

20221205 DPAC - Board Collaboration Meeting

Slides Notes for DPAC Survey Presentation

Slide 2	<p>Responses from each school - 509 in total, representing all conventional schools, home learners and the three alternate programs (combined)</p> <p>Lots of NWSS responses, but NWSS has 25% of the entire district student population. Average response rate (approximately, assumes one response per student) is 8.3%. Using the number of school selections, where some responses had multiple schools, 9.3% of students are represented by this survey. → underestimates, as does not account for families with two students at a school.</p> <p>Based on googling on how to conduct a robust survey, a good number for % representation in responses to say that you have accurately captured the population is around 10% of a population.</p> <p>Given that our response rate of 9% is an underestimation, we believe our survey results can be used to accurately characterize the opinions of the district parent & caregiver population to our survey questions.</p>
Slide 3	<p>Survey Questions:</p> <ul style="list-style-type: none">Increased mental health supportsImproved access and information for middle school students on how to access counsellors through the Wellness CenterImproved ventilation in classroomsCO2 monitoring in classroomsStaggered start timesPrivacy window coverings (frosting or blinds) for all glass walled classroomsPublic reporting on actions to address gender based violence in schoolsContinued JEDI learning for staff & teachersContinued JEDI learning for studentsPublic reporting on impact of JEDI learning <p>Big takeaways here - keep advocating for increased mental health & safety Mental health supports, airborne pathogens, and JEDI/anti-racism work all garnered support or strong support from the majority of respondents.</p>
Slide 4	<p>The number of comments asking for the reinstatement of the CYLO program seems to indicate that families do not perceive schools to be safe places for their children right now.</p> <p>DPAC is fully aware that police in schools can be harmful for some populations, and recently the BCHRC ruled that police in schools are unconstitutional.</p>

	<p>We will not advocate for the reinstatement of the CYLO program, but we will advocate for changes to be made so that parents, caregivers and guardians can feel safe sending their children to school, and that students feel safe being in our schools.</p> <ul style="list-style-type: none"> ● Healthy eating communication comment: One of my biggest concerns is the way that literacy around nutrition is taught in schools - eating disorders are incredibly common amongst teens and cause significant harm in both the short and long term. And yet I hear stories from my kid all the time about fatphobic and harmful comments made by teachers, having kids complete food diaries and other actions which can encourage and trigger disordered eating. I'd like to see the dpac advocate around this issue. Health and nutrition needs to be taught from a weight neutral approach that doesn't stigmatize people in larger bodies or give young people the idea that the only way to be healthy is to be thin. It's harming our kids. Eating disorders have the highest rate of death of any mental illness. ● Anti-Racism comment: Our mixed race family has been let down by both schools in regards to the kid's backgrounds. The school system needs to take a deeper look at their own policies and actions. ● Comment on safety through community building: Safety and wellness can ideally include community building and collaboration with other schools and also with the neighbourhood. Inclusive activities after school are important for many youth and families to develop a sense of community which increases a feeling of safety. <p>Regarding the number of anti-SOGI, and anti sexual health education curriculum comments, which I'm not going to share because we don't need to dwell on their words, to DPAC this shows there is still a real need for SOGI conversations and sexual health and consent curriculum to be delivered in our classrooms. DPAC heard from Jennifer Whiteside that consent will be added to the provincial curriculum for grades 4 to 12 this year which is some good news on this front.</p>
Slide 5	<p>Survey Questions:</p> <ul style="list-style-type: none"> ● More EAs working in schools ● Improved training for EAs ● Consistent implementation of Individualised Education Plans ● Increased support for parents & caregivers in navigating the diverse learning supports available to students ● Increased training for teachers and EAs on how to advise parents and caregivers on seeking a diagnosis or learning supports ● Safe calm down rooms in every school

	<p>Responses are in line with feedback we've already heard from families and shared previously</p> <ul style="list-style-type: none"> • The highest share of support with lowest % neutral/oppose is for increased support for families navigating the IPE/diagnosis process → communication opportunity • Second highest was tied for the questions around EAs - increased numbers in schools, and improved training • Everyone is aware that the real constraint on this is budget
Slide 6	<ul style="list-style-type: none"> • Comment on glass walled classrooms: Glass walls at NWSS are problematic for students who are neurodiverse, especially those who are prone to anxiety. • Neurodiverse teaching training: Teacher education on neurodiversity is inadequate and out of date. New practices focus on an affirming approach and the school is still using rewards based and behavioral modification approaches. Talk to parents and experts who are neurodivergent themselves. Bring neurodiversity education and affirming practices into the classroom. Not being neurodiversity affirming actively harms kids, and the changes that help neurodivergent kids improve things for all kids. • Comment on parent advocacy & support these are two different comments: Currently, it takes a TREMENDOUS amount of advocacy by parents to ensure their children with designations get consistent access to the supports to which they are legally entitled (per previous legal decisions). Contrasted with this comment: There are no teachers helping me seek a diagnosis for my child or mentions on how the teachers are supporting my child's learning. I don't know what to ask or where to find help to seek support and why my child is struggling, and my child is in grade 7. <p>To share an anecdote, I have a number of friends that have navigated the IEP/diagnosis process and all have struggled. Families with two parents, in a stable home, with stable jobs, post secondary education struggle with this process. I can not imagine how hard it is for families that don't have those advantages right off the mark.</p> <p>Comments were also received that reflect the belief that neurodiverse students do not belong in mainstream classrooms</p> <ul style="list-style-type: none"> • 5 of the 57 comments reflected this sentiment • "There needs to be work done in the community with parents. Inclusive practices need to expand from the school into community. I have heard many discriminatory comments from parents." <p>We did not include comments that addressed concerns around the proposed,</p>

	<p>and now canceled, plans for modifications to ASD funding and the change to the distributed or hub supports model.</p> <p>Lastly, there were also a few comments that affirm the supports they have for their student are meeting their needs. We think it's important to share good feedback too.</p> <p>DPAC's takeaways from the survey responses on diverse learners and learning supports is that families still need support navigating the system, and we still need to be advocating for more EAs, and better training for EAs and teachers. Coupled with the responses to the mental health supports question in the previous section, the scope as well as the intersectional nature of the challenges that families are facing right now with their children is becoming clear.</p>
Slide 7	<p>Less support for targeted k-5 after school programming, than for the other two options.</p> <p>Many comments indicated that they would like to see increased PE time, especially at the high school with PE offered in both semesters.</p> <p>Many comments around missing music and art programs in schools, and wishing to see music in particular as a part of regular classroom learning. DPAC recognizes that this is a provincial level curriculum issue.</p>
Slide 8	<p>Themes around:</p> <ul style="list-style-type: none"> ● Equity in access to these programs ● Music/concert band not as an extra-curricular ● Bringing in volunteers to run extra curriculums and after school sports, reduce load on teachers & increase programs available ● In the middle schools and at NWSS, there are fewer sports options for girls - these are the years when girls drop out of sports at an alarming rate. Research on benefits of sports for girls at the middle-school and early high school ages is very conclusive. <p>Comment on missing music programs: Unfortunately my daughter in elementary school hasn't had any music teacher in 2 yrs. Very disappointing that school can't arrange a music teacher for almost 2 yrs. AND Howay lost their music program. How is this equitable?</p> <p>Comment on academic programs for gifted students: I would like to see more options for academic and gifted students. As it is, French immersion and Montessori have become de facto enrichment programs. As a parent that does not speak French, I selected to not put my children into French immersion, since I would like to be able to read my children's work, and provide support when needed. Parental involvement is consistently associated with academic achievement which is why we selected to not put our children in</p>

	<p>the French stream. However, we regret our decision to some degree, since we find that our children are not being adequately challenged which is impacting their engagement with their school subjects. I'll note that there are no available honor's classes until grade 10. Children need to be stimulated and challenged to maintain interest in school.</p> <p>Comment on dedicated PE teachers: I would strongly recommend hiring dedicated P.E. teachers. It is concerning to hear that my children's P.E. class is rarely structured, that it lacks variety, and majority of the time it is free play. Physical activity, learning about the body and nutrition should be a vital aspect of their education.</p> <p>Comment on collaboration with CNW: I believe it's the city's job to provide after school programs - not the school district's job to do this. Collaboration on the types of programs needed would be an efficient way to work together to benefit all families</p> <p>Comment on textbooks at NWSS: Please bring back textbooks in NWSS. Textbooks are not available and, if some are, the quantities are limited and students cannot bring them home. The actual amount of printed sheets students bring home (various sources) is ridiculous.</p> <p>DPACs takeaway from the feedback on this topic is that families would like to see more options for their students for sports, music, and after school activities. And that parents, caregivers and guardians would like to see volunteers stepping up or external experts being brought in to lead sports & after school activities - two fold: reduce burden on teachers, and to ensure students are getting quality instruction</p>
Slide 9	<p>Again, responses still in line with feedback we have heard previously from families</p> <ul style="list-style-type: none"> • Highest support for improved safety of walking routes to schools → this is an area we can jointly advocate to the CNW to continue their work of addressing pedestrian safety around schools.
Slide 10	<p>Themes around:</p> <ul style="list-style-type: none"> • School streets and car-free zones around schools - a LOT of comments mention wanting these or for SD40 to pilot these, both from a safety perspective and an environmental one (encouraging more walking/cycling/transit modes of travel) • NWSS transit from QB - the weariness of still asking for help with this is evident in the tone of the comments. <p>Comment on transit frequency with impact of out-of-catchment placements: Increase bus frequency during before and after school hours, as many students are now allocated to another catchment who need more travelling time to school</p>

	<p>Comment on transit challenges from NWSS students from QB: My son attends NWSS, it's now taking almost 2 hours to get home by transit to queensborough due to full and no busses coming making him divert to take other bus to new west SkyTrain and continually be around fights on the train... this is a serious issue for many years and nothing gets done</p> <p>DPACs takeaway from the feedback on this topic is there are opportunities to work with the City on making the areas around schools safer for students, both through policy and infrastructure.</p> <p>As well as opportunities to continue to work with TransLink and Coast Mountain. We would like to see the District work to get "school routes" implemented for QB students attending NWSS, and for West End students attending FRMS and EGMS.</p>
Slide 11	<p>Survey Questions:</p> <ul style="list-style-type: none"> ● Lottery draw for new student registrations in over capacity schools ● First come, first served for new student registrations in over capacity schools ● Prioritising keeping programs of choice (e.g. french immersion and montessori) over 0-5 childcare spaces in over capacity catchments ● Prioritising keeping 0-5 childcare spaces over programs of choice in over capacity catchments ● Constructing covered outdoor learning spaces at all schools <p>High number of "unsure" responses relative to previous survey sections. This may indicate that there is still gap in communication and families aren't fully aware of what is happening, or that respondents really don't know what actions they would prefer.</p> <p>Results for Yes vs No for lottery/FCFS show that there is a preference for FCFS, and that there is a preference for keeping programs of choice over child care facilities.</p>
Slide 12	<p>Themes around:</p> <ul style="list-style-type: none"> ● Linking overcrowded schools to safety, particularly enough bathrooms for students, as well as enough gym and music and computer lab space ● Many comments stating that the district should be working with the City → transparency needed as families aren't seeing that work taking place at all ● Using what should be temporary portables as permanent solutions to capacity issues, and loss of outdoor play space <p>Comment on bathrooms, lockers, safety at NWSS: NWSS has 800 lockers for over 2000 students. There are six gender-neutral washrooms and six</p>

gendered washrooms, two on each floor. If we say, conservatively, that there are 2000 students in the school, and that there are four toilets in each of the gendered washrooms, that means that there is one toilet for every 67 students, roughly. A quick look at <https://laws-lois.justice.gc.ca/eng/regulations/sor-86-304/page-13.html> tells us that, for that amount of persons, there should be at least 4 toilets. I am told that there is no air conditioning in NWSS. Heat. Dome. Classrooms without blinds are causing anxiety to students who are reasonably concerned about their safety in an active-shooter situation. Who designed this school, and how did they get the job?

Comment on portables at FRMS: My child is in the portable at Fraser River Middle School, 4 classes share one bathroom and often this bathroom is in a state of destruction due to vandalism. I'm not sure what can be done, but it's a growing concern.

Comment on population estimates for new school builds: For the school board: Stop using Barager to estimate the growth of schools. Instead work more closely with those who actually have the knowledge about population growth including that of schools. Barager has been consistently wrong in their predictions as they were with Glenbrook Middle School, Connaught, Fraser River and New Westminster Secondary School.

Comment on loss of community spaces in schools: At Qayqayt we have already lost our neighborhood learning centre: a promise to the downtown community upon the development of the school itself. I would hate to see the loss of our immersion on top of this. It would feel like a total depletion of amenities to the downtown families who have been impacted most over the last few years by the economic downturn, fires, and intense construction.

DPACs takeaway from the feedback on this topic is that parents have a lot of concerns around overcrowding and capacity that are coupled with safety concerns. As well, the number of comments asking for the district to work actively with the City (and yes, DPAC has heard you claim that you are working together), that work could be made more visible. It's clear from the sheer number of comments asking for this, that it isn't apparent that there is work happening between the city and the district on this issue.