

COMMITTEE MEETING

**PLENARY COMMITTEE III/V – FINANCE & LEGAL
EDUCATION & STUDENT SERVICES**

Wednesday, 2010 April 07 at 7:00 pm
Boardroom, VSB Education Centre

A G E N D A

A. Reports for Trustee Information

- | | | |
|----|---|--------------|
| 1. | 2010/2011 Preliminary Operating Budget Proposals
(Material will be distributed at the meeting) | S. Cardwell |
| 2. | Mandarin Immersion | V. Overgaard |
| 3. | Roberts Elementary / Annex | S. Hutson |

New Business

Date and Time of Next Meeting

Plenary Committee III/V on Wednesday, 2010 April 21st at 4:00 pm, Room 400



Memorandum
Vancouver Board of Education
School District No. 39 (Vancouver)

VSB

ITEM A-2

2010 April 01

TO: Committee III/V
FROM: District Management
RE: **Mandarin Bilingual Program Planning**

Attached is the report requested to update trustees on the Mandarin Bilingual Program planning. Projected costs are based on the implementation of the program for September 2010.

Attachment

Mandarin Bilingual Update

April 7, 2010

Introduction

Following a presentation to the Board through Committee III in December 2009, the Task Force and district staff have continued to work through the issues surrounding implementation of a Mandarin Bilingual Program in September 2010.

Resources

Attached is the spread sheet previously circulated, outlining projected costs for start-up for a new language program. The costs are based on what we currently know about French Immersion as well as Mandarin Bilingual at Jamieson. While the costs are only projections, we continue to believe them to be quite realistic. The costs to develop curriculum are only provided for one year. As previously noted, they may extend beyond the first year, but they would likely be less than the first year.

Costs for materials and resources for the first year would amount to \$17, 500. Each year the costs would be similar as the program expands.

The curriculum development costs are projected to be an additional \$17, 000 in the first year.

We have tentatively identified a consultant to work with us on curriculum development and have asked the VESTA to name teachers to a committee.

Staffing

Given that start-up for September 2010 would involve registration and staffing late in the year, to be prudent, we would have to project the need for two additional full time teachers. This is based on the assumption that small numbers of students would come from any one school. This would mean there would not likely be a reduction in staffing at the schools from which the students come. Hence, the need for two additional positions for teachers for each of a kindergarten and grade one class.

Two teachers plus benefits at \$67, 700 each would mean a total cost of \$135, 400.

Facilities

Further consultation and exploration of sites for the program have been undertaken. District Management discussed the possibilities and would continue recommend John Norquay Elementary as the location for the start up of the program. While there are no major renovations required for the program, there would likely be at least minor changes needed for the start up of the program in kindergarten.

We have therefore projected costs of up to \$20, 000 for facilities.

Total Cost of Start-Up for September 2010

It is estimated that total costs for the start up of a Mandarin Bilingual Program for September 2010 would be:

Resources and Materials	\$17, 500
Curriculum Development	\$17, 000
Staffing	\$135, 400
Facilities	<u>\$20, 000</u>
Total	\$189, 900

Bilingual Mandarin Program - Projected Costs

Grade Levels										
Costs	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Program Maintenance	
Facilities										
Location	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Classroom Resources										
Electronic Resources (GO Program)	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	(Could be impacted if a school license is purchased)
Teaching Materials (Charts, Dictionaires, Workbooks)	\$4,800.00	\$4,800.00	\$4,800.00	\$4,800.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$1,500.00	
Classroom Library - Various Types of Books/Resources	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$500.00	
Library Resources										
Audio Resources (DVD, CD, Videos, Audio Books)	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$500.00	Curriculum Development If the program is accepted, this is an estimated budget to prepare an IRP:
Printed Resources	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$1,000.00	
Other (online subscriptions)	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$1,000.00	
Teacher Support/Professional Resources										
Conferences and specific training	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$250.00	
<i>Targetted Pro D/ Specific Institute* (Note \$2000 per teacher as necessary)</i>	\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	\$2,000.00		EOC:
Classroom Furniture										
Desks, chairs,	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Consultant:
Smartboard	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	Travel:
Computers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Resources:
										Total:
Classroom startup costs	\$17,500.00	\$15,500.00	\$17,500.00	\$15,500.00	\$19,700.00	\$17,700.00	\$19,700.00	\$19,700.00	\$8,250.00	
Program costs including maintenance		\$23,750.00	\$25,750.00	\$23,750.00	\$27,950.00	\$25,950.00	\$27,950.00	\$27,950.00		\$17,000.00



VSB

ITEM A-3

2010 April 1

TO: Committee III/V
FROM: District Management Team
RE: **Roberts Elementary/Annex Unique Challenges**

Background

An Inner City Project Review was conducted in 2008 – 2009. The report and recommendations were adopted at a Board of Trustees meeting in May, 2009. At that time, Lord Roberts/Annex was not identified as one of the 14 Inner City schools and due to the response of the school community, Lord Roberts/Annex was provide Inner City transitional status of the 2009 – 2010 school year, and the following was added to Recommendation #17 of the Inner City Review:

During the 2009 – 2010 school year, the Inner City Advisory Committee will investigate the vulnerability and needs of Lord Roberts 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.

Subsequently the Inner City Advisory Committee developed a process for investigating “the vulnerability and needs of Lord Roberts and Annex”. As part of this process, Lord Roberts/Annex presented data to the Inner City Advisory Committee on 2010 January 19 to support the need to continue their Inner City status.

After investigation and full discussion of the vulnerability and needs of Lord Roberts and Annex, the following advice was provided by the Inner City Advisory Committee to the District Management Team:

- The decision regarding the designation of Lord Roberts/Annex as an Inner City School should not impact the designation of other schools.
- The transition of Lord Roberts/Annex as an Inner City School continues until June 30, 2010.
- The designation of Lord Roberts/Annex as an Inner City School is discontinued effective July 1, 2010.
- A Youth and Family Worker (1.0 FTE) position be added to the King George Community School Team.
- The ICSP staffing that is currently assigned to Roberts/Annex is reallocated to other Inner City Schools effective September 01, 2010.
- Prior to the next ICSP Review (2013 – 2014) the Inner City Advisory Committee explores the criteria to be used for identification of Inner City Schools.

DMT Recommendations

The District Management Team supports in principle the advice provided by the Inner City Advisory Committee. However, this advice should be considered in relation to the anticipated budget shortfall and possible reduction of Community LINKS funding for 2010-2011.

IT IS RECOMMENDED THAT the Board of Trustees endorse in principle the advice provided by the Inner City Advisory Committee related to the status of Lord Roberts/Annex as an Inner City School.

These recommendations were provided to Committee III on 2010 February 10, at which time, the Lord Roberts/Annex school community presented to Committee III, advocating for a reversal of the recommendation to end Inner City status for Lord Roberts/Annex.

The District Management Team's recommendations were forwarded to the Board of Trustees. At the Board meeting of 2010 February 15, Trustees passed the following motion to support Lord Roberts/Annex given their loss of Inner City status:

...that the District Management Team report back during the budget process with a recommendation regarding additional targeted support for Lord Roberts/Annex to address their unique challenges.

The Unique Characteristics of Lord Roberts School

Following the Board motion, Trustees Al Blakey and Allan Wong, and Associate Superintendent, Sonia Hutson, met with a representational group of parents and staff from the Roberts/Annex school community on 2010 March 15 to further explore the unique needs of the school community. Representatives from the school included:

Val Coopersmith - Principal
Andrea Zeitz – Vice-Principal
Rose Palozzi – PAC Co-chair, Roberts
Ian Main – PAC Chairperson, Roberts
Peter Bodiffee- PAC, Annex
Grant Burchill - Area Counsellor
Terry Geremia - Inner City Staff Assistant
Karl Graham - Classroom teacher, Roberts
Brenda Boylan - Classroom teacher, Roberts Annex
Paul Houle - Team Leader, MCFD

The Roberts/Annex school community presented compelling data to support the recognition of the unique needs of their school community:

1. Density
Our downtown core is the most densely populated in Canada (i.e. people per square foot) due to a vertical catchment area with many families living in overpopulated and overcrowded apartments.
2. Immigration
 - a) our school is the first face of Canada these immigrants with children encounter

- b) families often arrive without support systems
 - c) many have no English
 - d) many have no access to the social security net (i.e. health care, income security, etc, and therefore are not indicated on the SSI index)
 - e) many are refugees escaping violence
 - f) many have different cultural values such as homophobia, “eye for an eye”
 - g) many are unemployed or underemployed
 - h) many are experiencing high levels of frustration and reactivity
 - i) students who do not share the same expressions and body language
 - j) a diversity of 47 language groups
3. Mental Health
There are many parents and children in the west end with mental health issues.
4. MCFD
There are a large number of referrals to this Ministry per hundred students. We have many highly complex family situations.
5. Health Services
A significant number of families choose to live in the West End due to the proximity of special health services (i.e. a high degree of life threatening illnesses such as HIV, AIDS and cancer).
6. Social Housing:
There are a large number of social housing units that come with attendant difficulties.
7. EDI Scores
EDI scores indicate that our early learners are at risk. Lord Roberts ranks the 4th most vulnerable in the district on 4 of 5 measures.
8. Socialization Issues
- a. language acquisition
 - b. peer conflict – physical/verbal/cyber bullying
 - c. sexually inappropriate behaviour
 - d. boundary issues
 - e. reactivity and defiance – “eye for an eye” sense of justice
 - f. violent play
 - g. not engaged in community activities
 - h. cultural intolerance
 - i. lack of empathy

Conclusions

Compelling evidence, not necessarily indicated in statistics, presented by the Roberts/Annex community demonstrates how three of these major factors converge to create “the perfect storm” of needs in the Roberts/Annex community. Density, Immigration and Mental Health impact the critical mass of students with a consistency and frequency that is unique to the district.

The density of the West End is obvious, but the impact of this density on children was detailed by staff and parents. Numerous stories were recounted, describing the conditions in which families live. 99% of students live in overcrowded condominiums, most with tiny or non-existent balconies, many without separate sleeping quarters for children. These are living spaces with small square footage designed for adults, some with gym facilities, and none with playground space for children. A small fraction of families live in Mole Hill, but these houses are converted into multiple dwellings.

Parents stated the West End community is frenetic, that children cannot escape the buzz and the noise inside the condos, in the buildings and on the street. Children do not have quiet spaces for rest or to calm down. At an early age, many children are exposed to negative adult behaviour which is acted out in front of them due to the small spaces. The term “vertical ghetto” was used more than once.

The diversity in the West End creates opportunities and challenges. The most challenging factor in regards to immigration is the disconnect, and in many cases, opposition of the value systems and expectations of the school system of families new to Canada and the realities of our system. Teachers expressed that lack of respect for the school occurs, and on numerous occasions, parents, in front of their children, have become overtly hostile with unrealistic expectations of teachers and administration. Students witness negative approaches to problem-solving and are caught in the middle of conflict between home and school.

Eastern European immigrants, many with a high degree of education, are forced into jobs with the lowest levels of income. Many parents work two jobs and some parents work shift work. Stories were told of Philippine mothers whose jobs are providing daycare, and yet, in order to be employed, they have to leave their children alone and unsupervised, often all night. Opportunities to teach appropriate social skills to children are limited by these onerous work schedules. Much of the parenting takes place at school by teachers and support staff.

Roberts’ families often have either no or limited family support. They come to Canada on their own without family support structures such as grandparents, aunt, uncles and other family members which add to the complexity and needs of the students. Parents expressed that the financial pressures of adults and lack of support systems for families cause immense frustration which spill over to the children. Many families have broken apart.

Paul Houle presented compelling information about the depth of mental health issues in the Roberts/Annex community. Of the 20 schools in the MCFD Network where Roberts is situated, 14% of cases are from Roberts/Annex. Many of the referred families have dual diagnosis which are more complex and require ongoing treatment and services. The cases are a complex mixture of mental health, drug addiction, family violence and neglect. Staff report that homophobia is prevalent in the community. In addition, given the proximity of St Paul’s Hospital, many HIV cases are in the community, including students at both the main school and annex.

Staff expressed that all of these factors come together in a “perfect storm” that affects a critical mass of students at Roberts/Annex. There is a severe disconnect between home life and school life. The frenetic quality of home in overcrowded tiny spaces where students have little social interaction and where parenting is limited contrasts with the stable, calm school climate that the staff has proactively worked hard over many years to

create, maintain and enhance. The parenting of socialization occurs at school in the classrooms, through sports and music programs, through lighthouse literacy and social responsibility programs and the Middle Years IB (International Baccalaureate) program. The Lord Roberts/Annex school community of parents, teachers and staff is extremely worried about the impact of the loss of resources on their children.

The Roberts/Annex community has consistently maximized its resources to try to proactively meet the challenges presented by the unique needs of the community. The loss of Inner City support is viewed as devastating for the Roberts/Annex community. The school requests that Trustees and District Management consider providing additional support to continue to address these unique needs given the loss of Inner City status. These would include:

- Academic Support
- Preventative Programming Capacity
- Crisis Intervention/Mediation capacity
- Contingency Fund – to assist students with extra-curricular activities, band, outdoor recreation, etc.

The loss of Inner City status means the loss of the following resources to Lord Roberts/Annex:

- .6 FTE Inner City Teacher (assigned to Lord Roberts)
- 1.0 FTE Youth and Family Worker (provides services at both sites)
- 1.0 FTE Neighbourhood Assistant (provides services to Lord Roberts)
- A grant of \$12,500 (Community LINKS funds) which is being used to provide 2 days/week SSA support to students in classes, subsidies for individual students and resources.

Recommendation

IT IS RECOMMENDED THAT, providing the availability of adequate Community LINKS funds, a 1.0 FTE Youth and Family Worker position be added to the King George Community School Team, and the location of this position be determined by the Associate Superintendent - Centre Area in consultation with the administrators of the King George family of schools.