



## ANSWERS TO QUESTIONS RAISED AT LAST MEETING

**1. PAC organized before school music program with paid instructor being charged room rental & insurance fee by VSB for the first time this year. Not a single school issue.**

- There are two categories of rental rates – Commercial and Community.
- Organizations that are registered charities are eligible for the Community Rate, while all other organizations are charged the Commercial Rate.
- Programs that endorsed by the school are not charged a rental fee or required to have insurance coverage because they are covered by the Ministry provided School Protection Program.
- Organizations that are charged a rental fee are required to have \$5.0 million liability insurance coverage regardless of whether they pay the Commercial or Community rate.

**Updated for clarification November 2018**

- It is not sufficient for the school to endorse the program or use of the space; the school needs to take responsibility for the program.
- “school use” must be authorized, organized and supervised by the school for the primary benefit of SD39 students at no cost to the students; or be a fundraiser with all monies going to a school bank account for the primary benefit of students. School administrators are responsible for approving bookings that meet the test of school use. If the third party request does not meet the above criteria, then the request is processed as an external booking.
- In plain language, if the school has organized the program (taken student names, organized the room, provided the use of equipment and supplies) and a member of the school staff is supervising the program (present in the room during the entire event, actively supervising) then the school has taken on the responsibility, and it will be deemed to be “school use”. The activity will be covered by the Ministry-provided insurance under the MOE’s School Protection Program. Accordingly, the booking will be eligible as “school use”.
- No charge / no cost to students indicates that there is no third party that is being paid to be there, or is collecting fees from students for the program being offered. It is acceptable for third parties to be participating in the program, but they would be volunteering their time. The school principal or the teacher supervising is there on salary, and is not being paid additionally for their time spent supervising. And the insurance is covered by the school protection program, so no additional policy is needed. Accordingly, if the participation and supervision is free, and the insurance is already provided, there is no need to charge students to put on the program. That is the rationale.

**2. PACs being asked to fund tech for new tech curriculum including diskettes and ipads through admin and teacher wishlists. Also noted cuts in secondary school computer budgets.**

- The school flex budgets were reduced a few years ago due to budget constraints.

- Subsequent budgets have worked to replace those budget cuts and provide increased funds for the schools.
  - The district budget for technology has been maintained and our secondary teachers will receive updated tech devices in the near future from this budget.
3. **LRFP: If VSB is expected to [partially] fund school expansions/new schools when schools are beyond enrolment capacity, and Ministry of Education funds seismic retrofits and replacements, can there be overlap with pooling of funds so schools on the seismic mitigation program can be built larger if needed?**
- The Ministry of Education is responsible for funding seismic projects.
  - If the District wishes to build a school with more capacity than required, as part of a seismic project, it is the responsibility of the District to fund the additional costs associated with this increased size.
  - It is important to note that the determination of required capacity is not based on the enrolment of a particular school in isolation but rather upon the availability capacity within the surrounding area and the District.
4. **How to approach Indigenous protocols and what they are.**
- VSB created the following draft document in response (attached)
  - Feedback or other specific situations that PACs want information on is welcome.
5. **Can VSB encourage/enforce serving healthy food to students?**
- The district does have Guidelines for food service which is provided to all school sites.
  - Principals have access to a checklist to use for any food events.
  - The District also has a contract with Panago to provide a menu that meets the guidelines.
6. **Seismic - one school was trialing early warning system . When will this expand to more/all schools?**
- There is only one school –Wolfe-where the warning system is being tested. This will be evaluated during the course of this school year.

**Questions raised recently by parents/PACs outside of this meeting**

1. **Childcare**
- Jim Meschino is creating a report on childcare. Currently collecting information and meeting with City and Park Board.
2. **Vice-Principals at annexes – any policies on teaching enrolling classes vs resource or prep?**
- There are no policies.
  - School level decision. Situations vary from school to school based on the needs and size of the school.
3. **Resource & Librarian time at Elementary – has it changed beyond enrolment & IEP numbers this year compared to last?**
- The District has met and exceeded the requirements of the Collective Agreement
  - Initial data indicates that we are higher in some areas.
  - Admin is allocated a staffing envelope, staff then work collaboratively on how to determine staffing. Only ELL is an assigned FTE.



**nə́ cə?mat ct - ‘we are one’**

*Building and Strengthening Student Success together*

**Objective:** To provide a guide for building and strengthening relationships within your school community.

### **Indigenous Education Department Introduction**

The Indigenous Education Department program provides culturally relevant programming and educational services to students of Indigenous ancestry. The enhanced services support Indigenous students’ sense of belonging, through culture, inclusion and recognition of diversity.

<b>Action</b> <b>Building Collaborative Relationships</b>
--

When building collaborative relationships that will strengthen the school community, please reach out to the following Indigenous Education department team members:

- School base - Indigenous Education Worker (IEW) and Indigenous Education Teacher (IET)
- District base – Knowledge Keeper, Indigenous Education Consultant, Indigenous Education Cultural Coordinator and District Vice Principal of Indigenous Education

### **Aboriginal Education Enhancement Agreement (AEEA) June 2016 to June 2021**

The Aboriginal Education Enhancement Agreement is a living document that navigates the work that we do within the school community. The agreement also provides a roadmap for the development of future relationships and collaborative efforts to ensure the continuous success of Indigenous students.

[https://www.vsb.bc.ca/ layouts/vsbwww/arch/default/files/publications/aeaa-june8.pdf](https://www.vsb.bc.ca/layouts/vsbwww/arch/default/files/publications/aeaa-june8.pdf)

## **Background**

### **Diversity of Indigenous Cultures and Teachings in Canada**

The Indigenous Education Department and the Vancouver Board of Education supports and acknowledges the value of working together - Indigenous and Non-Indigenous students, educators and families.

Indigenous Peoples include First Nations, Inuit and Metis. Just in terms of First Nations culture, there are over 600 First Nations in Canada and each one has its own unique history, traditions, beliefs, protocols and worldview. One of the most important points is to respect the diversity of culture, and to never fall under the spell of the notion that there is a one-size fits all approach to Indigenous cultures across Canada.

There is enormous diversity among communities of Indigenous Peoples, each of which has its own distinct culture, language, history, and unique way of life.

An open heart and mind will allow one to embrace the meaning of Indigenous awareness. Additionally, one should be prepared to realize some dark truths and begin the journey down the path of lifelong learning.

### **Action Related Reading Material:**

City of Vancouver: First Peoples – A guide for Newcomers  
<https://vancouver.ca/files/cov/First-Peoples-A-Guide-for-Newcomers.pdf>

Aboriginal Worldviews and Perspectives in the Classroom – Moving Forward  
[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp\\_moving\\_forward.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf)

## Background

### Acknowledging Traditional Territory

The Vancouver Board of Education acknowledges and honors the traditional unceded territories of the x<sup>w</sup>məθk<sup>w</sup>əy<sup>ə</sup>m (Musqueam), sk̓wx̓wú7mesh (Squamish) & sel̓ilwítlh (Tsleil-Waututh) Nations, where we live, work and learn.

An **Acknowledgement** of traditional territory can be done by everyone, it is not necessary to have an Indigenous person acknowledge territory.

A **Welcoming** must be done by someone from the three host Nations – Musqueam, Squamish and Tsleil-Waututh Nations.

### Action

#### Sample Scripts:

“We (I) would like to begin by acknowledging that we live, work and learn on the unceded traditional lands of the Musqueam, Squamish and Tsleil-Waututh and People. “

Or

“We (I) would like to acknowledge that we are gathered today on the traditional ancestral, unceded territory of the Musqueam, Squamish, and Tsleil-Waututh people, where we live, work and learn.”

#### Phonetic pronunciation:

- x<sup>w</sup>məθk<sup>w</sup>əy<sup>ə</sup>m - Musqueam (pronounced Mus-kwee-um)
- sk̓wx̓wú7mesh - Squamish Nation (pronounced Skwa-mish)
- sel̓ilwítlh - Tsleil-Waututh (pronounced Slay-wah-tuth)

## Background

### Building Relations Within Your Education Community

Elders/Knowledge Keepers/Indigenous Community Members play a vital role in creating a culturally affirming environment, one that responds to and reflects the traditions, values and experiences of Indigenous community members. These resource people can link students, families, school community and staff to diverse Indigenous cultures and traditions. They can also bring an enhanced perspective to the community by sharing the past, present and future contribution of Indigenous histories and cultural teachings.

## **Action**

### **How to Receive an Elder/Knowledge Keeper/Indigenous Community Member to Come to Your School**

Invite an Elder/Knowledge Keeper/Indigenous Community Member to your school for the following reasons (not intended to be an exhaustive list):

- Enhancing cultural perspectives and sharing wisdom and teachings
- Promoting awareness of culture, teachings and traditions
- Building and enhancing relationships between the schools and Indigenous parents/guardians/community by making them feel more comfortable in our schools
- Acting as a mentor and role model for students
- Enhancing and enriching classroom lessons and school cultural events with integration of Indigenous worldviews and perspectives

When inviting an Elder/Knowledge Keeper/Indigenous Community member to your school it is important to be specific in making your request. Examples of requests might include:

- Learn the history of Indigenous peoples and the land they come from, cultural teachings, robes of power and wool weaving and so on, etc.
- Length of time you wish for your guest to be with your class
- If offering to have your guest join you for lunch, see if they have any dietary restrictions
- If your guest agrees to come to your class, it is customary to provide an honorarium. It is a traditional practice amongst Indigenous people to be financially compensated for their valuable teachings and time
- Seek guidance of your Indigenous Education Department when negotiating price prior to finalizing arrangements with an Elder/Knowledge Keeper/Indigenous Community Member

## Contact Information



Indigenous Education Department  
Vancouver Board of Education  
3<sup>rd</sup> floor - 1580 West Broadway  
Vancouver, B.C. V6J 5K8

Chas Desjarlais, District Vice Principal, Indigenous Education  
[cdesjarlai@vsb.bc.ca](mailto:cdesjarlai@vsb.bc.ca)

Robert Clifton, District Indigenous Education Consultant  
[rclifton@vsb.bc.ca](mailto:rclifton@vsb.bc.ca)

Trudi Harris, Indigenous Education Cultural Coordinator  
[tharris@vsb.bc.ca](mailto:tharris@vsb.bc.ca)