



World Café Master Report

Compiled Contributions from the MPSD Community Consultations

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CLSWEST Inc
Phil Cady

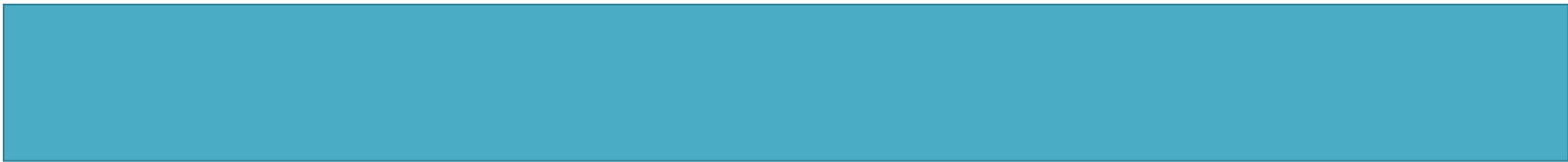


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SUMMARY AND SYNTHESIS

On November 9th and 10th, 2009, Members of the District Staff, Student body and community were invited to explore a series of key questions related to themes identified during the first round of consultation (Open Space Forums) conducted in October 2009. The six broad themes that had emerged were:

- Structure, grouping and age appropriate placement
- Learning spaces and learning places
- Annual school calendar
- Supporting vulnerable students
- Options for students
- Technology, tools and resources

Each of the three population groups mentioned above engaged in a “World Café” type of format whereby participants could choose to participate in dialogue on four of the six thematic areas. What follows is a summary of the contributions gathered from each of these groups as a result of their conversations. Following this section are verbatim, raw data from each of the three groups organized by question and topic area.

Structure, Grouping and Age-Appropriate placement

“If you were to develop our education system from the ground up – starting from scratch – how would you best group students in today’s world (as opposed to the structure imposed during the industrial age)?”

Areas of Agreement

- Multi-level (three) groupings by developmental level rather than grade
- Co-locate but ensure different buildings or space for each group
- Need for transition management and/or mentorship from grade to grade or group to group
- Increased use of technology

Areas of Disagreement

- No consensus as to the nature of groupings
- No consensus whether or not students should move in cohort or peer-like pods, or whether teachers should move.

“What are the pros and cons of implementing a district school or multi-campus model for secondary students in our district? Could this apply to other age groups/grade levels within the district?”

Pros

- Increased opportunity for specialty courses, choice and teacher expertise
- Reduction of inter-school rivalries

Cons

- Transportation re-configuration
- Timetable management
- Potential fragmentation and loss of sense of community

“What suggestions do you have with regards to facilities and administration of such a model?”

Areas of Agreement

- Needs to be well-planned and communicated
- Gradual transition
- Staggered timing of key activities (start, lunch, end etc).
- Keep Cohorts (peer groups/pods) together throughout timetable

Areas of Disagreement

- Placement of Grade 7s

Learning Spaces and Learning Places

“How can the use of technology help us develop flexible, open learning spaces and places that are both cost effective and accessible? What would need to change to make this happen?”

Areas of Agreement

- Potential to open communications between student and teacher
- Access to resources in real-time
- Flexibility in access to courses (single delivery to multiple locations concurrently)
- Exploit smart phone and pda capacities
- Increased access to real-time help

Areas of Disagreement

- No areas of disagreement per se – only different perspectives on issues related to implementation and use.

“How can we engage our community in helping us define and provide a variety of learning places and spaces that are accessible to all while considering changing demographics over time?”

Areas of Agreement

- Open schools for extended community use after hours
- Increase use of technology to create virtual classrooms and spaces
- Use of non-traditional class spaces (public libraries, Chamber of Commerce etc).
- Increase access to courses outside of timetable

Areas of Disagreement

- No disagreements per se – only different options to explore such as post secondary links, links to business industry etc).

“How can we best build community using a blend of face-to-face and virtual environments in the most efficient manner possible?”

Areas of Agreement

- Ensure access to technology is possible for those who cannot otherwise afford it (i.e. access local school (whatever level) to use computer labs)
- Hybrid of face-to-face and virtual is essential

Areas of Disagreement

- None – this topic proved difficult for each discussion group.

Annual School Calendar

“How will substantial changes to the annual school calendar help MPSD meet current and future challenges (i.e declining enrolment, facilities concerns, labor etc)”

Areas of Agreement:

- Increased operational expenses
- Potential to draw new students to the District
- Open to changing length of day, changing lengths of reading breaks etc.

- Need to include entire District in this change.
- Reduction in stress and sick days.

Areas of Disagreement:

- Length of school year
- Length of school week
- Gain/Loss of District Students

“What are the implications and unintended consequences of implementing a balanced school calendar on students, families and district staff?”

Areas of Agreement:

- Potential problems with BC School Sports
- Challenges in aligning schedules with Provincial Exams.
- Impact on family (day care, scheduling etc)
- Longer days may make part-time employment for students a problem

“From your perspective, what do you see as some of the short (18-24 months), medium (2 – 4 years) and long-term (4 years and onward) goals necessary for the district to advance this issue?”

Short Term Goals:

- Develop and implement a communication plan
- Research and choose a model to consider
- Consider changing high school hours (longer) and lengthening breaks.

Medium Term Goals:

- Communication and Education of all Stakeholders
- Study and communicate cost /savings implications
- Consider a Pilot School

Longer Term Goals:

- Shift to Middle Schools.
- District-wide implementation
- Evaluation an Continuous Improvement

Supporting Vulnerable Students

“From your perspective, what are we currently doing that is working well in terms of providing support to vulnerable children? What are some of our own best practices?”

Areas of Agreement:

- Excellent Screening Process
- Information Sharing
- Elementary and early programming
- VP Support Model
- Aboriginal Support

Areas of Disagreement:

- No apparent disagreement

“In light of the staffing and budgetary realities of today and tomorrow, how can we best provide support for children with unique learning needs and disabilities in our district?”

Areas of Agreement:

- More Inter-Agency communication
- Summer break may be too long
- More EA support
- Speed up testing process (plus district to district designations)
- More coordination time for teachers, EAs and other supports
- Need for consistency in teachers.

Areas of Disagreement

- No apparent disagreements

“Identify a set of short (18-24 months), medium (2 – 4 years) and long-term (4 years and onward) goals we should consider in supporting vulnerable children in our community”

NB – There were no areas of apparent strong agreement or consensus. There were, however, many individual suggestions from group to group and table to table. This applies to all short, medium and long term goals.

Options for Students.

“What are the key indicators of a ‘flexible’ educational delivery system? Describe how you see it working?”

Areas of Agreement

- Blend of Virtual and face to face delivery
- Increased options for students
- Increased graduation and transition rates.
- Differentiated instruction
- Varied start and end times

Areas of Disagreement

- How students are grouped.
- Length of school year

“What risks need to be managed and what barriers need to be overcome in order to increase options for students?”

Areas of Agreement

- More interaction with teachers, particularly during transition
- Need to maintain a sense of community and connection
- Understanding that funding is key and sources need to be secured.
- Change management framework required

Areas of Disagreement

- None

“What structural changes to how, when and where we deliver our services need to occur in order to provide more options and choices to students?”

Areas of Agreement:

- Multi-use/Community use of classrooms

- Access to classes and courses outside of the standard timetable
- Extend student choices over time (you may not get the course this semester but it is available next semester etc)

Areas of Disagreement

- Student placement and grouping (k-5,6,7)

Technology, Tools and Resources

“How can a focus on increasing the use of technology, tools and resources help us meet demographic and enrolment challenges now and in the future? Be specific.”

Areas of Agreement:

- Technology will help meet the needs of our diverse population
- Web-based courses provide greater access
- Staff and facilitators require training.
- Blend of on-site and DL courses would work best

Areas of Disagreement

- None

“What suggestions do you have that would help the district balance technological delivery with face-to-face instruction?”

Areas of Agreement:

- Allow students to take web-based course at a separate campus where the course may not be available
- Provide space for students to take part in webcasts of different subjects
- Provide interactive school websites for students and parents to access
- Increase access to electronic text books

Areas of Disagreement:

- None

“What suggestions do you have where the application of technology and resources would have the greatest benefit for our district now and in the future (students, community and staff)?”

- Train staff if online course development and delivery

- Improve access to public library
- District Portals
- Wireless access points

The following sections contain verbatim recordings from each of three separate sessions.

STRUCTURE, GROUPING AND AGE APPROPRIATE PLACEMENT

If you were to develop our education system from the ground up – starting from scratch – how would you best group students in today's world (as opposed to the structure imposed during the industrial age)?

Waiter Summary from Community Session

- Three levels
- If middle schools occur they should be in specific area of school as a separate building
- Much concern about developmental readiness for secondary

Community Summary

- Group by developmental level rather than by grade
- Grade 7 is the year to develop socially in a safe environment
- Physically and emotionally can they still 'play' in a high school setting
- 3 groupings, k-6, 7-10 and 11-12 or k-6, 7-9 and 10-12
- 7-9 pod system, travel with peers, less teachers, different than the high school model
- Rather than bussing between school use virtual teaching
- Getting secondary schools to feel like one school without belonging
- Teachers move rather than kids, technology

Waiter Summary from Staff Session

- Grouping of students, elementary, middle and secondary

- Achievement rather than grade and age groupings should be considered

Staff Summary

Table 1

- Separate buildings for k-6, 7-9 and 10-12
- Mentoring programs between elementary, middle and secondary schools
- Add Riverside to multi-campus group
- 2 middle schools, 1 high school

Table 2

- k-6, 7-9, 10-12 for grade grouping
- 2 possible school types, middle school and school within a school
- Transition need to be well planned and support to have the most positive impact

Waiter Summary from Student Session

- Students placed in schools in regard to maturity level, elementary, middle, secondary
- School configuration will not impact schools success
- Graduation would occur in grade 10, 11 and 12 grades would be university prep and trades education would increase.

Student Summary

- Schools kindergarten to grade 5, grades 6 – 9 , 10 – 12 or keeping it the way it is but adding grade 7 to high school and splitting the high school into 2.
- Grades 7 – 9 on one side with a different lunch then the 10 – 12's

What are the pros and cons of implementing a district school or multi-campus model for secondary students in our district? Could this apply to other age groups/grade levels within the district?

Waiver Summary from Community Session

Pros

- Specialty courses
- Reduce school rivalry

Cons

- Timetable nightmare
- Transportation difficulties
- Bus costs and environmental impact
- Logistics in general

Community Summary

Pros

- Offer specialty classes and specialty teachers
- Decrease school to school rivalry
- Peer mentoring

Cons

- Time table
- Transportation, reducing environmental foot print
- Bus costs, bus logistics
- Ending school at a different campus and getting home

Waiter Summary from Staff Session	Pros	Cons
	<ul style="list-style-type: none"> • Choice • Higher specializations in regards to teaching, supports and resources • Greater ability for grade 8's to have choice of extra curricular 	<ul style="list-style-type: none"> • Transportation • Sense of community • Breakdown of school 'autonomy' • Attendance issues

Staff Summary

Table 1

Pros

- Teachers can develop their expertise; focus more on one or two subjects
- Electives for grades 6-8
- Greater accessibility to subject areas

Cons

- Lack of 'home-base'
- Requires students to be more organized
- Multi-campus model would require transportation costs
- Need transition time for transportation

Table 2

Pros

- Eliminate school rivalry
- More course choices for electives and academics
- Early entry to elective courses

Cons

- Lack of connection to school community
- Transportation, getting there, costs, pollution
- Student attendance
- Exposure of at risk kids to more mature

- Creates possibility for multi age family students grouping for home room

Waiter Summary from Student Session

Pros

- School of choice
- Equipment and facilities at schools of choice would be better

Cons

- Bussing costs
- Younger students may mature too fast if they are with older students
- Relationships and sense of community would diminish
- Hard to teach socialization, social responsibility when students are moving from place to place

Student Summary

Pros

- If we had one school and 3 campuses then Mission would excel in sports and music etc.
- Splitting up the age brackets

Cons

- Just basically renaming all the schools
- Lots of added costs, buses etc
- Separating you and your friends if you have different likes and dislikes

What suggestions do you have with regards to facilities and administration of such a model?

**Waiter Summary from
Community Session**

Nil

Community Summary

- Would you close an elementary school if you moved the 7's
- Transitioning for 7's, activities
- Safety for 7's
- Well thought out transition plan, not a quick fix
- Gradual change to transition students and teachers, shift for both parties
- Well communicated plans

**Waiter Summary from Staff
Session**

- Anything can work if the will is there
- Technology can help us

Staff Summary

Table 1

- Need time to transition into a new model
- Qualified instructors
- Need to minimize time on bus
- Maintain local sense of autonomy with respect to decision making
- We need to be mindful on the impact on the environment

Table 2

- Full time admin and secretary in all schools, counselors too
- Divide support by age or grouping of students
- Finds ways to breakdown traditional ways school resources are utilized, find creative ways to use school resources in a new way
- Implementing pod models rather than blocks for example 3 teacher platoon

Waiter Summary from Student Session

- Different lunch times for grade seven and eights
- Fewer teachers for them
- Keep groups of students (grade seven and eights) together through their timetable
- Two secondary schools (grade 11 and 12 or grades 10 – 12), one middle school (grades 7 – 10 or 6 – 9)

Student Summary

- If there were 3 campuses you wouldn't need a middle school
- Put the grade 7's in high school

- Different scheduled lunches
- Keep grade 7's all having the same classes, just different groups
- And extra 1 ½ hour on school days and then always get a 3 day weekend, 45 minutes morning and 45 minutes later
- Please listen and consider, break the trend!

LEARNING SPACES AND LEARNING PLACES

How can the use of technology help us develop flexible, open learning spaces and places that are both cost effective and accessible? What would need to change to make this happen?

Waiter Summary from Community Session

- Be consistent across the district, will be a cost saving over time
- Flexible schedules, access to tutoring
- Store items on memory stick
- Satellite classrooms, one teacher, different locations lessons in real time, achieve lessons allows parents and students to review the lessons to help their children
- Embrace cell phones etc as organizational tools for the tools

Community Summary

- Satellite classrooms can make better use of resources student time and staff
- Subject information, for example notes, the lessons, helps support student at home as well
- Consistent tech support throughout the district
- Use of cell phone or iPhone for classroom, iPods
- Technology may open conversation between student to teacher and teacher to student keeping communication more open
- Technology that is compatible and working

- Email homework, use of email
- Elluminate, wiki space, smart boards, iPods, e-learning, online text books
- Provide students with memory stick to transport work

Waiter Summary from Staff Session

- Real time help center for students, access via email or texting
- Virtual learning allows for a variety of classes to be offered
- Elluminate live, one class, held in a different location
- Teachers have websites with homework, gradebook etc
- Smart boards, essential tool
- Need to remember that technology is for more than laptops and computers on desks, texting is prevalent, and kids go on Microsoft online to solve homework

Staff Summary

Table 1

Pros

- Utilize present resources, ie Riverside/Summit in more creative ways
- Better communication and collaboration with all partners about existing resources
- Market the district options, more on the district website
- Implement distributed learning practices more widely
- Virtual learning and wireless hubs

Cons

- No sense of community
- Student motivation required for online learning
- Issues training and pro-d keeping up with the technological changes
- Scheduling nightmare
- Each school needs a trained tech and help support person
- Technology always ongoing struggles

- Eliminates transportation bussing
- Smartboards are eco-friendly

Table 2

- Real time 'help centre' for all, principals, teachers. Students and staff
- Physically and virtually
- Facebook or other social network sites for teaching, help networking, plus communication
- Higher understanding around technology and its positive and negative
- Lab available with resource people for all staff, ie Fraserview
- After hours network gaming like extra curricular club
- Technology beyond desktops and laptops

Waiter Summary from Student Session

- Video stream classes
- Bussing kids to buildings for different classes

Student Summary

Nil. Due to the number of participants, this table was not attended during the first round of discussion and as such, there was no returning group to conduct a summary.

How can we engage our community in helping us define and provide a variety of learning places and spaces that are accessible to all while considering changing demographics over time?

Waiter Summary from Community Session

- Community use of schools, Spanish 11 outside of timetable and adults could pay to join
- Have schools open later, allow kids into school to use computers
- Lab after hours, support vulnerable learners, neighbourhood schools, example elementary schools
- Universal access
- Use public library as space for classes maybe in the evening using Elluminate

Community Summary

- After school availability to technology, could support vulnerable learners, overachievers can take more courses, rural and remote learners
- Universal access levels the learning playing field
- More access to email to connect with students
- Are our district's students behind other district students because of lack of technology

Waiter Summary from Staff Session

- Use the business expertise for work experience, 4 credit class
- Post secondary links, what do they look like?
- Use secondary classes, outside the timetable and have it as a distance learning course, for example Spanish online

Staff Summary

Table 1

- Listen to community, not give lip service
- Virtual spaces or real classrooms
- Create a forum for parents for parent interest groups where they can provide input and feedback
- Use community expertise and location, off-site facilities and locations outside of regular hours
- Support for tech essential
- Wireless and netbooks are more versatile
- Are we going to make use of the space we have available?
- Early ed programs require space, full day k, strongstart

Table 2

- Use as many open source technologies to meet the needs for communication and collaboration
- Community learning together
- Modular course options, with different times, teachers, rates of speed, linear, semester or open

Waiter Summary from Student Session

- Bussing, reduce rates for students on public buses
- Using library for classes, chamber of commerce location
- Teachers post homework daily for kids, link with students electronically

Student Summary

Nil. Due to the number of participants, this table was not attended during the first round of discussion and as such, there was no returning group to conduct a summary.

How can we best build community using a blend of face-to-face and virtual environments in the most efficient manner possible?

**Waiter Summary from
Community Session**

Nil

Community Summary

- Support vulnerable families who cannot afford a computer
- Go to local school to access computer lab for homework etc
- Bring in university students to tutor or mentor or a TA with skill in the area
- Satellite classrooms 1 teacher with multiple classrooms

**Waiter Summary from Staff
Session**

- Distance learning with support in schools
- Choice is critical
- Need to constantly evaluate a fit
- This one was difficult for all groups
- Students still responsible for learning, teachers still responsible to teach, essential

Staff Summary

Table 1

- Act upon community input
- Have the avenues in place to encourage the feedback and use it
- Important to remember not to spend too much time in a virtual land

- Reality is a good thing too
- Choices and options important
- Hybrid model is a keeper!

Table 2

- Providing lots of choice around type and use of technology for students and teachers or educators
- Students still responsible for learning and teachers responsible to teach
- Ongoing evaluation
- Pro-D ongoing for everyone, well planned

Waiter Summary from Student Session	Nil
Student Summary	Nil

ANNUAL SCHOOL CALENDAR

How will substantial changes to the annual school calendar help MPSD meet current and future challenges (i.e declining enrolment, facilities concerns, labour etc)

Waiter Summary from Community Session

- Open during summer will increase expenses, air conditioning
- Co-ordinate courses among all high schools
- Flexible optional classes and times
- Summer sessions offer some unique learning opportunities
- Altered school calendar may result in employees moving students to district
- Balance calendar may mean flexible calendar

Community Summary

- May be expensive to include summer months, air conditioning costs, income loss from user groups
- Focus change as it affects, student needs, family needs, community needs
- Look at time table changes, extend high school day
- Siblings have to be consistent schedules, important for family time

Waiver Summary from Staff Session

- Whole district change, will it draw new students into the district?
- Opportunities to offer summer oriented courses or camps
- Mobility of year round trimester allows movement between high school campuses
- Online will help some students but many require the base of a classroom
- Increase rental opportunities
- 4 day week, cost savings re heat etc
- Summer heat is a problem
- Two week spring break
- Balanced calendar offers opportunity to specialize in seasonal opportunities

Staff Summary

Table 1

- People could move into district in favour of different calendars, some may leave too
- Less sick time, burnout, absenteeism with staff if more and shorter breaks, students too may be less drop outs
- More retention with students, higher success
- Less instructional time spent on review
- Must be the whole district on the same calendar all at once

Table 2

- May draw students from other districts
- Fewer sick days may decrease TOC costs
- More rental opportunities during the 3 six week breaks
- Maintenance will be able to complete more long term projects during the breaks

Waiter Summary from Student Session

- Longer days with more course choices and opportunities for individual help
- Changing schedules makes better use of time
- Four days a week not beneficial

Student Summary

- No school all year round
- Shorter lunches only 30 minutes
- 4 days per week
- Pro-d days before exams
- Half days

What are the implications and unintended consequences of implementing a balanced school calendar on students, families and district staff?

**Waiter Summary from
Community Session**

- How does having summer off alter community activities
- Families need to be kept on same schedules
- Status quo is positive for elementary start times
- Not receptive to evening courses but open to extended day split shift
- Sessions need to line up with provincial exams
- BC school sports
- May be expensive to change year to include summer

Community Summary

- At secondary level, schedule needs to line up with provincial exams
- Impact on extracurricular and Non-school activities
- Community programs that kids participate in other towns
- Mission is not autonomous enough to go against what other districts do, tail wagging the dog

**Waiter Summary from Staff
Session**

- Summer heat air conditioning
- Shorter breaks and vacations help with absenteeism, retention
- Could lose students not interested in year round

- Harder to handle day care
- Conflict with community events
- Teaching staff may have concerns about their own child care needs
- Lack of year round models to follow
- 3 months on and 1 month off
- Save funding through less sick days
- Reducing earnings

Staff Summary

Table 1

- Need to find out impact on 10 months employees, holiday pay etc
- Staff whose children are out of district, schedule conflicts
- Child care for families
- What effect on grad provincials and beginning new school year at post secondary

Table 2

- Harder to coordinate day care, family time, holidays
- Conflict with community events, outside activities and BC High School sports
- Maintenance cost will rise, may need air conditioning
- Families of district employees will be out of alignment
- Must educate public transition issues
- Fewer absences, staff and students
- Productivity increase

Waiter Summary from Student Session

- Bussing a major concern
- Job schedules, summer break required
- Longer days and harder to do homework, employment and hobbies
- School should not be year round
- Work days and study days good ideas

Student Summary

- People will get bored easily and drop out
- Too much stress on students
- Contributes to more time in classes
- People won't use the time wisely, early weekend for work days
- Get help from teachers, learn from other students
- Could stay after to get help or a catch up day

From your perspective, what do you see as some of the short (18-24 months), medium (2 – 4 years) and long-term (4 years and onward) goals necessary for the district to advance this issue?

Waiter Summary from Community Session

Short

- Immediate extended hours high school
- Same with the high school time table
- Shut down for longer spring break

Community Summary

Nil

Waiter Summary from Staff Session

Short

- Immediate implementation both high school and elementary no phase in
- Notice of transition
- Planning
- Marketing needs to being immediately
- Support staff contracts, EI implications

Medium

- Implementation at all levels immediately
- Could be implemented through 'family of schools'

- Educate stake holders
- Study enrolment patterns and cost savings

Staff Summary

Table 1

Short

- Communication
- Research various changes and impacts
- How many breaks and for how long, when? How long the days? Weeks?

Medium

- Communication with staff and students and parents
- Changes necessary to facilities and tech
- Get union buy in to new calendar

Long

- Communication with all parties involved
- Implement across the district all at once

Table 2

Short

- Give ample time notice for transition
- Educate stake holders of the benefits of ASC, shared research etc
- Be transparent
- Decide on a model, entire district or one family of schools

Medium

- Study enrolment patterns
- Study facilities cost trends
- Study TOC costs
- Survey stake holders for what is working and what has to be tweaked

Long

- Evaluate success of initiatives
- Continually look for ways to improve the service

Waiter Summary from Student Session

Short

- All school on semesters
- Shorter lunches
- Common timetable
- Common block schedule

Medium

- One pilot school

Long

- Shift to full change only after successful pilot
- Shift to middle schools

Student Summary

Short

- All grades on semester
- Shorter lunches, ½ hour

Medium

- Shorter classes
- Longer school days 8:15 – 3:45
- 5 classes a day, 1 hour each

Long

- Middle schools
- Work days, have to get output from teachers
- Get parents involved

SUPPORTING VULNERABLE STUDENTS

*From your perspective, what are we currently doing that is working well in terms of providing support to vulnerable children?
What are some of our own best practices?*

Waiter Summary from Community Session

- Excellent screening process when the students are in school, we know who are at risk
- EDI, early development index, information gathered on our school population in school
- Connect with families
- Preschool programs in schools
- Improvement in Aboriginal liaison workers would work well
- WHIN, West Heights Inclusive Neighbourhood

Community Summary

- Good screening process
- Stongstart
- Information made available re: EDI
- WHIN project
- Aboriginal liaison

Waiter Summary from Staff

- VP model of support works well

Session

- EA's use
- Continuity of care with vulnerable students
- Daily productive activity
- Hydrotherapy program
- Information sharing
- Staffs have many skills and support other staff members
- Flexibility of secondary system, work experience in the community
- Learning centre blocks in secondary
- Adapted core courses, working with multiple levels at the same time

Staff Summary

Table 1

- Having EA's
- Counselling
- LA time, L centre blocks
- SBT
- Adapted core courses
- Integrating alternate children
- At risk kids do better in elementary
- Wide range of services and class high school is easier
- Inclusion of parents
- Team school and team work

- Empathy and understanding of vulnerable students
- Good community involvement
- More challenges available for capable kids in gr 5 – 7
- Aboriginal support
- Training options at Riverside

Table 2

- VP support model
- Staffing and posting for both EA's and teachers does not allow for continuity of care with our most vulnerable students
- Maintain autonomy
- Hydro therapy program
- DPA

Waiter Summary from Student Session

- Multi cultural committees
- ESL programs
- Homework clubs
- Peer tutors
- Elementary schools being EA's to support students

Student Summary

- Multi cultural program
- ESL programs
- Inclusive support programs (ISP) for moderate kids

In light of the staffing and budgetary realities of today and tomorrow, how can we best provide support for children with unique learning needs and disabilities in our district?

**Waiter Summary from
Community Session**

- More communication and collaboration within and between agencies , MCFD, MACL etc
- Can parent afford summer daycare?
- Summer break may be too long

Community Summary

- Summer break too long
- Aboriginal liaison
- EA support
- Care team meetings for each child needing support, be inclusive, the greater extended community
- More communication and collaboration within and between agencies
- Provide space in the schools
- Quicker diagnosis and support
- More structured special education support
- More counsellors and mental health in schools

Waiter Summary from Staff Session

- Right people in place are important, staffing configuration VP model makes sense
- Use of Fraser House
- Life skills, functional curriculum
- Designations should apply from one district to another, no removal of designations on entry to the district

Staff Summary

Table 1

- Full time LA in all schools
- Not enough counselling time
- EA in class, possibility for low and high kids, not special needs
- Include behaviour screening in kindergarten with speech and language screening
- Speed up testing process
- District to district designation should be not stripped just redone and services continued
- Non readers should be targeted and resources in place to move them forward
- All staff have IEP understanding and know how to teach and find appropriate resources
- Coordinated approach to gather resources for needs of teacher students
- Upload resources on district website
- IEP follow-throughs, make sure kids and substitute teachers understand IEP kids needs no one to fall through the cracks

- Review staff every 3 months to see if competent to do the job, look for partnerships

Table 2

- The right people in the right place
- Appropriate placements for students
- Inclusion where it makes sense
- Provide support within classroom
- Parent involvement in classroom where it makes sense
- Providing time for teachers to plan with their EA's
- VP elementary support model is an excellent support
- Using the staff we have to their fullest
- Lifeskills, functional academics
- Continue to make use of community supports
- Teachers and EA's should try and stay in the same position for the school year, of course there are illnesses, mat leave etc

Waiter Summary from Student Session

- More student helpers (EA's, homework help for specific subjects) homework clubs
- Consistency in staffing (more expert teachers needed)
- More time for course completion, for example math, more like an adaptation based on assessment

Student Summary

- Consistency in teachers
- Sense of belonging clubs, groups, sports

- EA's more funding
- Aptitude testing, more chance to learn well
- Student helpers with training, put in proper classes
- Specific tutors with training to help students
- Formatting for classes, proper people in proper classes

Identify a set of short (18-24 months), medium (2 – 4 years) and long-term (4 years and onward) goals we should consider in supporting vulnerable children in our community

**Waiver Summary from
Community Session**

Short

- Transition between elementary and secondary
- Preparation for careers
- Sensory rooms in each school
- AA meetings in schools
- Breakfast programs, no strings attached
- Community schools

Medium

- Support teachers, school based
- Develop more co-teaching models
- Food banks at schools

Long

- Ultimate goal is to home community
- Schools with varied levels of service
- Addiction services for students and parents on-site at schools

Community Summary

Long

- Support for all children
- Children and families at centre of decision making

Waiter Summary from Staff Session

Short

- Checklist of all the behaviour and learning difficulties so that kids is identified quicker and receives funding
- More elementary counsellors to support a vulnerable student
- Community support fair, for parents to make aware of services available
- PK for supporting vulnerable students, behaviour, counselling, ADHD etc

Medium

- Students without designations need support too
- Elementary physically disabled students need a program like the secondary
- All staff should have IEP competencies
- Recreation program for vulnerable students
- Plans in place for those students that aren't designated but are vulnerable
- Include a 'student conversation' component
- EA staff meeting create a way for staff to share their knowledge
- Enough services need to be available for all needs in the schools

Staff Summary

Table 1

Short

- Figuring out overlaps of everything
- Inventory of supplies to be shared, do more for less
- Use IEP goals
- Checklist of all the behavioural and medical learning difficulties so that kids can be funded quicker

Medium

- Kids without designation need services too
- In elementary physically disabled kids should have a program, just like high school

Long

- Enough services need to be available for all the increased need coming into the district

Table 2

Short

- More elementary counsellors to support our vulnerable and needy students
- Support pro D for teachers, EA's on ADHD, anxiety, behaviours
- Provide the opportunity for parents to connect with community supports perhaps a community support fair
- Rec program for vulnerable kids

Medium

- Staff resource room in each school to more appropriately meet the needs of certain categories of the special needs kids in that school

Long

- Implement selective and provisional inclusion

Waiter Summary from Student Session

Short

- More tutors
- Outside school hours help, parents unable to help students

Medium

- Elementary schools, more independent help for homework
- Help for first nations
- Summer programs, summer school
- Streaming, aptitude tests

Long

- Adapted classes for all
- Assessment of learning abilities, screening for classes especially math
- Community
- More a star class, outside help for uninformed parents

Student Summary

Short

- More tutors with proper teaching experience to help students outside of school

- More outside help for students
- Peer counsellors and peer tutors better trained and more available to all students

Medium

- Assessment of learning abilities
- Dependant kids all in one area with extra support
- Summer programs more available
- Adapting schools slowly

Long

- Schools specializing inclusive support program and individual education programs
- More programs to help for First Nations for what they will need

OPTIONS FOR STUDENTS

What are the key indicators of a 'flexible' educational delivery system? Describe how you see it working?

Waiter Summary from Community Session

- Use high schools in the summer, offer creative options, academy, arts and sciences
- Can a school meet the needs of all students, yes more options, academies needed
- Change to the year calendar
- TA flexibility and availability, especially when students move to high school, need consistency
- Specialized schools, French, P.E., you may choose the school
- Differing and varied school beginning and end times
- Offer courses that have lower enrolment in at least one of the schools or virtual classes to support
- After school courses
- Classes outside standard time tables
- Put children at center
- Indicators, high success rate and students are more engaged and connected
- Meets learning styles of all students with greater student satisfaction

Community Summary

- Online courses

- Option for year round schooling
- Differentiated instruction
- Varied start and end times
- Academy concept
- TA flexibility
- Specialized schools, athletic, academic, fine arts etc

Waiter Summary from Staff Session

- There must be choices, courses offered and accessibility to it, campus allow movement both students and teachers
- Timetable, offer some course one year and then others the next, daily schedule and year calendar, must plan ahead but they eventually get all the courses they want to take
- Virtual vs book an option
- Lack of funding, funding is key
- How to meet needs of students who are not meeting grade
- Early graduation and graduation success rates
- Linear or semester, choose semester only, greater success

Staff Summary

Table 1

- Grad rates, transition rates
- Connection and sense of belonging
- Different configuration eg k-6, 7-12 or k-5, 6-9 and 10-12
- Flexible time of day and year round annual calendar

- All students' needs are met

Table 2

- Student choices in courses, campus, timetable, calendars
- Virtual or brick and more versions of school
- Lots of courses, online and otherwise
- Early graduation and later graduation options
- Extended day
- Separate developmental ages
- AP and college courses, IB
- Teacher and parent mentoring for home learning
- Platooning subjects

Waiter Summary from Student Session

- Need a variety of course options (AP courses) funding has restricted it
- Need more hands-on experiences, makes learning more enjoyable and integrates the learning
- Change to a semester system for all students, including the new Grade 8's, continuity for high school experience
- New school configuration, middle school grades 6 – 9, high school grades 10 – 12 and elementary grades k – 5.
- Acceptance into classes, especially in popular or full classes for example if physics is full, then what?

Student Summary

- Course options, more variety and AP courses

- Integrate work experience into courses, hands on
- Don't make AP courses 2 blocks, makes it harder for students who want to excel
- Class acceptance, based on effort but mostly marks for popular academic classes
- Make how to get into AP more available

What risks need to be managed and what barriers need to be overcome in order to increase options for students?

**Waiter Summary from
Community Session**

- TA flexibility and support for special needs students, especially when transitioning to high school, hiring and retaining EA's
- Currently when transitioning to high school, the EA position with a special needs student ends, job posted and may go to a person with greater seniority
- Need to provide more teacher interaction and support especially when students are transitioning to high school in Grade 6 or 7, high school or middle school
- Try to keep students together in pods

Community Summary

- Education assistant flexibility and consistency of support
- Building a learning team for special needs
- Offer instruction combined multi school through courses virtual instruction
- More teacher interaction
- Middle school approach small pods for teachers and students

**Waiter Summary from Staff
Session**

- Sense of belonging to the community, campus model barrier, find out who doesn't feel they belong as they are vulnerable
- How to accept change, become a critical thinker
- Stop thinking that every student is going on to university or college
- Create positive outlook for whatever choice a student makes
- How to prevent students from leaving district

- Move toward thinking about process, less on content
- How to improve technology component, Elluminate or Skype for courses
- Funding is key
- Transportation issues
- Inadequate facilities

Staff Summary

Table 1

- Risk sense of belonging lost, possible increased isolation under different delivery models
- We need to stop thinking that every student will go to college or university
- Budget and funding lack of buildings and computers
- transportation

Table 2

- Parents and students must be informed about the choices available and the impact of making each choice
- The technology emphasis is a concern, the impact of social networking, problems with learning styles
- Front end loading and time required to set up courses acts as a barrier to flexibility
- The sense of belonging to a school may be diminished with more flexible systems
- Parents and students deciding to leave the district to have flexibility is not available or the attachment is diminished

Waiter Summary from Student Session

- Money, funding must make course choices available to students
- Time management, work experience, daily schedules and year calendars, how do these impact

families

- Liability transportation, how to get students to work experience or to school that offers the courses you want
- AP variety and funding, make sure it doesn't take 2 blocks of time and make the pre-requisites support the course they want to take, allow support for those who want to excel
- Accept change, it is inevitable, but challenging to face
- Adaptability is the key to change

Student Summary

- Funding though middle school and 2 HS would provide more \$ as higher school population
- Time management, work experience and 2 shift days
- Transport, insurance for Work experience
- Accept change it is inevitable

What structural changes to how, when and where we deliver our services need to occur in order to provide more options and choices to students?

**Waiver Summary from
Community Session**

- Please note the ideas below were written as dessert but may not fit exactly
- Differentiated instruction
- Online courses, use of technology to maximize resources
- Academy concept, 2 week programs designed for future career exploration
- Option for year round schooling
- Specialized high schools
- Trade school
- Create a 'building team' for special needs students
- Sports teams, build from the community you do not have to belong to a specific school, do the same with Arts, Academics and extracurricular
- Use of schools after hours, open to the community
- Well planned transitions to high schools, create pods of students
- Offer after school special courses
- Classes outside the regular daily timetable

Community Summary

- Campus model, sports could be offered to any student in the district, see extra curricular
- After school courses, classes outside standard time table
- Multi use and community use of classrooms

Waiter Summary from Staff Session

- Spread courses over time, plan 2-3 years and offer alternate years so students can be assured that the courses that they want will be offered at some time
- Students do their own scheduling, helps prepare them for higher school
- Open campuses support this as students will be free to go from one campus to another to get their courses
- Staff, may lose speciality teachers
- Refer to European model, school year changes, frequent breaks, 7 weeks in = 1 week off
- Consistency of any model throughout the district
- Combining campuses will allow specialty teachers to teach in their area of expertise
- Change the school boundaries

Staff Summary

Table 1

- Combining campuses allows individuals to teach in their area of expertise
- Build on and develop community and business partnerships to find out what is needed in the work force
- Are students getting what they need to build their life after graduation

Table 2

- Spread options for students over time, we can offer a variety of course over a 2 or more year period when the schedule is pre-published. Not every course needs to be offered in every year.
- If we have specialized schools we need to coordinate schedule for bussing
- Changing school boundaries
- Treat electives as core courses for special needs students
- Students do more scheduling by Gr 10 – 12, learn that they have to plan ahead
- Curriculum delivery should be a blend of traditional instruction and open learning technology
- Use the morning for core academic instruction
- Make it possible for elementary students to take some course of high school

Waiver Summary from Student Session

- Split school day, allows for flexibility for students especially if they are involved in sports, work experience, parents work schedules
- Single family homes 2 school shifts 7am – 1 pm and 2pm – 7pm
- New school configuration K-5 elementary, grades 6 – 9 middle and grades 10 -12 High school
- Day schedule flexibility, add 15 minutes daily = 2 week spring break
- More half days

Student Summary

- 2 school shifts for the day, morning and afternoon and teachers in shifts too
- Semesters for all high school grades
- Middle school
- Shorter lunch
- Divide last month of summer, or 2 weeks, over the whole year

TECHNOLOGY, TOOLS AND RESOURCES

How can a focus on increasing the use of technology, tools and resources help us meet demographic and enrolment challenges now and in the future? Be specific.

Waiter Summary from Community Session

- Use the technology effectively to meet the needs of a diverse student population, for example special needs
- Differentiate learning, smart boards, laptops
- Provide virtual lessons that enable the district to maximize the student population that it needs

Community Summary

- Virtual classroom
- Web based courses with facilitators
- Provide options for learning styles
- Training for staff and facilitators to ‘understand’
- How to teach in this facility

Waiter Summary from Staff Session

- Use the technology, webcasts, in class smart boards to maximize access to all learners
- Use distributed learning with on-site facilities
- Interactive site-based websites with parent forums

Staff Summary

- Utilize facilitators on –site to enable students to take a variety of DL courses, offer choice and support
- Use current website to more effectively communicate, have parent online forums
- Use elementary facilities to offer after hour courses, extend hours
- Save dollars using digital textbooks, online courses, e-books online databases, data sticks, save some of the text cost, processing and warehouse cataloguing, avoids use of out of date texts,

Waiter Summary from Student Session

Nil

Student Summary

- Live streaming tutoring, having it set up in classes too
- Offer variety (audio and visual) along with no fees for it
- These technologic opportunities would entice students to come here

What suggestions do you have that would help the district balance technological delivery with face-to-face instruction?

**Waiter Summary from
Community Session**

- Allow students to take web-based course at a separate campus where the course may not be available
- Provide space for students to take part in webcasts of different subjects
- Provide interactive school websites for students and parents to access

Community Summary

- Ability for students to work on multiple courses in one lab
- A district campus, available to all students
- Keep students and parents connected with their teachers and course content
- Still need 'warm bodies' to support and mentor students
- Variety of tech that suits different learning styles

**Waiter Summary from Staff
Session**

- Online lessons
- Use of in class technology, web based textbooks
- Use alternate locations (elementary schools) to provide after hour lessons, webcast for secondary students with full schedules
- Archived lessons
- E-books

Staff Summary

- Smart boards, bridge between face to face and technology
- E-beam

- Students can be tech leaders, natural progression
- Archive lessons online
- Harness technology to maximize access for students, increase choice both online and face to face
- Have a plan for tech, purpose and goals

Waiter Summary from Student Session

Nil

Student Summary

- Offer internet activity, such as recording a missed class
- Over the phone ask questions
- Study groups online

What suggestions do you have where the application of technology and resources would have the greatest benefit for our district now and in the future (students, community and staff)?

**Waiter Summary from
Community Session**

- Link the technology to the development of meaningful and practical lessons
- Provide online virtual opportunities to alternate campus locations
- Have internet libraries at the site secured
- Provide training for staff, how to deliver online lessons

Community Summary

- Link to what is meaningful and relative
- Instant information
- Improve public access to public library and school library for those without technology at home
- Internet cafe with instructional programs

**Waiter Summary from Staff
Session**

- Move to web based textbooks and e-books database
- Interactive websites
- Archived lessons
- Teacher portals
- Streamed webcasts
- Staff training and parent access

Staff Summary

- Training for staff, pro D
- Equality of access is necessary
- Adequate IT support
- Use technology to keep kids engaged and retain students
- Internet cafe at school
- Technology can help us offer low-enrolment courses to all schools
- Communication to staff and students using their personal technology on the school network

Waiter Summary from Student Session

Nil

Student Summary

- Logging onto a district website to find grades, missing assignments, scores
- Be able to find streaming video of classes
- Teacher portals
- Wireless internet or wall outlets so that laptops can be brought in for projects and such