

SPECIAL BOARD / COMMITTEE OF THE WHOLE

REVISED AGENDA

**Tuesday, February 2, 2021
at 7:00 pm
Teams Live Broadcast**

1. CALL MEETING TO ORDER

1.1 INDIGENOUS LAND ACKNOWLEDGEMENT

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

1.2 OPENING REMARKS

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

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

That the Board dissolve itself into the Committee-of-the-Whole

3. DELEGATIONS RE BUDGET PRIORITIES FOR THE DEVELOPMENT OF THE 2021-2022 OPERATING BUDGET

3.1 Stakeholder Delegations:

3.1.1 Bargaining Council of Vancouver School Board Construction and Maintenance Trade Unions –
Scott Kirkpatrick, Neil Munro, and Mike Logan

3.1.2 Vancouver Elementary School Teachers' Associations (VESTA) –
Jody Polukoshko and Donna Brack

3.2 Other Delegations

3.2.1 Nathan Davidowicz

4. MOTION TO RISE AND REPORT FROM THE COMMITTEE OF THE WHOLE

That the Committee-of-the-Whole rise and report.

5. MOTION TO RECONVENE THE BOARD MEETING

That the Board meeting be reconvened.

6. ADJOURNMENT

VSU BUILDING TRADES SUBMISSION FOR 2021-22 BUDGET

Stakeholder Budget Workshop – January 11, 2021

The Bargaining Council of Vancouver School Board Construction and Maintenance Trade Unions is comprised of over one hundred Trades Employees who proudly repair, renovate, service, and maintain over one hundred and ten Vancouver School Board education facilities from the following nine Trade Unions:

- International Union of Bricklayers and Allied Craftworkers, Local #2 BC
- British Columbia Regional Council of Carpenters, Local 1907
- Cement Masons' Section of Operative Plasterers and Cement Masons International Association, Local 919
- International Brotherhood of Electrical Workers, Local 213
- International Association of Heat and Frost Insulators, Local 118,
- International Association of Machinists and Aerospace Workers, Vancouver Lodge 692
- International Union of Painters and Allied Trades, District Council 38
- United Association of Journeyman and Apprentices of the Plumbing and Pipefitting Industry of United States and Canada, Local 170
- International Association of Sheet Metal, Air, Rail, and Transportation Workers, Local 280

Proposal – Mileage Issue

In 2014 the mileage policy reimbursement rates were significantly reduced despite several compelling concerns brought up during the consultation process by Trades representatives. The Trustees of the day at a Committee meeting reportedly assured Trades representatives in response that they are not to subsidize the Boards logistics costs. The Boards Senior Management Team also made the same assurance to Trades representatives at a Mileage Committee Meeting that same spring.

In spring of 2018 at two mileage committee meetings with the Senior Management Team, and at the Committee of the Whole meeting as part of the 2018-19 budget year development, Trades representatives produced extensive documentation that clearly quantified the significant subsidization of board logistics that is occurring by Trades Employees on an annual basis as a result of the cuts. Trades representatives also presented an objective and wholistic analysis of the other significant issues with the continued use of employee vehicles for Trades logistics at these meetings which include but are not limited to:

- A significant greenhouse gas emissions issue due to the inability of Trades employees to take sustainable forms of transportation to and from work like their peers and to team up and drive between sites in pairs or groups instead of in individual vehicles. This is incompatible with the Boards strong commitment to become the greenest, most sustainable school district in North America, the Boards intention to align itself with the City of Vancouver's climate emergency plan, along with being inconsistent with several other complimentary sustainability plans from other public sector organizations;

- A major personnel issue due to being a hiring and retention disadvantage where the competition including other school districts and public sector organizations, provides fleet vehicles for trades staff; the necessity of personal vehicle ownership amongst younger workers who are replacing the retiring “baby boomers” is waning due to the progression of the city towards densification, the high cost of living and vehicle ownership, and the improving viability of significantly cheaper and more environmentally sustainable alternative transportation options;
- An employee safety issue; the use of employee vehicles does not offer as great of control over employee transportation safety as most other options;
- A school zone safety liability; the board recently made a commitment to enhance the safety of students, parents, and staff in school zones. Due to the use of employee vehicles, using conservative assumptions, we calculate that there are more than 30,000 additional ingress and egress of school zones by trades employees in vehicles annually compared to other options.

Trades Representatives took a solutions-based approach in the Spring of 2018 and after showing the above analysis, presented a fiscally responsible solution that addresses the major issues above as well as many other smaller issues. The 2021-22 budget development represents the fourth consecutive year that this issue has been brought forward as a budget submission due to no resolution having occurred to date.

A mileage committee meeting was recently held in October of 2020 where assurances were made by Senior Management that they were going to seriously explore and cost out alternatives and report back to us a month later at a follow up meeting, which has yet to be held. Trades Representatives remain available to meet again in the near future so we can move forward together with an innovative, fiscally responsible, and sustainable trades logistics model that is compatible with the needs of today and the future.

Yours truly,

Neil Munro

Chair

VSB Maintenance & Construction Trades Unions (Poly-Party)

Business Manager, International Association of Heat & Frost Insulators, Local 118

Mike Logan

Assistant Business Manager, International Brotherhood of Electrical Workers, Local 213

Scott Kirkpatrick

Trades Representative & Assistant Shop Steward, UA Local 170

2021 February 2

VESTA's budget input to the preliminary budget for 2021-2022

Procedural cost-neutral recommendations:

- That any surplus funds generated from the previous year be directed to support direct service to students. This includes restoring support lost during the pandemic, and including the provision of, if necessary, a robust remote learning option
- That any reductions or movement of funding from programs be made as far from the classroom as possible
- That full, public, transparent debate be held on the budget with all stakeholders, and that a full divisional budget be provided to all stakeholder groups
- That the district disaggregates learning resources budget from school flex accounts

Budgetary recommendations:

- Increases to non-enrolling staffing based on student and school needs
- Maintain all current Adult Ed programs and sites and consider growing additional programs
- Provision of TTOC coverage for non-enrolling teachers from first day of absence
- Increased support for early primary classes for fall entry
- Top up school organization funding to allow for increased flexibility in upper intermediate class organizations
- That the Indigenous Education Program be increased

Thank you for the opportunity to present here prior to the preliminary budget.

I'm Jody Polukoshko, one of the VESTA Vice Presidents, and I'm here with Donna Brack, VESTA Adult Ed President. I'll start, and Donna will speak on our specific request concerning Adult Education programming.

This is a really unique year and budget, given that we have had to navigate such significant changes, and are in the position of having to plan without a sense of what the local and global context will be in the fall.

We acknowledge that there are savings that have been generated as a result of COVID-19, and also of additional expenditures, the receipt of provincial and federal grant funding, and the need to continue to provide full and comprehensive education to all of our students, regardless of how they access the school system.

Our budget feedback and input are grounded in our overarching priorities:

- That the health and safety protocols at all worksites provide consistent protection that meet or exceed the provincial guidelines,
- a reduction in class density,

- that all students receive equal access to a comprehensive education regardless of the format chosen by families,
- that the instruction for students who are learning remotely be provided with dedicated staffing, and
- that teachers who are vulnerable be accommodated to provide this instruction while working remotely.

These have been our consistent requests throughout the pandemic. We want to use our time tonight to highlight some priorities that we think will support the achievement of these goals. We are not making recommendations that speculate about COVID, but rather address the COVID challenges we are aware of and have the power to address.

First of all, we urge immediate and full investment of the federal and provincial COVID grants, and that these prioritize the provision and maintenance of staffing and support for students.

The first set of recommendations do not require modifications to the expenditures in the 2021-2022 budget.

Firstly, we know that there have been savings generated from staffing that was not provided. Whether that was generated by the TTOC shortage when teacher absences were not replaced, members on unpaid leaves instead of being medically accommodated, or additional workload taken by staff due to reassignment. In our submission, in order to be just and equitable, these funds must be directed to support service to students. Teachers insist that, if a remote learning option is required for 2021-2022, that the provision of an improved and supported plan must replace the current one.

Transparent and public budget processes are part of our request and we are pleased to see increased opportunities this year for input and discussion.

As always, we request that if any reductions to programs or staffing is required, that these take place as far as possible from the classroom, and that the district prioritize service to students and schools. We have grave concerns about the number of district and management staff that have been added in this desperate time where services to students in schools were regularly lost and not replaced. This cannot continue. Teachers working to hold programs together has come at the expense of wellness and an equitable and complete education for students.

Our last cost neutral advice is that we request that when funds are allocated to schools, that the learning resource funds be disaggregated from the school flex funds in order that there be increased transparency for school staff and to enable more effective decision-making about sustainable resources for schools.

In the second part of this presentation, we are providing advice around additional funds in the coming year. VESTA members urge the district to increase funding and staffing commitment to the adequate and sustainable provision of supports for student learning needs. This requires

increased non-enrolling teacher staffing including ELL teachers, learning support teachers, special education support teachers, teacher librarians, area counsellors, speech language pathologists and teacher psychologists.

Currently, the district only replaces non-enrolling teachers after their third day of absence. This means that illness or reassignment due to non replacement of teachers results in a loss of service to students. The impact of disruption or reduction of programming cannot be overstated. True inclusion and equitable provision of service to students requires sustainable, predictable, reliable service by these specialist teachers and their replacement from day 1 would significantly improve the provision of service, and support our students' educational programming.

In connection with the province, the district and the union's commitment to the Truth and Reconciliation's calls to action, we also request increases to the Indigenous Education program to support the work of teachers to decolonize schools and to develop and implement resources and curriculum that recognize and change the legacy of colonialism embedded in our structures and practices. While this is work that teachers have been engaged in for years, the process of decolonization requires support, practice, training and an honouring of those who lead and guide. We acknowledge that Indigenous education has relied on the labour and generosity of Indigenous people, many of whose expertise has been uncompensated or unreciprocated. If we are to honestly work on decolonizing our system, there has to be a fiscal and staffing commitment that reverses the historical theft of ideas and knowledge that characterizes colonialist consumption.

And finally, consistent with our position that adequate health and safety in schools requires reduced classroom density, the two areas for elementary teachers that require the greatest support and intervention are the early years and the upper intermediate classes.

In the case of early primary, students whose first experiences in school occurred during COVID have had a challenging time in the transition. Many students will be starting grade 1 with very little school experience. Students entering Kindergarten in the fall of 2021 will not have had access to pre-school programs or socialization with other children, and school readiness opportunities have been limited. In addition, the challenges we discussed earlier regarding provision of non-enrolling services to students has extended assessment waitlists, which were too long prior to COVID and are now untenable.

Additionally, intermediate teachers in Vancouver have the highest class sizes in the province, and according to the PHO, those students have a higher risk of COVID than younger students. The tight funding for school organizations does not allow flexibility that can relieve the high density and workload in those grades. Our feedback is that additional staffing be allocated to schools so that class organization can be responsive to the enormous challenges upper intermediate teachers are facing. In this context, programming cannot prioritize efficiency or

minimums, but must address the actual students in our classes, meet those students where they are, and provide for their needs.

Adult Education

Thank you for this opportunity to advocate for Adult Education programs at this preliminary budget meeting for 2021-22 school year. Like everyone else, Adult Ed has had to adapt and change to develop and deliver a successful education program to our students. Since last March we have been 100% virtual, with the exception of our youth program at SHEC which has in person attendance. While we have met many of our students needs, we can still do better. If we want to offer a full graduation program we need to hire more teachers. We have students interested in courses but do not have the teachers to teach these course. As well, we are still not meeting the needs of our most vulnerable students who may not have access to technology and face isolation and poverty, or who just need more face to face contact. In the 2021-2022 school year, these are the challenges we must resolve.

Both the self paced online and the structured online programs are meeting or exceeding our registrations compared to last year. We are seeing particular increase in evening structured courses since students can attend school in a scheduled way but still be home with family or do not face the extra added time of travelling to and from home to attend in person classes. One of the challenges we are facing is a lack of TOC's in all areas, but particularly in math and science. For example, last term we cancelled a Chemistry class with 30 registrations and 18 students on the waitlist because we had no teacher to teach the course. If we are to offer a graduation program we must hire more teachers in the next school year.

As well we are failing many of our vulnerable students. The pandemic has hurt poor, Indigenous and People of Colour communities harder and we need to focus our resources in the next school year on correcting that inequity. When we are able to reopen the Gathering Place Education Centre and see our students face to face, we will need assurance and support from our school district to keep these programs robust. As well, the youth program at South Hill may need extra support to reach out and find these students.

In a post pandemic school year those most at risk and those who have lost the most need to be the centre of the education recovery to overcome the inequity these students have faced.

Thank you for your consideration, please do not hesitate to contact us if you have any further questions.

From:
To: [budget 2021-2022](#)
Subject: Pilot Bus Project
Date: Monday, January 25, 2021 11:46:40 PM

Dear Trustees:

I would like to appear as a delegation at any meeting when you consider input and suggestions into the 2021-2022 budget.

I am not sure of the history of school transportation in Vancouver, I have been in Vancouver since 1971 and I am not aware of any special school bus service. Other School Districts in BC do provide bus service. Some School Districts have arrangements with Transit Agencies to provide custom bus service to selected schools. If TransLink will complete the grid system of bus routes in Vancouver then there will no need for this pilot bus project. This pilot project addresses the missing link along the West 33rd Avenue corridor from Cambie to Dunbar Streets. (There is a bus service on East 33rd Avenue)

My pilot project is as follows:

Fees: Free Transit for all students 18 and under. For School staff, the fee will be negotiated.

One bus route as a pilot project;

two options for routing:

(a) Connecting Oakridge-41st Station to Eric Hamber Secondary School and Dunbar Community Centre.

From 41st and Cambie via 41st Ave, Heather 33rd Ave. to Dunbar return via 33rd Ave. Willow, 41st Ave.

(b) Connecting 41st and Frase JO Secondary to PW Secondary;

via 41st Ave, Heather, 33rd Ave, Puget Dr., Eddington to PW Secondary return via Eddington, Yew, 33rd Ave, Willow, 41st Ave.

Type of Bus would be Battery Electric mini-bus a link is provided below;
The cost of such a bus is about \$1M or if you charter it \$100 per hour.

<https://cutaactu.ca/en/news-media/how-canada-can-catch-implementing-electric-buses>

Hours of service on school days:

Could operate from 7 am to 7 pm(12 hours) or no service from 10 am till 2 pm for only 8 hours.

sincerely
Nathan Davidowicz

VANCOUVER SCHOOL DISTRICT SPECIAL BOARD/ COMMITTEE OF THE WHOLE

February 2, 2021

This meeting is
being held on the
traditional unceded
Musqueam,
Squamish and
Tseil-Waututh
Nations.



Live Streaming & Recordings

The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting.

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Committee Roll Call

- Please all unmute
- Once your name is called please confirm your presence and mute yourself

ITEM 2

Motion to Dissolve the Board Meeting into Committee of the Whole

ITEM 3.1.1

Delegation

Bargaining Council of Vancouver School Board Construction
and Maintenance Trade Unions

Scott Kirkpatrick, Neil Munro, Mike Logan

ITEM 3.1.2

Delegation

Vancouver Elementary School Teachers' Association (VESTA)

Jody Polukoshko and Donna Brack

ITEM 3.2.1

Delegation

Nathan Davidowicz

ITEM 4

Motion to Rise and Report from the Committee of the Whole

ITEM 5

Motion to Reconvene the Board Meeting

Thank you for your time,

The End

