



VANCOUVER SCHOOL BOARD

BOARD / COMMITTEE OF THE WHOLE MEETING

At this meeting, the Board will be receiving delegations regarding the 2017/2018 Revised Preliminary Operating Budget Proposals. Individuals who wish to be on the delegation list must send in their request to speak by emailing budget2017-2018@vsb.bc.ca. Note that each delegation will be allowed 5 minutes to present.

Monday, April 24, 2017 at 7:00 PM,
Room 114 (Boardroom), VSB Education Centre

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. 2017 / 2018 OPERATING BUDGET PROPOSALS

A. Delegations re 2017 / 2018 Revised Preliminary Operating Budget Proposals

1. Resolution to dissolve the Board Meeting into Committee of the Whole
2. Delegations (to present at 5 minute intervals):
 - (i) Vancouver Elementary School Teachers' Association (VESTA)
 - (ii) Vancouver Secondary School Teachers' Association (VSTA)
 - (iii) B. Lee
 - (iv) T. Gill
 - (v) E. Jeoung
 - (vi) K. Couch
 - (vii) Canadian Union of Public Employees, Local 15 (CUPE 15)
 - (viii) District Parent Advisory Council (DPAC)
3. Resolution to Rise and Report from the Committee of the Whole
4. Resolution to Reconvene the Board Meeting

B. Report re Public Survey

III. CONFIRMATION OF MINUTES

- A) Meeting of March 28, 2017
- B) Matters Arising from the Minutes

IV. SUPERINTENDENT'S UPDATE

V. STUDENT TRUSTEE REPORT

VI. COMMITTEE I: MANAGEMENT CO-ORDINATING

- A) Reports
 1. Meeting of April 5, 2017
 2. Matters Arising from the Report
- B) New Business/Enquiries

VII. COMMITTEE II / III: PLANNING & FACILITIES / EDUCATION & STUDENT SERVICES

- A) Reports
 - 1. Meeting of April 19, 2017
 - 2. Matters Arising from the Report
 - a. Henderson Annex Closure Bylaw
 - b. Laurier Annex Closure Bylaw
- B) New Business/Enquiries

VIII. COMMITTEE III: EDUCATION & STUDENT SERVICES

- A) Reports
 - 1. Meeting of April 5, 2017
 - 2. Matters Arising from the Report
- B) New Business/Enquiries**

IX. COMMITTEE IV: PERSONNEL & STAFF SERVICES

- A) Reports: None
- B) New Business/Enquiries

X. COMMITTEE V: FINANCE & LEGAL

- A) Reports: None
- B) New Business/Enquiries**

(Submit completed Question Period forms to the Recording Secretary)

XI. REPORT OF PRIVATE/RESTRICTED SESSION ITEMS

XII. REPORTS FROM REPRESENTATIVES TO OTHER ORGANIZATIONS / ADVISORY COMMITTEES

XIII. NEW BUSINESS/ENQUIRIES

XIV. QUESTION PERIOD

XV. ADJOURNMENT

Stakeholder Input for Preliminary Operating Budget Proposals

Last year, the board of trustees rejected the proposed budget and took a stand against years of the Liberal government's underfunding of public education which had resulted in a \$21 million deficit.

This year, following teachers' victory in the supreme court, we are finally starting to see some of that funding coming back to public education, but it's not enough. This district is still left with a deficit which sends a strong message that public education continues to be underfunded.

What this deficit means is that we are looking at cuts to some of the district's most vulnerable students. The proposed cuts to the Adult Education program will result in a loss of supports for youth downtown, and a huge barrier to access to education for learners from all over the city.

The youth program at Gathering Place helps youth to be successful in obtaining their grade 12 diploma, when all other options that the school board offers have been exhausted. Many of these students expressed their concerns that with that program gone, they will no longer have any chance to accomplish their goals of graduation. The closure of Main St at Gladstone will be a huge blow to students from all over the district, and beyond, who get around on public transit or have accessibility challenges. Consolidating all classes at South Hill, which has no accessibility modifications and is far from a Skytrain station, will create a huge barrier for many students. Also, given that the board recently spent \$200,000 for renovations at Main St, the decision to close it only a few years later does not demonstrate thoughtful long term planning.

The narrative that learners in our adult education programs are outside of the K-12 system is one with which we wholly disagree. These are students enrolled in K-12 classes, seeking to obtain their grade 12 diploma. These are students who are parents, siblings, and care takers of our students in elementary, who are working to improve their lives, which has a direct impact on the students we teach. As teachers, we see the impacts of poverty on students and families. Many of the students you have heard from attend Adult Education programs to try and get out of the cycle of poverty. It is through Adult Education that they are able to do this.

VESTA speaks strongly against the proposal to rejoin the BC STA and we feel the \$85,000 could be used in much more useful ways that directly support students in the district. Our former board of elected trustees voted to leave this organization as the large fee did not justify the services offered, and we feel any decision to rejoin should similarly be made by an elected board. In our experience the most effective advocacy we have seen has been that which comes from the local level, and supported by local initiatives like the District Advocacy Committee, as this is directly connected to the district and is able to best articulate the issues faced in our district and what supports are needed.

The strategic plan speaks of inclusion, advocacy and creating a culture of care. We do not see this reflected in this proposed budget. We encourage the appointed trustee to reject yet another year of underfunding and send a strong message to the government that they need to do better for the students in Vancouver and fund the system adequately.

2017-2018 BUDGET RECOMMENDATIONS

presented to
Vancouver Board of Education
Committee III / V



April 24, 2017

VSTA RESPONSE TO 2017-2018 BUDGET RECOMMENDATIONS

The Vancouver Secondary Teachers' Association welcomes the opportunity to make comment on the proposed Vancouver School Board budget for the 2017-2018 school year.

On the whole, we are struck by the reality that even in the context of a provincial election only a few weeks away, a large school district in British Columbia is again faced with making cuts to educational programs for students. It is a sad state of affairs that any cuts need to be made and something that Secondary Teachers in Vancouver dearly hope is remembered by the voting public on May 9th.

As all of us at this venue have heard time and time again, Adult Education in the Vancouver School Board often exists as either a last stop or a first stop on an education path for students. For students who have had, for a variety of reasons, many of them socioeconomic, no success in the regular school system, Adult Education can be a haven that keeps the institution of education moving forward in their lives and begins for young adults, a path to success. For recent immigrants and adults motivated to improve their situation, Adult Education can be a place to gain the prerequisites that stand as requirements for a new beginning. That the Vancouver School Board needs to contemplate cuts to Adult Education is a sorry state of affairs, and this needs to be laid straight at the feet of the current provincial government. The Select Standing Committee on Finance, a body representing all parties of the Legislature, recommended that funding for adult education be restored, no doubt recognizing the penny-wise, pound foolish nature of cutting funding to a group of students who are actively pursuing their improvement in the economy. It is not lost on Vancouver Secondary Teachers that the same government that chose to eliminate the Education Guarantee is the government who promoted the change in name from the Vancouver School Board to the Vancouver Board of Education, at the time touting the benefits of a community-wide Educational organization, dedicated to the provision of education for all citizens of Vancouver.

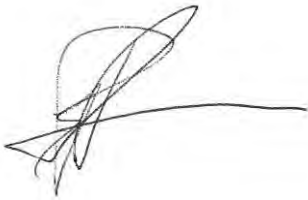
Secondary Teachers in Vancouver are perplexed at the role of the online budget survey. The results of the survey, that contained questions that seemed to pit programs and services against others, will not be available until immediately before the Board makes final deliberations on the budget and if the survey is viewed as an important component of the consultation process, there does not seem to be an opportunity for Stakeholders to comment on the results in a fashion that might make a difference in the Board's deliberations.

Regarding specific proposals in the budget document, the VSTA believes, as we stated in our comments at the Committee III/V two weeks ago, that paying \$90,000 to rejoin the British Columbia School Trustees Association is not good value for the advocacy dollar. It is certain that public schools and indeed all public institutions need strong advocates in the fiscal climate created by the current provincial government. What is not certain is the benefit that \$90,000 (roughly the cost of a teacher) will do to create better conditions for any students in Vancouver.

The VSTA is concerned that the continued focus on rental revenue, mainly from filming will further burden administrative staff with duties that do not focus on the improvement of educational outcomes of students. The VSTA receives regular contact from teachers concerned with the amount of time that site-based administration devotes to securing and managing film crews at school sites.

Vancouver teachers are happy that the Board has the opportunity to spend up to \$56 million of notional funding from the CEF on increased staffing for the next school year, thanks largely to the Supreme Court of Canada and teachers' own sacrifices. It is entirely disconcerting to note that if this court decision and resulting Memorandum of Agreement had not materialized when it had, that this budget would face a deficit of over \$10 million, an amount that we have been told would have come largely from programming for students. Secondary teachers look forward to productive and collaborative discussions on building timetables in schools that meet the requirements of the restored language, therefore increasing the inclusive educational opportunities for all students in our classrooms.

Respectfully,

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

Rory Brown
President

APRIL 24, 2017
VSB Budget Public Consultation

Thank you Trustee Turner.

My name is Barbara Lee and my children are in the Early Mandarin Bilingual program also known as EMB at Norquay elementary school.

There has been opposition in the past by admin for EMB parents to present to VSB committees, therefore, I am here to speak on behalf of myself and many other EMB parents. I am not here speaking on behalf of Norquay PAC.

I have some background information that was provided when EMB parents presented last year.

Since EMB's inception in 2011, the program has slowly been eroded by many factors, including:

- the lack of commitment to maintain original intake numbers of one and a half Kindergarten classes per year,
- the delay of curriculum development,
- but most importantly – delays in planning for a properly developed and implemented high school program for our EMB students to transition into.

EMB parents have been patiently waiting for the VSB to designate a secondary site for our EMB students to continue on to and we were willing to attend whichever high school was chosen.

However, given the continued lack of decision making for our program and back tracking of decisions made in the past, many parents are in agreement that there is no longer enough time to develop a well planned and well implemented EMB program into a completely new high school site without our students being subjected to more piloting of courses, inexperienced teachers and untested materials year after year. This may have been acceptable at the elementary school level, but this would no longer be acceptable at the high school level.

Only recently has a EMB High school Transition Committee been formed and so far it has backtracked on all the progress parents were told was made in the past. As well, this committee declined to add an intermediate EMB parent to the group – the most important voice and stakeholder in this decision.

Therefore, many EMB parents have come to the conclusion that the only option left is to advocate for our EMB students to merge with the Jamieson late Mandarin students at Eric Hamber.

As well, with the decrease of Mandarin classes from 5 to 4 classes at Jamieson, it only makes the most logistical and budgetary sense that our 2 schools Norquay and Jamieson feed into a merged Mandarin program in grade 8 at Eric Hamber.

All the reasons given by VSB staff to date, for why Hamber is not a viable option can be easily countered. One main reason given is that Hamber will be going through seismic upgrading – ok, but all Hamber students also be affected. We think a last minute slapped together program will be worse.

So, VSB would rather waste more money and more time on more meetings to determine an alternate site requiring more money and additional teachers for EMB?

Since this is Budget meeting what we are proposing makes sense to the bottom line for the VSB, unless of course there are other hidden agendas at work here.....

Our children have been used to boost up enrollment at Norquay when it had a declining student population and since 2011 we have added to the revitalization of the school community. However, it seems that our EMB children are again being used by VSB to see what high school we could boost numbers for or save from potential closure. Leaving our students in limbo, and twisting in the political winds and game playing..

Students and parents are feeling stressed by not knowing what will happen. For example, some families moved or are considering moving, but they were unsure where they should move to as they did not know where the EMB high school would be located. Other families with older siblings not in EMB, were unsure as to which high school the older child should attend as parents didn't want siblings going to different high schools.

Also, if a high school is not chosen by June this year, our Grade 7 EMB students will lose out on the opportunity to experience visiting their future high school site along with all other Gr. 7s in the district in the Fall of 2017.

EMB is definitely one of the bright spots at the VSB and we see Mandarin language as a skill for future global competitiveness for our children and it should be considered similar to learning a coding language - and not as some see it - as a heritage program – it is not.

Choosing to allow the Norquay EMB students to attend Hamber makes sense for both programs, the budget and the VSB. This decision needs to be made by June 2017.

The program needs a champion at the Board level and we hope this person is you, Ms. Turner and that you will take the initiative to move the program forward so that EMB students will not no longer be played in an enrollment game.

Please do not allow EMB to wither away due to neglect and long delayed decision making. This would be a travesty and a black eye for the VSB.

Thank you.

Early Mandarin Bilingual Program: Global Leadership



**EMB Parents of Norquay Elementary
Committee III Presentation – May 11, 2016**

High Demand

- Wait-list is formally 55 families
- Parents say: It's much higher than that, people know about the demand and are discouraged
- Langara has over 1,000 registrants for K-12 Mandarin classes

Brief EMB Program Overview

- John Norquay Elementary School (East side between East 29th Avenue & Kingsway)
- Program intake began in 2011
- 156 students, K-5 in 2015-2016; Low attrition!!!
- 80% of students live outside catchment
- English proficiency required (90% of families non-Mandarin speaking)
- Goal: 50% Mandarin language instruction
- Curriculum is home-made: VSB/teacher developed

Parent Feedback

- Long Range Facility planning needs to house EMB high school program
- Teachers need support in continuing to develop a home-made EMB curriculum
- Deep concern with proficiency standards and goals

High Parent Engagement

- 90%+ response to parent survey from VSB
- 70% response to our own survey.
Highlights:
 - 20% of families said they'd go outside the VSB system if not for EMB
 - 75%+ said they'd go anywhere in Vancouver for high school
- Packed house at May 3rd Norquay meeting

Benefits of EMB to VSB

- Program has reversed declining enrolment at Norquay
- Program is a magnet for kids who would go elsewhere
- Brings in a group of well-organized, supportive parents

Benefits of EMB to Students

- Cognitive benefits to children well-supported by research
- Economic benefits in a Pacific-Rim nation and an Asian-flavored city
- An excellent fit for VSB Strategic Plan and Vision 2021

Mandarin Around the World

- What do former Australian Prime minister, Kevin Rudd; the successful entrepreneur, Mark Zuckerberg and the U.S. President Obama's daughter, Malia Obama have in common? They all study Chinese as their second language.
- *Dual-Language Classes for Kids Grow in Popularity* (Wall Street Journal, April 1, 2016): "In increasingly global economy, more parents seek leg up for their children through early immersion programs"
- *The rise and rise of Mandarin – but how many will end up speaking it?* (The Telegraph UK, 20 Sep 2011): "China's growing importance in the world has convinced millions to start learning Mandarin, but how many will end up able to speak one of the world's most difficult languages?"
- *Mandarin Chinese becoming first choice as second language* (The Denver Post, 10/22/2012)



- [The Top Languages to Learn in 2015](#)
- July 29, 2015/ [Li Comments in Language Blog by Alissa Wordak](#)
- Fancy learning a new language this year? Whether you're still a student or you're just looking for a way to improve your career outlook, we've selected the top languages to learn in 2015.
- **1. Mandarin**
- The official language of China, Mandarin is already the most widely spoken language in the world. Per [WhoSpeaks](#), 955 million people, 14.4% of the world's population, claim it as their native tongue. The demand for Mandarin speakers will only grow in the years to come, as China nudges the United States out of the top spot as the nation with the world's largest GDP. Mandarin is also the second most popular language online. In a 2013 report, the [British Council](#) ranked it as one of the top 10 most important languages for the future of the UK.
- Difficulty level: High
- Mandarin is considered a difficult language for English speakers to learn. According to the [United States Foreign Service Institute](#), it takes an average of 2,200 classroom hours for English speakers in class. Are you up for the challenge?

Next Steps

- Continued support and funding of the program
 - Consider a temporary part-time Mandarin language consultant at least for the transition of EMB from elementary to secondary (2017-2018)
- Develop and Implement a voluntary Mandarin Proficiency assessment in Gr. 4, 7, 10 and 12
 - Assessment and evaluation is necessary to ensure consistency and teaching standards across classrooms and important for evaluating students entering at later grades to strengthen enrollment numbers
 - Additional intake at Gr. 4/5/6 or 8 to strengthen numbers
 - Second elementary site as per original plan
- The EMB Parents are passionately committed to this program and ready to help

How many hours?

Per the United States Foreign Service Institute, it takes an average of 2,200 classroom hours for English speakers to master Mandarin

- 13 years – 3 hours per week for 52 weeks
- 10 years – 4 hours per week for 52 weeks
- 5 years – 8 hours per week for 52 weeks

Final Thought:

We recognize that it is a difficult time for Public Education, and while Trustees and Staff are struggling with what to lose, we ask that you also keep in mind what can be **gained and grown** with a little funding and attention.

We think Early Mandarin is one such program that can be grown to reap a tremendous amount of educational, cultural, social and funding benefits.

Thank You!

謝謝

2017/2018 Revised VSB Budget: E4 - Career Information Advisors

Before I start, I would like to acknowledge the hard work of VSB in their budget, however, speaking from the perspective of the Vancouver students, we do not agree with item E4 on the budget, which calls for the removal of Career Information Advisors in the district. The role of Career Advisors was very vaguely explained in the budget proposal, which may be one of the reasons why it was seen as not as important to students. In reality, the services Career Advisors provide are imperative to the success of the students. They receive specific information from universities about everything. They are able to find admission requirements for students, as well as provide a detailed summary of courses for specific professions. In removing these advisors, students will find a harder time in finding adequate information on post-secondary options.

The solution that was provided in the revised budget is the implementation of new Career Education courses. A problem that was discussed was the efficiency of these courses. The way the courses were described were perceived by many students to be much like a Planning 10 course, and many students can attest to the uselessness of the course. There is also the issue with the implementation of these courses. If these courses are to be put in place, they must constantly be updated. Each year, the admission requirements for post-secondary institutions are updated, and if this is not accurately reflected in career education courses, then students will be taught outdated information on such an important topic for the future of the students. In addition, it is unlikely that there will be enough proficient teachers to teach this course, and will most likely be someone who is not a specialist in this profession. This will merely top teachers' loads and will not benefit any party involved. The point the Vancouver students wish to stress is that this is not a viable solution to this issue.

Please think of what you're doing to the Vancouver students, especially those entering their senior years. In cutting the Career Advisors before the implementation of career education courses, students in grade 11 and 12 will be the deeply affected. There will be a gap of two years worth of students who will not receive career help. This will force these students to find more expensive options, which start from up to \$150 an hour, which can increase depending on circumstances. While it is true that there will be students who have the proper resources to find external sources for private career counsellors, those families who are lower-income and underprivileged will be put in a very difficult position.

Even if it is just for a few more years, the future grade 11 and 12 students beg you to keep these career advisors, at least until the implementation of the new career education courses. The \$166k to restore these services will greatly pay off in the long run.

Before I conclude, I would like to bring up some questions from my peers.

1. Ms. Turner, with your previous experience as a teacher, a principal and a superintendent, I can only assume your main priority is the students. Because the CIAs intimately impact students, how can you justify these cuts when you know of the importance of this role upon the students?
2. How are you planning on supporting the students in the two year gap outlined earlier, as they are not able to receive the new curriculum?

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.

To the Official Trustee Dianne Turner and
Senior Staff of the Vancouver School Board

Thank you for the time that you have allotted for feedback regarding preliminary budget proposals on behalf of the members of CUPE Local 15 whose livelihoods is at risk.

I would like you to consider these alternatives to the proposed budget.

1. Not reaffiliating with BCSTA at a cost of \$90,000.00 this should be left to the future trustees of the VSB. This money would be better spent on direct services to students such as CIA's.
2. CUPE 15 member's involvement in the WAMP. The PEBT trustees are not on board with AMP's as they are costly where as JEIS is free to the board and mandatory for CUPE 15 employees. The parties can agree to a shorter schedule to engage our members in JEIS rather than the current six days it could be shortened. Monies from the savings could be utilised in programs such as Career Information assistants.

I believe these are two viable options for the board as it reviews ways of balancing its budget.

Warren Williams
President CUPE
Local 15

Summary Report of the Vancouver School Board Budget 2017 Consultation Survey

INTRODUCTION:

The Vancouver School Board (VSB) consulted stakeholders on the 2017 Budget. Over the last several years, the Vancouver School Board (VSB) has been facing financial pressures as a result of a number of factors, including declining student enrolment and excess school facility capacity, which have impacted revenue, expenditures and operations. In 2016, VSB adopted a five-year Strategic Plan, developed in consultation with students, families, staff, and stakeholders. To ensure the budgeting process aligns with the priorities identified in the Strategic Plan, VSB updated its budget development process.

Starting this year, VSB prepared a five-year business plan to align with the Strategic Plan. Adopting a five-year planning process will allow the district to be forward looking in tackling its long-term financial pressures and will create more stability for VSB. It will also provide a framework for future budget planning and discussions.

This year the VSB introduced an online survey to gather feedback on the five-year business plan, community awareness, and operating priorities. This allowed VSB to hear from the greatest number of people in the shortest amount of time, ensuring a diverse range of voices were heard. This also facilitated input from those who were uncomfortable speaking in front of crowds in more traditional formats, such as public meetings, thereby encouraging a wide range of feedback.

Overall, 778 surveys were completed between April 6 and April 18. VSB heard from parents/guardians, students, community members and VSB staff. The majority of respondents who completed the survey were parent/guardians, followed by VSB students.

The following report summarizes the online feedback received. Respondents completed a series of closed-ended questions. However, VSB provided an open-ended question for respondents to provide additional feedback. Responses to this question were analyzed, coded, and grouped into themes. A chart summarizing the themes identified follows later in this report.

BACKGROUND:

The Budget 2017 survey asked questions about budget planning and implementation, as well as operating priorities. Respondents were asked about their awareness of VSB's new five-year planning process as well as the allocation of district resources. These questions will help VSB understand the extent to which its various stakeholders share an understanding of the district's budget.

Respondents were also asked to identify instruction-related, facilities and maintenance, and administrative priorities. These questions will help VSB balance future budget considerations and planning with community priorities.

DISCUSSION:

Introduction

The survey explored three topic areas: the five-year budgeting process, budget expenditures and budget priorities.

The survey first explored the five-year Strategic Plan and its accompanying five-year budgeting process. This portion of the survey sought to determine the level of awareness of the transition to a five-year process, and the community-led priorities that the VSB is working toward.

The survey then provided information on its operating, maintenance and administrative expenditures. Respondents were asked about their level of awareness of each, which will help guide future VSB communications about budget operations.

Finally, the survey asked respondents to indicate their priorities for funding.

5-Year Budgeting Process Questions

Question 1: "How aware are you that VSB has transitioned to a five-year budgeting process?"

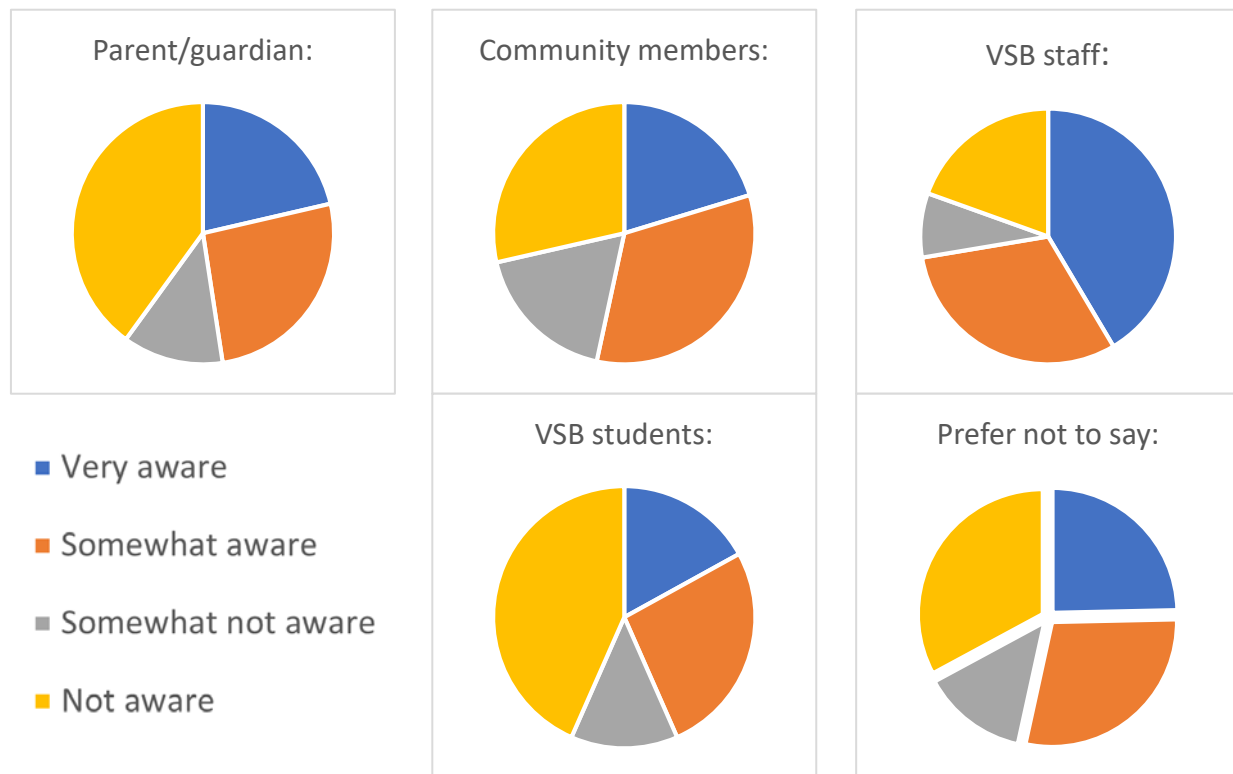
Overall, the level of awareness that VSB had transitioned to a five-year budgeting process was split almost evenly between an awareness of the transition and a lack of awareness of the transition. However, a higher number of survey respondents indicated they were either strongly or somewhat aware of the transition compared to being somewhat unaware or not aware at all. The largest response category was "Not Aware" followed by "Somewhat Aware," "Strongly Aware," and lastly "Somewhat Aware."

- Very aware
- Somewhat aware
- Somewhat not aware
- Not aware

Overall Question #1 Responses



Segmented audiences responded as follows:



Question #2: “How aware are you VSB has structured its 2017 budget to meet the priorities identified in the Strategic Plan?”

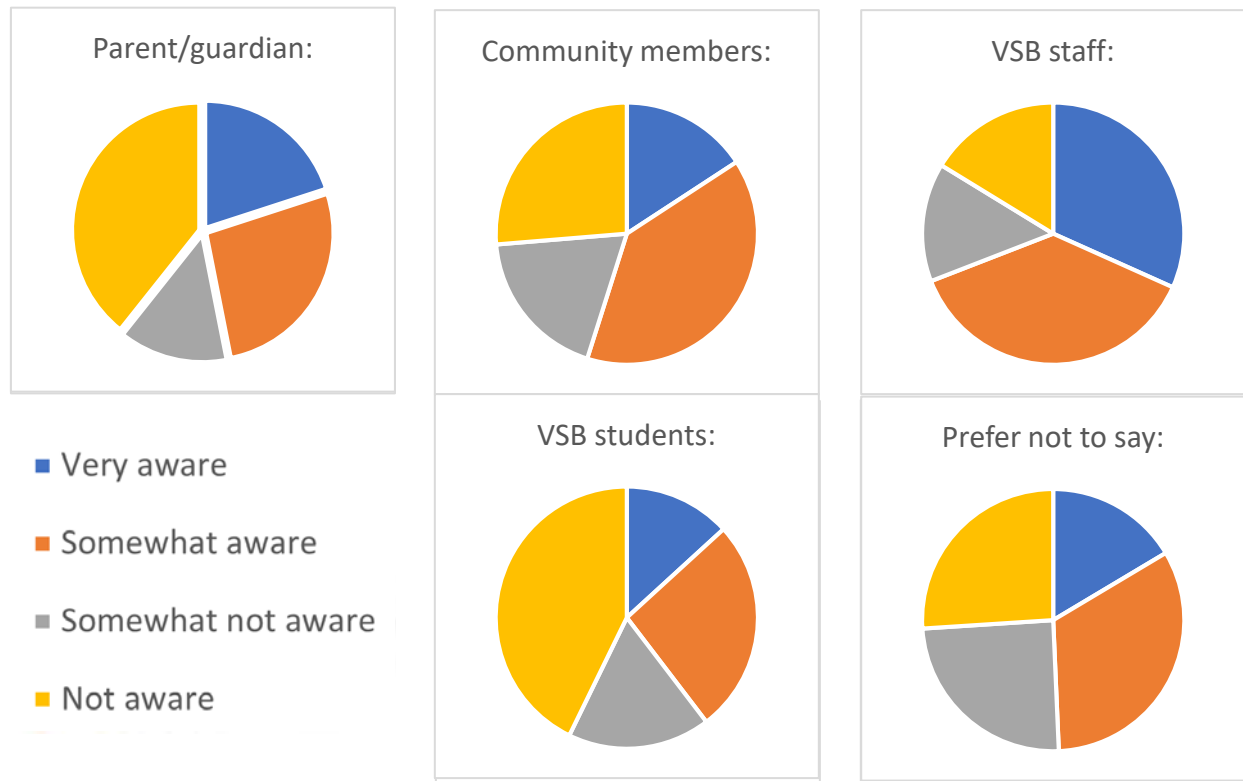
Overall, the level of awareness that VSB had restructured its 2017 budget was split almost evenly between the levels of awareness and lack of awareness. Most survey respondents identified with “Not aware” followed by “Somewhat aware,” “Very aware,” and lastly “Somewhat not aware.”

- Very aware
- Somewhat aware
- Somewhat not aware
- Not aware

Overall Question #2 Responses:

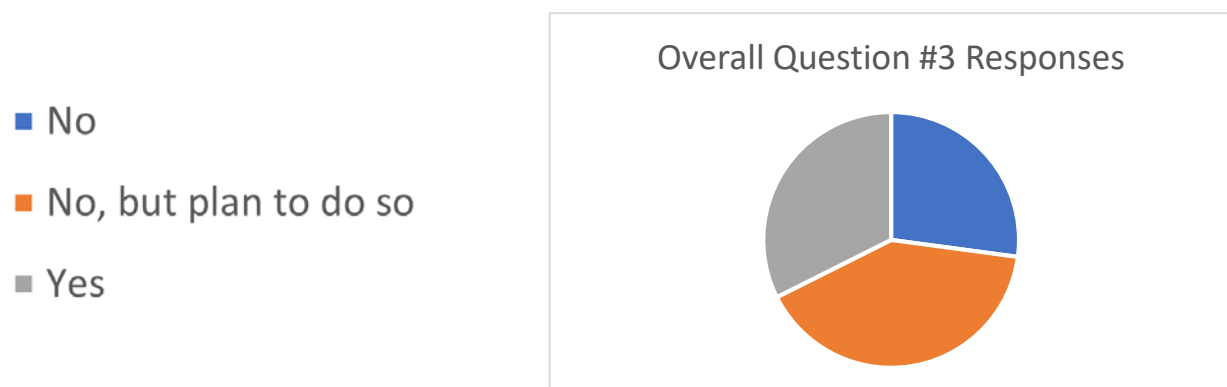


Segmented audiences responded as follows:

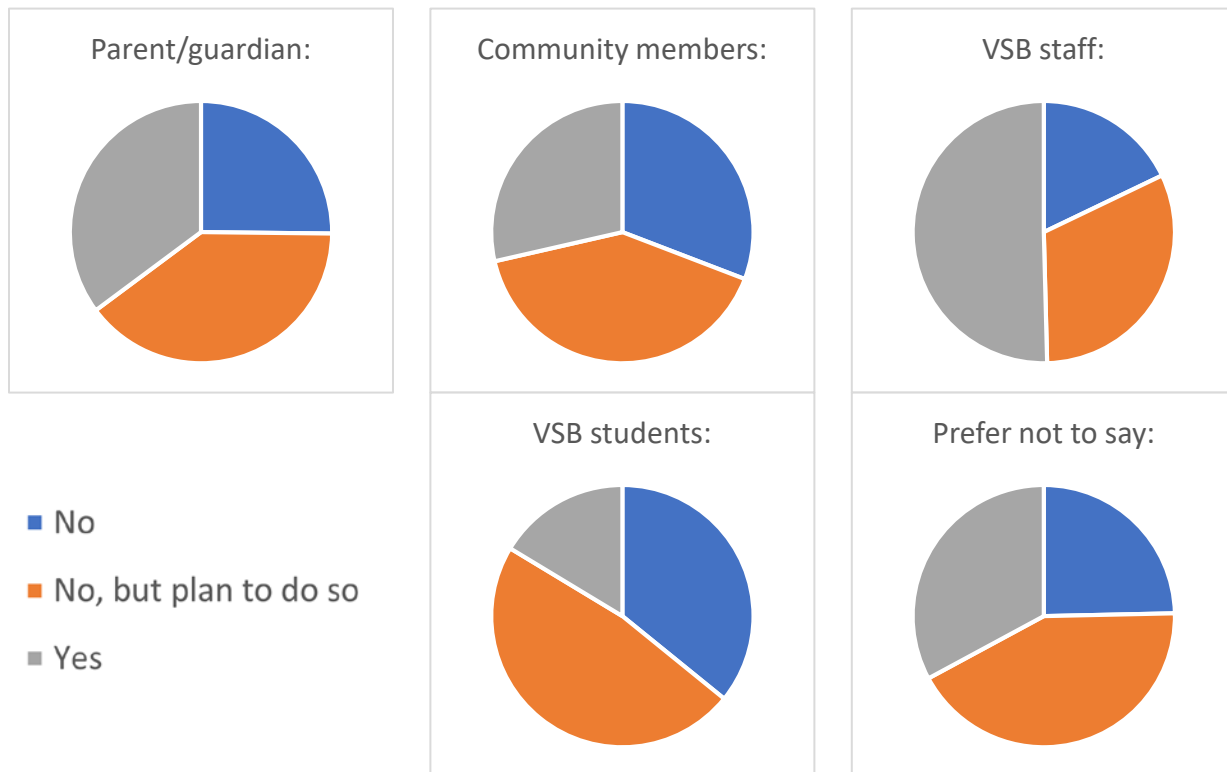


Question #3: “Have you had a chance to review the VSB 2021 Strategic Plan?”

Most respondents had not reviewed the 2021 Strategic Plan but indicated that they planned to do so. A significant portion of respondents had not reviewed the plan without an intention to do so. The remaining respondents had reviewed the plan.



Segmented audiences responded as follows:

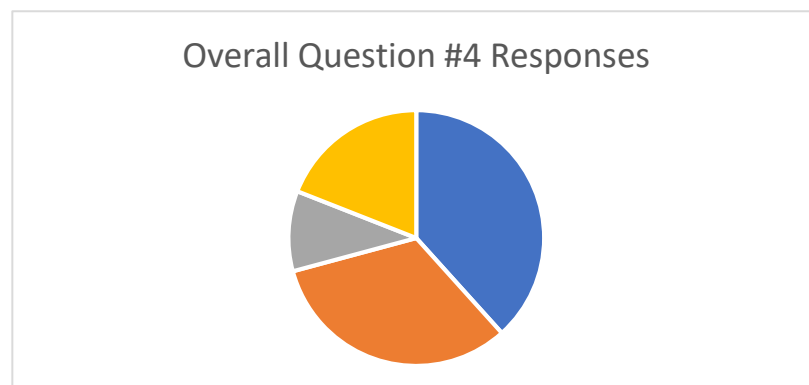


Budget Expenditure Questions

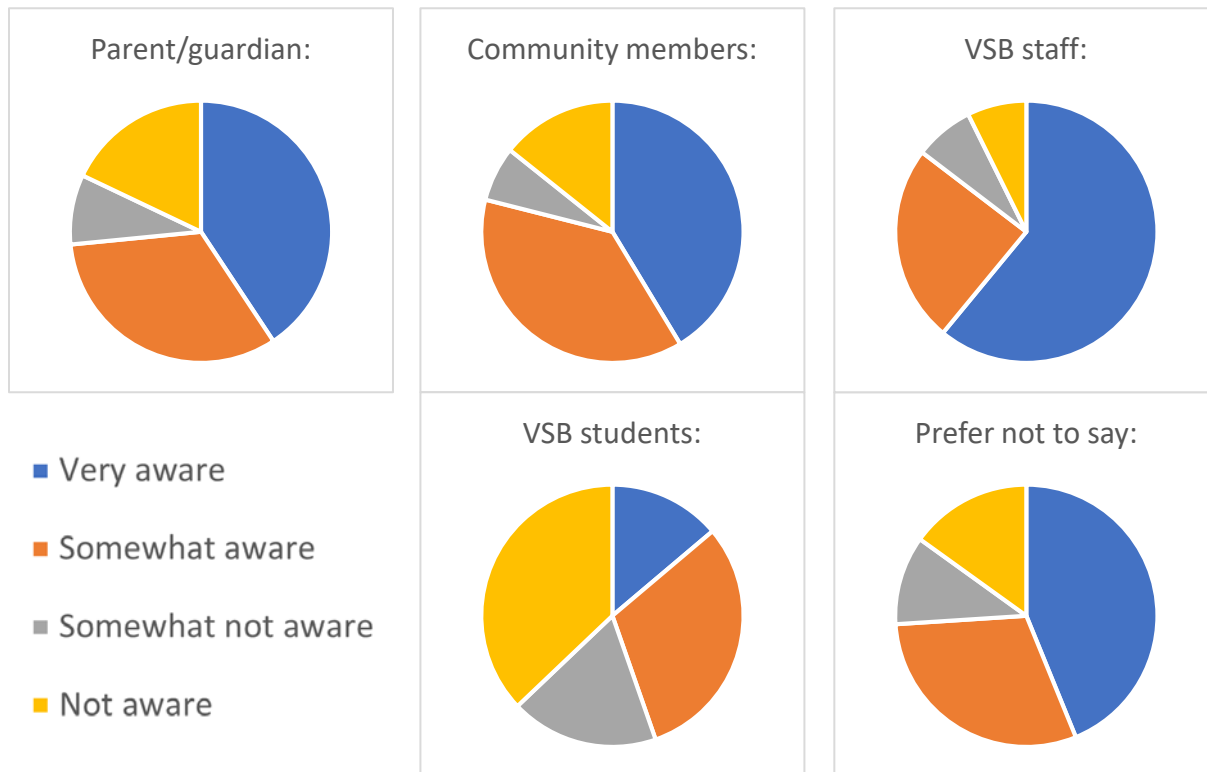
Question #4: "VSB allocates 84.3% of its operating budget to instruction-related costs (including costs funded through the Classroom Enhancement Fund to meet the reinstated contract language as a result of the Supreme Court of Canada decision). Were you aware that the majority of funding was allocated in this way?"

The overall level of awareness about VSB's funding allocation for instruction-related costs was high. The largest response category was "Strongly aware" followed by "Somewhat aware," "Unaware," and lastly "Somewhat unaware."

- Very aware
- Somewhat aware
- Somewhat not aware
- Not aware

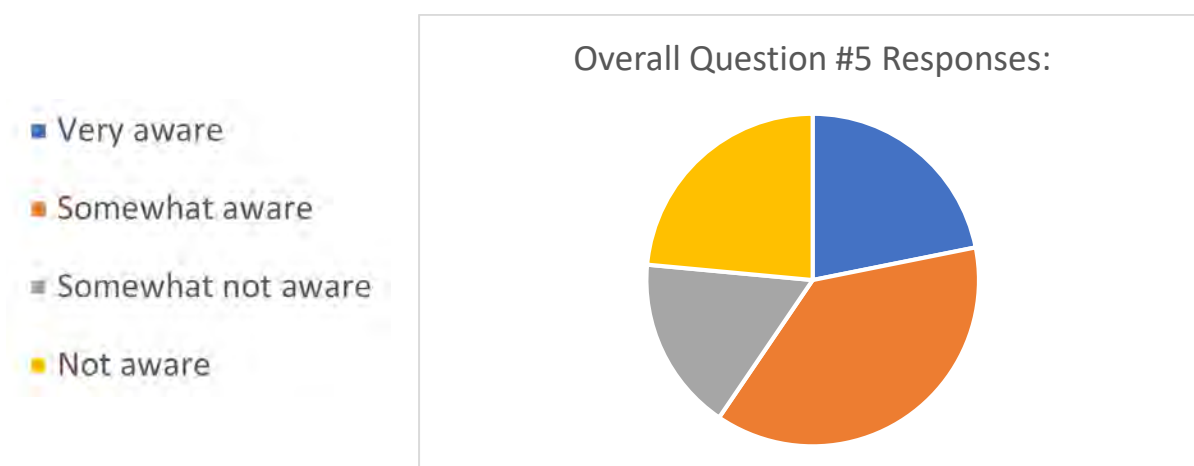


Segmented audiences responded as follows:

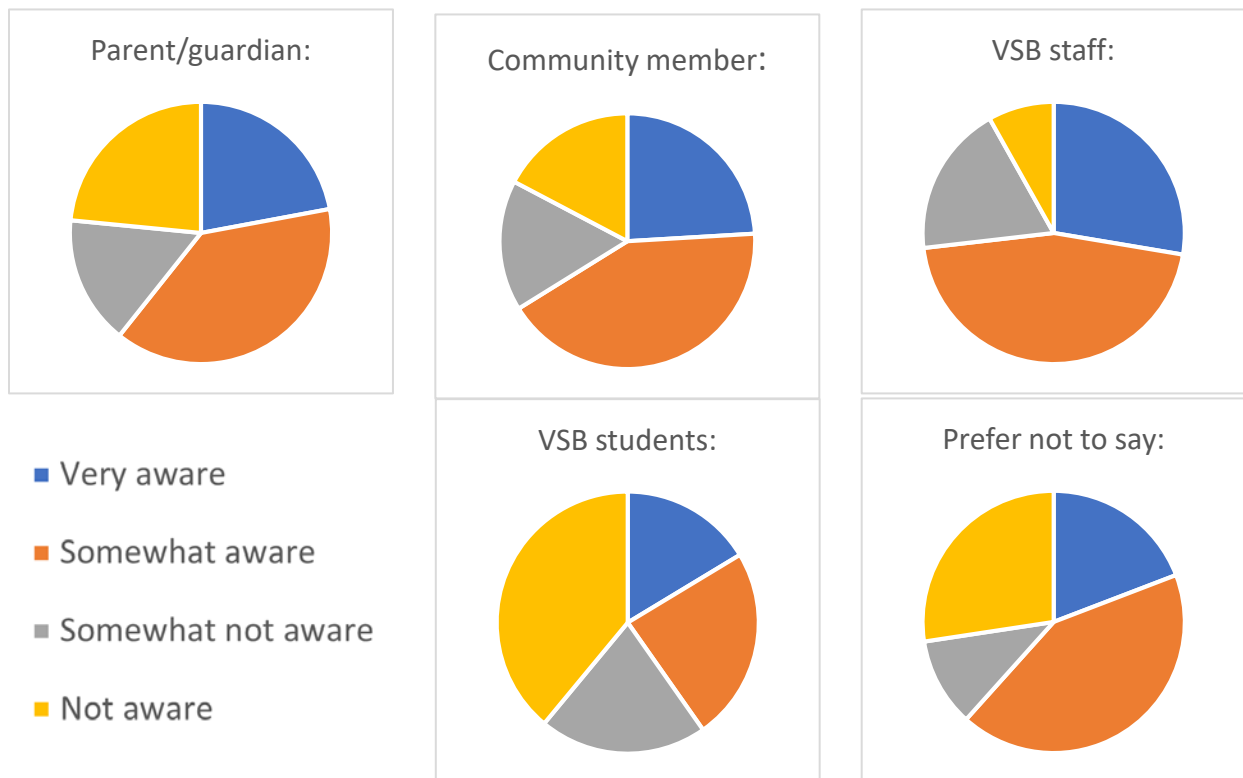


Question #5: “Building operations and maintenance accounts for 11.6% of the VSB operating budget. Were you aware that this amount of funding is directed to maintain facilities?”

Overall, more respondents were aware of this allocation to some capacity. However, a significant number remained unaware of this funding allocation.

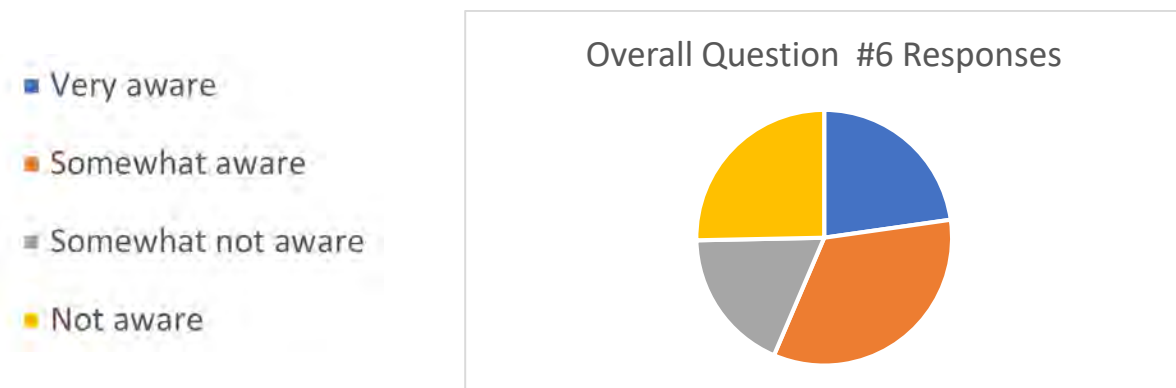


Segmented audiences responded as follows:

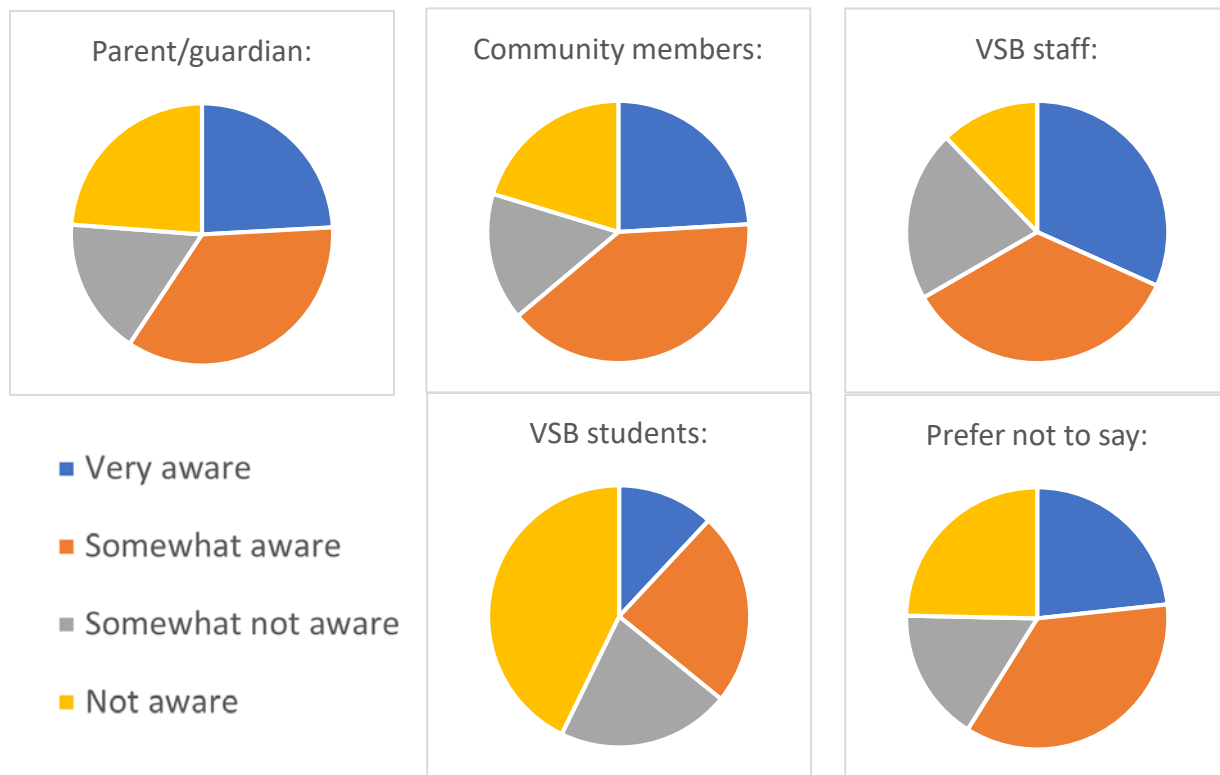


Question #6: "District administration accounts for 3.0% of the VSB operating budget. Were you aware that that this amount of funding is allocated towards administration?"

Overall, respondents were aware of VSB's budget allocation for district administration. The largest response category was "Somewhat aware" followed by "Unaware," "Strongly aware," and "Somewhat unaware."



Segmented audiences responded as follows:



Budget Priority Questions

Question #7: "Instruction-related considerations: please select and prioritize up to seven items from the list below that are most important to you."

Question #8: "Building and maintenance considerations: please select up to three items from the list below that are most important to you."

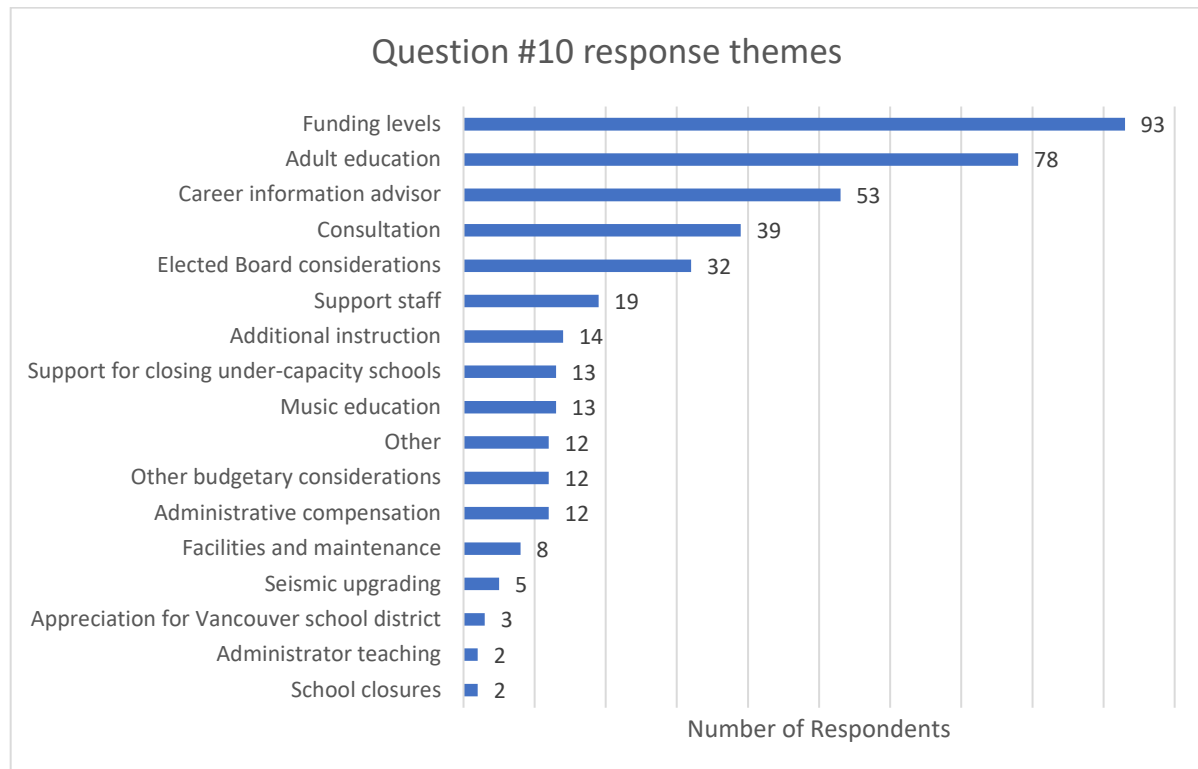
Question #9: "Administrative considerations: please select and prioritize up to three items from the list below that are most important to you."

Given concerns brought forward regarding questions 7, 8 and 9, responses are not being provided at this time. The official trustee will review responses and determine whether or not to consider this information in budget deliberations. If considered, responses to these questions will be shared with the public.

Other Questions

Question #10: “Are there any other considerations we’ve missed that you want us to be aware of through the Budget 2017 process?”

Respondents were invited to provide additional comments about the Budget 2017 process. Out of 778 respondents, 424 left comments, which were spread largely across 17 different broad themes. These themes are shown in the following chart:



Most open-ended comments fell into one of the following five themes: funding levels, adult education, career information advisor, consultation, and elected board considerations. Comments pertaining to funding levels and adult education were the two most prominent themes.

In general, many comments about funding levels referenced concern about being asked to denote spending priorities. Respondents further noted that all instructional priorities were valuable and that the VSB should request further funding from the Province.

Comments about adult education largely related to the proposed closures of the adult education centres at the Main Street Education Centre and the Gathering Place Education Centre. Comments reflected a desire to keep these centres open, as respondents felt they were vital to new immigrants, refugees, and low-income individuals.

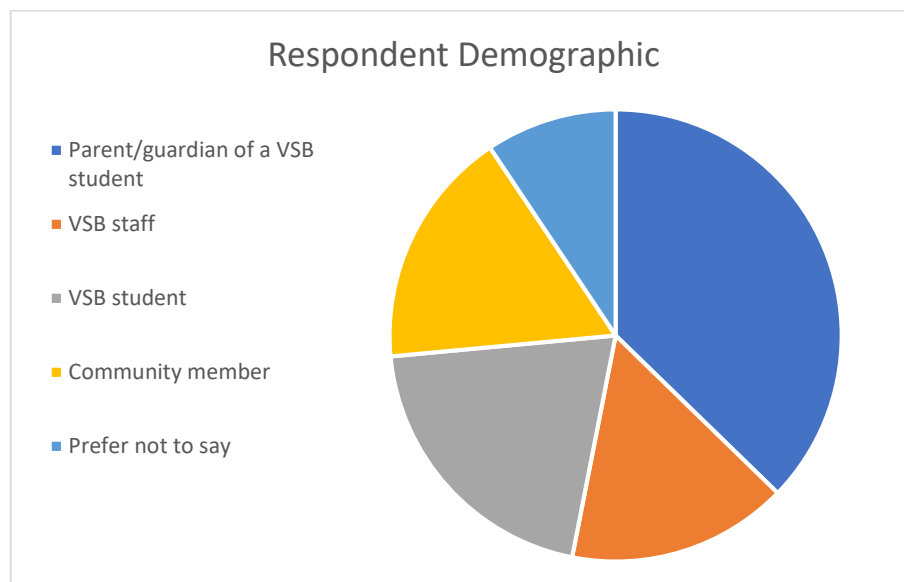
In reference to career information advisor comments, many people expressed that these roles were a component of high school education. Respondents noted they were important both for those students pursuing post secondary education, as well as for those who were not planning to pursue post secondary education.

A number of respondents felt the consultation process was insufficient. Respondents' comments varied greatly, however, some sub-themes emerged, including: the restriction of engagement to an online platform; the provision of only English online material; the open nature of the survey, allowing people in any location to access the survey.

Finally, respondents noted considerations about the lack of an elected board. The majority of respondents whose comments fell into this category felt that budget decisions should be made by an elected board. Respondents felt that an elected board would not put forward the cuts that are proposed in the Budget 2017 proposal.

Question #11: "Are you a: parent/guardian of a VSB student, VSB student, community member, VSB staff, prefer not to say."

A majority of respondents were parents/guardians of VSB students. The second largest category of survey respondents were VSB students, followed by community members. The next category of survey respondents were VSB staff. The smallest category of respondents preferred not to determine their segment base.



BOARD MEETING

Tuesday, March 28, 2017 at 7:00 pm

The Board of Trustees of Vancouver Board of Education of School District No. 39 (Vancouver) met in the Boardroom at the Education Centre, 1580 West Broadway, Vancouver, B.C. on Tuesday, March 28, 2017 at 7:00 pm.

Present: Dianne Turner, Official Trustee
Guy Bonnefoy, Interim Secretary Treasurer
Nancy Brennan, Associate Superintendent-Learning Services
David Nelson, Associate Superintendent-Strategic Planning & Implementation
Murray Doucette, Associate Superintendent-Employee Services
Magdalena Kassis, Director of Instruction – Field Services
Ellen Roberts, Director of Instruction – Field Services
Adrian Keough, Director of Instruction – Learning Services
Lisa Landry, Director of Finance
Chona Caparas, Administrative Coordinator (Recorder)

The Official Trustee called the meeting to order and acknowledged that the meeting of the Board is being held in the traditional territory of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples.

I. MOTION TO APPOINT ACTING SUPERINTENDENT OF SCHOOLS

The Official Trustee passed the following resolution:

That the Board appoint Nancy Brennan as Acting Superintendent for the duration of this meeting.

II. OFFICIAL TRUSTEE STATEMENT

The Official Trustee provided a statement with regard to reports received from Roslyn Goldner, independent investigator engaged by the Vancouver Board of Education, and from WorkSafe BC on their investigation into workplace bullying and harassment at the VBE.

III. CONFIRMATION OF MINUTES

A. Meeting of February 27, 2017

The Official Trustee passed the following resolution:

That the minutes of the February 27, 2017 meeting be adopted.

IV. SUPERINTENDENT'S UPDATE

The Acting Superintendent of Schools reported on the following items:

1. Killarney Secondary student, K. Wong and King George Secondary student, D. Avery were recipients of the Loran Scholarship. (Reference: Goal 2b of the Strategic Plan)
2. Students moved into the new Crosstown Elementary building on Expo Boulevard on March 27, 2017. (Reference: Goal 4c of the Strategic Plan)
3. Weekly nature walks by Grade 2 students of Queen Mary Elementary. (Goal 1e of the Strategic Plan)
4. VSB's annual reception for newly retired employees. (Reference: Goal 2b of the Strategic Plan)

V. STUDENT TRUSTEE REPORT: None

VI. COMMITTEE I: MANAGEMENT CO-ORDINATING

A. Reports

1. Meeting of March 1, 2017

The Official Trustee reviewed the March 1, 2017 report of the Committee, a copy of which is filed with the minutes. The following item in the report was provided for information:

- o Sustainability Update

The Official Trustee passed the following resolution:

That the report of the March 1, 2017 meeting be received.

VII. COMMITTEE II: PLANNING & FACILITIES

A. Reports

1. Meeting of March 27, 2017

The Official Trustee reviewed the March 27, 2017 report of the Committee, a copy of which is filed with the minutes. The following items in the report were considered:

a) 2017/18 Annual Capital Plan Bylaw

The Official Trustee approved the following resolutions:

That the 2017/18 Capital Plan Bylaw be given all three readings at this meeting.

That the Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of approval March 17, 2017 from the 2017/18 Capital Plan be hereby adopted.

This Bylaw be cited as School District No.39 (Vancouver) Capital Bylaw No. 1617CP39-01.

Read a first time the 28th day of March, 2017;

Read a second time the 28th day of March, 2017;

Read a third time, passed and adopted the 28th day of March, 2017

VII. COMMITTEE II: PLANNING & FACILITIES

A. Reports

2. Meeting of March 27, 2017 (continued)

b) Proposed Maquinna Annex Lease to Conseil scolaire francophone de la Colombie-Britannique (CSF)

The Official Trustee approved the following resolutions:

That the Chief Maquinna Annex Lease Bylaw be given all three readings at this meeting.

That as a Bylaw of the Board that the Board lease the Premises to the Tenant on the terms and subject to the conditions set out in the Lease.

That the Secretary Treasurer be hereby authorized, on behalf of the Board, to execute and deliver the Lease and all related documents required to complete the lease of Chief Maquinna Annex to the Tenant pursuant to the terms of the Lease.

This Bylaw be cited as “School District No. 39 (Vancouver) Chief Maquinna Lease Bylaw 2017”.

Read a first time this 28th day of March 2017.

Read a second time this 28th day of March 2017.

Read a third time, passed and adopted this 28th day of March 2017.

The following items in the report were provided for information:

- BC Hydro SEED Proposal – Update
- General Gordon Yellow Outbuilding – Update
- Britannia Tri-Party Agreement - Update

The Official Trustee passed the following resolution:

That the report of the March 27, 2017 meeting be received.

VIII. COMMITTEE III: EDUCATION & STUDENT SERVICES

A. Reports

1. Meeting of March 1, 2017

The Official Trustee reviewed the March 1, 2017 report of the Committee, a copy of which is filed with the minutes. The following items in the report were provided for information:

- Update on Graduation Years Curriculum
- New School Plan Templates
- Alternative Education Overview

The Official Trustee passed the following resolution:

That the report of the March 1, 2017 meeting be received.

IX. COMMITTEE IV: PERSONNEL & STAFF SERVICES: None

X. COMMITTEE V: FINANCE & LEGAL: None

XI. REPORT OF PRIVATE AND RESTRICTED SESSION ITEMS

The Official Trustee reported the following items:

- 1) At the Board's Restricted Session of February 21, 2017, a resolution was passed regarding a legal matter.
- 2) At the Board's Restricted Session of February 27, 2017, a resolution was passed regarding a District Management position.
- 3) At the Board's Private Session of February 7, 2017, a resolution was passed regarding a BC Hydro initiative.
- 4) At the Board's Private Session of February 14, 2017, a resolution was passed regarding a letter to BC Hydro.
- 5) At the Board's Private Session of February 27, 2017:
 - a) a resolution was passed regarding a VSB Property; and
 - b) a resolution was passed regarding a recommendation for pool of candidates for elementary principals.
- 6) At the Board's Private Session of March 8, 2017:
 - a) two resolution were passed regarding a VSB property; and
 - b) a resolution was passed regarding an appointment to a District Vice-Principal position.

XII. REPORTS FROM REPRESENTATIVES TO OTHER ORGANIZATIONS / ADVISORY COMMITTEES: None

XIII. NEW BUSINESS/ENQUIRIES: None

XIV. QUESTION PERIOD

The Acting Superintendent responded to a question regarding the VBE's Alternate Education Program.

XV. ADJOURNMENT

The Official Trustee adjourned the meeting at 7:47 pm.

Dianne Turner, Official Trustee

Guy Bonnefoy, Interim Secretary Treasurer

COMMITTEE MEETING

COMMITTEE I – MANAGEMENT CO-ORDINATING

WEDNESDAY, April 5, 2017

Committee Report to the Board, April 24, 2017

The Official Trustee called the meeting to order acknowledging the meeting is being held on the traditional territory of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples.

At the start of the meeting, the following item was added as New Business: Naloxone in Schools.

1. Kindergarten Enrolment Update (verbal)

D. Nelson, Associate Superintendent-Strategic Planning & Implementation, presented a PowerPoint presentation entitled *Kindergarten Enrolment Update*, highlighting the following:

- A report will be provided at a future Committee I meeting once the kindergarten enrolment numbers have settled;
- Class size and composition, based on implementing the restored language;
- Best efforts to implement the restored language, and what this shall include;
- What the VSB is doing to implement the restored language:
 - intaking a kindergarten cohort at all sites that have previously done so,
 - examining all non-enrolling spaces for Kindergarten utilization,
 - longer term measures include having portables put on site, interior renovations to create more kindergarten enrolment spaces, and a catchment review,
 - avoiding the displacement of Special Education or childcare/preschool programs for 2017/2018 where possible, due to the short notice.
- Current kindergarten registration numbers for 2017-2018 (3,757 with 3,638 still projected);
- 457 choice program placements offered, decreased from last year's 640 due to space limitations. As a result, there are more students to be accommodated in their catchment area English language programs;
- There are 8 elementary schools that are not currently able to accommodate all their in-catchment kindergarten registrants;
- What is happening now:
 - parents have been contacted to confirm available registration spaces; and
 - all wait-listed students will be contacted by April 12, 2017.

In response to questions, staff clarified:

- with an overflow registration list, siblings are given first priority
- if a student has a special needs designation, the class size is reduced accordingly;
- the waitlists are larger than anticipated in some of the 8 schools.

This item was provided for information.

2. New Business: Naloxone in Schools (verbal)

Julie Pearce, Associate Superintendent-Field Services introduced this item as an emerging issue, aligning with Goal 3 of the Strategic Plan: Create a culture of care and shared social responsibility.

Collette O'Reilly, Manager - Health & Safety, reported:

- With progression of the fentanyl crisis in BC, staff have been working with the Vancouver Coastal Health (VCH) Medical Health Officer to determine appropriate actions in schools;
- education has been provided to staff and students and the role of naloxone has been discussed;
- VCH advised in the fall of 2016 that schools were not priority sites for naloxone kits;
- In late February of this year, the Provincial Health Officer, Dr. Kendall, provided additional information and clarified:
 - schools are not required to have naloxone kits and trained staff,
 - identified district sites where opioid use is valid and elevated should be given the opportunity to have naloxone kits and staff training should be made available on a voluntary basis;
- Based on this advice, the district will have voluntary training provided for staff and naloxone kits will become available at all Alternate Education program sites and Gathering Place;
- VCH will be providing injectable naloxone kits to the district at no cost, along with voluntary training opportunities.

Following questions, Collette O'Reilly further clarified:

- Staff have already come forward from the Alternate Education sites;
- The Medical Health Officer has informed staff:
 - there are no serious side effects from administering naloxone to someone who is not experiencing an opioid crisis;
 - protection from liability in administering naloxone falls currently falls under the following two pieces of legislation: the *Good Samaritan Act* and effective October 13, 2016 *The Regulations for the Health Provisions Act and the Emergency Health Services Act*.

This item was provided for information.

3. Date and Time of Next Meeting

The next meeting of this Committee is scheduled for Wednesday, May 3, 2017 at 5:00pm.
Meeting adjourned at 5:29 pm.

Dianne Turner, Official Trustee

Committee Member: Dianne Turner

District Management Present: Guy Bonnefoy, Nancy Brennan, Murray Doucette,
Catherine Jamieson, Adrian Keough, David Nelson, Julie Pearce,
Scott Robinson

Association Representatives Present: Rory Brown, VSTA
Chloe McKnight, VESTA
Selma Smith, VEPVPA
Ranjit Bains, VASSA
Tyson Shmyr, PASA
Shaun Kalley, DPAC
Perpetua Siglos, CUPE 15
Jessica Zhang, VDSC



COMMITTEE MEETING

COMMITTEE II/III – PLANNING AND FACILITIES/ EDUCATION AND STUDENT SERVICES

WEDNESDAY, April 19, 2017

Committee Report to the Board, April 24, 2017

The Committee Chair called the meeting to order acknowledging the meeting is being held on the traditional territory of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples.

1. Henderson Annex – Recommendation for Closure

D. Nelson, Associate Superintendent-, referred to a memo entitled *Henderson Annex – Recommendation for Closure*. He reported that, based on future enrolment projections, it is not anticipated that the school district will require the use of Henderson Annex as an educational facility and that the facility be considered for closure.

IT IS RECOMMENDED that Henderson Annex be closed
effective April 24, 2017 or such date as the Board
determines appropriate.

2. Laurier Annex – Recommendation for Closure

D. Nelson, Associate Superintendent, referred to a memo entitled *Laurier Annex – Recommendation for Closure*. He reported that, based on future enrolment projections, it is not anticipated that the school district will require the use of Laurier Annex as an educational facility and that the facility be considered for closure.

IT IS RECOMMENDED that Laurier Annex be closed
effective April 24, 2017 or such date as the Board
determines appropriate.

3. Date and Time of Next Meeting

The next meeting of this Committee is scheduled at the call of the chair.

Meeting adjourned at 5:38 pm.

Dianne Turner, Official Trustee

Committee Members Present: Dianne Turner

Other Trustee Present: Isabella Preite, Student Trustee

District Management Present: David Nelson, Jim Meschino, Guy Bonnefoy, Murray Doucette,
Catherine Jamieson, Brian Kuhn, Ellen Roberts, Adrian Keough

Association Representatives Present: VSTA: Rory Brown
VESTA: Joanne Sutherland, Heather Allison
VASSA: Brent Schieman
IUOE: Tim De Vivo, Harjit Khangura
VEPVPA: John Cortens
PASA: Peter Powell, Audrey Van Alstyne
DPAC: Alex Dow, Amanda Hillis
CUPE 15: Amanda Leung, Warren Williams
CUPE 407: Brent Boyd
VDSC: Michelle CAO

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 39 (VANCOUVER)
School Closure Bylaw No. 2017-SC-01

WHEREAS section 73 of the School Act states that a board may, subject to the orders of the Minister, open, close or reopen a school permanently or for a specified period of time;

AND WHEREAS pursuant to School Opening and Closure Order, Ministerial Order 320/02 as amended, closing a school permanently means the closing, for a period exceeding 12 months, of a school building used for purposes of providing an educational program to students;

AND WHEREAS pursuant to said Ministerial Order 320/02 as amended, if a school board decides to permanently close a school under section 73 of the School Act, the board must, without delay, provide the Ministry with written notification of the decision containing the following information:

- a. School Name: John Henderson Annex School
- b. School Facility Number: 3939118
- c. School Address: 801 E. 54th Avenue, Vancouver, BC V5X 1L8
- d. Date of School Closure: April 24, 2017

AND WHEREAS pursuant to said Ministerial Order 320/02 as amended, the Board of Education has developed and implemented its Policy FL – School Closures and FL-R School Closures that includes a public consultation process with respect to permanent school closures and this policy has been made available to the public;

AND WHEREAS the Board of Education has applied the above-noted policy in accordance with Ministerial Order 320/02, as amended;

NOW THEREFORE be it resolved that the Board of Education of School District No. 39 (Vancouver) hereby directs administration to close John Henderson Annex School, located at 801 E. 54th Avenue, Vancouver, BC (Facility No. 3939118), on April 24, 2017.

This bylaw may be cited as School District No. 39 (Vancouver) School Closure Bylaw No. 2017-SC-01.

Read a first time this 24th day of April, 2017

Read a second time this 24th day of April, 2017.

Read a third time, passed and adopted this 24th day of April 24, 2017

Official Trustee

Interim Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original of School District No. 39 (Vancouver) School Closure Bylaw No. 2017-SC-01 adopted by the Board the 24th day of April, 2017.

Interim Secretary-Treasurer

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 39 (VANCOUVER)
School Closure Bylaw No. 2017-SC-02

WHEREAS section 73 of the School Act states that a board may, subject to the orders of the Minister, open, close or reopen a school permanently or for a specified period of time;

AND WHEREAS pursuant to School Opening and Closure Order, Ministerial Order 320/02 as amended, closing a school permanently means the closing, for a period exceeding 12 months, of a school building used for purposes of providing an educational program to students;

AND WHEREAS pursuant to said Ministerial Order 320/02 as amended, if a school board decides to permanently close a school under section 73 of the School Act, the board must, without delay, provide the Ministry with written notification of the decision containing the following information:

- a. School Name: Sir Wilfrid Laurier Annex School
- b. School Facility Number: 3939122
- c. School Address: 590 W. 65th Avenue, Vancouver, BC V6P 2P8
- d. Date of School Closure: April 24, 2017

AND WHEREAS pursuant to said Ministerial Order 320/02 as amended, the Board of Education has developed and implemented its Policy FL – School Closures and FL-R School Closures that includes a public consultation process with respect to permanent school closures and this policy has been made available to the public;

AND WHEREAS the Board of Education has applied the above-noted policy in accordance with Ministerial Order 320/02, as amended;

NOW THEREFORE be it resolved that the Board of Education of School District No. 39 (Vancouver) hereby directs administration to close Sir Wilfrid Annex School, located at 590 W. 65th Avenue, Vancouver, BC (Facility No. 3939122) on April 24, 2017.

This bylaw may be cited as School District No. 39 (Vancouver) School Closure Bylaw No. 2017-SC-02.

Read a first time this 24th day of April, 2017

Read a second time this 24th day of April, 2017.

Read a third time, passed and adopted this 24th day of April 24, 2017

 Official Trustee

 Interim Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original of School District No. 39 (Vancouver) School Closure Bylaw No. 2017-SC-02 adopted by the Board the 24th day of April, 2017.

 Interim Secretary-Treasurer



COMMITTEE MEETING

COMMITTEE III – EDUCATION AND STUDENT SERVICES

WEDNESDAY, APRIL 5, 2017

Committee Report to the Board, April 24, 2017

The Official Trustee called the meeting to order and acknowledged that the meeting is being held on the traditional territory of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples.

The Committee met to discuss the following items:

1. Enhanced Services Update

N. Brennan, Associate Superintendent, Learning Services introduced J. Land, Supervisor of Enhanced Services. Enhanced Services offers additional supports to those schools where there are vulnerable students, specifically intended to help them reach their educational goals. J. Land provided historical and staffing information, outlined the variety of ways in which supports and services are provided to vulnerable students in the district, .

The committee members and stakeholder representatives provided feedback on the presentation and staff provided clarification on various points.

This item was provided for information.

2. Policy JFCL and Regulation JFCL-R - Physical Restraint and Seclusion of Students

N. Brennan introduced C. Jamieson, Director of Instruction, Special Programs and referred to the memorandum dated April 5, 2017 entitled ***Policy Update – JFCL/JFCL-R - Physical Restraint and Seclusion of Students***. C. Jamieson provided background and proposed changes to Policy JFCL and Regulation JFCL-R – Physical Restraint and Seclusion of Students. The proposed changes bring into alignment District policy with Ministry guidelines. It also outlines the Board's philosophy regarding restraint and seclusion as well as procedures for staff when dealing with students engaging in behaviours that present an immediate danger to themselves or others.

The committee members and stakeholder representatives provided feedback and staff answered questions and provided clarification regarding the revised policy.

IT IS RECOMMENDED THAT the revised Physical Restraint and Seclusion of Students Policy JFCL (Attachment A) and the accompanying revised Regulation JFCL-R (Attachment B), be adopted.

3. New Business**a) Loran Scholarship**

D. Turner, Official Trustee congratulated K. Wong, Vancouver District Student Council (VDSC) representative of this Committee on receiving the prestigious Loran Scholarship. Kaitlin is one of two VSB students who have been selected to receive this scholarship this year.

4. Date and Time of Next Meeting

The next meeting of this Committee is scheduled for Wednesday, May 3, 2017 at 6:00 pm.

Dianne Turner, Official Trustee

Committee Member Present:

Dianne Turner

District Management Present:

Guy Bonnefoy, Nancy Brennan, Catherine Jamieson,
Adrian Keough

Association Representatives Present:

Alison Ogden, VASSA
Heather Allison, VESTA
Janis Myers, VEPVPA
Amanda Hillis, DPAC
Trish Mugford, VSTA
Audrey Van Alstyne, PASA
Kaitlin Wong, VDSC
Tim DeVivo, IUOE

CLASSIFICATION	CODE
Section J: Students	File: JFCL

TITLE
Physical Restraint and Seclusion of Students

POLICY

PHYSICAL RESTRAINT OF STUDENTS

The Board is committed to providing a safe, personally secure and respectful environment for students and employees. All students and employees are expected to contribute to and maintain this environment. Safety is compromised when a student's behaviour is dangerous to self or others.

The definitions used in this policy align with the B.C. Ministry of Education *Provincial Guidelines for Physical Restraint and Seclusion of Students in School Settings* (June, 2015).

According to the Ministry of Education (June 2015) "physical restraint is a method of restricting another person's freedom of movement or ability in order to secure and maintain the safety of the person or the safety of others".

Prevention is the best method of maintaining a safe, personally secure and respectful environment and positive educational/behavioural interventions are provided to students routinely.

Board employees routinely use a variety of progressive interventions to respond to a range of disruptive student behaviours and every effort will be made by employees to use preventative actions that preclude the need to use physical restraint. In exceptional circumstances when student behaviour presents an imminent danger to self or others, including school employees, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm, it may be necessary for employees to use reasonable physical restraint. Restraint is never used as a punishment, discipline, or to force compliance with respect to educational learning outcomes.

The decision to use reasonable physical restraint is guided by the professional judgement of Board employees. Employees will have the full support of the Board in their efforts to maintain a safe environment to the extent that their actions comply with relevant legislation and District policy and procedures governing the physical restraint of students.

SECLUSION

The Board does not support the use of seclusion, or the involuntary confinement of a student alone in a room, enclosure, or space which the student is physically prevented from leaving.

According to the Ministry of Education (June 2015) "behaviour strategies, such as time out or removal from a location, used for social reinforcement as part of a behaviour plan, is not considered seclusion. Further, the term seclusion does not apply where a student has personally requested to be in a different/secluded location or space".

REFERENCES

Adopted:

DMT Responsibility: AS - LS

Revised:

tba

CROSS REF:ECAB

Violence Prevention Policy

JM Staff Student Relations

JGD/JGD-R District Code of Conduct

Vancouver School Board, School District No. 39 (Vancouver), Vancouver, B.C.

Attachment B

CLASSIFICATION	CODE
Section J: Students	File: JFCL-R

TITLE Physical Restraint and Seclusion of Students

REGULATION

Preamble

The Board policy and regulation for the physical restraint and seclusion of students is aligned with the BC Ministry of Education *Provincial Guidelines for Physical Restraint and Seclusion in School Settings*, June 2015. The Board does not support the use of seclusion.

Definitions

Physical Guidance: is the prompting of a student when teaching a skill, redirecting attention, or providing comfort. Physical guidance does not constitute physical restraint.

Physical Escort: is temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location. Physical escort does not constitute physical restraint.

Physical Restraint: is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

Seclusion: is the involuntary confinement of a person, alone in a room, enclosure or space from which the person is physically prevented from leaving. Behaviour strategies, such as time out (removal from an apparent reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time), used for social reinforcement as part of a behaviour plan, are not considered seclusion. The term seclusion does not apply where a student has personally requested to be in a different/secluded location or space.

Responsibilities

District Responsibilities

The District shall:

- a) Provide opportunities for district and school staff to acquire the training necessary to conduct Functional Behaviour Assessments, write Individual Education Plans, Positive Behaviour Support Plans and Employee Safety Plans.
- b) Provide opportunities for district and school staff to acquire the training necessary to work with students in situations where there is a potential for behaviour that presents a danger to self or others.
- c) Notify the Superintendent's designate when physical restraint has been used by a school employee in response to an incident which may require additional district support.
- d) Have a process and schedule for regular review of the physical restraint procedures to ensure alignment with current research/practice.

School Responsibilities

The school based case manager and classroom teacher(s) together with other members of the team (e.g. administrator(s), support staff, members of the Learning Services team) will:

- a) Investigate underlying causes of behavioural incidents (e.g., Functional Behaviour Assessment, analysis, interview).
- b) Develop an appropriate plan of intervention (e.g., Individual Education Plan, Positive Behaviour Support Plan, Employee Safety Plan); this may also involve an Inter-Ministerial Case Meeting.
- c) Monitor the plan of intervention on an ongoing basis, and revise as necessary.
- d) Notify the Director of Instruction (Learning Services and/or Field Services) or designate, as soon as possible after physical restraint has been used by a school employee and additional district support is required.
- e) Inform parent(s)/guardian(s) as soon as possible after the restraint has occurred.

Guiding Principles

Staff members are expected to speak and act towards students with respect and dignity. There is a continuum of progressive interventions in the management of disruptive behaviours, which may include:

- verbal and non-verbal direction to stop or alter behaviour
- verbal de-escalation strategies
- re-stating expectations
- redirection
- changing group composition and dynamics
- providing choices
- setting limits and providing consequences
- allowing the individual time to de-escalate (eg. vent verbally, movement break)
- removing the student to an alternate location
- utilizing physical escort
- removing others, thereby isolating the individual
- calling for assistance from other employees
- physically restraining the student until the student is regulated.

Prevention and de-escalation is the first step in developing and implementing proactive strategies to minimize physical aggression or threats of a physical nature. Prevention and de-escalation strategies may not always have the desired effect and in certain situations it may be necessary, in the opinion of staff, to apply reasonable physical restraint.

- Physical restraint is to be applied in the spirit of *in loco parentis*; that is in a fair, judicious, and kind manner. Physical restraint may only occur when the behaviour of the student poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm.
- Physical restraint may never be used as a punishment, discipline, or to force compliance in an educational learning setting.
- All school members involved in implementing physical restraint protocols should be trained in positive behaviour intervention supports, preferably Non-Violent Crisis Intervention Training (CPI), to ensure that positive behaviour interventions, supports, and de-escalation techniques are used.

- Physical restraint must be discontinued once imminent danger or serious self-harm or harm to others has dissipated and the student is self regulated.
- Where the use of physical restraint may be a potential part of the educational program of a student with *special needs*, procedures will be clearly laid out in that student's IEP and/or Positive Behaviour Support Plan, and all other guidelines stated in this regulation shall be followed.
- In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning includes development of a formal behaviour support plan, and an employee safety plan detailing physical restraint procedures. This information will be shared with the parent/guardian, any staff working with the student, and student as applicable and appropriate.
- In cases of repeated use of physical restraint for an individual student a review of prevention/intervention strategies will be conducted. When staff determine that the use of physical restraint is not a safe option, emergency services need to be accessed by contacting 911.

Restraint Process

The restraint process involves four basic steps: physical restraint, notification, debriefing and documentation follow-up.

Step 1: Physical Restraint

Physical restraint must be conducted in accordance with CPI principles, and:

- with calm, reassuring verbal and non-verbal communication.
- with brief neutral and reassuring statements that give reasons for the restraint and describe the necessary behaviour for ending the restraint.
- with the least amount of physical force to protect the student and the restrainer.
- with the least amount of physical, emotional or psychological impact on others.
- in the presence of another adult when practical.

Step 2: Notification

Notification of the restraint must be made as soon as possible (normally before the end of classes on the school day on which the incident has occurred) to the Principal and the parents/guardian. The Principal will contact applicable district personnel, including the Directors of Instruction, and /or the District Principal of Student Support Services as required.

Step 3: Debriefing

A debriefing process should occur for the student who was restrained, the staff involved and students who witnessed the restraint incident. The purpose of the debriefing process is to re-establish and maintain a safe learning environment and supportive relationships.

Step 4: Documentation follow-up

An incident of physical restraint must be documented appropriately and should include some of the following:

- written statements describing the incident and naming the people involved.
- a meeting with concerned parties, including parents/guardians of the student, and where possible with the student to discuss the restraint incident and strategies for preventing a reoccurrence, including a review of the student behaviour plan.
- the completion of current VSB documentation (i.e. Violent Incident Investigation Report form/ Behaviour Log) if staff were injured or threatened, in accordance with WCB regulations.

The Board does not support the use of seclusion.

REFERENCES

Adopted: 2001 March 05

Revised: tba

Cross-References: BC Ministry of Education *Provincial Guidelines for Physical Restraint and Seclusion in School Settings*