REPORT TO:	☐ **Administrative Council**	☒ **Program and School Services Advisory Committee**
	☐ **Policy Working Committee**	☐ **Planning and Priorities Advisory Committee**
	☐ **Board**	☐ **Other:**
	☐ **PUBLIC**	☐ **IN-CAMERA**
TITLE OF REPORT:	Thames Valley School Climate Survey System-Level Results	
PRESENTED BY:	Ann McKerlie, Research Associate Lisa Munro, Learning Supervisor Sheila Powell, Superintendent of Student Achievement Christine Stager, Manager – Research and Assessment	
PRESENTED FOR:	☐ **Approval** ☒ **Information** ☐ **Advice**	
Recommendation(s):		
Purpose:	To provide information about the system-level results for the Thames Valley District School Board School Climate survey and to share the board's work to create safe, positive and inclusive learning environments.	
Content:	The Ministry of Education requires that School Climate surveys are completed every second year in each school board. Students in Grades 5-12 were invited to complete the School Climate survey in the Spring of 2018. The School Climate Survey results are an integral part of the TVDSB Multi-Year Operational Plan goal focusing on equity and inclusion. In the Fall of 2018, Research and Assessment prepared the TVDSB School Climate Survey Results Board Summary Report (Appendix A). From September to December 2018, Learning Coordinators – Safe Schools met with secondary schools to review the results and help the school teams identify actionable next steps. The Safe Schools Learning Coordinators provide differentiated support to elementary schools to help schools develop plans to meet the needs of their school community. It should be noted that a number of items on the Safe Schools survey extend to other portfolio areas including but not limited to: instructional practices, facilities, Social Work and Psychological Services, curricular programming and extra curricular program offerings. Learning Supervisors and Managers in other departments work collaboratively within and across teams to support positive school climates in all of our schools. At the school level, Principals share information about their School Climate survey results with their staff, student and families in a range of ways which may include information sharing at staff meetings, involvement of families, students and staff on the Safe Schools committee, seeking input from students and families when developing initiatives, targeted professional	

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	learning, sharing of their Safe Schools Action Plan on their website and information items in the school newsletter. School Superintendents discuss school climate results, related initiatives and future directions linked to school climate at each school visit. The Culture for Learning team will continue to look for ways to share School Climate results and seek family and community input through board committees (e.g., Culture for Learning Advisory Committee, First Nations Advisory Committee and Thames Valley Parent Involvement Committee).
Cost/Savings:	N/A
Timeline:	
Communications:	
Appendices:	Appendix A: TVDSB School Climate Survey Results Board Summary Report Appendix B: Presentation of School Climate Survey Results and Next Steps

Strategic Priority Area(s):

Relationships:	☒ Students, families and staff are welcomed, respected and valued as partners. ☒ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. ☒ Create opportunities for collaboration and partnerships.
Equity and Diversity:	☒ Create opportunities for equitable access to programs and services for students. ☒ Students and all partners feel heard, valued and supported. ☐ Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	☐ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. ☐ Staff will demonstrate excellence in instructional practices. ☒ Enhance the safety and well-being of students and staff.

Form Revised October 2018

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RESEARCH
and ASSESSMENT

School Climate Survey 2017-2018

System Report

Prepared by:
RESEARCH AND ASSESSMENT SERVICES

Department:
LEARNING SUPPORT SERVICES

January 29, 2019

Contents

1   Introduction

School climate refers to the learning environment and relationships found within a school and school community. School climate reflects how members of the school community are engaged in the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. It also includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support, and engagement. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

The collection of school climate data during 2017-2018 was undertaken by TVDSB as per the Ontario Ministry of Education distributed Policy/Program Memorandum No. 145 regarding Progressive Discipline and Promoting Positive Student Behaviour.

An online version of the U.S. Department of Education School Climate Survey (EDSCLS) was created to be used for both elementary and secondary schools. Communication including an overview of the survey as well as instructions outlining the survey administration procedure, timelines and expectations were provided to school administrators through the LSS Newsletter and e-mail communications. Versions of the survey were also provided for families and staff, the results of which will be reported separately.

For both elementary and secondary schools, the survey administration window was March 5 to April 20, 2018. All students in grades 5 through 12+ could access the survey through a link posted on the TVDSB School Climate website using school computers, portable devices, or personal devices.

Passive consent was used for student participation. Parents and Guardians were provided with a memo from their child's school which indicated that students could opt out of participating in the survey.

2   School Climate Model

The EDSCLS instrument was used to measure school climate within TVDSB. This instrument is research based and measures the following domains and subtopics:
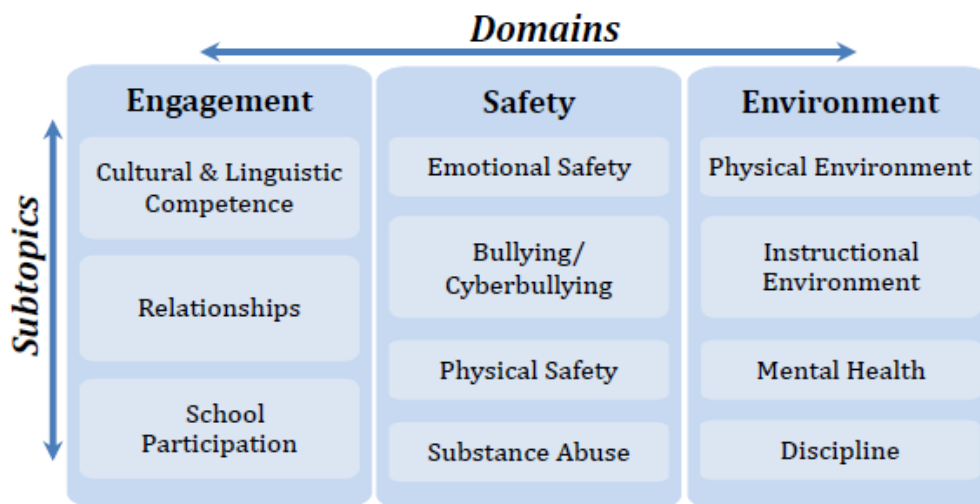
The following table shows the number of items within each domain and subtopic of the EDSCLS model (see Appendix for individual item information). The version used for secondary schools included an item in the relationships subtopic that was not included in the version used for the elementary schools. Thus, a total of 66 (elementary) and 67 (secondary) items specific to school climate perceptions were included in the survey.

Number of Items grouped by Domains and Subtopics

Domain	Subtopic	Elementary	Secondary
Engagement (18/19 Items)	Cultural & linguistic competence	5	5
	Relationships	8	9
	School Participation	5	5
Safety (24 Items)	Emotional safety	6	6
	Physical safety	7	7
	Bullying/ cyberbullying	6	6
	Substance abuse	5	5
Environment (20 Items)	Physical environment	5	5
	Instructional environment	5	5
	Mental health	5	5
	Discipline	5	5

Students were asked to respond to each item using the following 4-point Likert agreement scale with a value of 1 corresponding to Strongly Disagree and a value of 4 corresponding to Strongly Agree as shown below:

Response Category	Strongly Disagree	Disagree	Agree	Strongly Agree
Numerical Value	1	2	3	4

3   Scoring

Scale scores are the primary way that EDSCLS measures school climate. A scale score is calculated by combining data from multiple survey items that measure the same topic area into a single overall domain or subtopic score. Scale scores are derived at the student level, using a method similar to that which is applied to calculate the levels for EQAO assessments[1]. This produces a more robust measure of a topic area than simply looking at the data separately for each individual item. In the case of the EDSCLS, the scale scores range from 100 to 500 (rather than from 1 to 4 as on EQAO). In general, the higher the scale score, the more positive the perception of the domain or topic area measured.

EDSCLS scale scores can be reported as averages across respondent groups. These averages can also be categorized as *Least Favourable* (scores less than 300), *Favourable* (scores between 300 and 400) and *More Favourable* (scores greater than 400). Interpretation for these categories is as follows:

Scale Score Range	→	EDSCLS Categories	→	Alternative Interpretations of the Scale			
Greater than 400	→	Most Favourable	→	Most Positive	→	More Agreement
300 to 400	→	Favourable	→	Positive	→	Agreement
Less than 300	→	Less Favourable	→	Less Positive	→	Less Agreement

In other words, scores in the *Least Favourable* range indicate that respondents perceive the specific school climate aspect as negative, while scores in the *Most Favourable* range indicates respondents perceive the specific school climate aspect as most positive. This specific language speaks to an asset-based model.

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[1]This calculation involved the use of Item Response Theory (IRT)

For TVDSB, scale scores were averaged over the following three respondent groups:

- ***Gender***: Female, Male, Other[2]

- ***FNMI Self-ID***[3]: Yes, No

- ***Grade***: Grades 5, 6, 7, 8, 9, 10, 11, 12(+)[4]

Analyses were conducted for each domain and for each subtopic within each domain.

1. ***Overall Favourability Score***: For each domain and subtopic the figures show the percentage of students by panel, who have overall favourability scores within each level. Looking at the percentage of students who have scale scores that fall in the least favourable range can help in your planning.

2. ***Average Scale Score by Respondent Group***: For each domain and subtopic the figures show, by panel, the average scale score, separated by student respondent group. When looking at these results, consider that an average scale score of less than 300 indicates that on average, student perceptions lie in the "least favourable" range.

4 *Survey Response Data*

From the elementary panel, 18955 completed surveys were processed. From the secondary panel, 10484 completed surveys were processed. Based on the March 31, 2018 enrolment figures of 21931 and 22177 for students in the elementary (grades 5 to 8) and secondary panels respectively, the overall response rate for completed surveys was 66.7%.

For the system, the distribution of survey responses by panel and demographic variable response level is summarized in Table 1.

Table 1: Responses by Demographic Levels

	Elementary			Secondary	
	Variable	Responses		Variable	Responses
Gender					
	Female	8016		Female	4794
	Male	7895		Male	4162
	Other	699		Other	731
FNMI Self-ID					
	No	12434		No	8055
	Yes	1407		Yes	828
Grade					
	Gr05	5081		Gr09	2962
	Gr06	4808		Gr10	2885
	Gr07	4557		Gr11	2452
	Gr08	4473		Gr12(+)	2178

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[2]For the secondary panel, "Other" specifically includes the following response categories: Gender Non-Binary, Pangender, Transgender and Other. For the elementary panel, "Other" was a response option

[3]FNMI refers to First Nations, Métis, Inuit Self-Identification

[4]12(+) refers to students in Grade 12 and students who have finished Grade 12 but returned for another year of high school.

5   *Domain: Engagement*

The Engagement domain aims to measure student perception of the strength of relationships between students, teachers, families, the community and the schools within the elementary and secondary panels.

Overall Favourability Score. Figure 1 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 1: Engagement Domain Overall Favourability Score: Elementary vs. Secondary Panel
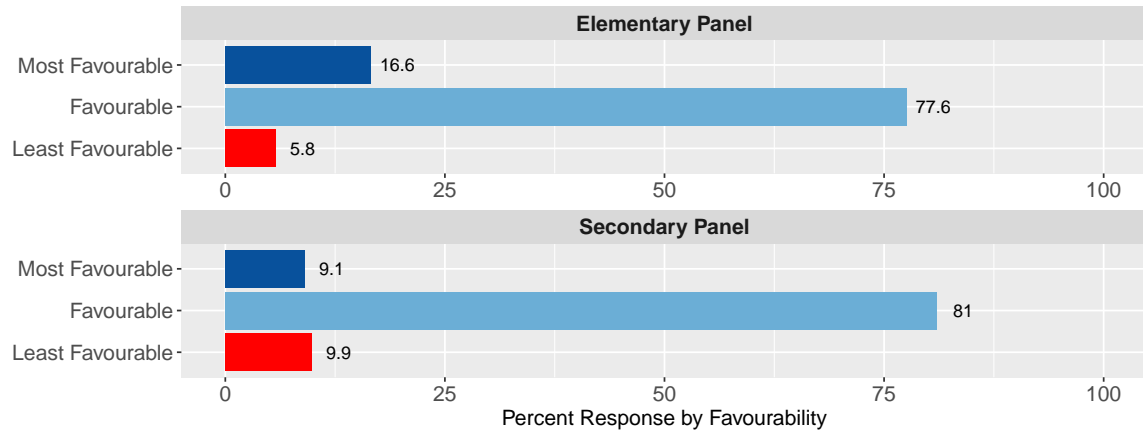
Average Scale Score by Respondent Group. Figure 2 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 2: Average Engagement Scale Score by Respondent Group
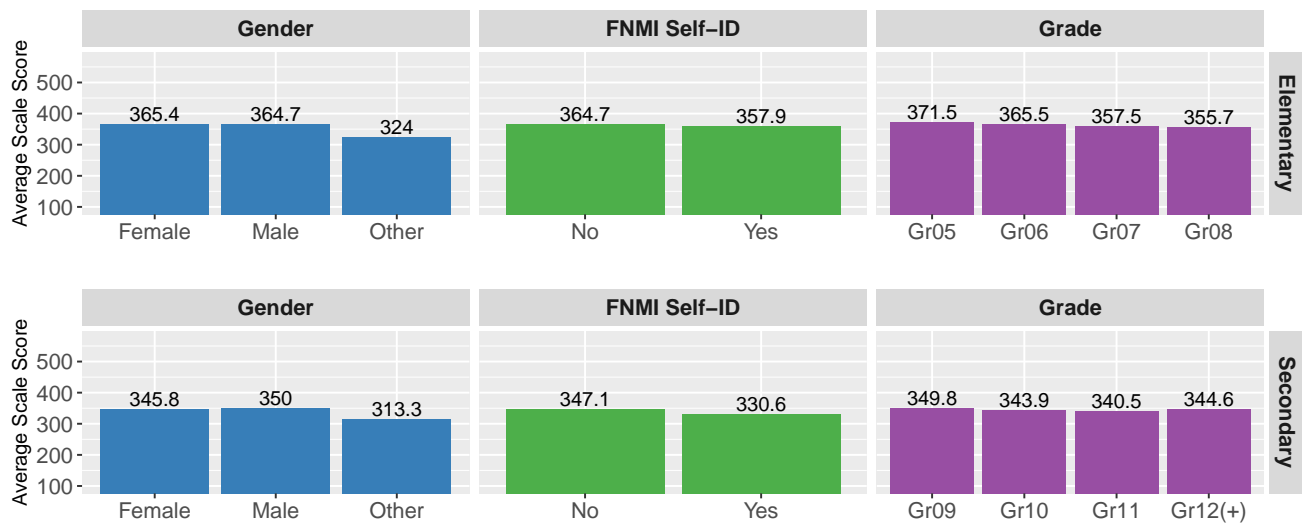
5.1 Engagement Subtopic: Cultural and Linguistic Competence

To assist in the interpretation of the figures below, Cultural and Linguistic Competence (CLC) is defined as the level of cultural and linguistic proficiency within the school. More specifically, Cultural Competence refers to the ability to understand and respect values, attitudes, beliefs, and behaviours that differ across cultures, and account for these differences when planning programs and services. Linguistic competence refers to the ability of the staff to communicate effectively and convey information in a manner that is easy to understand for diverse audiences including people with limited English proficiency or limited literacy.
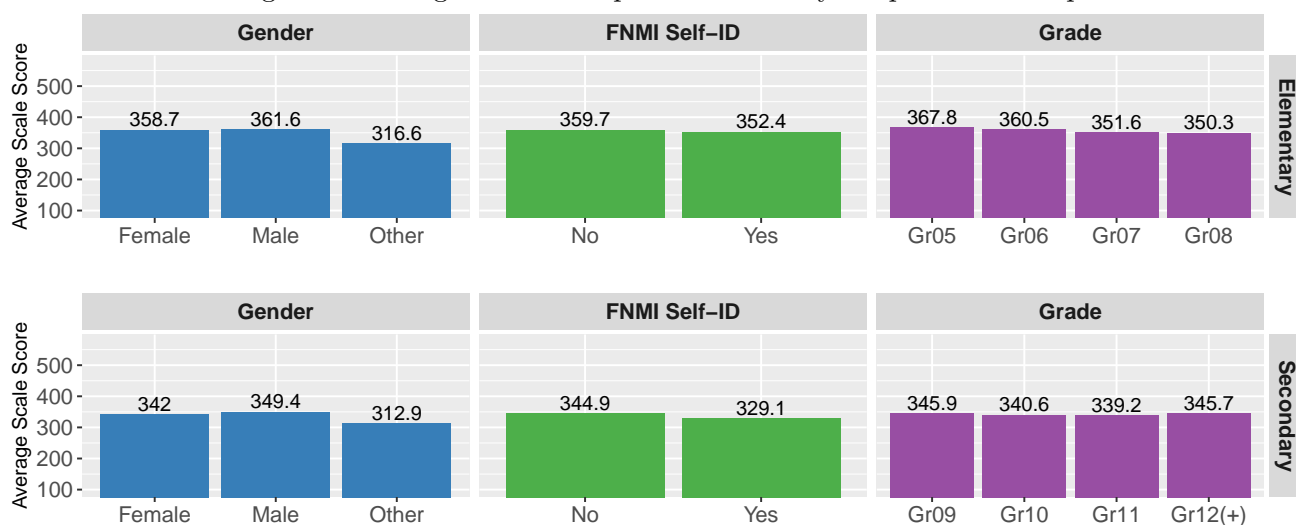
Overall Favourability Score. Figure 3 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 3: Cultural and Linguistic Competence Subtopic Overall Favourability Score: Elementary vs. Secondary Panel
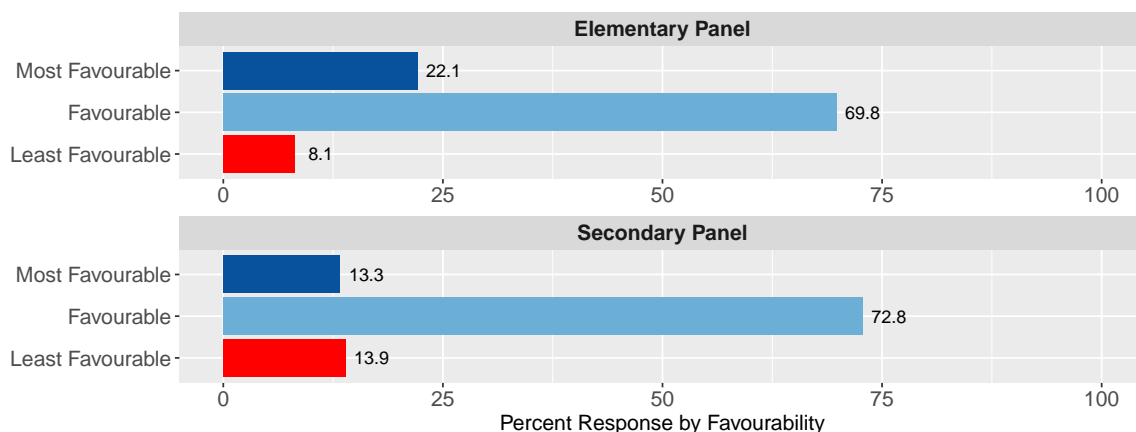
Average Scale Score by Respondent Group. Figure 4 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 4: Average Cultural and Linguistic Competence Scale Score by Respondent Group
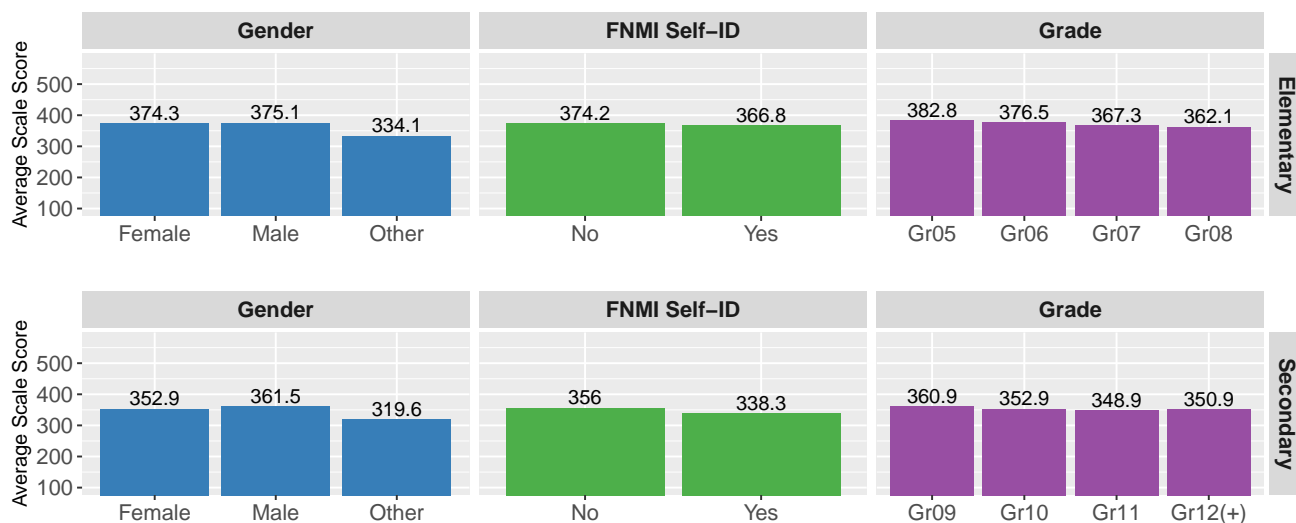
5.2 Engagement Subtopic: Relationships

To assist in the interpretation of the figures below, EDSCLS has defined relationships as positive connections among students, adults, and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. Students who feel connected to school are more likely to succeed in that they have better school attendance, grades, and test scores and stay in school longer. Building these relationships requires perspectives that embrace positive attitudes and beliefs, cultural and linguistic competence, an understanding of the needs and experiences of students, and an understanding of the school environment.

Overall Favourability Score. Figure 5 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 5: Relationships Subtopic Overall Favourability Score: Elementary vs. Secondary Panel
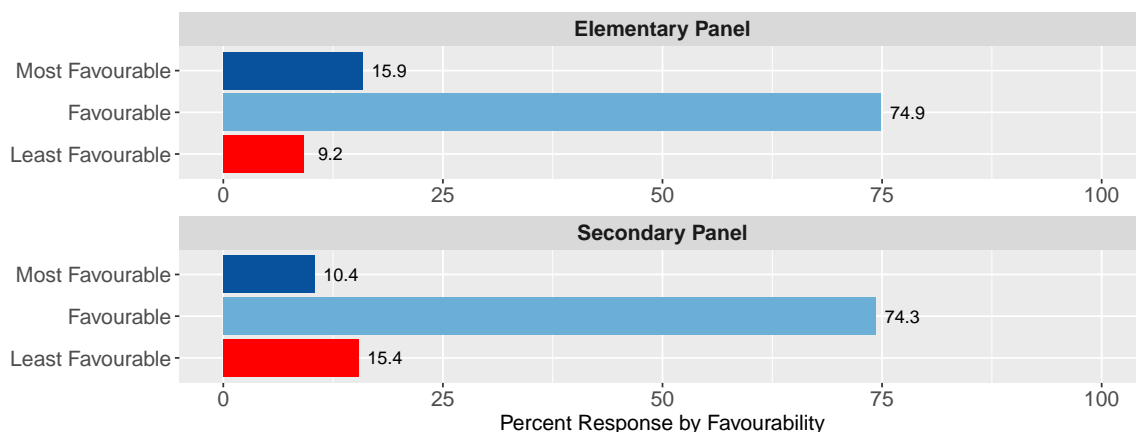
Average Scale Score by Respondent Group. Figure 6 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 6: Average Relationships Scale Score by Respondent Group

5.3   Engagement Subtopic: School Participation

To assist in the interpretation of the figures below, EDSCLS has defined school participation as strong connections among students, staff, and family that facilitate participation in school activities, as well as the inclusion of the community at large in school activities.

Overall Favourability Score. Figure 7 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 7: School Participation Subtopic Overall Favourability Score: Elementary vs. Secondary Panel
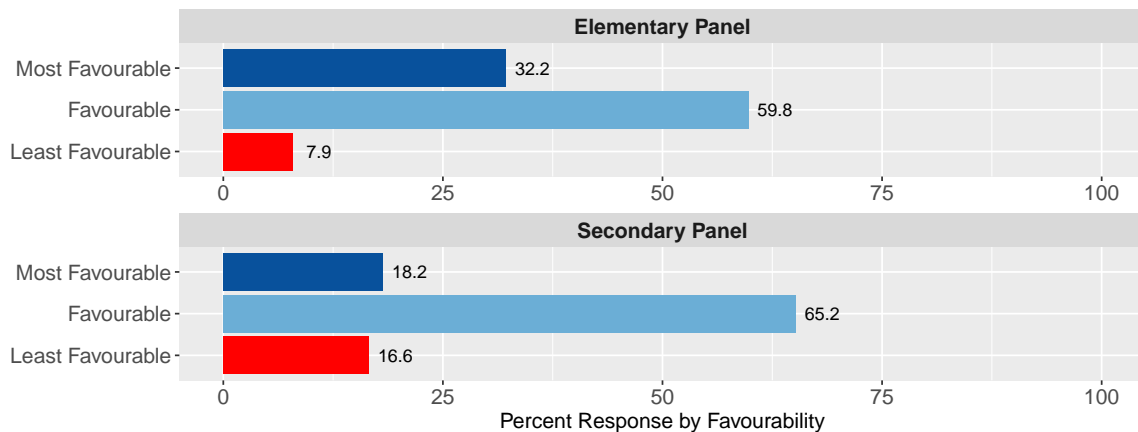
Average Scale Score by Respondent Group. Figure 8 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 8: Average Secondary Panel Participation Scale Score by Respondent Group
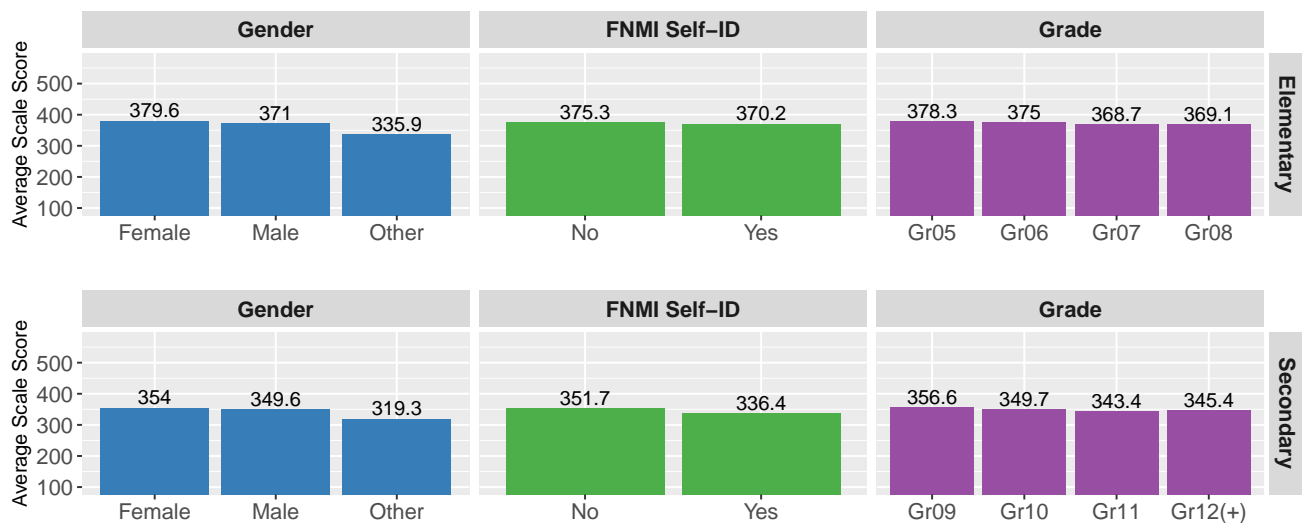
6 *Domain: Safety*

The Safety domain aims to measure student perception of safety related to school and school-related activities where students are safe from violence, bullying, harassment, and substance use. A safe school promotes the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. School safety is linked to improved student and school outcomes. In particular, emotional and physical safety within school is related to academic performance. At the same time, students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure and dropout.

Overall Favourability Score. Figure 9 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 9: Safety Domain Overall Favourability Score: Elementary vs. Secondary Panel
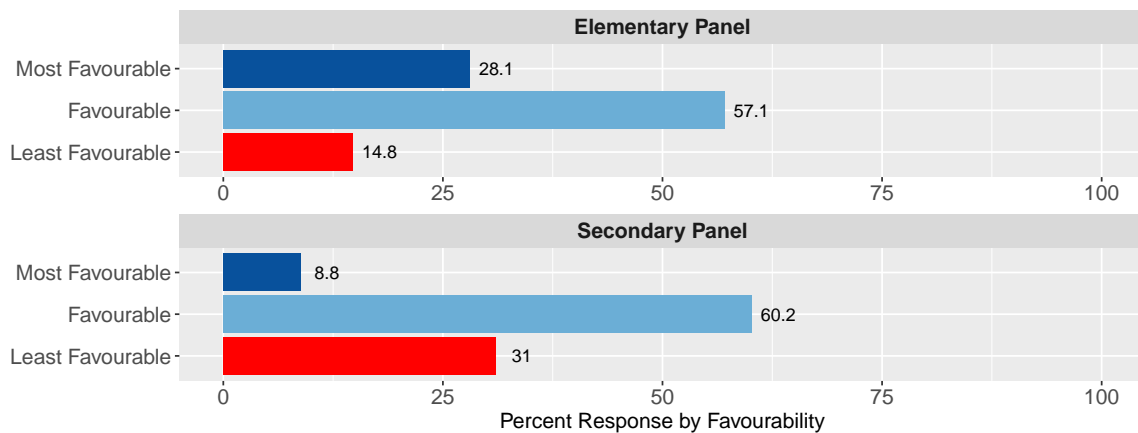
Average Scale Score by Respondent Group. Figure 10 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

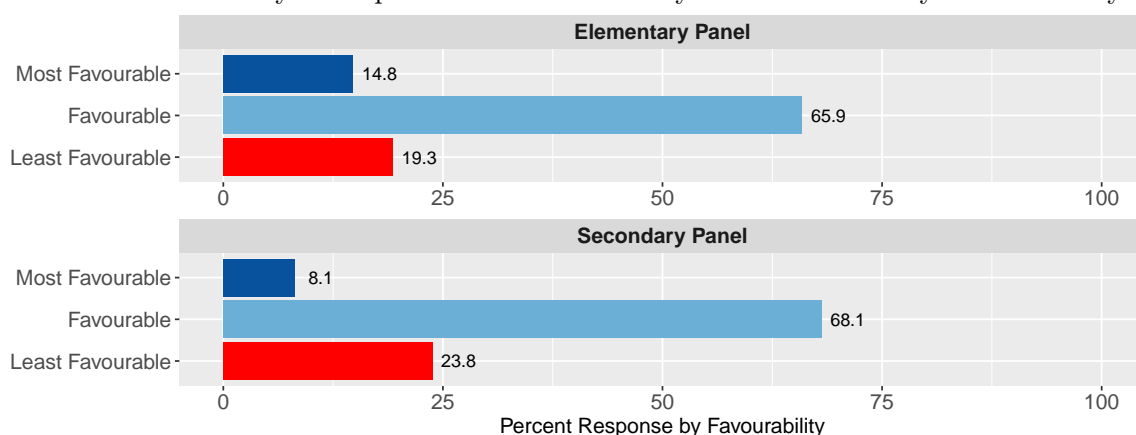Figure 10: Average Safety Scale Score by Respondent Group

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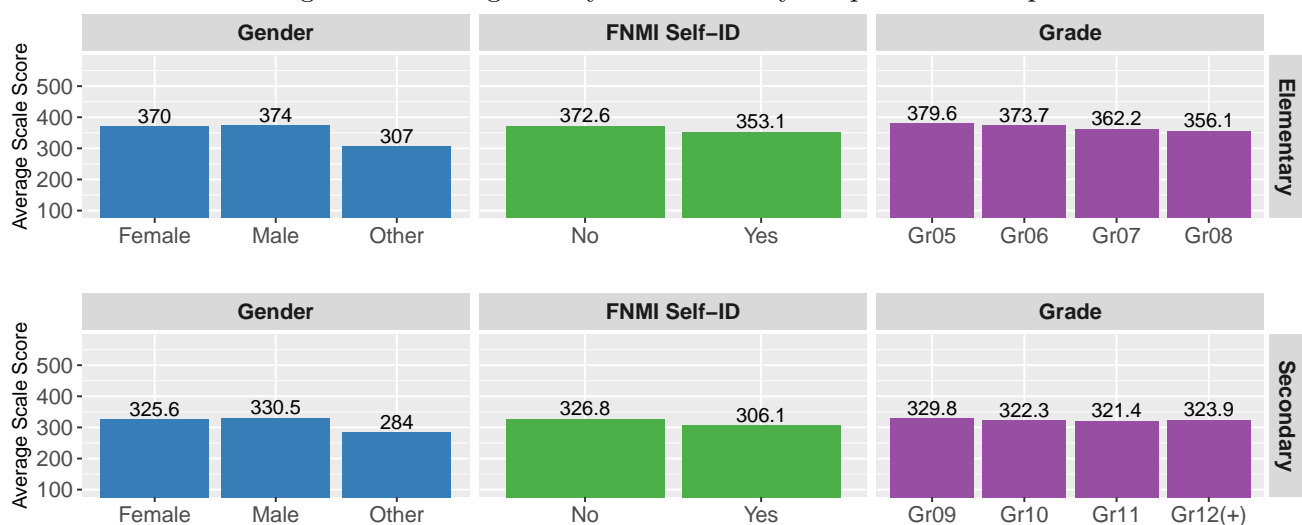
6.1 Safety Subtopic: Emotional Safety

To assist in the interpretation of the figures below, EDSCLS has defined emotional safety as an experience in which one feels safe to express emotions, security, and confidence to take risks and feels challenged and excited to try something new. Emotionally safe learning environments can be achieved by making social and emotional learning (SEL) an essential part of education. SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, feel and show empathy to others, establish positive relationships, and make responsible decisions. Competence in the use of SEL skills is promoted in the context of safe and supportive school, family, and community learning environments in which children feel valued, respected, and connected to and engaged in learning.

Overall Favourability Score. Figure 11 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 11: Emotional Safety Subtopic Overall Favourability Score: Elementary vs. Secondary Panel

Average Scale Score by Respondent Group. Figure 12 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

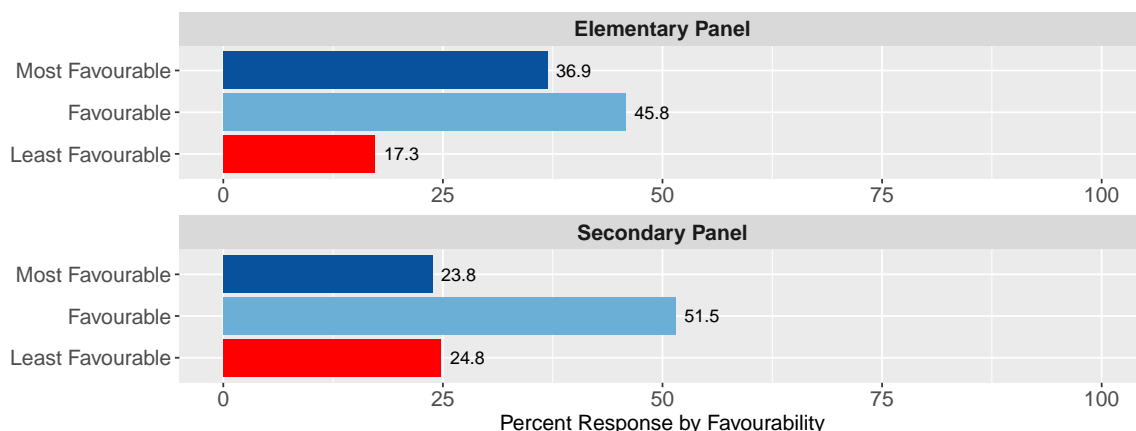Figure 12: Average Emotional Safety Scale Score by Respondent Group
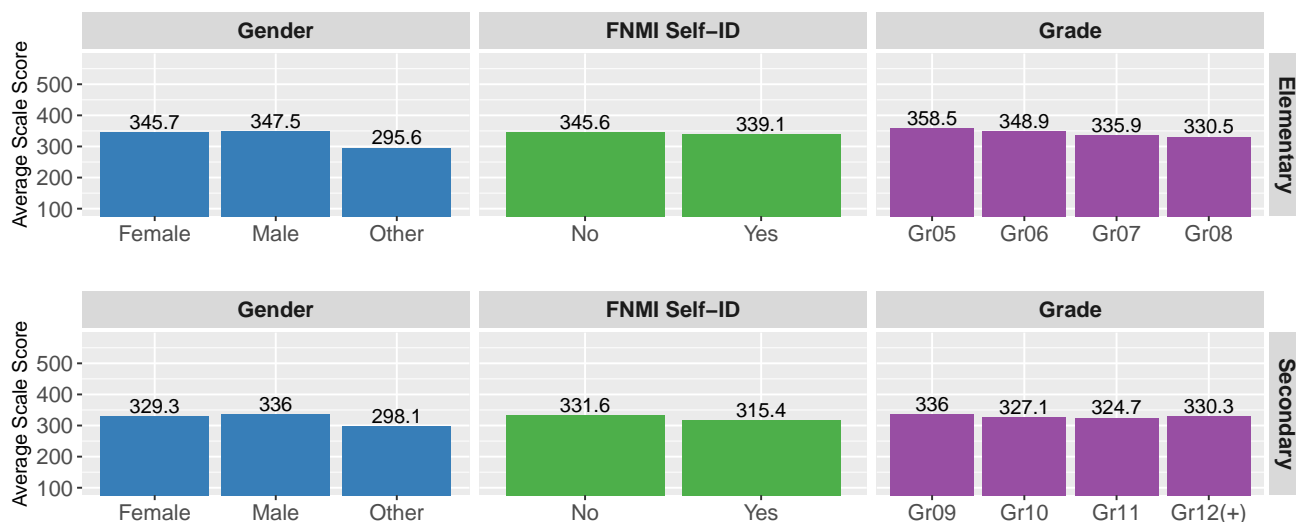
6.2 Safety Subtopic: Physical Safety

To assist in the interpretation of the figures below, EDSCLS has defined physical safety as the protection of all stakeholders, including families, caregivers, students, school staff, and the community, from violence, theft, and exposure to weapons and threats in order to establish a secure learning environment. For students to learn, they need to feel safe. It is essential that all students have the opportunity to attend schools that provide a safe environment where they can thrive and fully engage in their studies without the distraction and worry about physical safety concerns.

Overall Favourability Score. Figure 13 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 13: Physical Safety Subtopic Overall Favourability Score: Elementary vs. Secondary Panel

Average Scale Score by Respondent Group. Figure 14 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

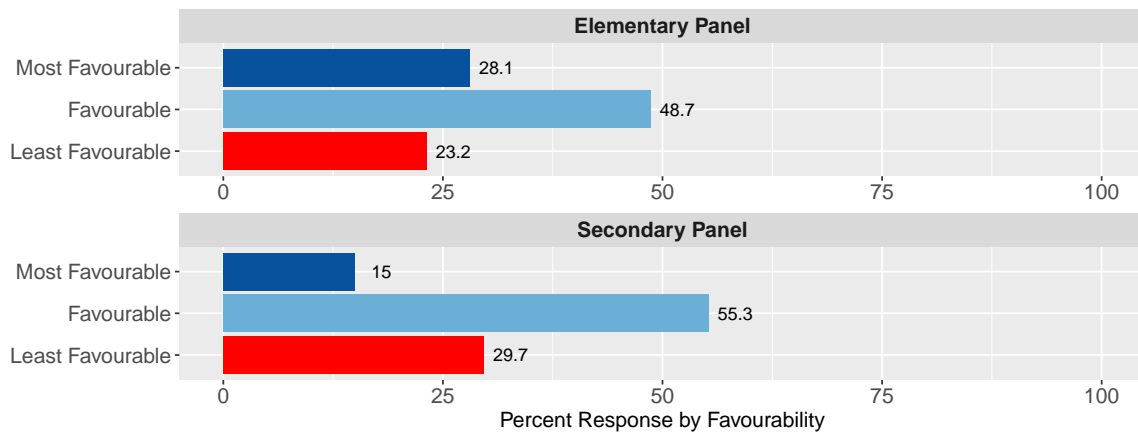Figure 14: Average Physical Safety Scale Score by Respondent Group
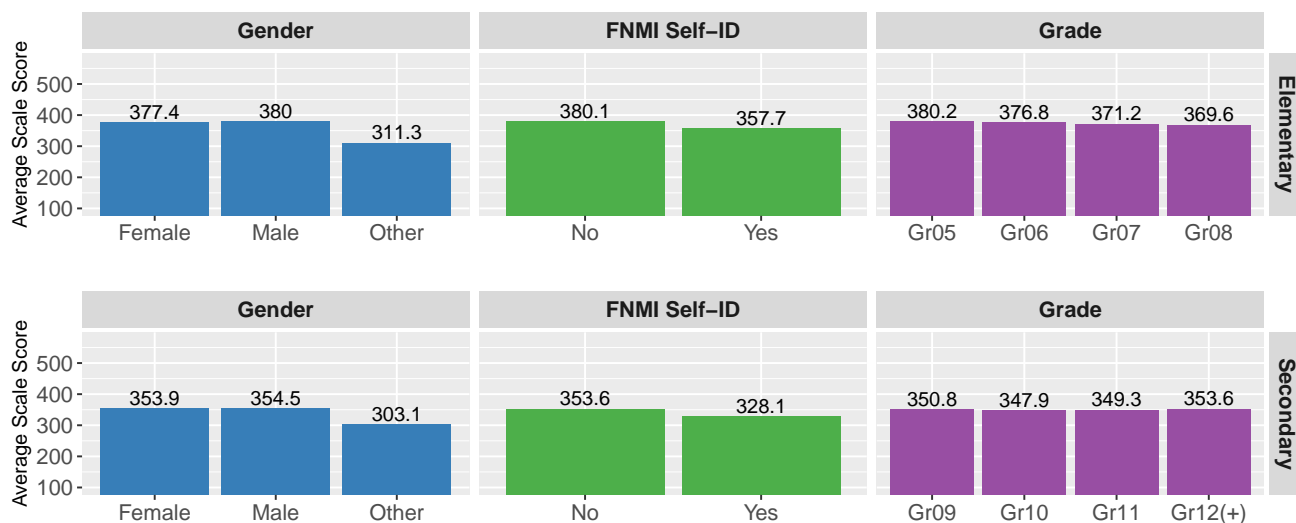
6.3   Safety Subtopic: Bullying\Cyberbullying

To assist in the interpretation of the figures below, EDSCLS has defined bullying as a form of unwanted, aggressive behaviour among school-age children that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time. In addition, the term cyberbullying refers to bullying using electronic devices, such as cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites.

Overall Favourability Score. Figure 15 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 15: Bullying\Cyberbullying Subtopic Overall Favourability Score: Elementary vs. Secondary Panel

Average Scale Score by Respondent Group. Figure 16 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 16: Average Bullying\Cyberbullying Scale Score by Respondent Group
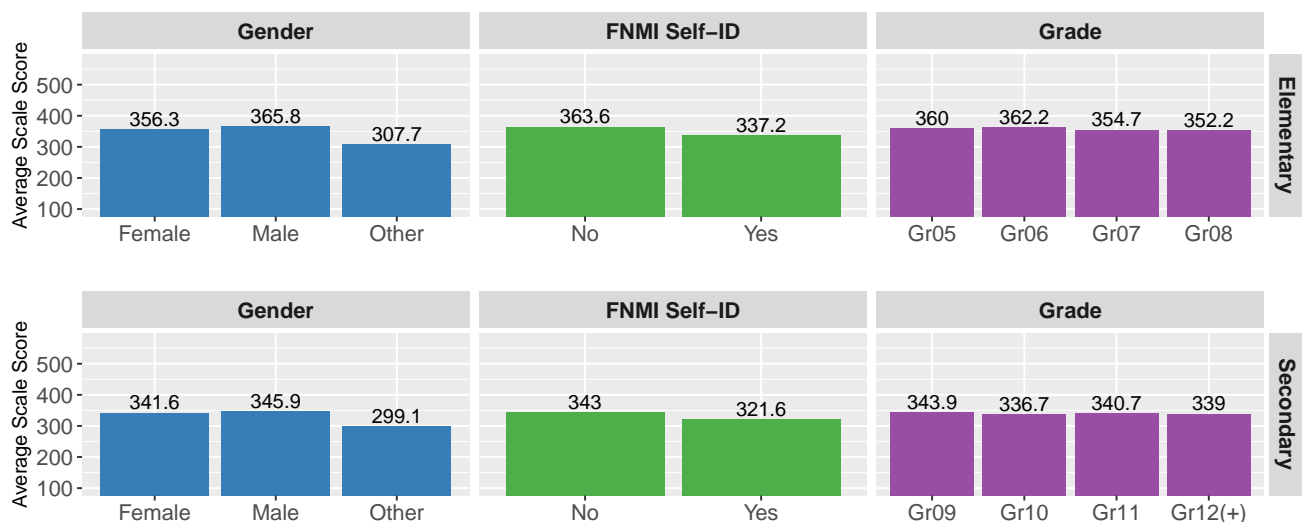
6.4 Safety Subtopic: Substance Abuse

To assist in the interpretation of the figures below, EDSCLS has defined substance abuse as a harmful pattern of use of alcohol, tobacco products, and illicit drugs. This may include the presence of substance use and trade within school and campus environments and during school-related activities. Substance abuse undermines students' ability to achieve academically; is associated with other harmful behaviours; and is incompatible with a school climate of respect, safety, and support for learning.

Overall Favourability Score. Figure 17 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 17: Substance Abuse Subtopic Overall Favourability Score: Elementary vs. Secondary Panel
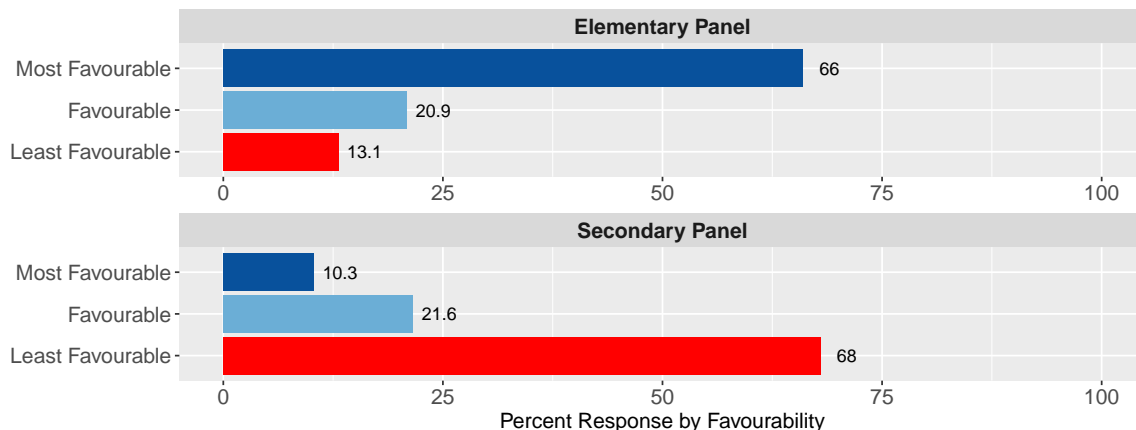
Average Scale Score by Respondent Group. Figure 18 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 18: Average Substance Abuse Scale Score by Respondent Group

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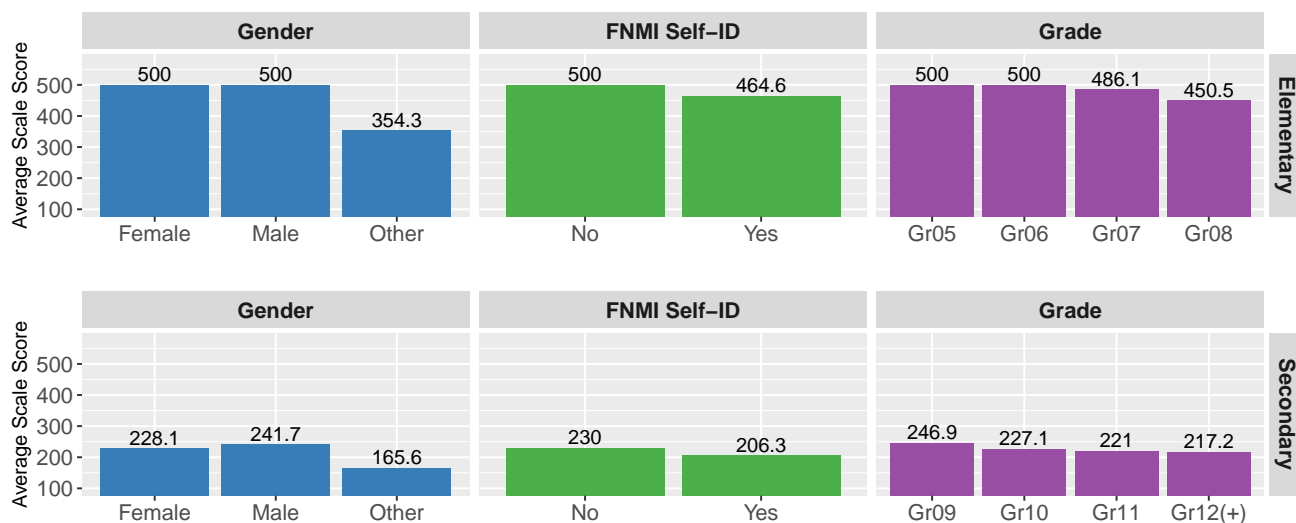
7   *Domain: Environment*

The Environment domain aims to measure student perception of the school environment, which is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. In other words, the Environment domain refers to external factors that affect students. A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy.

Overall Favourability Score. Figure 19 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 19: Environment Domain Overall Favourability Score: Elementary vs. Secondary Panel
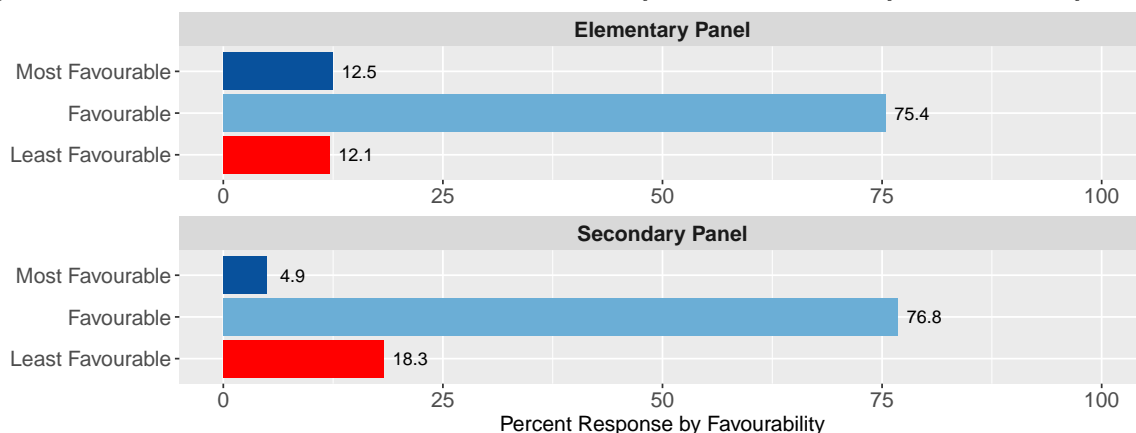
Average Scale Score by Respondent Group. Figure 20 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 20: Average Environment Scale Score by Respondent Group
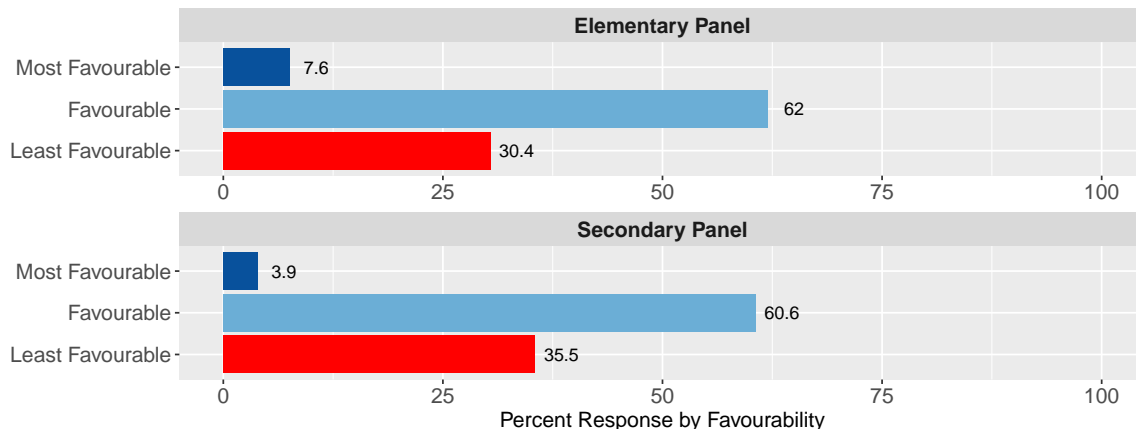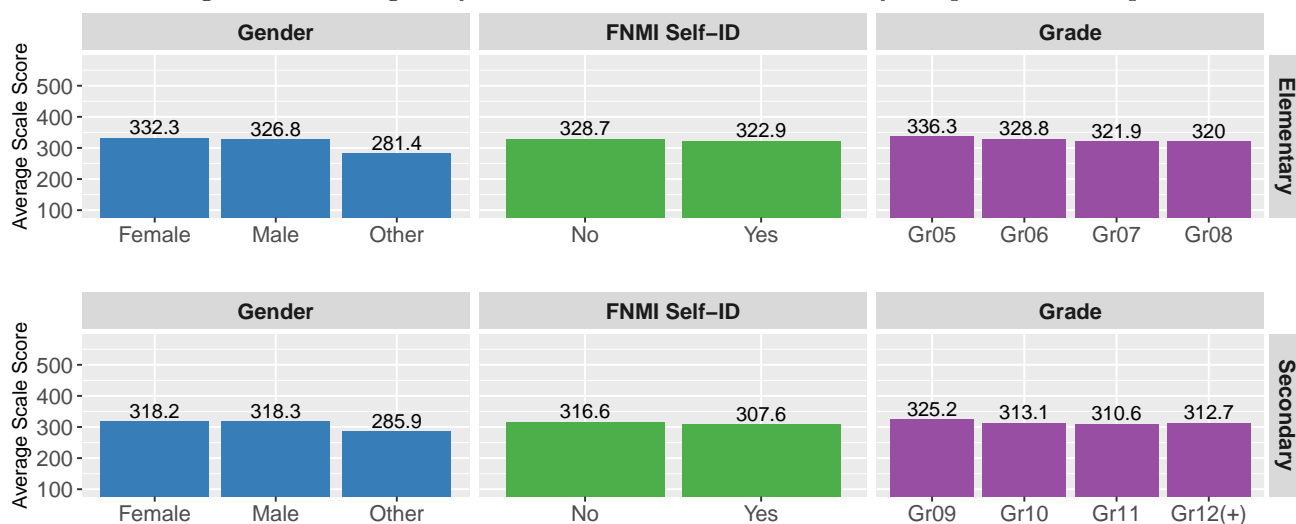

14
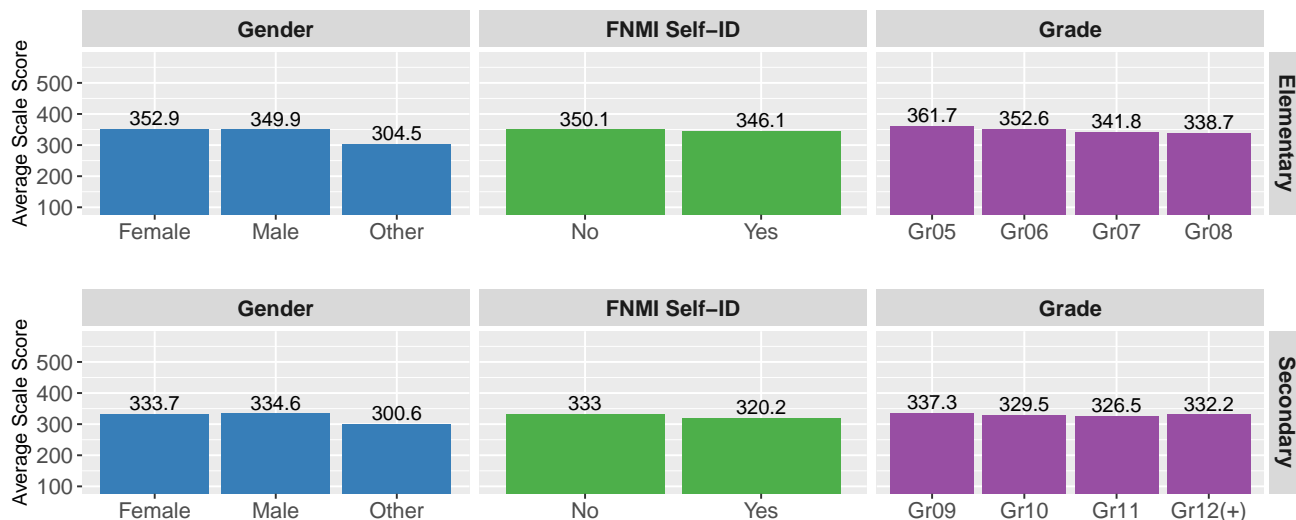
7.1 Environment Subtopic: Physical Environment

To assist in the interpretation of the figures below, EDSCLS has defined physical environment as the level of upkeep, ambient noise, lighting, indoor air quality, or thermal comfort of the school's physical building and its location within the community. The physical environment of the school speaks to the contribution that safe, clean, and comfortable surroundings make to a positive school climate in which students can learn.

Overall Favourability Score. Figure 21 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 21: Physical Environment Subtopic Overall Favourability Score: Elementary vs. Secondary Panel

Average Scale Score by Respondent Group. Figure 22 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 22: Average Physical Environment Scale Score by Respondent Group
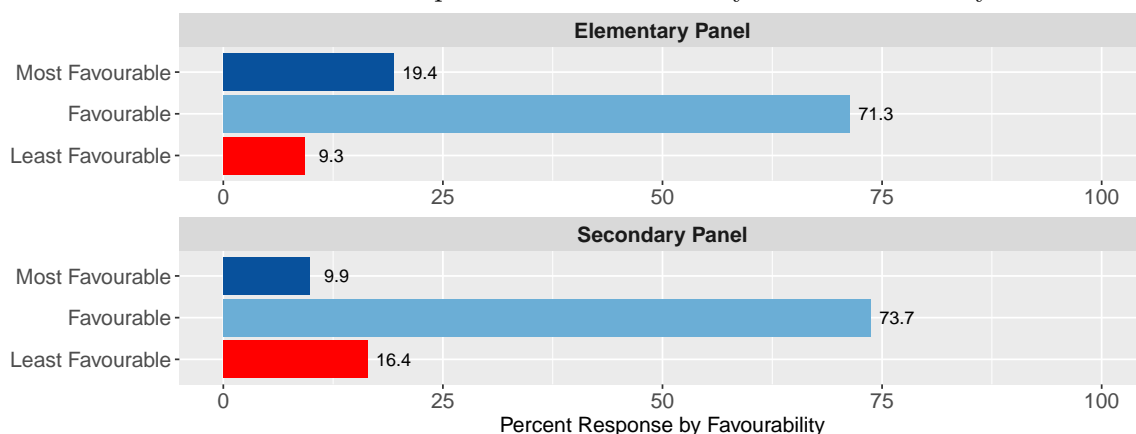
7.2 Environment Subtopic: Instructional Environment

To assist in the interpretation of the figures below, EDSCLS has defined instructional environment as the instructional, behavioural, and personal aspects of the classroom experience. An extensive amount of research has linked positive academic environments to higher student test scores and graduation rates.
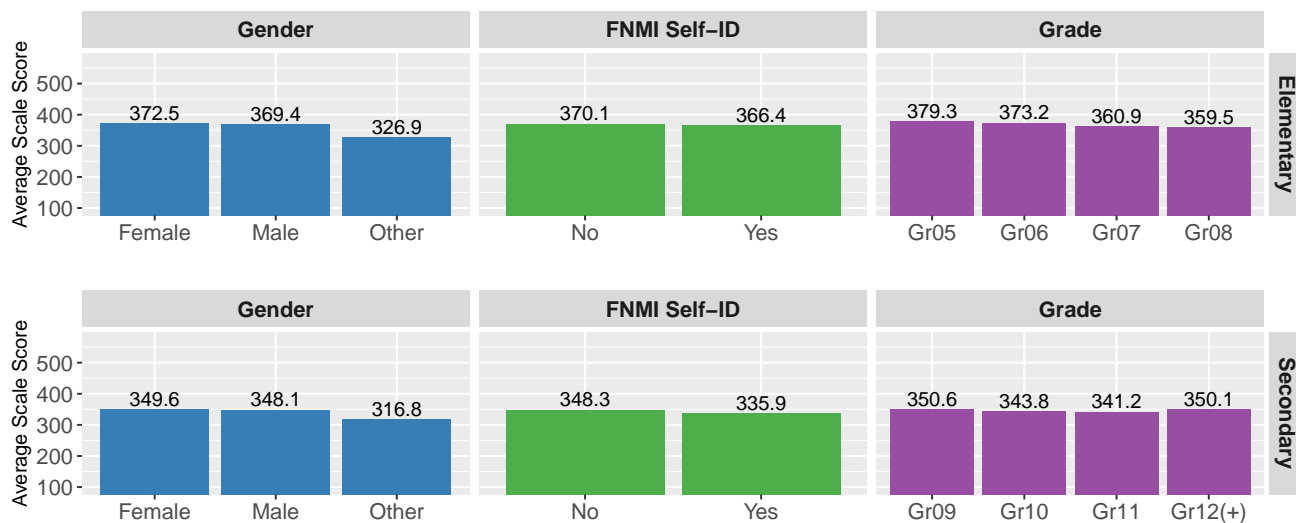
Overall Favourability Score. Figure 23 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 23: Instructional Environment Subtopic Overall Favourability Score: Elementary vs. Secondary Panel

Average Scale Score by Respondent Group. Figure 24 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 24: Average Instructional Environment Scale Score by Respondent Group
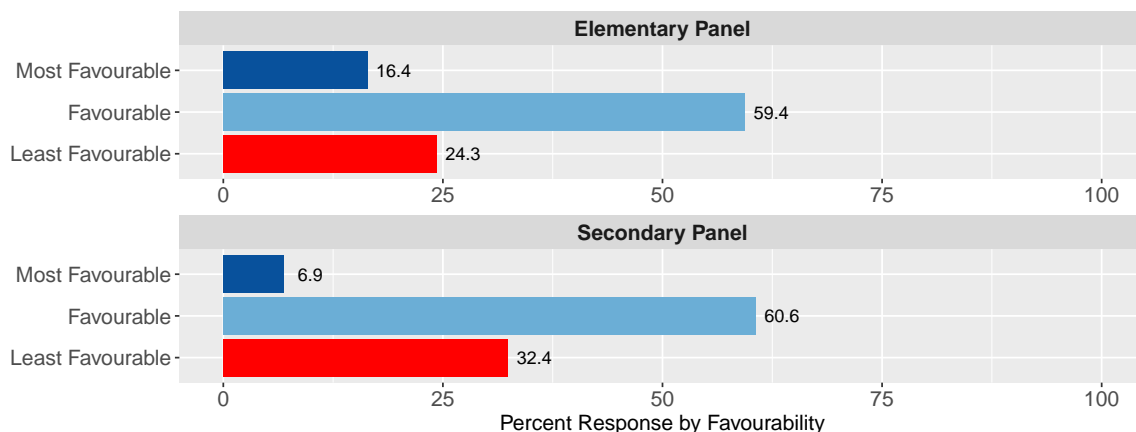

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7.3 Environment Subtopic: Mental Health

To assist in the interpretation of the figures below, EDSCLS has defined mental health as the emotional and psychological well-being of individuals that promotes healthy development and functioning and increases the capacity of individuals to live productive lives while striving to reach their full potential. A major aspect of the school environment includes promoting the mental health of all students, and the provision of programs and services to address those needs.

Overall Favourability Score. Figure 25 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 25: Mental Health Subtopic Overall Favourability Score: Elementary vs. Secondary Panel

Average Scale Score by Respondent Group. Figure 26 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 26: Average Mental Health Scale Score by Respondent Group
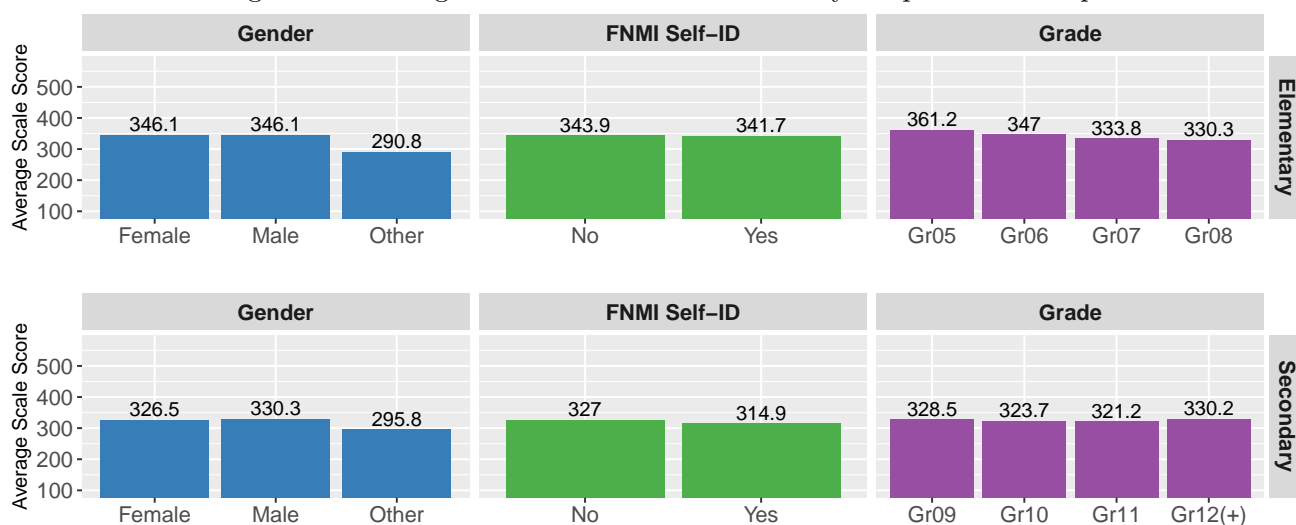
7.4 Environment Subtopic: Discipline

To assist in the interpretation of the figures below, EDSCLS has defined discipline as referring to the rules and strategies applied in school to manage student behaviour and practices used to encourage self-discipline. School discipline addresses schoolwide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Approaches to school discipline range from positive (e.g., schoolwide school climate improvements, use of restorative practices) to punitive (e.g., suspension, expulsion, corporal punishment). How school discipline is handled has a great impact on the learning environments of schools.

Overall Favourability Score. Figure 27 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 27: Discipline Subtopic Overall Favourability Score: Elementary vs. Secondary Panel
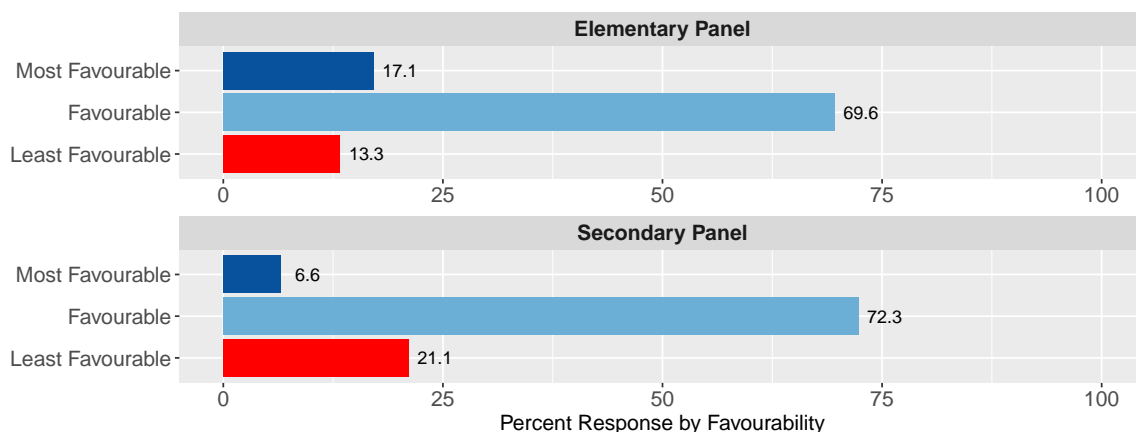
Average Scale Score by Respondent Group. Figure 28 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 28: Average Discipline Scale Score by Respondent Group
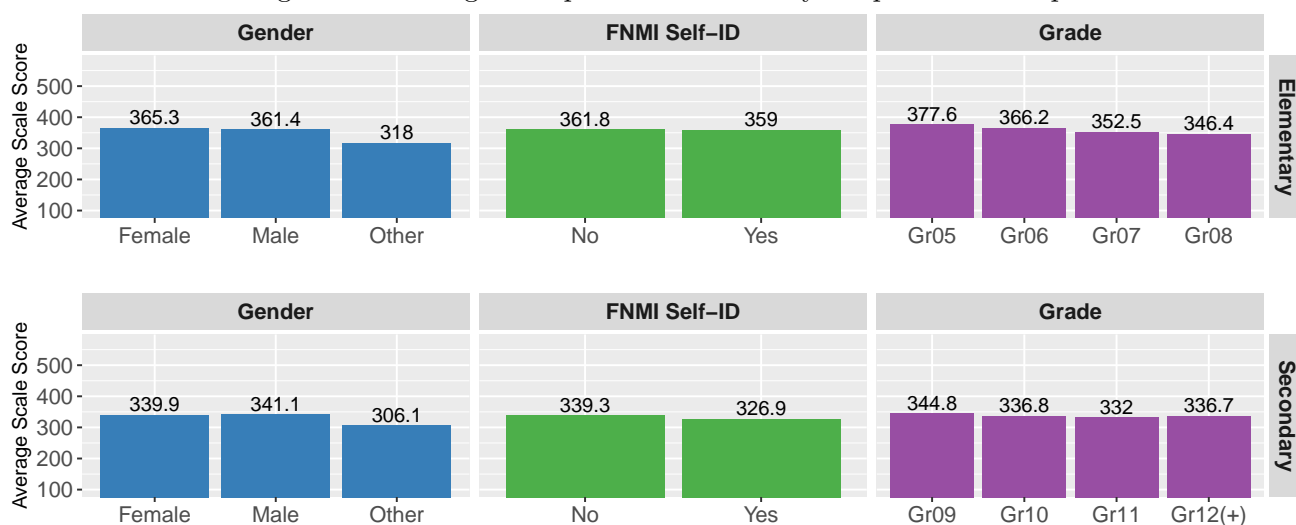
8   *School Climate Summary At a Glance*

The summary tables on the following page highlights, by panel, any areas in school climate (by subtopic and respondent group) where student perceptions are a possible concern. For both tables, the three domains and their respective subtopics are listed along the left hand side. Each domain will also have an 'Overall' category (e.g. Engagement Overall), which represents the combination of all subtopics within that domain.

The first column of each table, entitled 'Overall-LF', represents 'overall least favourable'. This column will be flagged red if the percentage of students within their corresponding panel who perceive the overall domain or subtopic least favorably (a score less than 300) is 10% or higher.

The remaining columns along the top of each table represents the student population within each panel by respondent group within Gender, FNMI Self-ID, and Grade. Boxes within these columns will be flagged with the colour red if the overall domain or subtopic for the corresponding respondent group has an average score below 300, that is, are viewed unfavourably.

Elementary Panel at a Glance

	Overall	Gender			FNMI		Grade			
	LF	Female	Male	Other	No	Yes	Gr05	Gr06	Gr07	Gr08
Engagement Domain										
Engagement Overall										
Cultural and Linguistic Comp.										
Relationships										
School Participation										
Safety Domain										
Safety Overall	■									
Emotional Safety	■			■						
Physical Safety	■									
Bullying or Cyerbullying	■									
Substance Abuse	■									
Environment Domain										
Environment Overall	■									
Physical Environment	■			■						
Instructional Environment										
Mental Health	■			■						
Discipline	■									

Secondary Panel at a Glance

	Overall	Gender			FNMI		Grade			
	LF	Female	Male	Other	No	Yes	Gr9	Gr10	Gr11	Gr12(+)
Engagement Domain										
Engagement Overall										
Cultural and Linguistic Comp.	■									
Relationships	■									
School Participation	■									
Safety Domain										
Safety Overall	■			■						
Emotional Safety	■									
Physical Safety	■									
Bullying or Cyerbullying	■			■						
Substance Abuse	■	■	■	■	■	■	■	■	■	■
Environment Domain										
Environment Overall	■									
Physical Environment	■			■						
Instructional Environment	■									
Mental Health	■			■						
Discipline	■									

9 *Addendum: Secondary Panel Average Scale Scores by Sexual Orientation*
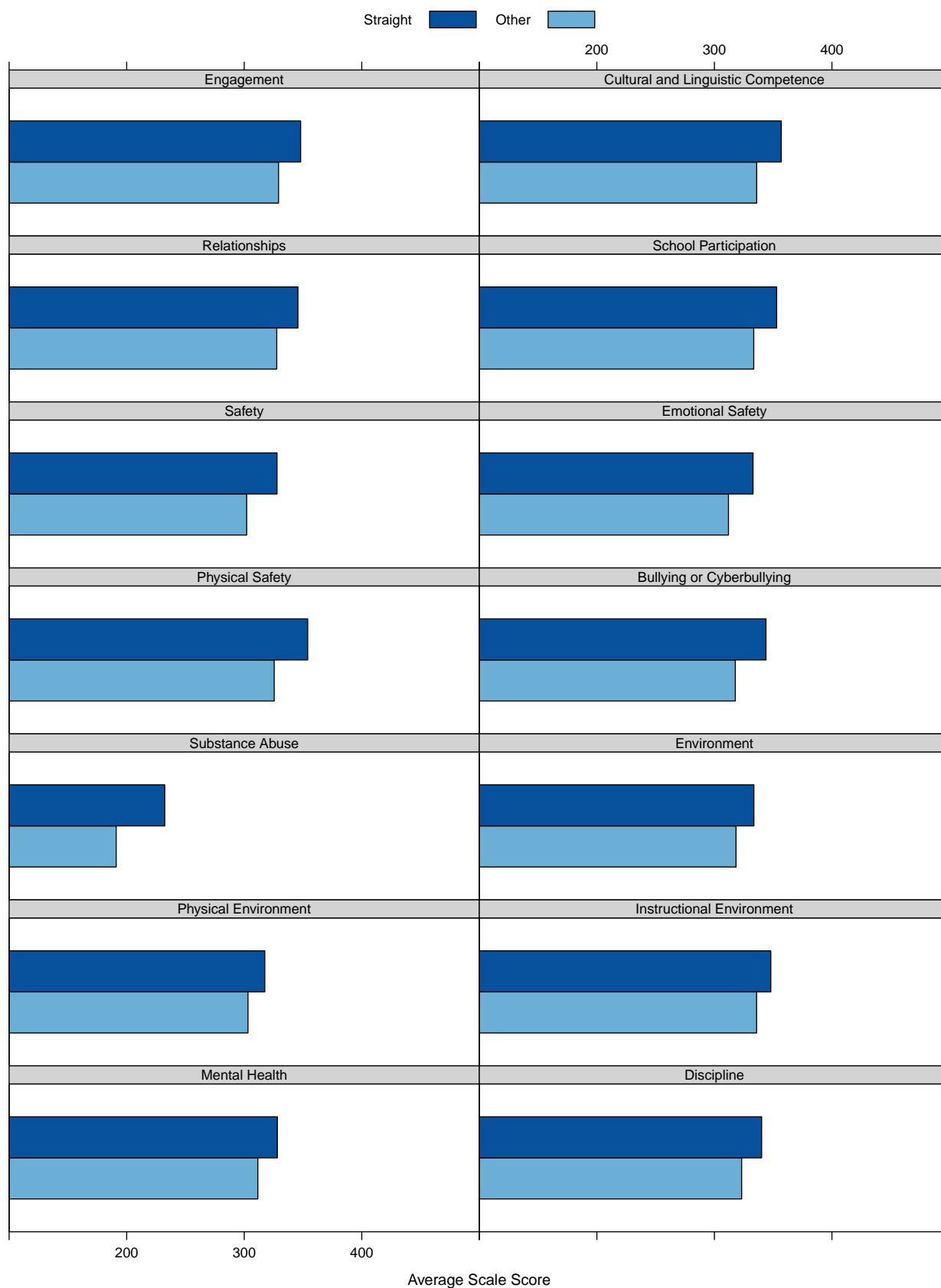
10 *Appendix: Survey Items*

Engagement Domain and Subtopics

Subtopic	Items
Cultural and Linguistic Competence	1. All students are treated the same, regardless of whether their parents are rich or poor.
	2. Boys and girls are treated equally well.
	3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, identity.
	4. Adults working at this school treat all students respectfully.
	5. People of different cultural backgrounds, races, or ethnicities get along well at this school.
School Participation	1. I regularly attend school-sponsored events such as school dances, sporting events, student performances, or other school activities.
	2. I regularly participate in extra-curricular activities offered through this school such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.
	3. At this school, students have lots of chances to help decide things like class activities and rules.
	4. There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.
	5. I have lots of chances to be part of class discussions or activities.
Relationships	1. Teachers are available when I need to talk with them.
	2. It is easy to talk with teachers at this school.
	3. My teachers care about me.
	4. My teachers make me feel good about myself.
	5. Students respect one another.
	6. Students like one another.
	7. If I am absent, there is a teacher or some other adult at school that will notice my absence.
	8. Teachers understand my problems.
	9. At this school, there is a teacher or some other adult who students can go to if they need help because of sexual assault or dating violence.[1]

---

[1] This item is not included in the Elementary Survey.

Environment Domain and Subtopics

Subtopic	Items
Discipline	1. My teachers make it clear to me when I have misbehaved in class.
	2. Adults working at this school reward students for positive behaviour.
	3. Adults working at this school help students develop strategies to understand and control their feelings and actions.
	4. School rules are applied equally to all students.
	5. Discipline is fair.
Instructional Environment	1. My teachers praise me when I work hard in school.
	2. My teachers give me individual attention when I need it.
	3. My teachers often connect what I am learning to life outside the classroom.
	4. The things I'm learning in school are important to me.
	5. My teachers expect me to do my best all the time.
Mental Health	1. My teachers really care about me.
	2. I can talk to my teachers about problems I am having in class.
	3. I can talk to a teacher or other adult at this school about something that is bothering me.
	4. Students at this school stop and think before doing anything when they get angry.
	5. Students at this school try to work out their disagreements with other students by talking to them.
Physical Environment	1. The bathrooms in this school are clean.
	2. The temperature in this school is comfortable all year round.
	3. The school grounds are kept clean.
	4. I think that students are proud of how this school looks on the outside.
	5. Broken things at this school get fixed quickly.

Safety Domain and Subtopics

Subtopic	Items
Bullying\Cyberbullying	1. Students at this school are often bullied.
	2. Students at this school are teased or picked on about their race or ethnicity.
	3. Students at this school are teased or picked on about their cultural background or religion.
	4. Students at this school are teased or picked on about their physical or mental disability.
	5. Students at this school try to stop bullying.
	6. Students often spread mean rumours or lies about others at this school on the internet (i.e., Facebook, email, and instant message).
Emotional Safety	1. I feel like I belong.
	2. Students at this school get along well with each other.
	3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.
	4. At this school, students work on listening to others to understand what they are trying to say.
	5. I am happy to be at this school.
	6. I feel like I am part of this school.
	7. I feel socially accepted.
Physical Safety	1. I feel safe at this school.
	2. I feel safe going to and from this school.
	3. I sometimes stay home because I don't feel safe at this school.
	4. Students at this school carry guns or knives to school.
	5. Students at this school threaten to hurt other students.
	6. Students at this school steal money, electronics, or other valuable things while at school.
	7. Students at this school damage or destroy other students' property.
	8. Students at this school fight a lot.
Substance Abuse	1. Students use\try alcohol or drugs while at school or school-sponsored events.
	2. It is easy for students to use\try alcohol or drugs at school or school-sponsored events without getting caught.
	3. Students at this school think it is ok to smoke one or more packs of cigarettes a day.
	4. Students at this school think it is ok to get drunk.
	5. Students at this school think it is ok to try drugs.

School Climate Student Survey Results and Next Steps

Thames Valley District School Board

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Link to the Operational Plan
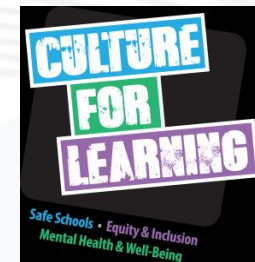
	REL	E&D	AWB
	✓	✓	✓
	✓	✓	
	✓	✓	✓

Objective: Create Equitable and Inclusive Learning and Work Environments for Students and Staff to Achieve Success

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
Undertake an employee survey to inform policies, programs, and practices. School teams use school climate survey results to inform programming and experiences that enhance student well-being and achievement. Provide opportunities for educators to increase their capacity to deliver inclusive instruction.	New and revised policies, programs and practices support more inclusive working and learning environments. Programming and experiences that lead to enhanced student well-being and achievement. More inclusive instructional practices are implemented in classrooms.	Development of a comprehensive employee survey with input from stakeholders. Collection of the employee survey data from a representative number of TVDSB staff. Student needs are identified through the use of school climate survey results. The supports that school teams provide are informed by school climate survey results. Analysis of Safe Schools Action Plans, Bullying Prevention Plans and School Improvement Plans reveal that plans are informed by school climate survey results. Principles of Equity and Inclusion are embedded into all professional learning opportunities. Classroom walkthough data demonstrate more inclusive curricular resources and instructional strategies.	Employee survey data informs policy and program development, training and professional learning needs of staff. School climate survey results (collected every two years) reflect positive changes in the school environment. Increased school attendance. Decreased suspension rates.

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RESEARCH and ASSESSMENT

CULTURE FOR LEARNING

Safe Schools · Equity & Inclusion
Mental Health & Well-Being
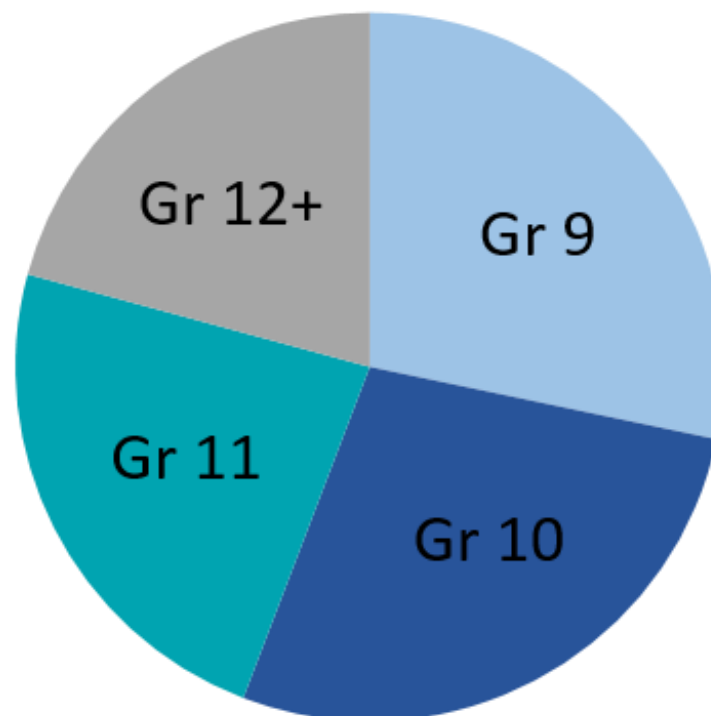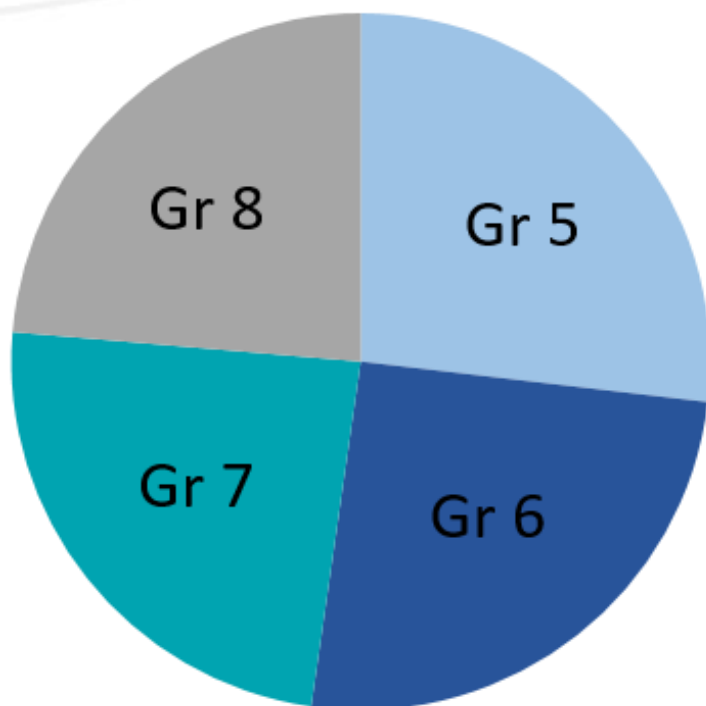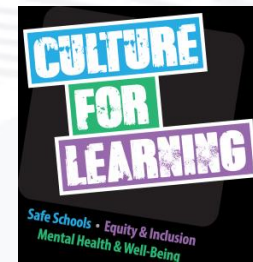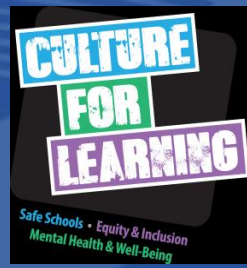
- Validated tool
- Research-based
- High reliability

This gives us confidence that we are measuring what we intend to measure

A Construct-Based Survey

Domains

Subtopics

Engagement
- Cultural & Linguistic Competence
- Relationships
- School Participation

Safety
- Emotional Safety
- Bullying/ Cyberbullying
- Physical Safety
- Substance Abuse

Environment
- Physical Environment
- Instructional Environment
- Mental Health
- Discipline

We build each student's tomorrow, every day.
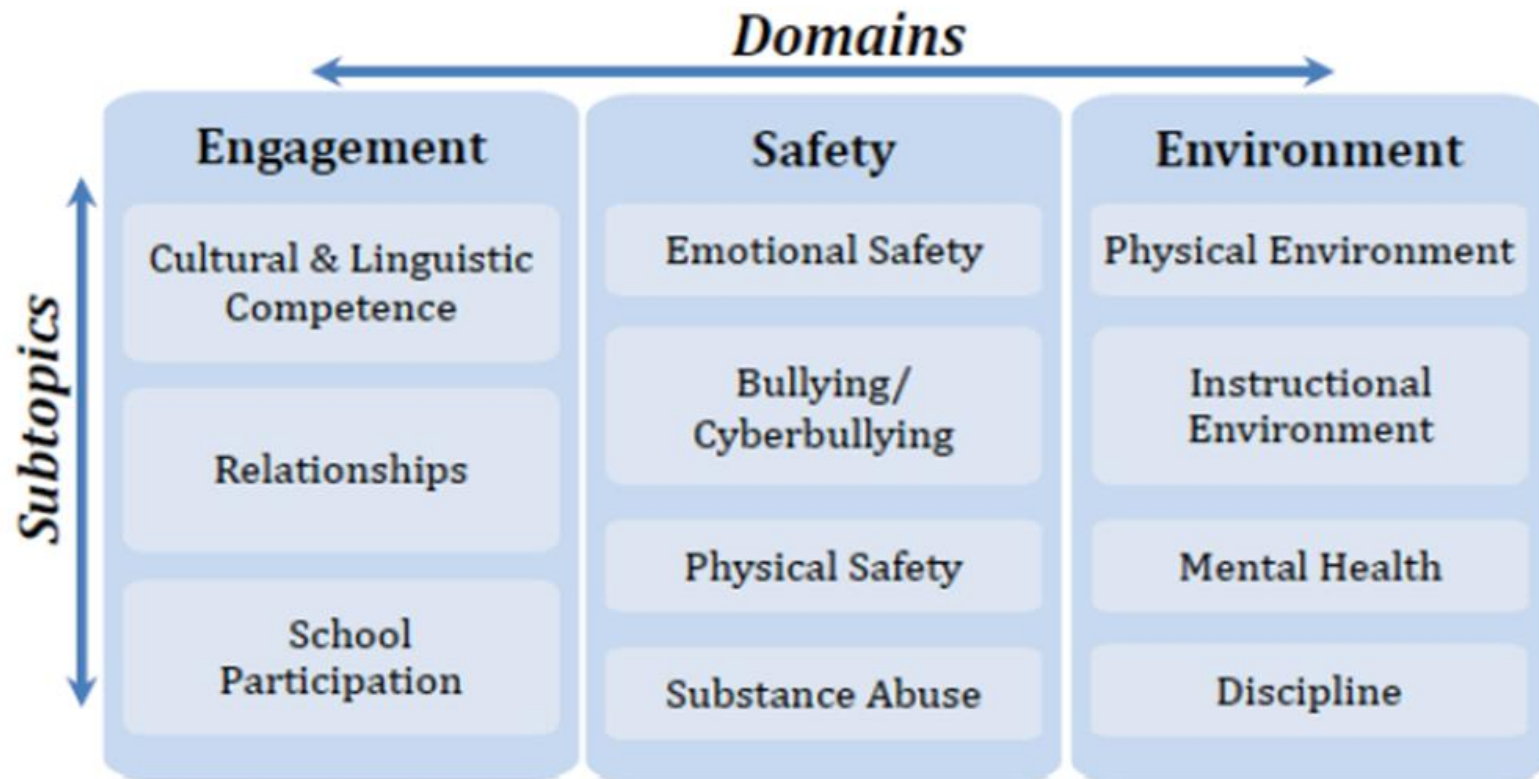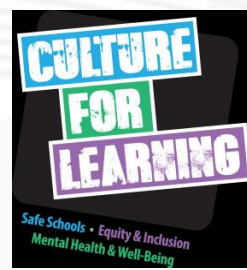
Interpreting Survey Results
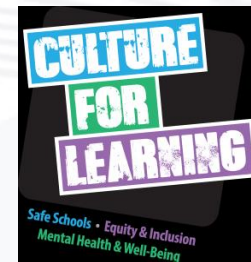
Data Collected...

Response Category	Strongly Disagree	Disagree	Agree	Strongly Agree

Scoring Method...

- Utilizes Item Response Theory
- Psychometric Benchmarking Technical Report

https://safesupportivelearning.ed.gov/sites/default/files/SCIRP/EDSCLS_Psychometric_Benchmarking_Technical_Report_2018-04-25.pdf

Composite Scores...

Range from 100 to 500

Scale Score Range	EDSCLS Categories	Alternative Interpretations of the Scale
> 400	Most Favourable	Most Positive, More Agreement
300 - 400	Favourable	Positive, Agreement
< 300	Less Favourable	Less Positive, Less Agreement
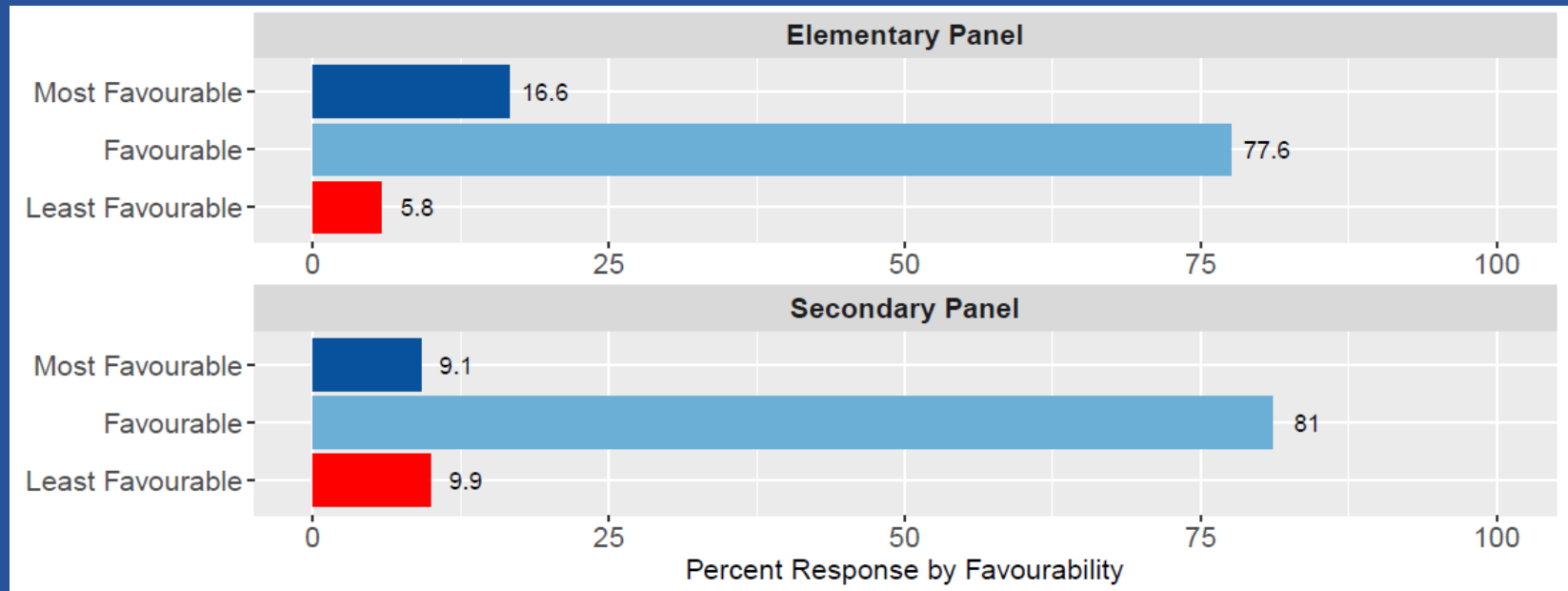
Average Scale Score by Respondent Grouping

One Example: :

Respondent Groupings
- Gender
- FNMI Self-ID
- Grade

- Continued use of student school climate data

- Support Culture for Learning team with sharing school climate results

- Reflecting and planning for future data collection

- Compilation of Staff and Family survey results

Next Steps
Culture for Learning
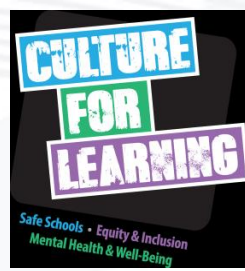
Supports to Understand the Data:

- Discussion of school climate data at school visits
- Coaching support and capacity building for schools
- Use of Inclusive Design Framework for system-level support (*instruction design, student voice, environment, family and community engagement, data analysis, leadership capacity*)
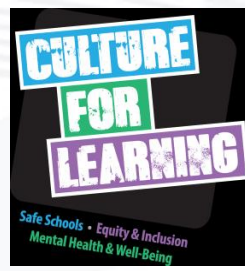
Using the Data to Inform Programming:

- Use the School Climate Survey results to inform the actions in the Bullying Prevention and Intervention Plan (BPIP) and the Safe Schools Action Plans (SSAP)
- Targeted professional learning to build capacity for system and school staff
- Deepening Understanding events aligned with the Ontario Education Equity Action Plan
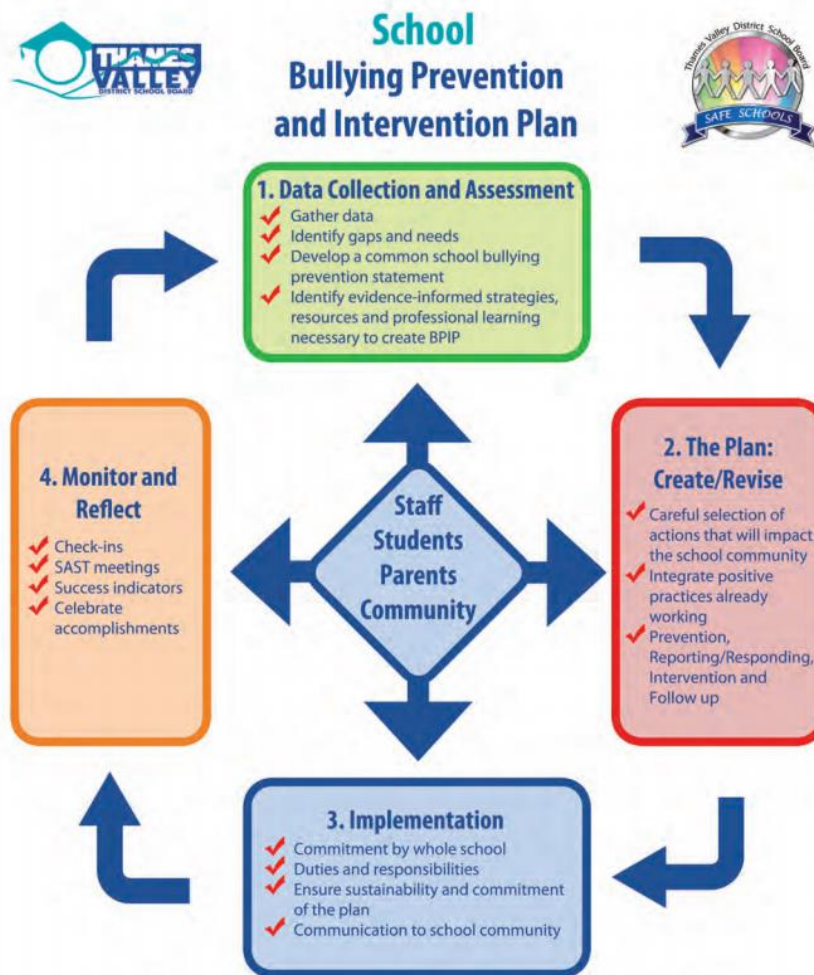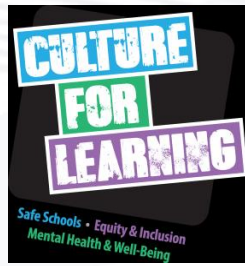
Engagement Domain

- Building on the work of Reframing our Reponses
- Professional Learning (e.g., Understanding Poverty, Bias, Power, Privilege; LGBT 101/201)
- Targeted Programming (e.g., Fourth R, St. Leonard's)
- Student Voice Initiatives for a broad range of students at school and possibly in the community

RESEARCH and ASSESSMENT
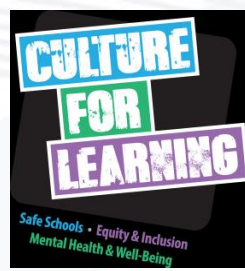
Safety Domain

- Collaborating with TVDSB Professional Support Services Staff and Mental Health Lead
- Targeted Programming (e.g. Healthy Relationships +, Values Influences and Peers, Consent, Rising Above, Red Cross Leadership Training)
- Partnering with Community Services (e.g. Police, Public Health Units)
- Accessing Evidence-Informed Resources (e.g. School Mental Health Assist Resources)

Culture for Learning Supports

Environment Domain

- TVDSB Mental Health Strategy
- Work with schools on Progressive Discipline
- K-12 Team (e.g. Instructional Coaches, Learning Coordinators) to use school climate data as a resource to inform instructional strategies

We build each student's tomorrow, every day.

Implementing School Climate Data

Joan Cooper

Beth Miller

Trish Schram

We build each student's tomorrow, every day.

What data did we use to shape our Safe Schools Action Plan (SSAP) and School Climate work?

June 2018
Student Voice Data

2017-18
Banting Cares Data

March 2018
School Climate Survey

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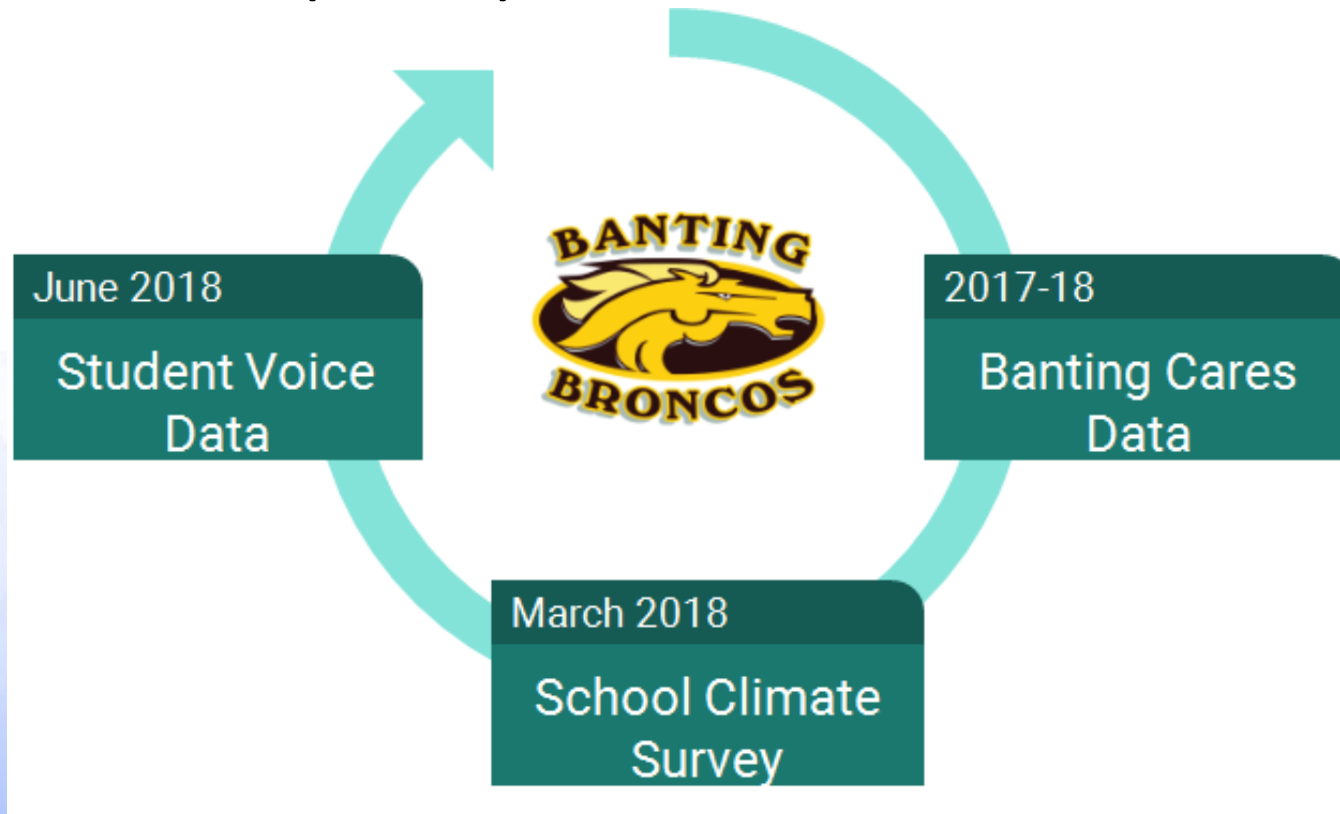
Who did we share this data with?

Safe Schools Action Plan Team	Banting Staff	Banting Parents and Community	C4L School Climate Survey Review Team Meeting
Students, Teaching Staff, Non-Teaching Staff, Parents, Community and Administration	Administration, Department Heads, Subject-Specific Meetings	Shared SSAP* and BPIP* on Banting's Website & in the Banting Newsletter	
June 2018	June 2018	June 2018	November 2018

* Safe Schools Action Plan (SSAP) & Bullying Prevention and Intervention Plan (BBIP)

We build each student's tomorrow, every day.

How did we analyze our School data to create our SSAP goals?

Tip Sheet

Banting's Safe Schools Action Plan Goals

Domains

Subtopics

Engagement	Safety	Environment
Cultural & Linguistic Competence	Emotional Safety	Physical Environment
Relationships	Bullying/ Cyberbullying	Instructional Environment
School Participation	Physical Safety	Mental Health
	Substance Abuse	Discipline

Thames Valley District School Board

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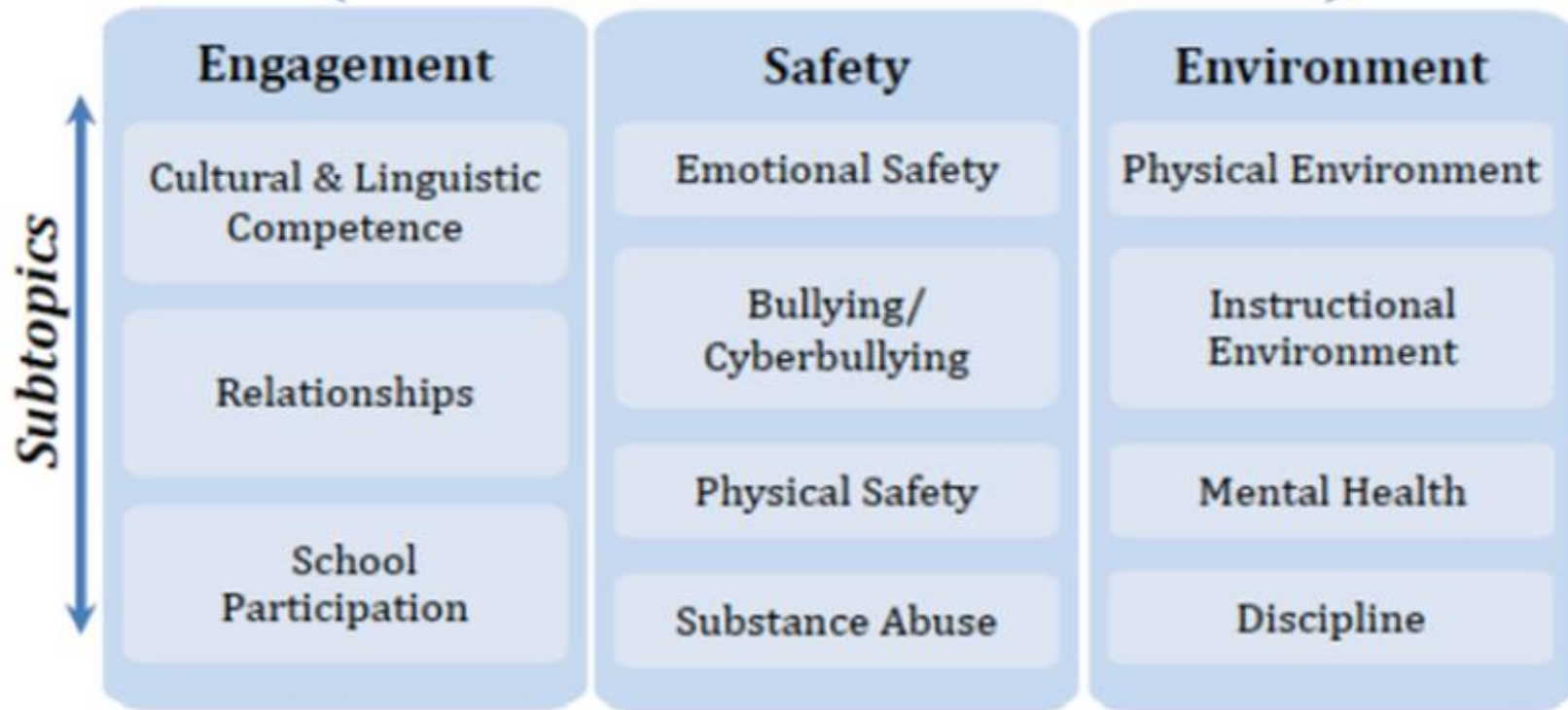
What key initiatives have we done to enhance School Climate? What might be our next steps?

What initiatives are we currently offering at Banting that support our School Climate Data?

GAPS

Creating a plan for intentional interventions that are supported by School Climate Data
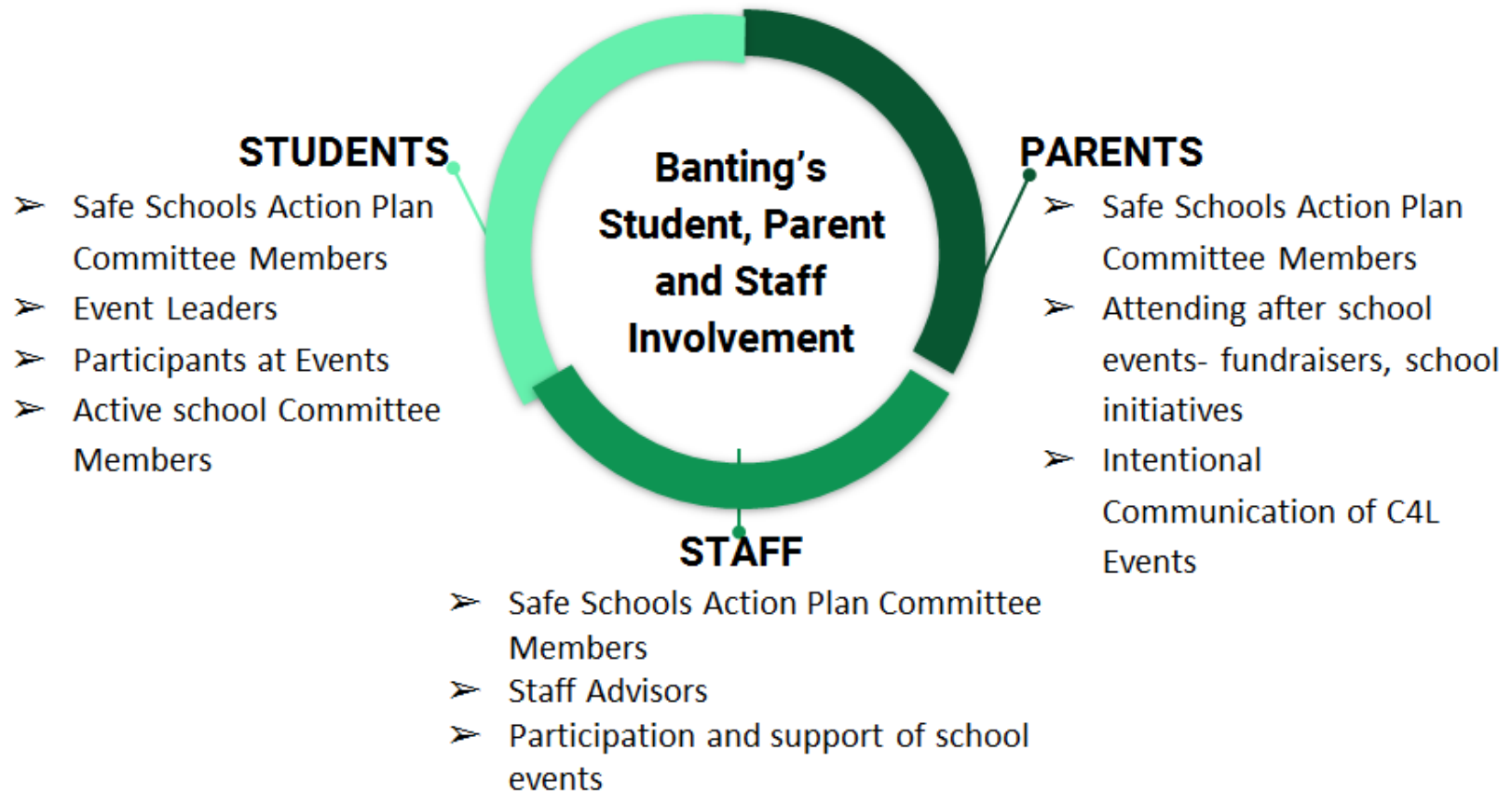
We build each student's tomorrow, every day.

How are Students, Parents and Staff involved?

STUDENTS
- ➢ Safe Schools Action Plan Committee Members
- ➢ Event Leaders
- ➢ Participants at Events
- ➢ Active school Committee Members

Banting's Student, Parent and Staff Involvement

PARENTS
- ➢ Safe Schools Action Plan Committee Members
- ➢ Attending after school events- fundraisers, school initiatives
- ➢ Intentional Communication of C4L Events

STAFF
- ➢ Safe Schools Action Plan Committee Members
- ➢ Staff Advisors
- ➢ Participation and support of school events

# How does our School Climate link to student achievement at Banting?

The *Foundations for a Healthy School* defines student engagement as "The extent to which students identify with and value their learning; feel a sense of belonging at school; and are informed about, engaged with and empowered to participate in and lead academic and non-academic activities."

Foundations for a Healthy School, Ontario, *Ministry of Education, 2014*

Maslow's Hierarchy of Needs
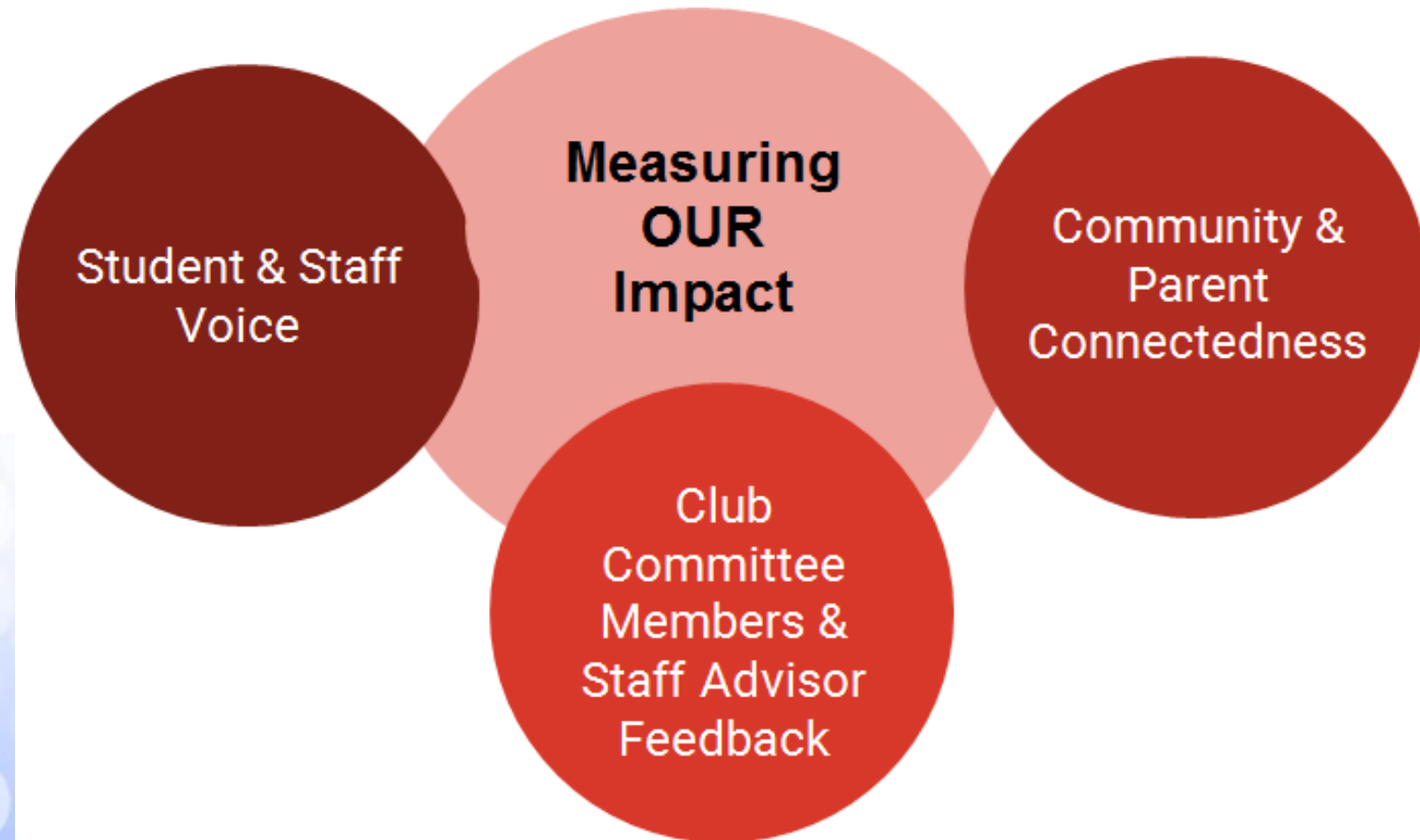
"Safe and healthy schools brings light to topics that can be difficult to talk about, bullying, social media awareness and mental health"

"Initiatives put on by the safe schools committee encourages whole school participation and get students talking and aware of issues regarding abuse, bullying, online presence and physical and mental wellbeing"

Ava

Thames Valley District School Board

We build each student's tomorrow, every day.

I'm emailing to thank you and your staff for creating such an informative and positive experience for my daughter and I last evening. My daughter is currently attending Pearson and is visiting a few high schools before making a decision on the best fit. From beginning to end the conversations with teachers, interactions with students, and the overall feeling of the school exceeded our expectations.

(Parent)

WANT TO HEAR FROM YOU!

WE

We build each student's tomorrow, every day.