

NOTICE OF MEETING**Committee III/V:**

Joy Alexander
 Fraser Ballantyne
 Carrie Bercie
 Ken Clement
 Lisa Dominato
 Janet Fraser
 Estrellita Gonzalez
 Allan Wong
 Judy Zaichkowsky

Vancouver Board of Education
 Secretary-Treasurer's Office
 April 13, 2018

Suzanne Hoffman, Superintendent of Schools
 J. David Green, Secretary Treasurer

Notice of Meeting

A Meeting of the **Plenary Education and Student Services Committee and Finance & Legal Committee (Joint Committee III/V)** will be held in the Boardroom, VSB Education Centre, 1580 West Broadway, Vancouver, British Columbia, on

Wednesday, April 18, 2018 at 6:00 pm

District Management Staff:	Aaron Davis Pedro da Silva Mette Hamaguchi Chris Hudson	Magdalena Kassis Michele Kelly Adrian Keough Brian Kuhn	Lisa Landry Jody Langlois Jim Meschino David Nelson	Rob Schindel Shehzad Somji Richard Zerbe
Comm III Reps	Treena Goolieff, VSTA Chloe McKnight, VESTA Damian Wilmann, VASSA Diane Martinson, VEPVPA Cheryl Douglas, PASA Amanda Hillis, DPAC Sunera Samarakoon, CUPE Loc 15 Tim DeVivo, IUOE Stephen Kelly, Trades Brent Boyd, CUPE 407 Chloe Zhang, VDSC		Alt: Leanne Hagglund, VSTA Jody Polukoshko, VESTA Iqbal Gill, VASSA Jacquie Lavoie, VEPVPA Audrey Van Alstyne, PASA Crystal Smith, DPAC Thomas Leung, CUPE 15 Raymond Szczecinski, Trades	
Comm V Reps	Terry Stanway, VSTA Joanne Sutherland, VESTA Kerry Handscomb, VASSA Henry Au, VEPVPA Harjit Khangura, IUOE Roy Park, DPAC Peter Powell, PASA Warren Williams, CUPE 15 Charleen Ann Derzak, CUPE 407 Josh Harris, VDSC		Phil Lee, VSTA Allison Jambor, VESTA David Bach, VASSA May Ke, DPAC Debbie Mohabir, CUPE 15	
Other Reps:	Katharine Shipley, VSTA Elizabeth Hayes Brown, VEPVPA Neil Munro, Trades Tyson Shmyr, PASA		Marea Jensen, VASSA Rob Peregoodoff, DPAC Jessica Zhang & Dayle Balmes, VDSC Tim Chester, IUOE	
Others:	Secretary-Treasurer's Office Maisie Louie, Learning Services Communications Chris Allen Lynda Bonvillain		District Parents Ed Centre Building Engineer Rentals Kathie Currie, CUPE 15	

COMMITTEE MEETING

**PLENARY COMMITTEE III/V – FINANCE & LEGAL
EDUCATION & STUDENT SERVICES**

**Wednesday, April 18, 2018 at 6:00 pm
Boardroom, VSB Education Centre**

A G E N D A

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

Reports for Trustee Information

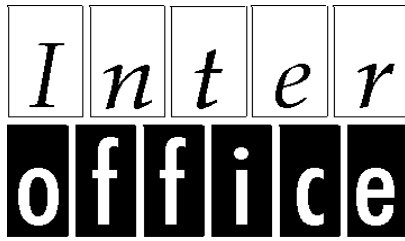
Presenters

- | | |
|--|-------------------------------|
| 1. 2018 - 2019 Preliminary Draft Operating Fund Budget (Introductory Report)
(Other material will be distributed at the meeting.) | S. Hoffman and
J. D. Green |
|--|-------------------------------|

Information Item Requests

Date and Time of Next Meeting

Plenary Committee III/V on Wednesday, May 16, 2018 at 7:00 pm in the Boardroom



Memorandum

vancouver school board



Date: April 18, 2018
To: Plenary Committee III/V
From: J. David Green, Secretary-Treasurer
Re: **2018-2019 Preliminary Draft Operating Fund Budget**

ITEM 1

REFERENCE TO STRATEGIC PLAN:

Goal 2: Build capacity in our community through strengthening collective leadership
Objectives:

- Encourage and appreciate the contributions made by our students, families, employee groups and community partners.

Goal 4: Provide effective leadership, governance and stewardship
Objectives:

- Develop and implement a long term financial planning model
- Effectively utilize school district resources and facilities.

INTRODUCTION:

This report is provided for information.

BACKGROUND:

The process for the development of the operating fund budget for 2018-2019 was approved by the Board at the January 29, 2018 public board meeting. One of the key components of that approved process was consultation with the district stakeholder groups. Individual meetings with each stakeholder group, including the VDSC, have now taken place. The Finance Department staff have accumulated the feedback from those individual meetings to inform the budget process and that feedback is attached to this report in summary form.

The 2017-2018 Amended Budget was approved at the February 26, 2018 public meeting of the Board. Finance and Employee Services staff have worked diligently since then to start building the budget for 2018-2019 using the amended budget as a base to forecast planned expenditures for next year. The Ministry of Education announced the operating grants for school districts on March 14, 2018. From that announcement, staff have now developed a revenue forecast for 2018-2019 and together with the expenditure forecast have developed a preliminary budget for the Committees' consideration. The preliminary budget that will be presented on April 18, 2018 will be a balanced budget. The balanced budget position results from an appropriation of prior year's surpluses.

ANALYSIS:

On Tuesday April 17, 2018 Senior Management will share the preliminary draft operating fund budget with school administrators, stakeholder representatives and staff at the Education Centre in a series of meetings. In previous years at those meetings, the Superintendent and Secretary-Treasurer presented a budget that was balanced by incorporating a series of cost reductions and savings. The approach we are taking this year is meant to be more consultative in nature and at the Plenary Committee III/V meeting on the 18th, we will be presenting a preliminary draft budget. It will not be the final budget for next year and it will be balanced by budgeting an appropriation of prior years' surpluses.

As stated above, one of the changes we made to the budget process this year was to have separate individual meetings with each stakeholder group. The feedback from those meetings has been very informative and helpful in the development of a preliminary draft budget for next year. Some of the concepts and ideas that were shared have already been incorporated in the draft preliminary budget. Staff will have costing information available on Wednesday night with respect to other requests that have not yet been incorporated in the budget.

A PowerPoint presentation will take the Committee members through the changes on the revenue and expenditure sides that have been made from the 2017-2018 amended budget to arrive at the preliminary draft budget for 2018-2019. Also, being presented at the meeting will be proposals to add to the budget and proposed savings that have not been reflected in the base budget. The intent of presenting the budget in this manner is to engage the committee members in a constructive conversation from their respective perspectives on the important considerations that support our students. It is meant to shift the focus from "budget cuts" to "budget considerations". Starting with a balanced budget position will necessitate discussion of what to remove from the budget if we want to add something. As we go forward in the process, it is hoped these will be healthy discussions of what we value as a collective community for our students.

RECOMMENDATION:

There are no recommendations.

Budget 2018-2019

Stakeholder Consultation

Stakeholder groups were consulted in a series of meetings spanning March and early April. The purpose of the meeting was to consult with stakeholders about the budget, hear their suggestions for budget and hear concerns they have, with the intent of reflecting these comments to trustees.

A synopsis of each stakeholder meeting is provided in point form below.

Meeting March 7, 2018 – CUPE 15

- Number one issue is staffing shortage. There are examples of absences of EAs in schools, and no substitutes. This causes follow-on effects on member's work-life balance, and leads to more staff taking leaves and negatively impacts the benefits plans. EAs and office staff as well.
- Rehire retirees. Confusion why there are instances of retirees interested in working not offered positions. These staff have no prior history of discipline. Anecdotal examples of CUPE and teaching staff.
- Train your own EAs:
 - Surrey and Richmond SDs are doing this, as colleges do not graduate enough EAs
 - Training program would cost more, need to have agreements in place that the employee continues to work for VSB, does not leave right after training.
- Office staff extra clerical: No subs. Used to be that schools got extra clerical for enrollment at the school exceeding 250. Formula was changed to enrollment at the school exceeding 400.
- Attendance support program. Support staff have JEIS program, CUPE sees no need for ASP. The wellness component is good.
- Dealing with addiction files in-house is costly. Directed to not send to JEIS.
- More arbitrations that there have been in the past. Currently 4 arbs underway

Meeting March 7, 2018 – CUPE 407

- Appearance of the schools. CUPE 407 takes pride in how the grounds look, and things are slipping, funding cuts, staffing cuts. Things are taking much longer than they used to, very behind. Pipe-rail fencing too expensive, now gardens are trashed by student traffic
- Unprecedented number of retirements. Loss of mentorship. New staff coming in need to be trained, new staff are more tech-savvy than shovel-savvy. New staff not getting the full scope of the work, things get missed
- Apprenticeship program – does cost money, but would help in recruiting and training staff. Last 8 years there have been no apprentices for horticulture
- Members want opportunity for growth or lateral moves

- Supervision aides have been reduced over time
- Hire summer students out of college.
- There is no down time in Vancouver. Work is year-round
- Previous management had floated idea to rent out workforce to share with City
- Now off the mileage program. Used to use own vehicles. Now 30-40 mins wasted going to Grounds Location then driving in truck to worksite
- Landscaping at new schools/seismic schools too large. CUPE 407 are now replacing with smaller plantings and easier to maintain plantings. Irrigation installed is being taken out, cannot maintain the irrigation
- Request for more labour staffing. At any given point, of the 101 FTE, 6-7 are not working. Used to have a lot more casual staff than now. Used to be 60 FTE, now much less, 30 casuals
- Need to manage the labour pool better

Meeting March 15, 2018 – Vancouver Secondary Teachers’ Association

- Ensure enough teachers and resources. Optimizing resources.
- VSTA feels that MOU clauses referred to prematurely. S.22(d) floor of 24 was used in isolation. MOU was over-applied. VSTA view that should go below the floor of 24 to better accommodate SPED students.
- Need to make space in the class for potential adds. As soon as school started, tight classes went into remedy, can’t avoid contract violation. There is the contingency of CEF to provide flexibility. There is language to allow exceptions – allow space to take a 3rd SPED student.
- Would like to see more increase in school flex budgets for Level 1, 2, 3 classes
- Suggest considering allocating VPs in FTEs of 0.5 or 1.0 increments
- Suggest set up School Based Budgeting joint effort with VASSA

Meeting March 15, 2018 – Vancouver Elementary School Teachers’ Association

Two main focuses:

1. Staffing, and ensuring that the restored language is fully implemented. Recruitment issues.
2. Non-enrolling teachers. VSB is above the Ministry ratios. Would like to see the Board advocating for non-enrolling teachers, as we need those resources for our district. Anticipating cuts to non-enrolling, and existing non-enrolling teachers are being reassigned to enrolling.

Other concerns discussed:

- Adult Education cuts in the past few years. Used to be six sites, now two.
- Classroom Enhancement Fund: lot of classes not meeting the language. Have the physical space. Significant remedies.
- VESTA view is to go below the class-size floor.
- Recruitment and retention concerns

- School based budgeting training. Not all schools have Finance Committees.
- Important to keep Pro-D and library funds in school flex budgets.

Meeting April 4, 2019 – Vancouver Elementary Principals and Vice-Principals Association and Vancouver Association of Secondary School Administrators

Two main points:

1. Curriculum implementation.
2. Seismic Support for schools undergoing seismic work
 - a. Used to be M. Pearmain and B. Moore doing this work in past.
 - b. K. O’Sullivan is now doing support for schools undergoing seismic upgrading, but this is only part-time. Need further support for this function, to do the admin responsibilities and working with project office.
 - c. In years past there was a teacher released full-time to help.
 - d. Schools are unsure who to contact, turnover in the VPO, unsure what is appropriate to ask of the VPO.
 - e. Should post the position and fill it permanently rather than continue to backfill with retired administrators

Other points of discussion:

- Reduced secondary teachers. Admins are aware that non-enrolling ratios are too high and that staffing is likely to be reduced. Non-enrolling know that a reduction is coming, and they understand the rationale.
- School Flex Budget. Need more resources. Would like a vision on this, what is the long-term plan?
- School site based budgeting. Not a lot of support. Would rather deal with students than budgets.
- Technology line item was lost in school flex budget years ago. Teachers would hold it in high regard if this was reinstated. Not reallocation of funds, new funds. Elementary would rather it be more flexible, not tied to tech.

Meeting April 4, 2018 – Professional and Administrative Staff Association

- Stability and job security top of mind for PASA staff.
- Feel that much of the past number of budget shortfall years, PASA has suffered a disproportionate number of cuts, and remaining staff taking on extra duties. In other SDs, PASA jobs would be in the union. Maintenance supervisors, HR staff. Community school coordinators are teachers/unionized in other SDs.
- Would like to see cuts made in past be reinstated

- Job titles are not consistent with other school districts, other similar organizations. A coordinator level at VSB is equivalent to a supervisor in COV, other SDs.
- Recruitment concerns. Due to cost of living, lack of job title.

Meeting April 5, 2018 – International Union of Operating Engineers, Local Union No. 963

- Support staff levels have been going down over the years (except EAs). Trend needs to be reversed. IUOE are staffed to the minute for last 15 years.
- Review number of part time (not casual) custodial staff. There are more part time positions. Limited benefits to part time staff, and loyalty to the VSB job suffers
- Cafeteria programs have been eroding. Can't find teachers for food programs. Kathleen Ponsart report not implemented.
- Supervision aides work 10:30 – 1pm to cover recess. Proposed adding one more to each elem.
- Attendance support program – not providing support. Arbitration is coming. Vancouver Coastal Health has put its program on hold. IUOE suggests VSB does the same.
- Expansion of excluded staff
- Increased grievances and arbitrations.

Meeting April 5, 2018 – Building Trades

Two main points:

1. Mileage. Trades members not happy with the reduction in mileage rates. The reduction is driving poor morale. Requiring the use of a car is a barrier, particularly for new staff. New staff not interested in owning cars, prefer to take transit or car share.
2. Apprentices:
 - a. Have a lot of senior staff, a significant number going to retire in the next few years
 - b. Current opportunity for the senior staff to pass on their knowledge to junior staff, they have a lot of experience to share
 - c. Opportunity to get high school students interested in trades. Great synergies for VSB.

Other points of discussion:

- Criminal record check a barrier for some.
- Requiring a doctor's note for absenteeism is onerous. Sense of 'big brother' watching.
- Would like to see increases in wages and benefits.
- Generally the members say that VSB is a good place to work.

Meeting April 10, 2018 - Vancouver District Student Council

Three main points:

1. Facilities
2. Counselling time – specifically for grad transition and career counselling
3. Supplies/Resources

Specifics:

- Textbooks – lack of and/or outdated information
- Facility repairs not being done in a timely manner
- No soap in bathroom dispensers
- Paper towel dispenser in bathrooms being empty for a couple of days
- Bathroom stalls not having locks
- Britannia PA system needs replacing – student council fundraising
- King George – hole in kitchen wall
- Funding for extra-curricular activities
- IB math teacher on leave not being replaced with qualified teacher
- Lack of staff to deal with mental health concerns
- Counselling time to help grads understand next steps – possibility create a website with the information
- Music program reduction in elementary is having an impact in secondary schools' band programs

Meeting April 12, 2018 – District Parent Advisory Council

Main topics

1. Arts
2. Special needs
3. Counsellors
4. Music
5. Technology
6. Libraries
7. Indigenous education

Other points of discussion:

- New curriculum
- Early screening for dyslexia
- IB

School District No. 39 (Vancouver)

**Preliminary Draft Annual Budget
2018/2019 Fiscal Year
April 18, 2018
Plenary Committee III/V**

Introductory Remarks

- Thank-you
- Guiding Principles
 - Collaboration: strong relationships and open communication
 - Engagement: creative and innovative practices
 - Excellence
 - Inclusion: valuing and celebrating diversity
 - Transparency: open, honest, accountable



Thoughts



- Relationships
- Teaching and Learning: Students
- Operational Alignment
- Culture
- Passion and Hope

- Appreciation
- Process



Legislative Authority

- Sub-section 111(2) of the *School Act* requires a Board of Education to prepare an Annual Budget in the form and containing the content specified by the Minister
- Sub-section 113(1)(a) of the *School Act* directs Boards to adopt, by bylaw, an Annual Budget on or before June 30 for the following school year
- Sub-section 113(3) of the *School Act* requires Boards to send a certified copy of the Annual Budget upon the Minister's request
- The request is in the annual budget instructions

Public Sector Accounting Standards Requirement

- Districts are part of the Government Reporting Entity (GRE)
- Treasury Board in 2010 directed districts to follow the revised Public Sector Accounting Board (PSAB) framework for fiscal years commencing after December 31, 2011
- PSAB Framework requires budgets to include elements of all funds, not just the operating fund.

PSAB Format

- Statement 2 – Revenue and Expense
- Statement 4 – Changes in Net Financial Assets (Debt)
- Schedule 1 – Changes in Accumulated Surplus (Deficit) by Fund
- **Schedule 2 – Operating Revenue and Expense**
- **Schedule 2A – Schedule of Operating Revenue by Source**
- **Schedule 2B – Schedule of Operating Expense by Object**
- **Schedule 2C – Operating Expense by Function, Program and Object**
- Schedule 3 – Special Purpose Revenue and Expense
- Schedule 3A – Changes in Special Purpose Funds
- Schedule 4 – Capital Revenue and Expense

Schedule 2

Operating Fund Revenue and Expense

- Shows revenue and expense for the Board's operating fund to produce a balanced budget position
- Revenue by major source, including tuition separately
- Expenses are shown by function
- Appropriation of prior year's surplus is permitted as per Section 111 of the *School Act*

Schedule 2 – Operating Fund Revenues and Expenses

	2019 Preliminary Draft Budget	2018 Amended Annual Budget	Increase (Decrease)
Revenues			
Provincial Grants - MOE	453,719,459	452,603,722	1,115,737
Provincial Grants - Other	68,719	68,719	-
Federal Grants	2,236,492	2,236,492	-
Tuition	30,332,945	28,891,797	1,441,148
Other revenue	5,096,791	5,892,499	(795,708)
Rentals and Leases	4,185,516	4,185,516	-
Investment Income	1,369,138	1,613,502	(244,364)
Total Revenue	497,009,060	495,492,247	1,516,813
Expenses			
Instruction	410,857,787	406,396,778	4,461,009
District Administration	18,511,609	19,095,436	(583,827)
Operations and Maintenance	63,394,709	61,975,642	1,419,067
Transportation and Housing	3,111,096	2,890,660	220,436
Total Expense	495,875,201	490,358,516	5,516,685
Net Revenue (Expense)	1,133,859	5,133,731	(3,999,872)
Transfers			
Reduction of Unfunded Employee Future Benefits	-	(132,764)	132,764
Purchases of Capital Assets	(3,482,255)	(5,000,967)	1,518,712
Total Net Transfers	(3,482,255)	(5,133,731)	1,651,476
Net Revenue (Expense) after Transfer	(2,348,396)	0	(2,348,396)
Prior Year Surplus Appropriation	2,348,396	-	2,348,396
Budgeted Surplus (Deficit)	0	0	0

Schedule 2A

Operating Fund Revenues

	2019 Preliminary Draft Budget	2018 Amended Annual Budget	Increase (Decrease)
Provincial Grants - Ministry of Education			
Operating Grants	444,916,025	441,588,921	3,327,104
Other Ministry of Education Grants	8,803,434	11,014,801	(2,211,367)
Total Provincial Grants - Ministry of Education	453,719,459	452,603,722	1,115,737
Provincial Grants - Other	68,719	68,719	-
Federal Grants	2,236,492	2,236,492	-
Tuition			
Summer School Fees	1,443,374	1,357,584	85,790
Continuing Education Fees	1,022,451	863,761	158,690
Offshore/Out-of-Province Tuition Fees	27,867,120	26,670,452	1,196,668
Total Tuition	30,332,945	28,891,797	1,441,148
Other Revenue			
From other School Districts	1,150,000	1,150,000	-
Instructional Cafeteria Revenue	1,367,948	1,367,948	-
Other Grants	-	129,649	(129,649)
Local Education Agreements	32,670	-	32,670
Miscellaneous Fees	2,546,173	3,244,902	(698,729)
Total Other Revenue	5,096,791	5,892,499	(795,708)
Rentals and Leases	4,185,516	4,185,516	-
Investment Income	1,369,138	1,613,502	(244,364)
Total Operating Revenue	497,009,060	495,492,247	1,516,813

Changes in Provincial Grants - MOE

Funding Group	Amended Budget		Draft Base Budget		Change		New Funding	
	FTE	\$	FTE	\$	FTE	\$	\$	
Student Based Funding	49,332	358,284,598	48,739	353,961,439	(593)	(4,323,159)	5,874,798	
Special Education	2,474	43,301,170	2,420	42,224,090	(54)	(1,077,080)	743,710	
Other		51,017,954		50,840,328		(177,626)	75,094	
		452,603,722		447,025,857		(5,577,865)	6,693,602	
Total Change in MOE Grants							\$1,115,737	

Changes in Tuition Revenue

International Education Fee Increase	948,480
International Education Enrolment Increase	322,000
Other Tuition	170,698
	<hr/>
	1,441,178

Changes in Other Revenue

17/18 One-time Donation and Grants	(441,862)
Outside Maintenance Work	(113,401)
School Supply Fees Adjusted to Base	(234,255)
Other	(6,190)
	<u>(795,708)</u>

Schedule 2B

Operating Fund Expenses

	2019 Preliminary Draft Budget	2018 Amended Annual Budget	Increase (Decrease)
Salaries			
Principal and Vice Principal Salaries	23,550,259	22,682,929	867,330
Teacher Salaries	226,300,769	222,176,857	4,123,912
Support Salaries	54,469,773	53,370,287	1,099,486
Educational Assistant Salaries	36,445,650	34,140,654	2,304,996
Other Professional Salaries	9,265,813	8,552,189	713,624
Substitute Salaries	10,147,785	9,229,948	917,837
Total Salaries	360,180,049	350,152,864	10,027,185
Employee Benefits			
	95,533,535	93,597,184	1,936,351
Total Salaries and Benefits	455,713,584	443,750,048	11,963,536
Services and Supplies			
Services	13,201,737	15,735,898	(2,534,161)
Student Transportation	3,059,449	2,912,857	146,592
Professional Development and Travel	994,706	997,394	(2,688)
Rentals and Leases	1,528,306	1,222,298	306,008
Dues and Fees	863,668	959,104	(95,436)
Insurance	1,341,532	1,253,273	88,259
Interest	2,363	2,363	-
Supplies	10,664,938	14,837,740	(4,172,802)
Utilities	8,504,918	8,687,541	(182,623)
Total Services and Supplies	40,161,617	46,608,468	(6,446,851)
Total Operating Expense	495,875,201	490,358,516	5,516,685

Enrolment Decline Impact

- Enrolment decline is projected to be 593 students
- Staffing in draft budget is based on staffing ratios
 - Enrolling Teacher and SSA staffing have been reduced in draft budget to reflect the decline
- SSA staffing will have to change if designated student numbers increase
 - Increased staffing would be an additional cost to the draft budget
- Actual teacher staffing is not complete so will likely change
 - Final staffing numbers should be available early next week
- Finance staff is working with Employee Services staff to determine adjustments to the budgeted ratios to finalize actual staffing, particularly SSA staffing.

Budget Changes for Non-Enrolling Teacher Staffing

	School Based Non-Enrolling Staffing		
	Elementary	Secondary	Total
2017-2018 Actuals	264.7655	153.0924	417.8579
2018-2019 Budget	243.0000	138.0000	381.0000
2018-2019 Budget Change	21.76550	15.09240	36.85790

Note: 2017-2018 actual staffing was higher than the ratios used in the budget so actual staffing may be higher depending on how staffing is allocated in schools.

Budget Additions for Non-Enrolling Teacher Staffing

Non-Enrolling Staffing Included in Draft Budget

Counsellor for VASS and Alternate Education	1.0000
Resource Teacher for VASS and Alternate Education	2.0000
Elementary Resource - Curriculum & Assessment Support	3.0000
Secondary Resource - Curriculum & Assessment Support	5.4300
	<hr/>
	11.4300
	<hr/>

Non-Enrolling Staffing Proposed for Consideration

District Resource Teacher - Career Education Support	1.0000
ELL Support for International Program Students	4.0800
Inclusive Education Pilot (from Special Education Review)	4.0000
	<hr/>
	9.0800
	<hr/>

Potential Additions to Non-Enrolling Staffing 20.5100

Changes in Salaries

	Wage Increases	Average Salaries	Staffing Level	Enrolment Impact	Return to Base / Other	Total
Principal and Vice Principal	367,516	-	-	-	499,814	867,330
Teacher	5,175,813	(1,858,529)	(250,711)	(1,590,076)	2,647,415	4,123,912
Support Staff	610,551	-	(55,835)	-	544,770	1,099,486
Educational Assistant	415,277	-	(6,229)	(862,743)	2,758,691	2,304,996
Other Professional	57,137	-	102,907	-	553,580	713,624
Substitute	119,664	-	-	-	798,173	917,837
	6,745,958	(1,858,529)	(209,868)	(2,452,819)	7,802,443	10,027,185

Benefit Changes

Benefit Rate Changes

MSP/Employer Health Tax	1,876,935
Teachers' Pension Plan	(1,659,349)
Extended Health and Others	1,064,363
Benefit Impact from Salary Increases	1,474,929
Enrolment Impact	(694,617)
Other	(125,911)

1,936,351

Change in Services

Inflation Increase	184,391
One-time Additional Support to Schools Resources	(1,200,000)
Legal and Other Consulting	(360,000)
Energy Projects from One-time Funding	(201,526)
PeopleSoft Finance - Encumbrances Ledger	(200,000)
VOIP Implementation	(183,655)
Senior Executives Recruitment	(125,000)
Prior Year Donations not in Budget in 2018/2019	(111,700)
Other	(336,671)
	<u>(2,534,161)</u>

Change in Rental and Leases

Inflation Increase	22,821
Lease Payment Expiry - Convert to New Lease	256,384
Other	26,803
	306,008

Change in Supplies

Inflation Increase	154,578
Prior Year Donations Not Budgeted in 18/19	(257,568)
Learning Services - Assessment Kits and Technology S	(208,982)
16/17 School Balances Carryforward	(726,577)
One-time Student Learning Grant	(1,587,117)
One-time Repayment of 15/16 School Balance Borrow	(1,757,573)
School Accounting Software	351,810
Other	(141,374)
	<u>(4,172,802)</u>

Stakeholders – Themes We've Heard

- Facilities Upgrades
- Counselling Time (including career)
- Supplies and Resources
- Technology
- Fine Arts
- Library
- Special Education
- Indigenous Education
- Increased staffing
- Adult Education
- Curriculum Implementation
- Apprenticeship Program
- Flex Budget Increase

Preliminary Budget Additions

2018/2019 Budget Addition Summary

CONFIDENTIAL

Additions

Counsellor for VASS and Alternative Education	105,590
Resource Teacher for VASS and Alternative Education	105,590
Resource Teacher for VASS and Alternative Education (Outreach)	105,590
District Resource Teachers: Curriculum & Assessment Support K-7	303,000
District Resource Teacher: Curriculum & Assessment Support 8-12	603,000

Total

\$ 1,222,770

Preliminary Budget Reductions

2018/2019 Budget Reduction Summary CONFIDENTIAL

	<u>\$ Amount</u>
Reductions	
Junior Buyer	(71,860)
Britannia Library	(74,818)
Total	<u>\$ (146,678)</u>

Proposals for consideration

2018/2019 Budget Proposal Summary

CONFIDENTIAL

		<u>\$ Amount</u>
	Additions	
A1	Privacy and Info Security Coordinator	75,713
A2	PeopleSoft Updates	150,000
A3	Human Resource Assistant	67,650
A4	Stargarden Archival	150,000
I1	Vice Principal for VASS and Alternative Education	139,900
I2	District Resource Teacher: Career Education Support	111,000
I3	International Education Increased Teacher Staffing	313,711
O1	Fleet Rotation (Year 1 of 6)	4,154
O2	Teaching Cafeteria Equipment	200,000
	Total	\$ 1,212,128

Potential Savings

- From review of unspent amounts in existing central budgets (\$500,000 - \$700,000)
- From review of base budget assumptions (\$600,000 - \$800,000)
- From review of revenue budgets - \$250,000
- Total of between \$1,350,000 and \$1,750,000

Balanced Budget Approach Strategic Plan Connections

- Meant to support learners through innovation – Goal 1
- Meant to build capacity through collective leadership – Goal 2
- Meant to create culture and social responsibility – Goal 3
- Meant to effectively utilize district resources – Goal 4

- All budget decisions going forward have to be made in the context of a balanced position – to add something means to reallocate existing resources.

Timeline & Next Steps

- April 18, 2018 Plenary Committees III/V – budget documents and PowerPoint presentation
- April 19, 2018 – budget survey posted online
- May 2, 2018 – budget survey closes
- April 24, 2018 Committee of the Whole - will provide stakeholder representatives and the general public an opportunity to have input to the budget discussion.
- May 16, 2018 Plenary Committees III/V meeting – all feedback (including survey) will be presented for final discussion.
- May 29, 2018 - first and second reading of the budget bylaw
- June 13, 2018 – Committee V final review of budget
- June 25, 2018 – Third reading of budget bylaw



VANCOUVER BOARD OF EDUCATION
2018/2019 OPERATING FUND BUDGET
PRELIMINARY DRAFT DOCUMENT



*Embargoed until 6:00 pm
Wednesday, April 18, 2018*

Senior Management Team

April 18, 2018

2018/2019

Preliminary Draft Operating Fund Budget

1.0	Preliminary Draft Operating Fund Budget.....	1
2.0	Stakeholder Requests.....	12
3.0	Proposals and Reductions Already Included.....	12
3.1	Preliminary Budget Additions	12
3.2	Preliminary Budget Reductions	25
4.0	Proposals to be Considered.....	28
5.0	Potential Areas of Savings	50

1.0 Preliminary Draft Operating Fund Budget

Vancouver School Board 2018-2019 Preliminary Draft Budget Operating Fund

REFERENCE TO STRATEGIC PLAN:

Goal 2: Build capacity in our community through strengthening collective leadership

Objectives:

- Encourage and appreciate the contributions made by our students, families, employee groups and community partners.

Goal 4: Provide effective leadership, governance and stewardship

Objectives:

- Develop and implement a long term financial planning model
- Effectively utilize school district resources and facilities.

INTRODUCTION

The development of the district's operating fund budget for 2018-2019 is intended to be a collaborative discussion among all stakeholders of the supports that are needed in our schools and centrally to support the schools. The approach being taken is explained in some detail in the attached staff report to the April 18, 2018 Plenary Committees III/V. As indicated in the report the preliminary draft operating fund budget for 2018-2019 is being presented as a balanced budget using a planned appropriation of prior year's surplus. Having said that, the summary budget in the package today will not be the final budget that will be incorporated in the overall budget bylaw the Board of Education will eventually pass.

PRELIMINARY DRAFT BUDGET

The attached preliminary draft budget for 2018-2019 has total budgeted revenue of \$497,009,060 and total budgeted expense of \$495,875,201 which produce a budgeted net revenue, before fund transfers of \$1,133,859. The budgeted purchase of capital assets of \$3,482,255 funded from operations results in a budgeted deficit of \$2,348,396 which represents the amount of the prior year's surplus that needs to be appropriated to balance the draft budget.

As stated above this draft budget is not final and has been developed by returning many accounts in the amended budget for 2017-2018 back to base budget levels. As such, some of the accounts that make up the draft budget will change as we go through the process of finalizing the budget. For example, the budgeted purchase of capital assets of \$3,482,255 is a base budget amount reflecting the spending of previous years. In addition, staffing levels in the schools will not be finalized until the end of the month. The draft budget does however take into account an initial impact of an enrolment decline of just under 600 students. Staffing levels in the operating budget will only be finalized once the impact of the restored language related to the Classroom Enhancement Fund (not part of the operating budget) has been determined.

NEXT STEPS & TIMELINE

These budget documents will be presented to the April 18, 2018 Plenary Committees III/V in association with the PowerPoint presentation referred to in the attached report. The PowerPoint presentation will illustrate the major changes from the amended budget for 2017-2018 that have been incorporated in the preliminary draft budget for 2018-2019. The PowerPoint and these budget documents will initiate the discussion of what is contemplated in the staff report to the Committees.

The budget survey will be posted online following the committee meeting and will be available to the public until May 2, 2018.

The Committee of the Whole meeting scheduled for April 24, 2018 will provide stakeholder representatives and the general public an opportunity to have input to the budget discussion.

All feedback will come to the combined May 16, 2018 Plenary Committees III/V meeting for final discussion. At that meeting the Special Purpose Fund and Capital Fund components of the overall district budget will be presented.

The overall budget will then be finalized in preparation for the first and second reading of the budget bylaw at the May 28, 2018 public board meeting.

School District No.39
Annual Budget - Operating Revenue and Expense
Year ended June 30, 2019

Schedule 2

	2019 Preliminary Draft Budget	2018 Amended Annual Budget	Increase (Decrease)
Revenues			
Provincial Grants - MOE	453,719,459	452,603,722	1,115,737
Provincial Grants - Other	68,719	68,719	-
Federal Grants	2,236,492	2,236,492	-
Tuition	30,332,945	28,891,797	1,441,148
Other revenue	5,096,791	5,892,499	(795,708)
Rentals and Leases	4,185,516	4,185,516	-
Investment Income	1,369,138	1,613,502	(244,364)
Total Revenue	497,009,060	495,492,247	1,516,813
Expenses			
Instruction	410,857,787	406,396,778	4,461,009
District Administration	18,511,609	19,095,436	(583,827)
Operations and Maintenance	63,394,709	61,975,642	1,419,067
Transportation and Housing	3,111,096	2,890,660	220,436
Total Expense	495,875,201	490,358,516	5,516,685
Net Revenue (Expense)	1,133,859	5,133,731	(3,999,872)
Transfers			
Reduction of Unfunded Employee Future Benefits	-	(132,764)	132,764
Purchases of Capital Assets	(3,482,255)	(5,000,967)	1,518,712
Total Net Transfers	(3,482,255)	(5,133,731)	1,651,476
Net Revenue (Expense) after Transfer	(2,348,396)	0	(2,348,396)
Prior Year Surplus Appropriation	2,348,396	-	2,348,396
Budgeted Surplus (Deficit)	0	0	0

School District No.39**Schedule 2A**

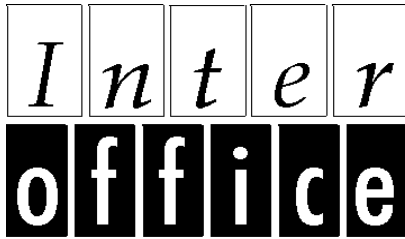
Annual Budget - Operating Revenue by Source
Year ended June 30, 2019

	2019 Preliminary Draft Budget	2018 Amended Annual Budget	Increase (Decrease)
Provincial Grants - Ministry of Education			
Operating Grants	444,916,025	441,588,921	3,327,104
Other Ministry of Education Grants	8,803,434	11,014,801	(2,211,367)
Total Provincial Grants - Ministry of Education	453,719,459	452,603,722	1,115,737
Provincial Grants - Other			
	68,719	68,719	-
Federal Grants			
	2,236,492	2,236,492	-
Tuition			
Summer School Fees	1,443,374	1,357,584	85,790
Continuing Education Fees	1,022,451	863,761	158,690
Offshore/Out-of-Province Tuition Fees	27,867,120	26,670,452	1,196,668
Total Tuition	30,332,945	28,891,797	1,441,148
Other Revenue			
From other School Districts	1,150,000	1,150,000	-
Instructional Cafeteria Revenue	1,367,948	1,367,948	-
Other Grants	-	129,649	(129,649)
Local Education Agreements	32,670	-	32,670
Miscellaneous Fees	2,546,173	3,244,902	(698,729)
Total Other Revenue	5,096,791	5,892,499	(795,708)
Rentals and Leases			
	4,185,516	4,185,516	-
Investment Income			
	1,369,138	1,613,502	(244,364)
Total Operating Revenue	497,009,060	495,492,247	1,516,813

School District No.39
Annual Budget - Operating Expense by Source
Year ended June 30, 2019

Schedule 2B

	2019 Preliminary Draft Budget	2018 Amended Annual Budget	Increase (Decrease)
Salaries			
Principal and Vice Principal Salaries	23,550,259	22,682,929	867,330
Teacher Salaries	226,300,769	222,176,857	4,123,912
Support Salaries	54,469,773	53,370,287	1,099,486
Educational Assistant Salaries	36,445,650	34,140,654	2,304,996
Other Professional Salaries	9,265,813	8,552,189	713,624
Substitute Salaries	10,147,785	9,229,948	917,837
Total Salaries	360,180,049	350,152,864	10,027,185
Employee Benefits			
	95,533,535	93,597,184	1,936,351
Total Salaries and Benefits	455,713,584	443,750,048	11,963,536
Services and Supplies			
Services	13,201,737	15,735,898	(2,534,161)
Student Transportation	3,059,449	2,912,857	146,592
Professional Development and Travel	994,706	997,394	(2,688)
Rentals and Leases	1,528,306	1,222,298	306,008
Dues and Fees	863,668	959,104	(95,436)
Insurance	1,341,532	1,253,273	88,259
Interest	2,363	2,363	-
Supplies	10,664,938	14,837,740	(4,172,802)
Utilities	8,504,918	8,687,541	(182,623)
Total Services and Supplies	40,161,617	46,608,468	(6,446,851)
Total Operating Expense	495,875,201	490,358,516	5,516,685



Memorandum

vancouver school board



Date: April 18, 2018
To: Plenary Committee III/V
From: J. David Green, Secretary-Treasurer
Re: **2018-2019 Preliminary Draft Operating Fund Budget**

ITEM 1

REFERENCE TO STRATEGIC PLAN:

Goal 2: Build capacity in our community through strengthening collective leadership

Objectives:

- Encourage and appreciate the contributions made by our students, families, employee groups and community partners.

Goal 4: Provide effective leadership, governance and stewardship

Objectives:

- Develop and implement a long term financial planning model
- Effectively utilize school district resources and facilities.

INTRODUCTION:

This report is provided for information.

BACKGROUND:

The process for the development of the operating fund budget for 2018-2019 was approved by the Board at the January 29, 2018 public board meeting. One of the key components of that approved process was consultation with the district stakeholder groups. Individual meetings with each stakeholder group, including the VDSC, have now taken place. The Finance Department staff have accumulated the feedback from those individual meetings to inform the budget process and that feedback is attached to this report in summary form.

The 2017-2018 Amended Budget was approved at the February 26, 2018 public meeting of the Board. Finance and Employee Services staff have worked diligently since then to start building the budget for 2018-2019 using the amended budget as a base to forecast planned expenditures for next year. The Ministry of Education announced the operating grants for school districts on March 14, 2018. From that announcement, staff have now developed a revenue forecast for 2018-2019 and together with the expenditure forecast have developed a preliminary budget for the Committees' consideration. The preliminary budget that will be presented on April 18, 2018 will be a balanced budget. The balanced budget position results from an appropriation of prior year's surpluses.

ANALYSIS:

On Tuesday April 17, 2018 Senior Management will share the preliminary draft operating fund budget with school administrators, stakeholder representatives and staff at the Education Centre in a series of meetings. In previous years at those meetings, the Superintendent and Secretary-Treasurer presented a budget that was balanced by incorporating a series of cost reductions and savings. The approach we are taking this year

is meant to be more consultative in nature and at the Plenary Committee III/V meeting on the 18th, we will be presenting a preliminary draft budget. It will not be the final budget for next year and it will be balanced by budgeting an appropriation of prior years' surpluses.

As stated above, one of the changes we made to the budget process this year was to have separate individual meetings with each stakeholder group. The feedback from those meetings has been very informative and helpful in the development of a preliminary draft budget for next year. Some of the concepts and ideas that were shared have already been incorporated in the draft preliminary budget. Staff will have costing information available on Wednesday night with respect to other requests that have not yet been incorporated in the budget.

A PowerPoint presentation will take the Committee members through the changes on the revenue and expenditure sides that have been made from the 2017-2018 amended budget to arrive at the preliminary draft budget for 2018-2019. Also, being presented at the meeting will be proposals to add to the budget and proposed savings that have not been reflected in the base budget. The intent of presenting the budget in this manner is to engage the committee members in a constructive conversation from their respective perspectives on the important considerations that support our students. It is meant to shift the focus from "budget cuts" to "budget considerations". Starting with a balanced budget position will necessitate discussion of what to remove from the budget if we want to add something. As we go forward in the process, it is hoped these will be healthy discussions of what we value as a collective community for our students.

RECOMMENDATION:

There are no recommendations.

Budget 2018-2019 Stakeholder Consultation

Stakeholder groups were consulted in a series of meetings spanning March and early April. The purpose of the meeting was to consult with stakeholders about the budget, hear their suggestions for budget and hear concerns they have, with the intent of reflecting these comments to trustees.

A synopsis of each stakeholder meeting is provided in point form below.

Meeting March 7, 2018 – CUPE 15

- Number one issue is staffing shortage. There are examples of absences of EAs in schools, and no substitutes. This causes follow-on effects on member's work-life balance, and leads to more staff taking leaves and negatively impacts the benefits plans. EAs and office staff as well.
- Rehire retirees. Confusion why there are instances of retirees interested in working not offered positions. These staff have no prior history of discipline. Anecdotal examples of CUPE and teaching staff.
- Train your own EAs:
 - Surrey and Richmond SDs are doing this, as colleges do not graduate enough EAs
 - Training program would cost more, need to have agreements in place that the employee continues to work for VSB, does not leave right after training.
- Office staff extra clerical: No subs. Used to be that schools got extra clerical for enrollment at the school exceeding 250. Formula was changed to enrollment at the school exceeding 400.
- Attendance support program. Support staff have JEIS program, CUPE sees no need for ASP. The wellness component is good.
- Dealing with addiction files in-house is costly. Directed to not send to JEIS.
- More arbitrations that there have been in the past. Currently 4 arbs underway

Meeting March 7, 2018 – CUPE 407

- Appearance of the schools. CUPE 407 takes pride in how the grounds look, and things are slipping, funding cuts, staffing cuts. Things are taking much longer than they used to, very behind. Pipe-rail fencing too expensive, now gardens are trashed by student traffic
- Unprecedented number of retirements. Loss of mentorship. New staff coming in need to be trained, new staff are more tech-savvy than shovel-savvy. New staff not getting the full scope of the work, things get missed
- Apprenticeship program – does cost money, but would help in recruiting and training staff. Last 8 years there have been no apprentices for horticulture
- Members want opportunity for growth or lateral moves
- Supervision aides have been reduced over time
- Hire summer students out of college.
- There is no down time in Vancouver. Work is year-round
- Previous management had floated idea to rent out workforce to share with City
- Now off the mileage program. Used to use own vehicles. Now 30-40 mins wasted going to Grounds Location then driving in truck to worksite
- Landscaping at new schools/seismic schools too large. CUPE 407 are now replacing with smaller plantings and easier to maintain plantings. Irrigation installed is being taken out, cannot maintain the irrigation
- Request for more labour staffing. At any given point, of the 101 FTE, 6-7 are not working. Used to have a lot more casual staff than now. Used to be 60 FTE, now much less, 30 casuals
- Need to manage the labour pool better

Meeting March 15, 2018 – Vancouver Secondary Teachers' Association

- Ensure enough teachers and resources. Optimizing resources.
- VSTA feels that MOU clauses referred to prematurely. S.22(d) floor of 24 was used in isolation. MOU was over-applied. VSTA view that should go below the floor of 24 to better accommodate SPED students.
- Need to make space in the class for potential adds. As soon as school started, tight classes went into remedy, can't avoid contract violation. There is the contingency of CEF to provide flexibility. There is language to allow exceptions – allow space to take a 3rd SPED student.
- Would like to see more increase in school flex budgets for Level 1, 2, 3 classes
- Suggest considering allocating VPs in FTEs of 0.5 or 1.0 increments
- Suggest set up School Based Budgeting joint effort with VASSA

Meeting March 15, 2018 – Vancouver Elementary School Teachers' Association

Two main focuses:

1. Staffing, and ensuring that the restored language is fully implemented. Recruitment issues.
2. Non-enrolling teachers. VSB is above the Ministry ratios. Would like to see the Board advocating for non-enrolling teachers, as we need those resources for our district. Anticipating cuts to non-enrolling, and existing non-enrolling teachers are being reassigned to enrolling.

Other concerns discussed:

- Adult Education cuts in the past few years. Used to be six sites, now two.
- Classroom Enhancement Fund: lot of classes not meeting the language. Have the physical space. Significant remedies.
- VESTA view is to go below the class-size floor.
- Recruitment and retention concerns
- School based budgeting training. Not all schools have Finance Committees.
- Important to keep Pro-D and library funds in school flex budgets.

Meeting April 4, 2019 – Vancouver Elementary Principals and Vice-Principals Association and Vancouver Association of Secondary School Administrators

Two main points:

1. Curriculum implementation.
2. Seismic Support for schools undergoing seismic work
 - a. Used to be M. Pearmain and B. Moore doing this work in past.
 - b. K. O'Sullivan is now doing support for schools undergoing seismic upgrading, but this is only part-time. Need further support for this function, to do the admin responsibilities and working with project office.
 - c. In years past there was a teacher released full-time to help.
 - d. Schools are unsure who to contact, turnover in the VPO, unsure what is appropriate to ask of the VPO.
 - e. Should post the position and fill it permanently rather than continue to backfill with retired administrators

Other points of discussion:

- Reduced secondary teachers. Admins are aware that non-enrolling ratios are too high and that staffing is likely to be reduced. Non-enrolling know that a reduction is coming, and they understand the rationale.
- School Flex Budget. Need more resources. Would like a vision on this, what is the long-term plan?
- School site based budgeting. Not a lot of support. Would rather deal with students than budgets.
- Technology line item was lost in school flex budget years ago. Teachers would hold it in high regard if this was reinstated. Not reallocation of funds, new funds. Elementary would rather it be more flexible, not tied to tech.

Meeting April 4, 2018 – Professional and Administrative Staff Association

- Stability and job security top of mind for PASA staff.
- Feel that much of the past number of budget shortfall years, PASA has suffered a disproportionate number of cuts, and remaining staff taking on extra duties. In other SDs, PASA jobs would be in the union. Maintenance supervisors, HR staff. Community school coordinators are teachers/unionized in other SDs.
- Would like to see cuts made in past be reinstated
- Job titles are not consistent with other school districts, other similar organizations. A coordinator level at VSB is equivalent to a supervisor in COV, other SDs.
- Recruitment concerns. Due to cost of living, lack of job title.

Meeting April 5, 2018 – International Union of Operating Engineers, Local Union No. 963

- Support staff levels have been going down over the years (except EAs). Trend needs to be reversed. IUOE are staffed to the minute for last 15 years.
- Review number of part time (not casual) custodial staff. There are more part time positions. Limited benefits to part time staff, and loyalty to the VSB job suffers
- Cafeteria programs have been eroding. Can't find teachers for food programs. Kathleen Ponsart report not implemented.
- Supervision aides work 10:30 – 1pm to cover recess. Proposed adding one more to each elem.
- Attendance support program – not providing support. Arbitration is coming. Vancouver Coastal Health has put its program on hold. IUOE suggests VSB does the same.
- Expansion of excluded staff
- Increased grievances and arbitrations.

Meeting April 5, 2018 – Building Trades

Two main points:

1. Mileage. Trades members not happy with the reduction in mileage rates. The reduction is driving poor morale. Requiring the use of a car is a barrier, particularly for new staff. New staff not interested in owning cars, prefer to take transit or car share.
2. Apprentices:
 - a. Have a lot of senior staff, a significant number going to retire in the next few years
 - b. Current opportunity for the senior staff to pass on their knowledge to junior staff, they have a lot of experience to share
 - c. Opportunity to get high school students interested in trades. Great synergies for VSB.

Other points of discussion:

- Criminal record check a barrier for some.
- Requiring a doctor's note for absenteeism is onerous. Sense of 'big brother' watching.
- Would like to see increases in wages and benefits.
- Generally the members say that VSB is a good place to work.

Meeting April 10, 2018 - Vancouver District Student Council

Three main points:

1. Facilities
2. Counselling time – specifically for grad transition and career counselling
3. Supplies/Resources

Specifics:

- Textbooks – lack of and/or outdated information
- Facility repairs not being done in a timely manner
- No soap in bathroom dispensers
- Paper towel dispenser in bathrooms being empty for a couple of days
- Bathroom stalls not having locks
- Britannia PA system needs replacing – student council fundraising
- King George – hole in kitchen wall
- Funding for extra-curricular activities
- IB math teacher on leave not being replaced with qualified teacher
- Lack of staff to deal with mental health concerns
- Counselling time to help grads understand next steps – possibility create a website with the information
- Music program reduction in elementary is having an impact in secondary schools' band programs

Meeting April 12, 2018 – District Parent Advisory Council

Main topics

1. Arts
2. Special needs
3. Counsellors
4. Music
5. Technology
6. Libraries
7. Indigenous education

Other points of discussion:

- New curriculum
- Early screening for dyslexia
- IB

2.0 Stakeholder Requests

Emerging Themes (Stakeholder Meetings)
Facilities Upgrades
Counselling Time (including career)
Supplies and Resources
Technology
Fine Arts
Library
Special Education
Indigenous Education
Increased Staffing
Adult Education
Curriculum Implementation
Apprenticeship Program
Flex Budget Increase

3.0 Proposals and Reductions Already Included

3.1 Preliminary Budget Additions

2018/2019 Budget Addition Summary	
CONFIDENTIAL	
	<u>\$ Amount</u>
Additions	
Counsellor for VASS and Alternative Education	105,590
Resource Teacher for VASS and Alternative Education	105,590
Resource Teacher for VASS and Alternative Education (Outreach)	105,590
District Resource Teachers: Curriculum & Assessment Support K-7	303,000
District Resource Teacher: Curriculum & Assessment Support 8-12	603,000
Total	<u>\$ 1,222,770</u>

Counsellor for VASS and Alternative Education

Proposal:

- ✓ *District Proposal*
- School Specific Proposal School (if applicable):*

Key point(s) of contact (Name, title) of Submitter:

Jody Langlois – Associate Superintendent

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

- ✓ *Engage Our Learners Through Innovative Teaching and Learning Practices*
- ✓ *Build Capacity in Our Community Through Strengthening Collective Leadership*
- ✓ *Create a Culture of Care and Shared Social Responsibility*
- Provide Effective Leadership, Governance and Stewardship*

Explain the above choice:

A 1.0 FTE qualified and experienced counsellor to be added to the Alternative Education program staff component in order to address the exponential increase in mental health concerns amongst the attending and referred student population.

Counsellor for VASS and Alternative Education

A 1.0 trained and experienced counsellor to be added to the Alternative program staff component in order to help address the exponential increase in mental health concerns amongst the attending and referred student population. Currently no VSB counsellor is assigned to these programs and although the co-administered schools have counsellors their current work load makes it next to impossible to also support students in satellite teaching spaces in these alternative programs. No counselling time is currently assigned to VASS. The service provided by this new position would also include support to implement specific goals as outlined in IEPs related to behaviour and mental health strategies. In addition, a counsellor could provide usual guidance and support for transition from secondary school into the work place or into post-secondary.

The support provided through this new position could positively effect student learning in providing the specialized guidance and support for students with mental health, behavior challenges as well as general counselling as per all other secondary schools.

Recommendations

The Counsellor would report directly to the District Principal of Alternative Education.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	\$105,590			\$105,590

One-time <input type="checkbox"/>
Ongoing <input checked="" type="checkbox"/>

Resource Teacher for VASS and Alternative Education

Allocation of Resources Proposal:

- ✓ *District Proposal*
- School Specific Proposal School (if applicable):*

Key point(s) of contact (Name, title) of Submitter:

Jody Langlois - Associate Superintendent

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

- ✓ *Engage Our Learners Through Innovative Teaching and Learning Practices*
- ✓ *Build Capacity in Our Community Through Strengthening Collective Leadership*
- ✓ *Create a Culture of Care and Shared Social Responsibility*
- Provide Effective Leadership, Governance and Stewardship*

Explain the above choice:

A 1.0 qualified, skilled resource teacher to be added to the Alternative Education program staff component to support effective development, management and implementation of meaningful IEPs for students in the 22 VASS and co-administered Alternative Education programs.

Resource Teacher for VASS and Alternative Education

Background & Analysis

A 1.0 qualified, skilled resource teacher to be added to the Alternative program staff component to support effective development of meaningful IEPs for each student with a ministry designation and receiving support. Currently, each program is staffed with at least one enrolling teacher. In the absence of a non-enrolling Resource Teacher in each of the satellite programs, there is a need for a qualified Special Education Resource Teacher to both prepare, case manage and implement IEPs. The service provided by this new position would also include support to adapt and modify curriculum as per the goals of the IEP.

The support provided through this new position could positively effect student learning in that curriculum would be adapted and or modified and students would be taught new, specialized strategies as per the IEP.

Recommendations

The Resource Teacher would report directly to the District Principal of Alternative Education.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	\$105,590			\$105,590

One-time	<input type="checkbox"/>
Ongoing	<input checked="" type="checkbox"/>

Resource Teacher for VASS and Alternative Education (Outreach)

Allocation of Resources Proposal:

- ✓ *District Proposal*
- School Specific Proposal School (if applicable):*

Key point(s) of contact (Name, title) of Submitter:

Jody Langlois - Associate Superintendent

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

- ✓ *Engage Our Learners Through Innovative Teaching and Learning Practices*
- ✓ *Build Capacity in Our Community Through Strengthening Collective Leadership*
- ✓ *Create a Culture of Care and Shared Social Responsibility*
- Provide Effective Leadership, Governance and Stewardship*

Explain the above choice:

A 1.0 qualified, skilled teacher to be added to the Outreach Alternative Program in order to better serve the transition and educational needs of the vulnerable student population in and around the Britannia and Templeton neighbourhoods as well the vulnerable student population of the VSB. Following the review of Alternative and Alternate Programs, there is an identified and significant gap in service in Grade 10 in Alternative Programming.

Resource Teacher for VASS and Alternative Education (Outreach)

Background & Analysis

With the amalgamation of 8J/9J and Sunrise/Eastside and the academic focus of a junior program (Grades 8 & 9), there is a significant gap in service to students who are entering Grade 10 in the Britannia and Templeton areas. As such, students leaving the 8/9 programs (both alternative and special education programs) must transition to a 8-10 program or a 10-12 program; the program choices are not necessarily in the students' best interest. Outreach serves a unique population of largely Indigenous youth who reside in and around the Commercial Drive and DTES; it is an Indigenized program and the goal of the program (currently) is to provide a comprehensive Grade 11/12 graduation program in a safe and supportive setting. By expanding the staffing complement, the program could include a comprehensive, indigenized 10-12 graduation program that will reach a broader student population and better serve our most vulnerable youth.

With the intention of increasing academic attainment and graduation rates through Indigenized, project-based, personalized learning approaches, students will be exposed to curricular specialists in appropriate grade ranges that will better support their learning. Rather than a "catch-all, teach everything" approach that has been historical practice in VSB alternative programs, students will receive a more comprehensive and fulsome educational experience that will increase their life chances and opportunities and better prepare them for post-secondary and/or meaningful employment.

Recommendations

The teacher would report to both the Britannia Principal and the District Principal of Alternative and Alternative Education.

Budget Implications

Student enrollment and Special Education funding will support the additional staffing.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	\$105,590			\$105,590

One-time <input type="checkbox"/>
Ongoing <input checked="" type="checkbox"/>

District Resource Teachers: Curriculum & Assessment Support K-7

Allocation of Resources Proposal:

- ✓ *District Proposal*
- School Specific Proposal School (if applicable):*

Key point(s) of contact (Name, title) of Submitter:

Rob Schindel, Associate Superintendent

Audrey Van Alstyne, District Principal, Learning Technologies

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

Strategic Goal 1: Engage Our Learners Through Innovative Teaching and Learning Practices

Objective 1:

- *Support the implementation of the curriculum*
- *Enhance assessment and reporting strategies to support teaching and learning*
- *Provide increased opportunities to connect students to their learning*

Objective 2:

- *Build Capacity in Our Community Through Strengthening Collective Leadership*

Explain the above choice:

These educators will help support the significant shift in Communicating Student Learning and help teachers with strength-based assessment. More important, they will build capacity in the system as educators work together to support student learning across all curriculum areas in new and innovative ways.

District & Assessment Support K-7

Background & Analysis

The world's context is changing. For our students to thrive in the future our goals for education **must** change – the redesigned curriculum will engage our learners in innovative and meaningful learning by:

- Using, demonstrating and promoting instructional and assessment strategies that connect students to their learning
- developing instructional support materials and resources to be shared with schools with respect to the redesigned Career Education curriculum
- developing instructional support materials and resources to be shared with schools to support Communicating Student Learning (CSL)
- working with school teams to develop Coding and ADST, programs at each grade level
- including support strategies such as onsite mentoring/team teaching, study groups, book clubs, blended workshops, and more
- implementing strategies in keeping with the First People's Principles of Learning
- supporting the rollout of resources (e.g. Teacher laptops, Mobile Device, Coding Carts and Maker Carts, etc.)
- contributing to and maintaining an interactive website supporting best practises

With the educators focus on using the best tools to promote:

- relevant, authentic real-world learning
- personalized learning
- deeper learning through inquiry and project-based learning
- higher levels of student engagement and success

Recommendations

Learning Technologies, Library Services, Learning Services, and School Services would support these new roles by promoting innovative and thoughtful practises with the redesigned curriculum and new technologies (Coding, Robotics, Virtual Reality, and more).

Budget Implications

The removal of both Brit Sec and Brit Elem from the Vancouver Public Library system has resulted in a savings in salaries of \$71,861 (plus additional salaries cut in previous years).

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
3.0	\$288,000	\$15,000.00		\$303,000 approx

One-time <input type="checkbox"/>
Ongoing <input checked="" type="checkbox"/>

District Resource Teacher: Curriculum & Assessment Support 8-12

Allocation of Resources Proposal:

- ✓ *District Proposal*
- School Specific Proposal School (if applicable):*

Key point(s) of contact (Name, title) of Submitter:

Rob Schindel, Associate Superintendent

Audrey Van Alstyne, District Principal, Learning Technologies

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

Strategic Goal 1: Engage Our Learners Through Innovative Teaching and Learning Practices

Objective 1:

- *Support the implementation of the curriculum*
- *Enhance assessment and reporting strategies to support teaching and learning*
- *Provide increased opportunities to connect students to their learning*

Objective 2:

- *Build Capacity in Our Community Through Strengthening Collective Leadership*

Explain the above choice:

To support the redesigned curriculum and changing assessment practises, this proposal would provide two blocks of school-based teacher support time for each secondary school (including VASS). These blocks will be used at the schools discretion to provide key educators with time to support the redesigned curriculum in their school community; specifically support the connection of the core competencies to all secondary courses including Career Education and the significant shift in Communicating Student Learning. In addition, they will build capacity in the system as educators work together to support student learning in new and innovative ways.

Curriculum & Assessment Support 8-12

Background & Analysis

The redesigned curriculum will engage our learners in innovative and meaningful learning. These blocks will support educators to:

- demonstrate, promote, support instructional and assessment strategies that connect students to their learning and developing their core competencies
- develop instructional support materials and resources to be shared with other educators with respect to the redesigned curriculum (8-12)
- develop instructional support materials and resources to be shared with schools to support Communicating Student Learning (CSL)
- include support strategies such as onsite mentoring/team teaching, study groups, book clubs, blended workshops, and more
- implement strategies in keeping with the First People's Principles of Learning
- support the rollout of resources (e.g. Teacher laptops, Mobile Device, Coding Carts and Maker Carts, e-portfolios, software, etc.)
- contribute to a district interactive website supporting innovative practises

With the educators support, students will:

- experience relevant, authentic learning
- participate in personalized learning
- experience deeper learning through inquiry and project-based learning
- have higher levels of engagement and improved outcomes

Recommendations

Learning Technologies & Library Services, Learning Services and School Services would support these new roles by promoting innovative and thoughtful practises with the redesigned curriculum and the integration of new technologies (Coding, Robotics, Virtual Reality, and more).

Preliminary Budget Additions | 2018-2019

Budget Implications

This proposal is a staffing addition.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
5.4264	\$573,000 (38 blocks)	\$30,000.00		\$603,000

One-time <input type="checkbox"/>
Ongoing <input checked="" type="checkbox"/>

3.2 Preliminary Budget Reductions

2018/2019 Budget Reduction Summary	
CONFIDENTIAL	
	<u>\$ Amount</u>
Reductions	
Junior Buyer	(71,860)
Britannia Library	(74,818)
Total	<u>\$ (146,678)</u>

Junior Buyer

Background & Analysis

With the 2017/2018 reorganization of the Purchasing department, efficiencies created capacity where the unfilled junior Buyer position can be eliminated.

The position is no longer required.

Recommendations

Recommending that the position be eliminated as it is no longer required. Elimination of 1.0 Junior Buyer Position TRC- Reduction in annual salary and benefits as indicated below.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	\$71,860			\$71,860

One-time <input type="checkbox"/> Ongoing <input checked="" type="checkbox"/>
--

Library Services Support for Britannia Schools use of VPL

Background & Analysis

Since 1986 Britannia Secondary and Britannia Elementary School were part of the Britannia Community Services Society Agreement where the schools used the Vancouver Public Library (VPL) and did not have a school site library. During December 2017 the district removed the Britannia Secondary Resources from the VPL and located them in a newly created Learning Commons within the school. As well, the elementary resources were removed from the VPL site to create a Learning Commons within the elementary school. This process will be completed by the end of June 2018 and the district will no longer cover the costs of a VPL Librarian (LA2 - \$63,844) and the part-time technical support staff (TRD - \$8,017).

Recommendations

Currently the VSB pays for a VPL Librarian out of COA# 11-2049-062-399 – \$63,844 and Part-time Library Services (TRD support) at Britannia VPL out of Library Services COA# 11-1312-112-1746) – \$8,017. Total amount saved - \$71,861. The current school Teacher-Librarians will cover the work done by the VPL.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	VPL LA2 Librarian	\$63,844		\$63,844
.3	Britannia Library TRD \$8,017			<u>\$8,017</u>
				<u>\$71,861</u>

4.0 Proposals to be Considered

2018/2019 Budget Proposal Summary	
CONFIDENTIAL	
	<u>\$ Amount</u>
Additions	
A1 Privacy and Info Security Coordinator	75,713
A2 PeopleSoft Updates	150,000
A3 Human Resource Assistant	67,650
A4 Stargarden Archival	150,000
I1 Vice Principal for VASS and Alternative Education	139,900
I2 District Resource Teacher: Career Education Support	111,000
I3 International Education Increased Teacher Staffing	313,711
O1 Fleet Rotation (Year 1 of 6)	4,154
O2 Teaching Cafeteria Equipment	200,000
Total	<u>\$ 1,212,128</u>

Proposal I1 – Vice-principal for VASS and Alternative Education

Resources Proposal:

- ✓ *District Proposal*
- School Specific Proposal School (if applicable):*

Key point(s) of contact (Name, title) of Submitter:

Jody Langlois – Associate Superintendent

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

- ✓ *Engage Our Learners Through Innovative Teaching and Learning Practices*
- ✓ *Build Capacity in Our Community Through Strengthening Collective Leadership*
- ✓ *Create a Culture of Care and Shared Social Responsibility*
- Provide Effective Leadership, Governance and Stewardship*

Explain the above choice:

A Vice-principal to be added to the Alternative Education program staff component in order to address the increased complexities of administering 22 different satellite locations throughout the city. Managing partnerships, application, screening and placement of students, staffing and the day to day challenges of a small secondary school with the potential of up to 500 students in the next year requires another administrator.

Proposal I1 – Vice-principal for VASS and Alternative Education

Background & Analysis

A Vice-principal to be added to the Alternative program staff component in order to address the increased complexities of administering 22 different satellite locations throughout the city. Managing partnerships, applications, screening and placement of students, staffing and the day to day challenges of a small secondary school while also implementing a redesigned curriculum, with the potential of up to 500 students in the next year requires another administrator. A high number of these students have Ministry recognized special education designations and require individualized programs.

The support provided through this new position could positively effect student learning in providing supports need in a school with increasing population of some of the most vulnerable young adults in our system.

Recommendations

The Vice-principal would report directly to the District Principal of Alternative Education.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	\$139,900			\$139,900

One-time <input type="checkbox"/>
Ongoing <input checked="" type="checkbox"/>

Proposal I2 – District Resource Teacher: Career Education Support

Allocation of Resources Proposal:

- ✓ **District Proposal**
- School Specific Proposal School (if applicable):**

Key point(s) of contact (Name, title) of Submitter:

Rob Schindel, Associate Superintendent

Audrey Van Alstyne, District Principal, Learning Technologies

Karen Blake, Career Coordinator

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

Strategic Goal 1: Engage Our Learners Through Innovative Teaching and Learning Practices

- Support the implementation of the curriculum
- Enhance assessment and reporting strategies to support teaching and learning
- Provide increased opportunities to connect students to their learning

Strategic Goal 3: Create a culture of care and shared social responsibility.

- Support effective, thoughtful transitions for all students at each stage of their development.
 - Increase partnerships to offer 'trades' and 'technology' options within our schools and in other educational institutions.

Explain the above choice:

Currently there is a 1.0 FTE district teaching position assigned to Youth Train and Work in Trades programs. The position was initiated in 2005 as a .70 FTE. The responsibilities of the role were to manage Secondary School Apprenticeship students and to assist with the ACE IT program. At the time, the VSB offered 2 ACE IT programs and there were approximately 25 SSA students. For 2016/17 the VSB offered 16 programs (80+ students) and enrolled 45 SSA students with no additional support. The aim is to increase the profile of Youth Work in Trades (formerly SSA) and Youth Train in Trades (formerly ACE IT) programs at the school level.

Proposal I2 – District Resource Teacher: Career Education Support

Background & Analysis

The redesigned curriculum has identified Career Education as an essential part of student learning to develop awareness of their skills, interests, values and passion to connect to potential career paths. This role would provide students with increased opportunities in the Youth Train in Trades and Youth Work in Trades programs:

- Promoting Youth TRN/WRK opportunities to the SD39 stakeholder community and to implement strategies to engage more indigenous youth and female participants in trades training
- Supporting the implementation of the new Career Education curriculum
- Liaising with students, employers, post-secondary and industry partners to build and support positive student experiences
- Managing the TRN/WRK registration to ensure accurate reporting, funding, and audit compliance

Youth in Trades programs provide high school students the opportunity for practical, hands-on work and training in a recognized trade. Students enrolled in these programs attend high school and work or technical training concurrently. Successful completion of a program earns students up to 24 credits towards graduation.

Recommendations

This additional role in Career Education & Programs would provide additional support in building increased student awareness and engagement as well as managing the complexities of the Ministry audit compliance procedures, educational and business partnerships, and the role of the Industry Trade Authority (ITA).

Budget Implications

This is an additional staff position to support higher levels of student engagement in Career Programs.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	\$96,000	\$15,000.00		\$111,000

One-time <input type="checkbox"/> Ongoing <input checked="" type="checkbox"/>
--

Proposal I3 – Increased Teacher Staffing - IE

Allocation of Resources Proposal:

- ✓ **District Proposal**
- School Specific Proposal School (if applicable):**

Key point(s) of contact (Name, title) of Submitter:

Barb Onstad, District Principal

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

- ✓ *Engage Our Learners Through Innovative Teaching and Learning Practices*
- Build Capacity in Our Community Through Strengthening Collective Leadership*
- ✓ *Create a Culture of Care and Shared Social Responsibility*
- Provide Effective Leadership, Governance and Stewardship*

Explain the above choices

Learners benefit from lower student-teacher ratios. This proposal will improve learning for students at all schools that host international students. Increased teacher staffing enhances the culture of support for ELL and international student success.

Proposal I3 – Increased Teacher Staffing – IE

Background & Analysis

The international program directs and supports international student enrolment in VSB schools. The program provides district support for over 1,777 international students at 18 secondary schools, 26 elementary schools and South Hill EC. The international program models best practices in infrastructure to meet student needs. The district directs revenue from the international student program to provide teachers and other resources that engage all VSB learners.

The purpose of this proposal is to bring into line the student: teacher staffing ratio that is applied to staff secondary schools with the current required staffing ratios. The required staffing ratio for ELL classes is 20:1, while the current staffing ratio for international ELL students is 22:1. This proposal is to decrease the international student: teacher staffing ratio to 20:1 for ELL international students.

Increased teacher staffing will lower the student: teacher ratio in ELL and regular classes. Fewer students in a classroom allows teachers to more opportunity to monitor individual student learning – and contributes to improved student learning. This is particularly valuable for local and international students in both ELL and non-ELL classes.

Recommendations

A reduction of the student: teacher staffing ratio from 22:1 to 20:1 for ELL international students is recommended. This will fund an additional 4.1 teachers in the district, at a cost of \$313,711.

Budget Implications

Funding for this proposal will come from the increase in international student tuition fees in 2018-19.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
4.08	\$313,711			\$313,711

One-time <input type="checkbox"/> Ongoing <input checked="" type="checkbox"/>
--

Proposal A1 – Privacy & Info Security Coordinator

Allocation of Resources Proposal:

- ✓ **District Proposal**
- School Specific Proposal** **School (if applicable):**

Key point(s) of contact (Name, title) of Submitter:

Chris Allen, Supervisor Risk Management and Privacy Compliance

Identify at least one of the four domains of the District’s Strategic Plan your submission falls within

- Engage Our Learners Through Innovative Teaching and Learning Practices*
- Build Capacity in Our Community Through Strengthening Collective Leadership*
- Create a Culture of Care and Shared Social Responsibility*
- Provide Effective Leadership, Governance and Stewardship*

Identify the core competency (ies) your submission falls within

- ✓ Communication
- Thinking
- Personal and Social

Proposal A1 – Privacy & Info Security Coordinator

Background & Analysis

With the increased volume of FOI requests over the last 4 years there is a cost benefit and need to hiring a full time experienced Privacy and Information Security Coordinator. The key functions of the Privacy and Information Security Coordinator would be Privacy, Access, and Information Security, including privacy & security audits, risk assessments, staff education, policy development and review, and investigations. The Privacy & Information Security Coordinator would be responsible for confidential processing and managing of formal access and information sharing requests for Vancouver School Board records including assisting in reviews or inquiries of the Office of the Information and Privacy Commissioner, in compliance with the Freedom of Information and Protection of Privacy Act (the Act) and VSB policies.

Over the last 4 years the number of FOI requests have more than doubled both in number, complexity and sensitivity.

<u>Year</u>	<u>Number of Requests</u>
2014	20 Requests
2015	25 Requests
2016	75 Requests
2017	63 Requests

With the addition of a dedicated Privacy and Information Security Coordinator it would provide the necessary privacy and security oversight of student information within the District. This would free up administrative functions of District Administrators and Directors of Instruction enabling them to focus more on student learning.

Recommendations

It is recommended due to the increased volume and complexity of Freedom of Information requests and privacy related issues that the district receives hiring a full time experienced Privacy and Information Security Coordinator is needed.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	\$75,713			\$75,713

One-time <input type="checkbox"/>
Ongoing <input checked="" type="checkbox"/>

Proposal A2 – Enable Digital Learning, Work, and Communications – PeopleSoft Updates

Allocation of Resources Proposal:

- ✓ *District Proposal*
- School Specific Proposal School (if applicable):*

Key point(s) of contact (Name, title) of Submitter:

Brian Kuhn, CIO

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

- Engage Our Learners Through Innovative Teaching and Learning Practices*
- Build Capacity in Our Community Through Strengthening Collective Leadership*
- Create a Culture of Care and Shared Social Responsibility*
- ✓ *Provide Effective Leadership, Governance and Stewardship*

Explain the above choice:

Effective and sustainable management of the District's core business system, PeopleSoft is essential. Goal 4: Objective 3: Action Item 7 requires the PeopleSoft platform to be current and able to support the Districts business needs while Goal 4: Objective 5: Action Item 5 requires PeopleSoft to be a fully supported platform ensuring that the vendor and hosting partner are able to resolve issues and continue to provide the needed business functionality and is secure.

Proposal A2 – Enable Digital Learning, Work, and Communications – PeopleSoft Updates

Background & Analysis

The PeopleSoft application is used by the District for its Finance, Purchasing, Payroll, and Employee Services functions. PeopleSoft is updated by Oracle on a regular basis. As with all enterprise software applications, there comes a time when the vendor (i.e., Oracle) will signal that older versions will no longer be fully supported with fixes and minor improvements. When this event arrives and an application bug or security issue is detected, Oracle is not obligated to repair it. There are no funds budgeted within the hosting and application and support contract the District has with Telus for the labour to update PeopleSoft.

Recommendations

Beginning in 2018-19, additional funding is proposed to cover Telus' costs to undertake a biennial (every two years) update to the PeopleSoft application. For the off-cycle update year, the funds would be deployed to implementing additional functionality or enhancements as directed by the District. The District cannot afford to forego these updates as it will increase its risk of experiencing a nonrecoverable failure event for its core business system. Note that this budget request does not contemplate additional resources internal to the VSB and assumes that departments will be able to allocate their people when required.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
	\$150,000			\$150,000

One-time <input type="checkbox"/>
Ongoing <input checked="" type="checkbox"/>

Proposal A3 – Human Resource Assistant

Allocation of Resources Proposal:

- ✓ *District Proposal*
- School Specific Proposal School (if applicable):*

Key point(s) of contact (Name, title) of Submitter:

Chris Hudson

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

- Engage Our Learners Through Innovative Teaching and Learning Practices*
- Build Capacity in Our Community Through Strengthening Collective Leadership*
- Create a Culture of Care and Shared Social Responsibility*
- ✓ *Provide Effective Leadership, Governance and Stewardship*

Explain the above choice:

Proposal A3 – Human Resource Assistant

Background & Analysis

With bargaining approaching, additional administrative supported is needed to support day to day operations, as well as activities that flow from the bargaining process (i.e. note taking, research, organizing materials). While bargaining is happening, workplace investigations still need to occur in a timely way, and more HR administrative support will be necessary.

Other administrative activities are also increasing with more and more teachers being hired, including requests for Employee Services to track certifications, First Aid, Food Safe, Cafeteria, and other. If Employee Services is expected to do this additional work, more support is necessary.

Concerns have been raised about the length of time it takes to conduct investigations, particularly when removed from service. Employees are left wondering what is going to be happening to them and we have to use TOC's to cover their absence. More timely investigations will address the anxiety associated with investigations and return teachers to the classroom quicker when removed from service. Both of these outcomes are positive for student learning.

Recommendations

Human Resources Assistant

Budget Implications

One additional head count. I believe a lot of the cost can be off set by managing vacancies appropriately.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
	\$67,650			\$67,650

One-time <input checked="" type="checkbox"/>
Ongoing <input type="checkbox"/>

Proposal A4 – Stargarden Archival

Allocation of Resources Proposal:

- ✓ ***District Proposal***
- School Specific Proposal School (if applicable):***

Key point(s) of contact (Name, title) of Submitter:

Chris Hudson, Executive Director, Employee Services

Identify at least one of the four goals of the District’s Strategic Plan your submission falls within

- Engage Our Learners Through Innovative Teaching and Learning Practices*
- Build Capacity in Our Community Through Strengthening Collective Leadership*
- Create a Culture of Care and Shared Social Responsibility*
- ✓ *Provide Effective Leadership, Governance and Stewardship*

Explain the above choice:

SD39 has a legislative and collective bargaining obligation to maintain payroll and employment records from the legacy Human Resources Information System (HRIS) “Stargarden” and extract its data into a system that can be queried for ongoing reporting by Employee Services staff.

Proposal A4 – Stargarden Archival

Background & Analysis

Stargarden cost the district \$65,000 per year so that staff can retrieve records pertaining to enquiries from Canada Revenue Agency, Service Canada, Pension Corporation, union stakeholders, past and current employees, grievance, arbitration, legal, ICBC, Workers Compensation and disability providers pertaining to earnings, absences, seniority, transactional historical details, demographics and pension.

The risk to the district is that the employment & compensation data is stored on a server using windows 2003 technology. Stargarden application is incompatible for a new server. There is also a risk to the organization in delaying the decommissioning of the legacy system as only ten staff remain with sufficient historical business knowledge to correctly identify and validate the required data and only three staff remain with the technical knowledge to extract the data and provide developmental knowledge to ensure its new state is interpreted accurately.

Recommendations

It is recommended that the archival of Stargarden HRIS data be archived from July to December 2018 and that a period of post implementation validation occurs from January to June 2019 prior to the decommissioning of Stargarden.

Budget Implications

Discontinue \$65,000 ongoing costs to Stargarden annually plus maintenance of three servers for Stargarden environments.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
	\$150,000			\$150,000

One-time <input checked="" type="checkbox"/>
Ongoing <input type="checkbox"/>

Proposal 01 – Fleet Rotation

Allocation of Resources Proposal:

- ✓ ***District Proposal***
- School Specific Proposal School (if applicable):***

Key point(s) of contact (Name, title) of Submitter:

Michele Kelly, Manager of Purchasing and Administrative Services and Anthony Kwon, Supervisor Material Services

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

- Engage Our Learners Through Innovative Teaching and Learning Practices*
- Build Capacity in Our Community Through Strengthening Collective Leadership*
- Create a Culture of Care and Shared Social Responsibility*
- ✓ *Provide Effective Leadership, Governance and Stewardship*

Explain the above choice:

A fleet rotation provides stable long-term financial planning. Transportation is integral to the flow of services and supplies from the operational side to the education side of schools. Vehicles are the tools and delivery vessels used by support staff to ensure sites are safe, clean and inviting. Thus, creating a positive environment for students to learn, teachers to teach and administrators to manage.

Proposal 01 – Fleet Rotation

Background & Analysis

There are seventy-six vehicles operated by Grounds Maintenance, Maintenance and Construction and Material Services. Services include and is not limited to moves, deliveries and outside maintenance. Thirty-five vehicles are ten years and older. The fleet is experiencing major mechanical issues at an alarming rate due to age, increase services and change of services. External maintenance costs and renting vehicles has become common place. Purchasing vehicles has been a short-term solution.

A comprehensive review of the fleet was undertaken and recommendations were made on how best to manage the fleet long-term. Through internal and external discussions, implementing a fleet rotation using a closed lease model will provide stability to the fleet. With a leased fleet, the existing vehicles will be replaced with eighty-three new vehicles during the first five years with all vehicles being rotated with new vehicles every five years.

A fleet rotation ensures that our support staff have the tools (vehicles) to provide essential maintenance and delivery service to and from our schools.

- Nineteen thousand maintenance work orders completed annually. Services range from field to building maintenance which all use the assistance of vehicles.
- Twenty-five thousand deliveries to schools of which forty-eight hundred are breakfast and lunch deliveries.

Whether it be food deliveries or maintaining fields, there is not one day that vehicles are being used to deliver needed supplies to our students or maintain our aging infrastructure where students are learning.

Recommendations

A five-year fleet rotation budget will be incorporated into the existing fleet budget which is overseen by the Grounds Maintenance Department. A fleet rotation model is in place for eighty-three vehicles with age and condition being the priority conditions for replacement.

A fleet leasing company will look after the replacement of the vehicles. In addition, the leasing company will look after the fit-out of each new vehicle and the sale of the existing fleet. Revenue from the sale of the assets will be applied to the lease of new vehicles with seventeen, seventeen, seventeen, sixteen and sixteen vehicles replaced in each respective year.

Proposals to be Considered | 2018-2019

Budget Implications

The fleet budget has an annual budget of \$459K. Each year, within the existing fleet budget, \$159,425 of funds will be re-allocated from rentals (\$30,833), external maintenance (\$15,454) and capital vehicle purchases (\$113,138) to the fleet rotation. For years one through five, the revenue from the sales of the existing assets will be applied to the fleet rotation. Following year five, when there are no assets owned, the lease cost will be \$753K per year.

	Budget Impact (\$)						
	FTE	Salaries & Benefits	Supplies	Leases	Revenue	Total Annual Costs	Incremental costs
2018/19			35,448 (159,425)	193,332	(65,201)	4,154	4,154
2019/20			23,325 (159,425)	397,164	(120,801)	140,263	136,109
2020/21			23,325 (159,425)	532,368	(152,050)	244,218	103,955
2021/22			22,075 (159,425)	626,688	(179,900)	309,438	65,220
2022/23			22,075 (159,425)	729,552	(277,200)	315,002	5,564
2023/24			23,325 (159,425)	729,552	-	593,452	278,450
2024/25			23,325 (159,425)	729,552	-	593,452	-
2025/26			23,325 (159,425)	729,552	-	593,452	-
2026/27			23,325 (159,425)	729,552	-	593,452	-
2027/28			23,325 (159,425)	729,552	-	593,452	-

One-time <input type="checkbox"/>
Ongoing <input checked="" type="checkbox"/>

Proposal 02 – Equipment Maintenance Program – Teaching Cafeterias & Commercial Kitchens

Allocation of Resources Proposal:

- District Proposal*
- School Specific Proposal** *School (if applicable):*

All Secondary Schools (except King George)

Key point(s) of contact (Name, title) of Submitter:

Michele Kelly, Manager Purchasing & Administrative Services
Jennifer Cook, Supervisor Food Services

Identify at least one of the four goals of the District's Strategic Plan your submission falls within

- Engage Our Learners Through Innovative Teaching and Learning Practices*
- Build Capacity in Our Community Through Strengthening Collective Leadership*
- Create a Culture of Care and Shared Social Responsibility*
- Provide Effective Leadership, Governance and Stewardship**

Explain the above choice:

The Board operates commercial kitchens in 17 Secondary Schools. Commercial kitchen equipment is required to comply with regulatory standards for Food Safe, Work Safe and Health Codes from City of Vancouver and Vancouver Coastal Health. VSB Business Operations is responsible for leadership of a Commercial Kitchen Equipment Maintenance Program for compliant and safe equipment for employees, and for students in our care.

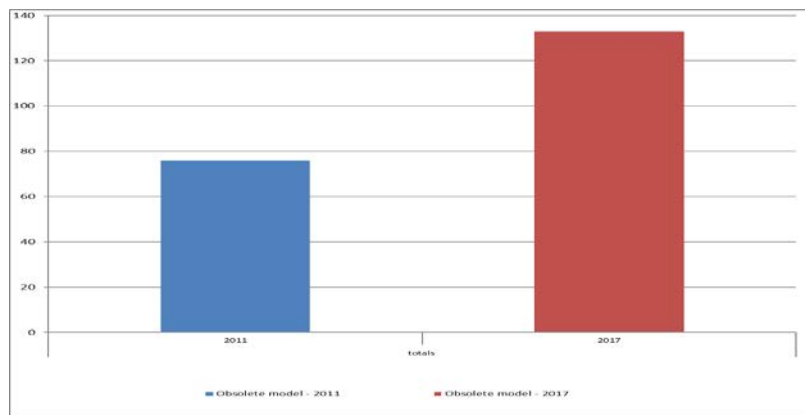
Proposal 02 – Equipment Maintenance Program – Teaching Cafeterias & Commercial Kitchens

Background & Analysis

District cafeteria equipment and infrastructure is “end of life”. An investment of approx. \$500K - \$800K per cafeteria is needed to purchase and install new equipment and meet compliance with regulatory Food Safe, Work Safe, City of Vancouver and Vancouver Coastal Health standards. (*notes from Commercial Kitchen Consultant below)

In the absence of retrofitting complete new kitchens, beginning 2018/19 budget, Food Services recommends prioritizing a needed EQUIPMENT MAINTENANCE PROGRAM for annual maintenance, inspection and repair of existing commercial kitchen equipment inventory. For example: *replace seals around cooler doors, clean vent collars for excessive dust stuck to metal (e.g. Dishwashers), repair/replace cracked countertops, install low-flow water nozzles.

Chart below shows 133/450 pieces of commercial kitchen equipment inventoried* “obsolete” – meaning there are 300 pieces of equipment in working order. Annual equipment maintenance will extend the life and safety of functioning equipment.



*From 2017 report – Review and Recommendation of VSB Food Services Business Operations, (Lisa Bell, Commercial Kitchen Consultant)

By maintaining and maximizing the use of VSB commercial kitchen equipment, with an EQUIPMENT MAINTENANCE PROGRAM, students have the opportunity to continue to learn in the Culinary Arts 11/12 teaching programs, and to have food production at school cafeterias.

Recommendations

Food Services recommends prioritizing an EQUIPMENT MAINTENANCE PROGRAM for annual maintenance, inspection and repair of existing commercial kitchen equipment inventory at secondary school cafeterias.

VSB Purchasing/Food Services would coordinate supplier agreements in conjunction with VSB Facilities and VSB Trades. Industry expertise, specific to commercial kitchens, would be required.

NOTE: in the absence of a District Equipment Maintenance Program for commercial kitchen equipment, 19 of 19 pieces of commercial kitchen equipment located at King George Secondary were scrapped for metal with the closure of the commercial kitchen (Jan 2018).

Budget Implications

- Refer to Budget Reduction – close Killarney Café. The closure of Killarney Café could realize \$116K toward an Equipment Maintenance and Repair Program for commercial kitchens.

Fund 11-218

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
	\$200,000			\$200,000

One-time <input type="checkbox"/> Ongoing <input checked="" type="checkbox"/>
--

5.0 Potential Areas of Savings

Potential Savings
<ul style="list-style-type: none">• From review of unspent amounts in existing central budgets - \$500,000 - \$700,000• From review of base budget assumptions - \$600,000 - \$800,000• From review of revenue budgets - \$250,000• Total of between \$1,350,000 - \$1,750,000