

Vernon Teachers' Association VOICES

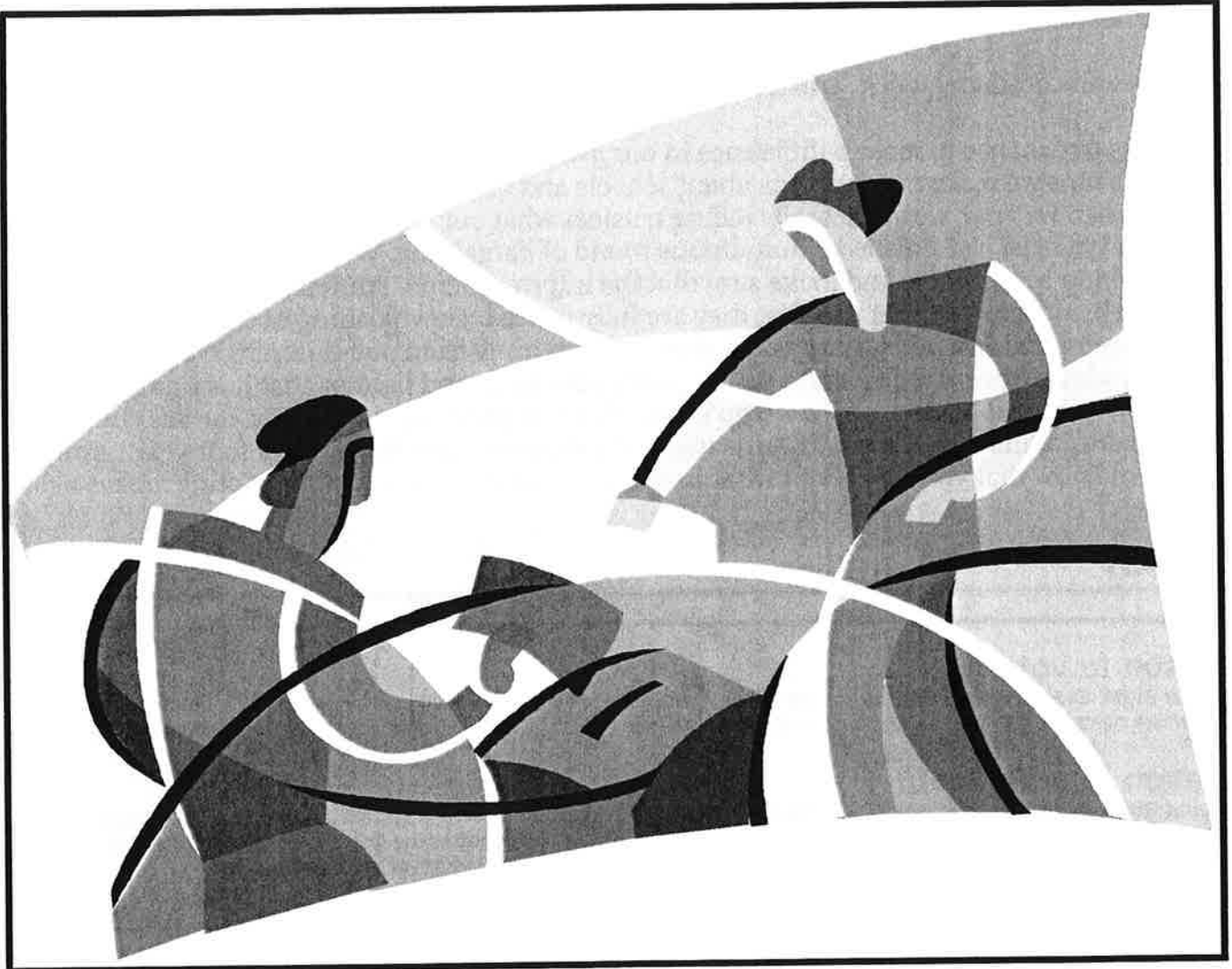
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Now, more than ever in these times of tough choices, it's important to stand up and make your voice heard. **CAST YOUR BALLOT!!**

Speaking for Teachers in the North Okanagan

Reflections.....

Greetings colleagues,

Election 2014 is quickly coming up and you may ask "what do school trustees do?" According to the B.C. School Trustee Association website:

Trustees engage their communities in building and maintaining a school system that reflects local priorities, values and expectations. School trustees listen to their communities; guide the work of their school district; and set plans, policies and the annual budget. Reflecting the strength of local representation, boards report back to their communities on how students are doing; boards are directly *accountable* to the people they serve.

(http://www.bcsta.org/what_trustees_do)

Voting is our chance to make a difference in our own lives and in the lives of our children. Voting is how we make our concerns about schools and other issues heard. Our vote is our voice. When we vote, we are actually telling trustees what our priorities and values for education are. We have just finished a tumultuous round of bargaining. We need to hold our Board of Education accountable and make sure that the improvements, limited as they may be, are honored by the government and that they are fully funded. Downloading of costs such as health premiums and hydro have taken direct service away from our children. We need to elect trustees who are prepared to stand up for public education and fight so that it is funded appropriately. We need to elect trustees who know what our priorities and values for our children are and are committed to work towards them. Trustees are now elected to a four year term. Let them know that you care about what happens in our schools by voting. Voting makes a difference.

Heather

Reason to vote #1:

It's your Right. Every citizen of Canada has the right to participate in our democracy by casting a ballot on Election Day. In a world where rights are trampled on and people die fighting for the right to vote, why would any Canadian willingly not exercise theirs?

Reason to vote #2:

It's your Responsibility. Voting is not just a right guaranteed to you in our democratic system it's also a responsibility that comes with receiving the benefits of that system. All the services, all the freedoms, all the good things about Canada that you enjoy every day all come with a price: the responsibility of voting to ensure the strength of our system.

Reason to vote #3:

You deserve to be represented. If you don't cast a ballot, your values and beliefs will not be heard. The best way to make sure the things you care about are actually reflected in society is by actually supporting those things at the polling station. If you don't vote for what you believe in, no one else will do it for you.

Reason to vote #4:

You're paying for the decisions elected representatives make. Your tax dollars are used to fund the programs and policies that elected governments create so why not tell them how you want them to use your money? If you don't, your money will be used to fund the priorities of other people without you ever having your say.

Reason to vote #5:

You live in a community that your vote helps shape. Schools, parks, housing and law enforcement are all just a few aspects of the communities we live in that are directly shaped by the outcome of our elections and the people we elect. You live in your community and have a say in how it's shaped. Even if you don't speak up, others will so you might as well get your say, too.

- See more at: <http://www.theresalubowitz.com/2011/06/13/why-vote/#sthash.PppgvCO1.dpuf>

Education Leave

Are you wanting to take some time off to pursue further studies. If so you may wish to exercise your contractual right to apply to the district for an educational leave.

In consideration of this option, please be aware of the following information:

- ◆ Application forms can be obtained from your staff rep or your principal. The form must be completed and sent to Lynn Jamieson at the board office by Dec. 31, 2014.
- ◆ To apply for an educational leave you must have a minimum of five years of service with the school board.
- ◆ Educational leave can be taken as either a part time or a full time leave.
- ◆ The board's payment to you for the leave is 60% of your present salary for the time taken (e.g. 60% of a half time leave is 30% of your annual salary; of course you are paid your full 50% of annual salary for the other half time that you are still working giving you 80% of your annual income).
- ◆ Documentation from the educational institution regarding enrollment and completion of programming must be sent to the board to verify the leave. Send what you have even if you don't have all the details yet.
- ◆ At the conclusion of the leave, the VTA member returns to the position from which the leave was taken as long as that position continues to exist.
- ◆ VTA members who are granted an educational leave must undertake to remain in the employ of the board for a minimum of 2 FTE years or the part time equivalent of 2 FTE years for those individuals who are granted a part time leave.

Vote Plumping: What Is It?

Vote plumping is an approach to maximizing the relative value of your vote(s) in a multi-seat election.

Let me explain.

In our trustee election for Vernon and Area B and C, seven candidates are running for four seats. Therefore, voters have the opportunity to vote for UP TO four candidates. In Coldstream there are 2 candidates running for one seat. At the end of the night the four candidates and one candidate who receives the highest vote totals will be elected.

Here is the rub. Using Vernon, Areas B and C as an example — what happens if there are less than four candidates that I as a voter feel really match my vision of who I want on the board?

For most of us, voting is something that we feel strongly about as a part of our civic duty. If four trustees are to be elected, many of us feel duty-bound to put four Xs on the ballot. The problem of course is that if I only feel strongly about supporting two candidates in a system that elects the top four vote getters, the votes I cast for the two other candidates that I half-heartedly chose might give one of them the votes they need to move past the candidates I really want to see on the board.

What to do? Unless there are four candidates that really appeal to you and your sense of what you want from the next board of education, vote only for those who do. Remember, you're not throwing away some of your votes; you are strengthening the votes you have carefully cast.

Candidates were given the following questions to answer for this Special Elections Edition of VOICES. The answers have not been edited in any way. The candidates' answers are listed in this order:

Vernon Candidates: John Armstrong (JA), Mollie Bono (MB), Steve Connor (SC), Lisa DeBoer (LDB), Brenda Giffin (BG), Kelly Smith (KS), Perry Wainwright (PW).
Coldstream Candidates: Robert Lee (RL), Bill Turanski (BT)

1. Some districts include a needs-based budget along with their balanced budget to show the government, and the public, that education is under-funded. What would you be willing to do to show the government that the current education funding in Vernon needs to be increased?

JA: The current Board has advocated for increased funding by corresponding and meeting with the MLA and the Minister of Education. We have strongly advocated through the BCSTA and through direct communication with Ministry of Education staff to need to fully fund cost increases and to improve funding, especially in the area of special needs that require more teachers and support. Currently the education fund is a top down model that allocates a set sum of money for which the district manages through teacher collaboration. This should be a bottom up model instead where the education needs are identified and the funds required are communicated to Ministry. I believe the current model is the source of the many contentious issues that have been faced, and we continue to face. A reverse model would address the specific needs of each classroom.

MB: There has been a lot of discussion about submitting a needs budget to the government and I agree that it is a good strategy. I am willing to address this with our Board of Education and request that we make a motion at our BCSTA meeting for all other districts to submit a needs - based budget.

SC: I see no reason why the District couldn't submit a needs-based budget along with the balanced budget. The Ministry needs to know what the funding should be. The funding formula needs to be changed, not based solely on enrolment. There are so many fixed costs that keep rising and are not reflected in the funding.

LDB: As we know today, under the School Act, each District is required by the Minister of Education to provide a balanced budget for each fiscal year. Districts that have tried to submit a "needs based budget" have been ridiculed by the Ministry and action has been taken by the Ministry to ensure that this does not happen. That being said, the question that remains is, how do we continue to lobby the government for more funding while we balance the funds we have been given?

While a "needs based budget" in its truest form will not work, I do believe that there are other effective ways we can work with our educational partners to lobby government and more effectively communicate our school districts unique needs.

For example, as an elected Trustee I would leverage the current opportunity to participate in meetings between the BCSTA and the Minister of Education and his senior staff. These sessions, held several times a year, are in place today to address specific issues that districts have within BC and are most important as a collective group. They often include discussions around the funding formula, where we can continue to influence the nature of those discussions to be more advantageous to our own district needs. In my opinion, working within the current structure of communication with the ministry does not limit our ability to challenge the status quo but rather allows us ongoing and meaningful dialogue that is vital to our long term success.

On a more local level we also need to leverage our partnerships with local MLA's where we can reinforce our messaging and solicit joint community support regarding funding for public education up to the Ministry of Education.

Make no mistake about it, funding for education is one of my primary concerns for SD 22 and it will be on the top of my agenda.

BG: Based on my objective of Education Reform, at this time and in the current structure, I don't feel "throwing more money at it" will solve the problems within the education system. I think we need to define the purpose of the education system, then derive a system that meets that objective, then determine the cost and whether it is a greater expense.

KS: This Board has been told that the folks who receive our budget at the MOE will simply toss a needs-based budget in the recycling bin because they only need the balanced budget forms. As an alternative to that, last year we sent a letter directly to the Minister with a list of the cuts that had to be made and we also sent that list to the local paper so the community could view the cuts and the costs. Our community now realizes that our schools are suffering due to under-funding and we need to continue to inform them of the cost pressures and shortfalls. Our PAC groups are working hard to do fund raising and that money is purchasing items that used to be covered by government funding!! In my PAC report to the Board, I always share what the parents have done for their schools, I can certainly ask their permission to report the actual dollar amounts that they are spending to support school programs.

PW: A needs based budget can be looked at. Would need a committee formed with teachers, parents, administration, CUPE, CEAs and trustee to bring forth pertinent matters from each group.

RL: As a public school trustee. I have a number of responsibilities. One of the most important is to communicate and share with residents of Greater Vernon that the budget that we have been given to provide a proper education for their children is inadequate.

Yes, I have a responsibility to submit a balanced budget. So going over and above in presenting a 'needs budget' is only a minimum first step that I could support. That is why I am a 'trustee' - to be honest and share with the people that elected me and therefore 'trust' me, to let them know if there is something wrong with their school system..and there is. Their children's education is simply not being adequately funded.

My first responsibility is to my parents and residents of Greater Vernon. It is NOT to Victoria as they had no part in electing me. Our government needs to know clearly, that the 'balanced' budget we are submitting is actually 'inadequate, balanced' budget.

The very minimum we should do is present a 'balance budget' but at the same time, we need to communicate clearly to our residents what are our 'needs' are and we need to present that information to them in a clear, systematic manner so that our residents understand the problem. Our residents need to know that we are not only being inadequately funded, we are also being 'unfairly' funded. For example, as noted in the two reports that you provided for us to review - all residents will understand that we need to be properly funded for items that we have no control over...such as, the cost of BC Hydro rates, heating cost, fuel cost, pension costs, MSP premiums. All home owners can relate to expenses such as that because they have to manage that themselves and they have to budget accordingly. So if we are not allow to budget properly, then Greater Vernon residents need to be made aware of that inadequacy. I believe this is an issue that residents will understand if we communicate this problem with them clearly and consistently. All of us within the school system, need to do our part so this issue is understood by parents and Vernon residents. As elected trustees, we need to be visible and vocal in doing so.

Sending in a balanced budget is only the first step. It is then important for us to put our concerns into more than just writing to the government and wringing our hands for more funds. We need to put action to our words. I believe as a Board, we need to let our local MLA know that we have a problem with how our school district is being funded and as our representative in government, he needs to be representing our concerns. It is important that we speak as a 'Board' when we bring our concerns to our MLA because it is only as a 'Board' that we have legal authority, not as individual trustees. The opinion of a trustee is just that - an opinion. Only as a Board are we vested with legal powers and responsibilities so as a Board we need to make a commitment to let our government know on a regular basis, that inadequate funding for public education is just not acceptable.

As a Board, we should be having this discussion with other School Boards within the Okanagan Valley and surrounding region. If we could get the other local Boards in the surrounding school districts to be supportive and committed as well, then this would be the start of a snowball effect which would demand attention to this funding inadequacy.

BT: The "Needs Budget" Ideal has been around for at least 10 years and has been totally ineffective. Some districts prepare one periodically but more for the benefit of demonstrating

to their local community their actual funding needs.. It is highly unlikely that the needs budgets that are forwarded to the Ministry are ever read. There is absolutely no incentive for them to do so. Certainly the Government Treasury Board, which determines the Ministry of Education's funding, would not deal with individual school district budgets. Possibly, a more effective method is to arrange a face to face meeting with the Minister of Education (SD#22 held such a meeting with Minister Peter Fassbender in April) and frequent meetings with the local MLA. At least you know that they hear the message although they have very little power over the Treasury Board that ultimately decides the amount of funding that will be available.

2. What will you do to ensure that there is regular and meaningful consultation with teacher representatives on matters of education policy and educational change in this district?

JA: Teachers are invited to participate on all committees that look at policy and change. For example, teachers are highly involved in the hiring of some district staff and administrators, calendar committee, sexual orientation policy and education fund use. I believe that our board can improve on how suggestions can be heard, particularly at public meetings. I believe we should have a partnership, as opposed to a political relationship.

MB: Now, this is an interesting question, I believe that we do have opportunities for consultation with teacher representatives on matters of education policy and change in our district. Whether it is meaningful or not is always the question in matters of consultation. As a First Nations woman, I am very familiar with various forms of "consultation" that has occurred with various levels of government and has benefit for one party only. Let's not do that. So, I will be more diligent in the future when we receive reports about our consultations with teacher representative and any other stakeholders and question how input was received.

SC: Unless protocols have changed in the past 3 years, the VTA and CUPE are only able to interact directly with the Board at public meetings. This is not very efficient as topics for discussion are limited to agenda items. I would like to possibly like to see periodic meaningful round table discussions between the Board and the VTA.

LDB: It is my belief that we need to consult with all our partner groups regarding educational policy and educational changes in our district, especially with our teachers. A collaborative approach to open dialogue and communication provides a sense of transparency and builds trust. Partnership with our teachers and other key district stakeholders is critical to our success. In my years as a Vice President of Human Resources I have seen how vital it is to have those affected by change involved in a meaningful way. I have always believed and supported that "those affected by the change need to be involved in that change". I cannot imagine how we could ever be successful as a district without meaningful consultation with our teachers on issues of educational policy and reform

to be involved in that change". I cannot imagine how we could ever be successful as a district without meaningful consultation with our teachers on issues of educational policy and reform.

BG: Seek out a sampling of teacher and simply talk to them.

KS: During this term, my experience as a member of a policy development committee was very rewarding. Parents, students, teachers, support staff and administrators worked together to develop the policy. By including the entire school community, communication back to the entire community became a shared responsibility. Using this method again could alleviate some of the apparent lack of communication that occurs during policy development. I am pleased that a transportation committee is being formed. Parents definitely need to have input!

Educational change requires increased funding! Teachers need to have an opportunity to learn and work with new curriculum - and this requires time and support. In order for the great ideas in the BC Ed Plan and the BC Jobs Plan to be incorporated into a teachers' repertoire, teachers will need professional development time, time to experiment, and time to share their experiences with their colleagues. Trustees across the province will have to lobby the MOE for increased funding so that we can provide as many of these opportunities as possible. If the MOE would like these programs to be successful, they will need to fund this important work.

PW: I would be approachable and can be reached through email or personal contact with teachers. I believe that there is more dialogue happening between the district and teachers. The strike is something that still needs to be addressed as with any labour dispute there are hard feelings on both sides that need to be addressed. I as trustee can be contacted and will discuss your concerns with you and with those that can be part of a solution. My job is to be fair and open and to treat all groups with integrity and respect and have the same treatment put back on me.

RL: In my opinion, we are ALL part of the same team. Yes, there are different components to it and we all have different roles to play. There are teachers, students, parents, administrative staff, support staff - but we all should be focused on one purpose: we are together to provide the best education available to our kids. Everything else is secondary. Frankly, I'm surprised that this question would be asked...simply because where the rubber meets the road are the teachers because it is the classroom teacher that has to deliver and implement the educational changes and policies that will occur in the first place. So if teachers aren't feeling consulted and involved...you have a big problem.

It begs the question - do teachers feel that they are being adequately and meaningfully consulted in the matters of educational policy, changes and implementation now? If the answer is 'NO'.. then that is a serious mistake that needs to be rectified. Later on, there is a question regarding morale building and teacher wellness...but in reality, all this is tied together. Pretty hard to have high morale when your teaching staff have the feeling that 'everything is being DONE to them' rather than DOING IT TOGETHER...you just accomplish so much more.

As part of my learning process, if elected as a trustee, I would establish a process whereby every

school nominates up to 3 representatives that would sit down with me over supper and we could talk about everything educational. This process would be true even if I am NOT the trustee rep who sits on local educational policy and implementation. As a trustee, I NEED to know how the grass roots are feeling and the only way to do that is to be in touch with ALL components of the team. So supper on Robert would be true for reps from all schools as well as support staff. I'm going to exclude central office administration at this point simply because I have the feeling that we'll be chatting often enough as it is! LOL.

It is the role of trustees to establish policy. But to establish good policy, there must be consultation with all the players. This isn't the military where the general gives an order and the troops blindly charge up the hill. I mean, if I'm going to get shot at, at least let me know why I'm are doing this? Sorry, I digress but hopefully you get what I mean. I firmly believe that good policy is made after all stakeholders have been involved and provided input. Good planning and discussion always precedes good policy - not the other way around.

BT: For all formal Board Policies, during their first two readings, the Board encourage input from all jurisdictions including teachers. In addition, the Superintendent does not work in isolation but regularly reviews matters with the VTA President so that there are regular opportunities for input.

3. What experience do you have that you consider relevant to the role of school trustee, particularly in the areas of communication or advocacy?

JA: Besides my one term as a Trustee I work with youth everyday as a coach and program manager that focuses on the best possible outcomes for these children and teens. I communicate and manage well in a respectful and professional manner. I have been an advocate for the teachers who paid a huge price for their protest to the current education system, and its needed improvement.

MB: In terms of relevant experience, I believe that I bring a lot of diverse knowledge and training to our Board of Education. I am the first person of colour to be elected to the local BOE. As a First Nations woman, advocacy has been a part of my everyday life. Most of my people make a choice - be a victim or be a leader. We are used to "fighting for what we need" and I will do that by communicating in person, through letters and/or social media. I have no problem standing up for what I believe in or what is right but I do not chatter about it.

SC: I have 12 years experience as a school trustee and I was on the executive of my local of CUPW for more than 10 years.

LDB: First and foremost, I am a mother to three children (two children in SD 22), one in grade 4 at BX and one in grade 9 at Clarence Fulton Secondary. Through them I have my own lived experience within this district that will assist me in my work as a Trustee in SD 22.

I also bring to the role 20 years of business experience in Human Capital Management and most recently as Vice President of Human Resources (Global manufacturing). All of my professional roles have taught me the importance of having strong communication and critical thinking skills which are both necessary in order for one to lead and inspire others. While I feel these are two of my greatest qualities, when coupled with my passion for helping develop our children for the future, I feel I offer something very unique to the role of SD Trustee.

I am an articulate and enthusiastic leader who is not afraid to challenge the status quo and work toward a vision for learners in our community. I believe in the value of empowerment and working to create a shared vision within our district. The leadership experiences and skills I possess will assist me in playing a vital role on this team. Whether it is policy development, funding issues or human capital challenges- I believe I bring a very well rounded approach to the district.

BG: I was Division Manager for Greater Vernon Minor hockey for 6 years. I own my own business currently, but previously have worked at the BC SPCA as a Branch manager and Area Animal Health Technologist (AHT). All of those positions required information gathering to resolve issues, limited authority to impose change, but a wonderful opportunity to gather information from all parties and provide solutions that did create changes based on mutual agreement and understanding. I learned how to consider all sides of a situation, come to a resolution based on the primary objective and present a solution back that everyone could accept.

I also understand working within budget limitations, and making the most of what there is available, prioritizing based on objectives and greatest gain, from these and more positions I have held.

KS: As Vice-Chair of this Board, I am included in agenda setting and some conference calls with BCPSEA and BCSTA. I am able to seek clarification and further information by asking questions during those calls. My 33 years experience as a teacher enables me to ask questions about the effects of change on the classroom setting and the learning environment of our students.

-I am the Co-chair of the Aboriginal Education Committee and the SD 22 representative at the Thompson Okanagan Branch Aboriginal Education Committee. With the knowledge I gain about Aboriginal Education, I am better able to support programs that will enrich our Aboriginal students' learning.

-As the Trustee Rep. for the PAC groups at OKL, Ellison and Fulton, I share the work of the Board with parents. They have an opportunity to ask questions which I can then take back to the Board.

-I volunteered to be part of the Committee that established the District Policy on Sexual Orientation and Gender Identity. This process brought members of the whole school community together to establish policy. Everyone had a voice and everyone was involved in the final draft of the policy.

PW: Having held the role of president of a PAC and DPAC placed me in an advocate role with parents and their issues. You received all the details and their concerns and brought them forward to administration to consider. As a DPAC president PAC groups would bring their concerns forward and I would gather information and discuss the matter with district personnel. As a former President of my Fly Fishing club communication with 70 members was essential as there were a lot of different opinions on one issue. You needed to see all sides of the issue, respect their opinions of it, but the decision was always a club decision and as president you respected the final vote. I also was the Provincial Council representative for our district and we addressed matters that could not wait for our annual general meeting. On some issues I would take our districts concerns and questions forward at the meeting and come back with the results of my meeting.

RL: Without tooting my own horn, I believe I have a considerable amount of relevant experience in the areas of communication and advocacy. I say this based on 33 years of being a school principal with teaching experience from preschool and kindergarten to grade 8 as well as being involved in many district committees along with school base PAC and district PAC.

A school trustee wears many hats. The toughest one may be for a trustee to realize that s/he is really a member of a corporate board that is responsible for an education enterprise that has an annual budget of over \$60 million and more than a thousand employees. When you have a business of this size, a trustee must have good communication skills and be experienced as an advocate. Communication and Advocacy are two different subjects on which I will comment separately.

In terms of communication, there are many forms of 'communication'. Sometimes the parties involved tend to get them mixed up and when the dust has settled - all sides are still unhappy. I believe the recent bus transportation is a classic example of poor communication and this is said with no disrespect to the current school trustees.

Many of us as younger children may remember a game we played in school called, 'telephone'. One student whispers a message to the person behind who does the same to the next person until that message has been passed to everyone. At that point, the first message and the last message are compared and behold - almost every time there is very little if any similarity with the message that was started and what was finished.

I believe that's exactly what happened with the bus problem. Trustees told various school PAC what the transportation plan was going to be. Eg., 'A' told 'B'...but something happened after that - otherwise there would not be that many parents who felt they were blindsided.

I spoke with the current chairman of the board regarding this process. There was a decision made last year to go ahead with implementing the 2.4 km rule. . Even though there were a few parents at the board meeting and those parents thought a 'pay for service' would be best, the

board felt doing that would prove to be a hardship for younger families because of the cost. I would submit that this decision was not well thought through. If anything, by implementing the 2.4 km rule, it has proven to be MORE of a hardship for younger families simply because younger families have younger children and it is a lot harder for young children to walk 2.4 km in the middle of winter than it is for an 18 year grade 12 student. Therefore there are now MORE parents dropping their children off AND picking their children up afterschool than ever before.

Instead of using A tells B and let's hope B tells C style of communication, a different form would have been much more effective. The decision to go with the 2.4 km was made almost a year ago. If the Board at that time had decided to use the following style of communication, I really don't believe you would have had the rancor and distress which has resulted since.

Here is how I would have communicated the transportation situation last year. PRIOR to having a meeting with ALL the school PAC reps, a message could have been sent out to ALL the PAC stating the following: 'the Board of School Trustees would like to invite the PAC reps to attend a meeting with the Board on the evening of xx. Prior to coming to this meeting, please note that the topic for discussion is how to cut \$\$ from our transportation budget. At this time, it looks like we will have to save \$\$ by implementing a 2.4 km walk limit but we are OPEN and WILLING to discuss your ideas. Please meet with your parents and individual PAC and bring your best ideas forward to discuss with you on our upcoming meeting.'

With this style of communicating, the Board has informed all the PAC's..now the individual PAC's have an opportunity to sit with their parents and brainstormed for ideas. When the PAC reps gathered with the trustees for the combined meeting I believe a lot of different ideas would have been generated for the Board to review and consider. This style of communicating has the following advantages:

- new and different ideas are presented and discussed.
- buy in and commitment come from all parties because all parties are involved.
- representatives from the VTA could have been invited and included..remember, we are 'team building?' for increased morale..this is just one step out of many.
- if a decision is made at this time, then the PAC reps can bring back the same message to their respective parents.

I do believe if the transportation problem was communicated and discussed as above the Board would not be in its current position today. Even as you read this, the Board is still 'reviewing the transportation situation'. Notice was first served almost 5 months ago, that there were concerns with the proposed bus change and yet 5 months later..we are 'reviewing' the situation. It would appear the current Board prefers to emulate the Canadian Senate model of communication and decision making - stonewall and then form a committee to review the problem. Again, this is written with no disrespect for the hard work that our current board is doing but sometimes, you don't have to work harder to get better; you have to work hard and communicate smarter. When you are working with many people, and you need to make a difficult decision, trustees need

to communicate in a clear and transparent way which provides plenty of time for feedback and discussion. After consensus is arrived at, then you need to communicate through a variety of mediums to your stakeholders. You need to communicate effectively, you need to seek and listen to feedback and you need to build in a possible Plan B if in spite of your best efforts, unforeseen problems surface.

As a trustee, I don't expect communication to happen only at the monthly board meeting. I would hope to establish an open line of communication via many of our available communication forms which are readily available in an electronic age and should be used to make certain all parties are informed. Clear, consistent communication along with positive, reaffirming actions are the bed-rock of building morale and respect. (Jumping ahead to your question about addressing teacher morale and wellness).

Advocacy goes hand in hand with being a trustee. I need to be an advocate for education, teachers, staff, parents and the general public. It should be my responsibility to know our school system and process well. Then when I am asked by a parent, teacher, staff or someone who is frustrated by an educational situation - I can advocate for a positive and quick resolution to the problem. I will confess that I do not have a lot of time for needless red tape. Bureaucracy and rules are there to make things easier, not to make things more difficult. When teachers know that trustees are their advocates as well and someone has their back, morale builds accordingly.

BT: I have the experience gained as a school administrator and as a long time school trustee.

4. Are you committed to ensuring that a trustee is in attendance at the local bargaining table? What role do you believe trustees play in local teachers' bargaining?

JA: I understand that the recent local bargaining saw a significant number of important changes, for example a limit on the number of staff meetings. I have full confidence in our staff to collaboratively bargain with the VTA and CUPE. This question suggests that I ensure that a trustee is at the local bargaining table. No single Trustee can ensure this, as decisions are democratically made by board. However I am committed to a process that the VTA feels they are adequately heard in bargaining. I will advocate for suitable change.

MB: At the present time I cannot ensure that we will have a trustee at the local bargaining table since, as you know, bargaining for teacher wages and benefits is done at the provincial level and I don't see that changing. However, I believe that trustees need to be part of local bargaining when we discuss other matters which have to do with contracts, placement of administrators and grievances.

SC: I'm not sure how local bargaining works, but a trustee at the table could be an asset. They may have a different take on matters and be able to report directly to the other Board members.

LDB: I believe it is vital that SD 22 Trustees and the Board of Education play a key role in local bargaining and should continue to be involved in this. It is also my understanding that the Board of Education mandates that SD 22 appoint one trustee and one alternate to the BCPSEA (BC Public School Employers Association). At all local collective agreement discussions I believe that there should be at least one (if not two) members of the board appointed at the table as observers. I have extensive experience working in a collaborative union environment and believe that participation and engagement is the only way to have viable relationships that lead us all towards a common goal.

BG: Yes, I would like to see Trustee Representation or Student advocate at future bargaining tables however; I don't see that as a necessity in an employee/employer negotiation. I feel class size and composition does impact teachers working conditions, but it should not have come to be an item that needed to be formalized in a bargaining agreement. It is something that affects student learning and the needs of the student, either the School Trustees or parent groups should be advocating for that and preventing the Provincial Government imposing sizes and structures that impedes the education that is being provided. Again I go back to education reform.

If the Trustees can effect reforms for student education, I think that will resolve some (possibly all?) the issues at the table that a Trustee may be wanted for. By addressing what students should be in any given classroom and alternate places (i.e. other classes of actual interest) for them to be, it will resolve the lack of interest or prerequisite skills that are presently causing the strife of class composition (and size).

KS: I was fortunate to sit in on a bargaining session as an observer many years ago when the Board and the VTA still negotiated their own contract. I learned a great deal that day - I learned about the working relationship between the Board and the VTA and the obvious respect that they had for each other. Bargaining was taken over by BCPSEA and trustees were no longer invited to take part in negotiating. As a result, trustees are no longer trained and are ill-prepared to understand the process. An awareness of how negotiating takes place is important for trustees, this could be gained by being an observer at the local bargaining table. Without the training needed to be a negotiator, it would be impossible for trustees to actually take part.

PW: I believe that a Trustee can be at the table however as a district we do hire people for bargaining. Once an agreement has been reached trustees have the role of approving the agreement.

RL: Pardon my ignorance with this question but I have to confess that I am surprised it is even here. I would absolutely expect a trustee or trustees to be available and present at the local bargaining table. Is there a good reason why a trustee or trustees would NOT be at the local bargaining table? Recall that trustees are also responsible for a business which provides an educational product. Trustees are responsible for over a thousand employees and an annual budget

of over \$60,000,000. If trustees are not at the local bargaining table, how else are they going to know first hand what the issues are? So yes, I am fully committed to having trustee(s) at the local bargaining table.

Trustees at the local bargaining table also gives our teachers a first hand impression of morale building. Even as we are bargaining, trustees can be courteous, respectful and bargain from the point of view that we need to provide a solution which is good for all parties. If trustees bargain in a black and white, take no prisoners style, then the same can be expected. Even as you sit across the bargaining table, it is possible and expected that trustees and all parties treat each other with honesty, transparency and respect. The more opportunities teachers have to interact with trustees at every level of education, the more opportunities are created to build mutual respect and understanding.

BT: Not sure what role a trustee would play at the Bargaining table other than being a spectator. The school district's bargaining is done by individuals who have bargaining experience. The results from the bargaining sessions are regularly reviewed and shared with the Board and any decisions reached at the bargaining table must receive Board approval. The Board, not one individual, is the final authority on all bargained matters that affect the School district.

5. What are your top priorities in terms of allocating the education funds that our district receives?

JA: There are some targeted funds that can only be used for a specific purpose. The main portion of funds operates our education system. Additional funds are needed to increase to continue to provide classroom teachers and specialist teachers to meet the needs of our students.

MB: My top priority for current funding is special education and support. I believe in encouraging the children that do not fit into our education mold and also support the arts, innovative programs such as Global Education and the Community School.

SC: Education funds should first go into the classroom for assistance for special needs students or classroom resources. I think education should be less of a one-size fits all and more focussed on life after graduation. Whether it is prepping for trades and university or life skills such as dealing with credit and becoming responsible adults, education funding should also be used to help prepare students for life after graduation. We know that many graduates do not go on to university and college and I am concerned that they will finish school with no plan for the future.

LDB: The SD 22 vision has been articulated as "To achieve 100% success rate for all students"

With a strategic planning process in mind, I believe that the SD 22 District Achievement Contract has articulated our overall learning priorities very well. This document has used the data

collected in our district in a way that is meaningful and relevant to all constituents. With the limited funding we currently have, fiscal responsibility and ensuring "high value" initiatives are key. Top priorities as I see them are:

- Initiatives to support a "student centric" approach to learning are imperative and provide the most relevant "north star" for our district. This could include more personalized learning initiatives, closer links to our community leaders and involvement of students both inside and outside of our schools.
- A focused spend on programs for literacy and numeracy are vital to engaging students in unique ways so that our learning outcomes demonstrate that we are reaching all students all of the time.
- Funding support for Special education and the enhancement of our Aboriginal Education programming is still not enough to meet the needs of our students. First Nations history and aboriginal achievement should be a high priority in our district.
- A focused approach to funding for our "grey area" learners (students who do not fall within the established categories) but need more support. Teachers and parents tell me that it is often these children who they worry about most.
- Funding for career and professional development for our teachers, staff and administrators would yield a positive return- invest in your people and they will invest in you and a shared district vision.

Lastly I believe we need to be prudent with our overall infrastructure to ensure that our students are getting the most out of our facilities and that we are managing our current spend responsibly. Further, we also need to look at creative ways to add funding into our district as a best practices approach.

BG: The education being provided in the classrooms.

KS: The top priority is always student achievement. With that in mind, the Board must also try to ensure that the staff - admin, VTA and CUPE have everything they need so that every one of our students is successful.

PW: My priorities vary as at times issues may suddenly need to be addressed do take a priority. The budget with a elementary differs from a high school but the main priority is for the best interests of the students.

RL: I have always operated from the prime mandate that we should do whatever is necessary to provide the best education possible for our kids. From my perspective, everything else flows from that point of view. If we can think of a 'bulls eye', then the students would be at the centre. Then the next ring closest to the centre has to be the teachers and school staff. After that would be the materials and equipment necessary to provide the staff to do their best work with the children. All this has to be housed within an adequate school building. These schools

need to be linked and supported by a central administration and support staff. Overseeing this entire operation are your Board of School Trustees. They are responsible essentially for hiring all the professional and support staff necessary to run SD22 in an efficient and cost effective manner.

I have deliberately answered this question in general way rather than being more specific for a number of reasons. Firstly, is this question about funding regarding just 'education' funds or ALL funds? As you know, there are different fund categories. A few come to mind - 'capital' funds, direct grants, school generated fees, student tuition which may be charged, especially of 'international students'.

Overall educational funds from our government has been decreasing for some time - this is not the first year and it doesn't look to be the last. **It is time for us to change our strategy:** on one hand, we need to continue to point out to our government the inadequacies of the current funding program but on the other hand, we need to start developing some other educational revenue sources which are not government generated and therefore within our own control. The funding brief and the educational facts brief provided in your questionnaire contain three ideas which I believe are worthy for us to pursue. **DL Learning (Online), International Students and School Generated Funds.**

DL Learning (online). Online student learning is a growing form of schooling preferred by more parents over time. It allows the student to learn at his/her pace but there is still teacher assistance available. Districts that register DL students receive funding for this service. There are benefits associated with this program. Stress on teachers are often reduced - no in classroom management issues, no behavioural issues. The teacher spends more time actually helping, assisting and planning with the student what the program and outcomes look like. One school district in BC has approximately half of its student population counted as DL. The additional funds provided from DL has allowed this district to cope with cutbacks and diminishing budgets that otherwise would be nonexistent.

International Students. The number of international students coming over to BC is increasing. This is a situation we need to consider as it provides additional funding for us. Also note with international students, the tuition @ student has increased dramatically. Based on figures provided in your brief, note that in 2001-2, average student tuition was \$884. In 2010-11, tuition cost is now \$1469 - a jump of almost \$600 @ student. The increase in tuition cost has not stopped the influx of foreign students either. When we think of international students, we tend to think of students from Asia. Actually, there are foreign students from Europe and elsewhere who attend Canadian school systems as well.

One of the reasons why there is an increase in international students is simply because other countries know the working language of the world is English and those parents want their children to be fluent in the #1 language spoken in the world today. Consider also that Canada is considered to be a very safe place for your child to learn English and where would you send your children overseas?

These parents also know the BC Dogwood is practically carte blanche to any university in the world and we have some powerful factors why there will continue to be more international students coming.

The question now needs to be asked - why can't more of them come to Vernon? All regions of BC are beautiful in their own way but I would contend that Vernon is the crown jewel when it comes to BC geographical splendor. We are unique: we offer four seasons of recreation, a low crime rate, friendly people, and an international airport less than an hour away.

I would submit that we need to review more ways of generating our own funds and this is one avenue which we should actively explore - not only internationally across Asia and Europe but also provincially. We have a growing FSL program within Vernon where parents wait outside Beairsto to register their K children. We should take advantage of this program and promote it within Quebec. There are Quebecois who also know that while French is wonderful, the working language is still Anglais and if we promote our FSL program properly, we may be to have Quebecois students attending so they can take their courses en francais but the rest of the time, they would be immerse in anglais culture and language. What a perfect way to learn?!

School Generated Funds are another form of school based revenue that we need to examine. School generated funds are not controlled by our provincial government and funds generated this way are totally within our control. I note from funding brief and education brief that Kelowna and Kamloops are included in the list of top ten school districts generating school funds. Vernon is not. Why not? What is Kelowna and Kamloops doing that we are not? I am not so proud to suggest that if I am elected as a trustee, I would recommend we consult with our colleagues to the south and west and find out what they are doing and if we could incorporate it within our system.

This would be an awesome way to put forth a prize to the staff member or student or even a member of the general public who comes up with the best, most practical way of generating school funds that we are not currently doing. As a morale booster for staff, it would be immense and good, general fun for all other participants.

One of your questions talks about boosting morale - this is a start. It also gives the impression that we are ALL in this together.

BT: My top priorities would relate to providing our students with a wide range of learning opportunities including academic, fine arts and trades training options and with the resources and support that will enable them to succeed in both the school system and their post secondary school endeavors.

6. What do you believe to be the most pressing problems within School District 22?

JA: The need for more funding is the most pressing problem. However this lack of sufficient funding has led to a teachers strike and other outlying issues. I also feel our partnerships can strengthen with our partner groups.

MB: Our limited resources and the restrictions on funds we receive are major problems within our district. Our aging buildings need to be replaced or lots of care. We also need increased funding for transportation as so many of our students are bused and for many families - just getting children ready for school is challenging - without having to deal with other obstacles. I do not believe we can make any more cuts in budgets and this is a huge concern for me. We need to look for alternative funding and we need to include our stakeholders in this process.

SC: I don't know what the problems are but I sense that from the tone of these questions that the relationship between the Board and the VTA is strained. Funding for the proper education of our students always seems to be a problem.

LDB: The most pressing problems facing SD 22 will continue to be working with a budget that is not able to provide us with the funding we require. Managing this limited educational budget has a direct impact on our learners. This is not unique to SD 22 and it is an issue that will not go away any time soon. Some additional areas of key concern for me are noted below:

- Limited education funding leaves us striving to do more with less. When you are at the school level it means something tangible for our learners and our district staff. Lobbying government for more educational funding is a key priority while we must continue to provide day to day prudence for our current budget.
- SD 22 needs to look for new and innovative ways to help offset the lack of budget we have. This could include new programs for international students, potential work experience projects etc. Other districts have found ways to add funding back into their districts and I would like to explore this more if elected to the board. We need to use a best practices approach and collaborate with all partner groups to find creative resources for our classrooms.
- Increase in district student's first time graduation rate. While we are seeing positive results for our six year completion rate (88%) we still have work to do to reach our goal of "100% success rate for all students" which means that "every student will cross the stage with dignity and purpose and a plan for the future". Not only do we want to see our student graduate from our programs we want to see them prepared for the next steps in their career.
- Continuing to assess and monitor our programs, our performance as a district, and our results with our learners. These metrics do provide some key information on where we are and where

we are going. Using both qualitative and quantitative data for our district is responsible and gives us a sense of where we are in relation to our goals.

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- Continuing to assess and monitor our programs, our performance as a district, and our results with our learners. These metrics do provide some key information on where we are and where we are going. Using both qualitative and quantitative data for our district is responsible and gives us a sense of where we are in relation to our goals.
- Professional development for our SD 22 staff. As a district we need to be proactively focusing more of our time and energy on the development of the great leaders/ educators we have in SD 22. Professional development processes provide district staff with a benchmark and a vision of where they are today and what they can do to grow in their skills and competencies. The process of shared leadership is an inclusive dialogue between learners and leaders- it demonstrates regard and respect. Investment in our SD 22 current (and future) leaders' only serves to reiterate our commitment to our district learners as they reap the benefits more than any other.
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BG: Communicating between parties - Trustees, School District, Teachers, parents, citizens at large... And providing the variety of options to the students in the schools to ensure they are *learning* and prepared for their adult life.

KS: We need to rebuild relationships and maintain the strong support that our community has shown for our teachers and public education over the last several months.

PW: At this moment I believe the most pressing problems are what is actually happening in the schools. Start up has been delayed adding to the pressure put on teachers to meet the educational requirements. Dissension needs to be addressed as teachers need to feel appreciated and feeling part of a team with parents, students and administration. Parents need to be reassured that the teachers are still looking out for the best interests of their children.

RL: We strive for excellence - hoping to catch a glimpse of it from time to time and touch it. If there are more than two people together, eventually there will be problems. So the fact that Vernon School District has more than a thousand employees means there will be problems. Let's not hide our heads in the sand and pretend it doesn't exist. It does. The very first step towards fixing a pressing problem is to admit that we do have problems.

Sometimes, when we've been used to doing something for a long time, we become attached to a certain style, a certain way of conducting business. But business itself is fluid and dynamic. It is constantly changing and adapting. We must do the same. We cannot and we must not allow rules and policies to stop progress. Otherwise these same rules and policies simply become synonyms for 'red tape and bureaucracy'.

I believe this is a problem that exists in Vernon as we speak. We have allowed rules and regulations to dictate our actions to the point that common sense no longer exist. This needs to change because the people that we are leaving a negative impression with are the same people who are paying tax dollars and funding our school system. We need to have the general public on our side. They can be our strongest allies if we allow them to be or they could become our most feared enemy if we keep on putting up road blocks and needless red tape. As trustees, we have the power to change that and we can do that if we are open to accepting criticism as constructive and work towards building positive relationships with all the stakeholders.

In a district of this size, communication can be a problem. When we are involved in important decisions which require all parties to be a part of, then we need to make certain we plan well ahead to provide the necessary time for all parties to have to have input and be part of the decision making process. If everyone is informed and is part of the communication loop, then there is a lot more acceptance and buy in with difficult decisions that we are forced to make as a district.

As part of the positive morale building process, whenever communication and decision making is a shared process, it goes along with building morale. A straight line person A tells person B who tells C style of communication often leads to miscommunication so changing our communication style and how we communicate would be something that this district could improve upon.

I believe it would be a huge step forward if the district was to promote a group of teachers, parents and support staff to simply discuss the topic of 'How do we make School District 22 better?' The mere fact that the district (and trustees) are willing to host such a work group would carry a huge gesture with teachers, parents and staff.

I also have a belief that teacher and staff morale is an issue in this district as well. I will answer more specifically in the question below, but throughout this questionnaire, I have tried to provide ways and means where morale can be developed and improved. I believe if we are able to address the first two problems which I've mentioned above, namely communication and red tape, this will go hand in hand with improving staff morale as well.

BT: Doing more with less.

7. What concrete ideas do you have for addressing the crisis in teacher morale and teacher wellness in this district?

JA: The strike has been very difficult on everyone in the system and it is important to recognize that pain and work together to support our students. I know that trustees, district staff and administration value the great work teachers and support staff do each day. It is important to understand what the causes to morale and wellness reductions are. The board should address these issues with the VTA to see what can be done to improve moral and wellness. It was unfortunate that due to the strike teachers were not able to attend the employee recognition and retirement dinner hosted by the Trustees. We do need contact time.

MB: We are doing what we can as trustees when reviewing placement of students in schools and supporting administrators that know their teachers and students best. Teacher morale and wellness is an ongoing concern and post-strike we need to rebuild respect and trust with our teachers. How do we do that? I think that I need to make a more concerted effort to talk to teachers on a one to one basis. I see some teachers at schools I am assigned to but we need to get to know one another better. Acknowledgement is important and so is appreciation. It seems that we need to do more than our year end retirement celebration. I will bring that idea forward. Other suggestions, let me know.

SC: When I was first elected to the Board the relationship between the parties seemed to be pretty good. There seemed to be less conflict and more rapport and social activities. There were dinners with the VTA and CUPE executives and invites to socials at the VTA office. I see this kind of activity as a way to get to know each other on a more personal and informal basis. We are all on the same side, trying to do what is best for the students in this district and if we can get along on a personal level it should make it easier to achieve our goals.

LDB: As a professional in human capital management, I have an intimate understanding about employee morale and how employee satisfaction can influence health and wellness.

While our education system continues to be pressured to do more with less, our teachers are a critical part of our education system and thus are also being asked to do more with less themselves. I believe that as a district we need to continue to have programs and support in place to help our teachers as they transition back to "business as usual".

What I have come to learn through my professional practice is that if there is support for employees nothing is insurmountable. I believe that the same is true in education. Resilience comes through connecting to a common vision and knowing that we have a shared purpose. It is clear that our teachers in SD 22 are committed to our student's success and like with any good

partnership, they need some support and nurturing right now. As a SD 22 Trustee I would apply what I have learned in my professional practice and work with our district on initiatives to see that all members of our SD 22 team feel vital and regarded. The contract is signed but the hang-over is real. Let's get together to talk about it and work on ways to help make the experience of teaching in our district one that we can all feel good about.

BG: Let them be heard. Let them know they are being listened to. Ask for their suggestions. Communicate back to them decisions and how those decisions were reached. Whether it is Trustees going to the teachers or inviting teacher representatives to the Trustees. Understanding, and mutual objectives as a target; decisions that reflect those objectives, are the best means of developing a relationship and foster good will. That, I feel will aid teacher morale and wellness.

KS: It is time for the Board to receive concrete information about this. Perhaps a report from the VTA executive would be timely. It is important for the Board to know details about this crisis within our schools.

PW: As a trustee there are schools assigned to you. With the schools I was assigned I attended a lot of school functions and always made myself available to the school personal and developed a personal relationship with parents, teachers, administration, CEAs and janitors. What happens at the school and the programs that teachers come up with to engage students peaks my interest. There is nothing wrong with saying hello and how was your day or weekend and adding what a great job you are doing at the school also will help with morale. I think the main thing is to be at the school whether volunteering or just a school tour.

RL: Teachers are among the hardest working people that I know of. They think nothing of working several hours each evening preparing for the following day and doing the same over the weekend as well. Many teachers, to their credit, do this on a regular basis because they feel strongly that this is what you do as a professional.

Having said that though, that doesn't mean teachers don't need encouragement and praise. We all do. As humans, we just work better knowing that our work, seen and unseen, is appreciated and needs to be seen to be appreciated. I believe that is the key. We need to develop specific ways to show our teachers that they are appreciated.

A very easy way to start would be for our district to simply recognize all those teachers working for us who have worked continuously in SD22 for 30 years or more. Teachers who have put in do that many years caring for their class and children are ambassadors that are known and recognized within our community. We need to take the time to recognize that special group simply because they are a special group.

Trustees could look at ways of having a community Christmas party which is hosted by the District. It is a small gesture at that special time of year when we should be celebrating and it's a natural time to do that.

I believe trustees carry the responsibility of the well being of the school district. So trustees need to make the time to be available and visible within our schools during 'work times' just for those informal chats with the staff. As a trustee, it just shows you care.

Have each school nominate a specific staff member for something special which they've done and make that recognition from the central office and trustees. Publish the names of those dedicated staff members and put it in our local paper for all of Greater Vernon to recognize. Each of these gestures that I've mentioned here and throughout my answers are simply some of the ways that you begin to build morale for the staff.

BT: The Vernon teachers received an extra one day 'Back to Work Bonus' payment outside of the terms of the district's local teachers' collective agreement. A number of Okanagan districts with similar collective agreements have not paid their teachers the extra one day 'bonus'. In terms of additional ideas for addressing teacher morale the Board is always prepared to entertain suggestions from the teachers.

8. Do you believe teachers' collective agreements should contain clauses on class size limits, specialist teacher ratios and services for students with special needs?

JA: I believe that we need a system that provides enough money and flexibility to provide the support for all students needs. A bottom up system that identifies those student needs with recommended class size, services required and teacher, specialist teacher ratios is the right way to build a classroom. So, yes there should be clauses in the collective agreements that are flexible to provide for the actual classroom and student needs. Teachers need to be involved in composing their classroom.

MB: Yes.

SC: I believe the teacher's collective agreement should remain as originally negotiated. Who is better equipped to know what is best for the students. No government should be allowed to unilaterally change or get rid of a collective agreement.

LDB: It is my understanding that class size limits have been established by the Provincial Government and this is in legislation. School Districts cannot exceed the established guidelines without the approval of the teacher and from my understanding teachers in our district have not accepted this. The Provincial Government has also established the criteria for special needs students with a funding formula and established specialty teacher ratios. In addition the board of education has opportunities through our annual budget to allocate additional EAs (educational assistances) to offset support in the classroom.

BG: Again, I go back to my Education Reform. I do not feel it should be necessary for the teacher's contract to contain clauses such as that. Class size and composition impacts the students' ability to acquire an education - which is the purpose. It should be elsewhere (Trustees, parents, citizens) that the demand is made. And it is that purpose that I have, in becoming a Trustee.

KS: I am deeply concerned class composition, even more than class size. If we have contract clauses that limit class size, is that really ensuring that student learning within those classes is optimized? Setting class sizes without adequate supports for students with learning differences doesn't resolve anything.

PW: I have tried to do some research to see what the language was but have not been able to find the information.

RL: I absolutely believe that teachers' collective agreements should contain clauses on class size limits and specialist teacher ratios and services for students with special needs. We know that in the last decade, special needs students have been growing, not diminishing but on the other hand, specialist teachers are shrinking. Those two factors need to be addressed in some meaningful way as it was so apparent in the last contract that class size and composition were the two outstanding issues for teachers and it has been left to linger long enough.

BT: The issue of whether class size limits, specialist teacher ratios etc. are negotiable or are exclusively the jurisdiction of the government is currently before the courts. Since it appears, that ultimately that decision will be made there, my opinion would seem to be quite irrelevant. .

Other:

Brenda Giffin: *Disclaimer:* These answers are provided before the opportunity for thorough investigation of the content of the question. They are given with my initial reaction based simple on the content provided in the question.

5 Reasons to Vote for School Trustees

- ◆ We need trustees to advocate for improvements to class size and composition language that would benefit the students in our district.
- ◆ Your taxes are an investment in the future of our children and grandchildren. School Boards make decisions to allocate those tax dollars. Have a say in those decisions and challenge a government that has greatly increased funding to private schools.
- ◆ School are the heart of our communities. To date, two schools have been closed in this district, West Vernon and Whitevale Elementary.
- ◆ School District #22 is one of the largest employers in the area. Decisions made at the Board level affect the local economy.

We Need Trustees Who Will Speak Out

- ◆ Speaking up and defending public education, not just quietly administering cuts.
- ◆ Lobbying government for targeted money to support vulnerable students and ensuring special needs students get the support they deserve.
- ◆ Building strong relationships with teachers and support staff so together we can make a difference for our students.
- ◆ Invite parent, employee group, and student participation in decision making.
- ◆ Taking the lead role in building community support for our schools.

SCHOOL TRUSTEE ELECTION VOTER INFORMATION

WHEN

VOTING DAY - NOVEMBER 15TH 8:00 am – 8:00 pm

WHERE

VERNON RECREATION COMPLEX
VERNON SECONDARY SCHOOL
ELLISON ELEMENTARY
COLDSTREAM ELEMENTARY SCHOOL
LAVINGTON ELEMENTARY SCHOOL

WHO

RESIDENTS OF VERNON, REGIONAL DISTRICT AREAS B AND C (INCLUDES BX, SWAN LAKE, AND WESTSIDE) and COLDSTREAM. YOU DO NOT NEED TO REGISTER BUT YOU MUST BRING 2 PIECES OF IDENTIFICATION TO THE POLL.

WHAT

FOUR TRUSTEE POSITIONS FOR VERNON and ONE POSITION FOR COLDSTREAM WILL BE DECIDED. TWO POSITIONS FOR LUMBY HAVE BEEN ACCLAIMED.