

SPECIAL BOARD / COMMITTEE OF THE WHOLE AGENDA (REVISED)

Tuesday, March 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 International Union of Operating Engineers (IUOE) – Harjit Khangura
 - 3.1.2 Vancouver District Students’ Council (VDSC) – Divyan Karunakaran
 - 3.1.3 Vancouver Elementary School Teachers’ Association (VESTA)
– Joanne Sutherland and Donna Brack

 - 3.2 **Other Delegations**
 - 3.2.1 Friends of the Library - Rebecca Low
 - 3.2.2 Trustee Reddy on behalf of a School

4. **PRESENTATION OF BUDGET DEVELOPMENT 2021/2022: ENGAGEMENT SUMMARY REPORT**

5. **PUBLIC QUESTION PERIOD**

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

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

7. **MOTION TO RECONVENE THE BOARD MEETING**

That the Board meeting be reconvened.

8. **ADJOURNMENT**



International Union of Operating Engineers (Local 963)

VSB Operating Budget 2021-22 Submission

March 2, 2021

Dear School Trustees and Board Staff:

On behalf of the more than 900 Operating Engineers working in Vancouver schools we respectfully submit the following for consideration in the 2021/22 operating budget. We thank you for your time.

COVID-19 and the Impact on School Engineers and Custodians:

Since the beginning of the COVID-19 pandemic societies across the globe have had good reason to reflect on building cleanliness and the role of those who do this work. The pandemic has forced decision-makers, including the VSB, to review building maintenance procedures and allocate more resources to this area. And public health orders have mandated particular sanitation methods and requirements to effectively combat COVID-19.

Other school districts that cut back custodial staffing hours- particularly dayshift custodians, found themselves needing funding to hire additional cleaners. According to the Province's website (*Federal Safe Return to Class Grant-Reporting Template*), as of mid January 2021, more than 400 custodians were hired by school districts in B.C.

Perhaps the most effective way to highlight the increased relevance and importance of custodial work in BC public schools is to note what others have had to say:

A recent *Penticton Herald* article featuring the "Newsmaker of the Year," a school custodian working at Penticton High School, noted that custodians are "finally getting their due after decades as arguably the most underappreciate workers in the school system."

An article dated September 12, 2020 in the *Prince George Citizen* noted "[b]efore the pandemic, schools were cleaned in the afternoon and evening, when students were gone for the day. Now that enhanced cleaning is being done during school hours and the most experienced staff members have been moved to day shifts." It went on to say School District #57 (Prince George) "has hired 10 new full-time custodians and that hiring is continuing with as many as 15 full or part time workers still to be added."

The *Globe and Mail* published an article September 11, 2020 titled *School custodians shoulder critical work in keeping schools clean and safe in B.C.:*

They sweep up mud, paper and orange peels. They mop up when a kid vomits or has a nosebleed. They scrub toilets, sinks and walls.

They are school custodians, and this fall they have an added responsibility: helping to reduce the risk of transmission of COVID-19.

"We're certainly going to have more duties," said Dean Coates, a custodian with the Saanich School District on Vancouver Island.

"We're getting a lot more recognition for the work we do, which is good- but we are getting a lot more duties and I have talked to people in other districts who are more stressed out because they don't have the staffing to do it."

The ***Globe and Mail*** article also noted "[t]here are also differences in the districts' custodial [collective] agreements, which mean some districts may face more of a challenge in meeting cleaning guidelines."

Like IUOE 963 in Vancouver, the CUPE Local representing Saanich custodians successfully pushed back on employer attempts to cut custodial staffing over the years and as a result, these are two of the better positioned school districts in the province with respect to the COVID-19 pandemic.

VSB 2021/22 Operating Budget:

Moving forward it is clear that **building maintenance is a "Core" education service**. The COVID-19 pandemic has highlighted the interconnectedness of custodial work and the ability to conduct in-person classes.

Prior definitions of "Core" educational services that did not consider building cleanliness as integral to school operations will no longer suffice in the age of globalism. Decision makers must assume, regrettably, that the next worldwide pandemic could be around the corner and with potentially deadlier strains. It would be negligent for decision makers, especially given the knowledge gained from 2020, to fail to plan for future health outbreaks that inevitably impacts public school students and staff.

That is why building maintenance in the 21st century is a Core educational service.

Through this period we have also recognized some other VSB occupations, namely **Supervision Aides** and **Cafeteria Workers**, that provide "Core" educational services to Vancouver's students.

We welcomed the addition of hours offered to permanent Supervision Aides at the start of the 2020/21 school year that, as we understand the data, added 1.5 hours of work time to about 150 permanent Supervision Aides (note: there are about 245 permanent Supervision Aides). We concur with our colleagues at VEPVA and VASSA that this additional allotment should be retained, and in our view, expanded on so that all Supervision Aide's work minimum 4 hour shifts throughout the District. This is a sound education investment that is of great use to the schools.

Finally, we again urge the Board to make required investments in school cafeteria equipment that has been left largely unattended for far too long. Investment is required for an equitable culinary arts program in the district. It is also worth noting- again- that the District offers no Culinary Arts programs west of Main Street in Vancouver. This is not equitable education and defeats efforts to reduce our carbon footprint due to unnecessary travel.

Thank you.



March 2nd, 2021

VDSC 2021/2022 Budget Survey Results

1. Water bottle filling stations (with lead filter)
 - a. Funding to replace old water fountains with new lead-filtering water bottle filling stations
 - i. Old water fountains are inefficient as they require students to run the water for a minimum of 5 minutes before drinking

2. Additional mental health resources
 - a. Due to the impact that the pandemic has had on mental health, it is evident that additional resources are essential for the mental well-being and development of students as a whole
 - i. ex. Greater access to counselling
 - ii. ex. Mental health workshops

3. Resources that support instruction
 - a. Increase funding for textbooks
 - i. In secondary school courses that have existed for a number of years (Chemistry 11/12, Math 8-10, etc.), students are experiencing a shortage of textbooks in their classrooms / the textbooks are of poor quality
 - b. Increase funding for sports equipment
 - i. Several schools have reported that they are in need of new sports equipment because their existing sports equipment is worn out / damaged

4. Ongoing facility improvements
 - a. Increase funding to repair washroom facilities
 - i. Some schools have voiced a concern over broken bathroom stall doors, broken soap dispensers, nonfunctional sinks / toilets
 - b. Funding to create a more welcoming and stress-free environment
 - i. ex. Art installations

Please contact vdsc@vsb.bc.ca for any additional information. Thank you!

Thank you for the opportunity to speak to Trustees, senior management, fellow stakeholders and members of the public again regarding the 2021/22 budget and budget development process.

I am Joanne Sutherland, president of VESTA and am here on behalf of elementary teachers in Vancouver and with me is Donna Brack, adult ed sub-local president speaking on behalf of Adult Educators in Vancouver.

We understand the importance of collecting information from stakeholders and the public as part of the budget setting process. VESTA's right to speak for its members is enshrined in our Collective Agreement. We have our own structures to collect information from teachers which we then present on their behalf.

We feel that VSB survey exercise creates false dichotomies and that asking participants to determine their level of support for things that should be a certainty in the education system is problematic.

For example, the comment highlighted in the summary suggests that individuals weigh or rate the importance of different school supplies suggesting that some areas take precedence or another. Another problematic part of the survey is asking people to weigh in on teacher compensation which is a matter for bargaining and therefore falls outside of the scope or purview of this survey. The survey is, at times, unclear as the choices people are being asked to make. For example, some respondents weren't clear if computer technology was a school supply or furniture and equipment. Commenting on specific teacher roles such as the mentor teachers when, as noted in this report, there is little understanding of the role of teacher mentors if you are not a teacher is neither constructive nor does it address the myriad of other positions across the district. And finally, with regards to the maintenance of school buildings, this led to questions of seismic upgrades which are not part of the operating budget.

The current pandemic has created new learning situations and a demand for remote learning options. As we have seen, this requires staffing, appropriate technology, and in-service training. There needs to be dedicated time and resources targeting remote learning and the staffing to support it if there is to be remote learning in the fall.

We want to reiterate that should the VSB be in a deficit situation that the Board keep cuts as far away from the classroom as possible. We have seen additional supports for our vulnerable students be impacted by the pandemic due to the reassigning of non-enrolling teachers impacting the level and consistency of service in schools. True inclusion and equitable provision of service to students requires sustainable, predictable, reliable service by specialist teachers and as we stated in our February submission, their replacement from day 1 would significantly improve the provision of service, and support our students' educational programming. We have seen the impact of this service loss this year be further heightened due to the increased volume

of absences and the district's inability to provide replacement coverage for all absences on a daily basis.

Although only 10% of respondents in the survey highlighted the need for anti-racism training, discussions with teachers who are doing the work indicate that this is of vital importance to the safety of staff and students and to help make the shift towards a more equitable society that recognizes and dismantles systemic and structural racism. Increased support for Indigenous Education 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 is ongoing and needs the commitment of the Board. In order to truly work to decolonize our system, there has to be a fiscal and staffing commitment that is reflected as ongoing budgetary guarantees with comprehensive plans of action to enact real change in our structures and our schools.

Joanne Sutherland

President

VESTA

Thanks again for another opportunity to advocate for Adult Education for the budget meeting in the 2021-22 school year. In my last presentation we requested more TTOC's be hired in all areas, with a more urgent need in math and sciences. Since that time the VSB AE has hired four or five teachers. We hope that trend continues.

As well, we asked the Board to focus some support in the area of technology and access for vulnerable students who may not have access to technology. An example of this is in adult education students do not have access to VSB emails which means they cannot access Teams and Office 365 which gives them some access to software. We hope there will be progress in this area for our vulnerable learners.

We would like to add one additional request that the VSB reconsider the minimum class number from 26 to 24 for courses to run. While this appears to be a big cost item, the reality is most of our courses run with 30 students registered and waitlists for almost all classes. The few courses that do not run are cancelled early and students are able to move into other time slots or move to self paced. What the move from 26 to 24 as a minimum does, is stops courses from being cancelled once they are up and running. This flexibility will bring stability to our system and add insurance to the few courses that have between 26 and 24 students. Based on past numbers, this would only happen a few times per year. The financial difference of the odd course running with 24 instead of 26 is about \$1400. This is a small investment for the big payoff of stability.

Thank you for supporting Adult Education and your commitment to promoting and growing our program.

Donna Brack
VESTA AE President

In the spirit of [TRC Call to Action #57](#) I have included hyperlinks throughout this letter (in blue):

Dear School Board of Trustees,

“We must achieve equity for First Nations children across all areas in a leap not in a shuffle”. - Dr. Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society of Canada

Ki?su?k kyukit, hu sukilqukni kin wam. Hu qaqlik Michele Buckman. Hun 'ini Ktunaxa. Hun 'ini Syilx. Hu qakiqaxi Burnaby. Hun haqnakni?ni ki?ins ?a-qasuk aklasmaknik-nintik amak?is hu yakawisknala. I have greeted you and introduced myself in Ktunaxa, a unique language isolate spoken by my mother’s ancestors in the Kootenay region of British Columbia. I would like to acknowledge the traditional territories of the Skwxwú7mesh Úxwumixw (Squamish), Tsleil-Waututh, and xʷməθkʷəy̓ əm (Musqueam) Nations on whose unceded territories I live, work and raise my children as an uninvited guest and express my gratitude for the opportunity to do so.

I registered my children in the kindergarten class at xpeý eight years ago and I am proud to inform you that they will be part of the first class of alumni to graduate from a wholly Indigenous Focus School experience this 20/21 school year. The District’s decision to listen to the Indigenous community and establish an Indigenous Focus School is a success, to be clear. Because of that demonstration of leadership I have maintained an Indigenous educational focus in my children’s lives since they first began their two years at the Eagle’s Nest Aboriginal Head Start Preschool Program here in Vancouver. Although we still have a way to go in meeting the minimum necessary threshold as set out in the [United Nations’s Declaration on the Rights of Indigenous Peoples](#) (UNDRIP), this district *is* making incremental progress. However, as Cindy Blackstock [highlighted](#) in 2016, **“the problem with incremental equality is that children do not have incremental childhoods ...- equality never comes up one drop at time”** - we still have much more work to do.

Over the last eight years, parents at xpeý have repeated and detailed specific ideas that could be implemented on the ground because we understand that operationalizing “reconciliation” is challenging work. We recognized that we are all products of the same colonial society and structures and that we are unlearning and learning together. The reality is that **parents are fatigued by engagement and consultation processes that do not seem to amount to meaningful and real changes for the Indigenous Focus School evidenced in annual operating budgets and long term facilities planning**. We have learned that we can’t achieve fundamental and transformative changes with the same old resources, frameworks, rules and structures in place, no matter how well intentioned. The reality is that children at xpeý still attend a seismically unsafe school with no plan to address that; the school has not extended beyond grade 7 and there is no Indigenous principal.

Parents at xpeý want meaningful commitment to the Indigenous Focus School, reflected in the district annual budget; inclusion for a new building in the long range facilities plan; culturally informed quality before and after school care; a robust Indigenous language program developed in collaboration with Indigenous parents, including xpeý parents and xpeý PAC and local Nations; a [culturally safe](#) Indigenous recruitment, hiring, retention, advancement and leadership development strategy; high demand for seats at our school by Indigenous and non-Indigenous families alike; and impressive high school completion rates and post-secondary acceptance rates for xpeý Indigenous Focus School alumni.

Indigenous parents at xpeý have worked tirelessly to raise issues and flag opportunities for action for several incarnations of the Vancouver School Board, and the Vancouver School District. We have shared our vision for a culturally safe Indigenous Focus School extending to grade 12 and led by an Indigenous Principal with Indigenous Educators and Indigenous Support Staff. We have asked for a robust Indigenous language program where children, families and staff can learn alongside one another. We have asked for help to address the systemic barriers that persist and block school growth and school enrolment. We have asked for support to grow xpeý Indigenous Focus School and realize our **community vision for a Centre for Excellence in Indigenous Public Education** with a community wrap around model of support that also ensures:

- A school that is sustainable, innovative and prepares children and youth for a future of technology.
- A school where Indigenous children have equitable and fair opportunities to realize their full human potential and capabilities to become full participating members of society in a way that is meaningful for each child.
- A school that recognizes each and every single child as gifted and with unique gifts and talents to offer the world regardless of cognitive abilities testing results or special designations.
- A Centre for Excellence in Indigenous Public Education that rivals the demand for high school mini school programs in the district and which boasts similar metrics of success.

- A school district that abides by the spirit of inclusion rather than a tiered education system that holds back the most valuable and proven resources for the advantaged few, especially in times of scarcity.

The **Vancouver School District has the highest numbers of Indigenous high school incompleteness rates in British Columbia**. This metric tells us that **the status quo is not working**, at least not for Indigenous learners. Each year, the school district administers its high school [mini school application](#) process for grade 7 students. This application process advantages the already advantaged, or inversely, disadvantages already disadvantaged learners (and not just Indigenous children). Low Indigenous parent awareness of the mini school application process isn't surprising given the competitive and elite nature of the process; the overwhelming demand for seats that are in limited supply; and racial stereotypes and assumptions. Why aren't more Indigenous students being identified for gifted designations in the district? Is that designation process intersectionality-based, culturally safe and trauma informed?

In contrast, each year these high school mini school programs realize impressive high school completion rates and university acceptance rates. I am sure that we can all agree that the link between post-secondary education and higher lifetime earnings has been long established. **Indigenous children and youth have the right to escape poverty cycles that are perpetuated by structural violence, and to graduate with freedoms and options to pursue any future they desire** and not turn away from post-secondary programs and specialized training and technical institutes because they fail to meet entrance requirements; or lack the elite mini school experience that universities reward. This right has long been denied to Indigenous learners in the district and province. **At the age of 12 and 13 years old, Indigenous children in grade 7 are being streamlined into a future with poor socioeconomic outcomes while the presence of a high school education model that works (e.g. mini schools) is dangling out of reach!**

The harsh truth is that each year, whether intentional or not, district #39 has successfully designed a tiered education model that replicates and perpetuates a class system rooted in social inequality and founded on the political and economic marginalization of Indigenous children. This is demonstrative of [systemic racism](#) and [structural violence](#) present in the Vancouver school district. Structural violence and systemic racism are often embedded in seemingly benign administrative and operational practices and procedures such as mini school applications processes, cognitive abilities testing, standardized testing, and even the criteria and analysis used in long term facilities planning e.g. [LRFP 2019](#), [Ernst and Young 2015 Final Report](#). We understand that the Ministry of Education has historically applied pressure to the Vancouver School Board to undertake fiscally conservative measures and balance budgets. I would like to ask all of you to stop and remember that Canada's fiduciary obligation to Indigenous people has also been used as a reason to enact violent and racist policies and to resist change. Now the Ministry has provided new [Long-Range Facilities Guidelines](#) to direct school districts to act in compliance with [TRC](#) and UNDRIP and is taking steps to implement the provincial [Declaration on the Rights of Indigenous Peoples Act](#) which this Board may also expect to play a role in implementing.

In complement to these new guidelines, **District #39 would benefit from an externally published Reconciliation Strategy and Action Plan**, with a clear benchmark and indicators for measuring progress and accountability on advancing reconciliation in Vancouver and particularly around the Indigenous Focus School. This should be **accompanied with a schedule for periodic review** of the strategy to determine whether objectives are being met and whether adjustments are needed.

We understand that public education in B.C. has been chronically underfunded for years now and that all learners, families and districts have been affected by this. We also know that Dr. Cindy Blackstock, Professor at McGill University and a human's right advocate for First Nations children (e.g. [Jordan's Principle](#)), has already brought awareness to the fact that Canada is one of the richest countries in the world, has universal health and education systems, and ranked 16th in the world on the 2020 [United Nations Human Development Index](#) and yet, First Nations children consistently do poorly on almost every socio-economic and health indicator. Dr. Blackstock has also [noted that](#) while the effects of colonialism explain some of the outcome gaps, the federal government's **"chronic underfunding of public services for First Nations children and families on reserves rubs salt into the colonial wound"**. And yet, **moving off reserve to attend District #39 where public education is better funded and resourced in comparison and enrolling our children in the hope of improved futures does not necessarily improve outcomes either!**

"The destiny of a people is intricately bound to the way its children are educated. Education is the transmission of cultural dna from one generation to the next. It shapes the language and pathways of thinking, the contours of character and values, the social skills and creative potential of the individual. It determines the productive skills of a people" - RCAP V.3, S.5, (p. 404)

I want to remind this Committee and the Board about the [Royal Commission on Aboriginal Peoples](#) (RCAP) that was established in the wake of the [Oka crisis](#) in 1991. The mandate of the commission was to study the evolution of the relationship between Indigenous peoples, the Government of Canada and Canadian society as a whole. After extensive research and consultation, the Commission issued a five-volume, 4,000-page [report](#) with 440 recommendations and an entire chapter on Canada's [Indian Residential School System](#) in November 1996. **The report discusses why**

Indigenous people are entitled to equitable social, educational and health outcomes. The report argues that **in the absence of a fundamentally different approach and new policies, the social and economic conditions of Indigenous people would remain more or less the same.** The RCAP final report provides comprehensive statistical documentation of the poor health and socioeconomic status of Indigenous people in Canada and links those inequities to colonialism and the ongoing political and economic marginalization of Indigenous people in Canada.

The Commission raised awareness of the [Indian residential school system](#) and the devastating impacts of colonization on the health and wellbeing of Indigenous people in Canada. While few of the recommendations have been implemented **in the last 25 years, gaps in education and health outcomes for Indigenous people remain.** Most notably, **RCAP has provided a benchmark for measuring Canada's progress** and commitment on addressing the inequities faced by Indigenous people.

We are all treaty people and we are all responsible for advancing progress on RCAP. It is important to know that the year 2026 will mark the 30th anniversary for the release of the [RCAP Final Report \(1996\)](#). What I want to know is:

- What is this Board's RCAP 2026 plan for advancing progress on the benchmark established by RCAP (e.g. raising high school completion/university acceptance rates for all Indigenous learners in the district broadly and specifically those graduating from the Indigenous Focus School)?
- What VSB legacy does this Board want the Vancouver Urban Indigenous Community to remember in 2026?
- If change starts with each of us, what is *your* personal legacy going to be when people look back at your term in office?

Now, as we have heard our Prime Minister say countless times in the last year, bold action is required to fight the COVID-19 pandemic, save lives, support people and businesses throughout the remainder of this crisis and build back better. We simply can not deny that in the last year **this pandemic has shone a spotlight on inequality in Canada.** In her Fall 2020 report, [From Risk to Resilience: An Equity Approach to COVID-19](#), Dr. Theresa Tam, Canada's Chief Public Health Officer, has clearly documented that **the pandemic has had devastating impacts on lives and livelihoods and exposed fundamental gaps in our society – COVID is simply not impacting Canadians equally.** While the pandemic affects us all, the health impacts have been worse for society's citizens who are most marginalized and vulnerable. As Dr. Tam has highlighted, there is a need to improve the health, social and economic conditions for these populations to achieve health equity and to protect us all from the threat of COVID-19 *and future pandemics*. **Dr. Tam has made it very clear that actions requiring a "whole of society approach" are needed to support society's most vulnerable and marginalized people and address social inequities.**

The Vancouver School District and the Board of Trustees are well positioned to contribute to a whole of society approach that uplifts society's most vulnerable and marginalized children and youth so they might stand a better chance at weathering the pandemics of tomorrow.

In closing, I have chosen to provide a written submission in light of recent changes to VSB committee meeting rules that limit delegations to five minutes favouring "function" and "efficiency" over equity, full participation, democracy, social justice and a robust and meaningful public engagement process. The liberty to take extra time to research and detail in writing the expansive nature of societal inequality and calls for action & justice that contextualize the vision and need for an Indigenous Focus School in order to ensure that this Committee and the Board has a full understanding of what is at hand - is a privilege and skill that is not evenly distributed in Canadian society and is difficult to do verbally in 15 minutes, let alone in writing. I can only imagine the additional challenges faced if English is not an individual's first language.

While I can appreciate the complicated and time intensive nature of robust and meaningful public engagement, and the discomfort that arises when constituents show up in person to look you in the eye and speak truth to power, it is a necessary responsibility that comes with holding an elected office. Frankly, it is disappointing to see that in a school district with a publicly elected and politicized Board of Trustees, that we would allow for limits on, and barriers to democracy in a society and a structure that is rife with inequality. The new changes in committee procedures amount to simply another layer of structural inequality and systemic racism in **an already problematic and culturally unsafe board-committee structure that has failed to recognize and rectify the many barriers to parent engagement that persist and are rooted in societal inequality and structural racism.**

I understand that sometimes we make mistakes that are uncomfortable to acknowledge and that we often don't recognize power unless we have felt it's full force and effect. However, I strongly encourage the Board to revisit this decision to change committee rules through a compassionate [trauma-informed](#) lens of [gender-based analysis](#), [intersectionality-based policy analysis](#), and [principles of anti-oppression](#).

Respectfully,

Michele Buckman

[Please include this written submission in the meeting minutes for committee consideration and Board voting].

“We are all vulnerable to the slow and insidious practice of dehumanizing others and we are all responsible for recognizing and stopping it”. - Dr. Theresa Tam, Canada’s Chief Public Health Officer

“Systemic racism is when the system itself is based upon and founded upon racist beliefs and philosophies and thinking and has put in place policies and practices that literally force even the non-racists to act in a racist way”. - Senator Murray Sinclair, Chair of the Truth and Reconciliation Commission

“We cannot go back to the old normal of inequality, injustice and heedless dominion over the Earth. Instead we must step towards a safer, more sustainable and equitable path.... Now is the time to transform humankind’s relationship with the natural world — and with each other.” - UN Secretary General Antonio Guterres

TRC Call to Action #57: *We call upon the federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal Rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.*

BUDGET DEVELOPMENT 2021/2022: Engagement Summary Report

Prepared February 2021



OVERVIEW

The budget development process lays the foundation for looking at resource allocation from a district-wide perspective. The District works to provide equity for schools and create a cost consciousness, which will enhance Vancouver students’ learning opportunities. The process is transparent and provides accountability. In that way, it contains beliefs, values and guiding principles that address the District’s educational focus and includes extensive engagement.

This strategy to develop the budget for 2021-2022 reflects the following budget priorities:

1	Maintaining a focus on student achievement, recognizing the personalized learning needs of students
2	Reflecting on responsible stewardship in implementing the objectives of the District’s educational, financial and facilities-related plans
3	Respecting the District’s decision-making culture, encouraging creativity and innovation in meeting the learning needs of specific communities
4	Being sustainable over the longer-term while providing the flexibility to address changing short- term needs
5	Focusing on equity for all schools and all students of the District
6	Reflecting the specific needs of vulnerable students
7	Including input from the District’s educational leaders, stakeholder groups and the broader community

UPDATES REGARDING COVID-19

In developing the budget for 2021-2022, the overall goal is to provide the same level of programs and services as provided in 2020-2021. However, the impact of declining enrolment and the financial effects of the pandemic have to be recognized. The 2019-2020 budget was impacted by COVID-19, resulting in the need to appropriate \$8.9 million of prior years’ surplus to balance it. District staff will create a preliminary draft budget for the upcoming year using the current amended budget as a base. This adjusted budget will reflect enrolment changes, the removal of costs no longer required and new cost pressures - including those based on assumptions related to pandemic impacts.

TIMELINE

Timing	Action	Notes
Nov. 23, 2020	Finance Committee	Budget process and timeline announced
Nov. 30, 2020	Board Public Meeting	Approve budget process and timeline (partially approved)
Jan. 11, 2021	CUPE 15 Stakeholder Workshop	
Jan. 11, 2021	VEPVPA and VASSA Stakeholder Workshop	
Jan. 11, 2021	IUOE Stakeholder Workshop	
Jan. 11, 2021	Building Trades Stakeholder Workshop	
Jan. 13, 2021	PASA Stakeholder Workshop	
Jan. 13, 2021	CUPE 407 Stakeholder Workshop	
Jan. 13, 2021	VESTA Stakeholder Workshop	
Jan. 13, 2021	VSTA Stakeholder Workshop	
Jan. 14, 2021	VDSC Stakeholder Workshop	
Jan. 15, 2021	DPAC Stakeholder Workshop	
Jan. 15, 2021	Release Budget Process Document	Describe the process and survey assumptions and priorities
Jan. 20, 2021	Finance Committee	Budget Process document

Feb. 2, 2021	Committee of the Whole	Delegations, stakeholder and public input on priorities and stakeholder workshops feedback
Feb. 8, 2021	Budget Engagement Open	Engagement open for input - budget priorities, budget proposals
Feb. 17, 2021	Finance Committee	Amended budget, review Committee of the Whole input
Feb. 19, 2021	Budget Survey Closes	
Feb. 22, 2021	Board Public Meeting	Amended budget approval
Mar. 2, 2021	Committee of the Whole	Delegations, stakeholder and public input on priorities, budget survey results
Mar. 12, 2021		Ministry of Education funding announcement
Mar. 15-26, 2021	Spring Break	Develop Budget 2021-2022 draft
Mar. 29, 2021	Special Board Public Meeting	Present Status Quo Budget 2021-2022 draft
Apr. 6, 2021	Committee of the Whole	Delegations, stakeholder and public input on the draft budget
Apr. 15, 2021	Committee of the Whole	Delegations, stakeholder and public input on the draft budget
Apr. 21, 2021	Finance Committee Meeting	
Apr. 16-22, 2021	Staff	Prepare recommendations based on delegation and stakeholder feedback for trustees to consider at the Apr. 26, 2021 Board meeting
Apr. 26, 2021	Board Public Meeting	Three readings and adoption of Budget 2021-2022

ENGAGEMENT SPECTRUM

The District is committed to open, clear and transparent engagement. The District has summarized input from stakeholders and members of the public in this report.

[The District's Administrative Procedure 106 District Public Engagement](#) guides all engagement activities. Best practices acknowledge that the engagement spectrum can and should be fluid to reflect meaningful engagement opportunities. As such, engagement for the 2021-2022 budget development rested within both the consult and inform levels of the International Association of Public Participation (IAP2) spectrum. Early and deliberate meetings with formal stakeholder groups and several Committee-of-the-Whole meetings (during which delegation presentations by members of the public can share input) are vital in ensuring early and frequent input.

Following the pandemic's onset, engagement moved to the inform category with timely and frequent communication on multiple owned channels. Our team used website updates, social media updates, news stories, and live-streamed committee and Committee-of-the-Whole meetings with status updates and formal report backs to communicate about the engagement program.

SUMMARY OF STAKEHOLDER INPUT

Staffing and Staff Development

Stakeholders made requests for funding to provide additional staff, along with training and professional development. Examples include:

- School and student support assistants
- Administrative and clerical support
- Increased funding for mental health support due to the Pandemic
- Retention, recruitment and succession planning support
- Technical support

Supplies, Equipment and Technology

Formal stakeholder groups and members of the public also asked for increased access to supplies, equipment and technology. Examples include:

- Enhanced access to technology (both hardware and training) to continue to accommodate for at-home learning
- Improved technology for schools
- Cafeteria equipment replacements
- Continued distribution of personal protection equipment

Supporting Student Needs with Equity in Mind

Equitably supporting students was a central theme throughout this year's budget engagement. Stakeholders and the public reiterated the need to support VSB's most vulnerable students, noting that the pandemic has increased inequity among students, families and schools. Examples include:

- Enhancing support for vulnerable learners
- Enhancing support for remote learners
- Maintaining all Adult Education Programs
- Amplifying the Indigenous Education Program

Other Considerations

Stakeholders and the public voiced an eagerness to have an increased role in the budget development process. They asked for greater transparency and accessibility of information and more opportunities to provide feedback. Similarly, participants are looking to see how public and stakeholder engagement informs budget development and to view a full divisional budget.

**The full stakeholder input documentation can be found in the report's appendices.*

SUMMARY OF PUBLIC ENGAGEMENT

SECTION 1 - Funding Options

We asked participants: if the 2021-2022 draft budget has funding available for use, please indicate your level of support for prioritizing each of the following. For this portion of the online engagement, the District invited people to provide additional comments about each section. We have provided a summary of these open-ended comments within the table below.

	Totally Oppose	Slightly Oppose	Neutral	Slightly Support	Totally Support	Total Participants
School supplies	Participants distinguished "must-haves" (e.g., textbooks) supplies versus "nice-to-haves" (e.g., art supplies). Others called for changes that could produce some cost savings (e.g., stop charging for and distributing paper agendas, or create a borrowing library for supplies).					
	11.34%	13.31%	35.11%	22.68%	17.55%	1014
Replacing aging equipment and furniture	Many participants supported replacing equipment and furniture only when it is no longer functional or safe, but noted that other areas should be prioritized this year if additional budget constraints from COVID-19 exist. Some participants wondered if this category included IT upgrades and computers, indicating this was necessary for some schools with less equitable access to modern equipment.					
	1.48%	7.86%	24.03%	34.01%	32.62%	1082
Teacher staffing	On this topic, many comments fall across a dividing line: those who echo teachers' calls for higher, more competitive compensation (nationally), along with greater protections, supports and IT training for teaching in pandemic conditions; compared to those who say teachers are currently fairly compensated, are no more at-risk in their workplace conditions than other workers, and who expect teachers to have a firmer grasp of modern remote learning tools.					
	Participants expressed concern over hours of instruction time during the adapted COVID-19 schedules and supported additional funding to address these gaps. There was also support for increasing funds for specialized courses and programs, French immersion, special education and substitute teachers.					
	1.4%	2.51%	10.06%	21.79%	64.25%	1074

School and student support assistants	On this matter, participants indicated that counsellors and support staff are critical for neuro-diverse and vulnerable students. Participants supported additional resources for counsellors and support staff, whom they described as overburdened, or in need of better training and compensation.					
	1.68%	3.26%	15.83%	26.26%	52.98%	1074
Teaching mentors	Several participants indicated mentorship could be achieved voluntarily through a collaborative teaching culture. Others suggested investing in mentorship could be most beneficial for specialized topics, such as supporting neurodiverse learners. Overall, there was little awareness of the role of teaching mentors in the district.					
	5.73%	10.15%	36.84%	26.22%	21.05%	1064
Maintenance of school buildings	Similar to the topic of replacing equipment and furniture, participants differentiate between necessary maintenance to address function and safety versus "nice to have" aesthetic improvements (e.g., fresh paint). Participants expressed that adequate maintenance of buildings was a necessary "non-starter." Participants expressed frustration over facilities' cleanliness in some schools and concern that many schools still have not undergone necessary seismic upgrades.					
	1.5%	3.85%	20.26%	34.90%	39.49%	1066
Investing in green technology and upgrades	There was a strong consensus among the comments on this question. Most participants agreed that while green technology and upgrades are worthwhile, this particular year may not be the appropriate time to invest in this area.					
	7.10%	10.09%	27.2%	29.16%	26.45%	1070

SECTION 2 - Funding Sources

VSB is required by law to pass a balanced budget. Participants were asked: If the 2021-2022 draft budget is in a deficit position, please indicate your level of support for considering a reduction in each of these program areas. (Refer to Statement 2 and Schedule 2C of the Jun. 30, 2020, Financial Statements.)

	Totally Oppose	Slightly Oppose	Neutral	Slightly Support	Totally Support	Total Participants
Instruction – Salaries and Benefits or Services and Supplies	39.88%	15.78%	17.23%	13.17%	13.94%	1033
Administration – Salaries and Benefits or Services and Supplies	7.45%	13.46%	29.82%	25.36%	23.91%	1033
Operations and Maintenance – Salaries and Benefits or Services and Supplies	14.57%	23.66%	33.14%	19.84%	8.80%	1023
Transportation – Salaries and Benefits or Services and Supplies	6.6%	13.93%	34.39%	27.17%	17.89%	1012

SECTION 3 – Generating Revenue

Participants were asked to speak to support for various mechanisms for generating revenue. Participants were asked: What areas do you think the District should focus on to generate additional revenue?

	Totally Oppose	Slightly Oppose	Neutral	Slightly Support	Totally Support	Total Participants
Grants and donations	3.46%	5.13%	19.84%	31.98%	39.59%	1013
Rental and Lease rates	2.08%	4.55%	25.78%	33.99%	33.6%	1012
School supplies	11.34%	13.31%	35.11%	22.68%	17.55%	1014
Tuition Fees	25.15%	16.60%	27.34%	17.59%	13.32%	1006
Cafeterias	7.33%	13.35%	33.33%	28.21%	17.77%	996

SECTION 4 – Equity in Education and Prioritization of Spending

The District is committed to providing continuing opportunities to develop equity in education and create an environment free from racism. Discussion of equity in education is present at public meetings, committee meetings, and with our stakeholders and staff. To broaden the public discourse on this topic and receive support applying an equity lens for budgetary decisions, we asked our community to share their views on equity.

Defining Equity in Education

Overall, 306 people provided their views on how they would define equity in education. Several themes emerged through this part of the conversation, two dominant themes and three supplementary themes.

Dominant Themes		No.	%
Access to education for all students	Many people wrote about the importance of meeting students where they're at and ensuring access to quality and safe education for every child. People view public education as an equalizing force.	136	44%
Deliberate distribution to address inequities	Other participants spoke to the importance of redistributing funds toward schools with students who may have greater need. These participants flagged that if the ultimate goal is equal outcomes for all Vancouver students, the level of support required for students will not be equal, especially for those who have faced systemic oppression.	82	27%
Supplementary Themes			
Considerations and comments tied to the pandemic	Some participants flagged that out-of-school instruction is not equitable. They raised concerns about how many students have the same access to parental support and at-home supplies. Some participants were concerned about the long-term impacts of remote learning.	21	7%
Support for diverse learning styles, needs and physical abilities	Some participants flagged that students' needs are not the same across the district. Equity, for these participants, included a focus on supporting students with diverse learning styles, needs and physical abilities.	20	7%
Supporting teachers to improve the quality of education	Some participants noted the importance of ensuring that teachers have adequate resources to provide high-quality, district-wide teaching. Comments included increased access to anti-bullying, anti-racism and diversity training.	13	4%
Other		33	11%

Prioritizing Funding for Equity

The flexible portion of the District’s annual budget is approximately eight per cent. The District asked participants how they would like to prioritize funding for equity purposes. Two hundred eight participants provided feedback on this question. Several themes emerged through this part of the online engagement, two dominant themes and five supplementary themes.

Dominant Themes		No.	%
Equipping teachers to continue improving the quality of education	Many participants flagged the importance of maintaining small class sizes, holding extra-curricular activities and helping students develop skills needed for post-graduation (such as managing finances, being politically engaged, gardening and ‘soft skills.’)	68	30%
Deliberate distribution to address inequities	Many participants noted the importance of redistributing resources to address systemic inequities. Student needs are not synonymous across the district, and participants ask that resource allocation reflect divergent needs. Responses to this question flagged the importance of distributing access to specialized programs. Many participants also spoke to spreading PAC fundraising efforts across the district.	45	20%
Supplementary Themes			
Increasing anti-racism training and access to BIPOC teachers and leaders	Participants asked VSB to direct funding to anti-racism teaching for students, staff and families. They also asked for changes to the curriculum, including access to more Indigenous culture. Further, participants also asked for increased diversity among teachers. Where appropriate, participants requested that the District hire diversity consultants who can assess systemic issues and inequity and make recommendations.	22	10%
Considerations and comments tied to the pandemic	Again, participants flagged concerns about out-of-school instruction. People asked for more support for teachers to enhance remote learning and increased face-to-face instruction.	20	9%
Equipping schools to meet physical needs	Participants called for increased funding to meet students’ physical needs. People called for funding to be directed to food programs, and mental health and wellness support.	19	8%
Support for diverse learning styles, needs and physical abilities	Funding support for diverse students’ needs was also flagged as critical. This was addressed in two ways: first, through increased in-class support, second through stigma-reduction work.	17	7%
Other		37	16%

Participant Analysis

Throughout this engagement, we aimed for input from students, families, staff and community members across Vancouver. The following provides a breakdown of participants.

Relationship to VSB

	VSB Student	Family Member	Staff	Community Member
Total	109	730	81	99
Percent	11%	72%	8%	9%

School Level

	Elementary School (including annexes)	Secondary school	Family member of both elementary and secondary school	Not applicable
Total	583	253	121	61
Percent	57%	25%	12%	6%

Type of VSB student

	VSB student who is homeschooled	VSB student enrolled in a choice program	VSB student who receives special education support	VSB student enrolled in the Vancouver Learning Network	Not applicable
Total	16	310	99	88	581
Percent	1%	28%	9%	8%	53%

APPENDIX A – Formal Stakeholder Summaries

Building Trades

Trustee Fraser attended

- Mileage continues to be the main issue
 - Need to be addressed
 - Suggest a fleet of vehicles to support the VSB's Environmental Sustainability Plan
 - Need support of staff to move forward
 - Status quo is not working
 - 2014 budget decision to make the change

CUPE 15

Trustee Parrott attended

1. Office staff extra clerical:

We would like to see the formulary for extra clerical go back to 250 students at the elementary level and staffed accordingly. Former budget cuts have taken away these positions and have resulted in the Office Support C taking on the extra work that the Office support B would have been responsible for. This has caused workload issues and a backlog of work that is not reasonable for one person to do while also being the designated OFA person at the school. Also, mini-programs, alt programs, extra clerical have also been cut and now downloaded to the main school office staff at the secondary level, also causing workload issues. Extra clericals in schools play a vital role.

2. Attendance support program:

CUPE 15 sees no need for ASP. It is costly with no benefit to the district or employees. Currently, we have the JEIS/LTD program that supports our members. Members are quite stressed out attending these meetings, and it is not helpful or supportive, especially when their supervisors are attending once it gets to the formal level. Those who are on the ASP have legitimate reasons as to why they are away and shouldn't be penalized for using sick days, appointment time, family days etc., that have been bargained in our collective agreement. We are also seeing those members with chronic illnesses who require specialist and doctor appointments on the ASP.

With the suspension of this program due to COVID-19, we have further seen that this program is not necessary. The money in savings would be better spent on Health and Wellness Initiatives for our members who have proven to be quite beneficial with the big rise in mental health, especially during the pandemic.

3. Replacement policy:

- Example: Will only replace 4 hours absences for SSA's, under 4hrs has to work it out at the school level
- This causes a big hardship on schools, and often students don't have support
- There was only a savings of 40,000
- While we recognize the on-call shortage, it is beneficial to the school to have an extra SSA to support
- For example:
 - I have a Dr's appt at 1:45 pm, I would be forced to use 4 hours of my appt time if I wanted a sub. What used to happen is that a sub would be called 11:30-3:30 pm, and I would then leave at 1:45 pm. This would allow the school to use the on-call to support or cover breaks from 11:30-1:45. Currently, students go unsupported a lot of the time.
- SSB's who aren't in an approved specialty area aren't replaced until the 11th day, this position supports vulnerable students and families with things such as food and shelter insecurity
- To have absence not filled with a sub until the 11th day is to the detriment of students and their families who may be in crisis
- These positions are very connected with the school community, students & families depend on this person

4. VSB CUPE Support Person for the EA Programs

- Would like to see two positions be created as a resource to SSA's who are taking on a Practicum student
- Currently, there are no rules of engagement or processes put in place at the VSB. To be transparent, everyone should know the roles and responsibilities of each person involved
- This position would support SSA's and their role with the practicum students to be successful
- Currently, there are two teachers in the district associated with this, but we believe it should be CUPE positions. EA's fall under our Union, and we know what our job entails
- Currently, we have Langara, Douglas College and Burnaby EA practicum students
- The feedback we are still getting from our members is that no one knows what their roles are, and there no point person besides a resource teacher who doesn't do the work of an EA
- Our view is that we should have a role in making this successful

5. Offset for the Learning Improvement Fund

- Currently, any positions created after Jun. 4, 2019, aren't eligible to receive the one additional hour paid per week for the purpose of consultation and collaborative planning meetings.
- This would be a fund for any additional SSA-6.5hr positions created after to receive the extra 1 hour paid per week
- This time is incredibly important for SSA's to have to be able to support the students that they work with

- It is used for collaborative meetings with the educators (teachers, resource teachers, counsellors, YFW, LEEW, etc.) associated with the student that is being supported, create visuals, create different learning resources for the students ex. Social stories.

CUPE 407

Trustee Parrott attended

- Increased staffing to aid in covering seasonal workloads
- Increased training: Equipment Operation
 - Driver Training
 - Technology training (i.e., Teams, and other technology initiatives)
 - Continued Respectful Workplace and Conflict Resolution Workshops.
- Improved Succession Planning
 - Greater emphasis on training of junior staff
 - Consideration of retirements within the next five years
- Equipment replacement and timely rotation budget appreciated
- PPE Safety Equipment
 - Continued distribution of PPE's to EE's
 - Quality over quantity (i.e., gloves, hearing protection, etc.)

DPAC

Trustee Fraser attended

- Equity for all students
 - Support for vulnerable learners
- Pandemic has exposed more vulnerable students, specifically medically vulnerable
- Create a pandemic budget again
 - Support for vulnerable students
 - Enhancement to the current model to support remote learners

IUOE

Trustee Parrott attended

- Incomplete consultation - should be later in the process
- Only using two of the 5 IAP2 guidelines - inform and consult - Jun. 17 Finance Committee report -
 - Should be more upfront as to what areas we are using -
- Cafeteria equipment replacement
- Permanently increase supervision aide hours

PASA

Trustee Parrott attended

- Mental Health support - there have been valuable workshops presented by the District and support through our benefits (EFAP). For some, this may not be enough
 - Supports will be needed beyond the pandemic
 - Support exempt employee in a continued proactive manner to reduce the possibility of long-term disability leaves
 - How can employees be met where they are at?
 - Is there a way to provide additional mental health support through our benefits provider? The coverage for medication is substantial, but the mental health services are limited
- Continued improvement and supports around technology
 - Understanding how to use new applications - training sessions
 - Hardware support at school sites
- Transparency and accessibility of information
 - Use plain language to explain budget/financial implications
 - More time to fully understand the budget and its impacts for departments within the District
 - Less use of acronyms
- Succession Planning and Recruitment and Retention
 - This is important not only for the continuation of services, but also in consideration of the pandemic, the potential for loss of skills and knowledge are at a higher risk than pre-COVID-19
 - Continue to build an environment where employees are valued. The current COVID-19 situation has created anxieties, employment insecurities and disconnection

VDSC

Trustee Parrott attended

- Will be surveying their members and will present at a CoTW

VEPVA/VASSA

Trustee Parrott attended

1. **Adding to the administrative allocation and building educational leadership in the district:**
 - Increase baseline of all VP to 0.4 FTE
 - Ensure that all schools that have enrollment over 375 have a VP
 - Ensure that all secondary schools have two VPs
 - Rationale:
 - 1. Leadership retention, development, and succession – VP’s will benefit from increase administrative time to build on their leadership experience and training.
 - 2. Work intensification – provincial data shows a large increase in numbers of administrators going on LTD as well as returning to the teaching profession
2. **Additional Supports (Elementary focus):**
 - Maintain the increase in Supervision Aide work hours
 - All schools without VP receive the “Small School Grant”
 - Increased support for complex school sites (e.g., Tier 1, those with seismic projects and/or district programs, etc.)
 - Rationale:
 - Due to the health & safety needs presented during the pandemic, there was a need to alter the schedule of the school day. An increase in Supervision Aide work hours supported the much-needed time for teachers to meet during the day (e.g., for School-Based Team meetings, to collaborate, etc.)
 - Current “Small School Grant” is provided for schools <400; however, there are schools slightly >400 that have a single administrator that would benefit from the support that the Small School Grant provides
 - While school size is an initial determining factor for administrator allocation, some other factors that impact school site complexities would be: Tier 1, seismic planning, district programs. Currently, there have been many school sites that have received support from retired administrators and district staff – this highlights the fact that support is very much needed
3. **Additional Supports (Secondary focus):**
 - Additional/Equitable clerical support
 - Rationale:
 - Currently, there are some schools with similar student profiles and enrolment but with quite different, dissimilar clerical/office support. i.e., a school with four office staff, another with two – the same student population and profile.
 - Add clerical coverage if office staff are absent on union business.
4. **Adding district and school-level staffing:**

- Increase staffing to support students impacted by the pandemic (e.g., those not attending regularly or not at all)
- Increase SSA's staffing allocations to schools
- Increase YFW & counsellor allocations to schools
- Increase district YFW support from 1 to 3
- Rationale:
 - SSA and EOC shortages have been a challenge and strain on administrators. When support staff are absent, administrators cover their assignment – thereby leaving the school without administrative leadership during that time.
 - When students' needs are not met – it is common practice for school administrators to advocate throughout the year for more support staffing.
 - Having adequate numbers of trained professionals (e.g., mental health) to provide the support needed for the entire school community (i.e., youth and adult members)
 - School placement or fit for complex students is well served by one-to-one attention from a YFW who knows schools and programs, when a student needs a more appropriate educational setting in the district

5. Funding for Department Heads

- There is currently an inequitable distribution of department heads in and across schools. Resources should be allocated to fund formal leadership positions such as Department Heads, in order to address equity issues as well provide support for the implementation of the new curriculum.

VESTA

Trustee Parrott attended

The following motion that we passed at the VESTA General meeting on Tuesday, Jan. 19: “That VESTA’s preliminary input to the 2021-2022 VSB budget include advocacy for the following:”

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

VSTA

Trustee Fraser attended

- Additional support for TTOC's, particularly in respect to technology
 - Technology not available when they arrive in classrooms
- Students have benefitted from smaller class sizes, which is due to the pandemic, is there any opportunity to reduce class size moving forward
- Increased teachers for VLN - new model is putting a strain on teachers (Is there a Program Review upcoming?)
 - Pre-pandemic there is also a need to increase

VSB BUILDING TRADES SUBMISSION FOR 2021-22 BUDGET

Stakeholder Budget Workshop – Jan. 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 Journeyperson 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

VANCOUVER SCHOOL DISTRICT SPECIAL BOARD / COMMITTEE OF THE WHOLE

March 2, 2021



This meeting is being held on the traditional unceded Musqueam, Squamish and Tsleil-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.

The footage of the meeting may be viewed inside and outside of Canada.

Meeting Decorum

It is our Board's responsibility, and particularly mine as Chair, to ensure that our Board meetings are conducted in a safe and respectful manner.

As a Board of Education for a school district, it is important that we model the behavior that we expect of students in their schools.

Roll Call of Trustees and Staff Present in Teams

ITEM 2

Motion to Dissolve into the Committee of the Whole

ITEM 3.1

Stakeholder Delegations

ITEM 3.1.1

Delegation

International Union of Operating Engineers (IUOE)

Harjit Khangura

ITEM 3.1.2

Delegation

Vancouver Districts' Student Council (VDSC)

Divyan Karunakaran

ITEM 3.1.3

Delegation

Vancouver Elementary School Teachers' Association (VESTA)

Joanne Sutherland and Donna Brack

ITEM 3.2

Other Delegations

ITEM 3.2.1

Delegation

Friends of the School Library (FOSL)

Rebecca Low

ITEM 3.2.2

Delegation

Trustee Reddy on Behalf of a School

ITEM 4

Presentation of Budget Development 2021/2022: Engagement Summary Report

Motion to Recess for 10 minutes

ITEM 5

Question Period

ITEM 6

Motion to Rise and Report from the Committee of the Whole

ITEM 7

Motion to Reconvene the Board Meeting

ITEM 8

Adjournment

Thank you for your time,

The End