

*SD#52 Annual Budget Consultation
January 31st, 2023
Group #4*

1. What is the most important (what must we do for our students)?

- Students to access equitable education, by removing barriers for students
- Educations that is authentic, land-based
- Access to appropriate supports
- Data based decisions, looking at both gaps and growth
- Anti-racist education
- Mental-wellness for everyone
- Classroom and access to supports (behaviour/language/curriculum specialists, EA's)
- Healthy environment for students to learn in, as provided by the maintenance and custodial members.
- Inclusion
- Literacy
- Education through an anti-racist lens.
- People to work in these roles.
- Keeping people where the children are.
- Other organizations are applauding our ability to use a small budget but keep it people-focused, so trying to keep that as a foundation for our district.
- EA in all primary classes.
- Data to direct what we should be focusing on and celebrating.
- Parents in the classrooms so they can become a part of the solution and a support network.
- Representation of Indigenous educators in our schools and classrooms.
- Building relationships with students.

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2. What is making a difference in our schools (what is working well?)

- Student voice and student-led committees.
- Strong literacy focus in the school.
- Inclusion and creating more inclusive environments.
- Applying for grants and Ministry funds:
 - To help access things such as buses for travel in and out of town. This is a cost-reduction for the district.
 - The playground enhancement program allowed us to access money to improve and renew our playgrounds.
 - Carbon-emission grant to replace the unit ventilators in schools.
- Student-led interviews.
- School community
- Community partners: CYMH, Berry Patch, Northern Health to name a few. We meet with them with our counsellors to keep the relationship and conversation open around supporting students
- Literacy and Numeracy (prioritize this)
- Indigenous education is making a difference for every student. It is embedded throughout, allowing all students to learn about where they live, as well as set them up for their future.
- As Indigenous education grows in our district and province, we need more people to fulfill those roles, as well as leadership roles to support these roles and growth.
- Keep honoring student voice
- Leaders in our schools are making a difference.
- The PAC is making a difference. Through getting in the schools and fundraising. This group is very dedicated.
- Parents getting involved in the classroom.
- Indigenous mentors are making a huge difference in the schools.
- Outdoor learning

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- Breakfast and lunch programs are now enriched.
- The people that are running these amazing programs.
- Our maintenance department has kept us, and continues to keep us, safe.

3. How can we allocate limited resources to ensure all students succeed?

- Reaching out to the experts within our districts.
- Provide training to uncertified EA's.
- Look at the food-waste on the menu and readjust the menu. (Look for student input for the program).
- Literacy support to the French-immersion teachers. (in-service training).
- Using the land (numeracy on the land, literacy on the land).
- Family learning together with students and educators.
- Elders on residence, artists on residence. Students learn so much: skills, empathy.
- Mental health programs.
- Every district is in need of quality educators. So, recruitment is key.
- When we do recruit we need to the ability to educate our educational community on Indigenous pedagogy.
- Mental health and sustainability of all people in our district, which will positively impact SD52 retention. With retention and commitment to working in our district, all educational stakeholders can grow and learn within our local context.
- Leveraging the industry in our town for funds to support education in the town by offering collab projects they can get involved in. (Kitimat provides a good example of doing this).
- Collaboration is key. Use Admin, coach-mentors, Indigenous education, industry, the Ministry, specialty teachers, colleagues etc to find ways to support education.

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- Collaboration not only supports students, but all members of the educational community. Everyone need a team to lean on.