

Strategic Priorities - Empowered Lifelong Learners

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 - Empowered Lifelong Learners

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 foster this?

1. Ensure the teaching staff are properly supported and have the resources needed.
2. I suggest focusing on thematic and project based learning instead of subjects especially in elementary. Teach critical thinking skills directly, research and idea sharing.
3. Focus on early learning in primary.
4. Prioritize K-3 to build the strongest foundation possible, as well as Inclusion.
5. Provide EA support to all Primary classes to ensure all students are getting the basic foundational reading, writing and math skills, it all begins there and if you do not have those skills by grade three your chances of success are much smaller.
6. It is hard to have an appreciation of learning if you have struggled all through school.
7. By providing adequate support for students via more EAs and ISTs. Minimal additional support for students with learning disabilities isn't working, and our kids with autism, behaviour, etc. need more support than what they're getting too. What little support there is is channeled towards the biggest behaviour and it seems like at the most kids are academically "surviving" vs. "thriving."
8. Take into account student input on how they can learn better and feel heard and seen in school settings.
9. Hands on experiences that have relevant connections to curricular outcomes and expose students to real world experiences that matter to them.
10. welcoming and inclusive practices. Listening and providing resources that include all students and reflect the people in our learning environments.
11. By offering more more opportunities to engage with technology.
12. Have smaller class sizes so that teachers have more time to help students with individual ideas. Also, have the financial resources to support things around ADST classes.
13. Ensure that the curriculum is being taught in a way that honors a K-12 scope and sequence, but provides relevance. The curriculum is a free for all at SD8.

14. Please, provide students with enrichment through services like Nebula, or other online education providers so they can engage with media that they enjoy that they may not be able to use because of paywalls.
15. '- Smaller class sizes, particularly at the middle school level so that individual needs of learners can be met.
16. SD8 could prioritize the arts in school more. For example, there is no drama specialist at LV Rogers. This is a secondary program that leads directly to post-secondary programs. Why isn't there a specialist in that program when several are available in this district.
17. More hands on/exploratory options at the elementary level (Specialized Art (digital, visual, music, dance, drama) classes, woodworking/shop, Makerspace etc)
18. Have better curriculum continuity between grade levels in a school. It seems some teachers just do their own thing.
19. Engage in grade level curriculum and inquiry topics that foster creative topics based on current level and interest
20. Continue to follow provincial curriculum which has these same goals, continue to collaborate and share ideas between educators
21. Continue to support the curricular focus on developing core competencies and the inquiry model for learning.
22. By creating a wildflower program in the slocan valley.
23. Provide more opportunities for field trips to explore local life farms, businesses, local places of interest
24. Provide working technology to the school so students can research things without glitches
25. Reduce the amount of courses taught so there is time to go deeper into the fundamental courses
26. Less standardized tests. More evaluation on ability to seek and apply knowledge without the anxiety and pressure of the traditional "test". This would result in a more accurate reflection of student abilities. Tests promote memorization over learning and problem solving.
27. Supporting more critical thinking skills.
28. Have enough classroom support for children who learn in varieties of ways
29. Have an improved reading program. Too many older students still are very poor readers. Should have allowed the public to come in and buddy read.
30. More support staff for students who are struggling.
31. More outdoor time.

32. More learning around student areas of interest.
33. More education for teachers for children who have learning barriers.
34. More self directed study in higher grades, more job shadowing (higher grades)/presentations or talks from diverse groups/professions for all grade levels.
35. Smaller classes, more supports for students in the classroom like EAs, outdoor learning. Fieldtrips
36. Drama Lessons, Outdoor field trips, celebration of learning
37. Better support for the teachers, more EAs in the classrooms. Make music and arts a priority!
38. Have more E.A support so there is a quieter and more conducive learning environment
39. Through reliable consistent support for early years learning from 0-6. Create a welcoming environment in the school for community services.
40. Creating a culture of learning and innovation by encouraging teachers themselves to be better teachers in core subjects such as math, science, and ELA
41. Invest in more frontline staffing. Smaller class sizes mean more opportunities for teachers to connect with students and create programing that is meaningful to them as an individual. When the flu was bad earlier this year one of my students shared the following "I am sad that so many people are sick, but I am really happy that their are only 12 of us here because we can do and learn way more things and you actually have time to help all of us."
42. Offer more open theory discussions in class & learning through community connected ideas
43. The District needs to recognize that most of this goal is unable to be measured. Because of this there is no way to know if a certain strategy is or is not working.
44. However, the "ability to think and learn" is measurable and attainable, and so The District should consider where to spend money in order to improve student learning. Teachers need more direct support in the form of EAs, TIME (to collaborate, assess, create). Teachers are not supported by the directors in The Board Office. Additionally, teachers are not supported by a Board who refuses to come to schools and speak directly with teachers. There are many fixable issues in our schools that are actively preventing teachers from working to the best of their ability and preventing students from get the support, knowledge and skills they need. This situation is by design and is a terrible model for student success. You can do better.
45. Focus less on graduation rates being high and more on keeping the learning standards high through the use of conventional practices combined with innovative pedalogical techniques. To ensure that students are thinking and learning they must be held accountable and pushed to reach a level rather than the level being brought down to where they are at. Creative thought and expressions can be encourage through motivating peers to see other peers excelling, pushing themselves to do better than the last model that was created.

46. variety of teaching methods, clubs, actively listening to students thoughts on what they are interested in learning, more "real world". skills learning, increased staff enthusiasm, incorporating tech apps into learning, and workshops the kids can sign up for according to interests. Personally my child feels that her classes need more control in the classroom, and that work could be more challenging.
47. While the supporting statement for this question is admirable, it must not be achieved at the risk of diminishing the learning of basics. I feel there is too much distraction in some of our district schools with special days where spirit building efforts are overdone. Schools need to be more focused on learning and report cards that actually tell how a child is progressing. In our effort to be kind and accepting, are we losing the ability to be direct about a child's progress or lack of it. Discipline, order and constancy are not bad objectives and can be minimized by such things as "wear your pyjamas to school day" or "wear a certain colour days". It fosters disruption and puts stress on families who are not as "organized" as others for these events when they happen a few times every month. It can be overdone and if elementary kids are feeling less safe at school, this could be part of the reason. It fosters disruption and chaos. Children at this age need to feel included and that they can expect outcomes. It seems to me a lot of time is wasted in our schools these days.
48. Allow student-led discovery projects - like ancestry, or snail life cycles, etc, in at least one subject every term.
49. Make sure critical thinking is part of the curriculum, outdoor learning is especially important, gear courses to potential employment etc
50. Come into classes and schools. Talk to students and staff and see what the needs are.
51. More resources in classes and school to support student learning.
52. Quicker assessment process for students who are in need of designations so they can get the help they need to be successful sooner.
53. 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.
54. 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.

<p>55. 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.</p>
<p>56. 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?</p>
<p>57. 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.</p>
<p>58. 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.</p>
<p>59. 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.</p>
<p>60. 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.</p>

61. I wish music, dance and art could be part a part of the primary and intimidate students. I feel as though these options would be helpful not only with older students but the younger ones as well.
62. Place based learning - field trips, outdoor classrooms, start to offer trades in earlier grades to attract all learners.
63. Encourage freedom of expression. Celebrate their achievements. Create challenging rewarding educational experiences.
64. Continue doing a balance between books and hands on learning.
65. Bring back a music program at all schools. Make learning fun via better funding for extra curricular ideas, trips, events.
66. "Because the language centers in the brain are so flexible, learning a second language can develop new areas of your mind and strengthen your brain's natural ability to focus, entertain multiple possibilities, and process information."
67. 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.
68. 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.
69. 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.
70. It is crucial to have structure, communicate expectations and encourage kindness and patience.
71. Inquiry projects!
72. Allowing a variety of learning options is paramount. I would like to see money fund a Science Fair.
73. I think project based learning is a good way to help teach creative thought. I think we need to have an art teacher and more music programs at KRSS as well. More money needs to be put into education and less into senior management.
74. 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.
75. Allow for more movement and art during the day. ensure a music teacher in the high school for band. Music and art expand the creative mind. We also need more E.A.'S to help the young children with learning and/or behavioural challenges.

76. By implementing a multilevel grad program. Current courses and expectations are being watered down in order to inflate false "grad" rates at the high school level and everybody knows it! How about everybody grads, but with different levels of certification? Expand the avenues for success in academic as well as nonacademic areas. Encourage presentation of student achievement in both the school and community frequently (as in every day.) Support non academic interests and paths more vigorously: band, arts, music, speech arts, drama, speech arts,, athletics, journalism, interest clubs (chess, music, and woodworking clubs, bands, skateboarding). Greatly expand and support with time and money the pursuits and nonacademic pursuits of students. Teachers have to commit to extracurricular support of their students as part of the job. The district must create an environment where teachers feel the desire and obligation to commit themselves to much more than academic instruction,
77. - more EAs in the classroom, and EAs that are actually qualified to teach academic subjects (we only have 2 at our school and neither one of them are capable of doing 10-12 math or science)
78. - provide teachers with more easy to use classroom resources. I teach science and we almost never have math/science pro-D opportunities and the ones that we do have aren't very useful. I went to one a few years ago which was interesting but the guy told us to stop doing math notes but we weren't provided with any resources on what to do instead or how to implement that.
79. - give time during the school day for club activities - not all students have the resources to stay late after school to participate in extra curricular activities that strengthen their connection with others and demonstrate how learning can happen in many areas outside of the classroom.
80. Focus on teaching how to think critically as opposed to content
81. Vary the ways a student finds success in school
82. Offer alternative forms of education
83. share about lifelong learning & cultivating an ability to be nimble & have the capacity to shift and change as life and the world shift, the role of self education and community education
84. I think the Wildflower School philosophy really hits all of these points. The thematic learning, multiage classrooms and strong student/teacher/parent relationship creates a great environment for curiosity and love of learning.
85. 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 its schools.
86. I also think there needs to be more EA support in classrooms so that all children can have their needs met.

87. 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.
88. There's a lot of outdoor time, hands on time, that I think cultivates creativity & curiosity.
89. Critical thinking has been shown as integral for succeeding as an adult. If this can be demonstrated and encouraged from early years through to graduation on a very regular basis I think that would be excellent. Supporting teachers with lesson ideas around critical thinking might be necessary. If we all learned to question the world in a healthy way and to respect other perspectives the world would be a much better place.
90. Learning about past history is important to tie things together, however learning about more recent history helps the children understand the world they are living in today. History should be paired together as a past experience, what we learned from it and tie it back into current history and affairs that directly affect them today. They will be more engaged.
91. Projects through embodied and experiential learning
92. Hands on activities, less standardized testing
93. More art, music and extra curricular activities through schools
94. SD8 does foster students abilities to think and learn - extending that creativity to extra curricular areas will expand that ability and support curiosity of the students world. More time outside the classroom, appreciating how the natural environment supports and fosters learning and appreciation is vital.
95. Do you think this is achieved now? Please ask yourself. Teachers (e.g. physics 11) who sent out emails to parents on the first day of the semester saying this is hard, get a weekly tutor and adds a list of tutors with prizing is not the way forward. This is very wrong on so many levels.
96. Education needs to be fundamentally oriented towards meaning and purpose in a changing world, rather than mere content delivery for students. This is fundamentally important. your lose students along the way - I see is with my children's' peers. Even if students stay in the system, most are totally disengaged - a far shot from "fostering a lifelong appreciation of learning".
97. Where do you think you are on the goal?
98. Provide more experiences for experiential learning where they are required to think critically. This would include programs such as ATLAS, and other outdoor programs.

99.	Provide teachers support and opportunities to give students a variety of ways to engage in learning (beyond sitting at desks, which does not work for all students).
100.	More hands-on, experiential and cultural content in the curriculum, fostered by more field trips, bringing outside educators/facilitators for specific projects, more performances/presentations brought to the schools, etc...Since Covid, it seems that nearly all non-core curriculum activities and projects have been cancelled.
101.	By facilitating critical thinking and the feeling of achievement and self fulfillment that comes from doing something that challenges you, either individually or as a group.
102.	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.
103.	Adding music to the curriculum and a focus on the arts....throughout the grade levels. Encourage a focus on process, collaboration and making mistakes rather than a product to be assigned a letter grade. Invite community experts, partners onto the school.
104.	Ensure updated technology is provided for all students to create an inclusive environment for all learners. Continue to allow educators to have the flexibility to teach in their classrooms.
105.	Offer more opportunities for travel, outdoor learning, cultural experiences, and swim programs
106.	Students do not know what they don't know. They need strong numeracy and literacy skills to understand the world. The district is simply unable to measure whether or not what they are doing will "foster a lifelong appreciation of learning or a curiosity about the world.." This is a ridiculous goal because it can't be measured, however, literacy and numeracy can be measured and we know these will help children succeed.
107.	Board members must go into schools and speak with students, EAs and teachers. It is disgraceful how they are shut out of senior admin meetings and prevented from interacting with schools.
108.	By stepping outside of the norms of traditional curriculum delivery.
109.	Let the kids ask more questions and have adults respond authentically and ask the kids more questions and actually listen.
110.	How about grades? Have standards and competencies. Provide support for students who have challenges.
111.	Listen to their teachers and make decisions collaboratively

112.	I would like to see more integrated curriculum development. Project-based learning that spans multiple subjects, involves critical thinking and exploration, that is open-ended and has student-led cumulative assessments. Cross-curricular planning amongst staff is integral to a dynamic learning environment. Ensuring that students feel their learning is relevant to their lives and their futures is essential for secondary student "buy in".
113.	Teaching literacy using scientifically based practices like the science of reading/ phonics. This will allow all students to have an easier time learning to read, and thus have greater success and joy in school. Redo the ELP to be based on phonics opposed to sight words and leveled readers. Using phonics and decodable readers we will have a better idea of where students are at to better help them to learn to read.
114.	Ask the kids. This is a modern world and I know my kids are far more advanced in technology than I was at their age. They have ideas and plans and are the more positive participants in school communities than anyone else.
115.	Continue with field trips and outside the classroom learning
116.	SD8 can support students to become life long learners by supporting them in everyway possible. Staff need to also be supported in supporting them. When schools and staff are underfunded, the students suffer.
117.	To increase students' ownership of their curriculum and community, devote 30-50% of the school week to community engaging project-based learning. Decrease the curriculum load.
118.	Ensure a variety of course options are available to accommodate interests in students, find ways to partner with other schools in the province on sharing courses in a virtual way to open up options.
119.	Have students matched up with a teacher or support staff where they meet at start of year to discuss learning goals and to create a learning plan and check in throughout the year- a coach or mentor role.
120.	Find ways to streamline the curriculum to allow teachers more time to connect with students - to slow down and listen to them and have conversations to watch for red flags and get parents involved sooner. Often students are slipping through the cracks.
121.	They could start by supporting music education. There is not one single choir in sd 8. This is not acceptable. Do not blame funding....
122.	Diverse learning materials, great professional development and support for teachers & staff, more money for field trips, guests and artists in schools, creative curriculum development, community partnerships.
123.	More outings
124.	A balance of diversity to allow kids to find what interests them while also providing enough opportunities to challenge to kids who learn academics quickly
125.	
126.	Take advantage of the skills and knowledge in our communities - people are hugely educated and experienced and we need to share that.

127.	Act more on student input- Several Students feel like their voices are not being heard especially about class layout and issues with teachers
128.	Use community expertise in fields like music or other lifelong skills; promote use of community facilities-more transportation budget
129.	Functional Learning Centre at Middle School Level- Make funds and education assistant resources available for 2-3 small learning centres within the school for kids with ADHD, and other learning & behavioural challenges at Trafalgar to take alt learning breaks outside of the traditional classroom. The current Centre which acts as the disciplinary area and learning centre /principals office is Not Working!
130.	Provide evidence based reading intervention - the district has to take into account and apply the well established research into reading and teaching how to read (some from UBC, so taking BC context into consideration). Structured, sequential teaching of reading has been shown to benefit all learners. SD8 has to address why students with dyslexia or other learning disabilities are not supported at all, in the light of this research. Suggestion: TRAIN STAFF IN EVIDENCE BASED READING INTERVENTION.
131.	More team sports in elementary school and more focus on friendship building. Sports and friendship
132.	Build on a solid core of literacy in language, math, science, critical thinking and socials - Provide the necessary resources to ensure all students are proficient in core educational skills. This is critical in our modern knowledge-based society, and is the basis for all additional learning.
133.	Develop indicators of success in relation to the above outcomes, get baseline data and assess how students are doing in relation to outcomes - The core competencies cover some of the above. How are students doing in terms of the development of the core competencies?
134.	Make learning experiences as authentic as possible. Outdoor classrooms, field trips, projects focused on real world problems, and academies. The academy concept has much potential to enable students to pursue passions (eg ATLAS, Dance Academy, Hockey Academy). I would love to see this expanded.
135.	Truly help develop students' unique gifts: Where would the world be without tradespeople, artists, entrepreneurs and professionals, and etc. In spite of much rhetoric, there is still too much focus on limited pathways to success and not enough focus on a comprehensive education which ultimately enriches individuals and communities.
136.	Increase opportunities for place-based and outdoor education for all SD8 students by working on risk-management policies. We all know that our area offers numerous opportunities for place-based and community-involved education but recent changes in the risk-management policies of the district have placed new and unmanageable burdens on teachers to document even minor off-campus forays like walks in the neighborhood of the schools. Isn't there a way to change this ... To work with insurers to incorporate these types of activities in the expected work of classrooms and teachers and template the risk documentation required so that overworked teachers don't bear this burden?

137.	Engage students outside of the classroom: community, outdoor learning fieldtrips. Streamline forms (once a year) currently required for fieldtrips. Teachers should be teaching, not filling out so many forms for each trip.
138.	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.
139.	<p>Creston needs junior high school Implemented! The children of Creston are in need of a proper transition from elementary to high school. It has been proven to be an essential stepping stone in childhood development. Surrounding school districts have the middle school in place for a reason. It is unfair to the children of Creston to be withholding their opportunity to evolve in an appropriate level in accordance to their age. Please treat the children of creston as equals and give them their opportunity.</p> <p>Quoting Jean Stiles from her ENGAGEMENT, PATHWAYS, SCHOOL article in EdCan NETWORK</p> <p>" The fundamental thing that we all agree on in our learning community in Public Schools is that we want our children to successfully complete high school. One way to achieve that is to focus on the transition" from school to school. "We had often looked at this time as a point of recruitment."</p> <p>"In a system of site-based decision-making, where dollars follow students, we have found ourselves competing for students."</p> <p>Please don't let our children's education be more about chasing dollars then giving them equal opportunities and making learning fun.</p>
140.	Field-trips, Outdoor Learning Engagement - Streamline the paperwork process to support Teachers getting students outside learning and exploring the vast opportunities our area has.
141.	Reduce barriers to students learning outdoors and in the community by increasing funding for support staff and resources to do so.
142.	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.
143.	Strengthen what works. Wildflower school, Atlas program (how it was). Which leaders are really appreciated - support them. There are many more examples of what works, is innovative and engaging. Which there was a comment function here.

144.	Engage students! This base might already be covered. If not, it feels critical that SD8 students are given a seat at the table. The outcomes of this process will most directly affect them. Meaningfully engaging them is an opportunity to affirm the strategic goals outlined here. Doing so would also be a chance for them to practice active citizenship, empowered personhood, and involvement in decision-making that impacts their daily lives. Decades of experience around the world affirms children's ability to contribute to this kind of planning. Experience also demonstrates that making planning exercises accessible to the youngest among us has the added benefit of helping to ensure inclusivity for all. My son is a kindergarten student and I know that he would have a lot to contribute, if engaged with respect and compassion!
145.	Return some form of "Alternate" education to schools. The standard school model does not fit all students. An alternative educational delivery system is a great benefit and it's cessation has been a loss. KLTF member
146.	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.
147.	Support high performing students. It feels that classes are taught to the lower common denominator. Please consider creating class rooms for high performing students (who can accel at a faster pace).
148.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 silo-ed and this breeds disengagement.</p>
149.	Completion days at end of terms (like JL Crowe) to provide learners who need more time and one on one, which will increase completion rates.
150.	Problem-based learning. Have students solve a problem, using their creativity and knowledge, rather than memorize information.

151.	Teach cross-curricular project-based units based on real-world issues (eg climate change) to allow students to make learning connections.
152.	Business plan, cash flow, book keeping, research, grant applications and other entrepreneurial studies available at high-school level
153.	A mandatory money management class high-school level
154.	Better Academic Transition from Grade 9 (Trafalgar) to Grade 10 (LVR). I tutor math to lots of kids at LVR (predominantly Grade 10) and I'm also the parent of two students (Grades 9 and 10). The discrepancy between academic expectations between Trafalgar and LVR is quite a shock to most students, especially in a subject like math. I am all for academic excellence, so I don't think LVR should lower standards. The middle school years at SD8 need to a better job of preparing students by transitioning into more rigorous academics (weekly homework, quizzes, exams, etc.). When I have spoken with teachers at LVR concerning this, they say they miss having Grade 9 to "toughen them up." I also receive similar feedback from numerous parents of tutoring students.
155.	Marked Exams should be returned to students. As a former professor, I fully understand the challenges of re-writing exams term-after-term, year-after-year. The burden it places on teachers is significant. I also feel that students deserve the opportunity to learn from their mistakes, challenge potentially wrongly-marked questions, and seek help for topics they failed to understand. While the current policy of withholding exams from students is administratively efficient, I think that if students can learn by mimicking past exams: "Mission Accomplished!" While this places additional responsibilities and time-demands on the teacher (to re-write, create rubrics, etc.) I believe that student educational outcomes outweigh the administrative benefits of re-using exams. Assessment is hard, but students learning from their mistakes is more important than knowing standardized performance.
156.	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
157.	Use Reconciliation process to transform knowledge conformity (industrial age) to knowledge diversity through indigenous learning protocol. Make schooling a democratic process grooming students to operate in a democratic (based on Indigenous ideals) environment. The United Nations Sustainable Development Goals are based on a holistic set of social values based on those manifested through "traditional Knowledge" (indigenous nature-based wisdom-systems thinking approach). Adopt policies that mandate over half of the schooling activities towards place-based learning. This is achieved by connecting students with nature (biomimicry education), professionals and elders (in a two-way learning environment) through engaging students in community building and conservation projects. Give ownership to students to co-design a curriculum that fuels their passion for learning. Get rid of "graveyard seating" in classrooms (indigenous teaching is face to face or in circle

	seated arrangements-each person has equal opportunity to communicate without a power leverage).
158.	Teach students how to learn, instead of telling them what to learn. The learner should take on the ownership of development of a curriculum that is driven by curiosity. To condition a individual to engage in a democratic society, they must be raised and taught in a democratic environment.
159.	Climate Action Courses in our schools to empower our students and reduce their anxiety about climate change
160.	Adopt the Democratic School Education method https://www.youtube.com/watch?v=RhUx1pArrO4 . To move away from the continual growth economic concept that is impacting the Earth's ecosystem negatively, a new mindset must be developed. Education for Sustainable Development, a path to change the mindset, can be achieved through a learning program, such as Democratic School Education.
161.	More outside the classroom experiences
162.	Cheer/dance teams. I think that our schools need more options for these kind of sports
163.	Clear grad plan. It would be great if the grad plan for students (especially French immersion students) was more clear. It is very difficult to plan out grades 11 and 12 when you are not completely sure what the required classes are and also how to plan out all your classes.
164.	School should start between 9:00 or 10:00
165.	Visual learning. Less long lectures and more visual content
166.	Not being indigenous and wanting to participate in the activities. Ever since grade 4 I've always wanted to be apart of indigenous groups and all their extra activities they get to do. Im never aloud to and I think it's unfair because one, educating everyone is important and two, im very interested in it so I don't see why this should be a problem
167.	Indigenous education. This year AbEd students were able to do a beading project and make drums. These are very important programs. It could be a really great opportunity too, on some occasions, for non-Indigenous students to be able to join. This could help build awareness and work towards reconciliation as when we work together and create together we build a common understanding. Reconciliation education that is also focused on the present and present issues and not only focused on the past, would also be great.
168.	Support educators to provide broad & diverse range of learning environments, activities, strategies & structures to implement new curriculum. provide appropriate ProD, communities of practice, collaboration time along with increased structural flexibility
169.	Investigate conditions, strategies, supports that improve student success & barriers that impede students who are not as successful. Investigate, then highlight results, share, & implement what is being done well, remove or at least lower the hurdles that hinder success based on the evidence gathered

170.	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.
171.	Enable more self-directed learning to occur. I would love to see more opportunities to celebrate personal initiatives.
172.	Celebrations of learning: The Capstone concept is a good one but could be expanded, and even shared in the younger grades. Project based learning, celebrations of learning, communicating learning: Find and promote and engage the community in actually celebrating examples of personal initiative, thinking and creativity.
173.	Recycling. Teach kids how to put the proper paper into a paper recycling bin. It's not that hard. No paper recycling in SD8 is a big fail.
174.	Allow more outdoor, community and environmental learning. What better way to increase students' sense of well being and self-worth than by bringing them OUT of the classroom to experience themselves in the context of their environment and their communities? This needs to be fostered and made simple for staff and teachers, rather than discouraged through hyper risk-management policies and paperwork.
175.	DRAMA Classes & THEATRE!
176.	teach the 4 directions of the Medicine Wheel *(Mental, Emotional, Physical, Spiritual)
177.	Authentic learning. Reduce barriers to students learning outdoors and in the community settings.
178.	For the significance of physical well being. It's time for Climate Action: A four day workweek has many clean air benefits and allows for more rest, more health....
179.	<p>Teach them to communicate better! Nelson 'Better at the basics should be the top priority. I feel with more time on the topics that increases someones ability to communicate the more confidence and self worth that person would have. This goes for all ages.</p> <ul style="list-style-type: none"> - More reading and then how to comprehend it. Then do it over and over again. So many books, genres, ideas, it's endless. Allow for more time, 4-5 novels a school year is more than doable I believe. - More emphasis on spelling, grammar, punctuation, and organization of material. Allow for multiple times a day to drill and build your competency. Now they can create their own ideas to share. With and without a computer, understanding what you are reading and being able to write something readable will boost self worth! - Teach them how to research so many resources and ways to get answers! Equipping them with the know how to find their own answers, equals more freedom, which boosts self worth. Not relying on others opinions and creating your own helps boost self confidence and your awareness and understanding of other opinions and perspectives. - More time spent on math to teach kids how to problem solve, when u really look at an issue, the challenge is usually mostly mental in life, the ability to work things out in your head and on paper in a trained setting will teach kids the skills to lean on in real life situations. - And fitness! Teach them how to move their bodies. Properly squat,hinge, pull and

	press. A strong healthy body makes everything above a lot easier on everyone! Throw in sport to test out their physical abilities and to have some fun!
180.	With the background as an EA: foster the diversity of learning and support more outdoor learning. Flexible learning opportunities are a good way to address and meet different learning styles. Make sure the schools have enough resources available.
181.	More structure in classrooms would be helpful. Before entering workforce, people are expected to understand structure and accountability. Example: eat during lunch breaks, not during class. Attend class regularly. Do not leave the classroom. The district should implement structure, raise expectations, and hold students accountable.
182.	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.
183.	Land Based Education: There was consensus that there needed to be more land based education offered to students. In addition, the SD#8 should understand that schedules with land based learning must be flexible enough to take into account seasonal variations. i.e.Berries are ripe when they are ripe ... not necessarily on the second week of September.