VSB

Vancouver Board of Education

Inner City Schools Project Review

Report and Recommendations

May 2009

Inner City Schools Project Review
Recommendations

I.   Background

The Vancouver Inner City Project was established in 1988 to provide support and services to children who face obstacles to success at school for economic and related social reasons. The Vancouver School Board currently allocates approximately $2.79 million to provide an additional 48 staff positions in 12 schools (and their three annexes) designated as <u>Inner City Project Schools.</u>

An Inner City School Project Staff Team currently consists of:
- ➢ one teacher
- ➢ three support staff (i.e., Staff Assistant, Neighbourhood Assistant, Youth and Family Worker)

The current goals of the Inner City Project are to:
- ➢ enhance language development
- ➢ enhance the social development and self-esteem of students
- ➢ develop parent and community involvement

II.   The Review Process

In keeping with the practice of a five-year cyclical review of the Inner City Project, an Inner City Project Review was conducted between January 2009 and April 2009. In the past, the review was intended only to determine the allocation of resources to schools. This time the scope of the review was expanded to include the following:

- Determine the educational programs, services and essential interventions that are most effective in supporting the learning & development of vulnerable students in Vancouver schools;
- Review the Inner City Project model, including alignment with other existing programs and services (e.g., School Meals Program, Community Schools Teams, Aboriginal Education Resources, literacy and social responsibility initiatives, etc), to assess its provision of essential interventions for vulnerable children;
- Revise the Inner City Project model, as needed, in order to effectively meet the needs of vulnerable students; and
- Review and determine allocation of Inner City Project and School Meals Program resources.

A representational Task Force and the Inner City Advisory Committee provided input and advised on the review process (Appendix I) and recommendations. The Terms of Reference for the Task Force were to:

- Advise on the Inner City Project Review Process;

- Advise on the revision of the Inner City Project model based on a literature review, research of current effective practices, and a consultation process; and
- Advise on the development of guidelines and recommendations for allocation of resources.

The review process consisted of three phases including information gathering; proposed recommendations, consultation and revision; and, approval and implementation. The process included:

- A review of literature regarding educational programs, services and essential interventions that are most effective in supporting the learning and development of vulnerable children;
- Focus groups, key informant interviews, school surveys, community partner surveys;
- Proposed recommendations;
- A community consultation process for input on recommendations for a revised Inner City Schools Project model and resource allocation; and
- Final recommendations.

III.   Recommendations

The following recommendations reflect the outcomes of Phases I and II of the Review and align with the District's core purpose, goals and priorities. It has been understood throughout the process that collective agreements will be honored and that the recommendations regarding resource allocation to Inner City Schools would reflect the current budget allocation of $2.79 million.

During Phase I of the Review, a time of information gathering, research consultant Jayne Pivik completed a paper entitled "Promoting Literacy, Social Emotional Learning and Parent/Community Involvement in Inner City Schools: Combining Evidence Based Research and Experiential Knowledge". The report is based on a comprehensive review of the literature in the areas of literacy, social emotional learning, and family and community engagement. The review focused on strategies and programs shown to be effective when working with disadvantaged students. In addition, the report summarizes what we learned from the Focus Groups and Interviews. The recommendations described in the attached Executive Summary of her report (Appendix II), which are based on the literature and experiential knowledge of participants in Focus Groups and Interviews, have influenced the directions outlined below.

From Phase I, it was clear that there was considerable agreement in the research, among staff participating in the focus groups, and the members of the Task Force on three main issues:

- The goals were the appropriate ones for students and schools where poverty is a defining characteristic;
- Programs and strategies identified in the literature are found in our schools, although not consistently; and
- Support for staff in the schools, ongoing professional development and opportunities to meet together would be extremely valuable.

During Phase II of the process, a set of recommendations was proposed and widely circulated. Response to those recommendations was requested through a variety of processes. Members

of the Task Force consulted with their constituents and provided feedback at three scheduled meetings of the Task Force. A Public Consultation was held at Mt. Pleasant Elementary School on March 12, 2009. Over 100 parents, staff, and trustees participated in a session where the recommendations were presented and a process for providing input was undertaken. Response forms were also available for those who wished to provide additional feedback, both through the mail and on line. Over 100 forms were received, read and compiled for review by the Task Force.   Principals of the schools that would be designated Inner City Schools met several times during Phase II to provide their advice.

Based on feedback from the various stakeholders in the consultations of Phase II of the report, the recommendations below are being proposed. Some are noted as receiving support. Where majority support was evident from the consultations, the recommendations remain the same as those originally proposed. In some cases, where there were a few concerns or issues identified, further comments are reflected in bold. In some cases, it is noted that there was not support for the original recommendation. Where the support was not evident from the consultation, revisions are proposed in bold italics. There are two new recommendations based on feedback and this is explained in the comments/rationale section.

A. Common purpose, goals and role clarity

It is recommended that:

1. **The name, purpose and goals of the Inner City Project are revised as follows:**

   Recommendation was supported.

   Name   Inner City Schools Program (ICSP)

   Purpose   The purpose of the Inner City Schools Program is to provide additional resources to designated schools in order to facilitate equitable educational outcomes for all students.

   Goals   To enhance language and literacy development
               To enhance the social and emotional learning of students
               To enhance family and community involvement

   Comments/Rationale

   - Using the term "project" implies that this is a finite piece of work, with start and completion times. As it is clear that there is an ongoing commitment to support designated schools, "program" is more descriptive of the work. There is still some concern about using the term "Inner City". The schools are not in one geographical location. There is also concern that using the term Inner City casts a negative or deficit oriented light on the schools. Other terms such as "Creating Equity in Schools" and "Equitable School Opportunities" have been suggested. Given the history of the work, the recommendation continues to use "Inner City" as the descriptive term, but further consideration should be given.
   - There is a small wording change in the purpose which had been "the purpose of the Inner City Schools Project is to provide additional human resources to facilitate equitable educational outcomes for all students" in order to reflect the findings of the review.
   - The goals are strongly affirmed in the literature, and through experiential knowledge in Inner City schools, as the right focus for the work.
   - The wording of the goals has been changed to add "literacy", "social and emotional learning" and "family" engagement to reflect language currently used in literature, research, and practice.

2. **The role descriptions of ICSP staff positions are updated and revised to align with all the three goals of the Inner City Schools Program and District Goals.**

   Recommendation was supported.

Comments/Rationale

- There is no intent in this recommendation to change the employee job or band description, only to clarify the roles given the goals for the program.
- Role descriptions should be developed in collaboration with the employee groups and Human Resources, with an understanding that flexibility will be necessary to meet the unique needs of each school.
- There should be ongoing support provided to those in the roles in order to focus work on the three goals.
- As the resources are allocated, there is a need to develop alignment with other staff positions (e.g., Aboriginal Education staff, multicultural workers, area counselors, Community School Team staff, etc)
- It is clear that all staff in ICSP schools, not just those added through the program, should support the program goals.

3. **Ongoing assessment of student learning and development and evaluation of program effectiveness is conducted to monitor ICSP goals.**

   Recommendation was supported.

   Comments/Rationale

   - We need to encourage practice that is supported by the research and that is effective in our schools based on our own assessments.
   - In school planning, staff collaborate to do ongoing assessments and they collect and report data to monitor success. For its own planning, the District uses the results of assessments to allocate resources and support the work of schools. This recommendation reflects this kind of ongoing monitoring to ensure student success.
   - Schools need support and opportunities from the District to share their assessment processes and tools.
   - Ongoing assessments should inform instruction as well as further development of the ICSP model and allocation of resources.

4. **ICSP reporting is streamlined to align with School Plans and CommunityLINK grant applications.**

   Recommendation was supported.

   Comments/Rationale

   - Currently ICSP schools are required to submit three separate annual reports to the District. This recommendation is to make sure there is less paperwork required and to prevent duplication of data collection and information reported

B. Programs and Services

5. **ICSP schools implement and monitor comprehensive and school-wide K – 7 literacy programs and strategies that are supported by research.**

   Recommendation was supported.

   Comments/Rationale

   - The work of the Literacy Initiative in the District is supported by the research. It is not based on a specific program, but rather on elements that research has shown need to be in place in order to be successful in literacy. The elements include: shared beliefs and understanding of literacy learning among all staff, the principal as literacy leader, daily sustained literacy instruction, early and ongoing intervention, ongoing classroom assessment and monitoring of student progress, professional development, collaborative meetings, shared resources, parental involvement, and appropriate balanced literacy instruction. These elements are captured in this recommendation.
   - This goal is consistent with the District Plan and expectations for all schools.
   - Schools decide collaboratively which programs and strategies they will implement in a comprehensive K-7 plan, but the plan needs to be supported by the research and to have the elements of a good literacy program in place.

6. **An early intervention program, supported by research, is part of the comprehensive literacy plan in each ICSP school.**

   Recommendation was supported.

   Comments/Rationale

   - Literature and experience indicate that early intervention has a significant impact on learning and development in later years.
   - The District is currently supporting some schools in an early intervention model that has small group and one-to-one intervention and this recommendation builds on that work.
   - Reading Recovery is the one-to-one intervention that has been most successful in our District. This recommendation points to an intensive and early intervention for students identified at risk of not reading, supported by research. It does not specifically recommend Reading Recovery.

7. **Sequential programs for social and emotional learning, which are congruent with developmental stages of children and supported in the research are provided to all K- 7 students.**

   Recommendation was supported.

   Comments/Rationale

   - Having programs that are designed to build on the social emotional learning of children at the appropriate developmental stage is strongly supported by research.
   - The Health and Career Education Curriculum provides a framework and learning outcomes which can be used as the basis for making decisions about the programs offered.
   - The District should provide guidelines outlining which programs are appropriate to specific developmental stages and which programs build on each other sequentially at the various grades. Schools can then use the guidelines to collaboratively develop a comprehensive program in the school.
   - Such a comprehensive program can be coordinated and aligned with community agencies and Community School Teams and can encompass in school and out of school activities.

8. **Partnerships with outside agencies who share responsibility for the families in our schools should be enhanced in order to provide the most effective supports.**

   Recommendation was supported.

   Comments/Rationale

   - It is essential that we work closely with the Ministry for Children and Family, Coastal Health, Vancouver Aboriginal Child and Family Services, Immigrant Services, Family Services, Neighbourhood Houses, the Vancouver Police Department and Mental Health agencies as we support the same families.
   - This recommendation is consistent with our intentions to establish more collaborative relationships generally through our planning for Neighbourhoods of Learning.
   - **Services for mental health were specifically noted as important for the children and families.**

9. **Connections and partnerships with a variety of community services which support children, youth and families continue to be strengthened and developed.**

   Recommendation was supported.

Comments/Rationale

- The resources that can be brought in to our schools to complement our own work are immense.   It is important that we build the ongoing relationships that will allow these resources to be sustained over time.
- We also need to build close relationships with the Community School Team staff who do so much of the important work in this area.
- Clear communications are essential so that everyone has opportunity to access the resources.
- This recommendation is consistent with our intentions to establish more collaborative relationships generally through our planning for Neighbourhoods of Learning.

10. **Families continue to be welcomed and involved in their children's learning and development within a safe and inclusive school community.**

Recommendation was supported.

Comments/Rationale

- The relationships school staff develop with families are critical and must continue to be fostered.
- Parents and caregivers were clear in their responses during the Focus Group that they need a place to congregate and feel welcome in schools. Family rooms with computer access and message boards are ideal, but where this kind of space is not available, some other arrangement should be made.
- Family literacy programs provide important helpful resources that should be in all ICSP schools.
- Holding cultural events and opportunities for sharing food and time together were identified as important by the Parent Focus Group.

11. **Purposeful noon hour and out of school time programs for children, youth and families are accessible and supported.**

Recommendation was supported.

Comments/Rationale

- The research affirms the importance of student engagement before and after school hours.
- Out of school time programs provide opportunities to create wrap-around support for students.
- The resources should be accessible with barriers such as fees removed to the extent possible.
- The program offered should be diverse, meeting a range of needs and interests of children, youth and families.
- The work of the Community School Teams in this respect is important and needs to be coordinated to support school plans.

12. **In order to support out of school time programs, ICSP school facilities are accessible beyond the instructional day without a rental fee charged to the partner organization.**

Recommendation was supported.

Comments/Rationale

- Programs offered in our facilities coordinated by either ICSP or CST staff with partner organizations are often funded by grants and student participation is highly subsidized. It is problematic to charge rental fees to these organizations. At the same time, the cost of staffing that may be required in the school and the general wear and tear on the buildings needs to be considered.
- This recommendation will require a review of facility policy and procedures.
- There are broader implications in this recommendation for development of Neighbourhoods of Learning.

13. ***As the Ministry of Education provides additional funds for the implementation of Strong Start Centres, priority will be given to ICSP neighbourhoods, as appropriate.***

Previous recommendation was not completely supported. This is revised to address concerns expressed.

Comments/Rationale

- Early Learning is a Provincial focus and a new mandate for schools. The evidence to date is that having Strong Start Centres in schools makes a difference for children and caregivers who attend.
- The research being undertaken at the Human Early Learning Project is compelling in terms of the need to support disadvantaged children as early as possible. The Early Development Inventory (EDI) shows that the ICSP schools are in the neighbourhoods with the highest vulnerability.
- In order to support early learning and development, schools need to establish partnerships with community agencies who are already involved in early childhood programs.
- Outreach efforts are important to reach families that may not have access to Strong Start or other similar programs.
- Not all ICSP schools will have space available to accommodate on-site Strong Start Centres at this point, but as the space becomes available, ICSP schools should be considered a priority.
- **Families in ICSP neighbourhoods may not have the means to access Strong Start Centres (adults must accompany children) so the location of Strong Start Centres in these neighbourhoods must be carefully planned.**

14. **ICSP and appropriate secondary schools ensure implementation of effective Grade 7 – 8 transition plans and strategies.**

   Recommendation was supported.

   Comments/Rationale

   - Support for transitions, especially from elementary to secondary schools, is a strong and recurring theme in many of the Focus Group discussions and in the Task Force meetings.
   - There is a need to ensure appropriate academic programming and support services are in place during the planning for articulation.
   - All staff, support staff and teaching staff, have a role to play in this endeavor.
   - Students who are most vulnerable should be identified and made a priority for transition support.
   - ICSP staff, elementary school staff, secondary school staff, Community School Team staff, and District staff should work together to coordinate planning and develop strategies for students in the transition.

C. Allocation of Resources

15. *Elementary schools and annexes will be considered as one ICSP site.*

   Previous recommendation was not supported. This is revised to address concerns expressed.

   Comments/Rationale

   - **Each ICSP main school combined with its annex will be considered one site.**
   - **It was argued that identification should be done as a unit, as the schools share the same students and families.**
   - **Resource allocation will be based upon the site population.**
   - **Site resources will be shared between each main and its annex.**
   - **Sharing will be based upon the specific needs and existing resources within each ICSP school/annex combined site.**

16. *The Ministry of Education (MOE) Social Services Index is used to identify ICSP sites. A five-year average of the index, plus the number of vulnerable students is employed to rank the schools. (See Appendix III)*

   Previous recommendation was not supported. This is revised to address concerns expressed.

Comment/Rationale

- The Social Services Index (SSI) is prepared by Ministry of Education and Ministry of Children Families and Development. It is provided annually to school districts (See Appendix IV for explanation of the index).
- The SSI identifies the number of students on income assistance or the numbers of children in care. **It has the advantage of not providing generalized neighborhood data but identifying actual students in the schools based on 1701 data.**
- **The Inner City Program is intended to support children who live in poverty and therefore are vulnerable. In Appendix V profiles of these students and the issues they face are outlined.**
- The SSI provides both percentages and numbers of vulnerable children based on September 30th data which allows identification of a critical mass of vulnerable students in schools and also recognizes that sheer numbers are an important consideration. For example, the percentage of vulnerable students at Strathcona may not be as high as others (21.3). But, there are 103 vulnerable students, which is a greater number than for any other school.
- The SSI has a high correlation with other indicators of vulnerability (e.g., correlations were identified with the EDI, income measures, unemployment measures, single family identification, levels of education, crime statistics, and health measures).

17. *Allocation of resources is expanded to 14 school sites (Appendix VI). A fifteenth site is identified for transitional funding.*

    Previous recommendation was not supported. This is revised to address concerns expressed.

    Comment/Rationale

    - **The use of the 5 year average of the SSI, plus the number of vulnerable students, identifies 14 'vulnerable' schools having a critical mass of vulnerable students.**
    - **This identification of ICSP sites reflects demographic changes and indicates new sites requiring support as well as sites that should be transitioned from the ICSP.**
    - **The transitioning of schools either into or away from the ICSP requires alignment of current school and district staff resources that can support the goals of the ICSP.**
    - **The SSI five year average for Lord Roberts School and Annex has dropped significantly and ICSP resources will be reduced for 2009/2010.**
    - **During the 2009/2010 school year, the Inner City Advisory Committee will investigate the vulnerability and needs of Lord Roberts School and Annex, and plans for subsequent years will be developed, including the option of designation as an Inner City School for the remaining four years until the next review.**

- **The identification of ICSP sites is distinct from the allocation of staffing resources which requires consideration of other school-based criteria.**

18. *Staffing resources are allocated differentially among the 15 identified ICSP sites based on:*
    - *Number of vulnerable students and school size*
    - *Existing staffing for literacy, social emotional learning, and parent engagement*
    - *Existing CST staffing*
    - *Current identified needs of the school*

    At a minimum each school will receive teaching support for literacy, and staff to support social emotional learning and parent and community engagement. **(Appendix VI)**

    Previous recommendation was not supported. This is revised to address concerns expressed.

    Comment/Rationale

    - **Staffing resources are allocated to provide ICSP sites with support in meeting ICSP goals. Schools in a transitioning year will be provided staffing allocations that commensurate with the above criteria.**
    - **Staffing allocations are provided to ICSP Principals for programming at each school.**
    - The actual staff allocated is based on an alignment of staff roles to goals of the program.
    - It will be important to link staffing from Community School Teams to these schools, as well.

19. *Structures are created to ensure alignment between Community Schools Teams (CST) and ICSP goals and staffing.*

    New Recommendation

    Comments/Rationale

    - **Community Schools Teams' mandate is to support literacy skills, social and emotional development, and school and community engagement for vulnerable students. This mandate aligns with the goals of the ICSP and creates opportunities for development of structures and communications for coordinating services to students and their families.**

    - **CST staff members collaborate regularly with the governance table (Principals) of the family of schools in their hubs to plan service delivery. Scheduled time for CST to communicate with ICSP staff members of individual schools would encourage coordination of services and information sharing.**

20. **A universal School Meal Program is provided in every ICSP school (Appendix VII).**

   Recommendation was supported.

   Comments/Rationale

   - Strongly supported by literature and affirmed in focus groups
   - The School Meals Program provides a lunch meal to students in need. The program is currently provided in 27 elementary schools. In each of these schools, the program is available universally to all students in the school in order to avoid any stigma associated with the program. The program is also available universally in Britannia and Templeton Secondary schools, and by student application in all other secondary schools.
   - The net subsidy of the program is $2.2 million annually, which is funded from Ministry of Education CommunityLINK funding.
   - The cost of the program averages approximately $65 per month per student. Parents are asked to make a confidential monthly contribution of what they can afford to offset the cost of the program.
   - **Of the 14 elementary schools proposed to be classified as ICSP schools, 12 schools currently participate in the School Meals Program. Based on this recommendation, 2 additional schools (Cook and Henderson) would also be eligible for the School Meals Program. The 1 transitional school (Lord Roberts) currently participates in the School Meals Program.**

21. ***The MOE Social Services Index five year average is used to determine allocation of universal School Meals Program resources to elementary and secondary schools.*** **(Appendix VII)**

   Previous recommendation was not supported. This is revised to address concerns expressed.

   Comment/Rationale

   - The current allocation of School Meals Program resources results in some schools with a relatively low percentage of vulnerable students receiving this subsidized program. More vulnerable students could participate in the program if the current School Meals Program resources were allocated to schools based on the Ministry of Education Social Services Index (Appendix VII).
   - The implementation of the recommendation would result in 9 new schools receiving the program, while 9 existing schools would no longer be eligible for the subsidized program. These schools may be eligible to continue a lunch program on a full cost-recovery basis, if facilities and equipment remain in place. Under this scenario, parents pay $65 per month for each child on the program. There are currently 6 elementary schools that operate a School Meals Program on a cost recovery basis.

- The reallocation of School Meals Program resources among elementary schools would not be implemented until September, 2010. This would provide appropriate lead time to plan the implementation of the program in the new schools and determine if the existing schools that would lose the subsidized program want to continue on a full cost recovery basis. **A review will be undertaken during 2009/2010 to determine if the transition could be advanced to a date earlier than September, 2010**.
- In addition, staff will investigate the possibility of providing limited funds to the schools losing the program in order to ensure that the most vulnerable students in these schools continue to have access to a subsidized School Meals Program.
- **An allocation of reserve funds to support vulnerable students who are not enrolled in identified sites with School Meal Programs will be developed.**

22. **Allocation of School Meals Program resources is reviewed every 5 years.**

    Recommendation was supported.

    Comment/Rationale

    - This should be systematically done in the same cycle as the Inner City Review.
    - Community Consultation would be an important part of the process.

23. **Allocation of Ministry of Education CommunityLINK funds to provide staffing resources (2 FTE) to Britannia Secondary school is explored.**

    Recommendation was supported.

    Comment/Rationale

    - In discussions in Focus Groups and in the Task Force, the needs of secondary schools were consistently raised. In this respect, Britannia was identified as the most vulnerable both from experience and from applying the SSI.
    - The SSI five year average for Britannia Secondary is 29.3. The index for the next closest secondary school is 15.1.
    - The majority of elementary schools in the Britannia Family of Schools are designated ICSP schools.
    - Not wanting to dilute the resources currently allocated to elementary schools, the recommendation looks to another source of funding for this support. The CommunityLink funds are also intended to support vulnerable children and families, so it is an appropriate source to consider.

D. Support for Implementation

24. **A process to explore flexibility in staffing for ICSP schools is established by VBE Human Resources and appropriate union representatives.**

    Recommendation was supported.

    Comments/Rationale

    - As each school community has unique needs, and staffing varies from school to school, the appropriate uses of ICSP staffing allocations may vary as well.

25. **A process is established by VBE Human Resources and appropriate union representatives to explore criteria for selection of ICSP staff which emphasize qualifications and the breadth of background and experience in working with vulnerable children.**

    Recommendation was supported.

    Comments/Rationale

    - In the Focus Groups, questions were raised about staffing. Some specific comments were about the need to consider qualifications and experience as a priority in the hiring of ICSP staff positions in recognition of the challenges of working in an ICSP school.
    - One recommendation coming from Phase One of the review process is that postings should clearly define roles and responsibilities to align with ICSP goals.
    - There was some consideration of making the ICSP staff District Staff so that more flexibility is provided.
    - In recognition of the fact that all these suggestions require negotiations with respective bargaining units, the recommendation suggests an appropriate process be created for these discussions.

26. **A process to explore flexibility in hours of work of support staff in ICSP schools is established by VBE Human Resources and appropriate union representatives.**

    Recommendation was supported.

    Comments/Rationale

    - **Similar to recommendation 24, there was considerable discussion in Focus Groups about flexibility of hours for ICSP staff. Specifically questions were raised about out of school programs and the need to have support staff available outside the typical school day to support before and after school programs and services.**

- In recognition of the fact that all these suggestions require negotiations with respective bargaining units, the recommendation suggests an appropriate process be created for these discussions.

27. An infrastructure for networking and professional development among ICSP staff and district staff is created in order to share resources and strategies related to the ICSP goals.

Recommendation was supported.

Comments/Rationale

- One of the positive outcomes of including many Inner City School staff in focus groups was the opportunity provided for conversations between people who work in similar situations. The staff expressed appreciation for this opportunity and noted the need for this kind of networking on an ongoing basis.
- There is a need to align the work of ICSP staff, Community School Team staff and District staff (e.g., Aboriginal Education, Special Education, ESL, Social Responsibility, Literacy, etc). Opportunities to collaborate through ongoing structured networking would provide for this kind of alignment.
- Professional development is essential for developing and maintaining the kinds of support students need to be successful. The ICSP schools face some of the greatest challenges in this regard and learning opportunities that address their unique needs as a staff should be offered on an ongoing basis.
- **Ongoing communications regarding the Social Services Index trends should be included in networking sessions with ICSP staff.**

28. Orientation for administrators and staff who are new to ICSP schools is provided, as well as ongoing support.

Recommendation was supported.

Comments/Rationale

- To develop understanding of the ICSP purpose and goals, nature of the communities, learners, community partnerships, etc., it is important to offer an opportunity for an orientation.
- Wherever possible, this should be offered before the administrator or staff take on their positions, but it should also be offered on an ongoing basis through mentorship and other structures.
- The Family of Schools Structure is a good one to use for this purpose.

29. *A process to review the allocation of resources for All Day Kindergarten (ADK) is developed and undertaken in the schools year 2009-2010 for implementation September 2010.*

New Recommendation

Comments/Rationale

- **Currently, all ICP schools have resources to provide ADK for all students, not only those funded by the Ministry of Education. Registration has already been taken and expectations are in place to have ADK in schools previously identified. This recommendation proposes no change in the ADK in these schools for September 2009.**
- **It is proposed to review the allocation of resources for ADK next year in preparation for the registration for September 2010.**

IV. Conclusion

The Review of the Inner City School Project resulted in recommendations to strengthen supports that have shown successful results in our schools. It was clear from the review of the literature, as well as from the comments of those working in the schools, that the goals of the program are the right ones. It is by focusing attention on literacy, social-emotional learning, and connections with family and community that we will provide the best conditions for learning for students who are disadvantaged because of their economic situations.

Furthermore, we learned that all of the strategies the literature pointed to were in place in our schools. They were not in place in every school and they were not necessarily consistently applied. But, they were being used to some extent at least in one school. Consequently, many of the recommendations point to further implementation of work already underway.

The most contentious areas of the review are those that identify schools and determine allocation of resources. No school wants to lose resources. All schools have a need for additional resources. The decisions behind the recommendations in this case were based on the specific needs of children who live in impoverished communities. The profiles outlined in Appendix V reflect the very distinct needs of these children and the schools they attend. The needs go well beyond those of English language learners or learners with special needs. They are not the just the needs of children with challenging behaviour. Importantly, the schools identified do not have only a few of these learners; rather, there is a critical mass.

Prior to the Inner City Review, a District Review Report completed by an external team of educators acknowledged that the Vancouver Board of Education "has many programs and initiatives either in place or underway. One of its challenges is to coordinate, connect and sustain these promising projects – to incorporate them into the culture of the district to enhance the success of each student." Similarly, the Review Team said, "the district needs to be strategic in determining which should be school driven and which should be consistent across the district". The proposed recommendations are designed to support school-based decisions about programs and services that address the needs of each community while ensuring a more consistent and coherent District focus on the purpose and goals of the Inner City Program in all designated schools.

Appendices

Appendix I – Task Force and Inner City Advisory Committees

Appendix II – Consultant Report Executive Summary

Appendix III – Identification of Inner City Schools

Appendix IV – Social Services Index

Appendix V – Profile of the Vulnerable Student

Appendix VI – Differentiated Staffing for Inner City Schools

Appendix VII – School Meal Programs

Inner City Project Review
INNER CITY ADVISORY COMMITTEE

Lynn Green		Associate Superintendent Chair
Allen Blakey		Trustee
Bev Seed	VASSA	Van Assoc Sec School Administrators
Brenda Burroughs		District Principal – C.S.T. & Inner City
Catherine Feniak	VICES VEPVPA	Vanc Inner City Education Society Vanc Elem Principals & VP Assoc
Debra Martel		District Principal – Aboriginal Education
Hannah Varto	VCH	Vancouver Coastal Health
Patricia Ann Park	VESTA	Vanc Elem School Teachers Assoc
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Steve Agabob	VICES VEPVPA	Vanc Inner City Education Society Vanc Elem Principals & VP Assoc
Steve Elson	VPD	Vancouver Police Department
Steve Baker	DPAC	District Parent Advisory Council
Sylvia Metzner	VSTA	Vanc Secondary Teachers' Assoc
Jennifer Cook		Area Office

Inner City Project Review
TASK FORCE Members

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Chris Harris	VESTA	Vanc Elem School Teachers Assoc
Greg Barnes	VICES	Vanc Inner City Education Society
Jessica Land	PASA	Professional & Admin Association
Kenny Brett	CUPE15	Canadian Union Public Employees
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Ruth Wrinch	VEPVPA	Vanc Elem Principals & VP Assoc
Sylvia Metzner	VSTA	Vanc Secondary Teachers' Assoc
Steve Baker	DPAC	District Parent Advisory Council
Terry Lejko	VACFSS	Vanc Aboriginal Child & Family Services Society

Alternates
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Jolayne Fournier   VICES
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Steering Committee Members
Lynn Green, Co-chair
Valerie Overgaard, Co-chair
Brenda Burroughs
Cathy Hasley
Chris Kelly
Debra Martel
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Promoting Literacy, Social Emotional Learning and Parent/Community Involvement in Inner City Schools: Combining Evidence-based Research and Experiential Knowledge

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EXECUTIVE SUMMARY

Children living in socio-economically depressed neighbourhoods have a myriad of disadvantages facing them and their families. These include poorer physical health, increased social stressors, greater incidences of emotional, behavioural and cognitive problems and more difficulties in school. Thus, when exploring how to help children in elementary schools who live in disadvantaged areas, their physical state, social and familial influences, the environment, institutions such as schools and community services and the prevailing public policy become important contextual considerations.

The purpose of this paper was to explore the research evidence and best practices related to the three foundational goals of a group of Inner City Schools in the Vancouver School Board. These goals are promoting literacy, promoting social-emotional development and facilitating parent and community engagement. Along with looking at the research, the experiential knowledge of teachers, staff, parents, students and community organizations who are associated with the 12 Inner City Schools was acquired. An asset-based approach was taken, focusing on identifying successful strategies associated with the foundational goals and recommendations for future action.

For promoting literacy, current best practices recommend a systemic approach that is comprehensive, incorporates early detection and serves as a preventative strategy- identifying and assisting students before they fall behind. The research also shows that early intervention is very effective for this population and works best with small groups or one-on-one instruction. Key features of a literacy program include flexibility, frequent assessment and monitoring, child-based individualized and ability-level instruction and frequent application. All literacy programs should include a variety of approaches, be culturally and developmentally appropriate for the ability level and include dedicated time for instruction. Finally, a holistic approach is required that: a) considers the social-emotional influence on school achievement; b) addresses family needs (e.g., family literacy); c) utilizes community programs and services that support literacy; and, d) addresses the needs of the child (sense of belonging, is enjoyable/fun, is applicable to their life).

The main recommendations of school staff associated with school literacy focused on whole-school and school district change initiatives. These included: the need for addition training and professional development; greater information sharing; earlier assessment and intervention support; greater human resources such as literacy coaches, librarians, and access to psychological assessments and speech pathologists; more material resources such as texts; flexible working hours; and, greater opportunities to connect with families and community.

Social-emotional learning (SEL) is particularly important for vulnerable children. The research evidence shows that SEL programming for children at-risk needs be grounded in theory, provide developmentally and culturally appropriate instruction and address the multitude of social skills important in development. When choosing which programs to use for SEL, the research presented recommends that program planners consider the current needs of the school or school district using a needs assessment, match the identified needs with research-based interventions, use both school-wide and program specific approaches, ensure that programming covers multiple years, choose programs that include families and communities, implement SEL from preschool through to high school and make sure that the program is developmentally appropriate. Other SEL implementation recommendations include: ensuring the emotional competency of teachers, using teachers as program leaders, promoting a climate conducive to SEL, receiving support from educational leaders, adequate training and including an evaluation component.

According to Inner City Counselors, Youth and Family Workers, Neighbourhood Assistants and Teachers, most of the SEL efforts centre around school-based initiatives such as implementing the code of conduct, having students give morning announcements, bringing in guest speakers, and art and play therapy. Out of school programming was also highlighted such as outdoor education camps, KidSafe and programs given before, at noon and after school. Support roles and case conferences were also identified as necessary as was the meal plan and food related events. Very few evidence-based programs are currently being in the schools used in a systematic way. Those programs that are being used, focus on violence prevention such as peer helpers, RSVP and anti-homophobic training. When participants were asked to identify the most effective strategy at their school for promoting SEL, the majority chose professional support and out of school programming. Students focused on

school-based SEL programming, out of school programming,   the importance of professional staff, student leadership programs, social responsibility clubs and community service programs.

The schools in the Inner City Project are all utilizing a school-wide approach for SEL (code of conduct, student recognition, etc), however a more coordinated effort is needed for program specific methods. As well, more concerted effort is needed to address SEL programming district-wide, addressing team-building, networking and training efforts as well as identifying guidelines for how to assess student need and when community-based help should be acquired.

Considerable research over the last 20 years has shown that family involvement in children's education has positive benefits to the child. The research evidence shows that higher parental involvement is associated with higher student academic achievement, better attendance, a readiness to do homework, increased graduation rates, students' sense of competence, better self-regulatory skills, and beliefs about the importance of education. For at-risk children, family involvement is even more important and is associated with increased achievement in both academic and social emotional development. As well, parents involved in the schools improves child-teacher relationships and the child's feelings about school for low income children and youth.

Increasing family engagement should take a systemic approach which includes collecting information about parents' availability and creating flexibility in the timing of school events and spaces for inclusion. Parents recommended that schools provide spaces for parents to meet and celebrate different cultures. Special events, particularly those involved with food such as potlucks, are highly appreciated by the families in the Inner City Schools. Developing mechanisms for information sharing about resources and programs for all Inner City School parents as well as networking opportunities for different groups such as the parent advisory council was suggested. Parents would also like to see a parent mentoring program established and the opportunity for honorariums for translation services.

Community partnerships that promote out of school learning (OSL) can improve student development. The research shows that student participation in OSL can result in less disciplinary action, lower dropout rates, better academic performance in school, improved homework completion, and improved work habits. As well, these programs situate youth in safe environments, prevent them from engaging in delinquent activities, teaches general and specific skills, beliefs, and behaviors and provides opportunities for youth to develop relationships with peers and mentors. After school and summer programming is important for poorer youth due to an opportunity gap where lower income children and youth have less access to enrichment opportunities than their more affluent and advantaged peers.

The recommendations from the research are echoed by the community surveys. According to community partners, the Inner City Schools could enhance community-school collaboration by developing opportunities for collaboration in networking, meetings, and joint funding applications. As well, increased communication of community services to families would assist efforts as would access to school grounds and students at-risk for providing services. Providing more funding to run programs and a dedicated position for facilitating school-community collaboration would also help more families and children.

Many of the key ingredients for promoting literacy, SEL and parent and community engagement exist within the 12 schools. What the research recommends and what was often echoed by individuals associated with the schools, is **the need for a systematic focus within and across schools regarding programming, networking, training and professional development**. Specifically, the following recommendations are suggested for a systemic, curricular and organizational practice for enhancing literacy, enhancing social emotional learning, enhancing family and community involvement and assessment and evaluation.

SYSTEMIC, CURRICULAR AND ORGANIZATIONAL RECOMMENDATIONS

From a structural perspective, *look at differentiation in the Inner City Schools*. At the same time, consider coordinating programming, networking, training, and professional development **across** all Inner City Schools.

1. Re-evaluate the mission, purpose of the Inner City Program, common values and the roles and responsibilities of the positions attached to it

2. Review funding allocation based on school size and outside support such as the *Community Links* Program to ensure there is not duplication of resources

3. Consider creating a position responsible for Inner City Schools and community linkages

4. Focus on team building and coordination across programming such as developing networking, training, dedicated time, and guidelines for best practice

5. Ensure those working in the Inner City Schools are experienced (at least 5 years) and for principals, have additional training

6. Encourage staff consistency in the Inner City Schools (e.g. minimum 5 years) to promote continuity of relationships with students, parents, staff and community agencies

7. Consider funding /support for best practice programs and encourage multiple schools use the same programming to provide support, mentoring, etc.

8. Adopt the *Inner City Schools Literacy Plan.*

9 Adopt the *Developmentally-based Social Emotional Learning Curriculum* across all Inner City schools

10. Support more networking opportunities between staff to share successes and ideas as well as provide support across the Inner City schools

11. Use the Inner City Schools conference as a venue for highlighting effective practices amongst those working in the Inner City Schools, families and community

12. Ensure that reviews of the Inner City Schools include feedback from the teachers, support workers, parents, community partners and students

13. Develop district wide guidelines for assessment and evaluation

RECOMMENDATIONS FOR PROMOTING LITERACY:

An Inner City School Literacy Plan

Important elements of this plan would include the following:

1. Place an emphasis on early intervention programming

2. Use a multi-tiered approach for identifying and addressing ability level

needs

3. Adopt a collaborative model that supports integrated literacy activity of different roles within schools, in relation to assessment, instruction and evaluation

4. Ensure district wide support of programs that are evidence based in relation to training, financial and human support and professional development

5. Provide opportunities for networking across all Inner City Schools

6. Provide continued support for family involvement/programming

7. Develop a coordinated plan for involving community in supporting literacy initiatives during out-of-school hours

RECOMMENDATIONS FOR PROMOTING SOCIAL EMOTIONAL LEARNING:

A Developmentally-based Social Emotional Learning Curriculum

1. Conduct a SEL needs assessment for all schools within the Inner City Project

2. Provide teachers/support worker with emotional competency training through professional development efforts

3. Develop a VSB district wide policy that supports SEL programming in each grade--that includes both school-wide and program SEL training, ensuring that all core competencies are addressed (self-awareness, self-management, social awareness, relationship skills, responsible decision-making), includes components involving families and communities, and guidelines for assessment and outside referral. Example:

A Developmentally-based Social Emotional Learning Curriculum

K- *Roots of Empathy*
1- Emotional literacy (*PATHS)*
2-Problem-solving (*Restorative Justice*)
3. Emotional literacy " *Wits*"
4. *Roots of Empathy*
5. Anti-bullying "*Steps to Success*"
6. Conflict resolution
7. Leadership training and community service and learning

Meanwhile, schools should continue whole school efforts such as code of conduct, peer mediation, guest lecturers, student recognition, after school clubs, and out of school programs

    4. Facilitate networking opportunities for all individuals working on SEL across the Inner City Schools

    5. Support SEL efforts by providing training in implementation, assessment and evaluation

    6. Develop a multi-discipline SEL approach within schools and across the Inner City Schools

    7. Develop a program for engaging and providing SEL information to parents

    8. Develop a coordinated approach with community agencies to support SEL in out of school hours

RECOMMENDATIONS FOR PROMOTING FAMILY ENGAGEMENT

- Establish of a parent center, a home visitor program, and action research teams in order to promote parent involvement

- Reach out to all families, not just those most easily contacted, and involve them in all major roles, from tutoring to governance

- Provide parent education information and training opportunities

- Provide family support programs to assist families with health, nutrition, and other services

- Provide networks to link all families with parent representatives, information about community services, etc.

- Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building.

- Enable families to share information with schools about culture, background, children's talents and needs

- Make sure that all information for and from families is clear, usable, and linked to children's success in school

- Design effective forms of school-to-home and home-to-school communications about school programs and children's progress

- Recruit and organize parent help and support

- Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning

- Involve families and their children in all important curriculum-related decisions

- Include parents in school decisions, developing parent leaders and representatives

- Ensure active parent advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation

- Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school

- Offer training and/or honorariums to enable leaders to serve as representatives of other families, with input from and return of information to all parents (e.g., translation services)

- Include students (along with parents) in decision-making groups

- Provide cultural event opportunities

- Ensure support is available for participation such as child minding

- Encourage parents' involvement in classrooms

- Ensure afterschool programs are available

- Provide spaces for programming for out-of-school learning

- Develop a Parent Mentor program

- Develop mechanism for information sharing about resources and programs to all IC school parents

- Continue fun events with food (community cultural fair, potlucks)

- Provide flexible staff hours

RECOMMENDATIONS FOR PROMOTING COMMUNITY ENGAGEMENT

- Share resources with community agencies

- Promote out-of-school learning

- Develop cooperative/joint funding applications

- Provide services to families (e.g., child minding)

- Extend school staff hours

- Provide fun and exciting programs

- Provide training to staff

- Provide access to schools on weekends and evenings

- Provide knowledge of community agency/services to families

- Share information about children to better meet their needs

- Increase capacity building with families

- Formalize relationship to enhance information sharing, communication and collaboration

- Budget for out of school learning

- Provide structured feedback from schools to community agencies

- Continue to support creative/flexible solutions

- Increase school staffing

- Involve community staff in school conferences, workshops, meetings that
- serve Inner City kids

- Ensure consistency in school staffing to support relationships

- Dedicate a position for school-community collaboration

- Have regular meetings

- Provide more resources (financial/equipment)

- Recognize barriers to collaboration and address them

- Conduct a needs assessment of community services

- Allow greater presence in schools

RECOMMENDATIONS FOR ASSESSMENT AND EVALUATION

- Provide a clear description of programming, resources required and percentage of time required

- Collect baseline data by grade in the Fall

- Collect post program data by grade at the end of Spring

- Provide qualitative evaluation/impressions of programming successes and lessons learned provided by each support worker/teacher

- Provide rationale for new planning decisions based on evidence

- School district to provide a template of a good review

- Provide a description of the programs used

- Use consistency in data measures to compare different schools/programs, e.g., DRA, FSA

- Use consistency in what is measured, e.g., #maintaining, meeting or exceeding expectations

- Use consistency in when measurements are taken. E.g. Same year- Spring-Fall

- Identify teacher professional development and resource support required

Rank	School	SSI March 05	SSI March 06	SSI March 07	SSI March 08	SSI March 09	SSI 5 Year Average	# vln stud Sept 2008	ENRL Sept 08	SSI 5 yr ave & # vuln
1	Strathcona	30.57	30.35	21.98	21.3	23.8	25.60	123	531	148.6
2	Thunderbird	28.8	27.06	22.44	24	26	25.66	82	315	107.7
3	Seymour	42.16	43.79	28.75	31.9	40.2	37.36	68	184	105.4
4	Grandview/Queen Victoria	32.8	31.2	28.3	23.7	20.4	27.28	64	314	91.3
5	Britannia	43.39	41.44	25.14	28.5	31.8	34.05	57	179	91.1
6	Hastings/Tillicum	20.4	17.1	12.7	11.2	9.4	14.16	70	748	84.2
7	Macdonald	45.45	52.94	42.11	38.6	41.2	44.06	35	85	79.1
8	Queen Alexandra	34.13	21.76	23.83	24.3	21.3	25.06	47	236	72.1
9	Selkirk/Annex	14.2	9.2	8.6	7.5	8.9	9.68	60	674	69.7
10	Cook	13.31	13.24	13.54	12.4	12.4	12.98	44	356	57.0
11	Mount Pleasant	26.69	22.05	19.33	19.6	15.6	20.65	35	225	55.7
12	Henderson/Annex	8.4	8.8	8.6	8.5	7.1	8.28	46	652	54.3
13	Nightingale	27.42	23.26	17.09	16.3	13.4	19.49	34	253	53.5
14	Brock	35.14	25.32	19.05	16.6	14.2	22.06	31	216	53.1
	Moberly	11.48	8.5	7.23	6.6	6.6	8.08	39	590	47.1
	Douglas/Annex	7.08	6.92	4.83	4.77	5.08	5.74	40	787	45.7
	Dickens/Annex	10.7	9.54	6.37	5.92	7.17	7.94	37	516	44.9
	Fleming	9.89	8.76	8.11	7.1	7.4	8.25	36	485	44.3
	Tecumseh/Annex	7.34	5.27	5.05	5.86	5.89	5.88	38	645	43.9
15	Lord Roberts/Annex	14.2	12.4	10.4	9.4	5.8	10.45	33	565	43.5
	Beaconsfield	12.67	11.03	11.52	11.2	11.5	11.58	30	260	41.6
	Waverley	15.26	11.22	8.76	7.2	7.8	10.05	31	395	41.0
	Secord	11.18	8.23	7.75	6.1	5	7.65	33	666	40.7
	Norquay	9.49	6.7	5.47	7.2	5	6.77	31	622	37.8
	Carleton	9.59	10.56	6.56	7.8	7.3	8.36	29	400	37.4
	Mackenzie	15.18	9.62	7.02	6	6.2	8.80	28	453	36.8
	Champlain Heights/Annex	10.42	8.09	6	6.4	7.09	7.60	29	409	36.6
	Renfrew	10.77	7.79	5.62	5	5.5	6.94	26	472	32.9

APPENDIX III – Identification of 14 Inner City Schools and 1 Transitional School (Lord Roberts)

SOCIAL SERVICES INDEX

The SSI is released annually by the Ministry of Education based on the September 30th student enrolment in all schools in the province. The Ministry of Children and Family Development compiles the information based on students identified by MOE.

Methodology: uses 12 months of data, focused on Children in Care or those receiving Income Assistance and omitting schools with either no vulnerable children identified or with enrolments of less than 80 students.

Definition of Children in Care:
The majority of children and youth in care are categorized under two main categories: those who are made wards of MCFD through a continuing custody order and those who enter into temporary care. A third category of children who are out of the parental home is children and youth in the CIHR program.

Continuing custody means the government is the sole guardian of a child with all the rights, duties and responsibilities of a parent, and has the right to consent to the adoption of the child. (The Public Guardian and Trustee becomes the guardian of the child's estate.) Continuing custody does not usually end until the child turns 19 or is adopted.
Temporary care means the government has custody of the child on a time-limited basis and unless limited by the court carries out the responsibilities of a guardian except the right to an adoption.
The *Child in Home of a Relative (CIHR) program* provides financial support to relatives caring for a child placed in their home by their parents when the parents are unable to assume full responsibility for supporting the child.

Children can also enter care through *voluntary agreements* with parents under either Section 6 or 7 of the *Child, Family and Community Service Act* (CFCSA). These agreements are time limited and intended to address specific situations of need, either on the part of the parent or the child. In these situations, parents retain most of the rights and responsibilities of guardianship but transfer day-to-day care and some functions to MCFD or a delegated Aboriginal agency.

Data Sources in addition to SSI

1. Vancouver Coastal Health Public Health Early Child Development Council. *Population Health and Prevention, Vancouver Coastal Health Early Childhood Profile.* March 2009.
www.vch.ca/population/docs/VCH_Early_Childhood_Profile2009.pdf
2. Kershaw, Paul, Lori Irwin, Kate Trafford, and Clyde Hertzman. *The British Columbia Atlas of Child Development 1st Edition.* Human Early Learning Partnership (HELP). Unipresses. Ontario. 2005
3. IBID, EL HELP, April 2006.
4. IBID, EDI Mappping Package. School District 39. HELP. March 2008.
5. Ministry of Education. 1701 Data Collection. September 30, 2008. Demographics.
6. Stats Canada. Census Data 2001, 2006. Income Levels.

PROFILE OF THE VULNERABLE STUDENT

The following descriptions are fictitious but are reflective of the life experiences of vulnerable students in Inner City Schools.

Student Profile 1

George, 8, and John, 11, are brothers. The boys live with their mother in subsidized housing close to the school. Their father left the family seven years ago and has not made contact with the boys for five years. The mother has recurring bouts of depression and substance abuse rendering her unable to maintain steady employment. The family has received income assistance for the last two years and recently the mother had the money deposited directly to her bank account in order to ensure payment of bills. During the 2007 – 2008 school year, the mother fully supported the boys' education. She attended school meetings and encouraged the boys' regular attendance at school. The school meal program helped her to ensure the boys were looked after. In late November of this year, their mother did not come home. Both boys were taken in by their maternal Grandmother when John phoned to say they had been left alone. The mother has a previous history of living on the streets for short times. Grandmother has no access to the Income Assistance money and is unable to contact the mother. Grandmother provides food and shelter for the boys as she can within her own limited means. There is minimal discipline and structure to the boys' day. Education is not a high priority with the grandmother. As she worries for her daughter, the grandmother is happy to have to boys stay at home with her or go out to play with friends as they wish. She knows they will come home to sleep.

The 2008 – 2009 school year marks the first time that the brothers have remained in the same school after the summer break. John is working two grades below age level and George is one grade behind. The brothers were making significant progress in their school achievement during the last school year. The resource teacher provided targeted instruction 3 mornings a week in addition to the work done in regular classes. This targeted intervention was most successful when the boys arrived for breakfast at the school and were energetic to learn. The start of the school year looked promising as the boys had completed work provided for summer study and had connected with summer program supports in the community.

Since December, John has barely attended one day of school per week. While in the school, he is moody and withdrawn from others. He participates in some activities with the resource teacher but quickly loses interest without on-going encouragement. John demonstrates angry episodes when instructed to participate in classroom instruction and expresses that he feels he is not worth anyone's time. He is completing minimal school work. His brother, George arrives for breakfast but generally disappears from the school after lunch time. George is still socially connected to classmates but is easily distracted and loses focus. George works well with the resource teacher but is disassociating from classroom work. He attends school for the work that he is successful in but becomes a disruptive influence in the room for work that he struggles with. He is fiercely loyal to his brother and will leave school saying he has to find him. The school Principal fears that both boys will stop coming to school. The school has contacted the grandmother and the Ministry to develop a plan to protect the boys.

Student Profile 2

Jean is one of 3 siblings in a family marked with violence, substance abuse and poverty. The parents are continually in and out of multiple relationships and then returning to the family home. Mother is addicted to drugs and regularly uses drugs at home. At age 7, Jean witnessed her

father stabbing her mother's boyfriend. The father was jailed as a result and the mother was given full custody of the children. Jean became very violent when faced with situations she could not control and at school acted impulsively to emotional feelings of discouragement, jealously and impatience. Mother's drug use continued in the home and Jean reported feelings of hostility and rejection from her mother and significant loss through the lack of contact with her father.

When the father was released from jail, he was allowed visitations with the children. The cycle of drug use and violence continued with the family living in extreme poverty in a one bedroom apartment with three children and sometimes two adults. The mother's drug use escalated with minimal money available for proper food, clothing and hygiene for the children. When Jean was 12 years old, the father tried to intercede in a family dispute and was stabbed by the mother. All three children were taken into care by the Ministry while the father testified against the mother. In October 2008, the father was granted full custody of the children and moved them into a 2 bedroom apartment with his new girlfriend.

As the eldest child, Jean has been providing maternal care for her younger siblings for many years. She has provided basic meals and done all household chores to protect her siblings from the abuse and violence that she has endured and witnessed. Jean has no sense of self worth and does not easily adapt to situations that occur outside of the home. She is academically delayed about 3 years and the school is searching for an appropriate intensive educational setting for her grade 8 year.   She has poor cognitive skills and many gaps in her learning. Her social-emotional development has been marred by the years of violence and she has developed shallow values and interests that are centered on momentary excitement or chances for autonomy. Jean's attendance is poor, her behaviour erratic and social relationships volatile.

The elementary school and secondary school staff are working together to help the family by arranging counselling services, financial support, and community outreach contacts to try to keep the children, Jean in particular, in school.

Student Profile evidence

- School has been providing shower facilities and clean clothes for a student prior to class time for two years. Child states that she has to change back into her own clothes to go home.
- Student has attended 7 elementary schools and is only now in grade 6.
- Student continues to attend same elementary school after family becomes homeless, moves into a 'Safe House' and finally finds social housing 2 miles from the school because of the security and care given by the school staff. A neighbour provides transportation for the child.
- Four children from one separated family, 2 live with Dad and 2 live with Mom. Parents are able to offer limited support for children due to financial hardship, addiction issues and emotional dysfunction.
- ESL student in grade 2 with behaviour concerns. Poor hygiene and social skills are evident. Lives with both parents and the extended family with little supervision. Both parents work long hours and are rarely able to spend time with girl. She shares a bed with 2 cousins and often comes to school in the same clothes that she wore the day before and has slept in.
- Grade 6 student with divorced parents. Is shuffled back and forth between parents with one living out of the country. Has specific learning disability that is irregularly addressed due to transciency and results in academic delay. She has difficulty interacting with peers and maintaining healthy social relationships.
- Grade 7 student currently working at McDonald's restaurant. Has a history of sexual activities and refusal to receive mental health support. Family history of drug abuse and violence. Student has stolen a car, been caught setting neighbourhood fires, and spent time at Willingdon Juvenile Correctional Centre.

- Student demonstrating poor attendance, incomplete school work, disregard for personal safety, and success. Increasing withdrawal from peer group and from regular routines. Single parent with mental health issues living in social housing below the poverty line.
- Student currently facing a variety of issues including anger management, single parent home, poverty, depression and anxiety. Non attendance at school despite many efforts to connect the family and student to community agency services.
- Student arriving at school this September. We are their 6th school. They are not anticipating academic success and have had little experience with successful relationships. Parents have few expectations that the child can succeed. Parents ignore absences or at times support truancy. Minimal supervision occurs at home with reports from the neighbouring families that it appears that the child is emotionally supporting the parent who demonstrates what might be mental health concerns.

Differentiated Staffing for Inner City Schools Program

SSI Rank	School	Teacher	YFW	SSA	Size	# Vuln.	Current Staff Considered	Uniqueness
1 148.6	Strathcona	1.0	1.0	3.0	531	123		SSI highest with increasing # vulnerable - despite declining enrolment, neighbourhood factors
2 107.7	T-Bird	1.0	1.0	2.0	315	82		SSI highest with increasing # vulnerable - despite declining enrolment, Social Housing
3 105.4	Seymour	1.0	1.0	2.0	184	68		SSI highest with increasing # vulnerable - despite declining enrolment, Social Housing, neighbourhood factors
4 91.3	Grandview/ Queen Victoria	1.0	1.0	2.0	374	64		SSI highest with increasing # vulnerable - despite declining enrolment, Social Housing, neighbourhood factors
5 91.1	Britannia	1.0	1.0	2.0	179	57		SSI highest with increasing # vulnerable - despite declining enrolment, Social Housing, neighbourhood factors
6 84.2	Hastings/ Tillicum	1.4	2.0	2.0	748	70		Neighbourhood factors, high SSI index of Tillicum, 2 sites, large school population, data skewed by FI population
7 79.1	Macdonald	.6	1.0	1.0	85	35	# of non enrolling staff	Neighbourhood factors, intensity of need, declining enrolment

SSI Rank	School	Teacher	YFW	SSA	Size	# Vuln.	Current Staff Considered	Uniqueness
8 72.1	Queen Alex	1.0	1.0	2.0	236	47		Neighbourhood factors, High SSI
9 69.7	Selkirk/ Selkirk Annex	.4	0	1.0	674	60	.5 ComLINK YFW support	Growing FI program, SSI declining trend
10 57	Cook	.4	0	1.0	356	44	.5 ComLINK YFW support	Mixed SES, residential neighbourhood, strong community centres
11 55.7	Mt. Pleasant	1.0	1.0	1.0	225	35		Consistent SSI, low income housing,
12 54.3	Henderson/Henderson Annex	.4	0	1.0	652	46	.5 ComLINK YFW support	Mixed SES, residential neighbourhood, strong community centres
13 53.5	Nightingale	.6	1.0	1.0	253	34		SSI declining trend, transitional housing
14 53.1	Brock	.6	1.0	1.0	216	31		SSI declining trend, social housing might re-open
20 40.5	Roberts/ Roberts Annex	.6	1.0	1.0	565	30	High level of support from CST	Strong Community Centres, mixed SES, High transiency, declining SSI, mental health concerns. Transitional staffing for 1 year.
	Totals	**12 teacher**	**13 YFW**	**23 SSA**				

PROPOSED SCHOOL MEALS PROGRAM REALLOCATION

Sky blue represents SMP schools assumed drop from the program
Tan reflects sites currently not on the SMP, but assumed in on this option.
Gold coloured rows reflect sites currently on program

	School	5 YEAR SSI AVG (Mar 05 - 09)
1	Macdonald	44.060
2	Seymour	37.360
3	Britannia	34.054
4	Grandview	27.280
5	Queen Victoria Annex	27.280
6	Thunderbird	25.660
7	Strathcona	25.600
8	Queen Alexandra	25.064
9	Brock	22.062
10	Mount Pleasant	20.654
11	Nightingale	19.494
12	Hastings	14.160
13	Tillicum Annex	14.160
14	Cook	12.978
15	Bruce	11.594
16	Beaconsfield	11.584
17	Roberts	10.453
18	Roberts Annex	10.453
19	Livingstone	10.160
20	Waverley	10.048
21	Selkirk	9.680
22	Selkirk Annex	9.680
23	Franklin	8.880
24	Mackenzie	8.804
25	Carleton	8.362
26	Henderson	8.280
27	Henderson Annex	8.280
28	Fleming	8.252
29	Lord	8.092
30	Moberly	8.082
31	Dickens	7.940
32	Dickens Annex	7.940
33	Secord	7.652
	School	5 YEAR SSI AVG (Mar 05 - 09)

	School	5 YEAR SSI AVG (Mar 05 - 09)
34	Champlain Heights	7.600
35	Champlain Annex	7.600
36	Hudson	7.528
37	Maquinna	7.470
38	Maquinna Annex	7.470
39	Collingwood	7.138
40	Renfrew	6.936
41	Norquay	6.772
42	Grenfell	6.616
43	Maccorkindale	6.460
44	Nelson	6.288
45	Garibaldi Annex	6.288
46	Fraser	6.004
47	Cavell	5.986
48	Tecumseh Annex	5.882
49	Tecumseh	5.882
50	Begbie	5.740
51	Douglas	5.736
52	Douglas Annex	5.736
53	Cunningham	5.710
54	Wolfe	5.546
55	Oppenheimer	5.520
56	Trudeau	5.492
57	McBride	5.162
58	McBride Annex	5.162
59	Kingsford Smith	5.070
60	Bayview	5.048
61	Elsie Roy	4.678
62	Nootka	4.532
63	Sexsmith	4.070
64	Weir	3.884
65	Southlands	3.806
66	False Creek	3.244
67	Lloyd George	3.154
68	Van Horne	3.076
69	Gordon	2.650
70	Tyee	2.358
71	Carr	2.300
72	Laurier Annex	2.178
73	Laurier	2.178
74	L'Ecole Bilingue	1.306

75	Queen Elizabeth Annex	1.286
76	Queen Elizabeth	1.286
77	Tennyson	1.268
78	Maple Grove	1.240
79	Shaughnessy	1.198
80	Carnarvon	1.100
81	Osler	0.990
82	Jamieson	0.654
83	Queen Mary	0.632
84	Quilchena	0.564
85	University Hill Elem.	0.556
86	McKechnie	0.530
87	Kitchener	0.462
88	Trafalgar	0.452
89	Kerrisdale	0.360
90	Kerrisdale Annex	0.360
91	Jules Quesnel	0.322