



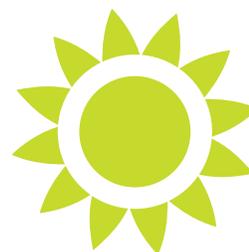
COMMUNITY ENGAGEMENT 2023

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 combines accountability with evidence-informed decision making to support a system-wide program of continuous improvement. It brings a formalized approach to the planning and reporting expectations for all school Districts with a focus on improving student learning and enhancing the intellectual, social, and career development of all students in the K-12 education system.

The Framework was developed collaboratively with Indigenous rightsholders, Indigenous peoples, and provincial education partners. The Framework is a collective approach that recognizes and fosters diversity, acknowledges and respects Indigenous ways of knowing, relies on evidence-informed decision making, and responds to the various needs of students while honoring student, family, and community agency and respecting local autonomy to deliver educational programs.



As part of the continuous improvement cycle, the District has embarked on the development of new 2023-27 Strategic Plan. Community engagement is an element of the continuous improvement cycle and an engagement plan was approved by the Board of Education during the February board meeting.



The engagement activities involved: District Parent Advisory Council, Rocky Mountain Teachers Association, CUPE 440 and all Indigenous partner groups. In addition, the District conducted a public engagement asking the following three questions.

- 1 What are some creative suggestions for things we can do in our school District to continually improve?
- 2 What are some examples of key things you appreciate, or think are working well about our schools?
- 3 What are some examples of things you think our students should be able to experience or accomplish to enhance their learning that they currently do not have access to?

The engagement was open from February 15 through March 31. Two hundred and fifty one responses were received. This report contains responses to the themes that emerged from the responses as well as the verbatim responses received.

ABOUT THIS REPORT

All responses from the online and partner engagement have been included in this report (Appendix 1). The responses were themed, and responses prepared. All of the input was valued and influenced the development of the District Operational Plan and the Board of Education 2023-2027 Strategic Plan.

In reading through the responses, it became apparent that the District has not done a very good job communicating overall practices. This report will serve as a communication avenue to share District practices and procedures providing the community with information regarding decision making processes.



COMMUNICATIONS

Effective communications is the cornerstone of every organization and Rocky Mountain School District is working to improve communication in a variety of ways. The District has implemented a variety of communication tools to help improve communication with families and partners.



BUS STATUS & SCHOOL GUIDE APPS

Rocky Mountain School District No. 6 has two Apps - The School Guide App and the Bus Status App. The School Guide App provides up to date events, blogs, and notifications to parents and students. The Bus Status App is a service to alert parents and students of cancelled school buses.



SCHOOL MESSENGER

School messenger is an online tool that allows the District to send email and txt messages to all families who provide their contact information. The District uses this media to communicate important and timely information to parents when necessary. Principals use this tool to communicate important timely information to parents regularly sharing important information about school activities.



SEESAW

Is an online environment that approximately 50% of schools have adopted. Seesaw supports seamless collaboration between all of the adults in a student's life from principals and classroom teachers, to specialists and family members. It allows for two-way messages with multimedia attachments that showcase student learning. It fosters the creation of a learning community online where student learning is showcased.



DISTRICT/SCHOOL WEBSITE

The District website was launched during the 2021-22 school year. It provides easier access to information for our school community. During the pandemic, parents commented that they were feeling isolated and disconnected from school given that schools were closed to the public. The new website allows the District and schools an avenue to share the exciting things going on in schools through news bites.

The District website also provides an avenue for the public to comment on policy, shares important school and District events and strives to improve overall access to information from families.



FACEBOOK

The District also utilizes Facebook to push communication and news out to families. Each school has a Facebook page that follows the District page which helps to expand our communication reach across the District.

THE DISTRICT IS COMMITTED TO IMPROVING COMMUNICATIONS TO ENSURE THAT EVERYONE HAS ACCESS TO THE INFORMATION THEY NEED.



THEMES ARISING FROM THE RESPONSES

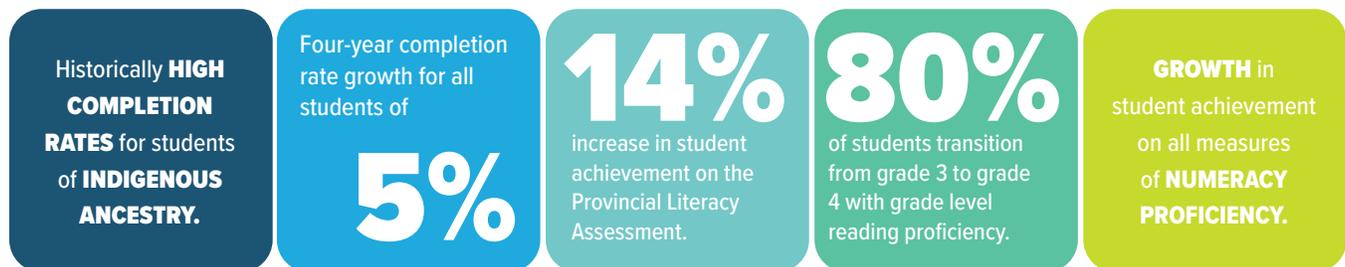


The first theme that emerged from the responses focused on both District and school-based staffing. There was some concern identified that the District had too many District level staff; taking supports from students and teachers in the classroom.

District Level Staffing

As part of the implementation of the Framework, the District promoted the Literacy lead teacher and the Inclusive Education lead teacher to District vice principal. These new roles were shifted to not only work with teachers in the classroom but also had responsibility to build the capacity of the principals and vice principals to address the new accountabilities under the Framework. In addition, the District also hired a District vice principal of Indigenous Education and Numeracy to support the key improvement areas under the Framework. These new roles were approved by the Board of Education in 2021 and set out to pave a pathway for continuous improvement.

Using a combination of provincial, District and school based data, this team examined each area of accountability, identified under the Framework, developed plans, set goals and identified strategies to build staff capacity to ultimately increase student success. In December of 2022, the Board Chairperson sent a letter, to all staff members, thanking them for their efforts, celebrating the successes that had been achieved. Some brief highlights of student success:



Without the knowledge, expertise dedication and guidance of this District team, we would not have the level of success demonstrated in our results.

When the MOE merged with the child care branch of the Ministry of Children and Family Development, becoming the Ministry of Education and Child Care (MOECC), the Board of Education made an investment in a District Vice Principal (DVP) to lay a foundation for the District to explore and implement child care spaces across all three communities. This investment not only allowed us to explore child care partnerships, but allowed us to successfully complete applications for new child care facilities in two of the three District communities. Two new child care facilities have been approved and are in the early stages of construction. In 2022 -23 school year, the MOECC provided additional targeted three year funding to continue this work.

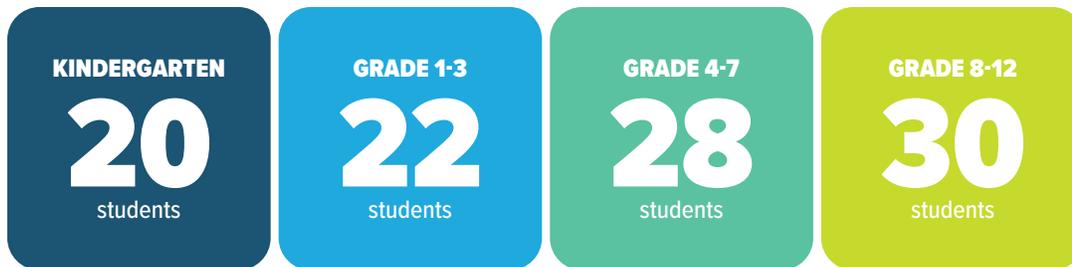
In addition to the child care coordination work, the Early Learning DVP also had responsibility for the implementation of the Early Learning Framework (ELF). The ELF focuses on learning through play and has been brought to life in the District. Primary teachers and principals have shifted teaching and learning to focus on the effective learning strategies outlined in ELF. This work also focused on improving access to early learning opportunities for families from birth to Kindergarten; building a community of practice between Early Childhood Educators and Kindergarten teachers, promoting programming in alternative areas outside the schools, has made transition to Kindergarten more seamless and successful for children and families.

Opportunities for families to participate in early learning programs has the potential to positively impact the success of students right through to grade 12 and beyond. This investment is already paying off in the additional Just B4 learning opportunity offered in the District for 4 year old children.

School Level Staffing

Staffing at the school level is complex and includes mandated elements set by the Ministry of Education and Child Care through the School Act, Regulations and funding allocations. In addition, collective agreements for both B.C. Teachers Federation, Rocky Mountain Teachers' Association and CUPE 440 outline specific staffing requirements. This all means school Districts are highly restricted to the methods for hiring staff, the number of staff hired, and the ways recruiting may be incentivized.

Class size is set by the MOECC in partnership with the BC Teachers Federation which lays out the maximum number of students per class by grade level. Class sizes areas follows:



STAFFING ROLES IN DISTRICT SCHOOLS:

- School Principal and/or Vice Principal
- Classroom Teacher
- Learning Support Teacher
- Indigenous Education Support Worker
- Youth Care Worker
- Counsellor
- Community Link Worker
- Speech Language Pathologist
- Education Assistant
- Administrative Assistant



For many of these roles, including all types of teaching roles, staffing levels are determined by language in the collective agreement between the teachers' union and the school District. Most support staff roles are covered under language negotiated between the school District and the Canadian Union of Public Employees (CUPE).

Education Assistant supports in schools are based on a thorough examination of individual student need. A staffing Needs Assessment is conducted annually and involves the Principal, Learning Services Teacher, Human Resources, Finance and Senior Administration. Although Education Assistants provide essential services to support programming for students with diverse abilities, student programs are also supported by individuals in other staffing roles, for example, the Speech Language Pathologist or Community Link Worker.

Educational supports for students with diverse abilities are created with careful attention to providing access to the most qualified professional available to provide instruction and practice for a child to learn and grow. Our goal for each student in the District is to be able to navigate their schools, classrooms and communities independently with agency and autonomy.

In addition to the Needs Assessment, the complexity of educational programming at the school is examined and additional staffing supports are allocated accordingly.



Multi – Age (Split Grade) Class Configurations

Some points of feedback reflected a request to move away from multi-age, or split grade classes to straight grade, classes wherever possible. Regardless of age or class placement, all students are unique and learn at different rates and at different times. In straight grade classes, the similarity between students extends only to their age – not their ability, strengths, or needs. Because of the uniqueness of students, even straight grade classes challenge the teacher and support staff to meet widely varying levels of need. A straight grade 5 class may be comprised of students reading at varying grade levels: from non-reader to levels above grade 5. An inclusive education system meets the needs of all students in all groupings regardless of age or ability. In this example, a teacher assigned a grade 5 class must still consider a very broad range of learning needs in planning for inclusive learning in the same way as they would if they assigned a grade 5/6 class.

The BC curriculum is supportive of multi-age groupings, by design. The curriculum contains broad big ideas encompassing multiple grade levels and emphasizes soft skills, like critical thinking and communication, across all grades. Furthermore, the content between grades is linked so that teachers are able to create lessons meeting the needs of students of different ages and abilities. For example, the grade 5 social studies curriculum includes learning about the levels and types of government. The grade 6 social studies curriculum includes learning about the roles of individuals and groups within different types of government. Using this example in a grade 5/6 class, one can see that all students could participate in a single lesson about government while the learning objectives of both grades are met. It is not true that the content of one grade is taught separately and exclusively from the other students in a split class. Put another way, curricular objectives are met in an inclusive way where all students in the class participate in the learning and meet the requirements of their grade level curriculum.

Whether or not a class is multi-age or homogenous is not nearly as important as ensuring the needs of all students are well known, supported, and planned for when delivering instruction.

Field Trips

The next theme that emerged was focused on field trips. Respondents shared their appreciation for the opportunities that students had to participate in a variety of learning opportunities outside of the school. They also expressed concern over the changes to the Field Trip Policy.

During the pandemic, field trips were interrupted. During that time, the Board of Education reviewed the Field Trip policy to align with provincial practices under Youth Safe Outdoors. With student safety as the foundation, the policy revisions were made in partnership with principals, vice principals, teachers, District Parent Advisory, Rocky Mountain Teachers' Association and CUPE 440. The revisions were passed through the Policy Committee of the Board of Education and received approval at all three reading stages.

The revised policy is in its first year of implementation and the committee continues to receive feedback. Changes are currently underway to streamline the process and to provide greater consistency. The Field Trip Committee will make recommendations to the Policy Committee in the spring and the policy will once again return to the three-reading process. Additionally, there will be an opportunity for parents to have a voice in the policy development through an online form during the consultation period. The field trip policy will be reviewed by the Board of Education beginning in May and will complete the three reading process in September. Public input into the policy development can be entered online on the District website.

During the 2022-23 school year to date, students participated in 515 lower risk field trips and 122 higher care field trips were approved by the Board of Education. In addition to these two types of field trips, student also participate in walking field trips in their communities. These field trips are approved by the principal as they are an extension of the classroom and occur within walking distance of the school. Walking field trips are also outdoor learning opportunities where the teacher extends or delivers the learning in an outdoor setting.

THE BOARD OF EDUCATION ENCOURAGES FIELD TRIPS AND LEARNING OUTDOORS AS IT ENRICHES THE LEARNING EXPERIENCE FOR ALL STUDENTS.



Specialty Programming

Music programming was another theme that emerged primarily for the Windermere community. Music is part of the Fine Arts Curriculum in BC and therefore the responsibility of all teachers K-7.

Elementary classroom teachers are trained as generalists; they teach curriculum in all of the required subject areas including music. However, each school leadership team makes a determination of some type of extra staffing in order to cover teachers' preparation time away from the class. Many schools choose to try to find specialized music, French, or Physical Education teachers to teach students while the teacher takes preparation time. The Human Resources Department works with school principals to try to recruit and staff positions for specialists as they are requested. Specialty teachers are in high demand across BC and Canada making recruitment challenging in rural communities.

At the secondary level, the courses that are offered each year are based on the graduation program requirements outlined by the Ministry of Education and Child Care. Certain courses, like English, are required by all students and are easily staffed. Twenty-eight credits of the graduation program are received for elective courses. These are courses that students choose to take based on their interests. Because interests vary, the District tries to offer multiple options to students. Each year, the secondary school sends out a course selection request and students indicate their interest in the types of courses they want to take for their elective credits. When interest in certain areas, such as music is high, the school is able to offer more of these classes. When interest is lower, fewer sections are offered. That said, staffing these positions in rural communities continues to be challenging. In the case of music or other specialized classes, schools are not able to offer a full time position in a specialized role if student interest is low.

Specialized teachers are in high demand across the province and most often, these teachers want to teach full time in the area of their specialty. Often, in small Districts, it is not possible to offer a music teacher a full time music assignment. Human Resources has tried a variety of recruitment strategies to combine programs between elementary and secondary - sometimes even between communities - to offer specialized teachers full time work in their passion area. Unfortunately, these teachers have often moved on to teaching assignments in larger Districts, where they are able to teacher their specialty full time in one school.

The Human Resources Department continues to support recruiting specialist teachers to Rocky Mountain. The HR Department works in close partnership with the East Kootenay Teacher Education Program to form relationships with new teachers as they begin their careers. However, for specialist teachers, the District continues to recruit from other areas of the province. The availability of housing, the cost of relocating, and the sheer demand for these positions across the province, makes it very difficult to recruit people to these positions when relocation is required. The Human Resource Department is exploring ways to develop specialist teachers from within our communities to avoid the need for relocation in order to staff positions of this type.

When asked what respondents appreciated about our schools, the main theme that arose focused on the amazing staff we have in our schools. Respondents commented on the dedication of our staff to address the learning needs of students. There was significant appreciation for the caring, inclusive approach to learning.

Respondents were appreciative of the variety of learning opportunities that students have access to and specifically commented on the commitment to Truth and Reconciliation and the addition of First Nations learnings being introduced in schools. Outdoor learning opportunities were seen as plentiful providing students with learning beyond the classroom walls. There was also an appreciation for the school wide activities that have resumed following the pandemic.



Food Programs

Food programs were also mentioned as an appreciated addition, providing students with healthy hot lunches and snacks. There was some interest in having student engage in gardening and sustainable food programs. This year the MOECC will provide school Districts with funding to formalize school food programs. School food programs play an important role in providing students with stigma-free access to healthy, local food. Nourishing students at school not only helps them achieve better learning outcomes but also furthers connection with their school, peers, and community. For some students, food at school is an important part of their daily nutritional needs. Although in the early stages of planning, there is opportunity to include a variety of food sources from community partners to school gardening programs. Schools in each community will work together to design a school food program that works best for the community they serve.



Outdoor/Hands on Learning

The opportunity to learn outdoors was something that was appreciated. There was also a significant voice that asked for more learning opportunities for students to learn outside. There is a considerable effort in our elementary schools to take learning outdoors. As students move through the grades this seems to decline. Principals and Vice principals at the intermediate and secondary level are encouraging staff to find creative ways to take learning outdoors.



Language Programs

The District also received feedback to increase the levels of language programming. Currently, the District supports French Immersion (Grade 4) in Golden and Intensive French in Kimberley and Windermere. It is becoming increasingly difficult to recruit for these positions as second language teachers, especially French are in high demand across the country and the number of graduates from French programs are few. The Board of Education values second language programming and continues to explore ways to maintain staffing at current levels for existing programs.



Mental Health

Mental Health continues to be a concern for students, parents and staff. A Mental Health strategy has been developed and implementation of that plan will be included in the new strategic plan. In addition, the District will focus on the mental health of staff through a Well at Work program. The effects of the pandemic are still being realized and a purposeful effort to identify and address needs is necessary.



Climate Action

The District conducted a survey of schools in the spring 2022 asking schools what they were doing to take climate action. The Board of Education received a report in June of 2022 outlining a wide variety of activities that were being done in schools (Page 71). This year Priority 4 of the Board’s new strategic plan is Stewardship of the Future. This priority invites schools to continue this work but is also a call to action to bring climate action into the curriculum in purposeful ways.

In addition to the work in schools the District continues to reduce it’s carbon footprint by increasing the number of electric busses as well as exploring electric option for the District’s service fleet. We are also moving a significant number of our administrative functions online to reduce the amount of paper and printing that we do overall. These areas and others will be identified in the District’s Operational Plan for the 2023-24 school year.



Access to Technology

Several respondents asked for greater access to technology. Over the past three years the District has increased the number of devices available to schools significantly. Below are the increased ratio

School level	Past device to student ratio (targeted)	Current device to student ratio (actual)
Elementary	1 computer for every 5 students	1 computer for every 2.5 students
Secondary	1 computer for every 3 students	1 computer for every 1.8 students

In addition to the increased devices, the District has upgraded the wired and wireless infrastructure to support these devices. The District has increased both wired and wireless networks and has streamlined the software applications to improve access and increase efficiencies.

Internet Safety

The District has employed a number of administrative procedures to support student safety when online. The District firewall monitors and limits internet traffic within schools. As much as we can implement these types of measures, the District has taken an educational approach with students. Age appropriate resources have been collected and shared with teachers to ensure that students receive learning about how to stay safe online.

The District values the voice of the community and our partners through the online and face to face engagement process. The input received helps to examine our processes, set goals and strategies during the strategic planning process, strive to continually improve and respond to community ideas and concerns. This annual process allows the District to improve, not only the learning journey for our students but to be increasingly transparent in the way decisions are made.

THE BOARD OF EDUCATION AND THE DISTRICT SENIOR LEADERSHIP WOULD LIKE TO THANK ALL OF THOSE WHO TOOK THE TIME TO PARTICIPATE IN THE ENGAGEMENT PROCESS.

PUBLIC ENGAGEMENT QUESTION 1

What are some creative suggestions for things we can do in our school district to continue to improve?

- Support Staff numbers need to increase
- People are allowed to go to a different classroom during lunch
- More hands on program. Gardening for example can be used for math in so any ways and kids see real life application of what they learn.
- Having more opportunities for students to interact and get to know each other
- Center students in all decision making. Mental wellness above all. Consult with mental wellness professionals to ensure priorities make sense.
- More variety in sports
- More clubs and an option to stay in for recess
- Forbid vaping on school grounds.
- Hockey academy
- Having enough EA support for vulnerable students
- Retain experienced teachers by respecting their experience and expertise.
- Avoiding split classes and teacher shares, avoid SOGI in grades 4-7 leave that for high school, better communication, having two principals—one for 4/5 and one for 6/7 (too big of a school for one person to handle at this age at Mckim), school district staff to be at the schools more often to see firsthand what goes on.
- Start school sport for younger kids (grades 4-5)
- Teaching our children strong work ethic, provide more homework, less talk about feelings tis a tough world even though were trying to make it soft
- Smaller classes and more EA's. A better way to deals with kids with behaviors and special needs that do not disrupt the learning of other kids. A place for disruptive kids to go where they feel safe and kids without behaviors feel heard and valued as well. Put elementary kids back into elementary schools. Restructure the grades appropriately according to needs not \$. Ex. go back to K-5 or 6, take gr 8 out of high school
- Staff the schools adequately. My child has not had adequate support in his classroom many times this year. He has reported that some days the principal is teaching the class instead of a substitute teacher. This is ridiculous! The human resources department and marketing department should get CREATIVE and try recruiting teachers to the school district in ways other than the way they are now. The school district should research other school districts that have created schools or programs that do not need to follow the INDUSTRIALIZED model that our students (especially in high school) are literally being drained of their spirit and curiosity from. Once they research and find the schools and programs that already exist right here in BC, they should start making changes immediately so that these programs and types of schools can be a reality here. Get CREATIVE AND INNOVATIVE in the programming and the way your schools operate. Another thing that you can do in your school district to continue to improve is a staff satisfaction survey that is anonymous. I believe that you would learn a lot about what is working and not working in your school district if you gave your staff the opportunity to provide bottom up feedback in an anonymous way so that they can feel safe to say what is on the minds. They are the ones in the buildings, working with the children every day. Give the staff a chance to give authentic feedback in a way where they won't feel scared of being punished for sharing their thoughts.
- Transgender and sexualized agendas have no place in schools. These topics should be up to the parents' discretion and thought at home. Topics should be more general towards respect for ALL and not just certain groups.
- Build more partnership with community businesses and people. Have more community events.



- Relax on the risk assessments! The strict level of interpretation the school District #6 has taken does not feel like a positive evolution. Think creatively about how we can support kids to take risks and assess judgement for themselves, rather than continuing a fear-based approach.
- Smaller class sizes, support for new teachers to have the skills they need, behaviour support, more counsellor a, consistent discipline and restorative justice, eye tests in elementary in school, more speech and language services, consistent regular student-parent-teacher conferences.
- More of a focus toward basic and advanced Literacy/Numeracy skills in K-12. Less social activist-type learning. Additionally, a continued focus on technology use as an educational resource for all.
- Drumming Circle, bringing community members into the school to share their skills/stories, supporting new teachers so they want to stay.
- I would like to see whole school reading days where members from all across our board and our community come join students to read together, share stories (in various forms of media) that create a strong connection among all players in our community.
- Use more funds for support staff in classrooms. As the number of behavioral challenges increases, so must the support.
- Make sure all students have access to band and drama productions. Encourage all staff to take care of their mental and physical wellbeing which includes giving them sick time usage for doctors appointments within the city that they reside.
- More outdoor based learning for middle school - less structured classroom time where they are expected to sit in desks and stay on task for multiple hours. Partner more with Wildsight or other organizations to assist in curriculum delivery options (looking to WILD based schools for ideas) Right now it seems dependent on the teacher what experience or level of activity our students will have over a school year. Our previous elementary/middle school in Cochrane AB had a school wide field run/walk most mornings and it set the tone of the day - got some of the excess energy out - participation was mandatory and kids earned popsicle sticks for laps, but it was just as enjoyable for the walkers as those who were competitive and wanted to run. Teachers noticed a marked difference on walk/run days vs starting up classroom activities immediately.
- Expand library programs to continue to cultivate imagination and emphasize the importance of books and literature. Add more field trips to highlight the outdoors and allow for exploration of our unique district with all the outdoor access
- Weekly/daily music lessons with a real music teacher
- More hands on and in the community. Feld trips and experiences to make it REAL
- Create more opportunities for learning so we have more choice—especially in the rapidly growing Kimberley area. Choices that include French immersion, IB program, and forest schools. More place based learning opportunities would be nice to see.
- Supporting outdoor, environmental and place-based learning.
- Better supporting, empowering and valuing teachers.
- Increase the supports in the classroom. My child's class is full of students who need help. Why did the district reduce the number of education assistants at each school?
- As an employee of SD 6 - I am disappointed in the direction that the district has taken since 2020. I feel strongly that the Superintendent, et al needs to take the time to actually get to know the community they are serving. I work in a school... with the students... they are not being supported adequately. Findings and support positions being taken from the school to create positions at the District level is absurd and not in the best interest of student or staff. My "creative suggestion" is to actually ask staff what they are seeing at the schools. Stop making "Vice Principal" positions that are not beneficial nor contributing to the wellbeing and learning environment of the students. Another suggestion... make this a district that people want to work for - there are little to no TTOC's or Sub EAs... schools are running on "barebones" staffing and people are burning out. Try to work WITH your staff instead of against them.
- Make the field trip process easier for teachers. Think about reducing our top heavy administration and more budget back in the classroom, where our kids will see the most benefit.
- Music programs in all schools



- More EAs, more staff as all schools seem short on staff right now. More support staff so there can be more time in each school (counsellor and learning services), music programs in all schools
- More year-round sports options (ie soccer, basketball), especially from grades 2-5.
- School community events that bring family and community members together with teachers and students.
- Music classes weekly starting in Kindergarten. Pay a few local music teachers to come into the schools.
- More public artwork such as murals in the hallways to bring more color to the schools.
- Be accountable for providing fair wages and incentives to maintain enough staff, teachers, EA's. Creativity comes from your staff.
- More place based learning. more field trips for children so that they are not in the classroom all the time doing worksheets and tests. transform the big grassy fields into places that have more shade, plant more trees and grow more gardens (perennial, native plants and food) District staff and board members need to visit the schools more often and talk to the teachers and EA's and children to hear what they need. Children need to have a voice in directing their own learning. Can children design or redesign the playgrounds, learning activities? Focus more on the arts and mental/social/emotional health.
- Support and appreciate qualified education assistants
- Remove all books about the sexualization of children from the library, stop the transgender craze and get independent psychological help for children with this mental illness, and stop dangerous misinformation and government propaganda such as vaccines, masks, glorifying Klaus Schwab, and wrongfully claiming that Russians are bad.
- School gardens, outdoor learning, hands on learning
- There needs to be an EA assigned to every classroom in order for a teacher to execute planned differentiated lessons.
- Having enough equipment in school programs to help complete and enhance learning. increase budget in this area.
- Meet with students, families, past local music educators & current teachers to brainstorm a NEW, amazing music education program to offer our kids in the Windermere Zone (and beyond) at the elementary and high school levels. Stop making excuses & start proactively creating an amazing future for our kids! I am hearing that the current SD 6 administration has a "top down," retributive approach, which is not appropriate for our small town cultures. SD6 administration need to be more consultative and accessible to succeed long-term in the Columbia Valley. Work with and listen to the schools. Trustees: you need to be more active in the schools. Visit the schools regularly. Attend the PAC meetings. Be accountable. You are not listening to the families, and this is impacting our children.
- Music
- Bring the option of music to all grades
- Do more community based things such as bake sales, fair days, with bring and buy, raffles, games etc it brings the community together and is a good fundraiser for the school. There is currently no music education in j a laird in Invermere. This is beyond tragic. There appears to be zero effort to implement a music class and hire a teacher. This is detrimental to my child's well being and ability to experience the absolute joy music education can bring.
- Better teacher professional development opportunities, more EA support for students/teachers, incentives for new teachers to move to our district (ski pass?, staff housing?), inform parents/community of more student/school successes-- share the positives-- newspaper, social media, etc. Mentorship program for new teachers and "old" ones.
- The teachers are amazing but I think you are making them jump through hoops to help our children grow.
- Create more outdoor learning, music/instrument exposure.
- Teach accurate history. Stop indoctrinating children about false biological facts. Stop exposing children to sex through SOGI curriculum!!!!
- More field trips, more outside nature time, more outdoor sports
- Field trips



- Work towards real and true engagement of upper management (Board Office positions) with schools, teachers, students, and community. Not plans and PR, but engagement. Cooperative leadership. Also there is a teacher and EA shortage- what are we doing to both attract and keep engaged staff in sd6? Rather than discouraging leaves and making medical appointments more and more difficult, why not look for ways to creatively work with staff to increase morale?
- Listen to the parents, families, and teachers. Our district is making too many budget cuts in the staff that matter the most. Lack of support in the classrooms is so noticeable it's going in a tail spin quickly!!
- Music education in K-12
- My Child's education would be better if the teachers showed up more often. "Stress" leave is ruining education. Teachers abuse this and use it as extra holiday and the kids suffer for it.
- Work towards our children's strengths; through sport, theater, arts, etc. Have a full blown theater program that teaches history, culture, reading, etc. Poetry recitals, Sport camps and or competitions to learn rules, team building, consequences.
- Bring back music to Windermere zone! Engage more outdoor environmental education learning experiences for all students
- Hire more TTOCs!!! This year the classrooms/students have missed out on consistently, predictably and structure due to the fact there isn't enough TTOCs and EAs.
- Get music back. Put money into a full time music position.
- Students who are constantly derailing the learning of everyone else in the room need to be offered alternative learning spaces. It is not fair to the teacher or all of the other students in the room to have their learning interrupted daily because one kid cannot handle the expectations for learning in a classroom with a group of others. Be respectful of all of the other students who are there to learn and are doing their jobs and can't carry on because one student is draining the teacher of all of their time and attention!!! Do something. Quit letting one student take ALL of the resources from the other students!!! Support your staff!!! Your staffing needs to improve dramatically. You have excellent teachers working in your schools and they are all going to start leaving the profession because of how sort staffed the school is on a regular basis. Their jobs are hard enough without you making them harder by not having enough staff. Get creative and start using some creative recruiting practices!
- Offer food programs for breakfast and lunch, provide more indigenous culture activities,
- Open access to communication between people who work in the system with admin decision makers
- Create school success plans like they used to with Social Emotional Learning a priority. The schools have Literacy and Numeracy Plans. They have to address the Social/Emotional before anything else can happen.
- Stop reading and incorporating LGBTQIA's propaganda to our children!!! They don't need to be sexualized. Have them go home to their family for questions.
- Awareness, education and support for neuro divergent learners- IEP or not! One size does not fit all.
- Vaping in the bathroom should be taken more action on.
- Bring in mandatory life skills. Banking, money management, budgeting, changing a tire, emergency response, basic first aid, CPR, cooking, sewing, recycling, gardening
- Offer French immersion in Kimberley
- More variety of fundraisers
- Have lunchtime supervision somehow (possibly even parent sign up if needed) to avoid chaos and sensory overload for students and give them a chance to eat calmly.
- Find ways to re-integrate French instruction into the earlier years before French immersion is introduced. Collaborate with the Francophone school to help make those connections too.
- More opportunities for identification and extra support of gifted students. These students have their own form of special needs and have the potential to be disruptive or lose motivation and esteem if not supported properly.
- Use less screens please!



- Outdoor school
- DTSS needs to provide more variety for courses. For example, accounting and business courses for those students wishing to pursue a business degree. Create an evening school bus so that students wishing to pursue extracurricular activities are able to do so. Because of transportation issues, many students are unable to try for team sports.
- Have no creative suggestions or solutions, but I feel that the district needs to improve the success in numeracy. Statistics on literacy and numeracy were shared at a recent DPAC meeting and the low score in numeracy was alarming.
- French immersion. Clubs.
- Bring back music
- Allowing the feeder schools to have extra curricular activities eg: music, French, sports. Having the ability to help students with dyslexia or ADD or other issues that effect learning would be very beneficial. I also think that hiring qualified EA's is a huge issue.
- More counselors
- French Immersion that starts in Kindegarten and isn't a draw
- Edgewater school needs a better/bigger parking lot.
- Munch A Lunch program
- Better relationship with local Indigenous Peoples. More involvement. More education that is Indigenous led.
- Implement reasonable after care rates. 18\$/day per child is more than full time preschool now.
- More risky play allowed at recess and gym class. More outside learning during all weather. (forest school for school aged kids). Also think about having the school gym opened after school so kids in middle school can play basketball or other sports after school
- More outside out of desk learning. More trade based learning options. Bring the shop classes back. Not everyone is a desk learner.
- I would like to see more dress up days other than a sad: pj day (over and over - promotes sloppy nature), green shirt for St. Patrick's day, pink shirt day (which fell on a Wednesday and created by bullies from a pop culture movie, "mean girls", orange shirt day (where the shirts aren't even made in Canada and is just supporting china). Can we have more things like Occupation day (dress as what you want to be), super hero day, or actually celebrate Valentine's Day.
- Smaller class sizes...More teacher support; try to avoid staff burnout.
- Make school about academics and athletics again. Keep politics out of the classroom please
- Work towards excellence and not mediocrity. Teach philosophy to teach kids how to think.
- Improve by taking away capstone in Grade 12 - too much pressure and this is something they can do in Grade 10 . have more life skills on budgeting, income taxes, savings.....have drivers education in the school....
- Would be great to have an outdoor education program
- More flexibility with bus passes
- Money management courses, importance of saving money, future investments, more creative learning not just by the book practical experience for example grade nine was designing a garden and had to figure out the design all the dimensions of the project. This allowed them to understand how math is important to real life situations.
- Stop having all mixed grades classes. Only do it when necessary. My child got zero instruction in math or language arts in mixed grades. Also, there should be a limit on how many regular teachers each class can have. During on spring, my child had over 10 teachers, including four "permanent" home room. One on Friday, one Mon-Thur, then that one on Mon-Thur got replaced, first by a rotating amount of subs, and then two different teachers. The year was a complete waste. Limit the amount of teachers that can be called "regular".
- It would be good for children to have creative activities at school: music, playing musical instruments, playing chess, cutting and sewing, cooking, dancing ...
- Invest in early childhood education facilities, staff, and after school care



- More support through human resources of additional adults to support inclusion. Without additional personal in the school and at the school level, inclusion of all learners put too much strain on the classroom teacher and learning resource teachers. Can we have smaller ratios of educators to students in our schools that provide direct services ?
- Improve access to transportation to and from school, offer more outdoor education opportunities, provide and promote more real world education opportunities like balancing budgets, and how bank accounts work. More emphasis on getting ready for universities or trades.
- I recently moved from an Alberta district where they used the “remind” app. From a parents perspective, it was a really good way to get timely updates and I felt more on top of things at a class level and at the school level. There is a cost for the school but our Parent Council fundraised for it.
- Technology dedicated to each student so they have consistent working tech, and learn responsibility of care.
- Partner with nonprofits, businesses and local government to create more resources, opportunities and spaces for learning
- More support staff and tocs
- Have a trades day, where students will be able to choose to go to work with either their parent or someone who works in the field they might be interested in. That way the student will be able to get a glimpse of how that trade works, and it also creates a connection with our local trades people in the community.
- Have stronger indigenous content and jobs, allow for students to have pets and take care of animals and plants, help to create student gardens and look at food recovery models, support the building of outdoor classrooms at each school.
- More outdoor education in all grade levels. Including water and snow activities.
- Encourage more physical activity, outside learning, and field trips as exposure to some or all of these things are important. Bring back the gardening program in Invermere, and encourage sustainability education. Resurrect the Hockey program for kids, especially those with behavioral issues who could use more time outside the classroom.
- Integrate indoor plants into classrooms. Integrate a greenhouse space as a learning area as well as a green space for learning about other curriculum while immersed in a plant filled environment.
- How Core Competency is presented needs to improve to engage students so they gain the skills intended through this program. Students hate this program and it would be valuable if they could learn in a more engaging way to enjoy the process, then they would be more interested. STORM time has been amazing at Selkirk, I would like to see Science Fair support for students. Id like to see more support teachers to teach creatively, find a way for the school system to be less restricting of their talents and skills.
- More out door learning. More field trips that involve life skills such as skiing and swimming.
- Farm field trips, planting a garden, skiing, daily hot lunch program, French starting at K, choir.
- Build a few Greenhouses and introduce a gardening programs.
- Committing to proper arts education - music, movement, theatre, etc. is SO, so important for development and enrichment and helps students do better in all the other areas of their life (check the research!). So would really like to see investments in these areas to create vibrant youth arts. Second, stop adding to the already-full plates of over worked teachers. Let them focus on the reading/ math, etc. without adding more and more each year as it results in half measures instead of kids who are high achievers in core subjects.
- Work with the town to continue sports through out the year so teams can stay playing longer that just a couple of months. Work on a way to constructively discipline students that are blatantly breaking the rules and/or interrupting the students and teachers. For example if they have too much energy to focus on the task at hand give in the classroom then give them a task that helps the school but takes them out of the classroom so they are not interrupting
- To see more outdoor place based learning opportunities, more inviting spaces for teen and preteens to feel safe and want to spend time at school, foods program actually taking leadership and business opportunities to help with food services at lunch.
- Drama shows—talent show—
- More field trips in and out of Invermere and outside learning



- I would like to see kids being able to have more outdoor activities & field trips done. Since the pandemic all that was taken off the table and hasn't returned. Especially, the younger kids haven't been given the same opportunity to experience all this valley has to offer. My youngest has only experienced Covid restrictions in school and has never even had a field trip to the local fireball or museum. All he has had this winter was 2 trips to the skating rink: This is substandard and the effects for many kids will show as they age. We can do better.
- Engage with community businesses to offer robotics, engineering, coding classes, art or drama classes
- Ski program re instated
- Teach our kids to read! No student should graduate grade 3 without being able to read let alone high school.
- To promote further inclusivity, I would like to suggest removing all holiday celebrations from the curriculum. Canada is multicultural with many different religious beliefs and customs there by continuing to have Christian holidays including Halloween, Christmas, Valentines Day and St. Patrick's day celebrated only further excludes children who don't celebrate these holidays while making them feel pressured to either participate or stay home from school. School is for academic learning not for blending it with religion.
- Allowing students to experience enjoyment at school. School should feel like a community and not a sterile, by the numbers place where kids do not feel like part of something bigger.
- Encourage teachers to set limits for student behaviour and to reinforce standards. I think the current situation of teachers being unable to reprimand unruly students in class is a disservice to all students. When the teacher cannot be heard the noisy students need to be told to quieten down. Penalizing teachers who ask for quiet in their classroom is madness.
- **BRING BACK MUSIC!**
- A secure way for teachers and staff to voice their concerns anonymously to trustees and administration.
- Board of trustees spend time in schools. Not just tours but, for example, pick one school and spend a day in the same classroom 3x/ year.
- Prioritize whole health with yoga + meditation; Live your values of inclusion - do not participate in coercion of children, segregation of children, and shaming of children. This absolutely occurred over the past few years - never again. It's lovely to have nicely worded missions and values, it takes a lot of courage to actually live them in tenuous times. I hope this school board and our schools in it can find this courage, and uphold its integrity in the years to come.
- Start focusing on the children's strengths. Spend more on individual learn over their sexuality.
- More outdoor education. More field trips. More Indigenous perspective in the classrooms - for all grades.
- Start teaching children how to survive in the bush. Teach courses in real life finances. Home budgeting, inflation, investing, markets and ROI.
- Students should have newsletter emailed to them. arts, music and other school related programs have balanced focus and celebration as the sports. Food trucks close to school space. More connection between school and Kyan. More options for gym credits. Bring nutrition break back after first block before storm block.
- More outdoor green space for sitting to study, eat or hang out with friends. A safe place to store bikes, encouraging kids to ride to school. Mandatory fitness/movement every day for every child.
- Encourage reciprocal exchanges to Quebec. We live in a ski town, work with the ski hills to provide access to the hills at a very low rate for the kids.
- Bring back the music programs such as Silver Strings
- Hold outdoor field trips focused on raising students' awareness, appreciation and understanding of the natural and cultural environments 2) Use the Monday homeroom block to build community and provide leadership opportunities for students within the school. (rather than free time that students use to go on their devices).
- Allow schools to nurture their own cultures and programs, and not have those developed programs get transplanted to other schools within the zone.
- Bring back Oh Canada every morning / The Lord's Prayer



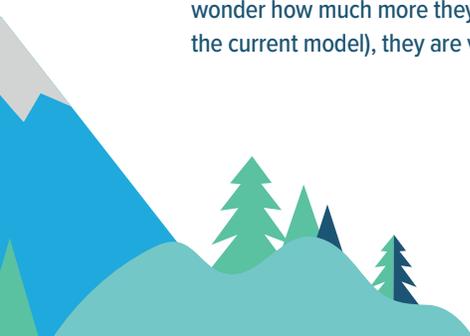
- Offer after school tutoring
- Bring back competitive sports, really focus on the importance of being first and the continual and important lesson of not finishing in the top spots. I always felt it was a mistake for the Canada Fitness Program to be no longer used. That should come back. Kids need sports and exercise as an outlet.
- Provide more opportunities for kids to have experiences that their parents can't provide them with. For example more real life skill programs. How to make simple meals, how to fix a tire chain, basic first aid, how to implement a simple budget, fire safety...
- Less split grade classes
- More outdoor learning
- Offer anonymous questionnaires to students and parents. listen to the students requests. post COVID = deeper understanding of newly learned student learning methods (online with proper support). a serious campaign on school spirit that includes all student types, far better healthier food choices in cafeteria. school dances have become beyond dull, more support into arts. review anonymous questionnaire = once filtered, data should be full of gold.
- Increase sustainability integration into all school functions - many schools have limited to zero recycling, are not removing organic waste from the waste stream (ei 200 apple cores per day could easily (well, with some effort) be sent to a local pig or chicken farm instead of being trucked to the landfill for burying and decomposition to methane), schools could, via environment/sustainability/happy future clubs engage in the recycling systems currently in place for households - literally 1000's of chip bags, juice boxes, bags, plastic wrappers per day, every day, 181 days/year. Encourage multiple classes on booked bus trips (ie shared bus schedule for other classes to sign on to), buy some electric buses, EV SD6 work vehicles. EV Charge stations at schools. Schools should be AHEAD of the curve not waiting to be forced into the sustainability program, or just doing the bare minimum of recycling items that have \$ deposit (even these get thrown out regularly). Regular activity days to encourage fun, community active living (not just the one or two currently in place).
- Give more opportunities for input. Make school plans readily available. Let people know what you actually do with their input.
- Open a school that does not follow an industrialized model. Open a school that has enough support for all students in the class. Open a school where the administration upholds rules for safety. Open a school where children's learning isn't constantly interrupted by behaviors that are ongoing and never change and take all of the teacher's time and attention, leaving the rest of the students to have a very diminished learning day.
- I feel that in the past few years my child's teachers are missing more and more time in the classroom. The union mentality seems to be that it is ok not to show up to work. It has been difficult on my child having a revolving door of substitute teachers. Perhaps an incentive program for teachers to show up for work would be a creative way to improve the congruency in a classroom. Kids do well with rituals. Kids do well knowing who is teaching them. The union may put teachers in a box but as a district can you not think of creative ways to keep your teachers in a classroom. Also, maybe the district needs to re-think the top down, approach and focus on a bottom up approach. I've heard recently that 3 new high paying heavy top load positions have been created that aren't necessarily supporting our teachers nor our students. Get the teachers more help and more support in the classrooms! We need to focus more on the kids learning needs...support the teachers at the classroom level - not at the admin level. The teachers will be happier and more likely to show up for work if they are getting support in the classroom. The district could likely hire 6-10 classroom support workers to alleviate teachers stress for the price they are paying these high end administrators. As a parent, I don't see these high end admin positions helping our students, in fact I feel that you are taking resources directly from our kids. There better be a report to parents holding these people accountable for their positions and the value these position are bringing because in talking with admin staff, the value is not there and its time to answer to the kids and the parents and the teachers that have been robbed resources due to these positions. It's not working. The district needs to put the resources back in the classroom.
- Continue to listen to and implement suggestions from parents. This survey is a great example, so it would be wonderful to see some of the suggestions implemented.
- Training in dealing with deeply feeling kids (see Dr.Becky from Good Inside)
- Fundraising, sell toilet paper or grocery gift cards instead of overpriced chocolate
- Focus on the basics of learning



- After school programs are important and there aren't many options. Art programs and presentations that exhibit the kids work, like exhibitions, theatre.
- Be more community involved. There are great resources in our community and definitely beneficial for students to explore.
- Create a district wide policy on eliminating or seriously limiting homework
- Offer more field trips outside of school. Bring back better Art programs to the district.
- More funding for educational entertainment to come your schools
- spend less on administrative salaries and put more people in the classrooms (EAs, support teachers, more teachers)
- Enforce requiring attendance for CORE. Close campus at lunch to those under 18. More instruction, less homeroom and CORE. Kids are not getting much of an education just more time on their cell.
- Artist in residency programs where local artists/groups partner with schools. Residency programs could be every day for a week or be spread out and then culminate in a celebration of learning. Examples would be an art show, dance performance, art project. Vendors are asked for applications and school boards vets appropriate options.
- I would like to see more technology use by the students. Computers are a part of the everyday world now and kids should be using them from a young age.. I'd also love to see more cultural activities that introduce our children to other cultures, not just Canadian and Indigenous cultures.
- More field trips and activities that can involve the families and other community members in learning. There is not enough sense of community around and within our schools.
- Get back to and master the basics, until then cut the fluff.
- language clubs to help learn at a young age
- Field trip! Get the kids out in the community. Even have them volunteer in the community.
- More hands on experiences at the Jr and Sr high school levels. Get these kids off site and into action with important ideas and projects in their communities.
- I think being more inclusive
- increasing outdoor education and supporting teachers to do more place based learning. - supporting second language learning throughout the district
- Appreciating local arts, theaters, plays
- Have more class, lesson, groups designed to teach emotional intelligence
- Improve HR polices to be a better employer and retain staff. Build stronger more trustworthy relationships between all levels within the schoolboard. Not everything needs to be creative, some things are 'back to basics'. Listen to teachers and those in the classroom for what works best, they are the experts.
- ECE/EA in every Kindergarten classroom (why does the ratio change so much from age 4 daycare/preschool to kindergarten?) there should be more adults helping, more EA support for classrooms/teachers/students
- Introducing multi-culture and other language such as Mandarin or First Nation Language in the school system
- More attention to improve students that need improvement or have lower grades during the year
- I know you are limited to what curriculum has to be taught in many ways. I think the biggest way to improve our school would be to have less tests based on memorization and repetition. More testing on effort and understanding or the ability to figure out how to find the solution to the problem. In real life we don't need to memorize everything we do to succeed. I think more emphasis should be on teaching kids real life skills, like how to do your taxes. I think school does a good job of taking young minds and institutionalizing them to think a certain way and it sadly takes away some of their incredible imaginations. So with that being said, I think having less hard structure to the day(to a degree) and less tests that are rewarding the kids who either older by almost a year in the same grade, or have a better memory, or just spend more time worrying about the test have an advantage in the current system but not necessarily in real life or the world they will end up spending the majority of their life in.



- Offer other academic challenges for grade 6 students so we don't have them all go to the French program. (Or get rid of the French program until grade 8) Please look and fix the dripping roof at the WES school. It is terrible and doesn't give students or families a good impression of the district taking care of the schools also it is incredibly dangerous when the melting snow freezes overnight and creates a skating rink! So many kids have fallen and hit their heads. Also the staff shortages are crazy! The fact that there isn't a replacement for the grade 6/7 teacher at WES yet is scary. Is there anyway to go back to the drawing board on how to attract new teachers to the valley? Maybe offering a monthly bonus for the housing cost increase, hire more full time substitutes at each school, start targeting retired adults for the EA positions.
- More funding or better allocation of funds need to be provide to ensure more support staff as mental health needs and struggling learners need more attention
- More creative STEM programs
- Hire more teachers! less upper management.
- It would be nice to see a connection to our aging population by our younger generation. Perhaps have a tech day where the kids could teach the elderly how to use their devices or help them on them their devices if they are stuck or needing guidance. It would enhance empathy and respect. Elderly people are also lonely at times which having young life around them is good for their mental health. Keep our community connected to each other. Kindness and caring.
- Communication... many parents do not feel consulted, engaged with and out of touch as to what is going on in classrooms post COVID. Understand that some of us have oldest or only kids that started kindergarten in Sep 2020 don't have a frame of reference of what school was pre COVID.
- Put up posters for anti-bullying. it's horrible in our school.
- Hire better qualified staff
- Make outdoor, community & environmental learning and field trips more accessible. That includes minimizing the barriers to teachers planning field trips (e.g. smaller field trip application forms). Open the climbing gym at JA Laird to the public so there can be more public engagement with the school. Include time for collaboration between teachers of different schools (e.g. JA Laird and DTSS) so that teachers can plan activities together to connect younger students with the school, students & teachers they will be attending, which will offer peer learning & leadership opportunities, minimize the "unknown" factor in terms of kids moving to another school, and create more cohesion between teachers.
- Have outside artists bring in their work and teach students in various fashion.
- Allowing more field trip activities, engage with older adult community.
- Access to counselling services. Very limited given needs of children.
- More experience outside of school, more field trips (love that kids get to experience snowboarding at the hill, XC ski, skating on the lake, swimming class, golf, interpretive walks in the woods about different subjects,...)
- Giving kids more opportunities to learn outside of the school environment. Some children do not do well being inside the classroom and need more learning by living opportunities like the student gardener program. Spending more time with the elderly, comes to mind.
- Figure out solutions for our anxious kiddos, find more ways to include them in activities that aren't overwhelming, themed, super loud, and yet not singling them out as anxious or weird. Possibly finding ways for them to take leadership roles to gain courage and confidence.
- Remembering what has been powerful in the PAST and doing what we can to continue supporting these needs for our children. #1 Music.
- I think bringing back letter grades, or percentages, is a better way to give our students feedback on their learning. My kids often wonder how much more they would need to do in order to get into the next level. Without a percentage, or more levels (only four in the current model), they are very unclear how close they are to improving.



- Less management and more teachers in the school. This district is extremely top heavy, and it is seen every day at the school level. The superintendent and assistant seem to be out of touch and have honestly no idea what is going on. The number of absent students especially at the high school level is crazy and the school board is doing nothing about it.
- Stop harming our children with woke propaganda such as SOGI123. It needs to stop. Those who have fallen into this mental illness trap need to get independent psychological help from professionals and not woke teachers and school counselors.
- Free or economical hot lunch program every day of the week; permanent environmental educator for every school; a school counsellor and/or social worker for EVERY school.
- music both taught and played - many students do not get exposed to even listening to music let alone taught to play an instrument.
- Adjust the feel trip policy to accommodate the culture of our mountain community, rather than adhering to an overly cautious, mechanism that may be creating a culture of risk aversion. Develop a music program so our children can appreciate how arts and music can add a robust element to our lives. Reduce Kindergarten hours of attendance to better reflect the real needs of 5 year old children.
- French/language immersion - ability to access the program and earlier start. Opportunities for advanced students to work with higher grades/special programs. Music programs (beyond grade 3 in Invermere). More outdoor education time - investment in spaces for educators to use and feasible ratios for field trips.
- Try and forge a camaraderie between owner-operators of Land-based livelihoods and the school kids.
- Breakfast programs at DTSS
- More alternative option to reduce students experience challenges and for children witnessing and being subject to the frequent behaviour of students who are struggling.
- Bring back full sequential Music Education program to all SD6 schools by the hiring of certified Music Educators.
- More fieldtrips, more outside time, easier forms for teacher to fill out for fieldtrips, better communication.
- I think the risk assessment for field trips could be reevaluated, I feel like because of the current guidelines kids are sometimes missing out on opportunities they may not otherwise get a chance to do outside school (like skiing)
- Promote student travel/language immersion
- Improved technology. Increased support for the arts.
- Allow for field trips and activities outside of the classroom for students, especially those under Grade 4. Reduce split classes unless absolutely necessary. Focus on supporting teachers to allow for consistency in teaching, motivated teaching, and quality teaching. Communicating clearly with parents and relevant stakeholders.
- Offer more independent study options in high schools. For example, linked to community greenhouses, farms, professions etc. Not just work experience but linked to learning in classrooms. Provide more learning opportunities around climate change initiatives.
- Focus on indoor air quality, and filtration for preventing illness and reducing the impact of wildfire smoke.
- Keep music in school at all levels. Both my children were fortunate to be involved in the Silver Strings and then band and musical theatre. Music is another language and is as important as math for some students.
- Grade the students-Teach them to read-welcome the ideas of parents instead of asking for input and ignoring them year after year.
- More access to testing our students sooner.
- Improve access to French as a second language education.
- I feel the Principal needs to be out greeting the students and/or outside saying farewell to the children on occasion, being present for parents to see, as well for interaction.
- Outdoor learning and activities in the amazing valley.
- Stop hurting our children they cannot choose their gender.
- Allow students to continue engaging in low risk trips around the community (Kimberley nature park, conservation areas, ski area and community centers). We have heard that SD6 is making it difficult for teachers to continue these trips due to liability reasons. Our children need to engage with the community and learn about the environment surrounding their schools. Visiting local attractions can also help students learn more about the Columbia Valley and build stronger relationships with one another.



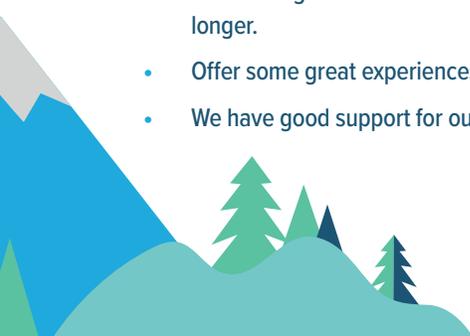
PUBLIC ENGAGEMENT QUESTION 2

What are some examples of key things you appreciate, or think are working well about our schools?

- First Nations teachings
- The flexibility of IEP's
- The survey
- School celebrations or fun events
- Having at least one trusted adult in a school kids can go to and talk when they don't trust other adults
- Foods
- Many IN SCHOOL staff are dedicated to students and go above and beyond for them. For now. Despite not feeling valued or appreciated for doing so.
- YCW's are amazing
- Storm time.
- Outdoor learning experiences to increase appreciation of where we live.
- Field trips, support staff, collaboration
- McKim expos are fantastic. And the music program
- Getting kids into nature. Expos at McKim.
- Things I appreciate are: the teachers and educational assistants who work tirelessly to support students in an underfunded, understaffed, more and more demands environment. I appreciate when the staff and students are supported to take their learning on field studies instead of just the classroom.. I appreciate the work that teachers and educational assistants are doing to support mental health. I appreciate the work that teachers and Educational Assistants are doing to support the work necessary to move towards truth and reconciliation. I appreciate the teachers partnering with community groups and completing projects that benefit the community.
- Group projects and how to work with others. Discovering personal talents and interests. Physical Education and exposure to different sports and healthy habits.
- A focus on enhancing Indigenous Ways of Knowing. Reconciliation.
- Lots of outdoor learning.
- Outdoor learning, early dismissal Fridays, some strong teaching, 2 week March break.
- We have fantastic educators in SD6.
- Teachers working hard to meet the needs of diverse learners, focus on outdoor learning, supporting field trips/ski programs.
- Staff care deeply about their students and are willing to try new ways to engage and support their students. First Nations learning is quite impressive.
- Impressed by the First nations component of our children's curriculum.
- Listening to the school district. An improvement to be made is to also hear out the teaching and support staff.
- Collaborative teaching (my experience in middle school) Good selection of options/electives (my experience in secondary school)
- The teachers care about their students and provide amazing learning opportunities
- Teacher engagement



- Staff are reachable
- The elementary schools in Kimberley are amazing communities.
- Teachers ensuring that learning is experiential, meaningful, and encouraging of creative critical thinking.
- The incredible teachers who put so much into their teaching practice.
- The teachers and other staff that I've met are all very kind and I know they care a lot about my child. They all seem like they are being spread too thin though.
- I think that the staff within the schools, for the most part, genuinely care for the students they are working with.
- Seesaw, when teachers use it. Principal communication via emails, although it is sometimes late, and therefore not relevant.
- The staff that is there work hard to do the best with the resources they have.
- The teachers & EA's go above and beyond. They deserve more support & recognition.
- I think EA support is extremely crucial.
- I have had the pleasure of being in most of the schools in the Windermere zone and I get a community feel from them all. They are all different but all have a positive and welcoming vibe. The support services available for high school students is very good in my opinion. Also the support given to our younger students diagnosed with diabetes is wonderful (I've only seen this as an outsider but I know it doesn't exist everywhere).
- CORE block for senior students and half days on Fridays.
- We believe your current teachers and EA's are great however, they need to know if a mental health, or medical day is needed they have coverage. Currently this is not the case. People need time off in all sectors, not just holidays.
- The teachers are incredibly dedicated and working so hard. The administrators are dedicated and working so hard. McKim has Expo on Fridays. It would be better if it was for the entire day on Friday rather than just 1 hour.
- There is excellent communication from the office at J.A. Laird.
- Highschool shops, foods, arts programs. soup and bun day at Selkirk. Weekly Swimming for students who need this as part of their day in Selkirk Secondary.
- Our principals and in-school administrators are amazing in the Windermere Valley. I believe they are working in the best interests of our children.
- The website is very helpful.
- Caring staff and environment.
- The kids get a great amount of time in gym class and being active. The winter program of skiing and skating is extremely valuable.
- My children go to WES and I enjoy the outdoor learning, the sense of community, the staff/teachers are very welcoming, the school feels warm and inviting, well organized, helpful and caring.
- I appreciate when the school allows the children to take safe, responsible and educated risks to help them grow.
- I love when the kids are exposed to things outside the walls of the classrooms.
- Great teaching staff
- Positive, caring teachers and open fair classrooms. Continued money and supports towards literacy, mathematics, and indigenous studies.
- The teachers support is amazing, but they need more they are getting burnt out.
- I am finding it hard to find many positives in the current education system. I don't think my kids will be in the public system much longer.
- Offer some great experiences like snowshoeing, X country skiing, skating, hiking. Learning about the Indigenous communities.
- We have good support for our PACs. Good community connections



- You have dedicated teachers
- Things working well in the schools are when teachers can collaborate, when they can take their students on field trips, when the students are excited by the community building that they get to be a part of.
- WES is great at communicating with parents
- Good teachers and support staff
- Morale seems to be very low among school staffs. This is NOT good!
- Great employees
- Skating and skiing programs.
- Hot lunches, outdoor education, First Nation learnings.
- The teachers are amazing.
- Environmental discussions and actions
- Friendship recess
- Focus on children and their needs. Great supportive staff. Focus on community.
- APES school is very inclusive and welcoming
- Positive relations between the PAC and school staff (at least at APES)! There is a true sense of community!
- Hot lunch program, outdoor learning, library days.
- 0 bullying tolerance, mental health
- The elementary school my child attends does a fantastic job in teachings of Indigenous content and I appreciate how it is integrated into many subjects and activities. The school is also very good at promoting and supporting literacy.
- I love that our school is k-7, we are a very tight community.
- McKim has split recess time between 4/5 and 6/7
- I love the outdoor programs and the hot lunch. The skating during the winter has been amazing. It's so nice to have a community that's involved with the school.
- Smaller schools, after school daycare.
- The dedication of the home room teachers, despite not having adequate support. Lunch time clubs and activities.
- Our school is always looking for new ways to include all children and it's working.
- I feel between the principal and teachers they are very understanding and empathetic with families and willing to help when they can.
- The integration of outside learning.
- I like that my daughter goes on nature walks with her class.
- Food programs, bussing, sports programs, outdoor learning time, certificate programs; babysitters certificates.
- Ski and swim and skating days.
- having more teachers assistants, doing pep rally, dances.
- I really appreciate the outdoor excursions that the current teachers my children have organize.
- Good communication with parents and fantastic teachers
- There are great electives to choose from. Small class sizes for extra more personal help. The outdoor Academy program is an excellent addition for students.
- Expos (McKim); Intensive French and class cohorts
- Now what is very important is that teachers and children are on the same wavelength) it unites, the children are friendly, kind. Democracy is well developed)



- Small class sizes
- Surveys like this build data so you can have better community feedback. Is there a platform so it can be more ongoing? What about teacher input?
- I appreciate the staff and how hard they work, they are an amazing asset to your school district
- I really like the inclusion of indigenous content in creative places - for example including words/meanings in the daily announcements. I think the administration does a great job preparing for extracurricular events like ski days. I like the free hot lunch program.
- Technology for each student to have access to.
- The grade 6/7 intensive French program has good instruction
- Dedicated staff
- I think the outdoor learning programs have and are a very good way to get children outside and trying new things.
- Communication is good, students and staff are communicating well with each other. Schools are clean and you can see creativity in all they do. Being outside is important and the students talk a lot about being outdoors.
- Communication is good, students and staff are communicating well with each other. Schools are clean and you can see creativity in all they do. Being outside is important and the students talk a lot about being outdoors
- The teaching staff is phenomenal. The schools are very clean.
- The hot meal program has been amazing and would love it to continue, and would be willing to pay for nutritious meals.
- The attention to reading and math seen at the younger grades is very impressive.
- The architecture of EMP
- Selkirk has been an excellent experience for my kids. I like the inclusive and supportive atmosphere fostered by the principal and teachers. I would like to be sure my kids will be prepared for life and the next level of education they will enter beyond high school.
- Weekly word sort and a spelling test every Friday, seesaw
- The teachers know what's what and if they were truly listened to i.e. given the needs in a particular classroom, hiring an additional EA so that all the needs of all the children can be met is critical.
- Lots of communication between the teachers, students and parents. Love that the kids are getting out in the community, sports and traveling to open their eyes to the real world. I love that the kids are not being bombarded with homework giving them time to do extracurricular and reading. It is great to see that the college and the secondary school have some collaboration which opens up extra opportunities to the teens that want more.
- Leadership program at Selkirk is amazing, as it gets kids actually involved in the school culture, Food sustainability and Gardening at school initiatives, getting students outside the indoor classroom to learn. There needs to be more of this. Kids need to move and learn in many different ways.
- Exchange students, kids learning different cultures.
- Love the amount of indigenous learning that's incorporated.
- Edgewater Elementary has done a great job of creating a inclusive school atmosphere and handled keeping the school open during the pandemic as best possible.
- Currently, there is ample physical education time.
- The teachers and EAs are incredible for how spread thin they are.
- Great communication from school teachers and staff.
- I appreciate that despite pathetic and incompetent leadership at the administrative and school board level, good teaching is still happening. But it is clear that without drastic changes to the leadership potential growth will be limited. In particular Selkirk high school is a good example of a school with a competent leader.



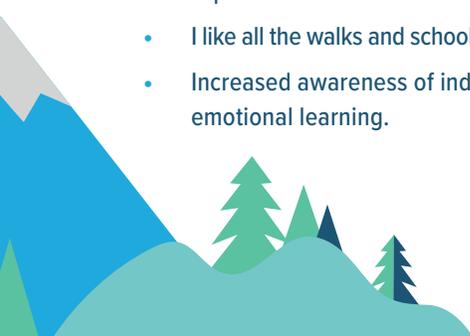
- Healthy Snacks at school and lunch days. Our daughter loves volunteering to help in the mornings.
- Times when the entire school does things together.
- The food on offer at the concession is great. Having the piano in the forum was really nice, it's a shame that it's been taken away. Learning Commons atmosphere and furniture. Students being able to work independently on assignments.
- Abilities to do outdoor learning.
- Teachers are doing a great job.
- Increased tolerance for diversity, food programs, music and french, positive behaviour supports, and PAC.
- We have some excellent teachers and staff, that daily make the effort to connect to our youth and create opportunities for their development.
- Stop pushing all this gender agenda and start expecting curricular achievements.
- McKim Kimberley "expos".
- Hot lunches, snacks, and breakfast clubs which reduce the stigma for children who have food insecurity at home. More meals would be great. I pay for extras when I sign my kids up and I would be happy to pay more frequently, for them and kids who might not otherwise be able to participate.
- Nothing. Look at the kids and compare them to past generations.
- Music and art programs. Available food for all students. Storm time has been a big hit. KYAN connection to the school. Welcome counselling space for quiet lunch hour. Teacher's availability for academic support outside class time. Music trips.
- The CORE Program. Plants in the class room. AB-ED Room. The availability of healthy snacks and tea.
- Offering storm time and exploration classes. Outdoor education opportunities.
- Lunch menu.
- The different grades working together on different projects around the school, ie: lunch buddies, assembly leaders. And the opportunity for outdoor learning and experiences.
- The Core Blocks in the weekly high school schedule are a wonderful idea! The food and nutrition program with hot lunches is great! The selection of optional courses looks great, though some more music programs would be a nice addition! The sculpting class!. We appreciate reading the monthly newsletter on the DTSS website, but posting it during the first week of the month would be helpful. Athletic opportunities for kids look great!
- Intensive French at Windermere Elementary was working well until it was moved to Invermere.
- Small close nit group of teachers and students working together so well is amazing.
- Social support/counselling services.
- I am hard pressed to find much these days. If you look at the numbers that show up in the smoking area, that seems to be well on the school grounds now and apparently in the high-school bathrooms too, this a black eye for the school district. And sets a bad example for younger kids.
- I appreciate the opportunities the school creates for kids who would otherwise not have those opportunities. I grew up in the SD6 district and as an adult I've met other adults that can't swim because of life circumstances and I was shocked. I'm happy to say that because of the school each of the kids that went there learned how to swim because of the opportunity provided by the school. Now I understand that the school district is making it harder for the schools to run these programs for example skiing for the younger grades. Because of a field trip risk assessment the school now has to fill out. This is something that needs to be reassessed so that we don't lose the important opportunities the school provides to all the children in our communities.
- Teachers
- The teachers
- Hockey academy is a good start, teachers supporting teachers



- Seems like inclusion and open attitudes towards identity are making schools feel safer and more real for students just discovering themselves. Basic presence of local Ktunaxa culture is beginning - more to be done (daily use of vocab, pronunciation in LA - Pro-D for language arts teachers for Ktunaxa basics, etc). Lots of great activities for expos at middle schools, STORM time at Selkirk is awesome - engaged students LOVE it and it offers a chance for teachers to shine in areas that they are passionate about.
- Generally welcoming for parents. Not when talking about specific things like problem solving. Still set up to set the tone with the school did no wrong. Only the student does wrong Searching students in the school should not be happening. Especially without parent consent. If you want to search. Then search EVERY student Don't target individuals or groups of students.
- Your teachers are working well in your schools. Your Educational Assistants are working well in your schools. Your teachers are being creative. Your teachers are being problem solvers. Your teachers are innovative.
- My son's teacher invited us to a "share your progress event". This was an open house event when my child could show us specific examples of what they learned, projects they completed, showed practical examples of their work. This type of progress report is far more valuable than the paper reports we are seeing at home. Those paper reports are a huge waste of our teachers resources. Our teachers should be in the class doing what they do best- teaching. Not writing boxed comments to appease the school board. Parents do not appreciate these report cards. I would much rather do the open house concept then get a one pager with a letter grade or a word beside a subject. Please do not have my child's teacher waste their valuable time on comment filled report cards. Talking to the teacher for 5 min during an open house was far more valuable than that report card which likely took her hours to write.
- Access to outdoor learning and varying forms of education outside of the classroom. Field trips, panorama ski days, x-country lessons, swimming lessons, career presentations and career-based field trips have all been amazing this year!
- Extra curricular like school swims and school skates, school counsellors, SLP.
- activities and outside time.
- The programs that are organized and support the kids, like the hot lunches, the field trips, the kindness of the teachers and the staff.
- Efforts to involve parents, stressing the importance of self worth of each student.
- After school care is greatly appreciated!!
- Many teachers are open to alternative assessment strategies. Testing is not a very accurate way to assess learning. Most kids I have talked to say that knowing there will be a test changes the way they engage with the material. Curiosity gets replaced with the need to memorize.
- Inclusivity in the schools is top notch. Appreciative of our small schools where principals, teachers and EA's liaison with the students in a positive manner.
- I've heard mixed feelings about the CORE block in DTSS. My kids are big fans of CORE block and do use their time wisely to study, meet with teachers, finish projects, etc. It would be a shame to lose this block if some students aren't using the time well. Others do use it to their benefit.
- The breakfast program. Sports teams. Clubs.
- reintroducing school wide events after COVID.
- Support staff and admin.
- Outdoor education—.
- I love that the kids have PE every day. I love that the teachers are so passionate and dedicated.
- CORE - having time at the high school for students to do homework, connect with project partners and get extra help has been crucial in my children's success.
- A focus on First Nations education and teachings. Emphasis on inclusivity. Spending time learning outside!
- The staff at Marysville Elementary and McKim where my children go have been consistent and committed. Both schools have felt very stable and it has been enjoyable to have increased contact with the teachers and principals as covid restrictions have eased.



- At EES outdoor space and time.
- Lots of outdoor time and field trips around town
- Focus on reading
- General day to day routines. Office staff always happy to help and clarify. Counseling staff at Selkirk and the support team is good.
- My classes are going well
- Great to see kids and classes outdoors learning curriculum in natural environments.
- Trips outside school.
- Small classes, daily planner, seesaw. Good communication.
- We have wonderful people in our school system who care deeply about the children.
- My kids have lots of opportunities through school (WES)-- skiing, performances, field trips, outdoor learning, variety show!
- Safe school.
- Supports for extra curriculum activities.
- I think Windermere Valley is doing an excellent job taking the kids on tons of fields trips to different work places big or small. I think exposing them in that way to learn about what other people do is so awesome! It also gets them out in the real world exploring outside of the classroom setting.
- The primary literacy program in the WES school is amazing! The fact that you sent out this survey is wonderful. The hot lunches are amazing for the kids.
- I feel at the classroom level teachers and support staff are dedicated and often go above and beyond. However, the demands on them are much too high.
- Intensive French program in JA LAIRD that progresses through the Highschool.
- Not much. We need more teachers, less upper management.
- That there is food and a cafeteria.
- Hot lunches provided by community. It's a win win! Thank you!
- That more care is taken of our children and that we try to see all kids succeed.
- There are some passionate teachers who work hard to make positive learning experiences for their students.
- I appreciate the celebration of individual goals based on their abilities.
- Teachers giving individual attention to the kids, outdoor learning.
- Dedicated teachers.
- Love that kids get to experience snowboarding at the hill, XC ski, skating on the lake, swimming class, walks and more. Love the Afterschool activities like the climbing gym.
- I like how children of all abilities are learning together and that my kids are exposed to children with various challenges. I think it creates more compassion in my kids.
- I appreciate the understanding for students who have social issues and the kindness and patience shown.
- The sense of community that is embraced within our schools- including programs such as the K-ECE collaboration that is helping to build bridges between early care and the transition into school. This includes benefits for centres, schools, children and families.
- I really appreciate the meet the teacher evenings, and the opportunity to get the teachers perspective on our children's learning experience.
- I like all the walks and school field trips.
- Increased awareness of indigenous cultures and integration into the school community; more emphasis on social and emotional learning.



- Good quality of teachers and staff - caring people.
- Communication between teachers and parents.
- Teacher driven initiatives (SO grateful to my child's teacher for going above and beyond in her classroom). Access to reading/library at EMP. Two teachers in the classroom - both teachers bring unique strengths to the classroom and the kids benefit from that. Daughter loves the outdoor aspect her teacher brings, and loves the art that her teacher brings into the classroom.
- The way staff connect with students.
- Inclusivity and working on indigenous/racial equity and education. Very happy with the social justice work that is being done.
- Staff who care about kids and are warm, friendly and approachable to families.
- I think that generally the district has been keeping up with new methodologies and the training of teachers in these advancements especially in core subjects (Language Arts, Mathematics, Social Studies and Science) but not in the Arts, especially Music Education where most students in the district do not have the opportunity to undergo.
- Most communication at the teacher level has been great.
- I like half day Fridays and core to allow kids to do sports and dance and still maintain their marks.
- Programs that help support students, like breakfast programs.
- Some teachers and circumstances are exceptional and help to make up for weaknesses in other places. Sporting supports appears to be well supported. Supports for underprivileged children, food programs, and mental health support programs are fantastic.
- Outdoor learning in our elementary schools!
- That schools are being more inclusive. Promoting kindness in the classrooms.
- Schools are open regularly.
- The schools are offering more opportunities for students to learn and engage in their ways instead of only one way of learning. I appreciate how students are responsible for their actions and finding solutions instead of being sent home. Sending a student home is now on severe notes not just for disruption.
- Report card comments from teachers help us learn about our child. The school works hard to engage students with a variety of physical activities. There seems to be a wide range of technologies available to teachers to deliver the curriculum.



PUBLIC ENGAGEMENT QUESTION 3

What are some examples of things you think our students should be able to experience or accomplish to enhance their learning, that they currently do not have access to?

- Tech
- Better laptops
- I wish I was able to watch more basketball games in the gym
- Safety. A lot of our kids do not feel safe at school. The staff is too busy and stretched thin. Our kids deserve a district where staff is happy to come to work, where they know they will always find an adult available for them.
- talk more about climate change and how to help with it adding it more in curriculum
- Having more outside time so the kids can breath.
- Music programs; experienced, knowledgeable AND qualified professional staff (rather than simply qualified on paper); adequate mental health/wellness support; interventions implemented with fidelity; student-centered, holistic perspective starting at the top (administration).
- Computer :)
- Art class more frequently
- Hockey academy
- Freedom from school
- Quality Music/Drama programs at all grade levels.
- Learning from elders, more counselling, more classroom support for all students, smaller classes.
- More ski days, intramural time to be more often, more field trips around the community there's lots to see and learn in Kimberley and area, learning services to be more involved, more one on one support.
- More French
- They should experience a report card that provides a grade. This is tangible and provides guidance as to where they are at. This theory that everyone is equal is not correct. We are not all equal or we would all be rocket scientists.
- Mental health and coping strategies. Need to focus on balance (physical, emotional, spiritual, mental) and mindfulness. Computers and safe ways to use them. Give teachers more respect and ability to discipline disruptive kids and do their jobs. Bring back consequences for actions and stand by it.
- Some examples of things that I think the students should be able to experience or accomplish to enhance their learning are: a non-industrialized model to work within, they should be able to experience a legal environment (VAPING in the bathrooms at the high school! Do something about this administration!!!) They should be able to experience hands on learning. They should be able to experience environments that foster their curiosity and thirst for knowledge, not an environment that is catering to the child who can't read or write or focus or be respectful....how about we solve problems instead of passing students who do not have the skills necessary to proceed to another grade. This negatively affects ALL students in the class. To enhance their learning, the students should have access to an administrative team that is caring and engaged. The students should be able to experience classes that are full and rich, not classes where they work for ten or fifteen minutes and then go on their phones and hang out for the rest of the time. Younger children should have the opportunity to experience play everyday. Their learning could be enhanced again by having appropriate supports in place through staffing.
- Self sustainability like growing and cooking foods.



- Growing a garden and learning how to cook, bake, preserve.
- More time for eating. Increase connection to food in meaningful and skill building ways. Ski days for kids grade 3 and under. Field trips outside of town, without requiring months of advance planning.
- Specialist PE teaching in elementary, more hands on opportunities in secondary such as automotive small engines, a music program, maker spaces in elementary, therapy animals to support anxiety, wellness spaces for accessing counselling services and mental health support.
- Additional opportunities for career/business education. Students want to learn about money.
- More enrichment opportunities for students, more support staff to support social-emotional/friendship building at the schools, classrooms that have suitable and updated equipment/functionality.
- A greater number of field trips to allow students to broaden their scope of place and space beyond our mountain ranges. Also, through sporting and artistic competitions or challenges that allow them to compete (through school) with a larger scope of students. The East Kootenay regionals of various activities.
- More fieldtrips. There is such a wide difference from one classroom to another. Overall, it would be great to see classes getting outside more often - connecting with the land that surrounds us.
- More access to skiing and these wonderful outdoor experiences that are so close to home. This includes some school funding for ski teams. Schools should be focusing on community engagement with indigenous peoples and hosting events that are educational for the whole community and students such as a pow wow or feast.
- More physical education opportunities. In secondary school there is little time for outdoor and movement, despite the fact that many things could be taken outdoors all year round in our community, just to get the kids out of the classroom. My Grade 11 who does not have room in his academic schedule for phys ed never goes outside!
- Students need more school based supports. The district needs to increase the number of EA's in schools so that all children are able to get the support they deserve when they are at school. The district needs to stop reducing the funding being provided to each school. Where is the money going?
- How is the District and Board of Trustees going to show the students, caregivers, staff, and community that they care about the best interest of the children attending our schools and stop creating and adding to the Hierarchy that's been created over the last 3 years? This district is full of small communities and students with complex needs - we need this to be recognized and have our school district run like we are a huge city centre.
- More emphasis on the extracurricular activities (music, intramural and team sports, library programs, clubs). Encouraging more social interactions is imperative especially after the distancing from the past few years. Kids need more opportunities to bond over similar interests and activities and there should be funding set aside to make those programs accessible, inclusive and properly run and managed
- Language classes other than French
- Access to shops, computers, fitness equipment after school hours
- Academic excellence, poetry and art and writing competitions, classrooms that are free of extremely disruptive and rude and violent learners.
- More support for outdoor, environmental and place-based learning.
- Having teachers who feel supported, valued and empowered.
- Students should be able to experience feeling safe at school. My child should feel supported in the classroom. My child, who has an IEP and a designation should have access to the support he deserves. Again I ask... why were supports removed from the schools? I've heard of positions being added at the big district office, but I do not see how this benefits my child? How is removing in person support to create a position for someone who will never meet my child helping him??
- Students should have access to more funding. Once again, budgets have been cut to schools across the district to pay the wages of the "Vice Principals" at the district level. If this was a district that truly cared about the students, they would not continue to take from the schools. There are a number of programs that our schools has not been able go run because of budget cuts - programs that were beneficial for both staff and students wellness, creation of community, and morale. As a staff member, I do not feel safe naming the programs for fear of getting in trouble for voicing my views and experiences.



- More outdoor exploration and field trips. This is very limited.
- Music program
- I believe a music program is an important part that is missing in most schools right now.
- Stop taking away the sports, outdoor activities and field trips that the younger children did have. There is absolutely no reason that the EMP students were not permitted to ski this winter.
- Phone free activities and education on how to be entertain yourself without a cell phone.
- Reinstating the Band program at DTSS, it was such an integral part of the school community and it's a shame it isn't running currently. Also, skiing for the younger students in the area. We have access to 2 wonderful ski hills and taking advantage of these for all ages would be wonderful.
- The new field trip rules are ridiculous and unfair. We live rural of course everywhere takes more than 20 mins to get to and taking the bus in the winter doesn't increase risk either. The kids already take the bus everyday in the winter already. Children are missing out on vital opportunities for learning downhill skiing, cross country, swimming, skating etc. new policy is atrocious and is taking away opportunity from kids. Very disappointed in the districts decision especially without informing parents/teachers. We sign waivers for our children to participate for a reason.
- Music program, more art programs, exchange opportunities, more access to better technology.
- As said above enough teachers and EA's -are these teachers and EA' s receiving enough support from the district, for time needed off, mental well being???? Improvement starts from the top, a well supported teacher, EA them needs to come from the district, don't think that's currently in place.
- They currently do not have access to enough outdoor/creative /place based learning opportunities. They also do not have enough access to counsellors and healthy food. Children should have, and this includes middle and high school, more access to creative free play where they have more choice and freedom to feed their passions. They do not have enough access to learning outside, connecting with the land, and their place. Look at the studies around children and being outside. It improves/cares for their overall wellbeing, primarily mental and emotional. All subjects can be taught outside. Outside is simply a different environment to inside. 20+ children crammed into a classroom all day is not healthy. It is loud, chaotic, and stressful. When children are learning outside, they are meeting all of the First People's Principles of learning and are healthier and happier overall.
- Automotive class
- Critical thinking, freedom of opinion and speech, zero government involvement, full parental control over curriculum, full transparency and parental control over teachers.
- A safe learning experience. Children with trauma are allowed the full run of the school, given no boundaries and are causing trauma for the kids who previously didn't have any.
- A classroom without misbehaving children playing on ipads in the cloakroom. Poorly behaved students are granted a large amount of freedom, and they cause disruptions, and it negatively impacts the ability for other students to learn or complete their work. There are very few consequences for disruptive behaviour in class, and they need access to an environment with uninterrupted learning.
- Community bus trips to out-of-town activities. Teaching students to use public transit to go shopping and activities in other communities.
- Music education! Our children are HUNGRY for music & this is the time to teach them those skills. We need to fund & headhunt the right music educators to create NEW, amazing music programs at the elementary and high school levels in the Windermere Valley. Also: ski trips. The decision to change that policy whereby our long-term ski trips can no longer happen was shortsighted and done with minimal/no consultation with families or in-school staff. That policy needs to change, so that we can go back to offering these ski lessons & giving our kids these amazing experiences available because of where we live.
- Our school doesn't have any extra curricular activities, they are all at the Invermere schools.
- music music music from kindergarten to grade 12.
- Children should have music class, it is absolutely imperative to an elementary education to have the arts. The district must implement a music program that allows young people to come Out of their shell in the most positive way.



- Children should have music class, it is absolutely imperative to an elementary education to have the arts. The district must implement a music program that allows young people to come out of their shell in the most positive way.
- Higher academic rigour, more marks being sent home, better idea of the academic expectations for both students and parents, higher expectations for academics. The SEL is done well at their school, but I don't feel that my child is academically challenged to her full potential, nor do I feel informed of academic expectations/growth. I am hearing this from other parents at our school and elsewhere in the district as well. Where are the projects, tests, rubrics and marks? More professional guidance for new teachers needed. Also, the teacher shortages have been a major issue for my child's class. She has had several teachers this year. Higher behaviour expectations for students-- more boundaries and follow-through for students who are not following school codes of conduct.
- I think grade 3 students should be exposed to more outdoor activities like skiing and swimming. Outdoor adventures that are relevant to the area where we live.
- I think kids should be experiencing more outdoor learning. I would like to see the students taught how to experience nature safely. Skating, skiing, hiking, golf, swimming.
- Students should have access to a classroom without rainbow flags, be free of discussion regarding sex and gender nonsense, and focus solely on academic work and socializing.
- Create an easier way for high school students to access tutors (e.g. have a database online that students/parents can access?)
- Swimming! The ski days need to be spread out like last year. Doing it all in one week was too much for the kids.
- MORE experiences outdoors in natural environments. If we continue to require a very high number of volunteer parents, teachers and students will miss out on amazing opportunities. Could we set aside a small amount of money to pay the occasional EA or TOC to join outdoor adventures if a teacher has tried unsuccessfully to obtain enough parent volunteers for a given adventure?
- Bring back, risk play, ski trips, swimming all things that were taken away with out being addressed by those that matter most.
- Play a musical instrument, sing in a choir, small group or solo, play in a band, perform on stage, learn music theory.
- There is a disproportionate amount of First Nations course content. The content is good, just way too much of it. Provide more balanced approach.
- Some teachers are great at incorporating outdoor learning and environmental education. Some do none. It would be great if no matter what class a student was in, they would have the same opportunities to learn in and from nature. Also, kids need music!! Formal music programs are so important in these formative years. And equitable access to music is something every child should have.
- More tech!!(iPads/laptops). The students need way more opportunities to work with tech. Also, many students would benefit from tech as support.
- Music
- Students should experience a classroom that is not hijacked by terrible disruptive behaviours. Administration needs to quit making every excuse possible and every accommodation possible for one kid. What about the teacher? What about all the other students in the room? Administration needs to seriously look at the damage they are doing by bending over backwards to make the parents of the one student and the one student happy and start to think about ALL of the others involved. Students should have WAY MORE technology that works available to them. Students should be able to go on way more field trips. Students should not have to put up with being in a classroom with a student who is constantly derailing the learning of everyone else in the room.
- Music and Art as well as French curriculum are not prioritized.
- Option to learn more languages, outdoor classroom for all ages to utilize frequently
- Strong programs taught by specialist teachers. Make this district a more welcoming place to attract and retain good teachers.
- We live in the mountains and have access to several lakes. Primary students should be able to participate in swimming and water activities. They should be able to learn how to ski.
- More field trips!!! They need to learn more about our community. They can walk to so many places that they can learn about real life! Music! No music teacher? That is absolutely terrible. Our children need music class!!!!



- More outdoor learning, more sports (off site like Nordic, downhill, snowshoeing, swimming, ALL the sports!) more cultural awareness.
- Laptops that're given out overnight.
- Tutors
- Fine Arts and Music programs
- More outdoor nature learning. Integrated arts based learning.
- French instruction. Big emphasis should be put on staffing French positions in the earlier years. It was disappointing to see this little amount of instruction disappear in the last few years and not be replaced.
- Early French Immersion starting in Kindergarten.
- Spelling and penmanship classes! Old school but still essential skills!
- More about social-emotional skills, access to 1-on-1 conversations with adults. FULLY Supervised lunch time so an adult reminds them to eat and not be distracted and play.
- life skills - hand work, cooking, music, taxes, how to change a tire etc.
- The schools are losing teachers who specialize in certain areas. Music, business courses, science, math.
- Understanding that our communities are rural and remote (that is, far from urban centres) I accept that there are many activities that are limited or unavailable to our students. While our elementary school is good at providing extra sporting opportunities in the more traditional sports (basketball, soccer, volleyball) there is little beyond this. Access to other activities and learning opportunities would be much appreciated. Examples include art, music, science and other STEM subjects. In addition, the district needs to seriously re-evaluate it's current risk assessment process for field trips. The current policy greatly reduces opportunities for students to partake in some of the activities that we have in abundance in our district. The most obvious example of this policy preventing children access to experiences and learning is the inability, under current guidelines, for the younger students to participate in skiing lessons. Offering skiing at a young age was one of the best attributes of this district. It not only played into the geographic and community strengths but provided some children the opportunity to learn to ski that they may otherwise be unattainable to them for financial or other reasons. This conservative approach to risk may impact students in other ways beyond skiing.
- French immersion.
- Music
- Intensive French and music. I currently pay for and drive my two children to another community to learn music, its unnecessary.
- Unsure. The schools are very good.
- Mechanics, hunting, fishing, gardening life skills.
- French immersion earlier on.
- More books in the library is always good. More of an outdoor space to learn for the Edgewater school.
- More opportunities to use on our ski hill learn new skills, Field trips to surrounding areas fish hatchery etc.
- Community service! Participating in impacting the community in meaningful ways. Multi-generational learning.
- Increase # of guest speakers focusing on diversity would be excellent. Some children can't to all outside activities and they are also underrepresented in the guest speakers who visit the school. It would be great to have guests with ranges of abilities just like what is reflected in the student population.
- Once the kids are in high school, they should be able to graduate with 1 or 2 years into a trade of their choice.
- More trade base learning less NDP propaganda curriculum.
- So far my daughter has not had any field trips. I have been very disappointed no not have any parent involvement. My friend in Rossland does all kind of fun activities with her child's class. This was something I was looking forward to, but my daughter's teacher lacks in putting any effort in like that. Having parent involvement helps create a community and so far I feel my daughter's class lacks community involvement.



- Working more hands on, less desk time. Older children learning more about physical gym equipment and nutrition.
- More focus on real life skills.
- Offer more diverse programs such as French immersion, first schools and IB programs as well as encourage exchange programs. Especially Kimberley. Also access to education assistance for small group help. Right now the EAs spend all their time with one or two high needs students while other kids in class get completely ignored.
- Do 3-5 day practicums in some business, drivers education.
- Really wish that a band program would return to the high school!
- Art, music and French classes.
- More field trip, year long sports programs, higher level academic courses for more advanced students.
- Computer skills: typing, saving, file management. I was shocked that my daughter in Gr 6 had never been taught typing and didn't know hand positioning.
- My child loves to draw, make different crafts from natural materials (knitting, sewing), is used to playing the guitar. Now there is no way to continue because this feature is not available in school...
- Support for vulnerable children when they turn 18. When they are children, their families have opportunities to receive support. But it's obvious that those children will need support as they transition to adulthood- but it's not there.
- Place based learning that directly relates to our community tourism should be better encouraged and supported. Adding more rules around health and safety is not encouraging of these place based education and opportunities. Tourism is one of the main industries so our kids should have opportunities like ski days, hiking etc. to continue to develop these skills. Perhaps in services for more training for wilderness first aid should be offered to staff.
- Music, arts, real world experiences, outdoor education, money education, university preparation, access to trades and learning about them prior to Graduation.
- In our previous district, the parent council was very focused on fundraising and in Alberta, we were able to run casinos every 18 months, which are a huge moneymaker. With all the fundraising, the council purchased a lot of technology for the classrooms - the use of Chromebooks and iPads was very common. Homework seemed easier from a parental perspective as much of it was on google classroom. I felt my kids were getting a good grasp on using relevant applications like google sheets, slides, word-equivalent - they were getting a lot more computer literacy.
- Failure, consequences for their behaviors and choices.
- I think peer learning groups of multiple ages would be useful in the lower level schools.
- More support...consistent teachers in the classroom.
- For our children to be able to experience and learn how to garden (and all the aspects from growing to table to selling). Also learning what it means to have the skills to be self-sufficient. I believe having students get creative with food, and how to put meals together experiment and have fun with it.
- More trips, activities that require bussing are expensive, but those trips are important too. More opportunities to bring learning outside.
- Ski / snowboarding trips. More access to mental health education in all grade levels.
- Theatre/drama studies, emotional skills building.
- More life skills like gardening, sports, field trips to experience the East Kootenay wildlife and encourage joint physical and academic learning opportunities.
- Woodworking at the elementary age.
- I think core competencies are a great idea in theory but VERY poorly implemented. My kids hate doing core competency work. I think the values they instill could be presented in a more engaging way, building those core life skills to be more useable in their future lives. 2. Support to enter the regional Science Fair would really benefit any kids interested in science and technology and foster good humans to enter society, also helpful to get jobs with this experience which is lacking at Selkirk.



- Eileen Madson primary school did not have a skiing or swimming field trip for the grade 3s this year. I am very disappointed that they did not happen. These field trips used to be a great way for kids to have these fun experiences that maybe weren't able to in their home lives due to finances or time constraints.
- Skiing in grade 2, no TV at lunch time.
- Homework, please. Even just 1 sheet per week. With some key points from the in school lessons. It would help to have accurate discussions about the specific topics and current methods.
- Regular outdoor education school activities, arts experiences, student exchanges, more variety of student sports that don't get tried because we're apparently too small, leadership development opportunities, participation in parliamentary/municipal activities of some fashion, volunteering time to non-profit local organizations to build community and belonging, etc.
- Keep working with the community (Town of Golden, College of the Rockies, businesses) to enhance learning. Music program - lots of children have extra curricular music lessons, it would be great to have a class to enhance what they have and are learning. Time to work on pieces in progress, learn new pieces, work in groups, practice for exams and recitals.
- More opportunities for team building, communication skills, conflict resolution workshops, More place based learning. Get more community members engaged in sharing their amazing stories and knowledge. Making more connections to land based knowledge, climate change / adaptation awareness , more opportunity to learn about self care and health. Bring in professionals that can do this in an age appropriate, healthy and inspiring way. They should also have done certification in basic life skills that they can go out into the workforce and already have experience avalanche and mountain safety, basic first aid, food safe.
- Free school sports, everything costs money, some kids miss out.
- Education on sustainable practices, growing food, etc.
- I think it's great the kids are being taught indigenous culture and history. However, I find when events and activities are presented at school non-indigenous kids are excluded. They are expected to just watch and understand the culture. I believe in order to foster a better relationship, we need to understand the culture. There is no better way then to experience it firsthand. We have a chance in our future generations to do this.
- Robotics labs, coding, more options like wood working, theatre, drama, art. I would like to see more technology utilized in the classrooms.
- Ski program, more outdoor learning, less screen time over lunches.
- More music and arts education.
- They should be able to experience high quality literacy education. The standards for literacy are so low that illiteracy is somehow acceptable. Teach our kids to read!
- I would suggest physical activity every day. Learning an instrument would be nice as part of Band class.
- Community building days or activities.
- Class discipline expectations. They need to learn community behavior standards as this is a life skill. Greater access to electives in French Immersion. Math taught in French instead of English.
- Music, more outdoor learning, hands on experience.
- Not enough technology available in schools. There should be a tablet or laptop (at high school) available for all students. We are in 2023, not 2003.
- Timely, regular access to specialists such as mental health professionals, psychologists, and occupational therapists, Art, and field trips (currently limited by risk assessment that requires very high number of parent volunteers 4-5/class).
- Critical Thinking! And culturally, we need spaces where teachers and staff are respected and valued, encouraged and listened to. There has most definitely been a sudden decrease in these aspects of the school environment over the past several years. Our teachers do not feel heard, valued or respected. Our administrators are stressed, and there are more and more obstacles to offering opportunities to our youth for reasons of liability, while you freely offered our schools as location to offer experimental vaccines to youth without need for parent consent. These do not add up, unless seen from a CYA point of view.

- Consequences for their actions. Our school systems are becoming ridiculously locks and are not holding our children accountable to anything anymore.
- More French / French immersion and Spanish. More school sports for grades 4-5.
- The middle school, JA Laird has no music program.
- Wilderness. Life skills. Hard work. Financial training and preparation.
- Access to Duke of Edinburgh program in high school. More environmental education. More education on gender rights. More international exchange programs. Increased awareness of high school learning opportunities abroad, ie summer French program. Increased awareness of youth volunteer programs in Canada and abroad. Credits for volunteerism.
- Access to a space that is quiet and screen free. Yoga/meditation space or classes.
- Other languages like more French spaces or Spanish classes. More longer field trips including overnight camps etc. Philosophy classes. Work experience opportunities.
- Music, increased languages e.g. Spanish
- Music Programming and extra curricular music such as Silver Strings
- Partnering with community / regional initiatives to learn about arts, culture and environmental programs & organizations that exist. Eg. Organizing and hosting an event for Wings Over the Rockies Nature Festival, Gr. 11 & 12 students attending the Career Fair at the Community Centre, learning about the salmon spawn from Indigenous educators.
- Intensive French in Windermere Elementary. People bought houses in Windermere because of this program, only to have to bus their kids to Laird when the school district told the school board to move the program.
- The option to say the Lords Prayer oh Canada. Every morning option for students with a religious connection to learn and support each other.
- After school programs
- More access to higher level exercise programs, but also kids should be taught from a younger age about meditation, breath work and a heart centered approach to others. But, also excellence in core subjects and sports. Exercise and fitness is key to learning. It needs to be put front and center. Not just team sports but also things like ski racing, bike racing, x-crountry running, weight lifting and by extension power lifting and body building. But combine a emphasis on leadership in the school and community. This school district needs to become a leader in competitiveness in sports and academic competitions too.
- In our area we are limited to any cultural events. The kids go to see travelling cultural groups but there is no option for participation. We need a music/drama program in the schools. Maybe by collaborating with all the schools in the district a solution can be found.
- Real life- field trips. Hands on- seeing what they're leaning.
- More field trips.
- review what we are teaching children and update to reflect the 21 century, field trips, once again = anonymous questionnaire.
- more chances at self-designed/choice learning, and more opportunities for outdoor learning, active lifestyle activity days, ski days, school/grade/class outdoor days, and more modeling by teachers/district around being a good ancestor - there should be no such thing as garbage, everything has a re-use potential, and finite resources that have HUGE hidden costs (ei fossil fuels) need to be used more responsibly.
- Planning for future. Career planning should be learnt early. As well as all through. Identifying individual reading preferences and encouraging student to read what they can relate to. Muscle card are an interest, read about muscle cars. Or monkeys, same thing.
- Students should have the opportunity to attend a school that is safe and supported by admin. Students should be able to take their learning off the school grounds with ease. Students should be able to have access to working technology. Students should have teachers who have professional development in all areas that they are asked to teach - mental health, truth and reconciliation, indigenous languages, etc.



- As a parent I am unaware of what resources the “students” have access to. But I can tell you that by grade 8 (30+ years ago) I was typing 40 words a minute and my similar aged child is finger typing, there is no other language choices in this district other than French and even those kids in that French program aren’t getting the full curriculum they were promised as their teacher is MIA for the 2nd year in a row, do the students learn webdesign, basic computer language, video and music editing and other basic skills that will help them in real life beyond high school? Do they learn about banking, mortgages, insurance, budgeting, loans and other very important ingredients of real life? Do they learn about goals and fulfillment and how to be happy? Do they learn that social media isn’t real life? The importance of extra curricular activities and real life social interactions. Do they learn about discipline and taking responsibility for their own actions. So many parents these days are swooping in to save the day... I worry we are letting these students out into the world to fend for themselves for the first time ever. Maybe they need to learn more real life applications in school. Again, I do not know the full realm of possibilities in the school system but these are a few things that I see young adults are lacking.
- I would love to see more access to outreach programs from places like the Aquarium, or Science Centre or other centres the bigger cities have easier access to.
- Nutrition
- A more extensive French class for all students.
- More outside education, due to the nature of the town, more learning on basic safety outside lessons, hands on wilderness education.
- Exploring the world outside Kimberley and explore various job opportunities.
- The grade 1 skating field trips was a great example of learning outside of school. I would love to see more activities like this as we are a very active community.
- More class discussions and group projects More Art Based field trips (plays, ballets, concerts, etc). More opportunities offers to students for outside educational groups and programs in the STEM field, iRobotics, etc.
- Financial courses, information about credit, loans, etc.
- More access to job related work. Such as shadowing in hospitals, mechanics etc.
- More support in the classrooms so teachers can focus on teaching.
- Early Grades k-3: training for teachers regarding the “science of teaching reading”
- I wish my children had more access to counselors. The counselors in the system seem to be overloaded.
- Library books or other resources over holidays.
- Primary students should be able to participate in the ski and snowboard programs.
- Foreign language training more frequently and at a young age.
- Leave the lgbtq propaganda out of the schools. Let them be kids! More outside time. Nature walks. Music class! Every school should have a music teacher.
- Financial math, planning, literacy needs to be worked on big time. Better planning and lessons in cap stone. Applied sciences in the real world more than traditional Chem, phys, bio. Get students off site and in the field to learn... water quality, biodiversity, plant uses, grow food...
- I feel like everyone should get the same opportunities
- French or indigenous language or any second language immersion.
- Volunteering experience at the seniors lodge. Exposing kids to possible future careers to give them an idea what they want to do in the future.
- An extra hand in class or a space in class for children to go when they need a break emotionally.
- Consistent staff. Stable replacements during leaves. I was deeply disappointed that the caring awards at EMP were cancelled along with the skiing.



- Access to AP courses
- Better teaching techniques, more homework (later grades) for practicing skills they are learning.
- I think having more entrepreneur mind set in schools would be a great addition. I would condense and get rid of some of the “filler” we see in school. They don’t need to be there for 8 hours per day to learn what is necessary to be a productive adult. I think mixing classes completely where a grade 12, 9, 4, and 1 are all in the same class working on a project together. It could be a science project that is a competition in the school on what mixed class can bring to the table. Almost like a completely open play atmosphere with a purpose. I think it would do wonders for the young kids to learn from kids different ages and see that they can have a voice among their older peers. It would also shock the older kids how smart and creative the younger kids are. The school as a whole would be more cohesive and intertwined for many reasons. The students would learn about each other in a situation they would never have been in before. Nothing is better for comradery then a friendly competition.
- The schools need more technology experience. WES has been told since September that we are getting new laptops and it is almost April. Plus we don’t have enough iPads for the K-3 to all have their own. They have to share an iPad when they use them at school. Has an adult ever tried sharing an ipad before? I bet it wouldn’t go over the best. It’s almost not worth doing technology work when every student can’t get their own laptop or ipad.
- I feel all children, and especially our children with complex needs need more access to personal support so they are able to join and be successful both in the classroom and during special events
- Music programme. More science options
- School counselling, youth workers, more teachers and support staff.
- grade 8 should be able to get letter grades
- Hunting, fishing, and gathering while learning to respect nature.
- Getting outside the classroom! The new Field Trip Policy is a HUGE step back for our children, especially the younger ones who lost experiences due to COVID.
- more feild trips
- Qualified professional teachers with experience and support for those with “disabilities”.
- More community linked experiences (e.g. job shadowing in high school, or visiting people with different careers in younger grades). Easier outdoor learning experiences. More robust French program at elementary (totally absent) and middle school.
- More STEM based class projects.
- More structured Physical education in elementary, ie working on basic skills like throwing and catching.
- Field trips. These experiences are valuable learning experiences that build positive lifelong memories
- More of what is described in the other 2 questions, could be to visit kicking horse coffee facilities or other places to lean about things.
- I believe that the school is not working hard enough to encourage children to try things that they are afraid of. Allowing kids to choose to not participate in certain activities because they “don’t want to” does not help them to grow as humans.
- I feel that schooling does not currently fit the brick and mortar box style that it was created for 100 years ago. I truly believe we need to learn outside of the box in this fast paced digital world. Students have way to much access at their fingertips and their brains now cannot handle sitting through long lectures. Our world is changing and we need to change with it. We need to recognize that the system is not working the way it used too and more and more kids are not interested in the brick and mortar style learning. Maybe they need a more co-op style day? Study for shorter amounts of in class, the rest hands on with whatever theyre interested in. Students will learn to their style and what they’re interested in. I feel we need to cater more to the interests of students and watch them flourish. I know as an adult when I take courses that interest me I excel. SO if we can incorporate more interest or their style of learning into the core subjects kids may shine more?
- MUSIC! The teachers that bring this to them and the ability to regulate learn grow and heal through music.



- I think our students should be able to experience failure in school. Not showing them percentage, or letter grades isn't preparing them for the working world, where they will experience job loss if they do not put in the effort required to finish projects on time, and to a certain standard. I feel we are doing the students a disservice, by using the current grading system.
- Not allowing HALLOWEEN at Windermere, is so disappointing, the teachers have made this decision without parental input. Honestly it is ridiculous and their reasoning is even more ridiculous. If all the other schools can have Halloween, so can WES.
- Access to a school counsellor more than one day a week. Enough access to resources areas and EA support for neurodivergent kids or kids living with trauma.
- Critical, free thinking. No government propaganda. No harmful vaccine propaganda. No harmful SOGI123 propaganda. Otherwise the public school system will just die because parents will remove their children.
- music program in every school
- More outdoor field trips as a standard rather than determined by teachers comfort levels.
- Language education at a younger age than high school. Music education (it's so valuable for brain development!). Value of field trips and out-of-classroom learning.
- More in-person counsellors!
- I think that significant thought should be put into enriching/challenging high school students to prepare them for university. Perhaps some partnership with UBC, first year university online courses, international baccalaureate classes, or other creative options. Our rural students are disadvantaged by being so removed from the university experience and many students would benefit from this especially students from families who do not know how to prepare their children themselves.
- Musical theatre, Dancing, History of the First Nations here. Natural History of the River lands.
- More place-based outdoor, experiential learning opportunities as a regular and routine part of their schedule.
- Music Education
- Music!!! Ski Lessons, swim lessons (starting in grade 2 or 3)
- We currently don't have access to many programs or classes that some of the bigger cities have. ie- French class/French immersion , drama classes and clubs.
- Language immersion in French, ie trips to Québec.
- The rumour is that Kimberley elementary kids won't be able to ski will be a significant loss as well as a public black eye. I think this needs to be strongly reconsidered if true. Same for field trips for younger kids as this is an excellent way to help facilitate learning for kids who don't get out. The quality of education and depth of learning appears to be lacking significantly when compared to same aged kids in Alberta. I believe we are doing a disservice to our future generation but limiting responsibility, reducing demands for challenging work and pushing kids forward but appropriately within their capacities. The business of "meeting expectations" needs to stop in Middle school and beyond if we want our kids to thrive in the real world.
- Increased access to technology in high school. Please provide consistent access to technology for every student. A chromebook or similar for each student! Teach basic tech skills to every student, not just the ones who choose those electives. Get rid of inequitable BYOD policies and encourage kids to get their phones out of their classrooms!
- Not sure what access currently is, but outdoor time, and lots of opportunity to move.
- We have to keep music programs in the schools. There is so much to learn beyond the 3Rs..
- More advanced technology training. The world is only becoming more entrenched in technology and the students need to learn how to function going forward. Computer coding, graphic design, Blender, computer assembly, circuit board building.
- They need to experience more field trips, exploring outside of their school grounds, engaging in opportunities that they may not be available to them from home eg. skiing, snowshoeing, trips outside of their community.
- We need French immersion in Kimberley.
- Duke of Edinburgh Award.



- Personal safety often kids who experience bullying are shamed. Bullying should never be overlooked. Consistency matters. You can't choose to forget about bad behaviour or poor choices. All children should be held accountable for hurting someone else. Repercussions should be consistent.
- Due to the inclusion model emphasis in BC, students with varying abilities and needs are in all one classroom almost all of the time. Students with learning needs should be supported thoroughly based on their IEPs. Students need to experience success where they are, and the discussion should not be solely based on helping students gain independence. I have heard this as a line of reasoning to explain why students do not have adequate EA support in their own classrooms. How is a student supposed to learn skills to become independent without being explicitly taught these skills? It is near impossible for a classroom teacher to be able to fulfill this set of needs in their class based on all individual IEPs. In addition, how does the district measure if students' needs are being addressed/fulfilled? Is there a consultation with the student, parents, and resource team at the end of every reporting period? I am sure this is very time-consuming and likely not able to happen, however without that type of data it is impossible to know if a strategy set out at the beginning of the year it works all the way through the school year. For those with severe learning and physical needs, I am sure the board is doing the most they can to address their needs by providing one-on-one support. However, for a wide range of students with needs in the lower end of the spectrum, there seems to be a severe lack of resources to help them succeed. Teachers in the classroom are expected to create universal design to meet the needs of 2r-28 students without enough support. From what I have learned, SD6 fulfills their mandate to support learning needs by giving teachers time to collaborate and attend workshops. While these 2 strategies are helpful, there must also be tangible resources and time given to LST to make meaningful progress with all students. Adding more EA support and LTS pullout time is necessary to help students fulfill their learning plans. Classroom teachers simply do not have dedicated time to help each child one-on-one the way they need to. For inclusion to work in the classrooms, there needs to be a greater emphasis on meeting the needs of ALL students in the classroom, not just those with the highest needs. Currently students with lower levels of needs, that do not require one-on-one support, lack the resources to thrive. For example, students who may need EA support may have to share one EA between many students, this EA cannot possibly support those students in multiple classrooms throughout the day. Are there pull-out times for students to learn specific strategies they may lack? Although the emphasis is on inclusion, "pull-out" should not be labeled as a bad thing. Students with needs gain life skills and executive functioning skills in these small group settings to help them achieve independence. It seems there is a lack of resource to provide these individual learning opportunities. SD6 needs to commit to success of all students in their schools. Give students greater access to EAs and support workers instead of adding more District principals! We need educators in the schools not simply add more leaders to create a top heavy structure.

