

**I n t e r**  
**o f f i c e** Memorandum   
vancouver school board

February 15<sup>th</sup> 2011

To: Committee II/III

From: Steve Cardwell, Superintendent

Re: Sectoral Review

In October through November 2010, the Vancouver Board of Education consulted with stakeholders and the general public on potential school closures involving five schools on the east side of Vancouver. On December 14<sup>th</sup>, the Board supported several key strategic directions with respect to school programs and facilities. Of primary significance among these recommendations was the following:

**IT IS RECOMMENDED THAT** the Vancouver Board of Education direct staff to immediately initiate a process to develop a comprehensive plan for sectoral reviews across the school district. This draft plan of action should be brought to the February Committee II/III meeting.

Please find attached a draft plan for consideration. I look forward to receiving input into this important review process. One of the first steps may be to agree upon a set of *guiding principles* to help define the sectoral review. The Board Strategic Plan may also be useful in this regard, but more specific points around what should guide the review will be also helpful.

I look forward to your comments and guidance to help us support Board directions as we continue along the pathway of moving Vancouver School District, not from good to great, but from excellent to exemplary.

Sincerely,



Steve

## Proposed Sectoral Review

### Background

In October through November 2010, the Vancouver Board of Education consulted with stakeholders and the general public on potential school closures involving five schools on the east side of Vancouver. On December 14<sup>th</sup>, the Board supported several key strategic directions with respect to school programs and facilities. Of primary significance among these recommendations was the following:

**IT IS RECOMMENDED THAT** the Vancouver Board of Education direct staff to immediately initiate a process to develop a comprehensive plan for sectoral reviews across the school district. This draft plan of action should be brought to the February Committee II/III meeting.

At the centre of the recommendations brought forward by staff and approved by the Board is a belief that more needs to be done to examine the educational offerings in all areas of the school district so that our students have equal opportunity and access to a range of programs and services along with quality learning experiences within safe, modern and vibrant facilities.

### Why conduct a Sectoral Review?

This is an educationally driven initiative. The current and future educational offerings within the school district are paramount to the facilities within which these programs occur. A sectoral review requires an in-depth analysis of the educational programs and services provided and an analysis of potential new educational offerings in all areas or “sectors” of the school district. The question as to whether or not we have safe, upgraded and sufficient or surplus facilities and resources to support these programs in all areas of the district flows from the educational agenda.

The notion of the district in “precincts” is not new to larger school districts. For example, the Edmonton Public School Board followed the city ward partitions to conduct a series of regional reviews. The review process in Edmonton adopted key planning principles, which included equitable access, choice of programs, efficient use of school space, and creative use of surplus space.

The proposed sectoral review process also has some strong links to the previous Educational Facilities Review initiated in the Vancouver School District in 2006. The differences may be subtle, but the previous process was largely facility driven. The *Education and Facilities Review* included the following principles:

- Ensure financial sustainability and consider other funding sources to provide improvements
- Ensure efficient allocation of facility space
- Consider Ministry capital and seismic funding timelines to prioritize the implementation
- Build upon existing programs by broadening student choice
- Locate district specialized and alternate programs as equitably as possible
- Build upon existing community resources and partner agencies to improve student access to enhanced opportunities
- Provide reasonable access to programs by considering public transit services, greenways and physical topography or barriers

There are obvious overlaps in what was found in Edmonton and work already undertaken in Vancouver. These will help define the proposed sectoral reviews.

Through the recent public consultation process on school closure, the Board heard the public's call to keep schools open, to broaden opportunities, and to reach out to the community and other agencies to help our schools not only retain, but to attract students and build vibrancy and vitality for each neighbourhood. The recommendations of the report on school closures pave the way to more comprehensive planning and suggest a way forward through this district-wide sectoral review.

The process of sectoral reviews can allow the district to take a detailed look at what we offer within the above regions. With new mandates on early learning, anticipated new directions on personalized learning, and expanded efforts to reach out to our communities and work together to redefine our schools and our offerings, we can build a bright future.

The work initiated in 2006 is valuable. Five years later, after closely examining school closures for the past several months and hearing public opinion on what the community desires for our schools, the intent is to build upon this previous work and refine it for current and future needs.

The sectoral review process can re-engage our community partners in providing the best educational opportunities for *all* students, making the most out of our facilities as community assets, and reflecting the wants and needs of our diverse communities. It can also ensure that should the district need to proceed with considerations of school closures in the future, that it is a regional need or necessity and not driven by capacity and utilization alone.

The district offers a wide range and choice of programs and services in a variety of facilities. The sectoral review will enable the district to develop a comprehensive plan for the future. It will allow the district to consider what personalized, student engagement in 21<sup>st</sup> century learning environments may look like in Vancouver public schools.

### **What is the Sectoral Review?**

The Sectoral Review is a comprehensive analysis of specific regions of the school district conducted through a public engagement process. The aim of the sectoral review is to ensure that all students have inclusive and equal access to a broad range of quality educational programs services, while at the same time determining the best possible use of available resources within each sector and across the city.

The sectoral review is likely to indicate change. Possible changes include redistributing programs, in some cases recommending potential closure of some facilities, and in some cases recognizing the need for additional learning spaces.

- A sectoral review is a process to provide information and gather input from parents, community members and all interested parties on the educational programs, and services that exist in our school district
- Information gathered will be collated and brought to our existing district committee structure where opportunities will occur for further involvement of our partners and community members
- Opportunity for input from the broader community will be provided through surveys, workbooks, web-based tools and other media
- These reviews will occur through a series of information sessions, input and data gathering strategies and town hall meetings
- These reviews will each be four to six weeks in length. More than one sector may be reviewed at one time
- Interim reports and a final report will be provided.
- The entire process is intended to be complete by spring of 2012

## Considerations for the Sectoral Review

The school district has recently been undertaking a *Strategic Planning* process. This process has involved our partner groups and has resulted in the Board confirming its core purpose, values and key goals. The Strategic Plan will inform and help guide the sectoral review.

The proposal is to engage in a thorough and comprehensive exploration, examination and analysis of the educational and facility/space requirements for each sector in the district. It calls for a complete review in collaboration with city planners, provincial partners, community members and school district personnel. The primary aim of such a review would be to align student educational program and space needs with facility resources within individual sectors in the city and further align and co-locate other citywide community resources in these same facilities.

Within each sector of the school district, programs offered and student enrolment at the elementary and secondary levels should be reviewed in light of questions such as the following:

- What educational programs and services exist and are needed to meet the needs of *all* students and to engage them in more personalized, 21<sup>st</sup> century learning in and across sectors of the school district?
- What resources are needed to support the current and future learning needs for required and optional programs?
- What is the right amount and need for school space and programs required to meet the needs of students living and learning within the sectors?
- Are the buildings appropriate to meet the curriculum, instruction and learning needs of today and into the future?
- What additional space is required to meet any anticipated new program requirements and changes in enrolment across the city for the next 10 to 15 years?
- What partnerships should be developed to support student success in each sector?
- How might excess school space be optimally utilized?
- What partnerships can be developed with the city, communities and other agencies to better utilize existing school capacity and surplus space that is not required for current and future student learning space needs and to co-locate other services within district facilities?
- What are the possibilities for multi-use redevelopment of existing buildings with co-location of services?
- Are there other facilities in the city which might better serve the needs of students?

Through a series of reviews, input will be gathered from parents, community members, stakeholders and all other interested parties. Public information sessions and consultations will be conducted through facilitated town hall meetings in order to collect community input. Such direction will also consider greater services and vitality for neighbourhoods that will enable the upgrade and redevelopment of school district buildings to modern, safe, educationally sound and community-oriented standards. Following the direction of *Neighbourhood Learning Centres*, the concept will seek long-term, multi-use possibilities for our sites including the potential co-location of services.

### **Purpose of the Sectoral Review**

The overall purpose of the sectoral review process is to ensure that all students have inclusive and equitable access to quality programs and services within safe, modern and vibrant facilities.

#### **Goals of the Sectoral Review:**

- To develop a comprehensive district-wide understanding of the educational needs and opportunities available in the school district
- To align resources, both human and physical, with current and future needs
- To ensure inclusive and equitable access to a wide-range of educational programs throughout the school district
- To identify areas of shortage and excess space in our schools and to address these needs currently and into the future

#### **The Sectoral Review process is designed with the following objectives:**

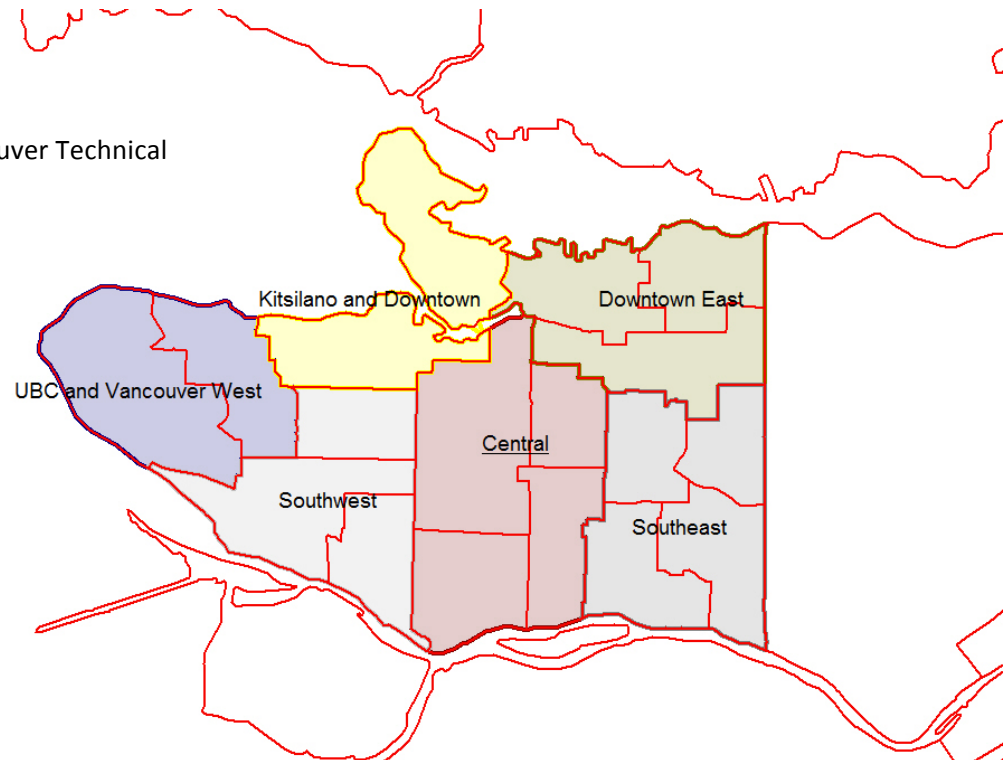
- To raise awareness and understanding about the complexity of sectoral review
- To provide people with information they need to participate in a meaningful way
- To provide multiple opportunities to engage parents, community and others in constructive dialogue about the issues
- To use a values-based approach that embraces and allows for emotion, empathy and respectful participation on issues of high importance
- To deliver a transparent, accountable and inclusive process that allows all stakeholders to share what is important to them
- To gather input that will be used to draft recommendations for decision-making and implementation

## What are the sectors?

There is no perfect way to divide the city or school district into sectors. There are historical and current regions, which make up 23 areas including UBC (e.g. Marpole, Dunbar-Southlands, Grandview-Woodlands, and Victoria-Fraserview to name a few). For the school district, there are 18 Families of schools with each family constituting one secondary school and its respective feeder schools.

For the Sectoral Reviews, families of schools are grouped into six sectors:

- Central sector - Hamber, Tupper, John Oliver, Churchill
- Southeast sector - Windermere, Killarney, Thompson, Gladstone
- Kitsilano - Downtown sector - Kitsilano, King George
- Southwest sector - Magee, Point Grey, Prince of Wales
- Downtown - East sector - Britannia, Templeton, Vancouver Technical
- UBC - Vancouver West - Byng, University Hill



## What is the timeline for the sectoral reviews?

Approximate timeline: April 2011 to March 2012	April	May	June	September	October	November	December	January	February	March
Central										
Southeast										
Kitsilano - Downtown										
Southwest										
Downtown - East										
UBC – Vancouver West										

**What will be the form of the input?**

- Facilitated Town Hall meetings
- Take away Workbooks
- Take away powerpoints™/presentation packages
- Surveys and on-line polling
- Use of social media and website
- Translated materials
- Use of print media and multimedia

## What will be the process for public engagement?

Meaningful public engagement is based on three foundations (1) Decision-oriented – gathering input in order to develop recommendations for moving forward; (2) Goal Focused – engaging people with a purpose and objective; (3) Values based – understanding and considering people’s values and what is important to them.

There are some basic principles that underlie how the public engagement process should be conducted. The Core Values for Public Participation as described by the International Association of Public Participation ([www.iap2.org](http://www.iap2.org)) may help guide the process.

### Core values for the practice of public participation<sup>1</sup>

1. Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process
2. Public participation includes the promise that the public's contribution will influence the decision.
3. Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers
4. Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision
5. Public participation seeks input from participants in designing how they participate
6. Public participation provides participants with the information they need to participate in a meaningful way
7. Public participation communicates to participants how their input affected the decision

## Who should be consulted?

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<sup>1</sup> (c) 2007 International Association for Public Participation [www.iap2.org](http://www.iap2.org).

- Parents of children attending VSB schools in sectors under review
- Parents of children attending VSB schools in other sectors
- Formal partners/staff in sectors under review
- DPAC/Parent Advisory Councils of sectors under review
- Students
- Residents in sectors under review without children in VSB schools
- Daycares, StrongStarts, Childcare advocacy and other early learning organizations
- Community groups in sectors under review (including community centres, arts groups, cultural, heritage, sports, religious and other community organizations)
- City and Parks (including Police, Library...)
- Government and other agencies (Social services, Health, Immigrant services, Transit...)
- District staff
- Trustees

## Conclusion

After careful consideration of all of the data and information received, as well as reviewing various options, we believe that more information is needed, more consultation is required, and more needs to be done to vitalize Vancouver public schools such that our schools remain the heart of the neighbourhoods and the soul of communities they serve.

This proposal encourages the district to take a long-term strategic view of what our public education system could become.

As stated in the December 5<sup>th</sup> 2010 school closure report, this is a **“forward looking direction that contemplates moving our Vancouver public education system, not from *good to great*, but from a place of excellence to a position of exceptional quality that is a beacon for all.”**



### **FEBRUARY 17, 2011 | Sectoral Review**

The Vancouver School Board is committed to success for all students, and we believe it is our collective responsibility as a school district to ensure the highest quality of learning experiences for all students, with a focus on engagement, learning and development in a safe, inclusive environment.

#### **Background:**

The Vancouver school district undertook a six-month study and public consultation starting in June 2010 to consider the possible closure of five elementary schools.

During the school closure consultation process, trustees heard personal testimonials about the quality of VSB programs. There were also calls for the district to further develop the educational offerings throughout the school districts so that students have access to a range of quality programs and services within safe, modern and vibrant facilities.

On December 14, 2010, the Board supported several recommendations from senior staff regarding the district's educational programs and facilities. Included in the recommendations was a direction to staff to develop a plan for an educationally driven sector-by-sector review of the Vancouver school district.

In February 2011, Superintendent Steve Cardwell and district staff will present to trustees a proposed plan for conducting a sectoral review. The intent of the plan is to begin consultation on the first sector – named Central – in April 2011. Additionally, the goal is to complete the reviews of all six sectors by the end of March 2012.

#### **Communication and Engagement Objectives:**

This communications plan sets out the goals, strategies and tasks for information outreach related to the sector-by-sector review of Vancouver public schools.

The plan emphasizes sharing information with stakeholders and the broader community, reinforces Success for All Students, and provides timely, accurate information to all about the opportunities to revitalize educational facilities.

#### **Key audiences**

- All district staff
- Students
- Parents of K-12 students
- Parents of three and four year olds
- Stakeholder organizations, including employee unions and PACs/DPAC
- Operators of daycares and other early learning programs
- Community and civic organizations, including community centres, arts groups, cultural, heritage, sports and spiritual organizations
- City of Vancouver departments, including parks, library and police
- Provincial government and other agencies (health, social services, immigrant services)

- Elected officials, including city councillors, MLAs and MPs
- Broader community

(Media is not listed among the key audiences because their publications, broadcasts and websites are communications vehicles the district uses to get its message out via earned-media opportunities.)

**Goals**

1. Disseminate timely, accurate information about sectoral review to all stakeholders so that individuals can participate in a meaningful way.
2. Develop a comprehensive district-wide understanding of the educational needs and opportunities available in the school district.
3. Create awareness and understanding about the complexity of the sectoral review and public consultation process.
4. Report to the community on how the sectoral review supports student academic achievement and instruction.
5. Provide easy-to-use communications toolkit for use by trustees, district management and principals.

**Information Sharing**

A wide range of communications tools and techniques will be employed to share information about sectoral review with our stakeholders. The list below is an overview only – a more detailed plan, including timing, due dates and staff leads, will be developed in the coming weeks.

1. **Use regular electronic and printed publications** to share information with all stakeholders about the sectoral review: website, social media, email, flyers, school newsletters SynerVoice and telephone trees, and newspaper and online advertising.
2. **Create and distribute sectoral review information materials**

Information materials	Use/Dissemination
PowerPoint presentations	Board meetings, community meetings, staff meetings, civic and community groups, post on website
Information handouts	Community groups, staff meetings, civic and community groups, post on website
Display boards	Board meetings and community meetings; may also be displayed in VSB lobby when not in use at meetings
Frequently Asked Questions	Primarily posted on the website
Information on website	Create web pages specific to the sectoral review, with unique pages on each sector referenced in the plan
SynerVoice/phone trees	Use to inform families of meetings related to the sectoral review

Sectoral review communications toolkit	Selected information materials for use by trustees, senior leadership and school principals
Video or multimedia presentation	Trustees, senior leadership and principals show at staff and parent meetings

3. **Conduct Community Meetings** – share information about the sectoral review using the town hall forum format starting in April 2011.
4. **Develop workbooks** for use at community meetings or that can be completed at home and returned to the school district as a means of gathering input.
5. **Inform school administrators** (monthly superintendent's meeting)
6. **Inform school staff** – Principals will use communications tools of video and information handouts to discuss proposals with school staff
7. **Inform DPAC** – SMT and trustee representatives to present to DPAC
8. **Inform community service and civic organizations** – information sharing
9. **Brief media** – roundtables, editorial boards, direct contact, news releases and media availability with superintendent, SMT leads and trustees.

### Branding

It is anticipated that the sectoral review will take at least one year to complete. Given this duration, it is beneficial to create a branded look for the project so that every piece of related collateral is instantly identifiable as part of the sectoral review.

A well-defined and articulated brand not only speeds up production of collateral pieces, it also helps build awareness and trust in the project. Reputation and trust are principle elements behind a brand. The brand stands for a promise and the ability to fulfill that promise, which represents an organization's character and competence – in essence: its reputation.

Communication, with the assistance of the graphic artist in printing, has developed an initial brand identity for the VSB sectoral review. Accompanying this plan are samples of how this brand will be applied to various collaterals, including display advertising, posters, brochures and PowerPoint presentations.

Communications intends to finalize the branding in the coming days. This will allow the department to create and articulate a set of graphical standards, including colour pallets and fonts so that anyone tasked with creating collateral material can efficiently adhere to the brand standards. Additionally, Communications will create a set of templates that will aide the development of collateral related to sectoral review.

**Translations**

The Vancouver school district is culturally and linguistically diverse. At the elementary level, 50 per cent of the families speak a language other than English at home, while 69 per cent of families with secondary-school-aged students speak a language other than English at home.

As such, it is important to plan for and budget for translation of key pieces of sectoral review collateral. The budgetary impact should not be underestimated.

The school district previously identified seven target languages to translate documents into, including: Simplified Chinese, Tagalog, Vietnamese, Punjabi, Korean, Spanish and French. During the school closure consultation process, the district limited translations to the two most predominant languages other than English at each of the five schools being considered for possible closure.

In light of this, it is recommended that more analysis be done of a December report from William Wong, district principal for student placement, which details the home languages and countries of origins of VSB students. The intent of the review would be to weigh the benefit versus effect of reducing the number of target languages in order to increase the number of documents being translated.

It is also important develop a plan to provide interpreters for town hall meetings.

**Advertising**

It is too early to provide an estimate or detailed plan for advertising because more work is needed on the consultation design.

Nonetheless, it is recommended that Communications, in consultation with SMT, begin work on an advertising strategy that aims to maximize exposure for sectoral review while minimizing costs.

As with the school closure consultation process, the district cannot utilize a single traditional media outlet (print and online) for advertising as no single publication is able to provide market penetration throughout the city. It is therefore recommended that the district consider a mix of media outlets including: 24 Hours, the Courier, WE, Sing Tao, and other ethnic newspapers serving the communities speaking the target languages we are translating information into.

Given the significance of this project, the district should also consider the value of purchasing advertising on mainstream and ethnic radio.

**Approximate review timelines:  
(April 2011 – March 2012)**

<b>April – June 2011</b>	<b>Central</b> (Hamber, Tupper, John Oliver, Churchill)
<b>Sept. – Oct. 2011</b>	<b>Southeast</b> (Windermere, Killarney, Thompson, Gladstone)
<b>Oct. – Nov. 2011</b>	<b>Kitsilano-Downtown</b> (Kitsilano, King George)
<b>Dec. 2011 – Jan. 2012</b>	<b>Southwest</b> (Magee, Point Grey, Prince of Wales)
<b>Jan. – Feb. 2012</b>	<b>Downtown – East</b> (Britannia, Templeton, VanTech)
<b>Feb. – March 2012</b>	<b>UBC – Vancouver West</b> (Lord Byng, University Hill)

**Project Resources**

SMT Sponsors:

Steve Cardwell, Superintendent  
Jordan Tinney, Associate Superintendent  
Rick Krowchuk, Secretary-Treasurer

Communications:

David Weir, Communications Manager  
Angelique Crowther, Communications Specialist

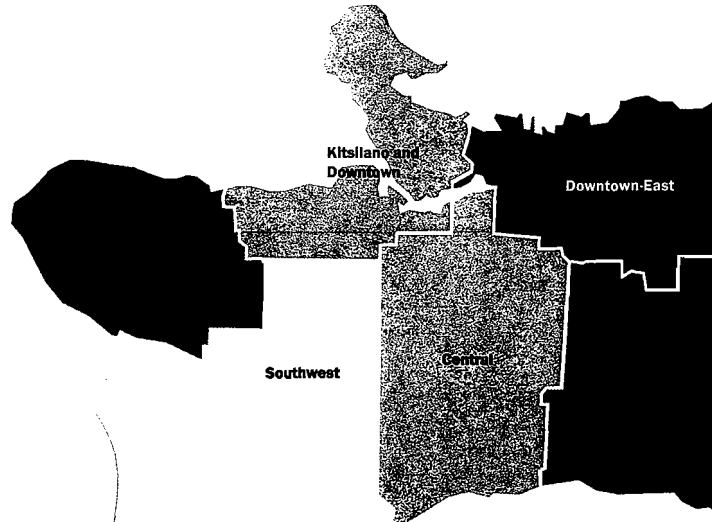
Graphics

Debra Rooney, Graphic Artist

**DRAFT**

## What are the proposed Sectors?

There is no perfect way to divide the city into sectors. There are historical and current regions which make up 23 areas including UBC (e.g. Marpole, Dunbar-Southlands, Grandview-Woodlands, and Victoria-Fraserview to name a few).



For the school district, there are 18 Families of schools with each family constituting one secondary school and its subsequent feeder schools. For our work on Sectoral Reviews, we have grouped families of schools into six sectors. They are:

- **Downtown-East** (Britannia, Templeton and Vancouver Technical)
- **Southeast** (Windermere, Killarney, David Thompson, Gladstone)
- **Central** (Eric Hamber, Tupper, John Oliver, Churchill)
- **Southwest** (Magee, Point Grey, Prince of Wales)
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**VSB Vancouver School Board**  
[www.vsb.bc.ca/sectoralreview](http://www.vsb.bc.ca/sectoralreview)

Poster

Newspaper Advertising  
3c x 5, black and white

## Be a part of the Sectoral Review



**Public Meeting**  
**April 12, 2011**  
**7pm**

**Eric Hamber Secondary**  
**5025 Willow St.**

### Central

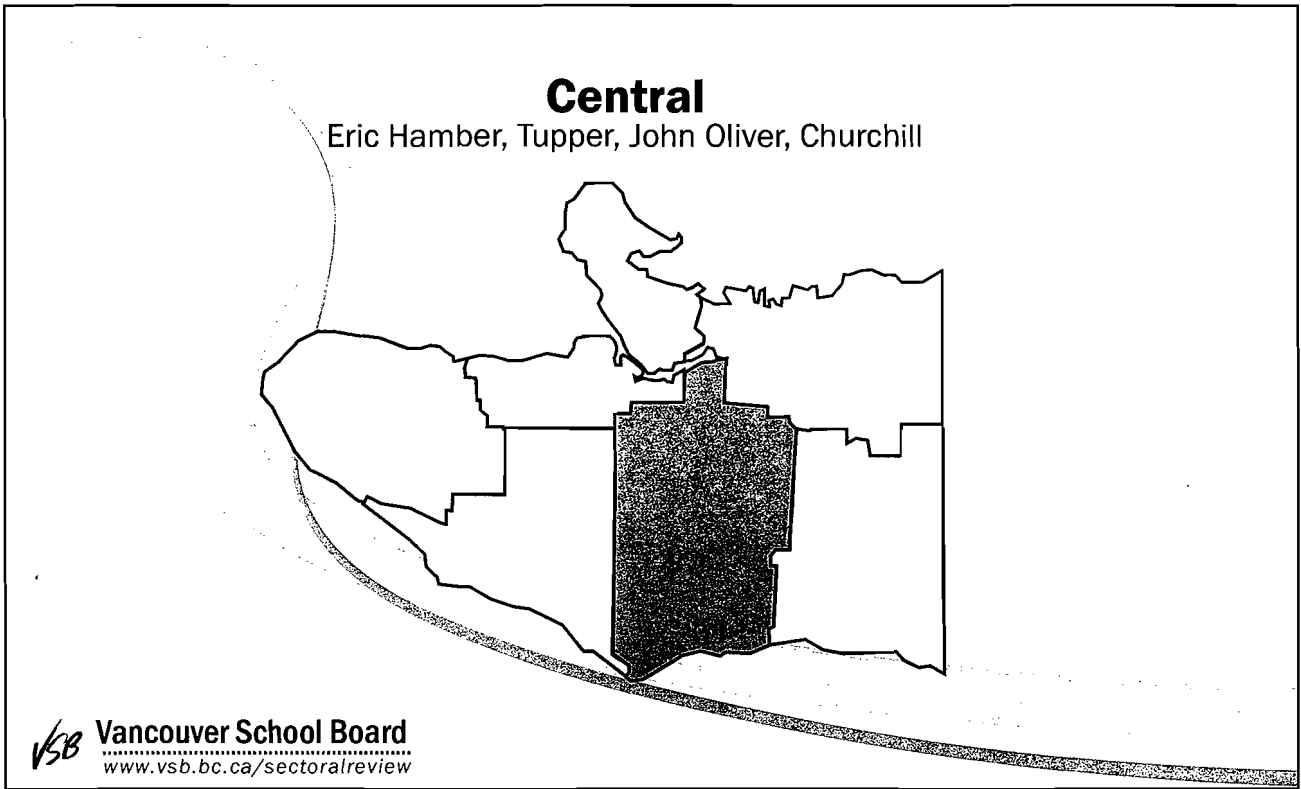
- Eric Hamber Secondary
- Tupper Secondary
- John Oliver Secondary
- Churchill Secondary

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For our work on Sectoral Reviews, we have grouped families of schools into six sectors.

**VSB Vancouver School Board**  
[www.vsb.bc.ca/sectoralreview](http://www.vsb.bc.ca/sectoralreview)

Learn about proposed sectoral changes for the Central Sector



Powerpoint Presentation - background

VSB Vancouver School Board

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**Sectoral Review**

- > What is a Sectoral Review?
- > Public Meeting Schedule
- > Give Feedback
- > Links
- > Proposed Sectors
  - > Downtown-East
  - > Southeast
  - > Central
  - > Southwest
  - > UBC and Vancouver West
  - > Kitsilano and Downtown

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## WHEN ARE THE REVIEWS GOING TO START?

The sectoral reviews will begin in April 2011 through to March 2012. By utilizing traditional newspaper advertising, the school district's website, and social media the public will be invited to participate in the sectoral review process including attending facilitated town hall meetings.

 **Vancouver School Board**  
[www.vsb.bc.ca/sectoralreview](http://www.vsb.bc.ca/sectoralreview)

Tel: (604) 713-5000  
E-mail: [sectoralreview@vsb.bc.ca](mailto:sectoralreview@vsb.bc.ca)



utilize

space

DRAFT

 **Vancouver School Board**

# SECTORAL REVIEW

Learn about the sectoral review process and what it means for you and your neighbourhood school.



## WHAT IS A SECTORAL REVIEW?

A sectoral review is a process to provide information and gather input from parents, community members and all interested parties on the educational programs, and services that exist in our district. These reviews will occur through a series of information sessions and town hall meetings.

Information gathered will be collated and brought to our existing district committee structure where opportunities will occur for further involvement of our partners and community members.

Opportunity for input from the broader community will be provided by surveys, web-based tools and other media.

These reviews will each be four to six weeks in length and more than one sector may be reviewed at one time. The entire process is intended to be complete by spring of 2012.

## WHAT ARE THE GOALS OF A SECTORAL REVIEW?

### Goals of the Review:

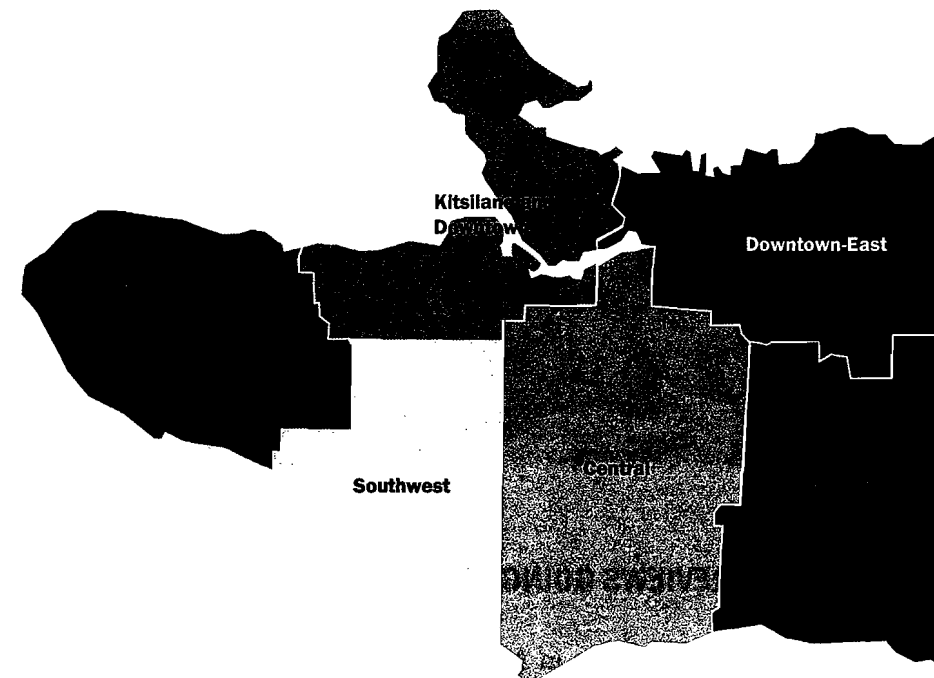
1. District-wide understanding of the needs and opportunities available in the District.
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### Guiding Questions:

- What is the right amount and need for school space and programs required to meet the needs of students living and learning within the sectors.
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- What resources are needed to support the opportunities we offer both for required and optional programs?

## SECTOR INDEX

■	<b>Downtown-East</b> (Britannia, Templeton and Vancouver Technical)
■	<b>Southeast</b> (Windermere, Killarney, David Thompson, Gladstone)
■	<b>Central</b> (Eric Hamber, Tupper, John Oliver, Churchill)
■	<b>Southwest</b> (Magee, Point Grey, Prince of Wales)
■	<b>UBC and Vancouver West</b> (Byng, University Hill)
■	<b>Kitsilano and Downtown</b> (Kitsilano, King George)



# GOALS

Learn about the sector review process and what it means for you and your neighbourhood school.

- What additional space is required to meet any anticipated changes in enrolment across the city for the next 10-15 years?
- What partnerships can be developed with the city, communities and other agencies to utilize existing school capacity and to co-locate services within our facilities?

## WHAT ARE THE SECTORS?

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