



Staff Report to the Board of Education

March 12, 2025

2025/26 BUDGET – COMMUNITY FEEDBACK

Adrian Johnson, Secretary-Treasurer

BACKGROUND

The public provided input into the budget setting process through an online form. The form was published on January 29th and closed on March 3rd.

The form contained the following introduction:

Background information on the School District's finances can be found on the School District website, District - Financial Information: <https://sd22.bc.ca/financial-information>

The School District's Mission is '*We inspire and nurture students to thrive in their learning, relationships and community*'.

The School District's Vision is '*To become a community where all are respected, and each person is encouraged to develop their potential.*'

The Board's strategic plan sets out the specific goals to accomplish to work towards this Mission and Vision. It's three pillars are:

- Student Success
- Leadership Excellence
- Community Connections

The budget should be consistent with the strategic plan, which can be found on the School District website, Board of Education menu: <https://www.sd22.bc.ca/documents/d6f5539c-15d8-5806-a657-a32a7de9c288/SD22-Strategic-Plan-PRINT.pdf>

The form contained the following questions:

Your name:

Your primary role:

1. Please review the Board's strategic plan by using the link above. What do you think should be the Board's top priority in allocating resources?
2. What do you think should be the Board's second priority in allocating resources?
3. What do you think should be the Board's third priority in allocating resources?
4. Is there anything else you would like to communicate to the Board of Education about the School District's budget?

SUMMARY

Key themes from the feedback include:

1. **Resource Allocation:** Many respondents emphasized the need to prioritize resources for student success, including more support staff such as Education Assistants (EAs), speech pathologists, and counselors. There were also calls for better funding for special education and inclusion programs.
2. **Classroom Support:** A significant number of respondents highlighted the importance of providing adequate support in classrooms, particularly for students with special needs. This includes smaller class sizes, more one-on-one support, and better training for staff.
3. **Community Connections:** There is a strong desire for the School District to foster better connections with the community. This includes involving parents in the development of Individual Education Plans (IEPs) and collaborating with external organizations to support student learning.
4. **Mental Health and Well-being:** Several respondents stressed the importance of addressing mental health issues among students. This includes providing more counseling services and creating a supportive and inclusive school environment.
5. **Equity and Inclusion:** Ensuring that all students, regardless of their background or abilities, have access to quality education was a recurring theme. Respondents called for more inclusive practices and resources to support diverse learners.

FEEDBACK RECEIVED

The feedback received is reproduced in its entirety here. The respondents typically provided their name, and the responses have been anonymized for privacy. The only edits made are to remove any references to specific individuals.

Parent or caregiver of a student

- 1.
- 2.
- 3.
4. There's way to much monies going to teachers benefit package and way to many teachers off on sick leave! How do you get that under control!? We need an EA in every classroom full time!

Parent or caregiver of a student

1. To prioritize resources to students over Board Office staff. Yes, there must be adequate staff in place to run programs/divisions, but the District must ensure that spending is having the maximum impact on those needing support. Families are calling for in-class support as well as timely access to IEPs and assessments. Parents know their kids best and are typically involved after plans are developed. They need to be involved in the development of these plans.
2. I don't know if this would require additional funding this year, but if so I think it is a priority. Over the last 3 years students, families, trustees, and staff have faced horrific treatment, whether it be about masking, vaccines, SOGI, gender-neutral washrooms, or crazy stories of kids using litter boxes in schools because they "identify as a cat". In my lifetime I have never witnessed or been on target of hate at this level. With the recent

US election and upcoming federal election, I fear (realistically) that we are going to see an increase in this. The SOGI program has been invisible in our school in Lavington and although I see bits and pieces of things happening in the district, it needs to be so much more. There is some amazing stuff happening in other Districts by DPACs and PACs and by staff in schools. There's no need to reinvent the wheel here. Let's collaborate and share ideas and tools. At the foundation of this, I believe is misinformation. The world is full of memes making the craziest claims. The communication coming from the "other side" is outstanding. We need clear, accurate, relatable information for students, families, and the general public. Getting students involved in developing this would be a great approach and would give them some of their power back

3. We need all partners to work together to advocate for more funding. We all share a common goal of providing a learning environment that helps all students achieve their best potential. While we may represent different groups, the overlap is large.

4. The Strategic Plan talks about student success involving "many pathways for all students to pursue and achieve desired outcomes". I don't believe we have enough pathways. I would love to see this explored this year by looking at what parents believe is the best way for their kid/s to learn and what other districts are doing that is innovative. I know my son (who is much like I was at his age) would be so much more successful and perhaps more importantly develop a much stronger love for learning if he could be in a learning environment that was more physically active yet still had him on the university track.

Parent or caregiver of a student

1. Supporting children's literacy. This is the reason for school. Learning how to learn. Reading, writing, numeracy, etc. Specifically early literacy.

2. EA support staff. For children with support needs, this support person is mandatory for success in school. Schools should be inclusive. A place where children can learn based on how they learn best - not adapting the child to fit into the classroom system, but adapting the classroom and the school environment to fit the child's needs, which may be different for different children. EA support staff should be highly trained with non-violent crisis intervention skills and in how to co-regulate children with behaviour challenges. And the inclusion support team should be given the resources they need to support every child's literacy and numeracy skills. When I say inclusion, I don't mean making every child feel welcome, (although that should be a basic right...) I'm meaning inclusion in that children with disabilities are given an environment where they can succeed - with the tools and the support staff needed to make their education successful. Some children are unable to stay calm and learn in a large classroom with 30 kids. They need quieter smaller group learning opportunities. Like a resource room where EA's can support their learning goals one-to-one. Or small groups like 1 to 5.

3. Outside support agencies that can assist school - especially non-profits that wouldn't even use many resources. The Literacy Society has programs that help children with literacy skills in SD22 and it's all free and done by volunteers but they require some funding for program administration and materials. NOYFSS is another great partner within SD22 that provides support to children in SD22 and this program should get more funding as well.

4. Education should be top priority for schools. Literacy, numeracy, and supporting every child to be able to access education fairly.

Parent or caregiver of a student

1. Student success - smaller classes and a middle school for lumbly and cherryville students More resources and support for kids that need to be more challenged academically.

2. Community connections

3. Leadership q

4. Supports and resources for the students that want to learn more and/or that lean quicker than other students. They shouldn't be held back by their classmates.

Parent or caregiver of a student

1. Caring support for students and teachers. It seems since covid, that many students have struggled with socializing and knowing basic social etiquette, as well as recognizing their own emotional reactions to things, which makes it much harder on teachers without full time support EA's or full time counsellors.
2. Helping kids get back to basics. Teaching basic home skills, even budgeting, even for the littles who want to spend all their money on toys and book fairs.
3. Empathy, compassion, maybe partnering with care homes to help seniors and learn their life stories. Recognizing how to have compassion for everyone, and that through a few conversations they may realize they relate and have more in common than they knew.
4. Although I know their future will be very technology based, I worry about all the use of technology in the classroom. My kids use to be all about drawing, colouring, being imaginative, wanting to be outside and crafting. Now they tell me about their math games on tablets, reading on tablets, smart screens, then they come home and want to sit around and stare at more screens.

I just really hope their can be a nature/technology/basic paper&pencil balance.

Parent or caregiver of a student

1. Close the achievement gap.
More EA's in schools to support kids. EA's are supporting too many kids and kids are missing out on what then need to learn.
2. More speech pathologists and speech EA's to help the kids who have speech needs. Providing supports beyond the early years, my son no longer receives support after grade 4 even though it was still very much needed. Severe speech delay
3. More psychologists are needed so that more psych eval's can be completed. Full supports are not given until an eval is in place. We had to pay privately as he was young and his school was only given 1-2 per year and the push them off to grade 6 or 7 so it doesnt have to be redone in high school. I understand that schools need more money from the government in order to achieve these goals.
4. I understand that schools need more money from the government in order to achieve these goals.

Staff

1. For me, top priorities would be to ensure schools continue to be safe and welcoming places for ALL students and staff - despite the political climate and possible outcome of an upcoming election. Top of my list is also that both students and teachers receive the supports required for their success. I would highly prioritize improving student literacy (K/1 teacher here and I feel like this is one of the ways we are failing our students most - strong reading skills are the basis for future learning and understanding our world and those around us) Understanding Canada's true history and the importance of reconciliation is a priority for me also.
2. Understanding Canada's true history and the importance of reconciliation is a priority for me also.
- 3.
- 4.

Parent or caregiver of a student

1. Student Success

My thoughts:

Young people being ready for life past high school starting with a strong foundation

Top five:

1. Literacy and numeracy
2. 3 year grad plan

3. Graduate with Truth and Reconciliation Understanding
4. Post Secondary
5. Climate and impact on environment

2. Leadership Excellence

Top 4

1. Evidence based decision making
2. Positive staff experiences
3. Support long term student success
4. Technology to support learning and also to educate the difference between fact and opinion

3. Community Connection

Excellent goals

4.

Community member

1. EA's increase hours, training and increase their hours for full time not just bell to bell. This might see gains in lowering burn-out, stress and absents

2.

3.

4.

Staff

1. Top priority should be in the classroom. CEA support.
2. Helping students with special needs.
3. Bussing
4. We need to move away from a top heavy board office where "curriculum specialists", board office admin make little difference in the lives and teaching of students at put those resources directly in the classroom. We have more board office admin and teachers of special responsibility than we have ever had but can't get a CEA in a class where half the students are on an IEP.

Staff

1. Student Success
2. Community Connection
3. Leadership Excellence
4. In order to support Student Success, resources must be made available to achieve this...meaning more supports in the classroom, more opportunities to learn on the land, smaller class sizes and items taken off staff's plate that doesn't serve this purpose.

Staff

1. Inclusion
2. Community connections
3. Leadership
4. Schools need more inclusion manpower. We need more EA and SBRT time. Schools are in crisis mode as students are not receiving the academic, social emotional, and behavioural support they need to achieve greater success.

Staff

1. Student support, direct one on one in schools. Educators in schools
2. transportation for learning enrichment
3. in service teacher training
4. Please reduce the amount spent at the board office and increase the amount spent on human resources in schools. Top educators should be working with students in schools.

Staff

1. In-school support for students. More specialist teachers to directly support students, including Learning Resource, counselling, speech, OT, to name a few. Over the last few years, we have seen more and more positions at the board office level, such as learning support teachers that do residencies at schools, anti-racism, climate action etc. The recent move to take learning support from elementary schools and give to high schools has had a direct impact on young learners who are not getting the supports they need. It is also adding a great deal of stress onto the classroom teachers, who are tasked with trying to meet the huge range of needs of all their students.

2.

3.

4. More "boots on the ground" in schools support children

Staff

1. All of the goals are important but if I could pick one to emphasize at this time in education it would be student success. In particular I would recommend increasing the resources allocated to "ground level" support staff such as CEA's and Indigenous Support Workers. These roles are crucial, in the classroom, aids for students and teachers alike. I believe any shift in this direction will hit all of the 10 goals identified in the operational framework for Student Success.

2. I believe that the second priority should be community connections. I believe that cultivating connections to communities and families will help to build a "team" approach to teachers and parents working together for student success. Communication between teachers, parents, and communities is key to ensuring that all stakeholders are building towards common goals: healthy, well educated students.

3. Leadership excellence is obviously very important. I do think that this goal has possibly received too much focus in recent budgets. I would see making this goal the third priority as being a necessary correction to re-focusing on a student/families centric model of education.

4. I would like to thank you for reaching out to the community for feedback. I think that it is very heartening to see a board so willing to look for feedback on such an incredibly important thing as how best to allocate funds for our students.

Parent or caregiver of a student

1. Student Success
2. Leadership Excellence
3. Community Connections
4. Your strategic plan is incredibly broad and vague. It would be great to learn/know (as a parent of a school aged child) HOW you intend to achieve any of these things. Right now, they are just pie in the sky.

Parent or caregiver of a student

1. Teachers are great but I see a lot of students getting overstimulated and overwhelmed. Having more classrooms or accessible "calm down" tools would greatly benefit a vast majority of the students.
2. Scheduling in more movement breaks. I know that's not a budget one necessarily but kids need to move more than they are
3. Funding for mental health. A lot of students need extra help learning to manage their thoughts and emotions and having some extra help with that would benefit a lot of students
4. School lunches are still a struggle for a lot of people in Vernon and that program while not directly related to learning is a huge value and definitely still needs to be an option for those who need it.

Parent or caregiver of a student

1. Supporting alternate education options (like AIAO) for students with diverse needs that are not otherwise met in traditional school
2. Compensating educators at a level that keeps them passionate and engaged in their careers.
- 3.
- 4.

Parent or caregiver of a student

1. Ensure that schools are welcoming places to learn and work
2. Improve literacy and numeracy skills
3. Ensure that technology is accessible, functional, and supports learning
4. Make sure we have more programs to support inclusion and respect, creating a healthy environment for kids to grow and offering a place that they feel welcome to be a part of.

Parent or caregiver of a student

1. We need more resources for our children with learning disabilities. It's kind of pathetic what LITTLE resources we have. It took me years of begging our Cherryville school for an assessment for my child. They said we only have 3 tests per year for our school. That's PATHETIC!!!! Now that she is in Charles bloom, I was told we have so many kids with learning disabilities and not enough resource teachers. Again, pathetic. When will we recognize that every child has different ways they learn and start accommodating that more.
2. Maybe better training for some of the teachers/principals.
3. Hot lunch programs for the children. A fed kid is a learning kid. More monies to rural schools please. Our kids need help too! And more resources for Lumby school. I'm about ready to go up one side of them and down the other because NOTHING is getting done to help my kid. The school system is pathetic. Maybe some funding for bussing as well. I thought things would be better 20 years after I graduated but it seems it's gone downhill just like our country.
4. Bussing, food programs, more funding for rural schools, more funding for resource teachers.

Parent or caregiver of a student

1. Ensuring all schools are welcoming and safe places for our children. With the increase in traumatic events happening to children, these children are, in turn, through no fault of their own, traumatizing other children through their behaviors in the classroom (e.g., violence, aggression, emotional outbursts, etc)
2. Improving literacy and numeracy in evidence-based ways (e.g., phonics-based approaches, not PM benchmarks)
3. Cultivating staff health and wellness. Making the school a safer and more welcoming place for them as well

4.

Parent or caregiver of a student

1. Student Success - Less Board Office administration and more money into classrooms.
2. Community Connections - Our schools should be focal points for our communities from Sports to Arts.
3. Leadership and Administration

4.

Parent or caregiver of a student

1. Community connections
2. Inclusivity
3. Student success
4. Expanding the budget for special education and autism resources, with enough support workers, is a need

Parent or caregiver of a student

1. Towards classroom supports. So many children have undiagnosed learning challenges and the teacher to student ration in a classroom without an EA is too overwhelming for a teacher alone (even the best one) to manage without defined funding towards classroom supports.
2. Towards standard technology assets in every classroom - not just 1 day for 1hr a week like our school currently has for some classes. If the classroom doesnt have an EA in every class then reliance on technology to aid kids learnings must be broadened to help kids learn.
3. Standardization of classroom technology applications. Its overwhelming as a parent of 3 kids to manage all the variety in systems used to communicate thru, and kids to learn - let alone for the teachers themselves. Invest in a SD wide platform of standard applications and setup so parents and teachers dont need to constantly navigate it on their own.
This is wasted time and effort for everyone involved - as someone who implements software for organizations, I know this well.
4. I cant emphasize enough how much I think a restructuring of funding needs to go into classroom supports so that children without a diagnosis can all receive the support they need in classrooms.
The student to teacher ratio doesn't allow all kids to get the attention they need. Its overwhelming (I hear it from my own kids teachers) to manage and many are getting burnt out which negatively impacts the kids themselves - who the Strategic Plan is to support after all.

Parent or caregiver of a student

1. Improve literacy and numeracy.
2. Improve middle grade success and transitions to secondary.
3. Ensure all students have a 3 year graduation plan.

4.

Parent or caregiver of a student

1. Foster a growth mindset: Emphasize effort and persistence.
2. Develop emotional intelligence
3. Practice decision-making
4. Teach children about healthy eating

Parent or caregiver of a student

1. Ensuring a quality education for children by investing in books and technology that will ensure their successes now and in the future.
2. Inclusion and accessibility for those with physical, intellectual, and developmental disabilities.
3. Fostering a connection to community through out of school activities (field trips, work shadow and volunteer opportunities, community garden).
4. Supporting and including children with all types of disabilities creates a rich learning experience for everyone (adults and children alike). Everyone is worthy and deserving of a dynamic learning environment and having the tools to provide that for every child should be a critical piece of every budget.

Parent or caregiver of a student

1. Prioritize children's education not political agenda's or ideologies
2. Provide healthy working environment for employees. My child's teacher was nasty, said nasty things to the kids. Find healthy employees who want to spend time with our children.
3. The children really enjoyed excursions. Down to basic education is soothing to the children. Too much chaos and anxiety coming from the schools. Had to change up the kids education.
4. Please don't put money into political schemes and agendas. Focus on what kids really need. Support, good education, kind caring teachers. Multiple of the kids teachers noted that they were not able to truly teach because they were so busy handling so much behavioral issues in the class. My child struggled with basic things as they were not taught in school. Went to private school, much better teaching. When your teachers can't teach, why do we have them then.

Parent or caregiver of a student

1. Student success but I think Inclusion is missing
2. Leadership Excellence
3. Community Connectino
- 4.

Staff

1. Student success
2. Leadership connections
3. Community Connections
4. Inclusive Education and support within schools to support students needs more focus and financial support.

Parent or caregiver of a student

1. There are a lot of platitudes in the S.P. They all make sense and are probably 90% useless, except as a bureaucratic exercise. I suspect you as a group of executives already know what the answer is to this question, but do not have the spine to implement it as it might upset some stakeholders. My 2 cents: upset the metaphorical applecart. Get things done that need getting done. Stop talking about priorities. Stop having meetings and consultations about priorities. These are a waste of time and resources. Just get it done!!!
2. There are a lot of platitudes in the S.P. They all make sense and are probably 90% useless, except as a bureaucratic exercise. I suspect you as a group of executives already know what the answer is to this question, but do not have the spine to implement it as it might upset some stakeholders. My 2 cents: upset the metaphorical applecart. Get things done that need getting done. Stop talking about priorities. Stop having meetings and consultations about priorities. These are a waste of time and resources. Just get it done!!!

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4. Make our community proud by getting major changes implemented and problems solved instead of talking about them.

Parent or caregiver of a student

1. Improve middle grade success and transitions to secondary.

2. Improve literacy and numeracy.

3. Enhance evidence-based decision making. Particularly around how well SD22 kids do after they leave high school relative to other school districts.

4. I would like our public schools to focus on pushing students to achieve higher academically in the middle years, if possible. I don't think a relatively intelligent student should get to high school and barely be able to print, or have never done a presentation or group project in class, or not be able to type properly. I compare my daughter's experience in an IB middle years program in Vancouver (at our local public school, which was not a top school by any means) and my son's experience in middle years in SD22, and the academic rigour seems much lower. I am concerned he is not going to be prepared for high school. And I know other kids who did relatively well in high school in SD22, but they were not at all prepared for university. There must be some way to have students pushed to achieve more academically in the middle years in our public schools, rather than brought down to a mean level; this seems to create a group of kids in the middle of the pack who have the capacity to learn more but they're bored and disinterested, and perhaps not as self-motivated as the super high achievers. I think they are being forgotten about and falling behind.

Staff

1. Students! There needs to be a more School Based Supports. This year my schools, resource teacher support was cut by 23% and we have more designated student than last year. There are too many itinerant teachers at the School Board Office. These people are not a part of schools community. To make a difference people need to be a part of a students community.

2. FTE allocated to schools not to Board Office Positions.

3. Technology. In the strategic plan it indicates that technology needs to be accessible to students. Students with learning differences need to have access to technology at all times. Currently, it is dependant on the availability of when computer carts are available. If students needs a computer to assist with their learning they have to track down one within the school and this is lost time in their learning. These are the students that don't need barriers to learning.

4. Less itinerant positions - more school based support. Please contact me if you would like to hear how schools are impacted.

Parent or caregiver of a student

1. Student education and understanding of math, science, English and social studies/history and how it applies to everyday life.

2. Physical and mental health resources. More counselors or psychologists on staff to meet with students who are struggling and to support families.

3. independent audits of financial use within the schools.

4. I feel there has been a shift in focus away from education and too much towards the extra curricular activities. ex. too many walks to the beach with students for games, too many days watching staff vs student volleyball etc

and a lack of focus on education based learning. Not enough focus on university prep or learning about the opportunities available after graduation. Many students are exiting high school without basic knowledge of how to apply for jobs, do taxes, budget, or even apply to universities or business grants.

Parent or caregiver of a student

- 1.
- 2.
- 3.
4. I generally agree with how budgets have been allocated to date, but would like to see services or programming made available for gifted students. Currently, many families are not even pursuing a diagnosis for giftedness because there are no specific services, supports, or programs available.

Staff

1. Student Wellness and trauma response in school.
2. Closing the gaps between student in education
3. Increasing CUPE wages so that we can have more people to help the children who are dysregulated
4. There is a huge crisis in children's behavior. It impact students, peers and staff. I am hoping that more special ed and ISWs will join the amazing team to ensure we have consistency in play and community for these children.

Parent or caregiver of a student

1. Student Success. #5, 6, 7, 8, 10
2. Community Connections
3. Leadership Excellence
4. I think a large part of student success should be preparing them for real life, understanding the harms and risk with the internet and false sources of information. Teaching students to use critical thinking with information sources and AI online, risks associated with online comments and photos. Building their confidence with career exploration, respectful debate of their ideas and opinions, financial literacy (how credit and mortgages work).

Staff

1. Student success with a focus on increasing funding for staffing and support for Inclusive Education.
2. Community Connections - with a focus on Inclusive Education.
3. Focus mostly on the last two questions.
4. The district is severely understaffed and underfunded with regards to Inclusive Education. When other districts in our own province have rich staffing with Resource Teachers and Learning Resource Teachers and ratios for 1:15 for those Resource Teachers - we are severely lacking with no ratios, no LRTs and the assumption that SBRTs can take it all on despite the "change" in the formula last year. SBRTs have caseloads of 1:25+ and are expected to support kids with learning disorders and "gray area" needs which would traditional fall under learning assistance" (or learning resource teachers) in other districts. SBRTs are getting burnt out, and students and teachers are not getting the learning support needed to help students be successful. It needs to be revisited to help our most vulnerable students to succeed and grow.

Parent or caregiver of a student

1. Ensuring every student is being educated to the best of their ability.
2. Ensuring students and staff have a safe welcoming environment in which to learn and instruct.
3. Showing students how to connect positively with their community. Teaching students about career paths.

4. Make sure there's a bit of budget left for some fun:)

Staff

1. Enhance student and staff wellness and safety and improve their choice
2. Improve organizational efficiency and effectiveness
3. Close the achievement gap
4. An SLP hired to help with the early years development at the school-site childcare and preschool centers so that we can help with the transition to elementary school for students with learning, literacy, oral language, and executive functioning challenges and get them diagnosed earlier.

Parent or caregiver of a student

1. The board should advocate for adding a new, physical school; not portables, but a full school, then hopefully successfully reducing reliance on portable expansion in Harwood and BX Elementary. An appropriate piece of land to do this already exists + is owned by District 22 for years now without being utilized; N'Kwala park. It sits on the cusp between CoV and RDNO territory, so benefit to both regions & would be a good school for people in Southern Spallumcheen who don't want to attend the non-D22 school in that area.
2. School supplies (Art class, Music class) , gym supplies, playground supplies, etc. It seems a lot of schools are lacking in this.
3. I don't know that this is an "allocation of resources" problem, but I can tell you resources - and budget! - should be allocated AWAY from all DEI, woke & SOGI type activity and clubs in SD22; especially in Primary schools. We have gone alarmingly far in this direction. Expand basketball and baseball teams in the Primary system instead.
- 4.

Parent or caregiver of a student

1. Doing early intervention for children with learning disabilities. More Speech and Language Pathologists.
2. More EA's that support academics not just responding to safety and behaviors.
- 3.
4. Children with learning disabilities that can be remediated with early intervention are falling through the cracks.

Staff

1. EA's - wages, hours, safety plans
- 2.
- 3.
- 4.

Parent or caregiver of a student

1. More funding towards counsellors/counselling at each school to help with the mental health crisis. We need a counsellor at the school a lot more than 1 day a week! Full time position would be amazing.
2. More Education Assistants in the classroom to help the load.
3. More speech-language pathologists to help the load.
4. Thank you for taking care of our children & teachers.

Parent or caregiver of a student

1. More funding towards counsellors/counselling at each school. Huge need and demand.
2. Education Assistants (EA's)
3. Speech-language pathologists (SLP's)
- 4.

Parent or caregiver of a student

1. Supporting students in need by providing adequate staff and resources.
2. Reducing the amount of middle/upper management in the district and reallocating those resources. We are one of the most "top heavy" districts in BC - there is an excess of itinerant staff that would be more useful deployed at the school level.
3. Using professional development to increase the capacities of teachers and other in-school professionals to work with challenging students.
4. Things like replacing functional soap dispensers with "branded" ones in schools (which happened during the district rebranding) across the district is a great example of wasteful spending. Spending thousands of dollars to make such a meaningless change is frustrating to see when the district is complaining of a lack of funding. Please reduce the amount of spending on vanity projects and put the money toward where it will make an actual difference.

Community member

1. Engaging all students in robust, engaging learning opportunities that gives them the skills and experiences to become active agents in a world that is experiencing unprecedented and increasing levels of change/disruption.
2. Creating opportunities for students to develop stronger connections to the communities in which they live so that their learning is more relevant and meaningful.
3. To ensure that learning opportunities are provided in a manner that is equitable to all students and in ways that enhance our responsibility to advance the work of reconciliation and the 94 calls to action.
4. One strategy that contributes to the enacting of the 3 priorities that I listed above is to put a line item into the budget that provides for climate action education support. I applaud the District's inclusion of more climate action education via an increase to the Learning Coordinator budget such that an additional 1.0 FTE was made available to support the inclusion of Climate Action Education, Anti-Racism Education and Teacher Mentorship to the Learning Coordinator mandate. To increase the effectiveness of this investment, I believe it is also important to provide funding for an operational budget that is targeted to climate action education to cover things like bussing, TTOC coverage, resource person honoraria (e.g., Indigenous elders), and materials. By putting specific funding into the budget for this purpose, you do 2 things: you ensure that this vital area is not competing with other important parts of the curriculum for tight resources, and you send a structural signal that this initiative is important and worthy of ongoing support because it is in the base budget.

Staff

1. Student success - more EAs, more counsellors and SLPs to support students in learning and mental health
2. Community connections - more access to field trips, bussing, community access to resources, before and after school childcare
3. Leadership excellence.
- 4.

Parent or caregiver of a student

1. classroom support

- 2.
- 3.
- 4.

Parent or caregiver of a student

1. To hire more teachers to avoid online classes for students
2. More field trips, shorter or longer student exchange programs with French speaking provinces.
More coaches for sports.
3. Student run cafeterias
- 4.

Parent or caregiver of a student

1. Incorporating relevant technology into significant learning programming, and relate learning to career opportunities
2. Practical learning for online/internet/social media/gaming safety standardized into curriculum
3. Renovate kidston elementary and parking lot
4. Thanks for your efforts and consideration.

Parent or caregiver of a student

1. Leadership Excellence- in particular teacher accountability.
2. Student success- in particular equity. Without teacher accountability, it is difficult to ensure students' success with a person-centered approach.
3. Community Connections
4. What systems are in place to ensure standards are met, and that the Board monitors/audits teacher performance to ensure the educational needs of each student are met? (Beyond the scheduling of IEP meetings and parent-teacher conferences)— what internal review is occurring to evaluate the quality of services provided to ensure equitable access to learning outcomes for students in the District?

Parent or caregiver of a student

1. Student success
2. Leadership excellence
3. Community connections
4. When my child struggles academically but not in an extreme way, her additional needed help does not happen and we are told to pay for private tutors. \$1000/summer we paid one year is not acceptable for making up what the school is failing to give our child in needs. More provision in school for extra help, this is absolutely needed and lacking. We need our daughter to meet with success within school by additional help thank you! She is in grade 5

Parent or caregiver of a student

1. Children who struggle with special needs such as autism, adhd, many other behavior issues and disabilities alike
2. Sports, activities for kids, music! Getting kids involved in interesting activities such as art, music, gardening!
3. Teachers ! Teachers don't get paid enough and there are not enough teachers or eas

4. Nope, but please start listening to the parents when we have concerns about our children. We know our children best. To you, they may be one of thousands of children in the system, but to US they are our whole world and everything 💞

Parent or caregiver of a student

1. The top priority should be supporting children with special needs. Numerous reports to the media, as well as numerous google reviews on various schools, demonstrate that children with needs are not adequately being supported. We have personally seen this with our child. IEPs are being created but not followed. Teachers appear to either not know enough about kids with needs or are ill equipped to adapt to the needs of children in a larger classroom setting. Resources are spread too thinly. We need more EAs, more Resource Teachers, more services, and more education for those caring for the children with needs.

2.

3.

4.

Parent or caregiver of a student

1. Updating Kal highschool. Wooden lockers, cafeteria way to small for capacity. Kids can't get through the line to get lunch before bell rings.

2.

3.

4.

Parent or caregiver of a student

1. Staffing

2. Supplies

3. Infrastructure

4. Include information about reproductive health. Not just how bad your STD's will be/look (went through this in high school and it did scare me out of relationships. BAD!!!). Ex: monogamy vs. polygamy, when you want to start a family (younger is better), healthy conception/pregnancy, how to conceive male or female, good parenting techniques.

Parent or caregiver of a student

1. Student Success/Operational Framework

2. Leadership Excellence

3. Community Connections

4. I was astounded to learn recently that my son's grade 8 foods class did not have enough basic supplies to complete each workstation. The teacher is trying to teach these children basic life skills, and they are making muffins and biscuits with a couple of soup spoons and butter knives. His workstation did not have a single wooden spoon, spatula or whisk.

I would like to see an inventory done of some of these basic, and required, classes, to ensure that our kids are actually able to learn the skills being taught. He actually wanted to cook at home "using only a spoon so that I can do it better at school". I'm actually appalled. I will be purchasing items from the dollar store for my son and his work partner to use in class, but should certainly not have to do so.

Staff

1. Classrooms - support for students and teachers - IN THE CLASSROOM.
2. Students - those requiring assistance in areas such as intervention in literacy and numeracy/speech and language/ ELL/ ADHD support/ FASD support
3. Support - in the form of EAs/speech and language teachers and EAs/more ELL time per school with the number of ELL students we are receiving/support for all/any students with diverse learning needs as it is becoming more difficult to differentiate for all learners in our care. More counseling as well is greatly needed.
4. Simply put - we need more resources needed at the grassroots level (in our classrooms and schools) and fewer jobs at the board office level. We need support for students in our classrooms.

Staff

1. Students success
2. Community connections
3. Leadership excellence
4. None of the money that is being spent at the board office on district level positions seems to be helping students be more successful in classrooms or after they graduate. We need more EAs more SBRTs stop burning out teachers and support staff only to fund positions at the board office that are not at all useful to anyone. Enough putting students last, enough disregarding teachers expertise, actually start putting the resources where it will make a difference at the school level.

Parent or caregiver of a student

1. I would like schools to follow a more didactic method and a homogeneous program among all schools. I think there is too much time not used well and the kids learn too slowly. Furthermore, it is important to teach them a study method that can help them for a university future.
2. Invest in better teaching for the interest in environmental protection, providing them with adequate knowledge to help find intelligent solutions, making them feel part of the problem and the solution. The health of our planet is a collective problem.
3. Invest in teaching that is appropriate to current issues, such as managing one's finances, how the economy works, how to get the most benefits from it without resorting to unnecessary risks.
4. More honest communication with kids. There is no need to always praise them, but instead they should be motivated to do better and more, because the society out there does not allow mistakes and does not always give more opportunities. So we risk creating a society of weak people who at the first mistake feel the world collapses on them and instead of analyzing their mistakes and work hard to do it better they fall back on bad choices because they are depressed and unmotivated.

Parent or caregiver of a student

1. Significant increase EA support for each school. Medical needs and behavioural needs have increased leaving schools very poorly resourced to manage.
2. An anual process to review teachers from parents, children and their peers. There needs to be accountability in this profession
- 3.
- 4.

Staff

1. Increase CEA positions, primarily at the Elementary level. Inclusion and other students having their academic and social needs addressed at the elementary grades can greatly reduce possible difficulties these students may

encounter as they progress through their schooling. Individual and group support from CEA's is a significant cost-effective method of addressing these potential concerns.

2. The supplementary funds generated by a coded student is generally greater than 1/2 the equivalence of an CEA salary. Often these identified students, due to limited staff, do not receive 'significant' CEA support, certainly not equivalent to the funding they generate. Diverting district funding to subsequently increase the Inclusion budget would help to address this discrepancy.

3. Adding more permanent CEA positions, providing benefits for temporary CEA positions should attract, retain and make these positions more desirable for these employees.

4. Some parents do realize extra funding their identified special education son/daughter generates often is not fully directed to their child. However, I believe many parents are not aware how limited the support 'may be' for their child due to limited CEA's available in a school.

This is not to reflect on the Inclusion Department, the department is doing what it can with their allotted funds. However, with what seems to be a significant increase in the number of 'Coded' students, greater funding is needed. Diverting funding to increase available CEA's seems to be the most cost effective action to address these concerns.

Parent or caregiver of a student

1. More resources directly in schools - SLP, EA's, counselling, OT etc.

2.

3.

4.

Staff

1. Funding at the lower end of the staffing expenditures. I actually declined a substitute job at an elementary school because there were so many high needs kids in that class, and zero aides. No wonder the teacher was off sick so often. Every teacher in the lower grades could have an EA.

2. I'd be curious to know if the educational kits and licenses are utilized to their max potential or are they used minimally from the resource centre. Are they a minimal expenditure? Can they be trimmed to allow more money at the elementary level for ASSISTED classroom use. (small workshops with kids that need enrichment.). To me, the best use of funding is to give EAs more time with a smaller number of kids. That's when kids learn.

3. Can libraries be run by CUPE members rather than all run at a teacher's pay scale? Just asking 😊. Then money could be directed to more assistance in the younger grades. With inclusion policies, I know funding comes in but isn't used for these coded kids all the time. And that's wrong.

4. I have heard that there have been several new positions at the board office in the last few years. I don't know if that's true. Perhaps fewer positions at the top would benefit the kids...redirect the money to more hours or more benefits for employees without. I'm sure you'll see the bottom end quitting if the job is too stressful for the low pay they get. I'm not sure it is beneficial to have a principal teach...they are busy enough handling the running of a school. It sure doesn't benefit kids having a teacher in and out of class due to other commitments of the principal ...it's not fair to kids or the principal. Hire more teachers. Find areas to cut, but not jobs...restructuring is possible. The board members could walk through a school, and one can see where needs aren't being met and where there is fluff.

Parent or caregiver of a student

1. To deliver a High Quality education (which I believe is #3 in the document) - by focusing on reading, writing and the basics of a classical education (understanding where we are by reading the classics of the past). And what does that look like? Firstly, we need to streamline and focus. To start, look at the strategic plan - there are 10 goals under Student Success. Do you think it is possible that you are trying to be too many things to too

many people? Are all of these goals you want to achieve? I am hesitant that there are so many, as dilution often leads to failure to achieve even one goal.

Also, look at item #10 as an example - empower students to support climate action. How does this relate to Student Success? I say this because this is the opposite of critical thinking as you have already decided that students should support it, instead of using critical thinking and data for students to learn and decide for themselves. I would define a high quality education as one that promotes critical thinking and teaches students to think, reason and discern for themselves. Perhaps it is worth defining what is a good education? And are some of your goals contrary to each other?

Many people say the public school system is weighed down by agendas and that they water down academic success. It is something to ponder and ask oneself honestly.

As an aside, if we would like to achieve quality public education, it would be beneficial to come up with a focused plan to produce a high quality school system. To do this we should use leading edge principles and the work of thought leaders (some of whom may not be in the school system). For example, William Glasser has written several excellent books about reforming school systems.

We have some fundamental flaws in our education system, one of which is the dumbing down of materials and expectations.

2. You likely do not need a second priority when it's going to take a lot of focus to achieve a high quality education. Also, focusing on a high quality education will in itself when achieved take care of several of the other priorities listed in the Strategic Plan.

3. As above.

4. Please do your best to be responsible with other people's hard earned tax dollars and provide accountability. One can not help but wonder why social agendas are funded by the school system when we are in the business of education, not social engineering, as tempting as it may be to tell students what to think instead of teaching them how to think.

Also, there is a sad but growing perception that one of the main goals of schools is for the enriching of public school teachers and staff through ever-growing benefits, and that education is a secondary interest after this main goal. If this is so, then this is a sad state of affairs at the expense of our children. Several teachers have told me that the school system is broken. One can only ponder also that the more security and benefits offered to teachers, the less we find talented teachers who are passionate about teaching, instead of attracting those who may primarily be motivated by the benefits.

Staff

1. Equity and Inclusive are inherently linked, as are the rest of the foundational framework values. However, inclusion has had a public lens on it recently that requires some additional funding and action from the board to meet the basic requirements of an inclusive education system.

2. Equity as too many of our students do not feel represented, our employees (particularly vulnerable ones such as young/new employees, disabled, or POC) don't feel recognized and their concerns are not addressed appropriately. Money continues to be inequitably allocated and resources are not appropriately shared amongst our high-needs students.

3. Personal growth as this is something our students deserve and our staff require. Allowing for improvement of one's practice or one's opportunities in life should be a basic tenet of education and too many of our students do not feel as though their education is relevant to the 'real world' and as though they don't have a voice. Employees are not being permitted to pursue their own growth in their practice because often money is not available for what could be worthwhile endeavours.

4. We are failing our students in inclusive education in a substantial and obvious way. We do not have enough supports and when teachers are begging for help, the response is that there is no money/no staffing and what else could they be doing. EAs are being run into the ground, asked to work with classes of 10 or more designated students at times or to float among two or more classes because needs are too great. Some schools receive far more EA time than others despite needs being equal or greater simply because the system is more manageable

to some people. We are not properly training or supporting staff when they start in the district, as they continue when there are significant changes, and continue to add to the workload of everyone from the bottom up. While some of the high-level employees undoubtedly have significant obstacles and challenges in their work, there are some who are being paid for things that shouldn't be a priority until all student and staff basic needs are met. If we are to continue to provide true inclusive education with a real inclusive model, our staff, district-wide, require significant in-service training to support them when working with students with needs because too many are overwhelmed, burned out, and nervous to do the wrong thing. Some staff do not understand what inclusion is, what students require and how to provide that, or how to evolve their practice. We should have far more EAs than we do based on the number of designated students we have, they should be allocated according to need and provided with more support to ensure they can remain in their positions, and teachers need to be given the training they deserve to do their jobs. They are overwhelmed, overburdened, and not supported enough, nor is the funding for inclusion going to the right places. Too often the answer is to send a student home or to deny a staff member's lived experience. While there has been a significant increase in sick leave taken, there has also been a noted increase in violence in the classrooms, unsupported students, and exclusion. These two things are related and cannot be divorced from each other. If you want to decrease sick time, teachers require more support and real resources for their classrooms. They require collaboration time at more than the elementary level to provide true wrap-around services.

Finally, those who are crafting the budget should endeavour to spend a handful of days in schools. If you are unaware of what it looks like on the ground, your priorities will not be aligned with reality. Spend time with staff, observing classrooms, listening and noticing what is happening in the buildings, and recognize that something has to give. Too much of our community is in crisis mode for this to be sustainable. If you are going to decide what deserves funding and what doesn't, go spend time in those spaces so that you fully understand what will be impacted. Our students and families and staff deserve a well-funded, thoughtfully supported, equitable school system and that is not what currently exists across the board. This is not to say amazing work isn't happening, but please don't let that blind you to the deficits that absolutely exist.

Parent or caregiver of a student

1. Student success
2. Staff success
3. Facilities/classrooms
4. Mental health concerns continue to be a major issue among students. More supports/counsellors are needed

Community member

1. Reading, writing, NO gender ideology, math, life skills. Music, art, growing gardens, cleaning up, cooking etc
2. Address bullying promptly and make sure parents are involved in how to address this.
3. Allow parents to sit in quietly during class time. No appointments just a quiet sit in.
4. No homework for elementary ages. Once they get home it's family time. Allow the Lord's Prayer back. Those that don't want to pray can stay silent or set aside a room where kid's what want to pray can do so before classes start.

Parent or caregiver of a student

- 1.
2. Student Success #6
3. Student Success #1
4. Student Success #2

Parent or caregiver of a student

1. Removing all the inclusion cost and recruitment of foreign students. These are big cost and teachers are already spread to thin by having to teach too much stuff that wasn't part of our education system before and now the kids are learning less.
2. Focus should be on removing more kids from the class that are disruptive to regular class work and provide more support for teacher to have the kids removed from class. Tell parents this is what will happen, and do it. Don't waste everyone's time with keep disruptive kids in the class.
- 3.
4. When I was a kid our bussing was paid for. Our government mandates our kids to attend. school. Bussing should be paid for.

Every school function has a cost no matter what it is for; bussing for field trips, or hot lunches for kids to ensure they get food. You want inclusion then include all students first then ask for money.. If parents can make a donation rather than specific parents having to ask for funding that would include all kids. Money should be school specific and make the stats of the available to the parents of the students

Staff

1. Providing funding to replace worn out shop equipment. We can not do it with the pennies that trickle down after the lion's share has been scimmed from those higher in the food chain. Very little goes to the front line that actually deal with students.
2. Helping the smaller schools can not even come close to what the larger schools can do with their size. The small school is always cut to the quick and unable to provide the basics the big schools wasily can. Like a gym curtain for Bloom. And where in our budget can we afford that without cancelling other programs? You need to divide the gym to provide separate spaces to do the time tabling. While other schools were build new thr reno's at Bloom are a drop in the bucket in comparison. Gap gets bigger every year.
3. More counseling and admin time to deal with students and parents that have refused to parent and send their child in a not school ready state.
4. Cut 50% at the top as there is no help with make work projects for staff and schools. Teachers and CEA are doing the heavy lifting and deserve the resources.

Parent or caregiver of a student

1. Student success..make decisions to set students up for success for life.
2. Leadership excellence. If you have leaders modeling the right behaviours then the relationship with the community should grow naturally.
3. More for the students...our education system and decisions should be made around the students. I asked for a report from the elementary principal why they no longer do grades in elementary school...the reasons had NOTHING to do with the students.
4. Our education system and decisions should be made around the students. I asked for a report from the elementary principal why they no longer do grades until grade 10...the reasons had NOTHING to do with the students.

Staff

1. Student Success: Upgrading equipment enhances learning experiences, helping students develop skills aligned with industry standards and career opportunities.
2. Community & Collaboration: Modernized trades facilities attract partnerships with local businesses and organizations, fostering greater collaboration and resource sharing.

3. Leadership Excellence: Investing in state-of-the-art facilities positions the district as a leader in career and technical education, enhancing student outcomes.

4. Develop and implement a 10-year plan to replace and maintain trades program equipment across key areas such as woodwork, chef's training, auto shop, and metal shop.

Staff

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Staff

1. The SD22 Technology Teachers Local Specialist Association (LSA) is asking for an equipment replacement funding plan that will project and meet our needs on a long term basis, based on the following criteria to help improve student success and safety:

1. Student Safety: We have replaced some of our old table saws with Sawstops. The blade will drop if it senses skin and prevent injury to students in the event that their hand gets too close to the blade. We hope to replace the remaining older table saws to improve safety for students and reduce liability to the district.

2. Maintenance time and resources: If parts for a piece of equipment are no longer available or if the equipment requires extensive repair time, the equipment will be replaced. This reduces time and cost burdens on the district and ensures students have timely access to the equipment.

3. Enrichment: Our long term goal is to purchase new equipment used in industry to enrich student learning and increase transitions into post secondary options.

We are requesting a program with criteria around maintenance costs for repairs of existing equipment. Twenty years ago, any repair cost under \$500 was the responsibility of the school, while any repair cost over \$500 was the responsibility of district maintenance. In recent years, the responsibility for repair and maintenance costs has become unclear. This ambiguity makes it challenging for staff and administration to set school budgets and plan for student success, aligning facilities to support long-term student success.

The Technology Teachers LSA has requested a maintenance program annually since the early 2000s. This has included consultation and meetings with district staff, who have assured our LSA that they would provide a draft plan for review. This has not happened to date. This plan would align with the district Strategic Plan Leadership Excellence goal #4. A clear maintenance program, communicated with administration and staff, would ensure that technology remains accessible, functional, and supportive of learning. This would enable Technology teachers to budget and plan effectively for student success, enhancing curriculum implementation and student safety.

2.

3.

4. I would be happy to meet to discuss any questions regarding our requests. Thank you for your time.

Parent or caregiver of a student

1. Supports in schools such as EA's, SLP's (speech and language pathologists), counsellors, reading intervention teachers. Funds allocated directly to support kids in the schools that will allow for more specialist teachers (learning support, speech and language, intervention, counselling, education assistants, to name a few). There is a great need for these things. Many students who need support get little to none, as there is so much demand and not enough specialists to give it.

2. Same as the above mentioned

3. same as the above mentioned

4. Frontline is needing more support (more bodies in place) please, that directly affects the students. Thank you

Staff

1. Student Success

2. Student Success

3. Student Success

4. We need more resources in the classrooms. SBRT Time, SLP time, EA time, Counselling, in the elementary School. Students are coming to school more complexed. There are more outbursts and more students are needing 1 on 1 supports to self regulate. Staff are getting more and more burnt out (teachers, EA,'s P/PV's). This is obvious through the amount of sick time that is being used as well as the number of teachers that are decreasing their time to manage and balance their own lives. Students need more help and our budget should reflect the help that is needed. We need to listen more closely to what teachers and P/VP are telling you that the needs are. Many students are slipping through the cracks as we do not have the resources to catch them all. We are in a mental health crisis - students need more support and teachers need more support. With a budget crunch as we are told, it is time to put all teachers back into the school to work with the students. I cannot stress this enough.

Staff

1. Student Success - the needs and complexities of students are increasing each year. If our priority is student success, then we need to allocate support to students by way of intervention and support staffing, increasing SBRT time in elementary schools and through EA time.

2. As funding becomes tighter and tighter each year, we should focus on Student Success - funding allocation that has a direct impact in schools for students. Rather than new initiatives or external staffing outside of schools.

3.

4.

Staff

1. I would like to see the board prioritize funding for applied skills education. By increasing funding for trades and technology courses, schools can provide valuable in demand skills, as well as foster a better experience and appreciation of the trades as a career choice. Current funding levels make maintaining an enriching program challenging, due to constantly increasing material costs, aging equipment, and efforts to add modern enriching new methods to the curriculum with whatever is left over. A modest increase to applied skills funding, makes a big difference to student success by opening up avenues of trades education, that otherwise would not be available until post secondary.

2.

3.

4.

Staff

1. Supports in schools to increase Student success

2. Look at ways to reallocate budget to increase student success. Some departments may need more money/people and some departments may need to lose positions that may not be priorities at this point.

3. Find ways to get more support in the schools to help support students and improve student success

4. Discretionary funding - retook at way it is distributed. Put extra staffing into schools with highest social service index, highest special education designations to help those schools close achievement gap.

Staff

1. Student Success

2.

3.

4. Adding to indirect student support isn't working. E.g, staff that are not connected to students.

Staff

1. Student Success

2. Leadership Excellence

3. Community Connections

4. Review personnel at management and board office level. Do we need as many Directors as we have? Also schools need more support with inclusive education, SBRT time, and EA.