

Engaging Parents in the Healthy Schools Movement Report
2018



Table of Contents

Introduction	2
Methodology	2
Results	4
Quantitative Data.....	4
Qualitative Data.....	9
Discussion.....	13
Limitations	13
Conclusion	14
References.....	15
Appendices	16

Introduction

Research shows that parent engagement in healthy schools is connected to better outcomes for students, and healthy children are better prepared to learn. Parents can be involved with their child's school in a variety of ways, including volunteering, participating on school council, attending meetings and events, and supporting learning at home. When parents are actively involved, schools can do better at supporting students to reach their full potential.

Ontario Public Health Units have a mandate to “achieve optimal health of school-aged children and youth through partnership and collaboration with school boards and schools” (Ontario Public Health Standards: Requirements for Programs, Services, and Accountability (Standards), January 2018). A component of meeting this standard includes consultation and collaboration with parent groups.

In May of 2017, the NWHU and Thunder Bay District Health Unit (TBDHU) delivered a joint presentation called “*Engaging Parents in the Healthy Schools Movement*” at the Minister’s Seventh Annual Parent Involvement Committee Symposium regional session in Thunder Bay. Parents in attendance offered ideas about how parents could contribute and support healthy schools. However, schools and currently-engaged parents report significant challenges in engaging new parents and an overall lack of volunteer support. As a result, the NWHU, in partnership with four area school boards, wanted to seek additional feedback from parents of school-aged children across the Kenora and Rainy-River Districts to gain a better understanding of the barriers to engagement, and uncover new and innovative strategies to increase parent and school connection in Northwestern Ontario.

To carry out this project, the NWHU received a “Parents Reaching Out” (PRO) regional stream grant from the Ministry of Education. The Keewatin-Patricia District School Board (KPDSB), Kenora Catholic District School Board (KCDSB), The Northwest Catholic District School Board (TNCDSB) and Rainy River District School Board (RRDSB), provided support for the project. The primary objective was to collect and synthesize information regarding increasing parent involvement in schools in our health unit catchment area, related to healthy schools and equity. The findings will be shared with school boards and school councils to help them reduce barriers and increase parent participation in creating healthy schools in the future. In addition, a resource will be created that will be shared with boards and school councils to support their efforts to engage parents. This report summarizes the project and recommendations based on parent feedback.

Methodology

Feedback from parents was obtained in four different ways – an online survey, online discussion panel, school council discussions and focus groups. Several NWHU staff were involved in facilitating focus groups, school council discussions and moderating the online discussion panel. A project manual was developed to guide the feedback gathering process and ensure consistency. Staff received a project manual orientation and focus group facilitation support prior to collecting feedback from parents.

1. Online Survey

The survey was developed by NWHU in consultation with partnering school boards. The survey was open to the public for responses on Survey Monkey during the month of March 2018 in

English and French. Throughout the open period, NWHU staff and schools were encouraged to share the link or survey information with parents of school-aged children and youth across the region. A total of 377 individuals responded to the survey. The questions were about the school environment and parent engagement. Specifically - level of engagement in school, type of engagement, barriers, and engagement strategies. The survey included multiple choice questions, an open-ended question and demographic questions. The open-ended question was themed in Survey Monkey using tags to summarize responses.

2. Online Discussion Panel

A virtual discussion panel made up of 6 parents from across the region was facilitated by NWHU via the 'Talk Public Health: Online Discussion Panel'. Participants were recruited through social media, the NWHU website and re-engagement of previous panelists. Panel content (including discussion questions) underwent expert external content review by Jacqui Strachan from People for Education prior to the discussion. Between March 21st and April 6th 2018, NWHU moderated the online discussion by responding to panelist questions or issues and providing prompts to deepen discussion. During the panel, the participants learned about the research project, Ontario's renewed goals for education, parent engagement policies, student health and well-being and comprehensive school health. Panelists discussed how they were involved in their child's school, level of involvement over time, what children and youth need to feel healthy at school and how schools can get parents more involved. Panelists received a \$30 honorarium for participating, provided by the NWHU.

3. Discussions at School Council Meetings

NWHU staff facilitated brief discussions at 17 individual school council meetings and 4 Parent Involvement Committee (PIC) meetings across the Kenora and Rainy River districts between February and May 2018. NWHU staff requested approximately 15 minutes of time on the agenda of a regularly scheduled school council or PIC meeting to facilitate the discussions. There were a total of 129 participants at these meetings that were parents of school-aged children and youth, and considered to be 'currently engaged'. A set of three open-ended questions asked about enhancing parent engagement in creating healthy schools with a focus on specific motivators to engagement and how to maintain it. Responses from each discussion were recorded and uploaded into survey monkey. The responses were then tagged within Survey Monkey in order to summarize and pull out themes that were commonly discussed.

4. Community-based Focus Groups

NWHU staff worked with 7 local community partners who had access to or existing relationships with parents of school-aged children and youth. There were a total of 38 focus group participants from the communities of Atikokan, Dryden, Emo, Ignace, Kenora, Pickle Lake and Sioux Lookout. The participants were considered to be not currently engaged through school councils, and had children or youth in the school system from as little as 1 year up to 14 years. The focus groups were facilitated by NWHU staff in the community partner's location between the months of February to April 2018. Participants were asked about enhancing parent engagement in creating healthy schools with a focus on barriers to engagement and strategies to overcome them. A \$20 honorarium was paid to each participant provided by the NWHU, and partner organizations were compensated \$100 with Ministry of Education PRO grant funding for use of space and assistance with recruiting participants. Meals, transportation and child-care were offered to promote increased attendance and participation. Each session lasted

approximately 1 hour. Responses from each discussion were recorded and summarized to pull out themes that were commonly discussed.

Results

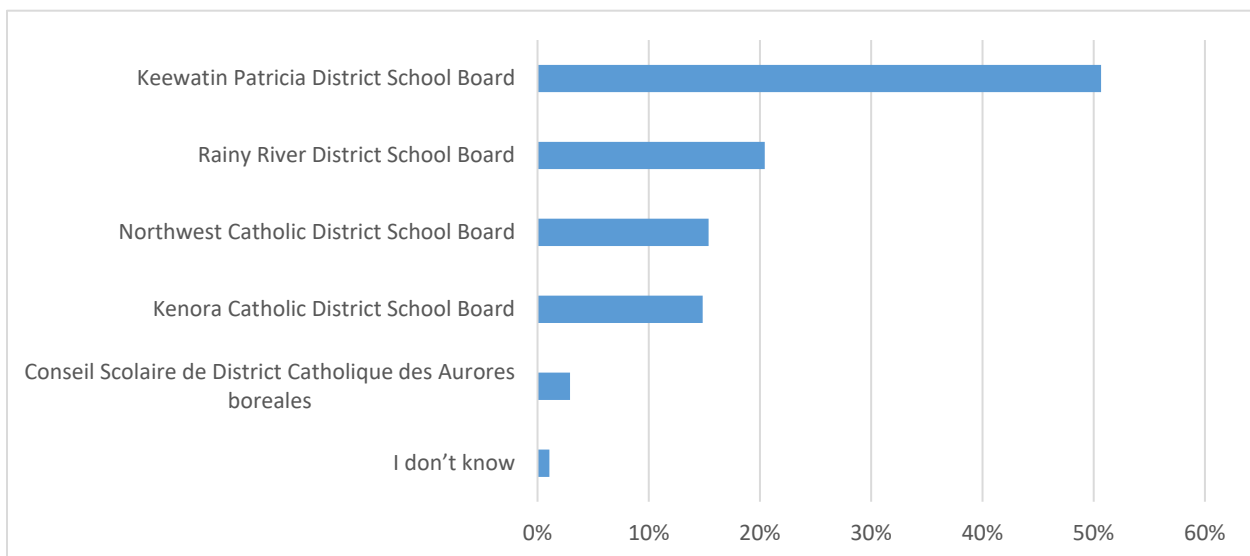
Quantitative Data

Online Survey Results

There were a total of 377 respondents to the online survey. The breakdown by Board of Education of the school their child attended generally corresponded to the enrolments across the region:

School Board	Number of Respondents
I don't know	4
Conseil Scolaire de District Catholique des Aurores boreales	11
Kenora Catholic District School Board	56
Northwest Catholic District School Board	58
Rainy River District School Board	77
Keewatin Patricia District School Board	191
Total	377

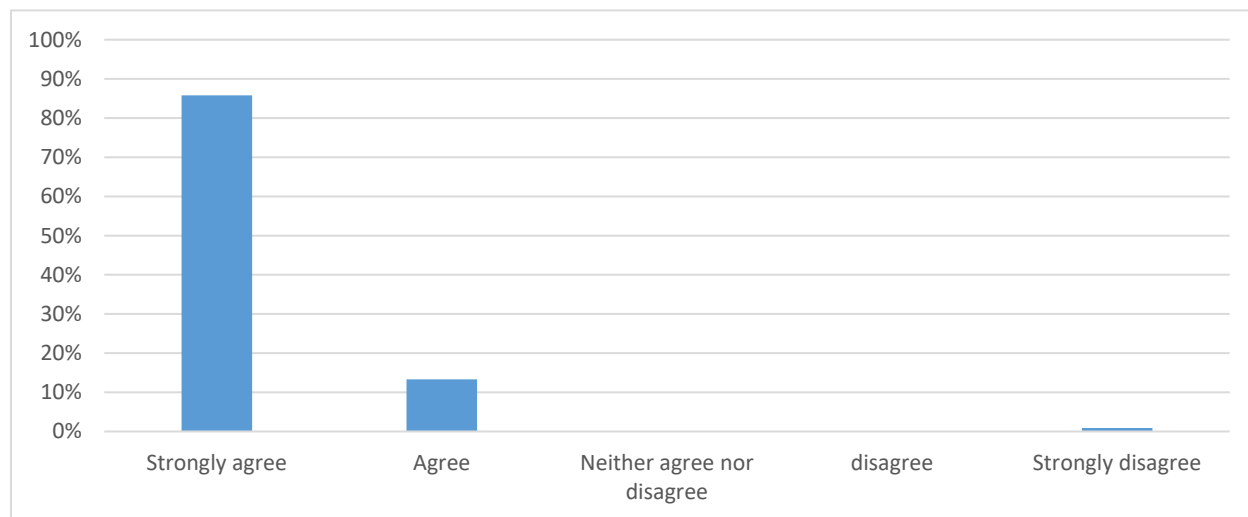
Percentage of parent respondents by school board (n=377)



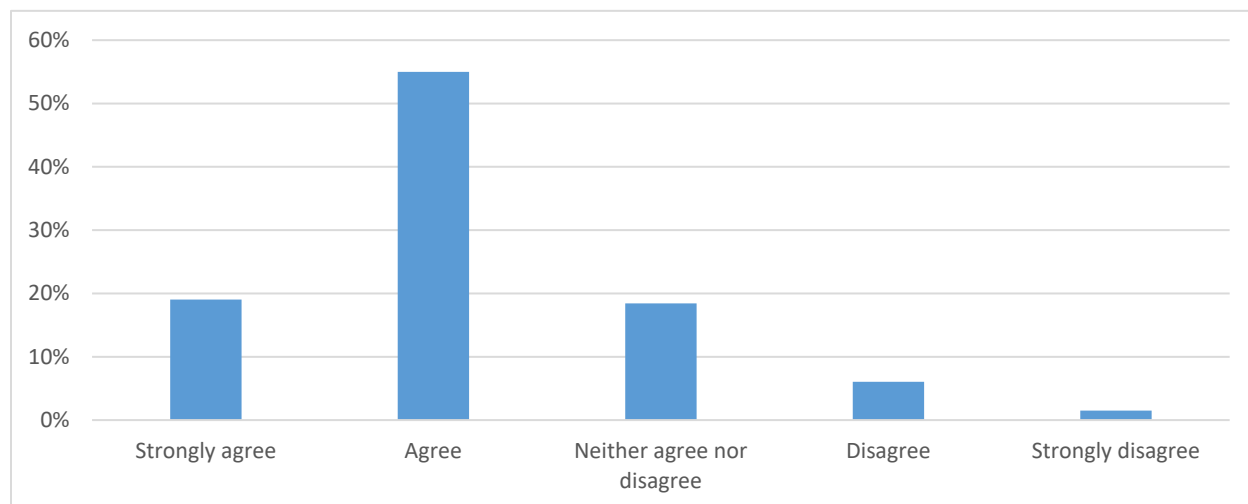
Survey respondents were primarily in the 30-39 age group (41.9%) and 40-49 age group (41.2%). 70% identified as white and 20% as indigenous. 90% defined their gender as female. More detailed demographic information can be found in the Appendix.

Importance of Healthy Schools

Almost all respondents agreed or strongly agreed that it is important that schools strive to be healthy places where all students can reach their full potential.



74 % of respondents agreed or strongly agreed that their child’s school is a healthy school while 18.4% neither agreed nor disagreed and 8% disagreed or strongly disagreed.



The online survey included one open ended question “What could change or improve for your child’s school to be a healthier place for all students?” There were 172 respondents that answered the question. Themes that emerged included:

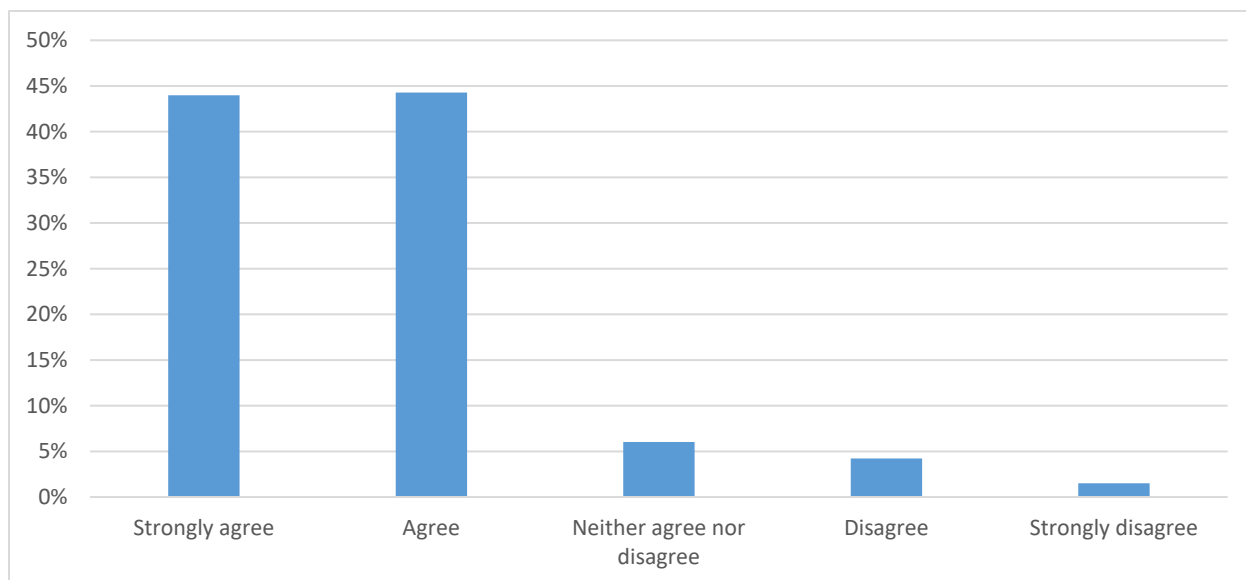
1. **Nutrition** – increase time and opportunity for socialization at mealtimes (e.g., “eat together as a community”), encourage a healthier school food environment (e.g., “breakfast programs do a great job”; “Don’t offer unhealthy snacks for sale”; “More

access to healthy food”; “Stop using candy or junk food as rewards”); and increase opportunity for food literacy (e.g., “introduce basic cooking/shopping skills”)

2. **Physical Activity** – increase structured activity (e.g., “gym class seems to be first thing pushed aside”; “gym class taken away as punishment”; “have more frequent gym classes”), unstructured play (e.g., “not so many rules on the playground”; “additional outdoor time”) and active transportation (e.g., “increased opportunity to safely get to school walk/bike”)
3. **Inclusivity** – acceptance of all students (e.g., “removing physical barriers”; “recognize and celebrate all student success”); Indigenous (e.g., “be inclusive to both Indigenous cultures in the region, Metis and First Nations”)
4. **Mental Health** – reduce stigma (e.g., “mental health awareness and education is important”), positive mental health promotion (e.g., “mindfulness training”; “helping students find better ways of coping”) and training for staff.
5. **Staffing** – increase specialized staff (e.g., counsellors, nurses); increase support staff (e.g., education assistants, custodians, and secretaries “office staff seem overwhelmed and spread thin”), provide support for staff to deal with negative student behaviors.
6. **Screen time** – reduce student use of phones at school, turning screens off during nutrition breaks.
7. **Parent Involvement** – increase parent volunteers (e.g., “more opportunities to visit the school during the day”), better communication for school events and when there is a concern with a student.
8. **Substance use** – Increase action (e.g., “actively address the issue of drug usage which adversely affects the whole student population”) and better enforcement of rules.

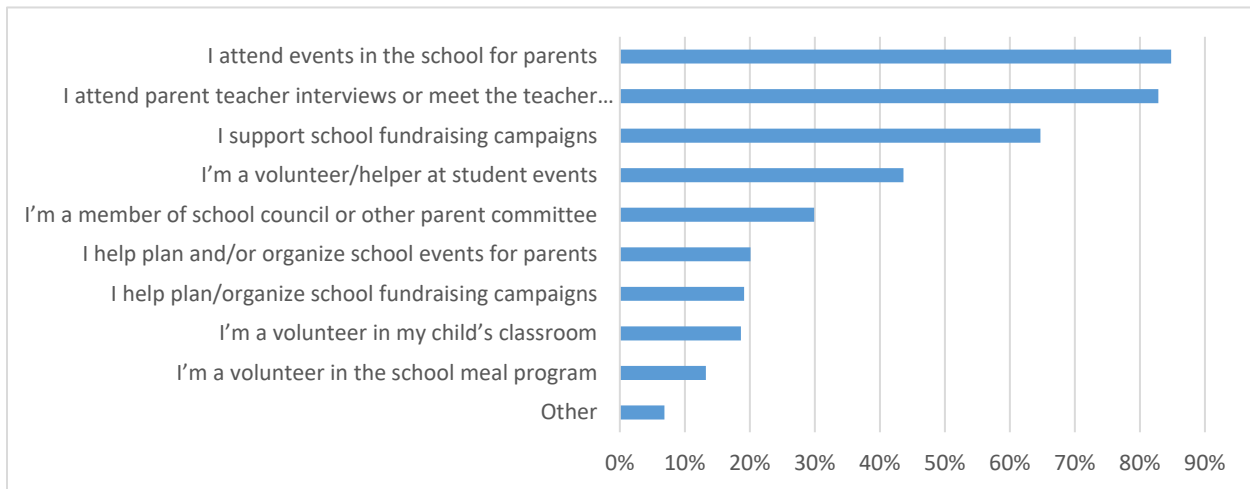
Parent Engagement in Schools

88% of respondents agreed or strongly agreed that they felt welcome in their child’s school, while 6% neither agreed nor disagreed, and 6% disagreed or strongly disagreed.

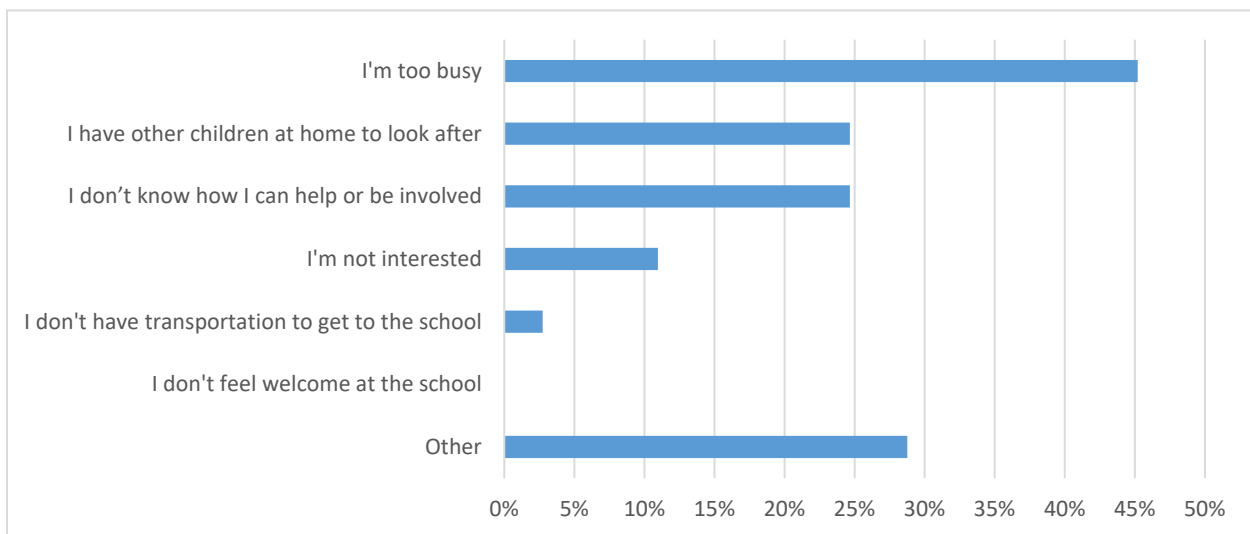


63.75% of respondents said they were currently involved in their child’s school. Of those, the most prevalent ways parents are involved include attending school events for parents; attending meet the teacher nights or interviews; supporting fundraising campaigns and being a parent

helper at student events (e.g., field trips, sporting events, etc.). Significantly lower numbers of parent reported taking part in school councils, volunteering, planning and organizational roles.

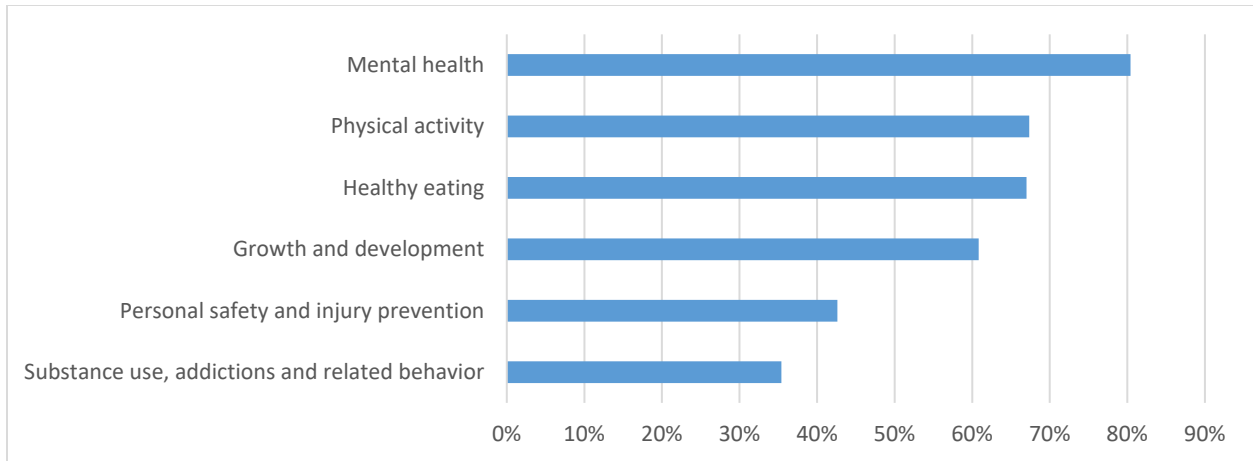


36% of respondents said they are not involved, or they were but aren't now. The reasons these respondents cited most often for not being involved included being too busy, having other young children at home to care for, or not having enough information about how they could help. Respondents could select more than one item.



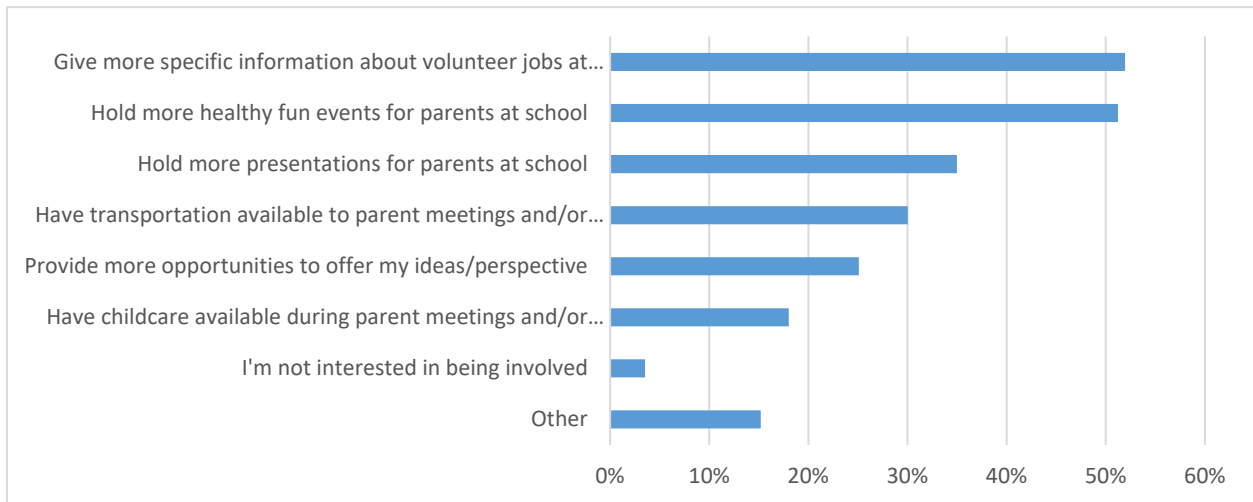
School Health Priorities

Mental health was the school health topic that the highest number of respondents were interested in (80.4%), followed by physical activity and healthy eating (67% each). Less than half of respondents chose personal safety and injury prevention or substance use, addictions and related behaviors as topics they were interested in. Respondents could select more than one item.



Barriers to Parent Engagement

Just over half of respondents thought that providing more specific information about volunteer jobs and holding more healthy fun events for parents would help get more involved in supporting healthy schools. About a third said presentations for parents, having childcare available and providing opportunities for parents to offer their ideas/perspective would help get more parents involved. About a fifth thought providing transportation would help. Respondents could select more than one item.



Qualitative Data

Online Discussion Panel, Parent Council Discussions and Focus Group Feedback

Qualitative feedback was obtained through the online survey and panel, as well as the parent council discussions and community based focus groups. Similar themes emerged throughout and are summarized below.

Parent Perception of a Healthy School and Suggestions for What Schools Can Do

Nutrition

Nutrition in schools was the thing most often mentioned as something that makes their child's school healthy, and parents generally feel schools are doing a lot of great things in this area. Parents gave examples of social and physical environment interventions such as meal and snack programs, milk programs, school gardens, water bottles/filling stations and emergency lunches. Nutrition education and cues (such as healthy eating posters and resources) were also mentioned. Parents felt that schools could offer even more food literacy opportunities and programs for students (e.g., cooking classes, gardening).

"Healthy, fresh meals incorporated into the curriculum would be wonderful. Introducing basic cooking and shopping skills" Online survey respondent

Physical Activity

Parents also valued physical activity as something that makes their child's school a healthy school. While traditional gym classes were mentioned, there were many more examples related to unique opportunities that schools have provided such as outdoor activities (skiing, snowshoeing), swimming lessons, yoga, dance, open gym nights etc. Parents mentioned wanting more opportunities for physical activity outside of school (extra-curricular).

"Increased physical activity would go a long way, yoga or stretching every day for physical development as well as mindfulness practices to help self-regulation and mental health have already been proven to be of great benefit where they have been implemented." – Online discussion panel participant.

Inclusivity

Home and school communication was often mentioned, with examples like emailed updates and log books, and improved process for two household families. A focus group participant noted with appreciation that "they are good at contacting parents" and "they give me heads up when something seems off". Incorporating more indigenous culture in the classroom was mentioned at two of the groups, for example educating students about the 7 Grandfather Teachings. Indigenous language was also mentioned, with one parent noting ""They should bring in Oji-Cree, because that's mostly what we have in this area". Family support for health and wellness was mentioned, for example hygiene kits, clothing exchange, and lice checks.

"Some staff make you feel welcome, some make you feel judged. I feel more welcome when staff understand that I don't have the resources that others do" – Focus group participant

“Having an Aboriginal family liaison has been a huge benefit” – School council discussion participant

Mental Health and Well-being

Positive mental health and well-being was important to parents. They shared school-based program examples like safe spaces, ‘mind storm’ club and positive ticketing. Parents felt children being taught self-regulation strategies – to learn to cope with stress, conflict, setting boundaries, active listening resiliency, was important. Parents noted that at times they felt that issues, particularly related to bullying, weren’t dealt with or their children weren’t heard when they had a problem. One focus group participant suggested that “the school has their hands tied in actually dealing with problems”. Parents wanted to see more support for staff, tangible anti-bullying actions and strategies, proactive positive discipline and conflict resolution. Parents are also concerned with increased screen time, especially misuse and/or overuse of personal electronic devices, the constant sense of urgency and anxiety it creates, and other negative impacts it may have on student’s mental health and well-being. Safety was another theme, with parents suggesting that schools should keep lockdown all day, improved procedures for student lockdowns and having more crosswalk guards. Oral health and immunization services from the NWHU were also mentioned.

“Children need to feel safe and sound both physically and mentally at school. They need and work well with boundaries. My biggest concern I have for children of today is their mental health”. – Online discussion panel participant

Motivators to Parent Engagement

Parents that provided feedback through parent council discussions were motivated by a desire to be informed and understand how the school operates. They also valued the opportunity to provide solutions to issues and be a part of school decision making processes, and building relationships with the principal, staff and other parents. Generally, currently-engaged parents were motivated because they saw value in supporting the whole school and by proxy, the positive impact it had on their own child’s success. They also wanted to set a good example for their child as a community volunteer. Parents that attended focus groups tended to be less engaged with their child’s school, however when they did get involved they were motivated by spending more time with their own child and contributing to their success as an individual, rather than contributing to the success of the whole school.

“I would definitely like to be more involved as a parent as this is not just an opportunity for me and the school to work together - but my child enjoys seeing me be a part of her world and she then wants to model my behaviour. It is a win-win for everyone.” – Online discussion panel participant

Level of Parent Engagement Over Time

Response varied with some parents reporting level of involvement staying the same and others reporting a decreased level of involvement as their children reached higher grades. The reasons for decreased engagement included less opportunity as their child got older, the child feeling embarrassed or otherwise preventing their involvement with school, disconnect with the teacher, and deliberately being less involved as the children got older so they would gain independence and learn from mistakes.

“The higher levels of DIRECT communication from teachers has resulted in increased participation where the reverse is also true.” – Online discussion panel participant

“As my children got older, my role changed. I was teaching my children to become leaders in whatever way they could be.” – Online discussion panel participant

Strategies to Increase Parent Engagement

Home and School Communication

Communication emerged as a major theme at parent council discussions and all focus groups. When parents were informed they were more likely to feel welcome. Parents acknowledged that schools currently employ a number of strategies to communicate including social media, backpack mail, text messaging apps, local media and emails, and that it may be necessary to use a combination of all of these in order to reach all parents. However, some focus group participants said that personal contact by way of phone calls or in-person communication was preferred to all other forms, and some did not have regular access to the internet and required information on paper. They suggested that personal contact would be one way they would be more likely to become involved at their child’s school. There was widespread acknowledgement among parents that schools have limited staff resources and this presents a challenge to keep the lines of communication flowing.

“I don’t feel like I am informed enough on where my involvement might be helpful.” – Online survey respondent

“Office staff seem overwhelmed and spread thin making this connection to home difficult. More opportunity for parents to visit the school.” – Online survey respondent

Provide Unique Opportunities for Parents

Parent councils and focus group participants both felt that offering parents less formal opportunities was a good strategy to get parents into the school initially. Suggestions included open house style events during the school day where students could informally share their achievements, holding non-educational family events and tying initial parent council meetings into a group healthy activity or holding it somewhere other than the school so it has a more informal feel. Parents identified that while there were many invitations to school and classroom events when their child is in younger grades (teas, reading buddies, special events), it seems to drop off as their child gets older. At several focus groups, parents said they would be interested in sharing their unique skills and abilities with students, if invited by the school or classroom. They suggested that the school could survey parents to find out what skills exist within the school community that parents would be willing to share. Some examples of hobbies and unique skill sets parents could provide included indigenous language and culture, arts and crafts, cooking and knowledge from various careers. Starting with small, tangible opportunities to participate and making the request specific, personal and detailed was also suggested. One parent shared an idea of a welcome letter from the school or classroom teacher with a list of opportunities over the school year.

“Don’t be afraid to tap into their skills. Most times people want to help, they just don’t know how or where to help.” – Focus group participant

Provide Inclusive and Welcoming Spaces

Parents identified that school staff play a key role in creating a welcoming school environment. Some parents noted a fear, intimidation or discomfort being in the school based on their own past experiences as a student. Parents mentioned simple strategies to build a more welcoming environment such as a smile and friendly greeting from the office staff, easy access to school administration, having an indigenous family liaison position at the school, and having their child's teacher know them by name. There was increased comfort level being at the school when parents felt informed. It was also identified that engaging with the parent at their level with a non-judgmental approach was appreciated. One parent said they felt welcome "when staff understand that I don't have the resources that other's do". Some parents felt that when the teacher or principal were perceived to have an "open door policy" and "open lines of communication", parents felt that they were heard, and that their voice was important. Other parents only felt heard when they had something positive to say, or their opinion matched the perceived opinion of the school. In general, whether parents felt heard was connected to the demeanor of the staff person they interacted with.

"Offer non-educational events (like an afternoon tea) to get their foot in the door and see that it is a welcoming place" – Focus group participant

Remove Barriers

Barriers parents mentioned included work schedules, having younger children in the home, transportation to the school, busy schedules, red tape involved in volunteering (police checks), safe arrival programs, limited opportunities in secondary schools, student embarrassment of having the parent involved, being unaware of the opportunities and the cost of volunteering. Mitigation strategies parents suggested included providing child care and transportation, offering a meal, varying times of opportunities and events, increasing opportunities in secondary schools, being aware of financial implications of volunteering and offering support and increased home and school communication.

"I was asked to bring cupcakes for the school bake sale but I couldn't afford the ingredients – it was the end of the month and money was tight." – Focus group participant

"The way to get people out to events/participate in healthy activities is to ensure they can get to the event or activity, ensure they feel they are welcome, and ensure they know about the activity." – Online discussion panel participant

Parent/Volunteer Recognition

Recognition for all types of volunteer work in schools and classrooms was important for parents. Parents mentioned enjoying time spent at school with their child, and to consider incorporating recognition into time spent with students.

"Engagement of all kinds should be acknowledged not just council, but parents that volunteer for other things - that come and help out in the classroom, that come for parent/teacher meetings, etc." – Parent council discussion participant

Discussion

The feedback from parents gathered through this project indicate that parents generally feel their child's school is providing a healthy school environment in which all children can succeed and reach their full potential. Parents felt that schools could take further steps towards healthy schools in the area of nutrition, physical activity, inclusivity, mental health and well-being. They also recognized that there are increasing needs in schools, especially related to mental health and well-being. Having adequate staff or resources to meet the unique needs of students is challenging.

The more engaged a parent is, the more welcome they tend to feel in the school environment. This suggests that small, non-threatening events and personal invitations into the school environment might be a good first step towards building a stronger home and school connection. Cultural sensitivity training for staff and parents can help schools provide a more inclusive and welcoming environment.

With regard to parent engagement in creating healthy schools, parents recognized that they have an important role to play in supporting the school. In general, currently engaged and non-engaged parents had a willingness to participate, and understood the value in volunteerism at their child's school. However, some parents did not feel informed enough to understand how they should or could participate in school.

Parents identified several barriers to engaging with their child's school, including a lack of clarity on the needs or how they could be involved, not having the resources or time to participate, and personal reservations on being involved at school related to past experiences. Schools can reduce barriers to parent participation by offering meals, transportation and childcare. They can also provide more specific and detailed requests about what is needed and have a staff person reach out personally to parents that previously have not participated. School councils can organize more informal events designed to engage with parents in a non-threatening way as a first step towards promoting the needs and opportunities for parents to be involved in school. Parents can be given more opportunities to share their unique talents and skill sets with staff and students in order to deepen the home and school connection and better utilize existing school community knowledge and expertise. Friendly and open communication from office staff and administration can set the tone for further parent engagement.

Finally, recognizing parents for their contributions to the school community, no matter how big or small, can encourage greater parent involvement in the future. It also acknowledges the value the school places on parent engagement as a key to student success and well-being.

Limitations

It is important to note some limitations to the data collected throughout this research project. The online survey was made available to the public, so there may have been respondents that were not parents of school-age children and youth. The community based focus groups and parent council discussions followed an identical script, however they were facilitated by several different NWHU staff, which may have created slight variations in the way the questions were posed and the general tone of each session. As well, the focus groups and parent council discussions did not occur in every community and school in the region. The online discussion panel attracted a limited number of participants, which could have resulted in a less robust discussion. The research project participants that provided feedback through all methods were a

convenience sample (i.e. easy to reach), and cannot be considered representative of the total parent population in the region.

Conclusion

This research project has provided the NWHU with an opportunity to engage with school boards, school councils, and parents, to gain a better understanding of current state of parent engagement in healthy schools. Parents were able to offer their ideas about new and innovative engagement strategies that school councils and schools can employ in the future.

The results of this research have provided the NWHU and school boards with valuable information that will help inform future planning of parent engagement strategies. The information will also be used to create an infographic that will be shared with school councils in the Kenora and Rainy River districts, to help them with their parent engagement efforts in the 2018-19 school year and beyond.

References

Ontario Ministry of Health and Long Term Care (MOHLTC). (2018). The Ontario Public Health Standards: Requirements for Programs, Services, and Accountability (Standards). http://health.gov.on.ca/en/pro/programs/publichealth/oph_standards/docs/protocols_guidelines/Ontario_Public_Health_Standards_2018_en.pdf

Ontario Ministry of Education (MEDU). Minister's Seventh Annual Parent Involvement Committee Symposia, April 9 – May 14, 2016 (Thunder Bay PIC Symposium). <http://www.edu.gov.on.ca/eng/parents/PICsymposium.html>

Ontario Ministry of Education (MEDU). Parents Reaching Out (PRO) Grants. <http://www.edu.gov.on.ca/eng/parents/reaching.HTML>

Appendices

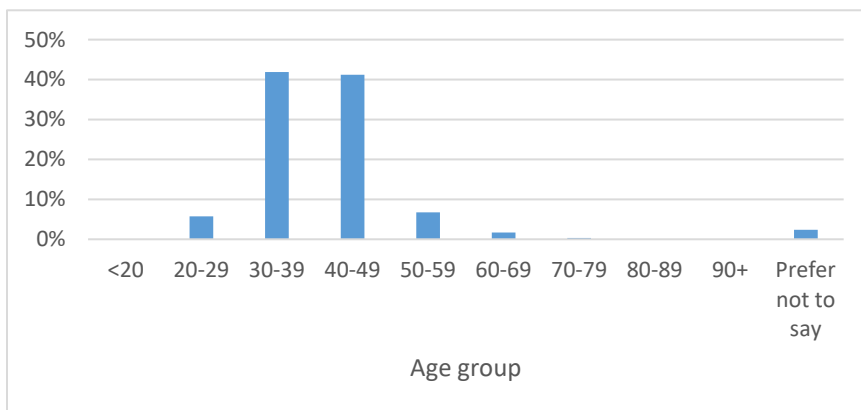
Appendix 1: Demographic Data

Health equity is part of the strategic plan for the NWHU and is also included within the Ontario Public Health Standards that mandate the work of health units. Understanding who is, and is not, participating in the various services, programs and activities that we provide to the community is one of our first steps in addressing equity. We know that the data we collect is only one part of the puzzle; it does not necessarily identify the specific barriers that people might experience, or identify solutions – we attempt to address that through program planning.

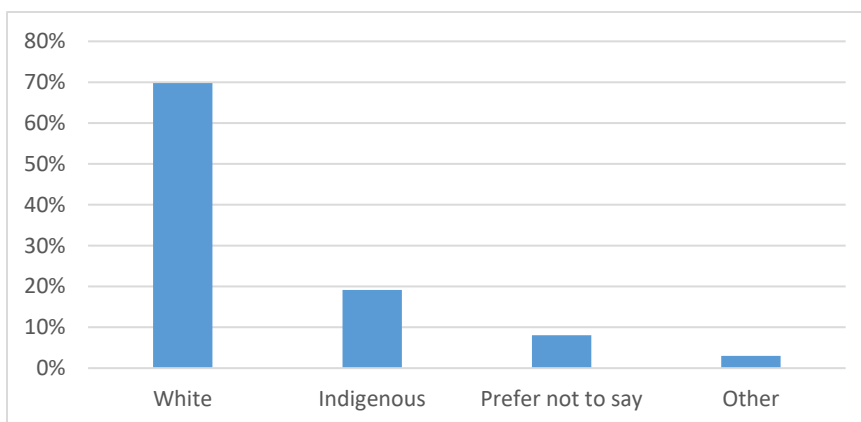
The health unit has developed a standard set of questions to ask in all situations, based on the current literature related to health equity, for all services. This allows us to roll up our data agency-wide, as well as remove any assumptions of groups that may be experiencing barriers.

A summary of the demographic questions and responses included in the online parent engagement survey is below. Some respondents skipped questions, the number of responses per question is included in brackets.

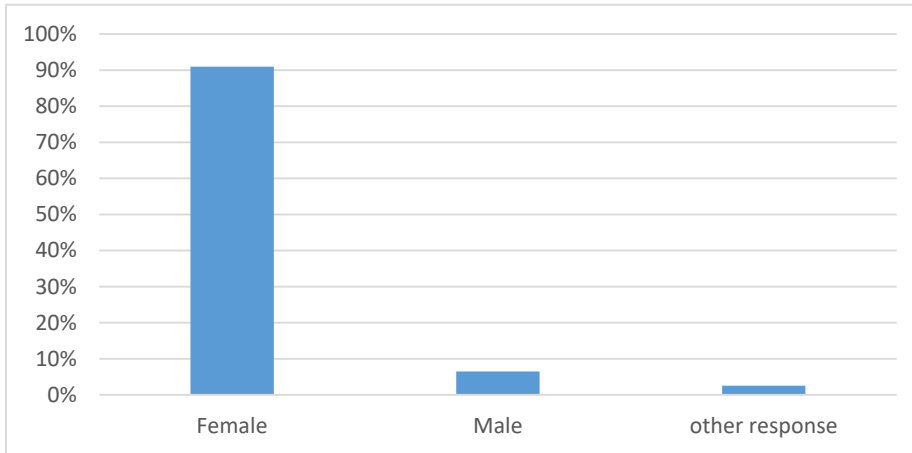
1. How old are you? (n=296)



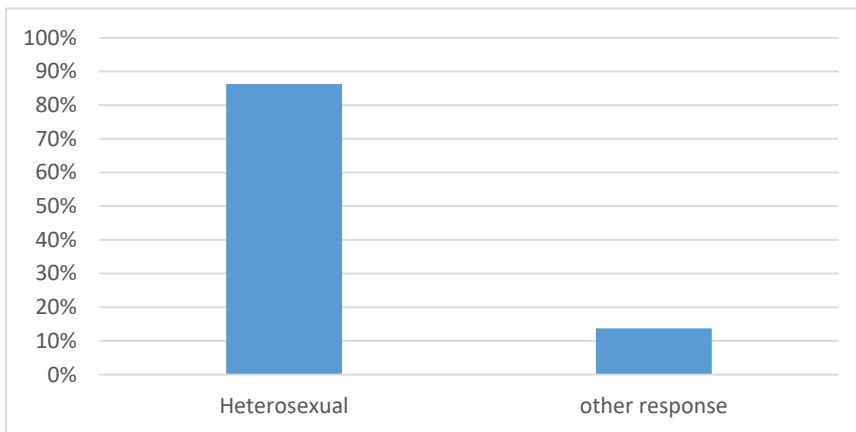
2. Do you identify as: (n=298)



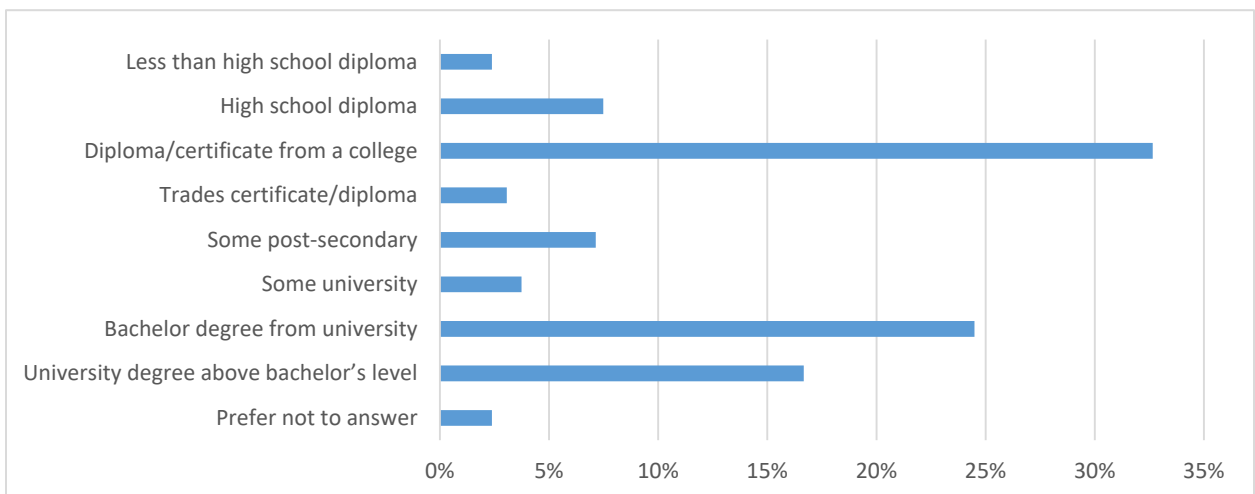
3. How do you define your gender? (n=277)



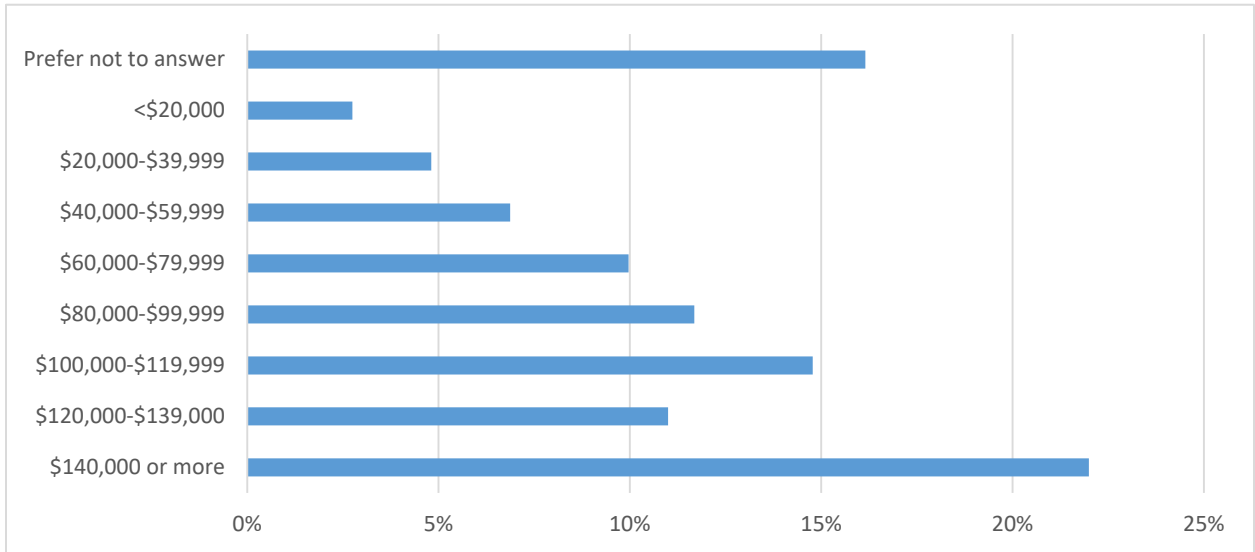
4. How do you define your sexual orientation? (n=240)



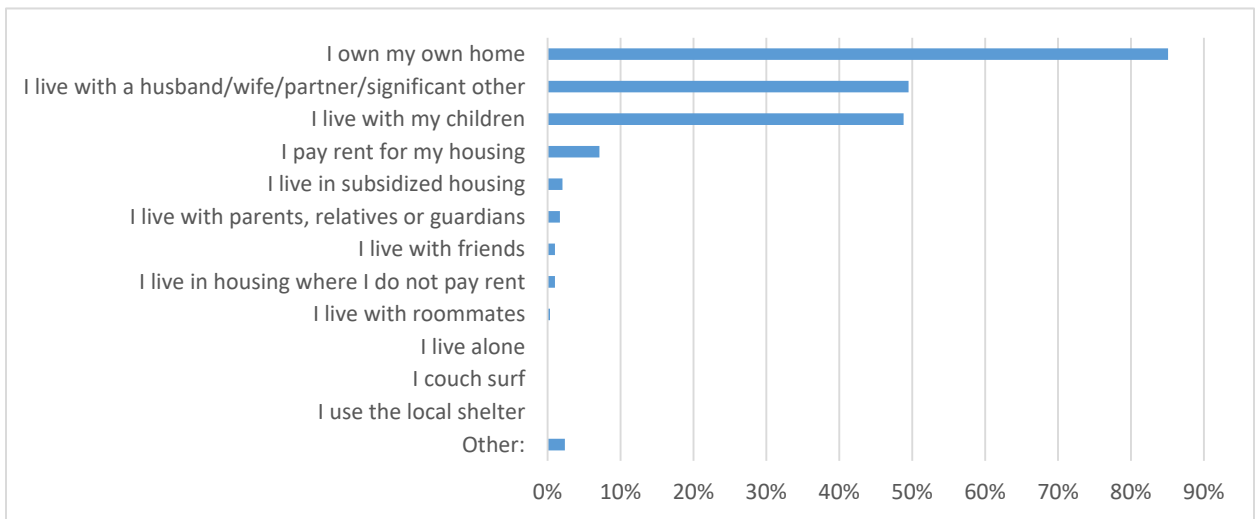
5. What is your highest level of education? (n=294)



6. What is your approximate household income?



7. Which statement best describes your living situation – check all that apply: (n-295)



Appendix 2: Survey Questions

Preamble:

Thank you for your interest in this survey. This survey asks for information that will:

- Help the Northwestern Health Unit (NWHU) learn more about how to actively engage parents in schools
- Be used by the NWHU in our work as well as in the work we do with schools to engage parents

The survey includes questions focused on parent engagement in schools and should take about 10 minutes. For members of the public doing the survey, we will also ask a few questions about you so that we can know the types of people who have completed the survey.

The survey is anonymous. It is not meant to identify anyone from their answers, so please do not use names or personal information in your answers.

We will use your answers to help us plan future health unit programs and services, within the mandate of public health in Ontario. You can get a copy of the survey results and/or report by calling the health unit or emailing talkpublichealth@nwhu.on.ca.

You are free to not do the survey, or to stop at any time with no consequences to you. The information you provide in this survey is voluntary. If you do complete the survey, the answers you provide will be kept confidential. Since the survey is anonymous, we will not be able to retrieve or remove your responses after they have been submitted. Answers will be pooled together and individual responses will not be shared.

If you have any questions about this survey, please contact Stephanie Cran, Health Promoter at the NWHU at scran@nwhu.on.ca.

Thank you.

Survey:

My child(ren) attend a school that is part of the (if you have children attending in different boards check all that apply):

- Conseil Scolaire de District Catholique des Aurores boreales
- Keewatin Patricia District School Board
- Kenora Catholic District School Board
- Northwest Catholic District School Board
- Rainy River District School Board
- I don't know

Healthy schools are places where healthy physical and social environments support learning and growth so all students can reach their potential. Students, school staff, parents and community all have a role to play in helping to create and support healthy schools.

Please rate how much you agree or disagree with the following statements:

It is important that schools strive to be healthy places where all students can reach their full potential:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

My child's school is a healthy school:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

What could change or be improved for your child's school to be a healthier place for all students? (open ended, optional)

I feel welcome in my child's school

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comment:

I am involved in my child's school (choose one)

- Yes
- No
- I used to be but I'm not now

If yes – how are you involved? Choose all that apply.

- I'm a member of school council or other parent committee
- I help plan/organize school fundraising campaigns
- I support school fundraising campaigns
- I help plan and/or organize school events for parents (presentations, activities, family meals etc.)
- I attend events in the school for parents (presentations, activities, family meals etc.)
- I'm a volunteer/helper at student events (sports, field trips, dances)
- I'm a volunteer in the school meal program (prepare, serve, shop for food)
- I'm a volunteer in my child's classroom
- I attend parent teacher interviews or meet the teacher nights
- Other:

If no, why aren't you involved? Choose all that apply.

- I'm too busy
- I'm not interested
- I don't know how I can help or be involved
- I don't have transportation to get to the school
- I have other young children at home to look after
- I don't feel welcome at the school
- Other:

If you used to be but you aren't now, why did you stop being involved? Check all that apply.

- I'm too busy
- My priorities have changed
- It became too big a time commitment
- I have other young children at home
- My children are older/high school age
- I didn't see value in participating
- Other:

Are there any aspects of school health that you are most interested in? Choose all that apply.

- Physical activity
- Healthy eating
- Personal safety and injury prevention
- Growth and development
- Mental health

- Substance use, addictions and related behavior

What would help get more parents involved supporting healthy schools? Choose all that apply.

- Hold more healthy fun events for parents at school
- Hold more presentations for parents at school (provide information about my families health and well-being)
- Give more specific information about volunteer jobs at my school
- Have childcare available during parent meetings and/or events
- Have transportation available to parent meetings and/or events
- Provide more opportunities to offer my ideas/perspective
- I'm not interested in being involved
- Other: