



## Parent/Caregiver School Climate Survey 2023

Every two years, the School Climate Survey is conducted as part of our commitment to safe, inclusive, and welcoming schools. The survey is anonymous and confidential.

It is important for us to hear from parents, guardians and caregivers about school culture. What we learn each time we conduct the survey tells us how our school communities are doing, so that necessary changes to improve the learning environment can be made.

Parents, guardians and caregivers can complete the anonymous survey between **March 1st and March 24<sup>th</sup>**. The data gathered will help us understand to what extent students, staff and families feel their school promotes safe and inclusive learning environments and positive behaviour.

You may skip any question you do not wish to answer. If you have multiple children in the OCDSB, please complete the survey multiple times (one for each child).

In addition to helping improve the experiences of our students and families at school, the completion of a climate survey by school boards every two years is required by the Ministry of Education.

If you have questions and/or concerns about the survey, please contact [schoolclimatesurvey@ocdsb.ca](mailto:schoolclimatesurvey@ocdsb.ca)

Thank you for your time!

Q2 Complete this survey with one child and one school in mind.

If you have more than one child, you are welcome to complete the survey again for each additional child.

Q3 Please select your child's school from the list below. School names are listed in alphabetical order. **\*This question is required.**

- A. Lorne Cassidy Elementary School
- Adrienne Clarkson Elementary School
- Adult High School
- Agincourt Road Public School
- Alta Vista Public School
- Arch Street Public School
- Avalon Public School
- A.Y. Jackson Secondary School
- Barrhaven Public School
- Bayshore Public School
- Bayview Public School
- Bell High School
- Bells Corners Public School
- Berrigan Elementary School
- Blossom Park Public School
- Briargreen Public School
- Bridlewood Community Elementary School
- Broadview Avenue Public School
- Brookfield High School
- Cairine Wilson Secondary School
- Cambridge Street Community Public School
- Canterbury High School
- Carleton Heights Public School

- Carson Grove Elementary School
- Castlefrank Elementary School
- Castor Valley Elementary School
- Cedarview Middle School
- Centennial Public School
- Chapman Mills Public School
- Charles H. Hulse Public School
- Churchill Alternative School
- Clifford Bowey Public School
- Colonel By Secondary School
- Connaught Public School
- Convent Glen Elementary School
- Crystal Bay Centre for Special Education
- D. Roy Kennedy Public School
- Devonshire Community Public School
- Dunlop Public School
- Dunning-Foubert Elementary School
- Earl of March Secondary School
- Elgin Street Public School
- Elizabeth Wyn Wood Alternate High School Program
- Elmdale Public School
- Emily Carr Middle School
- Fallingbrook Community Elementary School
- Farley Mowat Public School
- Featherston Drive Public School
- Fielding Drive Public School
- First Avenue Public School

- Fisher Park Public School/Summit Alternative School
- Forest Valley Elementary School
- Frederick Banting Secondary Alternate Program
- General Vanier Public School
- Glashan Public School
- Glebe Collegiate Institute
- Glen Cairn Public School
- Glen Ogilvie Public School
- Gloucester High School
- Goulbourn Middle School
- Greely Elementary School
- Half Moon Bay Public School
- Hawthorne Public School
- Henry Larsen Elementary School
- Henry Munro Middle School
- Heritage Public School
- Hillcrest High School
- Hilson Avenue Public School
- Hopewell Avenue Public School
- Huntley Centennial Public School
- Jack Donohue Public School
- Jockvale Elementary School
- John McCrae Secondary School
- John Young Elementary School
- Kanata Highlands Public School
- Kars on the Rideau Public School
- Katimavik Elementary School

- Knoxdale Public School
- Lady Evelyn Alternative School
- Lakeview Public School
- Launch Secondary School
- Le Phare Elementary School
- Lisgar Collegiate Institute
- Longfields-Davidson Heights Secondary School
- Manor Park Public School
- Manordale Public School
- Manotick Public School
- Maple Ridge Elementary School
- Mary Honeywell Elementary School
- Meadowlands Public School
- Merivale High School
- Metcalfe Public School
- Mutchmor Public School
- Nepean High School
- Norman Johnston Secondary Alternate Program
- North Gower/Marlborough Public School
- OCV Elementary
- OCV Secondary
- Orleans Woods Elementary School
- Osgoode Public School
- Osgoode Township High School
- Ottawa Technical Secondary School
- Pinecrest Public School
- Pleasant Park Public School

- Queen Elizabeth Public School
- Queen Mary Street Public School
- Regina Street Alternative School
- Richard Pfaff Secondary Alternate Program
- Richmond Public School
- Ridgemont High School
- Riverview Alternative School
- Robert Bateman Public School
- Robert E. Wilson Public School
- Robert Hopkins Public School
- Roberta Bondar Public School
- Roch Carrier Elementary School
- Rockcliffe Park Public School
- Roland Michener Public School
- Sawmill Creek Elementary School
- Severn Avenue Public School
- Shingwàkons Public School
- Sir Guy Carleton Secondary School
- Sir Robert Borden High School
- Sir Wilfred Laurier Secondary School
- Sir Winston Churchill Public School
- South Carleton High School
- South March Public School
- Stephen Leacock Public School
- Steve MacLean Public School
- Stittsville Public School
- Stonecrest Elementary School

- Summerside Public School
- Terry Fox Elementary School
- Trillium Elementary School
- Urban Aboriginal Alternate Program
- Vimy Ridge Public School
- Vincent Massey Public School
- Viscount Alexander Public School
- W. Erskine Johnston Public School
- W.E. Gowling Public School
- W.O. Mitchell Elementary School
- West Carleton Secondary School
- Westwind Public School
- Woodroffe Avenue Public School
- Woodroffe High School
- York Street Public School

Q4 What grade is your child in? \*This question is required.

- Kindergarten Year 1 (Junior Kindergarten)
- Kindergarten Year 2 (Senior Kindergarten)
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Other (please specify) \_\_\_\_\_

Q5 What program is your child in?

- English/Core French
- French Immersion
- Specialized Special Education
- Other (please specify) \_\_\_\_\_



Q6 Does your child have an Individualized Education Plan (IEP)?

- Yes
- No
- Not sure

Q7 Is English your child's first language?

- Yes
- No
- Not sure

Q8 The questions in the following section are about your child or your child's experiences with the school.

**Engagement: Sense of Belonging and Social Connectedness**

Q9 Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. My child is treated with kindness by other students at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child is treated with dignity and respect by other students at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child feels like they belong at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My child feels accepted by other students at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My child feels like they are part of the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My child has friends at school they can trust and talk to about their problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My child has friends at school that support and care about them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My child is able to make friends easily at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Engagement: Student Relationships with Adults at School**

Q10 Students often build relationships with their teachers and other adults at school. "Other adults" may include educational support staff (LST's, ECE's, EA's), administrative staff (e.g., Principal, Vice-Principal(s), office administrators), etc.

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Teachers and other adults who work at my child's school care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers and other adults who work at my child's school treat my child with dignity and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers and other adults who work at my child's school listen to what my child has to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers and other adults at my child's school treat my child fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers at my child's school pay attention to the needs, abilities, and interests of my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My child feels accepted by staff and adults at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My child has at least one school adult they could turn to for help, advice, or support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My child is comfortable asking their teacher or other adult at school for help with their schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My child's teachers are available when they need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Engagement: Intellectual Engagement**

Q11 Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. School is important to my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child likes the challenges of learning new things in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child is interested in their school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My child tries hard to do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Engagement: Extracurriculars**

Q12 Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. There are lots of opportunities for my child to get involved in sports, clubs, and other school activities outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child is encouraged to get involved in extracurricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Environment: School Discipline**

Q13 Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. The school rules are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School rules are applied equitably (or fairly) to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The consequences for breaking rules are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Student behaviour is well managed at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Environment: Instructional Environment**

Q14 Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Teachers are enthusiastic and positive about teaching and student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers give my child individual support and attention when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers have high expectations for my child to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My child's learning needs are being met by their teachers or educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My child has the same opportunities for a quality education as other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My child's teachers encourage them to do their best work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Environment: Representation**

Q15 At my child's school, I feel my child's own background and identity are reflected positively in:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not sure
a. Pictures, posters, and displays in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Learning materials teachers use in class (e.g., books, videos/films)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Lessons or curriculum content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Extra-curricular activities (e.g., sports, clubs, art activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. School events/activities (e.g., cultural celebrations, religious/faith/ethnic activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Educators (e.g., teachers, EAs, ECEs, LSTs, vice-principal(s), principal, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Environment: Identity**

Q16 *Identity* can mean different things to different people, but simply identity refers to how we see ourselves in the world. Identities might be multiple and complex, and include things like our name, age, gender identity, culture or ethnicity, aspects of our physical appearance (e.g., hair colour, skin colour, race, etc.), aspects of who we are on the inside (e.g., religion, personality, interests, hobbies, etc.), and our experiences and relationships with others.

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not sure
a. My child's identity is welcomed at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child has opportunities to express their identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child has opportunities to learn about their own background and identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My child has opportunities to learn about the background and identity of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Safety: Feeling Safe**

Q17 How safe does your child feel at school? *Feeling safe* means feeling comfortable, relaxed, and not worrying that someone will harm your child's body, hurt their feelings, or damage their belongings.

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
a. My child feels safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child feels safe going to and from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child feels safe in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My child feels safe in other parts of the school (e.g., gym, cafeteria, washroom, hallways, change rooms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My child feels safe outside on school property (e.g., schoolyard, school parking lot).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My child feels safe on the school bus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Safety: Bullying**

Q18 *Bullying* is when a person tries to hurt another person *on purpose*, and does it *more than once*. It can be physical, verbal, or social, and can also take place online with emails or text messages. The person who does the bullying is usually in a position of *real* or *perceived power* (e.g., greater in strength or popularity). Sometimes a group of students will bully others. Bullying is NOT when students of the same strength or popularity get in a fight or argument.

In the past 4 weeks, how often has your child experienced the following:

	Never	Less than once a month	Once or twice a month	Once a week	Several times a week	Every day	Not sure
a. My child has been physically bullied (e.g., repeatedly hit, kicked, pushed or shoved, belongings taken or broken) or threatened with physical bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child has been verbally bullied (e.g., repeatedly teased, called names, made fun of, put down, insulted, or threatened).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child has been socially bullied (e.g., repeatedly ignored, excluded on purpose, had rumours spread about them, or had others try to embarrass them or make them look bad).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My child has been cyberbullied (e.g., teased, called names, threatened, or put down by pictures, text messages, emails or social media).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Safety: Sexual Harassment**

\*This question is only for parents/caregivers of students in Grades 7 to 12.

Q19 *Sexual harassment* involves touching someone in a sexual way, spreading sexual rumours about someone, making sexual comments or jokes about someone's body, or directing unwanted sexual attention or advances toward someone.

In the past 4 weeks, has your child been sexually harassed at school?

- No
- Yes
- Not sure

**Safety: Stereotyping, Prejudice and/or Discrimination**

Q20 *Stereotyping* is when someone assumes that a group of people who share some characteristics also share certain qualities (e.g., when someone assumes something about someone because of one part of their identity).

*Prejudice* is when someone has a belief (usually negative) about a person or group based on a stereotype.

*Discrimination* is when someone *acts* on their prejudiced beliefs. Discrimination is unfair treatment of one particular person or group of people. Usually the different treatment is because of the person's sex, religion, nationality, ethnicity (culture), race, or other personal traits. Racial discrimination is isolating a person based on their race and treating them differently because of their race.

Has your child experienced stereotyping, prejudice, or discrimination at school this year?

- No
- Yes
- Not sure



Q21 If you answered **Yes**, please identify the reason. *Select all that apply.*

- Your child's appearance
- Your child's clothing
- A disability that your child has
- Your child's ethnic or cultural background
- Your family's level of income
- Your family's structure
- Your language background (i.e., your child's first language)
- Your child's gender or gender identity
- Your child's grades or achievement level (either low or high)
- Your child's Indigenous identity (e.g., First Nations, Métis, Inuit)
- Your child's race
- Your family's religion or faith
- Your child's sexual orientation *\*For parents/caregivers of students in Grades 7 to 12 only.*
- Another reason not listed \_\_\_\_\_

Q22 Do you think your child's school deals with incidences of bullying effectively?

- Yes
- Somewhat
- No
- Not sure

Q23 Do you think your child's school deals with incidences of sexual harassment effectively?

- Yes
- Somewhat
- No
- Not sure

Q24 Do you think your child's school addresses racism and other forms of discrimination (e.g., on the basis of gender, ability, etc.) in the school environment effectively?

- Yes
- Somewhat
- No
- Not sure

**Well-Being: General Well-Being**

Q25 In general, how would you describe your child's well-being?

- Excellent
- Very good
- Good
- Fair
- Poor
- Not sure

**Well-Being: Social and Emotional Skills**

Q26 *Social and emotional skills* involve how people manage their emotions, perceive themselves, and engage with others.

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. My child is able to handle unexpected challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child is able to handle difficult problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child knows what things they are good and bad at (i.e., their strengths and needs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My child can describe how they are feeling most of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My child knows what makes them feel good and bad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My child can control how they behave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My child thinks before they act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My child can keep their thoughts and emotions under control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My child is good at deciding right from wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. My child makes good decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My child thinks about the consequences of what they do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. My child knows how to behave in different social situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. My child respects what others think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. My child tries to understand how others think and feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. My child treats others with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. My child is kind to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. My child helps others (who are sad, hurt, or lonely).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 The questions in the following section are about you or your families' experiences with your child's school.

**Engagement: Support Outside of School**

Q28 Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I encourage my child to do well at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I talk to my child about how they are doing in school or any challenges they may be having.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Engagement: Parent/Caregiver and Teacher Relationship**

Q29 Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. My child's teachers listen to any concerns I have about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child's teachers treat me with dignity and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child's teachers work closely with me to help my child when they have problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am well informed about my child's academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Engagement: Parent Engagement/Involvement**

Q30 Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. My child's school has many different ways for me to be involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child's school tries to get family members to take part in school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Parent/caregiver activities are scheduled at times when I can attend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Environment: School Environment**

Q31 Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. My child likes being at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child's school is a friendly and welcoming place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child's school is a supportive and inviting place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This school treats me in a way that makes me feel respected (welcomed, valued, cared about).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Environment: Communication**

Q32 Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Written information from the school is in clear, plain language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am able to approach staff members to discuss ideas and issues important to us and our children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am well informed about school activities and opportunities to get involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am satisfied with communication from my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 We would like to know more about you and your child. Your answers will NOT be used to identify either of you since the survey is anonymous and only summary results will be shared. This information will help us serve you, your child and other students and families better.

**Gender Identity**

Q34 *Gender identity* is each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex.

	Which of the following best describes how YOUR CHILD thinks of themselves?	Which of the following best describes how YOU think of yourself?
Male	<input type="radio"/>	<input type="radio"/>
Female	<input type="radio"/>	<input type="radio"/>
Self-identify in another way	<input type="radio"/>	<input type="radio"/>
Prefer not to answer	<input type="radio"/>	<input type="radio"/>
Not sure	<input type="radio"/>	<input type="radio"/>

**Indigenous Identity**

Q35 Indigenous peoples in Ontario, include status and non-status, First Nations, Métis and Inuit peoples.

	Does YOUR CHILD identify as an Indigenous person (First Nations, Métis, and/or Inuit)?	Do YOU identify as an Indigenous person (First Nations, Métis, and/or Inuit)?
No	<input type="radio"/>	<input type="radio"/>
Yes	<input type="radio"/>	<input type="radio"/>
Prefer not to answer	<input type="radio"/>	<input type="radio"/>
Not sure	<input type="radio"/>	<input type="radio"/>

Q36 If you answered **Yes**, which of the following do you and/or your child identify as? *Select all that apply.*

	Child	Parent/Caregiver
First Nations	<input type="checkbox"/>	<input type="checkbox"/>
Métis	<input type="checkbox"/>	<input type="checkbox"/>
Inuit	<input type="checkbox"/>	<input type="checkbox"/>

**LGBTQ2S+ Identity**

Q37 LGBTQ2S+ refers to lesbian, gay, bisexual, trans/transgender, two spirit, queer, questioning, plus all other identities within the LGBTQ2S+ community.

	Does YOUR CHILD identify as LGBTQ2S+? <i>*This question is only for students in Grades 4 to 12.</i>	Do YOU identify as LGBTQ2S+?
No	<input type="radio"/>	<input type="radio"/>
Yes	<input type="radio"/>	<input type="radio"/>
Prefer not to answer	<input type="radio"/>	<input type="radio"/>
Not sure	<input type="radio"/>	<input type="radio"/>

**Race**

Q38 People are often described as belonging to a certain “race” based on how others see and behave toward them. These ideas about who belongs to what race are usually based on physical features such as skin colour. Ideas about race are often imposed on people by others in ways which can affect their life experiences and how they are treated. Race is often confused with ethnicity, but there can often be several ethnicities within a racialized group. In our society, people are often described by their race or racial background.

	Which racial group(s) best describe(s) YOUR CHILD? Select all that apply.	Which racial group(s) best describe(s) YOU? Select all that apply.
Black (African, Afro-Caribbean, African-Canadian descent)	<input type="checkbox"/>	<input type="checkbox"/>
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	<input type="checkbox"/>	<input type="checkbox"/>
Indigenous (First Nations, Métis, Inuit descent)	<input type="checkbox"/>	<input type="checkbox"/>
Latino/Latina/Latinx (Latin American, Hispanic descent)	<input type="checkbox"/>	<input type="checkbox"/>
Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
South Asian (South Asian descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	<input type="checkbox"/>	<input type="checkbox"/>
White (European descent)	<input type="checkbox"/>	<input type="checkbox"/>
A racial group(s) not listed	<input type="checkbox"/>	<input type="checkbox"/>
Prefer not to answer	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>



**Disability**

Q39 Some people identify as having a disability because of a permanent or long-term health condition that makes it difficult for them to function in an environment that is not fully inclusive and accessible. A person's disability may be diagnosed or not diagnosed. It may be hidden or visible. Some students who have disabilities may have a special plan at school to help them (an Individual Education Plan or IEP), but some do not.

	Does YOUR CHILD have a disability?	Do YOU have a disability?
No	<input type="radio"/>	<input type="radio"/>
Yes	<input type="radio"/>	<input type="radio"/>
Prefer not to answer	<input type="radio"/>	<input type="radio"/>
Not sure	<input type="radio"/>	<input type="radio"/>

Q40 If you indicated **Yes** to either you or your child having a disability (or disabilities):

	Please select all that apply for YOUR CHILD.	Please select all that apply for YOU.
Addiction(s)	<input type="radio"/>	<input type="radio"/>
Autism Spectrum Disorder (ASD)	<input type="radio"/>	<input type="radio"/>
Blind or low vision	<input type="radio"/>	<input type="radio"/>
Chronic pain	<input type="radio"/>	<input type="radio"/>
Deaf or hard of hearing	<input type="radio"/>	<input type="radio"/>
Developmental disability(ies)	<input type="radio"/>	<input type="radio"/>
Learning disability(ies)	<input type="radio"/>	<input type="radio"/>
Mental health disability(ies)	<input type="radio"/>	<input type="radio"/>
Mobility	<input type="radio"/>	<input type="radio"/>
Physical disability(ies)	<input type="radio"/>	<input type="radio"/>
Speech impairment	<input type="radio"/>	<input type="radio"/>
A disability not listed above	<input type="radio"/>	<input type="radio"/>

**Religion, Creed or Spiritual Affiliation**

Q41 People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

	What is YOUR CHILD'S religion, creed and/or spiritual affiliation? Select all that apply.	What is YOUR religion, creed and/or spiritual affiliation? Select all that apply.
Agnostic	<input type="checkbox"/>	<input type="checkbox"/>
Atheist	<input type="checkbox"/>	<input type="checkbox"/>
Buddhist	<input type="checkbox"/>	<input type="checkbox"/>
Christian	<input type="checkbox"/>	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	<input type="checkbox"/>
Indigenous spirituality	<input type="checkbox"/>	<input type="checkbox"/>
Jewish	<input type="checkbox"/>	<input type="checkbox"/>
Muslim	<input type="checkbox"/>	<input type="checkbox"/>
Sikh	<input type="checkbox"/>	<input type="checkbox"/>
Spiritual, but not religious	<input type="checkbox"/>	<input type="checkbox"/>
No religious or spiritual affiliation	<input type="checkbox"/>	<input type="checkbox"/>
Religion(s) or spiritual affiliation(s) not listed above	<input type="checkbox"/>	<input type="checkbox"/>
Prefer not to answer	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>

Q42 Please answer the following questions to tell us about your own experiences, thoughts and opinions about your child's school. Your comments will not be identified as belonging to you, as long as you do not include your name (or your child's name) or other identifying information.

Q43 Please tell us about some of the things you really like about your child's school.

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Q44 Please tell us about some of the things that would make your child's school even better.

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**Thank you for completing this survey!**