

VSB Preferred School Size Working Group

WORKING GROUP MEETING #2

MARCH 9, 2020

Objectives

Provide an update on progress and new information since Feb. 10

Review and discuss information regarding School Organization and Staffing, and Student Programs and Services in relation to school size

Identify key information from these areas of consideration to be included in guidelines on preferred school sizes

Discuss additional consultation process (preliminary dates for survey/ focus groups)

Clarify next steps including additional information needs, homework and subsequent meetings

Proposed Agenda

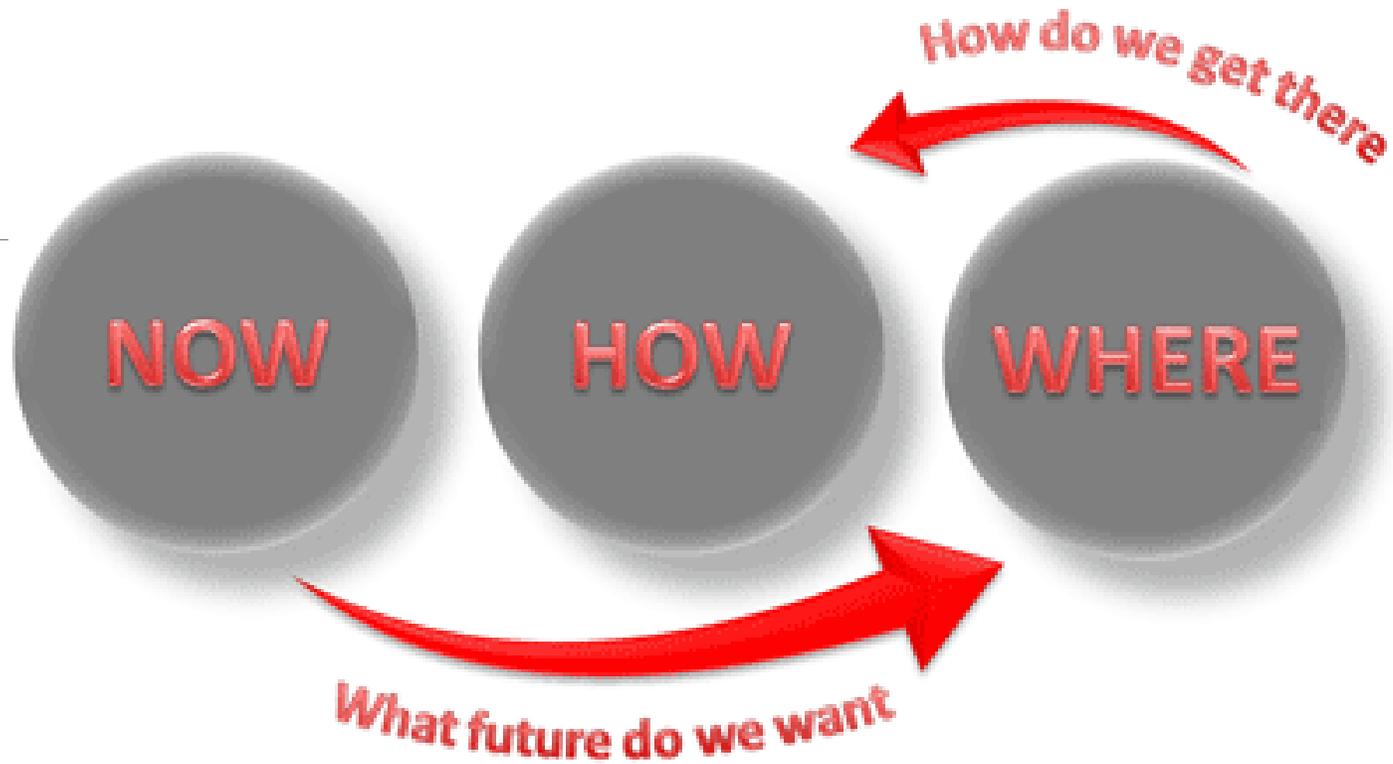
3:45 – 4:00	Welcome, Introductions, Agenda and Ground rules
4:00 – 4:15	Update and discussion of new information since February 10
4:15 – 5:15	Overview of areas of consideration: Research and Literature Review School Organization and Staffing Student Programs and services
5:15 – 5:40	Dinner Break
5:40 – 6:30	Elementary and Secondary Sub-Group Discussions
6:30 – 7:00	Report back and discussion
7:00 – 7:10	Proposed additional consultation process (focus groups and/or survey)
7:00 – 7:15	Summary, homework and next steps



- Everyone has wisdom
- We need everyone's wisdom for the wisest results
- Everyone will hear and be heard
- There are no wrong answers

- Confidentiality
 - A safe environment for open and respectful dialogue.
 - The only thing that leaves the room are our agreements at the end.

Source: The Institute of Cultural Affairs Canada



Planning – the 3 big questions

Updates and new information



Overview of Areas of Consideration

Research and Literature Review

School Organization and Staffing

Student Programs and Services



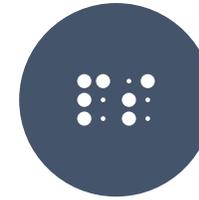
Staff Presentations



Research on School
Size - John



Choice Programs –
Adrian Keough



Student Services
and Inclusion –
Mette Hamaguchi



Secondary Staffing
- Aaron D



Secondary
Programming –
Aaron D



Elementary Staffing
and School Org –
Carmen/Rosie

School Size Research - Themes

Explores Relationship between:

- School size and school connectedness
- School size and student outcomes
- School size and economic efficiency

School Size Policies: A Literature Review

OECD Education Working Papers No. 106, 2014

- Trends affecting enrolment
- Impact of school size on effectiveness and efficiency
- School size in rural settings
- Empirical evidence on the effects of school size

https://www.oecd-ilibrary.org/education/school-size-policies_5jxt472ddkjl-en

Research Limitations and Challenges

- Results of Research are context dependent – critical limitation is transferability of results to other local contexts
- Inconsistent research methodologies prevents comparison of results
- In the words of the author....'it is difficult to isolate the impact of school size and consolidation policies on other impacts frequently associated with local contexts.....'
- Note – the review of research related to consolidation focused exclusively on rural consolidation

School Effectiveness and School Size

- School size research is a debated in controversial issue
- Effectiveness studies focus on the effects of school size and student outcomes
- Efficiency studies focus on school size relative to cost with constant or improving student outcomes

Local Context

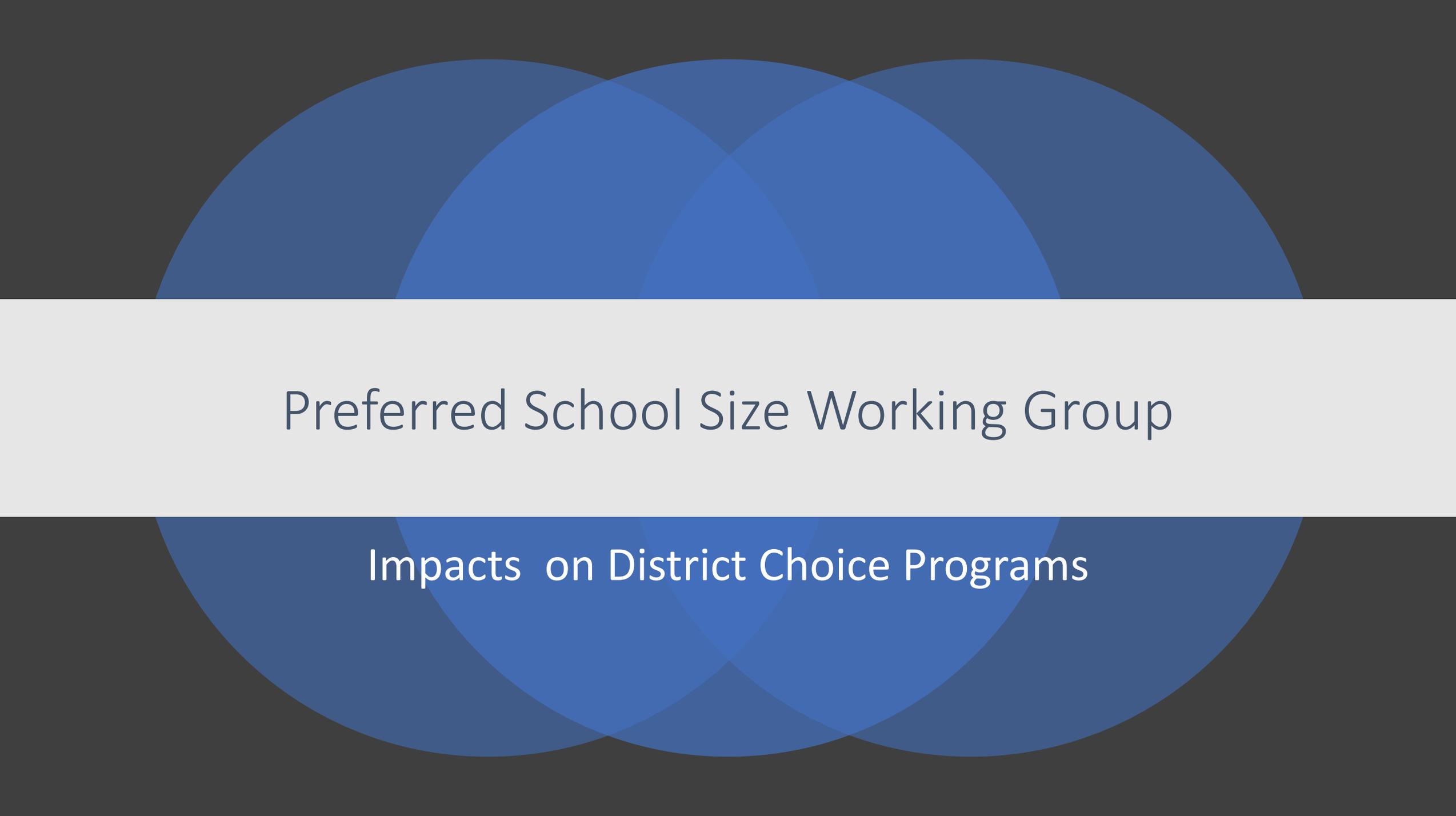
- Contacted Dr. Martin Guhn School of Population and Public Health at UBC <https://www.spph.ubc.ca/person/martin-guhn/>
- Not aware of any local school size research
- Suggested that school size needs to be considered in relation to other factors that create healthy relational learning environments
- Group size within schools may be more important than overall school size

School Organization and Staffing

- School Organization - the process of determining which students will be placed in which divisions (elementary) or scheduled into which courses (secondary).
- School Staffing – the process of determining the staff allocation for schools

Student Programs and Services

- Programming and Choice - programming describes the courses available for a student to choose for their educational program
- Inclusion and student services - ensuring that all students are supported to participate in age appropriate regular classes



Preferred School Size Working Group

Impacts on District Choice Programs

Admin Procedures

- AP 212 Second Language Instruction
- AP 220 District Programs (Choice)

District and Specialized School programs

Almost 60 programs in over 45 sites

Elementary District programs

Elementary Specialized School-based Programs

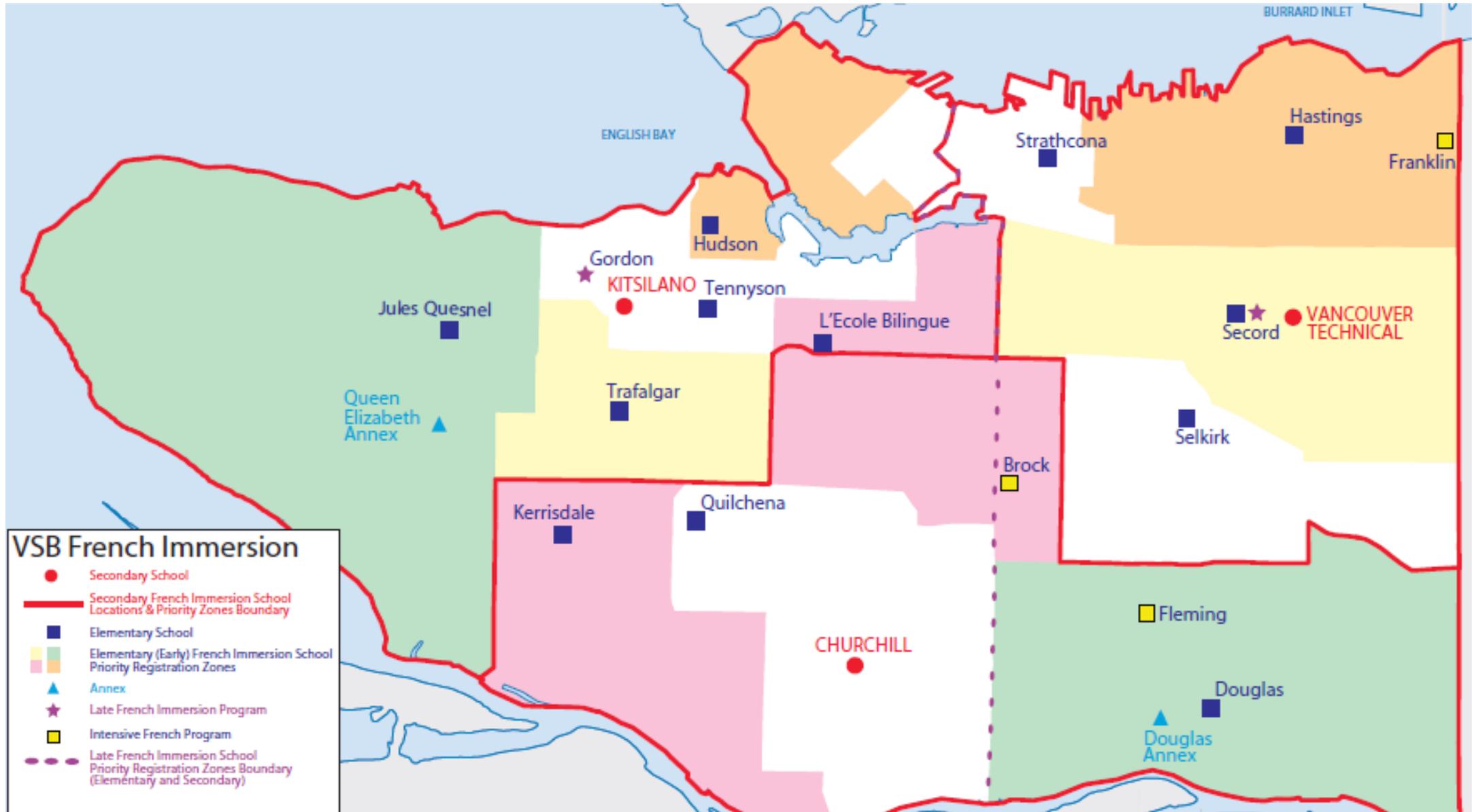
Secondary District Programs

Secondary Specialized School-based Programs

Adult Education

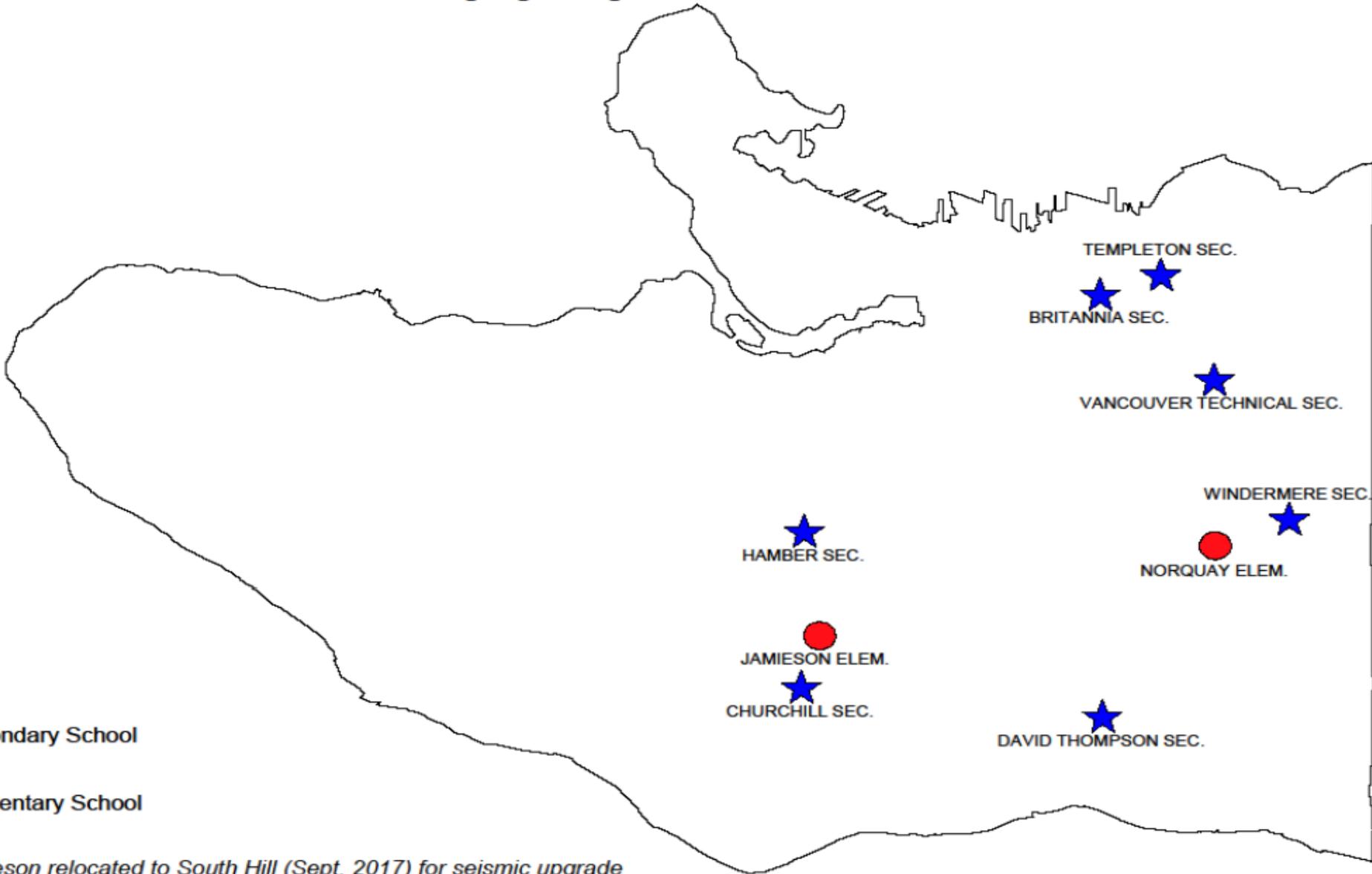
Home Programs

	Secondary Choice Programs	District Programs Secondary Student Support	Junior/ Senior District Alternative Programs
Britannia Secondary	Britannia Venture Mini Gr. 8, 9, 10 Britannia Hockey Academy/Mini Gr. 8, 9, 10, 11, 12 Britannia IB Gr. 11, 12	LALS ExSEL (Gr 8/9) Behaviour Support Learning Support Program (LSP) Student Support Grade 13	Streetfront Outreach Program
Byng	Arts Mini Gr. 8, 9, 10, 11, 12	LALS	
Churchill	Churchill French Immersion 8, 9, 10, 11, 12 Churchill Ideal Mini Gr. 8, 9, 10, 11, 12 Churchill IB Gr. 11, 12	Learning Support Program (LSP) (pilot program) Autism Resource ARC	
David Thompson	Odyssey Mini Gr. 8, 9, 10, 11, 12	ExSEL (Gr 8/9) Behaviour Support Learning Support Program (Jr. & Sr.) GOLD Autism Resource (ARC)	
Gladstone	Gladstone Mini Gr. 8, 9	LALS Life Skills Learning Support Program (LSP) STEP Gr. 10, 11, 12	
Hamber	Hamber Mandarin Bilingual Gr. 8, 9, 10, 11, 12 Hamber Challenge/Studio Mini Gr. 8, 9, 10, 11, 12	LALS Life Skills LAC (Jr. & Sr.)	Total Education Program
John Oliver	John Oliver Mini Gr. 8, 9, 10, 11, 12	LALS Life Skills (Jr. & Sr.) Learning Support (LSP) (pilot program) LAC (Jr. & Sr.) Gateway to Adulthood (GTA) (VLN)	Take a Hike Program
Killarney	Killarney Mini Gr. 8, 9, 10	LALS Learning Support (LSP) LAC (Jr. & Sr.)	Foundation Program The West Program Spectrum Program
King George	King George City School Gr. 9, 10, 11, 12 King George Mini Gr. 8, 9 King George IB MYP Gr. 8, 9, 10	N/A	
Kitsilano	Kitsilano French Immersion Gr. 8, 9, 10, 11, 12	Pre-Employment (Gr. 10, 11, 12) Life Skills	Vinery
Magee	Magee SPARTS Mini Gr. 8, 9, 10, 11, 12	LALS Learning Support (LSP)	
Point Grey	Point Grey Mini Gr. 8, 9, 10, 11, 12	LALS Life Skills Learning Support (LSP)	
Prince of Wales	Prince of Wales Mini Gr. 8, 9, 10, 11, 12 Prince of Wales TREK Gr. 10	Learning Support (LSP) (pilot program) GOLD	
Templeton	Templeton Mini Gr. 8, 9, 10, 11, 12	Learning Support (LSP) Life Skills	Sunrise
Tupper	Tupper Mini Gr. 8, 9, 10, 11, 12	Life Skills (Jr. & Sr.) Learning Support (LSP)	Tupper Alternative Program
University Hill		Secondary Strategies PRP	



Location of VSB Schools with Mandarin Language Programs

September 7, 2017



Legend:

- ★ Secondary School
- Elementary School

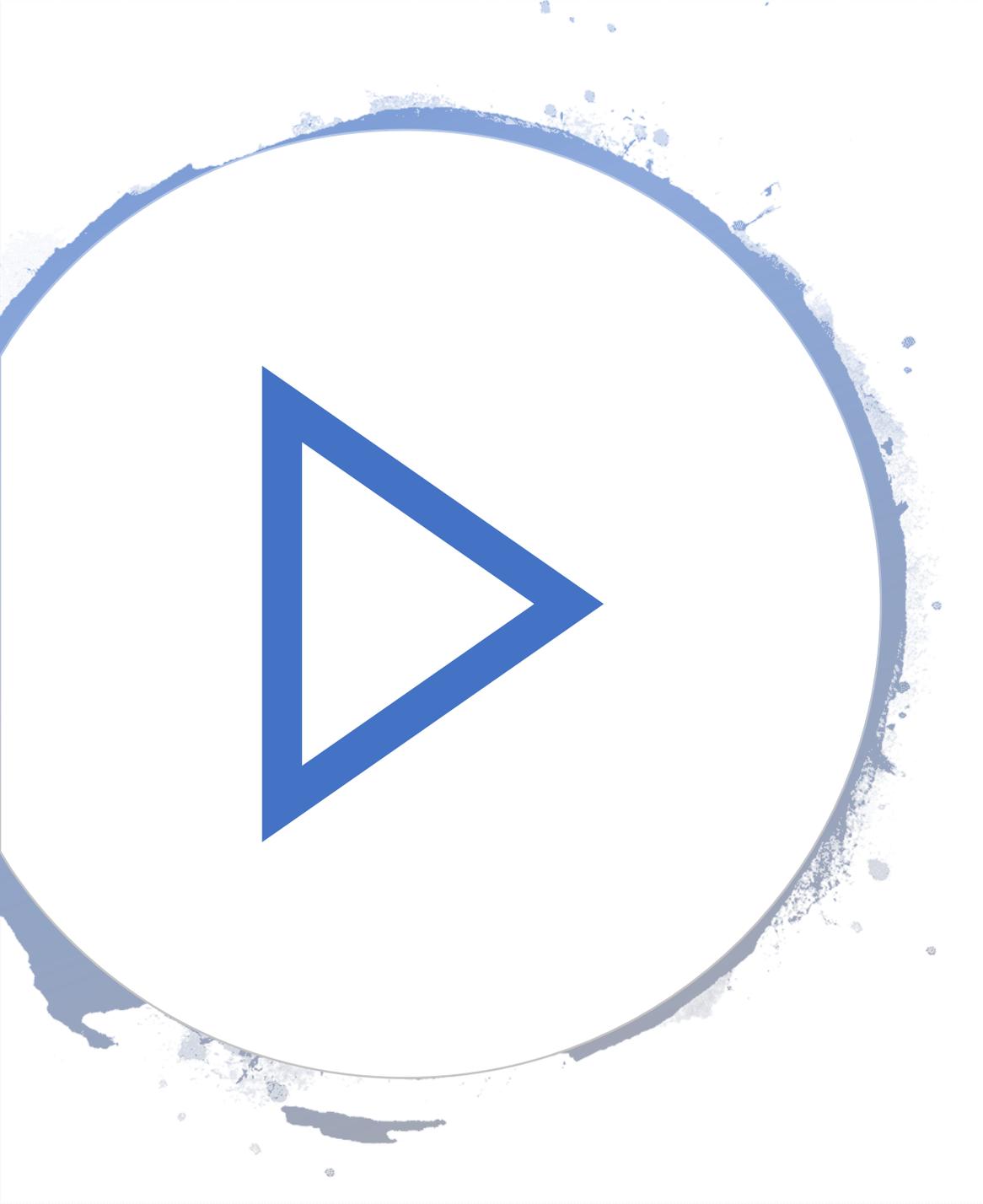
Note: Jamieson relocated to South Hill (Sept. 2017) for seismic upgrade

How many minis in Vancouver?

18 mini schools in 18 secondary schools

16 schools host at least one junior mini starting in grade 8

- No mini at Kitsilano (FI) or University Secondary
- Britannia has two programs (and IB)
- Churchill has one program (and FI and IB)
- Vancouver Technical has two programs (and FI)
- Byng has one program and 3 cohorts (music, drama, art)



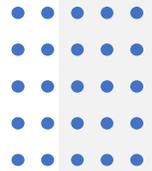
What happens when a school's local population grows after a District program is in place?

- District programs can be 'squeezed out'
 - Hudson Fl
 - Jamieson Mandarin
 - Other
 - Impact on long term planning



What happens when a school is too small?

- Ex. French Immersion Program review (2017-2018), when there is only one cohort per grade
 - there are limited program offerings
 - limited professional community
 - less family networking
 - less stable program
 - smaller learning community for students
- Board approved motion ... endeavor to have 2 EFI Ks in each site offering EFI (currently there are five sites with one KFI – Hastings, Selkirk, Strathcona, Quilchena, QEA)



School size impacts access to:

- Teaching resources
- A selection of materials in the library
- Technology
- Clubs
- Teams
- Events and Projects
- Parent community
- Non-enrolling support

Considerations for District Choice Programs

What are the program impacts when schools are TOO big or TOO small?

Small School

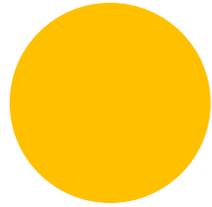
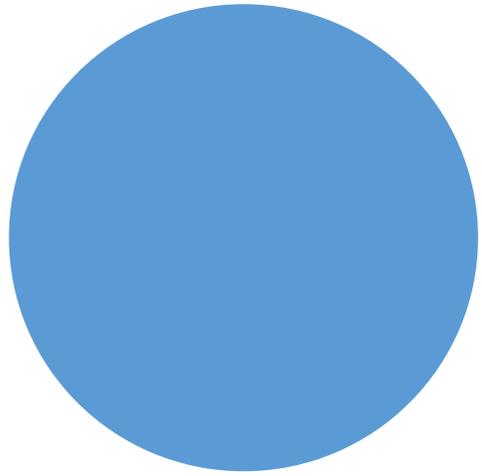
Limited space for additional / optional / choice programs

Smaller cohort of staff and families to engage in 'dual-track' programming

Limited financial resources to support programs

Large School

- **If too many different opportunities can lead to program fatigue**
- **If too many options can lead to pressure / demands on the capacity of community**
- **If too many programs, community can become fractured and less support for a common vision**
- **Choice programs can bring new student, parent and staff engagement and added strengths / expertise**



Considerations for Special Education Program Placement

Mette Hamaguchi

Director of Instruction, Learning Services

73 DISTRICT SPECIAL EDUCATION PROGRAMS

District Elementary Programs:

1 TEIR
7 ELSP
2 SELC
9 ExSEL
3 MACC
1 LS Intermediate
2 LS-ASD Primary
Alderwood

Total 26 programs - 8 types
Total students 328

District Secondary Programs (excludes Alternate)

13 LSP	4 LAC
2 GOLD	1 STEP
2 PASE (wrk exp)	1 Sec Strategies
2 Social Dev.	2 ARC
8 LA/LS	11 LS
3 Sec Transition	

Total 47 programs – 11 types
Total students 718 approximate

- Current population of students with an identified designation 5600
- Total number of students receiving programming in District Programs 1064
- Total number of students receiving programming in schools 4083



There are two streams of programming, Alternate and Alternative



There are approx. 700 seats available to students



Alternate programs are inter-agency programs that are co-facilitated by the VSB and various agencies



Currently 460 students are in the VASS programs



Placement of these programs impact administrator time and space available in a secondary school

Alternate and Alternative Programs

School Based Services Impacted by Size of School:

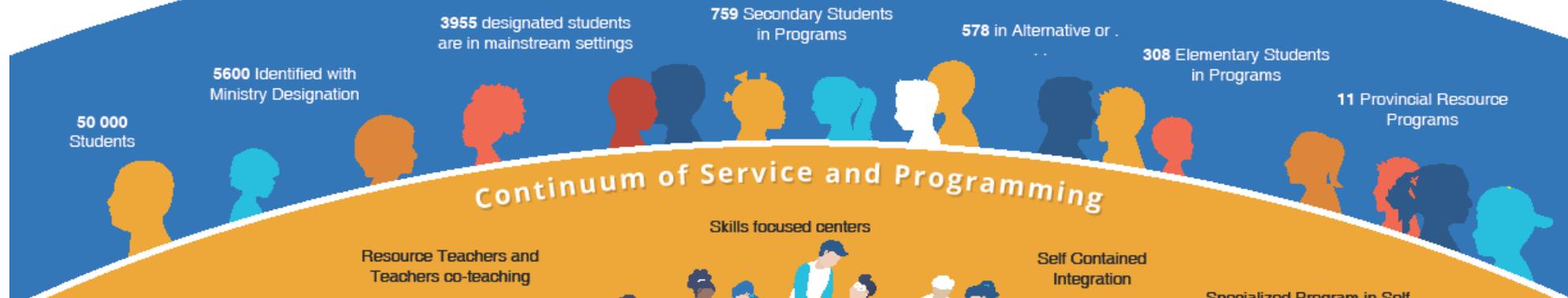
- Area Counsellor
- School based Resource Teachers
- School based Counsellors
- District Resource Teachers-Deaf & Hard of Hearing
- District Resource Teachers- Vision/Braille
- Speech Language Pathologists
- Teacher Psychologists
- Vancouver Pediatric Team

RECOMMENDATIONS FROM 2018 REVIEW

- Further develop elementary programming (inclusion implications)
- Focus on local neighbourhood schools development
- Plan to maximize service delivery at the classroom level (staffing)
- Develop the use of FOS and PLC models to enhance capacity
- building (locate and assign LS services staff/services to areas)
- Develop a needs-based formula for the allocation of staffing to all schools (similar size school will allow for equity of services)

MOVING INCLUSION FORWARD

Continuum of Learners



Continuum of Service and Programming



Continuum of Service Delivery



STUDENT SUPPORT SERVICES ACTION PLAN 2019-20



Considerations for Special Education Program

What are the program impacts when schools are TOO big or TOO small?

Small School

- Single administrator
- Fewer opportunities for inclusion
- Composition impact, greater
- For Secondary, limited programming options
- Limited ability to sort and separate students
- Calmer feel in some small schools (location specific)
- Access to service providers limited

Large School

- Multiple administrators
- Greater opportunities for inclusion
- Composition impact, less
- For Secondary, possibility for adapted classes
- Greater options for student placement
- Chaotic feel in some large schools (location specific)
- Access to services providers greater



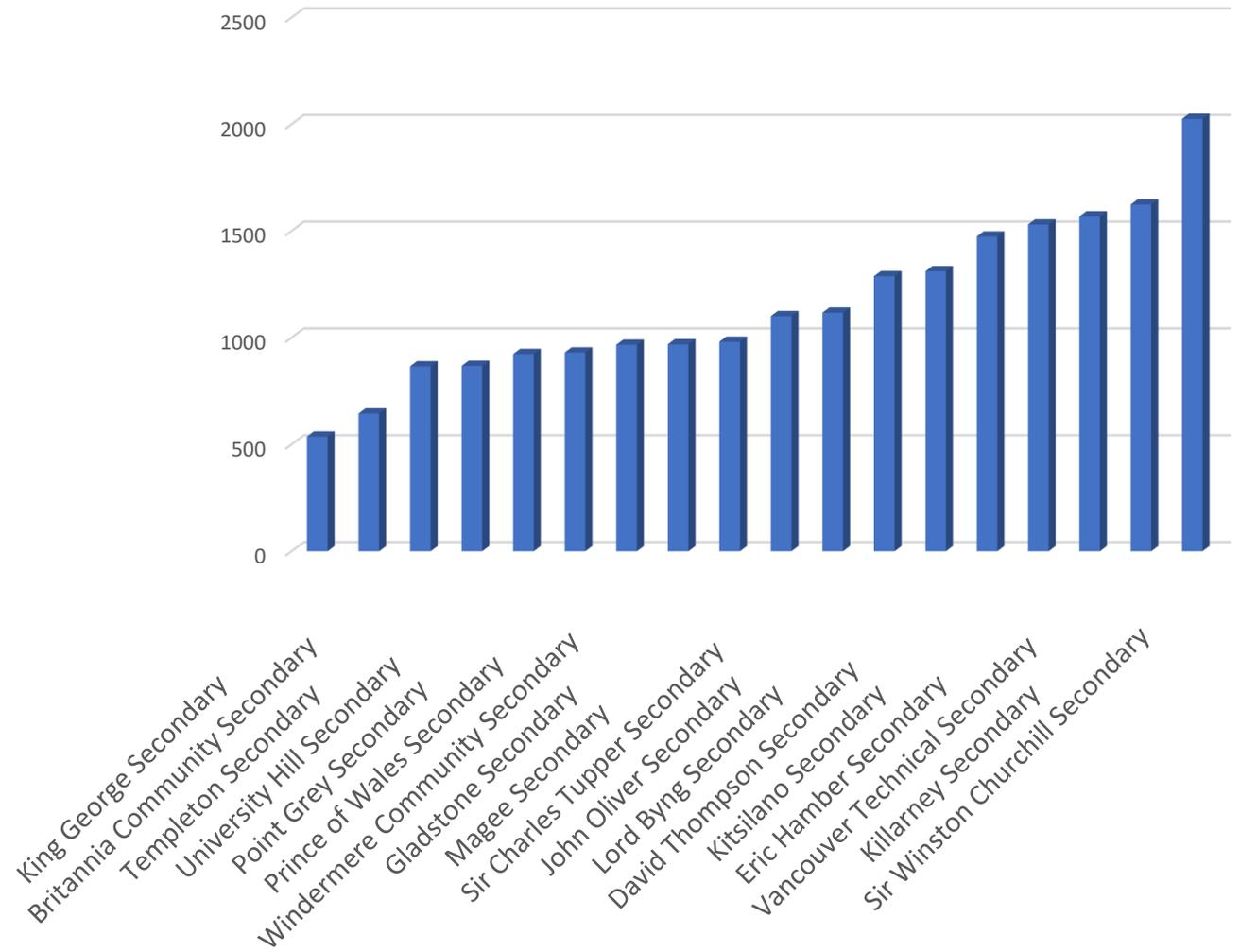
Secondary Staffing



Secondary
School Size –
Including
International

Number of Students	Number of Schools
Less than 800	2
800 to 999	7
1000 to 1199	2
1200 to 1399	2
1400 to 1599	3
More than 1600	2

Secondary School Size – Including International



Secondary School Staffing

- All Secondary school have the following base administration
 - Principal – 1.0 FTE
 - Vice Principal – with teaching FTE
 - Generally, schools < 1000 students – 1 Vice Principal
 - 1000 to 1699 students – 2 Vice Principals
 - Greater than 1700 students – 3 Vice Principals



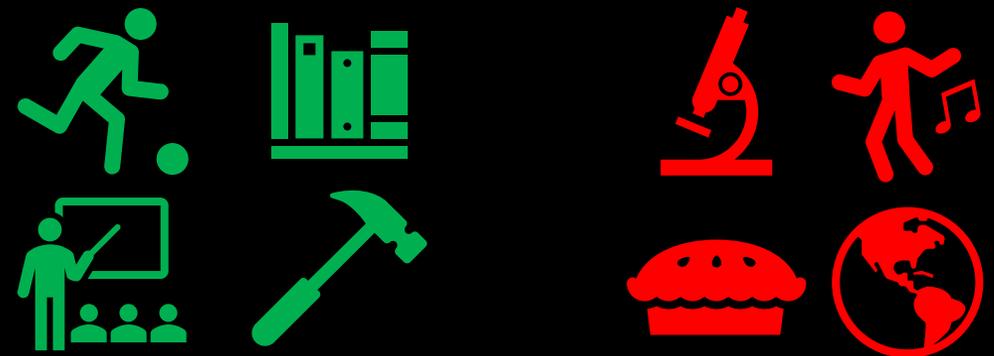
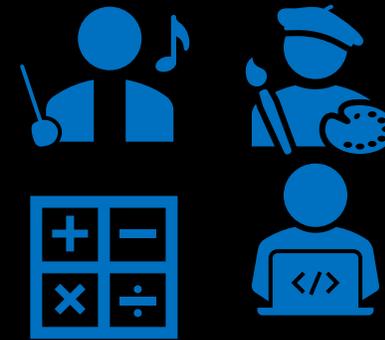
- Office Support
- Custodial staff
 - Based on square footage and terms and conditions Collective Agreement
 - Staff onsite from early morning to late evening
- SSA, SSB, YFW, Cafeteria

Secondary School Staffing

Secondary School Staffing

- Teaching staff

- Based on enrollment and terms and conditions of Collective Agreement
- Class size/composition
- Enrolling and non-enrolling
- Specialization and qualification for teaching areas





Secondary School Space

Secondary Programming

- Curricular
- Extra-curricular



CORE COMPETENCIES ▾ CURRICULUM ▾ ASSESSMENT ▾ GRADUATION

What's New in the B.C. Graduation Program?

[Learn more](#)

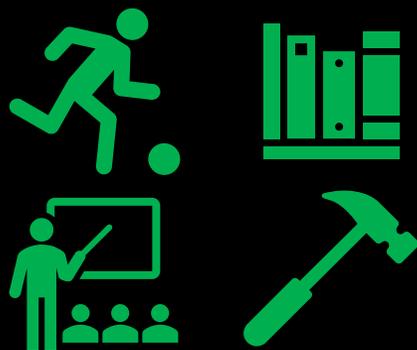
What's New

- [B.C. Graduation Program Implementation Guide and B.C. Graduation Program Policy Guide](#)
- [B.C.'s Graduation Program – Information for Students](#)
- [Indigenous Knowledge and Perspectives in K-12 Curriculum](#)
- [K-9 classroom assessment support materials and Literacy in B.C. video](#)

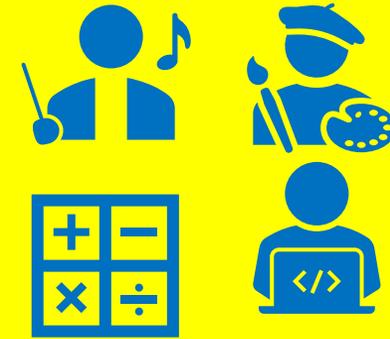
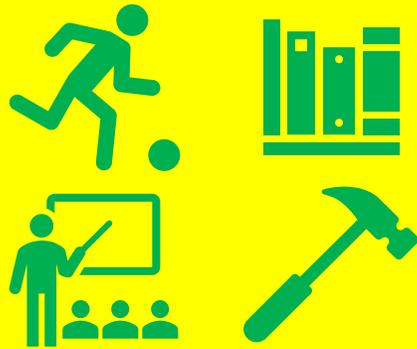
Fast Links

- [Curriculum Search](#)
- [Curriculum Orientation Guide \(PDF\)](#)
- [Indigenous Education Resources](#)
- [Glossary \(PDF\)](#)
- [References \(PDF\)](#)

Curricular



Extra-Curricular



Considerations for Secondary Staffing and Organization

What are the impacts when schools are TOO big or TOO small?

Small School

- Administrative and office staffing
- Reduced co/extra-curricular opportunities
- Reduced programming opportunities for students due staffing
- Staff teaching in multiple departments
- Complex teaching assignments
- Limited facilities/resources
- Depending on programming in schools, increased class composition

Large School

- Impact on sense of community
- Highly bureaucratic organization
- Limited participation in high demand co/extra-curricular opportunities
- Staff collaboration
- Limited staff/student access to unique facilities/resources

Elementary Staffing

Current enrollment in our Elementary schools range from 60 (Tecumseh Annex) to 777 students (Norma Rose Point)

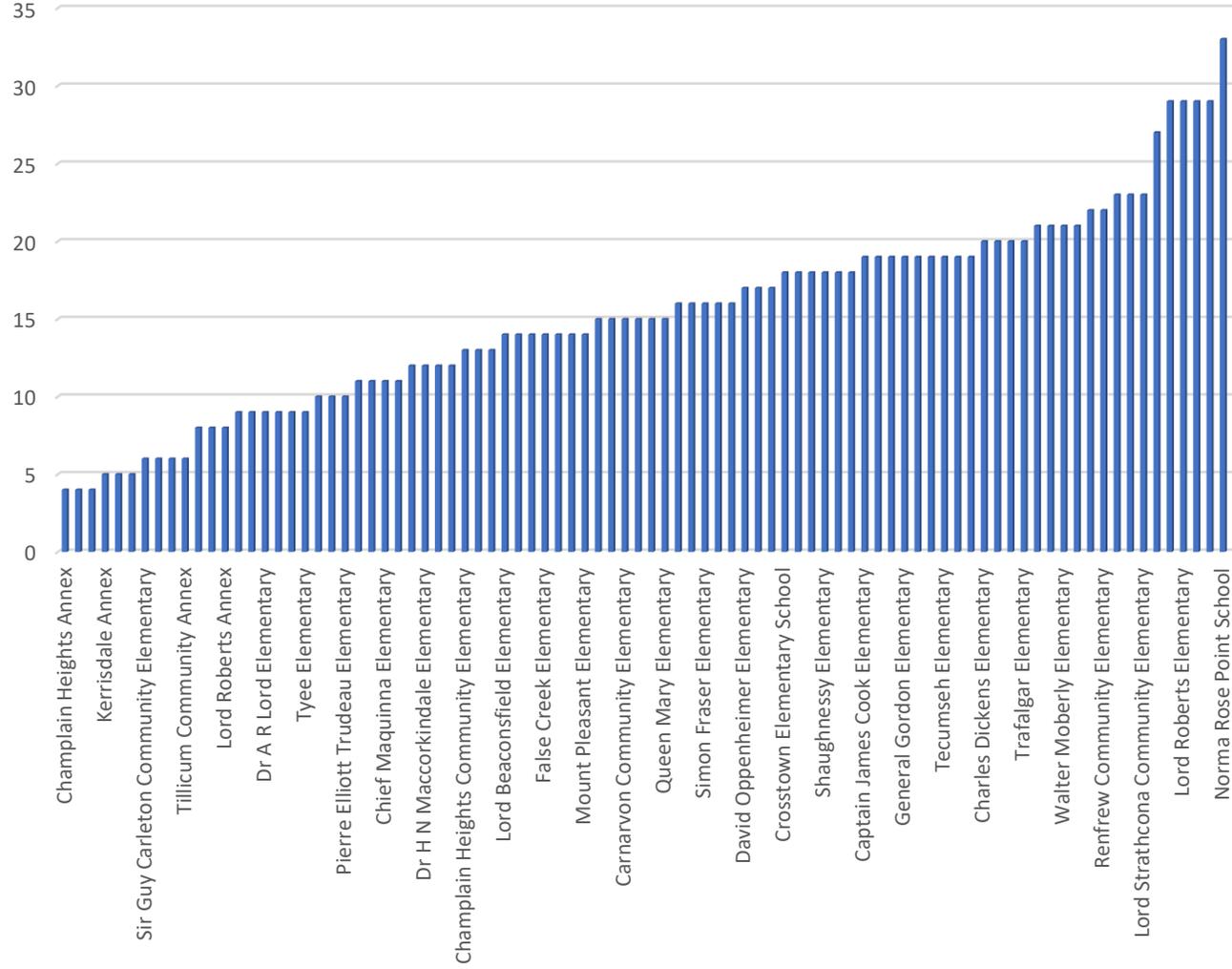
Elementary Size Frequency

Size Range	Frequency
< 100	7
100 to 199	15
200 to 299	15
300 to 399	20
400 to 499	24
500 to 599	3
600 to 699	4
700 to 799	1

Elementary
Number of
Divisions

Number of Divisions	Frequency
4 to 9	20
10 to 14	21
15 to 19	29
20 to 24	13
25 to 29	5

Elementary Number of Divisions



Elementary School Staffing

All Elementary schools have the following base staffing:

- Administrator
 - ❖ If an annex a Vice Principal (with teaching FTE)
 - ❖ If a school under 200 a Principal with assigned teaching FTE
 - ❖ If a school between 200 and 400 a Principal
 - ❖ If a school over 400 a Principal and Vice Principal (with teaching FTE)

Elementary School Staffing

All Elementary schools have the following base staffing:

- Office Support
 - ❖ One Office Support C (also First Aid Attendant)
 - ❖ If a school has enrollment from 300 to 450 one day of Extra Clerical
 - ❖ If a school over 450 they would receive two days Extra Clerical support
 - ❖ If a school has over 50 employees an Office Support B is assigned due to Worksafe Regulations (First Aid Level 2)

Elementary School Staffing

All Elementary schools have the following base staffing:

- Supervision Aides
 - ❖ Reviewed annually between Employee Services and School Services Directors
 - ❖ Minimum allocation 1.5 FTE (small annexes)

Elementary School Staffing

All Elementary schools have the following base staffing:

- Custodial Staff
 - ❖ Based on square footage and terms and conditions of Collective Agreement
 - ❖ Staff are on site early and into the evening

Elementary School Staffing

All Elementary schools have the following base staffing:

- Teaching Staff
 - ❖ Based on enrollment and terms and conditions of Collective Agreement
 - ❖ Class size/composition
 - ❖ Non-enrolling resource
 - ❖ Preparation time
 - ❖ Possible District allocations (e.g. Reading Recovery)

Elementary School Space

Schools have defined spaces as a result of programming as well as available space.

Spaces include:

- ❖ Enrolling classrooms
- ❖ Learning Commons/Libraries
- ❖ Offices (Administrator, School Office, Counselor/SLP etc)
- ❖ Gym (change rooms)
- ❖ Custodial space
- ❖ Multi-purpose rooms
- ❖ Sensory rooms
- ❖ Non-enrolling offices/smaller group spaces
- ❖ Staffroom
- ❖ Computer Labs/Music/Art spaces

Elementary Enrolment

Due to the wide range of enrolment numbers in our schools, programming can be affected in the following manner:

- ❖ Class castings – assigning students to classes can be challenging when there is only one option
- ❖ Extra curricular opportunities
- ❖ Staff Budget – flex budget is dependent on enrollment
- ❖ Administrative support
- ❖ Parent Support
- ❖ Professional Development opportunities
- ❖ Same requirements whether a school of 60 or 777 (School Plan, Ministry reporting etc)

Considerations for Elementary Staffing and Organization

What are the impacts when schools are TOO big or TOO small?

Small School

- Very limited opportunity for organizational options
- Class casting process is restricted
- Few or no specialty staff
- Administrative and office staffing
- OOSC and after school programs limited at annexes (school is closed at 4 pm)
- Extracurricular – very limited opportunities due to low number of students

Large School

- Minimal grade group cohesiveness – function as separate classes rather than a group
- Staff collaboration is challenging with large staffs
- Administration mainly focused on operations - no full time VP
- Access to CST programs is limited
- Fewer students able to participate in competitive sports teams

Discussion – Areas of Consideration

Need clarification?

Anything you want to learn more/ need more information about?

Anything that stands out for you?

Anything missing?



Dinner Break



Please be back at 5:40 PM

Elementary and Secondary Sub-Group Discussions



Key Questions

What are the implications for students and staff when elementary or secondary schools are TOO small or TOO big?

When a school was TOO small or TOO big, how small/big was it (numbers of students)?

Elementary School Group – Dorli Duffy

Jordan Anderson, VDSC

Megan Davies, VEPVPA

Matt Carruthers, VEPVPA

Anne Miller, VESTA

Amanda Hillis, DPAC

Michael Rossi, VSB District Principal –
Educational Planning

Mette Hamaguchi, VSB Director of Instruction
– Learning Service

Rose Finch, VSB Director of HR

Jim Meschino, VSB Director of Facilities

Anne Lee, VSB Educational Planning and
Student Information

Adrian Keough, VSB Director of Instruction –
Educational Programs

Secondary School Group – Susan Rhodes

Angie Haverman, VASSA

Bernie Soong, VASSA

Ricky Huang, VDSC

Terry Stanway, VSTA

Treena Goolieff, VSTA

Skye Richards, DPAC

Chris Wong, VSB District Principal – Educational Planning

Aaron Davis, VSB Director of Instruction – School Services

Carmen Batista, VSB Associate Superintendent – Employee
Services

Shehzad Somji, VSB Assistant Secretary-Treasurer

John Dawson, VSB Director of Educational Planning and
Student Information

Elementary and Secondary Sub-Groups

Large Group Discussion



What were the most compelling themes?

What stood out?

April 20 Meeting #3

Looking ahead to April 20

- What else do you want to know about the ***Seismic Mitigation Program?***
- Think of questions to be explored in preparation for this session.

Scheduling Focus Group/ Survey

May 21 – June 4

Dates? Who? When?

Develop preliminary schedule

Match partner calendars and existing meetings, or

Establish additional dates for Focus Group sessions



Preferred School Size Working Group – Meeting Schedule

Date	Meeting	Focus
February 10	PSSWG Meeting #1	<ul style="list-style-type: none"> Intro, overview, process agreements, base case, research, etc.
March 9	PSSWG Meeting #2	<ul style="list-style-type: none"> School Organization and Staffing Considerations Student Programs and Services
April 20	PSSWG Meeting #3	<ul style="list-style-type: none"> Seismic Mitigation Program Considerations
May 20	PSSWG Meeting #4	<ul style="list-style-type: none"> Financial and other considerations
May 21 – June 4	Survey and Focus Groups	<ul style="list-style-type: none"> Dates and Scheduling
June 15	PSSWG Meeting #5	<ul style="list-style-type: none"> Confirm findings
October 2020	Presentation of PSSWG Report to FPC	

Next Step –
April 20, 2020
PSSWG
Meeting #3

Meeting Objectives

Updates since March 9

Presentation re: ***Seismic Mitigation Program*** by subject matter experts

Discuss above considerations in elementary and secondary sub-groups

Confirm next steps

Next Steps



Prepare meeting summary of March 9 PSSWG Meeting #2 and post on [Preferred School Size Working Group](#) with PowerPoint presentation.

Next PSSWG Meeting – Monday, April 20, 2020, 3:45 – 7:15 PM

Homework

- Working Group members to communicate progress to constituencies and bring additional information to next meeting