

### HIGHLIGHTS

Elementary

Secondary

From May 1 to May 31, 2017, all parents/guardians of students in grades K to 12 were invited to participate in the YRDSB School Climate Survey for Parents/Guardians. Results from this survey will be used to inform Board and school improvement planning to support student achievement and well-being, and create more equitable and inclusive school environments.

This report summarizes responses from the survey.

### Overall Survey Response Rate

Parents/  
Guardians



**24%**

**13,897** parents/guardians of elementary students

**3,636** parents/guardians of secondary students

\* Parent surveys typically yield return rates of **30% or less**

**26%** response rate

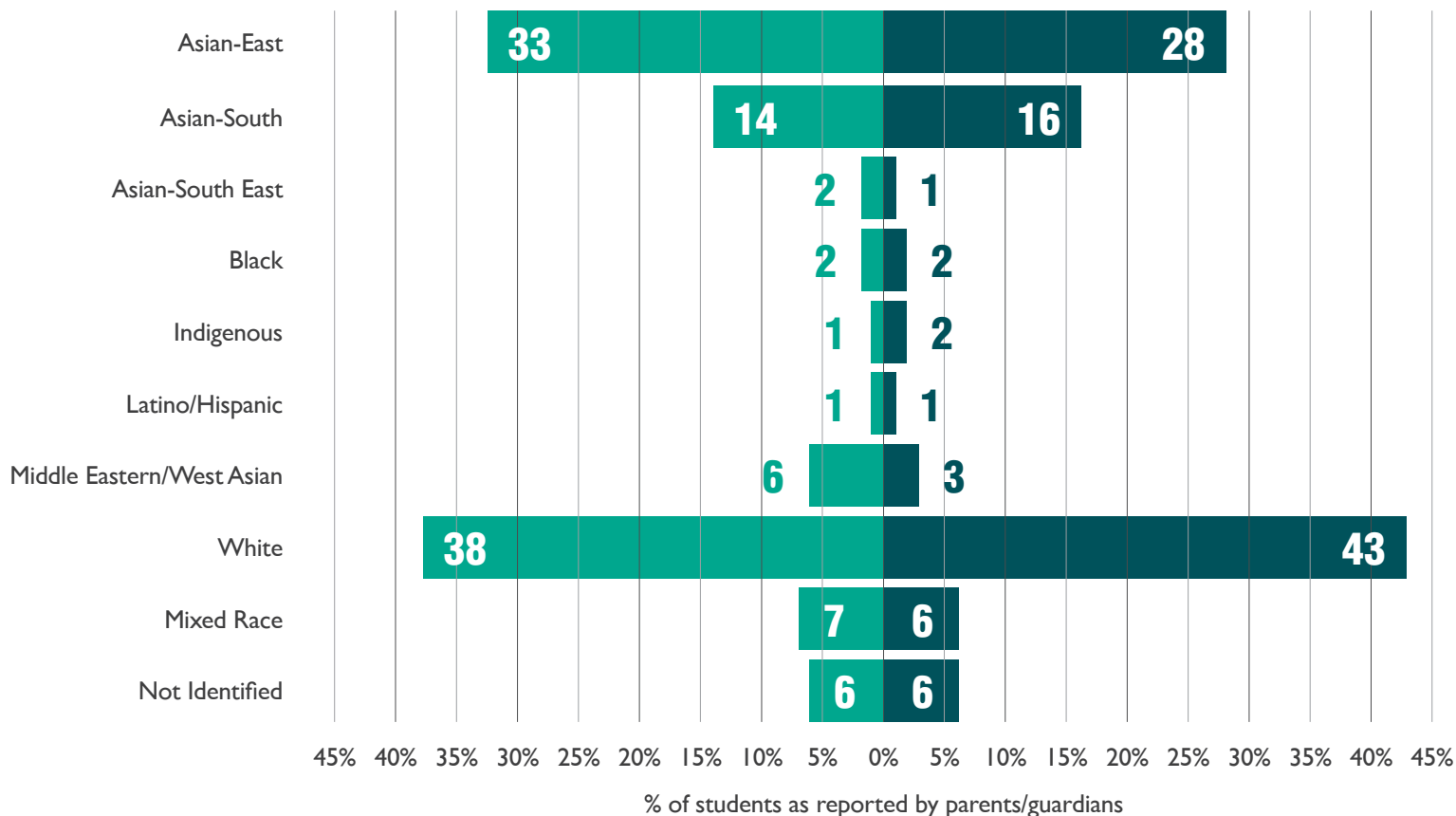
**12%** response rate



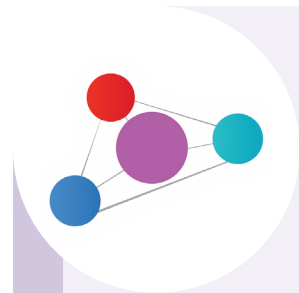
**5%** increase from  
2014 survey

**Next Steps:** Continue to promote and enhance participation in the school climate survey through multiple strategies.

### Parents'/Guardians' Self-Report of their Child's Racial/Ethnic Background



Percentages may not sum to 100% as parents/guardians could choose more than one category



## MODERN LEARNING

Elementary

Secondary

I talk to my child about using social media safely.

**89% 95%**

My child is interested in what he/she is learning at school.

**88% 85%**

The instruction my child receives is relevant and has real life connections.

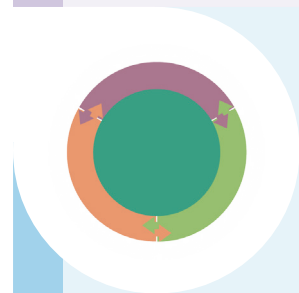
**83% 75%**

This school keeps me well informed about what my child is learning.

**71% 72%**

### Next Steps and Resources

- Continue to engage students in learning that is interesting and connected to real life issues (e.g., [MLonAIR](#), [Artonomy](#), [Agents of Change](#), [BreakoutEDU](#), [EdTech Camp](#)).
- Implement classroom practices that strengthen home-school connections and integrate the voice of families to personalize student learning.
- Promote the [YRDSB Modern Learning Strategy](#) and enhance parents'/guardians' understanding and engagement in the strategy.



## MATH

School staff share resources with me that support math learning at home.

**55% 36%**

The school provides opportunities for families to engage in math together

**62% 32%**

### Next Steps and Resources

- Enhance the YRDSB math webpage with additional resources to support families in learning about math and share this information in classroom communications to parents/guardians. [Learn more about](#) resources to help parents/guardians support their children in mathematics.
- Promote and increase engagement in [family math nights](#).
- Increase awareness of the [YRDSB Math Strategy](#) and enhance parents'/guardians' understanding and engagement in the strategy.



## MENTAL HEALTH AND WELL-BEING

In general, my child likes who he/she is as a person.

**95% 91%**

I know where to go to get help if my child needed supports related to mental health.

**62% 70%**

I am satisfied with the information the school provides about community agencies and their services.

**51% 54%**

### Next Steps and Resources

- Enhance school communication to parents/guardians to ensure they are aware of community agencies, mental health services and resources.
- [The ABC's of Mental Health](#).
- York Region Mental Health [Resource List](#).
- [211 Ontario: Community Resources](#).
- Increase awareness of the [YRDSB Mental Health and Addiction Strategy](#) and enhance parents'/guardians' understanding and engagement in the strategy.



## CARING AND SAFE SCHOOLS

Elementary

Secondary

My child feels safe at this school.

**94%** **93%**

I am aware of the anonymous reporting button called [Report IT!](#) on the school and Board websites.

**20%** **26%**

**16%** and **9%** of parents/guardians indicated that their child has stayed away, or wanted to stay away from school to avoid being bullied.

### Next Steps and Resources

- Refine, expand and monitor practices to support bullying prevention (e.g., [Anti-Bullying Mandate](#), school/family resources on [bullying](#) and [cyberbullying](#)).
- Increase awareness of YRDSB's [Report IT!](#) button which allows students to anonymously report bullying.
- Increase awareness of the [YRDSB Caring & Safe Schools Strategy](#) and enhance parents'/guardians' understanding and engagement in the strategy.



## EQUITY AND INCLUSIVE EDUCATION

**84%** and **81%** of parents/guardians indicated that they always/often feel welcome at their child's school.

Diversity is respected at my child's school.

**87%** **83%**

**20%** and **22%** parents/guardians indicated that they feel there are **barriers** that stand in the way of their child's **learning** at school.

**9%** and **13%** parents/guardians indicated that they feel there are **barriers** to their child's participation in **field trips, graduation trips, clubs, teams or other extra-curricular activities**.

The **top barriers** reported were their child's **Special Education needs** and **grades/marks**.

The **top three barriers** reported include: **YRDSB online payment system, their child's special education needs and cost**.

### Next Steps and Resources

- Identify biases and barriers to the physical, academic, and social learning environments in partnership with students and families of intersecting identities (e.g., gender, race, ethnicity, special education needs, etc.); and develop strategies to remove these barriers.
- Increase awareness of the [YRDSB Equity Action Plan](#) and enhance parents'/guardians' understanding and engagement in the strategy.
- Learn more about [Ontario's Education Equity Action Plan](#).
- Please refer to the [Special Education](#) page to review supports available to students with Special Education needs.