

SUMMARIES

Participant A

Over the past 5 years, what might we consider our collective successes in supporting student learning?

- Focus on Pro-D for teachers and admin. has improved
- Apprentice program is fabulous
- Integration of special needs student in classrooms
- Collaboration time
- Alternate education
- Partner groups have a voice
- The way we assign resources
- Focus on early literacy
- SMART MMSense PBS/EBS
- Individual student achievement data
- Shift to early intervention
- Dev. of on-line learning
- Shelter, Apple resource, alt. ed.
- Pilot projects – ADR transition
- Curriculum dept. – research based
- EDI data
- Student services changes
- Extra curric. Opportunities
- Drop-out rate is improving
- Willingness to look at processes
- Work exp. & dis. ed.
- One dist. aim for all students
- Strong Start
- Including EA in meetings and pro-d
- Shift in alt. ed. programs in schools instead of separate sitesk
- More support & resources offered to school
- Lit. teachers at mid. school
- Focus on int. teaching
- Leadership group that is focused
- Improvement of gr. 4 FSA
- Training for LAT's
- Connection to FN students – Ab. Dept.
- Transportation
- International prog.
- Connection to UFV
- Learning to collab. & acting like a team
- Support dept. having a better understanding of school needs
- Inc. in variety of programs

- Schools of choice
- Differentiated learning and teaching
- Allowing outside resources to support students
- Strong moral compass
- Maintenance improvements
- Strong AO network
- Extra FTE
- Leadership meetings
- Understanding we are all supporting students
- Coaches on demand
- Access to technology to improve student learning
- Youth workers
- Using data to make decisions at dist. & school levels
- PLC initiative
- Working & defining on the purpose of our dist.
- Hiring retired experts
- Parents involved in elem. and staying involved – PALS prog.
- Good understanding of community needs
- Identification of inner city schools
- Relationship before learning
- Sense of belonging (students)
- Transitions to mid. & sec. – starting to do more
- Preschools in schools
- RSLearn
- Focus on oral language
- Changes in the IRP
- Early learning!!!

PRIORITIES

1. Collaboration / PLC Model
2. Early Learning
3. Diversity of Alternate Programs
4. Leadership Model
5. District Level Systems and Support in Technology

SUMMARIES

Participant B

Where do we need to continue to focus our resources? What work have we started and need to continue in order to achieve our goals for student success?

- Alternate setting – population; school based alternate programs
- Expanding programs at the middle schools
- Continue with the current collaboration model; focus on school goals
- Continue funding career education, work experience, apprenticeship
- Helping teacher model (math / reading)
- Focus on technology classroom / district – supporting staff; providing opportunities for all
- Every student in a DL support block in Grade 10 – support for math / English in class and online
- Formative assessment
- More focus on the “gray ducks”
- Continue leadership meeting formative (building culture / capacity amongst partner groups)
- Early learning – working with and identifying student with higher needs sooner
- Ready, Set, Learn
- Continue to support student with special needs & gray ducks (alternate)
- Computer technology infrastructure needs to be accessed more
- Green – energy efficiency
- Student safety – support of discussion needs to continue
- Resources need to stay in the schools rather than more bodies at SBO
- Data collection – bringing meaning to data
- Expanding partnerships (UFV, etc.)
- Continue with building adult relationships (collab.)
- Enriched programs
- Site based youth workers
- Staffing allocation based on needs of schools
- Pro-d model (Kipp, Choices)
- Mentoring program
- Leadership program, SFU satellite programs
- Respect in the Workplace – follow-up conversations
- Continue to focus on at-risk populations
- Early intervention programs
- Oral language development
- Continue parent awareness
- Continue with site based budgets based on school needs
- Push for full-day kindergarten
- Focus on numeracy skills
- Alternatives for elementary at-risk pop.
- Transitions grade to grade or school to school

1. Collaboration – district wide
2. Early Learning
3. Alternate Programs / Resources
4. Technology
5. Assessment

SUMMARIES

Participant C

What are we doing now that is not supporting student success? What do we need to stop doing?

- Technology – not using to potential; profiles, IEP's, transitions; programs out there that could be more efficient; Lack of ownership for technology; Technology and district support
- Lack (alternatives) for elementary students who do not fit into the regular programs (ie. at risk) – not the right setting (all levels); rigid time structures (ie. middle & sec. – student needs to fit in); there are programs out there that we could be using
- Having too many initiatives in the district – need consistency between schools; work on program, get proof of results
- Current collab. time at secondary level & leadership CL4L
- Too much pro-d coming out of the classrooms (teachers) – need a better balance
- Current model of sp. needs to be reviewed (philosophy, delivery of services, EA's, district services) – too “clunky”; so many different requirements, some students are not getting the needed EA time; itinerant teachers not seeing the results in the schools (ie. French); need more support; what is the philosophy? (ie. 1 child per EA?); “the grey ducks” are not being served; accountability of itinerant teachers (flexibility of staff outside of school hours)
- Transportation – providing services in schools (early learning – who is doing) so that the depts. can link
- Communication – efficient – common theme – has improved in the past few years; not all important info. is being relayed (ie. district & school); “selfish” ownership of info. – need to ask “who needs the info I have?”; not enough interaction (comm.) between schools (school visitations)
- Accessing programs suitable for students (middle, sec. – need programs suited for all students – ie. trades, etc.)
- Fraser Valley Dist. Ed., Ed. Centre – look at resources; how they are serving kids
- How we define st. achievement? Look at progress (ie. sports teams & allocating funds / resources for a few students – soccer, basketball) – 12 students already on rep. teams in the community; look at Fr. Immersion; How are these contributing to st. achievement?
- Elem. – sports teams draw students to schools – don't have enough resources
- Sec. – we lack football teams other districts have them
- Middle School – time allotments – not balanced; grade configurations
- Not utilizing outside community resources
- Emphasis of manufacturing student systems
- Technology – stop having “frills” (ie. laptops for each teacher); scattered school approach and not a district
- “negotiating” all students the same
- Initiatives – look at programs with proven success; adding the extra responsibilities for teachers

- Having Pro-D spread out over the year – could do in August
- Lack of ownership for initiatives

SUMMARIES

Participant D

What needs will we have to address in the future if we are to achieve our aim of every student graduating with opportunities beyond graduation?

- More EA's making them feel "more equal"
- Alternate programs ie. apprenticeship; incl. of ALL (FVDES, CHANCE) learning styles – site-based ... no alternate ed. at elem. level
- Need more preparation at elem. level so kids can meet demands of middle/senior years – make sure they are meeting "basics" – more support at elem.
- Addressing "at-risk" learners and "school-leavers": suggestion review grade level organization – revisit year-round schooling (traditional tracks combined other tracks)
- Analyze social/emotional (at risk) needs of children
- Student diversity – wide spectrum – EDI screening process in Kindergarten (more EA's / slippery slope; start kids at age 4?; mandatory pre-school program)
- Rethink secondary scheduling (eg. 8 am – 8 pm) – possibly shift work / more flexibility, more "tracks"
- Continue with tracking program(s) (student data while in school) – look towards future training combined with on-line courses (eg. RCMP / drug awareness)
- Transition – still missing kids who are leaving or dropping out – Suggestions: more communication; more data needed between elem. & middle – revisit middle school philosophy (it needs to be more accommodating to younger students – "bridge" – information rarely gets to teachers; need more release time for transition meetings)
- In-roads being made between SD 33 (gr. 12) and UFV – instructors coming to speak on transition – familiarization ie. gym blasts / school tours
- BCeSIS module for transitioning – we're waiting!!! – how do we get information to teachers?
- Uniformity needed – too many different pilot projects
- We need to be able to handle transition data more efficiently – esp. technology
- Elem. schools have BRIDGE program between gr. 3 & 4 – we need to expand – students are already identified, but we don't have a safety net for when they reach middle – they keep going through, but the gap is widening
- Increase development of Foundation Skills
- Technology – continue to focus (towards graduation) on the correct use (subject to interpretation – what does this mean?) in classroom
- HELP at middle / sec. Schools – Admin. needs help to shift teacher/staff attitude to one of inclusion instead of isolation
- Vertical alignment between teachers – does one grade level know what the next one needs?
- Working with colleges towards "dual credits" – simultaneous enrolment (more work needed)
- Focus on practical skill development – involvement in community for work experience

1. Transition – between Elem. to middle, middle to sec., secondary to community
2. Early Intervention – screening, flow of data – more efficiency
3. Building Capacity for Teaching Excellence & Inclusive Thinking – assessment (appropriate use)
4. At-risk Students (Leavers) – alternate programs; strategies needed, consistency!
5. Technology – correct use?, data? What's important?