

DRAFT



COMMUNITY ENGAGEMENT FORUM SUMMARY REPORT

School District 71

March 2017



COMMUNITY ENGAGEMENT

1. INTRODUCTION

Community members in School District 71 care about their schools, students and communities. In an effort to continue to develop positive working relations between School District Trustees, staff and community stakeholders, a dialogue about how School District 71 can best engage the community was hosted on January 30, 2017.

This report provides a summary of what was discussed at this forum, who participated and what community engagement themes are most important to community stakeholders. The purpose of this report is to share all information that was generated at the forum and to have this information guide the School District Trustees and staff in their ongoing efforts to engage with community stakeholders on priority public education issues.

Over 50 people (students, PAC members, community partners, school leaders) participated in the community dialogue – all of who provided insights and wisdom about how to design effective community engagement practices within the relationships between the School District and community stakeholders.

The next section of this report (section 2) presents an overview of the dialogue process. Section 3 provides a summary of the priority community engagement ideas that dialogue participants identified in their small groups. Appendix A contains the entire list of information shared during the community forum. Appendix B contains the agenda for the workshop. Appendix C contains all of the names of the forum participants. Appendix D contains the names of the student facilitators.

SD71 Board of Trustees is committed to working with stakeholders and community members to establish a plan for engagement for the purpose of providing an excellent education system in the Comox Valley.

2. SUMMARY OF DIALOGUE PROCESS

The community dialogue followed simple principles of inclusion, the value of community voice and consensus decision making. Under these guidelines, community members are provided with guiding questions to reflect on, talk about and provide additional feedback on, with a view to co-creating shared priorities for how to enhance community engagement practices of School District 71.

The dialogue started with opening remarks, welcome and recognition of the territory of the K'ómoks Nation. A review of the agenda was facilitated by Scott Graham (SPARC BC). Shelia McDonnell (Trustee) provided a presentation on SD71 commitment to community engagement.

After opening remarks were provided, the large group was divided into several small groups, each of which was supported by a student facilitator and note taker. Each group spent parts of the morning and afternoon discussing the following questions:

1. What public education issues do you want more information about?
2. How do you want to be consulted by SD 71?
3. How do you want SD 71 to respond to the feedback you provide?
4. What priority public education issues do you want to work on with SD 71 in the next five years?

The complete list of responses from participants is noted in Appendix A and the summary of the top priorities for the community are featured in section 3. At the end of the dialogue process, each group presented their top priorities for moving forward. Final remarks were provided by Vickey Brown (Trustee).

3. SUMMARY OF COMMON THEMES FROM COMMUNITY DIALOGUE

The list of items noted below is a summary of the specific actions that community stakeholders in School District 71 want to pursue in caring for their students and working toward the vision of the District. The priorities have been organized into five thematic categories in no particular order. The priorities listed below will be used by the school board, Trustees and community stakeholders to set priorities for community engagement into the future, starting with the development of a Terms of Reference for Community Engagement for the Trustees.

Community Information Needs about Education

Forum participants provided valuable feedback on the question about how they would like to be communicated with by the District. There is a strong expression of interest in enhancing the transparency of what decisions are made and how they are made. The list of statements below aim to summarize the common themes that emerged from the dialogue process in this regard:

1. Community stakeholders seek clear and transparent feedback loops where information is shared with the community and received from the community through a variety of mediums. Preferred modes of “push and pull” modes of communication included social media, simple opinion surveys, bulletins and newsletters.
2. Community stakeholders expressed a strong interest in receiving information that is accessible, accurate and concise. To this end, it was noted that developing a communication strategy that outlines what will be communicated, when and to what level of detail would be useful to the community. A key aspect of this strategy would address how community stakeholders can access meeting minutes of the Trustees and receive information about Trustee decision making processes.

Community Interests in Consultation

The work of hearing from community stakeholders is highly valued by the District and stakeholders appreciate being heard and being shown their ideas are informing the direction of their local public education system. Several practical steps were noted that should be taken to help strengthen the engagement work moving forward.

1. Many forum participants requested that the District create a community engagement plan that explains what information is to be communicated about (see strategy comment above), what information will the community be consulted about (i.e., clear consultation strategies), what decisions can the community be involved in and how, and what decisions are within the sole jurisdiction of the Trustees and staff of the District and how will community input be factored into these types of decisions.

2. The creation of a community engagement advisory group was noted by many participants, with the understanding that such a group would provide ongoing advice and assistance to the Trustees and staff in making sure engagement work is taking place in alignment with the interests of community stakeholders. It was noted that the composition of such a group would include: students, parents, teachers and community stakeholders. This group could also assist in addressing a common theme from the dialogues, which was to develop a community-informed statement about the way the District will engage with the community moving forward. Such a statement could serve as the guiding purpose statement for the community engagement framework and related communication and consultation strategies.
3. The forum included many expressions of interest for the District Trustees and staff to continue to reach out, explore and develop new relationships with community organizations and businesses that can enrich the educational experience for students. An engagement of new relationships was viewed as a valuable step the District could take and there was much interest on behalf of stakeholders to assist in this process of relationship building.

Priority Public Education Issues for the Next Five Years

Many diverse public education strengths and limits were noted across the small group tables. The complete list of feedback is in the appendix and the list below presents a high level overview of some of the repeated areas for ongoing focus over the next five years. Given that only a segment of the community was present at the forum, it is important to note that additional engagement around future priorities is warranted.

1. Participants repeated the understanding that each school in the District is unique and any approach to enhancing the learning experiences for students needs to be predicated on the special knowledge of each schools strengths and challenges. The work of school planning and working to align this with the guiding aspirations for the entire district needs to be dialogue based so that being unified in an excellent system of education delivery is marked by a deep respect for the diversity within and across schools.
2. Mental health of students is a concern for community stakeholders and there were repeated calls by stakeholders for a mental health strategy within the District to ensure learning happens in an environment that is known for supporting mental wellness.
3. Healthy, supported early childhood development is a critical success factor for students entering the formal primary public education system. Stakeholders are intent on seeing a renewed focus on and investment in the work of bridging the transition from pre-school to kindergarten.
4. Community stakeholders brought to the dialogue process a strong variety of thoughts for how to enhance the curriculum available to students. There is a strong interest in bringing new opportunities for students into the classroom and to also facilitate new out of classroom learning that fosters global citizenship and local leadership among students.

5. The inclusion of student voices in the work of shaping their experiences with public education is a standard worth pursuing with renewed energy in the District. The Forum provided a simple way to facilitate this type of inclusion by having students facilitate the dialogue – this was noted as good and useful by participants. The District would be well served to continue to find ways to empower student voice in the work of developing the education system.

APPENDIX A: COMPLETE INFORMATION FROM SMALL GROUP DIALOGUES

Question A: What public education issues do you want more information about?

- We tend to only hear about potential solutions after the issue has already been decided.
- The School District doesn't seem to have a consistent message that everybody is getting.
- We do not want just being part of the crisis. Should be part of the solution.
- Celebrate what's working. If a good idea is implemented then follow that group of teenagers to see if it affects them.
- We want to be partners in creating a good school environment.
- Who should do this stuff, Parents, Principals, and/or Teachers?
- Engage Students in North Island College. No easy way of figuring out how to engage in the success of student. It depends on how much you know.
- If there is a disagreement it can take a long time to resolve an issue.
- Sharing information leads to getting community people involved.
- People will volunteer to help.
- How are we going to engage community (i.e., a community engagement officer)?
- The money that is coming is for teachers but maybe there is a way to use it elsewhere?
- Achievements/positive successes (publicly).
- Communicating with community a lot more on social media. Easier to find information (what's going on, programs, introductions), easier to navigate on social media (my ed., website).
- Identifying students that require extra help. Student assessments, grades, testing for student requirements with approaches to students requiring extra support with disabilities.
- Is there a better/More effective way to approach assessing students requiring extra help?
- Diversifying teaching approach to different students. We need to emphasis global citizenship and local leadership at the same time.
- Local Engagement. "Where can we help?" – Local support with extra help, resources, speakers, trips and fundraisers.
- The planning. What goes down behind the scenes? Where are the issues being presented? What's the vision? Forthcoming details. Decisions without input.
- School closures, school information, and information about monetary cuts and class cuts as well where funds will be allocated.
- What were the priorities from five years ago? Accomplishments? Is the community part of the vision?
- Understanding the vision and idea of the public or the school district.
- How, where, when are ideas which emerge from consultation processes implemented?
- Impacting of changing demographics? How are they reacting, always changing, how is the change being met?

- Too much social media. Traditional must be respected as well.
- School board partners? How / what they're doing in community in regards to involvement? What contributions are being made? Is there work with other communities?
- What are the budget goals and principles?. Where is the base coming from? What is the future look like stemming from education?
- Student input to identify what's important to them? What students need, want must be heard.
- What is being implemented and why has it been chosen? Reasoning of why and why action items are not happening. We need to understand the bigger picture of all opinions and to understand how decisions are made based on feedback.
- Do provincial government regulations prevent these actions from being implemented? Barriers of education. Are Trustees sheep or shepherds?
- Listen to all of the community, not just parents.
- Perception vs reality of INH school programs. Allocation of funds towards education, what is its purpose? Percent over domestic students. Why this percentage?
- How to invest in early childhood development. Literacy and support through strong start? Help support the beginning. Help school systems.
- How to make rides more accessible to all kids?
- What are the options for understanding implications of decisions by the district, how does one decision impact everyone in school and district. What are the potential implications of particular decisions?
- Develop a collaborative model to help understand and help on the student's behalf
- Miscommunication – We need to be informed of the situation in the district.
- Input needs to be recognized.
- Schedule changes - discussion about effectiveness and possibility of change (e.g., 4.5 day week, 5 day, 4 day, 9 day fort night, year round school, etc).
- Public Transit – Bus routes for NIDES (North Island Distance Education School) and Sandwick Technical School.
- Mental Health – Emotional Intelligence for students and parents.
- Crisis prevention for students.
- Poverty and lack of affordable housing – all of these things have ripple effects through education and should be addressed.
- Curriculum changes.
- Information about special programs for students.
- Accessible information for the community (see: B #2) – concise and available.
- Information on how the district is working with other organizations to provide broad community support.
- How best to connect with the District (See: C #9).
- Address the lack of Information by providing:
 - More information about the different levels of the school system (resources, decision making);

- Information about how decisions are made within the district;
 - Better resources for information support (who do we talk to?);
 - Consistent and accurate timely information from the District ... honesty; and,
 - Financing – what money is being distributed and why.
- Schedule changes ... why is it happening?
 - How to make better reports to parents.
 - Where is the “ground wire” for decisions for long term growth?
 - Are our programs being used in the right way ... funded district wide vs. by the school.
 - Long range facility plans.
 - What are the catchment areas for Dual Track schools?
 - Updates on decision making processes.
 - Updates on networking and support for diverse student needs. How can we support teachers with learning processes?
 - Reach out to parents w/ needs (i.e., ways to help, role of parents).
 - Provide updates on assessment and reporting.
 - Information about budgeting and allocation of expenses
 - How is BC moving forward? Research, long-term goals.
 - Broader plan with specific projects identified (i.e., empathy initiatives)
 - Incorporate social learning in our district.
 - How is teaching being standardized throughout the district?
 - How can parents understand their students’ success?
 - How is the District measuring success?
 - How is the District supporting the learning spectrum / learning pathway and development, what is the focus and end goal?
 - Demographic updates (i.e., younger vs. old, male vs. female)

Question B. How do you want to be consulted by SD 71?

- How can students get involved?
- Need to know where the money is going.
- Facebook page (divided by school).
- Student volunteers for media.
- Elementary school leadership(Grade 6s and 7s).
- Elevating student voice in elementary school. Every school should have a student council.
- Knowing what changes will happen to better our education. Sharing information is better.
- Student info website/Community info websites.
- Student trustee (elected) puts power over education in our hands. Student Democracy.
- A credited course for student leadership. Such as a student council and interaction. A certain amount of credit points for your position in the system.
- Assemblies, put out surveys.

- Find a sponsor from the community. Ask students and parents- What do you think we should do?
- Central hub for communication in a school (e.g., white board).
- There's the district website, school websites, social media (e.g., Facebook).
- Develop a school App. (Vanier has one). Send reminders.
- The paper newsletter is not helpful.
- Online – build some sort of parent portal.
- Base newsletters on theme. Newspaper a well.
- Be consistent with the time, title and information.
- A regular column in the newspaper. Who can do the marketing? Need a communications person; maybe there is someone in the community who will volunteer, with other people as a support system. Not doing it for the money. Doing it because they believe in it and because they care / Make a committee? / Need to find money / Get it out to every family.
- Civics 11 credits, Independent Directed Study credits, teacher mentor oversees learning 10-12.
- Approach a councillor, figure out a teacher mentor. Discuss your ideas.
- Social media, Shaw cable TV; CHEK Channel 6 (delegate time for the school district on the news), YouTube, radio, weekly email from principle.
- Publish a school calendar.
- Too much responsibility on parents to consume.
- Radio programs – student led. Get radio to “buy in” to the educational system. Less commercial based, more communication based.
- How do you want to be consulted/what do you want to hear: Less is better-> condensed. Publically accessible (e.g., social media).
- Organize a kiosk or table at public events. Face to face connection.
- Establish a time when the principal is physically available to the front line.
- Starter booklet as to how to communicate (parents/School District).
- Forums. User friendly, Facebook and social media.
- How to engage those who aren't present at meetings/events?
- How to delegate time to maintain School District social media?
- How to make meetings more appealing: Storytelling. Youth perspective. Less “preaching”.
- Create a survey (but before creating the survey share the background of why the survey has been formulated). Also have a follow up/results that are easy to follow. Connect feedback with survey results. Could be in an email form?
- Info presented vague, too formal not inviting. Inaccessible to everyone. Need to keep it a low literacy level. Keep it available to everyone for everyone.
- Follow up of ideas: Where, how, when, it's being implemented?
- Variety of ways of communication. More info, how? Who do you want to engage? Multiple avenues of discussion.
- Framework concerning public engagement for many decisions and ideas. How and when engaged to support/help board. How is framework developed and who does it? Decision

system- how is it made? Sometime opinions are heard but not respected. Present input and demonstrate involvement. Engagement is needed at every step of the process.

- Best forms of communication: social media, newspaper, email, face/face, posters, surveys, website, through school community, community interaction to committee, open forums, roundtable. Ensure feedback is addressed back to the parents and understood.
- Engage volunteer help to communicate to the general community. Community council interact with trustees on issues. Concerns around formal level of engagement.
- Parents want to be partners and have a voice – see Portland Parent Union.
- Parents would like to be consistently informed. Example: monthly newsletter about happenings in the District (e.g., dates of events, links to meeting minutes, information for following month). Develop an App for students and parents.
- Initiate a formal presentation time at board meetings (5 min.)
- Physical copies of district happenings alongside Internet posting available at schools.
- Easily accessible methods of communication
- Parents want to be informed of opportunities to voice their opinions at meetings etc. in advance as well as topics that will be discussed at meetings.
- Feedback form available after board meetings (anonymous) to extend discussion and allow more voices to be heard.
- Provide open lines of communication.
- Provide tutorial for how to access information and an “introduction to school district employees, email addresses, and walk-through of website.
- Collaboration with community organizations – with opportunities to respond.
- More than one approach to distribution of information:
 - Newsletter;
 - Email;
 - Regular Trustee Attendance (‘newsletter’ from trustees);
 - Automatic distribution (alert).
 - Regular forums for community – ensure “invitation” is sent to stakeholders in advance
- Regular single topic meetings (i.e. scheduling) to ensure feedback and information sharing. Involve the community as a whole.
- See all other choices when decisions are being made.
- Ensure consultation before large decisions are being made and be sure to follow-up. Make public the pros and cons behind every decision.
- Develop a flowchart that describes processes with the education system (provincial, district, etc.) and includes a directory of employees/resources.
- Ensure Transparency and accountability.
- Develop a timeline and plan of what needs to be done
- Re: regular year – develop specific topics / discussions
- Frustration with website, simplify key points.
- Establish a relationship, maintain a connection.

- Social tools, increase presence on social media.
- Make information available across platforms.
- Understand the context of input and feedback.
- Lack of understanding with what the district is expressing.
- Make all communication simple, clear and concise.
- Understanding of what feedback is providing the district, continuous updates.
- Programming information.
- Transparency, where is the information going? What is the role, how can we view the agenda?
- Mutual information – often there is division between parents and teachers because of misinformation.
- Use common language and clear explanations.
- Raise awareness with local businesses and funders to ensure a goal is being met ... common goal.

Question C. How do you want SD71 to respond to the feedback you provide?

- Ensure the average person can understand it.
- People do not know the financial state of the district so they do not understand it.
- A summary of what has been said emailed out to everyone who participated.
- A follow up progress report/timeline - What is being done? When? Quarterly?
- What things are reasonable and can be initiated? What ideas are being left out?
- Why are we looking at something? What is the issue? How are we addressing it?
- Sort information according to themes) (e.g., by grades, students interests, etc.)
- Communication pathways: Parent Advisory Committees (PAC). Trustees can spread info through PAC. There may be problems if trustees cannot meet? What if PAC does not get along? All PACS are different
- 15min presentations based on interests. Panel question and answer.
- Advisory committees to the board. Parents seem to be getting involved in a crisis. Give parents something to react to and they will get involved.
- Create a vision for each school community, and then build their interests and capacity. Work together with the community to put things into action.
- Get feedback from students to understand and engage with them.
- Who are our kids? Get familiar with each school/ Don't educate at school. Include students in their own education. Base actions on previously successful models (i.e., Hornby, Cumberland).
- Surveys. Clear feedback on surveys.
- Provide a summary of survey results and outline how feedback connects with the rationale decisions. How is feedback impacting decisions? Categorizing feedback. Consistency of message.
- Let participants know that “Your responses are relevant because . . . “ Thank respondents.

- Communication on web Portal: easy to follow including:
 - 1) Issues(current and resolved)
 - 2) Celebration of student achievement
 - 3) Feedback (Surveys, etc.)
 - 4) Useful resources (e.g., Twitter, facebook, Instagram, etc.). Encourage people to engage.
- Publish newsletters that prove a response to points made during engagement processes. What are the ideas and opinions of the community and how they are being responded to? Ensure that the community is being listened to and that their vision is being answered to and followed through on. They want reassurance.
- What ways and how the board is sharing back? What parts are being implemented and why. Show implementations.
- Student influence and input to help you give back and give advice concerning feedback and what is being and not being implemented.
- What’s worth knowing and being done at the neighbourhood level for the kids?
- Accountability heard from the public, what are you doing and not doing about it? Having student and community feedback on what’s being done. Must be presented on how it’s being done and not just told and student input on how it affects them.
- Stakeholders would like their input to be acknowledged.
- Providing conversation with the district to create standards for mental health education.
- Complete the “feedback loop” before making a decision:
 - Compile information to help make decisions; and,
 - Report back to those who provided input.
 - Opportunities for face-to-face discussion - Back and forth interaction
- Consider the “Ladder of Engagement” – Ensure that the outcome of consultation is clear (e.g., decision making, information, results, advocating for, etc.).
- Develop a structure for District to follow to implement communication.
- Parents want proposal to implement their ideas.
- Acknowledge diverse needs in the District.
- Stakeholders’ input needs to be taken seriously and applied into new policies and rebuild trust.
- Report back in multiple ways about feedback that has been received. Ensure that the information is accessible. Provide a summary of what has been done with the input.
- Clarify issues around acknowledgement and inclusion.
- Interactive feedback for students (i.e., YouTube).
- Continued involvement from students.
- Develop an external mechanism which provides a comfortable way/approachable way for students/parents/teacher to provide feedback to the district without fear of repercussion.
- Develop formalized system for feedback and complaints.
- Ensure feedback which provides accountability to the district.
- Systemic accountability.

- Provide reasoning behind decisions, how information was used.
- Statistics to “back-up” decisions, prove working or not working
- Open responses to feedback
- Acknowledgement
- Informed reasoning behind “yes” or “no”

Question D. What priority public education issue do you want to work on with Sd71 in the next five years?

- Early years (also families) - preschool through before Kindergarten.
- Communication with the community – involves everyone.
- Parental Groups like PAC- Invite Parents to talk out issues. Explain issues in a way that everyone can understand.
- Student centred learning – Based around student interests, Involving technology.
- More involved teaching styles, Include student opinions and do hands on work. Also more diverse teaching. Support Teachers?
- Teach children to be independent in the early years.
- More options for student going through the trouble years between elementary and high school.
- Preparing students to be successful on their own terms.
- Improve the mental health of students and staff. Reduce stigma. Increase funding for programs. Improve school culture, education.
- Support Community Engagement. Entwining community and schools. Professionals engaging with students. Support career/life paths by focusing on helping students with post-secondary options.
- Support flexible Learning (e.g., Multiple forms/Platforms, Blended learning, etc.)
- Focus on life skills.
- Improve the quality of administration.
- Youth leading the mental health conversation at the school at the school district level. Through small group activities, communication (we are all human), connection and relationship between students and teachers, students and parents, students and students.
- Less focus on hiring teachers based on seniority/rehiring. Focus on quality, “mentorship” style teaching, traditional exams not effective.
- Creating safe environment for students.
- Focus on the success of the class as a whole. Teamwork. Students helping one another.
- Holistic learning/linear learning.
- Implement new curriculum.
- Ensure funding and proper staffing.
- Communication: How do we communicate well? Take into consideration mental health of the students, teachers and parents? How do we foster connection?

- Issues all stem from budget. How can we make the education system function on smaller funds?
- Ensure that all schools have access to events, ideas, resources. Ensure not any school above another. Not losing any school in the shuffle, include all schools to have equal voice and opportunities to all resources. All kids equal. Promote cohesiveness between schools.
- Being a part of the SD71 vision as a community (monetary decisions, quality, programs (opportunities/plans/how they work and run)).
- Support better communication to parents and community. Ensure information is available to all summarizing the outlined plans and ideas and how they are being handled / refined.
- Evaluate and highlight relationships with community and non-profits to help relieve stress and make the most of children' education by meeting students' needs.
- Learning Disability Testing. More support and identification, more funding. Meeting basic and blow/above basic needs of every child. Early education and assessing needs to help every child.
- Standardized testing.
- Address disenfranchisement of Teachers. Process and results within student performance. Road blocks. Bitterness, Confrontational approach due to oppression of carrier due to cuts. More supports/ideals to help teachers support students in the greatest way possible.
- Reflection of what parents and community want within the school.
- More present day techniques to help create a more engaging school district and staff to create better schooling environment for students.
- Fix disconnection between teachers / school board. This will create engagement. Government does not trust school boards, school boards are hurt and teachers can't trust anything.
- Look at past / current successes. Evaluate and build upon what works and what does not.
- There is a need to create policy to be effective. A standard to work off of to create equality, success and positive results. Plan that must/will be acted upon and fixed in order to execute policy/ideas correctly.
- Address inequality within High Schools (i.e., examine rift between George P. Vanier Secondary, Mark R. Isfeld Senior Secondary, and Highland Secondary related to funding and accessibility for classes and supplies).
- Student Engagement. Voices at the board level.
- Use community health information to create support for students (e.g., Public transit, affordable housing).
- Supporting primary students (K-3) with literacy, numeracy, communication using resources and professionals in schools.
- What do parents want for reporting? What do parents want to know about how their child is doing? What is the best practise?
- Bring back emotional and social learning into curriculum especially in secondary schools.
- Integrate available community resources into schools.
- Singe topic meetings with "open mic" format where everyone can share opinions.
- Support exposure to variety of career choices.

- Life skills taught in school.
- Communication with community about goings on in the district. Providing parents with accessible, concise, accurate, and plentiful information.
- Advocating students' needs to create support systems.
- Key Words: Changing demographics, Budget goals, accountability, Perception vs. reality, collaboration, accessibility, process description, communication, community, action upon ideas, reassurance, feedback, equality, cohesiveness, opportunities, voice, policy, results, change, aid, collaboration, success, understanding.
- View community partners as potential business partners.
- Public Education Participation (community involvement).
- Ensure prep time for teachers.
- Better hiring process for French immersion teachers.
- Better funding for education/teachers.
- Communication.
- Cater to diversity.
- Plan with the community – students and otherwise.
- Student involvement – student government.
- Quarterly caucuses on all aspects of the district.
- Develop positive networks for positive student mental health.
- Prioritize developing positive relationships.
- Transparency of information.
- Ask for help ... expertise.
- Prioritize needs within the district.
- Prioritize needs within the community.
- Better planning with community partners.
- Cooperation

APPENDIX B: WORKSHOP AGENDA



Community Engagement Forum

January 30, 2017 (10:00am – 3:00pm)

| Time | Activity |
|---------|--|
| 10:00am | Opening remarks, welcome and recognition of the territory of the K'ómoks Nation |
| 10:15 | Review of agenda (Facilitator Scott Graham (SPARC BC)) |
| 10:30 | Presentation on SD71 commitment to community engagement (Sheila McDonnell (Trustee)) |
| 10:40 | Small group dialogue: Participants are asked to go to a circle and generate answers to the following series of four questions: A. What public education issues do you want more information about? B. How do you want to be consulted by SD 71? C. How do you want SD 71 to respond to the feedback you provide? D. What priority public education issues do you want to work on with SD 71 in the next 5 years? |
| 11:15 | Small group dialogue on questions <u>A and B</u> |
| 12:00pm | Lunch and networking |
| 1:00 | Dialogue on question <u>C and D</u> |
| 2:00 | Report back from small groups |
| 3:00 | Summary, next steps and closing remarks (Vickey Brown (Trustee)) |

APPENDIX C: FORUM PARTICIPANTS

| NAME | ORGANIZATION |
|---|--|
| Lindsay McGinn (Community Impact Officer) | United Way – Central and Northern Vancouver Island |
| Lynn Joseph | Early Childhood Education and Lifelong Learning |
| Jim Brennan – Executive Director | Immigrant Welcome Centre |
| Chettie Macdonald – Vice-Chair | Brooklyn PAC |
| Nick Moore | CDTA |
| Kelly Broom | Public |
| Rosemary Vernon | Public |
| Jack Stevens | Public |
| Brooke Finlayson | Friends of Education – Comox Valley |
| Marilyn Nettleton | Boys and Girls Club of Central Vancouver Island |
| Diane Naugler | Dean of Business & Applied Studies – NIC |
| Karen Stevenson | Huband PAC Chair |
| Trevor Stevenson | Public |
| Chelsey Newton | Valley View |
| Gillian Normandin | Executive Director – C.V. Family Services |
| Kelly Barnie | Director of Marketing – Boys and Girls Club |
| Jenn Hoar | Robb Road |
| Caroline Fisher | Huband Park parent |
| Leah Taylor | |
| Bruce Carlos | Principal, Nala'atsi Alternate School |
| Brett Hodson | Manager – Island Health Public Health Unit |
| Kara Walsh | Public |
| Fernanda Pare | AEC |
| Donna Graves | DPAC |
| Jeff Stewart | Principal, NIDES |
| Murray McRae | Principal, Glacier View Secondary Centre |
| Karen Pritchard | C.V. Families for Education |
| Denise Bullock | President - CUPE |
| Trish McPhail | PAC Treasurer – Queneesh |
| Margaret Neal | President, Rotary Club of Cumberland |
| Michael Linton | Public |
| Caila Holbrook | Comox Valley Project Watershed |
| Arzeena Hamir | Amara Farm |
| Danielle Fortosky | Rotary |
| Ted Fortosky | Rotary |
| Leslie Baird | Mayor, Cumberland |
| Ian Cooper | Chair, Cumberland Lake Wilderness Society |
| Mary Lee | |
| Charmaine Logan | Hornby Island Educational Society |
| Allan Douglas | Director of Elementary Instruction |

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|----------------|------------------------------|
| Tom Demeo | Assistant Superintendent |
| Esther Shatz | Director of Student Services |
| Dean Lindquist | Superintendent |

APPENDIX D: STUDENT FACILITATORS

| Student name | School |
|-----------------------|----------------------|
| Fabian Heinrich | Mark R Isfeld School |
| Claire Hodson | Mark R Isfeld School |
| Ethan Ashley-Cheetham | Mark R Isfeld School |
| Katherine Lyster | Highland Secondary |
| Miranda Hatch | Highland Secondary |
| Matthew Curtis | Highland Secondary |
| Claire Knowles | Highland Secondary |
| Meryssa Waite | G P Vanier Secondary |
| Rowan Harris | G P Vanier Secondary |
| Joseph Thoong | G P Vanier Secondary |
| Nico May | G P Vanier Secondary |