

APRIL 19, 20, 21, 27, 28

PROPOSED CLOSURE OF QEA

community dialogue session

Territorial Acknowledgement

INTRODUCTIONS

Jessica Delaney

» Facilitator

Jenn Goodwin

» Co-Facilitator

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» Co-Facilitator

David Nelson

» Deputy
Superintendent,
VSB

OUR VALUES

Respectful dialogue

Hear from all voices

Spirit of community

Speak only for ourselves

AGENDA

- » Introductions, Operating Values, Agenda Review
- » **Poll:** Who is joining the conversation today
- » **Review:** Where are we now
 - » **David Nelson, Deputy Superintendent, VSB**
 - » Process & requirements: VSB Policy 14
 - » Q&A – clarification (10 minutes max)
- » **Engagement goal:** Why we're here today
- » **Your feedback:** Roundtable discussion
 - » 45 minutes – 60 minutes
- » Next steps

POLL...

... Who is in the room today?

» In the Zoom poll, let us know your primary interest in QEA and the proposed closure.

WHAT IS BEING CONSIDERED?

The Board is considering the closure of QEA effective June 30, 2023.

If the Board decides to close QEA students could be relocated, as a group, to either Ecole Jules Quesnel (JQ) or Queen Elizabeth Elementary (QE).

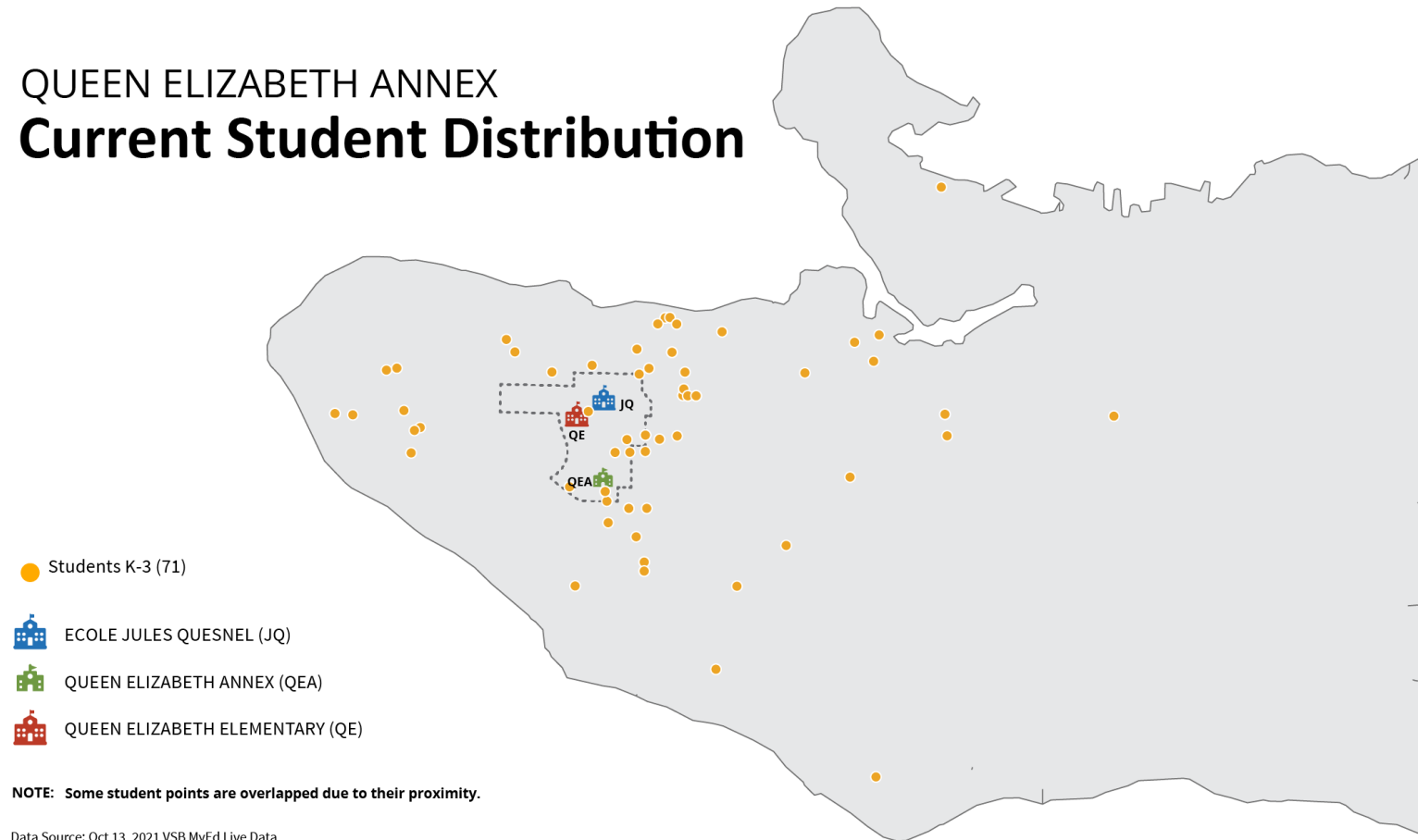
DISTRICT CONTEXT

Increase in Vancouver's overall population.

Decrease in school-aged population and enrolment.

This trend has been happening since 1997.

QUEEN ELIZABETH ANNEX Current Student Distribution



ABOUT QEA

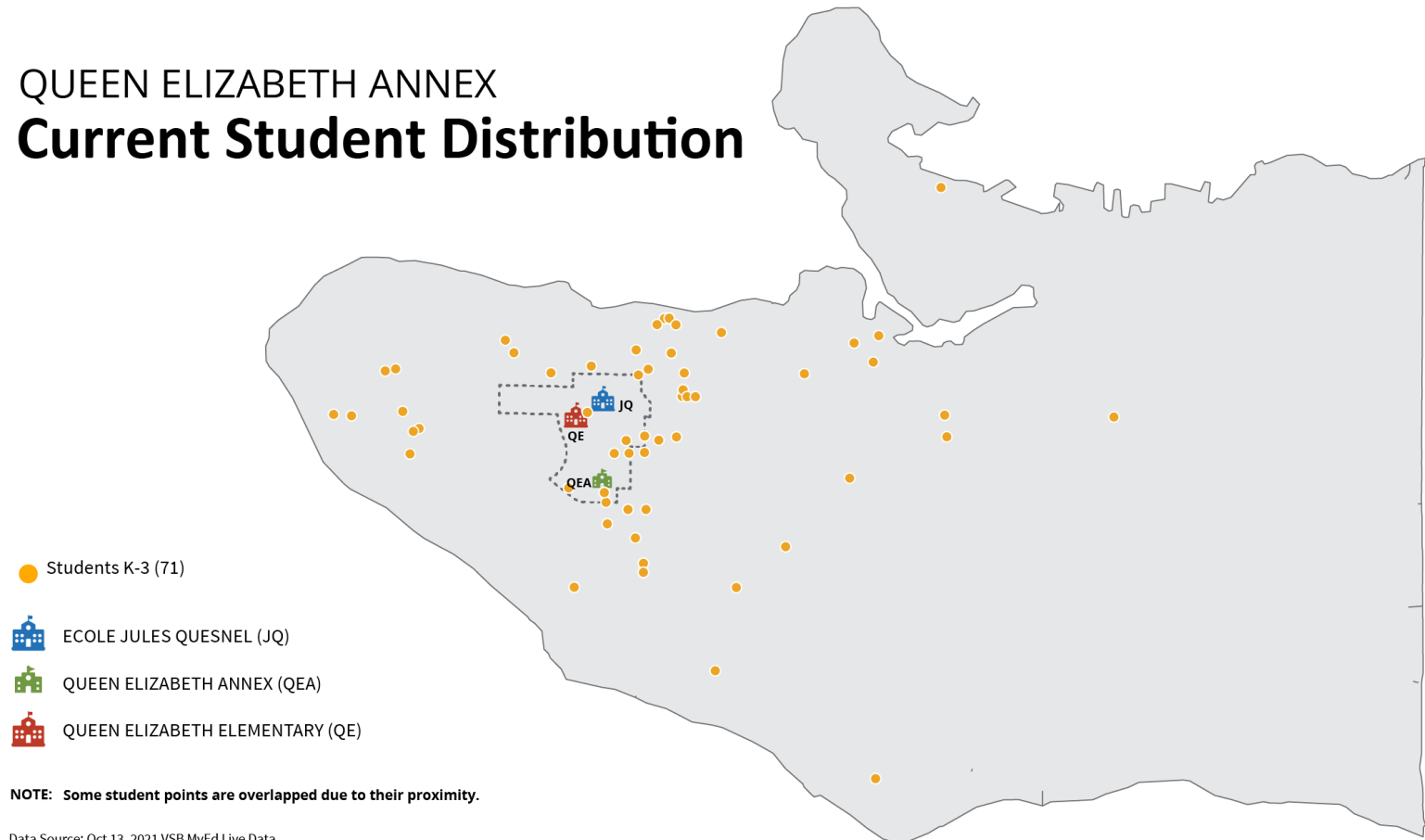
QEA and JQ form one French immersion program for K – 7 students.

- JQ offers K-7 French immersion programming
- QEA offers K-3 French immersion programming.

QEA students continue French immersion program at JQ for grades 4-7.

QEA enrolls students from across the District; it does not serve a neighbourhood catchment area.

QUEEN ELIZABETH ANNEX Current Student Distribution



ABOUT QEA

- One story annex built in 1964
- Interior space – 5 classrooms, 1 multi-purpose room, 2 resource rooms
- Accessibility – QEA is wheelchair accessible, and has an accessible washroom
- Outdoor space – 1.5 ha
- Seismic rating High 3

POLICY REQUIREMENTS

Rationale for the proposed closure, including, but not limited to the pertinent facts and information related to the factors identified within the policy;

The timing of the proposed closure and the implications for the placement of students;

Possible alternative community use for all or part of the school.

RATIONALE

Primary

1. Responsible use of resources to benefit all students
2. Prioritize student learning

Other considerations

3. Student safety
4. Potential revenue
5. Legal proceedings

ADDITIONAL CONSIDERATIONS

6. Access to French immersion
7. Current and forecast enrolment

1. RESPONSIBLE USE OF RESOURCES

QEA has high operating costs.

The average cost per student to operate QEA is estimated to be 40 % higher (\$11,288 per student in 2019) than the provincial enrollment allocation of \$7,885 per student.

RESPONSIBLE USE OF RESOURCES

If QEA is closed, the District would realize annual operational cost savings of approximately:

- \$150,000 per year if students are relocated to QE
- \$300,000 per year if students are relocated to JQ

Annual operational savings can be re-allocated to support programs and services for VSB students across the District.

HOW WOULD COST SAVINGS BE ACHIEVED?

The BC educational funding model is almost entirely enrolment based (funding based on per student allocation).

Over 90% of the annual District operating revenue is allocated to staff salaries and benefits.

Closure of QEA would facilitate more efficient and effective use of staff.

Note: No VSB personnel will lose employment if QEA were closed.

2. PRIORITIZE STUDENT LEARNING

The findings of the French Program Review (2018) and the Preferred School Size Working Group Process (2021) support the proposed relocation of the QEA program to either JQ or QE.

Both Initiatives were multi-stakeholder engagement processes that involved the District educational partners:

- Parents - DPAC
- Teachers - VESTA/VSTA
- School Administrators - VEPVPA/VASSA

ABOUT JQ

- Three story building opened in 1926.
- Seismic upgrade completed in 2011, included the addition of classrooms, a gym, and a multi-purpose room.
- Interior space – 18 classrooms, 3 resource rooms, 1 library, 1 multipurpose room, a gym and 1 computer room.
- Accessibility – JQ is wheelchair accessible: parking, elevator and washroom.
- Outdoor space – 1.16 ha, adjoins larger Byng secondary site.
- Seismic risk rating Low.

PRIORITIZE STUDENT LEARNING

Relocation of QEA to JQ:

- Provides a robust French immersion and cultural experience for students.
- Allows for multiple school organization and class casting opportunities to support social emotional learning.
- Provides a seamless K-7 learning experience – no transition for grade 4 required.
- Increased access to administrator support, District staff support.
- Enhanced opportunities for teacher collaboration and opportunities for cross-grade student collaboration.
- Additional opportunities to participate in cultural events and performances.
- Increased access to learning resources.
- Sustains the French immersion program at its current level across the District.
- Aligns with findings of the French Immersion Program Review and the Preferred School Size Working Group.

ABOUT QE

- One story building built in 1940, with additions in 1957 and 1967.
- Interior space - 18 classrooms, 3 resource rooms, a library, 1 multipurpose room, 1 gym, separate auditorium utilized as gym space, 2 play areas.
- Accessibility – QE is wheelchair accessible: parking, stair lifts, and washroom.
- Outdoor space – 6.60 ha, adjacent to Pacific Spirit Park.
- Seismic risk rating High 3.

PRIORITIZE STUDENT LEARNING

Relocation of QEA to QE:

- Increased access to administrator support, District staff support.
- Enhanced opportunities for teacher collaboration and opportunities for cross-grade student collaboration.
- Proximity to JQ provides additional opportunities for collaboration and access to opportunities to participate in cultural events and performances.
- Increased access to learning resources.
- Sustains the French immersion program at its current level across the District and west of Granville Street.
- Large outdoor school area adjacent to Pacific Spirit Park.

3. STUDENT SAFETY

School	Seismic Risk Rating
QEA	H3
JQ	Low
QE	H3

- Relocating QEA students to JQ would optimize utilization of a seismically safe building as JQ has been upgraded.
- The seismic risk rating of QEA and QE is the same. Relocating students to QE would increase enrolment at QE which may improve the business case for a future seismic upgrade.
- Relocating QEA to either JQ or QE would be a more effective use of District resources and facilities as annual operating and maintenance costs to operate QEA would be eliminated.

4. POTENTIAL REVENUE

The Conseil Scolaire Francophone (CSF) has expressed interest in acquiring the QEA site to offer French language programming to Vancouver residents.

Any lease or sale of the QEA site has the potential to generate substantial capital revenue for the District.

POTENTIAL REVENUE

Capital revenue which the District generates through any potential sale or lease of a site would be used to:

- enhance government funding for projects in the seismic mitigation program
- support building new schools - Boards can be asked to contribute up to 50% of the cost of a new school project
- support additions to current schools
- fund improvements to school facilities
- fund other capital priorities

5. LEGAL PROCEEDINGS

The Conseil Scolaire Francophone (CSF) has initiated two proceedings naming the Vancouver School Board:

- **Education Mediation Regulation Process** is a confidential process intended to resolve a dispute between one or more Boards of Education and one or more francophone education authorities.
- The CSF has filed a **Notice of Civil Claim** in the Supreme Court of BC, naming the Province, the Ministry of Education, and the Vancouver Board of Education

The closure of QEA would provide a potential pathway for the Vancouver School Board to resolve both proceedings thereby mitigating risk to the Board.

6. ACCESS TO FRENCH IMMERSION

Demand for the JQ/QEA Early French Immersion (EFI) program has been declining for several years.

The decline mirrors the overall decline in student enrolment and in this area of the District.

**Program demand is determined by the number of first choice applications for kindergarten each year.*

KINDERGARTEN WAITLISTS

- Along with a decrease in the number of first choice applicants to the JQ/QEA program the number of students placed on a waitlist has declined.
- There is not a waitlist for first-choice applicants entering kindergarten in 2022

Year	First Choice Waitlist
2015	34
2016	16
2017	19
2018	15
2019	1
2020	9
2021	5
2022	0

MAINTAINING FRENCH IMMERSION

French immersion is a District Choice Program, students apply and attend from across the District.

If QEA is closed, access to French immersion programming will be **fully maintained** in the District and on the westside of Vancouver.

The JQ/QEA program currently enrolls 3 kindergarten classes each year.

- If the QEA program is relocated to QE, the program would continue to intake 3 kindergarten classes a year.
- Relocating students to JQ would mean that in some years the program would enroll 2 kindergarten classes and in some years it would enroll 3 classes.
- In years where the JQ program enrolls 2 kindergarten classes another French immersion program would take in an additional class – maintaining overall program access on the westside.

7. CURRENT AND FORECASTED ENROLMENT

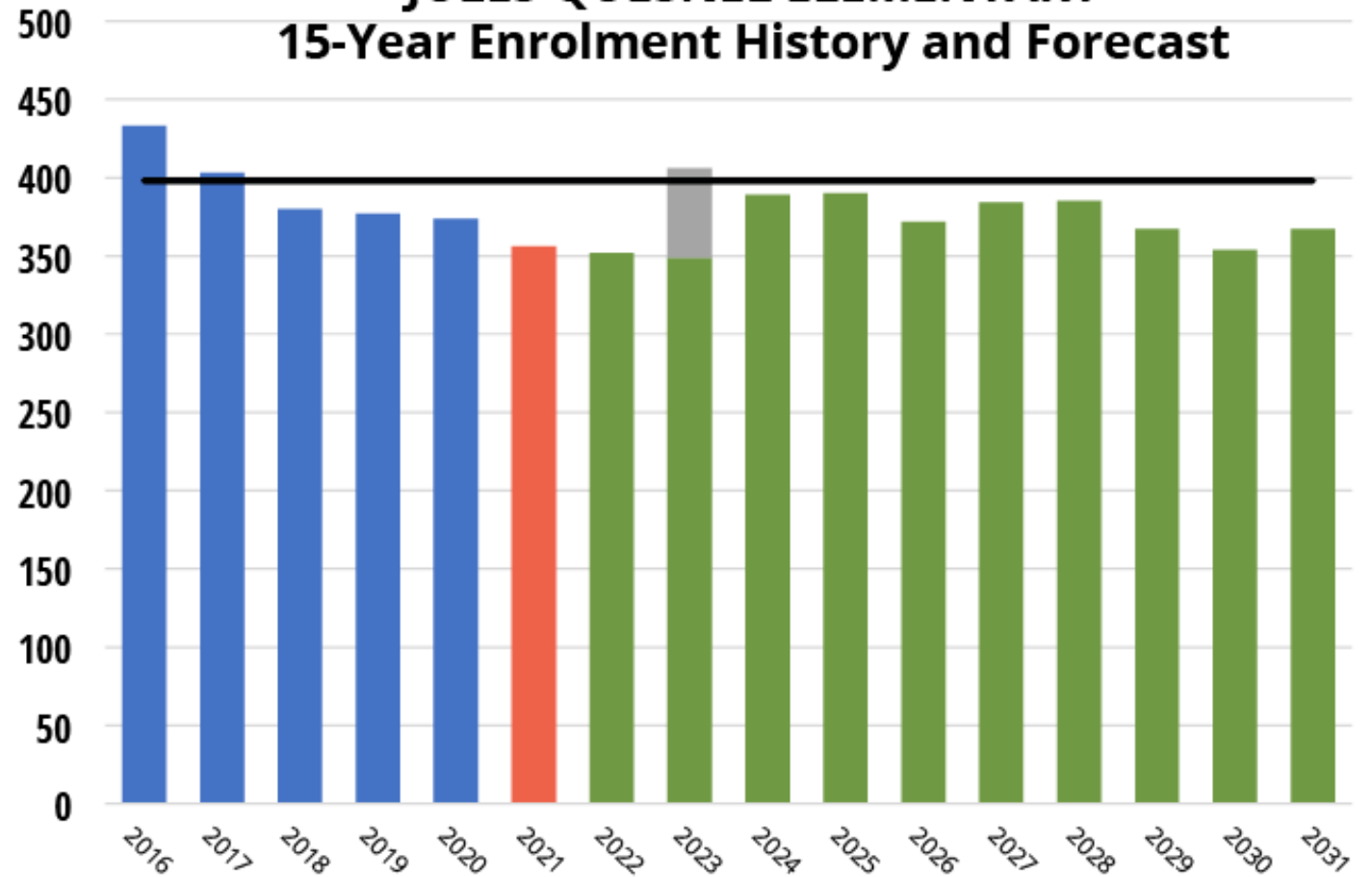
- If QEA is closed, students will be relocated as a group to one site, either JQ or QEA.
- All students enrolled at QEA can be accommodated at JQ or QE
- There is sufficient classroom space at both JQ and QE to accommodate QEA students

JQ ENROLMENT

Note: 2023 shows enrolment if QEA is closed and program moved to JQ.

Students would be accommodated in enrolling classroom spaces.

JULES QUESNEL ELEMENTARY 15-Year Enrolment History and Forecast



*Beginning in 2023 the enrolment forecast for JQ includes students relocated from QEA

Enrolment History

Current Enrolment

Forecast Enrolment

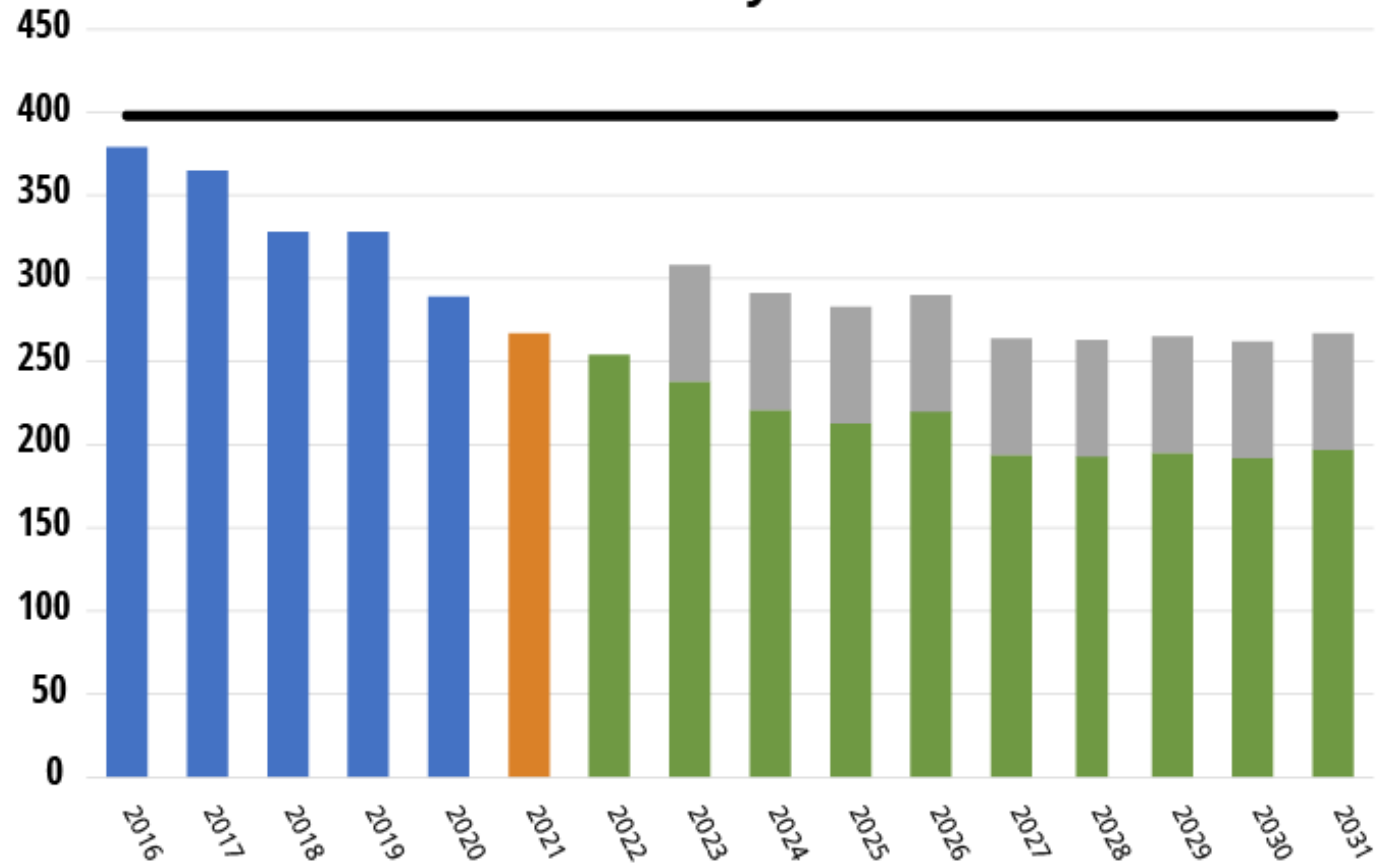
Additional Students from QEA

Operating Capacity

QE ENROLMENT

Note: 2023 shows enrolment if QEA closed and moved to QE.

QUEEN ELIZABETH ELEMENTARY 15-Year Enrolment History and Forecast Enrolment



Enrolment History

Current Enrolment

Forecast Reg Enr

Forecast EFI Enr

Operating Capacity

SPACE NEARBY

- An assessment of space at nearby schools is most relevant when a catchment school is proposed for closure.
- QEA does not have a neighbourhood catchment, it intakes students from across the District.
- Based on declining enrolment in the QEA area staff do not foresee impacts to surrounding schools, other than QE or JQ, should QEA be closed.
- The District has surplus capacity at Bayview, Queen Mary, Queen Elizabeth, Kitchener, and Southlands in this area of Vancouver.

FUTURE ENROLMENT GROWTH

The Wesbrook site has been set aside to accommodate future enrolment growth from UBC/UEL.

The Jericho Lands are in the Queen Mary Elementary catchment, there is significant surplus capacity at Queen Mary, Bayview, and Queen Elizabeth elementary schools as well as other nearby schools.

The District is working with City of Vancouver to ensure that there is sufficient local capacity to accommodate future enrolment growth from the Jericho Lands.

The QEA site is not required to accommodate students from the Jericho lands.

TIMELINE

The Board will make a decision about the proposed closure of QEA at a Special Board meeting on June 6.

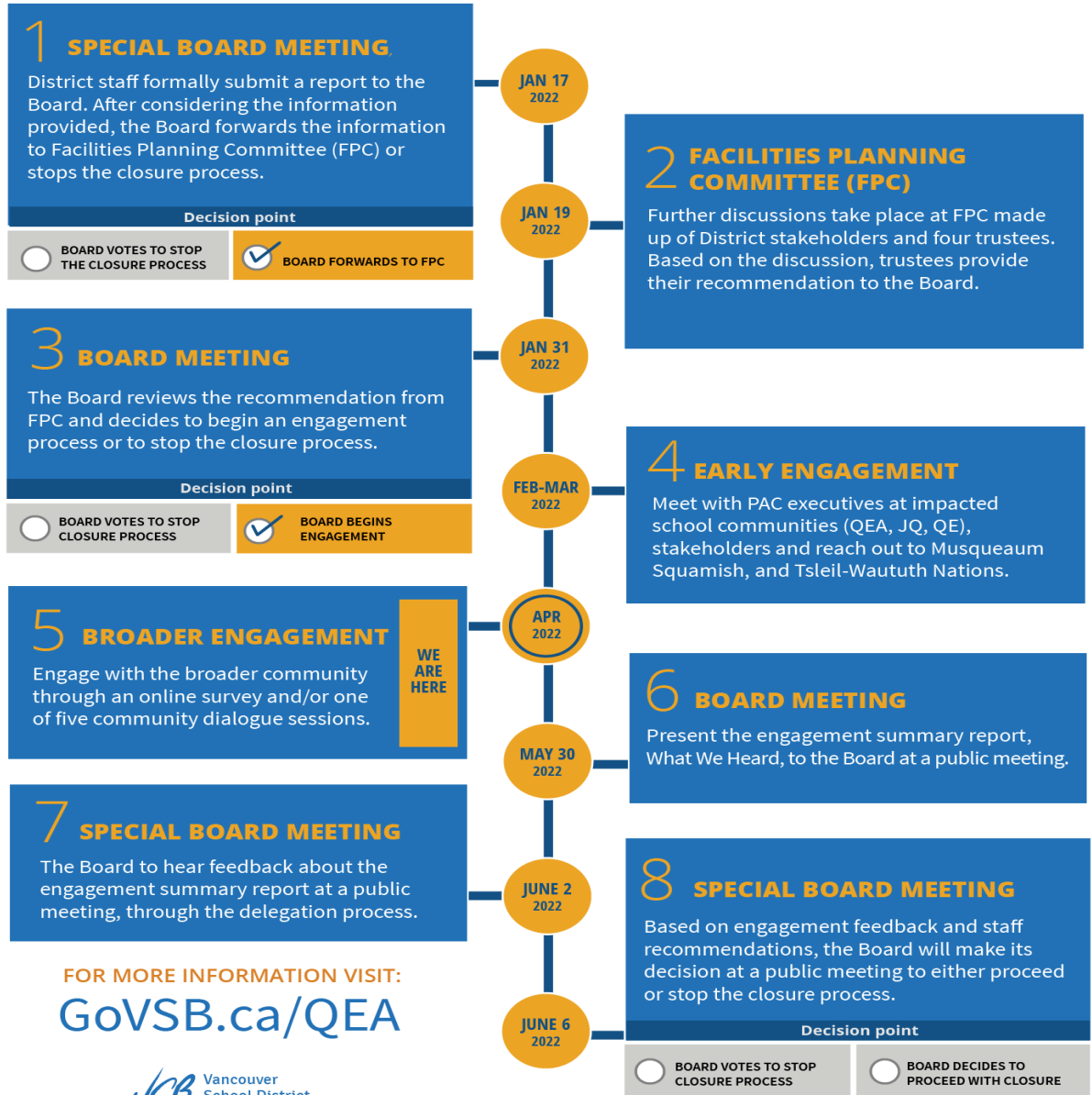
If the Board decides to close QEA, the school closure date is June 30, 2023.

If the Board makes the decision to close QEA, staff will work directly with the impacted school communities to support the transition of staff, students and families.

TIMELINE

QUEEN ELIZABETH ANNEX SCHOOL CLOSURE PROCESS

Following Board Policy 14 - School Closure



FUTURE USE

The future use of the QEA site and facilities would be made, by the Board, only if it has made the decision to close the school.

If QEA is closed, by decision of the Board, the Superintendent will make a recommendation to the Board as to an alternate use of a closed facility.

In the case of QEA this may include a recommendation to dispose of the site as per Board Policy 20.

As noted, the CSF is interested in acquiring the QEA site.

BRIEF Q&A

- » 10 minutes maximum
- » For clarification
- » More information: govsb.ca/QEA

ENGAGEMENT GOAL

To provide opportunities for those interested and impacted by the proposed QEA school closure to share feedback that will be **considered by the Board as they decide** the future of the QEA school.

3 QUESTIONS

» In assessing the proposed closure of QEA, what are **concerns** and/or **opportunities** from your perspective?

» In assessing the proposed closure of QEA, **what factors should be a priority for the Board** in making their decision?

» Are there **additional comments** you would like to contribute that may have not been shared yet?

HOW WE WILL RECEIVE FEEDBACK

1. Move into smaller **breakout groups** for dialogue
2. For each question: **Roundtable** discussion.
3. Choose to **speak (2 minutes) or pass.**
4. Remember our **Operating Values:** Respect, Spirit of community, Hear from all voices, Speak for ourselves
5. Delaney will take notes, de-identified (no names)

Q1: What concerns or opportunities...

» In assessing the proposed closure of QEA, what are **concerns** and/or **opportunities** from your perspective?

Q2: What factors are most important...

» In assessing the proposed closure of QEA, **what factors should be a priority for the Board** in making their decision?

Q3: Is there anything else...

» Are there **additional comments** you would like to contribute that may have not been shared yet?

ENGAGEMENT DATES

- » Early engagement with stakeholder groups | February - March
- » Community dialogue sessions (5) | April 19 - 28
- » Online survey | April 11 – 29
- » engage@vsb.bc.ca | open since February 10, 2022

**NEXT STEPS
&
THANK YOU**