



## VANCOUVER DPAC • EXECUTIVE MEETING

November 14, 2019 • 7-9:30pm  
VSB Education Centre • Room 180

### EXECUTIVE

Chair:	Shaun Kalley	At-Large:	Alan Patola Moosmann	
Vice-Chair:	Amanda Hillis		Karen Tsang	Skye Richards
Treasurer:	Peter Couch (regrets)		Paula Temrick	
Secretary:	Gord Lau			

Regrets, Peter Couch, Sandra Bell

Attendees: Alex Dow (Hamber), Tate Chernen, Nick Chernen (Hamber), Vik Khanna (Hamber), Lenlen Castro (Southlands), May Ke (Norquay), Anne (Shaughnessy), Sandra (Shaughnessy), Krzysztof Muniak (Van Horne), Keerthiha Supramaniam (Norquay), Lisa McAllister, Leanne McWilliams, Caroleen Devoss, Carolyn Kwan (Elsie Roy), Johnny Sandhu (Kingford Smith)

Meeting called to order, 7:10PM

### GUESTS

Suzanne Hoffman, Superintendent  
Carmen Cho, Trustee Liaison

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### MINUTES

#### 1. Standing Items

- 1.1. Welcome and Acknowledgement
- 1.2. Introductions
- 1.3. Approve Agenda -moved by Karen, seconded by Amanda. Add to new business, adoption awareness plan (moved by Paula). Unanimous approval
- 1.4. Delegations
  - 1.4.1. Nicholas Chernen, Eric Hamber parent & son Tate
    - Looking for support for those impacted by hateful acts. Feels that energy is disproportionately directed towards perpetrator, not the victims. Debate regarding whether or not a crime occurred. Responses, if any, are discreet.

ie: Student Threat Risk Assessment Protocol

Reference notice of motion from Trustee Reddy, re: impact-focused structured response to hate-motivated crimes

Feels that VSB staff are skilled, but inadequate for those impacted by these actions. Motion for field expert specialist to support those impacted.

Role and response discussed. Support from executive, chair to write email in support (ACTION)

1.4.2. Elsie Roy Co-Chair

- Feedback re: school cash online, concern re: balances, access to funds.

**Comment** - fine at secondary school level

**Comment** - successful, but reporting at month end only. They also accepted cheques.

**Comment** - successful, but required calling VSB for updates, and also good communication with admin.

**Comment** - UI could be better, internationalization could be improved.

1.5. District Update

1.5.1. Suzanne - school visits (Churchill, JQ, Britannia Secondary (student success)), all superintendents meeting, BCSTA/superintendent's/secretary-treasurer group meeting with deputy minister, VDSC, Reconciliation Canada, Covenant House, administrators fall conference, on panel at ECE summit; no updates on negotiations; presentations on district strategic plan; working with Future Play (digital and STEAM literacy program initiative ([Nov 2018 announcement](#))); board motions keeping staff busy

1.5.2. Carmen

- regarding racism and discrimination motions in the district, there are eight actions in motion, feels positive that this is laying the groundwork for improving response to these incidents. Trustees to participate in a workshop regarding racism.
- Trustees also working on LRFP 2020 planning workshop. “No, we did not pass a plan in June, but we did pass 17 recommendations to move forward.”
- Food Services motions, and recommendations from Chemistry report (and from working group). Will move to consultations, will not move forward with the recommendations. Not planning to cut programs that feed hungry children, trying to feed all vulnerable students in the district.

**Question** - is there an option for stakeholders to provide feedback on whether strategic plan has been effective?

**Answer** - looking to begin a new strategic plan under new board and staff, we're halfway through the old plan.

**Question** - Can we get a board statement regarding the status of the 2019 LRFP?

**Answer** - Carmen, will try.

**Question** - What was the mandate of the Chemistry report and why different from 2012 Chemistry Report?

**Answer** - don't know, not aware of the mandates, will ask.

**Question** - Why Chemistry consulting (HR) hired? Also, why so many consultants? Do we know that the report will necessarily be used? Was there an RFP for the report delivery?

**Answer** - Carmen, no reports not necessarily used, recommendations were modified by staff and further modified at committee. Will ask.

**Comment** - from school remarking that they have needy children, can we get some lunches?

**Answer** - based on SSI index, that's how these are funded.

**Comment** - teaching cafeteria removal

**Answer** - yes, that was in the report, but not moving forward with that - consultation first.

**Question** - strategic planning and time spent vs LRFP

**Answer** - Typically a new plan would take a year to build, and would run a few years.

**Comment** - Chair comments that last strategic plan consultation was very short, three months, on the tail end of previous LRFP, possible stakeholder fatigue.

**Comment** - LRFP needs to move beyond the scope of the 17 recommendations, ie: MOU.

**Response** - there are recommendations in there that do talk about a larger vision.

**Comment** - Hamber Project Definition Report indicates that school will be oversubscribed from day one, and there will be a mitigation strategy. Staff indicate that the PDR is incorrect. Hamber SAG lead by Partnerships BC (and not VSB). Answers are poor, ie: "What programs will not be available at the new Hamber?" "We don't know what

students will want 2022?”. SAG, lessons learned from Kits -- no report to share. *Suzanne to follow up.*

**Question** - Why was parking moved? *Suzanne to follow up.*

- 1.6. Approve Minutes
  - 1.6.1. October 10, 2019 ([link](#)) ([superintendent update summary](#)) - moved by Alan, seconded by Karen. Approved (Skye not present for vote)
- 1.7. Officer Reports
  - 1.7.1. Chair Report
  - 1.7.2. Treasurer Report ([link](#))
- 1.8. Committee Reports ([link](#))
  - 1.8.1. VSB Standing Committees
    - Policy and Governance (Shaun) ([agenda](#))  
Comment re: motion sent to legal, worried about confidentiality and also “hate-motivated crimes” def’n.
    - Facilities Planning (Amanda) ([agenda](#))
    - Finance (Peter) ([agenda](#))
    - Student Learning and Well-Being (Gord) ([agenda](#))
  - 1.8.2. VSB Advisory Committees/Working Groups
    - SEAC (Kathryn Randsdell) ([report](#))
    - Equity Scan WG (Skye)
    - Foods WG (Gord & Karen) ([stakeholder presentation](#)) ([report](#))
    - Renaming WG (Lenlen) ([criteria](#) for discussion) -- discussion regarding gathering feedback from DPAC re: criteria but also regarding how to initiate. Working towards the policy. Comment - has there been a request for renaming, and from who? (PAC, community), that should be on the criteria?? Are we doing this to the school community or with them? Using QEA JQ and Crosstown as two examples? Gord to create survey with Lenlen (ACTION - complete)
    - Diversity Committee updates (Celena) ([SOGI update](#) and [anti-racism update](#) and [meeting report](#))
  - 1.8.3. DPAC Committees
    - Childcare (Alan)
- 1.9. Other Reports:
  - 1.9.1. PISA Conference (Gord) - ([link](#))
  - 1.9.2. Ministry of Advanced Education Announcement (Amanda)
- 1.10. Executive Nominations:
  - 1.10.1. Vik Khanna (Eric Hamber) - this will move forward to digital voting for ratification Dec 12 meeting.

**2. Old Business** (45 minutes)

- 2.1. Parent advocates (Amanda)
- 2.2. Meeting on meeting procedures (Shaun)
- 2.3. Coalition for Healthy School Food ([link](#)) (Gord)
  - 2.3.1. Gord summarized argument for endorsing or becoming member
  - 2.3.2. Moved to endorse coalition for healthy food in schools, moved by Gord, seconded by Skye. Unanimous.
  - 2.3.3. Suggestion that we advocate that VSB becoming a member

**3. New Business** (30 minutes)

- 3.1. BCCPAC DPAC Summit ([link](#))
  - 3.1.1. Funding Model Review ([link](#))
- 3.2. November general meeting (Skye)
  - 3.2.1. Discussion regarding welcome from Indigenous elder
  - 3.2.2. Motion for AV equipment \$350 for Nov 28th general meeting, Skye and Karen -- unanimous approval
  - 3.2.3. Motion for additional food budget from \$200 to \$300. Skye, second by Gord -- passed, one abstention.
- 3.3. DPAC PAC Summit (Shaun)
  - 3.3.1. Different format to bring PACs together, hear concerns, especially around advocacy. Separate meeting. Format TBD. General approval.
- 3.4. Bylaw review: geographic representation (Shaun)
  - 3.4.1. General approval to start
- 3.5. DPAC General on VSB Budget date (Amanda) - discussion
- 3.6. Adoption awareness month - comments regarding awareness re: 10 minute presentation regarding adoption, how we can support adopted children, more aware of language that is hurtful, etc. Would there be interest in having this sort of thing occur at every general, with every month. There's interest, but upcoming meeting is really busy.
- 3.7. AOB?
  - 3.7.1. Norquay - followup on Mandarin bilingual sibling priority
  - 3.7.2. Norquay - being asked for \$2K for textbooks (answer - in consultation is OK, but an ask coming from admin unprompted is problematic)

Meeting adjourned around 9:30PM

**VSB District Diversity Report**  
**October 15, 2019**  
**Submitted by: Raman Gill, DRT – Diversity Anti-Racism**

Since beginning her role on September 3<sup>rd</sup>, 2019, the DRT-Diversity Anti-Racism has been in the process of reviewing, assessing and prioritizing community member needs, programming, and supports in this area. Based on initial observations, the following recommendations are being submitted to the District Diversity Committee for immediate action:

**Systemic Recommendations**

1. Review/update of VSB Anti-Racism Policy in collaboration with the District Diversity Committee or a dedicated Sub-Committee.
2. Implementation of a systemic district-wide approach to addressing anti-racism and building empathy through education, training and the development of targeted resources and supports in this area. More specifically:
  - i. The identification of a school-based Anti-Racism Lead in every school where individuals can report/receive direct support in response to racism, hate and other discriminatory acts. The DRT-Diversity Anti-Racism has already begun the process of active recruitment in schools across the district (see attached flyer). We have also discussed the possibility of acquiring funding in order to provide School Leads with release time to participate in training (1/2 or full day).
  - ii. The establishment of a dedicated Anti-Racism Committee and/or working group comprised of educators of colour (VESTA & VSTA members) to help provide input into systemic gaps and assist with the ongoing development of staff/student resources designed to provide direct support to individuals with respect to racism, hate and other discriminatory acts.
  - iii. That a district-wide student forum on Anti-Racism be held to hear directly from students with respect to how we might offer support to them at the school/district level.
3. The establishment of community partnerships from diverse cultural backgrounds to help inform best practices with respect to the communities that we are trying to celebrate and support, as well as to provide a controlled mechanism for communication with respect to critical incidents occurring at the school level that are also having an impact on the greater community as a whole.
4. The establishment of a simple reporting tool on the VSB website where individuals can anonymously report incidents of racism, discrimination and hate directly to the DRT-Diversity Team.



## **Targeted Support**

The DRT-Diversity Anti-Racism has read and reviewed a report submitted to the District Diversity Committee by Trustee Jennifer Reddy on February 26<sup>th</sup>, 2019. It is recommended that the district take an active and targeted approach to providing support to the African Caribbean members of our school community.

Specific initiatives planned for this year are as follows:

1. **Create a “community” within a “community”.** Many staff and students have reported feeling isolated within their school communities. Nikitha Fester has graciously volunteered to work with the DRT-Diversity Anti-Racism outside of her regular teaching responsibilities to help us host a few community social events where individuals can gather, network and make connections with other staff, students and family members. There is also support at the Admin level from Sangeeta Kauldher who has indicated her willingness to host this event at Van Tech Secondary School. Date and time of first social gathering -TBD soon (target late fall).
2. **October/November – Poster campaign launch** (Elementary focus). The DRT-Diversity Anti-Racism will present the posters to all Area Counsellors in the district with the hopes that by hand delivering these materials and making a presentation in person that it will maximize participation. Each poster will have accompanying learning activities that teachers can do with their students. We will also follow up by virtue of a secondary distribution (direct email) to all school Administrators.
3. **Black History Month: Community Engagement Project:** (February): It is our hope to engage four different high schools across the district (Van Tech is already confirmed as one location - date TBD) to host Cultural Festivals. It is our hope that Secondary students at each site will learn about different aspects of African Caribbean culture (Black history, Drum circles, food, geography, languages, etc.), and then run different stations for the festival. Elementary students from feeder schools will be invited to attend on a field trip and will receive a passport to get stamped as they go around to visit the different stations. Other Secondary sites currently being targeted for this include David Thompson and UHill, and possibly Britannia or John Oliver Secondary. Note: both teacher and Admin school-based support will be required in order to host these festivals (in collaboration with parents); participation is voluntary.



### Anti-Racism Presentations/Consults/On Site Support

- The DRT-Diversity Anti-Racism was directed to provide on-site support to **Lord Byng Secondary** during the month of September (3x/week).
  - This includes collaborating with SACY workers in order to determine the ways in which African Caribbean students at Lord Byng can be best supported (i.e. perhaps through a lunch hour/pull out/after school group). The goal is to establish a 'safe space' where students would feel comfortable sharing their experiences (i.e. community building)
  - While at Lord Byng, I have also engaged in discussions with the Administrators, counselling team, and various teachers with regard to recent incidents involving racism/discrimination, and thinking of ways to move forward (i.e. reinstating the school Code of Conduct)
  - I have been supporting teachers with classroom lessons/resources (i.e. I will do presentations in the Social Justice 12 classes)
  - Attended the first meeting of the Diversity Club (which is part of Student Council)
  - Arranged a Keynote Speaker for the Career Education Conference at Lord Byng Secondary (for gr. 9/10 students). Steve Rai, Deputy Chief of the Vancouver Police Department, will be the Keynote Speaker for this event; he will be accompanied by two colleagues from the VPD. They will discuss their backgrounds, career paths, as well as the importance of diversity in the workplace.
  - It is recommended that the staff participate in Pro-d workshops on how to enhance inclusivity, prevent/respond to racism/discrimination in schools, and work towards 'culturally responsive' classrooms
- 
- **Point Grey Secondary:** Collaborated with the Administrator and gr. 10 counsellor in order to help mediate a discussion between a parent and teacher (centered around conflicting cultural/social viewpoints)
- 
- **Captain James Cook Elementary:** Consulted with the Administrator with regard to hosting a Multicultural Night at her school (to be hosted by the PAC).

### Professional Development Workshops

- September 23<sup>rd</sup>: Cultural Awareness Training in collaboration with Indigenous Education (Robert Clifton and Amanda White)
- September 28/29: I attended the STRATEGEM Conference with Selma Smith, at UBC (Workshops included Black Feminism and Intersectionality, Diversity in the Workplace, and Policy Development)





- Oct 5<sup>th</sup>: BIPOC Conference
- October 9<sup>th</sup>: Elementary Counsellors Meeting
- October 10<sup>th</sup> & 11<sup>th</sup>: Anti-Racism grade-wide education at Lord Byng, which will take place during the Career Education Conference for gr. 9/10
- November 8<sup>th</sup>: Anti-Racism School Leads Training at Templeton Secondary

### **Community Partners**

The DRT – Diversity Anti-Racism has been in contact and/or met with the following community partners in relation to engaging/collaborating with them around Anti-Racism & Multiculturalism initiatives for this year:

- I Dream Library (Intersectional Resources), September 10<sup>th</sup>
- African Descent Society of BC
- Canadian Women for Women in Afghanistan (Intersectional resources – specifically, children’s books from Afghanistan and Iran which have been translated into English; this is in collaboration with the “Knowledge Tree” group)



**VSB District Diversity Report**  
**October 15, 2019**  
**Submitted by: Renee Hock, DRT - Diversity**

**General Updates/District Initiatives**

- The DRT-Diversity Team has established a collaborative relationship with the Indigenous Education department. Amanda White, the VSB Knowledge Keeper and Robert Clifton, Indigenous Education Consultant have agreed to walk alongside us in this work and help to guide us in a “good way”.
- Renée has been working to support the transition of the Anti-Racism & Multi-Culturalism portfolio to the new DRT-Diversity Anti-Racism.
- Renée will continue to be the SOGI District Lead.
- At the request of several of our French Immersion schools/programs and with the support of Nikitha Fester, Renée has created French pronoun stickers.
- The VSB Pride heart has been redesigned. This new (revised logo) has been adjusted to include black and brown stripes as we are seeking to include & celebrate the intersectional experiences of Queer People of Colour. (see revised logo below)
- Renée has been assigned to the District MIndUP Team. (neuro-diversity)

**SOGI – Areas of focus 2019-20**

1. Continuing to build capacity in staff around SOGI Education
  - Elementary focus: integrating SOGI into core curricular activities, and increasing the number of GSA’s within the district
  - Secondary focus: Allyship (including Digital allyship becoming agents of change in identifying and addressing inequities in this area, and identifying and challenging hetero-normativity and cis-normativity in their immediate environment and in different contexts.
2. Increasing safety and support to, and addressing systemic barriers to access for Gender Non-Binary Staff and Students.
3. Beginning to create awareness of the role of intersectionality within a SOGI context.
4. Development and curation of Intersectional SOGI resources and professional development opportunities.



### **SOGI Presentations/Consults/On Site Support**

- General Wolfe – August (K transition)
- Hastings Elementary – September 11<sup>th</sup>
- Churchill Secondary – GSA Event Planning Support
- Kitsilano Secondary – GSA Support
- General Gordon – GSA support
- Van Tech Secondary – Washrooms for Gender non-binary Staff
- Bayview Elementary – September 26<sup>th</sup>
- Lord Nelson Elementary - October 1<sup>st</sup>
- Champlain Heights Elementary - October 2<sup>nd</sup>
- Kerrisdale (ongoing)
- SET BC (TBD)
- Lord Tennyson (TBD)
- Selkirk (TBD – SOGI 2.0)

### **Professional Development Workshops**

- July 5<sup>th</sup>: Cultural Awareness Training delivered to SMT
- September 19<sup>th</sup>: MindUP, Franklin Elementary
- September 23<sup>rd</sup>: SOGI New Leads Training
- September 25<sup>th</sup>: UBC Pre-service Teachers Panel
- October 3<sup>rd</sup>: Resource Teacher Training (SOGI/Anti-Racism)
- October 25<sup>th</sup>: BC GSA Conference, Moscrop Secondary, Burnaby
- November 8<sup>th</sup>: SOGI School Leads Training, Templeton

### **Community Partners**

Renée has been in contact/met with the following community partners in relation to engaging/collaborating with them around SOGI initiatives for this year:

- Out in Schools, August 2019
- Vancouver Pride Society, September 5<sup>th</sup>
- I Dream Library (Intersectional Resources), September 10<sup>th</sup>
- SFU Research Initiatives: SOGI education in French, September 10<sup>th</sup>
- UBC Research Initiatives: supporting Trans & Gender non-binary folks in schools, September 30<sup>th</sup>
- Qmunity, September 12<sup>th</sup>
- Provincial SOGI Lead (Arc Foundation), September 16<sup>th</sup>
- Vancouver Parks Board, Trans Inclusion – October 3<sup>rd</sup>



**PISA STAKEHOLDER CONSULTATION**  
**OCTOBER 15, 2019**  
**INTRODUCTORY NOTE FOR ATTENDEES**

Introduction

The Programme for International Student Assessment (PISA) examines 15 year old students, every three years, in science, mathematics and reading. Students are asked to solve a series of problems, to find out what they know and can do.

By publishing the results of the assessment, PISA helps education policy makers to understand whether students in their own country or economy are improving over time, in relation to students around the world. In addition, by conducting surveys of students, parents, teachers and school leaders, PISA sheds light on the characteristics of education provision in the countries and economies whose students perform best. This in turn supports policy makers in designing improvements in their education systems.

PISA is administered by the Organisation for Economic Cooperation and Development (the OECD). The OECD is an international body which helps governments compare outcomes in a wide range of areas, not only in education but also, for example, in economy and health and well-being.

In all areas, the OECD needs to ensure that what it measures and how it measures remains as valuable and relevant as possible to policy makers. PISA is almost twenty years old. Before the end of this year, it will produce its seventh major report on student performance. It is time to ask whether PISA too needs to change. The OECD is therefore conducting an extensive set of consultations, with both policy makers and other education stakeholders. The result will be a roadmap which guides the development of PISA over the years ahead.

Key issues for the future of PISA

In September and October, in Hong Kong, Singapore, New Zealand, Estonia, Austria, Chile and Canada, the OECD will consult teachers, parents and employers about the future development of PISA. In each event, discussion will fall into two parts. Part One will ask how PISA can be more valuable and relevant to these groups. Part Two will ask whether and how PISA might be redesigned over the years ahead.

Part One

*How can PISA be more valuable and relevant to teachers?*

Through its regular reports and publications, PISA already provides useful information to teachers and school leaders. In recent years, for example, it has analysed the effectiveness of different teaching styles, the impact of classroom technology, the significance of student motivation and the correlation between student performance and high levels of professional development.

**What are the critical information and data gaps that teachers face today? How could PISA help to fill these gaps?**

**What would be the best way to communicate PISA data and insights, to make sure it reaches as many teachers as possible, in the most usable form?**

*How can PISA be more valuable and relevant to parents?*

PISA has established that parents play an important role in helping their children to learn and develop. For example, when parents explain the value of reading to their children and create opportunities to talk to them about what they are learning in school, those children are more likely to thrive and flourish.

**What new research topics should PISA address, in order to help parents support their children's learning and development?**

**What is the best way for PISA to communicate PISA data and insights, to make sure it reaches as many parents as possible, in the most usable form?**

*How can PISA be more valuable and relevant to employers?*

For employers who operate in a number of countries, PISA can help them understand the comparative performance of young people around the world, guiding employers' decisions about where best to locate business operations and what additional education and training may be required once staff have been recruited. For employers who operate mainly in one country, PISA can help them engage in dialogue with national governments about how the national school system can be improved.

**Would the introduction of a PISA report designed especially for employers be valuable? If so, should the report be organised by geography or employment sector?**

**Would employers be willing to take part in a regular survey of future skills needs, to help the OECD decide which subjects and topics to assess in future cycles of the PISA survey?**

## Part Two

As we think about the future design of PISA, we would like to gather views on four major issues:

### **1) What subjects and topics should PISA assess?**

Today, many countries believe the goal of education is to develop young people who are broad, versatile and capable of positive impact. They acknowledge the importance of the core literacies - science, mathematics and reading. But they place greater priority than before on creative and critical thinking skills, problem-solving skills, collaboration skills and emotional resilience. A recent

OECD project on what young people should learn for the 2030 world highlighted three important competencies: the ability to create new value, in the form of fresh ideas; the ability to reconcile tensions and dilemmas, by balancing one's own goals and perceptions with the perspectives of others; and the ability to take responsibility, by considering the future consequences of one's actions, to evaluate risk and reward and to accept accountability for the products of one's work. In future, should PISA place greater emphasis on these new skills and competencies or on the core literacies of science, mathematics and reading?

## **2) How should PISA assess young people?**

Currently, PISA asks students to take a two-hour examination, using a computer. But new assessment methodologies are emerging, designed to provide a more detailed and balanced view of the student's progress. These include reports that combine the perspectives of teachers, parents and peers on the student's work; sensing technologies that make inferences about student dispositions and behaviours from clicks and other data; and ways of embedding assessment into video games. Should PISA continue to use traditional examination methodologies or seek to adopt new ones?

## **3) At what age should PISA assess young people?**

PISA provides a snapshot of successive generations of 15 year olds. Some policy-makers have suggested that if PISA instead assessed students at 7 or 11 there would be a longer period of time to improve those students' outcomes. Others have proposed that PISA assess students at 16 or 17, in response to increases in the school leaving age. Others again argue that a longitudinal survey, which measured the performance of the same cohort of students as they progressed over time, would provide a better indication of whether schooling is adding value. Should PISA look again at this fundamental dimension of its design?

## **4) Should PISA adopt broader goals?**

PISA provides an assessment of student performance at system level, to help policy makers develop appropriate policies for the improvement of national and sub-national education systems. While continuing to do so, could PISA in addition inspire and support assessment at student and classroom level, to help individual students understand where and how they can improve?

The OECD is extremely grateful to all those teachers, parents and employers who have agreed to take part in consultation events on the future development of PISA. The time and effort you are giving to this are very much appreciated. To ensure you have the fullest opportunity to contribute, each event will begin with a presentation from the OECD with more information on how PISA works and the lessons we have learned from PISA over the last twenty years. Following each event, you will receive a short report summarising what has been said.

TEACHERS BREAKOUT DISCUSSION FRAMEWORK (60 minutes)

<p><b>How can PISA increase its value and relevance to teachers?</b></p>	<ul style="list-style-type: none"> <li>• What kinds of information/data gaps do you face in your work as a teacher? (“If I had more data on XXX or findings about YYY, I would be better able to ZZZ”).</li> </ul>
<p><b>What would be the best way to communicate PISA data and insight to teachers, to maximise reach and impact?</b></p>	<ul style="list-style-type: none"> <li>• How do you access education data and insight currently?</li> <li>• Would you prefer to receive PISA data and insight from your school, the national ministry/agency or the OECD?</li> <li>• If the OECD created a Teacher Portal, to what extent would you value these additional features?             <ul style="list-style-type: none"> <li>○ Opportunity to feed your views into policy-making processes</li> <li>○ Opportunity to collaborate with other teachers to solve teaching problems</li> </ul> </li> </ul>
<p><b>Looking at PISA as a whole, how should we develop it over the next 15 years?</b></p>	<ul style="list-style-type: none"> <li>• Subjects and competencies. Currently, the emphasis of the PISA assessment is on science, mathematics, reading and problem-solving. What other subjects and competencies would you like to see assessed? (PROMPTS: data literacy and computational logic; history, politics and ethics; social and emotional skills; decision-making)</li> <li>• Assessment methodologies. Currently, PISA mainly assesses cognitive intelligence, using multiple choice questions. Should PISA experiment with new assessment methodologies to assess other dimensions as well, such as emotional and social intelligence, attitudes and values? (For example: observation, click data, making things)</li> <li>• Assessment purposes. Currently, PISA provides summative assessment at system-level. Should PISA in addition seek to support assessment for improvement of learning at student, classroom and school level?</li> <li>• Currently, PISA assesses students at 15. Would it be more useful to assess them at a younger age (7 or 11) or an older age (16 or 17)? How useful would it be to measure the performance of the same cohort of students two or three times over the course of their school career?</li> </ul>

PARENTS BREAKOUT DISCUSSION FRAMEWORK (60 minutes)

<p><b>How can PISA increase its value and relevance to parents?</b></p>	<ul style="list-style-type: none"> <li>• Where should the OECD make its investment?             <ul style="list-style-type: none"> <li>○ explaining better to parents what PISA is and how it works</li> <li>○ researching more deeply what parents can do to support the educational development of their children. If so in what areas of parenting?</li> <li>○ explaining what parents should know in order to talk about their children’s education to teachers and school leaders</li> </ul> </li> </ul>
<p><b>What would be the best way to communicate PISA data and insight to parents, to maximise reach and impact?</b></p>	<ul style="list-style-type: none"> <li>• Through pamphlets, videos or social media platforms?</li> <li>• From the school? The national ministry? Directly from the OECD?</li> </ul>
<p><b>Looking at PISA as a whole, how should we develop it over the next 15 years?</b></p>	<ul style="list-style-type: none"> <li>• Subjects and competencies. Currently, the emphasis of the PISA assessment is on science, mathematics, reading and problem-solving. What other subjects and competencies would you like to see assessed? (PROMPTS: data literacy and computational logic; history, politics and ethics; social and emotional skills; decision-making)</li> <li>• Assessment methodologies. Currently, PISA mainly assesses cognitive intelligence, using multiple choice questions. Should PISA experiment with new assessment methodologies (for example: observation, click data, making things) to assess other dimensions, such as emotional and social intelligence, attitudes and values?</li> <li>• Assessment purposes. Currently, PISA provides summative assessment at system-level. Should PISA in addition seek to support assessment for improvement of learning at student, classroom and school level?</li> <li>• Currently, PISA assesses students at 15. Would it be more useful to assess them at a younger age (7 or 11) or an older age (16 or 17)? How useful would it be to measure the performance of the same cohort of students two or three times over the course of their school career?</li> </ul>



EMPLOYERS BREAKOUT DISCUSSION FRAMEWORK (60 minutes)

<p><b>Would a targeted report increase the value and relevance of PISA to international employers?</b></p>	<ul style="list-style-type: none"> <li>• What would be the most attractive value proposition? <ul style="list-style-type: none"> <li>○ Helps shape company recruitment strategy</li> <li>○ Helps shape company location strategy</li> <li>○ Equips companies to help national governments develop and improve their education systems</li> </ul> </li> <li>• In developing the report, where should the balance lie between: <ul style="list-style-type: none"> <li>○ New subjects/competences and Maths, Science and Reading</li> <li>○ Industry sectors and a single consolidated view</li> <li>○ Global regions and priority countries</li> </ul> </li> <li>• What are the new questions that you would like to have answered?</li> <li>• Would you be willing to contribute to a regular survey of international employers, exploring perspectives on future skills needs and gaps?</li> </ul>
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Special Education Advisory Committee (SEAC) report to DPAC Executive, November 14, 2019  
Submitted by: Kathryn Ransdell, DPAC rep for the SEAC  
The SEAC committee met Oct. 28, 2019, from 3:45-5:30 pm.

The meeting included:

1. Mette Hamaguchi reviewed the terms of reference for SEAC.
2. District Updates given by Metta and other staff.
3. Representatives in the room were given an opportunity to share issues/concerns from their constituency.

With this being my first meeting, I walked away with this question for DPAC: How do I, as well as how does DPAC, harness feedback from our parent constituency in-between SEAC meetings so that DPAC maximizes this opportunity to be at the table and generate discussion with those directly involved with policy-making? Mette emphasized that the goal of the SEAC is that representatives come to SEAC and share what they are hearing from their areas with the idea that the information is passed along to senior staff. No decisions are made at or by SEAC.

Next SEAC meeting is Monday, Dec. 9, and I am able to attend the meeting.

Discussion Points of Interest:

1. CBIEP—Competency Based IEP— update: New IEP process is happening this school year.
2. Mette commented that part of the district's work is the 5-year cycle of asking what programs should continue; what programs should be discontinued and what programs need to be tweaked
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Respectfully submitted,  
Kathryn Ransdell, November 13, 2019

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# Food Services Operations

Student Learning & Well-being / Trustee Workshop



We inspire student success by providing an innovative, caring and responsive learning environment.



# Why are we here?

- Food Services Review Consultant Report
- Alignment with Strategic Plan
- Education focus vs. Business focus
- Aging equipment
- Student demand of cafeteria services has changed
- Complex organization structure
- Financial resource requirements

# Agenda

- 1.VSB 2021 Strategic Plan
- 2.Timeline
- 3.Guiding Principles
- 4.VSB Cafeteria and Student Nutrition Services
  - I. General Cafeteria Information
  - II. Student Nutrition Services Elementary
  - III. Student Nutrition Services Secondary
  - IV. Student Nutrition Services Delivered Meals
- 5.Infrastructure
- 6.Chemistry Consulting Report Review and Recommendations
- 7.Food Services Working Group Recommendations
- 8.Recommended Next Steps

# VSB 2021 Strategic Plan

- Goal 1: Engage our learners through innovative teaching and learning practices.
  - Objectives: *Provide increased opportunities to connect students to their learning.  
Support the implementation of the curriculum.*
- Goal 4: Provide effective leadership, governance and stewardship.
  - Objectives: *Effectively utilize school district resources.*

# Timeline

- December 2017 – Chemistry Consulting Report - Draft
- December 2018 – Final Chemistry Consulting Report
- May 13, 2019 – Chemistry Consulting reported presented to Trustees (workshop)
- June 10, 2019 – Guiding Principles and current state of Food Services Operations presented to Trustees (workshop)
- June 19, 2019 – FSWG recommendations and next steps presented to Trustees (workshop)
- October 23, 2019 – Meeting with IUOE leadership
- October 23, 2019 – SLWB Stakeholder and Trustee workshop on Food Services Operations



# Guiding Principles – Food Services

1. To feed every child who is hungry at Vancouver public schools.
2. To support the 2021 Strategic Plan, specifically Goal #1 “Innovative Teaching and Learning” as it relates to the Culinary Arts.
3. To mitigate risk to the Board in areas of compliance for Food Safety, staff and student safety related to capital infrastructure in commercial cafeterias, and audit and inventory controls for fiscal responsibility.
4. To reduce unfunded liabilities in areas of revenue, staffing and capital infrastructure.

# Guiding Principles – Trustee Workshop



REMAIN EDUCATION FOCUSED  
- INNOVATIVE TEACHING AND  
LEARNING OPPORTUNITIES



FEED EVERY HUNGRY CHILD IN  
THE VSB



STUDENT AND STAFF SAFETY



FISCAL RESPONSIBILITY

# Activity 1 – Guiding Principles

Participants into groups of 5

In groups, rotate through the guiding principles on the post-it paper provided

Provide feedback on:

- what you support about the principle
- anything missing
- priority of importance

# VSB Cafeteria and Student Nutrition Services

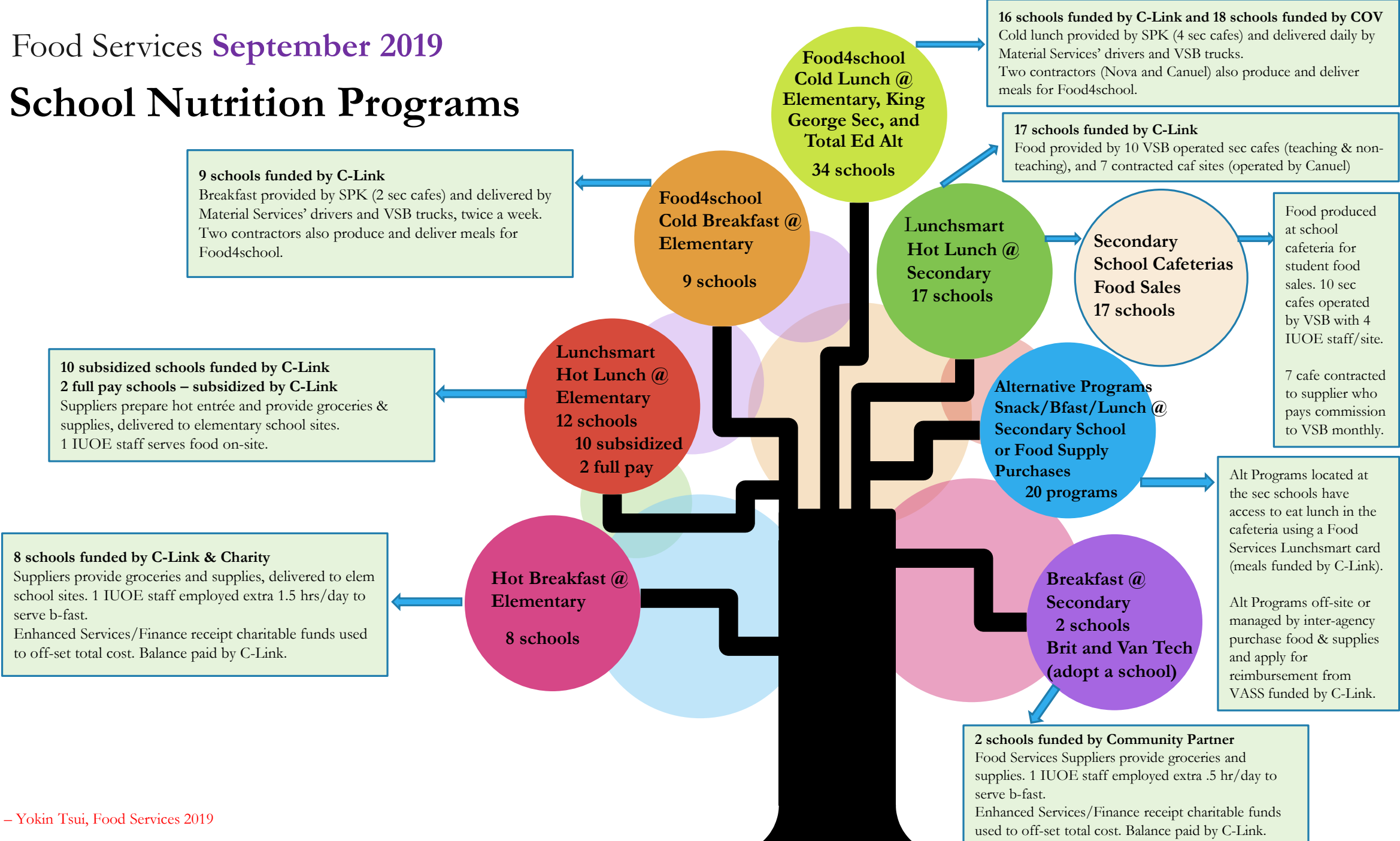


# General Cafeteria Information



# Food Services **September 2019**

## School Nutrition Programs



# Cafeteria Staffing

- 4 support staff / average 6-hour shift
- Not based on enrollment or # teaching blocks scheduled
- 43 staff in total - responsibility of Food Services Manager

# Food Services Administration

3.0 FTE administrative staff manage:

- 15 different nutrition programs
- 119 sites
- Operational oversight of 7 teaching cafeterias
- FoodSafe and regulatory compliance in 30 commercial kitchens and District FoodSafe Policy



# VSB Cafeterias and Student Nutrition Services

- Teaching Cafeterias
- Non-Teaching Cafeterias
- Delivered Meals – Breakfast and Lunch
- Hot Breakfast/Lunch Program – Elementary
- Hot Breakfast/Lunch Program - Secondary
- Alternative School Lunch Programs
- Site Production Kitchens (SPK's)

# Teaching Cafeterias

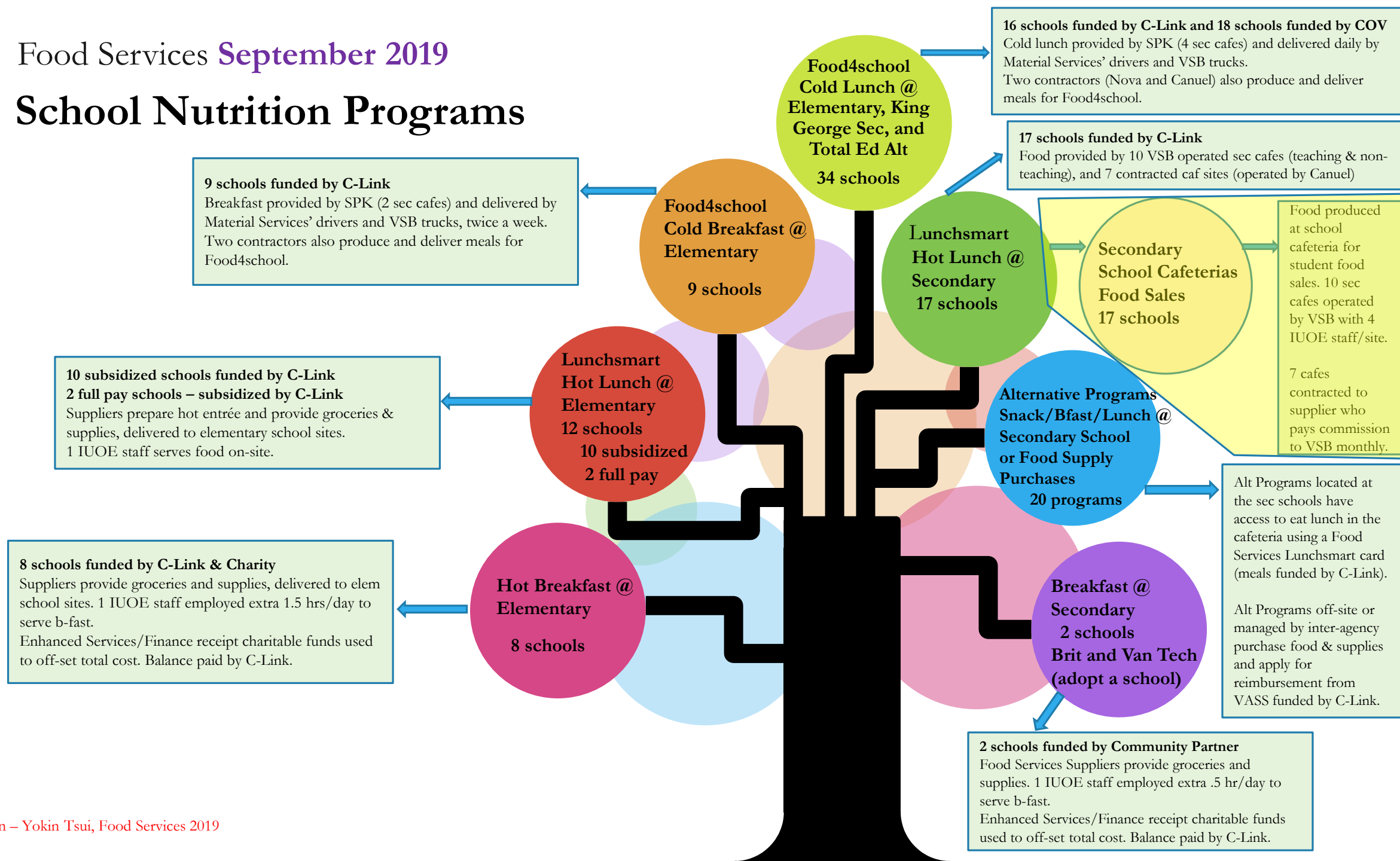
- A teaching cafeteria is a cafeteria space in a secondary school where students are taught Culinary Arts 11/12 by a qualified VSB teacher.
- As Culinary Arts is an elective for students, they choose whether or not they wish to enroll in the program, and therefore the numbers of students enrolled each year will vary.

# Teaching Cafeterias

- 7 secondary sites – Britannia, David Thompson, Gladstone, John Oliver, Tupper, Van Tech, Windermere (ranging from 1-7 blocks)
- Student enrollment in Culinary Arts teaching decreased from approx. 60 teaching blocks in 2014-15 to 36 in 2018-19

# Food Services **September 2019**

## School Nutrition Programs



# Non-Teaching Cafeterias

- Cafeteria space in a secondary school that operates solely for the purpose of selling food.
- Currently have 11 sites of which 4 are operated by VSB staff.
- Commission received from contractor run sites - \$90,000/year

# Non-Teaching Cafeteria Student Usage

School	School Enrolment	# Students per day Cash Sales	% School Pop served
Byng	1280	143	11.2%
Churchill	1992	160	8.0%
Hamber	1587	126	7.9%
Killarney	1845	132	7.2%
Kitsilano	1388	67	4.8%
Magee	1026	120	11.7%
Point Grey	955	63	6.6%
Prince of Wales	979	156	15.9%
Templeton	828	60	7.2%
University Hill Sec	765	111	14.5%
<b>TOTAL COUNT</b>	<b>12,645</b>	<b>1,138</b>	<b>9.0%</b>

# Centre Café

- Business of food sales and “lunchroom” for VSB staff.
- 60% of daily sales to general public
- VSB staff perceive prices as “expensive”
- Declining sales volumes
- No teaching component

	Total Transactions	Avg Transactions per Day	Transactions per Hour
2015	5,685	135	19
2016	6,111	146	21
2017	5,361	128	18
2018	4,180	99	14

# Questions



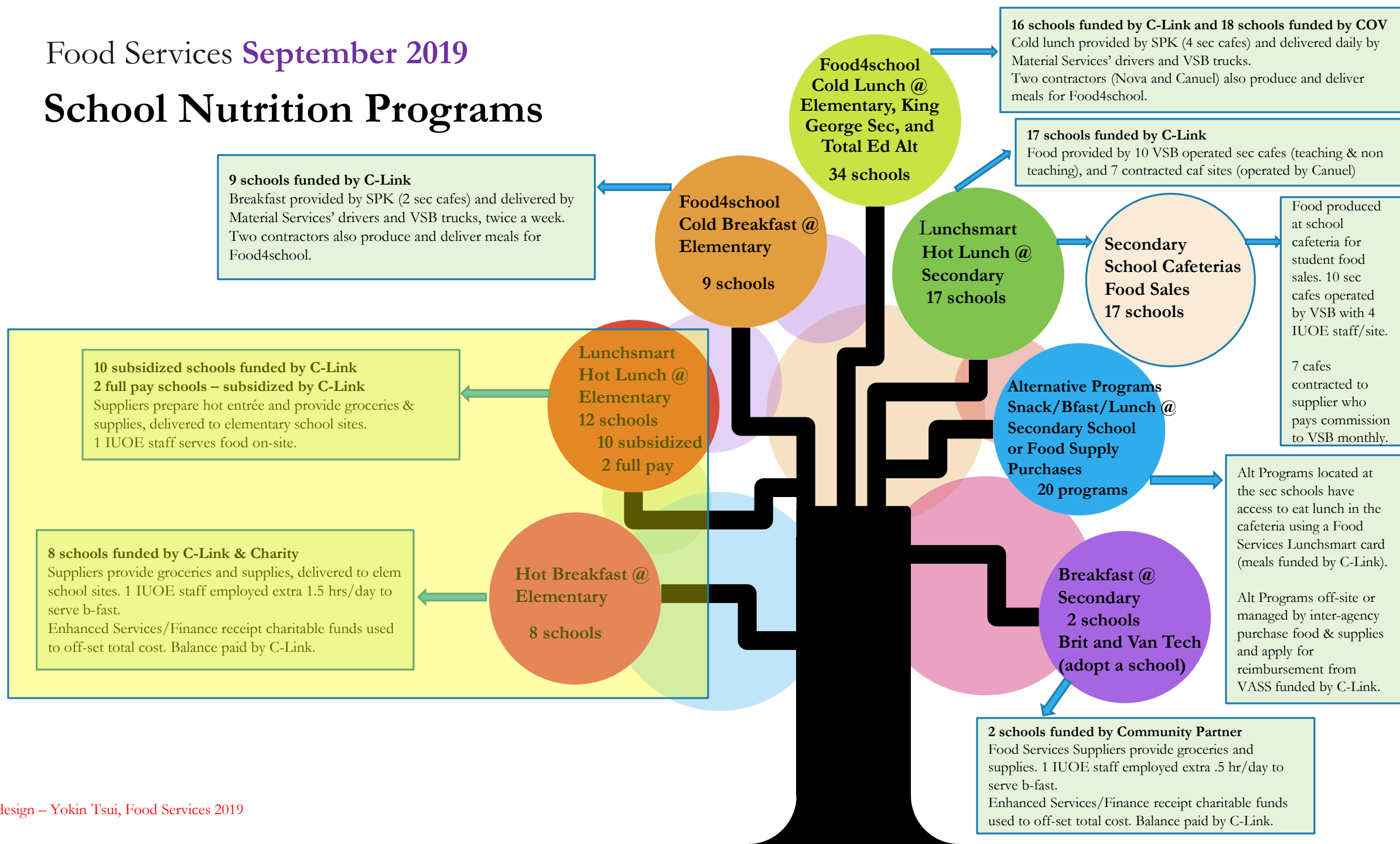


# Student Nutrition Services Elementary



# Food Services **September 2019**

## School Nutrition Programs



# Student Nutrition Services Elementary: Hot Breakfast

- Offered in Tier 1 Enhanced Services Schools
- Program is focused on students in need as identified by teachers and administrators
- Currently available in 8 elementary schools
- Suppliers deliver food, IUOE staff (1 per site) serves food to students
- Funded through donations to school and CommunityLINK

# Student Nutrition Services Elementary: Hot Lunch

- Offered in top 10 Tier 1 elementary schools as a Universal Food Program
- All students are eligible to receive hot lunch but must register to receive (as a way of gaining permission from parents/guardians)
  - Families who are not on the SSI are expected to contribute financially if they register for lunch
- Number of students receiving subsidized lunch exceeds the number of eligible students on the SSI
- Contractors deliver food, IUOE staff (1 per site) serve food to students
- Funded through CommunityLink
- \$260,000 was spent in 2018 providing subsidized meals to students not on the SSI through CommunityLink

# Student Nutrition Services Elementary: Hot Lunch – Full Pay

- Offered in 2 sites not eligible for subsidy and operating on a fee for service model (full pay)
- University Hill Elementary and Selkirk Elementary
- Contractors deliver food, IUOE staff (1 per site) serve food to students
- Funded through fees for lunch program
- While it is expected to be a break-even program, any unexpected expenses are funded through VSB operating

# Questions

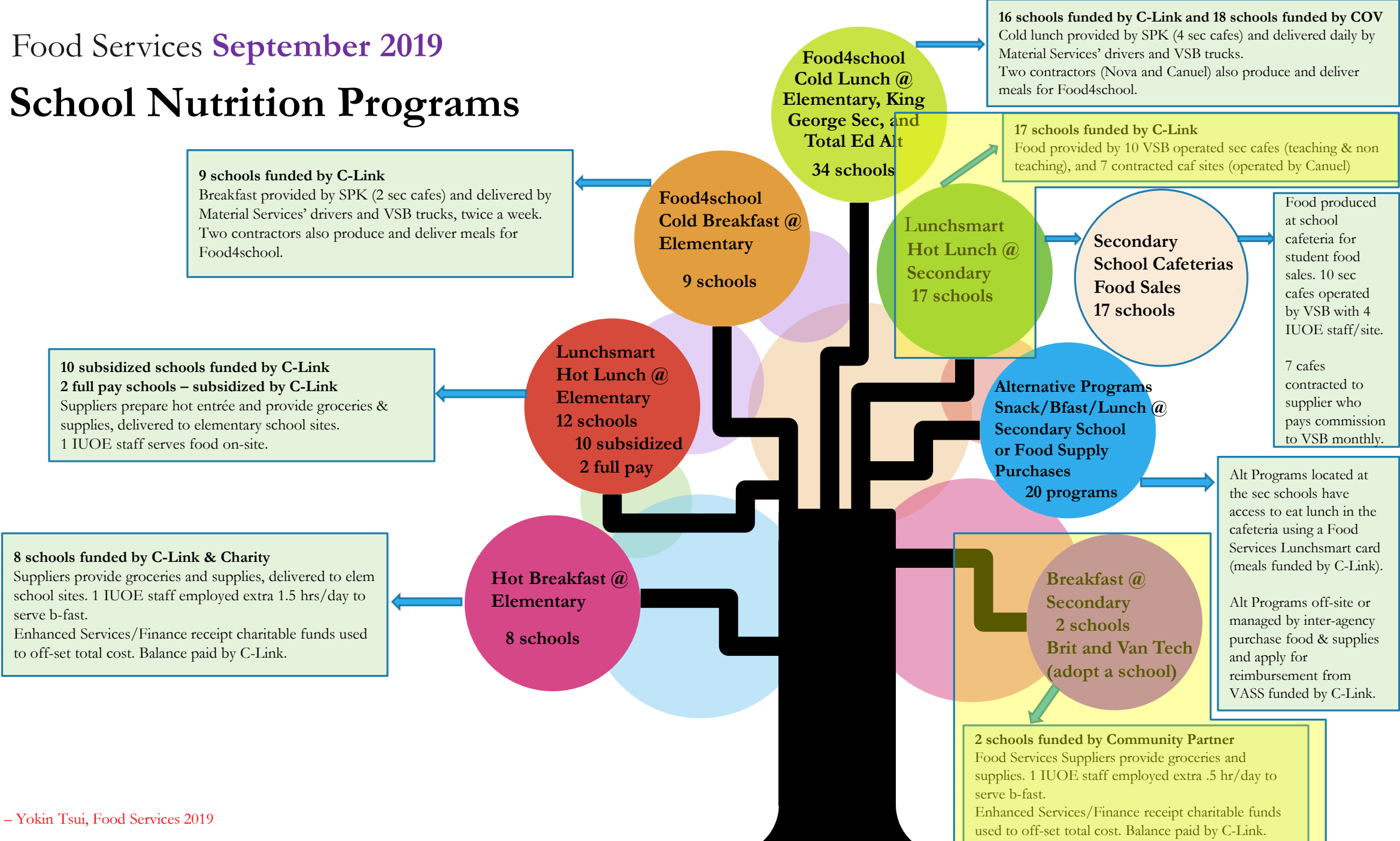


# Student Nutrition Services Secondary



# Food Services **September 2019**

## School Nutrition Programs





# Student Nutrition Services Secondary: Hot Breakfast

- Available in 2 secondary schools – Vancouver Technical and Britannia Secondary
- Funded through donations made to school and/or school funds

# Student Nutrition Services Secondary: Hot Lunch (LunchSmart)

- Offered in all secondary schools except for King George Secondary
- Program is focused on students in need as identified by teachers and administrators to correlate closely to the number of students on the SSI
- Families contribute what they are able to financially
- Food is produced and served in school cafeteria by VSB staff (4 IUOE staff per site) OR food is produced and served by contractor in school cafeteria
- Funded through CommunityLink

# Questions

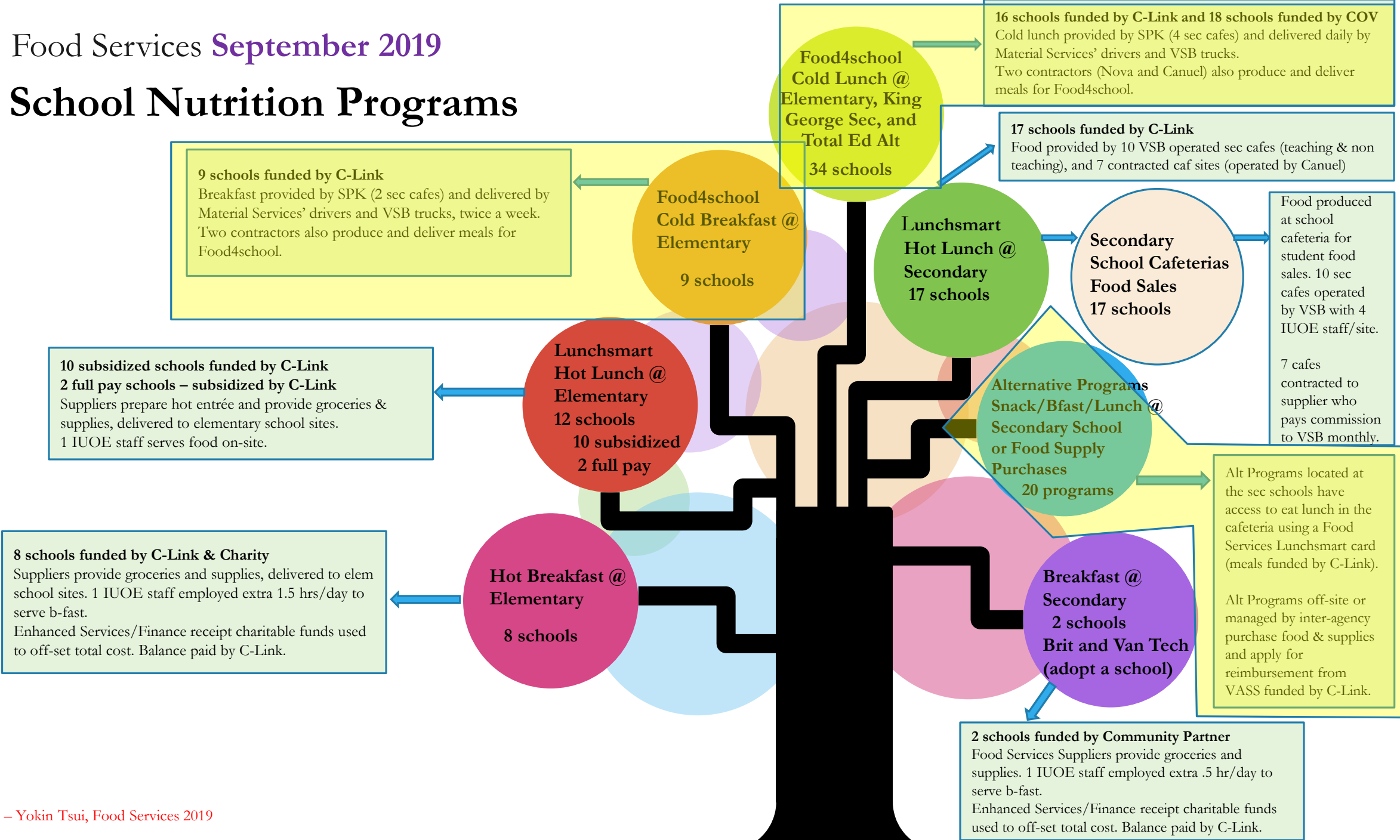


# Student Nutrition Services Delivered Meals



# Food Services **September 2019**

## School Nutrition Programs



# Student Nutrition Services Elementary: Delivered Meals, Breakfast (Food4schools)

- Offered to 8 elementary schools
- Program is focused on students in need as identified by teachers and administrators
- No monies are collected from families as this program is intended for families in need
- Food is prepared in 2 VSB Site Production Kitchens (4 IUOE staff/site) and 2 contractors
- Funded through City of Vancouver grant and CommunityLink

# Student Nutrition Services Elementary & Secondary: Delivered Meals, Lunch (Food4schools)

- Offered to 28 elementary schools and 1 secondary school (King George) and 1 Alternative School (Total Ed)
- Program is focused on students in need as identified by teachers and administrators
- No monies are collected from families as this program is intended for families in need
- Food is prepared in 4 VSB Site Production Kitchens (4 IUOE staff/site) and 2 contractors
- Funded through City of Vancouver grant and CommunityLink

# Student Nutrition Services: Alternate and Alternative School Site

- Offered in 21 programs, approximately 400 students participating
- All students in Alternate and Alternative programs are eligible for subsidized meals
- No monies are collected from families
- Method of food delivery is site dependent – LunchSmart, Food4Schools, Community partners, HMEC curriculum etc.
- Funded through CommunityLink



# Questions



# Infrastructure



# Teaching Kitchen Equipment Lifespan

Secondary School		Poor, should replace	Fair, less than 5 years	Good, 5 -10 year lif e	Excellent, greater than 10 year lif e	Total Poor and Fair
WINDERMERE	2011	11%	24%	58%	8%	34%
	2017	6%	31%	64%	0%	36%
VAN TECH	2011	6%	46%	34%	14%	52%
	2017	20%	41%	25%	14%	61%
BRITANNIA	2011	8%	29%	49%	14%	37%
	2017	10%	32%	46%	12%	42%
DAVID THOM.	2011	10%	40%	38%	12%	50%
	2017	16%	33%	42%	9%	49%
JOHN OLIVER	2011	15%	26%	43%	15%	41%
	2017	9%	30%	45%	16%	39%
TUPPER	2011	9%	32%	50%	9%	41%
	2017	12%	40%	40%	7%	52%
TEMPLETON	2011	20%	30%	35%	15%	50%
	2017	16%	36%	29%	20%	51%
GLADSTONE	2011	23%	29%	39%	10%	52%
	2017	19%	28%	37%	16%	47%

# Infrastructure Replacement

- 50% of equipment needs replacing in 5-years or less
- Equipment only cost \$4.9 million

Type of Kitchen	Elementary Lunch Program Kitchen	Non-Teaching	Teaching	Youth Train in Trades (ACE-IT)	Total
* Equipment Replacement Value	\$ 53,333	\$ 439,360	\$ 452,810	\$ 797,420	
No. of kitchens	15	11	5	2	
Total Infrastructure	\$ 800,000	\$ 4,832,960	\$ 2,264,050	\$ 1,594,840	\$ 9,491,850
% equipment needing to be replaced in 5-years or less	55%	55%	46%	50%	
<b>Funding required for replacement in 5-years or less</b>	<b>\$ 440,000</b>	<b>\$ 2,658,128</b>	<b>\$ 1,041,463</b>	<b>\$ 797,420</b>	<b>\$ 4,937,011</b>

\* Equipment cost only, does not include installation or facility updates.

# Infrastructure Challenges

- Windermere oven combusted – Feb 2018
- Oven has been removed and workload absorbed by other functional ovens in kitchen.
- Oven replacement - \$25K
- Need over \$300k of work to be in compliance with new regulations



# Infrastructure Challenges

- Total Ed kitchen closed June 2018 due to safety concerns
  - No ventilation for grease cooking
  - No clearance for commercial convection oven
  - No fire suppression system
  - No emergency exit
  - Using domestic range for commercial cooking (pot over 2 burners – fire hazard)
- Transferred to delivered meals – 35 student meals/day



# New Infrastructure – Kitsilano Secondary



# Questions





# Activity 2 – Current state

- New groups of 5
- Group talk:
  - What about this information helps VSB work towards goals or reflects guiding principles?
  - What gaps/challenges exist

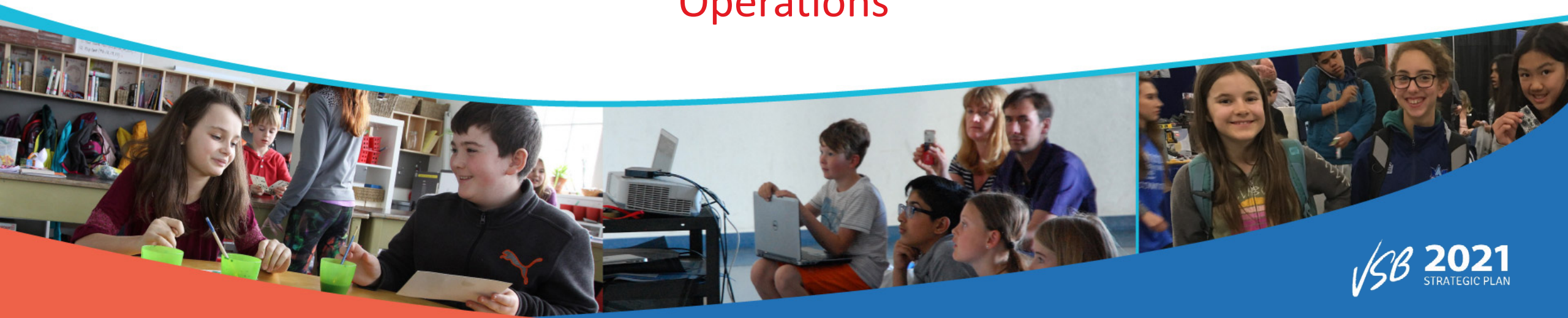
Record on paper provided

# Chemistry Consulting Report and Recommendations





## Review & Recommendations of VSB Food Services Operations



# Who is Chemistry Consulting?

- BC-based Business and Human Resources consultants
- Food service industry expertise

# Key Issues and Trends from Report

- VSB infrastructure
- Over-extended food services operations
- Declining usage of cafeterias
- Declining enrollment in Culinary Arts
- Competitive food services e.g. Skip the Dishes
- Fundraising food sales

# Chemistry Report Recommendations

1. **Eliminate operations** that are managed as a business only operation and do not support student learning.
2. **Transition hot lunch programs** to delivered programs.
3. **Consolidate teaching cafeterias** and resources to two secondary schools and one future Centre of Excellence.
4. **Develop a capital repair/replacement strategy** for school kitchens.
5. **Develop and resource a strategy** outlining the implementation plan for action items resulting from these recommendations.

# Questions



# Food Services Working Group





# Food Services Working Group

- Internal working group formed to review Chemistry report and outline a possible strategy moving forward
- Comprised of Learning Services, School Services, Employee Services, Purchasing, Food Services and Finance staff

# Guiding Principles



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LEARNING OPPORTUNITIES



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STUDENT AND STAFF SAFETY



FISCAL RESPONSIBILITY

# Recommendation 1

Chemistry Report	Working Group
<ul style="list-style-type: none"><li>• Eliminate operations that are managed as a business only and do not support student learning.<ul style="list-style-type: none"><li>• Contract out cafeteria operations in non-teaching kitchens.</li><li>• Close the Ed Centre cafeteria</li><li>• Close fee-for-service elementary school lunch program.</li><li>• Remove operation of Site Production Kitchen (SPK) from cafeterias</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Establish threshold to maintain business operations for secondary school non-teaching cafeterias – 10% of the population served.<ul style="list-style-type: none"><li>• 6 cafeterias to close – transition to self-serve or “virtual food court”.</li></ul></li><li>• Repurpose Centre Café to a gathering place for staff.</li><li>• Transfer Site Production Kitchens production to community kitchens/partners</li></ul>

# Working Group Recommendation: set a threshold for non-teaching cafeterias

## Recommended implementation **September 2021**

- 10% of the population served
  - 6 cafeterias would be repurposed
    - Churchill (8.0%)
    - Hamber (7.9%)
    - Killarney (7.2%)
    - Kitsilano (4.2%)
    - Point Grey (6.6%)
    - Templeton (7.2%)

# Working Group Recommendation: transfer site production kitchens to third party

Recommended implementation **September 2020**

- Current SPK's:
  - Churchill, David Thompson, John Oliver, Templeton, Tupper, Windermere
- Ability to feed more students
- Mitigate risk associated with Vancouver Coastal Health Environmental Health and Provincial Food Safe compliance and commercial kitchen safety
- Streamline Food Services operations

# Recommendation 2

Chemistry Report	Working Group
<ul style="list-style-type: none"><li>• Transition hot lunch programs to delivered meals.<ul style="list-style-type: none"><li>• Transition all elementary and secondary “hot meals” program to delivered meals</li><li>• Transition alternative programs to delivered meals where feasible</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Agree with this recommendation<ul style="list-style-type: none"><li>• will allow the District to feed more students</li></ul></li></ul>

# Working Group Recommendation

Recommended implementation **September 2020**

- Transition 15 elementary hot lunch programs to delivered meals.
- Nutrition requirements for all hungry students can be met.
- Aging infrastructure will not support continuation of the current program without investment.

# Recommendation 3

Chemistry Report	Working Group
<ul style="list-style-type: none"><li>• Consolidate teaching cafeterias and resources to two secondary schools and one future Centre of Excellence.</li></ul>	<ul style="list-style-type: none"><li>• Establish a threshold for teaching cafeterias – minimum 4 teaching blocks.</li><li>• Establish Centre of Excellence.</li></ul>



# Working Group Recommendation: Establish threshold for teaching cafeterias

Recommended implementation  
**September 2021**

- minimum 4 teaching blocks
  - Britannia Secondary – 1
  - David Thompson – 4
  - Gladstone – 6
  - John Oliver – 4
  - Tupper – 6
  - Vancouver Technical – 8
  - Windermere - 7

Convert Britannia cafeteria to Indigenous Food Centre.

# Working Group Recommendation: establish Centre of Excellence

Recommended implementation **September 2021 or 2022**

- Improve Tupper and Vancouver Technical schools teaching kitchens
- Create a Centre of Excellence at a future secondary school
- Infrastructure focus for educational purposes will be a priority at these locations
- Focus resources with updated and innovative equipment

# Recommendation 4

Chemistry Report	Working Group
<ul style="list-style-type: none"><li>• Develop a capital repair/replacement strategy for all school kitchens.</li></ul>	<ul style="list-style-type: none"><li>• Agree</li></ul>

# Recommendation 5

Chemistry Report	Working Group
<ul style="list-style-type: none"><li>• Develop and resource a strategy outlining the implementation plan. Engage a Commercial Kitchen Consultant to manage equipment inventory reallocation and sourcing.</li></ul>	<ul style="list-style-type: none"><li>• Develop an implementation plan.</li><li>• Engage consultant to manage equipment inventory reallocation.</li></ul>

# Summary of Working Group recommendations

- Change food service for secondary teaching and non-teaching cafeterias that do not meet thresholds
- Repurpose Centre Café
- Establish centres of excellence at Tupper and Vancouver Technical schools
- Transition elementary hot lunch programs to delivered meals
- Transition “full pay” hot lunch programs to delivered meals for students in need
- Balance cafeteria staffing levels to reflect changing workload/need

# Questions



# Activity 3 – FSWG Recommendations

New groups of 5:

- Prioritize recommendations
- What did we get right?
- What would you change/add?

Record on paper provided

# Recommended Next Steps

- SLWB Committee Meeting – November 13, 2019
- Engagement – November/December 2019
- Senior Management Team review of engagement input
- Engagement Feedback to SLWB Committee – February 12, 2020
- Board Recommendation for Approval – February 24, 2020
- Recommended Implementation – Starting September 2020



Thank you for your time,

# The End





Updated and Revised: December 2018

## REPORT

# Review and Recommendations of VSB Food Services Business Operations

Prepared for: Vancouver School Board

Original Release: November 2017



# 2018 Report Update

In December of 2018, Chemistry Consulting was asked by the Vancouver School Board's District Food Services Working Group to make some updates to the Review and Recommendations Report produced in November 2017. The update provides current data and performance figures for some aspects of the business operation. Updated tables in the report will stand out to readers because they have a blue colour theme, and are accompanied by margin notes that identify them.

It was not necessary to re-write the report to provide the current update given that the most current data trends observed in 2017 are continuing in the same vein, and that the observations and recommendations from the original report remain relevant. While there have been a few changes to foodservice operations made in the past year, none of them have impacted the operation to the extent that would require a revision of the 2017 Report original five recommendations:

1. Eliminate operations that are managed as a business only operation and do not support student learning.
2. Transition hot lunch programs to delivered programs.
3. Consolidate teaching cafeterias and resources to two secondary schools and one future Centre of Excellence.
4. Develop a capital repair/replacement strategy for all school kitchens.
5. Develop and resource a strategy outlining the implementation plan for action items resulting from the recommendations in this report. Specifically, this plan should include the contracting of a Commercial Kitchen Consultant to manage equipment inventory reallocation and sourcing.

Since the original report was published there has been no relief in the business structure of the Food Services organization. The safe and effective management of the operation continues to rest on the shoulders of 3.0 FTE administrative staff who are tasked with the delivery of 15 different nutrition programs at 119 sites, operational oversight of seven teaching cafeterias, management of FoodSafe and regulatory compliance in 30 commercial kitchens and direct supervision of 45 support staff. In fact, since the 2017 report, due to the forced closure of the kitchens at two secondary schools caused by the total failure of the facility and equipment, Food Services is now responsible for an additional delivered meals program.

As noted in the original report, and documented in Table 3, there was a trend for declining enrollment in the Culinary Arts programs, along with a corresponding decline in the number of teaching blocks. This trend has continued into the current school year. No strategic plan is in place to address the changing demands for teaching blocks, cafeteria support staff allocation or equipment and capital replacement to bring these programs in line with the objectives and goals of the VSB 2021 Strategic Plan and mitigate the financial and safety liability that the VSB faces.

As already mentioned, the District was forced to close the kitchens at King George and Total Education Secondary Schools. The age and state of the facility and equipment simply weren't safe to continue to operate and the capital investment required to meet regulatory standards was not financially feasible. The need for investment in the cafeteria infrastructure and equipment is rampant across the District. In 2017/18, the District invested approximately \$500k in fixing/replacing cafeteria equipment and infrastructure. At the time of writing this update, a further \$250k is needed to cover immediate demands, and there is no end in sight. The estimated total investment in capital infrastructure for the commercial kitchens exceeds \$8 million.

The VSB continues to be exposed to substantial risk in terms of unfunded liability with regards to infrastructure, equipment, program offerings and staffing. Food Services continues to have little to no control over these crucial areas of expense, and is managing operations in a purely reactive manner to ensure the safety of the students and staff in its facilities. This style of management is not sustainable and makes accurate budgeting next to impossible.

Given the continuing trends in the business operations of the District Food Services department, the recommendations from the 2017 report still stand. The implementation of the recommendations will streamline Food Services operations to a manageable level, mitigate the financial and health-based risk associated with the current operation, and allow the VSB to focus on its core business of teaching and learning.

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# Executive Summary

Chemistry Consulting Group (Chemistry) was contracted in July 2017 (and asked by the District Food Services Working Group to update the attached report in December 2018) to review the current state of Vancouver School Board (VSB) Food Service Business Operations and make recommendations regarding the future allocation of district resources to meet goals of the 2021 VSB Strategic Plan, specifically as they relate to addressing the sustainable allocation of resources to optimize school student learning and nutrition programs for children in need. As Food Service industry experts in the areas of both business management and human resources, Chemistry's recommendations are focused on standard business operating practices to mitigate risk to the VSB in the areas of Food Safety, regulatory compliance, staff and student safety (Worksafe), financial sustainability and business efficiency.

## Guiding Principles for the Review and Recommendations

In 2016, the Vancouver School Board (VSB) released their *Strategic Plan 2016-2021 (VSB 2021)*, outlining the vision and goals for the organization over the next five years. This project and resulting recommendations have been guided by the VSB's overarching goals as well as the goals of the Purchasing/Food Services department, as follows:

### District Goals

- 2021 Strategic Plan – Five Strategic Goals
- Development of a five-year sustainable fiscal plan

### Purchasing/Food Services Goals

- To feed every child who is hungry at Vancouver public schools.
- To support the 2021 Strategic Plan, specifically Goal #1 “Innovative Teaching & Learning” as it relates to the Culinary Arts.
- To mitigate risk to the Board in areas of compliance for Food Safety, staff and student safety related to capital infrastructure in commercial cafeterias, and audit and inventory controls for fiscal responsibility.
- To reduce unfunded liabilities in areas of revenue, staffing and capital infrastructure.

# Situational Context – VSB Food Service Now and in the Future

## VSB Food Service Organization – Now

VSB Food Services delivers 14 different nutrition programs at 119 sites, provides operational oversight to seven teaching cafeterias, manages Food Safe and regulatory compliance of capital infrastructure in 30 commercial kitchens, and directly supervises 45 support staff. The operation and delivery of all of these programs is managed by 3.0 FTE Food Services staff. Site supervision of an additional 40 food service support staff is provided by school principals. This organization structure is illustrated in the following figure.

**Figure E-1 2018 Update** – With the closure of two secondary school kitchens, the hot lunch program was converted to a delivered meal program. This transition added yet another “arm” to the Food Services org chart and more responsibility to an already “stretched” administrative team..

**Figure E-1: 2018 Update**  
**Current VSB Food Services Organizational Chart**

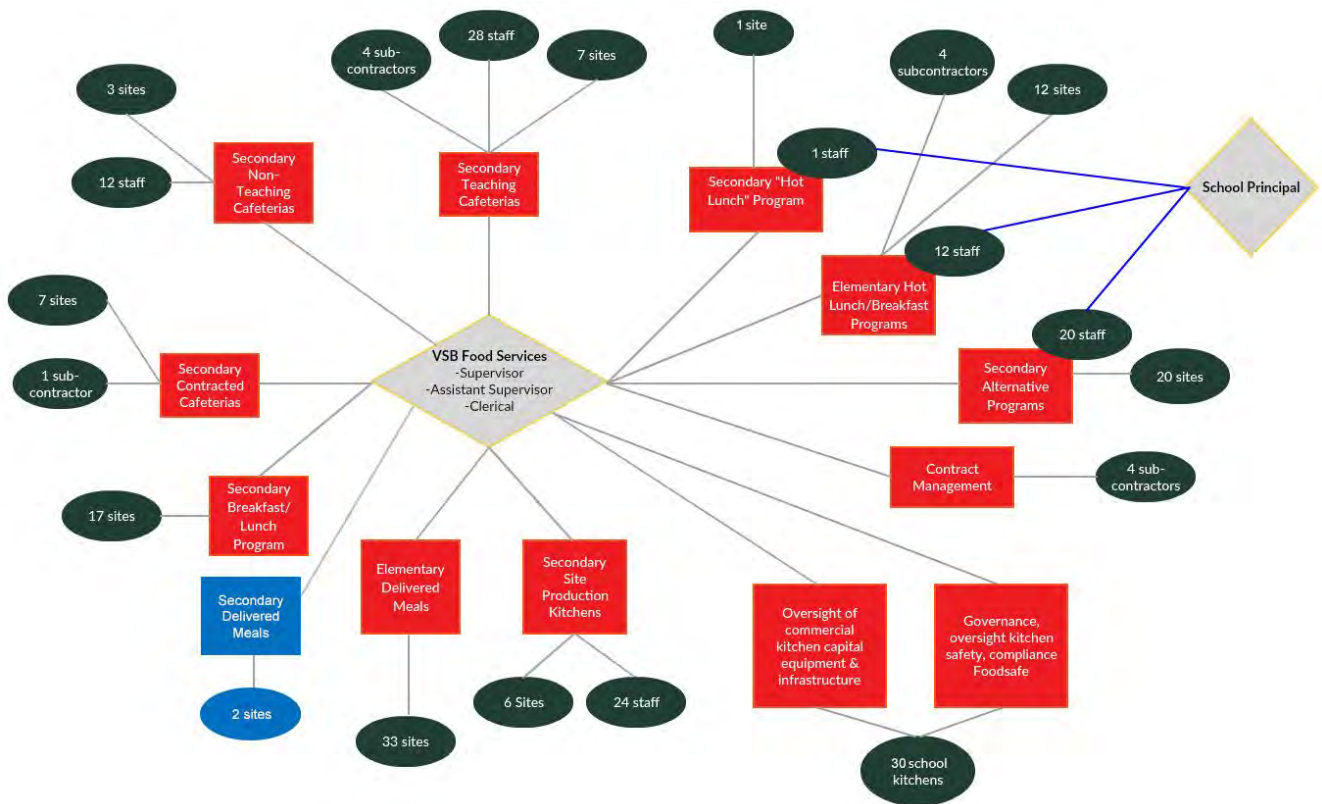
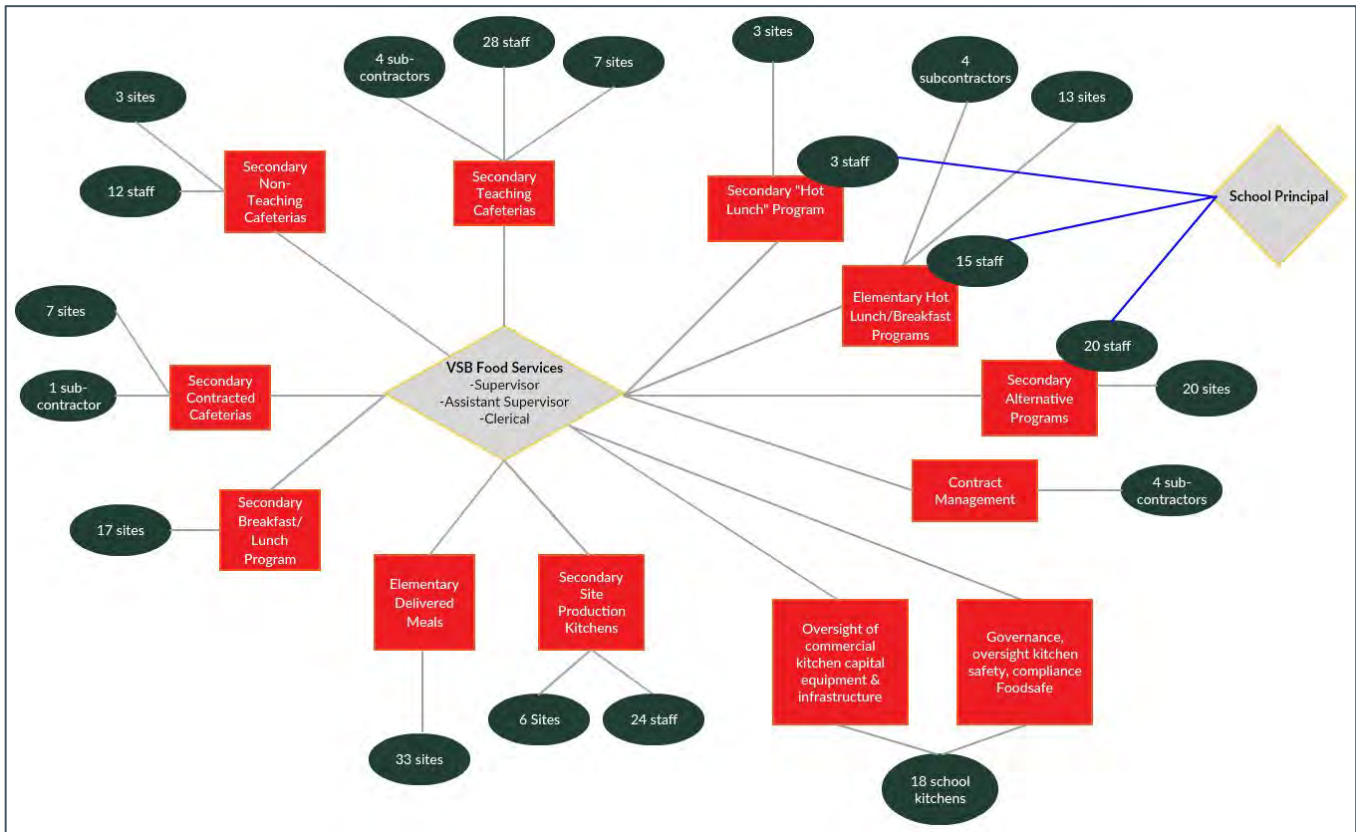


Figure E-1: Current VSB Food Services Organizational Chart



Based on our review of other school districts we have not seen a comparable example of such a convoluted and inefficient business model. In fact, many school districts across Canada do not provide cafeteria food service at all.

The demand for school-based food services has changed dramatically since the VSB implemented commercial kitchens (1960) and began to provide student nutrition programs (1989). While the general population of the City of Vancouver has gentrified and increased, enrollment in VSB schools has declined by 14.5%.<sup>1</sup> In turn, both enrolment in the Culinary Arts teaching programs and the number of children eligible for subsidized nutrition programs have also declined.

**Key Point:**  
Cafeterias and lunch programs have not kept up with food service trends or socio - demographic change.

<sup>1</sup> VBE Long Range Facilities Plan (Board Approved – May 24, 2016)



The aging infrastructure, outdated equipment, significant staffing requirements, and reactive program management of the Food Services department have exposed the VSB to a substantial amount of risk in terms of the health and safety of its students and teachers and to unfunded liability with regards to infrastructure, equipment, program offerings and staffing. Additionally, the VSB has been distracted from its core education mandate by being engaged in a food service business that is losing money, and involves an unwieldy program delivery model.

### **VSB Food Service Organization for the Future**

Chemistry recommends that VSB align the Food Services organization with a focus on innovative teaching and learning by reallocating resources to a manageable business structure.

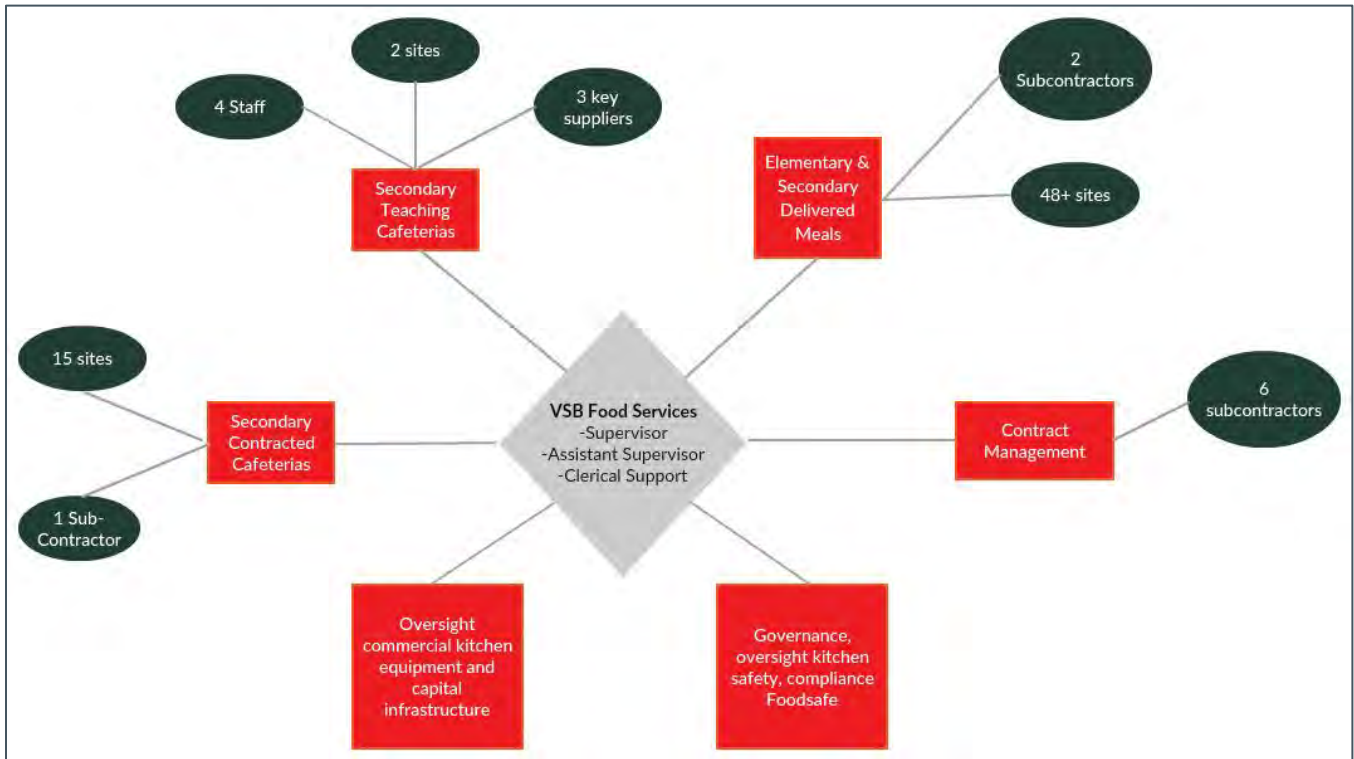
A revised organization chart for the future operation of the Food Services department is presented in Figure E-2. This organization chart has been prepared based on a comprehensive review of VSB's capital equipment and kitchen infrastructure prepared by a certified Commercial Kitchen Consultant (Appendix A), consideration of program enrolment and financial data provided by VSB, and Chemistry's expertise in food service operations and industry best practices.

### **Rationale:**

The key reasons for proposing this organizational revision are that:

- The current supervisory structure is organizationally complex and beyond the capacity of current resources;
- Convolved lines of responsibility have been created in key areas for staff and students, notably the roles and responsibilities of Principals and Teachers to support student learning in teaching cafeterias;
- There is a lack of resources to address areas of safety including adherence to regulatory standards for WorkSafe in commercial kitchens, Food Safe and financial controls; and,
- The revised organizational structure and implementation of recommended changes will enable the VSB to provide food to every child in need in the District – an estimated 200 children in addition to those already being served.

Figure E-2: VSB Food Services Organizational Chart – After Implementation



## Recommendations

Implementation of the following five recommendations will streamline VSB Food Service business operations to a manageable level, allowing a focus on the core business of teaching and learning, ensuring compliance with WorkSafe and Food Safe regulations related to commercial kitchens, allowing for sustainable budgeting, and maximizing student nutrition program delivery to the greatest number of children in need.

## Recommendation #1:

Eliminate operations that are managed as a business only operation and do not support student learning.

### Rationale:

- Operating food businesses without teaching/learning components does not align with the VSB 2021 Strategic Plan.
- Save money.
- Operational supervision required for the delivery of the current VSB food service programs from VSB Food Services as well as the administrative support from other departments (Finance, Purchasing, Employee Services, Risk) is detracting from the core business of education.
- VSB is exposed to liability and student and staff safety risks associated with operating food businesses, *especially using aged equipment and infrastructure*, resulting in Food Safe and Work Safe violations.
- VSB operating funds are required for kitchen equipment repair/replacement in business-only operations, pulling available resources away from the core business of teaching and learning (see Section 2.1 for a list of the major infrastructure and equipment concerns in the VSB cafeterias as identified by the Commercial Kitchen Consultant).
- Commission revenue to the VSB can be increased using a contract supplier for business-only operations.



**Key Point**  
Separate the commercial food business from teaching.

### Actions:

- Close the Centre Café at VSB Education Centre.
- Contract out the operation of the non-teaching cafeterias: Killarney, Churchill and Templeton.
- Close the fee-for-service elementary school lunch programs at Selkirk, University Hill, and Norquay elementary schools and transition nutrition services to delivered meal programs for children in need.
- Close the Site Production Kitchens (SPK) and contract out the meal production and delivery for the Food4School program.

## Recommendation #2:

Transition hot lunch programs to delivered programs.

### Rationale:

- Operational and financial efficiencies will be created if business operations are consolidated. These efficiencies will allow the VSB to feed more children in need.
- Nutrition requirements for children are met by either Hot Lunch or Delivered Meal Programs.
- Save Money.
- CommunityLINK funds are being used to subsidize fee-for-service users on hot lunch programs who do not qualify for nutrition program subsidies.
- Money collection for the hot lunch program creates unfunded financial liabilities in revenue sources.
- Hot lunch programs require significantly more District resources than Delivered Meal programs including administrative support from Food Services, Finance, Purchasing, Employee Services, Risk, etc., and pulls District resources away from the core business of teaching and learning.
- The assistance of school principals is required to manage the hot lunch programs (e.g., staff supervision, money collection and program administration) which is detracting from the time they have to allocate to core education priorities.
- VSB is exposed to liability and risk of student and staff safety associated with operating commercial kitchens, *especially using aged equipment and infrastructure*, resulting in Food Safe and Work Safe violations.
- VSB resources are required for kitchen equipment repair/replacement related to hot lunch program operations, pulling available resources away from the core business of teaching and learning (see Section 2.1 for a list of the major infrastructure and equipment concerns in the VSB cafeterias as identified by the Commercial Kitchen Consultant).



### Actions:

- Eliminate universal elementary and secondary hot lunch\* programs and transition to the delivered meal program\*\*(Food4School).
- Transition secondary alternative school meal programs to delivered meal programs where possible.

\*Universal hot lunch programs are available to all students. Families able to pay are expected to contribute monthly as a fee-for-service. A subsidy is approved by the school Principal for families unable to pay. The collection of money is anonymous. Universal hot lunch programs require dedicated support staff and commercial kitchens at each school site.

\*\*Delivered meal programs are available for students identified by the Principal as being eligible for a subsidized nutrition program. No money is collected. Delivered meal programs do not require dedicated staff or commercial kitchens at school sites.

### Recommendation #3:

Consolidate teaching cafeterias and resources to two secondary schools and one future Centre of Excellence.

#### Key Point

Focus resources and create the best learning environment for students.

VSB operates teaching programs at seven secondary schools. Culinary Arts is an important program option, however the allocation of available resources is spread too thin and does not provide a quality learning environment for students.

#### Rationale:

- Student enrolment in Culinary Arts programs has declined substantially over the past several years.
- The number of qualified teachers applying for postings in the Culinary Arts has declined.
- Save money.
- Will create business efficiencies which will enhance the learning environment and outcomes for students at focus schools.
- Will help mitigate the risk of unfunded expenses.
- Day 1/Day 2 timetables allow students to attend focus schools.
- A “new build” under the Provincial Seismic Program creates an opportunity for a future Centre of Excellence in the Culinary Arts with AceIT. (David Thompson)
- Focus schools can prioritize teaching and learning – not food sales or production.
- VSB is exposed to liability and risk of student and staff safety associated with operating commercial kitchens, *especially using aged equipment and infrastructure*, resulting in potential Food Safe and Work Safe violations.

- VSB resources are required for kitchen equipment repair/replacement in all cafeteria locations. Concentrating resources will enable the District to build a quality learning environment for students. (See Section 2.1 for a list of the major infrastructure and equipment concerns in the VSB cafeterias as identified by the Commercial Kitchen Consultant).
- Operational supervision required from the VSB Food Service and administrative support departments (Finance, Purchasing, Employee Services, and Risk) will be reduced allowing available resources to align with educational goals.

**Actions:**

- Close five commercial teaching kitchens at secondary schools.

**Recommendation #4:**

Develop a capital repair/replacement strategy for all school kitchens.

VSB needs to take a pro-active stance with regards to the significant amount of cafeteria infrastructure and equipment that it owns by implementing a repair/replacement schedule and budget. This is absolutely critical to the continued delivery of safe teaching programs and healthy nutrition programs in the schools and must apply to all VSB kitchens, whether VSB-operated (teaching) or contracted food service locations.



**Rationale:**

- Mitigate risk and reduce potential liability with regards to non-compliance of health and safety (WorkSafe) standards and Food Safe standards for students and staff.
- Mitigate risk of unfunded liability with respect to equipment and facilities.
- Create sustainable and stable budgets for cafeteria teaching kitchens and school nutrition programs.
- Minimize loss of classroom teaching time and gaps in service to students because of equipment breakdowns.

**Actions:**

- Allocate \$200k per year for five years towards capital infrastructure.
- Develop a strategic plan for equipment repair and replacement as well as maintenance.

**Recommendation #5:**

Develop and resource a strategy outlining the implementation of the recommendations in this report. Specifically, this plan includes the hiring of a Commercial Kitchen Consultant to manage equipment and kitchen infrastructure sourcing.

**Key Point:**  
Plan forward to remain sustainable.

To ensure innovative teaching programs and best practices for school nutrition programs, an implementation strategy is required, including allocation of time and resources to 2021.

**Rationale:**

- Specific timelines and dedicated resources will ensure that the recommendations are acted upon and achieved.
- Equipment inventory and kitchen infrastructure require immediate attention. The expertise to manage the process of shutting down kitchens, re-allocating existing equipment and sourcing new equipment is not available within the District staff.

**Actions:**

- Develop a change management plan for implementation of actions
- Contract a professional foodservice industry consultant to manage capital equipment and kitchen infrastructure changes.

**Outcomes**

In conclusion, we believe that should VSB implement the recommendations in this report, the following outcomes can be achieved:

**Key Point:**  
The report recommendations will help feed every child that needs nutrition, save VSB money and enhance learning outcomes for students.

- VSB would be able to serve **ALL** vulnerable children in the District as identified on the Social Security Index (SSI). An estimated additional 340 children could be served with the cost savings achieved through the transition from Hot Lunch to Delivered Meals as well as the contracting out of the Site Production Kitchens. In 2016/2017, based on the SSI, 216 children were without service.
- An estimated \$400k in immediate structural savings to the operating budget will be realized. It will allow for the potential reallocation of \$2 million to support priorities for

VSB including ensuring the provision of “innovative teaching and learning” for children and school nutrition programs for all children in need.

- There will be a significant decrease in the risks faced by VSB with respect to compliance with Food Safe, Work Safe and other regulatory standards relevant to operating commercial kitchens.
- A manageable organizational structure for VSB Food Services based on available resources.

**Table E-3: Food Services Budget – Before and After Recommendations**

Acct	Description	Before	After
<b>Expenses</b>			
	Salary & Benefits	2,987,039	447,993
	Supplies & Expenses	2,683,806	3,221,150
Subtotal		<b>5,670,845</b>	<b>3,669,143</b>
<b>Revenues</b>			
Subtotal		<b>-5,201,663</b>	<b>-3,634,426</b>
<b>Total</b>		<b>\$ 469,182</b>	<b>\$ 34,717</b>
<b>Notes:</b> <i>Before</i> totals taken from VSB FAST 2017/18 budget <i>After</i> totals assume: · 2 VSB Teaching Cafeterias · 4 Cafeteria Support Staff · 1800 subsidized student meals perday · \$200k commission revenue contract cafeterias · \$320k COV funding and \$80k other charity · \$200k capital infrastructure			



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## 1.0 PROJECT BACKGROUND & OBJECTIVES

In 2016, the Vancouver School Board (VSB) released their *Strategic Plan 2016-2021 (VSB 2021)* which sets out the following vision for the organization for the next five years:

*“We inspire student success by providing an innovative, caring and responsive learning environment.”*

In support of the above vision, the plan outlines four key goals:

**Goal 1:** Engage our learners through innovative teaching and learning practices

**Goal 2:** Build capacity in our community through strengthening collective leadership

**Goal 3:** Create a culture of care and shared social responsibility

**Goal 4:** Provide effective leadership, governance and stewardship

In keeping with *VSB 2021*, the Purchasing/Food Services department is reviewing its operations with a view to aligning and prioritizing its resources with the goals of the VSB. Key to this review, are the following two mandates/budget priorities guiding Food Service operations:

1. To support teaching and learning in food literacy from K-12 (aligned with Goal 1 above), and
2. To provide nutrition to children who are hungry at school and need it in order to learn.

As of the beginning of the 2017/18 school year, VSB Food Services is delivering 14 different nutrition programs in 119 sites:

1. Teaching cafeterias – VSB operated – 7 sites
2. Non-teaching cafeterias – VSB operated – 3 sites
3. Non-teaching cafeterias – contracted – 7 sites
4. School Lunch program (secondary) - Food4School – 1 site
5. School Lunch program (elementary) - Food4School – 26 sites
6. School Breakfast program (elementary) - Food4School – 7 sites
7. Hot Lunch Program (secondary) – LunchSmart – 17 sites run as part of cafeteria operations
8. Hot Lunch Program (secondary) – LunchSmart – 3 sites run only for subsidized meals
9. Hot Lunch Program (elementary) – LunchSmart – 10 sites for subsidized program
10. Hot Lunch Program (elementary) – LunchSmart – 3 sites for full-pay program

11. Hot Breakfast Program (secondary) – 2 sites
12. Hot Breakfast Program (elementary) – 7 sites
13. Site Production Kitchens (SPK) – 4 lunch production sites and 2 breakfast production sites.
14. Secondary Alternative Programs – snack and lunch – 20 sites

Please see Appendix C for a complete list of all schools and foodservice programs.

The operation and delivery of all of these programs is managed by the VSB Food Services department. This department is comprised of one supervisor, one assistant supervisor and one clerical support person who not only manage the operational aspects of all the programs listed above, but who are also responsible for 43 direct staff reports.

**Figure 1** updated with new program, added to compensate for the closure of two secondary school kitchens

**Figure 1 – 2018 Update**  
**Current VSB Food Services Organizational Chart**

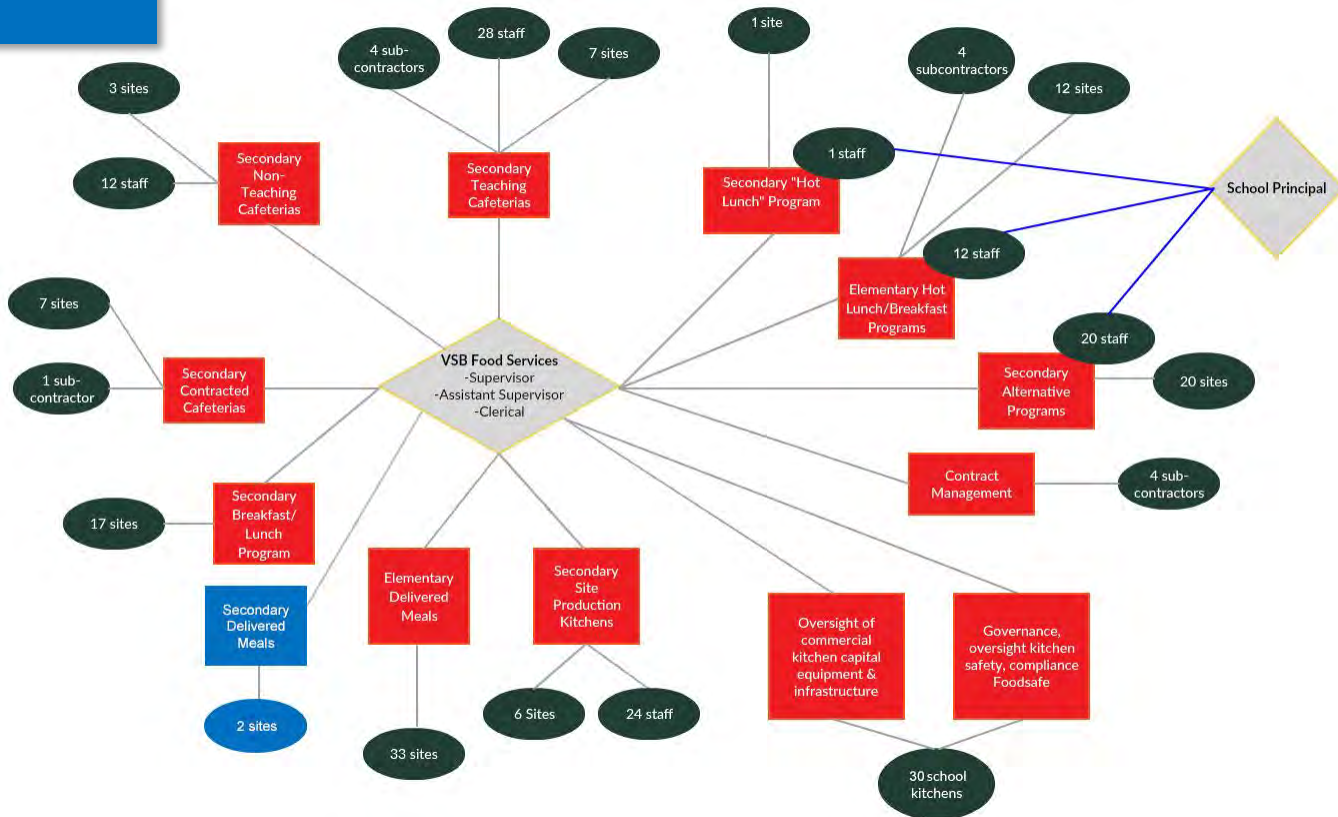
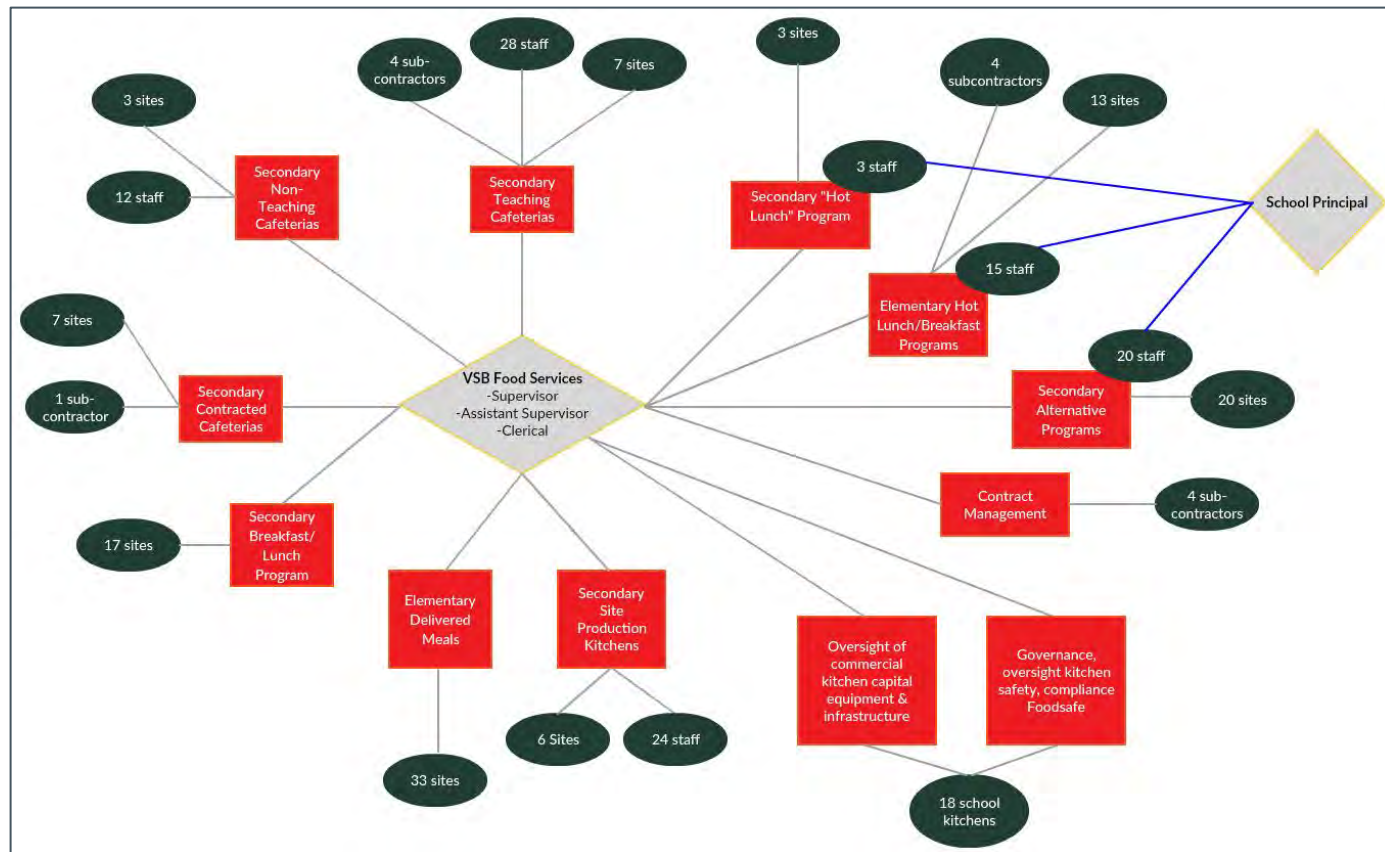


Figure 1 - Current VSB Food Services Organizational Chart



## 1.1 SCOPE OF WORK

Given the release of *VSB 2021 Strategic Plan*, as well as the reality of increasingly limited resources to manage existing Food Services operations, Chemistry Consulting Group (“Chemistry”) was retained by the Manager, Purchasing and Administrative Services to review Food Services operations and provide recommendations for optimizing business operations with the Board’s strategic objectives and budget priorities.

The project scope of work included:

- Review of Relevant Policy and Background Materials including:
  - VSB financial statements for the last 3-5 years for cafeteria operations and school nutrition programs
  - Capital inventory and kitchen infrastructure at 34 school sites in consultation with an accredited commercial kitchen consultant
  - Relevant education policy guiding learning outcomes in Food Literacy K-12

- Provincial and National regulatory standards for Food Safety compliance for preparation and service of food in public schools K-12
- Provincial and District Policy on nutrition standards for VSB schools
- VSB 2021 Strategic Plan
- Supply agreements
- Current community partnerships
- VSB organization chart for allocation of district staff resources to the
- Food Service model and provision of nutrition programs
- Consultation Meetings with:
  - Michele Kelly, Manager, Purchasing and Administrative Services
  - Aaron Davis, Director of Instruction
  - Jennifer Cook, Supervisor, Food Services
  - Lisa Bell, Commercial Kitchen Consultant
- Site Visits to a selection of VSB schools representative of the various food service programs, including:
  - John Oliver Secondary – SPK program
  - Sir Charles Tupper Secondary – Teaching Kitchen with Acelt program
  - Nightingale Elementary – Elementary Lunch Program
  - Magee Secondary – Contracted canteen
  - In 2012, Chemistry Consulting toured 12 VSB-operated cafeterias as part of a review of VSB cafeteria business operations and production of the report *Vancouver School Board Cafeteria Operations Review* in July 2012.

In this report we examine the VSB’s key food service programs to assess their ongoing viability within the parameters of the VSB strategic direction and resources. We look at factors such as enrollment/demand, staffing, financial performance and accountability, infrastructure, administrative requirements, and product quality. We then offer recommendations to VSB that will allow them to align their operations with the goals of the organization and prioritize the allocation of limited resources in a dynamic and changing environment.

## **1.2 LIMITATIONS / ASSUMPTIONS**

This report is limited to presenting information provided by VSB management and accordingly, we do not express an opinion or assurance on the assumptions and outcomes. Further, since the outcomes are based on future events, actual results may vary.

### **Assumptions:**

In developing this report, the following assumptions were made:

- That these recommendations will be implemented and actioned for the 2018/19 school year in order to realize the benefits as outlined in this report.
- That VSB will continue to use the existing management resources for Food Services supervision, and will not be hiring additional staff for the department.
- That supervision of the cafeteria teacher will remain under the school principal.
- That contracting out of food services to branded franchise operations (e.g., Tim Hortons, Starbucks) was not an option to consider due to VSB policy around commercialization.

## 2.0 CURRENT VSB FOODSERVICE PROGRAMS OVERVIEW

### 2.1 SECONDARY SCHOOL TEACHING CAFETERIAS

In the 2017/18 school year, the VSB is operating seven teaching cafeterias. The table below outlines the usage of VSB teaching cafeteria facilities including teaching blocks in the Culinary Arts programs and student participation in food sales. Approximately 17% of the total student population use teaching cafeterias for subsidized nutrition programs or food purchases. Five of the teaching cafeterias are used for Site Production Kitchens (SPK), producing approximately 100 additional meals/day for the VSB Delivered Meals Program.

**Table 1 2018 Update** – the number of teaching blocks continues to drop, as does enrollment in the Culinary Arts programs.

**Table 1 – 2018 Update**  
**Usage of VSB Teaching Cafeteria Facilities**

Location	School Enrolment	2018 Teaching Blocks / # of students	# Students /day Nutrition Programs	# Students / day Cash Sales	% School Pop served	SPK
Britannia Secondary	642	1 / 5	199	4	32%	
David Thompson	1373	4 / 100	30	84	8%	yes
Gladstone	935	6 / 160	51	103	16%	
John Oliver	1113	4 / 100	7	85	8%	yes
Templeton	828	0	55	60	14%	yes
Tupper	1068	6 / 125	101	52	14%	yes
Vancouver Technical	1589	8 / 200	182	111	18%	
Windermere	1010	7 / 175	27	88	11%	yes
<b>TOTAL COUNT</b>	<b>8558</b>	<b>36 / 865</b>	<b>652</b>	<b>587</b>	<b>14%</b>	



**Table 1 – Usage of VSB Teaching Cafeteria Facilities**

Location	School Enrolment	# Teaching Blocks (2017)	# Students / day nutrition programs	# Students / day cash sales	% School Pop served	SPK
Britannia Secondary	558	1	203	10	38%	
David Thompson	1449	4	13	101	8%	yes
Gladstone	1048	6	61	112	17%	
John Oliver	1055	4	5	138	14%	yes
Templeton	758	0	52	95	19%	yes
Tupper	1004	8	78	111	19%	yes
Vancouver Technical	1598	8	156	170	20%	
Windermere	1039	4	19	88	10%	yes
<b>TOTAL COUNT</b>	<b>8509</b>	<b>35</b>	<b>587</b>	<b>825</b>	<b>17%</b>	

Two of the schools listed in Table #2, David Thompson and Tupper, deliver the ACE IT program (Accelerated Credit Enrolment in Industry Training) which is a high school apprenticeship program providing students with credit towards graduation as well as post-secondary credits towards Level One Technical Training and their Cook Level 1 certification.

### Enrollment/Demand

Over the past 20 years, while the general population of the City of Vancouver has increased, enrollment in VSB schools has declined by 14.5%.<sup>2</sup> Vancouver’s exorbitant housing costs are driving families with children out of Metro Vancouver in search of more affordable housing options in the outlying suburbs. In addition, Vancouver continues to see the “gentrification” of many of its neighbourhoods, specifically in areas that were initially developed to house trades workers supporting railways, shipyards and manufacturing industries. This “social upgrading” is

<sup>2</sup> VBE Long Range Facilities Plan (Board Approved – May 24, 2016)

tied to increased wealth/income in families which, in turn, is often tied to higher education. Children whose families were traditionally tradespeople, are now being encouraged to attend college and university for their post-secondary education and, as a result, the demand for trades-related training and skills development at the secondary school level has declined.

Even in the lowest socio-economic neighbourhoods, many families believe that cook/chef wages are too low, the hours are too long, and the rewards too little for the amount of time that must be invested in training. However, many opportunities exist to build a career in the food service sector earning a competitive salary.

It is ironic that at a time of a major shortage of cooks and chefs in this province, we are attracting fewer and fewer youth into this career path. According to a study conducted by go2HR, the demand for Cooks and Chefs in BC is projected to increase at an average annual rate of approximately 1.5% over the next 10 years. Table 2 on the following page outlines the number of job openings forecast over the next few years, until 2020.

**Table 2 – Demand for Cooks and Chefs in BC**

Position	# of Job Openings	Average Salary
Chef	2,470	\$30, 516
Cook	6,810	\$25,897
Front Counter Attendant / Kitchen Helper	11,810	N/A

Source: 2011 RKA based on BC Labour Market Scenario

In the 2016/17 school year, 787, or approximately 9% of the students attending schools where Culinary Arts is offered, participated in this program. In 2017/18, enrolment in Culinary Arts courses is estimated to be 700 students. Over the past several years, enrolment in the Culinary Arts has declined, resulting in fewer teaching blocks being timetabled for each cafeteria as evidenced in the table to the right.

Table 3 – CA blocks 2014-2018

Year	# of Culinary Arts teaching blocks
2018/19	36
2017/18	35
2016/17	38
2015/16	41
2014/15	60 (est)

**Table 3 2018 Update** – the number of teaching blocks has not significantly increased and is expected to decline proportionate to overall school enrolment trends.

Anecdotally, Principals are aware that many students view the Culinary Arts 11/12 course as an “easy credit”, and sign up to fulfill their timetable obligations as opposed to exploring any true interest in developing cooking skills.

### Staffing

Each teaching kitchen schedules four support staff daily for a minimum 5.5 hour shift at an average wage of \$24.60 per hour plus 25% benefits. One or two of the support workers in a teaching kitchen may have their shift extended by 30-60 minutes if the cafeteria is also a Site Production Kitchen (SPK) producing breakfast or lunches for delivery in the Food 4 Schools program. The staffing complement of four support workers in each teaching cafeteria is static, and is not based on program enrollment, or number of teaching blocks scheduled.

Originally, cafeteria staff members were hired as “support” workers to the Culinary Arts education program. Their roles have shifted over time, and while they still support the teacher by assisting with the students during teaching blocks, up to 50% of their time is now more focused on the production of food for sale or delivery, rather than student support.

In the teaching kitchens where the ACE IT apprenticeship program is delivered, there must be one Red Seal designated cook (Professional Cook 3) in the kitchen. Culinary Arts teachers are required to have their teaching certification, but no professional cooking designation. The Red Seal Cook requirement is met by the qualifications of one of the support staff.

## Financial Performance / Accountability

**Table 4 2018 Update** – Food Services expenses continue to exceed budget and revenue continues to fall short of targets. This trend demonstrates the uncontrollable budget items that expose the VSB to significant financial risk.

From the table below which outlines basic operating expenses (labour and supplies) and revenues, it is apparent that the teaching cafeterias exceed budgeted expenses and generate a financial loss to the VSB. In 2016/17, budgeted teaching cafeteria operating expenses were \$1.1M. Expenses exceeded budget by \$230K. It is significant to note that cafeteria sales revenues fell short of budget by \$200K. As there is no requirement for students to purchase food from the school cafeteria, revenue targets that are not met create an unfunded liability to the District which has to be made up from other sources.

**Table 4 - Teaching Cafeteria Financial Performance**

Expenses/Revenue	2016/17 Budget	2016/17 Actual	Variance	2017/18 Budget	2017/18 Actual	Variance
Salary & Benefits	\$1,331,900	\$1,340,862	+1.0%	\$1,168,900	\$1,182,500	+1.2%
Food Supplies	886,778	921,341	+3.8%	695,244	816,216	+17.4%
Revenue	-1,094,824	-905,870	-17.2%	-777,445	-672,799	-13.5%
<b>Total Expense less Revenue</b>	<b>\$1,123,854</b>	<b>\$1,356,332</b>	<b>+20.1%</b>	<b>\$1,086,699</b>	<b>\$1,325,917</b>	<b>+22.0%</b>

Operating expenses include staffing and supplies for the cafeterias. Indirect costs of operations such as infrastructure, administration, management salaries, teaching salaries, and capital equipment costs are not accounted for in Table #5.

For the 2016/17 school year, the teaching cafeterias incurred basic operating expenses of \$2.3 million, which were offset by revenues (food sales) of \$906,000, resulting in an operating cost of \$1.4 million. (See Table 5 on the following page.)

**Table 5 – Teaching Cafeteria Offset Expense Credits**

2016/17 Expense	2016/17 Cash Sales	Operating Cost	Offset Expenses CLINK/COV	Total Operating Cost
\$2,262,000	\$906,000	\$1,356,000	-\$1,100,565	\$255,435
*data from VSB FAST 2016/17 year end				

### Management/Administrative Requirements

This operating cost of \$1.4 million is mitigated substantially with the special fund subsidies that are allocated to the school cafeterias from the City of Vancouver and CommunityLINK funding to support the Food4School and LunchSmart programs. Taking these subsidies into account, the operating loss is reduced by \$1.1 million to \$255k. Table 6 demonstrates the considerable positive impact to the VSB Operating budget associated with using revenue from CommunityLINK and City of Vancouver to offset core operating expenses of the VSB teaching cafeterias. It is important to note that operating expenses do not account for capital equipment repair/replacement or infrastructure costs required to teach Culinary Arts and/or to produce school lunch as required by CommunityLINK and City of Vancouver.

The Food Services Supervisor is responsible for the management of the 45 support staff working in the teaching and non-teaching cafeterias, in addition to the employees on call. In 2016/17, an average of 6 to 10 permanent staff were absent, representing an average daily staff absenteeism rate of 13%. It is estimated that the Food Services supervisors spend approximately 10 hours per day on staff management tasks.

Food Services is also responsible for management of purchasing programs, money collection, food safety, food quality, adherence to Healthy Food Guidelines, and decisions around maintenance/replacement of all infrastructure and equipment related to commercial kitchens in the schools.

## Infrastructure and Capital Equipment

Many of the VSB's teaching kitchens are housed in schools that are over 50 years old. Given the age of these buildings, maintenance costs are higher than for newer buildings and while maintenance work is required, it is often deferred due to budget constraints. In addition, the District is managing a process of seismic upgrading of the schools. Prioritizing these schools is based on criteria that considers whether the school has the highest seismic risk, has high deferred maintenance, and has a planned utilization of 95% or greater. According to the VBE Long Range Facilities Plan dated May 2016, only Vancouver Technical and Tupper have completed the seismic remediation process while David Thompson, John Oliver and Templeton have been approved for feasibility study and Britannia, Gladstone and Windermere have not yet been approved to begin the feasibility assessment.



The teaching kitchens have specific equipment and facility requirements to ensure that students in the Culinary Arts program are learning skills and using tools and equipment that are modern and meet industry standards. Based on an assessment by a professional commercial foodservice facility consultant conducted in August of 2017, the ACE IT teaching kitchens should have an inventory of equipment valued at \$800k, while the inventory of equipment required in the Culinary Arts teaching kitchens has a value of \$450k. Table 7 on the next page summarizes the status of the equipment in the teaching kitchens according to the consultant's professional assessment.

Both ACE IT kitchens (David Thompson and Tupper) have approximately 50% of their equipment falling into the Poor or Fair categories, indicating that it should be replaced either immediately, or within the next five years. Based on the total inventory expense of \$800k for an ACE IT kitchen, the VSB will have to spend an estimated \$400k on each of these kitchens in the next five years to maintain a quality level of instructional tools for this program.

**Table 6 - VSB Teaching Kitchens' Equipment Lifespans**

Secondary School		Poor, should replace	Fair, less than 5 years	Good, 5-10 year life	Excellent, greater than 10 year life	Total Poor and Fair
WINDERMERE	2011	11%	24%	58%	8%	34%
	2017	6%	31%	64%	0%	36%
VAN TECH	2011	6%	46%	34%	14%	52%
	2017	20%	41%	25%	14%	61%
BRITANNIA	2011	8%	29%	49%	14%	37%
	2017	10%	32%	46%	12%	42%
DAVID THOM.	2011	10%	40%	38%	12%	50%
	2017	16%	33%	42%	9%	49%
JOHN OLIVER	2011	15%	26%	43%	15%	41%
	2017	9%	30%	45%	16%	39%
TUPPER	2011	9%	32%	50%	9%	41%
	2017	12%	40%	40%	7%	52%
TEMPLETON	2011	20%	30%	35%	15%	50%
	2017	16%	36%	29%	20%	51%
GLADSTONE	2011	23%	29%	39%	10%	52%
	2017	19%	28%	37%	16%	47%

In the remaining teaching kitchens, we see a range of 36-61% of kitchen equipment falling in the Poor or Fair categories and an average of 46% of equipment needing to be replaced in the five different facilities. Based on the total teaching kitchen inventory expense of \$450k the VSB will need to spend approximately \$207k on each of these six kitchens for a total cost of \$1.04 million over the next five years.

**Table 7 - Summary of VSB Teaching Kitchens' Equipment Expense\* 2017-2022**

Kitchens	Equipment Inventory value per kitchen	Average % of equipment to be replaced by 2022	Average \$ required per kitchen by 2022	Total
Five - Culinary Arts	\$450k	46%	\$207k	\$1.04 million
Two - AceIT	\$800k	50%	\$400k	\$800k
<b>Total</b>				<b>\$1,840,000</b>

\*Equipment purchase expense only, does not include installation or facility updates.

Some of the key issues identified by the Commercial Kitchen Consultant are as follows:



- Other than John Oliver, the teaching kitchen space is tight (especially for ACE IT program delivery). Equipment has been added *where it can fit*, rather than where it is needed for efficient use.

- Teaching kitchen facilities have inefficient work flow areas and there is high potential for cross-contamination of food product.

- The facilities utilized as SPKs require additional equipment to ensure health and food safety conditions. Specifically, this would entail additional holding refrigeration, loading dock access, work surfaces, large capacity production equipment, and larger storage units (dry, refrigerated and frozen).

- At all sites the current exhaust hoods and interconnected ducting and fan(s) do not

meet the latest codes in effect. While they are meeting the accepted code of the time of installation, current codes require a high energy efficiency which has an operational and cost impact. In addition, all sites are facing the following issues:

- Inadequate coverage by the hood.
  - Inadequate number of hand sinks
  - Lack of slip-resistant flooring in all locations
  - Improper floor drains
- Painted drywall at most sites has a low-wear life and requires consistent maintenance to ensure paint is not chipping off, and water is not getting into the wall/building structures and creating a high mold hazard. Many sites appear to have painted-over asbestos on the walls.
  - As required, equipment should be replaced with Energy Star standard models.
  - At all sites (excluding those with stainless-only equipment), wear is showing on custom work counters / tables and service counters including dirt in the millwork laminate, dirt in the maple joints, mold in the maple tops, exposed wood - mold trap, rust potential on the non-stainless components.



- Wood-fabricated Walk-in Coolers and/or Freezer units have disintegrating/rotting wall bases / door frames, mold forming at joints, mold forming on walls, and are not good for energy efficiency. In August, the VSB had two walk-in coolers declared “Not in Compliance” due to rot and mold found in the wooden lined walls of each cooler. The temporary fix (one year) for these two coolers cost \$10,000 and then both must be replaced to industry standard.
- Refrigeration systems are slowly being changed out from the *use & dump* water units to air cooled units. None of the water units observed were on closed-loop systems, therefore they are not energy efficient.

## Observations

- Culinary Arts is an important learning opportunity for some students with jobs available for skilled labour in the culinary and service industry.
- It is difficult to justify having four support staff in the kitchens for the Culinary Arts programs. The allocation of these staffing resources to Culinary Arts is significant compared to the allocation of resources to other school programs, or to school operations as a whole. In addition, most VSB program resources are allocated based on a per student formula, however Culinary Arts staff resources are fixed, regardless of program enrolment.
- Other school districts with Culinary Arts programs require a Red Seal Chef instructor.
- Too few resources are spread between too many locations to be efficient.
- No strategic plan is in place to address the changing demands for teaching blocks, staff allocation or equipment and capital replacement.
- The lack of financial accountability for the teaching cafeteria operations is very concerning. Actual expenses were greater than budgeted for all school sites. There are no inventory controls in place and minimal cash controls. In addition, the VSB has no strategic plan or budget for repair and replacement of equipment in the school kitchens, therefore Food Services is forced to address these issues on a case by case basis. Many of the cost overruns appear to be the result of “reactive management” especially with regards to equipment breakdowns.
- Through conversation with the current Food Services Supervisor and other industry colleagues, the consultants are unaware of any other school district in Canada that resources their Culinary Arts programs with four support staff. The expectation in most schools is that the program itself is robust enough to operate with student experiential learning, teacher supervision, and minimal paid support staff (1-1.5 FTE)

## 2.2 SECONDARY SCHOOL NON-TEACHING CAFETERIAS

The VSB manages a total of 10 non-teaching cafeterias across the district – three are operated internally with VSB employees, while seven are contracted out. Currently, a single supplier holds the contracts for all seven contracted cafeterias and pays VSB a commission on sales (approximately \$13,000 per site) for use of the existing cafeteria kitchen facilities, but does not utilize the full kitchen physical plant.

**Table 8 2018 Update** – the percentage of the school population served by the cafeterias has declined since 2017

The following table shows that approximately 10% of students use school cafeterias for cash food purchases in non-teaching cafeteria locations.

**Table8 - Non-teaching Cafeterias – Student Usage – 2018 Update**

School	School Enrolment	# Students per day Cash Sales	% School Pop served
Byng	1280	143	11.2%
Churchill	1992	160	8.0%
Hamber	1587	126	7.9%
Killarney	1845	132	7.2%
Kitsilano	1388	67	4.8%
Magee	1026	120	11.7%
Point Grey	955	63	6.6%
Prince of Wales	979	156	15.9%
Templeton	828	60	7.2%
University Hill Sec	765	111	14.5%
<b>TOTAL COUNT</b>	<b>12,645</b>	<b>1,138</b>	<b>9.0%</b>

Note: Data in this table is based on October reports from Bullfrog POS for VSB-operated sites, and Canuel sales data for September.

**Table8 - Non-teaching Cafeterias – Student Usage**

School	School Enrolment	# Students per day Cash Sales	% School Pop served
Byng	1299	177	14%
Churchill	1989	179	9%
Hamber	1609	135	9%
Killarney	1867	102	7%
Kitsilano	1350	75	6%
Magee	1112	150	14%
Point Grey	1061	88	11%
Prince of Wales	1082	140	13%
University Hill Sec	690	123	18%
<b>TOTAL COUNT</b>	<b>12,059</b>	<b>1169</b>	<b>10%</b>

Note: Templeton not included as 2016/17 data not available

The VSB Food Services supervisor manages the staff at the VSB-run cafeterias, while the contractor in the other facilities is responsible for its own staffing and the VSB does not incur the expense. As mentioned in the previous section on the Teaching Kitchens, Food Services manages a total staff complement of 43 which includes the staff in the three non-teaching cafeterias.

### Financial Performance / Accountability

Financially, the contracted model of cafeteria foodservice delivery is logical. VSB receives commission revenue from the contractor at the seven cafeterias and is not responsible for the basic operating costs (staffing and supplies) that are incurred in the contracted facilities. The contracted foodservice operator appears to be doing a good job of foodservice and food safety.

Table 9 - Contracted Cafeteria Commission Revenue

Contracted Cafeterias	Commission Revenue 2016/17	Commission Revenue 2017/18
7 locations	\$82,000	\$90,281

**Tables 9 and 10 2018 Update** – while commission revenue from the contracted cafeteria operations remains steady, the VSB-operated non-teaching cafeterias continue to operate at a loss based on labour and supply costs alone, and not factoring in capital equipment or infrastructure expenses.

The VSB-operated non-teaching cafeterias all operate at a net loss, except for Churchill Secondary, which receives subsidies from the City of Vancouver and Community Link funds as a result of its participation in the production of meals for the Food4School and LunchSmart programs. Without this funding, Churchill Secondary would operate at a deficit of almost \$110k.

Table 10 – 2018 Update  
VSB Non-Teaching Cafeterias – Financial Performance

School	*Operating Expenses \$	Food Sales \$	CLINK/ Funding \$	Net Operating Cost \$
Churchill	\$307,946	174,356	\$32,530	-\$101,060
Killarney	300,968	145,707	0	-\$155,261
Centre Café	275,154	244,710	0	-\$30,044
Templeton	297,488	66,470	54,094	-\$176,924
<b>TOTAL</b>	<b>\$1,187,835</b>	<b>\$660,039</b>	<b>\$86,624</b>	<b>-\$441,172</b>

\*Operating expenses are labour and supply costs and do not include capital equipment or infrastructure.

**Table 10 - VSB Non-Teaching Cafeterias – Financial Performance**

School	*Operating Expenses \$	Food Sales \$	CLINK/COV Funding \$	Net Operating \$
Churchill	\$301,239	191,790	\$121,456	\$12,007
Killarney	255,200	134,095		\$121,105
Centre Café	281,433	273,569		\$7,864
<b>TOTAL</b>	<b>\$837,872</b>	<b>\$599,454</b>	<b>\$121,456</b>	<b>\$116,962</b>

\*Operating expenses are labour and supply costs and do not include capital equipment or infrastructure.

### Equipment and Infrastructure

As with the teaching cafeterias, the non-teaching cafeterias operate in school facilities that are aging and in need of seismic upgrading. The older the facilities, the higher the maintenance costs. The VSB is responsible for facility maintenance in all of the non-teaching cafeterias, whether contracted or internally operated.

In the schools where the cafeteria operations are contracted out, a great deal of the food served is produced at the contractor’s central commissary and therefore there is no need for the VSB cafeteria facilities to house the equipment required in a full production kitchen. The limited list of equipment that is needed for food service is resourced jointly between VSB Food Services and the contractor.

### Sample “Canteen-Style” Contracted Cafeteria Setup



**Table 11 - Kitchen Equipment Replacement Costs**

Type of Kitchen	Canteen	Non-teaching	Teaching	AceIT
Equipment Replacement Value *	\$167,295	\$439,360	\$452,810	\$797,420

\*Note: Installation and renovation costs not included.

The VSB-operated non-teaching kitchens at Killarney, Churchill and Templeton have more extensive equipment requirements due to on-site food production, with estimated equipment inventories in each site valued at \$439k. According to the kitchen equipment assessment done in August 2017 by Lisa Bell & Associates, approximately 55% of the equipment in each of the three school cafeterias is in poor to fair condition and should be replaced immediately or within five years. Estimated costs for this equipment replacement is \$725k.

### Centre Café

The Centre Café is a cafeteria-style food service facility operated by the VSB at the Education Centre (VSB offices) in downtown Vancouver since they opened in 2012. It serves as both a “business” with the sale of food to staff and public, and as a “lunch room” space for staff who bring food from home.

While the original intent of the Centre Café business may have been to provide site-based food service for VSB staff, currently approximately 60% of daily food sales are to the general public. Centre Café prices are seen as “expensive” by VSB Staff, who primarily use Centre Café as a lunch room. Alternatively, customers from neighbouring businesses see the prices as “inexpensive”, which is the reality compared to other food service options in the neighbourhood.

There is significant commercial competition within three blocks of this location from branded operations such as Starbucks, Tim Hortons and Subway.

Centre Café sales volumes have declined steadily in the past 5 years. This change is partly due to a reduction in the number of VSB staff working from the Education Centre. Approximately 100 administrative staff have been eliminated or relocated to other office space since 2012. The

following tables shows the decline in transactions per day and hour, using data available since 2015.

**Table 12 - Centre Café Sales Activity Sept 1-Nov 1, 2015-2017**

Year	Total Transactions	Avg # Transactions per Day	# transactions per hour
2015	5685	135	19
2016	6111	146	21
2017	5361	128	18
Data taken from Bullfrog Point of Sale			

Centre Café provides catering services for VSB meetings at the Education Centre during operational hours. Catering services are limited by the equipment, space and capacity of the VSB Café staff and are primarily coffee/tea service, muffins, and sandwiches. Catering sales are also limited by the VSB department budgets, which have been reduced in recent years, thereby restricting the funds available to purchase food to cater meetings. The Centre Café daily menu and catering menu have not changed significantly in 15 years. After many years of static pricing, there was a substantive pricing increase in 2016 to better align the Centre Café catering with competitors.

**Table 13 - Centre Café Catering Sales**

Year	Total Sales
2013	\$134,973
2014	\$117,660
2015	\$123,325
2016	\$153,058
2017	\$97,804
Data from FAST	

There is no teaching component to Centre Café and it had at a net operating loss of \$13K in 2016/17 and the operation required two new commercial coolers to replace equipment at end of life.

## Observations

- Looking at the number of cash sales per day, an average of only 9.6% of the student population uses the VSB-operated non-teaching cafeterias daily. In the case of Killarney this figure is 5.5%, at Churchill it is 9% and at Templeton it is 12.5%. These low usage rates make it difficult to justify the growing operational costs and infrastructure and equipment investments that will be required in the next five years to continue operating these facilities.
- In a number of secondary schools where student use of the cafeteria is less than 10% of total population, there needs to be a rationalization of future feasibility with respect to usage versus operating and capital cost requirements.
- The Centre Café operated in VSB office building is in direct competition with the many local foodservice options in the area. Sales volumes are insufficient to cover expenses resulting in an operating deficit. During several visits to the Centre Café, it was observed that many (if not most) staff use the space as a lunch room where they can sit and eat food brought from home, rather than purchasing meals at the cafeteria counter.
- The VSB places great importance on adherence to the Healthy Food Guidelines as they relate to menu development and products served in the school cafeterias. There is some loss of control over products and menus in the contracted cafeterias. Pricing can also be a concern in the contracted facilities. Both of these concerns can be monitored by the Food Service administration based on ongoing contract management.

## **2.3 FOOD4SCHOOL PROGRAM AND SITE PRODUCTION KITCHENS (SPKS)**

The Food4School program is a cold lunch/breakfast program developed with the goal of feeding children who are coming to school hungry and need adequate nutrition in order to learn. Participants in Food4School are identified by teachers and principals at schools so the program is focused on children in need. Food4School is fully subsidized for participants. The City of Vancouver provides funding to the VSB for production and delivery of meals to select elementary schools. In addition, VSB uses the SPK model to deliver meals to 16 additional schools and receives funding from CommunityLINK to support this program. In total, 93,000 meals were produced in 2016/17 at Site Production Kitchens (SPKs) and delivered to 34 schools.



There are currently six SPKs, four producing lunch and two producing breakfast. The sites were selected based on a number of criteria with storage and loading bay capacity being priorities, as well as the ability to produce an average of 100 meals per day.

Schools receiving Food4School meals do not require on-site staff, nor kitchen facilities and equipment. The meals are delivered in coolers and distributed by school staff in a way that works best for their students, staff and facilities. There is no money collection required and therefore no additional administration or security needed. In addition, the program operates using existing purchasing agreements for supplies. Principals are strong proponents of the Food4School program because it is simple and it directly meets the needs of hungry children.

Because the SPK meal production is taking place in existing VSB cafeteria facilities, there is minimal additional infrastructure or equipment costs to operating the SPK. Having said that, SPK production taxes infrastructure and equipment and therefore presents a liability to VSB. According to the commercial kitchen consultant, the estimated unfunded liability of infrastructure required for the ongoing operation of the cafeterias that provide the Food4School program is in excess of \$2-3 million.

### Observations

- Food4School is efficient in the delivery of safe, nutritious meals at a reasonable cost, and targeted at the students who need it most.
- The opportunity exists to move to a catered/contracted supplier for meals which would reduce operating costs as well as mitigate the unfunded liability of infrastructure and equipment maintenance currently faced by the VSB. Savings would expand the delivered meal program to additional schools and fund the participating for approximately 100 more students.
- Some Culinary Arts teachers like the routine production of SPK and use it for curriculum outcomes, while others find it “an annoyance” and do not include SPK production in their teaching agenda.

Food4School Delivery Coolers



## 2.4 HOT BREAKFAST/HOT LUNCH PROGRAMS

Currently, VSB Food Services manages four types of hot lunch / hot breakfast programs at several of the district’s secondary and elementary schools, as follows:

### 2.4.1 Hot Lunch Elementary

The VSB provides universal hot lunch programs at the District’s elementary schools identified as having high numbers of vulnerable learners. Currently, the VSB is operating universal hot lunch programs at 13 different elementary school sites – ten are subsidized and three are “full pay”.

Each month, the school sends home an envelope for families to return with their contribution towards the Hot Lunch Program. The envelopes, if returned at all, seldom contain sufficient funds to cover the cost of a student’s participation in the program (\$80-90 per month). As an example, the table below outlines the envelope funds collected in October 2017. Based on the assumption that none of the participating vulnerable students (on the Social Security Index - SSI) return an envelope and therefore do not contribute any money, the shortfall of those families participating who should contribute the full cost is projected to exceed \$500k for the 2017/18 school year.

**Table 14 2018 Update** –.The participation/payment trends continue in 2018 for the Universal Hot Lunch Program. Data shows that there is still an operating shortfall, although it has declined since 2017 with the transition of Norquay to delivered meals. It remains that the revenue collected from the envelopes submitted by participating families is substantially below the cost to run the program and that many children who are participating in this program do not fall into the “vulnerable” classification, and should not be receiving subsidized meals.

**Table 14 - Elementary Universal Hot Lunch Participation/Payment Data October 2017**

Year	# Schools	# Students SSI	# Students Participating	# Envelopes Collected	Expected Revenue from Non SSI	Revenue collected	Shortfall / month	Shortfall / year
2017	13	664	1875	1191	\$ 119,889	\$ 64,224	\$ (55,665)	\$(556,650)
2018	12	627	1484	1099	\$ 90,000	\$ 63,864	\$ (26,121)	\$(260,000)
*Assume all SSI students pay nothing and do not return envelope.								

The SSI column (Social Security Index) indicates the number of students at each school who are considered to be vulnerable, and therefore candidates to participate in the subsidized program. The actual number of participants surpasses the SSI number at each of the elementary schools on the list, which leads to the assumption that there are, in all likelihood, non-vulnerable families

taking advantage of this universal program at well below the suggested contribution levels. The following table provides a snapshot of program participation at four elementary schools and associated envelope data as reported by the contracted security service's June 2017 report.

**Table 15 2018 Update** – The number of students who are participating in the Hot Lunch program is still far greater than the SSI listing for each school. Further, the % of these students who are receiving subsidized meals remains relatively constant compared to 2017.

**Table 15 – 2018 Update**

**Sample Envelope Contribution Data, May 2018**

School	School SSI	Student participation per day	% of Participants on SSI	# Envelopes Collected	# Students no Envelope & \$0	# Envelopes \$50 or less	% Participants subsidized
Hastings	60	140	42.9%	127	13	77	64.3%
T-Bird	53	180	29.4%	146	34	128	90%
Tillicum	19	55	34.5%	50	5	30	64%
Strathcona	144	280	51.4%	82	198	54	90%

**Table 15 – Sample Envelope Contribution Data, June 2017**

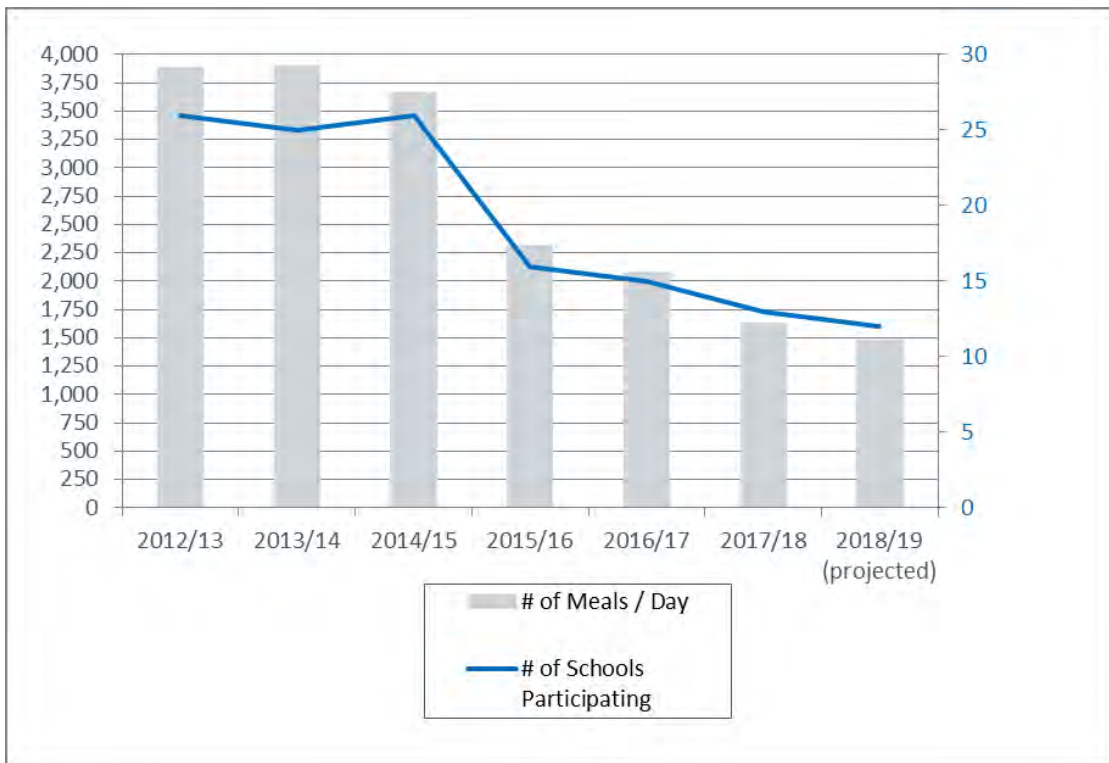
School	School SSI	Student participation per day	% of Participants on SSI	# Envelopes Collected	# Students no Envelope & \$0	# Envelopes \$50 or less	% Participants subsidized
Hastings	57	160	36%	143	17	95	70%
T-Bird	57	190	30%	138	52	124	93%
Tillicum	21	60	35%	50	10	30	67%
Strathcona	156	325	48%	117	208	87	91%

Table #15 shows that less than 50% of the hot lunch participants at each of the schools would be considered vulnerable and yet a very significant percentage of them (up to 93% in one school) were subsidized having contributed \$50 or less towards the program in their envelope.

With the gentrification of city neighbourhoods, there has been a shift in the numbers and locations of the City’s vulnerable population and thus children in the need for nutrition services at schools. There are few “pockets” of vulnerable children in certain locations; rather this demographic is spread out all over the city. Not only has general school enrollment been in decline, but data also shows a significant decline in lunch program participation over the past five years.

**Table 16 2018 Update** –School enrollment and elementary hot lunch program participation continues to decline in 2018.

**Table 16 – 2018 Update**  
**Historical Elementary Hot Lunch Program Participation**



Given the demographic shift and declining enrolment, it has made sense in the past few years to transition several schools from the Universal Hot Lunch Program to the delivered meal programs. Data shows that when this transition takes place, the number of children registering for nutrition

**Table 17 2018 Update** – Norquay Elementary transitioned to delivered meals in 2018 and the lunch program enrollment trend that we saw in previous transitions perpetuated. Enrollment in the delivered meals program dropped to within 10% of the identified SSI vulnerable students and the District eliminated the cost of subsidized meals for non-vulnerable children.

services significantly declines. Table 17 below shows the figures for two schools who recently moved to delivered meals (note the continued decline in Carleton SSI numbers as the city gentrifies in this area in particular).

**Table 17 – 2018 Update  
Lunch Program Enrollment Shift**

School	Universal Hot Lunch 2017	Delivered Meals 2018	2018 SSI Vulnerability Index
Norquay Elementary	122 students	21 students	28 students

**Table 17 – Lunch Program Enrollment Shift**

School	Universal Hot Lunch 2015	Delivered Meals 2016	2016 SSI Vulnerability Index	Delivered Meals 2017	2017 SSI Vulnerability Index
Carleton Elementary	130 students	12 students	25 students	8 students	17 students
Brock Elementary	110 students	14 students	11 students	14 students	12 students

The management and administration resources required to effectively deliver the Hot Lunch Programs in their current model is significant. Food Services staff are required to manage six different supplier contracts specific to this program, including providing ongoing contract oversight and annual review and renewal. One of these contracts is with a security services firm that picks up the monthly financial contributions (the envelopes) and processes and deposits the funds. The cost of this contract is approximately \$20k annually. In addition, the back of house administration of this program is onerous, with involvement required from Food Services administration, Lunch Program staff, School Office staff, Principals, and the Finance, Employee Services, Risk and Purchasing departments of VSB.

The hot lunch meals are served by one staff person along with student volunteers. The staff person reports to the school Principal who is also involved in coordinating the program at the school level, making the hot lunch nutrition program much more labour-intensive than delivered meals.

Service of the Hot Lunch Program also requires infrastructure within the school. A kitchen facility with a commercial-grade dishwasher and fridge are required at a minimum. The VSB Food

Services operating budget does not include any equipment repair or replacement for this program. As discussed earlier in this report, the maintenance of the equipment and infrastructure is a substantial capital expense that has not been budgeted for, and is not funded. The lunch kitchens are on average 30 years old and require equipment repair/replacement and facility upgrading.

#### Example of Elementary Hot Lunch Kitchen



#### 2.4.2 Hot Lunch Secondary School program – 17 sites (part of cafeteria operations)

Students at secondary schools who require nutritional support are identified by the principal to participate in the LunchSmart Program. In this model, families contribute what they can monthly towards the program (to a recommended amount) in an anonymous envelope sent home with the student, or the principal approves the student to participate with full subsidy for the year. LunchSmart participants are provided with a swipe card for use in the school cafeteria. Similar cards can be used by all children at the schools so that the anonymity of the LunchSmart participants is preserved. Under this model, the number of children receiving subsidized lunch closely correlates to the SSI data as demonstrated in Table 18 on the following page.

**Table 18 – 2018 Update**  
**Student Participation in Secondary “Hot Lunch” Programs**

Year	# VSB Secondary Schools*	# Students on SSI 2017 VSB/Provincial Data	# Students Participating in Subsidized Lunch Programs
2017	17	824	878
2018	17	937	628

\*King George excluded as noted separately below

### 2.4.3 Hot Lunch Secondary –subsidized meals

VSB operates a “hot lunch” program at three secondary school sites where there is no teaching cafeteria and the District does not provide food sales. The program is specifically in place to provide lunch for children on the subsidized school lunch program. The lunch is cooked from scratch by a VSB staff person (Cook) and prepared on-site in a commercial kitchen. Students eat in the school cafeteria. In the past, these programs served over 100 students per day, however enrolment in the schools and uptake for the subsidized lunch program has declined over the last 5 years. The table below provides an overview of the participation numbers and expenses of this program in the 2016/17 school year.

**Table 19 2018 Update** –.The commercial kitchens at King George and Total Education experienced total equipment and facility failure and were deemed unsafe for continued operation. They were shut down in 2018 and the lunch program was converted to delivered meals.

**Table 19 – Lunch Program Participation and Expenses**

School	# SSI students	# students / day	Operating Costs
King George	19	35	\$40k
Total Education	N/A	35	\$38k
Spectrum	N/A	80	\$61k

Note 1: There is no isolated SSI for Total Education or Spectrum schools as these programs are part of Killarney and Hamber schools respectively.

Note 2: Operating Costs do not include capital equipment repair/replacement or infrastructure.



## Observations

- The administrative responsibilities of the Hot Lunch Programs detract school resources, principal and staff time from the core business of teaching and learning.
- Shrinking student enrollment and declining participation in this type of program creates an opportunity for a cost-efficient program to provide nutritional services to those who need it.
- Operating costs are high compared to other possible catering methods.

## 2.5 SECONDARY ALTERNATIVE PROGRAMS

The VSB provides Alternative Programs for grades 8-12 children who it has determined will better achieve school success in specialized learning environments. These programs can include support for students who:

- Learn better in a small school environment
- Learn better with focused teaching from one or two teachers only
- Learn better with students who are in similar situations (e.g., new mums and dads)
- Require inter-agency support from the Ministries of Children and Family Development, Health or Criminal Justice

There are 21 Alternative Programs that receive funding from CommunityLINK (CLINK) to provide nutrition services to the students enrolled in the programs. The total annual budget from CLINK for all Alternative Programs combined is \$500K. In total, there are about 400 students participating in these meal programs.

Food Services administers meal programs in all 21 Alternative Programs which fall into one of the following three main categories:

1. “Grocery Shopping” – The program staff purchase groceries, and the staff and students prepare the food on-site as part of student learning at school. CLINK funds the food and supplies while the staff cost is covered as part of the school program.
2. “LunchSmart” – This delivery model is an option when the alternative program is located within a school that has an existing cafeteria operation. The students eat at the school cafeteria using a LunchSmart card.
3. Invoice (3rd Party) - Some inter-agency programs have community kitchens. In this case, the agency programs “invoice” VSB Food Services on a price-per-meal.

## Observations

- The diversity of delivery models for these Alternative School foodservice programs makes it increasingly difficult for Food Services to manage the administrative requirements given their existing resources.
- Where students can be served using existing programs such as LunchSmart or Food4school, the Board can generate resource efficiencies.
- The programs funding staff and kitchen infrastructure should be considered for other models such as Food4school.
- At a minimum, the operating costs for the “Grocery Shopping” model should be moved from Food Services budget to the school program budgets.

## 3.0 RECOMMENDATIONS

Based on our review of the VSB Food Services programs as summarized in the previous chapters, this chapter presents recommendations regarding changes that should be made to achieve the goal of aligning and prioritizing VSB Food Services resources with the 2021 strategic goals of the VSB and Food Services program goals.

Overall, it is obvious that VSB Food Services is over-extended due to the number and variety of different nutrition programs being offered. Too many programs exist and each program requires a unique set of administrative practices and resources, and currently none are resourced sufficiently to ensure regulatory compliance and quality control.

Food programs are operated in aging facilities with aging equipment that will require significant capital reinvestment if they are expected to continue in the same manner. (Please refer to Appendix B for more information on the status of equipment and infrastructure in the VSB kitchens.) In addition, student demographics and demand for food services have changed and many cafeterias are obsolete against external competition.

The current model for food services across the system is not sustainable and requires significant change.

In order to achieve the VSB's goal of aligning its teaching and school nutrition programs with its strategic priorities, recommendations focus on:

1. Consideration of whether VSB should be in the “business” of food services versus education;
2. Reduction of the Board's exposure to unfunded financial liability;
3. Reduction to Board risk with respect to health and safety, specifically WorkSafe and Food Safe compliance;
4. Reduction in the number and type of nutrition programs offered while ensuring that all hungry children receive nourishment; and,
5. Mitigation of the major investment in equipment and facilities that is required to maintain current operations

### **3.1 RECOMMENDATION #1: ELIMINATE OPERATIONS THAT ARE BUSINESS-ONLY AND DO NOT SUPPORT STUDENT LEARNING**

The VSB is in the business of education, not food services. In order for VSB to fulfill its mandate of supporting student learning, it needs to eliminate those cafeteria operations that are “business-only” and reallocate resources to supporting student learning and students who are in need of nutrition services.

#### **3.1.1 Contract Out Cafeteria Operations in Non-Teaching Kitchens**

In the 2017/18 school year, the VSB is operating four non-teaching cafeterias. One of these is the Centre Café located in the Education Centre at Broadway and Granville Streets. Because this cafeteria is not located in a school, we have addressed its ongoing operation separately in section 3.1.2.

Based on rising operating costs, low student usage rates, the significant investment required in infrastructure and equipment to maintain current levels of food service, and the need to allocate VSB resources in a way that aligns with its strategic goals, we recommend that secondary school non-teaching cafeteria operations be contracted out by adding them to the current service agreement.

Note: Cafeterias with fewer than 100 daily sales transactions should be closed.

#### **Rationale:**

- Reduction in the number of permanent staff which will in turn reduce fixed expenses in the Cafeteria Operating Budget;
- A gain in commission revenue from the contracted supplier of approximately \$13k per site;
- Reduction in VSB equipment inventory and repair/replace expenses for some commercial equipment. (See section 2.1 for a list of the major infrastructure and equipment concerns in all cafeterias according to the Commercial Kitchen Consultant);
- Reduce volume of staff requiring supervision by VSB Food Services;
- Reduce volume of administrative work for VSB Food Services including management of Security Services, Vancouver Coastal Health permits, and Food Safe plans;
- Reduce overall supply and food expenses; and,
- Retain control over FoodSafe and nutrition standards that could be impacted if the cafeterias were shut down altogether and food sales turned over to fundraising activities,

or if governance of these issues was shifted to the individual school administrators, (i.e. principals).

### **3.1.2 Close the Education Centre Cafeteria**

This facility operates at a financial loss and drains administrative resources. With significant competition within three blocks, it is not competitive and loses money. 60% of the Centre Café's customers are external to the VSB, so the Board is effectively subsidizing the public who eat in this facility. Moreover, the menu is tired, product quality is weak and the facility is dated, with an unappealing, institutional ambiance compared to the local competition.

We recommend that the VSB close the Centre Café and utilize the space for meetings and/or as a staff lunch room. We further recommend that the VSB establish an agreement with a local catering company to fulfil the organization's catering requirements. Catering services are readily available in the neighbourhood.

#### **Rationale:**

- The Centre Café operates at a loss.
- Savings on operating costs can be reallocated to supporting teaching cafeterias and nutrition programs for students in need.
- VSB will see a significant savings in equipment and facilities upgrading that would be required to become competitive.
- Only 40% of sales are made to VSB staff who perceive the prices in the Centre Café to be "high". In reality, the prices are low compared to other local food service operations and as a result, the Café is attracting 60% of its sales from external customers.

Consideration was given to contracting out the operation of this facility, but sales volumes are very low and the local competition for food service is very strong. Consideration was also given to leasing the facility to a "branded" food service operator, but the most desirable brands, Tim Hortons and Starbucks have existing locations within two blocks of the Education Centre. Additionally, the VSB has a policy prohibiting the use of, and advertising for, branded commercial entities in their facilities. The option of vending machines could be explored for the space.

### **3.1.3 Close Fee-for-Service Elementary School Lunch Programs**

There are currently three elementary schools that provide students with a hot lunch program that is fee-for-service and offered as a convenience to parents. University Hill School is strictly fee-for-service, while Selkirk and Norquay schools deliver hybrid programs combining business and subsidized programs. These three schools are obligated to enroll a minimum of 125 students in the program who pay the full amount to participate to ensure its continued, viable operation. The vulnerable students are funded from CommunityLINK and/or charity funds. Currently, Selkirk has 30 vulnerable students and Norquay has 35.

#### **Rationale:**

- Loses money by subsidizing families who do not qualify for subsidized nutrition services and do not pay the full amount of the program as required monthly.
- Detracts administrative resources from the District that should be used to support programs directly benefiting hungry children in need.
- Requires dedicated support from VSB Finance under Canada Revenue Agency and Provincial Finance Regulations, to receipt financial contributions of “full pay” programs which detracts VSB Finance resources from the core business of supporting teaching and learning, and supporting nutrition programs that directly benefit children in need.
- Nutrition requirements of hungry children at these schools can be successfully met using delivered meals (Food4school).
- Lunch kitchens are 30 years old and require infrastructure updates and equipment that is not funded.

### **3.1.4 Remove Operation of Site Production Kitchens (SPK) from Cafeterias**

We recommend that VSB remove the SPK operations from the cafeterias and contract out the production of the meals for the Food4School (delivered meals) program.

#### **Rationale:**

- The VSB will mitigate the unfunded liability that currently exists with regards to facilities and equipment wear and tear due to SPK operation. As noted in other sections of this report, significant investment is required in all secondary kitchens to maintain current levels of use.
- Closure of the SPKs and contracting of this work will reduce the risk associated with Food Safe compliance and commercial kitchen safety issues that the VSB currently faces. In addition, liability for the actual meal delivery/transportation would be assumed by the contractor rather than VSB.
- VSB would realize a reduction in staffing expenses of approximately \$180k from the cafeteria operating budget with the contracting out of the SPKs.

- The production of the meals for delivery follows a fairly static menu, needing little in the way of creativity or technique, and offering limited learning opportunities for the students who are in the Culinary Arts program. This is not in keeping with the *VSB 2021* goal of providing innovative teaching and learning.
- The storage, loading bay and production space requirements for SPKs are substantial and may not be available in the kitchens selected for continued delivery of the teaching programs (see Recommendation 3.3).
- Cost savings could be applied to providing food service to more schools and children. As Table 20 below shows, the move to contracted production of meals for the Delivered Meal program could save \$1.09 per meal and allow an additional 101 children to be served.

**Table 20 – Benefits of Contracting out SPK Meal Production**

Meal Production Method	Cost / meal	# SSI Children Served
VSB-run SPK	\$7.04	550
Contracted	\$5.95	651
Difference	\$1.09	+101

Note: Based on Food Service production data for SPK/Monthly Finance Report for VSB/COV Food4School program SPK expense of \$697,058 (2016/17)

## **3.2 RECOMMENDATION #2: TRANSITION HOT LUNCH PROGRAMS TO DELIVERED PROGRAMS**

This recommendation addresses the issue that VSB is trying to do “too much with too little”. The existing resources for Food Services cannot sustain the current delivery model which incorporates 14 different programs at 119 sites. In consolidating the types of nutrition programs offered, we hope to reduce delivery of services to one program (delivered meals) at 48 or more sites.

### **3.2.1 Transition all Elementary and Secondary “Hot Meals” Programs to Delivered Meals**

While the Hot Breakfast and Hot Lunch universal meal programs served the need of feeding under-nourished children in the past, these programs are now often missing their target demographic and the delivery model is not cost-efficient. Given the gentrification of many of Vancouver’s neighbourhoods and the shifting of the city’s vulnerable population, the resources allocated to the delivery and management of these programs could be reassigned to better reach a larger number of children in need all over the District.

In looking at the data collected from schools that have made the transition from the Hot Lunch program to Delivered Meals in the last several years, we see a trend towards declining enrollment in the meal programs. With the hot lunch program, the number of children participating exceeded the number indicated on the SSI vulnerability index by school. In the targeted program, the number requiring nutritional support declined and often meets expected levels based on the SSI.

We recommend that the VSB transition all elementary and three secondary (King George, Total Education, Spectrum) hot lunch/hot breakfast programs to targeted “delivered meals” using the Food4school delivered meals program model.

#### **Rationale:**

- Under the existing hot lunch program in elementary and secondary schools, envelopes are sent home on a monthly basis for families to contribute to the meal program. Not only is this system administratively onerous and expensive (school office staff, VSB Food Services, security staff, VSB Finance), the funds collected do not come close to covering the cost of the meals. With a move to the Food4School model, all meal costs are fully subsidized and meals are provided to vulnerable children only, as identified by the school principals.



- With the transition to delivered meals, the participating schools will no longer require a staff person to assist with preparation and service of food. Principals will be relieved of the task of administering this program within their school and managing the associated staff and can focus on the goal of providing education.
- Food Service resources will no longer be required to provide contract administration associated with the hot meal programs, e.g., security services, laundry services.
- Cost savings can be reallocated to support children with delivered meal programs in additional schools. Table 20 below shows that transitioning to contracted production and delivery of lunch would reduce the per meal cost and allow an additional 240 children on the SSI to be served.

**Table 21 – Benefits of Transition from Hot Lunch to Delivered Meal Program**

Nutrition Program	Cost / meal	# SSI Children Served
Hot Lunch Program 2016/17	\$7.99	698
Delivered Meal Program (contracted)	\$5.95	938
Difference	\$1.04	+240

Note: Based on FAST Year end food and labour expense of \$1,004,114k for elementary Hot Lunch

- The delivered meals program does not require commercial kitchen facilities. With closure of the “hot meal” kitchens, the VSB will significantly reduce its exposure to risk in terms of ensuring compliance with Food Safe and other operational standards.
- In transitioning to delivered meals, VSB will mitigate its unfunded liabilities aging equipment and infrastructure, operating costs and liability of revenue collection.
- Revenue collection requires dedicated support from VSB Finance under Canada Revenue Agency (CRA) and Provincial Finance Regulations, to receipt financial contributions of “full pay” programs which detracts VSB Finance resources from the core business of supporting teaching and learning, and supporting nutrition programs that directly benefit children in need.

### **3.2.2 Transition Alternative Programs to Delivered Meals Where Feasible**

Taking into account the various needs of the students who participate in the Alternative Programs, we recommend that the VSB transition these hot meal programs to delivered meals where feasible.

**Rationale:**

- Reduction in nutrition program management support from Food Services resulting in a more manageable operational model for the department.
- Closure of the “hot meal” kitchens will significantly reduce VSB’s exposure to risk in terms of ensuring compliance with Food Safe and other operational standards.
- VSB will mitigate its unfunded liabilities related to aging equipment and infrastructure in the kitchen facilities.

### **3.3 RECOMMENDATION #3: CONSOLIDATE TEACHING CAFETERIAS AND RESOURCES TO TWO SECONDARY SCHOOL SITES AND ONE FUTURE CENTRE OF EXCELLENCE**

As described in the first part of this report, the VSB currently operates teaching programs at seven schools in the District. Enrollment in these programs has declined steadily over the past five years while basic operating expenses (labour and supplies) have steadily increased. Although the District agrees that it is important to continue to offer the Culinary Arts program as an option for students, the current delivery model is a significant drain on the limited resources available to manage the program.

In the current delivery model, the Board is required to commit approximately \$2.4 million per year for direct labour and supply purchases to operate the teaching cafeterias. Food sales and catering revenues off-set these expenses by approximately \$1.2 million, resulting in an operating loss to the VSB of \$1.2 million. At an estimated enrollment level of 700 students for the 2017/18 school year, the cost to provide the program (excluding teacher salaries) is \$6,600/student. The indirect cost of facilities maintenance, capital infrastructure and administration is estimated at a further \$2.25 million per year.

Another major consideration in the ongoing sustainability of the teaching cafeterias is that the VSB is facing the need to invest heavily in the repair and replacement of the kitchen infrastructure and equipment that is necessary for the effective delivery of these programs. For the continued health and safety of staff and students, and to bring the existing teaching kitchens up to industry standard and meet all building and health codes, the VSB will need to invest a minimum of \$2 million dollars in equipment purchases alone over the next five years. Infrastructure updates and trades installation costs for equipment will add an estimated \$750k to \$1 million to that investment.

Understanding that one of the VSB's strategic goals over the next five years is to "Engage our learners through innovative teaching and learning practices", we recommend that the VSB consider consolidating the delivery of the Culinary Arts program into two or three locations versus the current seven it provides.

#### **Rationale:**

- The education agenda will become the priority in the selected locations, rather than the current focus on sales.
- The VSB can concentrate its resources on best learning opportunities (i.e., updated and innovative equipment and technology).

- Savings on expensive, but under-used infrastructure and equipment and the opportunity to re-invest those savings into an improved “classroom” experience for all students.
- Reduced operating costs and lowering structural budget.
- Reduced volume of staff requiring management and HR services by VSB Food Services. (Consider budgeting support staff for Culinary Arts on a per student formula basis similar to other support staff in the District.)
- Financial accountability and stability for the program through implementation of minimum enrolment levels in Culinary Arts for continued program delivery.

Locations selected must have the capacity to meet demand for the program. Additional factors to consider include the status of seismic upgrading, state of existing infrastructure, current requirements to bring equipment up to industry standard and health codes, and existing Culinary Arts enrolment.

**Table 22 – Culinary Arts Program Site Assessment**

School	Existing Culinary Arts Program	Seismic Status	Estimated capital investment required (over 5 yrs)
Vancouver Technical	8 blocks	Completed	\$244k
Tupper	8 blocks	Completed	\$442k
John Oliver	4 blocks	Approved for feasibility	\$156k
David Thompson	4 blocks	Approved for feasibility	\$416k

### **3.4 RECOMMENDATION #4: DEVELOP A FIVE YEAR CAPITAL REPAIR / REPLACEMENT STRATEGY FOR ALL SCHOOL KITCHENS**

As discussed earlier in this report, the school kitchens are all in need of significant investment in upgrades and/or repairs to equipment. Given the need for this investment, and the continual request for repairs from the schools, it is surprising to learn that Food Services has no capital repair/replacement budget. The department manages these expenses in a reactive, emergent manner, and the cost is often covered through the Purchasing budget as “teaching supplies” or under other related budget lines. For example, this past summer, the walk-in coolers at two teaching cafeterias were declared ‘Not in Compliance’ by Vancouver Coastal Health due to rotting, moldy plywood walls found in the fridge interiors. Repairs to these two pieces of equipment cost approximately \$10,000 and provided a temporary solution for one year. A long-term replacement solution is expected for September 2018 and is not funded.

VSB needs to take a pro-active stance with regards to the significant amount of cafeteria infrastructure and equipment that it owns by implementing a repair/replacement schedule and budget. This is absolutely critical to the continued delivery of safe teaching programs and healthy nutrition programs in the schools, and must apply to all VSB kitchens, whether VSB-operated (teaching) or contracted operations.

The implementation of a Capital Replacement Plan will allow the VSB to budget and set aside enough funds for each year, so that large repairs and replacements are planned for and the ongoing operation of the needed cafeterias is secure. The current “reactive” model of dealing with needed repairs or equipment replacement is not sustainable and exposes VSB to significant risk with regards to health and safety issues.

### 3.5 RECOMMENDATION #5: DEVELOP AND RESOURCE AN IMPLEMENTATION STRATEGY

In order to ensure that the recommendations in this report become a reality, an implementation strategy should be developed allocating time and resources to each step in the process. A table format such as the one below can be very effective for clearly laying out the timing and responsibilities associated with each step.

**Table 23 – Sample Implementation Strategy Table**

Implementation Steps	Key Responsibility	Timing	Resources Required
Step #1:			
Action 1:			
Action 2:			
Step #2:			
Action 3:			
Action 4:			
Action 5:			

The recommendations in this report, if implemented, will require a significant amount of work done around the closure of commercial kitchens and equipment inventory management in schools. It is possible that upwards of 40 kitchens with associated equipment and inventory will be impacted. Even those cafeterias that are shifted over to contracted operations will need to be addressed as far less equipment and infrastructure is required in the contracted kitchens. Plans must be made for the sale, disposal, or continued use of each piece of equipment in all kitchens. In addition, decisions will need to be made regarding the access and use of the kitchen space and what that looks like moving forward.

Although Food Services management would clearly be involved in this process, we recommend that VSB allocate resources towards contracting an experienced kitchen consultant who will support Food Services through this process and manage the safe facility/equipment shutdown and disposal (an estimated two-year contract).

## **4.0 APPENDICES**

### **Appendix A – VSB Kitchen Site Evaluations by Lisa Bell, Commercial Kitchen Consultant**

Tupper

Churchill

### **Appendix B – VSB Secondary Kitchen Equipment Status Charts by Lisa Bell, Commercial Kitchen Consultant**

Change in # of Obsolete Equipment Items by School 2011-2017

Change in # of Obsolete Kitchen Equipment Items – All Secondary 2011-2017

Kitchen Equipment Repair/Replace Status by School

Kitchen Equipment Repair/Replace Status-All Secondary

### **Appendix C - VSB Food Nutrition Programs by School**

### **Appendix D – Consultant Resumes**

Frank Bourree

Nora Cumming

Lisa Bell

## Appendix A

VSB Kitchen Site Evaluations by Lisa Bell, Commercial Kitchen Consultant

Churchill Secondary

Tupper Secondary









TUPPER		Cafeteria <input checked="" type="checkbox"/>							O = obsolete model					Essential – required for service to students								
SECONDARY SCHOOL		Teaching _____							P = poor, should replace					Additional - supports operation, not Essential								
2017		ACE-IT <input checked="" type="checkbox"/>							F = fair, less than 5 years					Extra Catering - added for a catering								
2017-08-16		Staff Rm <input checked="" type="checkbox"/>							G = good, 5-10 year life					Excessive - above and beyond actual need								
		Lunch program <input checked="" type="checkbox"/>							E = excellent, greater than 10 year life													
Comment: see below; operation of equipment not reviewed									S = needs service													
DESCRIPTION	MAKE	MODEL	QTY	ELEC	WATER	DRAIN	GAS	O	P	F	G	E	S	COMMENTS	ESSENTIAL	ADDITIONAL	EXTRA CATERING	EXCESSIVE	2017 no longer at site	notes		
W/I Cooler	Custom																			x		
w/I freezer	Gold-stream																				x	
W/I Cooler & Freezer	Brown		1	x		x							x		x							
refrig. system			2	x									x		x							
Bakers table	Custom		1								x				x							
Mixer	Hobart	A120	1	x				x		x				x	missing bowl guard	x						
Mixer	KitchenAid	325W	1	x							x			2011 review - unable to find 2017	x							
Sinks	Custom Fabricated		1		x	x					x				x							
hood			1	x							x			over steamer/combi	x							
hood			1	x				x	x					over kettle not really a hood - spacer cut and adapted to use with adjacent hood	x							
hood			1	x				x		x				over grill/fryer/range	x							
hood			1	x				x		x				over oven	x							
Steamer	Cleveland	Power 10	1	x	x	x					x			unit too large for facility but works for use	x			x				
Combi	Rational	SCC62G	1	x	x	x	x				x				x							
Kettle	Steam Can		1	x									x	large size for ACET program	x							
Fryer	Garland		1	x						x					x							
Slicer	Berkel		1	x					x						x							
Mixer	Hobart	D-300	1	x				x		x				missing bowl guard	x							
Grill	Garland		1	x						x					x							
Range	Garland	6 burner	1				x			x					x							
Deck Ovens	Zesto		1				x	x		x				positioning good for function - incorrect for hood	x							
Tabling	Custom Fabricated		lot								x			needs painting	x							
Tabling	Custom Fabricated	millwork base	lot							x	x				x							
Sink unit	Custom Fabricated		1		x	x					x			(no pot sink unit within kitchen)	x							
Dishtabing	Custom Fabricated		1		x	x					x				x							

TUPPER		Cafeteria <input checked="" type="checkbox"/>				O = obsolete model					Essential – required for service to students									
SECONDARY SCHOOL		Teaching _____				P = poor, should replace					Additional - supports operation, not Essential									
2017		ACE-IT <input checked="" type="checkbox"/>				F = fair, less than 5 years					Extra Catering - added for a catering									
2017-08-16		Staff Rm <input checked="" type="checkbox"/>				G = good, 5-10 year life					Excessive - above and beyond actual need									
		Lunch program <input checked="" type="checkbox"/>				E = excellent, greater than 10 year life														
Comment: see below; operation of equipment not reviewed					S = needs service															
DESCRIPTION	MAKE	MODEL	QTY	ELEC	WATER	DRAIN	GAS	O	P	F	G	E	S	COMMENTS	ESSENTIAL	ADDITIONAL	EXTRA CATERING	EXCESSIVE	2017 no longer at site	notes
Dishwasher	Champion	44KB	1	x	x	x		x			x				x					
Booster	Super Hot	436B	1	x	x			x			x				x					
MWO	Amana	RFS11B	1	x							x				x					
Hot Cabinet	Brute	BP1000	1	x						x					x					
Service Counter	Custom Fabricated	millwork	1							x					x					
Hot well unit	Duke	E 4-SR - 4 well	2	x				x		x				no drains	x					
Warming drawer	Bardeau		1	x				x	x					not used ?				x		
Roller grill			1	x						x				not used ?				x		
Display units	MKE		2	x				x	x					very poor condition	x					
R/I freezer	Foster	QL-50-T RFE	1	x				x		x				2011 review - unable to find 2017		x				
shelving dry	Custom Fabricated	millwork/wire	lot							x					x					
ice machine	Manitowoc	QM30A	1	x	x	x		x	x								x			
STAFF AREA																				
Display unit		SUG - 238	1	x							x				x					
counter	Custom Fabricated	millwork	1								x				x					
Hot well unit	Duke	E-3-SR - 3 well	1	x				x		x					x					
u/c refrig.	Silver King		1	x						x							x			
R/I refrigerator	Foster	GL25ADT	1	x				x			x				x					
MWO	Sanyo		1	x							x									
								15	5	17	17	3	3							
Site status at date of review:														summer hours; site closed; equipment not operational						
GENERAL COMMENTS														for the use of the facility space is very tight; need more separation and designation of use areas no designated pot sinks need limit switch at clean dish table end						
room	floor									x										

TUPPER		Cafeteria <u>x</u>						<b>O = obsolete model</b> <b>P = poor, should replace</b> <b>F = fair, less than 5 years</b> <b>G = good, 5-10 year life</b> <b>E = excellent, greater than 10 year life</b> <b>S = needs service</b>					Essential – required for service to students Additional - supports operation, not Essential Extra Catering - added for a catering Excessive - above and beyond actual need							
SECONDARY SCHOOL		Teaching _____																		
2017		ACE-IT <u>x</u>																		
2017-08-16		Staff Rm <u>x</u>																		
		Lunch program <u>x</u>																		
Comment: see below; operation of equipment not reviewed																				
DESCRIPTION	MAKE	MODEL	QTY	ELEC	WATER	DRAIN	GAS	O	P	F	G	E	S	COMMENTS	ESSENTIAL	ADDITIONAL	EXTRA CATERING	EXCESSIVE	2017 no longer at site	notes
	walls										x									
	ceiling										x									
Facility Existing Ergonomic State														space is tight for a teaching kitchen floor condition is getting poor in areas there is cross flow between work areas equipment has been added 'where it can fit' rather than 'where it is functionally required'						
INFRASTRUCTURE STATUS - potential for upgrading facility with new equipment, health / code and ergonomic standards										x					overall space / area is too small for the program aspects of the building would need to be addressed to bring the space up to code etc					
Code concern	Hoods													Hoods are old style; high cfm; 100% running fan/system; island style thus high air volume; inadequate coverage over equipment						
	Health code													Additional hand sinks would be good; millwork is not best for commercial establishments						
Safety														Floor condition Inadequate hood coverage over equipment Fire suppression nozzle placements Floor drains or floor drain pans for cleaning areas Drain hoses due to equipment placement and drain locations Access to equipment due to placement						
Energy rated equipment														Majority of the equipment is not of an energy saving level (energy star rating): low flow faucets, low air volume exhaust system, energy star rated refrigeration units						

## Appendix B

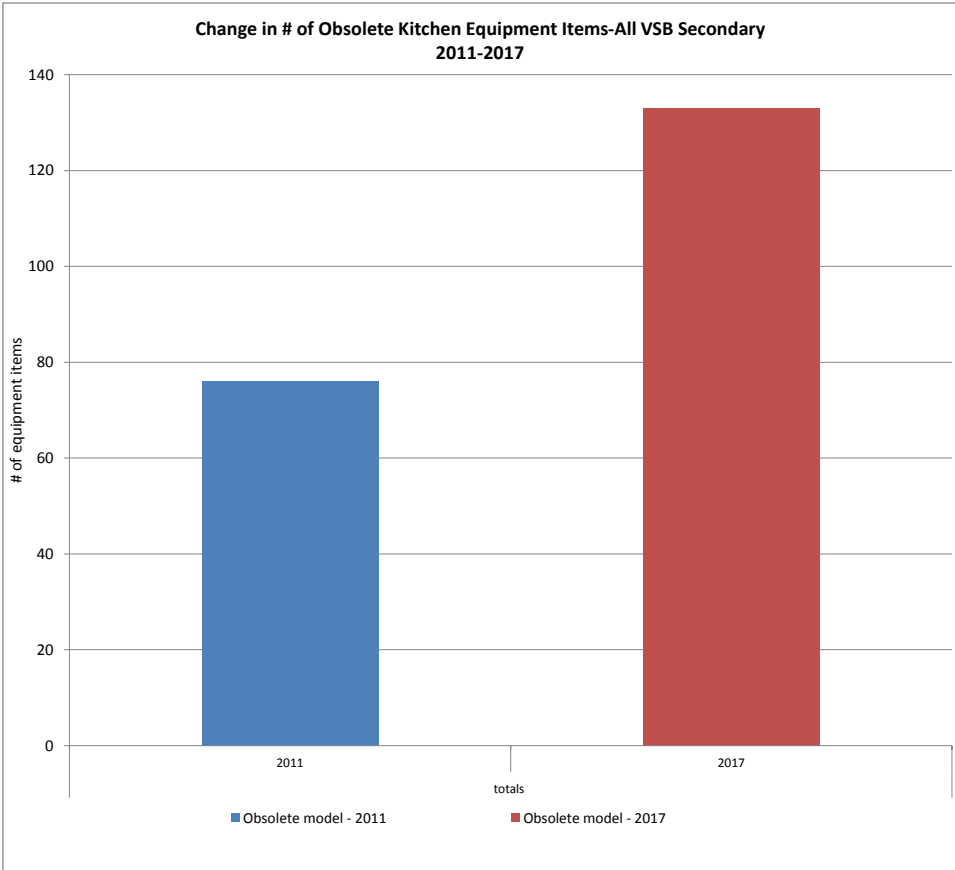
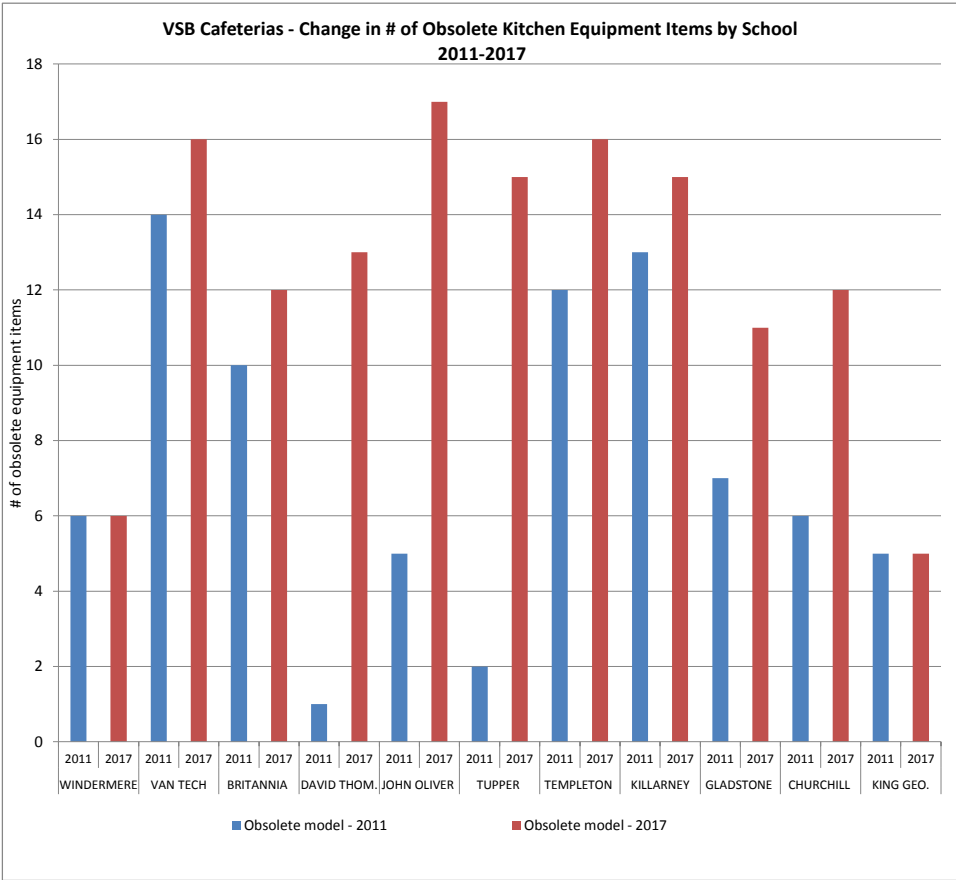
### VSB Secondary Kitchen Equipment Status Charts

Change in # of Obsolete Equipment Items by School 2011-2017

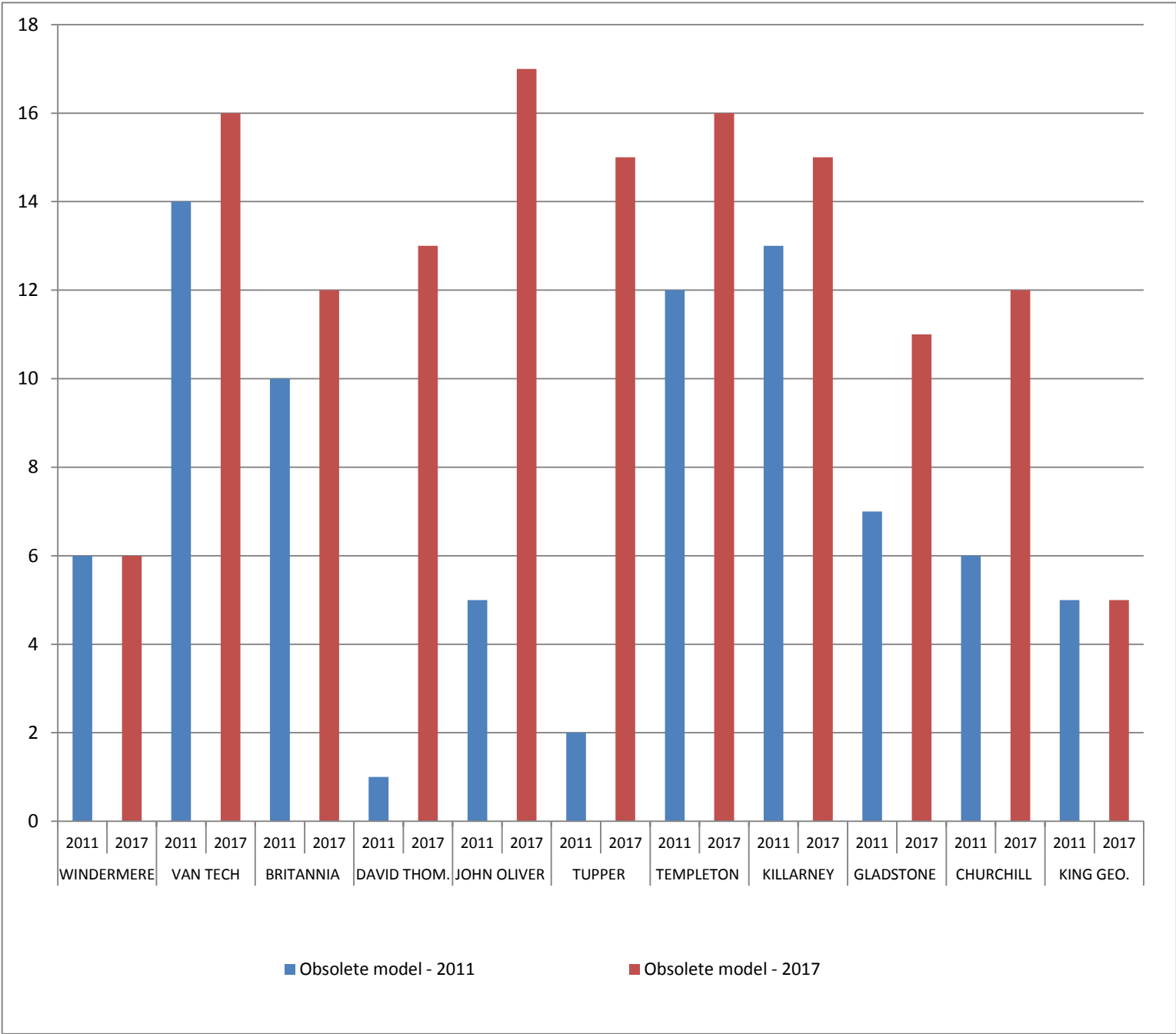
Change in # of Obsolete Kitchen Equipment Items – All Secondary 2011-2017

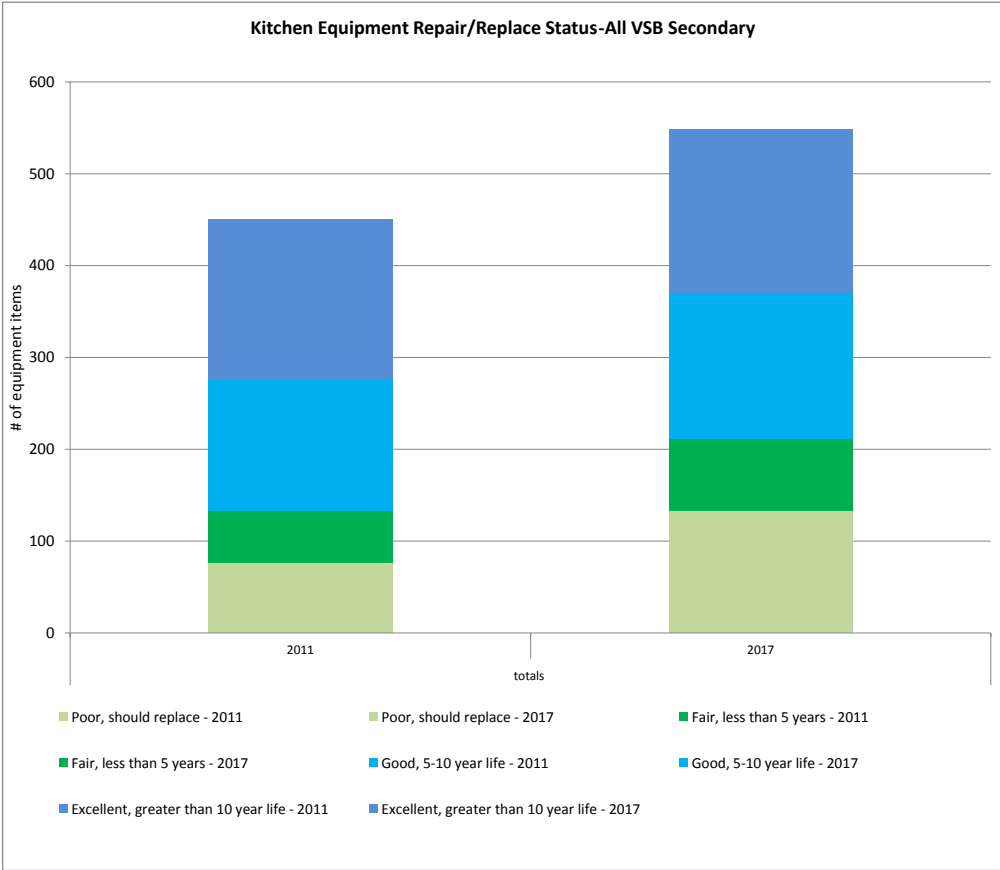
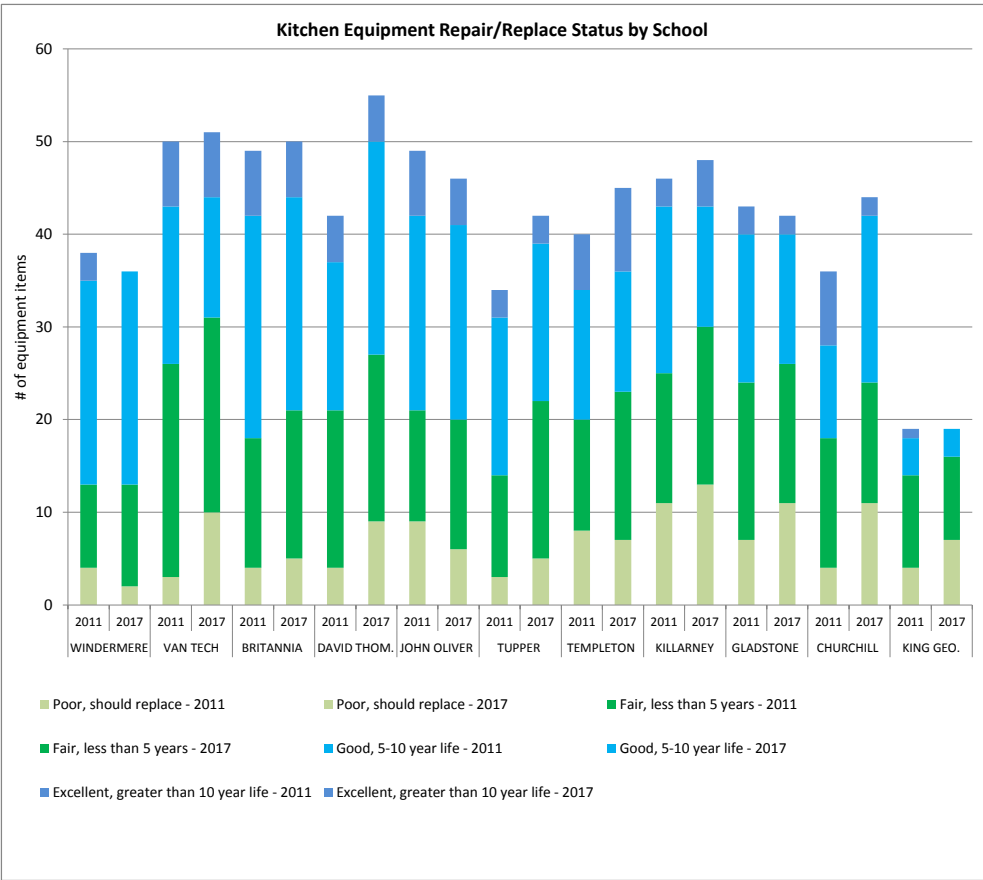
Kitchen Equipment Repair/Replace Status by School

Kitchen Equipment Repair/Replace Status-All Secondary









## Appendix C

### Inventory of VSB Nutrition Programs by School





## Appendix D

### Consultant Resumes:

Frank Bourree, Chemistry Consulting Group

Nora Cumming, Chemistry Consulting Group

Lisa Bell, Lisa Bell & Associates, Foodservice Facility Consultants



As a Partner of Chemistry Consulting Group Inc.

**Frank Bourree, FCMC** has more than 35 years of experience in the food service, hospitality and consulting industries .

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fbourree@chemistryconsulting.ca

Prior to establishing Chemistry Consulting Group, Frank was Director of Tourism Consulting for Grant Thornton where he served as a Partner for 12 years. Previous to his role at Grant Thornton, Frank was the BC Regional Manager for Controlled Foods International (Earls, Corkscrews, Fullers and A&W). In 1983, he purchased the franchise rights to six Vancouver Island A&W franchisees, which he expanded to 10 units and then sold in 1993. During his tenure with A&W, he pioneered and chaired its BC Regional Advertising Association, served on its National Advertising Council and Building Design Advisory Team, and was decorated Victoria's Restaurateur of the Year in 1986.

Frank has over 30 years of personal and professional experience and is widely recognized as an expert advisor to the hospitality and tourism sector. As the CEO with Chemistry Consulting Group, Frank provides consulting services to business and governments across western Canada. His areas of specialization include operational and strategic planning, business planning, strategy, human resources development and recruitment.

#### RELEVANT SKILLS

- Foodservice operational and start-up
- Repositioning strategies/organizational reviews
- Franchise consultation
- Human resource consulting

#### SAMPLE PROJECT EXPERIENCE

**Projects:** Cafeteria Services Operations Review (2014)  
**Client:** Vancouver School Board  
**Role:** Senior Advisor

**Project:** Cedar Hill Golf Course Foodservice Review  
**Client:** District of Saanich  
**Role:** Senior Advisor

**Project:** Ontario Casino Food Service Audits  
**Client:** Ontario Lottery and Gaming Corporation  
**Role:** Senior Advisor

**Project:** Vancouver Island Health Authority Food Service Review  
**Client:** Vancouver Island Health Authority  
**Role:** Project Manager

**Project:** BC Ferries Food Services Review and Recommendations  
**Client:** BC Ferries  
**Role:** Project Manager

**Project:** Foodservice Review and Recommendations  
**Client:** Surrey School Board  
**Role:** Senior Advisor



As a Partner of Chemistry Consulting Group Inc. **Frank Bourree, FCMC** has more than 35 years of experience in the food service, hospitality and consulting industries .

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#### DESIGNATIONS & MEMBERSHIPS

- Fellow Certified Management Consulting (FCMC)
- Foodservice Consultants International (FSCI)
- Certified Foodservice Manager (Restaurants Canada)

#### PROFESSIONAL & VOLUNTEER EXPERIENCE

- Vice Chair, South Island Prosperity Project (SIPP), Greater Victoria's Economic Development Agency
- Chair, Our Place Homeless Shelter Community Advisory Board
- Past Chair, Greater Victoria Chamber of Commerce
- Past Board Member, Tourism British Columbia
- Past Chair, 2010 Committee, Tourism British Columbia
- Council Member, BC Council of Tourism Associations
- Past Chair, Global TV Community Advisory Board
- Past President, Victoria Association of Community Living
- Past Vice-chair, Vancouver Island Chapter of Canadian Association of Management Consultants
- Past Board Member, Tourism Victoria Destination Marketing Commission
- Past President, Victoria Restaurant Association
- Past Provincial Board Director, BC Restaurant and Foodservices Association



**nora cumming.**

MBA, CMC



As a Senior Consultant with Chemistry Consulting Group Inc., **Nora Cumming, MBA, CMC** has more than 20 years of consulting experience including tourism and business planning, economic development, stakeholder consultation, research and analysis, and event management.

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ncumming@chemistryconsulting.ca



As a senior consultant with Chemistry Consulting Group, Nora has over 25 years of experience in the hospitality and tourism industries, both from a frontline work and from a consulting perspective. Nora has been involved with numerous market research and analysis, tourism planning, and market feasibility studies. She has a strong background in foodservice operations, strategic planning, research and analysis, as well as communications and marketing. As a result of her work experience and education, Nora brings exceptional insight and knowledge to her projects that come only from years of hands-on experience in the foodservice industry. She is quick to grasp new ideas and concepts, and to develop innovative and creative solutions.

#### RELEVANT SKILLS

- Excellent verbal, written, interpersonal and relationship building skills
- Experience working with multiple stakeholders representing varying interests
- Strong organizational skills with the ability to reassess priorities and juggle multiple projects
- Creative problem solver
- Team player with a strong customer service orientation and values based attitude

#### RELEVANT PROJECT EXPERIENCE

**Projects:** Cafeteria Services Operations Review (2012) and Implementation Update (2014)

**Client:** Vancouver School Board

**Role:** Senior Advisor

**Project:** Cedar Hill Golf Course Foodservice Review

**Client:** Saanich Parks and Recreation, District of Saanich

**Role:** Project Manager

**Project:** Foodservices Review

**Client:** BC Ferry Corporation

**Role:** Project Researcher / Report Writer

#### DESIGNATIONS & MEMBERSHIPS

- Certified Management Consultant, Canadian Association of Management Consultants
- Master Business Administration, University of Victoria
- Bachelor of Arts, French Language and Literature, University of Victoria

#### PROFESSIONAL & VOLUNTEER EXPERIENCE

- Member of Tourism Victoria's Finance and Membership Committee 2015 to Present
- KidSport Greater Victoria Board of Directors, 2002 to 2015
- Member of the 2010 Victoria Torch Relay Spirit Committee



chemistryconsulting.ca

## **Lisa Bell, FCSI, Foodservice Facility Consultant**

Lisa Bell is the principal of the firm Lisa Bell & Associates, Foodservice Facility Consultants.

Lisa began her career as an independent foodservice facility consultant in 1979. She has been consulting in British Columbia since 1986, and in 1996 the independent consulting firm of Lisa Bell & Associates opened.



She has extensive experience in numerous types of facilities providing the individual client with the knowledge of alternate equipment and service methods for consideration. The end result a facility which is both functional and economical.

Lisa has successfully designed and coordinated a wide range of projects from small carts, health care, correctional, educational facilities, hotels and high volume recreational and public assembly facilities. She has handled facilities, which produce full entrée service in a single location for 15,000 meals per day, to cook/chill systems, to single service take-out facilities.

In her design capacity Lisa is responsible for operator/owner liaison, design studies, conceptual design, final design, drawing production, tender document preparation and administration, construction reviews and site inspections. As well as coordinating with Architects and Engineers for all aspects of the foodservice components of the project.

As part of a project Compliance Team, Lisa is responsible for the sections of the project relating to the foodservices/kitchen facility and operation. Such as; operator/owner liaison, design studies, conceptual design, tender document review, equipment reviews, construction reviews and site inspections.

In her Management Advisory team capacity Lisa ensures the operational needs match with the equipment currently in use or to be added. Lisa brings together a team of Management Advisory professionals able to work through the whole project from initial thought to fruition. This team approach ensures the client a consistent cohesive flow of information and direction. A team creative in thought, innovative in process and committed to the end result.

Lisa has been a member of P3 teams, Design-Build teams and Conformance teams, in addition to projects utilizing full tender and Project Management. She has also been directly contracted with the Facility or Operations teams.

As well as her training in engineering drafting, computer drafting and management studies, Lisa has obtained her ServSafe® Food Protection Manager Certification from the National Restaurant Association.

Lisa has been a selected speaker at the 1996, 1997 and 2000 FCSI Conferences, the 1997 North American Food Equipment Manufacturers (NAFEM) Show and the 2002 Non-Profit Housing Conference (BC). She has also published articles for the FCSI Professional magazine 'The Consultant'.

Lisa is a professional member of the Foodservice Consultants Society International (FCSI); a worldwide organization dedicated to providing the highest quality service for the Foodservice Industry. She has been a member of FCSI since 1986 and was a Board Trustee for 2008-2011. Members have extensive experience and adhere to strict ethical standards.

# BUSINESS & HR PROFESSIONALS

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