



SCHOOL TRUSTEE ELECTION 2018

ALL CANDIDATES RESPONSES

ALL CANDIDATES RESPONDED & ARE LISTED IN ALPHABETICAL ORDER

CANDIDATE RESPONSES WERE NOT SPELL CHECKED OR EDITED IN ANY WAY

WHAT ARE YOUR TOP THREE PRIORITIES FOR OUR DISTRICT?

BRAUN, CHRIS

My first priority for the District is to rebuild the trust between all of the stakeholders in the public education system so that we can be looking forward and working together to deal with the challenges facing the District. That begins with better and more open communication from the School Board with the teachers, support staff, City and Provincial officials, parents, and students. We will have more success working together than being at odds. Public education has been a battleground for far too long and every School District, not just Chilliwack's, has suffered for it. With contracts with various unions in the District coming to an end in 2019, its more important than ever that we rebuild that trust and find a way to work together for the greater good of the District. Its long past time we had a School Board that that will rebuild the bridges that have been burned down, so we can have a better and more successful District, especially with the growth that is happening in our city.

That brings me to priority two, which is not only dealing with the portable problem we currently have, but also being a leader among cities in this province in planning for the future. That takes a commitment from the Board to do the due diligence through communication with the City and Province to identify population growth or shifts so that we're prepared for areas that need new schools, not opening new ones that are already over capacity. For example, we already know that the City has committed to reinvesting in the Downtown core and there is an entire new subdivision being built on the old UFV site, and with those will come population shifts and growth, which necessitates either school additions or brand new ones. The Board needs to be looking forward regarding that growth and making sure we present the best case possible to the Province and City for funding so we don't just see more portables added to our city.

The easy answer for the third priority, given this election's contentious battle over SOGI, is inclusive schools but the District and Province, as well as the teachers in our District, are already, for the most part, doing an excellent job of making our schools a safe place for all kids and I would continue to support that and the SOGI program wholeheartedly. With that in mind, I would instead make my third priority Fine Arts programs in our school system. I'm a strong supporter of the Fine Arts in schools, which give our children more than just numbers and letters, it gives them culture and beauty. Fine Arts programs have been shown to help with motor skills, visual learning, language development, decision making, innovation, and creative thinking. While my younger children were lucky enough to attend FG Leary, I'd love to see more focus on the Arts in all the schools in the District so that all children can experience some of what they were able to take from that school. Music, art, and drama can inspire children and open up new avenues they never thought possible. As Trustee, I'd be a vocal voice in trying to provide greater support for Fine

Arts programs, beginning with restoring the ones we've seen cut over the years and then exploring new opportunities.

COULTER, DAN

The top priorities of the school district must be learning space, hiring enough teachers to honour the restored language of the teachers' collective agreement, and to support staff's work on inclusion in our schools. The Board also needs to do a much better job when it comes to its' relationships with its' partners in learning.

DYCK, SYLVIA

The top three priorities are improving student achievement; implementing grade configuration, and planning for the new school to begin alleviating the overcrowding.

FURGASON, DARRELL

- a) Improving student achievement through high quality instruction. Boys are graduating in fewer numbers than girls and are not meeting grade level expectations (i.e., not achieving grades as high as girls)
- b) Lobbying government (and private industry) for more teaching materials, equipment, and supplies. This includes less portable classrooms, more Educational Assistants (EA's) and Teachers on call (TOC's).
- c) Strengthening meaningful relationships in the school district by actively seeking input from parents and community groups

JANVEAUX, KELLY

It was somewhat difficult to pick just three

- Build better relationships with open, honest communication between the School Board and parents, PAC's and our community. The board must be transparent and provide more opportunities for engagement and collaboration that provides the best education opportunities for all students.
- Making sure our schools are a safe inclusive environment for all that provides a sense of belonging. Model understanding, compassion and respect everyday.
- Find solutions to tackle the overcrowding our schools are facing. Reduce the number of portables, work to eliminate bussing out of catchment areas, and budget to build more schools in the next 5 years. This starts by working collaboratively with our local and provincial governments in order to keep up with the growth and development rate in Chilliwack.

JONES, KAETHE

1. My first concern is for the hearts and minds of all our students. I do not believe that to have a good anti-bullying program you need to teach children the information for gender identity, etc. and LGBTQ language. I would set up a parent committee to view all the sexual programs/ resources found on <http://healthyschoolsbc.ca/programs.aspx> then analyze and evaluate them. Next, I would distribute and provide funding where possible to support learners for better academic achievement. Thirdly, see how different aspects (music, performing, visual) of the arts can be provided to children in schools where they might be lacking.

LANG, PETER

In no particular order:

Indigenous culture and history in our schools and curriculum

Safe schools that are inclusive of ALL people.

Managing our local budget to respond to needs in terms of teachers and support services, as well as resources -like tablets.

MAAHS, HEATHER

I have restrained myself to my top three. There are other concerns I have, however these are my top three.

1. Improve reading ability/scores:

That will always be at the top of my list. It affects everything else. At the end of the day, in order to be fully engaged citizens of this world, to contribute to society in a meaningful way, to read a bank statement, a contract.... a person must be a proficient reader. Schools are the great equalizers of society. What background you come with should make no difference at all in achievement.

2. Improve math ability/scores

I am very troubled by our middle school math scores. I've never seen them lower. This will severely handicap students who are not proficient in even the basic skills. I cannot think of one single job or career, including homemaker that doesn't rely on math skills. The universities are having to provide remedial courses in math (and reading) to its incoming students who have been accepted with high marks. This is not acceptable and needs to be dealt with immediately.

3. Stabilization of our entire school district (and overburdened teachers).

No more changes, no more uncertainty. Our teachers have had so much to deal with this past year, couple of years actually. I sincerely believe too much of a burden has been placed on them. My biggest concern here is the fact that we've placed all our most vulnerable students back in the classrooms with no back door for them or teachers. Chance is gone, Distance Ed severely downsizing, the Resource program gone,.... Everything is now on the classroom teachers. We just spent \$857,000 on the old FVDE site on Prairie Central for external staff which has increased exponentially and yet there's no money for an Alt Ed facility for students. This is wrong wrong wrong.

MIELKE, BRIAN

My primary focus is to advocate for society's sacred trusts, our Children, and our Public Education.

- **Funding**
- **Focus**
- **Fabric**

1. A key point that requires my advocacy is the need for **Funding**.

Public education in BC was financially eviscerated by the BC Liberals, in what was perhaps a veiled attempt to privatize education. We are still climbing out of the wake of this self inflicted financial crisis. While the Supreme Court decision to overturn unilateral modifications of the Collective Agreement was welcome, it did not undo all of pillaging and destruction that Public Education endured. Funding now needs to be fully restored and updated. K-12 funding in 2001 was 3.3% of GDP in 2016 it was budgeted at 2.5%. The actual operating grants at the same time intervals went from 2.8% to 1.9%. On budget this is an annual shortfall of 2 billion without adjusting for inflation.

As your SD33 Trustee I would look to promote the interests of SD33 and lobby for our Provincial Government to restore and adequately fund our Public Education. The funding in place, still falls short of the current resource, and operational cost realities. There is a cost to incentivize and rebuild the destruction of teaching and resource manpower requirements. There is a need to maintain focus on the internal application and use of money, to maximize the impact of every dollar deployed. Realizing the depth of the hole, the previous government has placed Public Education in is the first step. It is going to take reasoned and focused advocacy/lobbying, to rebuild and expand it to where it should be. I accept this challenge with earnest.

2. Focus – The focus of the Board of SD33 needs to be re-focused toward “Serving the interests and education, of every student in a safe, caring, and supportive environment. We need to move away from this one size fits all bureaucratic education delivery model. This mode of strategy and policy development is a shot gun approach to spending and management. Student needs are specific to each and every student and therefore to serve them best we need to deploy more flexible, need tailored, and thoughtful approaches. This is the best way to more effectively serve the emotional, developmental, and educational journey of each and every student.

The SD Trustee Board allowed itself to be hijacked by the Anti-SOGI fringe group. I watched our board sucked into an Anti-SOGI vortex, where it lost its focus and failed in its obligations to the students. There was a clear lack of cohesion and resistance in effect the substance to effectively deal with this inappropriate diversion. The Board of SD33 was a gong show.

The Anti-SOGI rhetoric of SD33 Trustees is troubling in a number of ways. Essentially the sexual orientation and gender identity (SOGI) educational materials and anti-bullying policies seek to stop an area of bullying, and prepare children to allow them to successfully function inside the

boundaries of society. The statistics presented in 2016 indicate 19% of students identifying as LGBTQ, the statistical rate of suicide for this group was stated as seven times higher. It is not acceptable to expose any child to any form of bullying or elevated risk of suicide. I was disappointed to read that the most vocal Anti-SOGI Trustee had engaged in a shameful, disrespectful, and unwarranted attack on the president of our District Parent Advisory Council.

The BC School Act in 76 (1) states “All schools and Provincial schools must be conducted on strictly secular and non-sectarian principles.” Trustees need to inform themselves of the legislation and constrain themselves to function within the law.

The venue to change law is through the provincial government, not Chilliwack School District 33. SOGI was brought in under BC Liberal Education minister Mike Bernier. In 2017 NDP Education Minister Rob Fleming, and former Education Minister BC Liberal Mike Bernier stood to endorse SOGI education.

Anti-SOGI was the pursuit of a personal ideological agenda that usurped the purpose, focus, and agenda of the Trustee office. It placed/places the personal interest of a Trustee, ahead of the interests of SD33 and in particular in front of the needs of students.

Our children and our educational institution need Trustee’s that are mindful, competent, and able to read and follow the law. Above all this is about Safe and Caring schools for children.

Moving forward I see trustee focus as needing to be on matters of relevance, and with in their purview; such as the areas of Strategic direction, restoring funding, building support staff and resources to support student learning, overcoming the deficit of French Immersion teachers, funding for the Arts and Technology, advocating with community groups to address barriers for children and youth living in poverty, advocating for free public transit for all school aged children, working toward the elimination of school fees and demanding the province fully fund shortfalls that arise with the elimination of those fees to limit dependence on parental fundraising.

3. Fabric – every thread woven into or removed from the texture of Public Education in Chilliwack needs to be guided by the fundamental question “Is this in the best interests of our students?” Only by taking advantage of input derived from collaborative consultation with Students, Parents, Educational Professionals, Service providers, and the Community can we weave an inclusive participative blended education tapestry.

This year we saw revealed, a decade long privacy breach of student personal information. The failure of the SD33 School Board of Trustees to address this large and growing breach in the face of repeated notifications, casts a long dark shadow upon the incumbent Trustees. The facts of this decade long privacy violation were validated by the Office of the Privacy Commissioner for BC.

The School Act explicitly defines a few key duties for School Trustees and in 79 (1) b it states “ensure confidentiality of the information contained in the student records and ensure privacy for students and their families”.

When we vote for School Trustees we are entrusting them with the Safety and best interests of our children.

The big picture point of concern is that if Trustees are disregarding their duties, the law, their oath, and the safety of children; then what other risks are we exposing our children to when we vote them in?

MUMFORD, JARED

Top 3 priorities for the district include a marked increase in communication and consultation between the school board and parents, the construction of new education space (along with the elimination of portables), ensuring students with special learning needs get the resources they need in a timely manner.

NEUFELD, BARRY

- a. Ensure all teaching techniques and learning resources are based evidence-based empirical studies that prove they enhance student achievement and a positive sense of self worth.
- b. Improved academic performance and graduation rates: especially for boys. (who are lagging)
- c. Monitor transitions from elementary to Middle school, and also Middle to secondary ensuring they go smoothly and do not disrupt academic performance or social development.

PRILL, MICHAEL

Collaboration is my highest priority. The board's job is to serve it's partners - students, staff, teachers and parents. It is our job to understand exactly what they need, then do the work behind the scenes to get them what they need, whether that relates to policy, programs, funding, staffing, consultation or any other needs. In order to do this, there must be open, respectful and ongoing direct communication between trustees and each of these partners. This is the only way to ensure we get it right. We cannot have an accurate understanding of the needs of our district when there are barriers to communicating those needs. I commit to rebuilding trust between the board and our partners and ensuring ongoing open conversation. When board-partner relationships are healthy, we can most effectively proceed with other priorities. It must be the first step.

My second priority is addressing the urgent issues which have arisen due to reconfiguration and overcrowding. These issues are many, and I have no doubt with ongoing conversations with parents and staff we will learn of even more. Our board has plans which will ease some of our overcrowding pressures, but there are urgent issues faced by our students and staff while we await those changes. Issues like lack of sufficient transportation options, buildings not able to sustain capacity in terms of washroom facilities or cafeterias, and the reduction in some schools of programs such as the Arts and Physical Education because space designated for these programs are being used for classrooms, or the student population necessitates rotation. We as a board need to liaise with our partners to get an accurate assessment of the key areas being impacted, and develop an actionable plan to improve these areas until long-term relief is provided. Student and staff quality of life is being impacted and this must be a priority.

My third priority is to secure adequate support staff and teaching staff resources. This involves developing a strategy to rehabilitate the Chilliwack SD33 image and market our district as a desirable employer. This also involves advocating with our Ministry for our share of recently announced support staff resources in direct proportion to our elevated rate of population growth. The impact of this one step will set us up to address many of the other areas we are experiencing gaps in due to lack of sufficient staff resources, such as IEP teams, resource rooms, specialty teachers and our EA contingency.

REICHEL, WILLOW

These are my top three priorities:

1. Inclusion: I believe that every student, parent and staff member in our district deserves to feel respected and included regardless of race, ethnicity, religion, sex, ability, socioeconomic status, sexual orientation or gender identity. We need to ensure that all students can fully participate in the education system without barriers.
2. Learning support: I believe in integration of students with special learning needs in regular classrooms, but this must come with more education assistants and smaller class sizes. We also need to fund support for children with behaviour issues so that every student gets the support they need.
3. Communication: The current board has not done a good job of communicating with other members of our school community. I want to increase the amount of advisory committees and make sure that everyone has input into board decisions. Trustees cannot make good decisions without hearing how those choices will affect students, staff and parents.

REID, MEGHAN

My number one priority would be to re-unify the school board to focus on issues that they are directly responsible for. We have spent the past year on misguided attempts to challenge a provincial resource that the Board has little or no power to overturn. I hope to work on a board that engages in healthy debate over significant issues, but in the end make decisions as a whole that support the community. This is important to our district moving forward.

I believe the second priority should be to attract and retain teachers, support staff and specialists. Parents are frustrated with French classes being taught by teachers who lack the specific qualifications, by a shortage of Education Assistants resulting in special needs students not getting the time and support that is so important to their success, and an absence of specialists that is not consistent throughout the district. I am often asked why Promontory Heights has a music teacher, but Yarrow doesn't? I want to make sure that every child has the support they need to reach their potential by advocating for more spending in the classroom.

My third priority would be to work with the schools to reassess the Reconfiguration and to see what improvements can be made. Now that the reconfiguration is in place, we want to make sure that the schools are being properly supported through existing resources, transportation, and capacity. No

reconfiguration process is 100% perfect, and although hurdles were expected, challenges remain. As a board member we owe it to the schools to ensure their concerns are heard.

As a final note, I want to reiterate that my primary motivation in running for school trustee is a safe, inclusive environment which enriches the lives of all of our students. As a parent, I want to ensure that we are providing our children with every opportunity.

SACHE, NATALIE

A) Instruction is the first priority outlined in the Strategic Learning Plan, therefore, I feel SD33 is required to have sufficient Teachers Teaching On Call (TTOC) who are able to replace classroom teachers so specialist teachers and administrators do not have to be pulled away from their important positions to cover a class.

B) The 93 portables currently being used in SD33 needs to be addressed as an urgent issue. Recourses such as gymnasiums, libraries and bathrooms cannot sustain the increased population at the schools. Furthermore, students are losing outside play areas as portables overtake the school properties.

C) Students need to feel safe attending public schools in Chilliwack. Being free from judgement and feeling comfortable attending school is essential when setting our students up for success. If all practiced tolerance, acceptance and compassion, we would have an optimal learning environment.

SWANKEY, DAVID

- First and foremost, working to renew and re-establish working relationships with our partners in learning and our partners in the community. This is essential to providing the best possible outcomes for our students and giving opportunity for the voting members of the board to make better informed decisions. This includes:

- Establishing and expanding working committees to give parents opportunity to collaborate with district staff, taking an active part in their child's education while also contributing to the informed decisions of each trustee

- Ensuring concerns and grievances of district employees are heard in good faith and addressed to ensure all parties are in a position to focus on student learning outcomes

- Adopting better practices for public board meetings as demonstrated in other school districts

- Seeking SD33 representation on more Advisory Committees and Task Forces with the City of Chilliwack and ensuring these meetings are regularly attended and reported on

- Second, I would prioritize the expansion and adoption of programs that help ensure student engagement and student success. I address active learning and outdoor education specifically in my platform, but those opportunities are just a couple of the programs we can champion to help engage children throughout their education. These programs may be the unique skills that

prepare from the next steps past graduation, or they may be the spaces that keep students engaged in moments when they are struggling through their academic experience. On outdoor education and active learning specifically I support:

- Fostering awareness of and pride in Chilliwack through place-based learning while also bringing the benefit of happier and healthier students.
- Bringing awareness of our environment and changes to it
- Expanding engagement with the indigenous communities of our region and adopting the First Peoples Principles of Learning
- Promoting long-term vision by working with the Board to support staff in exploring the feasibility of an Outdoor Education Centre as a resource for all Students
- Finally, affirming that our community and school district are worth working for and investing in. We have an infrastructure deficit in Chilliwack that demands investment and long term planning; we need to address the 93 portables on our playgrounds. We also need to be a desirable employer, attracting the best possible staff to work in the interests of every student of this district. This includes:
 - Addressing new schools as our first priority in dealings with the Ministry of Education; the impact of inadequate classroom space is a disservice to every student, every employee and every parent in Chilliwack
 - Working to restore the universality of public education in our school district by prioritizing investment in schools that fall short of the minimum level of services
 - Building relationships with City Hall to proactively understand and anticipate growth as outlined in the City in Chilliwack's Official Community Plan
 - Proactively work with our partners to attract and employ the best people to work with our children

VIETORISZ, ERMA

My top three priorities for the Chilliwack School District are:

- Ensuring student and personnel safety and well being
- Student growth in academics
- Simplifying access to assistance for students who have different learning styles



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HOW WILL YOU KNOW THAT YOU ARE SPEAKING FOR ALL THE PARENTS THAT YOU REPRESENT?

BRAUN, CHRIS

One of the vital roles of a Trustee is being a voice for parents and, as a parent of children in the District, I take that responsibility seriously. As Trustees, we have to be willing to listen and then try and find common ground and solutions where possible. This goes back to my first priority from question one, communication and trust. We have to be transparent about what we're doing and make sure parents are involved in the process as much as they can be. Given the many ideologies represented in the city and the current division over the SOGI program, it won't be an easy thing to speak for all parents, but as Trustees, we have to find a way to listen to both sides and advocate where its possible to do so. Every parent deserves that from Trustees.

COULTER, DAN

I will foster a good relationship with DPAC, attend PAC meetings at my liaison schools and consult widely with parents when I visit schools

DYCK, SYLVIA

Trustees do not "speak" for parents. While trustees should listen to parents to assist trustees in fulfilling their mandate under the school act, trustees are accountable to the entire community.

FURGASON, DARRELL

I plan to spend time meeting with parents to find out their ideas, suggestions, and concerns. More collaboration with parents is the key.

JANVEAUX, KELLY

As a Trustee, I will listen and ask questions to determine if in fact parents **do** feel heard and represented. Provide a platform for parents to engage in dialogue by responding to calls, emails and meeting requests.

JONES, KAETHE

I will use the Comprehensive School Health (CSH) 4 Pillar model for input - concerned parents need to write in / voice their opinions at PAC meetings which should then be relayed to the DPAC and the Trustees to set up a sub-committee or committee to address the concerns.

LANG, PETER

The Board should reflect the will of all the parents (if our voting system works properly, which I'm not sure it does), not just me as an individual. We all come from diverse backgrounds and have diverse lenses through which we view this world, however; I will commit to being accessible for parents, as well as teachers and support staff, administrators and PAC's, so I can consider their viewpoints before speaking individually.

MAAHS, HEATHER

We need new vehicles to hear parent voices instead of just committees. That would be an excellent starting point for a conversation between the board and parents during a dinner! We also need to do away with passive consent.

MIELKE, BRIAN

School District 33 has been closed to the Parent voice for more than a decade. Parents are the primary educators of their children. Some parents home school providing all of a child's educational development. Other parents delegate various parts of their child's education to teachers, coaches, tutors, etc. I am concerned that our Parent Advisory Councils have been relegated to largely a fund-raising role. I feel that this separation has diminished parent participation in PAC, and most importantly we have lost the voice of the parents and the collective parent voice at the table. This is a voice and voices that need to be heard, valued, and treated with respect.

Parent groups have been active in BC Public Education since 1915. The School Act Div 2, 8 (4) states "A Parent's advisory council , through its elected offices, may advise the board and the Principal and Staff of the School or the Provincial School respecting any matter relating to the school or the Provincial School."

While I am very proud of the efforts of our PAC's, I am disheartened that our PAC's have been steered into fund raising to try to subsidize the looting of public education by the Provincial Government. I believe that the parent voice needs to be heard through meaningful consultation.

MUMFORD, JARED

Advocating for parent representation in the school district is something I've been involved with for years. The first step is to acknowledge parents as stakeholders, and involve them in all key decisions in a respectful and earnest way. This could be done by consulting with DPAC and allowing parents to sit on important committees. By doing so we can ensure that we aren't 'missing the mark' and completely ignoring major parental concerns.

NEUFELD, BARRY

Opportunities for feedback loops and more meetings with PACs. Our society is becoming very polarized, and it is almost impossible to speak on behalf of all parents on any given issue. But I believe so strongly in parental rights to determine what is best for their children, that I will support parental decisions, even when I disagree with them.

PRILL, MICHAEL

My number one priority is the collaboration of all partners, including parents. The only way to ensure I am speaking for all parents is through talking with them. I will be doing this by reaching out to our DPAC to seek their input on ideas, making it a priority to attend PAC meetings at the schools to which I am assigned, and having an open-door policy with our parents to contact me through my online social media trustee page, email or phone. We also have a process in place that allows for a trustee representative for DPAC. DPAC is the collective voice for our district's parents. I plan to seek DPAC input on whether or not they would like to see any changes to this process and where they feel improvements are needed. My understanding is that this process has not been consistently followed on the board's side. I plan to table this with the board to establish a commitment to adhering to the process. Not all parents will always unanimously agree with all decisions by the board, but their voice will always be heard and considered, initially and through the appeals process when needed.

REICHEL, WILLOW

I want SD33 to have more advisory committees so that the board is fully informed on how their decisions will impact students, staff and parents. DPAC should have a seat on every committee. As a trustee, I will also connect with the PACs at my liaison schools so that I have a clear understanding of parents' concerns at each site.

REID, MEGHAN

Unfortunately, I will never know that I am speaking for all the parents that I represent. We live in a diverse community that faces several complex challenges. As a school board trustee, I can only hope that by remaining engaged and available to as many parents as I can, I will help shape the outcomes of decisions made by the Board that best supports parents and children. I plan to be a Board member who is receptive to all thoughts and concerns and, as a parent with children in the school system, I plan on continuing to be involved in their education at all levels.

SACHE, NATALIE

I am very approachable and committed to reaching out to parents by attending PAC meetings and encouraging dialogue. Communication is of the utmost importance when representing the voice of the parents in SD33. I will be available for meetings, phone calls and e-mail correspondence.

SWANKEY, DAVID

The role of DPAC is explicitly recognized in the School Act; it is not the role of the Board or any individual trustee to question the legitimacy of it. I would work to speak for all parents by working with DPAC, working with individual PAC's in Schools where I am a liaison, and finally by ensuring lines of communication are open in person, via email, or at board meetings.

VIETORISZ, ERMA

I like to gather as much information as possible from as many sources as possible. Political correctness has stifled free speech and I want to be open to all people who want to have a say in matters by being open for direct discussions. I will try to speak on behalf of as many parents as I can by listening to parents who contact me directly, by my attending DPAC meetings, by listening to the people in the community and by reading reports from people in the community. I want to represent the whole community as much as possible.



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OUR DISTRICT MOTTO IS “PARTNERS IN LEARNING”. HOW DO YOU PLAN TO INVOLVE/ENGAGE PARENTS IN PUBLIC EDUCATION?

BRAUN, CHRIS

Many parents are already involved in their children's education, but we certainly need to encourage them to be more involved at the school level in their PACs and beyond. That isn't always easy to make happen given how busy parents are, but involved parents often means a better scholastic experience for their children. As a "Partner in Learning", I'd make it a point of reaching out to parents through PAC meeting attendance for my assigned schools, as well as announced visits so that interested parents would be able to speak to me directly. Communication between all stakeholders is vital and being available to parents for that communication is an important job of a School Trustee.

COULTER, DAN

In the past the motto has not been lived up to. I have tried and will continue to strive to live up to the motto. I will continue to talk with parents about the importance of public education as an entity that does or should promote equity and inclusivity. I am passionate about public education and I hope that that passion is transferred to others.

DYCK, SYLVIA

I would continue the PAC /DPAC liaison and insure that parents are respected and heard when they advocate for their student(s). As well we are one of the few districts that include parent representatives on various committees. We also provide public information/consultation on budgets and change agendas like grade reconfiguration.

FURGASON, DARRELL

I plan to make time available to listen, and to evaluate what is missing in the education of children in our district. Parents must have input.

JANVEAUX, KELLY

Build relationships by having a willingness to seek and understand the needs, concerns and priorities of parents, and ensure these are considered in decision-making. Encourage and enhance meaningful parent engagement, and work in collaboration with our DPAC when developing policies that work for all students.

JONES, KAETHE

Parent input and involvement is crucial for a healthy education system. All parents are welcome to e-mail the trustees, come to Board meetings, be part of sub-committee and committee meetings. I would also be open to attending PAC and DPAC meetings if required. The Order In Council, Statement of Education Policy Order says that all parents have the right and responsibility to participate in the process of determining the educational goals, policies and services provided for their children.

LANG, PETER

I love this motto. As I noted above, by listening to parents views and considering them when making decisions as a Board.

(Note: As the questions were released separately as noted above refers to the candidate's response to Question 2 – How will you know you are speaking for all the parents you represent?)

MAAHS, HEATHER

School boards need to ensure all parental rights are respected and parents are included in decision making. Parents need to get the last word on important changes taking place in their schools. This is laid out in the document "Mandate for Public Education" which was updated by the current government October 2017.

"Parents: have the right and responsibility to participate in the process of determining the educational goals, policies and services provided for their children. They have a primary responsibility to ensure that children are provided with the healthy and supportive environment necessary for learning. They have a responsibility to help shape and support the goals of the school system and to share in the tasks of educating their young."

MIELKE, BRIAN

"Partners" is the operative word that seems to be missing. I have long been concerned, with the limited one sided interaction allowed to our DPAC – District Parent Advisory Council by the previous School Trustee Boards. I believe that an inclusive consultative approach is needed to bring the Parent voice in, for consideration of concerns and access to valuable stakeholder input. This is also key to optimize buy-in and support.

I believe in meaningful consultation. The difference is that sometimes so-called consultation comes under the guise of feigned listening to create the illusion of consultation. Meaningful consultation on the other hand is to genuinely value and take into consideration the views and opinions of stakeholders. It is not

simply a tick the box type of exercise. This is important because stakeholders have value and their input makes for better decisions, policies , buy in, morale, and outcomes,

DPAC's voice at Board Meetings would provide a more collaborative situation for the parent community, if DPAC had a standing slot at the school board meetings to allow a formal opportunity for DPAC to make inquiries, and offer parent perspective to texture board activity and for board consideration I would welcome the input. . The current very limited one-way, "question with no answer" nearing the close of a Public Board Meeting is somewhat useless. There should also be provisions for DPAC to meet and interface with the Board outside of the Public Board meeting

MUMFORD, JARED

Again I think we need to take both parents and teachers seriously as stakeholders, and as a valued source of information. Allowing parents to sit on all committees would start the process. Creating a special non-voting seat for the DPAC chair at the table at board meetings, who can then effectively communicate the needs and concerns of parents in a proper discussion, in real-time, is another way other boards have elevated the parental voice, and is something I would push for.

NEUFELD, BARRY

a. The Document: "Mandate for the School System Province of British Columbia" makes it very clear that parents have the right and responsibility to participate to determine the educational goals, policies and services provided for their children and to share in the tasks of education.

b. I will ensure there are more opportunities for parental involvement in these issues

c. I will ensure that this right is upheld and not eclipsed by special interest groups.

PRILL, MICHAEL

I believe this is two-fold. First, many parents want to be more involved in their child's education. The ways in which they would individually like to be more engaged is something that must be identified by parents themselves. The only way to do this is through consultation with parents, listening to their feedback, and together identifying key areas where they believe this should improve. Once this happens, I will work to implement processes through which this can be accomplished. Secondly, the purpose of the DPAC as per the SD33 DPAC Constitution Section 2 is varied and comprehensive. A key part of the DPAC's mission is to empower parents to be partners in the education of their children. I do not believe our DPAC has been fully supported to this time by our board in being able to meet all of these purposes or in being encouraged to do so. I will support our DPAC in its mandate as per the Constitution, and especially in helping other parents become more engaged.

REICHEL, WILLOW

In addition to the committees that I have already mentioned, I would also like to see more information meetings for parents when policy changes are being considered. Parents should be able to ask questions and be given clear and honest answers. Videos/PowerPoints/handouts should also be available to anyone who is not able to attend in person. Not every change can be popular with every parent, but it is important that parents can see that their concerns are taken seriously and that real consultation has taken place.

REID, MEGHAN

Parents matter in all aspects of our educational system. They matter as critical partners who work with our teachers and support staff to support the positive outcomes of what we are trying to achieve together. They are a direct influence on their children's academic achievement and success. Unfortunately, there seems to be a belief that when parents do not attend Board Meetings, DPAC meetings, or PAC meetings that they do not care about public education. This is not true! Parents often can not participate due to time constraints or do not do so under the belief that their voice does not matter. The first step is to ensure that parents feel heard. School Trustees need to be available to parents where *they* are: in schools, at PAC meetings, or on social media. I strongly believe that the School Board should continue to televise their board meetings as an effective means of transparency and awareness. I believe that engaging with parents in forums such as these and through other informal platforms will help boost parental participation and truly establish a lasting partnership.

SACHE, NATALIE

I believe setting an example of being an involved parent is imperative. I will encourage parents to volunteer and participate where they can at school and engage by attending events. Also, School Trustees need to outline the significance of helping set time aside to complete homework, free from distraction, and continue quiet reading throughout all years of education.

SWANKEY, DAVID

- Establishing and expanding working committees to give parents opportunity to collaborate with district staff, taking an active part in their child's education while also contributing to the informed decisions of each trustee
- Adopting better practices for public board meetings as demonstrated in other school districts; these practices should be informed by the need for partners to have their voice heard in a manner that informs the discussion taking place
- Ensuring DPAC and PAC meetings are regularly attended when trustees are invited to do so
- Maintaining open lines of communication between myself as a member of the board, and any parents willing to share their comments, questions, or concerns

VIETORISZ, ERMA

Recognizing that parents are very busy people with often both parents working, then engaging their children in afterschool sports and other activities along with making meals, keeping house, and partnering in reading programs, there is little time left to go to more meetings. However, I would encourage parents to get more involved in local DPAC and to be more vocal in expressing their views without feeling reprisal from social stigma. We already have the vehicle for parent involvement and I plan on encouraging more parents to get involved.



SCHOOL TRUSTEE ELECTION 2018

ALL CANDIDATES RESPONSES

ALL CANDIDATES RESPONDED & ARE LISTED IN ALPHABETICAL ORDER

CANDIDATE RESPONSES WERE NOT SPELL CHECKED OR EDITED IN ANY WAY

HOW DO YOU MEASURE STUDENT SUCCESS?

BRAUN, CHRIS

The easy answer to "student success" is academic achievement, and we certainly should encourage our students in the District to perform to their highest level possible. However, "student success" is so much more than just marks. Its the total package of a child ready to face the realities of adult life. Its citizenship, character, culture, and experience. An engaged child that is part of their school community throughout their school years is a child prepared for the future. Not every student is born to be a straight A student, but every student can be successful by being an active, responsible, engaged member of society and we have to ensure we do everything we can to prepare them for that.

COULTER, DAN

Every student should have opportunities beyond graduation. Test scores are not the best measure. We need to make sure that we are providing enough opportunities to students so that hopefully they find their passion. A student that finds their passion finds success.

DYCK, SYLVIA

Student success is a very personal interpretation, and while results provide indicators of success and are reported to parents and the public and graduation numbers indicate how well the system is doing, it is still a personal journey. Trustees need to continue data collection and adjust the funding to support areas of concern such as the early intervention literacy program.

FURGASON, DARRELL

Student literacy, academic achievement, and social development. A successful student also can think creatively, critically, and comprehensively.

JANVEAUX, KELLY

Success looks different for every child. When they have the opportunity to reach their full potential in all areas of social, emotional and academic development. When they feel safe to develop as an individual and we provide them with opportunities to excel in programs that fit their learning styles and their goals.

JONES, KAETHE

Student success is measured by the teacher on a daily basis and by their authentic work. Test scores would be more important in later grades. Every child who puts in effort is learning and succeeding. All proceed at their individual pace. However there should be a standardized goal for each grade as well.

LANG, PETER

First, by the smile on their face, and then if they graduate. Nobody wants graduates that look back on school as a trauma and nobody wants smiling youth with no diploma. I think both are important in measuring a student's success. The bottom line is if they meet their own goals and are healthy and happy human beings. That's success to me.

MAAHS, HEATHER

There is really only one way for a board to measure success for students. That is via their grades and scores. Academics has to be the baseline and then everything else builds from there. Sometimes behavioural problems occur when students are struggling with their work. One affects the other.

MIELKE, BRIAN

Children are vulnerable and impressionable, and as adults we have an obligation to protect them. Schools need to be Safe and Caring places in every respect. Children need nurturing support to become confident and self-reliant individuals that are able to assess, manage, and take risks. Children need to be supported and guided to fully discover and appreciate their value and self-worth. This is key to their motivation and success. Realizing their aspirations and passions is the ultimate marker of success.

MUMFORD, JARED

When I envision a successful student, that student is: Socially and mentally healthy, engaging her/his peers and teachers, and is actively learning and progressing in both academics and arts. In that order.

NEUFELD, BARRY

a. Success is different for each individual student: maximizing their abilities to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop a lifelong appreciation of learning, a curiosity and creative thought and expression.

b. This can be measured by provincial FSA's and locally by Performance, Portfolio and Student Self-assessment as well as student centered conferences

PRILL, MICHAEL

A successful student is a student who is actively engaged in their own learning, whether that be academically to their ability, athletically, in the arts and even socially. We as a school board need to set the tone for the environment in our school district and ensure that environment fosters engagement at all levels. Students who feel safe and supported, and are assisted in setting and meeting achievable goals will want to go to school and will be engaged.

REICHEL, WILLOW

Our district should stop placing so much emphasis on standardized testing (e.g. the FSA) and start looking at the bigger picture of student success. Are students graduating with the skills necessary to either go on to post secondary or enter the workforce (or both)? Have we made sure that every student is functionally literate? Do students have the confidence to try things that are challenging and that they might not be great at the first time, or have we placed such an emphasis on letter grades that they are afraid to try new things? Have we made sure that our students can work with everyone, even those with very different backgrounds or life experiences than they have, and treat them with kindness and respect?

REID, MEGHAN

I feel that student success can not be measured simply by standardized tests, nor can each child be measured by the same ruler. Success can also not be measured by the percent that go on to post-secondary education as this outcome does not reflect the reality of so many students. The emphasis must be on what each student's interests, abilities, and choices guide them to. For example, it should be considered a success:

- when a student with special needs learns skills which enable them to live independently;
- or the student who earns their welding certificate and goes on to work in an industry that they enjoy;
- or the student who goes to college to support them in their career of choice;
- and the student who goes on to university and pursues a PhD in a discipline that encourages innovation and inspires others

In the end, success for a student can be measured in many ways, but mainly, success is measured by what a student sets out to accomplish on their own, guided by what parents and teachers can provide, through education, support and encouragement. No matter what influence parents and educators can impart, fulfillment in our children's lives is a strong metric for defining success.

SACHE, NATALIE

Success is measured by how the student feels at the completion of the required assignment. The ultimate goal is to teach students that being successful at the tasks they are passionate about provides a reward worth their effort. Additionally, demonstrating that their knowledge is transferable outside of the school walls so that they can become contributing members of the Chilliwack community is one of the most significant ways of measuring student success.

SWANKEY, DAVID

Graduation rates of students are a good indicator, but they can not be the only one. I would suggest the measure of success is the year over year improvement students experience on their way to graduation, ensuring that when they graduate, they are prepared for those next steps.

VIETORISZ, ERMA

When a student is able to learn what is age appropriate and feels satisfied with him/herself that is student success. Self-confidence shows in how a student relates to others. The District already has academic means of measuring student success and we need to help those students not yet meeting or minimally meeting academic goals which each school sets for the year. As a District, the graduation level is relatively low compared to the provincial average, especially for boys. We need to improve student success at each grade level which will then in turn will result in increasing the number of successful graduates.



SCHOOL TRUSTEE ELECTION 2018

ALL CANDIDATES RESPONSES

ALL CANDIDATES RESPONDED & ARE LISTED IN ALPHABETICAL ORDER

CANDIDATE RESPONSES WERE NOT SPELL CHECKED OR EDITED IN ANY WAY

HOW CAN THE SCHOOL DISTRICT IMPROVE IN SUPPORTING CHILDREN WITH SPECIAL NEEDS OR DIFFERENCES IN LEARNING ABILITIES?

BRAUN, CHRIS

Special needs students and ones with learning disabilities have been one of the hardest hit by the government's cuts to education over the last 16 years. Cuts to Education Assistants meant that a single EA is trying to help many different students, each with different needs, and often at the same time due to lack of time. That's got to change, and finding a way to increase EA staff would be the first thing to try and do. We also have to work with the teachers and EAs of these children to make sure that they have access to all the opportunities that other students have. My granddaughter has William's Syndrome, a developmental disability, so I have a vested interest in making sure that special needs students get the support they need to thrive and achieve all they can in the public education system.

COULTER, DAN

First and foremost we need to live up to the restored language in the teachers' collective agreement. Class size and composition will help give these the students the opportunities they need. We then need to provide enough EA time to work with these students.

DYCK, SYLVIA

Special needs students have many diverse challenges and we are learning more about issues such as autism. Improving services continues to be a major challenge for trustees who then authorized the Special Education Review. Funding for special needs is never sufficient and finding specialists for testing and qualified education assistants for the variety of student needs continues to be a challenge. We have had some success with reducing the testing list over the summer with the CTA support. We also have a special needs committee that includes parents to identify and solve issues that arise. Improving services is a constant goal for trustees.

FURGASON, DARRELL

I believe in consultation with the experts to assess what is missing. I do not think that cutting out funds for special needs programs is the answer. All students are valued equally!

JANVEAUX, KELLY

- Provide academic supports that create a supportive environment for all learners and create opportunities for students to learn and be assessed in a variety of ways.
- Ensure that EA time and placement is properly utilized.
- Provide challenge and engage gifted and talented learners by building a more responsive learning environment
- Implementation of consistent behavioral supports throughout the learning environment.
- Restoring ratios in classrooms and for resource teachers, having specialist teachers who provide instruction and care to our most vulnerable students.

JONES, KAETHE

Besides hiring trained LATs and RTs it is important to hire and train more EAs for in-class support. However, hiring more school psychologists to shorten the wait time for Ministry categories to bring in more funds to support children with special needs or learning disabilities should be a first priority. Dr. D. Carter has many more recommendations.

LANG, PETER

Allocating resources to support smaller class sizes so teachers can actually do what they are professionally trained to do. Also just as important is more consistent scheduling / resourcing of TA's and specialists in our schools which will ensure our children and youth with higher needs get the consistent, reliable support they need.

MAAHS, HEATHER

To improve services for special needs and other diverse learning needs we must have choices within our system (see number 1). Children are not made from cookie cutters. What we also need to do is to embrace methodologies that we know will give these students success. We don't need to reinvent the wheel, just use what we know works. Students have a very short time for us to give them the skills they need and we must make the most of it. Evidenced based programs is what they deserve.

MIELKE, BRIAN

Not all students learn the same way and Specialist Teachers have the expertise to tailor the instruction type to match the learning style of the students.

Specialist teachers are essential for the academic growth of students. Teachers and Teaching Support workers that have a specialized focus that provide expertise, knowledge, and enthusiasm that is essential to help students to grow in their educational journey they have the opportunity to really stir and really inspire the Children.

There are two issues the deficit of Human and Physical resources necessary to be in adequately deployed is underfunded. The second issue is that funding is being misdirected and is not fully available to serve identified and sanctioned special need students. This is a real disservice to these students, their families, and society as a whole.

MUMFORD, JARED

The school district will need to address multiple issues in order to improve these supports. Firstly, we need to recruit more specialist teachers who have the training to work with these groups. Further, we need to evaluate the life-cycle of the process for getting supports - starting from a parental or teacher concern for a student, right through to designation, funding and implementation of supports - as this process is clearly broken and in any event inefficient. Lastly, we need to reduce class sizes (building educational space, recruiting teachers) so that children with special needs or differences in learning abilities can be identified earlier.

NEUFELD, BARRY

- a. The Chilliwack School District must make greater efforts to improve its' services to special needs children to fulfil the UN convention on the rights of persons with Disabilities.
- b. There needs to be more thorough training and recruitment of Educational Assistants to deal with the many new identifiable disorders. Teachers must be urged to better collaborate with EA's

PRILL, MICHAEL

Early identification of students in need of supports is critical. The current process in Chilliwack for assessments of students is simply not adequately meeting the needs. Students must receive timely assessments for identification of special needs so supports can be implemented within the school environment. We need to review our current processes to identify the gaps and work to develop solutions. In addition to our need to hire more Educational Assistants to provide these supports, we need to implement prep time for EAs. We must allocate resources to our IEP teams to ensure they are being effective and timely. I also believe that we need more transitional support programs for students with special needs when they are transferring to a new school and when they are transitioning between education levels. For improvement in supporting individual student needs, I believe parent consultation is critical. The parent spends the most time with their child and can educate us on what is working, what is not, and where help is still needed. Processes must be implemented to ensure periodic parent consultation. We must also address the needs of our arts-proficient students and our gifted students, providing enrichment programs that challenge them and enable them to flourish in their areas of excellence.

REICHEL, WILLOW

SD33 should be following the collective agreement with teachers in regard to class size and composition limits; there are dozens of classes currently exceeding these limits, and that is not okay. We need to fund EAs for students with extreme behaviour so that time allocated to students with special learning needs actually goes to help those students. We also need to allocate EA time to kindergarten classrooms, as many students come into school without categories yet clearly needing support. We must aggressively recruit teachers on call so that support teachers (ESL, learning assistance, librarians) can do their jobs instead of covering other teachers' classes. The Early Success program, which helps struggling primary readers get up to grade level, should be expanded so that every single struggling reader in Chilliwack has access to it, and we should develop a similar program for older learners who have fallen through the cracks.

REID, MEGHAN

Eleven percent of students in the Chilliwack School District fall within a Ministry designated category. But there are so many who are not designated that still require additional help. We need more education assistants, we need more adaptive technologies, more hands-on learning and more practical life learning skills. Every child does not have the same needs and it is up to us to guide them and provide the support that they need.

I have spoken to EA's who tell me that they are instructed due to Inclusion Policies to keep a non-verbal, highly stimulated student in the classroom during the French learning portion of the curriculum. This is not in the best interests of the child as the EA's recognize that it overstimulates them. We need to be able to step back and make sure that our policies are in the best interest of the students, and if they are not, we need to be able to work within those policies to meet the dynamic needs of 14,000 students.

SACHE, NATALIE

Resource teachers (R.T.'s) or case managers need to have a limited number of students for which they provide service. Specialist teachers are currently spread too thin, as are the Educational Assistants (E.A.'s).

The ratio of R.T.'s and E.A.'s to students with special needs needs to increase in order to meet the goals of the individual education plans for these students.

SWANKEY, DAVID

- The Chilliwack School District can improve support for children with special needs or differences in learning abilities by taking several proactive steps:
 - Recruiting School Psychologists to SD33 to help accelerate the process of determination and designation of student need; this helps in bringing teacher and EA support and the funding for it
 - Working within the framework of the collective bargaining agreement to bring EA's to the table at all IEP meetings, and all resource team meetings when appropriate
 - Ensuring specialty teachers are in place to support children with special needs or differences in learning abilities
 - Working with parents/guardians and their developmental or medical support teams, to ensure designation and documentation of student need is communicated in an efficient but sensitive manner that ensures the privacy and safety of their child and their family

VIETORISZ, ERMA

I have dedicated most of my 37 years in the education system in helping students with differences in learning abilities. I have worked with many models, inside and outside of the classroom. I understand the reasoning behind the different models of helping students. The most successful model for the students that I have experienced is where a child with different learning needs is tested with psycho-educational

tests and a program is written and implemented which identifies the strengths and weaknesses for each student. Strengths identified by the tests are built upon by the classroom teacher so as the student feels successful in the classroom and weaknesses are addressed by specialist teachers and Educational Assistants in a pull-out Learning Assistance style of setting. Many students only need one or two years of specialized assistance before they can be independently successful in the classroom. Special Needs students usually need more long-term support. I have helped thousands of students become successful learners over the course of my career.



SCHOOL TRUSTEE ELECTION 2018

OTHER QUESTIONS THAT COULD BE ASKED OF TRUSTEE CANDIDATES

AS SUBMITTED BY PARENTS IN SD33

1. School Board Trustees have been requesting capital funding for land acquisition and new schools in Chilliwack for several years in order to alleviate over-capacity. What will you do to help improve the situation in Chilliwack?
2. What are the strengths and weaknesses of the current per pupil funding model? What are your ideas to improve how schools are funded? How would you bring your ideas forward to the Education Minister?
3. Do you support public funding of private/independent schools? Why or why not?
4. How will you support mental health and well-being in our district?
5. What problems do you see with the format of Board Meetings and how would you like to see the format change?
6. What would you do to improve the relationship of the school board and the mayor and council and other partner groups?
7. What are your thoughts on year-round schooling and outdoor education programs?
8. How will you alleviate the gap between the have and have not schools in Chilliwack?
9. Why is bussing such an issue in Chilliwack to middle and high schools? What will you do to help these kids get home safely?
10. Are you willing to advocate for more new school builds in our district? How?
11. How do you plan to use your time as a Trustee effectively?
12. If a student reaches out to you to ask questions about their education will you respond?
13. Do you have children currently enrolled in the school district?

14. What past experiences make you qualified for the job you will be taking on?
15. What are your current views of our education system and what changes would you advocate for?
16. What would your ideal sexual education curriculum be and why?
17. How do you plan to address the need to attract and retain passionate, experienced EAs?
18. What are you planning to do about the growing number of portables in our district?
19. How can you provide sufficient support in getting tests to provide funding to children with special needs in early elementary?
20. Will you work with city council and advocate for your portion of the tax money collected on new developments? Will you demand that city council review how they can sign off on a new neighborhood without committing to enough teachers, busses and classrooms before ground is even broken?
21. What are your thoughts on EA allocation? How a child with a special needs designation (chronic health) can generate funding yet get limited, or no support at all?
22. Will you commit to creating a "bylaw" that will restrict the board from entering into any financial arrangements that extends longer than one year past the term the Board is elected to? With the exception of capital projects and union agreements.