

# BOARD / COMMITTEE OF THE WHOLE MEETING

Monday, April 25, 2016 at 7:00 PM,  
Tupper Secondary School (Large Gym)  
419 East 24<sup>th</sup> Avenue, Vancouver BC

## REVISED AGENDA

The meeting is being held on the traditional territory of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples.

- I. Call Meeting to Order
- II. Motion to Dissolve the Board Meeting into Committee of the Whole
- III. Delegations re: *2016/2017 Revised Preliminary Budget Proposals*

***Delegations will commence at 7:00 pm and will present at 5-minute intervals.***

1. District Parents' Advisory Council (DPAC)
2. Parent Advocacy Network
3. David Livingstone Elementary Parent Advisory Council (PAC) - A. Nolan
4. B. Yan
5. D. Anderson
6. G. Blank
7. Magee Music Society – K. Wong
8. I. McDonald
9. Qmunity, BC's Queer and Trans Resource Centre – L. Wilson
10. A. Kumar
11. B. Krafchik
12. M. Sullivan
13. J. Rahim
14. Vancouver Secondary Teachers' Association (VSTA)
15. A. Long
16. M. Paemoller
17. K. Scott
18. Vancouver Coastal Health – CALL Out!, Prism, Transgender Health Information Program
19. B. Sidhu and P. Kaur
20. D. Ng

### **Short Recess**

21. J. Puddifoot
22. H. Frohard-Dourlent
23. B. Buraga
24. N. Sequin and C. Oskam
25. D. MCGovern
26. V. Nagpal
27. Killarney Strings Program – F. Chen
28. Gifted Learning Disabled Advocacy Group – H. Duff
29. V. Thomas
30. Friends of the School Library (FOSL) – C. Bercic
31. A. Travers
32. Parents, Prince of Wales Secondary – D. Campbell
33. Vancouver Elementary School Teachers' Association (VESTA) – D. Graves
34. Canadian Union of Public Employees Local 15 (CUPE 15) – W. Williams
35. S. Chandra-Herbert
36. J. Linkletter
37. R. Tavender
38. Tupper Music Council

- IV. Motion to Rise and Report from the Committee of the Whole
- V. Motion to Reconvene the Board Meeting
- VI. Adjournment

## PAN PRESENTATION: BUDGET CONSULTATIONS APRIL 25, 2016

I stand before you tonight to speak on behalf of the Parent Advocacy Network for Public Education. With me are members of PAN and other parents from all over Vancouver. Tonight we are wearing red, to mark the fact that while the BC budget may be in the black, public education is in the red.

We live in a province of prosperity, or so we are told, but this prosperity comes at a price. That price is the quality of our children's education and the wellbeing of our future society.

This budget is a direct result of chronic underfunding by the provincial government—a government that has repeatedly disregarded the recommendations of its own standing committee on finance and therefore the priorities of the citizens of this province. At least 25 districts across the province are facing shortfalls this year, totaling over \$70 million, despite previous years of austerity cuts. Every year, structural under-funding forces students, schools and communities across BC to compete for increasingly scarce dollars. It forces school boards to make impossible choices over which vital program to save or to cut and it forces PACs to fundraise inordinate amounts of money to compensate for these losses, creating divisiveness and inequalities between schools.

ALL children, regardless of their economic background, race, or ability, have the right in this province to a quality education, that meets their learning needs and gives them the opportunity to achieve their full potential - for the health and benefit of our whole society - this is the goal of public education as set forth in the BC School Act.

Over the last decade, parents in Vancouver have watched the relentless depletion within our schools; we have lost teachers, counselors, specialists, learning supports and librarians (to name a few); school days, arts programs, and basic educational resources. Now we are being asked to absorb a further 24 million dollars worth of cuts (in addition to the forced closure of up to 21 schools) - all in the name of greater efficiency. These cuts will have very real, detrimental and permanent impacts on children and families - as you have heard throughout these consultations. When balancing a budget requires the removal of foundational supports for some of our most vulnerable students, we know we are witnessing the dissolution of our public education system and everything that it stands for.

### **The time has come to say enough!**

The Parent Advocacy Network is here tonight in support of the many voices of parents you've heard throughout the budget consultations **to urge you, the board of trustees, to stand as one voice and reject this budget as contrary to the interests of the children of Vancouver and in violation of the democratic values upon which the School Act is founded.** Instead, we urge you to demand, with us, the immediate restoration of adequate and sustainable funding for public education.

We are fully aware of the gravity of what we are asking you to do, and the potential ramifications. However, We can no longer be complicit in the hollowing-out of our public education system, nor can we let fear and intimidation determine our course of action.

**It is time take a stand for children and public education and say No!**

Good evening trustees, staff, parents and guests.

Thank you for the opportunity to speak to you tonight on behalf of the students, parents and staff of **David Livingstone Elementary School**. My name is **Andrew Nolan**, and I am the co-chair of the school PAC.

Over the past weeks, you have heard from many individuals and groups about how the devastating proposed cuts will impact them, their schools and their communities.

The proposed cuts will certainly impact Livingstone as well, in ways that may only become fully apparent in the months and years to come. But what concerns us the most is that the proposed cuts will not just impact our school and our community, but will have far-reaching effects that will harm our most vulnerable young people—all across the city—more than anyone else.

Cuts to special education staffing and support, multi-cultural liaisons, anti-homophobia / anti-racism mentors, learning technology support, teacher-librarian support, literacy / early intervention programs, and non-enrolling staffing, just to mention a few, cannot be measured in dollars and cents and further download essential work to staff who are already stretched thin from years of previous cuts.

Beyond the cuts proposed this year, the budget recommends millions of dollars in one-time cuts and the borrowing of unspent money from individual school budgets. Taking out a loan with no income to pay it back is clearly not a responsible way to budget and will only lead to this same situation repeating itself again and again for years to come.

Having said this, we acknowledge that the Vancouver School Board, and school boards around the entire province, are significantly underfunded by the provincial government, and that there are no easy or simple solutions to address the current funding shortfall.

So, what can be done to change this dynamic? I would suggest that we need to remember what is taught to our children starting with our wonderful kindergarten teachers: to listen, to be inclusive, to share and to be flexible. I would ask the board to remember these lessons when considering how to move forward. The politicization and finger pointing that has surrounded the VSB budget process for years is not the solution. It turns off many people from getting involved and diminishes our ability to advocate for change.

We trust that all of you on the board are there with the best interests of our children in mind and share our concerns about this budget. As the most visible and influential school board in the province, we sincerely hope that you will listen to the many voices you have heard and find a way to stand together to find realistic long-term solutions and to continue advocating with a united voice for adequate funding.

Thank you for your time.

April 25<sup>th</sup> 2016.  
VANCOUVER SCHOOL BOARD

BOARD / COMMITTEE OF THE WHOLE MEETING  
Tupper Secondary School - Large Gymnasium  
419 East 24th Avenue, Vancouver BC

From the Parents and Students of Ecole Jules Quesnel,  
Parent: Doris Anderson  
Students: Katie Bos, Olivia Ratnarajah, Nayla Hippiisley, Thomas  
Kroeker (on violin), James Madden,

Thomas Kroeker plays violin  
Thomas: "I know that the most joy in my life has to come to me  
from my violin" said by Einstein

Katie: We here today on behalf of all VSB String Students and  
Parents. We are from Ecole Jules Quesnel Elementary School  
and we're very concerned about the cut backs to our public  
education system and programs.  
My name is Katie, this is Olivia, Nayla, James and Thomas on  
the violin, our other JQ students, and on behalf of parents, Doris  
Anderson

Olivia: Why is playing Strings important for kids?

Katie: Strings is important because it physically, mentally,  
socially and emotionally helps children by improving their  
abilities and skills.

Olivia: Playing in the strings program improves the capacity of  
your memory. Also, playing your instrument regularly and  
listening to it simulates your brain. Your brain stores information  
while you're playing such as muscle memory (motor skills) and  
audio information. Your brain becomes very active when  
you're practicing. With strings you learn to be a team! Everyone  
is playing different parts and together it creates harmony and

beautiful sounds. You learn to cooperate with others and hear the multitude of harmonies.

Katie: it also exposes you to cultural histories from a wide variety of music, not just for the musician but for the audience, too.

\* James: In WW2, when Winston Churchill was asked to cut arts funding in favour of the war effort, he said no, and simply replied "then what are we fighting for?"

Katie: Why Music? Music is a science, and mathematical. Music is another language. It's our story.

"The Arts are not just a nice thing to have ... The Arts provide an account of our history for the next generation"  
said by Michelle Obama

Nayla: Strings is also important for kids because it can relieve stress and it helps your self-expression. Playing helps you as it is a great form of therapy.

Katie: Strings helps you at school too. It improves your mathematical ability and comprehension in math. In music you need to count rests and notes to be able to play a piece. Studies have been shown that students who play an instrument get higher marks and achieve more in math. Playing strings also helps your organization, coordination and perseverance. You need to organize your music, coordinate your bow and parts and you need to be perseverant. Even when you don't understand something in strings, you keep on trying! Strings also sharpens your memory and reading comprehension.

Katie: Why is Strings important to us?

Olivia: Strings is important to me because it taught me how to play and love the violin. It was great because I could learn how to play the violin with all my friends and classmates!

Katie: It's important to me because I can escape into any world that I want. If I play a piece that's fast and excited, I escape into a world of fun and laughter. When I play a majestic piece, I go into a peaceful, calm world. Playing my viola gives me a sense of accomplishment and most of all, a sense of joy.

Nayla: For me, playing the cello in the strings program gives me an opportunity to play as a community where I am part of a whole. When I play the music at home, it sounds ok, but when I play it with the rest of the students, it is empowering.

James: Without Strings, I would never have learned to play an instrument, much less the cello.

Katie: The BC Province's redesigned curriculum focuses on increased flexibility for teacher innovation. The 3 core competencies of communication, thinking and personal/social competency are met with a Music Program. Music fulfills all of these core competencies and provides opportunities for learning for both students and teachers. The element of creativity is increasingly important in today's world. Educational foundations of creativity as inspired by the teachings of Sir Ken Robinson. He says, "The Arts aren't just important because they improve math scores. They're important because they speak to parts of children's being which are otherwise untouched"

The world needs music, (Katie)  
our community needs music, (Olivia)  
our school needs music (Nayla)  
and we need music. (James)  
All: Please don't cut the Strings program.

Thomas will play the violin for 40 seconds

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**Vancouver School Board  
Board / Committee of the Whole Meeting  
2016/2017 Preliminary Budget**

April 25, 2016

**Good Evening Honoured Chair and Trustees,**

My name is Graham Blank and I am speaking to you tonight from several perspectives; firstly as someone whose life has personally been forever changed by an elementary school band program, secondly as the Vice-President and Director for Tom Lee Music Canada, thirdly as a parent of a Vancouver elementary school student and lastly as a Director for the Coalition for Music Education in BC. I am here tonight to add my voice to the many that have come before me to implore you to **not eliminate the elementary band and string program and take music out of the hands, hearts and minds of thousands of Vancouver children.**

Over the last 5 out of 7 budgets and through last year's public consultation conducted by Dr. Valerie Overgaard, you have heard from community leaders, arts organizations, musicians, individuals and parents who have all spoken about the incredible benefits of the elementary band and string program and the positive impact it has on children's lives. For me, the most moving testimony has come from the students of Vantec and Killarney who confidently and articulately spoke from the heart about how the elementary band and string programs have helped shaped their lives and made them better students and citizens. One of the students summed it up by saying **"music means everything to me"** and **"music changed my life"**

**As an individual**, music has changed my life and I can honestly say that I would not be who I am, or where I am today without the opportunity to play music in an elementary school band. Like many children, I had a very challenging family life and this was reflected in both my academic performance and behavior at school. This all changed when I turned 12 and started playing trumpet in the grade 6 band. My itinerant school band teacher, Mr. Holtom became my friend, mentor, councilor and confidant and helped me go from rebelling, to belonging and from struggling, to excelling. I went on to study music and then business at University and I have been lucky enough to pursue a career in music as a performer, teacher and for the past 26 years working in the music industry for Tom Lee Music in Vancouver. **Likely none of this would have happened to me if I did not have the opportunity to start playing music in grade 6 band.**

**As the Vice President of Tom Lee Music Canada** we employ over 160 full time staff, many of whom started playing music in elementary school and all of whom are passionately committed to supporting music teachers and school music programs throughout BC. In my 26 years with the company, I have witnessed firsthand the joy, excitement and sense of belonging that playing in a musical ensemble brings to children and the sense of pride and community it brings to parents and schools. I have also seen the results of similar cuts in other districts and the impact that it has on the entire school community and I urge the board members to consider this; Once you vote to eliminate the music programs, teachers and instruments, it will be almost impossible and unaffordable to ever get them back.



**As a parent**, I want these same opportunities to continue to exist for my son Christopher, who is in grade 3 at David Livingstone Elementary School. My wife and I chose this school, in part, because of the incredible K-7 music program taught by a full time music specialist, which I understand is one of only 6 such programs in the entire VSB. My son is absolutely thriving at school and his two favorite subjects are music **and not coincidentally math**. He has been watching the elementary band practice and perform since kindergarten and was already looking forward to starting the flute next year, which as of last year's budget, he will now have to wait another 2 years to play. **With the proposed cuts, close to two thousand students within the VSB will not have the opportunity to play a band or stringed instrument in elementary school at all.**

You and your colleagues are facing a difficult series of financial decisions and I do not envy the choices that you are being forced to make in order to balance your budget. Your colleagues in other districts have been faced with the same tough decisions and in 5 out of 9 Greater Vancouver School Districts, trustees have recognized the value and importance music education and have found the money to have a music specialist teacher PLUS a band or strings teacher in every elementary school!

As a business leader, I understand the reality of making tough financial decisions. When faced with making these decisions myself, I always ask, **what is a "nice to have" versus what is a "need to have?"** I also ask, in the long term, **what money spent will do the most good and what money saved will do the most harm.**

**The Band and String Program is not a nice to have, it is a need to have.**

**Eliminating the band and string program will do the most harm and saving them will do the most long term good.**

**Please vote to keep music in the hands, hearts and minds of our children.**

**Lastly, as a director of the Coalition for Music Education in BC**, I am strongly committed the mission of protecting and promoting publicly funded music education taught by a qualified music specialist, a position that my colleagues so eloquently voiced on the April 12<sup>th</sup> public meeting. Rather than repeating this position, I would like to refer you to the letter that was sent to each of you today, that was included in tonight's package. On behalf of the coalition, I would ask the board to reply to the two questions outlined in the letter which are;

- 1. Do you have evidence-based documentation that EVERY student in EVERY elementary school is receiving a quality music education from K-7, and how have you measured this?**
- 2. Do you have evidence-based documentation that the generalist teachers responsible for teaching music are capable and comfortable teaching music?**

Thank-you for your time.

Graham Blank

April 25, 2016

Dear Trustees,

After the passionate advocacy that took place over the last few weeks involving students, parents, and concerned community members, the Coalition for Music Education in BC is obviously distraught to see that the Elementary Band and Strings program is still up for elimination on the revised budget proposal. We'd like you to know that we have again written to the Ministry of Education and our local MLA's to voice our concerns.

We would like to ask that you vote "NO" to this short-sighted, careless budget proposal that will take musical instruments out of the hands of our students and deny them a music education from specialist teachers.

You have heard (in 5 of the last 7 years) why so many people believe this program is essential. You can't possibly deny that music is a necessary area of study for our students, and the reasons for this are documented not only in curriculum but in many research studies that focus on how music education transforms minds and lives.

**We'd like to reiterate that our concern is the state of elementary music education overall in the VSB, INCLUDING the band and strings program.** Several trustees have claimed that the VSB has a mandated music program in every elementary school, and that elimination of band and strings would still leave the pre-existing music programs in all schools. We do not understand how this is the case. 42% of your elementary schools do not have a general music specialist teacher. Therefore, a generalist classroom teacher would be expected to teach music to students. 25% of your elementary schools have neither a general music specialist NOR a band/strings teacher, again leaving the work of music education to a classroom generalist. We would like to request answers to the following questions:

1. **Do you have evidence-based documentation that EVERY student in EVERY elementary school is receiving a quality music education from K-7, and how have you measured this?**
2. **Do you have evidence-based documentation that the generalist teachers responsible for teaching music are capable and comfortable teaching music?**

We understand that according to the Ministry of Education "a teacher is a teacher." We understand that you are not technically required to have a music specialist in every school. But, you ARE required to offer every student a quality education in music at every grade level. We do not believe that all students at all grade levels are receiving a quality music education because of the severe inconsistencies and inequities in music programs across the district. We do not believe that the knowledge and skills required to successfully teach music can be found in most generalist teachers. In many schools, the band and strings program is the only specialized music teaching and learning taking place. Therefore, cutting this program would be further diminishing the quality of music programs, making them completely nonexistent in many schools. Val Overgaard's report documented the crisis in elementary music education in the VSB, yet the district continues this attempt to destruct music programs, rather than making a concerted effort at fixing them, or finding other models besides the status quo that guarantee specialized music

instruction in every school for every student. Regularly, when discussing proposed cuts, you have lumped the band and strings program in with other valuable programs and services the school district provides, as if it is an "extra." But, with your current model of elementary music education, in so many schools, it is all you have. Without evidence and data that quality music learning is taking place in every school district-wide, you can't claim that all students in every grade level are receiving a music education.

The need to shave \$400,000 off the budget is not an excuse for a poor elementary music education program in BC's 2<sup>nd</sup> largest school district. We'd like to remind you again of the statistic in Dr. Overgaard's report, that fewer than 50% of principals described their music program as high quality. Kids want to learn music, and kids want to play instruments. **Rather than continuing to hope for another "band-aid" to save this program for another year, why have you not made a complete commitment to the recommendations in Dr. Overgaard's report? What was she hired for?** With proper planning, you could offer specialized music instruction to every elementary school student as well as the opportunity to participate in band and strings. Surrey, Burnaby, Richmond, Delta, and New Westminster school districts have all managed to make this work. North Vancouver and West Vancouver have elementary general music specialists in every single school. Why not Vancouver?

We look forward to a response to the two questions above. We would like to be sure that we have the appropriate information to shape our discussions for this coming week and into the future.

Sincerely,

Christin Reardon MacLellan and the Board of the Coalition for Music Education in British Columbia

(Delivered verbally and in writing on Monday, April 25, 2016, at the Special Board / Committee of the Whole budget meeting at 7:00 pm, at Tupper Secondary School.)

Mike Lombardi  
Board Chairperson  
Vancouver School Board  
School District #39  
1580 West Broadway  
Vancouver, BC V6J 5K8

April 25, 2016

Dear Mr. Lombardi and the Vancouver Board of Education Trustees:

**RE: Elimination of the positions of:**

- **Fine and Performing Arts Coordinator**
- **Optional Elementary Band and Strings Program**

I am delivering this message in the capacity of both Vice-Chair of the Magee Music Society at Magee Secondary School, and that of a supportive parent.

We fully appreciate that difficult times have fallen upon us, and soon, you and other administrators will have to make some tough decisions regarding the budget. We urge you to understand the positive impact created by the elementary band and strings program.

As educator Ken Robinson states in his book, *The Elements*, children need to grow up with, and be encouraged to use, both their intelligence, AND creativity. The music programs at elementary school level are paramount in the development of creativity in our children based on their imagination. The recommended cuts in funding and programming by the VSB will eliminate the opportunity for thousands of Vancouver elementary students to learn to play a band or string instrument, an ability which both stems from and leads to further development of creativity.

As they say, "You can't use up creativity. The more you use, the more you have."

The extraction of such creativity from an individual, which only further promotes the growth of one's intelligence, is facilitated through the opportunity to play in a school band or orchestra. They learn to express themselves on their instruments, and communicate with one another using the universal language of music. The very essence of the Canadian Mosaic which stretches from sea to sea across our land, is represented by all our children, who, through such valuable music programs, learn to unite together to form a larger and more beautiful tapestry, while maintaining their own individuality.

The Band Director of Magee, Chris Haas, expresses creativity this way. "While we usually do not create the music we perform, we are tasked to realize the dream of the composer. We are the composers' messengers. What feeling and image is the composer trying to convey – what voyage, what emotional colour, what heartache, what longing, what joy and triumph, is our

privilege and responsibility to experience and share with our audience? The students' creative role is to bring the composer's music to life – to interpret it, to instill it with our feelings to the best of our abilities.”

Mr. Haas' concept of creativity resonates with me. All three of my own children have gone through the elementary school music program, with the third one still fully immersed in it at age 12. I know for a fact that, as both a father and a volunteer band conductor myself, my children's confidence largely originates from their learning in their music program. My eldest son, who benefited from having that early start on the drum set in grade 5 at school, is now able to combine his passion for drumming right along side his academic studies at university. My second son, now in grade 9, is able to jump into the jazz band, also because of his early start in grade 5. My youngest daughter, now in grade 6, has developed much confidence in playing her instrument, but more importantly, that confidence now extends into her other studies, sports, and expressions in fine arts.

In more specific and practical terms, for many schools, the itinerant band and strings programs are the only learning opportunities for music that these students receive. Instrumental music provides an opportunity for students to express themselves musically if they cannot sing or don't think they can sing very well. Cancelling the elementary programs would have a profound effect on the size and quality of the secondary programs.

First, the size of the secondary programs would diminish and secondly, it takes many years to learn to play an instrument well, so starting only in secondary school will mean that students will only achieve a very basic level of musicianship, skills, tone, range, improvisation, technique and ability and experience to work in an ensemble. I can relate to that because I didn't have the opportunity to learn a band instrument until high school. By the time I have mastered the skills of playing the flute, I was in grade 11, by which time, I only had two more good years left in school.

For those pursuing further study of music in post-secondary education, this will make it very challenging for Vancouver students, because they will be competing against applicants from other districts that support music from a young age. Vancouver students will fall behind in standards and playing abilities. These are skills and abilities that can only come from learning music in a large ensemble as opposed to taking private lessons - listening skills, co-operations, tuning, matching rhythms, articulations etc.

The program and position proposed for elimination are instrumental in enriching our culture, and by extension, our identity as creative Canadian individuals. We respectfully urge you to withdraw your proposal to eliminate our elementary band and strings program and Fine and Performing Arts Coordinator position.

Sincerely,



Kenneth Wong  
Vice-Chair, Magee Music Society  
Magee Secondary School

**Presentation to Committee III of the Board of Trustees at the Vancouver Board of Education**

**By: Lucas Wilson**

My name is Lucas Wilson and I'm a Youth Worker at Qmunity, BC's Queer Resource Centre. I'm here today speaking on behalf of Qmunity in support of the VSB Anti-Homophobia and Diversity Mentor position. I first want to thank the committee for their dedication to community consultation on the proposed funding cut.

Within my role as a Youth Worker at Qmunity I regularly hear stories from queer and trans youth about the difficulties they face navigating the school system. This includes not only bullying but also issues of meaningful inclusion that requires more than a response to overt harassment. All students have a right to feel included and reflected in their school communities and the Anti-Homophobia and Diversity Mentor has been a vital part of creating school environments where students feel celebrated, heard and respected.

**For youth, knowing that there is a VSB recognized adult support available to them is a safety net with irreplaceable importance.**

Within my role I have worked in partnership with the Anti-Homophobia and Diversity Mentor to support youth in schools. When students have brought forward concerns about their treatment and safety at school these concerns have been addressed swiftly and in a queer and trans competent way. Because of the Anti-Homophobia and Diversity Mentor's unique position, homophobia and transphobia can be tackled from within the school system by an LGBTQ+ competent person who is also an educator and understands the needs and nuances of staff as well as students.

As we know from results released by the Canadian Trans Youth Health Survey, trans youth generally report low connectedness at school. Trans youth who reported higher connectedness were twice as likely to report good mental health. The report also recommended that schools needed to be safe and welcoming to trans students before these students make themselves known. Creating safer schools cannot be reactive... the goal is proactivity. Proactivity means providing students with ample, visible, accessible and specialized support.

The importance of the Anti-Homophobia and Diversity Mentor position also extends to the implementation of the VSB's ACB- R- 1: Sexual Orientation and Gender Identities Policy. The policy set the stage for the creation of safer schools for LGBTQ+ students, however insuring that the policy is implemented and that teachers and admin are supported in understanding and adhering to the policy remain an integral piece of ongoing work to ensure the policy's efficacy. The Anti-Homophobia and Diversity Mentor's role and in-house expertise ensures not only succinct communication of the policy but also project management for what continues to be an ongoing process of advocacy and innovation for the safety and inclusion of LGBTQ+ youth in schools.

The Anti-Homophobia and Diversity Mentor position has inspired similar positions in school districts around Metro-Vancouver and the VSB's Sexual Orientation and Gender Identities Policy is looked upon as an example of what inclusive schools can look like. The ramifications of eliminating the

Anti-Homophobia and Diversity Mentor position would impact not only the district but also other districts in Metro-Vancouver and BC who look to the VSB for guidance in assessing their own policies around LGBTQ+ inclusion.

I am here today only to re-inforce the powerful voices of amazing and resilient queer and trans youth, the very people who are at the centre of this discussion, who have benefited from and continue to benefit from the support that the Anti-Homophobia and Diversity Mentor provides. I urge the VSB to heed these voices and consider reversing the proposal to cut the Anti-Homophobia and Diversity Mentor position. The support this position provides to students, the district and the larger community cannot be overstated.

I sincerely thank you for your attention, care and efforts to ensure the safety and inclusion of all students and I hope that the VSB continues it's ground-breaking and vital work in this regard.

With Respect,

Lucas Wilson  
Youth Worker, QMUNITY (BC's Queer Resource Centre)  
604-684-5307 ext. 108  
lucas.wilson@qmunity.ca

Dear Trustees and Committee Members

My name is Akshat. Thanks for giving me the opportunity to speak today. As an active member of my community, tutoring students and working with students in various volunteer programs, I feel compelled to speak about the proposed cut to the South Asian Multicultural Workers.

### **Cultural Differences**

Many South Asian families came here from rural backgrounds with very little formal education. Parenting Styles are different from the prevailing culture here.

South Asian parents are very good in providing their children with material goods, but often they do not provide sufficient moral or emotional support.

When disciplining their children, they can be overly harsh, sometimes even punishing their children physically.

In addition, religion plays a critical role in raising kids.

Which can result in families have very different expectations of boys and girls.

So when their children start school, they come into a very different world. School's expectations can differ a lot from home. Their children can be living in two different worlds and the conflicts between parents and children start and increase as they grow older.

To deal with all these issues, South Asian parents need to learn different parenting skills. They need to have the knowledge and experience of how things work here. Problem is, immigrant parents do not possess that knowledge or experience. How are they going to learn it if there is no one who understands them. They end up imposing the cultural models they developed from their home country on the culture that exists here, to very little success.

When they come here they need a lot of support to understand the prevalent culture. They need good parenting advice especially when their children are in elementary schools. The support and education can be given by only those who have experienced the culture and understand it themselves. I'm referring to individuals who have lived in that culture their whole lives. They possess a deep understanding of their culture; they understand the culture of this city and country and they know how the education system works as well as what resources are available.

An average school counsellor cannot possibly catch up to the breadth and depth of experience they possess. This work is being done by MCLWs in schools.

We hear it regularly in the news about South Asian gangs and drug violence. It can be avoided to some extent when parents have effective parenting skills.



It is crucial that VSB has a female South Asian worker as well. Mothers tend to be most involved in the children's early years development. Women tend to trust other women. That's true regardless of what culture they are from.

Men and women maintain strong physical and emotional boundaries in many South Asian households. If a female MW is no longer there, mothers will not be able to share their issues, and many children will simply be cut from support.

By saying yes to keeping the multicultural worker positions as they are, many more immigrant families will get help and feel that their decision to come here to this country, to this city, was the right one.

It must be heartbreaking to slash important programs and initiatives. However, if you diminish the capacity of the SA MLWs, it will be much harder for South Asian families to become vital members of their schools and communities.

Therefore please reconsider reducing the south Asian multicultural liaison worker positions.

358 East 28<sup>th</sup> Ave  
Vancouver  
V5V 2M7  
2 March 2016

Mr Scott Robinson  
Superintendent of Schools  
Vancouver School Board

Dear Sir

**Recognition of L'Ecole Bilingue Staff and Reading Recovery Program**

We believe that too often our school system is besieged by complaints and criticisms, with insufficient credit given to the people and programs that have such a direct and profoundly positive effect on our children's learning and their future. We should like to bring your attention to the superb staff at L'Ecole Bilingue whose dedication, talents, energies and skills continue to have a profoundly positive impact on our children.

Our son, Elijah, is in grade 2 at L'Ecole Bilingue in the class of M. Remi Lacroix. He was fortunate to have had M. Remi as his grade 1 teacher as well. Elijah had been identified as having literacy difficulties in kindergarten and, as parents, we were concerned that he was not well suited to French Immersion. The principal, M. Burt Frenzel was always available to discuss concerns, and advised us to persevere. Elijah was assigned to M. Remi's class in grade 1. Together with Mme Claire Letourneau (L'Ecole Bilingue's literacy specialist), M. Remi worked with Elijah on his reading and writing during Grade 1. The specialist and personalized attention M. Remi and Mme Claire gave to our child (despite their other commitments) and the advice they provided to us was invaluable.

While he made progress under the kind, focused and expert guidance of M. Remi and Mme. Claire, towards the end of Grade 1 they identified Elijah as a candidate for the learning recovery program and he was referred to Mme. Sallie Boschung. Mme. Sallie has worked with Elijah 4 days a week since the last semester of Grade 1, co-ordinating closely with Mme. Claire and M. Remi (who elected to have Elijah in his class in Grade 2 as well, so that he could continue to provide him with inspiration and guidance). During this time Elijah has flourished and made remarkable progress. His reading is now at an average level for Grade 2. More than that, his confidence and love of literacy is remarkable. This success is due to the hard work, perseverance and specialist skills of the L'Ecole Bilingue staff as well as their and the special effort they made to understand our son, his motivations and his learning style.

We are so grateful for the Reading Recovery program, and Mme Sallie's gentle guidance and mentoring, and the support that has been provided to Elijah. The program and staff provided specialist expertise, understanding, empathy and encouragement which we, his parents are unable to provide. It is

programs such as this which enable children with difficulties to flourish in the public school system. In our view the Reading Recovery should be funded and supported as a critical part of the elementary school system. We have no words to express our admiration and gratitude for the efforts, energies, and skills of each of the experts and educators who have been part of Elijah's learning. We believe that thanks to them, he is well on his way to being an avid reader and an engaged learner.

We should also like to mention that this is not an isolated case. Our daughter, Jamie (now in grade 6 at L'Ecole Bilingue) also had difficulties in her early years at school. Again, thanks to the advice and attention of M. Burt and his staff, she was able to develop the skills required to love learning and to flourish. She wants to be a lawyer – and we think that the education and life skills she has gained L'Ecole Bilingue leave her well placed to do so. We are incredibly thankful to M. Burt and his team and wanted to pass this on. We are very fortunate to be part of an incredible school community that not only teaches our children to read and write but to be proud and respectful Canadians. The dedication of M. Burt, his team and Mme Sallie are deserving of credit and recognition; not only for the competence with which they have addressed our children's challenges, but for the love, kindness and nurturing that they provide to our children on a daily basis.

We hear the news about possible budgetary shortfalls and want to lend our voices in support of the reading recovery program. We hope that the VSB will be in a position to maintain this program and draw on the exceptional skills on Mme Sallie Boschung so that others may experience the benefit we have been fortunate to receive.

Sincerely,



Bryan Krafchik and Peta Wolmarans

Copy: M. Burt Frenzel, M. Remi Lacroix, Mme. Sallie Boschung; Mme Claire Letourneau

**April 25, 2016**

**I am here this evening to address the end of 8J9J Alternative Program and the continued reconfiguration of the alternative system. Our Alternative system has always been so proud of what choices for youth we have been able to offer.**

**8J9J was an original program in our system and set the tone for many programs to come. It has been serving the Grandview Woodlands area and Britannia High School for over 42 years and will come to an end in June 2016. Staff of the program was informed that the program would not exist as of September 2016. At that time it was explained their students would be rolled in with the Eastside Program at in house program at Templeton High School.**

**It was a decision that shocked our Alternative education community hard.**

**We have seen the closure of Byng Satellite now leaving the Vinery Alternative as the only option for youth on the west side. With the closure of Byng Satellite we lost 22 seats for youth, which will never be replaced.**

**Eastside was moved from their long time location and attachment to Gladstone to a new location, which totally impacted their program. Sunrise was also moved into that site. Sunrise Alternative was closed a year ago and their students were rolled into Eastside. Again a meeting happened where the staff was informed that the decision was final.**

**The decisions around our programs came about without any consultation, no opportunity to advocate for the programs and our students. The parents or students were never given a voice in what was to happen or to describe the impact of these changes. With all the changes, there are fewer seats for students at perhaps the most challenging time in their life.**

**Many of our parents face the struggle of day-to-day existence and are unable to express yet another disappointment for their child.**

**Alternative programs offer youth and their family's hope at a time when it is most needed. Within the alternative programs we offer personal safety as well as emotional and intellectual safety. Our programs offer a caring community for youth as they struggle to be successful during the difficult time of adolescence.**

**In previous years there has been a process for consultation with the programs and an opportunity for the community of alternative students and families to have a voice.**

**I understand that times are challenging but to put more obstacles in the path of our students does not sound like best practice. 8J9J is not just a program it has been the home to 20 students a year for over 42 years and a community of excellence. Please remember these programs provide valuable service to our communities.**

**Thank you for your patience and consideration.  
Mary Beth Sullivan**



## VSTA Response to the 2016-17 Revised Preliminary Budget Proposals

April 25, 2016

Respectfully and through the Chair;

Public School Secondary Teachers in Vancouver remain deeply committed to the education of our students and as such must recommend to the Board that the current proposed budget be rejected as educationally unsound. To reduce service to students, to cancel programs, to restrict access to translation, to cut teacher time for the Gifted, to further squeeze budgets for supplies, to abandon maintenance of schools, to eliminate support for field trips, to restrict and slash supports for teachers in difficult classes, to further treat fee-paying international students like bank machines and reduce service to them, to decimate support staff in schools, to abandon curricular support teachers in the midst of a curriculum transformation, to walk away from the idea of an Anti-Racism Mentor and an Anti-Homophobia Mentor, to reduce service to blind, deaf and home-bound students, to entirely eliminate career information staff in secondary schools, to eliminate teacher peer support for technology, to erode teaching support for students who can't read, to reduce the number of Special Education workers, to erode school libraries and finally and most egregiously, to purposefully allow secondary school classes to exceed the class size limit of thirty students set in law is irresponsible and devoid of the reverence essential to Trusteeship that is afforded in the School Act.

The VSTA remains committed to recommendations we have made to initial budget proposals. We urge the Board to examine reductions in both district and site-based management positions. Although the work these individuals do is important to the system, the reductions contemplated to teaching and support staff is not commensurate to the reduction contemplated in management staff. We also reiterate our call for detailed information and examination of the Attendance Management portion of the Attendance Support Program. It is seen as regressive, punitive and costly by our members. We are deeply dismayed with the proposal to increase the number of International Education students (an isolated and vulnerable group) while diluting their student-teacher ratio. The elimination of many of the Teacher Mentors will be a net cost to the Board. Contemplating a reduction to School Flex Budgets will diminish the quality of education to students. From Science to Home Economics to Math, School Flex Budgets are used and committed to programs for students.

The narrative that the Vancouver School Board is the author of its own budget misfortunes for not closing schools is a foolish and naive assessment. Jurisdictions as close as Calgary have as a goal school capacity utilization at 80%. It is clear to Vancouver Secondary Teachers that the burden of responsibility for the enormous cuts to service in this budget lies squarely at the feet of the current and past Liberal provincial governments. As the VSTA pointed out in its initial presentation in this budget process, B.C. has the 2<sup>nd</sup> lowest per-student funding in Canada and funds education a full \$1000 dollars less per student than the national average. This is unacceptable and must change. Our students are no less in need of teachers, support workers and safe, clean buildings than other

students across the country and yet we see a provincial government that increases funding to private school education while passing on increases in costs to public school districts across the province. In every measure available – a percentage of GDP, student-educator ratio or percentage change in number of teachers over time, B.C. hobbles the future of students and the economy by a decay of funding to public education. It is time for Trustees of the Vancouver Board of Education to make the difficult decisions that they were elected to make and vote against this destructive and educationally unsound budget.

Thank you,

A handwritten signature in black ink, appearing to be 'Rory Brown', with a long horizontal line extending to the right.

Rory Brown  
VSTA President

Presentation to the Vancouver School Board Trustees

**Please, for our kids, vote no.**

Anne-Marie Long, Vancouver parent, April 25, 2016

Dear trustees and staff,

Thank you for giving me the opportunity to speak tonight. I am a parent with 2 kids in the Vancouver school system. I am also a human rights advocate with 20 years of experience in the post-secondary sector and a member of the BC Safer School Coalition.

I wish there were time to speak to all the devastating cuts. I've been involved in these budget meetings for several years and it really seems like we have hit the breaking point. These cuts are too much.

Tonight I am going to speak to the importance of the diversity mentors, and the anti-homophobia position in particular. Both these roles are unique positions that help support the most marginalized kids and provide support and education to teachers, administrators and staff within the schools – a caliber of education and support that they cannot get elsewhere when these positions are gone.

As I sit here, I am reminded of the last time I spoke to the board – May 2014. At that time, I was speaking in favour of passing the revisions to the Sexual Orientations and Gender Identities policies. Those of you who were on the board at the time will remember the atmosphere of those meetings, will remember the misinformation flying about and, sometimes, the outright hostility aimed at the queer and trans communities. At the time, I remember thinking that Vancouver kids are lucky to have an anti-homophobia mentor to help them out. Whether or not you come from a supportive family, your family may not be the place you go if you are coming to terms with your sexual orientation or gender identity. Your peers may not be either.

I think one of the things that makes the anti-homophobia position unique and absolutely essential is that LGBTQ sexual orientation and gender identities are identities that youth may not have in common with others in their families of origin and, to a certain degree, are identities that can be hidden – but at a terrible price to one's self-esteem, wellness and ability to be their authentic self.

Questioning youth may not know anyone else who is gay, or asexual or trans or gender creative. They may not have support from within their communities, their family or their circle of friends.

I have heard, time and again, that the anti-homophobia mentor is often the only adult in the child or youth's world that they feel they can trust, that they can go to.

With the way homophobia, transphobia, heterosexism and cissexism work, one of the impacts of this is that people often need to assume, for safety's sake, that other people's reactions to their identities, to their coming out, will be negative unless there are really strong



indicators to the contrary. One of those indicators for youth in Vancouver schools was the existence of this one part-time staff person. Unfortunately, now one of those strong indicators that tell youth if the environment is one in which they will be respected and valued is gone. If you take this away, it's almost worse than had it had never existed. It communicates to kids, "your lives and your experiences aren't important enough to warrant keeping this position." I know this is not the message that any of you want to send but unfortunately the elimination of this role speaks volumes into the silence that will be created.

The reality is that too many queer and trans kids face great barriers and a hostile environment within the school system. Your policy helps the VSB live up to its legal obligations under "duty to accommodate" provisions in the BC Human Rights Code and keeps our kids safer, but only if you have a leader within your own ranks to help ensure that kids don't fall through the cracks, that the policies are appropriately implemented and followed, that education is available on an on-going basis.

Study after study - and I know you have heard the stats - report that queer and trans youth are marginalized in school. If we want to keep our kids in schools, we cannot eliminate the support that helps keep them there - and, indeed, as Andy shared, the support that helps keep them ALIVE.

The anti-homophobia mentor is a specialist position whose special skill set, even the best, most well-meaning teacher can't replicate. We can't out-source this work to external agencies either. We need people who work within the school system to help enact system change and to keep LGBTQ, queer, trans, gender variant, questioning kids and youth safe(r) and able to stay alive, stay in school and succeed.

Many LGBTQ and questioning kids and youth won't go to other people in the school system. They won't go to their classroom teachers, for example, for fear that they will get lower marks, that the teacher will go to their parents without their knowledge or consent, that the teachers will tell others in the school, that there will be backlash... Whether or not these are fears are warranted, this is the reality.

I have done queer and trans (and other) human rights work within the post-secondary environment for 20+ years. I see the consequences of unsafe school environments on young adults, including those emerging from our local schools. A supportive and aware/informed school can make a huge difference in a young person's life. The diversity mentor helps create that school environment through education, mentoring and support.

You have an obligation, under the BC Human Rights Code, to provide a discrimination and harassment free environment for your students and staff. Having worked with human rights complaints for over 20 years, I honestly think that have this type of position (and the anti-racism one, too) actually saves the school board money. Without these positions, you are opening yourself up to the potential of more human rights discrimination and harassment complaints and, more importantly, hurt kids who deserve better and could have had better..

I've heard youth talk about Stephanie (the current anti-homophobia mentor - being "the only adult they could trust", "the reason I'm still in school", "the reason I'm still alive". What happens to those kids and youth after her position is gone?

.....

As a parent, and a voter, I recognize that the Board is in a really impossible situation. The responsibility for this situation lies with the BC Liberal government and their chronic underfunding of education.

BC is the black, but education is in the red? That math doesn't add up.

I strongly urge you ALL to vote against this compliance budget. We cannot "make do" any longer. Parents have long memories and we will remember how you vote.

You trustees are the ones with the voice and the power here, to come alongside the thousands of parents, PACs, students and community members who are saying "enough is enough".

Please, vote against these cuts. Vote with your conscience, not along party lines. Fraser, I remember 2014 when you were the trustee for my kids' school. You voted against your NPA colleagues and with your conscience on the sexual orientation and gender identity policy. You were on the right side of history and were applauded for it. You were returned to office, your colleagues were not.

What I would like you to do this this:

**Create a needs based budget and vote on that.** Tell that BC Liberals how much money you need to ensure that your public school system does not get further degraded. Creating a budget to balance the books versus creating a budget based on (even modest, real) needs would be interesting to compare.

BC has the second lowest funding for public education in Canada. If we were funded at even the average of what other provinces fund, it would mean \$1000 more per student. There are at least 54,000 students in Vancouver- that would mean \$54 million per year in Vancouver.

None of these cuts would be needed and we could even restore some of the programs and services that were cut in previous years.

Vote for that. Vote for our kids. Stand up for public education.

## Presentation to the Board in Support of the Anti-Homophobia Mentor

Andy Legge, Current Vancouver Student

As a LGBTQ+ identifying student, I have been through many things; and without Maria, the previous mentor, and Stephanie, the present antihomophobia and diversity mentor, I wouldn't have been able to. Stephanie was the person who transitioned me in my school and made sure everyone was educated about what was happening. This made it easier for me to live as who I am in my school. Having her talk to my fellow classmates made me feel more comfortable and confident about coming back to school, as I was away, because she had made it a safe space for me. Having this as a position is crucial because she know so much about the subject and can explain it oh so very well. Without that opportunity to transition in school, I don't think that I would be in this seat right now. There are a number of at risk youth that would not be here if it wasn't for the actions of this position, including me. Having this available to me made me feel like I had a chance and that I could be the person I want to be. Having access to this resource actually saved my live and this is why it's vital to have this position in the system.

April 25, 2016

**RE: Meeting of the Trustees – Public Input on Revised 2016/2017 Budget Proposal**

Dear Trustees;

I am here representing three programs of Vancouver Coastal Health that provide LGBT2SQ+ services.

I am Elliot Wheatcroft, Community Health Liaison with the Transgender Health Information Program at Vancouver Coastal Health. My colleagues Kyle and Gwen are here too in case you have questions once I'm finished. Kyle Shaughnessy is the Project Lead with CALL Out! (a provincial capacity building initiative support LGBT2SQ+ youth). Gwen Haworth is an Educator with Prism (education and capacity building for service providers).

I'd like to start off by saying thank you to the Board of Trustees. Last year's approved updates to the VSB's policy on sexual orientation and gender identity is something we boast about as we do work around the province, and we are grateful for your leadership in this area. Your diversity and inclusion policies are a benchmark for best practice. I also want to acknowledge that funding cuts to education have left you between a rock and a hard place. This said, we all know that a policy is a piece of paper with good intentions. Without skilled, caring advocates to implement the policy, and to support the front-line capacity building that's needed, policies will not benefit the people they are intended to support.

I'd like to share a story of a young person I work with who has benefited from the VSB Anti-Homophobia Mentor. This young person was able to change their name and pronouns at their school and transition with the peer group that they had grown up with, thanks to having a skilled and knowledgeable ally ensuring that your policies were being implemented during this vulnerable time for them. This person does not recall having negative experience with coming out at school. They have a supportive and safe peer group at their school, and they are active in school sports and clubs. When I interact with this young person, I get to watch their eyes shine as they speak passionately and proudly about the different activities that they are involved with at school. This young person is a leader. I watch them encourage other youth to get involved with school projects and activities that they have created.

Hearing about the proposed cut to your part-time Anti-Homophobia Mentor position has me questioning: what would have been the outcome for this young person if they had not received this support during such a vulnerable time, when they made the decision to transition at school? Would they have known how to advocate for themselves? Would they have been a



positive influence in the lives of their peers? Would they even have stayed in school? Would they have survived?

In Vancouver, there are community services that offer supports for youth. For example many youth access Qmunity’s youth group and the Transgender Health Information Program’s Trans Youth Drop In. As a youth worker for the Transgender Health Information Program, I can say that not every VSB school is a safe space for LGBT2SQ+ youth yet. Many youth that I work with express feelings of stress, frustration and depression due to teachers and other VSB staff refusing to acknowledge their name and pronouns. Many schools still do not have a gender neutral or all genders washroom. When school isn’t a safe place ‘yet’, your Anti-Homophobia Mentor has been available to connect youth to community based services. The youth who I work with who have been connected to the VSB Anti-Homophobia Mentor always express feeling supported even when they are still having difficulties with their school. I have many stories that demonstrate how the VSB Anti-Homophobia Mentor has been that one allied adult that youth need.

The majority of youth that access the Trans Youth Drop In (also known as ‘TYDI’) express to me that TYDI is the only place they feel safe to truly be themselves, and that they spend each week looking forward to the next drop in. Given that schools are where most young people spend the majority of their time, it is imperative that all schools become safe spaces for LGBT2SQ+ youth. Schools will get there: I believe this. But cutting the mentorship position is a huge step backwards, and will put the effectiveness of your ground-breaking, progressive inclusion policies at risk. I personally believe that removing this position will add increased risk for LGBTQ2S+ students. Schools need capacity development and support to become the inclusive, safe places we all believe they can be. Youth need a safe adult who can help connect them with appropriate supports in community. Your policy states that the board will ensure that school administrators will act as the school’s Safe Contact if no one voluntary steps forward for this role. How will you ensure that this ‘Safe Contact’ will truly be a safe adult for an LGBT2SQ+ young person? Who will help to ensure that VSB staff have access to the training and support needed so they can ensure that teachers and administrators know how they can best support trans, gender diverse and creative youth to thrive in the school setting? Who will help schools with little experience accommodating LGBTQ2S+ and trans students do so in the best way? Who will be a touch point for the district in knowing and sharing all the most current support information for LGBT2SQ+ youth and families? Who will help champion the VSB Sexual Orientation and Gender Identities policy on the ground the way you all have here at the decision making table?



The 2015 *Canadian Trans Youth Health Survey*<sup>1</sup> results show that:

- 7% of trans youth aged 14-18 are not in school
- More than half of trans youth had been bullied once or more (55%). Just under 1 in 4 (24%) reported being bullied 1 to 3 times, and 13% had been bullied 12 or more times in the past year
- More than 1 in 3 trans youth reported they had been physically threatened or injured in the past year at school (36%), and 9% had been threatened or injured with a weapon. Almost 2 in 3 reported being taunted or ridiculed (64%).
- Within the last 12 months, 65% of trans youth had seriously considered suicide, more than a third had attempted suicide at least once, and nearly 1 in 10 had attempted suicide 4 or more times.

These numbers show us that there is still a long way to go.

The point of education is that everyone gets what they need to succeed in life. We know that even with all of the progress of VSB in terms of diversity and inclusion, there are still youth that are vulnerable and marginalized in VSB environments. By cutting the Anti-Homophobia and Anti-Racism mentor positions, you are taking away the opportunity for vulnerable and marginalized youth to overcome oppression, defy statistics and become engaged members of society. The VSB mentor positions contribute to inclusion in a way that needs to be prioritized. We are talking about about a 0.6 FTE position – the Anti-Homophobia Mentor - that can contribute to the capacity of the VSB as a whole to continue to improve the inclusion of LGBT2SQ+ students and to increase the chances of these students staying in school, surviving and thriving.

As a youth worker who has worked to support trans youth in Vancouver for the past 10 years, I see the anecdotal evidence every day that trans youth are still needing specialised, thoughtful and intentional support to feel safe in their schools. Many youth who I support express feeling unsafe in their schools due to being misgendered by their peers and by VSB staff. I have personally spoke with VSB staff in the last year who told me they didn't feel they should have to address trans student by their name and pronouns because they felt that 'trans' is just a passing phase.

We need to keep ALL children and youth in schools. We need someone to continue to champion this important work. GSAs and QSAs need a champion within the school board to stay vibrant and passionate about this issue. Who will implement your commitments as a board if there are no mentors?

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<sup>1</sup> [https://saravyc.sites.olt.ubc.ca/files/2015/05/SARAVYC\\_Trans-Youth-Health-Report\\_EN\\_Final\\_Web2.pdf](https://saravyc.sites.olt.ubc.ca/files/2015/05/SARAVYC_Trans-Youth-Health-Report_EN_Final_Web2.pdf) - 2014

We simply cannot cut the already limited resource that is available to our most vulnerable youth. We implore you to not to cut these positions, and reverse the many inspiring, progressive changes that the Board has spearheaded in our schools. We implore you to think deeply about the true cost of cutting 0.6 FTE anti-racist and anti-homophobia staff.

Thank you for your time today.

Respectfully submitted

Elliot Wheatcroft, Transgender Health Information Program [Elliot.wheatcroft@vch.ca](mailto:Elliot.wheatcroft@vch.ca)

Kyle Shaughnessy, CALL Out! [kyle.shaughnessy@vch.ca](mailto:kyle.shaughnessy@vch.ca)

Gwen Haworth, Prism [gwen.haworth@vch.ca](mailto:gwen.haworth@vch.ca)

Good evening respected Trustees and everyone,

My name is Prabhroop. When my parents told me that a position of South Asian Multicultural worker will be cut because of budget shortfall, I felt heartbroken. I thought it would be very wrong if I did not talk about my experiences of Multicultural Worker in Elementary and secondary school. This cut will be a big loss to our South Asian community. I am also sad that other students will not have a chance to get the kind of help I received for so many years from MCLW.

Today I am very proud of what I have achieved. My dream was to get into nursing and I am going to start nursing program very soon. I have no hesitation in saying that I would not have been here without the help given to me and my family by MCLW. My parents had a very challenging time with me, but it is all over now, and they are proud of me.

MCLW came to know my family when I started Kindergarten and over time my family built very strong relationship with her. My family would seek advice on all kinds of issues I had when I was growing up. My father attended many parenting courses conducted by her. I started sharing my concerns when I was in grade 3 because I knew that she understands my background well. My parents were too busy settling down in Vancouver. They came from India with very little English. Religion played a very important role in how girls are raised in our culture.

I was growing up in a society where values are very different. My parents were raising me how they were raised back home in India. They were doing their best but they did not understand me and the culture I was growing up in. They had no idea as to how to address my emotional needs.

I had academic, social as well as emotional challenges in Elementary as well as high school. When I was in grade 9, I was a very unhappy child. I was very frustrated with myself. I was having all kinds of problems at school and I was feeling depressed. I had many conflicts with my family and became quite rebellious. That was the unhappiest time of my life, I was even offered drugs by some students at school. My parents were very concerned. MCLW worker had meetings with the school counsellor and the teachers. Since she knew me well for many years, she knew that I needed more help than I was getting in the regular class. She advocated for a Psycho educational testing and the school agreed to that. That was the best thing for me. I got proper help at school and I even got extra time to write my exams. And I was on my way up.

I have 2 younger sisters. My middle sister has learning challenges. MCLW maintains close contact with all the teachers at her school and meets with my father on a regular basis to deal with her educational, social and emotional issues. Had it not been for the advocacy of MCLW, she would have been in a very wrong special program. I am very



thankful to MCLW that she made lots of inquiries about this program that was recommended for my younger sister.

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My mother calls her on a regular basis for any school related issues. My grandmother also met her on regular basis when I was young.

Now all of us feel very confident coming to school as we know that we can express our concerns in a culturally sensitive way. She address our concerns in a very professional way and connects us to other resources as well.

There are so many things I want to talk about but I cannot express myself in front of a big crowd.

Once again I would say, please reconsider your decision one more time. If this cut is made, there will not be a female worker for the VSB. This will be unfair to our community as women in our community do not open up to males.

It is a fact I would not made this strong connection had it been a male worker.

Thanks.

My name is Dora Ng, I am a non-binary, genderqueer transperson and a proud alumni of the Vancouver School Board. I come tonight to ask our school board trustees to reconsider the proposal to eliminate the positions of both the anti-racism and anti-homophobia diversity mentors, and to continue supporting the work of the cultural liaison workers in schools. Being a gender non-conforming, queer racialized person who has been on the receiving end of intersecting oppressions, I can speak from firsthand experience that the elimination of either positions will deeply hurt students and their families.

My parents came from Hong Kong and I was born on the unceded traditional territories of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples, at Grace Hospital, now named the BC Women's Hospital. 13 years later I attended Eric Hamber Secondary School two blocks down.

I speak, read, and write fluent Cantonese and Mandarin, in addition to English. For this I have to thank my grandfather, who taught me to read every character from the Chinese restaurant menu by the time I was six. Because of him I am able to write articles about transgender issues for a volunteer LGBT media organization in Hong Kong, and to translate materials on trans inclusion for the Vancouver Parks Board.

Being transgender and being multi-lingual have afforded me unique insights into how gender, culture, and the human heart, really, functions in our society. Such tremendous gifts. And yet by the time I hit high school I had decided to hide these two very important pillars of my identity from my peers and teacher. In elementary school I was severely bullied for both my gender nonconformance and for being Chinese speaking. I had also seen how other students, parents and teachers treated my mom, and other students and parents who had noticeably foreign accents. Their concerns and struggles on one hand, and their merits and intelligence on the other are much more likely to be dismissed.

High school, I had decided, was going to be a fresh start, and I was going to fit in. I pretended to not know how to speak Chinese for all of junior high. Hamber had an ESL stream, and I joined other students in making fun of the students in this program. It worked. I fit right in. Thankfully by the time I was in senior high I had made enough ESL friends to stop this shameful behaviour. From them I had also learned from them to be proud of our mother tongue. In grade 11, I finally came out as Chinese speaking. Systemic racism in schools hurt not only students, but parents, and families as a whole. The work of the anti-racism diversity mentor in building inclusive and safe school culture is so vitally important, to teach students to be proud of one's heritage and to respect the heritage of others. Otherwise bullies could be created out of the meekest of us.

I graduated from Hamber in 2006. The first anti-homophobia mentor was appointed in 2005. When I graduated from high school, I didn't have the words to even begin understanding my gender, my sexuality, my fears, my shame. Ten years later I am hearing students speak up about the importance of the diversity mentors on behalf of not only themselves but for other students as well. We've heard from Kate, we've heard from Avery. And I watched in admiration and utter awe. To be so young and so brave and wise. This speaks enormous volumes to the work that the

VSB has done in areas of inclusion and education, and much of this very effective work has been done with the support of the anti-homophobia diversity mentor.

But this work is not done. We're still not, for example, very good at supporting student and families who face intersecting barriers and oppressions. The diversity mentors have been working separately and their work hasn't convened yet to help us to support students who face multiple streams of oppression. For example, students who may be dealing with racism on one hand, homophobia on the other, and their families are being met with racism instead of information and support. We are not very good yet at supporting students and families who don't have good access to the resources and work done to date on anti-racism and anti-homophobia.

There's a lot of work, a lot of learning, yet to be done and the community's doing it. Vancouver's anti-oppression activist community, a lot of whom you've heard from, is comprised of some of the most intelligent, most passionate people you'll ever meet. The conversations evolve daily. Every day we are learning how to be better allies, better educators, how to be more inclusive, more supportive. It really takes dedication to keep up with all the information that this very prolific community produces. The diversity mentors are the people who do that. They translate what's going viral this week into usable resources for teachers the week after. They are the ones who make sure our curriculum and our school culture is up to date, unlike this training video I watched at work last week, where all the actors had mullets and wore shoulder pads.

The diversity mentors have built so much momentum in the wonderful work that they are doing, it would be such a shame to put it to an end now. I can speak with certainty that their work saves lives.

John Puddifoot

VBE Budget Submission: April 25, 2016

This evening we are meeting to consider how to spend money to best support Vancouver students. This is not an easy question. It is fraught with much in the way of claims and counter-claims as to what those measures are, many of which we see in the proposals before us and in the reaction to them in the form of these presentations.

We must consider how bad is it? Documents and statements from the VBE talk of years of continual cuts and reductions. Considering this, and given the limits imposed by the 5 minutes I have, I have looked at two things to verify this: the trend in staff to student ratios, average Vancouver class sizes.

In past student to staff ratios, summarized on the attached Appendix A, the expectation given VBE statements is that these would have risen significantly since 2007/08. Using VBE data this is not the case. The trend has been a slight reduction on a headcount basis in the number of students per staff member since 2007/08 except for trades, where the ratio is higher. On a FTE student basis, there have also been improvements in nearly all areas. The exceptions are teachers, where the ratio is unchanged, and, again, trades.

If we were to return to the student – staff ratios of 2007/08, based on the number of students we are projected to have in the district in 2016/17, the total amount spent on staff salaries and benefits would be about \$12 million less on a FTE student basis and \$24 million less on a headcount basis. Returning to the student – staff ratios of 2011/12 would result in staffing costs that are about \$3 million less on a FTE basis. This is summarized in Appendix B. These figures represent the extra resources added to the system assuming all the proposed measures are adopted.

On a student – staff ratio basis we can conclude that there are more resources available to the student, not less, since 2007/08 or 2011/12. This is not a question of how much funding, but how it is distributed combined with declining enrolments that remain undealt with.

Looking at average class size we would expect that class sizes would have shot up over the years. Again, this is not the case. In Appendix C we can see that the differences in class size since 2007/08 has gone up by about one student in grades K-3, and down by about one student in grades 4 to 12. Current average class sizes are

K: 19.4 students; Grade 1-3: 21.7 students; Grade 4 -7: 26.1 students; and grades 8 -12: 23.8 students. These class sizes are quite small by most standards. Additionally there are a large number of classes that have 12 students or less.

The results of both these investigations are that the amount of resources per student in the system is at least as good as in 2007/08, and quite possibly better. This does not say anything about how those extra resources are being used, nor does it mean there are enough resources to support everything. Choices must be made.

Here we must establish criteria. Education is fortunate in nearly everything we do will help the kids. We could double the budget and still have things that will help the kids that we are not doing. Thus to say that any one measure should be done because it helps the kids is not that helpful in making decision as indeed nearly all measures qualify in this respect. What we should be doing is evaluating which measures help the kids the most, and discarding those that help kids the least. In this respect the work of Dr. John Hattie from his book *Visible Learning* is useful. Dr. Hattie has synthesized over 800 meta-analyses looking at many different possible measures that can be taken in schools. These are then standardized and compared to measure the impact size on student achievement. An effect size of +0.4 is considered average and equivalent to about a 20% increase in learning rate.

This brings us to the Senior Management Team (SMT) budget recommendations. These proposals total exactly what is needed to be cut, but say little about what will not be cut. Not much of a choice is offered in the way of alternatives doing a serious disservice to this consultation process.

I will mention a few of the SMT reduction proposals that we should reject based on Dr. Hattie's work and then compare them to somethings that could be dropped because they support students less. I will also comment on a few of the other proposals unrelated to classroom practise.

#### *A6 Borrow from School Budgets and E3 School Flex Budgets*

Having been on PACs for over 10 years I am somewhat surprised to discover that schools have accumulated savings in their flex budgets. PACs are frequently told by Principals that, "The school doesn't have enough money for some relatively minor cost, and could the PAC cover that please?" How can this be true if there are accumulated surpluses in the flex accounts? Still, it does keep the PAC busy raising

funds instead of doing their mandated task and advising the school. It also means that it will be harder for PACs to say no to these requests in the future, and reduce school based decision making. Value: A6: \$2,065,140 E3: \$1,181,835

#### *A7 Change Purchase Order Practise*

I am not sure this goes far enough. The question needs to be asked as to how many supplies for next year are ordered and received this year. Moving these purchases into the year they are used is most appropriate, but it sounds as though that is not being done. It should be.

#### *E8 Surplus Carryforward*

Having been assured by senior staff and individual trustees many times that, "This is not a surplus we can use," I am quite surprised to see it here. I further believe that a formal letter was written to the Minister when he pointed out the \$24 million accumulated surplus to, "Correct him," with much attention in the media over the issue. Now that this is confirmed as a surplus that can be used, as indeed it is being used, will a letter of apology be written to the Minister for the board's error?

Using this surplus now, and in the past year, will automatically create a shortfall next year as we can only spend savings once. Given how this surplus has accumulated for the past few years it is now surprising to see it used when other things were cut in the past to preserve it. The question "Why now," looms large.

#### *E9 Annex/Main School Configuration*

After so much heated resistance to closing schools I am most pleased to see this proposal. A larger school can simply offer students, better resources, more choice, and better facilities. Combining schools onto one site where possible serves the students well. This is a cut that helps the kids. The question here is why it was not done earlier.

#### *E12.1 to E12.10 Teacher Mentors*

Strong evidence provided by Hattie under the headings *Microteaching* (+.88) *Quality of Teaching* (+.44) *Professional Development* (+.62) all of which are supported by teachers working to support other teachers. Mentoring teachers can have a strong positive outcome on student achievement and should be retained and expanded. Value: \$930,893

### *E12.15 Optional Elementary Band and Strings Program*

After the previous attempts to eliminate this program, and the large adamant support for this program to continue, why is this proposal is here at all? Many presentations in previous years have spoken to the benefits of retaining band and strings and the huge difference it makes to kids. Does the board and staff listening to these past presentations remember them at all? It would seem not. This program keeps kids engaged and is thought by some to increase creativity and language skills. Given the relatively low cost of this program, it should be restored to the pre-2014 level and be extended to all schools. Value: \$395,603, to restore +\$300,000

### *E12.17 District Based Gifted Staffing*

According to Hattie, Gifted enrichment programs such as this have a significant positive effect on student outcomes. Studies he examined showed a positive impact as high as +1.23 in Science, +1.10 in Math, but less in reading or social studies. The huge positive impact these programs can have indicates that they should be retained in their entirety. Value: 221,102

Removing E3, E12.1 to E12.10, E12.15 and E12.17 would mean that about 3 million in savings must be found elsewhere. I suggest the following two proposals:

Restore E15 to a 33 enrolling teacher reduction. According to Hattie, reducing class size yields a relatively small positive effect, about +.21 and that only if the size changes by more than five students. This is much less than the positive impacts gained by the numerous items listed above that I propose keeping. Small class sizes are also expensive: restoring this measure will recover \$995,386 despite the relatively small impact on class size. Parents and students know that teacher quality and engaging programs are much more important than minor variations in class size.

Investigate the over 800 classes below 15 students in the district. As a class with 15 or fewer students in it cost roughly the same as a class with 25, reducing the number of these classes will yield significant savings in the form reduced enrolling staff count. There will be some classes that require a smaller size, but these should be few and not the current 10% of all district classes. It is time that the currently low class sizes in Vancouver were increased to retain things that give the kids greater benefit.

**Appendix A**

**Staffing Levels and Student - Staff Ratios 2007/08 to Proposed Final Budget**

FTE Staff Counts	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017 Proposed Budget Final	Change 2007/08 vs Proposed Final Budget	Change 2007/08 vs 2015/16	2007/08 vs Proposed Budget Final	Cost of Staff Per FTE	Source of Cost of Staff Proposal Number	2015/16 Staff Cost	Proposed Budget Final Staff Cost
CUPE 15	1,132.38	1,183.03	1,239.44	1,221.37	1,236.21	1,259.86	1,256.51	1,265.83	1,253.22	1,174.97	42.59	10.7%	3.76%	56,380	E11	70,656,544	66,244,809
CUPE 407*	69.60	80.00	80.00	101.00	101.00	101.00	101.00	101.00	101.00	101.00	31.40	45.1%	45.11%	56,380	E11	5,694,380	5,694,380
IUOE	721.90	721.85	721.85	720.15	716.15	716.49	717.45	715.70	713.90	706.10	(15.80)	-1.1%	-2.19%	50,000	F1	35,695,000	35,305,000
Night School Administrators	2.80	2.14	2.14	0.91	0.91	0.91	0.91	-	-	-	(2.80)	-100.0%	-100.00%			0	0
Excluded Staff and District Principals	113.30	119.90	119.19	105.69	101.28	101.21	102.30	98.70	102.00	99.00	(14.30)	-10.0%	-12.62%	116,170	A9	11,849,340	11,500,830
School Administrators	190.00	191.16	192.69	187.89	186.89	189.53	192.89	190.02	186.13	179.13	(10.87)	-2.0%	-5.72%	122,690	E13	22,836,290	21,977,460
Teachers / ALC	3,189.22	3,186.34	3,201.77	3,136.91	3,161.16	3,080.98	3,053.39	3,039.80	2,952.33	2,890.12	(299.10)	-7.4%	-9.38%	92,126	E9	271,986,354	266,255,296
Trades	67.90	76.00	76.00	47.00	55.00	60.00	58.00	56.00	55.00	45.00	(22.90)	-19.0%	-33.73%	86,437	F4	4,754,017	3,889,650
Trustees	9.00	9.00	9.00	9.00	9.00	9.00	9.00	10.00	10.00	10.00	1.00	11.1%	11.11%	20,000		200,000	200,000
	5,496.10	5,569.42	5,642.08	5,529.92	5,567.60	5,518.98	5,491.45	5,477.05	5,373.58	5,205.32	(290.78)	-2.2%	-5.29%	<b>Totals:</b>		<b>423,671,924</b>	<b>411,067,425</b>

Source: 2007/2008-2015/2016 staffing based on Form 1530 submission adjusted for enrolment and Board approved changes

\*Some CUPE 407 staff were paid from non-operating funds until 2010/2011.

C:\Users\rhorswill.VSBNET\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\DR992TU0\Staff FTE History 2007-08 to 2016-17 (002) Staff History

**Enrollment**

	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017 Proposed Budget Final	Change 2007/08 vs Proposed Budget Final	Change 2007/08 vs 2015/16	2007/08 vs Proposed Budget Final
VSB Headcount Enrollment	59,087	59,181	59,977	58,655	58,003	56,669	55,697	54,341	52,760	51,846	(7,241)	-10.7%	-12.25%
VSB FTE Enrollment	57,082	57,173	57,942	56,665	56,035	54,777	54,057	52,963	52,880	51,729	(5,354)	-7.4%	-9.38%

Assumed Ratio FTE/Headcount for years prior to 2011/12: 0.9661 0.9666 0.9706 0.9746 **1.0023** : Assumed Ratio to calculate Headcounts for 2016/17 Proposed

Source: Headcounts: Data BC; FTE: VBE Budget Documents



**Number of Students per Staff Member - Calculated Using Headcount**

Ratio of Number of Headcount Students in the district to FTE Staff Counts in each category	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017 Proposed Budget Final	Change 2007/08 vs Proposed Budget Final	Change 2007/08 vs 2015/16	2007/08 vs Proposed Budget Final
CUPE 15	52.18	50.02	48.39	48.02	46.92	44.98	44.33	42.93	42.10	44.13	(8.05)	-19.3%	-15.44%
CUPE 407*	848.95	739.76	749.71	580.74	574.29	561.08	551.46	538.03	522.38	513.33	(335.62)	-38.5%	-39.53%
IUOE	81.85	81.99	83.09	81.45	80.99	79.09	77.63	75.93	73.90	73.43	(8.42)	-9.7%	-10.29%
Night School Administrators	21,102.50	27,654.67	28,026.64	64,456.04	63,739.56	62,273.63	61,205.49	N/A	N/A	N/A	N/A	N/A	N/A
Excluded Staff and District Principals	521.51	493.59	503.20	554.97	572.70	559.92	544.45	550.57	517.25	523.70	2.19	-0.8%	0.42%
School Administrators	310.98	309.59	311.26	312.18	310.36	299.00	288.75	285.98	283.46	289.43	(21.55)	-8.9%	-6.93%
Teachers / ALC	18.53	18.57	18.73	18.70	18.35	18.39	18.24	17.88	17.87	17.94	(0.59)	-3.5%	-3.17%
Trades	870.21	778.70	789.17	1,247.98	1,054.60	944.48	960.29	970.38	959.27	1,152.14	281.93	10.2%	32.40%
Trustees	6,565.22	6,575.67	6,664.11	6,517.22	6,444.78	6,296.56	6,188.56	5,434.10	5,276.00	5,184.62	(1,380.60)	-19.6%	-21.03%

**Number of Students per Staff Member - Calculated Using FTE Students**

Ratio of Number of FTE Students in the district to FTE Staff Counts in each category	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017 Proposed Budget Final	Change 2007/08 vs Proposed Budget Final	Change 2007/08 vs 2015/16	2007/08 vs Proposed Budget Final
CUPE 15	50.41	48.33	46.75	46.39	45.33	43.48	43.02	41.84	42.20	44.03	(6.38)	-16.29%	-12.66%
CUPE 407*	820.15	714.66	724.28	561.04	554.80	542.35	535.22	524.39	523.56	512.16	(307.98)	-36.16%	-37.55%
IUOE	79.07	79.20	80.27	78.68	78.24	76.45	75.35	74.00	74.07	73.26	(5.81)	-6.32%	-7.35%
Night School Administrators	20,386.51	26,716.37	27,075.71	62,269.10	61,576.92	60,194.51	59,403.30	N/A	N/A	N/A	N/A	N/A	N/A
Excluded Staff and District Principals	503.81	476.84	486.13	536.14	553.27	541.22	528.42	536.61	518.43	522.51	18.70	2.90%	3.71%
School Administrators	300.43	299.08	300.70	301.59	299.83	289.01	280.25	278.72	284.10	288.78	(11.66)	-5.44%	-3.88%
Teachers / ALC	17.90	17.94	18.10	18.06	17.73	17.78	17.70	17.42	17.91	17.90	(0.00)	0.07%	0.00%
Trades	840.68	752.28	762.40	1,205.64	1,018.82	912.95	932.02	945.77	961.45	1,149.52	308.84	14.37%	36.74%
Trustees	6,342.47	6,352.56	6,438.00	6,296.10	6,226.11	6,086.33	6,006.33	5,296.30	5,288.00	5,172.85	(1,169.61)	-16.63%	-18.44%

## Appendix B

### Analysis

2016/17 Staffing Levels Using 2007/08 Student Headcount/Staff Ratios	Calculated Number of FTE Staff	Change from Proposed Budget Final	Cost of Staff Per FTE	Value of Difference Versus Proposed Budget Final	Total Staffing Costs
CUPE 15	993.61	(181)	56,380	(10,224,925)	56,019,884
CUPE 407*	61.07	(40)	56,380	(2,251,204)	3,443,176
IUOE	633.43	(73)	50,000	(3,633,255)	31,671,745
Night School Administrators	2.46	2	-	-	0
Excluded Staff and District Principals	99.42	0	116,170	48,289	11,549,119
School Administrators	166.72	(12)	122,690	(1,523,014)	20,454,445
Teachers / ALC	2,798.40	(92)	92,126	(8,450,119)	257,805,177
Trades	59.58	15	86,437	1,260,178	5,149,828
Trustees	7.90	(2)	20,000	(42,058)	157,942
			<b>Totals:</b>	<b>(24,816,109)</b>	<b>386,251,315</b>

2016/17 Staffing Levels Using 2007/08 Estimated FTE Student/Staff Ratios	Calculated Number of FTE Staff	Change from Proposed Budget Final	Cost of Staff Per FTE	Value of Difference Versus Proposed Budget Final	Total Staffing Costs
CUPE 15	1,026.18	(148.79)	56,380	(8,389,046)	57,855,763
CUPE 407*	63.07	(37.93)	56,380	(2,138,364)	3,556,016
IUOE	654.19	(51.91)	50,000	(2,595,312)	32,709,688
Night School Administrators	2.54	2.54	-	-	0
Excluded Staff and District Principals	102.67	3.67	116,170	426,775	11,927,605
School Administrators	172.18	(6.95)	122,690	(852,683)	21,124,777
Teachers / ALC	2,890.11	(0.01)	92,126	(1,349)	266,253,947
Trades	61.53	16.53	86,437	1,428,948	5,318,598
Trustees	8.16	(1.84)	20,000	(36,882)	163,118
			<b>Totals:</b>	<b>(12,157,913)</b>	<b>398,909,512</b>

2016/17 Staffing Levels Using 2011/12 FTE Student/Staff Ratios	Calculated Number of FTE Staff	Change from Proposed Budget Final	Cost of Staff Per FTE	Value of Difference Versus Proposed Budget Final	Total Staffing Costs
CUPE 15	1,141.20	(33.77)	56,380	(1,903,755)	64,341,054
CUPE 407*	93.24	(7.76)	56,380	(437,630)	5,256,750
IUOE	661.11	(44.99)	50,000	(2,249,415)	33,055,585
Night School Administrators	0.84	0.84	-	-	0
Excluded Staff and District Principals	93.50	(5.50)	116,170	(639,362)	10,861,468
School Administrators	172.53	(6.60)	122,690	(810,130)	21,167,330
Teachers / ALC	2,918.22	28.09	92,126	2,588,202	268,843,498
Trades	50.77	5.77	86,437	499,006	4,388,656
Trustees	8.31	(1.69)	20,000	(33,834)	166,166
			<b>Totals:</b>	<b>(2,986,918)</b>	<b>408,080,506</b>

**Presentation to VSB Committee of the Whole****re: 2016-2017 revised budget**

April 25, 2016

My name is H  l  ne Frohard-Dourlent, and I have been working, volunteering and doing research on issues of gender and sexuality in schools for over a decade. I currently work at the Stigma and Resilience Amongst Vulnerable Youth and teach in the Department of Sociology at UBC. Many people tonight and at previous consultations have already been speaking to the importance of the diversity mentors in this district. I know that the budget shortfall is in large part the result of a lack of consistent, stable funds from the province, and I am making my displeasure known at the provincial level. I also know that many other incredibly valuable resources are proposed to be cut in next year's budget. Still, I think it is essential that you consider the consequences of no longer having an anti-homophobia mentor in place to ensure that the policy that the VSB passed in 2014 gets implemented properly.

Who will make classroom visits and provide staff and teachers with up-to-date resources? We know from Canadian research that teachers and staff often don't implement inclusive practices because they're unsure how to, and written guidelines are not enough. Who will answer the phone when families need support and who will ensure that staff get properly trained? Who will help coordinate district GSA conferences, where students tell us year after year that they continue to encounter transphobia and homophobia in their schools? The revised policy has the potential to make a huge difference if it can be implemented consistently and properly. By cutting the anti-homophobia mentor position, you are stopping that process at a crucial stage, just as it is getting off the ground, and making the VSB's commitment to inclusive schools about words on paper, not actual sustainable change in practices. I sincerely hope you will reconsider. Thank you.

## What the Anti-Homophobia Mentor Means to Me

When I was going through highschool, I didn't have the confidence to come out as transgender, but I did work closely with Stephanie during the policy ABr-1 debate of May and June of 2014 regarding the protection of trans youth. After the policy was passed, Stephanie and I kept in contact and she reached out to me, asking if I wanted to be in a video for parents, explaining why the policy was important and what it meant to me. I ended up talking about how much it improved my highschool and others in the district and it made me feel more confident and safe in who I was. Stephanie put together that video and since has used it to help educate the importance of the protection of trans identities in the VSB. She not only made sure that the students were safe, but that their peers and parents were educated as well. This is what the anti-homophobia mentor means to me. Stephanie is there to bridge the gap that is so often ignored between LGBTQ+ youth and those who don't quite understand. A lot of fear or anger is just a misdirected lack of understanding, and many react to the fear and anger rather than the underlying issue of misinformation. Stephanie tackled that issue and her role was and is vital to the passing and implementation of the policy protecting the trans and queer kids of the VSB.

- Dylan Read (Lord Byng Secondary Graduate - 2016)

Good evening Trustees, Mr. Superintendent, and Chairperson of the Board. My name is Bryan Buraga and I am a Grade 11 student at Prince of Wales Mini School in Vancouver and I am here today to talk about the proposed cuts in the budget that would affect Mini Schools. Since the last time I was at a Committee of the Whole meeting, the revised budget proposal has come out; and yet there were no changes made to the budget pertaining to Mini Schools. This was after over 200 passionate Mini School students came out on April 15th to demonstrate their support for Mini Schools and marched to the Art Gallery to make their voices heard. These are programs that have benefitted so many students, past and present, and will fail to meet the needs of future students if this cuts are made. We were fortunate enough to have Chairperson Lombardi come and speak at our event and state his support for Mini Schools. We also had a few student speakers as well, but something that struck me was that one of the speakers said that without the Mini School program that she went to, she said that she would not have been in school. Mini Schools in Vancouver cater to a variety of different learners, people who are not getting what they need or are looking for in the regular education system, and I can count myself among those people.

In elementary school, I felt that I was missing something. I was longing for more opportunities for experiential learning, and I simply was not getting that at the school I was at. Fortunately, after an arduous application process of having to select only 30 students from a pool of over 400, I was given the opportunity to be able to go to Prince of Wales Mini School and I finally got the kind of education I was looking for. Lots of field trips, experienced and passionate teachers, and opportunities I would have never imagined; this is what Mini Schools mean to me. Now of course, all Mini Schools are different and cater to many different type of learners, but what is common among all of them is a sense of community that these programs foster. In the Mini School that I go to, there is a bond between the all the students in our school, no matter what grade they are in. Any 8th grade student could go up to any 12th grade student and have a nice conversation without anyone thinking something is amiss. This is truly what is at the core of the Vancouver School Board's Mini School programs.

In the proposed budget, all Mini School Office Support Staff will be cut, as well as several administrative block allocations to Mini Schools. All in all, these cuts will save a total of around 6.4 full-time equivalents, saving the Vancouver School Board around \$300,000. But what you cannot see in numbers are the effects that Mini Schools have on their students. You cannot see the student with a renewed joy in learning because they have teachers that cater to their learning needs. You cannot see the student that loves going to school every day because they finally feel that they are getting challenged in school. You cannot see the student that would not be going to school if it weren't for the family that they go back to in school each and every single day.

Now I definitely understand the tough choices that you, the Trustees, have to make. It cannot be easy having to make so many cuts to programs that benefit so many students all

throughout the Vancouver School Board. If it were not for the chronic underfunding of our education system by the provincial government, we would not have to be here, fighting for funding for various programs, and you would not have to be making any cuts. I'm here today not just to fight for my own education or the education of the students of today, I'm also here to fight for the students of tomorrow, our children and our grandchildren. I cannot bear the thought of saying to them that I stood by as our education system was being systematically dismantled and that I did nothing about it. I'm not going to go and ask you, the Trustees, to not make the cuts that you see are needed, but what I am going to ask you is to do whatever you think is necessary to make sure that we send a message that public education is a priority and that it should be a priority for all, including not passing a budget. So please, on behalf of all students in Vancouver, fight for us, and fight for the education that we deserve. Thank you.



Presentation to the Budget Committee 2016  
from Nicole Seguin and Cory Oskam

Thank you trustees for giving me the opportunity to speak today. My name is Nicole Seguin and I am the mother of a transgender grade 12 student of Britannia Secondary. Born nataly female, it became very evident from a young age that my child was more male than female on the gender spectrum and when he was able to tell us, he confided that in fact he needed to live life as a boy. His name is Cory Oskam and he is here to speak with me this evening.

I am here as a mother, interested in the safety, health and well-being of my child and others like him. And I am speaking to urge you to ensure that proposed budget cuts do **not** eliminate the Anti-homophobia and Diversity Mentor from the Vancouver School Board staff.

The Vancouver School Board, the current policy with regard to gender non-conforming students and the Anti-homophobia and Diversity mentor have been critical in ensuring that my child's transition from female to male 4 years ago, was safe and supportive for all involved. While the 2004 Vancouver School Board policy aided in Cory's transition going smoothly, it was the staff member and their commitment to my child's safety and well being that ensured staff and students understood and embraced Cory. Without the guidance and help of the Anti-homophobia and Diversity Mentor I do not think Cory would still be in school today.

As a primary school student at Britannia Cory did not feel able to use the bathrooms being made to feel uncomfortable. As a result he suffered from frequent urinary tract infections and left school property to go the the hockey rink bathrooms where he felt safe. As a parent I did know what to do or how to help my child. The anti-homophobia mentor at the time Steve Mulligan was integral in supporting a conversation with the school, his teacher and other staff to permit him access to a private bathroom. Not only did this advocacy help my child it helped many more after that.

When Cory formally transitioned in school from female to male, Maria Foster the anti-homophobia mentor and the staff at Britannia went from class to class including his hockey academy class. That positive experienced developed over the years into Cory himself working with the anti-homophobia and diversity mentor to help other kids throughout the Vancouver School Board transition smoothly and safely.

The staff member who assisted us and the teachers and principle were all excellent in ensuring that my child had access to bathrooms and locker rooms that were congruent with his chosen gender and gender expression. This included the hockey changing room within the Britannia Hockey Academy. As you can imagine, access to a staff member to guide this process was extremely important. Harassment and bullying did occur, but was quickly addressed, and education provided.

By comparison, in our advocacy work, Cory and I frequently go to other parts of Canada and the United States and tell our positive story to others. As a result the Vancouver School Board is held up as a gold standard in helping gender diverse students feel supported and safe. By contrast we see what happens when this position does not exist. The suicide rate among trans youth is over 70%. Even with home support this number does not normalize until students feel safe at school. I cannot stress enough the importance of the anti-homophobia and anti-racism mentors in building safely and compassion in our school system. To cut these positions would

be to regress in an embarrassing and dangerous way. There have to be alternatives to meeting the budget constraints of the Vancouver School Board without placing students at risk.

With all due respect I feel it is the obligation of our education system to ensure the diversity of our community is taught both in the classroom and by example in how we treat our fellow students. To not acknowledge there is difference, and that some differences require special consideration and understanding, would be to fail as a teacher. It is fair to say, my child has a special medical conditions that requires him to see an endocrinologist at Children's hospital, a psychiatrist, take injectable medication every week, and face a lifetime of discrimination and potential harassment and abuse. What we know, however, is that by acknowledging my child's gender expression and gender identity and protecting their right to go to school free of harassment and discrimination, we are protecting all kids in the Vancouver school board, and helping to raise citizens who are tolerant and caring. This can only be done by ensuring the Anti-homophobia and Diversity mentor remains part of the staff.

This is more about Cory:

<https://vimeo.com/64751285>

Thank you again.

Feel free to ask or email any questions to [nicoleseguinrm@gmail.com](mailto:nicoleseguinrm@gmail.com)



Dear Trustees,

This is a request to the School Board Trustees to reconsider removing 1 full-time position from the South Asian Multicultural Liaison Workers.

**The following information is from the Preliminary Budget Proposal on page 64 and 65:**

It is recommended that the following positions be reduced, based on **declining enrolment** in these specific linguistic and cultural groups:  
 1.0 FTE SSB South Asian MCLW  
 0.5 FTE SSB Vietnamese MCLW  
 0.5 FTE SSB Korean MCLW

Between the 2010/2011 school year and 2015/2016 the number of students who spoke:  
 a South Asian language has declined by more than 600 students (from 3230 to 2597)  
 Vietnamese has declined from 2262 to 1769  
 Korean has declined from 1062 to 627.

Based on the numbers in the proposal on page 64, the number of South Asian student per worker is already much higher than 4 other cultural groups as shown in the table below.

Linguistic and Cultural Group	Total Number of students 2015/2016 as shown on page 64	Number of workers (from page 64)	<i>Number of students per worker</i>
Filipino	2974	2.0	<b>1487</b>
Chinese	11995	10.6	<b>1132</b>
South Asian	2597	3.0	<b>866</b>
Vietnamese	1769	3.5	<b>505</b>
Korean	627	2.0	<b>314</b>
Spanish	962	1.5	<b>641</b>
Cambodian	1	1	<b>1</b>

Based on proposed cut, next year in 2016/17 using the same numbers as above, the number of South Asian students per worker will be higher than 5 other cultural groups as shown in the table below

Linguistic and Cultural Group	Total Number of students 2016/2017	Number of workers	<i>Number of students per worker</i>
Filipino	2974	2.0	<b>1487</b>
South Asian	2597	2.0	<b>1299</b>
Chinese	11995	10.6	<b>1132</b>
Vietnamese	1769	3.0	<b>589</b>
Korean	627	1.5	<b>418</b>
Spanish	962	1.5	<b>641</b>
Cambodian	1	1	<b>1</b>

Note: We understand student enrolment may differ for 2016/2017 from the numbers indicated above.

Comparing the number of students to workers from each cultural background, we are unable to understand why 1.0 FTE is being removed from the South Asian Multicultural Workers. We feel the proposed cut is unwarranted and unfair.

The budget proposal has considered decline in enrolment in 3 linguistic groups. However, the number of students in all cultural groups has declined.

The table below shows that the decline of South Asian student enrolment from 2010/11 to 2015/16 is lowest amongst other cultural groups. Yet the South Asian group is losing 1.0 FTE.

Linguistic and Cultural Group	Number of students in 2010/11 school year	Number of students in 2015/16 school year	Decline in Number of Students	Percentage of Decline	Number of positions being cut	Number of students per worker (from table above)
Korean	1,062	627	435	40 %	0.5	418
Vietnamese	2,262	1,769	493	21 %	0.5	589
Chinese	15,471 (from DRPC data)	11,995	3,476	22 %	0	1132
South Asian	3,230	2,597	633	19 %	1.0	1299
Spanish	1,064 (from DRPC data)	962	102	9 %	0	641

As you can see from the tables above, the South Asian community is being disproportionately affected.

Please reconsider your decision about removing 1.0 FTE. The South Asian community is very concerned.

Thank you so much for your support.

South Asian Multicultural Liaison Workers  
Vancouver School Board

**2016/2017 VSB Budget Committee Meeting**

Good evening, my name is Fiona Chen, a student of Killarney Secondary School. Today, I am here on behalf of the Killarney Strings Program to talk about the proposed cuts in funding for the music programs of elementary schools.

Music is an essential program. In Killarney alone, there are over a hundred and fifty students who sign up for the strings program every year. Now, imagine all the schools under the VSB jurisdiction, how many musicians are there? And how many of these said musicians started playing music in elementary? So many of these students would have never even considered playing an instrument if not for the elementary music programs. I can certainly say that I would not have the same passion for music I have today if strings was not offered in elementary.

Like many other student of the Killarney Strings Program, I started playing the violin during fourth grade in Ms. Butler’s class. It was a foreign experience that I did not enjoy. It was challenging to learn how to hold a bow, read notes, and make decent sounding music. As I watched my teacher demonstrate in front of the class, she looked so natural and the music she produced was beautiful. Meanwhile, I would be lucky to produce a single note that did not sound like the screams of a banshee. But I stuck with it. It taught me how to persevere through times of frustration, when nothing you played sounds like what you envisioned. Music is not easy. We pour our hearts and souls into it. We spend countless hours rehearsing and improving ourselves. In fact, I put in as much time and effort into music as I do for math, science, and other extra curricular activities like track.

Throughout the years, my musical experiences have been nothing short of rewarding. Teamwork really shines in an orchestra. I have learnt the importance of listening and communication. Through music, I became more confident and honed my leadership skills. Music also improves motor and coordination skills. In addition, it gives us the ability to expand our creativity, and allows for critical thinking.

For me and many of my classmates, music is our escape. I can freely express myself through my violin. Some people run, sleep, or eat when they are down. But I turn to music, it is my happy place. I cannot even begin to tell you how happy music makes me. I have no idea what my life would be without the violin, but I do not want to know.

So I, along with many other students who share the same concerns, strongly urge you to keep elementary music programs. Music is an experience that no one should be deprived of. Music is invaluable and I can write paragraphs upon paragraphs and only scrape the surface of its greatness. But I’m sure you already know that. Because year after year, you have chosen not to sacrifice music despite tight budgets. You have chosen to keep it alive. So please make the same decision. Give the future students a chance to learn and enjoy the thrills of music. Give them a chance to experience the same joy music brings me.

**BOARD COMMITTEE OF THE WHOLE MEETING**  
**Mon., April 25 at 7:00 pm**  
**Tupper Secondary School, 419 East 24<sup>th</sup> Avenue, Vancouver, BC**

**Presentation by Heather Duff (#32) for Gifted Learning Disabled Advocacy group**

**RE: G/LD Resources, April, 2016**

Dear Trustees, Vancouver School Board:

Mike Lombardi, Allan Wong, Janet Fraser, Patti Bacchus, Christopher Richardson, Fraser Ballantyne, Joy Alexander, Penny Noble, Stacy Robertson, & Timme Tzhao

Good evening, Committee members,

My name is Heather Duff, and I represent the G/LD Advocacy group. I am also parent of a grade 10 GOLD student at Prince of Wales Secondary. Thank you for this opportunity to express our concerns.

**POINT ONE: Values and Ethical Responsibilities**

As parents, educators and trustees, we struggle with the ethics of appropriate allocations of school funding in this time of challenge.

We find that aspects of the VSB’s educational philosophy are helpful in prioritizing the direction in budget decision making. (Relevant excerpts are included in the Appendix at the end of this document.)

**POINT TWO – G/LD Teacher-Mentor position**

We are particularly concerned about the planned elimination of the Gifted Teacher-Mentor position, which is the foundational position for early identification and assistance of Gifted children, their families and mainstream teachers.

This position is critical to meeting the framework for achieving students’ goals as in points 3, 4, and 6 from the VSB’s list of values and beliefs cited in the Appendix. The Gifted Teacher-Mentor position provides outreach and continued education for the professional development of mainstream teachers (who did not receive education about the needs of Gifted or Gifted/ LD students as part of their teacher training) and thousands of elementary students across the socio-economic diversity of the Vancouver School District. The Gifted Teacher-Mentor can mentor teachers in those schools, administer cognitive screening, help in the identification and referral of both Gifted and Gifted/LD students towards psycho-educational assessment and integrative programs.

The Gifted Teacher- Mentor is the chief liaison, linking all VSB schools, teachers, and students, and as such has the information about referrals and assessments needed, for this diverse district of 56,000 students.

The decision to cut this Gifted Teacher-Mentor position clearly would de-stabilize the Gifted program. Without recognition, no referrals will pass through the system and ultimately, will starve the essential Gifted and GOLD programs. This is not in keeping with foundational goals and values of the VSB. Without the appropriate consultation, referrals and support, Gifted and G/LD students, already emotionally vulnerable, (and some more so, due to socio-economic or other inequities) are destined to adversity. Consequences of proposed budget cuts and its de-stabilization would have a serious regressive impact on children, their families and the wider community.

**POINT THREE: Recommendation**

We are grateful to the Vancouver Board of Education for G/LD resources without which many Gifted and G/LD children would have failed within the mainstream school system. Over the last couple of weeks, some presenters have been asked by you, the Board of Trustees, “What would you do in our position?”

Here is our answer: We are suggesting some of the funding for Challenge Centre programming (which you are proposing) be diverted to save the Gifted Teacher Mentor position as well – this will maintain the balanced budget you are proposing, but it will serve both the short as well as the long term needs, especially of G/LD students. Naturally, the ideal picture is to not cut any of the Gifted and G/LD resources at all! However, in the event that reality requires a compromise, the foundational Gifted Teacher-Mentor position needs to be prioritized and maintained as ‘the roots of the tree’, to ensure the equal rights of all children, and accessibility to Gifted and G/LD resources, including the essential GOLD program in secondary schools. For well-researched reasons and in order to maintain integrity, the Gifted Teacher-Mentor position clearly needs to be deemed essential, and as such needs to be categorized as a core position.

We greatly appreciate the support of the Board of Trustees towards the best interests of our District’s diverse young learners.

Yours sincerely,



Heather Duff, PhD candidate  
Department of Language and Literacy Education, UBC  
Artistic Director, Vancouver Youth Theatre

**Appendix**

For example, here is the VSB Mission Statement:

To enable students to reach their intellectual, social, aesthetic and physical potential in challenging and stimulating settings which reflect the worth of each individual and promote mutual respect, co-operation, and social responsibility.

From VSB statements on website, updated January, 1999: There is an impressive list of 26 “Beliefs”. Here are a few to emphasize:

1. Number two: We believe in being strong advocates for the rights of children.
2. Number three: We believe that children should be empowered to recognize and exercise their rights.
3. Number 13: We believe in the provision of a wide range of programs, services, and resources to meet the needs, interests, and abilities of all learners.
4. Number 14: We believe in fair and equitable distribution of resources.
5. Number 15: We believe that educational environments must be flexible and responsive to change.
6. Number 18: We believe in the dignity of the individual and the development of self-esteem.
7. Number 21: We believe in equitable treatment for all individuals regardless of race, culture, gender, religion, socio-economic status, sexual orientation, or physical or mental ability.
8. Number 22: We believe in equal opportunity and equal access to the best possible education in a supportive, positive, and challenging environment.

**Educational Goals** are listed in three categories: **7 listed for Skills Development, 12 goals for Self-Development, 7 goals for Social Development**

**A Desirable Framework for Achieving these Goals (From 8 objectives- three are selected, following:)**

- **Number three:** Identifying, as early as possible, students who need special assistance and providing it, as far as possible, through the learning assistance centre in the school.
- **Number four:** Bringing together, in a co-operative way, those who have a responsibility for the learning experiences of students with those resource persons who can contribute to these experiences.
- **Number six:** Providing supportive services, consultative assistance, and staff development programs that will help in the achievement of the goals.

Statement from G/LD Advocacy Group: Unfortunately, ongoing yearly cuts are eroding the potential to meet your mission statement, beliefs, and educational goals. We believe that the present proposed cuts are the most damaging.

**Committee-of-the-Whole Stakeholder and Public Input on Revised 2016/2017 Budget Proposals Monday, April 25, 2016**

**RE: E12.15 – Career Information Assistants**

Good evening. My name is Vail Thomas and I run the Career Centres at John Oliver and Sir Winston Churchill secondary schools. I am here to introduce two people who would like to speak on the impact of not having the 20 school-based Career Centres in our secondary schools and adult education centres.

The first is Craig Harris, Chair of the Parent Advisory Committee at Sir Charles Tupper. Following Mr. Harris will be Elias Turner, a recent graduate of David Thompson Secondary School.

**Craig Harris, Chair, Sir Charles Tupper Secondary School Parent Advisory Committee:**

I would like to speak in support of the Career Information Assistants and the vital role they play in our secondary schools.

The world beyond secondary school is complex and challenging. While many students have a very clear idea of what they want to do post school and how to do it the majority do not. Other than some elements of the Planning 10 course there is very little time given to helping students navigate this new world.

When our oldest child entered grade 12 here at Tupper last year he did not have a clear direction as to what he wanted to do. His mother and I were limited in our ability to help him as our own transition from high school was some 30 years ago. What programs were available? Where are they available? What is the application process? And I can tell you there is a huge variation in the application process from place to place. All of these questions needed answers and it was to the Career Centre that we turned to. Ultimately his transition was successful, but I fear for those students who would not have this assistance available.

The VSB Career Centres provide an essential bridge between the nurturing environment of high school and the reality of life beyond the school walls. They provide information and guidance on volunteer and employment opportunities. They give students exposure to the many different institutions and options that they would otherwise be unaware of. They are a resource for students and parents as they struggle to make sense of "what to do next".

Without them many mistakes will be made. Some students will go into areas that they are poorly suited for, costing them considerable time and money as they discover this. Others will miss out on opportunities that are potentially life changing.

Vancouver has a phenomenally good education system that is rapidly being undermined by these budgetary cuts. I envy not the trustees who are forced to make these decisions. You have my utmost respect. I ask you to consider however the impact on our students and their future lives of taking away this most importance of resource when they need it the most.

Thank you,  
Craig Harris

**Elias Turner, Graduate, David Thompson Secondary School:**

I stand here before you this evening and ask you to please reconsider your decision to cut the career center funding for our schools. This is a vital resource for young people who need help and counselling in finding their way in our ever more complicated world.

I want to tell you my story. The career center has been an integral part of helping our family, so my story actually begins with my sister.



My older sister, Jasmine, went to DT before I did. When she was in school, Miss Mulder helped her get a placement at a Welding shop downtown, to get some job experience. She knew Jasmine wanted to go into a cooking career, and she helped her get a placement at White Spot as part of a high school / career apprenticeship program. After Jasmine graduated from High school, and the job with White Spot ended, Miss Mulder used her personal connections through working in as a career counselor to introduce Jasmine to the head chef of the Watermark Restaurant. She was then hired on as a line cook.

Ultimately, Jasmine went on to complete the VCC Culinary Arts program, and has since worked at St George's School, Crofton House and JJ Beans. The support and encouragement she received from Miss Mulder went a long way towards giving her the confidence that she could succeed in a cooking career.

Miss Mulder has been working with me pretty much since I started attending David Thompson.

When I wanted to get my requisite work experience with Free Geek, she helped me get my placement there, even though it wasn't one of the regular partners the school usually used. It was what I really wanted, though, and she made it happen.

Miss Mulder has assisted me greatly with my career aspirations. Knowing that I am interested in computers and a career in programming, she told me about, and helped me get enrolled in the Cisco program, another opportunity I may have not been aware of if not for her

As graduation approached, Miss Mulder assisted me with applying for the Cinderella program, which I'd never previously heard of. I was accepted by the program, and received a graduation suit, clothing, shoes, and a grad photo - all things that, coming from a low income household, would have been a struggle to afford. This was yet another opportunity I never would have had if not for Miss Mulder and the Career Center.

Miss Mulder put my name forward for a private scholarship donated by a former student of David Thompson - an opportunity that never would have been available to me if not for her. In fact, I have just completed my pre-requisite course at BCIT for the program I will be entering in the fall, which will be paid for by this scholarship / donation, and now have serious questions and concerns about how this will work out if the career centers and support previously available to myself and students like me is slashed by the board of trustees.

Various ways she help me were:

- Reaching out to BCIT about program availability and determining what would be the best fit for me
- Assisting with the application process and following up with appointments
- Making sure I got the application fees paid in full and on time
- Making sure all the relevant paperwork was filled out and submitted

Please, think again before you cut this much needed funding. The students who have the greatest need are the ones you will be hurting by taking away this much needed resource.

Thank you for your time and attention,  
Elias Turner





Thank you for giving Friends of the School Library the opportunity to speak.

FOSL has been present at all of the meetings regarding the 2016/2017 Budget. In the course of those meetings the board has heard about the importance of school libraries and teacher-librarians from numerous stakeholders, parents, students, and advocates. During those presentations we not only heard how important school libraries and teacher-librarians are to the general school population, but also how important they are to particular groups (gifted students, special needs students, international students, ELL students, for example). The message I hope Trustees take away from this is that an open and accessible school library, led by a teacher-librarian, is vital to the success and well-being of each and every student in the school.

FOSL has spoken about these very same concerns for years. We have shared studies and statistics. We have compared the numbers and brought to light alarming inequities, reductions in staffing, and reduced funding. Tonight, however, our message is different. It is different because this budget is different. This budget doesn't just chip away at public education; it is a machete to its very heart.

Therefore, tonight we are standing in solidarity with all other stakeholders that have said this budget, in its entirety, is unacceptable. We are standing in solidarity with parents that have spoken, often while choking back tears, about the importance of programs and services that are vital to their child's education and well-being. We are standing in solidarity with all staff, including teacher-librarians, that are facing devastating reductions to the jobs they love. Most of all we are standing in solidarity with students who simply stand to lose too much.

Friends of the School Library respectfully requests that you choose not to pass a budget that is so harmful to the very students you were elected to serve. You do not need to do the dirty work of a government bent on destroying public education. Friends of the School Library, on behalf of its members, and in solidarity with every other stakeholder, parent, and student who has spoken out against these cuts, is asking you to do the right thing. Please reject this budget in its entirety.

Thank you.

Carrie Bercic  
FOSL Chair

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April 25, 2016

When I petitioned the Board two weeks ago, I emphasized that without dedicated personnel, anti-homophobia policies tend to become primarily punitive, reproducing the criminalization of racialized and disabled students. I signed off by saying that, knowing this, cutting the positions of the anti-homophobia and anti-racism teacher mentors would be unethical. And yet the proposed budget continues to do just this.

Today I am going to speak as a mother and I intend to be brutally frank. I have an 11 year old daughter and she attends a private school. I say this as a huge supporter of public schools. But the reason we did not enroll her in a VSB school in her kindergarden year was because she was a gender nonconforming kid and I did not trust you with her. Do you realize what I'm saying?

I know through our experience with our 7 year old that our local elementary school is a really good school with great staff. But he is the easy child in our family. I do not for one second, ever, second guess our decision to keep my daughter out of the public school system.

Through my research, I have learned of the varied experiences of transgender and gender nonconforming kids enrolled in VSB schools. I share the stories of two kids who are now 12 – that is just one year older than my daughter. Their names have been changed.

Sean's father relayed the problems his gender nonconforming daughter experienced accessing the bathroom starting in kindergarden:

When she would try and go down to the washroom ...there would be a group of boys sometimes from her class sometimes from another class who would see her in the hall and she would try to go into the girls room and they would...block her and say "no you are a boy you can't go in the girls' room." And... I think one time she went down towards the boys' room and then the boys said no you can't come in here and these boys just ... gathered around her they were bigger than her they would do this.

Sean's parents took this up with the school administration, expecting them to be just as concerned as they were and to take effective action on behalf of their daughter. But it didn't happen. The best they got were vague promises of an anti-bullying program but the problems that Sean faced never stopped. While the administration failed to act, Sean

ended up doing this over and over again and holding it and being so scared to go that ...by the next year she developed a whole series of bladder problems and it was incredibly painful for her to pee. She often couldn't pee, she would be crying and screaming sometimes for an hour and it would be like this every day. We finally took her to the hospital...we went to a urologist and they took a scan of her and they basically said that she had so embodied that fear and through her actions of holding it in it had actually changed the shape inside like with her organs and her ability to control her bladder.

Her parents discovered that this was happening to four or five other girls who had short hair and were judged, at least by the boys who were doing the bullying, as failing at feminine performance. Her parents moved her to a different school and Sean announced that she would never have short hair or wear pants again.

Silver's mom had a similar story to tell. Silver is consistently read by people who don't know her as a boy and she is ok with this. But bathroom access became a problem for her at another VSB school. Silver was 'mistaken' for a boy and told to leave the girls' bathroom by another girl in spite of Silver's insistence that she was a girl.

So Silver left the bathroom and she went to the boys' bathroom and then a teacher found her so she still hasn't gone pee by this time and she's probably six years old in grade 1.... so the teacher sent her to the principal's office because she was in the boys' bathroom which isn't allowed...And so she peed her pants.

What Silver learned from these encounters was that she had nowhere to pee at school. Her mom explains:

[for] two weeks ...she peed her pants every day. She started bringing an extra shirt so she could tie it around her waist to cover up the pee ... I started...leaving work taking my lunch I'm driving across town at lunch time and taking her pee and then leaving work so I could be there... at the end of the day. Obviously it wasn't sustainable...[but] she was scared to go into the bathroom even with me.

Silver's mom called in the VSB anti-homophobia mentor to address issues of school culture but the bathroom situation remained a problem – this was under the old policy, remember - so she asked the principal to let Silver use the staff bathroom. The principal responded by saying

'no if we do that for her we have to do it for everyone' and I said 'look, they're doing it at universities all over the place I've looked around a bit and this isn't a big request this isn't a strange request and you actually have a kid in your school who requires some safety' and she said 'no if we do it for her we have to do it for everyone else' then I said 'well do it for everyone' and she said 'we can't do it' and I said 'fine' and I moved her."

Moving to a different VSB school that was totally accommodating solved the problem. But transgender and gender nonconforming kids should not depend on luck or their parent's ability to move them to a new school to experience safety.

When the VSB updated its Gender and Sexual Diversity in Schools policy, with key contributions from the anti-homophobia mentor, I, along with many other activists, academics and parents felt that there were better days ahead for kids in our city's public schools. It does not feel like that now. You were elected to stand up for Vancouver kids. You are at a pivotal point in your political careers: Don't pass the buck

Yours truly,



Ann Travers, Ph.D.

Associate Professor and Principal Investigator, "Gender Vectors of the GVA"

**Prince of Wales Secondary Input to VSB Trustees on the 2016-17 Budget Proposal  
Presented on Monday April 25, 2016 at Sir Charles Tupper Secondary School**

My name is Doug Campbell.

I am the parent of a Prince of Wales Secondary (PW) Mini School student.

On behalf of the 1,300 PW students, their parents, and alumni – voters numbering 3,000+ whom I am in direct contact, at this late time my input is simply summarized in three key messages:

1. **DO NOT APPROVE** the revised proposed **BUDGET** for 2016 – 2017.
2. **TRANSFORM** the **VSB – MOE WORKING RELATIONSHIP** to be highly effective.
3. **FINISH** the Long Range Facilities Planning (**LRFP**) **SWIFTLY** and **MAKE** necessary, but not unnecessary **SCHOOL CLOSURES** quickly.

Obviously these are challenging requests.

Amongst PW parents there was a lot of thinking, discussion, and consideration before deciding to make these requests.

In other words, these requests have not been made frivolously, but very seriously.

PW parents clearly recognize that if the proposed budget is not approved the consequences are uncertain, and possibly risky.

We recognize an extreme action could be that MOE removes you Trustees and appoints an administrator. In other words, MOE REMOVES TRUSTEES THAT PEOPLE ELECTED ! THIS WOULD BE UNDEMOCRATIC !

We also recognize that legislatively, an administrator could take whatever actions are deemed necessary – program cuts, school closures, etc.

But practically, MOE and any administrators would face great pressure from the public and be held accountable for any proposed actions. This is especially true at this time, with people increasingly engaged, as demonstrated by the significant participation in these input meetings and other recent events, such as student protests, parent letters, etcetera.

We cannot keep doing the same thing year after year and expect a different outcome.

We have to do something different, so please **DO NOT APPROVE THE PROPOSED BUDGET.**

Transforming the dysfunctional relationship between VSB and MOE is imperative. Parents recognize there are issues and challenges on both sides, but these issues and challenges must not be used as dismissive excuses. Like in dysfunctional marriages, it is the children that suffer. THIS CANNOT CONTINUE ! Enough said.

Regarding long range facilities planning and school closures, parents commend the recent efforts you Trustees have been making to deal with this complex and difficult management challenge. With good communication informed parents will support you.

PW parents emphatically believe that people must put aside strident, extreme positions such as “no school closures” or “95% space utilization and 21 school closures”.

Everyone needs to be practical and engage in constructive efforts to work out accommodating plans that fairly balance the various necessary considerations.

The long range facilities planning activity that is underway and the expedited closure of three school annexes are constructive actions.

Please continue and take the initiative to leverage these actions to help positively transform the VSB–MOE relationship.

In summary, I ask each of you:

- Mike
- Patti
- Allan
- Joy
- Penny
- Fraser
- Christopher
- Stacy, and
- Janet

Would you please:

1. **NOT APPROVE THE PROPOSED BUDGET.**
2. **TRANSFORM THE VSB – MOE RELATIONSHIP.**
3. **QUICKLY FINISH the LRFP and MAKE APPROPRIATE SCHOOL CLOSURES.**

Thank you.

# Charter for Public Education

*Public Education is a sacred trust.* As a community we promise to prepare learners for a socially responsible life in a free and democratic society, to participate in a world which each generation will shape and build. We promise a public education system which provides learners with knowledge and wisdom, protects and nurtures their natural joy of learning, encourages them to become persons of character, strength and integrity, infuses them with hope and with spirit, and guides them to resolute and thoughtful action.

*Everyone has the right to a free, quality public education.*

*Each first Nation has the right to be recognized and respected by those within the educational institutions located in their traditional territory.*

*"Education is as necessary as light. It should be as common as water and as free as the air."*  
—Egerton Ryerson, 1847

## *We promise:*

- To recognize** that the learner is at the centre of public education.
- To offer** learners a broad-based education which includes aesthetic, artistic, cultural, emotional, social, intellectual, academic, physical and vocational development in order that they can find and follow their hopes, dreams and passions.
- To nurture and value** critical thinking so that learners are equipped to be reflective and analytical global citizens.
- To respect, encourage and foster** the learner's role as a full participant, together with others in the educational community, in developing their own goals, learning activities and curricula.
- To create** an environment in which each learner can reach their greatest potential, each learning style is affirmed, and the achievements of each learner are measured and assessed accordingly.
- To provide** a safe and respectful environment for life-long learning which celebrates diversity, embraces the physical, spiritual, emotional and intellectual integrity of each individual, recognizes and acknowledges differences and prevents discrimination in all of its forms.

*"Any weakening of universal public education can only be a weakening of the long-standing essential role universal public education plays in making us a civilized democracy."*

—John Ralston Saul, 2002

## *We expect:*

- Government to be responsible for fully funding all aspects of a quality education.
- The public education system to guarantee each First Nations learner the right to an education respectful of their history, language and culture.
- Learners, parents, early childhood educators, teachers, support staff, administrators, school boards, post-secondary educators, the Government of British Columbia and communities to work in partnership to meet the needs of all learners.
- Strong local democratic governance within the provincial education system.
- Equitable access for communities to programs, resources, experiences and opportunities for learners, regardless of geographic location or socio-economic status.

These principles reflect the consensus heard during public hearings across British Columbia, Canada, 2002–03.

[www.charter.publiced.ca](http://www.charter.publiced.ca)



The Charter for Public Education wishes to express its sincere appreciation for the following endorsements:

- Burn's Lake Teacher's Association
- [Coast Mountain School District #82](#)
- [Cowichan School District #79](#)
- Creston Valley Teacher's Association
- Federation of Post-Secondary Educators of BC
- [First Call: BC Child & Youth Advocacy Coalition](#)
- Kitimat District Teachers' Association
- [Mount Waddington North Vancouver Island District Labour Council](#)
- [Prince Rupert District Teacher's Union](#)
- [Rocky Mountain School Board](#)
- [Vancouver Island District Council of CUPE Locals](#)



Campbell River District Teacher's Association



Vancouver Elementary School Teacher's Assoc.



Prince George District Teacher's Association



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**Committee-of-the-Whole  
Stakeholder and Public Input on the Revised 2016/2017 Budget Proposals  
Monday, April 25, 2016**

To the Trustees and Senior Management of the Vancouver School Board:

It is with great concern that I come before you this evening to speak to you once again regarding the VSB preliminary/revised budget proposals. My concern is not directed at senior staff, as I believe their hands are tied by a Provincial Government funding model that has created this \$24 million dollar deficit.

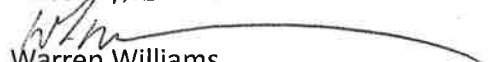
I also believe they have done all they can with the budget before you in terms of addressing student success rates which are dependent on staffing.


Therefore, it is with regret and concern that I find myself advocating for a deficit / needs budget, which of course would mean not having a balanced budget for 2016/2017. I strongly believe that if the Trustees pass the budget as presented it will have an enormous negative effect on student learning, student success rates, student social responsibility, student safety, and parent and student services. The regret that I have is asking the Trustees to put their elected positions in jeopardy but I strongly feel it is time for them, as leaders of public education, to take a stand against this anti-public education agenda by the Provincial Government of BC.

The concern I have is that as a citizen of this great province, I am witness to a provincial government whose rhetoric, while campaigning, was about service to the people of this province - until they became the leading party. Over the last several years of their non leadership we have seen massive funding cuts not only in public education, but in all sectors such as health care, social services, etc. which believe it or not, have been downloaded onto the school districts across this province. Some examples include support staff, councillors, and administrators filling those gaps by addressing those concerns in school.

We care for the students and families we serve so schools have become health care hubs, Ministry of Children and Families hubs, and of course educators. All the while, watching the funding makes it more and more difficult to do the work of an education system - which is to educate children to prepare them to be positive contributors to our society. The Provincial Government, by their actions, do not care about public education but I truly believe you do which brings me back to my regret and the quandary it puts you in to not pass this budget.

Sincerely,

  
Warren Williams  
President, CUPE Local 15

 UNIFOR  
Rmm/Local 467-UW



April 25, 2016

Attention: Administrative Coordinator  
Secretary Treasurer's Office  
Sent by email: budget2016-2017@vsb.bc.ca

Following is a copy of the presentation I made to the Vancouver School Board's Special Board/Committee of the Whole budget meeting on April 25<sup>th</sup>, 2016.

Good evening Superintendent, Trustees, Parents, Teachers, Students and members of the community.

In preparing my notes for tonight's presentation I realized that this is the fourth time I've spoken to you in the past several years. Previously, as the President of Collingwood Neighbourhood House (CNH) I've asked you to keep facility rates stable, keep Carleton school open and to continue your support of the Adult Basic Education Program run from CNH. As much as I appreciate the opportunity to speak to you, I wish we could stop meeting like this. Those previous times I spoke to you as a concerned member of the community. Tonight I am still a concerned community member but this time it's also personal. This time a potential program cut will affect my oldest daughter Sarah.

I learned very recently that the proposed budget for 2016/17 may eliminate the staff hours to coordinate mini schools at Killarney, Gladstone and King George. I understand that this funding which is only for a small percentage of one person's staff time at each school, would pose serious challenges in coordinating all the elements that make up these wonderful program for about 210 kids each year. With 30 kids joining each year as 30 complete the mini program, multiplied by 3 schools, a cut to these 3 mini schools would affect about 900 students over 10 years. I think you can agree that is a significant number.

I understand that some schools on the west side have more resources already allocated for their mini schools and therefore may face just a reduction in their school program as opposed to a total elimination of their mini program. I've been told that of the three mini schools that may be eliminated two are on Vancouver's east side. It's hard not to notice the inequity in this; once again schools on the east side of Vancouver are vulnerable to cuts. I don't wish any schools to see a cut to their programs, but I feel particularly passionate about my community in east Vancouver and urge you to fund east and west schools consistently. It matters to me, it matters to my neighbours and it certainly matters to the students attending these schools.

Educating our kids is more than just ensuring they have fulfilled the requisite curriculum. We have an opportunity while they are in elementary and secondary school to help them find out who they are, to discover their skills and strengths and to become passionate about their studies and the positive changes they can make to the world. A quality, diverse education doesn't just affect students in

school; it ensures that tomorrow's leaders are educated and given the opportunities to develop the skills they will need to be a valuable part of society. I think we can all agree that is incredibly important. I think you also know that mini schools are an excellent launch pad for these students who will be running things for us in 10 or 20 years' time.

My oldest daughter Sarah is so excited about starting grade 8 this fall and about beginning her first year in Killarney's mini school; she's a lovely, interesting, smart girl by the way and I know she will flourish with the challenges and opportunities offered through Killarney Mini. I told her about the possible cuts to the mini schools and Sarah was bewildered by these proposed cuts. She asked me the fundamental question; "Doesn't the government think that education is important?" We talked about the difficult decisions that you are being forced to make and how the provincial support for schools has decreased over the years as it has cost more to run schools. We both agree that stripping Vancouver schools of special programs is not the solution. If we keep seeing these cuts, and we've already seen so many, Vancouver schools will soon be hollow shells of what they once were and no one, not the students, not the teachers, and not the community will be proud of these schools or want to send their kids there. I'm also very afraid that once these programs are cut, we'll never see them return.

So please keep in mind students like Sarah, and the other 209 kids this year alone who will be affected if you cut the funding to the mini schools at Killarney, Gladstone and King George.

Sincerely yours,

A handwritten signature in black ink that reads "Julie Linkletter". The signature is written in a cursive, flowing style.

Julie Linkletter

cc: Premiere Christy Clarke  
Mike Bernier, Minister of Education  
Suzanne Anton, MLA

**Speaker: Cassandra Wong**

Hello my name is Cassandra Wong. I am a grade 12 student at Sir Charles Tupper Secondary. I am also the chair of our Student Music Council. I am here to voice my opinion on the cutting of the elementary school band and strings programs. In elementary I attend two schools, Lord Tennyson and General Brock. Both have music programs. Throughout elementary, I was a part of the music program, where it gave me a safe place to be and encouraged the Musical drive I have today.

Most of the students that join our music program at Tupper have had the opportunity to begin music at elementary school. It's great to see student with such passion continue to thrive in music in high school.

There are many children who don't have the money to take private lessons or attend expensive music classes outside of school. Cutting these subsidized elementary music programs leaves music students with fewer opportunities to practice what they love.

Not only is knowledge important, but also creativity. If you take that part away from a student's education, you create an imbalance. We need other activities other than academics to shape who we are. Elementary is a crucial time in a student's life; it's when we begin to branch out and explore the different aspects of our future selves.

The elementary band and strings program is not expendable. It is an important part of the investment we make in our future generations.

I would like to thank the board for taking the time to listen to all the speakers today.

**Updated Preliminary Budget Proposals  
2016/2017**

<b>Original Funding Shortfall</b>	<b>(27.26)</b>
Henderson Annex Non Operational	0.58
Ministry Funding Update	2.63

**Updated Funding Shortfall** (24.05)

<b>Administrative Proposals</b>	<b>Page</b>	<b>Nature</b>	<b>FTE</b>	<b>Est \$M</b>
Additional Lease Revenue	16	Ongoing		1.00
Benefits Compliance Review	17	Ongoing		0.10
Harassment Investigations Insourcing	18	Ongoing	(1.00)	0.08
Inflation (2015/16)	19	One-Time		0.24
Inflation (2016/17)	19	Ongoing		0.25
Benefits Premium Holidays	20	One-Time		0.23
Borrowing School Balances	21	One-Time		2.06
Change in PO Practice	23	One-Time		1.20
LIT Service Reductions	24	Ongoing	1.00	0.29
LIT Service Reductions	24	One-Time		0.38
Project Manager - Business Systems	26	Ongoing	1.00	0.12
Emergency Management Supplies	27	Ongoing		0.06
Furniture & Equipment	28	Ongoing		0.38
Material Services	29	Ongoing	1.00	0.06
School Based Office Support	30	Ongoing	22.40	1.08
<b>Total Administrative Proposals</b>			<b>24.40</b>	<b>\$ 7.51</b>

<b>Facilities Proposals</b>	<b>Page</b>	<b>Nature</b>	<b>FTE</b>	<b>Est \$M</b>
Space Closure	32	Ongoing	2.80	0.14
Custodial Supplies	33	Ongoing		0.10
Cafeterias	34	Ongoing		0.10
Inflation (2016/17)	19	Ongoing		0.08
Maintenance Service Reductions	35	Ongoing	10.00	1.00
Maintenance Service Reductions	35	One-Time	5.00	0.50
Parking at Schools	36	Ongoing		0.08
Facilities Planners	37	Ongoing	2.00	0.19
M&C Administration	38	Ongoing	2.00	0.21
<b>Total Facilities Proposals</b>			<b>21.80</b>	<b>\$ 2.39</b>

<b>Educational Proposals</b>	<b>Page</b>	<b>Nature</b>	<b>FTE</b>	<b>Est \$M</b>
Field Trip EOC Costs	39	Ongoing		0.34
Inflation (2015/16)	19	One-Time		0.16
Inflation (2015/16 & 2016/17)	19	Ongoing		0.14
DLS Services & Supplies	40	Ongoing		1.10
DLS Services & Supplies	40	One-Time		0.10
School Flex Budget	41	Ongoing		1.18

<b>Educational Proposals</b>	<b>Page</b>	<b>Nature</b>	<b>FTE</b>	<b>Est \$M</b>
School Based Support Staff Replacement	42	Ongoing		0.04
International Education Enrolment	43	One-Time	(4.76)	0.82
International Education Counsellor	43	Ongoing	(1.00)	(0.11)
VLN Services & Supplies	45	Ongoing		0.04
Elementary Prep time restructuring	46	Ongoing		0.45
Surplus Carryforward	47	One-time		3.13
Annex/Main School Configuration	48	Ongoing	4.00	0.37
Home Learners	49	Ongoing	1.00	0.09
Adult Education	50	Ongoing	1.17	0.10
Peer to Peer	51	Ongoing	4.00	0.40
Aboriginal Education Prior Years' Surplus	52	One-Time		0.20
Aboriginal Education School Support	52	Ongoing		(0.05)
Learning Technology Teacher Mentors	53	Ongoing	2.10	0.19
Gifted Teacher Mentor	54	Ongoing	0.80	0.07
Teacher-Librarian Teacher Mentor	55	Ongoing	0.40	0.04
Modern Languages Teacher Mentor	56	Ongoing	0.40	0.04
Athletic Coordinator	57	Ongoing		
Fine and Performing Arts Coordinator	58	Ongoing		
Literacy/Early Intervention Teacher Consultant	59	Ongoing	1.00	0.09
Anti-Racism/Anti-Homophobia Teacher Mentors	60	Ongoing	1.00	0.09
Braillist	61	Ongoing	1.00	0.06
Home Instruction Teachers	62	Ongoing	0.95	0.09
Early Intervention/Modern Languages Clerical	63	Ongoing	0.60	0.03
Multicultural Liaison Workers	64	Ongoing	2.00	0.12
Optional Elementary Band & Strings Program	66	Ongoing	5.86	0.40
Garibaldi Learning Services Clerical Support	67	Ongoing	1.00	0.05
District-Based Gifted Staffing	68	Ongoing	2.40	0.22
Career Information Assistants	69	Ongoing	9.00	0.58
District Vision and Hearing Teachers	70	Ongoing	1.00	0.09
ELL District Class Reduction	71	Ongoing	1.14	0.11
Additional Entitlements	73	Ongoing	2.29	0.21
SACY SSW	75	Ongoing		
School Based Vice Principals	76	Ongoing	1.46	0.25
Special Education Staffing	77	Ongoing	2.28	0.21
Secondary Teacher Staffing	78	Ongoing	22.00	1.99
International Education Teacher Staffing	79	Ongoing	6.67	0.61
Enhanced Services Literacy Teachers	80	Ongoing	4.00	0.37
Special Education Support Entitlements	81	Ongoing	5.00	0.27
Elementary Non Enrolling Staffing	82	Ongoing	5.00	0.46
Estimated Severance		One-Time		(1.00)
<b>Total Educational Proposals</b>			<b>83.76</b>	<b>14.15</b>
<b>Total Proposals</b>			<b>129.96</b>	<b>24.05</b>
<b>Deficit Remaining</b>				<b>-</b>



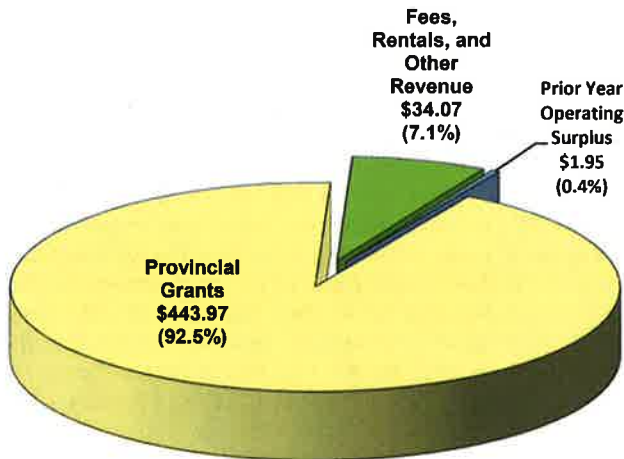
# VSB 2016/2017 Revised Preliminary Budget

## THE VANCOUVER SCHOOL BOARD OPERATING BUDGET

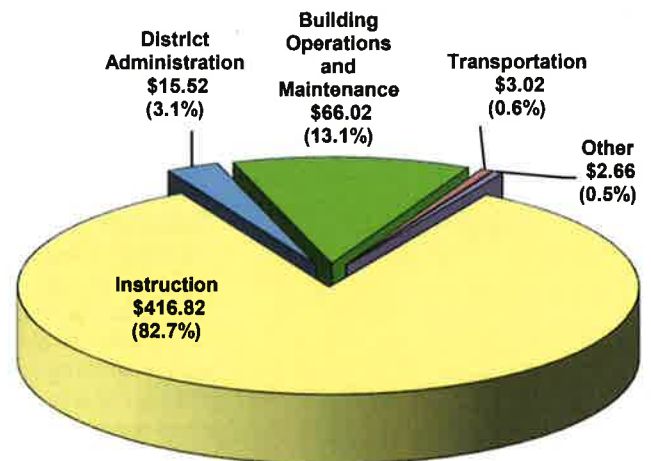
The current base operating budget of the Vancouver School Board for 2016/2017 is projected to include \$479.99 million in revenues and \$504.04 million in expenditures.

This will result in a projected funding shortfall of \$24.05 million.

### 93% of Revenue is Provided by the Ministry:



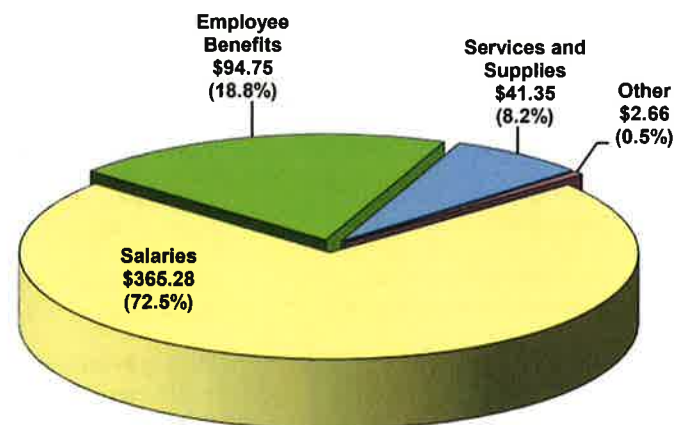
### 83% of Expenditures is Related to Instruction:



## CURRENT PROJECTED SHORTFALL

2016/2017 Estimated Shortfall	
<b>Structural Deficit</b>	
Amounts Carried Forward From Previous Year's Surplus	\$(13.08)
One Time Cuts To Be Replaced	(5.43)
<b>Structural Deficit</b>	<b>\$(18.51)</b>
<b>Funding Impacts</b>	
Enrolment Decline	\$(2.44)
MOE Administrative Cuts or One-time Grants	(2.64)
March & April MOE Funding Announcement	0.48
Downloaded Costs for Next Generation Network	(0.96)
Other	0.02
	(5.54)
<b>Total Projected (Shortfall) – \$millions</b>	<b>\$(24.05)</b>

### 91% of Expenditure is for Salaries and Benefits:



# VSB 2016/2017 Revised Preliminary Budget

A number of budget proposals have been put forward to balance the budget, from a number of different areas as outlined below.

## Details of Budget Proposals

### Administration

\$7.51 million

Additional Lease Revenue / Benefits Compliance Review / Harassment Investigations Insourcing / Reversing Inflation / Benefits Premium Holidays / Borrowing School Balances / Change in PO Practice / Information Technology / Project Manager – Business Systems / Emergency Management Supplies / Furniture & Equipment / Material Services / School Clerical Support.

### Facilities

\$2.39 m

Space Closure / Custodial Supplies / Cafeteria Revenue / Reversing Inflation / Maintenance Service Reductions / Parking at Schools / Facilities Planners / Maintenance & Construction Administration

### Educational

\$14.15 million

Field Trip EOC Costs / Reversing Inflation / District Learning Services – Services & Supplies / School Flex Budget / School Based Support Staff Replacement / International Education Enrolment / VLN Services and Supplies / Elementary Prep Time Restructuring / Surplus Carryforward / Annex & Main School Configuration / Home Learners / Adult Education Clerical / Peer to Peer / Aboriginal Education Prior Year's Surplus & Addition of School Support / Learning Technology Mentors / Gifted Teacher Mentor / Teacher-Librarian Teacher Mentor / Modern Languages Teacher Mentor / Literacy/Early Intervention Teacher Consultant / Anti-Racism/Anti-Homophobia Teacher Mentors / Brailist / Home Instruction Teachers / Early Intervention & Modern Languages Clerical / Multi-Cultural Liaison Workers / Optional Elementary Band & Strings Program / Garibaldi Learning Services Clerical Support / District Based Gifted Staffing / Career Information Assistants / District Vision & Hearing Teachers / ELL District Class Reduction / Additional Entitlements / School Based Vice Principals / Special Education Staffing / Secondary Teacher Staffing / International Education Teacher Staffing / Enhanced Services Literacy Teachers / Special Education Support Entitlements / Elementary Teacher Non-Enrolling Staffing

There are a number of opportunities for stakeholders to review the budget and provide their input and comments.

## VSB Public and Stakeholder Consultations

Thursday March 31, 2016  
Education Centre, 5:30 pm

**Plenary Education & Student Services/Finance & Legal (Committee III/V)**  
**Presentation** of the Fiscal Framework & Preliminary Budget Proposals

Monday, April 11, 2016  
Education Centre, 5:30 p.m.

**Plenary Education & Student Services/Finance & Legal (Committee III/V)**  
**Stakeholder Consultation** on 2016/2017 Preliminary Budget Proposals

Tuesday, April 12, 2016  
Van Tech Secondary, 7:00 p.m.

**Committee-of-the-Whole**  
**Public Input** on 2016/2017 Preliminary Budget Proposals

Wednesday, April 13, 2016  
Education Centre, 7:00 p.m.

**Committee-of-the-Whole**  
**Public Input** on 2016/2017 Preliminary Budget Proposals

Thursday, April 14, 2016  
Education Centre, 5:00 p.m.

**Committee-of-the-Whole**  
**Public Input** on 2016/2017 Preliminary Budget Proposals

Tuesday, April 19, 2016  
Education Centre, 5:00 p.m.

**Plenary Education & Student Services/Finance and Legal (Committee III/V)**  
**Public Presentation** of Revised 2016/2017 Budget Proposals

Monday, April 25, 2016  
Sir Charles Tupper Secondary – Large Gym, 7:00 p.m.

**Committee-of-the-Whole**  
**Stakeholder & Public Input** on the Revised 2016/2017 Budget Proposals

Thursday, April 28, 2016  
Gladstone Secondary – Large Gym, 7:00 p.m.

**Special Board Meeting**  
**Final Deliberations** on the 2016/2017 Preliminary Budget

**Can't make it to a meeting?**

Email us at [budget2016\\_2017@vsb.bc.ca](mailto:budget2016_2017@vsb.bc.ca)

