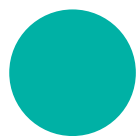




Public education. Public good.

Challenges and Innovations

2020-21 Annual Report on Ontario Schools



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Data from the survey

Specific research data from the survey can be provided for a fee. Elementary school data have been collected since 1997, and secondary school data have been collected since 2000. For more information, please contact info@peopleforeducation.ca.

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Every year, principals in schools across Ontario take the time to complete our survey and share their stories with us. This work would not be possible without them.

Challenges and Innovations: 2020–21 Annual Report on Ontario Schools

School is back and we are still dealing with the pandemic. This is the third school year affected by COVID-19. Since spring 2020, the pandemic has caused upheaval with new demands on teachers, students, families, and administrators. This uncharted territory created anxiety, widened socioeconomic gaps, and spotlighted other inequities in education — which were all well documented in the media. But that’s not the whole story.

The pandemic also fueled adaptation, innovation, and a compelling shift in perspective. In People for Education’s 2020–21 Annual Ontario School Survey (AOSS) we heard from 1,173 principals about their experiences as their school communities faced the challenges presented by COVID-19. We surveyed 1,173 principals in the fall of 2020, a smaller group of 209 in the spring of 2021, and then completed 20 virtual interviews in June 2021.

The data told two stories: a story of challenge and a story of innovation.

Quick facts

In the fall 2020 survey:

- 50% of principals disagreed or strongly disagreed that their levels of stress felt manageable.
- 48% of hybrid elementary school principals reported coordinating staffing as their number-one challenge.
- 41% of principals of virtual schools ranked managing student enrolment as their number-one challenge.
- 43% of in-person principals ranked space and distancing as their number-one challenge.
- 45% of elementary schools and 23% of secondary schools reported no extracurriculars.

In the spring 2021 survey:

- 57% of principals disagreed or strongly disagreed that their levels of stress felt manageable.
- 55% of principals of in-person schools and 48% of principals of hybrid schools ranked coordinating staffing as their number-one challenge.
- 31% of schools reported no fundraising activities.

In the June 2021 interviews:

- Principals emphasized the challenges presented by limited staffing, addressing mental health needs, and switching between learning models (e.g., from in-person to hybrid).
- Principals underscored the need for increased funding for technology, mental health resources, and staffing.
- Principals commended the technological innovations that took place in their schools to facilitate virtual field trips, assessments, school meetings, and differentiated learning.

Overview

For over 20 years, People for Education has been tracking the impacts of policy and funding changes on Ontario's schools through its Annual Ontario School Survey (AOSS). Every year, we ask principals from English and French schools across the province about topics such as staffing, extracurriculars, mental health, fundraising, and more. However, the 2020–21 school year marked a significant shift for the survey and data collection process as the COVID-19 pandemic upended and changed the traditional notion of schooling. Like many organizations and workplaces around the world, People for Education had to adapt our processes to respond to a world in flux while questions were emerging about what the pandemic would mean for schools.

In the past, principals responded to one 20-minute survey in the fall and its results would be published in the following spring and summer. However, the 2020–21 school year was not a typical year. Principals were overworked from preparing their schools for an unusual year, new forms of learning (e.g., virtual, hybrid) were being implemented, and emergency measures were constantly shifting in response to the pandemic. To lessen the time burden on principals, we shortened the survey to 10 minutes and focused on COVID-19 challenges, fundraising, child care, technology, principal well-being, and extracurriculars.

Another challenge during the data collection was being able to predict and measure the impact of COVID-19 as the school year progressed. Since the data would typically be collected in the fall, they would provide a snapshot of the school year's beginning without accounting for significant structural changes that might occur later in the year as the pandemic situation fluctuated. To mitigate this gap, principals were asked to participate in a shorter, follow-up survey in spring 2021. This second survey focused on principal well-being, professional development, COVID-19 challenges, adaptations, and new innovations in their school communities. Given the unique and complex nature of this past year, we also provided principals with the option to participate in a short phone or Zoom interview to share lessons learned from the school year.

Methodology

This report is based on data from the 1,173 school principals who participated in the AOSS in fall 2020. From that group of respondents, 209 principals completed a follow-up survey in spring 2021 and 20 of these individuals agreed to participate in phone/Zoom interviews in June 2021. We obtained research ethics approvals from school boards with specific requirements. People for Education (PFE) is committed to participating in this process as an increasing number of boards establish research offices and build capacity in this important area.



FIGURE 1.
AOSS survey timeline (2020–21)

The statistics and quoted material in this report originate from People for Education’s 2020–21 AOSS. This survey encapsulated the 24th annual survey of elementary schools and 21st annual survey of secondary schools in Ontario. We sent the first round of surveys to all principals of Ontario’s publicly funded schools who then completed it between November 10, 2020, and December 14, 2020. The survey was completed online via SurveyMonkey, in both English and French, and took approximately 10 minutes to complete. In this survey, principals were asked for their consent to be contacted for another survey in the spring.

In spring 2021, we sent the second survey to those principals in the first round who consented to a follow-up survey. They completed this second survey between April 8 and April 30, 2021. This time, principals could indicate their interest in being interviewed to share more about COVID-19 innovations and challenges in their schools. In June 2021, we then conducted 20 phone/Zoom interviews with in-person, hybrid, and virtual school principals from across the province. These interviews were approximately 30 minutes in length.

For some components of the analysis, we matched the data we collected with the Average Weighted Median Census Family Income by School, 2017–2018, provided by the Ontario Ministry of Education. The Median Census Family Income information is derived from the 2016 census for all the dissemination areas associated with a school based on the weighted family incomes of its students by residential postal code. Schools were then sorted from highest to lowest income based on this measure. In this report, the top 25% of elementary schools based on Weighted Census Family Income are considered “high income” (n = 279; average income = \$117,061) and the bottom 25% are considered “low-income” (n = 278; average income = \$58,558), unless otherwise specified.

This year’s responses represent approximately 24% of the province’s publicly funded schools. In Figure 2, survey responses are disaggregated to illustrate the geographical representation across the province, which corresponds fairly well with the regional distribution of Ontario’s schools.

Geographical distribution (%)	% of schools in sample (fall survey 2020)	% of schools in sample (spring survey 2021)	% of schools in sample (June 2020 interviews)	% of schools in Ontario
Northern	11%	17%	10%	11%
Central (Excluding GTA)	12%	19%	15%	17%
Eastern	18%	13%	15%	18%
Southwest	24%	19%	20%	20%
GTA	36%	32%	40%	34%

FIGURE 2.
Geographical distribution of schools

Respondent demographics

This year, for the first time, People for Education surveyed school principals about their gender and racial identities. The results showed that an overwhelming majority of Ontario’s principals are white and approximately two-thirds are female. These data indicate a significant underrepresentation of racialized individuals at the leadership level in education. People for Education is committed to continuing to gather and report on demographic-based data as part of its AOSS data collection.

What is your gender identity?

- Man
- Woman
- Genderqueer
- Bigender

While no respondents selected the following options, they were presented as choices in the self-reported gender identity question: ThirdGender, Two-spirit, Trans, Gender-Neutral, Genderfluid.

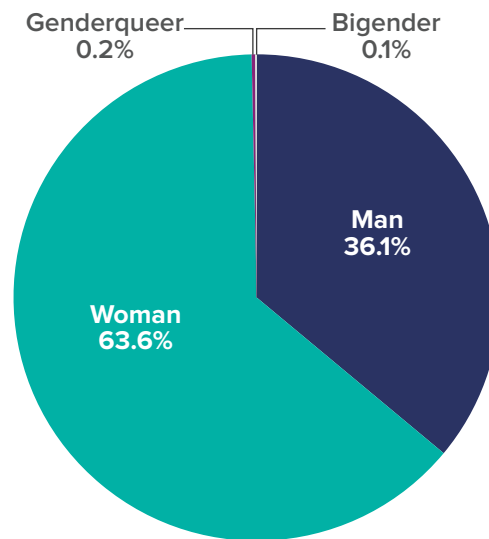


FIGURE 3. School principals' self-reported gender identity

How do you identify?

- A person of colour
- Black
- Indigenous
- White
- Not sure
- Other

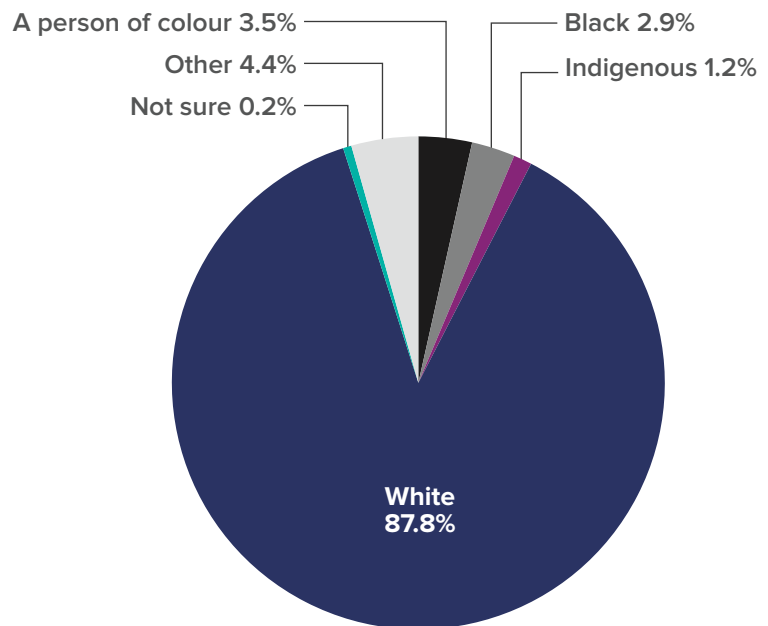


FIGURE 4. School principals' self-reported racial identity

Key findings

1 in 2 principals found their level of stress unmanageable during the first half of the 2020–21 school year

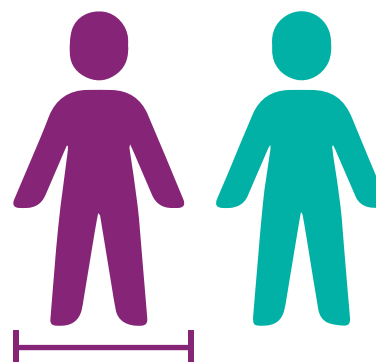
The school principal role shifted dramatically in the wake of the COVID-19 pandemic. Principals were tasked with new responsibilities such as liaising with local public health units, adapting school routines, implementing COVID-19 screenings, and communicating with families as government policies changed — all while maintaining their original responsibilities such as school improvement planning and implementing new curriculum.

In the fall of 2020, 50% of principals disagreed or strongly disagreed that their levels of stress were manageable. Most notably, 58% of virtual principals echoed this sentiment of feeling stressed. Principals provided suggestions on approaches that could improve their well-being such as having additional support staff, reducing their workloads, and receiving more timely communication from the government, and general recognition of their hard work.

New modes of learning created new obstacles for principals

Instead of working in traditional in-person settings only, principals also worked in hybrid and virtual schools, the logistics of which were unfamiliar and underdeveloped. These new modes of delivery created a steep learning curve for principals who, aside from managing modified learning at the beginning of the pandemic between March and June 2020, normally worked in-person. All three modes of schooling presented their own challenges.

In-person schools, which are typically crowded and busy spaces, had to implement new distancing measures. The majority of these schools ranked space and distancing as their main challenge. Hybrid schools, which taught students both in person and virtually, had to constantly reorganize staff depending on the needs of students and their families. In hybrid



1 in 2 principals found their level of stress unmanageable during the first half of the 2020–21 school year

FIGURE 5.
School principals' perception of stress in the fall 2020 survey

schools, 30% of principals ranked coordinating staffing as their number-one challenge. The start of the 2020–21 school year began with a lot of uncertainty for families as many of them moved back and forth between in-person and virtual learning modes as the school year progressed. In fall 2020, 41% of virtual schools ranked managing student enrolments as their number-one challenge.

Extracurricular activities dropped significantly

The pandemic put a stop to many activities that are at the heart of school-wide community building like team sports, clubs, field trips, and community events. Among the respondents to the fall 2020 survey, 45% of elementary-school principals and 23% of secondary-school principals reported offering no extracurriculars. In 2019–20, before the pandemic, every school offered some sort of extracurricular activity, with over 95% of schools hosting some form of sports, clubs, or field trips. But when it came to the fall of 2020, 63% of elementary-school principals and 18% of secondary-school principals stated they did not offer any clubs. This dramatic drop in extracurricular activity can be attributed to COVID-19 challenges, like cohorting, staffing, space and distancing, and health measures, which changed the nature of how these activities could, or couldn't, continue.

Opportunities facilitated by elementary schools in 2019-20 versus 2020-21

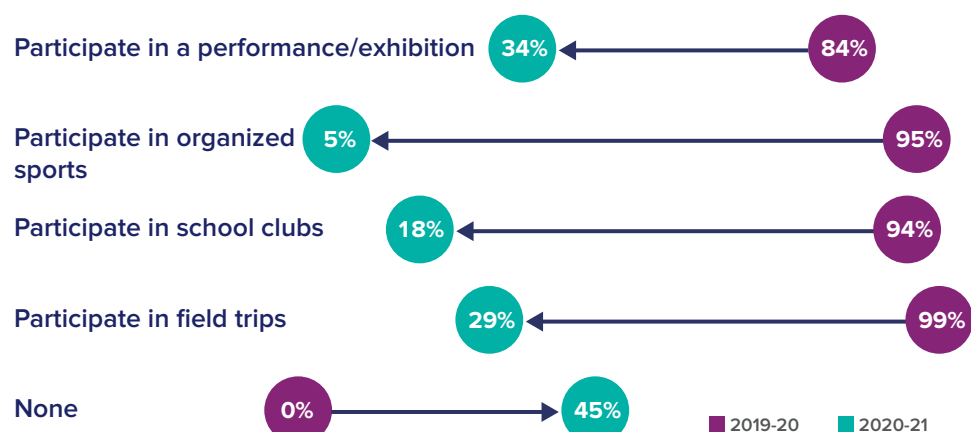


FIGURE 6. Opportunities facilitated by elementary schools in 2019–20 AOSS versus 2020–21 AOSS

Steep decline in school fundraising

During the 2020–21 school year, there was a sharp decline (from previous years) in the percentage of schools that reported fundraising, along with a substantial decrease in the average amount collected by schools that did fundraising.

Per school fundraising totals for in-person and hybrid schools ranged from \$0 to \$180,000 in elementary schools and \$0 to \$60,000 in secondary schools. Disparities between low-income and high-income schools remain despite the decrease in fundraising. The average amount fundraised per high-income school was \$14,844, while an average low-income school raised \$6,512. Not only were the fundraised amounts lower across all schools in the respondent sample, but how schools chose to spend the funds was also very different compared to in previous years of the AOSS.

Before the pandemic, schools used raised funds or donated funds to support a wide variety of activities — including field trips, organized sports, music programs, and special events — and to offset student and activity fees. In the 2020–21 AOSS, principals reported using this money to adapt to teaching during the pandemic by purchasing technology, school supplies to avoid exhausting resources, and in some cases, basic needs for families such as food.

Access to child care and extended day programming decreased slightly, but disparities by income persist

As with all other aspects of schooling, child care and extended day programs were affected by restrictions and measures brought on by COVID-19. Schools play a significant role in offering child care and extended day programs to their communities, providing families smoother transitions to and from the school day. In a typical year, these programs face challenges such as availability, cost, and space, which were all compounded during the 2020–21 school year with the addition of new dimensions such as implementing health and safety measures, limiting groups, and managing cleaning protocols.

Among the elementary schools with grades between Kindergarten and Grade 6 represented in the 2020–21 AOSS data in fall 2020, approximately 77% offered some form of child care and extended day programming on

school grounds — a slight dip from 83% in the 2019–20 AOSS. Disparities by income were clear: 87% of elementary schools in the top quartile in average family incomes offered child care and extended day programs, compared to 66% in the lowest quartile.

Percentage of elementary schools that offer child care and/or extended day programs on school grounds, by average household income

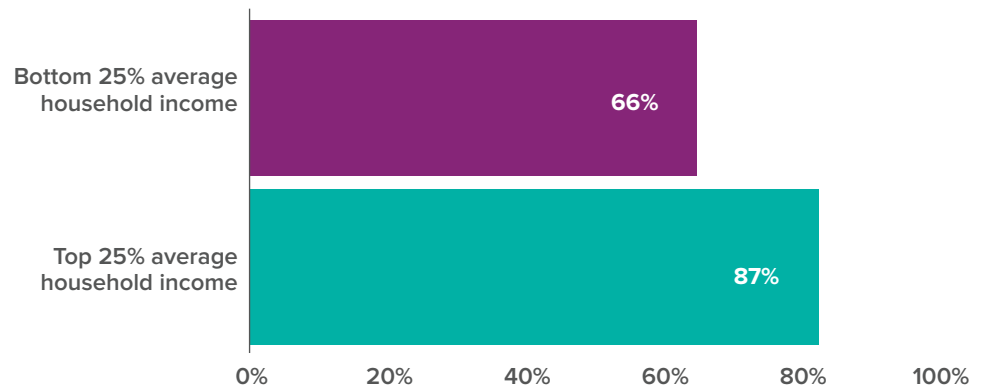


FIGURE 7. Child care and/or extended day programs offered in elementary schools, by average household income
(Source: Average Weighted Median Census Family Income by School, 2017–2018, Ontario Ministry of Education)

Final findings

While the 2020–21 school year involved trials and tribulations, it also presented an opportunity to try new things while adapting the education system to the drastic changes resulting from COVID-19. Given that we may never return to the way things were before the pandemic, it is critical for education stakeholders to examine, reflect on, and learn from what happened in schools during this pivotal period.

In the phone/Zoom interviews in spring 2021, 20 principals discussed the innovations that they would like to see in their schools, as well as challenges that they anticipated for the upcoming 2021–22 school year. They also described what they think worked, didn’t work, and how it could all work better.

What worked

“The staff that were never leaders are surfacing as new leaders in our community — comfortable with the digital world.”

In-person elementary school principal, GTA

Staggered start times, online professional development, and virtual field trips were just some of the things that principals would like to see continue.

Technology as a tool to expand access and collaboration

Parent-teacher interviews, school council meetings, and staff check-ins were not only more convenient, efficient, and accessible — principals also reported increased staff and families’ participation in these sessions.

Have there been any changes or innovations during COVID-19 that you would like to see carried through into a non-COVID context?

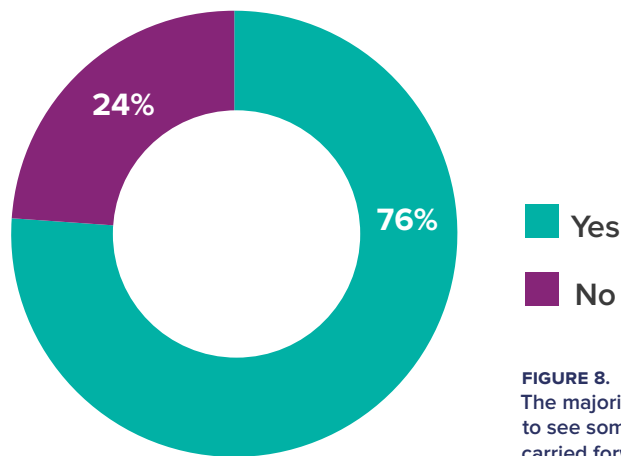


FIGURE 8.
The majority of principals would like to see some changes and innovations carried forward after COVID-19

“Virtual meetings have provided flexibility for attendees. We have greater attendance for our virtual school council meetings than we did when we were in person. Also, staff members are choosing to attend virtual professional development because it works better with their schedule.”

In-person elementary school principal, GTA

Online tools like Microsoft Teams allowed in-school teams to better collaborate and plan. Principals found that having some of their meetings online allowed them to spend more time in schools supporting their community.

Virtual participation facilitated new collaborations and supported innovations in professional development and experiential learning. For example, in one high school, secondary students gained community service hours by partnering with an elementary school to provide one-on-one tutoring to younger students. Another example is in cooperative education, which is a popular way for students to gain skills in specialized fields. While a co-op program typically consists of half a school day, the new quadmester model allowed students to spend a full day in their co-op program, providing them with a more realistic work-day experience and fewer daily transitions for workplaces and schools.

There were also some benefits of the additional virtual options for teachers. In some schools, teachers were able to watch subject matter experts demonstrate an activity, then have these experts guide the teacher in trying it for themselves in front of their classroom. Some principals noted that virtual professional development allowed individual needs to be better addressed because teachers could join courses that were the most applicable to them specifically, instead of general ones organized for the school.

Students were able to go on “field trips” and have class visitors without geographical barriers. Teachers invited subject matter experts for virtual presentations and organized virtual field trips to places that some students wouldn’t be able to access easily such as Ripley’s Aquarium of Canada and the Royal Ontario Museum.

Principals sang praises for programs such as Science North virtual labs which would send a toolkit to the school that the class would set up while the scientist presented the program remotely from the Science North Centre in Sudbury. Continuing these types of opportunities in the future would give schools from remote areas simpler and more affordable access to various learning environments.

Principals also reported that teachers and students all became more confident and adept in using technology, from using new devices for learning to leveraging online platforms and resources. While in the past, only select teachers may have used them to engage with their students, today platforms like Google Classroom are the norm in virtually every class. Through sharing and collaborating with their peers, teachers learned to use tools like document cameras, interactive whiteboards, and creative online resources to support their students' learning and assessment needs.

Changing routines, changing behaviours

For students learning in person, schools implemented structural changes to reduce contact between individuals such as staggered entry, exit, and recess times. Some principals reported that the staggered break times led to a drop in behavioural issues and reduced anxiety for some students around school procedures. These timetable modifications that limited contact or grouped students with different peers allowed deeper bonds or new friendships to be forged with their classmates.

“Having classes separated into zones on the playground has really cut down on physical and verbal altercations between students on the playground. We also changed the schedule so that only half the classes are outside at once (normally all eat at the same time and then go out at the same time) and that has also been a positive change.”

Hybrid elementary school principal, Southwest Ontario

Outdoor learning became routine in schools as students spent more time playing and learning outdoors. This practice not only increased their physical activity but also connected them to the community through neighborhood walks, talking to local residents, and learning how to use outdoor spaces in all types of weather. Some schools invested in building outdoor classrooms, purchasing materials that foster outdoor learning, and generally normalizing outdoor time as an extension of the classroom.

“I love the staggered exit. I love the staggered recess breaks that teachers are responsible for. I love that each cohort has their own area to play in. I love that staff are getting classes outside to learn outside instead of being stuck in a brick building with no windows that open.”

In-person elementary school principal, Central Ontario

Principals note that while hybrid or virtual options are generally not ideal for most students, a small number of students may benefit, and for them virtual learning could serve as a more accessible option for attending school and reducing absenteeism. For example, for students who might typically struggle with in-person learning because of anxiety or health issues, the increased flexibility in learning modes may better support their needs. Students who are elite athletes also benefit from these options.

What didn't work

“The mental health of both students and staff is very precarious, given all of the changes and all of the stress and pressure.”

In-person elementary school principal, GTA

As beneficial as some of the innovations were, principals also reported significant obstacles.

Stress among staff

Most principals surveyed didn't feel their levels of stress were manageable. In fall 2020, only 33% strongly agreed or agreed with the statement “my recent levels of stress at work feel manageable.” By spring 2021, that percentage had declined to 28% among the same group of principals.

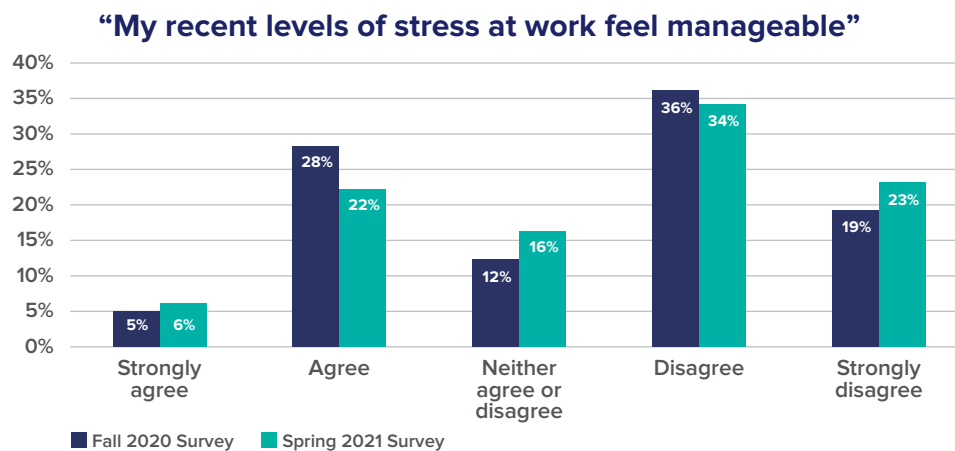


FIGURE 9. Changes in principals' perception of stress the fall of 2020 survey and spring 2021 survey

Principals reported that the demand for mental health and educational supports skyrocketed, but that there was no corresponding increase in human resources. They reported a shortage of social workers, school psychologists, child/youth counsellors, special education services, occasional teachers, educational assistants, and speech language pathologists. As a new school year starts, students will be entering school with a variety of mental health challenges that will require support through resources and staff.

Different learning environments and decreased engagement

During the 2020–21 school year, there were two types of hybrid learning models offered in Ontario schools. In secondary schools, hybrid learning often referred to students spending a portion of their learning in class while the rest of their learning was conducted virtually. However, in elementary schools it could sometimes mean that a teacher was simultaneously teaching students who were in-person and online. Principals raised concerns that teachers required to teach through this model could not effectively meet the needs of either group of students. Since in-person and virtual learning models require different modes of engagement, they felt that teachers could not always deliver lessons that equally benefitted both groups. Principals cautioned that if a teacher was in class and supporting their online students, they could not adequately supervise their in-person students, thus risking unsafe situations.

Meaningful school community connections decreased as the year progressed. In fall 2020, 64% of principals agreed or strongly agreed that there were meaningful ways for the school community to stay connected. By spring 2021, that proportion had dropped to 50%.

In the June 2021 interviews, principals looked forward to renewing the sense of community in their schools in the upcoming 2021–22 school year. They reminisced about the vibrant and lively activities that were missing from their schools in the pandemic, from assemblies to sports to simple conversations in the cafeteria. When reflecting about the next school year, one principal discussed the need to build optimism in their community through extracurricular activities. They wanted their students to be able to enjoy their highschool experiences and they added that they were “desperate to have fun be put back in school.”

“There are meaningful ways for my school community to stay connected”

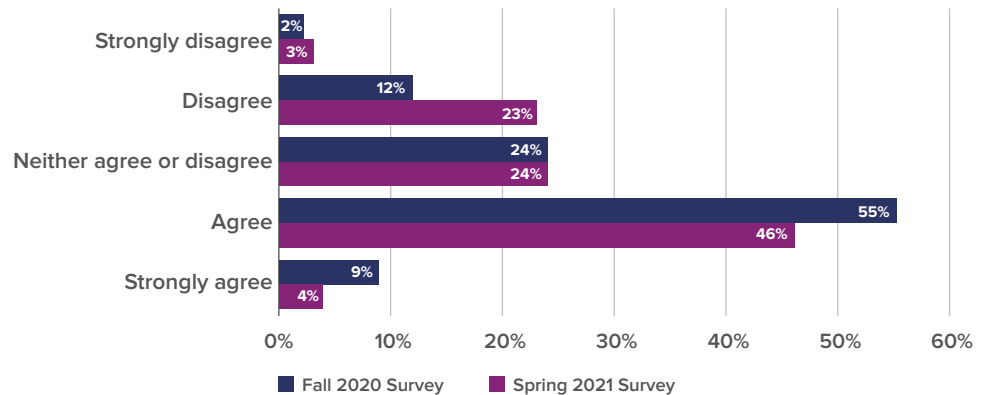


FIGURE 10. Changes in perception of meaningful community connections between the fall 2020 survey and spring 2021 survey

Growing gaps in access highlight pre-existing inequities

The gaps between students from varying household incomes and family situations widened during the pandemic. Many schools struggled to ensure that all students were able to access technology and internet service. Some schools specifically stated that they decided not to fundraise because they did not want to place an additional financial strain on families who had already been hit hard by the pandemic.

“Most of the devices in the school have been sent home for remote learning as students simply did not have access to the technology required for learning. A significant proportion of our student population is working from ‘paper packages’ due to the limitations of the access in this area. Despite our best and ongoing efforts, an equally significant proportion are under- or simply disengaged from school learning.”

In person elementary-school principal, Northern Ontario

Lack of communication and consultation with the Ministry of Education

Principals also reported that the lack of communication between the Ministry of Education and schools made it impossible for them to prepare for changes, especially when they heard ministry announcements at the same time that the public did. Since schools are often the main point of contact for families in the education system, many parents contacted principals for answers after government announcements. Principals said that being notified even a few hours before province-wide announcements could help schools better connect with families during uncertain times. Some principals also found that certain decisions were made by generalizing the contexts of all schools, which sometimes did not align with their particular school's situation. They wanted more flexibility to make decisions that suited the unique challenges of their school community. Principals also wanted more consistency and clarity for the model for pivoting in the school year and how decisions that affect their schools get made.

“It is essential that the ministry and board leadership use administrators and teachers in classrooms to build their understanding of the impact of this past year on schools. It appears that there is a vast disconnect between those making decisions and the realities in schools.”

Virtual elementary school principal, GTA

How it could work better

Overall, principals had four overarching recommendations for the coming school year:

- 1. Consult stakeholders.** There needs to be a commitment from the Ministry of Education to convene an advisory board of school board staff, school administrators, teachers, support staff, students, and mental and physical health experts, among others. To synchronize the needs of the education community with province-wide decisions, it would help to consult individuals with experience on the ground in developing policy before implementation.

- 2. Communicate changes in advance.** Advance communication from the Ministry of Education regarding announcements affecting schools would allow principals to prepare their responses to staff, students, and families. Learning about province-wide education policy decisions at the same time as the public received news did not support schools in navigating the rapidly changing pandemic landscape.
- 3. Fund additional staffing.** Increased funding is needed to ensure there are sufficient staff to address the increased need for mental health and educational supports.
- 4. Broaden access to technology.** Given the reality that students and staff do not have equitable access to technology, more funding is needed, not simply for devices, but for improvements to connectivity as well as IT support staff to provide training to teachers and troubleshoot issues.

School communities have demonstrated outstanding levels of resilience during the pandemic. Principals have discovered innovative and more flexible ways to support student learning, back their teachers, and connect with their communities. The 2021–22 school year is an opportunity to build on these strengths, but this will not be possible without actionable efforts to respond to the difficult lessons learned over the past 18 months.

Conclusion: Looking forward by looking back

The 2020–21 school year was marked by significant upheaval and drastic change. It was a year of shifting, relearning, and adapting. It required the collective effort of principals, education workers, families, and community members to reimagine what kind of education system could best support students with the limited resources and restrictions caused by COVID-19. This year of resilience would not have been possible without the significant efforts of front-line education workers who crafted creative ways to reconceptualize their students' learning. Schools learned to use their spaces in different ways: school yards became classrooms, libraries became isolation rooms, and gyms became childcare spaces. Teachers became technology experts and used new tools to support and assess

their students, from education software like Desire2Learn portfolios to Google Classroom. The outside world was at our fingertips as it entered students' homes and classrooms through virtual trips to museums and experiential learning through co-op. Some communities shrank, while others broadened with easier access to virtual school meetings and collaborative online tools.

The year was difficult — and there are new challenges still ahead. Students are re-entering physical schools in the fall of 2021, some for the first time in a year and a half. Mental health resources, assessments, and support staff will be needed to assist students as they transition toward a redefined reality of schools. Teachers will require more professional development and supports to catch up on new developments in technology, assessment, equity, and curriculum. To prepare and communicate with their school communities, schools will require clear and timely direction as COVID-19 variants emerge.

However, just as we never imagined a pandemic upending our society in 2020, there are other challenges on the horizon that we cannot foresee. What we learned this year is that communities can come together and collaborate to solve immense problems, but that time and resource sharing are also crucial. A Health and Education Advisory Task Force with experts and stakeholders at the table would ensure that the education system can confront upcoming challenges in a timely manner with evidence and expertise that puts the learning and well-being needs of Ontario's children first.

In the words of one school principal, ***“We can accomplish a lot. We can do hard things and manage it. I know what’s good for my community, so that’s what I’m going to do.”*** If we continue to value and listen to those on the ground who are running our schools, we can ensure that schools can effectively adapt for the unknown future.

Appendix A: Fall 2020 survey (English and French)

2020/2021 Annual Ontario School Survey

People for Education is a champion of publicly funded education – instigating dialogue and research to make the connection between strong education and a fair and prosperous society.

This year, in response to the ongoing COVID-19 pandemic, People for Education is tracking the effects of COVID-19 on Ontario's public schools.

This survey will take about 5 minutes to complete.

When completing the survey, please consider the 2020/21 school year.

Please submit the survey by **December 14, 2020**.

Individual school responses will remain confidential.

Only overall results will be published.

Name of school board: _____

Which type of school are you currently responsible for? In-person
 Virtual
 Hybrid (Virtual & in-person)

1 A) In-Person: School Overview

School name: _____

Which option best describes your school? Elementary school
 Elementary and secondary school (e.g., grades 3 to 12)
 Secondary school

MIDENT (6-digit school identification number) (optional): _____

SCHOOL INFORMATION

Number of students (optional): _____ Number of teachers (optional): _____

School address: _____

City: _____ Postal code: _____

Contact person: _____

Email address: _____

Phone number: (_____) _____ - _____

1 B) Virtual: School Overview

School name (if available): _____

- Which option best describes your school? Elementary school
 Elementary and secondary school (e.g., grades 3 to 12)
 Secondary school

Please select the option which best describes the virtual school you are responsible for (check all that apply): synchronous virtual asynchronous virtual synchronous virtual

MIDENT (6-digit school identification number) (optional): _____

SCHOOL INFORMATION

Number of students (optional): _____ Number of teachers (optional): _____

Contact person: _____

Email address: _____

Phone number: (_____) _____ - _____

1 C) Hybrid: School Overview

School name (if available): _____

- Which option best describes your school? Elementary school
 Elementary and secondary school (e.g., grades 3 to 12)
 Secondary school

Please select the option which best describes the virtual school you are responsible for (check all that apply): synchronous virtual asynchronous virtual synchronous virtual

MIDENT (6-digit school identification number) (optional): _____

SCHOOL INFORMATION

Number of students (optional): _____ Number of teachers (optional): _____

School address: _____

City: _____ Postal code: _____

Contact person: _____

Email address: _____

Phone number: (_____) _____ - _____

2. Elementary In-Person & Hybrid: Family Support And Child Care

Does your school offer childcare and/or extended day programs on school grounds? Yes No

If yes, please select all the childcare programs that you offer (Check all that apply):

- Preschool
- Kindergarten
- Grades 1-6

If yes, what policies or processes are in place for space-sharing between school and childcare in light of COVID-19? (Check all that apply)

- Designated room only used by childcare
- Extra time for disinfecting between the end of the school day and the start of daycare
- Designated space in a classroom only used by childcare
- Other (please specify) _____

3. A) In-Person: Covid-19 Learning

Please rank the following issues with running your school during the COVID-19 pandemic in order from most to least challenging (1 being the most challenging and 6 being the least challenging):

- _____ Space & distancing
- _____ Staff tech knowledge
- _____ Coordinating staffing (e.g., absences, moving between in-person & virtual, supervision)
- _____ Health & safety (e.g., PPE, cleaning supplies)
- _____ Ventilation
- _____ Scheduling courses

3. B) Virtual: Covid-19 Learning

Please rank the following issues with running your school during the COVID-19 pandemic in order from most to least challenging (1 being the most challenging and 4 being the least challenging):

- _____ Communication with parents or staff
- _____ Coordinating and scheduling teachers
- _____ Managing student enrolment
- _____ Troubleshooting technology issues

What professional development opportunities were available for teachers prior to starting virtual teaching?

- | | | | |
|--|-----------------------------------|-----------------------------------|------------------------------|
| Training on using the online learning platform | <input type="checkbox"/> Optional | <input type="checkbox"/> Required | <input type="checkbox"/> N/A |
| Training about online pedagogy | <input type="checkbox"/> Optional | <input type="checkbox"/> Required | <input type="checkbox"/> N/A |
| Training on online ethics and compliance | <input type="checkbox"/> Optional | <input type="checkbox"/> Required | <input type="checkbox"/> N/A |
| Other (please specify): _____ | | | |

3. C) Hybrid: Covid-19 Learning

Please rank the following issues with running your school during the COVID-19 pandemic in order from most to least challenging (1 being the most challenging and 9 being the least challenging):

- _____ Space & distancing
- _____ Staff tech knowledge
- _____ Coordinating staffing (e.g., absences, moving between in-person & virtual, supervision)
- _____ Health & safety (e.g., PPE, cleaning supplies)
- _____ Ventilation
- _____ Scheduling courses
- _____ Troubleshooting technology issues
- _____ Communication with parents or staff
- _____ Managing student enrolment

What professional development opportunities were available for teachers prior to starting virtual teaching?

- | | | | |
|--|-----------------------------------|-----------------------------------|------------------------------|
| Training on using the online learning platform | <input type="checkbox"/> Optional | <input type="checkbox"/> Required | <input type="checkbox"/> N/A |
| Training about online pedagogy | <input type="checkbox"/> Optional | <input type="checkbox"/> Required | <input type="checkbox"/> N/A |
| Training on online ethics and compliance | <input type="checkbox"/> Optional | <input type="checkbox"/> Required | <input type="checkbox"/> N/A |
| Other (please specify): _____ | | | |

4. In-Person, Virtual & Hybrid: Technology

At your school are any of the following processes in place to support teachers when they are transitioning between virtual and in-person learning?

Professional development Yes No

Transition documents Yes No

Access to additional online subscriptions (i.e., online programs, learning resources, etc.) Yes No

Access to designated staff who specialize in digital learning (i.e., digital learning lead) Yes No

Other (please specify): _____

5. A) In-Person & Hybrid: Fundraising & Fees

We understand that fundraising and fees from last year have been made more complex due to interruptions caused by COVID-19. Please answer this question to the best of your ability.

Approximately how much money did parents, students, and staff fundraise in the 2019/20 school year? (Including donations, grants, fundraising events, book fairs, etc.) (Please put a numerical value with no commas or dollar signs) (If unsure, leave blank) _____

Has your school had to use fundraising or donation to cover the cost of any of the following? (check all that apply)

Technology (e.g., laptops, Chromebooks, iPads, etc.)

Basic school supplies (e.g., pencils, notebooks, erasers, etc.)

Cleaning supplies

Hand hygiene supplies (e.g., soap, hand sanitizer, paper towels)

HEPA filters

None

Other (please specify): _____

5. B) Virtual: Fundraising & Fees

Does your virtual school have access to fundraised funds? Yes No Not sure

If yes:

What was the purpose for fundraising? _____

How much money did your school raise? _____

6. In-Person, Virtual, & Hybrid: Broader Learning Opportunities

This year the school will facilitate opportunities for students to:

(check all that apply) (virtually or in-person)

- Participate in a performance/exhibition (e.g., play, dance, art exhibition)
- Participate in organized sports
- Participate in school clubs
- Participate in educational field trips
- None

In the 2020/21 school year, which of the following clubs are offered at your school?

(virtually or in-person)

- Robotics, technology, or STEM clubs
- Cultural, religious, or language clubs
- Social justice clubs
- Gender-Sexuality Alliance or LGBTQ+ clubs
- Arts clubs (e.g., school plays, bands, visual arts clubs)
- Academic competitions (e.g., DECA, CSUNA, SkillsCanada, DI)
- Eco clubs
- None

Other (please specify): _____

7. In-Person, Virtual, & Hybrid: Principal Well-Being

Please answer the following questions related to your well-being. These questions are optional.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My recent levels of stress at work feel manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are meaningful ways for my school community to stay connected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to raise concerns about my own or a colleague's well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is one thing that could better support your well-being during this time?

8. Additional Comments

We will be sending out a shorter survey to principals in April to help us track the effects of COVID-19 on Ontario's schools as the school year progresses.

Do you consent to being invited to the next round of the survey in April? Yes No

Please describe any additional successes or challenges related to running your school during the COVID-19 pandemic:

9. Principal Background

As part of our ongoing commitment to address race in our research, we are asking the racial and gender identity of principals this year. Answering this question is optional.

How do you identify? (Please choose all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Indigenous | <input type="checkbox"/> White |
| <input type="checkbox"/> Black | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> A person of colour | <input type="checkbox"/> Other (please specify): _____ |

What is your gender identity?

- | | |
|---|--|
| <input type="checkbox"/> Man | <input type="checkbox"/> Two-spirit |
| <input type="checkbox"/> Woman | <input type="checkbox"/> Agender |
| <input type="checkbox"/> Genderqueer | <input type="checkbox"/> Bigender |
| <input type="checkbox"/> Trans | <input type="checkbox"/> Genderfluid |
| <input type="checkbox"/> Third Gender | <input type="checkbox"/> Other (please specify): _____ |
| <input type="checkbox"/> Gender-Neutral | |

Sondage annuel auprès des écoles de l'Ontario 2020-21

People for Education, champion de l'éducation à financement public, engage le dialogue et la recherche pour faire le lien entre une éducation solide et une société juste et prospère. Cette année, en réponse à la pandémie actuelle de la COVID-19, People for Education mesure les effets de la COVID-19 sur les écoles à financement public de l'Ontario.

Il vous faudra environ 5 minutes pour remplir le sondage.

En répondant au sondage, veuillez vous référer à l'année scolaire 2020-2021

Veuillez soumettre vos réponses au plus tard le **14 décembre 2020..**

Les réponses propres aux écoles individuelles demeureront confidentielles.

Seuls les résultats d'ensemble seront publiés

Conseil scolaire de district : _____

De quel type d'école êtes-vous responsable en ce moment? En personne
 Virtuelle
 Hybride (en personne et virtuelle)

1 A) En personne : Vue de l'ensemble de l'école

École : _____

Quelle catégorie décrit le mieux votre école? École élémentaire
 École élémentaire et secondaire (p. ex. 3e à 12e année)
 École secondaire

MIDENT (numéro d'identification de l'école à 6 chiffres) (facultatif) : _____

RENSEIGNEMENTS SUR VOTRE ÉCOLE :

Nombre d'élèves (facultatif) : _____ Nombre d'enseignants et d'enseignantes (facultatif) : _____

Adresse : _____

Ville : _____ Code postal : _____

Personne-ressource : _____

Adresse électronique : _____

Tél (xxx-xxx-xxxx) _____

1 B) Virtuel : Vue d'ensemble de l'école

Nom d'école (si disponible) : _____

- Quelle catégorie décrit le mieux votre école? École élémentaire
 École élémentaire et secondaire (p. ex. 3e à 12e année)
 École secondaire

Veuillez sélectionner l'option qui décrit le mieux votre école virtuelle (veuillez cochez tout ce qui s'applique) : apprentissage virtuel synchrone
 apprentissage virtuel asynchrone
 apprentissage dans un environnement non numérique et asynchrone

MIDENT (numéro d'identification de l'école à 6 chiffres) (facultatif) : _____

RENSEIGNEMENTS SUR VOTRE ÉCOLE :

Nombre d'élèves (facultatif) : _____ Nombre d'enseignants et d'enseignantes (facultatif) : _____

Adresse : _____

Ville : _____ Code postal : _____

Personne-ressource : _____

Adresse électronique : _____

Tél (xxx-xxx-xxxx) _____

1 C) Hybride : Vue d'ensemble de l'école

Nom d'école (si disponible) : _____

Quelle catégorie décrit le mieux votre école? École élémentaire
 École élémentaire et secondaire (p. ex. 3e à 12e année)
 École secondaire

Veuillez sélectionner l'option qui décrit le mieux votre école virtuelle (veuillez cochez tout ce qui s'applique) : apprentissage virtuel synchrone
 apprentissage virtuel asynchrone
 apprentissage dans un environnement non numérique et asynchrone

MIDENT (numéro d'identification de l'école à 6 chiffres) (facultatif) : _____

RENSEIGNEMENTS SUR VOTRE ÉCOLE :

Nombre d'élèves (facultatif) : _____ Nombre d'enseignants et d'enseignantes (facultatif) : _____

Adresse : _____

Ville : _____ Code postal : _____

Personne-ressource : _____

Adresse électronique : _____

Tél (xxx-xxx-xxxx) _____

2. École élémentaire en personne et hybride : Services de garde

Votre école offre-t-elle des services de garde et/ou des programmes de jour prolongé dans ses locaux? Oui Non

Si oui, cochez tous les services de garde offerts à votre école (cochez tout ce qui s'applique) :

- Préscolaire (18 mois à 4 ans)
- Maternelle/Jardin
- 1^{ère} à 6^e année

Si oui, quelles politiques ou processus sont en place pour le partage de l'espace entre l'école et les services de garde d'enfants à la lumière de la COVID-19? (Cochez tout ce qui s'applique)

- Espace désigné utilisé uniquement par le service de garde
- Temps supplémentaire pour la désinfection entre la fin de la journée scolaire et le début des services de garde
- Espace désigné dans une salle de classe utilisé uniquement par le service de garde
- Autre (veuillez préciser) : _____

3. A) En personne : Covid-19 et l'apprentissage

Veuillez classer les défis suivants relatifs à la gestion de votre école pendant la pandémie de la COVID-19 du plus difficile au moins difficile (1 étant le plus difficile et 6 le moins difficile) :

- _____ Espace et distanciation
- _____ Connaissances technologiques du personnel
- _____ Coordination du personnel (p.ex. en classe, en ligne, personnel suppléant, supervision)
- _____ Santé et sécurité (p. ex. EPI, produits de nettoyage)
- _____ Ventilation
- _____ Planification d'horaires des cours

3. B) Virtuel : Covid-19 et l'apprentissage

Veuillez classer les défis suivants relatifs à la gestion de votre école pendant la pandémie de la COVID-19 du plus difficile au moins difficile (1 étant le plus difficile et 4 le moins difficile) :

- _____ Communiquer avec les parents ou le personnel
- _____ Coordonner le personnel enseignant et planifier l'horaire
- _____ Gérer l'inscription des élèves
- _____ Résoudre les problèmes technologiques

Quelles possibilités de perfectionnement professionnel ont été offertes au personnel enseignant avant le début de l'enseignement à distance?

Formation sur l'utilisation de la plateforme d'apprentissage en ligne

- Facultatif Obligatoire Pas disponible

Formation sur la pédagogie de l'apprentissage en ligne

- Facultatif Obligatoire Pas disponible

Formation en matière de déontologie et de conformité pour l'enseignement en ligne

- Facultatif Obligatoire Pas disponible

Autre (veuillez préciser) : _____

3. C) Hybride : Covid-19 et l'apprentissage

Veuillez classer les défis suivants relatifs à la gestion de votre école pendant la pandémie de la COVID-19 du plus difficile au moins difficile (1 étant le plus difficile et 9 le moins difficile) :

- _____ Espace et distanciation
- _____ Connaissances technologiques du personnel
- _____ Coordination du personnel (p.ex. en classe, en ligne, personnel suppléant, supervision)
- _____ Santé et sécurité (p. ex. EPI, produits de nettoyage)
- _____ Ventilation

- _____ Planification d'horaires des cours
- _____ Résoudre les problèmes technologiques
- _____ Communiquer avec les parents ou le personnel
- _____ Gérer l'inscription des élèves

Quelles possibilités de perfectionnement professionnel ont été offertes au personnel enseignant avant le début de l'enseignement à distance?

Formation sur l'utilisation de la plateforme d'apprentissage en ligne

- Facultatif Obligatoire Pas disponible

Formation sur la pédagogie de l'apprentissage en ligne

- Facultatif Obligatoire Pas disponible

Formation en matière de déontologie et de conformité pour l'enseignement en ligne

- Facultatif Obligatoire Pas disponible

Autre (veuillez préciser) : _____

4. En personne, hybride et virtuel : Technologie

L'un des processus suivants est-il en place dans votre école pour soutenir le personnel enseignant qui fait la transition entre l'apprentissage en personne et l'apprentissage virtuel?

Perfectionnement professionnel Oui Non

Documents pour appuyer la transition Oui Non

Accès à plus d'abonnements payants en ligne (p. ex. programmes en ligne, ressources pédagogiques) Oui Non

Accès au personnel désigné qui est spécialiste de l'apprentissage numérique Oui Non

Autre (veuillez préciser) : _____

5. A) En personne et hybride : Frais et collectes de fonds

Nous reconnaissons que la collecte de fonds et les frais de l'année dernière ont été rendus plus complexes en raison des interruptions causées par la COVID-19. Veuillez répondre à cette question au meilleur de vos connaissances.

Environ combien d'argent les parents, les élèves et le personnel ont-ils collecté pendant l'année scolaire 2019-2020, incluant dons, subventions, activités de financement, foires du livre, etc.?

(Veuillez indiquer une valeur numérique sans virgule ni signe de dollar.) (Si vous n'êtes pas certain(e), laissez le champ vide) _____

Votre école a-t-elle dû compter sur des activités de financement ou des dons pour couvrir le coût de l'un des éléments suivants? (Cochez tout ce qui s'applique.)

- Technologie
- Fournitures scolaires de base (crayons, cahiers, gommes à effacer)
- Fournitures de nettoyage
- Hygiène des mains (désinfectant, savon à main, serviettes en papier)
- Filtre HEPA
- Aucun

Autre (veuillez préciser) : _____

5. B) Virtuel : Frais et collectes de fond

Votre école virtuelle a-t-elle accès à des fonds provenant d'activités de financement?

- Oui Non Pas certain

Si oui :

À quelle fin? _____

Combien? _____

6. En personne, virtuelle et hybride : Possibilités élargies de participations des élèves

Cette année, l'école offrira aux élèves des occasions de :

(Veuillez indiquer tout ce qui s'applique) (virtuelles ou en personne)

- Participer à un spectacle/une exposition (p. ex. théâtre, dans, exposition d'art)
- Participer à des sports organisés
- Participer à des clubs scolaires
- Participer à des sorties éducatives
- Rien

Votre école offre-t-elle les clubs suivants en 2020-2021?

(Veuillez indiquer tout ce qui s'applique) (virtuels ou en personne) :

- clubs de robotique, de technologie ou de sciences (STIM)
- clubs culturels, religieux ou de langue
- clubs de justice sociale
- alliance gay-hétéro ou clubs LGBTQ+
- compétitions scolaires (p. ex. art oratoire, Compétences Canada, Expo-sciences)
- clubs écologiques
- aucuns
- Autre (veuillez préciser) _____

7. En personne, virtuel et hybride : Le bien-être des directeurs et directrices

Veillez répondre aux questions suivantes sur votre bien-être. Ces questions sont facultatives.

	Tout à fait d'accord	D'accord	Indifférent	Pas d'accord	Pas du tout d'accord
Mon niveau de stress au travail est gérable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Il y a des façons importantes pour que la communauté scolaire reste connectée	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je sais à qui s'adresser pour soulever des préoccupations à l'égard de mon bien-être ou celui d'un collègue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Quelle est la chose la plus importante qui pourrait favoriser votre bien-être?

8. Autres commentaires

Nous enverrons un sondage encore plus court aux directeurs et directrices d'école en avril dans le but de suivre les répercussions de la COVID-19 sur les écoles de l'Ontario au fil de l'année scolaire.

Acceptez-vous de recevoir une invitation pour la prochaine ronde du sondage en avril?

Oui Non

Veillez décrire tout autre succès ou défi lié à la gestion de votre école pendant la pandémie de la COVID-19 : _____

9. L'identité des directeurs et directrices d'école

Dans le cadre de notre engagement continu à aborder la question de la race et du genre dans nos recherches, nous posons cette année des questions sur l'identité raciale et de genre des directeurs et directrices d'école. Les réponses à ces questions sont facultatives.

Comment vous identifiez-vous? (Veuillez cochez tout ce qui s'applique)

- | | |
|--|--|
| <input type="checkbox"/> Autochtone | <input type="checkbox"/> Blanc/Blanche |
| <input type="checkbox"/> Noir/Noire | <input type="checkbox"/> Pas certain/Pas certaine |
| <input type="checkbox"/> Personne de couleur | <input type="checkbox"/> Autre (veuillez préciser) _____ |

Quelle est votre identité de genre?

- | | |
|--|--|
| <input type="checkbox"/> Homme | <input type="checkbox"/> Bispirituel/Bispirituelle |
| <input type="checkbox"/> Femme | <input type="checkbox"/> Agenre |
| <input type="checkbox"/> De genre queer | <input type="checkbox"/> Bigenre |
| <input type="checkbox"/> Trans | <input type="checkbox"/> Au genre fluide |
| <input type="checkbox"/> Troisième genre | <input type="checkbox"/> Autre (veuillez préciser) _____ |
| <input type="checkbox"/> De genre neutre | |

Appendix B: Spring 2021 Survey (English and French)

Annual Ontario School Survey: Part 2

People for Education is a champion of publicly funded education – instigating dialogue and research to make the connection between strong education and a fair and prosperous society.

This year, in response to the ongoing COVID-19 pandemic, People for Education is tracking the effects of COVID-19 on Ontario's public schools.

This survey will take about 3-5 minutes to complete. Please submit the survey by **April 30, 2021**.

Individual school responses will remain confidential.

Only overall results will be published.

Name of school board: _____

Which type of school are you currently responsible for? In-person
 Virtual
 Hybrid (Virtual & in-person)

1. A) In-Person: School Overview

School name: _____

Which option best describes your school? Elementary school
 Elementary and secondary school (e.g., grades 3 to 12)
 Secondary school

MIDENT (6-digit school identification number) (optional): _____

SCHOOL INFORMATION

School address: _____

City: _____ Postal code: _____

Contact person: _____

Email address: _____

Phone number: (_____) _____ - _____

1. B) Virtual: School Overview

School name (if available): _____

- Which option best describes your school? Elementary school
 Elementary and secondary school (e.g., grades 3 to 12)
 Secondary school

Please select the option which best describes the virtual school you are responsible for (check all that apply): synchronous virtual asynchronous virtual synchronous virtual

MIDENT (6-digit school identification number) (optional): _____

SCHOOL INFORMATION

City: _____ Postal code: _____

Contact person: _____

Email address: _____

Phone number: (_____) _____ - _____

1. C) Hybrid: School Overview

School name (if available): _____

- Which option best describes your school? Elementary school
 Elementary and secondary school (e.g., grades 3 to 12)
 Secondary school

Please select the option which best describes the virtual school you are responsible for (check all that apply): synchronous virtual asynchronous virtual synchronous virtual

MIDENT (6-digit school identification number) (optional): _____

SCHOOL INFORMATION

School address: _____

City: _____ Postal code: _____

Contact person: _____

Email address: _____

Phone number (xxx-xxx-xxxx): _____

2. A) In-Person: Covid-19 Learning

Note: Please focus your responses on the timeframe of January 2021 to the present so that we can understand how your views and circumstances have changes since you filled out the first survey in the fall.

Please rank the following issues with running your school during the COVID-19 pandemic in order from most to least challenging (1 being the most challenging and 6 being the least challenging):

- _____ Space & distancing
- _____ Staff tech knowledge
- _____ Coordinating staffing (e.g., absences, moving between in-person & virtual, supervision)
- _____ Health & safety (e.g., PPE, cleaning supplies)
- _____ Ventilation
- _____ Scheduling courses

Have you had challenges during this school year with any of the following issues?

- Managing student enrolment Yes No
- Communicating with parents or staff Yes No
- Troubleshooting technology issues Yes No

Please list any other significant challenges to student learning caused by the COVID-19 pandemic:

2. B) Virtual: Covid-19 Learning

Note: Please focus your responses on the timeframe of January 2021 to the present so that we can understand how your views and circumstances have changes since you filled out the first survey in the fall:

Please rank the following issues with running your school during the COVID-19 pandemic in order from most to least challenging (1 being the most challenging and 4 being the least challenging)

- _____ Communication with parents or staff
- _____ Coordinating and scheduling teachers
- _____ Managing student enrolment
- _____ Troubleshooting technology issues

Have you had challenges during this school year with any of the following issues?

- Scheduling courses Yes No
Staff tech knowledge Yes No

Please list any other significant challenges to student learning caused by the COVID-19 pandemic:

2. C) Hybrid: Covid-19 Learning

Note: Please focus your responses on the timeframe of January 2021 to the present so that we can understand how your views and circumstances have changes since you filled out the first survey in the fall:

Please rank the following issues with running your school during the COVID-19 pandemic in order from most to least challenging (1 being the most challenging and 9 being the least challenging):

- _____ Space & distancing
- _____ Staff tech knowledge
- _____ Coordinating staffing (e.g., absences, moving between in-person & virtual, supervision)
- _____ Health & safety (e.g., PPE, cleaning supplies)
- _____ Ventilation
- _____ Scheduling courses
- _____ Troubleshooting technology issues
- _____ Communication with parents or staff
- _____ Managing student enrolment

Please list any other significant challenges to student learning caused by the COVID-19 pandemic:

3. In-Person, Virtual & Hybrid: Technology

In the period between January and April 2021, what professional development opportunities were available to teachers?

Training on using the online learning platform	<input type="checkbox"/> Optional	<input type="checkbox"/> Required	<input type="checkbox"/> N/A
Training about online pedagogy	<input type="checkbox"/> Optional	<input type="checkbox"/> Required	<input type="checkbox"/> N/A
Training on online ethics and compliance	<input type="checkbox"/> Optional	<input type="checkbox"/> Required	<input type="checkbox"/> N/A
Other (please specify):	_____		

At your school are any of the following processes in place to support teachers when they are transitioning between virtual and in-person learning?

Professional development Yes No

Transition documents Yes No

Access to additional online subscriptions (i.e., online programs, learning resources, etc.) Yes No

Access to designated staff who specialize in digital learning (i.e., digital learning lead) Yes No

Other (please specify): _____

4. In-Person & Hybrid: Fundraising And Fees

During the 2020-21 school year, has your school engaged in fundraising? Yes No

Please list any significant challenges to or major differences in fundraising caused by the COVID-19 pandemic: _____

5. In-Person, Hybrid, & Virtual: Principal Well-Being

Note: Please focus your responses on the timeframe of January 2021 to the present so that we can understand how your views and circumstances have changes since you filled out the first survey in the fall.

Please answer the following questions related to your well-being. These questions are optional.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My recent levels of stress at work feel manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are meaningful ways for my school community to stay connected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to raise concerns about my own or a colleague's well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is one thing that could better support your well-being during this time?

6. In-Person, Hybrid, & Virtual: Additional Comments

Have there been any changes or innovations during COVID-19 that you would like to see carried through in a non-COVID context? (e.g., timetabling, hybrid learning, outdoor learning, etc.)

Yes No

Please elaborate and provide examples: _____

Would you be interested in being interviewed for additional research on these topics?

Yes No

If yes, please provide your email address: _____

Sondage annuel auprès des écoles de l'Ontario 2020-21 : Partie 2

People for Education, champion de l'éducation à financement public, engage le dialogue et la recherche pour faire le lien entre une éducation solide et une société juste et prospère. Cette année, en réponse à la pandémie actuelle de la COVID-19, People for Education mesure les effets de la COVID-19 sur les écoles à financement public de l'Ontario.

Il vous faudra environ 3-5 minutes pour remplir le sondage.

En répondant au sondage, veuillez vous référer à l'année scolaire 2020-2021.

Veuillez soumettre vos réponses au plus tard le **30 avril 2021**.

**Les réponses propres aux écoles individuelles demeureront confidentielles.
Seuls les résultats d'ensemble seront publiés.**

Conseil scolaire de district : _____

De quel type d'école êtes-vous responsable en ce moment? En personne
 Virtuelle
 Hybride (en personne et virtuelle)

1. A) En Personne : Vue de l'ensemble de l'école

École : _____

Quelle catégorie décrit le mieux votre école? École élémentaire
 École élémentaire et secondaire (p. ex. 3e à 12e année)
 École secondaire

MIDENT (numéro d'identification de l'école à 6 chiffres) (facultatif) : _____

RENSEIGNEMENTS SUR VOTRE ÉCOLE :

Adresse : _____

Ville : _____ Code postal : _____

Personne-ressource : _____

Adresse électronique : _____

Tél (xxx-xxx-xxxx) _____

1. B) Virtuel : Vue d'ensemble de l'école

Nom d'école (si disponible) : _____

- Quelle catégorie décrit le mieux votre école? École élémentaire
 École élémentaire et secondaire (p. ex. 3e à 12e année)
 École secondaire

Veillez sélectionner l'option qui décrit le mieux votre école virtuelle (veuillez cochez tout ce qui s'applique) : apprentissage virtuel synchrone
 apprentissage virtuel asynchrone
 apprentissage dans un environnement non numérique et asynchrone

MIDENT (numéro d'identification de l'école à 6 chiffres) (facultatif) : _____

RENSEIGNEMENTS SUR VOTRE ÉCOLE :

Ville : _____

Personne-ressource : _____

Adresse électronique : _____

Tél (xxx-xxx-xxxx) _____

1. C) Hybride : Vue d'ensemble de l'école

Nom d'école (si disponible) : _____

- Quelle catégorie décrit le mieux votre école? École élémentaire
 École élémentaire et secondaire (p. ex. 3e à 12e année)
 École secondaire

Veillez sélectionner l'option qui décrit le mieux votre école virtuelle (veuillez cochez tout ce qui s'applique) : apprentissage virtuel synchrone
 apprentissage virtuel asynchrone
 apprentissage dans un environnement non numérique et asynchrone

MIDENT (numéro d'identification de l'école à 6 chiffres) (facultatif) : _____

RENSEIGNEMENTS SUR VOTRE ÉCOLE :

Adresse : _____

Ville : _____ Code postal : _____

Personne-ressource : _____

Adresse électronique : _____

Tél (xxx-xxx-xxxx) _____

2. A) En Personne : Covid-19 et l'apprentissage

Rappel : Veuillez axer vos réponses sur la période de janvier 2021 jusqu'à présent afin que nous puissions comprendre comment votre situation a évolué depuis que vous avez rempli le premier sondage à l'automne.

Veillez classer les défis suivants relatifs à la gestion de votre école pendant la pandémie de la COVID-19 du plus difficile au moins difficile (1 étant le plus difficile et 6 le moins difficile)

- _____ Espace et distanciation
- _____ Connaissances technologiques du personnel
- _____ Coordination du personnel (p.ex. en classe, en ligne, personnel suppléant, supervision)
- _____ Santé et sécurité (p. ex. EPI, produits de nettoyage)
- _____ Ventilation
- _____ Planification d'horaires des cours

Au cours de cette année scolaire, avez-vous eu des difficultés avec l'une des questions suivantes ?

- | | | |
|---|------------------------------|------------------------------|
| Gérer l'inscription des élèves | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| Coordonner le personnel enseignant et planifier l'horaire | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| Résoudre les problèmes technologiques | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |

Veillez indiquer tout autre défi important lié à l'apprentissage causé par la pandémie de COVID-19 :

2. B) Virtuel : Covid-19 et l'apprentissage

Rappel : Veuillez axer vos réponses sur la période de janvier 2021 jusqu'à présent afin que nous puissions comprendre comment votre situation a évolué depuis que vous avez rempli le premier sondage à l'automne.

Veillez classer les défis suivants relatifs à la gestion de votre école pendant la pandémie de la COVID-19 du plus difficile au moins difficile (1 étant le plus difficile et 4 le moins difficile) :

- _____ Communiquer avec les parents ou le personnel
- _____ Coordonner le personnel enseignant et planifier l'horaire
- _____ Gérer l'inscription des élèves
- _____ Résoudre les problèmes technologiques

Au cours de cette année scolaire, avez-vous eu des difficultés avec l'une des questions suivantes ?

Planification d'horaires des cours Oui Non

Connaissances technologiques du personnel Oui Non

Veillez indiquer tout autre défi important lié à l'apprentissage causé par la pandémie de COVID-19 : _____

2. C) Hybride : Covid-19 et l'apprentissage

Rappel : Veuillez axer vos réponses sur la période de janvier 2021 jusqu'à présent afin que nous puissions comprendre comment votre situation a évolué depuis que vous avez rempli le premier sondage à l'automne.:

Veillez classer les défis suivants relatifs à la gestion de votre école pendant la pandémie de la COVID-19 du plus difficile au moins difficile (1 étant le plus difficile et 9 le moins difficile) :

- _____ Espace et distanciation
- _____ Connaissances technologiques du personnel
- _____ Coordination du personnel (p.ex. en classe, en ligne, personnel suppléant, supervision)
- _____ Santé et sécurité (p. ex. EPI, produits de nettoyage)
- _____ Ventilation
- _____ Planification d'horaires des cours
- _____ Résoudre les problèmes technologiques
- _____ Communiquer avec les parents ou le personnel
- _____ Gérer l'inscription des élèves

Veillez indiquer tout autre défi important lié à l'apprentissage causé par la pandémie de COVID-19 : _____

3. En personne, hybride et virtuel : Perfectionnement professionnel

Entre janvier et avril 2021, quelles possibilités de perfectionnement professionnel ont été offertes au personnel enseignant?

Formation sur l'utilisation de la plateforme d'apprentissage en ligne

- Facultatif
- Obligatoire
- Pas disponible

Formation sur la pédagogie de l'apprentissage en ligne

- Facultatif
- Obligatoire
- Pas disponible

Formation en matière de déontologie et de conformité pour l'enseignement en ligne

- Facultatif
- Obligatoire
- Pas disponible

Autre (veuillez préciser) : _____

L'un des processus suivants est-il en place dans votre école pour soutenir le personnel enseignant qui fait la transition entre l'apprentissage en personnel et l'apprentissage virtuel?

Perfectionnement professionnel Oui Non

Documents pour appuyer la transition Oui Non

Accès à plus d'abonnements payants en ligne (p. ex. programmes en ligne, ressources pédagogiques) Oui Non

Accès au personnel désigné qui est spécialiste de l'apprentissage numérique) Oui Non

Autre (veuillez préciser) : _____

4. En personne et hybride : Frais et collectes de fonds

Au cours de l'année scolaire 2020-21, votre école s'est-elle engagée dans des activités de collecte de fonds? Oui Non

Veillez indiquer les défis importants ou les différences majeurs dans la collecte de fonds causés par la pandémie de COVID-19 : _____

5. En personne, virtuel et hybride : Le bien-être des directeurs et directrices

Veillez répondre aux questions suivantes sur votre bien-être. Ces questions sont facultatives.

	Tout à fait d'accord	D'accord	Indifférent	Pas d'accord	Pas du tout d'accord
Mon niveau de stress au travail est gérable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Il y a des façons importantes pour que la communauté scolaire reste connectée	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je sais à qui s'adresser pour soulever des préoccupations à l'égard de mon bien-être ou celui d'un collègue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Quelle est la chose la plus importante qui pourrait favoriser votre bien-être?

6. En personne, hybride et virtuel : Autres commentaires

Y avait-il des changements ou des innovations au cours de COVID-19 que vous aimeriez voir se poursuivre dans un contexte non-COVID ? (Par exemple, l'aménagement du temps, l'apprentissage hybride, l'apprentissage en plein air, etc.)

Oui Non

Veillez préciser et fournir des exemples : _____

Aimeriez-vous être interviewé pour des recherches supplémentaires sur ces sujets?

Oui Non

Si oui, veuillez fournir votre adresse électronique : _____

Title: Appendix C: June 2021 Interviews (English only)

Date: _____

Interview participant (for internal purposes only): _____

School board: _____

School type (highlight the option): In-person; Hybrid; Virtual

School level (highlight the option): Elementary; Secondary; Elementary/Secondary

Interview questions:

Challenges

- What challenges do you anticipate for the 2021-22 school year, post-COVID-19?
- What resources/tools/supports/changes do you think you might need to mitigate those challenges?
- What changes do you think could be reasonably implemented to make the 2021-2022 school year successful?

Innovations

- What are some changes/innovations from the 2020/2021 school year that you would like to see carried through to next year?
- What are some learning-focused innovations that you would like to see continue?
- Of the innovations you would like to see continue, which would be most beneficial and why?

Appendix D:

Survey and interview respondents by board

	Fall 2020 Survey	Spring 2021 Survey	June 2021 Interviews
Algoma DSB	0	0	0
Algonquin and Lakeshore CDSB	10	1	0
Avon Maitland DSB	12	5	1
Bluewater DSB	18	1	0
Brant Haldimand Norfolk CDSB	3	1	0
Bruce-Grey CDSB	5	5	1
CDSB of Eastern Ontario	5	0	0
CEC du Centre-Est	16	3	0
CEP de l'Est de l'Ontario	14	1	0
CSC Franco-Nord	3	1	0
CSC MonAvenir	14	1	0
CSC Providence	20	3	0
CSDC de l'Est ontarien	8	2	0
CSDC des Aurores boréales	9	1	0
CSDC des Grandes Rivières	2	0	0
CSDC du Nouvel-Ontario	11	4	0
CSD du Grand Nord de l'Ontario	5	4	0
CSD du Nord-Est de l'Ontario	0	0	0
CS Viamonde	6	1	0
DSB of Niagara	14	1	0
DSB Ontario North East	9	0	0
Dufferin-Peel CDSB	6	0	0
Durham CDSB	6	0	0
Durham DSB	4	3	0
Grand Erie DSB	11	0	0
Greater Essex County DSB	16	20	0
Halton CDSB	10	0	0
Halton DSB	54	13	0
Hamilton-Wentworth CDSB	24	0	0
Hamilton-Wentworth DSB	4	0	0
Hastings & Prince Edward DSB	6	0	0
Huron Perth CDSB	4	1	1
Huron-Superior CDSB	4	1	0
Kawartha Pine Ridge DSB	30	0	0
Keewatin-Patricia DSB	5	1	0

	Fall 2020 Survey	Spring 2021 Survey	June 2021 Interviews
Kenora CDSB	5	0	0
Lakehead DSB	6	1	1
Lambton Kent DSB	14	0	0
Limestone DSB	31	1	1
London DCSB	5	1	0
Near North DSB	5	0	0
Niagara CDSB	2	1	0
Nipissing-Parry Sound CDSB	4	0	0
Northeastern CDSB	2	1	0
Northwest CDSB	0	0	0
Ottawa CDSB	16	7	1
Ottawa-Carleton DSB	23	7	0
Peel DSB	38	14	1
Peterborough Victoria Northumberland and Clarington CDSB	7	1	0
Rainbow DSB	23	10	1
Rainy River DSB	0	0	0
Renfrew County CDSB	6	0	0
Renfrew County DSB	9	5	0
Simcoe County DSB	47	15	2
Simcoe Muskoka CDSB	29	9	1
St. Clair CDSB	6	2	0
Sudbury CDSB	12	0	0
Superior North CDSB	1	0	0
Superior-Greenstone DSB	4	1	0
Thames Valley DSB	50	10	0
Thunder Bay CDSB	9	6	0
Toronto CDSB	53	21	3
Toronto DSB	175	0	0
Trillium Lakelands DSB	1	1	0
Upper Canada DSB	38	0	0
Upper Grand DSB	37	0	0
Waterloo CDSB	14	5	1
Waterloo Region DSB	34	6	1
Wellington CDSB	7	5	0
Windsor-Essex CDSB	30	0	0
York CDSB	16	13	2
York Region DSB	45	17	1
Other School Authority	0	0	0



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