



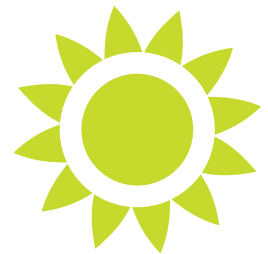
## COMMUNITY ENGAGEMENT 2024

# WHAT WE HEARD

In August of 2021, the Ministry of Education and Child Care (MOECC) legislated The Framework for Enhancing Student Learning (the Framework). The Framework is British Columbia's approach to continuous improvement of public education. The Framework facilitates the improvement of student learning outcomes and equity within those outcomes. The Framework is based on shared commitments and common values; a commitment to reconciliation; the mandate to develop the Educated Citizen, and existing legislation, including the School Act.

The Framework encourages school districts to engage community, be accountable, and consider many voices in planning strategy and creating plans. This year, the district offered 3 online community information sessions to share the 2025 Operational Plan DRAFT and invited feedback through an online survey tool.

Following the close of the engagement session on May 31, a team of district staff compiled and synthesized the information provided through the feedback form. This team grouped feedback into themes. These themes informed the actions for the operational plan.



The Operational Plan is attached as [Appendix A](#). One can see the operational plan includes consideration of feedback received in the following areas:

- 1 Safe spaces for students and staff to voice their views and be heard
- 2 More supports for school teams to meet the needs of diverse learners
- 3 Increased ratio of school digital devices
- 4 Plan to address the impact of social media and Artificial Intelligence in schools
- 5 Working in partnership with community Indigenous groups and rightsholders
- 6 Create mentorship opportunities to support all staff



The feedback, as it was received is included in this report as [Appendix B](#). This report groups the feedback into themes. These themes are discussed as individual sections of this report. They are:

- Professional Learning and Supports
- Accountability
- Wellness
- Technology
- Academic Rigour
- Other Considerations

**THE ROCKY MOUNTAIN SCHOOL DISTRICT IS THANKFUL TO EVERYONE WHO PROVIDED INSIGHTFUL VIEWS THROUGHOUT THIS ENGAGEMENT CYCLE. IT HAS BEEN HELPFUL TO INFORM PLANNING FOR THE FUTURE SUCCESS OF STUDENTS!**



## Professional Learning and Supports

The district received several pieces of feedback in the area of providing adequate resources and learning opportunities to improve the quality of teaching, leadership, and student supports. The following feedback was received:

- Increase opportunities for professional learning and collaboration
- Address a need for increased student support levels
- Create safe spaces for professional risk taking
- Support the regular attendance of staff to work
- Support quality place-based learning with high quality resources and learning opportunities
- Assist teachers with the complexity of today's classrooms
- Develop mentor programs

The Operational Plan carefully considers this feedback. This feedback is reflected in actions such as, creating an mentorship program in partnership with unions, supporting key resource contacts at each school, creating a catalogue of resources to support instruction, and providing district level supports for intervention teams to use to meet the needs of diverse learners.



## Accountability

This theme of accountability reflects feedback the district received that described peoples' feeling about their expectations and responsibilities of the school district and all those within the organization. This feedback included:

- Updating communication and change management strategies
- Celebrating success, monitoring growth, and reporting out
- The responsibility not only to create safe spaces for taking risks but also the need to ensure expectations are met within those spaces
- The importance of attendance at school was ranked on average as 4.3/5

The District Wellness Strategy – planned for implementation in September – addresses the district's intent to create a change management and communication plan. This will include a commitment to better communicate about change and its impact in the school district. This plan also, includes the goal of celebrating success more frequently and more broadly. This wellness work is included in the operational plan in the area of growing our capacity.



## Communication

The engagement survey included a question about how the community receives communication from the district. This feedback will help to inform the district's communication strategy going forward. Currently the district relies on email, social media, and in person meetings as primary methods of communication. The feedback received was that email and in person meetings are preferred methods of communicating. Next year, the district will return to in person meetings for community engagement. In response to feedback about all aspects of district communications, the district will review, update, and improve its communication strategy in the upcoming year.

## Wellness

Feedback related to student and employee wellness was not unexpected. There is a need to focus on mental health and well-being for students and staff. Feedback confirmed the need to cultivate and sustain cultures of respect and trust. Additionally, feedback pointed out the need to recognize the impact of change and communication on peoples' wellness. Feedback included:

- Focus on mental health for all stakeholders
- Consistency of communications
- Inclusion in decisions/empowerment/safety
- Meaningful opportunities for input, learning, and recognition
- Meaningful recognition and value of work
- Building a culture of respect
- Understanding the demands of the work
- Consistency of expectations
- Skilled support systems & effective teams
- Supported change management
- Building a culture with a compassionate & respectful lens



## Technology

Some feedback reference the need to implement and monitor the new provincial legislation for cell phone usage in schools. Ensuring access to computers and devices provided by the district came through in policy feedback as well as in this engagement cycle. This has been addressed in the Operational Plan 2024-2025.

## Academic Rigour

Feedback was received with a focus on high expectations and academic achievement. The district team grouped this feedback into this theme of Academic Rigour. This theme captures all feedback related to ensuring students demonstrate the required outcomes and that the district ensures the quality of schools and learning. This theme addresses responsibility for learning from students to parents to school and district leadership. Some of the feedback is grouped more specifically:

- Enhance teacher knowledge and skill
- Principals support teachers
- Raise low student expectations and standards – too flexible
- More support needed at home, especially with reading
- Educate people about the importance of attendance at school
- Increase parent engagement at school and in learning
- Need for transparent leadership
- Improve “life skill” literacy
- Hold teachers and leaders accountable for learning
- Celebrate learning success



## Other Considerations

Each year the district receives feedback that is difficult to read, and that impacts the morale of people who are all doing their level best to improve outcomes for students. While this feedback is often very specific, pointed, and passionate, it is often difficult to connect to the strategies the organization is considering. This type of feedback is either personal in nature, inflammatory, or unrealistic in terms of its scope. This feedback is worth including in this report because it highlights the work that remains to be done to unify our communities around a shared purpose for public education. It further shows that our society has a broad spectrum of opinions and beliefs and as an organization we need to be building inclusive healthy cultures. The team believes it is important to include this feedback in our commitment to transparency and trust.

A record of all feedback is included in Appendix B below. The operational plan that was, in part, informed by what we heard, is included below as Appendix A. While this report reflects the culmination of an intentional engagement cycle, the Board and district welcome feedback throughout the year. Feedback helps us to get better and informs us about ways to adjust our planning for future years.

Again, thank you for engaging with the district and for taking the time to review this feedback and the operational plan.

Sincerely,

Steve Wyer



## Appendix A

### 2024-2025

# OPERATIONAL PLAN

This operational plan for the 2024-2025 school year represents the district's commitment to realistic and action-oriented strategies that enhance the organization's growth in the four priority areas of the Board of Education's Strategic Plan. These broad strategies are the organizational headings of this plan.

Aligned with district values, the Ministry of Education and Child Care's Framework for Enhancing Student Learning, and the Rocky Mountain School District Strategic Plan, this operational plan is designed to improve overall outcomes for students – the core purpose of our mission.

The operational plan for the school district is reviewed every year in light of evidence of achievement, student outcomes, and the previous iteration of the operational plan. Through this process the plan is adjusted, improved, and updated to include new information about the well-being and outcomes for students. Departments within the district use this operational plan to guide the development of their plans for the upcoming year. Each department of the school district contributes to the strategies and goals through the planning and actions within departmental strategic frameworks. You can find these on the main district website under the department page.

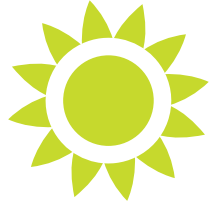
The Board and district wish to thank all those people who offered their insight and consideration of this plan through the engagement and feedback process. Strategies in this plan such as, providing safe spaces in schools to listen to all voices, considering district support levels for schools, improving device ratios for students, and developing a strategy to respond to increasing impact of Artificial Intelligences, all were informed by the feedback received in this engagement cycle.

Ongoing reporting and progress monitoring will be reflected throughout the year in reports to the Board of Education at Regular Public Board Meetings in December, March, and at the end of the school year in the Enhancing Student Learning Report.

Sincerely,

Steve Wyr  
Acting Superintendent  
Rocky Mountain School District





# EQUITY, DIVERSITY & INCLUSION

## 1 Increase equity for marginalized populations.

- Articulate and address existing barriers to equity in departmental frameworks.
- Provide safe environments in schools to support student belonging and identity.

## 2 Advance Truth and Reconciliation.

- Establish an Indigenous Education Council (IEC)
- Collaborate with community rightsholders and partners to support school and district learning activities.

## 3 Elevate student agency in organizational decisions and processes.

- Update Terms of Reference for District Student Advisory Council (Student Voice)
- Schools will create a mechanism for receiving and considering student voice.

# SUCCESS FOR EACH LEARNER

## 1 Improve student outcomes.

- Provide district level services to enhance the effectiveness of school-based teams to intervene when a student requires support.
- Build capacity to use data to better inform decisions for instructional programming.
- Plan for an improved ratio of student computer devices to students.

## 2 Improve student transitions.

- Schools will participate in proactive planning to receive incoming students.
- Support transition to post-secondary education and training or employment.

## 3 Improve student attendance.

- The district will develop an attendance policy and practice and schools will develop local attendance protocols.
- Support staff continuity for students.

# GROW CAPACITY FOR SELF & OTHERS



## 1 Implement meaningful learning opportunities and structures.

- Expand communities of practice.
- Continue targeted learning specific to certain stages within a career
- Collaborate with union partners to create mentorship opportunities

## 2 Increase capacity to include Indigenous content, perspectives, and Ways of Knowing in all learning environments.

- Create collaboration opportunities for key Indigenous Learning contacts in each school.
- Curate and distribute a catalogue of high-quality local First Nations and Indigenous Resources.

## 3 Improve health and well-being for people in the organization.

- Implement a District Employee Wellness Strategy
- Implement the Mental Health in Schools Strategy

# STEWARDSHIP FOR THE FUTURE

## 1 Strengthen relationships with community organizations, partners, and rightsholders.

- Collaborate with community partners on providing food security.
- Attend and participate in community meetings and initiatives.

## 2 Take action for a healthy climate.

- Complete the upgrade to LED lighting across the district.
- Upgrade to electric white fleet vehicles and upgrade charging infrastructure.

## 3 Enhance digital citizenship.

- Develop a plan to address the impact of Artificial Intelligence on schools, students, and staff.
- Provide opportunities and resources to learn about online boundaries, cyber-security, and safety.



## Appendix B

# PUBLIC ENGAGEMENT QUESTION 1

## What do you believe are the challenges to improving student outcomes in school?

- Teacher knowledge, skill, and engagement
- Principal support of each teacher as needed at the school
- District support of each principal as needed and of principal collaboration
- Support of teacher collaboration, inquiry, and other professional learning opportunities
- Student distraction (cell phones) & absenteeism
- They need to have respect for teachers and older people
- Cell phone use is a huge barrier to success in the classroom and if we're not willing to enforce the "no cell phone" rules, then we don't have a hope of overcoming this problem. The proficiency scale has not been a good thing in my opinion and it would be better if we went back to the way we marked before.
- Our School District is too heavy. We need to drastically change this and get the support and funds into the classroom. I see some of the changes for 2024 and this is starting.
- Not enough focus on academics. Excessive focus on cultivating moral, social and political woke opinions/topics in children.
- Too loose of expectations for students and too much flexibility for students. In partnership with admin, district admin, and parents, expectations for student to show up and perform are low
- Teachers spend so much time regulating kids with complex social/emotional and learning needs—they have less time to create engaging learning tasks or time for the learning of \*average kids
- Teachers are spread thin, there are not enough of them or TAs. We also start academics too early which is counterproductive for some and also over burdens teachers with instruction based teaching. We need bigger budgets to to education properly.
- Not listening to them
- I believe children could use more support at home specifically with reading
- Open ended questions such as these are a poor way to collect information. Offering some ideas, priorities or lines of effort that parents and stakeholders can consider in their responses is better. Then provide space for optional and additional comments.
- Mental health
- "Not enough front line staff in schools to provide support to students. In 2019 there was an EA for every classroom at Laird - over the last 4 years that number has dropped significantly leaving children without support where they need it "
- "You need to clean up the administration and HR staff. The district is toxic and all the teachers are leaving...why? People are starting to home school...why?"
- Too large class sizes, not enough specialized support for students that need it. Lack of ability to discipline or correct students who are disrespectful or rude
- More adult mentoring along with more classroom support
- Having consistent and engaged teachers and an administration that supports those teachers would be a start.
- "Teachers that are held accountable to creating a positive environment in their classrooms to help children learn and grow.I would question teacher autonomy. How are these teachers celebrating students successes and making sure they continue to be challenged as well as supporting the students who need extra support in certain areas to make sure they feel successful. Technology. My children go to a school where they have to share iPads to accomplish school based work. It's 2024, this is unacceptable. No kidding students are turning to using their own devices. A sign they are bored and complacent with what is being offered within SD6.

- Misguided and wasteful fluff programs
- Consistent attendance. Parent education around the importance of consistent attendance.
- N/A
- idk
- “Students now rule the roost at home, at school.....they show up when they want, have little responsibility etc...
- Trained support staff
- not sure
- Having engaging curriculum to keep kids moving forward towards their goals and gaged to their skill set more then just generic repeated lessons.
- More diverse needs with less support within the school
- Smaller class sizes, allowing for differentiation and going deeper into the curriculum. Smaller class sizes allows teachers to work with students individually more often and allows them to establish stronger relationships with students and enables us to tap into the students passions
- Many of the desired outcomes are difficult to measure.
- I believe that increasing attendance and providing mental health supports for students are major challenges we face with the current group of children in schools.
- Administration and staff relationship, communication with parents, and overall leadership. Being where we are, we should be the number one destination for teachers and for some reason, we have a terrible reputation. There also seems to be a lot of nepotism. I would like the trustees to have more of a role in the community and more meaningful feedback from parents. Also, reports on the past success plans. Not everything is a winner, but sharing learning with the community and changing when necessary is appreciated.
- N/A
- Generational trauma, poverty, abuse, and lack of parental support.
- Attendance, parent support, lack of resources such as speech pathologists, OT etc.
- N/A
- Supporting students with social/emotional and behaviour difficulties at the same time continuing the learning for the rest of the students.



# PUBLIC ENGAGEMENT QUESTION 2

Where 1 star is not at all valuable and 5 stars is the most valuable, how important is student attendance at school, in your opinion?

5	5
5	5
5	3
3	5
4	4
3	3
3	5
5	5
4	4
3	4
5	5
4	5
5	5
5	5
4	5
1	5
4	5
5	4
2	5



# PUBLIC ENGAGEMENT QUESTION 3

## Please provide your feedback or suggestions for the goals in Growing Capacity for Self and Others.

- See responses to #7. In addition, engaging individuals and groups in conversations/discussions that matter. Also, celebrating successes, no matter how small, publicly. Further, creating school and district environments that promote and are safe for risk taking.
- N/A
- Y
- These kids need to get off phones
- I have no feedback
- Very Important
- Focus on concrete goals such as teaching children basic skills
- The district has made it difficult for students to experience learning that is authentic to first peoples principals. People who work in the organization cannot access simple measure, like the school equipment room to help facilitate their wellbeing. This is on the district to improve policy in order for teachers and admin to see this goal realized
- Seems like an area of strength for LP
- I was not able to watch the video, so cannot provide a useful answer here. Next year please provide more detail in the question text.
- None
- Unsure
- Open ended questions such as these are a poor way to collect information. Offering some ideas, priorities or lines of effort that parents and stakeholders can consider in their responses is better. Then provide space for optional and additional comments.
- (no answer)
- (no answer)
- “This starts at home - more community and parent engagement opportunities Staff & the district need to model this in order for students to buy in to the concept “
- Focus from the top down.
- Overall we should look to countries who have great education systems. The german exchange student who come to DTSS are so far ahead of our students
- More adults supporting our children
- Don't know
- N/A
- (no answer)
- I don't care for this initiative.
- Health and well-being is top priority...just as student attendance is crucial, so too is staff attendance and wellness.
- N/A
- No
- N/A
- None



- “This feels like lip service again. The fractured relationship with the Metis society. The low morale of teachers across the district. the feeling of being undervalued and the emphasis of SEL for students but not making mental health and wellness a priority for teachers. How can teachers make SEL a priority when they themselves consistently feel like they are drowning under the weight of more and more expectations and things to do.
- All the more culture related influences the better. Learning about the robustness of what the world holds instead of just Canadas focus would allow kids to feel and see more of the richness that the world offers.
- “I would love to have more opportunities to have authentic indigenous content brought into the classroom but can be difficult with the relationship the district/schools has with our indigenous organization. More support within the classroom would help with the mental well-being of all staff in the building, as well as the students who suffer from the lack of supposed provided (those who are in need of support and those who are affected by the students who need the support but don’t have it.”
- “I hope implementing meaningful opportunities and structures also includes staff and not just students. I am curious what the board and senior admin think increasing capacity to include Indigenous content, perspectives, and Ways of Knowing in all learning environments look like? And that it takes time and patience!! I think many of us are doing this and continue to do it but since it is often not seen since it starts internally it has not been acknowledged. I applaud that the District is finally acknowledging TTOCs length of service! Improving Health and wellness will very likely overlap with the agency piece of equality and inclusion, especially with staff.”
- Realizing the impact of the self within and for the community relates well to core competencies, and give individuals to setting goals and owning and celebrating progress.
- Supporting the balanced health by supporting both physical, and mental health of educators can support teachers in showing up for their students and building the relationships needed for a quality education.
- I cant remember it. I wish there was a digital copy without a video available.
- N/A
- N/A
- I am not sure at this time
- N/A
- Glad to see the focus on the health and well-being for the people in the organization.



# PUBLIC ENGAGEMENT QUESTION 4

## What are the most important things the school district could do to improve student and employee well-being?

- See responses to #7 and #9. Also, district staff visiting schools to provide encouragement, positive feedback, and targeted support/coaching. Remove or address any barriers noticed. Address common needs across schools through offering district professional learning opportunities in a variety of ways. Also, as stated previously, celebrate, celebrate, celebrate and publicly acknowledge at board meetings, on website, and various other ways.
- Control / limit cell phone usage in the classroom
- Y
- Hmmm
- The biggest source of stress for many staff is the lack of respect that students have been showing, as well as the refusal to be productive in class. If there were meaningful consequences for the negative behaviours, we might see an improvement, but at this time the students have no motivation to be respectful to staff or each other
- Support staff and get more support in the classroom. Be kind and understanding. I have heard so many stories from staff and many have no faith or loyalty to the school district. Big changes need to happen to restore trust, general common sense, and work ethic. Get rid of the nepotism. Many children and families are looking to other schooling options as their faith in the traditional, public school system has been deteriorating over the last few years. It is very sad.
- Let children be children
- Meet and engage with teachers to build personal connections, ease health and safety policies, and provide funding for student initiatives in the school
- Ensure teachers feel supported and have access to high quality Pd and time to prepare for lessons—happy teachers equals happy kids
- “Pressure the government to give you more money and then provide it to the schools to hire more educators. Support kids needs fully regardless of medical diagnosis. Pressuring for medical assessments for traits within normal variation or in kids that are too young burdens the stretched medical system and annoys doctors (who admit that its BS). The teachers in the classroom know what the kid needs, so they should have the supports to provide for the kid without a diagnosis, labelling, or hoop jumping. This is also important for kids with actual disabilities whose parents avoid a diagnosis for whatever reason. “
- Listen to the students, employees and the community
- Provide in house counselling for students in all schools. I think more students need someone to listen to them then is realized
- Empowering employees to make decisions at their level. Do not constrict with cumbersome paperwork and policy that make staff and employees question if the activity they wish to do is worth jumping through the bureaucratic hoops.
- (no answer)
- Regular volunteer-aided school wide lice checks.
- higher pay - especially for EAs and Youth Workers - more support staff in each school- pro-D that focuses on what the school/staff want to learn - staff who feel supported by the District will create students who feel heard and cared for - recognize staff for time of service - an EA who has worked for 20 years should not be paid the same as someone just starting in the field “
- “Clean up house and fire the top heavy administration and HR. Fire anyone that was hired out of nepotism. Find a new way to interview new staff to ensure qualified individuals are hired and are not a friend, spouse or colleague of the boss. “
- Small class sizes, teachers should be respected by students and parents.
- Additional support in the schools, listening to the children and adults more, provide better spaces for well being



- Listen to the teachers and respect their work. Stop micro managing everything they do. Give students teachers that are mentally healthy and engaged.
- Be honest and kind. And take feedback for what it is and not get defensive. You say you want feedback but when you get anything other than what's in these ridiculous questions on a survey you get angry and defensive.
- "Better access to school Psychologists. Hire another school psychologist. Students have to wait far too long to see the school psychologist."
- More support staff for teachers
- Increase FTE (or hire to full capacity) of mental health practitioners in schools; greater focus on getting staff and students outside; reducing expectations around being connected 24/7; compassionate systems lens; 4 day work week; reduce rate of change (is this change for change sake, or a critical step?)
- Improve communication.
- N
- District Admin needs to listen to what's happening on the ground in schools....Too many times, a masters thesis comes into play for really important decisions ie: new exam schedule which kids HATE and doesn't work for anyone.
- More access to specialized support staff
- Make your employees feel valued. understand when they need time and space to rest. Stop giving them more and more things to do on top of our already outrageous workload. If the teachers are happy and fulfilled that will trickle down to the students.
- More rest days and pro d days separate
- More support
- Provide agency, treat staff respectfully, mindfully and be trauma informed. Many staff in this District has experienced trauma professionally and the inference is we are just supposed to suck it up. We don't know what it is like in the "real" working world.
- "That is a loaded question. Be engaged in schools and 'front line' staff and challenges. Hire leaders with vision, interpersonal skills and tact"
- Providing and supporting social emotional learning in the classroom, professional autonomy, and ensuring staffing aligns with the needs of students to decrease burnout of teachers and allow for a more supportive classroom environment.
- "Take meaningful action against bullying by starting with administration. Do not allow principals and teachers to single out kids who are clearly not their favourite. It give permission to other students to do it. Start acting more like the private sector with innovation and employee relations. I know that is hard with a union, but be on the teachers side. LISTEN to them. I have heard numerous stories about teachers recommendation just being totally ignored when they are the ones on the ground. There is also a reputation for black listing people from working in certain schools for speaking up or speaking with trustees. There is a big culture problem that won't be saved by a strategic plan but by having the right right leadership in place. "
- Make sure everyone is well supported by funding more EAs so that each classroom can have an extra adult all the time.
- Fewer managers, fewer meetings, and less paperwork.
- Showing empathy with staff, trusting staff
- Enhance the system to feel inspiring, safe, and reliable, rather than adding more policies and procedures to a system that feels a bit broken and cold. Management needs to keep showing up to schools and connecting with staff and students, continue to collect feedback from the stakeholders and develop action points from that feedback - and do them.
- Consultation with staff regarding changes being made, an opportunity to give a different perspective to consider.



# PUBLIC ENGAGEMENT QUESTION 5

## Please provide your feedback or suggestions about the goals in Stewardship for the Future.

- Goals are broad enough to accommodate school and district efforts.
- N/A
- Y
- They need to volunteer
- I have no feedback
- Sounds good.
- Focus on practical life skills to prepare children for the work place and society. Field trip polices must be eased to allow for more field trips to connect with the land. Implement better food waste composting programs in the school to model best practices in composting and recycling. Equips our students with better and faster technology to lessen paper waste and build capacity of digital citizenship
- Great job
- Pass
- None
- Unsure
- Open ended questions such as these are a poor way to collect information. Offering some ideas, priorities or lines of effort that parents and stakeholders can consider in their responses is better. Then provide space for optional and additional comments.
- (no answer)
- (no answer)
- “We need new CUPE reps We need new District staff “
- This is a joke
- I would like to know why some great teachers have left the profession in the area? Are the working conditions so bad? Are they the catch all for students? What can be done to make schools better quality and a safe place for all
- looks good on paper
- Don't know
- N/A
- (no answer)
- I don't support UN initiatives
- Would like to see district-wide composting/recycling program that does not rely on teachers and school-based staff to implement
- “Take Action for a Healthy Climate- District recycling and composting. Currently waste management of recyclables and organic waste is coordinated and run on a volunteer basis without infrastructure or systems support. Suggestion- invite staff (teachers, EAs, custodians, administrators. etc.) to join a committee/group (like the non-sexist working environment, Inclusion PLC, or Math groups) to present the issue and suggestions for solutions (there are many) to the board. Support this group with release time, space to gather, and food on at least 3 occasions throughout the year. The purpose of this investment is to solve this waste management issue at a foundational level as opposed to the short term solution we are currently implementing that puts the responsibility on teachers. Additionally, solving this particular issue would contribute to goals related to TRC, student agency, staff well-being, and strengthening relationships. “





- 0
- Community Involvement
- The district should work on supporting schools to have a recycling and composting program
- “Recycling and compost programs need to be implemented in the schools by the district. There are amazing composters these days that turn all of the food scraps into dusty fertilizer over night. Maybe this would be a great idea to put into schools for Earth clubs to manage and create a composting program. again strengthening relationships with the Metis society is major for the community of Golden.
- If we can implement and overlap the 3 goals and stack on them it'd allow for some of the goals to at least stick vs just adding in 1 thing and hope it works. Example: build a community based garden with all schools, gathering the food, making food together, teaching about the fundamental of the nitrogen exchange for class work, importance of bugs etc.
- Once again, mend the relationship with the Métis association, and more support
- We need to mend the relationship with the Columbia River Metis Association. We can feel the loss!
- “Find better spokespersons than the white hatters; their smugness is a turn off, and they just seem Like a PR program. Get functioning hardware for students. Absolutely our district should recycle and aim to use less paper.... And track our recycling, not just ask for energy to collect and separate And then just throw away. “
- “There are a few things that could be supported through this goal:-students need opportunities to learn to care for and connect to the land therefore we need to build capacity in teachers to take students outside to engage in place-based learning-pro-d support.-encouraging collaborative opportunities to work on place based lessons between teachers through release time.- Supporting school-based programs that are already running like compost programs. These programs take a great deal of time and effort of local staff to run. It would be great if we could reach out to the city of Kimberley and have curbside recycling pick up at our school.
- Seemed good
- “Take Action for a Healthy Climate- District recycling and composting. Currently waste management of recyclables and organic waste is coordinated and run on a volunteer basis without infrastructure or systems support. Suggestion- invite staff (teachers, EAs, custodians, administrators. etc.) to join a committee/group (like the non-sexist working environment, Inclusion PLC, or Math groups) and prepare, then present the issue and suggestions for solutions (there are many) to the board of trustees. Support this group with release time, space to gather, and food on at least 3 occasions throughout the year. The purpose of this investment is to solve this waste management issue at a foundational level as opposed to the short-term solution we are currently implementing that puts the responsibility on teachers. Additionally, developing this system would contribute to goals related to TRC, student agency, staff well-being, and strengthening relationships.
- Plant trees on site.
- More pro D focused on outdoor learning, continued access to program such as wildsight and CBEEN”We need to improve our recycling and composting efforts district wide. Currently waste management of recyclables and organic waste is coordinated and run on a volunteer basis without infrastructure or systems support. Developing a system would contribute to goals related to TRC, student agency, staff well-being, and strengthening community relationships.
- Take action for a healthy climate - I would like to see a district plan around recycling and composting. At this time, individual schools may opt to recycle and compost by developing their own plan and most often is handled by a staff member. I would propose that each zone with operations support, develops a recycling and composting plan.



# PUBLIC ENGAGEMENT QUESTION 6

## What are the top three things students need to learn to be successful in the future?

- How to go about learn 2. How to collaborate with others 3. How to follow their passion “
- Responsibility, respect, lifelong learning/adaptation
- Y
- Speak to all ages of people, respect, self driven
- Effort = positive consequences Treat people with respect - just as you would like to be treated School is your job right now - do it well and you will have good prospects for work later
- Consistent teachers who are confident in their subjects. Classroom control with more support. Communication. Positive, timely, and consistent.
- Failure, resilience, literacy
- Digital citizenship Self regulation skills Work ethic
- Creative, how to persevere, social Skills, solid foundation in LA and Math
- Social skills, independent thinking, grit. If I have to pick three there are more of equal importance I am sure.
- N/A
- Self confidence Self worth You have to apply yourself and work towards your own goals
- English language skills Critical thinking skills STEM skills
- Accountability of one’s actions (responsibility), kindness/empathy towards others, financial/budgeting skills and life skills (healthy eating and importance of exercise, how to fill out a rental form, how to write a resume, etc.)
- English/reading, respect/responsibility, basic life skills
- Respectful self advocacy - confidence - pride in themselves & their work
- Life skills: how to cook, do your taxes, an oil change etc Communication technology: how to use social media safely Emotional health: self aware, healthy coping with stress strategies, self worth etc”
- Work ethic, respect and skills
- Being a good person, Being kind to yourself and others How to manage difficult situations, helping yourself with mental and physical health situations, being taught life tools on self-care.
- Self reliance, accommodation, and acceptance of others
- A school board that is looking out for the best outcomes for students. Using teacher professional development days incredible serious so that they can learn and grow and become better teachers for our children. A school board that has a back bone to handle really serious policies instead of putting them back on the individual school’s responsibility. You had no issues cracking down on teachers wearing sandals, I’m not sure why you can’t do the same for cell phone usage in schools. “
- (no answer)
- Math, English and Economics
- Adaptability, resilience, and environmental awareness
- N/A
- N



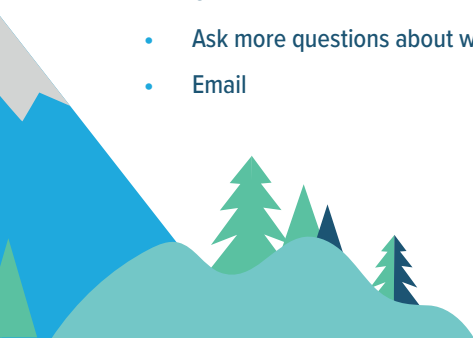
- 1. PROPER technology use-we need to make computers a mandatory class again. Most grade 12's wouldn't know how to attach something in an email, download a file and put it somewhere else, type....We give them too much credit.2. FINANCIAL LITERACY- This is the #1 thing students want to learn about in school (should be part of CLC 12)...3. Must get better at basic Literacy/ Numeracy Skills in grades 4-7....There are a lot of grade 10-12 not doing well in this area because of the 'success for all learners' model"
- Communication, collaboration and leadership
- How to read -how to communicate effectively both verbally and written how to be a kind human
- Diversity, Compassion acceptance “
- How to be resilient, education, healthy mental well-being
- Be kind, be flexible and think outside the box -people are too rigid with their thinking and relying on it having always been that way.
- This again is a very loaded question. Critical thinking skills Interpersonal skills Literacy / language and numeracy...”
- “A responsibility to their places and communities. Ability to think critically about the things they read and hear. To speak up on behalf of themselves, each other and the places they live.”
- How to learn and research. That is a skill that will never die and with everything changing so fast, we need to be life long learners.
- “That they are ultimately responsible for their future. That they are only have control over themselves and their reactions to situations. That the reason they should be coming to school is to learn; that missed opportunities for learning, beginning in Kindergarten, have a snowball effect that can and will lead to gaps in later years. “
- Grit, empathy, courage
- Self-regulation, growth mindset, importance of attendance
- How to work in a group cooperatively; how to manage their time; and how to read.
- Resilience, Initiative, Compassion



# PUBLIC ENGAGEMENT QUESTION 7

## How would you like to see the district communicate with you?

- Email message if you want me to see it. If I must navigate website, please make its use intuitive. Note: my response is middle class as I own a computer and have access to the internet. I fear that some of our families are not as lucky as me.
- Email
- Y
- Group chats
- Email
- Email. Info sessions with details about exactly what they are about, expectations, whether there will be opportunities for discussion or questions etc.
- Have information evenings at each school. Provide food and childcare to attendees
- In person primarily, via zoom calls if needed, then by email. In person especially when policy changes are drastic and have a direct impact on staff and students
- Email
- In writing. Emails. In as short a form as possible.
- Yes
- Unsure
- Email
- Texting is more effective than emails these days
- Email
- Email
- Facebook
- Email
- Public meetings
- Email
- A summary of responses posted on district #6 web page.
- E-mail
- If you want our feedback great but asking us to answer these ridiculous questions is silly. Not very many parents will sit through this. Keep it very simple. Multiple choice even.
- (no answer)
- Send out more emails
- Regular newsletters to all stakeholders
- School visits (informal, staff meetings, and school events)Through administrators
- U
- Ask more questions about what is/isn't working in school and making meaningful change around that data....
- Email



- Email
- Not sure ..
- In person (in meetings/groups) to feel we are valued, not just someone behind a keyboard
- Come to the schools, talk to me, be involved!
- Clearly and not overly. Importance is lost endless emails Survey such as this - should be given Time and discussion... In person at times... staff meetings....
- Email
- More. Email and social media are great.
- N/A
- Email
- Email
- Openly and honestly via any means necessary.
- Teams, Email and Website



# PUBLIC ENGAGEMENT QUESTION 8

## Are there any other suggestions you would like to add for the district to consider in the development of the operational plan?

- Regular monitoring, follow-up, and public reporting
- Increased focus & recognition of excelling in academics
- Y
- No
- Not at this time
- Not at this time.
- N/A
- No
- Ensure researched based practice is implemented
- Pass
- Be more open to the students, employees and community and their needs
- No
- Open ended questions such as these are a poor way to collect information. Offering some ideas, priorities or lines of effort that parents and stakeholders can consider in their responses is better. Then provide space for optional and additional comments.
- There is a lot of healing that needs to occur amongst staff in the district. Front line staff feel under valued, burnt out, unsupported, and not heard. This has had a negative impact on our children
- Again fire everyone on top and clean house. Start fresh and move forward.
- “What are the issues at the superintendent level that are making teachers leave the area. What about students who are excelling? They are board in class and unstimulated plus distruped by students who do not want to be in class”
- Hiring more help in the schools, Youth Care Workers, EA's, Councilors!
- You all need to stop what's happening and start damming the freaking flood of teachers leaving because of the deplorable working conditions.
- Develop a better smart phone, cell phone policy. I'm not sure why the words “absolutely no cell phones allowed in class” aren't in the policy. And if students use technology for learning then they can do that on school provided technology. But then that goes back to way better technology being offered in schools.
- Please stop doing land acknowledgments
- No
- N/A
- h
- Schools are quickly becoming ideological breeding grounds. We are teaching kids how to be social justice warriors, not effective citizens with life skills. If you want literacy/numeracy scores to increase, spend more time on it, and scrap the climate change/ T&R focuses.
- No
- Not sure



- No
- Nothing that hasn't already been said
- Less questions in the survey
- Realize the importance and power in the welcome back at the end of the summer / set a tone for the team... this opportunity has been taken for granted...
- Please consider regreening some of the larger school fields in the district as this is important to the natural communities within which we live and depend.
- 3Find a way to get testing for kids who may have learning disabilities. Our wait list times are embarrassing.
- N/A
- More teachers and educational assistants on the front lines to support student learning. Less middle management (district principals) as they do little to support student learning.
- More in person connections with staff.
- N/A
- No

