

NOTICE OF MEETING

FINANCE COMMITTEE

Secretary Treasurer's Office
Wednesday, April 12, 2023
Public viewing via live broadcast

Joshua Zhang
Alfred Chien
Janet Fraser
Suzie Mah

Helen McGregor, Superintendent of Schools
J. David Green, Secretary-Treasurer

Notice of Meeting

A Meeting of the **Finance Committee** will be held in room 180 of the VSB Education Centre (1580 West Broadway, Vancouver BC) **for participating trustees, staff, and stakeholder representatives** on **Wednesday, April 12, 2023** at **5:00pm**. The meeting will be live broadcast for the public.

Trustees:	Lois Chan-Pedley (Alternate) Preeti Faridkot Victoria Jung	Jennifer Reddy Christopher Richardson
Student Trustee:	Mia Liu	
Other Senior Management Staff attending:	Shehzad Somji	
Reps:	Terry Stanway, VSTA Sam Couture, VEAES Stephen Leung, VEPVPA Skye Richards, DPAC Warren Williams, CUPE 15 Brent Boyd, CUPE 407 Neil Munro, Trades Tim De Vivo, IUOE Kai Nishimura, VDSC	Alt. Vanessa Lefebvre, VEAES (Alt.) David Bach, VASSA (Alt.) Birgitte Biorn, VEPVPA (Alt.) Vik Khanna, DPAC (Alt. 1) Ian Rowe, DPAC (Alt. 2) Tyson Shmyr, PASA (Alt.) Marisa Dikeakos, CUPE 15 (Alt.) Charleen Ann Derzak, CUPE 407 Justin Chapman, Trades (Alt.) Tim Chester, IUOE (Alt.)
Other Staff:	Helen Yee Will Hsu Patricia MacNeil Jiana Chow	

FINANCE COMMITTEE

MEETING AGENDA (REVISED)

Wednesday, April 12, 2023 at 5:00pm
Room 180, VSB Education Centre

We are unlearning and relearning on the traditional and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səlilwətał (Tsleil-Waututh) Nations. The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee, it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/representatives request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members/representatives refrain from personal inflammatory/accusatory language/action;
- v. Committee members, trustees, representatives and /staff present themselves in a professional and courteous manner.

Please see reverse for the Purpose/Function and Power and Duties of this Committee.

1. Items for Approval

None

Presenters

2. Discussion Items

None

3. Information Items

- | | | |
|-------|--|---|
| 3.1 | Budget Development Engagement Survey | Patricia MacNeil, Director of Communications
Jiana Chow, Communications Manager |
| 3.2 | Draft 2023-2024 Annual Budget Update | J. David Green, Secretary-Treasurer/CFO
Shehzad Somji, Assistant Secretary-Treasurer |
| 3.2.1 | Accumulated Operating Surplus | J. David Green, Secretary-Treasurer/CFO |
| 3.3 | Student and Family Affordability Fund Update | Shehzad Somji, Assistant Secretary-Treasurer |

4. Information Item Requests

Committee members may request by email to the Chair of the committee follow-up information on previously discussed items and/or suggest possible topics for future committee meetings agendas. All requests for future agenda items will be considered by the Chair and Vice Chair at their weekly Agenda Setting meeting.

Date and Time of Next Meeting

Wednesday, May 17, 2023 at 6:30pm

Finance Committee

5.1 Purpose/Function:

5.1.1 To assist the Board in being fiscally responsible.

5.2 Powers and Duties:

5.2.1 Annually make recommendations to the Board regarding its submission to the Select Standing Committee on Finance and Government Services.

5.2.2 Provide input regarding the budget development process.

5.2.3 Review Budget assumptions and budget priorities that provide a framework for the preparation of the annual District budget and to be approved by the Board of Education in conjunction with senior administration.

5.2.4 Make recommendations regarding school fees.

5.2.5 By reviewing quarterly financial reports make recommendations for increasing value for money including: reducing costs, increasing revenue, eliminating or reducing resource allocations where commensurate results are not being achieved, disposal of assets, and increasing benefits without increasing costs.

5.2.6 Make recommendations re the appointment of the District Banker and review banking services at least every three years.

5.2.7 Fiscal Matters Referred to the Committee by the Board:

5.2.7.1 Review matters referred and make recommendations as requested.

April 12, 2023

ITEM 3.1

TO: Finance Committee

FROM: Patricia MacNeil, Director of Communications
Jiana Chow, Communications Manager

RE: Budget Development Engagement Summary

Reference to **GOAL:** *The Vancouver School Board will increase equity by:*

Education Plan: **OBJECTIVE:** *Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.*

INTRODUCTION

2023-2024 Budget Engagement

Each year, District staff engage with formal stakeholder groups and the broader community as part of the annual budget development process. The attached report provides a summary of feedback and input received during the engagement initiative.

BACKGROUND

The Vancouver School Board's budget development is guided by the [Education Plan, Framework for Enhanced Student Learning](#) (FESL) and the Board's [motion](#) to address the structural deficit. The budget development process provides several and varied opportunities for input about the annual budget's development. The attached report summarizes feedback input from the District's formal stakeholder groups and members of the public gathered between February and March 2023 about the 2023-2024 budget. Additional opportunities for feedback and input remain in April during Committee-of-the-Whole meetings and via written submissions to the Board.

Stakeholder Engagement

Two workshops were held with representative of the District's formal stakeholder groups. The first took place on February 1, 2023 and the second on March 8, 2023. Trustees were invited to observe the workshop sessions. Two trustees attended the first session and one attended the second workshop.

Broader Community Engagement

An online survey was open to the broader Vancouver public from February 27 to March 3, 2023. The survey was promoted through the District's owned channels (emails to all families of students, website information, posts to the District's social media channels and internal digital platforms). Approximately 3,500 participants took part, which is the highest participation of the last five years. Based on self-

identification, most participants were family members of students enrolled in VSB schools, predominantly of elementary-aged students. This is consistent with participation in the annual budget survey done in previous years. In addition to seeking feedback about three theme areas (Programs and Services Supporting Students, Staffing to Meet Students' Needs and Use of District Facilities) participants were also invited to share additional budget suggestions and comments via an open-ended text submission.

ANALYSIS

Feedback and input by stakeholder representatives received during the workshops noted that the potential budget measures put forth by District staff were interrelated and interdependent. There was an expressed opinion that priority should be given to supporting school-based staff to best serve students.

With respect to maximizing facility use, revenue generation and staffing, representatives stated that facilities remain for District and/or wider community use, through development of multi-use options (inclusive of things like child care, community group/non-profit programs, commercial and other tenants).

When discussing the potential relocation of programs or divisions to maximize space use across the District, they advised that the needs of students be fully considered; they noted that there are students whose learning and personal needs may be better served by smaller schools or learning spaces.

There was also some support indicated for reorganizing staff work locations and/or programs and services for students.

Additionally, several stakeholder representatives indicated they would like the Board to advocate for more funding from the provincial government.

Based on responses by survey participants, there was general support for each of the three theme areas presented in the online survey.

- All participants responded to the first theme, Programs and Services Supporting Students, with about 75 per cent indicating a level support.
- Approximately 92 per cent of participants responded to the second theme, Staffing to Meet Students' Needs. Of those respondents, about 75 per cent indicated a level of support.
- Of the 89 per cent of participants who responded to the third theme, Use of District Facilities, about 78 per cent indicated they were supportive of the types of measures within this theme area.

RECOMMENDATIONS

This report is provided for information.

Attachment: Budget Development 2023-2024 Engagement Summary Report

April 6, 2023

BUDGET DEVELOPMENT 2023-2024 Engagement Summary Report



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Overview

The Vancouver School Board’s budget development is guided by the [Education Plan](#), [Framework for Enhanced Student Learning](#) (FESL) and the Board’s [motion](#) to address the structural deficit. The budget development process provides several and varied opportunities for input about the annual budget’s development. The report summarizes feedback input from the District’s formal stakeholder groups¹ and members of the public gathered between February and March 2023 about the 2023-2024 budget. Additional opportunities for feedback and input remain in April during Committee-of-the-Whole meetings and via written submissions to the Board.

Engagement Goals and Activities

The District is committed to open, clear and transparent engagement as guided by the District’s [Administrative Procedure 106: District Public Engagement](#). Best practices acknowledge that the engagement activities can and should be fluid to reflect meaningful engagement opportunities for various audiences. As such, engagement goals for the 2023-2024 budget development moved between the “inform”, “consult” and “involve” levels of the International Association of Public Participation (IAP2) spectrum.

Engagement Audience	Engagement Method	Engagement Activities/Materials (Engagement Goal)
Stakeholder Group Representatives	Workshop, February 1, 2023	<ul style="list-style-type: none">- Discussion guide (Inform)- Staff presentation (Inform)- Dotmocracy exercise (Consult)- Group discussion (Consult + Involve)- Post-session survey (Involve)
	Workshop, March 9, 2023	<ul style="list-style-type: none">- Discussion guide (Inform)- Staff presentation (Inform)- Group discussion (Consult)
Broader Public Engagement	Online survey, February 27 – March 3	<ul style="list-style-type: none">- Budget Survey (Inform and Consult)

District staff held two facilitated workshops to seek feedback and request input/additional ideas and priorities from stakeholder representatives. The annual online budget survey for the broader public was informed by the first of these sessions. The budget sought feedback from students, their families, staff and the broader Vancouver public about potential budget measures. To encourage participation, a link to the survey with general information was provided to all students’ families. The survey was also promoted on the District’s website, social media channels and staff intranet.

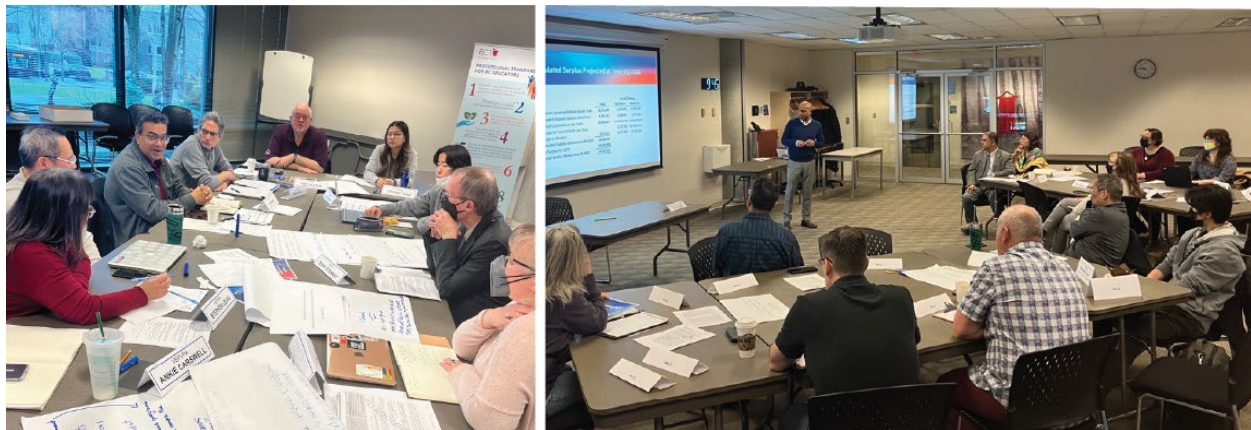
¹ Union groups, professional associations, Vancouver District Parents Advisory Council and Vancouver District Student Council

Summary of Feedback and Input

Feedback and Input by Formal Stakeholder Groups

Each year, as part of the budget development process, District staff and representatives of the District's formal stakeholder groups meet to discuss budget priorities. With a new Education Plan fully approved by the Board last school year and a Board motion adopted in October 2022 directing staff to bring forward strategies to address the structural deficit, these meetings were reformatted to facilitate collective participation by stakeholder group representatives.

District staff began the early development of priority action items for consideration within the annual budget development and sought early involvement of stakeholder representatives. The initial ideas/potential measures developed by staff align with the Board motion pertaining to the structural deficit and provincial government policy directions requiring school districts to develop multi-year financial plans based on strategic plans and goals of the FESL plan. As such, District staff determined it was vital to seek stakeholder feedback and invited them to add their input via other ideas/measures for consideration.



Two workshop sessions were held to provide an opportunity for collaboration and discussion amongst representatives of stakeholder groups, bringing in different perspectives that may not have been included in the previous individual meetings (format of prior years' stakeholder engagement). Based on discussions and feedback, stakeholder representatives expressed appreciation for the group format and that they valued the sessions as well as being included early in the budget development process. There was indication that similar engagement formats, earlier and often, would be welcomed for future budget development processes.

See [Appendix A](#) and [B](#) for a summary of each session.

While feedback and input received during the workshops noted that the possible budget measures were interrelated and interdependent, the following themes emerged from the two sessions.

Staffing to Serve Students

There was an expressed opinion that priority should be given to supporting school-based staff. Stakeholder representatives strongly advised that more support and funding be directed to frontline staff versus administration and management personnel. During the sessions, it was noted that VSB maintains a high ratio of non-enrolling staff than the District is funded for under provincial grants. Some

stakeholder representatives noted that non-enrolling staff provide vital support to students and therefore, should be retained as is at a minimum. While some representatives noted that centralizing some staff to schools to support students may be beneficial, they also advised that this could have unintended impacts such as professionalization or managerialism within the school system. Stakeholder representatives discussed the priority to improve students' accessibility to specialist educators and other support staff (especially school counsellors at the secondary level). Stakeholder representatives discussed the need for and how to create better/more equitable access to programs and courses for secondary students, including offering programs in different locations throughout the year. Adding to this input, during the second session, the idea of leveraging technology to offer more accessibility to off-site programs for students was briefly also suggested. Stakeholder representatives noted that the Vancouver Learning Network (VLN) which now a provincial online school that enables expanded enrolment beyond VSB, may provide greater revenue generation and benefit Vancouver students through more program offerings. Based on group discussions, stakeholder representatives also advised that expanding adult education opportunities is a worthwhile pursuit, educationally as well as possible additional revenue generation.

Maximization/Optimization Use of Facilities

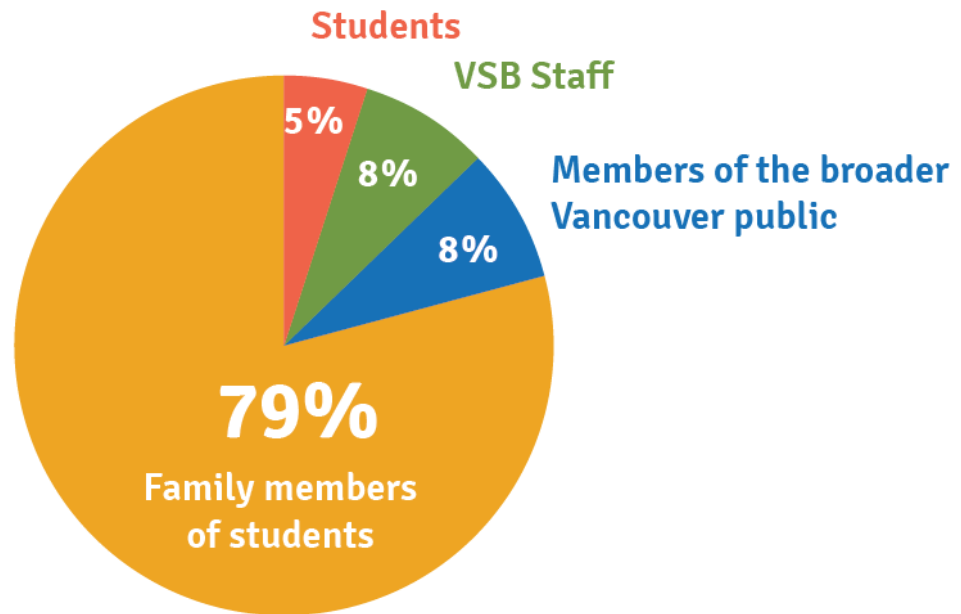
While closure of non-enrolling/empty schools was seen as a possible prudent avenue to pursue, stakeholder representatives encouraged that these facilities remain for District and/or wider community use, through development of multi-use options (inclusive of things like child care, community group/non-profit programs, commercial and other tenants). During the workshops stakeholder representatives noted multi-use community hubs such as at Strathcona and Britannia where there are community centres, libraries and potentially housing. Furthermore, they advise that the Board retain ownership and consider revenue generation through leasing agreements. Additionally, stakeholder representatives suggested the need for complete audits regarding space as well as programs to ensure services to students are robust and responsive to students' needs, and that decisions are based upon a site's physical circumstances/space rather than details from reports with formulas/ratios, etc. It is important to note that stakeholder representatives did not wish to see facilities commodified and they cautioned that there are students whose learning and personal needs may be better served by smaller schools or learning spaces that typically have lower student enrolment.

Several stakeholder representatives indicated a desire that the Board advocate for more funding for education with the provincial government. They noted the value of the public education system, the hard work of their members and the importance to adequately fund the system as a key societal priority.

Public Engagement Feedback

Each year, the District seeks the public's feedback. Part of the annual budget development process via an online survey. Participation in the survey is voluntary and all responses are kept anonymous while being combined with the responses of other survey participants.

This year, the budget survey was available online between February 27 and March 3. Approximately 3,500 participants took part – which is the highest participation of the last five years. Based on self-identification, most participants were family members of students enrolled in VSB schools, predominantly of the elementary-aged students. This is consistent with participation in previous years.



OUR VSB

2023-2024 Budget Development Survey

Introduction

Each year, the Vancouver School Board (VSB) adopts a budget for the upcoming school year. The annual budget must be balanced and adopted by the Board at a public meeting.

Feedback from rightsholders, members of school communities and the broader Vancouver public is helpful to the Board as it makes its budget decisions. Please share your feedback about some key areas for consideration in the budget for next year.

Anonymity

Your participation in this survey is completely voluntary. Your answers will be kept anonymous and confidential. The responses you provide will be combined with the responses of other survey participants and individual responses will not be identified.

Please do not include personal identifiable information, such as your name, email address, phone number, address, etc. in the comments. Please be respectful in the comments you provide – offensive comments will be omitted.

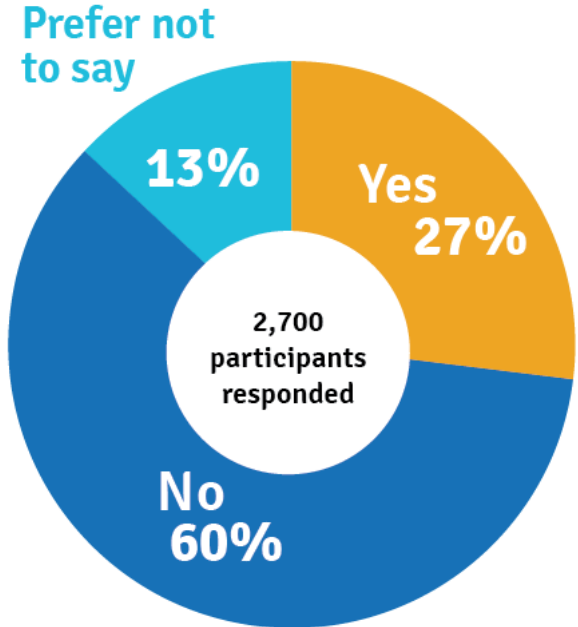
The online survey sought feedback about the following theme areas: **Programs and Services Supporting Students, Staffing to Meet Students’ Needs and Use of District Facilities**. Prior to indicating their level of support (via a three-point scale) for each theme area, participants were provided with background information about VSB, as well as an overview of the budget development process, the Education Plan, the District’s FESL plan and the Board motion to address the structural deficit.

Hearing from many diverse voices is a priority for District staff and the Board. Working to remove barriers, dismantle systemic discrimination and create equitable, inclusive and welcoming learning and

work environments is fundamental to VSB. To help achieve this and to consistently improve, survey participants are invited to provide some demographic information about themselves. This information is voluntary and kept anonymous.

More than 2,700 participants responded to the question:

Have you or your child/ren faced barriers as a special education learner, person of physical or other disability, English language learner, new immigrant, or as a member of the Indigenous, Black, persons of colour, 2SLGBTQIA+, or other equity deserving community?



Based on responses by participants, general support was indicated for each of the three theme areas. It is important to note that each theme had a decreasing number of responses by participants.

- All participants responded to the first theme, **Programs and Services Supporting Students**, with about 75 per cent indicating a level support.
- Approximately 92 per cent of participants responded to the second theme, **Staffing to Meet Students' Needs**. Of those respondents, about 75 per cent indicated a level of support.
- Of the 89 per cent of participants who responded to the third theme, **Use of District Facilities**, about 78 per cent indicated they were supportive of the types of measures within this theme area.

See [Appendix C](#) for a breakdown of response via theme.

Via an optional open-ended comment box, participants were also invited to share other priorities for consideration in the 2023-2024 budget or provide additional comments. Based on a review of more than 900 comments provided, there is a general sentiment that if funding constraints are necessary such reductions should be in areas not directly impacting students in schools. Additionally, the following themes emerged from submitted comments.

Programs and Support for Students

Many participants commented about program offerings and supports to students. Some participants urged more supports for students' mental health and wellness as well as additional programs for students with special education designations as well as accelerated learning opportunities and choice programs. There was also a call for more music and art programs as well as more support for athletics and field trips. While to a lesser degree, some participants also advocated for a greater focus be placed on academics rather than social-emotional and inclusivity initiatives.

Staffing

Many participants indicated attention to staffing should be a priority. Suggestions included providing more funding to increase school-based staff levels, particularly school counsellors, SSAs and teachers (most notably teachers-teaching-on-call). Several participants suggested the District pursue more comprehensive evaluation of staff performance as well as pursuing possible contracting options. To a lesser degree, comments submitted suggested increasing salaries for staff as a strategy to improve both retention as well as staff work-attendance. Additionally, several participants suggested reducing school administration and District management staffing levels. Furthermore, some participants echoed support for relocating centralized staff to schools.

Efficient Facilities, Equipment and Processes

There were several comments provided about facilities, including some comments urging measures to increase seismic projects and funding to improve school facilities, including washrooms. Participant comments also suggested the lease/rental of school facilities to outside agencies – especially those offering compatible programs such as child care services. While a few comments provided were supportive of consolidating schools with low enrolment or closing annexes where possible, there were also comments about the need to retain ownership of property. Also, regarding school-owned property, some participants urged the selling or development of the Kingsgate Mall property and other (non-specified) real estate assets. Additional comments noted that staff equipment (i.e., computers and other devices) should be examined and that they felt there is a need for general efficiencies including limiting printing and change purchasing practices to get better value for money.

Revenue Generation and Fiscal Management

While to a lesser extent, some comments provided by participants urged greater advocacy with the provincial government to increase funding allocations to the District. Of these, some comments included advocacy efforts to redirect funding provided by the government to private schools to the public system. Other comments submitted suggested VSB seek other revenue sources such as increasing taxes, adding fees and increasing tuition rates for international students. Some participants also commented that the District should revise its processes for projecting enrolment, the impact of inflation and general cost increases.

Other comments provided were general in nature and included personal experiences, opinions and complaints of varied matters. There was also an expressed desire that future surveys present more information about trade-offs and benefits of budget proposals so participants can provide more thorough and informed feedback.

Conclusion

Participation in the engagement activities as part of the annual budget development process continues to grow. While varying formats, questions and budget proposals have been presented in the last several years, there are some common takeaways each year. Stakeholder representatives, school community members and the broader public place high value on school-based staff and the supports they provide to students' learning and well-being as well as ensuring school facilities' upkeep be a priority.

Advocating for additional funding from the provincial government is also commonly raised each year. Furthermore, detailed costing of budget proposals (funding sources, savings, impacts/outcomes, etc.) is also a consistent request from stakeholder representatives, school community members and the broader public.

Appendix A –Budget Engagement Summary Report (Stakeholders) – Part 1

Overview

Each year, as part of the budget development process, District staff and stakeholder representatives meet to discuss budget priorities. With a new Education Plan fully approved by the Board last school year and a Board motion adopted in October 2022 directing staff to bring forward strategies to address the structural deficit, these meetings were reformatted to facilitate collective participation by stakeholder group representatives.

District staff began the early development of priority action items for consideration within the annual budget development and sought early involvement of stakeholder representatives. The initial ideas/measures developed by staff directly align with the Board motion pertaining to the structural deficit and provincial government policy directions requiring school districts to develop multi-year financial plans based on strategic plans and goals of their Framework to Enhance Student Learning (FESL) plans. As such, District staff determined it was vital to seek stakeholder feedback and invite them to add their input via other ideas/measures for consideration.

Engagement Methodology

This engagement rests at the level of *involve* on the International Association of Public Participation (IAP2) spectrum and, thus far, involved:

- A discussion guide was developed to inform and support stakeholder participation and contribution. The guide was distributed to participants several days ahead of the scheduled engagement session.
- A presentation providing an overview of the budget development process, detailing the challenge of a structural deficit for a school district, and possible measures to begin addressing that challenge as directed by the Board.
- A facilitated workshop to begin collection of feedback and seek input about other ideas to achieve outcomes required in the budget development process.
 - The workshop included a grounding exercise during which participants reflected on what aspects of the Education Plan resonated with them and the importance it has on their members
 - To begin to assess support of potential measures developed by staff and to encourage other possible actions, a dotmocracy exercise was planned
 - Small group discussions were then held to further explore and assess potential budget considerations. Participants were asked to focus their discussions in relation to how the system might advance the goals of the Education Plan and the FESL and/or contribute to addressing the structural deficit strategies.

There was participation by the majority of stakeholder groups with the exception of, and regrets, from Trades and Vancouver Association of Secondary School Administrators (VASSA).²

² All materials including this report, continue to be shared with the executives of these groups as will details about future meetings and support materials.

While formal engagement sessions are a vital and key element in the annual budget development process, other avenues through which stakeholder groups can share their aspirations and priorities also remain available, including direct submissions to the Board via writing and/or presentations at Committee-of-Whole meetings as well as at Finance Committee meetings.

Summary of Feedback and Input

Stakeholder representatives expressed appreciation for the opportunity to contribute their feedback and input early in the budget development process. They also indicated they value group discussions and cross-sectional sharing of viewpoints. This sentiment was further echoed by expressions to have more such opportunities, as well as sufficient time scheduled to enable thorough exploration of potential measures and brainstorm new/other ideas.

While participants expressed appreciation to gather together and for early involvement, there was hesitancy by a few representatives to participate in a dotmocracy exercise. Some felt participation would be used to simply rank priorities as presented and therefore not fully convey their perspectives to the Board. Additionally, there was hesitancy to participate as the representatives did not feel they could adequately reflect their membership's assessments of initial possibilities nor what they would like to see their representatives contribute. Following explanation and discussions, most participants took part and contributed in the dotmocracy activity, where and how they felt appropriate to do so. Participants reviewed the possible measures requiring support within the upcoming budget and potential budget reduction strategies, placed dots to indicate those with potential merit as well as added commentary to initial possibilities. While participants were invited and encouraged to add new measures, most comments were considerations and/or objections (less frequent) to proposed measures and comments rebutting/adding to others noted by participants.

The attendees then participated in smaller group discussions. This activity provided an opportunity for more in-depth conversations and considerations. Based on comments, participants deeply valued this activity and expressed a preference for this format for their continued participation. Some remarked that this enabled a greater exchange of ideas and discussion of various view points in a collaborative manner. Others indicated they favoured it as it allowed for greater brainstorming of opportunities to inform the eventual budget and decisions about the District's operations.

Two small groups were formed for these breakout discussions. There was cross-sectional representation at each smaller group (i.e., stakeholders of educators' groups and support groups). Additionally, and more importantly, each smaller group included student representation and their contributions were actively welcomed and supported.

Key Takeaways

Based on the participation in the activities, two primary themes emerged:

1. Maximization/Optimization Use of Facilities
2. Examination of Staffing to Serve Students

Maximization/Optimization Use of Facilities

While participants questioned the notion that there is excess/available space in a variety of school/learning environments, there was general support to ensure all facilities are used to maximize services and supports for students. With respect to moving classes and programs into available space, where possible and in alignment with recommendations of the preferred school size working group, there was caution raised to be mindful of students' particular needs as well as the location/ease of access for students. While closure of non-enrolling/empty space was seen as a possible prudent avenue to pursue, stakeholders encouraged consideration that these facilities remain for District and/or wider community use, through development of multi-use options (inclusive of things like child care, community group/non-profit programs, commercial and other tenants). Child care was often raised by stakeholders, including the idea of co-locating services in small school/annex sites where space permits. Lease and rental of available space was also something stakeholders generally saw as a worthy pursuit, included for services and operations that are compatible with a school environment such as non-District/school programs, wellness supports and others.

Additionally, stakeholders advised the need for complete audits regarding space as well as programs to ensure services to students are robust and responsive to students' needs, and that decisions are based upon a site's physical circumstances/space rather than details from reports with formulas/ratios, etc. It is important to note that stakeholders did not wish to see facilities commodified and they cautioned that there are students whose learning and personal needs may be better served by smaller schools or learning spaces with low enrolment. Stakeholders indicated that bigger is not better for everyone and the varied needs of students should be prioritized.

Finally, and somewhat related to the second theme below, stakeholder representatives noted that relocation of District-based staff warranted further consideration and possible pursuit. In addition to consolidating District-based staff currently located outside of the Education Centre to a central location such as the soon to be empty original Eric Hamber Secondary School site (when the seismic replacement school is complete), stakeholder representatives suggested that other school sites could also be used to house District-based staff. They suggested staff based in the Education Centre be relocated to schools where offices could be accommodated for space utilization as well as strengthening relationships with school communities.

Staffing to Serve Students

There was consensus expressed that staffing decisions be centered on ensuring services to students. While through the dotmocracy activity participants expressed divergent views about how best to meet the needs of students, through the discussion groups, they agreed that staffing levels must be considered as well as that of locations. Staff assignments should all drive to service and support students learning and well-being. This was particularly true when considering the work location of staff who have offices outside of school settings but work within school settings (particularly those who support multiple school sites). The location and availability of counsellors was frequently discussed by several stakeholder representatives, including student participants. Student access to staff (counsellors and others) was discussed in relation to program locations as well, and stakeholders raised that qualified staff be available for their specific discipline/role (i.e., counsellors, specialized teachers such as senior sciences/languages, etc.). The participants also felt that staff should be conveniently located and that close access to students was a priority for student well-being and academic success. Secondary

programs with staff located in areas easily accessible by students was also discussed by attendees, particularly for students who wish/need to take a course at another location. In some circumstances, these programs are prohibitive to access by students in one area of the city as the only other option for a program/course is at another school located far away. The Histories of African Descent course was one such example raised while others noted sciences, etc. While the need for innovation and careful coordination was raised in light of the challenge of having qualified staff to run programs, discussions indicated stakeholder representatives feel it is vital that staffing is sufficient for program operation and replacement of staff (who are absent due to illness, leaves, retirements, new assignments, etc.) should be a priority as without such, service levels to students are diminished.

Generally, there is shared commonality by stakeholder representatives of deeply valuing staff contributions. However, there was divergence expressed regarding the level of staffing (via type) depending on stakeholders' particular membership groups. Yet, consensus was evident that the health and well-being of staff positively contributes to that of students and their outcomes. For those reasons, there was expressed support for staff providing direct support and services to students (versus toolkits and other resources) as well as for support of staff health and well-being.

Conclusion

Amongst stakeholders, their questions raised concerns about the validity of details for consideration in the budget development. These included, "Does a structural deficit exist?" "Are enrolment projections accurate and if they are off, does that mean there is no structural deficit?" These were coupled by opinions that foundational items (i.e., Education Plan, FESL goals, no specific examples of largely empty learning spaces, etc.) are too ambiguous to make decisions or suggestions on behalf of stakeholder groups. This, together with feedback from a survey regarding the materials and information shared during the workshop will be gathered, in an effort to continuously improve future processes.

Additionally, during the scheduled session, stakeholder representatives did not discuss every potential measure to advance the goals of the Education Plan and FESL as well as all the early possible strategies to address the structural deficit developed by staff, nor did they discuss all the comments/considerations added by participants. While explicit mention of this was requested by one group, all echoed a desire to continue participation. Given the new format of bringing together representatives of all groups to formally engage (versus previous practice of individual meetings with each group), District staff intend to host another session in March for further consideration and discussion by stakeholder representatives. District staff are also considering more sessions/workshops for stakeholder groups periodically next year as part of the budget development work.

Appendix B - Budget Engagement Summary Report (Stakeholders) – Part 2

Overview

As part of the budget development process, District staff invited stakeholder representatives to a second meeting to continue group discussions to help inform the 2023-2024 budget.

Engagement Methodology

This engagement rests at the level of *inform*, *consult* and *involve* areas of the International Association of Public Participation (IAP2) spectrum and included:

- A discussion guide shared in advance of the first stakeholder workshop held February 1, 2022.
- Information about potential measures to begin addressing that challenge as directed by the Board.
- A presentation by staff further explaining the structural deficit.
- A facilitated workshop to further gather feedback and seek input about other ideas to achieve outcomes required in the budget development process.
 - The workshop included a grounding exercise during which participants reflected on what aspects of the Education Plan or which of the budget development principles resonated with them and the importance of such to their members.
 - Small group discussions were then held to further explore and assess potential budget considerations.

There was participation by the majority of stakeholder groups with the exception of, and regrets, from Trades, Vancouver Association of Secondary School Administrators (VASSA), and CUPE 15.

The second workshop was scheduled and structured based on feedback received through a post-session survey provided after the first workshop.

It was noted again for stakeholder representatives that while formal engagement sessions are a vital and key element in the annual budget development process, other avenues to share input remain available, including direct submissions to the Board via writing and/or presentations at Committee-of-the-Whole meetings as well as at Finance Committee meetings.

Following a recap of the prior session and a staff presentation, attendees participated in smaller group discussions. This activity provided an opportunity for more in-depth conversations and considerations about three themed areas for feedback: **Programs and Services Supporting Students, Staffing to Meet Students' Needs and Use of District Facilities.**

There was cross-sectional representation at each smaller group (i.e., stakeholders of educators' groups and support groups).

Summary of Feedback and Input

Stakeholder representatives noted that potential budget measures and the themes presented were interconnected and interdependent. Representatives reiterated thoughts about multi-use facilities, the importance of frontline (i.e., school-based staff) as well as that funding and support be specific to

students learning and development needs. Once again, stakeholder representatives discussed student enrolment projections and the need to be flexible considering future demographics changes (i.e., expected increase of immigration).

Stakeholder representatives noted the importance of respecting the diversity of learners in Vancouver schools and that to do so requires a diversity of learning opportunities and programs. They advised that decisions regarding student programming and supports should make pedagogical sense first and foremost.

Regarding the location and/or relocation of staff, based on the report out of group discussions, there is still some support amongst several stakeholder representatives, however, it was coupled with the caution about unintentional outcomes including professionalization or managerialization of the system. Stakeholder representatives noted that the Vancouver Learning Network (VLN) which now a provincial online school that enables expanded enrolment beyond VSB, may provide greater revenue generation and benefit Vancouver students through more program offerings. Based on group discussions, stakeholder representatives also advised that expanding adult education opportunities is a worthwhile pursuit, educationally as well as possible additional revenue generation.

Once again, stakeholder representatives suggested more advocacy with the provincial government to increase funds for the District, while some representatives offered the idea of advocating for school contribution fees by Vancouver.

Conclusion

During the second workshop session, stakeholder representatives raised many of same themes, concepts and topics brought forward in the first session. Some stakeholder groups were represented by different participants at each of the two sessions, and as such, this repetition was valuable in a validation sense.

Based on feedback and comments by stakeholder participants, additional sessions bringing together the different perspectives of stakeholder groups is a recommendation moving forward. While stakeholders expressed a strong desire to brainstorm ideas for future budgets, they also requested a more thorough presentation of costs, funds and allocations as they do so.

Appendix C –Survey and Results

Introduction

Each year, the Vancouver School Board (VSB) adopts a budget for the upcoming school year. The annual budget must be balanced and adopted by the Board at a public meeting.

Feedback from rightsholders, members of school communities and the broader Vancouver public is helpful to the Board as it makes its budget decisions. Please share your feedback about some key areas for consideration in the budget for next year.

Anonymity

Your participation in this survey is completely voluntary. Your answers will be kept anonymous and confidential. The responses you provide will be combined with the responses of other survey participants and individual responses will not be identified.

Please do not include personal identifiable information, such as your name, email address, phone number, address, etc. in the comments. Please be respectful in the comments you provide – offensive comments will be omitted.

About the VSB

VSB is among the most diverse public-school systems in Canada, with an annual enrolment of about 48,500 students in kindergarten to Grade 12, in addition to educational programs and services for adult education students as well as international students.

- 89 elementary schools including 12 annexes
- 18 secondary schools
- 1 Vancouver Alternate Secondary School (VASS)
- Adult Education School
- Vancouver Learning Network (online learning opportunities)
-

Learn more [here](#).

Background Information - 2023-2024 Budget Development

The budget's development is directed by:

VSB [Education Plan](#)

VSB [Framework for Enhanced Student Learning](#) (FESL)

Board Motion: [Structural Deficit Reduction Strategies](#)

The majority of funding in the budget is provided by the provincial government through a funding formula. Salary and wages take up most of the expense portion of the budget (more than 90 per cent).

For the last 10 years, the Board has had to use money from previous years' savings (known as an accumulated surplus) to balance the budget. This meant that services and initiatives that were not fully funded, could continue. Accumulated surplus is money that can only be used once and continuing to use previous years' surpluses to balance the annual budget means there is a structural deficit in the District's

operating fund budget. A structural deficit is the cumulative impact when there is not enough funding received to cover all the expenses in the budget.

Reasons why there is a structural deficit include:

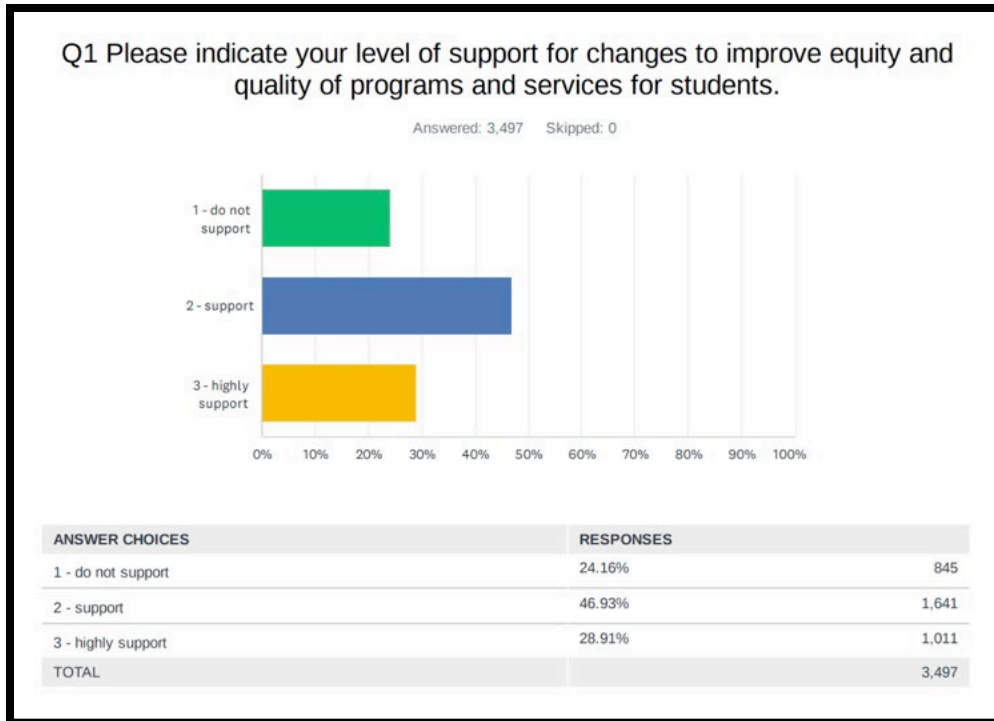
- Enrolment declines over time
- creation of programs and services that do not have a funding source or that rely on surplus funds
- exempt staff and collective agreement wage lifts not fully funded by the government over time
- maintaining more than required numbers of non-enrolling teacher staffing
- fewer students coming to VSB through the International Student Program (as tuition paying learners)
- higher costs of maintaining old building
- lack of funding to keep up with inflation
- operating more sites than are required to meet the current and projected student enrolment (many schools have available space).

Simply put, the costs are now too high and there are not enough funds from the surplus to offset the difference. To address the structural deficit, long-term changes, restructuring operations and related costs will be needed. This reflects Goal 2 of the Education Plan: Increasing equity is addressed as “Improving stewardship of the District’s resources by focusing on effectiveness, efficiency, and sustainability.”

We’d like your feedback about three areas being considered for the 2023-2024 budget.

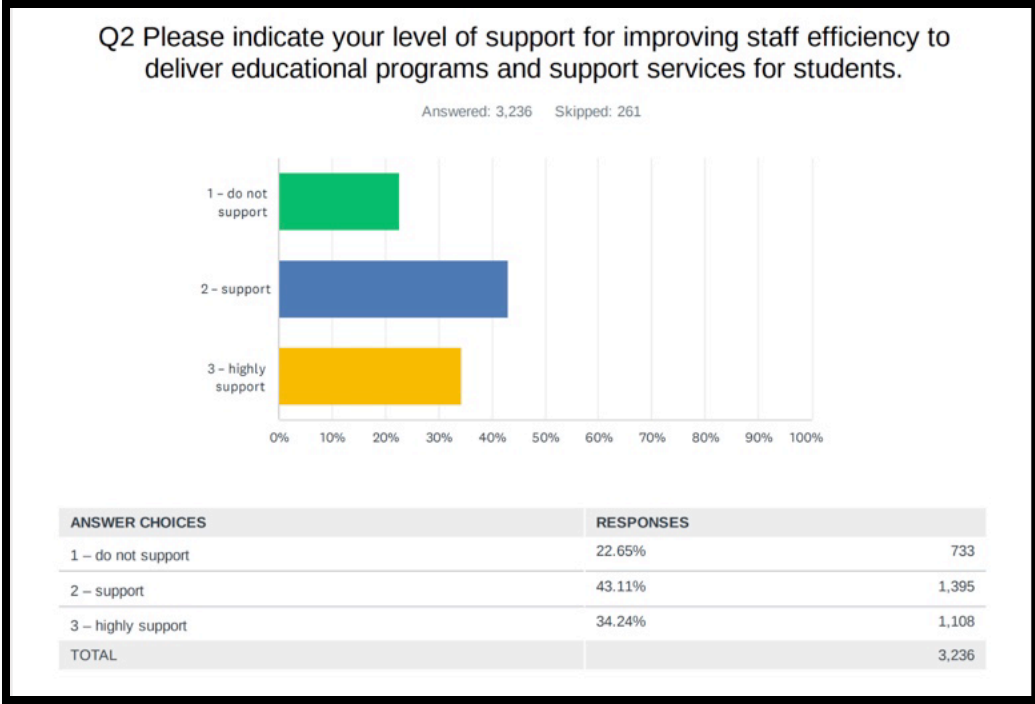
Programs and Services Supporting Students

Students’ learning journeys and personal development are supported by programs and services. Programs and courses should be easy to access for students, be inclusive of all types of learners and provide students with the support they need to succeed. To do so may mean combining secondary classes with low enrolment into one class (i.e., grades 9 and 10 French) at some schools. It may mean discontinuing or changing some programs which, now with a revised provincial curriculum, are outdated and add costs not funded by the government. It may mean relocating District Choice programs, Alternate and Alternative programs to provide enhanced service for students or even where some secondary courses are offered, so students can easily get to them.



Staffing to Meet Students' Needs

Dedicated, highly skilled and caring staff are the backbone of the public education system. Ensuring their work locations and efforts meet students' needs is essential to improve outcomes for students. With a new Education Plan, B.C's revised curriculum and changing student needs, some reorganization or restructuring of staff may be necessary. For example, this could be reorganizing staff who support multiple schools to create a learning and instruction team that would support staff in addressing student learning needs such as literacy, numeracy and/or critical thinking in specific schools. It could also mean reorganizing staff who support the summer learning program and the Vancouver Learning Network (online learning program) as those programs have changed. Or, possibly, relocating work sites of staff to schools with space or in a centralized location, so they can more efficiently support students. It may also mean investing in training and professional development for staff, so they have the best skills and resources to support students including supporting equity, anti-racism and non-discrimination. It could also mean reorganizing staff that support learning through programs such as Vancouver Learning Network, Summer Learning, Adult Education, or Alternative Programs.



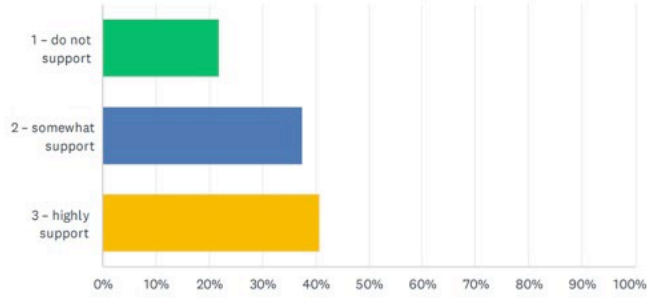
Facilities

VSB operates schools, offices and other buildings. Like everywhere, costs continue to rise for things like hydro and gas, maintenance and general upkeep. By making better use of existing spaces, we can save money, improve efficiency and better serve students. This may involve things like moving Choice Programs that run out of satellite or out buildings to the main schools. It could mean moving classes in annex buildings to main schools that have space. Other possible measures include closing non-enrolling/empty sites (i.e., Carleton Elementary and Garibaldi Annex) as well as relocating/consolidating worksites of District-based staff who work outside of the Education Centre office. Another option may be to adjust lease and rental rates to increase operating revenue. By maximizing the efficient use of space the high operations and maintenance costs in the budget can be reduced

Indicate your level of support to maximize facility use to improve efficiency and save money.

Q3 Indicate your level of support to maximize facility use to improve efficiency and save money.

Answered: 3,120 Skipped: 377



ANSWER CHOICES	RESPONSES	
1 – do not support	21.89%	683
2 – somewhat support	37.44%	1,168
3 – highly support	40.67%	1,269
TOTAL		3,120

April 12, 2023

ITEM 3.2

TO: Finance Committee

FROM: J. David Green, Secretary Treasurer / CFO
Shehzad Somji, Assistant Secretary Treasurer

RE: Draft 2023-24 Annual Budget Update

*Reference to
Education Plan*

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

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

GOAL 2: *The Vancouver School Board will increase equity by:*

OBJECTIVE: *Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.*

INTRODUCTION

This report is provided for information.

BACKGROUND

At the April 3rd, 2023, Special Public Board / Committee of the Whole meeting, the draft 2023-24 Annual Budget was presented using assumptions and information that was known at the time. As per the 2023-24 Budget Process and Timeline approved by the Board on November 28, 2022, budget updates and discussions would take place at this meeting and the subsequent Committee of the Whole meetings scheduled for April 19 and 24, 2023.

SUMMARY

An updated Draft 2023-24 Annual Budget will be presented at the Finance Committee which will include new information since the April 3rd, 2023, presentation. The new information that is available at the time of writing this report is as follows:

Enrolment

- International Student enrolment increase of 19 to 1,398 - \$304,000

Staffing

- Amalgamation of Learning Services Programs cost savings - \$272,196
- Additional teacher staffing with change in International student enrolment 0.94 FTE - \$117,950

Services and Supplies

- Student Assessment and Reporting software - \$200,000
- Utilities saving from Queen Elizabeth Annex closure - \$17,000

An urgent need exists within the District for a new assessment tool that is in line with current pedagogical methods and communication requirements. At present, the use of the CSL tool poses a risk due to the limited access to its source code. To promote best practices, enhance parent communication, and minimize organizational risks, the District intends to transition to a new assessment tool. This move towards a new assessment tool will align with the Education Plan’s goals of improving student achievement, physical and mental well-being, and belonging by reporting student results about performance, well-being, and outcomes to the community and using the results to enhance the quality and effectiveness of education and support for students.

The net impact of the above known changes will reduce the \$5,982,297 deficit presented April 3rd, 2023, by \$275,246 as shown in the following table:

	FTE Change	Surplus/ (Deficit)
International Student enrolment increase of 19	-	\$ 304,000
Amalgamation of Learning Services Programs	-	272,196
Additional teacher allocation with change in ISP enrolment	0.94	(117,950)
Student Assessment and Reporting software	-	(200,000)
Utilities saving from Queen Elizabeth Annex closure	-	17,000
	0.94	\$ 275,246

Schools are currently updating their enrolment and staffing numbers and the budget presentation at the meeting will reflect these adjustments.

CSF Legal Costs

With the District named in the CSF Civil Suit and a Judicial Review for the QEA closure, it is estimated that the legal costs incurred in 2023-24 will be significant. District staff are working with legal counsel to determine a cost estimate that will need to be included in the 2023-24 Annual Budget for approval.

Feeding Futures School Food Program Funding

The Ministry announced funding for school food programs on March 15, 2023, of \$214.5 million over three years with district allocations to be announced at a later date. On April 4th, 2023, the Ministry announced that \$71.5 million is committed to the 2023-24 school year targeted for food funding and school food coordinators staffing. The district has been allocated \$5,566,910. A further \$5.0 million provincially is committed for capital enhancements required for school food programs and further instructions on the

Food Infrastructure Program (FIP) will be available later this month on how to apply for these funds. The funding Questions and Answers from the Ministry is attached to this report.

RECOMMENDATIONS

This report is provided for information.

Attachment: Feeding Futures School Food Programs Funding – Questions and Answers

Deputy Minister's Bulletin

Ministry of Education and Child Care



Feeding Futures School Food Programs Funding – Questions and Answers

April 4, 2023

What is the purpose of the new school food programs funding?

- Budget 2023 commits \$214.5 million in operating funding over three years to make sure all students are fed and ready to learn, by expanding existing school food programs in districts and schools that already have them and creating new ones in districts and schools without.

How much funding has been committed to school food programs in the 2023/24 school year?

- For the 2023/24 school year, Budget 2023 includes:
 - \$71.5 million for districts for targeted food funding and school food coordinators staffing,
 - \$5.0 million for capital enhancements required for school food programs.
- The allocation formula is consistent with the one-time Student and Family Affordability Fund (SFAF), but with the funding floor increased to \$350,000.

Who qualifies for this funding?

- The 60 public school districts in B.C.
- The funding is expected to reach the 20% of the students who are facing food insecurity across the province.

When will we know each district's allocation?

- District allocations are available [here](#).

What can this money be used for?

- School districts will have the flexibility to use the funding provided in the 2023/24 school year to address the immediate need of feeding hungry students in a stigma and barrier-free manner.
- Funding can be used for food purchases and staffing up to one FTE for school food program coordination in their school district.
- Stable, on-going funding will help districts to enter into long-term agreements and partnerships with non-profit organizations, local catering companies and food suppliers/distributors.

Can salaries at the school level be paid for under this funding? For example, staff to organize and provide food services (food bags etc.)?

- The intent is to directly support students, making sure all students are fed and ready to learn.
- There are reasonable exceptions though, like where there are additional staff required, such as kitchen staff to make and prepare the additional food and meals.
- However, the intent is not to allow for administrative overhead (e.g., reporting costs, HR costs, costs of paperwork, additional insurance, the consultation, engagement costs, etc.).

Can the 2023/24 school year funding be used over multiple years? For example, if a district has an allocation of \$800,000 can they plan to spend \$200,000 per year on lunches for the next four years?

- No, this commitment provides multi-year funding to address the immediate need of student hunger in the province.
- There should be no need to hold back funding for future years as districts now have a commitment of on-going funding to plan for each year.

Is CommunityLINK funding impacted in any way by new school food funding?

- CommunityLINK is not changing at this time.
- Many districts use CommunityLINK funding for school food programs; you can expect funding to continue and, if food programs are already robust, districts can redirect this funding to other student supports.

Are districts expected to offer universal food programs to students? What about weekend and holiday supports?

- The funding is expected to reach the 20% of the students who are facing food insecurity across the province.
- Building the capacity in each school community to work towards stigma and barrier-free access to nutritious food for any students who need it, will take time.
- The delivery of food programs is expected to be stigma-free, considering models such as opt-in and pay-what-you-can, in addition to supplementing with coordination with the surrounding community.
- The support from community non-profit organizations, corporate donors and parent advisory councils will continue to play a vital role alongside schools to address student hunger for weekends and school closures (e.g., spring break).

Can capital, for example fridges, or other equipment be purchased with this funding?

- The intent of the funding is that it should be used to expand existing processes and practices where it can have the most impact, rather than in purchasing capital items and equipment.
- However, if a school district can justify that it needs to purchase equipment to allow food programs to be delivered at a school, then this is permissible in the first year of funding.
- Alternatively, capital investments to enhance food security can be supported through the Feeding Futures School Food Infrastructure Program (FIP), a \$5 million per year program to assist boards of education with creating, improving, or expanding the delivery of food programs.
- Districts will receive FIP instructions in April.

Can we keep working with non-profit organizations or current community partners?

- Yes, community inclusion is essential for a long-term model of feeding students; non-profit organizations, corporate donors and parent advisory councils will continue to play a vital role alongside schools to deliver school food programs.

How do we start building a school food program in our district?

- Please visit www.gov.bc.ca/bcschoolfood, which contains information on how to start and/or expand a school food program. Additional resources will continue to be added to the website as they are developed.

Who do I contact if I have more questions?

- Please reach out to your local school district or contact ECC.schoolfood@gov.bc.ca.

April 12, 2022

ITEM 3.2.1

TO: Finance Committee

FROM: J. David Green - Secretary Treasurer

RE: **Accumulated Operating Surplus**

Reference to **GOAL 2:** *The Vancouver School Board will increase equity by ...*
Education Plan: **OBJECTIVE:** *Improving stewardship of the district’s resources by focusing on effectiveness, efficiency, and sustainability.*

INTRODUCTION

This report is for information and does not contain a recommendation.

BACKGROUND

At the April 3, 2023 Special Board meeting to present the draft Annual Budget for 2023-2024, the following table was presented in the context that the projected surplus at the end of June was not in compliance with Board Policy. At the meeting, the \$24.062 million policy figure was described as the minimum level of surplus for the four categories of surplus identified in the policy.

	Balance June 30, 2022	2022/23 Appropriated Surplus	Projected June 30, 223	Policy
Operations Spanning Multiple School Years	\$ 12,671,265	\$ 10,715,845	\$ 1,955,420	9,023,146
Anticipated Unusual Expenses Identified	1,383,262	1,383,262	-	3,007,715
Nature of Constraints on the Funds	10,636,824	485,465	10,151,359	
Restricted for Future Capital Cost Share	-	-	-	6,015,430
Contingency Reserve	3,677,837	881,420	2,796,417	6,015,430
	\$ 28,369,188	\$ 13,465,992	\$ 14,903,196	\$ 24,061,721

At the meeting, a question was asked on how those numbers were calculated, and a response was provided that they were calculated in accordance with the guidelines in the Appendix to Board Policy 19. After the meeting Trustee Reddy asked “...can you breakdown for me the individual minimum %s that result in the minimum \$24M stated in the slides to meet our policy? Can you explain how this is the same or different from School Act requirements?”

ANALYSIS

[Appendix A](#) of Board Policy 19 summarizes the purpose of each of the categories of surplus referred to in the table above as well as the recommended range for a balance in each category (minimum to maximum). These are listed below:

	<u>Minimum</u>	<u>Maximum</u>
Operations Spanning Multiple School Years	1.5%	3.0%
Anticipated Unusual Expenses Identified	0.5%	1.0%
Restricted for Future Capital Cost Share	1.0%	
Contingency Reserve	1.0%	2.5%

Using the projected expenses of \$601,534,045 in the operating fund in draft Annual Budget and applying the minimum and maximum percentages in the Appendix, the following would be the projected ranges of surplus at the end of June 2023:

	<u>Minimum</u>	<u>Maximum</u>
Operations Spanning Multiple School Years	9,023,146	18,046,291
Anticipated Unusual Expenses Identified	3,007,715	6,015,430
Restricted for Future Capital Cost Share	6,015,430	
Contingency Reserve	6,015,430	15,038,576
	<u>24,061,722</u>	<u>39,100,298</u>

With respect to the second part of Trustee Reddy’s question, while the district had already adopted an Accumulated Operating Surplus policy, if was updated in 2021 due to the Ministry’s K-12 Public Education Accumulated Operating Surplus Policy issued in May 2021. The Ministry policy is intended to ensure consistency, transparency and accountability for the use and reporting of operating funding that is not used in the year in which it was provided. It acknowledges that it is appropriate for boards to maintain an operating surplus to manage financial risk and the accumulation and holding of appropriate operating surpluses by school districts is a component of sound financial and strategic planning.

The update to the Board’s existing surplus policy was fully explained to the Finance Committee in the following report on September 15, 2021 [Accumulated Operating Surplus Policy \(Item 1.3 of the Agenda\)](#)

RECOMMENDATIONS

This report is provided for information.

April 12, 2023

ITEM 3.3

TO: Finance Committee

FROM: Shehzad Somji, Assistant Secretary Treasurer

RE: Student and Family Affordability Fund Update

Reference to the Education Plan

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

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

INTRODUCTION

This report is provided for information.

BACKGROUND

On August 29, 2022, the Ministry of Education and Child Care announced a new fund, the Student and Family Affordability Fund, designed to help support families during the 2022-2023 school year.

This new fund provides \$60 million in one-time funding to school districts to increase food security for students and their families, and to support students, parents, and guardians with affordability concerns. The funding is intended to address inflationary pressures that families are currently experiencing.

The Vancouver School District was allocated \$4,712,638 of this \$60 million which will be treated as a Special Purpose Fund and must be fully spent by June 30, 2023.

As required by the Ministry, this funding is to be used to:

1. Improve students' access to nutritional food/meals, before, during and after the school day.
2. Directly offset costs to parents, guardians, and students, such as school supplies or other cost pressures they are facing using existing mechanisms such as hardship policies.

Specific guidance on these two directions can be found in the Ministry of Education and Childcare [Instructions to School Districts](#) dated August 29, 2022.

At the October 24, 2022, Board Meeting, the Board passed the following motion: *That the Board of Education approve the District spending plan for the Student and Family Affordability Fund.*

Components of the Spending Plan

- \$4.2 million allocated directly to schools
- \$100,000 to fund fine arts opportunities and experiences for students.
- \$100,000 to support Indigenous cultural, nutritional, and learning opportunities and experiences organized by the Indigenous Education department.
- \$100,000 to support existing community partners in offering increased access to nutritional food and learning experiences.
- \$212,638 to support expanded access to vegetarian options as part of existing lunch programs.

ANALYSIS

A high-level spending plan was prepared for the use of the funds by the schools and departments. Some of the areas of spending are as follows:

Food and Nutrition:

- Grocery gift cards
- Nutritional snacks during the school day
- Food hampers
- Learning experiences which promote healthy eating and nutrition
- Covering the cost of school hot lunch programs

Supporting Families and Offsetting Costs:

- Waiving/reducing fees for field studies, performances, school organized events
- Waiving/reducing graduation fees
- Waiving/reducing fees related to cultural events/experiences
- Providing transit passes
- Supporting students with clothing, shoes, glasses etc.

Expanding Access to Vegetarian Options

- Supporting cultural, religious, and dietary needs of students.

The District has spent \$2.56 million of the \$4.71 million funding received as of March 31, 2023. With the funding announcement coming late August 2022 and the spending plan and approval being developed through September and October 2022, it is estimated that \$1.64 million will be spent between April and June 2023 with \$0.50 million being carried over into the 2023-24 school year. The Ministry advised districts in March 2023 that unspent funds could be carried over to the following year to support students and families.

The following table presents the spending of the fund to March 31, 2023:

	Funding Allocation	Spending to Mar 31, 2023	Estimated Spending to June 30, 2023	Estimated Carry-Over
School Allocation				
Food and Nutrition Support	\$ 4,200,000	\$ 827,114	\$ 1,434,000	
Supporting Families and Offsetting Costs		1,563,342		
	4,200,000	2,390,456	1,434,000	375,544
Fine Arts	100,000	34,553	20,732	44,715
Indigenous Education	100,000	58,000	24,800	17,200
Community Partners	100,000	-	87,522	12,478
Expanding Vegetarian Options	212,638	83,159	77,894	51,585
	\$ 4,712,638	\$ 2,566,168	\$ 1,644,948	\$ 501,522

RECOMMENDATIONS

This report is provided for information.

OUR VSB

Vancouver School District Finance Committee

April 12, 2023



INDIGENOUS ACKNOWLEDGEMENT

Please join me in acknowledging that we are unlearning and relearning on the traditional and unceded lands of the x^wməθk^wəyəm (Musqueam), Sk̓wx̓wú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) nations



x^wməθk^wəyəm
(Musqueam)



Sk̓wx̓wú7mesh
(Squamish)



səlilwətaʔ
(Tsleil-Waututh)

Live-streamed

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

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

Meeting Decorum

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/delegates request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and Trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members refrain from personal inflammatory/accusatory language/action;
- v. Committee Members, Trustees, representatives and /staff present themselves in a professional and courteous manner.

Committee Roll Call

- Roundtable roll call
 - Stakeholders: please state your first and last name and the name of the group you are representing
 - Trustees and staff: please state your first and last name and position

OUR VSB

ITEM 3.1

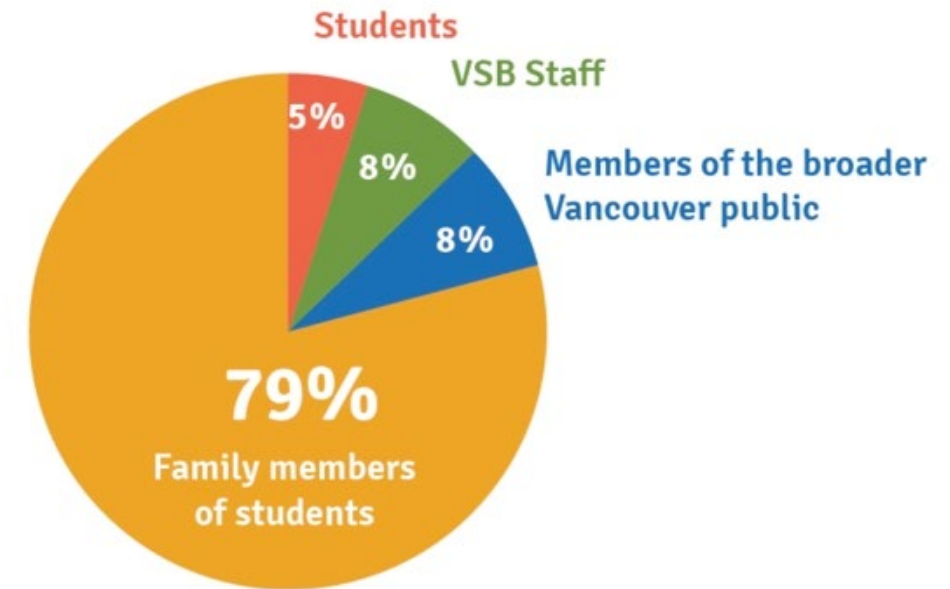
Budget Development Engagement Survey

Patricia MacNeil, Director of Communications
Jiana Chow, Communications Manager

OUR VSB

Budget 2023-2024 Engagement

Participation + Feedback



Stakeholder Engagement

Workshop Sessions:
February 1, 2023
March 9, 2023

Community Engagement

Online Survey:
February 27 – March 3, 2023



Thank You!!!

OUR VSB

QUESTIONS?

ITEM 3.1

Update: Budget Development
Engagement Survey

OUR VSB

ITEM 3.2

Draft 2023-2024 Annual
Budget Update

J. David Green, Secretary-Treasurer

Shehzad Somji, Assistant Secretary-Treasurer

Draft 2023-24 Annual Budget Update Summary

	Draft Presented April 3, 2023	Updates	Updated Draft 2023-24 Annual Budget
Revenue	\$ 601,166,392	\$ 304,000	\$ 601,470,392
Salaries & Benefits	548,687,247	154,246	548,533,001
Services & Supplies	52,855,798	(183,000)	53,038,798
Total Expenses	601,543,045	(28,754)	601,571,799
Net Revenue (Expense)	(376,653)	275,246	(101,407)
Capital Leases & Assets Purchased	5,605,645	-	5,605,645
Surplus / (Deficit)	\$ (5,982,298)	\$ 275,246	\$ (5,707,052)

Draft 2023-24 Annual Budget Update Summary

	FTE Change	Surplus/ (Deficit)
International Student enrolment increase of 19	-	\$ 304,000
Amalgamation of Learning Services Programs	-	272,196
Additional teacher allocation with change in ISP enrolment	0.94	(117,950)
Student Assessment and Reporting software	-	(200,000)
Utilities saving from Queen Elizabeth Annex closure	-	17,000
	0.94	\$ 275,246

Draft 2023-24 Annual Budget Cost Pressures

- Legal costs incurred for the CSF Civil Suit and Judicial Review for the QEA closure will be significant and will be added to Draft 2
- A portion of which may also be identified as an Anticipated Unusual Expense Identified in the Accumulated Operating Surplus at June 30, 2023 as the year-to-date financial results to the end of March show a lower deficit than what was in the Amended Budget

2022-23 YTD Results Update

	2022-23				Amended Annual Budget
	Q1 Results	Q2 Results	Q3 Results	YTD	
Revenue	\$ 61,336,311	\$ 157,286,683	\$ 173,119,167	\$ 391,742,161	\$ 563,694,125
Salaries & Benefits	62,906,624	144,628,749	\$ 155,630,301	363,165,674	514,792,347
Services & Supplies	5,943,494	13,986,353	\$ 12,831,180	32,761,027	56,947,112
Total Expenses	68,850,118	158,615,102	168,461,481	395,926,701	571,739,459
Net Revenue (Expense)	(7,513,807)	(1,328,419)	4,657,686	(4,184,540)	(8,045,334)
Capital Leases & Assets Purchased	1,187,011	892,583	\$ 2,246,542	4,326,136	5,420,658
Surplus / (Deficit)	\$ (8,700,818)	\$ (2,221,002)	\$ 2,411,144	\$ (8,510,676)	\$ (13,465,992)

- Preliminary results show a surplus of \$2.4m for Q3
- YTD deficit at March 31 is \$8.5m
- Projecting Q4 surplus of approximately \$2.0m - \$2.5m and YTD deficit around \$6.0m - \$6.5m

Board Policy 20 – Accumulated Operating Surplus (Category Percentages)

	Minimum	Maximum
Operations Spanning Multiple School Years	1.5%	3.0%
Anticipated Unusual Expenses Identified	0.5%	1.0%
Restricted for Future Capital Cost Share	1.0%	
Contingency Reserve	1.0%	2.5%

Board Policy 20 – Accumulated Operating Surplus (Compliance Min and Max)

	Minimum	Maximum
Operations Spanning Multiple School Years	9,023,146	18,046,291
Anticipated Unusual Expenses Identified	3,007,715	6,015,430
Restricted for Future Capital Cost Share	6,015,430	
Contingency Reserve	6,015,430	15,038,576
	24,061,722	39,100,298

Accumulated Operating Surplus

- Surplus is one-time money that should be used for the purposes outlined in Board Policy 20
- Surplus level is not in compliance with Board Policy
- Should not be used to offset operating fund deficits – this is one of the reasons for the operating fund deficit
- Process is underway at the District level to identify savings in the 2022-2023 budget to contribute to a higher surplus at end of June
- **Effort should be made to ensure that budget 2023-2024 is balanced without use of surplus**

Feeding Futures School Food Program

- \$214.5 million over three years, \$71.5 million committed for 2023-24 (Provincial)
- VSB allocation \$5,566,910
- Dedicated, multi-year funding to increase food security for students by expanding or creating school food programs
- 2023-24 is the foundational year and funding is flexible to provide time to develop a longer-term approach to deliver school food programs
- Criteria will be adjusted over time and standardized spending criteria will be in place for 2025-26

Feeding Futures School Food Program

- Food
 - Maintain current programs, increase number of students served, increase nutrition
 - Support Culinary Arts programs if food produced is provided to students in need
 - Program delivery should be stigma free, flexible, and respect student privacy
- Staff
 - Flexibility to hire up to one School Food Coordinator FTE if needed or offset existing costs
- Other (Foundational Year only)
 - Small appliances or equipment to prepare, store, cook, and transport food
 - Continuity of SFAF supports that improve student food security (e.g. grocery store gift cards, food for weekends and school closures)

Ongoing Budget Work

- Review student enrolment for K-12
- Finalize budgeted enrolment in the International Student Program
- Finalize budgets for Summer School and Adult Education
- Finalize staffing
- Review costing in central departments
- Consider structural deficit reduction strategies
- Incorporate feedback and recommendations from Special Board Meetings

Next Steps

April 12, 2023 Finance Committee

- Present updates to draft budget from April 3, 2023
- Opportunity for the Committee to discuss feedback from the engagement
- Opportunity for stakeholders to provide feedback and recommendations to Committee members
- Opportunity for Committee members to make recommendations to the Board for consideration at April 19, 2023, Special Board Meeting

April 19, 2023 Special Board Meeting

- Draft 2 of 2023-24 Annual
- Budget Stakeholders take part and are allowed to ask questions and provide comments and suggestions
- Budget may not be complete at this stage

April 24, 2023 Special Board Meeting

- Draft 3 of 2023-24 Annual Budget
- Stakeholders take part and are allowed to ask questions and provide comments and suggestions
- Budget may not be complete at this stage
- Final direction provided to staff to complete the 2023-24 Annual Budget

May 1, 2023 Board Meeting

- Final budget bylaw presented
- Final budget discussion by Trustees
- Three readings and adoption of the 2023-24 Annual Budget Bylaw

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QUESTIONS?

ITEM 3.2

Draft 2023-2024 Annual Budget Update

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ITEM 3.3

Student and Family Affordability Fund Update

Shehzad Somji, Assistant Secretary-Treasurer

Student and Family Affordability Fund Background

- New funding announced August 29, 2022, by MECC
- \$60 million in one time funding to school districts
- District allocation \$4,712,638
- Funding Use:
 - Improve students' access to nutritional food/meals, before, during, and after the school day
 - Directly offset costs to students, parents, and guardians, such as school supplies or other cost pressures they are facing using existing mechanisms such as hardship policies
- MECC announced in March 2023 the funds can be carried over to next school year

Spending Plan

- Board approved the spending plan October 24, 2022

Components of the Spending Plan

- \$4.2 million allocated directly to schools
- \$100,000 to fund fine arts opportunities and experiences for students.
- \$100,000 to support Indigenous cultural, nutritional, and learning opportunities and experiences organized by the Indigenous Education department.
- \$100,000 to support existing community partners in offering increased access to nutritional food and learning experiences.
- \$212,638 to support expanded access to vegetarian options as part of existing lunch programs.

Spending to March 31, 2023

	Funding Allocation	Spending to Mar 31, 2023	Estimated Spending to June 30, 2023	Estimated Carry-Over
School Allocation				
Food and Nutrition Support	\$4,200,000	\$ 827,114	\$ 1,434,000	
Supporting Families and Offsetting Costs		1,563,342		
	4,200,000	2,390,456	1,434,000	375,544
Fine Arts	100,000	34,553	20,732	44,715
Indigenous Education	100,000	58,000	24,800	17,200
Community Partners	100,000	-	87,522	12,478
Expanding Vegetarian Options	212,638	83,159	77,894	51,585
	<u>\$4,712,638</u>	<u>\$ 2,566,168</u>	<u>\$ 1,644,948</u>	<u>\$ 501,522</u>

- Community partner initiatives began after spring break
 - Expansion of LunchLAB offering at Total Education
 - LunchLAB spring pop-up at three schools doing food literacy and lunch making with students
 - Growing Chefs – evening cooking classes and food literacy in classrooms
 - Indigenous cooking classes

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ITEM 3.3

Student and Family Affordability Fund
Update

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Information Item Requests

Information Item Request

- From VAEAS - Divisional Budget to be Included in the Agenda
- *The approval of the budget is the responsibility of the Board of Education. Using the divisional budget as a guide, trustees who wish to bring forward proposed changes to the budget are encouraged to share their ideas at the April 17, 2023 workshop for Trustees and then be prepared to present them at the April 19, 2023 Committee of the Whole meeting. Proposed budget changes should be forwarded to the Secretary-Treasurer's office by noon on April 21, 2023 for inclusion in the agenda of the April 24, 2023 Committee of the Whole meeting, at which final recommendations will be approved by the Board of Education. In keeping with the balanced budget concept, proposed additions to the budget should be offset with proposed savings found in the divisional budget. If trustees need help in finding savings to offset a budget proposal they can contact the Secretary- Treasurer's office for assistance, as in the past.*

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Date and Time of Next Meeting

Wednesday, May 17, 2023 at 6:30pm

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Thank you for your time,
The End
