

MISSION PUBLIC SCHOOL DISTRICT

# MPSD Open Space Master Report

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Summary and Verbatim Recordings – Draft V

This document contains high-level summaries and verbatim recordings derived from MPSD Staff, Community and Student Open Space Forums conducted at Heritage Park Secondary School October 8th and 9th 2009.

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## EXECUTIVE SUMMARY

On October 8th and 9th, 2009, three community consultation sessions were held on behalf of Mission Public School District (MPSD) at Heritage Park Secondary School. The three separate sessions employed an “Open Space Forum” format to gather constituent input into considerations for structural changes as to how, when and where education should be provided in MPSD’s future in light of the demographic and structural challenges facing the District. The three sessions were divided into separate constituent groups: MPSD staff; community participants; and students. The purpose of the consultation was to obtain high-level priorities and suggestions from the perspective of each of the three groups, which will then form the basis for further discussions and exploration to occur in November 2009.

An analysis of the participant contributions suggested the following six themes be carried forward to the next round of consultation:

1. Annual School Calendar
2. Options for Students
3. Leveraging Technology, Tools and Resources
4. Learning Spaces and Learning Places
5. Supporting Vulnerable Students (in the broadest sense)
6. Structure, Grouping and Age Appropriate Placement

In this report, questions related to each of the six themes are proposed for use in the November World Café sessions.

## PROPOSED WORLD CAFÉ QUESTIONS

The World Café format uses the metaphor of a café or entertainment district where each café has a set menu of items from which participants may choose their meal. Continuing with the metaphor, each café is represented by a discussion theme and each menu is comprised of three questions grouped by meal course.

The following is a set of proposed questions organized by café theme:

### ANNUAL SCHOOL CALENDAR

**Appetizer:** How will substantial changes to the annual school calendar help MPSD meet current and future challenges (i.e. declining enrollment, facilities concerns, labor etc)?

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

**Dessert:** 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?

### OPTIONS FOR STUDENTS

**Appetizer:** What are the key indicators of a “flexible” educational delivery system? Describe how do you see it working?

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

**Dessert:** 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?

### LEVERAGING TECHNOLOGY, TOOLS AND RESOURCES

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

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

**Dessert:** 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)?

## LEARNING SPACES AND LEARNING PLACES

**Appetizer:** 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?

**Main Course:** 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?

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

## SUPPORTING VULNERABLE STUDENTS (IN THE BROADEST SENSE)

**Appetizer:** 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?

**Main Course:** 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?

**Dessert:** 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.

## STRUCTURE, GROUPING AND AGE APPROPRIATE PLACEMENT

**Appetizer:** 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)?

**Main Course:** 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?

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

## GENERAL COMMENTS AND RECOMMENDATIONS

### PROCESS

In general the three separate rounds of consultation were well received. Process ran smoothly and participants were quick to engage and contribute. Supporting staff was excellent which contributed greatly to the overall experience and ease of follow up.

**Recommendation:** Build the capacity of a cadre of internal facilitators to facilitate similar sessions in the future.

### SUBSTANCE

It seemed at times that participants may not fully appreciate the gravity and significance of the challenge at hand in terms of the implications of transient demographic changes. For the next round of consultation it may prove beneficial to provide in-situ content or background information to assist in dialogue and value-added contributions of more of a strategic or longer-term nature.

**Recommendation:** Provide one or two paragraphs of information related to the subject matter to be discussed during the next round of consultation (poster board, handout, email etc.) which make participant selection and participation easier.

### VISION AND THE ADAPTIVE ORGANIZATION

In its drive to become an adaptive organization as outlined in the Vision 202 Board Report, MPSD finds itself at a crossroads in a rapidly changing environment. During times of ambiguity, changing political landscape, organization content and structure, the adaptive organization's ability to respond and adapt to rapid change and to change its business is key to its survival. In a recent Canadian study conducted by KPMG researchers found 10 traits of the adaptive organization. At the top of this list of traits was the presence of a strong vision providing a sense of direction, inspiration as well as a framework for decision making.

During the Open Space forums, the Graduate Profile was frequently referenced and respected in discussions related to the process of education and development of students. In terms of the District as an organization which facilitates and manages such education, an inspiring vision of the District would be well-placed such that the Graduate Profile is situated in the context of the adaptive organization.

**Recommendation:** Preface the Graduate Profile with a vision of MPSD as an adaptive organization in the future. A succinct, powerful and memorable statement would assist decision makers in some of the tough decisions on the road ahead.

**STAFF SESSIONS 8 OCTOBER 2009****ANNUAL SCHOOL CALENDAR – 1 (\$18.60)**

What should we conserve from the past related to this subject area?

- Balanced calendar was well 'chunked' (terms)

What should we discard from our past practices related to this topic?

- Poor implementation
- Overly cautious implementation

What new possibilities do you see that build on the best of what we do and who we are?

- Renewal of energy re: special needs students
- Balanced calendar needed better implementation
- Model on UK system levels re: Derrick Spencer
- Students didn't lose information re: Karen Tough
- Reduced absenteeism staff and students
- Better use of class time re: starting up and shutting down classroom (on going procedure)
- Parent – time off and work schedules
- Keep up with the rest of the world
- Saves money
- Less reviewing
- Attract students after rocky transition
- Improve student moral
- Concern: provincial exam dates?!

## ANNUAL SCHOOL CALENDAR - 2

What should we conserve from the past related to this subject area?

- Number of days in session
- Keep number of minutes of instruction

What should we discard from our past practices related to this topic?

- Monday-Friday? 4 day week instead
- Can schools be open 7 days a week?
- (floating schedules for individual students?)
- Sept-June school model – agricultural model
- (not 2 months off in summer)

What new possibilities do you see that build on the best of what we do and who we are?

- Open 7 days a week
- British model of schooling (balanced calendar)
- Extending days and shorten week
- Flexible exam schedules
- 

## ATTRACTING AND RETAINING STUDENTS (\$12.55)

What should we conserve from the past related to this subject area?

- Maintain choice programs already in place
- Maintain sense of community
- Maintain wide selection of high school topics

What should we discard from our past practices related to this topic?

- None

What new possibilities do you see that build on the best of what we do and who we are?

- Consider additional programs of choice
- Market current programs of choice

### OPTIMAL OPTIONS FOR POST SECONDARY (\$10.95)

What should we conserve from the past related to this subject area?

- Keep choices open
- We have a fair amount of choice, more variety at Gr 11,12
- More current choices
- Continue flexibility
- Provide flexibility for our grade 8-9 students.

What should we discard from our past practices related to this topic?

- Lock step
- One, shot tests
- Rigid nature of high school

What new possibilities do you see that build on the best of what we do and who we are?

- Using resources
- Using technology to expand choice, access to high school programs
- More choice for career
- Skill building in Gr 7,8,9
- More hands on

### CURRENT MODEL OF INCLUSION (\$10.40)

What should we conserve from the past related to this subject area?

- Inclusion as an idea – most agree that it's a good idea overall
- We are identifying more students earlier
- We welcome a diverse population
- Behavior alternate programs, social difficulties designations

What should we discard from our past practices related to this topic?

- Instead of thinking in terms of one size fits all, focus on access and change the model to think about the child individually (what do they need as opposed to what their designation is) flexibility
- We need a more diverse array of options and service and programs (flexibility)
- We have better/faster psycho-ed evaluations
- cost
- Those who don't fit into the regular system MAP Mission Alpha Program

What new possibilities do you see that build on the best of what we do and who we are?

- Resource teachers
- Resource rooms
- Support teachers
- Proper funding for these programs
- Support teachers in the classroom
- Multiple alternate programs
- Differentiate between behavior and cause

## LEVERAGING TECHNOLOGY (\$9.40)

What should we conserve from the past related to this subject area?

- Notion of integration of software

What should we discard from our past practices related to this topic?

- "Lock down" on educational software setting vilify social networking→ use it!
- No customization of learning process.

What new possibilities do you see that build on the best of what we do and who we are?

- Work experience for gifted tech support students
- Smart board, Eluminate, Skype in, eg Kevin Gill(Math) in real-time classes and archived lessons.

- Reasons for it= different lessons at different school, Eco saving→ no bussing, 7 boundaries→elasticity

### SHAPE OF THE LEARNING DAY (\$7.10)

What should we conserve from the past related to this subject area?

- Extended day at Riverside/flexibility

What should we discard from our past practices related to this topic?

- End time of day –Make it later
- Rigidity

What new possibilities do you see that build on the best of what we do and who we are?

- Extend school day –longer year, more instructional day
- Ability to teach longer blocks
- Bring school community together once a day rather than monthly assemblies.
- Flexible tracks for starting
- Choice for students regarding courses.

### STRUCTURE/LEARNING SPACES (\$6.80)

What should we conserve from the past related to this subject area?

- Best teaching practices – use existing data to allocate space
- Classrooms to some extent
- Multiple learning environments
- Community spaces ie – Kid’s Club

What should we discard from our past practices related to this topic?

- Small learning spaces
- Elementary Desks for secondary students and vice versa
- Single course, in a single classroom by a single teacher

- Grade 7's in elementary (reconfigure grade configuration)
- How well are our learning spaces being used?

What new possibilities do you see that build on the best of what we do and who we are?

- Work space formations
- Open/flexible learning environments/virtual
- Age appropriate environments
- Multiple learning environments
- Central staff meeting place (ie HPSS does not have one)
- Community involvement – field trips
- First Nations Model
- Adapt existing spaces as the school's needs change
- Flexible time talking (high school)
- Transition grade 7s to high school after spring break until the end of the year

### SOCIAL INTERACTION BETWEEN AGE GROUPS (\$3.65)

What should we conserve from the past related to this subject area?

- Buddy System
- Idea of core system: 1 teacher for core subject

What should we discard from our past practices related to this topic?

- Not waiting so long for transition

What new possibilities do you see that build on the best of what we do and who we are?

- Begin prepping 6's now, this year will miss out on being the top of the school
- Learn more from middle schools + that model of learning
- Emphasize core grouping
- Need to focus on transitions



### SUPPORT FOR “GRAY DUCK” (\$3.05)

What should we conserve from the past related to this subject area?

- Keeping test available.
- Keep Gr 1 test for success in high school . Keep teachers update/informed of IEP Students.

What should we discard from our past practices related to this topic?

- Discard the limitation of L.A. availability base on population of the school.
- Change/broaden testing levels to encompass the “Gray Duck”.

What new possibilities do you see that build on the best of what we do and who we are?

- Keep past testing, from outside agencies & build on IEP’s right from Kindergarten entry.
- Specify support for students that don’t have designations but need extra support.

### SOCIAL AND EMOTIONAL LITERACY (\$1.95)

What should we conserve from the past related to this subject area?

- Roots of empathy
- Bullying
- Peer counseling
- Restorative justice
- Stand by me program

What should we discard from our past practices related to this topic?

- Elementary councilors – 1 per school +youth workers

What new possibilities do you see that build on the best of what we do and who we are?

- Strong start
- Train teachers and parents about emotions
- Book lists that support social responsibility and empathy
- Implementation – what does it look like in the classroom, discipline, community, morale
- Provide S+EL training for all staff

### BALANCE IN STUDENT/STAFF/PARENTS' LIVES (\$1.85)

What should we conserve from the past related to this subject area?

- Maintain activities that may occur immediately after school (individual activities, teen or group activities, family time, jobs)

What should we discard from our past practices related to this topic?

- School centric (everything revolves around school).

What new possibilities do you see that build on the best of what we do and who we are?

- Use this as a values reinforces awareness campaign (balance-reinforcing values as opposed to so focused on school day)
- Taking time for “well being”

### GIFTED STUDENTS (\$1.60)

What should we conserve from the past related to this subject area?

- It hasn't been addressed
- AP literature

What should we discard from our past practices related to this topic?

- Not designating students
- Not identifying them

What new possibilities do you see that build on the best of what we do and who we are?

- Start gifted center
- Support needed
- Find interest of child and build on it
- Gifted learners come in keen and the school system takes it away

## PARENT PERCEPTION (+ AND -) OF PUBLIC EDUCATION (\$1.20)

What should we conserve from the past related to this subject area?

- What is the current perception of the parents about the public education system?
- Something the district could research/study.

What should we discard from our past practices related to this topic?

- Discard perception of an unlevel playing field
- Discard fear factor, “closed” door policy
- Discard negative media between unions + media

What new possibilities do you see that build on the best of what we do and who we are?

- Better communication
- Parents need to know about the resources available to them
- Better advertising
- Market the positives of all the schools in the paper

## DEMOGRAPHICS AND SCHOOL BOUNDARIES (\$1.15)

What should we conserve from the past related to this subject area?

- Children being able to attend neighborhood schools
- Keep catchment areas
- Sibling priorities

What should we discard from our past practices related to this topic?

- Discard year to year x-boundary applications, once you’re in you’re in.

What new possibilities do you see that build on the best of what we do and who we are?

- Create a “family of schools” model: whatever high school you are in, you may choose which elementary school to attend.
- Extracurricular activities – let students move between the schools.

## NURTURING AND SUSTAINING RELATIONSHIPS (\$1.00)

What should we conserve from the past related to this subject area?

- The idea of a school as a community where students belong, are “known.”
- Restorative justice training programs.
- Open houses.
- “Empty bowls” project.
- Maintaining diverse opportunities for all.
- Diversity in our communities.

What should we discard from our past practices related to this topic?

- Large class sizes.
- Our current model of parent-teacher interviews.
- Strict rules regarding facilities use, example: liquor licenses.

What new possibilities do you see that build on the best of what we do and who we are?

- Bring community services to the building.
- Expand the notion of community schools.
- Perhaps to offer night time courses or parenting.
- Foster connections with partners in the community, example: Kayak /building.
- Community outreach, parent outreach (for the vulnerable students).
- Rent out; open up our facilities for use on weekends.

## VALUES THAT UNDERPIN DISTRICT PRACTICES (\$1.00)

What should we conserve from the past related to this subject area?

- A model of “platooning”.
- Fastening teacher/ school-school relationships.
- Driving force (impetus) for decision-making at school district level remains child-centered.

What should we discard from our past practices related to this topic?

- The “have/have-not” image (reality?) of schools.
- “competition” amongst various programs

What new possibilities do you see that build on the best of what we do and who we are?

- Focus group to clearly articulate our district’s values against which can hold up new ideas, to see if they are congruent, reflect what we stand for , integrity.
- A mechanism that enables us to be self-reflective, maintain our integrity-opportunity to pause.

### HOW STUDENTS DEVELOP AND LEARN (ED NEUROSCIENCE) (\$1.00)

What should we conserve from the past related to this subject area?

- Self-reflection
- Intuitive practice
- Behaviors

What should we discard from our past practices related to this topic?

- The Dewey model
- Everyone progresses at the same rate
- Everyone who is age is at this stage

What new possibilities do you see that build on the best of what we do and who we are?

- Professional connections researchers (SFU?) +teachers
- Study groups –educational necessities
- Have a variety of study groups on many topics arising from these groups today!

### PREPARING FOR TODAY’S REAL WORLD (WORKFORCE NEEDS) (\$0.35)

What should we conserve from the past related to this subject area?

- University –communicate well with secondary schools what future needs will be.
- Laborer trades- work experience career advisor.

What should we discard from our past practices related to this topic?

- Stop discarding special classes to prep for universities (find the fundius!)
- Remove the stigma that if you do not go to university you will not be successful.

What new possibilities do you see that build on the best of what we do and who we are?

- Expand trade opportunities prep
- Appreciate different learning styles
- Provide social& emotional skills to cope & develop
- Using tech and twitter to trade thought & dialog
- School of choice

#### OUR MOST VULNERABLE (ON THE VERGE OF FALLING OUT OF THE SYSTEM)

What should we conserve from the past related to this subject area?

- Aboriginal support workers, youth workers restorative justice.
- Be understanding be teacher student connections be vital.

What should we discard from our past practices related to this topic?

- 5x8 Timetable for Grade 8 & 9's
- Failure model /of deficit model of assessment ->Failure
- Lack of choice: 1. Of courses 2. Within courses 3. Teachers 4. Learning mode

What new possibilities do you see that build on the best of what we do and who we are?

- Expanded use of technology to give students choice.
- Street out reach/Group house outreach institution.
- A way to build core time with a teacher to build relationships + emotional growth\* still have wide choices to study what is meaningful to them.
- A model assessment that doesn't accept failure as an option.

## HOW TO CREATE OWNERSHIP FOR CHANGE

What should we conserve from the past related to this subject area?

- Collaboration amongst staff
- Ongoing communication
- “Bottom up” building of philosophy of models of change

What should we discard from our past practices related to this topic?

- Making decisions without consultation

What new possibilities do you see that build on the best of what we do and who we are?

- Providing support (helping teachers, tech support, etc)
- Keeping it transparent

## REVAMP GOAL SETTING PROCESS

What should we conserve from the past related to this subject area?

- Keep setting goals.

What should we discard from our past practices related to this topic?

- Allowing each school to set own goals (to force consistency & transparency between schools)
- What new possibilities do you see that build on the best of what we do and who we are? Student (consensus) goals district wide for secondary schools, elementary schools, and intermediate schools.
- Accountability to teacher level
- Measure enjoyment level (ie do the kids like or dislike the school)

## ACADEMIC AND NON ACADEMIC SUCCESS

What should we conserve from the past related to this subject area?

- Literacy Expectations.
- Numeracy Expectations.

What should we discard from our past practices related to this topic?

- Non recognition of non academic practices.
- Credits/grades for only academic pursuits.

What new possibilities do you see that build on the best of what we do and who we are?

- Highlighting various non academic pursuits. Example: Hockey, horseback riding, gymnastics, golf.
- Individual Scheduling

## ASSESSMENT AND GRADING

What should we conserve from the past related to this subject area?

- Assess children early so that they get the help they need ie. why did they get a “C” for example. Find out and give them the help they need.

What should we discard from our past practices related to this topic?

- None

What new possibilities do you see that build on the best of what we do and who we are?

- None

## OVERALL STUDENT WELLNESS

What should we conserve from the past related to this subject area?

- Programs and assistance related to
- Children with disabilities
- Counselling availability
- Social responsibility

What should we discard from our past practices related to this topic?

- Need to look at the increase in anxiety levels that is a result from the academic system.(high steake testing/high academic pressures.)

- Teaching to the child ~ more diversified instruction and learning to decrease anxiety.
- Less lip services to social responsibility and more of a focus.

What new possibilities do you see that build on the best of what we do and who we are?

- Continue with existing support/parent involvement
- Open/flexible
- Building relationships with kids/teachers(continuity)
- Defining success(not just academic but social, emotional etc.)

### INDIVIDUAL INTERESTS, STRENGTHS AND CREATIVITY

What should we conserve from the past related to this subject area?

- Used to have funding
- Music program at Mission Secondary used to be good
- Heritage Arts program is good

What should we discard from our past practices related to this topic?

- Limiting by catchment from schools with specialities
- Equipment is unusable due to lack of funding for repairs
- Cost prohibited

What new possibilities do you see that build on the best of what we do and who we are?

- Tools to parents carry on and communication
- Schools with increased specialities retaining core subjects of course
- Enhance Arts and creative programs that expand “conceptual” thinking.

### DISCIPLINARY PRACTICES (RE: STUDENTS LEAVING OUR DISTRICT FOR TRADITIONAL SCHOOLS)

What should we conserve from the past related to this subject area?

- Set of behavioral guidelines need to be consistently applied

- Restorative justice practices

What should we discard from our past practices related to this topic?

- All accepting attitude
- Expulsion without a plan and supports to help re-integrate

What new possibilities do you see that build on the best of what we do and who we are?

- Programs that identify & support the needs of those students who act out, as well as those who are willing to learn.
- Expanding restorative justice practices to educate all community members, parents, teachers, and students.

## COMMUNITY SESSIONS 8 OCTOBER 2009

### STUDENTS WITH SPECIAL NEEDS AND LEARNING DISABILITIES – 1 (\$8.30)

What should we conserve from the past related to this subject area?

- Having Support in the classroom/special resource rooms.
- Self advocacy-Parent speak out
- Integration into a regular classroom when appropriate

What should we discard from our past practices related to this topic?

- Remove the difficulty of receiving help regardless of disability.

What new possibilities do you see that build on the best of what we do and who we are?

- More specialized education to work with disabilities
- Making it an honorable profession
- Encourage formal training for EA and teachers
- Creating resource rooms/teach life skills etc.
- Providing more in class support, minimizing LA rooms.
- Fostering positive communication, to all kids to seek learning alternatives.

### STUDENTS WITH SPECIAL NEEDS AND LEARNING DISABILITIES – 2

What should we conserve from the past related to this subject area?

- Keep it to a 1 on 1 ratio
- Keep EA's
- Peer involvement is essential (mentoring)

What should we discard from our past practices related to this topic?

- Total segregation – destroys self esteem
- Poor transition from elementary to high school

What new possibilities do you see that build on the best of what we do and who we are?

- We need to: provide resources to get aids in class
- Early intervention before grade school – don't want to wait to see if they catch up because sometimes it's too late
- Expand options that special needs students have with W.R.T electives

#### AGE APPROPRIATE PLACEMENT – 1 (\$7.30)

What should we conserve from the past related to this subject area?

- Do not add more elementary grades to the high school level.

What should we discard from our past practices related to this topic?

- Grade 8-12 does not allow for the grade 11&12 students to mature.

What new possibilities do you see that build on the best of what we do and who we are?

- Middle school within high school, but kept in separate parts of the school.

#### AGE APPROPRIATE PLACEMENT - 2

What should we conserve from the past related to this subject area?

- Safety of students

What should we discard from our past practices related to this topic?

- We want to discard what it currently looks like.
- We want to discard young children from being exposed to older children issues. Example: sexuality and language.

What new possibilities do you see that build on the best of what we do and who we are?

- Primary, middle school, high school.
- Want to keep age and maturity together.
- Student achievement.
- School within a school model.
- Junior, senior high, together but separate.

### ENHANCING TECHNOLOGY, TOOLS AND RESOURCES (\$7.05)

What should we conserve from the past related to this subject area?

- Existing technology to communicate with parents and students
- Proof reading and editing

What should we discard from our past practices related to this topic?

- Paper use
- Staff updating their tech. skills

What new possibilities do you see that build on the best of what we do and who we are?

- Availability or access to a laptop and/or use of your own in class
- Virtual classrooms to broaden course offerings
- Utilize the internet
- Student access to lessons via internet

### MAXIMIZING OUR OPTIONS FOR STUDENTS (\$5.50)

What should we conserve from the past related to this subject area?

- Organization
- Choices, options, electives
- Summit, Riverside
- Course outside of schedules

What should we discard from our past practices related to this topic?

- Traditional 9-3 calendar

What new possibilities do you see that build on the best of what we do and who we are?

- Virtual and physically instructed courses
- Atmosphere of tech. skills
- Class locations (virtual/physical)

- Time flexibility
- Post secondary courses
- Cross boundary freedoms
- Pre requisite availability
- Full year calendar?

### FLEXIBILITY IN OUR DESIGN & STRUCTURE (\$5.35)

What should we conserve from the past related to this subject area?

- Riverside College, Summit

What should we discard from our past practices related to this topic?

- Get rid of one size fits all model
- Cross boundary enrollment for courses wanted

What new possibilities do you see that build on the best of what we do and who we are?

- Give schools some diversity virtual classrooms; labs
- Extended school time
- Courses offered online

### ANNUAL SCHOOL CALENDAR – 1 (\$4.55)

What should we conserve from the past related to this subject area?

- Christmas holidays; weekends Sat/Sun (keep)

What should we discard from our past practices related to this topic?

- Agricultural calendar
- 8.30 – 2.30 Monday to Friday
- Learning loss due to July/August

What new possibilities do you see that build on the best of what we do and who we are?

- Balanced year round calendar, start-up would be discarded
- Year round school is more indicative of the real world
- Expanded day would allow more flexibility in course selection: offer secondary courses in the evening
- This model must be done district wide

## ANNUAL SCHOOL CALENDAR – 2

What should we conserve from the past related to this subject area?

- Ease of family arrangements/plans in keeping traditional calendar year.
- Give kids time to be kids, enjoy summer, etc.

What should we discard from our past practices related to this topic?

- None

What new possibilities do you see that build on the best of what we do and who we are?

- Offer choices for students (some schools year round school, some not so parents have choice)
- Flexibility in types of school, length of day etc.

## ANNUAL SCHOOL CALENDAR – 3

What should we conserve from the past related to this subject area?

- Keep some kind of Break
- Early start/shifts –Morning & Afternoon

What should we discard from our past practices related to this topic?

- Farm schedule

What new possibilities do you see that build on the best of what we do and who we are?

- Different start & finish times for school (Eve classes for Ex)
- Summer Break -4 Weeks

- 10 week on – 2weeks of...
- Different school schedules, (Art Prog, apprentice prog, Hours of operation)
- Longer days Shorter Weeks
- School modeling after companies like E.A, Google, Microsoft.

### TRANSITIONS (\$2.00)

What should we conserve from the past related to this subject area?

- Support with transitions (elementary to high school)
- Parent/teachers nights
- BBQs, fundraisers

What should we discard from our past practices related to this topic?

- None

What new possibilities do you see that build on the best of what we do and who we are?

- More opportunities to be inviting families/care givers in the school
- More spaces to connect ie. Couches in the hallway for parents
- More preschool/home meetings – Kindergarten teachers
- More counselors especially for post graduation choices

### ABILITY/SKILLS WITHIN DISTRICT TO LEAD CHANGE? (\$2.00)

What should we conserve from the past related to this subject area?

- Learn from and not repeat past mistakes.
- Re: decision making and implementation of changes

What should we discard from our past practices related to this topic?

- Processes with lack of communication/ consolation
- Quick 'knee jerk' reactionary decisions
- Inadequate implementation of new ideas and contained support



What new possibilities do you see that build on the best of what we do and who we are?

- Numerous opportunities to consult
- Sessions like this that give many people the opportunity to provide input

### INTEGRATED SERVICE IN SCHOOLS (\$1.85)

What should we conserve from the past related to this subject area?

- Career counsel as but offer services to younger students to...
- Club kids
- Breakfast program
- Strong start

What should we discard from our past practices related to this topic?

- None

What new possibilities do you see that build on the best of what we do and who we are?

- Clubs //big Brothers//Big Sisters –Multi cultural outreach.
- Other types of counseling
- Mental health and other wellness agencies, adult learning
- Preschool + before/afterschool care –Parents nights
- Breakfast + programs –Translation/Punjabi teachers
- Special needs specialists//consultants working in schools.

### INTERSCHOOL COLLABORATION (\$1.75)

What should we conserve from the past related to this subject area?

- To continue to offer a broad range of courses (secondary)
- District wide programs (Books for Breakfast)

What should we discard from our past practices related to this topic?

- Not to look at each school as an individual ( But still keep their identity) But part of one District.

What new possibilities do you see that build on the best of what we do and who we are?

- Using teachers in more than one school
- Offer programs in all schools but focusing at each school IE Drama in all but more in another
- District unity and cooperation between schools
- Sharing programs ideas between schools

### STYLE OF TEACHING, MODES OF TEACHING (\$1.75)

What should we conserve from the past related to this subject area?

- Keep up with rate of change
- Allocate money in budget to improve technology
- PRO development

What should we discard from our past practices related to this topic?

- Bad teaching methods/teachers

What new possibilities do you see that build on the best of what we do and who we are?

- Virtual classrooms

### WHAT ARE THE NEEDS OF OUR COMMUNITY? (\$1.60)

What should we conserve from the past related to this subject area?

- Added support for (neadery) schools.
- Added/ additional finances for breakfast programs etc...

What should we discard from our past practices related to this topic?

- Catchment areas.
- Old style alternate school.

What new possibilities do you see that build on the best of what we do and who we are?

- Mission is changing from a small rural mill town, to a satellite community of commuters who work in Vancouver, Abbotsford, Port Coq etc...

#### CHILDREN'S' BEST INTEREST? (\$1.10)

What should we conserve from the past related to this subject area?

- Diversify instruction
- Teaching to the individual

What should we discard from our past practices related to this topic?

- Much of the vision 2020 paper has a focus on fiscal issues, budget, making space
- Are we looking @ what's good for the kids? (12-17 year olds together, 5 year old kids attending full days)
- Focus needs to remain on KIDS

What new possibilities do you see that build on the best of what we do and who we are?

- Systematic problem!
- Are we doing what is best for the kid with the ideas raised in the vision 2020 document? Such as gr7s with gr12s, full day kindergarten, bussing kids to academics rather than supplying schools with the resources needed to teach

#### DISTRICT ACCOUNTABILITY (FINANCIAL) (\$1.00)

What should we conserve from the past related to this subject area?

- Keep it local –community based

What should we discard from our past practices related to this topic?

- A centralized approach to allocation of available funds.

What new possibilities do you see that build on the best of what we do and who we are?

- Find a way to operate classrooms & programs in a way that is not affected by small fluctuations in enrollment.

#### PROMOTING SAFE LEARNING ENVIRONMENT (\$1.00)

What should we conserve from the past related to this subject area?

- “stand by me” program
- Pink shirt day (includes parents for discussions)
- Respectful schools policy

What should we discard from our past practices related to this topic?

- Ignoring it ; helplessness for BOTA kids + parents ; poor communication to BOTA kids parents
- Fear comes from ignorance

What new possibilities do you see that build on the best of what we do and who we are?

- Enforcing positive tools (Like stand by me) in small ways even one minute discussion 1st part of day.

#### HOW DO WE PREPARE FOR CHANGE? (\$0.75)

What should we conserve from the past related to this subject area?

- Keep doing professional development for teachers.
- Open communication between parents and school

What should we discard from our past practices related to this topic?

- Change for change is not appropriate

What new possibilities do you see that build on the best of what we do and who we are?

- Using technology
- Build passion into teaching

#### WHERE DO STUDENTS GO AFTER GRADUATING? (\$0.60)

What should we conserve from the past related to this subject area?

- Riverside – excellent programs for kids
- Positive, encouraging staff right now

What should we discard from our past practices related to this topic?

- None

What new possibilities do you see that build on the best of what we do and who we are?

- Increase staffing, support and practices for school and life after graduation
- Increase meetings for parents and staff regarding graduation and transition
- Parent on community involvement

#### BUDGET, SOURCE OF FUNDING (\$0.55)

What should we conserve from the past related to this subject area?

- Gaining fundraising
- Being transparent
- Technology equipment
- Teacher librarian
- Teacher assistant
- Early learning support
- Keep class size small

What should we discard from our past practices related to this topic?

- Don't duplicate services (newsletter, administration, etc.)
- Don't buy text books anymore, using online reference

What new possibilities do you see that build on the best of what we do and who we are?

- Maximizing talent (teacher)
- Change the funding formula, to give more money to school based on need, not on number of students
- Using strength of people

#### HOW WE GROUP STUDENTS – 1

What should we conserve from the past related to this subject area?

- Keep students in the same building to avoid transportation issues.

What should we discard from our past practices related to this topic?

- Discard the notion that they belong to one physical sight
- Discard multiple timetables in the schools- make the time tables the same at all schools.

What new possibilities do you see that build on the best of what we do and who we are?

- Have grade 7's take high school courses
- Sports programs: one school, 3 campuses designation.

## HOW WE GROUP STUDENTS – 2

What should we conserve from the past related to this subject area?

- Keep in mind maturity and age levels
- Keep the model of assessment 'Looking at the whole kid'

What should we discard from our past practices related to this topic?

- Rigidity of grades
- Fear of failure/ get rid of the stigma/ use it as a tool
- Recognizing learning is individual

What new possibilities do you see that build on the best of what we do and who we are?

- Evaluate on maturity/ skill of each individual
- Evaluate on the secondary level, multi dimensional assessments

## STUDENT SESSIONS 9 OCTOBER 2009

### SCHOOL STRUCTURE AND ORGANIZATION (\$4.60)

What should we conserve from the past related to this subject area?

- Keep separate elem + high school

What should we discard from our past practices related to this topic?

- Gr 8's in highschool
- 3 high schools

What new possibilities do you see that build on the best of what we do and who we are?

- A few elem's, Gr 7-9 middle school, single central high school 10-12
- Maturity level differs from 9-10 significantly
- Senior school = all semesters, easier to take move courses, simplify grade10 provincials
- New possibilities: middle school, keeps fun but still focus on school and learning
- Group 8/9's ->similar maturity level
- Middle school transition from elemen--->middle to high
- Taking out gr7's help balance full day kindergarten
- Concerns: if hs 10-12, no peer mentor for gr 8's'

### COMPOSITION AND STRUCTURE OF THE DAY (\$3.85)

What should we conserve from the past related to this subject area?

- Different teachers for different subjects.
- Specialized teachers.

What should we discard from our past practices related to this topic?

- Counselors slotting students into any course just because there's room (selection without consultation).

What new possibilities do you see that build on the best of what we do and who we are?

- Being able to leave when you're done.
- More university style learning.
- Time is flexible→ go if done, stay longer if needed.
- Have a study hall time, flex block.
- Having a set block, easier / lighter courses when you want with student input

### DEEPENING OUR LEARNING OPPORTUNITY (\$3.60)

What should we conserve from the past related to this subject area?

- Core concepts of the course
- Know major concepts instead of details/dates on tests, big picture
- Teachers are available if you need help
- Different learning styles

What should we discard from our past practices related to this topic?

- Less exam-driven
- Less worksheets

What new possibilities do you see that build on the best of what we do and who we are?

- Restructure course content
- Teach concepts earlier (Teach government section in SS11 inSS10)
- Out of classroom activities (fieldtrips)
- Different approaches (more modern technology (smart board, power point, internet clips)

### OPTIONS + CHOICES (\$3.25)

What should we conserve from the past related to this subject area?

- We want to keep what we have, just have more

What should we discard from our past practices related to this topic?

- Just offering Pre-AP courses (only Pre-AP, not regular bio) choice, option to choose
- Conflict courses

What new possibilities do you see that build on the best of what we do and who we are?

- Combining to one large high school: More students, more money, more courses offered
- All schools offer the same courses
- More Options

### LEARNING STYLES (\$2.10)

What should we conserve from the past related to this subject area?

- Strict textbook Work
- Sitting in a desk all class

What should we discard from our past practices related to this topic?

- The restrictions of learning we currently have

What new possibilities do you see that build on the best of what we do and who we are?

- More involved, sight auditory hands on.
- Summit allows for flexibility and learning styles
- Have assessment done to see what style of learning
- Use technology, recorder, webcam. Record class discussion
- Making computer labs available for students after hours
- Concerns: teacher training to adapt with tech, funding, unavailability to certain students.

### YEARLY SCHOOL ROUTINE (\$1.95)

What should we conserve from the past related to this subject area?

- General idea of the schedule has never changed.
- Our parents and grandparents have all had the same system of schedule.

What should we discard from our past practices related to this topic?

- Controlled by bell.
- Same Schedule every day.
- Arrangement of courses.
- All students look forward to going home.

What new possibilities do you see that build on the best of what we do and who we are?

- Structure like University.
- To learn self motivation.
- Start an hour later.
- 3 month in school 1 month summit style or more hands on.
- A weekly course to learn but not necessarily be tested.

## FUNDING (\$1.70)

What should we conserve from the past related to this subject area?

- Buy new equipment

What should we discard from our past practices related to this topic?

- Get rid of old/outdated equipment
- Keep class size equal to resources / equipment available

What new possibilities do you see that build on the best of what we do and who we are?

- Use what we have more effectively (item in storage)
- Seek out revenue generating ideas → sell cooking, sewing projects, tkts to drama events
- Optimal use of facilities (not replicating same thing in all 3 high schools)

### ASSESSMENT (\$1.70)

What should we conserve from the past related to this subject area?

- Keep some form of assessment
- Progress is important: how did you get there
- Regular assessment

What should we discard from our past practices related to this topic?

- Tests = pressure (because it is seen as all you know)

What new possibilities do you see that build on the best of what we do and who we are?

- Options for assessment (choice for oral assessment)
- Test taking seminar teach those skills

### VOLUME OF HOMEWORK (\$0.70)

What should we conserve from the past related to this subject area?

- We don't have teachers at home to help us
- Conserve the fact that we have some homework

What should we discard from our past practices related to this topic?

- Ridiculous amounts of homework everyday

What new possibilities do you see that build on the best of what we do and who we are?

- Doing notes all class, but interesting discussions and instead of homework have little amounts or have morning quizzes.

### FAIRNESS AND EQUALITY (\$0.10)

What should we conserve from the past related to this subject area?

- You leave for vacation, huge load of homework.
- Don't really learn anything.
- Frantically finishing overdue work.

What should we discard from our past practices related to this topic?

- Excessive amounts of homework.

What new possibilities do you see that build on the best of what we do and who we are?

- Have somewhere where you can go to get the concept that you missed explained to, and teachers should reduce work load and gives notes on subjects so the student has a chance to understand.

## FUN TO LEARNING

What should we conserve from the past related to this subject area?

- Gym, Art (electives, extra curricular)

What should we discard from our past practices related to this topic?

- Book work all day everyday
- Routines
- Notes

What new possibilities do you see that build on the best of what we do and who we are?

- Educational games – Jeopardy
- Student involvement
- More labs
- Handouts
- Bill Nye the science guy Bill Bill Bill Bill Nye the science guy.

## INDIVIDUALIZED LEARNING (2ND CHANCES)

What should we conserve from the past related to this subject area?

- Can't get into course you love because of low grade or difficulty

What should we discard from our past practices related to this topic?

- Grade level requirements

What new possibilities do you see that build on the best of what we do and who we are?

- Allow person into higher leveled courses regardless of grade should be allowed to at least try the course. If not, give student certain things from course needed.

## RELEVANT CONTENT

What should we conserve from the past related to this subject area?

- Basic content so if a person chooses to go ahead in subject area they have basic building blocks

What should we discard from our past practices related to this topic?

- Over-repetition, instead of 30 similar questions do 5

What new possibilities do you see that build on the best of what we do and who we are?

- Put more daily-applicable content into a course
- IE: taxes
- Student interests are in the course
- IE: Essay writing in English