

SPECIAL BOARD MEETING

AGENDA

Wednesday, April 30, 2025, 5:00 to 7:00 pm
In the Boardroom

1. CALL MEETING TO ORDER

1.1 LAND ACKNOWLEDGEMENT

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliłwətał (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 2025-2026 Financial Plan Engagement Update and Additional Information - Draft 2025-2026 Financial Plan

2.2 Trustee Motions Regarding the Draft 2025-2026 Financial Plan

2.2.1 Notices of Motion from Trustee Mah:

2.2.1.1 Teachers Teaching on Call Coverage for Resource Teachers From Day One

2.2.1.2 Reinstatement of Safe and Caring Schools Budget

2.2.1.3 Funding for Food Services for Students Facing Food Insecurity

2.2.2 Notices of Motion from Trustee Reddy:

2.2.2.1 Consistent Teachers Teaching On Call (TTOC) Budgeting

2.2.2.2 Employee Wellness and Retention

2.2.2.3 Increase Direct Classroom Support for Students with Disabilities

2.2.2.4 Timely Psychological Assessments for Students

2.2.2.5 Student Washroom Upgrades

2.2.2.6 VSB Commitment As Living Wage Employer

2.2.2.7 VSB Support for Universal Food Programs

2.2.3 Notice of Motion from Trustee Fraser: Supporting Literacy Screening for all K-3 Students

3. ADJOURNMENT

April 30, 2025

ITEM 2.1

TO: Board of Education

FROM: Senior Team

RE: **2025-2026 Financial Plan Engagement Update and Additional Information - Draft 2025-2026 Financial Plan**

[Reference to Education Plan](#)

GOAL:

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

The attached Financial Plan Development Engagement Summary and Additional Information – Draft 2025-2026 Financial Plan are presented to the Board for information.

Attachments:

- A. Financial Plan Development Engagement Summary (to be distributed)
- B. Additional Information - Draft 2025-2026 Financial Plan

Additional Information - Draft 2025- 2026 Financial Plan



BUDGET BYLAW

A draft budget bylaw document will be prepared based on the draft financial plan and the motions to modify the draft financial plan that will be considered by the Board at the April 30, 2025 board meeting.

The Ministry of Education and Child Care provides school districts with [instructions](#) for the preparation of annual budgets. One of the components of the annual budget is Schedule 2C. This schedule captures operating expense by function and program. The allocation of expense by function program is done based on the [Ministry's Operating Fund Account Descriptions](#). This document was last updated by the Ministry in 2006. The Ministry recently added Programs 1.20, 4.20 & 5.20, "Early Learning and Child Care" and instructed school districts to allocate costs related to child care programs and facilities to these new programs on Schedule 2C.

The chart of accounts used by VSB does not capture the allocation of expenditures by function and program. In the last two years we have been working to update VSB's chart of accounts to better reflect the current operating model and better align with Ministry reporting requirements. As part of the preparation of the draft 2025-2026 Financial Plan we reviewed all historical formulas applied to determine allocations by function program and, where needed, updated the allocation formulas to better align with Ministry instructions.

ENROLMENT PROJECTIONS

There is a misconception that the enrolment projections determine the actual funding received by VSB from the province. Actual funding is determined based on actual enrolment reported through the 1701 enrolment count process that occurs at the end of September, February and May of each year. Also, enrolment projections do not determine the actual staffing levels in the school district. Each September, actual teacher and SSA staffing levels are adjusted to reflect actual student enrolment.

REVENUE ESTIMATES

Funding for graduated adults included in the budget totals \$1,122,225 and is included under Other Ministry of Education and Child Care Grants in the operating fund. Funding is provided by the Ministry of Education and Child Care based on course activation and course completion by graduated adults enrolled in eligible courses. (See [Adult Funding Policy](#) for more information)

INCLUSIVE EDUCATION

Schedule 2C Function 1 Program 10 Inclusive Education

As per the *Ministry's Operating Fund Account Descriptions Functions & Programs*, the inclusive education program includes costs such as:

- salaries and benefits on an FTE basis for specialist teachers such as resource room teachers, special class teachers, teachers of the deaf and hard of hearing, teachers-on-call, psychometricians, psychologists, learning assistant teachers and itinerant teachers.
- salaries and benefits on an FTE-basis for specialist paraprofessionals, such as teacher assistants, braillists and sign or oral interpreters, working directly with inclusive education students.
- salaries and benefits of classroom teachers as determined by class size reduction provisions.
- salaries and benefits on an FTE basis for directors of instruction, principals and vice-principals within a special education school or program.

- specialized learning resources, materials and replacement equipment that are over and above those supplied for regular instruction.
- direct clerical support assigned to this program, travel and phone costs for itinerant personnel.
- costs associated with contracted specialists such as orientation/mobility services.
- additional work experience costs above the costs required for regular career programs.

This program includes costs related to providing additional specialized services to students identified as follows:

- Level 1 inclusive education (includes students identified as physically dependent or deaf/blind)
- Level 2 inclusive education (includes students identified as moderate to profound intellectually disabled, physically disabled or chronically health impaired, visually impaired, deaf or hard of hearing, autism spectrum disorder)
- Level 3 inclusive education (includes students identified as intensive behaviour interventions or serious mental illness)
- Students with special needs funded within the Student Base Allocation (learning disability, mild intellectual disability, moderate behaviour supports/mental illness, gifted)
- Special health services, learning assistance services, hospital/homebound
- Identification/planning

Principals and Vice-Principals Supporting Inclusive Education

Vice-principals have both administrative and teaching responsibilities. As per the [School Act - School Regulation B.C. Reg. 265/89](#), principals and vice-principals may perform teaching duties assigned by the school district. Administration time ranges from 0.2 FTE to 0.7 FTE dependent on school enrolment. Vice-principals' teaching assignments may include prep (i.e. physical and health education, arts, ADST) classroom or non-enrolling blocks such as library or resource. Vice-principals who provide non-enrolling resource support provide direct service to students that is above and beyond the collective agreement ratios for learning support.

Educational Assistants

A transitional SSA provides temporary support, that may turn into continuing, longer-term support. Some students do not require full-time, ongoing support and need assistance to transition into a new school or classroom. Sometimes, students are new to the District, and while information is being collected to inform long-term planning, SSA support is required. Temporary support is also provided to help students develop specific skills until they can manage independently. The goal of support is to provide the necessary assistance while encouraging the student independence and skill development.

For 2025-2026, the annual cost for 1 FTE SSA including benefits is \$64,753 and the annual cost for 1 FTE SSB including benefits is \$81,968.

The cost for the proposed additional 38 FTE additional SSAs included in the draft financial plan is \$2,452,630 (salaries \$1,780,497 and benefits \$672,133).

From the 2024-2025 Amended Budget to the 2025-2026 draft Financial Plan, the budget for Educational Assistants reflects the following changes:

- Increase for 38 FTE additional SSAs - \$1,780,497
- Increase for 1 FTE additional SSB Inclusion - \$69,251

- Increase for positions staffed for part of 2024-2025 that are expected to continue in 2025-2026 - \$475,802
- Increase for one-time savings related to unpaid leaves and temporary vacancies that are not expected to be realized in 2025-2026 - \$3,794,361
- Decrease for new federally funded settlement workers in schools (SWIS) agreement with reduced service requirements - \$(259,988)
- Decrease for proposed reallocation of safe and caring SSB to fund school based SSAs - \$(512,507)
- Decrease for StrongStart running without operating subsidy - \$(140,555)
- Decrease for proposed closure of CORE program at Bayview - \$(187,406)

Employee benefits costs have increased by \$1,894,844 due to the above noted salary changes.

Learning Supports for Students in School

A student does not require a psych-ed assessment to access services and support at school. There are a number of students who receive support regardless of a designation or assessments. In some instances, this is due to the fact that a family newly arrived to Canada and does not have paperwork from their home countries; a newly arrived family may also have a waiting period before they are able to access medical services in Canada, or in some instances, families choose to not agree to a designation or assessment, but a student still requires supports. Supports are provided based on need, not designation. Conversely, a completed assessment does not always result in additional services at school, as support for a student is identified on a case-by-case basis to honour the individual needs of every student's unique learning profile.

Communication and Self-Regulation Program (CORE Program)

The CORE program is a one-year program that provides a small, supportive setting for students with significant communication and self-regulation challenges. Currently the CORE program is offered at two locations: Bayview Elementary and Trudeau Elementary.

Students are referred to the CORE program through their school-based team and leave their neighborhood school to attend the program for a year. Each year, transition plans are arranged for students moving from a self-contained, inclusive education program to their neighborhood schools. These plans include meetings with neighborhood school-based teams, visits from staff at neighborhood schools and student transition visits to their new schools.

As VSB progresses toward more authentic and meaningful inclusion for all students, shifts will continue in referral and enrolment patterns for programs. The current referrals for the elementary CORE program indicate the need to maintain one site (Trudeau – staffing one teacher and four SSAs). This year, many of the referrals indicate that with specialized and targeted programming that is developed in concert with the staff in their home school, students will be able to remain in their neighbourhood schools (instead of having to travel to another school). The learning services team has been piloting this type of programming this year and has successfully supported students in their neighbourhood schools.

The CORE program at Bayview has one teacher, four SSAs and eight students. For 2025-2026, based on fewer referrals for students to attend the CORE program, it is proposed to not enroll any new students in the CORE program at Bayview and use the staffing to support students in their neighbourhood schools. By using the staffing from the Bayview CORE program, staff will be able to target support for more students in inclusive settings.

School Psychologists

School psychologists will assess students in all grades, although they most frequently assess students in grades 4 through grade 10. This is partly because of the design of the tests used, and to give students an opportunity to learn and develop prior to a formal standardized assessment. There are many factors that must be considered when identifying a student for a formalized assessment including a student's attendance, years of English language instruction and previous school-based interventions. The decision to assess a student is decided on a case-by-case basis, and with the school-based team, the school psychologist will discuss the student's progress, interventions implemented and other areas to decide if an assessment will be beneficial for the student. As of April 23, 2024, the budgeted complement of school psychologists (17.60 FTE) is fully staffed with the exception of 1.0 FTE vacancy due to an approved leave of absence. Candidate interviews are underway to fill this position. It should be noted that school psychologists are in high demand in this labour market and filling temporary vacancies is at times challenging.

Psychoeducational Assessment Waitlist vs. Monitor List

A school-based team is one of the fundamental supports for students. A school-based team, provides support, consultation, planning and case management for students identified by a classroom teacher.

School-based teams regularly monitor various aspects of students' development including academic achievement, social-emotional wellness, behaviour and self-regulation, absenteeism, as well as their vision and hearing. These teams may maintain monitor lists to track a student's progress and implement necessary interventions identified by the team. A psychoeducational monitor list may be used to oversee a student's learning progress, implement interventions and assessments, and gather updated medical information, such as hearing or vision tests, as recommended.

VSB school psychologists do not keep waitlists for assessments as they prioritize their time each year with the schools that they support. This work includes a school psychologist signing-off on an assessment to be completed when, in their professional determination, all other interventions and strategies have been implemented and further diagnostic assessment is required. The psych-ed assessment is then completed within that school year. When there are more students requiring assessment beyond what a school psychologist can complete in a year, those students are referred to spring break and summer clinics (staffed by VSB school psychologists or retired school psychologists who are remain accredited), where those assessments are completed.

Inclusive Education Funding and Spending 2023-2024

The supplemental funding received for inclusive education levels 1,2 and 3 in 2023-2024 totaled \$70,892,880. The budgeted spending for 2023-2024 reported on schedule 2C of the amended budget was \$99,248,412 (salaries of \$74,616,296, employee benefits of \$22,359,045, services and supplies of \$2,273,071). The actual spending for 2023-2024 reported on schedule 2C (unaudited) of the financial statements was \$96,426,272 (salaries of \$73,060,056, employee benefits of \$21,330,484, services and supplies of \$2,035,732).

The variance between the budgeted spending for the year and the actual costs for the year was due to lower than estimated salary costs resulting from lower average salaries, higher than budgeted unpaid leaves and temporary vacancies. Actual benefit costs are lower than budgeted due to lower salary costs and changes in the mix of benefit type coverage required by employees (single, couple, family).

TEACHER STAFFING

On March 10, 2017, the Ministry of Education, the BC Public School Employers Association (BCPSEA) and the BC Teachers' Federation (BCTF) ratified a Memorandum Agreement (the Memorandum) pursuant to a Letter of Understanding (LoU) No. 17, to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement. The Memorandum fully and finally resolves all matters related to the implementation of the Supreme Court of Canada decision in the Fall of 2016.

The restored collective agreement language for district level non-enrolling teacher staffing generation ratios is outlined in the following tables.

For posting and/or filling non-enrolling teacher positions, the school district may combine the non-enrolling teacher categories of learning assistance teachers, special education teachers and English language learners teachers into a single category.

Non-Enrolling Teachers	Collective Agreement Ratios
Teacher Librarians	1:702
Counsellors	1:535
Learning Assistance Teachers	1:504
Special Education Teachers	1:232
English Language Learners (1:ELL student enrolment)	1:57.5

Based on the collective agreement, for 2025-2026, the estimated teachers by category are:

- Teacher librarians - 72.15 FTE
- Counsellors - 94.67 FTE
- Learning assistance/special education/ELL - 477.95 FTE

The allocation by school will be known in September when the final staffing allocations by school are determined. The non-enrolling teacher ratios are part of the collective agreement with the VTF and are bargained at the provincial level.

Resource Teacher Replacement

VSB has a long-standing past practice of backfilling resource teachers after the second day of consecutive absences (i.e. on day three). The VTF did not table any proposals to change this practice during the most recent round of local teacher collective bargaining.

Resource teachers provide targeted small group and one-on-one support to students with inclusive education designations based on their individual education plans as well as support for classroom teachers in developing programming for students with designations. A TTOC would not be able to replicate this targeted support on a casual basis.

LITERACY

The Ministry's Literacy K-12 Initiatives grants will be used to support literacy screeners for all K-3 students, professional development for teachers on literacy instruction, assessment and intervention, and parent/guardian education. The funds for each district come from the \$30,000,000 announced earlier in the school year to support literacy across the province. VSB's funding amount is \$205,000.

The Ministry will require school districts to report data about literacy screening and interventions provided to support students in the upcoming FESL reports.

BENEFIT COSTS

The employee benefits cost increase of \$5.04 million is associated with the following salary categories:

- Teachers: \$0.57 million increase
- Educational assistants: \$2.72 million increase
- Support staff: \$1.64 million increase
- Principals/vice-principals: \$0.02 million decrease
- Other professionals: \$0.13 million increase

VSB employee benefits plans provided through two providers:

- Public Employee Benefits Trust (PEBT) - provides extended health and/or dental plan coverage to International Union of Operating Engineers (IUOE 963), Canadian Union of Public Employees Local 15 (CUPE 15) and Canadian Union of Public Employees Local 407 (CUPE 407); and
- BC Public Sector Employers' Association (BCPSEA) Buying Group - provides extended health, dental plan and group life insurance coverage to the remaining employee groups.

The employee benefit plans are provided on an administrative service only (ASO) basis, which means that the plan sponsor (i.e. VSB) pays the actual costs the plan incurs, plus administrative costs. Accordingly, if a plan costs more than has been contributed by the plan sponsor thus far, the sponsor must contribute more. Conversely, if the plan actual costs come in less than the amount of funds contributed, the plan sponsor is free to withdraw the additional funds.

On an annual basis, HUB International Canada West ULC (HUB) advises VSB on the changes to benefit premiums rates that need to be implemented to maintain ensure the financial sustainability of each plan.

For 2025-2026, HUB provided the estimates included in the following table for each employee group. These estimates have been used when determining the estimated cost of extended health and dental benefits included in the 2025-2026 draft financial plan. Please note that the table below includes costs for all employees. Some of the benefit costs noted below are therefore reported in special purpose funds or capital fund.

Employee Group	2025-26 Dental	2025-26 Extended Health	Total	Change from 2024-2025
Teachers	7,046,351	13,519,073	20,565,424	1,994,364
Adult Ed Teachers	36,338	117,839	154,177	(20,317)
Principals & Vice Principals	414,500	550,886	965,386	(554)
PASA / Professionals	371,132	841,872	1,213,004	84,054
CUPE15	4,753,408	8,344,753	13,098,161	1,251,959
IUOE	821,793	585,987	1,407,780	56,395
CUPE407	140,802	346,102	486,904	141,685
TOTAL	13,584,324	24,306,512	37,890,836	3,507,586

For CUPE 407, the estimated change in extended health costs is based on 94 employees at a cost of \$307 per month, per employee (\$346,102 for the year). Based on collective agreement provisions, not all CUPE 407 employees receive coverage or choose to receive coverage under the plan.

FOOD SERVICES

In 2023-2024, the actual expenses for food services were \$7,604,500 (salaries and benefits of \$4,282,750 and services and supplies of \$3,321,750) and actual revenues were \$7,311,593.

In the 2024-2025 amended budget, estimated expenses for food services were \$7,700,589 (salaries and benefits of \$4,420,112 and services and supplies of \$3,280,477) and estimated revenues were \$7,400,638.

In the draft 2025-2026 draft budget, estimated expenses for food services are \$7,524,111 (salaries and benefits of \$4,419,706 and services and supplies of \$3,122,405) and estimated revenues were \$7,249,611. The reduction in supplies reflects the reduction in grants from City of Vancouver.

2024-2025 National School Food Program funding of \$125,000 is proposed to be spent before September 2025 for a walk-in cooler upgrade which will ensure continuity of food service. The funding for future years is expected to be communicated in July 2025.

The reduction in Feeding Futures Funding is based on the funding formula applied by government. See [Feeding Futures Table](#).

STRONGSTART

All Ministry of Education and Child Care Early Years grants, including StrongStart, are separate and distinct, with different funding allocations and requirements. The StrongStart grant is the only Ministry funding for the StrongStart program. Adjustments in other early years grants have no impact on StrongStart.

The proposed StrongStart staffing changes reflect the fact that the program has been operating with a significant subsidy from VSB's operating fund. The funding provided by the province for StrongStart centres, amounting to \$608,000, has remained unchanged for more than a decade. All current StrongStart centres will continue to operate within the funding provided by the province.

The program operates with an early childhood educator (ECE) facilitator, who creates an environment where caregivers and children aged 0-5 can learn and play together. Through the years, wage increases through collective agreement bargaining, as well as rising costs for supplies and substitutes, have exceeded the special purpose funding allocated by the province for this program.

Despite these financial challenges, the District values the StrongStart program and recognizes the positive impact it has on children and families, but it must operate within the constraints of the Ministry grant. This necessitates a realignment of schedules and operating days at each site to continue supporting families effectively. Attendance and engagement data are being utilized to inform scheduling decisions for each site, which may include options such as morning/afternoon sessions, morning-only sessions, or operating five, three or two days a week. To align with the funded level of service, staffing for the StrongStart program is proposed to be adjusted, resulting in a reduction of 3 FTE positions (salaries and benefits of \$193,600). Collective agreement processes would be adhered to in the event of layoffs.

LIVING WAGE

All staff employed by VSB in food services are compensated above the Living Wage BC rate. VSB has a lease agreement with a third-party provider at seven secondary school cafeterias. This lease agreement is not for services contracted on behalf of VSB to support students but instead, as a business. This contract is not subject to Living Wage BC certification criteria as it is a space license agreement.

No wage top-up is provided to CUPE 407 employees as in the current year all staff employed by VSB are compensated above the Living Wage BC rate. Past May 2025, one job category, casual labourer, will continue to be compensated at the rate established through the CUPE 407 collective agreement (\$25.44/hour) and that rate is lower than the new Living Wage BC rate. This collective agreement expires June 30, 2025, and the compensation for all unionized workers is subject to the bargaining mandate that will be set by PSEC.

The student transportation contract is set to expire June 30, 2025, and a request for proposals for transportation services for students with diverse abilities or disabilities will be published later this year based on projected student transportation needs for the next three years.

The most recent claim from the transportation contractor was for a wage top-up for its employees was \$7.57/hour for 42 drivers, \$7.57/hour for 42 attendants and \$5.32/hour for charters. The estimated additional cost for 2024-2025 is \$0.62 million for scheduled bus services and additional costs are incurred for charters based on use.

ADMINISTRATIVE COSTS

The large increase in administrative costs in 2024-2025 and the decrease in 2025-2026 is principally related to one-time legal and litigation costs. (see [2023-2024 Financial Statements Discussion and Analysis](#) Contingent Liabilities disclosure for more information).

In 2024-2025 budgeted legal and litigation costs (operating) totaled \$7,663,723 the actual spending will not be known until the end of June. Any unspent amounts will have to be carried forward to future years to support ongoing litigation. The draft 2025-2026 financial plan includes an allocation for legal and litigation costs (operating) of \$603,723.

FACILITIES UPGRADES

School Washroom Upgrades

The 2024-2025 AFG spending plan included \$655,000 for washroom upgrades and the draft 2025-2026 AFG spending plan includes \$513,000 for washroom upgrades. In addition, washroom upgrades totaling an estimated \$205,000 will be completed as part of upgrade projects funded under the child care capital program.

Finally, additional spending may occur related to work that takes place throughout the year to address emergent issues.

Bicycle Parking

Bicycle parking is delivered as part of major capital projects and additional bike racks are, at times, funded from school level fundraising. Existing bicycle racks are replaced when at end of service life.

In addition, the City of Vancouver previously provided limited funding to VSB to increase bicycle parking. Staff have conducted an inventory of bike racks at all schools and evaluated against the City's bylaw for new construction. Schools built before 1995 are not required to meet these bylaws, but this has been used as a reasonable way to benchmark the allocation of investment. The City funding has enabled the deployment of increased bike parking facilities at a variety of sites to better align with the above bylaw. Staff will continue to work with the City and advocate for funding to incrementally improve the allocations across all sites.

LOCAL CAPITAL

The current balance of the Contingency Reserve for Local Capital is \$3,034,142.

Uses of local capital funds are approved by the Board through the annual budget, annual financial statements and specific motions. The use of local capital is reported through quarterly financial statements presented at the audit committee, the finance and personnel committee and Board meeting.

Progress updates for major capital projects are presented at the Facilities Planning Committee.

ACCESS TO INFORMATION

The [annual statement of financial information](#) provides an alphabetical list of VSB employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year.

In addition, the [annual Executive Compensation Disclosure](#) provides additional information for the top five executives at the VSB. These documents are available on VSB website.

April 30, 2025

ITEM 2.2.1.1

TO: Board of Education

FROM: Suzie Mah, Trustee

RE: Notice of Motion – Teachers Teaching on Call Coverage for Resource Teachers From Day One

*Reference to
Education Plan*

**GOALS AND
OBJECTIVES:**

- Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...
- 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 ...
- Eliminating gaps in achievement and outcomes among students.

PROPOSED MOTION

THAT the VSB 2025-2026 budget fund the provision of teachers on call to replace absent Resource Teachers on their first day of absence and that this funding will come from a reduction in the Divisional Superintendent and Divisional Superintendent Office budgets and other areas in the budget that do not affect direct instruction to students.

RATIONALE

Resource teachers play a critical role in our schools in helping our students with diverse learning needs achieve better academic success. In the past few years, we have heard from our stakeholder groups and from parents and students that having a resource teacher in the school providing consistent programming for children and youth is essential to not only a better learning environment for the child receiving services, but it also benefits the learning environment for all.

We have known for years that our district has had challenges recruiting and retaining teachers and staff and one consequence has been that when classroom teachers are away, resource teachers are often asked to cover for those absent teachers because there are not enough teachers teaching on call to be deployed to our schools. When we pull the resource teacher away from working with students who are neurodivergent or with learning challenges, the students lose that precious time to get the extra help they need.

Furthermore, when resource teachers are away and they are not replaced with a teacher teaching on call, meeting with other professionals to develop and implement an Individualized Education Plan or IEP may be delayed, forms to submit to get further assessments such as a psych education assessment could be delayed, and student assessments could be delayed. All of this results in a delay to provide direct service to some of our neediest students.

From the student's perspective, students with learning and behavioral challenges need consistency in who they are working with. To have a new or different teacher to work with or to wait for several days to have their resource teacher back may be unsettling for many of our vulnerable students.

There are many other categories of non-enrolling teachers other than resource teachers that do not get replaced from their first day of absence. All non-enrolling teachers provide valuable services to students and should be replaced from day one of absence. This is a first step toward ensuring that our students benefit from direct services and that the operational funds are kept in our schools.

April 30, 2025

TO: Board of Education

FROM: Suzie Mah, Trustee

RE: Notice of Motion – Reinstatement of Safe and Caring Schools Budget

*Reference to
Education Plan*

**GOALS AND
OBJECTIVES:**

- Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...
- Improving school environments to ensure they are safe, caring, welcoming and inclusive places for students and families.
 - Ensuring that students develop and can implement a plan for a successful transition upon completion of secondary school.
- Goal 2: The Vancouver School Board will increase equity by...
- Eliminating racism and discrimination in all forms.
 - Evaluating and renewing plans for the improvement of Indigenous learners' education.

PROPOSED MOTION

THAT the Superintendent be directed to finalize a review of the current Safe and Caring Schools Program and bring forward recommendations to a fall public board meeting prior to the November Budget Process and Timeline approval;

AND THAT we amend the VSB 2025-2026 Budget to reinstate staffing for the Safe and Caring Schools Program for the 2025-2026 school year.

RATIONALE

In April of 2021, trustees voted to remove the School Liaison Officer Program effective at the end of June and in its place, a new department, Safe and Caring Schools was created. The department's vision is to educate, prevent and provide intervention services for students, staff and families related to school and student safety. Safe and Caring Schools will work alongside the counsellors, students, their families, and community groups to support student well-being and their success. ([VSB Website](#))

In November 2022, the Board passed a motion to reimplement the School Liaison Officer Program. The motion garnered considerable media and public attention. When the motion was passed, there was the understanding that the Safe and Caring Schools would work alongside with the police officers in schools in addressing youth at risk.

Safe and Caring School staff are educators or staff trained to work with our students. There is currently a review being done to assess the successes and challenges of the program. To date, there have been no recommendations with rationale for trustees to decide whether to continue or discontinue this program.

To withdraw centralized support through the Safe and Caring Schools program without a full assessment of the program's efficacy is a hasty decision. The loss of this program could result in less coordination with educators and professionals who can support the mental health issues that go hand in hand with intervention as well as supporting their social and academic needs. This program could be a lifeline for some of our neediest students.

As trustees, we need to follow our own processes, and our decisions must be made by being informed and by considering all the implications. The SLO program was removed and then reinstated by trustees as governance decisions and the same governance process should be followed in removal of the Safe and Caring Schools Program.

April 30, 2025

TO: Board of Education

FROM: Suzie Mah, Trustee

RE: Notice of Motion – Funding for Food Services for Students Facing Food Insecurity

*Reference to
Education Plan*

**GOALS AND
OBJECTIVES:**

- Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...
- 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...
- Eliminating gaps in achievement and outcomes among students.
 - Eliminating racism and discrimination in all forms.

PROPOSED MOTION

THAT the VSB 2025-2026 budget allocate \$157,500 to Food Services to make up for the cut in City of Vancouver's Food Grant to our district.

RATIONALE

In February, trustees were informed that the City of Vancouver reduced its annual food grant from \$320,000 to \$162,500. This grant is critical to the daily support of approximately 3800 students who face food insecurity in our district.

The [VSB's Food Framework publication of 2022](#), states that 1 in 5 children come to school hungry. The Food Framework also states nine principles, but the most important one is that "Food is a human right: Every child has the right to sufficient, nutritious, safe, socially just, environmentally sustainable, and culturally appropriate food."

By making up the grant shortfall, we will ensure that the program will continue in September, and we will have time to either ask the City of Vancouver to reverse their decision or to find other funding sources.

Further to this, we know that students who come to school hungry find it difficult to focus and learn at school and as a result, this impacts their overall academic achievement and mental and physical health.

Our goal is to achieve a universal meal program for all students. We cannot take steps backwards from this goal.

April 30, 2025

ITEM 2.2.2.1

TO: Board of Education

FROM: Jennifer Reddy, Trustee

RE: Notice of Motion - Consistent Teachers Teaching On Call (TTOC) Budgeting

*Reference to
Education Plan*

GOAL:

Goal 2: The Vancouver School Board will increase equity by ...

OBJECTIVE:

- Eliminating gaps in achievement and outcomes among students.
- Eliminating racism and discrimination in all forms.
- Evaluating and renewing plans for the improvement of Indigenous learners' education.
- Improving stewardship of the District's resources by focusing on effectiveness, efficiency and sustainability.

PROPOSED MOTION

THAT the VSB maintain the budget for Teachers Teaching on Call (TTOC) at the same total cost as was allocated in the 2024/2025 budget.

RATIONALE

WHEREAS the proposed budget does not outline the exact cost or the evidence to support the reintroduction of the attendance management program or its stated benefits such as cost savings for Teachers on Call.

WHEREAS the proposed under budgeting of Teachers Teaching on Call (TTOC) is not based on evidence.

April 30, 2025

ITEM 2.2.2.2

TO: Board of Education

FROM: Jennifer Reddy, Trustee

RE: Notice of Motion - Employee Wellness and Retention

[Reference to
Education Plan](#)

GOAL:

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.

PROPOSED MOTION

THAT the VSB does not reinstate the employee attendance management program;

AND FURTHER THAT all costs of the proposed employee attendance management program be redirected to student services.

RATIONALE

WHEREAS attendance management often results in staff working when they are unwell.

WHEREAS the attendance management program is punitive and not evidence based or employee-centered support for staff when they are unwell.

WHEREAS an existing shortage of Teachers on Call already results in teachers attending work when unwell due to lack of coverage.

WHEREAS the cost of attendance management remains unknown.

WHEREAS attendance management exacerbates a pronounced deficit of goodwill amongst employee groups that are already suffering a known shortage in recruitment and retention.

WHEREAS employee groups did not speak in support of employee attendance management and have not asked for this in any consultation.

WHEREAS the attendance management program does not offer any additional supports to employees that aren't already there.

April 30, 2025

TO: Board of Education

FROM: Jennifer Reddy, Trustee

RE: Notice of Motion - Increase Direct Classroom Support for Students with Disabilities

*Reference to
Education Plan*

GOAL:

Goal 2: The Vancouver School Board will increase equity by ...

OBJECTIVE:

- Eliminating gaps in achievement and outcomes among students.
- Eliminating racism and discrimination in all forms.
- Evaluating and renewing plans for the improvement of Indigenous learners' education.
- Improving stewardship of the District's resources by focusing on effectiveness, efficiency and sustainability.

PROPOSED MOTION

THAT any funding for students with special needs that is being spent on Principals and Vice Principals' salaries be redirected to direct classroom support for special needs students to specifically increase the total budget for SSAs in the amount of at least \$2.73 million (based on 2024/2025 figures). Any further increase in funding for inclusive education from the Ministry of Education and Child Care (MECC) for 25/26 be spent directly on classroom support, not administrators;

AND FURTHER THAT any additional SSAs are funded through expected Ministry funding and grants, and not through the reduction of other student programs and services.

RATIONALE

WHEREAS special needs funding in the 2024/25 budget in the amount of \$2.730 million is being used to pay the salaries of principals and vice-principals. (See Amended Annual Budget dated June 30, 2025).

WHEREAS The draft financial plan for 2025/26 suggests an increase by 38 FTE (31 FTE ongoing and 7 FTE one-time) with \$5.02 million to be funded from reallocation of: district principal and vice-principal staffing (2 FTE), safe and caring schools staffing (9 FTE), district level support staff (3 FTE), StrongStart reorganization within available MECC funding (3 FTE), district resource teachers (4 FTE), vacancy savings from maintaining vacant district level exempt positions (2 FTE), and district level services and supplies savings. Additional funding for SSAs should be funded by expected Ministry supplemental grant funds for students with disabilities.

April 30, 2025

ITEM 2.2.2.4

TO: Board of Education

FROM: Jennifer Reddy, Trustee

RE: Notice of Motion - Timely Psychological Assessments for Students

*Reference to
Education Plan*

GOAL:

Goal 2: The Vancouver School Board will increase equity by ...

OBJECTIVE:

- Eliminating gaps in achievement and outcomes among students.
- Eliminating racism and discrimination in all forms.
- Evaluating and renewing plans for the improvement of Indigenous learners' education.
- Improving stewardship of the District's resources by focusing on effectiveness, efficiency and sustainability.

PROPOSED MOTION

THAT the VSB budget for an additional 2.0 FTE School Psychologists.

RATIONALE

WHEREAS students can be left off the waitlist for multiple years and therefore lose critical learning support without timely assessments.

WHEREAS students who are not able to access timely psychological assessments are unable to access the support they need from their school.

WHEREAS the impact of lagging assessments negatively impacts the experience of all students in the classroom.

April 30, 2025

TO: Board of Education

FROM: Jennifer Reddy, Trustee

RE: Notice of Motion - Student Washroom Upgrades

*[Reference to
Education Plan](#)*

GOAL:

Goal 2: The Vancouver School Board will increase equity by ...

OBJECTIVE:

- Eliminating gaps in achievement and outcomes among students.
- Eliminating racism and discrimination in all forms.
- Evaluating and renewing plans for the improvement of Indigenous learners' education.
- Improving stewardship of the District's resources by focusing on effectiveness, efficiency and sustainability.

PROPOSED MOTION

THAT the VSB increase its 2025/2026 budget for washroom upgrades including infrastructure and supplies such as menstrual products and availability and report out on progress at Facilities Planning Committee Meetings.

RATIONALE

WHEREAS students have expressed ongoing concerns about the pace of washroom upgrades including infrastructure and supplies such as menstrual products and availability.

April 30, 2025

ITEM 2.2.2.6

TO: Board of Education

FROM: Jennifer Reddy, Trustee

RE: Notice of Motion - VSB Commitment As Living Wage Employer

*Reference to
Education Plan*

GOAL:

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

OBJECTIVE:

- Encouraging students to reach beyond previous boundaries in knowledge and experience.
- Improving school environments to ensure they are safe, caring, welcoming and inclusive places for students and families.
- Increasing literacy, numeracy and deep, critical, and creative thinking.
- Ensuring that students develop and can implement a plan for a successful transition upon completion of secondary school.
- Ensuring the alignment among school, district, and provincial education plans.
- Reporting student results about performance, well-being and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

PROPOSED MOTION

THAT the VSB maintain its status as a living wage employer (i.e. existing \$700,000 budgetary commitment) including specific contracts with bus drivers and other contracted and subcontracted workers.

RATIONALE

WHEREAS all employees and contracted employees who work for the VSB deserve a living wage; and

WHEREAS the cost of this is approximately \$700,000 within a total operating budget of approximately \$700 million (or .001% of total);

WHEREAS Living Wage BC (LWBC) has confirmed that VSB may “remain a Living Wage Employer if all contracted workers continue to earn the Living Wage, while the wages of direct staff are addressed through the bargaining process which will start in July.”

April 30, 2025

ITEM 2.2.2.7

TO: Board of Education

FROM: Jennifer Reddy, Trustee

RE: Notice of Motion - VSB Support for Universal Food Programs

[Reference to
Education Plan](#)

GOAL:

Goal 2: The Vancouver School Board will increase equity by ...

OBJECTIVE:

- Eliminating gaps in achievement and outcomes among students.
- Eliminating racism and discrimination in all forms.
- Evaluating and renewing plans for the improvement of Indigenous learners' education.
- Improving stewardship of the District's resources by focusing on effectiveness, efficiency and sustainability.

PROPOSED MOTION

THAT the VSB maintain the food program in all its schools at the same total cost as allocated in the 2024/2025 budget and increase efforts to broaden the program.

RATIONALE

WHEREAS the VSB should consistently provide school food programs.

WHEREAS the VSB should deliver on implementation of VSB food framework and fulfill our commitment as an endorser of the Coalition for Healthy School Food Canada.

AND WHEREAS the VSB recognizes that a universal healthy school food program will eliminate stigma associated with limited, unpredictable and income-based food programs and understands that food insecurity issues are prevalent and increasing in Vancouver.

April 30, 2025

TO: Board of Education

FROM: Janet Fraser, Trustee

RE: Notice of Motion – Supporting Literacy Screening for all K-3 Students

[Reference to
Education Plan](#)**GOALS AND
OBJECTIVES:**

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

- Increasing literacy, numeracy and deep, critical, and creative thinking.

Goal 2: The Vancouver School Board will increase equity by...

- Eliminating gaps in achievement and outcomes among students.

PROPOSED MOTION

THAT the Board of Education allocate surplus funds, if available at the end of the 2024-25 financial year, to provide an additional \$205,000 for the Literacy Screening Initiative in 2025-26.

RATIONALE

The Ministry of Education and Child Care (MECC) is introducing a Literacy K-12 Initiative grant designed to support:

- Literacy screeners for all K-3 students
- Professional development for teachers on literacy instruction, assessment, and intervention
- Parent education

The Vancouver School Board (VSB) has been allocated \$205,000 for the next financial year by the MECC for this initiative. If the Board matches this amount, bringing the total to \$410,000, it will enable a more robust rollout, allowing more students to benefit more quickly.

Literacy screening is a critical tool to identify students who may need targeted interventions to strengthen their literacy skills. This is particularly important for addressing achievement gaps among priority learners. Early intervention is key to empowering students to excel in their education and achieve academic success.