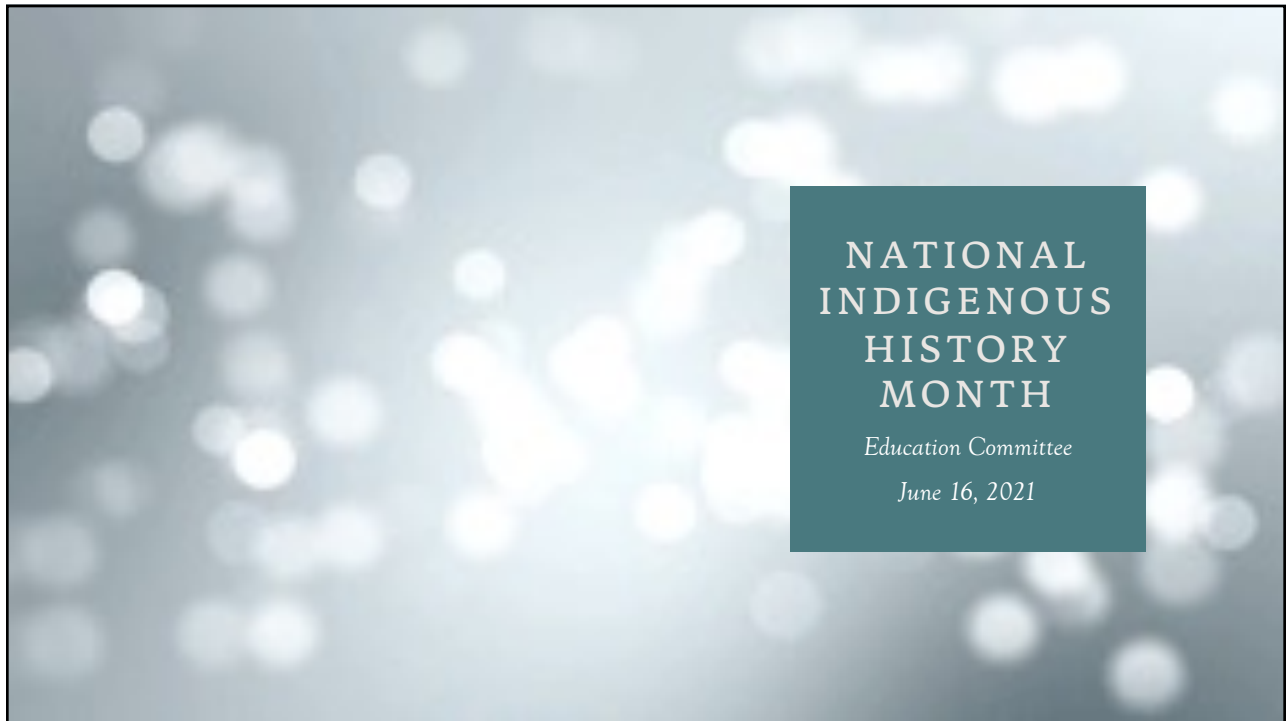


EDUCATION COMMITTEE
PUBLIC MEETING AGENDA

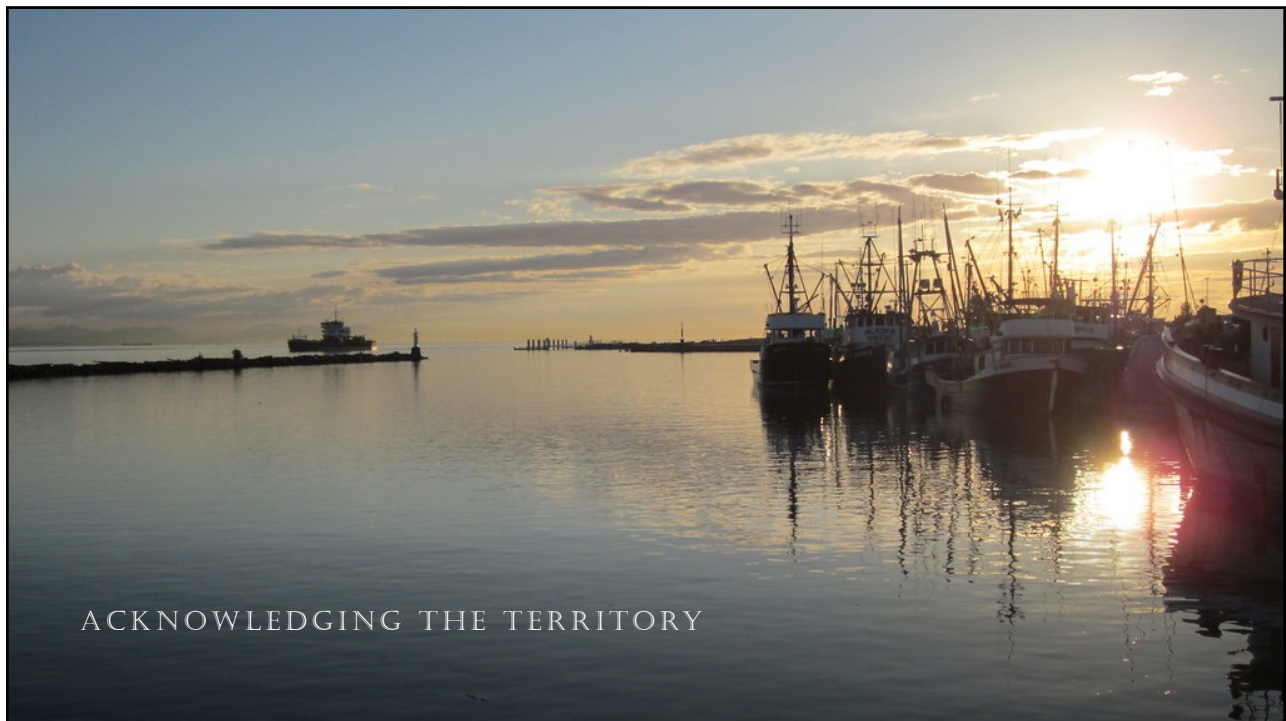
DATE: WEDNESDAY, JUNE 16, 2021
LOCATION: REMOTE MEETING VIA ZOOM
TIME: 6:00 PM

The Richmond Board of Education acknowledges and thanks the First Peoples of the hə́ŋqəmiṇə́m (hun-ki-meen-um) language group on whose traditional and unceded territories we teach, learn and live.

- 1. ADOPT AGENDA**
- 2. APPROVE MINUTES**
Attachment: In-Camera minutes from meeting held May 19, 2021
- 3. CHILD SEX TRAFFICKING – EXTERNAL PRESENTATION**
- 4. NATIONAL INDIGENOUS HISTORY MONTH**
- 5. LEARNING FROM COVID SURVEY**
- 6. NEXT MEETING DATE – 2021-22 MEETING SCHEDULE TBD**
- 7. ADJOURNMENT**



1



2

WHY IT IS
IMPORTANT



3

NATIONAL ABORIGINAL DAY - JUNE 21
NATION INDIGENOUS HISTORY MONTH - JUNE



4

SOME GUIDING DOCUMENTS

UNDRIP
TRUTH AND RECONCILIATION COMMISSION
9TH STANDARD FOR BC EDUCATORS
BC CURRICULUM
SD 38 – STRATEGIC PLAN

5

WHAT
DOES THIS
WORK
LOOK LIKE?



JUNE 2021



Indigenous History Month:
Resources at the District Resource Centre (DRC)

Resources to support the understanding of Residential Schools

The DRC has over 50 resources to support the teaching of the impact of residential schools. Below are a few samples:

1. **Residential School Literature Kits A and B:** These literature circle kits provide novels, picture books and teacher resources for intermediate students. Titles include *Goodbye Buffalo Bay*, *I Am Not a Number*, *Kookum's Red Shoes*, *My Name is Seepeeetza*, *Shin-chi's Canoe*, *Sweetgrass Basket*, *A Stranger at Home*, *Stolen Words*, *The Orange Shirt Story* and more.
2. **Novel sets and literature circles:** *Secret Path*, *Wenjack*, *Sugar Falls*, *They Called Me Number 1*, *Fatty Legs*, *These Are My Words: The Residential School Diary of Violet Pesheens* are just a few of the novel sets available for use in schools.
3. *** NEW FOR SEPTEMBER* Hands-On Inquiry Kit - Residential Schools:** This kit, housed in a suitcase, is a metaphor for the journey of the child going to a residential school. It is filled with objects representing all that the child was stripped of during this horrific time in our history.



How do I access the DRC catalogue?

Access the DRC catalogue by going to destiny.sd38.bc.ca and selecting *DRC Media Manager*.

Once there, you can search using the search bar, or you can use the *Resource Lists* on the left hand sidebar.

How do I make a booking?

Once you have found what you are looking for, you can send your requests by email to drcbookings@sd38.bc.ca.

Click [HERE](#) for printable instructions

You can also contact us at (604) 295-6424

6

WEEKLY DEEPER DIVES

National Indigenous History Month

June 7, 2021

REMEMBER, REFLECT, TAKE ACTION

Secondary Focussed Publication | June 7 | Next Edition, June 14 (Elementary Focussed)

Remember...

This CBC clip with the Honourable Murray Sinclair addresses what Indigenous communities, Elders and Survivors have known for decades. The findings at the Kamloops Residential School are confirmation of the countless stories that Survivors relayed to the Truth and Reconciliation Commission.

Questions for Reflection

1. Why do you think that the stories that Survivors told were not believed?
2. What stories are told about Canadian history? What stories are not being told? Why?

Reflect...

Read the poem, *215*, by Bradley Crawford.

Questions for Reflection...

1. What is, "the shame we share"?
2. How is this poem an act of truth and reconciliation?

Take Action

Jo Chrona, the former Executive Director at the First Nations Education Steering Committee, has written a blog post that highlights actionable steps that educators can take to acknowledge the truths of the Residential School system, while moving forward with the spirit of reconciliation. This week, I will highlight two suggestions that you can read. Each of these are appropriate for secondary students, and I have included essential questions that may guide conversations.

1. *21 Things You Don't Know About the Indian Act* by Bob Joseph

A corresponding website to this resource can be found [here](#). This resource summarizes the Indian Act and the long-standing effects on Indigenous communities.

Essential Questions

- a. What is the sole purpose of the Indian Act? How did the Indian Act contribute to colonization? Has the purpose of the Indian Act changed over time? Why?

2. *The Inconvenient Indian* by Thomas King

This account of colonization in Canada addresses the insatiable appetite of settlers for land and resources, and how government policies and practices fed this appetite through the control of Indigenous people and the attempt to eliminate Indigenous cultures.

Essential Questions

- a. What is the relationship between capitalism and racism? How are they connected? Can racism exist without capitalism? Can capitalism exist without racism?

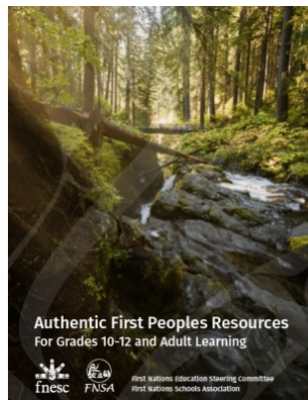


National Indigenous History Month

Compiled by Brandy Lekakis

7

AUTHENTIC RESOURCES



8

JUNE 21 NATIONAL INDIGENOUS DAY

- School-based Activities – Some examples
 - Land Acknowledgement activity at McNair
 - War Canoe Pulling at Cambie
 - Resource share at Palmer

9



10



11

District COVID Surveys 2021: Summary

Reflecting on Lessons Learned during COVID
and
Planning for Post COVID Learning

District COVID Surveys 2021

- Purpose:
 - Opportunity to gather information
 - Reflect on our learning experiences
 - Planning for the future
- Six surveys focused on learning during COVID
 - Secondary Surveys: Staff, Students, Families
 - Elementary Surveys: Staff, Students, Families
- Developed by Educational Implementation Committee
- Compilation report to provide a summary of key data themes

Key Learnings from District COVID Surveys

Secondary Staff Survey – 286 respondents, 33 questions

- Challenging year, but doing well; some concerns about feeling tired and worried
- Feeling supported
- Later start helps students be on time, attend regularly, be focused and engaged
- Daily prep enhanced collaboration and collegial connection
- Semester system preferred for the future
- Increased focus on SEL, use of technology, and being flexible

Key Learnings from District COVID Surveys

Secondary Students' Survey – 10,633 respondents, 25 questions

- Later start time for school is just right
- Learning activities in classes – majority indicate independent study, discussion, then group work
- Pace of classes on quarter system generally perceived as fast
- Receive regular feedback to improve learning
- Better able to focus with only two courses
- Comfortable asking for help from teachers
- Feel a sense of belonging and connectedness with school

Key Learnings from District COVID Surveys

Secondary Families' Survey – 1,647 respondents, 23 questions

- Most indicated their child:
 - feels connected to one or more adults in the school
 - feels connected to peers
 - is doing more schoolwork at home than before
 - is doing the same as expected academically, socially, and emotional
 - likes the later start and can get to school on time
- Most feel well informed about child's learning and about school events
- Mixed opinions about quarter system and 50% attendance for gr 10-12
- Gratitude for the work being done to support students

Key Learnings from District COVID Surveys

Elementary Staff Survey – 643 respondents, 32 questions

- Most indicate they are doing well and feel supported, but about one third of respondents indicate they are not doing well
 - Concerns about balancing Transitional Learning and everchanging landscape
- Slightly over half feel a sense of community and connection
- Interest in combination of video conferencing and in-person for professional learning and school meetings
- Varied choices for future professional learning
 - Top choices: using technology to support learning, SEL, Indigenous/Equity, Assessment, Subject specific topics, and supporting diverse learners

Key Learnings from District COVID Surveys

Elementary Staff Survey

- Connections with students was strong for in-person learners, mixed response for transitional learners
 - Contributions: greetings and farewells, fewer students on-site
- Varied responses to feeling connected with colleagues
- Fewer student conflicts this year - mixed response
 - Contributions: supervised eating, more time outside, fewer students, students happy to be at school, managed entry and exits
- Supervised eating in instructional time was seen as positive generally
- Slight preference for recess/lunch vs two runches

Key Learnings from District COVID Surveys

Elementary Staff Survey

- No inside days helps students be more active, healthier, and settled
 - Increased resiliency, joy of playing outdoors, need for wet weather clothing
- Mixed responses to the cohort structure and its effect on collaboration, communication, and student support
- Changes to professional practice: 5 broad areas of response
 - Wellbeing and isolation, pedagogy, student support, SEL, and TL
- Changes to retain:
 - supervised entry and exit, outside learning and play, hygiene and cleaning practices, use of video conferencing
- Stressful year, but grateful for support and how well we have done

Key Learnings from District COVID Surveys

Elementary Students' Survey – 5,350 respondents, 22 questions

- Majority of students:
 - were comfortable coming to school
 - indicated they use technology as part of learning
 - enjoy learning outdoors
 - like eating lunch with the teacher
 - think washing hands is a good idea
 - like being greeted at the door by the teacher
 - like flexibility in how and when I learn
- Students miss togetherness at school and extra school activities
- Keep next year: learning outdoors, 2 runches, hand washing, lunch with teacher, using technology, working in groups, clean schools, door greetings

Key Learnings from District COVID Surveys

Elementary Families' Survey – 2,858 respondents, 26 questions

- Most parents feel well informed, and feel health and safety guidelines keep children safe
- Most indicate that managed entry and exit processes are effective
- Majority feel their child is doing same or better than expected academically, socially, and emotionally
- Majority indicated their child feels connected to school and can get help with their learning
- Varied responses about Zoom enhancing parent participation in events

Key Learnings from District COVID Surveys

Elementary Families' Survey

- Majority felt able to connect with teachers/school when needed
- Most like the option to attend conferences/meetings about their child via video conference
- Most indicated that access to e-portfolio allows more connection to child's learning
- Many expressions of gratitude and appreciation for what schools have done to support students' learning this year
- Many expressions of appreciation for health and safety procedures

Gratitude

Sample parent expression of gratitude:

“I feel that given the enormous challenges of this school year, they have led our school community with compassion, flexibility and calm. I am truly impressed and incredibly grateful.”

District Surveys 2021: Summary Report

Reflecting on Lessons Learned during COVID and Planning for Post COVID Learning

The purpose of the district surveys was to provide an opportunity to gather information and reflect on our learning experiences during the COVID pandemic. Because of the circumstances in which we have found ourselves, schools engaged in a many new and varied practices. These ranged from how learning was organized, timetable structures, cohort structures, use of technology, learning pedagogy, assessment pedagogy, and the spaces where students' learn.

As a public school district, we have a responsibility to consider the strengths and stretches of this time in order to consider what to maintain, what to revise, and what to eliminate. The engagement of the District's elementary and secondary staffs, students, and families of students in their respective surveys provided a rich array of information. Their participation is valued and appreciated.

The contribution of the members of the Educational Implementation Committee must also be acknowledged. They thoughtfully generated questions, revised draft surveys, produced final versions of the surveys, and then analyzed responses to the survey questions. All surveys, except for the secondary students' survey which was conducted separately, were conducted during March/April 2021.

The report is a summary of responses and themes. It is not intended to provide information about all questions in each survey. The summary of key data themes from the surveys is organized in the following manner.

- Secondary Surveys
 - Staff
 - Students
 - Families
- Elementary Surveys
 - Staff
 - Students
 - Families

Secondary Data Themes

Secondary Staff Survey - Data Themes

286 survey respondents

The secondary staff survey included teachers, educational support staff, and principals/vice principals. The majority of the respondents were teachers.

33 questions, 3 open ended

The survey had a total of 33 questions. Thirty of the questions were designed as closed responses with two of the closed response question offering the option to provide additional responses. Three of the questions provided for open ended responses which were reviewed and categorized into broad areas of response.

Closed Responses

As stated previously there were 30 closed response questions. The closed responses typically were on a Likert scale of strongly agree, agree, neutral, disagree, and strongly disagree. Some closed response questions asked participants to rank items or choose all that may apply. The following information is a summary intended to highlight responses that demonstrated a strong response and/or could be pertinent to future planning.

- How are you doing?
 - 72% doing well, 28% struggling
- Feeling supported by school
 - 66% positive, 23% neutral, 10% disagree
- Sense of community maintained at school
 - 55% positive, 27% neutral, 17% disagree
- Meeting formats
 - 49% prefer combination of video conference and in person
- Professional learning formats
 - 57% prefer combination of video conference and in person
- Professional learning topics
 - Wide variety of interests. Top choice – using technology to support learning
 - Other topics could be suggested. These ranged from social justice topics, innovative pedagogy, teacher driven inquiry, to subject specific learning.
- Later start helps students be on time, attend regularly, be focused and engaged
 - 63% agree/strongly agree
- Questions about getting to know students, teaching, and planning on the quarter system for grades 8-9 and 10-12
 - Wide range of responses from strongly agree to strongly disagree
- Engaging in formative assessment and descriptive feedback in quarter system for grades 8-9 and 10-12
 - Range of responses from strongly agree to strongly disagree
- Daily preparation has strengthened professional collaboration and collegial connection
 - 59% agree/strongly agree, 20% neutral, 21% disagree/strongly disagree
- Prep schedule structure preferred
 - 1 – one block of time, every day all year top choice, 2 – one block of time, every second day all year, 3 – one block of time, every day for one semester
- Activities/expectations for 8th block if daily prep continued. Order of preference.
 - 1 - Providing targeted instructional support for students
 - 2 - Teaching collaboratively or co-teaching
 - 3 - Providing enrichment and deeper learning support

- 4 - Supporting and mentoring students engaged in IDS
- 5 - Supporting and mentoring students in Capstone
- 6 - Supporting and mentoring students in Core Competencies
- 7 - Supporting students' work experiences
- Workload on quarter system compared to linear/semester
 - 55.5% more demanding, 29% about the same, 21.5% less demanding
- Timetable preferred for future. Order of preference
 - 1 - Semester system, 2 – linear system, 3 - hybrid of semester/linear, 4 – hybrid of quarter/semester, 5 – quarter system

Open Responses

- Biggest changes to professional practice this year. Three broad areas of response:
 - Staff experience, engagement and connection
 - Decreased connections between students and staff, but some felt the longer classes had increased connections between students and staff
 - Mixed responses to sense of connections among staff. Some felt it had decreased while others thought collaboration had increased because of common daily prep and altered resource models.
 - Sense of feeling tired and worried. The worry was for their own and their students' wellbeing.
 - Reflections on quarter system
 - Significant preparation required to adjust to the new system.
 - Varied opinions regarding the timetable structure. Some felt it allowed for more hands on, in depth learning, while others felt it was too rushed and did not allow for going deeper.
 - Challenges teaching grades 10-12 with 50% attending at a time.
 - Shifts in practice and work
 - Became more flexible and constant learning new ways of doing things
 - Increased use of technology to support learning
 - Increased focus on social emotional learning and health and safety
 - Shifts in assessment practices such as using proficiency scales and learning maps
 - Engaged in virtual professional learning
- Changes to keep from this year post COVID. There were 240 responses broadly categorized in the following themes:
 - Structure of the school day
 - 106 comments about daily common prep time. Many felt it increased collaboration and collegiality
 - 76 comments about the later start time for students. Many felt students were more engaged, focused, on time, enhanced attendance.
 - Fewer transitions and bells enhanced learning time

- Longer classes enhanced connections with students and were beneficial for hands-on learning
 - Health and safety
 - Extra cleaning and custodial time
 - SEL and mental wellbeing
 - Hygiene routines and staying home went not well
 - Learning environment
 - Fewer classes and fewer students helped teachers manage
 - Felt many students were able to focus with fewer courses
 - 8th block enabled teachers to work together and many teachers felt they had grown professionally
 - Some challenges with resource support
 - Technology
 - Use of technology platforms and video conferencing created opportunities and flexibility for school meetings and professional learning
 - Use of MS Teams helpful for classroom routines and flexible learning.
- Additional comments about students' and educators' learning experiences during COVID
 - Staff experience, engagement, and connection
 - Challenging year, but we are doing well
 - Connections have been difficult
 - Feeling tired
 - Concern for students' curricular and extra-curricular experiences
 - Awareness of mental health and well being
 - Reflections on the quarter system
 - Good to analyze and evaluate what is important to teach
 - Study groups/collaboration among teachers at school
 - Quarter system does not allow for deep learning or processing time
 - Quarter system allowed teachers to go into greater depth in units

Secondary Students' Survey – Data Themes

10,633 respondents grades 8-12 from all 10 secondary schools
25 questions: 23 closed responses and 2 open responses

The secondary student survey was undertaken last fall. Below is a summary of closed responses only.

Closed Responses

- Follow the health and safety measures (97% most/all of the time)
- Feel safe because of health and safety procedures (50% most/all of the time)
- Length of school day (53% just right)
- Morning start time (68% just right, 21% early)

- Length of classes (38% just right, 40% long)
- Pace of learning (43% fast)
- Able to keep up with learning (44% agree)
- Things I learn are interesting and engaging (39% agree, 39% no opinion)
- Time spent on homework daily (36% 1-2 hours, 2-3 hours 23%)
- Learning activities that happen in my classes. Selection from list all that applied. (independent study 84%, discussion 83%, group work 62%, inquiry/research, lecture, presentations 56%)
- Receive regular feedback to help improve learning (56% agree/strongly agree)
- Better able to focus with only two courses (72% agree/strongly agree)
- Sense of belonging and connectedness (49% agree/strongly agree)

Secondary Families' Survey – Data Themes

1647 respondents

23 questions: 21 closed responses and 2 open responses

Closed Responses

- Parents responded actively from most schools and across the grades 8 through 12
- The majority of respondents' children are learning in school (93%)
- My child is connected to one or more adults at school (60% agree/strongly agree)
- My child feels connected to their school peers (64% agree/strongly agree)
- My child is doing more schoolwork at home than before (47% agree/strongly agree)
- Activities my child is engaged in when not at school. Parents selected options and provided responses under other. Main activities selected were doing school work (56%) and socializing (55%)
 - Other responses ranged from sports/exercise, playing and socializing digitally, taking classes, to engaging in hobbies and volunteering.
- Three questions about how do you think your child is doing socially, academically, and emotionally. Most parents selected "same as expected."
- Most parents thought their child could get help with their learning and were learning well on quarter system (approximately 55% agree/strongly agree)
- My child likes the later start time (73% agree/strongly agree)
- My child finds it easier to get to school on time (67% agree/strongly agree)
- Parents feel well informed about their child's learning (~68% agree/strongly agree)
- Parents feel informed by the school (~75% agree/strongly agree)

Open Responses

- An effective way for me to receive school communication.
 - Varied responses about video conferencing for PAC meeting
 - Prefer to receive communication simply and clearly
- Additional comments to share about child's learning experiences during COVID. Responses were varied:

- Learning comments
 - Concerns about 50% onsite for grades 10-12
 - Enjoyed the timetable this year
 - Liked the later start
 - RVS learning is appreciated
 - Concerns about the timetable this year
 - Marks are better this year
 - Concerns about level of support for students with IEPs
 - Quarter system beneficial for students with learning needs
- Health and safety comments
 - Social connections varied for students
 - More mask wearing and social distancing needed
- Gratitude for the work being done at schools to support students

Elementary Data Themes

Elementary Staff Survey - Data Themes

643 survey respondents

The elementary staff survey included teachers, educational support staff, and principals/vice principals. The majority of the respondents were teachers.

32 questions, 3 open ended

The survey had a total of 32 questions. Twenty-nine of the questions were designed as closed responses with seven of the closed response question offering the option to provide additional responses. Three of the questions provided for open ended responses which were reviewed and categorized into broad areas of response.

Closed Responses

- Felt supported by school during pandemic
 - 75% agree/strongly agree
- How are you doing?
 - 63% generally well or well, 32% not doing well
 - Other responses varied from concerns with balancing to Transitional Learning to ever changing landscape
- Sense of community and connection
 - > 50% agree/strongly agree
- Formats for school meetings and professional learning
 - 53% selected combined video conference & in-person
- Engagement with professional learning
 - 44% no change this year
- Professional learning that would be helpful in the future

- Variety of interests. Top choices - using technology to support learning, social emotion learning, Indigenous/equity, and CSL/formative assessment
- Other suggested topics – music education, French immersion, literacy, numeracy, supporting diverse learners
- Connection with students
 - 90% agree/strongly agree for in person
 - Varied responses for connections with transitional learners
 - Open responses ranged from same amount of connection to decreased connections.
- Connection with colleagues
 - 43% agree/strongly agree
 - 31% disagree/strongly disagree
- Communication with families improved this year
 - 57% neutral
- Noticed fewer student conflicts/office referrals
 - 37% neutral, 27% agree/strongly agree, 33% disagree/strongly disagree
- Contributions to fewer student conflicts
 - 43% supervised eating
 - 41% fewer students
 - Other comments such as: more time outside, fewer students, managed entry and exit, students happy to be at school
- Contributions to building connections with students
 - Varied responses: top choices – 64% greeting students in the morning, 53% fewer students learning on-site, 48% farewells at end of day
- Supervised eating in instructional time helps students. Select all that apply.
 - Varied responses: top choices – 63% eat calmly, 57% fewer disagreements, 52% more settled
- Two runch breaks help students. Select all that apply.
 - Varied responses: top choices – 36% more settled, 30% fewer disagreements, 40% none of the above
 - Open responses ranged from more time to play and physical activity, breaks up the day, helps concentration, to two opportunities for conflicts
- Preference for 2 runches or 1 break and lunch
 - 50% 1 lunch, 46% 2 runches
- Not having inside days helps students. Select all that apply
 - 86% more active, 71% healthier, 42% more settled
 - Open responses ranged from increased resiliency, responsibility, fresh air, connection to environment, joy of playing outdoors, to need for appropriate clothing
- Students playing in zones or cohorts during outside breaks. Select all that apply.
 - Top choice - 68% challenging for students whose friends are not in the cohort
- Cohort structure has affected collaboration with colleagues
 - 54% fewer opportunities to collaborate

- Cohort structure's effect on student support. Select all that apply
 - Varied responses ranging from 35% indicated clearer communication to 33% less specialized support
 - Open responses varied ranging from decreased communication with resource team, transitional responsibilities decreased support for in-school learners, depends on support teacher working with the cohort, to no significant change
- Cohort structure has worked well
 - 39% agree/strongly agree, 31% neutral
- Cohort enabled timely formative assessment
 - 47% neutral

Open Responses

- Biggest changes to professional practice this year. Five broad areas of response:
 - Wellbeing and isolation of educators
 - Less communication within whole school community: *"Connections with colleagues." "Pervasive stress underlying everything every day." "The lack of spontaneous communication and collaboration with colleagues."*
 - Pedagogy
 - Decreased collaborative learning: *"Less hands on and group activities and more individualized seatwork."*
 - Use of technology: *"Focus more on big ideas, real world connections and local impact, greater use of technology."*
 - Health and safety concerns: *"Harder to support kids one on one because I don't want to be too close to them." "Increased Traditional Teaching Style."*
 - Changes to pedagogy: *"Way more teaching outside which has altered my pedagogy and made a significant difference in my students' emotional regulation and improved their organizational skills."*
 - ELL and Resource support
 - Concerns about support: *"Limited learning resource and ELL support due to transitional learning"*
 - Positives about support: *"Increase in collaboration with cohort teachers, allowing for a more integrated support model."*
 - Social Emotional Learning (SEL)
 - Importance of SEL: *"So much more SEL because students need it." "Necessity to be even more aware of staffs mental/emotional health."*
 - Transitional Learning
 - Balancing expectations: *"Needing to deal with TL on top of a full-time position."*
- Changes we should keep post pandemic
 - Supervised entry and exit
 - Two runches

- Supervised eating
- Outside learning and play time
- Video conferencing for meetings and professional learning
- Cleaning in schools
- Hygiene practices
- Cohort structures
- Professional learning: using technology and access to teacher consultants
- Additional comments
 - Stressful year because of health and safety
 - Transitional learning concerns
 - Resource and ELL support concerns
 - SEL concerns
 - Gratitude for support and how well we did considering the circumstances

Elementary Students' Survey - Data Themes

5350 survey respondents in grades K-7 from 34 elementary schools
22 questions: 20 closed response, 2 open response

Closed Responses

- Comfortable coming to school
 - 80% always/often
- School has 2 runches
 - 88% yes. If yes, there were three additional questions.
 - 2 runches allows more time to play – 74% agree/strongly agree
 - Like 2 breaks per day – 75% agree/strongly agree
 - Focus on my learning – 56% agree/strongly agree, 37% neutral
- More time this year to play on playground
 - 68% agree/strongly agree
- In a cohort feels more connected to teachers (gr 1-7 only)
 - 48% agree/strongly agree, 38% neutral
- I can get help when needed with learning
 - 87% agree/strongly agree
- Use technology as part of learning
 - 75% often/always, 27% sometimes
- Use of technology. Choose all that apply.
 - Varied responses: 74% find information, 71% portfolio, 56% create, 55% show my learning to others
 - Other responses ranged from using technology for reading, using learning apps, to subject area learning

- Opportunity to learn outdoors
 - 65% agree/strongly agree
- Enjoy learning outdoors
 - 79% agree/strongly agree
- Like eating lunch with the teacher and have enough time to eat
 - 66% often/always
- Can play with friends outside
 - 90% often/always
- Washing hands is a good idea
 - 97% agree
- Like being greeted at the door by teacher
 - 87% often/always
- Like flexibility in how and when I learn. Choose all that apply.
 - Varied choices – 78% working in groups, 68% where I sit, 51% working individually, 48% how I show my learning
 - Other responses ranged from doing Challenge projects, working with others, using technology, learning outside, to choice of learning topics and lack of flexibility because of COVID

Open Responses

- What do you miss from last year?
 - Relationships: friends, sharing, and lack of togetherness
 - COVID related: prefer not wearing masks, hand washing, physical distancing
 - Extra-curricular: field trips, clubs, teams
 - School activities: assemblies, talent shows, farewell events, group projects
 - School organization: cohorts, playing zones, sharing food, using hallways, using the water fountain
- Keep from this school year for the future
 - Learning outdoors
 - 2 runches (~ 1000 responses)
 - Hand washing (~ 500 responses)
 - Clean school/classroom
 - Time for eating lunch with teacher
 - Using technology
 - Teacher greeting me
 - Friends/working with others/small groups/partners (~500 responses)

Elementary Families' Survey - Data Themes

2858 survey respondents

26 questions: 25 closed response, 1 open response

Closed Responses

- Aware of health and safety protocols
 - 88% aware/very aware
- Health & safety guidelines keep children safe
 - 77% agree/strongly agree
- Informed about what is happening at school
 - 78% agree/strongly agree
- Effective ways to receive school communication. Select all that apply.
 - 99% email, 34% video conference, 32% phone calls, 29% website, 27% e-portfolios
 - Other responses ranged from texts, newsletters, to e-portfolios and blogs
- How is child doing academically
 - 88% same as/better than expected
- How is child doing socially
 - 85% same as/better than expected
- How is child doing emotionally
 - 86% same as/better than expected
- My child can get help with their learning
 - 76% agree/strongly agree
- My child feels connected to their school
 - 84% agree/strongly agree
- Changes to lunchtime this year. Select all that apply.
 - Varied selection of responses: 36% eating the same amount of lunch, 34% eating most of their lunch, 23% comfortable eating in classroom, 22% eating less lunch, 14% have not noticed a difference
- Two 30 minute breaks or a recess break with a lunch break. Select one that applies.
 - Survey respondents – 48% recess/lunch, 42% two 30 minute breaks
- How does your child like two 30 minute breaks
 - 40% like/strongly like, 26% neutral, N/A for remainder
- Reports of social concerns during breaks
 - 42% about the same as previous years
- Managed entry and exit process effective
 - 78% agree/strongly agree
- Use of Zoom allowed more PAC meeting participation
 - 40% agree/strongly agree, 35% neutral
- Use of Zoom allowed more school event participation
 - 41% agree/strongly agree, 33% neutral

- Able to connect with teachers when needed
 - 87% agree/strongly agree
- Option to attend conferences/meetings about my child by video conference is preferable
 - 64% agree/strongly agree
- Access to e-portfolio allows more connection to child's learning
 - 73% agree/strongly agree
- Amount of connectedness to school this year
 - 52% same as previously

Open Response

- Additional comments about child's learning experiences during COVID. 840 responses.
 - Gratitude: (197 responses) Appreciative of what schools have done to support students' learning on-site this year. *"I feel that given the enormous challenges of this school year, they have led our school community with compassion, flexibility and calm. I am truly impressed and incredibly grateful."*
 - Health and Safety: (164 responses) Generally appreciative of health & safety procedures
 - Learning: (132 responses) Concerns about transitional learning and changes in learning activities and special events
 - Connections: (52 responses) Social emotional concerns re distancing and not being able to go into the school. *"I miss being able to chat with the teachers and see the kids in the classroom."*
 - Lunch and Breaks: (21 responses) Varied responses both positive and negative.

Conclusion

Learning during the time of COVID has created opportunities and challenges. It has also highlighted the importance of relationships and wellbeing. The Educational Implementation Committee's intention when the surveys were developed and undertaken was to inquire and reflect from our experiences. We look forward to working together across the district to plan and engage in a positive and healthy future for our learners and staff in post COVID-19 times.