



<b>REPORT TO:</b>	Program and School Services Advisory Committee
	Public or In-Camera: Public
<b>TITLE OF REPORT:</b>	School Climate Surveys, 2024-2025
<b>PRESENTERS:</b> <i>(list ONLY those attending the meeting)</i>	Christine Stager, Manager, Research and Assessment Services Jackie Wood, Associate, Research and Assessment Services
<b>REPORT AUTHORS:</b>	Christine Stager, Manager, Research and Assessment Services Jackie Wood, Associate, Research and Assessment Services
<b>PRESENTED FOR:</b>	Information
<b>Recommendations:</b> <i>(only required when presented for approval)</i>	
<b>Purpose:</b> <i>(include context)</i>	To raise awareness about the administration of the 2024-2025 <i>School Climate Surveys</i> .
<b>Content:</b>	The presentation includes an overview of what school climate is and why it matters, as well as details about the survey (i.e., purpose, legislated requirements, content, timelines, resources)
<b>Financial Implications:</b>	N/A
<b>Timeline:</b>	Survey administration window opens February 24, 2025
<b>Communications:</b>	N/A
<b>Appendices:</b>	School Climate Surveys, 2024-2025 PowerPoint presentation

**Connection to Strategic Directions:**

We value students' individual educational paths and provide the tools and resources necessary for student achievement including students with special education needs: Yes  
 To support student achievement, our schools and workplaces must be safe spaces for all: Yes  
 Our goal is to become Ontario's leader in education by fostering a culture of innovation and excellence: Yes  
 To inform our decision-making, we will build positive, trusting relationships across our district by increasing community engagement that is accessible, accountable, and transparent: Yes



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# **School Climate Surveys**

## **2024-2025**

**Program and School Services Advisory  
Committee**

**February 4, 2025**

# Benefits of a Healthy School Climate

- "Quality and character of school life"
- Shaped by establishing the *Essential Conditions for Learning*
- Student learning and well-being
- Staff well-being and connection

*Thapa et al., (2013). A review of school climate research. Review of educational research, 83(3), 357-385*



# Importance of Collecting and Using School Climate Data

## School Climate Surveys – *The Education Act*

- Required per *The Education Act*
- Anonymous, voluntary, every two years
- Questions about bullying/harassment
- Inform parents/caregivers - request opt out
- Results must be shared with *Safe and Inclusive School Teams*

# Importance of Collecting and Using School Climate Data

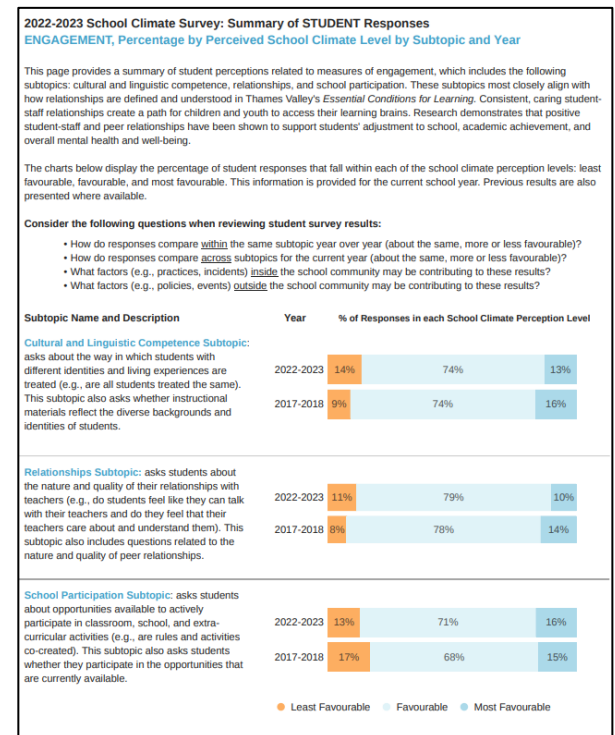
## School Climate Surveys in TVDSB

- *Department of Education School Climate Surveys*
- Students (grades 5-12), staff, parents and caregivers
- Engagement, Safety, Environment
  - *e.g., Students respect one another.*
  - *e.g., I feel like I am part of this school.*
  - *e.g., My teachers expect me to do my best all the time.*
- Student identities (grades 7-12)

# Importance of Collecting and Using School Climate Data

## Using Survey Results

- Identify and prioritize strengths and needs
- Inform *Safe and Inclusive School Plans*
- Monitor and track change



# Key Information

## Who can complete the survey?

- Students in grades 5-12
- All staff
- All TVDSB parents and caregivers

## When can the survey be completed?

- February 24<sup>th</sup> to March 6<sup>th</sup>

## How can the survey be completed?

- Anonymous link posted on [board website](#)
- Staff – Link sent via board email
- Students – Link embedded in [lesson plans and slideshows](#)
- Parents and Caregivers – Link sent via *SchoolMessenger*



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**the survey!**

School Climate Working Group  
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