

COMMITTEE REPORT

COMMITTEE III - EDUCATION AND STUDENT SERVICES

WEDNESDAY, 2009 OCTOBER 14

Committee Report to the Board, 2009 October 19

The Committee met to discuss the following items:

1. Garibaldi Annex Interim Report

The Chairperson welcomed L. Green, Associate Superintendent, North Area. L. Green introduced members of the Garibaldi Annex Implementation Team, Shannon Hobson, Teacher, Home Learners Garibaldi, C. Falle, Principal, Lord Nelson Elementary, B. Browning, Vice-Principal, Garibaldi Annex Elementary, N. Farrell, Early Learning Coordinator, Learning Services, D. Willmann, Director of Family Programs, Frog Hollow, G. Dobbin, Executive Director, Frog Hollow, S. Park, Home Learners Parent, C. Atkinson, Mother, C. Atkinson, Student, Home Learners Program, J. Crowe, Acting, Associate Superintendent, Continuing & International Education and R. Krowchuk, Assistant Secretary-Treasurer – Finance.

L. Green referred to the memorandum dated 2009 October 07, entitled **Garibaldi Annex Interim Report** and briefly presented background information and highlighted aspects of the various programs at Garibaldi Annex Elementary. The report has been compiled for information purposes in order to monitor the growth of programs and the community response to the “Save Garibaldi” initiative which culminated in the Board decision of 2008 May 05.

On November 7, 2007 the Board of Trustees approved a consultation process to review the possible closure of Garibaldi Annex. In January 2008 the Board further approved a process to develop and review alternative solutions to closing the school. A proposal was submitted by the Save Garibaldi Working Group. The District Management Team submitted a “Modified Save Garibaldi Working Group Proposal”. This proposal would meet all three criteria which the Board had determined prior to analyzing the proposals. The Board approved the “Modified Save Garibaldi Working Group Proposal” on May 5, 2008.

The following information was provided:

- o there is a strong partnership between student, parent and teacher when developing the Student Learning Plan, parents are highly engaged and there are many opportunities for the student to be involved;
- o Garibaldi and community partners Frog Hollow Neighbourhood House, Pacific Immigrant Services (PRIS), Vancouver Public Library, Literacy BC, Canuck Family Education and Vancouver Coastal Health joined together to initiate a “Strong Beginnings” project at the school;
- o Frog Hollow is pursuing funding for daycare services; no Provincial or Federal funding has been offered at this time; and
- o plans are underway to promote Garibaldi’s new and regular programs in the Continuing & International Education brochure and on the Vancouver School Board website.

C. Atkinson, Student believes that she is not the stereotypical home learner. She is self-motivated, has an aptitude to learn on her own and has done extremely well in the Home Learning Program (HLP).

S. Parker, Parent shared her experiences regarding the Home Learning Program at Garibaldi Annex by commenting that she understood that her daughter would not be able to thrive in a full time program at the school. This is a great option for parents who are not comfortable having their kids in a full time program.



In answer to a Trustee's question regarding annual cost of maintaining Garibaldi Annex, R. Krowchuk pointed out that there is another year to go. He commented that enrolment has grown and the cost of the operating deficit is at \$114,000.

B. Browning commented that a kindergarten class already exists at the school but will need to look at space and possibly moving programs to accommodate full day kindergarten.

L. Green commented that the Garibaldi Annex Implementation Team will report back to this Committee in September of next year but would gladly update the progress of Garibaldi Annex programs and enrolment at any time.

Trustees thanked presenters for their informative presentations.

This item was received for information.

2. Aboriginal Education – Implementation of the Aboriginal Enhancement Agreement

The Chairperson welcomed D. Martel, District Principal, Aboriginal Education – Learning Services. Referring to the handout, D. Martel briefly commented on the Aboriginal Education Enhancement Agreement. The Aboriginal Enhancement Agreement (AEEA) is a agreement signed on 2009 June 25 by the Vancouver Board of Education, Ministry of Education and local aboriginal communities that will ensure that the Aboriginal culture is integrated in public schools, and that Aboriginal communities are involved in the design of programs, services and curriculum delivery aimed at improving Aboriginal student achievement.

D. Martel briefly outlined the first phase of the implementation and action plan of the Enhance Agreement and provided the following information:

- o the Action Plan reflects the ongoing consultation from various stakeholders that includes the AEEA Implementation and Monitoring Committee;
- o the AEEA is written as a 5-year agreement with an intentional focus on the need for baseline data along with clearly outlined actions;
- o there is a need to further explore data collection and to clearly understand what is being done in schools; we do not have a method of collecting meaningful data district wide that can guide our practice;
- o data is often collected in comparison to non-aboriginal students but we need to ask what are we defining as success;
- o many initiatives are already in process, dates are set for professional development or implementation that will serve as the foundation for future growth;
- o it is important to engage new students at an early age by encouraging them to share experiences, values and culture; this will develop a sense of belonging and connectedness; Connections Tool Pro-D for schools in November, 2009;
- o ongoing support will provide students the opportunities to develop and promote their leadership skills; Leadership Team developing criteria and tools to support schools; and
- o "Fallen Feather" a locally developed teaching resource that will create the foundation and framework to engage students, parents and staff in ongoing conversations; sharing with the Social Studies Department Heads.

In answer to questions from trustees and representatives, the following was provided:

- o Britannia's Math Program is still ongoing with two additional support blocks for the teacher, V. Vidas;
- o Pacific Institute for the Mathematical Sciences (PIMS) supports the afterschool math program at Britannia, Windermere and Point Grey with the basic foundations in Math; and
- o Aboriginal Education staff is directly funded by the Enhanced Aboriginal Funds. The Fund is based on enrolment, so no additional staff can be hired.

D. Martel commented on the challenges due to economic and societal factors that create obstacles and barriers for many students and families. Systemic changes are required to address completion rates, engagement and equitable opportunity.

D. Martel agreed with the need to work together to reduce the negative stigma attached to certain schools or programs.

The Chairperson thanked D. Martel for her presentation.

This item was received for information.

3. Sir Guy Carleton Elementary School – Early Learning Centre Proposal

The Chairperson welcomed S. Hutson, Associate Superintendent, Centre Area. She introduced P. Munton, Principal, Carleton Elementary School. Referring to the memorandum dated 2009 October 8, entitled **Early Learning Centre for Sir Guy Carleton Elementary School**, S. Hutson briefly outlined the proposal and provided background information.

In 2008 Sir Guy Carleton Elementary School was extensively damaged in a fire. The Ministry of Education has indicated that no funds will be made available to repair the building for the K-7 program as the current enrolment does not warrant additional space. S. Hutson informed the committee that should the Ministry approve funding to restore the building, start-up and/or operating costs will likely not be funded.

The District Management Team is proposing that the District approach the Ministry of Education for funds to create an Early Learning Centre for implementation in 2011 September.

The following information was provided:

- o the closest Strong Start program is at Collingwood School where over 100 families are presently registered;
- o an Early Learning Centre at Carleton meets all of the criteria to open a program; and
- o an Early Learning Centre would expand on current programs in the neighbourhood schools and the community.

In answer to questions from trustees and representatives, the following was provided:

- o there are currently two full day kindergarten classes, 38 students, excluding two students who do not qualify; and
- o the cost to establish an Early Learning Centre at a school would be approximately \$20,000 for start up costs and \$30,000 for operating costs.

S. Hutson commented that Carleton teachers are eager to have the building restored. If it will not be restored for kindergarten, then the early learning centre is an acceptable proposal.

The Chairperson expressed concerns regarding the financial aspects of the proposal. S. Hutson reassured the Chairperson that we are only asking the Board to approve the request to approach the Ministry of Education for funds at this time.

Trustees expressed approval for the proposal to be forwarded to the Board. Trustees commented that if funds to repair the building were made available, it would be ideal to implement the program before 2011 September.

IT IS RECOMMENDED THAT the proposal for an Early Learning Centre for the Carleton Outbuilding be approved and District Management be given direction to approach the Ministry of Education for funding for implementation September 2011.



4. Expert Friends

At a previous Education and Student Services Committee, Trustees requested information about the potential of training district staff in the Expert Friend Program. C. Remedios, Director of Instruction referred to the memorandum dated 2009 October 8, entitled **Expert Friend** and handout, entitled **CBI - Peer Power Proposal** and provided the following information.

- o CBI Consultants is a group of professionals with diverse backgrounds including early childhood education, psychology and rehabilitation that provides consulting and training to school districts, community agencies and families throughout North America;
- o Peer Power's process helps create an inclusive school culture that embraces diversity, it uses the strengths of students with excellent social skills to mentor and support their classmates who need direct teaching to learn friendship skills and be a truly included member of their school;
- o it is proposed that 24 district level staff and interested school based team members will be trained and coached to deliver Peer Power to all schools in the District; and
- o the total cost for coaching and training district staff and school based team in three regions will cost \$16,105.00, in two regions \$12, 105.00; and in one region will cost \$8,105.00.

In answer to questions from trustees and representatives, the following was provided:

- o the goal is to train and build VSB expertise so that VSB can support the schools setting up these programs in-house; and
- o the district is not able to administer this program without first receiving the knowledge and support from CBI Consultants, who developed the program and have the rights to the program.

D. Brack, Vancouver Elementary School Teachers' Association (VESTA) representative expressed her concerns about contracting out services when staff in our district is capable of doing the work.

The Chairperson commented that she supports the concept of the proposal. Members of the Committee will need to give much consideration to what had been proposed and will hopefully move forward on this proposal.

This item was received for information.

5. Use of Time Out Rooms

At a previous Education and Student Services Committee several questions were raised regarding policy and practice in Vancouver schools. Referring to the memorandum dated 2009 October 8, entitled **Use of Time Out Rooms**, C. Remedios provided the following information.

Reference was made to the District Plan, specifically the Effective Behaviour Systems (EBS) framework. EBS or positive behaviour support is the framework or vision for behaviour support in the Vancouver district. About 1-5% of students who need intensive intervention and behaviour support need a life long support system. A document on students with Intensive Behaviour/Mental Illness was reviewed to understand the nature of students we support in this category.

Non-Violent Crisis Intervention (CPI) is offered as a 2-day training and there is a Refresher is every two year. Additional training occurs one Friday afternoon each month. Topics for this year include: Trauma and Brain Development, Mental Health Issues, Sensory Integration, FASD and The Explosive Child.



Regulations governing the policy were reviewed. CLBC's Behaviour Support and Safety Planning Policy were reviewed. Exclusionary Time Out and Restraint are listed as restricted practices within this policy.

Questions regarding use of exclusionary time out space in Vancouver

- o four school sites have identified students whose IEP's include exclusionary time out as a last resort strategy for safety of self or others;
- o three district programs currently use exclusionary time out as a last resort strategy for safety of self and others; and
- o one interagency therapeutic site uses exclusionary time out.

Questions regarding parent consent and parent communication

- o parents consent to the use of the time out strategy as part of the intake process as their children enter the district program class;
- o if parents refuse are uncomfortable with the strategy, other placement options are explored;
- o all incidents of restraint or exclusionary time out are recorded at the program site;
- o if staff are assaulted, a violent incident report is completed; and
- o parents are notified of any incidents, either by phone call or recording in the communication book, depending on the recovery phase.

C. Remedios presented the following options for Trustees to consider:

- o closure of exclusionary time out spaces; and/or
- o endorse a plan to examine the use of exclusionary time out that includes the three staff teams referenced.

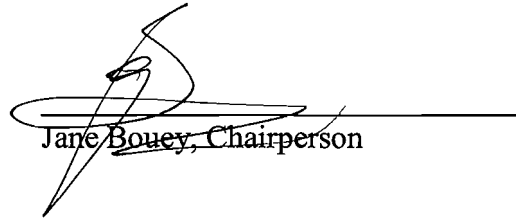
A Trustee suggested a change in the District Restraint Policy, Section D3, instead of a follow-up process "should" occur, suggested the use of the word "must or shall" occur.

Trustees indicated that there was no clear recommendation brought forward prior to this Committee and suggested to continue with discussions before forwarding to the Board.

The Chairperson agreed with continuing discussions and suggested that this item be brought back to a future meeting of this Committee.

6. Date and Time of Next Meeting

The next meeting of this Committee is scheduled for Wednesday, 2009 October 14 at 17:30 hours.



Jane Bouey, Chairperson

Committee III Members Present:

Patti Bacchus
Al Blakey
Ken Denike
Carol Gibson
Sharon Gregson
Ken Clement
Mike Lombardi
Allan Wong

District Management Present:

Sonia Hutson
Lynn Green
John Crowe
Rick Krowchuk
Catherine Remedios

Association Representatives Present:

Geoff Taylor, VASSA
Donna Brack, VESTA
Dan Graves, VESTA
Brin MacIntyre, VSTA
Magdalena Kassis, VEPVPA
Cathy Hasley, PASA
Steve Baker, DPAC