**Clinton Survey 2021 – Written Responses**

* Let's take a stance to concentrate on things that our kids go to school for mainly: math, grammar, and science. Advocacy is not as important for children that are struggling with math and grammar.
* I would also support in person events once they are allowed again.
* I hope the dog usage can be resolved, as a dog owner I appreciate not wanting students playing on fields where numerous dogs relieve themselves.
* Under: "What should School Council focus on this year?" it gave no option for improved teaching. There is too much concern with activism and psychological issues (the responsibilities of parents) and too little concern with teaching, learning, practicing, applying and studying. Teachers should teach enthusiastically and keep one eye open for children in distress, and leave it at that. One of the reasons North American students are behind Japanese students is because of the over-reaching, activist nature of the teachers unions. The Conference Board of Canada gave Canada a "B" compared to Japan. Teachers should be activists and armchair psychologists on their own time, -not with other people's children.
* My child is in JK so I don't have a great deal of experience to draw on at this point
* Bullying, or conflicts between students (name calling, spitting in lunches, burying jackets I mud, students ranking students in order of intelligence and weight, etc), is my greatest concern.
* Very disappointed by the admin (but Ms Chang is fabulous) and their lack of support of victims of bullying by certain grade 4 students.
* thank you!
* Videos are very frequently used as a teaching tool at Clinton and this needs to stop. Videos cannot teach kids. Teachers teach kids. Stop using videos during class time to teach our children. Also, bullying is awful at Clinton. No huge repercussions. Little/No apologies made. Respect and empathy are lacking.
* Thank you School Council for the amazing work you do for Clinton. I hope that you have support from the Clinton Administration. It's been a very tough two years for the kids at Clinton and we need to do everything we can to help the students feel community and support. Love the idea of bringing events back as soon as it's possible.
* I would like to be involved with your efforts to improve student mental health and well being. I have raised these issues with Sonia in the past and have received very little response. It is my main concern with Clinton. Thank you for your work and contribution to our community.
* When there is an issue that affects the school, like the lack of lunch supervisors, parents can only advocate on that if we are aware of it. We'd like to see the principal inform the community of these issues when they arise, instead of us finding it out from our kids or through many questions to admin. We can only advocate for what we know. Admin could be more forthcoming with these issues so that we can work together as a community to solve them. Getting proper recess and lunch supervisors should be a top priority for the school. This is a major safety issue.
* This school needs a good dose of accessible, equitable community events. Have believed this before the pandemic and continue to believe it.
* Total lack of extra curricular activities is a huge concern.
* If possible I would like more viability into my child’s class/days, such as updates, pictures, etc.
* I don't know if this is a school thing or my kid thing but they use the term being bullied a lot - it is really just kids being mean. I think a focus on kindness could be beneficial
* EQAO scores are surprisingly low
* our kids are going through a tough time with covid, and being in cohorts, and it's impacting their social skills (at a young age). Continued communication to kids that these are unprecedented times. More time playing at school playground.
* We are really hoping the school social activities will resume — that’s a huge reason we chose to send our child to Clinton instead of private school. Clinton did such a great job of this pre pandemic. It’s been difficult for our child to make friends given the split class and not being able to play with other kids in his grade at recess. Other TDSB schools have allowed all kids to play together outside at recess. Would you consider this soon? There have been many instances of bullying in his class and while we teach him that not everyone will like you, he has friends but they’re all in other classes. If kids had more options to play with their friends at recess this would likely help reduce bullying because kids could avoid those they don’t get along with.
* The schoolyard is super icy. For safety reasons and to prevent injury, we need to look at more salting of the ice.
* I wish the Grade 6s still had the freedom they would have had in other years, especially the freedom to leave the school grounds at lunch and go to a store/purchase food. I'm not entirely sure how this is increases the risk of COVID more than anything else. I'm happy my child is at Clinton. I wish she had more of an opportunity to hang out and socialize with friends in other classes/cohorts. Hopefully as child vaccination numbers rise, this can be a reality for the spring.
* Not each year was the same, so it was hard to answer some of the questions, as the academic experience was better some years than others, mainly depending on the teacher and also pandemic issues as well
* Overall the school is inclusive, warm and the teachers and it is obvious the staff really care about the children. It is a lovely school. Bullying is something that happens and isn’t a function of the school…. But how the school responds to it is important. Clinton has done a really good job at handling this and addressing situations. They really work hard to address these situations and it shows. The only major concern i have is the teaching strategy in specific areas. I really feel the inclusion of the textbooks (specifically for math), would really provide the structure the students and teaches need. Gives the teachers a blueprint for the year and provides consistency across teachers and grades. The current strategy doesn’t work and this is mostly driven from a curriculum that specifies the end state goals and cost cutting that forces schools to remove key teaching materials (ie: text books). There is nothing pushed down to the teachers on how they can get to the end state goals. The kids are suffering from these decisions and often come home with homework that they’ve only seen through a video and is well beyond anything they have done previously (seen this in 1 or 2 cases). Some teachers can manage this and do well… some do not. In addition to that, YouTube teaching should be banned. There is a time and place for these videos (educational science clips, nature etc…), but not for learning how to round or do carry over addition etc… Again, this is a very specific concern I have, and want to re-iterate how caring the staff and teachers are. This is the best part of Clinton and we are very appreciative of this and it definitely is the first thing I think of when I think of Clinton. Also, I feel the janitors are slacking these days. Desks remain dirty over weekends, teachers sweeping their own classroom floors etc… not sure what is happening there but this is feedback coming from the kids….
* while respecting the covid-19 threat, bringing back as many or all of the extra-curriculars that used to exist that enhance student engagement and learning.
* Begin monitoring air quality in classrooms for covid safety.
* Changing principals in the middle of the school year, in the middle of a pandemic was an insensitive and careless decision. By forcing this change, students, teachers and parents will have to work through yet another major change and work with a total stranger. For whatever reason this change came about, the timing is terrible and unfair to our children who trust and feel safe with the current principal.
* Keep up the great work. We know it's not easy, even when there isn't a pandemic.
* More coaching is needed for teachers and administrators to help kids sort out their problems themselves. Kids have learned that accusing each other of bullying gets attention but often it isn’t it is just disagreements or jealousy about friendships - these require more nuance and conversation not a formal bullying process that often doesn’t fit. Sometimes things get cast as behavioural that are in fact emotional issues and they are not suited to disciplinary processes for resolution.
* Just so you know, this survey was completed by a student at Clinton.
* More communication can happen through the website and online.
* I'm glad we are getting a new principal – and hoping he will set a zero-tolerance policy for bullying and actually take action when known aggressors continue to bully and intimidate others.
* I’d like to know more about who the children in my son’s class are that he is surrounded by daily.
* Would love to see some advocacy re: Covid protocols -- safety vs. performative activities not grounded in science. Eg. is there any earthly reason kids can't use the school library when TPL is lending now and we know fomate trasmission is not a huge concern?? Ditto cohorts mingling when outdoors. Banning this when kids are eating lunch unmasked indoors in crowded classrooms seems bonkers. I'm all for safety, but grounded in science please!
* All classes should have a formal parent rep.