

## TOWN HALL THEMATIC SUMMARY

### A. Learning

#### Students:

Overall, students identified staff (supportive, caring), technology, attention to individualization, and breadth of program options as something that they value.

Overall, students thought that the following were important areas where the District can do better: more diversity in instructional delivery and opportunity for exploration and hands-on activities; access to after-school help and tutoring; improved technology accessibility, greater variety of courses to choose from, more after-school activities and field trips.

#### Parents:

Overall, parents expressed that they value staff commitment, variety of teaching approaches, program options, a focus on literacy and numeracy, and education quality.

Overall, parents expressed that the District can do better with managing and limiting technology access, providing learning support after school such as tutors, more focus on teaching life skills, providing enrichment, and better supporting students when they transition to a new school.

#### Staff:

Overall, staff expressed that they value the diversity of programs and opportunities offered to students, learning opportunities for themselves, committed and flexible colleagues, commitment to continuous improvement, and meaningful access to technology.

Overall, staff conveyed that the District can do better with supporting staff in their learning of concept-based curriculum and brain-based instruction, implementation of literacy focus across all grades and subjects, having subject specialists in some programs, and stronger support for numeracy.

#### Community Members

Overall, community members expressed that they valued experiential learning, focus on student learning and achievement, and improvement strategies that are based on research.

Overall, community members expressed that the District can do better with supporting staff with integration of technology, having teachers and education assistants assume a mentorship role, and ensuring vision stays focused on student achievement.

### B. Inclusion

#### Students:

Overall, students value diversity, climates of inclusion, supports for students and staff attention to differences.

Overall, students expressed that the District can do better with providing individual support and visible attention to minorities.

Parents:

Overall, parents value inclusive classrooms, acceptance of diversity, and accommodations for learning needs of students.

Overall, parents expressed that the District can do better with collaboration between community support services, school and family; providing more support to students, resources and staffing support.

Staff:

Overall, staff value responsiveness to student needs, services provided to students at school, close relationships with community agencies, and recognition of diversity.

Overall, staff expressed that the District can do better with helping staff build capacity, reviewing the support model for students, and providing more supports in the classroom.

Community

Overall, community members value the collaboration of schools in providing support to students and the support of diversity in schools.

Overall, community members expressed that the District can do better with providing more specialized supports, advocating with government for resources, and accessibility to sensory rooms and equipment.

### **C. Communication, Collaboration and Decision Making**

Students:

Overall, students value access to up-to-date information, involvement in decision making and highlighting school activities.

Overall, students expressed that the District can do better with promoting outside activities in the community, and facilitating collaboration across schools.

Parents:

Overall, parents value transparency, opportunities for engagement, open communication, relationships with staff, and the use of multiple forms of communication

Overall, parents expressed that the District can do better with communicating consistent expectations with technology, the websites, transparency regarding decisions, and streamlining communication.

Community Members:

Overall, community members value transparency and communication with agencies.

Overall, community members expressed that the District can do better with advocating more strenuously at provincial level for resources, communicating the competing choices for resources, and supporting collaboration across schools.

## **D. Wellness**

### Students:

Overall, students value safe and caring schools, support of staff, support for mental health, food programs, support for extra-curricular and co-curricular activities.

Overall, students expressed that the District can do better with putting mindfulness practices in place, addressing bullying, creating spaces for wellness, supporting LGBTQ+ students, and regulating use of technology.

### Parents:

Overall, parents value welcoming schools, programs that instill confidence, strong relationships with staff, counselling services and food programs.

Overall, parents expressed that the District can do better with additional counselling services, program delivery that help students with anxiety and understanding mental health, more after school programs, and emphasizing physical activity.

### Staff:

Overall, staff value support services in schools by the CARE teams, caring schools, wrap around services, teamwork and responsiveness to student needs.

Overall, staff expressed that the District can do better with supporting elementary students with counselling, physical activity promotion for students, supporting staff with wellness, promoting technology and wellness balance, and outdoor initiatives.

### Community Members:

Overall, community members value the way in which the District strives to support all students, teachers that care, and involvement of agencies to support students.

Overall, community members expressed that the District can do better with playgrounds and common outdoor spaces, meditation and mindfulness practices, additional counselling services, and focus on building understanding of mental health.

## **E. Preparation for the Future**

### Students:

Overall, students value the promotion of critical and creative thinking, attention to preparation for post-secondary pursuits, and teaching skills you need in life.

Overall, students expressed that the District can do better with preparing students for real life (teaching skills associated with financial management, resilience, self-reliance, etc.)

### Parents:

Overall parents value the culture of innovation, teaching life skills associated with success and character development.

Overall, parents expressed that the District can do better with promoting volunteerism, engagement with business and industry, teaching life skills and job preparation.

Staff:

Overall, staff value student leadership and ownership, innovation, risk-taking, character education and willingness to try new things.

Overall, staff expressed that the District can do better with engaging students in lower grades in real world learning, promoting trades, and life skills.

Community Members:

Overall, community members value the strong off-campus and apprenticeship programs, collaboration with business and industry, and dual credit opportunities for high school students.

Overall, community members expressed that the District can do better with more emphasis on thinking about what students need far into the future, promoting a greater breadth of apprenticeship opportunities, and teaching students soft skills for the workplace.

## **F. Structures**

Students:

Overall, students value resources such as career programs and wellness center, collaboration, and advisors.

Overall, students expressed that the District can do better with structuring longer breaks and noon hours, starting school later for high school, limiting cell phone use, and changing transportation rules.

Parents:

Overall, parents value choice and collaboration among schools.

Overall, parents expressed that the District can do better with structuring a longer lunch and break periods, addressing transportation services, traffic safety, boundary flexibility, portables for schools, and addressing space issues.

Staff:

Overall, staff value smaller class sizes, choice, collaborative structures, advisor programs, and the focus on growth.

Overall, staff expressed that the District can do better with collaborative time for teachers, transitions between schools, school renovations and attention to space, scheduling natural breaks in the school day, and addressing transportation for students.

Community Members

Overall, community members value flexible structures at high school that allow for access to programs such as dual credit and work experience.

Overall, community members expressed that the District can do better with transportation, professional learning days that are challenging for parents, and advocating with government for infrastructure supports.