

# Appendix A:

The follow data has been collected from the Richmond Elementary School Track and Field Survey.

## Demographics:

1. Respondents were asked to self-identify their role. Respondents who self-identified as more than role have been included in each category:

Categories	Number of Respondents
Staff	417
Parent	2,413
Student	2,157
Community Member & Other	236

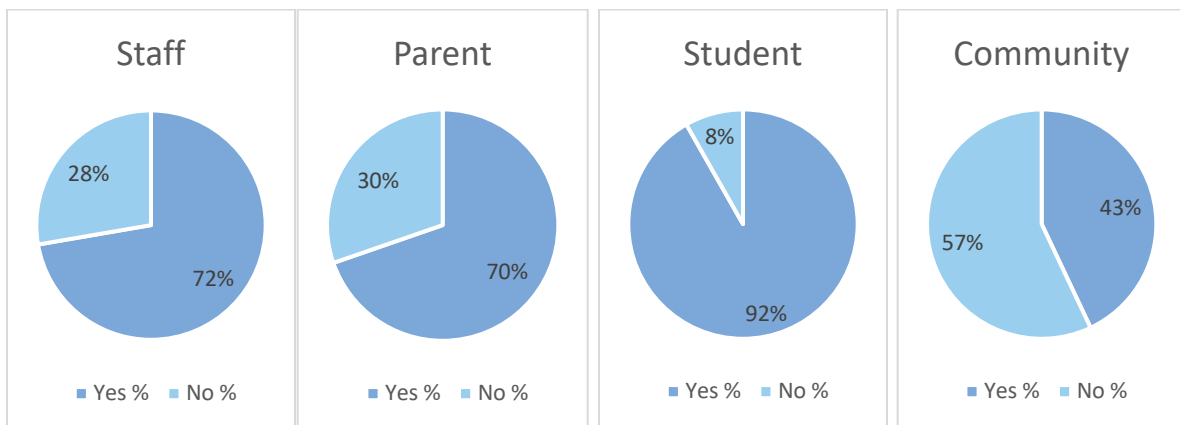
2. Respondents were asked to self-identify the school community they were connected to. Respondents who self-identified as more than one role have been included in each category:

School	Staff	Parent	Student	Community Member / Other
Anderson Elementary	18	105	14	2
Blair Elementary	13	61	72	11
Blundell Elementary	9	44	49	7
Bridge Elementary	13	63	158	6
Brighthouse Elementary	6	100	27	8
Byng Elementary	30	100	118	22
Cook Elementary	13	73	13	12
Debeck Elementary	17	83	77	5
Diefenbaker Elementary	11	71	89	13
Dixon Elementary	14	108	148	13
Errington Elementary	5	64	1	3
Ferris Elementary	10	101	209	8
Garden City Elementary	10	94	123	0
General Currie Elementary	29	52	74	5
Gilmore Elementary	8	79	31	4
Grauer Elementary	11	24	2	5
Hamilton Elementary	16	65	164	6
Homma Elementary	11	131	40	13
Kidd Elementary	3	25	33	5
Kingswood Elementary	7	27	86	12
Lee Elementary	5	51	11	0
Maple Lane Elementary	8	60	93	4
McKay Elementary	6	53	9	2
McKinney Elementary	10	71	84	6
McNeely Elementary	9	68	33	3

Mitchell Elementary	8	41	4	2
Quilchena Elementary	8	31	46	9
Spul'u'kwuks Elementary	7	44	3	5
Steves Elementary	10	57	1	7
Tait Elementary	8	27	2	2
Talmey Elementary	10	40	115	7
Thompson Elementary	7	42	82	5
Tomsett Elementary	14	68	43	5
Westwind Elementary	11	133	2	16
Whiteside Elementary	18	113	60	10
Woodward Elementary	6	24	44	2
Wowk Elementary	6	46	5	0
Boyd Secondary	6	18	1	11
Burnett Secondary	1	6	1	9
Cambie Secondary	1	9	0	2
MacNeill Secondary	5	16	2	8
McMath Secondary	9	42	2	21
McNair Secondary	4	8	1	6
McRoberts Secondary	5	14	0	9
Palmer Secondary	1	18	4	3
Richmond Secondary	9	18	4	13
Station Stretch / Horizon	3	2	0	0
Steveston-London Secondary	4	18	1	8
Other	28	18	7	19

3. Respondents were asked to identify if they or their child attended the elementary track and field meet this year:

Category	Yes	No
Staff	300 (72%)	115 (28%)
Parent / Guardian	1,571 (70%)	683 (30%)
Student	1,976 (92%)	177 (8%)
Community Member / Other	101 (43%)	134 (57%)



4. Respondents were asked to describe their experience with the updated (2025-2026) elementary track and field format? The summary of the responses for each category has been displayed.

Staff comments (342 responses):

- Staff views are notably split. Some found the new format excellent for inclusion and greater participation, while others commented on reduced overall engagement.
- Some staff commented that while the format was positive for students wanting recreational events, the competitive events didn't have the same intensity.
- Some staff reported girls were reluctant to compete against boys and felt like they were disadvantaged with less opportunities to place/win.

Parent/Guardian comments (1,569 responses):

- Some parents say children felt unmotivated without recognition and want ribbons to be distributed to recognize achievement.
- Some parents express concern that girls are disadvantaged in gender-neutral events. Some report their daughters felt discouraged or less motivated to participate.
- Some parents appreciated the inclusivity and that children were able to try all events.

Student comments (1,996 responses):

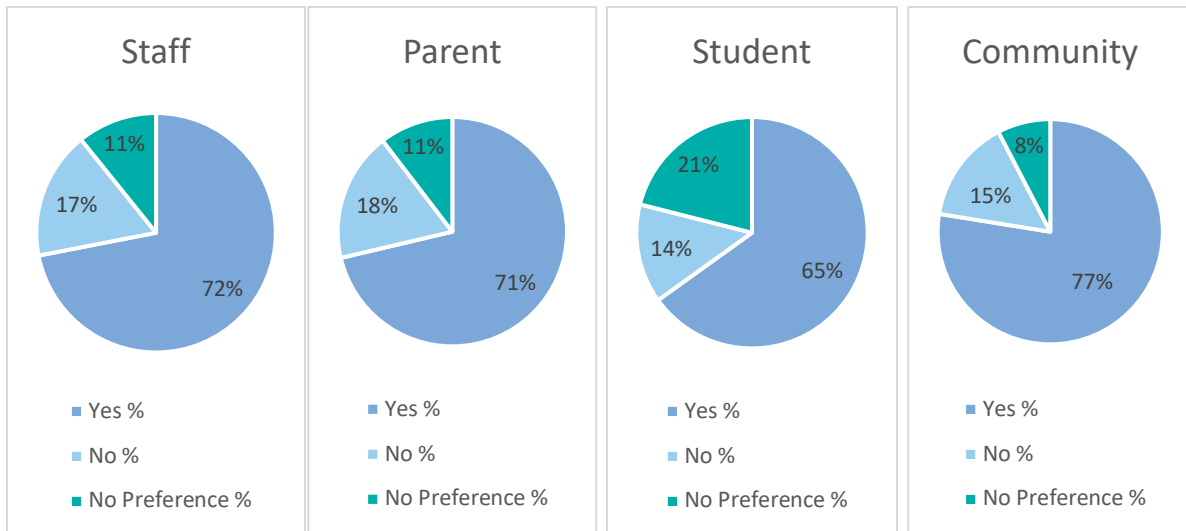
- Some students express that without ribbons they were less motivated to try and less fun.
- Some students appreciated getting to try all events rather than being limited to one or two, and others commented they there were too many events.
- Some students want the opportunity to compete for results, and some students felt gender-neutral competition was unfair.

Community Member / Other comments (148 responses):

- Some community members stated that competition teaches important life lessons, how to win gracefully, how to handle losing, and perseverance.
- Some community members emphasize biological differences make gender-neutral competition unfair.
- Some community members appreciate the inclusive focus and opportunity for all students to participate.

5. Respondents were asked if they would like to see changes to the updated (2025-2026) elementary track and field format:

Category	Yes	No	No Preference
Staff	300 (72%)	72 (17%)	45 (11%)
Parent / Guardian	1,721 (71%)	441 (18%)	251 (11%)
Student	1,404 (65%)	299 (14%)	454 (21%)
Community Member / Other	183 (77%)	35 (15%)	35 (8%)



Comments for this question were optional, and a summary of the responses for each category have been listed below:

#### Staff comments (245 responses):

- Some staff advocate for maintaining both competitive and recreational options, allowing students to self-select their preferred level of participation; some staff request that ribbons should return for competitive events.
- Some staff appreciated that all students participated more actively with less downtime in the stands.
- Some staff observed some girls were reluctant to compete against boys, especially in Gr. 6 and 7. Suggest offering three categories: open, girls, and boys.

#### Parent/Guardian comments (1,086 responses):

- Many parents want ribbons to recognize achievement. Some parents commented that recognition motivates children, builds confidence, and creates lasting memories.
- Many parents support gender-separated events, expressing concern that girls may be disadvantaged competing against boys.
- Some parents stated that healthy competition teaches resilience, goal setting, winning gracefully, and handling disappointment, and that these are important life skills.

#### Student comments (1,029 responses):

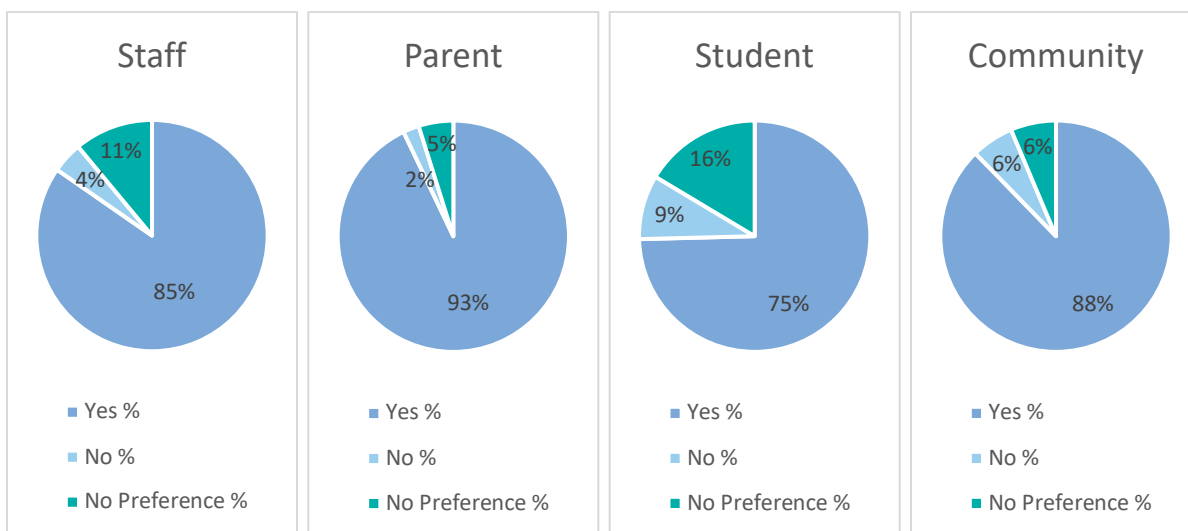
- Some students prefer competitive events with ribbons, stating less motivation if no recognition.
- *Some students (particularly girls) note it's unfair to compete against boys. Some boys also acknowledged this was unfair.*
- Some students didn't like being required to do every event, and that there were longer wait times at some stations.

Community Member / Other comments (121 responses):

- Some community members stated that competition teaches resilience, goal setting, and learning to win/lose, as these are life skills.
- Many community members support ribbons and awards, and identify that track and field is an opportunity for some non-academic students to shine.
- Some community members expressed support for separating events by gender to ensure fairness.

6. Respondents were asked if they would like future track and field meets to continue to include competitive events:

Category	Yes	No	No Preference
Staff	353 (85%)	18 (4%)	46 (11%)
Parent / Guardian	2,242 (93%)	54 (2%)	117 (5%)
Student	1,609 (75%)	194 (9%)	354 (16%)
Community Member / Other	207 (88%)	14 (6%)	15 (6%)



Comments for this question were optional, and a summary of the responses for each category have been listed below:

Staff comments (169 responses):

- Some staff expressed appreciation that students can choose between competitive and recreational, making it equitable for students.
- Some staff support including competitive events as part of track and field, and that competition teaches resilience and pushing boundaries.
- Many staff commented that ribbons should be given out for competitive events, as students want visible recognition of achievement.

Parent/Guardian comments (628 responses):

- Some parents emphasize competition teaches goal setting, perseverance, handling wins/losses, discipline, and prepares students for real world challenges.
- Many parents stated they would like ribbons to be restored, as they provide motivation and recognition for effort.
- Many parent comments indicate a preference for competitive events to be separated by gender.

Student comments (649 responses):

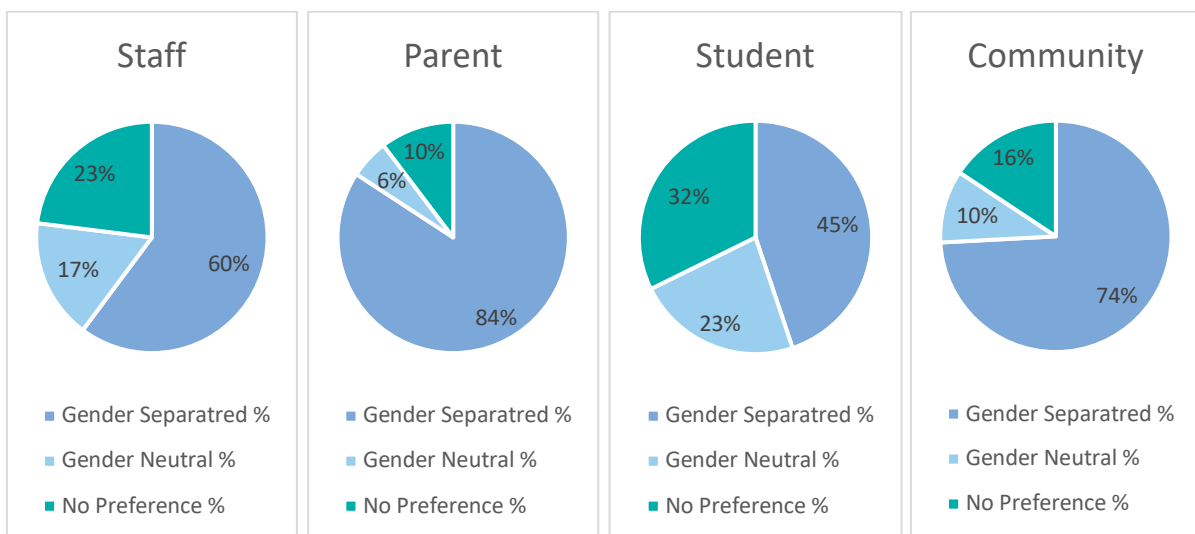
- Many students mentioned that ribbons are a motivator, and without ribbons they don't try as there is no point competing without recognition.
- Some students stated they enjoy knowing where they placed; and that competition adds meaning and excitement to participation.
- Some students commented they appreciated having the ability to choose competitive or recreational.

Community Member / Other comments (73 responses):

- Some community members stated that competition is integral to child development, and that it teaches goal setting, perseverance, teamwork, resilience, and sportsmanship.
- Some community members express concern about fairness to girls if they have to compete against boys.
- Some community members suggest keeping both competitive and recreational options, and to let students choose based on their comfort and interest.

7. Respondents were asked to identify which format they prefer for competitive events:

Category	Gender Separated	Gender Neutral	No Preference
Staff	251 (60%)	70 (17%)	96 (23%)
Parent / Guardian	2,016 (84%)	131 (6%)	247 (10%)
Student	967 (45%)	493 (23%)	696 (32%)
Community Member / Other	175 (74%)	24 (10%)	37 (16%)



Comments for this question were optional, and a summary of the responses for each category have been listed below:

Staff comments (155 responses):

- Some staff commented that they observed a decline in girls’ participation in competitive events and motivation.
- Some staff stated that gender neutral works for younger grades, but suggest physical differences are more pronounced in grades 6 and 7.
- Some staff suggest offering three categories (boys, girls, open) and allowing self-selection into preferred category, or ability-tiered competition regardless of gender.

Parent/Guardian comments (642 responses):

- Some parents stated that open events are fundamentally unfair to girls and expressed concern that it may result in a decline in female athletic participation, confidence and opportunities.
- Some parents referenced professional or high-level sports are separated by gender, and elementary school reflect these norms.
- Some parents suggest offering both gender separated and gender neutral events, and let families/students choose what works for them.

Student comments (559 responses):

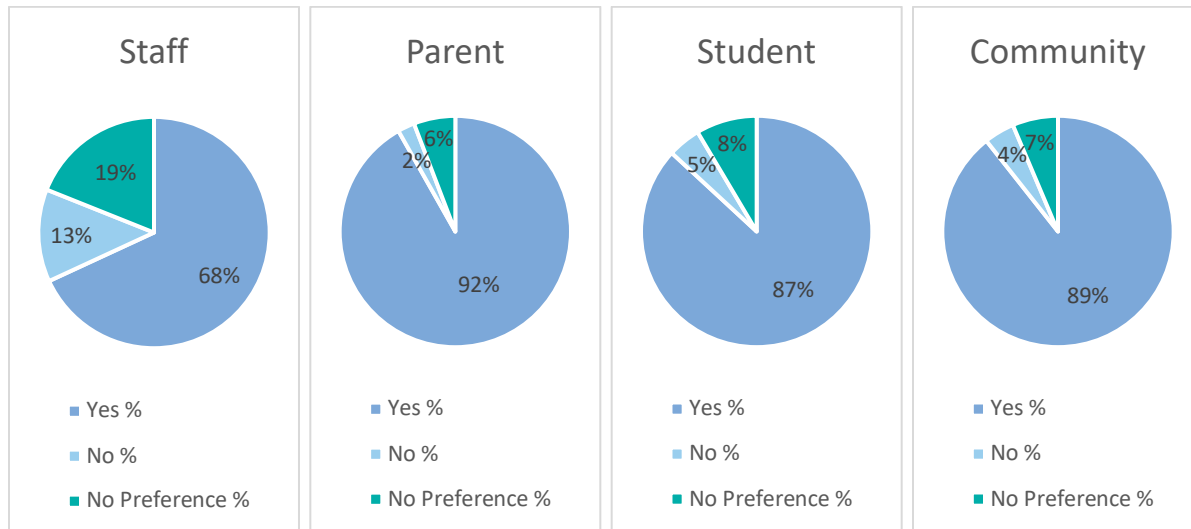
- Some students commented that they prefer gender separated format, especially for competitive events, citing fairness concerns.
- Some students, particularly younger ones, responded that participating in gender-neutral events was not a concern.
- Some students stated that all students should have an opportunity to participate.

Community Member / Other comments (58 responses):

- Some community members support a traditional, competitive format with gendered categories.
- Some community members expressed concern that open events disadvantage girls and want fair competition for both genders.
- Some community members commented on the difference between ‘track meet’ (competitive, gendered) and ‘sports day’ (recreational, inclusive).

8. Respondents were asked to identify if they would like ribbons to be awarded for competitive events:

Category	Yes	No	No Preference
Staff	284 (68%)	54 (13%)	79 (19%)
Parent / Guardian	2,208 (92%)	57 (2%)	140 (6%)
Student	1,873 (87%)	99 (5%)	184 (8%)
Community Member / Other	210 (89%)	10 (4%)	15 (7%)



Comments for this question were optional, and a summary of the responses for each category have been listed below:

**Staff comments (149 responses):**

- Some staff stated that students are motivated by rewards, and that ribbons recognize their hard work and success in athletics.
- Some staff commented that winning and losing gracefully are skills that need practice, and track meets provide a low-stakes venue.
- Some staff identified the logistical challenges with awarding ribbons fairly, and that some students are disappointed when they don't win a ribbon.

**Parent/Guardian comments (633 responses):**

- Many parents stated that ribbons motivate children, recognize effort, and make achievements meaningful.
- Some parents commented that healthy competition builds discipline, resilience, and goal setting skills, and that learning to win and lose prepares children for real life, where not everyone wins.
- Some parents suggest awarding ribbons on the spot to avoid errors, provide immediate recognition, and maintain excitement.

**Student comments (773 responses):**

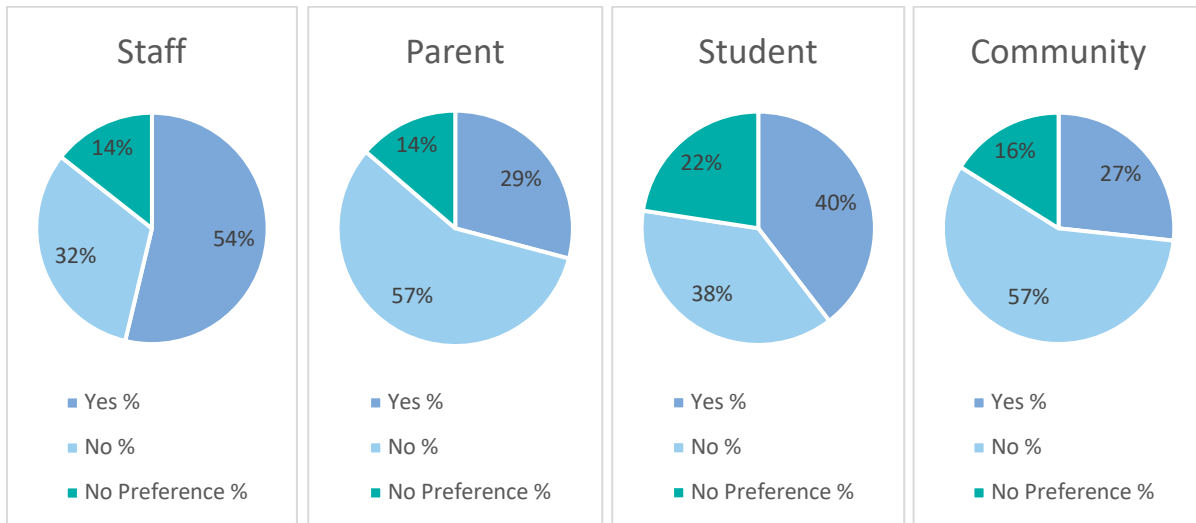
- Many students reported that ribbons make them want to try harder and push themselves to do their best, and they make students feel proud and accomplished.
- Some students stated that competition teaches winning and losing, which is important for future success
- Some students stated there is no purpose in competing without winning something.

Community Member / Other comments (60 responses):

- Some community members stated that ribbons provide important recognition, especially for children who may not receive recognition in other areas.
- Some stated that ribbons contribute to self-worth, confidence, and motivation for future success.
- Some community members commented that healthy competition prepares them for life; learning to win and lose, set goals, and strive for achievement.

9. Respondents were asked if they would like future meets to include recreational events:

Category	Yes	No	No Preference
Staff	224 (54%)	133 (32%)	60 (14%)
Parent / Guardian	703 (29%)	1,379 (57%)	331 (14%)
Student	854 (40%)	816 (38%)	487 (22%)
Community Member / Other	63 (27%)	135 (57%)	38 (16%)



Comments for this question were optional, and a summary of the responses for each category have been listed below:

Staff comments (146 responses):

- Some staff recommend maintaining both competitive and recreational options, allowing students to self-select their level of participation.
- Some staff commented that track meets should remain competitive, and that schools already have fun days for non-competitive recreational activities.
- Some staff saw benefits for students who lack confidence or athletic ability, and that a recreational option gives them safe space to try new events without pressure or judgment.

Parent/Guardian comments (628 responses):

- Some parents stated that recreational events should not replace competitive events; if included, they should be a separate option.

- Some parents support offering both recreational and competitive options so all students can participate in their preferred way.
- Some parents comment that kids need to learn how to win and lose, and that sheltering them from competition doesn't prepare them for real life and future challenges.

Student comments (545 responses):

- Some students suggest if recreational events exist, students still desire competitive events to be included with ribbons.
- Some students feel the recreational format provides low motivation as there is nothing to compete for.
- Some students appreciate having the recreational option for those who don't want pressure.

Community Member / Other comments (71 responses):

- Some community members stated that track meets have a specific competitive purpose, and that recreational activities already exist in sports days, PE classes, and playgrounds.
- Some community members stated they support the inclusion of students or those who prefer recreational, just don't eliminate competition.
- Some community members reference how competition teaches important life lessons; sheltering kids creates fragility and doesn't prepare them for the real world.

10. Survey respondents were provided the option to share additional comments, feedback or suggestions on elementary track and field. A summary of the responses for each respondent group has been documented below.

Staff comments (151 responses):

- Many staff appreciated increased participation and engagement but also expressed concern that competitive students were less engaged and unmotivated.
- Strong support for a hybrid model serving both competitive and non-competitive students; competitive kids need challenge, others need inclusion; recognition that this was first year and format can still evolve.
- Some staff support a gender-neutral format (especially younger grades), and others support separation to achieve greater fairness.

Parent/Guardian comments (680 responses):

- Many parents commented that removing competition and recognition undermines the purpose of sports; life lessons about effort, perseverance, and achievement are lost.
- Some parents expressed concern that girls are disadvantaged competing against boys and lowered their motivation.
- Some parents expressed frustration with the change in format.

Student comments (719 responses):

- Some students commented that ribbons motivate participation; without recognition, there is less reason to participate.
- Some students stated that girls desire fair competition and would prefer to participate against other girls.
- Some students want choice in which events to participate in, and to have more breaks in their day.

Community Member / Other comments (65 responses):

- Some community members commented that students learning to win and lose is essential life preparation, and that removing competition and awards removes this learning.
- Some community members mentioned that there are physiological differences between genders, and it is unfair and may discourage girls from participating.
- Some community members support adding recreational events without eliminating competitive ones.