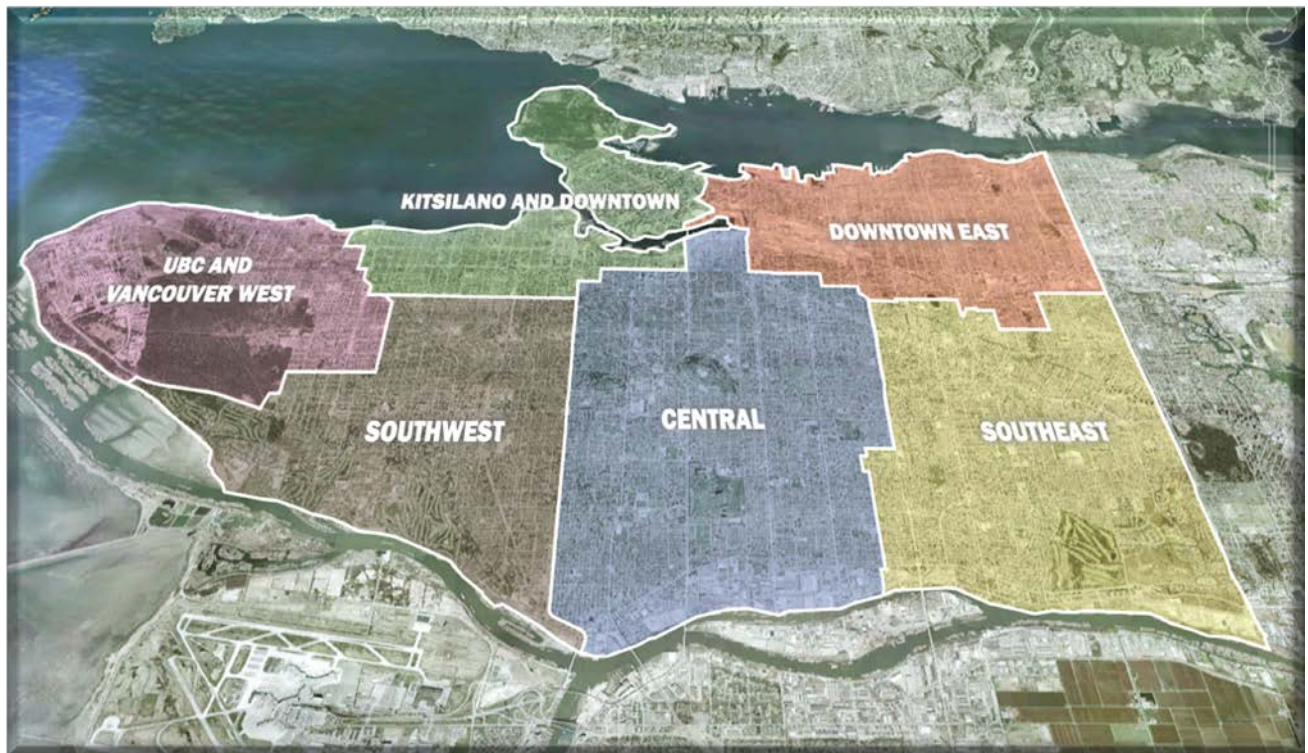


Vancouver School Board Sectoral Review

Our Schools, Our Programs, Our Future



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SECTORAL REVIEW – THE REPORT, PUBLIC CONSULTATION AND NEXT STEPS

This report is a systemic look at the Vancouver School Board - our facilities, programs and opportunities. Beginning with a context and background on the origin and process of a Sectoral Review, the report will examine current trends and pressures on large urban school districts and suggest directions for the future. These future directions will then form the basis for a round of public consultation which will further inform any specific direction that the Vancouver Board of Education may wish to pursue. The timeline related to the process is:

- ▶ June 2010 – December 2010 – School closure process and final report with initiation of Sectoral Review process.
- ▶ January 2011 – June 2011 – Sectoral Review definition and Public Consultation in Central Sector.
- ▶ September 2011 – January 2012 – Creation of Online Presence for Sectoral Review including online component.
- ▶ January 2012 – March 2012 – collation of data and writing of initial report.
- ▶ April 2012 – May 18th, 2012 – public consultation on report of the Sectoral Review
- ▶ June 1st, 2012 – final report and recommendations to the Board.
- ▶ Viewing the Report

This report is written to be an interactive multimedia guide. The OurFuture website was created to provide a graphical interactive site where the public can gather a wide range of information about the District and our community. In many of our topics there are links to more information on our website.

CONTEXT AND BACKGROUND

In June of 2010, the Vancouver Board of Education listed [eleven schools for potential closure](#). In September, that list of eleven was reduced to five in an [Administrative Report](#) to the Board. The Board began consultation on the potential closure of:

- ▶ Carleton Elementary;
- ▶ Champlain Heights Annex;
- ▶ Macdonald Elementary;
- ▶ McBride Annex; and
- ▶ Queen Alexandra Elementary.

In December of 2010, following a public consultation process, a [report from staff](#) recommended to the Board that a moratorium be placed on school closures until March of 2012 and the district proceed with a process called a Sectoral Review. The report suggested that the district could benefit from a complete review of programs and facilities. Specifically, the review would examine:

“Educational and physical plant requirements for each sector in the city....The primary goal of such a review would be to align student program and space needs with facility resources in individual sectors of the city and further align and co-locate other city-wide community resources in the same facilities.”

The [Sectoral Review](#) was initiated. The critical questions to guide the review were:

1. What is the right amount and need for school space and programs required to meet the needs of students living and learning within sectors, and are the buildings appropriate to meet the 21st century curriculum, instruction and learning needs of today and into the future?
2. What additional space is required to meet the changes in enrolment across the city for the next 10-15 years?
3. What partnerships can be developed with the city, communities, and other agencies to utilize existing school capacity, and which is not required for current and future student space needs?

The Vancouver School Board looked to divide the regions of the district into sectors and within each sector to review our programs and offerings in light of questions such as:

- ▶ What programming is required to meet the needs of all students in a sector?
- ▶ What school space is required to support this programming?
- ▶ What additional program space is required to meet growth projections?
- ▶ What partnerships must be retained to support student success in the sector?
- ▶ What space is required in schools to facilitate these partnerships?
- ▶ How might excess school space be used?
- ▶ Is there a possibility for multi-use redevelopment of existing buildings?

Defining the Sectors and Public Consultation

The first task was to divide the district into sectors for the purpose of the review. Using the catchment area of the district's 18 secondary schools, six sectors were defined. Each sector included the catchment areas of three or four secondary schools. These catchment areas also would then include all elementary schools in the district.

Public consultation began in the central sector of the city which includes 4 secondary schools and 26 elementary schools. The consultation included visiting parents at PAC meetings of the 4 secondary schools and a series of questions were asked in facilitated sessions. The questions included:

- ▶ What are our students' views of "community"?
- ▶ What programs do students take advantage of in the community and in the school?
- ▶ Who in the community would the VSB benefit from partnering with?
- ▶ What other uses could be made of our schools?

In June of 2011, a report on the Central Sector was presented to Committee I of the Board. That report made further recommendations. Specifically the [initial consultation](#) showed that despite consulting with parents in a range of communities, the answers to the questions posed remained fairly consistent. Feedback obtained from the public suggested that for the most effective consultation, it would be better to have specific questions or scenarios on which to consult. Staff recommended:

1. To delay further public consultation until specific questions could be formed on which to consult the public;
2. To develop an online presence which would share a wide range of information with the public about the Vancouver School Board and would allow for deeper consultation; and
3. To develop a public consultation forum through social media to reach a broader audience.

Launch of OurFuture and PlaceSpeak

Over the next 6 months, a project was created to centralize public access to information about the VSB and to create a user-friendly public gateway about Vancouver schools. [OurFuture](#) was created and launched in December of 2011 as a major initiative to provide public access to information about schools, programs, staffing and facility details.

OurFuture is designed to be an ongoing web presence where community members can find a wide range of information about Vancouver schools. Broken into Your Schools, Your Community, and Your Voice, the website is the graphical access to a centralized data warehouse of information about Vancouver Schools.

Connected to OurFuture is a link to [PlaceSpeak](#) which is an online social media communications forum. The District has coordinated a survey through PlaceSpeak and over 300 participants have since responded. The [full report](#) summarizes the survey and provided the opportunity for other comments to be made. Since that survey, an additional topic for discussion has been created which is designed to engage the public in a dialogue about international enrolment and cross-boundary applications. The PlaceSpeak initiative has also been coordinated with the Parks and

Recreation division of the City of Vancouver as feedback was also solicited about the use of public facilities close to schools and in community neighbourhoods.

URBAN SCHOOL DISTRICTS – CHALLENGES AND OPPORTUNITIES

Vancouver is one example of a large urban school district in Canada. As a district, we are facing many challenges. These challenges are probably not unique to Vancouver and an exploration of districts across Canada can find similar threads. The challenges are:

The desire for accessible, quality public education

- ▶ With choice legislation in BC, parents are able to choose schools as they wish as long as space and resources are available. With declining enrolment, this means that space is usually available and there has been significant movement across school boundaries. Parents are clearly “voting with their feet” to choose a school for a wide range of reasons that may include proximity to travel routes to and from work, daycare or before and after school care arrangements, access to specific programs, peer or family relationships or a range of other reasons. Largely, families choose their neighbourhood elementary school. However, when it comes to secondary schools, Vancouver offers a wide range of choice and approximately 35% of students in our secondary schools choose a school other than their neighbourhood school.
- ▶ Vancouver continues to have the choice agenda high on our priority list. We offer an [Options Brochure](#) which lists programs we refer to as “Mini Schools.” With over 20 mini school programs including options such as Fine Arts, International Baccalaureate and University Transition programs, choice is certainly flourishing in Vancouver in response to parental demand. Most mini-school programs are highly subscribed as a demonstration of public demand.

Shifting demographics

- ▶ Our schools in Vancouver were built over the past 100 years. The locations of our schools do not match our needs as a growing urban centre. From a programming perspective, with choice legislation ([S. 2 and 74.1 of the School Act](#)), our community has access to a wide range of programs and opportunities and this is resulting in shifting enrolment and demographics across the city and between schools and regions.

Declining enrolment

- ▶ Despite a growing city, our [student population is in decline](#). Contrary to popular belief, the issue is not a migration of students away from public education to private education. Since 2006, for example, Vancouver has lost 1387 students while the number of students registered in independent schools has increased by 178. This shows that while the numbers of children entering independent [schools is slightly increasing](#), the overall trend is a societal trend of fewer children per household which is the main driver.

Reduced funding

- ▶ With a decline in student enrolment comes a decline in funding. For the reduction of every student, the VSB will lose approximately \$6740 in funding. Since 1999, the district has lost over 3500 students (56114 to 52559) or over \$20 million dollars due to enrolment decline.

Pressures to increase revenue

- ▶ With the decline in student population and the subsequent reduced funding, there is pressure on districts to increase revenue. Whether through leasing land or space in our schools or through attracting international students, districts are in the need to offset the reduced funding and increasing revenue is an obvious focus.

Aging facilities and infrastructure

- ▶ The VSB has 110 schools some of which were built over 100 years ago. The maintenance and support of an aging infrastructure is a significant challenge.
- ▶ A recently completed [Comprehensive Audit](#) of VSB facilities shows that 52 of our schools have at least a portion of their infrastructure that is at H1 or H2 which are the two highest categories for “risk of widespread damage or structural failure” in the event of a seismic event and are unlikely to be repaired. Four of those schools are currently projects that are supported by the Ministry of Education to proceed but the total cost for the remaining 48 schools is estimated at \$617.6M for seismic repair or \$857.4M for replacement.

The desire for responsible use of valuable public lands and facilities

- ▶ With shifting demographics, school choice and declining enrolment, some of our facilities are well below capacity and others are bursting at the seams. Overall, as a district, we have approximately 2000 vacant seats at elementary and 5500 at secondary. Some of our secondary schools are well over 100% capacity and some are below 70%. To compare contrasting stories in close proximity to each other, our new school in downtown had 96 registrations for kindergarten this year but 5 km away, we have a community school with 78 students in grades K-7 and 8 students have registered for kindergarten next year.
- ▶ At the same time as we have schools under capacity, we have areas of the city which are expanding rapidly and new schools are required. In the downtown core, for example, the capacity of our schools cannot accommodate the new recent trend of small families moving into condominiums. One new school opened above capacity and we are moving as quickly as we can to build another. Ten years ago, this phenomena did not exist but with increased housing prices and long commute times from the suburbs, more and more families are moving in right downtown.
- ▶ These diverse facility and community needs show that we could act on school closures in one area of the city while we build in another. However, having been through the closure process, we know that communities advocate to retain their neighbourhood schools. In many ways, the closure of a school in an area only means a further downturn in the area and the residents and city wish to keep these public lands vibrant and in service to the community.

- Both the municipal government and the school district have common needs. The community wishes strong moral stewardship of public lands.. The opportunity exists where a school closure could be shaped so that these public lands remain in service to the community (e.g. a daycare, early learning facility, or community use) while recognizing the pressures on school districts and municipalities to continue to have public lands serve those in the surrounding community.

Our Students

Vancouver is a culturally rich and diverse city. Our increasing diversity has resulted in a significant shift in our demographics.

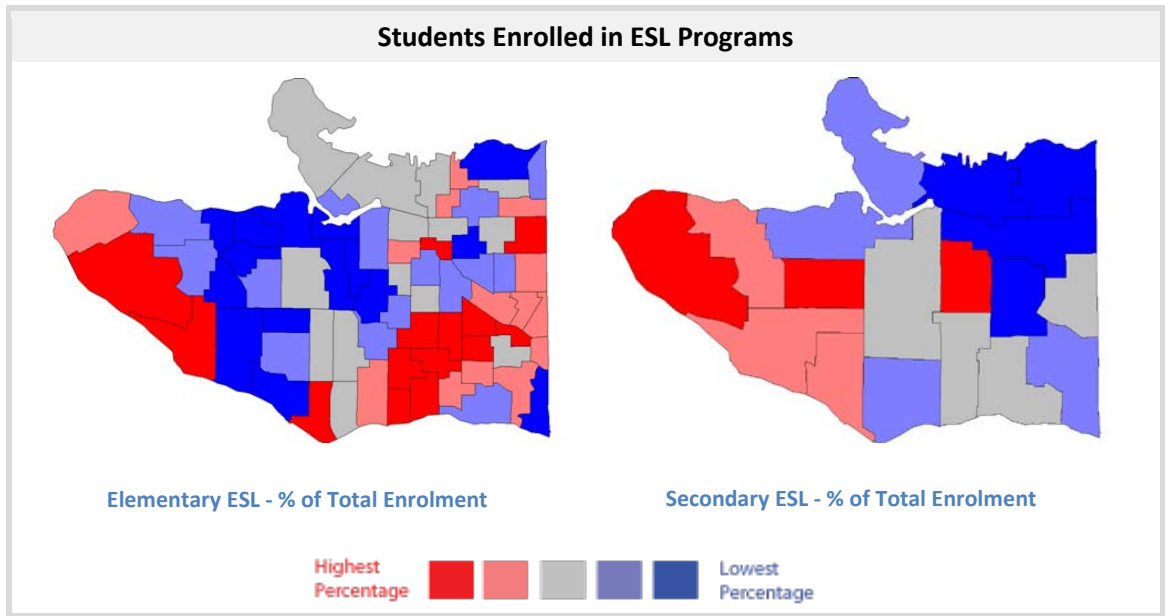
We currently serve over 55,000 students in our K-12 system and over 60,000 students when adult learners are included. One of the largest changes over the past few years has been the shifting cultural and language diversity. In Vancouver, we have a District Reception and Placement Centre (DRPC) which manages registration for any students not born in Canada or any students who do not speak English as a home language. Over the past 10 years, DRPC has enrolled between 3000 and 4000 students annually. The vast majority of these students is either from China or is born in Canada but do not speak English at home. Recent data indicates that although 88% of our kindergarten registrations are born in Canada, 63% of our registrations have English as their first language at home. Chinese is the home language in 40% of our homes where English is not spoken.

The percentage of Chinese speaking homes increases as grades progress as the following table indicates.

Grade	Home Language is Chinese (%)	Canada is Country of Birth (%)
K	16	88
1-3	20	82
4-7	27	77
8-12	34	40
K-12	28	74

While Chinese languages are the predominate force, there is a wide diversity of languages spoken across the city.. With over 52,000 students registered in K-12 grades, fewer than 24,000 speak English at home and there are hundreds of different languages represented in Vancouver schools.

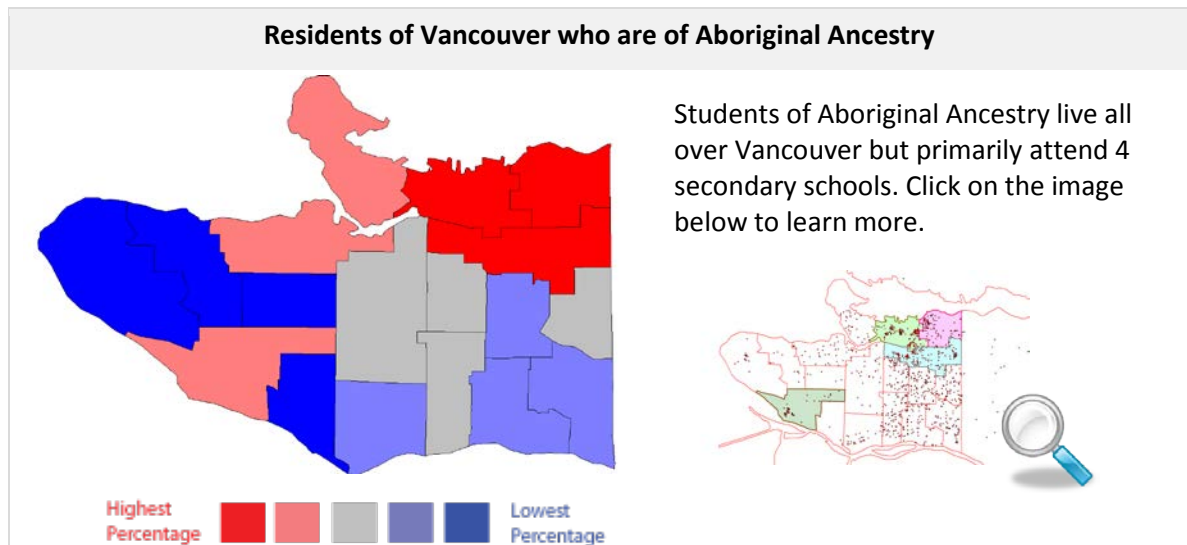
With such diversity, how is this diversity represented by where students attend school? The following images represent students enrolled in ESL programs as a percentage of total school enrolment in our schools. The dark blue represents the lowest percentage and increasing shades (blue, grey, orange, red) as the highest.



As stated, our cultural and language diversity of cultures and spoken languages across the city. A full description of specific schools can be found in more detail in our [Cultural Diversity Charts](#).

Another area of significance in terms of our diversity is the population of students who are of Aboriginal (First Nations, Metis, and Inuit) Ancestry.

From the 2006 Census, the map below shows where residents of Vancouver who are of Aboriginal ancestry reside (red highest population and dark blue lowest). There are four secondary schools which have the highest population of students who are of Aboriginal ancestry. These schools are Britannia, Templeton, Vancouver Technical and Point Grey.



The above enrolment and demographics information give an indication of the diversity of the Vancouver School Board. In addition, the recent 2011 Census data shows the vastly changing landscape of population trends in the city with some areas growing as much as over 60% in the past 10 years while some areas are in decline. The City's local areas along with an analysis of

population trends up to 2006 can be found online in the [Local Areas Map](#). For the 2011 Census data, the trends for the past 10 years are indicated in the [linked chart](#). For ease of reference, the following table shows the overall change in population as indicated through the Census for the past 10 years.

Local Area	2001 Pop.	2011 Pop.	Change 2001-2006	Change 2006-2011	Net 10 year change
Arbutus-Ridge	14,515	15,908	10.1%	-1.5%	8.6%
Downtown	27,988	54,690	35.5%	26.0%	61.5%
Dunbar-Southlands	21,308	21,754	0.8%	1.3%	2.1%
Fairview	28,403	31,432	3.0%	7.3%	10.3%
Grandview-Woodland	29,085	27,297	-3.1%	-3.2%	-6.3%
Hastings-Sunrise	33,055	33,992	0.2%	2.6%	2.8%
Kensington-Cedar Cottage	44,556	47,471	0.2%	6.3%	6.5%
Kerrisdale	14,033	14,732	4.0%	0.8%	4.8%
Killarney	25,785	28,458	5.1%	4.7%	9.8%
Kitsilano	39,621	41,371	2.4%	1.9%	4.3%
Marpole	22,416	23,832	5.7%	0.2%	6.0%
Mount Pleasant	24,539	26,400	-3.9%	11.8%	7.9%
Oakridge	11,793	12,443	7.3%	-2.2%	5.1%
Renfrew-Collingwood	44,946	50,495	8.1%	3.3%	11.4%
Riley Park	21,998	21,794	-0.8%	-0.1%	-0.9%
Shaughnessy	9,017	8,807	-1.4%	-1.0%	-2.4%
South Cambie	6,991	7,682	1.1%	8.7%	9.8%
Strathcona	11,573	12,170	3.0%	2.1%	5.0%
Sunset	33,423	36,286	5.1%	3.0%	8.1%
Victoria-Fraserview	27,152	30,711	7.0%	5.2%	12.2%
West End	42,103	44,543	5.5%	0.0%	5.5%
West Point Grey	12,676	12,803	2.4%	-1.4%	1.0%

The full table can be viewed at this link: [Census data analyzed by local area](#) which shows the different patterns of growth in Vancouver since 1971.

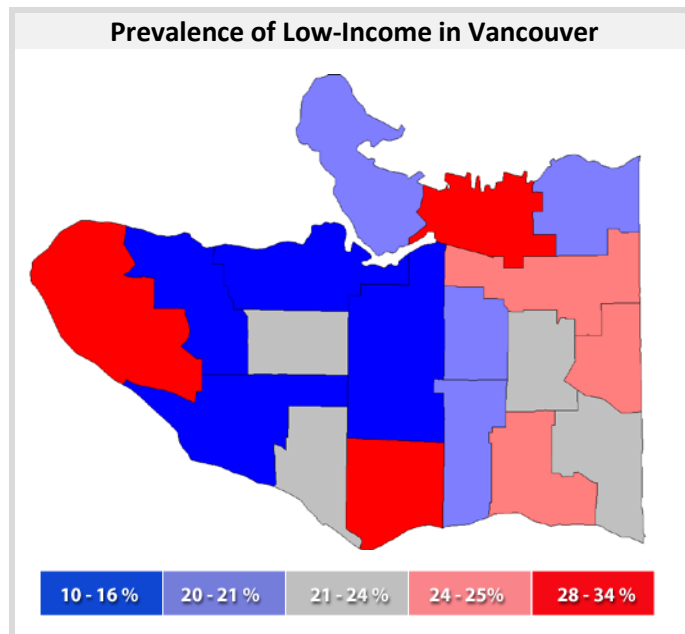
With such a range of growth, the challenges to the district are evident. For one example, Mount. Pleasant Elementary is a school at 52.7% of capacity and the area is declining in population. Meanwhile, Lord Roberts and Elsie Roy in downtown are well over capacity and we cannot support this continued growth with our existing facilities. We are moving as quickly as we can to build a new school downtown at a site by International Village. With rapidly changing cultural diversity and shifting population trends, the Board is challenged to manage our 110 schools and their populations in a way that is flexible yet stable for the coming years.

In addition to shifting demographics and enrolment patterns, an important overlay on the population of Vancouver is the socio-economic status and prevalence of poverty. Vancouver is a city that is often suggested to have some of the wealthiest and the poorest postal codes in Canada. There are many reports documenting and mapping the indicators of community health including rates of poverty. Two quality resources that provide insight into the health and future

of our children are provided by Vancouver Coastal Health and the [Human Early Learning Partnership](#) out of UBC. Both reports focus on the overall health and indicators of vulnerability in our populations. The full reports can be found here:

- ▶ [Vancouver Coastal Health Early Childhood Profile](#)
- ▶ [Human Early Learning Partnership report on the VSB](#)

Another quality resource on the [overall demographics of children and youth in Vancouver](#) is published by the City of Vancouver. As an overall snapshot from the 2006 Census, a map of the Prevalence of Low-Income in Vancouver is shown on the map below.



We know that the health of our children from birth until they enter school is a critical factor in determining their success in school and in the future. Both reports speak of “vulnerable” children. Vulnerable children are defined by Vancouver Coastal Health as “those with a greater-than-average risk of developing health problems by virtue of their marginalized socio-cultural status, their limited access to economic resources, or personal characteristics such as age and gender.” While there are higher concentrations of vulnerable children in some areas, the VCH report states that:

“The Downtown Eastside, Midtown, and Northeast areas of Vancouver have at least 40% of children who are vulnerable on one or more scales. The highest risk to healthy child development is found in the poorest neighbourhoods of VCH. However, it is important to note that there are vulnerable children in every neighbourhood in VCH.”

An examination of our [overall student enrolment decline](#) shows that our elementary schools continue to decline at a faster rate than our secondary schools. From September 2006 to September 2011, there was a total decline in our elementary population of 2004 students (-6.4%). Over the same time period, our enrolment at secondary grew by 568 students (+2.5%). This resulted in an overall decline of 1436 students (-2.7%) over the past 5 years. As fewer elementary students flow into our secondary schools, we expect that the decline will soon come to secondary.

A final note on our student population is an examination of the difference in enrolment between our September student counts and our February student counts. An analysis of school-age students eligible for funding and enrolled in an educational program in Vancouver (K-12, Alternative programs, Adult programs and Distributed Learning) shows a [marked differential between September and February](#). Data from 2006-07 and 2007-08 shows a positive trend with

more students enrolled by mid-year. However, in the last 4 counts of students between Sept. 2008 and Feb. 2012, there has been a total of 5297 fewer students (headcount) enrolled. This analysis should be examined to determine the reasons for the differential.

Vancouver is a diverse, multicultural district that is undergoing rapid change. As a district, we have to be able to respond to the needs of our students. They speak hundreds of languages, come from a multitude of backgrounds and through their demonstrated enrolment patterns, choose their educational programs for a variety of reasons. The district must remain flexible in our ability to provide quality educational programs in a variety of locations.

Enrolment Patterns

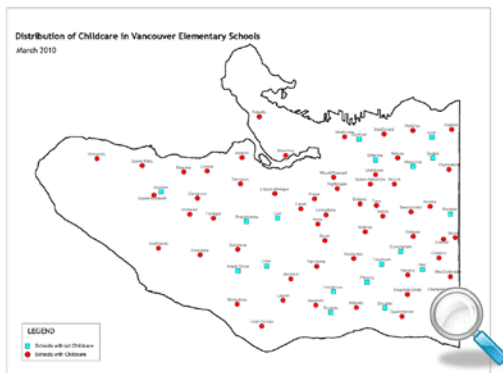
Understanding our students and their characteristics is one aspect of the population to consider. Another aspect is determining where students go to school. With choice legislation and approximately 5000 vacant seats in elementary schools and 2500 in secondary, students and families are able to choose schools that suit their needs. The reasons family choose a school other than their neighbourhood school are diverse including specific programs, peer relationships, family members in other areas, daycare and travel routes to and from school.



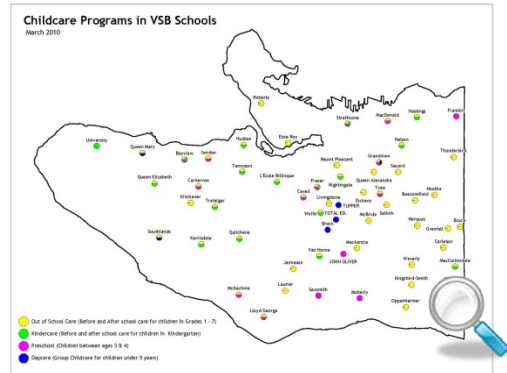
The above images provide a glimpse of the patterns of attendance. For a full examination of patterns, the website [OurFuture](#) provides links to any school and a map of the attendance patterns for that school. For one example, visit the site to see the [attendance pattern for Eric Hamber](#). Our data for secondary schools indicates that approximately 34% of students do not attend their neighbourhood school. These data are consistent on both the east and west side of the city. There is, however, a migration from east to west. With Main Street as the divide, 35% of students on the east side of Vancouver do not attend their neighbourhood school. Of all students in the east, 13.5% choose a school west of Main. For the students east of Main, 33% of all students do not attend their neighbourhood school with 3% choosing a school east of Main. Overall, as a district, at the secondary level, this means that we have approximately 8500 students who do not attend their neighbourhood school. Clearly families desire choice.

Child Care

One of the things we know is that parents look for daycare and before and after care for their children. Particularly for elementary families, this can be the sole driver for the school of choice. The Coalition of Child Care Advocates of BC recently released a [Community Plan for a Public System of Integrated Early Care and Learning](#). In this report, it is suggested that there is a great need for a comprehensive and coordinated effort to address the community needs. There are a number of childcare programs in VSB schools. The link from the image on the right shows which VSB schools have care on-site.



Schools With and Without Childcare



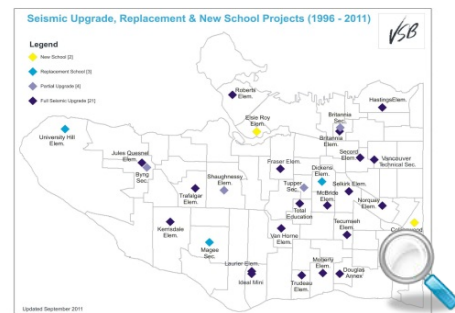
Types of Childcare in Schools

In total, Vancouver Schools have 77 programs listed and 2855 spaces available. The [linked spreadsheet](#) provides complete documentation of the care providers and locations within our schools.

OUR SCHOOLS

The Vancouver School Board operates [110 schools](#). They range from our most recent constructed buildings (Elsie Roy – built 2004) to sites that are over 100 years old (Carleton - built 1896). Our facilities are aging and have extensive needs with respect to seismic safety.

The district has an extensive capital projects program. This program has completed several projects over the past 15 years as indicated in either the [linked table](#) or the map to the right:



Upgrades, Replacement and New Schools

In addition to the completed projects, there are a number of projects underway either in planning, at the approval stage, or under construction. We have new schools planned and have received approval for:

- ▶ International Village (K-7 capacity 507)
- ▶ Acadia Road (K-8 capacity 850)

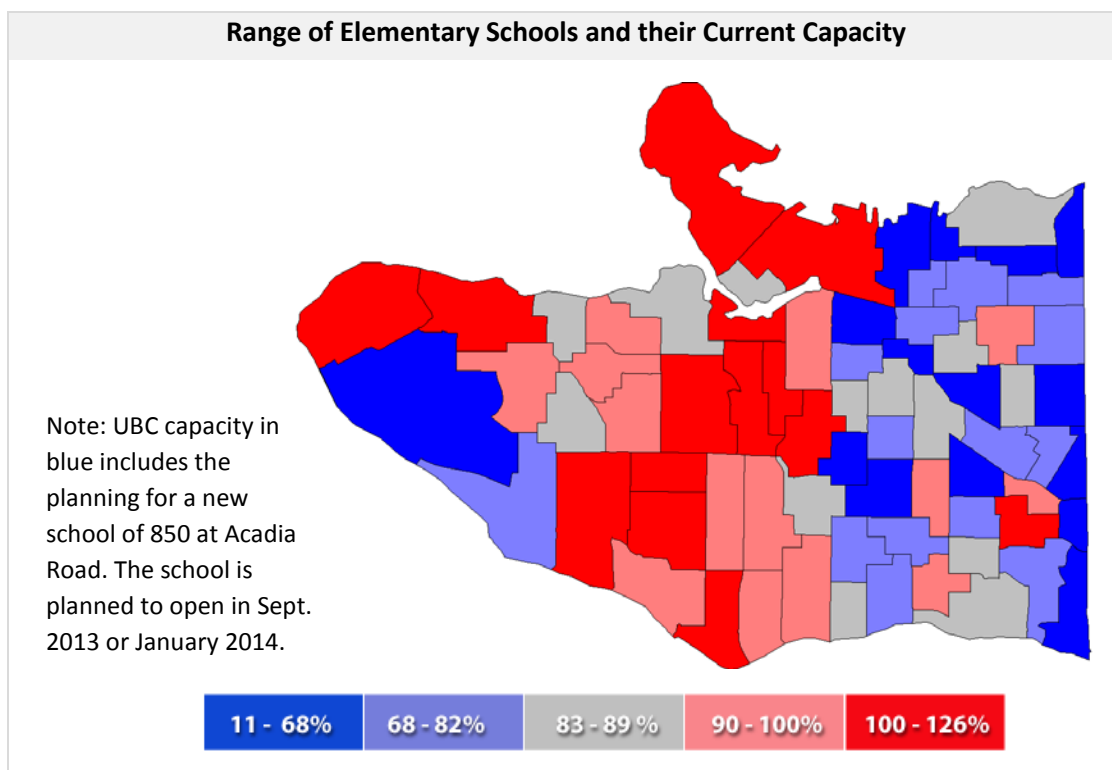
There are further long-range plans for the following projects:

- ▶ UBC Elementary (K-5 capacity 407)
- ▶ Olympic Village Elementary (K-7 capacity 438)
- ▶ East Fraser Lands Annex (K-4 capacity 119)
- ▶ East Fraser Lands Elementary (K-7 capacity 488)
- ▶ Coal Harbour Elementary (K-7 capacity 269)

[illegible]

Capacity and Enrolment

Our capital program needs intersect with our issues of student enrolment when we look at the actual enrolment of students across the city and the capacity of our buildings. In some areas of the city we have schools well over capacity and in some areas we are well under capacity. The following map shows the range of elementary schools and their current capacity. The percent of capacity is the number of students currently enrolled divided by the building capacity. Where buildings are over capacity, portables may be on site:



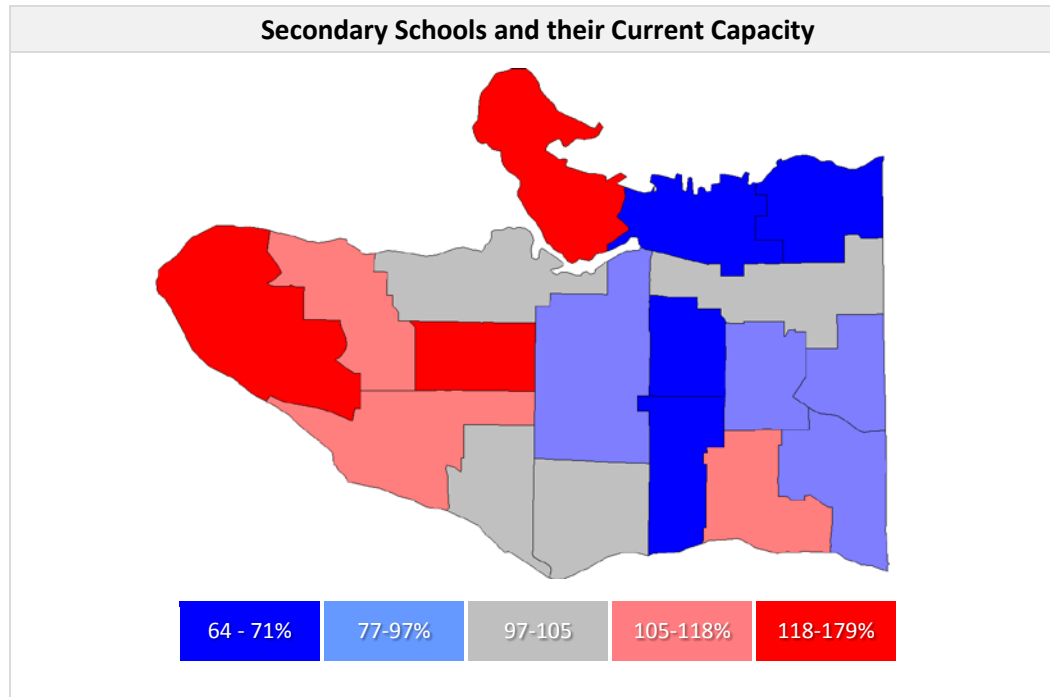
When looking at elementary enrolment and school capacity some themes should be considered:

- ▶ There are almost twice as many elementary schools east of Main as opposed to west of Main. The sheer number of schools in the east with enrolment decline makes for a challenge to balance capacity.
- ▶ The overall capacity challenges on the west side of Vancouver where schools are at their limits.
- ▶ The overall capacity challenges on the east side of Vancouver where again due to declining enrolment and to the total number of schools makes for several schools well under capacity.
- ▶ Unresolved questions about the Vancouver-Burnaby border and our enrolment trends along the border. The table below shows the capacity and space available along the border.

Burnaby Border Capacity

ELEMENTARY SCHOOLS -BORDERING BURNABY			
Name	2011 Enrolment	2011 Capacity	% Capacity
Champlain Heights Elem.	240	494	49%
Champlain Heights Annex	97	103	94%
MacCorkindale Elem.	232	463	50%
Bruce Elem.	199	338	59%
Collingwood Neighbourhood House	122	164	74%
Renfrew Elem.	402	757	53%
Franklin Elem.	199	294	68%
Thunderbird Elem.	295	363	81%
Begbie Elem.	370	482	77%
Totals	2156	3458	62%
Student spaces available		1302	

For our secondary schools, the patterns are quite different in some respects. While we have the same pressures from east to west, the balance of 9 schools in the east and 9 in the west changes the pressures along the Burnaby border.



As the map indicates, the overall capacity at secondary is significantly different from elementary in that secondary schools are far more balanced across the district. There clearly are challenges at Britannia, Templeton, Tupper and John Oliver (Dark Blue) all of which are below 72% capacity.

However, with the exception of Gladstone at 77%, all other secondary schools are over 90% of capacity.

In addition, along the Burnaby border, the situation that we saw at elementary with 62% capacity appears to have virtually completely disappeared with the capacity at secondary along the border at 91% and only 640 vacant seats among over 6000 enrolled compared to elementary where we have 1300 vacant seats among 2100 enrolled.

SECONDARY SCHOOLS – BORDERING BURNABY			
Name	2011 Enrolment	2011 Capacity	% Capacity
Templeton	1005	1400	72%
Vancouver Technical	1665	1700	98%
Windermere	1322	1450	91%
Killarney	2118	2200	96%
Totals	6110	6750	91%
Student spaces available		640	

OUR PROGRAMS

One of the main features and strengths of Vancouver is the range and diversity of programs offered. There are hundreds of programs that have evolved over the years. In our elementary schools, we offer:

- ▶ Distributed learning
- ▶ French Immersion (Early and Late)
- ▶ Mandarin Bilingual
- ▶ International Baccalaureate and Advanced Placement
- ▶ Gifted and Challenge Programs
- ▶ Home learners programs
- ▶ Intensive French (gr. 6/7)
- ▶ Mentorship programs
- ▶ Montessori
- ▶ Fine Arts Programs

The above are but a few of the many tailored offerings.

In addition to and supporting the above programs, the district has [Community School Teams](#) that support vulnerable children and their families through targeted programs and services as well as providing a range of programs across the district.

The VSB has a dedicated Fine Arts Coordinator to support our [Fine Arts Programs](#). With strings programs in many of our elementary and secondary schools and a strong band program in many elementary schools the Fine Arts are flourishing in Vancouver.

The [District Reception and Placement Centre](#) (DRPC) provides dedicated support to immigrant families and to Vancouver's English as a Second Language population. The services at DRPC include Multicultural Liaison Workers who liaise with families and the community. Settlement Workers in Schools (SWIS) provide professional settlement services immigrants, refugees and other families.

At the secondary level, the numerous [offerings are diverse in their range](#). Trades training programs, Academies, Mini-Schools, and specialized offerings in addition to the choice programs offered at Elementary provide a wealth of choice. While each school is unique, every school offers the same set of core curricula as required for graduation.

The district also offers programs in [Continuing](#) and Adult Education. In the district's [6 Adult Education Centres](#), students of school age and adult students over 19 options to pursue courses heading toward and including graduation. In the Continuing Education Program, students can take a diverse range of courses from academic offerings to personal and career development.

Vancouver has 24 district [Alternative Resource Programs](#). Each program is unique but most of the programs are for students who have had a history of struggling to be engaged in standard secondary schools.

Our district schools are home to approximately 1000 students from around the world who live in Vancouver and attend our schools as [International Students](#). Students can study in a local school through to graduation or can study in summer school.

For our preschool-age children and [early childhood education](#), the VSB offers programs such as Ready, Set, Learn and Welcome to Kindergarten. Our StrongStart Programs are now located in [19 locations](#).

Vancouver believes strongly in the Principles of Inclusion and supports students who have learning disabilities in a variety of ways. The BC Ministry of Education [Policy on Special Education](#) describes the philosophy behind inclusion which is:

British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.

The VSB offers a wide variety of [Special Education](#) programs to suit the needs of our diverse learners. In supporting diversity in the classroom, one of the key trends and practices in instruction is Differentiated Instruction. Differentiated instruction is about adapting teaching and learning processes of the classroom to meet the needs of all learners. A strong resource for Differentiated instruction is hosted by the [Special Education Association of BC](#).

The above list is a set of specialized programs across the district. In and amongst our secondary schools, there is a tremendous diversity of programs. This [Program List](#) provides a full list (by name with no description) of the over 170 programs and supports available in Vancouver Schools.

The range of programs and offerings in Vancouver is a clear strength of the district.

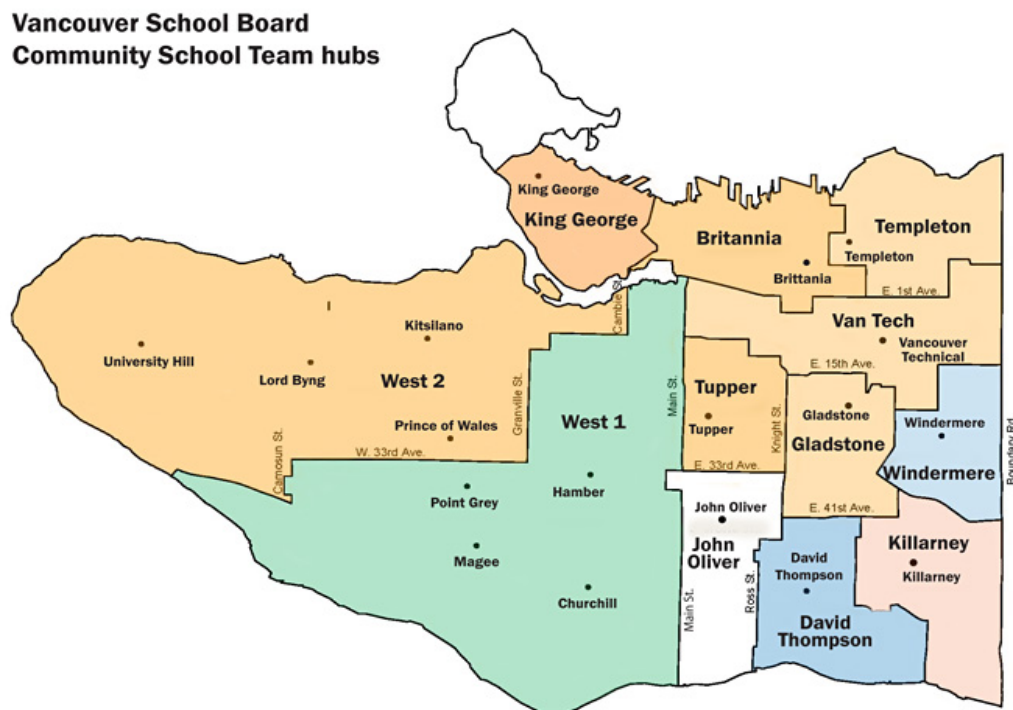
OUR COMMUNITY

The VSB works in many ways to link with the community. We recognize that our schools are more than just a school, they truly are central to their neighbourhood and through links to the surrounding community they become a focus of not only educational programming but community programming as well.

Linked to this report is a clickable map of all [parks](#), libraries and recreation centres in our community as well. In some cases (e.g. Killarney and Britannia) these centres are right next to the school and have strong partnerships in place with a range of programs.

The Vancouver School Board has a range of [partnerships](#) in place to support both the schools and surrounding communities. Many of these community partnerships and program opportunities are coordinated by Community School Teams. The Community School Teams consist of a coordinator, Youth and Family Workers, and Team Teachers. The responsibility for these 12 integrated teams is to provide programs to a “hub” of schools including the local secondary school and its associated family of elementary schools.

The 12 hubs of schools are indicated in the map below.



The Community School Teams offer a range of programs designed for before and after school. The purpose of the Community School Teams is to reach vulnerable children and families

through targeted programs and services. This short video below is an excellent overview of the work of the Teams.



[Community School Teams and LINK](#)

One aspect of our community that has gained a great deal of interest is our work to support students who are most vulnerable. Vulnerability is often directly linked to poverty. In a limited number of schools in Vancouver, we support a range of students through *Inner City Funding*. This funding is to support children who face obstacles to success as school for economic and related social reasons. The Inner City Funding focuses on three areas: Literacy, Social Emotional Support, and Community Parenting. The Inner City Funding Team consists of a Youth and Family

Worker, a Neighbourhood Worker, and a Project Teacher whose focus is on working with enrolling teachers on literacy. There are differences between Community School Teams (Funded by [CommunityLINK](#)) and Inner City Schools (Funded by Inner City Funding). Both groups support vulnerable children and families but in different ways.

	Community School Teams	Inner City Schools
Funding Source	Ministry of Education – CommunityLINK	Vancouver Board of Education – Inner City Funding
Rationale	Before and After School Programs	In-School Programs
Targeted programs	Physical Activity, nutrition, linking community services to families	Literacy, social emotional support, support of parenting
Staff and Scope of Service	12 Teams serving the entire district at both secondary and elementary levels. Staffed by Coordinator, Youth and Family Workers and Team Teachers.	18 elementary schools and annexes across three sectors of the district: 11 - downtown east sector 4 - central sector 3 - southeast sector

The Community School Teams' work reflects the Ministry of Education's three goals under CommunityLINK: supporting students to improve attendance, support grade-to-grade transitions, and increase community connectedness. The district has a large range of community partnerships. The sheer number of Community Partnerships district-wide is too large to list but links to the full range of programs can be found on the [Our Future website](#) in the section on "[Our Community](#)." As an example of the range of community partnerships provide in just one secondary school in one sector, here is a list of the programs provided at Gladstone in the Southeast sector:

Name of Organization	Links to Community Partners
BCRPA (BC Recreation and Parks)	Overall Resources , Training, programming Ideas, staff pro-D, HIGH FIVE
Canada Employment Centre for Students	Job Postings for summer career placements
Canadian Tire Jumpstart Foundation	Various including afterschool programs, rec n read support, sporting goods and clothing for participants
Cedar Cottage Neighbourhood House	Children, Teen and Family programming
City of Vancouver – Youth Outreach Team	Youth Politik Project
Dreams Take Flight	Free Disneyland trips to 10 students & one staff member
Human Resources Development Canada	Community Capacity Development Program
Kensington Community Centre	Youth programs
Kids up Front Society	Tickets for disadvantages kids and teens to various activities, sporting games, theatre and events.
MoreSports	Year-round MoreSports programs from elementary through teens.
Red Cross	Beyond The Hurt
Reading Tree	Book and academic resource donations
Sport BC	Resources and best practices for afterschool sport programs
Vancouver Sports Strategy	Advocacy
Union Of BC Municipalities	SCC grants
YELL (Youth Engage Learn Lead)	Year-round training support for all MoreSports programs from elementary through teens.
YWCA	Welcome to my Life and Boys 4 Real programs
Vancouver Public Library – Kensington Branch	Literacy support to the Rec N Read summer literacy program. Weekly visits by the 3 classes to read and research with children’s librarian.

A full description of Community School Teams and programs as well as Inner City Funding and Community Partnerships can be located on OurFuture.

FUTURE DIRECTIONS

In this section of the report, future directions will be provided. These directions provide a framework to enter into the public consultation phase of the sectoral review. When directions are provided, a comment is made on the implications to be considered as staff weighs the direction overall against the needs of the district. Future directions will focus on the areas of analysis as above in the body of the report. Finally, this report is a precursor to the public consultation process and as a result, the report will make suggestions on the questions or propositions that should be considered in the public consultation knowing that the consultation will be most effective if the public have specific propositions on which to provide feedback.

This section of the report will follow the format of the Our Future website. We will consider options and direction in four sections with an analysis of challenges and opportunities in each area:

- ▶ Our Students
- ▶ Our Schools
- ▶ Our Programs
- ▶ Our Community
- ▶ Our Future

Our Students

Immigration

The changing face of the school district including our rapid transformation as a result of immigration requires ongoing district commitment and focus. The District Reception and Placement Centre (DRPC) plays a pivotal role in ensuring that immigrant families are welcomed into the district and that appropriate ESL support is provided. The level of staffing that was allocated to DRPC in the past may no longer be adequate to support the number and diversity of families.

Future direction:

The district review the current level of staffing at the DRPC with particular focus on Multicultural Liaison Support Workers (Mandarin) to ensure that our immigrant families from Mainland China have sufficient support for entry to Vancouver.

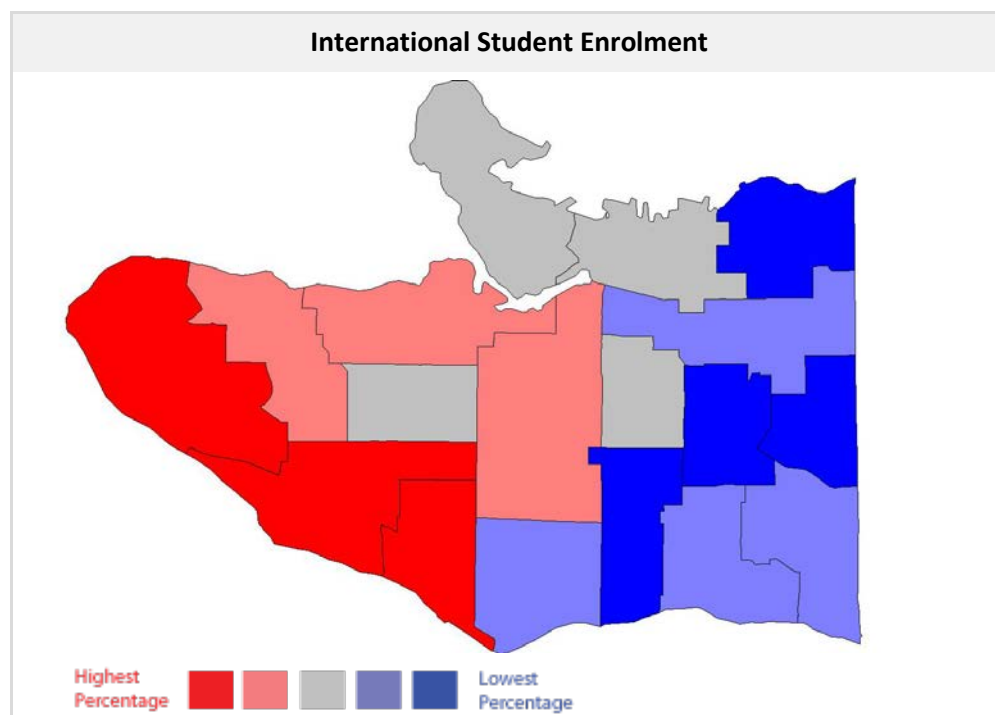
Implications:

Adjustments to staffing levels can be accomplished in at least two ways. One way would be through an internal adjustment from one set of languages to another, a second option is for additional staffing which would need to be an increase to the district's annual budget.

International Student Program

The district benefits financially and culturally from the influx of international students in our secondary schools. In the 2011-12 school year, we have approximately 1100 International Students. These students pay a fee of \$12,000 annually to attend our schools and they come from countries around the world. The income from the International Student Program represents approximately \$12M in annual revenue to the district. The marketing of the district to attract international students requires that students be given placement early in the year (January-February). These placements are prior to the districts' enrolment processes for District Programs (French Immersion, etc.) and cross-boundary applications for all students.

There are two significant issues related to international education, the first is related to the timeline above as indicated for acceptance into schools. Given that the district is in direct competition with surrounding metro districts, the VSB has to make choices about offerings for placement. Most often this does not include a range of schools, but specific schools. The challenge for the district is that most of the schools of choice for international students are schools on the west side of Vancouver where schools are at, or near, capacity. Placement of international students in these schools can result in a limited number of cross-boundary applications being approved. The top priority as a district is the registration of in-catchment Vancouver students. Vancouver aggressively markets schools around the district, but again, most often the schools that accept international students are on the west side. The map below indicates (with red being the highest (7-9%) the percentage of total enrolment that comes from International Students.



Clearly, as the map indicates, the highest numbers of international students are situated in schools where enrolment is at, or near capacity.

Future direction:

The district review the placement of international students in the context of overall secondary school capacity and waitlists and develop policy and processes to provide more balance across the system for the enrolment of international students.

Future direction:

The district consider using funding from the International Program to support expansion at some secondary schools which would both provide space for all students and would allow for continued high international enrolment.

Future direction:

The district implement a hybrid semestered secondary school (or school within a school) as an option for Vancouver which would allow support for international markets in the southern hemisphere where students start school in February.

Implications:

The district benefits financially from the International Student Program. If the students are not offered placement at schools that are among their top choice, they may seek placement in other school districts which would reduce district funding. With aggressive marketing of schools in central and eastern Vancouver, in the long run international

students would come to see that Vancouver has many strong schools and the program capacity would be substantially increased.

If the district proceeds with some minor modifications or limited construction to some buildings as a way to increase space, this funding would have to come from within the International Student Program budget which would be a short term budget pressure but may result in a longer term gain.

If the district creates a hybrid semestered secondary school (some semestered courses in a linear school) then this will likely come at a staffing cost but this cost could be offset by increased numbers of international students.

Early Intervention

Vancouver has placed a great emphasis on early intervention. As indicated in our [District Plan for Learning](#) (pages 5-7), we have experienced a high degree of success with a targeted early intervention model. This model is in place in 33 schools. We believe, as a district, that this model results in a significant gain for the district over the years. Targeted early intervention results in less support required in later years and fewer student behavioural issues.. Such programs take a strong commitment to the long term where benefits are not only seen in the short term, but must also be viewed in the long range plans of the district where clearly we have benefitted by our focus on early intervention.

Future direction:

The district continues to support and sustain its focus on early intervention and to consider ways to expand the program in the coming five years.

Implications:

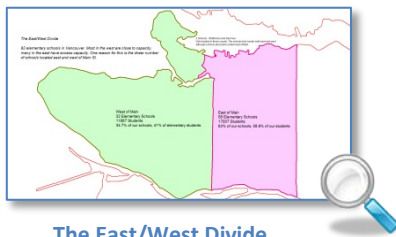
The early intervention benefits the later years in many ways, but the focus of staffing at one level for one program will always include a conversation about tight staffing budgets at all levels.

Our Schools

Capacity

There is no question that Vancouver has a challenge with school capacity. We simply have too many seats and too few students. This is not unique to Vancouver. . This is an issue around the province, across the country, and around the continent. Families are simply having fewer children than they were 20 years ago. Despite the reality that we are a growing urban centre, the number of school age children is in decline and has been for some time.

One issue for Vancouver is the sheer number of elementary schools east of Main as opposed to west of Main. In Vancouver, a line drawn down Main street shows that the majority of our schools are located east of Main Street and, while a majority of our elementary students are also east of Main, the difference is not great enough to keep our eastern schools at or near capacity.



The East/West Divide

The district has considered school closures before. In December of 2010, after public consultation on 5 schools considered for potential closure, staff recommended to the Board a moratorium on school closures until a sectoral review was completed. With this report, the issues related to school capacity remain unchanged. What is more clear now that the Sectoral Review analysis is complete is that the stewardship of public lands is an essential part of our

consideration on how to deal with issues of capacity in our schools and city. It is completely unacceptable to the community that any school should be closed and simply boarded up. There is another way to address capacity issues and district sustainability and this was part of a recommendation out of the school closure report. That way may reside in a purposeful partnership with the City of Vancouver. Recently, as one illustrative example, the city council passed a motion on new strategies to provide studio and creative space. The motion speaks to working with the Park Board and the School Board to “support and implement the provision of creative and studio space.” In addition, we know that childcare and early learning opportunities remain a focus of the City and a need of our community and district. Perhaps it isn’t closure of a school but a consideration of repurposing our schools where enrolment is very low. Perhaps these schools can continue to serve children and the community in different ways than a stand-alone educational facility.

As an example of our capacity challenges, we have 8 schools in 2011-12 that have populations of fewer than 100 students. We have another 18 schools that have fewer than 200 students. Throughout the district, there are schools that are “Annexes” and schools that have been termed “Twins.” While there are distinct differences between the schools and contexts, when you look at a chart of the combined (both schools) enrolment and capacity, the issue of vacant seats emerges. In some cases, a continued decline in enrolment is also evident. The table below shows the combined schools, their total capacity and enrolment, and the enrolment trend for the past 5 years.

School Name (Each 2 schools are a set of annexes or twinned schools)	Combined School Capacity	Combined School Enrolment	% Capacity	5 year Trend
Britannia and Macdonald	438	247	56.4%	-19.8%
Champlain Heights and Annex	597	366	61.3%	-24.4%
Nightingale and Mt. Pleasant	676	424	62.7%	-17.2%
Begbie and Garibaldi	641	417	65.1%	-1.9%
Franklin and Lord	513	335	65.3%	-31.2%
Bruce and Collingwood	502	338	67.3%	-28.4%
Grandview and Queen Alexandra	507	347	68.4%	-21.7%
Nelson and Queen Victoria	671	492	73.3%	-5.4%
McBride and Annex	583	458	78.6%	-16.0%
Henderson and Annex	752	615	81.8%	-8.3%
Selkirk and Annex	807	685	84.9%	-0.6%
Dickens and Annex	610	519	85.1%	-5.3%
Hastings and Tillicum	851	732	86.0%	-6.9%
Strathcona and Seymour	751	672	89.5%	1.7%
Maquinna and Maquinna Annex	347	332	95.7%	-4.3%
Douglas and Annex	767	760	99.1%	-2.9%
Tecumseh and Annex	616	614	99.7%	-8.6%
Queen Elizabeth and Annex	541	542	100.2%	0.9%
Laurier and Annex	404	430	106.4%	-10.8%
Roberts and Annex	512	557	108.8%	7.1%
Kerrisdale and Annex	685	757	110.5%	11.2%

An additional area of concern highlighted earlier in the report was our capacity along the Burnaby border. In the table presented earlier, it showed that for our elementary schools along the Burnaby border, the average school capacity is 62%. We also showed earlier that the capacity of our secondary schools along the Burnaby border do not have the same challenges as they are well used and populated.

It is unclear whether or not the capacity issues we experience along the Burnaby border are programming issues or school issues related to parents who are seeking to attend school elsewhere for a variety of reasons.

Elementary Schools -Bordering Burnaby

Name	2011 Enrolment	2011 Capacity	% Capacity
Champlain Heights Elem.	240	494	49%
Champlain Heights Annex	97	103	94%
MacCorkindale Elem.	232	463	50%
Bruce Elem.	199	338	59%
Collingwood Neighbourhood House	122	164	74%
Renfrew Elem.	402	757	53%
Franklin Elem.	199	294	68%
Thunderbird Elem.	295	363	81%
Begbie Elem.	370	482	77%
Totals	2156	3458	62%
Student spaces available		1302	

The capacity issues along the Burnaby border should be further examined to determine the cause. One of the mapping tools we have at our disposal allows us to examine where any students from a school's catchment area actually attend school. A close examination of the above list of schools shows where these students go. The results of this examination for the schools along the Vancouver-Burnaby border are below. The table indicates the "net" (difference between those coming to the school and those leaving the school) gain or loss to surrounding VSB schools. This does not include schools across the Burnaby border.

Name	2011 Enrolment	Outmigration to other VSB Schools
Champlain Heights Elem.	240	-45
Champlain Heights Annex	97	-76
MacCorkindale Elem.	232	-12
Bruce Elem.	199	-184
Collingwood Neighbourhood House	122	-167
Renfrew Elem.	402	-31
Franklin Elem.	199	-22
Thunderbird Elem.	295	-48
Begbie Elem.	370	+83
Total		-502

As the table indicates, there is a large out-migration in some areas. A further close examination of the entire border is explained in the following video:



Overall, we can determine that students migrate within Vancouver schools rather than across the border. We cannot determine exactly the total of students who do cross over to Burnaby, but with 502 Vancouver students moving from the border west into Vancouver schools, we can be assured that Vancouver schools remain the schools of choice along the border.

Seismic Safety

One of the main goals of the Vancouver Board of Education is to aggressively pursue the seismic upgrading of our schools. We know, in many cases, that our children simply are not safe in a major seismic event. While we have been successful in getting many [schools upgraded](#), we have 48 schools ([Comprehensive Audit](#) Table p.6) that remain on the list of schools that have portions of their structure at the highest level of risk. Of those 48 schools, 10 are on the above table with an average capacity of 64.6%. The total cost of our proposed seismic upgrade list is estimated at a minimum of \$617M with full upgrades or complete replacement options ranging up to \$1B. Any seismic upgrade is a major capital project that requires the approval of the Ministry of Education. It is a difficult task to obtain support from the Ministry of Education for an upgrade to a building where in the surrounding schools, there is sufficient space to accommodate all students. Any district-wide analysis of a seismic upgrading program must include an analysis of school capacity.

It is with an overlay of the important stewardship of public properties that an overall plan for school capacity, seismic renewal, and the future of Vancouver Schools should be considered. The needs of the City and our surrounding community demand that public lands continue to serve the public interest. We need to keep our children safe and we need to move forward with over half a billion dollars in upgrades to Vancouver Schools. We cannot do this without cooperation from the Ministry of Education. Such upgrades may be facilitated by a careful collaboration with the city or others as we consider a repurposing of school facilities so that they meet the needs of the city, community, school district and province as a whole. For example, in our annexes where school size in some cases is very small, perhaps a school would be considered for a repurposing to a daycare, early learning and kindergarten facility as opposed to a K-3 or K-4 “school”. Daycare and early learning are huge needs in our community and are goals of the City. In very small schools, perhaps running a full primary-years program through to grade 4 is not cast in stone. In the school system, we only tend to think in traditional grade structures that we have been exposed to, perhaps it is time for those assumptions to be reconsidered.

Future direction:

In collaboration with the City of Vancouver, the district develop a comprehensive plan to address issues of school capacity and seismic mitigation through an examination of a repurposing of school facilities in a manner that demonstrates both financial sustainability and moral stewardship of public assets.

Implications:

Any discussion of repurposing of school facilities can be an emotional event. While the discussion does not necessitate or preclude school closure, there must be a plan to address the excess capacity in Vancouver schools. In cooperation with the City, it is feasible to have school sites continue to serve the public in different ways than current usage dictates. These ways should be explored and the outcome could be of great benefit to the city and community. The goal of such a dialogue should be to have public assets continue to serve the community and the school district demonstrating continued progress on our seismic mitigation plans.

Redevelopment of VSB Sites

On the list of schools for seismic upgrade or potential replacement, there are schools where the site is very large or strategically located on major transportation routes. When the Education Centre was constructed, it was done in cooperation with a developer who entered into a 99 year lease with the Board. As a result of this partnership, funds were obtained to build a new school board office. There is the potential either on existing school sites or on other school-district owned sites to consider partnerships with developers. While this would be a controversial topic, in the case of non-school sites that are owned by the VSB, considerations for long term leases or repurposing the property may be considered. Examples of such properties are:



Education Centre

- ▶ Kingsgate Mall (370 East Broadway)
- ▶ VSB Nursery (5905 Wales Street)
- ▶ VSB Maintenance Shop (1549 Clark Drive)

While there have been public discussions about the future of Kingsgate Mall it should be noted that there have been no discussions about the Nursery or Maintenance Shop. The above list is only to illustrate sites that are examples of non –school sites.

The potential for redevelopment or leasing of lands owned by the VSB does not have to be limited to non-school sites. There are school sites (e.g. John Oliver) where the school is up for seismic renewal, the land size is large and there is potential to use a portion of the site for other purposes that would generate revenue for the district.

Future direction:

The district identify priority non-school sites for potential long term lease or development and enter into a public dialogue about the potential for development of a site that would keep the land in public domain for the long term but would benefit the school district in the short term.

Future direction:

The district initiate an RFP process to seek the further development of its properties.

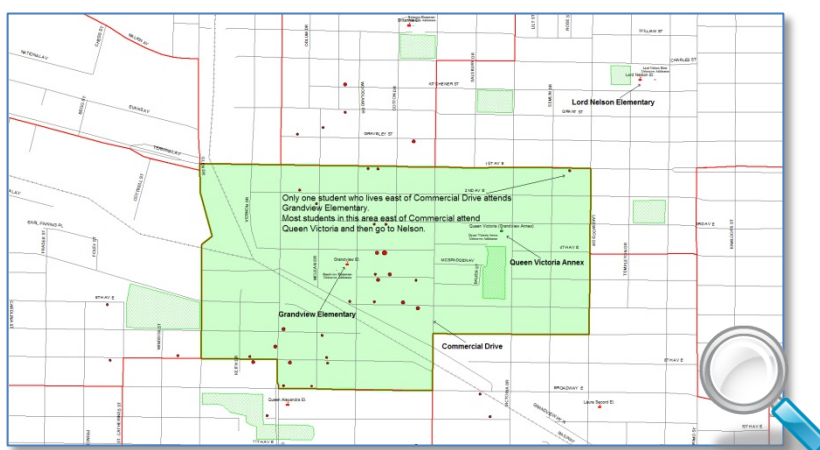
Implications:

The development of non-school sites must take into account any existing leases or contracts and should be in alignment with the needs of the community. Any development of school sites will be a hotly debated topic even if the sites are not currently used for schools. If a site is used for development or long term lease, then the district needs to take into account the long term trends in population growth and demographics to ensure that sites will not be needed in the coming decade.

Boundaries

In 2000, the district embarked upon a review of the school boundaries (or catchment areas) of all schools in the district. There were a number of recommendations as a result of that report.

Twelve years later, the issue of boundaries remains a concern and there are boundaries in our district that simply do not reflect where the student population attends school. Particularly in the downtown east sector of the district, the combination of excess capacity and school choice legislation allows parents to attend the schools that fit their needs, travel routes and personal preferences. For example, despite a boundary for Grandview/ᓃuuqinak'uuh Elementary that crosses over Commercial Drive to the east, only one family that lives east of Commercial actually attends Grandview. The vast majority of families attend Queen Victoria Annex and then feed up to Nelson Elementary which allows families to walk to school without having to cross Commercial drive. As a result, the catchment area for Grandview states that students who live within that catchment should be counted in Britannia Secondary's catchment family of schools. However, these families mostly attend Templeton Secondary. Click on the image below to see a graphic description of this issue.



This scenario plays out in the same way when we examine the catchment areas of Macdonald Elementary and Britannia. The boundaries in the downtown east sector also do not align with the support structures provided by the Community School Teams. We have the tools as a district to map where our students who attend particular schools actually live. We should be using our modern tools and practices to re-examine our boundaries and to ensure that they do indeed map to where we feel students should attend and where they logically do attend.

Future direction:

The district embark upon a review of the school boundaries in the downtown east sector of the city to ensure that the boundaries reflect the needs and choices of the population and allow for a logical flow to secondary schools.

Implications:

Any decision to adjust boundaries is a major decision that requires careful implementation. A district cannot just move boundaries and ask families to choose different schools. Families currently in attendance are typically “grandfathered” into existing schools and any adjustment to boundaries should be phased in over a number of years beginning with students in kindergarten.

Our Programs

Programs of Choice

The Vancouver School Board continues to support a wide variety of programs of choice as indicated earlier in this report. This is a benefit for the district and for families as choice abounds but, the range of choice places pressures on schools who have limited choice. While we believe the every neighbourhood school should be excellent and parents first choice, we also make several offerings of choice to parents. This section of the report will provide specific direction on programs of choice. The overview of programs is included in the opening sections of the report.

New School at Acadia Road

We are building a new school at Acadia Road. This project, initiated in 2009, represents a new grade configuration for Vancouver in that it will house grades kindergarten through grade 8. The project is slated for opening in September 2013. To begin the school, temporary accommodation for students is housed in portables on the grounds of Queen Elizabeth. The initial enrolment of students in September was 80 students in grades K-7.

The new grade configuration requires collaboration with the staff and community to determine exactly when the school will move to a K-8 school and what programming will look like for students in grades K-8. Grade 6-8 middle schools are very common in British Columbia and it could be that the configuration is a “school within a school” of a K-5 elementary school and a 6-8 middle school. The exact configuration, timing and consultation with staff has yet to occur. To have a vibrant middle school program, the grade “cohort” size must be sufficient enough to offer a range of programs to students. The timing of a grade 8 cohort must be matched with the opening of the new school site and with a solid base of students in what is planned to be an 850 student school.

It is also possible that the new school at Acadia Road offer a program of choice (International Baccalaureate, French Immersion, Montessori or other program) but again this has yet to be determined. With such a large capacity, the school could be considered for a range of options.

Future direction

The district develop an educational rationale for the K-8 configuration and a timeline for offering a full middle years program to students in grades 6-8 at Acadia Road. This planning should be in collaboration with the staff and community and should consider options for programs of choice.

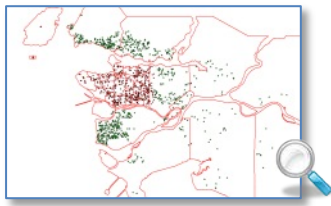
Implications:

With a capacity of 850 and a brand new facility, the new school will attract a number of students from around the district. With French Immersion at Kerrisdale and Jules Quesnel and a new International Baccalaureate program at Southlands, there are already solid choices. However, these programs of choice are extremely popular and with many schools in the west running at capacity, options may provide much needed

relief to enrolment. Given the nature of a stand-alone grade 6-8 middle years program, the school could operate as a program of choice for only the middle years section. Such options, if chosen, will certainly have enrolment implications for surrounding schools.

Vancouver Learning Network (VLN)

Vancouver's distributed learning program (VLN) currently operates out of two sites, one at John Oliver and one at Garibaldi Annex. Given that the nature of a distributed learning program is K-12 and the availability of capacity across the district, it is feasible to consolidate the VLN program into one site. Depending on decisions related to the repurposing of school facilities, it



Students Enrolled in VLN

could be that there is an amalgamation of sites into a permanent home for VLN. One of the main features of VLN is that as the image below shows, VLN attracts students from well beyond the Vancouver borders (the red dots are VSB students, the green stars are VLN students who live outside Vancouver). The program helps Vancouver's enrolment and should remain a valued part of our educational programs.

Future direction:

The district pursue opportunities to have the VLN program consolidated at one school site.

Implications:

The VLN program is diverse and requires a unique facility with sufficient storage and the internet bandwidth sufficient to support the nature of distributed learning. Any consolidation requires careful planning to ensure stability and continuity for students.

Implementation of a Semester Program at Secondary

Many districts in British Columbia offer secondary programs by semesters. The semester system is extremely well established as a robust alternative to a linear system which exists in Vancouver and is also extremely well established. The flexibility offered by a semester program at secondary will simply provide more choice and opportunities for our secondary students.

One other advantage of a semester program is to offer options to international students. With a district goal of increasing the numbers of international students with a semester program offering a "new year" option starting in February and running through to June. This is an attractive opportunity for bringing international students in from southern hemisphere countries.

With the excess capacity in some of our secondary schools, there is an option to consider a hybrid semester-linear system in one or more of our schools. This option would not abandon our well established linear programs, but would provide semester electives that enabled entry mid-year. One attractive site for a hybrid option is Tupper Secondary where a vacant wing of the school has been targeted for closure. This is one example of re-visioning our schools in a way that can avoid closing sections of school buildings.

Future direction:

The district, in collaboration with staff, create a vision for a hybrid semester-linear program at Sir Charles Tupper Secondary using the vacant wing as the primary site for instruction. The vision should consider opening with options for classes in February 2013 and should consider how increased revenue from the International Student Program can support the implementation of this program.

Implications:

The creation of a school within a school or a hybrid program often creates some additional costs. This is because at the time of implementation, start-up class sizes are often much smaller than normal. One option is to have revenue from the International Student Program support this new hybrid program and while there may be an initial cost, it is hoped that the revenue generated would offset these costs.

Centralizing Data for Kindergarten Registration

Each year, in our spring registration processes, families register at their neighbourhood school. If they wish to consider a program of choice, they also complete a registration process for programs such as French Immersion or Montessori. The acceptance of district programs is prior to the selection for students who are applying to a school other than their home school. The process unfolds over January – March.

This process is complicated and when it happens at 92 elementary sites across the district, it also relies on 92 schools cooperating and sharing information related to who has applied in which school, whether or not that space is likely to be given, and what impact that has on home schools and their subsequent acceptance of students who are applying cross boundary as well.

As a result of this process, the timeliness of data entry is essential as is the accuracy. In many cases, families have applied to more than 3 schools. When schools know that likely some families will be accepted into programs of choice, they await that decision before entering the data. As a result, we don't have the true numbers of our projected kindergarten students entered across the district. These numbers are critical at a time when we are preparing the budget and staffing for the coming year. Our clerical support staff in schools can use support to do this data entry and to share the information with principals and other schools

The entrance into kindergarten is a critical time for families. It is essential that the neighbourhood school remain the place of first contact for families. We want parents and children to be welcomed by their neighbourhood school and supported by their neighbourhood school. The local school is the best advocate for the district and for their own programs. However, once that initial contact has been made, information gathered, the district can play a helping role in entering the data and ensuring consistency, timeliness and accuracy across 92 sites.

Future direction:

The district centralize the data entry process for kindergarten registration while retaining the importance of the home school as the main contact for families.

Implications:

Families provide a range of information at registration time. The district will need to work with schools to decide what information is needed for the registration process to be centralized and how those hard copies of information will be transported to and from the district office.

Expand Montessori



The district has three Montessori sites across the city. They are located at Maple Grove, Tyee and Renfrew. The demand for Montessori is strong and it is a program that should be considered for expansion in the coming year.

This past year, a new site was added at Renfrew right on the Burnaby border. The district continues to have waitlists for Montessori and clearly it is a program desired by the public. Any expansion of Montessori should be combined with consideration of a training

program for teachers. Having adequately trained staff to provide instruction in Montessori programs is a precursor to having a quality program.

Future direction:

The district provide a plan to expand Montessori to a fourth site in the district with the next site being located in a site that provides equity of access across the district.

Future direction:

The district provide a plan to support the training and recruitment of qualified Montessori staff.

September – February Enrolment Patterns

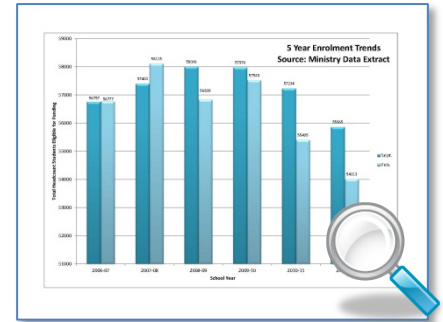
Each year we do a formal count of our student enrolment in September, February and May. The September 30th enrolment count is our major count that determines our overall funding as a district for the school year. Each year, we monitor our enrolment as a district and we have watched the trend between the numbers of students in our secondary programs in September as compared to February. The reason we watch this trend is to ensure that we are doing all we can to keep students engaged and enrolled through the year and specifically to support those who may be struggling.

The district has a range of interventions when students are not achieving success and one example is [School Age Children and Youth \(SACY\)](#) which has a philosophy that is centred on ensuring that youth feel connected to their schools, have supportive families, and adult allies and mentors.

Our recent data that we have compared for the past five years has shown marked changes in enrolment between September and February. We have not fully explored the reasons for this

downturn and some may be related to our Adult Ed, Continuing Ed, or VLN programs as well as our “standard” secondary schools. The image below examines our data since 2006-07 and is a comparison of the September and February counts of all students who are school-age and eligible for funding.

These data show that in the past 4 school years, the headcount of school age eligible students represents a reduction of over 5000 students. This means that over 5000 students who enrolled in September were not there in February for one reason or another. They may have returned the next year, but we do not know for sure. It would be premature to believe that we are simply losing over a thousand students a year out of our secondary schools. What we do know is that we should examine this trend to ensure that we are doing all we can to keep students in school and to ensure that they are supported in a range of ways and through programs that keep students engaged.



Headcount - School Age Students

Future direction:

An examination be done of the enrolment patterns between the September and February counts to determine the reason for the continued decline.

Future direction:

A report be provided on the total number of students in our 18 secondary schools who were enrolled in September and who were not enrolled in the same secondary school in February. This report should include the total number of administrative transfers to other schools or programs over the past 5 years.

French Immersion Expansion and Continuity of Staff

This past year, 399 students were left on the waitlist for French Immersion at the end of January. While some of those students would be accommodated within Vancouver schools, other students and families may choose other VSB programs of choice or independent schools. The popularity of French Immersion remains very high.

The district should contemplate expansion of our French Immersion program. However, as stated with Montessori, a quality program requires quality staff and we believe we have done well with recruiting quality French Immersion teachers. What is not clear, however, is how we have done at retaining our immersion teachers. It appears that we are losing our immersion teachers at a rate much higher than other staff.

With declining enrolment comes the potential for layoffs. With the layoff of French Immersion teachers, what we have witnessed is, in some cases, almost the entire Immersion staff being considered for layoff because of the overall very low seniority of our Immersion teachers. In French Immersion, our teachers are virtually guaranteed a job. This is not the case in our English programs. It remains a bit of a mystery why our Immersion teachers appear to have very low seniority overall given their prospects for continued employment. In looking at some of our

Immersion schools, almost half of the Immersion staff have less than 3 years of seniority. Does this mean that half of our Immersion teachers leave the district within the first three years? We simply do not know the answer.

It has been suggested that the potential for layoffs is a significant factor for our Immersion teachers and that the district should put in place “program protection” so that French Immersion teachers are not included in the layoff process. However, the program protection option is a very difficult decision. In a district with many specialty programs, to favour one program over others and to give those teachers protection as opposed to teachers in Montessori, Special Education, Senior Math/Science, Technology Education, Teaching Kitchens, or a range of other programs would be a difficult line to draw.

We believe that the answer lies not in program protection, but in recruiting the best teachers, and ensuring that they are retained as a district. This should be of course true for all programs but specifically for French Immersion, the overall low seniority is an indicator that something needs to be examined.

Future direction:

The district consider options for **expanding** French Immersion and **offering other additional language development programs**.

Future direction:

The Human Resources department prepare a report on the recruitment and retention of teachers in programs of choice and that an exit survey be conducted for French Immersion teachers who are leaving the district to determine the reasons for their departure. The report should include recommendations for continued strong recruitment and strategies for retention.

District Reception and Placement Centre (DRPC) and the International Student Program

The services provided by the District Reception and Placement are aimed at students and families who require English as a Second Language support. The services provided by the DRPC could be used to support the International Student Program. These students often require ESL support. The district has had initial discussions about the overlap of these two areas and ways in which these services could be coordinated together.

The DRPC has language support and expertise in a wide range of areas as does the International Student Program. The district may be well served to further explore and support the overlapping areas of service and to better align these functions. For example, in both the case of the International Student Program and the DRPC, staffing is required mid-year to support the placement of students in schools. This staffing could be used for dual purposes and could be coordinated by one person. The staffing allocated to these departments is done through school budgets and through the Human Resources department. It may be that the DRPC has itself a staffing line item that allows them more flexibility to plan for year-round entry of students.

Currently, the DRPC and the International Student Program work well together but report to two different areas within the organization, the district should consider how these two

departments could work more closely together and to consider a change in reporting structure so that they fit within one organizational branch of the district.

Future direction:

The district consider ways in which the overlapping support structures of the DRPC and the International Student Program, specifically with respect to ESL services and staffing could be aligned to provide best service.

Future direction:

The dedicated staffing that is currently provided to support both the International Student Program and ongoing immigration needs throughout the year be coordinated through the DRPC for the purpose of enabling year-round enrolment and to coordinate ESL support.

Consideration for a Balanced Year Calendar

The district has been considering the options for a balanced school calendar for over a year now. The recent job action has hampered our efforts to consult and collaborate with our teachers but pursuit of a balanced calendar in at least one school and potentially a family of schools remains a priority of the district.

Future direction:

The district present a plan and timeline for consultation with an individual or family of schools with the intent to adopt a balanced calendar in one or more schools.

Implications:

The adoption of a balanced calendar will require careful consultation with staff and the community. The timeline for adoption of a local calendar must be completed by May 31st of any school year for the following school year. The public consultation timeline for a balanced calendar in the 2013-14 school year would have to be completed by May of 2013.

Common Course Selection Book for Secondary Schools

The diversity of programs offered in Vancouver has been discussed throughout this report. One of the issues we want to ensure as a district is that our students in schools around the district have the ability to see and consider enrolling in, programs at other secondary schools. Currently, we have no mechanism for families to view all the offerings at our various secondary schools.

It has been a topic of conversation that a common course selection booklet, available online that provides the course offerings at all of our secondary schools. This would be a supportive way to ensure that students and families are able to select programs that are engaging for students and allow for alternate pathways to graduation.

Future direction:

The district work with all sites that provide programming for secondary students to develop a common online course selection book that allows Vancouver students to see the offerings at all schools.

Implications:

The development of programs at each secondary school may involve different timelines through the spring. The district will have to coordinate the timing of the course selection process at the secondary schools with the completion of the resource. Most of these course selection booklets are done in January and February of any given year so to accomplish this task, the district will need to start in the early fall given the scope of the task.

Expansion of Mandarin Bilingual and Intensive French

Our Mandarin Bilingual and Intensive French programs have been popular. The Intensive French program is not a district program but is a program for all students in a particular school. In the Intensive French program, students are taught French for most of the day for a period of five months in grade 6. The Mandarin Bilingual program uses a Mandarin Language Arts program to deliver instruction in Mandarin. The Mandarin Bilingual program is for students in grades 4-7. These programs have been a success and should be considered for expansion. Such an expansion should again focus on the Board's goals of equity of access to programs across the district and should consider sites that balance the needs of the entire community.

Future direction:

The district consider expansion of both the Intensive French and Mandarin Bilingual programs and present options for locations of those expansions..

Implications:

Any program of choice will place pressure on surrounding or other schools as students will choose popular programs and thus not attend their neighbourhood schools. The locations of any new programs should consider the capacity of surrounding schools and issues of accessibility district-wide.

Mini-Schools and Academies

Another aspect of the district's programs of choice is our range of offerings at secondary in Mini-Schools and Academies. Currently, our list of offerings includes 21 mini schools and one Academy. The button below links to a full description of these programs.

[Description of Mini-Schools](#)

In addition to those 22 programs, our secondary schools offer other programs of choice including City School, the International Baccalaureate Program and University Transitions. A description of those programs can be found through the button below.

Other Secondary Programs of Choice

There has been considerable discussion over the evolution of mini-Schools, programs of choice and academies. An important consideration is that the term Academy is defined in legislation and there are specific requirements that must be met including those requirements that lead to the ability to charge fees for such programs. At the current time, there are programs that are called Mini-Schools which are more likely fitting under the umbrella of Academies. There is also a need to clarify overall for schools and the community what constitutes a “Program of Choice” as opposed to a “District Program” and then an “Academy.” These terms and programs should be clarified for the public and schools and could be an important part of the common course selection booklet.

Future direction:

The district work with schools to determine which of the Mini-Schools should be reclassified as Academies under legislation.

Future direction:

The district clarify which of our programs of choice are District Specified Alternate Programs and clarify the process by which a school establishes a District Specified Alternate Program and review staffing levels accordingly

Implications:

An academy is a program that emphasizes a particular sport, activity or subject area and meets the criteria as defined in the Regulations ([Specialty Academy Criteria Regulation](#)). The legislation on Academies ([S. 82.1 of the School Act](#)) requires that certain processes must be followed if an Academy is offered and the implications for schools are simply that they need to ensure that if academies are offered, that the appropriate consultations with parents and the community have occurred.

Career Programs

For many students, participation in career preparation programs is an important step towards selecting goals in the years after school. Currently, as a district, there is a ratio established at 1/225 for staffing. This means that for every 225 students enrolled in a career program, there are 1.0 teachers assigned. In the 2011-12 school year, there were 11.92 Full-Time Equivalent (FTE) teaching staff district-wide assigned to schools as a result of this ratio. The ratio for this staffing may no longer reflect the needs of Career Programs. It may be, in fact, that additional staffing is required but first an examination of exactly how we serve our students in the area of career programs is needed. [A report from the Ministry of Education](#) (p. 14) shows that in 2011/12, as a district we had 2465 students enrolled in Career Preparation programs and 65 in career technical programs. Surrey, in comparison has 1978 students in Career Programs and 201 in Career Technical Programs. Central Okanagan, known for their strong career programs, is less

than half our size and has 3193 students enrolled in Career Programs and 190 in Career Technical Programs. Coquitlam, about 60% of the size of Vancouver has almost double the number of students in Career Technical Programs compared to Vancouver. All of these reports and statistics are available at the [Ministry reporting site](#) under District Reports...Student Statistics.

This section is not suggesting that we are doing poorly in career programs. The use of a few stats in comparison does not by any stretch tell a complete story. We are just suggesting that our current model of allocating staff to Career Programs and the manner in which we monitor the use of that staffing in support of students and career options may need to be examined for greater alignment with the new BC Education Plan and the current reality of today's options when students head into life after secondary school.

Future direction:

The district examine the allocation and use of Career Program staffing in secondary schools to ensure that the allocation of that staffing and the outcomes are in alignment with the needs of today's students and their future employment options.

Implications:

Our secondary schools will use the career program staffing in a variety of ways to support students. While the examination is underway, secondary schools will want to continue to use this staffing as they have in the past to ensure continuity for staff in the 2012-13 school year.

International Baccalaureate in the Primary and Middle Years

The [International Baccalaureate](#) (IB) program is a globally recognized program with over 3000 schools involved in 141 countries. The program is a remarkable success and is well established in Vancouver and the metro region. There is a primary program (3-12 yrs), a middle years program (11-16 yrs) and a diploma program (16-19 yrs). Currently, there is an IB program at Britannia Secondary and at Churchill Secondary and we are expanding our options at the primary and middle years.. The IB program requires dedicated funding and goes through an external accreditation process so that participating schools can retain their IB status and to ensure the quality of the programs.

Future direction:

The district continue to promote and expand our International Baccalaureate programs with a specific focus on the primary and middle years as a means to support and enhance pathways to our secondary IB programs.

Implications:

Support of the IB program requires dedicated funding. This is currently in place but should be recognized as an ongoing commitment to a rich and growing program. Whenever dedicated funding is required this becomes an annual pressure. The funding for IB should be part of our core budget as a district program as other district programs are staffed in this manner.

Community School Teams

Earlier in this report there is a description of Community School Teams and the work and programming that they perform. Supported by [Community LINK](#) funds, these teams provide support to all schools across the city.

The work of Community School Teams is valuable and extremely supportive of schools. Over time and with the shifting nature of our populations, the support structures and the clarity of the purpose of Community School Teams is often misunderstood or confused with the work and programs of the Inner City School funding. Vancouver is recognized as a provincial leader in the work of our Community School Teams and this past year, has worked on a new model for how these funds directly support schools and communities. One reason for this new model is that Vancouver, as a district, receives a large share of the [provincial grants](#) for Community LINK.

The work of the Community School Teams should not be diminished and should remain a key part of the work of the district. However, given the changing nature of the district, our demographics and population, the work of the Community School Teams should be reviewed to ensure that it remains focused on its key objectives. There has been much discussion over the past few years about the uncertain future of CommunityLINK funding. If this funding were removed from the district it would be a major blow to the services we provide to the community. Our Teams should continually work to ensure that the services they provide are aligned with the goals of the funding and a public accountability framework is clearly articulated. This work should also include a detailed look at how the “hubs” of community school teams aligns with our current school families and boundaries with a particular focus on the downtown east side. If there is a misalignment, these hubs should be adjusted to reflect the current families of schools including any twins and annexes.

Future direction:

The Community School Teams review the current model of service and programming to ensure that the opportunities they provide align with the goals of the funding and support our current structure of families of schools.

Implications:

The Community School Teams have already begun this work. Earlier in the year, they presented their work to date to a standing committee of the Board. This recommendation is intended to support their ongoing review and to highlight the challenges in the downtown east sector where, with the changes to school twins and annexes, the services as defined by “hubs” no longer aligns with school boundaries and the flow of students. Specifically, the moving of Queen Victoria Annex to link to Nelson rather than to Grandview and having Macdonald linked to Britannia as a twinned school creates a problem in that both Queen Victoria and Macdonald are in the Britannia Secondary family of schools. However, the populations of students in these schools do not normally go to Britannia, they normally go to Templeton. This pattern of student attendance and the subsequent support of the Community School Teams in this area requires review and re-alignment.

Our Community

The services and programs offered by the Vancouver School Board are deeply embedded into the culture and context of the City of Vancouver. Our schools are more than educational institutions, in many cases they are important community service hubs as well.

Recently, the City of Vancouver has embarked upon a Social Amenities Plan. The school district is part of the planning group and should work to retain these close ties to this initiative. In addition, there are clear overlapping goals between the city and the Vancouver Board of Education. The overlap could be viewed in this way:



The district's main interest is, of course, a vibrant and high quality public education system. We realize however, that the interests of the early learning and childcare needs of the city and community support and enhance quality public education. In addition, we realize that the stewardship of public lands and facilities is a major issue for any urban centre where property is at a premium. As a district, we own or are responsible for well over 100 sites and buildings across Vancouver. We are a major landowner. As such, we have a responsibility to ensure that these public assets are well used and in service of the community.

The overlapping goals and values of the City of Vancouver and the Vancouver School Board are clear. It is important that we retain our existing ties and that we work together to face the challenges and opportunities ahead. Our most urgent need that fits with this overlapping vision is the construction of a new school in the downtown core at [International Village](#). With our recent new school at [Elsie Roy](#) and the exploding population of the downtown core, there is an opportunity to consider prior to construction what type of facility might meet the combined needs of early learning, childcare, and an elementary school.

Future direction:

The district work collaboratively with the City of Vancouver to determine the best design and facility to support the downtown core through the construction of a new school at International Village.

Implications:

The most pressing need in the construction of a new school at International Village is the urgency to get the build underway. If the City is to work with the District on a common vision and plan for a school/community space, that work would have to begin immediately.

There are other opportunities for the City and the District where the common needs overlap. The stewardship of public spaces is and will remain a priority for both organizations in the future. The District and City have strong ties and should continue this work together in the best interest of the public and community.

OUR FUTURE

Public Consultation

The entire purpose of the Sectoral Review was to look at what programs and opportunities need to be provided by the school district now and into the future. The above directions to consider are a prelude to a public consultation process that will occur in the coming month. After that public consultation, there will be a summary of that consultation including recommendations made from senior staff to the Board of Education. These next steps are important. The directions from this report form a framework for consultation that will occur both in public meetings and online through PlaceSpeak.

The public consultation process is important and the above suggested directions are too numerous to handle at one or more public meetings. With that in mind, the overarching question that runs as a thread throughout the report and the subsequent future directions is:

How shall the district provide stewardship of our public assets (physical and programming) so that we continue to demonstrate our moral obligation to provide quality public education for the community?

One of the goals of our district's [Strategic Plan](#) is to be efficient, effective and sustainable. The above question really is about how do we continue to work to be sustainable as a district in all aspects? Should we expand or consolidate our programs of choice? Should we consider repurposing schools so that they continue to serve the public and remain public assets but aren't necessarily a K-7 school? The above question should be the focus of the public consultation. It is a complex question but hopefully this report and its suggested future directions provide a framework for the discussions to come.

SUMMARY OF FUTURE DIRECTIONS

Our Students

1. The district review the current level of staffing at the DRPC with particular focus on Multicultural Liaison Support Workers (Mandarin) to ensure that our immigrant families from Mainland China have sufficient support for entry to Vancouver.
2. The district review the placement of international students in the context of overall secondary school capacity and waitlists and develop policy and processes to provide more balance across the system for the enrolment of international students.
3. The district consider using funding from the International Program to support expansion at some secondary schools which would both provide space for all students and would allow for continued high international enrolment.
4. The district implement a hybrid semestered secondary school (or school within a school) as an option for Vancouver which would allow support for international markets in the southern hemisphere where students start school in February.
5. The district continues to support and sustain its focus on early intervention and to consider ways to expand the program in the coming five years.

Our Schools

6. In collaboration with the City of Vancouver, the district develop a comprehensive plan to address issues of school capacity and seismic mitigation through an examination of a repurposing of school facilities in a manner that demonstrates both financial sustainability and moral stewardship of public assets.
7. The district identify priority non-school sites for potential long term lease or development and enter into a public dialogue about the potential for development of a site that would keep the land in public domain for the long term but would benefit the school district in the short term.
8. The district initiate an RFP process to seek the further development of its properties.
9. The district embark upon a review of the school boundaries in the downtown east sector of the city to ensure that the boundaries reflect the needs and choices of the population and allow for a logical flow to secondary schools.

Our Programs

10. The district develop an educational rationale for the K-8 configuration and a timeline for offering a full middle years program to students in grades 6-8 at Acadia Road. This planning should be in collaboration with the staff and community and should consider options for programs of choice.
11. The district pursue opportunities to have the VLN program consolidated at one school site.

12. The district, in collaboration with staff, create a vision for a hybrid semester-linear program at Sir Charles Tupper Secondary using the vacant wing as the primary site for instruction. The vision should consider opening with options for classes in February 2013 and should consider how increased revenue from the International Student Program can support the implementation of this program.
13. The district centralize the data entry process for kindergarten registration while retaining the importance of the home school as the main contact for families.
14. The district provide a plan to expand Montessori to a fourth site in the district with the next site being located in a site that provides equity of access across the district.
15. The district provide a plan to support the training and recruitment of qualified Montessori staff.
16. An examination be done of the enrolment patterns between the September and February counts to determine the reason for the continued decline.
17. The above list is a set of specialized on the total number of students in our 18 secondary schools who were enrolled in September and who were not enrolled in the same secondary school in February. This report should include the total number of administrative transfers to other schools or programs over the past 5 years.
18. The district consider options for expanding French Immersion and offering other additional language development programs.
19. The Human Resources department prepare a report on the recruitment and retention of teachers in programs of choice and that an exit survey be conducted for French Immersion teachers who are leaving the district to determine the reasons for their departure. The report should include recommendations for continued strong recruitment and strategies for retention.
20. The district consider ways in which the overlapping support structures of the DRPC and the International Student Program, specifically with respect to ESL services and staffing could be aligned to provide best service.
21. The dedicated staffing that is currently provided to support both the International Student Program and ongoing immigration needs throughout the year be coordinated through the DRPC for the purpose of enabling year-round enrolment and to coordinate ESL support.
22. The district present a plan and timeline for consultation with an individual or family of schools with the intent to adopt a balanced calendar in one or more schools.
23. The district work with all sites that provide programming for secondary students to develop a common online course selection book that allows Vancouver students to see the offerings at all schools.
24. The district consider expansion of both the Intensive French and Mandarin Bilingual programs and present options for locations of those expansions..
25. The district work with schools to determine which of the Mini-Schools should be reclassified as Academies under legislation.

26. The district clarify which of our programs of choice are District programs and clarify the process by which a school establishes a District program and review staffing levels accordingly.
27. The district examine the allocation and use of Career Program staffing in secondary schools to ensure that the allocation of that staffing and the outcomes are in alignment with the needs of today's students and their future employment options.
28. The district continue to promote and expand our International Baccalaureate programs with a specific focus on the primary and middle years as a means to support and enhance pathways to our secondary IB programs.
29. The Community School Teams review the current model of service and programming to ensure that the opportunities they provide align with the goals of the funding and support our current structure of families of schools.
30. The district work collaboratively with the City of Vancouver to determine the best design and facility to support the downtown core through the construction of a new school at International Village.