

## **budget 2020-2021**

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**From:** Warren Williams  
**Sent:** Tuesday, February 11, 2020 5:12 PM  
**To:** budget 2020-2021  
**Subject:** CUPE 15 2020 Budget Submission  
**Attachments:** VSBBudget2020.docx; 10 Dollar aDay briefing note.pdf

To who it may concern.

Please accept these attached submissions from CUPE Local 15 on the 2020 budget along with briefing note on our reasons the district should provide child care space.

***Warren Williams***  
***President CUPE***  
***Local 15***

1. Number one issue is **staffing shortage**. There are many examples of schools who are consistently operating with minus 3-5 SSA's. This means that they are having to fill in the gaps and end up doing the job of 2-3 people in order to support students. This takes a big toll on their health and well being and as result end up going off on health leaves or causing absenteeism. It simply isn't sustainable. This also affects our clerical staff as there aren't many subs being hired.
2. **Rehire retirees**: The board has not been hiring retirees when they have inquired about coming back. With the shortage this would be beneficial as they already know the system and have extensive experience already. The Board has on many occasions hired back teachers and administrators. Why isn't this happening for CUPE 15.
3. Office staff **extra clerical**: We would like to see the formulary for extra clerical go back to 250 students at the elementary level and staffed accordingly. Former budgets cuts have taken away these positions and have resulted in the Office Support C taking on the extra work that the Office support B would have been responsible for. This has caused workload issues and a back log of work that is not reasonable for one person to do while also being the designated OFA person at the school. Also mini programs, alt programs extra clerical have also been cut and now downloaded to the main school office staff at the secondary level also causing workload issues.
4. **Attendance support program**: Support staff have JEIS program, CUPE sees no need for ASP. The wellness component is good. Costly with no benefit to the district. Currently we have the JEIS/LTD program that supports our members. Members are quite stressed out attending these meetings and it is not helpful or supportive especially when their supervisors are attending once it gets to the formal level. Those who are on the ASP have legitimate reasons as to why they are away and shouldn't be penalized for using sick days, appointment time, family days etc. that have been bargained in our collective agreement. We are also seeing those members with chronic illnesses who require specialist and doctor appointments on the ASP and lastly members feel pressured to come in to work sick. We do like the wellness initiatives that have been put forward by the board.

5. **Peer to Peer support:** There is a need for this position to be reinstated. A 1.0 FTE position was hired for the 2019-2020 school year using the One-time Special Education Funding the Board approved that will end June 2020. This position provides resources and assistance for SSA's and SSB's to support the learning needs of special needs students. The needs of our special needs students are becoming more and more complex and our SSA's are needing individualized help with hands on implementation of supports to help them. While this is not direct service to students it is beneficial to how SSA's and SSB's support the students in the district and was well received from our members and staff. Currently the teachers have teacher mentors as a resource and we would like to continue to have this resource
  
6. There are general concerns around **Contracting Out**, specifically in IT.
  
7. **CPI Training:** This is training that is offered to all C15 employees (permanent and on-call) and administrators who work with students in a school setting. The training helps them to de-escalate students as well as give them tools to help work with students who are violent as well as hit, kick, punch, spit etc. It can only be offered by the school board. Currently there is training provided on professional days but it is not enough for the amount of employees that require it. With the special funding (1.5 million trustees motion) we used about \$675,000 towards putting on more CPI training on top of what is currently being offered. Once employees have completed the initial 2 day training they are required to do a 1 day refresher every 3 years. We would like this training to be added into the budget as we can't depend on one time funding.
  
8. **UIP Intensive Response (1 counsellor, 2 TRD):** This team is a wrap around to short term intervention teams. They have the ability to stay longer at schools and support the teams who are working with difficult students as well as make recommendations to help support students in their education. This team has been quite vital in supporting the work that we do with students and has been a great help. We would like this team to be incorporated into the budget as currently it is dependent on the one time 1.5 million special funding and ends in June 2020.
  
9. **Peer to Peer Intensive Response (1 TRD):** This position supports SSA's and the team supporting designated students in their work and provides a resource to help with different strategies with students who are violent or have complex behavior. Currently this position is funded by the 1.5 million and we would like this to be included in the budget.

**10. Childcare:** As per the motion from Trustee Allen Wong, CUPE 15 considers this work to fall within our bargaining unit. Currently we have members who are trained Early Childhood Educators within the Strong Start Programs offered at various school sites as well as ECE-SSA's that are primarily in kindergarten classes. We would like to see the budget include money to develop integrated seamless early care and learning for young children in our communities. This would require the VSB to be a licensed childcare provider as well as within the budget allot monies to hire Early Childcare Educators. Please see the attachment for more information

## SCHOOL-AGE CHILD CARE IN SCHOOLS

### *It Just Makes Sense!*

On November 8, 2019, BC's Minister of Education hosted a very significant **Early Learning Summit**. The Summit brought together school district leaders, teachers, and representatives from child care organizations from across BC to hear about the current research and evidence on the social and financial benefits of investing in early learning, discuss school-age child care, and listen to school district/community stories.

This discussion is essential to BC's effective implementation of the \$10aDay Child Care Plan, which calls for moving provincial responsibility for child care for infants through to 12 year olds into the Ministry of Education, as it is across most of Canada. The Plan outlines how BC can bring child care to the table as a strong and equal partner with education — a key element of effective systems around the world. **The success of this partnership depends on building a culture of respect for the professionalism of early childhood educators (ECEs), integrating early care pedagogy into the educational system starting at the primary levels and working toward parity between ECEs and teachers.**

Keynote speakers at the summit highlighted the value of integrated, inclusive, seamless approaches to care and learning during children's early years. The substantial short and long term benefits for children, families and our economy were reaffirmed yet again..

Focus then turned to the exciting **new role** that schools can and are playing in developing and delivering **school-aged care** — particularly for children in kindergarten and primary grades, with innovative examples of BC School Districts

that are already integrating early care and learning and, in some cases, employing early childhood educators in classrooms to support children's early learning.

We were particularly struck by an example of a kindergarten classroom now used to provide an integrated, seamless extended day for children from K-Grade 2. The school district is the licensed provider of the school aged child care and the early childhood educators and teachers are all employed by the school district.

As we understand it, the day begins early with a qualified ECE offering before school care for those who need it. This ECE remains in the classroom through the lunch hour, partnering with the teacher. Another ECE arrives at lunch, partners with the teacher for the 'school' afternoon and then provides after school care for families who need it until 5:30.

**This is precisely the model proposed in the \$10aDay Plan for school-aged care of young children, as it has so many benefits.**

- **Children** experience a seamless, integrated day without the stress of different faces and spaces;
- **Parents** are able to work a full working day, rather than a part day, without that '3 pm anxiety';
- **Early childhood educators and teachers** can deepen their professional relationship as they implement BC's new Early Learning Framework;

- **Communities** can make effective use of existing public space that is unused for much of the day;
- **Employers** have access to a larger workforce;
- **School districts** can deliver child care for an age group they already know and serve; and
- **Government** can efficiently deliver on its promise of more child care spaces.

Districts could now begin to consider using every Kindergarten classroom for before and after-school child care. And, districts that already employ early childhood educators during school hours could begin a move to an extended day including before and after school care.

Yet, the implementation of seamless school-aged care in schools is not without its challenges — most of which stem from the long-standing but false divide between early care and early learning.

**Now is the time for BC to end this false divide. Working in a strong and equal partnership with the child care sector and early childhood educators, government should implement the tools and conditions that school districts need to create and operate school-aged care in every community across BC.**

In addition to the affordability and workforce investment recommendations in the \$10aDay Plan, these tools include:

- A **legislated mandate** for boards of education to develop and directly deliver child care (beginning with school-age care) as part of regular school operations;
- A **simplified province-wide protocol** to enable existing Kindergarten classrooms to be used for licensed child care when the child care is delivered by the school district;
- **Direct consolidated operating funding** to school districts to operate child care programs on a par equivalent to other child care funding;

- **Workforce arrangements** that enable school districts to offer full time hours to some existing part-time employees who are qualified to provide school aged care; and
- **Design and equipment guidelines** that facilitate the full time use of public classroom space for child care.

While the emphasis at the Summit was on a **new role for school districts**, lots of child care is already located in BC schools — overwhelmingly through a landlord/tenant relationship.

Now, school districts decide whether to 'rent' space to child care programs. Some charge cost recovery rates while others use market rental rates as revenue for their districts. Some make public school space available only to non-profit organizations while others offer public space to for-profit child care businesses. As tenants, child care programs can face dislocation if school needs change. And, rental relationships do not promote integration of early care and learning.

While it doesn't build a system, co-location of existing child care in schools or on school grounds **benefits many families and must be protected**. As a new role for school districts evolves, the province should enact policy to ensure that existing child care is not dislocated from schools and establish a province-wide standardized cost recovery rental formula for non-profit child care in schools. **This, along with a separate capital child care budget in the Ministry of Education, is the way to build from the essential child care that already exists to a universal public system.**

We thank the Minister of Education for his leadership role in convening the Summit. It was an important and critical step toward BC's implementation of universal, \$10aDay child care. We look forward to working with the Ministry of Education and BC's school districts **to develop integrated seamless early care and learning for young children in our public schools**. Thousands of children, families, school communities and BC's economy stand to benefit!



# Vancouver Elementary School Teachers' Association

## VESTA VSB Budget Presentation 2020-21

Thank you for the opportunity to bring forward the issues from our membership as we work through the 2020-21 proposed budget. We continue to have concerns that students in British Columbia are funded \$ 1800 below the national average. This has a significant impact on the services and resources that school boards can provide and we continue to encourage trustees, parents and teachers to advocate to their MLA's for an increase in overall funding for the Education budget.

Anti-racism education is the key to changing behaviours and perspectives in our society. Teachers have been integrating anti-racism education throughout the curriculum; however, they need resources and support in order to navigate these challenging issues. We are requesting that trustees consider the creation of a teacher consultant elementary anti-racism and a DRT anti-racism specifically for elementary. In a district the size of Vancouver we feel that having only one position for the entire system is insufficient and we believe that these teachers could work together and support one another as a team.

\*A teacher consultant is defined in the Collective Agreement as "a teacher on a term assignment, who shall by observation, presentation, consultation, and visitation, upon the request of the teacher, the Principal or the Superintendent or designate, assist teachers in improving classroom instruction. "

\*The District Resource position is not defined specifically in the Collective Agreement; however, the position details state "the DRT Diversity Anti-racism works as part of the District Learning Services team, supports schools to have safe, inclusive learning environments that value and honor diversity, and helps implement district policy."

During the voluntary Communicating Student Learning Pilot Program support was provided for interested teachers during the lunch hour and after school. Now that the new format is being mandated for the 2020-21 school year VESTA would like to see release time for teacher in-service and training during instructional time. There are many teachers who have no experience with the new competency-based assessment and reporting practices as well as dealing with the new technology in the web-based reporting tool. In-service time to provide support to teachers will be fundamental in determining the success of this major change in reporting practice in the district.

In recent years we have seen reductions to non-enrolling staffing in schools. This has resulted in large caseloads for our members doing the work of supporting students with special needs. We would like to see an increase in non-enrolling staffing at the school level – resource time to support students with special needs and our ELL learners and teacher librarian time to support





collaboration with classroom teachers. Increases to area counselors, speech and language pathologists and teacher psychologists would also go towards getting supports identified and in place for students. Vancouver is a very complex district and we hope to see trustees advocating for the necessary supports for Vancouver students.

The current policy of not replacing school- based resource teachers until the third day of absence results in reductions to services for students with special needs. We see with the current shortage of TÖC's that resource teachers are often pulled from their role in supporting students to cover classes when there is no teacher on call available. This current policy adds to the time that resource programs are cancelled. Replacing resource teachers on the first day of absence would mitigate some of these losses in service to students.

We have heard as of Friday, February 7<sup>th</sup> that the government is not going to implement changes to the funding model in the form of prevalence- based funding for students with special needs in the 2020-21 budget year. We are pleased to see the government's change of direction but remain concerned that this type of funding model would negatively affect the support for students with special needs. We encourage trustees to speak out against any funding formula model that would reduce service for students in Vancouver.

VESTA Adult Educators have two areas of advocacy for the 2020-21 budget process. First, we appreciate the addition last year of advertising for the adult education program. We hope the Board will continue this promotion for next year and possibly add more specific school-based materials to reach out to specific communities.

Second, we are advocating for a reduction in our class minimum from 26 to 24. This does not change the maximum enrollment which is 30. Currently, each class we offer needs a minimum of 26 students to run. While the board has shown some flexibility with this number in the last quarter, which we appreciate, often classes do not run with 24 or 25 students. When these courses do not run it causes instability in the adult education system, which then diminishes students trust in the Adult Ed system. Many of our students juggle two or more jobs, families and other responsibilities. When a course does not run, next time around they are reluctant to change their busy schedule to register for a course, only to have it cancelled. When classes are cancelled, students either have to wait for the next term or take self-paced courses which is very difficult for many.

Often, the classes that are cancelled are at the foundations level where students are just entering our system for the first time. When we lose them, it means the entire education path of 5 or 6 courses needed to reach high school completion level are never reached. On the other end, high level science and math courses are often cancelled because the minimum threshold of 26 is not met. When these are cancelled there is usually only one other option on the timetable for that course.



We believe a reduction in the class minimum to 24 would provide greater stability but minimal cost to the VSB. We ask that the trustees re-evaluate the policy of the minimum level of 26 students needed to run an adult education course in Vancouver.

Thank you.

Jill Barclay, VESTA President  
Donna Brack, Adult Education President  
Allison Jambor, VESTA 1<sup>st</sup> Vice-President

## VSTA Budget Response - DRAFT

### Budget Related Considerations for the 2020-21 and future Budget Processes:

- **A Definition of Equity:**

The concept of equity arises frequently in budget related discussions at the Committee and Board levels as well as in our conversations with our members. It would be helpful to have a clearer idea of what we mean by 'equity' in different contexts. We propose the formation of a facilitated working group or study group to study this question.

- **A review of how school-generated revenue is obtained and allocated:**

Schools generate revenue in a variety of ways. Some of this revenue, such as that resulting from vending machine sales and location rentals, could be considered to be 'unrestricted'. We propose that a working group be formed to identify the issues and propose policy and procedures.

- **A review of school-level financial reporting and spending:**

Different schools have different practices regarding the sharing of school financial information. We propose that for the benefit of both Staff Committees and school administration teams, a set of guidelines be developed. (This work could be included in the school-generated revenue review.)

- **Graduation Program Student Course Selection:**

School districts around the province appear to have different expectations with respect to student course load at the grades 10, 11, and 12 levels. We advocate for a review of our District's position on this matter with a view to encouraging students to take advantage of the educational opportunities that we offer. The review should encompass academic as well as elective courses.

- **A review of the School Organization Allocation (SOA) formula:**

The formulas embedded in the school SOA spreadsheets determine initial staffing levels to schools. We are concerned that these formulas are not always accurate in reflecting the number of student requests for a particular course. We are concerned when we hear of sections with demand in the low to mid 20s being cancelled due to low enrollment. We have also long advocated for an alternative presentation of the school admin allocation. (We are encouraged that this review may emerge from the work of the Secondary Staffing Working Group.)

- **A review of District Choice Programs from an equity perspective:**

The view has been expressed by some of our members and others that, despite fees, District choice programs consume a disproportionate amount of resources on a per student basis. Concerns have also been raised about equity issues related to enrollment in these programs. Despite these concerns, there are compelling arguments in favour of maintaining these programs. The VSTA would be interested in participating in study sessions which examine the various questions that surround these programs.

- **Cost to VSB of Provincially Supported Private Schools:**

- **Department Head Allocation Review:**

Different secondary schools have been allocated different numbers of Department Head positions based on student population. It is our understanding that the allocation has not been reviewed for several years. Particularly during a period of new curriculum implementation, department heads provide valuable support to both teachers and administrators.

- **Sustainability savings:**

We believe that capital expenses (heat recovery systems, solar panels etc.) that can be shown to be recoverable in reduced utility costs should be funded by the Ministry through a loan program. We would be pleased to participate in advocating for such a program.

- **The Cost of Keeping Schools Open?**

**Budget Proposals:**

- **Support for Indigenous Focussed Curriculum:**

Allocated staffing to be used for school-wide support for indigenous curriculum or First Peoples courses.) (5.1429 FTE on-going, 2 blocks per secondary school.) \$550K

- **Support for Students with Special Needs (G,Q):**

In speaking with teachers in other Districts, it is our understanding that the our interpretation of the Jackson Arbitration decision has resulted, on a proportional basis, in more students losing Ministry funding than in other districts. We are concerned that this will have an impact on staffing levels for 2020-21 and we encourage management and trustees to explore strategies to maintain the existing level of support.

- **Support for International Students:**

- **Support for ECTs:**

- **Support for New Curriculum Implementation:**

- **Investment in Equipment and Learning Resources:**



# International Union of Operating Engineers

**Local No. 963**

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**International Union of Operating Engineers, Local 963**

**Re: VSB Operating Budget 2020/2021**

**February 11, 2020**

Thank you for the opportunity to comment on the VSB's 2020/2021 Operating Budget. Our submission at this time will be brief and focus on school cafeterias.

## **Cafeteria Equipment & Infrastructure**

In budget year 2018/19 the district identified a required investment of between \$500,000 to \$800,000 per high school cafeteria, a total of between \$8.5 million and \$13.6 million dollars.

An "equipment maintenance program" was suggested in the absence of retrofitting complete new kitchens. The 2018/19 Operating Budget allotted only \$200,000, a mere fraction of what has been identified as needing repair or replacement in the district.

Given the *10 Year Food Vision* that the district is currently contemplating there are a number of measures that can be undertaken while that visioning process is underway. What we know so far is that the cafeteria file needs attention.

The elements of the 10 Year Vision motion, carried by the Board September 23, 2019 include,

- Food Programs, including Breakfast and Lunch
- Food Growing
- Food Production
- Distribution
- Nutrition
- Food Waste
- Security
- Donations
- Education
- Funding & Lobbying
- Identifying Capital and Operating Costs

## STEPS THAT CAN BE TAKEN NOW

**Bulk Purchasing:** Economies of scale can be realized by teaming up with other civic partners, specifically, the City of Vancouver and Vancouver Parks Board to bulk purchase food edibles and supplies. We understand this is done with the VSB Operations Department with respect to supplies and has been successful. Given that the City and Parks Board operate various food outlets and concessions there are surely opportunities to save through bulk purchasing.

**Communicate to Cafeteria Workers that their jobs are not on the chopping block:** The release of consultant reports and internal *VSB Food Working Group* documents in October 2019 shocked and upset the cafeteria members we represent, many of whom have been loyal employees for decades. The reports suggested privatization and closing many school cafeterias and should not have been rolled out in what can only be characterized as floating a trial balloon.

These reports were released publicly prior to upcoming *10 Year Food Vision* consultations. Further, these matters were not raised with the union in recent collective bargaining and we will have further comment on that particularly matter through the *Student Learning and Well-Being Committee*.

**Catering:** In a 2016 report to the Board authored by Kathleen Ponsart it was noted "Catering is a necessary part of the Curriculum for both the Culinary Arts and Ace It Programs." What followed, however, was a directive from *VSB Food Services* telling staff in a November 27, 2017 bulletin to stop catering:

**"Catering- No Catering**

.....

*It is understandable that "Saying No" to catering requests is awkward with Principals and staff. I will provide assistance in sharing the catering message if required. The Catering Guidelines were approved for use by the District and communicated by the Senior Management Team, so it is important that we follow the guidance we have been given.*

*You have been directed by me to follow the 2017/18 Catering Guidelines. If you have any questions, let me know."*

The following tables represent catering revenue in years 2005/06 and 2006/07. This revenue was generated by VSB-run cafeterias and in 2019 dollars was about \$450,000 per year, not an insignificant amount. In 2019, catering revenues from ALL Secondary sites (17) was only \$134,162. The "no-Catering" policy had a clear impact on cafeteria revenues.

Thank you for your time.

**Table 1. Catering Revenue- Historical Data Catering Revenue 2005/2006 by Site**

School	Catering Revenue 2005/2006	Adjusted to 2019 Dollars
Gladstone Secondary	\$ 11,288	\$ 14,146
Vancouver Technical Secondary	\$ 20,854	\$ 26,134
Templeton Secondary	\$ 4,240	\$ 5,314
David Thompson Secondary	\$ 23,154	\$ 29,017
Charles Tupper Secondary	\$ 26,204	\$ 32,839
Windermere Secondary	\$ 14,318	\$ 17,943
Britannia Secondary	\$ 2,261	\$2,834
John Oliver Secondary	\$ 52,011	\$ 65,181
Education Centre	*\$ 195,105	*See Non-Teaching Total
Non-Teaching Cafeterias (Killarney, Education Centre)	\$ 220,148	\$ 275,892
<b>Catering Revenue 2005/2006:</b>	<b>\$ 374,478</b>	<b>\$ 469,300</b>

**Table 2. Catering Revenue- Historical Data Catering Revenue 2006/2007 by Site**

School	Catering Revenue 2006/2007	Adjusted to 2019 Dollars
Gladstone Secondary	\$ 13,818	\$ 17,317
Vancouver Technical Secondary	\$ 21,762	\$ 27,272
Templeton Secondary	\$ 4,693	\$ 5,881
David Thompson Secondary	\$ 6,156	\$ 7,715
Charles Tupper Secondary	\$ 22,280	\$ 27,922
Windermere Secondary	\$ 21,360	\$ 26,769
Britannia Secondary	\$ 1,822	\$2,283
John Oliver Secondary	\$ 40,415	\$ 50,649
Education Centre	*\$ 197,618	*See Non-Teaching Total
Non-Teaching Cafeterias (Killarney, Churchill, Education Centre)	\$ 226,230	\$ 283,514
<b>Catering Revenue 2006/2007:</b>	<b>\$ 358,536</b>	<b>\$ 449,321</b>

# TPAC

## Templeton Secondary School

### Parent Advisory Committee

Templeton Secondary School – Library

727 Templeton Drive, Vancouver V5L 4N8

Unceded traditional territory of the Musqueam,  
Tsleil Waututh & Squamish Coast Salish peoples.

February 10, 2020

To Whom It May Concern,

We write to you as co-chairs of Templeton Secondary School's Parent Advisory Committee (PAC), and with great concern that one of the Vancouver School Board's most successful programs, Culinary Arts/Cook Training, is at risk of being shut down. We also want to see the program reinstated on the curriculum at Templeton Secondary School. Our "Culinary Arts/Cook Training" program had been operating since the 1980's and had been highly regarded amongst the Vancouver school district and within the culinary industry.

TSS students learned to master everything from appetizers to entrees in Eastern and Western cuisine, serving up more than 500 meals a day to staff and students at the school. They also learned the skills necessary to run a successful catering business, that served businesses and groups in the community. The program had been so motivating for students that many went on to work at some of the best restaurants in town, or have travelled the world, using the skills acquired. As well, TSS ran a teaching cafeteria, which allowed the students to expand even more upon their skills, allowing them to be prime candidates for hiring in the restaurant industry. Cooking and meal preparation are skills that cross language barriers, making this a program that students who may be struggling academically because of language issues can do well in and feel good about. This value cannot be understated. The program also provided a window into the thriving food industry in this province - an industry that students of all socio-economic backgrounds can access and earn success in.

The teacher shortage within the VSB system caused the invaluable TSS program to not be offered following the Culinary Arts/Cook Training teacher's retirement. However, it is a desperately needed program at TSS, for all the reasons described above, and more. Students need to have the choices to prepare for their future, and choices that will ensure them success in their adult lives. Culinary/Cook training in their neighbourhood high school is one very vital offering, and a widely recognized, important skill to cultivate.

We also want to see the current cafeteria program remain and be maintained. It is vital in providing healthy, fresh made hot meals for the student population, at an affordable price point. It is appreciated by students and their families alike. Please ensure that TSS and other VSB schools don't lose this or other vitally needed healthy food programs. These programs help to allow all students to be nourished without being stigmatized.

Thank you for considering our request,

Sarah Chapman-Chen / Erica Johnson

PAC Co-chairs