

# TOWN HALL 2025 FEEDBACK SURVEY SUMMARY



**SURVEY DATE:** FEBRUARY 4-14, 2025  
**DATE OF SUMMARY:** MARCH 10, 2025

**TOTAL  
COMMENTS:**  
**2,417**



**TOWN HALL 2025**  
**TOWN HALL FEEDBACK**  
**SURVEY**

Lethbridge  
SCHOOL DIVISION  
EDUCATION CENTRE  
433 - 15 Street South

## **WHY DID LETHBRIDGE SCHOOL DIVISION CONDUCT THIS SURVEY?**

Lethbridge School Division hosted the annual Town Hall event on Tuesday, February 4, 2025. The purpose of the Town Hall event was to seek feedback to assist the Board of Trustees and the Division in planning for the future. The Board of Trustees and Division administration will take time to review the feedback as we plan for the 2025/2026 school year and beyond.

Town Hall featured opportunities for stakeholders to engage in roundtable discussions on a variety of topics.

From February 4-14, 2025, an online survey was posted on the Division website. The survey featured the same questions as Town Hall and provided stakeholders the opportunity to provide more detailed responses. The Division received a number of handwritten responses at the Town Hall event. Over 400 respondents provided over 2,000 comments through the online survey.

In this report you will find a breakdown of stakeholder group responses and summaries of the most common topics expressed through the survey.

Thank you to everyone who provided this valuable feedback. We appreciate you taking the time to share your unique perspective.



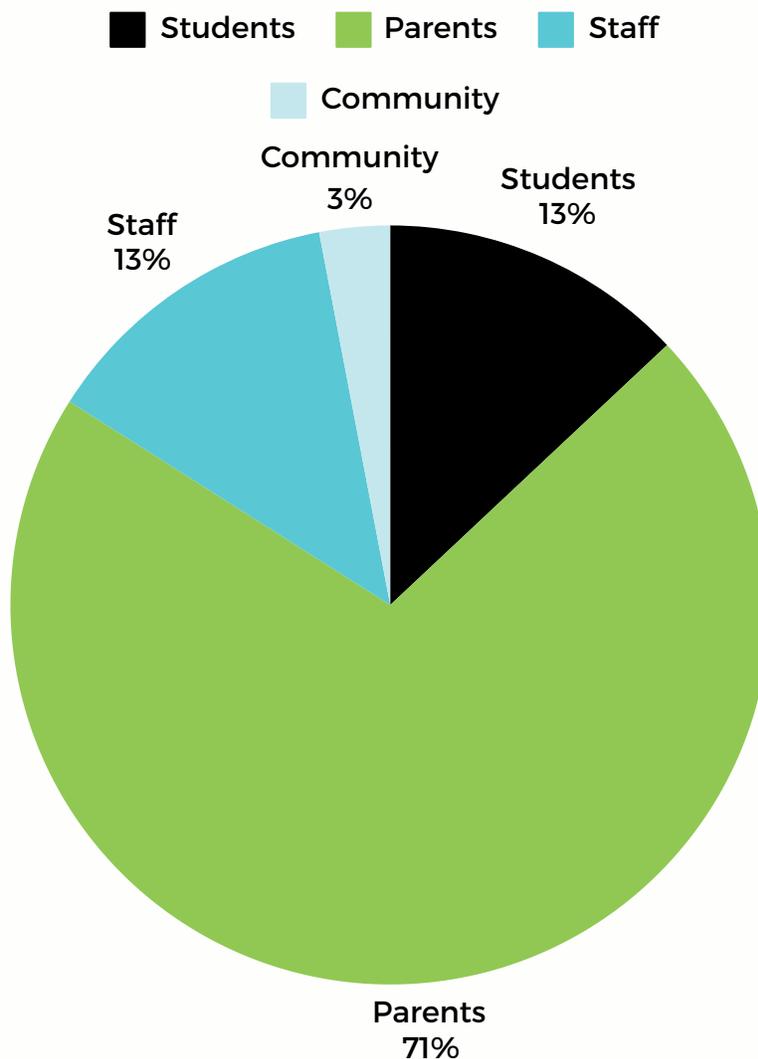
**TOWN HALL ONLINE SURVEY: (417 total respondents)**

STUDENTS: 13%

PARENTS/GUARDIANS/CAREGIVERS: 71%

STAFF: 13%

COMMUNITY MEMBERS: 3%



# TOWN HALL 2025 TOWN HALL FEEDBACK

# SURVEY

Lethbridge  
SCHOOL DIVISION  
EDUCATION CENTRE  
433 - 15 Street South

LETHBRIDGE SCHOOL DIVISION

## ELEMENTARY TOWN HALL DATA

## TOWN HALL

# 51

The following is a summary of the responses from the online survey, conducted from February 4-14, 2025. This summary provides an overview of topics expressed in the online survey, in addition to paper copies collected after Town Hall 2025. This summary is not intended to provide a list of every topic collected through the survey.

## **WE ASKED: WHAT ASPECTS OF YOUR ELEMENTARY SCHOOL AND LEARNING EXPERIENCE ARE YOU MOST SATISFIED WITH AND WHY?**

### **YOU SAID:**

#### **APPRECIATION FOR STAFF**

Stakeholders expressed appreciation for the kindness, patience and support provided by staff. The positive impact staff have on the learning experiences of students was a recurring theme.

#### **SUPPORTIVE SCHOOL ENVIRONMENTS**

Many stakeholders expressed they felt welcomed, valued and safe at our elementary schools. Many comments praised elementaries for their efforts to accommodate diverse learning needs and promote a sense of community. The benefits of parents/guardians/caregivers supporting schools and students was emphasized.

#### **VARIETY OF OPPORTUNITIES**

The breadth of academic, co-curricular and extra-curricular opportunities available to students was frequently mentioned. There was appreciation for the many additional opportunities for students to explore areas of interest provided by schools.

## **WE ASKED: WHAT ASPECTS OF YOUR ELEMENTARY SCHOOL AND LEARNING EXPERIENCE ARE YOU LEAST SATISFIED WITH AND WHY?**

### **YOU SAID:**

#### **SCHOOL ENVIRONMENT:**

Stakeholders expressed concerns some students did not feel connected to peers or staff in their schools. There were concerns expressed about conflict and negative interactions between students.

#### **LEARNING SUPPORTS**

There was a recurring theme of concern about inadequate support for students that may experience challenges at school. More Educational Assistants are required, smaller class sizes and additional resources are also needed to support all students, and especially those with complex needs.

#### **ACADEMIC CHALLENGES**

Concerns were expressed about academic challenges. There was concern that many students found core subjects difficult, uninteresting or they did not have the support required to succeed.

## **WE ASKED: WHAT SPECIFIC CHANGES OR INITIATIVES DO YOU THINK WOULD IMPROVE THE QUALITY OF EDUCATION AT YOUR SCHOOL?**

### **YOU SAID:**

#### **ADDITIONAL SUPPORTS**

Stakeholders identified the need for additional supports in the classroom, including hiring more Educational Assistants and reducing class sizes. Additional funding for programs and professional learning to support inclusion were also cited as potential solutions.

#### **CURRICULUM AND LEARNING**

Improved curriculum and learning methods were highlighted as areas for improvement. This included more intentional focus on core subjects, providing more real world learning experiences and providing students that experience success with extra challenges. Some stakeholders expressed concern about an increase in screen time for students that did not always relate to learning activities. Stakeholders expressed varying views on gender identity and sexual orientation, with some wanting age-appropriate education in these areas and others feeling these topics are better left to parents/guardians/caregivers.

#### **PARENT/GUARDIAN/CAREGIVER INVOLVEMENT**

The importance of involving parents/guardians/caregivers and the community in school activities was highlighted. It included suggestions for better communication between staff and parents, more opportunities for parents to engage with the school and organizing more social events for parents and students.

# TOWN HALL 2025 TOWN HALL FEEDBACK

# SURVEY

Lethbridge  
SCHOOL DIVISION  
EDUCATION CENTRE  
433 - 15 Street South

LETHBRIDGE SCHOOL DIVISION

## MIDDLE SCHOOL TOWN HALL DATA

## TOWN HALL

# 51

The following is a summary of the responses from the online survey, conducted from February 4-14, 2025. This summary provides an overview of topics expressed in the online survey, in addition to paper copies collected after Town Hall 2025. This summary is not intended to provide a list of every topic collected through the survey.

## **WE ASKED: WHAT ASPECTS OF YOUR MIDDLE SCHOOL AND LEARNING EXPERIENCE ARE YOU MOST SATISFIED WITH AND WHY?**

### **YOU SAID:**

#### **ENGAGING STUDENT ACTIVITIES AND PROGRAMS**

The wide range of options for students and other activities was mentioned often. Engaging and fun learning environments were also highlighted, along with school-specific programs, hands-on learning opportunities and an overall positive atmosphere.

#### **SUPPORTIVE AND CARING STAFF**

Stakeholders highlighted the supportive and caring nature of the staff and praised their dedication to helping students succeed and feel welcome. Effective communication between schools and parents/guardians/caregivers was also noted.

#### **SUPPORTIVE LEARNING ENVIRONMENTS**

Inclusivity and diversity were themes that came up often, as stakeholders emphasized accommodations for neurodivergent students, promoting equality and offering diverse learning experiences. A strong sense of community and school spirit was also highlighted.

## **WE ASKED: WHAT ASPECTS OF YOUR MIDDLE SCHOOL AND LEARNING EXPERIENCE ARE YOU LEAST SATISFIED WITH AND WHY?**

### **YOU SAID:**

#### **SCHOOL SCHEDULES:**

Dissatisfaction with early start times was noted. Stakeholders commented on short lunch hours, recess lengths, the need for students to spend more time outdoors and requests for more physical education.

#### **CLASS SIZES AND LEARNING ENVIRONMENTS**

Concerns about large class sizes were raised, along with concerns regarding the curriculum and stakeholder opinions that too many option classes are provided in some cases, as opposed to a focus on academics. The need for more Educational Assistants and support for diverse learning needs was highlighted. Issues related to student behaviour, bullying and the need for safer and more respectful learning environments was mentioned.

#### **COMMUNICATION**

Issues related to inconsistent communication between school staff and parents, lack of follow-through on promises and some staff being disinterested or lacking involvement in student learning were noted as themes.

## **WE ASKED: WHAT SPECIFIC CHANGES OR INITIATIVES DO YOU THINK WOULD IMPROVE THE QUALITY OF EDUCATION AT YOUR SCHOOL?**

### **YOU SAID:**

#### **STUDENT BEHAVIOUR AND DISCIPLINE**

Stakeholders suggested more supervision by staff is required to prevent bullying and harassment. Calls for stricter rules and expectations regarding student behaviour was mentioned, along with an emphasis on zero tolerance for bullying.

#### **LEARNING IMPROVEMENTS**

Stakeholders highlighted the importance of emphasizing the core subjects and the importance of adjusting student workloads to better prepare them for high school. The importance of physical activity, calls for smaller class sizes and requests for more Educational Assistants and specialized programs were also suggested.

#### **PARENT/GUARDIAN/CAREGIVER AND INVOLVEMENT**

Requests for more community-building activities and parent involvement were expressed, along with suggestions for better communication between staff and parents, including notifications when PowerSchool is updated.

# TOWN HALL 2025 TOWN HALL FEEDBACK

# SURVEY

Lethbridge  
SCHOOL DIVISION  
EDUCATION CENTRE  
433 - 15 Street South

LETHBRIDGE SCHOOL DIVISION

## HIGH SCHOOL TOWN HALL DATA

## TOWN HALL

# 51

The following is a summary of the responses from the online survey, conducted from February 4-14, 2025. This summary provides an overview of topics expressed in the online survey, in addition to paper copies collected after Town Hall 2025. This summary is not intended to provide a list of every topic collected through the survey.

## **WE ASKED: WHAT ASPECTS OF YOUR HIGH SCHOOL AND LEARNING EXPERIENCE ARE YOU MOST SATISFIED WITH AND WHY?**

### **YOU SAID:**

#### **STAFF SUPPORT**

Stakeholders highlighted the support and commitment of staff, who were described as caring, engaged and helpful.

#### **QUALITY OF EDUCATION, OPPORTUNITIES AND CURRICULUM**

The quality of education, curriculum and the variety of courses available was highlighted. This included the effectiveness of specific programs at certain schools, the flexibility in academics and the overall learning experience. There was a strong emphasis on the variety and quality of extracurricular activities, clubs and sports programs available to students.

#### **SCHOOL ENVIRONMENT**

Responses from students and parents indicated a high level of satisfaction with school environments, communication and support systems. The advisor system, the open-door policy and the overall positive atmosphere was highlighted.

## **WE ASKED: WHAT ASPECTS OF YOUR HIGH SCHOOL AND LEARNING EXPERIENCE ARE YOU LEAST SATISFIED WITH AND WHY?**

### **YOU SAID:**

#### **EQUAL ACCESS AND FACILITIES**

Concerns centred around a lack of equal access to technology at some schools, along with less resources for club activities and sports. Stakeholders also highlighted issues with outdated and vandalized bathrooms and inadequate heating and cooling.

#### **CLASS SIZES AND RESOURCES**

Stakeholders expressed dissatisfaction with large class sizes, the need for more Educational Assistants and additional support for students with complex needs.

#### **SCHOOL POLICIES COMMUNICATION**

Concerns about school policies and communication were expressed, which included enforcing the mobile device policy, along with a need for better communication about events and programs.

## **WE ASKED: WHAT SPECIFIC CHANGES OR INITIATIVES DO YOU THINK WOULD IMPROVE THE QUALITY OF EDUCATION AT YOUR SCHOOL?**

### **YOU SAID:**

#### **INFRASTRUCTURE AND TECHNOLOGY IMPROVEMENTS**

Various suggestions for improving high school infrastructure were highlighted, which included bathroom renovations and overall modernizations of school facilities. Finding better ways to incorporate the use of technology in classrooms on a regular basis was also mentioned, which included a focus on learning more about Artificial Intelligence.

#### **CLASSROOM AND TEACHING ENHANCEMENTS**

Stakeholders suggested reducing classroom sizes, hiring more teachers and support staff, such as Educational Assistants. Many comments centred around the suggestion of removing Grade 9 students from high school.

#### **STUDENT BEHAVIOUR AND SAFETY**

Issues related to student behaviour, such as vaping and smoking in and around the school were identified, along with suggestions and measures to improve safety and discipline.



**TOWN HALL 2025**  
**TOWN HALL FEEDBACK**  
**SURVEY**

Lethbridge  
SCHOOL DIVISION  
EDUCATION CENTRE  
433 - 15 Street South

**LETHBRIDGE SCHOOL DIVISION**  
**STUDENT LEARNING, ENGAGEMENT**  
**AND ACADEMICS**  
**TOWN HALL DATA**

**TOWN**  
**HALL**

**51**

The following is a summary of the responses from the online survey, conducted from February 4-14, 2025. This summary provides an overview of topics expressed in the online survey, in addition to paper copies collected after Town Hall 2025. This summary is not intended to provide a list of every topic collected through the survey.

## **WE ASKED STUDENTS: WHAT DOES YOUR SCHOOL DO TO HELP YOU LEARN SUCCESSFULLY?**

### **THEY SAID:**

#### **CHECK-INS AND COMMUNICATION**

Students highlighted that staff check in with them regularly to ensure they are on track, especially during stressful times. Students mentioned direct communication between students and teachers is crucial for learning new and difficult concepts.

#### **ENGAGED STAFF MEMBERS**

Students mentioned how having energetic staff helps create a fun and engaging school environment.

#### **FORGIVENESS AND ACCOMMODATION**

Students added schools are often forgiving and accommodating when they are stressed or falling behind, and that can help them manage their academic responsibilities better.

## **WE ASKED STUDENTS: WHAT CAN YOUR SCHOOL DO TO HELP YOU LEARN MORE SUCCESSFULLY?**

### **THEY SAID:**

#### **COMMUNICATE ABOUT AVAILABLE SUPPORTS**

Students highlighted the importance of making them aware of the assistance that is available. It was also suggested staff check on student well-being, especially during stressful times.

#### **CONSISTENT STANDARDS AND CLASSROOM ENVIRONMENT**

The need to provide more standard educational opportunities across the Division was highlighted. Improvements in the classroom environment were also suggested, such as having individual desks to minimize distractions.

#### **HOMEWORK AND SUPPORT WITH DIFFICULT CONCEPTS**

It was suggested schools could encourage students to complete their work at home and/or provide more dedicated time for homework. Students also commented that teachers could be more forgiving and accommodating when teaching difficult concepts.

# TOWN HALL 2025 TOWN HALL FEEDBACK

# SURVEY

Lethbridge  
SCHOOL DIVISION  
EDUCATION CENTRE  
433 - 15 Street South



**LETHBRIDGE SCHOOL DIVISION**

**WELCOMING, CARING, SAFE  
RESPECTFUL LEARNING  
ENVIRONMENTS**  
**TOWN HALL DATA**

## TOWN HALL

# 51

The following is a summary of the responses from the online survey, conducted from February 4-14, 2025. This summary provides an overview of topics expressed in the online survey, in addition to paper copies collected after Town Hall 2025. This summary is not intended to provide a list of every topic collected through the survey.

## **WE ASKED STUDENTS: HOW DOES YOUR SCHOOL MAKE YOU FEEL SAFE, WELCOME AND CARED FOR?**

### **THEY SAID:**

#### **WELCOMING STAFF**

Staff work to create a welcoming, understanding and friendly atmosphere that makes school fun for students. Teachers are approachable, often on a first-name basis, and assist students in any way they can.

#### **INCLUSIVE ACTIVITIES**

Schools organize events such as culture days and work to promote inclusivity.

#### **SUPPORTS FOR STUDENTS**

Some schools provide nutritional assistance for students to ensure students have access to necessities. The mental health staff and support staff are always willing to listen and help students, ensuring their safety and well-being.

## **SURVEY RESULTS TELL US THERE IS A LACK OF RESPECT BETWEEN STUDENTS. HOW CAN WE IMPROVE THIS?**

### **STUDENTS SAID:**

Although the students who took the survey generally felt this was not much of a problem in their schools, one suggestion centred around the need for consequences for students who do display disrespectful behaviour, as they often disrupt the learning environment for others. Students also told us their peers should strive to be more kind to each other.



**TOWN HALL 2025**  
**TOWN HALL FEEDBACK**  
**SURVEY**

Lethbridge  
SCHOOL DIVISION  
EDUCATION CENTRE  
433 - 15 Street South

**LETHBRIDGE SCHOOL DIVISION**  
**ACADEMIC ACHIEVEMENT**  
**TOWN HALL DATA**

**TOWN  
HALL**

**51**

The following is a summary of the responses from the online survey, conducted from February 4-14, 2025. This summary provides an overview of topics expressed in the online survey, in addition to paper copies collected after Town Hall 2025. This summary is not intended to provide a list of every topic collected through the survey.

# **WE ASKED PARENTS, STAFF AND COMMUNITY MEMBERS: WHAT ACTIONS DO SCHOOLS TAKE TO SUPPORT HIGH LEVELS OF STUDENT LEARNING AND ACHIEVEMENT?**

## **THEY SAID:**

### **ADDITIONAL LEARNING SUPPORTS**

Stakeholders highlighted students are provided with opportunities to access additional assistance to support their learning throughout the school year. Schools also provide programs for high achievers and programs that aim to keep students engaged and excited about learning.

### **STAFF AND PARENTAL INVOLVEMENT**

The importance of staff and parent involvement in supporting student learning was highlighted. Respondents described staff as responsive and supportive and highlighted work done to establish clear standards for quality work. Clear communication with parents was highlighted as being helpful in identifying and communicating issues early on.

### **RECOGNITION AND AWARDS**

Schools recognize and reward student achievements through awards ceremonies, honour rolls and other forms of recognition. Stakeholders mentioned these initiatives help motivate students and celebrate their hard work.

# **WE ASKED PARENTS, STAFF AND COMMUNITY MEMBERS: WHAT CAN SCHOOLS DO TO IMPROVE STUDENT LEARNING AND ACHIEVEMENT?**

## **THEY SAID:**

### **CLASS SIZES AND ADDITIONAL LEARNING SUPPORT**

The importance of smaller class sizes and additional support in the classroom was emphasized. This included hiring more Educational Assistants and ensuring staff have the resources needed to manage classrooms. An improved curriculum, to make it more engaging and relevant, was highlighted. Suggestions also included teaching more about finances, history and trades, along with offering more optional content.

### **STUDENT ENGAGEMENT AND MOTIVATION**

Increasing student engagement and finding additional ways to motivate students was highlighted. These included offering incentives for achievement, providing more leadership opportunities and making learning more fun and interesting.

### **IMPROVED COMMUNICATION**

Improved communication between staff, students and parents was a recurring theme. This included providing regular feedback to parents, involving parents in their children's education and ensuring students understand the importance of their education, along with the options that exist for post-secondary.



**TOWN HALL 2025**  
**TOWN HALL FEEDBACK**  
**SURVEY**

Lethbridge  
SCHOOL DIVISION  
EDUCATION CENTRE  
433 - 15 Street South

**LETHBRIDGE SCHOOL DIVISION**

**CLASSROOM COMPLEXITY**  
**TOWN HALL DATA**

**TOWN  
HALL**

**51**

The following is a summary of the responses from the online survey, conducted from February 4-14, 2025. This summary provides an overview of topics expressed in the online survey, in addition to paper copies collected after Town Hall 2025. This summary is not intended to provide a list of every topic collected through the survey.

# **WE ASKED PARENTS, STAFF AND COMMUNITY MEMBERS: IN YOUR EXPERIENCE, WHAT HAVE WE DONE TO EFFECTIVELY ADDRESS CLASSROOM COMPLEXITIES?**

## **THEY SAID:**

### **CLASSROOM MANAGEMENT AND ADDITIONAL SUPPORT**

Stakeholders mentioned schools employ a number of methods inside the classroom, such as seating arrangements and matching students with the right teachers. Staff with strong classroom management skills are also viewed as critical in managing complexities. Smaller class sizes and support from Educational Assistants was also mentioned as essential for addressing classroom complexities.

### **INCLUSION AND SUPPORT**

Respondents highlighted inclusion in the classroom and the importance schools place on ensuring every child has the right to learn. Specific initiatives such as quiet spaces in classrooms, sensory rooms and access to noise-cancelling headphones were noted. The importance of Individualized Support Plans was also noted.

### **COMMUNICATION**

Proactive communication with parents and creative solutions implemented by educators, despite limited resources, was mentioned. Conversations with parents, when concerning behaviours or trends emerge with students, were appreciated.

# **WE ASKED PARENTS, STAFF AND COMMUNITY MEMBERS: WHAT CAN WE DO BETTER TO ADDRESS CLASSROOM COMPLEXITIES?**

## **THEY SAID:**

### **CLASS SIZES AND INCLUSION**

Challenges posed by large class sizes and the diverse needs of students was highlighted. The need for smaller class sizes to better address these complexities was emphasized. The importance of inclusive education was acknowledged, and it was suggested there should be a balance to ensure all students feel safe and receive a quality education.

### **INCREASED SUPPORT FOR STAFF AND STUDENTS**

There was a strong call for more Educational Assistants and other support staff to help manage classroom complexities. Providing individualized support for students with special needs and ensuring staff have the resources they need was highlighted. The importance of increased government funding to support education was mentioned.

### **COMMUNICATION AND COLLABORATION**

The need for better communication and collaboration among staff, parents and the government was emphasized. This included clear communication about classroom challenges and consistent consequences for disruptive behaviour.



**TOWN HALL 2025**  
**TOWN HALL FEEDBACK**  
**SURVEY**

Lethbridge  
SCHOOL DIVISION  
EDUCATION CENTRE  
433 - 15 Street South

**LETHBRIDGE SCHOOL DIVISION**  
**PARENTS/GUARDIAN/CAREGIVER**  
**ENGAGEMENT AND PARTNERSHIP**  
**TOWN HALL DATA**

**TOWN  
HALL**

**51**

The following is a summary of the responses from the online survey, conducted from February 4-14, 2025. This summary provides an overview of topics expressed in the online survey, in addition to paper copies collected after Town Hall 2025. This summary is not intended to provide a list of every topic collected through the survey.

## **WE ASKED PARENTS, STAFF AND COMMUNITY MEMBERS: WHAT DO SCHOOLS DO TO ENGAGE PARENTS/GUARDIANS/CAREGIVERS IN THEIR CHILD'S EDUCATION?**

### **THEY SAID:**

#### **ACTIVITIES AND COMMUNICATION**

Stakeholders mentioned schools engage parents through various means, such as school council. Engagement evenings, fundraisers and activity nights also bring parents into the school. Communication is maintained through weekly messages from administrators and staff, along with emails, phone calls, surveys, Parent Teacher interviews and printed report cards.

#### **VOLUNTEER OPPORTUNITIES**

Parents reported they are invited to participate in school activities such as field trips and fundraisers. Schools also request volunteer parents to chaperon field trips and other events.

#### **SPECIAL EVENTS**

Schools organize special events like science fairs, assemblies, concerts and holiday gatherings to showcase student achievements. These events provide opportunities for parents to learn more about what their children are working on.

# **WE ASKED PARENTS, STAFF AND COMMUNITY MEMBERS: WHAT CAN WE DO MORE EFFECTIVELY TO ENGAGE PARENTS/GUARDIANS/CAREGIVERS IN THEIR CHILD'S EDUCATION?**

## **THEY SAID:**

### **INCREASED PARENT ENGAGEMENT OPPORTUNITIES**

Stakeholders suggested schools could invite parents to help in schools, organize more open meetings and evening events and provide more opportunities for parents to volunteer in general. More effective use of technology to facilitate parent engagement was also highlighted.

### **IMPROVED COMMUNICATION**

Improved and streamlined communication between the school and parents was highlighted. Ideas included regular updates on what is being taught, weekly snapshots of student activities and consistent communication from schools. The need for transparency about the curriculum and student progress was also mentioned, along with the improvement of report cards.

### **ENHANCED PARENT-SCHOOL COLLABORATION**

The importance of collaboration between parents and schools was highlighted. Suggestions such as longer Parent Teacher interviews, more frequent updates on student performance and opportunities for parents to provide feedback related to school operations were provided.

# **WE ASKED PARENTS, STAFF AND COMMUNITY MEMBERS: HOW CAN PARENTS/GUARDIANS/CAREGIVERS SUPPORT THE WORK OF SCHOOLS AS PARTNERS IN EDUCATION?**

## **THEY SAID:**

### **PARENTAL INVOLVEMENT AND SUPPORT**

Parents suggested they could support their children's education by attending School Council meetings, volunteering and being involved in school activities. Support at home could include parents helping with homework and encouraging their children.

### **PARENTAL FEEDBACK AND INVOLVEMENT IN DECISION-MAKING**

The importance of parental feedback and involvement in school decision-making processes was highlighted and included suggestions for parents to complete surveys, provide input on curriculum, report cards and school policies.

### **COMMUNITY ENGAGEMENT**

Utilizing the community more frequently to support schools and students was a theme that included suggestions for community members to mentor and provide resources to schools, and advocate for increased funding.