



MEMORANDUM

June 20, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Parkland School Division Stakeholders
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i>
SUBJECT	STAKEHOLDER ENGAGEMENT REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources. The Preamble for the *Education Act* notes:

“... education is a shared responsibility and requires collaboration, engagement and empowerment of all partners in the education system to ensure that all students achieve their potential.”

Furthermore, Board Responsibilities (s. 33(1)(c) notes that a board, as a partner in education, has the responsibility to

(c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans.

In upholding those responsibilities, on April 7th, 2023, the Board of Trustees engaged Parkland School Division stakeholders, consisting of Elders, parents, staff, students, community members and local government members to provide insights and wisdom in setting the strategic Education Plan for 2023 through to 2026. This

Stakeholder Engagement Report summarizes the feedback received from stakeholders, and includes all items shared for consideration, as received.

The Stakeholder Engagement Report serves as the Engagement Summary and Review for the April 7th Engagement Event. Survey responses are included, as well as all thoughts received during the event. Where possible, the Report sorts stakeholder comments into thematic topics; however, it is possible that one quote could be categorized in multiple ways. The comments are summarized per-section, and a full document summary follows this section.

Administration would be pleased to respond to any questions.

SJ:kz



Stakeholder Engagement Event Report

The Board of Trustees engaged with Parkland School Division Educational Stakeholders on April 6, 2023. The full-day engagement included thematic conversations that were intended to reveal planning considerations. Participants included students, parents, educational support staff, teachers, system support staff, administrators, community leaders, and Indigenous Elders. Participants were invited to provide individual thoughts throughout the day, and an “after-engagement survey” remained online for a week following the event.

This document serves as the Engagement Summary and Review. Survey responses are included, as well as all thoughts received during the event. Where possible, we have sorted stakeholder comments into thematic topics; however it is possible that one quote could be categorized in multiple ways. The comments are summarized per-section, and a full document summary follows this section.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>I feel that I had a fair opportunity to share my perspectives.</i>	<i>I feel that my perspectives were heard and considered by my fellow table participants.</i>	<i>I feel that the conversation topics provided a wide-range of options for dialogue. (Topics were not leading or constrained)</i>	<i>I found the planning day to be both productive and enjoyable.</i>	



Participants in attendance at the Parkland School Division Education Planning Day on April 6th, 2023.

Executive Summary

Stakeholders recognized the importance of promoting positive school culture, mentorship, diversity, empathy, and leadership, suggesting the integration of these values into the curriculum. There is a focus on creating safe environments, teaching empathy, and having clear steps, procedures, and protocols to address interpersonal issues, such as bullying.

Stakeholders called for more support staff and suggest re-evaluating the current system of supports to focus on doing fewer things better rather than spreading resources thin. Sustainable funding and increased volunteers are also mentioned as ways to support schools.

Stakeholders highlighted the growing demands on educators and the need for more substantial support systems for teachers. This could include promoting designated teacher collaboration time, enhancing professional development programs, exploring methods to encourage teacher involvement in extracurricular activities, and developing in-house training programs to support the transition of casual EAs and bus drivers to permanent roles.

Stakeholders expressed a desire for expanded student supports and services within the Parkland School Division. This could include professional development programs targeted to equity and diversity, mental health training for teachers, strategies for EA recruitment and retention, and programs that promote student mental health and personalized learning.

Stakeholders urged a consideration for more student-centered and individualized learning experiences that foster engagement and accommodate various learning styles. This could include revealing strategies to further individualize learning experiences, offering a wider range of accommodations and alternative programs, integrating more digital tools into daily academic routines, and fostering resilience, problem-solving skills, and positive relationships within the school community.

Stakeholders called for enhanced efforts in the areas of equity, diversity awareness, cultural awareness, global citizenship, and accessibility. This could involve implementing or enhancing programs aimed at promoting cultural awareness and global citizenship, conducting a review of equity and accessibility across all schools, and intensifying efforts to integrate Indigenous knowledge, culture, and languages into daily learning and school culture.

The need for stronger connections between parents, schools, and the wider community was highlighted. This could involve strengthening parent-school connections, enhancing communication, promoting community involvement in schools, and educating parents and community members about important social issues.

Stakeholders appreciate the convenience and expanded learning opportunities that technology offers but also expressed concerns about accessibility, potential learning disruption, and digital safety. Suggestions included providing clearer guidance on the use of personal devices in classrooms, enhancing the user-friendliness of educational tools and platforms, and implementing comprehensive digital citizenship and online safety education for students and parents.

The pages that follow include the stakeholder comments received, as well as summary statements that endeavor to capture the perspectives raised, within the sections as organized. The sections are not provided in order of importance, but to provide a logical flow.

Pedagogical Approach, Curricular Matters and Achievement

Stakeholders expressed thoughts on teaching and student achievement. They question the timing of the new curriculum rollout, especially after the learning loss due to the COVID-19 pandemic, and the impact it might have on learners. There's an expressed desire for clear and consistent expectations, especially in literacy and numeracy, as these are foundational skills. It's also suggested that resilience in learning should continue to be fostered.

Stakeholders indicated the importance of appreciating diverse learning approaches that align with individual students' learning styles. They emphasized the significance of relating education to personal interests for improved engagement and retention. The new curriculum is seen as challenging, particularly in subjects like mathematics, where many students are already struggling. Stakeholders suggested that we continue to focus on engagement and student interests to improve academic performance in these areas.

A theme of enhancing assessment practices emerged, with a focus on measuring more than just academic markers. The stakeholders suggested that assessments should also measure qualitative aspects such as resilience, critical thinking, and engagement. A focus on assessing in a way that demonstrates success for all learners, including those with learning deficits, is emphasized. Furthermore, the importance of collecting and analyzing baseline data for student success is recognized.

Stakeholders suggest that the school division might consider exploring various avenues for improvement. These include reviewing the timing and methods of new curriculum implementation, enhancing literacy and numeracy across all subjects, promoting diverse learning styles, and improving engagement in subjects where interest is lacking. The integration of mental health support is seen as crucial, as is teaching students how to learn and study effectively. This perception is that the dual approach, focusing on student success and well-being, will decrease anxiety while increasing student readiness to learn.

Perspectives on Curriculum and Learning Environment:

"I'm worried about our kids next year, do my grade 4 math right now, and grade 6 next year with new curriculum - is this the right time to roll out new curriculum as most of the learning loss of COVID?"

"Having clear and consistent Literacy and Numeracy expectations has been valued."

"We need to find ways to seamlessly enhance learning environments when moving for K-9 to high school. Literacy knowledge should be across all platforms and pedagogy should be shared."

"Providing supports like calculators to ALL students for ALL activities (specifically those that don't need them), Some students can become dependent on them, which slows resilience on settings where they aren't able to use the supports (e.g. part A PAT)."

Perspectives on Approaches to Learning:

"We have a lot of struggling students with literacy and numeracy and the government has recognized the need for additional funding. Maybe our children need to be attending more school. Seems like a lot of days off compared to even 10 years ago."

"Take more time to roll out new divisional initiatives and not as many. Time to dig deep and find success."

"We need (as teachers and admin) to help parents and kids understand that failure is necessary for growth. IE risk is necessary, mistakes are necessary, expectations are often unrealistic. Connection over Curriculum."

"Being able to work/learn in the way that works best for the individual student is really important because not everyone learns the same way. For me, videos work better than in-person teachers because being able to hear the content but also read captions helps me process things. I can also pause and rewind videos to take notes at my own pace."

"How are we teaching students how to learn/study. We assume students know but is there a way to integrate this into classes. This would possibly decrease anxieties around studying, testing, putting learning pieces together."

"Move towards teaching students common sense and life skills."

"A pedagogical shift needs to happen where the focus is on teaching kids and understanding that kids are not standardized."

"We need to plan for admin, schools, teachers adopting pedagogy that fits kids, rather than kids being expected to fit into the preexisting ideas about what education/school should be."

Matters Related to Curriculum:

"Relating school to personal interests helps motivate students to learn and makes it more likely they'll actually remember the topics learned."

"Classes - what is offered and what needs to be offered (med,law,mechanics) - grading and giving specific feedback - mental health and talking about it - how it affects attendance and grades."

"Opportunities new curriculum, COVID positives - talk forward, heavy weight - moral down a bit = from teacher perspective."

"The new math curriculum is really pushing the kids to move up a grade basically from where they currently are. Example, next year grade 5 kids will be learning grade 6 math, our kids already struggle with the current math, with this change I feel like we are setting them up for failure instead of success."

"Music education seems to have no priority in school (or at least ours). There is zero music budget according to our principal. The long term benefits of music education must be acknowledged and we need to find a way to bring it back (theory, appreciation, and performance)."

"For schools where in-person learning is expected, decrease the amount of materials teachers are placing online. There are options within PSD for online learning (CFL) so having this hybrid model places a lot of burden on teachers and decreases expectations that students will attend in person."

Literacy and Numeracy:

"Continue with the literacy and numeracy (learning loss) programs in the younger grades. Seeing great improvements in the children."

"This organization is off base literacy/numeracy exist and need to be explored in all 4 core classes (all classes) and by organizing this way, you reinforce literacy is the responsibility of the Eng/LA arts teachers and numeracy is the responsibility of the math teachers. We need to get to a place where ALL teachers own they teach both."

"I think that an interest in math is on a decline and it's tanking the grades of students. We should prioritize making students interested and engaged in math."

"Increased engagement may lead to an increased interest in math, leading to increased academic performance. By prioritizing making things 'fun' we will yield the results we desire."

"In elementary 'We're learning how learn' - numeracy/literacy social studies: numeracy Dash One Grade 12 students need statistic education beyond 'Mean, Median, probability' - so teach T-Test, P-Test and confidence intervals. Literacy - Dash - 1 students need to learn proper, in-depth citations. Social studies - discuss current events."

"Numeracy (engagement) - students are struggling to find success. Do we value a quantitative PAT or DIP results? Or do we value more qualitative measures such as engagement and critical thinking, resilience and confidence? Are we measuring the right things? Interested engaged students will value what they learn rather than the mark."

"Implementation of literacy is positive - incidental learning via vending machines - earlier push to learn moving in new curriculum."

"Streaming early, perhaps Jr high. Consistent Social Emotional Learning curriculum to be standardized across Parkand."

"ECSD has PATHS 100 Voices to grade 6, which is the Social Emotional Learning curriculum. Every grade from 100 Voices to grade 6 does it. Developed by board specialists and committee. Uniform training for all elementary school teachers." [*100 Voices is a pre-kindergarten program that begins for three and four year old children, identified with severe developmental delays*].

"Increase resources for assessments."

"Assessment Language - are we indicating growth and moving forward, or are we further focused on reaching a specific outcome? Our kids engaging moving forward and learning should be seen and communicated as success NOT just meeting markers."

"Knowing and understanding that different kids learn differently. Having assessment NOT just tests. For a diagnosed kid who has learning deficits, why would we assess, the child with the deficit, and instead learn to assess in a way that would demonstrate success for a child. Child has poor comprehension=the students should not be writing written tests. They could have it read to them or other alternatives."

"New curriculum requires time - more than in current plan and resources should be provided at front end to support curriculum."

"-Pushing into classrooms to support all students instead of relying solely on pull-out intervention normalizes supports for all - Use of assessment data to address literacy gaps os essential."

"Great conversation at our table re: in school leads, currently numeracy and literacy leads at each school however, consideration of at least one behavior lead (perhaps in the form of a floating EA) at each school - beyond (in addition to) the school counselor."

Assessment & Student Progress

"Importance of baseline data in planning for student success. Continuing to prioritize the collection and analysis of baseline data for students. Enough time and ways for staff to access and work with this data in effective ways."

"We are "passing" students to their next grade when they are not ready - why are we not "retaining" more of those? why push a student through who doesn't even know their letter/phonetic sounds? How can they read?"

"Because assessments are modeled after standardized tests, and the more effective learning methods don't always align with that it would be beneficial to attend PF about aligning them more."

"Baseline assessments are valuable in informing instructional practice. Ongoing feedback to students and frequent ongoing assessment makes for authentic learning. -Tomahawk teacher"

"Students need continued opportunities to define what success is to them beyond academic success. Appreciate the diverse opportunities for education in PSD. My path Building Futures, STEPS = How do we bring these to all buildings?"

Learning Environment and Motivation:

"More relaxed learning environments, where talking is allowed and a little phone use is also alright can really help students enjoy school and feel more comfortable there which improves their ability to learn and their want to learn. This also goes for student made (with teachers' approval) deadlines/goals that are also more flexible."

"Teachers need students coming in ready to learn. It is important for them to have supports to help their students do so. This would include mental health supports for students, as well as the students being connected while in schools."

"The availability of programs in elementary and middle school varies so greatly that students at some schools feel left out or that they have not been provided the same opportunities as their friends in other division member schools. This limits their exposure to learning opportunities outside of traditional academics."

"From my experience of witnessing people graduating high school or 2nd educations(college/university). Those who finish these educations are excited to just finish be done with it and not excited to be able to learn later in life. So sustainability of peoples' learning may be going downhill."

"Ideal dream. School is the hub that serves all needs for children - funded appropriately. (beyond educational funding) Wrap around, inter-agency supports-health-education-mental health-food-etc."

Career and Life Skills Education:

"High school - very important to teach kids learning school budgeting/finance as they move on in life. This seems to be missing from skills learned upon leaving high school. This is key to all responsible adults."

"Transition to high school. Let's focus on ensuring our grade nines know about all of the programs available at CFL. Rather than CFL being a place to consider for students who are struggling in our large High Schools - let's make it a choice that is promoted. It addresses students of different learning styles."

"If the purpose of education is to prepare for a career: could schools provide a post-secondary qualifying (pre-requisite) list of classes needed for career programs in grade 10 - not 11 or 12. For example, EMT program needs _____ high school classes... More guidance through class selection."

Learning Environments and Program Choices:

"Examine current learning environments. Is a standard classroom the BEST learning environment for students? Can outdoor spaces be utilized for learning for all. -we need to advocate for it."

"Nature Kinder accessibility."

"Choice of programs for learning allows students to experience different ways of achieving academic success (ex MyPath, CFL, online)."

"Programs of choice like My Path provided for rural schools give great opportunities and also provide exposure to diverse experiences and views for students in schools with smaller school populations - Parent and teacher comment (Graminia)."

"We need to do a better job at maintaining engagement. Create as we consume. Times are changing and so are individuals. This can be a good thing. Use the changes to our advantage and use the resources available to create new and exciting learning experiences. Blended learning. Lecture-based teaching needs to be re-evaluated and used less and less as time goes on."

Program Diversity:

"We don't currently have an IB/HP program in our district, but many grade 9 parents ask for it, why don't we have it etc."

"We often talk about supports for diverse learners, which are essential. We also need to focus on learners who are mid-high achievers, ensuring effective instruction that encourages work ethic and achievement - Graminia parent."

"There's so much more that is required (needed) to be taught that exists in the programs of study. How do we best prioritize the non-curricular aspects of education?"

"(Fine art education - partner with local businesses to showcase student art - The allied arts council does this well)"

"Discuss and become more aware of other world religions/traditions - open up our world views."

"Education should focus on building skills and knowledge that is applicable to real life after school."

Accountability and Grading Clarity:

"Report cards for elementary, not appreciating the sugar coating of the comments. If my child is not meeting the required fundamental skills, they should not move on."

"As a parent, I have concerns that missing (late) assignments (jr high) are accepted weeks to months late. I believe there should be a due date - then a strict cut off date where assignments are no longer accepted. We must also teach our children accountability and citizenship."

"Starting in middle school, we believe parents would like to see percent grades instead of a wide grade such as 'comm' or 'Exc'. It would provide a better idea of where your child is at because the grading system is so wide at the moment."

"The current system of marking for gr 7-9 does not provide parents a detailed enough picture to understand where their child is at. Number-based grades combined with good teacher feedback give parents more confidence that they understand where their child is at in their performance."

"Homework = why do we allow students to not have a deadline for handing in homework? Life is full of deadlines after school."

Survey Comments on Improving Learning Experiences

"The bulk of this conversation surrounded about ensuring schools are truly safe and respected places. The quote provided came from a high school student where they "do not feel safe" being at school. "Yes, there are services available. We see the posters on the walls but that doesn't change what is going on." They wish to see a greater emphasis of feeling safe and cared for throughout all aspects of their learning, be it mini lessons in their subjects, the way people interact with one another, and whole school initiatives."

"We further discussed emphasizing the difference of mental health and brain health, were as brain health speaks directly to the physical or physiological things we can do to improve our physical self (ie. sleep, eat, water, screen time). Mental health being more concentrated on the socio-emotional side or the mental conditions or disorders that are diagnosed by external professionals. Essentially this conversation led to the conclusion that parents, teachers and students are misinformed regarding how to address or support mental health and brain health where we all need to deepen our learning of about these topics."

"One accolade was how high school students feel safer with having a school resource officer frequently visiting the schools and forming relationships with students. This not only provides a positive view of the outside authority figures but it also keeps those students who wish to do mischief to second guess what they are thinking about doing."

"We want all kids to experience academic success and we need to find ways to make sure that happens."

"We need to rethink what will benefit these students the most."

"Start with answering the question of what is education in today's society."

"My path I feel is a great opportunity for those who struggle either focusing, fitting in, or academically. However not affordable for most families, and West end schools busing isn't great so lack of great experiences."

"Connect to real world learning and support student resiliency."

"The key is to provide teachers with the PD they need to improve learning experiences."

"In my experience the students have many excellent learning experiences. On occasion, those experiences are interrupted by students in the class who are dysregulated. More support for student's with needs would be extremely helpful. Continued mental health support is necessary!"

"More interdisciplinary support!"

"What are we doing for the average kids now? Sometimes I feel the pendulum has swung too far over to the inclusive side. Now the teachers have to deal with so many issues and behavioural issues that the average kids that sit and do their work are getting over looked. Sometimes feel in the younger grades that students that would do their tasks are starting to recognize other students getting rewarded for little things (As they have behavioural problems) but makes other students regress so they can get some attention as well. Hard to support teachers with so many dynamics in the classrooms."

"I heard strongly from students that to improve learning experiences the curriculum needs to be updated and the teaching needs to involve student interests."

"I think that the best way to improve learning experiences is to continue to spend time getting to know our students. If we understand the diversity in their identities, we can better address the outcomes in a way that is relevant to them."

"As a musician, I come with a musical lens and feel like an entire dimension of learning happens through music including temporal perception, teamwork, balance, ownership of the self-feedback cycle, in addition the obvious mathematical linkage."

"Smaller class sizes so students can be reached."

"Make kids more accountable and increase disciplinary opportunities."

"We can talk all we want about pull in/push out for literacy and math, but if we don't have a population of EAs who are well (pay, mental health, demands of role), we will not be able to accomplish any of it."

"More of the small focused learning at the high school level. Seminars help but there's still that disconnect but not sure how to fix that."

"That we can be doing much more to engage the children in these experiences, teachers showing passion for what they love teaching gets the children more interested, engaged and wanting to know more."

"More hands on and authentic learning. We need to construct meaning for our students in all subject areas."

"Parkland is doing great things."

"Providing professional development that aligns with the recommended resources and curriculum."

Learning Adaptability & Student Individuality

Stakeholders expressed a need for student-centered and individualized learning experiences that foster engagement and accommodate various learning styles. They commend teachers who utilize student interests to create intrinsic learning motivations, and suggest more personalized evaluation methods. Stakeholders see value in connecting academic assignments to personal passions and recommend diversifying the way students are evaluated, acknowledging that intelligence takes different forms. The availability of alternative programs and additional accommodations for struggling students is viewed as necessary.

Overemphasis on homework is seen as potentially diminishing student engagement, and there's a call for a better balance between school work, extracurricular activities, and personal responsibilities. The importance of digital tools like online agendas or teaching plans is highlighted, with stakeholders noting that these resources help students stay on track, particularly when they miss class time. The creation of opportunities for students to express individuality is also emphasized.

Resilience, both for students and parents, was underscored as a key aspect of personal development. Stakeholders argue for an education system that allows students to experience failure, learn from it, and develop problem-solving skills. The importance of fostering positive relationships in the learning environment was also highlighted, as these connections often have a lasting impact on students.

Stakeholders also suggested potential improvements for managing behavioral challenges, including more specialized training for educators and the use of restorative justice approaches.

Avenues for exploration could include the following:

- Revealing strategies to further individualize learning experiences;
- Offering a wider range of accommodations and alternative programs;
- Improving training for teachers, in order to better handle behavioral challenges;
- Integrating more digital tools into daily academic routines; and
- Fostering resilience, problem-solving skills, and positive relationships within the school community.

Resilience, Risk-Taking, and Individualized Learning:

"How are we preparing our students to develop resilience and a willingness to take risks in learning? We need access points for students to find supports for learning (IE. 1:1 times to communicate, strategies to use)"

"Some teachers highly skilled at centering instruction around students' interest. This increases connection and engagement and intrinsic learning - Student shared that she would like to see all teachers approach teaching in this manner."

"I appreciate how much more individualized learning has become since I was a student. My hope would be a more individualized form of testing/evaluation in the future."

"How grading and standards need to shift in order for students to better succeed, as well as how there are different forms of intelligence and different students learn in different ways and that needs to be taken into consideration in the classroom and how they're evaluated."

"My grade 12 son shared that access to online daily "agendas" or teaching plans are very beneficial. Currently, only one of his teachers posts the day's learning objectives online but he appreciates being able to ensure he has completed his daily task - especially if he has missed some time due to extracurriculars etc."

"Providing students with opportunities to shine and be individuals are key."

"Building resilience - in parents, students - how do students overcome - how do we ensure parents are giving kids novel experience, developing trust and experiencing failure - how do we build upon consequences to problem solving? how do we hand failure?"

"Educators that make and have made impacts, it wasn't by delivering academic outcomes, it is with kind words/actions - positive relationships matter."

Engagement and Accommodation in Learning:

"Material needs to be more interesting. Encourage students to relate their personal interest to work. I checked with my teacher and did my film study on my favorite movie this year (Jurassic Park) Doing my assignments on topics I'm passionate about helps motivate me and helps me remember what I learn."

"Alternative programs are necessary for students who have different learning styles and should be presented to students and parents. More accommodations should be available to students who are struggling."

"Homework for homework's sake is diminishing kids' interest/engagement in school. Students are feeling overwhelmed with school work, homework, extracurriculars, clubs, chores, etc."

"Inclusive when it is right and when it is not the right fit for those kiddos. How does it affect others in the class. Staff, training to deal with those kiddos. As an EA working with very complex needs, wish there was more training provided to help not pass on where the behavior comes from but strategies to help support kiddos with needs and those in class. -Have a behavioral lead with each school."

"Restorative Justice option for severe behavioral needs. - Led by crisis/counseling team that can be run out of district office. Use Lit/Num rep to provide remedial support to students working below grade level."

Outdoor Spaces & Student Engagement

"Supporting growth of outdoor spaces for students in newly constructed schools. -consequences for behaviours in school-too lenient? - volunteer in school - how to increase, trustees as volunteers - increasing student engagement"

Survey Comments on Resilience, Wellness and Relationships

"The one thing that resonated with the table was the ability for all individuals to be seen or to see themselves in their classroom, their school and their division. One Educational Assistant, Canadian-Ukrainian, who is married to husband from India, spoke of how special it was for her student of Indian heritage to experience traditional food in the classroom made by her husband. The child was glowing because she felt like that type of food was only made in her household and never in the classroom. Others shared similarly when their students from minority groups were able to see someone from the staff that belonged to the same group as them. This allowed them to see their identity as being accepted by the school community."

"We also spoke sometime about how resiliency has taken a huge hit due to the pandemic and that students seemed to have lost their way around conflict resolution, coping skills in the face of challenges and resorting to steps or processes that are not age appropriate (ie. jr. high students attempting to use strategies to resolve challenges that were appropriate in grade 5 but no longer in grade 7.) Tattle telling is witnessed at older ages when it was rare or quickly escalating issues that are not appropriate to the size of the problem. This lack of resilience demonstrates the need to spend time teaching students the soft-skills of being a student which is not occurring regularly enough as teachers, support staff and parents are operating in the reactive instead of being proactive stages of conflict resolution."

"Super important right now post COVID. Students need to be socialized again, we all need to remember how to be together, and to be kind to everyone."

"We need to concentrate of developing these skills."

"Resilience is being confused with a host of other important buzzwords. I personally don't see students having the necessary resilience to succeed in today's world."

“Mental health is at a high and needs to start there in order to help build those healthy relationships. But it's hard for staff to help on both ends when they are being stretched thin themselves.”

“All are necessary for the best learning to occur.”

“Somehow this has become the school's responsibility over the parents' responsibility. I wish I knew how we could get balanced so that schools and parents are working as a team to improve wellness.”

“Students who feel connected are more resilient. Students who feel heard and supported are more likely to build and maintain healthy relationships. Build connections first and then worry about the learning. Many families are struggling and when families struggle, kids do too! The effects of COVID are still very real. We are recovering, but we aren't there yet!”

“I think we need to start to teach students to treat everybody with respect. I feel sometimes we get hung up on different groups we need to recognize when really we need to pair it down and start treating everyone with respect. We need our students to learn Empathy. Every person matters no matter who they are! We are all people with feelings and we need to start listening to each others feelings.”

“Expectations from home are very high for schools and school authorities. If the adults aren't well, the children struggle.”

“I know that student resilience is low(er) than it can be. Overall our students are prepared and willing to put in hard work, but they sometimes have trouble moving through challenges, including relationships. I do believe that the students in PSD are capable of social change, and I have witnessed them develop and maintain healthy relationships.”

“Again, bringing music to our schools only increases the idea that we can fail safely, work together in a healthy way and create a relationship with the community through performance.”

“When admin and staff are well, students are easier to support and pour into.”

“More effective planning of benchmark assessment to allow for better preparation.”

“We need a consistent social and emotional learning curriculum for the board.”

“I feel PSD does a good job of collaborating with teachers/students/parents but that more parents need to be educated or encouraged to take more of an interest and realize they have a role to play in the support or wellness and resilience.”

“It seems that the health relationships are lacking between students and teachers from the conversations we had with the students, as they shared their own struggles as well as their fellow students. It was sad to hear that they don't feel many teachers are safe or approachable to talk to, not to mention the shame and teasing that would happen by students and sometimes peers if they did ask for help.”

“Relationship building with our students is key. Especially in these uncertain times, students need to feel that we have their backs and that we genuinely care about them. They need to know that they can rely on us when there are being successful and well as when they are making mistakes and learning from them. The more support a child has around them, the more resilience that creates in our students. When students feel heard and supported, it has a positive affect on their wellness.”

“When students feel a sense of belonging and accepted, they are more apt to take more learning risks, show more grit to problem solve and be themselves.”

“Continue to have counselors in schools and a CSH action plan.”

Community and Parent Engagement

Stakeholders highlight the importance of community and parent engagement in education. They express the need for more opportunities for parents and community members to connect with and contribute to schools, and for schools to offer more resources and information to help parents support their children's education.

With respect to Community Engagement: Stakeholders suggest integrating community service and intergenerational opportunities into the school culture to foster a sense of belonging and collaboration. They also suggest having community connection services consistently present in school buildings.

Several stakeholders stress the importance of strengthening connections between parents and schools. Suggestions include providing parents with information about what children are learning, particularly around emotional regulation, and offering parent-teacher conferences online. Some stakeholders propose offering professional development for parents, possibly linking it to mental health services. They also suggest creating a "parent pack" to help parents understand how their children are being taught. They also propose promoting student volunteerism to build student confidence and experience.

Stakeholders express the desire for more intentional opportunities for connection among students, teachers, administrators, Indigenous/Métis community members, and parents. They question whether COVID-19 or school policies might be inhibiting community involvement in schools.

Stakeholders emphasize the importance of clear and consistent communication between schools and parents. They highlight the need for consistent communication platforms and methods, as well as more in-person interactions, and suggest that schools learn from each other in terms of events and traditions. They also raise concerns about the current reporting system, suggesting it's not engaging parents effectively.

Stakeholders suggest offering division-level educational opportunities for parents around anti-racism, equity, and diversity, possibly through speakers, films, and book studies. Stakeholders also raised the issue of creating safe spaces for all parents to share their perspectives, including single parents and those from diverse cultures. They also note the importance of understanding the trauma some Indigenous families may associate with school attendance.

Based on these insights, Parkland School Division could consider strategies to strengthen parent-school connections, enhance communication, promote community involvement in schools, and educate parents and community members about important social issues. This could include providing more resources to help parents understand what their children are learning, offering more opportunities for parent and community involvement in schools, and creating safe spaces for all parents to share their perspectives.

Community Engagement and Services:

"Opportunities for further involvement need to be explored to develop good 'citizens' not just 'students'. For example, Intergenerational Connections between youth and seniors."

"More open and thorough services for families."

"Community connection services present more consistently in buildings."

"Robust community service opportunities built into school culture, school plans, etc provide students with a greater sense of belonging, increased self efficacy and improved sense of self. International connections to community improves mental health and provides chances for collaboration and cooperation."

Parent-School Connections:

"Parent Council Meetings.- presentation each meeting -babysitting provided at meetings? trats provided at meetings. Technology -how it impedes homework completion -parent addiction to tech -how can we help our parents be parents again?"

"Schools need to focus on connecting parents to the school. Opportunities to be known and participate in the school. concerts, events, volunteer."

"Students would benefit from an opportunity to access support and knowledge outside of school. This could be through an online meet/connection or could also be a divisional library or support and informal videos."

"We need to give parents access to info about emotional regulation etc. that our school counselor is teaching in our elementary school. Parents then can help practice and implement strategies at home."

"Like the option of online parent conferences."

"Increase parent involvement on parent/school councils - offer childcare to catch those who need it/offer presentations."

"Is there any way we can get PARENT PD? To help support families? -referral based - free - linked to mental health services - class based or individual."

"Would it be possible for schools to create a "parent pack" to teach how children are being taught. Examples are "new math" and how it's taught, wording for literacy skills, science wording. Especially the language that carries from grade to grade."

"Parents that know the school, teachers, staff building, and classrooms will be engaged and feel ownership of the school."

"Why are there no "perks" for PSD staff who are also parents? - ability to cross boundary your personal children into the building you teach, - transportation to/from teacher/parent school to/from designated school."

"Resilience is an extremely important skill that is lacking in so many. Parents are lacking so they aren't able to model for their little people. Being resilient is an indicator of success both now and in the future. It is important to build it now and on an ongoing basis."

"Develop a parent-school-student partnership to understand and deal with online/digital issues. We need to find a way to engage parents."

"Providing opportunities for parents to learn more about curriculum, standards, etc -ie- what does 'grade level' at grade 2 mean? This info helps parents to better understand their child's journey."

"Importance of including parents in PD opportunities alongside teachers (eg OD, core communication training) mental health supports etc."

Communication and Connection:

"Generally going well - focus on connection and relationship - flexible approaches to meet student needs - focus on conceptual understanding in instructions."

"Essential components - communication and coordinating with home (being done well)."

"Parents need more information/teaching/awareness * Communication in person/paper needed, NOT just on-line."

"Consistency across PSD schools to build connections with the community to provide learning experiences that are relevant, provide opportunities for students to ignite their passions and allow them to pursue them."

"Disappointed the SGCHS parent teacher interviews are still by phone only. I would love to see the inside of the school, my son's classroom and meet the teacher in person. I feel very disconnected to the school."

"The value put on the test marks/overall year marks is much greater than the actual skillset/student engagement. More engagement would lead to better marks and increase students' self-confidence."

"Communication between Admin and parents-parents lack of understanding with certain issues until it becomes an actual issue = still lack understanding."

"Consistent communication platforms, methods, and frequency for home-school communication."

"Is there a way that school-school collaboration can be integrated into the school year? IE first PD days/PD through the year? I think schools have a lot to learn from each other in terms of events, traditions, timelines, etc."

"Current reporting system is not timely, effective, accessible. Parents are not engaging in the reporting process. Some check Powerschool, few read report card comments, many engage in conferences. The report card needs to change. Reporting process isn't always with student involvement."

"Engagement. Lots of communication is not necessarily good communication. In order to engage parents and build community, we need to communicate effectively. Too much messaging eventually turns into white noise. We need to be a mindful of we send out."

Community and Parent Engagement:

"We need to be very intentional about providing opportunities for connection, student to student, student to teacher, staff to admin/exec, everyone to Indigenous/Metis community, school to division, school to community, classroom to parents/community."

"Community engagement in schools. Did COVID decrease community involvement permanently? Are our policies/procedures inhibiting community involvement in school? Do we prioritize community involvement as a necessary benefit for students?"

"Community engagement to increase engaging and mindful learning experiences. Both with students being a part of the community (volunteering) or inviting community members (parents, trades, elders, police officers etc) onto the classrooms."

"How can we provide opportunities at division level to educate parents regarding anti-racism, equity, diversity, etc? Speakers, films, book studies, etc - create common language and understandings - could be planned divisionally, presented in schools? Students are shifting beliefs not quickly than their parents we in many cases."

"Students and families need exposure to differing perspectives and experiences to expand their understanding of the greater world. In some rural schools, perspectives are entrenched and narrow and there is an opportunity for new understandings and growth."

"How do we create a safe space for all parents to share their perspective. E.g. single parents, diverse perspectives/cultures. 2. access to education through transportation, attendance - being aware of Indigenous trauma with 'enforcing' attendance."

Community Involvement & Volunteerism

"Intergenerational connections are needed. Community involvement... going out into community and involving members within the school. **know experts in community as well...could be in beading.**"

"Seniors and other volunteers to help student with what they need help with. I know schools need more staff but since it may not be in the budget..."

"How can we take work off of teachers' plates? Is there a way to promote student volunteerism (building student confidence and work experience) while taking into consideration the 'extras' for teachers?"

Student Supports and Services

There is a desire for expanded student support and services within the Parkland School Division, focusing on several key areas. The stakeholders expressed a desire for consistent English as a Second Language, and diversity support across the division. Comments received suggested the need for ongoing professional development for teachers and staff to ensure effective curriculum delivery, diversity support, and instructional strategies. A push for a more consistent presence and availability of Speech-Language Pathologists (SLPs) in schools, especially at the elementary level, was also emphasized.

Support for early education and special needs is seen as essential, with stakeholders suggesting that more schools could host early education classes, and the existing program is seen as a significant component in supporting students.

School infrastructure also emerged as a point of concern, with stakeholders highlighting the importance of age-appropriate play areas and structures in all schools.

Stakeholders also believe in the importance of building relationships and promoting prevention programs, such as the School Resource Officer [SRO] program.

There is a notable emphasis on student mental health and well-being, including reducing social anxieties, promoting equality and diversity, and creating safe spaces for 2SLGBTQ+ students. Stakeholders also emphasized the importance of mental health and emotional regulation in classrooms and suggested a need for more frequent discussions on these topics. There were calls for more specialized mental health services and training for teachers to help address growing mental health concerns among students.

Classroom support and staffing were other key areas of focus, with stakeholders highlighting the need for additional classroom supports, better EA recruitment practices, and initiatives to make EA and transportation roles more attractive. Educational Assistants (EAs) were identified as a crucial part of the support system, with stakeholders advocating for better compensation and relevant professional development for them. They also suggested considering a similar model for diverse learning needs and behaviors.

Opportunities for students to participate in special projects and fine arts programming were mentioned as ways to cater to individual interests and talents. With provincial Fine Arts curriculum revision on the horizon, it would be beneficial to determine the Division's successes and challenges in this area.

Stakeholders also called for more supports for students with speech issues and complex needs, as well as transition support for students moving from special education to mainstream classes.

Finally, the stakeholders highlighted the importance of personalized learning and student engagement, emphasizing the need to link school learning to personal interests. Advocacy for the whole child was also stressed, indicating the need for more social-emotional education and awareness, self-advocacy, and increased mental health support.

Based on this feedback, avenues for exploration include professional development programs targeted to equity and diversity, mental health training for teachers, strategies for EA recruitment and retention, and programs that promote student mental health and personalized learning. Partnerships with other schools, resources, and professional bodies could also be considered to enhance supports and services for students.

Supporting Equity and Diversity:

"Diversity in our buildings can be supported through diverse hiring practices. Students should see themselves reflected in their educational leaders."

"ESL support is going to be necessary in Parkland? -share best practices with other divisions if we can't hire a 'person'."

"Consistency across PSD. There needs to be ongoing/frequent PD (not necessarily sit and get session) for teachers and support staff to continue to learn curriculum, support diversity, instructional strategies, learning we can learn from each other."

"Kids in all classrooms need to be appropriately supported so that all students have success. Building partnerships with other schools, resources and professions to effectively support the wellbeing of our students and help grow our professional learning."

Support for Early Education and Special Needs:

"Early Education classes should be in more schools. so many early year students need the support and this program is a huge part in supporting those students."

"Increase access of SLP services at the elementary level. It seems that SLPs are far and few and they're not readily available on a more appropriate frequency. Every two months is not enough."

"Continue with the Early Education program as PSD has it. It is life-altering for program children and community kids. All the life skills of tolerance, acceptance, and communication will carry forward. This will promote the change for the future."

School Infrastructure and Resources:

"Not all the schools have age-appropriate or physically challenging play area and structures. Some schools struggle to fundraise to pay for these. I wonder if this financial struggle could be covered by the district or at least supplemented, so that all the children would have equal access to a safe, positive new physically engaging play area/structure. Physical needs seem to be more needed these days and the children would greatly benefit from up to date structures."

Prevention and Relationship Building:

"Expand SRO [school resource officer] program to spend more time in K-9 schools on educating and prevention programs and building relationships with younger students."

Mental Health and Well-being:

"Reduce social anxieties: 'If you don't want to present, you don't have to!' - small group learning or one-on-one to teacher or in front of class or digital."

"Graminia has a beautiful crosswalk that promotes equality and diversity. Why not paint a pride-walk between meridian and CFL or in hallway area of our high schools?"

"Not 'tolerated' but 'accepted' like a hub room. 2SLGBTQ+ safe places in schools - education and empathy for students and staff. - learning for students/student-led education and involvement (lessons in empathy) - incorporating more diverse text in our classes."

"IMPORTANT! A type of group/support club in High Schools for students who need a place to off-load or discuss personal matters/mental health with others as well as another adult, not necessarily a counsellor. (suggested by a current HS student)!"

""failure" kids are afraid to try things in fear of failing instead of using that as a way of seeing what went wrong, what can I do better next time, what if I did this instead? - confidence - self advocating - expectations - problem solving."

"Continued online safety awareness in classrooms."

"Copperhaven's mental health lead prepares a lesson for homeroom teachers to deliver every 2 weeks - on a school-wide theme supporting emotional liberty."

"Mental health within staff and kids is needed more than ever since COVID. Help is needed as a regular starting in kindergarten to help them thrive in the future."

"Mental health and emotional regulation should be discussed more frequently in class. It is important to take into consideration how mental health."

"Mental - Social Support every day! The in-school counselor is amazing, I have students that come to school, on the one day per week she's there. Imagine the success the kids would have if she was there every school day!"

"It must be a huge challenge to meet the growing need for specialized services, providing some PD of mental health training to all teachers in August may help decrease the pressure teachers are feeling to meet growing mental health issues."

"Mental health issues could be discussed more. Children seem to be dealing with these issues more now than ever."

"I hope that PSD will continue to make mental health a priority to best support our kids to help them develop into resilient and amazing grown-ups."

"Division wide mental health virtual care network (Lets Chat)."

"Increasing of improving the access of school counselling services. Potential solution is having a Primary Care Model from AHS, do virtual service to increase access. A partnership with AHS to increase immediate access."

"Appreciate counsellors in schools."

"More social emotional education/awareness. Talking to students about needs, encouraging self-advocacy, asking for help about their personal individual needs. -Social cues - communication - emotional regulation - problem solving."

"Increased mental health support, to be proactive as well as support reactively - Increase use of co-operative classrooms. Both will help create a sense of safety."

"Many skills that used to be taught by families and extended families, now fall onto the staff of education. Basic needs, complex needs are fulfilled by the education system - growing demands a pressure - hearts are willing to meet the needs, but not enough hours in a day."

"Calm 20 programming is outdated. Not relevant to what life is today. Ex introduce life skills, T4s, opening an account. RSP's, deductions on a cheque."

"I appreciate that PSD doesn't mandate resources (ex. Daily Five, etc) but rather relies on us as professionals to choose what works best for us and our students."

"International programming around mental health supports. Heroes, big brothers/sisters, zen den, worry warriors = these people can facilitate 'group learning' to free up counselor time."

"We need to first ensure we work as a team with families to meet physiological, safety mental health needs. we need to meet kids where they are at within our means as a school/division."

Mental Health Support and Social-Emotional Learning:

"Make mental health supports more available to 10-12 students - less stigmatization - hybrid options for mental health - inside and outside school hours - whole family support as necessary - SEL wellness in K-12 standardized as a distinct level."

"Social Emotional Curriculum provided for all schools to access/use. We're excited about the work being started with lesson building through Mental Health expert working in Parkland."

"Wellness needs have skyrocketed (resiliency, perseverance, SEL) and there are issues with the school counselor supports in place. KIDS WHO AREN'T OK DON'T LEARN."

"Full time counsellors in each school. With the mental health crisis, our budget needs to reflect and focus on helping this deficit."

"Negative self talk impacts resilience (ex Mindfulness minutes - what are the strategies?)"

"In grade 5-9 mental health was talked about and supported in many ways. In high school talked about very little."

"Create knowledge as we consume knowledge. Be conscious of our sense of empathy and be mindful of our kids emotional situations."

"Incorporate a universal PSD social emotional curriculum program that teaches students about mental health issues, strategies, resilience, peer mentoring/counselling, referral process, life coaching etc. specific to grade level."

"Create spaces that help individuals identifies the whole range of emotions - normalize them * not just be happy*"

"Provide more proactive teaching re: metal health issues. School assemblies, guest speakers, school counsellors presentations, make a digital strategy tool box for students perhaps."

Staff Challenges and Support:

"With the diverse needs of our students, staff are becoming increasingly stretched. Asked to handle situations and concerns they may not be equipped for. It's difficult to deliver quality education when students and staff are in a constant state of stress and feeling unprepared."

"Classroom composition have gotten increasingly complex and universals that used to be effective are no longer enough to support the majority of students. Teachers are exhausted trying to support the SE needs, academic struggles and increased demands in the classroom."

Special Education and Support Services:

"Had a daughter with speech issues, she only had 8 sessions with no at homework sent home. I feel like this is not enough support to improve her speech. As a parent I am more than willing to help at home but nothing sent home."

"Bridging the gap for transition from students with complex needs in STEPS to mainstream a students who will be going into grad nine and in STEPS for last few years etc."

"Students who need help need easier access to that help. Smaller class sizes would allow students more one on one help. Teachers asking students if they need help instead of waiting for students to come to them would be beneficial, especially for those of us with extreme anxiety issues."

Classroom Support and Staffing:

"Priority for divisional supports: Psych ed, SLP, O.T."

"Educational assistants NEED an increase in their pay. Their work hours have decreased as well...not sure why. More relevant and helpful PD for EAs."

"EAs are treasures and are not paid enough for what they are asked to do. Support targeted for them, identifying core skill sets all should have and provide benefit and job security = better retention of EAs."

"\$ for humans = for teachers, EAs, bus drivers. Not more tech, not more materials, not more PD."

"Having a model of heads at different levels / Division and school is fabulous for supporting pedagogy consistency, relationships and supports to all. Need to look at a similar model for diverse learning needs and behaviors. Consistency across schools for programming/resources."

"More supports in classrooms, so many needs from students and lack of supports affects learning from all."

"We need to focus on retaining support staff! (wages-equal to training? -more training - specific areas of needs/interests) - time is needed for team (with support staff) collaboration/de-briefing/'off-loading'."

"EA recruitment - would it be possible to put on the PSD careers page where the required schooling for EA careers can be taken within Alberta. This way potential employees have a clear idea where to take the required course."

"How do we make EA roles and transportation roles more attractive? Need to support teachers in increasing complexities. Needs are increasing/class sizes are increasing. Not enough applications. Inclusion is important. Increase volunteer roles and opportunities for kids and parents."

Student Engagement and Personalized Learning:

"Full day, every day Kindergarten available at all Parkland Schools."

"Opportunities for Special Projects 10-20-30. For individual students who can be independent, meet with a teacher advisor regularly and achieve 5 credits."

"There needs to be more support for students in gr 7-9 who are excelling in their academics. Especially gr 9. Potentially allowing them opportunities to get a head start on high school."

"Building fine arts programming - as a program of choice?"

"Relating school to personal interests helps motivate students to learn and makes it more likely they'll actually remember the topics learned."

"Kids need to feel respected and feel a sense of belonging within the school community in order to be successful and open to learning."

"Assessing process over product should be prioritized in classrooms. (More valuable ways of assessing learning) Spruce comp student: "Students would rather defend an answer, then choose the best option on a multiple choice test"."

Survey Comments on Supporting Learning

"Our table spoke mainly about the need to address the mental health crisis by having more professionals readily available for mental health support rather than relying on our teachers to satisfy that gap of access. One suggestion is to form a partnership with AHS's primary care nurse model where they can facilitate virtual counselling services to increase the access for students to find supports."

"The second table discussion surrounded about how PSD is doing very well with offering various programs yet it would be great to have more standardized program offerings across all Jr. and Sr. high schools. Such as Driver Ed Training, First Aid and CPR for students, BabySitter's certificate and any other programs that provide a certificate at the end of the program. In addition, parents and community councilor expressed the growing need for employee recruitment especially in the trades sector. They spoke about how great it would be to further facilitate RAP, dual credit programs, partnerships with industry to satisfy their needs while developing the skills of interested students. Additionally, since many were unaware of the CFL programs, a greater emphasis to share or promote those types of programs to the community so that they know they exist."

"We need to make sure all kids are included in the process. Students learn in different ways and all learning styles need to be addressed in the classroom."

"Find new ways to engage the community."

"For the people at my table there was no understanding that support services included anything other than EA's which was disappointing."

"Smaller class sizes, behavioral lead in each school, a full time counselor in each school, as well as a full time EA in each class."

"We need to ensure fair is not equal is truly understood and that opportunities exist for all students."

"It might be time to look at what needs to be abandoned rather than continue to add on responsibilities for educators."

"Teachers need to support each other and problem solve together. We need to continue to make mental health a priority. Schools need to continue to be creative. It isn't likely that funding will shift, so this is the new normal. We are adjusting, but it's a challenge to say the least. The movement towards more small group support has been very helpful and will likely be necessary moving forwards."

"More interdisciplinary support!"

"Finding that there are more students that can benefit from the hands on learning or learning through experiences. Learning different strategies will help majority of students who all learn a different way! We also need our community feel back in the schools! I feel it can start with parents going into the schools to help with the everyday things and help take some of the pressure off the teachers."

"Leading teaching seems to be a good way to demonstrate supporting learning among staff."

"I think that there are many ways to support learning and the two key supports we need to utilize are the collaborative response model, and continuing our professional learning as educators. We also need to build relationships with parents and students, in order to understand how to support them, and educate on what supports are available from the different systems."

"Supporting learning is amazing, but we need to look at what learning we are supporting. Lack of music education in rural schools is very apparent."

"More mental health supports, our kiddos are not doing well and neither are their families."

"It would be beneficial at the junior and senior high level to more aggressively apply and enforce deadlines for coursework throughout the year."

"We need to support our EAs more than what we are currently doing."

"PSD does a great job in K-9."

"I do feel there is work to be done for high school- some kids who never struggled with core subjects are suddenly failing/near failing so there's a disconnect there somehow that needs more exploration and innovation."

"That there is always more we can do to support all the students as well as teachers. Class sizes being too large was a big topic that needs to be addressed for all grades."

"We need smaller classroom sizes to be able to be more proficient in differential instruction, as well as more support staff to work with our students and their increasing needs."

"More money for more humans. Teachers, Eas. Smaller class sizes."

“Remain focused on literacy and numeracy initiatives. Continue supporting staff through literacy and numeracy leads and facilitators.”

“I believe support staff and volunteers are the way to expand learning without putting more workload onto teachers. But with insurance issues/ safety concerns I am not sure that looks like for the future.”

Equity and Diversity

Stakeholders expressed a strong desire for enhanced efforts in the areas of equity and diversity awareness, cultural awareness, global citizenship, and accessibility in the school division. They highlighted the necessity of dealing with racism, particularly towards students from First Nations, and promoting understanding through interaction and adult role models.

Stakeholders suggested that cultural awareness could be improved by displaying flags from students' countries, having global food days, introducing languages beyond French and English, promoting discussions of current events, and educating on appropriate debate. There were concerns about the equity of French immersion programs and potential barriers for families who cannot afford additional school days, as well as the consistency of equity across different schools and divisions.

The need for an inclusive learning environment was emphasized, with suggestions to ensure that all students see themselves reflected in their learning materials and experiences. This includes incorporating diverse texts and media, acknowledging and celebrating diverse cultures, and fostering student-led accountability for inclusion and diversity. The stakeholders expressed a need for more support and resources to establish equity, particularly for rural schools and programs of choice, which may be inaccessible due to cost or transportation barriers.

Integration of Indigenous knowledge and culture was also a recurring theme, with suggestions to increase land-based learning, integrate Indigenous Elders into schools, and provide more professional development for teachers on Indigenous practices. Stakeholders also suggested that schools should provide more focused Métis education, incorporate Indigenous language into daily learning, and promote the sharing and honouring of Indigenous *Ways of Knowing*.

Potential avenues for exploration based on this feedback could include:

- Implementing or enhancing programs aimed at promoting cultural awareness and global citizenship;
- Conducting a review of equity and accessibility across all schools, with a focus on identifying and addressing barriers;
- Developing strategies to integrate diverse voices and experiences into the curriculum and school culture; and
- Intensifying efforts to integrate Indigenous knowledge, culture, and languages into daily learning and school culture.

Equity and Diversity Perspectives

"Display student country flags - have a global food day 2- choose language beyond French, English, and Spanish. Introduce Cree? 3- promote discussion of current events (as a start to class perhaps?)."

"Bring back debate clubs - foster critical thinking. Cultural days/fairs, PSD website - acknowledge cultural event/celebrations, rotate teachers into different classrooms for a day. Emphasis on global citizenship."

"Racism in high school division b/w students it needs to be dealt with - children coming from First Nations *they need more interaction, understanding *adult role models (teachers etc)."

"Equity-French Immersion= paid to go 5 days a week? What about the families who can't pay for the additional school day? Are we setting up those kids for failure?"

"Equity from division to division, school to school. Not able to wrap around everyone."

"Rural transportation created barriers to some experimental learning opportunities - Are programs of choice equitable or is it just a way for the more fortunate to get more access? Parents and schools both play a role, however it's not clear if structures currently in place promote these."

"Working with students, especially from the earliest years, on developing social skills and problem-solving skills is too important."

"Encouraging diversity and acceptance of diversity. Indigenous voices and ways of knowing. Learn about culture, history of students and relevant cultures in the school community and CELEBRATING diversity."

"As diversity in our schools increases it is important that our schools be a reflection of that diversity - do all of students see themselves - in student literacy material, in contemporary contexts, in celebrations etc."

"How we experience education and how we feel towards certain educational experiences will greatly impact what we remember and how we approach our education. As well as how different diverse voices aren't highlighted constantly."

"A greater emphasis on a diversity of experiences and perspectives. This means more opportunities need to be created that expose students to FNMI language and culture, more shared interactions, bringing in rich diverse texts and media, going to diverse places with multiple histories."

"Large class sizes. High demands to meet all needs. Balance in gender inclusivity for teachers across all grade levels."

"While there is a role for educators in inclusion and diversity, the focus in my school is to have students do the lifting in terms of holding each other accountable in promoting a diverse and inclusive environment to regulate themselves."

"It is so powerful and supportive to have an Administrative Procedure [for] Equity and Diversity. It assists all of us to refer to the foundational expectations for behavior, BUT clearly society has a lack of respect/tolerance. Continue to host parent seminars/speakers to support the tolerant-kind-and inclusive environment we want in our schools."

"If we can teach equity and diversity in the classroom then in the higher grades we may find that the kids are more open-minded and the schools might deal with fewer issues."

"It is difficult to establish equity in a system that feels lacking in supports at times. I appreciate that the question is being asked."

"Continue to provide opportunities for students to get to know and to learn from individuals such as elders, knowledge keepers, people of diverse cultures to build understanding of other perspectives and experiences. We are already doing this work, should keep growing this!"

"How do we make programs of choice accessible to all? Cost is often a barrier."

"I don't see in my textbooks and learning a reflection of diverse or minority groups - Spruce Comp Student."

"Consistency across PSD - does everyone have an opportunity to 'see themselves' in the school/PSD - staff, cultural events, community."

"Rural schools do not have the same extracurricular or CTF opportunities, perhaps more funding so that rural students have the same opportunities."

"Appreciate the programs of choice in PSD and would like to see more."

Cultural Diversity and Respect:

"Bring back debate clubs/units - Learn how to disagree respectfully - publicly acknowledge holidays from other cultures e.g. Ramadan."

""I hope for a day where the majority of the student body will be accepting""

"How do we move away from special days, months and move towards ongoing acknowledgement or equity and diversity? We need to build empathy through person to person conversation and interactions."

Integration of Indigenous Knowledge and Culture and Indigenous Education and Ways of Knowing:

"It would be wonderful to see increased land-based learning across PSD and integration of Elders into all of the schools. I believe Geri Wu [Indigenous Education Facilitator] and Elders incorporated into PSD are well positioned to guide this work."

"Indigenous ways of knowing, reconciliation needs to continue with intentional and thoughtful and visual actions. I would love treaty flags in classrooms, elders invited to assemblies, a visual land acknowledgment in each classroom, INMI books in each classroom, more PD for teachers on learning around using Indigenous practices in the classroom."

"The different ways the indigenous dollars are used or can be used to improve the quality of learning the Metis, First Nation, and Inuit cultures."

"More focused, specific Metis education. Specific/separate goals and strategies."

"Create class-based land acknowledgements to individualize their meanings to students."

"Need to have more indigenous influence in the schools - a face to connect to, teach Cree or other cultural concepts - teachers fear not doing it justice. - resources."

"Providing all students with the opportunities to learn and connect with Indigenous Elders. Their time in classrooms make a huge, positive impact on our students and staff."

"-Incorporate Indigenous and Metis perspective and history - Focus on communication through all individuals in a school. - teacher/student help needs more focus due to the isolation by the past few years."

"Incorporate Indigenous language into daily public announcements (Word of the Day?) and or classroom- Students will see themselves represented this way and foster new learning - career technical education - teach calm in G10 G11 G12."

"Integrated medicine wheel teachings. It will help support overall well-being and mental health. Children will begin to learn that health and well-being is more important than physical health. Encompasses the mental, emotional, spiritual, physical."

"Buy the *Indigenous Peoples Atlas of the World Floor Map* for our district (and let me help teach it!)."

"Both perspectives shared- still indigenous students 'hiding' their cultural identity - growth in schools - student initiated clubs to honour indigenous ways of knowing."

"Indigenous language teacher in every school. Students choose to attend the class, etc, perhaps if they prefer."

"Bring back the KAIROS Blanket Exercise (and let me help run/facilitate)."

"Not all schools participate in indigenous activities so where are their indigenous dollars used?"

"I completely support and appreciate the relationships we are building with our elders - their gentle and respectful personalities and their wisdom completely enhance our journey of learning about and embracing indigenous perspectives. I do question the role of opening prayer to the creator in our divisional meetings. Learning about and appreciating indigenous perspectives is wonderful, but as a whole group being asked to participate in religious ceremony/prayer seems to be inconsistent with the secular nature of a public school division that intentionally does not promote any one religious belief system over another."

Teacher Support and Development

Stakeholders acknowledged the growing demands on educators, emphasizing the need for more substantial support systems for teachers. They highlighted the multifaceted and complex nature of teaching. The increased expectations, coupled with growing class sizes, and preparation and collaboration time, present significant challenges. Stakeholders commended the placement of counselors in all schools but voiced the need for more concrete class size limitations and embedded teacher collaboration time.

Professional development (PD) and staff support were seen as integral, given the ever-increasing complexity of classroom needs. Stakeholders underscored the direct correlation between staff well-being and student well-being, advocating for the benefit of healthy staff in order to help create healthy students.

For extracurricular activities, stakeholders shared the need to reveal strategies to encourage teachers to run these programs. They also proposed strategies to facilitate the transition from casual to permanent contracts for Educational Assistants (EAs) and bus drivers, such as in-house training and/or certification programs.

Stakeholders applauded the focus on small group instruction, attributing this to the beneficial professional development supports provided to teachers. They believe this model should continue as it effectively meets students where they are and advances their learning.

Based on this feedback, potential avenues for exploration include:

- Promoting designated teacher collaboration time;
- Enhancing professional development programs and providing more prep and collaboration time for teachers;
- Exploring methods to encourage teacher involvement in extracurricular activities;
- Developing in-house training programs to support the transition of casual EAs and bus drivers to permanent roles; and
- Continuing the focus on small group instruction, backed by professional development supports.

Educational Demands, Professional Development and Teacher Support:

"Education is overwhelmed right now with increasing demands - curriculum, but also wellness, resilience, physical health, lacking skills, relationship building...ALL GOOD but a lot for teachers to balance and do well. Positive - counselors in all schools! Focus on wellness. Need - true limits on class sizes/embedded teacher collaboration time/less curricular outcomes."

"Important for all staff as well all support each other which in turn supports our students. Should be integral to all staff. Ongoing PD."

"-More prep time, more PD time/collab time - more observation time (other teachers, classrooms, lessons etc)."

"Professional Development continues to be critical for teachers and support staff as the complexity of needs in the classroom is ever-increasing."

"Staff wellbeing reflects directly on students well being, take care of your staff."

"Extra curricular opportunities bring students to school and expose them to something outside of the standard education experience. Teachers are needed to run them but teachers willing to run them are lacking. Is there a credit system th division could offer to teachers who run programs and pull more teachers towards extracurricular? Something like time credits may work. Hours spent running an extra curricular could be banked to spend on a personal day or funds towards pd."

"Require strategies to find people (EAs) - EAs need certification to have a non casual contract. This has to be paid out of pocket. Can PSD provide certification "in house" to encourage casual EAs =permanent? =similar ideas for bus drivers?"

"The focus on small group instruction has been very beneficial to our students - the amount of PD and supports for our teachers is phenomenal and ensure that teachers are equipped to meet all students where they are at and move the learning forward. This model works at all levels K-12 and should continue to be a focus."

Class Size and Support:

"The bigger the class, the less connection there is between the student and teacher. Lower class sizes should be a priority."

"It is becoming difficult to help students develop a deeper level of understanding of the learning concepts with the large class sizes of 25-30."

"Classroom size, decrease to somewhere around to 20. This would help teachers facilitate learning, allow for movement around the classroom, small group sessions, regulation spaces, individual instruction, differential instruction, work space - stand up desks etc."

"We need to decrease class sizes for elementary. Why not investigate 'streaming' from Jr High? - students would be able to achieve success at their own levels and increase self-esteem."

"Large class sizes and increased gaps causing challenges for staff."

"Although I understand we don't have the physical space to create smaller class sizes - would it/could we 'fund' having another adult for support in each class. Helps guide/manage learning at every level would be incredible."

"Smaller class sizes are preferred and beneficial - a good variety of sports and extracurricular - difficult to make dreams - a variety of courses but overcrowding can be an issue - class sizes between 30-40 kids - staggered recesses are a good strategy for COVID - lack of personal space (SGCHS) due to overcrowding - Quality of education re world of work - taught to gear towards post-secondary NOT the world or work."

"How can we better retain support staff? Increase pay, encourage more time for community of practice. *Behavior support specific to schools - problem solving for the classrooms,1:1, small group, whole class, staff training, mental health support = ECSD has a behavior department. *Literacy supports; summer camps? 2 weeks 8-3 to improve lit/numeracy.As a emotional behavioral specialist at ECSD, I work with teachers, support staff and admin to collaborate in problem solving from a mental health/social emotional lens. My job is fantastic and I love going to work every day. Cons: 1. literacy skills delayed =retention of skills, addresses catch up, data shift is critical. 2. Support: staffing=pay, training, benefits increase, understanding of the role of EA, track physical aggression. Pros: 1.Mental health fund increased good, we want more. 2. Breakfasts, forgotten lunch program. 3. Comprehensive health incentive = food"

School Culture and Safe and Caring Schools

Stakeholders recognized the importance of promoting positive school culture, mentorship, diversity, empathy, and leadership, suggesting the integration of these values into the curriculum. Stakeholders express the importance of feeling heard, seen, and represented, both for staff and students. They appreciate the provision of food in schools and suggest expanding land-based learning experiences. Finally, they acknowledge the growing challenges in education due to societal changes, increased access to technology, and complex mental health needs. They noted that teachers often feel ill-equipped to meet these needs, highlighting the urgency for resources that match these challenges and are sustainable over the years.

Stakeholders emphasized the value of fostering a sense of personal responsibility in students. They suggested stricter deadlines to build resilience and a stronger work ethic. There is also a recommendation to consider restorative justice as an approach to disciplinary action, aligning with these themes of empathy and responsibility.

Stakeholders discussed bullying, and highlighted negative peer relationships as an ongoing problem. They noted that bullying is often perceived as being ignored or mishandled. Stakeholders urge a more effective response, through creating safe environments, teaching empathy, and having clear steps, procedures, and protocols to address interpersonal issues. The potential of extracurricular activities, such as a debate club or a music program, is recognized as a way to build inclusive and representative communities that can combat bullying.

Addressing exclusionary and discriminatory behavior is a central concern, with stakeholders calling for an active stance against derogatory language and slurs to ensure all students feel safe and respected.

The problem of substance use, particularly vaping, was raised as an issue needing attention and solutions.

Connection and Representation:

"Feeling heard, seen, represented and connected as staff and students is the key to effective education. If staff feel stretched and depleted they don't have much room to engage and connect with the students who are most in need."

"Appreciate all the food available to students in schools."

"More land-based learning experiences."

"Generally, a challenge - changes in society, parenting, student access to technology is adding complexity and mental health needs and teachers do not feel equipped to meet all the needs especially those that are on top of teaching."

"When we look at how students' minds are being more geared into an extra/super - stimulated focus, teachers are having to fight to make a student slow down instead of rising their voice to match it."

"Instruction is a challenge...learning loss, new programs of study, increasing complexity of student needs...=resources need to match the challenge and need to be ongoing for several years."

"Exclusionary behavior needs to also be reduced. It isn't uncommon for students to use slurs or exclusionary vocabulary. 'Gay' is often used as an insult, which can seriously harm LGBT students and make them feel unsafe in their school. Other things like racial slur usage can have the same impact on POC students."

"Opportunities for older students to mentor and be a leader for younger students is so valuable in their character development and positive mental health."

"Teachers are the key to promoting culture in learning, relationships and diversity."

"How representation not only needs to be permitted but needs to actually happen. How people need to learn to listen and recognize that people are people as well as how that needs to be something incorporated into classes."

"Empathy - perspective taking - conflict management - leadership in ed class - social justice - use drama/improv as practice for social skills in grade 6+."

Behavior & Bullying

"Students need to enjoy going to school and learning more. They need to feel safe and comfortable at school. Bullying needs to be reduced and dealt with better. Bullying is frequently not taken seriously and simply ignored."

"We need to create safe environments for kids! -How can we effectively teach empathy? -Kids need to want and accept and help. - Parents who don't support 2LGBTQ stand in the way for all kids to feel safe."

"How is this dealt with? Steps, procedures, protocols? I've heard students say (gr6-12) that when they speak to a teacher or adult they are frequently told "you're old enough, figure it out" Then when it can get physical after trying to figure it out they get in trouble because a teacher, adult, peer chose not to step in and help after that child came to them. And also many times most students are not getting consequences or only my child is instead of both."

"Behaviour/Bullying - Bring back debate club! Re: conversation 3 is 'civility' really the way to go? perhaps we need to foster being discordant in a civilized way. - music education - The SGCHS drum band played during basketball halftime and it was fantastic - high energy, inclusive, representative, talent showcasing!"

"We must deal with "behaviors" in the classroom before we can help improve their academics - students are 'scared' to be in the classroom when a certain student is there - we need to protect these students and let them know it's a safe place to be."

"Early intervention and prevention are vital. Integration of programs that address behavior, bullying, violence, mental health, suicide, substance abuse, etc. Needs to be a focus for ALL students to prepare and arm them for future challenges and experiences."

Discipline and Responsibility:

"Please become more strict on deadlines. Make an increased responsibility on the student to provide a better chance at gaining resilience and self-confidence. We need to help our kids develop a stronger work ethic."

"I wonder if PSD could look at using more restorative justice for disciplinary action. I have heard it being used with success within PSD. I do not know much about its use or the evidence within different school divisions, but I think it is worth exploring."

"How do we deter [vaping]? Help."

"Vaping: More external partnerships needed here."

Where the World Opens Up

"Extracurriculars back in schools is fantastic (sports and arts). Concern is how we make these opportunities sustainable - difficulty on securing coaches, refs, etc. Can we create an incentive program for coaches?"

"We need to allow risky play at younger ages. Playgrounds need to be a place that kids can experience an opportunity to have healthy risk."

"Not all the schools have age appropriate or physically challenging play area and structures. Some schools struggle to fundraise to pay for these so I wonder if this financial struggle could be covered by the district or at least supplemented, so that all the children would have equal access to a safe, positive new physically engaging play area/structure."

"We should consider a less "competitive team" for kids that were not able to make the sport team that was too competitive with kids who are good at their sport. This is so students have a chance to play a sport, which is good for their mental health."

Accessibility and Flexibility in Learning Environments:

"Use and develop multiple learning spaces throughout the building. A robust learning commons vision. Ground kids through time in nature."

"The conversation noted how important accessibility is for student and families at all schools. Parking, ramps, accessible doors, etc."

"Ensure teachers have curricular flexibility to change their day to meet kids' needs. IE 'ok, this isn't working, why don't we go outside?' Keep this up! Its great."

"Providing different learning environments outside of the classroom. Whether it be out in the community or in nature."

System Supports and Resource Allocation

Reviewing system-based, stakeholder feedback, it's evident that a push for more individualized and engaging learning experiences is strong. Stakeholders appreciate teachers who can center instruction around students' interests, fostering greater engagement and intrinsic learning. The need for resilience building and problem-solving skills in both students and parents was emphasized, with a focus on giving students the chance to experience failure as a part of learning. The importance of educators fostering positive relationships is recognized.

Stakeholders suggested a shift towards more individualized testing and/or evaluation methods, and accommodating diverse learning styles. Stakeholders note the need to balance homework with other life activities, suggesting the possible harm of homework for homework's sake.

On the subject of inclusivity, there are calls for better training for staff working with students with complex needs. Stakeholders also suggested exploring restorative justice approaches for severe behavioral needs. Stakeholders emphasized the need for consideration of the diverse methods in which students learn and the need for evaluation to reflect this.

Concerning resources and funding, stakeholders call for more support staff, and suggest re-evaluating the current system of supports to focus on doing fewer things better rather than spreading resources thin. Stakeholders suggested exploring partnerships with non-profits and other organizations, and mention the need for more equitable access to experiences like field trips. Sustainable funding and increased volunteers are also mentioned as ways to support schools.

Lastly, in the wake of the COVID pandemic, stakeholders expressed concern for socializing students and the need to support their mental health. The potential benefits of specialized teachers in subjects like physical education, French, and music are highlighted, along with increased support for staff dealing with complex student needs.

Resource Allocation and Funding:

"Teachers/schools are doing a great job providing a variety of learning experiences, but some help that is needed - Funding for more EAs to ensure students in all grades are supported during learning (behavior, anxiety, etc) [- extra funding for small school to ensure equity in access to field trips etc."

"It is time to re-evaluate the 'pie'. We keep on adding to the pot and taking nothing out. Not only is the pot overflowing, it is spilling over and causing a fine. IN terms of our obligations, not everything can be the priority. What is it we want to do and be. I feel we are doing a whole lot of things poorly rather than doing a few things really well."

"Providing different learning environments outside of the classroom and the cost associated."

"Consistent and persistent growth may be slow but it works."

"Playground and outdoor spaces planned for and fundraised for centrally for equity for all buildings. Playground committee for PSD."

"How do we acquire sustainable funding for education with no strings attached /for the good."

"Can non-profits/partnerships help support schools."

"ON demand public transportation - tap into local transportation - bus service - to get kids to school if paying for school bus is not an option (prohibitive) or the PSD bus is too early for a student who has had a disruptive evening/morning."

"Finding ways to ensure students have access to food/nutrition/healthy options. - More volunteers? - Continue to pursue partnerships."

"Alberta School Council Association position statement re: post pandemic mental health concerns. Requesting one counsellor per 250 students. How do we support that? We also had a cross-ministerial conversation that I initiated."

"How can we help socialize kids again after COVID? Many older students need to learn how to conduct themselves appropriately in group/small group settings, play on playground, personal boundaries."

Improving Student Support:

"Increase behavior consultant/facilitators to reflect lit/num model. More consultants to support staff in the 'how to' deal with complex needs in the classroom."

"Are there better ways to measure success than standardized testing? 'I have friends that learn differently, but then they get the same test with 30 extra minutes and headphones' Spruce comp student (PATS/DIPS)."

"How do we incorporate local context into everyday education?"

"Specialized teachers (physical education, French, music etc) would be a huge asset to schools. Students would benefit greatly from such teachers. Also homeroom teachers would enjoy a much needed break from students for a block a day."

Rural Education and Equity

"Rural education and access to resources. Funding models for schools based on population does not work in small rural schools."

"Teachers/schools are doing a great job providing a variety of learning experiences, but some help that is needed - Funding for more EAs to ensure students in all grades are supported during learning (behavior, anxiety, etc) [- extra funding for small schools to ensure equity in access to field trips etc."

"Having the same opportunities available to students in rural settings."

Technology and Digital Education

Stakeholders expressed a mix of appreciation and concern about the role of technology in education. On one hand, there's recognition of the convenience and expanded learning opportunities that technology offers. However, concerns about accessibility, potential learning disruption, and digital safety are also emphasized.

Stakeholders suggest that while technology can enhance learning, it's not universally beneficial, particularly when families lack access to necessary devices or struggle with technical issues. The impact of technology on homework completion, as well as parental and student tech addiction, is raised as a concern. Stakeholders suggest the need for support to help parents manage technology use effectively.

The division's current educational tools and platforms, such as PowerSchool, received both praise and criticism, this is seemingly dependent on user ability as well as teacher input. Stakeholders also express a desire for more time to adapt to new initiatives, suggesting that more measured rollouts could be beneficial.

Several stakeholders discussed the need for digital control and awareness, emphasizing the importance of balancing the educational benefits of technology with its potential harm. The idea of phone-free zones, and uniform rules about personal devices across classrooms are mentioned as potential strategies to improve the learning environment and student well-being.

Stakeholders shared concerns about students' online safety and digital citizenship. Stakeholders suggested the need for more education for both students and parents about online safety, the effects of screen time on mind and body, and how to be responsible digital citizens. They also raised the idea of integrating more online safety education into the curriculum.

Parkland School Division can continue to review our technology procedures and practices based on these stakeholder insights. We can explore measures to improve accessibility to devices and technical support for families, provide clearer guidance on the use of personal devices in classrooms, and enhance the user-friendliness of educational tools and platforms. Furthermore, we can consider how best to implement more comprehensive digital citizenship and online safety education for students and parents and exploring strategies to promote healthier technology use.

Technology and Learning Environment:

"We need to contribute a skill sets. -Use of Instagram for complaints from students."

"Technology is great, it has issues. Families behind in tech, doesn't always work, does not always enhance learning (old school is good) competition for devices for conversation. Learning spaces need to be diverse to meet diverse needs of learners."

"More time to roll out new division initiatives."

"Love real time reporting. Don't need report cards."

"Powerschool is not user friendly."

"Powerschool is not the same mobile and on desktop but most parents want a mobile and face to stay engaged. Powerschool mobile needs to be better! (IPPs, report cards) is the device they use! especially with live reporting."

Digital Influence and Control:

"Phone-free zones in classrooms."

"Cell phone can there be a kill switch? NO wifi/data. Cell phone addiction is causing concern with mental health and well being."

"We need to weigh the advantages of phones as tools in learning against the mental health harm which they can evoke."

"Except for devices that are required for learning i.e., chromebooks/laptops, other devices such as phones/ipods/ipads should be banned from classrooms across the division."

"Concerned with the obsession of screens/social media. In high school - the rules vary from class to class and teacher to teacher. Phone in class or not?"

Digital Awareness and Online Safety:

"Students are exposed to many situations online that transfer into the school day. How do we ensure time/appropriate lessons to address these challenges? EX. Young students not understanding the realities of video game violence."

"More education for parents and students regarding being better digital citizens and how screen time affects your mind and body."

"Technology - have we swung too fast. Should we have the kids on laptops and tablets being used all day when we know the deficits to the brain. They then go home to do homework on a screen. How do we create a balance for them? More paper and pen. More research into the data on screen times for those under 18 years. Are we serving our kids well?"

"Internet safety should be more normalized within classrooms and those discussions should involve parents as well."

"Consistency across schools/the division about personal devices throughout the whole day. Causes so many issues including inability to focus? Correct? Policy?"

"More online safety should be talked about. Kids are very vulnerable to the online world and should be educated about it."

"Online safety/tech safety education should be prioritized/explored. Understanding how much time students spend online, our health curriculum/classes should focus on safety, boundaries, and positive use."

"Less technology greater focus on in-person connections."

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