

SCHOOL DISTRICT 60 BOARD STRATEGIC PLAN ENGAGEMENT SUMMARY

CONTACT: **Jasmine Patrick**

T: **250-762-2517** | E: jpatrick@urbansystems.ca

10808-100TH ST. FORT ST. JOHN, BC V1J 3Z6

urban
matters



OVERVIEW

School District 60 (SD60) is setting the stage for the future of our schools by renewing the Board Strategic Plan. This Board Strategic Plan will establish a focus and priorities to guide our district planning and decision making to make our schools even better and help our students succeed.

To inform the development of the Board Strategic Plan, comprehensive engagement was conducted with members of the School District 60 community, including staff, students, families, and community partners.

Engagement focused on gathering input on six key areas, including:

- » Student Learning and Wellness
- » Early Learning and Childcare
- » Truth and Reconciliation
- » Operations and Facilities
- » People Development
- » Governance

WHO WE ENGAGED

The engagement opportunities provided the chance for a wide range of groups who are interested and invested in the future of our schools to have their say.

Specific audiences that were targeted through the engagement process included:

- » **Senior leadership and administration**
- » **Staff**, including teaching, support and operational staff
- » **Parents, families, and guardians**, through the Parent Advisory Councils and District Parent Advisory Council
- » **Students**, elementary, middle and secondary students
- » **First Nations** communities and Indigenous partner organizations, including the Indigenous Education Council
- » **External community partner organizations**, including the City of Fort St. John, Peace River Regional District, Chamber of Commerce, the local union, and more.

HOW WE ENGAGED

A variety of engagement activities were used to ensure that all interested members of the School District 60 community had the opportunity to participate. These activities included:

OPEN HOUSE "FAMILY FUN NIGHT"

An Open House "Family Fun Night" was hosted on November 30, 2023 for students, parents, guardians and families, along with external community partner organizations. A band performance, face painting, henna, family photos, ball toss and 'My School Superhero' and "My Dream Classroom" colouring, were among the other activities that took place at the event.



ONLINE SURVEY

An online survey was open from October 31, 2023 until January 26, 2024. A total of 596 responses were received from administrators, educators, support staff, parents and guardians as well as general community members.

ENGAGEMENT WORKSHOPS

A series of in person workshops were held with SD60 teachers, support staff, and leadership. Supplemental workshops were also held with the Indigenous Education Council, District Parent Advisory Council (DPAC), the local unions, the City of Fort St. John, Peace River Regional District, Hudson's Hope School community and local government, Baldonnel PAC, Taylor PAC and local government, Prespatou PAC, and Upper Pine PAC.



ENGAGEMENT KIT ACTIVITIES

Engagement kits were provided to teachers and groups to spark conversation about the future of SD60 and gather input from community members who had not yet been engaged.

These kits included directions to facilitate discussions for a variety of age groups and interest levels, including Grades 2 to 5, Grades 6 to 9, Grades 10 to 12, and an adult activity.

ENGAGEMENT INSIGHTS

Student Learning & Wellness



- » Incorporate practical, hands-on and experiential learning to give students the skills they need to succeed.
- » Build a stronger school and district community, both among students and staff as well as through playing a more active role in the external community.
- » Ensure students are receiving the supports they need, especially mental health support.

Early Learning & Childcare



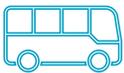
- » Support a smooth transition from pre-school and day care into kindergarten through seamless and Strong Start programs.
- » Ensure accommodations are available for students who face developmental challenges, such as occupational therapy, speech/language programs and behavioural supports.
- » Ensure healthy habits are taught at an early age by incorporating nutrition, mental health and physical activity in schools.

Truth & Reconciliation



- » Create a safe and respectful environment for students of all backgrounds, races and cultures.
- » Integrate more Indigenous knowledge and culture into classrooms.
- » Build stronger connections with the local Indigenous communities.
- » Teach age-appropriate history of Indigenous people.

Operations & Facilities



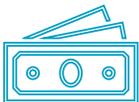
- » Invest in technology and facilities to create a more effective, comfortable, engaging learning environment.
- » Ensure reliable transportation is available by improving bus availability.

People Development



- » Foster a welcoming, respectful, inclusive environment for staff to support their wellbeing and improve recruitment and retention.
- » Provide more support for teachers to reduce burnout and ensure students are receiving high-quality education.
- » Offer more professional development and advancement opportunities to all staff, not just teachers.
- » Ensure collaboration of all areas of the school district from board members, trustees, teachers and education assistants.

Governance



- » Continue engaging and communicating with parents, families and staff on a regular basis.
- » Strategically allocate budget and assess investments regularly to ensure they are meeting student needs.
- » Reflect diversity and inclusion in decision-making processes by respecting all perspectives.

WHAT WE LEARNED

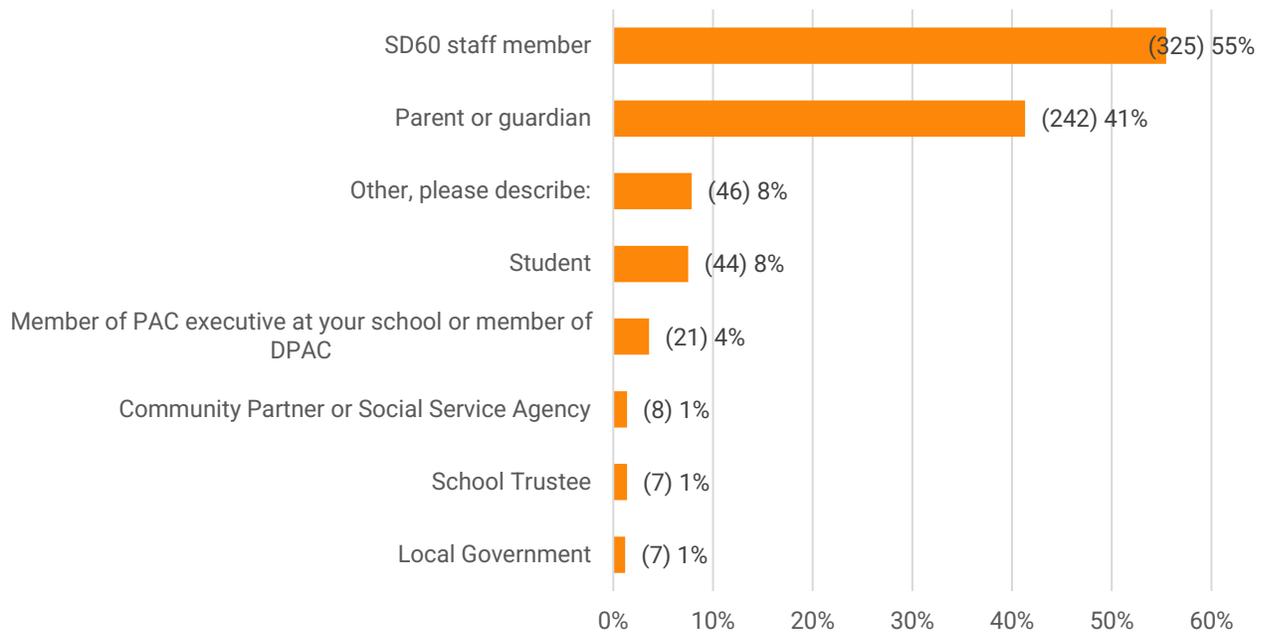
SURVEY

An online survey was open from October 31, 2023 until January 26, 2024. A total of 596 responses were received from administrators, educators, support staff, parents and guardians, and general community members.

The survey gathered feedback on key topics including student learning, people development (staff), operations and facilities, governance, Truth and Reconciliation and early learning. The survey consisted of 16 questions, which included multiple choice, rating scale and open-ended questions.

Question 1: How would you identify yourself? (n=586)

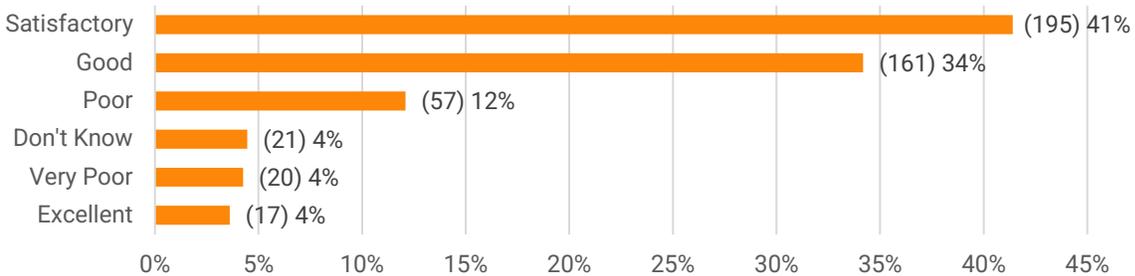
Approximately half of respondents (55%) identified themselves as SD60 staff members, while 41% indicated that they are parents or guardians, and 8% were students.



Of those who selected “other,” the most common responses were grandparents, community members, former SD60 staff, and custodians.

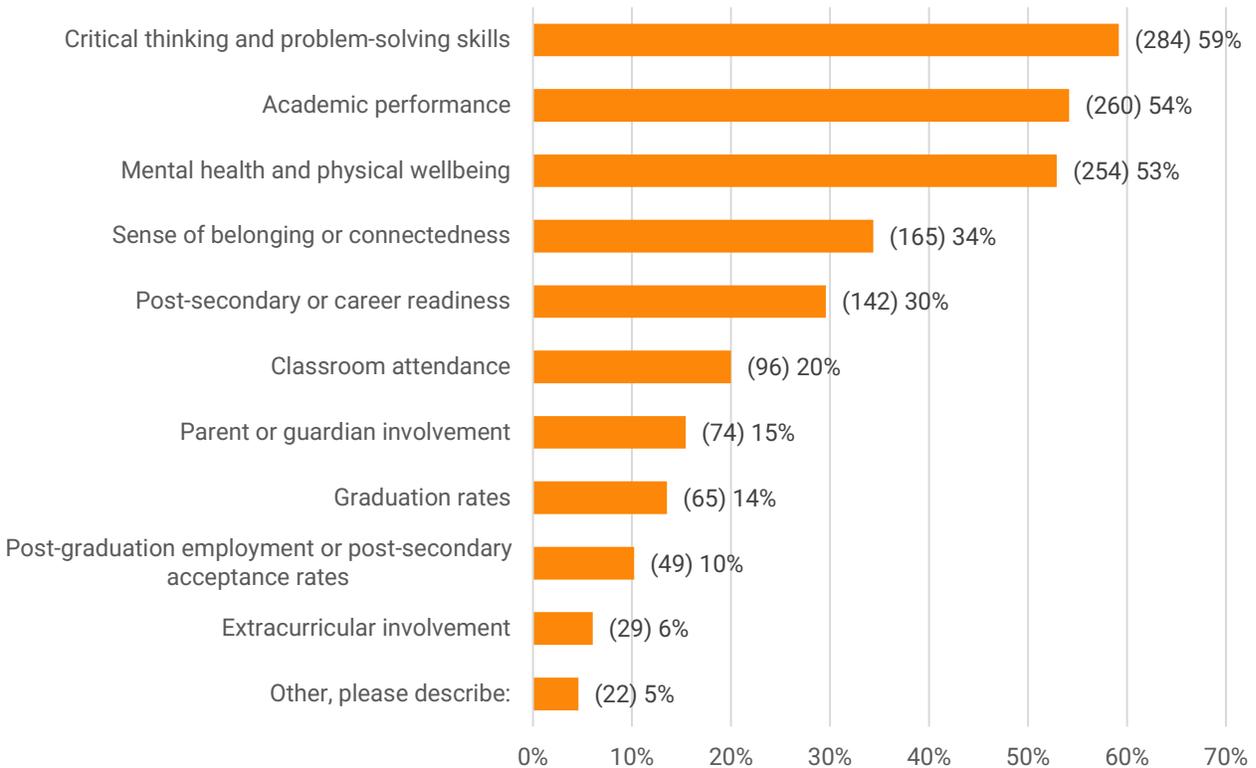
Question 2: How would you currently rate SD60 in terms of success in student learning? (select one of the following options) (n=471)

Nearly half of respondents (41%) rated SD60 as “satisfactory” in terms of success in student learning. Thirty-four percent (34%) rated it as “good” and 12% rated it as “poor.”



Question 3: From the following options, please select three measures of student success that you consider the most important (select your top 3 choices). (n=480)

Critical thinking and problem-solving skills (59%), academic performance (54%), and mental health and physical wellbeing (53%) were the top three measures of student success that respondents considered to be the most important.



Of those who selected “other,” the most common responses were real world/life skills, and basic academics (ex. reading, math).

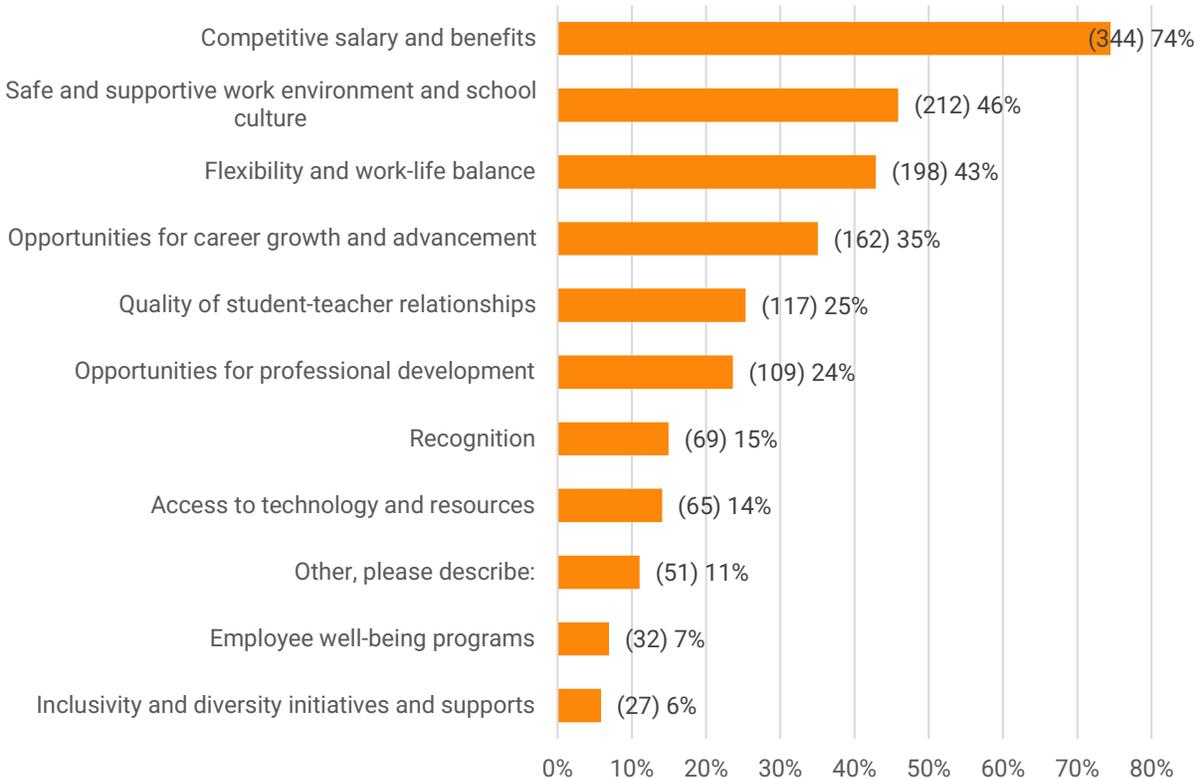
Question 4: Think of a time you were learning, and you didn't want it to stop. Please describe this experience in the space below. (n=269)

Key Themes:

Engaged	When individuals are interested in the subject matter, feel a personal connection or passion for the subject.
Good Teacher	Teachers who are passionate, engaging and foster genuine connections with their students. This contributes to a positive, supportive classroom environment that encourages students to become more motivated and successful in their learning journey.
Hands-on Learning	Being actively involved in the learning process through hands-on learning activities, such as experiments, projects, and creative tasks.
Diverse Learning Styles	Engaging, interactive learning experiences that cater to diverse learning styles and interests.
Real World/Life Skills	Practical, real-world learning experiences that are purposeful and pertain to applicable life skills.

Question 5: From the following options, please identify the three most significant factors for staff recruitment and retention in the district (select your top 3 choices). (n=462)

Nearly three quarters of respondents (74%) indicated that competitive salary and benefits were the most significant factors for staff recruitment and retention in the District, followed by safe and supportive work environment and school culture (46%) and flexibility and work-life balance (43%).



Of those who selected “other,” the most common responses were:

- Support from administration
- Classroom support for students
- Flexibility for staff
- Access to childcare and housing
- Better salary compensation, and
- Focus on staff retention.

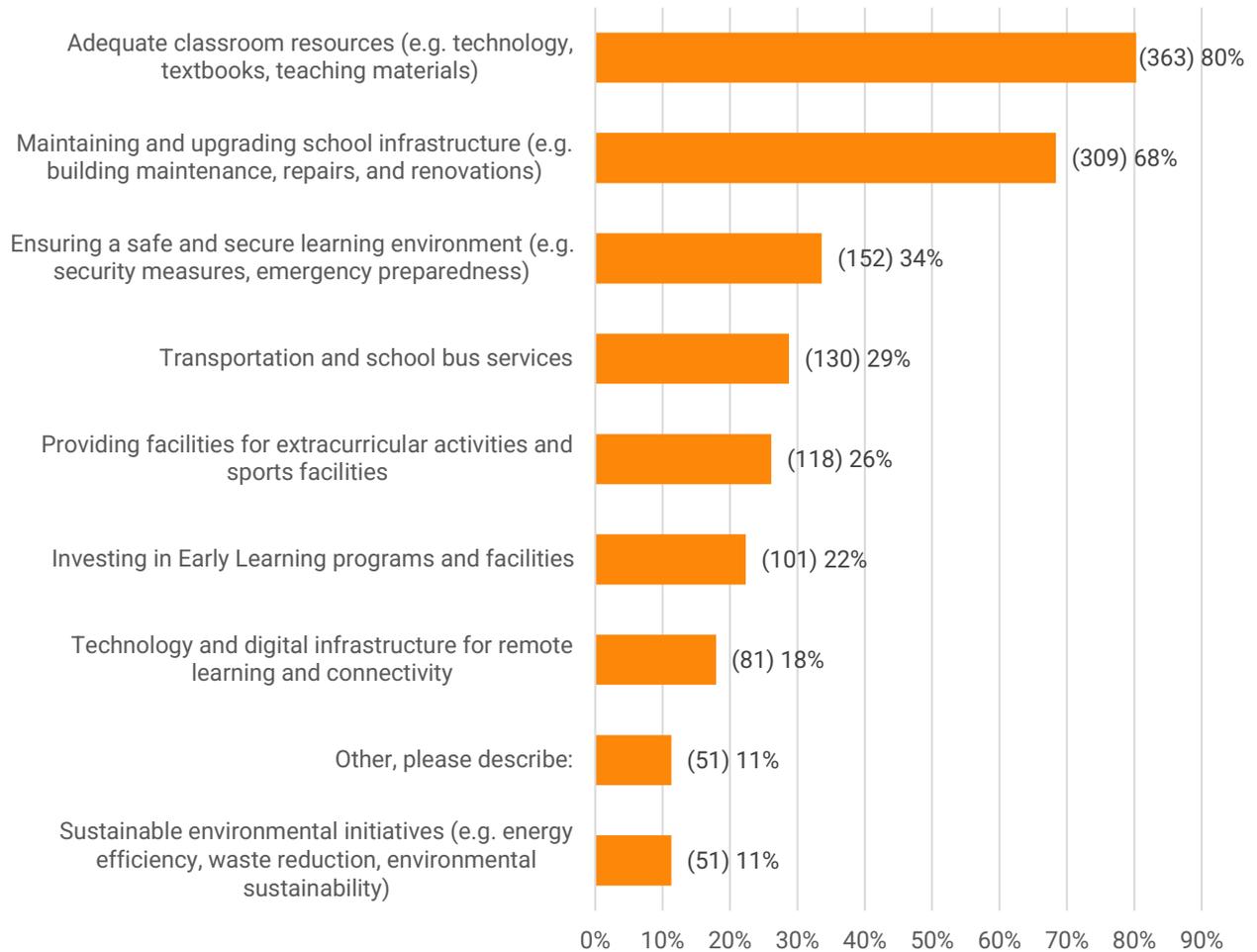
Question 6: Any other thoughts or comments to share on “People Development”? (please describe in the space below). (n = 154)

Key Themes:

Supports	Greater supports for staff and students, including Educational Assistant (EA) supports and sufficient resources for teachers to do their jobs.
Recognition and Appreciation	Staff would like greater recognition and appreciation from administration and the Board, noting that there is a lack of acknowledgement of their efforts and hard work.
Compensation	Maintaining a competitive salary and ensuring teachers and EAs are compensated with proper wages and benefits.
Relationships	Building strong relationships between teachers and students, as well as between teachers. Prioritize cultivating a sense of belonging and positive culture among staff.
Retention	Focus on retaining staff by providing incentives for them to stay at SD60, such as greater flexibility, work life balance, better access to childcare, affordable housing, and support.

Question 7: Thinking about supporting student learning, select the three most important areas for budget and resource allocation (select your top 3 choices). (n = 452)

Adequate classroom resources (80%), maintaining and upgrading school infrastructure (68%), and ensuring a safe and secure learning environment (34%) were the top three most important areas for budget and resource allocation.



Of those who selected “other,” the most common responses were classroom support for students, reducing classroom sizes, and building new schools.

Question 8: Any other thoughts or comments to share on "Operations and Facilities"? (please describe in the space below) (n = 124)

Key Themes:

Maintenance and Upgrades	Ensure facilities are being properly maintained so they are a safe environment for students and staff. This includes upgrading existing buildings, ensuring infrastructure is up to date (ex. proper air ventilation and exchange systems) and prioritizing cleanliness.
Student Supports	Greater supports for students, particularly those who have difficulties learning in a traditional setting or those who require more assistance in the classroom. More EA's to support student learning.
Technology	Adequate technology in classrooms to support student learning. Proper staff training for how to incorporate technology in the classroom.
Budget and Funding	Better allocation of funding and more focused on upgrading facilities, supporting staff and providing resources.
Resources	Classroom resources to support student learning and ensuring teachers have the proper resources to teach effectively.

Question 9: From the following options, please select the top three aspects you consider most important in guiding decision-making for the district (select your top 3 choices). (n = 438)

Transparency and accountability (60%), student-centered learning (58%) and excellence and continuous improvement (40%) were the top three aspects that respondents consider the most important in guiding decision-making for the district.



Of those who selected "other," the most common responses were parent input and collaboration, focus on academics, and accountability for poor behavior and bullying.

Question 10: How can we enhance diversity, equity, inclusion, and accessibility in all key areas? (please describe in the space below) (n = 183)

Key Themes:

Equality	Focus on equality and treat all students as equal. Provide equal opportunities for all and do not segregate based on differences.
Student Supports	Provide more learning supports for students, including more EAs for each classroom, and consider the diverse needs of students with learning disabilities.
Cultural Diversity	Incorporate and celebrate cultural diversity, raising awareness and providing opportunities to learn about different cultures.
Training	More support and training for staff so that they can best support their students.
Focus on Academics	Focus on teaching academics. Less focus on social issues.

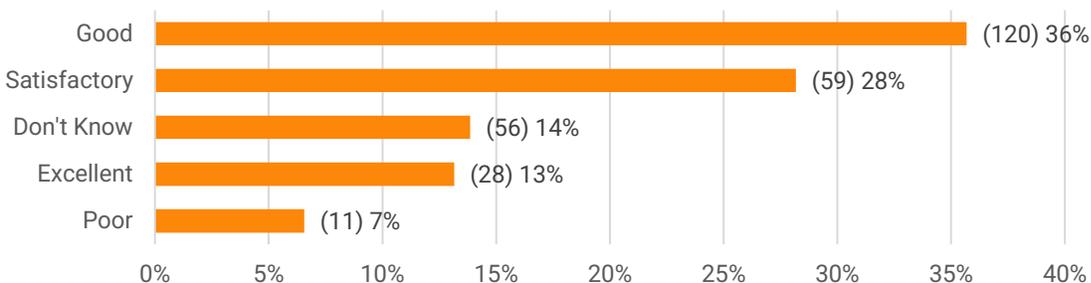
Question 11: Any other thoughts or comments to share on "Governance"? (please describe in the space below) (n=84)

Key Themes:

Academics	Focus on academic and scholastic learning: reading, writing, arithmetic. Less focus on social issues.
Remove SOGI	Remove SOGI from the classroom. Comments about 'leave parenting to the parents' and allowing parents to give guidance to all areas outside of academics.
Parent Input	Informing and getting input from parents about what is being taught to their children.
Collaboration	More collaboration between trustees, district admin, board members, education assistants (EAs) and teachers.
Staffing	Recruitment, hiring and retention of staff. Providing support with funding and resources.

Question 12: How would you currently rate SD60 in terms of Truth and Reconciliation? (select one of the following options) (n=426)

Good (36%), satisfactory (28%), and excellent (13%) were the top three measures of how they feel SD60 is taking part in Truth and Reconciliation. There also were several people who voted "don't know" (14%) to this question.



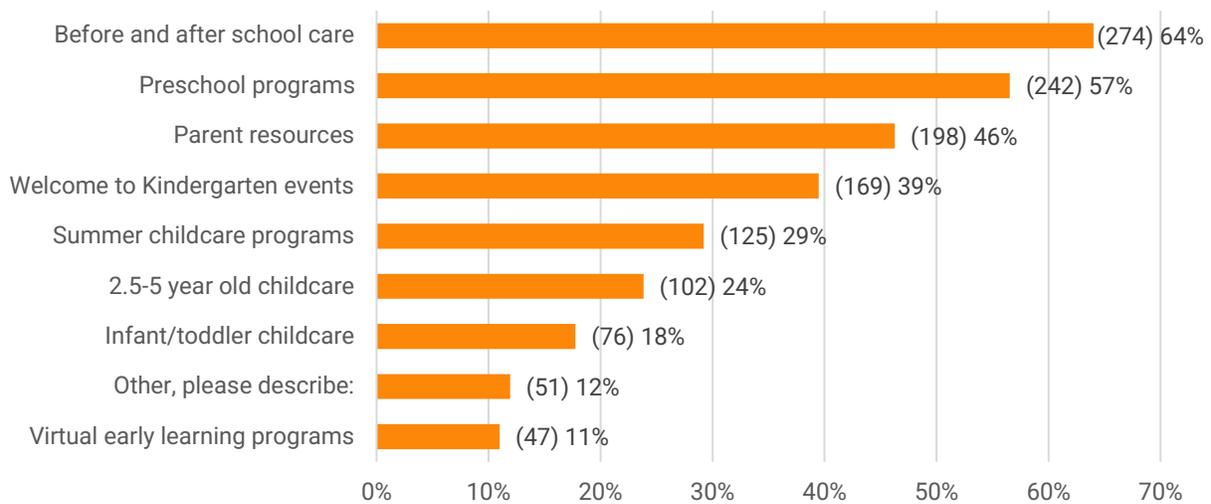
Question 13: How do you think SD60 could improve our work to advance Truth and Reconciliation internally and with our surrounding communities? (please describe in the space below) (n=193)

Key Themes:

Teaching	More teaching about history, Indigenous culture, resilience of indigenous communities, and providing more Indigenous content into the curriculum.
Less Focus	Suggestions that there should be less focus around Truth & Reconciliation as it is creating division. Comments on how 'it is time to move forward.'
Speakers: Elders and Community Members	Inviting Elders and community members into the schools to speak and tell their stories (authentic resources). Focus on lived experiences.
Doing Enough	Comments about continuing what is currently being done.
Events and Activities	Taking part in cultural events, planning events for all agenda, and bringing more Indigenous culture into the schools.

Question 14: Please select the three most important early learning programs and childcare initiatives, in terms of highest need (select your top 3 choices). (n=428)

Over half of the respondents (64%) voted that before and after school care programs are of the highest need. Preschool Programs (57%) were the second highest, and offering parent resources (46%), was the third.



Participants were also able to respond to an open-ended question on what their needs are for early learning and childcare initiatives. Below are the key themes that emerged.

Key Themes:

Offering Childcare for Staff	Having childcare accessible and affordable for all staff members of SD60 (both full time and part time).
Parent Involvement	Involving parents in school decisions for early childhood education.
Strong Starts	Offering Strong Start Programs.
Parenting Resources	Offering resources for parents, such as parenting classes.
Stay-at-home Parent	Encouraging a parent to stay home with a young child (or children).

Question 15: If applicable, what barriers do you face in terms of accessing early learning and childcare services? (please describe in the space below) (n=121)

Key Themes:

Space, Availability and Waitlist	No spaces available and long waitlists.
Cost	Cost of childcare is expensive.
Time and Scheduling	Limitations with many parents' schedules: the time of day and days of the week that childcare is available.
Staffing	Staffing shortages for childcare.
Support for Disabilities	Not enough support available for children with disabilities.

Question 16: Do you have any additional thoughts or comments you would like to share related to the School District 60 Strategic Plan? (please describe in the space below) (n=133)

Key Themes:

Academics and Academic Achievement	Increased focus on teaching and measuring academic achievements.
Teacher Support	Having smaller class sizes with more support staff: EAs, Counsellors, Social Workers.
Recruitment and retention	Experiencing higher turnover: need to recruit long-term staff and have retention incentives.
Remove SOGI	Comments about leaving values education to parents or opting in or out of SOGI education. Comments about removing SOGI from the curriculum, particularly with the younger age groups.
Grading System	Return to the old grading system, with report cards and academic achievements.

STUDENT ENGAGEMENT

GRADES 2 TO 5: SCHOOL SUPERHERO

THE ACTIVITY

Students in Grades 2 to 5 were given a colouring sheet of a superhero and asked to create a superhero that represents their school, including the superhero's name, superpower, costume, logo and tool. After each student coloured in their own superhero, their class had a discussion about why they chose different elements to represent their school.

A total of **20 classes** submitted their superheroes, including the top themes from their discussion and colouring sheets.



THE FEEDBACK

Based on the top themes that emerged from the student's drawings, the School District 60 Superhero is a Kodiak bear who wears a purple and grey super suit. Their superpowers are being kind and helpful, and to represent these powers their logo is a heart. Their superhero tool is a pencil.

Top overall themes (34 comments)

- Kind (7)
- Respectful (4)
- Strong (3)
- Friendly (2)
- Learning (3)

Top superpowers (44 comments)

- Kind (7)
- Helpful (6)
- Happy (4)
- Speed (4)
- Flying (3)
- Learning (3)

Top costume elements (28 comments)

- Purple (3)
- Super suit (2)
- Paws (2)
- Animal ears (2)
- Grey (2)

Top logo (24 comments)

- Heart (3)
- Super (2)
- Kindness (2)
- Kodiaks (2)
- Hockey (2)

Top tools/equipment (27 comments)

- Pencil (2)
- Sport equipment (2)
- Heart (2)



Artificial Intelligence generated illustration based on top themes.

GRADES 6 TO 9: DREAM SCHOOL & CLASSROOM

THE ACTIVITY

Students in Grades 6 to 9 were either given a blank sheet of paper or a printed worksheet to draw or write what they would want to see in their dream classroom or school. After they drew or wrote about their dream classroom or school, classes shared their ideas in a group discussion.

A total of **27 classes** submitted the top themes from their discussion.

THE FEEDBACK

Overall, students want more calm, comfortable spaces in their schools that have lots of natural light and bright colours. Upgraded technology, different activities and alternative spaces such as sensory rooms and reading zones would improve their experience in school. Different events or celebrations that students would like include more physical activity, a chance to have animals or pets in the classroom, more "spirit days," being able to present personal or passion projects at school, and recognition of cultural events and birthdays.

Top overall themes (67 comments)

- Kindness (7)
- Comfortable furniture (5)
- Sports (6)
- Fairness (5)
- Calm spaces (5)
- Bright, happy, calming colours (4)
- Technology (4)

Top classroom features: (83 comments)

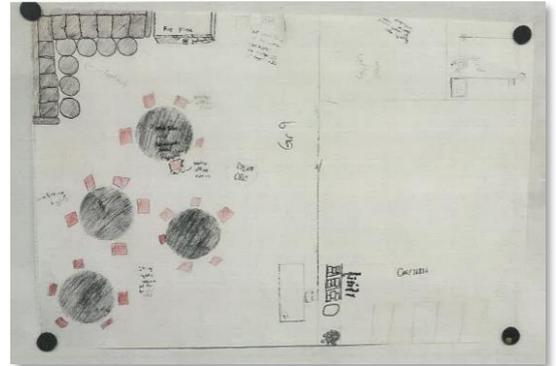
- Comfortable furniture (18)
- Calm spaces (12)
- Improved technology, such as projectors, screens and sound systems (5)
- Kitchen equipment (5)
- Art and posters on the walls (50)
- Natural, soft light (4)

Top outside of classroom features (71 comments)

- Bigger gyms with more features, such as climbing walls (16)
- Bigger, more comfortable libraries with more books (13)
- More outdoor spaces, including sports fields and equipment, gardens and other outdoor play spaces (7)
- More and better sport equipment (5)

Top educational subjects (65 comments)

- Art (14)
- Physical Education (12)
- Math (10)
- Science (7)



Top special events or celebrations (62 comments)

- Birthday celebrations (9)
- Holidays, such as Christmas, Easter, Halloween, Thanksgiving (7)
- Field trips (7)
- General “fun” or spirit days with different themes (6)
- Sports, such as intramurals, tournaments, or school-wide games (6)

Top guest speakers (62 comments)

- Athletes, such as Connor McDavid or other hockey or soccer players (17)
- Musicians, such as Taylor Swift, Olivia Rodrigo or Luke Bryan (16)
- Internet celebrities, including YouTubers and TikTokers and specifically Mr. Beast (10)
- Actors, such as Chris Pratt, Ryan Reynolds and the Rock (8)



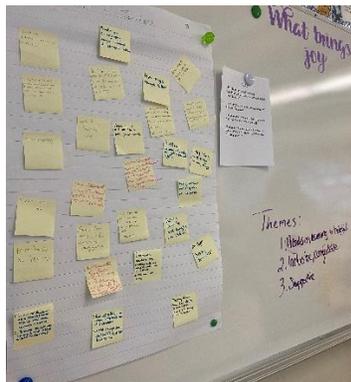
Artificial Intelligence generated illustration based on top themes.

GRADES 10 TO 12: YOUR SCHOOL, YOUR FUTURE

THE ACTIVITY

Students in Grades 10 to 12 participated in a “World Café” style discussion about key aspects of their school experience, including student learning and success, health and wellbeing, staff and teachers and school community.

A total of **seven classes** submitted top themes from their discussion through an online form.



THE FEEDBACK

Grade 10-12 students are struggling with mental health challenges in schools, including anxiety and stress, and need more support from their teachers and school staff. Students feel that they aren't learning the life skills they need to be successful once they graduate and want to be taught about personal finance and "how to be an adult" in school. The students who participated in the discussion also care deeply about their community within the school and in the broader community, and want more opportunities to get involved, whether through clubs and activities, or taking active roles in addressing climate change and advancing Truth & Reconciliation.

Top overall themes (21 comments)

- Connectedness and community (3)
- Mental health challenges and supports (3)
- Teacher education and specialization (2)
- More choices and independence (2)
- Learning life skills (2)

Student Learning & Success (20 comments)

- Students need to learn life skills to be prepared for life after school (6)
- Students need to learn personal finance skills, such as how to pay bills, understand taxes, and manage credit cards (3)
- Students want more flexibility, including flexible timelines for assignments and flexible schedules (3)
- Student want more choice and more say in how they learn (2)
- Students want more real life, social connection in school (2)

Health & Wellbeing (24 comments)

- Students are experiencing mental health challenges, including feeling overwhelmed, stressed and worried (7)
- Socialization is a big element of the school experience and students need to have time to socialize with each other (4)
- Students need more resources to support their health and wellbeing, either made available online or in-person, such as an in-school counsellor. (4)
- Students want to learn more life skills to be prepared for life after school (2)

Staff & Teachers (21 comments)

- Students want more engaging, hands-on classes that make the subjects more interesting (4)
- Teachers need mental health training so they can better support students (3)
- Students feel a lack of support from their teachers and staff in their school (3)

School Community (23 comments)

- Students want to learn more about climate change and environmental issues, and be more environmentally friendly in schools through composting, reducing paper use, recycling and more (7)
- Students want to learn more and do more to support Truth & Reconciliation in their schools and communities (3)
- Students want more diverse perspectives to be reflected and taught in their schools (3)
- Students want more variety of activities, such as clubs and events, to help build community in their school (2)

STAFF, PARENT & COMMUNITY PARTNER ENGAGEMENT

THE ACTIVITY

Through in person workshops and an open house, parents and guardians, staff, and community partners were engaged through “World Café” style discussions that focused on the key focus areas for the Strategic Plan, including: student learning and wellness, people development, operations and facilities, governance, truth and reconciliation, and early learning and child care.

A total of 15 workshops as well as other reach-out sessions, and one (1) open house were held with a variety of community members and groups, including:

- SD60 Teachers
- SD60 Support Staff, including Operations and Facilities
- SD60 Leadership
- Baldonnel Parent Advisory Committee
- First Nations Partners, City of Fort St. John, and Peace River Regional District
- District Parent Advisory Committee (DPAC)
- Early Learning Support Staff
- Hudson’s Hope School Community and Local Government
- Indigenous Education Council
- Local Unions (CUPE, PRNTA)
- Prespatou Parent Advisory Committee
- Taylor Parent Advisory Committee and Local Government
- Upper Pine Parent Advisory Committee



THE FEEDBACK

The top themes that emerged in each discussion included:

STUDENT LEARNING & WELLNESS

Teaching & Learning Approaches (60 comments)

- Allow for more flexible teaching approaches and learning opportunities
- Include more hands-on activities and learning
- Use project-based learning that gives students a sense of ownership
- Enable a variety of teaching styles that meet the different students’ needs

School Environment & Culture (50 comments)

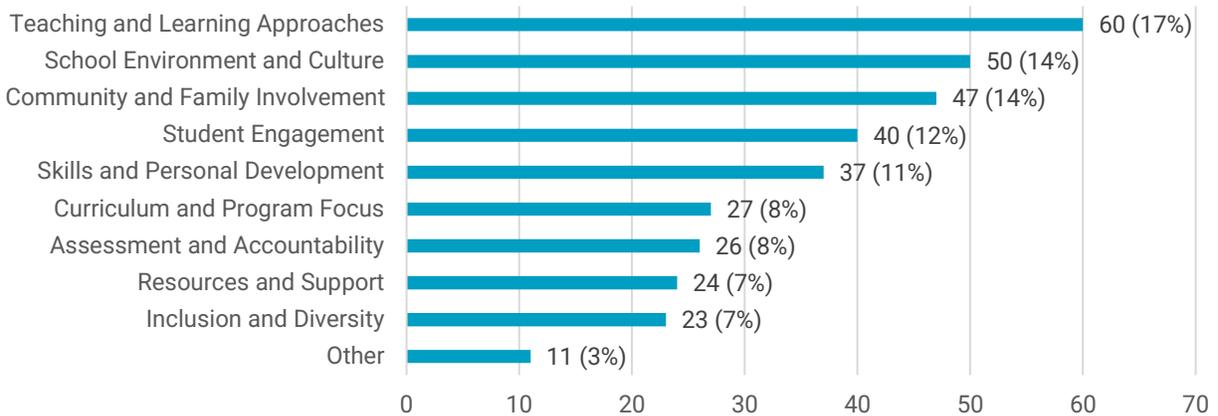
- Fostering more relationship building between students, teachers and the community
- A “buddy” program to encourage students to build friendships between different grades
- Engaged teachers inspire students to care more and learn more
- Students want to feel accepted and respected

Community & Family Involvement (47 comments)

- Hold more school-wide events to build school community
- Involve parents and families more in the schools to encourage a sense of belonging and build a stronger support network for children
- The end goal of school is to contribute to community through teaching students how to be positive, productive members of society

Student Leadership & Engagement (40 comments)

- Aim to increase student engagement, excitement and participation in school, both academically and socially
- Students should have a voice in how they are taught and how their schools make decisions that affect them
- Encourage and support student leadership to share their perspective and create change in their schools



PEOPLE DEVELOPMENT

Work Environment & Culture (128 comments)

- Teachers and staff want a welcoming work environment where they feel valued, supported and safe
- Foster more collaboration between teachers and between schools to share knowledge and avoid working in isolation
- Professionalism is highly valued
- Sharing ideas and ability to have open minded conversations is important

Professional Development & Training (70 comments)

- There's strong desire for more professional development opportunities, both on an individual and collective level
- Provide opportunities for growth for all staff, especially in positions that don't often receive support for learning or career advancement
- Specific development opportunities include mentorship programs, the ability to attend conferences, cultural diversity training

Staff Support & Resources (51 comments)

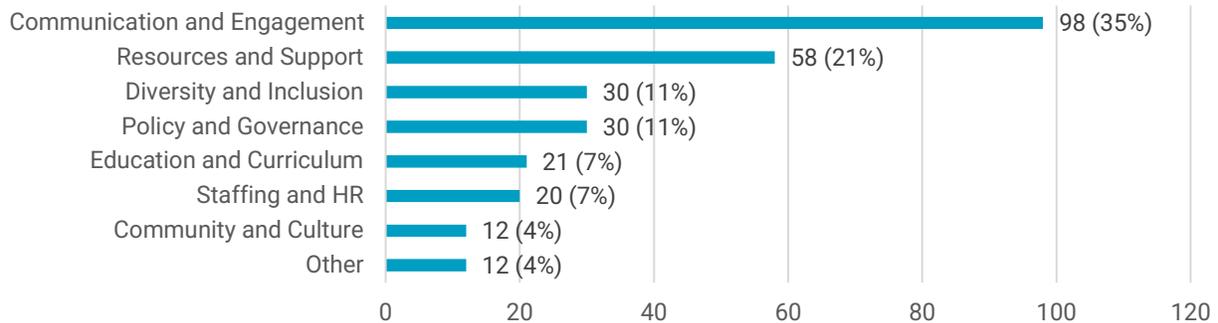
- Staff need more support, including more EAs and support staff
- Recognize that staff are burnt out and need more support for mental health and wellness
- More funding available for classroom resources, supplies and supports for kids with learning disabilities and behavioural challenges

Communication (21 comments)

- Use clear, respectful communication with staff
- Provide staff with communication training
- Get feedback from staff and teachers on decision-making and new policies

Community Involvement & Relationships (20 comments)

- Working with parents and families more collaboratively to support children
- Build community amongst the staff and integrate schools get involved with community



OPERATIONS & FACILITIES

School Facilities & Resources (84 comments)

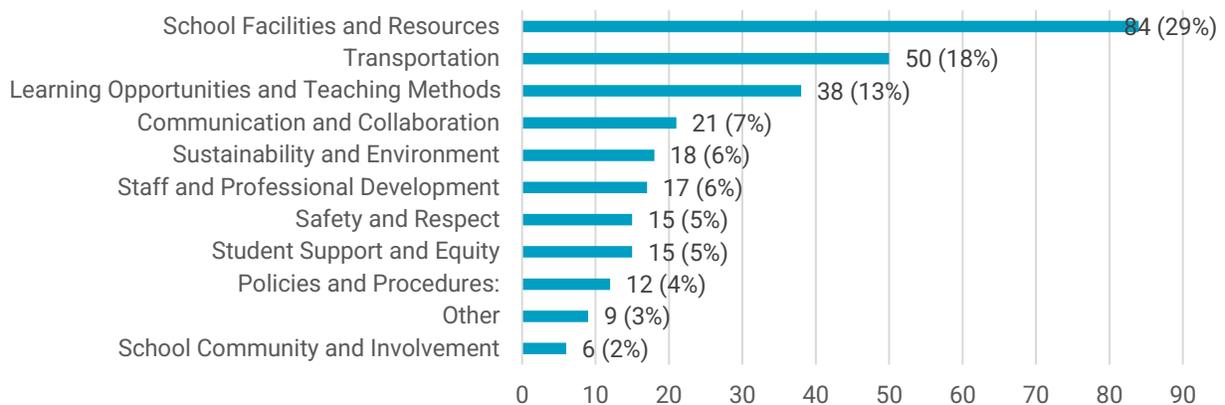
- Allocate more budget for facility upgrades, including heating, AC, electrical, ventilation, internet and more
- Allocate more budget for equipment upgrades, including technology, tools and vehicles
- More custodial staff to account for high public usage of facilities
- Increase accessibility of facilities

Transportation (50 comments)

- Reduce the amount of time students spend on transportation by providing more routes, more buses and better planning
- Improve bus safety and education to reduce risks
- Increase bus availability to allow students to participate in extracurricular activities

Learning Opportunities & Teaching Methods (38 comments)

- Update technology to increase access to resources, such as personal iPads and software licenses
- Offer more experiential, hands-on learning opportunities through field trips, school exchanges, outdoor learning
- Teach students more practical skills, such as cooking, farming, first aid, personal finance, and more
- Include more region specific learning, reflecting the school's agricultural community



GOVERNANCE

Communication & Engagement (98 comments)

- Increase parent and family involvement in schools, through workshops, meetings, events, and communications
- Offer more public engagement opportunities to gather input and feedback on school policies or decisions
- Improve clear communication within SD60 from administration to staff and with the public

Resources & Support (58 comments)

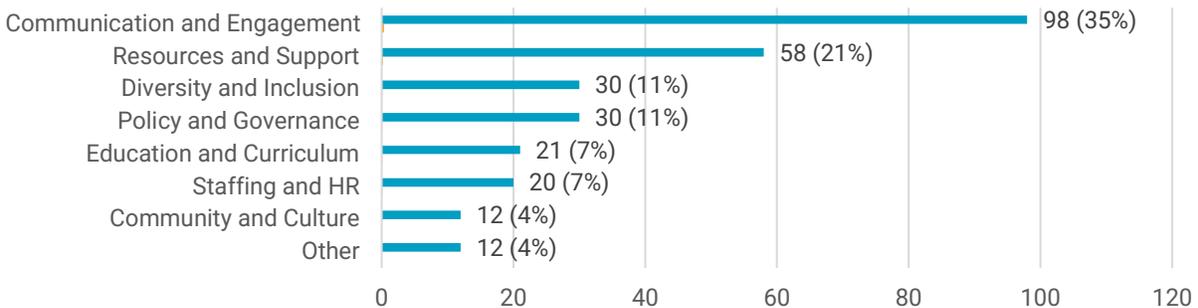
- Provide more resources to students, such as alternative classes, a learning support fund, and support for vulnerable and at risk students
- Assess budget allocation based on programs that meet student needs and have a measurable benefit
Invest in facility upgrades to support more effective, accessible learning environment

Diversity & Inclusion (30 comments)

- Acknowledge and celebrate diversity, recognizing different factors
- Create a culture of respect through valuing differences and different perspectives
- Recognize that different regions and communities have different needs and different values

Policy Direction & Decision-Making (30 comments)

- Focus on staff recruitment and retention
- Improve transparency of budgeting decisions
- Conduct regular policy reviews to assess effectiveness and align with best practices
- Create more efficient administrative processes



TRUTH & RECONCILIATION

Safe & Respectful Environment (60 comments)

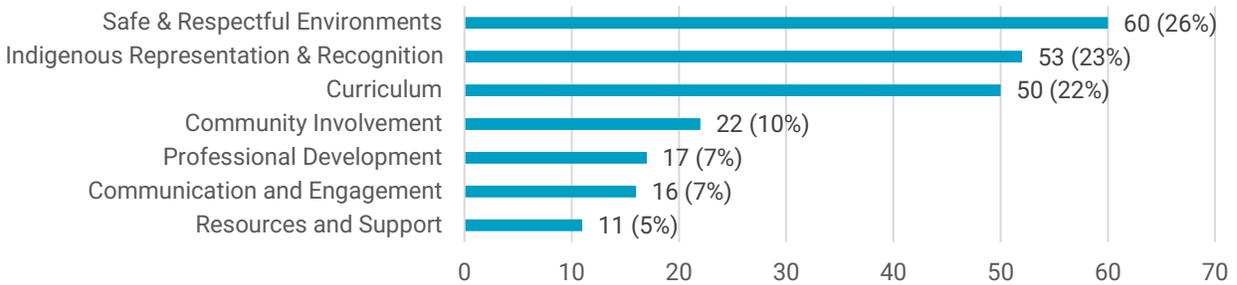
- Prioritize equal treatment for all students, regardless of background or race
- Support more inclusion of differing ideas and perspectives
- Support mutual respect for all cultures

Indigenous Representation & Recognition (52 comments)

- Include more Indigenous voices in classrooms, such as incorporating Elders in schools or having student visits to Indigenous communities, such as Doig Days
- Incorporate more cultural representation in schools, through art, books, Indigenous traditions, celebrations and more
- Education and discussion about what Truth and Reconciliation means for the community

Curriculum (50 comments)

- Offer Indigenous language classes to help keep the culture alive
- Teach more about Indigenous history, including local history and pre-European contact history
- Include more Indigenous education, including traditional knowledge, hands on activities



EARLY LEARNING & CHILD CARE

Programming (59 comments)

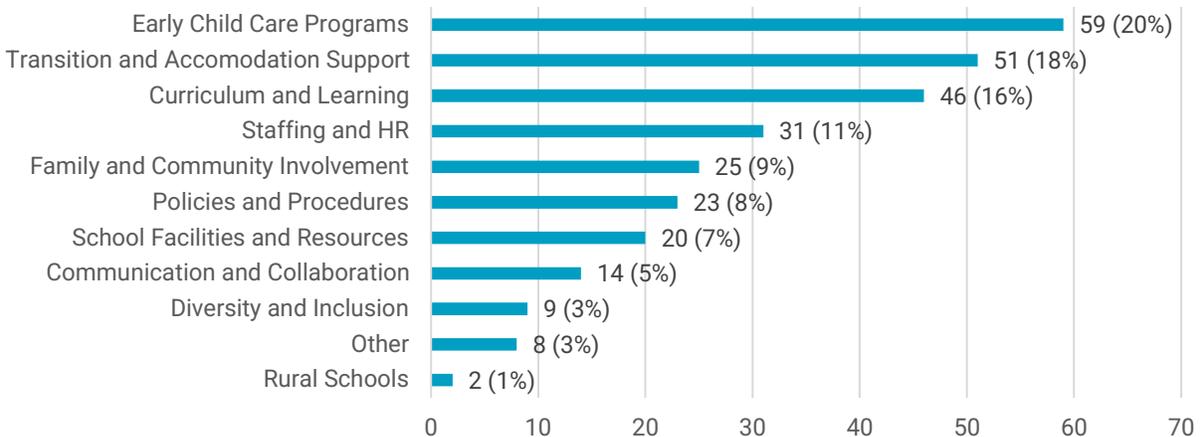
- Offer more Strong Start programs
- Offer before and after school care in all schools
- Offer more seamless care programs to support transition to school

Transition & Accommodations (51 comments)

- Include more school visits in pre-school to reduce anxiety and provide school visit opportunities for day cares and day homes (Ready, Set, Learn program)
- More early intervention services to provide support for students with development challenges, such as speech language, physio, and other learning challenges
- Provide more support for pre-school and kindergarten, such as occupational therapy and speech/behaviour supports

Curriculum & Learning (46 comments)

- Focus on social and emotional learning
- Spend less time on screens and more on books to increase reading comprehension
- Provide healthy environments teach healthy skills, including more physical activity, play time and healthy eating



NEXT STEPS

The feedback gathered as part of this engagement process will be shared back to all the internal and external stakeholders and then used to draft the renewed School District 60 Board Strategic Plan. For the latest information, visit prn.bc.ca/board/strategicplan.