

ABC Consultation # 1 – February 4, 2021  
SD52  
Group 2  
Facilitator: Christine. Notetaker: Jean

### **What are the obstacles to student success?**

- widened equity gap due to Covid-19; Indigenous lens/background; impact of student learning connected to teacher learning
- dealing with past injustices; TRUST is so important
- passed, would rather hear comments from “people on ground”
- make education relevant – “why do we need to know that?”...increases student engagement; student attention spans are decreasing; from a high school lens
- low attendance is an issue; creates learning gaps...what can we do to help them? (due to Covid-19); students need a safe space to learn, many have been home for a year; results are lowered academics
- low attendance at high school during pandemic but still trying to offer options; notice engagement is lowered; reasoning for new Octa system (offers choice of options)
- pass
- prefer to listen...but disappointed with budget shortfall; worried about effects of Covid-19; we were just beginning to form positive relationships with Indigenous communities; how are we going to support the most needy? What does our future look like? In the end, schools need to be a safe space (as well often a source of food). We need to focus on what we need vs. what we don't need.
- agrees with the trust piece; understanding of relevance; we need to be more effective in communicating that we are a strong district
- assess ability (gave personal example of her home learning experience with her student in March 2020); some families are not comfortable sending kids

### **What is needed to help students be successful?**

- continuity of learning; teaching of true history of Canada; inequities exist in all sectors; referenced the student achievement data
- effort! We need to dig deep and go the extra mile. Norms, beliefs and values alongside academics. Giving guidance, give hope (there is a light at the end of the tunnel). Turn to elders for stories and experiences (Hartley Bay and coffin building example)...example of perseverance
- welcome environment...and equity; create a belief in themselves. Some challenges: disparity – once one falls behind, gap gets larger...how does one deal with that? Reduce it...but how?

- school needs to be fun, an engaging place; feeding and welcoming students. Learners need to see their identity in their school. Believe in them! Make them feel part of the school community
- CHSS's "School Within a School" – program to help students while in school
- "School Within a School" – gives students extra time, make relationships; need to align core needs with limited funds – "think outside the box"
- have to put eggs in the right basket – ensure funds are directed properly
- give students a voice in their learning; during pandemic, it can be difficult for some learners to be in charge of their own learning/take agency of own education. With a better world view, clearer relevance. Being part of a community/feel welcome; once in the door, needs to continue
- learning loss; loss of parental engagement. Student outcomes increase when supported by family. Racism, secularism, sexuality exclusion – can be issue once school resumes normally

**What specific suggestions do you have for the school district budget?**

- NOT First Nation education! – high need to keep/maintain current levels, and then some
- keep money in classrooms (but recognizes budget already tight)
- keep in classrooms/schools; keep EAs who directly work with kids; keep hands-on, engaging, fun to keep kids in school
- keep the people that really matter; engaging things that keep students in school
- keep supports for students; prioritize Indigenous Ed and Spec. Ed.
- all about the students...they need a safe space; keep teachers and EAs. Need to stabilize the budget; very difficult/tough to do. Some programs may need to be cut
- look to community for funding? Support our students; possible partnerships outside of budget
- plan for contingencies, flexibility needed