

Strategic Priorities - Caring and Inclusive Learning Communities

Background Information to Question 1: Student Success

Mandate of the B.C. School System

To enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

The Educated Citizen

School districts must assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Prime Goal of Public Education

- Intellectual Development
- Human and Social Development
- Career Development

Reconciliation Framework for Public Education

The Declaration on the Rights of Indigenous Peoples Act (Declaration Act) establishes the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) as the Province's framework for reconciliation, as called for by the Truth and Reconciliation Commission's Calls to Action. This framework outlines the commitment for provincial government and public education on reconciliation.

Strategic Priorities - Caring and Inclusive Learning Communities

Responses to Question 1: Student Success

The District's role is to ensure that students have the ability to think and learn, foster a lifelong appreciation of learning, a curiosity about the world and the capacity for creative thought and expressions.

How could SD8 ensure this?

1. I believe that the district can foster creative thought and expression of students by providing timely assessments for students that are struggling. Many of these students fall through the cracks created by the Ministry of Education and do not qualify for testing until things become really difficult and challenging. The student often needs to completely lose all self esteem and self worth before services become available to them. I would like to see a system where early intervention is accessible so that students don't have to hit rock bottom before help is available. These students often lose the desire to learn and succeed because they have felt stupid for too many years when they fell through the cracks.
2. Improve student/teacher ratios. Increase support staff and counselling resources for at risk kids.
3. Provide adequate support for all students. Support staff is limited in all schools, and it diminishes all students' abilities to have a life long appreciation of learning. When behavior is all a class sees, we are unable to spark curiosity and create enriching learning opportunities.
4. Provide more support for students with diverse needs. More EA time
5. More support for students, all students, so more small group lessons can be offered.
6. Class management of whole groups is not helping anyone learn. More behaviour support is needed. more support for teachers and students is needed.
7. welcoming and inclusive practises
8. Extra professional development around creative and creative thinking. More resources for students (hands on materials). More support for students of low economic means (Breakfast programs, lunch programs etc.).
9. to be completely honest I don't think there's an issue with the school system of education and learning.
10. the only thing id bring up is have subs be less strict. whenever I get a sub its either there good and care or too grumpy and strict its no fun.

11. This is a big question. You need to understand how the brain works in order to foster the student's ability to think and learn. A brain that is attached, safe, and in a trusting environment can think creatively. Therefore, this is impossible to answer generally. It depends on the learner. But the priority must be creating space where students feel safe.

12. Train administrators and teachers to understand attachment theory and to embrace a trauma informed approach when engaging with students. Connect before you direct. See the student as capable, resourceful, and whole. Teach self-management skills to teachers and administrators so that their personal challenges do not influence or bias how they interact with students.

13. If you want students to be curious, teach administrators and teachers how to be curious so that they can model this to students. Ask open-ended questions, engage the students and their families as experts in their own and their child's learning and LISTEN to them when they share with you what works for them.

14. Learning to listen is key as well. When one feels seen and heard, they are primed to learn.

15. Understand shame and how shame works in systems and in the brain and how this inhibits one's ability to learn. Foster empathy, compassion, and normalize mistakes as part of learning by modelling this as administrators and teachers.

16. Support struggling students

17. Having enough staff, support staff, resources, and funding for school improvements both structural and in class content. Right now, there are not enough EA's, support workers that work that position only and don't have to also teach. Enough staff and space so each child can be taught and supported. Right now, the kids that need extra support aren't getting enough and IEP's aren't being accepted but because the kids don't need it but there's only enough staff to support so many. Kids are falling through the cracks in every area and the good teachers and support workers are getting burned out. Then there are the kids who are quiet, and don't receive any connection with the adults at their schools because the staff is too busy tending to the immediate needs of others. The schools need more staff, the buildings more maintenance and improvement. There also needs to be one reporting system/platform for parents that is used properly and consistently by all teachers.

18. We can't attain the actualization of the goals listed in this question until the needs of all kids and staff are met.

19. More staff in the schools/classrooms to create relationships and support students who do not fit in the standard mold- EA's/counselors/Indigenous leaders

20. Provide adequate funding at the school level. Less positions at the district office that do not directly impact and support student success. I would want to see funding funneled down more into providing more EA support and AbEd support to our vulnerable students.

21. The district provides lots of opportunities for staff to learn during PD sessions, but not enough time and energy is put towards direct support of children. Too much falls on the shoulders of teachers and EAs, which has created stressful and exhausting

work environments. By supporting the students more, you would also be supporting the staff who are under immense pressure.

22. Through reliable consistent support for early years learning from 0-6. Create a welcoming environment in the school for community services.

23. Support high needs students through more EAs and staffing... so the teacher can focus on providing transformational, experiential learning opportunities. If student needs are unmet, the teacher needs to focus on the basics (including ensuring students are safe) instead of higher-level thinking.

24. Need more education for teachers to be able to fully understand kids needs as does social works do in a more in deep manner

25. Increase number of teachers. Over sized classes are becoming the norm. Students deserve better. Provide adequate supports for vulnerable and high needs students. Improve assessment protocols to more efficiently diagnose students.

26. SD8 is not allowing students to think and learn. They are being forced to accept ideas that they don't agree with and given no choice as to whether they think it is right or not. They are told "this is how it is, whether you like it or not". They are punished for not agreeing.

27. The schools need more EAs. Mt Sentinel school has 50 special needs kids and only 3 EAs. I am sure that most of those kids, like both of mine, are diagnosed special needs and SD8 gets \$18,000 per kid to go towards supports for my children, yet no supports are there. This needs to change.

28. Sd8 students need more programming, access to travel and support staff. Sd20 offers band and sewing programs, this year according to the administration there was only a single bus offered for the ski program. Every time I visit the school there are students wandering around inside and out - students need supervision and teachers need assistance. I have been looking at moving my kids to sd20 because things in this district are terrible and getting worse.

29. More DIRECT student support through more EAs, more counselor positions, and more support for social/emotional learning IN the schools. There is a lot of focus on Literacy and Numeracy but very little Pro D or district goals around creativity and ideation. If creative thought and expression are part of the integral learning, more focus in this area would be great.

30. First, thank you for doing this process.

31. It needs a culture where appreciation, curiosity, creativity and capacity support is what admin, staff and students feel, breathe, embody. How does leadership walk the talk? Try Theory U from MIT! Or Liberating structures.

32. By seeing it through an Indigenous lens, open to various forms of learning and without white supremacy culture (my daughter is learning about those now, check it out board!) And read Hospicing modernity if you dare.
<https://www.whitesupremacyculture.info/>

33. Systems thinking - a student is a product of its environment.

34. - More EAs

35. - More outside time, even just in the school yard makes a big difference, tons of research on nature's benefits for learning. Please lobby CBT to take back their outdoor learning funding.

36. - I would cut in tech funding

37. Engage students in inquiry-based, multi-age, hands-on, community-integrated learning. Focus on activities that will engender a sense of purpose and belonging by seeking developmentally appropriate opportunities for students to make purposeful contributions to their communities. Bring role models of all ages into the classroom to expose students to what curiosity and lifelong learning look like lived. Ensure that the educational experience offered in the district is geared towards the demands of daily living that students will face now and into the future - from practical knowledge and skills such as those for eating well, to the ethical foundation and experience for addressing personal and collective challenges such as climate change.

38. Ensure kids are learning at grade level so they are successful. Age-appropriate projects dealing with real life stuff. How should Nelson's green spaces develop? Cooking. How does the food grow that you put in any food dish you make. What does it take to grow it-water, fertilizer, workers? Doing taxes. Real life math. Saving money. Getting a job. Writing resume. Fixing a vehicle. Building things. Computer literacy. Pick a foreign country and every kid in class write a blurb about a type of food, community problem, sights you could see, topography, currency value in relation to ours and so on and read to class. What do we do about homelessness? How do you get into university? Clean up community. Do real things to learn grade level skills.

39. Students are able to think and learn and foster a lifelong appreciation of learning when they feel safe and are in a welcoming environment. Supports need to be in place for students who have intense behavior so that other kids in the class can learn. There are too many students who have behaviors in the classroom that are out of control and no support for them. When their behavior is out of control - all resources go to them. Kids in the class see it. The district needs to put a behavior specialist in each school. A district person won't make a difference. there are too many kids in too many schools who need daily schedules and interventions to ensure their behavior isn't interfering with other student's learning. The students should be slowly integrated into the classroom when they can be respectful and ready to learn and listen. The behavior person in a school should be trained in meeting the needs of students who exhibit intense behaviors.

40. More support for neurodiverse learners. I have experienced increasing frustration and hopelessness as a result of lack of services available. Son's self esteem and interest in learning have decreased each year he is in the system.

41. I believe the school district and perhaps BC puts way too much influence on upper-level mathematics and not at all in music. Since they share a very similar compartmentalized area of the cranial hemispheres' importance in patterns, computing, and numeracy, why not emphasize music AND math. If you were to ask a student which they prefer, I'd put my money on music every time. The stress of upper math crushes students' dreams and motivations of post secondary education. Seriously, when was the last time you used logarithmic functions in your work?

42. By supporting alternative schools that work within the school district, like wildflower. There is a place for these schools within the system.

43. Safety First- Emotional and Physical

44. Ensure that school is a place where students can feel safe, so there is a positive correlation between comfort and learning. As well, a diversified approach to teaching styles and techniques, where possible, to foster creativity in all student demographics.

45. I write this as the parent of an autistic child who experiences anxiety about attending school.

46. "Inclusion" is a real buzzword these days, but it is incredibly frustrating to see the number of children who are not able to experience true inclusion because there is simply not enough support for them to feel safe and regulated in a school environment. Trust in adult and peer relationships and a feeling of safety are the base from which autistic kids are able to learn and form social connections. As wonderful as teachers are, they simply do not have the time to provide the level of support necessary for autistic children to feel safe and experience inclusion. We desperately need more support for our children in classrooms. 1:1 EAs and support staff help autistic children experience success by helping to co-regulate, scaffold relationship-building, support learning goals, and many other things.

47. There is currently no reliable data to accurately account for how students are doing. The sole focus on graduation rates is foolhardy. The numbers are inflated and do not represent how much students are currently struggling. The pressure on teachers to pass students without the requisite skills is overwhelming. We have students in the senior grades who cannot read or write despite not having any documented learning difficulties. There is no add-on program to help them become literate, the teacher is just pressured to pass them. There are more and more high school students struggling with basic math and language skills every year and there is no effort to address the issue. Teachers are just told to expect less of them instead and make sure they graduate. This is good for no one. There has been an explosion in director and district PVP positions, but students are more illiterate and innumerate than ever before. District meetings are dripping in toxic positivity. The slide deck narrative is that the district is amazing and student success is soaring. The reality in schools tells a completely different story. The presentations given by district staff are complete misrepresentations of what teachers are seeing in classrooms, but since trustees are refusing to visit schools, it is the only narrative they are getting. It is shameful that they are not looking for further evidence to support what they are being presented at board and committee meetings. Directors and district PVP have every reason to paint a rosy picture.

48. There needs to be a complete audit of all of the district-level positions. Stakeholders (employees in schools, parents, and appropriately aged students) should be involved in evaluating the people in district office positions as well as the positions themselves. Over three-quarters of the positions have little to no impact on students and schools and in many cases, make things much, much worse.

49. We need to start rejuvenating the school administrator pool as the current talent is shallow. There needs to be a return to the previous hiring practices where PVP were hired for individual schools instead of to a pool and transferred frequently.

50. Accepting that children are all so very different. Support children in these differences - especially in learning differences. E.g., tutoring, teachers' assistants, etc.
51. Provide adequate EA staffing to support students with needs, to help create a classroom environment where all students can learn.
52. Make sure there is enough EA support in schools. I am a TTOC and I go to many schools. Redfish this year is truly struggling with lack of support, and it is a barrier to the learning of the students in that school.
53. Deal with the back log of students waiting for assessments and designations.
54. Have school trustees and senior management come to schools and see what the challenges are in person to better understand the needs of our students.
55. By having students waiting for academic and behavioral assessments actually assessed and supported. Only then can students as a whole can even begin to imagine what lifelong learning even is. Make classrooms environments where all needs are met.
56. Children are born with these abilities. Schools need the tools to be able to support kids with where their skill levels are at and offer opportunities to expand their abilities. Increase EA staffing. Decrease top level staffing and funding. Ask the teachers what they need.
57. Provide adequate supports for vulnerable and high needs students.
58. Deal with the backlog of students waiting to be assessed/diagnosed/designated.
59. It is very difficult for students to learn when they do not receive the one-on-one support that they need. Many students in my grade 3/4 do not read at grade level and or are facing many undiagnosed learning disabilities. Having adequate assessments are key and then the personified support to help that student. This would mean speech language support beyond grade 3, assessments without waitlist, and more EAs available to support. Inclusion only goes so far.
60. Provide more support to rural schools. Rural schools have higher numbers of students with special needs, vulnerable students and families living in poverty. These schools and students don't get the same level of supports as schools in Nelson. We need more resources, more support from district staff, more funds for teacher collaboration time and staffing for co-teaching.
61. Ensure students are supported to learn about subjects that matter to them. Ensure they are placed in supportive learning environments where each child receives the attention they need to succeed.
62. More staff and resources in schools:
63. More teachers (smaller classes), non-enrolling teachers, and EAs. In order to differentiate, we need the support of adults to facilitate the many ways of learning and communicating.
64. More access to technology in schools (laptops especially). Every student should have consistent access in order to develop the computer literacy skills they will use heavily in life after school.
65. Easier and faster access to assessments and diagnoses.

66. Provide enough support in each classroom to meet the learning and behavioural and social-emotional needs of students to allow teachers to do innovative and creative projects including place-based learning.
67. Calm, clean and clutter-free spaces encourage learning, respect, and a sense of safety and well being. Having the resources to be successful- lap tops, damage-free desks and chairs, functioning and clean washrooms, teachers who use good classroom management tools, adequate support staff to support teachers with classroom management, Substitutes that have teacher plans provided and actually follow them to keep consistency.
68. It is crucial to have structure, communicate expectations and encourage kindness and patience.
69. '- Provide adequate supports for vulnerable and high needs students
70. - Reduce barriers to students learning outdoors and in the community settings
71. - Provide resources and training to staff to keep learning opportunities current and applicable
72. - Keep facilities clean, updated and accessible
73. - Encourage diversity
74. - Provide different opportunities to all types of learners so that each individual can thrive
75. Classrooms where fine arts are an integrated part of the curriculum and outdoor and experiential education are constantly happening and well funded. More support for teachers to create successful inclusion within these dynamic programs and this means more adults such as EAs and learning support teachers.
76. I think the Wildflower School philosophy really hits all these points. The thematic learning, multiage classrooms and strong student/teacher/parent relationship creates a great environment for curiosity and love of learning.
77. I would love to see this model of schooling supported and shared with as many children as possible. It is so valuable to have diverse schooling options since one model won't fit every kid and every family. I am glad to be part of our public school system but also able to choose a slightly alternative school that was a leader in creating the kind of school culture that SD8 is now trying to foster in all of it's schools.
78. I also think there needs to be more EA support in classrooms so that all children can have their needs met.
79. Having a Kindergarten class instead of a K - 3 class. My son was exposed to too many 'older child' elements in their school day and didn't get to have a play-based school day which is what Kindergarten should be. His class had kids swearing, talking about scary things, too much writing and numbers. Let the child play in Kindergarten and then they will be ready to learn the other stuff in grade 1 and 2. Also Forest Fridays outdoor learning was too much, my son doesn't want to attend on those days and complains that it's just a lot of walking with no play time or learning time.

80. By ensuring all teachers have hands-on training in creating an inclusive and diverse community of students. Empathy training would also be help for the teachers that lack it.

81. Set the bar high. Kids are not given opportunities to learn because behaviours of disruptive kids take away learning for the rest of the class.

82. '-anti-racism reporting requirements within this strategic plan.

83. -Prioritizing fostering a positive sense of identity and creating a culture of safety in the schools is crucial for student success and their capacity to be curious and creative. Teacher counsellors operating at a minimum of three days a week in the elementary schools can help create this school culture and support the teachers in this endeavour.

84. Add the concept of Wonder, at all levels. Use age-level examples of what is good, beautiful and true in our world

85. By properly supporting the kids with special needs. The teachers are exhausted, and the kids are discouraged

86. Additional classroom supports for all students, not just those with learning needs. Enhancing management of behavioural issues should also be a priority. It is hard to think and learn when there are kids acting out and the teacher has no support to manage them.

87. Have teacher engagement at the grade 10 level and higher. The teachers starting in grade 10 seem to not be interested in the students anymore. Developmentally, this is when a child is most impressionable and requires more adult guidance instead of the attitude taken, which is for the children to figure it out on their own. There is enough time when they enter college and/or university classes to figure it out on their own then. Developmentally, they're also more capable at an older age.

88. Student scheduling needs to be thoughtfully designed at the high school level. Students often are not able to get their desired programing. We need to reinstate some of the arts programs at the high school level - LVRs Dance, Band, Guitar and Drama programs have been reduced. Students who require supports may not be getting the support required to be successful due to no Learning Support blocks being offered and a lack of EAs. Classes are often over the recommended capacity and composition. All of these things lead to hindered student success and engagement.

89. More EAs or teachers will highly impact the learning environment. Teachers are currently unable to foster this in a lot of situations due to behaviours distracting from learning. We need more support for students and in classrooms for teachers to be able to foster this.

90. Supporting a child by supporting their family can play a key role in ensuring that children have the full capacity to think, learn and have creative thought. SD8 could support the work of community organizations to provide Early Years Programming in the schools will help support the well-being of the family as a whole, which will have an impact on the child's capacity for learning. As a Community Services Organization with a long history of having our Early Years Programs housed in the schools, this year we are seeing a steep decline in the quality of our partnership

between the District/School and our organization, and many barriers in place that are decreasing the quality of programming we are able to offer to young children and their families.

91. Students rise to the level of adults expectations of them. Have high standards. Expect students to attend classes. Support teachers who desire excellence in their classes and programs.

92. More teachers and support staff so students CAN learn. There are too many behaviours in classrooms so most kids are not being given authentic, valuable learning opportunities. Smaller class sizes to deal with the ever increasing challenging/diverse needs and EA's to support all students.

93. Let the kids ask more questions and have adults respond authentically and ask the kids more questions and actually listen.

94. How about grades? Have standards and competencies. Provide support for students who have challenges.

95. Quit focusing on academic success which makes many students feel inadequate.

96. Focus on student well-being. Prioritize social, emotional and physical well-being. Unless these things are tended to, no higher-level learning will occur (Maslow's Hierarchy of Needs). Make schools a place where children want to be. A community of people who care. A vibrant and engaging place where the child feels known. Focus on creating a safe space for all where everyone feels accepted and welcomed. Look to the Scandinavia countries educational system to see a model that is truly working. Take kids outside, engage with the community, make sure everyone is well fed through school-wide lunch programs. Let children lead and provide direction for the projects and activities in their schools.

97. they could fund more TA's to allow for rotational creative time in the elementary schools and to provide support to students needing more help in the classroom that teacher's are unable to provide

98. With limited time to review project documents, I did notice that SD8's lone parent families, unemployment rates, and vulnerability indicators for students entering school are higher than the provincial average, and incomes much lower. These seem critical factors to consider in supporting student success in our district.

99. The statistics in the presentation also demonstrate that special needs students in the district clearly require additional support. I have heard that there is a current lack of resourcing for diagnosis of special needs students.

100. Seeing that our students are below provincial averages in terms of how safe and welcome they feel at school is also disconcerting. Clearly more needs to be done in these areas.

101. I hear from teachers and my student that there are so many children with learning challenges and IEPs that teachers can't focus on students who are ready to be challenged and extend themselves as learners. I would like to see more bandwidth available for students who can learn and excel, perhaps by offering more support for classrooms with a number of students who can't.

102. -Recognize how smartphones can impair focus and memory just by being at school. Encourage structure to help kids limit time using this addictive technology for same reasons we restrict alcohol and cigarettes for minors.
103. -Limit screen time during eating. My kids watch way more movies at school than at home. One year I realized my child was not eating lunch because he was so distracted by the movie that was played each lunchtime. It seems like teachers struggle with chaos in the classroom and need movies to help create a brief quiet time at lunch.
104. By providing a significantly higher number (such as there used to be) of EAs in the classrooms to support inclusive education. Having more adults in the classrooms helps to support students with higher needs so that they, too, can have success and also helps prevent problematic behaviours from kids who need the support to stay on track so that everyone else in the class can learn undisturbed, and therefore also be successful. A policy of inclusion that does not provide extra support for these students is just abandonment. No student can learn effectively in a classroom where there are kids who are dysregulated because they are left alone without the extra support they desperately need. The district could also shift focus to speeding up (and simplifying) the process of getting a student a designation so that they can start getting support in the classrooms sooner. As it is, this process is so stalled it is practically broken.
105. Increasing EAs in classrooms could be funded by reducing the number of staff in the board office, as we have a much higher number of people there than most districts, and they make much higher wages than EAs do. And, of course by advocating for better funding from the province.
106. Inclusive learning for all needs. Which is based on their needs and not money. Strategies that work for the kids and find the funding second
107. Team building. More sports introduced in school that build a team mentality. The leadership skills and value created as being part of a team environment is required in many of our lives after school.
108. Inclusive learning for all needs. Which is based on their needs and not money. Strategies that work for the kids and find the funding second
109. Increase EA's in all schools. EA have been reduced over the past three years, but the need is increasing with undiagnosed students. There are many reasons EA's are needed but only Autism diagnosis are provided the support in the classroom. Students are behind due to the pandemic. Extra supports are needed for students to be successful yet SD8 has reduced the number of EA's in schools. Wildflower in particular has more than average higher needs students and they have lost an EA position from 5 in 2020, 4 in 2021 and now 3 in 2022.
110. Increase support staff EAs.
Our neighbouring district has an EA in every classroom!
Our kids whom are diagnosed are going without support
111. Post pandemic mental and emotional health and well-being. A traumatized brain can also be a tired, hungry, worried, rejected, or detached brain expressing feelings of isolation, worry, angst, and fear. No amount of strategic planning will help learning outcomes if students brains do not first feel safe enough to learn.

112. Having extra help in classes. when teachers are teaching a subject to a class of 20-25 kids the teacher tries there best to do there best to explain the subject. But there are some that just don't understand. I've struggled in not understanding subjects. But that's why there's helpers in the class. To explain it a different way that you may figure it out. But that's something this school lacks. Having someone to go to and get help explaining the subject again or in a different way. This could benefit many kids. It's not always the teachers fault they try there best to teach the entire class. So I believe having a helper assigned to each class can and will benefit many students.
113. EAs are needed in the schools. MSSS has 3 EAs for the entire school with over 50 students with special needs, some of which need one on one. EAs are needed!
114. Teacher Well-being & Mental Health. Student success is one of the most important things in education; however, without teachers who are properly supported, cared for, heard, and acknowledged, this is not possible. Taking care of teachers is incredibly important, especially right now when stress and anxiety are a part of daily conversations (for staff and students).
115. Grow a culture where appreciation, curiosity, creativity and capacity support is what admin, staff and students feel, breathe, embody. There are many social innovations for creating learning organizations - teal leadership, liberating structures, presencing/theory U... It needs to be authentic and with trust.
116. Build a healthy culture that will reduce the costs of sick leave, complaints, bullying and kids left behind. Prevention! Research by Nobel Prize-winning economist James Heckman showed that every \$1 invested in quality early childhood programs can yield returns between \$4 and \$16. DuPont reported that for every dollar invested in workplace health programs, they received a \$1.42 benefit in lower absenteeism over a two-year period. <https://www.corporatewellnessmagazine.com/article/establishing-a-culture-of-health>
117. address ventilation, modify school processes, model mask-wearing and prioritize the mitigation of infectious transmission to keep kids safe. safety is everything.
118. More EA support, less money spent in the district office, and more focus on our local First Nations and not a group from Washington.
119. Graduation Rates Misleading. The district has been relying on grad rates as an indicator of student success, yet many are graduating without basic math, reading, and writing skills. Promoting students from grade to grade without ensuring the skills have been acquired is damaging to their futures. There needs to be district-wide skills testing to determine how schools are REALLY doing. Then supports need to be put in place to help struggling students get the skills they need. The FSAs have become too political and the numeracy and literacy assessments are pretty poorly designed. Since the provincial data is problematic, why can't we generate our own? Let's do the right thing for our students.

120. Necessary supports for students. 'Provide adequate supports for vulnerable and high needs students.

Deal with the backlog of students waiting to be assessed/diagnosed/designated

Make budgetary decisions to restore classroom supply and resource budgets.

121. Drastically reduce specialized administrators and staff at the Board office. Use money saved to hire classroom assistants and more resources. I am a retired elementary teacher, with most of my career being in Nelson schools, starting in 1978. The district had many more students than now, but a central admin. that was much, much smaller than now. Classroom teachers deal with much more challenging learning and behavioral needs now, but don't have a resource library and the travelling specialists, who supported teachers at all our schools We teachers used to have these when I started in the district. Developmentally delayed students are now mixed into the general school population, but a great many don't qualify for an assistant in the classroom as the government criteria are too stringent. This is very difficult for both teachers and students.

I think that money spent on admin. positions at the Board office very often has minimal positive impact on the quality of education that our children receive. I think teachers having to go on stress leave and be replaced expensively, would become virtually nonexistent, as it used to be, if money were to be focused where it should be - at the grassroots level, supporting children and teachers within the classroom.

122. reprioritizing where money gets spent. Maybe instead of adding personnel to the board office such as the innovative learning department we could put money into the classrooms through EA's or resources that would support the rural schools.

123. Less Innovative Learning staff, more (any) recycling. Please pare down the "Innovative Learning Services" department to ELL (English language learning) only. Take those savings and apply to:

1. Paper recycling in schools
2. Build the charging stations so the 2 electric school busses can actually be used
3. Hire more EAs

124. Communication, engagement, and transparency. As the adults, it's important to clearly communicate both the expectations and limitations within the education system so students (and parents) can learn how to voice their thoughts in kind and effective ways to get the message across.

Engage students at the class level- lots of discussion can happen around values and initiatives with peer debate AND then have a mechanism to bring those concepts and ideas forward to administration.

It's also important to be transparent with the system they are operating within. Knowledge is power. Funding and resources play a role, whether helpful or not, and it's good to be clear about what is possible and not.

While Student Symposium and the Student Voice is a good idea. I don't think it is capturing the majority of students thoughts and opinions. First, students need to feel heard and seen in their classroom and then it would encourage engagement in the wider school community. Often, we can feel too siloed, and this breeds disengagement.

125. Support. More EA's and teachers in the schools! We have a very top-heavy district and money should be better spent on the students. District staff should spend time in the classrooms and see the daily challenges that are hindering the progress and success of all students.

126. Reserve the ELP for students who need extra assessment. It is time-consuming and redundant for those fully meeting. If it really is for the teacher's benefit, then let us have the option to use the assessment and record-keeping tools that work best for us in our situation.

127. More EA support for students in need. Reinstate outdoor education programs and opportunities. Include music in schools.

128. Teach mindfulness at Trafalgar through Positive Intelligence: positiveintelligence.com

129. Train School Administrators on having a trauma-informed approach. Administrators need to be trauma informed to support staff when they are behaving inappropriately with students and to have a trauma informed approach to interacting with students so that they may better build relationships and not do further harm when needing to address behaviours.

130. More EA support in all schools. Every year we have less all while the need continues to grow. Many EA's are holding the job of 2-3 people.

131. LVR has approximately 800 students with 3EA's
Kids are not properly supported. Less money spent on top heavy district means more for kids

132. More classroom support and cut the fat in the district office. SD 8 has a morale problem. Too much money is going towards the inflated salaries of the top tier positions and not enough is going towards teachers, support staff and the kids in the classrooms. Parents are frustrated and upset and we demand more support be given directly to classrooms with increased EAs.

133. More support for teachers. Support staff such as EAs have been cut and it's being felt in the school system. The structure of how many EAs per class needs to be re-visited. Currently additional EA's are placed for designated kids. But if children are not designated and more help is generally required with certain classes there is no money allocated to this. It looks to be a broken system with more teachers becoming burnt out. Instead of funding more on the school board level, get more money to teachers, EAs for more in class support.

134. Cell phone and electronic education. I would love for our kids to be educated on the pros and cons of electronic usage. How electronics can assist us, but also the role usage has on brain and social and intellectual development. These little people are driven by peer acceptance and what they are shown is normal in society through media entertainment. However, what they are not shown is the stages of their brain development and how electronic device usage can hinder or alter different chemical releases (dopamine, Serotonin) into our brains, resulting in potential delays in certain areas. I feel this topic has been extremely overlooked as we dove straight into the electronic age as a society without any serious look into how it is effecting our youth

135. Make inclusive education work by increasing funding for more Education Assistants and Student Support Teachers. Inclusion doesn't work without adequate funding. Make it a priority to hire more EAs and Inclusion Support Teachers. Let's make school a positive and functional place for neurodiverse students by providing them with the support that they need. More support = greater peace in the classroom and fewer burnt-out teachers.

136. A few things (split classes, EA's, middle school, bus or app improvements). We are told it's easier for the school board to split classes, but it's not in the best interest of the students! Please can the staff of education system come up with a different way to juggle student numbers but keep each grade separate! AE's would be an easy way to help solve this issue.

Also the current busing system needs a revamp, maybe the school kit app could be added to/improved. If a child is taking the bus to a schoolmate's house, that could potentially be added under shortcuts within the App?

Lastly I thinking Creston children would benefit significantly from a middle school! The transition from elementary to high school is a lot on the children.

Thanks for your consideration,

137. Prioritize well-being of students as only then can higher level learning occur. Focus on physical, social and emotional wellness. Focus on well-being over academics.

138. Keep up the great discussions about 2SLGBTQ+ topics. It's so important to engage in dialogue that includes the voices of all students. Open, respectful and inquisitive discussions are healthy and helpful.

139. We need more eas and people who know how to help kids with special needs like, adhd, autism etc.

140. Get more people in school to teach everyone about the LGBTQ+ and to understand that it does not make them different than any other people. Respect all people.
141. School should start between 9:00 or 10:00
142. relax the phone rule. equity vs equality, some students need their phones/music to function and it isn't fair to those kids to have their learning/coping tools
143. teachers need to not assume the worst of their students and start trying to help them. my sibling has ADHD, in LVR they were very hyperactive, so their teachers thought they were high in class. so to make them act "normal" they started taking the drugs that they were accused of taking so they wouldn't get in trouble for taking drugs. (the irony should not be lost on you.) then they got addicted. this would never have happened if the teachers had given them the benefit of the doubt and tried to help them instead of accusing them.
144. Inclusive education for all students; identify strengths & areas requiring additional support for every student, provide needed supports. find ways to provide needed supports and enrichment for every student.
145. teach kids respect. It is a perception within the community that SD8 can't even teach their kids to recycle. Teach students not to drop garbage everywhere. When vandalism occurs. Students must be held accountable and face consequences.
146. Ensure we are in compliance with class sizes. Have supports for designated students. Provide access to place based and hands on learning. Allows teachers to book activities for outdoor education. Education with outside partners provides real life learning opportunities. Mostly focus on smaller class sizes.