

Strategic Priorities - Caring and Inclusive Learning Communities

Background Information to Question 2: Teaching and Learning

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 Communities

Responses to Question 2: Teaching and Learning

The District's role is to ensure that students develop a sense of self-worth and personal initiative, that they value and honour diversity, as well the significance of physical well-being, and are leaving school prepared for their future.

How could SD8 ensure this?

1. Targeted education for teachers on trauma-informed practice and inclusion pedagogy. optional pro-D isn't enough. We have initiatives around this but are weak on practical steps to achievement.
2. open warm accepting schools that have supports to support all needs in this crumbling system.
3. More support for students, all students, so more small group lessons can be offered.
4. Class management of whole groups is not helping anyone learn. More behaviour support is needed. more support for teachers and students is needed.
5. Inclusion services and supports, mental health training and availability of health professionals for youth.
6. Prioritize support of mental health, counselling, emotional self-regulation skill building, as well as continue with training on honouring diversity.
7. Provide support to children based on needs rather than diagnosis. So many children with special needs don't get the help they deserve because they are not diagnosed however they clearly need the support. I know this will cost money, a look at the enormous school board staff who are all not actually face to face with kids all day would be the best place to look to cut funds.
8. By being taught exercises that give children an opportunity to observe and have more awareness of their own feelings. Continue to have discussions about diversity and indigenous traditions. Teaching children to set goals and begin to think about what steps they can take to meet those goals both in school and after graduation.
9. More counselling provided at schools. Professional development around social and emotional learning. Teacher well-being support.
10. Mindfulness tools like mind-up
11. Having a specific class which students join based on their needs or feelings. Most students do not grow as much as they could because others in their class hold them back in a variety of ways. The gap in student maturity and values is too large to accomplish this in a meaningful way for individuals.
12. Providing opportunities for them to be involved in the school community, and for their voices and perspectives to be heard. Clubs, teams etc.

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13. Increase the number of psycho-educational assessments allocated to each school per year. Increase the number of Inclusion Support Teachers and support staff to help support our diverse learners.
 14. Much more support in providing resources for teachers to teach anti-racist education. Family and Youth Workers assigned to Middle Schools and Secondary Schools.
 15. Promote various programs and provide resources for mental wellness.
 16. Offer trauma-informed training for teachers
 17. Highlight wellness and continue with social-emotional lessons, opportunities to learn in diverse settings
 18. Focus on further developing social emotional wellness and mental health supports.
 19. By having counselling readily available, that can talk to children and parents simultaneously.
 20. Using the Whole School's Circle of Courage model in a wildflower program.
 21. Make schools more inclusive. My child does not act out loudly or at school when they struggle so they don't get any (or many resources) as they save their struggles to release at home.
 22. Take a strengths-based approach to teaching, discipline, and feedback. In order to foster self-worth, diversity, and well-being you need to understand the mechanics of vulnerability, courage and shame. The only way students will learn this is if it's modelled by the adults around them.
 23. There is work to be done here and noticeable efforts being made. This one is tough with the way kids treat each other on social media particularly. Adults in our world set a poor example in this regard. Continuing to foster kindness, understanding, and teaching the dangers of polarized views.
 24. Support struggling students
 25. Be more inclusive of Indigenous Peoples. I had to argue with the school so many times about excluding Sinixt, and Autonomous Sinixt in particular. The maps my child was required to color didn't even include Sinixt. This despite, them & their classmates doing presentations on Sinixt. Then they get an exam with no Sinixt on the map. WTH?
 26. Culture of bullying needs to be addressed, digital safety is an issue. Kids need hope they can make the world a better place. Give them projects where they came experience meaningful change.
 27. More staff to be able to connect with the kids and explore what really works for them and their learning and implementation styles and skills. More counselors to ensure kids are getting the credits they need and the encouragement and support to explore post secondary options.
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28. Accept kids for who they are without pushing them to question who they are.

29. Keep the pride flags out of classrooms and it is inappropriate to be teaching SOGI to grade four children. We don't allow religion in schools anymore and we don't want our children indoctrinated in the newest trend where children are supported to self mutilate their bodies. Of course, if a teacher had to have a conversation with the class to build empathy in the class great but that does not need to be SOGI in classrooms.

30. More bullying prevention work needs to be done in the schools.

31. Again - more support in the schools. Less positions at the district that do not help students or teachers in their day-to-day. Having a district-based staff who is the "diversity leader" or "innovative learning specialist" seems great on paper. But this model does not have a positive impact on the students.

32. Providing adequate supports for teachers and students who are dealing with behaviors and academic challenges beyond their capacity would open up more time and energy to be spent supporting the importance of social emotional learning in schools.

33. Drop the SOGI program. Teach kids to respect one another but they don't need to know about transgenders. They are too young and shouldn't even be discussed until Grade 9

34. DRAMA Lessons!!! More support, way more support for special needs children! Honor diversity and send special need kids home on a regular basis??? what???

35. More meditation time

36. Hard to develop a sense of self-worth and personal initiative when your support needs are not being met and are asked to stay home

37. Stop calling it the Aboriginal Education room - or 'Ab-Ed' for short. Ensure this program is facilitated by someone that reflects the community they are supporting.

38. Students who are known, valued, and believed in.

39. Physical well being: Invest in spaces that allow students to take part in structured physical learning activities more regularly. Sports fields at all of the Nelson schools often look more like mud pits. Recognize that physical well being can not be separated from emotional, spiritual and mental well being.

40. Adopt the medicine wheel (4 directions - mental, physical, emotional, spiritual) in their teachings

41. A course in self love, self respect and dealing with controversies in diplomatic ways with others. Loving and helping others who struggle. Could do this as a drama course or something like that, learning as role players.

42. The Social environment of the school system needs to not be ignored anymore. Lunch, recess, hallways, and busses have major life lessons happening that schools ignore.

43. See above (support high need students with additional EAs and staffing). I used to do much more inquiry activities, personalization, goal setting etc. with my students. But my class is under-funded, and I have to keep to much more rigid and traditional teaching methods because of a couple kids who wander and have no support. This is the case with other classes in my school. There is no actual way to share the existing supports effectively.

44. More collaboration and direct relationship-building between the board and the staff/parents at each school is the only way to understand the different school communities and make decisions that are best for students.

45. Let go of the silo-ed hierarchy lines of communication. There is no reason that all levels of the district (board members, PVP, teaching staff, cups, parents) can't sit down in a circle and discuss what is going well and what is challenging.

46. I, for example, would let go of many of my "asks" if someone at the district would give the time for a conversation to explain the complexities of decisions. It's bizarre that we must only talk to our principal.

47. same as above, as well as more teachers involved in clubs, being real & honest about struggles, sharing sessions, and assignments that reflect self worth, teaching students about owning their power, what they can control, and being honesty about addictions & social media (and education that actually pertains to kids). Finding guest speakers to achieve this; lived experience-addictions, gay/transgender, social media influencers, successful graduates, and local business folks. Yoga and meditation sessions at school.

48. Allow the student council to actually have a level of influence at the schools, relax paperwork required for small events, etc. to happen, as full school engagement helps encourage diversity. Have fun days that are whole grade/school that are actually fun. Stop creating restrictive policies with no enforcement/focusing on 'creating inclusivity' when data shows that the types of policies you keep making, in fact, do the opposite. Actually listen to student complaints of racism and bullying, and be transparent about what happens in those cases where multiple complaints are made.

49. Stop forcing ideas on them that they are not interested or comfortable with. SD8 is 100% not preparing students for the reality of the life. You are failing our students. As an employer, we do not see anyone coming out of school in recent years that is employable.

50. Demonstrate this. Come to schools. Speak with students and staff. Understand the needs of the very diverse school communities in our district. Staff in schools aren't well, generally speaking. We have gone through challenging times recently and don't feel support or respect from the district. A solid and supported district as a whole would make a big difference in moral and burn out levels in staff.

51. Perhaps continuing the focus on inclusion and diversity. Making the schools a safe space for all students.

52. Provide schools with the supports required to be successful in this endeavour. Fund additional counselling services.

53. Again, the key to intervene in a system is becoming the system and embody the values. Now many parents, student and staff perceive SD8 as a stagnant bureaucratic, colonial fossil. It is not in the logo, slogan but in what you do, dear management. Thank you I know we are all part of limiting modernism...

54. I imagine more self-organized leadership, more imagination, more ease and trust. Deep listening to what works already - Wildflower school as a innovative unit before the new curriculum they did that stuff. Schools with outdoor learning as priorities. All caring hardworking staff. student initiatives. PAC and DPAC. Staff wanting to reduce racism.

55. Promote embodied learning and teach secular practices for mindfulness in all aspects of life. Emphasize relational intelligence and create conditions for students and staff and community to form lasting bonds. Bolster staff ranks with outside adult supports in order to ensure that each child is seen and valued and supported through their learning journeys. Engage students in actively shaping their own learning journeys and reflecting on the personal development that will lead them to their evolving learning goals.

56. Talk about all kids including "normal ones" I feel like the focus is getting off balance towards it's ok being different which makes kids ask how am I different which is good—everyone is—but it's also important to remind them it's ok to be a normal kid. Being happy and healthy and ok with you being you means accepting yourself as an individual and listening to yourself not finding or creating some kind of problem or issue within yourself that's different than everyone else's.

57. Many teachers are already doing mindfulness practices in their class.

58. There are strategies about awareness of thoughts, worries and anxieties. There are strategies around self-esteem. Teachers should be encouraged to work through these through each grade level.

59. More teachers should have training around implementing executive functioning strategies.

60. By supporting the teachers. I think class size is an important consideration. Making sure there is adequate EA support for teachers. If the teachers are not adequately supported, then they will be less able to support the children.

61. An adult connection for every student. Whether teacher or auxiliary staff

62. As above, provide sufficient support for neurodivergent students so that they are able to experience safety, regulation, and self-worth at school. Recognize that learning and success look different to everyone.

63. -Flexible curriculum that highlights strengths and allows students to pursue individual interests. My child appreciates the "fish on a bicycle" comparison - math and science may be the bicycle to her fish (causing intense anxiety), but she can learn languages, create detailed drawings and sculptures, and write 100-page treatises about subjects she is interested in.

64. Hybrid learning models combining reduced in-class time with online learning - a classroom setting doesn't work well for everyone.

65. -Quiet spaces for sensory breaks - not just an empty broom closet somewhere. Comfortable spaces with soundproofing and facilities that make students feel like they are important and worthy of accommodations.

66. By focusing on the unique qualities that every individual brings to the table rather than reverting to tribalistic group identities. Stop dividing people by identifying students by the groups they identify with; instead focus on each person as an individual and recognize that each of those group identities are only small parts of what make them a unique and whole person.

67. I am grateful the JVH school offers a breakfast program and wish they had healthier options. I realize this would take more time for staff to provide and wish students would have healthier options other than bagels. I also wish the students could do more work in the community i.e., working with seniors to foster more awareness of being an engaged community member.

68. Do a few other things in gym like different dance or karate or gymnastics or hiking. That show you can do other things for your physical well being other than typical sports.

69. And/or talk about healthy foods and choices using a balanced diet, which you can still have sometimes foods but not all the time.

70. Create easy access to a system to guide families to the supports they need for help with: income, childcare, parenting skills, mental health, etc.

71. Increasing time allotted for counselling in schools as well as training opportunities for school counsellors and staff to help nurture student well being.

72. Students who spend their day screaming and running around the halls because of lack of support probably feel pretty low self worth. Diversity then becomes something to be managed. Support the students through proper and timely testing.

73. These are family and cultural issues, not a priority in the school. Our kids need SD8 help so they can read and write. They practice social respect for others by their student social interactions. They do not need us to point out the differences between them.

74. Reduce barriers to students learning outdoors and in the community settings.

75. Support students' mental health through school counsellors, rather than sending students elsewhere for counselling. They just end up on long waiting lists and don't get the support they need.

76. Hold students accountable. Help them be successful in their own ways via more support staff!

77. Removing the funding for technology did a great disservice to students. How are we to prepare them for the future with old and tired computers. Rural students do not have the same access to technology and it's embarrassing how little this is valued.

78. Provide enough support in each classroom to meet the learning and behavioural and social-emotional needs of all students.

79. - District wide training on transgender folx and issues like bringing in Percy Lezard as a keynote speaker for ProD

80. - Shortened wait time for assessment by OT, Psychologist, and Speech Therapist. Students are being left behind due to these wait times! There are students who wait for these tests for months or years who could bring in funding or benefit from these supports much earlier! As well, increased funding to support non-funded students i.e., purchasing lexia for students with dyslexia. More rural/ smaller schools are being forgotten with the current way this is run.

81. Check in with students, particularly in the middle school and high school years. Survey? See how they are, ask what they need

82. I think we need to do more active living and teach disciplines that the students can do life long such as golf, tennis, hiking, yoga. Not just sports like volleyball and basketball.

83. I think valuing and honouring diversity needs to start from home, we need to educate the parents.

84. We need to address bullying and anxiety in our schools. It is rampant and not getting better. What we are doing right now isn't working. There is too much cell phone use; this contributes to the problems and hurts the students' self worth.

85. - Make facilities more welcoming

86. - Less stretched 'on the ground' resources so staff has the faculties to meet the needs of their learners and the community without complete burnout

87. - Focus on environment and climate action and empower students to be leaders in these areas

88. - Provide enough support that staff can meet the needs of their learners wherever they are at

89. Currently many classrooms are comprised environments where teachers cannot meet the learning needs of the diverse population. Honouring diverse learning needs and supporting health of students and self confidence and well being means giving the Human Resources needed. More EAs and collaborative time for teachers to better support students with diverse needs and therefore the needs of all.

90. Lower class sizes for schools. It is impossible to teach a class of 25 and up without kids falling through the cracks.

91. Begin with physical well being so that all students feel respected and protected by policy and administration of it. Do not allow physical threats, substance regulation avoidance, and aberrant behaviour to go unnoticed. Teach underlying premise of respect for others by insisting on it in physical and verbal conflict situations. Provide and support broader means of self expression. Provide much broader means of expression. Create school cultures alongside students that promote pride in who they are and what they accomplish. For the most part kids are great people, but they need support in how they choose to express themselves in constructive, positive, and respectful ways. No more simple reliance on group discussions for "protecting" the rights of others. There must be a clear set of behavioural and academic standards. 95% of kids will buy into this when they are facing a clear and ethically justified structure.

92. - stop pressuring teachers into pushing students through that don't meet the graduation requirements. This teaches students that they can put in little to no effort and still make it through - not at all a mentality for motivation and future success.

93. - give teachers more time and resources to plan out well thought out lessons surrounding these more delicate subjects - I often have to cut corners and sacrifice what would feel more genuine as a learning approach due to time and resource constraints.

94. Early focus on self-regulation and emotional development

95. Less focus on gender expression, sexual identity, and the pressure to explore those

96. More focus on personal interests. Inquiry based projects that allow students to pursue passions

97. better fulfill the SOGI objectives as mandated by the Ministry of Education's curriculum as of 2016, normalize gender and sexual orientation diversity, as well as diverse abilities and ethnic diversity. SD8 has been slow to adopt SOGI curriculum and there still exists significant fear among teachers because of parents who are misinformed and who seek to vilify gender diverse people

98. Consistency is also important for children's mental health. This includes consistently having the same Principal, Secretary, EAs, Custodians, Bus Drivers and other trusted adults in their life, when possible.

99. This is a very broad question that covers many different aspects of learning.

100. I think this starts with a good relationship between the student and teacher and children feeling safe and supported at school. Children naturally want to learn about their world and are all engaged learners as babies and toddlers. I think the schools' job is to foster this through elementary school and allow their natural curiosity to flourish. Too much memorizing and testing in elementary school can get in the way.

101. In regards to physical well-being I am happy to see that my elementary age kids have gym every day. I think they should get outside as much as possible and enjoy all that our area has to offer. I would like to see kids skiing, swimming, hiking etc. through the school.

102. Take measures to eliminate teacher favouritism such as a teacher that favours student athletes or male students or female students for example.

103. Set the bar high. The world is not going to give them special treatment - they should be given skills to contribute to society, hold down a job, do great things.

104. Support school sports by accommodating teachers and community members to coach by providing time off for teachers to go to games, having adequate time for athletic directors to manage all the teams. There is a gap in support here and teachers are asked to take on too much without adequate compensation. This is resulting in below bar sports programs.

105. Specialized physical education teachers from grade 6-12 to most effectively implement physical education and mental health curriculum and promote physical wellbeing.

106. I am extremely disappointed by the lack of policy and leadership on a district and school level regarding anti-racism and anti-oppression. Both of my children have directly experienced antisemitism at school with little to no response from teachers or the principal (Ms. Malloff--MSS), they also witness on a daily basis: transphobia, misogyny, anti-blackness, Asian hate, anti-indigeneity, ableism and more. The "policy" being "implemented" at MSS is non-existent. The district should be leading this initiative and actively implementing learning strategies as well as punitive measures for this hateful speech and behaviours in schools

107. Better understanding of mental wellness and anxiety, Neurodivergence in teachers and support staff.

108. More student input to activities.

109. My children's well being is terrible. They are stressed and often miss school because they are so anxious about the lack of support they receive

110. Health lessons starting in K, similar to Vancouver schools, with focus on personal safety, consent, and self advocacy.

111. Opportunities for all children to receive learning support whatever their needs may be. Kids without behavioural or specific learning disabilities need attention too.

112. Practical life skills education, internet safety, cultural education that speaks to the reality of colonization and genocide in Canada and locally

113. We need to present real-life problems such as knowing how to do basic math on interest rates and how credit is to be used and know when not to use it. How to create a budget and plan ahead so young people are actually prepared for life. This should not be an option, as it is right now, this should be basic math skills for all to learn. They need to demonstrate how credit cards, loans and mortgages work, focus more on how life works and what options are available outside of school, i.e., trades, Police, army etc., other options outside of college and university. From speaking to former students in the Nelson area, the only way they knew about these other options was through friends or family, not the school. Everything is geared towards going to college and university, which may not be the right choice for some students.

114. Drop the Career Life Presentation that Grade 12s have to do. It's a waste of time. I can not believe this is a main factor for people to be able to get their high school diploma.

115. We need to stop presenting the idea that you can identify as a cat or it or whatever flavor of the day is. It is absurd. A potential employer takes one look at these people and sends them on their way. Yes, it is active discrimination. But, unspoken, unless we have thought police now as well?

116. Sexual identification should not be a topic at school. From what I see, people who feel that they are a girl, when they have a penis, need some counseling and/or therapy. Again, from speaking to former students, we cannot change our whole education and language to accommodate the ever-changing whims of a hormonal teenager. They are going to be hit hard in the real world and it won't be tolerated. Yes, all the corporations of the world may say they are accommodating blah, blah, blah, but it is all a wash to keep everyone placated in order to buy their products and services. We are all very deluded if we really believe any of that crap.

117. To be gay is one thing, to identify as a cat/girl/boy non binary etc is a cop out of dealing with the actual problems that may be going on in that person's life. They are seeking attention and they need help, not a pronoun.

118. This fashion right now of changing the English language that has been developed over hundreds of years is another absurdity and needs to stop. It needs to stop where it started. In schools, colleges and universities. Teachers need to stick with the subject matter and not be allowed to express their opinion on current events. This is very important. It is up to the parent to educate them on the current events of the world and what is right and wrong.

119. Not by following the current curriculum: e.g., Math 11: 1 textbook; half the exercises done in school half at home; regular tests every week. how inspiring is this, you think? Is this the right way to engage? to prepare for your students' future?

120. physical well being - everybody is afraid to use the washrooms; many students never (!) use the washrooms at school (LVR); never! what does this tell you about the culture there?

121. I think students are feeling respected - that is good; but do they feel empowered

122. Hard to answer in a survey, really.

123. Support true outdoor education as this provides many opportunities for personal initiative, physical well being, and decision making that promote self worth. In fact, this is one of the main goals of outdoor education.

124. Increase meaningful mental health education for even the youngest learners.

125. Increase functional physical education - help students find the exercise that makes them feel good and realize the connection between physical and mental well being.

126. Better preparation for what the kids will be facing online. Even from an early age, there should be conversations about online etiquette, boundaries, education.

127. We need to support students who require adaptations better. Oversized classes, lack of EAs and classes over composition all contribute to this.

128. Schools need to have a high standard of student expectations and behavior, with aligned consequences when appropriate, in order to navigate the outside world.

129. Implement the teaching of communication and conflict resolution skills. Use Restorative Justice practices and philosophy as a response to breaks in relationships in the school. Focus on children's passions and unique gifts and contributions to their classroom.

130. Older students can pick their own passions to do leadership projects on.

131. Value a diversity of learning styles and cater to those learning styles.

132. Tone down the incredible workload of teacher's and principals so they can be relaxed and present to the students on their care.

133. For teaching diversity, it would be great to have online access from the district website for teachers to access. Having thoughtful and accurate information to ensure we are honoring diversity is essential.

134. Proper assessments with support to promote an inclusive learning environment are crucial. The class composition is increasing in difficulty, especially after COVID. It would be great to see a strategic plan by the district on how to best approach the deficits in learning that have resulted.

135. Diversity - study experiences of LOCAL Indigenous, Doukhobor, European, Chinese and Japanese people to learn more about all of our histories in the Kootenays. Bring local speakers in to share their experiences.

136. Physical well being - Offer support for mental well-being and continue with the variety of sports already offered.
137. Preparing for the future - educate on financial topics like investing, mortgages, banking and interest rates so that kids understand money management.
138. As an organization sd8 has a terrible reputation for bullying its employees. Start with your own organization and go from there.
139. Create a culture within the entire school and each classroom that celebrates diversity and uniqueness, is safe, open, and inclusive. Teach about LGBTQ+, indigenous studies, etc. Do not tolerate bullying and harassment. Implement positive affirmations at the start or end of the day. Have opportunities for deep breathing/meditation/yoga. Break down barriers and allow all children to participate in sports, swimming, etc.
140. Have more teachers/EAs and resources. Implement a teacher evaluation system to ensure all teachers are supported and offering quality education.
141. We know through research that a child starts to develop racial bias (as well as other biases) as early as their infancy. SD8 could support Community Services Organizations to offer Early Years Programs within the schools that model inclusion and honour diversity is a way to ensure children have influences from early on that foster inclusion and honour diversity. Early Years Programs also integrate gross motor development, food security and honouring the child and family as a whole, which will have an impact on the child's trajectory.
142. Proving real life experiences. Connecting with children deeper on individual basis.
143. Fostering needs when it comes to meal/eating times. Instruction time vs. Break time should follow children's leads more instead of Administration making that choice.
144. In conversations with my students, they shared that their self worth increases when they have struggled with learning and then mastered a concept.
145. Continue with capstone projects where students' passions can direct learning. Make learning relevant to the real world. Bring in people from the community. Let children lead and come up with ideas to pursue. Create a community feel within the school environment where every child feels known and accepted.
146. SD8's new anti-racism policy is a most welcome addition - more needs to be done to ensure this policy is being implemented in schools. Teachers need concrete supports with this.

147. I was disappointed to discover that the BC curriculum is still promoting the calories in vs. calories out approach to nutrition. As a nutrition professional and a woman subjected to this type of education in my formative years, I can say with confidence that this approach is inaccurate, misleading, and at times even harmful. It is not uncommon for girls (and maybe some boys) given this limited information to come to the conclusion that if they want to look a certain way they should just eat less. This can lead to malnutrition and disordered eating which has a harmful effect on growing children and adolescents and can carry over into adult life. I would love to see a more holistic form of nutrition education taught in schools -- one that emphasizes quality, sourcing, macro-nutrient balance, traditional/ancestral ways of eating and other more effective strategies for building a healthy diet. Until this shift happens, please stop teaching our children about nutrition and leave this to parents, or at least make it a part of the curriculum that parents can opt out of.

148. As for supporting self-worth, physical well-being, etc. treat students equally! No affirmative action that points out their differences. This has the negative impact of victimizing members of minority groups and encouraging their peers to look at them differently.

149. Integrate substantive Anti-Racist, Feminist, Post-Colonial, non-Eurocentric learning into daily classroom examples, projects and initiatives. Make the school a safe space for all learners--specifically ensuring that all marginalized youth are supported both directly and through pedagogy.

150. Having more sports teams at the elementary level could enhance student's engagement in physical activity.

151. I was confused in the public engagement document -- there didn't seem to be a question about students experiencing discrimination based on race (just gender). Is the school district looking at racism in its student surveys? It should. I do see my child's school valuing diversity and celebrating students. I don't think physical well-being is emphasized enough though; gym was just cancelled for a vast swath of last year. Some of the things that we need most as humans through our lives (movement, music) seem to be lost from schools.

152. Schools need to be healthy spaces for our students.

153. Reduce air pollution by rapid adoption of electric buses

154. Electrification of schools to reduce air pollution from burning fossil fuels indoors.

155. More counsellors are needed to support students and this need has been there for many years but even more now. Students need to have more support available to help them determine their strengths and interests to decide on career paths. More options for activities at lunch hours could be helpful, they could use the gym or attend wellness related sessions that students could lead, give options to students to develop their leadership skills but having them create opportunities for student learning.

156. Have teachers trained on taking a coaching approach with students, listening skills and asking powerful questions- let the students problem solve and come up with solutions in a supported environment.

157. Teachers need to be better at supporting students to get out of their comfort zones like presenting in front of their peers. Many adults aren't comfortable with public speaking why is there such a push in classes now for student to do this? If this is a requirement teachers need training on to better support students in taking baby steps - not criticizing a student in front of their class on how they presented- if reading off their notes is what the student needs - then let them.

158. More basic communication skills training could be helpful for students and teachers. Starting at a young age. Communication can build trust which can help reduce anxiety in students.

159. Training & support for teachers in this very white-majority district to meaningfully teach and engage with anti-racism, and to bravely acknowledge and confront racism and other forms of discrimination in their schools.

160. Regular, integrated emphasis on diversity, inclusion, fairness, justice, and anti-oppression, with teachers focusing on classroom and student safety, especially for the most marginalized.

161. Diverse offerings for physical and mental health, that takes into account different abilities, interests, and ways of learning.

162. More funding for EAs and support staff!!

163. Better mental and physical wellness supports for SD8 employees!

164. More money for arts and sports in schools!

165. By removing the increasing number of barriers being put in place to students having positive learning experiences outside of the classroom. The new policies around outdoor ed, field trips, and other activities are serving to prevent students from having great educational experiences that "develop a sense of self-worth and personal initiative" by filling them with so much red tape that they become impossible to accomplish. The very best ways for students to develop these crucial life skills are through experiences such as outdoor ed. If we never give students a chance to face challenges, overcome them, and build resiliency, how can we expect them to develop their self-worth? We need to decrease barriers to these types of experiences, not increase them. The district needs to worry far less about their own potential liability and far more about the life and educational experiences of the actual students in their care.

166. Teach the students respect of property and respect of other people.

167. Foster and promote a culture of kind but at the same time clear and firm behavioural expectations. Clear, firm behavioural expectations create a classroom climate that is more conducive to learning, easier for students to navigate and safer for all involved. Although being firm and being kind may look to be mutually exclusive paradoxically the opposite is true. All students, including troubled ones, feel safer in an environment with clear boundaries. In the current educational climate behavioural expectations are becoming increasingly varied and vague which imposes a great deal of stress on staff and students alike.

168. 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....
169. Dedicated lessons for students to learn how to navigate social hardships. Consider Non-Violent Communication strategies/ All older classes have access to multiple copies - Habits of Highly Effective Teens.
170. More LGBTQ inclusivity. Ensure emotional well being and acceptance of all kids, regardless of how they identify in terms of gender or sexual orientation. South Nelson Elementary school is doing a wonderful job of this, hopefully it will continue through Trafalgar and LVR.
171. Student satisfaction & wellness stats quite concerning for elementary students, especially with mental (secondary too) & physical health. These needs must be prioritized and addressed so that students are better able to learn and mature.
172. Investigate why Elem. students have lower student satisfaction & wellness than prov average while academic results (FSA) have been improving. Determine and address causes
173. Data shows that student vulnerability in the district is below provincial average. Students generally feel welcomed and safe at school.
174. The district will enhance awareness for mental wellness.
175. While acceptance and discrimination are well within the provincial average, School District 8 (Kootenay Lake) - like all districts - will put more efforts into this area.