Vancouver School Board

SPECIAL BOARD MEETING

AGENDA (Revised)

Wednesday, April 24, 2024 at 6:00 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), Sḵwxwú7mesh Úxwumixw (Squamish Nation) and səlilwətaɬ (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. NEW BUSINESS

2.1 2024-2025 Financial Plan Engagement Update

2.2 Trustee Motions Regarding the Draft 2024-2025 Financial Plan

- 2.2.1 Notice of Motion from Trustee Faridkot: Funding for Arts Education
- 2.2.2 Notice of Motion from Trustee Jung: Financial Plan Amendment - Recruitment
- 2.2.3 Notices of Motion from Trustee Fraser:
  - 2.2.3.1 Hamber Capital Project/Learning Resources
  - 2.2.3.2 Technology
- 2.2.4 Notice of Motion from Trustee Chan-Pedley: Student Sustainability Project Fund
- 2.2.5 Notice of Motion from Trustee Zhang and Trustee Faridkot: Digital Literacy
- 2.2.6 Notice of Motion from Trustee Mah: Funding for Additional Teachers and Student Support Workers

3. ADJOURNMENT

Vancouver School Board

April 24, 2024

ITEM 2.1

TO: **Board of Education**

FROM: **Senior Team**

RE: **2024-2025 Financial Plan Engagement Update**

Reference to Education Plan

GOAL: The Vancouver School Board will increase equity by:

OBJECTIVE(S): Improving stewardship of the District's resources by focusing on effectiveness, efficiency, and sustainability.

INTRODUCTION

The attached Financial Plan Development Engagement Summary is presented to the Board for information.

Attachment:
Financial Plan Development Engagement Summary April 23, 2024

Vancouver School Board

Financial Plan Development Engagement Summary

April 23, 2024



Contents

Overview **2**
Financial Planning Timeline 2
Executive Summary **3**
Engagement Activities and Feedback **4**
Rights Holders Engagement 4
Stakeholder Engagement 5
Broader Public Engagement **6**
Financial Plan Survey Feedback 6
Survey Feedback 6
Equity in Learning 6
Improving Student Outcomes 7
Continuing VSB's Reconciliation Journey 7
Maximizing the Use of Limited Resources 8
Board Advocacy Seeking Additional Funds 8
Public Delegation Presentations 9
Appendix: Stakeholder Engagement Summary **10**
Vancouver District Student Council (VDSC) 10
District Parent Advisory Council (DPAC) 10
Vancouver Elementary and Adult Educators Society (VEAES) 11
Vancouver Secondary Teachers Association (VSTA) 11
Canadian Union of Public Employees Local 15 (CUPE 15) 12
Canadian Union of Public Employees Local 407 (CUPE 407) 12
International Union of Operating Engineers (IUOE) 13
Trades 13
Professional and Administrative Staff Association (PASA) 14
Vancouver Elementary Principals and Vice Principals Association (VEPVPA) and Vancouver Association of Secondary School Administrators (VASSA) 14
Financial Planning Stakeholder Engagement Workshop – Summary of Feedback 15
Finance and Personnel Committee Meeting 18

Overview

Vancouver School Board's financial planning process is guided by the **Education Plan**, the **Framework for Enhancing Student Learning** (FESL) report and applicable Board and provincial policies. Engagement activities follow best practice standards set by the International Association of Public Participation (IAP2) and in alignment with the District's administrative procedures.

Our goal is to actively seek and incorporate feedback from the xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) and səlilwətaɬ (Tsleil-Waututh Nation), District leaders and the District's formal stakeholder groups, as well as feedback from students, their families, staff and the broader public in the annual budget and financial plan. We aim to provide clear information, ensure every voice is valued and make financial decisions that align with our community's values and our District's educational goals. All feedback will be considered by the Board. Any decisions regarding financial planning and engagement, will be made by the Board of Education (trustees).

Financial Planning Timeline



This report summarizes feedback provided by rights holders through the Indigenous Education Council (IEC), the District's formal stakeholder groups, and members of the public gathered between February and April 2024. It is presented to the Board to support its considerations for the 2024-2025 Financial Plan.

Executive Summary

The Vancouver School Board's financial planning process for 2024-2025 is guided by the Education Plan, the Framework for Enhanced Student Learning (FESL) report, and applicable Board and provincial policies. The process involves extensive rights holders, stakeholder and public engagement, including xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation), səlilwətaɬ (Tsleil-Waututh Nation), District leaders, students, their families, staff and the broader public.

Key themes from stakeholder engagement include recruitment and retention, staffing levels, continuous learning, facilities maintenance, technology, revenue generation and transparency in budgeting.

More than 5,300 participants contributed to the annual online financial planning survey, expressing strong support for equity in learning initiatives (70.7 per cent), improving student outcomes (87.5 per cent), continuing VSB's reconciliation journey (59.6 per cent), and advocating for more provincial funding (59.7 per cent).

The majority of participants (60.6 per cent) believe the Board should focus on advocating for more funding dedicated to literacy, numeracy, and digital literacy skills, as well as critical and creative thinking skills. Other areas of focus include maintenance and upgrades of schools and worksites, more and better technology for students, more school seismic upgrades and replacement school projects, upgrades to reduce VSB's carbon footprint, improve student washroom facilities, provincial funding to address accessibility needs, funds to offset the costs of spaces used for child care, StrongStart and other early years programs, and dedicated funding for learning spaces that are culturally responsive and meet the expectations of the Declaration on the Rights of Indigenous Peoples Act.

Participants also raised concerns about staffing and support, resource allocation, infrastructure and safety, curriculum enhancement, inclusion and diverse needs support, technology and resources, and community engagement and support services. They emphasized the need for more teachers, support staff and specialists, redirecting funds from administrative roles to direct instruction or tutoring, addressing the physical condition of schools, updating learning resources, ensuring inclusive education, equitable access to technology, and integrating schools with community centers. Mixed opinions were noted regarding the use of technology due to its impacts on students.

Engagement Activities and Feedback

Rights Holders Engagement

The Indigenous Education Council (IEC) represents Indigenous interests in the design, implementation and assessment of programs and services to improve the school experience and academic achievement of Indigenous students, and to guide the work of VSB on the reconciliation journey. The council is guided by the Aboriginal Education Enhancement Agreement (AEEA) to encourage and facilitate Mastery, Belonging, and, Culture and Community.

At the council meeting held on March 11, 2024, rights holders representatives had the opportunity to provide financial planning input for consideration in the 2024-2025 financial plan development. Trustee Fraser attended the meeting, during which discussions sought guidance about funding allocations to better serve the educational needs of Indigenous students enrolled in VSB schools. These discussions are ongoing, as is the work to advance relationships with Indigenous rights holders. Based on input from rights holders' representatives thus far, the following key themes have been identified:

- Belonging – Participants noted that students' sense that they belong in their schools, classrooms and programs can take many forms. It may be through resources, seeing Indigenous staff, hearing from Elders, learning about the land, and knowing history, culture and languages. They also suggested hosting events for Indigenous families and building relationships to improve the school-family connection and the importance of staff knowing their stories. Council members also advised additional Indigenous education team supports for students.

- Mastery – Participants suggested the need to further build a culture of high expectations to support students' academic success. It was also suggested to further Host Nation's Indigenous histories, traditions, cultures and languages into the curriculum.

- Culture and Community – Participants advocated for learning opportunities in schools/classrooms and land-based learning, as well as learning from Elders, Knowledge Keepers and community members. There were also suggestions to incorporate Indigenous ways of knowing and being into school life, including the history of the land on which school sit and how it was used by Host First Nations in addition to land-based learning and information, and create more dedicated places in school (all Nations/First Nations rooms).

Rights holders representatives also discussed the need for focused recruitment as well as professional support and leadership development for Indigenous staff members. They also spoke about the importance of continued learning for all staff including District leaders, school-based administrators and school staff.

Stakeholder Engagement

In late February, representatives of the District's formal stakeholder groups (unions/working groups, DPAC and VDSC) participated in one-on-one meetings with the secretary-treasurer and the executive director of finance to share input about the 2024-2025 financial plan development (see detailed input in Appendix). The following themes emerged from the discussions:

- Recruitment and retention
- Staffing levels and workload
- Continuous learning
- Succession planning
- Facilities maintenance and upgrades
- Technology
- Revenue generation
- Transparency in budgeting

On March 6, 2024, stakeholder representatives participated in a facilitated workshop to provide feedback and suggest additional ideas and priorities based on the themes that emerged in the individual meetings. Trustees Fraser, Mah and Richardson attended the workshop session. In advance of the workshop, all participants were provided with the summary of feedback collected from the individual meetings and the topics to be discussed at the workshop. Based on discussions by stakeholder group representatives, the following themes emerged (see detailed input in Appendix):

- Employee Morale
- Employer of Choice / Recruitment and Retention
- Continuous Learning
- Addressing the Structural Deficit

Additionally, at the March meeting of the finance and personnel committee, attendees representing the District's formal stakeholder groups participated in small group discussions to further explore and suggest emerging financial priorities based on feedback gathered through the stakeholder engagement sessions (see Appendix for details).

The Board also received submissions by the District's formal stakeholder groups at its special board meeting held April 17, 2024. In addition to the written submissions**,** presentations by representatives noted several budget considerations for the Board. These include the need for improved bathroom equipment and related products, as well as a call for increased staffing across secondary schools, with a particular focus on improving access to and availability of school counsellors. Also highlighted the need for more and better functioning technology for students including laptops, computers and Wi-Fi networks. The presenters emphasized the importance of improved mental health resources for students along with effective recruitment and retention strategies and the importance of employment equity in the District's hiring processes. Representatives also called for increased funding for adult education facilities and programs. Some stakeholders indicated their support for initiatives to increase leadership capacity and suggested an increase in support budgets for resources and supplies. Lastly, there was a request for funding support for capital equipment replacement program for tech studies shops and increasing program support budgets.

Broader Public Engagement

Members of the school communities and the broader Vancouver public had several avenues to share their input and feedback within the financial plan engagement process. These included written submissions, participation in the online financial plan survey and through delegation presentations.

Financial Plan Survey Feedback

The annual online financial planning survey for the broader public was open between February 26 and March 8, 2024. The survey sought feedback from students, their families, staff and the Vancouver public. To encourage participation, two emails with a link to the survey and general information was provided to all students' families. The survey was also promoted on the District's website, social media channels and internal channels for staff (TEAMs posts and email).

There were more than 5,300 participants in this year's financial planning survey. The majority, nearly 90 per cent (4,092 participants), were family members of students enrolled in VSB. Approximately 61 per cent (2,500 participants) identified themselves as family members of students attending an elementary school/program. Family members of students attending a secondary school/program made up 23.2 per cent (950 participants), while 15.7 per cent (643 participants) indicated they were family members of students attending both an elementary school/program and a secondary school/program. Staff members at VSB made up a smaller portion of survey participants (7.9 per cent or 365 participants). Students enrolled in VSB also took part in the survey, representing 1.7 per cent (76 participants). Among the students who participated in the survey, most attended a secondary school/program, making up 77 per cent (57 student participants). Those attending an elementary school/program were fewer, with 13.5 per cent (10 student participants). Students enrolled in adult education were also represented, making up 9.4 per cent (7 participants). Lastly, members of the broader Vancouver public participated as well, making up less than one per cent, (40 participants).

Survey Feedback

The financial plan survey queried participants support and preferences in the areas of equity in learning, student success and reconciliation, along with input about maximizing resources and priorities the Board may consider advocating for additional funds to support.

Equity in Learning

A majority of participants expressed strong support, with 38.5 per cent (2,055 participants) highly supporting the initiatives to increase equity and an additional 32.2 per cent (1,717 participants) supporting it. Only a small fraction, 7.3 per cent (391 participants), did not support the initiative.

When asked about specific areas to prioritize if more funds become available, the majority (35.4 per cent or 1,888 participants) selected all the provided options, indicating a broad interest in comprehensive improvements for equity and inclusion. Helping staff support all learners was the second most popular choice, with 27.3 per cent (1,458 participants) selecting it.

The open-ended responses provided valuable insights into the participants' perspectives. Many emphasized the need for more staff and training, particularly to support students with special learning needs and those with mental health and wellbeing challenges. There were calls for transparency in funding decisions and a focus on essential needs like staffing and materials.

Participants expressed a desire for an inclusive educational environment that caters to all students' diverse needs. They called for a balanced curriculum that includes practical learning, Indigenous knowledge, anti-racism education and language proficiency. Concerns were raised about the quality of school infrastructure, with suggestions to improve facilities' accessibility and enhance safety measures. Some respondents expressed dissatisfaction with current practices and opposed police presence in schools.

Improving Student Outcomes

A significant majority (87.5 per cent) expressed strong support for directing available funds to improve outcomes for students.

When the conversation turned to the specifics of funding allocation, a diverse range of preferences emerged. A third of the participants (32.17 per cent) opted for a holistic approach, advocating for funds to be distributed across all areas. The second most supported choice, garnering 20.7 per cent of selections, was a call for creating opportunities for students to lead and learn about their interests, ranging from climate action and sustainability to fine arts and STEM subjects.

The open-ended responses detailed the community's aspirations and concerns. A recurring theme was the need for increased staffing and support, particularly for students with diverse learning needs and to support mental health and wellbeing. There was a strong call for a focus on fundamental skills like reading, writing, math, and science, as well as life skills and financial literacy.

However, the community's vision for education extended beyond traditional curriculum. There was a desire for a diverse range of subjects, including STEM/STEAM, cultural education, music, fine arts, athletics and other programs. Concerns were raised about the need to renew technology/devices in schools to support student learning along with calls for improved digital safety education for students.

The community also expressed a desire for smaller class sizes and more structured learning environments. The need for updated learning materials and resources was highlighted, along with improved building maintenance. Some responses focused on prioritizing Indigenous students' success. However, there were also several comments that expressed a preference to focus teaching core academic subjects. A few responses suggested the introduction of more extracurricular activities and community engagement.

Continuing VSB's Reconciliation Journey

A significant majority, with 31.4 per cent supporting and 28.1 per cent highly supporting, voiced their endorsement for prioritizing available funds towards this area.

When the conversation turned to the allocation of additional funding, a consensus emerged. A substantial 33.5 per cent of participants advocated for a comprehensive approach, preferring to distribute funds across all listed options presented. Notably, the second most favored choice, garnering 20.8 per cent of the selections, was to provide more opportunities for students to engage in land-based learning experiences.

Additionally, the need for approved resources to teach about Indigenous people and integrating Indigenous studies into existing subjects was a recurring theme regarding educational resources and curriculum. There were also calls to hire more specialist teachers, support staff and Indigenous educators. Regarding cultural engagement and community involvement, respondents noted more engagement with Indigenous cultures through activities led by Elders and Knowledge Keepers, and an increased presence of Indigenous art and teachings in schools.

There also a few respondents who expressed concerns about the top-down approach to reconciliation education and some indicated they felt there is overemphasis on teaching about Indigenous issues.

Maximizing the Use of Limited Resources

The majority of participants (59.7 per cent) support advocating for more funding from the provincial government as a priority to maximize the use of limited resources. Other notable strategies include renting out unused and underused school spaces (48.6 per cent) and making operations more efficient through technology (46.2 per cent). Participants also suggested reviewing staff service delivery (23.9 per cent) and reducing facilities maintenance costs by focusing on newer or upgraded schools (22.9 per cent).

In response to the open-ended question, participants raised concerns about perceived excessive senior management positions and suggested reducing their salaries to reallocate funds to classroom support. They called for evaluating and streamlining operations, focusing on core academic subjects and avoiding investments in other subject matters. Criticisms were directed at financial decisions like selling land, with suggestions to optimize existing resources, prioritize classroom support over management expenses and modernize processes to reduce waste.

Facility utilization emerged as a theme with proposals to rent out school spaces during non-instructional days. Community engagement was emphasized, advocating for involving parents/families and local businesses in decision-making processes. Mixed opinions were noted regarding specialized programs; some advocated for their expansion while others called for their discontinuation. There were also calls to focus on core academic subjects. The complexity of modern education requiring increased funding was highlighted by some respondents. There was a mix of opinions about school closures, with some supporting it for underutilized schools while others strongly opposed. Calls were made for improved maintenance of school buildings ensuring they are clean, ventilated and seismically safe.

Board Advocacy Seeking Additional Funds

Most participants (60.6 per cent) indicated the Board should focus on advocating for more funding dedicated to literacy, numeracy and digital literacy skills, as well as critical and creative thinking skills. The survey question encouraged participants to select multi priorities and as such the other areas of focus include:

- Maintenance and upgrades of schools and worksites (36.5 per cent)
- More and better technology for students including laptops, tablets, and WIFI (34.2 per cent)
- More school seismic upgrades and replacement school projects (25.3 per cent)
- Upgrades to reduce VSB's carbon footprint, install modern heating and cooling systems, create climate resilient outdoor learning spaces, electric vehicles and other infrastructure (22.5 per cent)
- Improve student washroom facilities including fixtures, accessibility and inclusivity (20 per cent)
- Provincial funding to address accessibility needs like adding lifts/ramps/elevators, sensory rooms, making playgrounds accessible, and more accessible communication tools (e.g., translations, etc.) (17.7 per cent)
- Funds to offset the costs of spaces used for child care, StrongStart and other early years programs that are not part of the school district's mandate (15.9 per cent)

- Dedicated funding for learning spaces that are culturally responsive and meet the expectations of the Declaration on the Rights of Indigenous Peoples Act (10.3 per cent)

In response to an open-ended question, participants raised concerns about staffing and support, resource allocation, infrastructure and safety, curriculum enhancement, inclusion and diverse learning needs support, technology and resources, and community engagement and support services. They emphasized the need for more teachers, support staff and specialists, redirecting funds from administrative roles to direct instruction or tutoring, addressing the physical condition of schools, updating learning resources, ensuring inclusive education, equitable access to technology and integrating schools with community centers. Mixed opinions were noted regarding the use of technology due to its impact on students.

Public Delegation Presentations

Eight community members made presentations regarding the 2024-2025 financial plan at the Board's public delegation meeting held April 22, 2024. Presentations called on the Board to consider staffing supports in the upcoming budget, particularly those staff who support students with diverse learning needs as well as funding for school libraries, school food programs and facilities matters.

Appendix: Stakeholder Engagement Summary

On February 20 and 21, 2024, stakeholder representatives met with the secretary-treasurer and the executive director of finance to share key items the Vancouver School Board (VSB) should consider in the 2024-2025 financial planning process. A summary of the feedback provided is presented below.

Vancouver District Student Council (VDSC)

The VDSC representatives highlighted the top four budget priority areas identified by VDSC members as key items for the Vancouver School Board (VSB) to consider in the 2024-2025 financial planning process.

Two budget priorities tied as the top priorities: staffing shortages and bathrooms conditions. These were followed by Wi-Fi and computers and then mental health and counselling resources.

Staffing shortages: There aren't enough staff members, which is affecting learning. There are problems with courses being cancelled, and there's no communication to students about why this is happening. Also, substitute teachers are not experts in the subjects they are teaching.

Bathroom conditions: Bathrooms and sanitary products can be improved. Some bathrooms have been broken for a long time, and there's no information about when they will be fixed.

Wi-Fi and computers: The Wi-Fi connection is poor in some areas, and the computers need to be updated. Some content is blocked on the computers and laptops on carts are not working properly, which is affecting learning time.

Mental health and counselling resources: Students are having trouble accessing counsellors and establishing long-term relationships with them. This is because the counsellors are often busy teaching courses.

District Parent Advisory Council (DPAC)

In the budget engagement meeting, the DPAC representative highlighted several areas of concern for the Vancouver School Board (VSB) to consider in the 2024-2025 financial planning process.

The representative stressed the importance of transparency in budgeting, acknowledging that it involves significant trade-offs. They expressed a desire for a better understanding of these trade-offs and the consequences of budget decisions. They also pointed out the need for greater transparency in capital transactions, particularly those involving land.

The representative also brought up the need for metrics to assess the equity of decisions. They suggested that the decision-making process should evolve and questioned how equity is currently being evaluated. They also commented on the high rate of students in private schools in Vancouver and appreciated the transparency in enrollment projections.

The representative further discussed the issue of staffing. They noted the need for more Educational Assistants (EAs)/student support assistants (SSAs) and noted that an increase in recruitment staffing should be considered to support recruitment efforts. They also expressed concerns about the budget for student devices and the challenges faced when the replacement of these devices is funded from grants and PAC fundraising. They discussed the importance of inclusion and early intervention, noting that many students are falling through the cracks due to delayed assessments.

The representative was asked about past online budget survey engagements. The representative noted that historically, parents have not found the surveys very engaging, as the surveys haven't enabled parents to offer clear feedback about the challenging substantive trade-offs the budget must make.

Vancouver Elementary and Adult Educators Society (VEAES)

In the budget engagement meeting, VEAES representatives highlighted several key points for the Vancouver School Board (VSB) to consider in the 2024-2025 financial planning process. The feedback underscored the need to prioritize students and make reductions as far away from students as possible.

VEAES representatives emphasized the need for facilities upgrades at the South Hill Education Centre, a 100-year-old building that has not seen major structural upgrades in recent decades of capital planning. They suggested using the adjacent swing space during renovations to minimize disruption. They also highlighted the need for better facilities and permanent locations for adult education, including a plan for a replacement downtown core location, to accommodate the growing needs of adult learners.

The representatives also emphasized the importance of support for schools, expressing that there is an increased need but decreased support at the school level. They requested a budget allocation to ensure fully staffed schools and district programs, specialized support such as speech and language pathologists, school psychologists and resource teachers, and expressed a desire to have the budget include dedicated funds for fine arts instruction at each workplace, subject to staff committee direction. They discussed the collective responsibility in implementing these supports and the need to review teacher staffing allocation formulas and implementing distinct allocation categories for school level teacher staffing.

They also expressed happiness at seeing a change in projected student enrolment for future years and alignment with provincial enrollment projections.

Lastly, the representatives expressed concerns about recruitment and retention, noting that VSB is not considered an employer of choice among districts due to issues like workload and low teacher morale. They highlighted the need for strategies to address recruitment and retention issues, especially considering the high cost of living in Vancouver. They also stressed the importance of improving working conditions and creating a culture where people want to be.

Vancouver Secondary Teachers Association (VSTA)

The representatives expressed support for the continuation and ramping up of the seismic program, and acknowledged the present need to, by some means, accumulate surpluses to supplement capital project budgets that are not fully funded by the provincial government. They questioned the feasibility of the District contributing significantly to capital projects given the relatively small unrestricted operating surplus.

They also discussed school budget allocations, school generated funds, school fund balances and the need to support the work of school finance committees and staff committees in this area. They also raised questions about equity, particularly how it is measured, and the issue of aging technology inventory in secondary schools.

The representatives expressed concerns about staffing expenses and the optimal staffing formulas. They highlighted the issue of lower enrolment classes and the need to optimize opportunities for students by finding ways to make these classes viable. They also mentioned the need to participate in a timetable process review to ensure optimal use of staffing and maintaining choice for secondary students.

They also emphasized the need for adequate support for the implementation of the Indigenous-focused curriculum, including release time, more training and funding to bring in speakers. They mentioned possible opportunities for revenue recovery through industry association grant funding in the area of career programs. Lastly, they emphasized that any reorganization of special education supports be undertaken with a view to enhancing services, not as an opportunity for budget reduction.

Canadian Union of Public Employees Local 15 (CUPE 15)

In the budget engagement meeting, CUPE 15 representatives underscored several key issues for the Vancouver School Board (VSB) to consider in the upcoming 2024-2025 financial planning process.

CUPE15 representatives reported increased staff absences, particularly student support workers, which resulted in increased workloads and difficulties in effectively supporting students. They commented that the VSB hiring process is slow compared to other school districts, potentially exacerbating the labour shortage issue. Additionally, they encouraged changes in replacement policies for student support workers, SSBs and office support to minimize service disruptions for students and families.

The representatives also highlighted the need for the employer to consider introducing higher pay bands as jobs are being re-evaluated as part of the job evaluation process. They also commented on the increased workload for office staff and requested improvements to school clerical allocation formulas.

Regarding technology, CUPE 15 raised concerns about the outdated devices used by student support workers and SSBs, such as iPads and laptops, and the slow pace of technology replacements. They note this poses challenges for utilizing technology effectively to support students. Furthermore, CUPE15 noted the absence of a school district policy for providing technology to student support workers and SSBs is exacerbating these challenges.

Lastly, CUPE 15 reiterated their request for child care services in the school district be provided by the District with CUPE 15 workers. They discussed the importance of integrated seamless childcare, noting that many students are falling through the cracks due to inadequate child care services available in Vancouver. They also expressed their belief that CUPE 15 members, who have ECE credentials, can do the work required for integrated seamless childcare. CUPE 15 believe this is their bargaining unit work and should not be given to third parties.

Canadian Union of Public Employees Local 407 (CUPE 407)

In the budget engagement meeting, the CUPE 407 representative brought up several key points for the Vancouver School Board (VSB) to consider in the 2024-2025 financial planning process.

They highlighted concerns with regards to complaints from the public, on the overall condition of school grounds, suggesting an increase to our employee numbers to provide better service with increased consistency.

The representatives expressed concerns about work being contracted out instead of being done in-house. They advocated for training people and keeping them working with VSB long term. They emphasized the need to reduce absenteeism by creating a better work environment. They also mentioned a provincial job evaluation process to support recruitment and retention through increased wages. They highlighted unprecedented complaints about grounds on school sites and suggested a focus on reviewing how work is being done.

Finally, they stressed the importance of investing in staff, making them feel appreciated, and providing more apprenticeship opportunities for current workers.

International Union of Operating Engineers (IUOE)

The IUOE representatives highlighted several key areas the Vancouver School Board (VSB) should consider in the 2024-2025 financial planning process.

Firstly, the IUOE representatives emphasized their support for bringing the seven contracted out cafeterias in-house and for the addition of another commissary kitchen. They highlighted the focus of VSB cafeterias on providing healthy, in-house prepared foods with standardized recipes of nutritional value.

Secondly, the IUOE representatives discussed the challenges of attracting and retaining staff, noting that recruitment and retention are global issues. They also highlighted the need for better morale among employees. They proposed the hiring of more supervision aides at all schools to increase the supervision aide to student ratio.

Finally, they underscored the importance of accurate budget forecasting and cost management. They noted the inconsistencies in budget forecasting, such as overestimating costs and not considering all potential revenue. They also expressed concern about the high vacation payouts to the highest wage earners and the increase in top salaries between 2008 and 2023.

Trades

The trades staff representative has highlighted several key areas the Vancouver School Board (VSB) should consider in the 2024-2025 financial planning process.

Firstly, the representative emphasized the need for adequate funding to maintain VSB facilities. They emphasized the importance of maintaining and upgrading buildings, particularly given the aging infrastructure in VSB and suggest priority should be given to seismic upgrades, asbestos abatement and technological modernization. They proposed a comprehensive review, inventory and prioritization of what needs to be done to keep VSB buildings safe and efficient.

Secondly, the representative discussed the challenges of attracting trades personnel, noting that VSB is not a well-known career path for trades/construction workers. They also highlighted the need for staff training, including trade certifications for different technologies and vendor-specific training, and the importance of ensuring equal access to these opportunities to avoid the impression of favouritism. It was suggested that better training for workers could reduce re-work costs.

They proposed the use of fleet vehicles for trades transport between work locations, funded by savings from mileage paid for the use of personal vehicles.

Thirdly, the representative underscored the importance of succession planning, given that VSB's status as a career employer leads to an aging workforce and less opportunity for upward mobility. They noted the knowledge gap that arises when long-serving staff retire and suggested proactive cross-training of staff to facilitate generational knowledge sharing. They also proposed hosting apprentice programs as a recruitment tool for the next generation of workers.

Finally, the representative emphasized the need for investment in leadership, including leadership training for maintenance leaders, and the importance of fostering good job site morale through effective communication, sharing of long-term goals, and the establishment of a feedback system for workers.

Professional and Administrative Staff Association (PASA)

The PASA representatives highlighted several key areas the Vancouver School Board (VSB) should consider in the 2024-2025 financial planning process.

Firstly, the PASA representatives emphasized the need for a system-based approach to management. They highlighted the importance of succession planning and the use of performance support plans to provide opportunities for staff. They expressed concern about the limited career paths for exempt staff and the need for a broader view from management staff with varied backgrounds.

Secondly, they discussed the challenges of recruitment and retention. They underscored the importance of creating a sense of belonging among staff and raised concerns about not having a flexible work location policy and its impact on employee retention. They suggested increasing professional development allocations for exempt staff to reduce staff turnover and loss of knowledge. They also emphasized the importance of cross-training when employees are absent and the effective use of technology.

Finally, on the topic of revenue generation, they discussed the increasing demand for rentals and leases every year and the need for an online booking system and additional staff time to ensure timely response and increased rentals. They suggested increasing community use of facilities in a cost-effective way and using limited funds to support the core mandate of the school district.

Vancouver Elementary Principals and Vice Principals Association (VEPVPA) and Vancouver Association of Secondary School Administrators (VASSA)

In the budget engagement meeting, the principals' and vice principals' representatives highlighted several areas of concern for the Vancouver School Board (VSB) to consider in the 2024-2025 financial planning process.

The representatives stressed the increasing challenges in their roles, with jobs becoming more of a lifestyle than a profession. They noted the impact of significant teaching loads, high turnover and the difficulty of being educational leaders when pulled to cover classes as well as fill in as SSAs due to staffing shortages. They advocated for a reduction in teaching loads in the next year's budget, manageable workloads and more administrative time for mentoring. They discussed the collective responsibility in implementing the Education Plan and the need to review administrative allocation formulas.

The representatives also emphasized the importance of literacy in school learning plans, requesting a $50k allocation, or $2,500 per school to support this initiative.

Lastly, the representatives expressed concerns about the increasing complexity of needs by students and families, the expectation to be always responsive and the need for additional support and supervision. They highlighted the need for teacher training in differentiated instruction, more office support staff and directed professional development in schools. They also stressed the importance of improving communication and creating cultures where people want to be.

Financial Planning Stakeholder Engagement Workshop – Summary of Feedback

March 6, 2024, 3:30 p.m. – 5:00 p.m.

Participants (Name and Affiliation)

- Arshia Akhgari, VDSC
- David Schaub, DPAC
- Ishi Dinim, DPAC
- Vanessa Lefebvre, VEAES
- Sam Couture, VEAES
- Terry Stanway, VSTA
- Carl Janze, VSTA
- Suzette Magri, CUPE 15
- Warren Williams, CUPE 15
- Brent Boyd, CUPE 407
- Tim DeVivo, IUOE
- Tim Chester, IUOE
- Justin Chapman, Trades
- Hayden O'Connor, PASA
- Dal Bhatti, PASA
- Benita Kwon, VASSA
- Jason Lauzon, VASSA
- Birgitte Biorn, VEPVPA
- Trevor Wrinch, VEPVPA

Trustees:

- Christopher Richardson
- Suzie Mah
- Janet Fraser

Staff:

- Flavia Coughlan, Secretary-Treasurer
- Patricia MacNeil, Director, Communication
- Michael Gray, Executive Director, Employee Services
- Michael Rossi, Director, Employee Services
- Daniel Blue, Executive Director, Finance
- Amanda Poon, Executive Assistant, Secretary-Treasurer 's Office

Topic 1: Employee Morale

Participants suggested that employee morale and the impact of initiatives aimed at improving it can be measured through various methods. These include conducting union surveys, exit interviews, and surveys among staff and students. Tracking overtime, attendance, and absenteeism rates can also provide insights into employee morale. Other indicators include the level of engagement in extra-curricular activities and initiatives, retention rates, and whether staff find meaning in their work.

Participants suggested several initiatives that can be implemented to improve employee morale. These include conducting interactive and meaningful workshops, recognizing employees at the local level, and promoting random acts of kindness. Staff appreciation events, supervisory training, and mentorship programs at all levels can also boost morale. Other strategies include fostering open-ended engagement, non-directive communication, and providing feedback. Approving leave requests, adjusting case load ratios, increasing supports for students, and reducing commuting time can also contribute to improved morale. Organizing networking events, community events, and social opportunities, as well as promoting participation in cultural events and cross-functional roles in workshops, can further enhance morale.

To ensure the success of new employees and a robust succession plan for key roles, several strategies were suggested by participants. These include ensuring staffing capacity and resilience, implementing an employee recognition program, and providing mentorship at all levels. Offering in-service training and release time for mentorship can also support new employees. Additionally, implementing a mentor program and allowing for crossover and transition days can facilitate the onboarding process and ensure a smooth transition for new employees.

Topic 2: Employer of Choice / Recruitment and Retention

To make VSB an employer of choice and address recruitment and retention challenges, several initiatives were suggested. These include expediting the hiring process, holding recruitment meetings earlier than other districts, and giving more autonomy to Principals and Vice Principal (PVP)s to hire. Offering moving packages and allowances to staff, providing competitive wages, and increasing work hours can also help. Conducting exit interviews for all employees and understanding the challenges they face are crucial. Adapting to the changing values of the workforce, approving decrease in time requests, and offering more part-time positions can further enhance retention. Improving communication with prospective employees and applicants, providing workforce housing, and offering in-house childcare with priority given to staff are other potential initiatives.

To promote career opportunities at VSB, participants suggested that we can advertise to targeted audiences and hold district job fairs. Offering flexible work arrangements and partnering with colleges and universities can also help attract potential employees.

To encourage people to pursue careers in school districts and promote these careers to our students and graduates, it was suggested that we consider implementing an employee referral program and providing job shadowing opportunities for students. Collaborating with institutions like UBC and SFU can help increase capacity. Promoting from within the district can also motivate employees and show a clear path for career progression. These efforts need to be given more attention to ensure their effectiveness.

Topic 3: Continuous Learning

To support professional development, training, and continuous learning for staff, participants suggested several measures that can be implemented. These include engaging Indigenous elders and ensuring that those teaching workshops have lived experience. We can also hire consultants to perform best practices, such as Special Education (SPED) consultants. Conducting a needs assessment to identify staff strengths and weaknesses can help tailor training programs. Collaborative training and in-service options within themes like anti-racism, Indigenous education, and food safety can be offered. It's important to provide equal opportunities for all employee groups and remove barriers so all stakeholder groups can participate in Professional Development (Pro-D). Alternatives for release time, such as a paid or voluntary summer institute, can be considered. Inservice days can be used to provide proper training and Pro-D. We can also allocate release time for collaborative inquiry and increase learning resources.

To support staff learning about reconciliation, equity, anti-oppression, leadership, effective use of technology, and meaningful integration of AI, it was suggested that we can track equity issues more closely and prioritize the hiring of Indigenous teachers and BIPOC individuals in leadership positions. We can adopt a "velvet hammer" approach to grow into changes gradually rather than a "sledgehammer" approach. Computer-based training and continuous training rather than one-off sessions can be more effective. Online models for self-paced training, such as the SSEC model, can be utilized. More time and opportunities for discussion should be provided. Cross-functional roles in workshops and collaborating time or professional development during work hours can also be beneficial.

Topic 4: Addressing the Structural Deficit

To address the structural deficit over the next three years, several measures were suggested by participants. These include implementing an attendance support program and reviewing staffing levels. Broader and cheaper items could be made available on ePro. A hybrid working model for non-school staff could be introduced, which would allow for the consolidation and renting out of office space. Vacation payouts could be eliminated or justified with proper oversight. Additionally, the wage lifts for excluded staff could be reviewed and adjusted if they are deemed too high.

To increase the enrolment of school-aged children from Vancouver in VSB schools, several strategies were proposed. These include drawing students from private schools to VSB and increasing safety measures to retain students. Offering Advanced Placement (AP) classes could attract more students. Improving the aesthetics of school grounds and buildings could make VSB schools more appealing. Having a School and Student Support A (SSA) in every classroom and hiring Red Seal teachers to teach trades could also enhance the learning environment and draw more students.

Over the next three years, it was suggested that key advocacy areas should focus on increasing provincial funding, particularly per pupil funding. Efforts could be made to reduce the training cost of programs such as SSAs and Building Service Workers (BSWs). Advocacy could also focus on securing funding for student technology, increasing continuing education offerings, and expanding the number of adult education centers where there is enrolment. Opening more summer school centers, providing bursaries or grants for SSAs and BSWs, and increasing funding for inclusion could also be key advocacy areas. It should be noted that not increasing funding to cover inflation effectively results in a cut in funding, and this should be a significant point of advocacy.

Finance and Personnel Committee Meeting

March 13, 2024, 7:30 p.m. – 8:32 p.m.

Participants (Name and Affiliation)

- Suzette Magri, CUPE 15
- Brent Boyd, CUPE 407
- Ian Rowe, DPAC
- Jill Sehmbi, VASSA
- Arshia Akhgari, VDSC
- Sam Couture, VEAES
- Stephen Leung, VEPVPA
- Tim DeVivo, IUOE
- Terry Stanway, VSTA

Trustees:

- Joshua Zhang
- Alfred Chien
- Janet Fraser
- Suzie Mah
- Preeti Faridkot
- Christopher Richardson
- Jennifer Reddy

Staff:

- Flavia Coughlan, Secretary-Treasurer
- Helen McGregor, Superintendent
- Pedro da Silva, Associate Superintendent
- Pete Nuij, Associate Superintendent
- Maureen McRae-Stanger, Associate Superintendent
- Alison Ogden, Associate Superintendent
- Dan Blue, Executive Director, Finance
- Amanda Poon, Executive Assistant, Secretary-Treasurer's Office

At the finance and personnel committee meeting held on March 13, 2024, stakeholder groups representatives engaged in small group discussions about financial plan priorities emerging from the feedback provided by stakeholder groups thus far. They further discussed emerging priorities for consideration in the 2024-2025 financial plan. Based on suggestions during the small group discussions, the following themes were identified:

1. **Employee Morale**: Establish processes and mechanisms to understand and improve employee morale. Implement strategies for improving wellness and morale among all support groups, including professional development options and support staff availability.
2. **Employer of Choice (recruitment and retention)**: Develop strategies to hire and retain staff, including conducting exit interviews/surveys, creating recruitment plans and offering incentives. For school-based educators, support change management required with the emergence of inclusion and provide support to meet the needs of students including those with diverse learning needs. Other ideas offered included improving workplace flexibility and improved work environments. Comments were also noted about facilities maintenance needs to for students and the value this adds to making schools safe and welcoming environments for students as well as staff.
3. **Continuous Learning**: Offer training opportunities and leverage professional development/skills upgrades as a staff retention strategy. Provide financial support, reallocate existing resources and host workshops led by subject matter experts/lived experiences in areas of focus (skills development, professional learning, equity, diversity and inclusion, etc.).
4. **Addressing the Structural Deficit**: There was discussion about how to finance various cost items, reallocate funds and explore low/no cost solutions to maximize the use of funding provided to the school district. Representative also advised for more advocacy to increase funding to support staff education, as well as funding for fine arts and District programs. They also suggested the development of a financial plan that reflects population growth and ensures transparency in financial planning and decision making.

Vancouver School Board

ITEM 2.2.1

April 24, 2024

TO: **Board of Education**

FROM: **Preeti Faridkot, Trustee**

RE: **Notice of Motion: Funding for Arts Education**

Reference to Education Plan

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

OBJECTIVE(S): Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

PROPOSED MOTION

That the Board approve the allocation of $0.13 million to fund a 1.0 FTE K-12 arts district resource teacher; and further

That the 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" be removed from consideration.

RATIONALE

The following motion was referred by the Board to the April 10, 2024, Finance and Personnel Committee meeting and was supported by the committee for consideration at the April 29, 2024 Board 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.*

The Draft 2024 – 2025 Financial Plan contains the following proposed budget change which I believe addresses the need for a more robust arts education program at VSB which was the intent of my motion.

> *In 2019, the District completed a music review. The goal of the review was to support arts education across VSB, with music education being the first step. To support this work, it is recommended that $0.13 million be allocated to fund a 1.0 FTE K-12 arts district resource teacher, who would work on the Learning and Instruction team to support all aspects of arts education which includes, fine arts, drama, dance, and music. Specifically, they would focus on supporting generalist elementary music teachers through targeted professional development opportunities and co-teaching, curating K-12 arts resources, creating structures to share art materials between schools (such as musical instruments and specialized art tools), supporting and developing community partnerships with visual artists, performers, and musicians to enhance classroom experiences, as well as supporting the recommendations of the Music Review.*

Vancouver School Board

ITEM 2.2.2

April 24, 2024

TO: **Board of Education**

FROM: **Victoria Jung, Chairperson**

RE: **Notice of Motion – Financial Plan Amendment - Recruitment**

Reference to Education Plan

GOAL: The Vancouver School Board will increase equity by …

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

PROPOSED MOTION

That the Board approve the one-time allocation of $50,000 from available 2023-2024 surplus for Recruitment Strategy Review and Improvement.

RATIONALE

Through the engagement process, we heard of the need to review VSB recruitment practices so that we stay competitive in the acquisition and retention of talent within a highly competitive labour market.

It is proposed to allocate $50,000 from available 2023-2024 surplus to refine our recruitment strategy and enhance processes. This budget will fund a professional audit by a qualified third-party service provider of our current methods, the identification and adoption of improvements.

Through this investment we look to continue to optimize our hiring process by ensuring we attract and retain high-caliber diverse talent, efficiently and effectively. The objective of the review is to improve candidate experience, reduce time-to-hire, and increase retention rates.

Vancouver School Board

ITEM 2.2.3.1

April 24, 2024

TO: **Board of Education**

FROM: **Janet Fraser, Trustee**

RE: **Notice of Motion – Hamber capital project/learning resources**

Reference to Education Plan

GOAL: The Vancouver School Board will increase equity by …

OBJECTIVE(S): Improving stewardship of the District's resources by focusing on effectiveness, efficiency and sustainability.

PROPOSED MOTION

That the Board of Education direct the Superintendent to report back to the Board:

(1) on the cost and implications of replacing the shop equipment installed in the new Eric Hamber Secondary with new shop equipment, by September 2024.

(2) on any costs incurred by the district beyond the capital funding provided by the Ministry of Education and Child Care, on completion of this project.

RATIONALE

In the engagement process we heard from the Vancouver Secondary Teachers' Association (VSTA) that newer shop equipment should be purchased and installed in the new seismically safe replacement Eric Hamber Secondary School.

District staff have shared that the older shop equipment has already been installed and that staff and the contractors are working on completing this major capital project.

To properly consider the request for new equipment, it is important for trustees to understand the existing equipment, the cost of similar/more up-to-date new equipment, as well as the logistics of procuring and installing the equipment.

The second part of the motion addresses any funding that the VSB will contribute to this project beyond the capital funding provided by the Ministry, which may be helpful for future secondary school seismic projects.

Vancouver School Board

ITEM 2.2.3.2

April 24, 2024

TO: **Board of Education**

FROM: **Janet Fraser, Trustee**

RE: **Notice of Motion – Technology**

Reference to Education Plan

GOAL: The Vancouver School Board will increase equity by …

OBJECTIVE(S): Eliminating gaps in achievement and outcomes among students.

PROPOSED MOTION

That the Board allocate $250,000 from Local Capital to enhance equity of access to technology for students.

RATIONALE

Providing an adequate number of appropriate technology for student learning has been a challenge for many years in the VSB, and indeed for school districts across BC. This year's Draft 2024-2025 draft Financial Plan includes: *The lack of adequate technology access to remains an impediment to student learning, with many students depending on VSB resources for access to laptops and other devices to complete their schoolwork*.

The Engagement Summary includes the stakeholder priority of technology, and in the public survey concerns were raised about the need to renew technology/devices in school to support student learning. This is aligned with "more and better technology for students including laptops, tablets and Wifi" being the second priority (34.2%) for board advocacy in seeking additional funds. Trustees also heard from the Vancouver District Student Council (VDSC) that this is in their top three priorities.

In addition, in the 2022-2023 Framework for Enhancing Student Learning there is the commitment to enhancing student learning outcomes and addressing any disparities to ensure equitable education for all students.

We all live in a rapidly evolving digital world and so it is more important than ever to strive for equity of access to technology for students. This strategic investment will not only help bridge the technological learning divide but also foster an inclusive learning environment.

Vancouver School Board

ITEM 2.2.4

April 24, 2024

TO: **Board of Education**

FROM: **Lois Chan-Pedley, Trustee**

RE: **Notice of Motion – Student Sustainability Project Fund**

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.

PROPOSED MOTION

That the student leadership fund be expanded to include student sustainability projects.

RATIONALE

In the 2023-24 budget, $100,000 was set aside for student-led sustainability projects. As the 2024-25 budget does not have space for another one-time addition, it would be nice for the student leadership fund, which is being continued, to be expanded to include sustainability projects.

Vancouver School Board

April 24, 2024

ITEM 2.2.5

TO: **Board of Education**

FROM: **Preeti Faridkot, Trustee**
Joshua Zhang, Trustee

RE: **Notice of Motion – Digital Literacy**

Reference to Education Plan

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

OBJECTIVE(S): 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.

PROPOSED MOTION

That the Board approve the reallocation of 1FTE teacher and 1 FTE exempt position from Safe and Caring Schools to Digital Literacy.

RATIONALE

Digital literacy is crucial for student success in today's technology-driven world as it equips students with the ability to navigate, understand, and utilize digital tools effectively. It fosters critical thinking, problem-solving, and communication skills, which are essential for academic achievement and future career opportunities. Being digitally literate empowers students to participate responsibly in the digital world, promoting safety, ethics, and respect in online interactions. As AI is introduced in the school system, digital literacy is more important than ever for students.

Two positions in the Safe and Caring Schools team have been vacant for two years. These positions can be used to support the school district's digital literacy needs. It is proposed that 1 FTE teacher and 1 FTE exempt position be reallocated from Safe and Caring Schools to Digital Literacy.

The 1 FTE teacher would be used for creating a Digital Literacy Mentor Teacher who, in collaboration with the LIT team, would enhance education by developing learning materials, leading learning sessions, and working together with other staff members to help students develop better digital literacy skills and be safe online.

The 1 FTE Exempt Staff would be used for creating an exempt position focused on AI, Digital Literacy and Cyber Security. This dedicated role will support change management, ensure smooth integration, optimal performance, and promote digital literacy that follows privacy and security standards.

Vancouver School Board

ITEM 2.2.6

April 24, 2024

TO: **Board of Education**

FROM: **Suzie Mah, Trustee**

RE: **Notice of Motion – Funding for Additional Teachers and Student Support Workers**

Reference to Education Plan

GOAL 1: 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.

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

OBJECTIVE(S): Eliminating gaps in achievement and outcomes among students.
Eliminating racism and discrimination in all forms.

PROPOSED MOTION

That the $684,000.00 be reallocated from the Proposed Draft 2024-25 Financial Plan's Budget Changes items: Professional Learning and Framework for Enhancing Student Learning Response, Arts Education, Enhancing Leadership Capacity, and Leveraging Technology for Efficiency to fund 3 FTE Teachers and the remainder to fund additional Student Support Workers.

RATIONALE

Through public and stakeholder engagement, trustees have heard about the dire circumstances in supporting students with learning challenges within our district. The use of resource teachers to cover for enrolling classroom teacher absences and the lack of available Student Support Workers in our classrooms having negative impacts on our most vulnerable students.

Our students have the right to safe, caring, welcoming and inclusive spaces. They have the right to the support that they generate funding for. We know that early intervention and support leads to long term student success.

The current budget changes propose adding teaching positions that are away from the classroom. Our students need teachers and support staff "on the ground" working with students. Working within the tight confines of a system that is grossly underfunded, we must make decisions that support our students to benefit their daily education as well as make decisions that work towards mitigating the recruitment and retention challenges our district faces. Although this doesn't even begin to address our students' needs today, it is a small step in recognizing the need for more staffing and support for our most vulnerable students.

VSB Vancouver School Board

Vancouver School District Special Board Meeting

April 24, 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 xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaɬ (Tsleil-Waututh Nation).

xʷməθkʷəy̓əm (Musqueam)

Sḵwx̱wú7mesh Úxwumixw (Squamish Nation)

səlilwətaɬ (Tsleil-Waututh Nation)

2

VSB Vancouver School Board

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

VSB Vancouver School Board

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

Vancouver School Board

Introductions

Introduction of Trustees and Staff

5

Vancouver School Board

ITEM 2.0
NEW BUSINES

6

Vancouver School Board

ITEM 2.1
2024-2025 Financial Plan Engagement Update

7

Vancouver School Board

ITEM 2.2
Trustee Motions Regarding the Draft 2024-2025 Financial Plan

8

Item 2.2.1
Notice of Motion from Trustee Faridkot
Funding for Arts Education

That the Board approve the allocation of $0.13 million to fund a 1.0 FTE K-12 arts district resource teacher; and further

That the 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" be removed from consideration.

9

Item 2.2.1 A
Notice of Motion from Trustee Faridkot
Funding for Arts Education

That the Board approve the allocation of $0.13 million to fund a 1.0 FTE K-12 arts district resource teacher.

10

VSB Vancouver School Board

Item 2.2.1 B
Notice of Motion from Trustee Faridkot
Funding for Arts Education

That the 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" be removed from consideration.

11

VSB Vancouver School Board

Item 2.2.1
Notice of Motion from Trustee Faridkot
Funding for Arts Education

That the Board approve the allocation of $0.13 million to fund a 1.0 FTE K-12 arts district resource teacher.~~; and further~~

~~That the 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" be removed from consideration.~~

12

Item 2.2.1
Notice of Motion from Trustee Faridkot
Funding for Arts Education

That the Board approve the allocation of $0.13 million to fund a 1.0 FTE K-12 arts district resource teacher; and further

That the 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" be removed from consideration.

13

Item 2.2.2
Notice of Motion from Trustee Jung
Financial Plan Amendment - Recruitment

That the Board approve the one-time allocation of $50,000 from available 2023-2024 surplus for Recruitment Strategy Review and Improvement.

14

Item 2.2.3.1
Notice of Motion from Trustee Fraser
Hamber Capital Project/Learning Resources

That the Board of Education direct the Superintendent to report back to the Board:

(1) on the cost and implications of replacing the shop equipment installed in the new Eric Hamber Secondary with new shop equipment, by September 2024.

(2) on any costs incurred by the district beyond the capital funding provided by the Ministry of Education and Child Care, on completion of this project.

15

Item 2.2.3.2
Notice of Motion from Trustee Fraser
Technology

That the Board allocate $250,000 from Local Capital to enhance equity of access to technology for students.

16

VSB Vancouver School Board

Item 2.2.4
Notice of Motion from Trustee Chan-Pedley
Student Sustainability Project Fund

That the student leadership fund be expanded to include student sustainability projects that have leadership components.

17

VSB Vancouver School Board

Item 2.2.4
Notice of Motion from Trustee Chan-Pedley
Student Sustainability Project Fund

That the student leadership fund be expanded to include student sustainability projects.

18

Item 2.2.5
Notice of Motion from Trustee Faridkot and Trustee Zhang
Digital Literacy

That the Board approve the reallocation of 1 FTE teacher and 1 FTE exempt position from Safe and Caring Schools to Digital Literacy.

19

Item 2.2.6
Notice of Motion from Trustee Mah
Funding for Additional Teachers and Student Support Workers

That the $555,000 be reallocated from the Proposed Draft 2024-25 Financial Plan's Budget Changes items: Professional Learning and Framework for Enhancing Student Learning Response, ~~Arts Education,~~ Enhancing Leadership Capacity, and Leveraging Technology for Efficiency to fund 3 FTE Teachers and the remainder to fund additional Student Support Workers.

20

Vancouver School Board

ITEM 3.0
ADJOURNMENT

21

Vancouver School Board

THANK YOU
FOR YOUR TIME

22