

Q1 Board Goal #1 - Learning: Numeracy, Literacy, Indigenization, and Inclusion. What ideas, programs, initiatives, or events in SD8 schools under the Board of Education's Learning goal would you like to see continued, discontinued, or improved? Please provide your reasons.

- Support classroom teachers with Pro D and EAs as opposed to district staff that has less impact on the day to day learning of students.
- Inclusion needs to be a priority. Students with a ministry designation are placed in classrooms without adequate EA support or often none at all. These students generate funding yet receive inadequate or zero classroom EA support. Furthermore, all kindergarten classes need a full-time EA as all kindergarten classes receive at least 1 undiagnosed student every year. It often takes several years before parents succumb to the fact that their child needs an assessment and are willing to pursue a diagnosis. It is negligent to expect the kindergarten classroom teacher to provide one-on-one support to an undiagnosed student while teaching 21 others at the same time. I would like to invite members of the board into our kindergarten classrooms, in September. Perhaps after observing for a full six hour day, you will come to understand the challenges kindergarten teachers face on a daily basis.
- More funding for school libraries and classroom libraries so that students can have better access to levelled readers, multiple copies of books so students can read with partners and more novels/stories with content that matches aspects of the curriculum.
- I think the learning about residential schools should happen later in the year to allow kids to get to know their teachers before they learn all about how scary and abusive the teachers were in residential schools. Many kids came home worried about their teachers as this portion of the curriculum takes place early on in the school year giving them no time to become comfortable and trusting of their teachers.
- Improved efficiencies with SD8 resources as inflationary pressures and resources are constrained, everyone needs to find a way to do more with less.
- I am extremely positive about SOGI123, appreciate indigenous studies alot but feel the schools lacking on literacy and time management
- More inclusion for the achievers in the small schools. Currently classrooms are designed for the lowest common denominator which causes boredom for the achieving student. Students marks are based on attendance rather than quality of work handed in. Much talk about mental health but no action. Student stays home to manage their boredom and social capacity, still hands in work that gets marks in the 90's but final grade is lower due to absences. That is not allowing student to place mental health first
- Smaller classes, more EA support for teachers so they can spend more time one-on-one with students when needed.
- Numeracy , literacy and inclusion. We need to have children that are literate and comfortable with numbers in order for them to be successful once they leave school. Inclusion is a no brainer, being kind and being a nice person, it's unfortunate that we need to teach this at school.
- Shop classes: Incorporating math and reading skills into shop projects, students can develop a deeper understanding of these fundamental subjects while also gaining practical hands-on experience. Additionally, this integration of numeracy and literacy

can help students build a strong foundation for future academic and career success. Another initiative should be the integration of Indigenous perspectives and knowledge into shop classes. This could involve incorporating traditional Indigenous practices, techniques, and materials into shop projects, as well as inviting Indigenous Elders or Knowledge Keepers to share their knowledge with students. By integrating Indigenous perspectives into shop classes, students can gain a deeper understanding and appreciation of Indigenous cultures and histories. Furthermore, shop classes can also promote inclusion by providing opportunities for students of all backgrounds and abilities to develop their skills and pursue their interests. By offering a variety of shop classes, such as woodworking, metalworking, and automotive repair, students with different interests and abilities can find a class that suits them. Additionally, by ensuring that shop facilities and equipment are accessible and adaptable to students with disabilities, all students can participate fully in shop classes.

- Indigenous discontinued
- Continued: Early Learning initiative, dual credit programs (especially a focus on trades and workforce entry), career education, outdoor education, social justice/climate action initiatives and programs, focus on Indigenizing curriculum and decolonizing professional learning Discontinued: not sure what the metrics for success are to determine discontinuing any specific program Improved: career education and transitions initiatives and programs with increased intentionality, experiential learning, community and regional networks/connections, and mentorships or internships for students -- enhance work experience to include a broader range of employment/career/entrepreneurial options; broader programming for graduation to reflect local context, including adult graduation; improve coherence between literacy initiatives and numeracy ones, especially as it pertains to elementary/middle/secondary/post-secondary
- I feel that inclusion is one of the areas that our district is struggling with. We have too many children falling through the cracks because diagnosis is too long a wait list and then implementation of supports is delayed. We need to support our unique learners so that they can flourish instead of hide them. I feel that at this time it is mostly autistic children that are supported while we all know there are many other learning disabilities that get overlooked because the funding for these needs to come out of the general allocation because these children don't get targeted funding. I feel that our district does well with indigenization, and we all know that after COVID that numeracy and literacy have gone down across the province and we all need to work on supporting students to stop the downward spiral.
- continue - 3 year literacy and numeracy action plans with regular evaluation to determine efficacy, adapted as indicated improved - increased classroom support for inclusion - to support designated students and others

Q2. Board Goal #2 - Organizational Excellence: Strategic Plan, Financial Plan, Facilities Plan, Maintenance, Technology. What plans, programs, initiatives, events, or ideas in SD8 schools under the Board's Organizational Excellence goal would you like to see continued, improved, or discontinued? Please provide your reasons.

- Develop an Environmental Stewardship and Sustainability Action Plan
- Constant funding of daily EAs in schools so that when an EA is sick or away at an appoint the position IS FILLED for the day the EA is absent. It is disorganized of the Board to leave students and teachers suddenly without EA support by not filling the vacancy on those days. Students depend on daily EA support, it is upsetting and causes anxiety when the EA is missing. With no notice or replacement, it leaves teachers to suddenly plan for 'no EA', with often lessons are postponed or students partnered with peers inside of trained EAs.
- Continued as is.
- Additional preventative maintenance and planning to avoid costs in deferring capital expenditures/repairs. Funding for fine arts and music.
- Student laptop initiative
- Unaware of these and could not easily find them on the website
- We desperately need after school programming in SD8, especially in Creston.
- Financial plan - put money where money is needed...into the hands of the teachers so it directly effects the students learning and experiences, give more schools more EA's - pay them more, give them more time, invest money in counsellors for elementary schools - mental health is a huge issue across the district Technology - outfitting classrooms with the bare minimum of technology, a projector, a document camera, a set of speakers, some computers/lap tops/ipads in every class.
- Shop classes: The integration of technology into shop classes should be a priority. By providing students with access to modern tools and equipment, as well as incorporating digital design and manufacturing techniques, students can develop their technical skills while also learning about the latest industry standards and practices. Additionally, incorporating technology into shop classes can help prepare students for careers in STEM-related fields, which are in high demand in today's job market.
- All of them discontinued
- Facilities/Operations/Technology: Intentional, longer-term (5 year minimum) plans for facilities and technology that include community networks as an extension of the school district's operations. Continued emphasis on outdoor classrooms/spaces (include outdoor education program co-locations and partnerships), and a plan for sustainability and climate action in partnership with local and regional networks for cost-efficiency and sustainability. Partnering with local Indigenous rightsholders in determining land use for work and learning, outdoor learning spaces, and outdoor "living museums." Student voice in sustainability initiatives and family of schools climate action/recycling programs with a focus on common planning and community hubs/partnerships (CBT, City of Creston/Nelson etc.). Bring your own device initiative expansion to enable connecting to local networks at schools and public spaces; possible reduction in student fees for BYOT for students starting in grades 10-12. Consider a family of schools Business Manager position or position of special

responsibility to deal with day to day operational issues to free up administrators to focus on the strategic plan and school learning plan agenda.

- We need to always keep in mind students first when we are looking at strategic planning, facilities plans, maintenance and technology. Sometimes we get overly involved in the adult side of things and forget that we need to focus on the well-being of students. We need all of these plans to focus on students not always on staff.
- increase - tech staffing to support tech in schools and attend to issues in a timely manner

Q3. Board Goal #3 - Relationships: Resilience & Mental Wellness, Nurturing Students, Staff and Families to Excel. What ideas, situations, programs, initiatives, or events in SD8 schools under the Board's Relationships goal would you like to see continued, improved, or discontinued? Please provide your reasons.

- Empower front line staff with an inclusive role in district decision making.
- Have a goal to have a full time EA in every primary classroom and provide supports for team building between EAs and classroom teachers to create a culture of care and collaborative, supported learning environment.
- Formal councillors in schools to support students with trauma and anxiety on the day when they need help...not days later when a community worker comes in. The time for support is when the issue is in progress or right after the cooling period. Waiting days until a community support worker is scheduled or waiting until the 'Learning Support Teacher' has a free block is very 'after the fact', leaving teachers and students doing the 'best they can'...but better would be a trained child and youth councillor on the School Staff and at the school daily.
- I'd like to see some Counsellors brought in for the students. I know there is one teacher currently offering these services here and there but I believe the children should have more access to a safe place/person and counselling.
- Funding for PACs to improve connectivity and communication with DPAC and Board Office.
- Peers, wonder if there is a book club?
- See answer to #1. (*More inclusion for the achievers in the small schools. Currently classrooms are designed for the lowest common denominator which causes boredom for the achieving student. Students marks are based on attendance rather than quality of work handed in. Much talk about mental health but no action. Student stays home to manage their boredom and social capacity, still hands in work that gets marks in the 90's but final grade is lower due to absences. That is not allowing student to place mental health first*) My daughter is now enrolled online through a different school division due to lack of online AP classes and other classes of interest offered online through SD 8. She was not challenged AT ALL in our local school. We have asked for more challenging with for 8 years!
- Parents need more support post pandemic, many families are struggling financially and with mental health right now. Maybe a parenting support series could be put in place to offer practical tips for families, especially helping parents to coach their child to learn and do homework when their child is struggling academically.
- Build a connection between schools and school board - what is happening in the classrooms is not being mirrored or noticed by the district staff, there is a huge disconnect between what the district wants to see happening and what is actually happening. I would love too see district staff being in the schools for a week or so at a time (per school) watching what happens, connecting with students throughout the week, connecting with teachers, connecting with parents.
- Shop classes: The integration of activities and projects that promote resilience and mental wellness into shop classes. By providing students with a safe and supportive environment where they can develop coping skills, build resilience, and improve their mental wellness, students can become better equipped to handle stress and

challenges both in and out of the classroom. Another initiative that could be pursued under the Relationships goal is the use of shop classes as a way to nurture student's talents and interests. By providing students with the opportunity to pursue their interests and develop their skills in a supportive environment, students can gain a sense of accomplishment and develop a positive self-image. This can help to build confidence and a sense of self-worth, which are important factors in promoting mental wellness. Additionally, shop classes can also be used to nurture relationships between students, staff, and families. By incorporating group projects and team-building activities into shop classes, students can develop strong relationships with their peers and teachers. This can create a sense of belonging and support that can help to foster resilience and improve mental wellness. Furthermore, shop classes can also be used to promote excellence by providing students with opportunities to excel and showcase their skills. By offering advanced classes or competitions that challenge students to push their boundaries, students can develop a strong work ethic and a commitment to excellence. This can help to build resilience and promote mental wellness by providing students with a sense of purpose and accomplishment.

- Fuck all that all of them discontinued
- Mental health literacy defined, with metrics/proficiencies indicating improvement in systems/schools holistic health -- with a decolonized perspective. Recognizing the role that relationships, flexibility in work and learning, cultural safety and responsiveness play in holistic mental health. Broader system collaboration for holistic mental health and well-being -- community town hall including SD8, student voice focussed on holistic health and well-being, reframing trauma informed practice, development of a regional holistic mental health and well-being model that includes indigenization, outdoor education, relationships & family systems, health and well-being in the workplace. Continued focus on Early Learning nurturance. Fewer apps and more humanizing connections.
- We have all just lived through an unprecedented experience. We need to continue to nourish everyone. Mental health and resilience needs to remain high on our priority list as the effects of the pandemic are long lasting and don't go away when the pandemic does. This is especially true for the students that have had a significant portion of their short lives affected by the pandemic. When you are 50 three years is but a blip. When you are 6 three years is half your life. We need to keep this in mind when we think of our students.
- increase - appropriate compassionate leadership like training for school admin and district office staff to enable better support for school staff improve - relationships will all school staff

Q4. Board Goal #4 - Engagement: Students, Staff and Community Participation and Local, Provincial and Global Leadership. What engagement, programs, initiatives, or events in SD8 schools under the Board's Engagement goal would you like continued, improved, or discontinued? Please provide your reasons.

- Develop an Environmental Stewardship and Sustainability Action Plan in collaboration with Staff, Students, Parents, and Community.
- Establish open and welcoming culture and climate of our schools. Invite community members to participate in mentoring students and sharing their skills not as a special one off, but “as the way we operate.” Invite community members to fill out a portfolio with the school secretary including a criminal record check and availability so they can be invited by a classroom teacher to participate in a mentoring activity. Normalize taking kids outside and into the community as part of the educational culture. Streamline field trip consent paperwork to be most efficient possible. Two adults and two cellphones and a check in with the office should take care of much of the challenge.
- It would be nice to have greater contact/engagement with board members IN schools interacting at PAC meetings, Staff meetings, special events like school plays or sports day etc. A better sense of connection and pride might be had if board members visited the school they are championing!
- Continued.
- Involvement with a transparent budget process.
- Don't really have an idea
- I have no idea what the boards engagement goals are and could not easily find it on the website. Not a lot of opportunity for any of this in the small towns
- More practical programs that teach kids about environmental initiatives and opportunities to volunteer. We need to be teaching kids to be good people.
- More support for innovative programs like VWP, ATLAS, BK WILD, Academy at Mount Sentinel Continued and increased support for the YTT programs out of Selkirk
- Shop Classes: By offering shop classes that focus on global issues or that incorporate sustainable practices, students can develop a sense of social responsibility and become leaders in their communities. Additionally, by providing opportunities for students to showcase their projects and share their learning with the wider community, shop classes can help to promote community participation and engagement. Another initiative that could be pursued under the Engagement goal is the use of shop classes as a way to promote cultural diversity and inclusivity. By incorporating materials, techniques, and perspectives from diverse cultures, shop classes can help to create a more welcoming and inclusive learning environment. This can also help to promote engagement and participation from students and families from diverse backgrounds. Additionally, shop classes can also be used to engage staff and the wider community. By offering workshops or professional development opportunities for staff, shop classes can help to build their skills and knowledge, while also fostering a sense of community and engagement among staff. Furthermore, by partnering with local businesses, community organizations, or other schools, shop classes can help to promote collaboration and engagement across the wider community. Furthermore, shop classes can also be used to promote local and provincial leadership by showcasing the skills

and talents of students and staff. By participating in local or provincial competitions or events, shop classes can help to raise the profile of the school and promote leadership in the community. Additionally, by providing opportunities for students to gain certification or apprenticeships in skilled trades, shop classes can help to promote local economic development and leadership.

- Discontinue students, staff and homosexuals
- Continued: Student Voice, student trustees, anti-racism (including LGBTQTS+) strategy, engagement and consultation with local Indigenous rightsholders and organizations Improved: development of an integrated anti-oppressive (or other terminology) framework in consultation with LGBTQTS+, Indigenous, visible minority students, staff, rightsholders, and families at the consultation level. Mirror this strategy with holistic mental health and well-being for coherence and alignment. Include metrics and proficiency standards in strategic plan that will support improvement and accountability. Improve connections and coherence with community/local and regional alliances.
- I feel that the new structure of our committees of the whole has reduced the voice of our partner groups. It feels like we are now just in attendance to hear from the board and senior staff where as before we were active participants with a vote. I would like the committee structures to go back to be more similar to what they used to be. We used to have a meeting once a month, then it went to every six weeks, and now it is a few times a year. This aspect in itself makes the meetings feel more of a presentation than a work group. Many partner groups are feeling that their voice at the table has been taken away and are looking for other ways to get their voices heard. This leads to disruption of other meetings and groups that then translates to distinction.
- improve - communication with staff and public about everything - events, initiatives, information about schools, programs and the district in general (e.g., information within memos in public meeting agendas) via media releases, in addition to website and social media posts