

## Upper Grand District School Board School Climate Survey 2018 Report

The Upper Grand District School Board (UGDSB) School Climate Survey is a bi-annual, board-wide survey that seeks input from the students, parents, and staff in the Upper Grand District School Board to help inform school planning and evaluate the following areas:

- School climate and inclusivity
- Student engagement
- Student mental health and wellness

Key stakeholders within the Upper Grand District School Board developed this customized survey. The analyses and report herein were completed by Dr. Margaret Lumley, Ph.D, C.Psych., and Katie Cherry, M.A., from the University of Guelph, Department of Psychology. This report provides highlights based on data from 76 schools in the Upper Grand District School Board. The survey was completed by 14,872 students from grades 4-12, 2,706 parents and 1,701 staff members from within the Board between January 29, 2018 – March 9, 2018.

### Response Rates

The response rates for the UGDSB School Climate Survey are as follows:

- 86% of students in grades 4-6 (compared to 80% in 2016)
- 90% of students in grades 7-8 (compared to 79% in 2016)
- 37% of students in grades 9-12 (compared to 29% in 2016)
- 50% of staff members (compared to 40% in 2016)
- 14% of parents (compared to 5% in 2016)
- *For various reasons it is difficult to achieve a large response rate for the parent population within the Board. It is important to note that data presented from the perspective of parents represents a very small proportion of those within the Board. It is likely that the characteristics of parents who chose to complete the survey differ from those who did not complete it. As such, the reports of these parents do not likely represent the broad spectrum of opinions and experiences of all parents and should be interpreted with caution.*

### Demographic Information

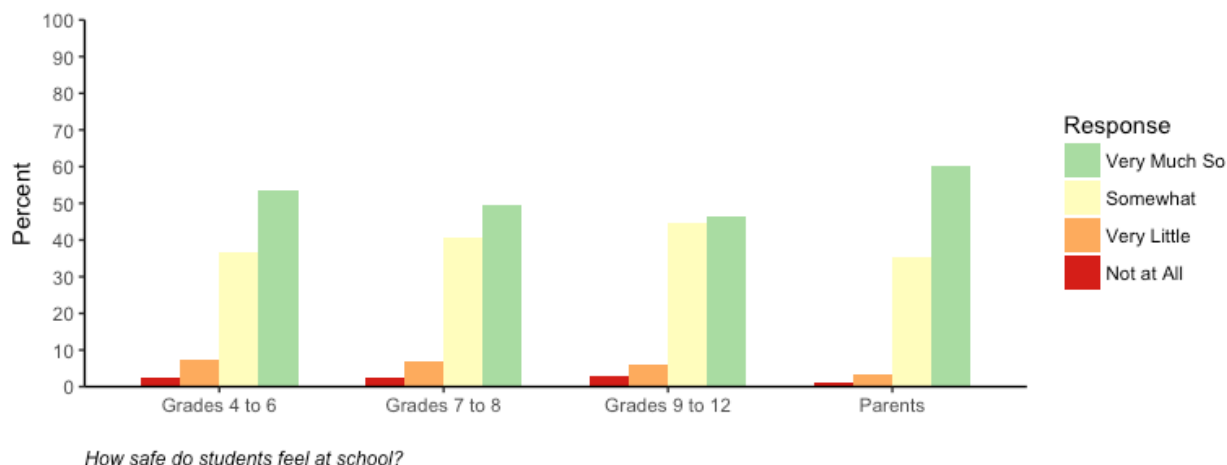
Of students in grades 4-6, 50% identified as male, 49% as female, and 2% indicated 'other' gender. Of students in grades 7-8, 50% identified as male, 47% as female, and 3% indicated 'other' gender. Of students in grades 9-12, 48% identified as male, 50% as female, and 2% indicated 'other' gender. 6% of students in grades 4-6, 7% of students in grades 7-8 and 10% of students in grades 9-12 identified on the LGBTQ+ spectrum.

An Indigenous family background was reported by 7% of students in grades 4-6, 6% of students in grades 7-8, 5% of students in grades 9-12, and by 2% of parents who completed the survey.

79% of staff members who completed the survey were teachers, 5% were principals or vice-principals, and 17% were 'other' staff. Of the teachers who completed the survey, 37% reported teaching in the primary division, 24% in the junior division, 14% in the intermediate division, and 25% in the secondary division. 82% of staff indicated they were a classroom teacher, Early Childhood Educator (ECE), or Educational Assistant (EA).

## Has the UGDSB created a safe and inclusive environment?

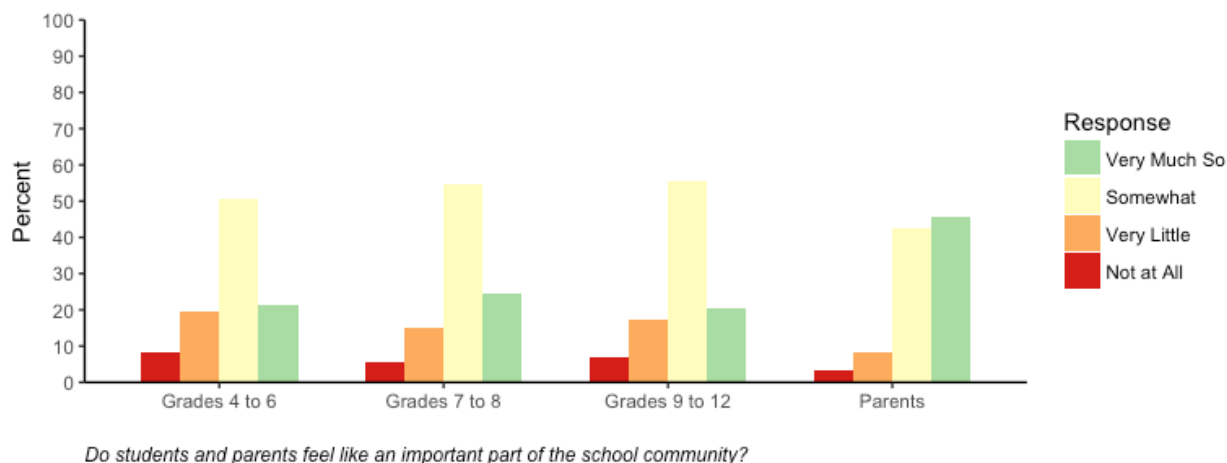
Overall, responses indicate that the UGDSB has created a safe environment for students. 36% of students in grades 4-6, 41% of students in grades 7-8, and 45% of students in grades 9-12 reported they feel somewhat safe when they are at school. 54% of students in grades 4-6, 50% of students in grades 7-8, and 46% of students in grades 9-12 reported they feel very safe when they are at school. Similarly, 35% of parents who completed the survey indicated they believe their child(ren) feel somewhat safe, and 60% indicated they believe their child(ren) feel very safe, while at school.



Students and parents were asked if there were ever reasons that contributed to students feeling unsafe at school. Students in grades 4-6 most commonly indicated 'other' reasons followed by their grades or marks. Students in grades 7-12 most commonly indicated their appearance followed by their grades or marks. Of the parents who completed the survey, the most commonly reported reasons for their child(ren) feeling unsafe were peer pressure, followed by fear of violence at school and 'other' reasons. Some of the 'other' reasons reported by students and parents were: students' anxiety concerning possible events at school (e.g., shootings, lockdown drills, bullying, getting in trouble) and judgements regarding their appearance.

Respondents felt that the UGDSB has created an inclusive environment for students and parents. Specifically, 51% of students in grades 4-6, 55% of students in grades 7-12 reported they somewhat feel like an important, respected and valued part of the school community. 21% of students in grades 4-6, 25% of students in grades 7-8, and 20% of students in grades 9-12 reported they very much feel like an important, respected and valued part of the school community. Similarly, 41% of students in grades 4-6, 45% of students in grades 7-8, and 49% of students in grades 9-12 reported feeling somewhat included at school. 47% of students in grades 4-6, 43% of students in grades 7-8, and 37% of students in grades 9-12 reported feeling very included at school. Of the parents who completed the survey, 43% reported they somewhat feel,

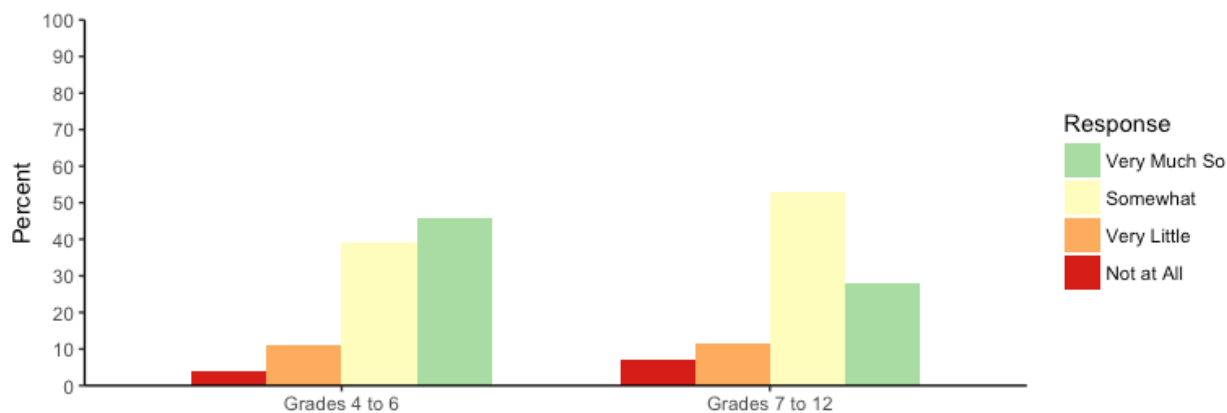
and 46% indicated they very much feel, like an important, respected and valued part of the community. 43% of parents reported they are very satisfied, and 20% reported they are extremely satisfied, with the steps their school has taken to build a positive, supportive, and welcoming school climate.



When asked to indicate reasons that contributed to *not* feeling included at school, students in grades 4-6 most commonly reported 'other' reasons (e.g., anxiety, worrying about bullying, their appearance) followed by their activities or hobbies. Students in grades 7-12 most commonly indicated this was due to their appearance followed by their grades or marks.

Among the parents who completed the survey, 9% endorsed that they felt something prevents them from having a positive relationship with their school. Parents most commonly reported this was due to their own mental health concerns followed by 'other' reasons, such as lack of communication, difficulty advocating for their child(ren)'s learning needs, and past negative experiences.

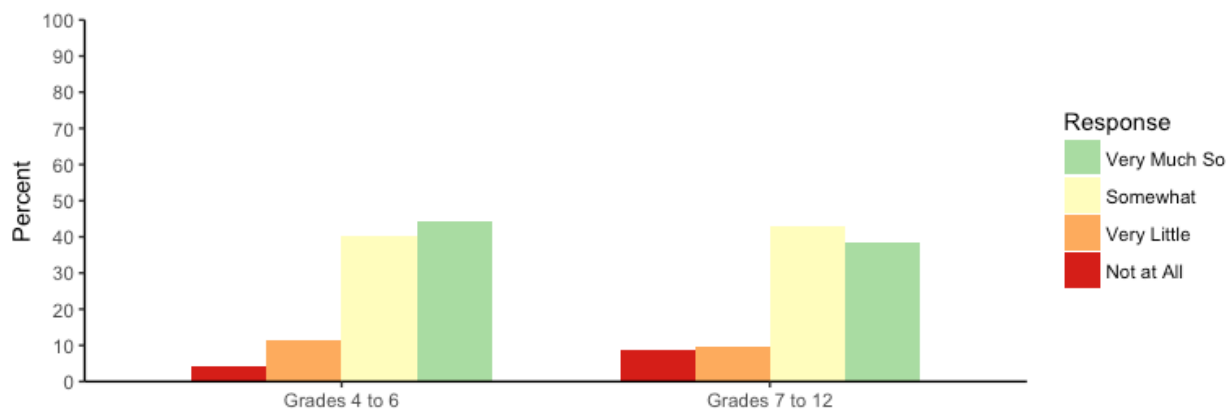
When specifically considering students who identified on the LGBTQ+ spectrum, 39% of grade 4-6 students and 53% of grade 7-12 students reported they feel somewhat safe when they are at school. Further, 46% of grade 4-6 students and 28% of grade 7-12 LGBTQ+ students reported they feel very safe when they are at school. When these students indicated there was a time they did *not* feel safe at school, the most commonly reported reasons for students in grades 4-6 were 'other' undisclosed reasons, followed by their grades or marks. For students in grades 7-12, the most commonly reported reasons were their appearance, followed by their sexual orientation or attraction.



Do LGBTQ+ students feel safe at school?

42% of grade 4-6 students and 49% of grade 7-12 students who identified as LGBTQ+ reported they somewhat feel like an important, respected, and valued part of the school community, while 22% of grade 4-6 students and 12% of grade 7-12 students reported they very much feel this way. 46% of grade 4-6 students and 51% of grade 7-12 students who identified as LGBTQ+ reported feeling somewhat included at school. 31% of grade 4-6 students and 20% of grade 7-12 LGBTQ+ students indicated they very much feel included at school. When these students in grades 4-6 indicated they did *not* feel included at school, the most commonly reported reasons were due to 'other' undisclosed reasons followed by their appearance. LGBTQ+ students in grades 7-12 endorsed not feeling included was due to their appearance followed by their sexual orientation or attraction.

When specifically considering students who indicated that they come from an Indigenous family background, 40% of grade 4-6 students and 43% of grade 7-12 students reported they feel somewhat safe when they are at school. Further, 44% of grade 4-6 students and 38% of grade 7-12 Indigenous students reported they feel very safe when they are at school. When these students indicated there was a time they did *not* feel safe at school, the most commonly reported reasons for grade 4-6 students were their grades or marks followed by 'other' undisclosed reasons. Students in grades 7-12 most commonly reported feeling unsafe at school due to their appearance followed by their grades or marks.



Do Indigenous students feel safe at school?

49% of Indigenous students in grades 4-6 and 45% of Indigenous students in grades 7-12 reported they somewhat feel like an important, respected and valued part of the school community. Further, 19% of Indigenous students in grades 4-6 and 20% of Indigenous students in grades 7-12 reported they very much feel like an important, respected and valued part of the school community. 41% of grade 4-6 Indigenous students and 44% of grade 7-12 Indigenous students reported feeling somewhat included at school. Similarly, 39% of grade 4-6 Indigenous students and 31% of grade 7-12 Indigenous students reported feeling very much included at school. When Indigenous students indicated they did *not* feel included at school, the most commonly reported reasons for grades 4-6 students were their activities or hobbies followed by their grades or marks. The most commonly reported reason for Indigenous students in grades 7-12 was their appearance.

### **How serious of a problem is bullying in the UGDSB?**

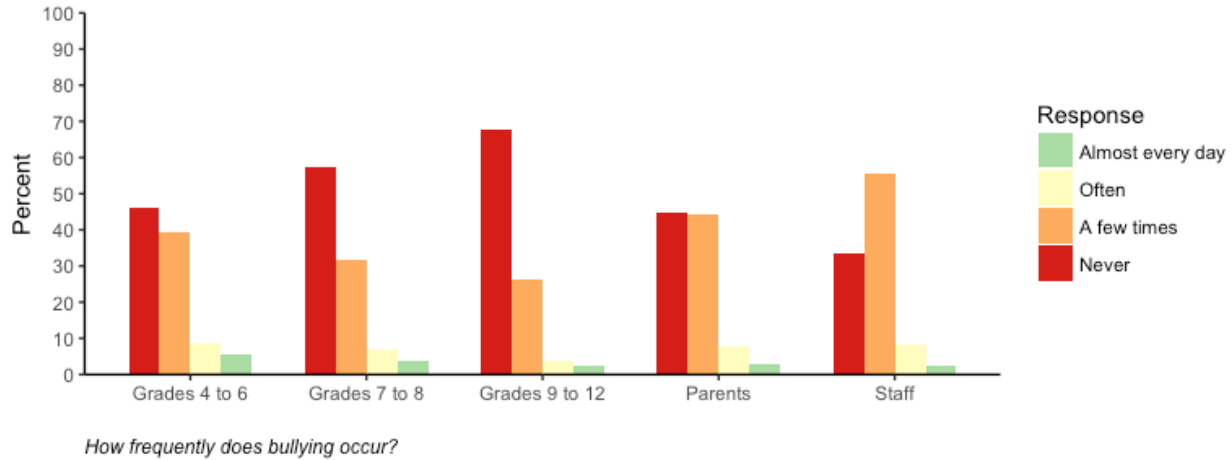
Based on the survey responses, bullying appears to occur at a relatively consistent rate across all grades, with a slight decrease as students move from elementary school to high school. Over the past year, 39% of students in grades 4-6 and 32% of students in grades 7-8 reported they have been bullied at school a few times and 9% of students in grades 4-6 and 7% of students in grades 7-8 reported they have been bullied often. Finally, 6% of students in grades 4-6 and 4% of students in grades 7-8 reported they have been bullied almost every day.

In grades 9-12, 26% of students reported they have been bullied a few times by someone at school in the past year, while 4% reported they have been bullied often in the past year. 2% of students in grades 9-12 reported they have been bullied almost every day by someone at school in the past year. Of the parents who completed the survey, 44% indicated their child has been bullied a few times, 8% indicated often, and 3% indicated almost every day during the past year.

When school staff were asked about bullying over the past year, 63% indicated they were aware of a situation of bullying that meets the UGDSB's definition of bullying<sup>1</sup>. 55% of staff who completed the survey reported they have witnessed a student being bullied a few times and 8% indicated they have witnessed a student being bullied often. 3% of staff indicated they have witnessed a student being bullied almost every day. Of the staff who reported they had witnessed bullying, it was most commonly reported that the bullying was related to the students' appearance, followed by the students' learning difficulties.

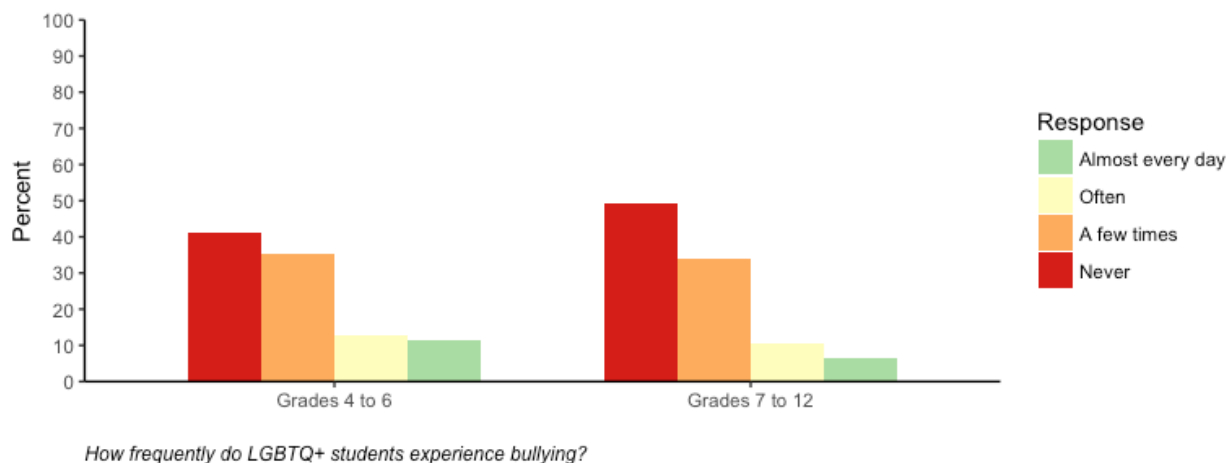
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<sup>1</sup> The UGDSB defines bullying as: a) repeated, persistent and aggressive behaviour that is intended to cause fear, distress, or harm to another person's body, feelings, self-esteem or reputation and b) it can be physical, verbal or social and may occur through a variety of means, including technology.



Among students who reported that they had experienced bullying in the past year, cyber-bullying (e.g., over e-mail, chat room, social media, cell phone, etc.), followed by physical forms of bullying (e.g., hitting, pushing, etc.) were the most common forms of bullying reported by students in grades 4-8. When students in grades 9-12 indicated they experienced bullying during the past year, the form of bullying reported most often was physical forms of bullying, followed by cyber-bullying.

35% of students in grades 4-6 and 34% of students in grades 7-12 who identified on the LGBTQ+ spectrum reported that they have been bullied at school a few times and 13% of students in grades 4-6 and 11% of students in grades 7-12 who identified as LGBTQ+ reported that they have been bullied often. Finally, 11% of students in grades 4-6 and 6% of students in grades 7-12 who identified as LGBTQ+ reported that they have been bullied almost every day in the past year. When these students indicated they experienced bullying during the past year, the form of bullying reported most often was cyber-bullying followed by physical forms of bullying for grades 4-6 LGBTQ+ students, and physical forms of bullying followed by cyber-bullying for grades 7-12 LGBTQ+ students.



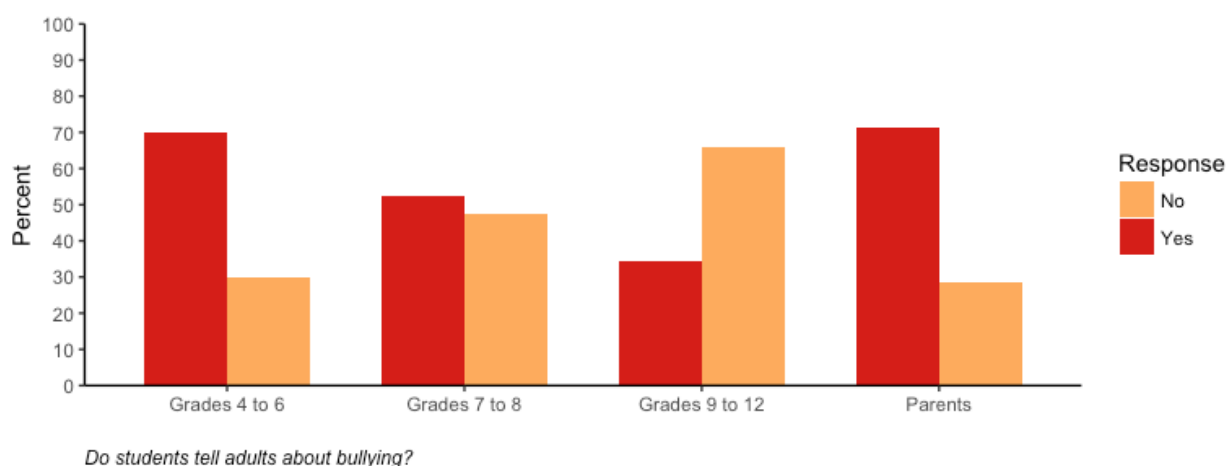
Finally, 42% of students in grades 4-6 and 35% of students in grades 7-12 who identified as having an Indigenous family background reported that they have been bullied at school a few times and 14% of students in grades 4-6 and 10% of students in grades 7-12 who identified as

Indigenous reported that they have been bullied often. Finally, 9% of students in grades 4-6 and 8% of students in grades 7-12 who identified as Indigenous reported that they have been bullied almost every day. When these students indicated they experienced bullying during the past year, the form of bullying reported most often was cyber-bullying followed by physical forms of bullying for grades 4-6 Indigenous students, and physical forms of bullying followed by cyber-bullying for grades 7-12 Indigenous students.



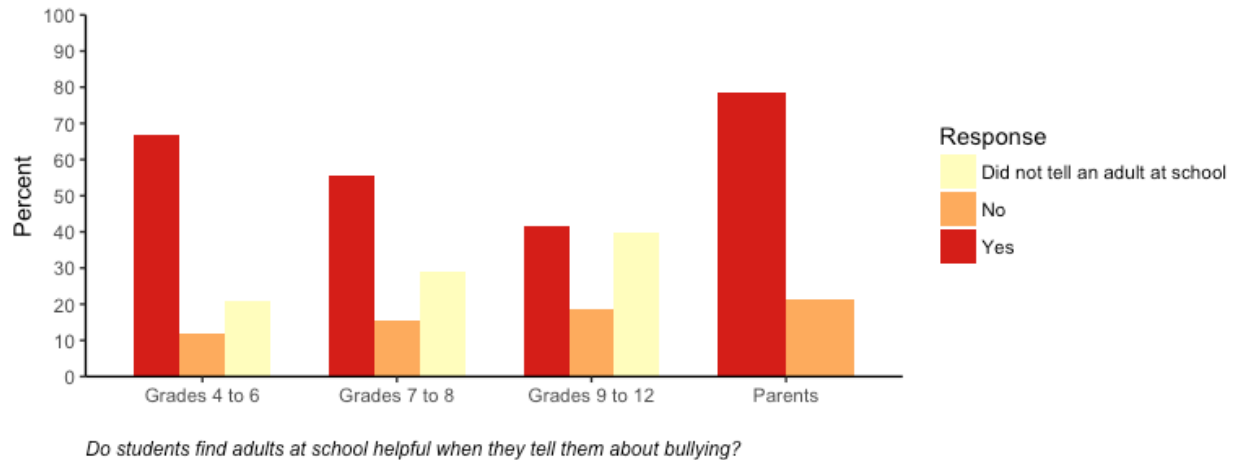
### When bullying occurs, do students tell an adult?

Younger students were more likely to tell an adult about bullying than older students. Among students who reported being bullied at school in the past year, 70% of students in grades 4-6, 52% of students in grades 7-8, and 34% of students in grades 9-12 reported that they told an adult about it. Of the parents who completed the survey and reported that their child had been bullied, 71% indicated an adult at school was informed.



Students who sought help from an adult were asked to indicate who it was that they told about the bullying. Students in grades 4-6 were most likely to tell a parent/guardian followed by a teacher. Students in grades 7-12 were most likely to tell a parent/guardian followed by a family member. 67% of students in grades 4-6 and 56% of students in grades 7-8 indicated that an adult was helpful to them, with 54-55% of grade 4-8 students reporting that the bullying stopped as a result. 42% of grade 9-12 students said the adult they told about bullying was helpful to them,

and 52% reported that the bullying stopped after they told an adult. Parents who indicated that their child had spoken to an adult about being bullied reported that their child was most likely to tell a teacher, followed by a principal/vice-principal. 79% of those parents indicated that an adult was helpful to their child and 53% reported the bullying stopped. Of the school staff who completed the survey and indicated that they had witnessed a student being bullied, 57% reported that to the best of their knowledge, steps were taken to address the situation and 84% reported those steps were successful.

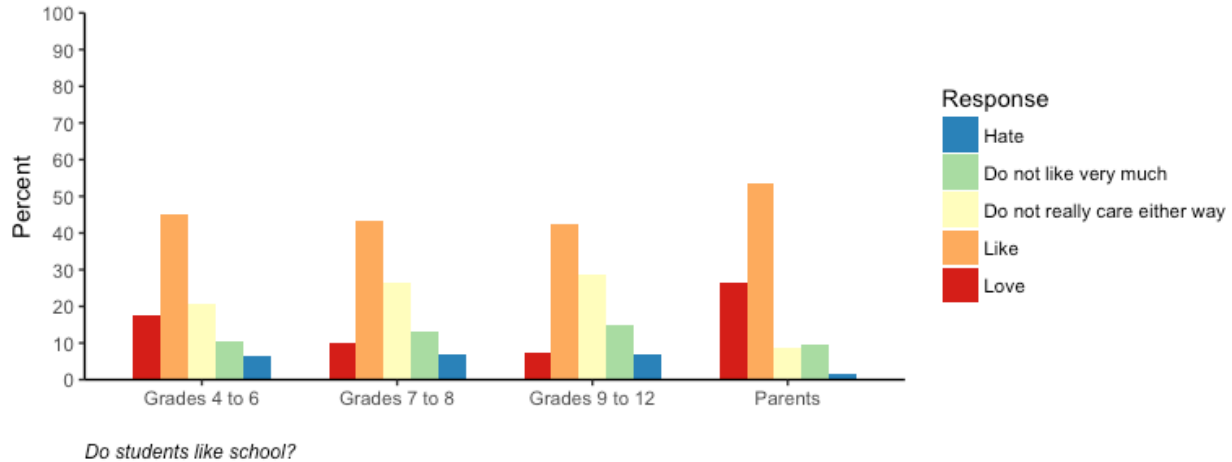


Witnessing incidents of bullying seems to decrease across grades. During the past year, 52% of students in grades 4-6, 48% of students in grades 7-8, and 38% of students in grades 9-12 indicated they witnessed a friend or classmate being bullied. In response to the bullying, students in grades 4-6 most frequently reported that they helped the person who was being bullied, told a teacher, or got someone to stop it. Similarly, students in grades 7-8 indicated that they helped the person who was being bullied, told a teacher, or told a parent or guardian in response to the bullying. Finally, in response to bullying, students in grades 9-12 most frequently reported that they helped the person who was being bullied, did not do anything, or told a parent or guardian.

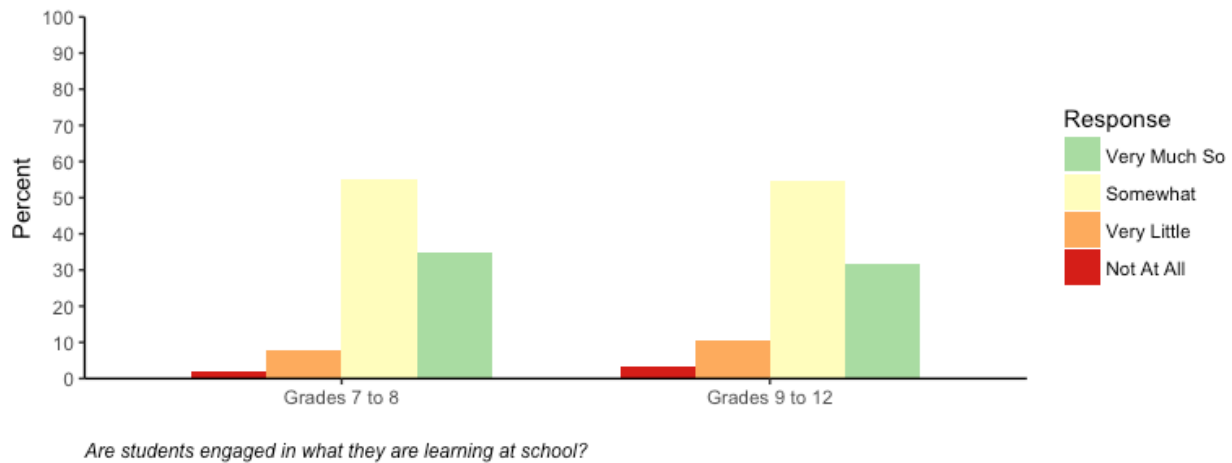
### **Are students engaged at school?**

42-45% of students in grades 4-12 reported that they like school. Further, 18% of students in grades 4-6, 10% of students in grades 7-8, and 7% of students in grades 9-12 reported that they love school. Similarly, 33% of students in grades 4-8 and 30% of students in grades 9-12 reported that they have looked forward to going to school often. Finally, 32% of students in grades 4-6, 19% of students in grades 7-8, and 14% of students in grades 9-12 reported that they have looked forward to going to school almost every day during the past month.





Across all grades, responses suggest that students in the UGDSB value their education. Of students in grades 4-6, 25% reported learning is somewhat important to them, and 67% indicated learning is very important to them. 50% indicated they are somewhat excited, and 30% indicated they are very excited, about what they are learning in school. For students in grades 7-8, 22% reported their education is somewhat important to them, and 75% reported their education is very important to them. 55% stated they are somewhat engaged, and 35% indicated they are very engaged, in what they are learning at school. Finally, 24% of students in grades 9-12 reported their education is somewhat important to them, and 71% reported their education is very important to them. 55% stated they are somewhat engaged, and 32% stated they are very engaged, in what they are learning at school.



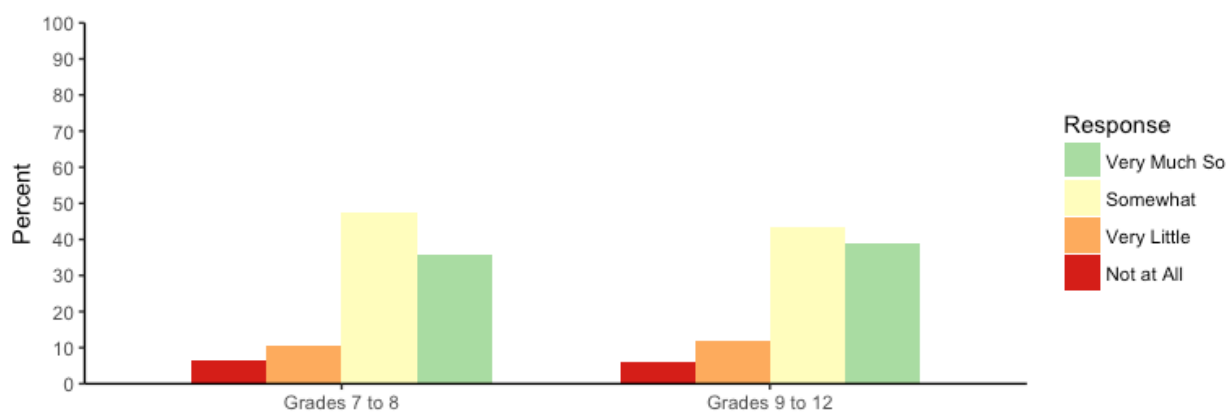
Many students in the UGDSB are involved in extracurricular activities, with younger students seemingly involved in these activities more regularly. In the past month, 31% of students in grades 4-6, 30% of students in grades 7-8, and 23% of students in grades 9-12 reported that they participated in extracurricular activities often. In the past month, 32% of students in grades 4-6, 31% of students in grades 7-8, and 15% of students in grades 9-12 reported that they participated in extracurricular activities almost every day. Across grades 4-12, students and parents reported that the most enjoyable aspects of school are friends, followed by gym and outdoor time/sports.

## How well are students' individual learning needs addressed?

Students and parents were asked to indicate if they, or their child(ren), currently have an Individual Education Plan (IEP). 21% of students in grades 4-6, 23% of students in grades 7-8, and 26% of students in grades 9-12 reported having an IEP. Of the parents who completed the survey, 27% reported having a child on an IEP.

Of the students in grades 7-8 who reported that they have an IEP, 41% reported they somewhat understand, and 48% reported they very much understand, their own learning needs. 33% reported that they can somewhat, and 59% reported that they can very much, get the help they need at school. Finally, 47% reported they feel somewhat comfortable, and 36% reported they feel very comfortable, advocating for their learning needs.

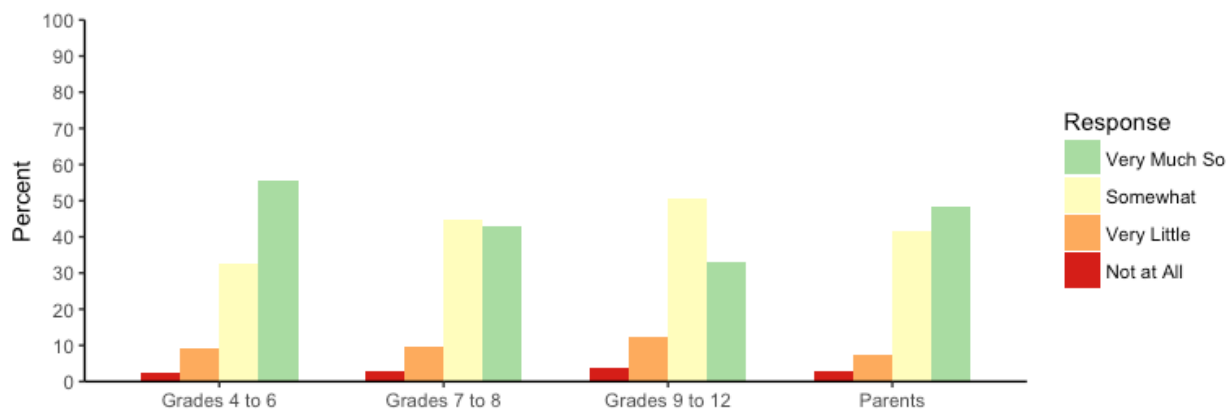
Of the students in grades 9-12 who reported that they have an IEP, 35% reported they somewhat understand, and 57% reported they very much understand, their own learning needs. 35% reported that they can somewhat, and 55% reported that they can very much, get the help they need at school. Finally, 43% reported they feel somewhat comfortable, and 39% reported they feel very comfortable, advocating for their learning needs.



*Do students with an IEP feel comfortable advocating for their needs?*

## Do students feel supported at school?

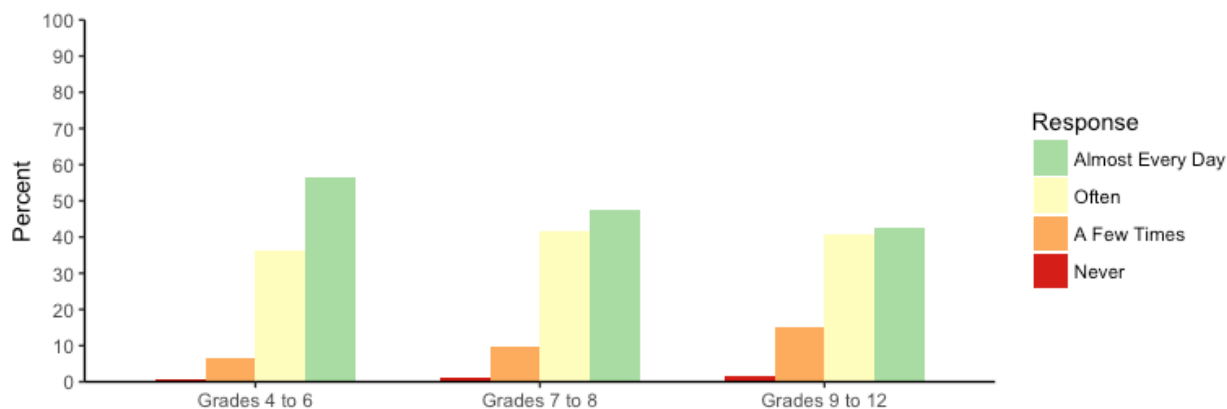
Most students in the UGDSB feel supported at school. Specifically, 33% of students in grades 4-6, 45% of students in grades 7-8, and 51% of students in grades 9-12 reported that they somewhat get the support they need to learn at school. 56% of students in grades 4-6, 43% of students in grades 7-8, and 33% of students in grades 9-12 reported that they very much get the support they need to learn at school. Of the parents who completed the survey, 41% reported that they somewhat feel their child gets the support they need at school, and 48% very much feel this way. 44% of students in grades 7-8 and 48% of students in grades 9-12 reported their school does somewhat of a good job of supporting all students. 36% of students in grades 7-8 and 27% of students in grades 9-12 reported their school does a very good job of supporting all students. 32% of students in grades 7-8 and 41% of students in grades 9-12 reported that they somewhat feel that their parents/guardians and teachers work with them to support their learning. Finally, 59% of students in grades 7-8 and 46% of students in grades 9-12 reported that they very much feel that their parents/guardians and teachers work with them to support their learning.



*Do students get the support they need to learn at school?*

33% of students in grades 4-6, 39% of students in grades 7-8, and 45% of students in grades 9-12 reported that they somewhat feel there are adults at school who care about them. 54% of students in grades 4-6, 47% of students in grades 7-8, and 38% of students in grades 9-12 reported that they very much feel there are adults at school who care about them. 28% of parents somewhat feel there are adults at school their child(ren) can turn to if they need help, and 66% very much feel this way. 41% of students in grades 4-6, 45% of students in grades 7-8, and 50% of students in grades 9-12 reported that they somewhat feel listened to by adults at school. 42% of students in grades 4-6, 38% of students in grades 7-8, and 31% of students in grades 9-12 reported that they very much feel listened to by adults at school.

13% of students in grades 4-6, 15% of students in grades 7-8, and 17% of students in grades 9-12 say they somewhat feel they have at least one good friend at school that cares about them. 80% of students in grades 4-6, 79% of students in grades 7-8, and 76% of students in grades 9-12 say they very much feel they have at least one good friend at school that cares about them. 22% of parents somewhat agreed that their child has at least one good friend who cares about them, and 72% very much agreed that this is the case for their child. 29-31% of students in grades 7-12 reported that they somewhat feel they have one adult at school they can trust and talk to if they are having difficulties. 49% of students in grades 7-8 and 40% of students in grades 9-12 reported that they very much feel they have one adult at school they can trust and talk to if they are having difficulties. 36% of students in grades 4-6 and 41-42% of students in grades 7-12 reported showing kindness to other students at school often, while 56% of students in grades 4-6, 48% of students in grades 7-8, and 42% of students in grades 9-12 reported showing kindness to other students at school almost every day.



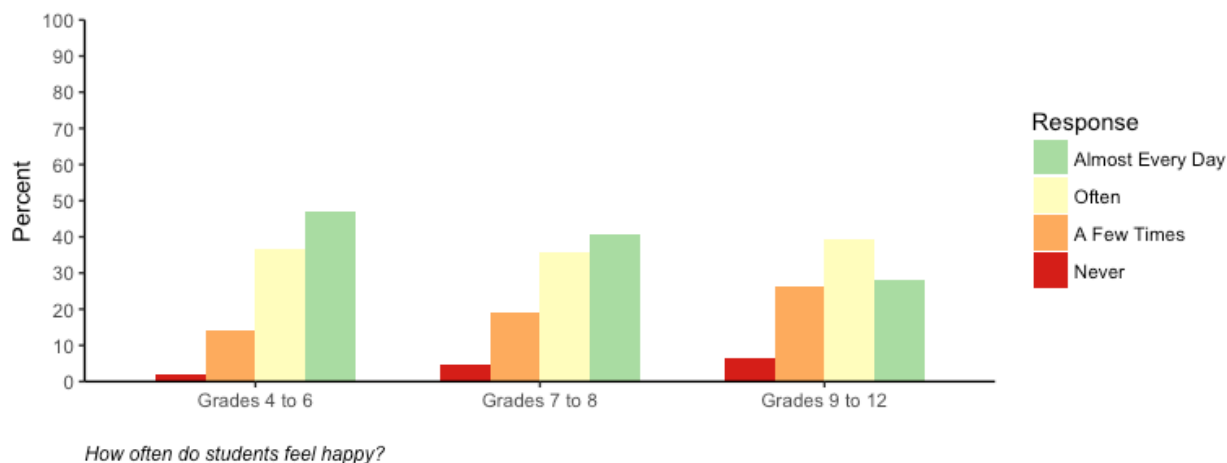
*How often do students show kindness to their peers?*

## Positive Mental Health

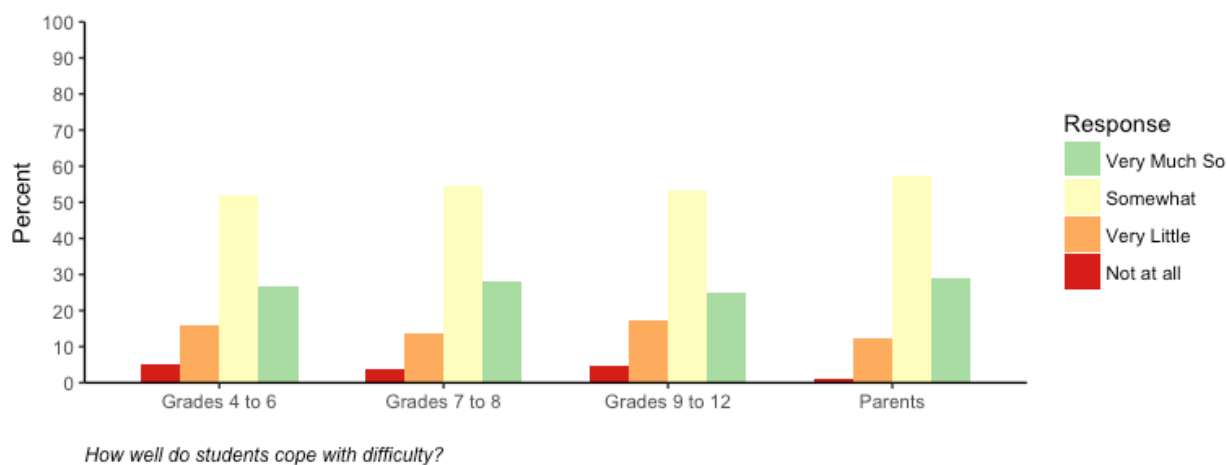
Teachers were asked about positive mental health at their school. Of the teaching staff who completed the survey, 46% reported feeling equipped to foster strengths and positive development in each individual student in their class and 43% reported feeling they are able to incorporate positive school climate and mental health initiatives in their classroom. Of the teachers who completed the survey and indicated they do *not* currently feel able to incorporate positive school climate or mental health initiatives in their classroom, the most frequently endorsed reasons were not having enough time to include these initiatives followed by not knowing enough about the initiatives.

## How do students rate their overall wellbeing?

When asked whether they have felt proud of themselves in the past month, 34-35% of students in grades 4-12 indicated they often felt this way. 32-35% of students in grades 4-8 and 21% of students in grades 9-12 indicated they felt proud of themselves almost every day in the past month. In the past month, 36-39% of students in grades 4-12 felt happy often, while 47% of students in grades 4-6, 41% of students in grades 7-8, and 28% of students in grades 9-12 felt happy almost every day. 34-36% of students in grades 4-12 felt good about themselves often, and 36-39% of students in grades 4-8 and 25% of students in grades 9-12 felt good about themselves almost every day. Finally, 30% of students in grades 4-6 and 38-40% of students in grades 7-12 reported feeling good about their future often, and 44% of students in grades 4-6, 35% of students in grades 7-8, and 22% of students in grades 9-12 reported feeling good about their future almost every day.



When asked about challenges they face at school, 52-55% of students in grades 4-12 reported that they can somewhat cope with difficulties. 25-28% of students in grades 4-12 reported that they can very much cope with difficulties. Of the parents who completed the survey, 58% reported their child(ren) can somewhat cope, and 29% reported their child(ren) can very much cope, with difficulties they face at school.



## What are the social, emotional, and behavioural difficulties students in the UGDSB are struggling with?

Among students in grades 4-6, the most commonly reported concerns in the past month were feeling pressure about school work (reported to be experienced a few times [40%], often [18%], and almost every day [9%]) followed by feeling too busy (reported to be experienced a few times [31%], often [16%] and almost every day [11%]).

Among students in grades 7-8, the most commonly reported concerns in the past month were difficulties with attention/focus (reported to be experienced a few times [36%], often [16%], and almost every day [8%]) followed by feeling stress about academic achievement (reported to be experienced a few times [27%], often [14%] and almost every day [10%]).

The most commonly reported concerns faced by students in grades 9-12 in the past month were feeling stress about academic achievement (reported to be experienced a few times [28%], often

[20%] and almost every day [19%]) followed by difficulties with attention/focus (reported to be experienced a few times [37%], often [22%] and almost every day [15%]).

Students were asked to indicate how often they experienced a range of social, emotional, and behavioural difficulties in the past month. 4% of students in grades 4-6, 3% of students in grades 7-8, and 5% of students in grades 9-12 reported feeling like hurting themselves often. 3% of students in grades 4-12 reported feeling like hurting themselves all of the time. 1% of students in grades 7-12 reported engaging in self-harm (e.g., cutting, burning) often or almost every day. When students were asked about suicidal thoughts, 3% of students in grades 7-12 reported thinking about suicide often. 2% of students in grades 7-8 and 3% of students in grades 9-12 reported thinking about suicide all the time. 1% of grades 7-12 reported a suicide attempt in the past month.<sup>2</sup> In the past month, 0% of students in grades 7-8 and 1% of students in grades 9-12 reported inflicting harm on another person often. 1% of students in grades 7-12 reported inflicting harm on another person almost every day. In the past month, 0% of students in grades 7-8 and 2% of students in grades 9-12 reported recreationally using non-prescription or prescription drugs often. 1% of students in grades 7-8 and 2% of students in grades 9-12 reported recreationally using non-prescription or prescription drugs almost every day.

The most common difficulties reported by students in grades 7-8 in the past month were taking things that were not theirs (reported to be experienced a few times [8%], often [1%], and almost every day [1%]) followed by harming themselves (e.g., cutting, burning) (reported to be experienced a few times [5%], often [1%], and almost every day [1%]) and damaging something that did not belong to them (e.g., damaged a bike, car, or property; broken windows; written graffiti) (reported to be experienced a few times [5%], often [0%], and almost every day [1%]).

The most commonly reported difficulties for students in grades 9-12 in the past month were skipping school without permission (reported to be experienced a few times [17%], often [4%], and almost every day [2%]) followed by taking things that were not theirs (reported to be experienced a few times [5%], often [2%], and almost every day [1%]) and carrying a weapon (reported to be experienced a few times [6%], often [1%], and almost every day [1%]).

Among primary division teachers, the most commonly reported difficulties they felt their students struggle with were difficulties with attention/focus, emotional regulation difficulties and behavioural regulation difficulties. Among junior division teachers, the most commonly reported difficulties they felt their students struggle with were difficulties with attention/focus, learning difficulties and behavioural regulation difficulties. For teachers in the intermediate division, they most commonly reported their students struggle with worries, fears, or anxiety, managing stress and difficulties with attention/focus. Finally, secondary division teachers reported their students most commonly struggle with difficulties with attention/focus, worries, fears, or anxiety and learning difficulties.

Of the parents who completed the survey, those with children in elementary school most commonly reported difficulties with confidence or self-esteem, followed by difficulties with attention/focus as difficulties their child(ren) struggle with. Parents of children in secondary

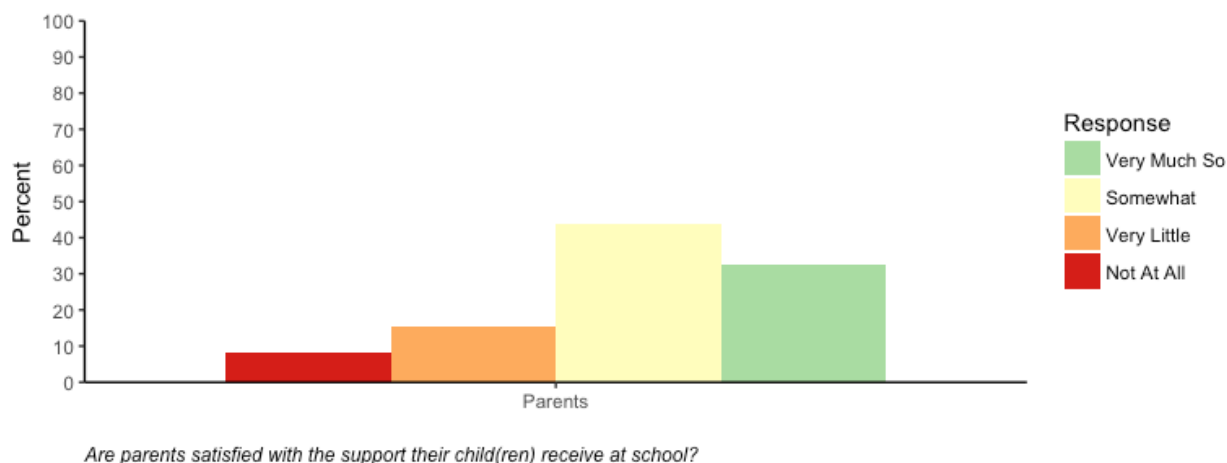
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<sup>2</sup> As no definition of suicide attempt was provided, responses to this item should be interpreted with caution. It is suggested that this item be revised in future iterations of the Climate Survey.

school most commonly reported trouble managing stress, followed by difficulties with confidence or self-esteem and as challenges their child(ren) face.

### **Do parents and staff feel capable of helping children with social, emotional, behavioural, mental health or learning difficulties?**

Of the parents who completed the survey, 23% indicated they have at least one child who has a social, emotional, behavioural, mental health and/or learning difficulty that interferes with functioning at school. Of the parents who reported this, 49% indicated they somewhat feel, and 35% very much feel, that their child(ren)'s school has an understanding of their child(ren)'s strengths. 48% felt school staff somewhat understand, and 29% felt school staff very much understand, their child(ren)'s difficulties. 44% reported being somewhat satisfied, and 33% reported being very satisfied, with the support provided by school staff related to their child(ren)'s difficulties. When parents reported that they were *not* satisfied with the support for their child(ren), the most common reason was feeling there are not sufficient resources available at school for their child(ren), followed by feeling staff do not understand their child(ren)'s needs. 7% of children with social, emotional, behavioural, mental health and/or learning difficulties were reported by parents to be in junior or senior kindergarten, 24% in grades 1-3, 35% in grades 4-6, 20% in grades 7-8, and 14% in grades 9 or above.



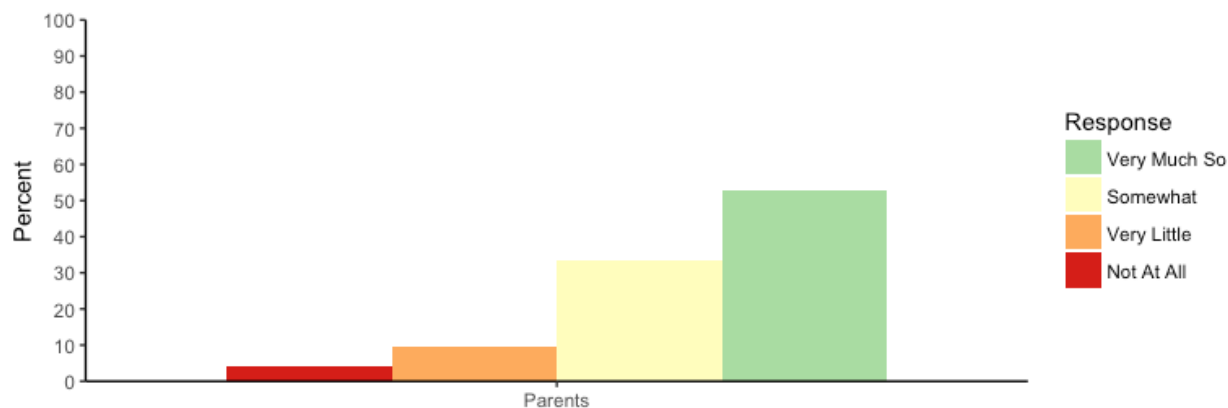
Of the classroom teachers who completed the survey, 34% somewhat feel, and 49% very much feel, that student social, emotional, behavioural, mental health and/or learning difficulties have a significant impact on their classroom. 57% of classroom teaching staff somewhat feel, and 35% very much feel, that they understand these difficulties. 56% reported they somewhat feel, and 19% very much feel, equipped to deal with these difficulties in their classroom. Finally, 50% reported they somewhat know, and 36% very much know, where to access information about supporting students who are struggling with these types of difficulties.

Of the staff who completed the survey and were *not* classroom teachers, 33% reported student social, emotional, behavioural, mental health and/or learning difficulties somewhat impact, and 54% indicated these difficulties very much impact, the school as a whole. 44% said they somewhat feel, and 51% indicated they very much feel, they have a basic understanding of how these difficulties impact students. Finally, 31% somewhat feel, and 59% very much feel, they know where to access information about supporting students with these difficulties.

98% of staff who completed the survey reported knowing the steps to obtain help for a student who demonstrates developmental or academic concerns, 93% reported knowing the steps to obtain help for a student who demonstrates social, emotional or mental health concerns, and 96% reported that they know the steps to obtain help for a student who demonstrates safety concerns.

### **What is the quality of the home-school connection in the UGDSB?**

Of the parents who submitted the survey, 34% indicated they somewhat feel, and 53% indicated they very much feel, that they have good communication with their child(ren)'s teacher. 22% of the parents who completed the survey reported they somewhat feel, and 71% indicated they very much feel, that they could approach their child(ren)'s teacher with a question or concern. 27% indicated they feel somewhat welcome, and 57% indicated they feel very welcome, to approach their child(ren)'s principal. Of the classroom teaching staff who completed the survey, 37% indicated they communicate somewhat regularly, and 48% indicated they communicate very regularly, with the parents/guardians of their students.



*Do parents feel they have good communication with their child(ren)'s teacher?*