



COPACS Meeting

June 10, 2021

Pandemic Survey
Planning for Sept
Kamloops Residential School

Dave Eberwein, Superintendent

Purpose of the Pandemic Survey:

- ▶ To obtain feedback from our district community about current school year instructional operations.
- ▶ To provide district staff with overall themes on what worked well and what was problematic.
- ▶ To keep the questions open-ended to promote freedom and space to answer
- ▶ To include Parents/Guardians, Student, and Staff (Teachers, CUPE, Administrators)



Survey Questions:

1. What worked well?
2. What didn't work well?
3. What would you like to see continued?
4. What would you like to NOT see continued?
5. What suggestions/recommendations do you have for next year?

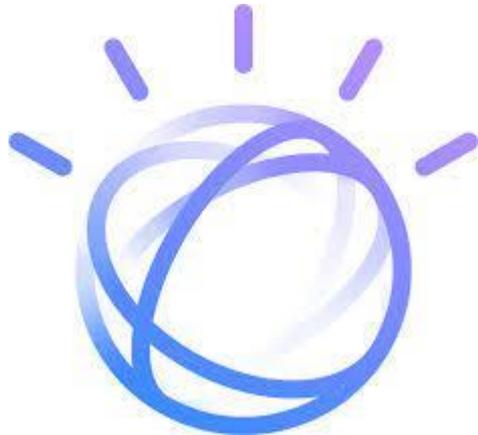


Survey At a Glance

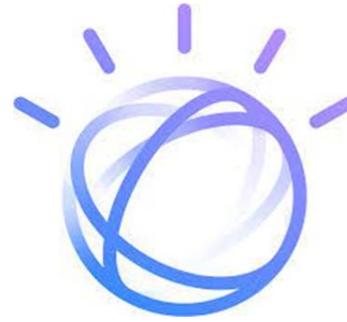
▶ Survey Timeline:	March 11 - April 8, 2021
▶ Survey respondents:	854
▶ Questions Answered:	3,555 (83.26%)
▶ Respondent Frequency:	
▶ Parents/Guardians	47.54%
▶ Students	28.22%
▶ Teachers	16.63%
▶ CUPE	5.48%
▶ Administration	2.13%
▶ Response Tones	13,181

IBM Watson™ Tone Analyzer

- ▶ The IBM Watson™ Tone Analyzer uses Artificial Intelligence (AI) to interpret tones in responses.
- ▶ Linguistic analysis can detect emotional and language tones in written text.
- ▶ Interpreted Tones:
 - ▶ Analytical
 - ▶ Confident
 - ▶ Tentative
 - ▶ Anger
 - ▶ Joy
 - ▶ Fear
 - ▶ Sadness



Tone Descriptions



- ▶ **Analytical**

- ▶ Reasoning or analytical attitude

- ▶ **Confident**

- ▶ Degree of certainty

- ▶ **Tentative**

- ▶ Degree of inhibition

- ▶ **Anger**

- ▶ Feelings of injustice, conflict, humiliation, negligence or betrayal

- ▶ **Joy**

- ▶ Feelings of enjoyment, satisfaction or pleasure

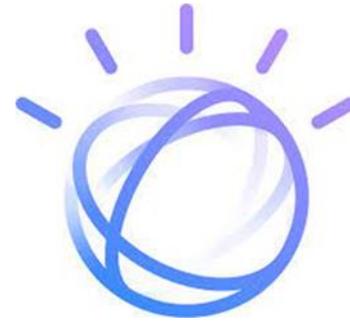
- ▶ **Fear**

- ▶ Feelings of impending danger

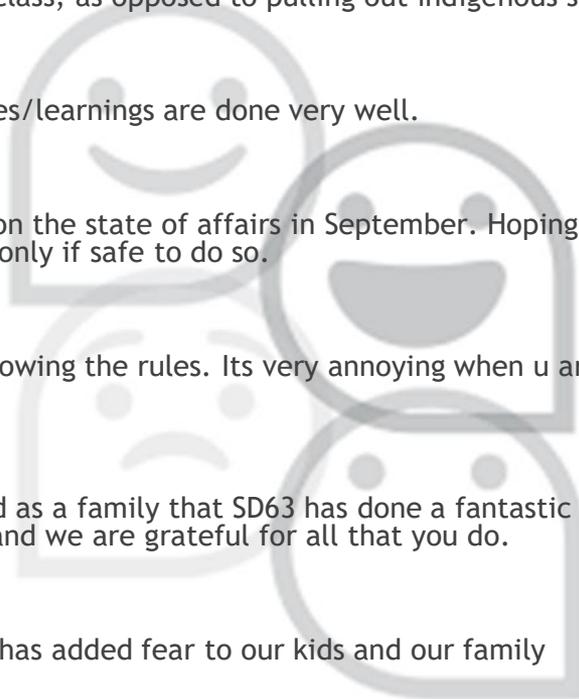
- ▶ **Sadness**

- ▶ Feelings of loss or disadvantage

Tone Examples



- ▶ **Analytical**
 - ▶ Appreciate the feedback on the report cards and communication from the teachers about how students are doing. Also, appreciate that indigenous languages are taught for the entire class, as opposed to pulling out indigenous students only.
- ▶ **Confident**
 - ▶ The experiences/learnings are done very well.
- ▶ **Tentative**
 - ▶ That depends on the state of affairs in September. Hoping we could go back to semesters but only if safe to do so.
- ▶ **Anger**
 - ▶ People not following the rules. Its very annoying when u are and the people around u aren't
- ▶ **Joy**
 - ▶ We are pleased as a family that SD63 has done a fantastic job in a very difficult circumstance and we are grateful for all that you do.
- ▶ **Fear**
 - ▶ The pandemic has added fear to our kids and our family
- ▶ **Sadness**
 - ▶ No sort activities at school. No competition. Our kids all needed that. Our oldest is struggling with depression because of that. They need to release those positive endorphins. Even to be playing with masks on until everything is sorted.



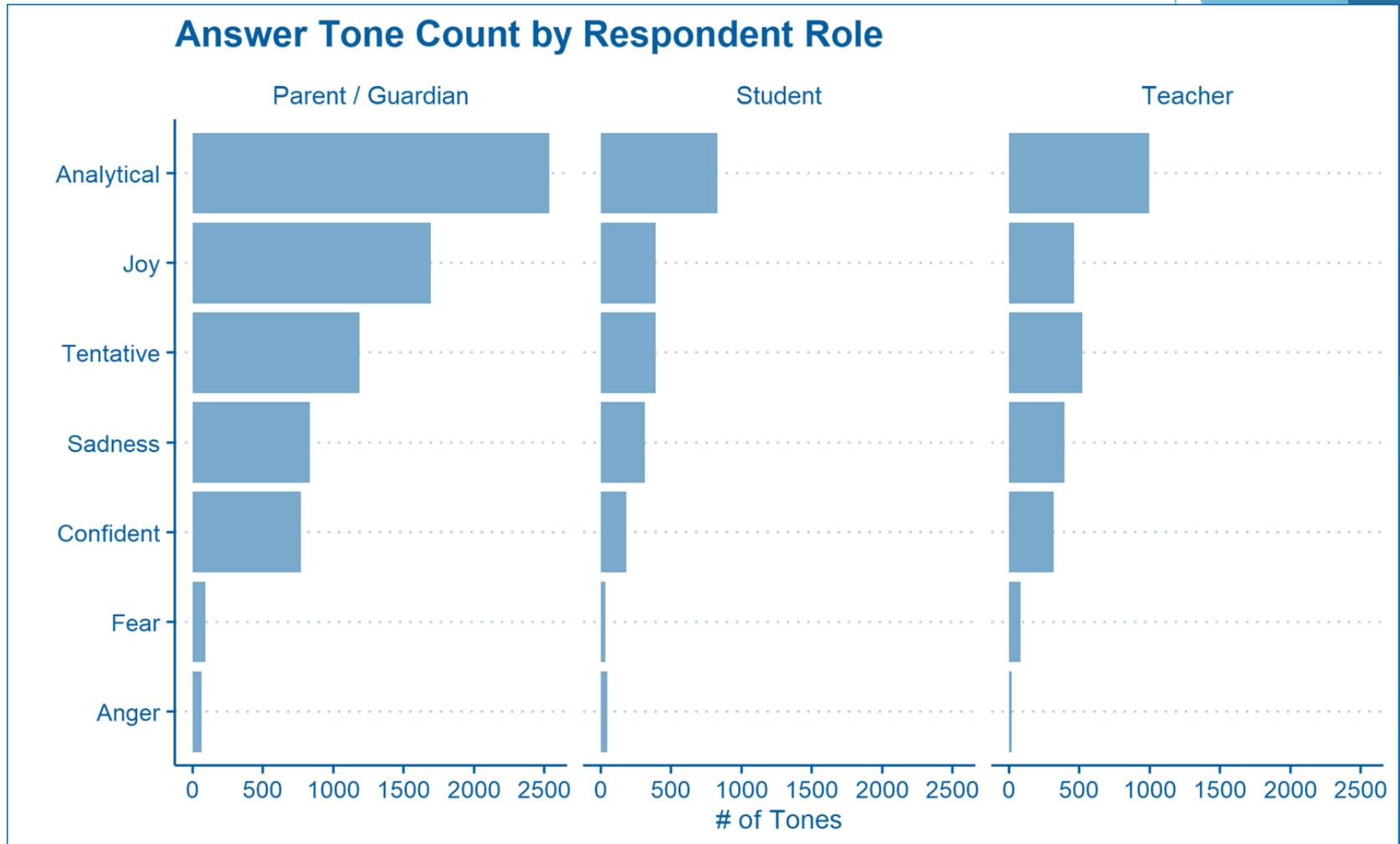
Survey Response Themes

659 answers contained one or more of the main or sub-themes

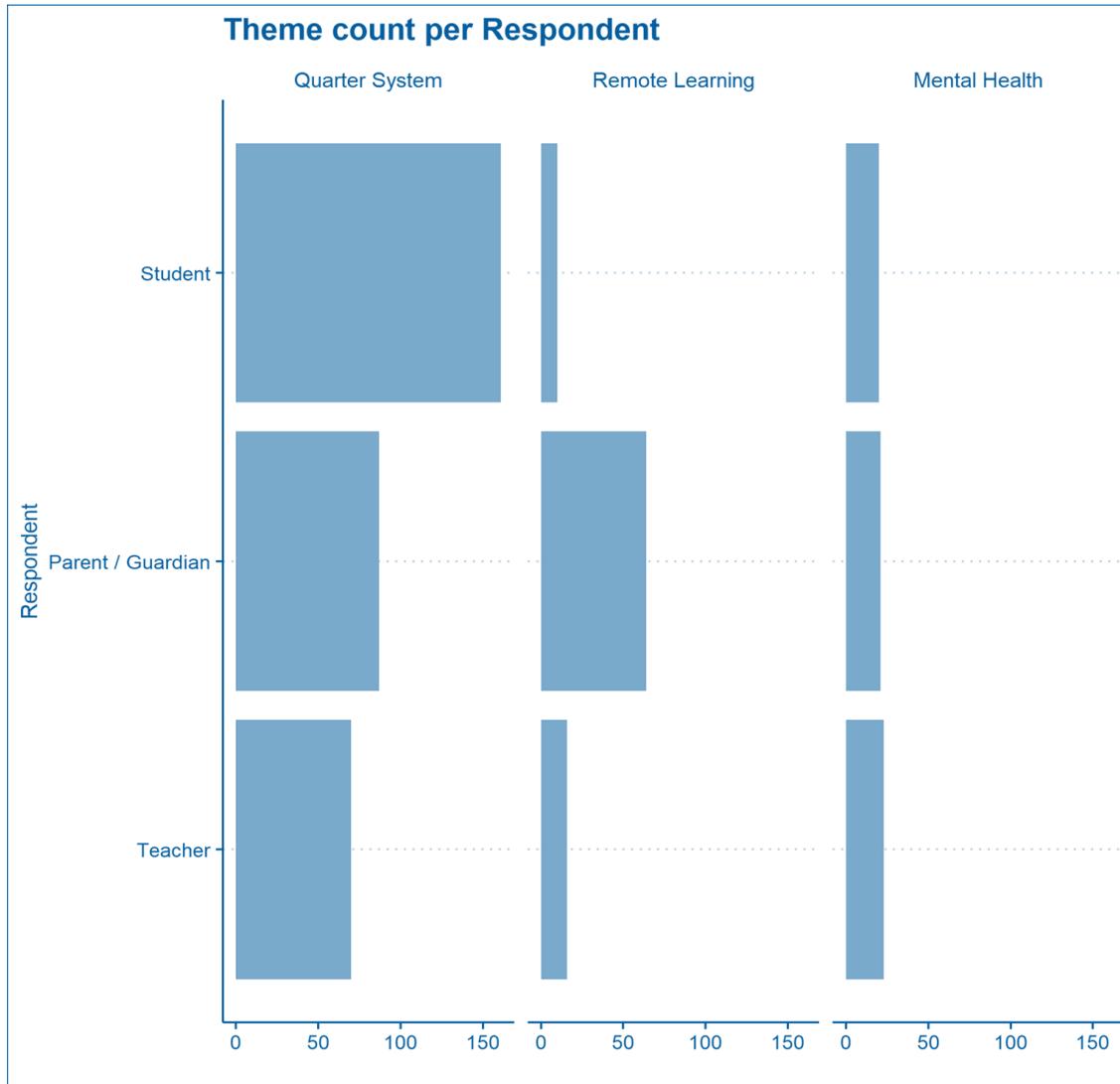
Themes	Topics
Main Themes	Quarter System Remote Learning Mental Health
Minor Themes	School Schedule Health & Safety School Activities

Tone Count by Respondent Group

- ▶ Most Reported: Analytical, Joy and Tentative
- ▶ Least Reported: Fear and Anger

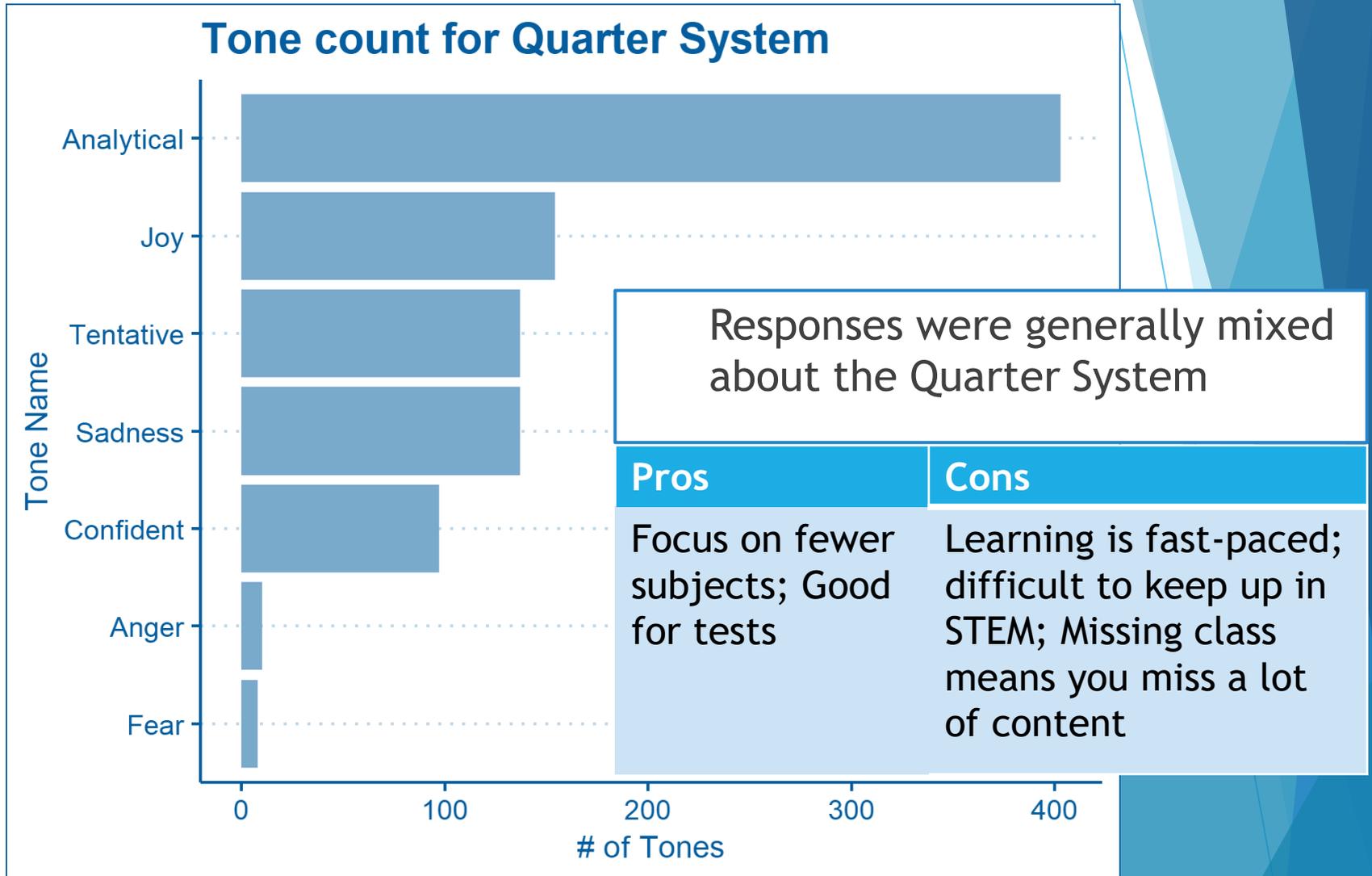


Themes per Respondent



- ▶ **Students:**
 - ▶ Quarter System
- ▶ **Parents/Guardians:**
 - ▶ Quarter System;
Remote Learning
- ▶ **Teachers:**
 - ▶ Mental Health
slightly more than
Remote Learning
or Quarter System

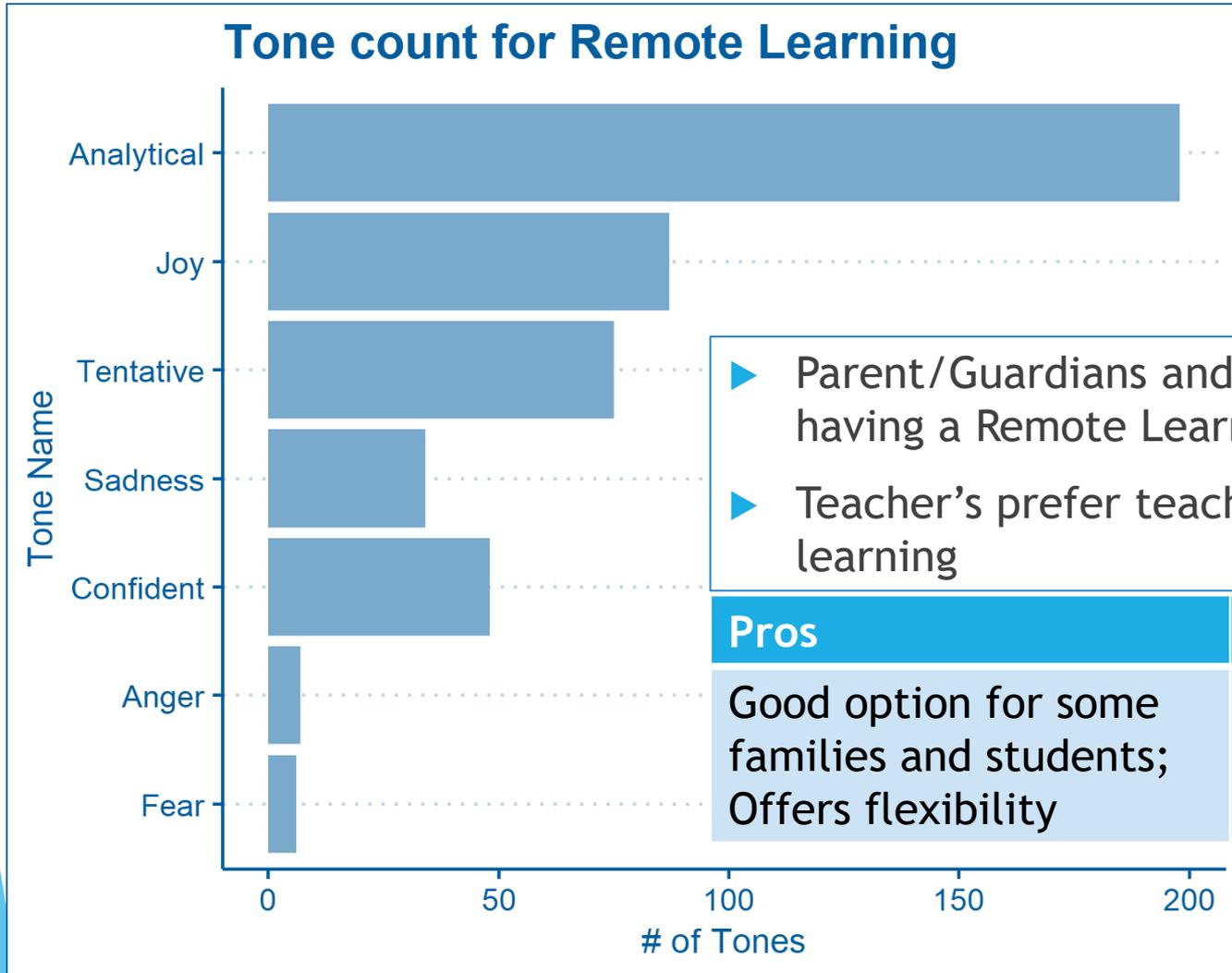
Quarter System



Quarter System Sample Answers

Group	Question	Answer	Tone
Student	What has worked well for you?	The quarter system (having 2 classes rather than 4)	Analytical
Parent / Guardian	What has worked well for you?	My child has enjoyed the quarter system to a degree. The comment is that it is a lot of work but more effective for tests	Joy
Teacher	What has been a challenge?	Covering course content in what feels like a shorter period of time in the quarter system. Feeling like I need to police physical distancing among students and colleagues. Losing the ability to connect socially with my colleagues	Tentative
CUPE	What recommendations would you like to offer for next year?	I'm hopeful that the Fall of 2021 sees a return to a more typical schooling experience for all. Covid issues have made the past year stressful beyond typical years.	Analytical

Remote Learning



- ▶ Parent/Guardians and Students liked having a Remote Learning option
- ▶ Teacher's prefer teaching in-class learning

Pros

Good option for some families and students;
Offers flexibility

Cons

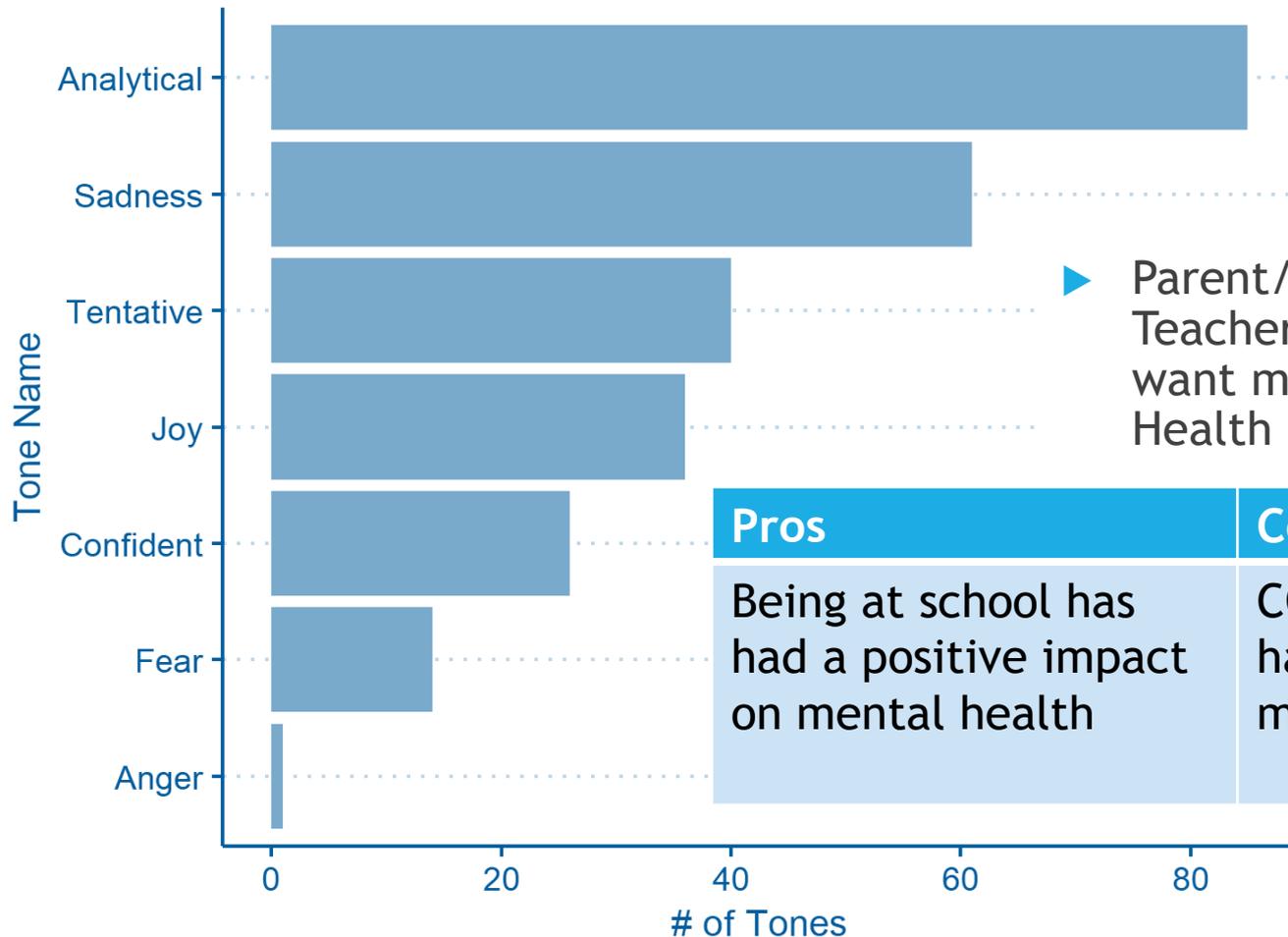
Students don't get to see friends as much

Remote Learning Sample Answers

Group	Question	Answer	Tone
Teacher	What has worked well for you?	Seeing staff at work, not doing remote learning, and all the enhanced safety and cleaning protocols	Analytical
Parent / Guardian	What suggestions do you have for next year?	Please bring back remote learning options for students. It is very helpful to have the teachers available daily to talk to the students to check in and teach from home.	Joy
Student	What has been a challenge?	The way my schedule was made meant I never had half days, and now I have completed all of academics (besides the full year math course I'm taking) and it was very tiring at times. Also, during remote learning teachers were not given the proper support to learn how to use google classroom (Not all but some teachers) and it was a quick learning curve.	Tentative

Mental Health

Tone count for Mental Health



▶ Parent/Guardians, Teacher and Student want more Mental Health support options

Pros

Being at school has had a positive impact on mental health

Cons

COVID-19 and stress has had an impact on mental health

Mental Health Sample Answers

Group	Question	Answer	Tone
Parent / Guardian	What has worked well for you?	The return to in person learning has been beneficial, in terms of my children's academics, social lives and mental health.	Analytical
Student	What has been a challenge?	Not being able to sit anywhere at lunch except for outside/in a classroom, which means I can't see my friends for most of the day. The quarter system has been going very fast and I feel like my grade has suffered due to the amount of content that I have to learn and remember over a short amount of time, and adding that onto other daily stress due to COVID and other things it has taken a toll on my mental health.	Sadness
Teacher	What experiences would you like to see NOT continued next year?	Masks!! I know these are something we shall be enduring for a while yet but will be happy to say goodbye to them Remote learning....I believe it has not been hugely successful for most of our students who need that social engagement and friendship to boost their mental health	Tentative
CUPE	What experiences would you like to see continue next year	Wellness committees and activities that bring staff together in a fun healthy way	Analytical

Learnings & Directions for Next Year

- ▶ Remote Learning has been appreciated by parents/guardians and students who availed themselves of this option
- ▶ Preference for in-class learning by most teachers, parents/guardians and students
- ▶ Continue focus on student/staff Mental Health awareness and supports
- ▶ Return to a Semester System for secondary classes; Be prepared to move to a Quarter System if required
- ▶ Look at ways to reintroduce school activities when restrictions allow

K-12 Education Restart Plan

STAGE 1 IN-CLASS	STAGE 2 IN-CLASS	STAGE 3 HYBRID	STAGE 4 HYBRID	STAGE 5 REMOTE
<p>COHORT SIZE</p> <ul style="list-style-type: none"> Elementary: <i>No limit</i> Middle: <i>No limit</i> Secondary: <i>No limit</i> <p>DENSITY TARGETS</p> <ul style="list-style-type: none"> Not applicable <p>In-Class Instruction Full-time all students, all grades</p>	<p>COHORT SIZE</p> <ul style="list-style-type: none"> Elementary: 60 Middle: 60 Secondary: 120 <p>DENSITY TARGETS</p> <ul style="list-style-type: none"> Not applicable <p>In-Class Instruction Full-time instruction for all students for the maximum instructional time possible within cohort limits.</p> <p>Self-directed learning supplements in-class instruction, if required</p>	<p>COHORT SIZE</p> <ul style="list-style-type: none"> Elementary: 30 Middle: 30 Secondary: 60 <p>DENSITY TARGETS</p> <ul style="list-style-type: none"> 50% for all schools <p>In-Class Instruction Full-time instruction for:</p> <ul style="list-style-type: none"> Children of essential service workers Students with disabilities/diverse abilities Students who require additional supports <p>In-class instruction for all other students for the maximum time possible within cohort limits and density targets.</p> <p>Self-directed and remote learning supplements in-class instruction.</p>	<p>COHORT SIZE</p> <ul style="list-style-type: none"> Elementary: 30 Middle: 30 Secondary: 30 <p>DENSITY TARGETS</p> <ul style="list-style-type: none"> 25% for all schools <p>In-Class Instruction Full-time instruction for:</p> <ul style="list-style-type: none"> Children of essential service workers Students with disabilities/diverse abilities students who require additional supports <p>In-class instruction for all other students for the maximum time possible within cohort limits and density targets.</p> <p>Self-directed and remote learning supplements in-class instruction.</p>	<p>COHORT SIZE</p> <ul style="list-style-type: none"> Elementary: 0 Middle: 0 Secondary: 0 <p>DENSITY TARGETS</p> <ul style="list-style-type: none"> 0% for all schools <p>In-Class Instruction Suspend in-class instruction for all students.</p> <p>Self-directed and remote learning in place of in-class instruction.</p>

Truth Before Reconciliation

- ▶ Kamloops Residential School (1890 - 1978)
 - ▶ Mass grave of at least 215 children
- ▶ 150,000 (est.) attended residential schools across Canada (1876 - 1996)

- ▶ Chief Justice Beverly McLachlin:

“The most glaring blemish on the Canadian historic record relates to our treatment of the First Nations that lived here at the time of colonization.”

- ▶ Justice Murray Sinclair - TRC Chair:

“Education is what got us here, and Education is what will get us out.”



For the child taken,
For the parent left behind.



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