

Appendix 7 – Survey Results

1. Adult Survey

An adult survey was created to obtain input from parents, grandparents and residents of SDG on school related concerns. The online survey was live from June 14, 2021 to August 16, 2021 (63 days).

The full survey results can be viewed at <https://www.surveymonkey.com/results/SM-LRXG2ZNY9/>

Summary:

Total responses: 448

Estimated time to complete: 3 minutes 40 seconds

Estimated completion rate: 73%

Highest number of responses in one day: 286 (July 19, 2021)

- 35% of families have children across multiple grades with an even distribution of children in high school (17%), grades 1-3 (16%) grades 4-6 (13%) with the smallest enrollment in JK/SK (9%) and grades 7-8 (8%)
- 43% of parents feel somewhat informed of day-to-day learning activities in the classroom, 38% feel well informed and 18% do not feel well informed
- 52% of parents feel well informed of school-based activities and news, 34% feel somewhat well informed and 13% do not feel well informed
- 40% of parents do not feel well informed by the school board of decisions, events, reports related to schools and learning or Ministry of Education directives; 34% feel somewhat well informed and 25% feel well informed
- 70% of children and grandchildren in a family attend one school, 24 % attend two or more schools in the same school board and 8% of students attend two or more schools in different school boards
- 74% of children are bussed to school on yellow school bus transportation, 14% are driven and 10% walk or bike to school
- Bus ride times to school are evenly split at 56% for rides of 5-9 minutes, 10-20 minutes and 21-35 minutes in length each way; 20% of students ride the bus for 36-46 minutes and 13% ride the bus for 47-75 minutes each way
- 53% of adult respondents agreed that the Ministry of Education should ensure that students have access to technology learning devices and adequate internet and 28 % of adult respondents indicated that school boards should be responsible for providing these tools
- 54% of adult respondents stated that internet access is a barrier to learning for children, youth and adults in the community, while 26% of adult respondents indicated it was somewhat of a barrier

- 29% of parents want Special Education services as the most important program for students to access, followed by French Immersion (27%) and Ontario Youth Apprenticeship Programs (13%), High School Specialist Major programs (9%) and experiential learning opportunities (8%)
- 74% of adult respondents agreed that school buildings should serve more than one purpose in the community

Sample Barriers listed

- Lack of internet or poor internet,
- Threat of school closures or school amalgamations
- Water quality
- Provincial funding formula
- Too many school boards
- Childcare availability
- Teachers' unions
- Accessible transit
- School ventilation and air quality
- Lack of Early learning centres
- Folding public and Catholic school boards into one school system

Sample Obstacles listed

- Same programs, courses not available at all high schools
- Large classes, split classes
- New start times, busing schedules, adolescents starting earlier than young children
- Incorrect facts or data used for school closures
- Quality of education
- Mental health support to students
- Support to parents and consideration of families' needs
- Special education and expertise, access to assessments & professionals supporting disabilities
- Acknowledgment & consideration of community, educator and parental input
- Lack of support staff, quality of French Immersion teaching
- Diversity of staff and students
- Outdated texts and curriculum (Eurocentric) contributing to sexism and racism
- Lack of communication from teachers
- Unfair boundaries
- Virtual learning
- Access to after school activities, field trips, sporting events due to busing cost
- Transportation to coop placements
- Academic and applied courses in the same class
- Perception of rural students headed to vocational work after graduation
- Arts programming and sports opportunities

Sample Additional Comments

- Teacher availability
- Thanks for this opportunity to participate
- Toronto based mentality and decision making
- Thank you for initiating this project. It often feels like education choices are decided from the top down. It is nice that you are thinking about what is important to citizens.
- Removing programming from schools and communities
- Thank you for considering the struggles of living and parenting in South Glengarry
- Thank you for doing this
- Freelance work, self-employment and small business start-up operations would be beneficial to students
- Will have a huge job restoring the faith in this community
- Offer parent workshops
- Trustees are out of touch with actual families that are going to schools
- Thank you for all you do for our students and schools. Your commitment to save Char-Lan and your continued work is appreciated . Thank you
- I LOVE that someone is actually asking these important questions and trying to make a difference! I wish you nothing but the best
- Lack of school board transparency and accountability
- We need efficiency that isn't cutting services to students
- Rural schools viewed as inferior
- Thank you for all your hard work
- Relatable curriculum to students' lives
- Merge the SDG library and the Cornwall public library, a split service in the region is a waste of money
- More outdoor learning opportunities for young children (field school, forest school)
- More parent surveys like this should happen . Thank you for your consideration
- Schools are not a business
- More accessibility for homeschooling families
- Education of children should never be political
- Collection of constituent data as is happening here is a good starting point

2. Student Survey

A student survey was created to obtain input from students aged 12 and over and recent graduates of SDG schools on school experiences. The online survey was live from April 26, 2021 to August 6, 2021 (100 days).

The full survey results can be viewed at

<https://www.surveymonkey.com/results/SM-ZQWBJ5NY9/>

Summary:

Total responses: 46

Estimated time to complete: 6 minutes

Estimated completion rate: 66%

Highest number of responses in one day: 22 (July 19, 2021)

- 34% of students responding were 16-17 years old, 24% were 14-15 years old, 20% were 18 years or over and 21% were 12-13 years old
- 56% were female responders and 44% were male
- 80% of students responding indicated a preference for in-person learning, 15% for a hybrid model and 4 % indicating a preference for virtual learning
- Student priorities at school in order of importance were: academics, sports, socializing with friends, getting work experience and extra-curricular activities
- 63% of students get to school by yellow school bus, 13% by driving, 10% being driven, 10% walking or cycling, 2% by other (ATV, scooter, snowmobile, motorcycle)
- Student respondents chose the highest preference for going to school close to home as the best scenario and then choosing the shortest travel time to longest travel time
- Students most preferred attending a medium size high school (251-499 students) followed by a small sized high school (100-250 students) and lastly attending a large high school (500-1000 students); some students would like to attend one school for most courses but access another school for some courses and a few students stated that school size did not matter
- The preferred amenities around the school for students in order of priority were: recreation facilities, fast food takeout services, parks & green space, specialty facilities (workout, training or specialty gyms, aerobics, dance or yoga studios)
- Programs of importance to students in order of priority were: 26% French Immersion and High School specialist Majors, 21% experiential learning, 8% equally for Ontario Youth Apprenticeship Programs and Other (STEM courses, 3D modelling, coding, music & arts)

Additional Comments (not altered for grammar and spelling from original survey comments)

- The bus time change is too early
- Being at a small school is great in terms of student/teacher relations but severely limits courses options and timetable setup in comparison to large schools. We also miss out on trips such as Europe trip, the NYC trip that has now been removed and even camping
- Love my small school
- I like a smaller high school because you know everyone and its less crowded
- I like my small rural school better than a larger high school because I have more opportunities to be a part of school teams and or clubs; I know many of the students and staff; it isn't crowded or packed; there is not a lot of walking between classes and locker is closer to my friends' lockers
- I would really like to have access to in class courses like calculus
- I don't like the new times for school I liked it better before with more sleep
- Online was difficult. seems silly to have so many schools in area. Should just be a local school with all courses offered
- Difficult year online

- Bus ride too long; marker should be replaced with teachers since Marker rarely if ever respond to an issue and mark takes forever to return (if I'm taking math , I need to know if I'm doing it right or wrong before I do half the course with it)
- Bring back clubs and after school programs. technology and computers at an earlier age Robotics studies. After school arts programs
- French Immersion in a rural setting that I'm comfortable with
- UCDSB school are very far behind CDSBEO schools. I wish I had gone there because they have more classes and better sports teams.
- I went to Tagwi so something else other than tims everyday would be nice