

**What are the Top 3 Priorities in Each of the Board's Overarching Goals -
That you would like to see Resources Put Towards in the 2020-21 School Year****Summary****1 Transform the Student Experience**

1. Technology (WiFi, bandwidth); invest in tools to help implement new curriculum; devices; also physical textbooks available
2. Mental health resources (dedicated counsellors - not academic); workload; transition from elementary to middle to secondary
3. Student engagement - more involvement at PAC level; Student Voice opportunities; tools; physical health

2 Build meaningful relationships

1. Streamline and improve communication between students, parents, teachers; ensure communication tools work on multiple platforms; website enhancement, ensure it works on mobile devices; develop an app where all information is pushed to
2. Educate parents to use MyEd and make it compatible with mobile devices
3. Peer support for students who do not feel comfortable speaking with teachers; more counsellor and youth worker time; more teacher-coaches

3 Lead Into Our Future

1. Supports for Indigenizing the curriculum and cultural workers who can share Indigenous experience with all students; more EAs - promote district's EA program; French Immersion resource teachers; develop environmental strategy for the district
2. Additional IEP training and resource teachers; make district transfers easier; recruit, attract, retain teachers/staff
3. Mentorship between new and current teachers; take next steps to further bullying awareness; climate action

4 Ensure Full Participation

1. Access to childcare - all ages; Fuel Up! food program - concerns about food quality, responsiveness, refunds; introduce breakfast program
2. Public transportation to and from school - concerns about frequency; bussing for field trips - equalize opportunities to all students
3. More counsellors or youth care workers to help students in need; decrease anxiety and stress

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1. - Wi-Fi
 - Indigenizing the curriculum
 - Facilitator
 - Cultural facilitator for all
 - Provide staff with opportunities for collaboration, shared learning, and timely access to curricular resources
 - Library / Learning Commons Resources
 - Have physical books – text books to have vs. technology access.
 - More counselling opportunities. Have a counsellor for each area (careers, academics, etc.) Increase the number of counsellors at NWSS.
 - Improving student achievement in the area of numeracy
 - o District data reflects this area of weakness
 - o Grade 4/7 FSA and Report Card Data
 - o Students are doing better in the area of literacy
 - Maintain our focus on improving literacy and numeracy expectations, specifically for early learners
 - o Targeted focus on improving equity for equity for Indigenous students, children in care, and students with diverse abilities
 - Transportation - that students have opportunities (equitable), especially Queensborough & Sapperton students
 - TransLink - someone from the District to connect with TransLink and enable increased connection with community they serve
 - School Buses: should be no cost; think from perspective of child; some students are choosing not to go to school rather than deal w. transportation issues; concerns over children riding bikes on busy roads or down dark alleys; improve / increase accuracy & capacity; TransLink website not providing reliable information
 - Technology meaningful use: training teaches how to use technology; invest in tools to help implement the new curriculum & devices and Wi-Fi service support (bandwidth); enough for all classrooms to have access to the technology
 - Be unwavering in our commitment to improve student success: better communication between students and teachers; support for teachers experiencing burn-out; support for TTOCs who arrive prepared to teach (willingly) (e.g. TTOC who says It's not my choice to be here"); balancing priorities in teacher life (e.g. own family needs/work-life balance & ability to support their students); more desire for teaches to want to be in classroom with students, supporting & engaging them (not just pulling a salary)

2. - Training for IEPs - for LST to create (IEPs should reflect safety plans) / EAs to inform, offer input; for Ts & EAs to implement
 - Maintain our focus on improving literacy and numeracy expectations for every learner
 - Transition to the new high school building for all students – diverse students
 - Transitions from elementary – middle – secondary- Adult. More attention & resources put into transitions
 - SEL resources for students
 - Supporting skills in communication, creative, critical thinking
 - o Like to see the continuum
 - o Students require additional time to process
 - Quantity of material being covered
 - The open-ended nature of instruction and assessment can make this difficult and individualization can make it challenging due to the existing student-teacher ratios
 - o Would like to see more work around the definition of reflection
 - Scaffolding
 - Prior knowledge
 - o Student perspective - Research course has helped develop the specific skills around self-reflection
 - Developing an awareness starting in elementary
 - Support skills in communication, creative and critical thinking, and social and emotional responsibility, in order for students to achieve their life goals - revised curriculum, shifting from content based learning to solving problem (problem-based learning)
 - o more practical, real life skills
 - o what is happening in classroom to outside world

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- Mental health: transitions between levels elementary to middle to high school; student symposium showed many students unwilling to seek help from counsellors - harder when it's personal matters; need more help for post-secondary transition, including financial literacy; school website needs updates and easy mobile access; create space for social media services centre and budget for necessary supplies to support programs; district itinerant/facilitators to address needs (behaviour, SLP, LST; Indigenous education; French 1)
 - Physical movement (literacy) - not just PHE; free play; movement into all classrooms/classes/subjects; often times more movement = more engagement = move students with behavioural problems which start to behave and engage = less class management needed; daily movement breaks - using apps; brain breaks; healthy mind/body leads to more engaged students
 - Staff are supported and encouraged
- 3.** - We have the resources for tech (iPads, computers, etc.) but do teachers know how to use them?
- We need more people to train teachers on these tools, especially physio, speech language; school-based experts to share knowledge
 - **Priority is to put more money into people as a resource
 - Increase evidence-based supports toward social-emotional learning, and mental and physical health literacy
 - Student Voice opportunities - student engagement efforts (currently have an Instagram account)
 - Student attendance at school PAC meetings
 - Student engagement efforts – create different ways/opportunities for students to get involved.
 - Special Needs Resources – engagement
 - Staff Pro-D and training resources. Ex. IEP understanding/access
 - Increase the technology available in the school
 - Provide staff with opportunities for collaboration, shared learning, and timely access to curricular resources
 - o teacher coaches have been invaluable in providing mentorship
 - o more opportunities for staff to collaborate (teachers, EAs)
 - o giving opportunities for students to connect with teachers in another way
 - o staff need the time and resources to better understand the curriculum so that they can better impart that knowledge with students
 - Support and create opportunities for extra-curricular activities
 - Increase staffing to increase choice (French teachers)
 - Course for how to interact/build relationships with students
 - Students thrive emotionally, socially, etc.: it's working at times; students have more choice as they grow; such as grade 8 & grade 9 now have lunchtime free to leave campus; comes with responsibility; continue to create whole and healthy learners, especially mental & physical health

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2 Build Meaningful Relationships

1. - Website review - make it user-friendly
 - Maximizing / streamlining communication - make sure parents, other stakeholders are informed; more time between initial communication and event
 - Pick communication systems that are more student-friendly; commonalities among platforms
 - Increase the number of students who feel welcomed, safe, connected, and have a sense of belonging in their schools
 - Communication to Parents is insufficient, short notice for events
 - Target parents with specific communication for specific events
 - Release time to attend teacher coach/TL meetings. Currently have to close the library to attend the meetings
 - Website enhancement and design. Make it user friendly for phones
 - TTOC Increase and having people in their disciplines
 - o Making it more easeful for retired teachers coming into the school to support with the TTOC shortage
 - Increase the number of students who feel welcomed, safe, connected and have a sense of belonging in their school
 - o provide opportunities for students to have a voice
 - o allow students to express themselves without feeling judged
 - o need more tools for teachers to be more empathetic
 - o move away from hierarchical relationship between teacher/student and towards a collaborative/mutual relationship of respect
 - Accessing counsellor - feel bad about burdening them; communication - where is students services? Who are my supports?
 - Create more emphasis on succeeding as a 'person' before as an academic student
 - stress/anxiety around grades, especially in the absence of socio-emotional support, possibly especially in French Immersion but definitely in terms of 'traditional' approaches, such as memorization
 - Teachers will say "come see me at lunch" but even then there is a line-up
 - NWSS student (grade 12) just discovered they have a school psych - not clear of the roles of staff - who concerns do I go to with my questions; students may threaten (suicide, dropping out) to get what they want
 - Student terminology/morning announcements (not good for all, many away) - school app for android/iPhone - info being pushed to them so not to have to search and find the information; people manage the updates on app
 - Communication: train on MyEd; ensure parent contact info is current so communication happens; too many forms to complete; MyEd is not the only way but need consistency especially going from school to next (e.g. from elementary to middle)
2. - Initiative for preventing bullying and supporting victims
 - Identified adults to support students with social needs, mental health, etc.
 - Improve and provide seamless student transitions into elementary, middle, and secondary school
 - School App development. Easy access to information/events/schedules
 - Have all schools use the same website structure
 - Parent education to use MyEd-BC. Make it easier to access via a phone
 - Increasing the presence of the community within the schools
 - Recognize staff as mentors, facilitators, coaches, risk takers, leaders in education, and as vital contributors to the student learning experience
 - o provide opportunities for collaboration
 - Parent perspective - hearing the same thing: can't build effective relationships when communications is not there and teachers are overworked; how does a school communicate to families, which interventionists are available; services? What is needed to keep website managed and updated
 - Google Classroom: permissions changed; students can no longer access Google Docs, etc. without giving up access to phones/contacts, etc.
 - Texts/calls to parents best at Middle School; email used the most
 - Staff, students and parents need to connect, but not always electronically. A computer is a good tool but also need to have textbooks to rely on and be consistent. Tend to use more paper (photocopies) because of lack of textbooks and reliable Chromebooks
3. - Peer supports for students who don't want to speak to teachers; specialized training required; more counsellor & youth worker time
 - Recognize staff as mentors, facilitators, coaches, risk takers to the student learning experience
 - Ensuring that custodians are given enough time to clean the facilities. Especially during cold/flu seasons.
 - Parking lot blocked off on 8th Street at NWSS for evening meetings.
 - Access to meaningful Pro-D and training

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- Safety supplies i.e.. Fire ext. replaced on a regular basis.
- Add a teacher coach at NWSS. Provide release time for meetings.
- Maintain the teacher coach positions
- Increasing more seats in Teacher Education programs
 - o Being more open to accepting experience
 - o Student voice recognizes the value of student teachers
- Focus on adult relationships
 - o Connecting her to the school
 - o Large school environment - BIG but there is lots of opportunities to join sub groups (ex. theatre)
- Improve and provide seamless student transitions into elementary, middle, and secondary school
 - o middle school is a great environment for transition
 - o encouraging educators to better understand brain development piece to support transition between the different levels
 - o provide opportunities for collaboration between the 3 levels (peer tutoring, buddy reading, buddy class, etc.)
- Apparent hierarchy with students coming last - told that adults care; adults threaten with physical intimidation to get their way (NWSS)
- More bodies (i.e. staffing) for connecting
- Teacher awareness of impact of words
- Opportunities for teacher collaboration for increased student to staff opportunities and learning
- Hosted face-to-face events - more informal to get to know such as BBQs, Family Night
- Staff (teachers and administration) take the brunt of poor technology choices. Online issues become school issues that should not be. Let schools focus on learning same with vaping. It really is a parent and home issue but spills over to school and school become the policer. DPAC, Trustees and Sr. Admin. try but can't reach all.

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1. - Supports for Indigenizing the curriculum and cultural workers that can share Indigenous activities with all students.
 - Additional training and support for educators, help raise their comfort level; funding for these initiatives
 - Ensure District Policies and investment align with our Aboriginal Enhancement...Indigenous Peoples; include all relevant alternative perspectives i.e. other cultural groups (from around the world)
 - Need to hire staff to keep the library open after school/evening
 - Increase teacher librarian time
 - Teacher recruitment
 - EA recruitment – French speaking EA's
 - FRIM Resource teachers to support learning needs in FRIM classes.
 - Subject specific EA staffing (Math, Science, etc.)
 - Keep running EA training program in the district
 - Recruiting student teachers – keep doing this
 - Technology
 - o Websites and platforms are not the easiest to navigate
 - o Difficult to hear announcements
 - Noise and quality of equipment - difficult to hear and get the information
 - Multiple modalities are required
 - Develop an environmental strategy and climate action plan, and provide leadership in environmental education
 - o funding to reduce district greenhouse gas emissions and carbon footprint comes from Ministry of Education
 - o link/connect/work together with city's Climate Emergency
 - Staffing needs to be a top priority - so many diverse needs, behavioural & academic & language; you can deal with old desk or floor but can't deal without more teacher leaders; trying to do a lot but spread thinly; increase opportunities to build relationships; parent - if our teachers don't have support then they can't teach effectively (behaviour, class size/composition), teachers are being leaned too heavily i.e. psychologists, TTOCs (specialized), SLP, Indigenous Ed, classroom teachers (value their specialization) Teacher librarians behaviour.
 - Compostable materials for school cafeterias, including vending machines
 - Educational component to recycling - make it easier, more user-friendly to avoid cross-contamination and the bins going to garbage; Environmental Clubs - sorting demos - visuals for all to see - like VanAqua's café
 - Financials - raise more money rather than cut. Lots of opportunity to increase revenue, but not doing so. Cutting resources hurts education. Please come up with more money to help kids and teachers with support and resources ****NEED****
2. - UDL training, opportunities to teach in cross-curricular ways
 - Environmental education/climate action supports
 - Water bottle fillers, not selling bottled water
 - Increase learning opportunities for students and staff towards climate literacy and environmental sustainability
 - Green spaces in the new schools
 - Keep the bees at NWSS
 - Solar Energy in the new builds – including NWSS
 - Green resources – toilets etc. in new builds
 - Staffing
 - o Additional IEP training
 - o Resource teachers
 - EA's feel that their voice is not always heard and they are not always included in the meetings
 - Attract, recruit, and retain staff
 - o let's be creative!
 - o district EA Training Program is a great start!
 - Don't overwhelm teachers with too many courses, specialties to prepare for i.e. learning facilitators: Indigenous, literacy, technology, curriculum/assessment, teacher-librarian
 - Take students out into nature - build relationships with outdoors; contact Chief Larrabee, etc. to understand where we came from
 - Make District transfer easier
 - Share knowledge SD40 is a TTOC request District - entice new teachers
 - Environmental literacy - climate action; safety is also healthy - less screen time

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3. - Teacher attraction, training & retention: what can we do; increased new teacher-mentor-facilitator time; teacher-coach time
- Expand implementation at District's Educational Assistant Training Program - but what about student teachers as well?
 - Increase FTE of SLP/psych/OT-PT/Behaviour at the district level
 - Increase Counsellor FTE in our schools
 - FTE in our TIS department should be increased.
 - Specialist teachers i.e. Art/Drama/music become itinerate to share the specialists at all schools.
 - Truth and Reconciliation
 - o Showing the physical artwork of the Coast Salish People
 - Provide ongoing commitment to decolonize the district's physical structures and honor the traditional and un-ceded territories of the Qayqayt First Nation and Coast Salish peoples
 - o More access to Indigenous support workers to share knowledge with teachers who may be "nervous" about cultural appropriation
 - Schools are getting bigger but admin time stays the same - need more admin time; Fine Arts Facilitator
 - Need welcoming / homey feeling in schools/classrooms to warmer relationships - comfy home "like" - greenery in classes, comfy furniture
 - Mentorship - support new teachers with others/experienced in similar positions
 - Reconciliation - go beyond learning what happened and move towards changing and going forward
 - Same with climate action, reconciliation, etc. go beyond where we are, move to real action. It's a larger issue than just learning about it e.g. recycling - students know what bins to use, but they just don't. Reduce, re-use - but not seeing it go beyond what we should or shouldn't do.
 - Reconciliation - students know about residential schools but now what? Action, not just information.
 - Pink Shirt Day - some conversation and videos and same shirt, but bullying still happening. **Need to move to action, not just information. We're spinning our wheels. The social-emotional learning needs to expand. The educator needs to ensure kids are becoming hardwired to do, not just know. That's not curriculum. Being intentional. Beyond one-off events.
 - Let's take our knowledge further and embrace the action that must occur
 - Need to devote resources to specialists. Experts in PE, not sure someone to play sports with kids. Need whole physical & mental health

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4 Ensure Full Participation

1. - Supports for childcare (Queensborough may have specific needs); Neighbourhood Learning Centres
 - Meaningful parent & other stakeholder input in new builds
 - SEL / Mental Health - support for training, especially in rolling out resources
 - Reduce impact and stigma of family poverty through targeted funding
 - Resources for adult learners – library etc.
 - Library book targeted budget for all schools.
 - Maintain existing library budget at NWSS
 - Student voice at the table speaks to the notion of possibly adding an explicit goal around stress and anxiety
 - More resources for families in terms of mental health: strategies & outside agencies
 - Increase the availability of before and after school childcare spaces in the district
 - Food Program - quality has dropped off: portion size (poor quality); website complicated, glitches, no communication, no resolution, no customer support; meals not refunded despite cancelled in time; must be sustainable & need to see value; has not met expectations (families & staff); not spontaneous; vision is not strong
 - Alternate programs / choice / options are part of public education. Not all kids learn from 9-3. Give options for day school, night school, virtual school, nature school, experiential learning. Learning doesn't happen between bells.
 - More space for after-school, full-day daycare (staff members) - families in district; all new builds include daycare space
 - Space for food programs; breakfast programs - who can run dedicated person (volunteers) with title, etc. communication

2. - Think in terms of teams instead of individual experts
 - Review / improve quality of district food program items, especially for special dietary requirements
 - Ensure students and families receive ongoing healthy-eating learning opportunities
 - Plant based options in the meal program at schools (vegan options)
 - Have more options for after school programs – school community coordinator FTE could be increased.
 - Day care for staff and students at NWSS
 - Availability of childcare
 - Fuel Up! program: expand to breakfast program; using food as an educational piece
 - Childcare - increase of 40 places for childcare in Queensborough but still there's a waitlist (5 year waitlist)
 - Queensborough busses - a hindrance to arriving on time, not stressed and prepared for learning
 - Transportation problems lead to missing out on after-school sports and access to opportunities
 - Busses for field trips are costly so often don't get to go because of funds. No middle school sports leagues because of transportation. Some Queensborough families do not get after-school help, club involvement or sports because of location.
 - All field trips should be free to parents and not optional. Too often kids opt out for wrong reasons. Should not be about money but about a necessary experience (if Board has surplus, earmark some for experiences).
 - Fruit in classrooms - helps energy; daily smoothies; challenges the volunteers - parents; storage in classrooms

3. - Equitable access to resources, adjusted for economic realities of school area
 - Greater supports to ensure students understand concepts before moving to next grade (from student)
 - Continue to collaborate with the City of New Westminister to address childcare needs
 - Transportation for Queensborough students to NWSS as well as students accessing other programs of choice (FRIM/Month)
 - Food security
 - Maintain constructive communication with municipal and provincial government officials to garner support for educational objectives: work closely with different levels of government
 - Advocate for capital funding that takes into account for projected population and international students - facilities where children are in classrooms and to a minimum in portables
 - Devices - not all families have computers. Some do. Not all have printers so can't produce the work the teacher wants (back to climate change & moving away from paper system)
 - Financial assistance - not all impoverished kids will tell. Sometimes it's hidden poverty - leads to have/have not opportunities for kids. Same with food programs.
 - Have more youth workers go into homes and know what the families experience is. Strong connection to families and connect to schools. Helps with childcare opportunities. Connect whole family to school so all kids can fully participate.
 - Counsellors!!! Or Youth Care Workers (YCW)!!! - not academic; lower ratios!!! More support for these key positions to help support students in need; to decrease stress/anxiety of students; the overwhelmed counsellors/YCWS to take stress, anxiety away from classroom teachers that aren't trained specifically in the area but are trying to support those in need.