

# BOARD MEETING AGENDA

Monday, May 30, 2022  
at 7:00 pm  
Public viewing via Live Broadcast

## 1. CALL MEETING TO ORDER

### 1.1 INDIGENOUS LAND ACKNOWLEDGEMENT

We are unlearning and relearning on the traditional and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliwətał (Tsleil-Waututh) Nations.

### 1.2 OPENING REMARKS

The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

## 2. PROGRAM HIGHLIGHTS

2.1 Student Voice and Leadership (Diversity, Equity and Inclusion Youth Conference and SenGAGE)

2.2 VSB Fine Arts Programming Partnership with the Sarah McLachlan School of Music

## 3. ADOPTION OF MINUTES

3.1 Meeting of April 25, 2022

3.2 Matters Arising from the Minutes

3.2.1 Updates to Policy 7 and Policy 8

*It is recommended that the Board approve revised policies 7 and 8 as outlined in appendices A and B.*

3.3 Meeting of May 3, 2022 (Committee of the Whole – Budget)

3.4 Matters Arising from the Minutes

## 4. SUPERINTENDENT'S UPDATE

4.1 Superintendent's Report

## 5. STUDENT TRUSTEE

5.1 Student Trustee Report

## 6. COMMITTEE REPORTS

### 6.1 STUDENT LEARNING AND WELL-BEING COMMITTEE

6.1.1 Report: Meeting of May 4, 2022

6.1.2 Matters Arising

6.1.2.1 School Fee Schedules for 2022-23

*That the Board approve publication of all school fee schedules for the 2022 – 2023 school year.*

6.1.3 New Business

### 6.2 FACILITIES PLANNING COMMITTEE

6.2.1 Report: Meeting of May 11, 2022

6.2.2 Matters Arising

6.2.2.1 Dr. George M. Weir Elementary School Utility Rights-of-Way

6.2.2.1.1 *That the Board of Education of School District No. 39 (Vancouver) Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022 be read a first time the 30th day of May 2022;*

- 6.2.2.1.2 *That the Board of Education of School District No. 39 (Vancouver) Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022 be read a second time the 30th day of May 2022;*
- 6.2.2.1.3 *That the Board of Education of School District No. 39 (Vancouver) approves having all three readings of the Board of Education of School District No. 39 (Vancouver) Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022 the 30th day of May 2022;*
- 6.2.2.1.4 *That the Board of Education of School District No. 39 (Vancouver) Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022 be read a third time the 30th day of May 2022;*
- 6.2.2.1.5 *That the Secretary-Treasurer be authorized to sign, seal and register the Board of Education of School District No. 39 (Vancouver) Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022; and*

*That the signed and sealed Board of Education of School District No. 39 (Vancouver) Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022 be forwarded to the Ministry of Education, Funding Department, for registration and certification, and to BC Hydro and Telus for registration at the Land Titles Office as required.*

6.2.3 New Business

6.3 **POLICY AND GOVERNANCE COMMITTEE**

- 6.3.1 Report: Meeting of May 11, 2022
- 6.3.2 Matters Arising
- 6.3.3 New Business

6.4 **FINANCE COMMITTEE**

- 6.4.1 Report: Meeting of May 18, 2022
- 6.4.2 Trustee Budget Proposals to be Considered
- 6.4.2.1 From Trustee Reddy: Anti-Racism in Service Training

*That the 2022-2023 budget include \$1million to:*

1. *continue engaging independent experts to design and deliver anti -racism education for all employee groups with a focus on ongoing anti-Black, anti-Indigenous and anti-Asian racism, race-based data collection, racist history of BC, and race-based incident reporting as it impacts children and youth, and further;*
2. *to provide at least the equivalent of one full day of in-service training, that references child rights, VSB policies and procedures on discrimination, hate, racism, SOGI, and incident reporting and response, and;*
3. *that this education be mandatory for all employee groups (teachers, support staff, principals, senior staff, trustees) in the 2022-2023 school year;*

*And that the Board consider amending the calendar for non-instructional days to the calendar for the purpose of completing anti-racism training for all staff.*

*When a full and detailed budget for the program is completed the matter should be referred back to the Board of trustees for further funding if needed.*

*That the cost for this item be transferred from:*

- *\$74,000 from 2004 and 2066 Consultants/Prof. Services and agents,*
- *\$300,000 from 5519 offshore tuition refunds,*

- \$100,000 from 2004 consulting and professional services,
- \$35,000 from Legal Services,
- \$1,000 from 2006 Audit Services,
- \$20,000 from 2204 Travel and Conferences out of district,
- \$20,000 2205 Travel and Conferences International, and
- \$450,000 5899 Revenue Other

6.4.2.2 From Trustee Parrott: Budget Amendments

*That the VSB 2022/2023 Budget be increased by the following amounts:*

- a) *\$1,371,213 to replace prep done by Teacher Librarians with Prep done by other teachers'*
- b) *\$1,688,625 to replace non-enrolling teachers on first day of absence*
- c) *\$636,900 to add 5 secondary counsellors*
- d) *\$636,900 to add 5 elementary area counsellors.*

*That the funds for these increases be found by decreasing \$1.4 million from the Superintendent's Budget, \$1.14 million from the Executive's Office, \$1.17 from Information Technology, and \$630,000 from the IT- Infrastructure and Operations Budget.*

6.4.3 Matters Arising

6.4.3.1 Budget 2022-2023

6.4.3.1.1 Proposal for a Health and Safety Manager

*That the Vancouver Board of Education approve the addition of a permanent 1.0 FTE Health & Safety Manager position and for the Senior Management Team to commit financially and operationally to seeking a Certificate of Recognition with WorkSafe BC to produce an annual rebate from Workers' Compensation Board Assessments.*

6.4.3.1.2 Library Support for Schools

*That the Vancouver Board of Education approve a one-time increase of \$50,000 in allocation for library resources to schools in their flex budgets for 2022-2023, by reducing District consulting budgets.*

6.4.3.1.3 Accumulated Operating Surplus

*That the Board of Education of School District No. 39 (Vancouver) restricts \$10,611,799 of Unrestricted Operating Surplus (Contingency) to balance the Operating Fund in the 2022-2023 Annual Budget as per Board Policy 19 (Accumulated Operating Surplus).*

6.4.3.1.4 Annual Budget Bylaw

6.4.3.1.4.1 *That the Board of Education of School District No. 39 (Vancouver) 2022/2023 Annual Budget Bylaw in the amount of \$665,556,574 be read a first time on the 30th day of May 2022.*

6.4.3.1.4.2 *That the Board of Education of School District No. 39 (Vancouver) 2022/2023 Annual Budget Bylaw in the amount of \$665,556,574 be read a second time on the 30th day of May 2022.*

6.4.3.1.4.3 *That the Board of Education adopts the 2022-2023 Annual Budget Bylaw for School District No. 39 (Vancouver) at the May 30, 2022 public board meeting by having all three readings of the bylaw at that meeting.*

6.4.3.1.4.4 *That the Board of Education of School District No. 39 (Vancouver) 2022/2023 Annual Budget Bylaw in the amount of \$665,556,574 be read a third time, passed and adopted on the 30th day of May 2022.*

6.4.4 New Business

**6.5 PERSONNEL COMMITTEE**

- 6.5.1 Report: Meeting of May 18, 2022
- 6.5.2 Matters Arising
- 6.5.3 New Business

**(The on-line link for submitting questions to this meeting will now be closed).**

**7. REPORT ON PRIVATE SESSION**

- 7.1 Meeting of April 25, 2022
- 7.2 Meeting of May 18, 2022
- 7.3 Meeting of May 30, 2022

**8. REPORTS FROM TRUSTEE REPRESENTATIVES**

- 8.1 Report from Trustee Wong on the Racial and Ethno-Cultural Equity Advisory Committee meeting held on May 12, 2022.
- 8.2 Report from Trustee Gonzalez on the Vancouver Food Policy Council meeting held on April 28, 2022
- 8.3 Reports from Trustee Fraser on the:
  - 8.3.1 Vancouver City Planning Commission meeting held on May 4, 2022
  - 8.3.2 Persons with Disabilities Advisory Committee meeting held on May 5, 2022
- 8.4 Reports from Trustee Chan-Pedley on the:
  - 8.4.1 City of Vancouver Transportation Advisory Committee meeting held on January 12, 2022
  - 8.4.2 City of Vancouver Transportation Advisory Committee meeting held on March 30, 2022
  - 8.4.3 City of Vancouver Women’s Advisory Committee meeting held on January 11, 2022
  - 8.4.4 City of Vancouver Women’s Advisory Committee meeting held on March 29, 2022
  - 8.4.5 City of Vancouver Women’s Advisory Committee meeting held on May 24, 2022

**9. OLD BUSINESS**

- 9.1 Proposed Closure of Queen Elizabeth Annex (QEA): Public Consultation Findings

**10. NEW BUSINESS**

**11. NOTICES OF MOTION**

- 11.1 Notice of Motion from Trustee Chan-Pedley: Foundation and Business Company

**12. PUBLIC QUESTION PERIOD (Submitted through the on-line link)**

**13. ADJOURNMENT**



Student Voice and Leadership

3<sup>rd</sup> Annual DEI Youth Forum  
SenGAGE

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\*Artwork by Magnus (grade 11), UHill Secondary

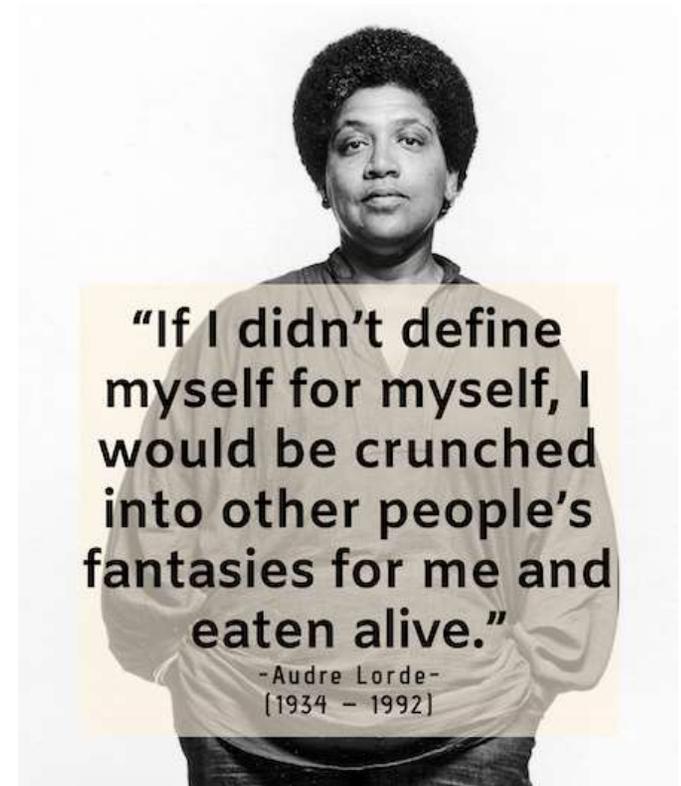
# What is the DEI Conference About?

Theme: **Tell Your Story**

Two Days: **IDENTITY**

Anti-Racism, Mental Health & Inclusion

- Identity can change over time as you learn more about yourself, but some parts are static and cannot change
- You get to decide which identities you will share with the world, and how, when and if you share them
- You get to choose how you will name those identities





**Chinyere Eni-McLean**

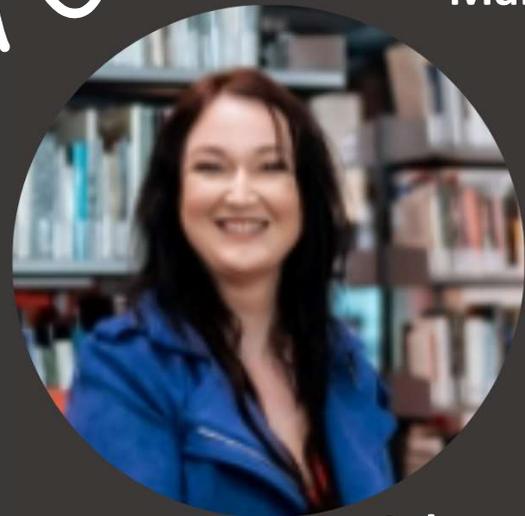
**DJ O Show**



**Martin Boyce**



**Ruby Smith-Diaz**



**Jolene Stockman**

TELL YOUR STORY

# Who was Involved to Make it Happen?

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- **Organized for youth by youth**
- **Student Planning Team:**
  - Prince of Wales: Ashwariya Heran and Kai Yang
  - VASS: Hunter Dillon
  - Point Grey: Linda Wang, Mia Mickovic and Kiryna Shergill
  - University Hill: Magnus Jungclaus
  - John Oliver: Daria Dueck and Lance Cabrigas
- **Educators Supporting:**
  - Deena Kotak Buckley, Alison Ogden, Rosie Poetschke, Bruce Garnett, Janis Myers, Natasha Gates, Nassim Elbardouh, Binee Savage, Chas Desjarlais, Tyson Shmyr, Shara Lee

**STUDENT**  
*voice & leadership*

# SenGAGE

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- Every year during the month of May, Canadians are invited to reflect and learn about the important and ongoing contributions of Canadians of Asian descent in all sectors of society
- This year we were able to partner with SenGAGE to have a virtual panel discussion with Senator Jaffer who spoke to her experience as a South Asian Muslim woman and being a first: first lawyer of South Asian
- I was able to participate and share the land acknowledgment and also be part of the planning team



# Who was Involved to Make it Happen?

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- **Organized for youth with youth**
- **Student Planning Team:**
  - John Oliver: Lance Cabrigas
  - Carnarvon: Maya Kwei
  - Wolfe: Kelly Guo and Kieran Fong
  - Henderson: Alexis Manongdo
- **Educators Supporting:**
  - Deena Kotak Buckley, Tyson Shmyr and Shara Lee



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## What is the Curricular and Educational Connection?

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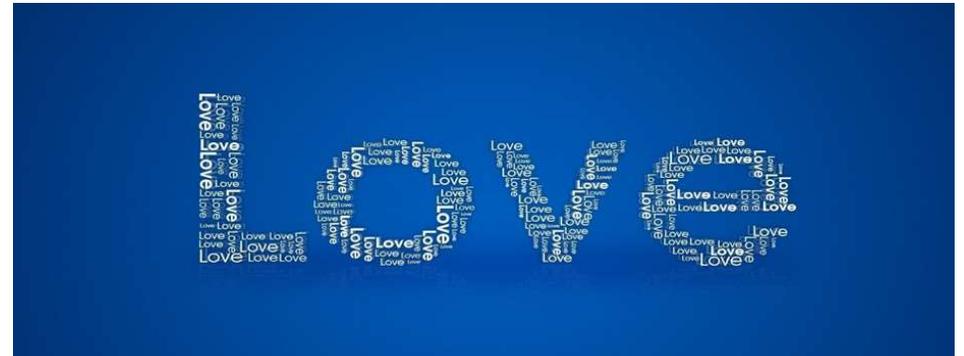
- **Core Competencies**

- Personal Awareness and Responsibility
- Social Awareness and Responsibility



# Why is it Important?

- 
- **Create a just, loving and inclusive society for us and future generations to come.**
  - **There needs to be conversation regarding the issues that are affecting people**





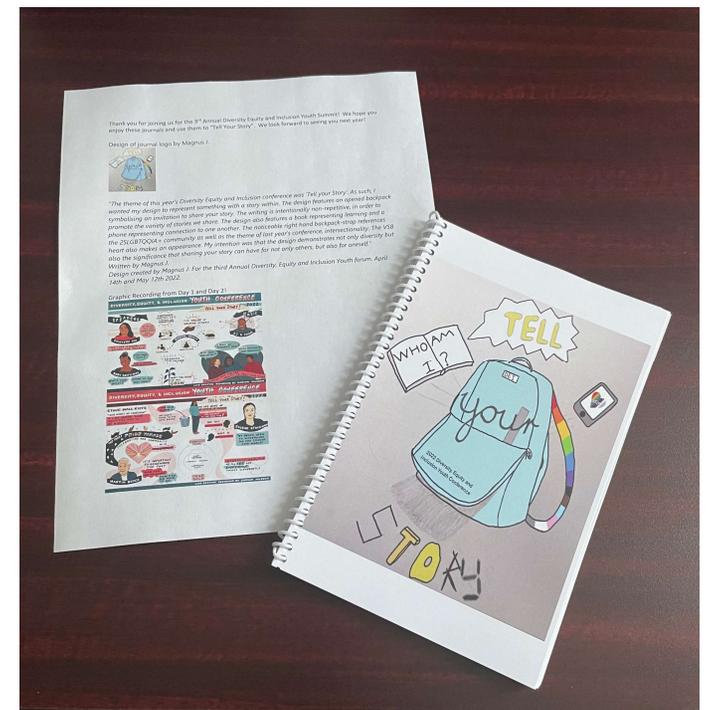
## What Impact has these opportunities had on School Communities

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- Positively received throughout the community
- Student reflection
- Inspiring people to continue these conversations.
- Becoming impassioned to create positive change.
- Knowing that you are not alone on this journey.

# What impact has these leadership opportunities had on me:

- Alexis
  - It gave me confidence. It was an opportunity to have a voice, and not be in the background.
- Linda/Daria
  - Build awareness and feel like I can connect to others and encourage others and share different perspectives



An illustration of a diverse group of people of various ages, ethnicities, and genders. In the center, the text "Questions and THANK YOU!" is overlaid. The background features stylized green foliage and a grey background.

Questions and  
THANK YOU!

# BOARD MEETING MINUTES

Monday, April 25, 2022 at 7:00 pm

The Board of Education of School District No. 39 (Vancouver) met in room 114 (the Boardroom), VSB Education Centre, 1580 West Broadway, Vancouver, B.C. on Monday, April 25, 2022, at 7:00 pm. The meeting was live-streamed.

Trustees Present in the Room: Janet Fraser, Chairperson, Fraser Ballantyne, Lois Chan-Pedley, Carmen Cho, Oliver Hanson, Barb Parrott, Allan Wong

Trustees Present in Teams: Estrellita Gonzalez, Vice-Chairperson, Jennifer Reddy

Trustees Absent with Regrets: Ricky Huang, Student Trustee

Senior Management Present in the Room: Helen McGregor, Superintendent  
David Nelson, Deputy Superintendent  
Pedro da Silva, Associate Superintendent-Learning & Information Technology  
Jody Langlois, Associate Superintendent-Learning Services  
Pete Nuij, Associate Superintendent-Employee Services  
Rob Schindel, Associate Superintendent-School Services  
Shehzad Somji, Assistant Secretary Treasurer

Staff Present in Teams: Alison Ogden, Director of Instruction

Also Present in the Room: Judy Mah, Executive Assistant (Recorder)  
Marlene Phillips, Executive Assistant

## 1. CALL MEETING TO ORDER

### 1.1 Indigenous Land Acknowledgement

The Chairperson called the meeting to order and acknowledged that we are unlearning and relearning on the traditional and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Sk̓wx̓wú7mesh (Squamish) and səliiwətał (Tsleil-Waututh) Nations.

### 1.2 Motion to Appoint Acting Secretary Treasurer

Moved by A. Wong, seconded by C. Cho that, to ensure the meeting is constituted in accordance with the *School Act*, the Board of Education appoints Shehzad Somji as the Secretary Treasurer for the meeting.

CARRIED UNANIMOUSLY

### 1.3 Opening Remarks

In her opening remarks, the Chairperson acknowledged the following:

- Goals of the new Education Plan.
- Annual student-led Diversity, Equity and Inclusion conference held on April 14, 2022.
- Sikh Heritage month.
- Asian Heritage month and launch of the South Asian Canadian Legacy Project on April 12, 2022.
- “Saffron Threads” – an educational resource for K-12 teachers regarding South Asian history, culture and heritage.

- The holy month of Ramadan for Muslims.
- Recognition of Trustee Allan Wong by the British Columbia School Trustees' Association for 20+ years of service as a trustee, awarding him honorary lifetime membership.
- The BC School Trustees Association (BCSTA) AGM from April 21-24, 2022.

## 2. PROGRAM HIGHLIGHTS

### 2.1 Here4Peers

The Director of Instruction, Learning Services, A. Ogden presented the Program Highlight entitled Here4Peers, which is a peer-based mental health literacy program delivered in VSB schools since 2017. She acknowledged the partners, including the Vancouver Police Foundation (VPF), who have supported mental health literacy over the past five years. She informed the Board the support of the VPF is ending and shared how the VSB will continue to support mental health literacy. She introduced a video of a Here4Peers student-led workshop featuring students from Lord Selkirk Elementary and Vancouver Technical Secondary School. Van Tech Secondary students, Bea Banack Tapia and Simon Tanglao joined the meeting on Teams to share their experiences about the program.

Trustees asked questions and the students responded.

## 3. ADOPTION OF MINUTES

### 3.1 Meeting of February 28, 2022

Moved by F. Ballantyne, seconded by A. Wong, that the minutes of the February 28, 2022 meeting be adopted.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

### 3.2 Special Board/Committee of the Whole (Budget) meeting of April 12, 2022

Moved by F. Ballantyne, seconded by A. Wong, that the minutes of the April 12, 2022 Special Board/Committee of the Whole (Budget) meeting be adopted.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

### 3.3 Special Board/Committee of the Whole (Delegations) meeting of April 19, 2022

Moved by F. Ballantyne, seconded by A. Wong, that the minutes of the April 19, 2022 Special Board/Committee of the Whole (Delegations) meeting be adopted.

The Acting Secretary Treasurer responded to a Trustee's question regarding one of the April 19, 2022 delegations.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

#### 4. SUPERINTENDENT'S UPDATE

The Superintendent gave a PowerPoint presentation, entitled *Superintendent's Spotlight*, a copy of which is on file with the meeting agenda. She introduced the principal from John Henderson Elementary, Harjinder Sandhu, who spoke about the South Asian Canadian Legacy Project and shared a video on Saffron Threads, an educational resource for K-12 teachers which focuses on integrating South Asian history, culture and heritage into the classroom and curriculum. Ms. Sandhu also provided highlights on the World Rugby Seven Series in which Team Argentina and Team USA visited and hosted a one-hour clinic at Henderson. She concluded her presentation by sharing her experience at the Vancouver Canucks ceremonial puck drop on Community Heroes Night.

The Superintendent continued her presentation by providing an overview of work completed in March and April 2022. She reported on district events, and grant and partnership updates. The Superintendent concluded her presentation with an update on COVID-19, which included information on current COVID guidelines for the Vancouver School District, and an update on attendance patterns for staff and students. She reported that no functional closures have occurred since schools reopened after the winter break, and that staff will continue to closely monitor COVID conditions on a daily basis.

In response to a Trustee's question regarding the public's attendance at the May 2022 board meeting, the Board Chair confirmed that staff will be asked to review COVID safety requirements for space and board room capacity set up.

#### 5. STUDENT TRUSTEE REPORT: None

#### 6. COMMITTEE REPORTS

##### 6.1 STUDENT LEARNING AND WELL-BEING COMMITTEE

###### 6.1.1 Report: Meeting of March 2, 2022

The Vice Chairperson of the Committee, B. Parrott, presented the report of the March 2, 2022 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- District Framework for Enhancing Student Learning (FESL) Update: Indigenous Learners
- Engagement Summary Report – Multi Age Cluster Class (MACC)
- Calendar Submission for 2022/2023

Moved by B. Parrott, seconded by C. Cho, that the report of the March 2, 2022 meeting be received.

The Vice Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

###### 6.1.2 Matters Arising from the Meeting of March 2, 2022

###### 6.1.2.1 Calendar Submission for 2022-2023 (Attachment)

Moved by B. Parrott, seconded by C. Cho, that the Board approve the school calendar for 2022-2023 as attached.

In moving the motion, Trustee Parrott reported that September 30<sup>th</sup> National Day for Truth and

Reconciliation has been included in the school calendar.

Trustees voted on the motion.

CARRIED UNANIMOUSLY

## 6.2 FACILITIES PLANNING COMMITTEE

### 6.2.1 Report: Meeting of March 9, 2022

The Chairperson of the Committee, A. Wong, presented the report of the March 9, 2022 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- Strategic Energy Management Plan Update 2021-2022
- 2021-2022 Enrolment Update
- David Lloyd George Elementary Statutory Right of Way Bylaw

Moved by A. Wong, seconded by F. Ballantyne, that the report of the March 9, 2022 meeting be received.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

### 6.2.2 Matters Arising from the Meeting of March 9, 2022

#### 6.2.2.1 David Lloyd George Elementary Utility Statutory Right of Way SRW Bylaw (Attachment)

Moved by A. Wong, seconded by O. Hanson, that the Board of Education of School District No. 39 (Vancouver) David Lloyd George Elementary School Hydro SRW Bylaw 2022 be read a first time the 25th day of April 2022.

CARRIED UNANIMOUSLY

Moved by A. Wong, seconded by O. Hanson, that the Board of Education of School District No. 39 (Vancouver) David Lloyd George Elementary School Hydro SRW Bylaw 2022 be read a second time the 25th day of April 2022.

CARRIED UNANIMOUSLY

Moved by A. Wong, seconded by O. Hanson, that the Board of Education of School District No. 39 (Vancouver) approves having all three readings of the David Lloyd George Elementary School Hydro SRW Bylaw 2022 the 25th day of April 2022.

CARRIED UNANIMOUSLY

Moved by A. Wong, seconded by O. Hanson, that the Board of Education of School District No. 39 (Vancouver) David Lloyd George Elementary School Hydro SRW Bylaw 2022 be read a third time the 25th day of April 2022; and

That the Secretary-Treasurer be authorized to sign, seal and register the Board of Education of School District No. 39 (Vancouver) David Lloyd George Elementary School Hydro SRW Bylaw 2022; and

That the signed and sealed Board of Education of School District No. 39 (Vancouver) David Lloyd George Elementary School Hydro SRW Bylaw 2022 be forwarded to the Ministry of Education,

Funding Department, for registration and certification, and to BC Hydro for registration at the Land Titles Office as required.

CARRIED UNANIMOUSLY

### **6.3 PERSONNEL COMMITTEE**

#### **6.3.1 Report: Meeting of April 6, 2022**

The Chairperson of the Committee, E. Gonzalez, presented the report of the April 6, 2022 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- Staffing and Recruitment Update
- Wellness and Employee Engagement Update

Moved by E. Gonzalez, seconded by B. Parrott, that the report of the April 6, 2022 meeting be received.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

### **6.4 FINANCE COMMITTEE**

#### **6.4.1 Report: Meeting of April 20, 2022**

The Chairperson of the Committee, O. Hanson, presented the report of the April 20, 2022 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- 2022-2023 Budget Engagement Summary Report
- 2021-2022 Amended Annual Budget Update
- Follow-up to the April 12, 2022 Special Board/Committee of the Whole meeting
- 2022-2023 Draft Annual Budget Update
- Adult Education Enrolment and Staffing Update

Moved by O. Hanson, seconded by F. Ballantyne, that the report of the April 20, 2022 meeting be received.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

### **6.5 AUDIT COMMITTEE**

#### **6.5.1 Report: Meeting of April 20, 2022**

The Chairperson of the Committee, B. Parrott, presented the report of the April 20, 2022 meeting, a copy of which is filed with these minutes. The report includes information on:

- Follow up from the February 16, 2022 Audit Committee meeting
- Audit Planning Report for the year ending June 30, 2022

Moved by B. Parrott, seconded by L. Chan-Pedley, that the report of the April 20, 2022 meeting be received.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the

motion was

APPROVED UNANIMOUSLY

## 7. REPORT ON PRIVATE SESSION ITEMS

### 7.1 Meeting of April 25, 2022

The Chairperson reported that the April 25, 2022 Private Board meeting has not yet been concluded, and that the report on this session will take place at the next public board meeting.

## 8. REPORTS FROM TRUSTEE REPRESENTATIVES

8.1 Report from Trustee Wong on the Racial and Ethno-Cultural Equity Advisory Committee meeting held on March 10, 2022

8.2 Reports from Trustee Gonzalez on the:

8.2.1 Renters' Advisory Committee meeting held on March 9, 2022

8.2.2 Vancouver Heritage Commission meetings held on March 28, 2022 and April 11, 2022

8.2.3 Vancouver Food Policy Council meeting held on March 31, 2022

8.3 Reports from Trustee Fraser on the:

8.3.1 Urban Indigenous Peoples' Advisory Committee meeting held on March 7, 2022

8.3.2 Vancouver City Planning Commission meeting held on March 9, 2022

8.3.3 Persons with Disabilities Advisory Committee meeting held on March 10, 2022

8.3.4 Vancouver City Planning Commission meeting held on April 6, 2022

In response to a Trustee's question, the Chairperson provided clarification on how a delegation's request could be brought forward to the next VSB Diversity Committee Meeting by the Liaison Trustee for that Committee.

## 9. OLD BUSINESS

### 9.1 Delegation Pilot Project Review

#### 9.1.1 Amendments to Policy 7 and 8 Re: Delegations

Moved by C. Cho, seconded by B. Parrott, that the Board of Education adopt, effective immediately, the practice of receiving delegations at a monthly meeting of the Board instead of at Standing Committees, as per the Delegation Board Meeting pilot which the Board approved on June 21, 2021.

Further, the Board direct staff to amend Policy 8 to remove delegations from Standing Committees and amend Policy 7 to add a Board meeting to receive delegations each month in which a regular Board meeting is scheduled. Policy 7 should reflect that this be a meeting of the Board rather than a Committee of the Whole, as the intent of delegation meetings is for members of the public to provide input and feedback directly to trustees as governors of the District.

Trustee Cho and Trustee Parrott provided their rationale for the motion.

Following discussion, trustees voted on the motion.

CARRIED

For: F. Ballantyne, C. Cho, L. Chan-Pedley, J. Fraser, E. Gonzalez, O. Hanson, B. Parrott, A. Wong,

Against: J. Reddy

**10. NEW BUSINESS****10.1 Capital Plan Bylaw No. 2022/23-CPSD39-01**

The Acting Secretary Treasurer presented a memorandum dated April 25, 2022 entitled **Capital Plan Bylaw No. 2022/23-CPSD39-01**. The report includes the Five-Year Capital Plan response letter from the Ministry of Education, the Annual Programs Funding Agreement associated with approved capital projects, and the Capital Plan Bylaw for approval. He further noted that there was no Facilities Planning Meeting scheduled in between the receipt of the letter from the Ministry and the April 25<sup>th</sup>, 2022 Board Meeting.

Moved by A. Wong, seconded by C. Cho, that the Board of Education of School District No. 39 (Vancouver) Capital Plan Bylaw No. 2022/23-CPSD39-01 be read a first time the 25th day of April 2022.

CARRIED UNANIMOUSLY

Moved by A. Wong, seconded by C. Cho, that the Board of Education of School District No. 39 (Vancouver) Capital Plan Bylaw No. 2022/23-CPSD39-01 be read a second time the 25th day of April 2022.

CARRIED UNANIMOUSLY

Moved by A. Wong, seconded by C. Cho, that the Board of Education of School District No. 39 (Vancouver) approves having all three readings of the Capital Plan Bylaw No. 2022/23-CPSD39-01 on the 25th day of April 2022.

CARRIED UNANIMOUSLY

Moved by A. Wong, seconded by C. Cho, that the Board of Education of School District No. 39 (Vancouver) Capital Plan Bylaw No. 2022/23-CPSD39-01 be read a third time the 25th day of April 2022, and

That the Chairperson and Secretary-Treasurer be authorized to sign, seal and register Capital Plan Bylaw No. 2022/23-CPSD39-01 with the Ministry of Education

CARRIED UNANIMOUSLY

**11. NOTICES OF MOTION****11.1 Notice of Motion from Trustee Reddy: 2022-2023 Budget Timeline**

Trustee Reddy presented a Notice of Motion and requested it be considered at the meeting.

Moved by J. Reddy, seconded by B. Parrott, that the 2022-23 budget be voted on at the board meeting on June 27, 2022.

Trustee Reddy reviewed rationale for the motion.

In response to the Chairperson's question on when the final budget draft will be presented to the Board and the public, the Acting Secretary Treasurer clarified the remaining dates of the current budget process timeline. He reported the draft budget will be brought forward at the next Committee of the Whole Budget Meeting on May 3<sup>rd</sup>, 2022, and from that meeting any further additions or edits from Trustees brought forward at the May 18<sup>th</sup>, 2022 Finance Committee Meeting. He also reminded Trustees that proposals can be brought forward at the April 27<sup>th</sup>, 2022 Trustee Workshop.

Following discussion, trustees voted on the motion.

DEFEATED

For: B. Parrott, J. Reddy

Against: F. Ballantyne, L. Chan-Pedley, C. Cho, J. Fraser, E. Gonzalez, O. Hanson, A. Wong

### **11.2 Notice of Motion from Trustee Gonzalez, Trustee Chan-Pedley, and Trustee Fraser: Letter to Minister of Education and Child Care on Capital Funding**

Trustees Gonzalez, Chan-Pedley and Fraser presented a Notice of Motion and requested it be considered at the meeting.

#### **Main motion:**

Moved by L. Chan-Pedley, seconded by E. Gonzalez, that the Board of Education write to the Minister of Education and Child Care in reply to the March 15, 2022 Ministry Response to the 2022/23 VSB Annual Five-Year Capital Plan Submission to express (1) our concern that no new major capital projects have been approved, and (2) our dismay that three Seismic projects in development from previous years, David Thompson Secondary, False Creek Elementary, and Killarney Secondary, have been deferred.

Trustee Chan-Pedley reviewed rationale for the motion.

#### **Amendment #1**

Moved by A. Wong, seconded by B. Parrott, that the motion be amended to add:

“Moreover, the Vancouver Board of Education host a meeting for all Vancouver MLAs to share the business case for capital funding and seismic safety concerns of Vancouver H1 rated Schools”.

Trustee Wong spoke to the rationale of the amendment.

Trustees voted on the amendment.

CARRIED UNANIMOUSLY

#### **Amendment #2**

Moved by B. Parrott, seconded by L. Chan-Pedley, that the motion be further amended by adding at the end:

“and that this issue be forwarded to the Advocacy Committee for discussion.”

Trustee Parrott spoke to the rationale of the amendment.

Trustees voted on the amendment.

CARRIED UNANIMOUSLY

#### **Main Motion**

Trustees voted on the main motion, as amended, which now reads:

That the Board of Education write to the Minister of Education and Child Care in reply to the March 15, 2022 Ministry Response to the 2022/23 VSB Annual Five-Year Capital Plan Submission to express (1) our concern that no new major capital projects have been approved, and (2) our dismay that three Seismic projects in development from previous years, David Thompson Secondary, False Creek Elementary, and Killarney Secondary, have been deferred.

Moreover, the Vancouver Board of Education host a meeting for all Vancouver MLA’s to share the business

case for capital funding and seismic safety concerns of Vancouver H1 rated Schools, and that this issue be forwarded to the Advocacy Committee for discussion.

CARRIED UNANIMOUSLY

## **12. PUBLIC QUESTION PERIOD**

The Chairperson responded to questions regarding:

- The Seamless School Pilot Project.
- The ventilation system for VSB schools.
- LRFP Update
- Olympic Village School Site

## **13. ADJOURNMENT**

Trustees agreed to adjourn by consensus.

The meeting adjourned at 8:54 pm.

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J. David Green, Secretary Treasurer

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Janet Fraser, Chairperson

DATE: May 30, 2022

**ITEM 3.2.1**

TO: Board of Education

FROM: David Nelson, Deputy Superintendent

**RE: Updates to Policy 7 and 8**

## INTRODUCTION

At the April 25, 2022, Board meeting the following motion was adopted:

*That the Board of Education adopt, effective immediately, the practice of receiving delegations at a monthly meeting of the Board instead of at Standing Committees, as per the Delegation Board Meeting pilot which the Board approved on June 21, 2021.*

*Further, the Board direct staff to amend Policy 8 to remove delegations from Standing Committees and Policy 7 to add a Board meeting to receive delegations each month in which a regular Board meeting is scheduled. Policy 7 should reflect that this be a meeting of the Board rather than a Committee of the Whole, as the intent of delegation meetings is for members of the public to provide input and feedback directly to trustees as governors of the District.*

## SUMMARY OF CHANGES

Following adoption of the above motion staff made revisions to policy 7 and 8 as directed in the Board motion. Following is a summary of changes made to the two Board policies.

### **Policy 7 Revisions**

The following section outlining procedures for Board public delegation meetings has been **added** to policy 7:

#### *4. Public Delegation Board Meeting*

- 4.1 Public Delegation Board Meetings are intended to provide members of the community with the opportunity to present to the Board on matters relating to governance and/or budget. Formal stakeholder representatives shall not be heard as delegations as they have other avenues, including representation on Standing Committees, to provide input to the Board. Matters involving employees or individual students shall not be heard.*
- 4.2 No Board business, other than the receipt of public delegations, shall be conducted at this meeting and as such, no matter raised by a delegation shall be considered at this meeting.*
- 4.3 Public Delegation Board Meetings shall normally be held one time per month in each month of the school year in which a Regular Board meeting is held. Meetings will normally take place one week prior to the Regular Board Meeting at the hour of 17:00. These meetings will not be held on the*

*same evening as the regular monthly Board meeting. Meeting dates will be posted to the Board calendar posted on the District website.*

- 4.4 A member of the public wishing to present must submit a request in writing to the Secretary-Treasurer a request stating their name, the matter they wish to bring before the Board and a copy of the brief and/or presentation they intend to make. Requests must be received (preferably electronically) prior to 16:30 hours on the Wednesday before the Public Delegation Board Meeting is scheduled.*
- 4.5 The Chair shall determine if a delegation shall be permitted to present to the Board. The Chair may consult with the Agenda Setting Committee in making a decision. A delegation shall not be permitted to present on the same topic more than once.*
- 4.6 Procedures for delegations:*
  - 4.6.1 The time allotted for the delegation's presentation will be five minutes;*
  - 4.6.2 Delegations are welcome to present information, perspectives, and opinions for the consideration of the Board. Delegates are expected to comply with Board norms of conduct and decorum at meetings. Personal, inflammatory, or accusatory language will not be tolerated.*
  - 4.6.3 Delegations are encouraged to provide feedback on matters currently in an active public engagement through the engagement process rather than as a delegation to the Board.*
  - 4.6.4 Board members may direct questions for clarification through the spokesperson for the delegation; however, the matter will not be debated.*
  - 4.6.5 Board questions for staff in relation to delegation presentation will be emailed to the Superintendent who shall determine how best to provide the information requested.*
- 4.7 Delegation meetings shall not exceed 4 hours in length, including a recess.*

The following section, which outlined procedures for delegations to a regular Board meeting, has been **deleted** from policy 7:

#### *8. Procedures for Delegations to Board*

- 8.1 A delegation wishing to appear must submit to the Secretary-Treasurer a request in writing stating the matters they wish to bring before the trustees and, if a brief is to be presented, a copy of the brief and the name of the spokesperson for the delegation.*
  - 1.1 The Agenda Setting Committee will determine if the delegation should appear before the Board or a committee and will set the time for the delegation to appear.*
  - 1.2 If the request is to appear before the Board, the request and all supporting material must be received by the Secretary-Treasurer (preferably electronically), prior to 16:30 hours on the Wednesday before the Board meeting.*
  - 1.3 If a delegation appears before the Board, the following procedures will be followed:*
    - 1.3.1 The time allotted for the delegation's presentation will be five minutes;*
    - 1.3.2 Board members may direct questions for clarification through the spokesperson for the delegation; however, the matter will not be debated;*
    - 1.3.3 Normally, the matter will not be considered by the Board at the meeting at which the delegation appears.*

- 1.3.4 *The Chair of the Board may waive the notice requirement and permit a delegation to appear before a Board meeting if the Chair of the Board considers the matter to be an urgent item.*

## **Policy 8 Revisions**

The following section, noting how members of the public can request to speak to the Board, has been **added** to Policy 8:

### *Public Delegations*

*Presentations from delegations will not be heard at Standing Committees. Members of the public wishing to present on a matter before the Board may request to present at a Board Delegation meeting. Please see Policy 7, section 4.*

The following section outlining procedures for delegations presenting to Standing Committees has been **deleted** from policy 8:

### *Delegations to Standing Committee Meetings*

*The purpose of delegations at Standing Committee Meetings is to inform the decision-making process of the Trustees.*

### *Procedures for Delegations to Committee Meetings*

- *Delegations may be heard by a Standing Committees at the discretion of the committee Chair in consultation with the assigned staff resource person.*
- *A delegation wishing to appear must submit to the Committee Chair and/or the Secretary-Treasurer a request in writing stating the matter they wish to bring before the committee and, if a written brief or PowerPoint is to be presented, a copy of the brief or PowerPoint and the name of the spokesperson for the delegation. The Secretary Treasurer shall forward the request to the Chair of the committee, if the Chair is not otherwise apprised of the request, who shall in consultation with the assigned staff resource person determine whether the purpose of the proposed delegation is to inform the decision-making process of the trustees and if so, to accept the delegation. In exercising their discretion, the Chair of the committee may request from the delegation a brief summary of their proposed statement to the committee. The Chair of the committee does not have the discretion to accept delegations who wish to speak to operational matters of the Vancouver School Board or matters which could be the subject of an appeal pursuant to Policy 13 and section 11 of the School Act, or any other delegation whose primary purpose of addressing the committee is to make personal, inflammatory or accusatory comments or criticisms of individual trustees or the Board.*
- *The request and all supporting material must be received at the Education Centre no later than noon three business days prior to the regularly scheduled date of the Committee meeting. In exceptional circumstances the Chair in consultation with the assigned staff member may waive the three business day notice requirement.*
- *If a delegation has already presented its brief to a Standing Committee meeting, its request to appear again before any Standing Committee may be denied unless the delegation has new*

*information that is significantly different from the information already presented. Such information must be provided in writing to the Secretary-Treasurer.*

- *If a delegation is to appear before a Standing Committee of the Board, the following procedures will be followed:*
  - *The spokesperson of the delegation will be informed of the date and time of the meeting at which the response to their brief is to be discussed by the Committee, and copies of the response will be made available.*
  - *Time allotted for the delegation's presentation will be five minutes; however, the Committee may extend this period up to a maximum of 10 minutes if the Chair in consultation with Committee members feels that an extension of time is necessary in order to permit the delegation to give a complete outline of its position on the matter before the Committee. Notwithstanding any extension of time, the time allotted for all delegations must not exceed forty-five minutes.*
  - *The spokesperson should present the delegation's position to the Committee; however, comments from other members of the delegation will be welcomed.*
  - *Committee members may direct questions for clarification to the spokesperson for the delegation; however, the matter will not be debated (the Committee Chair may permit more detailed discussion than that permitted if the delegation was appearing before the Board).*
  - *The Committee may decide to defer its consideration of the matter to a future meeting; if the matter is deferred to a future Committee meeting and is to be considered in open session, the spokesperson for the delegation will be advised of the time and place of the Committee meeting and the Board meeting at which the committee report will be considered so that they or other members of the delegation may attend the meeting(s), but it must be noted that the representative(s) may not enter into the debate.*
  - *If the Committee decides to discuss the matter at the meeting at which the delegation was heard, the members of the delegation may remain but may not participate in the debate.*
  - *The Board's communications staff in the Office of the Superintendent of Schools is available to advise delegations regarding presentation procedures.*

## RECOMMENDATION

### **It is recommended that**

*the Board approve revised policies 7 and 8 as outlined in appendices A and B.*

## APPENDICES

Appendix A: Revised Policy 7

Appendix B: Revised Policy 8

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## Policy 7

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### BOARD OPERATIONS

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the District, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. If a quorum is not present within fifteen minutes of the time appointed for the meeting, then the meeting shall stand adjourned.

The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. All points of procedure not provided for in this Policy Handbook shall be decided in accordance with Robert's Rules of Order.

The Board's fundamental obligation is to preserve and enhance, the public trust in public education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when public interest is best served by private discussion of specific issues in "private" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in private for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes public interest can be enhanced by having members of the public participate at Board meetings.

In order to carry out its responsibilities effectively, the Board will hold periodic meetings of several types. Formal meetings, at which all formal and legal business of the Board shall be done, may be designated as Inaugural, regular, special, or private. The Board may also hold informal meetings from time to time for the purposes of general discussion, meeting with other individuals or groups, or for information gathering and sharing.

No act or proceeding shall be valid or binding on the Board unless such act or proceeding shall have been adopted at a meeting called and held as herein provided.

The Board has adopted specific policy governing the conduct of its formal meetings.

1. Board Composition and Elections
    - 1.1 Nine trustees are elected at large to the Board of Education for a four year term. In addition a non-voting student trustee also sits on the Board.
    - 1.2 Elections are held the third Saturday in October in election years.
  
  2. The inaugural and subsequent annual meetings of the Board
    - 2.1 An inaugural meeting of the Board shall be held in November of the year of the election of trustees. Such meeting shall be held at the time, place and date as determined by the outgoing Board; and in the event that the Board shall not so determine, then such meeting shall be held at the hour of 19:00 in the Board Room of the Education Centre on the first Monday in November.
    - 2.2 In accordance with the School Act Section 50, a person elected or appointed as a Trustee must make a prescribed oath of office by oath or solemn affirmation before taking their seat on the Board.
    - 2.3 The Secretary-Treasurer, or, in their absence, the Acting Secretary-Treasurer, shall call the meeting to order and shall preside at such meeting until a Chair is elected. The presiding official shall proceed to read to the Board the returns of the election, if any, as certified by the Returning Officer or City Clerk and shall then report whether or not the trustees-elect, if any, have completed the declarations required by the School Act.
    - 2.4 The presiding officials shall then call for nominations by ballot for the office of Chair. Any Trustee may be nominated for Chair. The presiding officials will then announce the names of trustees nominated by ballot and at that time any nominee may withdraw. If more than one nomination remains for the office of Chair, a vote by ballot shall be taken forthwith. All trustees present at the meeting shall vote. A clear majority of those present shall be required for election. If there is no clear majority on the first ballot, balloting shall continue until a clear majority is achieved.
    - 2.5 If for the election of Chair, more than two nominations are received, and if at the first ballot no Trustee receives a clear majority, balloting shall continue until one Trustee shall have received a clear majority. At each successive ballot the name of the Trustee receiving the fewest votes at the previous ballot shall be dropped. If by reason of an equality of votes it is not possible to determine which name shall be dropped, then a special ballot shall be taken for that purpose.
    - 2.6 An annual meeting of the Board shall be held in November of the year in which there is no election of trustees. Such meeting shall be the first regular meeting of the Board and the agenda, together with the regular business of the Board, may include a report from the outgoing Chair and shall provide for the elections of a Chair of the Board and a Vice-Chair of the Board.
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- 2.7 Following the Chair's report, should they provide a report, the Secretary-Treasurer, or, in their absence, the Acting Secretary-Treasurer shall take the Chair and forthwith proceed with the election of a Chair. The election of the Chair shall be conducted in accordance with subsections (3), (5) and (6) of Section I of By-Law No. 1.
  - 2.8 The term of office of the Chair shall be from the date of the election until the following inaugural or annual meeting unless the Chair resigns or a majority of the Board wishes to hold an election before the following inaugural or annual meeting date.
3. Regular Meetings of the Board
    - 3.1 Meetings of the Board shall normally be held at least once during each month of the school year on a Monday at the hour of 19:00, or upon such other day or days during the month or at such other hour as the Board may order.
    - 3.2 The agenda, as well as supporting materials intended to brief trustees about items included on the agenda, are delivered on Friday afternoons prior to the Board meeting on the following Monday. The agenda and supporting reports are also made available to the public and the stakeholders by 16:30 hours on the Friday preceding the regular Board meeting.
    - 3.3 A quorum shall be a majority of trustees holding office at the time of the meeting.
      - 3.3.1 The Superintendent of Schools (except as provided for in section 5.5) and the Secretary-Treasurer (or their designates) shall be present at all meetings of the Board. The Board may excuse either or both of these officials during discussion of any matter, but no Board action shall be taken unless both officials are present except.
        - 3.3.1.1 If a portion of the meeting concerns the work performance or employment of the Superintendent of Schools, the Board may excuse the Superintendent of Schools from attending that portion of the meeting;
        - 3.3.1.2 If a portion of the meeting concerns the work performance or employment of the Secretary-Treasurer, the Board may excuse the Secretary-Treasurer from attending that portion of the meeting; and, if so, shall designate the Superintendent of Schools, or another employee of the Board, to attend the meeting in place of the Secretary-Treasurer to perform the duties of the Secretary-Treasurer at the meeting.
    - 3.4 If, fifteen minutes after the time appointed for the meeting of the Board, there should not be a quorum present, then the meeting shall stand adjourned to a date to be fixed by the Chair, or, in default of the Chair's fixing the same, then until the next regular meeting. The Secretary-Treasurer shall record the names of the members present at the expiration of such thirty minutes.
    - 3.5 The Board shall not remain in session for more than four hours.

#### 4. Public Delegation Board Meeting

4.1 Public Delegation Board Meetings are intended to provide members of the community with the opportunity to present to the Board on matters relating to governance and/or budget. Formal stakeholder representatives shall not be heard as delegations as they have other avenues, including representation on Standing Committees, to provide input to the Board. Matters involving employees or individual students shall not be heard.

4.2 No Board business, other than the receipt of public delegations, shall be conducted at this meeting and as such, no matter raised by a delegation shall be considered at this meeting.

4.3 Public Delegation Board Meetings shall normally be held one time per month in each month of the school year in which a Regular Board meeting is held. Meetings will normally take place one week prior to the Regular Board Meeting at the hour of 17:00. These meetings will not be held on the same evening as the regular monthly Board meeting. Meeting dates will be posted to the Board calendar posted on the District website.

4.4 A member of the public wishing to present must submit a request in writing to the Secretary-Treasurer a request stating their name, the matter they wish to bring before the Board and a copy of the brief and/or presentation they intend to make. Requests must be received (preferably electronically) prior to 16:30 hours on the Wednesday before the Public Delegation Board Meeting is scheduled.

4.5 The Chair shall determine if a delegation shall be permitted to present to the Board. The Chair may consult with the Agenda Setting Committee in making a decision. A delegation shall not be permitted to present on the same topic more than once.

#### 4.6 Procedures for delegations:

4.6.1 The time allotted for the delegation's presentation will be five minutes;

4.6.2 Delegations are welcome to present information, perspectives, and opinions for the consideration of the Board. Delegates are expected to comply with Board norms of conduct and decorum at meetings. Personal, inflammatory, or accusatory language will not be tolerated.

4.6.3 Delegations are encouraged to provide feedback on matters currently in an active public engagement through the engagement process rather than as a delegation to the Board.

4.6.4 Board members may direct questions for clarification through the spokesperson for the delegation; however, the matter will not be debated.

4.6.5 Board questions for staff in relation to delegation presentation will be emailed to the Superintendent who shall determine how best to provide the information requested.

4.7 Delegation meetings shall not exceed 4 hours in length, including a recess.

#### 5. Special Meeting

5.1 A special meeting of the Board may be called by the Chair or, upon written request of a majority of the trustees, may be called by the Secretary Treasurer. No business other than that for which the meeting is called, shall be conducted at the meeting.

- 5.2 Forty-eight hours' notice in writing shall be given of any special meeting of the Board, which notice must be given to each Trustee by delivery of the same at the place designated by each Trustee for notice, or failing any such designated place, then at their address as set out in their nomination paper.
- 5.3 Written notice of any special meeting of the Board may be waived provided that reasonable steps shall have been taken to notify all trustees of the meeting and that not less than the number of trustees required to make a quorum agree to the waiving of the written notice.

## 6. Private Session

- 6.1 Unless otherwise determined by the Board, the following matters shall be considered in private session:
  - 6.1.1 Matters pertaining to individual students, including but not limited to the conduct, performance, discipline, suspension or expulsion, attendance, enrolment or registration of individual students, or appeals of students or parents made pursuant to Section 11 of the School Act.
  - 6.1.2 Salary claims and adjustments, and the consideration of requests of employees and Board offers with respect to collective bargaining procedures.
  - 6.1.3 The conduct, efficiency, discipline, suspension, termination or retirement of employees.
  - 6.1.4 Medical examiner's reports, medical examination reports, and other medical reports.
  - 6.1.5 Staff changes, including appointments, transfers, resignations and promotions and demotions.
  - 6.1.6 Matters pertaining to the safety, security or protection of Board property or to individual safety.
  - 6.1.7 Accident claims, and other matters where Board liability may arise.
  - 6.1.8 Legal opinions respecting the liability or interest of the Board.
  - 6.1.9 Purchases of real property, including the designation of new sites, consideration of appraisal reports, consideration of amounts claimed by owners, determination of board offers, and expropriation procedures.
  - 6.1.10 Lease, sale or exchange of real property prior to finalization thereof.
  - 6.1.11 Matters, the disclosure of which, would be harmful to Third Party
  - 6.1.12 Business Interests.
  - 6.1.13 Such other matters as the Board may decide, in keeping with legislative requirements.

- 6.2 No Trustee shall disclose to the public the proceedings of a private meeting, except as may be required by law, unless a resolution has been passed by the board to allow such disclosure.
- 6.3 Trustees wishing to raise issues concerning the appropriateness of a private meeting, or to seek the disclosure of information discussed in private session must, where possible, provide the Chair of the relevant meeting with reasonable advance notice of their intentions in this regard.
- 6.4 Where the Board meets in private pursuant to section 5.1 above, the minutes for the next public Board meeting shall reflect:
  - 6.4.1 The fact that the Board met in private session, and the dates of any such meetings;
  - 6.4.2 A general statement as to the nature of the matters discussed and the general nature of the decisions reached at the private meeting; and
  - 6.4.3 Any other information pertaining to the meeting whose release has been authorized by Board motion.
  - 6.4.4 In circumstances where the inclusion of the above information in the minutes of the next public meeting is not practicable, it shall be included in the minutes of a subsequent Board meeting.
- 6.5 Private meetings of the Board normally will not be held without the Superintendent in attendance unless the Superintendents contract is being discussed, the Board is meeting with the external auditor, or unless the Superintendent agrees, or unless the Board determines there are extenuating circumstances.

## 7. Minutes

- 7.1 The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.
- 7.2 The minutes shall record:
  - 7.2.1 Date, time and place of meeting;
  - 7.2.2 Type of meeting (inaugural, regular or special);
  - 7.2.3 Name of the Chair;
  - 7.2.4 Names of those trustees and administration in attendance;
  - 7.2.5 Approval of preceding minutes;
  - 7.2.6 Only motions will be recorded in the minutes. Preamble, rationale, or discussions will not be recorded in the minutes, unless directed by the Board through resolution;
  - 7.2.7 Points of order;
  - 7.2.8 Appointments;
  - 7.2.9 Notices of motion;

- 7.2.10 Recommended motions proposed by Committees; and,
  - 7.2.11 Trustee conflict of interest declaration pursuant to Section 58 of the School Act.
  - 7.3 The minutes shall:
    - 7.3.1 Be prepared as directed by the Superintendent;
    - 7.3.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
    - 7.3.3 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
  - 7.4 The Superintendent shall ensure that, upon acceptance by the Board, appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the District are affixed to the concluding page of the minutes.
  - 7.5 The Superintendent shall establish and maintain a file of all Board minutes and create a tracking system for resolutions which will:
    - 7.5.1 Provide for ready identification as to the meeting at which it was considered;
    - 7.5.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings.
  - 7.6 All Standing Committees, unless otherwise directed, shall prepare and submit minutes or a report including any recommendations to the Board.
  - 7.7 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board directs the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
  - 7.8 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Superintendent is responsible to distribute and post the approved minutes.
  - 7.9 Upon adoption by the Board, the minutes of meetings other than private meetings shall be open to public scrutiny.
8. Rules of Order
- 8.1 The Chair shall preside at all meetings of the Board. In the absence of the Chair, the Vice-Chair, or, in the absence of both the Chair and the Vice-Chair, some member of the Board to be appointed by the Board shall preside.
  - 8.2 Should the Chair, during any meeting of the Board, desire to leave the Chair for the purpose of taking part in debate or for any other reason acceptable to a majority of the trustees present, the Chair shall call on the Vice-Chair to fill their place until the Chair resumes the Chair, or in

the absence of the Vice-Chair, or some other member of the Board. Any member occupying the Chair temporarily shall discharge all the duties and enjoy the rights of the Chair.

- 8.3 The agenda setting committee consisting of the Secretary-Treasurer, Superintendent, Chair and Vice-Chair shall prepare and submit an Order of Business called an Agenda for each meeting. The order of the agenda shall be substantially as follows:
- 8.3.1 Indigenous Land Acknowledgment
  - 8.3.2 Program Highlights
  - 8.3.3 Adopt Minutes
  - 8.3.4 Superintendent's Update
  - 8.3.5 Student Trustee Report
  - 8.3.6 Standing Committee Reports
  - 8.3.7 Report on Private Session
  - 8.3.8 Reports from Trustee Representatives
  - 8.3.9 New Business
  - 8.3.10 Notices of Motion
  - 8.3.11 Public Question Period (Submitted in writing)
  - 8.3.12 Adjournment
- 8.4 No questions shall be determined by the Board unless upon motion of a Trustee, seconded by another Trustee.
- 8.4.1 At all meetings of the Board, all questions shall be decided by the majority of the votes of the trustees present.
  - 8.4.2 Every Trustee present at a meeting of the Board, when a question is put, shall vote thereon except that a Trustee may abstain from voting. The Chair shall have the right to vote, and must vote in the case of an equality of votes.
  - 8.4.3 No Trustee shall have more than one vote on any question whether at a meeting of the Board or in Committee-of-the-Whole or any other Committee.
  - 8.4.4 In the event of an equality of votes, the motion shall be deemed to be in the negative.
  - 8.4.5 Notwithstanding section 7.5.2 above, every Trustee present at a meeting of the Board shall vote on all questions which by the provisions of the School Act or the Bylaws of the Board shall be decided by a vote of two-thirds of all the members of the Board.
    - 8.4.5.1 The Chair shall declare the result of all votes; the names of those who voted for the question, the names of those who voted against the question and the names of those who abstained from voting shall be entered in the minutes.

- 8.4.5.2 When the Chair or other presiding officer is called on to decide a point of order to practice, the Chair shall give their decision and state the rule applicable to the case. An appeal from the ruling of the Chair shall be seconded and shall be decided by a majority of the members of the Board present. When the ruling of the Chair is appealed against, the Chair shall, without debate, put the question in the following words: “Shall the ruling of the Chair be sustained?” and the Chair shall have the right to state their reasons for the decision given.
- 8.4.5.3 No Trustee shall leave the Board meeting before the close of the session without notifying the Chair.
- 8.4.5.4 Under the order of “Public Question Period,” questions may be put to the Chair, or through the Chair to any member or officials of the Board, relating to any matter connected with the business of the Board.
- 8.4.5.5 No question once decided by the Board shall be reconsidered or rescinded during the same calendar year in which the said question was decided unless:
  - 8.4.5.5.1 By order of the majority of the votes of the members present and voting, and
  - 8.4.5.5.2 The motion for any such reconsideration or rescission is brought by a Trustee who voted on the prevailing side when the motion was first adopted or rejected.  
Provided, however, that nothing in this section shall be construed as depriving any Trustee, who was not a Trustee at the time a decision was reached on a resolution from moving the reconsideration or rescission of such resolution in the same calendar year.
- 8.4.5.6 Any documentary or oral information given or obtained, whether directly or indirectly, to or by a Trustee, and characterized by either the Chair of the Board, a Standing Committee or the Superintendent as being confidential, shall not be disclosed by any Trustee unless the Board authorizes disclosure of such information.

## 9. Conflict of Interest

- 9.1 The Board of Education (the “Board”) directs its members not only to adhere to all laws regarding conflicts of interest but also to be alert to situations that have the appearance of a conflict of interest and to avoid actions that might be detrimental to themselves or to the Board.
- 9.2 If a Trustee has any pecuniary interest in any matter and is present at a meeting of the Board at which the matter is considered, the Trustee:

- 9.2.1 Shall at the meeting disclose his or her pecuniary interest and the general nature of the pecuniary interest;
  - 9.2.2 Shall not take part in the discussion of or vote on any question in respect of the matter; and
  - 9.2.3 Shall not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.
- 9.3 If the meeting is not open to the public, in addition to complying with these requirements (see section 1.5 in Policy 4) the Trustee shall immediately leave the meeting or the part of the meeting during which the matter is under consideration.
- 9.4 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it shall be recorded in the minutes of the meeting. If the meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, shall be reported to, and recorded in the minutes of, the next meeting that is open to the public.

#### 10. Audio/Video Recording Devices

- 10.1 Any use of recording devices shall not interfere with the conduct of the meeting and may be discontinued at the direction of the Chair.

#### 11. Trustee Remuneration and Expenses

- 11.1 The Board, under the School Act Section 71, may: "...authorize annually the payment of remuneration to the chair, Vice-Chair and other trustees..."
- 11.2 The Board authorizes adjustments to the annual remuneration for Board members on September 1<sup>st</sup> of each year according to the change in the Vancouver consumer price index from the previous year (based originally on 1997-98 figures). The annual remuneration for trustees (including the Vice-Chair) was \$29,097 and for the Chair was \$31,521 as at September 2019.
- 11.3 The Board, under the School Act Section 71, may: "...authorize annually the payment of a reasonable allowance for expenses necessarily incurred by trustees in the discharge of their duties." Accordingly, the Board shall pay the cost of accommodation and economy air fare, verified by receipts, plus a per-diem allowance at a rate set by the Board to cover meals and miscellaneous expenses.
- 11.4 Vehicle mileage expenses incurred by trustees are not eligible for reimbursement.
- 11.5 The Board shall give annual approval to total trustee expenses for the current year, rather than approve expense claims instance by instance.
- 11.6 The Ministry of Education purchases blanket liability insurance to cover all school Districts, to indemnify the Board, Board members, and agents of the Board for their official actions in the

service of the Vancouver schools. In addition, trustee indemnification is addressed in Policy 16 in the Indemnification Bylaw.

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Legal Reference:	Sections 49, 50, 56, 57, 58(1) 58(2), 59, 60(1) 60(2), 66, 67, 68, 69, 70, 71, 71(1), 72  School Act School Act Regulation 382/93 Financial Disclosure Act Income Tax Act
Adopted:	Sept 24, 2018
Amended:	December 17, 2018 December 16, 2019 May 30, 2022

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## Policy 8

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### BOARD COMMITTEES

The Board will establish standing committees and may establish ad hoc committees of the Board when necessary to assist it with governance functions. When a committee is established the Board shall define the committee's purpose, powers and duties, membership (up to four Board members and one alternate member) and meetings. Committees of the Board shall never interfere with the delegation of authority from Board to Superintendent. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the School Act.

The primary purpose of all committees of the Board shall be to act in an advisory capacity to the Board. Unless specific powers have been delegated by the Board the power of all committees shall be limited to making recommendations to the Board and shall not include that of acting on behalf of the Board unless specifically authorized by Board motion for individual issues.

The adoption of committee recommendations by the Board is not automatic. Committees can expect the Board to carefully examine and consider that their recommendations are well founded and thought out.

#### Standing Committees

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. It is the responsibility of the Chair of Standing Committee to see that decorum is maintained at Committee meetings so that:

- i. All members/delegates request to speak through the chair.
- ii. Stakeholder representatives and Trustees perspectives, participation and debate are encouraged. Civility towards others is necessary.
- iii. The Committee requires, acknowledges and appreciates staff reports. It is imperative that staff is able to submit objective reports without influence or pressure.
- iv. It is important to refrain from personal inflammatory/accusatory language/action.
- v. Committee Members, Trustees, representatives and /staff are to present themselves in a professional and courteous manner.

The Chair of a Standing Committee shall set the agenda for each committee meeting in cooperation with the Board Chair and the Secretary Treasurer, and shall place all committee recommendations approved by majority vote of the committee members before the Board at a regular business meeting of the Board in the form of a proposed motion. Action of any Standing Committee shall not be binding until

formally approved by the Board unless the Board by a majority vote gives the Standing Committee power to act.

Any committee member may request, in writing, changes to the agenda within twenty-four hours of a committee meeting. The Chair of the Standing Committee has the sole discretion to accept or reject the proposed change(s) to the meeting agenda as the first order of business at the committee meeting.

Any member of the Board may attend standing committee meetings and participate in discussions, but only appointed members of the Standing Committee may vote.

Matters that the Board has directed to a Committee for action must take precedence over any other Committee business.

The Superintendent shall appoint resource personnel to work with committees and the Superintendent shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

The Superintendent shall keep the Chair of each of the Standing Committees informed of matters within the jurisdiction of the Standing Committee.

The Chair of a Standing Committee may move any recommendation and speak to any question during committee meetings without leaving the Chair. Otherwise, the rules applying to regular or special meetings of the Board shall be observed.

Any use of recording devices shall not interfere with the conduct of the meeting and may be discontinued at the direction of the Chair.

**The Board invites the following to attend standing committee meetings:**

- One representative of the following employee groups:
  - the Vancouver Elementary School Teachers' Association
  - the Vancouver Secondary Teachers' Association
  - the Vancouver Elementary Principals' and Vice Principals' Association
  - the Vancouver Association of Secondary School Administrators
  - the Professional and Administrative Staff Association
  - the Canadian Union of Public Employees, Local 407
  - the International Union of Operating Engineers, Local 963
  - the Canadian Union of Public Employees, Local 15/Vancouver Municipal Education and Community Worker
  - Maintenance and Construction Trades;
  
- **One representative of the following non-employee groups:**
  - District Parent Advisory Council; and

- Vancouver District Students' Council.

## **1. Policy and Governance Committee**

### **1.1 Purpose/Function:**

- 1.1.1 To ensure the Board Policy Handbook is kept current.
- 1.1.2 To facilitate Board capacity building, continuous improvement, accountability, and effective working relationship with the Superintendent.
- 1.1.3 To facilitate the Board's effective advocacy/influence.
- 1.1.4 To review and provide recommendations to the Board in regard to assigned governance matters.

### **1.2 Powers and Duties:**

- 1.2.1 Develop and recommend draft policy positions for submission to the BCSTA Annual General Meeting.
- 1.2.2 Ensure the annual facilitated Board Self Evaluation is carried out in a timely manner and in accordance with Policy. Subsequent to the annual evaluation monitor implementation of the agreed upon actions.
- 1.2.3 Annually develop an Advocacy/Influence Plan, recommend the plan to the Board and monitor the implementation of the agreed upon plan.
- 1.2.4 Annually make recommendations for building governance capacity of the Board and ensure approved actions are implemented.
- 1.2.5 On an ongoing basis identify motions which are intended to have continuing effect and ensure they are integrated into existing or new policy statements.
- 1.2.6 Ensure Board Policies are reviewed on a schedule such that all Policies in the Board Policy Handbook are reviewed at least once in a four year term. Make recommendations to the Board regarding policy revisions.
- 1.2.7 Policy or Governance Matters Referred to the Committee by the Board:
  - 1.2.7.1 Review matters referred and make recommendations as requested.

### **1.3 Membership (4)**

- 1.3.1 The Chair of the committee and committee members, including the alternate committee member, shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair of the Board has consulted with the other trustees.
- 1.3.2 If absent, the Chair of the Committee shall designate a member to act as Chair. Such appointee shall assume all powers and duties of the Chair when acting as such.
- 1.3.3 A quorum shall be a majority of the members.
- 1.3.4 The Chair of the Committee shall preside and may vote on all questions submitted.

#### 1.4 Meetings:

- 1.4.1 1.4.1 The Committee shall meet six times per year unless items referred to the Committee by the Board necessitate additional meetings.

## 2. Facilities Planning Committee

### 2.1 Purpose/Function:

- 2.1.1 To review and provide recommendations to the Board in regard to assigned facilities planning matters.

### 2.2 Powers and Duties:

#### 2.2.1 School Closures:

- 2.2.1.1 Review the materials provided by senior staff to the Board regarding a possible school closure and provide a recommendation to the Board as to whether the committee supports the possible closure advancing to the school closure public consultation process phase.

#### 2.2.2 Naming and Renaming Schools:

- 2.2.2.1 Within the constraints of Board direction provided at the outset of any potential school naming or renaming process provide recommendations to the Board.

#### 2.2.3 Student Enrolment:

- 2.2.3.1 Annually review enrolment and enrolment trends and the potential impact on capital planning, student accommodation and catchment changes.

#### 2.2.4 Capital Planning:

- 2.2.4.1 Annually review and make recommendations regarding the draft five year capital plan for submission to the BC Ministry of Education.

#### 2.2.5 Long Range Facilities Plan:

- 2.2.5.1 Annually review and make recommendations regarding the draft long range facilities plan for submission to the BC Ministry of Education.

#### 2.2.6 Facilities Planning Matters Referred to the Committee by the Board:

- 2.2.6.1 Review matters referred and make recommendations as requested.

### 2.3 Membership (4)

- 2.3.1 The Chair of the committee and committee members, including the alternate committee member, shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair of the Board has consulted with the other trustees.

- 2.3.2 A quorum shall be a majority of the members.

- 2.3.3 The Chair of the Committee shall preside and may vote on all questions submitted.
- 2.3.4 If absent the Chair of the Committee shall designate a member to act as Chair. Such appointee shall assume all powers and duties of the Chair when acting as such.

#### 2.4 Meetings:

- 2.4.1 The Committee shall meet six times per year unless items referred to the committee by the board necessitate additional meetings.

### 3. Student Learning and Well-Being Committee

#### 3.1 Purpose/Function:

- 3.1.1 To review student learning and well-being indicators, and where warranted provide recommendations to the Board.

#### 3.2 Powers and Duties:

- 3.2.1 Strategic Planning and Reporting: Annually review the Strategic Planning Accountability Report acknowledging accomplishments and if deemed appropriate recommend revisions to the plan.
- 3.2.2 Annually review the Student Learning Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.3 Annually review the Student Well-being Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.4 Annually review the Indigenous Education Enhancement Agreement, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.5 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- 3.2.6 Student Learning or Student Well-Being Matters Referred to the Committee by the Board:
  - 3.2.6.1 Review matters referred and make recommendations as requested.
- 3.2.7 Review and make recommendations regarding the implementation and cessation of District programs and approve changes in fees for those programs that charge fees.
- 3.2.8 Review and make recommendations to the Board in regard to:
  - 3.2.8.1 the District calendar and
  - 3.2.8.2 Local school calendar proposals.

### 3.3 Membership: (4)

- 3.3.1 The Chair of the committee and committee members, including the alternate committee member, shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair of the Board has consulted with the other trustees.
- 3.3.2 A quorum shall be a majority of the members.
- 3.3.3 The Chair of the Committee shall preside and may vote on all questions submitted.
- 3.3.4 If absent the Chair of the Committee shall designate a member to act as Chair. Such appointee shall assume all powers and duties of the Chair when acting as such.

### 3.4 Meetings:

- 3.4.1 The Committee shall meet six times per year unless items referred to the Committee by the Board necessitate additional meetings.

## 4. Personnel Committee

### 4.1 Purpose/Function:

- 4.1.1 To ensure ongoing, appropriate recognition, and acknowledgements are provided by the Board and a productive, and caring work environment permeates the District.
- 4.1.2 To provide a forum to provide for discussion of the unintended consequences associated with personnel related Administrative Procedures, and collective agreement clauses.
- 4.1.3 To provide a forum for discussion of personnel related issues such as, but not limited, to sick leave, attendance, staff turnover/retention patterns, recruitment issues and health and safety issues.

### 4.2 Powers and Duties:

- 4.2.1 Annually review the Superintendent's Personnel Accountability Report including trends and issues and directions.
- 4.2.2 Recommend worthy VSB candidates to be nominated for awards and recognition external to the District.
- 4.2.3 Review section 400 "Personnel and Employee Relations" Administrative Procedures and provide feedback when warranted.
- 4.2.4 Personnel Matters Referred to the Committee by the Board:
  - 4.2.4.1 Review matters referred and make recommendations as requested.

### 4.3 Membership: (4)

- 4.3.1 The Chair and members, including the alternate committee member, shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair has consulted with the other trustees.

- 4.3.2 A quorum shall be a majority of the members.
- 4.3.3 The Chair of the Committee shall preside and may vote on all questions submitted.
- 4.3.4 If absent the Chair of the Committee shall designate a member to act as Chair. Such appointee shall assume all powers and duties of the Chair when acting as such.

#### 4.4 Meetings:

- 4.4.1 The Committee shall meet six times per year unless items referred to the Committee by the Board necessitate additional meetings.

### 5. Finance Committee

#### 5.1 Purpose/Function:

- 5.1.1 To assist the Board in being fiscally responsible.

#### 5.2 Powers and Duties:

- 5.2.1 Annually make recommendations to the Board regarding its submission to the Select Standing Committee on Finance and Government Services.
- 5.2.2 Provide input regarding the budget development process.
- 5.2.3 Review Budget assumptions and budget priorities that provide a framework for the preparation of the annual District budget and to be approved by the Board of Education in conjunction with senior administration.
- 5.2.4 Make recommendations regarding school fees.
- 5.2.5 By reviewing quarterly financial reports make recommendations for increasing value for money including: reducing costs, increasing revenue, eliminating or reducing resource allocations where commensurate results are not being achieved, disposal of assets, and increasing benefits without increasing costs.
- 5.2.6 Make recommendations re the appointment of the District Banker and review banking services at least every three years.
- 5.2.7 Fiscal Matters Referred to the Committee by the Board:
  - 5.2.7.1 Review matters referred and make recommendations as requested.

#### 5.3 Membership: (4)

- 5.3.1 The Chair and members, including the alternate committee member, shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair has consulted with the other trustees.
- 5.3.2 A quorum shall be a majority of the members.
- 5.3.3 The Chair of the Committee shall preside and may vote on all questions submitted.

5.3.4 If absent the Chair of the Committee shall designate a member to act as Chair. Such appointee shall assume all powers and duties of the Chair when acting as such.

#### 5.4 Meetings:

5.4.1 The Committee shall meet six times per year unless items referred to the Committee by the Board necessitate additional meetings.

### 6. Standalone Audit Committee

#### 6.1 Purpose

6.1.1 The purpose of the Committee is to assist the Board of Education in fulfilling its responsibilities in relation to:

- 6.1.1.1 Overseeing the School District's financial reporting process and its internal control structure, and report its findings to the Board of Education. This task is facilitated by asking questions about the quality of work done by management, participating in the audit planning and reporting processes, understanding and reviewing the aspects of the operation that put the School District at risk, and the District's preparedness to face that risk. It summarizes its findings and recommendations so that the Board can make informed decisions.
- 6.1.1.2 Maintaining direct lines of communications with the Superintendent and with the external auditors.
- 6.1.1.3 Monitoring the scope and costs of the activity of the external auditors and assessing their performance.
- 6.1.1.4 Recommending to the Board the terms of engagement for the external Auditor.

#### 6.2 Powers and Duties

- 6.2.1 Review the audited financial statements and recommend approval of the audited statements by the Board.
- 6.2.2 Review the External Auditor's assessment of managements risk mitigation strategies and the appropriateness of internal controls with a focus on safeguarding District assets.
- 6.2.3 Review the "Auditor's Management Letter" with the Auditor and assess Management's action plan to address concerns and follow up on the implementation of the auditor's letter of recommendations including ensuring the Board directs by motion the recommendations to be implemented, and ensuring any deficiencies identified in the audit report and management letter are addressed in a timely manner to the satisfaction of the external auditor.

- 6.2.4 Review the nature and extent of other services provided by the auditor in relation to auditor independence and ensure the auditor presents information relative to those Fiscal Quality Indicators contained in Policy 12 which the audit committee determines can be best assessed by the external auditor.
- 6.2.5 Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the School District's financial reporting.
- 6.2.6 Review proposed terms of engagement for the external auditor and make recommendations to the board regarding such terms of engagement. Oversee the engagement of external auditors including the terms of the audit engagement and appropriateness of proposed fees.
- 6.2.7 At least once a year meet with the external auditors at a Private Meeting, without staff members present.
- 6.2.8 Make enquires of the Auditor which members of the Committee believe are necessary to discharge its fiduciary responsibilities.
- 6.2.9 Make recommendations to the Board regarding appointment of external auditor and review external audit services at least every three years.
- 6.2.10 Review the draft District budget as prepared by the administration.
- 6.2.11 As appropriate make policy recommendations to the Board related to the role of the audit committee.

### 6.3 **Membership (4):**

- 6.3.1 The Chair and members, including the alternate committee member, shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair has consulted with the other trustees.
- 6.3.2 The Committee Chair shall be one of the trustee members, appointed by the Chair.
- 6.3.3 A quorum shall be a majority of the members.
- 6.3.4 Resource personnel: Up to two members of the public with one such public member holding an accounting designation may be appointed as a resource to the audit committee. Public members will be appointed by the Board for a term of two years with the possibility of a second two-year term extension, at the will of the Board.
- 6.3.5 Staff resources, though selected by the Superintendent, shall normally include the Superintendent, and Secretary Treasurer.

### 6.4 **Meetings**

- 6.4.1 The Committee shall meet at least four times a year.

## Ad Hoc Committees

Ad hoc committees may be established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation. Such ad hoc committees shall cease to exist when the purpose has been achieved. The Chair of the Board shall appoint membership and the Chair of the ad hoc committee.

## Public Delegations

Presentations from delegations will not be heard at Standing Committees. Members of the public wishing to present on a matter before the Board may request to present at a Board Delegation meeting. Please see Policy 7, section 4.

## Resource Personnel

The Superintendent shall appoint resource personnel to work with committees and the Superintendent shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

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Legal Reference: Section 65, 85 School Act

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Adopted: Sept 24, 2018

Amended: December 17, 2018  
March 4, 2019  
April 29, 2019  
October 26, 2020  
December 14, 2020  
September 27, 2021  
May 30, 2022

# SPECIAL BOARD/ COMMITTEE OF THE WHOLE MEETING MINUTES

The Board of Education of School District No. 39 (Vancouver) met in room 114 (the Boardroom), VSB Education Centre, 1580 West Broadway, Vancouver, B.C. and online in Teams on Tuesday, May 3, 2022, at 7:00 pm. The meeting was live-streamed.

Trustees Present in the Room:	Janet Fraser, Chairperson, Carmen Cho, Lois Chan-Pedley, Barb Parrott, Allan Wong
Trustees Absent with Regrets:	Estrellita Gonzalez, Vice-Chairperson, Fraser Ballantyne, Oliver Hanson, Jennifer Reddy
Senior Management Present in the Room:	David Nelson, Deputy Superintendent Jody Langlois, Associate Superintendent-Learning Services Pete Nuij, Associate Superintendent-Employee Services Rob Schindel, Associate Superintendent-School Services Shehzad Somji, Assistant Secretary Treasurer
Senior Management Present in Teams:	Helen McGregor, Superintendent of Schools Pedro da Silva, Associate Superintendent-Learning & Information Technology
Also Present in Teams:	Will Hsu, Manager of Budgeting, Forecasting, and Planning
Also Present in the Room:	Tiffany Lee, Administrative Office Assistant (Recorder)

## 1. CALL MEETING TO ORDER

### 1.1 Indigenous Land Acknowledgement

The Chairperson called the meeting to order and acknowledged that we are unlearning and relearning on the traditional and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Sk̓wx̓wú7mesh (Squamish) and səliiwətał (Tseil-Waututh) Nations.

### 1.2 Motion to Appoint Acting Secretary Treasurer

Moved by B. Parrott, seconded by L. Chan-Pedley that, to ensure the meeting is constituted in accordance with the *School Act*, the Board of Education appoints Shehzad Somji as the Secretary Treasurer for the meeting.

CARRIED UNANIMOUSLY

### 1.3 Opening Remarks

The Chairperson informed everyone the meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada. She reviewed meeting decorum for respectful behavior.

In taking a roll call, the Chairperson informed everyone that three representatives from each stakeholder group had also been invited to take part in the Teams meeting for discussion purposes during the Committee of the Whole. The following stakeholder representatives participated in the Teams meeting:

1. Canadian Union of Public Employees (CUPE) 407: Brent Boyd
2. District Parents Advisory Council (DPAC): Gord Lau, Jen Brummitt
3. International Union of Operating Engineers (IUOE): Tim Chester, Harjit Khangura, Tim Devivo
4. Professional & Administrative Staff Association (PASA): Tyson Scott Shmyr, Scott Deyell
5. Vancouver Association of Secondary School Administrators (VASSA): Alec McInnis, Hilary Watt, Mike Vulgaris
6. Vancouver Elementary Principals' and Vice Principals' Association (VEPVPA): Rosa Fazio, Joel Levine, Lori Ann Prodan
7. Vancouver Elementary School Teachers' Association (VESTA): Joanne Sutherland, Greg Canning, Jody Polukoshko

## 2. MOTION TO DISSOLVE THE BOARD MEETING INTO COMMITTEE OF THE WHOLE

Moved by B. Parrott, seconded by C. Cho, that the Board dissolve itself into Committee of the Whole.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

## 3. DELEGATIONS RE BUDGET 2022-23 DISCUSSION

The Chairperson reviewed the Procedure for Delegations to the Board. The following delegates presented their views regarding the Budget 2022-23 discussion. Written briefs and a PowerPoint presentation were provided and retained for the Board's records. Those that presented were:

1. Su-Laine Brodsky regarding the cost of the Vancouver School Board's (VSB) plan to "revision" the Multi Age Cluster Classes (MACC) program into an Enrichment Centre program for the purpose of improving equity

Trustees and stakeholders asked questions and the delegation provided responses pertaining to their presentation.

During discussion, the Chairperson shared that the VSB has announced the plan to run a pilot for Gifted Enrichment Centres as the first step in the process of Revisioning MACC. To ensure equity for all VSB students, the program has been closely aligned with the VSB Education Plan and with the VSB Anti-racism and Non-discrimination Strategic Plan. She further informed that the VSB continues to assess students and that the Gifted Enrichment Centres have a \$0 net cost above the current MACC model, also noting that there has not been any funding reduction for gifted education services.

2. Kyla Epstein regarding the need for ongoing, continued budget investment in VSB's anti-racism work

## 4. 2022-2023 DRAFT ANNUAL BUDGET UPDATE

The Acting Secretary Treasurer presented and reviewed a report dated May 3, 2022 entitled **2022-2023 Draft Preliminary Budget Report** and provided an update on the 2022-2023 draft preliminary budget, including a balanced operating fund budget, with a PowerPoint presentation. A copy of the PowerPoint is on file with the meeting agenda.

The PowerPoint presentation includes updates from the April 4 and April 12, 2022 Special Board/Committee of the Whole meetings highlighting the following:

- Revised deficit of \$10.7 million and there is sufficient accumulated surplus to offset the deficit.
- Reconciled staffing and enrolment numbers with a \$6.5 million increase in revenue.
- Updated assumptions for inflation numbers and interest rate forecasts.
- An estimated cost of \$450,000 has been added for the new Employment Standards Act provision.

The following three items were presented at the April 4, 2022 Special Board/Committee of the Whole meeting and removed at the April 12, 2022 meeting. These have now been incorporated in the draft preliminary budget:

- Elementary Make-up prep Time, a contractual obligation of the District of \$451,407.
- Health & Safety Manager with an initial investment of \$141,652.
- LIT Supervisors were incorrectly presented at the April 12, 2022 meeting. These positions were approved in the 2020-2021 budget using a combination of Operating Funds, offset by Department savings, and COVID funding. The 2022-2023 budget requires an additional \$71,000 from the Operating Fund as the COVID funding has stopped.

The Acting Secretary Treasurer continued his presentation and presented the budget proposals that were brought forward by trustees. He reviewed the next steps in the budget timeline and concluded his presentation by providing a Structural Deficit Statement.

The Chairperson noted that the budget proposals should be brought forward and considered at the next Finance Committee meeting on May 18, 2022 as the proposals require additional information regarding funding details prior to being voted on.

Trustees and stakeholders asked questions and staff provided responses.

#### **5. MOTION TO RISE AND REPORT FROM THE COMMITTEE OF THE WHOLE**

Moved by L. Chan-Pedley, seconded by A. Wong that the Committee of the Whole rise and report.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

#### **6. MOTION TO RECONVENE THE BOARD MEETING**

Moved by L. Chan-Pedley, seconded by A. Wong that the Board meeting be reconvened.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

#### **7. BUSINESS FROM THE COMMITTEE OF THE WHOLE: None.**

**8. MOTION TO ADJOURN THE MEETING**

The meeting adjourned by consensus at 8:07 PM.

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J. David Green, Secretary Treasurer

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Janet Fraser, Chairperson

May 30, 2022

# SUPERINTENDENT'S HIGHLIGHTS



# MAY REVIEW



VANCOUVER ALTERNATE SECONDARY SCHOOLS (VASS) ART SHOW

# MAY REVIEW



THE ARTIST IN RESIDENCE STUDIO PROGRAM (AIRS) EXHIBIT

# MAY REVIEW



SUMMER LEARNING

# DIVERSITY FOCUSED

**DIVERSITY, EQUITY, & INCLUSION YOUTH CONFERENCE**

**TELL YOUR STORY! 2022**

**SPEAKERS**

**CHINYERE ENI**  
NO ONE CAN TAKE YOUR EDUCATION AWAY FROM YOU  
DON'T SEE A DISABILITY BEFORE THE PERSON

**RUBY SMITH DIAZ**  
FIND YOUR VOICE!  
DON'T IGNORE MICROAGGRESSIONS  
WHAT'S YOUR OUTLET?  
WHERE DO YOU FEEL SEEN?

**EMPOWER OURSELVES THROUGH OUR CONNECTIONS**

**THE VALUE OF HELPING OTHERS**

**MUSIC**

**DJ O SHOW**

**MENTAL HEALTH**

THERAPY  
EXERCISE  
MEDITATION  
SLEEP

CELEBRATE YOUR CULTURE

WHAT AM I PASSIONATE ABOUT?  
WHO MIGHT NEED MY HELP?  
WHICH RELATIONSHIPS NEED NOURISHING?

KNOWING WHO YOU ARE HELPS TO TELL YOUR STORY

WHAT YOU FOCUS ON WILL GROW

LIVE GRAPHIC RECORDING BY CARINA NILSSON

**DIVERSITY, EQUITY, & INCLUSION YOUTH CONFERENCE**

**TELL YOUR STORY! 2022**

**STONE WALL RIOTS**  
"ONE NIGHT OF FREEDOM"  
A TIME WHERE TRUE IDENTITIES HAD TO BE HIDDEN

**THE OLD BINARY**  
WE DON'T HAVE TO FIT INTO BOXES

**WE ARE MADE UP OF LAYERS OF CHOICES**  
WE HAVE MANY IDENTITIES THAT CAN EXIST AT THE SAME TIME!

**BE AN UP-STANDER**

**NOT A BY-STANDER**

**JOLENE STOCKMAN**  
"BY BEING OPEN TO DIFFERENCE YOU CAN CHANGE THE WORLD"

**EMBRACE YOUR TRUE SELF**

TRUE FRIENDS  
THERAPIST  
PASSIONS  
SUPPORTIVE ADULTS

**INTERSECTIONALITY**  
WE ALL SEE AND EXPERIENCE THINGS DIFFERENTLY

**THE FIRST PRIDE PARADE**  
CELEBRATING OUR COMMUNITY WITH COURAGE

**MARTIN BOYCE**  
IT'S IMPORTANT TO REMEMBER THE PAST  
HOW FAR WE'VE COME  
HOW FAR WE HAVE TO GO

LIVE GRAPHIC RECORDING BY CARINA NILSSON

# DIVERSITY, EQUITY AND INCULSION (DEI) CONFERENCE

# DIVERSITY FOCUSED



MARTIN BOYCE

# INDIGENOUS FOCUSED



FIRST PEOPLES FESTIVAL

# INDIGENOUS FOCUSED



GRADE 7 MOVING FORWARD CEREMONY

**THANK YOU**

# STUDENT LEARNING AND WELL-BEING COMMITTEE

Wednesday, May 4, 2022

## Committee Report to the Board, May 30, 2022

The Chairperson of the Committee, Trustee Reddy was unable to attend the meeting. Trustee Parrott chaired the meeting as Vice-Chair of the Committee. She called the meeting to order and acknowledged we are unlearning and relearning on the traditional and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Sk̓w̓x̓wú7mesh (Squamish) and səliłwətał (Tseil-Waututh) Nations and reviewed meeting decorum. This meeting was live-streamed and the audio and visual recording is also available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

A master PowerPoint presentation detailing the flow of the agenda was provided throughout the meeting, a copy of which is on file with the meeting agenda.

The Chair moved Item 2.1 School Fees to the top of the agenda to be discussed first.

### **1. School Fees**

The Director of Instruction, Richard Zerbe presented a report dated May 4, 2022, entitled **School Fees**. The report included background information on school fee guidelines, and the *School Act*. The schedules of elementary and secondary school fees were attached to the report. A verbal report provided further details on school fees for elementary and secondary schools. The report also included a recommendation.

Committee members provided feedback.

The Vice-Chair asked Committee trustees if they supported the recommendation in the report. There was unanimous consent to refer the recommendation to the Board for approval, as below:

IT IS RECOMMENDED THAT the Board approve publication of all school fee schedules for the 2022-2023 school year.

### **2. District Framework for Enhancing Student Learning (FESL) Update: Enhanced Services for Vulnerable Learners**

Associate Superintendent, Rob Schindel introduced the Manager of Enhanced Services, Rachel Goossen and the Manager of the Community School Team (CST), Christine Macer. They presented a report dated May 4, 2022, entitled **District Framework for Enhancing Student Learning (FESL) Update: Enhanced Services for Vulnerable Learners**. The report was a follow up to the 2021 District FESL Annual report which provided background information on Enhanced Services and CommunityLink. The report discussed the CST and Enhanced Services areas of support which included staffing, programming, and small grants. A verbal report and accompanying PowerPoint presentation went into further detail on allocation of resources, staffing for Enhanced Services and CST, highlighting work from 2020-21, and additional resources and programs.

Committee members and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

This was provided for information only.

**3. Food Framework Ad Hoc Committee**

The Assistant Secretary Treasurer, Shehzad Somji presented a report dated May 4, 2022, entitled **Food Framework Ad Hoc Committee**. The report included background information on the committee, and members involved. The report also included the Food Framework Ad Hoc Committee Terms of Reference, Committee feedback and feedback from the Indigenous department which are on file with the agenda. A verbal update provided information on the completed work to date and the next steps which included the finalization of the draft 10-year food vision and framework.

Stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

This report was provided for information only.

**4. Equity Initiatives Update**

Associate Superintendent, Jody Langlois presented a report dated May 4, 2022, entitled **Equity Initiatives Update**. The report and accompanying PowerPoint included background information on the two motions adopted by the Board pertaining to the Anti-Racism and Non-Discrimination Strategic Plan. Further, it informed work that has been completed to date, including the formation of the Anti-Racism and Non-Discrimination Advisory Committee and Working group. The report and verbal update informed the committee of the next steps which included bringing the goals developed from the Anti-Racism and Non-Discrimination Advisory Committee to the next Student Learning and Well-being Committee in June 2022 and then for Board approval on June 27, 2022. The committee was informed that the Working Group will operationalize the goals developed by the Advisory Committee.

Committee members and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

This report was provided for information only.

**5. Information Item Requests:**

The Vancouver District Parent Advisory Committee (DPAC) requested an update regarding the music review. Associate Superintendent, Jody Langlois responded that an update will be provided in the fall.

**6. Date and Time of Next Meeting**

The next meeting of this Committee is scheduled for Wednesday, June 8, 2022 at 5:00 pm

Meeting adjourned at 6:12 pm.

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Barb Parrott, Vice-Chairperson

Committee members present in the room: Barb Parrott, Carmen Cho, Janet Fraser

Committee members absent: Jennifer Reddy

Other trustees present in Teams: Allan Wong (Alt)

Senior Management present in the room: Jody Langlois, Rob Schindel, Shehzad Somji

Senior Management present in Teams: Helen McGregor

Association representatives present in the room:  
Vanessa Mani, CUPE 15  
Jen Brummit, DPAC  
Ericka-Jade Mulherin, PASA  
Hilary Watt, VASSA  
Ria Jhanj, VDSC  
Lori Prodan, VEPVPA  
Greg Canning, VESTA

Other Staff Present in the room: Rachel Goossen, Christine Macer, Richard Zerbe

# FACILITIES PLANNING COMMITTEE

Wednesday, May 11, 2022

## Committee Report to the Board, May 30, 2022

The Chairperson of the Committee called the meeting to order and acknowledged we are unlearning and relearning on the traditional and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations and reviewed meeting decorum. This meeting was live-streamed and the audio and visual recording is also available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

A master PowerPoint presentation detailing the flow of the agenda was provided throughout the meeting, a copy of which is on file with the meeting agenda.

### 1. Dr. George M. Weir Elementary School Utility Rights-of-Way (Attachment)

The Director of Facilities presented a report dated May 11, 2022 entitled ***Dr. George M. Weir Elementary School Utility Rights-of-Way***. The report includes a recommendation.

The Chairperson asked Committee trustees if they supported the recommendations in the report. There was unanimous consent to refer the recommendations to the Board for approval, as below.

IT IS RECOMMENDED THAT the Board of Education of School District No. 39 (Vancouver) *Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022* be read a first time the 30th day of May 2022;

THAT the Board of Education of School District No. 39 (Vancouver) *Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022* be read a second time the 30th day of May 2022;

THAT the Board of Education of School District No. 39 (Vancouver) approves having all three readings of the Board of Education of School District No. 39 (Vancouver) *Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022* the 30th day of May 2022;

THAT the Board of Education of School District No. 39 (Vancouver) *Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022* be read a third time the 30th day of May 2022;

and further,

IT IS RECOMMENDED that the Secretary-Treasurer be authorized to sign, seal and register the Board of Education of School District No. 39 (Vancouver) *Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022*; and

THAT the signed and sealed Board of Education of School District No. 39 (Vancouver) *Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022* be forwarded to the Ministry of Education, Funding Department, for registration and certification, and to BC Hydro and Telus for registration at the Land Titles Office as required.

**2. 2022-2023 Annual Facilities Grant—Funding Allocation**

The Director of Facilities presented a report dated May 11, 2022 entitled **2022-2023 Annual Facilities Grant—Funding Allocation**. The report includes information on Ministry of Education provided Annual Facilities Grant funding and an expenditure plan for 2022-2023.

Additional information was provided in the master PowerPoint presentation.

Committee members, trustees and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

This was provided for information only.

**3. Seismic Projects Update**

The Director of the Vancouver Project Office presented a verbal report on Seismic Projects Update. Additional information was provided in the master PowerPoint presentation.

In presenting the PowerPoint, the Director of the Vancouver Project Office further reported:

- Breakdown of seismic risk schools in Vancouver presented in 2015
- List of projects that the Vancouver Project Office has worked on since its inception
- Pictures of seismic upgrades and seismic replacement projects

Committee members, trustees and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

This was provided for information only.

**4. Information Item Requests:**

- Plot / dot chart of students in the East Fraser Lands area

**5. Date and Time of Next Meeting**

The next meeting of this Committee is scheduled for Wednesday, June 15, 2022 at 6:30 pm.

Meeting adjourned at 6:22 pm.

---

Allan Wong, Chairperson

Committee members present in the room: Allan Wong, Oliver Hanson, Lois Chan-Pedley (Alternate)

Committee members present via Teams: Carmen Cho

Committee members absent: Jennifer Reddy

Other trustees present in the room: Fraser Ballantyne

Senior Management present in the room: David Green, David Nelson

Other Staff Present in the Room: Janson Ho, Ron Macdonald

Association representatives present  
In the Room:

- Cynthia Schadt, CUPE 15
- Brent Boyd, CUPE 407
- Vik Khanna, DPAC
- Tim Chester, IUOE
- Kelly Egilsson, VASSA
- Jaden Cheah, VDSC
- Karen Noel-Bentley, VEPVPA
- Danielle Durant, VESTA
- Terry Stanway, VSTA

## THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 39 (VANCOUVER)

## DR. GEORGE M. WEIR ELEMENTARY SCHOOL UTILITY RIGHTS-OF-WAY BYLAW 2022

WHEREAS a board of education may dispose of land or improvements owned or administered by the board under the authority of Section 96(3) of the School Act, subject to the Orders of the Minister of Education (the “**Minister**”);

AND WHEREAS the Minister issued Order M193/08 effective September 3, 2008 requiring fee simple sales and leases of land or improvements for a term of ten years or more to be specifically approved by the Minister, unless the transferee is an independent school or another school board;

AND WHEREAS Section 65(5) of the *School Act* requires a board of education to exercise a power with respect to the acquisition or disposal of property only by bylaw;

AND WHEREAS:

- (i) The Board of Education of School District No. 39 (Vancouver) (the “**Board**”) owns the land and improvements known as the Dr. George M. Weir Elementary School (the “**Property**”);
- (ii) the Property is facility number 3939105;
- (iii) the address of the Property is 2900 East 44<sup>th</sup> Avenue, Vancouver, British Columbia, V5R 3A8;
- (iv) the legal description of the Property is:  
  
Parcel Identifier: 010-295-984 Lot F (Explanatory Plan 6385), Except the East 10 Feet now Road, Block 10 District Lot 50 Plan 7983;
- (v) the Board requires utility services for the Property from British Columbia Hydro and Power Authority (“**BC Hydro**”) and Telus Communications Inc. (“**Telus**”), respectively, and BC Hydro and Telus have asked the Board to grant to each of them a statutory right-of-way (together, the “**Statutory Rights-of-Way**”) to permit them to construct and operate utility works to be located on the Property approximately as shown on Schedule A attached hereto; and
- (vi) the Board is satisfied that it would be in the best interests of the Board to grant the Statutory Rights-of-Way and that the granting of the Statutory Rights-of-Way will not interfere with the Board’s use of the Property for educational purposes.

NOW THEREFORE BE IT RESOLVED as a Bylaw of the Board that the Board grant the Statutory Rights-of-Way to BC Hydro and Telus, and that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver the Statutory Rights-of-Way in such form and with such amendments thereto as the Secretary-Treasurer may, in his discretion, consider advisable, and all related and ancillary documents required to complete the granting of the Statutory Rights-of-Way.

This Bylaw may be cited as "School District No. 39 (Vancouver) Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022".

Read a first time this 30<sup>th</sup> day of May 2022.

Read a second time this 30<sup>th</sup> day of May 2022.

Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time on May 30, 2022, and finally passed and adopted this 30<sup>th</sup> day of May 2022.

Corporate Seal

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 39 (Vancouver) Dr. George M. Weir Elementary School Utility Rights-of-Way Bylaw 2022, adopted by the Board the 30<sup>th</sup> day of May 2022.

\_\_\_\_\_  
Secretary-Treasurer

SCHEDULE A

<b>BC Hydro Distribution Work Order</b>							
BC Hydro Map: BOK9C2		Municipality: CITY OF VANCOUVER		DES: DARRIAGA	2022-04-04		
PA #: VAN 96213		Location:		Phone #			
CIRCUIT 1261 MAN				Title: 2900 E 44TH AVE VANCOUVER BC V5R 3A8 U/G SVC			
DWG #: NONE				Design #: 0004259469      WO #:			
Lat/Long: 49.22969200 , -123.0453745					Page 4	MAP TYPE: Design: Land	REV.

E 44th Ave

APPROXIMATE LOCATION  
OF THE AREA OF WORKS

Lot F (Explanatory Plan 6385),  
Except The East 10 Feet Now  
Road, Block 10, District Lot 50,  
Plan 7983

PID: 010-295-984

E 45TH AVE

LOT 7 VAP9102	LOT 8 VAP9102	LOT 9 VAP9102	LOT 10 VAP9102	REM LOT 17 VAP11401
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Crew As-Constructed Notes	Crew Notes
Date Complete (YY-MM-DD) :	
Crew Lead Name:	
Any Changes (circle one) :    Yes      No	
<input type="checkbox"/> Design / Job Updates Required	<input type="checkbox"/> Other Drawing Corrections

# POLICY AND GOVERNANCE COMMITTEE

Wednesday, May 11, 2022

## **Committee Report to the Board, May 30, 2022**

The Chairperson of the Committee called the meeting to order and acknowledged we are unlearning and relearning on the traditional and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliwətał (Tsleil-Waututh) Nations and reviewed meeting decorum. This meeting was live-streamed and the audio and visual recording is also available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

A master PowerPoint presentation detailing the flow of the agenda was provided throughout the meeting, a copy of which is on file with the meeting agenda.

### **1. Administrative Procedures Updates**

The Deputy Superintendent presented a report dated May 11, 2022, entitled ***Administrative Procedures Manual***. The report includes information on various administrative procedure updates approved by the Superintendent.

Committee members, trustees and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

This was provided for information only.

### **2. Review of Standing Committees with Stakeholders**

The Deputy Superintendent presented a report dated May 11, 2022, entitled ***Review of Standing Committees***. The report included information on a workshop involving stakeholders to be held on May 12, 2022 to review standing committees.

Committee members, trustees and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

This was provided for information only.

### **3. Information Item Requests:**

- Request for the following administrative procedures to be brought to the AP Working Group.
  - AP164 Wellness
  - AP173 Hate Crimes and Propaganda
  - AP350 District Student Code of Conduct

### **4. Date and Time of Next Meeting**

The next meeting of this Committee is scheduled for Wednesday, June 15, 2022 at 5:00 pm.

Meeting adjourned at 7:09 pm.

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Lois Chan-Pedley, Chairperson

Committee members present in the room: Lois Chan-Pedley

Committee members present in Teams: Allan Wong, Janet Fraser, Estrellita Gonzalez

Senior Management present in the room: David Nelson

Association representatives present in the room: Cynthia Schadt, CUPE 15  
Terry Stanway, VSTA  
Jaden Cheah, VDSC

Association representatives present in Teams: Alan Patola Moosmann, DPAC  
Hayden O'Connor, PASA  
Ankie Carswell, VEPVPA  
Joanne Sutherland, VESTA

Other Staff present in Teams: Lynda Bonvillain

# FINANCE COMMITTEE

Wednesday, May 18, 2022

## Committee Report to the Board, May 30, 2022

The Chairperson of the Committee called the meeting to order and acknowledged we are unlearning and relearning on the traditional and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations and reviewed meeting decorum. This meeting was live-streamed and the audio and visual recording is also available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

A master PowerPoint presentation detailing the flow of the agenda was provided throughout the meeting, a copy of which is on file with the meeting agenda.

The Chairperson informed everyone the order of the agenda had changed, with item 3.1, Budget 2022-2023 for approval, being presented first. A roundtable roll call was conducted.

### **1. Budget 2022-2023 for approval**

The Secretary Treasurer and Assistant Secretary Treasurer presented a report dated May 18, 2022 entitled ***Budget 2022-2023 for approval***. The report includes the draft Annual Budget and draft Annual Budget Bylaw in the amount of \$665,556,574, with a recommendation to adopt the Annual Budget Bylaw. It also contains 8 budget proposals from trustees and 1 proposal from management. The amount in the Annual Budget Bylaw would not change with any proposals, as a balanced budget approach is required. Additional information was provided in the PowerPoint.

In order to achieve a balanced budget as required by legislation and to be in accordance with Policy 19 – Accumulated Operating Surplus, the Secretary Treasurer reported a board motion is required for appropriation of surplus funds in the amount of \$10,611,799. The remaining actual unrestricted operating surplus would then be \$496,707.

It was noted by the Secretary Treasurer that slide 19 (2022-2023 Annual Budget Expenses) was incorrect as it contained the same information as slide 18 (2022-2023 Annual Budget Revenue). The PowerPoint was corrected after the meeting and is available on the website.

The red text in slide 28 (Assumptions 2022-23 Budget) indicates the latest changes that were made since the start of the 2022-2023 Operating Fund Budget process. The presented draft Operating Fund budget includes changes made from April 12-May 18, 2022. The Secretary Treasurer explained the Board needs to take action to address the structural deficit and advised that the continued use of prior years' surpluses to balance the budget is not sustainable.

The Chairperson then asked if there were any questions from stakeholders or trustees on the information presented so far.

Committee members, trustees and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

The Secretary Treasurer then proceeded to present the budget proposal included in the agenda.

The Health and Safety Manager proposal was discussed and staff responded to questions.

Following discussion, the Chairperson asked committee members if they support the proposal. A vote was taken and there were two members in support and two members opposed to recommending this proposal for approval.

The Chairperson informed everyone that, with 50% support, the following proposal will be forwarded to the Board for further consideration without a Committee recommendation:

1. THAT the Vancouver Board of Education approve the addition of a permanent 1.0 FTE Health & Safety Manager position and for the Senior Management Team to commit financially and operationally to seek a Certificate of Recognition with WorkSafe BC to produce an annual rebate from Workers' Compensation Board Assessments.

The Secretary Treasurer read the 6 proposals from Trustee Parrott. Trustee Parrott provided the comment that the way they are presented is incorrect and that she didn't mean the funding to support the proposals would come from eliminating Education Center staff. It would come from the total Education Center budget.

The Chairperson asked the stakeholders and committee members for comments/questions. Committee members, trustees and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

Following discussion, the Chairperson asked Committee members if they support the 6 proposals from Trustee Parrott. Committee members requested more information regarding where the funding would come from and how they align with work already done by the District before the proposals could be considered further. Comments were expressed whether these proposals could be related to current District initiatives like the Education Plan, Music Review, Anti-Racism and Non-Discrimination Plan and the Food Working Group.

The Anti-Racism proposal as included in the report and PowerPoint was read by the Secretary Treasurer. During discussion he reported that a one-day training for Anti-racism would be approximately \$2 million. Trustee Reddy provided the following new wording for her proposal:

THAT the 2022-2023 budget and subsequent budgets include sufficient funds to adequately continue engaging independent experts to design and deliver anti-racism education for all employee groups with a focus on ongoing anti-Black, anti-Indigenous and anti-Asian racism, race-based data collection, racist history of BC, and race-based incident reporting as it impacts children and youth.

And that this education be at least the equivalent of one full day of in-service training, that it reference child rights, VSB policies and procedures on discrimination, hate, racism, SOGI, and incident reporting and response.

And that this education be mandatory for all employee groups (teachers, support staff, principals, senior staff, trustees) in the 2022-2023 school year with opportunities for continued feedback that will guide any necessary changes.

Committee members, trustees and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

During discussion, the Superintendent reported that the Anti-Racism and Non-Discrimination Plan is coming to the Board in June 2022. Work on the plan is ongoing and should be considered long term as needs are continually changing in the consultation process, to be in alignment with the Education Plan.

The Chairperson asked committee members if they support this proposal. Committee members could not support the proposal without more information regarding where the funding would come from and how it aligns with the Anti-Racism and Non-Discrimination Plan.

The Secretary Treasurer read Trustee Wong's proposal. Trustee Wong spoke to the proposal and reported it ties in with the Education Plan and the Anti-Racism and Non-Discrimination Plan.

Following discussion, the Chairperson asked committee members if they support the proposal. A vote was taken and there were three members in support and one opposed to recommend this proposal to the Board.

The Chairperson informed everyone that, with 75% support, the following proposal will be recommended to the Board:

2. **IT IS RECOMMENDED THAT** the Vancouver Board of Education approve a one-time increase of \$50,000 in allocation for library resources to schools in their flex budgets for 2022-2023, by reducing District consulting budgets.

The Secretary Treasurer continued the PowerPoint presentation and reviewed the Budget Bylaw. The Chairperson informed trustees that the amount of the Budget Bylaw would not change with any of the proposals. Considering this, the Chairperson asked committee members if they were in support of the Budget Bylaw recommendation.

A vote was taken and there was unanimous consent to forward the following recommendations to the Board:

3. **IT IS RECOMMENDED THAT** the Board of Education of School District No. 39 (Vancouver) restricts \$10,611,799 of Unrestricted Operating Surplus (Contingency) to balance the Operating Fund in the 2022-2023 Annual Budget as per Board Policy 19 (Accumulated Operating Surplus).
4. **IT IS RECOMMENDED THAT** the Board of Education of School District No. 39 (Vancouver) 2022/2023 Annual Budget Bylaw in the amount of \$665,556,574 be read a first time on the 30th day of May 2022.
5. **IT IS RECOMMENDED THAT** the Board of Education of School District No. 39 (Vancouver) 2022/2023 Annual Budget Bylaw in the amount of \$665,556,574 be read a second time on the 30th day of May 2022.
6. **IT IS RECOMMENDED THAT** the Board of Education adopts the 2022-2023 Annual Budget Bylaw for School District No. 39 (Vancouver) at the May 30, 2022 public board meeting by having all three readings of the bylaw at that meeting.
7. **IT IS RECOMMENDED THAT** the Board of Education of School District No. 39 (Vancouver) 2022/2023 Annual Budget Bylaw in the amount of \$665,556,574 be read a third time, passed and adopted on the 30th day of May 2022.

## 2. **Business Development Update**

The Manager of Business Development presented a report dated May 18, 2022 entitled ***Business Development Update***. The report includes information on a funding summary including pending grants, previously pending grants, newly acquired sponsors, and gift-in-kind donations acquired from June 2021 – May 2022.

Committee members, trustees and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

This was provided for information only.

## 3. **Financial Update to March 31, 2022 (Operating Fund)**

Due to time constraints, the Chairperson referred everyone to the report in the agenda package dated May 18, 2022 entitled ***Financial Update to March 31, 2022 (Operating Fund)*** and asked for questions to be submitted to the Assistant Secretary Treasurer or Secretary Treasurer.

## 4. **Information Item Requests:** None

## 5. **Date and Time of Next Meeting**

The next meeting of this Committee is scheduled for September 2022 (date TBC).  
Meeting adjourned at 6:35 pm.

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Oliver Hanson, Chairperson

Committee members present in the room:	Oliver Hanson, Fraser Ballantyne, Lois Chan-Pedley, Estrellita Gonzalez
Other trustees present in the room:	Janet Fraser, Barb Parrott, Allan Wong
Other trustees present in Teams:	Jennifer Reddy
Senior Management present in the room:	Pedro da Silva, David Green, Jody Langlois, Helen McGregor, David Nelson, Pete Nuij, Rob Schindel, Shehzad Somji
Association representatives present in the room:	Brent Boyd CUPE 407 Gord Lau, DPAC Rachel Goossen, PASA Vicky Qui, VDSC Joel Levine VEPVPA Allison Jambor, VESTA Terry Stanway, VSTA
Other staff present in Teams:	Will Hsu
Other staff present in the room	Matt Redkwich Helen Yee

May 30, 2022

**ITEM 6.4.2.1**

TO: Board of Education

FROM: Jennifer Reddy, Trustee

RE: **Motion – 2022-2023 Budget Proposal Regarding Anti-Racism In Service Training**

*Reference to Education Plan:*

*Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...*

- *Encouraging students to reach beyond previous boundaries in knowledge and experience.*
- *Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.*
- *Increasing literacy, numeracy, and deep, critical, and creative thinking.*
- *Ensuring that students develop and can implement a plan for a successful transition upon completion of secondary school.*
- *Ensuring the alignment among school, district, and provincial education plans.*
- *Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.*

*Goal 2: The Vancouver School Board will increase equity by ...*

- *Eliminating gaps in achievement and outcomes among students.*
- *Eliminating racism and discrimination in all forms.*
- *Evaluating and renewing plans for the improvement of Indigenous learners' education.*
- *Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.*

**Reference to VSB Policy:**

*Please indicate if the proposed motion relates to an existing policies from the [Board Policy Handbook](#). You must check one or more boxes.*

- Relates to Policy No.
- This is an action motion and does not change or contradict any existing policies from the Board Policy Handbook.

**PROPOSED MOTION:**

That the 2022-2023 budget include \$1million to:

1. continue engaging independent experts to design and deliver anti-racism education for all employee groups with a focus on ongoing anti-Black, anti-Indigenous and anti-Asian racism, race-based data collection, racist history of BC, and race-based incident reporting as it impacts children and youth, and further;
2. to provide at least the equivalent of one full day of in-service training, that references child rights, VSB policies and procedures on discrimination, hate, racism, SOGI, and incident reporting and response, and;
3. that this education be mandatory for all employee groups (teachers, support staff, principals, senior staff, trustees) in the 2022-2023 school year;

And that the Board consider amending the calendar for non-instructional days to the calendar for the purpose of completing anti-racism training for all staff.

When a full and detailed budget for the program is completed the matter should be referred back to the Board of trustees for further funding if needed.

That the cost for this item be transferred from:

- \$74,000 from 2004 and 2066 Consultants/Prof. Services and agents,
- \$300,000 from 5519 offshore tuition refunds,
- \$100,000 from 2004 consulting and professional services,
- \$35,000 from Legal Services,
- \$1,000 from 2006 Audit Services,
- \$20,000 from 2204 Travel and Conferences out of district,
- \$20,000 2205 Travel and Conferences International, and
- \$450,000 5899 Revenue Other

#### **RATIONALE:**

1. *Vancouver continues to experience hate and racist incidents and parent groups such as District Parent Advisory Council (DPAC) and public budget presentation by Nora, Alicia, Christine, and Leona note: recurring nature of hate and racist incidents, wide-spread and pervasive racism experienced by all people of colour including Black, Indigenous and Asian communities; importance of race-based data collection, and; hate and racist incident reporting that needs school-board support while being community-led*
2. *Stakeholder group 2022-2023 budget presentations in support of continued in-service anti-racism training*
3. *Hate and racist issues are complex and changing such that a status training as a part of on-board only will embed the incorrect theory that anti-racism work is a checkbox rather than a practice*
4. *Intentional and ongoing anti-racist stance by all VSB employees is necessary to ensure the rights and safety of all students and staff*
5. *The upcoming anti-racism and non-discrimination strategic plan will be a strong foundation and will build on previous successful district all-staff inservice training*

May 30, 2022

**ITEM 6.4.2.2**

TO: Board of Education

FROM: Barb Parrott, Trustee

**RE: Notice of Motion – Budget Amendments**

*Reference to Education Plan:*

*Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...*

- *Encouraging students to reach beyond previous boundaries in knowledge and experience.*
- *Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.*
- *Increasing literacy, numeracy, and deep, critical, and creative thinking.*
- *Ensuring that students develop and can implement a plan for a successful transition upon completion of secondary school.*
- *Ensuring the alignment among school, district, and provincial education plans.*
- *Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.*

*Goal 2: The Vancouver School Board will increase equity by ...*

- *Eliminating gaps in achievement and outcomes among students.*
- *Eliminating racism and discrimination in all forms.*
- *Evaluating and renewing plans for the improvement of Indigenous learners' education.*
- *Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.*

**Reference to VSB Policy:**

*Please indicate if the proposed motion relates to an existing policies from the [Board Policy Handbook](#). You must check one or more boxes.*

- Relates to Policy No.
- This is an action motion and does not change or contradict any existing policies from the Board Policy Handbook

**PROPOSED MOTION:**

That the VSB 2022/2023 Budget be increased by the following amounts:

- a) \$1,371,213 to replace prep done by Teacher Librarians with Prep done by other teachers'

- b) \$1,688,625 to replace non-enrolling teachers on first day of absence
- c) \$636,900 to add 5 secondary counsellors
- d) \$636,900 to add 5 elementary area counsellors.

That the funds for these increases be found by decreasing \$1.4 million from the Superintendent's Budget, \$1.14 million from the Executive's Office, \$1.17 from Information Technology, and \$630,000 from the IT- Infrastructure and Operations Budget.

#### **RATIONALE:**

Covid has exacerbated the tremendous needs of students trying to learn in a school system that has been underfunded for decades. Cuts for these decades have been made at the classroom level despite attempts to keep them as far away from the classroom as possible. Covid has effected primary aged students in particular, who many have said have come to school without the same background knowledge and experiences as they have had before.

Rallies and letter have not convinced the government to even increase funding to the Canadian average. In many of our schools, education is happening as it should. But unfortunately in a growing number of schools, the needs of our students is demanding more resources than our schools have to provide.

Sooner or later cuts have to be made to meet the needs of our students in our classroom. That time for me is in this budget. The newish curriculum demands more individualized learning, which requires a more advanced Library staffed at all times by a qualified Teacher-Librarian. Non-enrolling teachers are consistently being asked to cover for absent colleagues, let's at least give their programmes the respect they deserve by continuing them from the first day of their absence. Most stakeholder groups asked for more teacher counsellors. Student wellness needs to be a priority.

The only place where cuts can be made which will have a lesser impact on the classroom is at the district level. I have grown to admire work done at that level but my priority is the classroom and that is why I am recommending these budget amendments.

Annual Budget

## **School District No. 39 (Vancouver)**

June 30, 2023

# School District No. 39 (Vancouver)

June 30, 2023

## Table of Contents

Bylaw .....	1
Annual Budget - Revenue and Expense - Statement 2 .....	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 .....	4
Annual Budget - Operating Revenue and Expense - Schedule 2 .....	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source .....	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object .....	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object .....	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3 .....	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds .....	11
Annual Budget - Capital Revenue and Expense - Schedule 4 .....	14

\*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 39 (VANCOUVER) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 39 (Vancouver) Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$665,556,574 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE 30th DAY OF MAY, 2022;

READ A SECOND TIME THE 30th DAY OF MAY, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 30th DAY OF MAY, 2022;

( Corporate Seal )

---

Chairperson of the Board

---

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 39 (Vancouver) Annual Budget Bylaw 2022/2023, adopted by the Board the 30th DAY OF MAY, 2022.

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Secretary Treasurer

# School District No. 39 (Vancouver)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	48,351,000	48,438,063
Adult	177,000	201,000
Other	1,055,625	813,500
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>49,583,625</b>	<b>49,452,563</b>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education	548,718,547	549,652,609
Other	6,131,941	5,607,598
Federal Grants	2,720,926	2,457,164
Tuition	20,723,248	20,983,902
Other Revenue	33,374,002	30,007,777
Rentals and Leases	7,220,701	5,253,306
Investment Income	3,611,273	1,567,857
Amortization of Deferred Capital Revenue	24,919,089	22,524,687
<b>Total Revenue</b>	<b>647,419,727</b>	<b>638,054,900</b>
<b>Expenses</b>		
Instruction	529,457,429	527,390,713
District Administration	22,794,988	24,047,431
Operations and Maintenance	105,150,749	101,985,882
Transportation and Housing	3,190,857	3,252,935
Debt Services	149,115	76,707
<b>Total Expense</b>	<b>660,743,138</b>	<b>656,753,668</b>
<b>Net Revenue (Expense)</b>	<b>(13,323,411)</b>	<b>(18,698,768)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>10,611,799</b>	<b>16,790,176</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(2,711,612)</b>	<b>(1,908,592)</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(2,711,612)	(1,908,592)
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(2,711,612)</b>	<b>(1,908,592)</b>

**School District No. 39 (Vancouver)**

Annual Budget - Revenue and Expense  
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	537,600,362	534,968,181
Operating - Tangible Capital Assets Purchased	1,790,218	3,019,461
Special Purpose Funds - Total Expense	87,276,537	88,800,518
Special Purpose Funds - Tangible Capital Assets Purchased	967,983	783,873
Capital Fund - Total Expense	35,866,239	32,984,969
Capital Fund - Tangible Capital Assets Purchased from Local Capital	2,055,235	3,409,968
<b>Total Budget Bylaw Amount</b>	<u>665,556,574</u>	<u>663,966,970</u>

**Approved by the Board**

Signature	<b>DRAFT</b>	Date
Signature of the Superintendent		Date
Signature of the Secretary/Treasurer		Date

# School District No. 39 (Vancouver)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2023

	<b>2023</b>	2022 Amended
	<b>Annual Budget</b>	Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<b>(13,323,411)</b>	(18,698,768)
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(2,758,201)	(3,803,334)
From Local Capital	(2,055,235)	(3,409,968)
From Deferred Capital Revenue	(96,202,366)	(111,576,765)
From Leases	(1,551,700)	(2,980,480)
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(102,567,502)</b>	(121,770,547)
Amortization of Tangible Capital Assets	35,317,124	32,417,450
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(67,250,378)</b>	(89,353,097)
	-	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<b>(80,573,789)</b>	(108,051,865)

**School District No. 39 (Vancouver)**

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	487,772,021	485,629,176
Other	62,249	62,249
Federal Grants	2,720,926	2,457,164
Tuition	20,723,248	20,983,902
Other Revenue	12,122,989	9,986,019
Rentals and Leases	4,937,018	3,844,757
Investment Income	3,273,833	1,226,971
<b>Total Revenue</b>	<b>531,612,284</b>	<b>524,190,238</b>
<b>Expenses</b>		
Instruction	445,922,792	443,814,198
District Administration	21,625,130	22,640,273
Operations and Maintenance	66,861,583	65,391,023
Transportation and Housing	3,190,857	3,122,687
<b>Total Expense</b>	<b>537,600,362</b>	<b>534,968,181</b>
<b>Net Revenue (Expense)</b>	<b>(5,988,078)</b>	<b>(10,777,943)</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>10,611,799</b>	<b>16,790,176</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(1,790,218)	(3,019,461)
Other	(2,833,503)	(2,992,772)
<b>Total Net Transfers</b>	<b>(4,623,721)</b>	<b>(6,012,233)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 39 (Vancouver)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	474,364,156	477,141,704
Other Ministry of Education Grants		
Pay Equity	7,294,124	7,294,124
Funding for Graduated Adults	939,058	1,089,247
Student Transportation Fund	53,423	53,423
FSA Scorer Grant	41,621	41,621
Early Learning Framework		9,057
Budgeted Increase in Summer School Enrolment	427,489	
Budgeted Increase in Regular Student Enrolment	4,652,150	
<b>Total Provincial Grants - Ministry of Education</b>	<b>487,772,021</b>	<b>485,629,176</b>
<b>Provincial Grants - Other</b>	<b>62,249</b>	<b>62,249</b>
<b>Federal Grants</b>	<b>2,720,926</b>	<b>2,457,164</b>
<b>Tuition</b>		
Summer School Fees	626,776	562,723
Continuing Education	576,972	864,892
International and Out of Province Students	19,519,500	19,556,287
<b>Total Tuition</b>	<b>20,723,248</b>	<b>20,983,902</b>
<b>Other Revenues</b>		
Other School District/Education Authorities	1,150,000	1,150,000
Miscellaneous		
Instructional Cafeteria Revenue	1,000,000	1,060,740
Miscellaneous Fees and Revenue	2,544,372	3,344,778
School Generated Funds	7,428,617	4,430,501
<b>Total Other Revenue</b>	<b>12,122,989</b>	<b>9,986,019</b>
<b>Rentals and Leases</b>	<b>4,937,018</b>	<b>3,844,757</b>
<b>Investment Income</b>	<b>3,273,833</b>	<b>1,226,971</b>
<b>Total Operating Revenue</b>	<b>531,612,284</b>	<b>524,190,238</b>

# School District No. 39 (Vancouver)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	235,415,291	236,952,969
Principals and Vice Principals	26,939,165	26,353,765
Educational Assistants	44,098,410	45,218,804
Support Staff	55,845,287	55,154,590
Other Professionals	11,984,854	12,271,782
Substitutes	10,887,982	13,810,384
<b>Total Salaries</b>	<b>385,170,989</b>	<b>389,762,294</b>
<b>Employee Benefits</b>	<b>105,701,058</b>	<b>100,099,235</b>
<b>Total Salaries and Benefits</b>	<b>490,872,047</b>	<b>489,861,529</b>
<b>Services and Supplies</b>		
Services	13,142,023	14,838,688
Student Transportation	3,175,171	3,075,149
Professional Development and Travel	1,112,326	918,804
Rentals and Leases	906,756	550,224
Dues and Fees	1,011,495	901,394
Insurance	1,021,552	903,424
Supplies	17,938,971	16,033,189
Utilities	8,420,021	7,885,780
<b>Total Services and Supplies</b>	<b>46,728,315</b>	<b>45,106,652</b>
<b>Total Operating Expense</b>	<b>537,600,362</b>	<b>534,968,181</b>

# School District No. 39 (Vancouver)

Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	175,513,718	199,934	688,230	5,355,961	179,800	8,618,979	190,556,622
1.03 Career Programs	682,781	107,368		146,367	110,179	28,533	1,075,228
1.07 Library Services	5,642,186	907,106	56,093	159,447	128	274,653	7,039,613
1.08 Counselling	9,212,907	803,142		182	229,931	224,369	10,470,531
1.10 Special Education	23,108,882	2,472,883	38,794,350	408,372	2,986	679,161	65,466,634
1.30 English Language Learning	11,512,113	1,978,524	2,368,542	456,760	192,749	430,844	16,939,532
1.31 Indigenous Education	883,607	260,293	1,331,535	118,819	761	24,174	2,619,189
1.41 School Administration	-	17,913,752	3,261	11,006,043	183,841	46,682	29,153,579
1.60 Summer School	1,456,350	198,149	191,550	201,194	6,198	2,960	2,056,401
1.62 International and Out of Province Students	7,227,123	149,500	173,107	471,586	317,916	233,395	8,572,627
<b>Total Function 1</b>	<b>235,239,667</b>	<b>24,990,651</b>	<b>43,606,668</b>	<b>18,324,731</b>	<b>1,224,489</b>	<b>10,563,750</b>	<b>333,949,956</b>
<b>4 District Administration</b>							
4.11 Educational Administration		1,503,630		455,422	2,095,987		4,055,039
4.40 School District Governance				88,776	732,398		821,174
4.41 Business Administration		149,501		3,568,345	4,777,517	74,890	8,570,253
<b>Total Function 4</b>	<b>-</b>	<b>1,653,131</b>	<b>-</b>	<b>4,112,543</b>	<b>7,605,902</b>	<b>74,890</b>	<b>13,446,466</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	175,624	295,383	491,742	1,192,457	2,088,334	184,248	4,427,788
5.50 Maintenance Operations				28,565,966	896,819	65,094	29,527,879
5.52 Maintenance of Grounds				3,599,915	169,310		3,769,225
5.56 Utilities							-
<b>Total Function 5</b>	<b>175,624</b>	<b>295,383</b>	<b>491,742</b>	<b>33,358,338</b>	<b>3,154,463</b>	<b>249,342</b>	<b>37,724,892</b>
<b>7 Transportation and Housing</b>							
7.70 Student Transportation				49,675			49,675
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>49,675</b>	<b>-</b>	<b>-</b>	<b>49,675</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>235,415,291</b>	<b>26,939,165</b>	<b>44,098,410</b>	<b>55,845,287</b>	<b>11,984,854</b>	<b>10,887,982</b>	<b>385,170,989</b>

# School District No. 39 (Vancouver)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	190,556,622	52,563,691	243,120,313	13,377,217	256,497,530	253,258,740
1.03 Career Programs	1,075,228	295,482	1,370,710	210,947	1,581,657	1,578,198
1.07 Library Services	7,039,613	1,930,606	8,970,219	1,305,199	10,275,418	9,556,924
1.08 Counselling	10,470,531	2,889,386	13,359,917	115,552	13,475,469	13,322,573
1.10 Special Education	65,466,634	19,113,495	84,580,129	945,901	85,526,030	90,268,421
1.30 English Language Learning	16,939,532	4,708,363	21,647,895	430,222	22,078,117	21,052,632
1.31 Indigenous Education	2,619,189	754,898	3,374,087	126,056	3,500,143	4,231,438
1.41 School Administration	29,153,579	7,617,960	36,771,539	1,123,318	37,894,857	36,221,478
1.60 Summer School	2,056,401	574,418	2,630,819	28,184	2,659,003	2,329,884
1.62 International and Out of Province Students	8,572,627	2,396,088	10,968,715	1,465,853	12,434,568	11,993,910
<b>Total Function 1</b>	<b>333,949,956</b>	<b>92,844,387</b>	<b>426,794,343</b>	<b>19,128,449</b>	<b>445,922,792</b>	<b>443,814,198</b>
<b>4 District Administration</b>						
4.11 Educational Administration	4,055,039	1,008,071	5,063,110	482,142	5,545,252	6,038,088
4.40 School District Governance	821,174	146,054	967,228	160,461	1,127,689	1,289,667
4.41 Business Administration	8,570,253	2,313,674	10,883,927	4,068,262	14,952,189	15,312,518
<b>Total Function 4</b>	<b>13,446,466</b>	<b>3,467,799</b>	<b>16,914,265</b>	<b>4,710,865</b>	<b>21,625,130</b>	<b>22,640,273</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	4,427,788	1,193,593	5,621,381	1,674,675	7,296,056	7,339,263
5.50 Maintenance Operations	29,527,879	7,330,031	36,857,910	9,195,840	46,053,750	45,019,108
5.52 Maintenance of Grounds	3,769,225	850,205	4,619,430	868,710	5,488,140	5,271,349
5.56 Utilities	-	-	-	8,023,637	8,023,637	7,761,303
<b>Total Function 5</b>	<b>37,724,892</b>	<b>9,373,829</b>	<b>47,098,721</b>	<b>19,762,862</b>	<b>66,861,583</b>	<b>65,391,023</b>
<b>7 Transportation and Housing</b>						
7.70 Student Transportation	49,675	15,043	64,718	3,126,139	3,190,857	3,122,687
<b>Total Function 7</b>	<b>49,675</b>	<b>15,043</b>	<b>64,718</b>	<b>3,126,139</b>	<b>3,190,857</b>	<b>3,122,687</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>385,170,989</b>	<b>105,701,058</b>	<b>490,872,047</b>	<b>46,728,315</b>	<b>537,600,362</b>	<b>534,968,181</b>

# School District No. 39 (Vancouver)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2023

	<b>2023</b>	2022 Amended
	<b>Annual Budget</b>	Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	<b>60,946,526</b>	64,023,433
Other	<b>6,069,692</b>	5,545,349
Other Revenue	<b>21,051,013</b>	19,809,861
Investment Income	<b>177,289</b>	205,748
<b>Total Revenue</b>	<b>88,244,520</b>	89,584,391
<b>Expenses</b>		
Instruction	<b>83,534,637</b>	83,576,515
District Administration	<b>1,169,858</b>	1,407,158
Operations and Maintenance	<b>2,572,042</b>	3,686,597
Transportation and Housing	-	130,248
<b>Total Expense</b>	<b>87,276,537</b>	88,800,518
<b>Net Revenue (Expense)</b>	<b>967,983</b>	783,873
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	<b>(967,983)</b>	(783,873)
<b>Total Net Transfers</b>	<b>(967,983)</b>	(783,873)
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	-

# School District No. 39 (Vancouver)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	Special Education Technology	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	-	-	502,639	1,846,822	4,348,254	-	-	89,977	220,884
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	2,238,404	1,614,618		8,074,000		608,000	238,050	616,294	9,581,867
Provincial Grants - Other									
Other					17,329,719				
Investment Income			5,391	36,936				2,651	
	2,238,404	1,614,618	5,391	8,110,936	17,329,719	608,000	238,050	618,945	9,581,867
<b>Less:</b> Allocated to Revenue	2,238,404	1,614,618	34,822	8,110,936	17,329,719	608,000	238,050	618,945	9,802,751
<b>Deferred Revenue, end of year</b>	-	-	<b>473,208</b>	<b>1,846,822</b>	<b>4,348,254</b>	-	-	<b>89,977</b>	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education	2,238,404	1,614,618		8,074,000		608,000	238,050	616,294	9,802,751
Provincial Grants - Other									
Other Revenue			29,431		17,329,719				
Investment Income			5,391	36,936				2,651	
	2,238,404	1,614,618	34,822	8,110,936	17,329,719	608,000	238,050	618,945	9,802,751
<b>Expenses</b>									
Salaries									
Teachers				2,139,035				111,495	387,206
Principals and Vice Principals				280,640					124,472
Educational Assistants		1248738				432,715			2,613,871
Support Staff	1,654,665			1,132,820	107,812		53,743	271	233,746
Other Professionals				19,543					1,386,341
Substitutes				81,235	918		5,118	53,624	
	1,654,665	1,248,738	-	3,653,273	108,730	432,715	58,861	165,390	4,745,636
Employee Benefits	344,107	365,880		995,612	21,802	126,785	16,929	42,769	1,305,921
Services and Supplies	239,632		34,822	3,462,051	17,119,570	48,500	162,260	404,155	3,751,194
	2,238,404	1,614,618	34,822	8,110,936	17,250,102	608,000	238,050	612,314	9,802,751
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	79,617	-	-	6,631	-
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased					(79,617)			(6,631)	
	-	-	-	-	(79,617)	-	-	(6,631)	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-
<b>Additional Expenses funded by, and reported in, the Operating Fund</b>						141,686			166,779

# School District No. 39 (Vancouver)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	CommunityLINK Other	PRP	CAYA
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	-	-	261	2,967	2,892	-	862,445	-	2,149,893
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	4,037,077	28,674,634			6,000	50,000		2,552,407	
Provincial Grants - Other									3,100,000
Other							657,575		
Investment Income							17,228		
	4,037,077	28,674,634	-	-	6,000	50,000	674,803	2,552,407	3,100,000
<b>Less:</b> Allocated to Revenue	4,037,077	28,674,634	-	2,967	6,000	50,000	674,803	2,552,407	3,100,000
<b>Deferred Revenue, end of year</b>	-	-	<b>261</b>	-	<b>2,892</b>	-	<b>862,445</b>	-	<b>2,149,893</b>
<b>Revenues</b>									
Provincial Grants - Ministry of Education	4,037,077	28,674,634		2,967	6,000	50,000		2,552,407	
Provincial Grants - Other									3,100,000
Other Revenue							657,575		
Investment Income							17,228		
	4,037,077	28,674,634	-	2,967	6,000	50,000	674,803	2,552,407	3,100,000
<b>Expenses</b>									
Salaries									
Teachers	189,881	22,539,144						1,681,649	
Principals and Vice Principals								-	
Educational Assistants	1,898,033				1,011	38,850	11,067	65,146	
Support Staff	48,702						297,333	114,656	587,215
Other Professionals	394,255						61,917	9,723	240,035
Substitutes	566,747				1,346			60,675	
	3,097,618	22,539,144	-	-	2,357	38,850	370,317	1,931,849	827,250
Employee Benefits	826,379	6,135,490			607	11,150	36,847	509,656	227,939
Services and Supplies	113,080			2,967	3,036		265,717	110,902	2,044,811
	4,037,077	28,674,634	-	2,967	6,000	50,000	672,881	2,552,407	3,100,000
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	-	1,922	-	-
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased							(1,922)		
	-	-	-	-	-	-	(1,922)	-	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-
<b>Additional Expenses funded by, and reported in, the Operating Fund</b>	239,996					8,070			

**School District No. 39 (Vancouver)**

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Assistive Technology AT-BC	PRCVI	Settlement Workers in Schools	Miscellaneous	TOTAL
	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	9,690,088	683,597	371,739	975,655	<b>21,748,113</b>
<b>Add:</b> Restricted Grants					
Provincial Grants - Ministry of Education		2,431,324			<b>60,722,675</b>
Provincial Grants - Other	3,154,000				<b>6,254,000</b>
Other	1,800,000			1,173,162	<b>20,960,456</b>
Investment Income	105,500		5,894	3,689	<b>177,289</b>
	5,059,500	2,431,324	5,894	1,176,851	<b>88,114,420</b>
<b>Less:</b> Allocated to Revenue	4,829,531	2,431,324	52,703	1,236,829	<b>88,244,520</b>
<b>Deferred Revenue, end of year</b>	<b>9,920,057</b>	<b>683,597</b>	<b>324,930</b>	<b>915,677</b>	<b>21,618,013</b>
<b>Revenues</b>					
Provincial Grants - Ministry of Education		2,431,324			<b>60,946,526</b>
Provincial Grants - Other	2,924,031		45,661		<b>6,069,692</b>
Other Revenue	1,800,000		1,148	1,233,140	<b>21,051,013</b>
Investment Income	105,500		5,894	3,689	<b>177,289</b>
	4,829,531	2,431,324	52,703	1,236,829	<b>88,244,520</b>
<b>Expenses</b>					
Salaries					
Teachers		199,094		121,394	<b>27,368,898</b>
Principals and Vice Principals					<b>405,112</b>
Educational Assistants			8,504	12,076	<b>6,330,011</b>
Support Staff	668,664	729,080	1,497	7,605	<b>5,637,809</b>
Other Professionals	1,058,114	218,757	92		<b>3,388,777</b>
Substitutes			463	2,034	<b>772,160</b>
	1,726,778	1,146,931	10,556	143,109	<b>43,902,767</b>
Employee Benefits	360,862	320,184	2,906	37,736	<b>11,689,561</b>
Services and Supplies	2,741,891	953,709	35,884	190,028	<b>31,684,209</b>
	4,829,531	2,420,824	49,346	370,873	<b>87,276,537</b>
<b>Net Revenue (Expense) before Interfund Transfers</b>	<b>-</b>	<b>10,500</b>	<b>3,357</b>	<b>865,956</b>	<b>967,983</b>
<b>Interfund Transfers</b>					
Tangible Capital Assets Purchased		(10,500)	(3,357)	(865,956)	<b>(967,983)</b>
	<b>-</b>	<b>(10,500)</b>	<b>(3,357)</b>	<b>(865,956)</b>	<b>(967,983)</b>
<b>Net Revenue (Expense)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Additional Expenses funded by, and reported in, the Operating Fund</b>					<b>556,531</b>

# School District No. 39 (Vancouver)

Schedule 4

Annual Budget - Capital Revenue and Expense  
Year Ended June 30, 2023

	2023 Annual Budget			2022 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Other Revenue		200,000	<b>200,000</b>	211,897
Rentals and Leases		2,283,683	<b>2,283,683</b>	1,408,549
Investment Income		160,151	<b>160,151</b>	135,138
Amortization of Deferred Capital Revenue	24,919,089		<b>24,919,089</b>	22,524,687
<b>Total Revenue</b>	<b>24,919,089</b>	<b>2,643,834</b>	<b>27,562,923</b>	24,280,271
<b>Expenses</b>				
Operations and Maintenance		400,000	<b>400,000</b>	490,812
Amortization of Tangible Capital Assets				
Operations and Maintenance	35,317,124		<b>35,317,124</b>	32,417,450
Debt Services				
Capital Lease Interest		149,115	<b>149,115</b>	76,707
<b>Total Expense</b>	<b>35,317,124</b>	<b>549,115</b>	<b>35,866,239</b>	32,984,969
<b>Net Revenue (Expense)</b>	<b>(10,398,035)</b>	<b>2,094,719</b>	<b>(8,303,316)</b>	(8,704,698)
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	2,758,201		<b>2,758,201</b>	3,803,334
Capital Lease Payment		2,833,503	<b>2,833,503</b>	2,992,772
<b>Total Net Transfers</b>	<b>2,758,201</b>	<b>2,833,503</b>	<b>5,591,704</b>	6,796,106
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets WIP Purchased from Local Capital	2,055,235	(2,055,235)	-	
Principal Payment				
Capital Lease	2,684,388	(2,684,388)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>4,739,623</b>	<b>(4,739,623)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(2,900,211)</b>	<b>188,599</b>	<b>(2,711,612)</b>	(1,908,592)

# PERSONNEL COMMITTEE

Wednesday, May 18, 2022

## Committee Report to the Board, May 30, 2022

The Chairperson of the Committee called the meeting to order and acknowledged we are unlearning and relearning on the traditional and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliwətał (Tsleil-Waututh) Nations and reviewed meeting decorum. This meeting was live-streamed and the audio and visual recording is also available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

A master PowerPoint presentation detailing the flow of the agenda was provided throughout the meeting, a copy of which is on file with the meeting agenda.

### 1. Staffing and Recruitment Update

The Director of Instruction – Employee Services, A. Davis, presented a report dated May 18, 2022, entitled **Staffing and Recruitment Update**. The report includes information on staffing and recruitment since the last update on April 6th, 2022, and work completed by the Recruitment team in preparation for the next year.

The Director of Instruction-Employee Services reviewed the PowerPoint, which provides a comparison of staffing, recruitment, and retention data for the District over the past three years. He noted that the data presented for the past year is from the period June 1<sup>st</sup>, 2021 to May 6, 2022, and explained how the pandemic has affected hiring and retention numbers. Although the District has seen an increase in retirements and resignations, the recruitment team has been successful in keeping up with the retention level and filling vacancies as they come up in the various employee groups. He reviewed various permanent continuing contracts for active teachers teaching on call (TTOC)s. He informed the committee how the staffing team has continued to actively recruit through career fairs, information sessions, sign on sessions and teacher orientations. In concluding his presentation, he also shared responses from Student and School Support Assistants (SSA) exit Interviews.

Committee members and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

This was provided for information only.

### 2. Employee Well-being and Engagement Update

The Director of People Services, L. Russell, presented a report dated May 18, 2022, entitled **Employee Well-being and Engagement Update**. The report includes information on a draft five-year Well-being Framework aligned with the District's Education Plan and Ministry of Education's Mental health in Schools Strategy, with assistance and input from the District's Union and Association Stakeholder groups.

The Director of People Services reviewed the PowerPoint and provided an update on stakeholder feedback. She acknowledged the strong participation from all groups and the detailed feedback received. She further noted that some issues impacting employee well-being such as the impact of the pandemic, high gas and housing prices, and other external factors are not addressed by the Well-being Framework, but it is important for the District to be aware of and to understand these factors.

In response to input received regarding the Employee Family Assistance Program (EFAP) not meeting staff requirements, Employee Services has been in discussion with the provider, LifeWorks, to seek a realignment of the Program, and subsequent relaunch of this service on July 1, 2022. The Director of People Services concluded her presentation by reviewing the sub goals of the draft Framework and informing how the Employee Services Wellness team will continue to incorporate feedback from Stakeholder groups to achieve these goals.

A stakeholder representative provided feedback and staff responded.

This was provided for information only.

**3. Information Item Requests:**

The Chairperson noted that Trustee Reddy had submitted a number of questions, and that some of these questions had been addressed at the May 18, 2022, Personnel Committee Meeting. The remaining questions will be reviewed at the next Personnel Committee Meeting on June 8, 2022.

There were no other information item requests.

**4. Date and Time of Next Meeting**

The next meeting of this Committee is scheduled for Wednesday, June 8, 2022, at 6:30 pm.

Meeting adjourned at 7:12 pm.

---

Estrellita Gonzalez, Chairperson

- |  |  |
|--|--|
| Committee members present in the room:           | Estrellita Gonzalez, Barb Parrott, Oliver Hanson, Janet Fraser (alternate)                                     |
| Committee members absent:                        | Fraser Ballantyne  |
| Other trustees present in the room:              | Allan Wong   |
| Senior Management present in the room:           | Helen McGregor, Pete Nuij  |
| Other Staff present in the room:                 | Aaron Davis  |
| Other Staff present in Teams:                    | Lorelei Russell  |
| Association representatives present in the room: | Terry Stanway, VSTA  |
| Association representatives present in Teams:    | Vanessa Mani, CUPE 15<br>Tim DeVivo, IOUE<br>Mark Cormack, VEPVPA<br>Sylvia Jackson, VESTA<br>Kerry Chua, PASA |

## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** Racial and Ethno-Cultural Equity (RECE) Advisory Committee

**Liaison Trustee:** Allan Wong, Trustee

**Date of Meeting:** May 12th, 2022

**Topics Discussed Most Relevant to the VSB:**

**Addressing council motion:**

- A. That the City of Vancouver add the month of Ramadan, Eid al-Fitr, and Eid al-Adha, to its official celebrations and observations calendar.
- B. That the City Acknowledge Ramadan on its social media and website, using the graphic made by Foundation for a Path Forward in order to do so.
- C. That the City hosts a yearly iftar dinner once during the month of Ramadan at sunset, collaborating with the local Muslim community, and in the Ramadan Spirit of inclusivity and community, also invite groups and leaders representing other major faiths and First Nations.
- D. That the City use the month of Ramadan to highlight the work being done by Muslim charities and the Muslim community in the city.

Committee reviewed City website and found it was not fully inclusive. Will move to a working group to formulate a letter/motion. Nonetheless, committee supported Councilor Swanson's motion.

<https://vancouver.ca/people-programs/celebrating-diversity-and-inclusiveness.aspx>

**Liaison Report:** Trustee Wong Presented the Anti-Racism and Anti-Discrimination upcoming Themes and Goals will be presented to SLWB on June 8<sup>th</sup> and to the Board on June 27<sup>th</sup>. With the start of operationalizing goals in the fall.

**Black Studies Grade 11 and 12** – presented by member Austin Uzama. Looking to ensure interest from K-12 leading up to the University level. Trustee Wong shared provincial jurisdiction of curriculum vs locally developed courses (specifically current district course of Black History by Ms. Nikitha Fester).

**Vancouver Plan 2050** - Feedback for the Vancouver Plan committee. Reviewed diversity representation in the report. Childcare and housing specifically. Leaves out a lot of marginalized communities. Reach out to the Indigenous community about engagement.

Resilience and Equity - Wording is too broad and confusing. E.g. Resilience is talking about climate rather than social issues.

**Vancouver Black Library** – motion was sent to Mayor and Council April 25<sup>th</sup>.

**Committee / Organization Actions:**

## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** Vancouver Food Policy Council

**Liaison Trustee:** Estrellita Gonzalez

**Date of Meeting:** April 28, 2022

**Topics Discussed Most Relevant to the VSB:**

Nothing directly related to VSB.

**Committee / Organization Actions:**

The Council passed 2 motions to be forwarded to City Council:

### 1. Allocating Funding to Food Policy Priorities in the 2023-2026 Capital Plan

THEREFORE BE IT RESOLVED THAT The Vancouver Food Policy Council calls on the City of Vancouver to:

1. Ensure the 2023 Capital Plan allocates the required funding, to the following areas:
  - a. At \$2 million, "Urban Agriculture and Food Security" so that we may continue to support the leadership, sustainability, and deepening of our urban food systems into connection with the land, accessibility for all.
  - b. At \$8.7 million, "Equity & Indigenous Projects" so we may address the issues and recommendations brought forward such as MMIW.
  - c. At \$1.8 million, "Capital Maintenance" so that key locations – where people facing food insecurity due to systemic barriers access food – may make needed repairs.
2. Ensure that the critical needs of our city's infrastructure are paid for by exploring increased revenue goals: direct finance to develop additional strategies for revenue allocation and generation.

### 2. Food Policy Priorities and PBS Funding in the Draft Broadway Plan

THEREFORE BE IT RESOLVED THAT The Vancouver Food Policy Council calls on the City of Vancouver to:

1. Ensure that food is recognised as a Public Benefit in the Broadway Plan.
  - a. Food assets can include: urban agriculture, farmers markets, community gardens, food growing space, cultural food assets, Community Centre kitchens
2. Assign funding to food policy within the PBS of the Broadway Plan.
3. Designate resources to enable land use allocations and zoning to support long term access to and sustainability of food and land focused spaces in this Broadway Plan.
4. Recognize Indigenous food systems as a critical public benefit to address reconciliation.

## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** Vancouver City Planning Commission

**Liaison Trustee:** Janet Fraser

**Date of Meeting:** May 4, 2022

**Topics Discussed Most Relevant to the VSB:**

The Manager, Civic Agencies provided an update on hiring for the Coordinator, Planning Committees position. The coordinator should be hired by June to allow for overlap and onboarding with outgoing Executive Director.

Broadway Plan Memo Motion

THAT The Vancouver City Planning Commission will put forward a letter to Mayor and Council regarding the Broadway Plan.

May/June event

The Co-Chair noted the event might be pushed to the fall to incorporate the new Coordinator, which may coincide with the newly elected Mayor and Council.

Topics of civics outreach and education on municipal government were suggested.

## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** Persons with Disabilities Advisory Committee

**Liaison Trustee:** Janet Fraser

**Date of Meeting:** May 5, 2022

**Topics Discussed Most Relevant to the VSB:**

Staff provided a presentation on wheelchair accessibility of the Pearson A Dogwood property and responded to questions and comments.

Staff outlined the review processes for new designs including the roles of the building review department, Real Estate and Facilities Management and the BC Housing guidelines.

There was discussion on the Accessible City Strategy. Committee members expressed concern about:

- Increased need for accountability and trust;
- The needs of parents with disabilities;
- No images or mentions of children with disabilities;
- Needs to show intersectionality, commitment to racial justice and Indigenous populations;
- Improving transit services in communities;
- Homelessness needs to be defined;
- Needs to reference accessible recreation;
- Disempowering language present in high-level documents;
- Persons with disabilities' experience with poverty is not addressed.

## **LIAISON TRUSTEE REPORT**

**Name of Committee/Organization:** CoV Transportation Advisory Committee

**Liaison Trustee:** Lois Chan-Pedley

**Date of Meeting:** January 12, 2022

**Topics Discussed Most Relevant to the VSB:**

- CoV staff presented the Vancouver Plan to the committee
  - A meeting will be arranged for TRAC to ask further questions and give feedback

**Committee / Organization Actions:**

- CoV staff presented the Kitsilano Greenway Project
- Committee approved meeting schedule for the year

## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** CoV Transportation Advisory Committee

**Liaison Trustee:** Lois Chan-Pedley

**Date of Meeting:** March 30, 2022

**Topics Discussed Most Relevant to the VSB:**

- The Committee passed a motion on the Broadway Plan to council, supporting the Plan's intentions but requesting protected bike lanes and other changes to the plan (full text at: <https://vancouver.ca/docs/council/trac20220330min.pdf>)
- The committee discussed and passed a motion on Neighbourhood Traffic Management Plan to council, suggesting a more rapid and ambitious rollout and with an emphasis on implementing Safe Routes to Schools

**Committee / Organization Actions:**

- CoV presented on the procedure of the upcoming municipal election
- Subcommittees presented on bike networks and active transport in SE Vancouver, bus improvements, and climate emergency

## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** CoV Women's Advisory Committee

**Liaison Trustee:** Lois Chan-Pedley

**Date of Meeting:** January 11, 2022

**Topics Discussed Most Relevant to the VSB:**

- Childcare was discussed as part of work plan and subcommittee work; subcommittee to meet with City staff in Feb

**Committee / Organization Actions:**

- Co-chair elections
- Committee approved meeting schedule and discussed work plan

## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** CoV Women's Advisory Committee

**Liaison Trustee:** Lois Chan-Pedley

**Date of Meeting:** March 29, 2022

**Topics Discussed Most Relevant to the VSB:**

- -

**Committee / Organization Actions:**

- CoV staff presented on City-wide Commemoration Policy
- Committee discussed work of subcommittees
- Work plan will be presented at April work meeting

## **LIAISON TRUSTEE REPORT**

**Name of Committee/Organization:** CoV Women's Advisory Committee

**Liaison Trustee:** Lois Chan-Pedley

**Date of Meeting:** May 24, 2022

**Topics Discussed Most Relevant to the VSB:**

- -

**Committee / Organization Actions:**

- CoV staff presented on updates to the Equity Framework
- Subcommittees provided updates on their ongoing work

DATE: May 30, 2022

**ITEM 9.1**

TO: Board of Education

FROM: David Nelson, Deputy Superintendent

**RE: Proposed Closure of Queen Elizabeth Annex: Public Consultation Findings****INTRODUCTION**

At the January 31, 2022, Board meeting trustees approved the following motion:

*The Board proceed to public consultation on the proposed closure of Queen Elizabeth Annex.*

[Policy 14](#) (School Closure) was carefully followed throughout the consultation process to ensure compliance with Board policy.

To support a fair, open and transparent consultation process, staff engaged a third-party engagement specialist, Delaney and Associates, to work with staff in conducting this public engagement.

In alignment with the IAP2 public participation spectrum and [AP \(Administrative Procedures\) 106](#) (District Public Engagement), the consultation process consisted of several components including:

1. **Early Engagement** with school communities most impacted. Early engagement meetings were held with the PAC executives of Jules Quesnel (JQ), Queen Elizabeth Annex (QEA) and Queen Elizabeth Elementary (QE). One meeting was held with the QE PAC executive and two meetings each with the JQ PAC executive and the QEA PAC executive. QE PAC executive declined a second meeting. An early engagement meeting was also hosted for the District's formal stakeholder groups.
2. **Broad Engagement** which included:
  - Five public meetings (one for the QEA community, one for the JQ community and three meetings open to the general public).
  - An online public survey.
  - A dedicated email ([engage@vsb.bc.ca](mailto:engage@vsb.bc.ca)) to receive feedback. This email address was made public in early February and feedback received up to May 26, 2022 is included in Appendix B of this report.

In addition to the public meetings, online survey and email address, members of the public have had monthly opportunities to present directly to the Board on the proposed closure as part of Committee-of-the-Whole delegation meetings. At the April 19, 2022, Committee-of-the-Whole, eight delegations were heard, including one by representatives of the QEA PAC and another by representatives of the JQ PAC who spoke to the proposed closure of QEA.

Furthermore, at the request of the QEA PAC executives, several trustees met with members of the QEA community to receive direct input and feedback on the proposed closure from families of students of the school community.

## PUBLIC CONSULTATION REPORT – WHAT WE HEARD

Attached to this report, please find two documents that provide detailed information about both the engagement process undertaken and the findings of the consultation.

Appendix A: Proposed Closure: Queen Elizabeth Annex, *What We Heard – Engagement Findings Report*

- This report, prepared by Delaney and Associates, provides an overview of the engagement process and activities undertaken.
- Findings of the public meetings and the online survey are detailed.

Appendix B: Proposed QEA Closure: Email feedback summary

- This report provides a summary of feedback received by the District via the engage email (engage@vsb.bc.ca).
- All emails received by May 26, 2022, have been included. Information which would identify individuals has been redacted.

## NEXT STEPS

### Special Board Meeting – June 2, 2022

The Board has scheduled an online Special Board meeting for 5:00 pm on June 2, 2022, to receive public delegations by those who wish to provide comment or feedback regarding the *What We Heard-Engagement Findings Report*. Requests to present at this meeting must be received by the Secretary-Treasurer by 4:30 pm on Tuesday June 1, 2022.

### Special Board Meeting – June 6, 2022

At the June 6, 2022, Special Public Board meeting, the decision regarding the recommendation that Queen Elizabeth Annex be closed effective July 1, 2023, will be made by the Board.

## APPENDICES

Appendix A: Proposed Closure: Queen Elizabeth Annex, *What We Heard – Engagement Findings Report*

Appendix B: Proposed QEA Closure: Email Feedback Summary

Vancouver School Board  
Proposed Closure: Queen Elizabeth Annex  
*What We Heard* - Engagement Findings Report



May 27, 2022

DEL△NEY  
*the engagement people*

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## Table of Contents

Executive Summary	4
Survey	5
Public Meetings - Community Dialogue Sessions	6
Context & Background	8
Summary: Proposed closure - Queen Elizabeth Annex school	8
Vancouver School Board Policy 14	8
Rationale for change presented by District staff (2022)	9
Engagement Goals & Objectives	10
Engagement objectives	10
Proposed QEA closure: Process timeline and key dates	10
Communications Goal & Objectives	14
Early Engagement	15
Early Engagement: What we heard	15
Online Survey - Findings	18
Survey format and summary of questions	18
Process design	19
Who participated	19
Online Survey: What we heard	21
Community Dialogue Sessions - Findings	35
Background	35
Key Dates	35
Format	36

Process Design	36
Community Dialogue Sessions: What We Heard	37
Next Steps	<b>44</b>
Appendix A: Community Dialogue Sessions – Presentation	45
Appendix B: Online Survey	57
QEA Proposed School Closure   Survey	<b>57</b>
Appendix C: IAP2 Spectrum of Engagement	65
Appendix D: VSB – Social media communications (QEA)	66

## Executive Summary

The Vancouver School Board (VSB) is considering a proposal by District staff to close Queen Elizabeth Annex (QEA) school on June 30, 2023. Located at 4275 Crown Street, QEA is the annex to École Jules Quesnel Elementary (JQ) and currently offers early French Immersion to 71 students in kindergarten (K) to Grade 3.

In January 2022, Vancouver School District (District) staff recommended the Board consider the closure of QEA to provide more equitable distribution of resources for all VSB students, while guaranteeing current QEA students ongoing placement in French Immersion, a District choice program. In accordance with [Board Policy #14 – School Closures](#), the District is required to “allow a period of at least (60) days for public consultation process to take place” before the Board of Education (Board) makes a decision on the proposal. The Board approved proceeding to public consultation at its public meeting on January 31, 2022, and engagement occurred between February and May 2022.

A publicly available [project information page](#) was published on the VSB website on April 11 which contains information about the proposed closure and outlines engagement opportunities.

The primary goal of the engagement was **to provide opportunities to members of the public to share feedback on the proposed QEA closure** for the Board’s review and consideration. Supplementary (optional) questions asked for feedback on the preferred school for students should the closure be approved; both JQ and Queen Elizabeth (QE) schools were identified, each with their own associated benefits and drawbacks.

The engagement process was developed based on the International Association for Public Participation (IAP2) planning methodology and best practices. This report was prepared by Delaney, *the engagement people*, a nationally recognized and respected firm with over 25 years experience leading public engagement. For this process, Delaney took the role of neutral third party who supported the District in its engagement planning and implementation, as well as with the analysis of engagement findings.

This consultation process began on February 10, 2022 (targeted stakeholder engagement) and continued through April 29, 2022 (public engagement), with email submissions being accepted until the end of May 2022. The primary methods used were a public online survey (1,031 completed surveys received) and community dialogue sessions (61 participants).

In addition, the District also invited direct written feedback by email from February 10 to May 26, 2022. All emails received on the proposed QEA closure have been provided to the Board by District staff. They have not been included in this analysis as Delaney’s scope was to implement and report on the survey and public meetings, referred to as community dialogue sessions in communication and promotional materials.

## Survey

A survey made up of nine questions was publicly available online and open to participation from April 11 to April 29. The survey was promoted publicly through a [news release](#), earned media, the [project website](#), social media and direct outreach by email to stakeholder groups, including all families in the District. The survey contained six questions and three optional questions. The sixth question was an open-ended question inviting participants to provide open-text comments and feedback. No character limits were put on the open text question.

In total, 1,031 surveys were completed. Of those, 60% were completed by individuals who indicated they are family members of students at VSB schools other than QEA, QE or JQ. Eight per cent of surveys were completed by respondents who indicated they are parents of current students at QEA.

Respondents of the survey were divided on whether they **support (51%)** or **oppose (46%)** the closure, with the remaining number indicating *don't know/no preference (3%)*.

Key themes identified in the survey included:

- **Seismically safe schools, fiscal responsibility, and strong sense of community** were identified by a majority of respondents as high/moderate priorities that should be considered by the Board as it makes a decision on the proposed closure of QEA.
- **Losing access to the small learning environment at QEA, physical school space, proximity to school (safety, walkability) and health and wellbeing of my family** were ranked to be serious concerns and somewhat a concern.

In response to the sixth question, the open-text comments were reviewed and themed according to the subject of the comments. In total, 480 respondents provided written comments in answer to this question. There were 180 comments entered in support of the proposed closure, and 286 opposed to the proposed closure or voiced concerns about the closure. A further 14 comments were from those who indicated neither support nor opposition to the closure. The most common themes in the comments are as follows:

- **Financial reasons** (59% of comments in support; approx. 106 comments) - Respondents indicated the following considerations: funding equity and a need to take a District-wide approach; low enrollment and high capital costs; high costs overall.
- **Demographic considerations** (30% of comments in opposition; approx. 86 comments) - Respondents indicated the following concerns: that the population will grow overall and increase demand for school capacity; that specific population growth related to Jericho Lands/UBC would increase demand for school capacity; other concerns including increased density, long-range planning.
- **Sale of land** - Among both supporters and those opposed to the closure, there were comments that the land where QEA is located should not be sold but should remain owned by the VSB. This was the only area of commonality and consistency across respondents.

A final question in the survey asked for feedback on the ease of survey participation and of the decision-making process overall. The majority of respondents agreed that they appreciated being able to provide input into the decision (71% *strongly agree*, 20% *somewhat agree*.)

## Public Meetings - Community Dialogue Sessions

Five facilitated, 90-minute public meetings, referred to in communication and promotional materials as community dialogue sessions, were held virtually on Zoom between April 19 – 28. Initially, three sessions were planned; however, following early consultation with JQ and QEA PAC executives, two additional sessions were added to the schedule at their request, to provide sessions specific to each of the JQ and QEA communities.

The dialogue sessions were promoted publicly through a news release issued on April 11, earned media, [the District's website](#), social media and direct outreach by email to stakeholder groups, including all families in the District.

In total, for the community dialogue sessions there were 100 registrations (93 unique registrants) across five sessions, with 61 actual participants attending. A small number of people registered and attended more than one session and were therefore counted more than once. Of those who participated, 27 voluntarily self-identified as a family member of a student or future student at QE/JQ/QEA. However, some participants chose not to answer the poll question at the beginning of the session.

The first 40 minutes of the sessions included an overview of the workshop agenda from the facilitator, a presentation by District staff outlining the rationale for the proposed school closure, as required by Board Policy 14, and questions for clarification. A version of the [staff presentation](#) is posted on the project website. The [presentation](#) was consistent (the same) at all five community dialogue sessions. The second half of the community dialogue sessions were held in smaller breakout groups, where each participant was provided opportunities to speak and respond to three discussion questions.

The purpose of the dialogue sessions was to provide a safe space for participants to share their input verbally, and have their feedback captured by a note-taker. For some people, this is a preferred option over writing feedback or completing a survey. In sessions where there were higher numbers of registrants, Delaney made more facilitators available so that breakout groups would remain under 10 participants and ensure each attendee had the opportunity to speak and provide input.

Consistent themes raised at the community dialogue sessions were:

- **Lack of trust:** Participants spoke about an overall lack of trust toward the District, including its decision-making and consultation processes. They referenced past experiences and the three past times when the District proposed closing QEA, and several people said they did not agree with information presented as rationale for the closure.
- **Long-range planning:** Participants voiced their belief that the QEA school site will be needed in future years as more families are already moving into the area, and as development projects (e.g., Jericho Lands) are completed. There was strong belief amongst participants that the anticipated operational cost savings if QEA closes are less than what the District has estimated, particularly when weighed against the possibility that population growth in the area will increase demand for elementary school capacity.

- **Impacts on JQ:** Participants shared several concerns associated with a potential relocation of QEA students to JQ. Some people shared their belief that JQ is at capacity and QE is an older facility and not safer (seismically), making both schools unsuited to receive QEA students. Concerns were shared about students moving to JQ would result in overcrowding as well as a loss of existing indoor/outdoor space for students overall.
- **Broader neighbourhood impacts:** Concerns were expressed about the impact of a school closure on the broader community, traffic, climate change and walkability.

No participants at the community dialogue sessions voiced support for the QEA closure, although there were some comments made recognizing the Board's role to consider the needs of all the students in the District.

# Context & Background

## Summary: Proposed closure - Queen Elizabeth Annex school

Queen Elizabeth Annex elementary school (4275 Crown Street, Vancouver) currently offers French immersion to Vancouver students in kindergarten to Grade 3. There are 71 students currently attending QEA. QEA is the feeder school to Jules Quesnel Elementary (JQ), which offers kindergarten to Grade 7 French immersion programming. As a District program, the Annex does not have a neighbourhood catchment, rather it enrolls students from across the District.

In 2016, District staff submitted a school closure list that included QEA and 10 other VSB schools, in response to declining enrollment District wide. At that time, the Board elected not to proceed with a public consultation process on the closures.

In 2019, District staff again proposed closing QEA; however, the Board voted to suspend the closure process at the October 28, 2019, Board meeting. One of the comments expressed by some Board members was that the District did not have an approved Long Range Facility Plan. Since that time, the Board has approved the 2020 Long Range Facilities plan (approved Jan. 25, 2021). The 2020 plan is the District's mechanism to demonstrate that facility planning is taking place in support of the District's educational plans over a 10-year window, using 2019 as the base year.

## Vancouver School Board Policy 14

[Board Policy 14](#) – School Closure outlines specific steps and requirements related to a proposed closure of a school. The policy requires a “public consultation process” be held prior to the Board making its final decision. District senior management is required to make available, in writing, the rationale for the proposed closure, which includes the number of students who would be affected, enrolment trends, availability of space at receiving schools, proximity to possible receiving schools, financial considerations including anticipated cost savings, facility age and condition, District choice and special education programs offered at the school, impacts on surrounding schools and impacts on community users operating in the school.

As per Policy 14, once a school closure public consultation process has been approved and initiated, at least one public consultation meeting is required. The details of the meeting must be communicated to the community a minimum of 14 days in advance of the meeting. At the beginning of the meeting District staff must present the rationale for the closure, the timing of the closure and possible alternative community use for all or part of the school. The District is also required to accept written responses to the Board. All input received through the consultation period will be considered prior to the Board making its final decision.

## Rationale for change presented by District staff (2022)

In alignment with Policy 14, a publicly available [project information page](#) was posted on the VSB website on Apr. 11, 2022. The page includes a summary of rationale supporting the proposed closure of QEA, including the following:

- **Responsible use of resources to benefit all students:** QEA has high operating costs. Closing QEA would result in significant operational savings of between \$150,000 to \$300,000 annually, which could be re-allocated to programs and services supporting students across the District.
- **Prioritizing student learning:** Current QEA students will be guaranteed placement in the French immersion program at either JQ or QE. Students in a language program who are part of a larger community have access to more robust French programming, increased cultural experiences and more opportunities for teacher and student collaboration. Moving the French immersion program at QEA to JQ would also allow students to stay in one school from kindergarten to Grade 7, making one less transition for QEA students, who currently continue their French immersion program at JQ from grades 4 to 7.
- **Student safety:** QEA is not a seismically safe facility. The proposed closure could advance the goal of having more students in seismically safe schools.
- **Potential revenue:** There is interest from the Francophone public school board, [Conseil scolaire francophone de la Colombie-Britannique](#) (CSF), to acquire the QEA site. Although land disposal is a different and separate process, any revenue generated from a long-term lease of the site could be used to build new schools, expand existing schools, and/or enhance seismic projects.
- **Legal proceedings:** The District is currently involved in a mediation and a civil claim with CSF about the QEA site. Closing the school could resolve these extensive and costly legal proceedings.

See Appendix A ([PowerPoint](#)) for the District presentation at the community dialogue sessions.

# Engagement Goals & Objectives

The following engagement goals and objectives were developed based on the International Association for Public Participation (IAP2) Spectrum of Engagement (see Appendix D). The Delaney team includes two IAP2 licensed trainers and certified professional facilitators, accredited through the International Association of Facilitators.

For this process, the **engagement goal** was to provide opportunities for those interested and impacted by the proposed QEA school closure to share feedback for consideration by the Board, as it considers and votes on the proposal by District staff.

## Engagement objectives

1. **Consult** | By late April 2022, receive feedback on the proposed school closure, including the pros and cons.
2. **Consult** | By late April 2022, receive OPTIONAL feedback on each of the proposed new schools (JQ or QE) and the pros and cons of each.
3. **Involve** | By late April 2022, solicit input to better understand the impacts (positive and negative) of the proposed school closure.

## Proposed QEA closure: Process timeline and key dates

On January 14, 2022, District staff notified the Chairs of the QEA, JQ and QE PACs of a Special Board Meeting planned for January 17, 2022, where staff would be introducing a proposal to close the QEA site, effective June 2023. Families and parents at each of the three schools were also notified January 14, through a [letter](#) from Deputy Superintendent David Nelson.

At the [January 17 Special Board Meeting](#), senior District staff outlined key factors in making the closure recommendation. Following the presentation and discussion, the Board passed a motion to forward the report to its Facilities Planning Committee for review, as per Board process. The [Facilities Planning Committee](#) met on January 19 and following a presentation by District staff, the Trustees on the committee made the decision to recommend the Board initiate a public consultation process.

A [second letter](#) (January 20) from Deputy Superintendent Nelson was sent to QEA, JQ and QE school communities (families, PACs, staff); the letter summarized the meetings and recommendations to date and note the next step in the process was the Board's regular meeting at the end of January.

On [January 31, 2022](#), the Board passed a motion approving District staff to initiate a public consultation period to seek feedback on the proposed closure of the QEA site. A [third letter](#) (February 2) from Deputy Superintendent Nelson was sent to QEA, JQ and QE school communities indicating a public consultation process would be launched.

At meetings with the QE, JQ and QEA PACs in February, the District invited written submissions related to the proposed closure through emailing [engage@vsb.bc.ca](mailto:engage@vsb.bc.ca). In meetings with other stakeholder groups, and in communications to all VSB parents/guardians and the broader public, the [engage@vsb.bc.ca](mailto:engage@vsb.bc.ca) email was consistently promoted as one of several ways for people to provide input into the QEA engagement process.

All emails received on the topic of the proposed QEA closure from February 10 – May 26, 2022, are being provided in full to the Board at the May 30, 2022, public Board meeting.

Additional engagement opportunities, led by Delaney, are detailed within this report and align to the following timeline:

*Proposed QEA closure – Engagement & process timeline*

Event	Dates
District notification and meetings with directly impacted stakeholder groups, advising of Board’s decision to move forward with public consultation on the proposed QEA closure	Feb. 2 – <a href="#">letter</a> from District to families of QEA, JQ and QE Feb. 10, 1:30 p.m. – QEA PAC executives Feb. 10, 7 p.m. – JQ PAC executives Feb. 17, 7 p.m. – QE PAC executives  *VSB <a href="mailto:engage@vsb.bc.ca">engage@vsb.bc.ca</a> email provided for written submissions
Invite to xʷməθkʷəy̍əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations to initiate early engagement conversations	Feb 17 – letter sent  Tsleil-Waututh Nation indicated they did not require a meeting. No response was received from the Musqueam and Squamish Nations.
Early engagement: Delaney meetings with PAC executives and stakeholder groups  *See <i>Early Engagement</i> – p. 9 for further details	Mar. 7, 7 – 8 p.m. – JQ PAC Mar. 8, 12:30 p.m. – 1:30 p.m. – QEA PAC Mar. 9 – QEA stakeholders (impacted bargaining units, professional associations, District PAC)  *Note: QE PAC declined a session and provided input to Delaney by email
<a href="#">News Release</a> : “District seeks feedback about the recommendation to close QEA”	Apr. 5  *included dates/times and registration information for community dialogue sessions and survey launch, as well as <a href="mailto:engage@vsb.bc.ca">engage@vsb.bc.ca</a> email for written submissions

<p><a href="#">Letter</a> to all VSB District families</p>	<p>Apr. 5</p> <p>*included dates/times and registration information for community dialogue sessions and survey launch, as well as <a href="mailto:engage@vsb.bc.ca">engage@vsb.bc.ca</a> email for written submissions</p>
<p><a href="#">Project website</a> launch</p>	<p>Apr. 5</p>
<p>Invite to three Nations to participate in engagement activities</p>	<p>Apr. 5 – letter sent</p> <p>Tsleil-Waututh and Squamish Nations declined the invitation. Musqueam Nation did not respond.</p>
<p><a href="#">Online survey</a></p>	<p>Apr. 11 – 29</p> <p>*Apr. 11 - Reminder <a href="#">email</a> sent to all VSB District families that the survey is open</p> <p>*Apr. 25 – Reminder <a href="#">email</a> sent to all VSB District families of survey, and the remaining community dialogue sessions Apr. 27 and 28</p>
<p><a href="#">Special Board Meeting (Delegations)</a></p>	<p>Apr. 19</p> <p>Presenters included:</p> <ul style="list-style-type: none"> <li>• Dunbar Resident Association, Bruce Gilmour re: closure of Queen Elizabeth Annex (QEA)</li> <li>• Crown Preschool, Nina Monahan re: Impacts of the proposed Queen Elizabeth Annex (QEA) closure on Dunbar businesses including current preschool children with older siblings already attending QEA</li> <li>• Kevin Gourlay re: closure of Queen Elizabeth Annex (QEA) and the need for funding of the Olympic Village School</li> <li>• Michael Hooper re: the process for Vancouver School Board (VSB) school disposal</li> <li>• École Jules Quesnel Parent Advisory Committee (PAC), Lauren Kate Hood re: space concerns and planning for the future at École Jules Quesnel</li> <li>• Robert Ford and Emily Clarke re: French Immersion in the district in the context of the Queen Elizabeth Annex (QEA) proposed closure</li> <li>• Lia Anele Gudaitis re: Future school needs for Vancouver's West Side</li> <li>• Queen Elizabeth Annex Parent (QEA) Advisory Committee (PAC), Ken Su re: QEA PAC and Parent concerns around process, information presented, and implications of potential decision to close</li> </ul>
<p>Community Dialogue Sessions (x5)</p>	<p>Apr. 19 @7-8:30 p.m.: QEA session</p>

	<p>Apr. 20 @7-8:30 p.m.: JQ session</p> <p>Apr. 21 @6-7:30 p.m.: public session 1</p> <p>Apr. 27 @3:30 – 5 p.m.: public session 2</p> <p>Apr. 28 @7-8:30 p.m.: public session 3</p>
<a href="#">Regular Board Meeting</a>	<p>May 30</p> <p>*Present What We Heard report</p>
<a href="#">Special Board Meeting (Delegations)</a>	<p>June 2</p> <p>Presenters to be announced on the <a href="#">District's website</a></p> <p>*To receive public feedback on What We Heard report</p>
<a href="#">Special Board Meeting</a>	<p>June 6</p> <p>*Board to vote on proposed QEA closure</p>

# Communications Goal & Objectives

The **communications goal** for this public consultation process was to provide community members, interested and affected parties, and the Musqueam, Squamish and Tsleil-Waututh Nations the information they need to meaningfully participate in the engagement process. The **communications objectives** were as follows:

1. To **share information** with interested and affected parties about the engagement process, opportunities and how their input will be considered in the decision.
2. To **build common understanding** about the reasons why District staff proposed closing QEA, as well as the decision-making process by the Board.
3. To **promote engagement opportunities** and an understanding of what is in-scope for the engagement, and what information or questions may be relevant to other decisions in the future, but not this specific proposal.

To fulfil the above objectives, the following materials were developed and distributed/published:

- [Project information website](#) (Apr. 5) – project resources, background (vsb.bc.ca), including:
  - [Project Backgrounder](#)
  - [Project Fact Sheet](#)
  - [Project FAQs](#)
  - [Project timeline graphic](#)
  - [Documents & Data page](#), including links to: French immersion data, VSB enrolment, space use, educational impacts, building information, travel considerations, financial considerations, future developments and public meetings and reports
- [Project engagement website](#) – link to community dialogue sessions, survey and email
- [News Release](#) (Apr. 5) – Vancouver School District seeks feedback about recommendation to close QEA
- [Letter to VSB families](#) – About engagement opportunities (Apr. 5)
- [Reminder to VSB families](#) – Survey live (Apr. 11)
- [Presentation slides](#) for community dialogue sessions (Apr. 19 – 28)
- [Recording of the staff presentation](#) for the community dialogue sessions

In addition, VSB communications led social media promotions about the QEA engagement process (see Appendix E) and managed media inquiries by providing interviews and written responses.

## Early Engagement

Following up on initial meetings between stakeholders and District staff in February, Delaney met with QEA and JQ PACs and stakeholders to understand their interests and preferences in relation to the engagement process.

The groups invited to participate in early engagement were:

Early engagement – Stakeholders	Engagement Date
QEA Parent Advisory Council	Mar. 8
JQ Parent Advisory Council	Mar. 8
QE Parent Advisory Council	<i>Declined session</i>
(Led by District staff) Leadership of the Musqueam, Squamish and Tsleil-Waututh Nations	<i>Tsleil-Waututh and Squamish Nations declined session Musqueam Nation did not respond.</i>
CUPE 15, CUPE 407, International Union of Operating Engineers (IUOE) Vancouver Elementary Principals and Vice-Principals (VEPFPA) Vancouver Elementary School Teachers’ Association (VESTA) Vancouver Secondary Teachers Association (VSTA) VSB Bargaining Council of the VSB Construction & Maintenance Trade Unions Vancouver District Parents’ Advisory Council (DPAC) Vancouver Association of Secondary School Administrators (VASSA) Professional and Administrative Staff Association (PASA)	Mar. 9

## Early Engagement: What we heard

Early engagement activities provided the ability for Delaney and the District to address initial questions from potentially impacted stakeholders, and to seek their feedback into the broader engagement approach.

- Transparency and information sharing is critical:** Groups referenced QEA’s history of being proposed for closure and said that it was felt that a challenge in those instances was access to the District’s data and information. The JQ and QEA PACs articulated a desire to be able to review the background information (e.g., enrollment trends, population planning data, background on potential future land uses, etc.) and the rationale for the District’s proposal to close QEA.

As a result of this request, VSB published a [project information page](#) with resources and related reports and distributed information directly to the PACs, as well as other stakeholders including an email to all parents/guardians of students in the District. Additionally, in response to PAC requests, VSB shared information about the engagement directly with area neighbourhood associations and childcare centres, and all identified stakeholders. JQ PAC executives asked that engagement information be provided in hard copy to students to take home; the fact sheet and April 5 letter were printed and distributed at JQ, QE and QEA. Finally, PACs also requested the community dialogue sessions be held at different times of day to provide flexibility to parents; this was arranged.

- **Decision on closure comes *before* a decision on transitioning to a new school:** The QEA PAC raised concerns both in email and in their early engagement virtual session that the VSB was “overstepping” and making assumptions by asking for feedback on a transition plan before the Board had voted on the proposed closure. They verbalized a concern that the Board had already made its decision and was now focusing on where to move QEA students once their school closed.

As a direct result of this feedback, Delaney recommended the VSB de-emphasize questions related to whether QEA students should be transitioned to JQ or QE, should the Board vote to close the school. In the survey, the questions were made optional and positioned at the end; in the community dialogue sessions, the questions were not included.

- **All feedback and input should be considered:** There was some concern that voices opposed to the QEA closure would not be included in the final engagement report. That this school had been proposed for closure in prior years has led some in the community to feel it is “targeted” and there is a clear lack of trust in VSB as a result.

In response to this feedback, the District has submitted to the Board the emails and written submissions received since February 10, 2022, sent to the engage email ([engage@vsb.bc.ca](mailto:engage@vsb.bc.ca)).

Additionally, the QEA and JQ PACs requested dedicated community dialogue sessions for their members, to ensure their feedback was heard in the process. Originally, three public sessions were planned as part of the process; as a result of the feedback received, Delaney added two sessions (one for QEA parents/stakeholders and one for JQ parents/stakeholders) in April.

- **Compressed timelines / Robust engagement:** Participants in the early engagement emphasized the importance that a sufficient amount of time was provided for the required public consultation process. Board Policy #14 requires a (minimum) 60-day consultation period, which for this project began on Feb. 10, 2022, when the VSB first met with PAC executives of impacted schools and invited them to share input with the Board directly through written submissions. Early stakeholder consultation continued in March as noted above, and more broad

engagement continued through April. Written submissions continued to be received by email ([engage@vsb.bc.ca](mailto:engage@vsb.bc.ca)) until end of May and have been provided in full to the Board by District staff.

In response to concerns from the DPAC and QEA PAC that stakeholders and Trustees have time to review results of the public consultation (this report) before a decision is made on the proposed closure, the Board made a change to its meeting schedule in May/June.

Originally, the *What We Heard* report was to be posted publicly on the District's website on May 27, and the Board vote was scheduled for its meeting on May 30. However, under the updated schedule, the report was made public May 27 for presentation at the May 30 Board meeting; a Special Board Meeting for delegations was added for June 2, to provide stakeholders/public an opportunity to share feedback directly to the Board about this report; and, a Special Board Meeting was scheduled for June 6, for the Board to vote on the proposed closure.

Finally, in response to concerns from PAC and DPAC executives, Delaney formatted the *What We Heard* report (this report) according to their request, separating feedback received in the survey from that received at Community Dialogue Sessions. This was in effort to make the results of the feedback as clear and easy to understand as possible.

## Online Survey - Findings

An online survey was drafted by Delaney based on information and requirements provided by District staff and was hosted on the District's engagement website ([engagevsb.ca/qea](https://engagevsb.ca/qea)). The purpose of the survey was to provide an opportunity for broad participation by people living throughout the District to share their perspectives and feedback on the proposed closure by answering specific questions.

The survey was launched on April 11 and ran through April 29, 2022. It was promoted publicly by the District through a news release and earned media, website and social media and direct outreach by email to stakeholder groups, including all parents/guardians. A reminder was distributed on Apr. 25 to all families in the District, along with links to the project information webpage.

The survey itself contained a written summary of the project background and the rationale provided by District staff to the Board and the public in support of the proposed closure. The background information contained within the survey was consistent with information published on District's project website.

### Survey format and summary of questions

Most of the questions in the survey were mandatory or "required." This meant that respondents were required to make a selection and/or indicate their answer for the survey to advance. The only optional questions were the open-text fields and questions related to which school would be the preferred receiving school for students of QEA, should the closure be approved. For mandatory questions (questions 1-5, 9), there were 1,031 responses, equal to the total number of completed surveys submitted.

The first question of the survey asked participants to select from a provided list of options one or more descriptions that best reflect their connection and/or interest to the proposed QEA closure. For example: "I am a family member of a student at Queen Elizabeth Annex" or "I am a family member of a student at another school in VSB." For those who selected "I am a community member with another connection to this process" there was an open text field to specify their connection.

The next question asked respondents the degree to which they understood the information and "reasons behind the recommendation to close QEA." Following that, the survey asked for respondents to rank pre-identified priorities and concerns related to the closure. Response to this question provide an insight into what factors are viewed as more/less important by those providing feedback.

The fifth question asked, "Given the information provided, to what extent do you support or oppose closing QEA?" This question gave participants an opportunity to register their perspective clearly (support or oppose).

The sixth and following question of the survey offered respondents an open text field, for them to give written feedback about the proposed closure. It was an open-ended question with no maximum character limit.

Questions seven and eight were marked as *optional* and could be skipped or left blank. The questions asked for input on concerns and/or preferences related to student transitions if the Board proceeds to approve to close QEA. It was understood that some stakeholders felt these questions assumed Board a decision on the closure before one has been made. To be clear that no decision was made while the survey was open, these optional questions were positioned at the end of the survey.

The final question, which was required (respondents could not submit their survey until it was completed), asked participants to rate how easy/difficult it was for them to participate in the survey and understand the decision-making process, and whether they did/did not appreciate being able to provide input into the decision in this way.

See Appendix C for the full text of the survey.

### **Process design**

This survey was conducted via an open link accessible to the public. While the first question asked respondents to indicate their connection to the survey topic, respondents were not required to provide identification or proof of address, etc. It is also not possible through the platform to track IP addresses to be able to say with certainty that each completed survey was submitted by a different person.

Survey respondents self-selected their participation and as such respondents are not from a random sample. This means the results were not weighted to be reflective of a larger group (i.e., the public or community) and, therefore, the results should not be extrapolated to a larger community or group, nor can they be deemed representative of the broader public in Vancouver.

This report summarizes input provided by the voluntary survey respondents. These findings provide a window of insights into perceptions of respondents, and suggests which factors or themes resonated with larger groups of people and which did not.

### **Who participated**

In total, there were 1,031 completed surveys submitted during the engagement period.

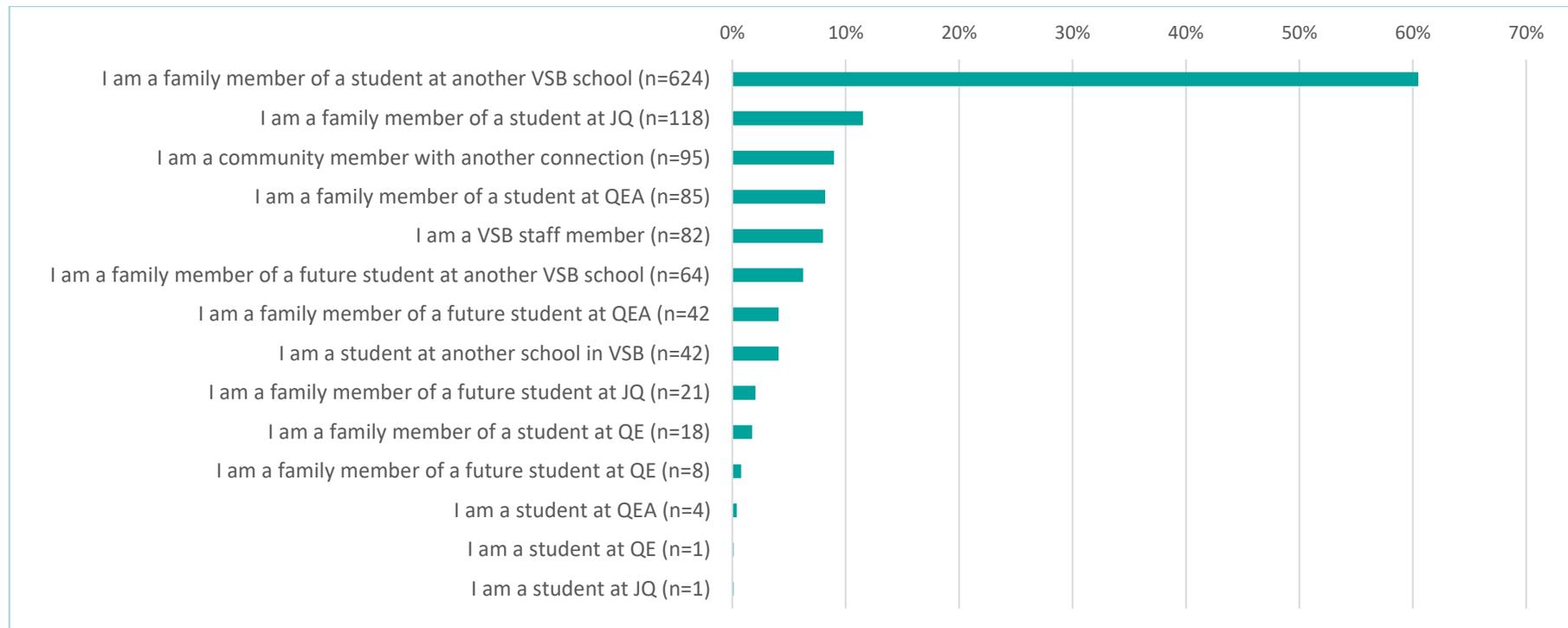
Respondents identified the nature of their interest in the proposed QEA closure in the first question, by selecting the response that best describes their connection to the VSB and its schools.

The majority of respondents (624 respondents) were family members of students at schools other than Queen Elizabeth Annex, Queen Elizabeth Elementary or Jules Quesnel Elementary. Another 64 respondents identified themselves as family members of future students at another VSB school.

There was also representation from family members of current QEA students (85 respondents) and future QEA students (42); family members of current JQ students (118) and future JQ students (21); and family members of current (18) and future (8) QE students.

Close to one in 10 respondents (95) were community members with different connections to the school closure. Of the total number of completed surveys, 82 of those submitted came from individuals who self-identified as VSB staff.

Some current students participated in the survey as well. Respondents included four QEA students, one JQ student and one QE student, as well as 42 students from other VSB schools.



## Online Survey: What we heard

The following is a summary of responses to the survey questions, grouped by question theme.

### Guidance for the Board: What do respondents view as most important when considering the proposed closure

Respondents were asked:

Please tell us to what extent each of the following should be a priority for the Board in making their decision regarding the possible closure of QEA:

- To have more students in seismically safe schools
- To be fiscally responsible and prioritize funding for student programs and services
- To be fiscally responsible and ensure funding is balanced among all students
- To ensure a strong sense of school community is maintained in making any decisions about school facilities
- To support student learning by maintaining the French immersion program
- To potentially generate capital funds for the District that would be used to support building new schools where they are needed and/or enhancing seismic upgrades to existing schools

Five of the six factors tested were seen as a high priority by a majority of respondents. *Seismic considerations* and *fiscal responsibility* were seen as the highest-ranked priorities, followed by *ensuring a sense of school community* and *maintaining the French immersion program*. The lowest-ranked priority was related to *potentially generating capital funds for the District*.

Six in 10 respondents (61%) said that *to have more students in seismically safe schools* should be a priority for the Board in making their decision regarding the possible closure of QEA, with another quarter (25%) saying this should be a moderate priority. A small percentage of survey responses said seismically safe schools should either be a low priority (5%) or not a priority at all (2%), while the remaining 6% indicated they didn't know or preferred not to comment.

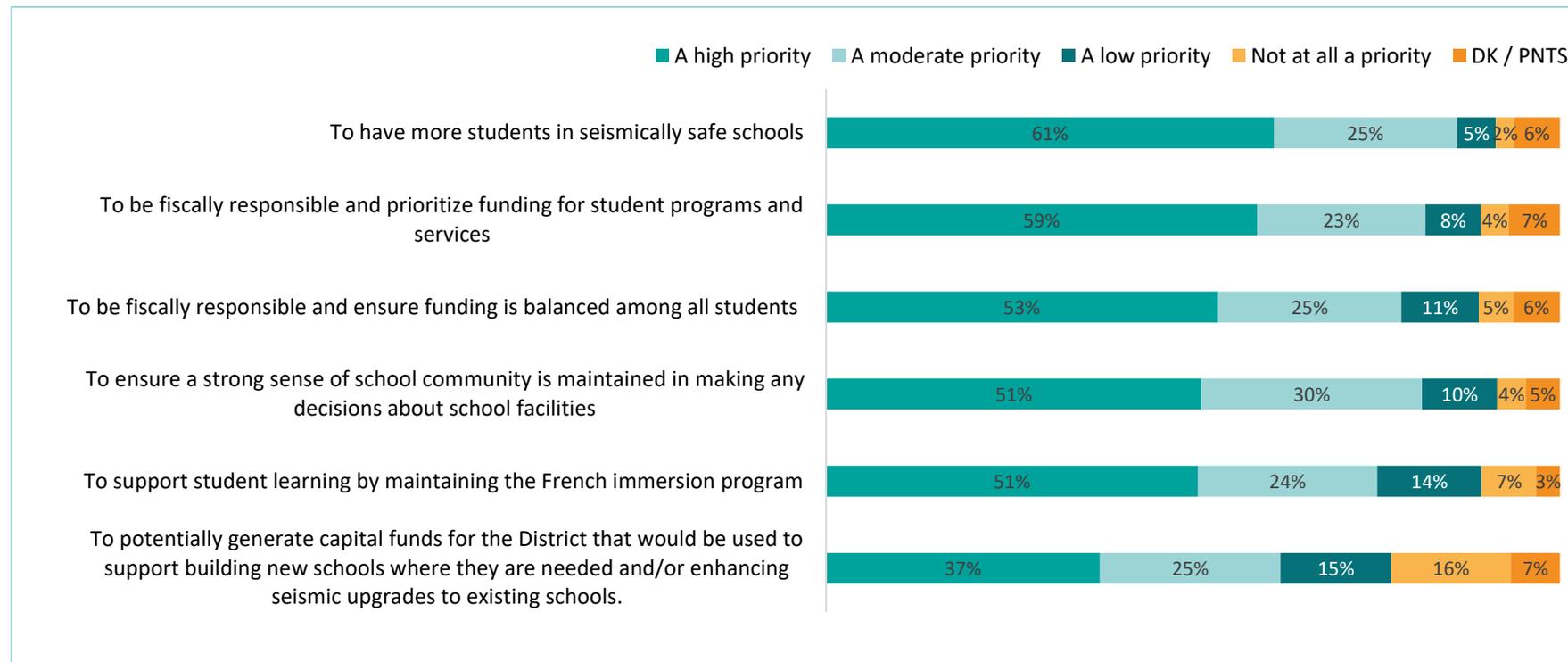
Similarly, nearly six in 10 (59%) said that *to be fiscally responsible and prioritize funding for student programs and services* should be a high priority, with close to a quarter (23%) giving this a moderate priority rating. Eight per cent said this should be either a low priority (8%) or not at all a priority (4%). Seven per cent of respondents selected "not sure."

Just over half of respondents (53%) said that *to be fiscally responsible and ensure funding is balanced among all students* should be a high priority, with another quarter (25%) rating this a moderate priority. The remainder either said this should be a low priority (11%), not at all a priority (5%) or they were not sure (6%).

Half of respondents (51%) indicated that *to ensure a strong sense of school community is maintained in making any decisions about school facilities* should be a high priority for the Board to consider; three in ten (30%) said this should be a moderate priority, while the remaining one in five said this should either be a low priority (10%), not at all a priority (4%) or they were not sure (5%).

Half of respondents (51%) also indicated that *supporting student learning by maintaining the French immersion program* should be a priority consideration and a quarter (24%) said this should be considered a moderate priority. The remaining quarter either rated this a low priority (14%), not at all a priority (7%) or they were not sure (3%).

And lastly, *the potential to generate capital funds for the District that would be used to support building new schools where there are needed and/or to enhance seismic upgrades to existing schools* was seen as a high priority consideration by 37% of respondents and as a moderate one by another quarter (25%). In this case, three in ten said this should either be a low priority (15%) or not a priority at all (16%), with another 7% saying they were not sure.



## Guidance for the Board: What do respondents view as most concerning when considering the proposed closure

Respondents were asked:

In assessing the proposed closure, please indicate the levels of concern you have for the following:

- Losing access to the small learning environment at QEA
- Health and wellbeing of my child/family
- Physical school space (capacity)
- Proximity to school (including safety, walkability)
- Loss of community connection
- Learning outcomes for my child
- Future population growth in QEA area
- More students being accommodated at JQ or QE
- Change for my child/family

Results indicate a relatively high level of concern about all but one of the factors that tested. More specifically, the proportion of respondents who rated a listed factor as a *serious concern* or *somewhat of a concern* was higher than the proportion rating it as a *low concern* or *not at all a concern* for almost all factors. More than three in 10 respondents (between 31% and 37%) rated eight of the nine factors as a serious concern, while the lowest-ranking point, *change for my child/my family* was seen as a serious concern for one in five respondents (20%).

When it came to *losing access to the small learning environment* at QEA, 37% have serious concerns, with another 16% indicating this was somewhat of a concern to them. On the other hand, this was of low concern to 19% and of no concern to a quarter of respondents (25%).

*Child and family health and wellbeing* was seen as seriously concerning to 36% of respondents and was somewhat of a concern for an additional 14%, while to 8% this was of low concern and to 19% this was not at all a concern. Almost a quarter (23%) indicated they didn't know, or this was not applicable to them.

Many are also quite concerned about *school capacity* or the physical school space. Six in ten respondents said this was either a serious concern (34%) or somewhat of a concern (27%). On the other hand, a third rated this as either a low concern (19%) or not at all a concern (14%).

Very similar feedback was received about *school proximity, including safety and walkability*, with a third (34%) indicating this was a serious concern, a quarter (26%) saying this was somewhat of a concern to them, 14% rating this a low-level concern and 16% indicating this was not a concern. One in ten (11%) said they weren't sure, or this did not apply to them.

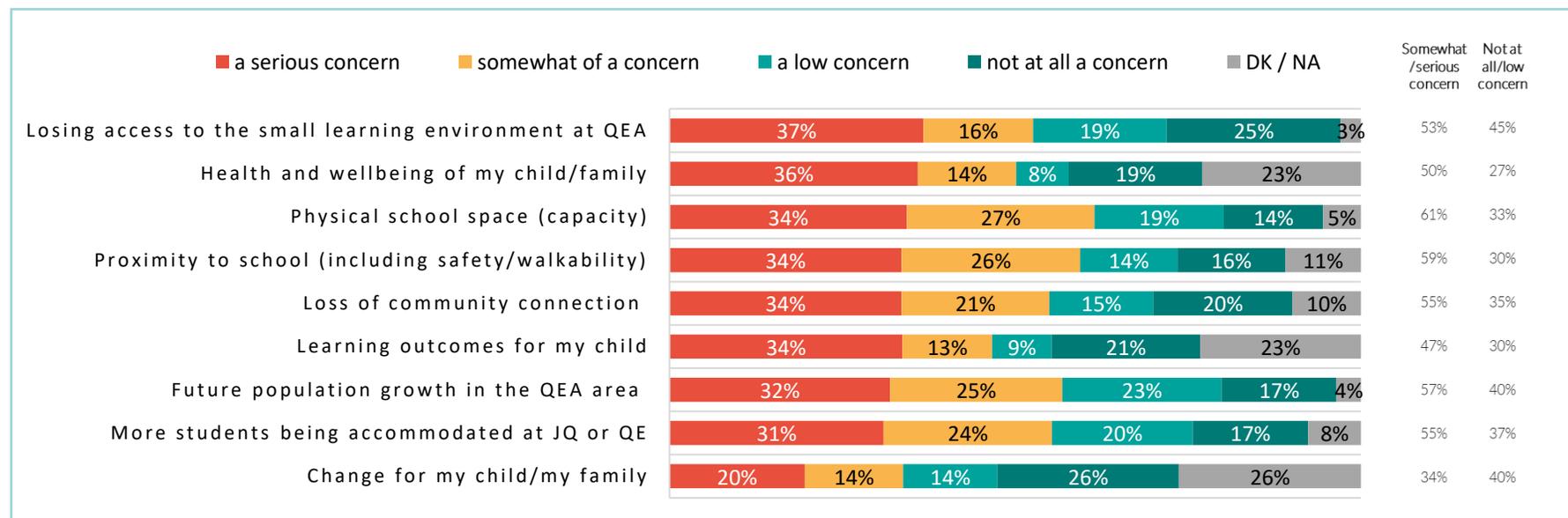
*Loss of community connection* was also a serious concern for a third of respondents (34%) and somewhat of a concern for another one in five (21%). On the other hand, 15% said this was of low concern to them and one in five (20%) said they were not at all concerned about this. One in ten (10%) were not sure or said this did not apply to them.

Just under half of respondents indicated that they either had serious concerns (34%) or some concerns (13%) regarding *their child's learning outcomes*. Nine per cent said this was of low concern and one in five (20%) rated this of no concern at all; almost a quarter (23%) said they *don't know* or this was *not applicable* to them.

*Future population growth in the QEA area* was a serious concern for 32% and another quarter (25%) said they were somewhat concerned about this issue. Meanwhile, four in 10 either said this was of low (23%) or no concern (17%) to them.

Three in 10 (31%) had serious concerns about *students being accommodated at JQ or QE* and 24% said this was somewhat of a concern to them. One in five (20%) rated this of low concern and 17% of no concern to them at all, with the remaining 8% saying they *don't know* or this was *not applicable* to them.

And lastly, the lowest level of concern was measured for *change for my child/family*, with 20% expressing this was of serious concern to them, 14% saying this was somewhat of a concern, 14% saying of low concern and 26% saying this was not at all a concern. Fully a quarter (26%) *don't know* or said this was *not applicable* to them.



### Support or Oppose the proposed closure of QEA

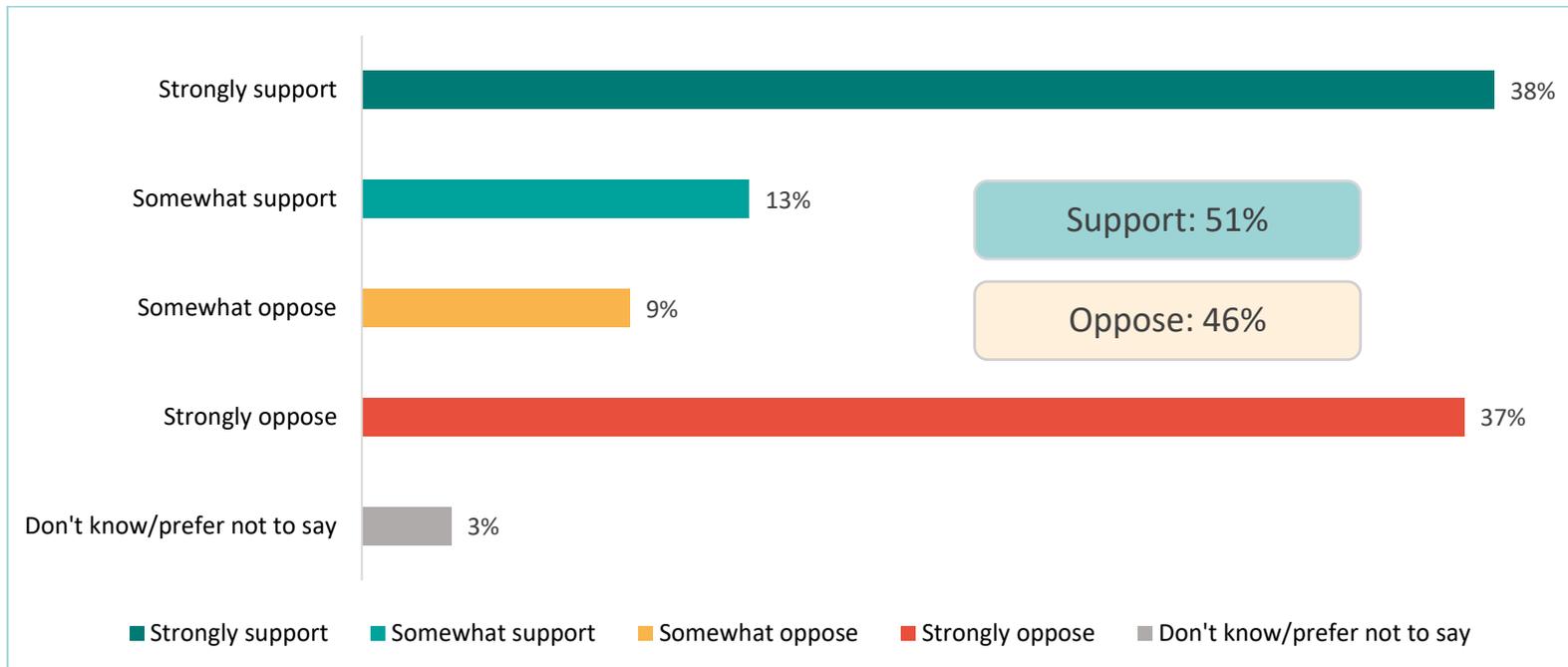
Respondents were asked:

Given the information provided, to what extent do you support or oppose closing QEA?

Responses to this question were closely split. Together, over half indicated support for the recommendation, with respondents selecting either *Strongly support* (38%) or *Somewhat support* (13%).

Almost half of the surveys were marked in opposition to the proposed closure, with 37% saying they *Strongly oppose* it and 9% saying they *Somewhat oppose*.

The remaining 3% were not sure or preferred not to give an opinion on this question.



## Comments and concerns – Open text responses

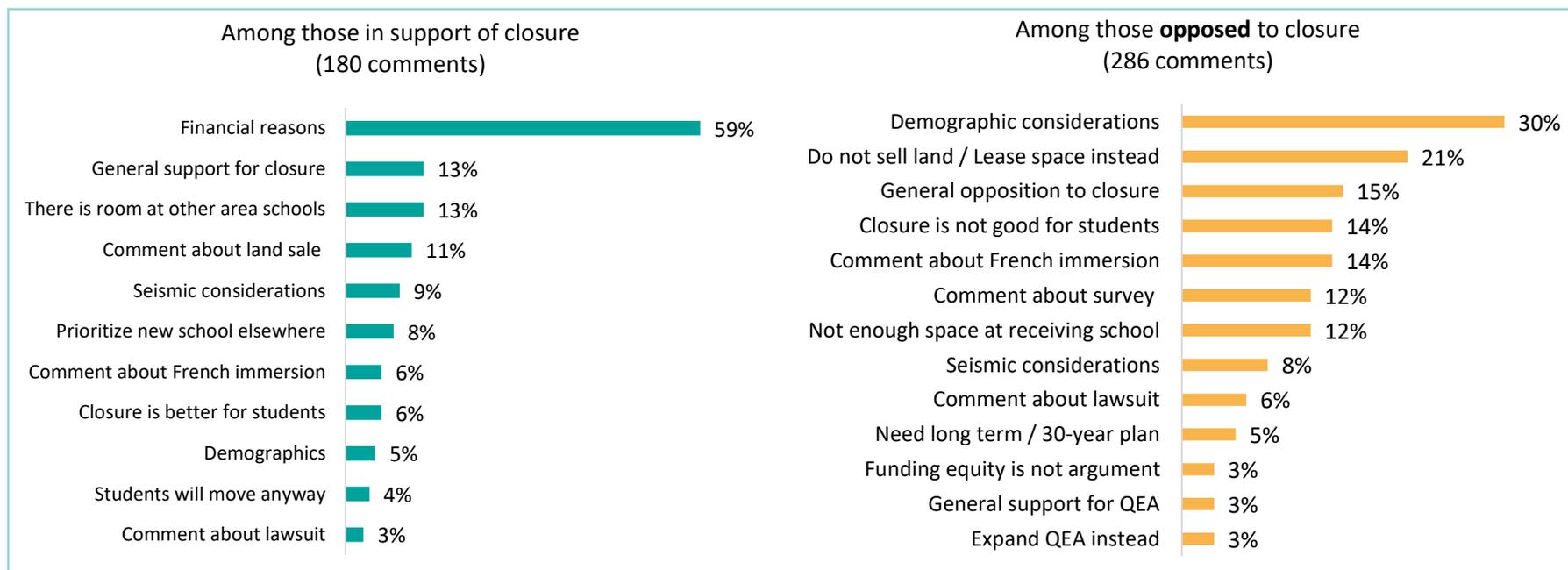
Respondents were asked:

Do you have any other comments or concerns about the proposed QEA school closure that you would like to share?

Providing written comments in the open-text fields was optional. Respondents could skip this question and still submit the survey. Overall, 480 respondents provided written comments:

- 180 comments were received from those who said they supported the closure or QEA;
- 286 from those who oppose closure; and
- 14 from those who were neither supportive nor opposed.

The open-ended responses were reviewed and coded (assigned to categories) and reveal the following high-level themes, which are described in more detail below.



Below are examples of comments received, aligned by theme and sub-theme.

Supportive of closure – 180 total comments		
Theme / % of 180 total comments	Sub-themes (where applicable)	“In their words”: Selection of comments from submitted surveys
Financial reasons (59%)	<ul style="list-style-type: none"> <li>• Funding equity / need to take a district-wide approach</li> <li>• Low enrollment / high per capital costs</li> <li>• General comment about finances</li> <li>• Other specific financial comment about high costs</li> </ul>	<p><i>“Financial prudence dictates the closing of many schools in the VSB. I hope the board actually follows through instead of having the negative financial impacts spread out through all schools.”</i></p> <p><i>“District resources need to be considered from the perspective [of] the whole system and the needs of the entire VSB community, not just the QEA community.”</i></p> <p><i>“Fiscal responsibility is important. It is not fair to be providing funding to a school with low enrollment, at the expense of students at other schools especially when those students can be accommodated at local schools.”</i></p> <p><i>“It makes zero financial sense to support the operating costs of the school to benefit less than 100 students - unbelievably entitled.”</i></p>
General support for closure (13%)	N/A	<p><i>“Just do the right thing - close small, old schools and modernize /build new schools to serve our kids in the future.”</i></p> <p><i>“The school should have been closed years ago.”</i></p>
There is room at other area schools (13%)	N/A	<p><i>“Closure of the annex makes sense. The two proposed schools where the students can go are very good and can accommodate them.”</i></p> <p><i>“QE Annex is on the very edge of the city and there is sufficient excess capacity at QE.”</i></p> <p><i>“It is the responsibility of Trustees to close schools with trending enrolment decline, when numbers can easily be absorbed in other neighbouring schools.”</i></p>
Comment about land sale (11%)	<ul style="list-style-type: none"> <li>• Do not sell the land / lease the space out instead</li> <li>• Support for sale / CFS needs the space</li> </ul>	<p><i>“Public schools should not be sold, should be for community use”</i></p> <p><i>“This valuable land could be used for a larger school in the future, when the demographics have changed.”</i></p> <p><i>“Land is difficult to obtain in Vancouver [...]. It would be highly irresponsible of the VSB to sell school lands.”</i></p> <p><i>“You should sell this facility to the French School Board - Conseil Scolaire Francophone (CSF).”</i></p>

Seismic considerations (9%)	N/A	<p>"I would not want to put lives in danger in case the big one hits. The students and staff do deserve to be in a safe environment."</p> <p>"I still support the closure of QEA--for fiscal reasons and seismic ones, this seems like the appropriate choice."</p>
Prioritize new school elsewhere (8%)	<ul style="list-style-type: none"> <li>• Should build new school in Olympic Village /downtown instead</li> <li>• Prioritize areas with higher density (general)</li> </ul>	<p>"I think it's important to make these hard decisions and allocate resources fairly. There are areas like Olympic Village desperate for school space."</p> <p>"Building a school in Olympic Village should be expedited."</p> <p>"Priority should be to build space in downtown core"</p> <p>"I would fully support the sale of this site if it allowed for schools to be provided more quickly in Downtown / Metro Core, including SEFC."</p>
Comment about French Immersion (6%)	<ul style="list-style-type: none"> <li>• Need to ensure there are enough / more FI spaces</li> <li>• Other comment about FI program</li> </ul>	<p>"The VSB can fill more spots for French immersion if they accept the students applying."</p> <p>"The competition for french immersion/specialty choice programs is so high that the VSB needs to work on equal access to all, no matter where they live in the city."</p> <p>"I also agree the transition to JQ or another larger, French Immersion programme, will be beneficial for the small school population currently at QEA now."</p>
Closure is better for students (6%)	<ul style="list-style-type: none"> <li>• Bigger school will have more resources, is better for students</li> <li>• Better learning opportunities at other school</li> <li>• Fewer transitions</li> <li>• Better for students (general)</li> </ul>	<p>"I actually think children can also benefit from the larger school setting."</p> <p>"having "full" k-7 schools allows better access to resource teachers and other support staff."</p> <p>"Students from QEA would likely get better programs and a better learning environment in a larger school and they would be going to JQ anyway in Gr. 4"</p>
Demographics (5%)	<ul style="list-style-type: none"> <li>• General comment about demographics</li> <li>• Population will grow</li> </ul>	<p>"I live in this area and the number of children currently living in the neighbourhood is low. Many of these attend local private schools."</p> <p>"...but what about demographic changes? There may be fewer students but we might expect the demands of those students change."</p>
Students will move to receiving school anyway (4%)	N/A	<p>"The students at the annex must move schools at some point regardless."</p> <p>"it seems relatively straightforward to move the students to nearby elementary schools, to which most of the students will move after their primary years in any case"</p>

Comment about lawsuit (3%)	<ul style="list-style-type: none"> <li>• Lawsuit is a good reason to close</li> <li>• Question about the legal proceedings</li> </ul>	<p><i>"I think the civil suit by the CSF in particular is a good reason to close"</i></p> <p><i>"[...] I am confused by the legal proceeding underway being a concern"</i></p>
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Opposed to Closure – 286 total comments		
Theme / % of 286 total comments	Sub-themes (where applicable)	In their words
Demographic considerations (30%)	<ul style="list-style-type: none"> <li>• The population will grow (general)</li> <li>• Population will grow at Jericho / UBC</li> <li>• Other comment about demographics</li> </ul>	<p><i>"Schools should not be closed! [...] Dunbar's population will inevitably grow - future kids need this school."</i></p> <p><i>"Please do your homework and look at long range density planning in the areas adjacent to QEA. Absolute foolishness to close it when the area is booming in terms of housing construction that will accommodate young families."</i></p> <p><i>"The Jericho lands development will put stress on the school capacity of this side of town"</i></p> <p><i>"With increased density planned for the west side this proposal is both short sighted and foolhardy."</i></p> <p><i>"With the anticipated population growth in Vancouver, which includes growth in the Dunbar and UBC areas as large housing projects have are in progress to add densification, more schools will be needed."</i></p>
Do not sell land / lease space instead (21%)	N/A	<p><i>"Selling the site is short sighted regardless of your decision. Keep the land."</i></p> <p><i>"This is a huge land asset, once it's gone it's gone. What is VSB long term plan?"</i></p> <p><i>"Selling off assets to bridge funding gaps is short-sighted. VSB will never be able to afford or purchase new land or buildings on the West Side, it should focus on maintaining and improving what it has."</i></p> <p><i>"It is absolute lunacy for any public entity to sell real estate. If the school truly must be closed due to operating expenses etc, which I find hard to believe, then the land should only be considered to be made available for lease."</i></p>
General opposition to closure (15%)	N/A	<p><i>"We should not be closing any schools."</i></p> <p><i>"School closures should be avoided at all costs. This school in particular is an integral landmark."</i></p> <p><i>"Given the pandemic it is a CRAZY decision to close QEA, crazy!!!"</i></p>

<p>Closure is not good for students (14%)</p>	<ul style="list-style-type: none"> <li>• Sense of community at QEA</li> <li>• Better learning outcomes at QEA / at small school</li> <li>• Not good for student mental health</li> </ul>	<p>"Closing the QEA school site DOES NOT prioritize student learning."</p> <p>"This annex has been a historical and integral program for the community. The community at QEA is close knit and supportive, imperative to fostering resilience; a sense of belonging, and connectedness within the future generation."</p> <p>"smaller schools can be very beneficial to a portion of the student community. My kids would not be who they are today if they went to a larger school."</p>
<p>Comment about French Immersion (14%)</p>	<ul style="list-style-type: none"> <li>• Need to ensure there are enough FI spaces /cannot lose FI spaces</li> <li>• Need to ensure more FI spaces</li> <li>• Closing school will not be good for FI outcomes</li> </ul>	<p>"There is always a shortage of French Immersion spots in the City and many people would be prepared to travel to QE annex"</p> <p>"It is already very challenging to enroll a child in French Immersion in 2022 and closing QEA further reduces the spots available."</p> <p>"What is left completely nebulous if whether the same number of spots for future French immersion students that will be lost with QEA closure will be accommodated elsewhere. In my experience, spots for French immersion are in short supply relative to demand in the VSB."</p>
<p>Comment about survey (12%)</p>	<p>N/A</p>	<p>"Your survey wording was poorly written"</p> <p>"This survey is terrible and biased to closing the school."</p>
<p>Not enough space at receiving school / at JQ (12%)</p>	<ul style="list-style-type: none"> <li>• JQ cannot accommodate more classes / students</li> <li>• Receiving school(s) cannot accommodate more classes / students (general)</li> </ul>	<p>"I don't understand how moving these kids to JQ is feasible. The outdoor space at JQ is simply too small to accommodate an extra 80 kids, particularly in the area reserved for the primary students. My kids already struggle at recess because of the noise and chaos."</p> <p>"I have serious concerns about the capacity of JQ to absorb the potential closure of QEA."</p> <p>"Closing QEA will likely overcrowd JQ/QE. This is especially problematic in the COVID era."</p>
<p>Seismic considerations (8%)</p>	<p>N/A</p>	<p>"The rationale for closing the school is so weak: 1) QEA is not seismically safe, so let's add them to QE which is also not seismically safe."</p> <p>"ALL students should be in seismically safe schools. But they aren't. And you only seem to care at times like this"</p> <p>"They should seismically upgrade the school and consider providing some rental units above the school (similar to Crosstown Elementary in downtown) for families with young children so they can attend the school"</p>

<p>Comment about lawsuit (6%)</p>	<ul style="list-style-type: none"> <li>• Legal issues are not argument for closure / should not impact students negatively</li> <li>• Question about legal proceedings</li> </ul>	<p><i>"Ending ongoing legal issues is not a justification for closing a school"</i></p> <p><i>"I'm concerned that the current costly legal dispute with the Francophone public school board is being factored too heavily in the decision to close QEA"</i></p>
<p>Need long term / 30-year plan first (5%)</p>	<p>N/A</p>	<p><i>"I do not support closing this school or any other VSB schools until a transparent long term plan for schools facilities based on where kids live now and where kids will live in the future is in place."</i></p> <p><i>"a 30-year long term plan for schools facilities, that's based on where kids live now and where kids will live in the future and transparently discloses enrollment assumptions, is needed before closing any schools"</i></p>
<p>Finances / funding equity is not argument (3%)</p>	<p>N/A</p>	<p><i>"being fiscally responsible and providing funding for students are not mutually exclusive! some students need more funding than others."</i></p> <p><i>" the idea that per student funding will be the same for all students across a district, city or province reflects a grave misunderstanding of economics, especially with respect to real estate value."</i></p>
<p>General support for QEA (3%)</p>	<p>N/A</p>	<p><i>"My children and I love QEA. [...] My children are excited to go to school every morning because of the staff and the students."</i></p> <p><i>"QEA was a wonderful learning environment for my sensitive, timid son, who was supported there and thrived, as he is doing now, thanks to the wonderful, intimate, nurturing environment"</i></p>
<p>Expand QEA instead of closing the site (3%)</p>	<ul style="list-style-type: none"> <li>• Maximize capacity at QEA / Make QEA English / Dual track</li> <li>• Expand QEA</li> </ul>	<p><i>"If anything QEA should be expanded so more children can have access if possible."</i></p> <p><i>"No school closures!! West side is growing in population, With expansion of UBC and Jericho lands. WE NEED MORE SCHOOLS and definitely French Immersion. If any change is needed it would be INCREASING capacity for QEA."</i></p>

### Optional: Preference for receiving school if closure is approved

Respondents were asked:

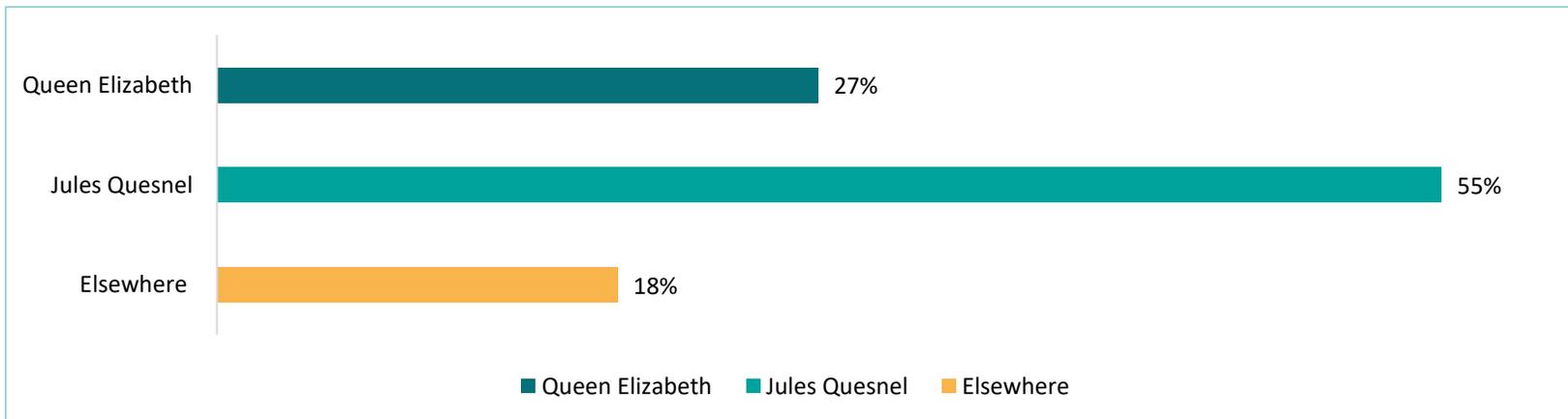
Based on this information, should the Board decide to close QEA, would you prefer that the program relocate to JQ, QE or elsewhere?

This question was optional. Respondents were able to leave this question blank and still submit their survey. As such, only 931 responses were received, compared to the mandatory questions which all received 1,031 responses.

When asked for their preference of receiving school, if the closure is approved, a majority of respondents (55%) indicated they would prefer that the QEA program were moved to JQ. Over one quarter (27%) would prefer QE, and the remaining 18% indicated they would prefer the program be moved elsewhere.

Respondents who selected “elsewhere” had the option to write-in a suggestion; however, upon analysis of responses provided, most did not name a specific site or location, but rather commented that they did not want QEA to close at all or entered comments that were out of the scope of the question or the engagement.

A small number of alternate suggestions were received, including that the Board allow each individual family to choose, rather than to move the program as a whole to one school or another. Other suggestions included: to have a new K-7 French immersion program, either elsewhere (unspecified), in the Olympic Village, or on the existing QEA site; or to swap buildings, with JQ and QEA moving to the QE site and QE students moving to the JQ site.

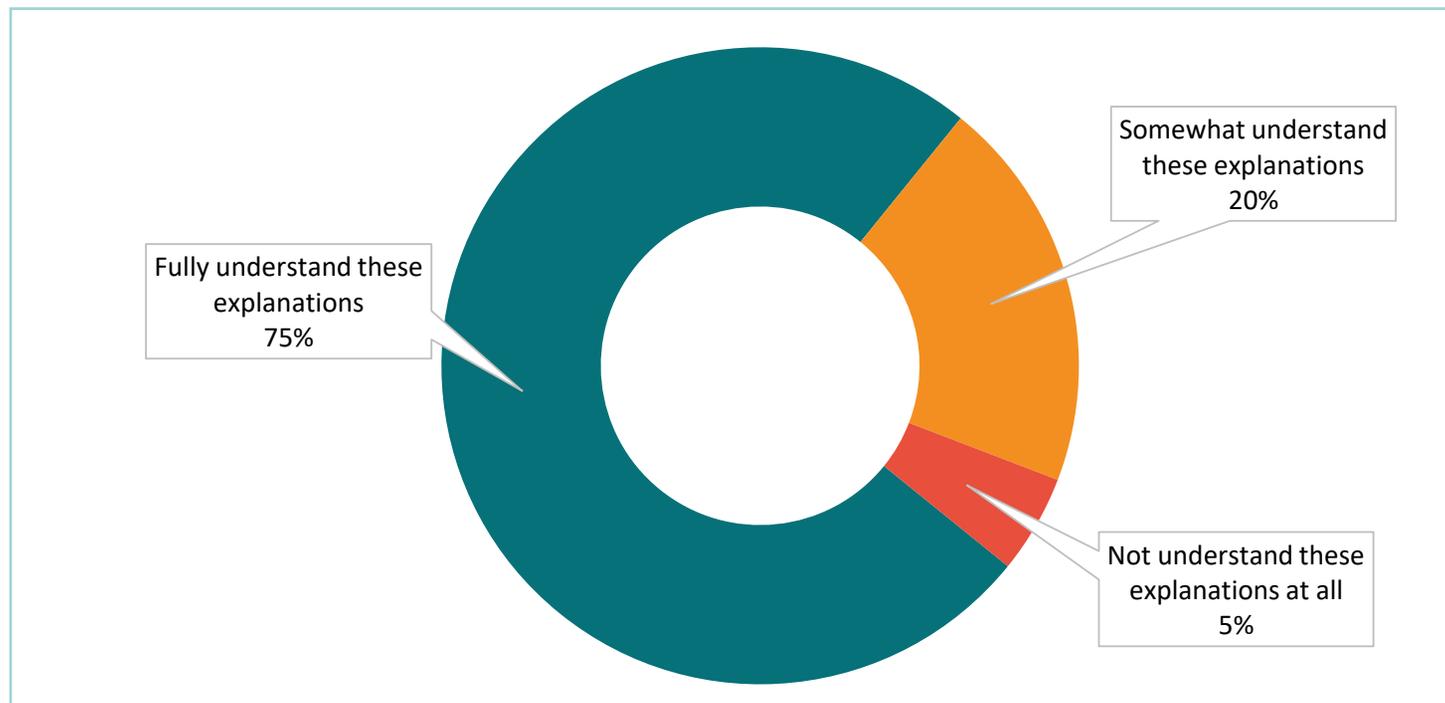


Survey evaluation: Participant feedback on information presented and engagement process. Two questions about the survey and the engagement process were included in the survey.

First, respondents were asked about the background information provided in the beginning of the survey, which discussed the reasons behind the recommendation to close QEA.

For the most part, respondents indicated that the information was clearly understood.

Three quarters of respondents (75%) indicated they fully understood those explanations, one in five (20%) understood them somewhat and 5% said they did not understand the explanations at all.

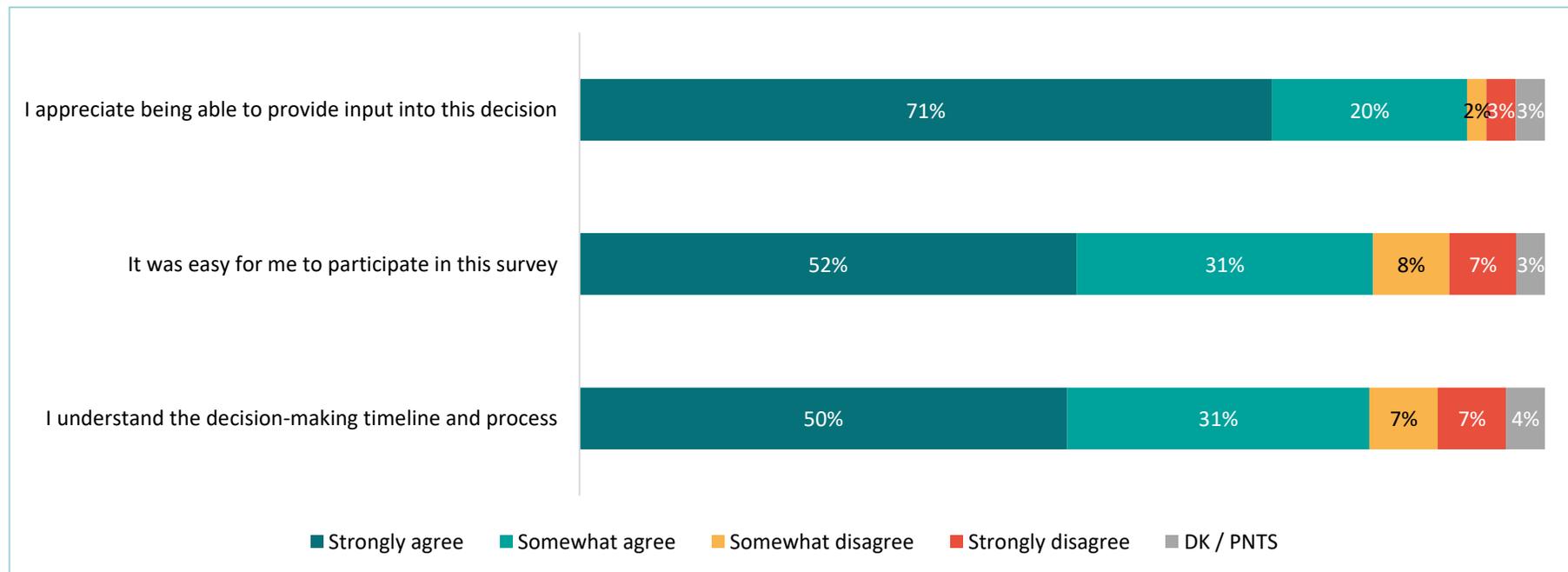


Secondly, at the end of the survey itself, respondents were asked a question measuring ease of participation, appreciation for the ability to provide input into the decision and understanding of the decision-making timeline and process.

The majority of respondents agreed that they *appreciated being able to provide input into the decision*, with 71% strongly agreeing and 20% somewhat agreeing with this statement. The remainder either somewhat disagreed (2%), strongly disagreed (3%) or was not sure (3%).

More than eight in 10 also agreed, either strongly (52%) or somewhat (31%), that it was *easy for them to participate in the survey*, with 8% somewhat disagreeing and 7% somewhat disagreeing with this premise (3% indicated they did not know, or they preferred not to say).

Lastly, similar results were seen for the statement *I understand the decision-making timeline and process*, with half (50%) in strong agreement, three in ten (31%) agreeing somewhat, 7% somewhat disagreeing, 7% strongly disagreeing and 4% answering that they don't know or preferred not to say.



# Community Dialogue Sessions - Findings

## Background

Five community dialogue sessions were held over Zoom (virtually) from Apr. 19 – 28. The sessions were 90-minutes in length and facilitated by Delaney. Community dialogue sessions were promoted by the District through direct communication to all VSB families (letter), on the District’s website, social media channels and through a news release (Apr. 5).

Initially, three community dialogue sessions were planned; however, during early engagement meetings in March, the QEA and JQ PACs both requested additional dedicated sessions for their school communities. For that reason, it was recommended adding two school specific sessions that could be specifically promoted to QEA parents, and another to the JQ school community.

A small number of individuals registered for multiple sessions; out of 100 registrants, there were 93 unique individuals who registered to attend. At the sessions, there was a total of 61 attendees, including some who attended more than one. Although the number of people attending each session was recorded, names/identities of participants were not documented.

## Key Dates

Date / Time	Event	Participants Registered	Participants in Attendance <small>*small # participants attended multiple sessions</small>
April 19: 7:00 p.m. – 8:30 p.m.	QEA community session	26	18
April 20: 7:00 p.m. – 8:30 p.m.	JQ community session	28	19
April 21: 6:00 p.m. – 7:30 p.m.	Public session 1	13	5
April 27: 3:30 p.m. – 5 p.m.	Public session 2	11	6
April 28: 7:00 p.m. – 8:30 p.m.	Public session 3	21	13
	TOTAL	100 (93 unique registrations)	61

## Format

All five community dialogue sessions were led by Delaney and began with a territorial acknowledgement, welcome, overview of the agenda and of values for engagement (respectful dialogue, hear from all voices, spirit of community, and speak only for ourselves).

Each session was attended by Deputy Superintendent David Nelson, who presented an overview of the District's proposal to close QEA to participants.

The [slides](#) and [a recorded version of the staff presentation](#) from the community dialogue sessions were posted on the project information website.

As part of the presentation, participants were invited to submit questions for clarification in the chat to Deputy Superintendent Nelson. FAQs on the project information website were updated following each session, including responses to clarification questions.

Following the presentation, participants were assigned to breakout groups for the second half of the session (approximately 45 minutes). The purpose of the small group format was to ensure that all participants at the community dialogue sessions would have opportunities to speak and provide spoken input/feedback to the proposed closure. During dialogue sessions where there were fewer than 10 participants, no breakout groups were required.

Three questions guided discussion during the breakout groups. In each group, the process was consistent: the facilitator read the first question, and then in roundtable format, invited participants to speak individually and uninterrupted for approximately three to four minutes in response to the question. Once all participants were offered an opportunity to answer, the facilitator read the second question and once again provided participants the option to respond individually. The process repeated with the third and final question.

- 1) In assessing the proposed closure of QEA, what are concerns and/or opportunities from your perspective?
- 2) In assessing the proposed closure of QEA, what factors should be a priority for the Board in making their decision?
- 3) Are there additional comments you would like to contribute that may not have been shared yet?

Delaney facilitators captured feedback received at the breakout sessions in de-identified notes (no names were included).

After each session, the District sent an email to all individuals registered for the session to thank them for their interest and provide links to the QEA survey and VSB engage email account ([engage@vsb.bc.ca](mailto:engage@vsb.bc.ca)), should they have additional feedback.

## Process Design

It is important to note that there are limitations with any engagement process design that may impact the results of the engagement process. A limitation for these community dialogue sessions included the available time and schedule: the duration of each session was 90 minutes, which

included the District presentation. Depending on the number of participants per session, the time available per individual to provide spoken feedback during breakout groups varied. As a balancing strategy, all participants were reminded of the option to contribute written feedback through the online survey and the VSB engage email address.

The community dialogue sessions were designed to create a small, safe setting for participants to feel comfortable sharing open and honest verbal feedback to a neutral third party. For some people, this makes participation in the engagement process easier and more comfortable than completing a written survey or written submission.

To maintain this dynamic, Delaney used breakout groups of 10 people or fewer for the roundtable discussions. This meant that in sessions where there were multiple breakout groups, participants did not hear firsthand the input of all the other participants, but rather just of those in their smaller group. This format ensures participants more privacy in sharing their personal perspectives and input than they would have in other available options, such as the Special Board Meetings (delegations) held on April 19 and May 24. At Special Board Meetings, which were livestreamed on YouTube, individuals were able to make presentations directly to the Board.)

As such, despite structural constraints and limitations, members of the public had multiple options to be able to participate in the consultation process and could identify a method or methods that suited their preferences and needs.

### **Community Dialogue Sessions: What We Heard**

Across all five community dialogue sessions, participants raised concerns about the proposed QEA closure and the Board process for decision-making.

No participants at the community dialogue sessions voiced support for the QEA closure. There were a small number of comments made, however, recognizing that the Board's role is to consider needs of all of the students in the District, not just those in one area.

Here is a summary of the feedback received from participants at the dialogue sessions:

#### **1) Lack of trust and lack of confidence in VSB**

The most common theme across all five community dialogue sessions was an overall lack of trust in VSB generally, including its decision-making and consultation processes. This was among the key messages of participants who attended multiple dialogue sessions, as well as others who attended only one.

Specifically, several people referenced that the proposal to close QEA has been made three times previously, and each time they voted not to proceed (2008, 2016, 2019). Some parents and participants who indicated that they had been through the closure discussion previously, said as a result of these experiences, their trust in the District staff and Board process is low.

Numerous references and comments were made that parents of students in the impacted schools (QEA, QE, JQ) were not being provided accurate and transparent information by the District. Some felt this was a pattern that has been evident in past discussions related to the proposed closure of QEA. Additionally, one participant who attended multiple dialogue sessions, noted being told in 2019 by VSB that the community had been advised then that a QEA closure would not be brought forward again.

Consistently and across all five sessions, there were participants who voiced “process concerns” and said they felt it was neither open nor fair to parents. “Information has been from one perspective” and that there is a “lack of transparency” about all the options considered by District staff were common themes. The question “what other options besides closure were considered” was asked on multiple occasions. Parents with children at the impacted schools (QEA, QE and JQ) spoke about a lack of notice ahead of meetings and decisions being made (“three days” and “late Friday afternoon”), and one person commented, “A year is not enough time to prepare for transition... it is a rush decision for implementation.” Others said their trust had been violated through this experience, and as a result, they find it hard to trust the outcomes of the process.

When asked what factors Trustees should consider in making their decision, some participants said the Board should consider their role and whether the consultation and decision-making process has been fair and equitable. One participant said Trustees should know how frustrated parents are by this process and felt that Trustees should be more directly accessible to the public.

## 2) Long-range planning:

A consistent theme in questions asked by participants and in concerns raised was on the topic of long-range planning, and the belief that the District should have in place a “30-year plan” before proceeding with a decision to close a school. Several participants referenced VSB as having a seven-year Education Plan, which was described as “short-sighted,” especially as compared to the City of Vancouver’s ‘Vancouver Plan’ which is described as supporting growth to 2050 and beyond. One participant said it is best practice for planners to use a 50-year horizon. This comment received support from others in that group.

Several people questioned why it seems that District staff use past enrolment trends to make decisions, rather than taking a future-focused, projections approach. Overall, participants did not have a common, nor clear understanding of how the District determines its long-range plan and decisions.

Combined with the previously mentioned lack of trust in VSB, this resulted in several people expressing a range of responses, including frustration, anger and concern. Some said that Trustees are risking making an “uninformed decision” or ill-informed decision about QEA that will have negative long-term financial implementation for VSB, and that will have direct negative impacts on student learning for students of QEA, JQ and QE.

## 3) Use of population data:

Several participants at each of the five sessions spoke to the growing communities and development in the area around QEA, including Dunbar, West Point Grey, Kitsilano, UBC and Jericho Lands. Comments included that more young families are moving and will continue to move to the

area. Some people referred to new daycare businesses opening for newborns and young children, who in the coming years will be entering the school system. Others spoke more generally to ongoing densification in the area, including overall population growth.

Similar to the previous theme, multiple participants raised concerns that from their perspective, the District's data does not align with City of Vancouver population and planning data. One participant spoke about the City anticipating an increase of "65,000 units on the westside" and said the District's plans do not account for that scale of growth.

Others said that City planning staff and City councillors have indicated they have not heard from or worked with the District on long-range planning. Generally, comments reflected again a lack of confidence in the District, in this case in staff's ability to coordinate planning activities with the City of Vancouver and to reflect long-range planning considerations in decision-making.

Participants asked whether District staff had reviewed the most current Census data, which they said shows that the population in the area is not declining. A small number of participants referred to their own data and enrolment information that has been gathered locally over the years that QEA has been considered for closure.

Concerns raised by participants included that while QEA is a District-choice program school currently, it may be needed as a neighbourhood school in the coming years. From participants' perspectives and observations, the population of the west side of Vancouver is changing and will require more school sites. A few participants suggested transitioning QEA to a kindergarten to grade seven school. Others urged Trustees to prevent creating a situation where families are forced to drive their children to schools rather than have them able to bicycle or walk.

#### 4) Potential impacts on Jules Quesnel (JQ) school and student experience:

One of the five community dialogue sessions (April 20) was identified and promoted as being specifically open to parents and people in the community with connections to JQ; however, comments specific to JQ were made at all sessions.

The most common concern raised at the sessions related to JQ was the belief that the student population at the school is already crowded and/or "at capacity." Some participants said they had heard that already there were classrooms without windows to the outdoors, and worried that current JQ students would be moved into portable classrooms if the QEA students were added.

Some parents raised concerns about learning support programs at JQ, specifically that Applied Design Science and Technology (ADST) would lose the classroom space it occupies today if QEA is closed. They worried the programming would be cut back or no longer available at JQ. Others referenced the current need for and use of "flex" spaces and classrooms at JQ, and they challenged the information presented by District Superintendent Nelson around space planning.

In addition to comments about indoor space limitations, several participants spoke about limited outdoor and playground space at JQ. They said that JQ lacks sufficient play areas already, and that there is limited green, grassy space at the school. One parent referenced attending JQ as a student in the 1980s and said that since that time, the outdoor space has been reduced to half of the area it once was. Another participant said that

their child already finds it difficult to be outside because it is so crowded, and worried that adding QEA students to the school population would negatively impact the child's experience. Participants said that by comparison, JQ's outdoor space has among the smallest-per-student amount of land of all schools in the District.

Several people made comments such as, "adding additional kids will just exacerbate an already congested school." Another participant identified that, although small, the outdoor space is difficult to supervise and therefore safety is an issue, given the amount of paved space.

A related concern voiced specifically by JQ parents was that many of them had not been inside the school for over two years (which for parents of younger children this may mean they have never been inside the school), since before the COVID-19 pandemic, due to public health restrictions and school direction. They said it was challenging for them to understand the full impacts of the proposal to relocate QEA students to JQ, because they have not themselves seen the physical space and classrooms in the school.

### 5) Concerns about CSF land request:

Several participants across different dialogue sessions made at least brief references to the Conseil Scolaire Francophone (CSF) and its interest in the QEA site as a potential location for a French language school. In most cases, they dismissed the CSF's ongoing legal actions as not relevant to the QEA closure discussion.

Many people said they felt it is not the responsibility of VSB, but rather it is the Ministry of Education which is obliged to negotiate with the CSF in relation to ongoing legal action. Comments included "the VSB should not be forced to offer the land," "the VSB can say no," and "the Board should be focusing on needs of the students and spend less time worrying about litigation."

Several parents who self-identified as having children at QEA said they believe that the decision to close the school is very clearly about land and not about the students and their learning experience; they said Trustees should be thinking about the children, the benefits of a smaller school, particularly during a pandemic, access to outdoor spaces and walkability. "Staff and Trustees are failing in their duty," said one parent, "My trust has been violated."

Similarly, participants at multiple sessions referenced their lack of trust because they feel there have been secret deals and closed meetings between the Board and the Ministry of Education which would illuminate the true reasons for closure. They felt that the decision to close QEA has likely already been made because of the legal direction to the provincial government to provide land to the CSF. One participant said that if VSB is "trading" the land at QEA for a new school in Olympic Village, the Board and the Ministry should state that publicly. Dialogue around CSF and litigation further re-enforced the first theme, being a lack of trust in the process and in VSB.

There were a small number of participants who suggested that the Board consider leasing some of the QEA property to the CSF for use (e.g., portables) to generate revenue, and they wondered if this had been considered as an option.

## 6) Timing of proposed closure:

The timing of the proposed QEA closure was raised in almost all the sessions, including both the session dedicated to QEA families and the session for JQ families.

Some QEA parents noted that when a QEA closure was proposed in 2019 and did not move forward with official public consultation, the school community was told by the Board that the issue was closed. They voiced frustration that they had “been through this before” with their older children and were now experiencing a repeat of the same issue with their younger children. Multiple participants said this discussion and process is exhausting and traumatic for them and their children to go through repeatedly.

Other parents voiced frustrations that the closure was being proposed so soon after the pandemic, saying that QEA families are already suffering from the effects of interruptions to regular school routines due to COVID-19. Two or three parents said specifically that the proposed closure was impacting the mental health of their kids, who want to stay at QEA. One said, “the timing of adding this extra stress is very poor.” Another spoke about their child being frustrated there was no way for (young) students to understand and participate in the public consultation.

## 7) Broader neighbourhood and community impacts:

Participants in the dialogue sessions voiced strong appreciation for QEA and its current and future contributions to the local community, beyond classroom instruction. One participant described QEA as a “magical place that we all love so much,” while others referenced the natural setting and environment where the school is situated. Related comments included that QEA is a gathering place for the community, and a place families come after school hours and on weekends. They spoke to the “safe area” that QEA provides, and a concern that if the closure proceeds in future years the land could be developed into townhomes. Another participant shared how QEA was a community upon which they could rely, particularly during difficult times. They added that a small, tight knit community was a “gift” and helped their family during difficult times.

Some participants worried that closing QEA would mean more families would need to drive their young children to school at JQ or QE because it is farther away, adding more vehicle traffic to the neighbourhoods of those two schools. They questioned whether District staff had done traffic analysis to consider safety impacts of having more students at JQ or QE, though this concern was primarily raised in discussion about transitioning students to JQ.

Participants in two different dialogue sessions asked climate change had been a consideration in the District’s proposal. Some referenced the local support for “car free May,” and said that from their perspective, families in the impacted neighbourhoods are very committed to making choices aligned to environmental concerns. In their opinion, the proposed closure is contrary to the values held by residents in the area as well as the District’s own stated values. Concerns were also raised that if QEA became the site of a Conseil Scolaire Francophone (CSF) school, it would have a regional catchment and mean up to 600 additional cars could be driving to the neighbourhood daily.

## 8) Benefits of small school learning environments:

Although not a primary theme, the benefits of smaller schools, and in particular Annex schools, was raised by multiple participants in the dialogue sessions. Participants noted that children have a range of learning styles and needs, and that for some children a smaller school environment like QEA provides a better learning environment. For younger children, parents said QEA offered an easier and more supported transition from preschool.

Some participants said they were frustrated that “VSB is putting everyone in a singular box” and that “we need to support smaller schools” in the District. They referenced the benefits of the outdoor spaces around QEA and how the outdoor space supports student learning. Small schools provide the option for “kids to be kids,” said one person, referring to challenges with “influences” of older students on younger children. Additionally, participants referenced the need to allow parents choices for where they send their children and that for some, “small kids in small schools” works best for them. A participant identified how their child didn’t cope well with noise and that a small school like QEA was a much calmer environment that worked well for them.

There were some concerns raised that the District would move forward to propose closing other small schools (annexes) if the QEA closure is approved.

One parent of a QEA student who valued the small school learning environment and as a first choice preferred to see the school continue to stay open, however, they noted that if Trustees do decide to approve the closure, they hoped that it would mean more equitable distribution of VSB funding and resources to benefit all students.

## 9) Access to French Immersion

Some participants raised concerns about continued access to French immersion on the westside in their feedback during the community dialogue sessions. They referenced “demand across the city” for French language programming and noted that no one wants to see a reduction in current capacity. It was asked how any school that offers French Immersion could be on a VSB closure list and suggested that if additional seats were offered at QEA it could lead to growth in the school population because “if you build it, they will come.” Participants said that families across Vancouver are “desperate” to get into French immersion, so the Board should be considering how to expand access through QEA.

Some participants in the QEA session spoke about the District’s enrolment data and said the past two years of numbers represent a “blip” due to the pandemic, and that with JQ “at capacity” the Board should expect an increase in enrolment at QEA in the coming post-pandemic years.

There were additional concerns that should the QEA closure be approved, about the proposed option of relocating current students to QE, which is currently an English only school. Participants said it does not make sense to transition French immersion learners to a larger English school, because they would lose out on the fully immersive experience.

Finally, a number of participants asked about the District's plans for new schools in the future, as the Jericho Lands development moves forward, and more people move into the area around UBC. They questioned whether the new schools to accommodate these families would be English track or French immersion and were concerned that this information was unclear in the District's presentation.

### 10) Seismic safety of school facilities

Although included in the District's rationale is that QEA has a low seismic safety rating, this was not a top concern for many participants. Generally, participants disagreed with the notion that moving student programming to another school would increase student safety.

Participants noted that QEA is a small, one-storey building; they felt those factors alone would make it easier to evacuate and/or keep children safe during a seismic event, as compared to QE. Some participants questioned how moving students from QEA to QE, which has the same seismic rating, was a safety improvement for those children.

### 11) Engagement and consultation process

Although not directly related to the QEA closure proposal, it is important to note that some participants who attended community dialogue sessions raised concerns about the engagement process itself. From their perspective, some people said they believe the online survey and the three questions used in the dialogue sessions were intentionally "leading" and biased, and that they provided participants no option to object to the closure outright. They said they felt that if they answered the questions at all, it would be interpreted as support for the closure, which was not their intent.

This prompted some participants to attend the dialogue sessions to *listen*, but to voice their objections overall to the process and to decline the opportunity to speak during the roundtable.

Other participants voiced concerns about the format of the community dialogue sessions themselves. Comments included frustration that the sessions were not being livestreamed; that media were not allowed to attend; that participants could not unmute themselves during the District's presentation; that participants could only type in questions in the chat box to the moderator during the first half of the session; that participants could not engage in direct debate with District staff; that questions for discussion were leading; and that the technology (Zoom and Eventbrite) created barriers for some people to participate.

## Next Steps

This report describes in detail the engagement and communications efforts planned and implemented to support public consultation and engagement related to the proposed closure of QEA in alignment with Board policy 14.

The next step is for the Vancouver School Board to consider the feedback received and summarized in this report, as well as the written feedback about the proposed QEA closure received by email to the VSB's engage email account between Feb. 10 and May 26, 2022.

Feedback received in the consultation process is one element of data for consideration as Board makes its final decision in accordance with VSB policy.

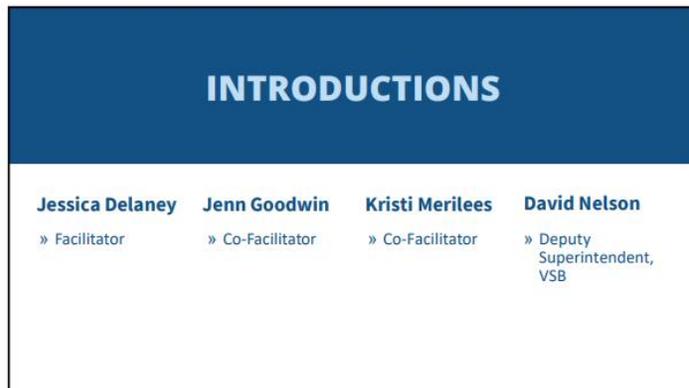
Appendix A: Community Dialogue Sessions – Presentation



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2



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4

# AGENDA

- » Introductions, Operating Values, Agenda Review
- » **Poll:** Who is joining the conversation today
- » **Review:** Where are we now
  - » David Nelson, Deputy Superintendent, VSB
  - » Process & requirements: VSB Policy 14
  - » Q&A – clarification (10 minutes max)
- » **Engagement goal:** Why we're here today
- » **Your feedback:** Roundtable discussion
  - » 45 minutes – 60 minutes
- » Next steps

5

# POLL...

**... Who is in the room today?**

» *In the Zoom poll, let us know your primary interest in QEA and the proposed closure.*

6

# WHAT IS BEING CONSIDERED?

The Board is considering the closure of QEA effective June 30, 2023.

If the Board decides to close QEA students could be relocated, as a group, to either Ecole Jules Quesnel (JQ) or Queen Elizabeth Elementary (QE).

7

# DISTRICT CONTEXT

Increase in Vancouver's overall population.

Decrease in school-aged population and enrolment.

This trend has been happening since 1997.

QUEEN ELIZABETH ANNEX  
Current Student Distribution

● Ecole Jules Quesnel (JQ)  
● Queen Elizabeth Annex (QEA)  
● Queen Elizabeth Elementary (QE)

NOTE: Some student points are overlapped due to their proximity.  
Data Source: 2012, 2015 (2019) (2020)

8

## ABOUT QEA

QEA and JQ form one French immersion program for K – 7 students.

- JQ offers K-7 French immersion programming
- QEA offers K-3 French immersion programming.

QEA students continue French immersion program at JQ for grades 4-7.

QEA enrolls students from across the District; it does not serve a neighbourhood catchment area.

QUEEN ELIZABETH ANNEX  
Current Student Distribution

● BRIDLEWOOD (170)  
● BOYLE HILLS (208) (112)  
● QUEEN ELIZABETH AMBESIDE (104)  
● QUEEN ELIZABETH ELEMENTARY (102)

NOTE: Some isolated points are not plotted due to their proximity to Queen 5415, 5417 (R102) bus line.

9

## ABOUT QEA

- One story annex built in 1964
- Interior space – 5 classrooms, 1 multi-purpose room, 2 resource rooms
- Accessibility – QEA is wheelchair accessible, and has an accessible washroom
- Outdoor space – 1.5 ha
- Seismic rating High 3

10

## POLICY REQUIREMENTS

Rationale for the proposed closure, including, but not limited to the pertinent facts and information related to the factors identified within the policy;

The timing of the proposed closure and the implications for the placement of students;

Possible alternative community use for all or part of the school.

11

## RATIONALE

**Primary**

1. Responsible use of resources to benefit all students
2. Prioritize student learning

**Other considerations**

3. Student safety
4. Potential revenue
5. Legal proceedings

12

**ADDITIONAL CONSIDERATIONS**

- 6. Access to French immersion
- 7. Current and forecast enrolment

13

**1. RESPONSIBLE USE OF RESOURCES**

QEA has high operating costs.

The average cost per student to operate QEA is estimated to be 40% higher (\$11,288 per student in 2019) than the provincial enrollment allocation of \$7,885 per student.

14

**RESPONSIBLE USE OF RESOURCES**

If QEA is closed, the District would realize annual operational cost savings of approximately:

- \$150,000 per year if students are relocated to QE
- \$300,000 per year if students are relocated to JQ

Annual operational savings can be re-allocated to support programs and services for VSB students across the District.

15

**HOW WOULD COST SAVINGS BE ACHIEVED?**

The BC educational funding model is almost entirely enrolment based (funding based on per student allocation).

Over 90% of the annual District operating revenue is allocated to staff salaries and benefits.

Closure of QEA would facilitate more efficient and effective use of staff.

*Note: No VSB personnel will lose employment if QEA were closed.*

16

## 2. PRIORITIZE STUDENT LEARNING

The findings of the French Program Review (2018) and the Preferred School Size Working Group Process (2021) support the proposed relocation of the QEA program to either JQ or QE.

Both Initiatives were multi-stakeholder engagement processes that involved the District educational partners:

- Parents - DPAC
- Teachers - VESTA/VSTA
- School Administrators - VEPVPA/VASSA

17

## ABOUT JQ

- Three story building opened in 1926.
- Seismic upgrade completed in 2011, included the addition of classrooms, a gym, and a multi-purpose room.
- Interior space – 18 classrooms, 3 resource rooms, library, multipurpose room, gym, 3 common areas.
- Accessibility – JQ is wheelchair accessible: parking, elevator and washroom.
- Outdoor space – 1.16 ha, adjoins larger Byng secondary site.
- Seismic risk rating Low.

18

## PRIORITIZE STUDENT LEARNING

**Relocation of QEA to JQ:**

- Provides a robust French immersion and cultural experience for students.
- Allows for multiple school organization and class casting opportunities to support social emotional learning.
- Provides a seamless K-7 learning experience – no transition for grade 4 required.
- Increased access to administrator support, District staff support.
- Enhanced opportunities for teacher collaboration and opportunities for cross-grade student collaboration.
- Additional opportunities to participate in cultural events and performances.
- Increased access to learning resources.
- Sustains the French immersion program at its current level across the District.
- Aligns with findings of the French Immersion Program Review and the Preferred School Size Working Group.

19

## ABOUT QE

- One story building built in 1940, with additions in 1957 and 1967.
- Interior space - 18 classrooms, 1 computer room, 3 resource rooms, library, 1 multipurpose room, 2 gyms/auditorium, 2 play areas.
- Accessibility – QE is wheelchair accessible: parking, stair lifts, and washroom.
- Outdoor space – 6.60 ha, adjacent to Pacific Spirit Park.
- Seismic risk rating High 3.

20

## PRIORITIZE STUDENT LEARNING

**Relocation of QEA to QE:**

- Increased access to administrator support, District staff support.
- Enhanced opportunities for teacher collaboration and opportunities for cross-grade student collaboration.
- Proximity to JQ provides additional opportunities for collaboration and access to opportunities to participate in cultural events and performances.
- Increased access to learning resources.
- Sustains the French immersion program at its current level across the District and west of Granville Street.
- Large outdoor school area adjacent to Pacific Spirit Park.

21

## 3. STUDENT SAFETY

School	Seismic Risk Rating
QEA	H3
JQ	Low
QE	H3

- Relocating QEA students to JQ would optimize utilization of a seismically safe building as JQ has been upgraded.
- The seismic risk rating of QEA and QE is the same. Relocating students to QE would increase enrolment at QE which may improve the business case for a future seismic upgrade.
- Relocating QEA to either JQ or QE would be a more effective use of District resources and facilities as annual operating and maintenance costs to operate QEA would be eliminated.

22

## 4. POTENTIAL REVENUE

The Conseil Scolaire Francophone (CSF) has expressed interest in acquiring the QEA site to offer French language programming to Vancouver residents.

Any lease or sale of the QEA site has the potential to generate substantial capital revenue for the District.

23

## POTENTIAL REVENUE

Capital revenue which the District generates through any potential sale or lease of a site would be used to:

- enhance government funding for projects in the seismic mitigation program
- support building new schools - Boards can be asked to contribute up to 50% of the cost of a new school project
- support additions to current schools
- fund improvements to school facilities
- fund other capital priorities

24

## 5. LEGAL PROCEEDINGS

The Conseil Scolaire Francophone (CSF) has initiated two proceedings naming the Vancouver School Board:

- **Education Mediation Regulation Process** is a confidential process intended to resolve a dispute between one or more Boards of Education and one or more francophone education authorities.
- The CSF has filed a **Notice of Civil Claim** in the Supreme Court of BC, naming the Province, the Ministry of Education, and the Vancouver Board of Education

The closure of QEA would provide a potential pathway for the Vancouver School Board to resolve both proceedings thereby mitigating risk to the Board.

25

## 6. ACCESS TO FRENCH IMMERSION

Demand for the JQ/QEA Early French Immersion (EFI) program has been declining for several years.

The decline mirrors the overall decline in student enrolment and in this area of the District.

*\*Program demand is determined by the number of first choice applications for kindergarten each year.*

26

## KINDERGARTEN APPLICATIONS

Year	Number of Applicants
2015	100
2016	90
2017	88
2018	85
2019	82
2020	70
2021	75
2022	65

27

## KINDERGARTEN WAITLISTS

- Along with a decrease in the number of first choice applicants to the JQ/QEA program the number of students placed on a waitlist has declined.
- There is not a waitlist for first-choice applicants entering kindergarten in 2023

Year	First Choice Waitlist
2015	34
2016	16
2017	19
2018	15
2019	1
2020	9
2021	5
2022	0

28

## MAINTAINING FRENCH IMMERSION

French immersion is a District Choice Program, students apply and attend from across the District.

If QEA is closed, access to French immersion programming will be **fully maintained** in the District and on the westside of Vancouver.

The JQ/QEA program currently enrolls 3 kindergarten classes each year.

- If the QEA program is relocated to QE, the program would continue to intake 3 kindergarten classes a year.
- Relocating students to JQ would mean that in some years the program would enroll 2 kindergarten classes and in some years it would enroll 3 classes.
- In years where the JQ program enrolls 2 kindergarten classes another French immersion program would take in an additional class – maintaining overall program access on the westside.

29

## MAINTAINING FRENCH IMMERSION

Number of French immersion cohorts at a school

School	2021 (Current Year)	2022	2023	2024	2025	2026
Jules Quesnel	3	3	2	2	3	2
Trafalgar	1	1	2	2	1	2
Quilchena	1	1	1	1	1	1
Kerrisdale	2	2	2	2	2	2
<b>Total</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>

30

## 7. CURRENT AND FORECASTED ENROLMENT

- If QEA is closed, students will be relocated as a group to one site, either JQ or QE.
- All students enrolled at QEA can be accommodated at JQ or QE
- There is sufficient classroom space at both JQ and QE to accommodate QEA students

31

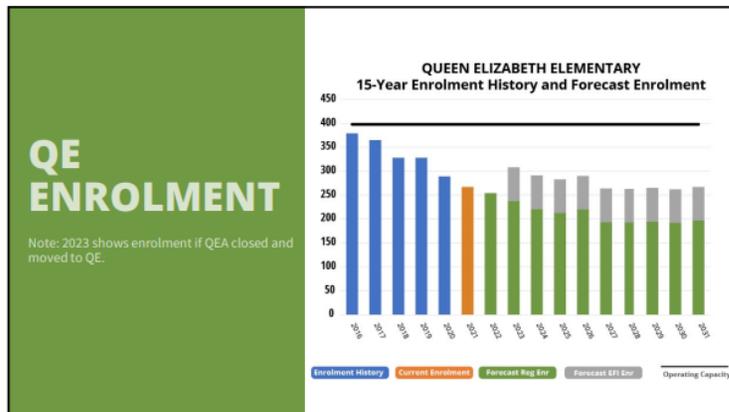
## JQ ENROLMENT

Note: 2023 shows enrolment if QEA is closed and program moved to JQ. Students would be accommodated in enrolling classroom spaces.

**JULES QUESNEL ELEMENTARY  
15-Year Enrolment History and Forecast**

\*Beginning in 2023 the enrolment forecast for JQ includes students relocated from QEA

32



33

- ## SPACE NEARBY
- An assessment of space at nearby schools is most relevant when a catchment school is proposed for closure.
  - QEA does not have a neighbourhood catchment, it intakes students from across the District.
  - Based on declining enrolment in the QEA area staff do not foresee impacts to surrounding schools, other than QE or JQ, should QEA be closed.
  - The District has surplus capacity at Bayview, Queen Mary, Queen Elizabeth, Kitchener, and Southlands in this area of Vancouver.

34

## FUTURE ENROLMENT GROWTH

The Wesbrook site has been set aside to accommodate future enrolment growth from UBC/UEL.

The Jericho Lands are in the Queen Mary Elementary catchment, there is significant surplus capacity at Queen Mary, Bayview, and Queen Elizabeth elementary schools as well as other nearby schools.

The District is working with City of Vancouver to ensure that there is sufficient local capacity to accommodate future enrolment growth from the Jericho Lands.

The QEA site is not required to accommodate students from the Jericho lands.

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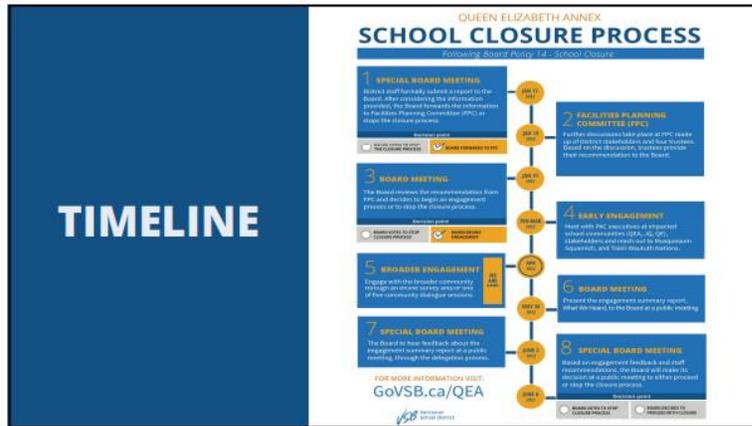
## TIMELINE

The Board will make a decision about the proposed closure of QEA at a Special Board meeting on June 6.

If the Board decides to close QEA, the school closure date is June 30, 2023.

If the Board makes the decision to close QEA, staff will work directly with the impacted school communities to support the transition of staff, students and families.

36



37

**FUTURE USE**

The future use of the QEA site and facilities would be made, by the Board, only if it has made the decision to close the school.

If QEA is closed, by decision of the Board, the Superintendent will make a recommendation to the Board as to an alternate use of a closed facility.

In the case of QEA this may include a recommendation to dispose of the site as per Board Policy 20.

As noted, the CSF is interested in acquiring the QEA site.

38

**FUTURE USE**

Disposition of Land and Improvements (buildings) is a provincially regulated process guided by Board Policy 20 – Land Disposition.

39

**BRIEF Q&A**

- » 10 minutes maximum
- » For clarification
- » More information: [govsb.ca/QEA](http://govsb.ca/QEA)

40

## ENGAGEMENT GOAL

To provide opportunities for those interested and impacted by the proposed QEA school closure to share feedback that will be **considered by the Board as they decide** the future of the QEA school.

41

## 3 QUESTIONS

- » In assessing the proposed closure of QEA, what are **concerns** and/or **opportunities** from your perspective?
- » In assessing the proposed closure of QEA, **what factors should be a priority for the Board** in making their decision?
- » Are there **additional comments** you would like to contribute that may have not been shared yet?

42

## HOW WE WILL RECEIVE FEEDBACK

1. Move into smaller **breakout groups** for dialogue
2. For each question: **Roundtable** discussion.
3. Choose to **speak (2 minutes) or pass**.
4. Remember our **Operating Values**: Respect, Spirit of community, Hear from all voices, Speak for ourselves
5. Delaney will take notes, de-identified (no names)

43

## Q1: What concerns or opportunities...

- » In assessing the proposed closure of QEA, what are **concerns** and/or **opportunities** from your perspective?

44

## Q2: What factors are most important...

» In assessing the proposed closure of QEA, **what factors should be a priority for the Board** in making their decision?

45

## Q3: Is there anything else...

» Are there **additional comments** you would like to contribute that may have not been shared yet?

46

## ENGAGEMENT DATES

- » Early engagement with stakeholder groups | February - March
- » Community dialogue sessions (5) | April 19 - 28
- » Online survey | April 11 - 29
- » [engage@vsb.bc.ca](mailto:engage@vsb.bc.ca) | open since February 10, 2022

47

**NEXT STEPS  
&  
THANK YOU**

48

Link: [202 20419 PPT Community Dialogue Session.pdf \(vsb.bc.ca\)](#)

## Appendix B: Online Survey

### QEA Proposed School Closure | Survey

#### *Welcome!*

On behalf of the Vancouver School Board, thank you for your participation in this survey.

In January 2022, the Vancouver School Board Trustees approved a motion to launch public engagement into the school district's proposal to close Queen Elizabeth Annex (QEA) school.

QEA offers French immersion to Vancouver students in Kindergarten to Grade 3. There are 71 students currently attending QEA. It is the feeder school to Jules Quesnel Elementary (JQ), which offers K to 7 French immersion programming. As a District program, the Annex does not have a neighbourhood catchment, rather it enrolls students from across the District.

Should the Board decide to close QEA, District staff propose that students could be relocated to either Jules Quesnel Elementary (JQ) or Queen Elizabeth Elementary (QE).

The Board has not yet made a decision on the proposed closure of QEA. No decision will be made until after the public engagement has finished, and the feedback report is presented to the Board for consideration. The Board will make a decision on the proposed closure at a public meeting on May 30, 2022. If the Board votes to approve the closure of QEA, it will take effect after a full school year, on June 30, 2023. This will allow time to support a successful transition to the new school for QEA students and families. All current students at QEA would be able to continue in the French immersion program, should the Board make the decision to close QEA.

#### *The Survey*

The survey will take approximately 10 minutes to complete.

#### *Anonymity*

Your participation in this survey is completely voluntary. No personal information will be collected. Your answers will be kept anonymous and confidential. The responses you provide will be combined with the responses of other survey participants and individual responses will not be identified.

Please do not include personal identifiable information, such as your name, email address, phone number, address, etc. in the comments.

#### *Privacy*

Your responses will be collected and analyzed by independent engagement firm Delaney, *the engagement people*, for the purpose of this engagement process. Your responses will not be used for any other purpose and individual responses will remain anonymous. This collection is authorized under section 26(e) of the Freedom of Information and Protection of Privacy Act (BC).

## Questions

1. *Which of the following describes your interest in the proposed school closure? Please select all that apply.*
  - a. I am a family member of a student at Queen Elizabeth Annex
  - b. I am a family member of a student at Queen Elizabeth Elementary
  - c. I am a family member of a student at Jules Quesnel Elementary
  - d. I am a family member of a student at another school in VSB
  - e. I am a student at Queen Elizabeth Annex
  - f. I am a student at Queen Elizabeth Elementary
  - g. I am a student at Jules Quesnel Elementary
  - h. I am a student at another school in VSB
  - i. I am a family member of a future student at Queen Elizabeth Annex
  - j. I am a family member of a future student at Queen Elizabeth Elementary
  - k. I am a family member of a future student at Jules Quesnel Elementary
  - l. I am a family member of a future student at another school in VSB
  - m. I am a VSB staff member
  - n. I am a community member with another connection to this process (Please specify):

[NEW PAGE]

The recommendation to close a school is not taken lightly and must be made in alignment with Board policy and informed by data. District staff have recommended this closure to the Board to ensure responsible use of resources to benefit all students while prioritizing education opportunities for Queen Elizabeth Annex (QEA) students.

### *Current situation*

Despite an overall increase in Vancouver's population, both the birth rate and the percentage of school-aged children continues to decline. In fact, enrolment in Vancouver schools has been declining since 1997. Over the past 10 years, the District has seen approximately an 8.4 per cent decline in enrolment, representing approximately 4,400 fewer students. Current forecasts indicate further enrolment decline in the years ahead.

### *Why consider closing QEA?*

**Closing the QEA school site ensures responsible use of resources to benefit all students.**

QEA has high operating costs. Costs to operate QEA are 40 per cent higher (\$11,288 per student in 2019) than the provincial enrollment allocation of \$7,885 per student. Closing QEA would result in significant operational savings of between \$150,000 to \$300,000 annually, which could be re-allocated into programs and services supporting students across the District. Effectively managing District resources aligns with the recent Board approved [Education Plan](#), where the Board has made the commitment to “*improving stewardship of the District’s resources by focusing on effectiveness, efficiency, and sustainability.*”

### **Closing the QEA school site prioritizes student learning.**

District staff believe that there is greater educational benefit for students in a language program to be part of a larger community because it allows for more robust French programming, increases students’ cultural experiences and enhances opportunities for teacher and student collaboration. Moving the French immersion program at QEA to JQ would also allow students to stay in one school from kindergarten to Grade 7, making one less transition for QEA students, who currently continue their French immersion program at JQ from grades 4 to 7.

Bringing QEA students together with JQ or QE students allows them to be part of a larger school community within the [preferred school size range](#). This provides additional access to shared resources and supports for learners, as well as increased opportunities for staff collaboration.

It is important to note that if this closure proceeds and the QEA students join a new school, their access to quality educational programming and French immersion is protected. The proposed closure guarantees QEA students continued placement in French immersion. If QEA is closed, staff will work closely with the QEA community to ensure a successful transition to the new site.

#### *Other Considerations:*

**STUDENT SAFETY:** The proposed closure could advance the District’s goal of having all students in seismically safe schools. QEA is not a seismically safe facility, and it is highly unlikely that the funding required to seismically upgrade or replace the school will ever be made available to the District. In January 2021, the Board adopted an updated Long-Range Facilities Plan that prioritizes student access to seismically safe schools as soon as possible. Should the Board decide to close the school, one proposal would be to relocate students to JQ which has been seismically upgraded. Another proposal would be to move students to QE, which has the same seismic rating as QEA, but, increasing enrolment at QE may strengthen the rationale for a future seismic upgrade sooner, creating safer spaces for more students.

**POTENTIAL REVENUE:** There is serious interest from the Francophone public school board, [Conseil scolaire francophone de la Colombie-Britannique](#) (CSF), to acquire the QEA site. Although land disposal is a different and separate process, there could be significant capital revenue generated from CSF acquiring the QEA school site. This revenue could be used to support other capital priorities such as building new schools, expanding existing schools, and/or enhancing seismic projects from an upgrade project to a replacement school.

**LEGAL PROCEEDINGS:** The CSF has filed a civil claim against the District, the Province of B.C. and the Ministry of Education. The claim mentions a 2016 B.C. Supreme court ruling requiring the Province to supply a school site in Vancouver west of Granville Street, to CSF. The claim also refers to the District’s process in 2019 that did not result in closing QEA. In addition to the civil claim, there is a confidential education mediation underway involving the CSF, the District and Ministry of Education to resolve a land dispute. These two separate proceedings require extensive and costly District resources.

2. *Having read these reasons behind the recommendation to close QEA, do you...*
  - a. Fully understand these explanations
  - b. Somewhat understand these explanations
  - c. Not understand these explanations at all
  - d. Don't know / prefer not to say

[NEW PAGE]

3. *Please tell us to what extent each of the following should be a priority the Board in making their decision regarding the possible closure of QEA:*
  - a. To be fiscally responsible and prioritize funding for student programs and services
  - b. To be fiscally responsible and ensure funding is balanced among all students
  - c. To support student learning by maintaining the French immersion program
  - d. To have more students in seismically safe schools
  - e. To potentially generate capital funds for the District that would be used to support building new schools where they are needed and/or enhancing seismic upgrades to existing schools.
  - f. To ensure a strong sense of school community is maintained in making any decisions about school facilities

- 1 – not at all a priority
- 2 – a low priority
- 3 – a moderate priority
- 4 – a high priority
- 9 - Don't know / prefer not to say

4. *In assessing the proposed closure, please indicate the levels of concern you may have for the following:*
  - a. Future population growth in the QEA area
  - b. Losing access to the small learning environment at QEA
  - c. Physical school space (capacity)
  - d. More students being accommodated at JQ or QE
  - e. Health and wellbeing of my child/family
  - f. Change for my child/my family
  - g. Learning outcomes for my child
  - h. Loss of community connection
  - i. Proximity to school (including safety/walkability)

- 1 – not at all a concern

- 2 – a low concern
- 3 – somewhat of a concern
- 4 – a serious concern
- 9 - Don't know / NA

5. *Given the information provided, to what extent do you support or oppose closing QEA?*

- 1 – Strongly support
- 2 – Somewhat support
- 3 – Somewhat oppose
- 4 – Strongly oppose
- 9 - Don't know / prefer not to say

6. **OPTIONAL:** Do you have any other comments or concerns about the proposed QEA school closure that you would like to share? (open-ended)

[NEW PAGE]

**Should the Board decide to close QEA**, students could relocate as a group to either Jules Quesnel (JQ) or Queen Elizabeth (QE). \*The following table lays out some of the opportunities and challenges of relocating the program to each of these schools.

*\*other school locations identified as part of this consultation will be considered, see question below for more information.*

MOVE TO JQ	MOVE TO QE
<b>OPPORTUNITIES</b>	
<ul style="list-style-type: none"> <li>• Increased access to administrator support, District staff support</li> <li>• Increased access to learning resources</li> <li>• Enhanced opportunities for teacher collaboration and opportunities for cross-grade student collaboration</li> <li>• Maintain the French immersion program at its current level in the surrounding area</li> </ul>	<ul style="list-style-type: none"> <li>• Increased access to administrator support, District staff support</li> <li>• Increased access to learning resources</li> <li>• Enhanced opportunities for teacher collaboration and opportunities for cross-grade student collaboration</li> <li>• Maintain the French immersion program at its current level in the surrounding area</li> </ul>

<ul style="list-style-type: none"> <li>• Additional opportunities to participate in cultural events and performances</li> <li>• Aligns with findings from the Preferred School Size working group, made up of multi-stakeholders where the group recommends a preferred elementary school size should range between 300-500 students.</li> <li>• Results in at least two French immersion classes at JQ, which aligns with the findings from <a href="#">the French immersion review</a>, where the District endeavours to enroll two Kindergarten French immersion divisions in each site which could involve a combination of consolidating, relocating or adding programs.</li> <li>• Provides an enhanced French language immersion and cultural experience</li> <li>• Provides a seamless K-7 learning experience – no transition for Grade 4 required</li> </ul>	<ul style="list-style-type: none"> <li>• Proximity to JQ provides additional opportunities for collaboration and access to opportunities to participate in cultural events and performances</li> <li>• Aligns with findings from the Preferred School Size working group, made up of multi-stakeholders where the group recommends a preferred elementary school size should range between 300-500 students.</li> <li>• Large outdoor school area adjacent to Pacific Spirit Park</li> </ul>
<b>CHALLENGES</b>	
<ul style="list-style-type: none"> <li>• Transition to a different and larger school</li> <li>• Potential increased traffic concerns during pick-up and drop-off*</li> </ul>	<ul style="list-style-type: none"> <li>• Transition to a different and larger school</li> <li>• Potential increased traffic concerns during pick-up and drop-off*</li> </ul>

<ul style="list-style-type: none"> <li>• The move would result in three Kindergarten classes at JQ, however, JQ will not be able to accommodate three K classes every year due to space constraints. Instead, the District will need to disperse future French immersion Kindergarten intake amongst other French immersion schools in the area (i.e. Trafalgar and Kerrisdale)</li> <li>• The outdoor play spaces at JQ are in several areas and may require increased supervision with more students attending**</li> </ul>	<ul style="list-style-type: none"> <li>• Result in only one early French immersion class at QE. This does not align with the findings from <a href="#">the French immersion review</a>, where the District endeavours to enroll two Kindergarten French immersion divisions in each site which could involve a combination of consolidating, relocating or adding programs.</li> <li>• Students who wish to continue French immersion will still need to transition to JQ in Grade 4.</li> <li>• QE is an English program so QEA students would not benefit from an enhanced immersion experience as in a K-7 French program.</li> <li>• Not a seismically safe school</li> </ul>
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\*Note: The District will work with the school community and the City of Vancouver to put in place plans to address concerns relating to increased traffic at pick up and drop off times at either JQ or QE.

\*\* Note: The District will review the staffing needs of the JQ site for supervision of students at recess and lunchtime should QEA students be moved to JQ.

7. **OPTIONAL:** Based on this information, should the Board decide to close QEA, would you prefer that the program relocate to JQ, QE or elsewhere?
- Queen Elizabeth
  - Jules Quesnel
  - Elsewhere (Please specify: \_\_\_\_\_)

8. **OPTIONAL:** Should the Board decide to close QEA, what further considerations would you like to raise regarding the relocation of the program? (open-ended)

[NEW PAGE]

9. To what extent do you agree or disagree that...

- a. It was easy for me to participate in this survey
- b. I appreciate being able to provide input into this decision
- c. I understand the decision-making timeline and process

1 – strongly disagree

2 – somewhat disagree

3 – somewhat agree

4 – strongly agree

9 - Don't know / prefer not to say

[NEW PAGE]

D1. **OPTIONAL:** To receive updates about this proposal, please provide your email address: (Note: your responses to this survey will remain anonymous)

Thank you for completing this survey. Your input will help inform the Board's decision on whether or not to close QEA.

Appendix C: IAP2 Spectrum of Engagement

# IAP2 Spectrum of Public Participation



	<b>Inform</b>	<b>Consult</b>	<b>Involve</b>	<b>Collaborate</b>	<b>Empower</b>
<b>Public participation goal</b>	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
<b>Promise to the public</b>	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
<b>Example techniques</b>	<ul style="list-style-type: none"> <li>Fact sheets</li> <li>Web sites</li> <li>Open houses</li> </ul>	<ul style="list-style-type: none"> <li>Public comment</li> <li>Focus groups</li> <li>Surveys</li> <li>Public meetings</li> </ul>	<ul style="list-style-type: none"> <li>Workshops</li> <li>Deliberative polling</li> </ul>	<ul style="list-style-type: none"> <li>Citizen advisory committees</li> <li>Consensus-building</li> <li>Participatory decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Citizen juries</li> <li>Ballots</li> <li>Delegated decision</li> </ul>

Appendix D: VSB – Social media communications (QEA)

Queen Elizabeth Annex Engagement – Social Media Plan

**Campaign:** QEA Public Engagement    **Timeline:** April 11 – April 29

**Key Objectives:**

- To inform community members of the public engagement process for QEA.
- To drive traffic to the online survey using paid and organic promotion.
- To drive traffic to the project website (govsb.ca/QEA) to encourage learning about the proposed closure, participating in the survey and registering for community dialogue sessions

Ad Schedule	Ad Copy (125 characters)	Headline (25 characters)	Description (30 characters)	CTA	Ad Graphic	Notes
7 days  <b>Start:</b> Apr 11  <b>End:</b> Apr 17	Provide your feedback on the proposed closure of Queen Elizabeth Annex.	We want to hear from you!	Take our online survey until April 29.	Learn more: <a href="http://engagevsb.ca/qea">engagevsb.ca/qea</a>		

Schedule	CTA	Social Media Copy	Graphic
<b>Mon Apr 11</b>	<b>*Promo online survey</b>	<b>Post #1:</b> It's important that we hear directly from our school communities. Participate in our online survey on the proposed closure of Queen Elizabeth Annex– available now until April 29: <a href="http://engagevsb.ca/qea">engagevsb.ca/qea</a>  #VSBengage #VSB39	
<b>Fri Apr 22</b>	<b>*Promo online survey</b>	<b>Post #3:</b> Engaging our school communities is our top priority. That's why we want to hear from you. Share your thoughts on the proposed closure of Queen Elizabeth Annex via our online survey open until April 29: <a href="http://engagevsb.ca/qea">engagevsb.ca/qea</a>  #VSBengage #VSB39	

<p><b>Tue Apr 26</b></p>	<p><b>*Promo online workshops</b></p>	<p><b>Post #5:</b> We're hosting public community dialogue sessions this week to hear from school communities on the proposed closure of Queen Elizabeth Annex. Details below: *Wed, April 27   3:30 -5:00 pm *Thu, April 28   7:00 -8:30 pm</p> <p>Sign up for a session now: <a href="http://engagevsb.ca/qea">engagevsb.ca/qea</a></p> <p>#VSBengage #VSB39</p>	
<p><b>Thu Apr 28</b></p>	<p><b>*Promo online survey</b></p>	<p><b>Post #4:</b> Your feedback will be shared with the Board. Share your thoughts on the proposed closure of Queen Elizabeth Annex. Our online survey is open until April 29: <a href="http://engagevsb.ca/qea">engagevsb.ca/qea</a></p> <p>#VSBengage #VSB39</p>	
<p><b>Fri Apr 29</b></p>	<p><b>*Promo online survey</b></p>	<p><b>Post #6:</b> Last chance to participate in our online survey! Your input matters and will help inform the Board on its decision-making process for Queen Elizabeth Annex. Engage with us now – take our online survey: <a href="http://engagevsb.ca/qea">engagevsb.ca/qea</a></p> <p>#VSBengage #VSB39</p>	

# Proposed QEA Closure: Email feedback

In response to the proposed closure of QEA, the Board approved the launch of a public consultation process in January 2022. There were three ways to provide feedback about the proposed closure of QEA: by completing an online survey, attending a public meeting (community dialogue session), and/or submitting written feedback via [engage@vsb.bc.ca](mailto:engage@vsb.bc.ca). Feedback from the survey and public meetings are summarized by Delaney and Associates in the *What We Heard* report.

This appendix includes a themed summary of emails received [engage@vsb.bc.ca](mailto:engage@vsb.bc.ca) as well as the complete text of the emails themselves. Personal identifying information has been redacted from emails.

A total of 51 emails providing feedback on the proposed closure were received at [engage@vsb.bc.ca](mailto:engage@vsb.bc.ca) between February 10 and May 26, 2022. Most emails received contained multiple themes related to the proposed closure of QEA. Longer emails tended to contain more themes and therefore have greater representation in the analysis below.

Theme	Frequency (% of total themes identified)
Don't Close QEA	14
Support for small school communities such as QEA	13
Population Growth in Vancouver-Planning Concerns	13
Process Transparency Concerns	12
Support for using limited resources effectively	11
Don't sell VSB property	9
Comments and questions about data	7
Support Closing QEA	5
Comments about CSF and MOE	4
Concerns about reduction in FI spaces	3
More and better schools are needed	3
Negative impact on JQ	3
Other	2

Dear Janet,

A happy childhood is a foundation for a joyous life. It is something worth investing in. You treasure education, but education does not happen in a vacuum. Learning occurs best in the context of relationships. And so, let us talk about the value of little schools.

Little local schools create community in their neighborhood and within the school itself. Children who live close enough can walk or ride a bicycle to school. As they—often accompanied by parent, nanny or granny-- make the journey by neighbor's homes, conversations arise over time, so that parents and children come to know their neighbors by name. No longer strangers, affection and concern generally build. At the school, families connect. While parents talk prior to accompanying their kids home, children play. Within the small school, it is possible for a child to really be known by the teachers, principal, supervision aides, and custodians. There is nothing like having someone call you by name to feel valued. Because schools in the child's neighborhood facilitate walking/biking as opposed to being dropped off by automobile, they promote physical activity and help protect our environment. It is known that time spent in the outdoors better primes young brains for learning. (Last Child in the Woods by Richard Louv) Yes, rain-pants are mandatory in Vancouver, but what better way to teach children how to dress for the weather? In a small school, parents are more in touch with teachers and often willing to volunteer time in many helpful ways.

Why am I writing this letter? It is because twenty-some years after my two children have matriculated from Queen Elizabeth Annex, I feel indebted to school and its teachers for the education and the experience they received there. I think it would be a mistake to close this school or any neighborhood school for that matter. The PAC has reviewed sound economic and seismic reasons not to sell schools. I will highlight other important reasons. My son, in the English stream, had Ms. Merrilee Perret for a teacher for two years. She was a very energetic, hard-working and caring teacher who focused on getting her students reading or as she said "addicted to books". Every Friday, she invited parents in to the classroom to read with their kids. Modelling like this is so effective in raising a reader. To this day, my son credits her for his excellent reading and comprehension skills. Under Mrs. Joanne Lloyd, he was able to share all his passions of birding, Camosun Bog restoration, and cooking with the class. For my daughter who was in French immersion, she recounts how nice it was that all the staff in the school knew each and every student. It made her feel valued. Her very positive and affectionate teachers, Chantal Larrivee, Joelle Butler, and Yolande Levasseur ("Yoyo") inspired my daughter to do what she is doing now, pursuing education as a career. What greater honour can a teacher have? My daughter said she learned so much, all the while not realizing that she was learning because Yoyo told stories and made everything a game. All the QEA children loved "The forest" playing beneath the trees and watching eagles soar overhead. Yes, children do notice beauty in nature. The magical QEA mural was created in their time by the children with help from a local artist, Anne Thorenstein. A parent group built the "stream" and planted native species. Another parent volunteer, Mrs. Lana Penner-Tovey, conducted the otherwise non-existent music program. Parents ran the pizza days, supported sports day, and engaged the Maple Man for a yearly winter festival. My children enjoyed walking to school, which we did without exception. (In fact, they protested whenever they had to ride in a car.) Another opportunity for which my children are grateful were the leadership roles they had in this small K-3 school. These special opportunities naturally fell to the grade-three student. There, they were reading buddies and took turns at public speaking, delivering morning announcements. Queen Elizabeth Annex promotes community, literacy, wonder, exercise, and cooperation like none other.

If you are concerned about the school's low occupancy at present, it could easily be filled if more French teachers were employed or if changed back to a dual stream of English and French-immersion. Is closing schools the way to reward teachers who have worked so hard to adapt during this pandemic? In this time of loss, where even children have experienced cancelled family trips, reunions, birthday parties, sporting events, and faith gatherings and have lost years of relationships with grandparents... some permanently, must they loose more? A child will feel more secure in this uncertain world if we as adults can keep some things the same for them.

Sincerely,  
[name redacted]

Hi. My opinion is don't close it. I don't think it's sensible to close this public asset. More people are still coming. I don't think you should get rid of stuff because money was mismanaged elsewhere.  
[name redacted]

Hi there,

I wanted to make some comments and as I am a Mom to 2 kids at Kerrisdale Elementary in the French Immersion Program and what I have seen is that most kids that came to our school (in each of the girls' grades) did not end up staying as they found it difficult to commute eventually. So by the time the kids are in grade 6/7 there are only split classes and many kids have left for several reasons. Unfortunately it is hard to know which kids will continue with French all the way through to grades 7 or 12. Thus I am supportive of having more kids and not getting rid of the spaces.

It is hard to understand from the communication whether you will close QA due to costs and safety, but transfer all the spaces to Jules Quesnel. Then I am in favor, if spaces are being lost, then I am not in favor as the numbers in French Immersion become much less in grades 5, 6 and 7.

Cheers,  
[name redacted]

Close it

I live in the area where Queen Alexandra school is , I know the community and population, and Yes Families around this area are in decline for many factors , most housing are building where where are 2 bedrooms or one only , families are not able to live in this type of buildings, plus old renters or owners population are getting old , most families grew and left the area just parents and grandparents are living in this area . If they are families in the area maybe they prioritize other school instead of this one , sadly has bad reputation in the community as been too old , out graded , too many conflicts .

So in the end if families like me has the opportunity to pick a school in the area , of course they choose one with some factors to be considered.

Infrastructure,playground , population, programs , daycare before and after school program , extracurricular activities.

I hope my perspective is considered and the closed this old school and made better ones in a future.

[name redacted]

***"SUBMIT YOUR FEEDBACK about the proposed closure to [engage@vsb.bc.ca](mailto:engage@vsb.bc.ca)(External link). All emails received will be shared with the Board as part of the final report summarizing What We Heard."***

We all know that this process is a sham. Despite neighborhood rejection or opposition, the board will do as it pleases despite the survey strongly showing AGAINST this motion just like how Fleming land will be sold despite the survey result. Elected officials and VSB Facilities Planning Committee should be ashamed of yourselves.

Fleming Parent.

Its emotionally sad to close that nice/special school. Seems to make sense to close it though. It makes sense to add French students to an updated building.

I do not care either way, BUT I don't believe in asking for input from parents, especially those with a personal interest in the school.

It is the VSB's job to know what should be done and do it. Not dilly dally and shilly shally for years. Your job is to make the hard decisions, not pass the back to people who know nothing.

Thank you,  
[name redacted]

I just want to say that I oppose any closing of any Vancouver School without a thoughtfully already existing solution that does not sacrifice learning or facilities for these or other children. A solution should increase spaces and access to immersion and other programs, as well as restore funding taken away by VSB and the previous provincial governments for sports, arts, music, language programming and more.

There is a lack of public school spaces in East Vancouver in general, and french immersion spots are few and far between with ever growing waiting lists. As a parent who did not get their kid into immersion, I'm happy to attest to the growing frustration of parents, distracted this year only by the pandemic.

Newly built schools in Vancouver are ill-conceived, and built too small for the growing population of school-age children with kids being bussed or driven 40-50 blocks after failing to win the school lottery of a school in their neighbourhood. I think you understand how I feel.

Sincerely,  
[name redacted]  
Parent, Vancouver

Pls do not close the school as our population are increasing every year. Thank you!

I agree that it is more efficient to close this school and accommodate the children in the close by French immersion schools.

What are the reasons why close this school?

May there be wise decisions.  
[name redacted]

We were very surprised to see that you are - again - proposing to close Queen Elizabeth Annex. Our children are no longer young enough to be personally affected by this decision, but a few years ago, finding French Immersion places for them took up a substantial proportion of our time because it was our top educational priority. Canada is a bilingual country, and people who cannot speak functional French are cut off from a large number of jobs and from much of the culture of our country. Parents go to great lengths to get their children into French Immersion programs, as you probably know.

Vancouver needs more French Immersion places, and it is extremely popular in the West Side of Vancouver. There are always waiting lists.

It is therefore very depressing that you should apparently be proposing to cut places from the French Immersion program when you close the school, although you never admit this explicitly in the “backgrounder” ([https://www.vsb.bc.ca/District/Planning\\_and\\_Facilities/Engagement/Queen-Elizabeth-Annex/Rationale/Documents/sbfile/220404/20220330\\_Backgrounder.pdf](https://www.vsb.bc.ca/District/Planning_and_Facilities/Engagement/Queen-Elizabeth-Annex/Rationale/Documents/sbfile/220404/20220330_Backgrounder.pdf)). As you point out, “JQ and QEA are stable in their enrolment trend because these schools only offer French immersion, a District choice program, where the catchment area is all of Vancouver. Families from across the city choose to travel to attend the District choice program.” There is, of course, a reason for this: families want their children to have French Immersion. The VSB needs more French Immersion places, not fewer.

There is a statement on the first page that “It is important to note that if this closure proceeds and the QEA students join a new school, their access to French immersion programming is protected. The proposed closure guarantees QEA students continued placement in French immersion. If QEA is closed, staff will work closely with the QEA community to ensure a successful transition to the new site.” Policy 14, 7.1.7 in the document further states “Should the Board decide to close QEA and students are relocated to QE, Grade 3 students will continue to move to JQ in Grade 4, as per current practice. Should the Board decide to close QEA and students are relocated to JQ, the entire Early French immersion program will be consolidated at one school. “ The document states that the students from QEA could simply move to JQ (where there is no space) or QE (where there is no French Immersion). There are currently 71 students enrolled at QEA, while JQ is “stable” at 89% of its capacity of 398, with 356 students. No school can really run at 100% of capacity, but supposing JQ could do this, it could accommodate at most 42 additional students.

Presumably this means that if you decide to close QEA, there will be no kindergarten intake there in fall 2022, the quarter of the current QEA students who are now in Grade 3 will “graduate” normally to JQ in 2022, and the quarter now in Grade 2 in 2023, so only the 36 or so students currently in kindergarten and Grade 1 will need to be found “extra” places at JQ or at QE. This would just about be possible if JQ were temporarily filled to 100% of capacity, or if a couple of French Immersion teachers from QEA were temporarily moved to QE, and continued to teach the ex-QEA, future-JQ cohort in French at QE. You do not, however, say that you are proposing to add French Immersion permanently at QE. As soon as this cohort reaches Grade 4, those 71 places will disappear.

Nowhere in your backgrounder is it explicitly stated that if QEA is closed, all the French immersion places it currently provides will be lost; however, the only conclusion one can draw from this document is that you propose to cut around 70 French Immersion places from VSB West Side schools over the next three years.

None of the arguments about maintenance costs and spending per student and seismic upgrades explain why you are cutting places from a popular academic District Choice program without creating more elsewhere. The backgrounder simply does not address the main concern of the majority of parents who send their children to QEA.

Sincerely,

[name redacted]

Hello board members and trustees

I am writing to express my shock (kind of) and frustration with the proposed closure to QEA. My daughter was a student at QEA a few years ago the last time the school board attempted to close QEA. I went to all the public hearings and participated in the protests. We felt that the school was a great entry point for a lot of kids and offered a different type of learning environment than any of the other elementary schools in the city.

As parents, we have all invested a lot of time and consideration into choosing a school for our children. Being a member of QEA, we also invested a lot of time participating in the protests and attending the board meetings to discuss the proposed closure. I remember in the final meeting, when the board voted to keep QEA open, that Janet Fraser **PROMISED** that this would be the last time the school board would ever consider closing QEA and that the decision to remain open would remain in perpetuity.

So, does anyone else remember this promise? Why again? I remember at the time thinking to myself, yeah - I bet they renege on this in three years. Why are you wasting everyone's time going through this process again. It caused a ton of stress to all the families at the school and was so disruptive to everyone's year. Just respect the promise you made two years ago and leave QEA open. Stop wasting people's time and stop lying to people.

Sincerely,  
[name redacted]

First of all please let me state for the record that the VSB and Provincial Gov't have done a superior job in investing in public education with policies and decisions that I support for the most part.

Of course you should close this Annex -- Keep the land (Keep all the land for future schools but please start to make some tough calls on operating budgets. You have big projects coming up at Britannia and KG and lots of planning for future schools to plan along with the CoV for their 2050 plan.

The public expects and needs SOME budget cuts to allow future expenditures

Thank you for listening

Best  
[name redacted]

To the Vancouver School Board,

The neighbourhood around Queen Elizabeth Annex School may change in the near future. As new zoning comes in the older houses may come down and apartments will be built. Please don't sell Queen Elizabeth Annex as it may be required for the future of the Dunbar community.

Sincerely,  
[name redacted]

Trustees,

Any notion of selling land is absolutely foolhardy. You need to be pushing back to the Province if this is the only way to get schools funded. I won't be supporting any of you in the fall election, if these are the type of decisions you are making.

 Thanks, [name redacted]

Dear Chair and Trustees,

As the City of Vancouver is projecting an unprecedented population growth and eyes densification in all neighbourhoods, is this the time to cut down on existing infrastructure and services?

Respectfully,

--

[name redacted]

Dear QEA Trustees,

I am writing to express my concern about the possible closure of QEA school. My wife and I have lived in Dunbar since 2000. Our son did not go to QEA but he had atypical educational requirements and QEA was one of the schools we considered. When we visited, it was immediately obvious that the school offered many things that other schools in the area could not and that these could be especially valuable to some children. I am concerned that this choice will now be withdrawn from parents in the name of something I do not fully understand, by a school board whose priorities appear not to be shared by much of the public.

I hope you will do everything possible to prevent the withdrawal of a valuable educational resource from Dunbar.

Sincerely,

[name redacted]

My name is [name redacted], I am a parent of one student in Grade 1 at Jules Quesnel and of another soon to be in kindergarten next year. Although the reasons set out for the closure of the QEA make sense in terms of consolidating resources, being able to use funds for more programs for schools across the district and hopefully making Jules Quesnel an even stronger French Immersion program, I am concerned that the school closure of QEA would affect the chances of students getting into French Immersion in the future. We were first offered a spot at QEA and then were able to get into JQ. If they shut down QEA what will they do with the building and the land? Will it just be bought out by the highest bidder and end up yet another condo highrise with commercial listings at the bottom? There doesn't seem to be any clear indication on what the future of that proposed space would be if they shut down the school. If it is also a main focus of French Immersion, surely the resources that were going to that school should only be set aside for French Immersion programs?

I would hate to see the school closed only for funds to be misallocated, French Immersion be placed at a greater disadvantage, and the land eventually used by property developers where profit would drive a new highrise/condo complex that wouldn't serve education, community or child development.

Best,  
[name redacted]

Your questionnaire should have been worded as a neutral party. Biased.

Don't sell out. Protect the future.

Hi there,

I am taking the time to write to you regarding the QEA closure because I feel very strongly about the effect of this proposal on students, families and communities.

We currently do not have any children attending QEA and potentially will have one attending this fall.

The QEA program is arguably one of VSB's best schools and tight-knit communities that bring kids from all over Vancouver, regardless of socioeconomic background, to thrive in what is already an oversubscribed french immersion program. Having reviewed the VSB's planning approach and the VSB's Long-Term Facilities Plan, it appears that the VSB is short sighted at the 7year mark without considering what the actual City of Vancouver plans are for the surrounding area, which I'm sure you are well aware of - the expansion of the Jericho lands, UBC development and other First Nations growth. It would be appear that in future years, there would be even more of a need for spaces at a school just like this. Closing this school for various reasons may offer a bandaid solution for the legal woes and financial deficits... however, this will become a long term problem that will need to be addressed again in the future. Small schools like this not only support the local community but offer the diversity and richness of students from all over Vancouver a unique setting to flourish academically, socially and responsibly in society at a very young age, which cannot be replicated at any of the other schools. Having an annex school allows a true focus on the unique developmental needs and social development in the primary years.

The constant revisiting of the closure of this school certainly generates the sense of lack of poor planning, lack of transparency and lack of listening to the public/community/student families that are affected. Time after time, it seems that the community rallies to keep this school open, and time after time, after promises to avoid bringing this school back to closure discussions, it happens. I can imagine this is frustrating for those who are enrolled, and those who are attempting to support the VSB in future endeavours.

Closing a diverse, truly cross-boundary french immersion annex school is nearsighted and doesn't align with the strategic plan of the VSB; inspiring student success by providing an innovative, caring and responsive learning environment is exactly what the QEA does.

We hope that the VSB can put aside financial/legal confounding factors and truly assess what closing this school means to each student, each family, potential student/families who value the unique community that is brought together from all parts of the city to thrive in an incredible FI annex school program. Closing this school eliminates a very unique, special and highly valued program that cannot be replicated as a true jewel in the VSB portfolio.

Sincerely,  
[name redacted]

I am writing to oppose any sale of VSB properties. I understand it may not be financially viable to keep running such a small school at this time but selling off property (for profit) would be a big mistake. If Vancouver is intent on the mammoth growth they keep touting, turning Vancouver into a 'world class' city full of towers of residents, more schools might be needed.

One Dunbar resident suggested it be developed -- build housing -- and yes, he is a developer. There is more than enough housing already approved to last decades but the city approves huge amounts of development with little thought as to schools -- and I believe many areas are over capacity and children cannot attend schools in their 'dense' neighbourhoods. Bad planning.

Don't sell of the land.

Sincerely,  
[name redacted]

I vote and live in area. Opposed.

Queen Elizabeth Annex located at 4275 Crown Street in the heart of Dunbar ask our next door neighbours West Point Grey for your support to stop the VSB recommended closure. Complete neighbourhoods include schools and are central to: VBE Trustees Vision ([link here](#)), UBC's land use plan ([link here](#)) and Metro Vancouver's plan ([link here](#)). West side schools are already full: 97% utilization. Where would 61,500+++ coming to the West side by 2050 go to school? QEA is a vibrant French immersion school with a combined waitlist to their sister school Jules Quesnel of 100+++ and succeeds as both a neighbourhood school and by attracting students from around the city. It is an important asset of the Vancouver School Board for current and future generations.

Dear Trustees,

I oppose closing QEA. Closing any school while at the same time vastly increasing population density makes no sense. We need to open more schools, not close the ones we have. Given the lack of any planning for future schools in the area, couple with the Jericho Land development in the works, it is important to keep QEA open.

Sincerely,  
[name redacted]

Dear Trustees, please do not close the Queen Elizabeth Annex School. It is an important asset of the Vancouver School Board for current and future generations. Thank you. [name redacted]

Janet Fraser and fellow School Board Trustees,

I am writing to express my no vote to closing of the Queen Elizabeth Annex. It is a much needed community based school to which children can easily walk or bicycle.

I am also strongly opposed to the sale of this property because once it is sold the School Board will never be able to buy a site big enough for a replacement school.

The City has zoned Dunbar for much higher density ( many 2 or 3 bedroom units ) which means that families will be residing here and their children will need a school west of Dunbar to attend.

Sincerely,  
[name redacted]

I attended the online meeting and would point out to you that the City expects a huge 200,000+ population increase and is encouraging developers to be building tons of housing and the children of those families will need educating. If you sell this school property now, in a few years you will have to purchase another one at a far higher land cost. This idea is foolish and must be abandoned. QEA is such a safe and unique property. Be smarter than the government fools who think that somehow new housing is more affordable than old. Let's see, a 1 bed on Cambie an investor I know paid over \$811,000 for 4 years ago. Gee what rent do they have to ask to cover the mortgage on it do you think? Less than \$2300? NOPE. So what will be the cost of buying a piece of land to build a new school to replace QEA in 5 or 10 years? Or to construct more space at existing schools even? A lot more than just keeping QEA open. Remember you're building highrises at 41st and Collingwood plus townhouses and condos on Dunbar and guess what, single family housing has FAMILIES with Children in them who pay a ton of property taxes by the way. I'm trying to save you from yourselves here. This is a do nothing for the win.

[name redacted]  
Dunbar resident

Good morning Trustees,

Thank you again for engaging with [name redacted] and for listening to our delegations at the [VSB Committee of the Whole meeting on Tuesday evening](#). We hope this provides everyone with the opportunity to hear from the Dunbar community, the JQ and QEA communities, and from the legal, financial and community planning impacts. Please continue to reach out to the [name redacted] if you have any questions or comments that need any clarification.

Since this Committee of the Whole meeting, [name redacted] and [name redacted] have been involved in engagement sessions and this is **what we've heard from parents** and what changes we've asked of Delaney consulting (in green) for the upcoming public engagement sessions. We've since had a response this morning advising [name redacted] that *"The small group dialogue sessions will continue to utilize the established format in order to solicit individual perspectives from all participants"*. However, this format is having the opposite result as parents that have raised questions in the chat have not had their questions answered and are not able to engage in dialogue freely during these sessions (noting that only the private chat feature, not the group chat feature, with the Delaney facilitator is enabled during these meetings). Please refer to feedback comments below in more detail.

QEA feedback:

- the session introduction and information sharing were delivered entirely by VSB staff and that neither QEA or JQ parents, respectively, were provided an opportunity to speak; **please consider enabling the group chat function**
- the session was not recorded and so any [name redacted] that was unable to make the scheduled session also won't have an opportunity to listen to what was discussed; **please consider recording the sessions and making these recordings available to the community**
- the session was scheduled to overlap on the same day as the VSB Committee of the Whole delegation meeting earlier that evening and this prevented delegates from participating (depending on other family obligations that evening) or from joining the session on time; **please consider scheduling another session?**

- the session was not in person to allow for true dialogue; **please consider future in person sessions**
- the session mute function was controlled by the meeting facilitator and so parents were unable to engage as information was being presented; **please consider allowing parents to unmute themselves**
- the session group chat function was disabled, similarly preventing true dialogue; **please consider enabling the group chat function**
- the session breakout groups are being viewed as a way to "divide and conquer" and prevent information from being shared in a public forum for everyone in the session to hear; **please consider eliminating breakout sessions**
- on the slide titled "Future Enrolment Growth"..."The district is working with the City of Vancouver to ensure that there is sufficient local capacity to accommodate future enrollment growth from the Jericho lands. **The QEA site is not required to accommodate students from the Jericho lands.**" - has senior planning at the City of Vancouver confirmed this statement?

JQ feedback:

- direct chat messages allowed to the facilitator were not answered during the engagement session and no communication regarding opportunity for follow up dialogue was made; **please enable the group chat function**
- a registered parent tried to join the meeting on time and was unable to join; **please address and allow this parent to join another session**

[name redacted] members are not being provided the opportunity to engage fairly during these sessions and have urgent concern regarding how the public sessions will be facilitated.

- [name redacted] executives

Dear Jessica,

Hi again and thanks for your efforts; I have empathy for you as a professional navigating and operating this engagement. As the [name redacted] has stated, there are a few problems with the approach being used and I want to highlight two problems:

1. Learning is not taking place; And for an educational organization, that is just not right.
  - a. What we are getting is a one-sided view from the VSB overly generalizing the "overall decline across the district" and not honing into this specific area and illustrating its specificities. Ex: There is not a single map of the many current & planned developments nor any disclosure of any information that the VSB has received from the City of Vancouver, UBC and First Nations regarding growth in the area; An area identified as a Neighbourhood Centre in the Vancouver Plan vision.
  - b. In the sessions, by limiting the amount of people that can hear each other provide feedback, there is limited learning that takes place between participants.
  - c. By not recording/broadcasting the engagement sessions, the public is shut out of learning and understanding what is going on.
  - d. This email and correspondence to [engage@vsb.bc.ca](mailto:engage@vsb.bc.ca) should be shared with the public periodically, so that the public can learn about the situation and the various different viewpoints.

2. The approach being used for these registration mandatory engagement sessions does not satisfy the obligation of “Public Meeting” as specified in VSB Policy 14 on School Closure. In short, today, the public would have to register in order to watch and learn and this is a huge barrier of access. There is time to fix this and this should be fixed immediately:
  - a. Ideally, after the engagement report is published, provide 14 days notice for a public meeting that satisfies the [BC Ombudsperson’s Best Practices Guide](#) for a public meeting.
  - b. Or, right now, provide 14 days notice and hold a public meeting that satisfies the [BC Ombudsperson’s Best Practices Guide](#) for a public meeting.
  - c. Note: A standing VSB Committee of the Whole meeting as being proposed for June 2<sup>nd</sup>, where delegations can present on *any matter*, would, IMHO, not satisfy a public meeting on QEA School Closure. Perhaps turn that meeting time and date into the public meeting dedicated and headlined to reflect it being the “QEA School Closure Public Meeting.”

I do not know if you have had direct chats with the Trustees but you should and I will reference [VSB Policy #7](#) as to why:

“The Board’s fundamental obligation is to preserve and enhance, the public trust in public education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.”

All the best!

Best Regards,

[name redacted]

Dear Janet,

Thanks for the reply and we should setup a time a to chat. I would try to make myself available to your schedule so let me know a time that works for you this week.

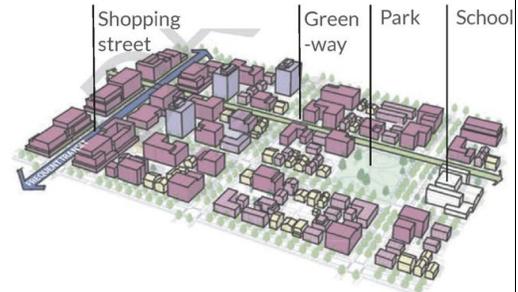
I just don’t see this is an operational issue, but an issue of Governance for the following two reasons:

1. **Trust involved.** It is the role of the Trustees to establish trust with the public; Policy #7.
2. **Trustee Vision of Neighbourhood School in LRFP.** The Trustees have Neighbourhood School central to their LRFP Vision. In the future, the case will be made that disposing of QEA land and removing public education land from the future of this neighbourhood will force the future acquisition of public education land (if even possible and for sure, at significantly greater cost than retaining the land) as there is currently a vision from the City of Vancouver for this area to be a Complete Neighbourhood including a Neighbourhood School as illustrated in the Neighbourhood Centre vision of the Dunbar area in the Vancouver Plan.

Reference screenshot from the QEA PAC April 19<sup>th</sup> delegation:

## “Neighbourhood Centre”

Source: Page 51-52 in [Draft Vancouver Plan](#), annotated



## Dunbar Neighbourhood

Source: Google Earth, annotated



Best Regards,

[name redacted]

Hello,

I am a **high school teacher** and parent of **two children in the Vancouver School District**. I have been teaching in this district for 16 years and I have been alarmed at the number of excellent programs I have seen close in my time here due to lack of funding. Please free up these funds for students in dire need of support by closing a school that is underattended and expensive to run. I am all for closing QEA as soon as possible.

Sincerely,

[name redacted]

Hello,

I'm a parent at UHill Elementary who has lived in the UBC area since 2008. It is with great concern that I write to you regarding the closure of QEA. I understand the financial burden and strategic plan surrounding the proposal and can imagine the impact such closure could have on current and future students and families.

My concern relates to the numbers on which such proposal is grounded. Once again I see a disconnect between the reality in schools and the data de VSB uses to propose facility use changes. In our last PAC meeting our school principal mentioned UHill is working at capacity and as of that day (April 7th), coming September, there is only 1 spot available for Kindergarten. I understand the situation is similar in NRP. This isn't surprising given the fast development and growth of UBC

neighborhoods. In fact, last fall many newcoming students and families to UBC were sent to schools outside their catchment. So my question is, why is there a proposal to close a school in the vicinity when other schools are overflowing? Why are the numbers used so distant from the reality? If QEA were to close and those students moved to JQ, wouldn't it make sense to keep those grounds and building to accommodate students from UHE or NRP?

My children and family went through the transition K-7 to K-5 and back in the span of 5 years. This change brought a lot of stress to families and was based on the same numbers the decision to close QEA is being based on. I invite the board to reconsider the idea until more accurate/realistic data is used.

Thanks for your attention,  
[name redacted]

Secondary schools - The FIT blocks are a horrible waste of time and should never be included as instruction time.

[name redacted]

Hello:

I attended the JQ session on this last week, and I was told that we would be getting information to respond to our questions that we raised at the session that weren't answered. This included specific school plans so I could understand the space inside JQ (because I have never been allowed in), a map of the outdoor areas (because the information at the session was that the parking lot was being included as available play space), and information on the enrollment plans for alternating years with 2 and 3 K intakes.

I have checked the website, and this information has not been made available to me. Can you please advise how we will receive this information?

Thanks,  
[name redacted]

Dear VSB stuff & trustees

We are the parents of former students from Henry Hudson french immersion. Our kids were affected by VSB phasing out HH french immersion, the French immersion community fell apart at HH So we moved our kids to JQ on 2019.

The excitement of new school with computer room, music room and all the classrooms with big window, didn't last long. Soon after JQ was facing over capacity problem because VSB was planning to close another French Immersion school on 2019. The excitement of proposal dropped after didn't last long Now, VSB proposed again to close QEA. Our kids are facing to lose their music room, computer room and even my daughter's classroom , our kids are asking us why ?? ?

We'd like to bring your attention of our concerns.

1. Why VSB is keeping close french immersion schools as the huge demands are out there for french immersion education . Every french immersion school has long waiting list, what are VSB's intentions of keep closing french immersion schools?? Solving short term problem with creating long term problems. We'd like to see the long term plan VSB propose to ensure our French immersion program run stable and successfully, at least, without worrying any changes of losing space or even losing school

Other parents from JQ and QEA made their voice, I strongly agree with them so please address those concerns from us before you are making decisions

Attached the below email was sent to VSB on 2019, I believe all those questions and concerns are still apply

1. Why are the Heather Lands development, near Hamburg Secondary, being ignored as a potential Conseil Scolaire Francophone (CSF) westside school site? See page 39 of the policy approved by Vancouver City Council: <https://vancouver.ca/files/cov/heather-lands-policy-statement.pdf>
2. Does the CSF even want the QEA property? If QEA is closed, which is has to be prior to negotiations beginning, what if that falls through? Will it be open to long-term lease, or possibly sale, to private schools in the area that have wanted it in the past? On principal we do not support public schools being closed to be leased (or sold) to private schools.
3. How will Jules Quesnel accommodate all of Queen Elizabeth Annex's students? How would it do so and still adhere to the court ruling that reinstated the classroom size and composition language to the Teacher's Union contracts?
4. How will Jules Quesnel accommodate Queen Elizabeth Annex's students as well as Lord Byng's displaced students due to that school's seismic upgrades?
5. Will you be eliminating a French Immersion Kindergarten class going forward, cutting our combined cohort from 3 kindergarten classes to 2?
6. If a Kindergarten class is cut due to lack of space, that will leave JQ chronically under-enrolled for the intermediate grades. This will open JQ up to pressures to close, become dual stream, or other unknowns. Why is this being considered, when waitlists are strong for French Immersion programs?
7. It is the Provincial Ministry of Education's responsibility to find a location on the westside of Vancouver for the CSF to have a school. Why is this becoming a VSB's responsibility? Why would we close a school that teaches French, only to open it to teach French to different children? Our preferred solution would be to maintain, and support, the QEA elementary, and to open a separate CSF elementary school at a different location.
8. Have you looked to negotiate a site on the Jericho Lands as a location for a potential Francophone school, as was suggested as early as four years ago by MLA David Eby?
9. What will the Oct 29, 2019 to Jan 15, 2020 public consultation period look like? How will parents voice their concerns?
10. How can the Board move on with any recommendation without first having these questions answered?

Thank you

[name redacted]

The concern I have is all the new construction at ubc. I moved to staff housing last august. The catchment school was over loaded and there were 8 grade 5 students alone that had to be placed elsewhere. My daughter went to QE. Luckily I plead my case as a single working mum and she is now in the proper catchment as of this January.

What my true concern is, there are 16 new apartment buildings being proposed and built on the UBC grounds right now. When those buildings fill, where will all the children go? There is a beautiful lot adjacent to University Hill high school saved for a future elementary school. If I was the Vancouver school board I would get on that immediately! I see a crisis in the near future. Sure enrolment is down in the too expensive for families in kitsilano, but ubc is about to boom. Low income and staff housing is ideal for families to be raised in.

Thank you  
[name redacted]

Hello,

I am [name redacted]'s mom. My daughter is a G12 student. My whole family would say "Yes" regarding the closure of Queen Elizabeth Annex.

Tax payer's money can be used in some more important places other than the Royal family.

Thanks  
[name redacted]

I work in daycare and I know there are many children that can not go to their neighbourhood schools when they start kindergarten. QEA provides a solution to this issue. I am an alumni of QEA from the '70s and consider myself very lucky to have had such an intimate space to start my learning journey. This site is magical and unique and there are very few elementary schools in the city that provide such a natural, safe and engaging environment. One of the children in my care started kindergarten there last September and he loves his school. We all love QEA keep it open for the next generation of learners.

Thanks for listening,  
[name redacted]

To whom it may concern:

29 April 2022

To give you a context of who I am: I have a son attending grade 3 at Queen Elizabeth Annex and he is leaving QEA in June 2022.

Regarding the VSB proposal to close down the QEA campus, I understand that VSB faces three challenges:

- (1) higher per student cost for QEA students (40% higher) than students in other VSB schools;
- (2) the facilities have not undergone Seismic upgrades; it is therefore a liability rather than an asset from the perspective of budget (if only VSB have the budget to do a proper seismic upgrade of QEA facilities);
- (3) VSB has an ongoing potentially costly legal proceeding and mediation with Francophone School Board which wants to lease or purchase the QEA campus for their school facilities.

All these issues are **budgetary** concerns; it is about the money. Closing down EQA solve these problems **immediately**.

Here is my question for you: What is the **time frame** for your **vision** and **planning**?

Is it 2 years, 5 years, 10 years, or 20 years into the future?

Closing down QEA is a **short-term solution** to address your budgetary concerns. If we take a **longer term perspective**, as education is by definition a long term investment, the future educational needs for our children must be taken into account.

VSB stated that the **enrollments** have been declining since late 1990s. The data taken directly from the BC government data base (table below) contradicts the VSB's statement about student enrollment:



39 Vancouver																					
Year	Kinder- garten	Grade							Elem. Ungr.	Elem. Subtotal	Grade					Sec. Ungr.	Sec. Subtotal	All Grades Subtotal	Home School	Grand Total	Yearly % Change
		1	2	3	4	5	6	7			8	9	10	11	12						
2014	3,746	3,801	3,740	3,572	3,587	3,445	3,506	3,559	0	28,956	3,660	4,092	4,097	4,198	4,512	165	20,724	49,680	27	49,707	
2015	3,572	3,717	3,736	3,711	3,526	3,608	3,457	3,517	1	28,845	3,723	3,694	4,194	4,240	4,252	180	20,283	49,128	28	49,156	-1.11%
2016	3,670	3,535	3,655	3,689	3,668	3,542	3,607	3,507	0	28,873	3,645	3,777	3,813	4,303	4,366	109	20,013	48,886	31	48,917	-0.49%
2017	3,630	3,628	3,463	3,649	3,664	3,674	3,515	3,576	0	28,799	3,693	3,790	3,944	3,928	4,453	0	19,808	48,607	45	48,652	-0.54%
2018	3,479	3,609	3,604	3,451	3,632	3,663	3,699	3,543	0	28,680	3,759	3,791	3,938	4,027	4,077	4	19,596	48,276	44	48,320	-0.68%
2019	3,518	3,524	3,614	3,614	3,463	3,656	3,670	3,716	0	28,775	3,718	3,839	3,917	3,990	4,135	0	19,599	48,374	51	48,425	0.22%
2020	3,630	3,572	3,583	3,661	3,502	3,591	3,785	3,869	0	29,193	3,726	3,943	4,106	4,158	4,304	0	20,237	49,430	52	49,482	2.18%
2021	3,654	3,679	3,602	3,646	3,541	3,627	3,728	3,993	0	29,470	3,863	3,917	4,148	4,278	4,394	0	20,600	50,070	52	50,122	1.29%
2022	3,716	3,698	3,690	3,653	3,531	3,661	3,765	3,944	0	29,658	3,986	4,059	4,133	4,334	4,526	0	21,038	50,696	53	50,749	1.25%
2023	3,865	3,775	3,709	3,737	3,542	3,652	3,795	3,979	0	30,054	3,942	4,195	4,294	4,348	4,600	0	21,379	51,433	54	51,487	1.45%
2024	4,185	3,922	3,781	3,745	3,617	3,665	3,784	4,008	0	30,707	3,980	4,157	4,434	4,512	4,627	0	21,710	52,417	54	52,471	1.91%
2025	4,449	4,249	3,933	3,813	3,620	3,741	3,800	3,998	0	31,603	4,008	4,193	4,396	4,650	4,779	0	22,026	53,629	56	53,685	2.31%
2026	4,558	4,514	4,260	3,963	3,680	3,743	3,877	4,014	0	32,609	3,996	4,220	4,432	4,614	4,911	0	22,173	54,782	57	54,839	2.15%
2027	4,719	4,622	4,524	4,293	3,823	3,801	3,878	4,093	0	33,753	4,012	4,210	4,459	4,647	4,887	0	22,215	55,968	58	56,026	2.16%
2028	4,885	4,787	4,632	4,560	4,135	3,944	3,936	4,095	0	34,974	4,091	4,226	4,448	4,672	4,914	0	22,351	57,325	60	57,385	2.43%
2029	5,005	4,957	4,793	4,663	4,388	4,256	4,076	4,153	0	36,291	4,093	4,303	4,465	4,663	4,940	0	22,464	58,755	62	58,817	2.50%

As shown in the table above, the number of students (headcounts) enrolled in VSB indeed **decreased** between 2014 and 2018 but then **increased** after 2018 and the predicted trend indicates a **continual increase** till 2029, the last available predicted date (data file downloaded on April 28, 2022).

According to the Metro 2050 Regional Growth Strategy, the sub-regions of Vancouver, **Burrard Peninsula**, where QEA campus is located, has a population of 1,649,000 in 2020 and is projected to increase to 1,387,800 by 2050, a 30% increase. If we look at a shorter time frame, between 2020 and 2030, there is a projected 13% increase in the population, and between 2020 and 2040, a 23% increase in population is projected in this sub-region.

Likewise, the unit of dwellings within Burrard Peninsula will increase by 26.3% between 2020 and 2040. It is hard to argue the student enrollment will continue to decline in the foreseeable future.

Mr. David Nelson indicated, during his presentation on April 28th, that QEA will not serve as a catchment (is not responsible) for students at Jericho Lands where a population increase is predicted.

Indeed, this statement was correct in the sense that students in VSB who wish to enter a French Immersion program can apply to any French Immersion program within VSB and are no longer restricted to applying to the French Immersion program of their previously assigned catchment. Mr. Nelson's statement should be modified as this: **No French Immersion program** in VSB is responsible for or needs to serve as a catchment for students **at Jericho Lands**. More accurately, it should be modified as this: **All French Immersion Programs** in VSB serve as the catchment (are responsible) for students in **Jericho Lands** as well as **all students within VSB**.

Mr. Nelson showed figures that the students on the QEA wait list had decreased over the years. The truth is that if parents realized that QEA may be closing down in the near future, they will surely not put their children on the wait list for QEA. This decreasing trend only reflects the fear of parents to the possible closure of QEA and does not reflect the true needs for French Immersion at QEA. Personally, I chose to put my son on the wait list for QEA only because its wonderfully spacious campus adjacent to Pacific Spirit Regional Park that allows children to roam and play safely and healthily.

Bottom Line:

**The properties of Vancouver School Board will not increase.** A piece of land, once sold, or, a school, once closed down, **it is lost forever and permanently**, just like a piece of forested land. When people cut down a piece of forested land, workers are employed to do the logging, the harvested timber, as well as the land, can be sold for immediate profits, at the expense of future and long term possibilities such as the forest providing ecosystem services, attracting tourism and serving as a refuges for wildlife.

**Again, what is the time frame of your vision and planning? We have the responsibility to be good stewards for the properties that VSB owns.**

Dare to dream

If we think about the long term demands and opportunities for QEA, given its spacious campus large enough to accommodate more students, we can turn QEA into a fully fledged K-7 French Immersion school.

I understand this is difficult to imagine, given the perpetual shortfall of educational budgets, the current civil mediation with the Francophone school Board. However, all these challenges are about money. If we can look beyond short term solutions and have a longer term vision, the potential and possibilities for QEA, as well as other VSB campuses, are as great as our responsibilities and opportunities. Let me remind you of a precedent in our Canadian history: Tommy Douglas, the father of our universal health care system in Canada.

Tommy Douglas became the 7<sup>th</sup> premiere of Saskatchewan in 1944, right before the end of WWII. His government had to deal with the deficits passed down from the previous government. Yet his government paid off all the debts, balanced the budgets, and created the universal health care system for Saskatchewan, which eventually expanded to our entire nation. What a legacy Mr. Douglas left for all Canadians. He had the wisdom and courage to do what he believed in.

**Wisdom is nothing to do with intelligence; it is about being able to see things clearly and having the courage to make right decisions, especially when doing so is difficult and costly.** I hope you have the wisdom and fortitude to do the right thing, for our children, and our future.

Education of children should never be left to the school and teachers alone. We as parents must be involved in the education of our children. I wish the time I had spent doing research and writing this letter could be spent reading with my child instead.

Thank you for taking the time to read this letter.

Sincerely,

[name redacted]

Dear Engage,

The website states "(\$11,288 per student in 2019) than the provincial enrollment allocation of \$7,885 per student."

The \$7885 is the most recent 2022 number, yet the \$11288 is the 2019 number:

Request A: please update the site to reflect numbers from the same year, with most recent data available.

Also, \$11,288 is a total EXPENSE while \$7,885 is a partial REVENUE, not the full enrollment allocation.

Request B: please update the website to add the word BASIC in front of allocation, because \$7885 is the basic allocation amount. It is incorrect as currently stated.

The provincial enrollment allocation is MORE, the basic is only one component of it.

Finally, for context, please add the RANGE of per student operation costs per school from across VSB (e.g. schools range from \$5000/student to \$15000/student). This gives stakeholders a context for the range of costs for schools across the district.

I know you are committed to a transparent and just process, so please make these accuracy corrections.

Thank you,  
[name redacted]

Hi [name redacted],

I am a parent of three QEA students though not on the QEA PAC. I have been watching board meetings here and there through the last round and this round of potential closure.

First, I would like to say how amazed I am with your professionalism. You remain cool, calm, and collected at board meetings and public consultation meetings - delivering very measured responses. These are hard conversations to have and I admire your openness to answer questions in as helpful a way as possible.

Second, I want to point out my own perspective which is this is a file you are working on. It does not mean that you personally would like to see the closure of this school (or any school), but rather have a certain job to do which in this case involves building a rationale for the closure of the school.

Third, I just want to reflect on what an incredible district the VSB is. It operates on a shoestring budget and yet delivers incredible results and meets the needs of so many; a testament to the dedicated and skilled educators, administrators, and support personnel.

OK, now my question.

(\$11,288 per student in 2019) than the provincial enrollment allocation of \$7,885 per student.

[source](#)

It does not surprise me that schools would vary from the average. On a per student basis, larger schools should cost less than average and smaller schools more than average. In other words, I do not think QEA costing more per pupil is unusual or unique to QEA (and other schools likely cost even more). Knowing the **spread** of per pupil school costs would provide greater context than simply having the \$7885 average.

My question is clarifying if **\$7, 885** is the average operating cost per student across the VSB. Does "provincial enrollment allocation" equal the average operating cost per student [Does \$7,885 = (sum of operating budgets of all VSB schools) ÷ (total number of students in VSB)]

You must be extremely busy, so no rush to respond. And if there's a more appropriate person to direct this (basic) question to (budget office?), please feel free to forward it directly or let me know who to contact.

Many thanks for your time and professionalism through this challenging process.

[name redacted]

Dear Vancouver School Board:

I am writing to strongly urge you to reconsider the decision to close QEA and relocate the students to Jules Quesnel Elementary.

While I am not unsympathetic to the students who need to be relocated, I am afraid the decision disadvantages the students at Jules Quesnel, my child included, and deprives them from an optimal learning experience.

The closure of QEA will negatively affect the learning environment in our school and will put more strain on the resources of the school. The play area is barely enough for the currently enrolled students and having more students share the space comes with risks.

I hope that you will put the interest of the students at Jules Quesnel first and I strongly urge you to reconsider your decision to close QEA.

Respectfully,

[name redacted]

Dear VSB:

In response to the impending decision on the fate of the Queen Elizabeth Annex, I am alarmed at the consequences of a vote to close QEA. I am also writing to express my deep concern about the possibility of placing the QEA students in Jules Quesnel. I think this will be at the expense of the quality of education and services at JQ, which will not be good for the students. JQ is simply not designed to absorb another school. I am sure you understand the

concerns of a parent who is concerned with the situation and surely hope that you will not support the idea of closing the Queen Elizabeth Annex.

Best regards,  
[name redacted]

Dear Trustees and Engagement Team,

I worry about eroding public trust. I do not see why the VSB chooses to be secretive when it comes to QEA matters. Why is it so hard to get straight answers too rational questions.

For instance, the population projections contain no methodology, source, or explanation about why they predict decrease in student population while City of Vancouver, the Ministry of Education and Child Services, BC Stats, and StatCan all predict increases.

The rationale for closure has two primary reasons which everybody knows are not the TRUE primary reasons. QEA is not being considered for closure primarily because its operating cost is more than the provincial basic per student allotment : many many VSB schools are in this category. QEA is not being considered for closure primarily because the value of the education students receive there is subpar and thus the students deserve better "student learning".

And yet these are the two reasons presented on the website and in the presentation sessions.

It is a distortion of reality. The QEA closure is all about the CSF wanting the land, the Ministry of Education looking to make a deal in exchange of Olympic Village, etc. This should be stated plainly and transparently, instead of mounting a straw man argument about "student learning" and "resources".

Please commit to truth telling as I think it is critical to maintain public trust with such an important institution as public education.

Thank you,  
[name redacted]

To Whom it May Concern,

Here we go again. Good Grief! Do you not read your history? Do you not already have to hand ample testimony from parents from 1995 onwards, ample arguments against, ample logical reasons that you know to be true yourself? Did you think that once one set of parents left they would also leave the neighbourhood and therefore not care about future generations of very young children who might benefit from attending a neighbourhood school within walking distance?

What is it you expect? That parents will put children in cars and drive them to schools at further distance from their homes? Why are you doing this? Have you no conscience? No recognition of the duty you owe children, parents, families, neighbourhoods in Vancouver?

So you are once again running short of cash? You are once again threatening to sell school land to pay a current debt at the expense of the cost to future generations?

I was a resident of Vancouver when Dawson School land was sold to developers to make way for the Wall Centre high rise development in our downtown. But with time, the population of school age children in the West End has increased to the extent that a new school is needed. VSB needs to find the money to purchase land at Olympic Village or other - across the water - areas away from the neighbourhood. Do you see how short sighted this earlier Board was? Will this be your legacy too? Selling to developers who in turn sell back to the electorate even more expensive real estate?

If you really are committed to the children, families and neighbourhoods of this city, as you promised when first elected, you will vote to preserve VSB land for future generations. This will be a laudable legacy. I certainly hope that you achieve it.

With respect,  
[name redacted]

Hi. After reviewing the [FAQs](#) as well as the [Enrolment Around QEA](#), I find that:

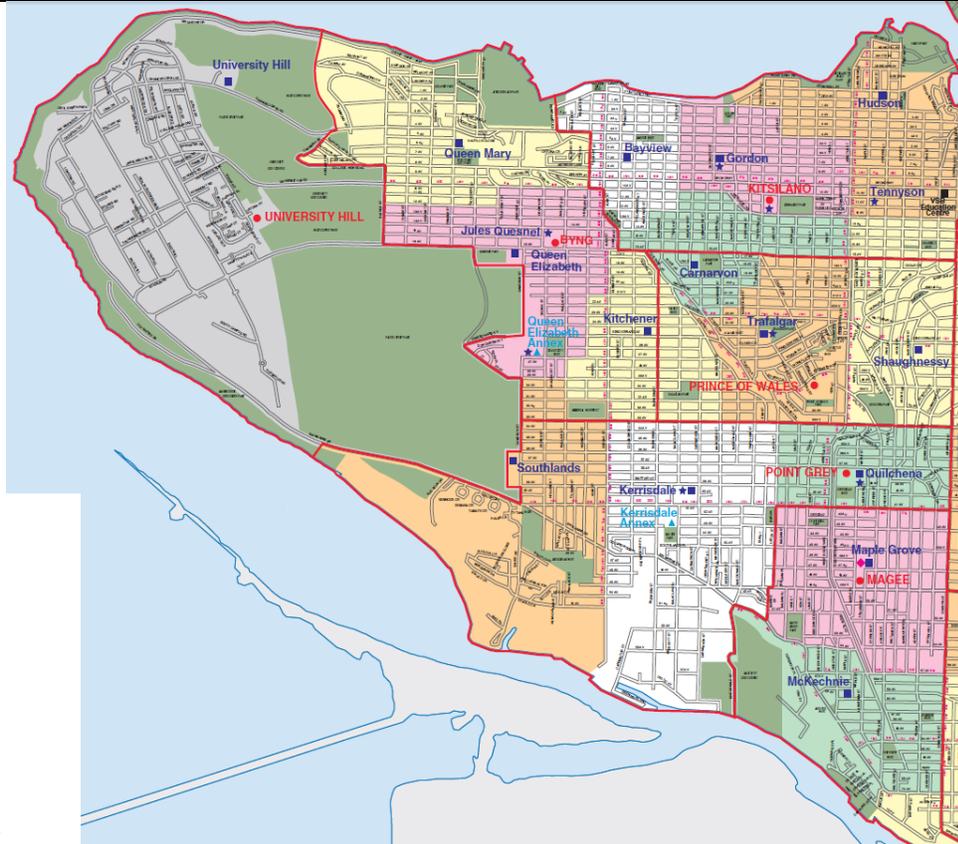
- Too much is focused on the overall decline across the entire city; two big issues with using this generalization are:
  - Included in that overall decline is Secondary students
  - Not included in that overall decline are the kids that left the VSB but still exist in Vancouver
- That the analysis for “enrolment around QEA” is not complete; examples:
  - University Hill is 5.8km away and is **\*included\*** in the analysis
  - Maple Grove is 5.2km away and is **\*not included\*** in the analysis

***The Ask: Can you please share three sets of data for only elementary kids west of Granville St?***

- 1) VSB Enrolment Projections for this area;***
- 2) The number of kids (ALL kids) that currently live in this area;***
- 3) The data that the City of Vancouver shared with the VSB regarding future demographic forecasts for this area?***

This information is required for the Trustees to make an informed decision. Thanks for your consideration.

Best Regards,  
[name redacted]



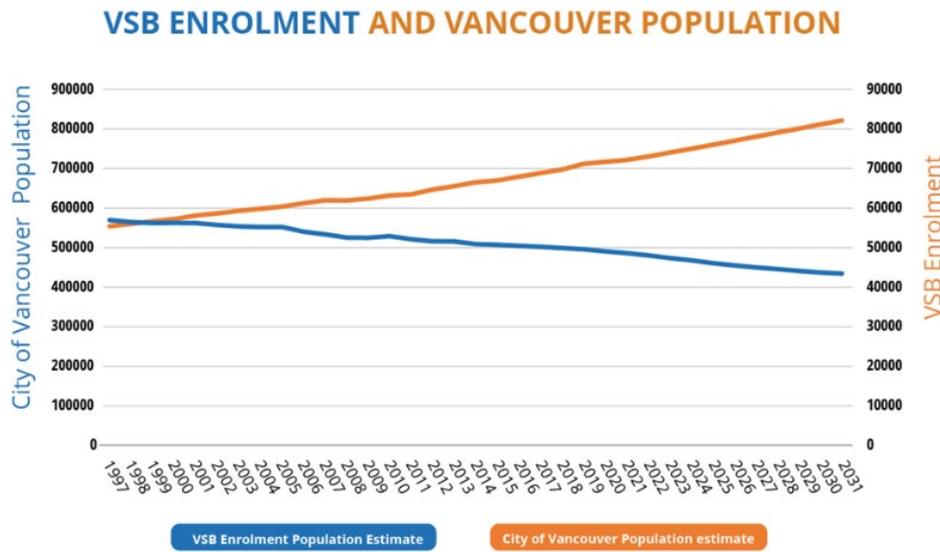
It's just dacency

Dear Trustees,

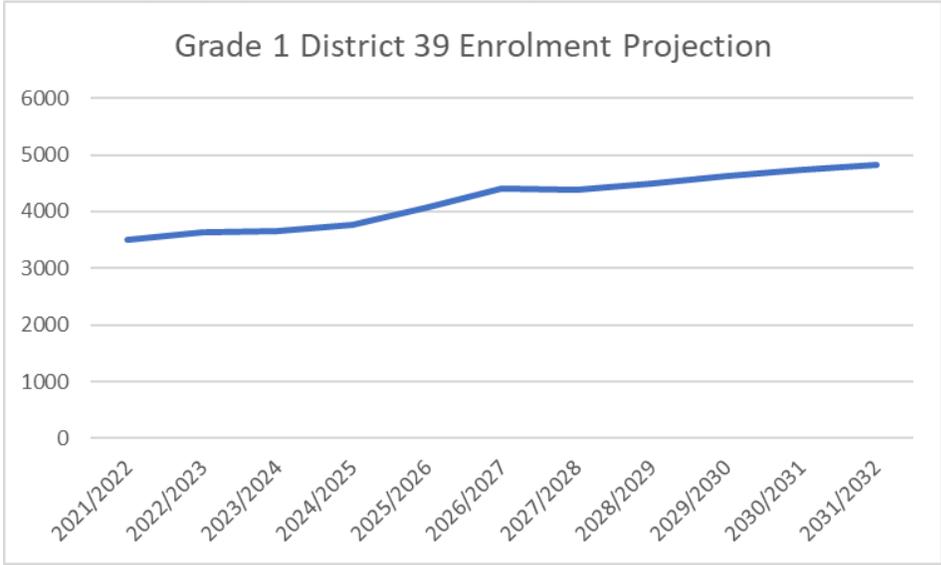
I know you are facing an important and challenging decision with regards to the closure of Queen Elizabeth Annex.

The public and you rely on the data provided by VSB to inform your decision.

Tonight I have stumbled upon what appears to call into question the Population Projection integrity, or at least the model & conclusion, of "[Vancouver Enrolment Trends](#)" which shows a clear projected **decline** in VSB Enrolment from 1997 through to 2031:



Here is another data source which paints a different picture:  
 (1) Projection of Public School Aged Headcount Enrolments, BC Schools Enrolment Projections 2022-2023 to 2031-2032 ([webpage](#)). The data is a spreadsheet that contains headcount for various districts including VSB by grade. I have created a chart from the spreadsheet as an illustration, from the current year projected over the next 10 years.



You can have a look at the numbers, they are clearly predicted to increase. I believe this matches commonsense...that the total population of school aged children will increase in the coming decades as higher paying jobs come to Vancouver and more family friendly housing options come online.

VSB staff do a tremendous job and it is possible that not all [population reports](#) have been made public. A key argument for the closure of QEA is with regards to under-utilization. Underlying the under-utilization, at the macro level, is population decline in the coming years. However, if population is set to increase, then I believe it is critical to examine this further prior to moving forward in the process.

Sincerely,  
[name redacted]

Dear VSB Board,

My son [name redacted], who is now 14 and thriving in Grade 9 at Kits High, was a shy boy when he started kindergarten at QEA. The wonderful atmosphere there — the forested play area, the small, intimate setting, the excellent teachers — did him a world of good and slowly brought him out of his shell. As a French Canadian myself, I was so happy he was doing French immersion in this paradise-like setting. He made friends he will have for life in four wonderful years here, and was ready for the big school (Jules Quesnel) for Grade 4. My wife and I will always be great for QEA. Please provide that opportunity for other little boys and girls.

Of course I understand the financial constraints etc etc. But if you can find a way, I would truly encourage yo to find a way to keep QEA open.

Yours sincerely,  
[name redacted]

Dear Trustees,

Please do not close the Queen Elizabeth Annex. The community of Dunbar and the City of Vancouver need assets like this. Schools will become even more important as the population of the area grows.

Thank you for your consideration!  
[name redacted]

May 20, 2022

Dear Vancouver Board of Education Trustees:

I experienced a serious injury in August 2021 that left me hospitalized for three weeks. My daughter [name redacted] was doing online school since COVID in 2020. I needed to send [name redacted] to a physical school because I had to attend a day program at GF Strong. [name redacted] started at QEA in grade 2. During this time, I was in a wheelchair and unable to send my daughter to school. The QEA PAC got involved and the school pulled together to help get [name redacted] to school every day.

The small school community has been a source of stability and comfort during these very turbulent times (post-injury and during COVID). [name redacted] could continue going to school after this traumatic event because of the help that I received. [name redacted] is born in Vancouver, and our families come from Taiwan and Singapore originally. I believe that if not for the small school community that was so welcoming and inclusive of diverse cultures, my daughter would not have settled in and made friends so quickly. [name redacted] also received individualized help with French because her French was not up to par with her peers.

As E.F. Schumacher once said, "Small is beautiful." The small school size matters and is a strength. There is a strong sense of community at the school. The school is also uniquely situated right next to the Pacific Spirit Park. The children go on a weekly "Mecredi en marche" and enjoy playing in the forest. Speaking from the position of an environmental educator, it is important for children to have these enriching nature experiences from a young age.

I don't agree with the proposed school closure because I think it'll be disruptive for the children to assimilate into either Queen Elizabeth or JQ. I also don't think it's a wise decision because it's not reflective of the projections of population growth and does not consider current development plans that will be realized in the City of Vancouver.

I would like to request for greater transparency on the statistics that the Vancouver School Board has cited on the Fact Sheet. The Fact Sheet states that there is an 8.4% decline in enrolment translating to 4,400 fewer students over the past 10 years. However, BC Stats shows an increase of 13% between the period of 2010 and 2020. I don't understand why there is a discrepancy in your numbers.

I would like to ask that you please reconsider your proposal for the QEA school closure for the sake of the children and the neighborhood communities that this school serves.

Sincerely,  
[name redacted]

Good evening Jessica and trustees,

Thank you for giving [name redacted] this opportunity to include these below narrative and attachments as a separate [name redacted] report when submitting the VSB Delaney engagement report.

Please would you provide a **draft copy of your engagement report made available May 19th** as indicated in one of your earlier emails dated March 30th to the [name redacted] executives? Since we have not heard back on our request to VSB staff for a copy of the finalized copy by **May 24th** allowing [name redacted] at least 5 business days to review and submit/prepare our delegation request due June 1st for the June 2nd Committee of the Whole, a draft working copy would help us better understand the detailed direction of the engagement report.

Here are the considerations that [name redacted] would like to share with trustees (with 6 attachments, labelled in green):

### **1. QEA garden space**

Growing for over a decade now on the south and west sides of the school building is the amazing garden that has blossomed from the love, care and attention of students and a very special teacher at QEA. The garden grows a large apple tree where students gather every fall to learn about tree pruning and harvesting these large delicious apples, green leafy vegetables from kale to bok choy and lettuce, to tomatoes both grape and large size, to peas and squash and pumpkins! Children gather every Friday to help toil the soil, weed the garden, plant and enjoy the fruits of their labour by eating raw (naturally organic!) vegetables. Over the summer months, neighbours and past QEA alumni living in the community take time out to plant and help maintain the garden when children are away from school during the summer. When taking a stance for climate action and support of green space, please consider the important contribution that QEA school brings to the community with their garden space. Relocating QEA children to Jules Quesnel would eliminate this community garden to a few raised garden boxes pushed against the fence of the busy Crown Street.

### **2. Relocation options should QEA be voted for closure**

The strongest push to relocate students to JQ would displace a Kindergarten class and continue to exacerbate the capacity issue at JQ. Currently every Wednesday, the Vancouver police department is conducting a street safe program in response to a situation that occurred a few months ago where a child was pinned between two vehicles during school drop off. Traffic and overcrowding of parents and students at school dropoff and pickup is a known issue at Jules Quesnel and as explained in the Committee of the Whole Delegation by DPAC representative [name redacted]. Jules Quesnel is in the lowest 5% across the Vancouver district for square footage per student! Cramping students into one school to provide opportunities for other students across the District is not the solution. The other solution presented is for QEA students to relocate to QE, which is either equal to or worse in seismic condition, considering that QEA has exits from every classroom and is a one-storey building.

### **3. QEA student rally May 18, 2022**

This past Wednesday students, parents, caregivers and members of the Dunbar community came together to protest the potential closure of QEA. What is too often overlooked amidst the rhetoric of enrollment numbers, population projections and dollar signs is that QEA is an incredible community of passionate children and parents that love their school and believe that it should be allowed to flourish without the constant threat of closure and be held in trust for future generations. Please remember when casting your vote next month that QEA is not a ghost town of a school and QEA is not under enrolled. It is a thriving school that is a vital part of the Dunbar community. Please see the [attached #1 video](#) (1 minute 18 seconds).

### **4. Funding public education instead of squeezing students out to independent schools**

Less than 100 metres from the top of the QEA school site exists St. George's Independent school that is currently constructing a 3-storey extension at their Senior school. Within a 5 block radius also exists the St. Georges Junior School and the Immaculate Conception independent schools. Is enrolment really in decline in Vancouver West or are parents being pushed towards private education? VSB is creating unequal opportunities for public education across the District by playing favouritism to students in Vancouver East and ignoring that many families still prefer public education to independent schools due to the diverse exposure to social economic backgrounds. Parents want what is best for their children and if they can afford it or be accepted to the independent school program, may prefer the stability for their children as opposed to suffering from constant threat of closure.

### **5. An option for a CSF school that doesn't displace children**

Please see the [attached #2 PDF](#).

### **6. Change.org petition with over 1500 signatures**

<https://www.change.org/p/no-school-closures-transparent-planning-first>

This petition was created in February 2022 shortly after the VSB staff closure recommendation announcement.

### **7. VSB Committee of the Whole meeting April 19, 2022**

<https://www.youtube.com/watch?v=ySLeE41ceUg&t=330s>

Our delegations start at approximately 05:19 with Bruce Gilmour, President of the Dunbar Residents Association.

Please also take the opportunity to listen (again) to the following delegations:

Nina Monahann: Crown Preschool Head Teacher

Kevin Gourlay: legal aspect of the CSF litigation ([presentation notes attached #3](#))

Michael Hooper: IAP2 and engagement process ([presentation attached #4](#))

Kate Hood: capacity issues at proposed relocation site Jules Quesnel ([presentation attached #5](#))

Rob Ford and Emily Clarke: district parent representatives on the impact of French immersion school closure

Lia Gudaitis: senior urban planner on the impacts of Vancouver West population growth and need for a neighbourhood school to the ends of complete community planning with supporting data ([presentation attached #6](#))

Ken Su: [name redacted] parent representative on the concerns this closure recommendation brings to the community.

Cordially,  
[name redacted]

Hi VSB engage,

For the final VSB engagement report, please include links to:

1. [Change.org online petition](#) (item#6)
2. [VSB April 19 committee of the whole](#) (item #7)
3. [QEA garden photos](#)

Please also include PDFs for the attachments:

4. [\[name redacted\] submission](#) (previous attachment #1)
5. VSB April 19 committee of the whole presentations [Kevin Gourlay](#), [Michael Hooper](#), [Lia Gudaitis](#) and [Kate Hood](#)
6. [An alternative CSF site](#)

All PDF MB size are all within email capacity and also compatible for print copy distribution.

[name redacted] simply do not have the resources to reconvert to a separate link.

[name redacted] executive

Date: May 30, 2022

**ITEM 11.1**

TO: Board of Education

FROM: Lois Chan-Pedley, Trustee

**RE: Notice of Motion – Foundation and Business Company**

*Reference to Education Plan:*

*Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...*

- Encouraging students to reach beyond previous boundaries in knowledge and experience.
- Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- Increasing literacy, numeracy, and deep, critical, and creative thinking.
- Ensuring that students develop and can implement a plan for a successful transition upon completion of secondary school.
- Ensuring the alignment among school, district, and provincial education plans.
- Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

*Goal 2: The Vancouver School Board will increase equity by ...*

- Eliminating gaps in achievement and outcomes among students.
- Eliminating racism and discrimination in all forms.
- Evaluating and renewing plans for the improvement of Indigenous learners' education.
- Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.

**Reference to VSB Policy:**

*Please indicate if the proposed motion relates to an existing policies from the [Board Policy Handbook](#). You must check one or more boxes.*

- Relates to Policy No.
- This is an action motion and does not change or contradict any existing policies from the Board Policy Handbook

**PROPOSED MOTION:**

That to investigate additional income sources beyond Ministry of Education and Child Care funding to support VSB students, the Board of Education direct District staff to explore the opportunities and challenges of creating a Vancouver School District Foundation and a Vancouver School District Company and report back to the Board of Education.

**RATIONALE:**

The District has a budget structural deficit, meaning there is not enough funding to cover the expenses in the budget. In recent years, the District has relied on using surpluses from prior years to balance the budget, a practice that is not sustainable. The funding received from the Provincial Government is not adequate. In addition to advocating for more funding, additional funding must and can be generated to tackle the structural deficit. In the most recent budget survey, many respondents showed interest in alternate funding options. The formation of a foundation will provide an opportunity for donors to contribute funds for specific purposes to support students in schools and the formation of a business company, of which the District is the only shareholder. This will allow for the profits earned to be returned to the District in the form of dividends. Eliminating our structural deficit is the responsibility of the Board and we should investigate all means possible to that end.