BLUE – WCHS  ORANGE – BMC    GREEN - PLRS

QUESTIONS:

1. What programs and services are important?
   
   a. For my child(ren) at my school?
      
      - Kindergarten
      - Math & Language Resources – Struggling Students
      - Special Needs Programs
      - Band
      - Counselling (FSLW’s)
      - Anti Bullying (W.I.T.S. & DARE Programs)
      - CTS Courses
      - Small Class Sizes
      - Sports Teams
      - Lunch / Breakfast Programs
      - Core Programs
      - Field Trips – Learning matching with curriculum & options
      - Options Classes (IA & Home Ec) extremely important. It is very important to have opportunity to do options this will keep students.
      - Focus on core. Academics are important need to enhance opportunities. All student given opportunity to succeed.
      - Class size (not to large but not too small)
      - Do not segregate students
      - DARE program very good. (Alternate speakers in school)
      - Artist in residence great!
      - Good to have counselors FLSW’s in house
      - Great to have sensory rooms!
      - Languages (French / Spanish)
      - More awareness/ sensitivity towards bullying.
      - Inclusion
      - Presentation to Students on “How money Works” Jr. High
      - Counselling
      - Options/ Choices
      - Sports
      - Core Subjects & Music
      - Safe Environment – No bullying;
      - Behaviour Management in Classrooms/School
      - Equal rights for all students
      - A right to be treated with respect regardless of uniqueness without favoritism; gender bias
      - Core Subjects with Staff/Teachers not video conferencing
      - Core subjects must be delivered to students can be competitive
      - Art Programs – Drama/Art/Band
      - Sports more accessible
      - Career Technology Studies – Industrial Arts, Home Economics, Graphic Arts, Cosmetology
      - Text Books – Each student should have their own
      - Computer Technology – basic knowledge of common software so students can be competitive for post secondary or jobs.
      - Exposure to more trades – work experience
      - Experience in a trade(s)
- More Career information
- Exposure to post secondary options
- Family School Liaison Workers
- Consider change in traditional offerings
- Philosophy of School Administration and /or staff re: alternative offerings
- Counselling & FSLW’s are Key
- Types of instructional technology available equitable
- P.E. More in elementary
- Quality of P.E. Instruction
- More access to extra curricular sports both in elementary and Jr & HS.
- Core Subjects – math, second languages, sciences, English, history, fine arts, aret, music, physed, extra curricular –important but not needed.
- 30 level subjects – biology, chemistry, physics, taught by someone who knows the course background
- Class Sizes SMALLER (site based average as opposed to jurisdiction average)
- Early identification of Special Needs / Gifted
- Options for High School / Junior High School Teachers teaching their expertise
- Effective communication with Parents
- Safe and Caring School Environment
- Paper materials (Library) as well as technology
- Larger Gymnasium – Physed should be a mandatory part of education
- Core subjects
- Learning Supports – TA’s
- Programs for modified learning, IPP’s
- Criteria for accessing IPP’s
- Identification of student needs
- Assessment Access
- Teacher Supports and Resources
- Timely identification process & assessments
- Annual follow – ups
- Assessment information follows student from school to school (conferences)
- Proficiently in student tracking
- Career Counselling for student & Parents in High Schools
1. What programs and services are important?

   b. That children in any school should have?

   • SNAP Programs should be available at all schools
   • Staff should be available to do assessment
   • Consistency
   • Availability of Programs
   • Communication between schools regarding programs available
   • Instructional Hours consistency across the jurisdiction
   • Availability of Second Language Opportunities – Not French Immersion
   • Safe & Caring environments available to every child
   • Band & Arts Programs
   • Sharing of Facilities to provide all students with equal educational opportunities – CTS
   • Provide Specialist Teachers ie: Music
   • Technology – smart boards – computers
   • UNESCO program (maintain organizational “memory”)
   • Breakfast/ Lunch programs (realistic guidelines)
   • Inclusion
   • Life skills
   • Curriculum completion (objectives should all be covered & understood)
   • ECS centre is great
   • Access to computers /labs
   • P.E. for all students
   • Children should be respected
   • Comfortable classroom size (Physically should fit 30 if expected)
   • Full size gymnasiums
   • Building is safe & clean & modernized (technology)
   • Physical Activities
   • Cultural Activities- music/art/fine arts
   • Lunch Programs
   • Good Teachers (Skillful Instruction)
   • Laptops & Smart Boards
   • Adults are kind and express love to the kids
   • Every child has the right & chance to be in school
   • After School Social Activities (eg dances)
   • Field Trips
   • Adequate instructional materials, books (no sharing text books between students)
   • All 30 level subjects should be available across the division
   • Language Arts
   • Continuing Education for teachers – saying current
   • Life Long Learning for ALL teachers, parents and kids!
   • Arts & Music offered separately and taught by specialized teachers
   • Properly funded and equipped libraries
   • Librarian at every school
   • Physical fitness, properly equipped with adequate space
   • Nutritional Lifestyle (wellness)
1. What programs and services are important?

   c. That could be unique at my school?
      - Learning Assisted Programs (Life Skills for students who do not fit in regular classroom setting. (Social and /or Learning Disabilities).
      - Second Language Option (not French Immersion) French conversational in nature starting in elementary.
      - Start French in ECS and continue through. (parallel learning streams)
      - Fine Arts: Music, Art (opportunities for student success)
      - Second Language (Spanish)
      - Challenge Day – School Council Groups
      - Family Groups – Team Building
      - Special needs play ground
      - Dances
      - Segregation of genders in Jr. High
      - Teddy Bear Picnic
      - Box Lunch Social
      - Year Round Calendar
      - Every Jr. High Student to have a lap top.
      - Elementary school has some options (Centennial)
      - Sensory Room (GSMS)
      - GSS Grade 9 Student mentor Grade 1 Students
      - Q.E. has Industrial Arts Course
      - After School Programs
      - Success stories with student who have special needs
      - Piano Teacher come into the school to teach
      - Libraries (Griffiths-Scott/Millet is exceptional)
      - Middle School Grouping (GSS) Hard to move into middle school in grade 5 too young.
      - Dress Code; Uniforms
      - Marine Biology (BMC), Travel Club, Camping Trips
      - Fine Arts, Extra Curricular Activities/Trips
      - Trips to the City for Art Events
      - Second Language
      - Bus to School of Choice
      - Vocational Education – Shop I.A. – Automotives
      - Cosmetology, Hunter Training, Fire Arms Safety, Music/Band
      - Laptops for all students
      - Football Program
      - Canoeing – Outdoor Education
      - Outdoor education is unique and valued
      - Photography, graphic arts, band, drama
      - Exposure to trades – RAP
      - Utilize local outdoor amenities
      - Special needs programs & delivery at Falun
      - Cultural component at Lakedell
      - Arts programs needed
      - UNESCO at Griffith Scott Middle School
      - Sports Programming
      - Cultural component – Aboriginal
      - RAP and Work Experience
      - Drug & Alcohol awareness: DARE & Safe and Caring
      - AISI
      - Closed vs. open campus - Staff have closer relationships on closed
      - Breakfast Programs
2. What are the problems you see in providing programs and services?

- Lack of resources both monetary and personal.
- Anti Bullying - How are we dealing with it?
- Lack of consistency in dealing with issues at all levels –
- Teachers, support staff and community
- Maintaining smaller class sizes (currently too large)
- Not enough recognition and resources for normal and/or exceptional students.
- All students should have the opportunity to exceed expectations.
- Lack of resources may lead to behavioral issues:
  ie: boredom may result in acting out.
- Parents must assume some responsibility for providing learning opportunities.
- Some parents do not feel competent to provide supports to their kids.
- Community needs to be aware and help provide parental support.
- Funding
  - Time
  - Human Resources – recruitment to specialized areas
- Class sizes
- Facility size
- Distance between facilities
- Ride times
- Designated school areas
- Lack of communication between schools – sharing of physical ed equipment.
- Updated CTS Facilities
- Updated Library Resources
- Parental Support
- Resistance to new ideas – staff, parents always doing things the same way.
- School competing for students.
- Schools should collaborate not compete
- Small Schools by necessity increases competition
- Participation.
- Declining Population = decreased funding, increased class sizes,
- Increased parent involvement required
- Budget Priorities
  - Lack of parent counsel input into budget priorities
  - Need more variety to CTS options
  - Not enough funding
  - Terrible relations with Health no Speech Language, OT, PT services in Schools.
  - No therapeutic services
  - Consultative does not work
  - TA’s need training on awareness of student. Teachers have no time TA’s need support!
  - Too many ability levels in classes. How do teachers meet needs?
  - Not fair for teachers and children.
  - Split classes can be a challenge
• Aging schools: plug in does not work; accessibility; no space for consultative work; heating
• Portables are not a good idea.
• Vandalism
• Libraries within classrooms should be better developed.
• Unused SMART Board in portable (Centennial)
• Parent Groups having to raise funds for classroom consumables is wrong
• No funds / Fundraising for playgrounds/equipment that is accessible for all.
• No recognition for those students who are gifted and talented all students
• Where is success for all – need to address effort.
• Finances
• Low Enrollment
• Bussing/Transportation
• Finding Qualified Teachers
• Keeping Qualified Teachers
• Distance to City Services eg. Pools, Citadel, Pools, Theatre,
• Few local recreational opportunities
• Low parent participation
• Keeping teachers motivated & enthusiastic (need parent support)
• Parents stretched too thin.
• Low population = low funding
• Access is limited due to distance therefore increasing transportation costs.
• Attracting qualified teachers
• The Cohort size is not consistent
• P.E considered an option.
• Trained Teachers willing to come to a rural area with limited housing
• Teachers also have to be versatile
• If the teaching position is part time there are not other part time opportunites in our community to make it full time or viable for the teacher
• Problem finding second language teachers
• How do we figure out why families and students are not choosing our schools is this community?
• We are always short of money
• Video conferencing was not reliable enough to create confidence in the desired results.
• Funding distribution model is not transparent (how does the money flow in the district?)
• Is there enough funding for three small schools in this area?
  Does our population justify the need for 3 schools?
• What are feasible alternatives pro’s & cons’s?
• Bussing needs for extra curricular activities
• Open boundaries create (school of choice) imbalance
• Transportation boundaries (catchment school only)
• Too many children in Division 1 classes
• Large classes require TA’s who are not child specific
• Not enough certificated teachers
• 15-17 in max Division 1
• Listen to parents concerns and offer solutions / follow-up “average” kids get lost.
• Mild / Moderate recognition of individual needs. (We don’t look for gifts and capitalize on those)
• Recognize achievements of all kids.
• Not enough funding for options “think outside the box”
• Utilize local talents
• Life skills – including money handling & marine biology
• Use community members who have the skills ie: music/art
• Better curriculum support materials and communication
• Funding Model
• Distance from services
• Facility use rules – accessibility is too restricted
• Lack of qualified specialized teachers and TA’s
• Professional development for TA’s
• Size of Jurisdiction – demographically
  o Bussing implications
  o Consistency of services
  o Population density
3. What can we do differently or what are some ideas or alternative in the delivery of programs and services for your child(ren)? (CARDS)

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- Recognize & nurture the kid within each child …. Regardless of age/size.
- Parents should be able to evaluate teachers
- Communication Plan for teachers/Parents
- WRPS to provide information nights to inform parents. Ie: Learning Cycle 4 X per year
- Bus students to particular schools that offer an option course they can’t get at their won school. IE: have Q.E. offer home economics and Industrial Arts and let other should use their facilities. Utilize schools facilities for Band/Photography / French etc. etc.
- Bussing to sites to share programs “Time Tabling”
- Teach children how to communicate, develop receptive & expressive language in kids.
- Breakfast & Lunch Programs for children who need it.
- Roots of Empathy Program – should develop
- Access to community recreational facilities
- Open up communication between home & school in service areas e.g. OT, PT, SLP
- Blended program acceptance. Provide resources to home school students.
- Group kids by age rather than grade and then teach kids based on their learning level (in core subjects) Non – graded classrooms/schools
- Offer a mandatory Grade 9 course, hosted at the high school, at least once per week. A life skills type course with multiple impacts for students. It would generate a relationship for students with the high school – promoting enrolment. Second acts like an intro to the school, supporting comfort and transition. If would serve practical needs of all students without grossly increasing their workloads.
- Focus on core subjects in elementary perhaps integrating themes with non core subjects to increase interest and enjoyment. This could immerse kids in ideas across subject areas and decrease time lost transitioning between subjects. If schools / grades followed a similar plan across the district, as a policy, it would minimize chances of some teachers not finishing curriculum & students advancing grade levels unprepared.
- Have our own “toolbox” for supports … build our skills in house to meet out students needs.
- Throughout the year provide recognition to students for their accomplishments, not just waiting until final award ceremonies. This would give kids feedback earlier and assist their motivation.
- Better accessibility of bussing for County of Wetaskiwin. Students at their door/driveway to school of choice in the WRPS system without additional charges beyond taxes
- Video conferencing for students to do special creative projects together.
- Training for TA’s and TA subs.
- Bring in musicians, authors, artists for all students (interactive)
- Community program for academic support (tutoring)
- Teach children to set goals (long & short)
- Video Conferencing between sites
- Keep options (I.A home-economics, etc) accessible to all students
- Recognition of student effort and achievement
- Improve communication with family regarding child’s special needs, daily problems, progress, individualized program
- Identify students from each school that need academic challenges – for them to meet and have their project – to challenge them – to connect these students
- Current bullying program may be revised to Seeds/Roots of empathy program to nurture kids! More respectful and better results.
• Keep up with technology – smart boards etc. (training for the teachers as well)
• Alternative Insurance Packages ie: Skating in Public Facilities
• Development of Parent Advisory Group for special needs students in WPRS to work collaboratively
• Take stronger action on inappropriate behaviours. Negative behaviour impacts all others. Improve discipline especially older grades.
• Parent Councils collaborate with schools to develop School Wide Behavior management / discipline model. Enforce it!
• Improve communication at all levels: Trustees – Parent Councils – School Staff
• Offer a variety of language options eg. Sign Language
• Principal – School Council conversations should be real, open and honest. No Lip Service
• Career counselling at an earlier grade level – perhaps grade 6 & 7.
• Improve consistency in IPP’s among schools – Improve quality of IPP’s
• Hands on learning for all kids at all levels. Smart Board, Science in a box, brain gym, magic school bus, Bill Nye the Science Guy.
• Effort as well as honor awards
• Fine Arts Program “Shared Specialist”
• In smaller communities have Grade 1 to 9 in one school rather than an odd split of K-4 then 5-9.
• Train teachers to prepare better for their subs.
• Reconnect parents with the school community. Evening workshops for parents and their kids. Ie:
  - Like How to Communicate
  - Like literacy Skills
  - Bullying
  - Life Skills
  - Surviving different developmental stages
• French as a second language
• Too focused on high academic children, lack of resources for the children who cannot achieve high academics.
• Early detection and early testing of the children who are struggling and “falling through the cracks” Have their records follow them through their entire schooling years. Teasing yearly or bi-annually.
• Identify and offer special supports to gifted / talented students
• Lack of resources available for those students who do not fall into the regular class setting offer an alternative snap, or pull out programming …making them feel success.
• Pool $ for sporting equipment
• Same teacher all day for subjects (core subjects) especially (K-6) –there is inconsistency of teaching techniques and leads to confusion for students, - need stability. This is done at higher grades 7 + is fine)
• Second Language introduced at Preschool or ECS level and up. Ie French (conversational) Have our students have this as a basic background for future possible use ie: travel
• We should not pass students who can achieve but have not yet
• Bring back French language instruction
• Try to eliminate “school of choice” Realize all schools are good schools!
• More fun in school – Teachers – grouchy
• Communication Board – Parent Council – School Admin – Sites Parents
• More focus on learning less on grades.
• Utilize teachers for their specialty
• Counsellor for each site
• Teach children to be responsible
  - Teach how to study
  - Teach children how to do homework
- Organization – need to teach
  - Teach how to manage time
- Follow up all families who have left the region for exit interview – similar questions as tonight
- Home schools, moved physically or changed school to another region
- Need to offer specialty programs to deep students ie: hockey program, fine arts, sports, languages
- Continue with Learning Cycle – Take it even further.
- Put more life skills in the curriculum
- Quit passing kids onto the next grade level when they’re not ready
- Build our own capacity to serve all special needs students “IN HOUSE” specialists and TA learning.
- Develop “regulations” or guidelines for field trips (risky) ensure consistency
- Keep focus on core subjects
- School share specialized teachers ie: French
- Classroom libraries need to large enough so all students have something to read.
- Focus on $ to direct services to kids rather than administrative # of students should dictate # of administrators
- Provide opportunity for gifted kids to network or do special projects together
- We need less tolerance for bullying, inappropriate sexual behavior (bringing sex toys to school), drinking and drugs. We need stricter punishments and expulsions.
- Distance: to volunteer, do sports, work Mom and dad drive until 16, provide a vehicle or access to one.
- Put more emphasis on the core subjects and less on the options.
- Career Day
- Teachers expertise – share knowledge between schools, open to parents for ideas
- Work experience (more options) partner with local businesses.
- Have job fairs to expose our children to different professions including trades. Other areas not seen in rural areas
- Partner with businesses – service organizations
- Upgrade the home economics class to include sewing, fashion, more in depth cooking … pick modules according to interest
- Make the government more aware that rural schools need more money than urban schools so offer the same level of programs
- Weekend trips planned through the school, with family participation. Eg. Ski trips, camping, golfing
- Life Skills – hands on information eg. Trips to the city to ride a bus, try to find apartment, ethnic restaurants, fine arts
- High school sports teams – if there are too many students for one team, then have two teams
- 2nd language – utilize local experts eg. Spanish, new people working in the community from other countries
- Share teachers with another school rather than eliminate schools. That way we keep the funding coming.
- More options for outdoor education – Hunter training, ski trips
- Other Departments to help share costs: FSLW’s, FSCD/ Health and Wellness
- Bussing costs – ask for help from local organizations
- Rotate teachers through schools
- Partnering with trades to provide opportunities, exposure ie: RAP
- After school programs e.g. sports, music (boys & girls club)
- Approach County of Wetaskiwin to build some roads between Winfield and Buck Lake to help with bussing
- Share elementary and Jr. / Sr. High Students on PD. (Student holidays) 2 working parents no sitters.
• Increase enrollment by developing crown land for more residential areas.
• Fix Video conferencing before school starts
• Daycare facilities
• Bring back the STRAP – RULER the power to discipline – consequences
• Form a justice circle for all grades to hold students accountable for their actions
• An outreach program offered at Buck Mountain Central so students are not lost to Rimbey or other areas.
• Video conferencing – improve technology so classes with fewer students can have access to qualified teachers.
• Rotate teachers through schools to combat burn out.
• Take advantage of our outdoor resources lakes, trails, creeks and other natural areas.
• Make sure that government money intended for rural small schools GETS to rural small schools
• Coordinate with other schools (materials/services) eg. Books
• Access to technology ie: smart boards, projectors, computers
• Uncomplicate transportation – shorten routes, too long and linear routes need more busses
• Allow trades people to teach trades without teachers certificate. Instructors at NAIT or SAIT do not hold teacher certificates and they teach / train trades people
• Be passionate about teaching
• Teachers teaching their expertise.
• Ensure that a qualified guidance counsellor is available especially at High School level to help kids with career choices & course choices
• Hire exper teacher & have them proved services to 2-3 schools. (drive between schools)
• Modernization of facilities
• We need more bus drivers – pay the more – increase incentives – more parent support – transportation board support
• Streamline the bussing to shorten ride times
• Centralize the 2 elementary schools at Buck Lake
• Amalgamate K thru 12 at one central school for Winfield, Buck Lake, Alder Flats and area
• Investigate the pro’s / cons of amalgamating small schools together
• Amalgamate elementary schools to one K-12 school
• Buck Mountain Central K-12 Winfield K-12 Land size (bussing) would be more fair for the west and fare east – class sizes woud even out – more teachers at each school to accommodate more options.
• Combine Alder Flats, Winfield: so that one larger school equals more students more teachers available = better options.
• Combine Winfield, Buck Lake & Alder Flats School in one school K-12 Location
• Close Buck Mountain Central and expand Alder Flats and Winfield to include grades 7-9. Allow grade 10p-12 to coose where to finish their schooling (Breton, Pigeon Lake Regional, Drayton Valley, Rimbey, Rocky Mountain House or Home Schooling)
• Think outside the box for options
• A scheduled showcase of art and music talent of the whole region. Could be quarterly or yearly or whatever time interval would be appropriate
• Need more than a teacher aid if classroom is larger than 30
• Boundaries balance out bussing, only provide bussing if you are in the right boundary we need more kids at Lakedell
• Division 1 & 2 subject specific teaching. Kids learn differently from different teaching methods.
• Teach Solid Life skills – Money management, organization, communication
• Easy access to the school for the community – Kids events and programs
• Grade 7 back in elementary
• Centralize location to showcase the fine arts of students
• Children are not tested early enough (They are entering grade 3 not reading)
  Use the community to help education ie: piano
• Need better evaluation or maybe re-evaluation of the funding model. Should do a trial “zero
  based” or “adequacy funding model on several schools to see what the results are and advocate
  for more.
• Breakfast / Lunch programs get the seniors involved
• With AB Government changing curriculum we have a hard time keeping a library up to date with
  proper resource materials.
• Teachers should travel to other schools for a short period of time. To share and gain ideas.
• SAFET: WRPS Wide Standards – Lock Down – Emergency Plans
• PE materials and activities varied from the “norm”
• Lobby Government for $ to provide smart boards in each classroom.
• Look into other technological solutions for bridging distance between schools. Video-conferencing
  may be only the tip of the iceberg of the kind of technology out there. We have the super net – one
  of the fastest conduits in the country – Let’s use it to its potential.
• Utilize qualified instructors throughout the jurisdiction
• Engage community realtors, municipal offices in creating a package to promote and inform new
  residents or potential students about our great programs.
• Government provide more $ for outdoor recreation programs
• Follow the criteria for class size more stringently. In cases where this is not possible provide
  mandatory TA support.
• Div. 1 (1, 2, 3) class size should be under 20 for 1 teacher. Class aid above
• Look for the “gifts” in every child.
• Teacher aide certification valued but also experience and professional development accessed as
  assignment demands. Aides are hired on a 1-year contract and expense of certification for value of
  courses offered is not attractive or sometimes even effective to current assignment. Role of the TA
  changes with each contract. Early Childhood Education Certificate and other certificates can be
  valid pre requisites.
• Daily physical education and nutritional programs
• Mobile CTS labs to be shared throughout jurisdiction
• Life skills – Nutrition eliminate sugar from schools? Candy?
• Boundary Issues – Bussing to Falun but not to Lakedell makes Falun Schools Classes too big and
  Lakedell Schools classes too small, there-fore we have split –classes are a result.
• Create a Public Relations position to promote us and be proud.
• Improve parent teacher communication by making sure parents know what services their schools
  are providing and update parents on curriculum content!
• Increase square footage per person for gymnasiums. Lobby the Government for more funding for
  this.
• Parent collaboration with school division should be on going to continually develop the school
  community
• Require more teaching staff with special education training to the number of special needs students.
• Provide support for teachers when dealing with difficult parents
• More user friendly school web sites with more community /parent info
• Re-establish the scope of parent responsibility to educate the child vs. public education’s
  responsibility and scope.
• Promote all schools together not against each other
• Bring back corporal punishment
• Eliminate standardized testing!
• More outside activities
• New ½ day PD does not work for rural parents
• Give people a “Reason to choose ‘WRPS’” ie. Different programs or options
• Distance Education for all subjects (second languages)
• Large Central School in Falun to promote: Better funding, more resources, more grade level classes
• February Break – 1 week longer in summer
• Specific problem issues are not dealt with and are being pushed under the rug. Call the people that have left the jurisdiction.
• WCHS needs to offer a transitional program to GSS 1 day per week in the 2nd half of the year
• Provide and encourage opportunities to utilize the existing community capacity. Coaches, Artists, Vocational, Expertise, to a greater extent
• More intra-school activities to aid in removing “competitive” attitudes.
• Mandatory “refresher” courses for all staff.
• Implement stricter punishments for 1st time = 3 day expel 2nd time = 1 week, 3rd time 1 month
• Outdoor amenities: Use lake, Use Rink, Baseball, Offer more sports
• General life skills training ie” Money management
• Look to schools that have had good retention for advice
• Back up the parents and kids and realize that your staff are not always right
• Better usage of community specialists (musicians, performers, sports people, talents.
• Provide opportunities for the community to use the school facilities ie: gym for sports, sensory rooms, library for meetings, home economic rooms for cooking classes, band room for teaching music, - More people in the buildings would provide a better understanding of what we have to offer and allow for feedback on what the communities needs are.