be in use for all 8 blocks. Realistically a full-time teacher teaches 7 blocks, not 8. Therefore, spaces that can be shared spaces like a regular classroom would have multiple teachers utilizing the space part-time. This analysis also assumes that the gym would have 3 classes running concurrently equating to 24 sections.

	SAS	JLJ	SMS	Available Sections
	# of rooms	# of rooms	# of rooms	8 Block Model
Old Classroom - currently Indigenous support centre (JLJ)		1		
Old Classroom - currently 2nd space for Individual Achievement Program (SAS)	1			
Old Classroom - currently Wellness Centre (SAS)	1			
Old Classroom - currently Career Connections Program (SAS)	1			
Old Science Lab - currently regular classroom - reno required (SAS & SMS)	1		3	
Portables - currently regular classrooms	0	2	2	
Regular Classrooms	12	13	22	472
Science Labs	5	4	0	72
Computer Lab	3	1	1	40
Wood Shop	0	1	1	16
Auto Shop	1	0	0	8
Metal Shop	1	1	0	16
Foods Room	1	1	1	24
Culinary Arts Teaching Kitchen	1	0	0	8
Music Room	1	1	1	24
Music Production Studio	1	0	0	8
Art Room	1	1	1	24
Old Drama Room - currently 2 regular classrooms - reno required (SMS)			0	0
Drama/Theatre	1	1	0	16
Gym	1	1	1	24
Fitness Centre	1	1	1	24
Fields	1	1	1	24
Outdoor Sport Courts	0	1	1	16
Learning Resource Room(s)	2	3	1	48
Library	1	1	1	24



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Based on projected enrolments for 2024-25 and incorporating class size and composition language, the chart below indicates the required number of spaces to accommodate the subject areas.

Total Required Spaces						
<i>The following information is based on estimated numbers for the 2024-25 school year.</i>						
Grades	8	9	10	11	12	Total # of Students
Total Estimated Population	325	335	334	320	305	1619
Total Estimated # of Sections	8	9	10	11	12	Classrooms Required
1 Math	12.0	13.0	13.0	14.0	8.0	60
2 English	12.0	13.0	13.0	13.0	12.0	63
3 Socials	12.0	13.0	13.0	13.0	14.0	65
4 Language/Careers	12.0	13.0	16.0	10.0	7.0	58
5 Science	13.0	14.0	15.0	19.0	16.0	77
6 ADST	15.0	15.0	21.0	21.0	20.0	92
7 Fine Arts	12.0	12.0	11.0	9.0	7.0	51
8 PE	12.0	12.0	12.0	9.0	8.0	53
	100	105	114	108	92	519
<i>Section numbers are impacted by "Class Size & Composition" enrolment maximums.</i>						



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5. Summary of Facility Pressures

If we consider a two high school model, the following slides will highlight where the enrolment pressures will exist.

Two 8-12 Schools (SAS Projections)

SAS							
Grades	8	9	10	11	12	Total # of Students	
Total Estimated Population	163	168	167	160	153	811	
Total Estimate Number of Sections	8	9	10	11	12	Classrooms Required	Classrooms Available
1 Math	6.0	7.0	7.0	7.0	4.0	31	
2 English	6.0	7.0	7.0	7.0	6.0	33	
3 Socials	6.0	7.0	7.0	6.0	7.0	33	
4 Language/Careers	6.0	7.0	8.0	5.0	4.0	30	
Regular Classrooms Subtotal						127	128
5 Science	7.0	7.0	8.0	10.0	8.0	40	40
6 ADST	8.0	8.0	11.0	11.0	10.0	48	56
7 Fine Arts	6.0	6.0	6.0	5.0	4.0	27	28
8 PE	6.0	6.0	6.0	5.0	4.0	27	24
	51	55	60	56	47	269	

We can see that within SAS, the space for science labs is tight and there is likely a need to think creatively about if there is opportunity to hold gym classes earlier in the morning which is quite common. It may also mean that the number of blocks of Physical Education classes may need to be reduced. This data does not consider any expansion of space with portables or a modular.

If we consider the JL Jackson campus in a two secondary school model, we see some similar trends with more space pressures. The assumption with this data is that Jackson would have the same number of students as Salmon Arm Secondary. When we look at outdoor usable space for modulars, Salmon Arm Secondary has considerably more real estate to handle a modular expansion. It would seem reasonable that Salmon Arm Secondary would house more students than JL Jackson.

The following data shared for JL Jackson does not consider the expansion of classrooms available through portables or modulars.



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Two 8-12 Schools (JLJ Projections)

JLJ							
Grades	8	9	10	11	12	Total # of Students	
Total Estimated Population	163	168	167	160	153	811	
Total Estimate Number of Sections	8	9	10	11	12	Classrooms Required	Classrooms Available
1 Math	6.0	7.0	7.0	7.0	4.0	31	
2 English	6.0	7.0	7.0	7.0	6.0	33	
3 Socials	6.0	7.0	7.0	6.0	7.0	33	
4 Language/Careers	6.0	7.0	8.0	5.0	4.0	30	
Regular Classrooms Subtotal						127	128
5 Science	7.0	7.0	8.0	10.0	8.0	40	32
6 ADST	8.0	8.0	11.0	11.0	10.0	48	32
7 Fine Arts	6.0	6.0	6.0	5.0	4.0	27	24
8 PE	6.0	6.0	6.0	5.0	4.0	27	24
	51	55	60	56	47	269	

If we are to consider space requirements through a three secondary model, it becomes obvious that there is no need for expansion at the secondary level but would rather push the enrolment pressures to the elementary schools.

Three 8-12 Schools (SAS Projections)

SAS							
Grades	8	9	10	11	12	Total # of Students	
Total Estimated Population	109	112	112	107	102	541	
Total Estimate Number of Sections	8	9	10	11	12	Classrooms Required	Classrooms Available
1 Math	4.0	5.0	5.0	5.0	3.0	22	
2 English	4.0	5.0	5.0	5.0	4.0	23	
3 Socials	4.0	5.0	5.0	5.0	5.0	24	
4 Language/Careers	4.0	5.0	6.0	3.0	2.0	20	
Regular Classrooms Subtotal						89	104
5 Science	5.0	5.0	5.0	7.0	6.0	28	40
6 ADST	5.0	5.0	7.0	7.0	7.0	31	56
7 Fine Arts	4.0	4.0	4.0	3.0	2.0	17	28
8 PE	4.0	4.0	4.0	3.0	2.0	17	24
	34	38	41	38	31	182	



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Three 8-12 Schools (JLJ Projections)

JLJ							
Grades	8	9	10	11	12	Total # of Students	
<i>Total Estimated Population</i>	109	112	112	107	102	541	
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1 Math	4.0	5.0	5.0	5.0	3.0	22	
2 English	4.0	5.0	5.0	5.0	4.0	23	
3 Socials	4.0	5.0	5.0	5.0	5.0	24	
4 Language/Careers	4.0	5.0	6.0	3.0	2.0	20	
<i>Regular Classrooms Subtotal</i>						89	104
5 Science	5.0	5.0	5.0	7.0	6.0	28	32
6 ADST	5.0	5.0	7.0	7.0	7.0	31	32
7 Fine Arts	4.0	4.0	4.0	3.0	2.0	17	24
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Three 8-12 Schools (SMS Projections)

SMS							
Grades	8	9	10	11	12	Total # of Students	
<i>Total Estimated Population</i>	109	112	112	107	102	541	
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1 Math	4.0	5.0	5.0	5.0	3.0	22	
2 English	4.0	5.0	5.0	5.0	4.0	23	
3 Socials	4.0	5.0	5.0	5.0	5.0	24	
4 Language/Careers	4.0	5.0	6.0	3.0	2.0	20	
<i>Regular Classrooms Subtotal</i>						89	128
5 Science	5.0	5.0	5.0	7.0	6.0	28	24
6 ADST	5.0	5.0	7.0	7.0	7.0	31	24
7 Fine Arts	4.0	4.0	4.0	3.0	2.0	17	24
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	34	38	41	38	31	182	



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Summary of Facility Pressures

✓	Facility pressures or renovations needed
✓	Facilities can accommodate
-	Facilities not currently available

Courses	Two Secondaries		Three Secondaries		
	SAS	JLJ	SAS	JLJ	SMS
Music (Band, Guitar, Choir, etc)	✓	✓	✓	✓	✓
Drama/Theatre	✓	✓	✓	✓	✓
Art	✓	✓	✓	✓	✓
Science (Physics, Chemistry, Life Science)	✓	✓	✓	✓	✓
Computers & Technology	✓	✓	✓	✓	✓
Foods	✓	✓	✓	✓	✓
Metal	✓	✓	✓	✓	-
Auto	✓	-	✓	-	-
Woodwork	-	✓	-	✓	✓
Physical Education	✓	✓	✓	✓	✓
Regular Classes (Math, Eng, SS, Lang, etc)	✓	✓	✓	✓	✓

Summary of Facility Pressures

	Two Secondary Schools (SAS & JLJ) (Approx. 811 students in each school)	Three Secondary Schools (SAS, SMS, & JLJ) (Approx. 541 students each school)
Science Labs	JLJ – 2 additional Science Labs needed SAS – 1 classroom converted to Science Lab	SMS – Need to convert 3 classrooms back to Science Labs at SMS
ADST Spaces	JLJ – 2 additional ADST spaces needed SAS – 1 additional ADST spaces needed	SMS - Need to upgrade Woodshop and convert 1 classroom into and ADST space.
Classroom Spaces	JLJ – 3 additional classroom spaces needed SAS – 3 additional classroom spaces needed *Could close Wellness Center at SAS and Indigenous Education room at JLJ to gain 2 of the additional classroom spaces needed	No additional classroom space needed. *2 portables at JLJ and 2 portables at SMS could be sold or moved to another site
Gym Space	Significant pressure on Gym Space (3-4 classes per block). Need to look at 3 rd dedicated Gym Space at both JLJ and SAS.	No pressure on gym spaces.
Fine Arts Spaces	JLJ – 1 additional Fine Art Space Needed SAS – 1 additional Fine Art Space Needed	SMS - Need to convert 2 classrooms back to Drama room.



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In Summary:

Within a K-7, 8-12, two secondary model the current space within the Salmon Arm elementary schools meets the enrolment needs. There would be a variety of options to accommodate both the early and late French Immersion programs across various school sites.

In a three secondary school model, elementary schools such as South Broadview and Hillcrest would need a modular program or portables to house the enrolment demands.

In either scenario, elementary school catchments would need to be redrawn and secondary school placement would be determined by the elementary school a student has attended.



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6. A “Potential” Transition Plan

Upon a decision of the Board to move ahead with E3, the transition plans could be a variation of the following:

E3 – Two Secondary Model Transition Plan

***** For illustrative purposes only**

	2025-26	2026-27
ELEMENTARY		
Salmon Arm Urban	K-6 (retain grade 5's from 2024-25 with the exception of Gr.6 Early French Immersion who would attend SMS) K-5 Early French Immersion remains at Bastion	<p>Option A: K-7 (retain previous year grade 6's from 2025-26) Bastion becomes English only ***Boundary changes take effect for all elementary schools.</p> <p>Option B: Same as above with approx. 100 Late French Immersion students attending Bastion as a dual track school.</p> <p>K-7 (retain previous year grade 6's) Early French Immersion students K-7 would attend South Broadview as a single track school.</p>
Salmon Arm Rural (Ranchero, Silver Creek, South Canoe, Carlin)	Remain K-8	Grade 8s would move to one of the Salmon Arm Secondary Schools. K-7 would remain the configuration.
Sorrento	K-6 (retain grade 5's from 2024-25) with boundary changes	K-7 by retaining the grade 6 class for an additional year.
SHUSWAP MIDDLE	Retain grade 7s & grade 8s Late French Immersion students in gr.6 & 7 attend SMS.	<p>Option A: Early & Late French immersion K-7 would attend SMS as a single-track French Immersion.</p> <p>Option B: Early French Immersion K-7 approx. 300 students and SMS is a dual track.</p> <p>Option C: Dual track K-7 with Late French Immersion Grade 6 & 7</p>
J.L. JACKSON	Grade 9, 10, 11 (based on a family of schools model)	First year of adding grade 8s with the grade 11s from previous year staying to be the graduating class. (Based on family of schools)
SALMON ARM SECONDARY	Grade 9, 10, 11, 12 (based on a family of schools model) with all gr.11 students from 2024-25 remaining at SAS to be the last single graduating class.	First year of adding grade 8s with the grade 11s from previous year staying to be the graduating class. (Based on family of schools)



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E3 – Three Secondary Model Transition Plan

***** For illustrative purposes only**

	2025-26	2026-27
ELEMENTARY		
<i>Salmon Arm Urban</i>	<i>Boundary changes for all Salmon Arm elementary schools will take effect. K-6 (retain grade 5's from 2024-25) K-6 Early French Immersion moving to South Broadview for a dual track school with modular/portables added. Late French Immersion would move to Bastion.</i>	<i>K-7 (retain previous year grade 6's from 2025-26) South Broadview would be a dual track K-7 English and Early French Immersion school. Bastion would be a dual track K-7 English and Grade 6/7 Late French Immersion School.</i>
<i>Salmon Arm Rural (Ranchero, Silver Creek, South Canoe, Carlin)</i>	<i>Remain K-8</i>	<i>Grade 8s would move to one of the Salmon Arm Secondary Schools. K-7 would remain the configuration.</i>
<i>Sorrento</i>	<i>K-6 (retain grade 5's from 2024-25) with boundary changes</i>	<i>K-7 by retaining the grade 6 class for an additional year.</i>
SHUSWAP MIDDLE	<i>Grade 7 – 11 based on a family of schools model.</i>	<i>Transition to 8-12.</i>
J.L. JACKSON	<i>Grade 7 – 11 based on a family of schools model</i>	<i>Transition to 8-12.</i>
SALMON ARM SECONDARY	<i>Grade 7 – 12 based on a family of schools model with all gr.11 students from 2024-25 remaining at SAS to be the last single graduating class.</i>	<i>Transition to 8-12.</i>

7. Impact to Elementary Schools

It is important to clarify the impact of the E3 Option on Salmon Arm urban and rural feeder elementary schools.

- All elementary schools would adopt a K-7 configuration over a two-year phased in period.
- Rural elementary feeder schools such as Silver Creek, North Shuswap, Ranchero and South Canoe would retain grade 8 at their schools until the fall of the 2026-27 school year.
- Urban elementary schools would retain grade 6 at their schools for the fall of 2025-26 and become K-7 in the following year (2026-27).
- During the 2024-25 school year, catchment boundaries will be redrawn for Salmon Arm



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urban elementary schools, Sorrento Elementary School, and Carlin Elementary School in preparation for the 2025-26 school year.

- A two secondary model will result in Shuswap Middle School being converted to a K-7 Elementary School, with various options for French Immersion. No expansion projects would be necessary at the elementary level.
- A three secondary model will result in a modular project or portables to be added to the school sites of South Broadview and likely Hillcrest due to their geography and the topography of their sites as well as enrolment pressures in the Hillcrest area.
- In a three secondary model, Bastion and/or South Broadview would become a French Immersion School(s).

8. Funding Possibilities for Reconfiguration

There are various possibilities to fund the costs associated with the reconfiguration.

a) ***Annual Facility Grant (Minor Capital)***

This could involve a deferral of other projects to address facility items within schools. It can include items such as lighting, classroom enhancements, shop enhancements, etc.

b) ***Major Capital***

This is funded through application to the Ministry for expansion projects. This would include modular expansions at either secondary or elementary school sites. These conversations have begun, and the Capital Branch has encouraged the district to consider keeping the number of sites at a minimum within the proposal.

c) ***Local Capital Reserve***

This is a reserve that already exists within the district and is restricted for capital projects such as portables if necessary.

9. Rationale For Moving Forward

The compelling reason to move forward with the model of K-7, 8-12 is based on the following rationale:

- It is the most common school configuration model across the province.
- It is educationally and developmentally sound according to the feedback received by school leaders, school counsellors, senior leaders, and the vast majority of teachers.
- It enables students and families to make more meaningful connections over a longer period of time.
- It is the preferred model of Rightsholders.
- It allows students to stay younger longer.
- The configuration aligns with the curricular minutes associated with K-7 (elementary) and 8-12 (secondary), saving the district approximately 100K in preparation time when grades 7 and 8 are combined at a school.
- It is aligned with BC School Sports thus providing more equitable opportunities for student athletes.
- It creates equity between urban and rural schools.
- It is the preferred configuration according to data collected through surveys and public engagements.



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- It aligns with the school district's mission of "Empowering students to become confident, curious, caring, individuals who thrive in their learning, relationships, and community."
- It enables the district to address the values of belonging and equity.
- It allows for a thoughtful phased in approach.
- Any associated costs can be addressed over a couple of years or can be absorbed through the Annual Facilities Grant and minor capital as well as through Ministry funding for modulars.
- There has been extensive consultation and both the public and staff are ready for change and are asking for the Board to make a final decision to lessen the anxiety they are experiencing.

Recommendation

"That the Board of Education rescind motion 179/2021: That the Board of Education approve Option E5 in principle, of the Long-Range Facilities Plan, for the Salmon Arm region."

Recommendation

"That the Board of Education approve the E3 Option (K-7, 8-12 configuration) from the 2019 – 2029 Long Range Facilities Plan for Salmon Arm urban and rural feeder schools."

Recommendation

"That the Board of Education direct senior leadership to bring forth a recommendation for a two or three secondary school model to the Board for its consideration during the October 2024 Board Meeting."

Respectfully submitted,

Donna Kriger
Superintendent of Schools