

SPECIAL BOARD / COMMITTEE OF THE WHOLE

AGENDA (Revised)

**Wednesday, April 19, 2023
at 7:00 pm in the Boardroom**

1. CALL MEETING TO ORDER

1.1 INDIGENOUS LAND ACKNOWLEDGEMENT

We are unlearning and relearning on the traditional and unceded lands of the x^wməθk^wəyəm (Musqueam), Sk̓wx̓wú7mesh (Squamish) and səliwətał (Tseil-Waututh) Nations.

1.2 OPENING REMARKS

The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

2. ADOPTION OF MINUTES

2.1 Meeting of April 3, 2023 (Committee of the Whole – Budget)

2.2 Matters Arising from the Minutes

2.2.1 Draft Annual 2023-2024 Budget Update (information to be provided)

3. MOTION TO DISSOLVE THE BOARD MEETING INTO THE COMMITTEE OF THE WHOLE

That the Board dissolve itself into the Committee-of-the-Whole

4. DELEGATIONS RE BUDGET PRIORITIES FOR THE DEVELOPMENT OF THE 2023-2024 ANNUAL BUDGET

Delegations are estimated to begin approximately at 7:00 PM.

4.1 Delegations (*the order listed below does not represent the actual presentation time and may be subject to change*).

4.1.1 Nathan Davidowicz

4.1.2 Sarah Westwick

4.1.3 Erica Mark, Ashley Crossan, Karen Atwal, TRRUST Collective

4.1.4 Scott Bernstein, Be the Change Earth Alliance

4.1.5 Alexandra Chow, Eric Hamber Environment Club

4.1.6 Carlos Armas, Friends of the School Library

4.2 Stakeholder Questions

5. MOTION TO RISE AND REPORT FROM THE COMMITTEE OF THE WHOLE

That the Committee-of-the-Whole rise and report.

6. MOTION TO RECONVENE THE BOARD MEETING

That the Board meeting be reconvened.

7. BUSINESS FROM THE COMMITTEE OF THE WHOLE

8. ADJOURNMENT

SPECIAL BOARD/COMMITTEE OF THE WHOLE MEETING MINUTES

Monday, April 3, 2023 at 7:00pm

The Board of Education of School District No. 39 (Vancouver) met in room 114 (the Boardroom), VSB Education Centre, 1580 West Broadway, Vancouver, B.C. on Monday, April 3, 2023 at 7:00pm. The meeting was live-streamed.

Trustees Present in the Room:

Victoria Jung, Chairperson
Preeti Faridkot, Vice-Chairperson
Lois Chan-Pedley
Alfred Chien
Janet Fraser
Suzie Mah
Jennifer Reddy
Christopher Richardson
Joshua Zhang

**Senior Management Present
in the Room:**

Superintendent Helen McGregor
Secretary Treasurer David Green
Deputy Superintendent David Nelson
Associate Superintendent-Learning & Information Technology
Pedro da Silva
Associate Superintendent-Learning Services Jody Langlois
Associate Superintendent-School Services Pete Nuij
Associate Superintendent-School Services Rob Schindel
Assistant Secretary Treasurer Shehzad Somji
Lorelei Russell, Acting Executive Director - Employee Services

Also Present in the Room:

Jiana Chow, Communications Manager
Judy Mah, Recorder

1. CALL MEETING TO ORDER

1.1. Indigenous Land Acknowledgement

The Chairperson called the meeting to order and acknowledged that we are unlearning and relearning on the traditional and unceded lands of the x̱m̱əθḵʷəy̱əm (Musqueam), Sḵw̱x̱w̱ú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations.

1.2. Opening Remarks

The Chairperson informed everyone the meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada. She reviewed meeting decorum for respectful behavior and reminded everyone that there would be time following the presentation to ask clarifying questions and to provide comments regarding the topic presented this evening.

2. MOTION TO DISSOLVE THE BOARD MEETING INTO COMMITTEE OF THE WHOLE

Moved by C. Richardson, seconded by S. Mah, that the Board dissolve itself into Committee-of-the-Whole.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was:

APPROVED UNANIMOUSLY

3. PRESENTATION OF THE DRAFT ANNUAL BUDGET FOR 2023-2024

The Secretary Treasurer and Assistant Secretary Treasurer gave a PowerPoint presentation showing details of the draft Annual Budget for 2023-2024, a copy of which is on file with the meeting agenda. The Secretary Treasurer reviewed the agenda for the evening. He thanked the Assistant Secretary Treasurer and the Finance Team for their work in putting together the first draft of the 2023-2024 Annual Budget in the complete Ministry required format.

The Secretary Treasurer summarized the Board and legislative requirements and reviewed the Public Sector Accounting Standards Format which guide the budget process. He highlighted the three guiding directions for the District's budget process, and spoke to stakeholder and community engagement and the budget process timeline for the period, February to May 2023.

He reviewed the 2023-2024 Draft Annual Budget Summary and noted that there is no accumulated surplus available to apply to the \$6.0M deficit in the Operating Fund. He also summarized the draft annual budget bylaw and noted the budget bylaw amount will change as the budget development process progresses.

The Assistant Secretary Treasurer reported on the Ministry of Education Funding Announcement for 2023-2024 and reviewed the details of the funding allocation system for the provincial operating grants and the formula which forms the basis for funding in the development of the 2023-2024 budget.

The Secretary Treasurer continued the presentation, noting that the projected surplus of \$14.9M for June 2023 is not in compliance with Board Policy. He reminded everyone that the projected balances are representative of the structural deficit that the District is operating under, and that a strategic dedicated approach will need to be adopted to reduce the structural deficit and to balance

the operating fund. He also announced that the **Draft 2023-2024 Annual Budget Report Document** had been posted to the website at 7pm. He concluded his presentation by reviewing next steps and outlining key dates in the budget timeline.

The Chair acknowledged that VDSC representatives, Tiffany Tang, and Arabella Mew and VASSA representative, Andrew Schofield had joined the meeting.

4. DISCUSSION WITH STAKEHOLDER REPRESENTATIVES

The Chairperson opened a discussion for stakeholder representatives to ask questions and provide feedback on the presented Draft Annual Budget for 2023-2024. The following stakeholder representatives were present in Teams for the discussion:

1. Canadian Union of Public Employees (CUPE) 15: Warren Williams
2. Canadian Union of Public Employees (CUPE) 407: Brent Boyd
3. District Parents Advisory Council (DPAC): Kyenta Martins, Ian Rowe
4. Professional & Administrative Staff Association (PASA): Tyson Scott Shmyr, Scott Deyell
5. Vancouver Association of Secondary School Administrators (VASSA): David Bach, David Nicks, Andrew Schofield
6. Vancouver Elementary Principals' and Vice Principals' Association (VEPVPA): Stephen Leung, Birgitte Biorn, Ankie Carswell
7. Vancouver Elementary and Adult Educators' Society: Sam Couture, Eric Proulx, and Jody Polukoshko
8. Vancouver Secondary Teachers' Association (VSTA): Terry Stanway
9. Building Trades: Justin Chapman
10. Vancouver District Students' Council (VDSC): Kai Nishimura, Arabella Mew, Tiffany Tang

Trustees and stakeholders asked questions and staff provided responses.

5. MOTION TO RISE AND REPORT FROM THE COMMITTEE OF THE WHOLE

Moved by C. Richardson, seconded by P. Faridkot, that the Board rise and report from the Committee-of-the-Whole.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

6. MOTION TO RECONVENE THE BOARD MEETING

Moved by J. Zhang, seconded by S. Mah, that the Board meeting be reconvened.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

7. BUSINESS FROM THE COMMITTEE OF THE WHOLE - None

8. NEW BUSINESS

The Board acknowledged the upcoming retirement of Associate Superintendent of School Services, Rob Schindel. They expressed gratitude for his dedication and thirty-three years of service to the Vancouver School District.

9. ADJOURNMENT

Trustees agreed to adjourn by consensus.

The meeting adjourned at 8:23 pm.

J. David Green, Secretary Treasurer

Victoria Jung, Chairperson



April 12, 2023

Dear Vancouver School Board,

On behalf of [Be the Change Earth Alliance](#) (BTCEA)¹, I write this letter in support of and to express appreciation for the work of the VSB Sustainability team, [REDACTED], and to advocate for the VSB to meaningfully resource this office. My organization has worked closely with the VSB Sustainability team for close to ten years and has directly witnessed the positive impact their sustainability activities have had on VSB teachers, students and the environment.

Since 2005, BTCEA has been committed to our mission of inspiring, educating, and empowering British Columbia youth ages 10-18 to take personal and collective environmental and social action for a just, healthy, sustainable, resilient, and fulfilling world. Through our work, BTCEA integrated a “head/heart/hand” approach to engaging young people about the environment, climate change and justice.

Over the years, BTCEA has built trust and a reputation for high-quality environmental education within the school system through developing relationships with teachers, principals, and administrators in school districts across Metro Vancouver and British Columbia. From its inception, BTCEA established a practice of consulting and engaging with the communities it serves, namely youth and educators, in the design and evaluation of its programs. We are honoured to have received an endorsement from the BCTF Committee for Action on Social Justice for our organization.

BTCEA's flagship program, Student Leadership for Change (SLC), aims to empower teachers to deliver action-oriented, hope-inspiring environmental education to their students. The program consists of workshops delivered to both students and teachers and a free online library of learning resources that teachers can use in their classrooms. To date, SLC has reached over 1,800 teachers and 50,000 students, who collectively have taken over 150,000 actions and reduced over 800 tons of CO2 equivalent emissions. We are continuously improving and adding to the online library of learning resources based on teacher and student feedback, and environmental and social justice needs. Hundreds of these teachers who have utilized the SLC materials are within the Vancouver School District.

In 2021, BTCEA responded to the call of a youth-led movement, [Climate Education Reform BC](#),² advocating for education reform to meet the needs of the climate crisis. We conducted an extensive survey of teachers and students in B.C. that revealed that both teachers and students need more resources and education dedicated to climate change and climate justice and face deep challenges, including a breakdown of emotional and mental wellbeing. (see Appendix A):

Key survey results indicate that 86% of teachers and students think the education system should be doing more to educate young people on climate change and 94% think climate change education should be provided to all students grades 7 – 12.

87% of the students indicated they are concerned about climate change and 55% of students indicated they want to help address the climate crisis but they don't know how. Students' emotional response to the climate crisis ranged from 25.7% feeling powerless, 23.9% feeling anxious, 21.3% feeling angry and 16.3% feeling sad to only 12.8% feeling hopeful. 60% of students indicated they feel negative emotions about climate change frequently with 24% every few days, 23% once a week and 13% once a month.

In 2018, the Vancouver School Board approved an innovative and inspiring [Environmental Sustainability Plan](#)³ (Appendix B). This plan included a wide collection of sustainability goals, which are even more relevant today:

- Foster a connection to the natural world
- Support Learning Initiatives that Develop Environmentally Conscientious Citizens
- Support outdoor focused spaces and activities at school sites
- Reduce energy consumption and greenhouse gas emissions
- Reduce consumption of resources and waste generation
- Support active transportation choices for school communities
- Support low-carbon transportation
- Lead by Example

The plan – and the goals therein – are impactful in creating meaningful change because they embody concrete and sustainable actions to build capacity among students, teachers, and others within the VSB community. It demonstrates the commitment of the VSB to sustainability and the goal of becoming the “greenest school district in North America.” It also aligns well with the [broader educational goals and plans of the VSB](#).⁴

We view the position and role of the Sustainability team situated within VSB Facilities to be a key element in realizing the success of these goals over the coming years. Specifically, the Sustainability team has led or partnered with organizations such as mine around several effective activities, including:

- [Student sustainability conference](#) ⁵, an annual student-led conference which has the goal to facilitate meaningful discussions around sustainability and empower youth with the skills and network they need to enact positive change.
- Professional Development: collaboratively develop workshops focusing on building teacher capacity in all areas of sustainability, including Indigenous-focused Pro-Ds, the “Your Community, Your Climate” resource (in partnership with UBC’s Collaborative for Advanced Landscape Planning, and transformative student-led Pro-D events.
- Hands-on learning activities, such as gardens, where over 100 sites within the VSB have educational gardens. The Sustainability Team has liaised with VSB’s Grounds Departments and individual schools to ensure active engagement in building and maintaining gardens, as well as partnering on instructional Pro-Ds to meld teaching practice with gardening.
- Offer [sustainability grants](#) ⁶ to facilitate school-level, student- and teacher-led projects.
- Established teacher networks and support Vancouver chapter of Environmental Educators Provincial Specialist Association (EEPSA), including co-hosting the first annual “Take it Outside” EEPSA Pro-D (mini conference/full-day Pro-D) on April 24th, facilitate a network of over 200 teachers, and provide support and activation where needed.
- [Maintain reports, resource guides, and toolkits available to the public, teachers and students](#) on the VSB website. ⁷

In short, the Sustainability Team within the Vancouver School District plays a vital role in meeting the goals and commitments adopted by the VSB in the sustainability and education plans. These, in turn, align with the Ministry of Education’s [own commitments](#) ⁸ around environmental education and sustainability. Without well-resourced support within the School District itself, outside organizations such as ours would be much less effective reaching students and teachers and integrating with the priorities and resources of the District.

In reality, the Sustainability Team is currently only a small fraction of the Facilities budget for the VSB. In order to fully realize the goals and commitments of the VSB, the budget for this work needs to not only be secure from budget-to-budget, but given adequate resources to be effective. This would mean:

- Funding at least two permanent full-time staff in the Sustainability Team;
- Funding at least three climate educator-mentors within Learning Services to work with and support teachers in the District to develop and implement courses, with a goal to bring this number to ten within three years;
- Create a fund for the Sustainability Team to support development of curricula and other materials in conjunction with external partners and offer real supports to teachers who are using these resources; and
- Commit to ongoing sustainable funding for the Sustainability Team.
- Explore how to expand the depth and impact of this work to continuously meet the presenting needs of teachers and students, related to climate change education and community resilience.

Specifically, we request that the Board move to direct staff to investigate the feasibility of implementing these and other actions that would increase the capacity of the Vancouver School District to meet the goals outlined in the Sustainability Plan.

The Vancouver School Board has the potential to continue to be leaders in the area of sustainability and education within North America. I look forward to any future collaborative opportunities to build a truly transformational district, and reiterate my organization's support for the Sustainability Team and encourage the VSB to continue to support and expand their resources.

Sincerely,

A handwritten signature in blue ink that reads "Scott E. Bernstein". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Scott E. Bernstein, M.S., J.D.
Executive Director
Be the Change Earth Alliance

Footnotes

1. Be the Change Earth Alliance Society (2023), Website. Accessed 4/12/23: <https://www.bethechangeearthalliance.org/>
2. Climate Education Reform B.C. (2023), Reform to Transform. Accessed 4/12/23: <https://www.climateeducationreformbc.ca/>
3. Vancouver School Board (2018), Environmental Sustainability Plan. Accessed 4/12/23: https://sbvsbstorage.blob.core.windows.net/docs/4d8f03ff-414e-44d6-87d2-20a2a4516055_VSB_Env-Sust-Plan_Approved_2018-05-28_FINAL.pdf
4. Vancouver School Board (2023), Educational Plan 2026. Accessed 4/12/23: <https://www.vsb.bc.ca/page/4996/education-plan-2026>
5. Vancouver School Board (2023), Sustainability Conference Website. Accessed 4/12/23: <https://vsb-sustainabilityconference.com/>
6. Vancouver School Board (2021), Sustainability Grants 2021-22. Accessed 4/12/23: <https://sbvsbstorage.blob.core.windows.net/media/Default/frf/5/2022%20Sustainability%20Grant%20Report.pdf>
7. Vancouver School Board (2023), Sustainability Resource Documents (Reports, Resource Guides, and Toolkits). Accessed 4/12/23: <https://www.vsb.bc.ca/page/60913/resource-documents>
8. British Columbia Ministry of Education (2021), K-12 Climate Change Education in B.C. Accessed 4/12/23: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/climatechangeeducation>

APPENDIX A



Information Briefing for the BC Ministry of Education & Climate Action Secretariat

August 18, 2021

“Education is one of the main ways we have as humans to define our humanity, practice our humanity, maintain our humanity, and change our humanity” - Dwight Boyd

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3. Snapshot of Evidence-Based Research on Climate Education

BTCEA has conducted evidence-based Participatory Action Research with BC educators and students focused on socio-ecological and climate education from 2017-2021. We have collected data on the best practices, challenges, and opportunities for advancing meaningful Climate Education in BC schools through:

- ❖ In-depth interviews with teachers, students, school and district administrators.
- ❖ Facilitated focus groups with educators and students
- ❖ Ongoing consultations with teachers and students
- ❖ Hiring youth summer students to provide on-the-ground perspectives
- ❖ Wisdom Circles composed of diverse educators, youth, and other professionals
- ❖ 2021 Climate Education Survey for grade 5-12 students and teachers across BC

3.1 Importance of Climate Education

“Urgent, evidence-based, measurable action on the climate crisis -- a key intergenerational justice issue of our time -- is a shared need of children and youth and collective responsibility of adults to deliver upon.” - Climate Education Reform BC, 2021

BTCEA endorses the Needs set out by Climate Education Reform BC (CERBC) in their Reform to Transform campaign in spring 2021.

BTCEA’s extensive research on the barriers and opportunities for holistic, action-oriented climate education flourishing in middle and high schools augments a decade of experience working closely with teachers, meaningfully engaging and educating students, providing progressive & empowering educational programming, listening to what works and what does not, and exploring possibilities of scaling climate education opportunities. Both our research and experience in education reinforce the particular importance of Needs 4) and 5) being met:

- *4) A revision of the K-12 Curriculum to implement comprehensive intersectional, interdisciplinary, and action-oriented climate education across subjects.*
- *5) The assessment and provision of professional learning, resources, and support for school staff to enhance their knowledge, tools, and strategies in teaching the reformed curriculum and preparing students for the climate crisis.*

BTCEA has been hearing students and educators express the Needs 4) and 5) for nearly a decade. Our research indicates that many teachers lack the learning resources, time, energy, administration support, and training to bring meaningful climate education to their students. Teachers have identified the challenges in providing holistic, intersectional climate education to their students within the inflexible school structure and curriculum, which offers few opportunities for interdisciplinary and integrated learning across courses and subjects. Climate Education reform is not a sudden need that has recently emerged; students and educators have been expressing the need for reforms for a considerable period of time.

The climate crisis is not temporary - the impacts of climate change will be felt deeply over the next 100+ years and differently across regions, with marginalized communities facing disproportionate negative impacts. BTCEA is fully supportive of the BC education system embracing urgent engagement in mitigation, preparation and adaptation to a changing climate with intersectional Climate Education and a climate strategy as a permanent and iterative part of the education system reaching all students at all levels. The analysis of our data and ensuing recommendations are not included in the scope of this Briefing but are available to be discussed upon request. Below are brief highlights of the data collected.

3.2 Survey Results: State of BC Climate Education in 2021

In consultation with academic researchers across Canada (see Partnerships section above), BTCEA conducted a survey from March to June 2021 among BC teachers and students about their climate education needs and ideas. The survey received 235 responses across 33 schools and 21 districts, representing a sample group of 168 students and 68 teachers. The survey featured a common section for both students and teachers to indicate the needs for climate education broadly, and separate sections for students and teachers to indicate specific interests, concerns and opportunities.

Key survey results indicate that 86% of teachers and students think the education system should be doing more to educate young people on climate change and 94% think climate change education should be provided to all students grades 7 – 12.

87% of the students indicated they are concerned about climate change and 55% of students indicated they want to help address the climate crisis but they don't know how. Students' emotional response to the climate crisis ranged from 25.7% feeling powerless, 23.9% feeling anxious, 21.3% feeling angry and 16.3% feeling sad to only 12.8% feeling hopeful. 60% of students indicated they feel negative emotions about climate change frequently with 24% every few days, 23% once a week and 13% once a month.

Teacher respondents indicated climate change was covered most often in Science and Social Studies, but 63% of teachers spent less than 10 hours on climate change in a school year while 23% were unsure of spending any time on climate change. Teachers’ top two picks on preferred topics where curriculum should increase its focus were *the social, economic, political changes necessary to address climate change and how to take collective action in the school and community*. The top responses teachers chose on the barriers they face when attempting to bring climate education into their teaching included: *lack of time in class and for planning, lack of classroom resources and activities, and lack of opportunities for interdisciplinary and/or collaborative teaching*.

More details and graphics depicting survey results are included in [Appendix A](#).

3.3 Challenges to Climate Education Spreading Throughout the School System

BTCEA’s Participatory Action Research was led by Simon Fraser University Doctoral candidate Maureen Jack-LaCroix to explore the challenges and opportunities that impacted the spread of climate education throughout the school system. The primary research methodology was focus groups and interviews with BC teachers and students in 2017, 2019, and 2021. Key challenges to Climate Education spreading throughout the BC school system are summarized below.

<i>Challenges on an individual teacher level</i>	<i>Challenges on a systemic level</i>
<ul style="list-style-type: none"> ● Since Climate Education is not endorsed or mainstream, teaching it evokes a feeling of going against the grain, which can be challenging for teachers ● Teacher Champions of Climate Education tend to get worn out ● Teachers feel complicit and hypocritical to espouse behaviour change without changing themselves first ● Teachers are reluctant to be depressing, to have difficult conversations in the classroom, to deal with socio-emotional response from students, or to be contentious ● Teaching Climate Education can require extra work, and teachers don’t have the capacity ● Teachers are not used to working together 	<ul style="list-style-type: none"> ● Lack of connection to nature and community: administrative barriers can prevent visiting nature near the school or conducting field trips ● Siloed subject areas (eg: Science, Social Studies): Climate Education must be interdisciplinary and intersectional due to the complexity of the issue ● Lack of training in Climate Education in teachers’ pre-service training or Professional Development offerings ● Need systemic integration of socio-ecological and Climate Education within all core subjects. Cannot be an appendix or another elective that competes with other valuable elections. ● Education system currently not

<p>and interdisciplinary collaboration is unsupported</p> <ul style="list-style-type: none"> ● Change is uncomfortable ● Overall the philosophical alienation of individuals feeling “separate” from other teachers, from the education system, from the natural world. 	<p>addressing student mental health struggles due to climate crisis</p> <ul style="list-style-type: none"> ● Education system does not teach students skills related to taking collective climate action, including civic engagement and community organizing
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3.4 Opportunities for Integrating Climate Education Into the School System

Teachers are creative and in the same Participatory Action Research outlined above, they identified the following opportunities to integrate socio-ecological and Climate Education within the school system in 2017, 2019 and 2021. Note: these are not recommendations for reform, but rather opportunities within the *existing* school system and education landscape for Climate Education to flourish.

<i>Opportunities on an individual teacher level</i>	<i>Opportunities on a systemic level</i>
<ul style="list-style-type: none"> ● Student Leadership for Change learning resources available free to all BC teachers ● New curriculum Course Competencies offer more flexibility to introduce socio-ecological education ● Many teachers are passionate about fostering student agency, hope and leadership, ● Designing new courses for district board approval ● Bringing in nonprofit organizations to lead workshops ● Experiential learning for students ● Combining environmental and social justice topics ● Teachers inspired to meet students’ calls for Climate Education 	<ul style="list-style-type: none"> ● Capstone projects ● Increased flex-time for teachers ● Leadership courses in grades 10-12 ● Core Competencies promote communication, creative thinking, critical thinking, personal and social responsibility ● More cross-sector partnerships between public, private and nonprofit sector ● Teacher Pro-D conferences and workshops focused on socio-ecological and outdoor education ● Sustainability and leadership programs, such as TREK in Vancouver, Roots Outdoor Schools in Delta, etc. ● First People’s Principles of Learning emphasize reconciliation, decolonization, connect to place and community

-
- UBC Place Based Learning teacher training cohort; SFU Seeds cohort in Professional Development Program teacher training

4. Conclusion

With over a decade of experience providing socio-ecological education in BC schools across 45+ districts, Be The Change Earth Alliance is well-positioned to support and collaborate with the BC Ministry of Education to develop and advance Climate Education goals in both the short- and long-term. As this report highlights, BTCEA can offer expert advice on Climate Education through insights, feedback, recommendations, and community-informed perspectives based on our evidence-based research and experience working with BC teachers and students. BTCEA's diverse and growing community of teachers, students, professionals and collaborators is eager to actively participate in Climate Education reform with the Ministry of Education and other stakeholders.



Results and Figures from Climate Education Reform Survey

Below, we present figures that highlight key results from the Climate Education Reform Survey (see [Section 3.2](#)).

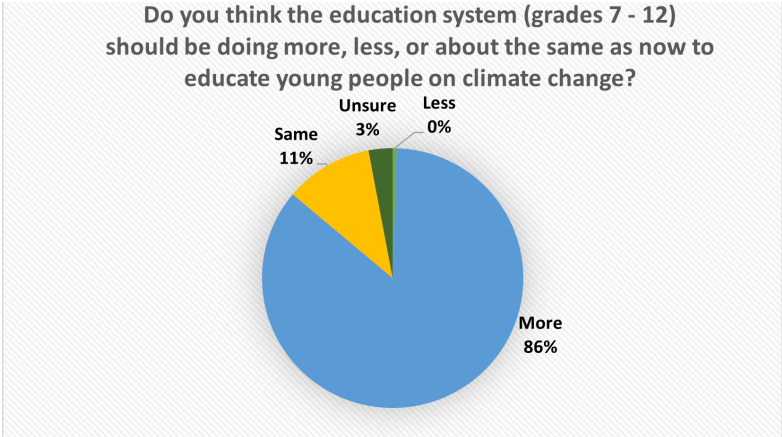


Figure 1: Pie chart of teachers and students responses indicating whether they feel the education system should be doing more, less, or the same to educate young people about climate change; 86% agreed the education system should be doing more.

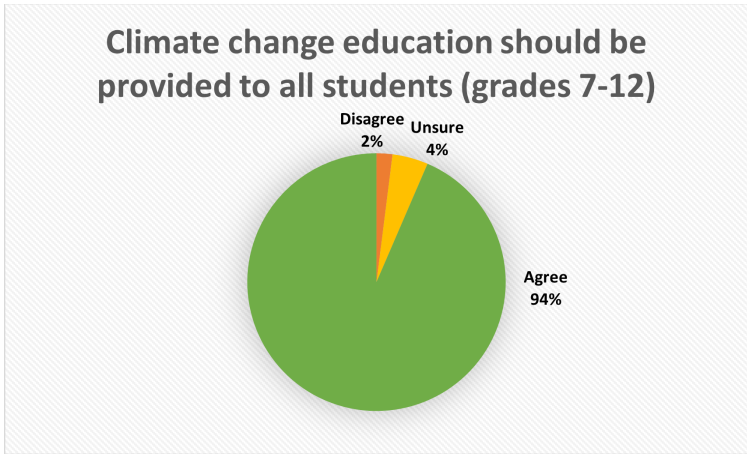


Figure 2: Pie chart highlighting whether teachers and students agreed or disagreed with whether climate change education should be provided to all students; 94% agreed.

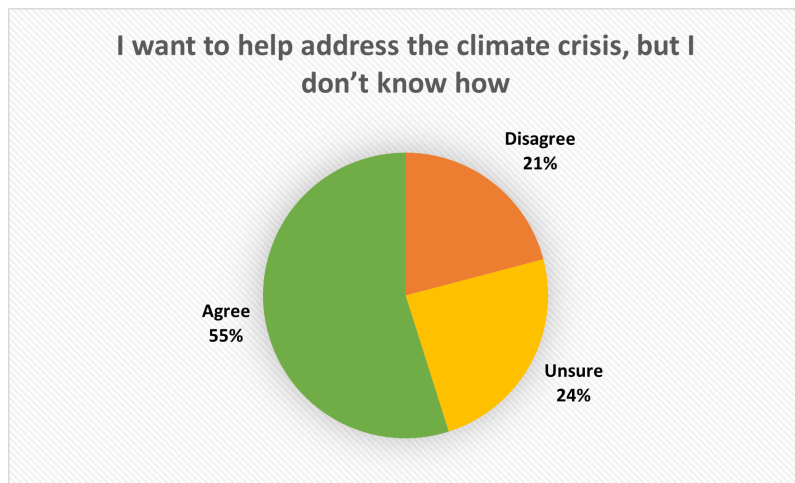


Figure 3: Student responses to whether they agreed or disagreed with the statement “I want to help address the climate crisis, but I don’t know how”; 55% of students agreed.

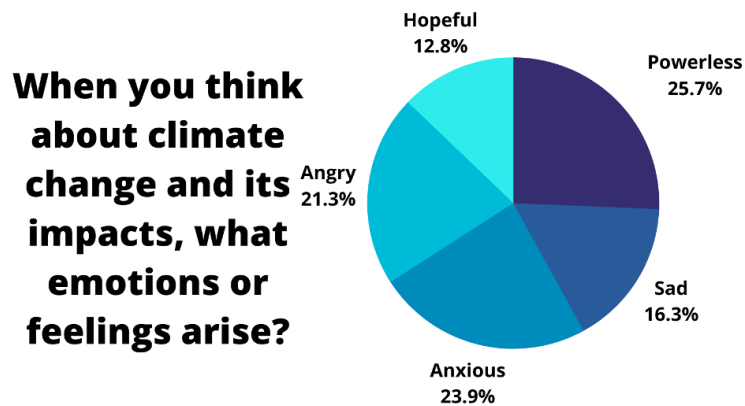


Figure 4: Pie chart highlighting the emotions that students selected from a list of five when thinking about climate change and its impacts. Feeling powerless and anxious were the two top responses, each capturing approximately one quarter of students.

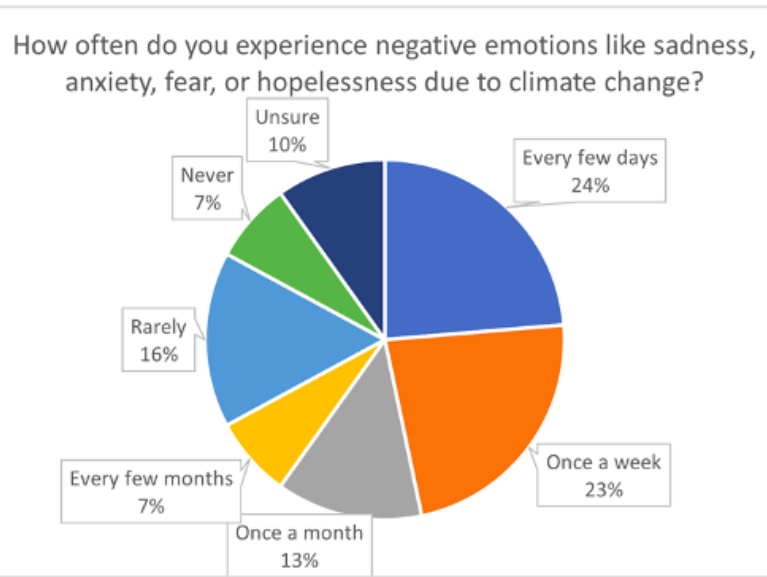


Figure 5: Pie chart highlighting how often students reported feeling negative emotions like sadness, anxiety, fear and hopelessness due to climate change; 47% of students reported experiencing these negative emotions chronically, ie: at least one a week.

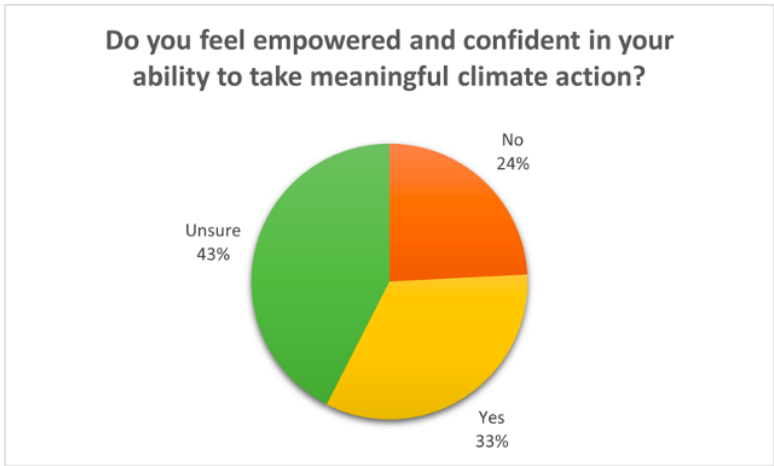


Figure 6: Pie chart highlighting whether students feel empowered and confident in their ability to take meaningful climate action. The most common response was “unsure.”

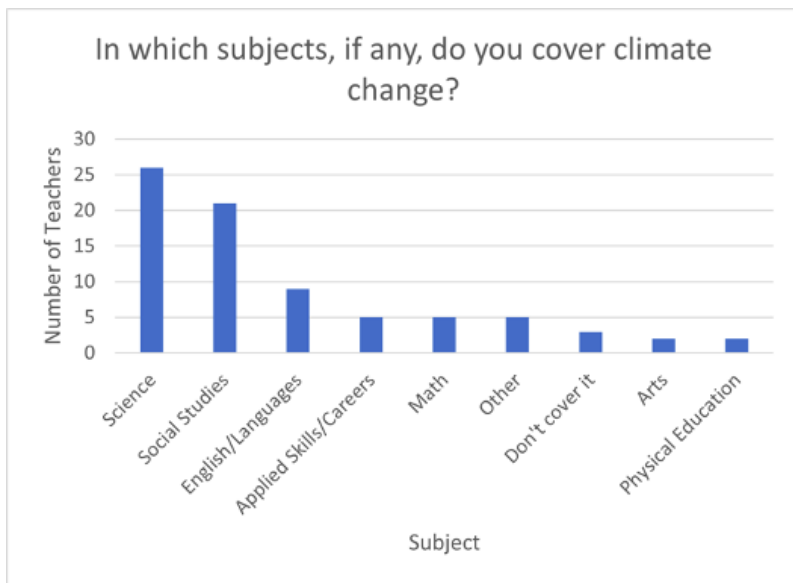


Figure 7: Histogram lighting the subject areas where teachers reported they cover climate change. The most common responses were science and social studies.

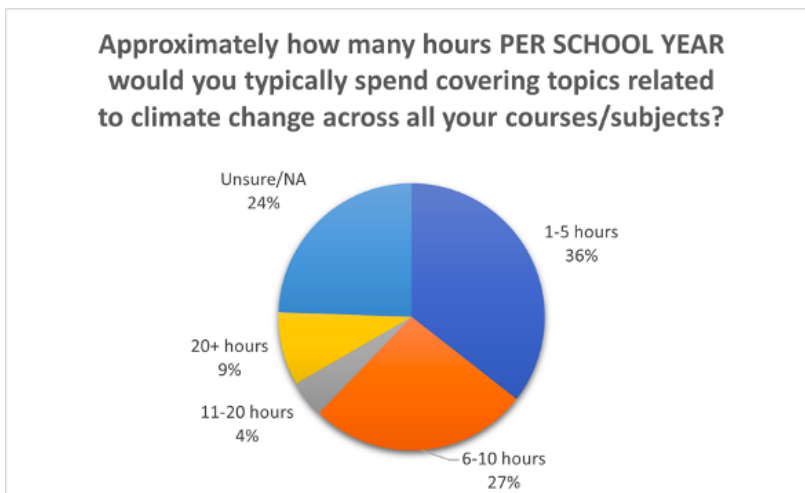


Figure 8: Pie chart highlighting how often teachers spend, per school year, covering climate change across all their courses; 63% of teachers spent less than 10 hours per year covering climate change.

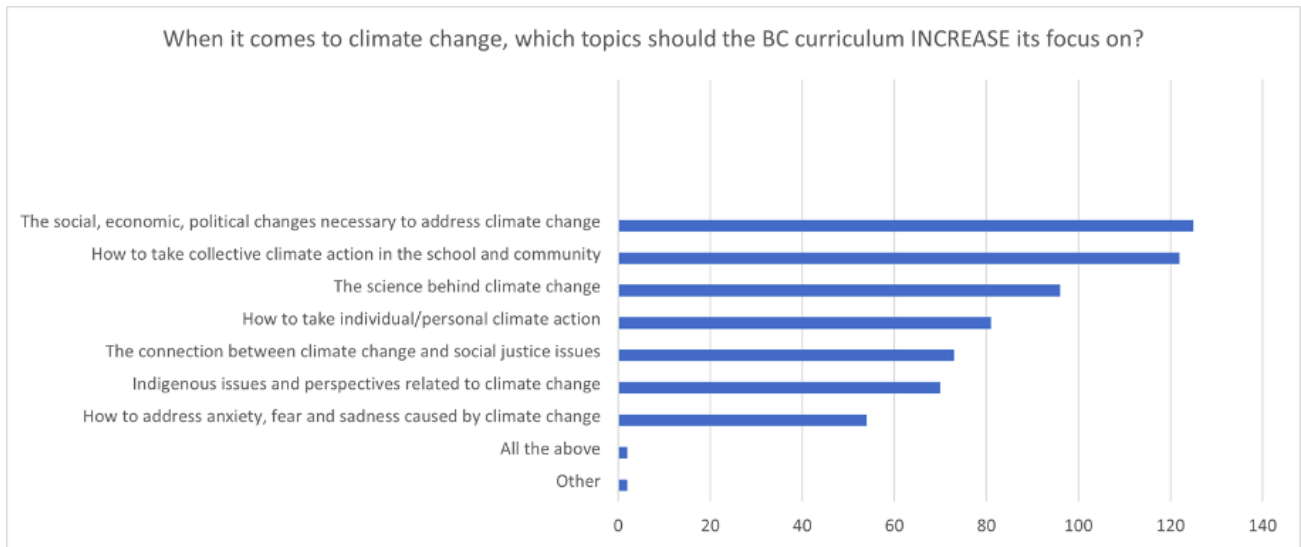


Figure 9: Survey responses from teachers on topics related to climate change where the curriculum should increase its focus. Teachers could select multiple responses. The top two responses were “the social, economic, political changes necessary to address climate change” and “how to take collective action in the school and community.”

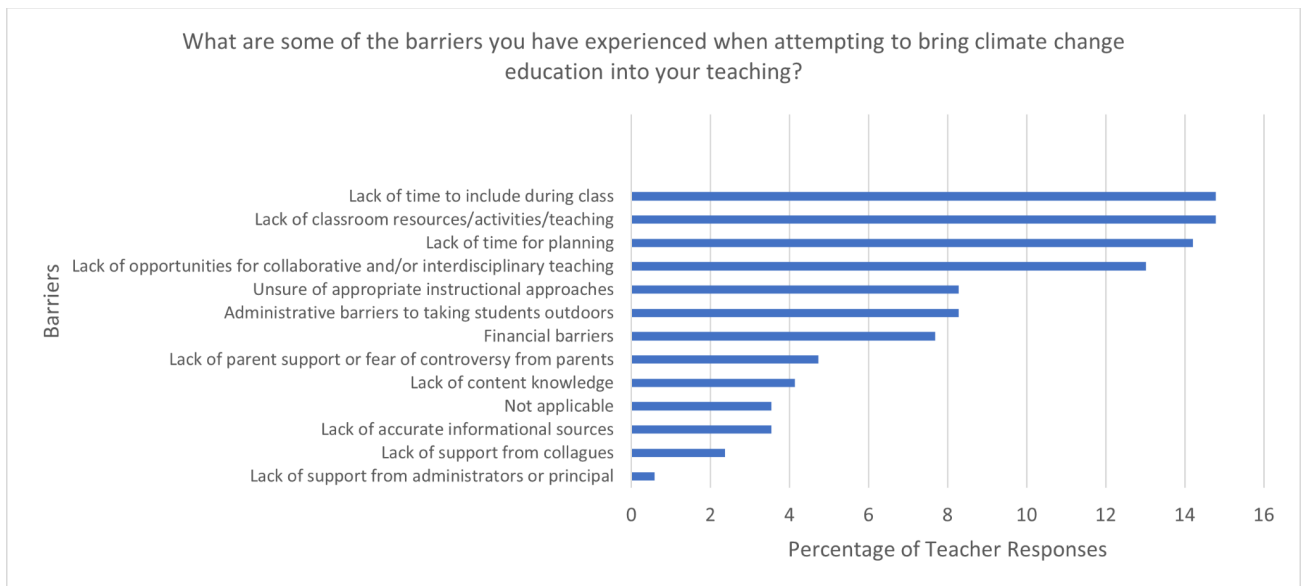


Figure 10: Survey responses from teachers on the barriers they face when attempting to bring climate education into their teaching. The top responses included lack of time in class and for planning, lack of classroom resources and activities, and lack of opportunities for interdisciplinary and/or collaborative teaching.

Guiding Principles

LEVERAGE EDUCATION

Activities will support and enrich our students' education

FOLLOW AND SUPPORT OUR PEOPLE

Actions will be guided by student and educator needs and interests

MAKE OUR EFFORTS LASTING

Efforts will endeavour to create lasting impact through infrastructure changes and program development



VSB Vancouver School Board

Environmental Sustainability Plan

A “sustainable school district” must provide positive exposure to the natural world – not only environmental crises. A positive connection to nature is a seed from which will grow empathy and understanding, leading to deeper engagement and action. Our most significant opportunity as educators is to develop conscientious citizens.



WE WILL GET THERE, **TOGETHER.**

LET'S BE THE **GREENEST** SCHOOL DISTRICT.

OUR VISION TO BE the **GREENEST,** most **SUSTAINABLE** SCHOOL DISTRICT in **North America**

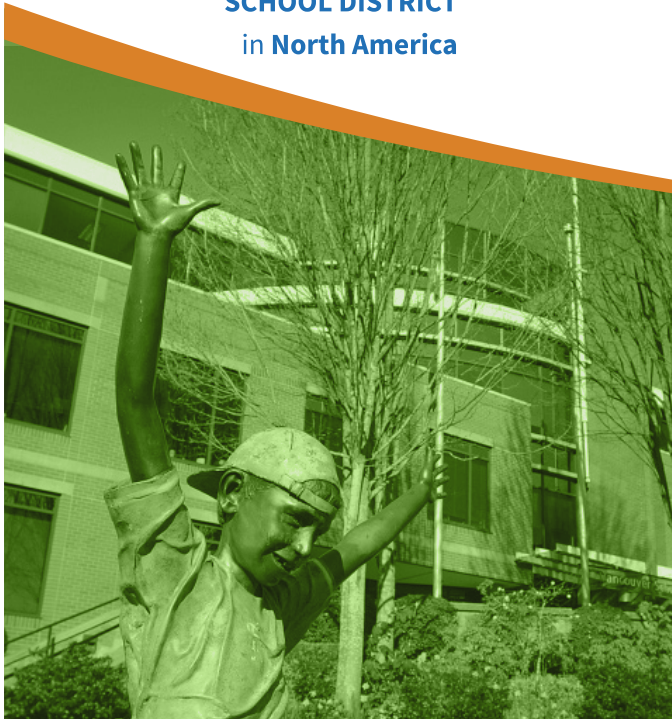
sustainability@vsb.bc.ca

govsb.ca/sustainability



If we want children to flourish, we need to give them time to connect with nature and love the Earth before we ask them to save it.

– David Sobel, “Beyond Ecophobia”



EDUCATION

connect to nature and to each other to be better environmental citizens

GOALS

Foster a connection to the natural world

Support learning initiatives that develop environmentally conscientious citizens

ACTIONS

Support nature-focused learning

Develop professional development and other resource materials

Support networks and relationships between educators

Make our facility activities learning opportunities

Support student networks for dialogue and sharing

GREEN SPACES

enhance our outdoor spaces for learning

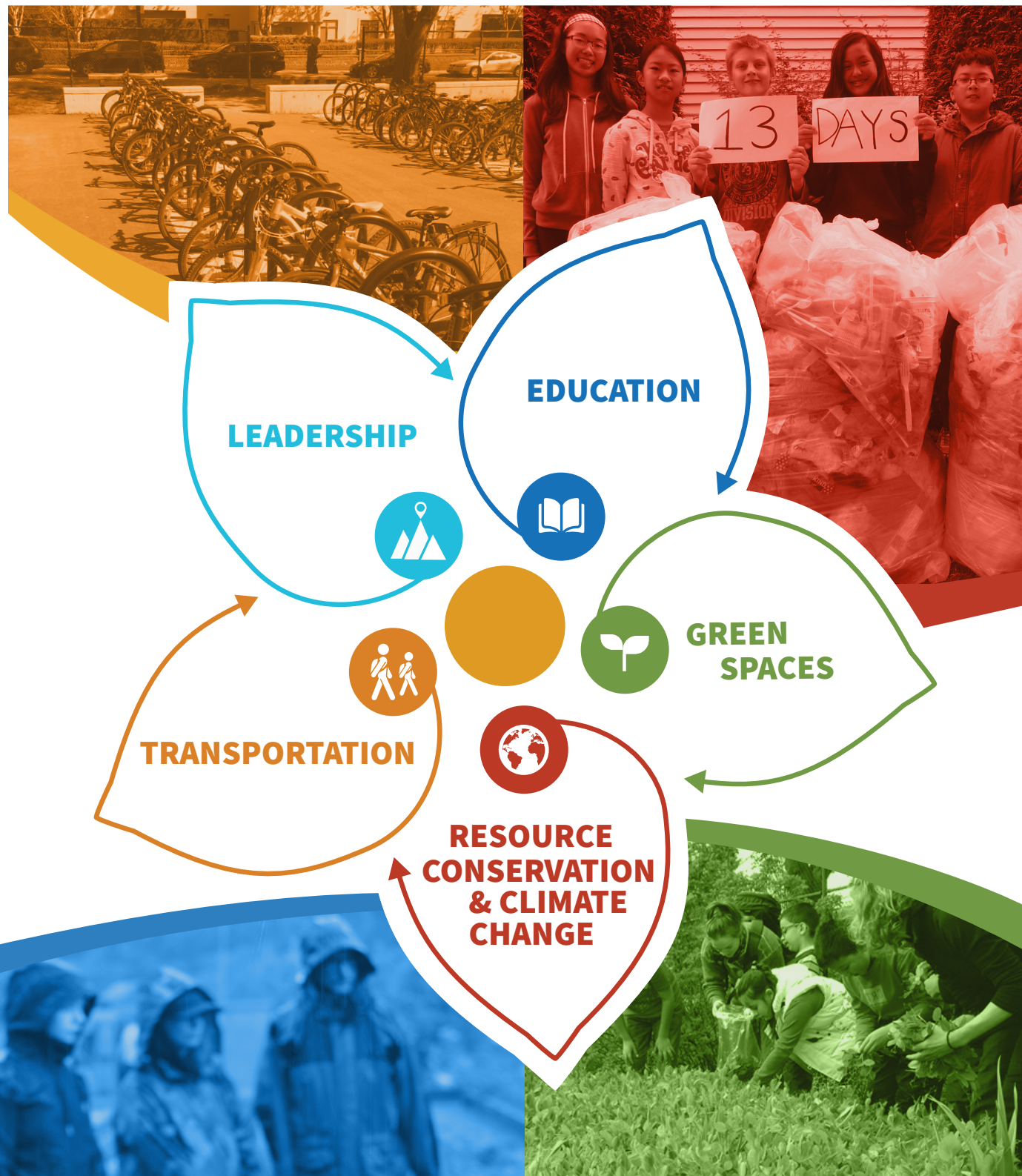
GOALS

Support outdoor-focused spaces and activities at school sites

ACTIONS

Develop guidelines for new types of infrastructure

Engage community partner groups and First Nations to enhance outdoor learning activities



RESOURCE CONSERVATION & CLIMATE CHANGE

use less and shrink our footprint

GOALS

Reduce energy consumption and greenhouse gas emissions

Reduce consumption of resources and waste generation

ACTIONS

Maintain an active energy management program

Develop a Climate Change Adaptation Strategy

Implement long-term resource conservation initiatives

Support school-level conservation projects

Develop VSB-relevant resources and guides for schools

TRANSPORTATION

make active transportation easier

GOALS

Support active transportation choices for school communities

Support low-carbon transportation

ACTIONS

Promote active transportation events and training

Improve infrastructure for cycling, wheeling, and walking

Promote low-carbon transportation within the VSB

LEADERSHIP

share our work and build relationships

GOALS

Lead by example

ACTIONS

Continuously improve and update policies and practices

Report on progress

April 15, 2023

Dear Vancouver School Board,

The purpose of this letter is to express my gratitude for the Vancouver School Board (VSB) Sustainability Department and my concern for the financial stability of this vital part of the school board.

My name is Alexandra Chow, and I am a grade 11 student at Eric Hamber Secondary School. Having been a student in the VSB since Kindergarten, I have experienced many teachers and role models demonstrate their support for sustainable action. In high school, I have been an active member of my school's Environment Club since Grade 8, currently serving as Co-President. In this role, I have worked with the Sustainability Department, [REDACTED], to further promote climate activism in the Hamber community using an incredibly flexible sustainability grant. In the past few years, my Youth 4 Climate Justice team has been leading Professional Development workshops on climate justice education for educators. [REDACTED] have helped us coordinate with schools to make these workshops possible, allowing us to reach over 60 educators in four workshops and counting. Even when I'm just passing by a school, the sustainability efforts empowered by [REDACTED] are evident through the thriving gardens, active transportation systems, and resource conservation initiatives. For those at the school, it is such a unique experience to gather as a community and work towards a common goal in a fun and engaging way.

I am extremely grateful for the work of [REDACTED] to further awareness around sustainability and climate action in all VSB schools. They have done so much invaluable work to create action projects, promote sustainable practices, and engage students. Having just two people to assist over 100 schools is an ambitious responsibility, and they have had a huge impact with their limited resources.

However, knowing that their position is unstable and mainly funded by energy rebates within VSB buildings is unsettling and infuriating. These rebates are not permanent, and should not be relied on to support the work that the Sustainability Department provides. Since they are directly working towards multiple of the United Nations Sustainable Development Goals, Vancouver's Climate Emergency Action Plan, and the VSB's own Environmental Sustainability plan to build a better future, their funding must be stable. This is imperative to ensure they can continue their wonderful work into the future. As the climate crisis becomes more urgent, the VSB must do their part by allocating more money towards the financial support of [REDACTED]

As Trustees, I am sure you can see the importance of funding this department. They are intently and effectively working towards the VSB's definition of a "sustainable school district" by fostering a sense of "empathy and understanding" in "conscientious citizens" (Environmental Sustainability Plan). The Sustainability Department has the power to incorporate and normalize sustainable practices into the lives of 50,000 future leaders, and that is exactly what they are doing. They are also actively working towards the First Peoples Principles of Learning by focusing on "connectedness, on reciprocal relationships, and a sense of place". Nonetheless, the VSB needs to prioritize expanding this department

to meet the needs of the climate crisis and address the ever-increasing eco-anxiety students are experiencing. Without this department, the VSB would be falling far behind in the necessary sustainability practices that have been committed to across the globe.

Additionally, the VSB can only achieve their vision of becoming the “greenest, most sustainable school district in North America” (Environmental Sustainability Plan) if the Sustainability Department has sustained, proper funding. I have no doubt the VSB can make their vision the reality, and I look forward to watching the transformation, starting with increased funding to stabilize the Sustainability Department.

Sincerely,

Alexandra Chow on behalf of the Eric Hamber Environment Club

OUR VSB

**VANCOUVER SCHOOL DISTRICT
SPECIAL BOARD COMMITTEE OF THE
WHOLE MEETING**

April 19, 2023



INDIGENOUS ACKNOWLEDGEMENT

Please join me in acknowledging that we are unlearning and relearning on the traditional and unceded lands of the x^wməθk^wəyəm (Musqueam), Sk̓wx̓wú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) nations



x^wməθk^wəyəm
(Musqueam)



Sk̓wx̓wú7mesh
(Squamish)



səlilwətał
(Tsleil-Waututh)

Live-streamed

The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting.

The footage of the meeting may be viewed inside and outside of Canada.

Meeting Decorum

It is our Board's responsibility to ensure that our meetings are conducted in a safe and respectful manner.

As a Board of Education for a school district, it is important that we model the behavior that we expect of students in their schools.

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Roll Call

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ITEM 2 Adoption of minutes

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ITEM 2.2.1 Draft Annual 2023- 2024 Budget Update

Agenda

1. Board and Legislative Requirements
2. Budget Process and Directions
3. Budget Bylaw
4. Draft 2023-24 Annual Budget v2 (Operating Fund)
5. Projected Surplus
6. Risk Factors
7. Next Steps
8. Questions

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Board and Legislative Requirements

Policy 2: Role of the Board

“...the Board of Education shall provide overall direction and leadership to the District.

It is accountable for the provision of appropriate educational programs and services to enrolled students of the District to enable their success, in keeping with the requirements of government legislation.

The Board is therefore charged with the responsibility of providing an education system that is organized and operated in the best interests of the students it serves.

It exercises this responsibility through setting of clear strategic direction and the wise use of resources in alignment with the strategic plan and District goals.”

Section 9: Fiscal Accountability

“The Board shall:

9.1 Approve budget process and timelines at the outset of the budget process.

9.2 In collaboration with the Superintendent, identify budget assumptions and draft priorities to be used in the creation of the draft annual operating budget.

9.3 Approve the annual budget and allocation of resources to achieve desired results.”

Legislative Authority

- Sub-section 111(2) of the *School Act* requires a Board of Education to prepare an Annual Budget in the form and containing the content specified by the Minister
- Sub-section 113(1)(a) of the *School Act* directs Boards to adopt, by bylaw, an Annual Budget on or before June 30 for the following school year
- Sub-section 113(3) of the *School Act* requires Boards to send a certified copy of the Annual Budget upon the Minister's request
- The request is in the annual budget instructions

Public Sector Accounting Standards Requirement

- Districts are part of the Government Reporting Entity (GRE)
- Treasury Board in 2010 directed districts to follow the revised Public Sector Accounting Board (PSAB) framework for fiscal years commencing after December 31, 2011
- PSAB Framework requires budgets to include elements of all funds, not just the operating fund.

Public Sector Accounting Standards Format

- Statement 2 – Revenue and Expense
- Statement 4 – Changes in Net Financial Assets (Debt)
- Schedule 1 – Changes in Accumulated Surplus (Deficit) by Fund
- **Schedule 2 – Operating Revenue and Expense**
- **Schedule 2A – Schedule of Operating Revenue by Source**
- **Schedule 2B – Schedule of Operating Expense by Object**
- **Schedule 2C – Operating Expense by Function, Program and Object**
- Schedule 3 – Special Purpose Revenue and Expense
- Schedule 3A – Changes in Special Purpose Funds
- Schedule 4 – Capital Revenue and Expense

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Budget Process

Guiding Direction

- 1. Education Plan 2026** – provides the foundational direction for budget development in Goal 2 where “increasing equity” is addressed as “improving stewardship of the District’s resources by focusing on effectiveness, efficiency, and sustainability.”
- 2. Framework for Enhancing Student Learning (FESL)** – ensures the focus is on enhancing student learning and success
- 3. Structural Deficit Reduction Motion** – *That the Vancouver Board of Education direct staff to present strategies to address the structural deficit for trustees’ consideration as part of the annual budget process.*

Engagement

- Stakeholder meetings – February 1 and March 9
- Survey – February 17 – March 3
- Budget email – budget2023-2024@vsb.bc.ca
- Special Board Meeting Budget Presentation – April 3
- Finance Committee Budget Discussion – April 12
- Committee of the Whole – April 19 and April 24

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2023-24 Draft Annual Budget and Bylaw v2

2023-24 Draft Annual Budget Summary v2

	Draft 2023-2024 Annual Budget	Draft 2023-2024 Annual Budget v2	Variance
Revenues	\$ 713,416,276	\$ 722,136,639	\$ 8,720,363
Expenses	720,801,476	725,190,705	4,389,229
Surplus (Deficit)	(7,385,200)	(3,054,066)	4,331,134
Appropriated Surplus	-	-	-
Surplus (Deficit)	\$ (7,385,200)	\$ (3,054,066)	\$ 4,331,134
Capital Fund	\$ (1,402,902)	\$ (324,222)	\$ 1,078,680
Operating Fund	\$ (5,982,298)	\$ (2,729,844)	\$ 3,252,454

- Capital Fund deficit permissible per *Ministerial Order 033/09 "Accounting Practices Order"*

2023-24 Draft Annual Budget Bylaw v2

Budget Bylaw Amount

Operating - Total Expense	\$ 599,794,044
Operating - Tangible Capital Assets Purchased	3,330,080
Special Purpose Funds - Total Expense	87,856,682
Special Purpose Funds - Tangible Capital Assets Purchased	760,470
Capital Funds - Total Expense	37,539,979
Capital Funds - Tangible Capital Assets Purchased	1,563,000
Total Budget Bylaw Amount	<u>\$ 730,844,255</u>

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Draft 2023-2024 Annual Budget v2 (Operating Fund)

Schedule 2 – Operating Fund Revenue and Expense

- Shows revenue and expense for the Board's operating fund to produce a balanced budget position
- Revenue by major source, including tuition separately
- Expenses are shown by function
- Appropriation of prior year's surplus is permitted as per Section 111 of the *School Act*
 - No appropriation of prior year's surplus is available

Assumptions 2023-24 Draft Annual Budget v2

Enrolment

- Enrolment projection – 48,250 K-12 standard school
- Continuing Education and Online Learning School Age – 362 FTE
- International Student enrolment – **1,448** (1,379)
- Adult Students – 175
- Regular summer school – **8,983** courses (7,694)

Revenue

- Interest rate on CDP decreasing 1.50% from October 2023 to June 2024
- Facility rental rates being reviewed for market comparison

Expenses

- Inflation
 - General – 3.50%
 - Food – 9.00%
 - Water – 5.00%
 - Sewer – 12.00%
 - Electricity – 2.50%
 - Natural Gas – 2.50%
 - Garbage/Recycling/Organics – 5.00%
- Contractual wage lifts included
- No budgeted increase for exempt staff until PSEC approval
- WorkSafe and Benefit premium increases
- Average Teacher Salary - \$98,046 (2022-23 AAB - \$91,377)

2023-24 Draft Annual Budget v2 - Operating Fund Summary

	Draft 2023-2024 Annual Budget	Draft 2023-2024 Annual Budget v2	Variance
Revenues	\$ 601,166,392	\$ 602,669,845	\$ 1,503,453
Expenses	601,543,045	599,794,044	(1,749,001)
Surplus (Deficit)	(376,653)	2,875,801	3,252,454
Transfers	(5,605,645)	(5,605,645)	-
Surplus (Deficit)	<u>\$ (5,982,298)</u>	<u>\$ (2,729,844)</u>	<u>\$ 3,252,454</u>

Feeding Futures School Food Program Fund

- \$214.5 million over three years, \$71.5 million committed for 2023-24 Provincially
- VSB allocation for 2023-24 \$5,566,910
- Increase food security for students by expanding or creating school food programs
- Total food program budget \$6.61 million
- \$1.6 million using Operating Funds, \$0.2 million from donations
- Staff recommendation to allocate \$1.8 million to offset costs in Operating Fund
- Spending plan to be developed for the balance of \$4.8 million with alignment to Food Framework Report for consultation with Stakeholders and First Nations

2023-24 Draft Annual Budget v2 - Operating Fund Revenue

	Draft 2023-2024 Annual Budget	Draft 2023-2024 Annual Budget v2	Variance
Provincial Grants - MECC	\$ 549,937,990	\$ 550,297,083	\$ 359,093
Provincial Grants - Other	69,311	69,311	-
Federal Grants	3,239,931	3,239,931	-
Tuition	23,948,731	25,093,091	1,144,360
Other Revenue	14,243,503	14,243,503	-
Rentals and Leases	4,937,018	4,937,018	-
Investment Income	4,789,908	4,789,908	-
Total Revenue	\$ 601,166,392	\$ 602,669,845	\$ 1,503,453

- International student enrolment increase of 69 students
- Increased summer school course count (1,289 courses)

2023-24 Draft Annual Budget v2 - Operating Fund Salaries and Benefits

	Draft 2023-2024 Annual Budget	Draft 2023-2024 Annual Budget v2	Variance
Teacher Salaries	\$ 263,623,265	\$ 263,579,897	\$ 43,368
Principal and Vice Principal Salaries	28,066,449	28,167,687	(101,238)
Educational Assistant Salaries	48,735,036	48,670,505	64,531
Support Staff Salaries	63,416,328	62,631,736	784,592
Other Professional Salaries	12,757,947	12,757,926	21
Substitute Salaries	13,982,652	13,977,521	5,131
	430,581,677	429,785,272	796,405
Employee Benefits	118,105,570	117,795,535	310,035
	\$ 548,687,247	\$ 547,580,807	\$ 1,106,440

- Additional teacher allocation with International Student enrolment increase (3.54 FTE)
- Reduction of Admin allocation (0.80FTE)
- Amalgamation of Learning Services Programs
- Update rate for summer school administrators
- Staffing efficiencies
- School Food Fund to offset costs

2023-24 Draft Annual Budget v2 - Operating Fund Services and Supplies

	Draft 2023-2024 Annual Budget	Draft 2023-2024 Annual Budget v2	Variance
Services	\$ 14,852,115	\$ 15,103,101	\$ (250,986)
Student Transportation	3,176,401	3,176,401	-
Professional Development & Travel	1,200,773	1,200,816	(43)
Rentals and Leases	931,964	931,964	-
Dues and Fees	1,078,601	1,078,601	-
Insurance	1,066,907	1,066,907	-
Supplies	20,083,895	19,207,305	876,590
Utilities	10,465,142	10,448,142	17,000
	\$ 52,855,798	\$ 52,213,237	\$ 642,561

- Student Assessment and Reporting software (\$0.2 m)
- Health and Safety software (\$0.05 m)
- School Food Fund to offset food program supplies costs
- Updated utilities projection

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Projected Surplus

Projected Surplus (Based on Amended Budget)

	Balance June 30, 2022	2022/23 Appropriated Surplus	Projected June 30, 2022	Policy Minimum
Operations Spanning Multiple School Years	\$12,671,265	\$10,715,845	\$ 1,955,420	\$ 8,996,911
Anticipated Unusual Expenses Identified	1,383,262	1,383,262	-	2,998,970
Nature of Constraints on Funds	10,636,824	485,465	10,151,359	
Restricted for Future Capital Cost Share	-	-	-	5,997,940
Contingency Reserve	3,677,837	881,420	2,796,417	5,997,940
	\$28,369,188	\$13,465,992	\$ 14,903,196	\$ 23,991,762

- Surplus not in compliance with Board policy

Surplus Policy Minimums & Maximums

	<u>Minimum</u>	<u>Maximum</u>
Operations Spanning Multiple School Years	1.5%	3.0%
Anticipated Unusual Expenses Identified	0.5%	1.0%
Restricted for Future Capital Cost Share	1.0%	
Contingency Reserve	1.0%	2.5%

Surplus Policy Minimums & Maximums Based on Amended Budget Expenditures

	Minimum	Maximum
Operations Spanning Multiple School Years	\$ 8,996,911	\$ 17,993,821
Anticipated Unusual Expenses Identified	2,998,970	5,997,940
Restricted for Future Capital Cost Share	5,997,940	
Contingency Reserve	5,997,940	14,994,851
	\$ 23,991,762	\$ 38,986,613

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Risk Factors

Risk Factors

- Wage lifts for exempt staff may not be fully funded once approved
- Average teacher salary cost may be higher than projected
- Projected enrolment numbers may be different than that used in the draft budget
- Local and global economic factors may cause different inflationary impact
- Potential for increased legal costs

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Next Steps

2023-2024 Budget Meetings & Timelines

April 19, 2023

- Revised draft budget to be presented at Special Board meeting at 7:00 p.m.
- Budget is not complete at this stage
 - Areas to be completed will be identified
- Special Board meeting is a Committee of the Whole in which stakeholders take part and are allowed to ask questions and provide comments and suggestions
- There may be business coming out of the Committee of the Whole that will need to be dealt with by the Board

2023-2024 Budget Meetings & Timelines

April 24, 2023

- Revised draft budget to be presented at Special Board meeting at 7:00 p.m.
- Budget may not be complete at this stage
 - Areas to be completed will be identified
- Special Board meeting is a Committee of the Whole in which stakeholders take part and are allowed to ask questions and provide comments and suggestions
- There may be business coming out of the Committee of the Whole that will need to be dealt with by the Board
- Final direction provided to staff to complete the 2023-24 Annual Budget

2023-2024 Budget Meetings & Timelines

May 1, 2023

- Final budget and budget bylaw to be presented at the Public Board meeting at 7:00 p.m.
- Final budget discussion by Trustees
- Three readings and adoption of the 2023-2024 Annual Budget Bylaw

Non-Delegation Public Budget Suggestions

- Hire more mental health workers and counsellors
- Provide continuous day childcare in elementary schools
- Support Indigenous language programming and decolonization efforts
- Do not close schools – keep neighborhood schools open
- Improve quality arts education programs
- Ensure no child is hungry at school
- Redistribute resources across the district to reduce inequities between schools
- Ensure supports are in place so that no child or family is discriminated against
- Support the Sustainability Department with a stable budget

OUR VSB

ITEM 3 Motion to Dissolve the Board
Meeting Into Committee of the
~~Whole~~

Motion to Dissolve the Board Meeting Into Committee of the Whole

That the Board dissolve itself into Committee of the Whole

OUR VSB

**ITEM 4 Delegations re Budget
priorities for development of
2023-2024 annual budget**

ITEM 4.1.1

Nathan Davidowicz

ITEM 4.1.2

Sarah Westwick

ITEM 4.1.3

Erica Mark, Ashley Crossan, Karen Atwal, TRRUST Collective

WHAT IF?

What If...



Our Ask – 2 year Pilot

Child and Youth Advocate
positions

Child and Youth Coordinator
position

Resources for each hub team

What is TRRUST

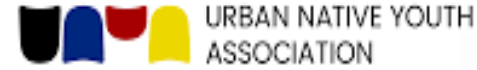


TRRUST stands for:

Transition in Resources, Relationships and Understanding Support Together

Vision: Invest in youth by creating equity of access to meaningful experiences, caring connections and opportunities for growth based on individual needs, wants and readiness

Education Cluster Advocacy



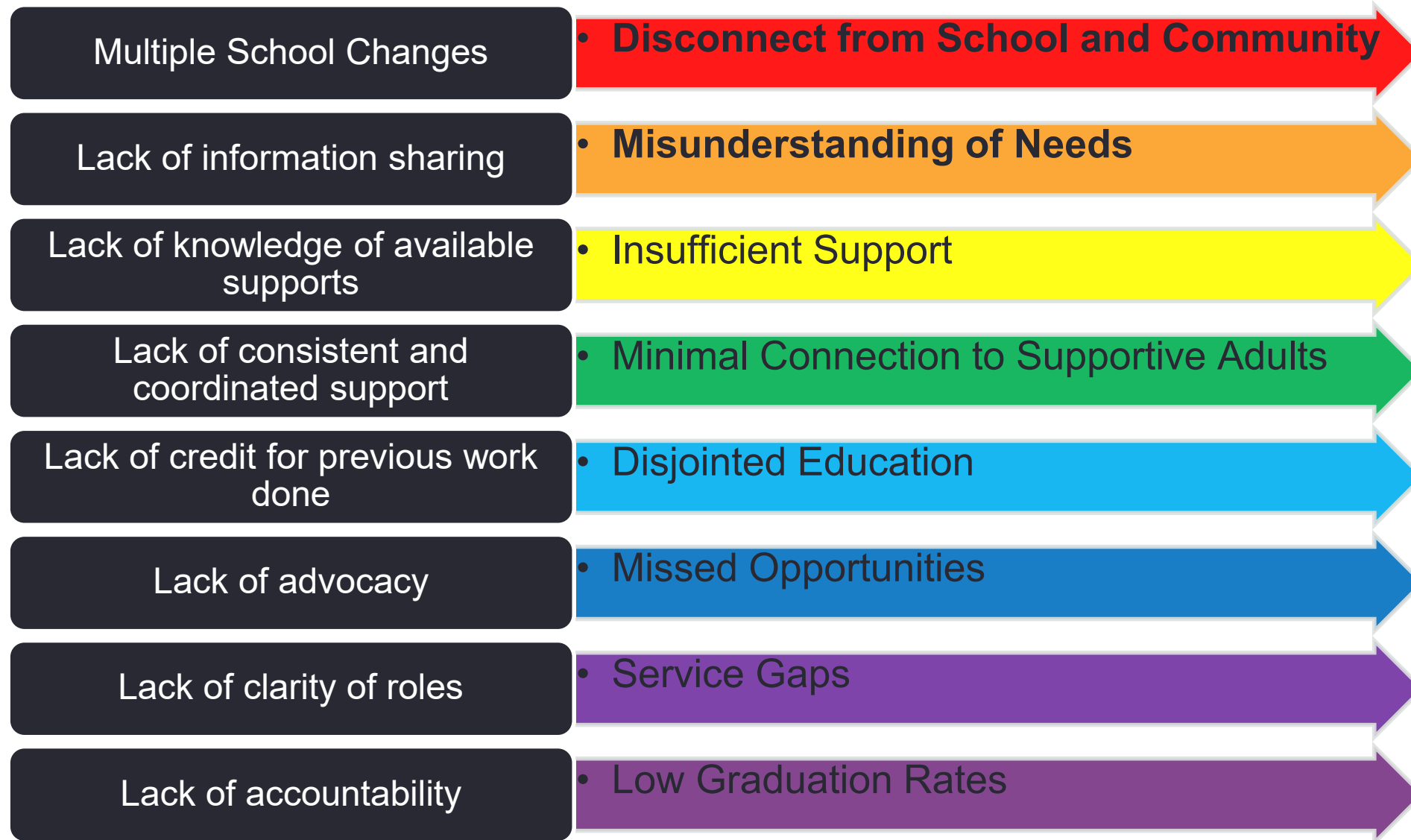
Pacific Community Resources Society



Every Child Has a Story



Current State



Why Create These Positions?

**Graduation
Rates**

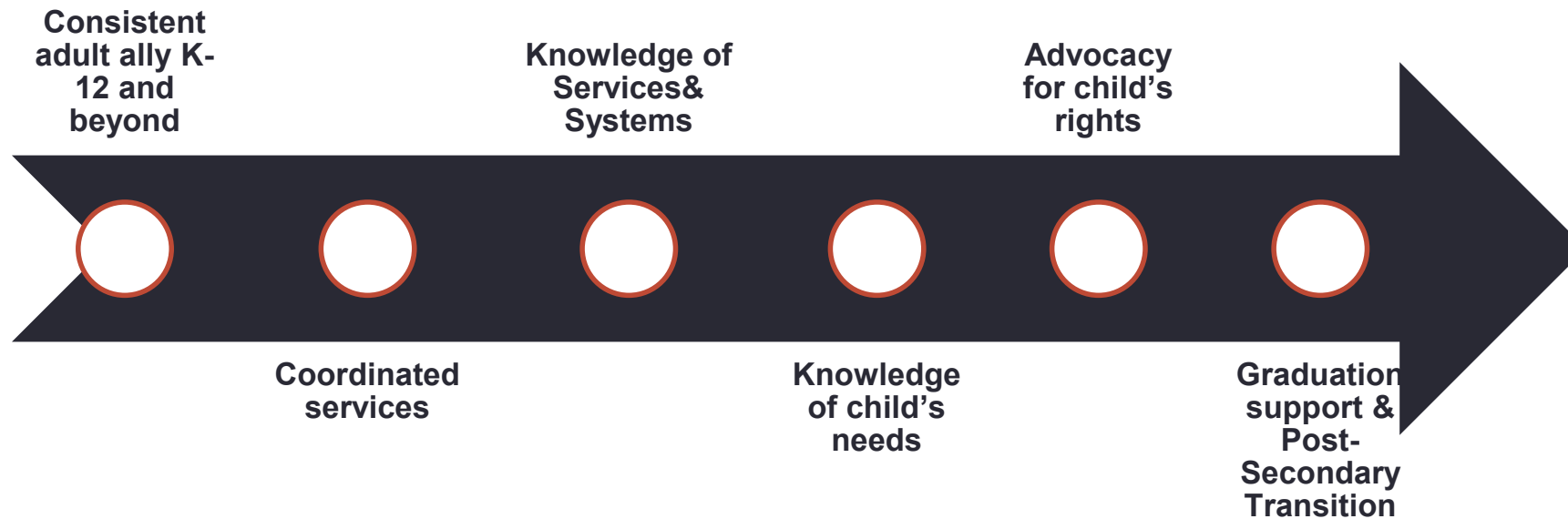
**Cross-Ministry
Joint
Educational
Planning**

**VSB 2026
Strategic Plan
Goals**

**Responsibility
for Youth in
Care**

**67% of Youth
in Care are
Indigenous**

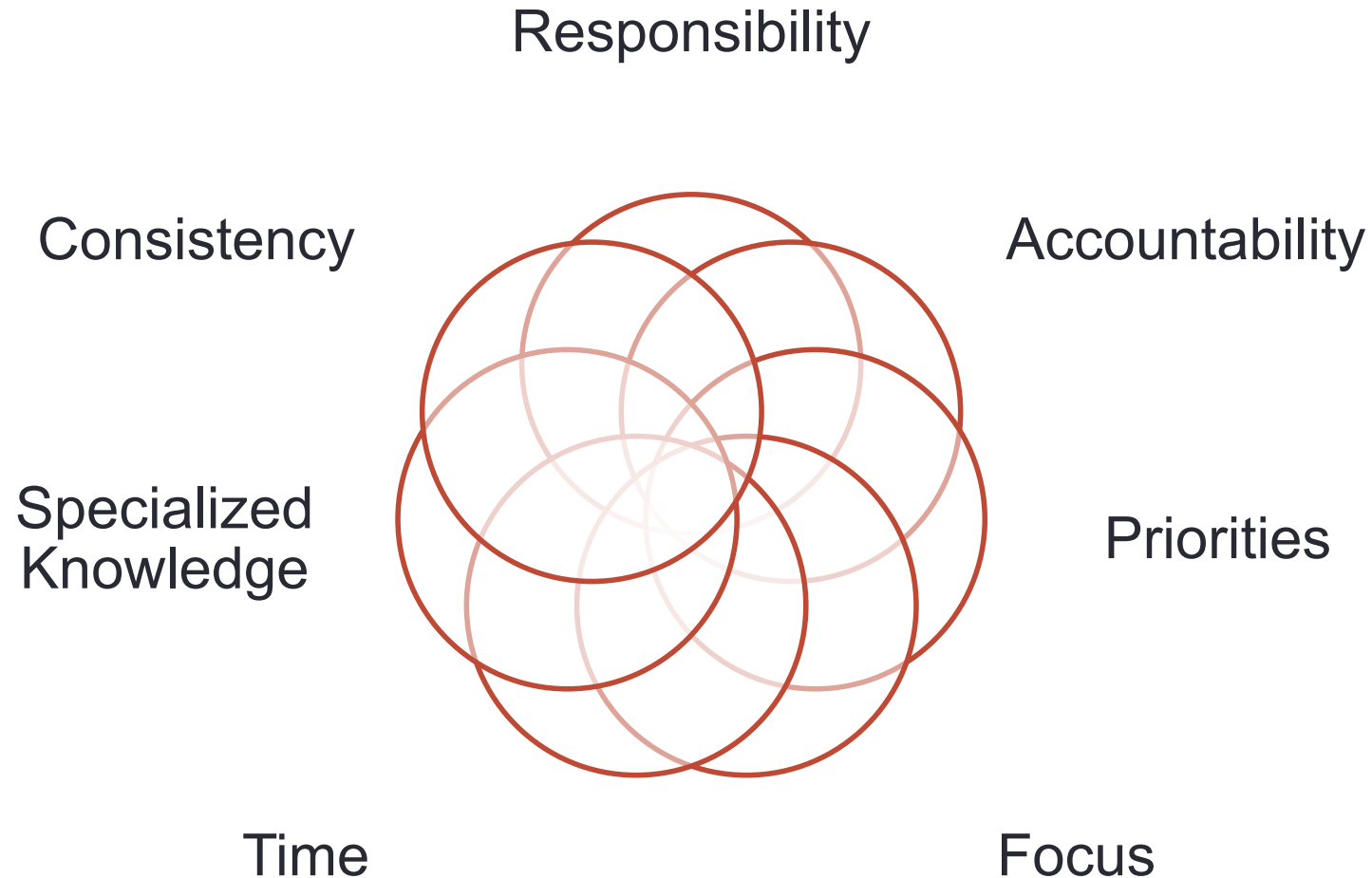
What the Child and Youth Advocate Does



Benefits to Child



What Makes this Role Different



Advocate Position Growth



K-12 Position

- Children and Youth in Care Advocate – Mission

Secondary School Position

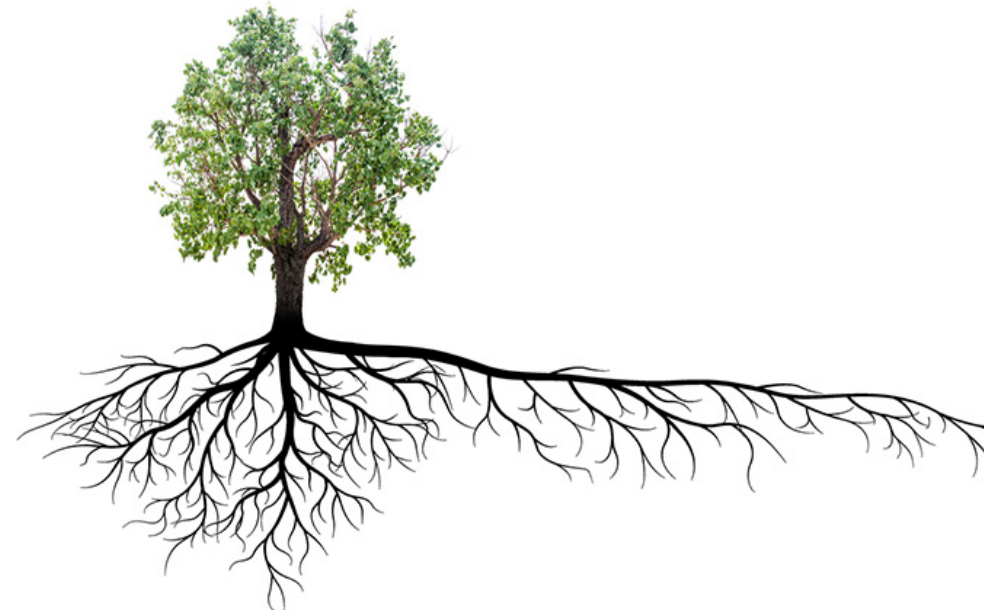
- Youth Engagement Support worker – youth in care – Burnaby

Post Secondary School Positions

- Vancouver Island University
- University of Victoria
- University of British Columbia
- Douglas College
- Camosun College
- Selkirk College

Future Positions In Progress

- University of the Fraser Valley
- Simon Fraser University
- Emily Carr University Of Art + Design



Thank You!



For Additional Information, contact:
Erica Mark, CI TRRUST Project Manager
erica_trrust@outlook.com

ITEM 4.1.4

Scott Bernstein, Be the Change Earth Alliance

ITEM 4.1.5

Alexandra Chow, Eric Hamber Environment Club

ITEM 4.1.6

Carlos Armas, Friends of the School Library

OUR VSB

ITEM 4.2 Stakeholder Questions

OUR VSB

ITEM 5 Motion to Rise and Report from the Committee of the Whole

Motion to Rise and Report from the Committee of the Whole

That the Committee-of-the-Whole rise and report

OUR VSB

ITEM 6 Motion to Reconvene the Board Meeting

Motion to Reconvene the Board Meeting

That the Board meeting be reconvened

OUR VSB

ITEM 7 Business from the Committee of the Whole

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Adjournment

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Thank you for your time,
The End
