

2019-2020 OPERATING FUND BUDGET

PRELIMINARY DRAFT DOCUMENT

Version 3

*Senior Management Team
May 15, 2019*



2019-2020 Preliminary Draft Operating Fund Budget

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1.0 Preliminary Draft Operating Fund Budget

Vancouver School Board
2019-2020 Preliminary Draft Budget
Operating Fund – Version 3
May 15, 2019 Special Board Meeting

REFERENCE TO STRATEGIC PLAN:

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

Objectives:

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

Goal 4: Provide effective leadership, governance and stewardship

Objectives:

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

INTRODUCTION

Version 3 of the draft Operating Fund budget follows the same approach as Versions 1 and 2, incorporating additional information and feedback from the presentations on April 9, 2019 and the May 6, 2019 Board Meeting. Budgeting is an iterative process, and as such, the feedback received will change the budget as it is being developed. The basic principle of creating the preliminary draft operating fund budget as a balanced budget remains. As illustrated in the PSAB schedules attached to this report, Version 3 of the budget is presented as a balanced budget.

CHANGES FROM VERSION 2

Version 2 of the budget had a surplus of \$1.8 million. At the May 6, 2019 public meeting the Board approved the net potential funding sources proposals of \$475,000 (illustrated below in Table 1) that had been included in Versions 1 and 2. The addition of this funding amount increases the available surplus to approximately \$2.280 million for the Board's consideration of the proposals that follow to produce a balanced budget.

Table 1 – Funding Sources Approved by the Board

2019-2020 Potential Budget Sources of Funding		FTE	Savings
M18	Business Development Manager (salaries)	1.00	\$ (120,000)
M18	Business Development Manager (revenue generated)		295,000
M19	Rental Rate Increase		100,000
M20	Increase in School Supplies Fee		200,000
			\$ 475,000

Three new proposals have been added in Version 3 to replace four of the existing proposals previously submitted. The new proposals are intended to further support instruction at the school level, from both a teacher and administrator perspective. The replaced proposals would be something for consideration in the near future once efforts have been made to assess enrolment in the Adult Education Program. The following table illustrates these changes:

Table 2 – Version 3 Changes

#	2019-2020 Ongoing Budget Proposal Summary	FTE	Version 3
M21	Increase Teaching Time in Elementary and Secondary Schools	3.10	243,956
M22	Diversity Resource Teacher Indigenous Education	0.50	52,905
M23	Communication Plan for Adult Education Program		35,000
T6	Increase Teacher Staffing at Gathering Place	0.50	(54,169)
T7	Increase Teacher Staffing at South Hill	1.00	(108,338)
T8	Addition of second Indigenous Knowledge Keeper	1.00	(61,423)
M17	Teacher EOC Time for Make-up Preparation		(150,000)
			(42,069)

The difference of \$42,069 has been incorporated into Proposal M21 in order to balance the budget with the available surplus of \$2.280 million referred to above (see Table 7).

UPDATE ON BUDGET PROPOSALS

Since the presentation of Version 2 of the preliminary draft operating fund budget on May 6, 2019, further review of the proposals submitted to date has taken place and the recommendations in Table 4 (One-Time Proposals) and Table 5 (On-Going Proposals) that follow are being presented for possible approval by the Board in Version 3.

One-Time Proposals

As illustrated in Version 2 and in Table 4, the one-time proposals submitted to date totalled \$2.671 million. As explained in Version 2, one-time budget proposals can be incorporated in the budget by appropriating unrestricted surpluses from prior years. Table 3 illustrates the District is projected to have an unrestricted surplus of approximately \$2.632 million available for use by the Board in considering the one-time budget proposals.

Table 3 – Restricted and Unrestricted Surplus

Policy 19 - Accumuated Operating Surplus		Op. Exp	504,777,841	
		Min	Max	Projected 18/19 Surplus
				7,244,080
Restricted Surplus				
Operations spanning future school years (1.5% ~ 3.0%)		7,571,668	15,143,335	
Identified unusual expenses (0.5% ~ 1.0%)		2,523,889	5,047,778	
Fund constraints				2,087,543
Contingency reserve (0.5% ~ 1.0%)		2,523,889	5,047,778	2,523,889
Unrestricted Surplus (0.5% ~ 1.5%)		2,523,889	7,571,668	2,632,648

In reviewing the one-time proposals, it was determined that proposal M2 – Data validation Review be combined with proposal T1 – Long Range Facilities Plan Consultation and renamed ‘Long Range Facilities Plan Implementation/Consultation’ as shown in red in Table 4. The combined proposal has been reduced by \$40,000 to \$460,000 in order to balance the one-time proposals with the projected available unrestricted surplus (see Table 6 on page 7). Table 4 summarizes the one-time proposal changes from Version 2 to Version 3 and the recommendations proposed for the Board’s consideration:

Table 4 – One-Time Budget Proposals

#	2019-2020 One-time Budget Proposal Summary	Version 1	Version 2	Version 3	Recommendations
M1	Capital Asset Management Project	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
M2	Data Validation Review	100,000	100,000	100,000	-
M3	Essential Furniture Replacement Plan	500,000	500,000	500,000	500,000
M4	Peoplesoft Payroll Consolidation	300,000	300,000	300,000	300,000
M5	Printshop Equipment Replacement		180,000	180,000	180,000
M6	Replace Obsolete Student Technology		750,000	750,000	750,000
T1	Long Range Facilities Plan Implementation/Consultation*		400,000	400,000	460,000
T2	Menstrual Products Dispensers - Installation*	216,000	216,000	216,000	216,000
T3	Elementary Music Program Visioning		75,000	75,000	75,000
		\$ 1,266,000	\$ 2,671,000	\$ 2,671,000	\$ 2,631,000

*Board of Education Notice of Motion

On-Going Proposals

The ongoing proposals in Version 2 totaled \$2.322 million which was slightly higher than the surplus position of \$2.280 million. Further review of the ongoing proposals submitted to date has led to some amendments to the proposals to order to achieve a balanced budget position.

As illustrated in Table 1, the following adjustments to the draft budget are being proposed for the Board’s consideration:

- Version 2 proposals M17 – Teacher TTOC Time for Make-Up Preparation has been replaced with proposal M21 – Increase Teaching Time in Elementary and Secondary Schools;
- Version 2 proposals T6 – Increase Teacher Staffing at Gathering Place and T7 – Increase Teacher Staffing at South Hill have been replaced with proposal M23 – Communication Plan for Adult Education Program to assess enrolment in the Program. Enrolment in the Adult Education program has been declining for a number of years and this funding would enable the District to determine the level of interest in the program to inform future programming decisions;

- Version 2 proposal T8 – Addition of a second Indigenous Knowledge Keeper has been replaced with proposal M22 – District Resource Teacher Indigenous Education. The Indigenous Education department would see more benefit from additional District Resource Teacher time rather than an additional Knowledge Keeper;

The following table summarizes the changes to the ongoing budget proposals from Version 2 to Version 3 and the recommended ones for the Board’s consideration:

Table 5 – On-Going Budget Proposals

#	2019-2020 Ongoing Budget Proposal Summary	FTE	Version 1	Version 2	Version 3	Recommendations
M7	Digital Communications Coordinator	1.25	\$ 90,411	\$ 90,411	\$ 90,411	\$ 90,411
M8	District Resource Teacher: Mentoring Support	4.00	424,000	424,000	424,000	424,000
M9	District Diversity Resource Teacher: Anti Racism*	1.00	105,810	120,810	120,810	120,810
M10	Equipment Replacement Program*		60,000	60,000	60,000	60,000
M11	Increase in Custodial Supplies		100,000	100,000	100,000	100,000
M12	Increase School Flex Budget Allocation by 5%		130,000	130,000	130,000	130,000
M13	Increase Teacher Staffing International Education	2.97	68,825	252,898	252,898	252,898
M14	International Education Program Coordinator	1.00	86,080	86,080	86,080	86,080
M15	Mental Health, Wellbeing and Engagement Strategy	1.00	206,330	206,330	206,330	206,330
M5	Printshop Equipment Replacement		108,000	-	-	-
M6	Replace Obsolete Student Technology		750,000	-	-	-
M16	SSA Work Experience	5.00	266,950	266,950	266,950	266,950
M17	Teacher TTOC Time for Make-up Preparation		150,000	150,000	150,000	-
M21	Increase Teaching Time in Elementary and Secondary Schools	3.10			243,956	243,956
M22	District Resource Teacher: Indigenous Education	0.50			52,905	52,905
M23	Communication Plan for Adult Education Program				35,000	35,000
T2	Menstrual Products - Supplies*		42,000	42,000	42,000	42,000
T4	Additional Vice-Principal at Britannia Secondary	1.00		142,580	142,580	142,580
T5	Addition of Instructional Assistant in Adult Education	0.50		26,633	26,633	26,633
T6	Increase Teacher Staffing at Gathering Place	0.50		54,169	54,169	-
T7	Increase Teacher Staffing at South Hill	1.00		108,338	108,338	-
T8	Addition of second Indigenous Knowledge Keeper	1.00		61,423	61,423	-
			\$2,588,406	\$2,322,622	\$2,654,483	\$ 2,280,553

*Board of Education Notice of Motion

ANALYSIS OF BUDGET PROPOSALS

The reason why the budget proposals have been broken out between one-time proposals and on-going proposals is that one-time proposals could be funded from prior years’ unrestricted surpluses, while on-going cost proposals require on-going funding sources to maintain the balanced budget position.

One-Time Proposals

The projected available unrestricted surplus that can be used to fund one-time proposals for 2019-2020 is \$2,632,648, as illustrated in Table 3. With the one-time recommendations listed in Table 4, the Board is in a position to approve all one-time proposals to move forward in the budget, which would utilize all of the unrestricted surplus as shown in the following Table 6:

Table 6 – Use of Unrestricted Surplus

One-Time Proposals Summary	
Unrestricted Surplus	\$ 2,632,648
Version 3 One-Time Proposals	2,631,000
Surplus (Deficit)	<u>\$ 1,648</u>

On-Going Proposals

With the surplus position identified in Version 2 and the Board approving the funding sources proposals, the 2019-2020 preliminary draft operating fund budget is in a balanced position with the Board's considerations of the ongoing proposals recommended in Table 5.

Table 7 – Balanced Budget Position

Ongoing Proposals Summary	
Version 2 Surplus Position	\$ 1,805,553
Potential Fundings Sources	475,000
Total Available to Support Budget Proposals	2,280,553
Version 3 On-going Budget Proposals	2,280,553
Surplus (Deficit)	\$ -

NEXT STEPS AND TIMELINE

- **May 15, 2019** – Special Open Board Committee of the Whole – receive stakeholder and public input on the 2019-2020 budget
- **May 27, 2019** – Open Board Meeting – first and second reading of 2019-2020 Annual Budget Bylaw
- **June 12, 2019** – Finance Committee – budget discussion
- **June 24, 2019** – Open Board Meeting – third reading and adoption of 2019-2020 Annual Budget Bylaw

2019-2020 Draft Annual Operating Budget

School District No.39

Schedule 2

**Annual Budget - Operating Revenue and Expense
Year ended June 30, 2020**

	2020 Preliminary Draft Budget	2019 Amended Annual Budget	Increase (Decrease)
Revenues			
Provincial Grants - MOE	467,387,134	460,563,800	6,823,334
Provincial Grants - Other	68,719	68,719	-
Federal Grants	2,236,492	2,259,915	(23,423)
Tuition	28,706,598	28,878,599	(172,001)
Other revenue	6,159,803	5,699,825	459,978
Rentals and Leases	3,815,440	3,722,214	93,226
Investment Income	2,531,756	2,581,732	(49,976)
Total Revenue	510,905,942	503,774,804	7,131,138
Expenses			
Instruction	420,785,150	414,885,882	5,899,268
District Administration	21,582,748	20,743,440	839,308
Operations and Maintenance	63,368,124	66,189,164	(2,821,040)
Transportation and Housing	2,896,093	2,959,355	(63,262)
Total Expense	508,632,115	504,777,841	3,854,274
Net Revenue (Expense)	2,273,827	(1,003,037)	3,276,864
Transfers			
Reduction of Unfunded Employee Future Benefits	-	-	-
Purchases of Capital Assets	(4,904,827)	(4,207,859)	(696,968)
Total Net Transfers	(4,904,827)	(4,207,859)	(696,968)
Net Revenue (Expense) after Transfer	(2,631,000)	(5,210,896)	2,579,896
Prior Year Surplus Appropriation	2,631,000	5,210,896	(2,579,896)
Budgeted Surplus (Deficit)	0	0	0

2019-2020 Draft Annual Operating Budget

School District No.39

Schedule 2A

Annual Budget - Operating Revenue by Source
Year ended June 30, 2020

	2020 Preliminary Draft Budget	2019 Amended Annual Budget	Increase (Decrease)
Provincial Grants - Ministry of Education			
Operating Grants	453,681,806	451,104,845	2,576,961
Other Ministry of Education Grants	13,705,328	9,458,955	4,246,373
Total Provincial Grants - Ministry of Education	467,387,134	460,563,800	6,823,334
Provincial Grants - Other	68,719	68,719	-
Federal Grants	2,236,492	2,259,915	(23,423)
Tuition			
Summer School Fees	1,351,226	1,351,226	-
Continuing Education Fees	471,328	522,916	(51,588)
Offshore/Out-of-Province Tuition Fees	26,884,044	27,004,457	(120,413)
Total Tuition	28,706,598	28,878,599	(172,001)
Other Revenue			
From other School Districts	1,150,000	1,150,000	-
Instructional Cafeteria Revenue	1,194,017	1,194,017	-
Other Grants	-	103,264	(103,264)
Miscellaneous Fees	3,815,786	3,252,544	563,242
Total Other Revenue	6,159,803	5,699,825	459,978
Rentals and Leases	3,815,440	3,722,214	93,226
Investment Income	2,531,756	2,581,732	(49,976)
Total Operating Revenue	510,905,942	503,774,804	7,131,138

2019-2020 Draft Annual Operating Budget

School District No.39

Schedule 2B

Annual Budget - Operating Expense by Source
Year ended June 30, 2020

	2020 Preliminary Draft Budget	2019 Amended Annual Budget	Increase (Decrease)
Salaries			
Teacher Salaries	229,222,906	222,989,251	6,233,655
Principal and Vice Principal Salaries	24,671,112	24,067,002	604,110
Educational Assistant Salaries	37,974,644	38,331,986	(357,342)
Support Salaries	54,853,086	54,912,383	(59,297)
Other Professional Salaries	9,997,206	9,993,449	3,757
Substitute Salaries	8,933,655	10,245,458	(1,311,803)
Total Salaries	365,652,609	360,539,529	5,113,080
Employee Benefits	99,139,782	95,006,484	4,133,298
Total Salaries and Benefits	464,792,391	455,546,013	9,246,378
Services and Supplies			
Services	14,513,223	17,140,103	(2,626,880)
Student Transportation	2,900,247	2,972,401	(72,154)
Professional Development and Travel	1,117,641	1,308,829	(191,188)
Rentals and Leases	1,634,810	1,558,775	76,035
Dues and Fees	971,882	905,790	66,092
Insurance	1,361,655	1,316,329	45,326
Interest	2,363	2,363	-
Supplies	12,334,950	14,903,514	(2,568,564)
Utilities	9,002,953	9,123,724	(120,771)
Total Services and Supplies	43,839,724	49,231,828	(5,392,104)
Total Operating Expense	508,632,115	504,777,841	3,854,274

2.0 Stakeholder Feedback

Budget 2019-2020

The Finance team met with all stakeholder groups to receive input on priorities to develop the budget. The statements below have been vetted by each group for content and accuracy.

CUPE 407 – meeting date February 5, 2019

- Equipment replacement program. Need to develop a lifecycle replacement plan for mechanized and non-mechanized equipment. Need a plan that replaces equipment at the end of its economic life in a systemic way.
- More staffing flexibility. Greater flexibility to hire casuals during the more busy times of year (spring, fall).
- Training and skills enhancement. Request funds be set aside for training and skill development. Need to keep up-to-date with new facilities coming on. Relatively new staff due to retirement turnover. Need to invest in our staff and the future.

Vancouver Secondary Teachers' Association – meeting date February 11, 2019

- Mentorship Program for Early Career Teachers
 - Continue with the program
- Curriculum Implementation
 - Continue with support blocks
 - Would like to see some individuals continue in role where possible
 - Is it possible to have a discussion on how blocks are given out?
 - Would support further CI & assessment support at the Board office as well
 - Continued and additional support for Diversity/Anti-Racism mentor teacher position
- LSP (Learning Support Program) Pilot Program
 - Are there any results from the pilot to be shared? We would like to see them at a Committee meeting
 - If this is the direction of the Board, our teachers need per student level of support provided in the pilot
- School Flex Budgets
 - At least maintain, preferably increase dollars to school
 - Work with schools to assist in effective budgeting and spending of both Flex and school-generated funds

International Union of Operating Engineers, Local 963 – meeting date February 11, 2019

- Transparency:
 - Given the lack of expertise in financial matters of most stakeholders, budget transparency through the release of documents is important. Stakeholders are entitled to have their financial questions answered thoroughly and completely.
 - VSB 2018/19 budget documents referred to a study that was not actually available.

- School Closures:
 - No school closures. With the ebb and flow of demographics we know school space will be needed in the future. Board should continue to perform maintenance on leased buildings so the capital asset is properly maintained and easily re-incorporated into the VSB system if needed.
- Labour Relations:
 - Improved relations with Operations Department, noting a new Manager since July.
 - Not receiving Stage 3 timely responses. Other Stages of grievance procedure administered in a timely manner.
 - Increased third party arbitrations.
- Non-Replacement of Absences:
 - When staff are not replaced when they are absent there is a direct impact on the ability of members to deliver service to students.
 - Negatively impacts employee moral and human resource retention.
- Supplies Budget:
 - Budget has been cut in the past and would like to see some focus to increase
 - Impacts member morale because they want to be able to complete the job but don't have the necessary supplies.
- Attendance Management Program:
 - No evidence that this program offers any additional service that members can receive from their physician
- Cafeteria Programs:
 - Programs have closed due to failure to maintain/replace cafeteria equipment as needed.
 - A world class cafeteria program at Templeton Secondary closed as there was reportedly no teacher available.
 - The Total Education cafeteria was closed reportedly because of a "permit issue".

Vancouver Elementary Principals and Vice Principals Association and Vancouver Association of Secondary School Administrators – meeting date February 13, 2019

Administrators are keen to do whatever they can to support student success in our schools. To that end, the following issues have been brought forward:

- Prep Time Recovery (Elementary)
 - With prep time increasing for the 2019-20 school year, would like to see resources to make up lost prep time due to Pro-D days or stat holidays
- Increase in Admin Allocation
 - Administrators are dealing with more complex situations at schools (i.e. Mental Health and Wellness) that takes more time
 - Would like to see Admin allocation based on complexity and not just population
 - Administrators would like to have the time to be learning leaders in their schools
- Curriculum Implementation
 - Continue with, and possibly add to, Curriculum Assessment Mentors

- Administrators would like to have the time to be curriculum leaders in their schools
- Appreciate the addition of the new District Principal of Education Planning/Field Services with the seismic projects
- Need to find a way to hire the graduates from the EA program
 - What will entice them to work at the VSB and not at another district

Vancouver Elementary School Teachers' Association – meeting date February 20, 2019

- Consultative and Transparent process
 - Public consultation piece is important
 - We want to hear what questions Trustees have around the budget
 - Targeted funds in school flex budgets (i.e. Library Funds)
- Classroom Enhancement Fund
 - VESTA would like input
 - Significant amount of remedy – VESTA would like the amount of remedy reduced
- Expansion of Adult Ed program
 - Have sufficient TOCs for Adult Ed
 - The Learning Center requires more teachers
 - Promote the available Adult Education program
 - Expand the number of locations to serve needs in other areas, considering the Provincial Government's commitment to poverty reduction and the Provincial Budget funding for Adult Education
- Additional TTOCs
 - K to 12 TOCs insufficient to meet requirements including remedy and reinstatement of Collaborative Inquiry
 - Replacement of resource teachers on the first day rather than after the third day as is the current practice
 - Return to the past practice of having TTOCs brought in for make-up prep
- Prep time
 - Additional 10 mins. added to elementary prep in 2019-20 - extra staffing to cover this time rather than being taken out of existing staffing through reassignment of Teacher-Librarians and Resource Teachers
 - Return to the practice of scheduling prep Monday to Friday
- Non-enrolling support services
 - Increase in FTE of Speech and Language Pathologists and Teacher Psychologists
 - Increase school-based Teacher-Librarian collaborative time
 - Increase Resource Teacher time as it has been significantly reduced in past years
- District Mentor teacher positions be continued next year

Building Trades – meeting date February 20, 2019

- Mileage
 - Need to address this issue.
 - Suggested a fleet of vehicles and did a presentation to staff, waiting for VSB decision
 - Impacts morale
- Apprentice
 - Upcoming retirements and good opportunity to mentor
 - Focus on mentorship in Skill Plan (partner with BCIT)
- Can the Criminal Record Check process be quicker?
- Having to get a Doctor's note for absenteeism - can it be made more efficient?

Professional and Administrative Staff Association – meeting date February 21, 2019

The Professional Administrative Staff Association is feeling positive about some of the advances from last year. PASA appreciates the work being done to improve the relationship with SMT.

- The job evaluation process is addressing some of the previous concerns and are waiting on the results.
- The recruitment and retention concerns - vacant positions not posted or not filled.
 - This is being addressed through the meetings with SMT.
- The wage lift proposed is valued and will improve with morale.
- Ensure that communication is clear with upcoming changes for position titles or wages. Some of the past communication was confusing and created angst with members.
- Work continues on reducing the feeling of inequity in how PASA is treated compared to other stakeholder groups. Scheduled meetings with SMT is movement in the right direction.
- An increase in department funding for professional development for all staff would be beneficial. Supporting staff professional growth is important.

District Parent Advisory Committee – meeting date March 4, 2019

- Equity for all students
- Support for most vulnerable students such as:
 - IEP's should be fully funded before choice spending
 - restoring supports for gifted students such as Gifted Teacher Mentor and/or gifted programming
 - ensuring sufficient school Psychologists, counselors, speech and language pathologists, hearing resource teachers, Occupational therapists and other support personnel to meet need
 - ensuring sufficient Literacy teachers, Youth & Family Workers, Neighborhood Assistants, Indigenous Education Workers to meet need
 - Diversity/Anti-Racism/Pride support services
- Consultation process - need resources for robust consultation process

2019-2020 Budget Discussion

1. Number one issue is **staffing shortage**. There are examples of absences of EAs in schools, and no substitutes. This causes follow-on effects on member's work-life balance and leads to more staff taking leaves and negatively impacts the benefits plans. EAs and Office staff as well.
2. **Rehire retirees**. Confusion why there are instances of retirees interested in working not offered positions. These staff have no prior history of discipline. Examples of CUPE and teaching staff.
3. Office staff **extra clerical**: No subs. Used to be that schools got extra clerical for enrollment at the school exceeding 250. Formula was changed to enrollment at the school exceeding 400. Now the case where the school gets a VP before they get extra clerical.
4. **Attendance support program**. Support staff have JEIS program, CUPE sees no need for ASP. The wellness component is good. Costly with no benefit to the district.
5. Dealing with addiction files in-house is costly. Directed to not send to JEIS, HR keeps the IME
6. More **arbitrations** than there have been in the past.
7. Peer to Peer support

3.0 Budget Survey Report



Vancouver School Board 2019-2020 Budget Development

Online Engagement Summary Report

Welcome

Vancouver School Board: 2019-2020 Budget Development

Thank you for taking part in the District's 2019-2020 Budget development process.

By participating, you help ensure a wide variety of perspectives are shared with the Vancouver School Board. As the elected decision-making body, the Board of Education is responsible for the delivery of educational services for students.

A photograph showing a group of diverse students sitting at desks in a classroom, engaged in a discussion or activity. They are looking towards the camera with various expressions of interest and engagement.

Introduction

Each year, Vancouver School District staff work to obtain input and feedback on the preparation of the next fiscal year's budget. This year, an online engagement tool was selected to obtain community input to help ensure a wide variety of perspectives are shared with the Vancouver School Board. The tool, Ethelo, provides a dynamic engagement experience where participants are able to frequently visit, record their level of support for resource allocation and sources as well as have an interactive exchange with others via open comments. With an eye to removing barriers to participation, no component was mandatory, enabling individuals to provide information as they wished. This practice is intended to be open, welcoming and low demand for participants.

In addition to a survey to obtain demographic information of participants, the online engagement gauged support for additional areas the Board may wish to consider funding along with possible funding sources. Participants were able to provide open-ended comments to each spending area as well as each funding source area provided. Participants were also asked to share their comments about what equity means to them, and, with that in mind, how they would like to see the District prioritize spending.

The online engagement was open from April 9 to April 30, 2019 and was heavily promoted via the District website, social media channels and two messages sent via email to families of students (approximately 75,000 email addresses).

Feedback and Analysis Summary

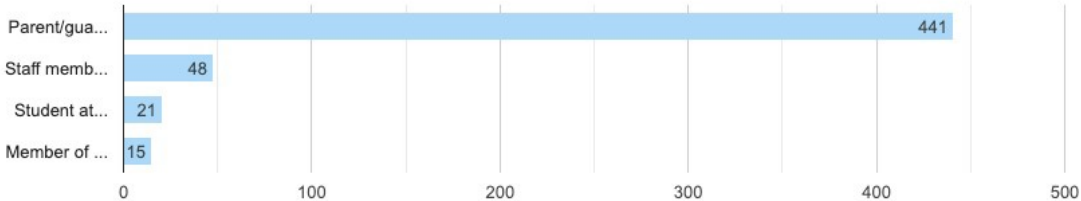
Throughout the online engagement period, there were nearly 2,600 unique visits to the tool with approximately 500 people electing to take part. Participants were free to complete any/all portions of the engagement (i.e. no mandatory fields). Participants, should they wish, were able to provide comments which were publicly visible for all visitors and participants. The intention of such a set up was to provide all those wishing to share input the ability to do so and have that input recognized and shared as the Board as it considers the 2019-2020 school year budget. Results from the engagement indicate this was indeed achieved with nearly 1,000 comments provided in total.

Survey Results:

More than 500 participants completed the survey section which provided demographic information. The majority of respondents indicated their child/children are enrolled in the English K-12 stream.

Who are you? ^

"Parent/guardian or relative of a child/children enrolled in the Vancouver School District": chosen by 441 user(s) (84%)

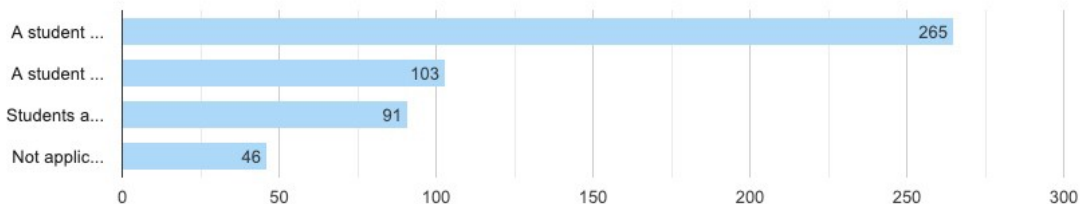


(NOTE The left axis reads from top to bottom as: Parent/guardian or relative, staff member of the VSB, student and member of the broader community).

Of those participants who indicated they are a parent/guardian or relative of a child or children who attend VSB school, the majority have one child or more attending an elementary school, as illustrated in the "School Level" chart below.

School Level ^

"A student at an elementary school (includes school annexes)": chosen by 265 user(s) (52%)

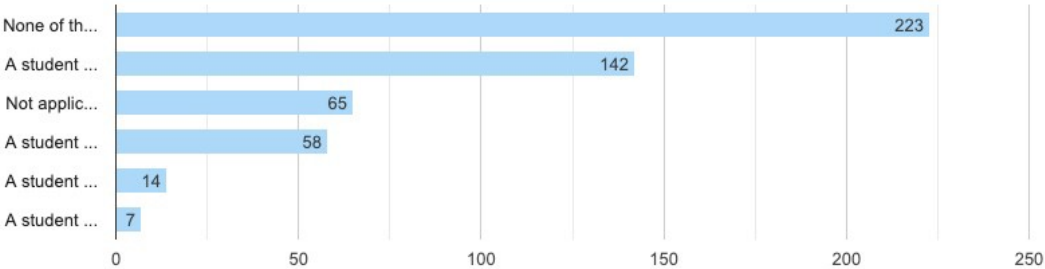


(NOTE The left axis reads from top to bottom: a student of an elementary school, a student of a secondary school, students attending both an elementary and secondary school, not applicable)

In addition, participants were asked about their child/children's enrolment in programs. The "Student Enrolment" chart below illustrates 46 per cent of respondents did not have their child/children in any of the specified categories of enrolment.



"None of the above": chosen by 223 user(s) (46%)



(NOTE The left axis reads top to bottom: None of the above, a student enrolled in a choice program, not applicable, a student who receives special education supports, a student enrolled in the Vancouver Learning Network, a student is home-schooled).

Based on the demographic information provided by participants, although there is not an equal representation compared to actual student enrolment throughout the District, each of the categories indicate there is a good cross-section of the Vancouver School Board’s various school and learning communities. Elementary enrolment is the largest within the District and the largest identified participant group were parents/guardians and relatives of elementary families. Participants who identified as parents/guardians and relatives of student enrolled in District programs was significantly larger than the percentage of students enrolled in those programs. Therefore, this group can be viewed as highly engaged. There was a lower representation of participants who identified as parents/guardians and relatives of children receiving special needs support compared to the District’s student information records. Interestingly, the percentage of people who identified as parents/guardians and relatives of students who are home-schooled is equal to the District’s enrolment information for that group of students. Therefore, the input received from the online engagement participants represents a wide variety of perspectives that align with the District’s school and learning communities.

Participants’ Preferences to funding areas and funding sources

Participants were provided with information outlining the annual budget development process, and the allocation of percentages of the annual budget spent (student instruction/direct support, operations/maintenance & transportation and District administration), noting that a small portion is discretionary. Participants were then asked to provide their level of support, should funding be available, for several potential budget proposals to help inform the Board’s consideration. Of those people who participated, there is clear support for allocating funds to items that directly impact students in the classroom and their learning. Consistent with that expressed desire, is the preference that funding sources not be drawn from areas that would impact students.

Funding Options

Respondents indicated their preference to dedicate funding, should it be available, to areas that impact students directly. Based on participants’ responses, there are three levels of support with decreasing preference as follows (most to least supported):

- 1) Funds for direct student learning/support and classrooms (mental health & wellness, school supplies and equipment) were most preferred.
- 2) Funds for staffing (teacher mentors, diversity/anti-racism position) and replacement of aging furniture were secondary preferences.
- 3) Funding for staff to increase additional enrolment of international students was least preferred.



Funding Sources

Participants were then presented with information noting that the draft preliminary budget is an initial early version and there may be changes before it is adopted by the Board. Because a balanced budget must be passed by law, if costs are added to the 2019-2020 school year budget, funding must be found from other areas to offset those additional costs. Participants were then asked to indicate their level of support to find funds from specific areas, should items be added to the draft budget.

For the most part, participants supported using surplus funds from prior year(s). Although there was not great disapproval for any of the options presented, the option of generating additional funds through grants, donations and partnerships was the least supported option.

Funding Sources			
Use Prior Surplus		👍 83%	▼
Increase rental revenue		👍 71%	▼
Increase student supply fee by \$10		👍 70%	▼
Grants, donations and partnerships		👍 69%	▼

Equity in Education and Prioritization of Spending

The concept of equity in education is often discussed at the Board of Education public meetings, during committee meetings, amongst the District’s stakeholder groups as well as by staff. In an effort to broaden the public discourse and provide the Board with support in applying an equity lens for budgetary decisions, the online engagement sought participants’ thoughts about equity in education, and, based on that how they would like to see spending prioritized.

Equity in Education

This portion of the online engagement was presented within the context of the [VSB 2021 Strategic Plan](#) as well as two definitions of equity in education.

Equity in Education

OUR GUIDING PRINCIPLES



The VSB Strategic Plan 2021 is based on a vision to “inspire student success by providing an innovative, caring and responsive learning environment.” To do so, the District works based on a concept of equity.

The Ministry of Education notes that equity in education is about ensuring all students – regardless of ability or background – benefit from a learning environment tailored to maximize their potential.

The Organisation for Economic Co-operation and Development (OECD) states equity in education includes:

- Fairness – making sure that personal and social circumstances – for example gender, social-economic status or ethnic origin – should not be an obstacle to achieving educational potential.
- Inclusion – ensuring a basic minimum standard of education for all.

Equity in Education

Thinking about the above, and considering the District’s vision statement, what does equity in education mean to you?

Add your thoughts



167 COMMENTS - [VIEW 2 MORE COMMENTS](#)

Equity applied to spending

The flexible portion of the District’s annual budget makes up about 8 per cent. Given this, and your ideas about what equity in education looks like, how do you think the District should prioritize spending?

Add your thoughts



123 COMMENTS - [VIEW 2 MORE COMMENTS](#)

Nearly 170 comments were provided to the question asking participants what “equity in education” means to them. Although there were many varying phrases within respondents’ responses, many common concepts, expectations and hopes were shared. These include that:

provide the Board of Education with ample context of the public's will when considering the 2019-2020 budget. Together with the input from delegations and stakeholder groups, the online engagement exercise provides another avenue to gauge the public's wishes, expectations and hopes with respect to the District's budget.

4.0 Budget Proposals for Consideration

4.1 One-time

#	2019-2020 One-time Budget Proposal Summary	Version 3
M1	Capital Asset Management Project	\$ 150,000
M2	Data Validation Review	100,000
M3	Essential Furniture Replacement Plan	500,000
M4	Peoplesoft Payroll Consolidation	300,000
M5	Printshop Equipment Replacement	180,000
M6	Replace Obsolete Student Technology	750,000
T1	Long Range Facilities Plan Implementation/Consultation	400,000
T2	Menstrual Products Dispensers - Installation	216,000
T3	Elementary Music Program Review	75,000
		\$2,671,000

M1 - Development of Capital Asset Management Plan

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

David Green, Secretary-Treasurer

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

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

Background & Analysis

The draft Long-Range Facilities Plan contains the following recommendation for the Board of Education to consider: “That the District build on the initial work done on a Capital Asset Management Plan to develop a comprehensive strategic plan to guide the District in effectively managing the asset inventory in the future”. While there is also a separate recommendation on a specific budget allocation for consultants to support the Capital Asset Management Plan, the intent of this proposal is to increase the budget for consultants in the Secretary Treasurer’s department by \$150,000 to further the work that was begun in 2018.

This work will contribute to improving student learning as it will lay the foundation for future work that will see more effective use of school space, providing better physical environments for students that are more conducive to learning.

Budget Implications

This proposal could be funded in 2019-2020 from the proceeds of any capital asset revenue generation project.

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

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

M2 - Data Validation Review

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

David Green, Secretary-Treasurer

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

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

Explain the above choice:

Validation of data enrolment is necessary in order to ensure there is public confidence in data used by the District to support long term planning decisions.

Background & Analysis

The draft Long-Range Facilities Plan contains the following recommendation for the Board of Education to consider: “That the District undertake an Enrolment Data Validation process to for all facility and education planning purposes. This process would consist of an annual validation study of short, medium, and long-range enrolment projections as well as updating student yield metrics for areas of the District with significant development and redevelopment proposed or underway”. The intent of this proposal is to increase the budget for consultants in the Secretary Treasurer’s department by \$110,000 to hire a consultant to undertake an independent review of the methodology the District uses to project enrolments.

This work will contribute to improving student learning as it will lay the foundation for acceptance of District data as appropriate for capital asset planning.

Budget Implications

This proposal could be funded in 2019-2020 from the proceeds of any capital asset revenue generation project.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
	100,000			100,000

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

M3 - Essential Furniture Replacement Plan

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Anthony Kwon, Supervisor Material Services

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

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

Background & Analysis

Essential furniture is defined as items used in classrooms by students (e.g. chairs, stools, desks). The district’s furniture budget is primarily used to supply essential furniture for new student enrolment and to repair or replace furniture that is no longer adequate or safe.

A 2018 school furniture survey determined that 911 classrooms within 101 schools required an upgrade of essential furniture due to breakage or furniture near its end of life.

Recommendations

A one-time supplemental furniture replacement budget will be added to the existing furniture budget within the Purchasing Department. Material Services will oversee the planning, warehousing and exchange of furniture. Work will be planned to ensure minimal disruption or impact while the exchanges are taking place.

Budget Implications

A total of \$500,000 will be allocated as one-time funding to replace essential furniture deemed broken/end of life cycle.

Budget Impact (\$)					
Year	FTE	Salaries & Benefits	Supplies	Revenue	Total
2019/2020	0	0	500,000		500,000

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

M4 - Peoplesoft Payroll Consolidation

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Carmen Batista, Associate Superintendent – Employee Services
Lorelei Russell, Director – People Services

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

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

Explain the above choice:

Paying staff in arrears is a common business practice and improves the organization’s ability to mitigate the risk of salary overpayments. The operational budget is over 90% related to employee salary and benefits and transforming the salaried biweekly pay group from “on time” to “six days in arrears” would support the District’s strategic goal to provide effective leadership, governance and stewardship.

Background & Analysis

Currently 2900 salaried employees are paid “on time” which is calculated and processed five days in advance of pay day in order to ensure employee bank deposits are on time. This results in unavoidable overpayments occurring on every pay period (26 per year). Employees must be notified by the employer and legislation requires employers to have the employee’s written permission to recover the overpayment. Although the total biweekly salaried overpayments that need to be calculated and recovered are approximately \$180,000 per year, the outstanding unrecovered overpayments is approximately \$30,000 plus associated benefit costs which vary between 22-29% as an additional loss.

Each year the Auditor General recommends that the employer mitigate the risk to salary overpayments.

The salary overpayments are above budgeted salaries and benefits and therefore would ensure funding is more appropriately allocated to student learning.

Recommendations

It is recommended that we align the salaried biweekly pay group with the hourly biweekly pay group that is paid six days after the pay period cut off.

Budget Implications

A one-time cost of \$300,000 is required to consolidate the salaried bi-weekly pay schedule to align with the hourly biweekly pay schedule that is paid six days after the pay period cut off. The project would pay for itself over approximately ten years.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
		300,000		300,000

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

M5 - Printshop Equipment Replacement

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Pat Walsh, Supervisor Printing and Distribution

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

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

Background & Analysis

Replace two (2) aging production photocopiers with new updated units.

Both of the present units are getting near the end of production usefulness. They are higher in cost per copy than newer models and will soon be unreparable due to phasing out of replacement parts.

The updating of our copier fleet within the printing department will provide more economy to the district and schools. The updated technology associated with these copier models provide more variety of service which are advantageous to educators. As the printing department also provides services to other lower mainland school districts, these advantages are multiplied.

Recommendations

1. Replace one Pro 1200 B/W copier with Pro 1250 B/W copier or equivalent
2. Replace one C6501 Color copier with C1085 Color copier or equivalent

These two copiers to be leased through a bidding process by the Purchasing/Printing Dept.

Budget Implications

Lease option:

Net price of 180,000. Monthly payment of \$3,294 in a 60-month FMV term. \$36,000 per year.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
		180,000		180,000

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

M6 - Replace Obsolete Student Technology

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Brian Kuhn, CIO

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

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

Background & Analysis

There are sizeable numbers of computers and iPads in schools that are now obsolete. The iPads and computers are obsolete and limited to using old versions of operating systems (iOS 9.x and Windows 7) and old apps. Apple no longer supports older iPads or the older versions of iOS. Microsoft, as of January 2020, will no longer provide security and other updates for Windows 7.

Additionally, these obsolete iPads and computers significantly impede wireless network performance for all wireless devices in a school and essentially reduce network performance for all connected devices. This adversely impacts students and staff and their experience using online educational and business applications.

The revised BC curriculum includes increased expectations that technology will be used in a variety of subject areas and learning processes. The modern world that students live and learn in, and will enter upon graduation, is a technologically powered world. It is essential that we effectively prepare VSB students for their modern world whereby they know how to effectively apply technology to solving problems and enabling new possibilities.

Recommendations

Approximately 4,000 iPads and 4,000 computers (i.e., 8,000 devices) have been identified as obsolete. This proposal provides for replacing approximately 3,300 devices in 2019-20 through a 3-year lease.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
	iPads	390,000		390,000
	Computers	360,000		360,000
				750,000

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

T1 – Long Range Facilities Plan Consultation

Allocation of Resources Proposal:

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

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

Trustee Janet Fraser

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

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

Background & Analysis

The Board is currently engaged in the process of adopting a District Long Range Facilities Plan (LRFP).

On April 29, 2019 the Board approved the following motion: *That the District investigate the implications of the new LRFP, arrange for community information sessions, and report to Committee and Board.*”

In addition to the April 29, 2019 the May 15, 2019 Facilities Planning Committee report outlines a number of recommendations and motions which, if adopted, will require extensive community engagement and consultation. The scope and range of consultation being considered would require staffing and resources well beyond the capacity of the District team.

Staff have estimated that the budget required to conduct meaningful community engagement, as contemplated in approved and outstanding LRFP motions, would be in the range of \$350,000 to \$500,000.

Costs would be inclusive of consultants/facilitators, room rentals/equipment, community information pieces such as discussion guides, workbooks and related collateral, design and printing of materials, online engagement tool(s) and promotion to parents, guardians, Vancouver residents, stakeholder groups, staff and students.

Recommendations

The District set aside \$400, 000.00 in order to ensure adequate funding is available to carry out Board approved community consultation and engagement opportunities and events during the 2019-2020 school year.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
		400,000		400,000

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

T2 - Free and Accessible Menstrual Products in Schools – Dispenser Installation

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Lois Chan-Pedley, Trustee

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

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

Background & Analysis

Trustee Chan-Pedley had prepared a Notice of Motion for the board to consider prior to a ministerial order being issued on April 5, 2019 that requires all B.C. public school districts to provide free menstrual products for students in public washrooms by the end of 2019. The following information is from the Notice of Motion:

Menstruation is a natural human phenomenon, much like urination and defecation. We provide toilet paper, soap and water for free to manage these bodily functions; we ought to provide menstrual products in an equally free and easily accessible manner. Currently, while schools do provide menstrual products, typically a student would have to go to ask staff (e.g. the school nurse or an office assistant) to access them. Just as we wouldn't expect our children to bring their own soap or to routinely ask for toilet paper from the office, they shouldn't have to ask for menstrual products either. Providing free and easily accessible menstrual products will remove or lessen the shame and stigma felt by many young menstruators.

Further, we know that failing to manage menstruation can be a barrier to young people accessing education. In Canada, 1 in 7 girls have missed school due to lack of products.¹ One-third of Canadian women under the age of 25 say they've struggled to afford menstrual products for themselves or their dependents.² By providing an essential hygienic product for managing a natural bodily function, we aim to reduce the barrier that currently prevents young menstruators from participating fully in our schools.

The VBE is not the first BC district to consider providing free and easily accessible menstrual products to students. In February, the New Westminster School District (SD No. 40) voted unanimously in favour of such an initiative³. The Cariboo-Chilcotin School District (SD No. 27) has discussed it in earlier March⁴. Many K-12 and post-secondary institutions across Canada already provide free menstrual products or are working towards it. Access to education is linked to confidence and mental well-being in many young people; free and easily accessible pads and tampons will greatly improve the education experience of many of our students.

Recommendation

The ministerial order commits the District to allow for free and accessible menstrual products in public washrooms by the end of 2019. The decision to me made is the method of access of these products. The budget impact below considers a dispenser to be installed in the public washrooms, however other means of access should be investigated.

¹ Richard, J. (2018, August 19). Period poverty: 1 in 7 Canadian girls have missed school due to lack of products. *Toronto Sun*. Retrieved from <https://torontosun.com/life/relationships/period-poverty-1-in-7-canadian-girls-have-missed-school-due-to-lack-of-products> on March 15, 2019

² Dubé, D. (2018, May 29). One-third of young Canadian women can't afford menstrual products, report finds. *Global News*. Retrieved from <https://globalnews.ca/news/4239800/canada-cost-of-menstrual-products> on March 15, 2019.

³ From 2019 Feb 26 Minutes of School District 40 (New Westminster) Open Board Meeting (Retrieved from <https://newwestschools.ca/wp-content/uploads/2018/08/190226-APPROVED-Regular-Open-Board-Minutes.pdf> on March 28, 2019):

THAT the Board of Education of School District No. 40 (New Westminster) recommend that the District offer free menstrual products district wide and that Staff be directed to implement as presented, by September 2019, and communicate with school Principals to ensure a successful implementation.

AND that the Board of Education of School District No. 40 (New Westminster) endorse the Period Promise Pledge.

⁴ From 2019 March 14 Agenda of School District 27 (Cariboo-Chilcotin) Open Board Meeting (Retrieved from <http://www.sd27.bc.ca/wp-content/uploads/2014/07/2019-03-14-open-agenda.pdf> on March 28, 2019):

THAT the Board of Education approves the provision of feminine hygiene products in schools at no cost to students.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
	One-time	216,000		216,000
	Ongoing	42,000		42,000

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

T3 - Elementary Music Program Visioning

Allocation of Resources Proposal:

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

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

Lois Chan-Pedley, Trustee

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

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

Background & Analysis

During consultation with education partners as part of the budget process, the importance of music programming and concerns about inequities in program delivery has emerged as one theme. In order to address these concerns and support the delivery of equity music programming for all students the district recommends undertaking an in-depth review of music programming. This review would aim to identify service delivery options and models for Board consideration with the aim of ensuring equitable program deliver District-wide.

Upon completion of the music programming review and consideration of any recommendations, budget proposal(s) in support of music programming will be considered as part of budget process for the 2020-21 school year.

Recommendations

The District engage the support of an external consultant to conduct a review of current service delivery models across Elementary school sites. This review will generate options for the Board to consider in implementing equitable music programming across elementary schools.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
		75,000		75,000

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

4.2 Ongoing

#	2019-2020 Ongoing Budget Proposal Summary	FTE	Version 3
M7	Digital Communications Coordinator	1.25	\$ 90,411
M8	District Resource Teacher: Mentoring Support	4.00	424,000
M9	District Diversity Resource Teacher: Anti Racism*	1.00	120,810
M10	Equipment Replacement Program*		60,000
M11	Increase in Custodial Supplies		100,000
M12	Increase School Flex Budget Allocation by 5%		130,000
M13	Increase Teacher Staffing International Education	2.97	252,898
M14	International Education Program Coordinator	1.00	86,080
M15	Mental Health, Wellbeing and Engagement Strategy	1.00	206,330
M5	Printshop Equipment Replacement		-
M6	Replace Obsolete Student Technology		-
M16	SSA Work Experience	5.00	266,950
M17	Teacher TTOC Time for Make-up Preparation		150,000
M21	Increase Teaching Time in Elementary and Secondary Schools	3.10	243,956
M22	District Resource Teacher: Indigenous Education	0.50	52,905
M23	Communication Plan for Adult Education Program		35,000
T2	Menstrual Products - Supplies*		42,000
T4	Additional Vice-Principal at Britannia Secondary	1.00	142,580
T5	Addition of Instructional Assistant in Adult Education	0.50	26,633
T6	Increase Teacher Staffing at Gathering Place	0.50	54,169
T7	Increase Teacher Staffing at South Hill	1.00	108,338
T8	Addition of second Indigenous Knowledge Keeper	1.00	61,423
			\$ 2,654,483

M7 - Digital Communications Coordinator

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Patricia MacNeil, Director, Communications

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

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

Explain the above choice:

Providing essential communications and consultation services with a larger staff compliment will better enable this District to share information about initiatives, programs and operations of the Vancouver School Board. The additional staffing will be dedicated to basic research to inform communications and consultation activities by the District. In addition to research and evaluation of metrics, staff members will proactively engage with our school communities online, craft stories and produce materials that demonstrate how the District fulfills its mandate, advances student success and create awareness of how the District and the Board functions. By developing the professional experience of junior staff members, the communications department will have a more complete succession plan supporting the District’s future needs.

Background & Analysis

The communications department staffing complement intention has been at least five staff members; currently it is four. With increasing communications and consultation needs by District departments and schools, additional staffing is required to address increased workloads, fulfill the Board’s workplan and support the District’s mandate.

The communications and consultation expectations of parents/families, students, staff, stakeholders and the wider Vancouver public, continues to grow and change. Sophisticated skill sets of a larger

team is required to enable the District and the Board to gain from strategic advice as well as story-telling and material development. The communications and consultation needs/requirements are not being completely fulfilled. Current staff work to do so while balancing the strategic advice and guidance aspects of their work, however additional staffing is required thoroughly fulfill needs, benefitting the District, supporting its vision and mission as well as the Board.

This proposal contributes to improving student learning through:

- demonstrating the student voice within story-telling; supporting requirement and professional development opportunities, increasing awareness of and understanding about the Board’s governance structure and supporting departments in delivery of educational programming (i.e. choice programs, learning services and school services).

Recommendations

Reporting to the Manager, Communications, a digital communications coordinator will assist in social media monitoring, analysis and digital channel evaluation metrics. This staff member would also provide a media monitoring summary and support material development (website stories, video, social media engagement). This staff member will also advise departments’ web page authors/owners on content for the website.

Also reporting to the Manager, Communications, a summer co-op student/intern will assist the department in foundational logistics such as photo/video library/archive, take stock photos of facilities, gather b-roll, and attend community events throughout the summer as needed. This team member would also be provided an opportunity to develop and implement a small communications plan to support their learning and provide practical experience they can leverage in their early career.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1	78,411 (Pay Band 4, Step 5)			78,411
.25	Co-op Student/Intern	12,000		12,000

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

M8 - District Resource Teacher: Mentoring Support

Allocation of Resources Proposal:

- District Proposal
 School Specific Proposal – School (if applicable): _____

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

Rob Schindel, Associate Superintendent

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

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

Objective 1:

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

Objective 2:

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

Explain the above choice:

These educators would work as a collaborative District Mentoring Support teacher team to support early career teachers (0-5 years) in developing and advancing their professional practice and learning by connecting to and accessing school/district-based resources and supports. They would promote a mentoring culture in the district and develop and deliver professional support for early career teachers in the VSB.

Background & Analysis

Reporting to the Associate Superintendent of School Services, the primary focus is to support and mentor early career teachers (0-5 years of experience) for a successful transition to the position of classroom teacher.

The key areas of support to early career teacher colleagues include:

- developing and advancing professional practice and learning with an emphasis on effective evidence-based practices, to improve students’ learning through the BC Curriculum
- modeling and assisting early career teachers in the meaningful integration of technology to support teaching and enhance learning
- assisting early career teacher colleagues with connecting to and accessing school/district-based resources and supports
- collaborating with other District staff to provide professional development and in-service training for early career teachers new to the Vancouver School District.

Recommendations

There are currently 4 FTE one-time funded positions and if approved these positions would become on-going positions.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
4.0	384,000	40,000		424,000

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

M9 - District Diversity Resource Teacher: Anti-Racism

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Jody Langlois, Associate Superintendent

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

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

Explain the above choice:

Assisting our students in understanding and supporting diversity is a task that requires us to work together with our schools and our community partners, and to lead together collectively.

Background & Analysis

Diversity is an expanding area of focus and discussion within society, including public schools. It is an umbrella term that encompasses many different areas, including SOGI, anti-racism, and inclusion. Supporting diversity requires in-depth, timely, and current practices to be taught, embedded and modelled to students daily.

Teachers require support in understanding and implementing practices that support diversity within their classrooms.

Currently, in a school district of approximately 49,000 students and approximately 118 schools, we have a 1.0 FTE District Resource Teacher for Diversity. The addition of another position is needed in order to build capacity at the district level to support teachers and students at the school level.

This position would allow for diversity support within the VSB to be more comprehensive and facilitate schools’ ability to build capacity to support diversity within their buildings. Increasing

capacity within the VSB for staff and students to understand and respond to issues of diversity will create safe, caring environments for all learners in the Vancouver School District.

Recommendations

The recommendation in this proposal is for the addition of a 1.0 FTE District Resource Teacher, Diversity/Anti-Racism. This position would have the same reporting structure as the current District Resource Teacher, Diversity/Anti-Racism. The position would report to the District Principal, Social Emotional Learning.

Budget Implications

This request would require budget allocation for a 1.0 District Resource Teacher.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	105,810	15,000		120,810

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

M10 - Equipment Replacement Program

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Lisa Landry, Assistant Secretary Treasurer

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

- Engage Our Learners Through Innovative Teaching and Learning Practices
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- Create a Culture of Care and Shared Social Responsibility
- Provide Effective Leadership, Governance and Stewardship

Background & Analysis

School fields are maintained by VSB Grounds crews, and fields are used by schools during the school day. After school hours and on weekends, school fields are available for rental by community groups and teams, for non-school purposes, for an hourly rate.

The Grounds crews use mechanized and non-mechanized equipment in their work maintaining VSB fields. Currently, there is not an established budget to provide for the replacement of this equipment. Equipment is purchased on an ad-hoc, as funding permits basis, and as a result, equipment is not being replaced at appropriate intervals.

We have heard from our stakeholder groups that equipment is failing, and that there is a need to develop an equipment replacement program in order to replace equipment at the end of its economic life in a systematic way.

Recommendations

This proposal is to develop a lifecycle replacement plan for to replace equipment in a systematic way, and to establish annual funding for replacement.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
0	0	60,000		60,000

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

M11 - Increase in Custodial Supplies

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Shehzad Somji, Assistant Secretary Treasurer

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

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

Background & Analysis

The custodial supplies budget has been reduced over the past 5 years and has had minimal increase that has not kept pace with the rate of inflation. Inflation in B.C. has increased 6.9% from 2014 to 2018 and the custodial supplies budget has decreased by 5.7% during that same period.

Recommendation

This proposal is requesting the custodial budget be increased by \$100,000.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
	100,000			100,000

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

M12 - Increase School Flex Budget Allocation by 5%

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

David Green, Secretary Treasurer

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

- Engage Our Learners Through Innovative Teaching and Learning Practices
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- Create a Culture of Care and Shared Social Responsibility
- Provide Effective Leadership, Governance and Stewardship

Background & Analysis

In the 2016-2017 budget development process, the flex allocations to schools was decreased by 20% or \$1.1 million. Because there was a projected surplus in the 2017-2018 school year the flex budgets for that year were increased by approximately \$130,000. A similar increase was approved in the 2018-2019 budget and is now being requested again.

Putting funding back into schools allows schools more flexibility in supporting students and teachers. Much of the flex allocation to schools goes to academic department budgets which teachers manage in support of student programs.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
	130,000			130,000

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

M13 - Increase Teacher Staffing International Education

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Barb Onstad, District Principal

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

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

Background & Analysis

The current staffing ratio for ELL international students in secondary schools is 21:1. This proposal carries forward last year's increase in teacher staffing to bring into line the student-teacher staffing for ELL international students to 20:1 to meet provincial ELL class size limits.

The international program directs and supports international student enrolment in VSB schools. The program provides district support for over 1,767 international students at 18 secondary schools, 26 elementary schools and South Hill EC.

In 2016-17, schools received 24 students:1 teacher FTE staffing. In 2017-18, the staffing formula was altered to 22:1 for ELL international students and 24:1 for non-ELL international students. In 2018-19, it was altered to 21:1 for ELL international students and remained 24:1 for non-ELL international students.

Increased teacher staffing will lower the student-teacher ratio in ELL classes to bring it into line with the current BC class size guidelines. Fewer students in a classroom allows teachers more opportunity to monitor individual student learning – and contributes to improved student learning. This is particularly valuable for ELL learners in all subject area classes.

Recommendations

A reduction of the student-teacher staffing ratio from 21:1 to 20:1 for ELL international students is recommended. This will fund an additional 2.3 teachers in the district.

Budget Implications

The international program will enroll 14 FTE additional international students to VSB schools in 2019-20. This will result in additional gross revenue of \$203,000 which will partially offset the cost of lowering the student-teacher ratio.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
2.30 Teachers (lowered ratio)	179,584			179,584
0.67 Teachers (enrolment increase)	52,314	21,000		<u>73,314</u>
				<u>252,898</u>

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

M14 - International Education Program Coordinator

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Barb Onstad, District Principal

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

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

Background & Analysis

The international student program enrolls over 1,767 FTE international students at all 18 secondary schools, 28 elementary schools and an adult education centre. The international program’s promotional efforts overseas result in increased inquiries, increased student applications and the resulting administrative work. Recently, global economic decline and uncertainty, along with political instability in key countries, signal a direct impact on school district’s ability to enroll international students.

At the same time that international student mobility is levelling off, there is market fatigue in the K-12 sector as many school districts and private schools in Canada, and other countries, are enrolling students. Locally, Vancouver faces challenges to identify homestay hosts in a competitive and expensive city in which to live.

The addition of a Program Coordinator will strengthen the district’s ability to achieve enrolment objectives as set by the Board. The coordinator will communicate with prospective students and their parents about student learning opportunities in VSB schools locally and overseas, resulting in more revenue-generating programs, including short-term and summer group programs, and effective student recruitment processes, homestay partner relationships and custodianship arrangements.

The international student programs directly support over 87 teacher positions district-wide, which benefits all students in the district with additional student spaces created in schools and greater elective courses choices than would normally be offered. International visitor group programs are arranged during summer, that offer interaction with local students. The department also contributes to international student enrollment in VSB summer school and in VLN courses. Additional revenue from the international program is directed to other VSB programs and activities as designated by the Board, enriching student learning and opportunity.

Recommendations

One full-time continuing Education Program Co-ordinator is recommended.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	86,080			86,080

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

M15 - Mental Health, Wellbeing and Engagement Strategy

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Carmen Batista, Associate Superintendent Employee Services
Mette Hamaguchi, Director of Instruction Learning Services

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

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

Background & Analysis

The Ministry of Education has implemented a Provincial Strategy for Mental Health. In support of the Ministry's direction, VSB has developed a Mental Health/Employee Wellbeing Strategy and has begun planning and implementation.

Students:

We have developed a Tool Kit for all K, 1 and 2 teachers that will be unveiled and implemented in September of 2019. The materials are being purchased, staff are being trained and a schedule for implementation is being developed.

We will also be implementing an online Tool Kit for all Secondary Schools. This Tool Kit will include materials and interagency services that be accessed on line. We are planning to partner with Stan Kutcher to localize modules he has developed for school use.

Employees:

Three staff from Learning and Employee Services will be facilitating a train the trainer program from The Mental Health Commission of Canada to provide Mental Health Training for all employee groups.

Currently, the focus of Wellness at VSB is supporting staff when they are struggling with illness, disability, and other issues that prevent our employees to attend work regularly and consistently.

Although we currently have some promotion initiatives such as flu vaccinations, we are seeking additional funding to expand our proactive approaches through the development of our Wellbeing and Employee Engagement Strategy. These initiatives seek the participation of all staff, not just those who are struggling.

How our proposal contributes to improving student learning:

Mental Health significantly impacts all students and staff. Self regulation and complex behaviour challenges have seen an increase in the last few years and it is significantly impacting students and schools. Our Wellbeing Strategy will proactively support our employees, and our students at all levels of health/ fitness. Targeted, comprehensive wellbeing programs support improved health outcomes, productivity, employee engagement and improved learning environments for our students. It is our hope to address this challenge at the early intervention level, the transition year level (grade 8) and the staff support level.

Recommendations

With the addition of 1 District Resource Counsellor/Teacher for Mental Health, this individual will facilitate the training, resource development and support to schools for Mental Health. This position will work with the Learning Services teams to further implement strategies and support to schools for managing challenging situations, promote self regulation and awareness.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	106,330	100,000		206,330

One-time
Ongoing

M16 - SSA Work Experience

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Mette Hamaguchi, Director of Instruction, Learning Services

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

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

Background & Analysis

The Work Experience Program (WEX) in the Vancouver District is one of the most successful opportunities for our students with Special Education Ministry Designations to transition into the adult world of career and post secondary academic pursuits. We provide approximately 500 students with the opportunity to gain the skills and knowledge they require in their grade 12 and 13 years to meaningfully transition to the next stage in their lives. We provide approximately 1500 hours each year in travel training, 2200 hours in independent work experience and 9000 hours in supported work experience. In past years the program has operated on the ability of SSA's in programs (Life Skills, LALS and LAC) to accompany the student to their sites. Due to the increasing number and complexity of students placed in programs, the SSA's have had challenges accompanying the students to their WEX placements

Staff have determined that it would require 5 additional SSA's to be able to facilitate all the WEX hours of support, which would allow the Program SSA's to remain at their site to continue to support the students within the programs.

Recommendations

We are requesting the addition of 5 SSA's for Learning Services, targeted specifically to Work Experience.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
5.0	53,390			266,950

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

M17 - Teacher TTOC Time for Make-Up Preparation

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Carmen Batista, Associate Superintendent Employee Services

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

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

Explain the above choice:

In the 2016/17 school year, in a budget saving measure, the 2017/18 budget passed included a proposal that required Elementary administrators to provide “make up prep”. This is preparation time that is owed to teachers when they miss their prep due to a Statutory Holiday or Professional Day. The proposal noted that prep should be provided as much as possible within days that no prep might be owed (i.e. Tuesday/Wednesday/Thursday) but this is not always possible.

With the increased demands on school administrators the requirement to have them providing prep make up, rather than have a TTOC (Teacher Teaching on Call) brought in to provide the prep, has been extremely challenging. Starting in September 2019 the weekly prep time per 1.0 teacher assignment will be increasing to 110 minutes a week. This additional time will make it even more difficult for school-based administrators to provide make up prep coverage as required in the Collective Agreement. This additional funding will be used to deploy TTOC’s in order to ensure teacher make up prep is provided in compliance with the Collective Agreement.

Background & Analysis

Starting in September 2019 the weekly prep time per 1.0 teacher assignment will be increasing to 110 minutes a week. This additional time will make it even difficult for school-based administrators to provide make up prep coverage as required in the Collective Agreement. This funding will be used to deploy TTOC’s in order to ensure teacher make up prep is provided in compliance with the VTF/VSB Collective Agreement.

Recommendations

An increased amount of \$150,000 dollars to be added to the replacement budget in order to provide TTOC’s to Elementary schools to provide make up prep as required by the VTF/VSB Collective Agreement.

Budget Implications

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

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

M21 – Increase Teaching Time in Elementary and Secondary Schools

Allocation of Resources Proposal:

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

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

Carmen Batista, Associate Superintendent

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

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

Background & Analysis

Vice-Principal assignments are comprised of a teaching and an administrative component.

In some smaller schools, Vice-Principals carry a 0.8 FTE teaching assignment leaving 0.2 FTE of their time for administration. The assignment of teaching time to Vice-Principals results fewer teaching blocks being available for teachers.

This proposal would result in an increase of 3.1 FTE in teacher time through a reduction to the amount of teaching time assigned to Vice-Principals. This proposal would not result in an increase to the overall number (headcount) of Vice-Principals assigned to schools.

This proposal will increase opportunities for teachers, allow for increased opportunities to train and support Vice-Principals, and provide increased administrative support to schools (staff, students, parents).

Recommendation

Reduce the teaching time assigned to school-based Vice-Principals by 3.1 FTE. This teaching time will be assigned to teachers in schools.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
3.1	243,956			243,956

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

M22 – District Resource Teacher: Indigenous Education

Allocation of Resources Proposal:

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

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

Jody Langlois, Associate Superintendent

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

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

Explain the above choice:

The Indigenous Education Department provides supports for our Indigenous learners. The work that the team oversees facilitates a culture of care and shared social responsibility and supports innovative practices.

Background & Analysis

This submission is requesting the addition of a 0.5 FTE District Resource Teacher, Indigenous Education.

In the Vancouver School District, there are approximately 2,200 students whom identify as being Indigenous. There are approximately 35 school-based staff supporting these students. There are 5 District staff at the School Board Office, including 1.0 FTE District Vice Principal, 1.0 FTE Knowledge Keeper, 1.0 FTE Cultural Consultant, 1.0 FTE Curriculum Consultant, and 1.0 FTE Administrative Assistant. Currently there is no support available to schools and the department through a District Resource Teacher in the Indigenous Department. This position would facilitate the implementation of innovative Indigenous curricular and cultural practices throughout the district.

Indigenous ways of knowing and being are now imbedded within the new BC Curriculum. The addition of a District Resource Teacher, Indigenous Education, would allow the Indigenous Education Department to provide additional support for classroom teachers, and assist with the introduction and implementation of new initiatives.

This proposed position would provide the department with a teacher dedicated to assisting classroom teachers in implementing the new curriculum, while also providing a bridge between the Indigenous Department and School Services and Learning Services. Examples of specific synergies would be in the area of Communicating Student Learning and Curriculum assessment. This position would also compliment the District Teacher Mentors initiative.

Recommendations

The recommendation in this proposal is for the addition of a District Resource Teacher within the Indigenous Education Department. The position would report to the District Vice Principal of Indigenous Education. The District Vice Principal of Indigenous Education reports to the Associate Superintendent, Learning Services.

Budget Implications

This request would require budget allocation for a 0.5 FTE District Resource teacher.

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
0.5	52,905			52,905

One-time
 Ongoing

M23 – Communication Plan for Adult Education Program

Allocation of Resources Proposal:

District Proposal

School Specific Proposal School (if applicable): _____

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

Rob Schindel, Associate Superintendent – School Services

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

Engage Our Learners Through Innovative Teaching and Learning Practices

Build Capacity in Our Community Through Strengthening Collective Leadership

Create a Culture of Care and Shared Social Responsibility

Provide Effective Leadership, Governance and Stewardship

Background & Analysis

The Vancouver School District offers credit programs through Adult Education for students who wish to undertake academic upgrading, improve their English language skills or pursue an adult graduation diploma.

Presently, the District’s Adult Education Program consists of the following:

- one education centre site located at South Hill
- two outreach programs located at Gathering Place and Britannia’s Canuck Family Education Centre
- one youth program for school aged students (16-19) located at South Hill

The Adult Education program has been experiencing declining enrollment over the past several years due to higher graduation rates within the K-12 education system, and competition with other metro agencies that offer adult education programming.

This proposal offers to support a robust communication plan for the Adult Education with four primary goals:

- Raise awareness about the district’s program
- Increase enrollment for the program

- Deliver positive stories in order to acknowledge and validate the high quality experience delivered by VSB Adult Education staff
- Highlight student success stories

The plan will include consideration of print advertisements in metro newspapers, promotional collateral such as video, brochures, catalogues and posters for referring agencies, transit advertisements and leveraging various social media outlets just to name a few.

Adult Education provides an education service that enrolls approximately 3000 students. In order to build long term viability for the program with its current delivery model, stable enrollment is an important factor.

Recommendations

In order, to optimize funding resources in this proposal, it will be bundled with other communication planning that is done for district programming including Summer School and the Vancouver Learning Network.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
		\$35,000		\$35,000

One-time <input type="checkbox"/> Ongoing <input checked="" type="checkbox"/>
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T2 - Free and Accessible Menstrual Products in Schools - Supplies

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Lois Chan-Pedley, Trustee

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

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

Background & Analysis

Trustee Chan-Pedley had prepared a Notice of Motion for the board to consider prior to a ministerial order being issued on April 5, 2019 that requires all B.C. public school districts to provide free menstrual products for students in public washrooms by the end of 2019. The following information is from the Notice of Motion:

Menstruation is a natural human phenomenon, much like urination and defecation. We provide toilet paper, soap and water for free to manage these bodily functions; we ought to provide menstrual products in an equally free and easily accessible manner. Currently, while schools do provide menstrual products, typically a student would have to go to ask staff (e.g. the school nurse or an office assistant) to access them. Just as we wouldn't expect our children to bring their own soap or to routinely ask for toilet paper from the office, they shouldn't have to ask for menstrual products either. Providing free and easily accessible menstrual products will remove or lessen the shame and stigma felt by many young menstruators.

Further, we know that failing to manage menstruation can be a barrier to young people accessing education. In Canada, 1 in 7 girls have missed school due to lack of products.⁵ One-third of Canadian women under the age of 25 say they've struggled to afford menstrual products for themselves or their dependents.⁶ By providing an essential hygienic product for managing a natural bodily function, we aim to reduce the barrier that currently prevents young menstruators from participating fully in our schools.

The VBE is not the first BC district to consider providing free and easily accessible menstrual products to students. In February, the New Westminster School District (SD No. 40) voted unanimously in favour of such an initiative⁷. The Cariboo-Chilcotin School District (SD No. 27) has discussed it in earlier March⁸. Many K-12 and post-secondary institutions across Canada already provide free menstrual products or are working towards it. Access to education is linked to confidence and mental well-being in many young people; free and easily accessible pads and tampons will greatly improve the education experience of many of our students.

Recommendation

The ministerial order commits the District to allow for free and accessible menstrual products in public washrooms by the end of 2019. The decision to be made is the method of access of these products. The budget impact below considers a dispenser to be installed in the public washrooms, however other means of access should be investigated.

⁵ Richard, J. (2018, August 19). Period poverty: 1 in 7 Canadian girls have missed school due to lack of products. *Toronto Sun*. Retrieved from <https://torontosun.com/life/relationships/period-poverty-1-in-7-canadian-girls-have-missed-school-due-to-lack-of-products> on March 15, 2019

⁶ Dubé, D. (2018, May 29). One-third of young Canadian women can't afford menstrual products, report finds. *Global News*. Retrieved from <https://globalnews.ca/news/4239800/canada-cost-of-menstrual-products> on March 15, 2019.

⁷ From 2019 Feb 26 Minutes of School District 40 (New Westminster) Open Board Meeting (Retrieved from <https://newwestschools.ca/wp-content/uploads/2018/08/190226-APPROVED-Regular-Open-Board-Minutes.pdf> on March 28, 2019):

THAT the Board of Education of School District No. 40 (New Westminster) recommend that the District offer free menstrual products district wide and that Staff be directed to implement as presented, by September 2019, and communicate with school Principals to ensure a successful implementation.

AND that the Board of Education of School District No. 40 (New Westminster) endorse the Period Promise Pledge.

⁸ From 2019 March 14 Agenda of School District 27 (Cariboo-Chilcotin) Open Board Meeting (Retrieved from <http://www.sd27.bc.ca/wp-content/uploads/2014/07/2019-03-14-open-agenda.pdf> on March 28, 2019):

THAT the Board of Education approves the provision of feminine hygiene products in schools at no cost to students.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
	One-time	216,000		216,000
	Ongoing	42,000		42,000

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

T4 - Additional Vice Principal at Britannia Secondary

Allocation of Resources Proposal:

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

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

Fraser Ballantyne, Trustee

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

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- Build Capacity in Our Community Through Strengthening Collective Leadership
- Create a Culture of Care and Shared Social Responsibility
- Provide Effective Leadership, Governance and Stewardship

Background & Analysis

I am recommending this proposal to increase vice principal time at Britannia Secondary as the school only has one vice principal at this time. The rationale for this proposal is to increase support to the District’s largest Indigenous population and ultimately to improve the academic graduation rates, attendance and emotional/self-esteem of this vulnerable student community. At the conclusion of each reporting period, outcomes would be reported to the Board.

Recommendations

To add a 1.0 vice principal position to Britannia Secondary.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	142,580			142,580

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

T5 – Addition of Instructional Assistant in Adult Education

Allocation of Resources Proposal:

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

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

Allan Wong, Trustee

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

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

Explain the above choice:

Adult Education enrolls about 2,500 different individuals per year; school-aged youth over 16, adults who have not graduated from a secondary school in any jurisdiction as well as adults who have already graduated from a secondary school and are upgrading marks or taking courses to qualify for post secondary or for a work opportunity. The addition of a part time Instructional Assistant will provide additional support to students.

Background & Analysis

Adult Education enrolls about 2,500 different individuals per year; school-aged youth over 16, adults who have not graduated from a secondary school in any jurisdiction as well as adults who have already graduated from a secondary school. Currently there is one Adult Ed school, South Hill, with two outreach programs: a self-paced centre at Gathering Place(GP) and the Canuck Family Education Centre (CFEC) operated out of Britannia Secondary School.

Recommendations

The addition of one part time Instructional Assistant would support the self-paced program. Instructional Assistants are members of the VESTA AE sub-local and as such members of the BCTF. They assist with the instruction and supervision of students.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
0.5	26,633			26,633

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

5.0 Potential Budget Sources of Funding

2019-2020 Potential Budget Sources of Funding		FTE	Savings
M18	Business Development Manager (salaries)	1.00	\$ (120,000)
M18	Business Development Manager (revenue generated)		295,000
M19	Rental Rate Increase		100,000
M20	Increase in School Supplies Fee		200,000
			\$ 475,000

M18 - Business Development Manager

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Lisa Landry, Assistant Secretary Treasurer

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

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

Background & Analysis

The Rentals and Facilities Division generates approximately \$2.6M in revenue per year. There has been a consistent increase in rental revenue over the last 8 years with the exception of last year due to a reduction in film revenue and the reduction of Operations staff by 1 FTE. There is opportunity for the District to continue its trend to generate more revenue however there is no dedicated staff to this task. Current Rentals and Facilities staff are too busy on the approximate 4000 annual rental requests, childcare lease agreements, and joint use agreements to actively pursue new initiatives.

The Surrey School District created a similar department in 2000, with an initial staff of 1, which grew to 2 by 2001, and today has a staff of 5 FTE, which generated 4.5 million net revenue in 2017/18.

For 2019/20 it is proposed that a 1 FTE Manager of Business Development position be funded from the estimated additional revenues and cost savings that will be generated through this role identifying new revenue opportunities, implementing and evaluating partnerships, sponsorships, donations and grants.

It is further estimated that the establishment of such a position has the potential to generate up to an additional \$295,000 annually in revenue for the school district.

Recommendations

Reporting to the Director of Facilities, the Manager, Business Development would be responsible for identifying new revenue opportunities, implementing and evaluating partnerships, sponsorships, donations and grants with a primary focus on building incremental revenue for the District.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
1.0	120,000		295,000	175,000

M19 - Rental Rate Increase

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

Lisa Landry, Assistant Secretary Treasurer
Jim Meschino, Director of Facilities

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

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

Explain the above choice:

Effective stewardship of our facilities includes keeping current with cost inflation.

Background & Analysis

This proposal targets \$100,000 in additional revenue from current and ongoing rentals.

Staff will review current rate structures, and the resulting plan will be a mix of possible rate increases for inflation and/or clarifying of the rate structures.

Recommendations

It is recommended that staff review rental rates, with a target to achieve \$100,000 in additional revenue.

Budget Implications

Budget Impact (\$)				
FTE	Salaries & Benefits	Supplies	Revenue	Total
			100,000	100,000

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

M20 - Increase in School Supplies Fees

Allocation of Resources Proposal:

- District Proposal
- School Specific Proposal – School (if applicable): _____

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

David Green, Secretary Treasurer

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

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

Background & Analysis

In 2018-2019 the Vancouver School Board continued its service of purchasing basic school supplies in bulk at wholesale prices and passing the cost savings on to families. The School Supply Fee for 2018-2019 remained at \$25.00 per student. This fee covers basic consumable school supplies used for students’ personal use such as paper, writing tools, glue sticks, erasers, exercise books and art supplies. Supplies are provided for the full year.

The \$25.00 fee has been in place for a number of years and applies to elementary students only.

Despite the fact there are approximately 26,000 elementary students the estimated revenue increase is limited to \$200,000 to account for the fact that some families request this fee be waived due to financial hardship.

Budget Implications

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

BUDGET PROCESS 2019-2020

Stakeholder Consultation Guide

Spring 2019



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Budget Process 2019-2020

The budget development process used by the Vancouver School Board lays the foundation for looking at resource allocation from a district perspective, providing equity for schools and creating a cost consciousness, all of which will serve to enhance learning opportunities for Vancouver students. The process is transparent and provides accountability; in that way it contains beliefs, values and guiding principles which address the educational focus of the District and includes extensive consultation with all stakeholders.

This comprehensive strategy for developing the budget for 2019-2020 is based on the following guiding principles:

- Maintain a focus on student achievement, recognizing the personalized learning needs of students;
- Reflect on responsible stewardship in implementing the objectives of the District's educational, financial and facilities-related plans;
- Respect the District's decision-making culture, encouraging creativity and innovation in meeting the learning needs of specific communities;
- Be sustainable over the longer term while providing the flexibility to address changing short-term needs;
- Focus on equity for all schools and for all students of the District;
- Reflect the specific needs of vulnerable students;
- Include consultation with the District's educational leaders and stakeholder groups as well as the opportunities for broader community input.

In developing the budget for 2019-2020, the overall goal is to attempt to provide the same level of programs and services as is being provided in 2018-2019. However, the impact of declining enrolment has to be recognized. District staff will create a preliminary draft budget for next year using the 2018-2019 amended budget as a base and adjusting it for the enrolment decline, removing costs no longer required but adding new cost pressures. Areas of possible financial surplus are also identified.

The preliminary draft budget process allows stakeholders, through consultation, to comment and provide suggestions on the budget so the Board of Education can consider them prior to approving the adoption of a final budget.

VSB Strategic Plan 2021

An organization's budget is its tool for planning the allocation of resources. In order to be effective, the allocation should align with, and support, the organization's objectives and goals. For the Vancouver School Board, the goals and objectives are detailed in the [VSB Strategic Plan 2021](#). The Strategic Plan was developed in consultation with District partners including students, families, staff and stakeholder groups. It sets out a clear and shared vision for the future of public education in the Vancouver School District. The Strategic Plan will enable the fulfillment of the District's vision and goals, and provides direction for future planning.

Our Vision

We inspire student success by providing an innovative, caring and responsive learning environment.

Guiding Principles

Collaboration

We value strong relationships and open communication to promote the sharing of ideas and practice.

Engagement

We encourage and support the use of creative and innovative practices.

Excellence

We strive for excellence in everything we do.

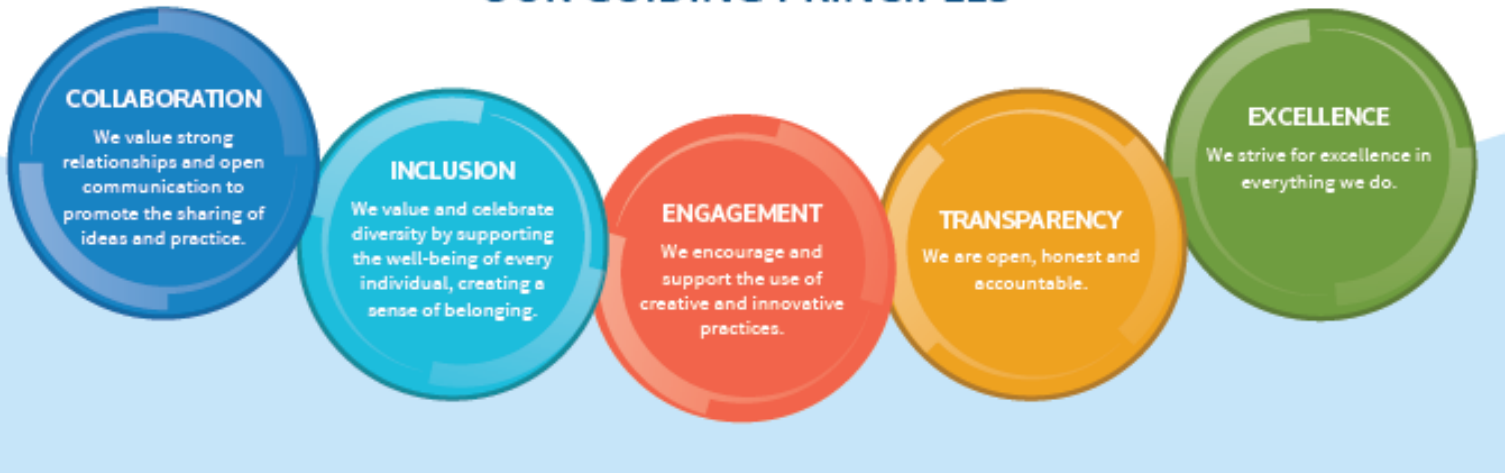
Inclusion

We value and celebrate diversity by supporting the well-being of every individual, creating a sense of belonging.

Transparency

We are open, honest and accountable.

OUR GUIDING PRINCIPLES



Strategic Goals and Objectives

The goals, objectives, priorities and actions of the Strategic Plan follow below:

GOAL 1

Engage our learners through innovative teaching and learning practices.

- a. Provide increased opportunities to connect students to their learning.
- b. Enhance support for students with specific needs.
- c. Support the implementation of the curriculum.
- d. Enhance assessment and reporting strategies to support teaching and learning.
- e. Ensure Indigenous students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

GOAL 2

Build capacity in our community through strengthening collective leadership.

- a. Support professional networking opportunities and collaborative practices for our staff.
- b. Support professional development opportunities for staff in the implementation of the curriculum.
- c. Enhance and support opportunities for student voice.
- d. Enhance and support opportunities for parental engagement.
- e. Encourage and appreciate the contributions made by our students, families, employee groups and community partners.

GOAL 3

Create a culture of care and shared social responsibility.

- a. Encourage and enhance practices that support cultural, emotional, physical and mental well-being.
- b. Support effective, thoughtful transitions for all students at each stage of their development.
- c. Increase Indigenous students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- d. Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.
- e. Respect and celebrate all forms of diversity.
- f. Support collaborative relationships with community partners that enhance student learning and well-being.

GOAL 4

Provide effective leadership, governance and stewardship.

- a. Develop and implement a long term financial planning model.
- b. Implement the recommendations of the Long Range Facility Plan.
- c. Effectively utilize school district resources and facilities.
- d. Support effective communication, engagement and community partnerships.
- e. Advocate for public education.
- f. Implement the recommendations of the Sustainability Action Plan.

Key Goals and Objectives

The following two goal areas and specific objectives of the Strategic Plan speak directly to the budget development process.

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

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

Goal 4: Provide effective leadership, governance and stewardship

Effectively utilize District resources and facilities.

Goal 4 of the Strategic Plan outlines the District's responsibilities regarding stewardship of public funds, and informs the budget process in terms of how resources are allocated.

Consultation with Stakeholders

Goal 2 speaks to the contributions of the District's stakeholder groups in supporting student outcomes and informing the District's budget process through shared leadership, with appreciation for the contributions by stakeholder groups. The following stakeholder groups are identified as being partners in the process:

- CUPE Local 15
CUPE Local 407
- District Parent Advisory Council
- The International Union of Operating Engineers Local 963
- Professional and Administrative Staff Association
- Trades (various unions)
- Vancouver Association of Secondary Administrators
- Vancouver District Student Council
- Vancouver Elementary School Teachers' Association
- Vancouver Elementary Principals and Vice Principals Association
- Vancouver Secondary Teachers' Association

District stakeholder groups will be involved in the budget development process. Meetings with representatives of these groups take place throughout the budget development process beginning in early February. The information gained from these meetings is shared with trustees and the public through the Finance Committee.

Parents, guardians and the broader community will be involved through an online engagement process as well as through meetings of the Finance Committee and Committee-of-the-Whole/public Board meetings.

Aligning Budget Planning and Resource Allocation with the Strategic Plan

The Vancouver School District is committed to transparent budget planning and resource allocation that is directly aligned with the strategic vision and goals, established by the Board.

It is a consultative model that coordinates budget planning and resource allocation activities with inclusive stakeholder consultation and feedback based on the vision, goals and objectives. The model includes:

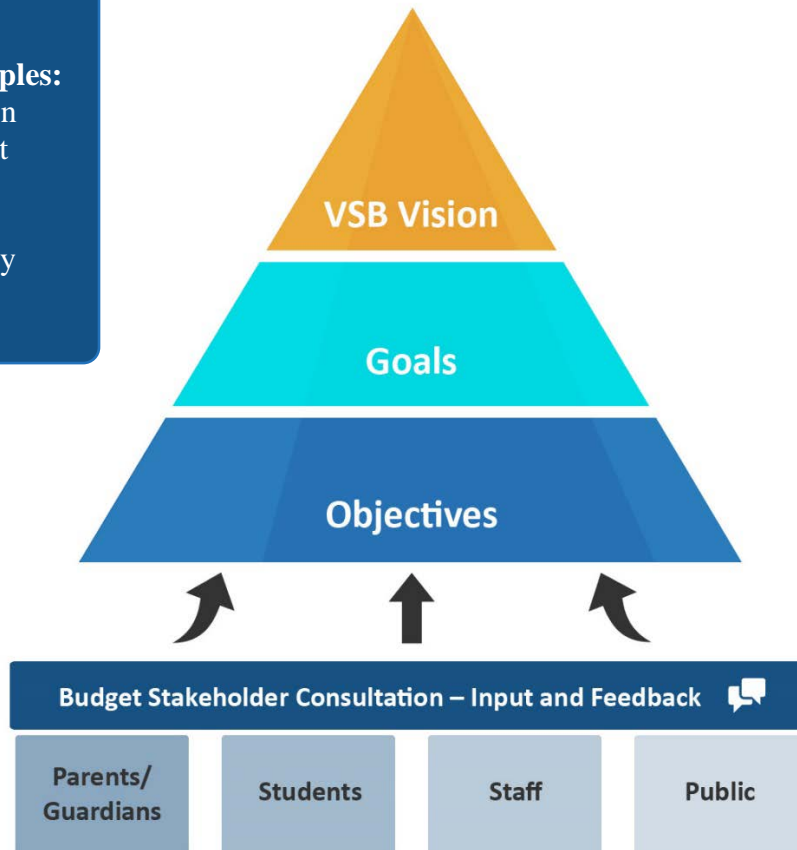
- Articulating VSB 2021 Strategic Plan;
- Providing timely and accurate budget information;
- Receiving budget input and feedback;
- Prioritizing budget requests for the upcoming budget year;
- Allocating available resources to best meet requests that align with the vision, goals and objectives;
- Communicating the outcomes effectively for transparent accountability.

The model will ensure that budget input and resource allocations are connected to and align with the VSB Strategic Plan 2021 vision, goals and objectives.

VSB STRATEGIC PLAN

Guiding Principles:

Collaboration
Engagement
Excellence
Inclusion
Transparency



Financial Governance and Accountability

The Board has incorporated the Ministry of Education’s good practice guidelines for financial governance and accountability. These include:

- Budget monitoring and reporting;
- Accumulated operating surplus policy;
- Financial statement and discussion analysis;
- Capacity building for trustees;
- Separation of the responsibilities of the Audit Committee from the Finance Committee;
- Alignment with the District’s Strategic Plan and vision (VSB Strategic Plan 2021); and,
- Development of a balanced budget with policy provisions (accumulated surplus) to address unforeseen and emergent issues.



Budget Development Process

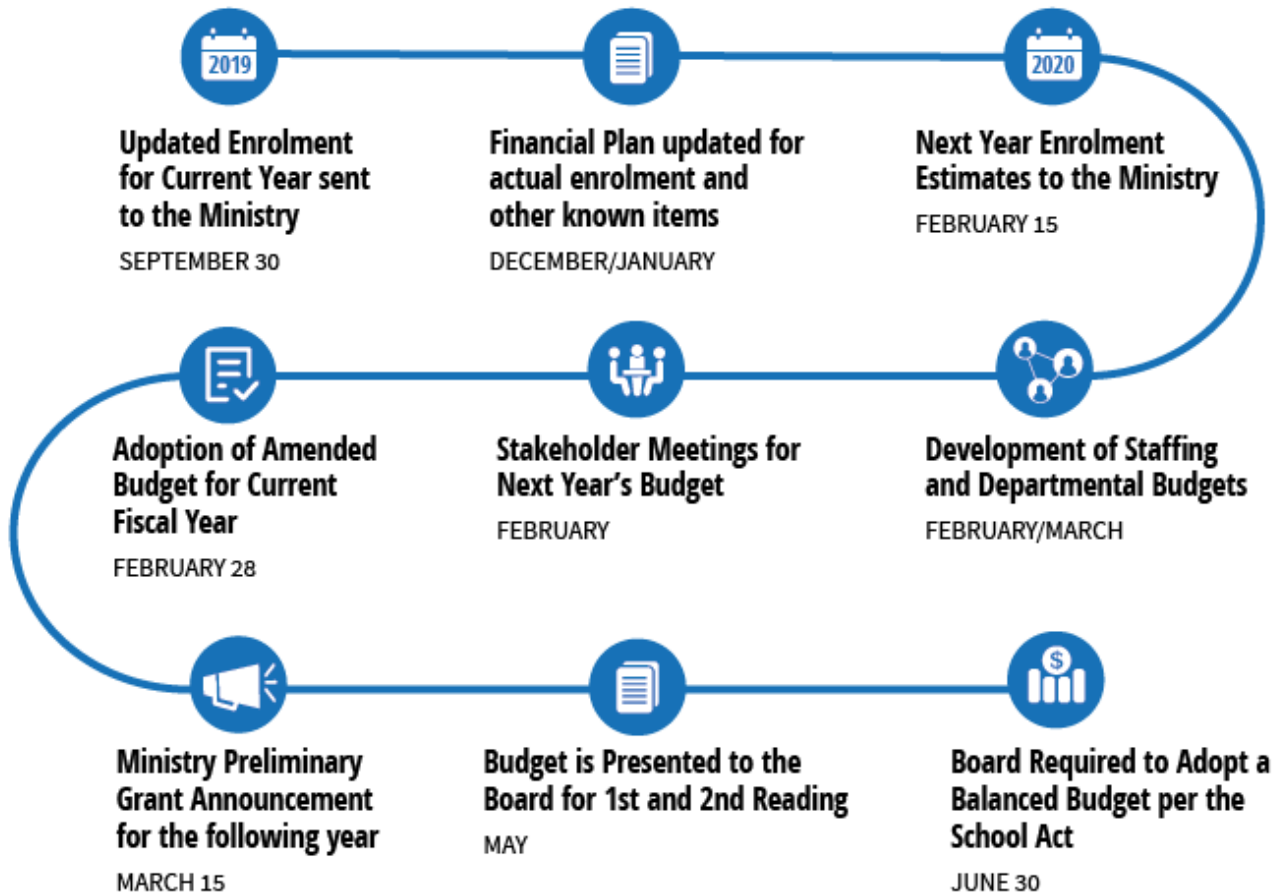
The budget development process is driven by:

- Legislation that stipulates that the District must produce a balanced budget
- Board Policy 2: Role of the Board
- The District budget development process that involves all stakeholder groups.

To accomplish this, there must be an understanding of the connection between the guiding principles in the VSB Strategic Plan 2021 and the allocation of resources in the budget. Overall, the process of budget development should be one of excellence, driven by the District's vision to *"inspire student success by providing an innovative, caring and responsive learning environment."*

In terms of process, while productive consultation helps to inform budget development, responsibility and decision-making for the budget remains with the Board as outlined in [Policy 2](#) of the Board Policy Handbook.

Budget Timeline



September 30: Student enrolment actual count.

February: Stakeholder Consultation Process – Invitations to provide input on the upcoming budget year.

February 15: District submits an estimate of next school year FTE student enrolment to the Ministry of Education.

February 28: Board adopts an Amended Annual Budget for the current school year.

February/March: Development of staffing, school and departmental budget estimates for the next school year.




March 15: Ministry releases preliminary Operating Grant Revenue estimates for upcoming school year.

April: Draft Preliminary Budget and documented assumptions presented to the Board and public for comment.

June 30: The School Act requires the Board pass a balanced budget.

Difference between Capital Budgets, Operating Budgets and Special Purpose Funds

The Board has a large and complex budget which has three separate sections:

Operating Budget	Capital Budget	Special Purpose Funds
		
<p>Instruction Programs Utilities Administration & Operations</p>	<p>Construction of Buildings Fields Infrastructure</p>	<p>Funds provided for a specific purpose</p>

The main focus of the budget development process primarily considers the operating budget, which is the largest portion of the District’s overall budget.

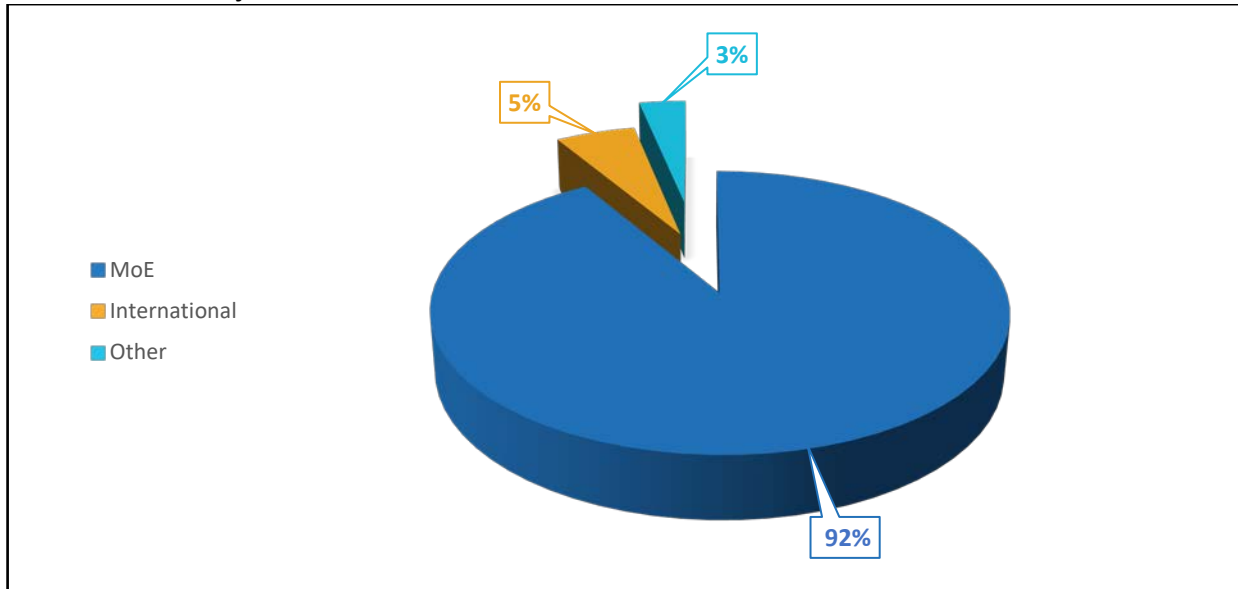
Funds within the capital budget may not be used for operational budget items.

Special purpose funds are designated to fund particular programs or functions, such as the Annual Facilities Grant, Provincial Resource Programs and CommunityLINK. These funds, similar to capital funds, cannot be used to fund operating budget items.

Composition of a School District’s Operating Budget

The District’s projected operating budget for 2019-2020 is \$505.9 million, with 92% of the funding provided by the Ministry of Education.

VSB Sources of Projected Revenue 2019-2020



Funding

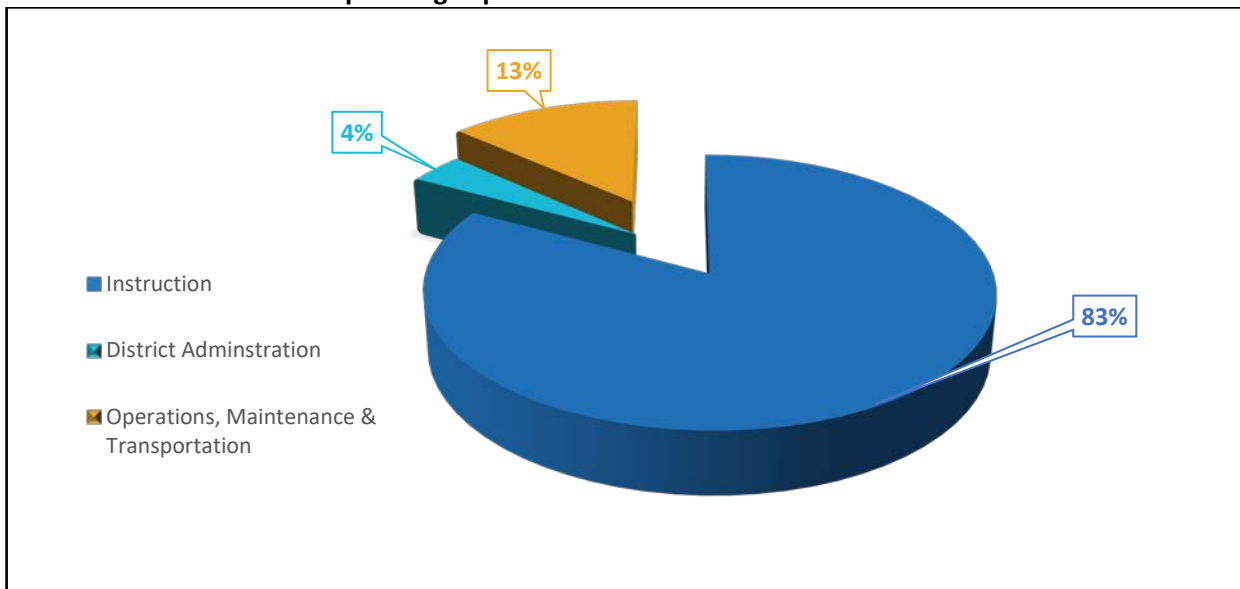
The basic student operating grant allocation for 2019-2020 is \$7,468 per FTE student. VSB, like other school districts, also receives additional funding for unique student and school factors. The Ministry’s grant allocation formula is as follows:

Provincial Totals 78% allocated through the Basic Allocation	<h3>Basic Allocation</h3> <p>Common per student amount for every FTE student enrolled by school type</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Standard School: \$7,468 per school age FTE</td> <td style="padding: 5px;">Continuing Education: \$7,468 per school age FTE</td> </tr> <tr> <td style="padding: 5px;">Alternate School: \$7,468 per school age FTE</td> <td style="padding: 5px;">Distributed Learning: \$6,100 per school age FTE</td> </tr> </table>			Standard School: \$7,468 per school age FTE	Continuing Education: \$7,468 per school age FTE	Alternate School: \$7,468 per school age FTE	Distributed Learning: \$6,100 per school age FTE					
	Standard School: \$7,468 per school age FTE	Continuing Education: \$7,468 per school age FTE										
Alternate School: \$7,468 per school age FTE	Distributed Learning: \$6,100 per school age FTE											
15% allocated to recognize unique student enrolment	<h3>Unique Student</h3> <p>Additional per student funding to address uniqueness of district enrolment and support additional programming</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Level 1 Special Needs: \$42,200 per student</td> <td style="padding: 5px;">Level 2 Special Needs: \$20,200 per student</td> <td style="padding: 5px;">Level 3 Special Needs: \$10,250 per student</td> </tr> <tr> <td style="padding: 5px;">English/French Language Learning: \$1,495 per student</td> <td style="padding: 5px;">Aboriginal Education: \$1,450 per student</td> <td style="padding: 5px;">Adult Education: \$4,773 per FTE</td> </tr> <tr> <td colspan="3" style="padding: 5px;">Vulnerable Students: in addition to CommunityLINK</td> </tr> </table>			Level 1 Special Needs: \$42,200 per student	Level 2 Special Needs: \$20,200 per student	Level 3 Special Needs: \$10,250 per student	English/French Language Learning: \$1,495 per student	Aboriginal Education: \$1,450 per student	Adult Education: \$4,773 per FTE	Vulnerable Students: in addition to CommunityLINK		
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	English/French Language Learning: \$1,495 per student	Aboriginal Education: \$1,450 per student	Adult Education: \$4,773 per FTE									
	Vulnerable Students: in addition to CommunityLINK											

Annual Operating Expenditures 2019-2020

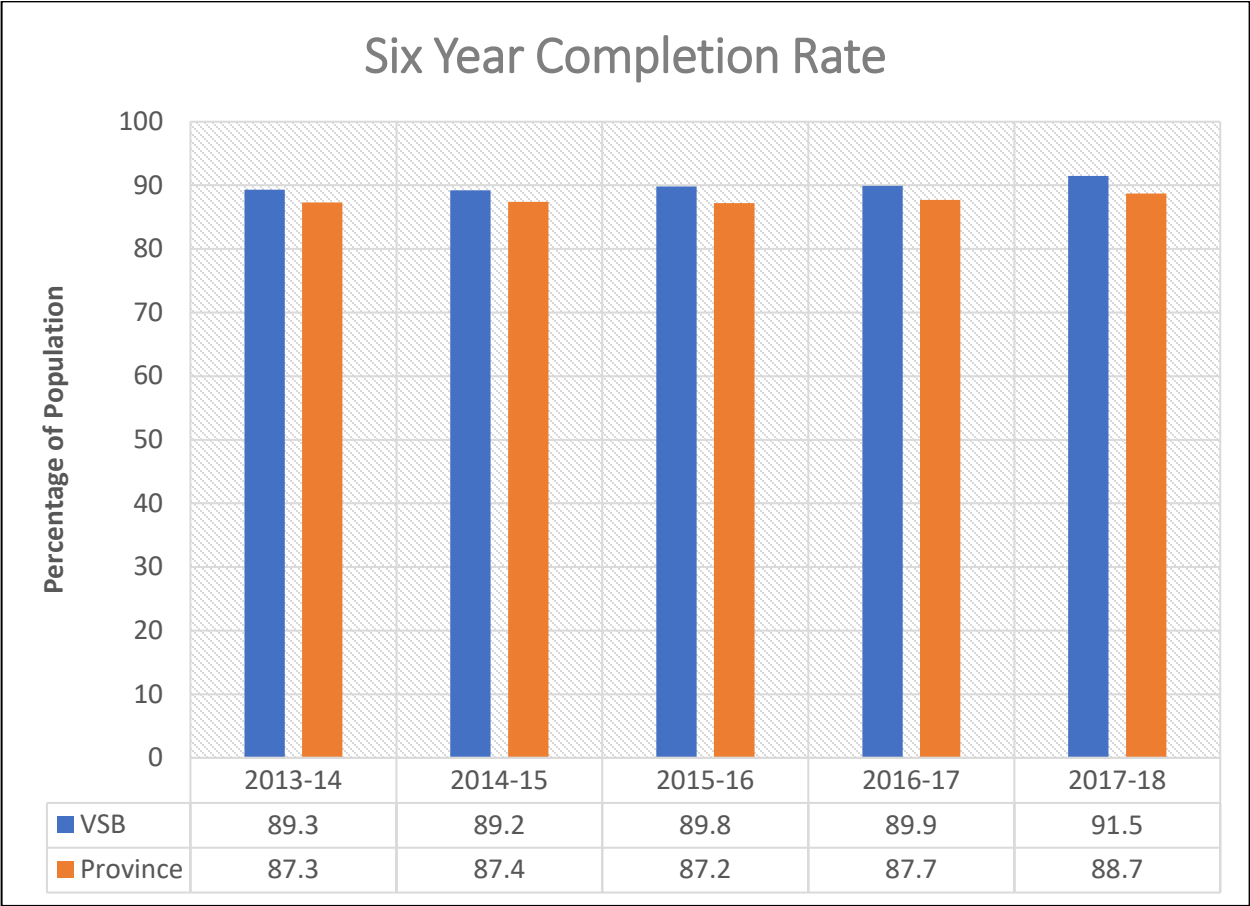
The Board’s vision to “inspire student success by providing an innovative, caring and responsive learning environment” is reflected in the proportion of the annual budget dedicated to instruction.

Vancouver School District Operating Expenses



Student Success

The District has had a history of overall student success. The 2018 Achievement Levels released by the Ministry of Education show that the District’s student achievement results exceed provincial averages. There are, however, areas that should continue to be a priority and focus such as outcomes for Indigenous youth.



Stakeholder Engagement Commitment

What is Stakeholder Engagement?

Stakeholder engagement is a two-way dialogue to allow the Board and the District's stakeholder groups to define opportunities and challenges, and work together on solutions. It provides for valuable input to the District's direction and decision-making.

The Role of Stakeholders

To make stakeholder engagement a success, your role is to learn, engage and contribute. Start by visiting the [VSB Budget page](#):

- Learn about government funding and allocation;
- Learn about the budget process;
- Learn about the VSB Strategic Plan 2021;
- Engage in the consultation by asking questions about the budget;
- Share your concerns and input; and
- Contribute ideas that align with the goals and objectives from the VSB Strategic Plan 2021 on how to address opportunities and challenges.

The Role of the Board

As the elected decision-making body, the Board is accountable for the provision of appropriate educational services to students. Policy 2 of the Board Policy Manual outlines the role of the Board, including:

1. Accountability to the Provincial Government the Board shall:

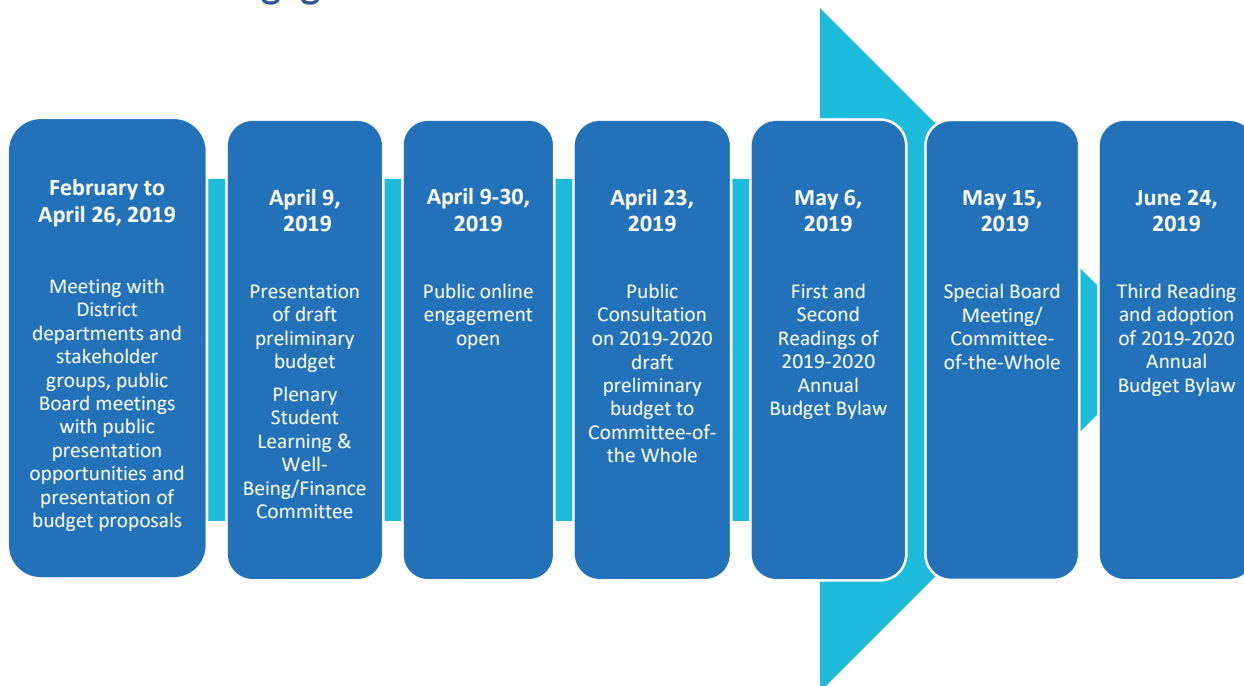
- 1.1 Act in accordance with all statutory requirements of provincial legislation to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

9. Fiscal Accountability the Board shall:

- 9.1 Approve budget process and timelines at the outset of the budget process.
- 9.2 In collaboration with the Superintendent, identify budget assumptions and draft priorities to be used in the creation of the draft annual operating budget.
- 9.3 Approve the annual budget and allocation of resources to achieve desired results.
- 9.4 Annually approve the District's updated Five-Year Capital Plan.
- 9.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 9.6 Review annually the audit report and management letter and approve those recommendations to be implemented.
- 9.7 Make decisions regarding ratification of any memoranda of agreement in local bargaining matters.
- 9.8 Approve the acquisition and disposition of District land and buildings.
- 9.9 Approve the annual spending plan for the annual facilities grant.
- 9.10 Approve the amended annual budget.
- 9.11 Monitor the fiscal management of the District through receipt of quarterly variance analyses and year-end projections.
- 9.12 Approve borrowing for capital expenditures within provincial restrictions.
- 9.13 Approve transfer of funds to/from restricted and non-restricted surplus funds.

Trustees work as a Board to set clear strategic direction and decide on the use of resources in alignment with the Strategic Plan and District goals.

Stakeholder Engagement Process



Meetings with District stakeholder groups take place throughout the budget development process beginning in February.

Parents/guardians of students enrolled in the District and members of the broader community have several opportunities to be involved in the budget development process:

- Participation in the online engagement initiative.
- Attendance and/or making a delegation at one of several public Finance Committee or Plenary sessions of the Student Learning & Well-being/Finance Committee meetings.
- Attendance and/or making a delegation at a of public meeting of the Committee-of-the-Whole.
- Email comments for trustee review to Budget2019-2020@vsb.bc.ca (note: all comments, delegation presentations and online engagement results will be shared with trustees and made public via regular reports to committees and the Board).

There will be four public meetings for budget discussion which all stakeholders and members of the public are invited to attend:

1. April 9, 2019 – Plenary Student Learning & Well-Being/Finance Committee meeting
2. April 23, 2019 – Special Board/Committee-of-the-Whole meeting
3. May 6, 2019 – Special Board meeting
4. May 15, 2019 – Special Board/Committee-of-the-Whole meeting

Meetings are live-streamed and are available to watch at any time. Links to recordings are available on via the [calendar](#) section of the District website

Being Informed

The District uses a variety of methods to keep stakeholders, staff, parents/guardians, students and the broader community engaged in the budget process.

School District Website

All information on this process can be found on the [District's budget page](#).

Twitter and Facebook

Budget information and event reminders will also be shared through the District's [Twitter](#) and [Facebook](#) channels.

7.0 Frequently Asked Questions

Where can I find budget information being considered by the Board?

All budget details are posted on the District [website for information](#).

Why have you issued a second version of the preliminary draft budget?

Following public input heard to-date and to provide information following questions asked at the Committee-of-the-Whole meeting on April 23, 2019, staff recommended some revisions to the budget proposals and trustees have added new proposals. Version 2 Preliminary Draft Budget is posted to the [website](#).

What is different in the second version of the draft budget compared to the first version?

The budget development process is iterative in nature. As presented at the May 6, 2019 Board meeting and shown on [Page 4](#) of the 2019-2020 Operating Fund Budget Preliminary Draft Document Version 2, the draft budget has moved from a balanced position to a surplus position of \$1.8 million as a result of the following:

- Revenue increase of \$1.0 million as further due diligence regarding the decline in student full-time equivalent numbers used for funding purposes was updated to 465 from 599.
- Following the release of Version 1 of the Preliminary Draft 2019-2020 Budget, the District was notified that costs for the Next Generation Network (a provincial initiative that provides increased bandwidth and faster network speeds to school districts and classrooms) decreased for by \$735,000 for the next two years. There is also a one-time savings of \$72,000 that will be realized in 2019-2020.

Proposals are now identified as trustee proposals with the letter “T” and management proposals with the letter “M”. Proposal T2 – Free and Accessible Menstrual Products in Schools has been clarified to be a trustee proposal in Version 2 of the draft budget. This version also includes the following new one-time and ongoing trustee proposals:

- T1 - Long Range Facilities Plan Consultant (One-time) - \$400,000
- T-3 - Elementary Music Program Review (One-time) - \$75,000
- T4 - Increase Vice Principal at Britannia (Ongoing)- \$142,580
- T5 - Addition of an Instructional Assistant in Adult Education (Ongoing) - \$26,633
- T6 - Increase teacher staffing at Gathering Place (Ongoing) - \$54,169
- T7 - Increase teacher staffing at South Hill (Ongoing) - \$108,338
- T8 - Addition of a second Indigenous Knowledge Keeper (Ongoing) - \$61,423

Management also reclassified two ongoing proposals in Version 1 to one-time proposals in Version 2 of the Operating Fund Budget Preliminary Draft:

- M5 - Printshop Equipment Replacement - \$180,000
- M6 - Replace Obsolete Student Technology - \$750,000

How much surplus is available and what can it be used for?

As reported in the [Version 2 budget package](#), the District had a surplus of \$7.244 million after the approval of the 2018-2019 Amended Budget in February. This amount was made up of a restricted surplus of \$2.087 million and an unrestricted surplus of \$5.157 million. The \$2.087 million is restricted because it is comprised of school generated funds, grants and donations all of which have a specific purpose. With the adoption of Board Policy 19 (Accumulated Operating Surplus), \$2.524 million of the \$5.157 million has been restricted as a Contingency Reserve, leaving \$2.633 million as an unrestricted

surplus. This unrestricted amount can be used to fund one-time expenditures in 2019-2020. Version 3 of the draft budget will contain a list of one-time proposals that approximate this unrestricted total. Should the Board of Education approve these proposals, the unrestricted surplus of \$2,633 million can be used to fund the future one-time expenditures. The Contingency Reserve of \$2.524 million will be set aside to address unexpected increases in future expenses or decreases in future funding.

What public consultation have you done for this budget?

Each year, the Vancouver School Board consults with its stakeholder groups and the public about the budget development. Meetings were held with individual stakeholder groups, at public committee meetings, public meetings of the Committee-of-the-Whole where members of the community could share input, and, public board meetings dealing with the budget.

In addition, the District held an online engagement process which was open from April 9 to April 30, 2019 to gather community feedback on the draft preliminary budget. Using an online engagement tool provides the opportunity for the greatest number of people to participate and share their input. Approximately 2,600 people visited the online engagement tool with about 500 people participating. A report summarizing the online engagement was presented at the May 6, 2019 Board Meeting and is posted [here](#).

Written feedback submissions from community members are also welcome via mail addressed to Administrative Coordinator, Secretary Treasurer's Office, 1580 West Broadway, Vancouver, BC V6J 5K8, or via email to budget2019-2020@vsb.bc.ca.

In addition, a second Committee-of-the-Whole meeting is scheduled May 15, 2019 during which people can provide their input to trustees through delegation presentations. Stakeholders and members of the public who wish to present at this meeting must register via email to budget2019-2020@vsb.bc.ca.

Please note: All submissions to the Board are considered public documents. The Board, therefore, reserves the right to make any submissions available to the public and to post submissions on the website.

All feedback will be provided to trustees before the Board makes final decisions about the 2019-2020 budget.

What is the current status of Adult Education programming in the District?

Adult Education (AE) has one school, South Hill Education Centre, which also oversees two outreach programs at Gathering Place (GP) and Britannia's Canuck Family Education Centre (CFEC). The AE program registers approximately 2,400 students. Enrolment in the program has declined for the past nine years and is operating at a deficit of approximately \$85,000 for this fiscal year.

South Hill and Gathering Place run self-paced programs offered through a learning centre with a flexible schedule for students to attend.

South Hill School offers:

- four 9-week structured terms with scheduled courses in classrooms

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- one 5-week summer term
- two 18-week semesters (including classes on Saturdays)
- an alternative youth program for students aged 16 to 19-years-old
- a self-paced program with three to four staff in the self-paced learning centre classroom

The self-paced program is open 45.5 hours a week and operates with a total of 66 teacher hours. Twenty of the program hours have two teachers and one assistant while 25.5 of the program hours have one teacher and often two instructional assistants. An outreach worker and a computer team lead are also available to support students for many of the hours of operation. The ratio of teaching staff to students is 1: 26 which is a very similar ratio in secondary schools. This year there are 480 students registered in the self-paced program.

Gathering Place offers a self-paced program with three staff working at all times and program is open 25 hours a week from Monday to Thursday. The self-paced program has a teacher and an instructional assistant for all 25 hours. There is an additional instructional assistant for three hours and an outreach worker also supports the students in the program. The ratio of teaching staff to students is 1:26 for this program. This year there are 159 students registered in the self-paced program.

The minimum class size for adult education classes is 26; however, some classes do run with less than the minimum number in order to meet student programming needs.

How has the Employer Health Tax impacted the VSB?

The net cost to the District since the announcement of the Employer Health Tax (EHT) and phasing out of the Medical Services Plan (MSP) premiums has been approximately \$105,000. The Ministry provided funding to all school districts in the 2018-2019 school year and have announced additional funding for 2019-2020. This funding, along with the cost savings realized in 2017-2018 with a 50 per cent reduction in MSP premiums on January 1, 2018 prior to implementation of the EHT, has resulted in a \$105,000 cumulative cost to the District.

	2015/2016	2016/2017	2017/2018	2018/2019 Amended Budget	2019/2020 Preliminary Budget	Total
MSP	4,596,583	4,651,871	3,132,191	2,528,368	941,811	
EHT				4,741,210	8,079,160	
Total	4,596,583	4,651,871	3,132,191	7,269,578	9,020,971	
Ministry Funding				1,249,709	4,112,510	
Cost / (Savings) from 2016/2017			(1,519,680)	1,367,998	256,590	104,907

How are school flex budgets allocated?

Each school flex budget is allocated primarily based on student headcount enrolled in that school. Schools are also allocated funds to recognize the variable needs of students enrolled and school programs (i.e. supplies, Youth and Family Workers, etc.).

How are determinations made about what resources mini-school programs require?

Mini-schools are District programs. Depending on the number of courses taken in each grade by each cohort, the District allocates coordinating time to the school in the form of teaching blocks.

Currently, four mini schools do not receive any coordinator time as they only enroll junior grades. Most receive one block and four mini schools receive two or more blocks.

All other resources are provided through the school.

Will there be another version of the budget produced?

[Version 2](#) of the draft Preliminary Budget was presented on May 6, 2019 for the Board's consideration. Version 3 will be produced for the May 15, 2019 Committee-of-the-Whole meeting.

When will the Board vote on the final budget?

All school districts in BC are required by law to pass a balanced budget by June 30th. Throughout the budget development process, input from stakeholder groups, staff, trustees and the public is considered and reflected in versions posted online and presented at public meetings of the Board of Education.

The Budget will go through first and second reading at the Monday, May 27, 2019 Board Meeting with final adoption at the Monday, June 24, 2019 Board Meeting.

See the website for the full [budget development timeline](#).