

We asked all
33 candidates 19
questions.
Here are their
responses ...

VSB
TRUSTEE CANDIDATE FORUM
Moderated by Tracy Sherlock Education Reporter
Thursday October 4th 6:30-9pm (doors open at 6pm)
Sir Charles Tupper Secondary Cafeteria
419 E. 24th Ave (accessible parking in lot off E. 23rd via Prince Edward)
All VSB parents & guardians welcome.
Bring your questions!



Vancouver DPAC
(District Parent Advisory Council)

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DPAC wishes to acknowledge the ancestral, traditional and unceded Indigenous territories of the Coast Salish Peoples and in particular, the Squamish, Musqueam, and Tsleil-Waututh First Nations on whose territory we work, live and play.

Vancouver School Board Trustee Candidates

Party	Candidate	Attending?	Questionnaire?
Coalition Vancouver:	GOODINE, Nadine		<i>no response</i>
	DENIKE, Ken		<i>responses rec'd Oct 8</i>
	ZHOU, Ying		<i>no response</i>
	WOO, Sophia		<i>responses rec'd Oct 6</i>
COPE:	DAY, Diana	Yes	Yes
	PARROTT, Barb	Yes	No
Green:	CHAN-PEDLEY, Lois	Yes	Yes
	FRASER, Janet	Yes	Yes
	GONZALEZ, Estrellita	Yes	Yes
IDEA Vancouver:	ANDERSON, BK Barbara	Yes	Yes
Independent:	ALM, Kelly	Yes	No
	FARROKHI, Fairnia	Yes	Yes
	KENNEDY, Gordon T	<i>regrets</i>	Yes
	MRS DOUBTFIRE		<i>no response</i>
	OGER, Morgane	Yes	Yes
NPA:	BALLANTYNE, Fraser	Yes	Yes
	CHO, Carmen	Yes	Yes
	HANSON, Oliver		<i>no response</i>
	QIU, Chris		<i>no response</i>
	RICHARDSON, Christopher JK	Yes	Yes
OneCity:	BERCIC, Carrie	Yes	Yes
	REDDY, Jennifer	Yes	Yes
	JAAF, Erica	Yes	Yes
ProVancouver:	KINDRID, Tiffany	Yes	Yes
Vancouver 1st:	DESCÔTEAUX, Stéphanie	Yes	Yes
	BARONET, Bruno		<i>no response</i>
	DONG, Tony		<i>no response</i>
	GILL, Pratpal Kaur	Yes	Yes
	LEE, Marco		<i>no response</i>
Vision Vancouver:	ARNOLD, Erin	Yes	Yes
	LEUNG, Aaron	Yes	Yes
	WONG, Allan	Yes	Yes
YES Vancouver:	PRIETO, Julian	Yes	Yes

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1: Why are you running to be a Trustee of the Vancouver School Board?

ANDERSON, BK Barbara (IDEA Vancouver)

I worked for 17 years for the District, mostly as parent-district liaison, and I would like to continue to work with parents to make the District the best it can be.

ARNOLD, Erin (Vision Vancouver)

I am running to be School Trustee because I want to do better for our children and future generations. I am a parent and I am an experienced professional in counselling, victim services, and facilitation. I am familiar with government policy and process after working within multiple provincial government ministries and will be a strong voice for public education. I am the woman for the job with my lived experience, passion and determination to make a difference in my community. With my strong stakeholder relationships elected in the provincial and federal government now is the time for all three systems to work collaboratively. Vision has the legacy to get the work accomplished and I am committed to being a strong voice for parents.

BALLANTYNE, Fraser (NPA)

I am running to be re-elected to affect positive change in student learning across the district. My vast experience in working with ESL, downtown east side inner city youth, Indigenous youth and south side youth in 5 secondary schools has given me a strong insight of the issues and concerns of students, parents and teachers in Vancouver. As an experienced trustee & former Chair, my decisions have been based on common sense of what's right for students

BERCIC, Carrie (OneCity)

I am running for re-election because the Vancouver Board of Education needs a strong advocacy voice that has the proven ability to stand up and make a difference for teachers, staff, and students in the district. While I have had a just year as a trustee, I have also had more than 20 years as a vocal advocate. Public education is my passion and I want to continue to work with the provincial government, district staff, teachers and school based staff, parents, community members, and students to bring positive change to our district.

During my year as trustee:

- I have brought forward a motion to have our district advocate to the provincial government to stop funding to elite private schools, and to redirect those funds back to public education. That motion passed;*
- I have opposed the sale of an underground parcel of public school land at Lord Roberts Annex to BC Hydro. Both because public lands should be held in trust for future generations, and because we should not have to sell our assets to pay for needed infrastructure and schools.*
- I did not support a budget that included cuts to non-enrolling teachers (Teacher-Librarians, Resource Teachers for special needs students, English Language Learner teachers, Teacher-Psychologists, and Counsellors). I brought forward a motion to reverse these cuts. That motion was not supported and did not pass;*
- I brought forward a motion to address the issue of lead in drinking water in our schools. My motion included a call to have pipes redone, water refilling stations installed, and signage placed in at risk schools. That motion passed;*
- I have proven that I will make bold motions that put students first and I want to continue my work as a trustee as there is still much to be done.*

CHAN-PEDLEY, Lois (GREEN)

I think our schools are wonderful for the majority of students but there are those who are falling through the cracks, and when they fall they fall hard. I'm running to help expand the reach of our excellent schools so every child can thrive in our public schools.

CHO, Carmen (NPA)

I am running to be a School Board Trustee because I have 3 school aged children who are very different learners. I believe that schools need to be able to meet the needs of a diverse population of students. I also believe that public schools are the foundation of our communities and we need them to be safe, collaborative institutions that offer an enriched education for all students.

DAY, Diana (COPE)

I am running for school board to ensure the VSB closes the achievement gap for vulnerable students.

DENIKE, Ken (Coalition Vancouver)

I am running to see a system that motivates students and reflects the aspiration of parents as well as the wider society and provide the direction to see us through. I chaired the Board 5 terms and brought a number of programs to VSB and BC.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

I am passionate about youth education, specifically about financial literacy, other life skills and youth wellbeing. I see the impact on today's adults' of not having proper understanding of finances as well as the toll of children dealing with anxiety, stress and depression at earlier ages. My experience in accounting and financial education will enable me to understand the current financial position of the VSB and help provide innovative suggestions to maximize available resources which will benefit the quality of education and well-being of all our students.

FARROKHI, Fairnia (Independent)

I'm running as an advocate of teaching kids coding. BC's New Curriculum has done an excellent job of recognizing that technology has had a great impact on an incredibly wide range of industries. The number of careers that now require some technological knowledge is astronomical; it is our responsibility to ensure Vancouver's students are prepared for this. Teachers could use support in finding fun, interactive ways to introduce programming foundations into their classrooms. What better place to push for technology than Vancouver, Canada's emerging tech-hub? If elected, I would ensure that teachers are provided with the proper resources needed in order to prepare their students for the required technological skills the future demands.

FRASER, Janet (GREEN)

I want to continue to serve Vancouver's students to ensure that every single student has the best possible chance of success. I have three teenage children and will strive for the VSB to care for every student as a parent would.

GILL, Pratpal Kaur (Vancouver 1st)

My experience with policy work and commitment towards empowering children is what fuels my decision to take this next step and run as a Trustee of the Vancouver School Board. I am passionate about unleashing the potential in each child through a diverse range of programming choices.

Since 2009 I have been actively involved in empowering children on both an international stage and closer to home in Vancouver. In my capacity as a policy analyst working jointly with the UN and an NGO in Kenya, Africa I had the opportunity to research best practises for empowering youth in slums. At a local level I have piloted innovative leadership after-school programs in Vancouver, created Expo's that brought parents and children together with summer camps, worked as an empowerment coach for youth and more recently served on the Board at UBC Sauder Alumni Club of Vancouver where I helped look after the clubs programming pieces for over 16,000 alumni.

GONZALEZ, Estrellita (GREEN)

I am running as a School Trustee again as I was elected in last year's by-election and after a year I feel I have much more to contribute. Though a steep learning curve I have enjoyed the process and feel I have contributed to the Board in a meaningful way, including bringing forth 4 motions. I have a BBA, skills in

human resources and organizational development, I am a parent (my son is in grade 10 at Hamber's Studio program) and I own and run a small business; these are skills and experiences that I feel can serve the Board.

JAAF, Erica (OneCity)

I'm a candidate for School Board Trustee because I'm an intelligent and thoughtful decision-maker and I understand the issues affecting students and families in our district. With my PAC, the District PAC, the Parent Advocacy Network, and the OneCity Education Caucus:

I have stood up for neighbourhood schools each time we are threatened with closures;

I have opposed the sale of VSB lands, viewing these instead as being held in trust for future generations of students;

I have fought for equitable policies at our schools because I know that, depending on the social circumstances of each child, it is going to cost more money to educate some kids than it does to educate others;

*I have advocated for Vancouver schools to be Sanctuary Schools;
and I have supported SOGI policies and resources*

I'm running because I believe it is my responsibility to do so. "Politics" has never been a bad word in my home. I was raised with the understanding that politics is how we choose to take care of each other.

KENNEDY, Gordon T (Independent)

I want to see an efficient running of the board.

KINDRID, Tiffany (ProVancouver)

Short answer, because I have been trying to advocate for students from the outside for years, and feel that my efforts would be better served advocating from inside

LEUNG, Aaron (Vision Vancouver)

As a recent graduate of our public education system, I'm running to ensure that we improve our public schools for present and future generations. I started in our K-12 system in 2002 when the cuts started to public education and finished a year before the Supreme Court ruling. For the first time in a generation of students, we have the opportunity to do better for Vancouver's students. I'm running to ensure that students see improved services in classrooms. As a former student with a first-hand experience with budget cuts, I want to bring the views of a recent graduate to the Board to advocate for better learning environments for our students and teachers.

Currently, I am Chair of the City of Vancouver Children, Youth and Families Advisory Committee. We are the largest civic advisory body to City Council, School Board and Park Board working with youth as young as seven. I've been advocating for public education since I was in school initiating projects like the Vancouver School Board Sustainability Conference. I'm ready to bring my advocacy and leadership to the Vancouver School Board.

OGER, Morgane (Independent)

The needs of students have been an afterthought for too long in Vancouver schools. Despite a recent improvement in provincial funding, years of cutbacks and underfunding have cut the Vancouver School Board's budget to the bone. The extent of deferred maintenance is so alarmingly high that it was used in 2016 to justify closing some schools to save money.

Much-needed staff positions have been lost or combined to the point that we no longer have a Pride mentor or a multicultural mentor and adult education has been cut from four sites to only one. A hiring crisis in the 2017/18 school year due to new provincial classroom size requirements, accompanied by competition for teachers from other districts caused a loss of numerous teachers as some of our best teachers left for other districts.

As a parent of two children enrolled in public education and as a past Chair of Vancouver DPAC, I have seen firsthand how preventative maintenance, classroom resources, and essential programs are being reduced and clawed back to unacceptable levels.

Along with many parents who I organized as DPAC Chair, I fought successfully to stop the closure of 12 neighbourhood schools across the city - 11 of which were in Vancouver's East Side.

In recent years, trustees disbanded key committees that vulnerable students relied on to make schools safer and more inclusive for them. Trustees sold public land to allow BC Hydro to build a substation under one of our schools for far less than it would have fetched from a buyer wanting to build much-needed housing.

The board embarked on an ambitious rewrite of the policies and governance that defines the organization, hurriedly enacting them with zero public oversight and scant review by important stakeholders.

These decisions will cause ripples for years to come.

I am running to help return VSB to sound, intentional, and determined governance. A school district's central role is to provide the best possible education for learners. It is to ensure it provides safe and inclusive schools while living up to the social responsibilities that an institution with a \$600 million budget incurs.

Our students have been denied the education that they deserve for far too long. If elected to serve as a school trustee, I will not shy away from asking the difficult questions that need to be answered. I will leverage my record of advocacy to fight for equitable access to excellent education for all learners.

PRIETO, Julian (YES Vancouver)

As a young educator and mathematician I believe everyone learns differently and should be equally supported. I am in favor of more choice and individuality in education, and of useful life skills as financial literacy for young people.

I was born in Colombia and have benefited tremendously from public education (Lord Byng Secondary, Oxford, and Beijing university). I bring a passion for learning, languages and cultural understanding. I hope to raise a family in Vancouver and bring consultative governance to the school board: with bold ideas.

REDDY, Jennifer (OneCity)

I am running for VSB Trustee because after working at the VSB for over 7 years with a variety of learners and their families – I came to appreciate the challenges that students face in accessing education including housing, transportation, and access to supportive resources. At the same time, I found educators working with less and less to meet the complex needs of their students. As a trustee, I look forward to bringing a focus on students in all of our discussions and decision-making processes.

RICHARDSON, Christopher JK (NPA)

I am walking (rather than running) to be elected once again to ensure that the positive and productive direction outlined in the VSB 2021 Strategic Plan "Shaping Our Future, Together" is focused upon to ensure that all learners succeed. My professional experience as a Chartered Professional Accountant (FCPA), my varied leadership experience in the not-for-profit community, my 3 terms on the Vancouver Park Board and my brief experience as VSB Chair and Trustee term between 2014 and 2016 provides me with the background and drive to know that a positive, cooperative approach to working with our teachers, administrators, assistants, parents and community partners along with our co-Governance partner – the Ministry of Education is the best way forward to succeed. Unfortunately, the combative and confrontational approach of demanding but not justifying more resources did not work in the past and caused inordinate upheaval and personal distress in the District. From my recent conversations with many within and knowledgeable of the District, a new and clear path to normalcy has been established and I am anxious to be part of that journey. We must all ask ourselves, in everything we do "what is best for our learners".

WONG, Allan (Vision Vancouver)

I am committed to ensuring Vancouver has a strong, vibrant, diverse and inclusive PUBLIC school system that ensures all our students will grow academically, socially and emotionally. This is the backbone of

a democratic society that understands equity of access for all students. I feel I am able to contribute positively, working collaboratively with internal and external organizations, to share the importance of properly funding the education system.

WOO, Sophia (Coalition Vancouver)

I am running to provide common sense with a background as a mental health clinician. I support opportunity for participation by an increasingly diverse population and full and insightful discussion of matters before the board. I listen to parents, staff and the public and is sensitive to the changing profile of public education.

2: What are the top three issues you wish to address if you are elected?

ANDERSON, BK Barbara (IDEA Vancouver)

- *Finding more classroom space for K and Gr. 1 students living in the West End, Yaletown, False Creek and the Cambie corridor where the city has been highly densified.*
- *The catchment review and sibling priority policy*
- *Before and after school child care space.*
- *Retaining Student support workers, aides and other CUPE 15 staff in the district by increasing their pay grid levels so they can live in our unaffordable city and suburbs.*

ARNOLD, Erin (Vision Vancouver)

- *Seismic safe schools - Long Range Facilities Plan that has a plan of maintenance upgrades and vibrant schools that foster a positive learning environment for students.*
- *Diverse learning needs - We will make sure every child has the support they need to reach their potential by investing in ESL, special needs students, and other diverse learning needs. We'll maintain positive relationships with parents, students and educators.*
- *Childcare and early learning - We will make childcare, early learning and adequate provincial funding top priorities. Vision candidates believe that quality, affordable, and licensed childcare is essential for the livability of Vancouver.*

BALLANTYNE, Fraser (NPA)

My top three issues are:

- *We need to nurture a caring environment at the VSB & continue to strive for stability. The past 7 years have been turbulent, chaotic, and crisis driven. It's no secret, past Boards have spun a confrontational advocacy campaign based on ideology—the new Board needs to continue establishing a positive, collaborative relationship based on trust building.*
- *Seismic up-grading: reassessment of the upgrading plan to ensure that timing to get projects approved is accelerated so that schools get rebuilt sooner & students are safer sooner.*
- *The re-in statement of crucial programs such as MHSW's for our most fragile population, Sacy workers, support for our teachers that meets the mandate of the recent court ruling and a review with recommendations for the promotion of equal access to Fine Arts programs such as dance, music, & choir across the district.*
- *Recruitment and retention of teachers*

BERCIC, Carrie (OneCity)

- *Equity – Every single student deserves access to all of the resources they need to succeed. The reality is some students require more resources than others to attain that success. It is our job to ensure that happens, regardless of the budget situation we may find ourselves in. Students first means ALL students.*
- *Class Size & Composition – Our district has made great strides in hiring teachers and staff over the last year. Yet still, in spite of a hard fought Supreme Court win by BC's teachers, we have hundreds of classes*

in Vancouver that have more than three special needs students in a class. To give context, Burnaby has no classes in violation. Not a single one. We can do better.

- *Neighbourhood Schools – Every neighbourhood school matters. Full stop. If a particular school is too large for the current student population then excess space can be used for public community good. Childcare. On-site housing for staff or families. Community centre and art spaces. School closures are not an option.*

CHAN-PEDLEY, Lois (GREEN)

Equity. Reconciliation. Music & arts & culture.

CHO, Carmen (NPA)

My top three issues are: having resources available for students with designations, providing enrichment activities for students, and developing teacher retention strategies.

DAY, Diana (COPE)

- *Culturally Safe Schools*
- *Breakfast & Lunch for Vulnerable Students*
- *Close Achievement Gap for Vulnerable Students*

DENIKE, Ken (Coalition Vancouver)

- *Oversee an excellent system. My goal is to guide the Board to answer the pressing question “students are heading back to class but is the B.C. school system ready for them?” To answer we must “solve the shortage of language and special needs teachers*
- *As budget is driven by enrollment address the declining enrollment in the public schools while enrollment in private schools is climbing.*
- *Return school tax to schools. School taxes on property in Vancouver generates tens of millions of dollars more than Ministry allocates to district.*

DESCÔTEAUX, Stéphanie (Vancouver 1st)

- *Audit finances & budget - Review finances and support accounting staff so they have all necessary resources they need to implement fully the recommendations made by the accountants. Look at ways we can maximize the use of already existing resources and funds. Explore partnership that could be created with communities and non-profits organizations that are consistent with our values and principles to bring further funding to benefit diverse programs such as cultural, educational, athletic, artistic, life skills, financial literacy and well-being.*
- *Financial literacy and emerging Skills Programs - support further programs that enable youth to understand the basic of finances skills, like cycle of money in a life time, management of money, budget, understanding accounting terms and financial reporting, balancing bank accounts, etc but also emerging skills through “MakerSpace” like coding, 3D design, etc - as well as entrepreneurs programs. Exploring ideas from the most successful schools in the world like, Singapore.*
- *Health & Wellness - anxiety and depression is a major struggle in today’s youth life. Continuing developing programs and partnering with experts to access the best resources possible to ensure youth have the support they need and deserve.*

FARROKHI, Fairnia (Independent)

- *Provide teachers with the resources to teach coding*
- *Advocate for funding for smart schools and classrooms*

FRASER, Janet (GREEN)

- *Safe and inclusive schools.*
- *Fully funded classrooms.*
- *Community and childcare.*

GILL, Pratpal Kaur (Vancouver 1st)

- *Increase funding in our schools. Our children's potential should not be severely restricted because of funding issues in the Vancouver School System. Creative partnerships can exist between community stakeholders and non-profits to aid in bringing in resources that provide benefits to the cultural, educational, athletic and artistic programs of our students through responsible sponsorships. Provided that the partners and sponsors are consistent with our values and principles we could greatly increase access to resources that would enrich the potential of each student.*
- *Increase out of school programming in key areas such as languages, technology/coding, entrepreneurial and financial literacy. The future is predicted to be a "gig economy." Which means technological skills, entrepreneurial experience, and financial literacy skills will be a valuable asset when preparing our children for future careers.*
- *Another goal is to expand a city wide mentorship program so that each child's specific needs and interests can be further encouraged at each stage in the child's development.*
- *Making childcare and early learning a priority.*

GONZALEZ, Estrellita (GREEN)

My top 3 priorities include working for a fully funded public education system, safe and inclusive schools for all students and providing governance oversight on the Board.

JAAF, Erica (OneCity)

- *Equity. Our public schools are successful only when the most vulnerable kids and families are part of that success.*
- *Neighbourhood Schools. Neighbourhood schools are the heart of a community. If there are schools with excess space, let's use that space to meet other community needs, such as daycare early childhood education, or seniors spaces. Where schools are over-capacity, we must work with the communities affected to find equitable solutions. When we are building or rebuilding schools, we must advocate for using the correct data and projections to determine sufficient size.*
- *Adult Education. The Gathering Place and South Hill must continue be supported and the Main Street Adult Education Centre at Gladstone should be reopened. Anyone wishing to learn should be able to do so as part of our public system.*

KENNEDY, Gordon T (Independent)

Efficient use of resources, make budget work and use of community thru volunteerism.

KINDRID, Tiffany (ProVancouver)

- *The first thing that needs to be addressed is the lead contamination in the water supply*
- *Examining what can be done to provide more OSC services to schools.*
- *Finding ways to provide adequate special programs from ESL to special needs and arts and music to physical education*

LEUNG, Aaron (Vision Vancouver)

- *Increasing child and youth mental health services and explore collaborations with Vancouver Coastal Health*
- *Improving active transportation to and from school for students, teachers, staff and parents*
- *Hiring and retention of additional teachers, education assistants, resource teachers, and student support workers (counsellors, speech pathologists, psychologists etc.)*

OGER, Morgane (Independent)

- *Keeping students and staff safe by accelerating VSB's seismic upgrade program and catching up on deferred costs.*
- *Prioritizing that the public education funding VSB receives gets spent in the schools*
- *Fact-based and transparent governance in consultation with all stakeholders including the public.*

PRIETO, Julian (YES Vancouver)

- *Expanding after school care*
- *Introducing financial literacy/ useful life skills programing.*
- *More Choice: support for mini schools, introduce charter schools elements, innovation from Finland.*

REDDY, Jennifer (OneCity)

If elected, I want to focus on ensuring that the learning needs of all students are met – specifically by ensuring class size and composition language is met and by protecting school land while keeping neighbourhood schools open. In addition, I am keen to increase before-school, after-school and pre-school space by using school and publicly owned land. Finally, I wish to address the closure of adult education centres and ensure that these are restored.

RICHARDSON, Christopher JK (NPA)

- *Special needs -- funds to ensure early identification and intensive individualized intervention for all vulnerable learners. It is essential that the District provides the tools and knowledge and that we communicate to all that an inclusive classroom can both serve the interests of all learners and provide a life-long empathetic understanding by all students. Unfortunately, not see this second benefit.*
- *Basic Infrastructure and staffing -- to be successful, the District needs to provide safe and sufficient classroom resources in our immediate communities to serve along with other community serving assets such as community centres, parks, libraries and neighbourhood houses. Right-sizing along with seismic upgrades and rebuilds will ensure that we can once again provide choice and enriched variety programs in one's immediate community. Although the District is complex, it is a great place to be an educator and we need to provide the environment to continue to attract and retain those that seek to be inspiring teachers and support staff,*
- *Additional funding – we must be innovative and be receptive to community partnerships and community support – fundraising should not be an ideologically 'evil' term. If the classroom is not negatively impacted, if the limited capacity of some parents to contribute is respectfully acknowledged, then the philanthropic resources of willing donors – be they individuals, foundations or others should be graciously accepted for the best of learners.*

WONG, Allan (Vision Vancouver)

- *Seismic Upgrade of all schools - Long Range Facilities Plan that has a plan of maintenance upgrades and vibrant schools that foster a positive learning environment for students.*
- *Advocacy - My type of Advocacy is respectfully presenting reasonable objective reports from consultation and professional staff. For the Trustees in understanding issues from professionals, consultation, statistics, anecdotal and impacts to the District.*
- *Governance and relationship building - continue building rapport with internal stakeholder, broader community and the provincial government. I always believe in the independence of other organizations but would like the Board to work in 'parallel' seeking same goals so we may go to the Treasury Board in support of public education. At the same time, the Board understands it needs to 'govern' and direct the District with Board policies.*

WOO, Sophia (Coalition Vancouver)

- *Public participation, increase board transparency. In my first term I was recognized and applauded for raising issues of public safety, opportunity for public participation in board decision making, and increasing transparency.*
- *Strengthen families – increase school connectedness. My background as a mental health clinician gives the VSB a key perspective on human resource issues and youth behavior. I am able to deal with matters of a sensitive nature with families in a discrete way to bring them into the school community.*
- *Mental health, Drug prevention/ treatment. School need provide education and prevention for youth. Without my intervention, the drug prevention program would have been seriously cut in 2012, again in 2013. “Some argue mental health programs be funded, operated through MoH. Wrong - Health mandate emphasizes a clinical rather than education focus.”*

3: What do you think the role of Trustees should be in public and stakeholder consultations? What criteria would you apply to determine if a consultation was successful or not?

ANDERSON, BK Barbara (IDEA Vancouver)

Trustees represent the public at the Board and should be available to listen to all stakeholders at public consultations. A consultation is successful if over a month-long period a high number of people, (based on each school population), have had a chance to give their feedback.

ARNOLD, Erin (Vision Vancouver)

During the consultation process Trustees should be present and listening. Also, there should be a separate opportunity for Trustees to respond by sharing their ideas so that stakeholders (eg parents/students/staff) understand the thoughts of trustees on issues before final deliberations at the Board. This is important because people consulted are able to respond to their point of view. Successful consultation never misses any aspects of an issue. In the future I believe we can do better at consulting parents and ensuring proper discussion is held before significant changes are made such as the catchment area review. Vision trustees value keeping siblings together. We are in support of grandfathering siblings into current catchment areas so that parents and students have easy access to neighbourhood schools.

BALLANTYNE, Fraser (NPA)

I believe that Trustees should be there to listen, to ask thoughtful questions and to consider all points of view without bias. I think a successful consultation would be one in which all interested parties received an appropriate amount of time to provide feedback, that feedback was provided from a variety of view points and that all options are given equal consideration.

BERCIC, Carrie (OneCity)

Trustees are elected by the people of Vancouver and we have a duty to meaningfully consult the public in matters that directly affect them. Our stakeholders are equal partners at the table, and their voice is also critical to my decision-making. Trustees should be making decisions only after a transparent process that includes meaningful public and stakeholder consultation on important topics which includes public meetings where the board can be addressed as a whole by any interested parties. Open-house style meetings, asking for questions through email, or online surveys should form only a small part of the consultation process when making important decisions that impact the district (policy overhaul, BC Hydro substation, catchment Review, etc.)

CHAN-PEDLEY, Lois (GREEN)

Trustees' role is to listen & watch for gaps. Ways to measure success: Trustees would check their understanding of what was heard, and check for missing stakeholders. These are the rules of what is and what

should be. I would also argue that the Trustees should have some ability to hold the space to hear out stakeholders without judgment or control during the consultation process. Judgment and decisions come later.

CHO, Carmen (NPA)

I believe that Trustees should be there to listen, to ask thoughtful questions and to consider all points of view without bias. I think a successful consultation would be one in which all interested parties received an appropriate amount of time to provide feedback, that feedback was provided from a variety of view points and that all options are given equal consideration.

DAY, Diana (COPE)

I think the Trustee ought to be a representative of the VSB and be there listening to the discussion, but not leading or swaying discussion. Successful consultation would occur when both parties are in agreement and satisfied with the outcome of the deliberations.

DENIKE, Ken (Coalition Vancouver)

As individual trustees we cannot single-handedly do the task of building a great system. We need to bring in public participation through actual meaningful consultation. This to be measured as I did when HIV first arrived in district. Despite opposition to an emergency course for all grade 12 students the district B tested the program, brought parents in to see it. After the course was give no parents complained. That is a measure of success.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

The role of a trustee is to ensure the policies are applied according to the desired objectives of the community and the organizations guidelines. I want to explore ideas and solutions that perhaps were not previously explored. A consultation would be successful when it addresses both the desired objectives of the community and the guidelines for the organization within the resources available.

FARROKHI, Fairnia (Independent)

I think it's important for School Board Trustee's to listen, we're here to serve the public. I would ensure that I would take the time to listen to the needs that were brought to my attention and how helpful I would be, would be the measure of success I would use.

FRASER, Janet (GREEN)

During consultations the role of Trustees is to listen to and ensure they understand the input from the public and stakeholders. Trustees should ensure consultations provide meaningful input to inform their decision making. A successful consultation would include asking the correct questions and accurately reflecting all the input.

GILL, Pratpal Kaur (Vancouver 1st)

The role of a trustee in any consultation process begins on the basis of good faith and an open mind. Having worked as a facilitator for the Federal Government and hosting workshops on joint management-union relationships, I have provided training to departments on this very subject. Successful consultation can only be determined once we have gained a new understanding of the issue and whether or not we can positively act and effect change in a manner that all stakeholders are satisfied with.

GONZALEZ, Estrellita (GREEN)

I think the main role of Trustees during public and stakeholder consultations is to listen. Consultation is about fact gathering and Trustees can support this process by being present and listening. This process then allows for Trustees to reflect on what was heard and the data collected, to get a clear picture so we are in a better position to make an informed decision. Facts/data, varied points of views and timeliness would make for a successful process.

JAAF, Erica (OneCity)

If a matter concerns VSB programming or infrastructure, I believe it is the responsibility of trustees to convene public and stakeholder consultations. Trustees are elected to represent the values, priorities, and expectations of our communities and translate them into policy; we must create opportunities to hear what these are, and balance the interests of various stakeholders.

KENNEDY, Gordon T (Independent)

What do you think the role of Trustees should be in public and stakeholder consultations? What criteria would you apply to determine if a consultation was successful or not?

KINDRID, Tiffany (ProVancouver)

What criteria would you apply to determine if a consultation was successful or not?

I think the ultimate role of a trustee is to come up with what is best for the students, so the more information they have to do that with the better

Over all I think success would be measured by outcome, which may take some time. Short term, I would say consultation could be considered successful if it is honest, transparent

LEUNG, Aaron (Vision Vancouver)

It is the role of Trustees to be liaisons between the public and the school district. As elected representatives, we have the responsibility to listen and solicit feedback from the public and represent the view of our constituents at the board table. If elected, I hope to be active in the community listening to stakeholders, and deeply involved in standing committees. As someone who has facilitated public consultations in the past, I understand the importance of clear, proactive, and transparent communication between government and stakeholders. For me, this would be an important indicator if a consultation was successful. If elected, I want to ensure that students, parents, staff and stakeholders are informed about potential decisions and projects and have ample opportunity to provide feedback and/or participate in dialogues to build consensus. I also want to breakdown systemic barriers to participation and receive feedback from various groups in order to make informed decisions.

OGER, Morgane (Independent)

School trustees are entrusted to govern our school district so that learners can access an excellent education while ensuring decisions are made transparently and with meaningful and genuine consultation with affected parties. The trustee's role is to explain the situation with the help of staff, to be accountable for school board decisions, and to hear and absorb feedback at consultation events.

Criteria for a successful consultation include:

- *Consultation has been framed in a clear and meaningful manner, and has taken place before the decision under consideration has been made.*
- *Consultation has included students, parents and other direct stakeholders, as well as the public, in an accessible and timely manner.*
- *The consultation had an impact on the decision-making process.*
- *The consultation has taken place in a culturally safe and sensitive manner.*

PRIETO, Julian (YES Vancouver)

The role of a trustee is to craft and explain proposals, and then to meaningfully listen to opinions from stakeholders. Consultations are successful if they lead good policies that are understood and supported by the community.

REDDY, Jennifer (OneCity)

The success of any consultation is unique to the audience it is meant to serve. I will ensure that communication is accessible to a wide range of audiences that include our multi-barrier students and their families.

RICHARDSON, Christopher JK (NPA)

I believe that Trustees should be there to listen, to ask thoughtful questions, to consider all points of view without bias and to ensure that all points of view are considered when consultations are undertaken. I think a successful consultation would be one in which a broad range of the community is notified and encouraged to participate, one that all interested parties receive an opportunity to provide meaningful feedback and then the Trustees can consider the feedback provided along with the comments of our District staff that will ensure that the unique aspects of the District are taken into account. It will then be our task to process the feedback and render an impartial decision that is best for all our learners.

WONG, Allan (Vision Vancouver)

During the consultation process Trustees should be present and listening. Also, there should be a separate opportunity for Trustees to respond by sharing their ideas so that stakeholders (eg parents/students/staff) understand the thoughts of trustees on issues before final deliberations at the Board. This is important because people consulted are able to respond to their point of view. Successful consultation never misses any aspects of an issue. Presentation of issues must be FAIR from all points of view.

WOO, Sophia (Coalition Vancouver)

The role of the trustee is to deal with matters of a sensitive nature in a discrete way and in matters of larger scale bringing together broad public "School need provide education and prevention for youth." Without her, the drug prevention program would have been seriously cut in 2012, again in 2013. "Some argue mental health programs be funded, operated through MoH. Wrong - Health mandate emphasizes a clinical rather than education focus." support through consultation. Success in matters of a sensitive nature such as professional placement of a special needs student when the parents disagrees may be little more than grudging acceptance. For larger scale issues, success is measured in not dividing groups after the issue is settled.

4: What changes would you make to better support student learning, including learning for vulnerable students?

ANDERSON, BK Barbara (IDEA Vancouver)

I want to see better retention of all student support workers and aides for special needs students through increasing their pay. I would encourage any secondary schools to experiment with time-tabling courses to start later in the morning and run later in the afternoon. Teenagers require more sleep than they get and scheduling their day later than 8:30 a.m. could help some of them to be more prepared for learning.

ARNOLD, Erin (Vision Vancouver)

As an ally and parent I will prioritize learning and accommodation for vulnerable students.

Supporting special needs students has been a long-standing priority for Vision Vancouver trustees, past and present. My Vision colleagues and I are supportive of working towards adequate staffing our classrooms, so that every student that needs an education assistant has one.

We need to ensure programs are available to support student needs (eg autism spectrum, ELL) with specific support workers and programs (eg extended learning assistance class ELAC program). We have seen effective programs, and we do not need to re-invent the wheel. We would consult with staff and stakeholders how best to support our students dependent on what increase in funds we get from the Province.

We will continue to advocate.

BALLANTYNE, Fraser (NPA)

To support student learning it is important that we prioritize early identification, designation and personalized programming for students with special and gifted needs and other vulnerable students including English language learners and Indigenous students.

BERCIC, Carrie (OneCity)

First and foremost, we need to meet class size and composition limits. We need to find a way to deal with the backlog of students waiting for assessments. All students should have full access to non-enrolling teachers in every school. There is little staffing equity district-wide and students are the ones who suffer because of this. Teacher-librarians, resource teachers, English Language Learner teachers, counsellors, and teacher-psychologists are vital to the education of all students, particularly our most vulnerable.

CHAN-PEDLEY, Lois (GREEN)

As a new candidate I don't know the lay of the land so hard to say where I'd make changes. I'd reach out to groups identified as vulnerable and ask them where barriers are. If there exists such a report already I'd examine that, and lean on the staff to help figure out best practices for removing the specific barriers.

CHO, Carmen (NPA)

To support student learning it is important that we prioritize early identification, designation and personalized programming for students with special and gifted needs and other vulnerable students including English language learners and Indigenous students.

DAY, Diana (COPE)

We need to support our teachers to ensure they have the knowledge, skills and training to work with all vulnerable youth. Having a trauma informed approach to teaching vulnerable students may be the new wave of the future.

DENIKE, Ken (Coalition Vancouver)

Education is changing, reflecting the new economies, moving away from early digitization to increasing reliance on critical thinking. Automation is catching up on repetitive industrial tasks. I see engaging parents to recognize the need for the new curriculum is essential to better support student learning as is supporting teachers to engage vulnerable students.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

Ensuring school programs are adapted to the challenges youth are presently facing, and by expanding the after school programs that fosters mentorship with experts and leaders in our society.

Collaborate and work with city council to offer incentives to businesses that encourage them to provide youth-mentorship work experiences.

Partnering with non-profit organizations that work already with vulnerable students to enhance our programs to address their specific needs.

FARROKHI, Fairnia (Independent)

By building more smart classrooms we give students the opportunity to experience different types of learning tools and applications, there are several useful applications that help students that have a difficult time learning in traditional ways. It would be a top priority of mine to get more funding for computers, iPads, and applications.

FRASER, Janet (GREEN)

The VSB's ability to support students is to a great degree determined by the provincial funding levels so advocating for additional funds is key. Within the district I would seek to more fully understand, from students, parents, teachers and support staff, how we could improve. One timely area is support for teachers in implementing the new curriculum.

GILL, Pratpal Kaur (Vancouver 1st)

One such change would be to implement and expand a city wide mentorship program that provides strong role models and mentors for our students including those vulnerable or with different learning abilities can make a significant impact on their learning.

The expansion of more after-school programming pieces to complement the current curriculum in areas that interest our vulnerable students such as coding can be very beneficial.

GONZALEZ, Estrellita (GREEN)

As a Board we need to support the Superintendent in their position as CEO of the organization. Part of this is ensuring there is funding in place to support the hiring of sufficient staff including teachers and support staff such as SSA's. This last year was a challenging year for the district given the contract restoration, the hiring of over 900 teachers, and other factors. The district needs to ensure it has enough SSA's and TTOC's on its roster to ensure all students have staff support always. As a Trustee we can work with all levels of government to support recruitment initiatives and work with post secondary institutes to ensure we are providing enough training spots and graduates to cover the need. The new curriculum provides for more flexibility but it is essential that as a district we do what we can to support vulnerable students and communities.

JAAF, Erica (OneCity)

Remove all barriers to meeting class size and composition limits. Recognize by policy that Non-Enrolling Teachers have vital responsibilities supporting vulnerable students and should not be used as Teachers on Call. Instead, District Managers can fill these roles a couple of days a month if necessary. Improve the time it takes to have a student assessed so they can receive the supports they need. I would also like the Board to convene a meeting of Resource Teachers and Educational Assistants to hear what solutions they propose. All of this, of course, costs money. Advocacy to the provincial government is vital.

KENNEDY, Gordon T (Independent)

Schools have to be a comfortable, safe environment.

KINDRID, Tiffany (ProVancouver)

The roll back to previous class size and composition is a good start, we just need to build upon that. Increasing the ease of access, and availability of special programs will prove invaluable

LEUNG, Aaron (Vision Vancouver)

I want to ensure that classrooms are adequately staffed so that students can receive individualized support. We need to ensure that our classrooms are compliant with the Supreme Court ruling and that teachers and students have the Education Assistants that they need to provide supportive learning environments. I'm committed to continued advocacy with stakeholders to make sure that no student gets left behind.

OGER, Morgane (Independent)

I will work to advocate to ensure that students from marginalized communities are receiving equitable support in which their concerns are addressed meaningfully, and that all students are able to receive an education which benefits from a holistic approach grounded in not only reading, writing and arithmetic but also music, civics, the arts, languages and culture. Excellence for everyone is my utmost goal.

PRIETO, Julian (YES Vancouver)

Introduce scholarships for gifted students to take courses at universities and colleges while still in high school. Introduce financial literacy programing, how to save for retirement, file taxes etc... Support special needs through individualized education plans (IEP).

REDDY, Jennifer (OneCity)

To adequately support the learning of vulnerable students, I want to ensure that we are committed to class size and composition language as a starting point; that we fully implement a sanctuary schools policy so that immigration status does not preclude a child from accessing public education; that non-enrolling staff including counsellors, support staff, librarians, and specialists are available and resourced to ensure equitable support for all students

RICHARDSON, Christopher JK (NPA)

To support student learning, I repeat that it is important that we commit to prioritize early identification, designation and personalized programming for students with special and gifted needs and other vulnerable students including English language learners (ELL) and Indigenous students. Certainly, the Court reinstated classroom composition limits will have to be defended and possibly modified in the upcoming labour negotiations to ensure that they reflect the classroom and students of today.

WONG, Allan (Vision Vancouver)

We need to ensure programs are available to support student needs (eg asperger, ELL) with specific support workers and programs (eg extended learning assistance class ELAC program). Not necessarily need to re-invent the wheel on this one. I have seen effective programs. I would consult with staff and stakeholders how best to support our students dependent on what increase in funds we get from the Province. I will continue to advocate.

WOO, Sophia (Coalition Vancouver)

A pivotal role is played by parents and the new curriculum is aimed at going beyond specialized tasks to develop critical thinking and joint problem solving. Parents need to be engaged to appreciate the new curriculum is to ready their children for the rapidly changing employment landscape. Vulnerable students must be engaged. Learning is not optional. They require motivated teachers and the role of the trustee is to support them.

5: What would you do to further the inclusion of marginalized populations, including students with disabilities and LGBTQ2S+ students?

ANDERSON, BK Barbara (IDEA Vancouver)

I would like the District to investigate having teachers trained in the Orton Gillingham instructional approach travel to various Elementary schools where needed so children with dyslexia and other learning disabilities are not forced to leave the public system to get assistance.

As a Trustee I would visit all Secondary school Gay/Straight Alliance clubs and encourage schools to support these groups. I would carry on the good work of previous Boards in creating one of the best LGBTQ policies in Canada and in the practice of supporting Trans students at schools with washroom space as requested and in changing student identification gender by request. I commit to supporting teachers to use the Ministry's SOGI's resources and the SOGI 123 curriculum in the classroom.

ARNOLD, Erin (Vision Vancouver)

Equity of access and inclusive policy for our students. We need to understand and support each marginalized community. The work of our Multicultural Liaison Workers (MLW) and immigrant settlement Services (SWISS) is critical to newcomer communities and learners.

Vision is proud to be part of a Vision-led Vancouver School Board that was the first District to bring in LGBTQ policy and initiate a PRIDE committee to keep supporting our students. Furthermore, took the next step to support our transgender students. I am proud to know that the Province's SOGI began with the Vancouver District in 2003.

Vision is fully committed to SOGI policies and the implementation of the SOGI 123 curriculum, and we will continue to advocate for all students on this issue.

BALLANTYNE, Fraser (NPA)

It is important to raise the awareness of everyone in the school community and to create safe spaces for all students. All children should want to come to school and should feel safe at school. Some things we could do to promote inclusion are: implementing a buddy system (7-11 program) and promoting a week of focus on LGBTQ2 issues in schools.

BERCIC, Carrie (OneCity)

The district needs to be consistently clear and unwavering in its support of all LGBTQ2+ and SOGI policies, especially in light of the growing movement to oppose and overturn these policies. We should reinstate the Pride Committee with a full-time mentor dedicated specifically LGBTQ2+ and SOGI support. The practice of sending special needs students home, or having them miss field trips, when staffing is unavailable needs to cease immediately. We need to use every tool at our disposal to prevent this, including redirecting district staff if necessary.

CHAN-PEDLEY, Lois (GREEN)

I'd push for better communication in creating a welcoming environment. I would like to see it be targeted and specific as opposed to "we welcome all." I personally like the model that PB has taken but would have to ask the community whether it was actually effective. Also, targeted ask for feedback from marginalised students about where they perceive their barriers to be.

CHO, Carmen (NPA)

It is important to raise the awareness of everyone in the school community and to create safe spaces for all students. All children should want to come to school and should feel safe at school. Some things we could do to promote inclusion are: implementing a buddy system and promoting a week of focus on LGBTQ2 issues in schools

DAY, Diana (COPE)

We need culturally safe schools that includes all marginalized populations and every student regardless of their sexual orientation or disability. COPE platform includes implementing the Multicultural policy and the Anti-Racism policy and working to have a respectful workplace not only for staff, but also for students. Building community while celebrating diversity is important to identifying commonalities and respecting one another.

DENIKE, Ken (Coalition Vancouver)

An extension of promoting the new curriculum is recognition that the principles engage marginalized populations, including students with disabilities and LGBTQ students better than last year's curriculum. Adjustments in placement and evaluation are required.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

Develop focus groups where students participate in creating innovative ideas to support their peers and encourage compassion amongst themselves. I believe engaging youth at a young age to contribute to their peers will reduce the bullying.

FARROKHI, Fairnia (Independent)

I am in support of teachers providing education and information regarding Sexual Orientation and Gender Identification. There's a lot of guilt and shame regarding being different, regardless of what type of "different" a student feels ie. Disability, ethnicity, gender identification, sexual preferences, and I believe Social-Emotional Learning is a key part of helping students process their emotions, setting healthy boundaries, and vocalizing their needs in a productive way. I highly encourage the promotion of Social-Emotional Learning.

FRASER, Janet (GREEN)

The VSB has a long history of supporting inclusive education and I it would be helpful to work with students and their families to better understand where they feel excluded and respond in these areas. The VSB could also review the measures of student success, for example graduation rates or successful transition to secondary school, for marginalized populations to more fully understand where additional supports are needed.

GILL, Pratpal Kaur (Vancouver 1st)

Continual consultations with students and stakeholders from marginalized populations would be encouraged. Ideas to promote an inclusive environment would be sought out because I strongly support diversity and the right for every individual to reach their maximum potential.

GONZALEZ, Estrellita (GREEN)

To start with we need to ensure students are feeling welcomed and included at school and are ready, equipped and able to learn. SOGI 123 is a resource that can equip teachers and counsellors to identify and work with students whom may feel unsafe plus bring awareness to all students thus promoting more acceptance. The district can provide ongoing SOGI (and other types of) training to staff through professional development. Facilities can offer gender neutral and washrooms for those with disabilities. As a district it is the responsibility of Trustees and staff to provide safe and inclusive schools for all students.

JAAF, Erica (OneCity)

Support indigenous programming, including indigenous-language immersion; implement a Sanctuary Schools policy; review second-language credits to include additional languages such as Tagalog, Punjabi, etc; reopen Main Street Adult Education Centre; ensure accountability for the education plans for students with disabilities; reinstate the Pride Committee; protect SOGI policies; ensure teachers and staff receive training and resources to support all of these students.

KENNEDY, Gordon T (Independent)

Talk openly about issues unlike when I went to school things were not discussed.

KINDRID, Tiffany (ProVancouver)

I believe that inclusion is severely lacking in the school system, but I believe it is on the right track with bringing in special education programs to classrooms instead of pulling students out. I think programs like SOGI will work wonders towards inclusion, we can build on that and implement programs relating to marginalized population and disabilities in much the same way. Over time we can get to a point where students requiring those specialized services will be viewed as part of the mainstream within our school system and not 'excluded'.

LEUNG, Aaron (Vision Vancouver)

As an LGBTQ2S+ former student, I understand the importance of safe and welcoming school environments. I stand by SOGI 123 and its importance in creating accepting and inclusive neighbourhoods and communities for families and students with LGBTQ2S+ individuals. I stand by the VSB's decision to implement gender neutral washrooms to support the safety and comfort of our gender variant students. I'll continue to support our Multicultural Liaison workers, Settlement Workers, and our longstanding anti-racism work.

Through working with the City of Vancouver Persons with Disabilities Advisory Committee, I understand the importance of accessible schools for students with disabilities. Whenever possible, I'll work to ensure that our seismically upgraded buildings and new builds are accessible for people with disabilities and hope to see more accessible playgrounds on VSB property working in collaboration with school stakeholders, the District, and the Province.

OGER, Morgane (Independent)

Each marginalized community has its own specific needs, and knows best what those are. The best way to further the inclusion of marginalised persons is to ask them what they need and to heed their advice. It is important to advocate with them in cases when their needs require support which lies outside of the current funding framework that school district accesses. One way to support marginalized communities in need of support is to empower them through consultation committees within VSB in which they meet to formulate their need. For this to function, it is crucial that trustees listen to the recommendations of the committees.

If elected, I will work to reinstate the pride committee and other equity-seeking committees as needed. I will work to reinstate a dedicated pride mentor, and other mentor staff positions that were lost to cuts in recent years. I will also ensure the district has accessible processes in place to ensure issues that vulnerable students and other stakeholders raise are meaningfully addressed.

PRIETO, Julian (YES Vancouver)

Treat students as the main stakeholders in VSB decisions: encourage a culture of tolerance for individuality.

REDDY, Jennifer (OneCity)

SOGI is an opportunity for our district to be a leader for educators and children provincially and nationally. Schools are entrusted with the safety and inclusion of all students and SOGI is a part of this responsibility. The full and ongoing training of educators will help ensure that all students enjoy a safe and inclusive learning environment.

RICHARDSON, Christopher JK (NPA)

It is important to raise the awareness of everyone in the school community and to create safe spaces for all students. All children should want to come to school and should feel safe at school. Inclusion meaning full participation with the necessary supports to ensure that the needs of all learners is respected and acted upon. We need not look further than to ideas from previous experiences and other Districts – the ‘buddy’ program at Kerrisdale Elementary and the themed focus weeks that address specific topics of interest such as LGBTQ2 and indigenous matters. Of course, these initiatives must be interwoven into the everyday activities of each school.

WONG, Allan (Vision Vancouver)

Equity of access and inclusive policy for our students. We need to understand and support each marginalized community separately. For example, the immigrant community needs support from our Multicultural Liaison Workers (MLW) and immigrant settlement Services (SWISS).

I am proud to be part of a Vision-led Vancouver Board that was the first District to bring in LGBTQ policy and initiate a PRIDE committee to keep supporting our students. Furthermore, took the next step to support our transgender students. Proud to think that the Province’s SOGI began with the Vancouver District in 2003.

Supporting special needs students has been a long-standing priority for Vision Vancouver trustees, past and present. My Vision colleagues and I are supportive of working towards adequate staffing our classrooms, so that every student that needs an education assistant has one.

WOO, Sophia (Coalition Vancouver)

The strategy for furthering the inclusion of marginalized populations is not to separate them from mainstream students but to integrate them. The new curriculum provides a mechanism for this and teachers must be encouraged and supported to adopt it.

6: How would you work to improve retention and graduation rates for students with disabilities within the brick-and-mortar public education system?

ANDERSON, BK Barbara (IDEA Vancouver)

Work with Facilities to ensure all students have access to all school buildings and facilities. Retain student support workers and aides by increasing their pay grid so they can afford to live in Vancouver and environs.

ARNOLD, Erin (Vision Vancouver)

Supporting special needs students has been a long-standing priority for Vision Vancouver trustees, past and present. Vision is supportive of working towards adequate staffing our classrooms, so that every student that needs an education assistant has one.

I believe in working with community stakeholder groups who are the experts on students with disabilities and continue to work with them to accomplish shared goals. Having worked with children with disabilities

for my career this is close to my heart and motivates me to try harder. We are not truly successful as a school district until the most vulnerable students needs are being meet.

Continue advocating for direct resources for students with disabilities. We know direct intervention with face-to face one-on-one support intense teaching is effective. Clear case in point is READING RECOVERY. The Board supported this program and funded it because we knew it worked and we wanted to ensure students were not left behind in their primary years.

BALLANTYNE, Fraser (NPA)

It is important to ensure that every child is valued. It is critical to have people within the school staff that can monitor the progress of children and provide services when needed. Once an area of weakness is identified, we need to take action, by providing extra support such as laptops and accommodations in the classroom.

BERCIC, Carrie (OneCity)

Ensure that class size and composition limits are fully met so classroom teachers can focus on every student. Ensure facilities, including playgrounds, are welcoming and fully inclusive and accessible so no student is left out. When students are included equally there is a much better chance for success. Most importantly, work with medical professionals, teachers, school staff, district staff, parents, and students using a team approach to ensure the individual needs of each student are met. We cannot make decisions on what inclusion and accessibility looks like without meaningfully asking those affected specifically what they need.

CHAN-PEDLEY, Lois (GREEN)

I'm hopeful that the curriculum change in student-led, exploratory learning will empower teachers to help their students succeed. Without knowing more about where the current barriers are I can't recommend any changes meaningfully (I only know of them anecdotally and have a general sense of things). Certainly more funding and training for SSAs/EAs would help and I would advocate for that at the provincial level.

CHO, Carmen (NPA)

It is important to ensure that every child is valued. It is critical to have people within the school staff that can monitor the progress of children and provide services when needed. Once an area of weakness is identified, we need to take action, by providing extra support such as laptops and accommodations in the classroom.

DAY, Diana (COPE)

The COPE platform is all about graduating vulnerable students to Post Secondary, this includes all students! We plan to improve supports to students, teachers and assistants with tracking success and working with those who are dis-engaged with the system. The creation of an Indigenous focused high school would focus on these issues and ensure students are engaged and supported to complete their graduation successfully.

DENIKE, Ken (Coalition Vancouver)

The Board began to address the accommodation of students with disabilities within the Public brick-and-mortar education system a decade ago. It is now evident that more than facilitating access to school is required to retain these students. They need to be included in the structure of regular classes and this requires professional assessment and matching with suitable classes. Counselling is a big part of ongoing success so resources are required.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

Create peers-support system for regular students to contribute and support students with disabilities by becoming their mentors. I believe encouraging other students to interact with disabled students will keep both groups engaged and motivated to stay involved in school.

FARROKHI, Fairnia (Independent)

I would ensure they get the proper support and care they need in order to support them towards graduation.

FRASER, Janet (GREEN)

I know many families believe their children do not have the supports they need to be successful and this is an ongoing advocacy role for Trustees. I would work to understand when and why students with disabilities are leaving the VSB, and for which students the graduation rates are too low. The long awaited and long fought for restored class size and composition a recent example of how advocacy changed public education.

GILL, Pratpal Kaur (Vancouver 1st)

Encourage more consultation with disability stakeholders on ways to improve retention and graduation. They are the experts who work closely with the students and would best understand their needs.

Expansion of a city wide mentorship program so that our disabled students can be connected with successful disabled role models at every step in their school journey and beyond.

GONZALEZ, Estrellita (GREEN)

Outcomes are important for the district, and high graduation rates for all students is one that can be aspired to. As a district we can empower staff to work with students and their families to develop a plan that is achievable and works towards graduation. Seeking feedback from these families would help to understand what works and where we can improve.

JAAF, Erica (OneCity)

Ensure that class size and composition limits are met. Fully support inclusion and independence with SSAs and non-enrolling teachers

KENNEDY, Gordon T (Independent)

Students like any people must enjoy the experience to continue in the experience.

KINDRID, Tiffany (ProVancouver)

Different disabilities will bring different work. For physical disabilities, we need to improve accessibility, which could include advocating for funding to install elevators in schools which do not have them. For learning disabilities we need have adequate supply of support workers and resource teachers to provide students with the support they need to keep up with their peers. Part of the problem I see right now, is that children are being forced to all learn the same way, neglecting that children engage and learn in different ways. Some will learn by seeing, some listening and some by doing. We need to find a way to accommodate all three.

LEUNG, Aaron (Vision Vancouver)

We need to ensure that all of our students are supported and receive the services that they need in a timely and effective manner. I'm committed to advocating for increased staffing for EAs, resource teachers, and special needs supports to deliver one-on-one interventions.

OGER, Morgane (Independent)

I believe that the solutions are often readily apparent to those most engaged with the systems. The school board needs to always consult with affected persons and their recognized advocacy organizations. Seismic remediation should take a proactive approach to implementing accessibility best practices to ensure the physical accessibility of our spaces.

In the case of students living with disabilities, the school board needs to ensure that it is working with disabled students and their parents and caregivers to identify solutions along with engaging disability advocates for advice.

PRIETO, Julian (YES Vancouver)

Support learning support programs, GOLD, Secondary strategies etc..

REDDY, Jennifer (OneCity)

Committing to class-size and composition is a first step, we need this in all schools to ensure that all students receive the quality education we know their teachers can provide. Support staff must be fully integrated with training and support to meet the complex needs of vulnerable students

RICHARDSON, Christopher JK (NPA)

It is important to ensure that every child is valued. It is critical to have people within the school staff that can monitor the progress of children and provide services when needed. Once an area of weakness is identified, we need to take action, by providing extra support and provide technical supports such as laptops and processing accommodations in the classroom. Moving forward, the VSB2021 Strategic Plan dashboard must contain absentee, retention and graduation rate statistics for various categories of students. Better communication and understanding is necessary to understand the basis of the Dogwood Diploma, the Adult Graduation Diploma and the School Completion Certificate (Evergreen Certificate).

WONG, Allan (Vision Vancouver)

Continue advocating for direct resources for students with disabilities. We know direct intervention with face-to face one-on-one support intense teaching is effective. Clear case in point is READING RECOVERY. The Board supported this program and funded it because we knew it worked and we wanted to ensure students were not left behind in their primary years.

WOO, Sophia (Coalition Vancouver)

Public funding has gone to provide access for students with disabilities within the Public brick-and-mortar education system. What is required is soft programs such as the ones I have organized for professional assessment, councilors, and co-ordinate community workshops and facilitate parents and family support groups. During my term on VSB, I was liaison trustee to Vancouver City Committee on Disabilities.

7: What efforts have been made by the VSB to promote Reconciliation to date, and what would you bring to the role of Trustee to enhance and increase these efforts?

ANDERSON, BK Barbara (IDEA Vancouver)

The District has signed the Aboriginal Education Enhancement Agreement with our Indigenous Peoples and is working to improve graduation rates and curriculum alignment with Aboriginal history, science and traditions. I have worked at the District with previous Aboriginal Education District Principals to encourage Aboriginal curriculum alignment with our education partners and as Trustee I would work to make sure this work continues in all our schools and with all our education partners.

ARNOLD, Erin (Vision Vancouver)

The Board plays a crucial role in the signed Aboriginal Enhancement Agreement. Vision trustees strongly supported an indigenous focus school, elder's program, indigenous support staff and Jordan's principle. We support and fund the District's Vice-Principal of Indigenous Education and support staff.

Vision submitted the BCSTA resolution to support history of BC indigenous people calling on curriculum to be developed. This was unanimously supported by all 60 districts.

Vision is currently working on bringing the Vancouver Island history panels outlining the history of European contact with the indigenous community and Asian community. The travelling museum is currently on

Vancouver Island until 2019.

As your Vision trustees, we will work with our colleagues on school board to implement the Truth and Reconciliation Commission (TRC) recommendations on calls to action as they relate to educational institutions.

BALLANTYNE, Fraser (NPA)

The VSB has identified and recognized important people in the Indigenous community to enhance the relationship. One example is naming schools in honour of Indigenous leaders. We embrace meaningful acknowledgement and look to have Indigenous community leaders as role models for our children.

BERCIC, Carrie (OneCity)

I believe in the motto: "Nothing about us without us." This means that while district efforts to promote Reconciliation such as adopting the Aboriginal Enhancement Agreement, are a good start, we need to engage meaningfully with Indigenous communities and families to truly find a way to move forward. We need to listen with open hearts and find ways to include Indigenous voices in all of our decision making.

CHAN-PEDLEY, Lois (GREEN)

As a settler I'm a student of reconciliation myself too. At my children's school there are plentiful Indigenous education for all the classes, from author meet & greets, ceremonies, food connections, art and Indigenous artists in residence, and so much more. I think - I'm not sure - that this is a school-led initiative as we have many Indigenous children and thus have strong connections already. We need to support all schools and teachers to be able to teach the material appropriately and make sure that schools have the right connections and resources to do it in a meaningful way.

CHO, Carmen (NPA)

The VSB has identified and recognized important people in the Indigenous community to enhance the relationship. One example is naming schools in honour of Indigenous leaders. We embrace meaningful acknowledgement and look to have Indigenous community leaders as role models for our children.

DAY, Diana (COPE)

Some efforts have been made, however, I believe we must work on telling the Truth before we get to reconciliation. Historically the education system has not been very kind to our people and our history and Canada's history of their treatment of our people have been left out of our education system. I believe that we must implement the Truth and Reconciliation Commissions Call to Action #57 which states we must teach all levels from K – 12 about Indigenous people and their rights to all students. In fact we ought to be offering these courses free to mainstream in Adult Education as well. We must re- educate society so that they can know the truth behind the stereotypes that are so engrained in some folks.

I would advocate for professional development for all Teachers to be able to feel effective and confident in delivering the curriculum in the classrooms about Indigenous people. I think this is the most effective way of 'reconciling' telling the truth and building awareness and compassion for the wrongs that have been done to keep Indigenous people from living long healthy prosperous lives.

In implementing "Reconciliation" we must be careful not to appropriate the culture in doing so. I have seen this happen both in our school system and in community. We must begin with the "Truth Telling" at every opportunity as so many people were blinded from this. Because of this the discrimination and racism continue to live on. I am very grateful for the support of those in my circle who are Allies and especially thankful for the many Teachers and Educators who support my campaign and believe that we must make a change and that now is that time!

I would advocate for the District to hire an Indigenous Principal, when Don Fiddler left the position was demoted to Vice-Principal. We ought to be supporting Indigenous Education fully and need management staff to advocate for us from within.

London Ontario had the first Indigenous Student Trustee, he was my Nephew. I hope that one day Vancouver could be so progressive. That could make a world of difference.

DENIKE, Ken (Coalition Vancouver)

The Board began to address the accommodation of students with disabilities within the Public brick-and-Reconciliation has been a central core of priorities for the Board and initial results in terms of graduation

rates improved. The improvement has been partially due to recognition of culture in special programs. The next step is to bring meaningful inclusion to mainstream programs and adoption of the new curriculum could help if trustees encourage and support innovative teachers to address inclusion..

DESCÔTEAUX, Stéphanie (Vancouver 1st)

no response provided

FARROKHI, Fairnia (Independent)

I would work closely with indigenous groups to find respectful ways to honor residential school survivors. Some examples may be to build a Heart Garden at each school or to request the performance of a Pow Wow.

FRASER, Janet (GREEN)

The VSB made a commitment to Reconciliation and signed Aboriginal Education Enhancement Agreements, with the goals of Belonging, Mastery, and Culture & Community, with the Musqueam First Nation and other partners. There are many district initiatives and actions at individual schools. A VSB Reconciliation framework would enhance this work by to providing focus and strengthening our district's work in collaboration with the Musqueam, Squamish and Tsleil-Waututh Nations and the urban Indigenous population.

GILL, Pratpal Kaur (Vancouver 1st)

no response provided

GONZALEZ, Estrellita (GREEN)

I feel strongly that as a district we need to do more around Reconciliation. The VSB has an Indigenous department who work closely with many schools and I feel we need to ensure this department has the resources it needs to fully support VSB indigenous students. For Trustees this can mean reaching out to both the Provincial and Federal governments for resources. Properly resourced, this department could work with teachers to reach all students and convey what Reconciliation is about, to recognize the history of Canada's indigenous people including impacts of the residential school system on indigenous peoples (and on Canada). I would continue to reach out to the three local Coast Salish First Nations communities to identify ways VSB could work closer with them. As an example, there is a new First Nations Education centre being planned for Vancouver and I would like to see the VSB form a partnership with this facility to encourage VSB students to learn firsthand about First Nations customs and traditions there.

JAAF, Erica (OneCity)

The second Aboriginal Education Enhancement Agreement and a district department for Indigenous programs and services are a good start, but not enough. The schools with the most violations of class size and composition also have the highest proportion of indigenous students. In consultation with Musqueam, Squamish, and Tsleil-Waututh Nations, and urban Indigenous communities, I would like to see dedicated positions on the Vancouver School Board for Indigenous representation, and Indigenous language programming, be established.

KENNEDY, Gordon T (Independent)

Be open and honest to everyone.

KINDRID, Tiffany (ProVancouver)

Being First Nations myself, and having learned nothing of my heritage due to the results of residential schools, I think having the real history of the First Nations people taught is a good start. I think having First Nations education available, not only for our First Nations students, but to all students, is a step. With that, ultimately, the genocide imposed on our First Nations, how do you adequately reconcile that? We have to move forward together in a conciliatory spirit.

LEUNG, Aaron (Vision Vancouver)

The Aboriginal Enhancement Agreement was a major step forward in Reconciliation between the District, Indigenous learners, and the past treatment, discrimination, and oppression of generation of Indigenous peoples. The establishment of Xpey' Elementary is a strong step towards the inclusion of Indigenous knowledge and culture into our school system for our Indigenous learners in a culturally safe environment. I'm committed to supporting programs that create culturally safe environments for our students and dismantling systems of oppression within our public education system. We still have much farther to go. I'm committed to implementing the Calls to Action from the Truth and Reconciliation Commission as they relate to public education. However, as a non-Indigenous person and settler on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh peoples, I respectfully acknowledge my role as a person who needs to listen to the Indigenous community and use their feedback to improve outcomes for Indigenous students and empower our shared communities.

OGER, Morgane (Independent)

One of the ways that VSB has supported reconciliation is through the creation of the Elder-in-Residence position.

The creation of the Xpey' elementary school in order to offer an indigenous-focused learning environment was also an important step towards reconciliation. However, I am mindful the school is in a building which is rated at an H1 seismic risk and the lack of movement from the Provincial Government on seismic upgrades needs to be addressed. I would work with multiple stakeholders, including VSB management to actively pursue Provincial and Federal funding for the creation of a new school or seismic upgrading of the current facility to ensure students are learning in a safe environment.

I would also humbly work with the Musqueam, Squamish and Tsleil-Waututh First Nations to implement a district-approved indigenous language program to ensure that Vancouver students are given an opportunity to learn the languages that are indigenous to these traditional, ancestral and unceded lands. I would ensure measures to increase resilience and address bullying are in place and working. I will work to continue to strengthen relationships I have been cultivating and will prioritize Truth and Reconciliation Commission Calls to Actions and UNDRIP.

PRIETO, Julian (YES Vancouver)

The VSB has introduced the Xpey school of choice with indigenous programming. I support more choice programming as Mandarin immersion to reflect the diversity of Vancouver and prepare young people for global opportunities.

REDDY, Jennifer (OneCity)

The Aboriginal Enhancement Agreement provides a strong framework coupled by a team of Aboriginal support staff to support the learning of Aboriginal students in the district. The added focus on indigenous curriculum heightens the districts commitment to ensure that non-Aboriginal students are participating in Reconciliation alongside their Aboriginal peers. We must recognize the racialized nature of Reconciliation that affects Aboriginal students in unique ways – for example, schools that are not able to meet class size and composition are those with highest Aboriginal and indigenous populations. Reconciliation at the district will require decision-making representation from a variety of indigenous perspectives at the board. Without this, we cannot fully assess what is needed and how to implement it effectively.

RICHARDSON, Christopher JK (NPA)

One significant initiative of the Board is the inclusion of District-wide Aboriginal Goal: "To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students" in the detailed School Plan of each school in the District. Beyond this, it is the tradition that a 'land acknowledgment' recognizing the Musqueam, Squamish and Tsleil-Waututh First nations is made at the commencement of meetings and events. The appointment of Shane Pointe as the VSB Knowledge Keeper /Elder in Residence in 2015 was a great success and should be followed

up by further appointees. Name twinning as has been done at Grandview/ḵuuqinak'uu Elementary could be considered elsewhere such as at Crosstown Elementary to further the ideals of the Truth and Reconciliation recommendations. I would like to be a 'champion' Trustee who would assist in ensuring that the VSB contributes towards the implementation of those of the 94 'calls to action' that the Board can embrace.

WONG, Allan (Vision Vancouver)

The Board plays a crucial role in the signed Aboriginal Enhancement Agreement. Vision trustees have strongly supported an indigenous focus school, elder's program, indigenous support staff and Jordan's principle. We support and fund the District's vice-principal of Indigenous Education of positive programs and support staff.

I have submitted to the BCSTA with resolution to support history of BC indigenous people calling on curriculum to be developed. All 60 districts unanimously supported this.

I am working on bringing the Vancouver Island history panels outlining the history of European contact with the indigenous community and Asian community. The travelling museum is currently on Vancouver Island until 2019.

WOO, Sophia (Coalition Vancouver)

The Board is recognized as a leader in Reconciliation. Trustees regularly participate in celebrations and promoting programs reflecting cultural values. Yet the results and success are not spread across the district where there are not clusters of eligible students. Surveys and collaboration with Bands have not provided a solution for inclusion and early increase in graduation rates are in danger of stalling. As a mental health clinician I bring professional perspective and common sense to the table to address the next step.

8: How would you work to improve retention and graduation rates for Indigenous students within the brick-and-mortar public education system?

ANDERSON, BK Barbara (IDEA Vancouver)

The District has implemented an Aboriginal Graduation program that is working in the District and I would encourage that program to continue along with the programs currently running within the Aboriginal Education department. From 2012 to 2016 Aboriginal graduation rates have increased by 18% and as Trustee I would encourage all our schools to push to increase this rate even more.

ARNOLD, Erin (Vision Vancouver)

Resources and direct support. Programs such as summer math program to continue building on success. Allow lower class sizes on some important classes to ensure they still run. Encourage and support Elders and community support in the schools to improve pride and learning of culture. I graduated with various teachings from Elders and Indigenous professors at UVIC and JIBC that guided my practice in working with children, youth and families. I take this responsibility extremely seriously and am aware of the privilege and power I hold as an educated caucasian woman. I continue to take enhanced educational opportunities on this vital topic. I share and understand Jordan's principle and the role that helps our students. This is a daily mission that will not be accomplished quickly often slowly with perseverance and consistency.

BALLANTYNE, Fraser (NPA)

We need to work with Indigenous children to ensure they are engaged, supported and valued. We would consult with the province to identify districts that have higher completion rates and allow those districts to share their strategies and have them implemented in other districts.

BERCIC, Carrie (OneCity)

(Please see question 7.) To meet the needs of our Indigenous learners we need to ask them where we are failing. We need to ensure our Indigenous Focus School not only stays open, but thrives. We need to ensure class size and composition language is adhered to because non-compliance means their needs are not being met. We need to promote Indigenous teachings and Ways of Knowing, by Indigenous teachers, so students have an opportunity to learn in different and meaningful ways.

CHAN-PEDLEY, Lois (GREEN)

I'm hopeful that the curriculum change in student-led, exploratory learning will empower teachers to help their students succeed. Without knowing more about where the current barriers are I can't recommend any changes meaningfully (I only know of them anecdotally and have a general sense of things). Certainly more funding and training for SSAs/EAs would help and I would advocate for that at the provincial level.

CHO, Carmen (NPA)

We need to work with Indigenous children to ensure they are engaged, supported and valued. We would consult with the province to identify districts that have higher completion rates and allow those districts to share their strategies and have them implemented in other districts.

DAY, Diana (COPE)

I would like to create an Indigenous Focused High School of Excellence! This idea came in 1995 and if it had been done then, my son would have had a school to go too but he left in Grade 8. Only to be tested later and found him to be in the 95 percentiles in some of the scales. He then returned to a mini school at King George and graduated, unfortunately without the prerequisites to move on, pre cal 11, 12 and physic 12. He attended Native Education College and got those courses with two A+ and one A. I attribute that to being in a culturally safe setting. I want all vulnerable students to graduate with a plan in place! An acceptance letter to a college or university in hand on graduation day.

I was concerned about the grad rate when I received over 39,000 votes in 2014 and was more about graduating to post secondary when I was 900 votes short last Fall. When I was with the DPAC the grad rates were 29% for Indigenous Students when I left it went to 42%. What I never realized was that of that 42% only a few of those had the prerequisites to move forward. We must do better.

I also think that if we start implementing some of the new curriculum about Indigenous people then some students maybe more interested and attentive in class and may have things to contribute.

I also think we need to engage more with Indigenous parents and support them to become active members on the PACS and on the DPAC, while its good you have one space for Indigenous representation. I would hope that you are open to having more than on representative on board as the time commitment can make it a barrier to attendance. Optimal three voices are needed to make any improved movement. Hopefully we have many allies on the DPAC.

DENIKE, Ken (Coalition Vancouver)

Retention and graduation rates for Indigenous students within the education system require acceptance in regular classes. This has not occurred but could be levered during the adoption of new curriculum which emphasizes creative thinking not patterned response. Still, poverty is a problem and frequent moves disrupt student learning. Support from other agencies is required.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

Continue to support the work already achieved through the Aboriginal Education Enhancement agreement presently in place

Foster partnerships with already exciting aboriginal organizations that are already working with indigenous students to create programs that will support Aboriginals to feel part of our community and support them with the issues they are facing in their personal life.

Explore internships with local indigenous businesses.

FARROKHI, Fairnia (Independent)

VSB has come up with the Indigenous Education Enhancement Agreement which sets the excellent standard of ensuring that each aboriginal learner must experience a sense of belonging and place within the educational system, as well as to provide equity of opportunity for Aboriginal students. This will require ongoing development of best-practice strategies and I would ensure to be a productive part of this.

FRASER, Janet (GREEN)

The three goals of Belonging, Mastery and Culture and Community have been identified in the Aboriginal Education Enhancement Agreement as being key to Indigenous student success. I would work to understand when and why Indigenous students are leaving the VSB, and at what point a student's path to graduation starts to falter. This would help to effectively target additional supports to vulnerable Indigenous students.

GILL, Pratpal Kaur (Vancouver 1st)

Encourage more consultation with Indigenous stakeholders on ways to improve retention and graduation. Expansion of a city wide mentorship program so that our indigenous students can be connected with successful Indigenous role models at every step in their school journey and beyond

GONZALEZ, Estrellita (GREEN)

As noted above, the VSB's Indigenous department has terrific people working to support indigenous students. Setting a goal to increase graduation rates is important and as Trustees, learning from indigenous students the challenges they face and identifying ways we can support them needs to be an ongoing commitment. I have been very supportive of the federal Jordan's Principle program and have referred many teachers and staff to them. There are funds and resources available to support indigenous kids, so let's be sure to access this and work with both the federal and Provincial governments to fully fund their needs.

JAAF, Erica (OneCity)

Address class size and composition violations; support XPey' Elementary.

KENNEDY, Gordon T (Independent)

By listening to them.

KINDRID, Tiffany (ProVancouver)

I think this is much the same as any child in the education system. You need to find a way to engage them, to make them happy to come to school every day. First Nations children are no different from any other child. Each child has their own unique strengths and challenges, and you need to find a way to highlight the strengths and overcome the challenges.

LEUNG, Aaron (Vision Vancouver)

I want to ensure that Indigenous students have access to culturally safe schools and practices that are respectful and inclusive of Indigenous learnings. Smaller class sizes for more individualized attention are important to me.

OGER, Morgane (Independent)

Students that see themselves in a system feel that it is more relevant to them than students who do not. I will work to ensure all levels of district reflect the diversity of its students and staff.

It is known that students who attend culturally unsafe environments do less well than those who are in safe and supporting schools. I would advocate for anti-oppression training for teachers and support staff to ensure that all students are receiving instruction in a culturally safe environment. I will work to continue to strengthen relationships and will prioritize Truth and Reconciliation Commission Calls to Actions in education.

PRIETO, Julian (YES Vancouver)

Introduce individualized programming that gives more choices to indigenous students. This includes financial literacy education, math contest preparation, mandarin language etc..

REDDY, Jennifer (OneCity)

The recognition of students from curriculum content and instructional teams, to school names and activities all play key parts in improving graduation and retention for students who are indigenous, black, and students of colour (BIPOC). Ensuring that adequate support is available on a district level to report

and respond to instances of bullying and discrimination are also necessary to support the retention and graduation rates for BIPOC students. Finally, access to healthy food programs and transportation are critical to the success of all students and in particular BIPOC students who experience unique systemic barriers to accessing education.

RICHARDSON, Christopher JK (NPA)

We need to work with Indigenous children to ensure they are engaged, supported and valued. We would consult with the province to identify districts that have higher completion rates and allow those districts to share their strategies and have them implemented in other districts.

WONG, Allan (Vision Vancouver)

Resources and direct support. Programs such as summer Math program to continue building on success. Allow lower class sizes on some important classes to ensure they still run. Encourage and support elders and community support in the schools to improve pride and learning of culture. I graduated from UBC's Multicultural Teacher's Education Program. We had many similarities with the NITEP program. I think these programs are important for long term support. Share and understand Jordan's principle and the role that helps our students.

WOO, Sophia (Coalition Vancouver)

To improve retention and graduation rates for Indigenous students I promote greater inclusion in regular classes which requires more directed counselling, teacher participation in planning and co-operation within the BC school system and support agencies outside the school system.

9: What kinds of supports are in place in the school district so that parents new to Canada are quickly and appropriately able to access information related to their children and School District decisions that impact their family? What could be improved?

ANDERSON, BK Barbara (IDEA Vancouver)

The District Reception and Placement Centre runs many programs for immigrant students and parents with field trips and programs and the many multicultural workers who speak many languages of our new Canadians. I would encourage the District to arrange more orientation meetings with new Canadian parents, teachers, administrators and Trustees to help them navigate the school system and put some faces to names.

ARNOLD, Erin (Vision Vancouver)

Supporting a refugee family with two young children I am aware of how much work is needed in being more culturally aware and responsive in our school district.

Multicultural Liaison Workers (MLW) for a variety of cultural groups. We heard loud and clear from our ethnic communities how crucial the "Multis" are to connect the School system with families.

The federally funded SWISS workers (settlement workers) are also undeniably important to support our immigrant students/families to connect with the community.

What can we do to improve current supports?

VSB needs to hire counsellors that understand varied cultures. VSB needs to provide information sessions in languages other than English. This was very successful in the past for graduation success and budget consultation. VSB needs to be more welcoming of various cultures possibly through architecture of a school (room) but, this needs to be a ground up approach. Our community needs are changing therefore, we do too.

BALLANTYNE, Fraser (NPA)

I was instrumental in bringing back SOME multicultural support workers to assist families who are new to Canada. We need to look at whether to increase multicultural home school workers to ensure that services meet the demand in each ethnic group.

BERCIC, Carrie (OneCity)

We currently have an excellent District Reception and Placement Centre. We need to bring more services to students once they are registered in schools. These services should include more multicultural workers, more settlement workers, and a dedicated board position. We should also fully implement a Sanctuary Schools Policy as soon as possible so no student feels unable to access an education because of fears over their immigration status.

CHAN-PEDLEY, Lois (GREEN)

For newcomers with language barriers, I know of translation services made available to families newly arriving in our district, not sure how well-used or well-known they are. VSB website went through an overhaul recently and hopefully key information about district is more readily accessible. Individ schools still expected to update own subsites and some schools/programs lag behind sometimes due to lack of technical training, interest or available time. Need to balance local school autonomy and community's need to access info.

CHO, Carmen (NPA)

Trustee Fraser Ballantyne was instrumental in bringing back multicultural support workers to assist families who are new to Canada. We need to look at whether we need to increase multicultural home school workers to ensure that services meet the demand.

DAY, Diana (COPE)

I would like to advocate for Immigrant students and their families to receive the supports that they need to ensure their children are successful in the system.

We must provide designated staff support for these families and provide translation services for families to be able to connect with the school and to help children make informed decisions. In the past there have been cuts to these multicultural workers and I believe we must restore these positions to help families build connections and roots in community.

Our COPE platform also has a sanctuary city in it as well, to accept students regardless of their immigration status this could be an improvement. Our breakfast and lunch program will be a support to many immigrant families on fixed income.

DENIKE, Ken (Coalition Vancouver)

The question raises a larger issue. Supports in place in the school district for parents will need to be revamped for new curriculum. Current emphasis on grades is not appropriate since creative learning involves 'wrong' answers so marks describe process not results. This is going to be a real challenge for parents new to Canada who assess their child's success by marks. Seminars with parents are a possible route to explaining but real collaboration required for acceptance.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

no response provided

FARROKHI, Fairnia (Independent)

no response provided

FRASER, Janet (GREEN)

The district supports include federally funded SWIS workers, multicultural workers and the Engaged Immigrant Youth Program for students in Grades 10, 11 and 12, and ties with partner agencies. Google Translate is now on the website but more translated documents and translation services would improve access to information. Successful advocacy to the federal and provincial governments would provide funding for additional services.

GILL, Pratpal Kaur (Vancouver 1st)

As a child whose parents immigrated to Canada, I am aware of how the Vancouver School system has evolved since the time I first entered the school system. However, there are still many ways to improve to make the transition easier for new families. One pro-active program that could help a newly immigrated family is a Primer English class which would empower the new student with basic words so they could communicate with their new classmates and friends.

Innovative ideas and programming pieces such as Primer English class would empower our new Canadian students and should be explored.

GONZALEZ, Estrellita (GREEN)

As noted above, the VSB's Indigenous department has terrific people working to support indigenous students. Setting a goal to increase graduation rates is important and as Trustees, learning from indigenous students the challenges they face and identifying ways we can support them needs to be an ongoing commitment. I have been very supportive of the federal Jordan's Principle program and have referred many teachers and staff to them. There are funds and resources available to support indigenous kids, so let's be sure to access this and work with both the federal and Provincial governments to fully fund their needs.

JAAF, Erica (OneCity)

The District Reception and Placement Centre is full of wonderful, intelligent, helpful people who facilitate the registration process, with multilingual translations available. It would be useful to have a dedicated staff person at the VSB, and the number of Settlement Workers in Schools should be increased. I also believe we need a Sanctuary Schools policy to ensure all children have access to education regardless of their immigration status. (This includes district-wide communication and education about such a policy.) PAC fundraising calls must be clearly explained as optional, and PACs must consider the social exclusion of some kids if their parents can't afford to participate in activities (e.g. pizza days); School, Board, DPAC, and PAC calendars can be better informed by global cultural celebrations.

KENNEDY, Gordon T (Independent)

Make information readily available to them. Toronto city hall in the 70's had information in 27 languages.

KINDRID, Tiffany (ProVancouver)

I have no idea and will have to study this aspect of our democratic processes. Therefore, I see vast room for improvement in this area. We have to look at how to circulate and disseminate this information and make it simple for parents who are new to Canada to access.

LEUNG, Aaron (Vision Vancouver)

Settlement Workers and Multicultural Liaisons provide fundamental services for new arrivals to Canada. In terms of improvements, I'm hoping that we can have language inclusive consultation processes (translation available, accepting non-English feedback, and specialty consultations for cultural communities) so that all community members can engage with the VSB and the broader community in an inclusive manner.

OGER, Morgane (Independent)

I was once a newcomer to Canada, moving here as a child. I have since been a newcomer to two other countries as an adult. I remember accessing specialist ELL teachers and my parents simply not understanding the way the public education system works.

VSB has excellent resources online to complement the District Reception and Placement Centre, including a number of multilingual publications and resources. As well, volunteers help support newcomers in their native language to facilitate adaptation to the VSB.

I will work with VSB management and local non-profits which support newcomers to ensure parents have somewhere to turn for support, and encourage staff to I will also ensure key information is provided in as many languages as possible and ensure that students and parents and caregivers are provided with resources to be supported in all aspects as newcomers.

I will also direct staff to explore opportunities to collaborate with the city's neighbourhood house network to offer local support in a recognized resource centre that is less daunting than the centralized monolithic administration that VSB can sometimes present to people.

PRIETO, Julian (YES Vancouver)

Information sessions are held for parents of various languages. As a speaker of Mandarin, French and Spanish, I would be able to communicate with many new Canadians in their own languages and make the VSB information more accessible.

REDDY, Jennifer (OneCity)

The District Reception Centre provides a variety of linguistically and culturally sensitive services and programs to guide newcomers through the education system. In addition, support needs to be expanded to understand the unique experiences of students of colour and indigenous and black learners who may not qualify for newcomer students. As such, capacity and resources for Multicultural Liaison Workers and Youth Workers need to be enhanced to reflect these realities.

RICHARDSON, Christopher JK (NPA)

The District Reception Centre (for foreign born students) strives to identify the needs of those that are new to Canada. As a vulnerable student, the identification of language and other cultural adjustment supports must be provided to ease the transition to our school system. Periodic evaluation of progress must be made to ensure that new immigrants are succeeding. Recent budget cut did negatively impact ethno-specific multicultural liaison workers available to various communities and evaluation would determine whether additional funds must be sought.

WONG, Allan (Vision Vancouver)

Multicultural Liaison Workers (MLW) for a variety of cultural groups. We heard loud and clear from our ethnic communities how crucial the "Multis" are to connect the School system with families.

The federally funded SWISS workers (settlement workers) are also undeniably important to support our immigrant students/families to connect with the community.

What can we do to improve current supports? VSB needs to hire counsellors that understand varied cultures. VSB needs to provide information sessions in languages other than English - very successful in the past for graduation success and budget consultation. VSB needs to be more welcoming of various cultures possibly through architecture of a school (room) - but this needs to be a ground up approach.

WOO, Sophia (Coalition Vancouver)

Parents new to Canada seem fixated on marks. The new curriculum does not assess answers, and to be fair last year's curriculum didn't fully either. We need to explain the change and increase communication on individual assessment.

10: How, as a Trustee, would you work to support equitable access to quality arts education in the district as a core part of the BC curriculum?

ANDERSON, BK Barbara (IDEA Vancouver)

Working with the District Fine Arts Coordinator the Board of Trustees should budget for arts programs across the district and especially in schools in the east side of Vancouver.

ARNOLD, Erin (Vision Vancouver)

All neighbourhood schools to have adequate support staff. Understanding that some schools might have access to "artists in residence" or specialized passionate teachers in this area, a District mentor needs to assist and ensure arts education is available in all schools. We need a further discussion with parent group that came before the Board before to re-engage with the new Board.

I support quality arts programs across all schools. I am passionate about arts and culture and will bring my knowledge, experience and connections to this work as School Trustee. Community based programs

such as Art Starts need to be explored and valued as keeping children and youth engaged in the school system. Often in my experience arts are a connection that keeps youth at risk engaged in their studies, neighbourhood and community support systems

BALLANTYNE, Fraser (NPA)

Because there is a correlation between student academic performance and arts programs, it is critical that all students have equitable access to these types of programs. Part of our platform includes a revenue generation strategy that would encourage local individuals and philanthropic organizations to support these educational opportunities.

BERCIC, Carrie (OneCity)

Arts education is a core part of the BC curriculum, but it is often an area that is hardest hit when it comes to funding. Either through decreased overall funding, or a systematic erasure of art classroom spaces, arts are being moved lower and lower down the list of priorities. We wouldn't accept this with math classes and we shouldn't accept this with the arts. As trustees, we need to bring this issue to light and make sure the public joins in our advocacy efforts.

CHAN-PEDLEY, Lois (GREEN)

I would urge the province to provide more funding so we can support arts and culture. As a district we can also provide affordable spaces to artists so students & community can have more exposure and access to arts in general.

CHO, Carmen (NPA)

Because there is a correlation between student academic performance and arts programs, it is critical that all students have equitable access to these types of programs. Part of our platform includes a revenue generation strategy that would encourage local individuals and philanthropic organizations to support these educational opportunities.

DAY, Diana (COPE)

Absolutely, I believe art is an important component to education and helps with creativity and learning outcomes. I would like to see equitable funding across the District to ensure all corners of the City are actively engaging their students in art!

The COPE platform also pushes for Free Transit for students between 5 – 18 years this would make it easier for our classrooms to travel to museums, art galleries and the like.

DENIKE, Ken (Coalition Vancouver)

The Board suggests the arts are important but does not financially support quality arts education. Some larger high schools still have trained, dedicated teachers in place. These must be expanded through extra support possibly coming from board surplus.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

Ensure each school has access equally to the same amount of funding and resources to offer adequate art education across the district

Allow funding from corporate organizations who have philanthropic programs aligned with arts education and distribute equally throughout the district

FARROKHI, Fairnia (Independent)

no response provided

FRASER, Janet (GREEN)

As arts education is a core part of the BC curriculum there should be adequate and stable funding to ensure all students receive an excellent arts education regardless of which school they attend. The district is working with many partners to provide quality arts education, for example the Sarah McLachlan School of Music and the Artist in Residence Studio Program, but these programs should always be in addition to the core curriculum.

GILL, Pratpal Kaur (Vancouver 1st)

I would work with the Parks board to come up with programming with help from the Community Centers; using buildings after hours to run arts classes supported by the PAC. I am even open to exploring the idea of converting a school that has low enrollment into a Fine Arts School?

GONZALEZ, Estrellita (GREEN)

I fully support Arts and Culture in our schools. My son benefited greatly for 3 years from the Nootka Elementary Fine Arts program. As a working, professional actor and now in high school he continues to benefit from Drama classes and after school activities such as the school musical. He has a very creative mind and the new curriculum allows him many ways to creatively express himself, be it through videos, art or the written and spoken word. As the appointed Trustee liaison, I sat on the Arts and Culture Policy Committee and learned of the struggle artists have in finding affordable spaces to work from. I brought forward a motion (which was passed) to work with the City and Park Board to open schools up for greater community use. Having artists, poets, dancers, etc utilizing our public spaces such as schools allows for greater community engagement, learning and fun.

JAAF, Erica (OneCity)

Arts Education is a core part of the curriculum. As such, it should be properly funded, not left to the ability of a PAC to fundraise for it.

KENNEDY, Gordon T (Independent)

Make sure facilities are appropriate.

KINDRID, Tiffany (ProVancouver)

The problem with all of our programs is that there is a lack of funding to adequately support these programs. It might be possible to establish a balance once we identify waste and new efficiencies.

LEUNG, Aaron (Vision Vancouver)

I would continue to advocate for arts education in our schools by working with stakeholders and community partners to deliver and support arts programs. I'm committed to working with VESTA and VSTA in partnership with senior management to explore how we can support teachers in the classroom to deliver arts education including more district resource teachers and teacher mentors.

OGER, Morgane (Independent)

The value of the arts is invaluable for all students and should be equitably available regardless of who someone is. I believe in funding the arts in all their forms. I would strongly advocate for enhanced funding for the arts with the Provincial government as I very much believe that arts funding is not an afterthought. It is critical to the growth and wellness of all people. I would also work with VSB management to identify alternate funding sources within current budgetary constraints which would help augment current funding.

PRIETO, Julian (YES Vancouver)

Consider the arts as part of human culture and higher learning to be valued and explored voluntarily.

REDDY, Jennifer (OneCity)

Arts should not be an after-thought as we know healthy brain development includes arts. Ensuring that arts is not seen as a disposable by trustees is of critical need.

RICHARDSON, Christopher JK (NPA)

There is a correlation between student academic performance and arts programs, it is critical that all students have equitable access to these types of programs. Part of our platform includes a revenue generation strategy that would encourage local individuals and philanthropic organizations to support these educational opportunities.

WONG, Allan (Vision Vancouver)

All neighbourhood schools to have adequate support staff. Understanding that some schools might have access to “artists in residence” or specialized passionate teachers in this area, a District mentor needs to assist and ensure arts education is available in all schools. We need a further discussion with parent group that came before the Board before to re-engage with the new Board .

WOO, Sophia (Coalition Vancouver)

Interesting question. The Board priorities do not seem to include the Arts. The Board cut and reduced programs while generating a surplus. I would work to re-establish quality arts education as a core part of BC curriculum.

11. How, as a Trustee, would you work to create access to specialist music education for all children in Vancouver elementary schools? (Note: this question is not asking how to restore the Band & Strings program.)

ANDERSON, BK Barbara (IDEA Vancouver)

Working with the District Fine Arts Coordinator and the District’s arts partners like Art Starts and the various musicians and music groups in Vancouver I would encourage and help budget for all kinds of music genres and music responses from drumming to dancing.

ARNOLD, Erin (Vision Vancouver)

Quality music and arts education has always been a part of the Vancouver School District’s core services. Vision will work with our colleagues on the Board exploring options to offer more music and arts programs in our schools.

Needs to be addressed for the long term rather than patchwork. Working to ensure each school has someone with passion for music and is able to support music education in the school. Vision trustees will work with BCSTA (and VESTA) and the provincial government to focus on improving music education in elementary schools.

BALLANTYNE, Fraser (NPA)

We need to be creative in our solutions as we have fixed budgets and limited resources. Again, seeking community partnerships could be one way to provide specialist music for all children.

BERCIC, Carrie (OneCity)

Support the implementation of curriculum by providing teachers with ongoing music training and resources. Make sure music resources and specialized staffing are equitably distributed across the district. Seek out programs similar to Artist in Residence programs.

CHAN-PEDLEY, Lois (GREEN)

Work to remove barriers for schools who DO want to provide specialist music ed. Diff schools and students will have different needs and affinities. To support schools we could work with partner agencies like Van Opera, Coastal Jazz, etc. Also, we can make space for artists in res. Overarching goal would be to connect necessary programs w/ vuln students, whether it’s music, sports or other

CHO, Carmen (NPA)

We need to be creative in our solutions as we have fixed budgets and limited resources. Again, seeking community partnerships could be one way to provide specialist music for all children.

DAY, Diana (COPE)

This would awesome to have music education in all schools across the District. I would advocate for building a network of artists and musicians who could partner with the VSB to provide opportunities for every school to take part in music education.

My children attended Grandview Elementary and I will never forget Ms Vierra who wanted our children to have some form of music that she got recorders and had them all learn a song and played at one of our concerts. It was so nice to see and sad at the same time - that without her doing that many of our children would not have had any experience with music in elementary school. We must look at equitable ways to ensure all vulnerable students are given the same opportunities across the District.

DENIKE, Ken (Coalition Vancouver)

I along with Sophia Woo in our 2011, 2014 term together promoted excellence in music education in elementary schools through involvement in Metro competition. We reached out to teachers. For one child with excellent voice but no training we connected her to a professional mentor. Morale of teachers involved got a real lift. The next step is to marshal teachers and provide support for greater access across the district. We will continue to lobby for music in elementary schools.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

Encourage partnerships with cultural centers and organizations to develop joint programs

Allow funding from corporate organizations who have a philanthropic program aligned with the desire to contribute to music education.

FARROKHI, Fairnia (Independent)

no response provided

FRASER, Janet (GREEN)

Elementary school teachers are qualified to teach the entire K-7 curriculum and should be supported to strengthen their expertise in any curriculum area. At present the provincial government does not fund elementary specialist teachers so schools can only access specialists through "prep time" teachers. Choir, band or strings teachers are "prep time" teachers in some VSB schools and, as a first step, I would seek to reduce barriers to having a music prep teacher in any school that wanted this option.

GILL, Pratpal Kaur (Vancouver 1st)

I am open to creative partnerships with cultural organizations to support kids programs and any scholarships; entertainment of corporate sponsorship to help fund these programs

GONZALEZ, Estrellita (GREEN)

As above in relation to the arts, music is very important in schools and an effective way to promote creativity. I fully support music education for all students, not just those who can afford it. I strongly believe the VSB needs to offer a district wide and inclusive after school music program, through service providers, that is accessible by all students.

JAAF, Erica (OneCity)

no response provided

KENNEDY, Gordon T (Independent)

Having participated in the May Festival when I was in elementary school in Toronto I would like to see more joint partnerships with industry like the symphony to give students something exciting to work towards.

KINDRID, Tiffiny (ProVancouver)

Again, the problem is funding. We have to be creative. If the province will not provide adequate funding, we can look to third party donors to fund these essential programs.

LEUNG, Aaron (Vision Vancouver)

I want to ensure that Vancouver students have equitable access to music education across the city. We need a long-term strategy to deliver music education across the District and work with the Provincial government to get more specialist teachers into our schools to provide this much needed service.

OGER, Morgane (Independent)

Both of my children are enrolled in music instruction and have participated in regional orchestras. They have been involved in it since before kindergarten. I believe very much that music instruction helps with childhood development and enjoyment of life and support seeking out all equitable opportunities to provide specialist musical instruction to students in Vancouver. I would seek out strategic partnerships where possible with other stakeholders within the music community and advocate for enhanced funding for arts education from the Provincial Government.

PRIETO, Julian (YES Vancouver)

Facilitate music after school care programs

REDDY, Jennifer (OneCity)

Similar to the arts, I support music education and want to ensure that it does not interfere with contracts between educators and their employers. Music, like art, must be a part of our public education system.

RICHARDSON, Christopher JK (NPA)

We need to be creative in our solutions as we have fixed budgets and limited resources to allocate. Again, seeking community partnerships could be one way to provide specialist music for all children.

WONG, Allan (Vision Vancouver)

Needs to be addressed for the long term rather than patchwork. Working to ensure each school has someone with passion for music and is able to support music education in the school. Work with BCSTA (and VESTA) and the provincial government to focus on improving music education in elementary schools.

WOO, Sophia (Coalition Vancouver)

Establishing access to specialist music education is important. Some children in elementary schools are motivated to go to schools by ancillary programs like music. During my term I saw to it that the best were recognized in order to encourage teachers to be involved. A wider program will require adding to these talented people.

12: The VSB is planning to revise its Long Range Facilities Plan before the end of the school year, and the Ministry of Education is currently reviewing its Area Standards. What changes would you suggest for each of these important documents, and what processes would you suggest be adopted by the VSB?

ANDERSON, BK Barbara (IDEA Vancouver)

As we are now in the 2018-2019 school year the enrolment projections will be updated and key areas that have undergone high densification such as the West End, Yaletown, False Creek and the Cambie corridor should have a section on K and Gr. 1 classroom capacity. These areas have K and Gr. 1 students on waiting lists of up to 100 students per school.

I would suggest to the Ministry that every Elementary school have at least one multi-purpose room with a sink for art, and enough space for music and other special programs. According to current area standards such a room is not included in Elementary school standards. The process would be to work with the Ministry to show them how Area Standards must align with the adoption of the new curriculum.

ARNOLD, Erin (Vision Vancouver)

LRFP needs to address strong neighbourhood schools. Students and families need access to schools close to their homes. We need new schools built, right-sizing of schools (smaller or larger), and ensure we plan for the future. We need to address all zones where schools are over capacity and other zones are under capacity. We need to look at what we can do to bring community amenities into the schools that are mutually beneficial.

This is where area standards needs to be addressed with the Province. The Vancouver community has always expressed support and need for partnerships and shared services in the school facilities (eg UBC dental, VCHA, childcare). Area standards and Neighbourhood Centres of Learning need to be revised to not only provide a positive learning environment, but an environment that is enhanced by the broader K-12 affected community.

The process involves VSB staff talking to Ministry staff; Board of Trustees talking to Vancouver MLAs and Minister of Education; stakeholder groups armed with information advocate to province/MLA/Minister of Education in 'parallel' with the VSB; VSB bring resolution to BCSTA for support by all Districts. The response will be a provincial one, so it is crucial to have provincial bodies involved (eg BCSTA).

BALLANTYNE, Fraser (NPA)

The Long Range Facilities Plan changes and evolves as conditions require. First and foremost, we need to keep various school space open for swing spaces as our seismic project approvals begin to accelerate. Trustees need to take into account pre-school and post-school child care, after school youth programs, seniors programs, re purposing of properties and staff reports when making decisions. The 1 year Trustees left this issue for the next board knowing that it would require additional consideration and information gathering.

BERCIC, Carrie (OneCity)

Area Standards: we need dedicated spaces in schools to implement every piece of the new curriculum. Multi-purpose rooms, science and computer labs, art and music spaces, storage space, community use and childcare spaces, and cafeterias and lunchrooms are all needed. We shouldn't have to sacrifice one for the other. I would like to continue my work on the Advocacy Committee where this is our main focus.

Long Range Facilities: Look closely at areas of development in the city. Work with the city to ensure infrastructure is in place before densifying. Stop only using Baragar for stats gathering.

CHAN-PEDLEY, Lois (GREEN)

Both documents contain a lot of information and I'm struggling to understand them as a new candidate. Perhaps what I'd like to see more of is a stronger business case for building the needed schools (like Olympic Village); the LRFP from 2016 makes a strong business case of closing schools but less so for keeping them open or building/maintaining new ones. But maybe that's not the point of the report, I don't know. Another possibility for is to make sure any shared-use agreements are front and centre - schools aren't just schoolhouses for 6 hours a day if it's also being used for rec programs and community meetings the rest of the time.

CHO, Carmen (NPA)

The Long Range Facilities Plan changes and evolves as conditions require. First and foremost, we need to keep various school space open for swing spaces as our seismic project approvals begin to accelerate. Trustees need to take into account pre-school and post-school child care, after school youth programs, seniors programs, repurposing of properties and staff reports when making decisions. The 1 year Trustees left this issue for the next board knowing that it would require additional consideration and information gathering.

DAY, Diana (COPE)

No comment

DENIKE, Ken (Coalition Vancouver)

The Long Range Facilities Plan needs to be coordinated with city planning. For residential areas, city direction and zoning is in flux and hence long term requirements for schools are not settled. The Plan should wait until the election which might solidify direction – spread density or concentrate in towers. Area standards need reflect the new curriculum.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

no response provided.

FARROKHI, Fairnia (Independent)

no response provided

FRASER, Janet (GREEN)

The LRFP should be updated to reflect the restored class size and composition language that means more classrooms are required across the district. For the Area Standards the VSB can advocate for improvements by collating information for original/replacement schools showing critical areas that have been lost. Any revisions should be accompanied by stakeholder engagement and feedback.

GILL, Pratpal Kaur (Vancouver 1st)

no response provided

GONZALEZ, Estrellita (GREEN)

With several new schools built, it is imperative that the VSB and MOE gather feedback from these school communities to understand what worked and what does not. We have heard issues raised concerning smaller schools, lack of covered outside play area and arts/music spaces for example. This is where DPAC could also play a very important role; gathering intelligence from parents. Listening to our families, staff and stakeholders will provide valuable information that will assist in future planning of new schools.

As we know, there are issues with overcrowding in several areas around Vancouver including Cambie corridor, downtown and Olympic Village. If elected I will be pushing for new schools at Olympic Village and King George Secondary; as a Trustee I will advocate for adequate neighbourhood schools. We also need to build bridges with the City to speed up school builds.

Deferred maintenance is also a concern for me. Our facilities have not been adequately looked after due to funding constraints over the years. We have millions of dollars of deferred maintenance on the books and student safety compromised with things like asbestos and leaking solder causing lead in drinking water. This is unacceptable. As Trustees we need to advocate for students and lobby the MOE to properly fund our school buildings and maintenance thereof.

JAAF, Erica (OneCity)

Allocation of space for non-enrolling classrooms – arts and music rooms, labs, resource rooms – should be mandatory, as per the new curriculum and the requirements of students with special needs. Out-of-school care programs and daycares should be considered in all elementary schools.

Long Range Facilities Planning must consider where families live and what community development plans look like, not just enrolment figures.

KENNEDY, Gordon T (Independent)

They all should be safe.

KINDRID, Tiffany (ProVancouver)

I haven't spent enough time researching this area to feel I can form an adequate and informed answer. One process is certainly ensuring best practices from other jurisdictions.

LEUNG, Aaron (Vision Vancouver)

I would like to see an update to the LRFP projections for surplus space and ensuring that resource rooms, music rooms, and libraries are not counted as surplus space. I want to make sure that we are using up-to-date and accurate data before making decisions on the future of our community facilities. A longstanding value of mine is to keep public assets in the hands of the public for our collective benefit. For surplus space, I want to explore ways to use that space to support not-for-profit organizations on a cost recovery basis. Ideally, I'd like to see all schools right-sized. For area standards, I hope that the review allows for mixed

use facilities on school sites that allows for greater synergies between services that support students and families (childcare, health care, and other community amenities).

OGER, Morgane (Independent)

I would advocate for a Long Range Facilities Plan and Area Standards which incorporates an accelerated seismic mitigation strategy to identify schools in critical need of upgrading, more spaces to support smaller class sizes, increased support for district support services, and the support staff necessary to ensure that students are able to learn in a safe, supportive environment.

PRIETO, Julian (YES Vancouver)

The long range facilities plan should take a longer range view (enrolment projections should not stop at 2030 but go into the projected lifespan of new schools to be built, at least 100 years)..

REDDY, Jennifer (OneCity)

no response provided

RICHARDSON, Christopher JK (NPA)

The Long-Range Facilities Plan changes and evolves as conditions require and projection suggest. First and foremost, we need to keep various school space open for swing spaces as our seismic project approvals begin to accelerate. Trustees need to take into account pre-school and after-school child care, after-school youth programs, seniors programs, re-purposing of surplus properties and staff advice when making decisions. The 'caretaker' 2017 Trustees chose to defer this critical issue for the next board, as they focused (quite rightly) on governance, responsibilities and policy development, knowing that it would require additional consideration and information gathering.

WONG, Allan (Vision Vancouver)

LRFP needs to address strong neighbourhood schools. Students and families need access to schools close to their homes. We need new schools built, right-sizing of schools (smaller or larger), and ensure we plan for the future. We need to address all zones where schools are over capacity and other zones are under capacity. We need to look at what we can do to bring community amenities into the schools that are mutually beneficial.

This is where area standards needs to be addressed with the Province. The Vancouver community has always expressed support and need for partnerships and shared services in the school facilities (eg UBC dental, VCHA, childcare). Area standards and Neighbourhood Centres of Learning need to be revised to not only provide a positive learning environment, but an environment that is enhanced by the broader K-12 affected community.

The process involves VSB staff talking to Ministry staff; Board of Trustees talking to Vancouver MLAs and Minister of Education; stakeholder groups armed with information advocate to province/MLA/Minister of Education in 'parallel' with the VSB; VSB bring resolution to BCSTA for support by all Districts. The response will be a provincial one, so it is crucial to have provincial bodies involved (eg BCSTA).

WOO, Sophia (Coalition Vancouver)

Perhaps VSB should wait a bit to see if the recent initiative to expand density of existing residential zoning or large scale apartment building forms are to dominate. VSB needs to coordinate with City of Vancouver. Standards seem short sighted. No kitchen facilities in new schools is one example.

13: What do you see as the correct relationship between needing to have all schools made seismically safer sooner and updating the Area Standards to ensure they complement the new curriculum and community needs now and for the foreseeable future?

ANDERSON, BK Barbara (IDEA Vancouver)

The seismic upgrading of schools and updating the Area Standards can occur at the same time as they can utilize different sets of District and Ministry staff. Area Standards must accommodate the new curriculum now and community needs for child care for example. And schools need to be seismically upgraded now. There is no reason to put either on hold.

ARNOLD, Erin (Vision Vancouver)

We must have all VSB schools seismically upgraded by 2030. We cannot delay this during the updating of the area standards rules. Schools are built with designs to accommodate future additions / expansions. Case in point, while advocating for a larger Elsie Roy School, we built what we could get at the time. The design could easily accommodate 4 more classrooms. A few years later, those 4 classrooms were added. We need to move ahead yet be able to accommodate growth readily.

I feel strongly we need built spaces adequate to the needs. For example storage space continues to be a major issue in new schools. There is literally nowhere for equipment and children have to eat lunch on the floor of the gym due to no space in multi purpose rooms. Teachers, parents and administrators are asking for closets and classrooms be built that accommodate the actual figures and realities of teaching.

BALLANTYNE, Fraser (NPA)

Currently the Area Standards means that newly built schools are 40% smaller than existing schools. This will put a tremendous strain on our schools in the future. The Area Standards need to be based on not only the needs of today but the needs 10 -15 years down the road. A larger investment now would likely save money in the long run.

BERCIC, Carrie (OneCity)

Choosing to build seismically safe schools that also meet the learning needs of students, that take into account projected student capacity, and that meet our needs for childcare and community spaces is a matter of political will. We need to advocate to the provincial government to bring area standards more in line with the needs of our district. Our students deserve both.

CHAN-PEDLEY, Lois (GREEN)

Revising Area Std ASAP is clearly important but seismic upgrades should take priority as it's a life-or-death situation.

CHO, Carmen (NPA)

Currently the Area Standards means that newly built schools are 40% smaller than existing schools. This will put a tremendous strain on our schools in the future. The Area Standards need to be based on not only the needs of today but the needs 10 -15 years down the road. A larger investment now would likely save money in the long run.

DAY, Diana (COPE)

I understand there are many issues with the new schools that are being built and that they have 30% less space than the school they are replacing. We need to ensure that schools have the proper space they need and that arts and science rooms are equipped with sinks and plumbing.

DENIKE, Ken (Coalition Vancouver)

Both making schools seismically safer and updating Area Standards are important. The two should happen at the same time and serious lobbying required. Capital plans should cover both, not require making a choice between accepting outmoded or unsafe and serious lobbying is called for.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

no response provided.

FARROKHI, Fairnia (Independent)

no response provided

FRASER, Janet (GREEN)

The work to replace seismically unsafe schools cannot be delayed so it is imperative to update the Area Standards so any new schools will be built with enough space for excellence in teaching the new curriculum and enabling schools to be community hubs.

GILL, Pratpal Kaur (Vancouver 1st)

no response provided

GONZALEZ, Estrellita (GREEN)

I believe they need to run concurrently and both done quickly. I would like to see completion of all seismic projects by 2025 if not sooner. This is about student safety and student learning; both are equally important.

JAAF, Erica (OneCity)

These are concurrent priorities.

KENNEDY, Gordon T (Independent)

Personally I think developers should have put enough funds into the city accounts to provide for all required facilities.

KINDRID, Tiffany (ProVancouver)

That is a complex issue that I am not fully informed about. One process is certainly ensuring best practices from other jurisdictions

LEUNG, Aaron (Vision Vancouver)

First and foremost, we need to ensure that all of our schools are upgraded by 2030. We have an urgent need to complete these upgrades. However, we need to consider future community needs, projected growth, and the potential ability to co-locate services on school sites. We should be able to proactively plan for potential additions for seismic upgrade projects. For new builds or rightsizing projects, I would prefer that these projects meets the new area standards to accommodate other community services.

OGER, Morgane (Independent)

The safety of our students is absolutely paramount and British Columbians have simply waited too long for seismic upgrades to be completed. I would advocate with the Provincial Government for an accelerated seismic upgrading schedule. While we have to balance other needs and can not halt other spending while we make our schools safe, I don't accept that we can wait any longer to ensure our students are able to learn in a safe environment.

PRIETO, Julian (YES Vancouver)

Seismic upgrading/replacement should be done as quickly as possible. Replacement often makes it easier for the new school to satisfy the area standards.

REDDY, Jennifer (OneCity)

no response provided

RICHARDSON, Christopher JK (NPA)

Currently the 2012 Area Standards means that newly built schools are on average 40% smaller than existing schools. This will put a tremendous strain on our schools, in the future. This may be too radical a deduction and requires some further consideration given recent reflection. The Area Standards need to be based on

not only the needs of today but the needs 10 -15 years down the road. A larger investment now would likely save money in the long run. An addition aspect to consider is quality and impact upon future maintenance.

WONG, Allan (Vision Vancouver)

We must have all VSB schools seismically upgraded by 2030. We cannot delay this during the updating of the area standards rules. Schools are built with designs to accommodate future additions / expansions. Case in point, while advocating for a larger Elsie Roy School, we built what we could get at the time. The design could easily accommodate 4 more classrooms. A few years later, those 4 classrooms were added. We need to move ahead yet be able to accommodate growth readily.

WOO, Sophia (Coalition Vancouver)

Both seismic upgrading and Area Standards are important. Trying to choose one over the other could leave unsafe buildings or out of date facilities. The case must be made for both.

14: What steps do you think would be most effective at getting a new school at Olympic Village built sooner (note, it's high up on the VSB Capital Plan but not a high priority provincially)?

ANDERSON, BK Barbara (IDEA Vancouver)

The Ministry has created a kind of precedent with the proposed new Coal Harbour Elementary school to be built with money from BC Hydro rather than Ministry of Education funding. This is not a good precedent, but it requires the Vancouver School Board to creatively solve space issues in the District.

First the Board should approach the city for the district's share of the millions of dollars collected by the city from developers over the past 10 years when few if any amenities, and no schools, were built as promised.

Secondly, the Board should request its share of the Vancouver only "school tax" collected by the Province. A school tax should be used for much needed schools.

Thirdly, given the new precedent, the Board could approach various other Crown corporations or public corporations for funding for schools with a special focus such as schools that run their own mini-city with stores, television station, online news site and public works. This kind of school would incorporate all the core concepts of the new curriculum and be an example for other schools.

ARNOLD, Erin (Vision Vancouver)

That we are working with the provincial government to explain VSB is doing their part . Specifically, we have accepted the BC Hydro project for the downtown core. The Province did not have to provide any funds into the two schools in the downtown core. In turn, it is Vision's view that we are positively working on a broader plan to have over capacity addressed in the downtown core wrapping around False Creek. The next steps are Olympic Village and King George Secondary School expansion. We also need to prove that Olympic Village has waited long enough and that show that the students in that proposed catchment should not continue to have to travel to other schools far away. As such, the Board needs to set up the cohort of students of the future Olympic Village to stay together and bond in another school (eg Mt Pleasant) and be prepared to move into a future Olympic Village school when it is opened. The Provincial government needs to be shown by the VSB it is ahead of the game in planning for a growing city.

BALLANTYNE, Fraser (NPA)

One of the main problems has been the length of time it takes to receive a permit approval from City Hall. We will advocate for issuing permits more quickly. This is a high priority because downtown schools are full and this will help relieve the pressure these schools are under.

BERCIC, Carrie (OneCity)

Make a better business case to the provincial government. Partner with the city to more effectively advocate to the province.

CHAN-PEDLEY, Lois (GREEN)

Making a strong business case at the province. Work with city/PB to look at the long-term savings of having a community hub serve the local neighbourhood. Anecdotally we know that community school hubs are great, so let's get some metrics - it's likely supported by data if we looked.

CHO, Carmen (NPA)

One of the main problems has been the length of time it takes to receive a permit approval from City Hall. We will advocate for issuing permits more quickly. This is a high priority because downtown schools are full and this will help relieve the pressure these schools are under.

DAY, Diana (COPE)

Just wondering about the possibilities of the modular buildings that are going up and the cost of them. It might be a temporary immediate solution.

DENIKE, Ken (Coalition Vancouver)

The Board was faced with a similar problem for the Endowment Area and developed the West of Dunbar plan. It required risk taking by trustees, priming the pump to get first facility and leveraging a series of seismic upgrades. A new board required sibling make Olympic Village happen.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

no response provided.

FARROKHI, Fairnia (Independent)

Because there are 3000 vacant spots in Vancouver, it is not a high priority provincially to build a new school. However, the surrounding areas of these vacant spots are not populated with enough school aged children. Unfortunately, we live in an imbalanced city and I think it is very important to emphasize the importance of this to province. Vancouver isn't a small city, it is not reasonable to ask thousands of parents to send their children to distant schools. The province needs to know that.

FRASER, Janet (GREEN)

The VSB could use catchment student data to demonstrate how many students cannot attend their home school – last year there were 105 applications for 40 Kindergarten spaces at Simon Fraser Elementary. Another option would be to establish an off-site Olympic Village school, likely with portables, to start a cohort of OV catchment students who would move into a newly built school

GILL, Pratpal Kaur (Vancouver 1st)

no response provided

GONZALEZ, Estrellita (GREEN)

As Trustees it is our responsibility to lobby the provincial government to build Olympic Village. I feel the VSB has some leverage as we have voted to go forth with the Hydro project providing the funding for a new Coal Harbour school. This project will not come out of MOE funding so it is a chance for VSB to move forward on another desperately needed new school. We will continue to lose families if we do not build schools in those areas where families are choosing to call home such as the downtown, Yaletown and Olympic Village areas.

JAAF, Erica (OneCity)

I have no particular ideas about this project and would seek the input from the communities most affected by this.

KENNEDY, Gordon T (Independent)

no response provided

KINDRID, Tiffany (ProVancouver)

Identifying potential sites where the costs of services would not be significant.

LEUNG, Aaron (Vision Vancouver)

We need to signal to the provincial government that we are ready to take on a new build. We've proactively set aside land in the Olympic Village for a school and have the population to support a new facility. I hope that we can develop detailed and accurate projections for future population to make a strong case for Olympic Village after completing the Catchment Boundary Review. In the meantime, we can prepare a cohort of students in an existing facility for a potential move to a new facility. It's up to the District to be proactive in its planning and its communication to the Province to show that we're ready as soon as the funding is made available.

OGER, Morgane (Independent)

I would begin by investigating options for cancelling the sale of Lord Roberts Annex to BC Hydro in order to seek a residential developer to buy the land outright if we can sell it at a much higher market value for much-needed residential use. This option would be on the condition that a school would be built as part of the development within 5 years of the sale (as compared to 10 year in the BC Hydro agreement, adjacent to an industrial facility). VSB has experience in this type of school construction because Elsie Roy Elementary and Crosstown Elementary were both built as part of a housing development. Proceeds of the sale can go to build Coal Harbour Elementary and the additional revenues could go to increasing elementary school capacity around False Creek and the downtown peninsula.

I have requested that VSB make available to me a copy of the sale contract with BC Hydro for Lord Robert Annex so it can be reviewed, but have not yet received it.

I would also task staff to engage with the Provincial Government to identify any possible funding solutions to get the Olympic Village school built as soon as possible. In addition, I would work with parents and other stakeholders in the neighbourhood to get support. The government was required to reduce classroom sizes when the BC Liberal government lost in the supreme court and was ordered to do so. Because we now have all-day kindergarten enrollment, this impacts school sizing and necessitates the building of more schools and the hiring of more teachers.

The undersupply of classroom seats in this neighbourhood and in the downtown peninsula is reflected by the large number of privately funded elementary and secondary schools. It is unacceptable. Elementary school kids should not be forced to drive to their neighbourhood school or cross busy thoroughfares to get there.

PRIETO, Julian (YES Vancouver)

For the new school to be built quickly, the VSB must convince the province of its immediate importance. This includes projected enrollment numbers and higher density in the area.

REDDY, Jennifer (OneCity)

no response provided

RICHARDSON, Christopher JK (NPA)

Planning for a new Olympic Village school were delayed when the city-designated site was 'eliminated' or moved. Then the seismic instability adjacent to the Cambie Street Bridge was an issue. The Long-Range Facilities Plan demonstrates the 'ripple-effect' of enrolment as students are pushed outside their traditional 'catchment boundaries'. The VSB project office is proposing agreements to solve the issue. Further contributing to the problem is the length of time it takes to receive permit approval from Vancouver City Hall. We need (as we have asked for) a dedicated senior plan approval person at City Hall that would only work on schools thus expedite the process. This is a high priority because downtown schools are full and this will help relieve the pressure these schools are under.

WONG, Allan (Vision Vancouver)

That we are working with the provincial government to explain VSB is doing their part . Specifically, we have accepted the BC Hydro project for the downtown core. The Province did not have to provide any funds into the 2 schools in the downtown core. In turn, it is my view that we are positively working on a broader plan to have over capacity addressed in the downtown core wrapping around False Creek. The next steps are Olympic Village and King George Secondary School expansion. We also need to prove that Olympic Village has waited long enough and that show that the students in that proposed catchment should not continue to have to travel to other schools far away. As such, the Board needs to set up the co-hort of students of the future Olympic Village to stay together and bond in another school (eg Mt Pleasant) and be prepared to move into a future Olympic Village school when it is opened. The Provincial government needs to be shown by the VSB it is ahead of the game in planning.

WOO, Sophia (Coalition Vancouver)

We may have to prime the pump to get a new school at Olympic Village as was done for West of Dunbar.

15: A district wide boundary review was put on hold earlier this year because parents were concerned that siblings could be split up. Knowing that allowing grandfathering of siblings would delay the full benefits of changing boundaries (namely, to reduce waitlists in oversubscribed catchments), what changes, if any, would you make to the district's sibling policy?

ANDERSON, BK Barbara (IDEA Vancouver)

I would make no changes to the district's sibling policy because parents cannot have one child at a different Elementary school than their sibling. Traffic congestion is already a crisis in Vancouver, so to ask a parent to drive one child to one school and another to another school is not good family policy or green policy.

ARNOLD, Erin (Vision Vancouver)

Vision trustees value keeping siblings together. We are in support of grandfathering siblings into current catchment areas so that parents and students have easy access to neighbourhood schools.

We've heard loud and clear from our parents and stakeholders that they want clearer, more transparent communication and consultation from the District.

I personally support siblings remaining together and will advocate for this as I have in my past. It is unrealistic to ask families to have children at various schools and arrange childcare at multiple locations. Parents and children deserve consistency and predictability within our Vancouver school system.

BALLANTYNE, Fraser (NPA)

One of the main problems has been the length of time it takes to receive a permit approval from City Hall. We will advocate for issuing permits more quickly. This is a high priority because downtown schools are full and this will help relieve the pressure these schools are under.

BERCIC, Carrie (OneCity)

Any changes to the catchment boundaries should absolutely not split up siblings. While over subscribed schools also impact families, we heard loud and clear from families that splitting up siblings had far too great of a negative impact. Families shouldn't have to pay the price for poor infrastructure planning by the province, city, and school district.

CHAN-PEDLEY, Lois (GREEN)

Support grandfathering whole families; feedback obvs very keen for grandfathering and it seems to make sense as a parent with young kids myself! Not sure what the challenges are to grandfathering besides administrative complexities (which shouldn't be underestimated).

CHO, Carmen (NPA)

When the catchment review proposal was delayed it was partly to enable staff to study, in detail, the impact of grandparenting siblings on catchment adjustments. Once staff have a better sense of the potential impact of grandparenting siblings they will be in a position to provide Trustees with an informed recommendation as to how to best address this complicated issue.

DAY, Diana (COPE)

I believe it is important to keep siblings together at all costs. There ought to be exceptions to these rules. Especially when vulnerable students are involved. A parent has contacted me recently about such a case. The children were not siblings but grew up together and are not placed in the same school they were denied. Cases must be reviewed individually especially for our vulnerable youth!

DENIKE, Ken (Coalition Vancouver)

A difficult decision to split siblings. Mental health of children and parents is key. This is not a simple numbers situation and I lean towards grandfathering continued attendance of siblings when changes in boundaries are made.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

The increased stress for the parents and caregivers driving siblings to different school is unnecessary. A review of grandfathering in of siblings would be required to fully assess the benefits to all stakeholders. It is understandable that should the boundaries need to be reassessed the consideration of families currently at a school with a child attending and a sibling entering would be taken into consideration. An option could be to have students who live on the borders rate their preferences.

FARROKHI, Fairnia (Independent)

no response provided

FRASER, Janet (GREEN)

The feedback from parents was very clear in favour of grandfathering. One option is to examine the impact grandfathering would have on enrolment of catchment students for each boundary change and another is to have a limited timeframe for grandfathering. As the review is on-going if I am re-elected I will have to maintain an open mind to consider the options presented by staff.

GILL, Pratpal Kaur (Vancouver 1st)

no response provided

GONZALEZ, Estrellita (GREEN)

That process proved that VSB listens. Parents spoke up, the VSB listened and the process is carrying on to gather more data before making any decisions. I have stated publicly that I support a grandfathering policy for siblings. As Trustees though we must let the process finish before making the final decision.

JAAF, Erica (OneCity)

I support the sibling policy. As a parent with two kids in this district, I can't imagine getting them to two different schools each morning, attending two sets of PAC meetings, coordinating two sets of school events. Having siblings together at school is important. This is all the more true for vulnerable families.

KENNEDY, Gordon T (Independent)

no response provided

KINDRID, Tiffiny (ProVancouver)

The sibling clause should be grandfathered. I can't imagine a parent of two or three or four having to make a decision every morning on which child will be late today because one goes to a school across the street, and the other (s) go to one twenty minutes away. Furthermore, there seems to be aspects of where to place boundaries that is being over looked, and a big part of that is safety. How many main artillery roads are between catchment boundaries and the school, are there train tracks, highways or other significant

safety concerns located within the boundaries. These things are important to look at, as well as just school placement within the boundaries. It does not make sense to have children make a 20 minute walk when they have school across the street.

LEUNG, Aaron (Vision Vancouver)

I'm supportive of grandfathering siblings into current catchments. It's important for me that parents only need to go to one school for both of their children. As a supporter of active transportation (walking, cycling, wheeling), easy access for parents, guardians, and students to neighbourhood schools is essential.

OGER, Morgane (Independent)

I support the grandfathering of siblings within a boundary review. With that caveat, I would fight for an accelerated boundary review process.

PRIETO, Julian (YES Vancouver)

Allow siblings to be considered in catchment of new boundary. This is compassionate and reasonable. Since siblings are only a fraction of the population, waiting lists in oversubscribed catchments would still go down and families would not have to be split up.

REDDY, Jennifer (OneCity)

Having siblings together in schools are an important aspect of safety and inclusion, I do not support a change in the policy.

RICHARDSON, Christopher JK (NPA)

When the catchment review proposal was delayed it was partly to enable staff to study, in detail, the impact of grandparenting siblings on catchment adjustments. Once staff have a better sense of the potential impact of grandparenting siblings they will be in a position to provide Trustees with an informed recommendation as to how to best address this complicated issue. This issue will improve over time as new right-sized schools are built. Whenever possible we should be trying to get back to a workable system of 'neighbourhood' schools which will encourage walking and biking to school.

WONG, Allan (Vision Vancouver)

In my past decisions as a Trustee, I have always spoke in favour of and voted for grandfathering of siblings in all previous boundary reviews.

I must caution that an incumbant trustee should not commit to a decision on an agenda item that is before the Board (there is a pending staff report on this issue). Trustees needs to hear the full objective details and impacts of this issue before a decision is made. I say this because, unless that is followed the future Board decision may be legally challenged in a court of law. Citing the process was not followed and unfair and impartial - ie Trustees minds were made up before staffs and full community participation in the consultative process was concluded.

WOO, Sophia (Coalition Vancouver)

I suggest going slow. Separating families generates mental health issues that need attention. School boundaries tend to focus attention on built form rather than function. While necessary to have boundaries, care is required.

16: What issues do you think are worth advocating to the Ministry of Education or Provincial Government to either ask for more funding or a change in legislation?

ANDERSON, BK Barbara (IDEA Vancouver)

The issue of high densification and affordable rental housing must be addressed by the city and the province. This affects District parents, students and staff negatively.

ARNOLD, Erin (Vision Vancouver)

I am not afraid to have difficult conversations and work with our partners for additional funding. I have the experience working for various ministers and monitoring various contracts to understand the systems and barriers that need to be overcome. I am prepared to roll up my sleeves and get to work.

Operating funds, Annual Facilities Grant (AFG), area standards, adult education, School Enhancement Program, Community Links funding, and special needs/ELL funding.

BALLANTYNE, Fraser (NPA)

There are a couple of areas that would significantly improve the outcomes of students if funding were increased. First, providing more funding for staff who work with children with special needs is critical. We want to ensure that we are tackling these issues early in a child's life so that they do not become insurmountable as a teen or young adult. Second, increased funding to build the right size schools for today and for the future.

BERCIC, Carrie (OneCity)

- *Fulfilling class size and composition requirements;*
- *Speeding up the seismic mitigation program;*
- *Improving area standards for new builds.*

CHAN-PEDLEY, Lois (GREEN)

Speed up seismic upgrades; 95% utilization; funding for alt ed; funding formula review; childcare spaces

CHO, Carmen (NPA)

There are a couple of areas that would significantly improve the outcomes of students if funding were increased. First, providing more funding for staff who work with children with special needs is critical. We want to ensure that we are tackling these issues early in a child's life so that they do not become insurmountable as a teen or young adult. Second, increased funding to build the right size schools for today and for the future.

DAY, Diana (COPE)

We need to advocate for more funding from the ministry, just thinking about the schools with lead in their water and how we must remedy that issue as soon as possible. I think that this is a major issue and would like it fixed as soon as possible.

DENIKE, Ken (Coalition Vancouver)

School taxes based on property values have ballooned due to rising value of residential properties. Multi millions more are collected in Vancouver than allocated to district budget. The government took over the property tax to provide equity amongst districts largely aimed at balancing tax on manufacturing properties in centers with lack of property value in areas supplying the resources to manufacture. The tax was put into general revenue and does not directly go to districts. Rising residential values have swamped the revenue resulting in serious inequity between urban and rural areas. Government is aware due to efforts I have made over the past decade with Auditor General and Comptroller General.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

My passion is financial literacy education and it seems a shame that we have adults and young adults who do not have the fundamental background to properly manage their money and properly understand finances. The gap in knowledge of financial literacy amongst all generations has been shown to contribute widely to the increase of poverty and mental health issues. I will advocate for any funding or legislations that directly contributes to improved financial literacy and well-being of youth.

FARROKHI, Fairnia (Independent)

I would push for more funding to build smarter classrooms. Technology will continue to have an incredible impact on our future. It is our responsibility to ensure our students are not just consumers of technology but builders of technology, they are going to need right tools for this.

FRASER, Janet (GREEN)

The principle of having adequate and stable funding so that districts can provide excellent education is central to public education and to advocacy to the Ministry of Education. It is likely that advocacy will be most effective when the ask aligns with the provincial government's goals, and where they are open to change.

GILL, Pratpal Kaur (Vancouver 1st)

There are many issues worth advocating to the Ministry of Education or Provincial government for funding or legislation changes, and both healthy, safe schools and additional funding for retaining and adding quality staff is at the top of the list of issues.

GONZALEZ, Estrellita (GREEN)

There are several areas that I would like to see addressed with either more funding or legislative changes:

- As mentioned previously I would like to see a Seismic plan that fixes all schools by 2025, if not sooner;*
- We need a few new school in Vancouver, especially Olympic Village;*
- I would like to see the Funding Formula Review adequately fund students, in particular special needs and indigenous children, and an enhanced capital fund that takes into account the maintenance of schools to keep these assets in good shape;*
- When building new schools I would lobby the government for more use of alternative and renewable energy, something that will save money, help the environment and teach kids about jobs of the future (please note that I did bring forth a motion that was approved at VSB and went to BCSTA where it too was approved), and*
- I would like to see schools have adequate before and after school care at all schools.*

JAAF, Erica (OneCity)

Fulfilling class size and composition requirements; seismic mitigation; a change in the composition of Boards of Education to ensure representation of the Indigenous nations in whose territories we live, work, study, and play, in a manner determined by these nations.

KENNEDY, Gordon T (Independent)

no response provided

KINDRID, Tiffany (ProVancouver)

Childcare is huge, and definitely needs an overhaul in funding and legislation. The wait list for parents for adequate care for their children is beyond ridiculous. This could also affect enrollment, as couples are holding off on children as their working lives don't afford the opportunity to be able to accommodate children. Eventually this affects enrollment and workforce numbers in the next 10-20 years.

LEUNG, Aaron (Vision Vancouver)

In general, I think that the VSB should advocate to ensure that the Funding Formula adequately covers the cost of public education in Vancouver and across the Province. I'd like to advocate to ensure that the Ministry of Education does not further download costs onto school districts without the necessary funding. Adequate, stable, and predictable funding is essential for planning for student services. In addition, I'll stand up for more funding so that we can provide timely, early interventions for identifying students with potential additional needs.

OGER, Morgane (Independent)

I would advocate for increased funding from the Ministry of Education for an enhanced seismic upgrading schedule, for enhanced funding to decrease school fees on our students, for a new school to be built in Olympic Village and for funds to support music/arts and language programs.

PRIETO, Julian (YES Vancouver)

Changing legislation to:

- *Make licensing requirements for after school care providers easier. The aim would be to allow capacity of school care (currently only a fraction of school hour enrollment) to match that of regular school hours.*
- *Introduce right to work legislation. Teachers should not be forced to join the BCTF, joining the union should be a personal choice not a legal requirement. This would give more choice to educators, freedom to speak their mind, make it easier to fire underperformers and reward excellence.*

REDDY, Jennifer (OneCity)

Two issues stand out, class size and composition along with seismic upgrading of schools.

RICHARDSON, Christopher JK (NPA)

A funding formula review is underway. Public submissions have been sought. There are a couple of areas that would significantly improve the outcomes of students, if funding were increased. First, providing more funding for staff who work with children with special needs is critical. Presently, additional funding is not associated with all designations which require additional support. In many cases, formal assessments are not done until later, but it has been necessary to 'piggy-back' designated funds from other children to support those awaiting formal assessment. This delay and sharing is not well understood and communicated to parents. We want to ensure that we are tackling these issues early in a child's life so that they do not become insurmountable as a teen or young adult. My son who is severely dyslexic was 'tested' rather than 'assessed' at the end of grade 2 as to have a 'severe learning disability' – and my response was 'tell me something I do not already know' and 'what do we do next'. The answer was 'we will talk next year'. Disappointing. The second need is being addressed with the VSB Project Office which is trying to fast-track the right-sizing seismic upgrades to provide neighbourhood capacity for today and for the future. Care must be taken that we have sufficient facilities that will survive an earthquake. While respecting heritage retention, it is essential that rebuilt rather than renovated facilities are spread throughout Vancouver to better ensure that our 'post-earthquake' recovery plan will get our children back to school sooner than later after the Big One. If the change of legislation is speaking to returning local school taxing authority – I would want to receive additional advice about this matter.

WONG, Allan (Vision Vancouver)

Operating funds, Annual Facilities Grant (AFG), area standards, adult education, School Enhancement Program, Community Links funding, and special needs/ELL funding.

WOO, Sophia (Coalition Vancouver)

VSB can look to some relief from Education tax on all property owner's bills. The Auditor General and then Comptroller General agreed that the tax is inequitable.

17: How should trustees address resource inequities between schools that result from differing capacities for parent communities to fundraise?

ANDERSON, BK Barbara (IDEA Vancouver)

This is not an issue that Trustees should address without first consulting with DPAC. Trustees should work with Vancouver DPAC to ascertain the willingness of various parent communities to share fundraising with other schools and/ or to partner on grant applications, private or public donations.

ARNOLD, Erin (Vision Vancouver)

Having been engaged for the past six years on my son's PAC Executive on the westside I am acutely aware of the inequities that exist. Having worked as a social worker in many inner city schools I have seen the contrast that exists. I feel strongly this gap of equity needs to be more balanced in the district. That is why there is provincial funding of public education, not a difference between districts. It is true, one geographical area can easily out fund another area. This inequity is not what we want for our students across the district or across the province. An example we used was CommunityLINK funds. (CommunityLINK (Learning Includes Nutrition and Knowledge) funding is designed to support the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counseling, youth workers and after-school programs).

BALLANTYNE, Fraser (NPA)

We support creating partnerships between schools with high fundraising capabilities and those that do not have the same ability. The sister schools would share the revenue generated from PAC fund raising.

BERCIC, Carrie (OneCity)

Ultimately, I want to deal with the chronic under funding of public education that has led us to a system that requires fundraising by parents for everything from basic supplies to nice-to-have items. Until we address that, I know parents are doing what is best for the students in schools by helping where they can. Recently, DPAC created a tool to allow PACs with a higher capacity to fundraise to donate to other PACs in the district. I would like to help promote that project by partnering with DPAC to make it more widely known in the district and to find a way to encourage more participation.

CHAN-PEDLEY, Lois (GREEN)

Better targeting of funding for schools with most need? Can't tell communities to not fundraise - in many cases they are needed to cover basics. Need to make sure basics are covered. Perhaps need to expand what "basics" mean.

CHO, Carmen (NPA)

We support creating partnerships between schools with high fundraising capabilities and those that do not have the same ability. The sister schools would share the revenue generated from PAC fundraising.

DAY, Diana (COPE)

A very tough question. It would be good for Trustees to begin to advocate for some changes to made first. Then develop a campaign of sorts to have those wealthier PAC's contribute a sum of money that could be accessed by other PAC's who have no capacity to fundraise. PAC's could have a Wishlist things they need, and the wealthier PAC's could sponsor their needs. We might even build relations with private schools that have a lot of capacity to fundraise asking for their contribution to the School Fund for PAC's.

DENIKE, Ken (Coalition Vancouver)

I have been through different approaches to address resource inequities between schools that failed miserably – a central fundraising agency; tithing parent communities that are able to garner donations. A district wide fundraising is, possibly, best approach but it requires aggressive fundraiser and close supervision which runs against the grain for public institutions.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

Discussion with all stakeholders, especially DPAC, to understand where the inequities lie and how best to tackle it. Open dialogue and consultation is key to finding a workable solution.

FARROKHI, Fairnia (Independent)

no response provided

FRASER, Janet (GREEN)

In principle the provincial government should provide adequate and stable funding such that all students have the resources they need to achieve their best possible educational success. However, limited funding means that many schools fundraise, leading to inequities. Trustees need to be aware of and understand these inequities and to the greatest degree possible target resources where most needed.

GILL, Pratpal Kaur (Vancouver 1st)

Resource inequities between schools due to differing capacities for parent communities to fundraise is not only unfair to students but also to teachers, administrators and parents. As such I am an advocate for resolving such inequities through sponsorships with partners who align with the School Boards values and principles. For example, if a community business wants to donate thousands of computers to inner city schools or provide funding to help school reft their lead leaching water pipes we should explore that opportunity further.

GONZALEZ, Estrellita (GREEN)

Funding should be provided to address all student needs no matter where they are attending school; there should be no difference between schools. The funding review formula must address the needs of those children who require more care e.g. special needs, vulnerable and indigenous. There needs to be a focus on equality. I would also like to see every school have a PAC so each school has a voice.

JAAF, Erica (OneCity)

Trustees must advocate for adequately funded public education.

KENNEDY, Gordon T (Independent)

no response provided

KINDRID, Tiffany (ProVancouver)

There are many possible ways to go about this. Ultimately, parents shouldn't have to fundraise, and our children should have equal access to all essential programming

LEUNG, Aaron (Vision Vancouver)

I'm glad that DPAC is raising this question. I've heard a lot of concerns about inequity stemming from a PACs inability to fundraise. It is my goal to ensure that our schools do not turn into have and have not community facilities. Trustees should work with staff to ensure that public funds support schools that have fewer resources and aim to maintain equity. Ideally, the public education system should be adequately funded through tax dollars and not require parent fundraising for resources.

OGER, Morgane (Independent)

I would work with DPAC to advocate for a fundraising formula to be developed which supports both local and district-wide fundraising activities. For example, I would support a 50-50 sharing model through which 50% of fundraising goes directly to the school and 50% goes to a VSB fund that schools can apply to access. I would also advocate for funding priorities for schools which have a lower demonstrated capacity for fundraising due to the demographics of their student population. I believe that in an equitable education system, those that need additional help should be supported more than those who do not.

I would furthermore advocate for enhanced education funding from the Provincial Government to ensure that parents are not required to spend so much money out-of-pocket for basic supplies for their children.

PRIETO, Julian (YES Vancouver)

The incentive to fundraise should be maintained and encouraged. PACS should be given as much autonomy as possible, and keep the fruit of their labours. PACS should have the option to donate to sister schools but not obligated.

REDDY, Jennifer (OneCity)

no response provided

RICHARDSON, Christopher JK (NPA)

Inequities must be identified and strategies undertaken to better ensure that they are equalized. The charitable fundraising capacity from external sources such as local businesses, private individuals and charitable foundations is generally inversely related to the internal fundraising capacity of a school. Working is various PACs – standardized and ‘best’ practices may assist in the effective and efficient fundraising for school-based initiatives. Fundraising is not bad, as some would have you believe. Fundraising can build community connections and community. Many donors such as grateful grandparents and alumni should be assisted to help as will be the case with the recent on-line fundraising initiative of the Board. One possible creative solution is to create partnerships between schools with high fundraising capabilities and those that do not have the same ability. The sister schools would share the revenue generated from PAC fund raising.

WONG, Allan (Vision Vancouver)

Equity of Outcome. We need extra support to balance all schools in the district. That is why there is provincial funding of public education, not a difference between districts. It is true, one geographical area can easily out fund another area. This inequity is not what we want for our students across the district or across the province. An example we used was community link funds.

WOO, Sophia (Coalition Vancouver)

Evidence is people donate to ‘their’ school. Total registered fundraising dropped and suspicion is much went underground. A district wide fund might be the answer but this requires much parent consultation.

18: Childcare is a need for many families with elementary school aged children. Currently there are long waitlists at most before/after school care programs. Provincial legislation regulates licensing requirements such as amount of space required. Schools determine what space can be used. How and to who are you willing to advocate to create more spaces?

ANDERSON, BK Barbara (IDEA Vancouver)

I am willing to advocate for more space for before and after school childcare programs at the city level for funding, with various community associations for management and with large companies in the city to provide daycare space for their own employees and others. Trustees will also, of course, look at schools’ capacities for child care.

ARNOLD, Erin (Vision Vancouver)

The School Board has been very successful when doing seismic upgrades and new builds to include a whole floor in the future school to accommodate childcare. We have been very successful with Joint Childcare Council. AFTER only three years, the City of Vancouver has achieved 98% of its four-year target to create 1,000 new childcare spaces across the city. VSB played a strong role in this with its facilities. The City of Vancouver and the Province has come up with the extra funds and the childcare provider participated as well. The VSB is proud to work collaboratively to achieve the goals of the JCC. For example we worked well with Collingwood Neighbourhood House that runs five childcare operations in as many schools. We also support portables in locations where required.

As Vision trustees, we will work with the BC government and other partners to take the steps necessary to open up more childcare spaces in our schools for licensed, not-for-profit childcare providers, on a cost-recovery basis.

BALLANTYNE, Fraser (NPA)

To create more child care options, we would advocate to the provincial governments. In addition, we believe that strengthening partnerships with the City and the Park Board would allow us to determine how we can enhance community use of school facilities for child care.

BERCIC, Carrie (OneCity)

Trustees need to be part of a comprehensive approach to childcare. We will need to work with the provincial government, the city, district staff, and the public to develop partnerships and come up with solutions. Supporting the \$10 a Day initiative, using excess school space effectively, advocating for better area standards, and building modular childcare where needed are all solutions we should work toward as a district.

CHAN-PEDLEY, Lois (GREEN)

Need to connect with the provincial ministries and make them talk to each other so their legislation will work for us.

CHO, Carmen (NPA)

To create more child care options, we would advocate to the provincial governments. In addition, we believe that strengthening partnerships with the City and the Park Board would allow us to determine how we can enhance community use of school facilities for child care.

DAY, Diana (COPE)

COPE would like to pilot a \$10/day childcare within our school system. We can do so and we are looking forward to getting started!

DENIKE, Ken (Coalition Vancouver)

The Provincial government may take over providing child care but until that happens I go on my experience in opening new child care facilities. That is promote efforts of dedicated and talented parent groups. These facilities are basically private ventures. We can encourage and help along the way as I have done in my liaison schools but cannot drive the process where necessary group is not in place.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

We will always advocate for the health and safety of every child first and foremost. Therefore, we want to seek new solutions whereby we would work with provincial legislation to find ways to leverage existing school facilities, increase the scope of their use, and work with Park Board to foster a collaborative agreement which could work within community centers to offer before/after school care programs.

FRASER, Janet (GREEN)

Within the VSB we need to ensure we have the maximum space available for schools with waitlists, while ensuring there is space for school based programs such as sports teams. I believe there is the opportunity to review the licensing space requirements as they may be more restrictive than required in schools, as they are designed for children. The provincial government is committed to increasing affordable childcare so if capital funding is required advocating to the Ministry of Children and Families should be effective.

GILL, Pratpal Kaur (Vancouver 1st)

I am an advocate for creating more before/after school care for our children and as such am very open to working within provincial licensing regulations to find ways to repurpose existing school space for this type of care and also working very closely with the parks board on ways to create synergies with the community centres.

GONZALEZ, Estrellita (GREEN)

This is a really important issue especially for Vancouver where often both parents have to go to work. I would like to see some creativity on how best to solve this issue. New schools should be built with before/after childcare in mind. I personally would like to explore using high schools to accommodate before and after care for nearby full schools. We need to work with the province, city and Coast Health to look at new ways to use existing space.

JAAF, Erica (OneCity)

As previously mentioned, the Area Standards review should consider the need for out-of-school care programs and daycares in all elementary schools. I also support the \$10/day plan and modular childcare on school property for communities where there is demand.

KENNEDY, Gordon T (Independent)

no response provided

KINDRID, Tiffany (ProVancouver)

I think there could easily be a cooperation agreement between school and parks board to provide space and funding for these programs. This would be a main point to advocate for funding to accommodate more space being utilized for these programs. I would tell the Premier that he and ALL Members should be demonstrating some leadership in the interest of our families and review the legislation accordingly.

LEUNG, Aaron (Vision Vancouver)

Affordable, licensed, not-for-profit childcare has always been important to Vision Vancouver. We've exceeded our target of 1000 new licensed childcare spaces between 2014 and 2018. We're ready to make our next commitment to build another 1000 spaces and some of that will come from VSB sites. We're ready to signal to the provincial government that we're ready for modular childcare facilities on suitable VSB sites. As childcare moves from the Ministry of Children and Family Development to the Ministry of Education, I'm ready to work with provincial partners to bring more childcare spaces into the VSB. In addition, I'm open to exploring ways to provide more stability to childcare providers including longer-term leases of existing school space (longer than 10 months) in order to provide childcare year-round. However, with the latter option, I acknowledge that there may be some limitations to keep options open for future use to accommodate growing population.

OGER, Morgane (Independent)

I will work with my fellow Trustees, VSB Management, Early Childhood Educators, and the Provincial Government to identify underutilized spaces within schools for expanded capacity for before/after school care programs. Not-for-profit childcare services are fundamentally compatible with the activities of our schools and our district should explore ways to support such initiatives that make our neighbourhoods more liveable. It is unacceptable and inequitable that working parents often delay going back to work or suffer consequences to their own career progression because their children are unsupported during work hours.

PRIETO, Julian (YES Vancouver)

- *The VSB should issue directives to principals to enforce the school act: "board must establish a policy promoting the use of board property by licensed child care providers on business days between the hours of 7 a.m. and 6 p.m".*
- *Lobby provincial government to make licensing requirements less stringent.*

REDDY, Jennifer (OneCity)

I support the \$10 per day plan and support childcare on school board and other public property where there is a demand for childcare. Parents are frustrated trying to make ends meet and maximizing public property and land can help minimize this frustration and increase the safety and belonging of students in school. Advocacy for before/after school programs needs to happen at the district level with the city and with the province.

RICHARDSON, Christopher JK (NPA)

To create more child care options, we would advocate to the provincial government. In addition, we believe that strengthening the existing partnerships with the City and the Park Board would allow us to determine how we can enhance community use of school facilities for child care and other non-conflicting uses. Many of the recently approved rebuilds have included childcare spaces in the plans. Although not directly childcare, it is essential that adequate before and after-school spaces be provided to serve each school.

Once again, neighbourhood services should be accommodated within our schools, whenever possible. As a community volunteer in Mount Pleasant, I worked alongside my fellow Mount Pleasant Community Centre Association Board members to replace childcare spaces in the 16th / Manitoba area when the spaces adjacent to Simon Fraser Elementary were closed.

WONG, Allan (Vision Vancouver)

The School Board has been very successful when doing seismic upgrades and new builds to include a whole floor in the future school to accommodate childcare. We have been very successful with Joint childcare Council. AFTER only three years, the City of Vancouver has achieved 98% of its four-year target to create 1,000 new childcare spaces across the city. VSB played a strong role in this with its facilities. The City of Vancouver and the Province has come up with the extra funds and the childcare provider participated as well. The VSB is proud to work collaboratively to achieve the goals of the JCC. For example we worked well with Collingwood Neighbourhood House that runs 5 childcare operations in as many schools. We also support portables in locations where required.

WOO, Sophia (Coalition Vancouver)

Experience is new childcare facilities for elementary school children before/after school are driven by a small group of dedicated parents who trustees can get behind to find the space, meet the requirements. Attempts to allocate from top down haven't done well.

19: VSB closed adult education centres in recent years. Now that provincial funding has been restored, what steps would you, if elected, advocate for the VSB to take, or should adult education be left to post secondary institutions to provide?

ANDERSON, BK Barbara (IDEA Vancouver)

Adult education should be left to post-secondary institutions because the K-12 sector is already underfunded for special needs students including students with mental health issues. K-12 students need more home instruction teachers for students with mental health issues, more student support workers and aides and more teacher training for implementing the new curriculum. We cannot take on adult students while our children and youth are still in need of resources.

ARNOLD, Erin (Vision Vancouver)

I have always valued the need for a range of educational options to meet the spectrum of needs of learners throughout their life cycle. Recently, I have been supporting a refugee family who need access to this service, and this experience has shown me how profound the need is for these centres. We need to work towards re-opening a small site to offer brick and mortar space. Either in downtown or North East Vancouver. We understand there is more competition (which is positive for all students), but, VSB has always been effective and attractive in offering access to education for students that have not been successful in the regular classroom due to varied reasons. We need to initiate a communications campaign to ensure all students are aware of our effective Adult Education Program targeted for all community members.

BALLANTYNE, Fraser (NPA)

We would need to assess the current enrolment numbers to determine if adult education centers should be reinstated. We want to ensure that the services are there to meet enrolment. We must also consider that some people would prefer to attend these programs in a post secondary setting, while others would prefer to continue in the high school setting. The system needs to be flexible to suit the needs of kids.

BERCIC, Carrie (OneCity)

Everyone deserves access to public education, regardless of their age. If elected, I will bring forward motions that we work together with our Adult Education stakeholders and students in a consultative process to determine which programs are reinstated and which are expanded to best fit the needs of those that use the system. Our Adult Education system cannot thrive if we slowly starve it to death.

CHAN-PEDLEY, Lois (GREEN)

Go back and figure out where the gaps are for adult ed. Enrolment has gone down in recent years but we should drill down and see what's actually happening (e.g. maybe enrolment went down due to closures). If there is a need for adult ed we should do this in the way that makes most sense to the students, whether we're reopening centres or partnering up with existing agencies/institutions.

CHO, Carmen (NPA)

We would need to assess the current enrolment numbers to determine if adult education centers should be reinstated. We want to ensure that the services are there to meet enrolment. We must also consider that some people would prefer to attend these programs in a post secondary setting, while others would prefer to continue in the high school setting. The system needs to be flexible to suit the needs of kids.

DAY, Diana (COPE)

I think the VSB has an obligation to provide adult education to the thousands of people who were not educated about Indigenous culture, history or rights. This would be my hope and dream that VSB would provide cultural awareness and create culturally safe spaces for Indigenous people to flourish in this City. As mentioned we must not jump to reconciliation until Canadians are told the Truth about our history and the devastating effects of racism and discrimination.

DENIKE, Ken (Coalition Vancouver)

The role of VSB in providing adult education has been to nurture new immigrants, returning learners and students moving beyond their grade. It is an important role. I support the principle of returning adult education to VSB. However VSB closed adult education centres and demand may not be sufficient, so a market assessment is required before proceeding.

DESCÔTEAUX, Stéphanie (Vancouver 1st)

VSB should expand adult education beyond the regular school courses to include Job searching Interviewing and Financial Literacy courses such as understanding accounting cycles & financial reporting, balancing a cheque book, Investing and the value of RRSPs, things to know about doing your own taxes etc

We could use existing High School rooms in the evening and on Weekends. Perhaps High school students could sign up as well.

FARROKHI, Fairnia (Independent)

no response provided

FRASER, Janet (GREEN)

Trustees have the privilege of attending adult education graduation ceremonies and hearing inspiring graduation stories. The VSB has unique offerings that are important to non-graduated students, whether they are returning to education after many years or attending/just out of high school. We have excellent adult educators and should continue to offer our unique programs while understanding that coordination with post secondary institutions could provide a single-entry point for adult learners.

GILL, Pratpal Kaur (Vancouver 1st)

no response provided

GONZALEZ, Estrellita (GREEN)

I have seen data where adult education student numbers have declined. This may be due to reduced funding but there is also now a lot more "competition" from post secondary institutions and online platforms. The VSB has a role to play perhaps as a single entry point and then work to collaborate with post secondary institutions to provide the training. Perhaps it can be offered at 1-2 VSB locations that offer good transit options e.g. downtown and near the Expo line. It comes down to a matter of resources and I do feel that VSB should be focused on providing classroom services for children.

JAAF, Erica (OneCity)

As previously written, the Main Street Adult Education Centre at Gladstone should be reopened. Anyone wishing to learn should be able to do so as part of our public system. More centres should be opened if there is an increase in demand.

KENNEDY, Gordon T (Independent)

no response provided

KINDRID, Tiffany (ProVancouver)

There are many adults who at one point or another will need to upgrade their schooling. I think the VSB is in the best position to make it as easily accessible as possible. Whether it takes place in schools like South Hill, or building like the old Main Street Education Centre, or even if we use space in current elementary and secondary schools after hours. It seems to me that the role of post-secondary institutions is in curriculum and program/course delivery.

LEUNG, Aaron (Vision Vancouver)

The Vancouver School Board provides quality adult education services. I'm glad to see the return of provincial funding. I'd like to see the Vancouver School Board reopen an adult education facility that is transit accessible so that we can continue to provide accessible and quality adult education services.

OGER, Morgane (Independent)

I would task VSB management to investigate the possibility of re-opening adult education centres at currently VSB-operated sites which are closer to where they are needed, with a focus on equitable locations with proximity to transit, and which centre the safety of younger students.

PRIETO, Julian (YES Vancouver)

Instead of reopening costly sites, the VSB can consider continuing to use schools with space (as Gladstone) for adult education. It can use excess money to fund new bursaries scholarships, and enhance programs.

REDDY, Jennifer (OneCity)

We would re-open adult centres to their full capacity, monitor registration and attendance along with non-graduation rates from K-12 while building systems that reflect the needs and demands from students.

RICHARDSON, Christopher JK (NPA)

The mandate of the Vancouver Board of Education must be expanded to involve strategies of early support and intervention (pre-K) in addition to StrongStart and to be responsible for those that are not successful in the traditional school system. The VSB closed adult education centres in recent years as part of a strategy to better utilize the available funding. The result has been fewer participants and I believe that an analysis of the decline could be of interest in making further adjustments to the program.

WONG, Allan (Vision Vancouver)

Work towards re-opening a small site to offer brick and mortar space. Either in downtown or North East Vancouver. We understand there is more competition (which is positive for all students), but, VSB has always been effective and attractive in offering access to education for students that have not been successful in the regular classroom due to varied reasons. We need to initiate a communications campaign to ensure all students are aware of our effective Adult Education Program.

WOO, Sophia (Coalition Vancouver)

Adult Education Centers provide a caring space for people who feel motivated to learn. The K-12 school system has been quite successful in providing that space and VSB should move back into providing Adult Education.

Thank you. Don't forget to vote on October 20th.