



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

EDUCATION COMMITTEE

AGENDA

November 25, 2015 from 1:00-2:30 p.m.
School Board Office – Gibsons, BC

1. Strategic Plan: Goal 1.i – Technology Plan - <http://tech.sd46.bc.ca/>
2. Immunization / Mature Minor Consent / Regulation 1820 (Student Health)
3. District Celebrations / Inspirational Achievement Award
4. Grad Survey
5. Curriculum (*standing item*)
6. Parent Engagement (*standing item*)



*Setting directions for
our future
technological needs.*

Technology Plan – Year 3

School District No. 46

June 2015



School District No.46 continues to develop a ‘living’ district-wide Technology Plan. Knowing when and how to use technology requires the same thoughtfulness, care and professional decision making that must be used for all other aspects of district operations and instructional practices.

The Technology Planning Committee continues to play a pivotal role in setting this direction to improve learning opportunities for all students in SD46.

***INVESTING IN NEW TECHNOLOGY TO IMPROVE STUDENT
LEARNING ONLY WORKS IF WE ALSO INVEST IN TRAINING
AND SUPPORT OF OUR STAFF***

INTRODUCTION

This is the 4th year (referred to as YEAR '3') of our District Technology Plan with the first year being the *Implementation, Planning and Development* stage (YEAR '0'). This document is a reflection of the initial YEAR '0' document and the review by the District Technology and Planning Committee of the 'living' document during 2014/2015 meetings. Changes have been made to the plan, as indicated throughout this document, based on the input from the committee. Our primary focus for 2015 / 2016 will be towards improving our training / support model for our staff.



REFLECTING ON OUR TECHNOLOGY PLAN.....

.....what we have done and what we need to continue to look at

This technology plan continues to address six areas: infrastructure, computer hardware, other technology hardware, security, software and training/support. The plan encompasses ideas and suggestions gathered from many groups within the school community: teaching staff, CUPE, administration and support groups including: office assistants from both elementary and secondary, teaching assistants and technicians.

Network Infrastructure

Every year the district reviews the infrastructure in terms of connectivity and bandwidth utilization. As our demands change so must our infrastructure. We continue to look at our 'network' infrastructure with the next commitment our switch to NGN (Next Generation Network). By switching to a complete fibre optic network managed within the district and managing our own firewalls at each site we will see significant improvement in speed and bandwidth.

The "network" infrastructure changes that have occurred in the past 4 years include:

- The wireless system; the Wi-Fi continues to be adjusted as needed to suit the demands and usage of students. These weak areas are in locations of programs where there have been changes in locations such as Halfmoon Bay, West Sechelt, Chatelech and Elphinstone and Davis Bay.
- BYOD is implemented with students and staff having access to the wireless network.
- Bandwidth upgrades at Elphinstone and Chatelech.
- Replacement of some switches to gigabit through put and wiring adjustments to improve efficiencies.

ACTION:

- School District 46 needs to continue to review its Wireless Network to look for areas of weak signal strength and make adjustments where necessary. We need to continue with our infrastructure upgrades to change all our switches to Gbit managed switches to aid in speed improvements.
- School District 46 will continue to improve our infrastructure by switching to NGN with implementation in the Fall of 2015.

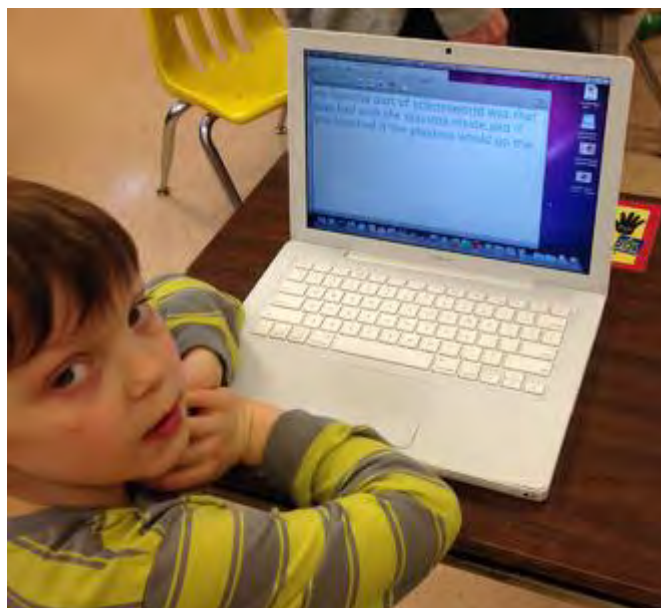
Computer Hardware:

Our computer carts at each school continues to be of concern. Currently we have more than 1700 computers / iPads in our system. This does not include printers, servers, network devices and other technology related equipment. A computer replacement plan was established and presented to the secretary treasurer. It continues to be a recommendation to replace three to five carts per year on a four-year cycle replacement plan (This is a cost of \$40,000 per cart). Some of the changes this past year included:

- The planned replacement of carts for 2014/2015 was put on hold due to district funding concerns.
- School initiatives included adding an iPad carts (20 unit) at Chatelech and an iPad (15 unit) cart at Chatelech / Sechelt Education Centre (AbEd).

ACTION: (same as this past year)

- The school district will embark on a 4-year replacement plan to replace 3 to 5 mobile carts per year. It is recognized that the technology may change over the next 4 years with the potential to replace laptops with other devices. This decision should be addressed through the Technology Planning Committee in future years.



Other Technology Hardware:

Smart boards, document cameras and sound enhancement systems are in use to various levels at all of our schools. It continues to be recognized that budgetary constraints at the school level are a factor for purchase and replacement. We must also be conscious of the fact that the purchase of the hardware is only one aspect of successful use of technology. Software installation, updates, training and regular technician support are all additional costs often not considered at the outset. It is also recognized that there needs to be support for teachers who show initiative in terms of technological uses to enhance student engagement in the learning process. We continue to look at doing a trial on eBooks using our Destiny library system. This trial has been put on hold for the last 2 years but it is hoped we will get to it this coming year.

This past year there were additions purchased at the school level at all schools plus:

- The Gibsons rebuild allowed for the purchase of Phonak sound enhancement systems which link directly in with new student units supplied by the ministry. Training and support as part of the purchase.
- Juno sound enhancement systems were purchased by Cedar Grove, Halfmoon Bay and Kinnikinnick.
- Cedar Grove invested in projectors / document cameras for all classrooms.

ACTION:

- Schools will continue to purchase other technological solutions to aide in the enhancement of student engagement. Standardization on purchases will aid in the capability to provide training and support, and will continue to be encouraged.
- We will embark in an eBook loan system pilot using our Destiny library using multi-user licensing at the district level.

Security:

Security of our data continues to be frequently scrutinized within the Technology Education Plan. Budgetary considerations need to ensure that our servers, switches and security software are up to date at all times. In addition, consideration needs to be given to appropriateness of materials found on the internet by our students and staff. Inappropriate use can lead to breaches in the infrastructure including bandwidth loss as well as virus attacks on our systems. Regulation 1600 has been revised and this year we developed 'guiding principles' for electronic and social media communications. This year:

- Refinements to our Aerohive wireless system and Guest network
- iPad deployment was restructured with Jamff control improvements which will allow for quick deployment of apps in the future. Half the iPad carts have been converted with the remainder to be done this summer.
- As we switch to NGN we will be implementing our own firewalls in September/October/November, 2015. This will include centralized control so that changes can be made by SD46 staff.

ACTION:

- The district technology department continues to ensure our data is protected and will make recommendations when needed.
- The district will look at ways to promote internet safety to our students via posters, presentations and supervision.
- Schools will review yearly the 'guiding principles' for electronic and social media communications for students.
- NGN will create increased security through the implementation of our own firewalls.

Software:

The choice of software is quickly changing especially for new technologies like iPads. Selection of the software for student use changes as software becomes available. Much of the software is free and it reminds us that it is not the use of individual software that is important but instead the demonstration of intended Learning Outcomes. Decisions made this past year include:

- Changing to a district web based license for Kurzweil to be available for all students within the district.
- Opting to purchase an ERAC 'Digital Classroom' to give teachers and students access to videos and other resources to enhance their learning. This will be done via the Learn Now BC portal.

ACTION:

- Software for iPads is constantly changing and the most appropriate Apps will be selected as needed. We will continue to utilize volume purchasing to help reduce the costs.
- A recommended list of apps for both elementary and secondary were developed.
- An app vetting form will be deployed for September, 2015.
- We will work on better ways to promote / educate staff on the Learn Now BC portal for our subscription to ERAC's 'Digital Classroom'.
- The district will continue to use mostly proprietary software at this time, especially for our clerical staff. It is recognized that students may not have the software that the schools are using, but Open Source software options allow for translations and conversions of software, in most cases.

Training and Support:

The district recognizes that all our staff and students will benefit from ongoing professional development and in-service. Teachers have received new laptops. EAs are using iPads with students in the classroom. Administration and support staff will require training to make the most effective and successful use of the resources that will be available to them. Therefore, a critical component of our plan continues to be effective training, in service and developing a professional development structure on technology. We have surveyed the staff within the district and have found individuals would like a variety of different delivery models. Some of these include:

- Opportunities for staff to apply for half-day release days to 'see technology in action'.
- Workshop series to learn from teachers in technology.
- District training events planned for implementation of new technology /software (Kurzweil, Digital Classroom, sound enhancement systems).
- Collaboration with the SCTA to provide for more Technology training opportunities during Pro-D days.
- Show casing of various technologies available throughout the district as well as bringing in new technologies.
- Creating short how-to videos.
- Technology resource teacher giving direct support in the classroom.
- Posting and creating a central repository of resources on the Technology Web Page.

ACTION:

- The district continues to develop a training / professional development / support model to ensure that an investment in technology will support student learning. The district will work on showcasing the many resources that are presently available within the district to administrators, teachers and support staff.



If you have any questions regarding the Technology Education Plan please contact Phil Luporini, District Principal, at pluporini@sd46.bc.ca.

THIS PLAN IS DESIGNED TO BE REVIEWED YEARLY





School District No. 46 (Sunshine Coast)
Administrative Regulations

ADMINISTRATION

1820

STUDENT HEALTH

A. Immunization

School District #46 supports our partner, Vancouver Coastal Health by encouraging immunization administration in our schools. In accordance with the Infant Act, administration of immunization will occur with either parental consent or by consent of the Mature Minor. Where consent is provided through the public health nurse, a written record, signed by a public health nurse must be filed with the school principal. Notwithstanding the Infant Act, immunizations administered in district schools shall have parent consent and not be administered unless such consent has been given. Where consent is provided through the public health nurse, a written record, signed by a public health nurse must be filed with the school principal.

B. Medical Alerts

1. A red medical binder will be used in each school to maintain a current record of student medical alerts and student medical conditions. This binder will be accessible to all staff in the main office of the school. The binder will consist of four sections:
 - a. The Medical Alert section will include for each designated student:
 - a completed school Medical Information form
 - a recent picture of the student
 - a Care Plan
 - b. The other Medical Condition section will include a completed Medical Information form for each student.
 - c. The Administration of Medication section will include a copy of the first newsletter explaining the necessity of the “Medical Information” and the “Request for Administration of Medication” forms.
 - d. Completed and authorized “Request for Administration of Medication” and Medication Log forms (a sample of a log form is available from the School Board Office).

Date adopted: October 16, 2000
Revised: February 25, 2002

Reference: Board Policies 1.3, 4.1, 4.2, 4.3, 4.6

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

ADMINISTRATION

1820

Each section will be preceded by an alphabetic index of student names. Subsequent information will be arranged alphabetically by student name after the index.

2. At the beginning of each school year, the school will:
 - a. Include an article in the first newsletter explaining the necessity of the Medical Information form and the Request For Administration of Medication forms (a sample is available at the School Board Office).
 - b. Send out to the parents of each student, a Medical Information form to be completed and signed by parents/guardians if their child has a medical condition diagnosed by a physician that may require precautionary treatment at school.
3. School personnel will review the Medical Information form and notify the public health nurse of any medical alerts (i.e. potentially life threatening conditions) and when support for care planning and education is required.
4. Any medical condition reported as a “mild allergy or reaction to” any substance that a child is likely to have exposure to at school shall be treated as a medical alert.
5. Medical Alert Definition:
A Medical Alert Condition - a physician diagnosed, potentially life threatening condition such as:
 - Diabetes
 - Epilepsy
 - Anaphylaxis (history of a severe allergic response which requires planned support inside as well as outside the school environment)
 - Severe Asthma (history of episodes requiring immediate medical treatment or a history of requiring immediate medication administration to avert an emergency)
 - Blood clotting disorders such as hemophilia that require immediate medical care in the event of injury
 - Serious health conditions
 - Other conditions that may require emergency care as determined in consultation with parents/student/family physician, school and Medical Health Officer or designate.

Date adopted: October 16, 2000

Revised: February 25, 2002

Reference: Board Policies 1.3, 4.1, 4.2, 4.3, 4.6

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

ADMINISTRATION

1820

6. If the “medication needed at school” box indicates “yes”, the school shall ask the parent to complete a “Request for Administration of Medication” form and return in to the office.
7. The public health nurse, upon request, will assist school personnel and parents in reviewing the information and developing care plans (samples are available from the school district office.) The public health nurse is available for consultation regarding plans, procedure and training.
8. The school Principal (or designate) will then ensure that the information is inserted in the red medical binder, a red dot is applied to the student’s Permanent Student Record card, and a notation is made in the inclusion section of the Permanent School Record card.
9. The school Principal (or designate) will inform the school staff of the students who have medical alerts and draw their attention to the red medical binder in the main office. Information on students with medical problems should not be posted.
10. Teachers-on-Call and substitute Teacher Assistants will be informed of the medical problems of students in their classes.
11. The school bus company or any personnel transporting students should be provided with medical alert information.

FORMS ATTACHED:

Request for Administration of Medication
Medical Information Form

Date adopted: October 16, 2000

Revised: February 25, 2002

Reference: Board Policies 1.3, 4.1, 4.2, 4.3, 4.6

Supt. Signature:

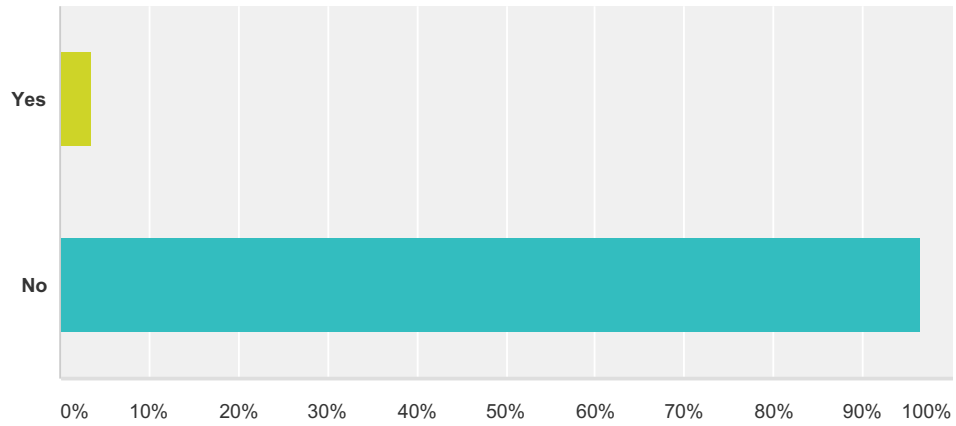


School District No. 46
(Sunshine Coast)

**2015 Survey of
Former Graduates
(Grads from 2005 to 2014)**

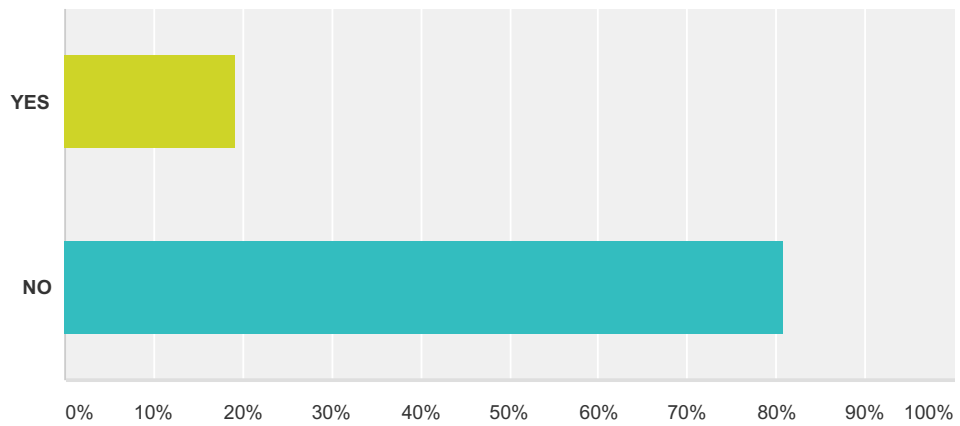
– A community engaged in lifelong learning and educational excellence –

Are you still attending high school?



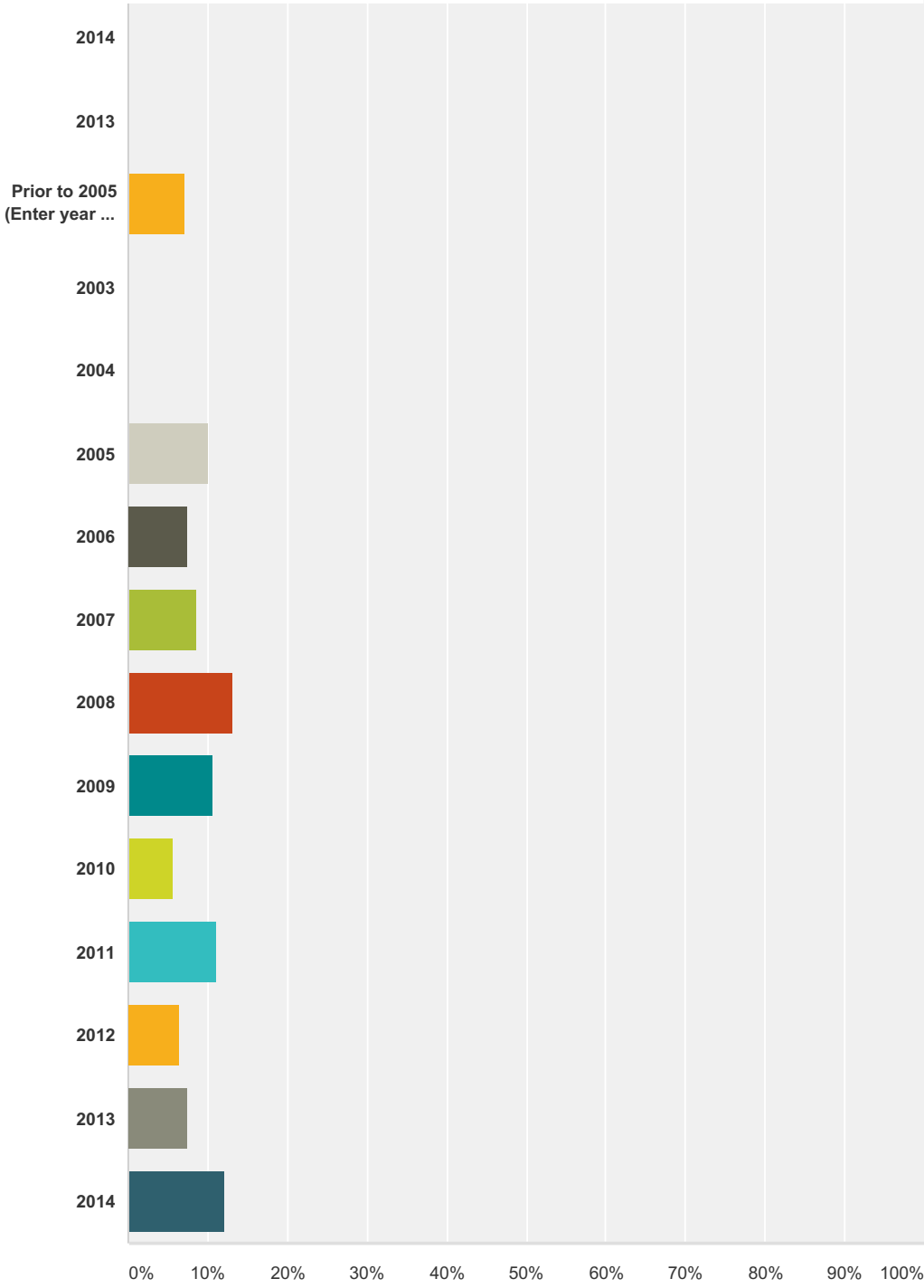
Answer Choices	Responses	
Yes	3.63%	11
No	96.37%	292
Total		303

Did you graduate from or cease to attend a high school in the Sunshine Coast School District this year (i.e.: June 2015)?



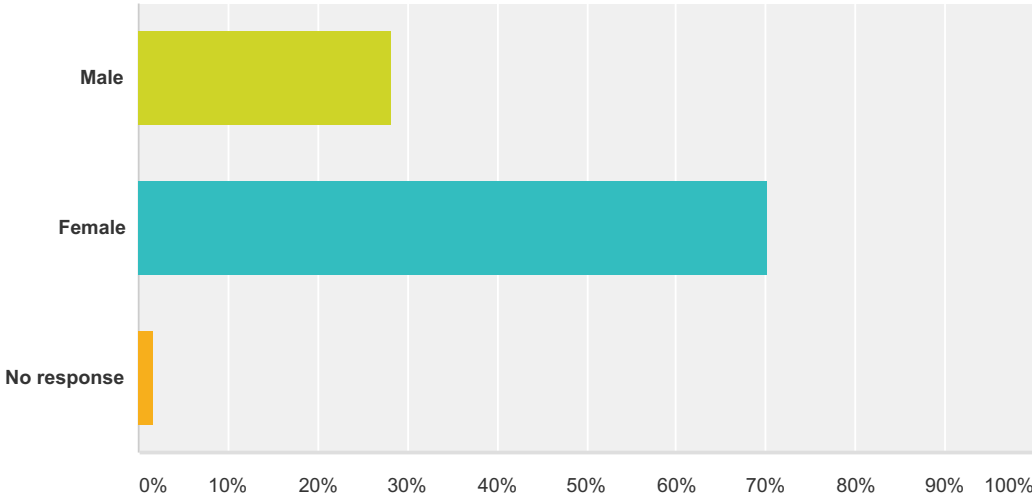
Answer Choices	Responses	
YES	19.16%	50
NO	80.84%	211
Total		261

In what year did you graduate high school?



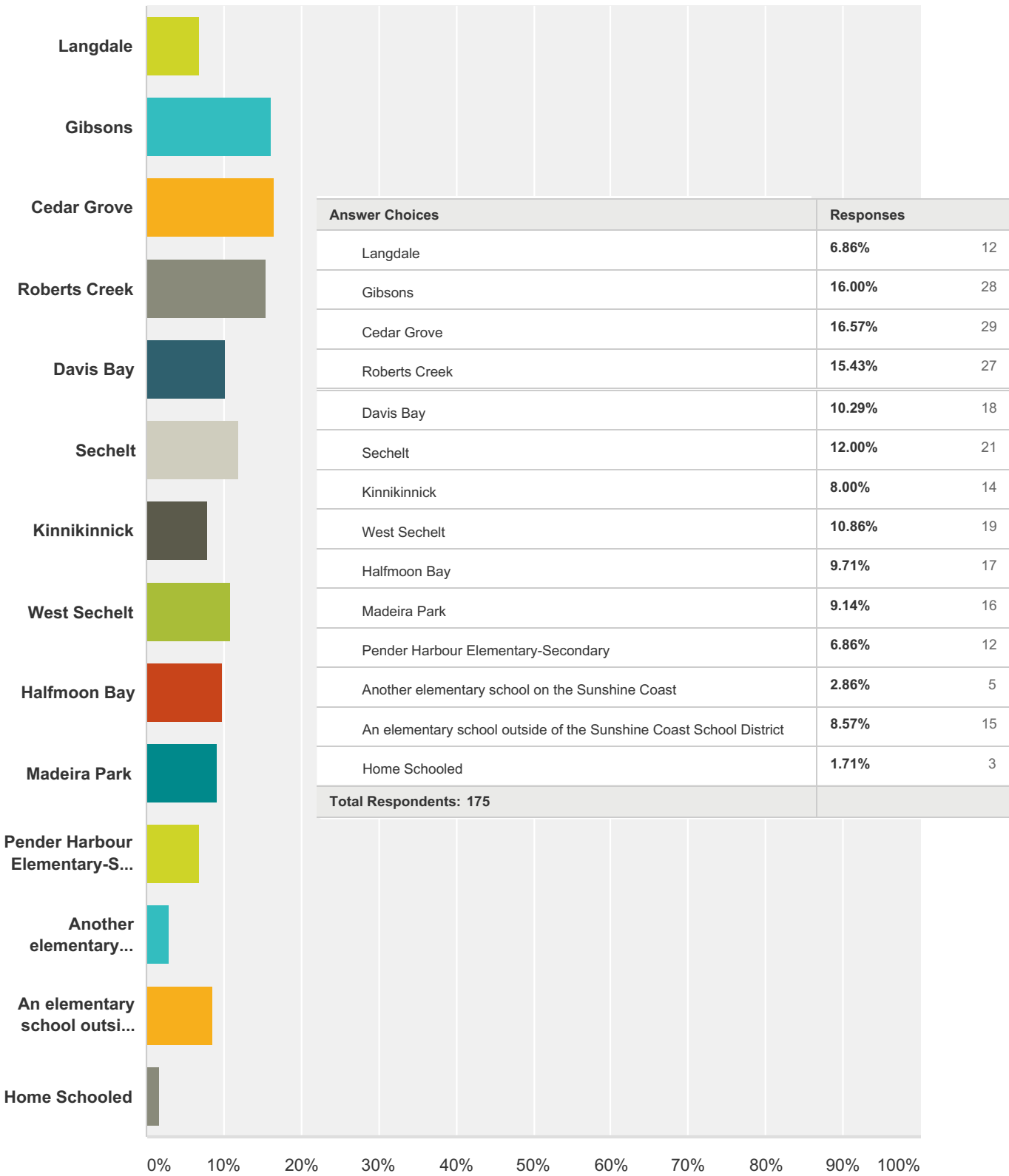
Answer Choices	Responses
2014	0.00% 0
2013	0.00% 0

Are you a male or a female?

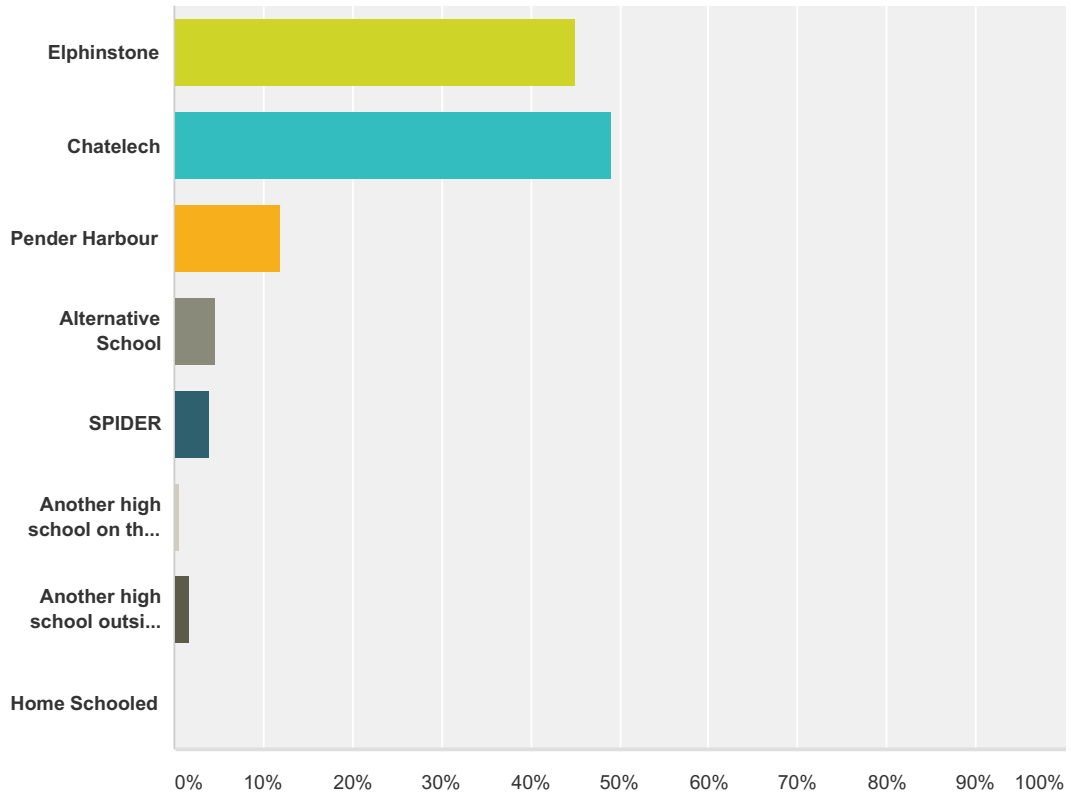


Answer Choices	Responses	
Male	28.18%	51
Female	70.17%	127
No response	1.66%	3
Total		181

Which elementary school(s) did you attend? Chose all that apply.

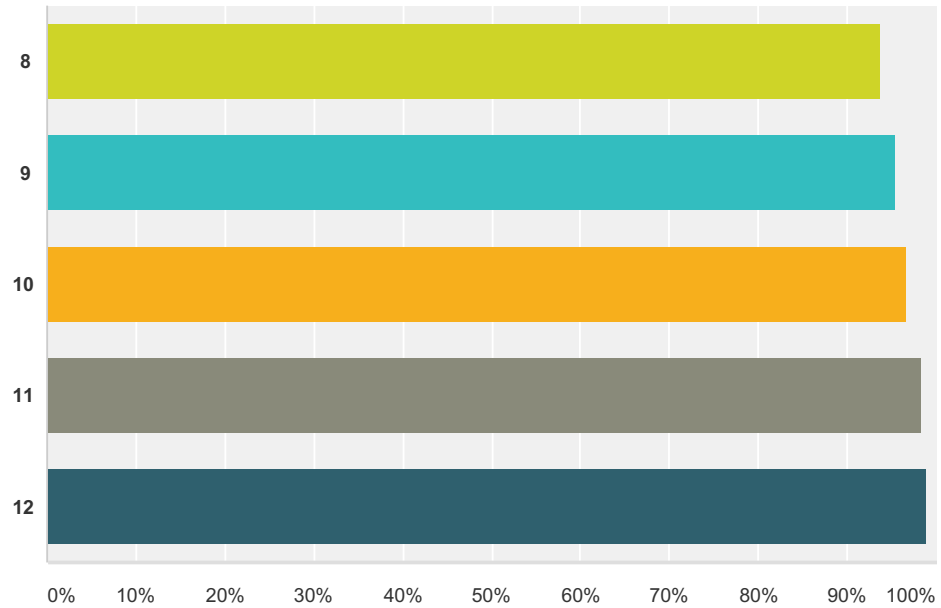


Which secondary school(s) did you attend? Chose all that apply.



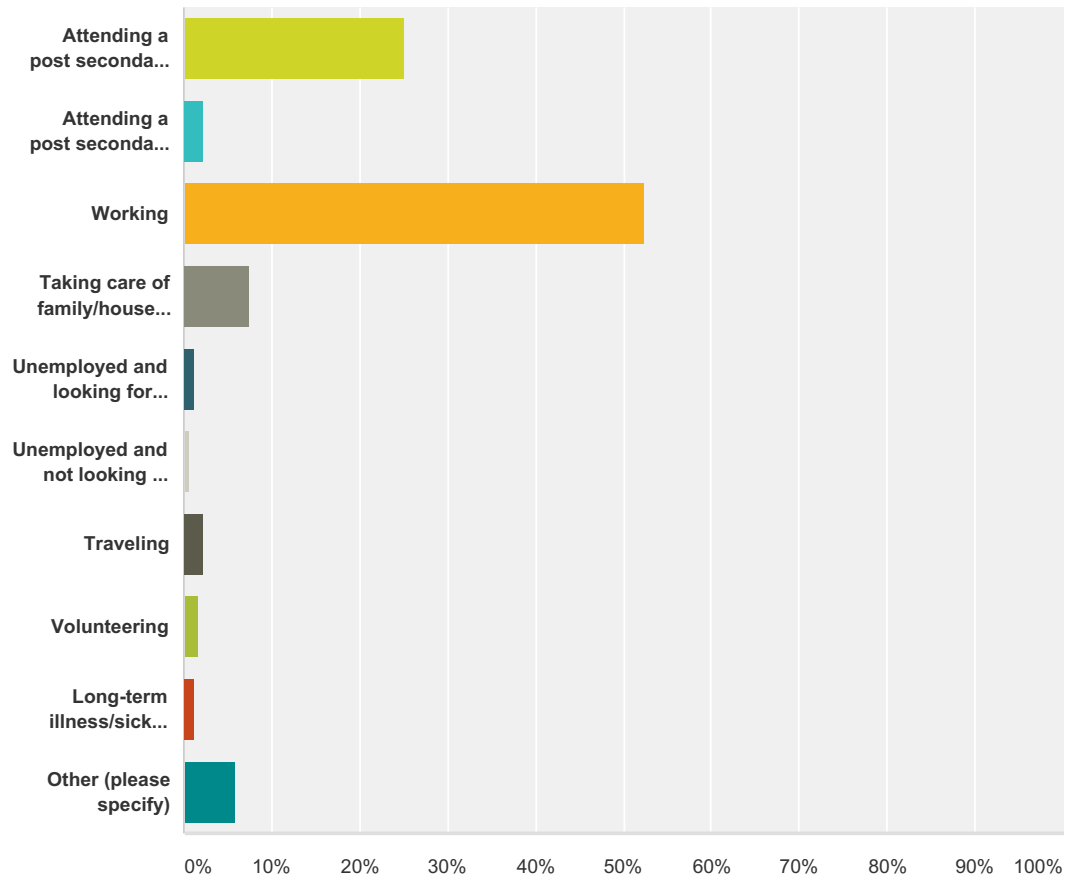
Answer Choices	Responses
Elphinstone	45.14% 79
Chatelech	49.14% 86
Pender Harbour	12.00% 21
Alternative School	4.57% 8
SPIDER	4.00% 7
Another high school on the Sunshine Coast	0.57% 1
Another high school outside of the Sunshine Coast School District	1.71% 3
Home Schooled	0.00% 0
Total Respondents: 175	

Which secondary grades have you attended while in Sunshine Coast School district high schools? Chose all that apply.



Answer Choices	Responses	
8	93.71%	164
9	95.43%	167
10	96.57%	169
11	98.29%	172
12	98.86%	173
Total Respondents: 175		

During the past year, which of these choices best describes your main activity?



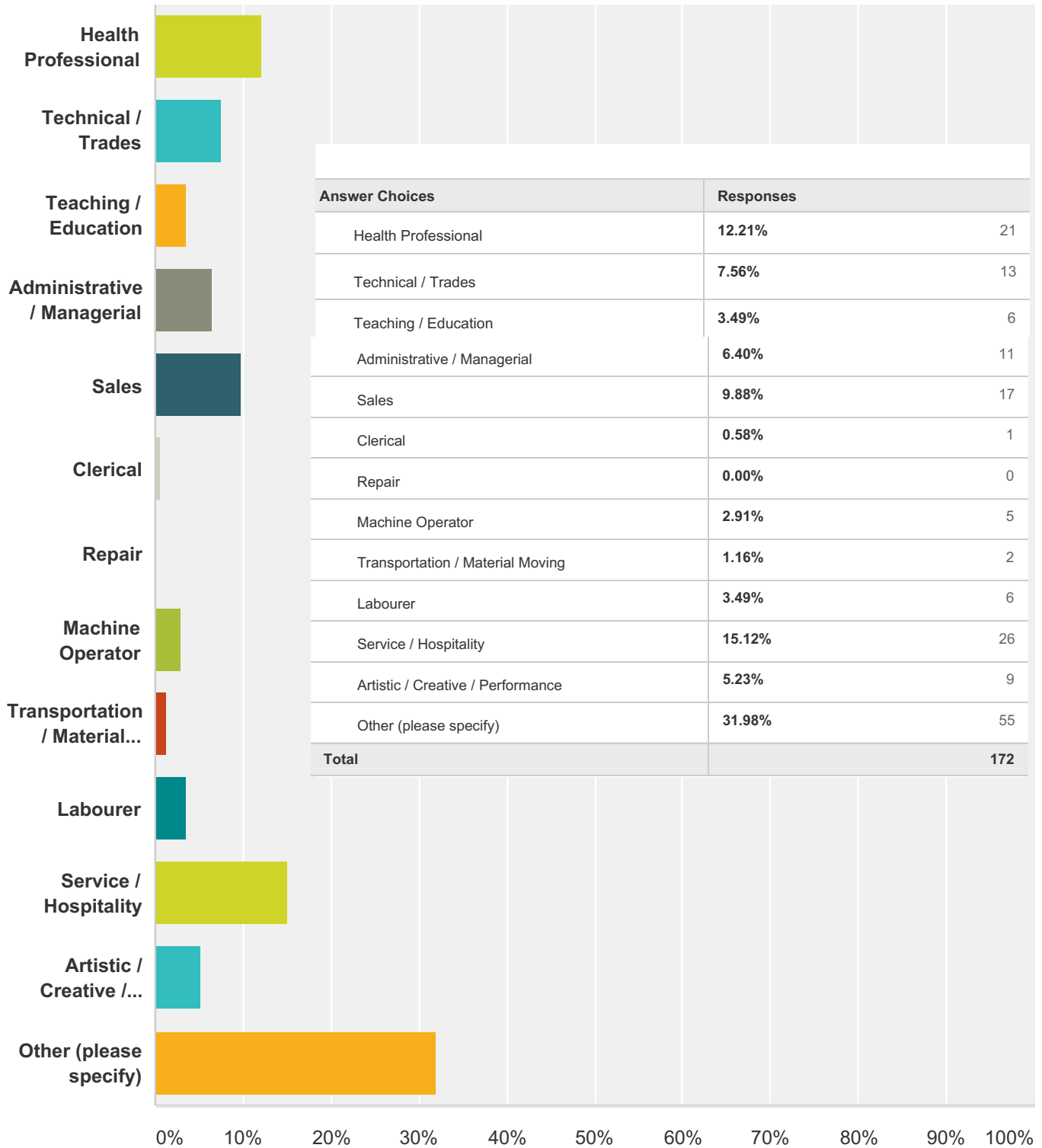
Answer Choices	Responses	
Attending a post secondary school full-time	25.00%	43
Attending a post secondary school part-time	2.33%	4
Working	52.33%	90
Taking care of family/household/homemaker	7.56%	13
Unemployed and looking for work	1.16%	2
Unemployed and not looking for work	0.58%	1
Traveling	2.33%	4
Volunteering	1.74%	3
Long-term illness/sickness/disability	1.16%	2
Other (please specify)	5.81%	10
Total		172

During the past year, which of these choices best describes your main activity?

Comments:

1	school full time while working part time
2	Attending post-secondary full-time and working part-time
3	Pot
4	Working and continuing education at the same time
5	Taking care of house/family and son and starting a photography business
6	Maternity leave
7	Self employed house wife
8	Pursuing a career as a pro bike rider
9	Did a fishing season with my dad for 2014 but this year I've been trained for fiber optics and now employed as contracted with TELUS.
10	working and taking part time courses

If you chose “Working” please choose the category which most closely describes the work you have been doing. Choose only one option.



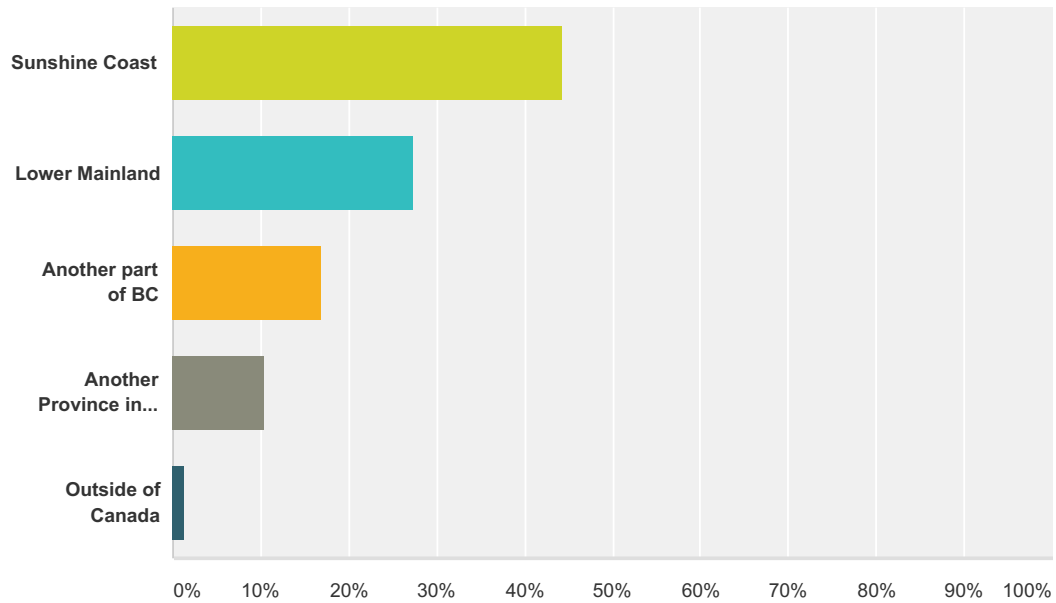
Working Comments

#	Other (please specify)
1	School
2	office assistant and receptionist
3	Part time work
4	Logging
5	Sustainability professional working for a charity
6	TA work
7	I didn't choose working for #9
8	In School
9	Student
10	Vet technician
11	McGill
12	UBC
13	Mobile Spa owner of Time To Glow
14	youth working at the house of red
15	Military
16	Stay at home mom
17	In post secondary full-time
18	Security
19	Manage and FI
20	Cooking
21	Criminology
22	professional Fundraising
23	university
24	Student
25	Post secondary
26	Construction
27	Shipping/ receiving
28	N/A
29	Didn't choose working
30	Stay at home mother / photographer
31	n/a
32	ECCE Assistant
33	Stay at home mom
34	Recreation
35	Stay at home mom
36	Customer service
37	stay at home mother
38	Financial
39	In school

Working Comments

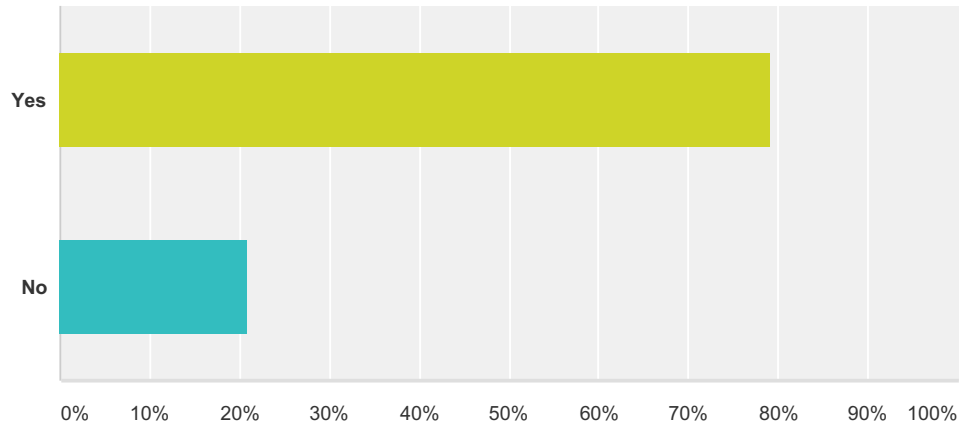
40	Homemaker
41	Student
42	Supporting adults with various disabilities
43	Attending school full-time
44	Attending post-secondary
45	n/a
46	Student
47	Question required response, see Question 9
48	During the summer I work as a Seasonal Conservation Officer in Alberta
49	student
50	Quality control lab technician
51	Formerly Certified Dental Assistant
52	Student
53	Archaeology
54	Research and Development
55	In a trade (salon)

Where was your main residence during the past year? Please choose only one option.



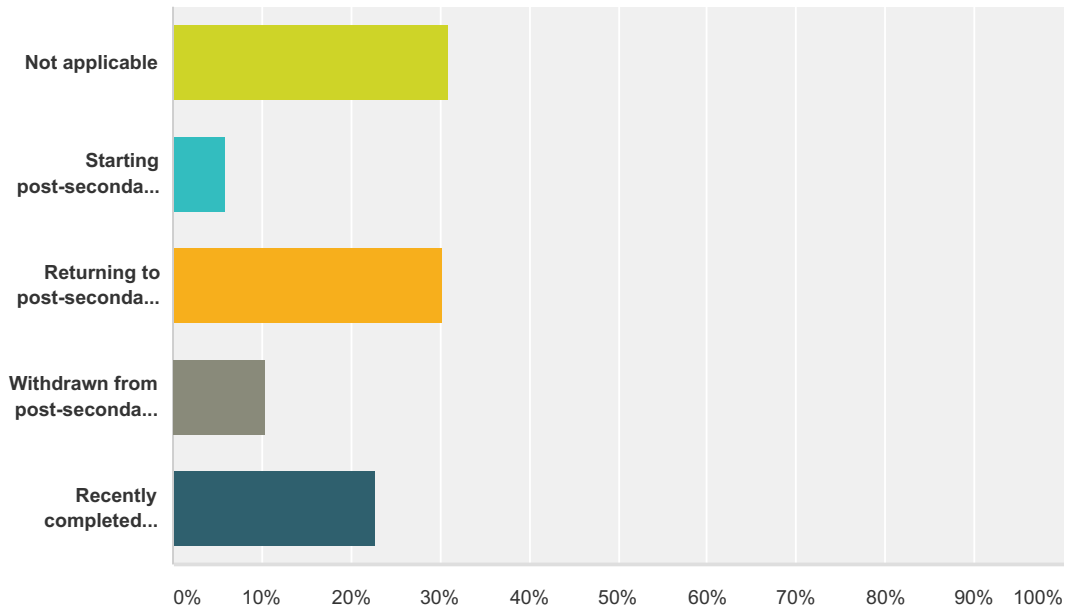
Answer Choices	Responses	
Sunshine Coast	44.19%	76
Lower Mainland	27.33%	47
Another part of BC	16.86%	29
Another Province in Canada	10.47%	18
Outside of Canada	1.16%	2
Total		172

Since high school graduation, have you, at any time, taken a post-secondary education training course or program?



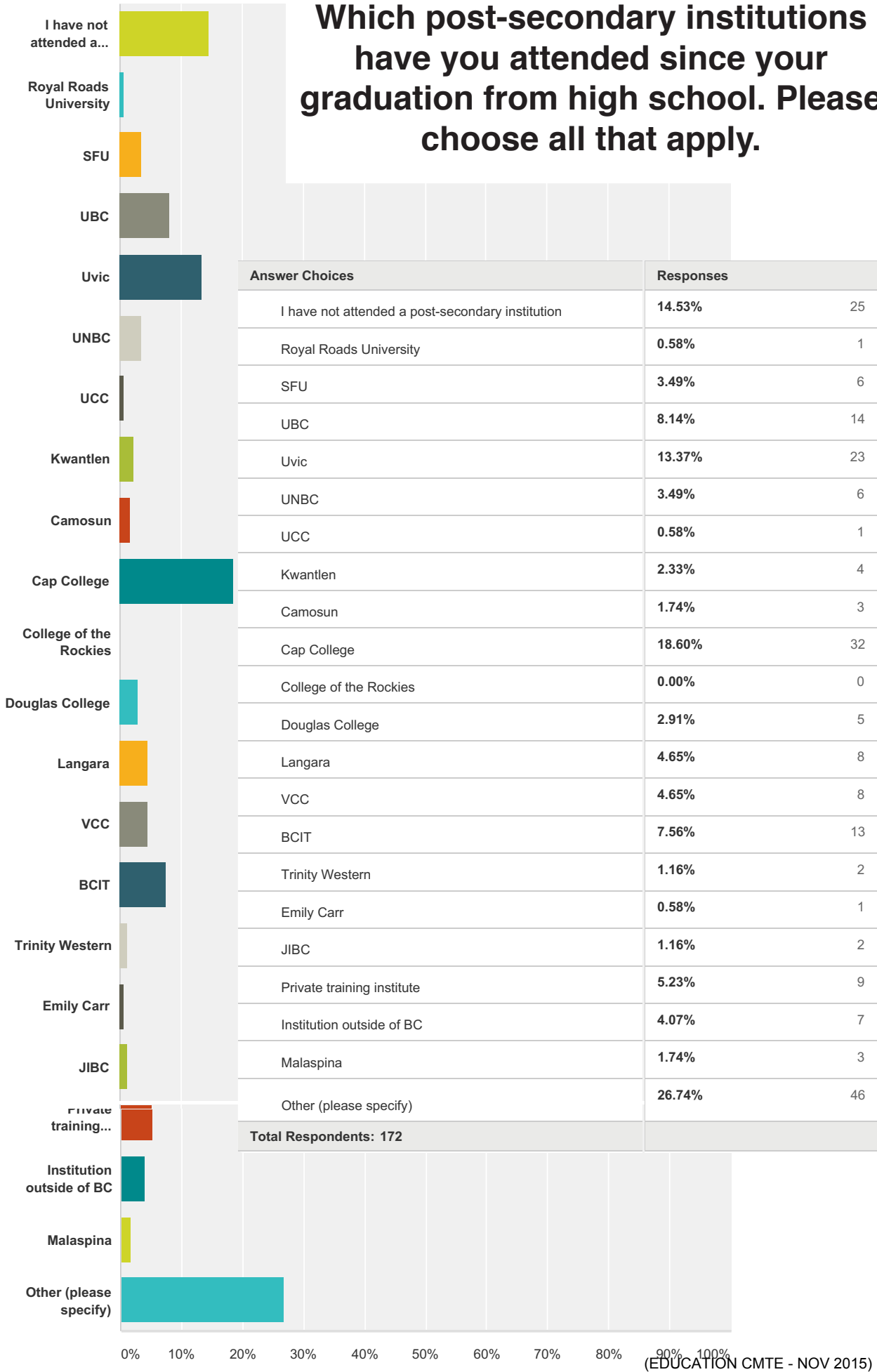
Answer Choices	Responses	
Yes	79.07%	136
No	20.93%	36
Total		172

Which of the following best describes your current post secondary plans/status?



Answer Choices	Responses
Not applicable	30.81% 53
Starting post-secondary studies in the fall	5.81% 10
Returning to post-secondary studies either this summer, or in the fall	30.23% 52
Withdrawn from post-secondary studies	10.47% 18
Recently completed post-secondary studies	22.67% 39
Total	172

Which post-secondary institutions have you attended since your graduation from high school. Please choose all that apply.



Post-secondary Institutions

Comments

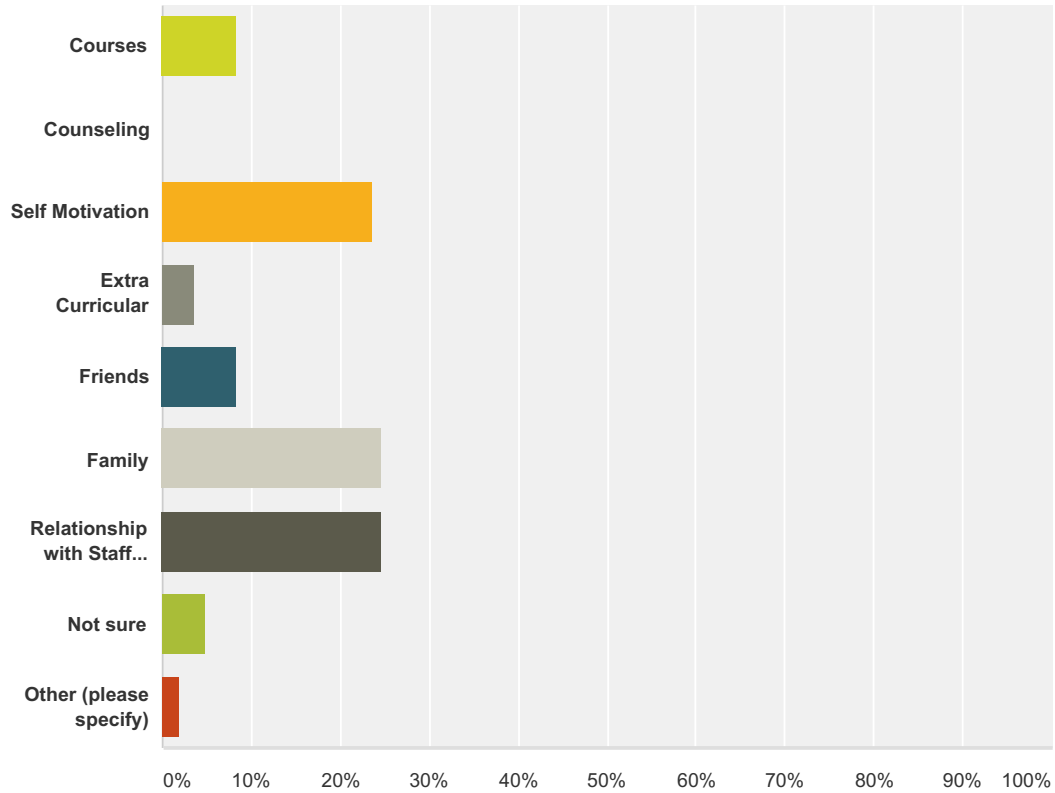
#	Other (please specify)
1	Sait
2	Vancouver College of Massage Therapists
3	VFS
4	College of new Caledonia
5	University of St Andrews
6	Concordia University (QC)
7	Thompson Rivers University
8	Na
9	Stratford career institute
10	McGill
11	Nvit
12	Thompson rivers university
13	Blanche McDonald
14	Vancouver Island University
15	UNIVERSITY OF ALBERTA
16	TRU-OL
17	Okanagan college
18	Okanagan College
19	Online courses through Dalhousie University
20	CSNN
21	Capilano University
22	TRU
23	Thompson Rivers University
24	VIU ACEIT Carpentry (Vancouver Island University)
25	CDI College
26	College Boreal
27	academy of learning
28	UFV
29	Pacific Rim
30	N.a.
31	VIU
32	Blanche macdonald centre
33	Thompson rivers university
34	Abertay Dundee university
35	BCWWA

Post-secondary Institutions

Comments

36	University of Calgary
37	Thompson Rivers University
38	TRU
39	Alberta College of Arts and Design
40	BA - UofA; MBA (current) - Queen's University
41	TRU
42	Thompson River Open Learning
43	TRU
44	Thompson Rivers University
45	TRU
46	Trent and Queen's in Ontario

What was the one factor that was most important in helping you reach graduation?



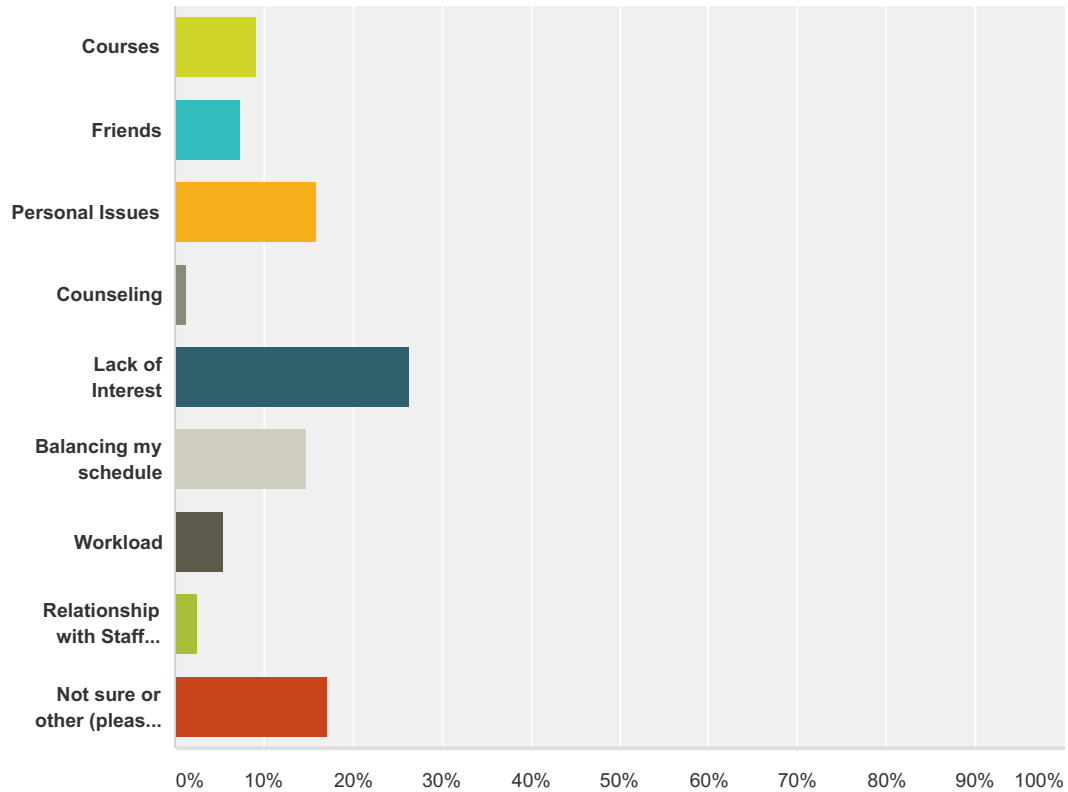
Answer Choices	Responses	
Courses	8.43%	14
Counseling	0.00%	0
Self Motivation	23.49%	39
Extra Curricular	3.61%	6
Friends	8.43%	14
Family	24.70%	41
Relationship with Staff Members (Teachers and Support Staff)	24.70%	41
Not sure	4.82%	8
Other (please specify)	1.81%	3
Total		166

What was the one factor that was most important in helping you reach graduation?

Comments

#	Other (please specify)
1	My dog
2	Friends support and staff alike
3	There is not one single factor that helped me reach graduation; that question would be impossible to answer as it was a combination of courses that interested me, that staff members that helped with support and their wealth of information, time and patience but self motivation was needed to seek help. Friends for a should to cry on, and for help and support along with bonds. But family to tie everything together and provide food, a roof over my head and love; to check in and see how I was doing.

What was the primary factor, if any, at school, that made it most difficult for you to attain graduation?



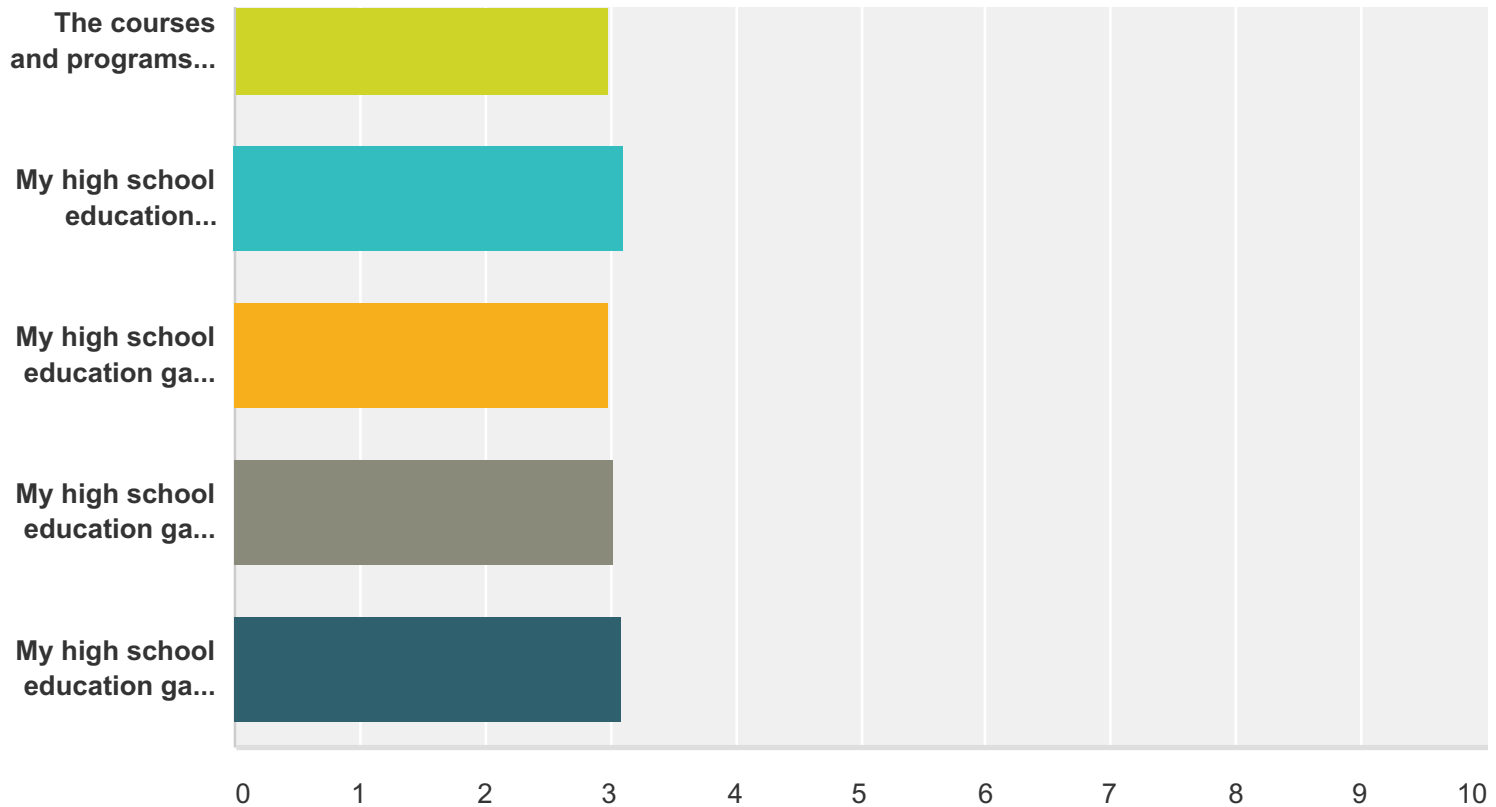
Answer Choices	Responses	
Courses	9.20%	15
Friends	7.36%	12
Personal Issues	15.95%	26
Counseling	1.23%	2
Lack of Interest	26.38%	43
Balancing my schedule	14.72%	24
Workload	5.52%	9
Relationship with Staff Members	2.45%	4
Not sure or other (please specify)	17.18%	28
Total		163

What was the primary factor, if any, at school, that made it most difficult for you to attain graduation?

Comments

#	Not sure or other (please specify)
1	No difficulties
2	Getting the courses I needed (to continue on to post secondary)
3	Nothing
4	None
5	Money
6	I did not have a difficult time attaining graduation
7	I didn't find graduation difficult
8	I did attain graduatio
9	Nothing made it difficult
10	It wasn't really difficult
11	The way things were taught. I still to this day struggle with spelling, grammar, punctuation, and MATH
12	Lack of help from school
13	I was very self motivates and worked multiple jobs in high school. I found making money more rewarding and challenging to the point where going to school was a major challenge.
14	Poor structure of ciriculum, lack of challenge and classroom disturbaces.
15	n/a
16	I had a great combination of family, teachers and friends that made it fairly easy to graduate.
17	Discouraging teachers who are just useless at their jobs
18	I graduated
19	none
20	Didnt have problems
21	ADHD
22	School not challenging and extreme harsh bullying not taken seriously by staff
23	Being bullied
24	There wasn't one
25	Anxious to be finished
26	I didn't encounter any major barriers.
27	head injury / concussions..
28	Bulling

Please give value to the following statements.



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Total	Weighted Average
The courses and programs I took in high school helped me decide on a specific program of post-secondary studies.	11.45% 19	21.69% 36	31.33% 52	22.89% 38	9.64% 16	3.01% 5	166	2.98
My high school education prepared me academically for post-secondary studies.	9.64% 16	18.67% 31	27.71% 46	34.34% 57	7.23% 12	2.41% 4	166	3.11
My high school education gave me the necessary life skills for post-secondary studies.	10.84% 18	18.07% 30	34.94% 58	27.11% 45	6.02% 10	3.01% 5	166	2.99
My high school education gave me the necessary work skills for employment.	10.24% 17	20.48% 34	32.53% 54	27.71% 46	7.83% 13	1.20% 2	166	3.02
My high school education gave me the necessary life skills for employment.	10.84% 18	16.27% 27	31.33% 52	34.34% 57	6.63% 11	0.60% 1	166	3.10

Value

Comments

#	If you answered 'Strongly Disagree' or 'Disagree' to any of the statements above ... please comment further:
1	Not interested in post secondary and couldn't say if my high school education has or hasn't prepared me for it.
2	Pender Harbour was so slack at everything, the students ran most of the classes. Leaving a school that had 200 per graduation class to here was a joke. I didnt have to try more than 50% most of the time
3	Because I was not a great student, I was encouraged to take English Communications and was told it was fine for College. When I got to college, I had to take upgrading courses to become eligible. Additionally, I had to take math upgrading. I understand this is 95% on me for having a poor effort. However, I am just answering the questions honestly.
4	I did very well academically without trying very hard in high school. Post secondary was much more difficult.
5	I know it's hard to teach but personal planning would be nice beyond here's a post secondary school. Paying taxes, MSP, renting rules, Ect
6	Nothing in school related to what I wanted to do or am currently doing
7	We could do with more practical learning around credit cards, buying a house, student loans, etc. My extra curricular opportunities (student voice, student leadership, sustainability campaigning, etc.) was much more important in developing a relevant skill set for future employment. My courses were definitely helpful in giving me general knowledge and a sense of place in society and a deepened understanding of citizenship.
8	My high school courses were not a huge factor in deciding what program I wanted to study at post-secondary. They did help me realize I was INTERESTED in post-secondary, as I definitely wanted to continue my studies after I finished high school.
9	I was not educated to a high enough level for the university I went to. I struggled so much in my courses that I had to change my degree. At times felt like I was too unintelligent to be at the university I was at because I had not been taught enough information previously and had not had the opportunity to develop higher level thinking skills.
10	I had a really hard time trying to decide what to do after high school. I didn't know which direction to go in
11	None of my classes helped me focus on what I want to study in university, and as a business major, a lot of courses that might have been tastes of this field aren't offered (economics, statistics, etc). I work in a bank, and although my high school was a great place to be for my personal growth, I'm not sure any of the skills I have that help me do my job came from there. My sense of organizing, patience, time management, and writing skills mostly came from post-secondary experiences.
12	I was prepared in these two categories by my church youth group and my parents encouragement
13	I have yet to apply grade 11 math or any Canadian history to real life. I wish we learned more about taxes, banking and farming food (we learned to sew, it would make sense if we all learned how to grow food!)
14	I was severely unprepared for numerous tasks assigned in post secondary. Including but not limited to; citation and referencing sources for papers, time management skills, several history and scientific facts and lessons, writing a proper lab report etc. I don't believe high school contributed to my ability in any form or step of obtaining employment.
15	I strongly agree with the first statement as I wanted to go into accounting and the school offered no courses or anything related.hence why I moved to the city in grade 12 to get better opportunities
16	I went to Blanche MacDonald for Hairstyling after Highschool. I do believe that the courses I took did prepare me for the career that I thought I wanted to pursue. I eventually changed my mind.
17	There was rarely a mention of my post secondary studies choice that I'm in now, in high school. Most of the things learned in high school were not interesting for people of different cultures.
18	as I stated above not sure if it was the teachers or the courses but to this day I feel like I came out of chat not knowing much and I even went back the next year after graduating to upgrade.

Value

Comments

19	Overall, my high school education provided very little guidance towards what options existed for post-secondary institutes, the application process, or what to expect. There exists a significant gap between the level of work expected if a grade 12 graduate and that of a first year university student.
20	Secondary school should be teaching kids more practical life skills such as how to vote, the importance of social and political involvement. How to file taxes and what taxes are. How to write strong resumes and cover letter. Basic banking, how to apply for loans, ei, financial assistance and government forms. And also making informed decisions about purchasing items such as cars and houses.
21	There was no courses for individuals who wanted a higher level of education while in high school. For example, there was no advanced mathematics course. When I asked a teacher about this, the response was essentially that the School District wants to group gifted kids with the rest of the kids so that they can help teach. This lead to not being properly prepared for post-secondary education. Since high school was on the easy side, it did not help prepare for university studies.
22	Since high school graduation and post secondary graduation I have not been able to find a fulfilling job that satisfies living requirements. It has been very difficult working two-three jobs while trying to find time to actually enjoy life.
23	I went to one year of high school in Vancouver and the difference was astounding. I found my counsellors while very nice were very little help or not there. There were not enough actual coarse of interest either
24	I was totally unprepared for the homework load and the level of writing that was required of me.
25	I really struggled in a career path, when I asked for help from the counsellor the response was, "we'll what do you want to do." It was very confusing and frustrating because that's why I was there. I didn't know and I didn't get the encouragement at home to pick a direction either. I don't feel I can attribute much of my high school experience to the skills I bring to the work force now, aside from being punctual. As a highly self motivated individual, working at a young age with a natural drive to be successful shaped me in to the employee I am now. I will say that I often struggled with authoritative figures, I had a brain but an attitude. Teachers either seen it in me and we bonded and they labeled me their best student or on the other side, we butt heads and I felt they had it personally out for me which decreased my motivation, confidence and willingness to engage and be successful. Another factor was my coach, being very athletic in my younger years I was so excited to start sports in high school and see where it could take me in the future. By the end of grade 9 I had dropped everything, my coach didn't give me confidence, didn't support me, she tore me down during the most sensitive years of my life and I gave it all up to get away from her. Probably my single regret in this life, other than getting into the work force right away and not going straight to university full time! I am however extremely lucky to have found great employment with full support in continuing education. I'm a coach now, not with sports, yet, but in my career. I lead and manage employees and I have the hard way how not to be. On that though, in elementary school it went through a peer tutoring program and learned conflict resolution where as a student we would actually get hands on experience through peer mediation. These skills I have carried a long way with me and still to this day
26	In regards to work in particular I feel my high school education did not prepare me what so ever. In the professional world punctuality, respect and the ability to be creative and have room to grow are extremely important and none of which are taught through school. We are taught to conform to one standardized type of learning which inhibits personal growth and creativity; this model may have worked for the baby boomer generation where you simply needed a high school diploma to be eligible for a well paid job but in a society where the unemployment rate is steadily rising and an undergraduate degree will no longer suffice to attain employment we should be encouraging creativity and individuality as opposed to suppressing it in the classroom to stimulate a generation of small business owners.
27	We need more life skills application in schools, ie. how to do your own taxes
28	High school never taught me any of the important skills I needed, like doing taxes.
29	I wasn't driven in high school because I couldn't relate or take interest in most classes. Once I graduated I also found out a lot of things I was taught were wrong. I am to this day not impressed with all the false information I was taught.
30	It felt as though the course load and course options were not sufficient for university level academics. We had one class before graduation that taught "life skills" and I would have enjoyed more business oriented classes, as well as higher level sciences.

Value

Comments

31	Curriculum too easy.
32	In high school you can come and go as you please. No consequence to action. If I don't show for work I am fired
33	There was no mention of MLA or APA citation styles in highschool English classes.
34	I just dont believe education in bc is very well provided.
35	I did very well in the traditional school system academically- but I felt pressured to continue my education in a traditional sense and other options were not presented to me. If I knew what I know now- I would be ahead of where I am because I might have found out my passion for being an entrepreneur and business owner sooner thru alternative sources- like online courses and web based businesses. Maybe- maybe not but even tho I fit the mould for university- I wished other options were made clear to me.
36	While the courses gave me the knowledge they didn't help email decided what course I wanted to take for post secondary
37	Courses taken in high school are very general and once in university I realized there are a whole lot different types of programs in university than just the classes taken in highschool
38	I didn't learn at all about real life taxes, finances, politics etc.
39	Skills and life skills for employment came more from common sense, which I learned if anywhere from my parents, and expirience working oart time while still attending school. The curriculum taught I'm high school did nothing to help or hinder that.
40	I was not taught about living wage, or my rights in the Landlord and Tenant Act, nor anything to do with the type of work I would endure outside of school. I wasn't given an option other than unnecessarily demanding courses, and vague post secondary courses leading to a vague 'career' where unemployment is it's highest. We weren't taught anything about how hard life is once you're on your own, what legal rights you have when it comes to apartment scams, and that you'd be working four jobs a day with an hour of sleep. I learned much more out of high school, once I got out of a place that riddled me with anxiety and depression.
41	Highschool was a great area for me to learn basics on how to study appropriately for future schooling however I did not learn how to properly acquire a work like balance. All skills I learned for work, I learned through applying myself in the work place not through going to class every day. It took me a long time to figure out what I wanted to do in life, and highschool definitely did not help me with that. Working outside of school helped me figure it out, I'm currently in school for human resource management and I feel like in highschool there wasn't enough emphasis on post secondary studies that involved management.
42	Not enough job skills taught, or any relevant to that.
43	I am now a professional makeup artist. I felt like it was a joke to most people, and I wasn't taken seriously. I turned to my sports to keep me focused but I felt lost with other programs and courses and no one really noticed and at the time, I didn't care. I wish I could go back and have a level of understanding for those other programs, but I can't and I love what I do so I can't complain :)
44	PHSS never prepared students properly for the real world. Homework wasn't mandatory, teachers didn't seem to care much, lots of bullying and drugs. I only ever got in trouble from teachers if I wasn't perfect in PE, even though health issues stalled me in that.
45	The selection of course on the coast and level of difficulty were not helpful in preparing me for post secondary
46	School did not prepare me for university or working life
47	I didn't decide on which direction I wanted to go until after I graduated and lived in the real world for a year. I think more can be done to help kids choose a life path while still attending high-school.
48	I didn't feel as though the subjects taught to me when I was in high school prepared me for what was to come in my post-secondary education.

Value

Comments

49	I've gained my life skills and work skills for employment from my travels. By being able to learn a great deal about myself in the processes. I do feel however that there should be more teachings in life after school. Like taxes, politics, budgeting, savings like RRSPS and debt. In school we grazed the surface in budgeting but not to a degree where it would be useful.
50	The courses I took in high school did not help me decide on a specific post-secondary program. Having courses that are more specific would have helped me decide what I wish to pursue in post-secondary. For example, Sociology, Psychology, an Education related course, etc.
51	I never fully committed to one career path or another until I had already been out of high school for several years.
52	Students need to learn how to balance a bank account, they have to also learn that having a job is a privilege. The youth don't even care to show up to work and if they do they don't want to do anything all day because they say they are not paid enough. Students also need to learn about voting before leaving high school.
53	There wasn't much guidance as to what do after graduation. It would have helped to have post secondary education informational meetings earlier on, than in just grade twelve.