

2020/21 Budget Consultation Survey Results
All Results Except for Management Team

Serial	1. What best describes your connection to the Saanich School District?	Question 1 comments	2. Do you agree with the proposed measures to balance the 2020/21 budget reflecting the financial impact and uncertainty that results from the COVID-19 pandemic? If not, do you have advice for the	3. District staff have identified two budget priorities: 1) additional funding for learning innovation; and 2) daytime custodial support in elementary schools. Do you agree with these priorities?	4. Are there specific goals in within strategic plan 2020 within strategic plan theme1 and theme 2 that the Board should prioritize in budget 2020/21. If yes, please explain to additional funding will improve student success?	5. Are there operational risks that the Board should prioritize in budget 2020/21. If yes, please explain how additional funding is needed to address risk?	6. What background and perspective do you give to this discussion and, given this, what further advice would you give to the board?
1	Staff Member		Yes	Yes			
2	Staff Member		Yes	Yes			
3	Staff Member				Top priorities should be given to student support. Many students will be returning next school year feeling behind in their studies and having missed a significant portion of what should have been covered over the remainder of the 2019/2020 school year. Not all students will have been able to study from home and will not have absorbed the core competencies expected at their grade level, thus possibly creating larger gaps than might normally be found in student knowledge and abilities in any grade. Any budgetary room should be allocated to student support staff such as EAs, counsellors, indigenous support, and after school tutorial to allow for those students who have fallen behind to have access to extra support to get back on their feet.		
4	Student		Yes	Yes			
5	Student		Yes	Yes			
6	Student		Yes	Yes			
7	Parent/Guardian/Grandparent		Yes	Yes! Daytime custodians are a TOP priority!!!	N/A	NA	NA
8	Community Member		Yes. I think so. It was a bit hard for me to understand.	Yes.	Modern Practices, Ingenuity and Innovation Culture of Diversity and Inclusion Specifically - Universal Design and services, renovations to buildings and properties, education on going 'above' the bare minimum. Referencing specifically 1) UN Convention on the Rights of Persons with Disabilities protocols AND optional protocols, even if Canada has not adopted or implemented those. 2) UN Declaration on the rights of Indigenous People. Creating universal access to distance/remote education for the long run, and for the future when/if other pandemics or similar tragedies affect BC.	Food Security - risks to Agriculture and suppliers of food/food products to institutions. Already, farmers are talking about fallowing fields. In the US, massive numbers of chickens used for egg-laying are being culled and turned into dog food because the eggs can not be sent to market (no packaging, no grading system). The eggs were used for liquid egg products to supply commercial/institutional markets that are closed down. 5G - Health & Security effects of a rollout. Do additional research and please evaluate very carefully...look for information that may not be mainstream. Be skeptical of 'studies' and suss out who funded the studies and what flaws might exist or if there are conflicts of interest. Be cautious. Hold back. Wait and see. Keep 5G off school properties.	1) I am a disabled person 2) I am part of a group that is researching/starting a community garden. 3) I have past experience with telecom and networking. Regarding #2 - we have been trying to reach SD63 for months and are asking for someone to contact us.
9	Staff Member		Yes, I agree with the proposed measures as long as the "Remaining reductions focusing on program areas where a temporary reduction will have a smaller impact on longer-term program outcomes" does not reduce existing support for vulnerable learners (i.e., funding for itinerant staff, ISTs, EAs etc).	Yes, particularly the additional funding for learning innovation in the form of capacity building of school staff in the form of training from district psychologists, speech-language pathologists and resource supports.	Yes, prioritizing budget goals under 2.2 (Support for Vulnerable/ Unique Learners) in theme 2. Providing additional support for students to ensure equity should be high priority.	Current risk report is accurate representation	I am a speech-language pathologist in the district, working at three elementary schools. I have worked in multiple school districts and have seen the positive impact that can come from providing support that allows itinerant staff to play a more integrated role in their schools. Prioritizing funding for itinerant staff to build capacity in school staff will ensure that vulnerable students are not disproportionately affected by the COVID-19 situation and that these students are given the supports to continue to access school curriculum at the same level as their peers.
10	Staff Member		It's time to look at moving grade 8 into Parkland to ease pressure on the middle school and populate Parkland. Shift grade 5 to middle if need be. Parkland shouldn't be reliant on International and IB to stay afloat. Plan the budget for zero international students. International travel is banned for 12-18 months according to the Ministry of Health.	I have never heard of daytime custodial in elementary schools in my entire career. In a budget shortfall perhaps this should be checked in other districts to see what is typical for elementary sizes. Will there be a reduction in evening janitorial to offset cost? I agree with these. I also believe schools that are not holding space for essential workers should be closed down fully to lessen electricity and water consumption. Professional development opportunities for teachers should be focused on district lead teams rather than paying for experts from outside of the district. The district has so many educators with a great wealth of knowledge that we can all learn from.	Time to look at all the programs to see data for impact vs cost. Clearly what's happened in the past doesn't work or the Indigenous grad rate would be better.	The risk is that Indigenous students aren't getting psych Ed's, their needs are not being addressed, they are getting to high school deficient in reading, writing and math. A systemic overhaul of the support system needs to take place.	
11	Staff Member		I agree with the proposed measures.		Equity for students in theme 1 is essential; providing food, basic needs and connective technology to students who depend on it is my biggest focus. Theme two addresses this further and outlines some goals that should be a focus for Saanich School district.	Providing protective gear (face masks) that WHO has suggested to decrease the spread of infection should be a focus. Creating a laundry service for cloth masks provided for staff would be best practice and environmentally.	
12	Staff Member			Yes, however, the priorities should be on maintaining teacher positions. Also, does this take into account greater need for cleaning under COVID-19 environment and possibly hiring of additional custodial staff?	Under theme 2, support for indigenous learners needs to be a priority more than ever. Current achievement gaps will only widen during this crisis. Investment in additional teacher/EA supports for early years (specifically at Brentwood and KELSET) needs to remain an essential investment.	I think the current risk assessment is appropriate.	Having taught in a variety of countries and districts, I have seen how volatile situations (political, medical) can drastically impact learning. What financial planning needs to be put in place to address how learning might be different in September? The planning seems to assume a return to "regular" school in 2021. However, what if remote learning remains or becomes sporadic due to outbreaks/2nd wave? Do we have the technological infrastructure in place for long term remote learning? Can savings be made in the area of transportation? Is additional training needed for teachers to prepare for a year of potential remote learning or an alternative model (sporadic in class attendance/rotating student attendance)?
13	Staff Member						
14	Staff Member		instruction positions that we were added. Our District admin is bloated and should be cut FIRST before cutting International supports and any programs that will be reduced due to a reduction in international enrolment. Do you understand that these cuts will almost fully be felt in secondary? As a secondary English teacher this will mean that the Asian grad track students will lose much needed supports that we rely on and, yet again, the shoulders of the classroom teacher will continue to be weighed down by trying to do more with less. Please cut the three .40 District Support teachers before anything else. Also, a close look should go into the other pseudo-assistant superintendent positions. Please cut at the board office before you cut in the classrooms.	In a time of need and financial struggles....do not add additional funding for learning innovation. While it sounds "pretty" it will not help front line teachers/EAs or students who need the help. Also, perhaps, in the age of a global pandemic you could consider increasing custodial support at all levels?		I have been a teacher in this district for 20 years. I am also a parent with students in this district. The Saanich way used to mean something....now, it means enlarging the district admin, rebranding trucks and letterheads, and technology that either doesn't work or is never provided due to some dictatorial control by the tech department. The three week strike by EAs and the horrible job of the board and the district admin (coming to the strike line, media messaging, adversarial positioning) needs to be redressed in full. The best way to do that is to not cut anything to do with in class learning and teaching/supporting.	
15	Staff Member		To the degree that I understand it: yes. It would make sense that we must consider and plan for more limited spending in the years immediately after this pandemic, provided that we are still able to support our students and their learning well with the budget that we are given.	Yes. I would also add that it is increasingly difficult to consider field trips and other learning opportunities beyond those that can be facilitated by the classroom teacher alone, as funding for these does not stretch as far as it once seemed to.		Considering that we may be in for another wave of COVID-19 in the Fall, it may be useful to procure some Professional development opportunities for staff around teaching and learning online that can be more widespread for everyone. This may be only necessary in the short term though.	I bring the perspective of a classroom teacher, who works with kids and district staff every day. My advice, which I think is already being followed, is to consider the needs of the kids first. Our students are why we do this work every day. Their education and wellbeing need to be our priority.
16	Staff Member		Generally, yes, although the background document is rather vague in what will be affected. I would just like to add that there will be an increased need for social/emotional supports and mental health initiatives following the pandemic so that should be factored into the budget as well.	I think daytime custodial support is CRITICAL. It has been needed for a very long time and now is essential given COVID-19. Learning innovation is rather vague so I can't say one way or another. I think ultimately we need more concrete, practical things like more toilets, playgrounds and admin time to support the increased enrollment.	that (mostly) get their needs met are those who have received a designation such as Autism or Downs Syndrome. Anyone who has not yet been assessed, or students who have learning challenges other than Autism or Downs Syndrome (especially those with Mental Health concerns or disorders such as ADHD, or MID) get little to no support. Kids with learning disabilities are missed. Kids with executive dysfunction get missed. Kids with serve behaviour concerns occasionally get support if they are considered a danger to themselves or others (ie. a flight risk) but most just get in trouble regularly. We have a long, long way to go before we can claim that EVERY student experiences success. Additional funding will allow additional hiring, often of EAs who can work alongside children who need co-regulating, or individual attention throughout the day. Having more trained educators in a building allows for more one on one time to work through small problems before they turn into big ones. If we truly believe that kids do the best they can then we need to have enough time and people to teach the lagging skills and do appropriate follow-up.	Clearly the pandemic (category G) is going to play a significant role. Paying for daytime custodians is one consideration, but there will need to be enhanced cleaning protocols, likely after school as well. We are already very crowded in most schools and many schools, like mine, do not have adequate washroom facilities in terms of the number of students and staff vs. the number of toilets. With physical distancing concerns and cross contamination, I can see that being an even more significant issue, especially for the younger children who are not fully independent in the washroom. As well, there is likely to be a recession so families might need to move to a more affordable municipality and/or the government might change their funding formula for students.	I am a teacher and have been working in the district since 1995. I am also a mother of three children, 12, 16, and 19 two of whom are diagnosed with ADHD, Anxiety, ASD. I have taught grades K-8. Due to the potential loss of funds to the district through a decrease in international student enrolment and the affect this will have on Parkland school in particular I think it would be wise for the SD to partner with Peninsula Soccer Club to establish a soccer academy at Parkland and contribute to plans to build 2 artificial turf fields at Blue Heron Park. SD61 Soccer Academy has 120 students and there are many students from SD63 that transfer out of district to attend this program. Peninsula Soccer has committed several thousand dollars to the project and have received support for the project from all 3 municipalities that are served by the club. If you would like to discuss this project please contact [redacted for publication].
17	Other (please specify):	Staff member, Parent, Community member	Yes.	Yes.			

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				minority, and not indigenous. Interestingly, the message he got from the diversity and inclusion message, and the message the indigenous students "told him to his face", is that he does not belong in Canada, even though he was born here. I.e. I worry that if one pushes this diversity and inclusion message too hard, especially overly-focusing on indigenous communities you will ultimately make all the other minorities feel hated, largely by being excluded from the message. There is also a real danger in the way white students process this messaging: by over-messaging a sympathetic image of indigenous communities you risk creating contempt.			
18	Parent/Guardian/Grandparent		The document is a little too vague for me to offer feedback on. It specifies "prioritization" of various items, but gives no concrete description of what that would mean. If you want to consult with us, tell us what you are considering. This document feels purposefully obscure and potentially misleading.	Item (2) sounds reasonable. In our neighbourhood (Cordova Bay) it might not be of much help, but I suspect there are a lot of working parents out there having trouble juggling all their responsibilities. So once the pandemic lightens up a bit, that could be a big help. Item (1) is unclear. I take it this is in reference to distance-learning during the pandemic? I think we are in a situation where throwing money at this problem only makes the solution slightly better. I do not see any way of making distance-learning significantly better, regardless of how much money one throws at it. So I would rank item (1) is not particularly worthwhile.	I am concerned this diversity and inclusion initiative is largely being driven by white privilege, and people with a guilt complex. These are not people that understand the consequences of the messages being relayed and how it will be digested by those receiving the message. Racism and bias (of all kinds) is alive and well in Saanich schools, in our community, and all over the planet. We should perhaps not try to imagine that School messaging all on its own can fix these kinds of deep-rooted biases among humans. But we should also try to minimize how much our system propagates these messages. The diversity and inclusion initiative continues to find ways to be a propagator. I would suggest a broader consultation with affected communities, especially the communities that are actually present in Saanich schools. I.e. my concern is that this policy appears to have been formed by cherry-picking specific minority communities, often communities with little actual presence in the affected school system. When one discusses bias, people need actual examples to work with. It might be useful to broaden the discussion of bias out of the realm of "visible minorities" and indigenous peoples, into areas that are more meaningful for students.	I am a parent of a child that is a visible minority, that is in the Saanich school district. I am a prof at U.Vic. I have been watching how my son responds to the messaging Saanich schools is providing, and how he and his fellow students process it.	
19	Parent/Guardian/Grandparent		Yes, although I am concerned that the arts (music, drama, art, etc.) will be disproportionately impacted. I hope that an effort is made to ensure that students continue to have appropriate exposure to these elements.	Yes.	Engagement and Personalization - seems like it is a key which will bring ongoing long-term success to students. Internal motivation and building that early will help set them for life.	I will be a new parent to the school. Once I have more experience within the school environment and the PAC I hope to be able to provide more sound and pertinent advice. Thank you for your efforts. This is a challenging time and I am grateful for your leadership in navigating this period.	
20	Parent/Guardian/Grandparent					Priority should be given to upgrade bathroom facilities and water stations. Deep Cove School, for example, has old taps that require being held down in order to wash your hands, which means children are touching them multiple times with dirty and then clean hands—not optimal to ensure proper hand-washing protocol is being followed. The old-style water fountains (which have a sign saying "run for 30 seconds" but which no one actually does) are a great way to spread germs throughout the school especially with small children. These should be given priority upgrades to ensure children have the ability to wash hands properly and have access to clean water when school starts up again.	I am a biologist and mother of a child in kindergarten with complex medical needs. I have spent many hours at the school at the beginning of the year training EAs so I have watched how the children use the facilities mentioned above.
21	Other (please specify):	staff and parent	Yes	I would suggest student services such as a budget priority. Students are not getting the support they need to access the curriculum.	Student will greatly benefit from the board prioritizing 1) Student success and 2) Diversity and inclusion. Increased funding for these goals could help the district increase services to students with vulnerable and unique learning needs. Currently children wait months and months for services such as speech and language support and get serviced with very limited resources. Speech and language disorders can affect between 3 and 16 percent of children depending on the age and type of impairment considered (e.g. voice, stuttering, speech, language) (Rosenbaum and Simon, 2016). As outlined by RADLD, a campaign for Raising Awareness of Developmental Language Disorder, data shows that, on average, 2 children in every classroom will experience a language disorder that is severe enough to hinder academic progress. Based on a prevalence rate of 10%, our district does not have enough speech and language FTE to support the students across our schools. Equal access to adequate service is paramount for the well being of children. Speech and language skills are a cornerstone for successful outcomes later in life (Beitchman and Brownlie, 2010). There are significant consequences of untreated or under-treated speech and language disorders. Consequences include, but are not limited to academic failure, reading difficulties, mental health problems and behavioural challenges (Prelock, Hutchin and Glascoe, 2008; Beitchman and Brownlie, 2010). Children with language impairments have poorer academic performance and a higher likelihood of having a learning disability than children in the general population (Beitchman and Brownlie, 2010 and Conti-Ramsden, Durkin, Simkin and Knox, 2008) and there is increasing evidence to show that early speech and language skills are fundamental to literacy development (Clegg and Ginsborg, 2006). Various studies have shown that: - 40%-75% of preschoolers with early speech-language disorders develop reading problems in school (Scarborough and Fowler, 1993). - School children with diagnosed reading disabilities have poorer oral language skills than children without reading disabilities (Scarborough and Fowler, 1993). - Areas of language can predict reading success (Scarborough and Fowler, 1993). - Teachers report needing support from an SLP to address the needs of their students (Glover, McCormack and Smith-Tamaray, 2015).	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22	Staff Member			I especially agree with daytime custodial support in elementary schools. This is incredibly important!	Response#21 continued: Speech and language impairments negatively impact mental health. For example, increased rates of anxiety disorders have been reported in children with speech and language disorders (Beitchman and Brownlie, 2010 and Wadman, Botting, Durkin, Conti-Ramsden 2011). When language impairments persist into adolescence, youth can be socially excluded or experience bullying behaviour by peers and challenges have been reported to persist into adulthood (Beitchman and Brownlie, 2010). Research suggests that approximately 81% of children who are accessing help for an emotional-behavioural disorder have below-average language proficiency (Hobson and Bird, 2019). Girls with language impairments have been found to be three times as likely to have experienced sexual abuse in childhood or adolescence than girls without language impairment and become pregnant at a younger age (J. Beitchman and E. Brownlie, 2010). Children with language impairments are more likely to have behavioural problems than children with typically developing language (Benner, Nelson, Epstein, 2002). There is a disproportionate number of young people in contact with youth justice services who have unidentified language difficulties and adults who have had targeted intervention for identified language difficulties during their school years, have less contact with local police services (Winstanley, Webb, Conti-Ramsden, 2018). Recent research found that 47% of 93 young offenders demonstrated significantly lower language skills than expected for their age and the majority of those individuals had not previously received support from a speech and language pathologist. With support, children with language impairments can have good outcomes. However, many cases go undetected and a variety of vulnerable populations, such as incarcerated individuals, have higher rates of language impairments (Hobson		
23	Parent/Guardian/Grandparent		Yes	Yes		It was brought to my attention that the faucets in the school washrooms are the old school types that need to be pushed down to function and younger kids have a hard time pushing hard enough. This obviously makes proper hand washing very difficult which we know now more than ever is our number 1 way to prevent the spread of infection. These need to be considered for replacement along with the very old school water fountains.	
24	Staff Member			I agree with 2) daytime custodial support in elementary schools.			
25	Staff Member		Yes	Yes	No	Teacher	
26	Staff Member		Yes.	Yes. Especially daytime custodial support in elementary schools. When school resumes and there will be more sanitation precautions, having daytime custodians is essential.	Theme 2: Support for vulnerable and unique learners. Prioritizing supports for kindergarten students who are just entering school is crucial to student equity and student success.	As an early primary teacher my main concern is lack of support for children of this age. I receive no EA support, no in class IST support, and very limited time with school counselors in a full day kindergarten program. For students to have equity of learning and for "students with unique needs" to get the supports they need it NEEDS to start in kindergarten. For many vulnerable students just starting out in school testing is just beginning, or won't be scheduled until they are older, this is unacceptable. There is no question in my mind that there is a huge lack of supports for these students and teachers. This needs to become a priority.	
27	Parent/Guardian/Grandparent			Agree with increased custodial cleaning yes.		Sensor taps or replacement taps to help with sanitary conditions of the bathrooms for hand washing, especially during an international pandemic that has no clear end in sight.	
28	Staff Member		Yes	Yes it is time we get daytime custodial support back in elementary schools. Bathrooms being closed during the day is unacceptable and there are times when our classes are disgusting during the day due to how young kids are in schools.		Public safety background. Expanding before and after care programs for students.	

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29	Staff Member			<p>Section 1.3.3, the Strategic Plan 2020 states "The district will review and refine its district technology plan annually to ensure that it is current and supports innovative practices." There have been commendable measures taken by excellent personnel within our district, and the work of the new EdTech Working group is demonstrating that there are many areas in the EdTech sphere that need improvement. Better frameworks that address the problem in a system-wide approach will better support teachers, and ultimately, students in our district. A technology plan needs to be based on how those expenditures (both physical and human resources) support student learning. There appears to be a lack of data available for measuring those outcomes, and a lack of a plan for helping teachers effectively use digital tools in our classrooms. SD63 has invested heavily in computer hardware in 2019-20, and now the focus on innovation should shift to how those resources will support student learning.</p> <p>Yes. I agree with both. Regarding (1), I think there is a need for innovation in teaching and learning, and specifically, integrating technology into the process in an appropriate way. Currently there is a lack of supports for teachers to integrate technology into their classroom practices. This has resulted in under-utilization of some resources, such as BC Digital Classroom and Discovery Education.</p>			<p>I am a teacher in the district. I am the parent of an elementary student in the district. I am also in the final few months of my Doctor of Education degree. My academic work over the past three years has examined leadership in the sphere of educational technology. For my doctoral research (which will be presented as an Organizational Improvement Plan, and will be complete in August, 2020) I have used SD63 in an anonymized case study to examine frameworks and solutions that address the problem, which I see as a lack of support mechanisms for teachers to integrate technology into their classroom practices. I hope my work can help the Board better understand the problem, as well as consider possible solutions that could work in Saanich's context. I would be more than happy to discuss any of my work with any Board member. If you are interested, you can contact me at schisholm@saanichschools.ca. Thank you for the opportunity to comment in this</p>
30	Staff Member		Yes.				
31	Parent/Guardian/Grandparent		No. Additional funding is required.	Yes			
32	Parent/Guardian/Grandparent		Yes I do.	Yes	No	No	Nothing.
33	Community Member						
34	Student						
35	Staff Member		Do not balance the budget on the backs of your CUPE support staff. All hands will be needed on deck to recover and restore the good health and progressive education delivery in Saanich.	<p>I presume the funding for learning innovation has pretty much been spent on covid learning. If this means more computers purchases - no. Enough already - take a pause and maximize the use of what is in hand. Yes, as to daytime custodial support - in general, our schools should be much cleaner, and will have to become that way, times have changed.</p>	<p>There should be more in-school delivery of speakers, performances, innovative education strategies, and hands on experiences. Fewer field trips for which there is not accountability or direct link-in to course content, or student engagement and illustrative results of their experiences "in the field". Far too often, these are "fun", and many students opt out since they know there is no consequence to learning or curriculum reporting or evaluation.</p>	<p>Risk Report reveals the wrong footed priority this district has been operating with for too long. Priority one on the list should be HUMAN RESOURCES - not finances (which has substantially rewarded management levels for too long also, or IT, which has become rich with staffing and ideas and program delivery, much of which is not used day to day. Covid closures will have saved the district all kinds of money - this should be spent on staff hiring, staff training, staff cross-training - the employees should be part of the evolution of the recovery from the covid closures - in terms of consideration, recommendations, revised training consultations. Those of us actually doing the jobs in the schools, dealing with students, their families and the general public should be part of any recovery planning. For example, why do we have portables at some schools, and concerns that others don't have enough students to offer the programs students need and want?</p>	<p>20+ years, as community member, property owner, parent of graduated student, employee. School District 63 needs to look for ways to even out the respect and valuation of each of its schools - this particularly needs to be addressed at the high schools. Even out the numbers and the program offerings. Welcome the surrounding communities in to our buildings, which stand idle half the day. Why not, for example, offer night school programming in our district, so that the retired and part-time working, and working demographic can be: improving its education, lifelong learning interest, and community engagement in the building the tax base and the electoral base supports. Add a teaching staff, cupe staff, and indigenous education person to every policy meeting. Welcome some new ideas to the table.</p>
36	Staff Member						
37	Staff Member		yes	yes			Listen to their senior staff -- they know best.
38	Parent/Guardian/Grandparent		yes	yes			parent for 12 years in Saanich.
39	Community Member		yes	yes		Upgrading buildings	
40	Staff Member		yes	yes			