

# BOARD MEETING

## AGENDA

Monday, January 29, 2024 at 7:00 pm  
In the Boardroom

### 1. CALL MEETING TO ORDER

#### 1.1 LAND ACKNOWLEDGEMENT

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səilwətał (Tsleil-Waututh Nation).

#### 1.2 OPENING REMARKS

The meeting is currently being broadcasted live, and both the audio and video recordings will be accessible to the public for viewing even after the meeting ends. Footage from this meeting may be viewed from Canada or anywhere else in the world.

### 2. ADOPTION OF MINUTES

- 2.1 Meeting of November 27, 2023
- 2.2 Matters Arising from the Minutes
- 2.3 Public Delegation Board Meeting of January 22, 2024
- 2.4 Matters Arising from the Minutes

### 3. SUPERINTENDENT'S UPDATE

- 3.1 Superintendent's Highlights

### 4. STUDENT TRUSTEE REPORT

### 5. COMMITTEE REPORTS

#### 5.1 EDUCATION PLAN COMMITTEE

- 5.1.1 Report: Meeting of January 17, 2024
- 5.1.2 Matters Arising
  - 5.1.2.1 Board/Authority Authorized (BAA) Courses  
*That the Board approve the following BAA courses:*
    - *Applications of Artificial Intelligence (AI) 12*
    - *Music Theory 11*
    - *Queer and Trans History of BC 12*
  - 5.1.2.2 2024-2025 District Calendar Amendment  
*That the Board approve the amended 2024-2025 Vancouver School District Calendar.*

## **5.2 FINANCE & PERSONNEL COMMITTEE**

5.2.1 Report: Meeting of January 17, 2024

5.2.2 Matters Arising

5.2.2.1 2024-2025 Financial Planning Process

*That the Board of Education approve the 2024-2025 Financial Planning Process*

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

## **6. REPORT ON PRIVATE SESSION**

6.1 Meeting of November 27, 2023

6.2 Meeting of December 04, 2023

6.3 Meeting of January 10, 2024

6.4 Meeting of January 15, 2024

6.5 Meeting of January 22, 2024

6.6 Special Meeting of January 22, 2024

6.7 Meeting of January 24, 2024

6.8 Special Meeting of January 24, 2024

## **7. REPORTS FROM TRUSTEE REPRESENTATIVES**

7.1 Report from Trustee Jung on the Vancouver Public Library Board meeting held on November 22, 2023.

7.2 Reports from Trustee Chan-Pedley on the:

7.2.1 Diversity Advisory Committee meeting held on November 30, 2023.

7.2.2 Childcare Council of Vancouver (formerly Joint Childcare Council) meeting held on January 16, 2024.

## **8. NEW BUSINESS**

8.1 Trustee Appointments to Committees and External Organizations and Agencies

*That the Board approve the 2024-2025 Trustee Appointments to Committees and External Organizations and Agencies.*

## **9. NOTICES OF MOTION**

9.1 Notices of Motion from Trustee Reddy:

9.1.1 2024-2025 Budget Timeline Board Meeting

9.1.2 2024-2025 Budget Timeline

9.1.3 English Language Learners

9.2 Notice of Motion from Trustee Faridkot: Funding for Instruments for Elementary Music Programs

10. **PUBLIC QUESTION PERIOD** (Submitted through the online link)
11. **ADJOURNMENT**

# BOARD MEETING MINUTES

Monday, November 27, 2023 at 7:00pm

The Board of Education of School District No. 39 (Vancouver) met in room 114 (the Boardroom), VSB Education Centre, 1580 West Broadway, Vancouver, B.C. on Monday, November 27, 2023, at 7:00pm. The meeting was live streamed.

## Trustees Present in the room:

Victoria Jung, Chairperson  
Preeti Faridkot, Vice-Chairperson  
Lois Chan-Pedley  
Alfred Chien  
Janet Fraser  
Suzie Mah  
Jennifer Reddy  
Christopher Richardson  
Joshua Zhang  
Mia Liu, Student Trustee

## Senior Team Members Present in the room:

Helen McGregor, Superintendent of Schools  
Flavia Coughlan, Secretary Treasurer  
Pedro da Silva, Associate Superintendent  
Jody Langlois, Associate Superintendent  
Pete Nuij, Associate Superintendent  
Alison Ogden, Associate Superintendent  
Daniel Blue, Executive Director - Finance  
Michael Gray, Executive Director-Employee Services  
Patricia MacNeil, Director of Communications  
Judy Mah, Executive Coordinator (Recorder)  
Emily Rogness, Executive Assistant (Recorder)

## Also Present in the room:

## 1. CALL MEETING TO ORDER

### 1.1. Land Acknowledgement

The Chairperson called the meeting to order and acknowledged with deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliłwətał (Tsleil-Waututh Nation).

### 1.2. Opening Remarks

In her opening remarks, the Chairperson welcomed guests joining the meeting online and, in the boardroom, and acknowledged the following:

- Associate Superintendent Jody Langlois' upcoming retirement and appreciation for her service and dedication to the Vancouver School District.
- Welcome to Dan Blue, Executive Director, Finance.
- Guru Nanak Jayanti on November 27.



- The Board Chair's Annual Report and highlights of the Board's achievements since their inauguration in November 2022.
- Gratitude for the support received as Board Chair and continued commitment to serve the Vancouver school community.

## 2. RECEIVING AND CONSIDERING REPORTS

### 2.1. Annual Report – Board Chair

The Chairperson presented the Board Chair Annual Report as part of her opening remarks and noted the accomplishments achieved in the Board's first term in office.

### 2.2. Chairperson and Vice-Chairperson Nomination and Election Procedure

The Secretary Treasurer announced that it was the Annual Organizational meeting of the Board and that the process for the Chairperson and Vice-Chairperson Nomination Election Procedure would need to be approved by the Board before commencement of the election. She reviewed the procedure and recommendation outlined in the agenda package.

Following discussion, trustees considered the following recommendation:

**Moved/Seconded:**

That the Board proceed to elect a new Board Chairperson and Vice-Chairperson following the nomination and election procedure.

CARRIED UNANIMOUSLY

## 3. Annual Organizational Meeting Matters

### 3.1. Election of Board Chairperson and Vice-Chairperson

The Secretary Treasurer assumed the Chair during the nomination and election process for Chairperson and Vice-Chairperson. She asked that the Board consider the recommendation for the appointment of scrutineers.

**Moved/Seconded:**

That Alison Ogden and Daniel Blue be appointed scrutineers for the nomination and election process for Board Chairperson and Vice-Chairperson.

CARRIED UNANIMOUSLY

**Nominations for Board Chairperson:**

The Secretary Treasurer explained to trustees the nomination process by ballot and asked the scrutineers to distribute to each trustee one nomination ballot for Chairperson. The ballots for the nomination of Board Chairperson were collected and tallied by the scrutineers and the results shared with the Secretary Treasurer. The following trustees were nominated for the office of Board Chairperson:

- Preeti Faridkot
- Victoria Jung

Trustee Faridkot withdrew her nomination for Board Chair and Trustee Jung accepted the nomination. The Secretary Treasurer declared Trustee Jung as the duly elected Chairperson for the Board of Education of School District No. 39 Vancouver for a one-year period ending November 2024.

#### **Nominations for Board Vice-Chairperson:**

The scrutineers distributed to each trustee one nomination ballot for Board Vice-Chairperson. The Secretary Treasurer asked trustees to submit their nominations. The ballots for the nomination of Board Vice-Chairperson were collected and tallied by the scrutineers and the results shared with the Secretary Treasurer. The following trustees were nominated for the office of Board Vice-Chairperson:

- Joshua Zhang
- Preeti Faridkot
- Suzie Mah

Trustee Faridkot and Trustee Mah withdrew their nomination for Board Vice-Chairperson and Trustee Zhang accepted the nomination.

The Secretary Treasurer declared Trustee Zhang as the duly elected Vice-Chairperson for the Board of Education of School District No. 39 Vancouver for a one-year period ending November 2024.

The Secretary Treasurer called for the following motion that was moved and seconded:

#### **Moved/Seconded:**

That the scrutineers destroy the ballots for the nomination of Chairperson and Vice-Chairperson and that the scrutineers are discharged.

CARRIED UNANIMOUSLY

#### **3.1.1 Board Chairperson and Board Vice-Chairperson Remarks**

The Board Chairperson and Vice-Chairperson gave their remarks.

### **4. ADOPTION OF MINUTES**

#### **4.1. Meeting of October 30, 2023**

#### **Moved/Seconded:**

That the minutes of the October 30, 2023 meeting be adopted.

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

APPROVED UNANIMOUSLY

#### **4.2. Matters Arising from the Minutes - None**

## 5. SUPERINTENDENT'S UPDATE

The Superintendent shared a presentation that highlighted recent events and achievements for the District, including the following:

- Superintendent's Tributes and recognition for their positive contributions:
  - Derek Grant, VSB Archives and Heritage Committee Chair.
  - Mami Imura, David Oppenheimer Elementary, volunteer and Supervision Aide.
- Support Staff Recognition Day on November 3, 2023.
- VSB Communications Department received the CACE (Canadian Association of Communicators in Education) Awards.
- Educators, Trevor Stokes, Barry Skillin, and Gord Howey of Streetfront Alternative Program at Britannia Secondary received the Outstanding Team Collaboration Award in the 2023 Premier's Awards for Excellence in Education.
- VSB Food Services presented at the November 2023 Feeding Futures gathering.
- Commemoration of Remembrance Day, and Indigenous Veterans Day.
- Magee House Post Unveiling showcasing work by Musqueam artists, Chrystal and Chris Sparrow.
- Celebrating Diwali in the District including a community celebration with Sexsmith Elementary students and staff.
- Indigenous-focused non-instructional day of learning on November 24, 2023.
- New David Lloyd George school opened for students on Nov 27 2023.
- Priority Kindergarten Registration open from November 1 to January 31 and District Choice Program Registration will take place from January 8 to January 31.

## 6. STUDENT TRUSTEE REPORT

The Student Trustee presented a report, highlighting the following Vancouver District Student Council (VDSC) initiatives for the 2023-2024 School year:

- Introduction of the CANley Cup Fundraiser with the results of the top three schools with the highest ratio of cans per person to be announced on December 19 2023.
- Election of a Sustainability Representative and an Indigenous Student Representative to VDSC.
- Reviewed goals of improving bathroom resources, increased participation in school spirit events, and greater inclusivity in the school community.
- Student leadership grant package finalized with the application process opening before the winter break.

## 7. COMMITTEE REPORTS

### 7.1. AUDIT COMMITTEE

#### 7.1.1 Report: Meeting of November 6, 2023

The Chairperson of the Committee, L. Chan-Pedley, presented the report of the November 6, 2023 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- Appointment of Auditors
- 2023/2024 First Quarter Financial Update

**Moved/Seconded:**

That the report of the November 6, 2023 meeting be received.

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

APPROVED UNANIMOUSLY

**7.1.2 Matters Arising from the Meeting of November 6, 2023**

**7.1.2.1 Appointment of Auditors**

**Moved/Seconded:**

That the Board of Education of School District No. 39 (Vancouver) appoint KPMG LLP as the school district's external auditor for the fiscal years ended June 30, 2024 and June 30, 2025.

CARRIED UNANIMOUSLY

**7.2. FINANCE AND PERSONNEL COMMITTEE**

**7.2.1 Report: Meeting of November 8, 2023**

The Chairperson of the Committee, J. Zhang, presented the report of the November 8, 2023 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- Statement of Financial Information
- 2023/2024 First Quarter Financial Update
- Financial Planning Process

**Moved/Seconded:**

That the report of the November 8, 2023 meeting be received.

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

APPROVED UNANIMOUSLY

**7.2.2 Matters Arising from the Meeting of November 8, 2023**

**7.2.2.1 Statement of Financial Information (SOFI)**

**Moved/Seconded:**

That the Statement of Financial Information for the period July 1, 2022, to June 30, 2023, for the Board of Education of School District No. 39 (Vancouver) be approved by the Board.

CARRIED UNANIMOUSLY

### **7.3. POLICY AND GOVERNANCE COMMITTEE**

#### **7.3.1 Report: Meeting of November 8, 2023**

The Chairperson of the Committee, J. Fraser, presented the report of the November 8, 2023 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- Update on Student Liaison Officer (SLO) Program Implementation
- Policy Review Work Plan

#### **Moved/Seconded:**

That the report of the November 8, 2023 meeting be received.

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

APPROVED UNANIMOUSLY

### **7.4. EDUCATION PLAN COMMITTEE**

#### **7.4.1 Report: Meeting of November 15, 2023**

The Chairperson of the Committee, P. Faridkot, presented the report of the November 15, 2023 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- Elementary Music Review
- Staff Professional Learning

#### **Moved/Seconded:**

That the report of the November 15, 2023 meeting be received.

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

APPROVED UNANIMOUSLY

The Chairperson announced the online form for submitting questions to this meeting will now be closed.

## **8. REPORT ON PRIVATE SESSION**

### **8.1. Meeting of November 6, 2023**

The Board authorized the Board Chair to report to the November 27, 2023 Public Meeting that, at the Private Session of November 6, 2023 the Board discussed personnel, property, legal matters, and business interest.

### **8.2. Meeting of November 14, 2023**

The Board authorized the Board Chair to report to the November 27, 2023 Public Meeting that, at the Private Session of November 14, 2023 the Board discussed personnel and legal matters.

### 8.3. Special Meeting of November 27, 2023

The Board authorized the Board Chair to report to the November 27, 2023 Public Meeting that, at the Special Private Session of November 27, 2023 the Board discussed a personnel matter and completed the Performance Review and draft Growth Plan for the Superintendent in accordance with Board Policy 12.

## 9. REPORTS FROM TRUSTEE REPRESENTATIVES

- 9.1. Report from Trustee Fraser on the Indigenous Education council meeting held on November 01, 2023
- 9.2. Report from Trustee Reddy on the English Language Learner (ELL) Consortium meeting held on October 4, 2023

In response to a question from Trustee Reddy regarding enrolment numbers and trends for ELL students in the District, the Board Chair noted that her inquiry would be brought forward and discussed at agenda setting.

## 10. NEW BUSINESS

### 10.1 Naming and Renaming Policy Ad-hoc Committee

The Board Chair referred to the recommendation in the report entitled ***Naming and Renaming Ad-hoc Committee***, a copy of which is on file with the agenda.

#### **Moved/Seconded:**

That the Board appoints trustee Janet Fraser, trustee Christopher Richardson and trustee Joshua Zhang as members of the Naming and Renaming Policy ad-hoc committee.

CARRIED UNANIMOUSLY

### 10.2 Advancing Britannia Renewal

Trustee Chan-Pedley introduced item 10.2 Advancing Britannia Renewal, which she had brought forward as a notice of motion at the October 30, 2023 Public Board meeting. She read the recommendation in the report, entitled, ***Advancing Britannia Renewal***, a copy of which is on file with the agenda.

#### **Moved/Seconded:**

That the Vancouver School Board reaffirms its commitment to the Britannia Renewal planning process, recognizing the significance of the site in providing comprehensive community services, including quality K-12 education, provided that the process is cost-neutral to the VSB.

Trustee Chan-Pedley provided rationale for the motion.

Following discussion, Trustee Mah moved the following amendment to the motion:

#### **Amendment #1:**

**Moved/Seconded:**

That the clause, “provided that the process is cost-neutral to the VSB” be struck and to add “and that the costs for the Britannia Renewal be fully funded by the provincial government and the City of Vancouver”.

Trustee Mah provided rationale for the amendment and discussion ensued. Trustees asked questions and staff responded.

Trustee Mah moved to call the question. The recommendation was seconded, and trustees voted on the following motion:

That the question be called.

CARRIED

For: L. Chan-Pedley, A. Chien, P. Faridkot, J. Fraser, S. Mah, J. Reddy, J. Zhang  
Against: V. Jung, C. Richardson

Trustees returned to the amendment motion that was on the floor.

That the clause, “provided that the process is cost-neutral to the VSB” be struck and to add “and that the costs for the Britannia Renewal be fully funded by the provincial government and the City of Vancouver”.

DEFEATED

For: L. Chan-Pedley, A. Chien, J. Fraser, V. Jung, C. Richardson, J. Zhang  
Against: P. Faridkot, S. Mah, J. Reddy

Trustee Mah asked to move another amendment.

**Amendment #2:**

**Moved/Seconded:**

That the wording, “provided that the process is cost neutral to the VSB” be struck.

DEFEATED

For: S. Mah, J. Reddy  
Against: L. Chan-Pedley, A. Chien, P. Faridkot, J. Fraser, V. Jung, C. Richardson, J. Zhang

Trustees returned to the main motion that had been moved and seconded.

**Main Motion:**

That the Vancouver School Board reaffirms its commitment to the Britannia Renewal planning process, recognizing the significance of the site in providing comprehensive community services, including quality K-12 education, provided that the process is cost-neutral to the VSB.

CARRIED

For: L. Chan-Pedley, P. Faridkot, J. Fraser, V. Jung, S. Mah, J. Reddy, C. Richardson  
Abstained: J. Zhang, A. Chien

#### 11. PUBLIC QUESTION PERIOD

The Chairperson reported that no questions were received during the public question period.

#### 12. ADJOURNMENT

Trustees agreed to adjourn by consensus.

The meeting adjourned at 8:41 pm.

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Flavia Coughlan, Secretary Treasurer

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Victoria Jung, Chairperson



# PUBLIC DELEGATION BOARD MEETING MINUTES

Monday, January 22, 2024 at 7:00pm

The Board of Education of School District No. 39 (Vancouver) met in room 114 (the Boardroom), VSB Education Centre, 1580 West Broadway, Vancouver, B.C. on Monday, January 22, 2024 at 7:00pm. The meeting was live streamed.

**Trustees Present in the Room:**

Victoria Jung, Chairperson  
Joshua Zhang, Vice Chairperson  
Lois Chan-Pedley  
Alfred Chien  
Preeti Faridkot  
Janet Fraser  
Suzie Mah  
Jennifer Reddy  
Christopher Richardson

**Senior Team Members Present  
in the Room:**

Helen McGregor, Superintendent of Schools  
Flavia Coughlan, Secretary Treasurer

## 1. CALL MEETING TO ORDER

### 1.1. Land Acknowledgement

The Chairperson called the meeting to order and acknowledged that with deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səilwətał (Tsleil-Waututh Nation).

### 1.2. Opening Remarks

The Chairperson informed everyone the meeting was being live-streamed and the audio and video recordings would be available to the public for viewing after the meeting. The footage of the meeting could be viewed from Canada or anywhere else in the world. She reviewed meeting decorum for respectful behavior.

## 2. DELEGATIONS

The Chairperson reviewed the Procedure for Delegations to the Board and noted that there was one registered delegate presenting virtually on Teams for this meeting.

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

Delegate, Vik Khanna, presented on the following:

1. Integration of educational facilities with urban development.

There were no questions from trustees. The Chairperson thanked Mr. Khanna for this presentation.

### 3. **ADJOURNMENT**

Trustees agreed to adjourn by consensus.

The meeting adjourned at 7:09 pm.

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Flavia Coughlan, Secretary-Treasurer

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Victoria Jung, Chairperson

## STUDENT TRUSTEE REPORT

**Date of Meeting:** January 29<sup>th</sup>, 2024

**Student Trustee:** Mia Liu

### Topics Discussed Most Relevant to Students within the VSB:

In this report, I will be providing an overview of recent initiatives VDSC has been working on during a busy year-end and new year.

Back in December, VDSC concluded the 2023 CANley Cup fundraiser. Of the many participating schools, Prince of Wales came third, Van Tech earned second, and Point Grey placed first in terms of the cans-per-person ratio used to calculate the winner. With over 213K cans raised, the CANley Cup is a win for all, made possible by our collective efforts in raising money and non-perishable foods for community organizations across Vancouver. The next major VDSC initiative is the Sister School Switch (SSS), where participants from various VSB secondaries are randomly paired to spend a day at each other's schools and foster interschool connections. This year's SSS is now in the planning process and will take place in March.

On December 11th, 2023, VDSC officially opened the Student Leadership Grant Application, which will close on February 15th, 2024. Following the grant's opening, VDSC has advertised this opportunity through school announcements and informational videos, which have since accumulated over 18K views. As outlined in the Grant Application Package, projects successful in receiving the grant will join the VDSC event showcase in May, which will be planned in the upcoming months.

Over the past few general meetings, VDSC brought two discussion items forward for student feedback.

The first item concerns the role of School Liaison Officers (SLOs) in VSB schools. While some students observed SLOs supporting student clubs and giving presentations about their role in the school environment, many still found there to be a lack of awareness about SLOs' function and responsibilities. In the past year, VDSC has already published informative posts about the program on Instagram that are available for all students to view. Encouraging student councils to better inform students about their respective SLOs, VDSC is developing suggestions for how to facilitate this process through mediums such as Student Council social media platforms.

The second discussion item is the accessibility and cleanliness of school bathrooms. Through breakout group discussions, VDSC received feedback that reflected a lack of supply refills, broken facilities being closed down for extended amounts of time, and the need for students themselves to respect and protect school facilities. VDSC is currently working with the facilities student representative to continue this discussion, hoping to identify potential routes for student consultation and advocacy on respecting

bathrooms as valuable student spaces; VDSC also hopes to work with school Principals where there is a specific concern related to a facility or supply issue.

Finally, in welcoming February – celebrated as Black History Month – VDSC has brainstormed ways to promote Black History and enhance district values of diversity and inclusion. VDSC is excited to further ideas discussed at the last General Meeting and update the board on related endeavours in the near future.

# EDUCATION PLAN COMMITTEE

Wednesday, January 17, 2024

## Committee Report to the Board, Monday, January 29, 2024

The Chairperson of the Committee called the meeting to order and acknowledged with deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).

This meeting was live-streamed, and both the audio and visual recordings were also available to the public for viewing after the meeting. Footage from this meeting may be viewed from Canada or anywhere else in the world.

### 1. Board/Authority Authorized (BAA) Courses

Associate Superintendent, A. Ogden, presented a report dated January 17, 2024, entitled **Board/Authority Authorized (BAA) Courses**. The report outlines the three BAA courses (Applications of Artificial Intelligence 12, Music Theory 11, and Queer and Trans History of BC 12) that are recommended for approval by the Board.

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

There was unanimous consent to forward the following recommendation to the Board for approval:

The Education Plan Committee recommends that the Board approve the following BAA courses:

- Applications of Artificial Intelligence (AI) 12
- Music Theory 11
- Queer and Trans History of BC 12

### 2. 2024-2025 School District Calendar Amendment

Associate Superintendent, A. Ogden presented the 2024-2025 School District Calendar Amendment report. The report provides an overview of the school district calendar change for the 2024-2025 school year and includes a correction to the Provincial Specialist Association (PSA) Professional Learning Day from October 18<sup>th</sup> to October 25<sup>th</sup>, 2024.

There was unanimous consent to forward the following recommendation to the Board:

The Education Plan Committee recommends that the Board approve the amended 2024-2025 Vancouver School District Calendar.

Participants asked questions not pertaining to the meeting agenda and they were reminded to submit their requests for agenda items to the Secretary Treasurers' Office.

The meeting adjourned at 5:29 pm.

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Preeti Faridkot, Chairperson

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**Committee Members Present on TEAMS:**

Preeti Faridkot  
Joshua Zhang  
Jennifer Reddy  
Lois Chan-Pedley  
Christopher Richardson (Alternate)

**Other Trustees Present on TEAMS:**

Alfred Chien

**Rights Holders Representative Present on TEAMS:**

Paul Wick, Skwxwú7mesh Úxwumixw (Squamish Nation)

**Senior Team Members Present on TEAMS:**

Helen McGregor, Superintendent  
Flavia Coughlan, Secretary Treasurer  
Pete Nuij, Associate Superintendent  
Alison Ogden, Associate Superintendent  
Maureen McRae-Stanger, Associate Superintendent

**Association Representatives Present on TEAMS:**

Ericka-Jade Mulherin, PASA  
Carmen Schaedeli, VSTA  
Deborah Tin tun, VEAES  
Hilary Watt, VASSA  
Salena Sharma, VDSC  
Paul Wick, Squamish Nation  
Riley McMitchell, VEPVPA  
Lorena Spencer, CUPE15  
Jaclyn Ferreira, DPAC  
Tim Chester, IUOE 963

**Also Present on TEAMS:**

Ranjit Bains, Director of Instruction  
Emily Rogness, Executive Assistant (Recorder)

January 29, 2024

ITEM 5.1.2.1

**TO: Board of Education**

**FROM: Education Plan Committee**

**RE: Board/Authority Authorized (BAA) Courses**

*Reference to  
Education Plan*

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

**OBJECTIVE(S):** Encouraging students to reach beyond previous boundaries in knowledge and experience.

## INTRODUCTION

Board/Authority Authorized Courses (BAA courses) are offered by Boards of Education or Independent School Authorities to respond to the local needs of the schools and their communities while providing choice and flexibility for students. BAA courses are authorized by Boards/Authorities according to requirements set by the BC Ministry of Education and Child Care.

## BACKGROUND

Grade 10-12 BAA courses that Boards/Authorities wish to offer in 2024/25 need to align with the Ministry curriculum to reflect the Ministry's Know-Do-Understand curriculum design.

When reviewing new Grade 10 to 12 BAA course proposals, the following Ministry criteria are considered.

- BAA courses may overlap with big ideas and curricular competencies of Ministry courses.
- BAA courses are not:
  - Courses with significant overlap with provincial curriculum content: This includes adapted courses, partial versions of Ministry courses, and hybrids of two or more Ministry courses.
  - Remedial courses or those preparatory in nature: For example, a math course designed to help students who have completed Pre-calculus 11 that provides review and remediation for them before they enroll in Pre-calculus 12.
  - A modified course: For example, a Social Studies course designed for Grade 11 students with intellectual disabilities with significantly different learning standards from Ministry Exploration in Social Studies 11.
  - An adapted course: Adaptations are teaching, and assessment strategies especially designed to accommodate a student's needs so they can demonstrate that they are meeting the learning standards of the curriculum. A student working to meet learning standards of any grade or course level may be supported through use of adaptations.

## PROCESS FOR REVIEW

Five BAA courses were submitted for review this school year. The BAA Review Committee (comprised of representatives from the Vancouver Association of Secondary School Administrators and the Vancouver Secondary Teachers' Association) guided by the criteria outlined above, reviewed the proposals, and provided feedback and opportunities for resubmission.

The Committee recommends approval of three of the five proposals. The following courses met the stated criteria:

- Applications of Artificial Intelligence (AI) 12
- Music Theory 11
- Queer and Trans History of BC 12

## NEW GRADE 11 AND 12 BAA COURSE SYNOPSIS

### **Applications of Artificial Intelligence (AI) 12**

This senior-level course on AI technology and tools will provide students with hands-on experience in using AI to solve real-world creative and marketing problems, preparing them for future careers in the field and/or provide them with practical ways to integrate artificial intelligence and large language models (LLMs) to support their learning and future careers.

### **Music Theory 11**

This course is an introductory to intermediate music theory course. Students cultivate their understanding of music theory through analysis of Classical, Contemporary, and World music (including Indigenous Music) as they explore concepts like pitch, rhythm, form, and musical design. It is an entry level music theory course for students who have an interest in music theory but don't necessarily have the years of music training necessary to succeed in the AP Music Theory 12 course. This course will give the foundational skills necessary for students to analyze all genres of music from Classical and Contemporary, to World Music (including Indigenous Music).

### **Queer and Trans History of BC 12**

This senior course focuses on the history of movements related to 2SLGBTQIA+ identities, including local, provincial, and international events and issues. We will use Social Studies methodologies to deepen learning through a variety of projects and lenses, from cause and consequence to ethical judgements.



## RECOMMENDATIONS

*That the Board approve the following BAA courses:*

- *Applications of Artificial Intelligence (AI) 12*
- *Music Theory 11*
- *Queer and Trans History of BC 12*

**Attachments:**

- A. Applications of Artificial Intelligence (AI) 12 Framework
- B. Music Theory 11 Framework
- C. Queer and Trans History of BC 12 Framework



## Board/Authority Authorized Course Framework

<b>School District/Independent School Authority Name:</b> Vancouver	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 39
<b>Developed by:</b> Mr. Steven Chiang Hsu	<b>Date Developed:</b> March 10, 2023
<b>School Name:</b> Sir Charles Tupper	<b>Principal's Name:</b> Mr. Jason Lauzon
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Applications of AI	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** Students should be enrolled in or completed Grade 10.

**Special Training, Facilities or Equipment Required:** Teacher should be able to demonstrate both knowledge of and competency with AI tools and web sites. No coding or tech experience is necessary, but ongoing professional development and involvement should be demonstrated.

### Course Synopsis:

This senior-level high school course on AI technology and tools will provide students with hands-on experience in using AI to solve real-world creative and marketing problems, preparing them for future careers in the field and/or providing them with practical ways to integrate artificial intelligence and large language models (LLMs) to support their learning and future careers.

**Goals and Rationale:**

The rapid advancement of artificial intelligence (AI) is transforming many industries, including technology, creativity, and business. As AI continues to play a larger role in these fields, there is a growing demand for individuals who have the skills and knowledge to work with and leverage AI technologies.

This senior-level high school course on AI technology and tools is designed to provide students with a strong foundation in AI and its applications, with a focus on technology, creativity, and marketing. By the end of the course, students will have hands-on experience in using AI tools to solve real-world problems, preparing them for careers in these industries.

In a world where AI is revolutionizing the way we work and live, it is essential for students to have a solid understanding of AI and its applications. This course provides students with a unique opportunity to gain valuable skills and knowledge in AI, helping them to stay ahead of the curve in an ever-changing job market.

Overall, the course provides students with a strong rationale for developing a deep understanding of AI and its applications, preparing them for successful careers in technology, creativity, and business.

**Aboriginal Worldviews and Perspectives:**

This senior-level high school course on AI technology and tools can be aligned with the principles of Indigenous ways of learning in the following ways:

1. By developing a solid understanding of AI and its applications, students will be better equipped to make informed decisions about the role of technology in their own lives, as well as in their families, communities, and the world at large.
2. The course provides students with hands-on experience in using AI tools and techniques to solve real-world problems, which promotes holistic, reflexive, and reflective learning. The team-based final project fosters a sense of connectedness and collaboration, promoting relational learning.
3. The course includes discussions of the ethical and social implications of AI, including issues related to privacy, bias, and accountability. Students will learn about the consequences of their actions when using AI technologies and be encouraged to think critically about the ethical implications of their work.
4. Generational roles and responsibilities: By preparing students for careers in technology, creativity, and business, the course helps students understand their roles and responsibilities as members of a new generation of technology professionals.
5. Patience and time: The course recognizes the importance of patience and time by encouraging students to work through challenging problems, reflect on their experiences, and understand the impact of their work over time.
6. Exploration of identity: The course provides opportunities for students to explore their identities through reflections on their experiences and discussions about the impact of AI on various communities, career sectors, and cultures.

BIG IDEAS

AI as supplement vs. replacement

Through exposure to AI tools and concepts, students will learn the strengths and limitations of artificial intelligence. Students will see AI as supplemental technology and not a replacement for human thought and ingenuity.

Ethical use of AI

The development of AI and its integration is inevitable. As with all transformative technologies, employing them in an ethical manner is crucial. Understanding creative copyright, academic and professional integrity will be important moving forward.

AI as Creative Assistant

AI continues to make leaps and bounds in the realm of creativity. Artists, designers, and entrepreneurs have leveraged AI to ignite sparks of creativity. Previously unexplored avenues in creativity and entrepreneurship have opened up.

AI as an arena to exercise Critical Thinking

AI provides opportunities to automate workflows and create brand new ways to create and work. Students will be required to select the best combination of tools and understand both the practical and ethical implications of their choices.

AI as source of Student Self-Reflection + Skill Development

AI provides opportunities for students to reflect on the role of humanity in a world of rapidly evolving technology. In addition to the other big ideas, students will reflect on how the AI revolution will change the way they develop skills, work, and learn.

Learning Standards

Curricular Competencies	Content
<p>Upon completion of the course, students will be able to:</p> <p><b>1. Understanding of AI Concepts</b></p>	<p><i>Students are expected to know the following:</i></p> <p>AI Basics:</p> <ul style="list-style-type: none"><li>• Overview of AI history</li><li>• Key terms and LLMS (GPT, Llama, Claude)</li><li>• Major researchers (OpenAI, Anthropic, Meta, Google, Amazon)</li></ul>

<p><b>2. Application of AI Tools and Techniques</b></p> <p><b>3. Critical Thinking and Problem-Solving</b></p> <p><b>4. Communication and Data Visualization</b></p> <p><b>5. Ethical and Social Implications of AI</b></p> <p><b>6. Teamwork</b></p> <p><b>7. Self-Reflection and Personal Growth</b></p> <p><b>8. Career Readiness</b></p>	<p>Applications of AI</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Creativity</li> <li>• Marketing/entrepreneurship</li> </ul> <p>Hands-on Experience</p> <ul style="list-style-type: none"> <li>• Using AI tools and models</li> <li>• Solving real-world problems</li> </ul> <p>Ethical and Social Implications</p> <ul style="list-style-type: none"> <li>• Privacy</li> <li>• Bias</li> <li>• Validity/accuracy of information</li> <li>• Accountability</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Visualization</li> <li>• Interpretation</li> </ul> <p>Critical Thinking and Problem-Solving</p> <ul style="list-style-type: none"> <li>• Skills development</li> <li>• Real-world applications</li> </ul> <p>Current Trends and Future Directions</p> <ul style="list-style-type: none"> <li>• Impact on various industries</li> <li>• Career preparation</li> </ul> <p>Teamwork/Collaboration</p>
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- Collaboration on team-based projects

Real world Problem-solving

- Practical understanding of AI and its applications

Indigenous Ways of Learning

- Collaboration & community
- Recognizing implications of actions

## Big Ideas – Elaborations

Learning and using AI tools in this course will help students communicate their ideas and intent more effectively. By using these tools, students can create visually appealing presentations, effective and moving content, and extend their reach of communication, which enables them to better convey their ideas and engage a wider audience. Students will learn to use AI tools and platforms as supplemental tools for learning and working, and also as an extension of their creativity.

Through hands-on projects focusing on solving real world problems and providing real world applications, students are challenged to think outside the box, analyze potential outcomes, and make informed decisions, thereby developing critical thinking skills and fostering creative problem-solving abilities. The key is not to rely on current AI or language learning models, but to be strategic and employ tact when deploying and utilizing these tools for specific scenarios.

Through discussions and hands-on projects, students are exposed to real-world scenarios and encouraged to reflect on the potential consequences of their actions, thereby fostering an awareness of their own ethical and moral principles and empowering them to make informed decisions in their use of AI tech. Students will be challenged to assess what it means to be human in the age of AI and exponential technological revolution.

## Curricular Competencies – Elaborations

### 1. Understanding of AI Concepts:

- *Define and explain LLMs (language learning models) as the current “iteration” of AI*
- *Understand the difference between open and closed source LLMs (i.e. Llama vs. ChatGPT)*
- *Explain the history and current state of AI development (and the concept of singularity)*

### 2. Application of AI Tools and Techniques:

- *Apply AI tools and techniques to real-world problems*
- *Choose appropriate AI algorithms and tools for a given problem*
- *Understand and implement AI tools or create specific workflows/task sequences*

### 3. Critical Thinking and Problem-Solving:

- *Analyze real-world problems and identify potential AI solutions*
- *Apply critical thinking skills to evaluate the strengths and limitations of different AI models (ChatGPT, Llama, Claude)*
- *Propose and implement creative solutions to both individual & community problems*

### 4. Communication and Data Visualization:

- *Communicate the results of AI models through apps/software like Canva*
- *Present data and results in a clear and concise manner leveraging Tome*
- *Create compelling visualizations to communicate data insights*

#### **5. Ethical and Social Implications of AI:**

- *Identify ethical and social implications of AI (i.e.. writers/actors' strikes and legal cases, copyright issues)*
- *Evaluate AI models for potential biases and privacy concerns (data collection)*
- *Discuss guidelines for accountability and responsible AI development*

#### **6. Teamwork:**

- *Collaborate effectively with others on a team-based final project*
- *Communicate and coordinate effectively with team members*
- *Contribute to a positive team dynamic*

#### **7. Self-Reflection and Personal Growth:**

- *Reflect on the impact of AI on personal productivity and creativity*
- *Recognize the impact of AI on personal values and beliefs*
- *Explore personal identity and career trajectories in a rapidly changing technological landscape*

#### **8. Career Readiness:**

- *Identify potential career paths related to AI*
- *Prepare for a future in the AI field by developing skills and knowledge*
- *Evaluate the impact of AI on various industries and future job market trends.*

## **Content – Elaborations**

Course content should stay as relevant as possible given the speed with which the AI space moves. This list should be constantly evolving.

### **A. ChatGPT (3.5/4)**

- ✓ Description: Text-to-text, voice-to-text, image-to-text generation LLM, usage of “GPTs”
- ✓ Key Features: Ease of use and access, prompting is a skill that can be learned and practiced

### **B. Tome**

- ✓ Description: AI-powered presentation/pitch deck creation tool



## Content – Elaborations

- ✓ Key Features: Automated slides/presentation creation

### C. Bluewillow

- ✓ Description: Discord-based generative AI tool for generative art creation
- ✓ Key Features: Free generative AI art creation (unlike Midjourney and Dall-E)

### D. Mixo

- ✓ Description: AI-powered web site, UI creator
- ✓ Key Features: Automated creation of a basic web site/landing page

### E. Looka

- ✓ Description: AI-powered logo creation tool
- ✓ Key Features: Automated logo creation based on user prompts and questionnaire

### F. DALL-E (currently version 3)

- ✓ Description: AI-powered image creation tool, can be used as part of ChatGPT or Bing browser
- ✓ Key Features: Automated image creation, customizable options

### G. Bing browser / Google Bard

- ✓ Description: The “new search engines” – AI-backed versions of traditional web browsers
- ✓ Key Features: Chat and search capabilities built into Microsoft and Google search engines

### H. Make

- ✓ Description: AI “workflow creator” – automate a variety of tasks with multi-app integration
- ✓ Key Features: Connects hundreds of apps for efficient and automated work processes

**Recommended Instructional Components:** Instructional components of the course should focus on the ethical and strategic use of the diverse (and constantly shifting) variety of AI tools available. Language learning models (LLMs), generative AI art and music, web design and workflow tools will all be examined. The instructor should stay informed about AI tools and consider the educational value for all students.

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

**1. Group Final Project:**

- *Working with a team, students will identify a real-world problem and propose an AI solution (starting with the needs of their school community).*
- *Present the solution in a clear and concise manner, including data analysis, visualization, and interpret the information as it pertains to project needs*
- *Students will develop problem-solving skills, use of AI tools and techniques, ethical considerations, and presentation skills.*

**2. In-Class Presentations:**

- *Students will give short presentations on various topics related to AI.*
- *Topics will cover comparison of LLMS, the business side of AI, specific AI applications/tools, ethical considerations and legal cases, and ongoing/developing trends*

**3. Mid-Term Exam:**

- *Assess students' understanding of key AI concepts, including a variety of LLMs, tools and their applications*
- *Problem-solving skills will be required to decide implementation and application of AI in various scenarios*
- *Includes questions on ethical and social implications of AI*

**4. Reflection Journal:**

- *Students will reflect on their experiences and growth throughout the course.*
- *Students will offer insights on the impact of AI on personal values and beliefs.*
- *Explore personal identity, AI and connection to Indigenous ways of learning and how utilization of AI can contribute to community*

**Learning Resources:**

***Shifting Schools Podcast (and assorted resources): Episodes 49 and 51 (resources/toolkits available for download)***

Link: <https://www.shiftingschools.com/podcasts>

***UNESCO: AI in Education***

Link: <https://www.unesco.org/en/digital-education/artificial-intelligence>

***Buffer.com: AI for Content Creation (practical uses of AI for careers or job tasks that require content creation)***

Link: <https://buffer.com/resources/ai-content-creation/>

**Medium Article "Use ChatGPT and Stable Diffusion to create comics from your boring excel sheets":**

<https://medium.com/@akshit.r.ireddy/use-chatgpt-stable-diffusion-to-create-comics-from-your-boring-excel-sheets-51dbfa8f025a>

**Medium Article "Exploring the Limits of AI-Generated Poetry: ChatGPT and Beyond":** <https://medium.com/@devrathnasekara/exploring-the-limits-of-ai-generated-poetry-chatgpt-and-beyond-c3b25a792e0e>

**Medium Article "Bending the lines of photography: An AI-Generated Work Wins a Competition:** <https://eduardgross.medium.com/bending-the-lines-of-photography-an-ai-generated-work-wins-a-competition-17407b78fb83>

**Neoscope Article "Magazine Publishes Serious Errors in First AI-Generated Health Article:** <https://futurism.com/neoscope/magazine-mens-journal-errors-ai-health-article>

**Medium Article "A Silly, Fun-Filled Machine Learning Guide for Beginners":** <https://medium.com/@akshit.r.ireddy/a-silly-fun-filled-machine-learning-guide-for-beginners-77f847ad8bb>

**One Useful Thing Blog: "Superhuman: What can AI do in 30 minutes?"**

<https://oneusefulthing.substack.com/p/superhuman-what-can-ai-do-in-30-minutes>

#### **Additional Information:**

AI is a transformative, disruptive, and revolutionary technology that has been appropriately compared to the steam engine and the Internet. All aspects of human society will be impacted by AI, and it is absolutely essential that all of us – not just our students – familiarize ourselves with this technology. If one stops to examine just how much we rely on our vehicles for transportation and our devices for communication and connection, one can very easily see how AI will change everything we do.

An instructor for this course should be immensely passionate about AI technology and conduct regular professional development to stay on top of the most current developments. However, more importantly, the teacher should constantly examine the social, cultural, and ethical implications of the technology in order to teach students to become responsible users of this new technology and citizens of the new age.



## Board/Authority Authorized Course Framework

<b>School District/Independent School Authority Name:</b> Vancouver School Board	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD39
<b>Developed by:</b> Fanny Chung, Bell Chen	<b>Date Developed:</b> November 1, 2023
<b>School Name:</b> Vancouver Learning Network	<b>Principal's Name:</b> Zhi Su
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Music Theory	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** none

**Special Training, Facilities or Equipment Required:** It is recommended that students have some experience either singing or playing a musical instrument.

**Course Synopsis:** Music Theory 11 is an introductory to intermediate music theory course. Students cultivate their understanding of music theory through analysis of Classical, Contemporary, and World music (including Indigenous Music) as they explore concepts like pitch, rhythm, form, and musical design.

**Goals and Rationale:** This course is meant to prepare students for the more rigorous AP Music Theory 12 course. It is also an entry level music theory course for students who have an interest in music theory but don't necessarily have the years of music training necessary to succeed in the AP Music Theory 12 course. This course will give the foundational skills necessary for students to analyze all genres of music from Classical and Contemporary, to World Music (including Indigenous Music).

**Aboriginal Worldviews and Perspectives:** Music is an important part of Indigenous oral tradition. Indigenous songs pass on ancestors' teachings and wisdom. Indigenous music is an integral part of traditional ceremonies. By understanding Indigenous music of Canadian Indigenous people and Indigenous people around the world, students can understand the role music plays in the development of Indigenous culture.

**BIG IDEAS**

Notated music communicates composer's musical ideas to the performer.

Pitch and rhythm give shape to a melody.

Harmony creates tension, movement, and resolution to a piece of music.

Music literacy is the first step to learning music theory and composition.

Music is a universal language and transcends cultural boundaries.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>♦ Rhythm and Meter - Use knowledge of beats and measures to identify rhythm and meter both visually and aurally</li> <li>♦ Pitch and Notation - Identify and write pitches in various clefs</li> <li>♦ Intervals – Identify, sing, and write intervals in treble and bass clefs</li> <li>♦ Keys - Identify and write music in all major and minor keys</li> <li>♦ Scales – Write major and minor scales starting on any scale degree</li> <li>♦ Cadences - Name a cadence at the end of a phrase</li> <li>♦ Chords and Harmony – Determine the implied harmony in a short phrase, dictate a 4-chord harmonic progression</li> <li>♦ Melody and Composition – compose a short melody to create a parallel period</li> <li>♦ Music Terms and Signs - Explain the meaning of commonly used musical terms and symbols</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>♦ Simple and compound meters, notes and rests</li> <li>♦ Notation in treble and bass clef</li> <li>♦ All the sharps and flat associated with each of the major and minor keys</li> <li>♦ All intervals within an octave</li> <li>♦ All major and minor scales, scale degree names</li> <li>♦ Major and minor triads, dominant 7th chords, cadences, determining implied harmony of a short melody.</li> <li>♦ Compose a question-answer phrase given the first few measures to create a parallel period.</li> <li>♦ Approximately 50 commonly used musical terms and symbols</li> <li>♦ Identify key components within a short music example</li> </ul>

<ul style="list-style-type: none"> <li>♦ Form and Analysis – use knowledge of keys, chords, etc... to analyze a short musical composition</li> <li>♦ Dictation - Transcribe a 2-measure melody</li> <li>♦ Singing - Sight-sing 2-measure melody</li> </ul>	<ul style="list-style-type: none"> <li>♦ The traditional harmonic progressions used in Classical and Baroque music</li> </ul>
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## Big Ideas – Elaborations






- ◆ Notated music refers to markings on paper, electronic media, or other media that indicate rhythm and pitch.
- ◆ Melody and harmony are the two major components of music. Melody is often the main focus of the music, while harmony serves as the pillars that support the music. In music theory, we emphasize the progression of harmony as the way to move the musical idea forward.
- ◆ Music evolved spontaneously in different cultures, but all serve the same human needs throughout time.

## Curricular Competencies – Elaborations

- ◆ Rhythm and Meter - Use knowledge of **beats and measures** to identify **rhythm** and meter both visually and aurally. **(Consider the hierarchical relationship between rhythm, measure, and beats. Rhythm and meter can convey emotion.)**
- ◆ Pitch and Notation - Identify and write pitches in various **clefs (be able to identify and write in bass and treble clefs)**
- ◆ Intervals – Identify, sing, and write **intervals** in treble and bass clefs **(intervals and inversions within an octave)**
- ◆ Keys - Identify and write music in all major and minor keys
- ◆ Scales – Write and identify major and minor scales using knowledge of keys and patterns of **semi/whole tones (the same semitone/whole tone pattern can be found in all scales)**
- ◆ Cadences - given a short piece of music, **identify** the cadence at the end of each phrase as authentic, half, deceptive, or plagal. **(identify by listening and by looking at music)**
- ◆ Chords and Harmony – students will listen to a 4-chord progression in SATB and be able to **transcribe** the notes played after listening of the passage 4 times. **(transcribing is a systematic process. For new students, ask them to listen to bass, soprano twice each)**
- ◆ Melody and Composition – compose a short melody to create a parallel period
- ◆ Music Terms and Signs – musical terms and symbols are used to guide the performer on everything from volume, touch, speed, etc... to **character** of a composition **(character is subjective. Ask students to relate musical technical terms to their own feelings)**
- ◆ Form and Analysis – use knowledge of keys, chords, scales, pitch, etc... to analyze a short Classical, Baroque, Popular, and/or Indigenous composition
- ◆ Dictation – students will listen to a 2-measure melody four times and be expected to write what they've heard, given the first note.
- ◆ Singing – students will be given a 2-measure melody to study, then be expected to sing it after the first pitch is given



## Content – Elaborations

- ◆ Major keys (C+, G+, A+, E+, B+, F#+, C#+, F+, Bb+, Eb+, Ab+, Db+, Gb+, Cb+) and their relative minor keys
- ◆ All accidentals (sharps, flats, naturals, double sharps, double flats)
- ◆ Transposition of melodies in a major key up or down any interval within an octave
- ◆ Simple (2/4, 3/4, 4/4) and compound meters (6/4, 9/4, 12/4, 6/8, 9/8, 12/8, 6/16, 9/16, and 12/16)
- ◆ Notes and rests: whole, half, quarter, eighth, sixteenth, thirty-second
- ◆ Application of time signatures, bar lines, notes, and rests
- ◆ All intervals (major, minor, perfect, augmented, diminished) within an octave
- ◆ All major and minor scales (natural, harmonic, and melodic forms)
- ◆ Scale degree names (tonic, supertonic, mediant, subdominant, dominant, submediant, leading tone, and subtonic).
- ◆ Major and minor triads (and their inversions), dominant 7<sup>th</sup> chords (and their inversions)
- ◆ Cadences (authentic, half, plagal, and deceptive)
- ◆ Determine implied harmony of a short 2-measure melody
- ◆ Write functional chord symbols (I, i, IV, iv, V, etc...)
- ◆ Compose a question-answer phrase, given the first 2 measures, to create a parallel period.
- ◆ Explain approximately 50 commonly used musical terms (e.g. allegro, andante, a tempo, diminuendo, lento, moderato, ritardando, tempo, allegretto, da capo, D.C. a fine, fine, fortissimo, molto, pianissimo, poco, presto, rallentando, cantabile, dal segno, dolce, grazioso, maestoso, marcato, ottava, accelerando, adagio, mano destra, mano sinistra, prestissimo, vivace, andantino, espressivo, largo, pedale, rubato, spiritoso, staccato, etc.), and musical symbols (e.g.  , , , , etc)
- ◆ Listen to an interval (ascending or descending) and be able to write down the notes given the first pitch.
- ◆ Listen to a 2-measure melody and be able to write down the pitches given the first and last notes.
- ◆ Sight-sing an interval ascending or descending, within an octave, given the first pitch.
- ◆ Sight-sing a 2-measure melody given the first pitch starting on the tonic.

### **Recommended Instructional Components:**

**Written component** – Students will begin by learning how to read and write music in treble and bass clefs. This will lead to a study of keys and scale types (major and minor). Students will then study intervals, rhythm, and rests in order to construct short melodies. From there, students will learn how to write in 4-part SATB chorale style. By the end of this course students will obtain the music knowledge necessary to critically analyze a written composition in any style (Classical, Baroque, Pop, Indigenous, etc...)

**Aural component** – Students will be asked to identify scales and intervals they hear through repetition and daily practice. Students will then be asked to write down the intervals and scales they hear. By the end of this course students will develop the aural skills to transcribe both simple melodies and simple SATB chord progressions.

**Performance component** – Students will be asked to sing intervals as well as all major and minor scales. They will also be expected to sing simple tunes such as nursery tunes. Alternatively, they can sing their favorite songs or a piece that's significant to their culture as long as they meet the intonation standards of the course. By the end of this course students will develop the skills to sight sing a melody.

Students' music knowledge will be challenged through a combination of written and aural assessments.

### **Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Students will be evaluated on their singing, listening, and writing skills through activities, quizzes, and written exercises.

Students will practice sight singing intervals, major/minor scales, and short melodies.

Written exercises range from basic pitch writing to completing short passages in 4-part harmony for SATB. Students will also get a chance to compose short melodies and harmonic progressions.

The students will be given a wide range of music to study and analyze in the context of harmonic progression and musical form.

**Learning Resources:** Alfred's Essentials of Music Theory: Complete (Books 1, 2 and 3)

### **Additional Information:**

The pathway for further study is AP Music Theory 12.



## Board/Authority Authorized Course Framework

<b>School District/Independent School Authority Name:</b> Vancouver School Board	<b>School District/Independent School Authority Number (eg. SD43, Authority #432):</b> SD39
<b>Developed by:</b> Trevor O'Rourke	<b>Date Developed:</b> November 30, 2022
<b>School Name:</b> Vancouver Technical Secondary	<b>Principal's Name:</b> Roberto Moro
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> <b>Queer &amp; Trans History of B.C.</b>	<b>Grade Level of Course:</b> <b>12</b>
<b>Number of Course Credits:</b> <b>4</b>	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** Social Studies 10 is recommended.

**Special Training, Facilities or Equipment Required:** No special facilities or equipment required.

**Course Synopsis:** This senior course focuses on the history of movements related to 2SLGBTQIA+ people and identities, including local, provincial, and international events and issues. We will use Social Studies methodologies to deepen learning through a variety of projects and lenses, from cause and consequence to ethical judgements.

**Goals and Rationale:** This course will provide opportunities to explore the historical place of 2SLGBTQIA+ people in B.C. and the world through a variety of activities, media, and presentations.

**Aboriginal Worldviews and Perspectives:** Indigiqueer & Two-Spirit histories and social roles have been in revival and decolonization since the 3<sup>rd</sup> annual meeting of Native American Gay and Lesbian Gathering in 1990 in Winnipeg, Manitoba, determining Two-Spirit as an umbrella term for Indigenous gender and sexuality diversity. This course will centre such diverse Indigenous identities, movements and viewpoints through readings, projects, and guest speakers.

## BIG IDEAS

Generational knowledge: learning involves generational roles and responsibilities, including allyship and collaboration.

Learning and empowerment are rooted in the exploration of identity.

History - Recognize the enduring presence of 2SLGBTQIA+ communities despite oppression.

Accessing language allows individuals and communities to communicate their identities accurately and authentically.

Futurity and Resiliency – 2SLGBTQIA+ communities' existence roots them not only to a collective past but assures their presence in a shared future.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills (the Big Six) to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions surrounding the diversity found throughout 2SLGBTQIA+ history;</li> <li>• Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of 2SLGBTQIA+ justice in the past and present (significance);</li> </ul> <p>Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change);</p> <ul style="list-style-type: none"> <li>• Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence);</li> <li>• Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective);</li> <li>• Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment);</li> <li>• Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective);</li> <li>• Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment);</li> <li>• Recognize implicit and explicit ethical judgements in a variety of sources (ethical judgement);</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• definitions, frameworks, and interpretations of 2SLGBTQIA+ justice;</li> <li>• self-identity and an individual's relationship to others</li> <li>• intersectionality and social justice issues;</li> <li>• social injustices in Canada and the world affecting 2SLGBTQIA+ individuals, groups, and society;</li> <li>• governmental and non-governmental organizations in issues of 2SLGBTQIA+ justice and injustice;</li> <li>• processes, methods, and approaches individuals, groups, and institutions use to promote 2SLGBTQIA+ justice.</li> </ul>

## Curricular Competencies – Elaborations

- **Use Social Studies inquiry processes and skills (the Big Six) to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions surrounding the diversity found throughout 2SLGBTQIA+ history:**

*Key skills:*

- Draw conclusions about a problem, an issue, or a topic.
  - Assess and defend a variety of positions on a problem, an issue, or a topic.
  - Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.
  - Identify and clarify a problem or issue.
  - Interpret and present data in a variety of forms (e.g., oral, written, and graphic).
  - Accurately cite sources.
- **Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of 2SLGBTQIA+ justice in the past and present (significance):**

*Key questions:*

- What factors can cause people, places, events, or developments to become more or less significant?
- What factors can make people, places, events, or developments significant to different people?
- What criteria should be used to assess the significance of people, places, events, or developments?

*Sample activities:*

- Use criteria to rank the most important people, places, events, or developments in the current unit of study.
- Compare how different groups assess the significance of people, places, events, or developments.

- **Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change):**

*Key questions:*

- What factors lead to changes or continuities affecting groups of people differently?
- How do gradual processes and more sudden rates of change affect people living through them? Which method of change has more of an effect on society?
- How are periods of change or continuity perceived by the people living through them? How does this compare to how they are perceived after the fact?

*Sample activity:*

- Compare how different groups benefited or suffered as a result of a particular change.

- **Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence)**

*Key questions:*

- What is the role of chance in particular events, decisions, or developments?
- Are there events with positive long-term consequences but negative short-term consequences, or vice versa?

*Sample activities:*

- Assess whether the results of a particular action were intended or unintended consequences.

- Evaluate the most important causes or consequences of various events, decisions, or developments.
  - **Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective):**
    - Key questions:*
      - What sources of information can people today use to try to understand what people in different times and places believed?
      - How much can we generalize about values and beliefs in a given society or time period?
      - Is it fair to judge people of the past using modern values?
    - Sample activity:*
      - Explain how the beliefs of people on different sides of the same issue influence their opinions.
  - **Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment)**
    - Key questions:*
      - What is the difference between implicit and explicit values?
      - Why should we consider the historical, political, and social context when making ethical judgments?
      - Should people of today have any responsibility for actions taken in the past?
      - Can people of the past be celebrated for great achievements if they have also done things considered unethical today?
    - Sample activities:*
      - Assess the responsibility of historical figures for an important event. Assess how much responsibility should be assigned to different people and evaluate whether their actions were justified given the historical context.
  - Recognize implicit and explicit ethical judgements in a variety of sources (ethical judgement)
- Examine various media sources on a topic and assess how much of the language contains implicit and explicit moral judgments.

## Content – Elaborations

- **definitions, frameworks, and interpretations of 2SLGBTQIA+ justice**
  - Sample topics:*
    - definitions of 2SLGBTQIA+ justice in local contexts
    - equity and equality
    - social service, social responsibility (e.g. Qmunity; Rainbow Refugee Society)
    - justice (e.g., restitution, restorative justice)
- **self-identity and an individual's relationship to others**
  - Sample topics:*
    - privilege and power
    - diverse belief systems and worldviews of minority groups
    - traditional and contemporary roles of Queer, Trans and Two-Spirit Indigenous peoples
    - inclusive and non-inclusive language
- **intersectionality and social justice issues:**

## Content – Elaborations

### *Sample topics:*

- connections between 2SLGBTQIA+ communities and intersections such as:
  - race, poverty, status of women, environmental and ecological justice, peace, migration and globalization, disabilities, and other marginalized and vulnerable groups

- **social injustices in Canada and the world affecting 2SLGBTQIA+ individuals, groups, and society:**

### *Sample topics:*

- individual ideas, thoughts, beliefs, and actions
- policies and practices of institutions and systems:
  - United Nations, Declaration of the Rights of the Child
  - Indigenous peoples
  - marriage and civil union laws

- **governmental and non-governmental organizations in issues of 2SLGBTQIA+ justice and injustice:**

### *Sample topics:*

- international laws
- UN resolutions and declarations
- Canadian Charter of Rights and Freedoms
- human rights codes
- civil and criminal laws
- Indigenous rights in Canada and globally

- **processes, methods, and approaches individuals, groups, and institutions use to promote 2SLGBTQIA+ justice:**

### *Sample topics:*

- activism, advocacy, and ally-building
- dispute and conflict resolution processes and practices
- social media and technology
- schooling and education

## **Recommended Instructional Components:**

Combined land-based and experiential learning, direct classroom instruction (community, student-led and teacher-led presentation) and inquiry process.

Experiential and land-based learning: Field trips to local events, sites, and museum exhibits (ie. Forbidden Vancouver's "The Really Gay History Tour" or Museum of Vancouver's "Objects of Pride" exhibit)

Classroom instruction: Presentations from local community members representing a variety of intersectional identities (ie. Desirée Dawson, Love Intersections, Khelsilem Tl'aḱwasik'an Sxwchálten, Kimmortal, Sasha Mark), Teacher models, Student sharing of learning

Inquiry process: Students work in collaboration on inquiry questions of their choice, such as “How are existing laws inclusive or limiting to Two-Spirit and Indigiqueer people’s rights and experiences?”

### **Recommended Assessment Components:**

The emphasis in assessment will be on demonstration and application of learning through different means; skills-based and in alignment with Big Ideas and curricular content. Classroom assessment is flexible and personalized to give educator greater flexibility to decide how and when students are assessed. **Ensure alignment with the [Principles of Quality Assessment](#)**

Sample assessments:

- Comparative critical analysis of a newspaper articles for perspective, language, and recommendations.

- Written reflection on how students’ inquiry projects are related and how different questions and topics build upon each other: ie. how does learning about existing laws help you see who isn’t represented? How are intersections of race/disability/neurodivergence/religion/etc. addressed by different projects?

### **Learning Resources:**

BC Historical Newspapers on Destiny Discover <https://search.follettsoftware.com/metasearch/ui/64221>

Arquives: BC Queer History

<https://static1.squarespace.com/static/5c4c9c768f5130e949669219/t/https://static1.squarespace.com/static/5c4c9c768f5130e949669219/t/5f516cb04adc463c0253d5e8/1599171764493/Trans+Pages.pdf5f516dc671d83d1d813033db/1599172040167/QIPages.pdflinkshttps://arquives.ca/https://twitter.com/bcqueerhistory>

Unheard Voices: GLSEN

<https://www.glsen.org/activity/unheard-voices-stories-and-lessons-grades-6-12>

Qmunity QTBIPOC Youth Road Map

<https://qmunity.ca/wp-content/uploads/2017/04/QTBIPOC-Youth-Road-Map.pdf>

Canadian Federation of Students’ Challenging Cisnormativity Checklist

<https://cfsontario.ca/wp-content/uploads/2017/07/ChallengingCisnormativity.pdf>

**Additional Information:** none



January 29, 2024

ITEM 5.1.2.2

TO: Board of Education

FROM: Education Plan Committee

RE: 2024-2025 School District Calendar Amendment

*Reference to  
Education Plan*

**GOAL:**

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

**OBJECTIVE(S):**

Ensuring the alignment among school, district, and provincial education plans.

## INTRODUCTION

This report provides an overview of the school district calendar change for the 2024-2025 school year.

## BACKGROUND

At the Board of Education's public meeting held on January 30, 2023, the Board approved the district school calendars for the 2024-2025 and 2025-2026 school years. The approved 2024-2025 calendar designated October 18, 2024, as the Provincial Specialist Association (PSA) Professional Learning Day. On November 21, 2023, the District Calendar Committee changed the date for the PSA Professional Learning Day to October 25, 2024. The attached calendar for the 2024-2025 school year reflects this change.

Section 6 (3) of the [School Calendar Regulation](#) requires that changes to school calendars be communicated to the parents of the students enrolled in the school to which the proposed change is to apply, and the representatives of employees of the board assigned to the school.

## RECOMMENDATIONS

*That the Board approve the amended 2024-2025 Vancouver School District Calendar.*

**Attachment:** 2024-2025 Vancouver School District Calendar

## VANCOUVER SCHOOL DISTRICT CALENDAR

2024 - 2025

July						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## LEGEND

Statutory Holiday

Non-Instructional / Pro D Day (6 days)

School Vacation

Days of Instruction

Administration

September 02 - Labour Day

September 03 - First Day of School

September 20 - Pro D Day (Flexible)

September 30 - National Day of Truth &amp; Reconciliation

October 14 - Thanksgiving Day

October 25 - Provincial Pro D Day

November 11 - Remembrance Day

November 22 - Pro D Day/Non instructional day

December 23 - January 03 - Winter Break

December 25 - Christmas Day

December 26 - Boxing Day

January 01 - New Year's Day

January 06 - School Reopens

January 15 - Pro D Day (Flexible)

February 14 - District Wide Pro D Day

February 17 - Family Day

March 17 - 28 - Spring Break

April 18 - Good Friday

April 21 - Easter Monday

April 28 - District Wide Pro D Day

May 19 - Victoria Day

June 27 - Administrative Day

# FINANCE & PERSONNEL COMMITTEE

Wednesday, January 17, 2024

## **Committee Report to the Board, Monday, January 29, 2024**

The Chairperson of the Committee called the meeting to order and acknowledged with deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliłwətał (Tsleil-Waututh Nation) and reviewed meeting decorum.

The meeting was broadcasted live, and both the audio and video recordings were accessible to the public for viewing after the meeting. Footage from this meeting may be viewed from Canada or anywhere else in the world.

### **1. 2024-2025 Financial Planning Process**

Executive Director of Finance, D. Blue shared a presentation with information on VSB's **2024-2025 Financial Planning Process**. He highlighted the importance of maintaining a balanced budget and reviewed the District's budget development process in connection with the Education Plan and the Framework for Enhanced Student Learning. He further discussed the budget development process and timeline.

Trustees and stakeholder representatives asked questions and the Secretary Treasurer provided clarification on various points.

There was support from the majority of committee members to forward the following recommendation to the Board for approval:

The Finance and Personnel Committee recommends that the Board of Education approve the 2024-2025 Financial Planning Process.

### **2. 2023-2024 Enrolment Update**

Director of Educational Planning, J. Dawson, presented the report entitled **2023-2024 Enrolment Update (September 2023)**. This report presents enrolment figures in the Vancouver School District for the 2023-2024 school year compared to historical numbers, and highlighted the impact of increased immigration on enrolment.

He provided an overview of enrolment for various VSB programs and highlighted the following:

- The Summer Learning Program increased in size significantly from the previous year.
- September enrolment increased in every grade except kindergarten.
- Special Education Level 2 enrolment has seen an increase.
- Indigenous education figures have remained stable for several years.
- Online Learning programs enrolment is stable.
- Adult Education enrolment for school aged students and non-graduated adults is stable.

- International Education program enrolment saw a decrease during the COVID-19 pandemic years and is now gradually recovering.

Trustees and stakeholder representatives asked questions and the Director of Educational Planning provided clarification on various points.

The Chair of the Committee reminded participants that request for topics that align with the responsibilities of the Finance and Personnel Committee must be submitted via email to the Secretary Treasurer's Office. All proposed items will be considered at the agenda setting meeting and requestors will be informed of how their request will be addressed.

The meeting adjourned at 7:08 pm.

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Joshua Zhang, Chairperson

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<b>Committee Members Present on Teams:</b>	Joshua Zhang Alfred Chien Janet Fraser Suzie Mah
<b>Other Trustees Present on Teams:</b>	Christopher Richardson Jennifer Reddy
<b>Senior Team Members Present on Teams:</b>	Flavia Coughlan, Secretary Treasurer Helen McGregor, Superintendent Michael Gray, Executive Director – Employee Services Dan Blue, Executive Director, Finance
<b>Association Representatives Present on Teams:</b>	David Schaub, DPAC Suzette Magri, CUPE 15 Tyson Shmyr, PASA Brent Boyd, CUPE 407 Jill Sehmbi, VASSA Athena Yu, VDSC Sam Couture, VEAES Stephen Leung, VEPVPA Tim DeVivo, IUOE Terry Stanway, VSTA
<b>Also Present on Teams:</b>	John Dawson, Director of Educational Planning Patricia MacNeil, Director of Communications Amanda Poon, Executive Assistant (recorder)

January 29, 2024

ITEM 5.2.2.1

**TO:** Board of Education

**FROM:** Finance and Personnel Committee

**RE:** 2024-2025 Financial Planning Process

*Reference to  
Education Plan*

**GOAL 2:  
OBJECTIVE:**

The Vancouver School Board will increase equity by...  
Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.

## INTRODUCTION

The Board of Education is responsible, through the Superintendent of Schools, for overseeing the educational and operational activities of the District and for all statutory requirements of provincial legislation to implement educational standards and policies. The approval of the Annual Budget is one of those responsibilities under the *School Act*, specifically school districts must annually approve, by bylaw, a balanced budget for the next fiscal year and submit it to the Ministry of Education and Child Care by June 30 of the current fiscal year. In addition, under Section 9.1 of Board [Policy 2](#), the Board must approve the budget process and timeline at the outset of the budget process.

This budget development process and timeline document is presented for the committee's consideration and recommendation to the Board of Education for approval.

## BACKGROUND

The school district is required to prepare and submit budgets to the Minister of Education and Child Care, in the form, with the information, and at the time required by the Minister (see Appendix A). The annual budget must be prepared in accordance with the [Accounting Practices Order](#), Section 23.1 of the [Budget Transparency and Accountability Act](#), Regulations [257/2010](#) and [198/2011](#) issued by the Province of BC Treasury Board the [Financial Planning and Reporting Policy](#) and the [K-12 Accumulated Operating Surplus Policy](#).

The school district reports revenues and expenses under three separate funds as described below.

**OPERATING FUND:** The operating fund includes operating grants and other revenue used to fund instructional programs, school and district administration, facilities operations, maintenance, and transportation.

**SPECIAL PURPOSE FUND:** The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and Child Care and other sources that have restrictions on how they may be spent (e.g. Classroom Enhancement Fund, Annual Facilities Grant, Feeding Futures School Food Programs Fund, Community LINK, Ready Set Learn and School Generated Funds).

**CAPITAL FUND:** The capital fund includes capital expenditures related to facilities (purchases and enhancements) and equipment (purchases) that are funded by Ministry of Education and Child Care capital grants, operating funds, and special purpose funds. An annual deficit in the capital fund that is a result of amortization expense and budgeted capital assets purchased from operating and special purpose funds exceeding the amortization of deferred capital revenue plus budgeted local capital revenue is permitted under the Accounting Practices Order of the Ministry of Education and Child Care.

## **DIRECTION FOR BUDGET DEVELOPMENT**

### **Guiding Direction for Budget Development**

The development of the District's budget for 2024-2025 will be guided by two significant directions:

- Education Plan
- Framework for Enhancing Student Learning (the Framework)

### **Education Plan**

The [Education Plan](#) provides the foundational direction for budget development in Goal 2 where "Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability" is essential for the VSB to achieve its goal of "increasing equity." The foundational [Education Plan Equity Statement](#) refers to creating an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. This relates to budget development in the second objective: prioritizing student needs by making informed decisions and engaging in open communication with rights holders and stakeholders

### **Framework for Enhancing Student Learning**

The [Framework](#) formalizes the planning and reporting expectations for the District to enhance student learning and success. The framework reflects a commitment by Indigenous rightsholders and Indigenous peoples, education partners and communities to work together to continuously improve student learning in relation to intellectual, human and social, and career development. The Framework recognizes the importance of long-term planning in achieving strategic objectives.

### **Balanced Budget Concept & Connection to Education Plan**

At the October 24, 2022 meeting of the Board of Education, the Board approved a motion to adopt strategies to address VSB's structural deficit. A structural deficit occurs when an organization's ongoing expenditures are continually greater than revenue received, including government funding. The District reported a deficit of \$8.3 million in its 2023 fiscal year and has limited accumulated operating surplus to absorb future deficits.

The focus of the 2023-2024 budget was to ensure a balanced budget for VSB's 2024 fiscal year, which is reflected in the Annual Budget approved by the Board of Education on May 10, 2023. The Minister is requiring all school districts to prepare Amended Annual Budgets for 2023-2024. The Amended Annual Budget must be adopted by bylaw and submitted to the ministry by February 29, 2024.

Maintaining a balanced budget is essential for VSB to continue its mission of fostering school communities where students can learn, see themselves, feel supported and connected so that they develop a love of learning and become lifelong learners. To achieve the goals in the Education Plan, VSB will need to create additional financial capacity to support strategic initiatives that will be required to reach those goals. VSB's senior team will continue to ensure that the District's financial resources are being used effectively, by ensuring that expenditures have a funding source and do not rely on surplus funds.

It is essential to ensure that the connection between the goals and objectives in the Education Plan and the allocation of resources in the budget is well understood. This plan will guide the budget development process in planning spending priorities to ensure the goals and objectives are met. The Framework will also play a key role in developing spending plans to ensure the focus is on enhancing student learning and success.

The Framework, along with [Administrative Procedure 503 – Financial Planning and Reporting](#), highlights the importance of multi-year financial plans which are to be informed by operational plans for key areas such as Facilities, Information Technology and Employee Services. This will enable VSB to assess the impact of planned initiatives which are expected to span multiple fiscal periods on VSB’s financial position. VSB is working to enhance the organization’s planning capabilities as outlined in the framework and develop multi-year forecasts as part of the 2024-2025 budget process.

## BUDGET DEVELOPMENT PROCESS

In developing the balanced budget for the operating fund for 2024-2025 the overall goal is to provide, to the extent possible, a comparable level of programs and services as provided in 2023-2024. Priority will be given to initiatives that support the goals in the Education Plan, while also ensuring that VSB maintains a balanced budget. VSB is exposed to potential cost pressures due to numerous factors such as inflation, collective agreement wages lifts and costs of maintaining older buildings which may not be offset by additional funding.

The development of the annual budget for 2024-2025 will include:

- development and approval of the 2023-2024 amended annual budget;
- development and submission to MECC of three-year enrolment projections;
- development of base budget which includes revenue and expense estimates and budget assumptions validation through a zero-based budget review process, estimated enrolment driven changes to revenue and expenditures, estimated changes to employee salaries and benefits; estimated changes to services, supplies, and utilities due to contractual rate changes; and adjustments for one-time revenue or expenditures included in the prior year budget;
- the creation of the balanced status quo budget;
- inclusion of structural deficit reduction strategies and additional costs included in multi-year plans consideration of using prior years’ surpluses to balance the budget.

## FINANCIAL PLANNING TIMELINE



## ENGAGEMENT PROCESS

The public engagement process will include meetings with rights holders and stakeholders, a public survey and opportunities for the public and stakeholders to delegate to the Board.

## CONCLUSION

The budget process outlined in this document represents a transparent and accountable way to develop the annual budget for the Vancouver School Board. The process will be challenging due to the existence of the structural deficit and expected cost pressures, particularly those related to inflation and rising utility costs. In developing the budget, the focus should be on the foundational direction for budget development in Goal 2 of the Education Plan where “increasing equity” is addressed as “Improving stewardship of the district’s resources by focusing on effectiveness, efficiency, and sustainability.”

It is incumbent on the Board to undertake a focused examination of how the limited resources are being allocated in the system so that the cost structure, which is largely based on staffing and high building operational costs, more closely reflects the funding received. That examination must look at the budget structurally and identify strategies where programs can be delivered more cost effectively, where the cost of maintaining buildings can be reduced, where the cost of delivering educational programming per student can be reduced and where costs that are not needed in the budget can be removed. Failure to do so will result in the eventual inability of the District to create a balanced budget, as required by the *School Act*.

The senior team believes the budget development process outlined in this document lays the foundation for looking at resource allocation from a district perspective, striving for equity for students and creating a cost consciousness; all of which will serve to enhance learning experiences for Vancouver students.

## RECOMMENDATION

*That the Board of Education approve the 2024-2025 Financial Planning Process.*

**Attachment:** Appendix A: MECC Prescribed Budget Format



## **APPENDIX A**

The Ministry of Education and Child Care requires that the annual budget contains the statements and schedules outlined below.

**Statement 2 – Annual Budget – Revenue and Expense** - This statement consolidates all revenue and expense by function for the operating fund (Schedule 2), the special purpose fund (Schedule 3) and the capital fund (Schedule 4). The total budget bylaw is presented at the end and includes expenses and asset purchases from all funds.

**Statement 4 – Change in Net Financial Assets (Debt)** - This statement contains information about the changes in net financial assets, which include non-financial assets such as tangible capital assets, prepaid expenses, supplies inventory, and restricted assets. The statement details the acquisition of tangible capital assets from various funding sources. If any tangible capital assets are disposed of or written down, these amounts are also included in the statement.

**Schedule 2 – Operating Revenue and Expense** – This schedule contains a summary of operating revenue by source and expenses by type.

**Schedule 2A – Schedule of Operating Revenue by Source** - This schedule contains a detailed breakdown of operating revenue by source.

**Schedule 2B – Schedule of Operating Expense by Source** – This schedule contains a detailed breakdown of operating expenses by type.

**Schedule 2C – Operating Expense by Function, Program and Object** - This schedule provides a further breakdown operating expenses by function, program and type.

**Schedule 3 – Special Purpose Revenue and Expense and Schedule 3A – Changes in Special Purpose Funds** - These schedules contain revenue by source and expense by type information for individual special purpose funds.

**Schedule 4 – Capital Revenue and Expense** - This schedule contains revenue by source and expense by type information for the capital fund.

## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** Vancouver Public Library Board

**Liaison Trustee:** Victoria Jung

**Date of Meeting:** November 22, 2023

**Committee / Organization Actions:**

- Information provided –
  - Advancing the reconciliation journey with First Nations, Métis and Inuit community members was a key focus for the Board in the first year of its term.
  - Steps were made to align Board policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the calls-to-action of the Truth and Reconciliation Commission.
  - These advances were informed by building stronger relationships with the xʷməθkʷəṽəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation) by inviting the Nations to sit on the 4 board committees.
  - The creation of the Indigenous Education Council 3 years ago by VSB to create an opportunity to sit at a table with the three Host Nations on whose land we live and learn.

## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** Diversity Advisory Committee

**Liaison Trustee:** Lois Chan-Pedley

**Date of Meeting:** November 30, 2023

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

- Staff gave updates on anti-racism being infused into curriculum and additions to pro-D, with book kits being signed out by schools.
- Book club will start in January.
- New Welcome Centre staff received SOGI pro-D.
- Parents want to see diverse days of significance recognized in district and/or school calendars; school admin can use info in newsletters; staff report that there will be a SharePoint site with info that includes diversity and inclusion calendar, with additional links to external calendars; possibly pro-D for meaningful use of calendars.

## **LIAISON TRUSTEE REPORT**

**Name of Committee/Organization:** Childcare Council of Vancouver (formerly Joint Childcare Council)

**Liaison Trustee:** Lois Chan-Pedley

**Date of Meeting:** January 16, 2024

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

- Had broad discussion on Terms of Reference and potential goals for the CCV in this term; next meeting will focus on specific goals.
- Emphasised that our different offices can line up priorities where we can and coordinate our advocacy for expansion of childcare in Vancouver.
- Considered adding VCH representation in the Council.

January 29, 2024

**TO:** Board of Education

**FROM:** Victoria Jung, Board Chair

**RE:** **2024-2025 Trustee Appointments to Committees and External Organizations and Agencies**

*Reference to  
Education Plan*

**GOAL:**

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

**OBJECTIVE(S):**

Ensuring the alignment among school, district, and provincial education plans.

## INTRODUCTION

[Policy 8 Board Committees](#) outlines the committees established by the Board to assist the Board in fulfilling its governance functions. Standing committee membership includes one trustee appointed as Chair, one trustee appointed as Vice Chair, two trustees appointed as members and two trustees appointed as alternate members.

In response to requests from external organizations or agencies, the Board gives consideration to naming representatives to various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the District and other organizations.

Trustee appointments are made by the Board on the recommendation of the Board Chair. Attachment A outlines the recommended 2024-2025 Trustee Appointments to Committees and External Organizations and Agencies. These appointments are effective until January 2025.

## RECOMMENDATION

*That the Board approve the 2024-2025 Trustee Appointments to Committees and External Organizations and Agencies.*

## 2024-2025 Trustee Appointments to Committees and External Organizations and Agencies

### VBE STANDING COMMITTEES

COMMITTEE	CHAIR	VICE-CHAIR	MEMBERS	ALTERNATES
POLICY AND GOVERNANCE COMMITTEE	Janet Fraser	Preeti Faridkot	Jennifer Reddy Christopher Richardson	Victoria Jung Joshua Zhang
FACILITIES PLANNING COMMITTEE	Victoria Jung	Joshua Zhang	Alfred Chien Suzie Mah	Lois Chan-Pedley Christopher Richardson
EDUCATION PLAN COMMITTEE	Lois Chan-Pedley	Christopher Richardson	Janet Fraser Jennifer Reddy	Preeti Faridkot Suzie Mah
FINANCE AND PERSONNEL COMMITTEE	Joshua Zhang	Alfred Chien	Preeti Faridkot Suzie Mah	Janet Fraser Victoria Jung

### VBE AUDIT COMMITTEE

COMMITTEE	CHAIR	VICE-CHAIR	MEMBERS	ALTERNATES
AUDIT COMMITTEE	Joshua Zhang	Janet Fraser	Lois Chan-Pedley Victoria Jung	Alfred Chien Jennifer Reddy

### REPRESENTATIVES TO INTERNAL ADMINISTRATIVE COMMITTEES

	Trustee	Alternate
Advocacy Committee	Suzie Mah (Chair) Christopher Richardson (Vice-Chair)	n/a
Diversity Advisory Committee	Preeti Faridkot	Lois Chan-Pedley
Indigenous Education Committee (IEC)	Janet Fraser	Preeti Faridkot
Special Education Advisory Committee	Christopher Richardson	Suzie Mah
Vancouver District Student Council	Mia Liu	n/a

*\*Trustee Chan-Pedley is the trustee liaison for the VDSC and the student trustee*

## REPRESENTATIVES TO EXTERNAL COMMITTEES, ORGANIZATIONS & AGENCIES

	Trustee	Alternate
BCSTA Provincial Council	Preeti Faridkot	Victoria Jung
BCPSEA	Suzie Mah	Janet Fraser
Britannia Community Services Board	Victoria Jung	Janet Fraser
BCSTA ELL Consortium	Jennifer Reddy	Lois Chan-Pedley
<b>Civic Committees:</b>	<b>Trustee</b>	<b>Alternate</b>
Joint Childcare Council	Lois Chan-Pedley	Janet Fraser
Vancouver Public Library Board	Victoria Jung	Preeti Faridkot
<b>City of Vancouver and VSB</b>	<b>Trustee</b>	<b>Alternate</b>
Elected Officials Group	Victoria Jung (Co-chair) Janet Fraser Joshua Zhang	Alfred Chien

January 29, 2024

ITEM 9.1.1

TO: Board of Education

FROM: Jennifer Reddy, Trustee

RE: **Notice of Motion: 2024-2025 Budget Timeline  
Board Meeting**

*Reference to  
Education Plan*

**GOAL:**

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

**OBJECTIVE(S):**

Encouraging students to reach beyond previous boundaries in knowledge and experience. Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

Increasing literacy, numeracy, and deep, critical, and creative thinking. Ensuring that students develop and can implement a plan for a successful transition upon completion of secondary school. Ensuring the alignment among school, district, and provincial education plans.

Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

## REFERENCE TO VSB POLICY

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

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

## PROPOSED MOTION

*That the 2024-2025 budget be voted on at a special board meeting scheduled for no earlier than May 13, 2024.*



## RATIONALE

Whereas:

1. The budget draft will only be made available in early April, Trustees need at least one Board Meeting to debate and discuss the budget;
2. Stakeholders have expressed concern about the compressed timeline and need for additional time to review the draft and divisional budgets;
3. Mid-May budget deliberations allow enough time to meet the post and fill requirements for teaching positions;
4. There has been no call by stakeholders or the public for a compressed timeline.

January 29, 2024

ITEM 9.1.2

TO: Board of Education

FROM: Jennifer Reddy, Trustee

RE: Notice of Motion: 2024-2025 Budget Timeline

Reference to  
Education Plan

**GOAL:**

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

**OBJECTIVE(S):**

Encouraging students to reach beyond previous boundaries in knowledge and experience. Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

Increasing literacy, numeracy, and deep, critical, and creative thinking. Ensuring that students develop and can implement a plan for a successful transition upon completion of secondary school. Ensuring the alignment among school, district, and provincial education plans.

Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

## REFERENCE TO VSB POLICY

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

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

## PROPOSED MOTION

That the 2024-2025 budget timeline includes an additional public meeting to receive submissions specifically from stakeholders.

## RATIONALE

Whereas:

1. Stakeholders have expressed concern about the compressed timeline and need for additional time to review the draft and divisional budgets;
2. Accountable and transparent stakeholder engagement is important to the board;
3. It is important that all stakeholders, the public and the elected board be given an opportunity to respond to the final draft budget prior to the Board passing a budget;
4. There has been no call by stakeholders or the public for a compressed timeline.

January 29, 2024

ITEM 9.1.3

TO: Board of Education

FROM: Jennifer Reddy, Trustee

RE: Notice of Motion: English Language Learners

*Reference to  
Education Plan*

**GOAL:**

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

**OBJECTIVE(S):**

Encouraging students to reach beyond previous boundaries in knowledge and experience. Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

Increasing literacy, numeracy, and deep, critical, and creative thinking. Ensuring that students develop and can implement a plan for a successful transition upon completion of secondary school. Ensuring the alignment among school, district, and provincial education plans.

Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

## REFERENCE TO VSB POLICY

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

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

## PROPOSED MOTION

*That staff provide a report detailing ELL students in the district including: total number of ELL students by grade and as a proportion of the total district student population, a breakdown of newcomer students' English levels on arrival, years in ELL support and services provided, and summary of key service needs and challenges.*

## RATIONALE

Whereas:

1. Trustee Reddy has been the Liaison between VSB and the ELL Consortium since 2018. The Consortium includes several school districts in the lower mainland and this Consortium leads information-sharing and advocacy among districts to the province and federal governments regarding newcomer students and their settlement process.
2. The ELL Consortium has discussed the growing number of newcomer students in school districts across the lower mainland accounting for almost 50% of total school population in some instances.
3. The ELL Consortium has discussed the need for all Trustees in school districts to be made aware of the number of ELL students K-12 and adult education, their ELL levels upon arrival, years in ELL support and services provided, along with an overview of the key service needs and challenges.

January 29, 2024

ITEM 9.4

**TO:** Board of Education

**FROM:** Preeti Faridkot, Trustee

**RE:** Notice of Motion –Funding for Instruments for Elementary Music Programs

*Reference to  
Education Plan*

<b>GOAL:</b>	The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...
<b>OBJECTIVE(S):</b>	Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
<b>GOAL:</b>	The Vancouver School Board will increase equity by ...
<b>OBJECTIVE(S):</b>	Eliminating racism and discrimination in all forms.

## REFERENCE TO VSB POLICY

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

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

## PROPOSED MOTION

*That the Board prioritize, in the 2024-2025 Budget, the allocation of available funding for the purchase of musical instruments for elementary schools to support the maintenance and replacement of existing instruments and the expansion of instrument inventories to accommodate a wider range of musical interests and pursuits for students.*

## RATIONALE

Music education has been proven to enhance cognitive development, creativity, and academic achievement among students; access to a variety of musical instruments is crucial for providing a comprehensive and effective music education. There is a need to ensure that our schools are adequately equipped with a diverse range of instruments to support the development and growth of music programs.

I request that the district staff work in collaboration with school staff, including music educators and administrators, to determine the specific needs and priorities for instrument acquisition. Also, that the budget allocation will be transparently communicated to all schools within the district, and the utilization of funds will be subject to periodic review and reporting.

# Vancouver School District Open Board Meeting

January 29, 2024

1



## LAND ACKNOWLEDGEMENT

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).



x<sup>w</sup>məθk<sup>w</sup>əyəm  
(Musqueam)



Skwxwú7mesh Úxwumixw  
(Squamish Nation)



səlilwətał  
(Tsleil-Waututh Nation)

2

## Live-streamed

The meeting is currently being broadcasted live, and both the audio and video recordings will be accessible to the public for viewing even after the meeting ends.

Footage from this meeting may be viewed from Canada or anywhere else in the world.

3

## Meeting Decorum

The Board has a strong commitment to ethical conduct. It is our collective responsibility to ensure that our 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.

4



# Introductions

Introduction of Trustees and Staff

5

## ITEM 2.0 ADOPTION OF MINUTES

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6

## 2.1 Meeting of November 27, 2023

*That the minutes of the November 27, 2023 meeting be adopted.*

7

## 2.3 Public Delegation Meeting of January 22, 2024

*That the minutes of the January 22, 2024 meeting be adopted.*

8

## ITEM 3.0 SUPERINTENDENT'S HIGHLIGHTS

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## SUPERINTENDENT HIGHLIGHTS

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January 29, 2024

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## SUPERINTENDENT'S TRIBUTE



**Vancouver Firefighters Charities  
Snacks for Kids**

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## SUPERINTENDENT'S TRIBUTE



**Ben Yee  
VSB Operations – Training Supervisor**

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# VSB Land Acknowledgment

*With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).*

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## Learning throughout the District

14

## Trustee Drum Workshop.



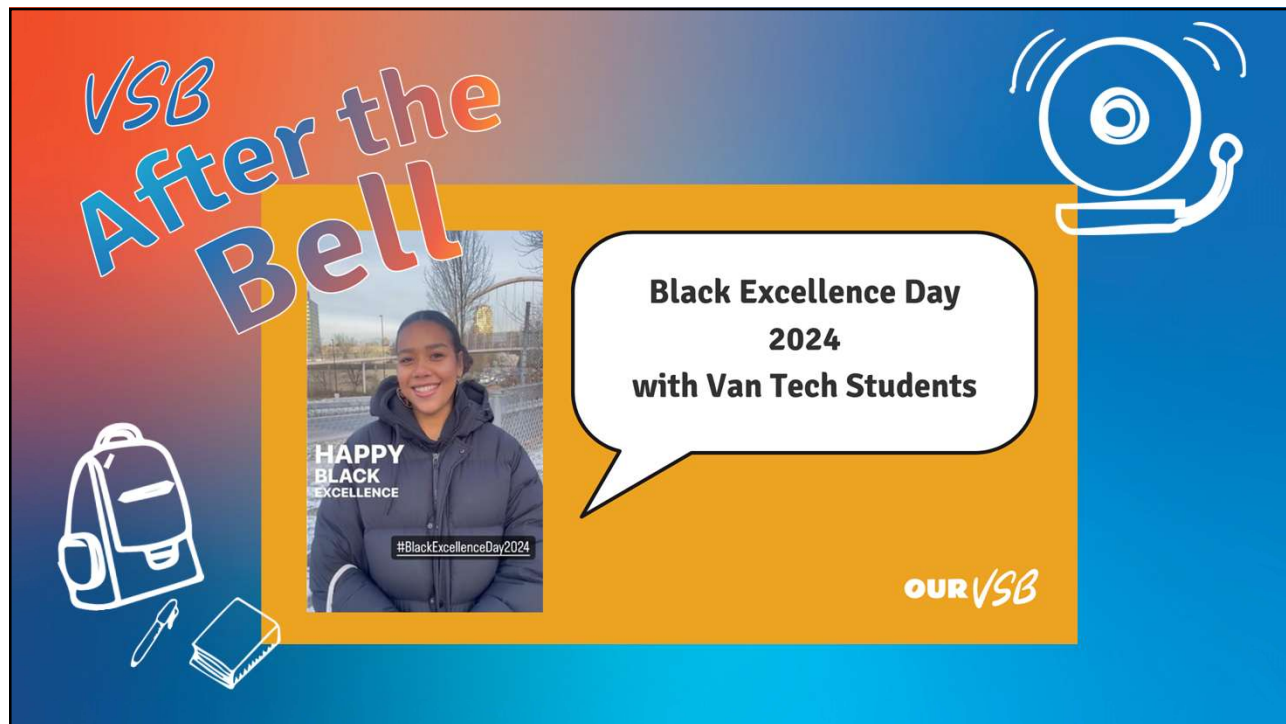
15

## School Highlights.



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# ITEM 4.0 STUDENT TRUSTEE REPORT

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# ITEM 5.0 COMMITTEE REPORTS

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## 5.1.1 Education Plan Committee Report

*That the report of the January 17, 2024 meeting be received*

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### 5.1.2.1 Matters Arising Board/Authority Authorized (BAA) Courses

*That the Board approve the following BAA courses:*

- *Applications of Artificial Intelligence (AI) 12*
- *Music Theory 11*
- *Queer and Trans History of BC 12*

22

## **5.1.2.2 Matters Arising 2024-2025 District Calendar Amendment**

*That the Board approve the amended 2024-2025  
Vancouver School District Calendar*

23

## **5.2.1 Finance and Personnel Committee Report**

*That the report of the January 17, 2024 meeting  
be received*

24

### **9.1.1 Notice of Motion: 2024-2025 Budget Timeline Board Meeting**

*That the 2024-2025 budget be voted on at a special board meeting scheduled for no earlier than May 13, 2024.*

25

### **9.1.2 Notice of Motion: 2024-2025 Budget Timeline**

*That the 2024-2025 budget timeline includes an additional public meeting to receive submissions specifically from stakeholders.*

26

## Notice of Motion: 2024-2025 Budget Timeline

*That there be an additional Public Delegation Meeting added to the Financial Planning Timeline on April 23<sup>rd</sup> and that the date for the closing of the Public Engagement Period be amended to April 23<sup>rd</sup>*

27

### 5.2.2.1 Matters Arising 2024-2025 Financial Planning Process

*That the Board approve the 2024-2025 Financial Planning Process*

28

# **ITEM 6.0**

## **REPORT ON PRIVATE SESSION**

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29

# **ITEM 7.0**

## **REPORTS FROM TRUSTEE REPRESENTATIVES**

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30

# ITEM 8.0 NEW BUSINESS

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31

## 8.1 Trustee Appointments to Committees and External Organizations and Agencies

*That the Board approve the 2024-2025 Trustee Appointments to  
Committees, External Organizations and Agencies.*

32

# ITEM 9.0

## NOTICES OF MOTION

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### 9.1.3 Notice of Motion: English Language Learners

*That staff provide a report detailing ELL students in the district including: total number of ELL students by grade and as a proportion of the total district student population, a breakdown of newcomer students' English levels on arrival, years in ELL support and services provided, and summary of key service needs and challenges.*

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## 9.1.3 Notice of Motion: English Language Learners

*That staff provide a report detailing ELL students in the district including: total number of ELL students by grade and as a proportion of the total district student population, ~~a breakdown of newcomer students' English levels on arrival,~~ years in ELL support and services provided, and summary of key service needs and challenges.*

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## 9.1.3 Notice of Motion: English Language Learners

*That staff provide a report detailing ELL students in the district including: total number of ELL students by grade and as a proportion of the total district student population, years in ELL support and services provided, and summary of key service needs and challenges.*

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# RECESS UNTIL 8:45PM

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## 9.2 Notice of Motion: Funding for Instruments for Elementary Music Programs

*That the Board prioritize, in the 2024-2025 Budget, the allocation of available funding for the purchase of musical instruments for elementary schools to support the maintenance and replacement of existing instruments and the expansion of instrument inventories to accommodate a wider range of musical interests and pursuits for students.*

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## 9.2 Notice of Motion: Funding for Instruments for Elementary Music Programs

*Refer the following motion to the April 10 Finance and Personnel Committee meeting: "That the Board prioritize, in the 2024-2025 Budget, the allocation of available funding for the purchase of musical instruments for elementary schools to support the maintenance and replacement of existing instruments and the expansion of instrument inventories to accommodate a wider range of musical interests and pursuits for students."*

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## 9.2 Notice of Motion: Funding for Instruments for Elementary Music Programs

*Refer the following motion to the April 10 Finance and Personnel Committee meeting and the March 13 Education Plan Committee meeting: "That the Board prioritize, in the 2024-2025 Budget, the allocation of available funding for the purchase of musical instruments for elementary schools to support the maintenance and replacement of existing instruments and the expansion of instrument inventories to accommodate a wider range of musical interests and pursuits for students."*

40

## 9.2 Notice of Motion: Funding for Instruments for Elementary Music Programs

*Refer the following motion to the April 10 Finance and Personnel Committee meeting : "That the Board prioritize, in the 2024-2025 Budget, the allocation of available funding for the purchase of musical instruments for elementary schools to support the maintenance and replacement of existing instruments and the expansion of instrument inventories to accommodate a wider range of musical interests and pursuits for students."*

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## 9.3 Notice of Motion from Trustee Faridkot: Motion for 2024 BCSTA AGM

*That the BCSTA request that the Ministry of Education and Child Care determine a Diversity, Equity and Inclusion baseline for K-12 workforce and develop a plan to ensure that our future K-12 workforce reflects the diversity of students that we serve.*

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## 9.4 Notice of Motion from Trustee Jung: Motion for 2024 BCSTA AGM

*That the Board approve the following motion to be submitted to the 2024 BCSTA AGM:*

*“That the BCSTA advocate with the Ministry of Education and Child Care and other relevant provincial ministries to eliminate barriers to entry and future employment opportunities for Early Childhood Educators (ECEs) and Education Assistants by expanding career training opportunities and financial assistance for Early Childhood Educators (ECEs) and Education Assistants.”*

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## ITEM 10.0 PUBLIC QUESTION PERIOD

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# ITEM 11.0 ADJOURNMENT

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45

# THANK YOU FOR YOUR TIME

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