Public Scenario 5

Riverview Family of Schools

Examine enrolment numbers in each school attendance zone for all schools within the Riverview Family of Schools with a view to adjusting the numbers to accurately reflect students that should be attending the local community school.

Background

Section 5(2) of the Education Act allows for school age students to attend a school serving the region as assigned by the school board.

Historically school sections (of which there were many) were the boundaries that identified where students attended school. School sections had trustees who provided for educational programs for some or all students attending a school in that numbered section.

The Education Act (effective August 1, 1996) dissolved all boards of trustees and repeated sections 94-110 relating to trustees. Boundaries of school sections and legislation to change boundaries were lost in this repeal.

Today’s Reality

With the formation of regional school boards in 1995-1996 many school boards retained the traditional boundaries for community schools. In the absence of a school boundaries policy the student transfers – policy 249 – programs and student services - indicates students are assigned to a designated school based on their geographic location. Parents may request a transfer for their child(ren) for a valid reason by completing the application for transfer.

Students attending school outside of their geographical area has been identified as a factor contributing to enrolment decline for some schools, a factor contributing to excess capacity numbers being high in
some facilities and calls into question (in the minds of members of the public) the numbers represented in school board documents being used to establish long term, sustainable facilities.

Focus of Scenario

The focus of this scenario is to have school board identify all students who should be attending local community schools within the Riverview Family of Schools and use this data as a basis for a School Boundary Policy.

Once the boundaries have been identified and the students mapped to a particular community school numbers can be identified and rationalized. Student transfers, child care issues, court orders and special circumstances can be identified and noted for discussion purposes as numbers within attendance zones are validated.