1. Regardless of funding, rate the areas that should be given priority to support student achievement – one being the lowest and five being the highest.

		Low		Average		High	
Curriculum - Textbooks	(%)	8	4	26	45	17	0
		1	2	3	4	5	N/A
Curriculum - Learning Resources	(%)	0	8	17	36	40	0
		1	2	3	4	5	N/A
Curriculum - Release Time	(%)	2	6	42	38	13	0
		1	2	3	4	5	N/A
Facilities and Grounds - Maintenance	(%)	4	21	40	23	13	0
		1	2	3	4	5	N/A
Facilities and Grounds - Safety Issues	(%)	4	11	38	25	23	0
		1	2	3	4	5	N/A
Staffing - Special Needs	(%)	0	0	9	17	74	0
		1	2	3	4	5	N/A
Staffing - Classroom Teachers	(%)	0	4	11	17	66	0
		1	2	3	4	5	N/A
Staffing – Clerical	(%)	2	9	36	34	19	0
		1	2	3	4	5	N/A
Staffing – Custodial	(%)	2	4	45	32	15	0
		1	2	3	4	5	N/A
Staffing – Administrators	(%)	0	0	32	28	40	0
		1	2	3	4	5	N/A
Staffing – District Support	(%)	4	4	47	30	15	0
		1	2	3	4	5	N/A
Supplies and Equipment	(%)	2	6	36	36	19	0

		1	2	3	4	5	N/A
Technology – Hardware and Software	(%)	2	2	23	40	34	0
		1	2	3	4	5	N/A
Technology – Technical Support	(%)	4	2	19	36	38	2
		1	2	3	4	5	N/A
Technology – Staff Development and Training	(%)	4	2	15	53	26	0
		1	2	3	4	5	N/A

Total: 53

2. Your comments on the areas that should be given priority:

Support in education is grossly underfunded. I find it hard to beleive that we spend all our money in addition to all the revenues from the International program and still do not have enough money at the end of the year to provide materials, resources and staffing in this district. The Ministry needs to provide more money to education rather than forcing districts to raise it on their own. I am seeing renewed emphasis on putting kids into programs just to get the funding instead of placing them in a program that is right for them (eg. COL, ESL, ACE-IT). Our priorities have shifted to "get the funding" rather than "educate the child".

1 (3%)

WE VALUE LOW CLASS SIZE- HAS MADE A DIFFERENCE THIS YEAR. OUR FACILITY AND PLAYGROUND NEEDS UPGRADING WE HAVE BEEN RECENTLY UPGRADED WITH NEW TECHNOLOGY

1 (3%)

keeping class sizes down is crucial Special needs staff and support is imperative as well - why can we only get 1, 2, or 3 (if we hit the jackpot) psycho ed tests per year? Define 30% teaching and 70% admin The demand for textbooks is high - but why textbooks if a Textbooks exist electronically before the pages are printed on paper? - Let's get all students laptops!

1 (3%)

Draw time for clerical staff should increase and should be reflective on enrollment. Custodial equipment should be supplied by the district to help schools keep this equipment updated and in good running condition (burnisher for example). The custodial load has been increased with the removal of carpets therefore increased custodial time is required.

1 (3%)

More SEA, ESL and LA time; Administrator is teaching or caretaking too much; CUPE says more draw time needed for first and last week of school; more custodial time so principal isn't doing caretaking jobs. The other comment is that the budget question #1 says "...to support student learning" which precludes some of the items that would be listed above because how does clerical time, maintenance, etc relate to student achievement directly even though it can be important? SPC – Can't reduce maintenance as it has already declined over the past 10 years. Why isn't there a caretaker during the day? (parents)

1 (3%)

We have interpreted Disitrct Support as Student Services/Staff Development and not Board Office staff. We have interpreted Staffing(Special Educaiton) as student services staff and SEA's. Facility area funding should be aligned with building age.

1 (3%)

- continue to look at ways to support immigrants / refugees - growing number of special needs students and associated costs - librarian support at elementary schools - librarians are often technology leaders - collaboration time for elementary teachers to support school goals

1 (3%)

Staffing is crucial to sustaining programs that support students learning. Diversity of schools needs to be acknowledged through staffing.

1 (3%)

Increased admin time for elementary admin. Sufficient staffing levels for non-enrolling teachers.

1 (3%)

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1 (3%)

Facilities and Grounds - in-school facilities need to be a higher priority Clerical - Draw time increased

1 (3%)

1. support needed for purchase, use, teacher training and technological support in implementing technology within the curriculum 2. Staffing in the area of special needs was strongly supported by all partners

1 (3%)

Facilities have taken a back seat for several years now...time to treat facilietes in the same context as learners

1 (3%)

1. Staffing for all areas is important. 2. Supplies and Equipment was stressed as a high priority 3. Grant Fee money -for electives is extremely important to support career pathways and the Grad Transition Program. The request is the money returns to the allocation in 2007-2008 year. 4. Learning Resources -an important allocation as the curricula in several areas are changing and the cost of resources, textbooks, DVDs, CDs, etc is very relevent for student achievement.

1 (3%)

Our SPC and PAC members have requested more administrator and clerical support at Rochester. Rochester staff recognize that more staffing is needed to support our students with special needs.

1 (3%)

- technology is no longer to be considered an add-on as it is now becoming more and more another teaching tool that engages students in their learning - with this in mind, teachers require on-going Pro-D to advance their skills so that the technology does not hinder teaching - custodial time for those schools without a daytime custodian is critical for the safety of the school community; e.g., a teacher fell due to wet floors because the administrator is in a parent meeting and cannot attend to floors

1 (3%)

Direct classroom support, and in particular, support for students with special needs (including assessment and support for students in all categories) MUST remain our number one priority. We also strongly believe that if we are to continue to build and rely upon our technology infrastructure, we must have the resources to support it, especially in terms of tech support at the school level. We have already lost our ability to keep our current infrastructure running smoothly at the school level, and certainly will not be able to continue to add to what is already in place without additional tech support.

1 (3%)

Teaching staff to reduce class-size. Learning Resources and textbooks. Staff for Special Needs students.

1 (3%)

CTA/CUPE Comments: Need for play based educational toys for kindergarten Staff development and training - release time and time to implement the material Safety - snow removal Special needs students: SEAs full time/learning assistance/ESL

1 (3%)

Staff would prefer administrator to be working with students but not necessarily teaching load as it currently exists. Math resources and manipulatives are vital to the new math curriculum - more financial support from district would be appreciated Parent comment: Early exposure to technology is important but will not be effective if staff are not supported.

1 (3%)

Students that don't qualify for special needs funding are increasingly falling through the gaps. Adequate staffing and support for all learners is important.

1 (3%)

More administration time needed at the elementary level. We have too many administrators teaching .5 or more. This in impacting the ability to attract teachers to administration. More secretarial time at large elementary schools. Some of our elementary schools are larger than some middles with much less secretarial and custodial time. More draw time needed.

1 (3%)

Large elementary schools require more clerical support. Some of our large elementary schools are larger than our small middle schools. Elementary Principals should not have teaching loads.

1 (3%)

staffing for special education and administrators at the elementary level

1 (3%)

Admin teaching time - too much!

1 (3%)

Curriculum resources are of highest priority to our program.

1 (3%)

smaller classes best Technology - can't move forward without support Need continuity of service for special ed. students

1 (3%)

Focusing resources on our youngest learners may enable the students in our District to achieve greater success as they move through the system. Educators need the right tools and support to facilitate best practice.

1 (3%)

School rests squarely on good, motivaated staff. How much technology and books you have at your disposal seems less vital.

1 (3%)

More SEA support for a broader range of categorized students. More custodial time during seismic upgrading project as water and vacuum need to be hauled to and from the portables.

1 (3%)

In regards to facilities and Grounds the SPC are aware that these areas will be upgraded with recent ministery announcements for seismic upgrades

1 (3%)

Staffing for special needs - SEAs paired with students French Immersion staffing and resource support Release time to provide relevent PRO-D Admin filling in the gaps for lack of student services support for students Middle school funding for library and explorations

1 (3%)

priority should be placed on the factors that most directly impact student achievement i.e., classroom teacher and special needs staffing

1 (3%)

Maintain class size and staffing to support student services.

1 (3%)

It is difficult at the elementary level to incorporate technology when some of the issues are not resolved for several weeks and sometimes months. The parent community feels that there should be more support for playgrounds as it is used by the community and not just the students. It is very difficult for some communities to raise $50-70 K for playgrounds and can be a multi-year commitment while other aspects of the school suffer. There needs to be more SEA and Special needs staffing than there currently is. The lack of French Immersion qualified TOCs is very concerning to teachers and parents.

1 (3%)

Professional dev. to support classroom teachers to respond to diversity in their classrooms - ensure that all learners are given equitablr opportunties to succeed in inclusive environments. Also universal design curriculum. More staffing for computer programs, Worshops and home access to school programs. Students need to learn how to use technology, teachers need to know how to teach about technology In regards to textbooks, I feel this should cover other forms of informaiton - books on cd'/dvd so these resources can be used in a classroom for a whole class and be able to print relevant sections as the books are expensive but still required. More staffing needed. Special Needs and ESL funding and resources.

1 (3%)

Staff and SPC are generally satisfied with current level of classroom teachers & that's why ranking is low (does not mean cutting would be considered an option) CUPE, CTA and SPC all recognize importance of administrator being assigned 1.0 and their teachign time being assigned for more student service support teachers - that is why we have a 5 for Staff-Admin & 4 for Staffing - Special needs. We appreciate the work that staff development does, from learning teams to literacy support teachers - these should be maintained for this budget.

1 (3%)

Total: 37

3. If additional funds are available, rate your priorities for increased expenditures – one being the lowest and five being the highest.

		Low		Average		High	
Curriculum - Textbooks	(%)	9	8	19	38	21	0
		1	2	3	4	5	N/A
Curriculum - Learning Resources	(%)	2	6	21	28	38	0
		1	2	3	4	5	N/A
Curriculum - Release Time	(%)	0	8	26	49	11	0
		1	2	3	4	5	N/A
Facilities and Grounds - Maintenance	(%)	8	17	26	25	17	0
		1	2	3	4	5	N/A
Facilities and Grounds - Safety Issues	(%)	4	15	32	15	30	0
		1	2	3	4	5	N/A
Staffing - Special Needs	(%)	2	0	8	11	75	0
		1	2	3	4	5	N/A
Staffing - Classroom Teachers	(%)	4	0	11	17	60	4
		1	2	3	4	5	N/A
Staffing – Clerical	(%)	2	4	36	32	17	4
		1	2	3	4	5	N/A
Staffing – Custodial	(%)	4	4	34	38	13	2
		1	2	3	4	5	N/A
Staffing – Administrators	(%)	2	4	25	32	30	4
		1	2	3	4	5	N/A
Staffing – District Support	(%)	6	6	30	38	11	2
		1	2	3	4	5	N/A
Supplies and Equipment	(%)	2	8	25	43	17	2
		1	2	3	4	5	N/A
Technology – Hardware and Software	(%)	2	6	19	34	36	4

		1	2	3	4	5	N/A
Technology – Technical Support	(%)	2	2	25	38	23	6
		1	2	3	4	5	N/A
Technology – Staff Development and Training	(%)	2	2	23	43	21	4
		1	2	3	4	5	N/A

Total: 53

4. Your comments on priorities if additional funds are available:

There is a concern from CTA staff and parents that administrators are available more to deal with issues within their buildings i.e. less teaching time.

1 (4%)

Technology should be a priority as well as draw time during busy periods for both clerical and custodial staff.

1 (4%)

More non-enrolment teaching time should be given for library, music, computer teachers. If there is extra money, we also feel that more technology should be placed directly into the classrooms - computers, smartboards, etc.

1 (4%)

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1 (4%)

1. Fully provide and support current technology, such as laptops for teachers, to encourage technology being used effectively in the classroom and more computers available in classrooms for students. 2. More student services - both teaching and SEA support 3. Support the initial priorities - there are never really additional funds. 4. Textbooks are still needed (1 per student),

1 (4%)

classroom important.......so is the facilitty that they occupy

1 (4%)

Additional money should go to: 1. supplies and equipment 2. Technology-hardware/software and in-service 3. Grounds and facilities-especially safety 4. Money towards Emergency Preparedness -supplies/training

1 (4%)

The response from all members was the same even if additonal funds were available.

1 (4%)

- designate into Learning Assistance, counselling, teacher collaboration time to support student learning

1 (4%)

Reduce class-size is top priority, therefor hire more teachers. Having textbooks and resources to teach children is second. Additional teaching and special needs staff would mean more time to teach curriculum and give those kids extra help to develop skills.

1 (4%)

SPC Comments: Each partner group should submit its own form More examples under "District Support" Thank you for improvements in the process over past years

1 (4%)

Any extra funds are always appreciated & would be put to good use. There are always items needed - whether it is curriculum items, or the extras that we often know would enhance student learning. Technology in classrooms (LCD's for example) are necessary to keep pace with today's learners. We would appreciate such innovative tools in our rooms.

1 (4%)

We need to increase the admin pool. The position is not attractive as it stands with elementary admin having large teaching loads. This on top of no daytime caretakers creates a stressful and not always desirable position. Admin is needing to open schools and clean up messes during the day.

1 (4%)

Exactly the same as first

1 (4%)

Equity in budgeting for middle and elementary - secondary is overbudgeted Laptops needed

1 (4%)

More undercover play areas would be beneficial for students.

1 (4%)

Depends on numbers and categories of special needs kids Adequate staffing for all student needs

1 (4%)

SPC wanted to know if assistant superintendent positions were covered under "Staffing-Administrators" or "Staffing-District Support". SPC members feel that there should be a separate category for district leadership team.

1 (4%)

Fench support teahers for numeracy and literacy TEacher staffing, Technology equatable funding for schools based on specific needs (i.e student services support, facilities, maintenance , resources)

1 (4%)

in this scenario, funding that directly impacts students but also that which fosters innovation should be given priority

1 (4%)

Vice-Principals in elementary Custodial staff during school hours Clerical so admin not having to cover breaks Special Needs and Tech Development and training are high importance

1 (4%)

Special Needs and technology need as much funding as possible. UDL is needed for succesful integration and appropriate support for special needs and technology is necessary. The custodial and clerical staffing needs to be re-examined so that it is equitable for school sizes, not just levels. The same for department heads as well. It would be safer if all elementary schools were staffed with a minimum 4 hour morning custodian. It would be benficial for elementary principals to have a lesser teaching/custodian load to allow them to be effective community and instructional leaders.

1 (4%)

There is never enough$$ for computers or training.More staffing needed across the board. Any extra $$ should be diverted to classrooms. It is hard to teach if you don't have any resources. I think technology is such a huge part of everyday life that we should be making more accessible in our middle and high schools.

1 (4%)

We would simply want to ensure that excess funding is applied until the three noted areas above are maximized

1 (4%)

Total: 24

5. Your comments on the budget process or other related issues are appreciated:

Our PAC brought up a concern that we repeat the same concerns regarding more funding for staff and for materials to support our students but the ministry dollars never seem to stretch far enough to cover everything that is needed to do what is adequate/ acceptable to educate our children.

1 (7%)

It is felt that in the past few years too much of the funding has gone into increased upper management positions rather than directly into the schools. Increasing expectations from the board office with short timelines and no support for increased work load.

1 (7%)

We think the District hears us as teachers, but what happens at the Ministry level towards items that are needed? We understand that there is limited money, but there are priorities. SPC - This survey doesn't seem particularly meaningful because everything can be rated high. Why is there not a ranking system to do this? There should be more choice for the needs of a school....e.g. Don't place funds in some account where you can't access it (textbooks) for other school needs (more flexibility).

1 (7%)

CUPE staff was offered the opportunity to participate but declined. Very difficult to come to consensus with different groups at different meetings and only one submission - either accept different responses from each group or hold one meeting with everyone present.

1 (7%)

Once again, the SPC and admin at Glen are extremely grateful and appreciative for input into this very important process!! We are obviously 'reaching for the stars' in our selection of our priorities above...we all agree it is all important!! Please take special note of our comments as they reflect our priorities in a more personal manner... AGAIN, THANK YOU!!

1 (7%)

Students were also consulted in this process.

1 (7%)

- it might be more useful to rank the additional funds items in order from 1-15

1 (7%)

See above comments.

1 (7%)

There are advantages and disadvantages in using either a top-down or bottom-up budgeting process. Is it correct to assume that this survey process combines these respective budgetary decision making philosophies? Is there a way that the public can be made more aware of how Ministry funds are utilized? Part of this awareness could involve presenting such information in an understandable and accessible format.

1 (7%)

Questions on survey are open to interpretation and misunderstanding No involvement from some employee groups

1 (7%)

Participants Students involved as well.

1 (7%)

This is better than having another meeting Student funding formula is unrealistic

1 (7%)

Comments and number assignments based on a compilation of feedback received from teaching and support staff.

1 (7%)

How is Pro D allocated? Where is the Pro D spent? Can there be a pie chart of the money allocation? Give motivated teachers the time and resources to teach. If this is an effort in futility for those other than in the school board then quit doing it! Maybe make the results of this survey accessible to everyone by posting on SD43 website (front page) so we can see how our responses compare on the whole.

1 (7%)

This process honours everyone. It was harder to get together with CUPE staff for consultation but each member did fill out the form. this process honours everyone and is not onerous to complete.

1 (7%)

Total: 15

6. School Level

Elementary

34 (64%)

Middle

10 (19%)

Secondary	7 (13%)
Other	2 (4%)

Total: 53

7. Participants

CTA	1 (2%)
CUPE	1 (2%)
Parent	2 (4%)
Principal	5 (10%)
SLC	0 (0%)
Parent; Principal	8 (15%)
CTA; Parent; Principal; SLC	4 (8%)
CTA; CUPE; Parent; Principal; SLC	8 (15%)
CTA; CUPE; Parent; Principal	15 (29%)
CTA; Parent; Principal	6 (12%)
CTA; CUPE; Principal	2 (4%)

Total: 52

8. School Name

Harbour View Elementary	1 (2%)
Hazel Trembath	1 (2%)
Central Community School	1 (2%)
Lord Baden-Powell Elementary	1 (2%)

eagle Ridge
1 (2%)

MOUNTAIN MEADOWS ELEMENTARY
1 (2%)

Parkland
1 (2%)

Banting
1 (2%)

Porter Street Elementary
1 (2%)

Pitt River
1 (2%)

Glenayre Elementary
1 (2%)

Glen Elementary School
1 (2%)

Leigh
1 (2%)

Panorama Heights Elementary
1 (2%)

Citadel Middle School
1 (2%)

Roy Stibbs
1 (2%)

Pinetree Secondary
1 (2%)

Port Moody Secondary
1 (2%)

Rochester Elementary School
1 (2%)

Pleasantside Elementary
1 (2%)

École Irvine Elementary
1 (2%)

Castle Park Elementary
1 (2%)

Riverside Secondary
1 (2%)

Westwood
1 (2%)

Dr. Charles Best Secondary
1 (2%)

Mary Hill Elementary	1 (2%)
moody middle	1 (2%)
Mundy Road	1 (2%)
Nestor Elementary	1 (2%)
Bramblewood	1 (2%)
Heritage Mountain Elementary	1 (2%)
Heritage Woods Secondary	1 (2%)
Ranch Park	1 (2%)
Alderson	1 (2%)
COL K-9	1 (2%)
Maple Creek	1 (2%)
Anmore Elementary School	1 (2%)
walton	1 (2%)
Montgomery Middle	1 (2%)
Scott Creek	1 (2%)
Gleneagle Part 1	1 (2%)
R. C. MacDonald	1 (2%)
Coquitlam River Elementary	1 (2%)
Miller Park Community School	1 (2%)
Maillard Middle	1 (2%)
Hillcrest Middle	

1 (2%)

Blakeburn Elementary

1 (2%)

Kilmer

1 (2%)

Como Lake Middle School

1 (2%)

James Park Elementary

1 (2%)

Total: 50