Vancouver School Board

PUBLIC DELEGATION BOARD MEETING

AGENDA

Monday, November 30, 2026, 5:00 to 6:00 pm
In the Boardroom, VSB Education Centre

1. CALL MEETING TO ORDER

1.1 **LAND ACKNOWLEDGEMENT**

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish Nation) and səlilwətaɬ (Tsleil-Waututh Nation).

1.2 **OPENING REMARKS**

2. DELEGATIONS

Delegations are estimated to begin at approximately 5:00 PM.

2.1 Gavin Somers re: Policy 17 and Administrative Procedure 174 as they relate to washroom facilities for 2SLGBTQIA+ students
2.2 Joyce Resin, Village Voices, re: new elementary school in Olympic Village
2.3 Peter Reese, Village Voices, re: new elementary school in Olympic Village
2.4 Lucy Smith re: before- and after-school childcare needs at General Gordon Elementary
2.5 Cathleen Thornicroft re: new elementary school in Olympic Village
2.6 Vivian Elrick Penner, Lauryn Rohde, Harvey Coyote and Marg Scott re: Inclusivity and Safety in Vancouver Schools in the context of SOGI 123

3. ADJOURNMENT

Vancouver School Board

Excerpt from Policy 7 – Board Operations

Public Delegation Board Meetings

Public Delegation Board meetings are intended to provide community members with the opportunity to share their thoughts about Board policies, Board decisions and the budget. Topics about specific employees or individual students cannot be discussed at these meetings. Also, presentations that are commercial in nature cannot be made at these meetings. No Board business, other than the receipt of public delegations, shall be conducted at this meeting and as such, no matter raised by a delegation shall be considered at this meeting.

Public Delegation Board meetings may be conducted in person or by electronic means, depending on the needs of the Board and the availability of appropriate technology. Delegations presenting in either format are subject to the same rules of conduct, time limits, and procedural expectations.

Procedures for Delegations:

- The time allotted for the delegation's presentation will be five minutes.
- Delegations are welcome to present information, perspectives, and opinions for the consideration of the Board.
- Any presentation slides or written comments that the delegation wants to have shared at the meeting must be submitted to the Secretary Treasurer's Office no later than noon the business day before the meeting.
- Delegates are expected to comply with Board norms of conduct and decorum at meetings. Personal, inflammatory, or accusatory language will not be tolerated.
- Board members may direct questions for clarification through the spokesperson for the delegation; however, the matter will not be debated.
- Board member questions for staff in relation to delegation presentation will be emailed to the Superintendent who shall determine how best to provide the information requested.
- Presentations may be delivered in person or online, depending on the delegation's preference and the Board's technical capacity.

Expected Behaviour of Audience and Presenters

All attendees, including the audience and presenters, are expected to behave respectfully and professionally. Audience members should listen attentively, avoid disruptions, and show respect to everyone present. They should follow the established procedures for commenting or asking questions and refrain from personal attacks or derogatory language. Presenters should deliver clear and concise presentations, treat all participants with respect, and support their arguments with relevant information. Following these expectations will create a productive and respectful environment for meaningful discussions and decision-making.

Recording the meeting in either video or audio format is not permitted.

Individuals who fail to comply with these guidelines, or who disrupt the proceedings, will be asked to leave the meeting by the Board Chairperson.

Use of Props in Board Meetings

To preserve public trust and to maintain a respectful, orderly, and professional environment during Board meetings, the use of props by trustees and delegations is not permitted. This includes any objects, signs, costumes, or visual aids that are not part of the official meeting materials or presentations approved in advance.

Exceptions may be made for approved presentation materials that support agenda items, provided they are submitted in advance to the Secretary Treasurer's Office, are not disruptive to the decorum of the meeting, and have been included in the meeting agenda materials.

This policy supports the Board's commitment to respectful dialogue, impartial governance, and the preservation of public trust in its proceedings.

WRITTEN SUBMISSION TO THE VANCOUVER SCHOOL BOARD

General Gordon Elementary Childcare Needs

Public delegation | Governance – strategic direction | November 2026

Purpose of submission

As a parent of a Kindergarten student at General Gordon Elementary, I am seeking the Board's support in addressing the growing unmet need for before- and after-school childcare, which is having significant financial, employment and personal impacts on Gordon families. I welcome the proposed motion to include childcare in the VSB's long-term facility planning.

School and childcare context

Jericho Kids' Club (JKC) is the primary provider of before- and after-school childcare for General Gordon students, with capacity for 128 children. Approximately 20–25 existing spaces become available each September. Families value the care JKC provides, but demand exceeds capacity. Limited designated childcare space is a major barrier to further expansion. Additional suitable space could enable providers such as JKC to serve more Gordon families.

Growing unmet childcare needs

• **62 children from 58 Gordon families are waitlisted** — equivalent to nearly half of JKC's existing capacity. Of those waiting, 89% have waited at least one year.

• **40 incoming Kindergarten children applied in 2026–27; only 20 received spaces by September.** The number still waiting at school entry nearly tripled from 6 in 2024 to 17 in 2026. Younger children are especially dependent on adult supervision.

• **19 of 46 responding Gordon families reported unmet childcare needs,** representing 25 children needing care. Of those 19 families, 68% reported reduced work hours or unwanted employment changes, 63% increased stress or strain on family life, and 53% lost income or missed earning opportunities.

Recommendations for Board consideration

Near term: Support a review by appropriate district staff, in collaboration with JKC and other providers, of feasible ways to expand childcare capacity at Gordon through shared or repurposed school spaces, nearby provider partnerships and suitable community or temporary facilities. My family was offered a YMCA space that was subsequently withdrawn because our child attends Gordon.

Long term: Include Gordon's current and projected before- and after-school childcare needs in the VSB's long-term facility planning, with particular consideration given to increasing designated childcare space so providers such as JKC can accommodate more children.

I would appreciate the Board's guidance on next steps and welcome opportunities for parents to support these efforts.

Submitted by Lucy, General Gordon Elementary parent

Supporting evidence

A summary of community survey findings from General Gordon Elementary parents and waitlist and capacity data provided by Jericho Kids' Club.

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Sources

Community survey: Parent-led General Gordon Childcare Needs Survey, completed November 20, 2026 (46 responses).

Provider data: Jericho Kids' Club waitlist and capacity data provided by Wesley Wong, Executive Director, on November 23, 2026.

Survey responses are self-selected and are not a school-wide prevalence estimate. The two datasets may overlap and should not be added together. Parent testimonials are shared anonymously with permission.

Growing demand and limited openings

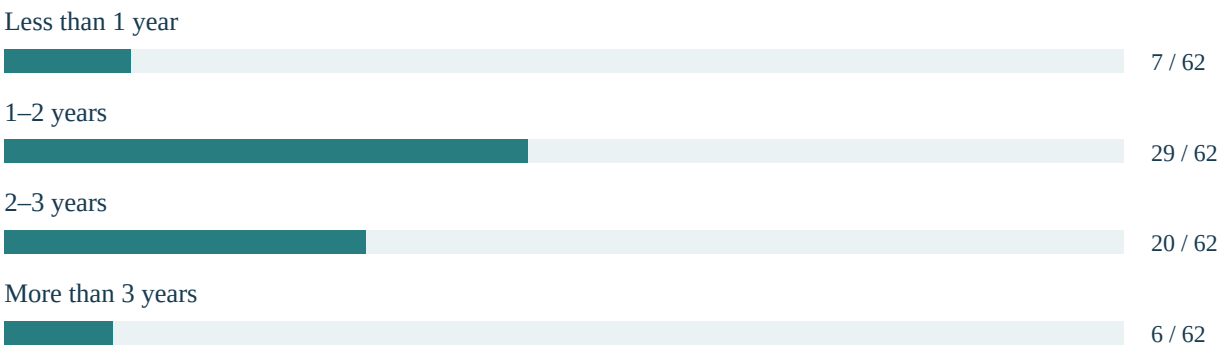
Incoming Kindergarten demand

School year	Applied	Space by Sept.	Still waiting
2024·25	35	20	6
2025·26	38	20	15
2026·27	40	20	17

The annual Kindergarten waitlist at school entry has nearly tripled in two years. The number receiving spaces by September has remained at 20 per year across the three school years shown.

Current capacity and waiting periods

JKC reports capacity for 128 Gordon children and approximately 20–25 existing spaces becoming available each September.



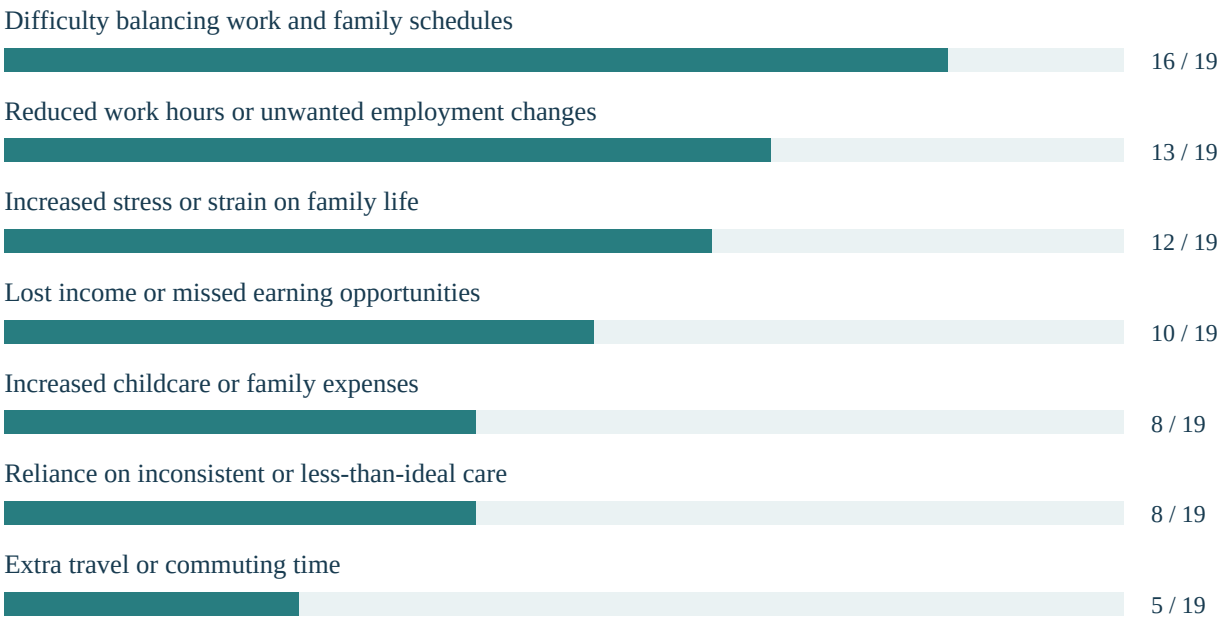
55 of 62 (89%) have been waiting at least one year; 26 (42%) have been waiting at least two years.

Reported waitlist by grade: Kindergarten 17; Grade 1: 15; Grade 2: 6; Grade 3: 11; Grade 4: 12. JKC removes children from consideration if no space has been offered before Grade 5.

Provider figures are reported as supplied. Grade counts total 61 rather than 62; historical applications, placements and waitlists do not fully reconcile, and are not treated as exhaustive categories. Current interest of every waitlisted family has not been independently confirmed.

Impact on families

Among 46 responses, 19 families identified a childcare need not currently met. The following results refer to those 19 respondents; multiple answers were allowed.



What families need

Type of care	Families	Frequency	Families
After-school	18	5 days/week	7
Pro-D day	13	3–4 days/week	7
Before-school	7	1–2 days/week	4
		Occasional	1

15 of the 19 respondents report being on a JKC waitlist (including one also on another provider's list); four report no waitlist. These findings indicate that waitlist figures alone may not capture all unmet needs.

Source: General Gordon Childcare Needs Survey, November 20, 2026. Counts are responses, not independently verified unique households.

Parent testimonials

Work and income

“Every week has been a constant stress of coordinating who can shift work hours to do pick up / drop off.”

“Mainly Cost and I have to arrange or find flexible jobs which affect earning power overall.”

“Having to work reduced hours to drop off and pick up and not work Pro D Days, having to juggle different child care situations”

“This means our work and our team has been significantly impacted. My husband and I are also doing work in the evenings in order to keep up with demand.”

“Lack of affordable childcare has meant a reduction in income for me, setback in career, etc.”

“Every school day, I have to leave our business around 2:20 PM to pick up my child. This interrupts our operations, affects customer service, and makes it difficult to manage appointments and work schedules.”

Family schedules and stress

“Without after school care option for our younger son one parent or grandparent needs to pick him up which shorten the work day or requires one parent to sometimes work later in the afternoon/evening.”

“Pro-D Days and school holidays are even more challenging because we still need to work while arranging childcare.”

The value of existing care

“We love JKC and think everything about it is great. We wish more families had access to the same type of care.”

“JKC has been absolutely wonderful. It has provided us with the security of knowing that our children are well taken care of so that we can go to work.”

Selected verbatim excerpts from the November 20, 2026 survey; identifying details omitted.

Public delegation Vancouver School Board meeting presentation

I] Introductions & issue

Context Setting

We are here to ask the Vancouver School Board (SD39) to proactively protect inclusive classroom resources and uphold safe, welcoming, and inclusive schools amid the provincial government's anti-SOGI and anti-inclusion agenda.

VSB, in cooperation with the BCTF, has long been a leader in creating safe, welcoming, and inclusive learning environments. The Policy Manual commits to ensuring every child experiences "a deep sense of belonging," with representation, student needs, and actively fighting systems of oppression among its core values. Today, however, these commitments are under threat. The BC Conservatives want to remove SOGI with a rationale of refocusing on core academics, despite the fact that Section 76 of the School Act requires schools to be safe, caring and free from discrimination, bullying and harassment.

Speaking as a Two-Spirit person, identity is paramount in Indigenous culture, and this Bill reminds me of residential school tactics. Banning Pride and First Nation flags and removing SOGI does not create a safe space, and "ensuring neutrality, impartiality and diverse viewpoints" is contradicted by a rigid code of conduct

As a Two-Spirit gay social worker, I'm committed to helping others learn about Indigenous history and Two-Spirit identity, while ensuring SOGI spaces remain protected under Section 76 of the BC School Act. Changes to SOGI could harm the 2SLGBTQ+ community, especially young people, and I respectfully disagree that removing it is in the best interests of the child.

Our concerns are not only rooted in lived experience and professional commitments, but are also supported by compelling research demonstrating why SOGI-inclusive education is essential to student safety and well-being. We already know that LGBTQIA+ youth face higher risks of bullying, depression, and suicide. For example, half of trans students in BC reported being bullied at school, 65% were taunted or ridiculed, and 44% were physically threatened or injured in the past year.

These statistics are harrowing - but there is hope. A UBC study of nearly 100,000 students found that SOGI 123 reduced bullying and discrimination among both straight and LGBTQIA+ youth. The longer it was in place, the greater the positive impact.

Drawing on discussions with BCTF members, we are calling on the Board and Superintendent to take clear, concrete, and non-negotiable action to protect SOGI 123 and uphold the safety, dignity, and well-being of all BC students.

1) We are asking the Board to commit to maintaining SOGI 123 resources and the infrastructure that makes them accessible to school communities. This means retaining school-level SOGI leads, supported by a dedicated District Lead and the Equity and Anti-Oppression team, while maintaining connections to the provincial BC SOGI Educator Network. With the ARC Foundation now winding down, it's particularly important to plan for continuity. If the existing model can't be maintained, we would ask the Board to establish an alternative with clear accountability and ensure teachers know about available resources through staff onboarding, professional development and regular staff communications.
2) We ask the Board and Superintendent to ensure principals are trained and supported in relevant district policies and provincial and federal legislation so they can confidently support teachers facing increased complaints about SOGI 123 materials.
3) We ask that the Board and Superintendent ensure that teachers have a clear, formalized process to forward complaints from parents to leadership to address so that teachers are not afraid of using inclusive resources and material because of potential repercussions from parents
4) We ask that the Board and Superintendent provide clear messaging to teachers that SOGI 123 resources continue to be available to support students of diverse backgrounds and promote inclusivity within the classroom. Teachers need your direction and support regarding SOGI resources to equip them to offer support for Queer students and educate all students about inclusivity .
5) We ask that the Board and Superintendent provide clear, unequivocal messaging to parents that SOGI 123 classroom materials are no different from materials that promote the inclusion, dignity, and safety of racialized students, students with disabilities, or any other historically marginalized group. SOGI-inclusive education is a non-negotiable part of creating a safe, respectful, and inclusive environment for all students and must not be treated as optional or as a separate area of instruction from which families can opt out or arrange alternative delivery. The Board and Superintendent must communicate clearly that inclusion, representation, and respect for all students are fundamental expectations in every classroom.