



VANCOUVER SCHOOL BOARD

BOARD / COMMITTEE OF THE WHOLE MEETING

Tuesday, April 11, 2017 at 5:00 PM
Boardroom, VSB Education Centre
1580 West Broadway, Vancouver

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. Resolution to Appoint an Acting Superintendent of Schools
- III. Resolution to Dissolve the Board Meeting into Committee-of-the-Whole
- IV. Delegations re: *2017/2018 Preliminary Budget Proposals*
 1. Vancouver Elementary School Teachers' Association (VESTA)
 2. A. Dow
 3. J. Lam
 4. Students from Gathering Place Education Centre
 5. V. Thomas
 6. J. Lau
 7. J. Mulder
 8. B. Wilder
 9. J. Kehler
 10. F. Ahadzadeh
 11. M. Maynard
 12. B. Paterson
 13. Canadian Union of Public Employees (CUPE) Local 15
 14. J. Sims
 15. R. Tong
 16. R. Stewart
 17. C. Ann
 18. E. Tin
 19. D. Geiser
 20. K. Black
 21. P. Bacchus
 22. L. Mitchell
 23. Parents from Prince of Wales Mini School
 24. C. Smith
 25. D. Yuen
 26. K. Cheung
 27. M. Buckman, MacDonald Elementary School / Aboriginal Focus School PAC
 28. T. Bolotov
 29. S. Fenton
 30. T. Moore, Covenant House Vancouver
 31. J. Heading
 32. A. Was
 33. M. Oger
 34. N. McCutcheon
- V. Resolution to Rise and Report from the Committee-of-the-Whole
- VI. Resolution to Reconvene the Board Meeting
- VII. Adjournment



Good evening trustees, management, staff, stakeholders, parents and guests:

Thank you for giving us the opportunity to address Vancouver Board of Education (VBE) staff's recommendations to the budget adjustments for the 2017 -2018 updated Preliminary Budget.

At this time we have two questions from member PACs and one comment. With the balance of our time, we wish to review some of the submission we made from last year.

- 1) The Antihomophobia Teacher Mentor position is being retained for 2017 – 2018?
- 2) Aboriginal education: Are there plans to hire more Aboriginal teachers in the district generally, and at AFS / MacDonald specifically?

It appears that the windfall from the Supreme Court of Canada, albeit a welcome economic infusion, appears to have some unintended consequences. Complications have arisen for more than a few VSB principals. Decisions regarding kindergarten enrolment were delayed, oversubscribed schools are having compound problems and apparently district program enrolments are scheduled to be reduced in order to compensate. The situation upsets the many parents who are affected.

As an example: Due to the enrolment pressures, Jamieson Elementary is currently facing a reduction of one division from their mandarin bilingual program (from 5 to 4). Jamieson PAC parents and staff are concerned about the potential impact to the future Jamieson's Mandarin Bilingual Program.

A year ago District Parents Advisory Council (DPAC) conducted our City-Wide meeting. Nearly two dozen PAC parents from over the district came to discuss last year's budget. At that meeting, the 2016/2017 preliminary budget was available for discussion. Here are some highlights from the meeting (last year's report):

Concerns were raised over deferring maintenance. Schools slated for seismic upgrade have had maintenance deferred. But when the seismic upgrade is delayed, a school is left "to rot".

The group discussed the ministry's then 95% capacity utilization. We questioned the 95% as an appropriateness benchmark.

It was judged amongst our group that saving of a specific program or programs should not influence decisions made on other program. Increased funding is truly required.

Parents spoke to some of the more disappointing of the proposed adjustments from last year. Parent leaders took issue with a number of the proposed cuts. All of the following programs were originally on the list to be cut (some escaped the cuts, some did not):

Special Education
Special Education Support
Athletic Coordinator
Fine Arts and Performing Arts Coordinator
Literacy/Early Intervention Teacher Consultant
Anti-Racism/Anti Homophobia Teacher Mentors
SACY SSW
Special Education Staffing
Enhanced Services Literacy Teachers
Elementary Strings

Ramifications to cuts were not immediately obvious. As an example: Cuts to the Elementary Strings program from the 2015 to 2016 were, as understood, that grade four class of each school would have to wait one more year to begin, and time for the advanced strings 6 and 7 classes would be trimmed. The reality became 11 of the 55 elementary schools strings program were dropped. Without any additional funding, the remaining 44 for the 2016 – 2017 were in peril of extinction.

Today's reality is there are only 5 elementary schools with a functioning strings program and forty-nine elementary schools with locked closets of violins.



2017/18 VBE Proposed Budget: E4 – Career Information Advisors

I'm concerned about the 2017/18 proposed budget regarding the reduction of staff, item E4, the elimination of Career Information Advisors. My name is John Lam and I've been a Career Information Advisor (CIA) with the VSB for over 20 years. I'm currently assigned to seven high schools plus the District Career Programs office. Last year there were 10 FTE CIAs assigned to the 18 high schools and 2 adult centres in Vancouver. After last year's budget cut, we currently have 3 Career Advisors to look after the 18 secondary schools in the district.

If the Board of Education continues with this proposed staff reduction, item E4, all CIAs will be eliminated from the district. Vancouver will be one of the only district in the lower mainland without Career Advisors or it's equivalent. Therefore, VSB students will be severely disadvantaged versus students in other districts.

There seems to be a misunderstanding of the role of a Career Information Advisor. Page 44 (attached, P. 2) of the preliminary budget proposal has a vague descriptor of the CIA duties. CIAs do a lot more than what's described there. VSB Career Information Advisors are essentially Career Practitioners. There are educational consulting businesses that have similar services to what Career Information Advisors offer but they charge hundreds of dollars per visit (see attachment, P. 3 cost of service). Considering that, VSB students are getting a great deal and our students deserve such a service.

We developed a website that offers not only information on post-secondary admissions, career related events, scholarships, volunteer opportunities, but there's also a "live chat" feature, email contacts, and an online appointment booking system to see an advisor. I invite anyone in this room to book an appointment with us to gain a better understanding of what we do. But please book before the end of June because I understand Career Advisors are being cut.

Is this position on the chopping block based on it's performance? According to our online booking system, between Jackie and I (both Career Advisors), we had approximately 600 appointments with parents and students over a span of three months. This is not inclusive of our classroom visits and multiple Auditorium presentations. I've included letters of support from parents at Eric Hamber, Lord Byng, Tupper, Vancouver Technical, Kitsilano and Tupper's Parent Advisory Committee (see attached, P. 4-10). I don't have time to read all these letters to the committee but many parents are concerned about their child not receiving adequate help with career guidance and post-secondary admissions if the CIAs were to be eliminated. They value the one-on-one support. Another comment was, "Private schools have Career Advisors, shouldn't public schools"?

I would also like to mention this reduction in staff is a level 3 impact on students. I am referring to the budget's, "Ability to Process Further Reductions Chart". (see Chart, P. 12). I understand the VSB is sensitive to job cuts based on how much it impacts students. The definition of Level 3: affects large group of students. I would consider CIAs level 3 since they service students at all Vancouver Secondary schools. To protect CIA positions, I hope the Board can find other cost savings such as in paper supplies, furniture or other items that do not have a significant negative impact on students.

I'd like to conclude by asking our Trustee two questions:

- 1) To retain Career Information Advisors, are there other possibilities of budget reductions in the district that will not negatively impact students?
- 2) Counsellors at secondary schools are busy with timetabling/scheduling, student mental health issues, absenteeism and more. They are not specialist in careers counselling nor post secondary admissions. Page 44 on the budget recommendations states, "If these positions were eliminated, their responsibilities would be reassigned". Who will this be reassigned to?

E4 – Career Information Advisors

Background & Analysis

Prior to this year, there were 10.0 FTE Career Information Advisors (CIAs) who worked in each of the district's secondary schools and 0.8 FTE assigned to an Alternate Education program. As a result of the anticipated 2016-2017 budget shortfall, the 10.0 FTE school-based positions were eliminated and 3.0 FTE district-based CIA positions were created. The functions of the district-based positions were to maintain a district electronic information sharing platform, promote ACE IT and other VSB Trades, Technology and Career programs, act as the main contact for all post-secondary updates, and assist with district events that promote student career exploration and educational decision-making.

2.80 FTE of the remaining positions are paid for through the district's operating funds and 1.0 FTE is funded through the Learning Improvement Fund (LIF).

If these positions were eliminated, their responsibilities would be reassigned.

Recommendations

It is recommended that 2.80 FTE (operating) and 1.0 FTE (LIF) be eliminated as of June 2017.

Budget Implications

Staffing Impact (FTE)			Budget Impact (\$)			
Base	Reduction	Employee Group	Salaries & Benefits	Supplies	Revenue	Total
2.80	2.80	CUPE 15	\$166,042			\$166,042

Johnny Lam

To: Jon
Subject: RE: RE: Cost for a basic consultation?

From: Options Solutions <info@optionssolutionsed.com>
Date: 2017-04-10 4:04 PM (GMT-08:00)
To: ;
Subject: RE: Cost for a basic consultation?

Hi Jon,

Our consultants are available to meet with students, ages 14-24, to help them with their academic and post-secondary planning to schools in Canada, the US and the UK. Our services are tailored to what the client is looking to accomplish and vary depending on the level of support the client is seeking. If the student is in high school and is interested in applying to post-secondary schools in Canada, one of our educational consultants would be happy to meet with them to help them explore their options and create a plan for moving forward. At this time, our consultant Monika is available to meet with new clients at all three of our office locations to help with planning for Canadian and US post-secondary schools. Her rate is \$150+taxes for an hour appointment.

Please let us know if you have any other questions.

Thank you,

Team Options

Options Solutions Educational Consultants

(604) 922-8456

www.optionssolutionsed.com



April 8, 2017

Vancouver School District #39
1580 West Broadway
Vancouver, BC V6J 5K8

Dear Vancouver School Board of Education,

We are Joseph and Karen Cheung, parents of [REDACTED] Cheung, a Grade 10 Summit Program student at Vancouver Technical Secondary. We are extremely dismayed at the possibility that the funding for all Career Advisors in the Vancouver School District will be eliminated for the 2017-18 school year. We respectfully submit our plea for this plan to be reconsidered and move to at least maintain the current service level of 3 Career Advisors supporting 18 high schools in the District. We hope a compromise can be found between balancing the budget and still being able to offer valuable resources like Career Advisors to public high schools.

The post-secondary admissions process is very competitive and can be overwhelming for students and parents. As parents, we simply want our child to be in a position of equal opportunity for guidance and confidence in completing all the necessary requirements for entry into a post-secondary institution.

Recently, as a family, we went through the course planning process for [REDACTED] Grade 11 year. We were proactive in researching post-secondary entry requirements based on the programs Julie was interested in. There is a lot of information to mine through on the Internet and it took us hours to go through each institution's website to find the information we needed. Despite the many hours spent researching, we were not certain that we had covered all possibilities and hoped we hadn't overlooked anything important to consider in our planning.

We initiated a conversation with [REDACTED] Grade 10 counsellor, Mr. Alin Cuerrier and asked him to review the courses and 2-year plan, based on our research. We mapped out what we understood Julie had to take in Grades 11 and 12 in order to meet graduation requirements, as well as meet the prerequisites of multiple post-secondary programs and schools. We were very thankful that Mr. Cuerrier was able to refer us to an additional resource, his colleague, Mr. John Lam, Career Advisor, for a second, experienced opinion. Our goal was to come up with a balanced course plan together, with input from student, parents, counsellor and career advisor specialist.

We had a lot of questions and were appreciative to have the opportunity to ask those questions in a face-to-face meeting with Mr. Lam, during his offices hours at Van Tech. We were tremendously impressed by the depth of knowledge and experience Mr. Lam was able to provide in terms of preparation for successful post-secondary applications. He also gave us examples of quality volunteerism, work and leadership experiences to think about. It was one of the most informative consultations we have ever benefitted from. Coming out of that meeting, we finally felt more confident in the plan going forward for [REDACTED] in her last few years of high school.

We are so grateful that public schools currently have access to this level of specialized information and experience provided by Career Advisors. We hope that this valuable service will continue for the benefit of all students and parents in the District.

Career Advisors are specialists and are vital members of the team that provide guidance to our students at a decisive time in their education. Please keep Career Advisors in the District. We need their time and their expertise to support our children in preparing for their futures.

Sincerely,

Joseph and Karen Cheung

H: 604-438- [REDACTED] | E: [joeandkaren@\[REDACTED\]](mailto:joeandkaren@[REDACTED])

April 10, 2017

To: Vancouver School Board

Re: Career Information Advisors

For many students in Grades 11 and 12 the process and decision making procedure of post-secondary education application is a blur of motion. Universities and Colleges have very different entrance requirements and they seem to change almost every year. How are students and their parents supposed to keep up with all this obscurity?

Fortunately, the VSB has three Career Information Advisors to service 18 high schools. Their services to senior student are indispensable. They work with students and their parents by advising and assisting them in career decisions, application processes and deadlines, scholarship information, journey into trades and probably so much more.

There used to be career advisors in almost every school. Now there are just three for 18 schools. Private schools have career advisors, shouldn't public schools? Why has this crucial service been cut? Why are they facing even more cuts?

Post-secondary education is the great leveler of life, and the great divider, too. Students should not miss the opportunity and be limited in their choices due to lack of knowledge. The career advisors are the key to maintaining the integrity of post-secondary education choices and opportunities. Students know the importance of going to a university and/or college. Getting there, though, is another matter. Let's not take away this functional and worthwhile resource.

Thank you,

Rhoda Thow

Parent of a grade 11 student

Johnny Lam

To: zh Grace
Subject: RE: Career Advisor at Byng and other schools

From: zh Grace [mailto: [REDACTED]@gmail.com]
Sent: April 9, 2017 7:17 PM
To: Johnny Lam <jlam@vsb.bc.ca>
Subject: Re: Career Advisor at Byng and other schools

Hi Jonny,

Very sorry to hear about the story!

We think it is very beneficial having your advice on my son's Grade 12 class selections! Your advice not only motivated him to work better on his marks, but will also improve his opportunities to be selected by his dreamed university. Your dedication on your work was very impressive via our meeting and also the correspondence afterwards.

I think it is not the right thing to cut the budget on the school Career Advisor. Students definitely need your guidance on their future career!

I hope my email can help on this issue.

Thank you again and best regards,

Grace

Dear Sirs/Madams

RE: we need a career advisor at school

It is sad to learn that you have an intention to eliminate the position of Career Advisor. I believe it will be a wrong decision in terms of students' well-being.

As you may know, there is indeed a gap in the transitional period between, G.12 and the 1st year university where grade 12 students seem at all belong to nowhere at this point of time. In order to choose a proper major in university, we, both parents and students need to seek advice on such as job market, career path, pre-requisite, cost of education, university program planning, community service, work experience and beyond. That is to say, a profession at school would be of immediate help to us.

As a matter of fact, my experience is that no one has ever replied to my letters emailed to all universities about issues of their courses. Could you imagine how helpless and anxious I was at that moment? I need to make a big decision for my son's future but I find no way to get reliable information to judge on.

A career advisor at this stage is able to connect high school students into the university by giving advice or exploring further information for us through advisor to advisor talk. Right after the counselling with Mr. Lam, I cleared my queries a lot. I now have a better picture to plan ahead the path my son is going to walk on it soon and it helps in making some feasible decisions for my family too.

I am sure high school students especially grade 11 and 12 are standing at the intersection of their life. They do need supports of all kinds. It just a little step would nurture many better future masters for the society, why not?

Warmest regards

Doris

Parent of a grade 11 student at Hamber



April 10, 2017

Mr. Scott Robinson
Superintendent of Schools
Vancouver School Board
1580 West Broadway
Vancouver, BC
Canada V6J 5K8

RE: Budget Cuts and Career Information Assistants

Dear Mr. Robinson,

I recently learned that as part of VSB's budget management, that career information assistant positions in Vancouver schools may be cut. I wanted to write this letter to ask you to reconsider, especially given that this is a small line item in the overall budget compared to its disproportionately huge benefit to students and families.

As you know, career information assistants help students with career exploration, post secondary information, finding volunteer work and jobs. In addition, they are trained specialists in navigating the complexities of post secondary admission requirements across Canada and beyond.

As parents, we value and appreciate the services provided to our children by the career information assistants. In particular we are able to contact them on behalf of our children, to learn about requirements for university, trade and college programs. They assist us with information about student loans, scholarships and bursaries.

These career advisors are able to meet with our students in each high school and also provide a blog of valuable information accessible to both parents and students. Some of the more vulnerable students in our schools who may not have the support of parents or guardians at home, can seek assistance on their own through the schools for this valuable information service.

If you cut these career positions, our kids will be at a disadvantage versus all others in the lower mainland who have these services provided free of charge in the public schools. There are many needy students across all of Vancouver who will not get the assistance that they need to apply for post-secondary education, learn about trades and other important programs.

Thanks in advance for reconsidering this proposed cut. Vancouver parents and kids will be sincerely grateful.

Norma Biln
Chair, Kitsilano Secondary School PAC

778-839-
@augurex.com

Johnny Lam

To: Makeesha Fisher
Subject: RE: Career Advisor @Tupper

From: Makeesha Fisher [mailto: [REDACTED]@gmail.com]
Sent: April 8, 2017 12:46 PM
To: Johnny Lam <jlam@vsb.bc.ca>
Subject: Re: Career Advisor @Tupper

Here you go.

Let me know if this works.

The complex and shifting career climate into which our students are emerging, necessitates informed guidance from career counsellors. Not only do our career advisors provide important post-secondary school guidance, they also provide information, insight, and practical assistance for students seeking a future in trades, those who need help finding an apprenticeship, students who need volunteer hours, assistance in finding scholarships, parent support and education, and more. Without career advisors, our students and their families will be forced to seek information and assistance on their own, which once again, puts our most vulnerable students at further risk. Like the foundations of our homes, our students and their families need many strong support structures in order to thrive in an adult world. If we gut these support systems, we will all feel the impact well into the future. As the Tupper PAC chair, I challenge the District to work toward creative budgetary solutions that do not eliminate valuable positions such as our Career Advisors. Thank you.

Makeesha Fisher
Tupper PAC Chair

Makeesha

East 29th Ave
Vancouver, B.C.
V5V
_canada@yahoo.com

Vancouver School Board

11th April 2017

It is with much distress that I see that the VSB is planning to delete the remaining Career Advisors.

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 in the Planning 10 course there is very little time given to helping students navigate this new world.

When our oldest child entered grade 12 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 provided an essential bridge between the nurturing environment of high school and the reality of life beyond the school walls. They provided information and guidance on volunteer and employment opportunities. They gave students exposure to the many different institutions and options that they would otherwise be unaware of. They were a resource for students and parents as they struggle to make sense of "what to do next". After that last round of cuts the services offered were a shadow of what they were, but at least they were still something. With the plan to totally delete these positions, then this entire service is gone.

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, which is rapidly being undermined by these budgetary cuts. I ask you to consider however the impact on our students and their future lives of taking away this most important resource when they need it the most.

Thank you



Craig Harris

ABILITY TO PROCESS FURTHER REDUCTIONS

Severe
Direct
Impact to
Students

Ability to
Make
Reductions

High

Level 4 – Severe Impacts on Teaching and Learning

Level 3 – Impacts Large Numbers of Students

Level 2 – Some Impact on Students

Level 1 – Limited Direct Impact on Students

Low

Less
Direct
Impact



I will be brief as I see we have a long evening ahead of us.

Provided is an updated simplified report of what I believe is a very successful year for me. I am new to the Career Information and would like to thank Jackie and Johnny for taking me under their wings and showing me what being a CIA is about. The knowledge and connections they have are invaluable. The best part of all of this is watching how they make relationships with the nervous students coming in. The students walk away assured and more confident with the decisions for their own future and often come back to give updates on how they are doing.

My role was slightly different from Jackie and Johnnys, I was tasked with creating a new Career Information footprint online. A virtual career centre was to be created after all of the physical career centres were closed in the Secondary schools last year.

Collectively we set out to succeed. We gained support from the Career Programs and integrated the new with existing Careers services. Our online work continues to be gaining ground. By providing online resources as well as one to one, group connections and support from some school Counsellors and Administrators. We have achieved something special.

To have it yanked away after such a short time is very saddening. I believe that supporting the students is our primary goal.

I will not go through the document provided but I will highlight a few items:

- Students utilize our online resources for information on scholarships and awards
- Students go online to us to find out of upcoming employment or volunteer opportunities
- Students connect with our small group of CIAs through the online appointment system and have access the online live chat when appointments are not available or after school.
- Parents and other Staff access our online chat and programs like "Career Coaching" to educate themselves on how to have the important conversations with their children when deciding what is next steps after grade 12.

I invite you to visit us online.

Thank you for listening.

Questions?

Joey Lau

District Career Information – Joey Lau

Information & Statistics Updated April 2017



@VSB_CareerInfo (updated April 2017)



- On average 5 tweets are posted daily.
- At least 10 Career Program photos are branded each month for posting.

Since launch in September 2016, VSB_CareerInfo has made (updated April 2017)



#hashtags

In February 2017, we saw highest numbers of views of tweets. I believe this is attributed to the number of deadlines that occur at the end of February / early March

Monday - #MakerMondays

Tuesday - #TradesTuesday

Wednesday - #WorkWednesday

Thursday - #TipsThursday

Friday - #FutureFriday

#myHands

#myFuture

#yourfuture

(No longer used as of Feb2017)



Setmore (online booking system)



The screenshot displays a calendar interface for the month of April 2017. It shows a grid of dates with appointment slots. Each slot is labeled with a time range (e.g., 11:00 AM - 11:45 AM) and a status (e.g., confirmed, cancelled). The interface includes a sidebar with navigation options and a main area with a list of appointments.

Date	Time	Appointment	Status	Notes
Apr 05 2017	11:00 AM - 11:45 AM	Book Appointment With: Prince of Wales	confirmed	AQZFTk
Apr 05 2017	11:00 AM - 11:45 AM	Book Appointment With: Prince of Wales	confirmed	GKqTU
Apr 05 2017	02:05 PM - 02:30 PM	Book Appointment With: King George VI	confirmed	YVZDQ
Apr 06 2017	11:15 PM - 12:30 PM	Book Appointment With: John Oliver Se...	confirmed	RevUj
Apr 06 2017	12:00 PM - 12:45 PM	Book Appointment With: Sir Charles T...	confirmed	QFUBG
Apr 06 2017	01:00 PM - 01:15 PM	Book Appointment With: Kialano Se...	confirmed	JSUC
Apr 06 2017	01:45 PM - 02:00 PM	Book Appointment With: John Oliver Se...	confirmed	revUj
Apr 06 2017	02:30 PM - 02:45 PM	Book Appointment With: Kialano Se...	confirmed	QFUBG
Apr 06 2017	03:00 PM - 03:15 PM	Book Appointment With: John Oliver Se...	confirmed	revUj

All 18 Secondary School
are included. (updated April 2017)

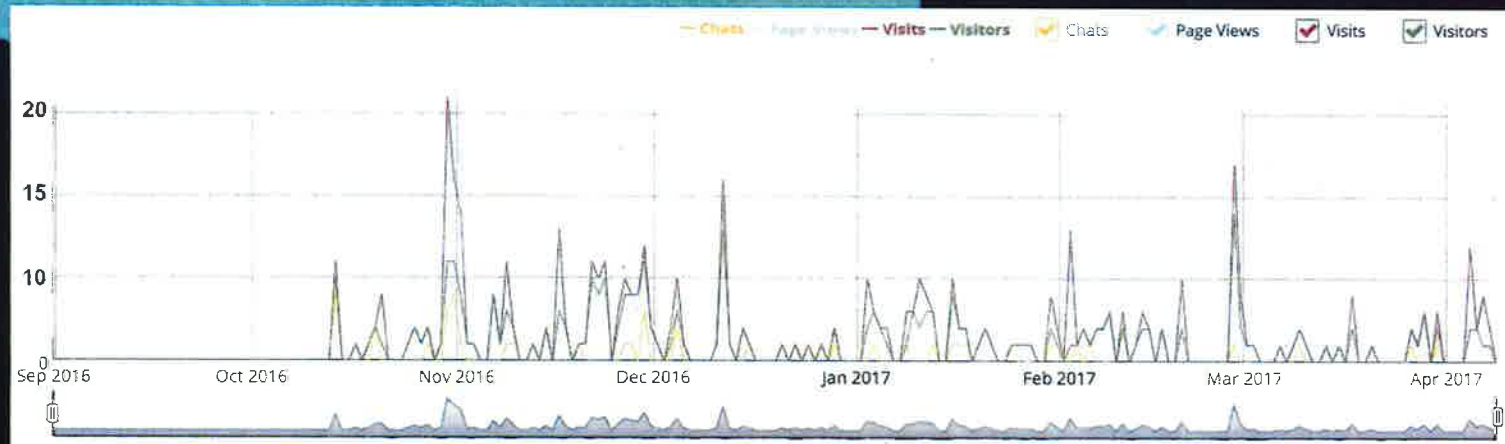
- I setup an appointment / scheduling system using SETMORE for all 18 Secondary Schools.
- All 3 DCIA's utilize this system to book, block and organize appointments of the students, parents, counsellors & community.
- On most days there is 12 appointment slots and DCIAs often go beyond lunch and 3:30 to ensure Student have more access.
- This program doesn't account for the drop ins and quick question in person or by email.



Tawk.to (Live Chat)

Online since October 2016.

- I solely manage the live chat. It is running whenever I am at the desk on when I'm not directly with students.
- We have been Live online since October 2016 (updated April 2017)



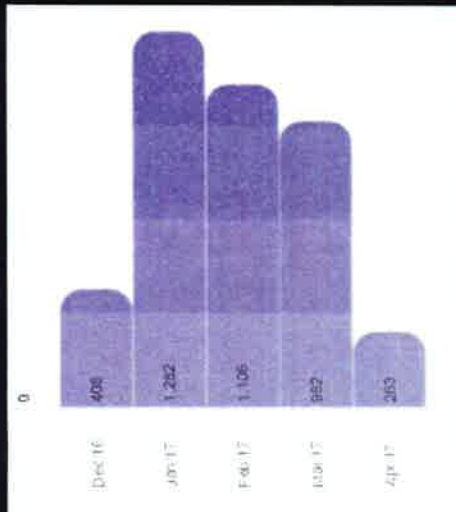
Blogs.vsb.bc.ca/CareerInfo



As of
April 10, 2017

VISITORS

18122

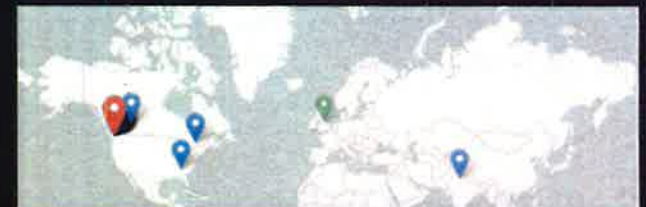


Unique Visitors per
Month

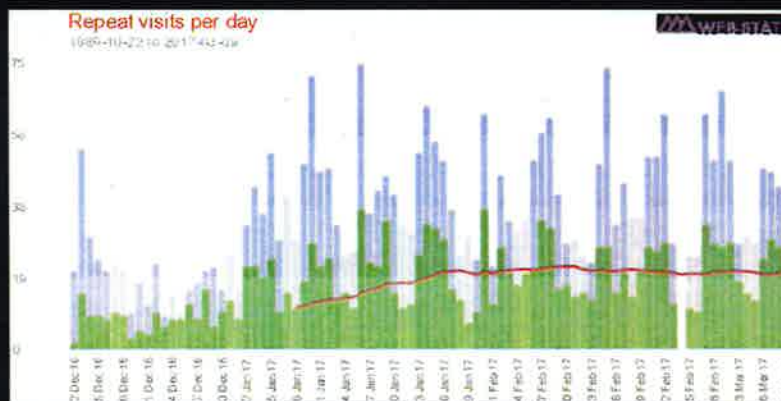
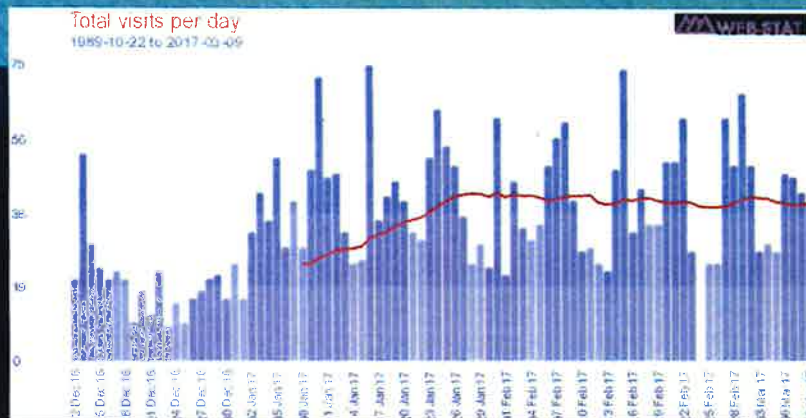


Return Visitors per
Month

- The BLOG has been online since Mid September 2016.
- Was blog.vsb.bc.ca/jlau until December, was switch over for the winter holiday to current url.
- Web-stat was started on Dec 16, 2017
- We have welcomed visitors locally & globally. (updated April 2017)



Blogs.vsb.bc.ca/CareerInfo



- Average visitors per day is indicated by the red line
- Peaks and valleys are normal depending on what is announced and deadlines.
- Having repeat visitors is an important factor. This indicate that users is return to the website for more information or seek new information.

Projects (Ongoing & Completed)

- Legal Ed Boot Camp (annually)
- Parents as Career Coaches (annually)
- Career Profiles (Career Cruising and My Blueprint)
- Meeting with Several University/College advisors to update online information.
- Liaise with outside agencies and potential Program partners
- Spring Break Program opportunities (VFS & Van Arts, International Universities tour, etc.)
- Digital Arts Fair
- Digital Entertainment Industry contact
- Liaise with Vancouver Film School to develop scholarship opportunities for graduating VSB Students.
- Education & Career Fair Info distribution and connecting with organizers (VCC & BCIT included)
- Work safety Information Sharing – WORKBC and WorkSafe
- Maintain, Create and Develop Online Career Information

My name is Jackie Mulder; I have been employed with the Vancouver School Board for the past 28 years, for the past 23 years as a Career Information Advisor (CIA). Once again, we are here to ask for your consideration to reinstate our positions. While other districts are staying with their current staffing, Vancouver is eliminating the CIA's, leaving our students with no professional Career advising.

For those not familiar with the CIA role, we bring a special skill set, and a wealth of information to this position. We help students make sound and informed decisions regarding their post-secondary choices. This position encompasses post-secondary information & research, labour market, career assessments, resumes, volunteering, personality assessments, promoting and working closely with students in ACE IT, Secondary School Apprenticeship (SSA), Trades, district initiatives – for example: the #likeagirl event, Journey into the Trades and a multitude of other events and tasks. We are constantly building relationships with students, parents, staff, PAC, and the community.

For the past three months, Johnny and I (both Career Advisors) have been assigned to seven secondary schools, servicing each school for 3 hours per week and three mornings at Career Programs district office. During the time in our assigned schools, we have seen over 600 students for one-on-one consultation. This does not include shop classroom visits, and Grade 12 auditorium presentations. Career Advisors work closely with Special needs students, First Nations students and ESL students. We often meet with immigrant parents to help them better understand the Canadian Education system and how the post-secondary piece works. We have a Career Programs blog, Twitter, Instagram, the blog highlights post-secondary information, volunteering, scholarships, events and it even includes a live chat service.

During our years as Career Advisors we have worked very closely and have built an excellent rapport with post-secondary Academic Advisors. Career Advisors have planned, organized and executed the Post-Secondary Liaison day (PSI) at our schools, for the Post-Secondary Institution BC team (PSI-BC). PSI-BC is a service for BC students to provide information about programs in post-secondary education. This service is totally funded by its 30 member institutions, and offered at no cost to BC high schools.

I am going to read a letter on behalf of Mr. Dennis Stark from PSIBC in support of the Vancouver Career Information Advisors.

TO: Whom it May Concern

RE: VSB – Career Information Advisors

Please accept this letter of support on behalf of the 30 member institutions of PSI-BC, the self-funded organization of offices responsible for recruitment activities at BC postsecondary institutions.

In addition to the regular contact that our members have with Career Information Advisors in Vancouver high schools during the year, our Fall PSI-BC Recruitment Tour that they support is an important event for students in Grades 11 and 12 as they gather information and make plans for post-secondary studies.

In the Vancouver School District, the Career Information Advisors are critical to the planning and hosting of our Fall Recruitment Tour at all district schools, as well as the important role they play in assisting and connecting students to the career resources provided by our members throughout the year.

On behalf of our members, we cannot emphasize enough how important it is to have the consistent year-to-year liaison provided by the Career Information Advisors, as Counsellors who rotate with students are not always current with the changes in our system.

Career Information Advisors provide current, accurate information to their students, connecting them to the post-secondary system throughout the critical period of career searching and planning in high school. It would be a great disservice to students if they were no longer available to provide this kind of support.

Sincerely,

Dennis Stark; 2017 Chair, PSI-BC

With the implementation of the new curriculum, Career and Education are significant, it is disappointing that teachers won't have access to the wonderful resources of the Career Centres, and students won't have access to professional informed Career Advisors.

Regarding the survey, it doesn't mention anything about the CIA position being eliminated; people don't have a specific space to express their opinion of the CIA cut other than the last question.

I would like to ask you Trustee:

1. Why is Vancouver eliminating the CIA position while other Districts are maintaining their CIA's?
2. It has been stated in E4 "that the work will be reassigned", I respectfully ask by whom?

In conclusion: The board's decisions to cut the CIA position will directly impact our students, please reconsider your decision.

Thank you

Jackie Mulder



The Post-Secondary Institutions of B.C.

April 10, 2017

TO: Whom it May Concern

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Sincerely,

Dennis Stark; 2017 Chair, PSI-BC

www.psibcinfo.com

Hello. My name is Bunny and I am 28 years old. I'm a single parent on disability. I am an adult education student.

I grew up in Vancouver, but because of my parents political beliefs I was prevented from going to public school. Instead I was homeschooled without a curriculum. I did not receive a high school diploma or learn even basic skills like writing an essay or arithmetic. I have often felt hopeless about my future.

I decided to enroll in adult education, because without these basic skills and a high school diploma there is no way for me access or succeed in postsecondary education. Particularly as a low-income single parent struggling with mental illness, my options are limited. Adult Education has been my second chance.

At first I was scared that the teachers would be condescending or my classmates would all be delinquents. My parents taught me to be wary of schools. My worries couldn't have been farther from the truth. All the teachers and administrators have made me feel welcomed and valued, I have always been treated with dignity and respect. My classmates come from all kinds of backgrounds but are alike in their determination to improve their prospects through education.

Despite my lack of prior high school experience, am an A student, I got a 96 in all my last math course and am currently getting a 90 in my english 12 class. I have hopes to go on to do a social work or counselling under graduate degree.

Adult Education has only been accessible to me because I can attend schools that are a reasonable distance from my home. Realistically, I will not be able to commute to South Hill to continue my education. The closure of Gathering Place means I will not receive my Diploma. I am on government assistance currently, and due to poverty and mental illness there; Is no way besides adult ed that I Will be able to continue my education.

Gathering Place offers a central location where students can access much needed services at the same place they go to school. Like me, many of my classmates have absolutely no way of commuting to South Hill to continue their education. Public transit is costly and unreliable for many who live on the margins. We need services in our neighbourhoods. We have already lost the DTES and Hastings learning centers. Closing Gathering Place will effectively kill the educational goals for many of the most vulnerable students and prevent us from achieving self-sufficiency.



Hello, my name is Brendan Paterson, and I am here to voice my dismay and resistance to the decision to close down Gathering Place Education Center and the Main Street Education Center.

I have had a long and challenging educational journey. As a youth, I was told that I was gifted, and felt pressured by this to take on more responsibility than I was ready for, enrolling in advanced math, physics, and chemistry classes.

This heavy workload, as well as dealing with intense emotional difficulties and physical ailment, led to me missing school due to being sick, and being behind in my studies, and then feeling ashamed over not being on par with my classmates or the curriculum. Acute anxiety would come to me in intense waves in the mornings before school. I was so overwhelmed by feelings of panic at the thought of my failing pace of education, feeling that I was stupid, that I was a failure, that the stress would overcome me and provoke my physical illness, putting me in the hospital. I was at an emotional rock bottom.

Eventually I was pulled out of mainstream school. I was sixteen years old.

Years later, I attended the Lucas center in North Vancouver, but that was then shut down.

Four years ago I enrolled in the Main Street Education Center near Science World to continue my high school completion. But that too was then shut down and moved too far away from me to Gladstone Secondary.

I then found the Gathering Place early last year, and I found that the environment fit my needs. As an adult, with peers that were adults, I was able to shed the idea that being alternative or having specific educational needs that didn't fit into the mainstream was a flaw, it was merely a difference.

The attentiveness and the skill of the staff at gathering place is outstanding, many of which are volunteers, all of which deserve more credit and reward for their hard work than they receive. They strive to accommodate anyone's needs, and if you miss attendance for a period of time, upon your return they cast no judgment, instead glad to have you back.

They strive to help those who have intense, sometimes terminal, physical illnesses, or social disorders, or dependencies and addictions, who are perhaps impoverished or homeless, those people who are from troubled personal circumstances.

My journey has caused me to be easily stressed, and to suffer with anxiety induced by public spaces. I struggle to be able to get on buses and transit to crowded environments, but the accepting and warm atmosphere of gathering place has helped me to largely overcome my difficulty with attendance and persistence, and my fear of moving out of my comfort zone.

These locally available Adult Education centers exist to help people, and the people who attend there, me included, are desperate to continue to receive this help.

My personal difficulties still persist due to residual stresses and physical ailments.

The benefit of locally available adult education is that it caters to students who don't fit into the mold of the "one size fits all" style of mainstream education, and this attribute is completely destroyed when all adult education centers are consolidated into one location outside of downtown, where it is out of reach and not viable to many students such as myself.

I feel I am relatively fortunate. In preparing for this meeting, I talked with many people who confront a series of hardships every day that dwarf my own.

I know that many people will simply not be able to take on the increased burden of having to travel to south hill, which would take me well over an hour each way, and benefit from the other adult education centers remaining open because it is locally available to them. Many of them are struggling to balance their work schedule with their education schedule, and are barely managing that as is, or they struggle with the stress that it causes to transit for long periods of time when they are already dealing with issues of anxiety. There is the physically challenged, such as those in wheel chairs, who benefit from the local availability. There is the financial burden, where many people cannot afford a bus pass, or bus fair, or a compass card. Finally, there is the fact that everyone going to one location for education means less attention is available to be allotted to their specific needs. This will mean that many people simply will not be able to continue their education if their only option is south hill, and they will be left behind.

I implore you, for my sake, and the sake of my fellow students, to please change your mind about closing down these centers. Because education is the single greatest gift and power that can be provided to people, and to take away these easy access adult education centers, is to take away peoples education, which is to take away their ability to empower their lives and go from a bad situation to a good situation.

Thank you for listening.

Vancouver School Board Budget 2017-2018

Hi, My name is Rese Tong

My daughter Kate has attended Gathering Place educational centre for the last three years.

She is 20 years old and has not fit into the constructs of the mainstream educational environment or even alternative school setting.

Gathering Place has been a natural extension of the K-12 system for her.

Gathering Place has given her a second chance at completing her high school education. She currently has two courses to complete. If Gathering Place closes she will almost undoubtedly not complete high school in her near future.

It has had exactly what she has needed to accommodate her challenges with mental health, addiction and learning challenges.

Some of the key benefits of Gathering Place are that it is:

1. warm and welcoming;
2. has a small setting with personal recognition;
3. operates with flexible opening hours, where you can come and go and take as many breaks as needed; crucial for those with ADHD like my daughter
4. there are tutors available at hours she learns best;
5. is situated at the close and convenient location of downtown where she lives in subsidized housing;
6. is a short walk from other services she accesses daily; she is a client of Inner City Youth only a couple blocks away
7. I really want to stress the importance of maintaining a downtown location, not just for my daughter, but for many in her situation;

Notably, there will be no access to high school completion for anyone over 18 in the entire west side or downtown core of Vancouver.

Eliminating access to Adult Education at Gathering Place is short-sighted for three main reasons:

1. economic -these folks **can** get better paying jobs and similar to my daughter's situation be far more likely to get off or be less reliant on welfare or disability income

2. social-they **can** achieve a sense of accomplishment and well-being; thereby offering a provision of hope for their future;

3. health- greater health **will** be gained as they have great economic and social abilities; a greater chance of **improved** mental health and **decreased** rates of addiction

Thank you for your time and careful consideration,

Rese Tong



Kalan Couch
April, 9. 2017

Career Advisors Supporting Speech

Have you ever been asked the question of, what do you want to be when you grow up? You, most likely a small child, wouldn't have really know what the answer was. You would let the question go, and would continue on with the rest of your day. However, as the years went by, your curiosity about the subject would continue to grow until, around grade 10 or 11, that simple question that years ago seemed like a trivial inquiry, would become a serious subject that requires the resources and skills of a career advisor. My personnel experience with a VSB Career Advisor was an extremely useful and thoughtful time spent thinking about my future. For example, this weekend, there is a University Fair where a large number of U.S. Universities will be presenting there programs and services. I wouldn't have known about this at all if it hadn't been for my career advisor. Additionally, I planned on being able to rely on my career advisor for the rest of my high school career, however, with him not available, I don't know what I would do. If this necessary service is removed from the resources available to the Students of the Vancouver School Board, you can expect several things. Knowledge of prestigious programs and scholarships would lessen, and the average teenagers interest in there own future would decrease, because they won't even know what it could look like. There is however, an alternative, of private career advisors, but only for those who can afford it. These private clinics cost over a hundred dollars an hour to attend an appointment. On the VSB website, under the section of our beliefs, it says, and I quote "We believe in the provision of a wide range of programs, services, and resources to meet the needs, interests, and abilities of all learners." I truly believe that this is a worthwhile statement, that holds relevance in today's modern, and rapidly changing world. However, I don't believe that this statement is being fully fulfilled, even now. Yet, if the Career Advisors service is removed, then it will continue to degrade this school district. We will be one of the only districts in the lower Mainland to not have a sufficient Career Advisory program. I truly believe that this service is absolutely essential to any person even considering the transition to Post-Secondary, because of the necessary information that it provides. Thank You.

Budget submission

Tue 4/11/2017 6:34 PM

To: budget 2017-2018 <budget2017-2018@vsb.bc.ca>;

VSB budget submission – April 11, 2017

Submitted by Patti Bacchus

Thank you for this opportunity to provide input on the budget proposals. I made my first budget brief on behalf of my kids' PAC in 2002, and over the years I presented on behalf of a group of parents of students with special needs. Then I spent eight years on the other side of the table, listening to submissions.

My kids spent almost their entire school years under the shadow of diminishing services and constant cuts, and the wear and tear that took on the people working in schools, doing their best every day to meet the needs of students.

At the meetings I attended 15 years ago, parents agreed we wouldn't let the shrinking watering hole have one parent or group turn on another — we would form a circle around it and advocate for adequate funding instead of deciding which students would have to go without having their needs met. That's when I became a public education advocate.

Despite years of difficult budgets and after having voted for millions of dollars in cuts I felt sick about during my years as a trustee, Vancouver parents, community

members and stakeholder groups were supportive and understanding of the position the board was in. They knew the reason cuts were on the table was provincial underfunding. They urged us to advocate for better. They urged us to say "no" to cuts that directly affected opportunities for students, or that made staff workloads so heavy it meant students would be shortchanged. They didn't ask us to cut programs at other schools or supports for other students. They didn't say cut that service for those kids so my kids can have this program. They rose above that and advocated passionately for the things they believed were important. They did so respectfully, acknowledging our difficult position.

That's what I'm here to do today. We all know the cuts have gone much too far.

Given the time constraints of this meeting, I'll go to my specific points and recommendations:

1. I'm still confused about the use of the CEF to cover much of the shortfall. We deliberately didn't reduce non-enrolling teaching positions like counsellors and librarians whenever possible because students need them. Is this proposal suggesting reducing them in some areas and re-assigning them in others to meet CA requirements? If so, that is disruptive and not what I understand the CEF was meant for and potentially a loss for students. I am hoping for a better explanation and more transparency regarding the use of the CEF funds.
2. Adult Education: I'm pleased to report that Vancouver City Council unanimously passed a motion today urging this Board to reconsider the proposal to close the Gathering Place and Gladstone Adult Education Centres. I wholeheartedly agree with and endorse it. My Vision Vancouver colleagues and I voted against the closure of DEEC, Hastings and the South Hill Youth programs in 2015 and we would absolutely vote against this if we were on the other side of the table. Instead of voting for it, you should be advocating for a restoration of the Education Guarantee.

3. The survey. You heard loud and clear about how offensive and inappropriate it is to ask respondents to rank services for groups of students, including minorities. It is astonishing that in a district that has made a formal commitment to Reconciliation to see Aboriginal Education on this list. Have we learned nothing? Special education? There are numerous technical problems with it as well — it is posted only in English, it can be filled out unlimited times by any user (all they need to do is clear their browsing history), anywhere in the world. I could go on but you've heard enough and I ask you to do what DPAC requested — take it down immediately and do not use the results.
4. BCSTA: We were members for the six years I chaired this board. It did not provide value for the cost. The legal advice it supplied was very general and in some cases, which I can elaborate on if you like, inaccurate. Its advocacy was questionable. Recall and consider as well that the BCSTA supported the illegal contract stripping and lauded the government's win at the BC Court of Appeal. Note it also describes itself as a "Professional association that supports public education and advocates for the role of *publicly elected trustees*." It would be inappropriate for an unelected trustee to make a decision to rejoin. Leave that to the next elected board to decide.
5. Advocate: It's clear that aside from the relief provided by the CEF fund you are struggling with the same budget issues the elected board did. You haven't found a magic solution in the \$480,000 Milburn/EY reports. That because the solution is increased funding.

Last year we put our jobs on the line to say enough is enough — our kids deserve better than the country's worst per-student funding. It was the right thing to do and I don't regret it. I challenge you to do the same. What a powerful message that would send to whomever forms the next government.

I know that you care about education — you've committed your careers to it. I know how painful it is for SMT to propose budget cuts, year after year. Therefore, I implore you to have the courage to do the right thing. Say "no" to more cuts and tell the provincial parties and the next government it's time to reinvest in public

education. At the very least, submit a restoration budget as we did for the past eight years.

6. Time permitting: I am also concerned about the fate of the Diversity Mentor (anti-homophobia) Mentor/Counsellor position, Career Information Advisors and building maintenance.

City of Vancouver motion in its entirety:

WHEREAS

- Adult Education offers critical support to Vancouver residents without the credits they need to get into postsecondary programs, a need disproportionately weighted to the most vulnerable residents of Vancouver including women, single parents, Aboriginal students, newcomers and people with learning disabilities
- The Vancouver Board of Education (VBE) currently offers Adult Education Courses credit course for adults to undertake academic upgrading, improve their English skills or pursue a graduation diploma at three locations including the Gathering Place, Gladstone Secondary - which is near Nanaimo skytrain station - and South Hill
- Site closures invariably lead to a loss of enrolment, a lesson learned from program cuts over the years. Many Adult Education students juggle family and employment responsibilities, or live in extreme poverty, and are unable to afford the time or money to travel longer distances to take courses
- The VBE is proposing closing all but the South Hill site, which is far from rapid transit and very far walking distance from the lowest cost housing in the city

· Further cuts to the VBE's Adult Education programs would greatly compromise the ability to meet Vancouver's Healthy City Strategy goals, particularly those related to Making Ends Meet and Lifelong Learning

BE IT RESOLVED THAT

The City of Vancouver urge the Vancouver School Board to reconsider the proposal to close the Gathering Place and Gladstone Adult Education Centres, and to keep programs as accessible as possible for Vancouver's most vulnerable residents.

The City of Vancouver write to all parties running in the current provincial election requesting that they commit to restoring the Education Guarantee funding to ensure all students who wish to improve their employment qualifications and opportunities are able to do so.

Good Evening, thank you for allowing me time to speak at this meeting.

I am a retired teacher and Outreach worker from the VSB Adult Ed system.

While I understand the need to balance an untenable budget which has been falsely created over the past decade to the detriment of average British Columbians, I wonder if the Appointed Trustee truly understands the implications for Adult Education.

We have already heard from many students attempting to flee the grasp of poverty and of the continuous barriers they face every day. But, add a disability and a minimum disability pension to those barriers and you can understand how disheartening the proposed consolidation has become for these courageous students.

When MSEC was located on Terminal Avenue, we gave full access to all students. There were no exclusions. It was close to the skytrain and downtown, classrooms were all on one floor and there was an elevator. When forced to move, we chose Gladstone as it was one block from the skytrain, all classrooms plus a disabled students' washroom were on one floor, and we had automatic doors installed so that disabled students weren't forced to wait in the rain for another student to arrive and open the doors for them.

Now with the proposed consolidation of Adult Ed Centres, the obvious choice one would think would be to locate it in the largest centre which would be South Hill on Fraser Street. It is a bus ride from a skytrain station, over 45 blocks uphill from the DTES for students who would be forced to walk if they couldn't afford public transit, but most importantly there is NO disabled access whatsoever. All 4 entrances NSEW are a flight of stairs up from the street level to the Main office in order just to register. Once inside the disabled student would face another 2 flights of stairs to see an Academic Advisor or Outreach Worker. The classrooms are located on 3 levels. There are no elevators, and no disabled services at all. A student would face the indignity of being carried by other helpful students up and down stairs and God help them if they needed a washroom! There are limited washrooms on each floor and the staff had to commandeer of the "girls" washrooms in order to have a private staff facility. The cost of retrofitting an ancient elementary school would far exceed the savings of \$500,000 from closing 2 all access schools and would take time

thereby denying access to disabled students anxious to get on with their already overburdened lives.

In light of the recent disclosure of self-congratulatory raises for the senior staff, Is this consolidation of adult ed centres just a really bad uninformed decision made by our appointed trustee without research and made without consideration of anything but the bottom line and happy dollar signs. Certainly in makes no sense. Or more sinisterly, another reprehensible attempt at exclusion orchestrated by our Premier Marie Antoinette?

Do you really want to go on record as a representative of a Board who cares more about dollars in your pocket than our fellow citizens confined to wheelchairs and already living below the poverty line?

STOP SLAMMING THE DOORS IN THE HOPEFUL FACES OF OUR MOST VULNERABLE POPULATION!

Respectfully,

Leslie Mitchell BA MEd UBC

leslie.mitchell@gmail.com

My name is Sharon Berringer. I represent a parent group at the Prince of Wales Mini school and am here to advocate for the needs of our children as they fit outside of the regular curriculum and in the context of our belief in public education's obligation to serve these students' needs.

You are all well aware that budget cuts from 2002 have taken their toll on all aspects within the Vancouver School district. So many valuable programs have endured cuts or elimination while some only continue to survive because of the extra hard work of their dedicated teachers and the ever increasing parent volunteers. The PW Mini school and these programs are in dire need of restoration.

PW Mini students like any other student should be afforded the opportunity to fulfill their potential. What distinguishes them is their capacity, and their ability to learn comes with a proclivity to isolate themselves, underachieve for acceptance, anxiety and depression and being bullied. They are sensitive to throwing their particular potential away with higher drop-out rates, a lack of participation and nonconformity to authority if this safe environment to challenge and support their abilities is not available. Without these types of programs, we also risk their exit to the private school system and their future impact in our communities.

We in British Columbia believe in an inclusive education system, yet we do not have dedicated funding for the full spectrum of special needs learners. We are not addressing both sides of the bell curve. The students of PW Mini are special needs students and the Mini program funded on a predictable, reliable basis is essential for a secure future.

- All-round enrichment – in science, arts, humanities, ...
- Focus on emotional intelligence, academic and leadership growth
- 150 students, grades 8-12, gender balanced 50:50
- Students do 5,000+ hours of community service per year
- Embodiment of BC's new curriculum
- More than 400 applicants a year for 30 positions
- Many award winning students, regularly up to national levels and sometimes beyond
- Science Fairs, mathematics competitions, writer prizes, etc.
- Continuous success for 44+ years
- More than 1,200 alumni
- Enrolment by students from throughout Vancouver
- Financial assistance for needy students (PW Mini Endowment Fund managed by Vancouver Foundation)

After previous cuts that have stressed the program and stretched teachers' capacity, last year's budget cuts eliminated the Mini School's clerical staff support and saw the departure of our long term head teacher, placing the program in a very vulnerable position. We have only been able to survive with the extra unpaid hours of our teachers along with the countless hours of parent volunteers that are not sustainable or appropriate at the level required here.

For the program to be restored and thrive, we urge you to re-establish the Mini School's funding to:

- **4 blocks for Head Teacher** of non-classroom time
 - 2 blocks of teaching time out-of-classroom
 - 1 block of leadership time
 - 1 block of enrichment admin time
- **0.5 FTE admin staff support** dedicated to mini school

Vancouver School District 39 District Specified Alternative Programs and Prince of Wales Mini School

31-Jan-2017

Introductions

- PW Mini School PACC (**P**arent **A**ssistance **C**oordination **C**ommittee)
 - **Doug Campbell**, past Co-chair and Advocacy – Daughter, G12 (2012-2017)
 - P.Eng, MBA, int'l business (lived in EU, ME, Asia 12 yrs), entrepreneur (2 NASDAQ IPOs, 2 failures, 1 acquisition)
 - **Sharon Berringer**, Advocacy – Daughter, alumnus (2009-2014) and daughter, G8 (2016-2021)
 - Business owner and insurance broker since 1991
 - **Brian Yates**, Co-chair – Daughter in G11 (2013-2018) and daughter in G8 (2016-2021)
 - B.Sc., M.PA, VP SNC Lavalin, life sciences ventures, biotechnology, and environmental services
 - **Katherine Taylor**, Treasurer – Son in G10 (2015-2019)
 - M.Sc., Housing and health consultant, VSB literacy volunteer
- Broad representation, sustained involvement, and organizational memory over many years
- Representing PW Mini School students and their parents to focus school mgmt interaction
- 5 year involvement; a social contract between school and parents–students
 - Parent participation at events is regularly more than 75% and it's not unusual to be almost 100%
 - Parent involvement is part of what makes the PW Mini School effective

Agenda

- **SD39 District Specified Alternative Programs:**
 - **Cost**
 - **Need**
 - **Benefits**
- **Prince of Wales Mini School Funding**

Presentation (≈30 minutes)

Discussion (≈30 minutes)

Cost is Marginal for District Specified Alternative Programs (DSAPs)

- “No additional cost” is VSB guideline for Alternative Programs (e.g. Mini Schools)
- Actual incremental cost is minimal, even before recent significant cutbacks

Incremental Cost of 30 Secondary DSAPs 2016-17

○ Applicant testing & processing	\$53k
○ Teacher non-classroom blocks	\$1,067k
○ Administration staff support	\$38k
○ International Baccalaureate fees	\$243k

Total \$1.4M

0.3% of \$480M budget

Sources: Includes 30 programs – Mini Schools, International Baccalaureate, Sports, TREK, ACE,

VBE 2016-17 Preliminary Budget Proposal March 31, 2016 pages 30, 73, and 74.

VBE Cttee II DSAP brief dated 2011 February 10 & VBE 2016-2017 Budget (approved).

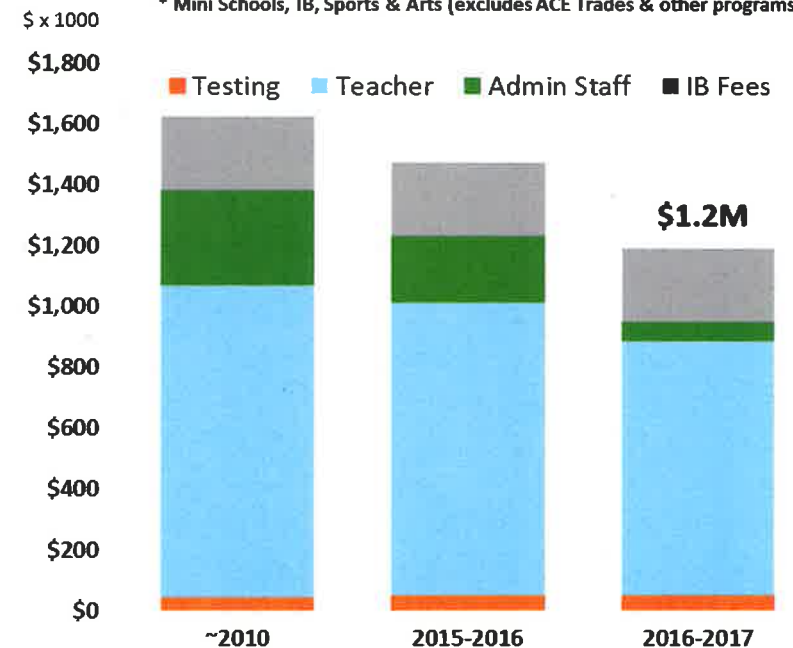
Assumptions: 2016 loaded annual cost for: Teacher \$119k (\$17k per block), Admin clerk \$63k.

Applicant assessment test & processing \$35 per applicant x 1,500 applicants/year.

IB fees unchanged from VBE Cttee II DSAP brief dated 2011 February 11.

Incremental Cost of 23 Alternative Programs*

* Mini Schools, IB, Sports & Arts (excludes ACE Trades & other programs)



Alternative Programs Needed for High Potential Special Needs Students

- Many 100's of studies and 10's of meta-studies confirm need and benefit
 - **"Gifted and talented children can be deprived and suffer psychological damage and permanent impairment of their abilities to function which is equal to or greater than the similar deprivation suffered by any other population with special needs."**

U.S. Commissioner of Education Marland Report "Education of the Gifted and Talented" (1972)

- **"Gifted children at risk of being bullied, social isolation, underachieving for acceptance, anxiety, depression, nonconformity to authority, truancy, dropping out,"**

National Association of Gifted Children "The Social and Emotional Development of Gifted Children ..." (2002)

- VBE addresses high potential special needs students with Alternative Programs:
 - **"Program to meet the needs of students with above average abilities who benefit from specific programming. For students who have demonstrated significantly high potential, talent, and need for a challenging program."**

Source: VBE Committee II "DSAP Briefing" 2011 February 11

- **Started in 1971** with City School, then Prince of Wales Mini School in 1973
- **Validated** by 45+ years of operation and extensive expansion, strong outcomes, many applicants,

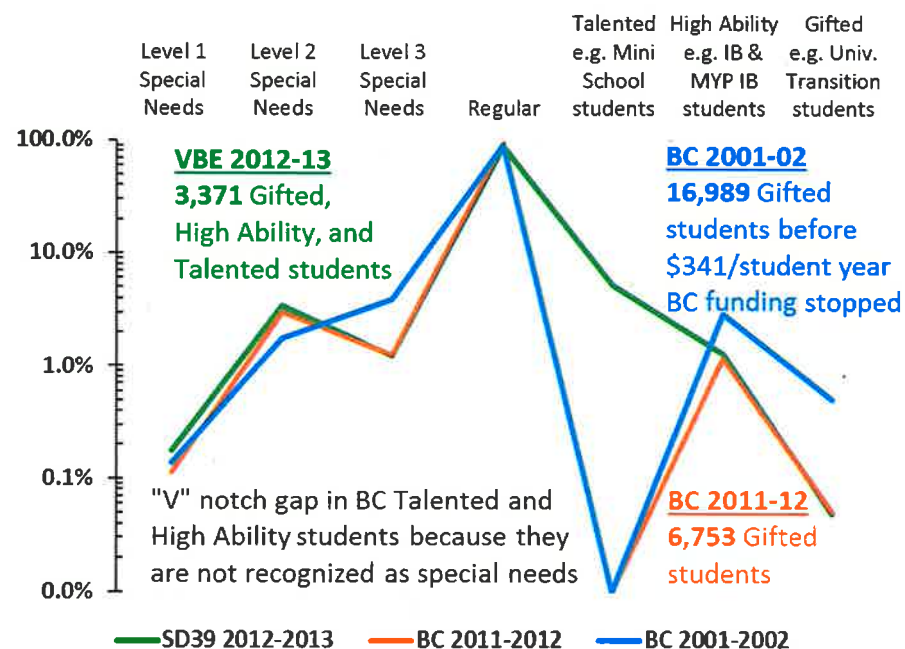
Enrolment by Student Need Category in Vancouver SD39 and BC

<u>SD39 Enrolment 2012-13</u>	<u># Students</u>	<u>Percent</u>	<u>Added Cost Per Student</u>
• Level 1 Special Needs	91	0.2%	*\$36,600
• Level 2 Special Needs	1,738	3.4%	*\$18,300
• Level 3 Special Needs	633	1.2%	*\$9,200
• Regular	45,585	88.7%	
• Talented (e.g. Mini School)	2,686	5.2%	‡ ≈\$366
• High Ability (e.g. IB)	660	1.3%	‡ ≈\$968
• Gifted (e.g. Univ. Transition)	25	0.05%	
Total	51,418	100%	

* Funded by MOE grants

‡ Not funded by MOE since 2002

BC 2001 Student Percentage Distribution by Need



Sources:

VSB Committee III/V 2012/2013 Preliminary Operating Grant Memorandum dated March 23, 2012

BCTF 2012 BC Education Facts – Special Needs # Students Info August 2012

BC MOE Operating Grants Manual March 2012

BC MOE 2001-02 Budget Instructions Manual

BC MOE Overlooks Talented and High Ability Students' Needs

- In BC, no funding for above average students, unlike in other leading jurisdictions
 - E.g. Ontario, where there are 3 above average categories with incremental funding
(see Ottawa-Carlton District School Board [OCDSB] *"Gifted Program Review Final Report"* September 2016)
- In best practices jurisdictions the above average get more support and better outcomes
 - E.g. Singapore

PISA 2015 Results	Science		Reading		Mathematics		Science, reading and mathematics	
	Mean score in PISA 2015	Average three-year trend	Mean score in PISA 2015	Average three-year trend	Mean score in PISA 2015	Average three-year trend	Share of top performers in at least one subject (Level 5 or 6)	Share of low achievers in all three subjects (below Level 2)
	Mean	Score dif.	Mean	Score dif.	Mean	Score dif.	%	%
OECD average	493	-1	493	-1	490	-1	15.3	13.0
Singapore	556	7	535	5	564	1	39.1	4.8
Japan	538	3	516	-2	532	1	25.8	5.6
Estonia	534	2	519	9	520	2	20.4	4.7
Chinese Taipei	532	0	497	1	542	0	29.9	8.3
Finland	531	-11	526	-5	511	-10	21.4	6.3
Macao (China)	529	6	509	11	544	5	23.9	3.5
Canada	528	-2	527	1	516	-4	22.7	5.9

- BC MOE policy can lead to an uncompetitive mediocrity

Benefits from Supporting Above Average Special Needs Students

- Avoid negative consequences
 - E.g. bullied, social isolation, underachieving for acceptance, anxiety, depression, nonconformity to authority, truancy, dropping out,
- Reduce attrition to private schools
 - E.g. BC enrolment change in **Private +4.3%** and **Public –3.8%** from 2007 to 2012
- Enable students to better achieve their higher potential
- Develop above average contributors to society
 - Virtually 100% pursue university studies (vs ≈70% across BC)
 - Many graduates pay more taxes, do community service, create jobs, lead society, etc.

Advocating for Above Average Special Needs Students

Rebuild VSB as a successful, sustainable model of public education that exemplifies the new curriculum and attracts ALL students, including those who are now choosing private schools

- Need RENEWAL vs RESTORATION budget
 - In some ways do not want to turn back the clock to 2002
(to a time without computers, internet, and smartphones)
- Capitalize on additional funding from BC Teachers' litigation settlement
 - Get incremental funding restored for above average special needs students
(resolve perennial funding shortfall for alternative programs – e.g. mini schools)
- Excellent return on investment (great value for money spent)

Prince of Wales Mini School

31-Jan-2017

What is the PW Mini?

- Alternative Program for talented students
 - All-round enrichment – in science, arts, humanities, ...
 - Focus on emotional intelligence and leadership growth
 - 150 students, grades 8-12, gender balanced 50:50
 - Students do 5,000+ hours of community service per year
- Embodiment of BC's new curriculum
- Academic and leadership education front-runner
 - Great example of quality public education
 - More than 400 applicants a year for 30 positions
 - Many award winning students, regularly up to national levels and sometimes beyond
 - Science Fairs, mathematics competitions, writer prizes, etc.
- Continuous success for 44+ years
- More than 1,200 alumni
 - 450+ alumni returned for “40 Years of Success” celebration in 2013
- Enrolment by students from throughout Vancouver
 - Financial assistance for needy students (PW Mini Endowment Fund managed by Vancouver Foundation)



TED Talk by PW Mini student Rebecca Baron

Prince of Wales Mini School 150 Students' Home Addresses Marker Map 2014-15 School Year

- Students from all over Vancouver
- Students commuting 3 hours per day shows importance of PW Mini to them

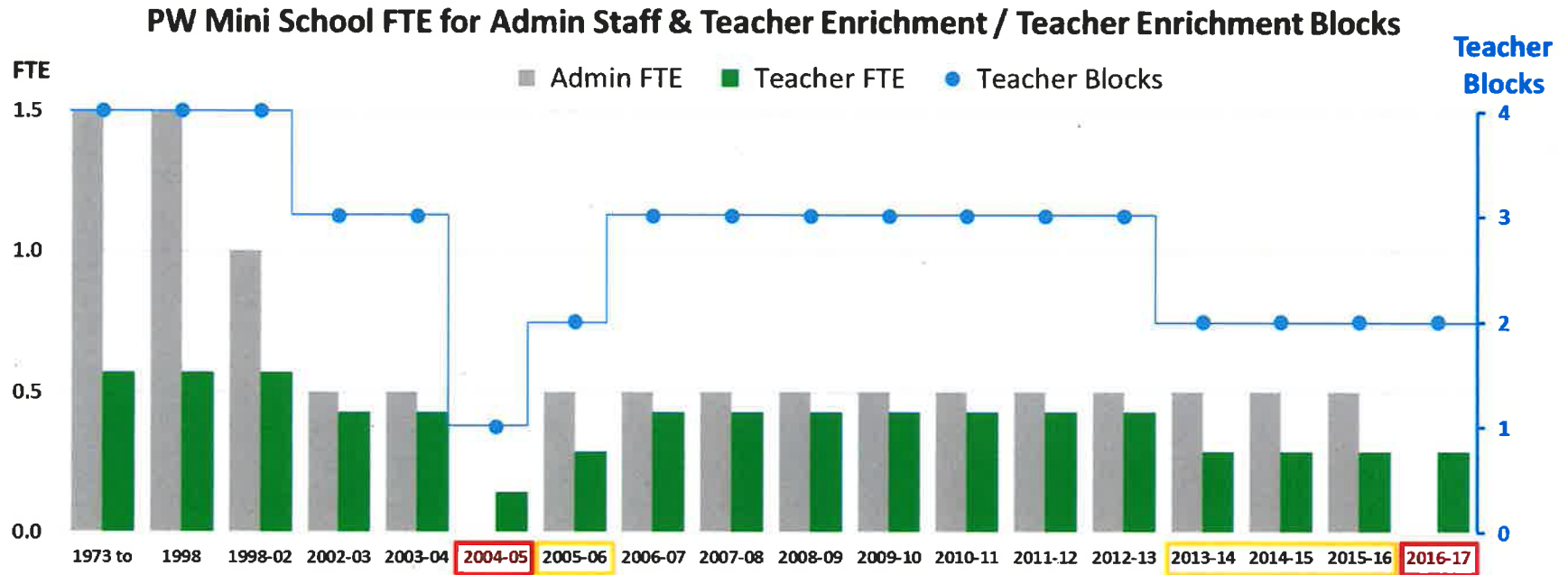


Diverse and Substantive Enrichment – many examples such as:

- Leadership of main school sports teams and extracurricular clubs
- Junior peers tutoring and mentorship for emotional intelligence development
- Science Mentorship 1-term Grade 10 co-op placement in business/ university/ hospital
- Maritime science Grade 9/10 practicum in 5-universities Bamfield Marine Sciences Centre
- Science Fair mandatory participation in Grades 8 and 9
- Cinémathèque film projects in multiple grades
- Arts Night: theater, dance, singing, and instrumental music 2.5 hour students' production
- “Bard on the Beach”, Writer’s Fair, book author seminars, etc.
- Fundraising developing confidence & persuasion skills, events organization (dances, seminars)
- Strathcona Park Outdoor Education Centre (1 week every year for 5 years)
- Whistler Skiing leadership & emotional intelligence development (1 week every year for 5 yrs.)

..... and many more enrichment activities too numerous to list

Enrichment Requires Non-Classroom Teaching Blocks & Admin Support



- In 2004-06 went thru existential challenge when admin support was eliminated & Head Teacher resigned
- Cut from 3 to 2 blocks non-classroom time for Head Teacher meant less non-classroom teaching vs admin.
- 2016-17 admin support elimination meant no HT non-classroom teaching & mandatory student + parent aid

Students Step-up and Parents Leaned-in to Keep PW Mini Functioning

Students

- Multiple volunteer and leadership roles and implicit responsibilities
 - 2 student “community service” blocks to aid Head Teacher with admin tasks
 - Leadership 12 class of 30 students assisting Head Teacher with organization and execution of enrichment activities

Parents – many hundreds of hours

- Fundraising
- Administration and accounting
- Supervision of students on all trips
- Guidance and networking help for students
 - E.g. Science Fair and Mentorship projects

Increased involvement not wholly appropriate or sustainable

Support Request

Restore:

- **4 blocks for Head Teacher** of non-classroom time
 - 2 blocks of teaching time out-of-classroom
 - 1 block of leadership time
 - 1 block of enrichment admin time
- **0.5 FTE admin staff support** dedicated to mini school
- **≈\$66k incremental annual cost** (burdened); \$440 per student per year

Maintain or Increase:

- Number of mini school grade cohort instruction blocks
- Scope of enrichment

PW Mini Incremental Funding Sources

1. MOE restoration of high-aptitude special needs incremental/ student grant
2. VSB reprioritization of spending
3. Public – private hybrid funding
 - Suggested by a number of PW Mini students' parents who are contemplating sending their children to private school
 - Realistically not viable due to public policy and union restrictions
4. International student PW Mini positions (1 female and 1 male)
 - Tuition specifically designated for PW Mini
 - Adds enrichment for other PW Mini students
5. Efficiencies improvement by administration modernization via online tools

Supplementary Material

31-Jan-2017

Secondary Alternate Programs' Listing – Vancouver SD39

- 26 alternative programs subset of SD39 DSAPs
- Segmented into:
 - Instructional – adventure and sports
 - Academic – enrichment, acceleration, and specialization
 - International Baccalaureate
 - Gifted – University Transition
- Sorted by number of class student cohort instructional blocks

#	Secondary Program	Annual Intake	Total Enrollment	Grade	No. of Students	No. of Blocks	Student Blocks	Additional Blocks*	Admin FTE Sta
1	Byng Arts Mini	90	390	8-12	Total Student Blocks		1,170	2.0	
2	TREK (Prince of Wales)	112	112	10	Total Student Blocks		896	14.4	
3	City School (King George)	30	90	10-12	Total Student Blocks		480	3.0	
4	Britannia Hockey Academy	30	150	8-12	Total Student Blocks		300	1.0	
5	Magee SPARTS	26	114	8-12	Total Student Blocks		164	1.0	
6	Ideal Mini (Churchill)	30	150	8-12	Total Student Blocks		840	4.0	
7	Point Grey Mini	30	150	8-12	Total Student Blocks		750	2.0	
8	John Oliver (Digital Immersion) Mini	30	150	8-12	Total Student Blocks		720	1.0	
9	Prince of Wales Mini	30	150	8-12	Total Student Blocks		600	2.0	
10	David Thompson Odyssey	30	150	8-12	Total Student Blocks		450	1.0	
11	Templeton Mini	30	150	8-12	Total Student Blocks		420	1.0	
12	Windermere Leadership Mini	30	150	8-12	Total Student Blocks		420	0.5	
13	Hamber Studio	30	150	8-12	Total Student Blocks		390	1.0	
14	Gladstone Mini	30	60	8-9	Total Student Blocks		360	0.0	
15	King George Technology Immersion	30	90	8-10	Total Student Blocks		360	0.0	
16	Tupper Mini	30	150	8-12	Total Student Blocks		390	1.0	
17	Vancouver Technical Flex Humanities	30	90	8-10	Total Student Blocks		360	0.5	
18	Vancouver Technical Summit	30	90	8-10	Total Student Blocks		360	0.5	
19	Windermere Athena Arts	30	60	8-10	Total Student Blocks		360		
20	Killarney Mini	30	90	8-10	Total Student Blocks		300	0.0	
21	Hamber Challenge	12	60	8-12	Total Student Blocks		130	1.0	
22	IB Middle Yrs Pgrm (MYP) - King George	30	150	6-10	Total Student Blocks		420	3.0	
23	Britannia Venture	30	90	8-10	Total Student Blocks		600	1.0	
24	International Baccalaureate - Britannia	30	60	11-12	Total Student Blocks		480	5.0	0.5
25	International Baccalaureate - Churchill	120	360	11-12	Total Student Blocks		1,560	7.0	0.5
26	University Transition Program	variable	25	2 yrs	Total Student Blocks		200		
Vancouver SD39 26 DSAPs Subset 2016		960	3,406				13,280	52.9	1.0000

Info in rust-brown colour font needs to be validated.

FTE = 7.5605

Actions for Improvement – An Outside's View

1. MOE funding method update of the 2002 model
 - Include restoring funding for high-aptitude special needs students
2. Teacher annual performance reviews
3. Teacher professional development
 - Tailored by performance review output
4. Grade 12 exit survey (e.g. “Tell Them From Me”)

Good evening I would like to thank you for this opportunity to speak tonight when you hear my story I think you will realise why this issue is so important to me.

My name is daryl yuen. I am 28 years old and live 5 minutes away from Main Street Education center at Gladstone. I have been through the K – 12 system. I attended Britannia and high school did not work for me and I never finished grade 10. I have been going to main street education since the summer of 2016. I'm happy to report I'm getting B's and A's in all my classes.

I have found a learning community that works for me .I have finished completing my English courses but, I still need to complete my math and science courses in order to attend BCIT and become a medical lab technologist.

I go to main street because of the accessibility , the positive learning environment and I live nearby.

I feel that Southhill education will impede my education as it is more difficult to get to and impossible for me to enter. Even if I could get inside, the school is on 3 levels that are connected with staircases. If you close Main Street, my future ambitions will tumble down with Southhills' steep and dangerous stairs.

Please reconsider your proposal



April 8, 2017

Vancouver School District #39
1580 West Broadway
Vancouver, BC V6J 5K8

Dear Vancouver School Board of Education,

We are Joseph and Karen Cheung, parents of Julie Cheung, a Grade 10 Summit Mini School student at Vancouver Technical Secondary. We are extremely dismayed at the possibility that the funding for all Career Advisors in the Vancouver School District will be eliminated for the 2017-18 school year. We respectfully submit our plea for this plan to be reconsidered and move to at least maintain the current service level of 3 Career Advisors supporting 18 high schools in the District. We hope a compromise can be found between balancing the budget and still being able to offer valuable resources like Career Advisors to public high schools.

The post-secondary admissions process is very competitive and can be overwhelming for students and parents. As parents, we simply want our child to be in a position of equal opportunity for guidance and confidence in completing all the necessary requirements for entry into a post-secondary institution.

Recently, as a family, we went through the course planning process for Julie's Grade 11 year. We were proactive in researching post-secondary entry requirements based on the programs Julie was interested in. There is a lot of information to mine through on the Internet and it took us hours to go through each institution's website to find the information we needed. Despite the many hours spent researching, we were not certain that we had covered all possibilities and hoped we hadn't overlooked anything important to consider in our planning.

We initiated a conversation with Julie's Grade 10 counsellor, Mr. Cuerrier and asked him to review the courses and 2-year plan, based on our research. We mapped out what we understood Julie had to take in Grades 11 and 12 in order to meet graduation requirements, as well as meet the prerequisites of multiple post-secondary programs and schools. We were very thankful that Mr. Cuerrier was able to refer us to an additional resource, his colleague, Mr. John Lam, Career Advisor, for a second, experienced opinion. Our goal was to come up with a balanced course plan together, with input from student, parents, counsellor and career advisor specialist.

We had a lot of questions and were appreciative to have the opportunity to ask those questions in a face-to-face meeting with Mr. Lam, during his offices hours at Van Tech. We were tremendously impressed by the depth of knowledge and experience Mr. Lam was able to provide in terms of preparation for successful post-secondary applications. He also gave us examples of quality volunteerism, work and leadership experiences to think about. It was one of the most informative consultations we have ever benefitted from. Coming out of that meeting, we finally felt more confident in the plan going forward for Julie in her last few years of high school.

We are so grateful that public schools currently have access to this level of specialized information and experience provided by Career Advisors. We hope that this valuable service will continue for the benefit of all students and parents in the District.

Career Advisors are specialists and are vital members of the team that provide guidance to our students at a decisive time in their education. Please keep Career Advisors in the District. We need their time and their expertise to support our children in preparing for their futures.

Sincerely,

Joseph and Karen Cheung

H: 604-438-1788 | E: joeandkaren@shaw.ca

SPECIAL BOARD / COMMITTEE OF THE WHOLE MEETING

Tuesday, April 11, 2017
Education Centre - Boardroom
5:00 PM - 9:00 PM

Delegation:

Sir William MacDonald Elementary School / Aboriginal Focus School Parent Advisory Council (PAC)

Regarding:

Public Consultation on 2017/2018 Preliminary Budget Proposals

Speaker 1: Michele Buckman - Budget Cuts Not in Line with Reconciliation:

Introduction - My name is Michele Buckman and I am a parent at the Aboriginal Focus School at MacDonald Elementary.

Before I begin, I would like to comment that Aboriginal Education Fund cut ignores the advocacy efforts of Aboriginal parents at AFS over the last few years.

Moving forward, I would like to see a meaningful financial commitment to Reconciliation and the Aboriginal Education Enhancement Agreement (AEEA) in the VSB Budget and insist that the Board make no cut to the Aboriginal Education Fund.

Cutting funding for Aboriginal Education while school outcomes for Aboriginal learners are abysmal is not in line with Reconciliation.

And what about the AEEA? How does this budget demonstrate the Board of Education's commitment to that agreement? For Aboriginal parents that agreement means more than just tracking data.

I heard your Associate Superintendent state earlier that the District will still receive the Provincial Supplementary Grant for Aboriginal learners. As you know, the AEEA is a tripartite agreement between local First Nations, School Districts and the Province. The Provincial Supplementary Funding for Aboriginal Learners indicates the Province's financial commitment to Aboriginal Education¹. From the perspective of an Aboriginal parent, a 75% cut to the Aboriginal Education Fund does not demonstrate the Board's financial commitment to the AEEA.

Now, I would like to comment on the budget document itself. The presented impact of cutting this fund is misleading to reviewers because the impact of cutting this fund is narrowly defined (as a reduction in staffing and supplies). It's a slight of hand gesture to give the false sense that a cut in this budget item is benign. If the fund is only for hiring Aboriginal Teachers - then there is no clear plan, indication or acknowledgement that the Board plans to investigate the structural barriers to enrolment or the institutional barriers in hiring Teachers.

¹ (whether it is enough is a separate but related matter, the Province should be investing in Education and it's Citizens, not pitting parent groups against each other)

Here is an example of an enrolment barrier at AFS: Parents have worked hard to encourage other families to enroll their children in the kindergarten program at AFS because that is the entry point into growing enrolment at the school. Making staffing decisions at AFS based on spring Kindergarten registration is a barrier to enrolment at AFS that comes up at our school each year. Each year that policy effectively prevents additional staffing of Aboriginal Teachers and Support workers at AFS and turns families away from registering their children in the Fall.

Speaking to the issue of hiring barriers, each year Aboriginal Teachers are graduating from SFU and UBC! There are qualified Aboriginal teachers in Vancouver. There needs to be a review of all policies for identification of structural barriers before you can decide that it is too hard or impossible to locate Aboriginal teachers whether they are union related or otherwise and spend this fund. In fact, I would like to see the VSB commit to a clear hiring target for Aboriginal Teachers and Support Staff at AFS and throughout the District and work hard to remove barriers to meet that target.

But who says the Aboriginal Education Fund can only be used in such a limited way and what does that say about reconciliation? Crystal Smith has already spoken to the potential broader use of the fund for the Board this evening. I insist that you to adopt her recommendations immediately.

I also wonder who gets to decide this narrow definition of what an "Aboriginal Education" fund includes and what that says about this Board's commitment to reconciliation? How were Aboriginal parents involved in that decision making process?

Now, the Public Survey on the budget. I was disappointed to see Aboriginal Education lumped in with other priority areas like athletics! How does that align with reconciliation and what message do you think that sends to Aboriginal parents and communities? Aboriginal Education is not an extracurricular activity. Aboriginal parents are not a special interest group either. The unique status of Aboriginal people in this country are enshrined in the Constitution of this country. This survey and budget are insulting.

With regards to closing Adult education centre's, these centre's are a second chance for Aboriginal learners who have been streamlined into certificate programs that often do not equip them with the prerequisites to enter into further training and education for future employment, they are also important to mature learners. I've heard many touching comments today from the students at these centres. Closing these centre's closes doors to opportunities for students who need them and sets up more barriers to education and future employment opportunities. Do you care about budgets or do you care about people? Who is Education intended to serve? Shutting down schools and cutting funding is not the answer to the Vancouver School District's deficit. The Provincial Government needs to invest in public education! What about *their* surpluses? This Board should stand with Parents and say enough is enough.

I heard the Associate Superintendent state earlier in response to Crystal that the VSB annual surplus is a result of unspent funds in Aboriginal Education. I disagree, the unspent funds are not a surplus, they are a missed opportunity to honour the relationship between the district and Aboriginal people in Vancouver.

Thank you,