

**Town Hall 2018**  
**Theme: Learning**

WHAT IS THE DISTRICT DOING WELL?			
STUDENT	PARENT	STAFF	COMMUNITY
We are now reading	Literacy (4)	Literacy support (6)	
	Staff selection (4); School leadership & education staff - healthy, productive relationships with parents	Staff selection (5); Leadership (4); vision; PL for staff (5); mentorship (2)	Leadership focus on student learning & achievement (2); trend line in achievement changing
Technology (2)	Incorporating technology (5)	Technology (4); tech support	Mentorship for new teachers; student teachers (2)
Individualization (9); opportunities to improve grade	individualized programs (2)	Flexibility - responding to changing needs; personalization (3); student-centred success	Genuine interest in personal student development
Teachers (quality, caring, relationships, support) (6); great staff/ caring (4); students first	Staff (above and beyond; offer extra programs; time; care; kids love them; energy; commitment) (19); students first (2); accessible; District new teachers want to be part of	Staff (caring; hard working; exceptional quality; dedication to students ) (8)	Committed, caring staff (2); Leader advocacy for best interest of students; school leaders open & accessible; work closely with teachers
Choice of options/opportunities (11); after school help; fun in lessons (2); after school activities (7); letting schools do different things (e.g. trips); French Immersion; IB program; music; fine arts; sports program	Excellent teaching & learning; Learning opportunities (12); Leader in Me (4); Math evening tutoring; fine arts (4); option courses; expanded learning; French Immersion (2); Alternative programs; character building; early intervention; Pre-K;	Diversity of programs/ opportunities (16); fine arts; Spanish Bilingual; extra-curricular opportunities (2) Purposeful initiatives that impact student learning	Diverse programming options; increased language programs; broad programming for self-exploration; student centred extra-curricular; Outreach programs that meet student needs

## Theme: Learning

WHAT CAN THE DISTRICT DO BETTER?			
STUDENT	PARENT	STAFF	COMMUNITY
Support for LA and Math	literacy	Literacy (3)	Literacy (2)
	Math (2)	Math/ numeracy (4)	Numeracy (2)
Technology at early age - emails, resumes, etc.	technology access (mixed - some say more(4)/some say less or limits (10)	technology use/ rules; Google	
Middle school transition stress (2)	Transitions mentors for grade 9; moving school to school	Transitions (5)	
Subjects: Arts equal to sports; field trips; outdoor ed.; more options; (3)	Subjects: Broad foundation (2); focus on science (10); Enrichment/ Gifted programs; IB at middle school (2); more Pre-K	Subjects: flexible/ alternative programs (2); scientific literacy; more EEP (2)	Take a serious look at what the District deems academic achievement to mean and make it a priority to reach the highest levels
Instruction: More hands on assignments and projects; More diversity in teaching students (visually, vocally, physically); Teach us things we need right now; teach more than career related; Basic fundamental concepts being taught correctly;	Instruction: sharing teacher specialists (5); early intervention(5); support extra help (2)	Instruction: brain-based instruction; play/inquiry focus(2); best practice; research driven practice (e.g. U of L support); learning process emphasis / critical thinking (2); funding support for innovation; re-think combined classes	Instruction: Enter into more research-based partnerships with university researchers to inform pedagogy; Increased awareness of the importance of provincial test exam results (PAT and Diploma) and what they represent as far as student learning is concerned; allow 1st language in classrooms; Increase focus on up-to-date pedagogies
After school: More clubs/ after-school activities (3)	value of extra-curricular/ non-sport valuing (5)	After school: Parent Ed opportunities; out of school opp. that are not athletics	Expand non-athletic opportunities for students
Staff and resources:	Staff and resources: teachers have resources	Staff and Resources: teacher autonomy - resources; hire best (reference checks); Maker Spaces; Class Size (3)	Focus on student achievement
Assessment: No zero policy; Report cards: need teacher comments, not just grades; need app; need paper	academics as priority/ high expectations (3)	Leadership/ accountability for students	Staff and Resources: Acknowledge talents and accomplishments

## Theme: Learning

### ACTIONS

Student	Parent	Staff	Community
More field trips; Student run clubs- have students with ideas for clubs submit them and have votes for the clubs.	Creation of after school programs or sports and/or homework help: arrange for university students/substitute teachers/parents to attend after school; lunchtime activities: create activity boxes for children, encourage children to eat first and then participate in constructive activities or socializing	Provide more opportunities for parent education and connection around pertinent topics;	Extra curricular : partner with community orgs so that teachers don't have to run every out of school time program
	Staff are encouraged to take advantage of professional development opportunities that help them learn to promote and cherish individuality and innovative thinking in their classrooms	Professional development should be determined by the teachers... give choice and latitude rather than directed; Staff collaboration strategy: do the mini literacy convention from the CC day in August so teachers can gather ideas form each other and implement them; More professional learning to support instruction that is responsive to individual need	Extend the present teacher and leader mentorship program from 2 years to 4 years; Have school leaders work closely with teachers to encourage ongoing professional learning aligned with priorities for learning; Mandate that all TPGPs follow an action research model; Have school leaders focus on instructional leadership leading to improved teaching and student learning; Increase purposeful collaboration and sharing of best practice among all school leaders
We should do locker checks for drugs, higher punishment for being caught with drugs, cigarettes, and vapes because they will smoke and vape when your back in turned in class!	Technology strategy (phone use policy), consistent and constructive; Restrict cell phone use to projects where essential to use		

	Better transition middle to high school- do 2 tours for students who need it, pair students up with an older student buddy, have helpers identified; Transition from Middle to High School - mentorship from student to student	Develop Strong and structured mentorship programs .. grade 11 with 9 / 8 with 6 and 5 with 2's	
Relevant teachers; teachers be more understanding	Each student is assisted by teachers to view the curriculum, complete assignments, etc., through the lens of a topic that arouses their passion.	Extend current brain-based strategies into the classroom; Put more emphasis on feedback rather than the grades; Continue focus on benchmark and formative assessment to meet students where they're at.	
Provide students with more assistance & help them be more confident with what they do, like confidence in their work	Put value back on exams; More help for students who struggle- homework club after school, extra help classes run by teachers, teachers available during flex; Tutoring help program for those who can't afford to pay for it out of pocket	Figure out ways to include parents/students in the decision making process for educational streams	Have the Board lead a visioning process around what academic achievement means and then develop strategies to reach the vision.

**Town Hall 2018**  
**Theme: Inclusion and Support**

WHAT IS THE DISTRICT DOING WELL?			
STUDENT	PARENT	STAFF	COMMUNITY
	Ratio of EAs to coded kids; Support staff (2)/ PL		
	Accepting of all religions; backgrounds; diversity (7)	Diversity of students & staff (4); greater awareness of school culture & community needs	Programming sensitive to diverse backgrounds
Supports for students (3); support for special needs; ELL support (2)	Speical needs programming (5); Autism awareness	ELL supports	Cultural competency opportunities for students & staff; ELL support
FNMI Club; teaching acceptance and character traits; International students/ learning from students from other countries (2); attitude of acceptance; treated fairly/ respected	Staff: Making Connections; FNMI - buidling awareness (3)	Strides forward in FNMI (District principal/ PL) (2); cultural awareness	Increased dedication to reconciliation (2) & welcoming FNMI students/families; honouring Blackfoot Territory; work to understand diverse experiences of students;
Inclusive environment (2)	All students matter; all students set up for success (2); inclusive (11)	Students first (3); responsive to student needs (9); inclusive (4)	Inclusive (3); resources for differentiated student needs (2)

## Theme: Inclusion and Support

### WHAT CAN THE DISTRICT DO BETTER?

STUDENT	PARENT	STAFF	COMMUNITY
More EA's	EA's (pay, number, prep/PL) (11)	EA - number, wage, PL/ mentorship (8)	
Better transition for ESL; Some ESL parents can't read report cards		ESL support/ PL (2)	
	skilled teachers	support teachers - build capacity - address diverse needs (11)	build teacher capacity for the inclusive leaning of diverse students
Equal opportunities for every student - no matter what class they may be in	value all students; All students matter; inclusive communities (2); no segregated classrooms; transgender washrooms; more inclusion of non-athletes (2); positive peer relationships	improve LGBTQ policies; Non FNMI participate in FNMI learning; Full time FNMI at elementary; Understanding poverty	Develop and implement procedures for inclusion policies - FNMI
Bring different ethnic cultures together to try new things	Field trips for all	understanding of resources	Ensure all district staff understand every opportunity (community) that is available to students.
More educational programs that are focussed on people who learn differently	Stronger programming (special needs/ gifted) (3)	Review support model for all students (6); Support for struggling learners (2)	full-time wrap around service providers (Making Connections, FNMI)
More class pets	site based funding	Meeting children & families where they are at	
		support staffing - classroom needs	
		More speech/language	

## Theme: Inclusion and Support

### ACTIONS

STUDENT	PARENT	STAFF	COMMUNITY
<p>We should change the way we teach some classes because not everybody learns the same way.</p>	<p>Eliminate Segregated classrooms. Have teachers supported to learn more differentiated instruction and feel supported to do so. Ensure appropriate support; EA;s for all elementary classes (K-4) with over 17 students</p>		<p>Build teacher capacity for inclusion: in-services with experts (behaviour, diagnostic specialists)</p>
	<p>re-evaluate the standards around becoming an EA; A's dont have enough training. EA's should be trained specific to the disability or area they will be working in. Ie. Strategies for ESL students</p>	<p>Continued and focused training for educational assistants. Strategy:create a Mentorship program for them (similar to what our new teachers have)</p>	<p>Coordinate the professional learning of EAs within schools and throughout the district</p>
	<p>School autonomy on how to spend the inclusive funding pot. A clear explanation as to how that funding is doled out to individual schools.</p>	<p>Sit down with staff GSA representatives and come up with specific policies for LGQTQ+ staff; Implement mandatory training for all staff regarding LQBTO+ staff and students.</p>	
	<p>Focus on Indigenous education; be specific to Treaty 7; history; involvement of community (e.g. elders); more cultural events; more discussion of race and racism</p>	<p>Greater celebration and awareness of Blackfoot culture, with the goal of ensuring families feel welcome and supported--Blackfoot flags and language</p>	<p>Hire site-based Elders or First Nations liaison personnel at every school</p>

## Town Hall 2018

### Theme: Communication Decision Making

WHAT IS THE DISTRICT DOING WELL?			
STUDENT	PARENT	STAFF	COMMUNITY
Share ideas with teachers; communication with teachers	Communication (5); Listen well; transparency; teacher-parent communication (2);	Communication (5); financial reporting to public;	Communication person; collaboration between schools fostered/ community spirit
	Community connections & involvement (4); good collaboration with community/ stakeholders (2)	Collaboration (3); work with community partners (5); incredible networking;	Sharing information/ working with community program staff (2); great collaboration with faculty; increased collaboration with industry
Involvement in decision-making (3); have a voice in the District; District Advisory group (3); platform for speaking freely	Opportunities for engagement/ involvement/ input (8); School Councils(3); District School Council (2)	Opportunity for student voice	Open to community involvement; open to diverse community partnerships (4); sharing of expertise with U of L
			Parent communication with teachers
	New trustees appear eager to engage	Response	
Highlighting different schools & activities	Recognizing excellence	Sharing what schools are doing well (e.g. website)	

## Theme: Communication Decision Making

WHAT CAN THE DISTRICT DO BETTER?			
STUDENT	PARENT	STAFF	COMMUNITY
More input from parents; involve students in Town Hall	Open to feedback/concerns (5);	all stakeholders re: District-wide changes (2); include teachers (e.g. budget) (2)	More consultation with stakeholders in the community when starting programs (2)
Communication and support between schools; less tension & competition - more healthy connections (4)	Interaction among parents		Enhance collaboration among schools
Communication within staff to reduce students stress; better communication with staff & students	More social media communication; student progress; website same structure; Town Hall action reports; communication	Communication; consistent parent communication	Increase communications with business and industry
Parents don't attend School Council meetings because everything is good	engaging parents/ parent voice/ value parents (4)	Understanding of teacher/ parent roles; accountability of parents/students	Make community connections more systemic so bringing community in doesn't just fall to individual teachers.
More communication with students (2);	Advocacy with government (2)	Student voice	
Give students more opportunities to see what the district is doing	Transparency (2)	Conversations stick to learning and community	Concentrate on enacting the Calls for Action
Naming new middle school "The New Middle School" for the first year	International students/homestay	Fewer priorities/ finish initiatives before starting new	

## Theme: Communication Decision Making

ACTIONS			
STUDENT	PARENT	STAFF	COMMUNITY
	Move the board mtg from afternoon to evening	Investing in a third-party review (audit) of parent engagement techniques	Having all 51 staff improve to there understanding of what is available to students in the community. Action 51 admin. to identify from the community bus
Topic: providing engagement for students between schools; Strategy: building advisory councils from each area of the city, or student advisory councils	Find more ways to engage parents that show that what they have to say is heard; Bring parents into the conversation at the beginning of the process. Work together to achieve goals.	Enhanced community engagement: set up an online network where community orgs can tell what they need/offer and teachers can tell what they need/offer	Consult with community stakeholders before new programs are implemented. STRATEGY: hold town halls and invite support workers and target populations
Town Hall meeting was a success; should continue and keep inviting students	Transparency: have trustees discuss and make decisions at board meetings and not make decisions while in camera	Open communication - answering parents, student and staff inquiries in a timely manner with open information	
	Be open to feedback and to make changes after decisions have been made	Hold mini-round tables throughout the school year	
	Get more parents out to school Councils by providing a 10 per cent reduction in school fees		
	Provincial relations. There should be representation on all provincial organizations so that the district can advocate from multiple perspectives.	Campaign government to increase supports in all school eg. Ea, counselling, making connections, FNMI. Have someone to spearhead.	
	Be open about the safe protocols when there is danger at school. Let parents know what would be protocol for when school needs to be closed	hire a Community Engagement Liaison to facilitate connections	Have a coordinator to organize, maybe community youth programs provide a designated person to ask, who could make referrals to appropriate community links

**Town Hall 2018**  
**Theme: Wellness**

WHAT IS THE DISTRICT DOING WELL?			
STUDENT	PARENT	STAFF	COMMUNITY
	Breakfast programs; supporting basic needs	Family supports; broad range of support for families	
	Support for staff (2)	Excellent relationships - Board/ Exec Council/ school admin/ staff; relationship with Ed Centre; Board support	
Safe environment (2); welcoming; community feel; Support; District never gives up on you; I look forward to coming to school	Welcoming schools/ safe and caring (4)/ positive school culture (3) / community culture(6)	Safe and caring schools (6); positive people; welcoming (5); community (2); positive relationship among colleagues; support for admin;	Safe, open hospitable school environments
Support for mental health; counselling	Counselling	Wrap around services - Making connections, teacher counsellors, FNMI (3)	Wellness focus
Healthy fundraisers	Respect	Pride	
	Putting importance on health and wellness; physical activity		

## Theme: Wellness

WHAT CAN THE DISTRICT DO BETTER			
STUDENT	PARENT	STAFF	COMMUNITY
Mental health (6)	mental health education/ support (6)		Increase mental health supports (6); emotional & psychological literacy
Students need to feel safe in school and with peers - no tolerance for bullies (2); stricter on bullying, vaping, drugs (3); stop raging; self-defence; drug awareness/ addictions - middle school (2); more supervision	safety protocol/ programs (2); safety patrol (2); use of Safe Arrival (4)	traffic safety; early intervention at elementary (2)	Support parents and teachers to address drug use and addiction in the face of legalized marijuana, supervised consumption site, and common occurrence of illegal drugs in schools.
Have more teacher/student activities - play games / clubs - discussion outside the classroom; emphasize breaks; physical activity (2); more freedom	Recess groups/ indoor recess activities (3); active lifestyle (2); staff wellness (2)	Technology/ lifestyle balance; Stress Health Ed. (2); Helathy balance (4);	Balance (2) Continue to grow LGBTQ polices and practices (2)
More counsellors (4); Educate teachers - behavioural attitudes of students; supports for families/ relationships (2)	counsellors (elementary) (3); social/ behavioural	FSLC; teacher training - mental health; counselling; support for trauma/ mental health (8)	Every staff member should be a point of entry for mental wellness support
Healthier food in cafeteria	Healthy food focus (2); food programs/ cafeteria (3)	Breakfast/ lunch programs (2)	
Promote respect between students/ respect for staff; environment	Respect (2)	Staff - expectations (2)	

## Theme: Wellness

ACTIONS			
STUDENT	PARENT	STAFF	COMMUNITY
	Safety: enforce crossing safely on crosswalks	Traffic safety - work with police services to come up with a plan	Better procedures when suicide occurs in the school
	Technology: awareness and support for addictions (e.g., social media, etc.) and support strategies.		Provide specific and practical supports for teachers and parents in Elementary schools to support children with gender dysphoria; Develop a transgender (gender dysphoria) guide for elementary school teachers
	District 51 needs to look at supporting teachers so they feel supported		
	Partnering with food producers (farms, colonies, factories, wholesalers) or educators (Lethbridge College, etc.) food production, cooking skills, access to healthy foods. Do not allow unhealthy choices to be accessible in schools (only healthy hot lunches, no pop, etc); hot lunches with trained chef and nutritionist consultant		
	Action: Conducting research on the benefits (or drawbacks) on longer nutrition, brain breaks (10-15-20 min or so) for all levels,		
	PE Specialists teaching daily PE; recognize importance of physical literacy		

**Town Hall 2018**  
**Theme: Preparation for the Future**

WHAT IS THE DISTRICT DOING WELL?			
STUDENT	PARENT	STAFF	COMMUNITY
Work experience	RAP program (2)		RAP program
	Volunteerism; community minded (2)	Character Ed	
Exposing students to different ideas & perspectives			
	Culture of innovation	Innovation	
Presenting large # of future options	Involving community;		
Different pathways to graduate		Allowance for risk-taking	Career exploration
Can pursue hobbies/ interests	Students can pursue talents		Forward thinking, proactive

## Theme: Preparation for the Future

### WHAT CAN THE DISTRICT DO BETTER?

STUDENT	PARENT	STAFF	COMMUNITY
Prepare students for life on their own (4)	life skills/ relevant curriculum	Relevancy of curriculum; real world problem solving	More emphasis on time management and study skills
	Volunteerism/ service (4)	Volunteerism/ service learning (3)	Increase expectations of student volunteerism
Financial preparedness/ financial literacy - not CALM (6); revamp CALM/Health	financial literacy (2)	Life skills/ Financial literacy/ journalism (6)	Teach financial literacy
Trades need to be brought back for all students	job preparation (3); trades programs; local economy	Workplace readiness; More work experience/ trades (2)	Preparedness for the trades and life in the working world
More connections with post secondary for easier transition (2)	Parent info re: streams of ed	Prepare post-secondary; parent partnerships (high school)	Emphasize different paths to post secondary; Infuse career education - younger grades (2)
	Adaptation/dynamic environment; innovation/ technology	Fail to succeed/ resiliency (2)	Personal development supports to grow into genuinely good citizens for our community
Stop treating us like babies	student responsibility (3)	Independence/ responsibility (3)	Student consequences
	Engage in learning guided by passions	Follow passions - pursue areas of interest - student choice (5)	Prioritize hiring diverse staff
	community partnerships	Community partnerships	

## Theme: Preparation for the Future

ACTIONS			
STUDENT	PARENT	STAFF	COMMUNITY
Need a better calm program to prepare students for life on their own. Need to revamp calm program.	District wide revision on what "LifeSkills" as a course		
Give more opportunities to learn about careers with a more diverse selection instead of the usual	Connect with the community to bring in innovation and those that have knowledge they can share		Topic: career development Bring back career day
Goals. Have students come up with a goal that could benefit the school, environment, class, etc. And have them create their plans to achieve that goal such as financing, steps, etc.	Start creating a better liaison with industry in our district to bring in products and especially trips to tour local facilities, to educate what we produce and export locally, thus also showing diverse work and learning opportunities through this.		Work with industry and business's to do job shadows, work experience, and the RAP program.
Revamped calm program. Teach how to do taxes and pay bills and really focus on budgeting. Financial literacy is key.	Personal finance: relevant to young adults incl. budgets, debt, education; introduce basic topics to students at a younger age	Trades - advertise what we are doing to attract more students and business partnerships	Give students guidance to the trades and work life after graduation.
	Service: have a service based curriculum where the students learn about social/history issues and then participate in a community project related to the issue.		
	Sexual health education including discussion re: consent and gender variances		
	Early & ongoing career, skills & abilities exploration		

**Town Hall 2018**  
**Theme: Structures**

WHAT IS THE DISTRICT DOING WELL			
STUDENT	PARENT	STAFF	COMMUNITY
	Year planned in advance and available; early out Friday	Follows through with legislated & moral imperatives	
	Choice (2); faith based schools; school autonomy (2);	Choice (3); Responsive to unique needs of school communities;	
Resources - career centre, wellness centre, learning commons; using money wisely	Budget management	Resources (3); streamlined reporting & communication system	
Collaboration across schools	Collaboration among schools (3)	Collaboration among schools (2)	
Advisors	Uncomplicated entry into system (1st time)	Advisor program	
	Class sizes (2)	Class sizes	
	transportation (4)		
Flex Friday; flex periods	Flexibility; Flex period; support access to programs outside school;	Flex period	
	Management of growth (2)	Focus on growth (2)	
	District holds schools accountable		
	Proactive, not reactive; solutions focused	Creative problem solving; supportive Exec. Council	

## Theme: Structures

WHAT CAN THE DISTRICT DO BETTER			
STUDENT	PARENT	STAFF	COMMUNITY
More time for lunch (3); more brain breaks (high school) (2)	Longer lunch/ recess (3); no half day Friday; less PD days/ parent schedules (2)	Secondary start times - later (3); longer lunch; year round schooling; lunch supervisors	
More flex time (2); ensure flex time used appropriately; reforms needed for Advisor program; longer Advisor periods	balanced day (block schedule)	Collaborative time for teachers in schools; student reporting - timelines / structure - review (2)	Leadership development requires a sustained focus
Transportation - French Immersion from West side / ESL (2)	Transportation (3); field trip bussing		Better access to transportation (2)
Enforcement of cell phone usage during class time (2)	stricter enforcement of rules (2)	Tighten rules - high school	
Put grade 9 back into middle schools	Support Alternative programs (e.g Vic Park); split grade not ideal	School configuration - sites - space; Specialized programs - viability - not trends	
Smaller class sizes	class size (3)	Funding aligned with greater needs	
	Job share (teachers)	HR support	
Safe Arrival	expect more from parents	Registration (e.g. pre-K)	More/varied/ improved access to electronic mediums like PowerSchool and School CashOnline

## Theme: Structures

### ACTIONS

STUDENT	PARENT	STAFF	COMMUNITY
School should start later; encourage the teachers to give us more breaks throughout the class; Having more time for students to get caught up , maybe make a Friday once a month a flex day; More time for Lunch you can add more time during the day	Move to balanced day for elementary students, 3 teaching blocks, 2 nutrition breaks/recess-how you ask.....pilot a program at several schools.; hire staff to do lunch sports and/groups for children	Examine the current structures (bells, class sizes, teaching methods) can we approach schools differently while maintaining quality; Start high school later in the day; Time for staff collaboration; Reduce the amount of times principals are pulled out of their schools	
	Make schools community schools and bring in outside agencies to be available during all school hours to the school community.		Co location of community services in schools!
Have bussing to and from school events and clubs or organize carpools.	Transportation...plot out where students live, and provide the service where needed.	Supports for vulnerable population: transportation assistance for FNMI students to increase attendance	Transportation issues: lobby city for improved transit so it doesn't take an hour+ to get to the ESL programs from the west side.
		Develop policy that supports distribution of funding that supports socio-economic status based upon postal code; Student funding model - examine possibilities of more equitable funding across the levels to ensure supports are in place where needed.	work with government to increase funding to programs when their student body grows
Better dress code some guys and girls are wearing inappropriate clothing; REALLY go over the rules of freedoms with the younger students so they don't abuse it	implement the Safe Arrival program across the district.	elementary reports strategy: gather a focus group of parents, teachers, admin to brainstorm better ways of reporting elementary progress to start a redesign process.	PowerSchool and school cash online STRATEGY: provide orientations for families and/or allow alternate mediums of payment and communication.
Standardize advisor programs so that students get the same positive experience through the program.	school parking lots. Action...clear them of snow and ice in a more timely manor	Re-jig elementary schools to make better use of space	PowerSchool/school cash online: allow parents to pay cash and get report cards printed. Maybe select a preferred option upon registration.
	More pre K programs - house the programs in churches, senior centres, high schools, portables on school property...	More EEP programs-use community facilities and/or secondary schools with space	