

# **PUBLIC DELEGATION BOARD MEETING**

## **AGENDA**

**Wednesday, April 23, 2025, 5:00 to 7:00 pm**  
**In the Boardroom**  
**VSB Education Centre**

### **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**

### **2. DELEGATIONS RE: DRAFT 2025-2026 FINANCIAL PLAN**

Delegations are estimated to begin approximately at 5:00 PM.

#### **2.1 Delegations**

- 2.1.1 Amy Mo
- 2.1.2 Chris Abrams
- 2.1.3 Tanya Kyi
- 2.1.4 Omar Tahmiscic, Emily Carr Elementary School PAC (Active Transportation Council)
- 2.1.5 Connie Hubbs
- 2.1.6 Jennie Milligan, Our Kids Vancouver
- 2.1.7 Kimberly Balfour
- 2.1.8 Tomomi Suzuki
- 2.1.9 Sabina Beesley
- 2.1.10 Angela Waterlow, Emily Carr Elementary School PAC
- 2.1.11 Kimberly Kirsch, Tillicum Elementary School PAC
- 2.1.12 Elizabeth Jackman
- 2.1.13 Maryn Wallace
- 2.1.14 Sherry Breshears
- 2.1.15 Linda Kemp
- 2.1.16 Joanne Carman

### **3. ADJOURNMENT**

Good evening trustees.

My name is Amy Mo. I'm a Grade 12 student at Point Grey Mini School, the founder and president of our school's debate team, and thank you so much for welcoming my comments tonight.

In high school, debate was a huge part of my life. It taught me how to ask hard questions, research deeply, and defend truth with clarity. But as I searched for evidence, I started seeing more and more content that felt off — AI-generated articles, fake statistics, things that looked real but weren't.

It was disorienting — until I turned to the one place that's always grounded me: **the school library**.

That's where I learned how to verify, question, and think critically — not just for debate, but for life. With that foundation, I've had the privilege of leading teams and winning at the national level. But more importantly, I saw firsthand how urgent the fight for truth has become.

That experience inspired my capstone project: an investigation into how AI is reshaping our information landscape — and how libraries can help students meet that challenge with confidence and clarity.

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But before we talk about solutions, we need to clearly understand the problem we're facing.

Artificial Intelligence has quietly become part of our everyday lives — from spam filters to virtual assistants to content recommendation algorithms. But beyond convenience, it's also being used to generate misinformation at scale.

With tools like **machine learning** and **natural language processing**, AI can now create human-like conversations, fake news articles, and even impersonations. These bots and systems can flood online platforms with convincing content that's hard to detect — making it more difficult than ever to know what's real and what isn't.

And the most visible — and dangerous — example? **Deepfakes**.

Professor Ethan Mollick from the Wharton School recently demonstrated just how easy it is to create a convincing deepfake. Using only basic tools, he generated a realistic video of himself — complete with facial expressions and voice — in under eight minutes, for just \$11. What once required teams of experts and advanced equipment now takes a few clicks.

That's what makes this so concerning: the technology is no longer confined to experts or large institutions — it's now in the hands of the general public, including those who may use it to deceive.

Cognitive scientist Gary Marcus warns that AI can now produce **misinformation at scale**, overwhelming public platforms with fake content faster than we can respond. Researchers have called this the “firehose of falsehood” — a strategy where endless streams of partial truths and outright fabrications are released so rapidly and widely that they drown out what's real.

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But here's where I believe we have hope: **education**.

While policymakers are still catching up, schools have the power to act *now* — by equipping students with the tools to navigate this world with clarity and confidence.

But traditional media literacy isn't enough anymore. We need a modernized approach — one that:

- Teaches students to think in **probabilistic** terms: *Could this be true? Could it be false?*
- Helps us engage with **uncertainty** rather than avoid it
- Breaks down how **disinformation campaigns** operate — who creates them, and why
- And provides access to real **verification tools** that help us ask better questions and reach informed conclusions

And where is the best place to lead this kind of learning?

### **Our school libraries.**

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Libraries are not just study spaces — they are **launchpads for critical thinking**.

They offer trusted resources, supportive environments, and teacher-librarians trained to guide inquiry, foster digital literacy, and help students develop the discernment they need in an AI-driven world.

Because when falsehood becomes easy, teaching students how to think critically, verify information, and recognize manipulation becomes essential. This isn't just about literacy — it's about **resilience in a rapidly changing world**.

With the right support, libraries can run **AI and media literacy workshops** that teach students how to spot deepfakes, trace sources, and use fact-checking tools. They can work alongside teachers — especially in subjects like English, Social Studies, and Career Education — to embed digital literacy into everyday learning. Libraries can also host **student panels, inquiry projects, and public talks** that encourage learners to question media rather than passively consume it. And by curating up-to-date, accessible resources, they help students navigate everything from misinformation to how algorithms shape what we see.

When libraries are funded as active, interdisciplinary spaces, they become more than a quiet corner — they become a **school-wide engine for truth, inquiry, and digital citizenship**.

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So tonight, I encourage you to consider this:

Support our school libraries not just as places to borrow books, but as spaces that shape how we think, question, and understand the world.

Ensure every student has access to a full-time teacher-librarian — someone who can teach the skills that no algorithm ever could: curiosity, discernment, and ethical thinking.

And invest in programs that empower students to ask better questions, assess information with care, and engage with complexity rather than avoid it.

Because in a time when AI can generate anything, what matters most is teaching students how to recognize what's real.

Let's increase the budget for libraries helping foster our students to become informed, thoughtful, and resilient citizens.

**Thank you for listening — and for believing that education is not just about keeping up with the future but shaping it with integrity.**

Dear Ms. Jung, Ms. Fraser, Ms. Chan-Pedley, Mr. Chien, Ms. Faridkot, Mr. Zhang, Ms. Mah, Ms. Reddy, Mr. Richardson, and Ms. Yu,

My name is Christine Abrams. I am a parent of a student who has gone to school at VSB schools now for almost nine years.

In his first year, his kindergarten year (2016), the VSB, in their infinite wisdom (\*sarcasm\*) decided to stop all elementary school music programs. Their stated reason? To study the more equitable delivery of music education at the elementary level in VSB schools.

On Sept. 22, 2021, I spoke at a VSB School Board Meeting on this topic via Zoom. I spoke about the science. I spoke about the students needing education that enriched not just their bodies and their minds, but their souls.

I don't feel like repeating the science studies on the benefits of music education. They are multitudinous and have been around for forever. If anyone wants receipts on that, please feel free to email or call me.

I don't feel like repeating my plea for the education of students' souls. I'm not entirely sure you care much about their souls.

This last October I was privileged to get to attend the BC Music Educators Association Conference in Richmond. There, at lunch, I was bemoaning the reality of having no elementary music programs in the VSB. One of my colleagues at my table piped up that I was wrong, that he and his wife both taught music at elementary schools in the VSB. I was shocked. Where? How?

Apparently the "equitable" solution was to go back to some schools and students having access and others not so much? Apparently it's still up to each school to decide what subjects will be offered as prep coverage and if they choose to have a PE specialist or some other specialist, so much for the students at that school having access to a well-rounded music education?

The only way to make it equitable is to table legislation at the school board level that every elementary school needs to have a music specialist for at least some of the eight years they spend in those schools.

My son's currently in Gr. 8 at a VSB high school. Do you know how much music he's allowed to take in Gr. 8? 1/4 of a semester - 2.5 months. Have you ever tried to learn a musical instrument? If you study it for 2.5 months and then don't pick it up again for a year, how much of a passion do you think will be ignited by that? The students in his class, almost all of whom have had a barren wasteland of music education in their elementary schools, can't even make a simple beat pattern.

I am a strong believer that ALL problems have solutions if people will just open their minds to new/different possibilities. There are solutions to the problems of the equitable delivery of music education in the elementary schools and the craziness of trying to learn anything that requires sustained practice/focus in a 1/4 of a semester at secondary levels within the Vancouver School Board. Other districts have found workable solutions.

Look around at your own schools. Look around the Lower Mainland. Look around Canada. Look around the world. Find the solutions. Don't accept the status quo as something we can't fix. Please.

Sincerely,  
Chris Abrams



# **Vancouver School District Public Delegation Board Meeting**

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Wednesday, April 23, 2025



# LAND ACKNOWLEDGEMENT

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).



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



Sk̓wxwú7mesh Úxwumixw  
(Squamish Nation)



səlilwətał  
(Tsleil-Waututh Nation)

# 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.

# Introductions and Meeting Decorum

The Board has a strong commitment to ethical conduct. This includes the responsibility of all participants to conduct themselves with appropriate decorum and professionalism. As Chair of the Board, it is my responsibility to see that decorum is maintained.

# Opening Remarks

# ITEM 2.0 DELEGATIONS

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# PROCEDURE FOR DELEGATIONS

- The time allotted for the delegation's presentation is five minutes, and every effort should be made not to exceed this time limit.
- Delegates are expected to comply with Board norms of conduct and decorum at meetings. Personal, inflammatory, or accusatory language will not be tolerated.
- Delegates must avoid disclosing personal information that would unreasonably infringe on another individual's privacy.
- Board members may direct questions for clarification through the spokesperson for the delegation; however, the matter will not be debated, and no decisions will be made at this meeting.
- All attendees are expected to behave respectfully and professionally. Disruptions, personal attacks, or derogatory language are prohibited, and those who do not comply may be asked to leave.
- It is prohibited to make video or audio recordings of the meeting.

# **ITEM 2.1**

## **Delegations re: Draft 2025-2026 Financial Plan**

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# **ITEM 2.1.1**

Delegations re: Draft 2025-2026 Financial Plan

Amy Mo

# **Libraries vs. Misinformation: Why the Future Depends on Us**

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Presented by Amy Mo, Student Representative, Point  
Grey Secondary School

# The Rise of AI

- **AI Is Everywhere:** From chatbots to content feeds — and now, misinformation.
- **Fake Content Is Easy:** AI creates deepfakes, fake news, and impersonations in minutes.
- **Truth Is Getting Drowned Out:** AI floods platforms with falsehoods faster than we can respond.



# **ITEM 2.1.1**

Delegations re: Draft 2025-2026 Financial Plan

Amy Mo

# **ITEM 2.1.2**

Delegations re: Draft 2025-2026 Financial Plan

Chris Abrams

# ITEM 2.1.3

Delegations re: Draft 2025-2026 Financial Plan

Tanya Kyi

# ITEM 2.1.4

Delegations re: Draft 2025-2026 Financial Plan

Omar Tahmiscic, Emily Carr Elementary School PAC  
(Active Transportation Council)

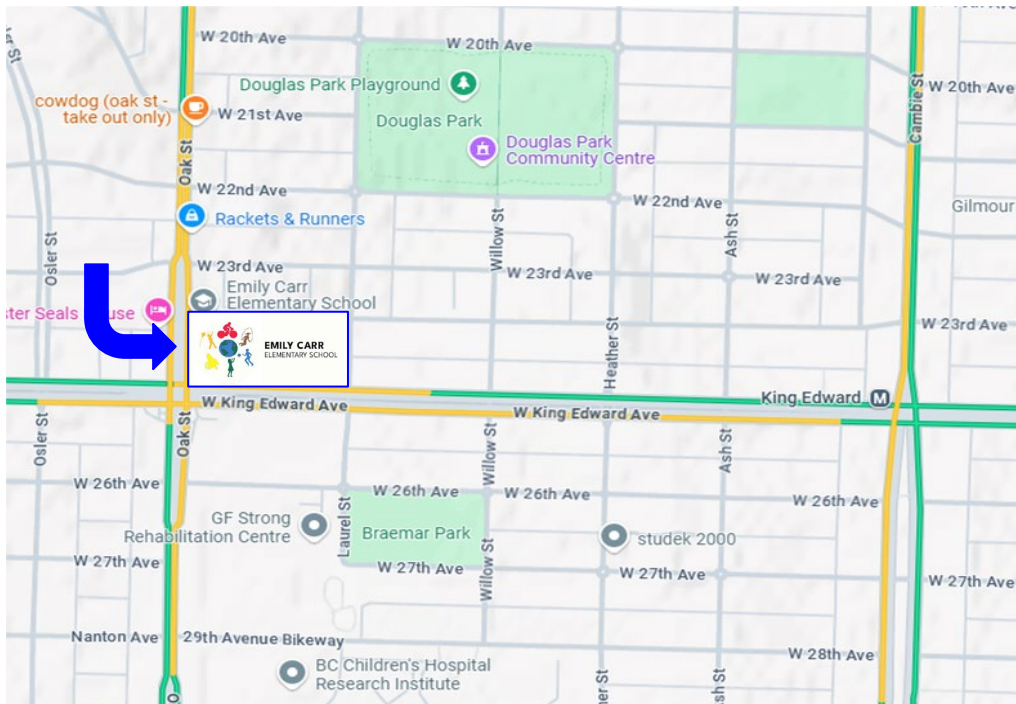
# Emily Carr Elementary

We want to bike, too!



# About Emily Carr Elementary

- Inner city heritage school located @ Oak St and King Edward Ave
- **Five (5) buildings** on a **4.5 acre lot** with over **300 students (K-7)**





# Cycling at Emily Carr Elementary

**Two uncovered bike racks** that can fit a total of **10-12 bikes** (comfortably) or about 20 bikes (jam packed).

**No designed bike route** adjacent to the school grounds.

**Inconvenient and unsafe access** to school grounds.

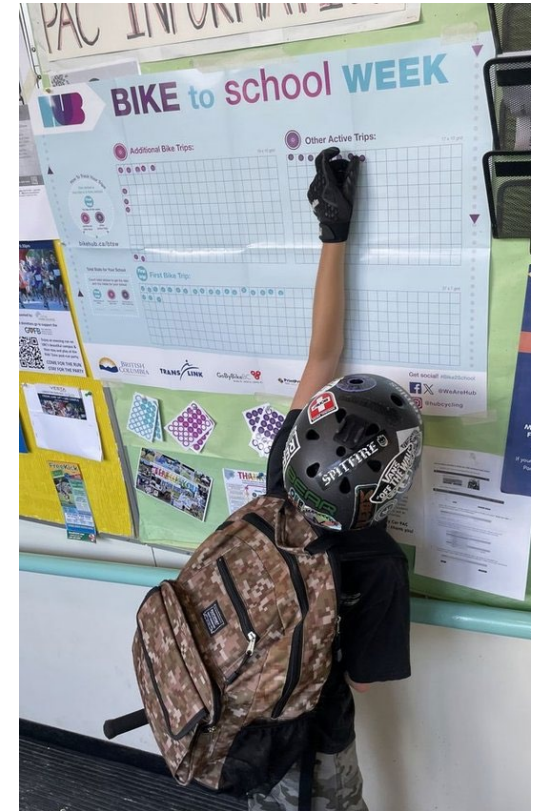
Small **children struggle to use coat-hanger style bike racks**, and always need parent assistance.

Despite all this...





# Emily Carr WANTS to Bike!





# Sourcing New Bike Racks



## SCHOOL BICYCLE PARKING GUIDELINES



### Ordering a Rack for Your School

Installation of bike racks is classed as a “repayable” item. That means that it is not provided under the District’s operating and maintenance budgets and must be funded by the school. Potential funding sources for repayable items could include school funds, PAC or parent donations, or fundraising efforts within the school.

1. **Secure your funds.** The typical cost of a new bike and installation (2021) is \$1200. Occasionally, the District has used racks available and these costs less – check with the Grounds Department. Note: A location that requires additional work (e.g. excavation, site leveling, or a concrete pad) will cost more and will be priced individually.
2. **Submit a SchoolDude request through the Principal.**
3. **The Grounds Department will review and confirm the location with the school Principal.**
4. **Be patient please.** Grounds and maintenance activities are prioritized by several factors. All efforts are made to try to implement projects quickly, but timelines may vary with the season and workload backlog.



**Parents locking up.  
Kids standing by.**



# What we need (short-term):

- Covered bike racks that children can use on their own.

We have a suitable covered location.

Dobra staple racks are \$130/ea x 30 units - **totals to \$ 4,368!**

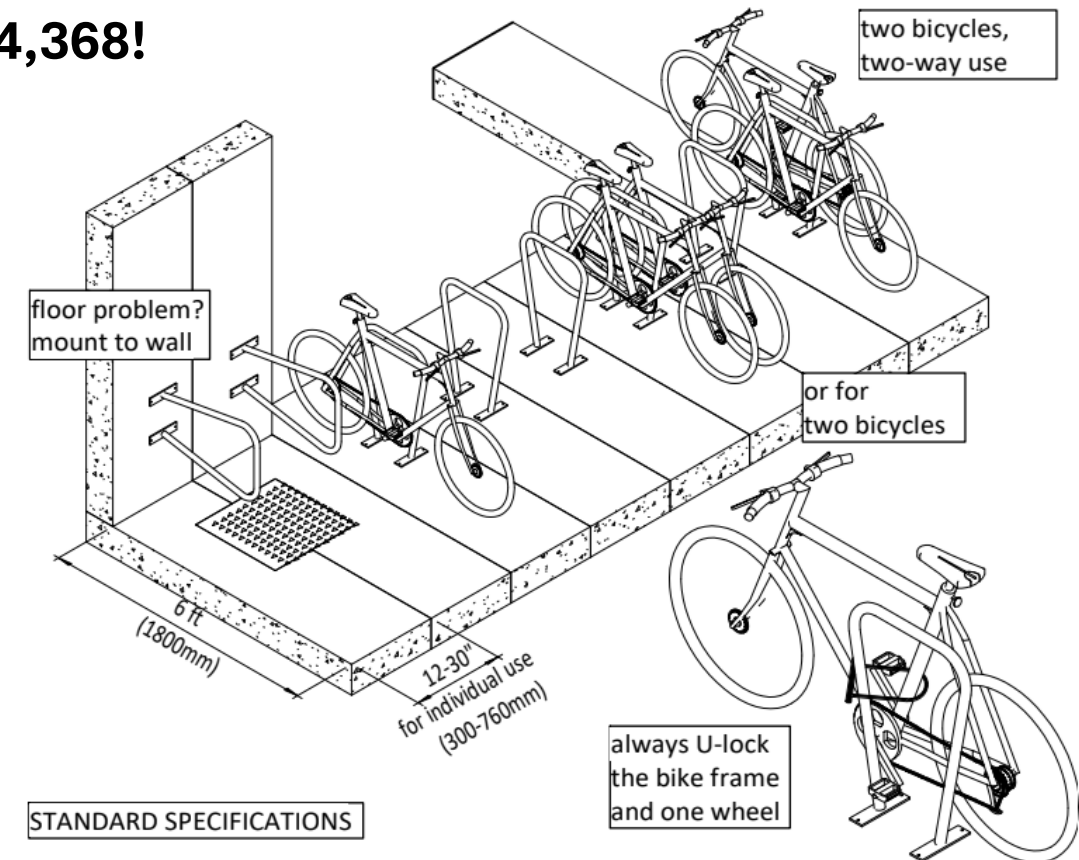


## Bicycle racks

30 x Pi-2 black powder coated finish

Delivered and installed

\$3900 tax additional





# We are trying!

- ★ We held our 1st Annual **Pedal Party** in May 2024!
- ★ We held a **Roll-A-thon** in Sept/Oct 2024!  
(raised just shy of \$1,500!)

**THANK YOU!**  
*to all the sponsors, donors, and volunteers for making Emily Carr's Pedal Party a huge success!*

Info station with Bike To School Week material and bike route maps!

Colourful and engaging bike decorating station!

On site, one-day bike tune ups by **Nomadic Mechanic!**

**Pedalheads** info booth, practice circuit, obstacles, and coaching!

**TransLink** bus bike demonstration rack!

Cider, pastries, and coffee (for adults) provided by the amazing **Velo Star Café!**

**TRANS LINK**

**NOMADIC MECHANIC** Mobile Bicycle Services

**bikehub.ca**

**Lime**

**Velo Star** coffee • bikes

**CANADIAN BICYCLE RECYCLING**

**PEDALHEADS**

**Cheapskates**

**OUR COMMUNITY BIKES**

**gnubees**

Used bikes for kids to try and buy as part of fundraiser; with thanks to **Canadian Bicycle Recycling!**

Food, snacks, and drinks station, including a very generous donation of **Gnubees** juice packets!

Free items to give away that include:

- Bike accessories and stickers donated by **HUB** and **TransLink!**
- Bike reflectors donated by **OCB!**
- Dozens of brand-new adult helmets generously donated by **Lime!**
- Safety vests kindly donated by **Cheapskates!**



## Emily Carr Elementary Roll-A-thon

# THANK YOU

Emily Carr Elementary would like to thank you for participating in the Roll-A-thon! Together we raised almost \$1,500 that we will use toward new, kid friendly bike racks. Thank you for helping make our school a more inclusive and sustainable place to learn.

**Div 6 Blue Dolphin** **Div 6 Golden Fox** **Div 8 Silver Tiger** **Div 8 Blue Tiger**

**Div 5 Copper Fox** **Div 4 Red Tiger** **Div 2 Golden Tiger** **Div 14 Pink Dolphin** **Div 13 Red Tiger** **Div 13 Pink Tiger** **Div 13 Red Fox** **Div 12 Pink Tiger** **Div 11 Red Fox** **Div 11 Silver Panda**

**\$1,480.1**

For more info scan here →





The students of Emily Carr Elementary would like to

**THANK YOU!**

for supporting this year's

**PEDAL PARTY!**





# What we need (long term):

1. We want all families to feel safer about cycling with their kids to school.
2. We want children to own the door to door, cycling commute, including the final stage of locking up their own bikes.
3. We want to reduce morning and afternoon vehicle congestion through our quiet neighbourhood.

Most of all...

***We want to raise future leaders and decision makers that have a positive and trusting relationship with cycling so they can help improve the world we live in.***



# What we are asking for:

- 1. VSB:** Prioritize cycling infrastructure based on proven demand from individual schools.  
**SUGGESTION:** Dollar for dollar matching infrastructure investment program, where VSB contributes a dollar for every dollar raised by PAC.
- 2. VSB:** Update the cycling guideline based on needs and abilities of elementary school children.  
**SUGGESTION:** Engage with elementary schools to understand why staple style racks are preferred over coat hanger racks, and what makes for a “crowded” and inaccessible rack.
- 3. CoV:** Designate at least one safe cycling route to Emily Carr Elementary.  
**SUGGESTION:** Upgrade Laurel Street to City’s Cycling Route, which not only allows safer access to Emily Carr Elementary, but also safer and more convenient access to a major neighbourhood commercial center, GF Strong Rehab Centre, and Children’s and Women’s Hospital. Note that Heather Street is not safe or convenient.
- 4. CoV / VSB:** Safe and convenient access to the school bike racks.  
**SUGGESTION:** Upgrade access from Laurel Street to include a safe path with acceptable grade to allow both.

Help us cultivate a love for cycling!

# ITEM 2.1.4

Delegations re: Draft 2025-2026 Financial Plan

Omar Tahmiscic, Emily Carr Elementary School PAC  
(Active Transportation Council)

# **ITEM 2.1.5**

Delegations re: Draft 2025-2026 Financial Plan

Connie Hubbs

# **ITEM 2.1.6**

Delegations re: Draft 2025-2026 Financial Plan

Jennie Milligan, Our Kids Vancouver

# VSB Delegation Meeting

## April 23, 2025



# Investing in the VSB Environmental Sustainability Plan Update through the 2025-2026 Financial Plan

For Our Kids is a Canadian, parent-led network of volunteers, with local teams in many communities, including Vancouver and Burnaby. We are driven to take climate action for our kids, grandkids and future generations.

We believe climate action is now an essential parenting skill.



# ESP Update Recommendations

1. Develop and implement climate adaptation strategy for relevant infrastructure, and ten-year energy and GHG reduction plan, both under current ESP
1. Develop cooling strategy
1. Ban fossil fuel sponsorship of educational resources and events, and promote Sustainability in Education goals and actions under the current ESP

*These recommendations require funding through proper staffing at the VSB level. We understand that implementation of infrastructure plans is limited by Provincial funding. We are willing to assist with advocacy efforts directed towards MLAs and Ministers.*



# Work still to be done under existing ESP

## Forecast Emissions Reduction to 2030

The current five-year capital plan serves as the baseline scenario for carbon reduction. According to the forecast, it is estimated that by 2030, the VSB's carbon emissions will be 18% lower than the 2007 baseline (14,914 tCO<sub>2</sub>e).

An 18% reduction results is a shortfall of 22% from the 40% provincial target. Although opportunities to influence this trajectory are limited by the availability of capital funding, it is crucial to understand the potential paths to achieving various outcomes. Major capital projects will require 3-4 years of planning and design before any significant reductions are realized. While it is difficult to predict the pace of funding, even a substantial increase in activity would not allow VSB to meet provincial targets before 2030.

Minor capital projects (CNCP, SEP, AFG) implemented one or two per year, while operationally beneficial, would not significantly impact total emissions. Figure 4 illustrates the baseline trajectory to 2030.

# Cooling Strategy

World Meteorological Organization confirms 2024 as warmest year on record at about 1.55°C above pre-industrial level

Extreme heat is a serious health issue and is projected to become more frequent

Some school districts across Canada have adopted extreme weather policies

Ottawa-Carleton District School Board protocol for extreme weather conditions (last revised 2013):

4.9 To keep classrooms and schools cool, the Principal and teachers are encouraged to keep lights and computers turned off (when possible), use fans in classrooms (where available), keep open doors and windows, if there are air conditioned areas in the school, such as the library and if possible, rotate groups of students into those rooms throughout the day.

# Cooling Strategy

Steps to ensuring a  
safe and comfortable  
learning environment

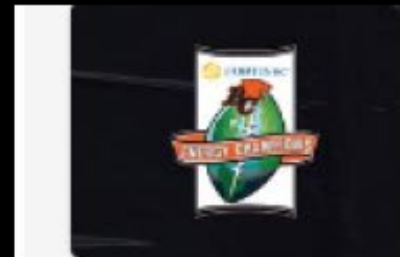
1. Converting gas boilers to heat pumps so that schools are both heated and cooled by the same system. We understand that this may involve lobbying the Province for more capital funding.
2. Creating cooling spaces in common areas with smaller heat pumps.
3. Creating outdoor learning areas.
4. Increasing tree cover near school buildings.

*We understand that grants may be available for numbers 2 to 4.*

# Get fossil fuel influence out of schools



We recently had a wonderful presentation entitled "Energy Champions" by the BC Lions for classes in grades three and up. They have shared a link to join the BC Lions kids club to stay connected with our Players and Team.



Enter Your Info Today And WIN!

[tradablebits.com](http://tradablebits.com)

**Enter Your Info Today and WIN!**





BC Lions



# ENERGY CHAMPIONS



## Energy Champions Ticket Offer - BC Lions

[Visit >](#)

Images may be subject to copyright. [Learn More](#)

Share

Save

The BC Lions Energy Champions Program is designed for children in kindergarten through grade seven to emphasize the importance of environmental responsibility and to promote being an 'Energy Champion.'

|       |                   |                                       |                                 |
|-------|-------------------|---------------------------------------|---------------------------------|
| FEB 4 | ENERGY CHAMPIONS  | Queen Alexandra Elementary, Vancouver | Andrew Peirson & Patrice Rene   |
| FEB 4 | ENERGY CHAMPIONS  | John Henderson Elementary, Vancouver  | Andrew Peirson & Patrice Rene   |
| FEB 5 | BMTAB (Road Trip) | Mark R. Isfeld Secondary, Courtenay   | Dylan St. Pierre & Patrice Rene |
| FEB 5 | BMTAB (Road Trip) | Highland Secondary, Comox             | Dylan St. Pierre & Patrice Rene |
| FEB 5 | ENERGY CHAMPIONS  | Eagle Ridge Elementary, Coquitlam     | Patrice Rene & Sean Whyte       |
| FEB 5 | ENERGY CHAMPIONS  | Brentwood Park Elementary, Burnaby    | Patrice Rene & Sean Whyte       |
| FEB 5 | ENERGY CHAMPIONS  | Laura Secord Elementary, Vancouver    | Patrice Rene & Sean Whyte       |

Energy Champions is just one example of environmental programming that is funded by the fossil fuel industry

*Polluting Education*, a recent report by For Our Kids and CAPE, reveals that at least 39 fossil fuel companies and 12 industry-linked organizations are funding climate education in Canada

### **Why is this a problem?**

1. Greenwashing - portraying themselves as caring about the environment when their product is the primary cause of climate change
2. Emphasizing personal responsibility while ignoring or minimizing the systemic change that is needed to address the climate crisis
3. Using students to build brand loyalty for products that must be phased out if we are to avoid climate catastrophe
4. Taking advantage of a gap in government funded climate education

## **Energy Champions is arguably in violation of VSB policies 153 and 525**

### VSB AP 153 - Advertising, Canvassing and Commercial Solicitation

5. It is the responsibility of the Principal to ensure that school premises are not used to display, distribute, or otherwise advertise a product, service, or function on behalf of any person, business, or organization unless the Principal is satisfied that:

5.1 The display of such material will not lead to the exploitation of the students;

5.2 It does not imply endorsement by the school;

5.3 The primary purpose is such that it will complement the education program; and

5.4 The claims in such materials are not false or misleading.



## AP 525 - Sponsorships

5.1.2.1. Organizations that are permitted to publicize their activities in schools are usually non-profit organizations that offer services or programs of educational value to our students.

5.1.2.2. Organizations not permitted to publicize their activities in schools are usually commercial profit-making organizations that link an educational activity to the advertising of services or products.

5.2.1. Neither the District nor any school shall purchase or use any sponsored educational materials that contain promotional information about a product, service, company, or industry that is inappropriate to the lesson being taught in the context of the curriculum.

# Summary

Environmental Sustainability Plan update is important work that requires financial support

Resources need to be allocated to carry out some of the work that hasn't been completed yet and to develop a cooling strategy

Existing policies must be strengthened to eliminate the influence of fossil fuel companies in schools

VSB should promote climate change education through reliable resources - many of these already exist - and by investing in programs that connect students to nature, including Indigenous-led programs

# Summary

Updating and expanding the ESP is consistent with  
Education Plan 2026, Values Statement

*the VSB believes an effective public education system will  
prepare students to be active, productive and socially  
responsible citizens*

*students who complete their education with the VSB  
should possess ... care for themselves, for others, and  
for the planet*

# Thank you



# ITEM 2.1.6

Delegations re: Draft 2025-2026 Financial Plan

Jennie Milligan, Our Kids Vancouver

# **ITEM 2.1.7**

Delegations re: Draft 2025-2026 Financial Plan

Kimberly Balfour

# **ITEM 2.1.8**

Delegations re: Draft 2025-2026 Financial Plan

Tomomi Suzuki



# **ITEM 2.1.9**

Delegations re: Draft 2025-2026 Financial Plan

Sabina Beesley



# **ITEM 2.1.10**

Delegations re: Draft 2025-2026 Financial Plan

Angela Waterlow, Emily Carr Elementary School PAC

# **ITEM 2.1.11**

Delegations re: Draft 2025-2026 Financial Plan

Kimberly Kirsch, Tillicum Elementary School PAC

# **ITEM 2.1.12**

Delegations re: Draft 2025-2026 Financial Plan

Elizabeth Jackman

# **ITEM 2.1.13**

Delegations re: Draft 2025-2026 Financial Plan

Maryn Wallace

# **ITEM 2.1.14**

Delegations re: Draft 2025-2026 Financial Plan

Sherry Breshears

# **ITEM 2.1.15**

Delegations re: Draft 2025-2026 Financial Plan

Linda Kemp

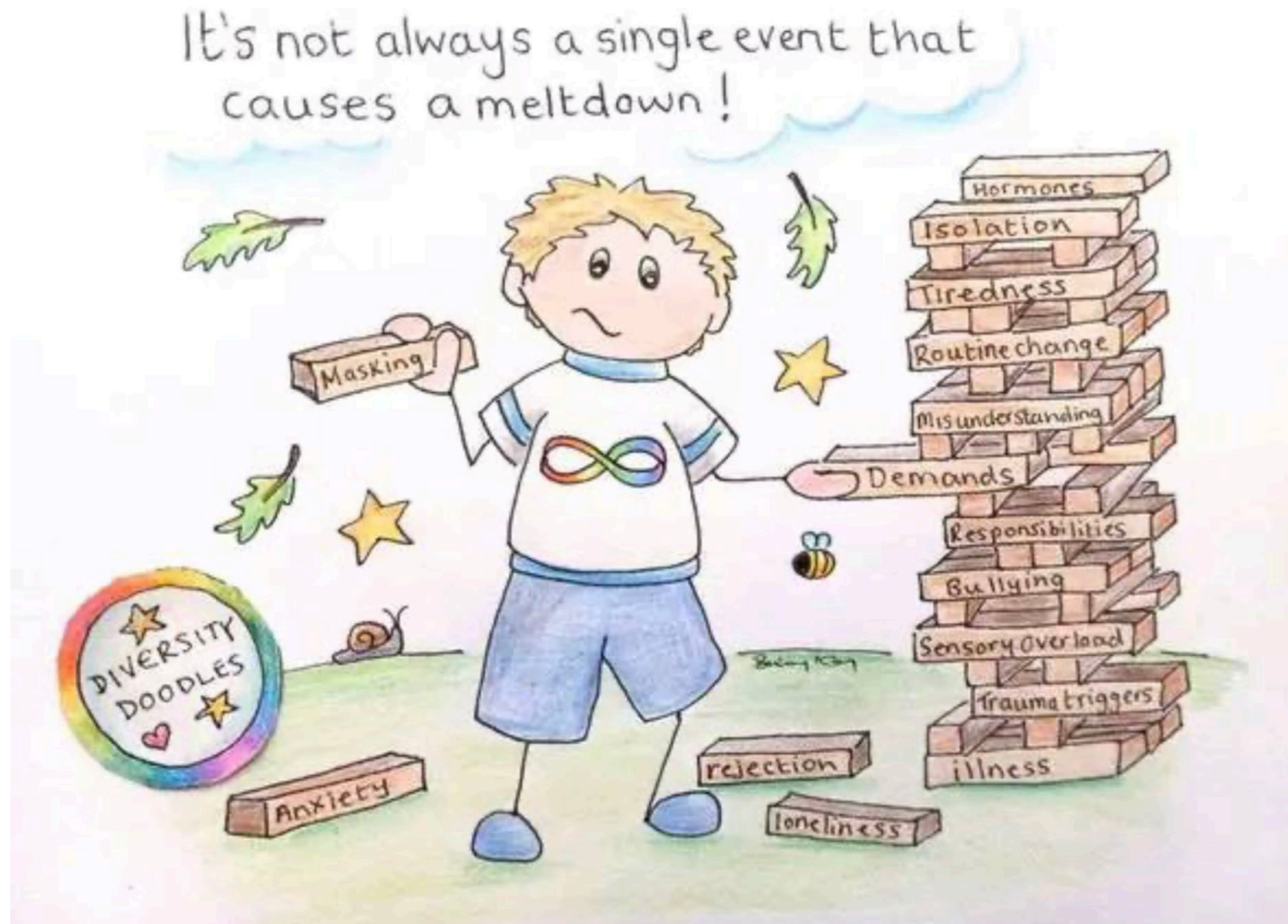
# EDUCATION ASSISTANTS:

THE IMPORTANCE OF PLANNING  
FOR CONSISTENT SUPPORTS IN  
THE 2025/2026 VSB BUDGET





# WHY IS THIS IMPORTANT?

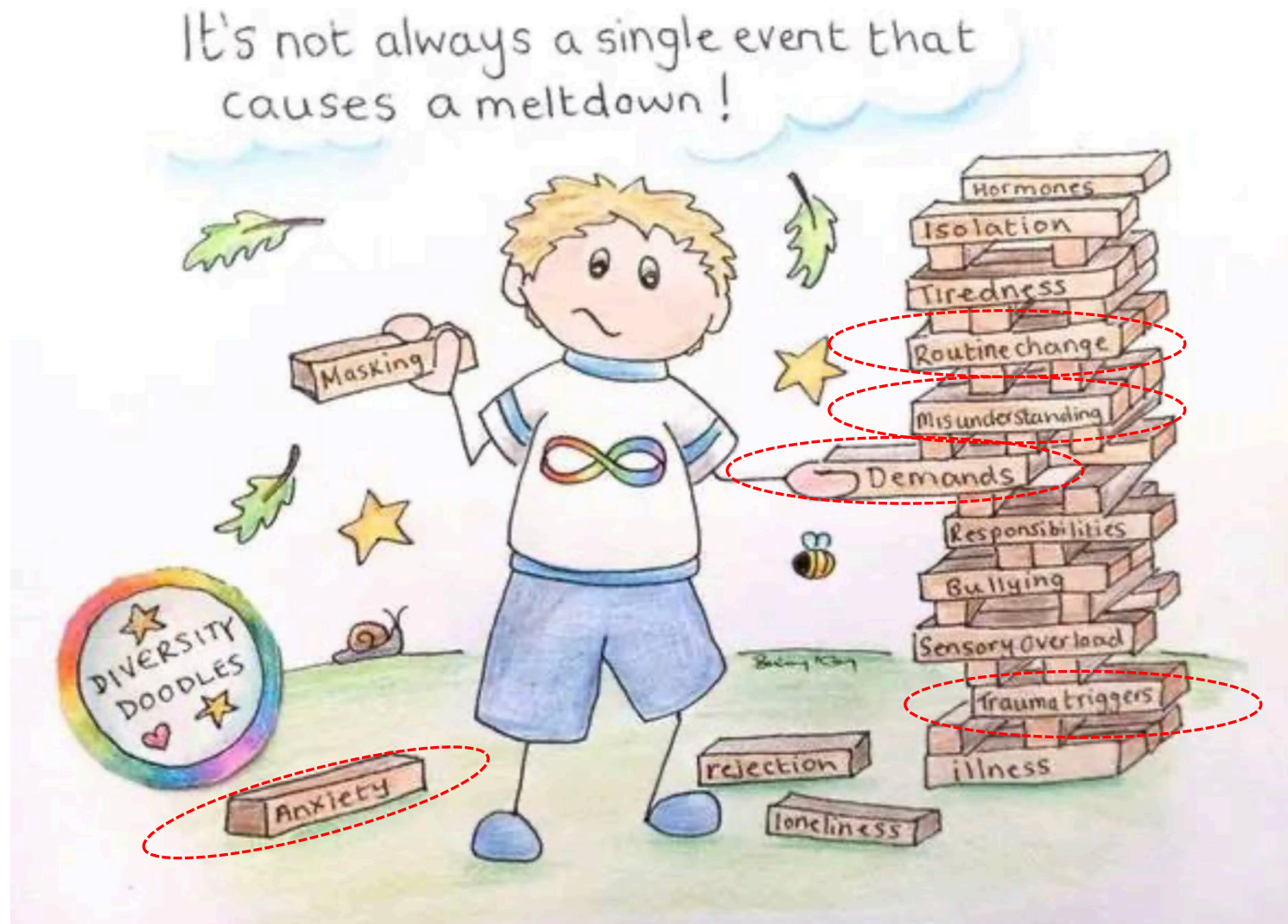




# WHY IS THIS IMPORTANT?



# WHY IS THIS IMPORTANT?

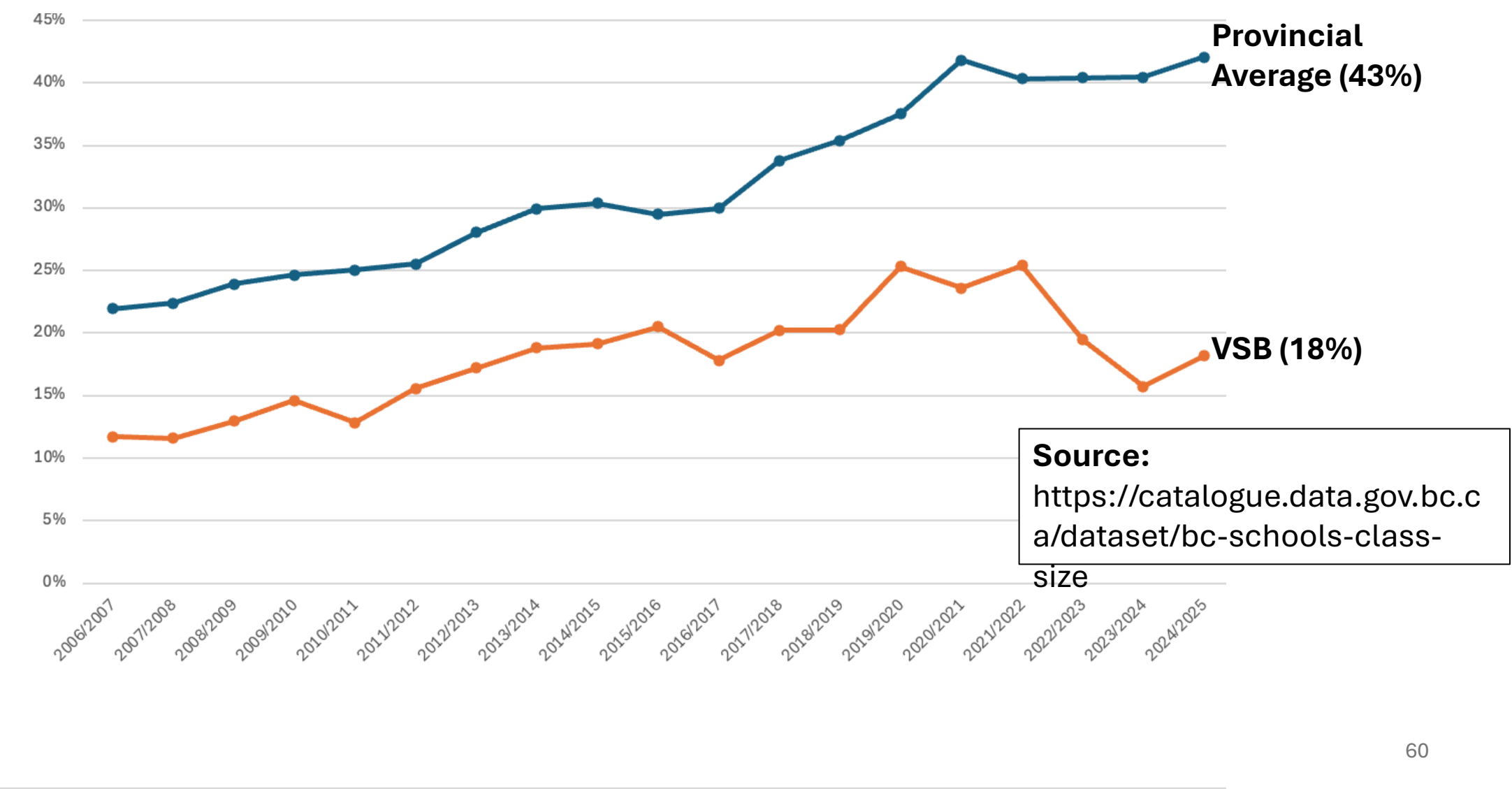


## WHY AM I RAISING THIS ISSUE?



- Parents are observing a **lack of consistent supports** in our schools and noticing increasing behavioral issues with their children who need more stable and predictable support in place.
- Parents hear of their classroom assigned EA's being suddenly "**pulled to another school**" where there was a higher need to address.
- VSB job postings make it clear that VSB jobs are for "**Permanent Education Assistants On-Call**" with "**location TBA**" and are "**Iterant assignments**"
- VSB 2024/2025 budget documents indicate that VSB recently hired "77.5 FTE **transitional student support workers** (SSA)... to address **emerging student needs** throughout the year "
- Reflects a reactive, rather than pro-active / needs-based approach to student support.

# PROVINCIAL DATA SET: PERCENT OF REPORTED CLASSES WITH ASSIGNED EDUCATION ASSISTANTS





# SUMMARY AND RECOMMENDATIONS

- VSB current approach is reactive, rather than proactive to supporting students. Results: exclusion of kids, safety issues, increased staff stress levels, high staff turnover, kids not learning.
- Recommend increase consistency of EAs within individual schools and classrooms to allow students to form a trusted relationships with the EAs who are provided to support them.
- While the salaries of SSAs in the budget shows an increase, budget documents for 2025/2026 should clarify how these numbers/ratios were determined and how EA support will be assigned in a more consistent manner.





# **ITEM 2.1.15**

Delegations re: Draft 2025-2026 Financial Plan

Linda Kemp

# **ITEM 2.1.16**

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Joanne Carman



“Inclusion involves a process of systemic reform embodying changes in content, teaching methods, approaches, structures, and strategies to overcome barriers.”

– *UN CRPD General Comment No. 4 (2016)*

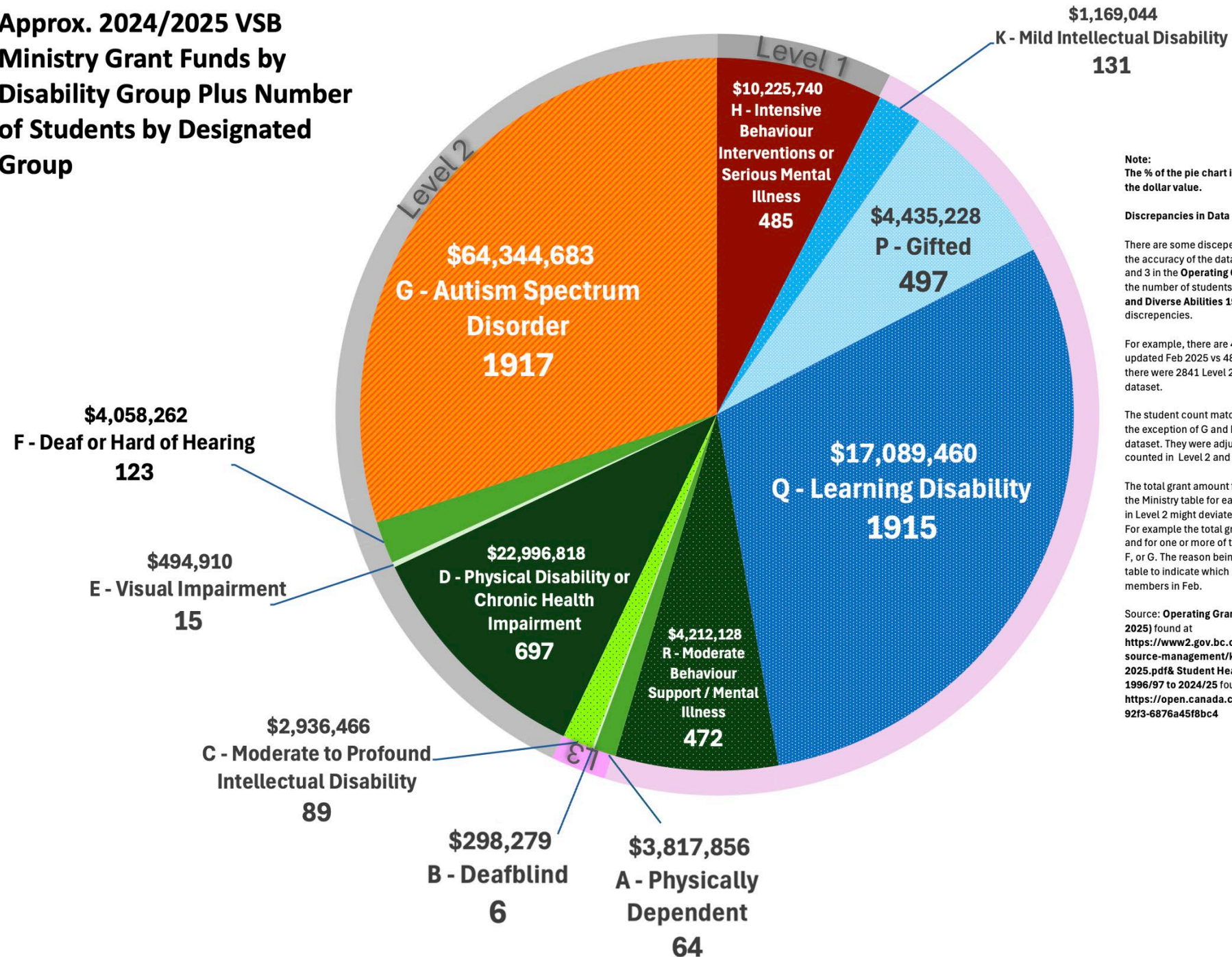




WARNING: Providing accessible and inclusive education to students with disabilities is critical. Developmental timelines must be respected. Failing to provide it undermines potential, alters life trajectories, perpetuates inequities, reinforces societal exclusion, and can lead to mental health crises and premature deaths among teens.



# **Approx. 2024/2025 VSB Ministry Grant Funds by Disability Group Plus Number of Students by Designated Group**



**Note:**  
The % of the pie chart is based on the student count rather than the dollar value.

## **Discrepancies in Data**

There are some discrepancies between data sets which may affect the accuracy of the data. For example, the student count for Levels 2 and 3 in the **Operating Grants Overview - 2024/25 School Year** vs the number of students in the **Student Headcount by Disabilities and Diverse Abilities 1996/97 to 2024/25** Ministry dataset result in discrepancies.

For example, there are 488 Level 3 - H students in the dataset updated Feb 2025 vs 485 on the Grant Table updated Apr 2025. Also, there were 2841 Level 2 students in Sept on the Table vs 2843 in the dataset.

The student count matches the numbers in the Ministry dataset with the exception of G and H. G is 1919 in the dataset and H is 488 in the dataset. They were adjusted to match the number of students counted in Level 2 and 3 in September as displayed on the table.

The total grant amount for each group matches the grant amount on the Ministry table for each Level; however, the distribution of funds in Level 2 might deviate slightly from what is shown on the pie chart. For example the total grant funds allocated for ASD could be smaller and for one or more of the following groups it could be larger: C, D, E, F, or G. The reason being that there was not sufficient data on the table to indicate which Level 2 disability groups added new members in Feb.

Source: **Operating Grants Overview - 2024/25 School Year (April 2025)** found at <https://www2.gov.bc.ca/assets/gov/education/administration/re-source-management/k12funding/24-25/24-25-sd39-april-2025.pdf> & **Student Headcount by Disabilities and Diverse Abilities 1996/97 to 2024/25** found at <https://open.canada.ca/data/en/dataset/2c53729a-2453-4633-92f3-6876a45f8bc4>



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# ADJOURNMENT

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**THANK YOU  
FOR YOUR TIME**

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