

Request for input: **Access to items/supplies** (equipment/tools/materials) **in Schools – TOTAL RESPONSES: 16**

Feedback to the ASCA by February 2, 2019.

1. Please indicate if all students in your school have adequate access to the following types of items/supplies (equipment/tools/materials):

Technology	Yes = 13	No = 0	Unsure = 3
Physical Education	Yes = 15	No = 0	Unsure = 1
Classroom	Yes = 15	No = 0	Unsure = 1
Sensory	Yes = 12	No = 1	Unsure = 3
Other (eg. Music, Drama, Art, Science, Sports programs, etc.)	Yes = 13	No = 0	Unsure = 2

If Yes to above – please specify:

- all students = music; grades 7-9 = French; drama; art; wood shop; cooking; coding; sports teams
- Music 4 times a week; free footie
- Music; Drama; Art; Sports
- Music room; sensory room; drama skits in classes; artist in residence coming.
- Our school has art; band; sports and science programs they may not be offered at different times but the option is there for the students
- PEAK (Passion; Effort; Attitude; Knowledge; extra-curricular sports offered through the school via outside contractors); Robotics; Musical Theater; Instruments; School Video Announcements; Augmented Reality Lab; Medical Sciences Lab;
- STREAM activity bins funded by Parent Association
- (Technology: 1:1 Chrome books in grade 4 K-3 access tablets/chrome books smart boards in each class) (Physical Education: 40 minutes for each class every day and equipment room) (Classroom: each class has own classroom (not short rooms in our school)) (Sensory: there is access to a Sensory room for those students who require it) (Other (eg. Music; Drama; Art; Science; Sports programs; etc.): we have all of the examples listed maker space in our school many verity of option classes for students to choose form)
- There is a very long list of other options available. Chess Club; Safe Space; Band; Choir; Art; Science; numerous athletic programs; there are a ton.
- Took the word 'adequate' to mean meets minimum requirements; not necessarily that it is enough.
- We have a 1:1 student to technology ratio; with our lower enrolment; we have more time for students to spend in the gym and more space to play on the playground. We have sensory rooms and items for students who need them - wiggle chairs; etc. we

have a makers space with additional technology and a wonderful music program headed by two passionate teachers.

- We have an art-science room teachers can use for art and science projects. We're very fortunate to have school staff who are musically inclined and are willing to share their talents with the students.
- We have computer labs and mobile racks for tech. PE we have 2 gyms (main & aux). We are still building our PE materials but have what's needed. We have adequate classroom space for all students. We should be okay for next year but may reach capacity the year after. We have a sensor room that is primarily used by our cluster students. We also have a wellness room that is open to all students. We have a music room. There is a drama program but are quite limited in supplies and equipment. Science labs are well stocked and we do have jr/sr sports programs (volleyball; basketball...)

2. What barriers, if any, prevent adequate access to any of the above (eg. financial, space, low enrollment/interest, etc.)?

- 1) Grades 5-6 CTF options are dependent on grade level teacher specialties and change yearly. 2) As a science alternative program; technology is most often used by grades 7-9 leaving our younger students without. Teachers at this grade level would like more technology to use on a regular vs semi-regular basis.
- 1. Funding - funding for both resources and funding for teachers 2. Approved vendors - sometimes the approved vendors that must order the equipment and supplies from are more costly than non-approved vendors would be and/or the customer service isn't great. More options would be good.
- Finances; teaching staff; space
- Funding continues to be a key indicator in our ability to offer these programs to all students who wish to enroll.
- If we wanted to extend the hours of our 'Bandit's Burrow' (sensory room); we would need an increase of finances/volunteers.
- low staffing; staff specialties for extra curricular activities; government funding
- n/a
- none
- Space continues to be an issue in the school. In 2017-18 when a new elementary school was opened; a significant number of students; mostly from an affluent demographic; left the school. The shift in demographic was felt financially; and the pockets of poverty and availability of parents availability to contribute to the school through volunteering and other engagement was noticeable. This is expected to shift even further in the 2019-20 school year when an even larger portion of the school population moves to another new school that is opening.
- Training; tools and space for sensory issues. More funds for band program (investment in instruments).
- We don't have issues regarding low enrollment or interest. The only real barrier to having sufficient supplies is finance. We do have a drama program but do not have a

drama room - there is very limited stock of costumes (from last year's performance); no lighting; backdrops or props...Society is doing their part to support this program and there are volunteers who are also stepping up with fabrication and donation so students are not missing out. There is some equipment that is limited in shop (eg. hand saws; clay sculpting tools...) but students/teachers make do with what they have and ensure each student has adequate time.

- We try to mitigate cost for extra activities through fundraising. Often we need additional help to run these extras.

3. Please share comments on this topic:

- In 2017/18 CBE mandated our school change from regular 5-9 program to sole Science alternative program as of 2018/19. Our school functions well as a middle school grades 7-9 however we have senior elementary grades 5-6 as well. The school resources support older grades well but grades 5-6 are left without much additional supports. The needs for these 2 grades have yet to be acknowledged or formally identified so we can request funding from our parent fundraising association.
- It would be nice if we could have more options so that kids could take both art and music if they wanted to
- Our Parent Association works very hard to fill the gaps and make sure that our students have the opportunity to experience new technologies; materials and a variety of alternative physical education activities. Without their fundraising efforts; most of the opportunities would not be possible.
- Our school would love to add more playground equipment for outside play that is more suited for preschool and kindergarten age children but the cost is very prohibitive. Our community is small so fundraising can be difficult and some years parent council participation is low so we wouldn't have a lot of resources to organize fundraising events.
- Please note that at the school council meeting (2019 01 21) where this request was discussed; the principal dominated the discussion; and really did not allow any opportunity for parental input or dialogue; therefore I have answered 'unsure' for each of the categories. Rather; the principal discussed reasons why each type of items/supplies was adequate. They included: Technology was adequate because the school doesn't have to borrow from another school; but if they do; the proximity to other district schools is close. For physical education; each class receives 1.5 hours per week; plus the school's proximity to a community pool and arena allow for added swimming and skating opportunities. For classroom supplies; the school provides certain supplies school-wide; while each teacher has a discretionary budget for their classroom. For sensory items; some items were purchased through the Classroom Improvement Funding. Many items have been used to facilitate flexible seating arrangements. While the school does have a sensory room; it is not particularly well stocked; and used on an as-needed basis. Please note that the school does have and use a seclusion room. There are dedicated art and music rooms. There are not really any school sport programs; though the school's physical education teacher organizes a school-wide triathlon each year. Otherwise; there is access to district programs (i.e. track and field; music

- enrichment). Overall; the ability to procure supplies is made easier because of the proximity of all district schools being within a small city; and therefore enhanced inter-school collaboration. One question that did come out of discussion on this topic is 'How is the province measuring the impact and effectiveness of the Act to Reduce School Fees; as well as the School Fees and Costs and the School Transportation Regulations?'
- Technology - very expensive and requires parents fundraising both to purchase and to maintain when it fails eg. constantly replacing smart board projectors EVERY year. Issues with equipment being available when needed ex. Chromebooks. Aren't enough in the school and require teachers to plan and book these weeks in advance. Technology is aging so constant fundraising required for technology. Gym - fortunate to have lots of equipment and access to extra programs such as dance residencies and inline skating. Actual gym time is limited for bigger schools. Teachers do a good job of getting kids outside when they can or doing some exercises in the classroom however more gym time would be good for all of the classes. Other - not enough funding for music and the arts. These are some of the first programs that see cuts when staffing numbers need to be reduced.
 - We believe that our teachers are wizards with funding. As they are the ones sitting face to face with the students; they can quickly identify new and creative ways to utilize existing tools/materials to address student requests as they arise. It's difficult to keep up with the rapid pace of change we are witnessing in the world today. Having more varied options within all schools and classrooms truly does help bridge gaps in socio-economic differences across the province.