

BOARD / COMMITTEE OF THE WHOLE MEETING

Tuesday, April 24, 2018 at 5:00 pm
Boardroom, VSB Education Centre

REVISED AGENDA (Updated April 24, 2018 at 3:15 pm)

The meeting is being held on the traditional unceded territory of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples.

- I. Call Meeting to Order
- II. Motion to Dissolve the Board Meeting into Committee of the Whole
- III. Delegations re: *2018/2019 Preliminary Draft Budget Operating Fund*

Delegations will commence at 5:00 pm and will present at 5-minute intervals.

Stakeholder Delegations:

1. Canadian Union of Public Employees, Local 15 (CUPE 15) – Debbie Mohabir and Thomas Leung
2. Vancouver Elementary Principals and Vice-Principals Association (VEPVPA)
3. Vancouver Elementary School Teachers' Association (VESTA)
4. Vancouver Secondary Teachers' Association (VSTA)

Other Delegations:

1. Friends of the School Library
 2. Prince of Wales Mini School Parent Group
 3. Point Grey Mini School Parent Group
 4. Alexander Dow
 5. Adi Pick
 6. Aaron Leung
- IV. Motion to Rise and Report from the Committee of the Whole
 - V. Motion to Reconvene the Board Meeting
 - VI. Adjournment



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**Budget Submission to the Committee of the Whole
April 24, 2018**

Thank you for the opportunity to speak to the 2018-2019 draft budget proposals. We would like to acknowledge the work of senior staff in the creation of this balanced budget.

We would also like to take this opportunity to point out a few concerns that will hopefully be considered by senior staff and the Board of Trustees before the final budget presentation to come.

Attendance Management and Wellness Program

We continue to challenge the board to take another look at the Attendance and Wellness Management Program as it relates to members of CUPE Local 15. We still do not see the need for the AMP as our members, as well as all K-12 members of CUPE province-wide, are part of the Joint Early Intervention Services, a provincial initiative that was agreed to at the bargaining table several contracts ago and has shown itself to be very effective in addressing attendance concerns and assisting employees in their return to work.

Our members don't feel supported by the Attendance Management Program. They feel harassed by it. They come to work sick even though their collective agreement provides for sick leave so as to avoid being enrolled in the AMP. The AMP is based on the premise of non culpable dismissal, not on employee wellness, and it is a waste of the board's limited resources.

I would like to direct the board's attention to the joint union submission on the Vancouver School Board Attendance Management Program presented to the board on behalf of VSB union stakeholders on April 13, 2015. I would ask that the board strongly consider withdrawing CUPE 15 members from the AMP as a cost saving measure, and again point out that it is redundant.

Vass and Alternative Education

We are happy to see teacher and counselling shortages being addressed in this area but see no consideration for added EA support for student success.

We would like some clarification as to the funding source. Is it coming from the Supreme Court decision regarding class size and composition? If so is that not funding that is separate from the provincial funding formulae used to create this budget?

District and Assessment Support K-7 and Curriculum and Assessment Support 8-12

We are concerned that additional IT support is not addressed nor is additional EA support which we believe would be necessary to fulfil the goals of this newly created department. The concern would be trying to do more with less and thereby creating unattainable workloads at an approximate cost of \$900,000.

Junior Buyer

It is our understanding that although the junior buyer position has been unfilled the work continues to be done by other CUPE 15 employees. This of course has added to work loads and created a culture of run faster amongst those whom are tasked with this extra work. We respectfully submit that the junior buyer position not be cut.

12 – District Resource Teacher Career Education Support

This is work formerly done by Career Information Assistant positions held by CUPE 15 members, which senior management cut over a period of two budgets as not needed. The fact is that this support to students is vital. The work was offloaded to school counsellors in an attempt to provide the support to students, which at the time we argued was not attainable and students would not receive the post secondary career support levels they had access to via their CIA. This budget proposal is a very poor band aid to a serious student educational need. The board has qualified employees to do this work via former CIAs still employed by the VSB in other departments and should seriously direct senior management to revisit reinstating the CIAs.

A1 – Privacy and Info Security Coordinator

What happened to the Director of Communications? Were they not tasked with doing this work and how does this address any of the four domains of the strategic plan?

A3 – Human Resource Assistant

How will another exempt position address student learning when it clearly states the position is to assist with bargaining? We have been calling for extra clerical support for our schools for several budgets and through labour management meetings. Our members who provide administrative support across the system have seen their clerical support diminished continuously over several budgets with no thought to the excessive work load this has created but it seems the board can find monies to create another exempt position that doesn't address student learning.

Proposal 01 – Fleet Rotation

We propose that the IT Field Technicians be part of the fleet rotation to offset the cost to our members of having to use their own vehicles to perform their VSB assigned duties or the alternative of using public transit.

In the alternative we propose at the very least that the board reconsider its mileage policy and reinstate the Info Tech department onto the trades rate for mileage reimbursement instead of the non-trade rate that has proven to be a financial hardship to this employee group which is neither fair nor equitable.

Thank you again for this opportunity.

Warren Williams
President

**Joint Union Submission
on the
Vancouver School Board
Attendance Management Program**

April 13, 2015

Submitted by:

**Vancouver Elementary Teachers' Association
Vancouver Secondary Teachers' Association
CUPE Local 15
CUPE Local 407
IUOE Local 963
Construction and Maintenance Trade Unions
(IUBAC 2, BCRCC 1907, OPCMIA 919, IBEW 213,
IAHFI 118, IAMAW 692, IUPAT 38, UA 170, SMWIA 280)**

**Joint Union Submission on
Vancouver School Board
Attendance Management Program
April 13, 2015**

Consistent with past practice and positions, unionized stakeholder groups are once again speaking in opposition to the recently initiated Attendance Management Program (AMP). While fully cognizant of the employer's oft repeated assurances and explanations, VSB unionized employee groups continue to question the district's rationale, overall efficacy, and projected cost savings of the Employee Attendance Management Program.

Further to our position that the VSB's AMP is unnecessary and potentially redundant is the information in the Deloitte Report (2014) on service delivery transformation and shared services. The report clearly identifies five tier 1 opportunities for the province, one of which is a Health and Wellness Support Program that can be "tailored to individual district circumstances." Furthermore, clearly identified within the report is a *province-wide program* with quantitative benefits of \$10-\$12 million in annual replacement costs. In light of this comprehensive report and recommendations, we strongly question why the VSB is investing considerable time and limited resources into developing a made-in-house program. Given the Ministry of Education's identification of optimal operating models and timeline for managing shared services, we once again question the district's logic in moving forward at this time with the AMP, particularly when the Deloitte Report details a sector management model structure.

VSB employees have repeatedly been informed that the AMP is just one element of the Wellness Support Initiative and that the promotion of *employees' health and wellness* is the primary goal. However, unlike the two other key elements of the program—disability management and wellness initiatives—the AMP is firmly grounded in rigorous data collection, intensive analysis, and the identification of atypical employee absenteeism. Assurances that employees will only be flagged when/if they fall into the 95th percentile (a random demarcation point solely determined by the employer) is problematic as we have not been provided with a rationale for the setting of the 95th percentile, nor have we received a clear and transparent explanation as to the types of absences that will be "filtered out" from the overall total. This ambiguity will inevitably trigger a flurry of grievances/arbitrations, thereby potentially creating significant, undeterminable cost pressures on the VSB. Claims that the AMP is "designed to support employees who struggle with non-culpable absences" are neither reassuring nor credible as there is no guarantee (nor can there ever be) that the data will not be used either now or in the future for other purposes: namely, increased scrutiny to reduce absenteeism and sick leave in order to gain cost efficiencies and increase management capacity. Additionally, as employee groups have consistently reiterated, a plethora of labour relations mechanisms already exist for circumstances related to culpable behaviours and the abuse of sick days: mechanisms that are readily available to the employer at any time. Worth noting, moreover, is that none of the systemic factors in the workplace that negatively impact employees' physical and mental well-being are being addressed by this purported employee "wellness" and "healthy work culture" initiative. While employees sympathize with the financial challenges facing the district, we are profoundly disappointed by the employer's ill-advised decision to gain cost efficiencies through increased monitoring of front-line employees.


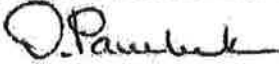



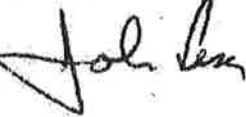
Unionized employee groups are also puzzled by the ongoing claims of increased cost savings. Budget documents dating as far back as 2011/12 speculate on potential cost savings from employee wellness

initiatives and reduced replacement costs; however, the employer has yet to produce a formal report detailing the purported amount saved for any given year. For example, the following potential savings were predicted: \$105,000 (2011/12), \$250,000 (2012/13), \$800,000 (2013/14) and another \$1.1 million in 2014/15. While costs have been incurred due to the expansion of the Human Resources Department through additional hiring, the procurement of reporting software and tracking tools, EAP enhancements, and sundry materials and training, detailed information specific to the annual cost savings has not been forthcoming. Hundreds of thousands of dollars have been invested into this initiative yet there is a noticeable dearth of quantitative data on the actual cost savings. Surely, both the trustees and the stakeholder groups are within their rights to expect a detailed report which outlines both the *specific costs* and *actualized savings* dating back to at least 2011/12.

In closing, we once again reiterate our grave concerns related to the Attendance Management Program, particularly in relation to its overall costs, efficacy, and actual purpose. As noted, budget projections (for several years) have not been reported as actualized, nor has the district addressed our concerns specific to the long-range intent of the program. Contractual provisions and procedures already exist to address absences due to culpable behavior; therefore, investing scarce financial resources into this initiative is at best nonsensical and at worst irresponsible. Lastly, in consideration of the Deloitte Report, there is no sound justification for a "made in Vancouver" program.

As indicated below, the partner groups below strongly encourage the employer to reconsider the necessity of such a program, particularly at a time when the district is facing a significant budget shortfall for 2015/16.

Sincerely,

Dan Graves, President Vancouver Elementary Teachers' Association	
Debbie Pawluk, President Vancouver Secondary Teachers' Association	
Leanne Toderian, President CUPE Local 15	
Brent Boyd, President CUPE Local 407	
Tim Chester, President IUOE Local 963	
John Pesa, Chair Construction and Maintenance Trade Unions: IUBAC 2, BCRCC 1907, OPCMIA 919, IBEW 213, IAIFI 118, IAMAW 692, IUPAT 38, UA 170, SIMWIA 280	



April 24, 2018

Vancouver Elementary School Teachers' Association Input for Preliminary Budget

This year's proposed budget looks different from year's past in that we are not facing a major deficit that necessitates cuts. However, in this proposed budget there are still some proposals that are of concern to elementary teachers, and also of concern is the lack of supports for some of our most vulnerable learners.

Following teachers' victory last year at the Supreme Court of Canada and the restoration of our class size and composition language, Vancouver teachers were looking forward to more supports in place for their students this year. Unfortunately, this has not been the reality we have seen this year and we have heard over and over again from our members that this is the hardest year they have experienced.

There are different factors at play currently that are impacting the restoration of our language, but without a doubt the issue we hear about the most from our members in the lack of non-enrolling support in schools this year as a result of the TTOC shortage. Resource teachers, ELL teachers and teacher librarians are regularly being reassigned to cover absences at the school level which means that the support they are there to provide to students isn't happening.

The proposal to eliminate almost 22 FTE from school based non-enrolling staffing in elementary will be a huge blow to our members, who are already feeling like supports for students this year have been greatly impacted. We asked our members to keep track of how often reassignments of non-enrolling staffing is happening, and the data we received from about one third of our schools shows a loss of over 3000 hours of service to students. Given that this is a wide spread issue, we feel confident that data could be extrapolated to close to 9000 lost hours of supports for our students who need it the most.

We are aware that currently Vancouver sits above many of the non-enrolling ratios that are a part of our restored language. This is a result of the decisions made by previous boards to maintain staffing at those levels because they recognized it served the needs of Vancouver students. We urge

the trustees to take a similar position and advocate to the Ministry for non-enrolling staffing that addresses the complex needs of this district and doesn't just sit at or closer to the bare minimum.

We are also concerned by the discussion around staffing decreases tied to an enrolment decline.

While it is true that enrolment drives staffing, another key piece that drives staffing is our collective agreement and the restored class size and composition language. We have seen hundreds of classes in violation of that restored language this year, which has had a huge impact on teacher morale.

Again, we urge trustees to ensure that our class size and composition language - language restored by the highest court in the land - is honoured and that classes in violation are a rarity.

Over the last number of years, we have seen multiple cuts to the Adult Education system, resulting in a decrease from 6 centres down to just two this year. These cuts have hugely impacted some of our most vulnerable students looking to enrol in K-12 classes to upgrade or obtain their K-12 diploma. These are learners within the K-12 system and we very much consider them as part of the core mandate of the VSB. We are relieved to see that there are no further cuts to this system this year, however we were hoping to see more of an investment into the system given the government's restoration of funding to adult education. Last year's decision to close Main St at Gladstone significantly limited the access students have to adult education centres and given that the space is still available at the site we would see this as a first step in restoring the system back to what it was in the past.

We appreciate the review of accounts to maximize savings for the district, however we want to highlight that some accounts carry unspent amounts for particular reasons. Our Professional Development accounts are protected under the Collective Agreement and as such could not be used as a source for savings. Also, it's common for schools to carry over balances in accounts (ex. School library) to save up and make a large purchase.

The addition to the budget of non-enrolling FTE for Curriculum and Assessment Support teachers is welcome. Over the last number of years, we have seen ongoing cuts to teacher mentor positions which provide support for our members. The current situation of a revised curriculum and many new teachers to the profession does require support from the district, however we don't think that these positions of support should come at the expense of school-based supports for students.



VSTA Response to the 2018-19 Proposed VSB Budget April 24, 2018

Respectfully and through the Chair,

The VSTA is pleased to be able to respond to the 2018-2019 proposed VBE budget. We will be addressing the following issues: Overall provincial funding, site based non-enrolling staffing, proposed increases to teacher staffing and funding for consumables, teaching materials and technology.

Firstly, we hope that the Trustees will continue to advocate for funding from the Provincial government to fully restore our Collective Agreement. The requirement that the district be staffed to BCPSEA's interpretation of "Best Efforts" and create hundreds of classes in violation which then require remedy has been difficult for our teachers. Remedy has largely been inaccessible to our teachers due to the lack of TTOCs which has left our teachers frustrated and demoralized. Teachers are not interested in remedy – they are interested in classes that are created to support the learning needs of our students and that follow our restored language.

Secondly, we are deeply concerned about the proposed cuts to Secondary Teacher-Counsellors. Although our restored language district ratio is 1 counsellor to 535 students, the ratio was never bargained as a ceiling of service but rather a ratio that would be improved upon; in fact, the BCTF Declaration of Teaching and Learning Conditions sets a minimum recommendation of 1:250. We are assuming that the decision to reduce counselling services to the minimum contractual ratio is a directive from BCPSEA. Had teachers been able to negotiate Teacher-Counsellor ratios during the period of 2002-2016 we certainly would have invested effort to improve this ratio as it is clear our students benefit from a higher level of support. We have heard that "counselling departments have to be run like emergency centres as we are triaging... if we can help student with their emotional health and well-being, then they will be a better position to learn." That said, in the absence of ratios and class size and composition language from 2002-16, the Board maintained a higher counselling ratio to ensure our students had the support they needed. Teacher-Counsellors occupy a critical front line role in preventative mental health education, initial identification, and ongoing school-based support. Counsellors also provide a great deal of safety to schools as they have the capacity to mitigate conflict and tensions between students, and work to make our schools safe spaces.

Thirdly, we speak in support of the proposed additions to teaching staff and the upgrade of the commercial kitchen equipment to better support Culinary Arts at the senior level. Our Tech Studies

teachers have informed us that the district's shop equipment needs a similar assessment leading to a repair and replacement schedule. We are pleased to see supports proposed for Career Education, Alternative Programs, and for Curriculum and Assessment support although we believe that the resources proposed for Curriculum and Assessment support would be most effectively directed to District Consultant positions. In light of the challenges presented by the new curriculum, we would advocate for 8 District Consultants: two each in Literacy (including Modern Languages), Numeracy, ADST, and Fine Arts. We support the increased teaching time proposed for IE and recognize the importance of this program to the District but caution that even with the addition of 4 FTE district-wide, our classrooms are at near capacity with respect to our ability to care for these students. As always, the need is greater than the proposal, but we are hopeful that a renewed focus on supporting students and teachers is a sign that the Board is looking to re-invest in its teaching staff. Many of our newer and prospective teachers are looking for mentorship, something the Board is still lacking.

Lastly, we have heard loud and clear from our teachers about the dismal lack of resources at the school level. I will share direct quotes from our budget survey as our members speak eloquently for themselves:

"I have to depend on donations from our PAC to pay Indigenous guest speakers for my classes, yet these speakers are a requirement for English First Peoples 10 and 12".

"As a physics teachers, I do not usually have enough funding to create a class set of experimental equipment. As a result, I often have to demonstrate something in front of the class with the one piece of equipment that we have, and the students watch. This is a much less engaging and collaborative learning experience than if the students were performing the experiment themselves."

"I teach woodwork. To ensure that we have enough wood to last the year, I spend 2-3 days a month going on Craigslist to get free wood and free discarded pallets and dismantle them to stretch out our wood supply."

"The Library resource budget has been decreased by 37.5% since 2015-2016. Books and resources cost more, not less!"

"We started offering a new course this year, but there was no money for textbooks. Without that basic resource, I spend most evening working past 9 pm to source or create materials for lessons. It has been very stressful as I cannot always find materials at a suitable level."

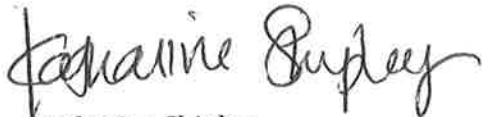
"Having to make students pay for TTOC coverage for a day I am taking them on a field trip or having to ask colleagues to give up their preps to cover for me, is upsetting. With the new curriculum, we

are encouraged to tie what we are learning to the world out there – those opportunities should be more accessible.”

“The new curriculum has changed the topics in the curriculum, but zero funding for new textbooks are provided. We are told to use online textbooks which are not working since we don’t have 30 devices in the classroom for student to look at online textbooks and phones are too small. Lack of computer labs is a huge issue.”

Finally, we have heard many comments from our colleagues about the inequities between Vancouver schools based on geography and socio-economic stratification in neighbourhoods. Furthermore, there is an even greater inequity in the continued public funding of private schools where classes are unapologetically small and teachers do not lack for resources. We look to the Trustees to advocate for all our students and for public education in general.

Thank you,

A handwritten signature in black ink, reading "Katharine Shipley". The signature is written in a cursive, flowing style.

Katharine Shipley
President

Thank you very much for the opportunity to highlight the importance of school libraries.

My name is Sandra Boutilier and I am a parent who volunteers at Van Horne Elementary library. My passion has always been libraries and I was pleased to join Friends of School Libraries FOSL to make sure that everyone understands the importance of school libraries. The library is often the heart of the school and it is unique in that it serves every single student and staff member at that institution. English Language Learners, gifted students, reluctant readers, voracious readers, budding researchers and fans of Captain Underpants.....the library has something for each of them. I have visited school libraries across the district and have been so impressed by the dedication and knowledge of the teacher-librarians. The following remarks come from what these TLs told me.

For a long time, from the late 1970s until the late 1990s, Vancouver was a lighthouse district for school libraries. It was an example to school districts both nationally and internationally. Teacher-librarians engaged in cooperative planning and teaching. This means that the teacher-librarian and the classroom teacher co-plan, co-teach, and co-evaluate a unit of instruction. The topic might be Canadian government or ecosystems or any other area in the curriculum. The teacher-librarian is the expert on which teaching resource, whether print or electronic, will be best for the job and is there as a partner to the classroom teacher. The result for the students is a deepening of the learning. Staffing was equitable during those years. Attached is a document which gives a brief overview of the formula the VSB used to use.

During the tough times of the past 16 years, school library services declined greatly and inequities have developed across the district. Instead of school library staffing being determined centrally, based on population, staffing has been determined locally at each individual school.

We are living today in The Age of Information. Students are bombarded with more information than ever and teacher-librarians are uniquely qualified to teach information literacy and to equip students with the tools to make sense of the vast amounts of data they have at their fingertips. For example: What is an authoritative website? What sources should I use to conduct research for a school project? How do you spot fake news?

A school library can be a place where critical thinkers and life-long learners are created, but only if we fund it properly.

Tonight, we are asking the board for three things:

Firstly we are asking for well-staffed libraries. Here we are seeking standards to be set for how many actual hours of library services are being offered at each school (as opposed to time where TLs give classroom teachers spare blocks in the library, which is very different). The restoration of the provincial contract has provided a ratio of cooperative services for each district but it is up to each district to apportion these

services in equitable fashion. From my interviews with teacher-librarians I have heard that schools of similar populations do not have similar library services. We ask please that you rectify this.

Secondly we ask that the full-time Library Mentor/Consultant position be reinstated so teacher-librarians, especially those new to school libraries, don't have to work in information silos. The Mentor position is essential to establish best practices and efficiencies and standards across the district. There is also a need and an appetite among TLs for in service and professional education that a mentor could organize.

Thirdly, we ask that budgets for library materials be increased. Twenty years ago, the school library budget could buy more than 1 1/3 hardcover books per child per year. Now it can buy about 1/4 of a book per child per year. Technology is important but kids of all ages still love books. When schools are regularly relying on PAC funding or Scholastic Book Fairs to purchase materials, you can easily see how inequities between schools can grow.

As I mentioned at the outset, the library is the heart of the school, and it is certainly at the heart of literacy. We hope that this budget will give each school an equitable amount of library staffing and let teacher-librarians do what they do best: support classroom teachers and students with their expert knowledge of print and electronic resources, and inspire young learners to read.

School Library Staffing at the VSB - 1980s and 1990s

Elementary Schools

Enrolment	Staffing
500 and over	1.5 FTE
400 and over	1.0 FTE
300 and over	.8 FTE
200 and over	.6 FTE
All other schools	.5 FTE

Secondary schools

Enrolment	Staffing
2000 and over	2.0 FTE

1500 and over 1.5 FTE

All other schools 1.0 FTE

8

Orchestrating for Success.

I would like to see proposals that address the following:

- 1) Please consider restoring the elementary strings program. Also, please consider emboldening elementary strings program to be as inclusive as possible (low barrier / no barrier) for ALL elementary schools.
- 2) Please consider adding funds for textbooks and added resources for school libraries.
- 3) Please consider adding resources for general maintenance, especially for hygiene, bathrooms/toilets.
- 4) Please consider targeted maintenance: Unsafe levels of lead found in the water at any school is unacceptable. Please see your way to a satisfactory solution to this issues (unsafe levels of lead found in drinking water). Please tackle this compound fracture of a problem with more than just a band-aid solution.
- 5) Please consider restoring the elementary strings program.

Thank you, Alex

PS: Jamieson Elementary has five smart boards that are available. If there is interest in acquiring this technology, please contact me or Grace Chan, PAC Chair, Jamieson Elementary.