



Revisoning Multi Age Cluster Classes

Engagement Summary Report
Delivered by Spur Communication

Executive summary

The District is revisioning its Multi Age Cluster Classes (MACC) to expand services, to align the program with the revised BC curriculum and to increase equity of access. The current MACC model was introduced more than 30 years ago. Although it was forward-thinking at the time, recent peer-reviewed research shows that learners with a Gifted designation thrive in an inclusive, regular classroom setting, rather than being segregated from peers their age.

Although reviewing and revising programs is a standard and an ongoing practice for District learning services, the Vancouver School District (the District) sought public and stakeholder feedback as part of their revisioning process. The District launched a public engagement process to seek feedback from a range of stakeholders about how the updated service model should be implemented. This process included:

Engagement Activity	Engagement Outcome
Hosting two pre-engagement workshops with stakeholders to share information about the proposed changes, listen to participants’ feedback and help shape the broader engagement process.	20 participants engaged in two pre-engagement workshops.
Facilitating four virtual workshops to connect with students, families, teachers, stakeholders, Gifted associations, and MACC alumni to share information about the proposed changes and receive participant feedback about how the District should implement the changes.	311 participants engaged through the four virtual workshops.
Conducting a three-week online engagement survey to share information and gauge the level of support for the proposed changes, as well as receive participant feedback about how the District should implement the changes.	1,535 participants engaged through the online engagement platform, with 1,878 survey visits overall.

Overall, we heard from more than **1,800** members of Vancouver school communities. The majority of participants were parents or guardians of current students, who provided meaningful feedback about the revisioning process and proposed changes.

The following list provides a high-level summary of key findings:

- **73 per cent** of participants supported the proposed revisioning
- Of all the values associated with MACC, most community members value how it helps students **develop life-long skills** like critical thinking, empathy, independence, leadership, problem-solving and social skills - benefits they hope to see replicated in the updated services model
- Of all the diverse ideas submitted for enrichment topics and learning activities, engagement participants **favoured hands-on learning experiences**, whether that be building, implementing, or having an impactful learning opportunity that could prepare them for challenges later in life
- Participants are eager to learn about the **logistics of the pilot program**, including how to apply, how applications will be assessed, how students will transition in and out of their home-catchment schools, whether the pilot might be expanded (for example, to older students or to an online format) and how lessons learned through the pilot will be shared publicly to inform changes year over year

Table of Contents

Executive summary	1
Table of Contents	2
Acknowledgement	3
About the Vancouver School District	3
Supporting Gifted learners	3
Rationale for change	4
Gifted Enrichment Centres	4
Pilot Program	5
Engagement process	5
Applying the IAP2 Spectrum of Participation	5
Promotion and outreach	6
Engagement activities	6
Pre-engagement	7
Engagement	7
Virtual engagement workshops (2022)	7
Online engagement	16
Other feedback received	24
How the District will use your feedback	24
Next steps	24

Acknowledgement

We wish to acknowledge that the Vancouver School District operates on the shared traditional territories of the x^wməθk^wəyəm (Musqueam), skw̓xwú7mesh (Squamish) and səliwətał (Tsleil-Waututh) peoples; and for this, we are thankful.

We would like to thank everyone who participated and provided feedback during the Revisioning Multi Age Cluster Class (MACC) engagement process. We appreciate your time and value your input. The District will use your feedback to inform and update the program to expand services, align the program with the revised BC curriculum and increase equity of access for students across the school district. Thank you for your patience and flexibility as we adapted the engagement process to respond to the pandemic to keep everyone safe while still providing meaningful engagement opportunities.

About the Vancouver School District

The Vancouver School District (District) is a large, urban and multicultural school district committed to providing the highest quality learning experience for all students and helping them reach their intellectual, social and physical potential in a safe, equitable and inclusive environment. The District is among Canada's most diverse public school systems, with an annual enrollment of approximately 49,000 students in kindergarten to Grade 12. In addition, the District provides educational programs and services to full-time adult education students.

Supporting Gifted learners

Gifted programs are designed to support students who have met the criteria for a 'P' designation from the Ministry of Education and show high achievement capability in areas such as intellectual, creative, artistic, leadership capacity, or in specific academic fields and who need services/activities. The District currently has 600 students who have Gifted designations. Gifted students are supported in mainstream classrooms through enrichment opportunities provided by the classroom teacher, and school-based resource teacher, as well as through special education programs. There are five types of special education programs (elementary and secondary) for these learners:

- [Gifted outreach programs](#)
- [GOLD](#)
- [EXEC](#)
- [UBC transitions provincial resource program](#)
- [Multi Age Cluster Class \(MACC\)](#).

While education in the mainstream classrooms have been updated and redesigned through the last several years, the MACC model has remained essentially unchanged since 1988 when it was first introduced. MACC provides academic enrichment and social-emotional support through a conceptually advanced curriculum for students in grades 4 to 7. To attend MACC, students must have a BC Ministry of Education Gifted "P" designation, which is under the umbrella of special education.

There are three MACC classes on the west side of Vancouver and one on the east side of Vancouver.

MACC students leave their catchment school for the balance of their elementary years to attend MACC and as a result, many MACC students attend from grades 4 to 7. There are 80 available spaces in MACC, and currently there are 73 students in the program.

Rationale for change

The current MACC model was introduced more than 30 years ago. Although it was forward-thinking at the time, recent international, peer-reviewed research shows learners with a Gifted designation thrive in a regular classroom setting where teachers (with support) tailor learning to meet the needs of everyone in the class, rather than segregating learners with a Gifted designation from peers their age. There's also been a fundamental shift in the world of education, to make learning more inclusive for all students. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to benefit all students. For these reasons, the District is evolving the MACC service delivery model with learners' needs in mind.

The District is committed to supporting diversity, equity and inclusion while following the BC curriculum in all schools. The revised proposed changes will focus on five pillars of equity:

- **Equity of location:** even distribution of Gifted programs across the District
- **Equity of opportunity:** all students will have equal opportunities to participate
- **Equity of composition:** class composition will be reflective of the diversity in the District
- **Equity of access:** more students will have access to the program
- **Equity of admission:** teacher identification and students' self-identification would help generate referrals

The District is proposing these changes to:

- **Increase access,** from 80 students to more than 700 students
- **Centralize locations** so that every student can be within walking distance to the program
- Improve problem-solving, social and interpersonal skills, especially for students with a Gifted designation
- **Remove testing barriers,** so students no longer require a Ministry of Education Gifted designation
- **Foster student agency,** allowing students the choice to engage in deeper learning opportunities

The District goes into more detail about the rationale for revising MACC in the following resources:

- (Video) [Introduction to MACC Revision, Part 1 of 2](#)
- (Video) [Introduction to MACC Revision, Part 2 of 2](#)
- [Revising MACC](#)
- [Peer-reviewed research](#)
- [Frequently Asked Questions \(FAQs\)](#)

Changes to educational programs are considered operational. As education experts, District staff continually review, revise or adjust programs and service delivery models to meet students' current needs within the changing educational context.

With the above reasons in mind, the District is evolving MACC to an updated service model and changing the name to Gifted Enrichment Centre (GEC).

Gifted Enrichment Centres

There will be four GECs evenly distributed in each quadrants across the District (north, east, south, west). GECs will provide rich, robust and engaging programming and include learning activities currently implemented in the existing MACCs. These activities include hands-on learning, such as building models, conducting experiments and designing

using digital platforms. The GECs will also include project-based learning, field studies and opportunities for students to present and share their new learning with others.

The quality of education will remain the same as before. GECs will continue to meet the needs of students with a Gifted (P) designation, as mandated by the Ministry of Education.

Pilot Program

With four MACCs currently in operation, the District is in a unique position and can use one current MACC location as a pilot GEC site to implement the changes. The outcomes of this engagement, including stakeholders’ hopes for the new program, questions and concerns will be used to design, implement and promote the first GEC pilot.

The pilot GEC will begin in September 2022. The District will assess the pilot program in winter 2022 and report back about the benefits, challenges and any additional changes for the program. All GECs are scheduled to be phased in by September 2025. More information is provided in the [Next Steps section](#) below.

Engagement process

The District is committed to providing meaningful engagement opportunities that are safe, inclusive and accessible. The revisioning MACC engagement was designed and executed with the following priorities:

- Hearing from current students, teachers and stakeholders through a pre-engagement process first to inform and strengthen the broader engagement process for all stakeholders
- Designing a broader engagement process to hear from everyone, including current students, alumni, families, formal stakeholder groups in the District, teachers and community members - and including students and families of students who may or may not have a Gifted designation with experience in MACC or not
- Focusing on written feedback from participants, mitigating barriers that can come from an oral process

This report summarizes what we heard, and how the District will use this feedback to implement GECs.

Applying the IAP2 Spectrum of Participation

The engagement process reflected the International Association for Public Participation (IAP2) best practices. The District engaged students and formal stakeholders at the ‘involve’ level of the spectrum during pre-engagement to obtain feedback about how the broader engagement process should be designed.

Inform	Consult	Involve	Collaborate	Empower
We will keep you informed about the engagement process.	We will listen to your concerns and aspirations, and share how you influenced the engagement process.	Your feedback will directly inform the engagement process.	Your ideas will be incorporated into the engagement process to the maximum extent possible.	You decide what happens with the engagement process. We implement.

The District executed the broader engagement at the ‘consult’ level to obtain feedback about how GECs should be implemented. The District has consulted with its stakeholders “to obtain feedback on analysis, alternatives and/or decisions” to understand how the public would like to implement GEC.

Inform	Consult	Involve	Collaborate	Empower
We will keep you informed about how the GEC program was implemented.	We will listen to your concerns and aspirations, and share how you influenced the implementation of GEC.	Your feedback will directly inform the GEC program, and we will share how you influenced the decisions.	Your ideas will be incorporated into the final decision about GEC to the maximum extent possible.	You decide what happens with the GEC. We implement.

Promotion and outreach

The District used three mechanisms to invite public and stakeholder participation:

1. **Direct to community outreach.** The District developed and distributed five rounds of email communication, outlining details of the pre-engagement stakeholder workshops, four virtual public workshops and a three-week online engagement survey.
2. **Website updates.** The District published online materials that outlined both the proposed MACC changes and engagement details (including the four virtual workshops and the online engagement survey). The MACC section of the District website had 1767 visits and the online engagement survey had 3700 total visits.
3. **Social media.** The District developed and distributed social media posts across Facebook, Twitter and Instagram, this included supplemented posts through Facebook and Instagram advertising. These drove participation in both the virtual workshops and the online engagement. The social media materials reached 99,100 users within the 23-day online engagement period. Of those, 1632 users visited the online engagement site and 1535 users completed the online engagement survey.

Engagement activities

The District held two types of engagement activities:

- **Pre-engagement** to shape the engagement process to the boarder community, and
- **Engagement** to influence how the GECs should be implemented.



Overall, there were 1,866 participants in the engagement. The majority of participants were parents or guardians of current Vancouver students, and some participants were from the MACC community, particularly current and former students and their family members.

Pre-engagement

In December 2021, the District held two pre-engagement workshops with different stakeholders to preview the GEC service model and obtain their feedback about the planned engagement to the broader community. The District invited all formal stakeholders (11), Gifted specialist teachers (4), Gifted outreach program teachers (2), and MACC students to attend these workshops. As a result, the following stakeholders and representatives attended:

- 11 current MACC students
- Two current MACC teachers
- Seven representatives from formal stakeholder groups

We provided an overview of proposed changes during the pre-engagement workshops, asked for information about values pre-engagement participants had about MACC, desired topics and learning activities, and asked for feedback about the upcoming, wide-scale engagement process.

As mentioned above, this portion of our program was executed at the 'Involve' level. Participants outlined their preferred topics, learning activities, and session lengths. This information was embedded into the broader engagement program. As such, participant feedback helped inform the process for the broader engagement in winter 2022. You can find a link to the pre-engagement report [here](#).

Engagement

Because of changing recommendations related to the COVID-19 pandemic, the District shifted to host digital engagement platforms only. To ensure people had meaningful opportunities to learn about the program and share their feedback, the District hosted four virtual workshops and invited people to complete an online engagement survey.

Virtual engagement workshops (2022)

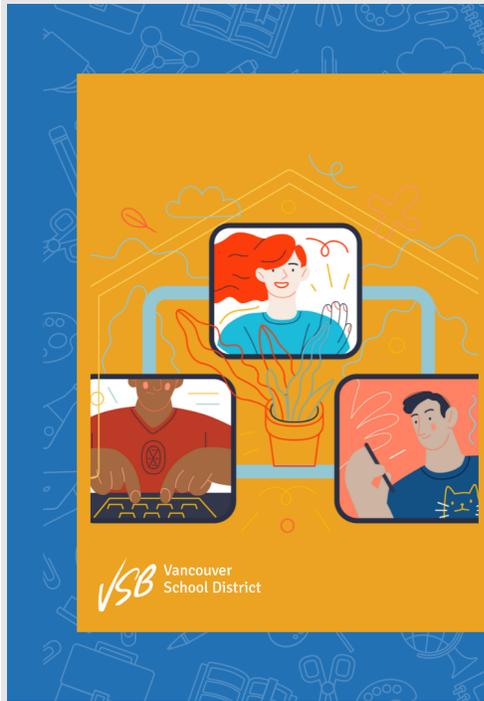
The District hosted four virtual engagement workshops between January 18 and 27, 2022, to share information about MACC, answer questions, and receive feedback. Overall, 311 people attended all four sessions (combined). The feedback we received for consideration is reflected below.

The District asked participants for feedback and input about

- The values they would like to see carried forward in GECs
- What subjects could be taught
- How they could be taught
- Ideal session length

Values of the current MACC

Based on input gathered in the pre-engagement sessions, the engagement outlined features what students, their families, alumni and teachers valued about the current MACC service model. We asked participants the following:



MACC values

MACC has impacted people positively throughout the last 30 years. Below are some of the values current program students and other stakeholders have said they'd like to see carried forward into the revised Gifted Enrichment Centres.

- **Building practical life skills through the program.** This might include improvements to students' communication skills and confidence.
- **The opportunity to grow and excel.** This describes creating a challenging environment that can accelerate learning through creative thinking and problem-solving.
- **Exploring multiple topics.** This relates to students' desires to be well-rounded and explore various learning topics, not just the ones they are especially good at.
- **Sense of community.** This value is about building connections with students who have similar interests and can foster long-term friendships.

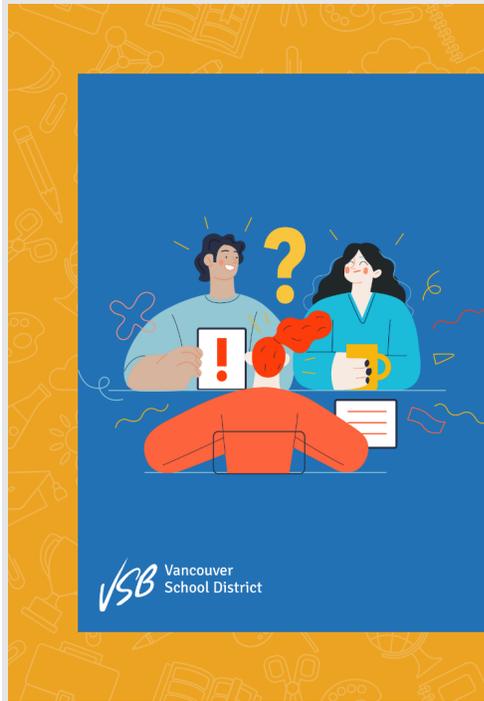
What features and values do you want to see in the new GEC?

In addition to these, participants offered the following values below, some of which are duplicated and amplified from the list above:

- MACC fosters a sense of belonging and community among students; the current length of the program allows students to build trust and strong bonds with one another and their teachers
- MACC supports students' growth and development by offering additional learning topics and opportunities
- MACC provides emotional and one-on-one support to students
- MACC supports and fosters life-long skills like critical thinking, empathy, independence, leadership, problem-solving, social skills, etc.
- Workshop participants appreciate the teachers and the level of understanding they bring to their work to meet the emotional and educational needs of students
- MACC challenges Gifted students and empowers them to take ownership of their learning

Topics and learning activities GEC should consider offering

As part of this engagement, the District asked for feedback about learning topics and activities the updated GEC service model should consider offering. Participants shared more than 100 different ideas. Regarding topics, we asked the following:



Enrichment topics

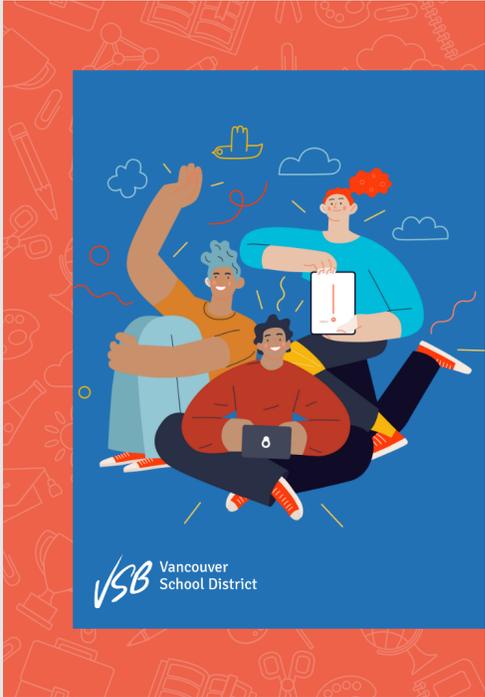
We are considering the following enrichment topics. Although we will explore many options, we want to know what our community is most excited about. **Please review the list here carefully.** In addition to the topics outlined here, what other topics would you like the District to explore?

- Architecture
- Animation
- Arts & crafts
- Chess and game strategy
- Coding
- Debate
- Drama
- Digital music production
- Engineering
- Film
- Grammar
- Indigenous programs, including drumming, singing and storytelling
- Literature, reading & writing
- Math
- Minecraft
- Music and music theory
- Poetry and rap
- Science
- Screenplay writing
- Solving history's mysteries
- Technology
- The human body
- The physics of sports
- The physics of flight
- The science and art of photography
- Visual art

The requested topics that came up most through the workshops are listed below.

- Advocacy, activism
- Artificial Intelligence and machine learning
- Business
- Career exploration and workplace visits
- Circular economy
- Climate action, environmental protection, conservation
- Coding
- Cooking
- Computer sciences
- Conflict resolution
- Critical thinking
- Current affairs
- Data sciences
- Debate
- Digital art
- Different cultures
- Entrepreneurship
- Ethics and values
- Finance, budgeting and investment
- Food systems
- Geology
- Geography
- Global health
- History
- Human rights
- Indigenous knowledge and ways
- Law
- Linguistics of living
- Mathematics
- Mental health and wellness
- Nature
- Oceanography
- Outdoor learning
- Performance arts
- Philosophy
- Physics
- Politics
- Psychology
- Public speaking
- Religion
- Robotics
- Sciences
- Social justice
- Social skills
- Space, astrophysics, astronomy
- Trade skills
- Urban planning
- Visual arts
- Web development
- World studies
- Writing (storytelling, poetry, journalism)

Regarding learning activities, we asked the following:



Learning activities

Students learn through a wide range of activities. We will be exploring several activity options. That said, we want to know what activities you are interested in seeing at the Gifted Enrichment Centres. **Please review the list here carefully.** In addition to the activities outlined here, what other activities would you like the District to explore?

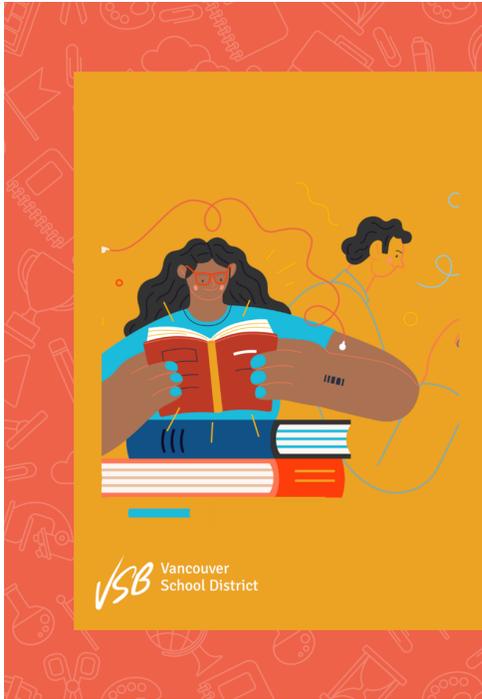
- Board game design
- Broadcasting and digital media
- Carving
- Debating
- Drumming
- Entrepreneurship
- Experiments
- Field studies
- Heritage fairs & special exhibitions
- Independent research
- In-residence programs
- Learning with your hands
- Logic puzzles
- Math-based activities, such as Mathematica, contests, weekly problems
- Movie making and directing
- Plant-based activities
- Play design and performance
- Hands-on problem solving (e.g. escape rooms and break-in boxes)
- Puzzle design
- Science fairs
- Songwriting
- Team building
- Video games

The requested learning activities that came up most through the workshops are listed below.

- Activities that offer hands-on learning
- Activities that encourage community participation and community building
- Art shows
- Building and disassembling objects
- Career development
- Chess competitions
- Debate competitions
- Digital learning
- Dragon den type activities
- Exposure to different cultures
- Drama
- Field trips
- Group projects
- Intergenerational activities
- Internships
- Learning through play (e.g., Jeopardy, Minecraft, etc.)
- Math Olympics
- Mentorship opportunities
- Mock trials
- Model UN
- Learning from individuals with lived experiences
- Outdoor/nature-based learning
- Podcasts
- Preparation for higher education
- Public speaking
- Robotics competition
- Roleplaying activities
- Science fair
- Spelling bee
- Volunteer opportunities
- Web development
- Worksite visits

Length of session

The evolved GEC service model includes changes to the length of the sessions. We provided three options with the table below and asked participants to share their preferences with us.



Program length

Timeframe	Pro	Con
4 weeks • 9 sessions / year • ~ 1,000 students / year	The most sessions per year, so the most students have access to enriched learning	Less time to deliver content means the learning cannot delve as deeply
6 weeks • 6 sessions / year • ~ 700 students / year	Research shows this is the optimal length of time for enriched learning Long enough for deeper learning and short enough to reach more students	
8 weeks • 4 sessions / year • ~ 450 students / year	Could delve deeper or more comprehensively into a topic	Deliver the least number of sessions per year, meaning the fewest number of students can access enriched learning

This table outlines responses from participants in the workshop.



Feedback and questions received from participants

Other than providing feedback about how GECs should be implemented, the District invited workshop participants to share their ideas, concerns and questions about the change. All participants were invited to share their thoughts openly on an online whiteboard tool or in the video conferencing chat function. During the workshop facilitators continuously reviewed the questions and comments in the chat function, then held approximately 15 - 20 minutes at the end of the workshop to address themes and topics that came up most often across participants. We have summarized what we heard below.

Participants like...

- That the program will be offered in more schools
- The shorter sessions, as they would allow students and families to determine if the GEC is a good fit
- That the program would expand to include more students while meeting diverse student needs
- The removal of barriers to access the program
- That students who are not Gifted but need enriched learning will have access
- That this new model will offer more learning opportunities and topics to more students
- That MACC is being updated to reflect current research and best practice

- The walkability and access to the updated GEC centres

Participants shared concerns about...		
Theme	Comments	Action taken and next steps
Meeting the needs of all learners	<ul style="list-style-type: none"> • The expanded program might not meet the social-emotional needs of Gifted learners • Teachers won't be able to support students transitioning in and out of classroom learning easily • While the updates to MACC will create more equitable access, it's taking it away from students with special needs like Giftedness • There will be disruption to home routines while students attend the updated program, especially around afterschool care and switching learning locations throughout the school year • There will be disruption to students transitioning between GECs and catchment schools 	<p>During the engagement, District staff explained that while the service delivery model of MACC and GECs is very different, both represent practices within Gifted education. Further, both meet the Ministry of Education requirement of services above and beyond the curriculum for students with P (Gifted) designations.</p> <p>District staff also advise that while MACC has always been a program designed for students with a P (Gifted) designation, MACC was not designed for students who are designated as Twice Exceptional and is not a Twice-Exceptional program.</p> <p>Next steps: We recommend that the District create and share a framework for successfully transitioning students in and out of GECs and catchment schools, with teachers and other educational stakeholders, as part of the 2022 GEC pilot.</p>
The rationale for change	<ul style="list-style-type: none"> • Participants questioned the research used to inform the proposed changes 	<p>During the engagement the District shared they had conducted a comprehensive analysis of 60 relevant peer-reviewed studies, including local research (from UBC and SFU) and national and international studies within the fields of Gifted education and special education. A sample of the research is available on the District's website.</p> <p>District staff indicated they vetted the authors to ensure they were reputable with fair and unbiased research. They concluded that the most up-to-date research supports the GEC model, especially when examining</p>

		the inclusion of diverse (and neuro-diverse) learners. District staff concluded the research emphasizes the importance of a caring mainstream classroom community as being the most effective in building a sense of belonging, in addition to core competency skill-building in students.
The engagement process	<ul style="list-style-type: none"> • The engagement was too fast, and the District could have engaged earlier in the process • The engagement wasn't inclusive to those who aren't familiar with Zoom • The process the District is using to determine changes to the program isn't clear • Questions around whether the District is engaging teachers about MACC changes 	<p>A summary of the engagement design process and rationale is provided above.</p> <p>Next steps: This report – along with the pre-engagement report previously produced – will help inform the design of the GEC pilot in 2022.</p>
Students access to, and experience in, the new program	<ul style="list-style-type: none"> • MACC and the GEC are separate programs that cater to different needs • Whether the program will be accessible as the District pilots the changes • Students won't have the same opportunities to bond and form relationships with teachers and other students with shorter sessions 	<p>During the engagement, District staff explained the current MACC model is not aligned with the redesigned BC curriculum, however, GECs represent current and inclusive best practices. That the two models are different illustrates the discrepancies between an older program model (MACC) and the modern approach now proposed (GECs).</p> <p>Next step: We recommend the District develop and share a straightforward application process and accessibility criteria for the new GECs, as part of the 2022 pilot.</p>

Participants asked about...		
Theme	Questions	Actions taken and next steps
Access to the new program	<ul style="list-style-type: none"> • Can this program be offered at every school to improve student access? 	During the pilot year, the Gifted Enrichment Centre will be offered at one school site.

	<ul style="list-style-type: none"> • Is there an opportunity to offer MACC online? • Is a similar pilot program being offered to younger or high school students? 	<p>The District is currently working on a plan to identify the site for this pilot program.</p> <p>The District advises all student learning is currently only offered in person, and as such there will not be online programming for GECs.</p> <p>At this time, the District will pilot the GECs for students in Grades 4-7 for the 22/23 school year.</p>
The pilot program	<ul style="list-style-type: none"> • Can the District keep MACC while they pilot the GEC program and evaluate its success? • How will you measure the success of the pilot program and determine success? • What will happen to the other MACC centres while the updated program is piloted? 	<p>The District is launching the first GEC as a pilot in fall 2022. During this process, the remaining three MACCs will continue to be operational.</p> <p>Next steps: Based on feedback from the engagement workshops, the District advises intake for students in grades 5-7 will continue for the current MACCs for September 2022—referrals from schools are currently being received by District Learning Services. Students who will be in Grade 4, 5, 6, and 7 in September 2022 can be referred to the pilot GEC by school teams. All referrals are submitted to District learning services department by a student’s catchment school.</p> <p>More information regarding the referral process will be provided to schools when they become available. Students who are currently in grades 3 to 6 will be eligible for referrals to be submitted to District learning services in spring 2022 for GEC placements for the coming school year.</p>
Parent involvement	<ul style="list-style-type: none"> • Are there opportunities for parent involvement in the GEC? 	<p>The District welcomes students, parents and community to provide feedback during the pilot model.</p>
Program details	<ul style="list-style-type: none"> • Will students attending GECs have their spots held in the catchment school? 	<p>During the engagement District staff explained students attending GECs will keep their spot in the catchment school.</p>

	<ul style="list-style-type: none"> ● Who will be teaching the updated GECs? ● Will the GECs prepare students for high school? ● How will regular classroom teachers support Gifted students when they're in the classroom? ● Has the District ever evaluated the current MACCs? And if so, what were the results? ● How many students can be in each session? ● Will SSA/EAs attend with students who also have special needs and commonly work with an EA? 	<p>Up to 30 students can be in each session at GEC.</p> <p>District staff also explained the GECs will complement and enhance the curriculum being offered in the mainstream classroom setting. Mainstream classroom teachers work actively to prepare Intermediate students for secondary school.</p> <p>Any student that requires support, as identified in their Individualized Education Plan, will continue to receive support in GEC.</p> <p>Next steps: The District advises that following standard staffing timelines, staff logistics for GECs will be finalized in late spring.</p> <p>Staff also indicate District special education programs are reviewed on a regular and ongoing basis to ensure that they represent current best practice and offer the greatest opportunities for inclusion.</p>
<p>Program admission and intake</p>	<ul style="list-style-type: none"> ● What are the criteria for students attending GECs? ● Will the GECs be multi-age/grade? What will the groupings be? Or are they based on ability and interest? ● Will a school psychologist be consulted as part of this process to develop the GECs? ● Will intake continue for MACC to 2025? 	<p>During the engagement, District staff explained GECs will be multi-age students from Grades 4-7.</p> <p>Unlike the current model where referrals are generated based in large part on findings from a psychoeducational assessment or other standardized testing, the revised model provides a flexible referral system, encouraging more students to attend the enrichment centre.</p> <p>The revised program is designed for students with demonstrated ability and an articulated desire to engage in deeper learning about a given area. Any student from Grade 4 to 7 can be referred by the school team; self-referrals and parent referrals will also be considered, with school team support. Students who</p>

		<p>demonstrate an interest, passion, and aptitude in a topic can access the programming offered.</p> <p>Next steps: The District advises that as with all special education programs in the District, the learning services department will collaborate on the implementation of programming.</p>
<p>Costs & finances</p>	<ul style="list-style-type: none"> ● About the cost of the current program and how does it compare to the cost of the updated program? ● Can the District keep both programs - the MACC and GEC? 	<p>During the engagement, District staff said the District is in a unique position to pilot a program for the 22/23 school year. There are no increased associated costs with the pilot.</p> <p>Staff also explained the MACC model is not aligned with the redesigned BC curriculum. The current MACC model, segregating students, is not best practice anymore. They indicated the new service delivery model represents current and inclusive best practice. The two models differ significantly because the MACC model required updating to reflect the move from segregation to inclusion.</p> <p>The District said it is evolving the program to be in line with today's curriculum, introduced by the Ministry of Education in 2016. They explained the shift in today's education focuses on concepts instead of content, on how to learn rather than what is learned, and, on developing critical thinking skills in place of memorization. The District is moving towards a service delivery model that meets the current needs of students within the changing education context, with meaningful inclusion for all students at the forefront.</p>

Online engagement

The online engagement was open from January 18 to February 8, 2022, at engagevsb.ca/MACC. The following section summarizes the feedback from the questionnaire, which received 1535 responses.

The District asked participants for feedback and input about

- What subjects could be taught
- How they could be taught
- Ideal session length

Online engagement results & feedback

This section outlines what was asked through the online engagement and an overview of how participants responded.

1. MACC has impacted people positively throughout the last 30 years. Below are some of the values current program students and other stakeholders have said they'd like to see carried forward into the Gifted Enrichment Centres.

- **Building practical life skills through the program.** This might include improvements to students' communication skills and confidence.
- **The opportunity to grow and excel.** This describes creating a challenging environment that can accelerate learning through creative thinking and problem-solving.
- **Exploring multiple topics.** This relates to students' desires to be well-rounded and explore various learning topics, not just the ones at which they are already excelling.
- **Sense of community.** This value is about building connections with students who have similar interests and can foster long-term friendships.

The District asked participants to indicate how much they agreed or disagreed with these values. The following table displays the results from this question.



2. Are there other values you would like to see carried forward into the updated program?

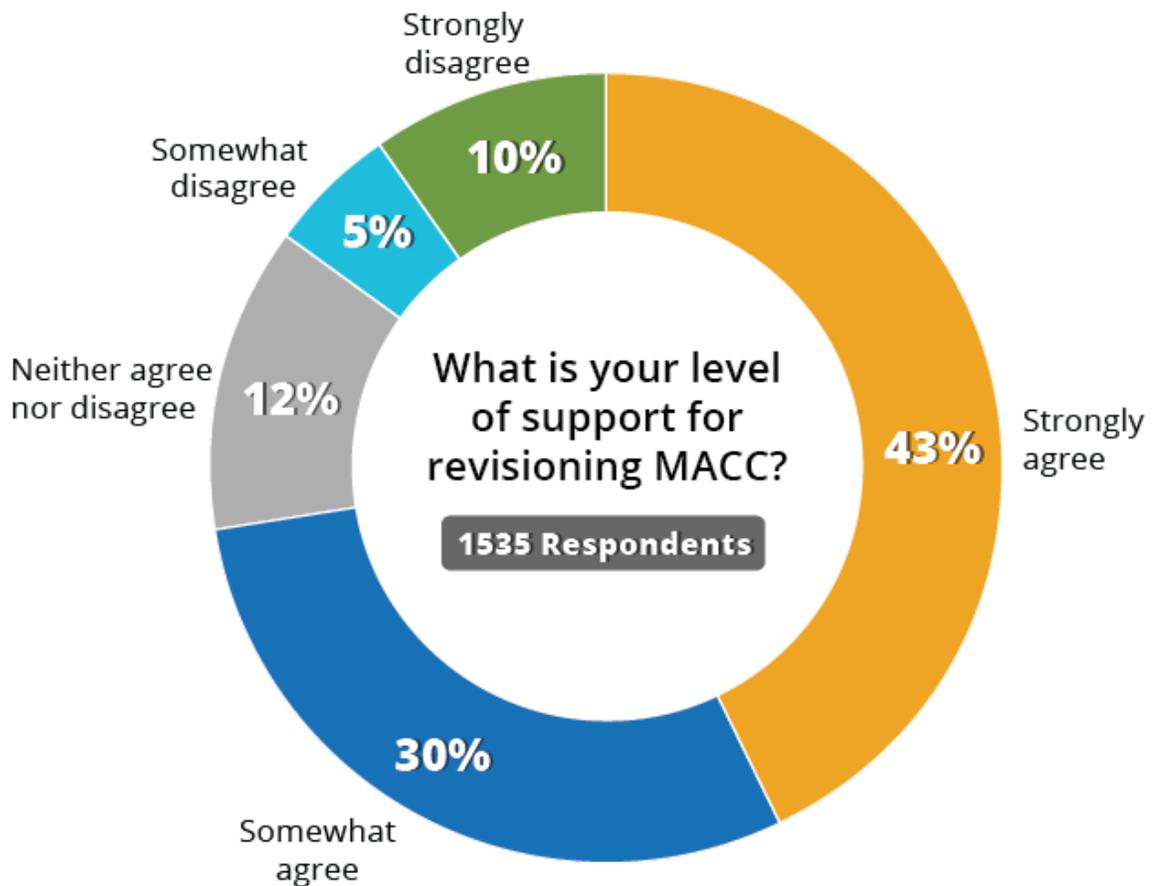
We received 708 responses to this question. The following table summarizes what we heard below.

Themes included:	
Learning experiences that, while catered to students' needs, also promote well-roundedness	<ul style="list-style-type: none"> • Students are empowered to take ownership over their learning by exploring different topics, different styles of learning and different opportunities • Supporting individual student development through learning plans that cater to students' strengths, learning style, cognitive ability and sensory needs • Opportunities for students to try different thinking and learn about their strengths, what makes them happy, and skills they would like to develop and improve

<p>Developing essential life skills and fostering life-long learning</p>	<ul style="list-style-type: none"> ● Opportunities for students to apply learnings from MACC and apply them in their communities, jobs and at home ● Supporting and fostering life-long skills like critical thinking, empathy, independence, leadership, problem-solving, social skills, etc. ● Emphasis on mental health and wellness, such as healthy coping skills, self-compassion, stress management, etc. ● Prepares students for higher education ● Offers a diversity of relevant learning topics and prepares students for the future, such as programming and coding, robotics, finances and investing, digital arts, media, etc. ● Offer opportunities for international exchange
<p>Improved equity and accessibility of the program itself</p>	<ul style="list-style-type: none"> ● The GECs will create more equitable access for more students, but the change will take support away from students with special needs like Giftedness. Some participants would rather the District offer both programs ● The term “Gifted” is exclusionary and leads to excluding other students from accessing programs like MACC ● Removing barriers and creating a safe and emotionally supportive space for students to be themselves, learn and connect with their peers and teachers
<p>Improved opportunities to explore equity, diversity, justice and inclusion within the program</p>	<ul style="list-style-type: none"> ● Learning opportunities that encourage students to explore different learning topics through a different lens, such as diversity, equity, justice, etc. ● Opportunities to connect with others from different cultures, socio-economic backgrounds, religions and languages to build acceptance
<p>Cultivating a challenging learning environment</p>	<ul style="list-style-type: none"> ● Offering different learning models such as group work, learning through play, outdoor learning, field trips, worksite visits, competitions, etc. ● Opportunities for students to challenge themselves
<p>Others</p>	<ul style="list-style-type: none"> ● Opportunity to connect with other students who have similar interests ● Offer more resources and support to parents/guardians to better help them understand the options available for their children ● A MACC program for Indigenous students, grounded in Indigenous knowledge and ways of life ● Fosters continuous learning ● The currently proposed lengths for sessions will be disruptive to the continuity of learning and building community

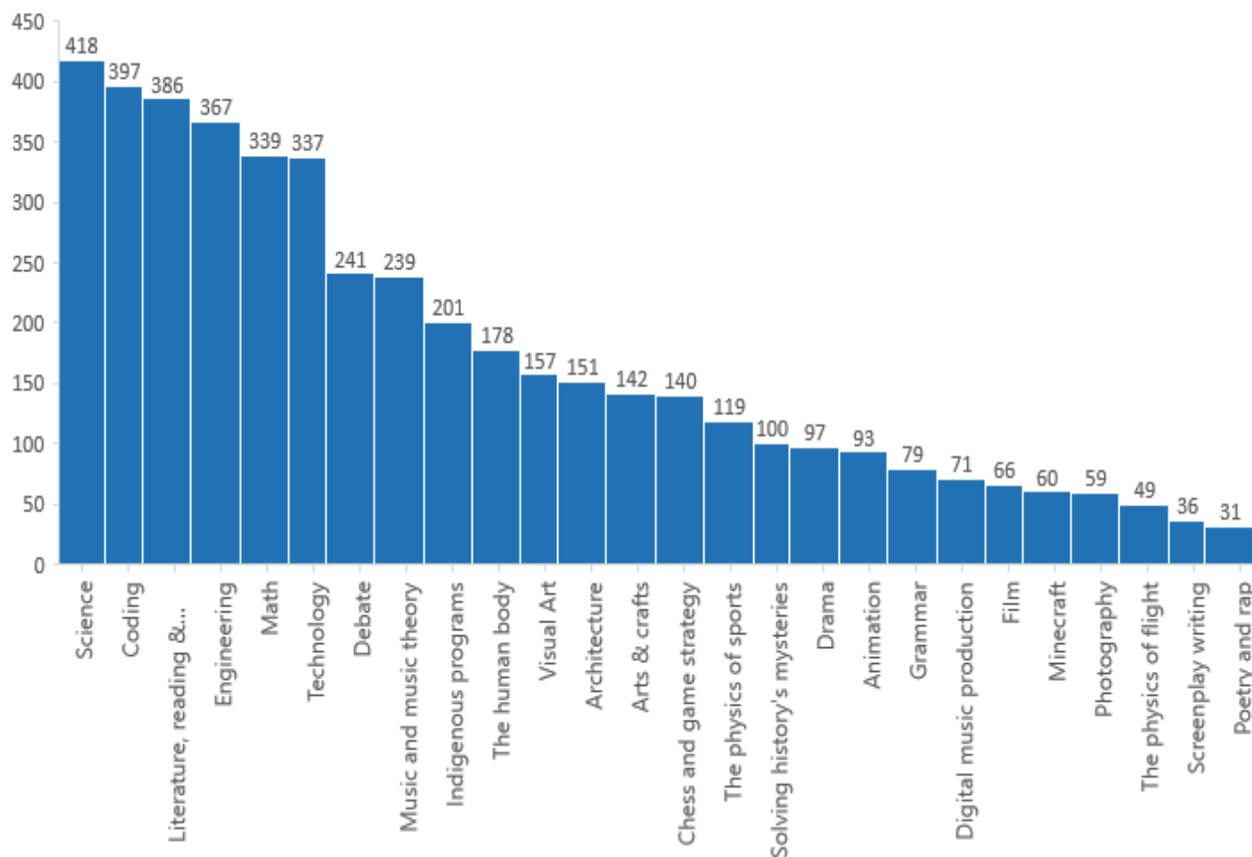
3. Given the rationale and information presented, what is your level of support for revising MACC?

The online engagement asked participants to indicate their level of support. The following graphic outlines participant responses to this question.



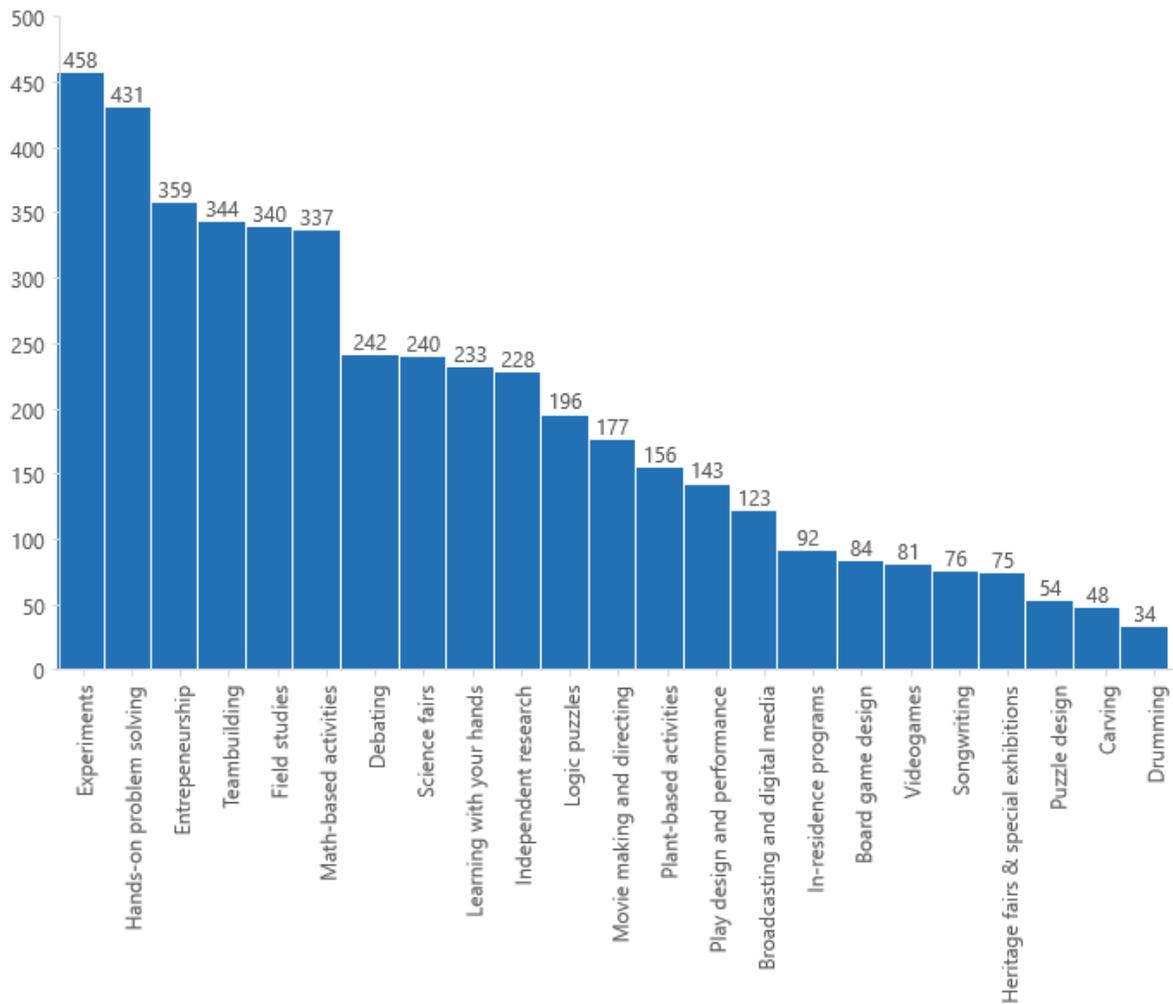
4. As part of this engagement, we want to hear what enrichment topics you would like to see as part of the revised program.

The online engagement outlined several potential enrichment topics. The platform then asked participants to check the top three topic options about which they were most excited. The following graph provides an overview of the most supported topics.



- Students learn through a wide range of activities. We will be exploring several activity options. That said, we want to know what activities you are interested in seeing at the Gifted Enrichment Centres. You'll have the opportunity to provide more options in the next question as well.

The online engagement outlined several potential learning activities. The platform then asked participants to check the top three learning activities about which they were most excited. The following graph provides an overview of the most supported learning activities



6. The District is exploring three lengths for the new Gifted Enrichment Centre programs: four, six or eight weeks.

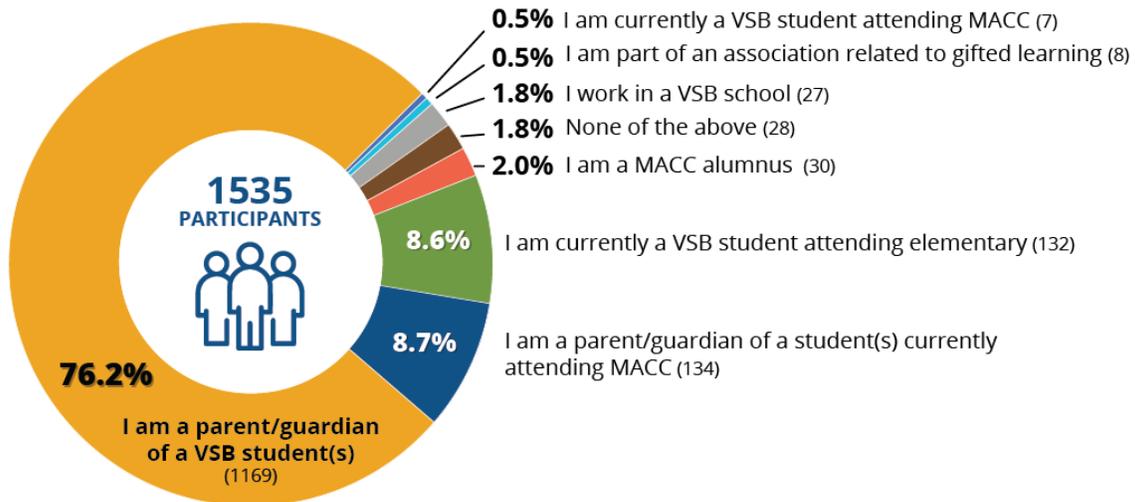
Research - including a ten-year study on these types of programs - shows six weeks is the optimal timeframe. It offers an enriched learning experience where students can also sustain their interest and attention. It would also allow the District to reach many more students. For these reasons, it is recommended.

The District asked participants to denote their preferred program length. The following table displays the findings.



7. Which statement best describes you?

We asked participants to self-identify within the following categories. The following graphic provides an overview of the response data.



8. What is your catchment school?

We asked participants to identify their catchment school, if applicable. There was at least one participant from every catchment school in the District. The schools with the most participation were Norma Rose Point (58 or 3.8%), Kerrisdale (41 or 2.7%), Laura Secord (40 or 2.6%), Hastings (37 or 2.4%) Crosstown and Selkirk (both with 35 or 2.3%).

The following table provides an overview of the number of responses.

Bayview	34	Franklin	4	Magee	3	SD39 DL Elementary	1
Beaconsfield	11	Fraser	25	Maple Grove	29	Laura Secord	40
Britannia Elem.	21	Gladstone	4	Maquinna	11	Selkirk Annex	2
Britannia Sec.	1	Begbie	9	McBride Annex	2	Selkirk	35
Brock	23	Gordon	31	McBride	16	Sexsmith	17
Bruce	9	Grandview	8	McKechnie	12	Seymour	6

Byng	5	Grenfell	11	Moberly	8	Shaughnessy	13
Carleton	1	Hamber	7	Mount Pleasant	15	Southlands	6
Carnarvon	9	Hastings	37	Nelson	28	Strathcona	22
Cavell	21	Henderson	17	Nightingale	20	Tecumseh Annex	1
Champlain Heights Annex	7	Jamieson	22	Norquay	25	Thompson	1
Champlain Heights	8	John Oliver	2	Oppenheimer	28	Thunderbird	9
Churchill	9	Kerrisdale Annex	3	Osler	15	Tillicum	7
Collingwood	10	Kerrisdale	41	Point Grey	5	Trafalgar	23
Cook	6	Killarney	9	Prince of Wales	1	Trudeau	9
Crosstown	35	King George	8	Queen Alexandra	12	Tupper	1
Cunningham	13	Kingsford-Smith	11	Queen Elizabeth Annex	3	Tyee	4
Dickens Annex	4	Kitchener	10	Queen Elizabeth	17	University Hill	21
Dickens	25	Kitsilano	15	Queen Mary	18	University Hill Sec.	1
Douglas Annex	5	Laurier	21	Queen Victoria Annex	2	Van Horne	19
Douglas	16	L'Ecole Bilingue	15	Quilchena	15	Vancouver Technical	6
Quesnel	8	Livingstone	13	Renfrew	26	Waverley	8
Carr	16	Lloyd George	10	Roberts Annex	12	Weir	10
False Creek	27	Lord	14	Roberts	23	Windermere	2
Fleming	17	Maccorkindale	6	Tecumseh	11	Wolfe	26
Elsie Roy	21	Nootka	14	Templeton	7	Not applicable	25
Hudson	26	Norma Rose Point	58	Tennyson	22		

Other feedback received

This report provides an analysis of feedback gathered through the formal engagement channels outlined above (four digital workshops and a three-week online engagement survey). In addition to these processes, some students, families and community members shared feedback about the revised GEC model in other ways, including:

- Presenting as delegations to a Special Board/Committee of the Whole meeting of Vancouver School Board trustees on January 24, 2022 and February 23, 2022
- Sending emails to trustees and District staff
- Posting on social media

Many of those who shared feedback in these informal channels also attended one, two, three or all four of the digital workshops.

How the District will use your feedback

The District will use the feedback received during this engagement process to help inform how GECs should be implemented while ensuring it is aligned with the BC curriculum and increase access for all students across the District.

Based on feedback from the engagement workshops, intake for students in grades 5-7 will continue for the current MACCs for September 2022. Students in grade 4 and grades 5,6, and 7 can be referred to the pilot Gifted Enrichment Centre at student, teacher and parent request. All referrals are submitted to District learning services department by a student's catchment school.

Based on results from this engagement, the GECs will provide six -week programs focused on one topic through multiple learning activities. Students may attend GECs numerous times throughout the year, as many as they would like.

Feedback from the most popular topics and learning activities identified in the engagement process will be incorporated into future GECs, pending that they also have educational value and can meet core competency guidelines.

Next steps

This report will be posted on the District website and presented to trustees and stakeholders through the Student Learning and Well-Being Committee on March 2, 2022.

The District is currently finalizing administrative logistics for the pilot GEC and will begin intaking students from April to October.

The pilot GEC will begin in September 2022 and the District will reassess the program in winter 2022. All GECs are scheduled to be phased in by September 2025, implementing one centre per year.