

Topic 1: Investing in Engagement & Personalized Learning

1 What are our strengths that you would like to ensure we sustain?

- We offer many programs in the District to meet students' multiple needs.
- Small & connected in New Westminster
- One high school - connections to middle schools - exchange between all schools, mentorship
- Treat people as neighbours, cross-pollination
- The district is not "too big" - sense of community
- Primary/intermediate - we do provide good SEL supports; MDI shows this, but it breaks down at secondary school
- Support SEL at middle & secondary schools needed
- Staff are committed to personalized learning-takes time to get there - kids can start where they are

- Assessment/reflection and student evaluation - this is becoming clearer for students - student friendly language and clear criteria
- Student leadership and student voice is promoting engagement & gives them a say
- Mentoring new teachers
- Technology, Chromebook use - available for use without having to sign-out
- Google Docs, Read&Write
- Coding
- Available exploratory technology - Mbots; Bbots (library budget)
- We have great teachers-quality
- Sharing learning throughout the school
- More optimistic about district, can breathe again
- More focus on learning/resources back into schools/classrooms
- Remedies & options within this
- Middle school format - variety of teaching styles-embracing learning at this age
- Collaborative learning spaces
- Small district; implementing change is easier/nimble/flexible
- Redesigned Curriculum
- We have good counselors who interact well.
- Staff across the District, especially teachers and EAs who have Masters and involved in innovation which helps bring out students' strengths
- Staff and support staff is caring who are deeply engaged in ensuring the students are well-served.
- Technology and tools have improved greatly to provide students with different learning opportunities and have both teachers and students learn.
- Chromebooks help to bring projects to life – flexibility.
 - o Personalized learning – technology is a tool.
 - o Using a device which speaks for the student
- Student involvement in delivering morning announcements; buddy-buddy classes between schools.
- Hands on labs and BCIT a lot of learning is hands on as opposed to books - more technology - more first nations people information across curriculum - teacher enthusiasm and dedication
- Students have a network of support / connected with child and youth care worker / music teachers / multiple adults involved
- Variety that is available - many different options for engagement and direction. Languages offered reflect our culture and city

- Middle school exploratory classes and programs of choice / montessori etc
- Grad transition programming helpful to guide the path
- Small town feel / leads to some great relationships and engagement / leading to good support groups
- District has been good about adding technology / a desire to move forward
- Many teachers are doing some of these things but we can support more of the development of teachers to support the goals.
- As a student I have encountered a lot of teachers who are very smart but have only had a few that keep me engaged and improve student outcomes; the district needs to provide more support, training, mentoring and support for teachers.
- Help teachers to set goals at the developmental level of the student - - personalized goals for students.
- Teachers want more time to develop and to digest the new curriculum. As a teacher it's about changing a little at a time.
- Time without students in the school so we can collaborate together as a teaching team with time for cyclical learning – trying, evaluating, reflecting and then going back to working with the colleague again.
- Time to collaborate with teachers that are not teaching the same grade as me or are in other schools.
- Need to educate parents on the value of professional development.
- More support teachers and non-enrolling support teachers in class or pullout.
- More support for ELL - - ½ an hour two times a week is not enough.
- Teachers tend to pay more attention to students with needs but that takes away attention from all the other students in the class.

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- Helps them experience many different things
- Helps them learn how to set goals for life
- Makes them engage with teacher to look at goals
- Goal setting both looks back to the past and to the future
- Forces people to set realistic goals

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2 What areas can we improve to increase student engagement and support student success?

- Support for students going into late French-Immersion
- Need more communication to parents - need to see demonstration of learning, need more evidence to come home to parents (FreshGrade)
- Parents need to know what students are doing all day - consistency of teachers to communicate with parents
- Parents at secondary school have been impacted positively with FreshGrade - parents need to follow along
- all kids are different - provide more communication opportunities
- Communication between report cards is very important - parents need to advocate
- Parents want to be more involved at Middle & Secondary levels; how can we use technology to engage?
- Staff are still learning these technologies
- We did not have wifi until 2 years ago
- Library budgets - books engage; more resources needed
- Support ELL; audio books
- More engaging - more of a discussion - small group work; sharing ideas easier
- Making classes more comfortable - flexible learning spaces - non-traditional
- Visible learning - what does learning look like
- Multiple uses for same
- EA support - often lack of support for other students (EA's are assigned to student; teacher is with a student; another classroom resource would be great)
- International - ELL classes - no support for them and counselling; ELL is 10-15 minutes - lots of audit time
- Transition to high school from middle school - more gaps (grey area)
- More range of grey area in middle & high school
- Used to be more funding for range of categories of special needs (Level 1, 2, 3)

- Need to release time to give teachers time to shift - engagement communication is a shift and needs to be honoured with time
- Cost of buses for field trips is about \$500 which sometimes means that a field trip may not go ahead; could PACs support?
- Giving teachers an opportunity to purchase certain teaching materials without having to ask the Principal to enhance their classroom experience.
- Projects should diversify to use various methods to present their work – PowerPoint presentation; diaramas, other forms of presentations.
- Safe schools, need heat & lights; fluorescent lights may inhibit learning for some students; opening or closing blinds (natural light); clean schools (floor, etc.) when students learn on the floor.
- Students not wanting to use the bathrooms due to cleanliness concerns.
- Custodians are on-call during the day; maintenance is available when called.
- Tech labs are fantastic / young kids learning coding - but... dependent on staff that have the ability
- We can spend more time on inservice and teacher support / resources are great but we need to support the teachers in using them / time and experience with them
- A system that will sustain the skills at each site - in the face of leave /
- Schools share what they have learned, the programs that are working well.
- Concern about how technology being used - safety about what students have access to
- Provide opportunities to collaborate so teachers can work together in a classroom where the teachers are working together with kids.

- Provide opportunities for teachers to work in teams and try with students and time to debrief after reflection.
- Working closer with city or community services to provide activities for students.
- We can engage our students in learning by providing project based learning opportunities where students can collaborate with friends and with other students in the class.
- Students need different perspectives from different students so providing opportunities for students to regroup.
- They do it because they have to
- They don't set realistic goals
- Students need to better understand why they do this and better buy in for Students
- Goals not just a letter grade
- Better understanding of objective of goal setting
- Make students more aware of the process
- Teachers spending more time with Students
- Mission, Vision & Values stickers for computers/Chromebooks

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3 What future opportunities do you think we should consider?

- Peer tutoring sessions and also for math, science & English
- Student-to-Student support - sometimes students don't want to ask their teacher
- Transitions to new programs & schools - need adult and student support
- Increasing opportunities for student leadership & engagement
- Mentorship from Grade 12 to younger students
- More students to be able to get into the 'Student Voice' opportunities - most students were picked by teachers - need more variety of students - a cross-section

- Flexible seating - it is changing what happens in classrooms - more collaboration, teacher facilitation but a student-centred approach
- Open up classrooms - students are more on equal level with their learning
- Sustain, increase technology
- Central location for all tech use
- Communicating learning, single place to go to see what they are doing and how
- Physical environment
- Opportunities for students to be in leadership roles
- A pool of funding for PVP to allocate for needs in classroom; targeted funding
- CSC short on non-enrolling
- More library resources
- Equity-based fundraising activities (Scholastic book fairs) - some schools have more fundraising than others
- District allocations are very general - should be broken down more; library learning resources
- Everyone should have input into the budget process
- SSEAC - need time for capacity building; include in staff meetings; if not part of the equation
- Teachers will only teach one way if you don't learn that way, you fall behind; different strategies and slide shows and documentaries - as a question weren't paying attention
- Textbooks - sign them out
- Two-way feedback
- District level learning opportunities for several schools – like Jiu Jitsu, dance instruction (Hip-Hop), this would help to keep costs down when you bring these people in for several schools.
- Gymnastics program was fantastic, students loved participating in this activity. Bring it back and expand it.
- Music program invites other students to show what's going on – like NWSS performances – bring in the other schools to watch.

- Bring in more community partners.
- Skype – classroom to classroom communication.
- Do a better job supporting First Nations students / respect language etc
- More training on new things - Discovery / how do I make it work in a meaningful way /
- Kids with special needs also gifted kids / some parents moved gifted kids out of district because of lack of support / program
- Opportunity for one on one with the students...
- Run an EdCamp on inclusion - - what does it mean? What are some strategies that can improve learning?
- Professional development for parents! Edcamps! Do better communication on Edcamp.
- Do a better job of communicating opportunities for learning together.
- Networking opportunities with students, parents, educators.
- Need to have more diversity in every classroom
- Need a deeper engagement by teachers and students
- Students need to try and get out of their comfort zone
- Create engagement and choice of goals for students
- Make students more a part of the process
- Teacher spending more time with individuals

Topic 2: Investing in Social-Emotional Well-Being & Healthy Lifestyles**1 What are we doing well to support social-emotional well-being and healthy lifestyles?**

- Open assemblies about drugs and real-world things and peer pressure
- Grade 9 - Mental Health Literacy great start
- Relationship with our mental health community partners is important and we need to continue to work on this
- Special speakers coming in to speak to children - very good to have kids learn about sexual health
- Fuel Up! - lunch program is very positive
- SOGI initiatives - Board Policy is very positive - proud of these initiatives; GSA, SOGI reps. - more openness & support
- Support for ABED - positive but need more
- Positive relationships with students - ask them what they want & need
- Problem-solving
- Authentic opportunities
- Teachers/staff listening to support students
- Many schools/classrooms focus on mindfulness
- Counselors out in the field to support students
- SOGI Policy
- Bathrooms are available to anyone / single bathrooms so students feel comfortable
- GSA and clubs, etc. really good; meeting new people that way and good ways to make friends; can make connections through clubs
- Close connections with community centre - after-school programs (Glenbrook)
- Students have an opportunity to bond
- White Hatter presentation was very powerful and had a positive effect on many students
- Performing arts - huge at the high school; support a lot of kids-at-risk; sports take care of students
- A student in Kindergarten is already able to articulate what she needs - read or take a break
- School Nourishment Program.
- Child care workers and counselors do really good work.
- Good working relationship with Fraser Health which is encouraging children to participate in healthy activities/food, etc.
- Alternative seating options being explored; self-regulation by students & teachers to provide them opportunities to learn.
- Use of essential oils in the classroom.
- Sensory Room.
- New lunch program is a positive step / delicious and lots of choice - good user interface / equity needs are covered
- Fruit and vegetable program / an opportunity for them to get fresh and healthy food, at the high school meatless Monday
- All the clubs and teams available / robotics and chess etc...
- Mindfulness program at Glenbrook
- We have more support, much better than it was in the past
- Fuel Up! Good nutrition is very important.
- Communicate more to students about breakfast programs; provide more funding to NWSS.
- Most teachers are incorporating mental health into teaching and learning. A variety of different activities are provided for students and incorporated into curriculum. Building in social activities into the classroom.
- Give teachers time to digest new curriculum is no longer the focus and teachers are impacted by the lack of time to reflect.
- The language and level of self awareness is strong at elementary schools. Students are reflective on their own brain development and they are reflective. Elementary students understand and speak the language and understand their development of core competencies.

- Counsellors come into class to discuss depression to students
- Students have access to youth care working if they need assistance
- Presentation on Mental health was given to students
- Education of challenges people face
- Use deep breathing to calm students down
- Students usually are able to find an adult to talk too

Topic 2: Investing in Social-Emotional Well-Being & Healthy Lifestyles**2 Identify areas where we can improve how we support social-emotional well-being and healthy lifestyles?**

- Need a high school version of Zones of Regulation to support students / Stuart Sharker - self-regulation
- MHL for all students
- Fine Arts - throughout middle school
- Sports - transportation for tournaments (time and money)
- Budget for musical instruments, teachers, time, field trips
- Older students need to get outside
- Having a few staff members that connect with students - not just one teacher
- Learning support centre - area where students could go to it if they need support
- Bullying - more resources/education
- Focus on nutrition
- Conversation around fresh air/outside/indoor recess/lunch/break
- Daytime custodians
- How to deal with anxiety - resources

- High school is so large; need extra effort for students and teachers to connect; more time with core group of students (especially in grade 9)
- Do our counselors feel supported by the District?
- Need to have counselors who are dedicated to a maximum of two schools; it's important that a relationship be built with the counselor and the students – they are not there long enough to build a trustful relationship.
- Re-introduce the public nurse at the high school who would be able to address many of the students' concerns. This would help the teachers know who they could rely on to assist them with students who require support.
- Ensure that teachers and counselors are on the same page; consistent messaging.
- Peer-to-peer counseling – train students to speak to their peers as a first step to students seeking counseling.
- Teach students about time management in middle school; some struggle to prioritize and organize their time; overwhelmed and need some guidance – peer-to-peer counseling could work. Perhaps use technology for agendas or a mix of hand-written agenda & technology.

- There are a lot of clubs but there are still many kids attending school without connecting. Some opportunity for improvement of emotional needs.

- Support for kids that lack self confidence or are lonely
- More people trained with mental health
- Strategies to get kids involved
- Every student has an advocate
- Students appear to be able to express themselves and their needs more than they used to - - values programs, mindsets. We need to build on that.

- Students seem to feel more judged as they get older. Need to find ways to build self-confidence in our students.
- Would like to shift resources and time to work with students that are becoming disengaged and are not coming at all - - how do we get them back into the door.
- Need more support for kids to build on advocating for themselves.
- Make students more aware of opportunities for practical learning.
- Kids need to learn how to work - - work ethic, accountability etc.
- Not enough councilors
- Each schools sets its on Social and Emotional Goals
- School learning plan should include a Social and Emotional goal

Topic 2: Investing in Social-Emotional Well-Being & Healthy Lifestyles**3 What future opportunities do you think we should consider?**

- Orange Shirt Day - huge success, but carry it through the school year
- More training for staff on mental health so that we can support students; students turn to teachers
- create a better wrap-around support plan for students - community partners, school & family
- create Zones of Regulation language for secondary school level
- Consistent language for SEL and MHL - continue all the way (K-12)
- Buses - contract-out; District-owned buses
- Transportation funding
- Noon-hour supervisors - need them to have a connection with the students; in the school a bit more - needs to be engaging
- Make a place for students to be able to seek help (consistent space); create co-horts
- Need more clubs; sports & other clubs
- Need more teacher support to lead clubs
- Need more CCW
- Need to ensure we have language and strategies in place for students starting in Kindergarten to be able to articulate what they need
- Two days a week have a counselor and 2.5 days a week have a CCW - rather than 2.5 hours every morning
- Alternate programs that are not based on behaviour; student-centered; less structured
- Flexible learning styles – start high school later in the day as kids need more sleep at that age (this is being trialed in Washington & California).

- NWSS is already doing something like that students who are early birds run early in the morning and others after school.
- Increase lunch to 1 hour.
- Use of either a physical agenda or a District-based agenda app or shared Google calendar. Google Classrooms would save paper and teachers and students could use them; some teachers use this – roll-out to all schools, streamline use.
- More green space – important to keep green space.
- Every student has an advocate - a program to make sure there are contacts points throughout the year (Sigma, Power like)
- Anxiety is huge and a growing issue - support for parents and students and staff
- Again share what things are working (mind up) and expand them
- Identify major themes where there is need - put forth a innovation for a specific need / something that is identified as a major need across the district
- Transitions between elementary to middle - middle to high school...
- Get the students to experience the other schools and teachers in the schools that they will attend next
- Student tours
- West Van high school that has anxiety program
- Student comment - - lots of students have a problem with work ethic.
- Need to do more scaffolding of the learning so that students are able to transfer knowledge from grade to grade.
- Provide opportunities for students to have review at the beginning of the year to build on past learning and make connections to past learning.

- Students need to learn more about time management; they need to learn practical strategies to manage their time.
- Consider late start for students - - shifting start times for students.
- Develop schedules that allow students to start later in the day if they choose to.
- Teachers take a more proactive role in Emotional well being
- Students are able to talk to teachers and they have training to deal with emotional and social problems
- Pro-D and collaboration day for teachers for dealing with Social and emotional well being

Topic 3: Investing in Communicating Student Learning**1 What are our strengths when it comes to communicating student learning?**

- Sharing student growth through feedback
 - K-10 curriculum shift has been positive
 - Student ownership of learning, student reflection is happening
 - Using technology like FreshGrade to have students and teachers share with parents
 - Central piece of software from K-12 to communicate learning
 - An ongoing portfolio
 - Formative assessment
 - Technology such as FreshGrade, blogs, email to share learning / opening classroom
 - Student self-assessments
 - Students becoming part of learning/owning learning
 - As a district, educators looking at assessment
 - Teacher/group of kids together decide on goals for the term and this is how we're going to do the inquiry
 - Work together all the time
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- Student emotional response - letter grade does not reflect the effort put in; outside factors like social or home; assess yourself and might have been able to better or can have one more try; teacher comment on report card and a student comment as well; reflection on the core competencies.
 - Learning presentation - how to communicate that?
 - Self-assessment is good; currently the process is working but it depends on the engagement level of the student; self-assessment is completed every few projects or assignments. Right now they are check boxes, short answers would be great to expand on assessment. This is being done in math.
 - Have teachers participate in the self-assessment in-step with the student so they know their status and it's not a surprise.
 - Teachers communicate with parents quite well, phone calls; emails; face-to-face; videos; FreshGrade.
 - Teach students to speak about how they are learning; inquiry-led learning; what language to use; goal-setting.
 - Students are working on self-reporting (FreshGrade) where the student enters their own learning into the system. More student-focused.
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- Leadership opportunities.
 - Presentation skills.
 - FreshGrade
 - Some teachers are using technology to communicate with parents (what can we build to put into the parent portal that is simple and easy to use - and valuable to parents and students)
 - More time to conference with parents. Five minutes with a teacher once a semester at high school is not enough! Emailing to parents, electronic communication platforms, more time for parents to communicate face to face with teachers.
 - Teacher comment - - overwhelming at higher grades for every assignment to be reported to parents.
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- Parent comment - - too many different ways to communicate with parents - - there appears to be no focus and it's confusing for parents.
 - Technology is changing too much - - the technology doesn't support teacher needs - - there will always be a variety of formats.

Topic 3: Investing in Communicating Student Learning**2 Are there areas in which we can improve to support student success?**

- Continue alignment with curriculum & assessment
- Students need the collaborative & core competency skills
- Focus on the core competencies is key
- Additional support
- More passion projects/presentations - hands-on experience
- We need to identify students needing support
- More engagement of projects
- Peer tutors & supports/parent/caregiver supports
- Relationships & communication with parents/students/staff
- What are we communicating? Parents & Staff need to know about the shift; what are we/should we communicate
- More parent education
- More and clearer, consistent communication
- Use of Google Classroom; School Messenger
- Standardized training, implementation
- MyEducationBC
- Letter grades need to go - need to know where I am and where to go
- Report cards only come 3 times - need more information along the way in order to improve
- Make report cards easier for parents to understand - where student needs to improve; what is their status now
- Communicate the data, get it out there
- A shift and time again
- Communication is one thing between student & teacher but parents as well - need to educate the parents
- Need time as a staff to reflect on report cards - what constitutes an A or B; teachers, EA's and PVP to be involved in process
- Consistent feedback - after tests, highlight what could have been done better
- Provide a tool which helps the student to gauge where they are at as compared to the rest of the class
- Students become less engaged as they get older; are parents less engaged as well?
- Different communication styles to fit the parenting style
- We do some self-assessment but we could expand it to increase the impact; some students are doing it because it needs to be done. Not really engaged in the process.
- Report cards are high-stress and commitment documents; takes away time from the classroom energy/time when report cards are completed after school (exhaustion/mental investment); 3 report cards per school year which are still generated by the teacher inputting the information. No drop-down boxes or automated system.
- Teachers are exploring new tools such as Facebook – every year each teacher is different and has a different approach that does put some stress on students.
- There is no centralized approach to exploring issues.
- FreshGrade more tools like this
- Students need to learn to take more responsibility for their learning.
- Teachers need to focus on using one application and focus on what they are communicating not on changing apps multiple times in a school year or over a number of school years - - it's too confusing for parents.

Topic 3: Investing in Communicating Student Learning**3 What future opportunities do you think we should consider?**

- Standardized approach & implementation
- Technology engaging - especially for introverted students/reluctant communication
- Not afraid to speak
- Looking at reporting that is meaningful
- More online tools such as Jupiter
- Set materials for all classrooms; catalogue them
- Investigate into Bring Your Own Device; in addition to use of Chromebooks (Port Coquitlam high school - Riverside Secondary)
- Secure social media tools.
- Consensus around student learning involving parents and teachers.
- Improve communication among teachers to share their teaching tools; styles, etc.
- Need to be informed on new or important / absent
- New teacher arrives in a new classroom with no resources
- Need to have standard resources for each classroom - applies to science labs, cooking, technology, etc.

- Primary classroom supplies; leveled readers at all grade levels; technology carts; Chromebook and other technology - ideally budgeted for by district
- Equitable basic supplies across district
- Professional development and support for those who work with our student
- Gather input from parents on what works and on what they understand.
- We need to structure teacher coaches and mentors for students.
- Students at high school don't have enough communication about what is expected - - i.e. registering for numeracy assessment etc. the district should consider improving communications so that students know what is expected of them and have time to think about what they need to do.

- School should consider providing students with an agenda planner or an online planner.