



LONDON DISTRICT  
**Catholic School**  
BOARD

*Belonging in Community: School Climate  
Student Survey Results*

***System-Level Report for Elementary and  
Secondary Schools***

2012 - 2013

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## Introduction

In accordance with *Keeping Our Kids Safe at School Act* (Bill 157) and the London District Catholic School Board's (LDCSB) Belonging Pillar (Board Plan for Excellence 2012-2013), maintaining a positive school climate for students, parents, staff, and community members is of paramount importance and utmost priority. A school is considered to have a positive school climate when everyone feels safe, included and accepted and positive behaviours and interactions are promoted. School Boards are mandated by the Ministry of Education to conduct a student school climate survey once every two years in order to assess schools' needs, strengths, and areas for improvement.

All LDCSB elementary (Grades 4 – 8) and secondary school students (Grades 9 – 12) along with their parents and school staff were invited to complete the *Belonging School Climate (BSC) Survey 2013*. The *Belonging School Climate Survey* was administered through the LDCSB website from January 21st to April 5th, 2013. The purpose of the BCS survey was to gather perceptions of students, parents, and staff regarding how safe, welcoming, and respectful they perceived their school to be. The Belonging School Climate 2013 survey encompassed questions related to safe schools, equity and inclusive education, personal well-being, and eco/environmentally-friendly and healthy schools. The survey also asked participants to tell us what they think would help make their school a safe, respectful, welcoming and caring place to learn. Our Board conducted a similar school climate survey for students, parents and staff in 2011. Findings stemming from the 2011 school climate surveys along with results of each school's School Assessment Checklist assisted school teams in developing action plans intended to promote a more positive school climate.

The findings from the LDCSB *Belonging School Climate Survey* are intended to inform school and system-level improvement planning under the Belonging Pillar, in conjunction with other needs assessment data and related information. For example, elementary and secondary school teams may also integrate the findings stemming from the School Assessment Checklist. The School Assessment Checklist adopted for the LDCSB contains 44 items addressing four components of safe schools: Prevention, Policies and Procedures, Interventions, and School Climate. Dr. Peter Jaffe, Academic Director of the Centre for Research & Education on Violence Against Women and Children and Professor at the Faculty of Education, University of Western Ontario and Dr. Claire Crooks, Associate Director of the Centre for Addiction and Mental Health for Prevention Science in London and Adjunct Professor at the University of Western Ontario (Education; Health Sciences and Psychology Departments) have greatly assisted our Board's use of the School Assessment Checklist beginning in 2011, as well as subsequent action planning.

The purpose of this report is to outline the results stemming from the School Climate Surveys completed by elementary (Grades 4 – 8) and secondary (Grades 9 – 12) students, parents of elementary and secondary students, and elementary and secondary school staff.

### A. Survey purpose

The primary objective of this *Belonging School Climate Survey 2013* was to gather the perceptions of students, staff members, and parents on a number of issues contributing to school climate including: school safety; bullying and harassment and responses to such behaviours; equity and inclusive education, mental health and personal well-being; care for the environment (Eco Schools); and belonging to school clubs and teams and participation in intramural and other sport team opportunities.

The findings from the LDCSB *Belonging School Climate Survey* are intended to provide schools and the Board with evidence to engage in a collaborative approach to develop, implement, and evaluate school and Board improvement planning initiatives organized under the Belonging Pillar.

### B. Considerations and Limitations

It's important to note that the *Belonging School Climate Survey* provides a snapshot of school safety, equity, and belongingness, among other factors, related to school climate. It should be considered in conjunction with other data and information, such as that collected using the School Assessment Checklist, safety audits, and observations.

School student response rates were calculated based on the number of students in each elementary and secondary school who completed a survey and student enrolment data for each school as provided by the Board's Student Information Management System (eSIS) as of January 2013. As such, there may be some incongruence between the actual number of students enrolled at a given school when the student survey data was collected. Whenever possible and appropriate, comparative data from the 2011 survey results are also displayed, however, it's important to note that the 2013 version of the school climate survey contained survey items that were not evaluated in the first version (i.e., 2011) of the school climate survey and as such, temporal comparisons cannot be established for these items. Finally, the results presented here may not be generalizable to other school board populations.

Results are presented as accurately as possible to provide the reader with the opportunity to identify differences and meaningful trends. It should be noted that some responses provided to open-ended questions that contained minor spelling or grammatical errors were corrected for clarity. The quotes chosen represent the respondents' opinions that appeared most frequently in the survey data.

### C. Survey administration

The on-line *Belonging School Climate Survey 2013* was generated for elementary and secondary students, staff, and parents. All six versions (i.e., elementary students, parents and staff and secondary students, parents and staff) of the *Belonging School Climate Survey* was administered through the LDCSB website and was available from January 21st to April 5th, 2013. The *Belonging School Climate Survey 2013* for students, parents, and staff consisted of both open and closed-ended questions representing various themes.

#### **D. Survey design**

The design of the 2013 version of the on-line school climate surveys for students was largely modeled on the design undertaken for the 2011 version of the school climate student surveys, especially in respect to survey items related to safe schools, bullying and harassment, and equity and inclusive education. The content and format of the school climate surveys were informed by several sources including: a review of the safe schools research literature, review of related Ministry of Education initiatives and mandates, and a number of published safe schools surveys. The Safe Schools Steering Committee also provided meaningful input into the survey content, as well as vetted the student version of the School Climate Survey. Dr. Peter Jaffe and Dr. Claire Crooks also provided input into the survey design and content. The survey items for the parent and school staff surveys for both the elementary and secondary panel were essentially modeled after those of the respective student surveys. School climate survey items were also selected in accordance with our Catholic Faith and unique school board circumstances. Before the student versions of the school climate surveys were made available to elementary and secondary students across the district, both the elementary and secondary student school climate surveys were piloted with a sample group of students.

Following an extensive review of the 2011 school climate student surveys, several survey items were removed and replaced with items related to mental health and personal well-being, care for the environment (Eco Schools); belonging to school clubs and teams and participation in intramural and other sport team opportunities.

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## Part 2: Elementary Student Data

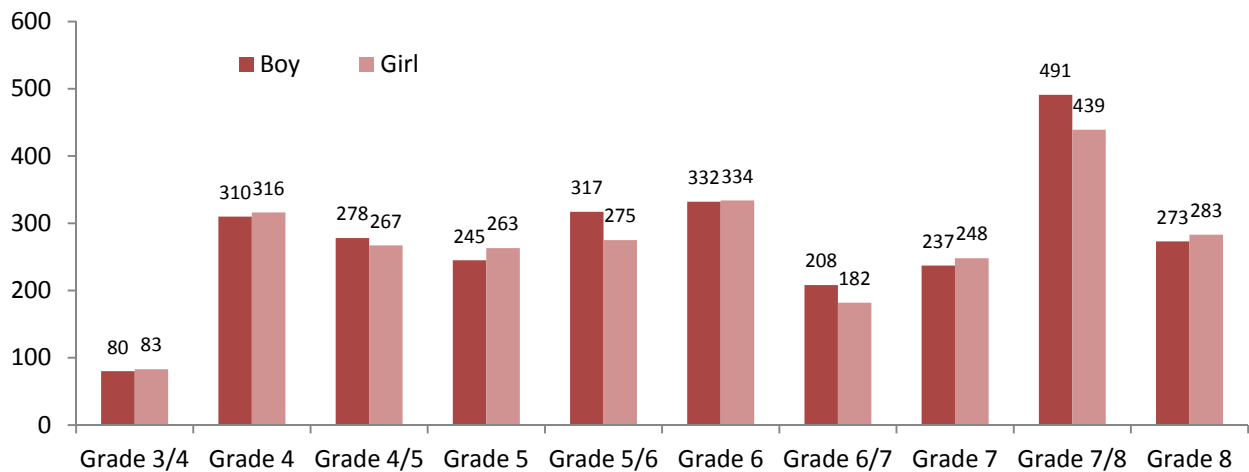
### A. Response Rates

In total, 5,497 elementary students completed the *Belonging School Climate Survey* resulting in an overall student survey response rate of 85.4%.

### B. Demographic Information

The 2013 *Belonging School Climate Survey* consisted of two demographic items, gender and grade, to better describe the student sample

**Figure 1: Distribution of male and female students by grade level**



### C. Survey Descriptive/Summary

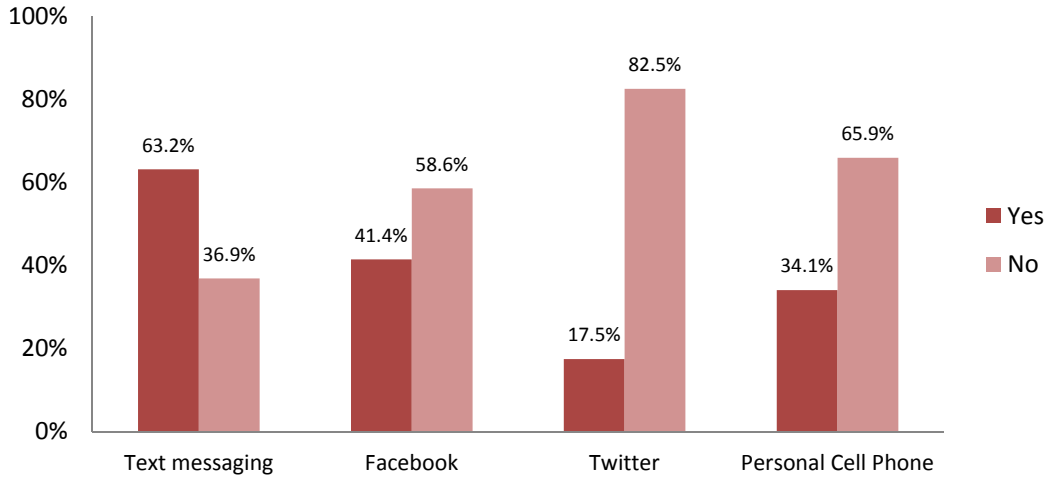
The 2013 *Belonging School Climate Survey* included 37 items evaluating the following areas in elementary students:

- Technology and use of the Internet
- The PLEDGE to End Bullying
- Feeling Safe at School
- Bullying and Harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed and Respected
- Personal Well-Being
- Caring for the Environment
- Participation – School Clubs, Teams and Intramural Events

### Technology and use of the Internet

Students were asked to report their use of text messaging, social media, and a personal cell phone (Figure 2).

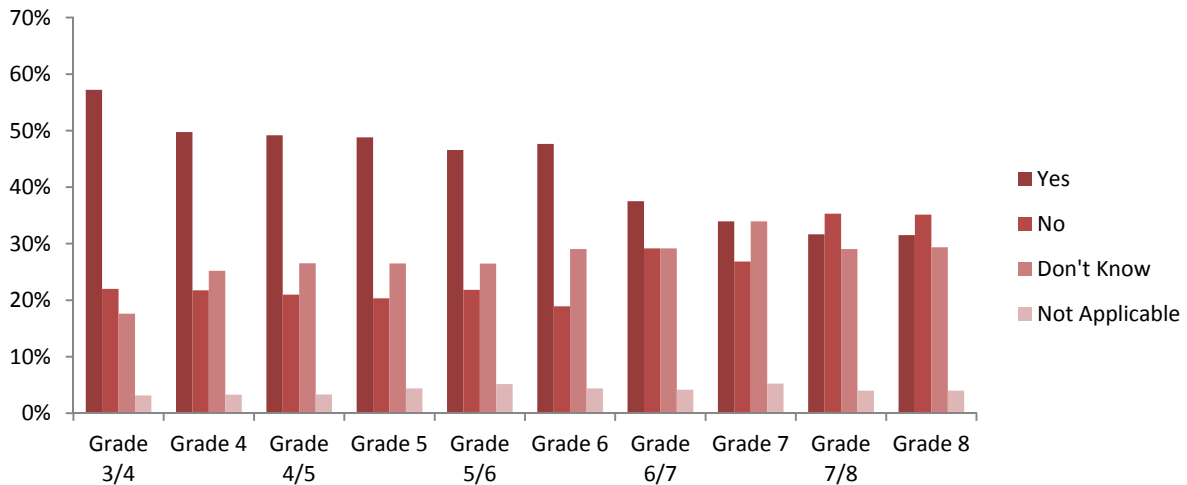
**Figure 2: Frequency of technology and Internet use**



### The PLEDGE to End Bullying

Students were queried on the PLEDGE To End Bullying and its effect on intra and interpersonal behaviour (Figure 3). Approximately 82% of students took the PLEDGE. Almost half (46%) of students thought taking the PLEDGE affected their behaviour whereas 26% and 25% of students thought taking the PLEDGE did not affect their behaviour or did not know, respectively. Finally, 33% of students thought taking the PLEDGE affected the behaviour of others, whereas 30% and 37% of students thought taking the PLEDGE did not affect the behaviour of others or did not know, respectively.

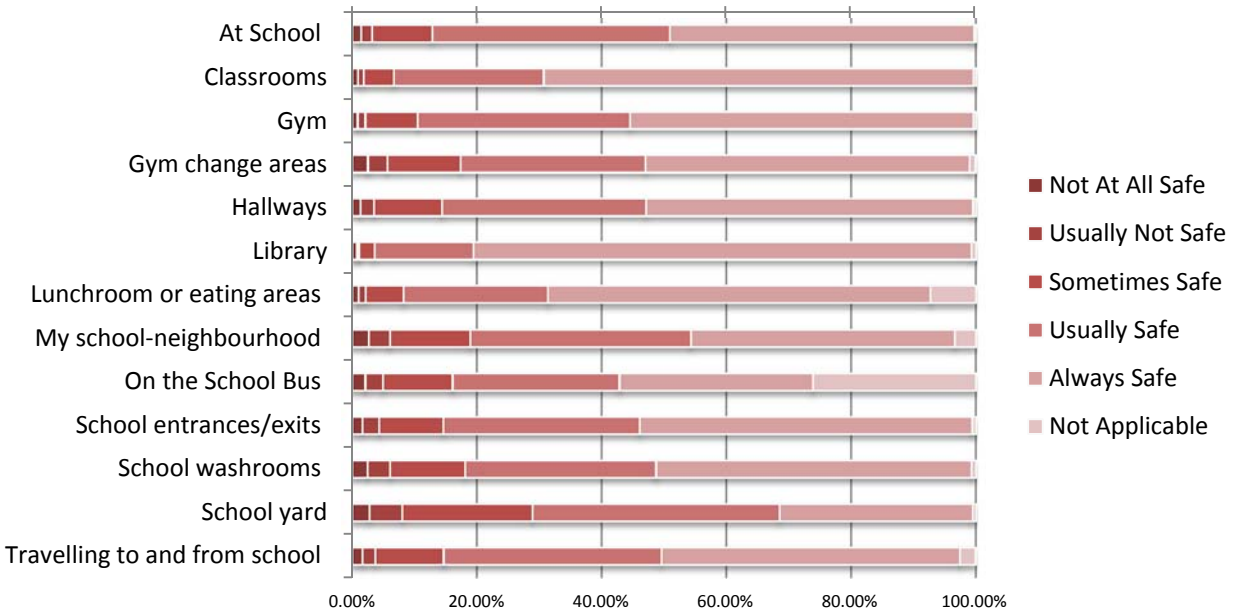
**Figure 3: PLEDGE uptake and impact by grade (Did taking the PLEDGE impact your behaviour?)**



## Feeling Safe at School

Students were asked to identify to what degree (from *Not at All Safe* – 1 to *Always Safe* – 5) they feel safe in various places, during activities, and within areas of their school (Figure 4, Table 1).

**Figure 4: Student perceptions of safety in various places or activities**



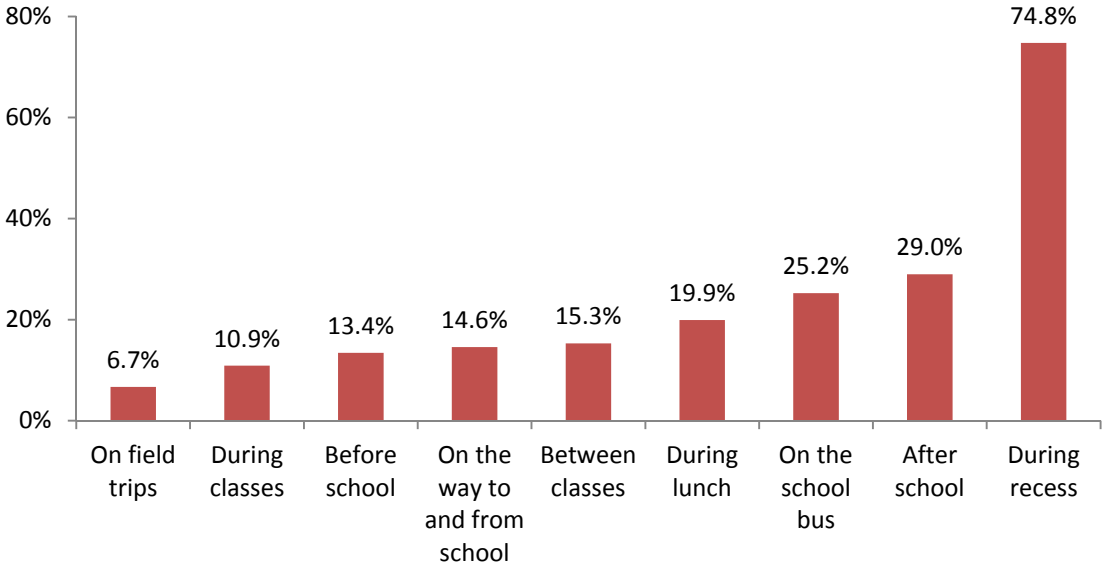
**Table 1: Distribution of frequency of safety perceptions in various places or activities**

	Not At All Safe	Usually Not Safe	Sometimes Safe	Usually Safe	Always Safe	Not Applicable	Mean
At School	1.4%	1.7%	9.6%	38.0%	48.8%	0.2%	4.3
Classrooms	0.9%	0.9%	4.8%	24.0%	68.8%	0.3%	4.6
Gym	0.9%	1.2%	8.3%	34.0%	55.0%	0.4%	4.4
Gym change areas	2.5%	3.1%	11.7%	29.6%	51.9%	1.0%	4.2
Hallways	1.3%	2.1%	10.8%	32.7%	52.4%	0.4%	4.3
Library	0.7%	0.3%	2.4%	15.8%	79.8%	0.6%	4.7
Lunchroom or eating areas	1.0%	1.1%	6.0%	23.1%	61.3%	7.3%	4.5
My school-neighbourhood	2.7%	3.3%	12.8%	35.3%	42.2%	3.3%	4.1
On the School Bus	2.1%	2.7%	11.2%	26.7%	31.0%	26.0%	4.3
School entrances/exits	1.7%	2.6%	10.2%	31.5%	53.3%	0.5%	4.2
School washrooms	2.5%	3.5%	12.0%	30.6%	50.5%	0.7%	3.9
School yard	2.7%	5.2%	20.9%	39.6%	30.9%	0.5%	4.1
Travelling to and from school	1.6%	2.0%	10.9%	34.9%	47.8%	2.5%	4.2



Students were asked to identify when and where they perceived that bullying and/or harassment happens most (Figure 5).

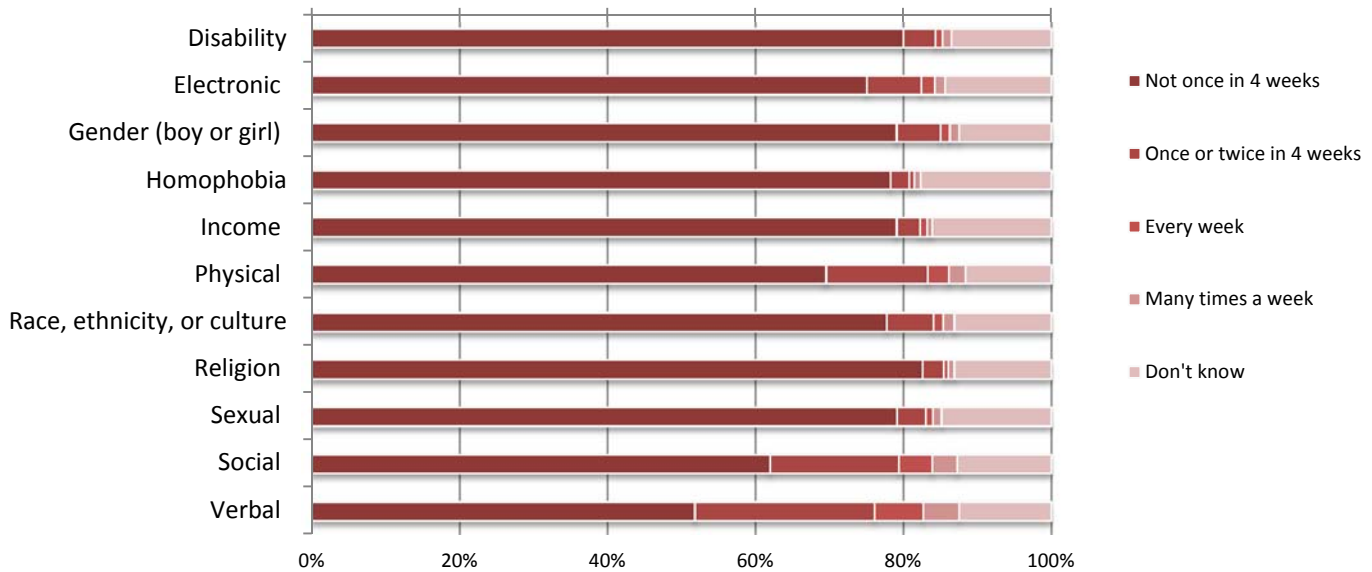
**Figure 5: Location of bullying and/or harassment incidents**



## Bullying and Harassment – Experienced

Students were asked to provide the frequency (*Not once in 4 weeks – 1, Every Week – 3, Many times a week – 4*) that other students have physically, verbally, socially, sexually, or electronically bullied them within the past 4 weeks (Figure 6, Table 2).

**Figure 6: Frequency of experiencing various forms of bullying and/or harassment**



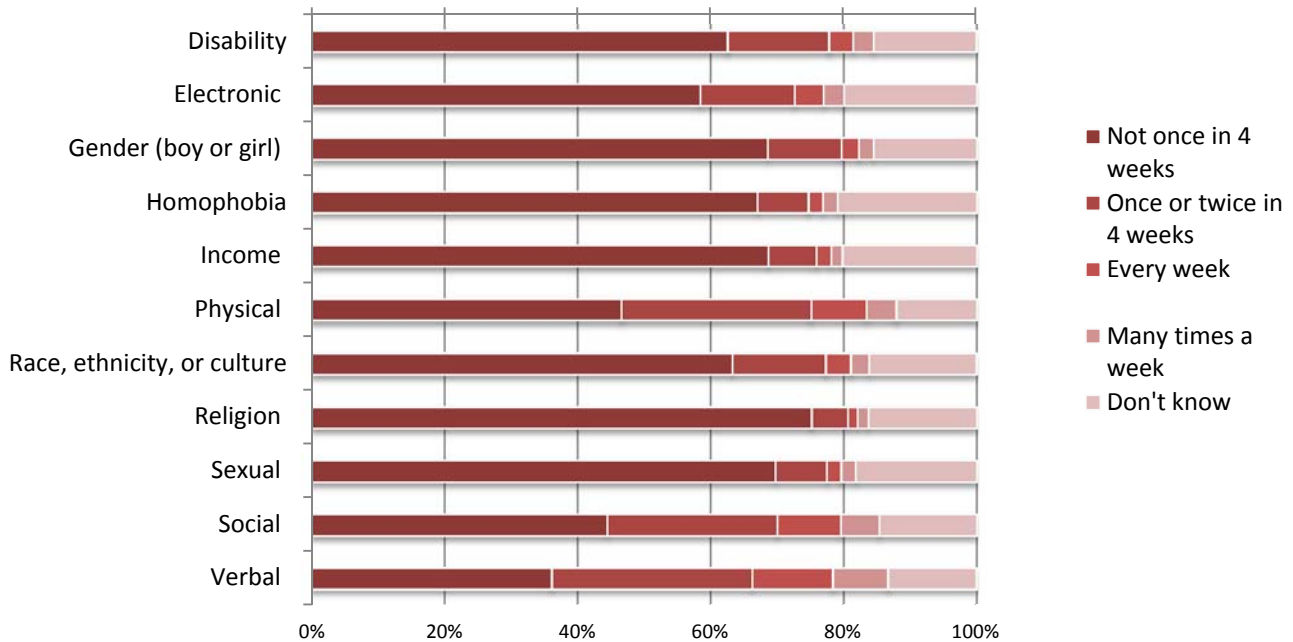
**Table 2: Distribution of the frequency of various forms of bullying and/or harassment experienced by students**

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know	Mean
Disability	79.9%	4.3%	0.9%	1.2%	13.5%	1.1
Electronic	75.0%	7.3%	1.8%	1.3%	14.3%	1.1
Gender (boy or girl)	79.0%	5.9%	1.2%	1.2%	12.5%	1.1
Homophobia	78.2%	2.4%	0.7%	0.8%	17.7%	1.0
Income	79.0%	3.2%	0.8%	0.7%	16.0%	1.0
Physical	69.5%	13.7%	2.8%	2.2%	11.6%	1.3
Race, ethnicity, or culture	77.7%	6.3%	1.2%	1.5%	13.1%	1.1
Religion	82.5%	2.8%	0.6%	0.8%	13.1%	1.0
Sexual	79.1%	3.8%	0.9%	1.1%	14.8%	1.1
Social	61.9%	17.0%	4.5%	3.3%	12.7%	1.4
Verbal	51.8%	24.3%	6.5%	4.8%	12.4%	1.5

## Bullying and Harassment – Witnessed

Students were asked to provide the frequency (*Not once in 4 weeks – 1, Every Week – 3, Many times a week – 4*) that they witnessed physical, verbal, social, sexual, or electronic bullying and/or harassment within the past 4 weeks (Figure 7, Table 3).

**Figure 7: Frequency of witnessing various forms of bullying and/or harassment**



**Table 3: Distribution of the frequency of witnessing various forms of bullying and/or harassment**

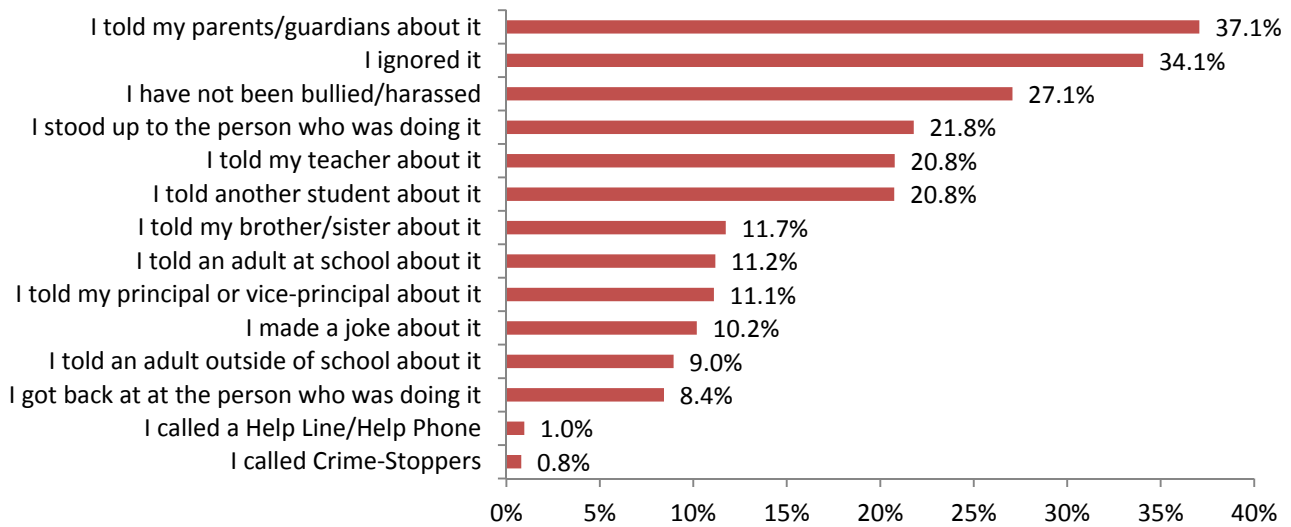
	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know	Mean
Disability	62.5%	15.2%	3.6%	3.0%	15.5%	1.3
Electronic	58.4%	14.1%	4.3%	3.1%	19.9%	1.4
Gender (boy or girl)	68.5%	11.0%	2.6%	2.2%	15.5%	1.2
Homophobia	67.0%	7.6%	2.2%	2.1%	20.9%	1.2
Income	68.6%	7.2%	2.2%	1.6%	20.1%	1.2
Physical	46.6%	28.5%	8.3%	4.4%	12.0%	1.6
Race, ethnicity, or culture	63.2%	14.0%	3.7%	2.7%	16.1%	1.3
Religion	75.2%	5.4%	1.4%	1.6%	16.2%	1.1
Sexual	69.7%	7.7%	2.1%	2.1%	18.2%	1.2
Social	44.5%	25.5%	9.4%	5.8%	14.6%	1.7
Verbal	36.1%	30.1%	12.1%	8.2%	13.3%	1.9

Students were asked to provide the frequency that they engaged in bullying and/or harassment within the past 4 weeks. From 5,276 respondents, 70.3% (3,711) of students stated they did not bully and/or harass others in the last four weeks. However, 13.0% (690), 1.3% (73), and 1.5% (79) of students stated they engaged in bullying and/or harassment once or twice in the four weeks, every week, and many times a week, respectively. Approximately 14% (723) were not aware of the frequency of engaging in bullying and/or harassment.

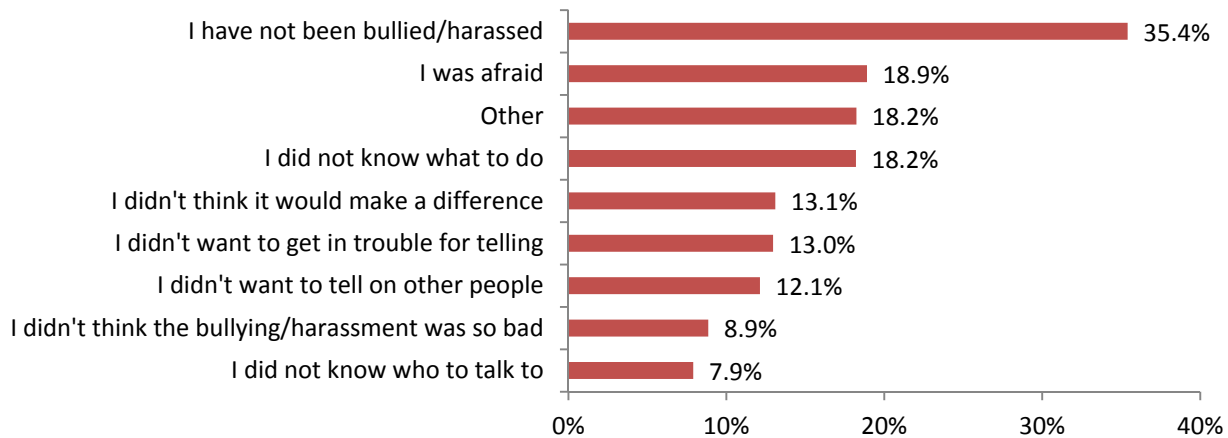
### Reporting and Responding to Bullying and Harassment

Students were asked to indicate how they responded to the most recent instance they were bullied and/or harassed (Figure 8). If students did not respond to the most recent instance of being bullied and/or harassed, they were asked to provide reason(s) for not responding (Figure 9).

**Figure 8: Frequency of various responses to being bullied and/or harassed**

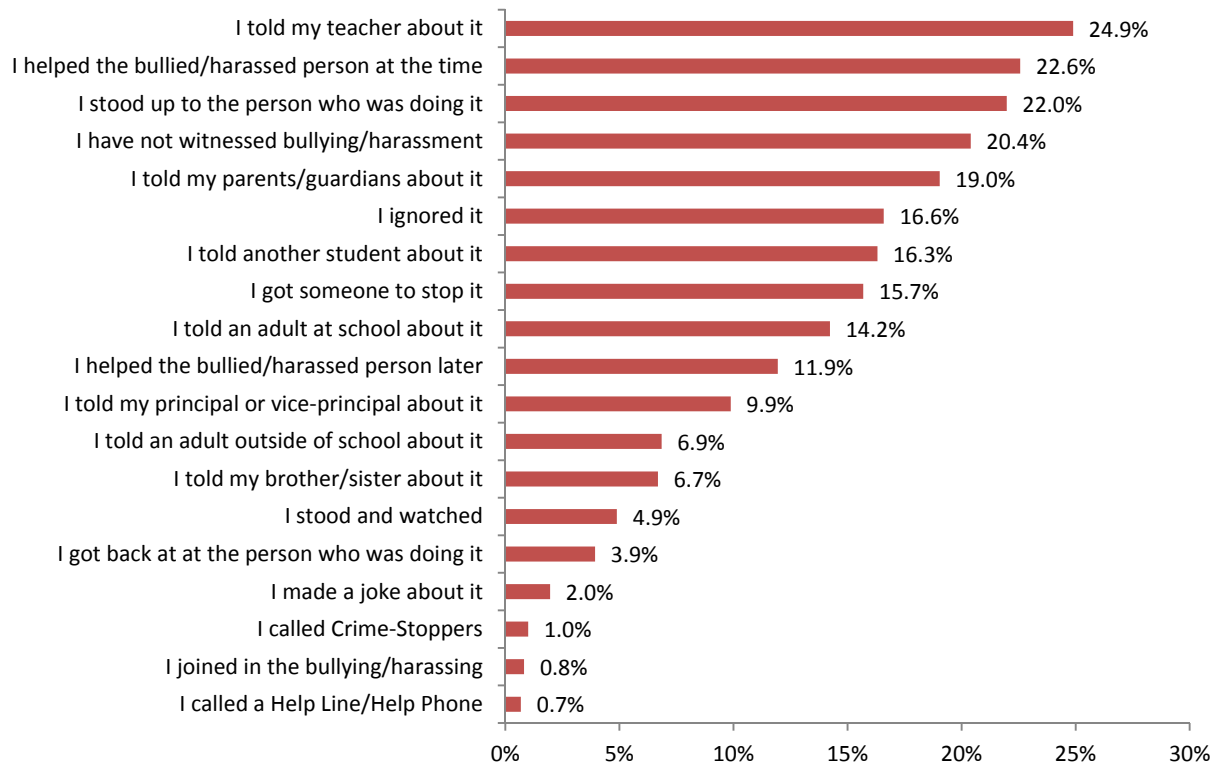


**Figure 9: Frequency of reasons for failing to take action after being bullied and/or harassed**



Students were asked to provide reason(s) for not responding to the most recent instance of witnessing another student being bullied and/or harassed (Figure 10).

**Figure 10: Frequency of various responses after witnessing a bullying and/or harassment incident**



If students did not respond to the most recent instance of witnessing another student being bullied and/or harassed, they were asked to provide reason(s) for not responding (Figure 11).

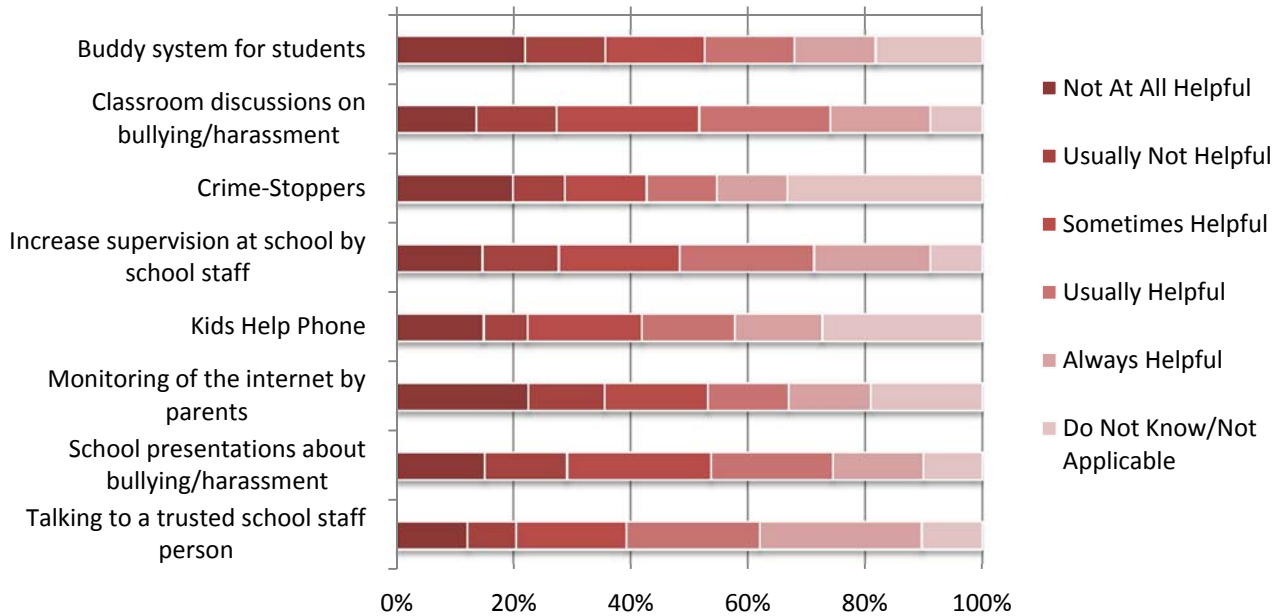
**Figure 11: Frequency of reasons for failing to take action after witnessing a bullying and/or harassment incident**



## Perceived Helpfulness of Responses to Dealing with Bullying

Students were asked to rate (*Not At All Helpful* – 1, *Sometimes Helpful* – 3, *Always Helpful* – 5) the effectiveness of multiple responses for dealing with bullying and/or harassment (Figure 12, Table 4).

**Figure 12: Mean effectiveness of multiple responses to bullying/harassment**



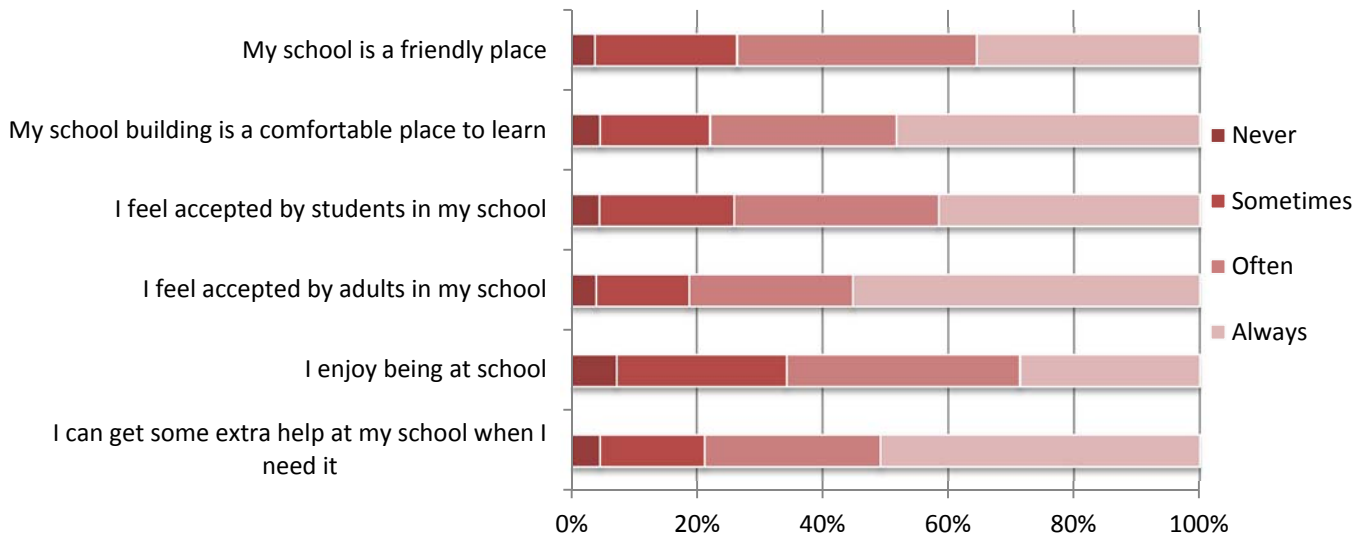
**Table 4: Distribution of the effectiveness of multiple responses to bullying and/or harassment**

	Not At All Helpful	Usually Not Helpful	Sometimes Helpful	Usually Helpful	Always Helpful	Do Not Know/Not Applicable	Mean
Buddy system for students	22.0%	13.6%	17.0%	15.2%	13.8%	18.2%	2.8
Classroom discussions on bullying/harassment	13.7%	13.6%	24.3%	22.3%	17.0%	8.8%	3.1
Crime-Stoppers	19.9%	8.8%	13.9%	11.9%	12.0%	33.2%	2.8
Increase supervision at school by school staff	14.7%	13.0%	20.6%	22.8%	19.8%	8.8%	3.2
Kids Help Phone	14.9%	7.5%	19.4%	15.9%	14.9%	27.2%	3.1
Monitoring of the internet by parents	22.5%	12.9%	17.6%	13.7%	14.0%	19.0%	2.8
School presentations about bullying/harassment	15.1%	14.0%	24.5%	20.8%	15.4%	10.0%	3.0
Talking to a trusted school staff person	12.2%	8.3%	18.8%	22.7%	27.5%	10.3%	3.5

## Feeling Accepted, Welcomed and Respected

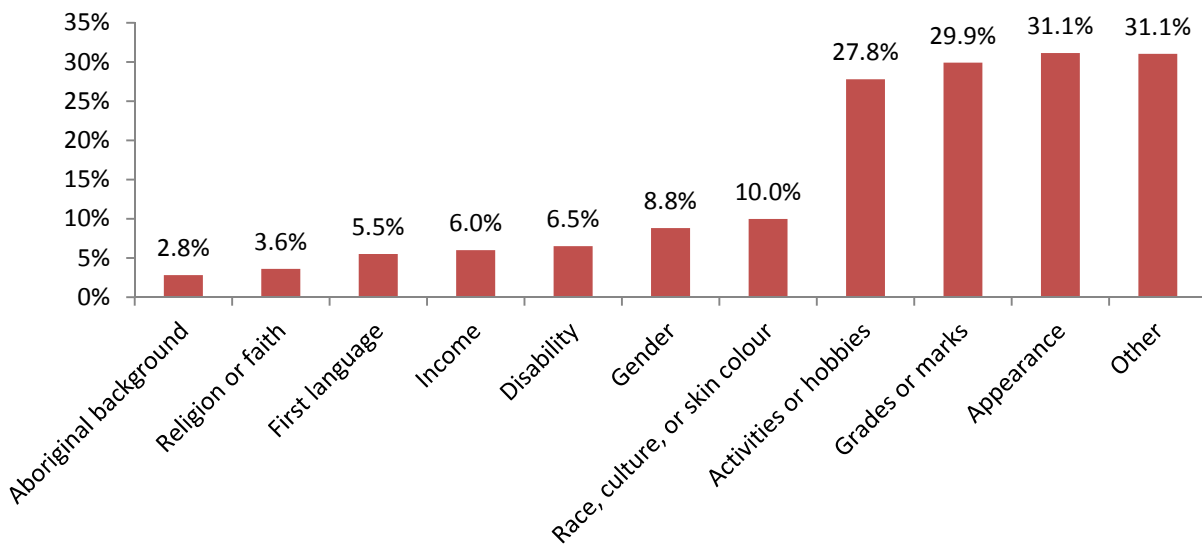
Students indicated how frequently they felt accepted and welcomed at school (Figure 13).

**Figure 13: Frequency of feeling accepted and welcomed at school**



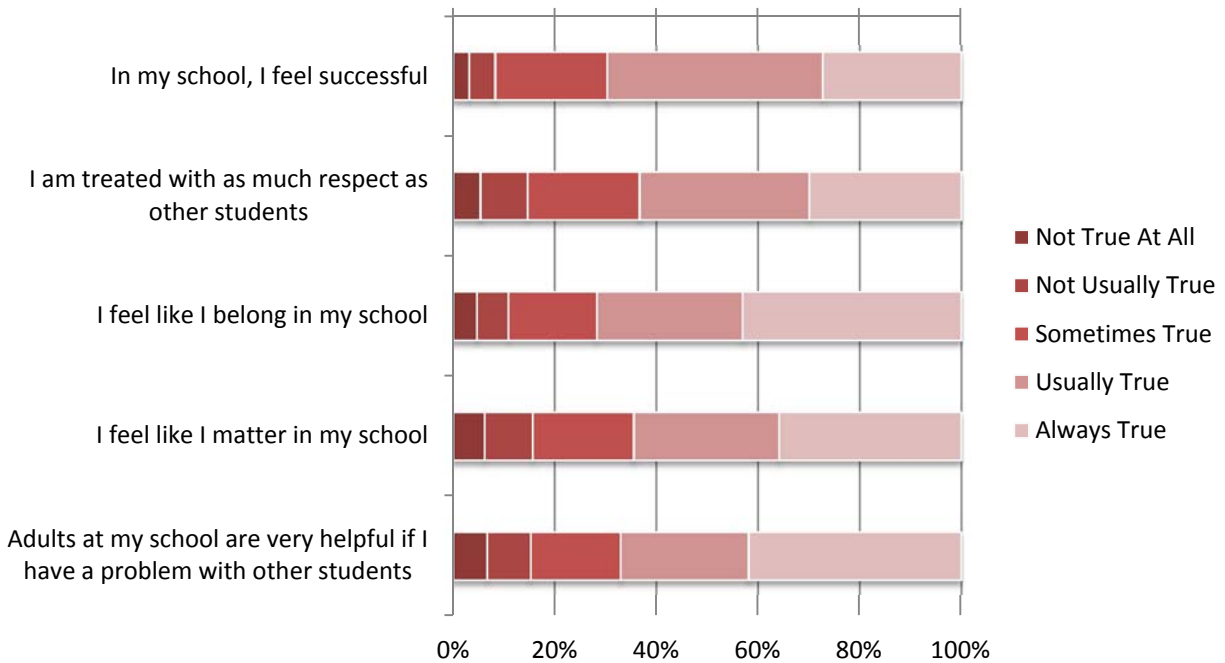
Students were asked to identify sources for feeling unwelcomed or uncomfortable at school (Figure 14).

**Figure 14: Mean frequency of sources for feeling unwelcomed or uncomfortable at school**



Students were asked to report (*Not At All True* – 1, *Sometimes True* – 3, *Always True* – 5) on feelings of success, respect, and belonging at school (Figure 15, Table 5).

**Figure 15: Students perceptions of success, respect, and belonging at school**



**Table 5: Students perceptions of success, respect, and belonging at school**

	Not True At All	Not Usually True	Sometimes True	Usually True	Always True	Mean
In my school, I feel successful.	3.2%	5.1%	22.0%	42.4%	27.2%	3.8
I am treated with as much respect as other students.	5.4%	9.3%	21.9%	33.3%	29.9%	3.7
I feel like I belong in my school.	4.7%	6.2%	17.4%	28.6%	43.0%	3.9
I feel like I matter in my school.	6.2%	9.4%	19.9%	28.5%	35.8%	3.7
Adults at my school are very helpful if I have a problem with other students.	6.7%	8.5%	17.6%	25.1%	41.8%	3.8



Students were provided with the opportunity to share their ideas to make their school a safe, respectful and welcoming place to learn. Approximately 56.7% (3,119) of students who completed the survey included their ideas, suggestions, and comments. Responses and illustrative comments provided by students are listed in order of frequency, from most frequent to least.

#### **No Problems Reported**

*"The teachers are kind and are really helpful. I would never want to go to another school because this school is welcoming and caring to the students."*

*"I think all the people at my school are nice. I and others are treated very nice and are respected well."*

*"I think the school is just fine as it is"*

#### **Wish for Improved Behaviour**

*"We can treat others the way we want to be treated"*

*"Do not say bad words. Be a good person"*

*"We can care for each other and look out"*

#### **Desire for Heightened Supervision**

*"Increase supervision"*

*"At this school we can increase the people on yard duty"*

*"They can get more yard supervisors on the school yard"*

#### **Suggestions for Changing Staff Actions**

*"Tell the teachers to stop talking at recess and stop drinking their coffee. I went to the teacher room and they always yell to go outside. One teacher says they are too busy"*

*"Get lunch time supervisors that actually care about the students and make fair decisions."*

#### **Requests to see Improvements to the Physical Environment**

*"Make the school yard bigger"*

*"They could give us a playground"*

*"If in our school yard we would have a fence because I would feel safer and not as worried because a lot of people just randomly walk by our yard and I get a bit nervous."*

#### **Recommendations for Actions to Reduce Incidents of Bullying and Harassment**

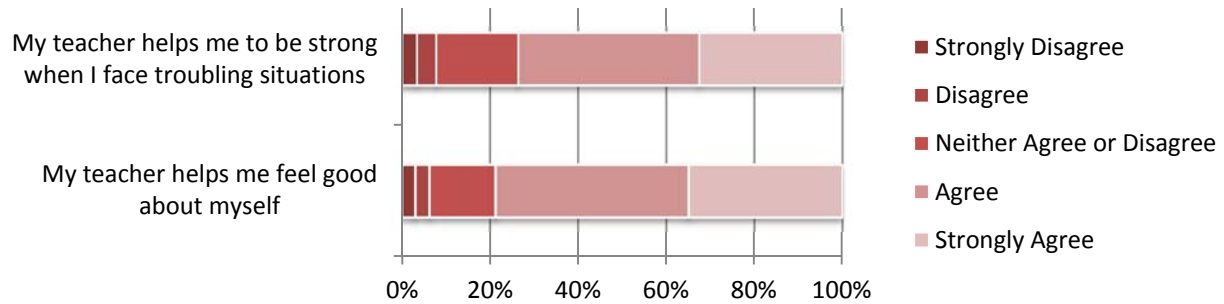
*"What we can do to make my school safer, more respectful, and a better way to learn is that we can have some people come in and talk to people about these things"*

*"They can have a big assembly about how to not be mean to all the people and never be rude"*

## Personal Well-Being

Students were asked to describe the extent to which their school promotes their personal well-being and provides information and resources about mental health (Figure 16).

**Figure 16: Perceptions of teacher support**



For students who had a problem or concern, 84.1% (4,161) would ask for help.

For students who stated that they would not ask for help, they were asked to share reasons why. Common students' responses included:

*"I don't feel comfortable talking to others about my problems; I usually keep them to myself. I don't like people knowing and but keeping them to myself no one will know."*

*"The bullies would probably do even more bullying, and the people who you tell probably wouldn't believe you. Sometimes my mom asks me how school is going and i tell her, and she tells me to stay strong, stick up for you and others, and if it's very severe she writes a note. Sometimes I tell my friend about problems, and she says everything she can to make me happy and try to forget about and she helps me get help."*

*"I can handle it myself."*

*"It depends on the situation, if it involved my friends I wouldn't want to tattle on them plus they are my friends I will forgive them eventually. If it had something to do with my education I would ask for help because I think that's really important."*

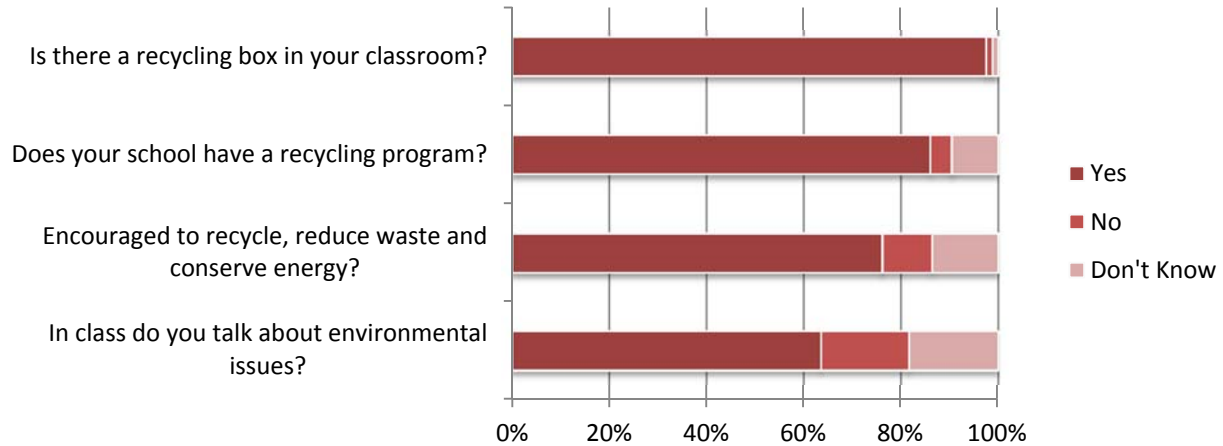
*"When I have a problem or concern I do not ask for help because sometimes I don't feel confident enough in myself and if I did ask I would think I am not as smart as the other kids and sometimes my teacher doesn't necessarily help/ answer my question/ concern."*

Approximately 86% (4,283) of elementary students can identify a caring adult in their school to talk to if they had a problem or concern.

## Caring for the Environment

Students were queried on the implementation of various environmental strategies at their school (Figure 17, Table 6).

**Figure 17: Frequency of various school approaches for caring for the environment and promoting stewardship for the earth**



**Table 6: Reported frequency of environmental initiatives**

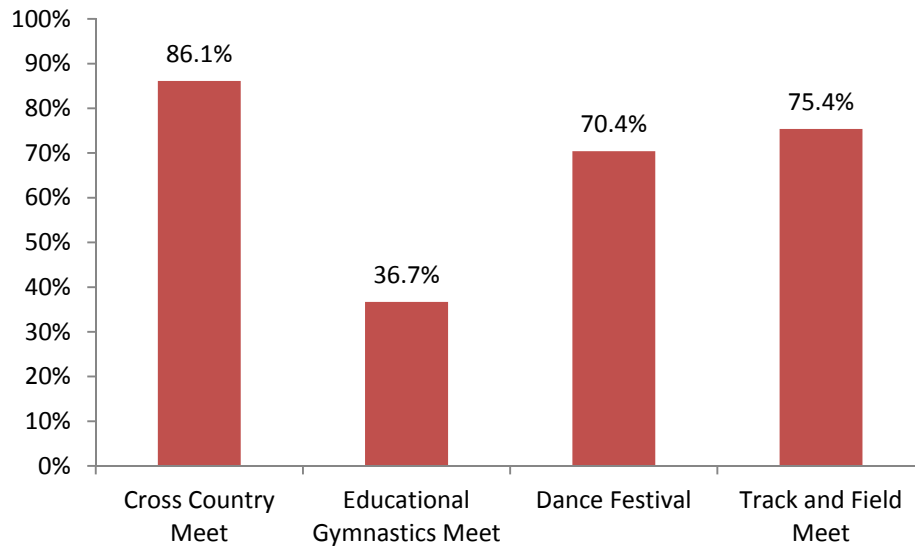
	Yes	No	Don't Know
Is there a recycling box in your classroom?	97.5%	1.2%	1.1%
Does your school have a recycling program?	85.9%	4.4%	9.5%
Encouraged to recycle, reduce waste and conserve energy?	76.1%	10.2%	13.5%
In class do you talk about environmental issues?	63.5%	18.1%	18.3%

## Participation – School Clubs, Teams, and Intramural Events

67% (3,329) of elementary students belonged to a club or team at their home school.

75% (3,712) of students reported belonging to a club or team outside of school.

**Figure 18: Frequency of student participation in LDCSB Maximum Participation events**



For students who stated that they do not partake in Maximum Participation events, they were asked to share reasons why. Many students responded as follows:

*“I have too many other things to do outside of school”*

*“Our school does not participate in these events”*

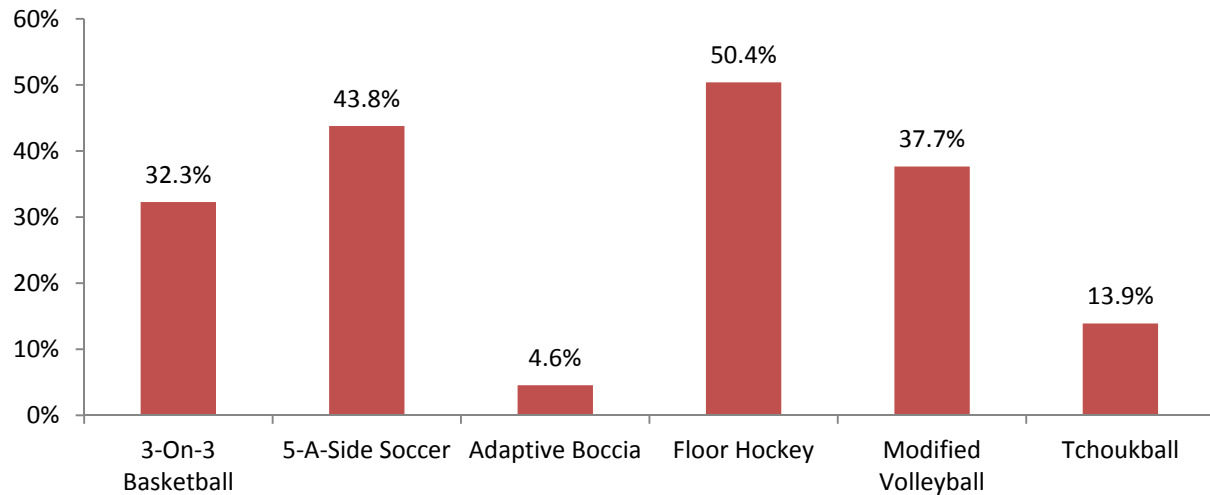
*“I am not old enough to participate”*

*“I am not athletic”*

*“I do not want to participate”*

*“I tried out but did not make the team”*

**Figure 19: Student Involvement in LDCSB Mini-Tournaments**



For students who stated that they did not partake in LDCSB mini-tournaments, they were asked to share reasons why. Many students responded as follows:

*“I’ve never heard of these activities”*

*“I’m too young to participate”*

*“There are not enough teachers to supervise these sports”*

*“We do not have them at my school”*

*“I am not athletic enough”*

*“These are not the sports I like to play”*

Approximately 90% (4,401) students stated that their school offers competitive sports teams opportunities, such as basketball, volleyball or soccer teams.

### Part 3: 2011-2013 Elementary Survey Comparison

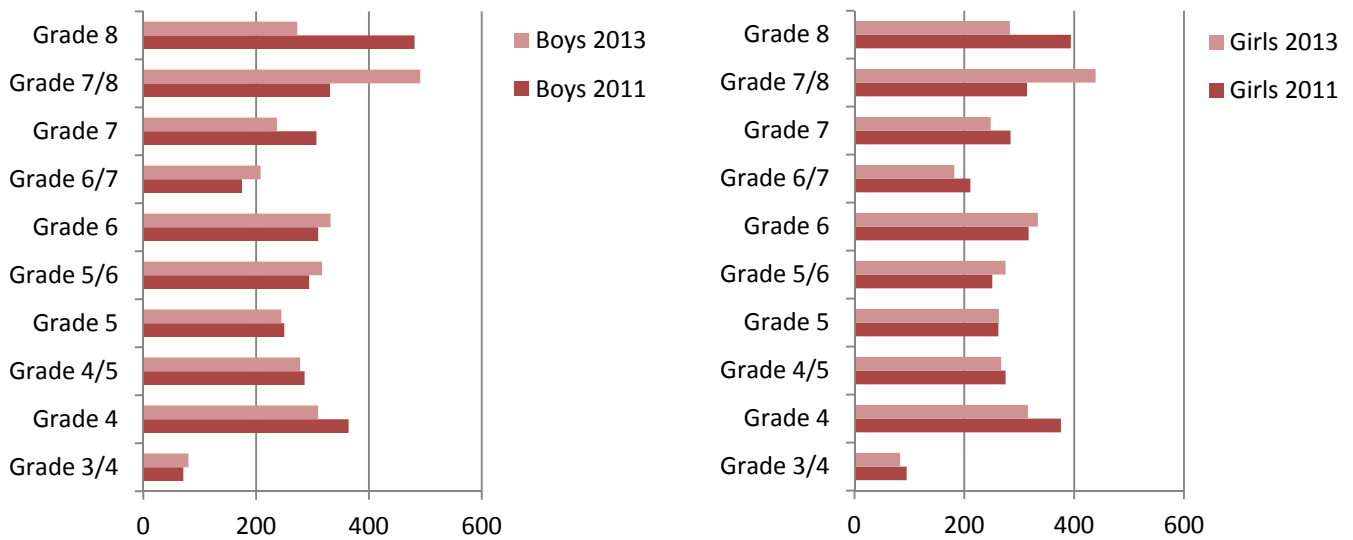
#### A. Response Rates

In 2011, 5897 elementary students completed the *Belonging School Climate Survey*, compared to 5497 elementary students in 2013.

#### B. Demographic Information

Below is a representation of the study sample in 2011 and how it contrasted to the 2013 sample (Figure 20).

**Figure 20: Distribution of male and female student by grade levels**



#### C. Survey Descriptive/Summary

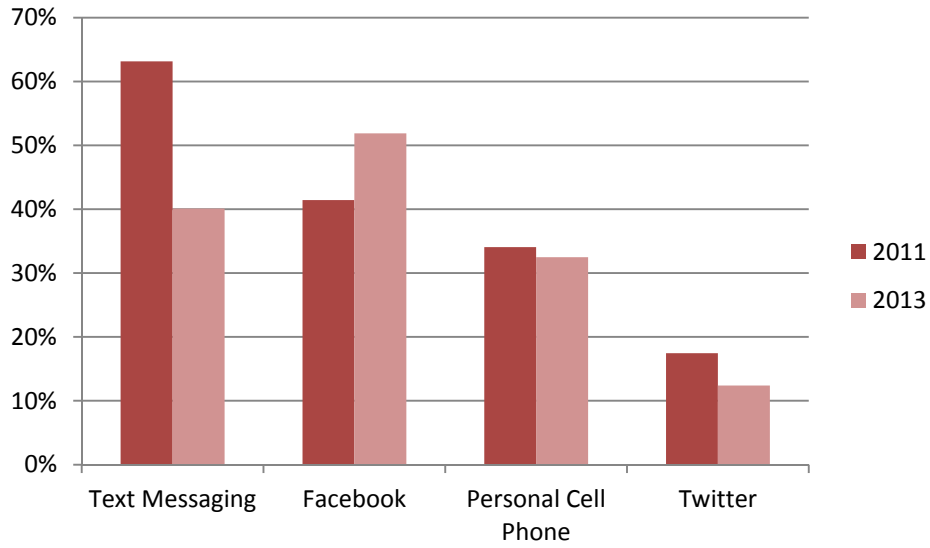
The 2011 *Belonging School Climate Survey* included 27 items evaluating the following areas in elementary students:

- Technology and use of the Internet
- Feeling Safe at School
- Bullying and Harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed and Respected

## Technology and use of the Internet

Figure 21 presents the change in use and ownership of various forms of technology from 2011 to 2013.

**Figure 21: Student use of technology**



## Feeling Safe at School

Figure 22 compares students' perceptions of feeling safe at school in 2011 and 2013.

**Figure 22: Perceptions of safety in various locations**

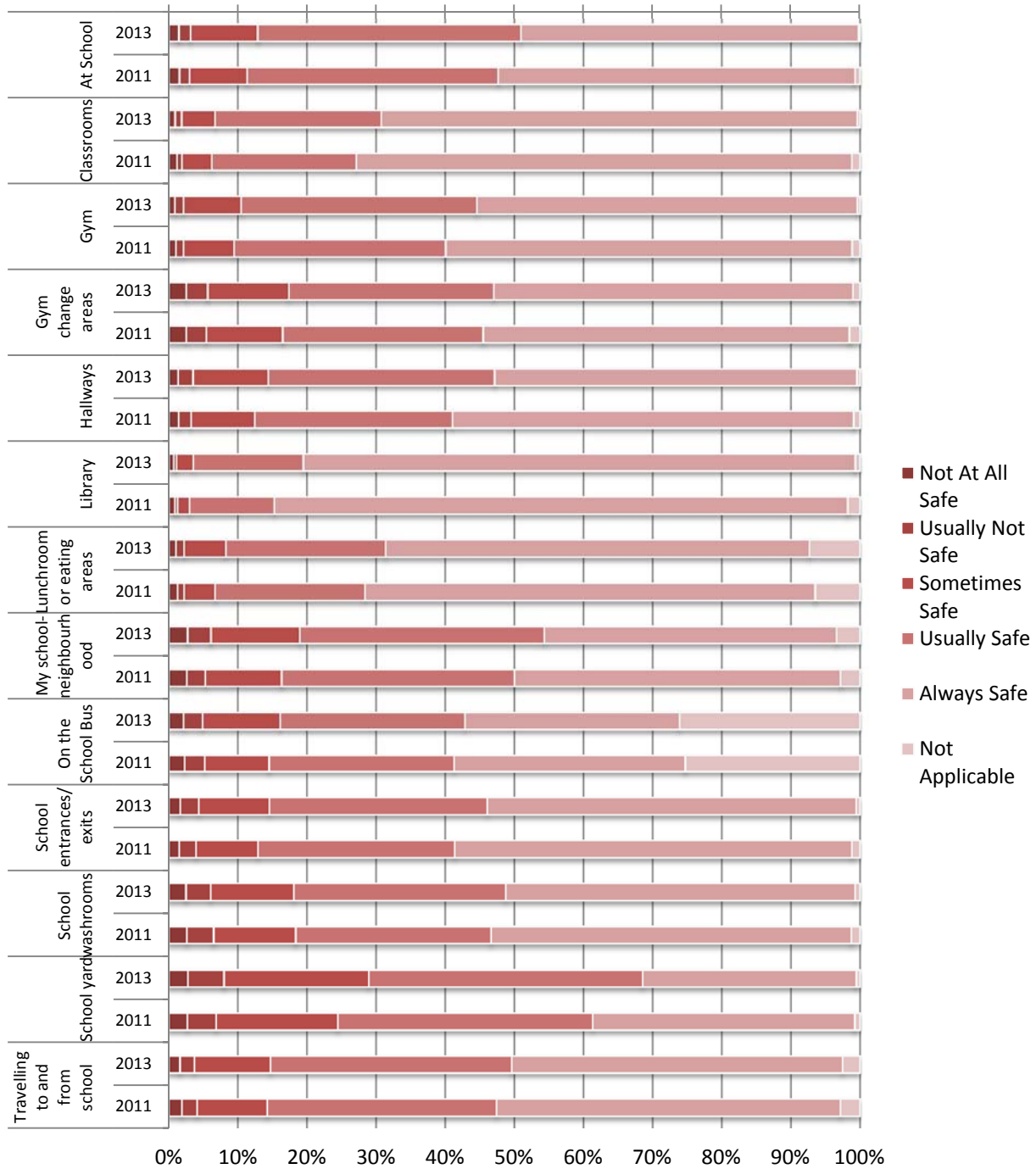
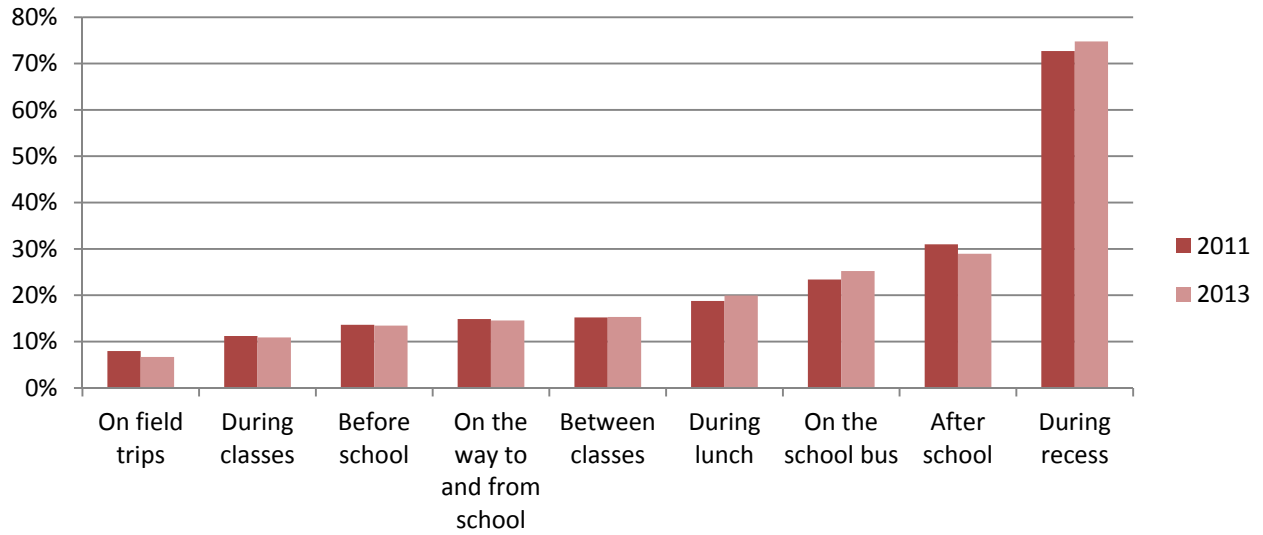




Figure 23 exhibits the times and locations where students indicated that bullying happened most frequently.

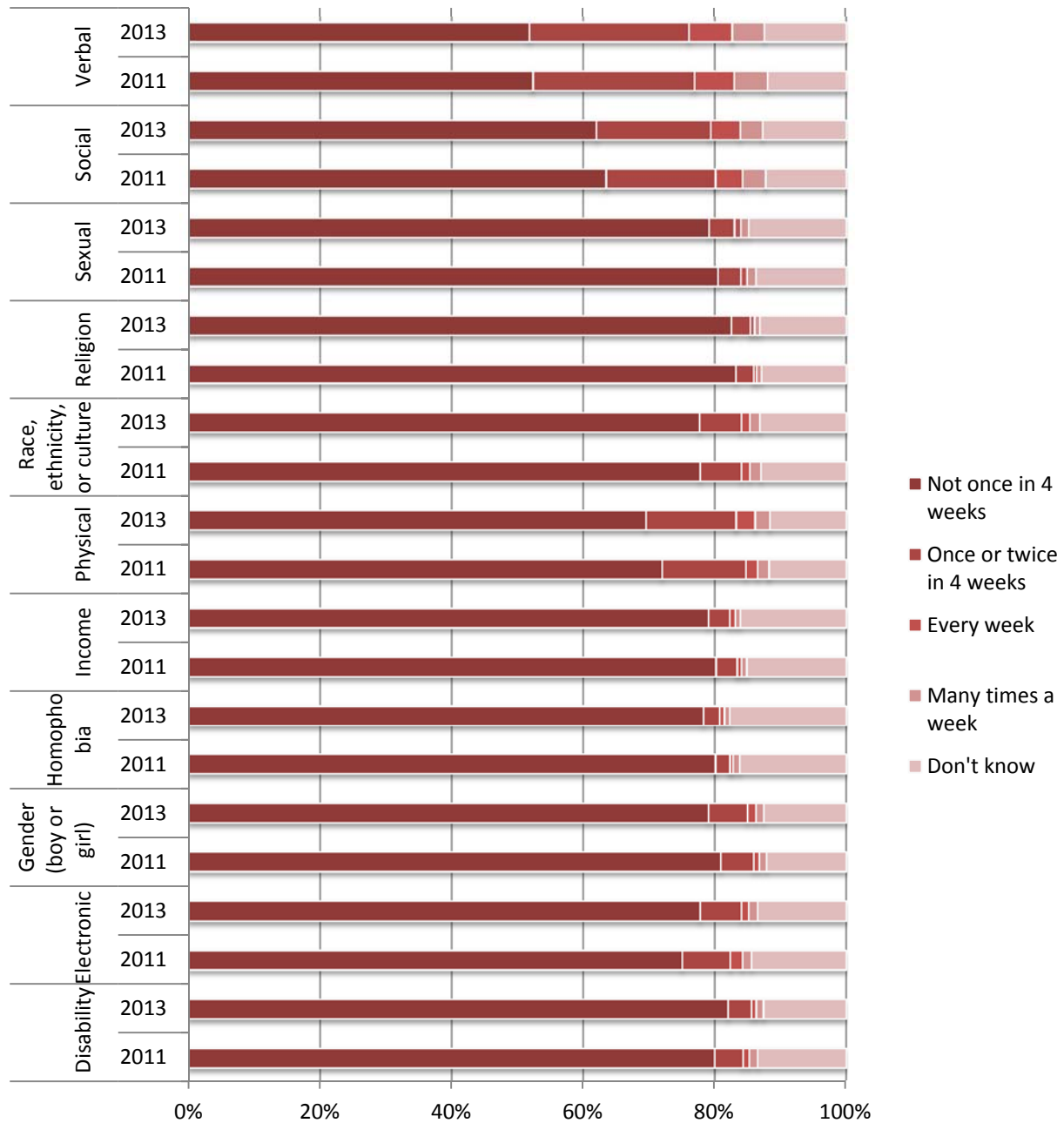
**Figure 23: Locations where bullying/harassment is perceived to happen most**



## Bullying and Harassment- Experienced

Compared to the first iteration of the *Belonging School Climate Survey* in 2011, the frequency of experiencing bullying and/or harassment in 2013 is compared in Figure 24.

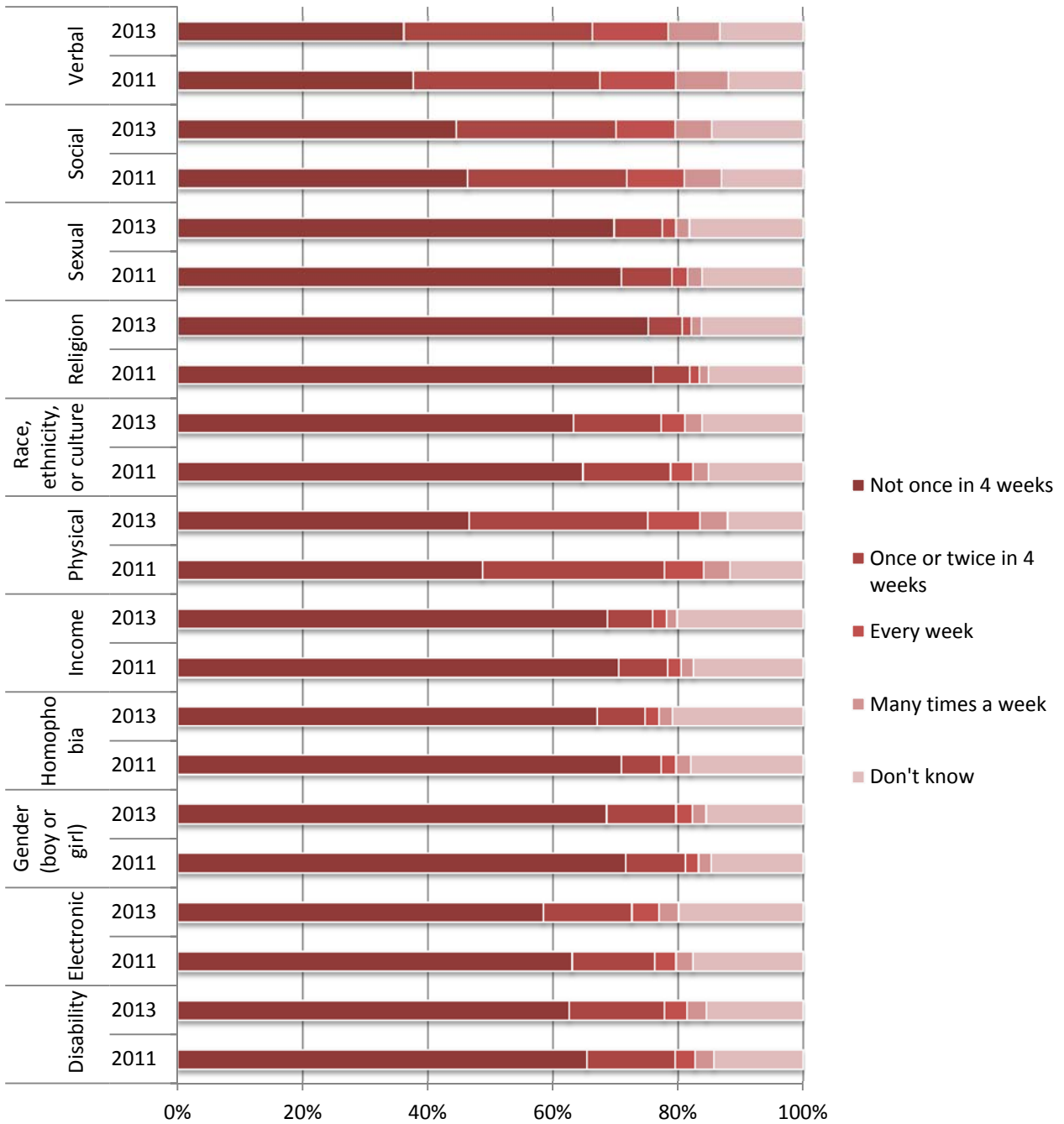
**Figure 24: Frequency of experiencing bullying/harassment**



## Bullying and Harassment - Witnessed

Figure 25 indicates the frequency with which students indicated that they had heard about or seen another student being bullied/harassed in 2011 and in 2013.

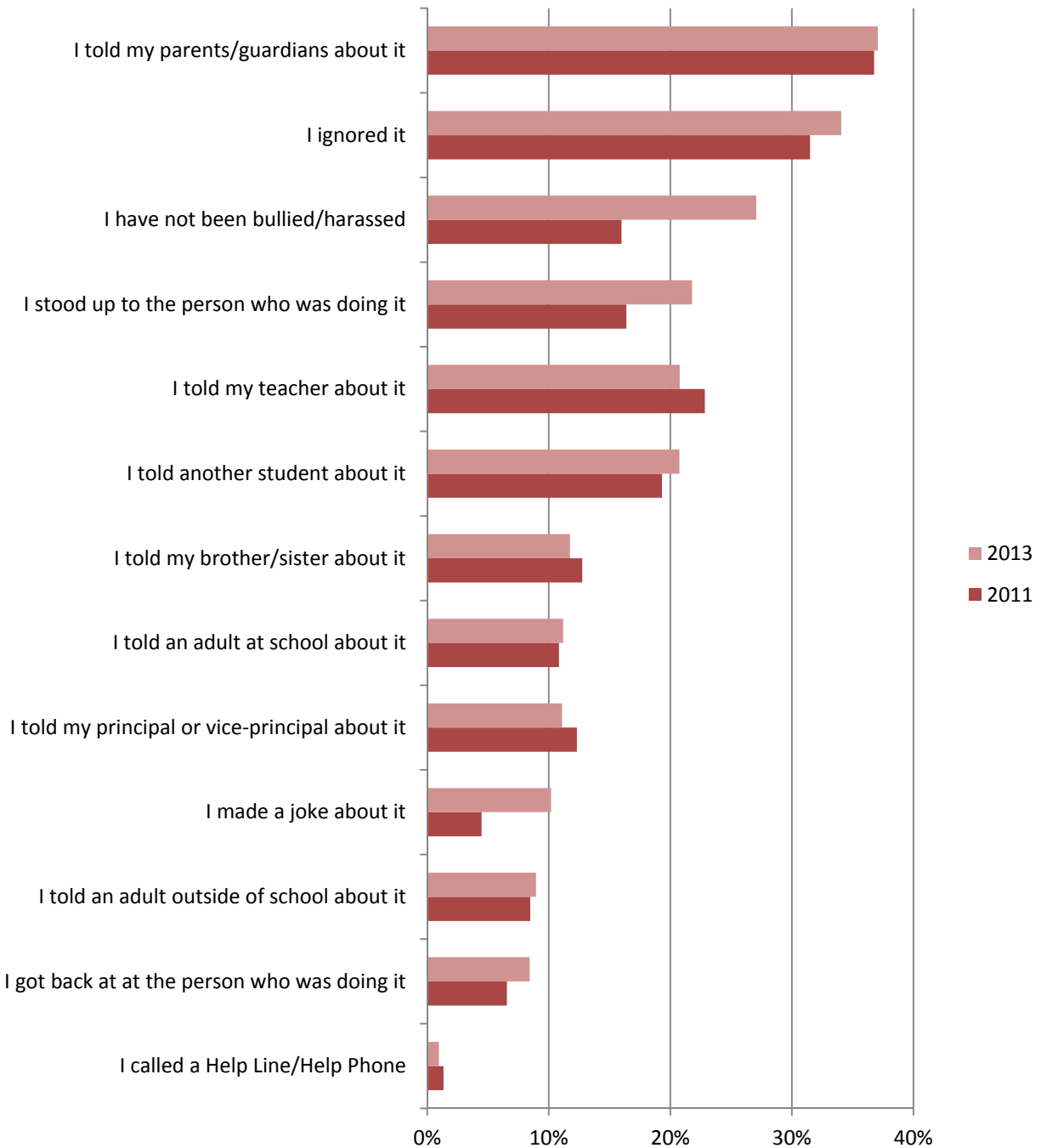
**Figure 25: Frequency of witnessing bullying and harassment**



## Reporting and Responding to Bullying and Harassment

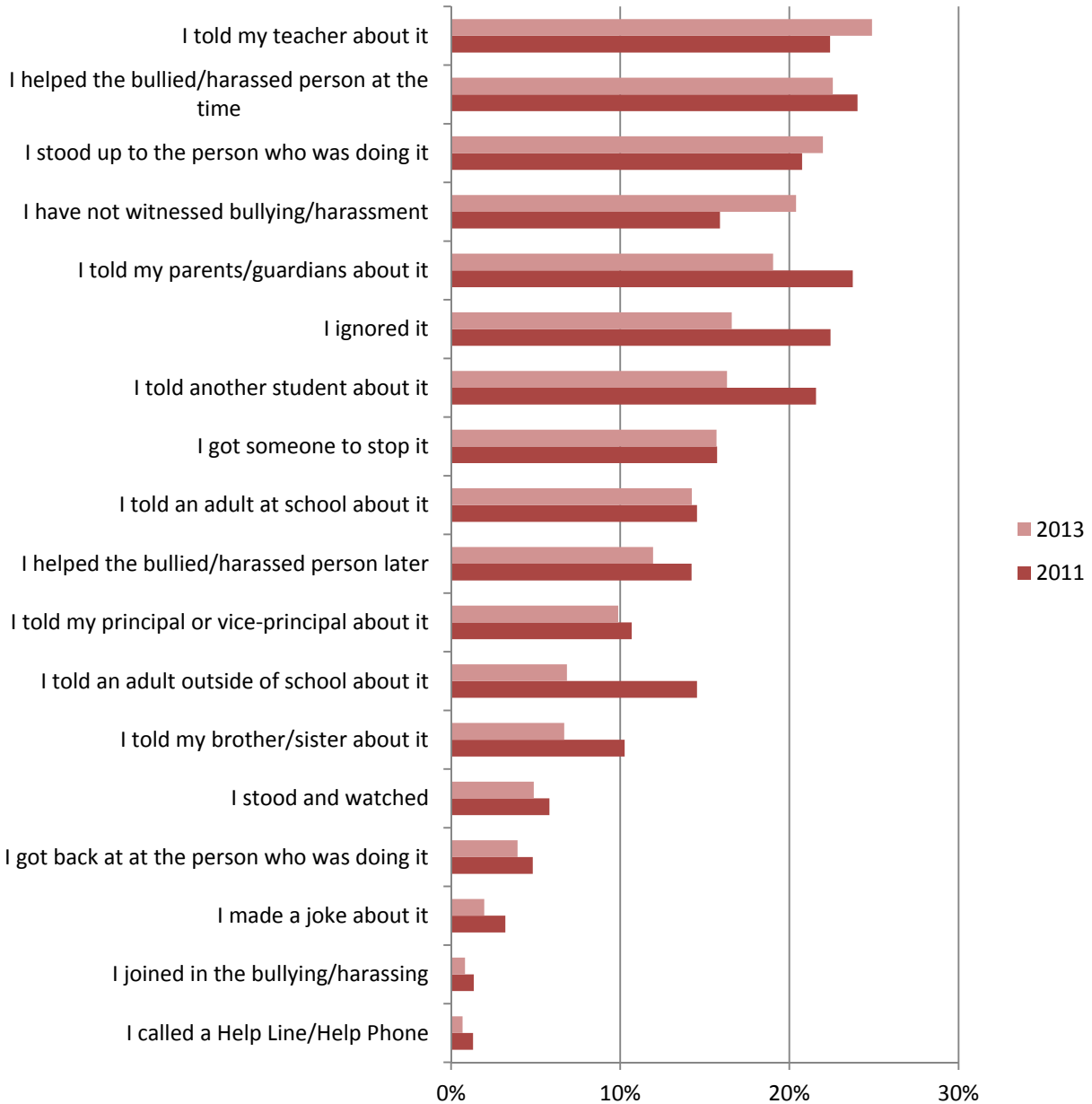
Figure 26 indicates the reactions students most often had when they personally experienced bullying/harassment in 2011 and 2013.

**Figure 26: Student reactions to personal bullying/harassment**



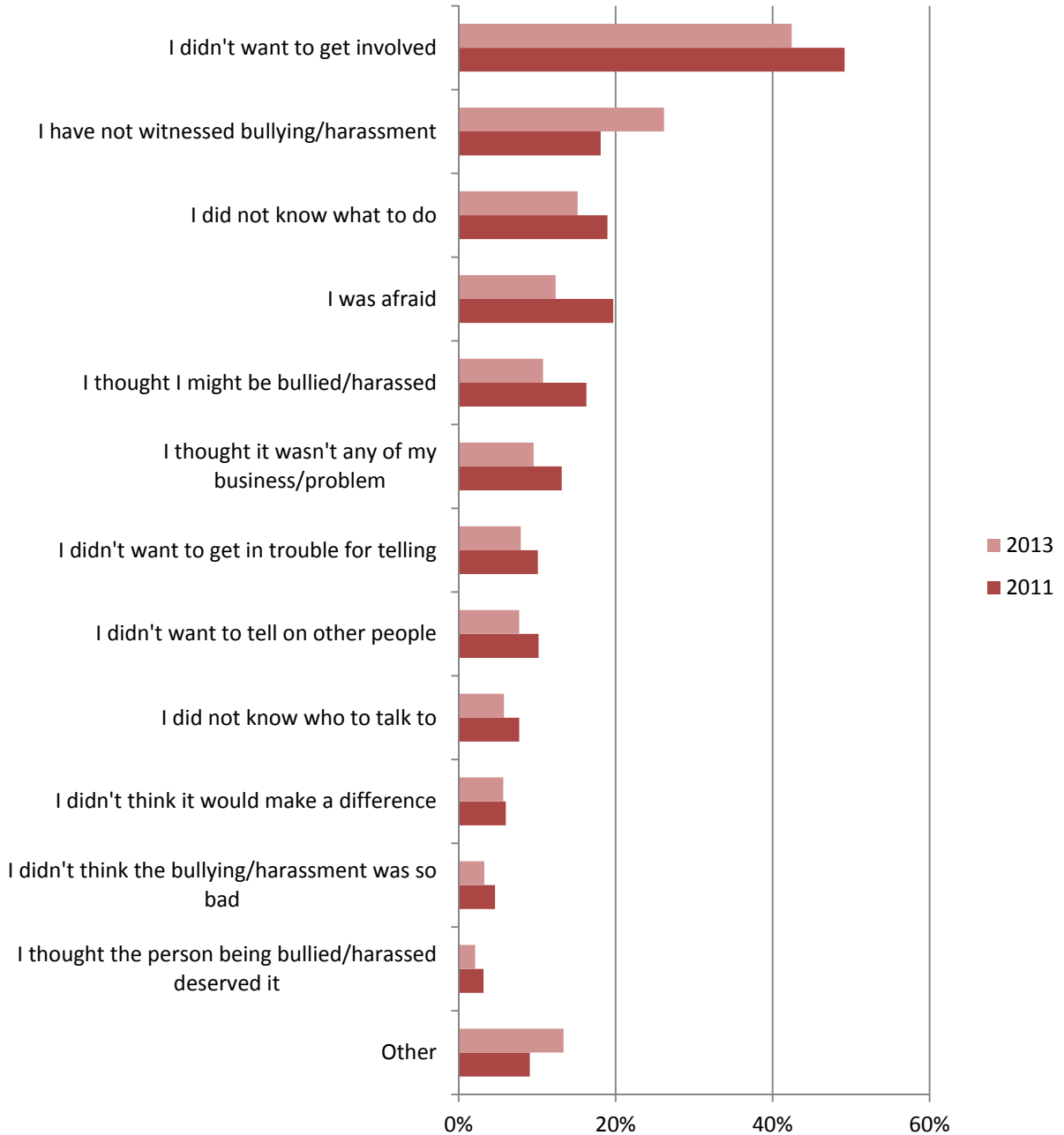
Students indicated how they responded the last time they saw or heard another student being bullied/harassed (Figure 27).

**Figure 27: Student actions when witnessing bullying/harassment**



Students indicated the reasons why they did not do anything the last time they heard about another student being bullied/harassed (Figure 28).

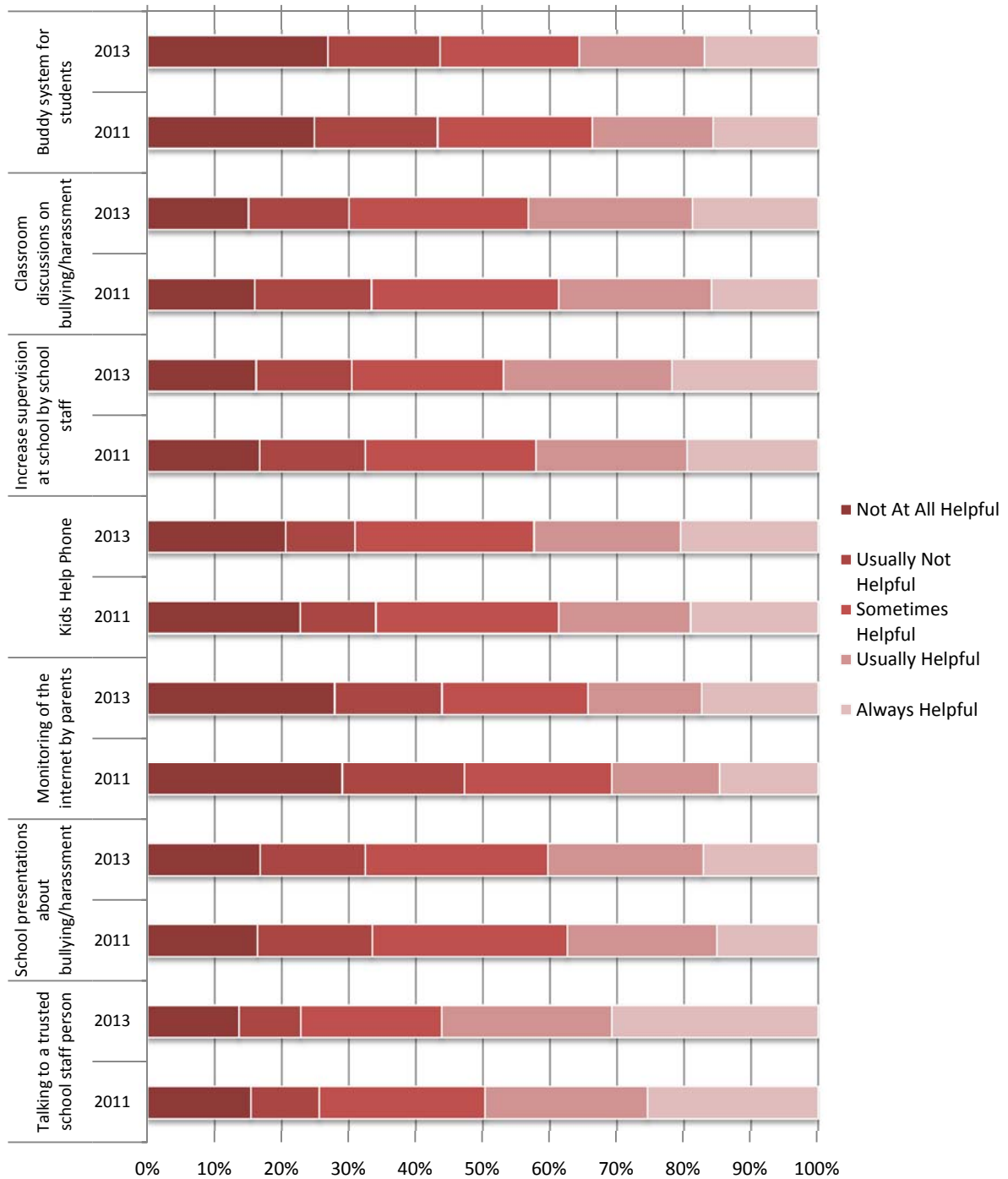
**Figure 28: Reasons for failing to take action when witnessing bullying/harassment**



## Perceived Helpfulness of Responses to Dealing with Bullying

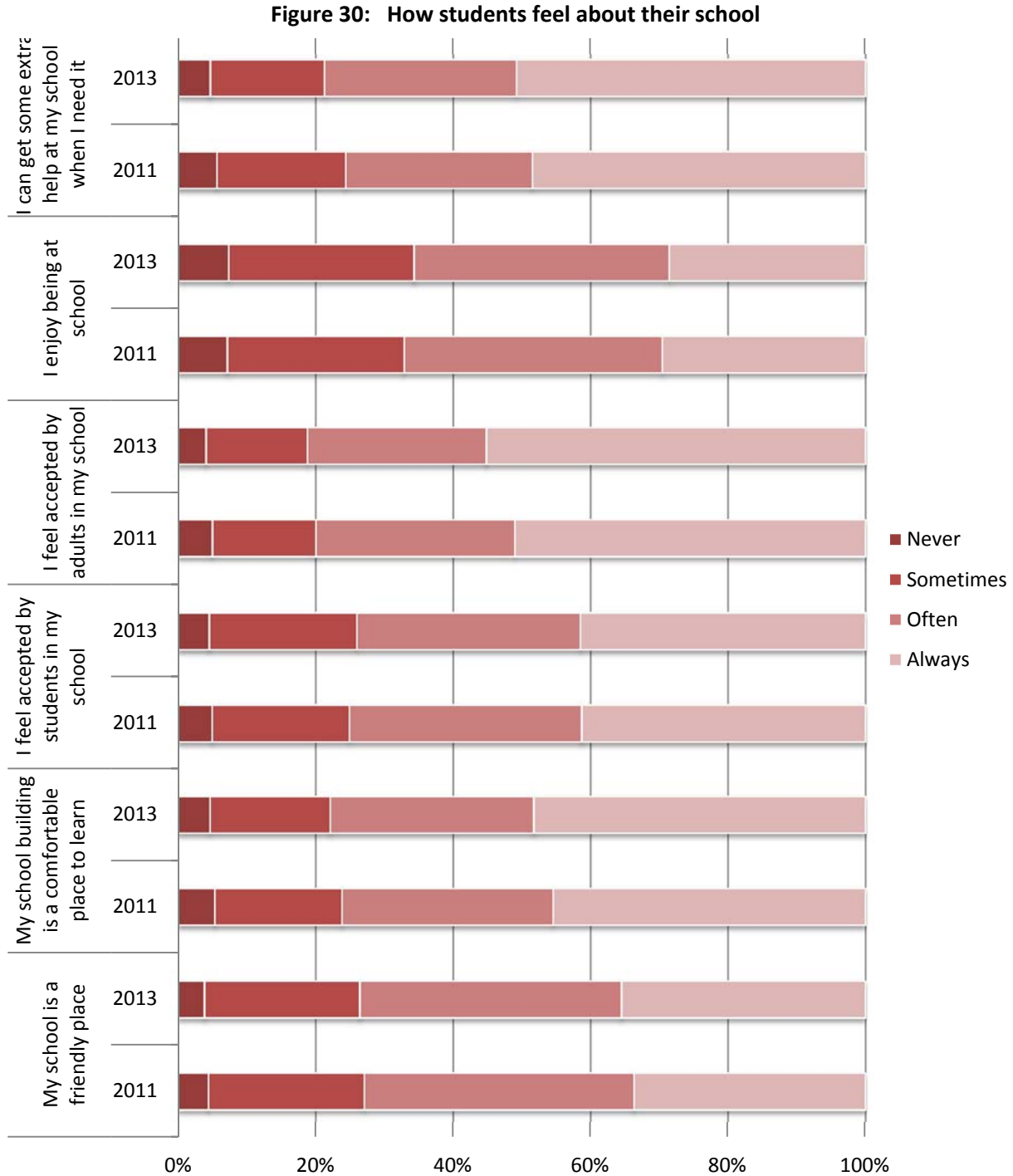
Students were asked to indicate how helpful each of the actions would be when dealing with bullying (Figure 29).

**Figure 29: Student perceptions of what actions work best for dealing with bullying**



## Feeling Accepted, Welcomed and Respected

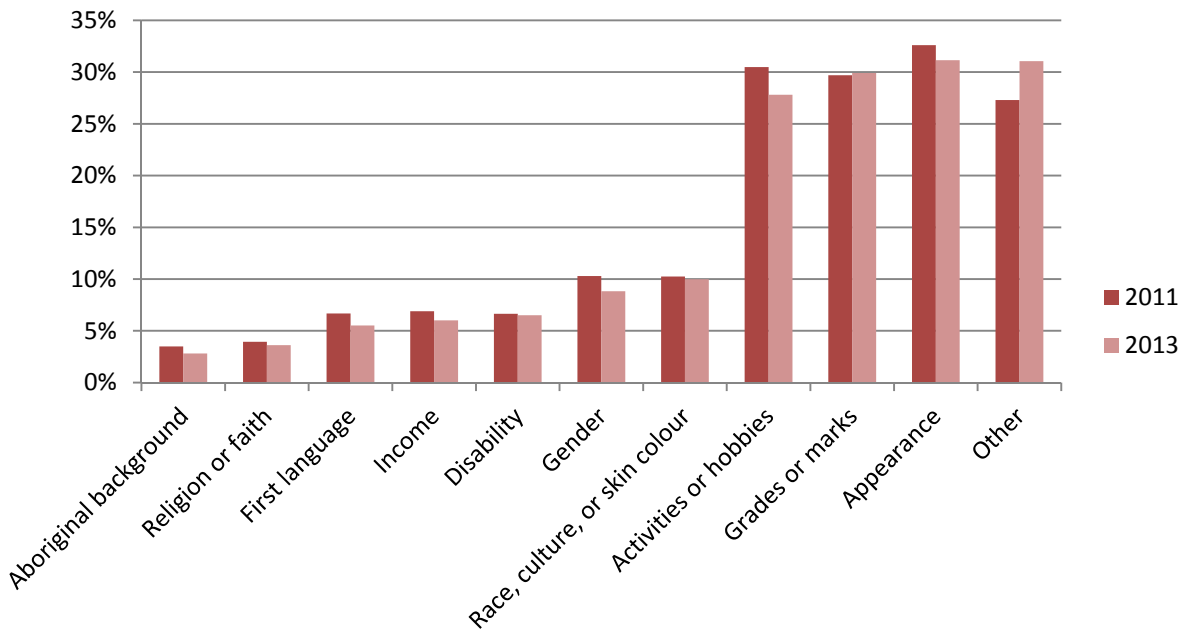
Figure 30 indicates the frequency of students reported feeling accepted and welcomed at school in 2011 and 2013.





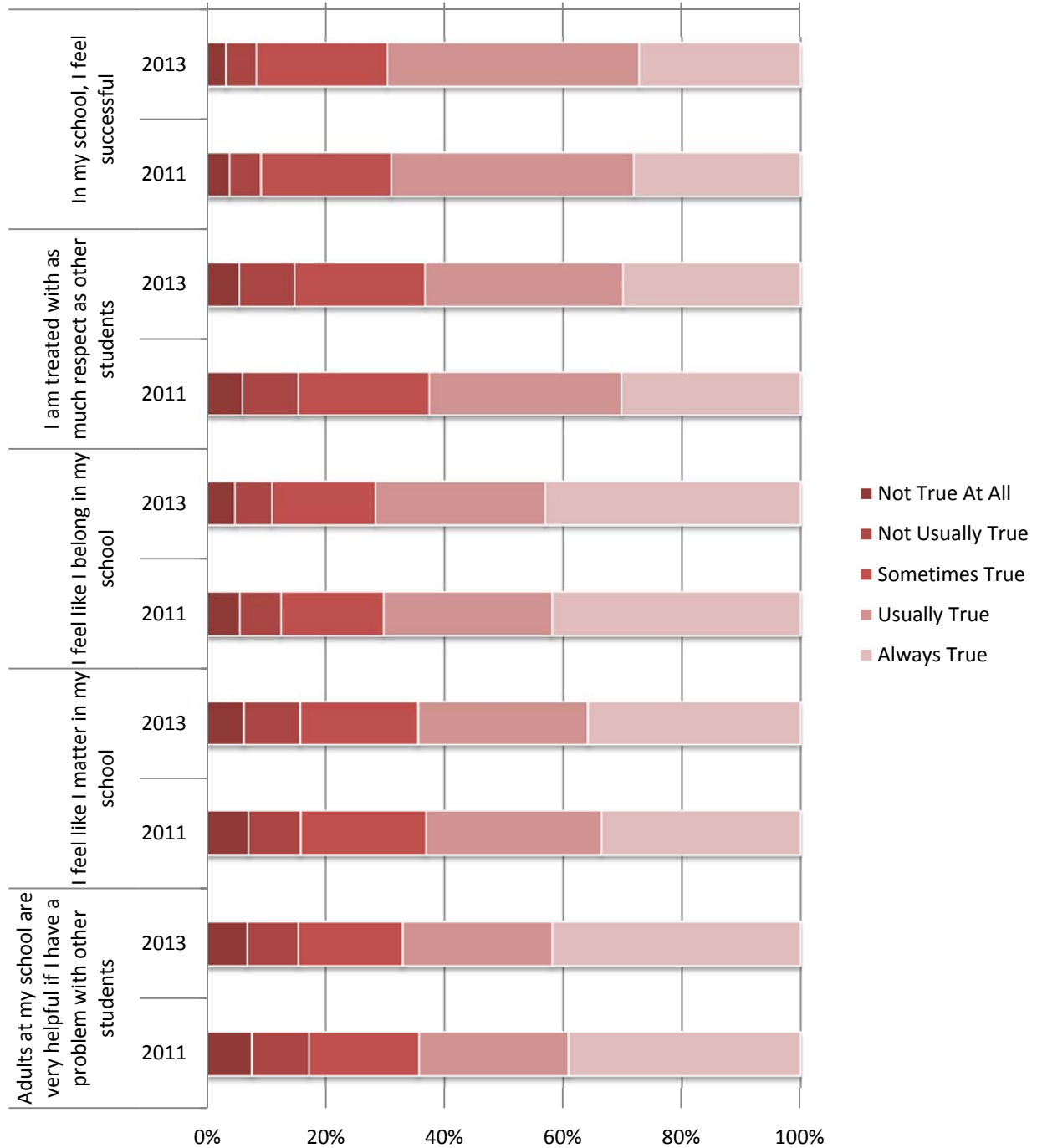
Students were asked to report the reasons why they felt uncomfortable or unwelcome at school. Responses are presented in Figure 31.

**Figure 31: Feeling unaccepted or unwelcome**



Feelings of success, respect, and belonging at school from 2011 to 2013 are shown in Figure 32.

**Figure 32: Feelings of success, respect, and belonging at school**



## Part 4: Secondary Student Data

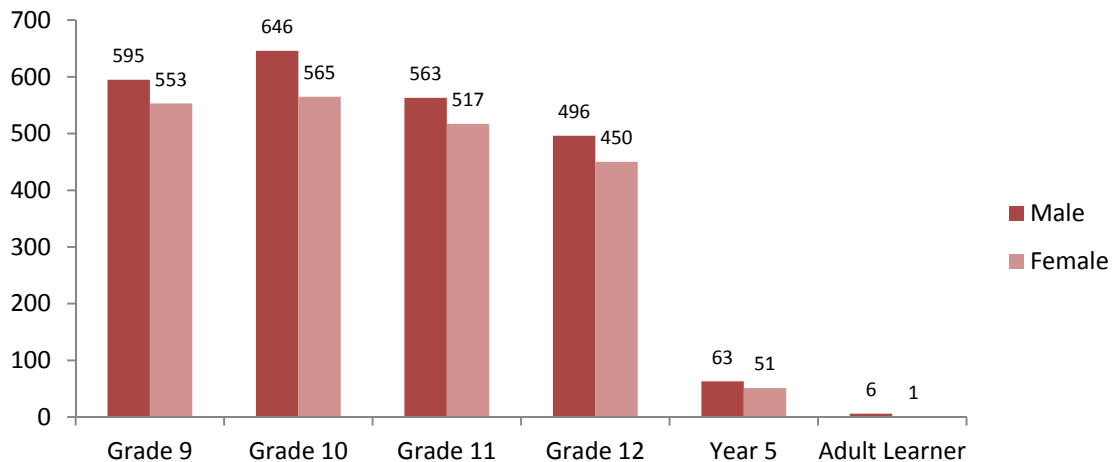
### A. Response Rates

In total, 4,529 secondary students completed the *Belonging School Climate Survey* resulting in an overall student survey response rate of 61.4%.

### B. Demographic Information

The 2013 *Belonging School Climate Survey* consisted of two demographic items, gender and grade, to better describe the student sample (Figure 33).

**Figure 33: Distribution of male and female students by grade level**



### C. Survey Descriptive/Summary

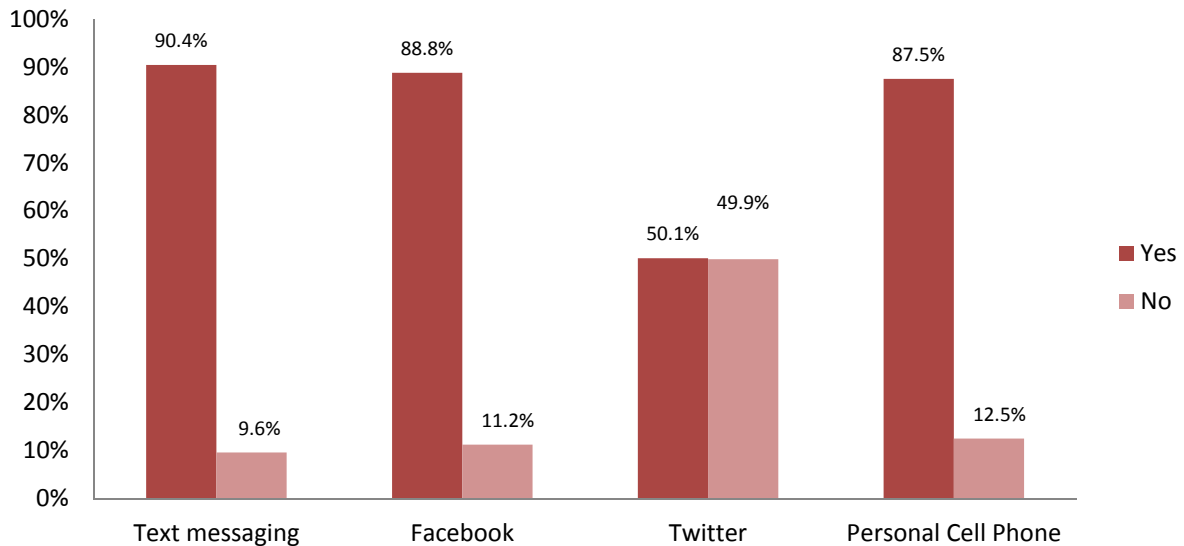
The 2013 *Belonging School Climate Survey* included 41 items evaluating the following areas in secondary students:

- Technology and use of the Internet
- The PLEDGE to End Bullying
- Feeling Safe at School
- Bullying and Harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed and Respected
- Personal Well-Being
- Caring for the Environment
- Participation – School Clubs, Teams and Intramural Events

### Technology and use of the Internet

Students were asked to report their use of text messaging, social media, and a personal cell phone (Figure 34).

**Figure 34: Frequency of technology and Internet use.**



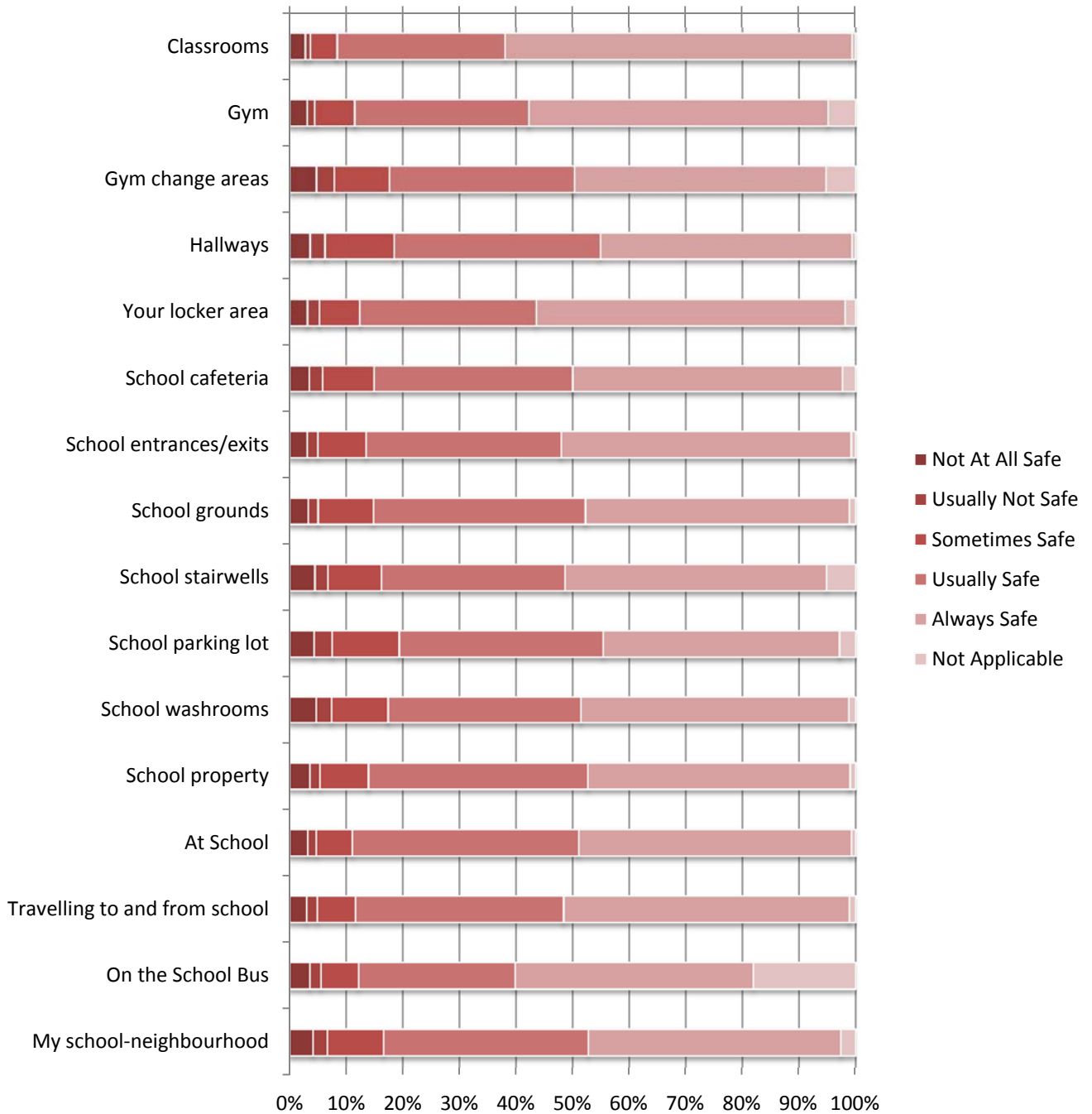
### The PLEDGE to End Bullying

Students were queried on the PLEDGE To End Bullying and its effect on intra and interpersonal behaviour. Approximately 61% of students took the PLEDGE. Few (17%) students thought taking the PLEDGE affected their behaviour whereas 43% and 28% of students thought taking the PLEDGE did not affect their behaviour or did not know, respectively. Finally, 16% of students thought taking the PLEDGE affected the behaviour of others, whereas 49% and 35% of students thought taking the PLEDGE did not affect the behaviour of others or did not know, respectively.

## Feeling Safe at School

Students were asked to identify to what degree (from *Not at All Safe* – 1 to *Always Safe* – 5) they feel safe in various places, during activities, and within areas of their school (Figure 35, Table 5).

**Figure 35: Mean perceptions of safety in various places or activities.**

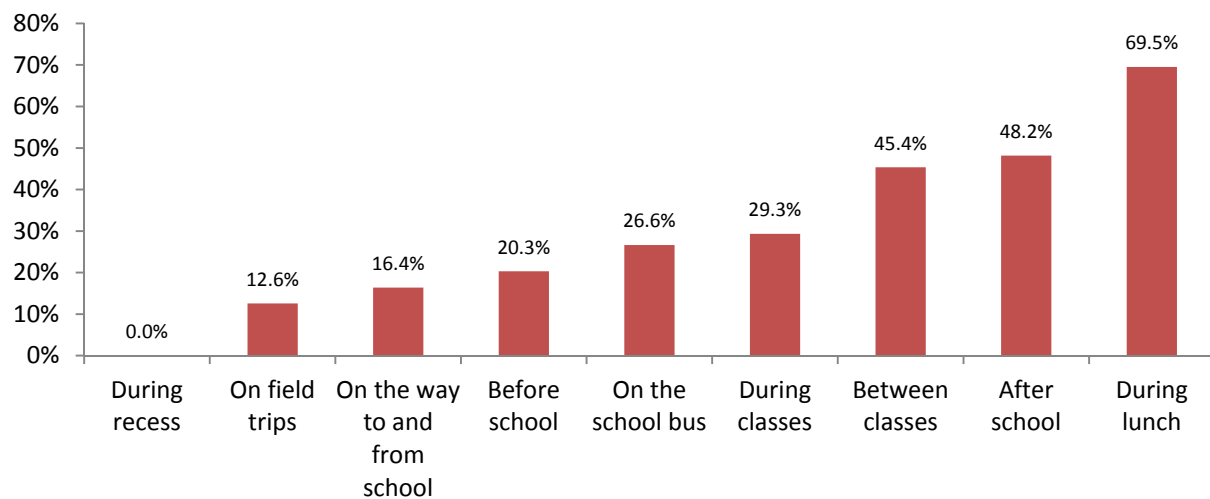


**Table 7: Distribution of frequency of safety perceptions in various places or activities**

	Not At All Safe	Usually Not Safe	Sometimes Safe	Usually Safe	Always Safe	Not Applicable	Mean
Classrooms	2.8%	0.9%	4.8%	29.7%	61.3%	0.6%	4.5
Gym	3.1%	1.3%	7.1%	30.8%	52.8%	4.9%	4.4
Gym change areas	4.8%	3.2%	9.7%	32.7%	44.4%	5.2%	4.2
Hallways	3.6%	2.6%	12.2%	36.5%	44.4%	0.7%	4.2
Your locker area	3.2%	2.1%	7.1%	31.2%	54.5%	1.9%	4.3
School cafeteria	3.5%	2.4%	9.1%	35.1%	47.7%	2.3%	4.2
School entrances/exits	3.1%	1.9%	8.5%	34.5%	51.2%	0.8%	4.3
School grounds	3.3%	1.7%	9.8%	37.4%	46.6%	1.1%	4.2
School stairwells	4.5%	2.3%	9.5%	32.4%	46.2%	5.1%	4.2
School parking lot	4.4%	3.2%	11.8%	36.0%	41.7%	2.9%	4.1
School washrooms	4.7%	2.7%	10.0%	34.0%	47.3%	1.2%	4.2
School property	3.6%	1.8%	8.6%	38.7%	46.3%	1.0%	4.2
At School	3.3%	1.5%	6.4%	40.0%	48.1%	0.8%	4.3
Travelling to and from school	3.0%	1.9%	6.8%	36.7%	50.4%	1.1%	4.3
On the School Bus	3.6%	2.0%	6.6%	27.6%	42.1%	18.1%	4.3
My school-neighbourhood	4.2%	2.5%	10.0%	36.1%	44.6%	2.6%	4.2

Students were asked to identify when bullying and/or harassment happens most (Figure 36).

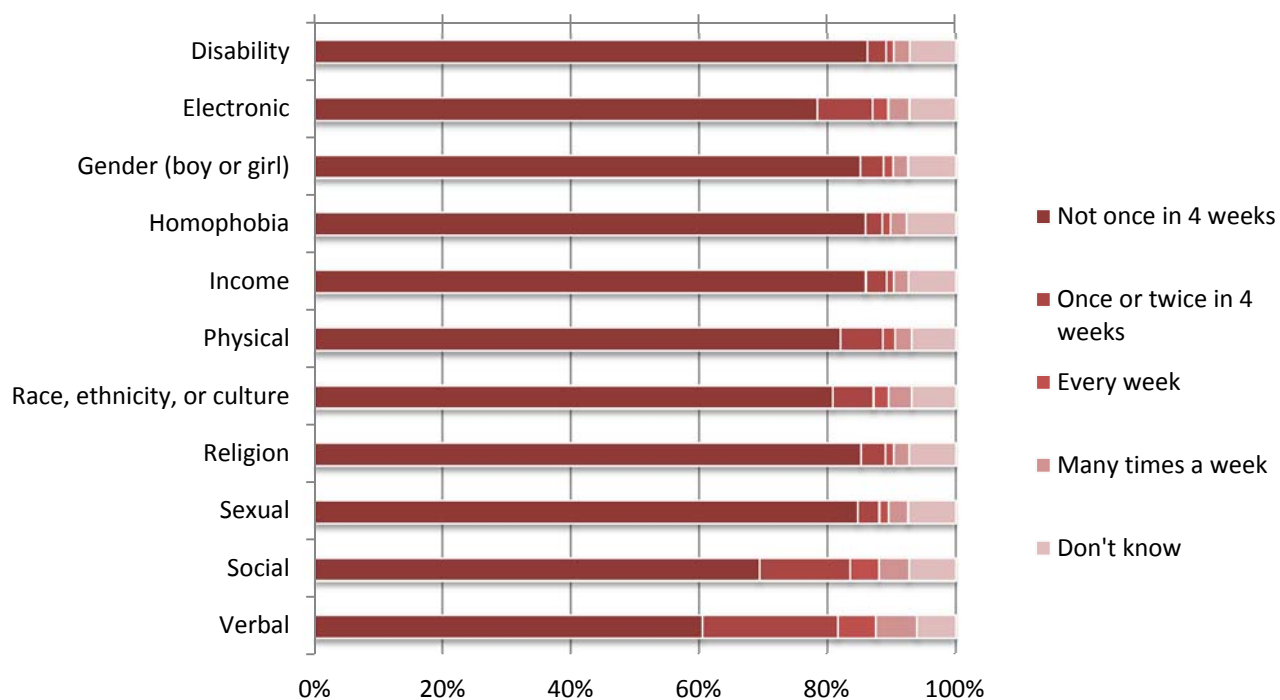
**Figure 36: Location of bullying and/or harassment incidents**



## Bullying and Harassment - Experienced

Students were asked to provide the frequency (*Not once in 4 weeks – 1, Every Week – 3, Many times a week – 4*) that other students have physically, verbally, socially, sexually, or electronically bullied them within the past 4 weeks (Figure 37, Table 8).

**Figure 37: Frequency of experiencing various forms of bullying and/or harassment**



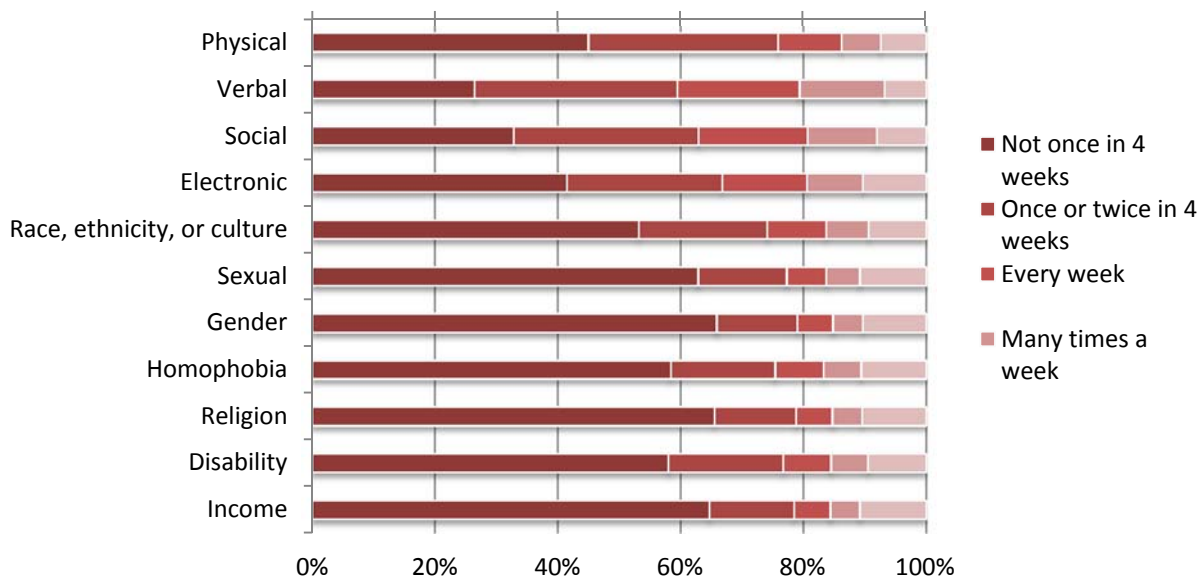
**Table 8: Distribution of the frequency of various forms of bullying and/or harassment.**

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know	Mean
Disability	86.2%	2.9%	1.2%	2.5%	7.1%	1.1
Electronic	78.4%	8.6%	2.4%	3.3%	7.2%	1.2
Gender (boy or girl)	85.1%	3.6%	1.4%	2.3%	7.4%	1.1
Homophobia	85.9%	2.6%	1.3%	2.5%	7.6%	1.1
Income	85.9%	3.2%	1.0%	2.2%	7.4%	1.1
Physical	82.0%	6.5%	1.9%	2.5%	6.8%	1.2
Race, ethnicity, or culture	80.8%	6.3%	2.3%	3.5%	6.8%	1.2
Religion	85.2%	3.7%	1.2%	2.3%	7.3%	1.1
Sexual	84.7%	3.3%	1.4%	3.0%	7.4%	1.1
Social	69.4%	14.2%	4.4%	4.7%	7.2%	1.4
Verbal	60.5%	21.1%	5.9%	6.4%	6.0%	1.5

## Bullying and Harassment – Witnessed

Next, students were asked to provide the frequency (*Not once in 4 weeks – 1, Every Week – 3, Many times a week – 4*) that they witnessed physical, verbal, social, sexual, or electronic bullying and/or harassment within the past 4 weeks (Figure 38, Table 9).

**Figure 38: Frequency of witnessing various forms of bullying and/or harassment**



**Table 9: Distribution of the frequency of witnessing various forms of bullying and/or harassment**

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know	Mean
Physical	45.0%	30.9%	10.3%	6.4%	7.4%	1.76
Verbal	26.4%	33.0%	19.9%	13.8%	6.8%	2.23
Social	32.8%	30.1%	17.8%	11.3%	8.0%	2.08
Electronic	41.5%	25.3%	13.8%	9.1%	10.3%	1.89
Race, ethnicity, or culture	53.3%	20.9%	9.6%	6.9%	9.4%	1.67
Sexual	62.8%	14.4%	6.4%	5.5%	10.8%	1.49
Gender	65.9%	13.1%	5.8%	4.9%	10.3%	1.44
Homophobia	58.4%	17.0%	7.9%	6.1%	10.6%	1.57
Religion	65.5%	13.3%	5.9%	4.9%	10.4%	1.44
Disability	58.0%	18.7%	7.8%	6.0%	9.5%	1.58
Income	64.6%	13.8%	5.9%	4.8%	10.8%	1.45

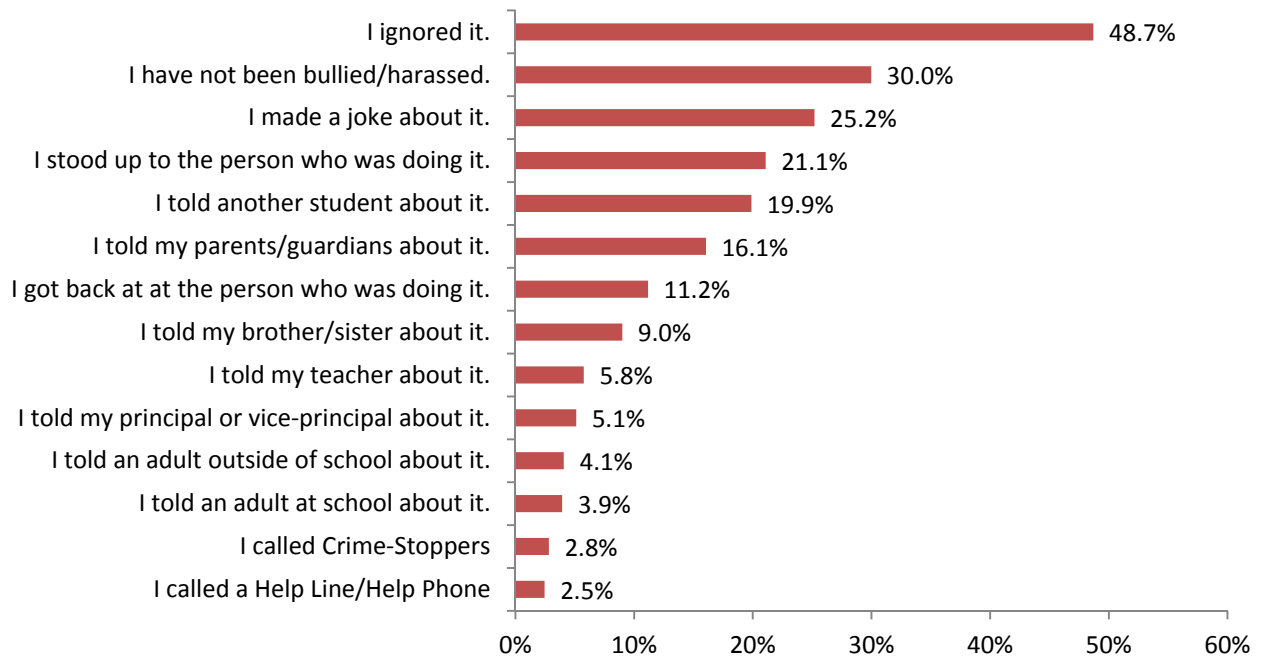
Students were asked to provide the frequency that they engaged in bullying and/or harassment within the past 4 weeks. From 4,426 respondents, 73.2% (3,238) of students stated they did not bully and/or harass others in the last four weeks. However, 11.3% (499), 2.3% (103), and 2.8% (126) of students stated they engaged in bullying and/or harassment once or twice in the four weeks, every week, and many times a week, respectively. Approximately 10.4% (460) were not aware of the frequency of engaging in bullying and/or harassment.



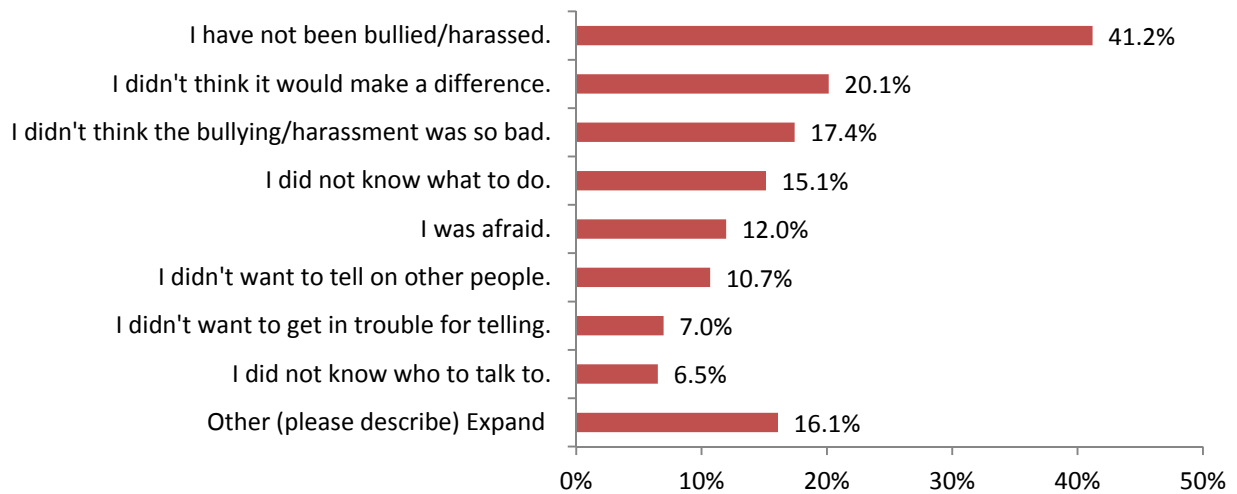
### Reporting and Responding to Bullying and Harassment

From multiple approaches, students were asked to indicate how they responded to the most recent instance they were bullied and/or harassed (Figure 39). If students did not respond to the most recent instance of being bullied and/or harassed, they were asked to provide reason(s) for not responding (Figure 40).

**Figure 39 Frequency of various responses to being bullied and/or harassed**

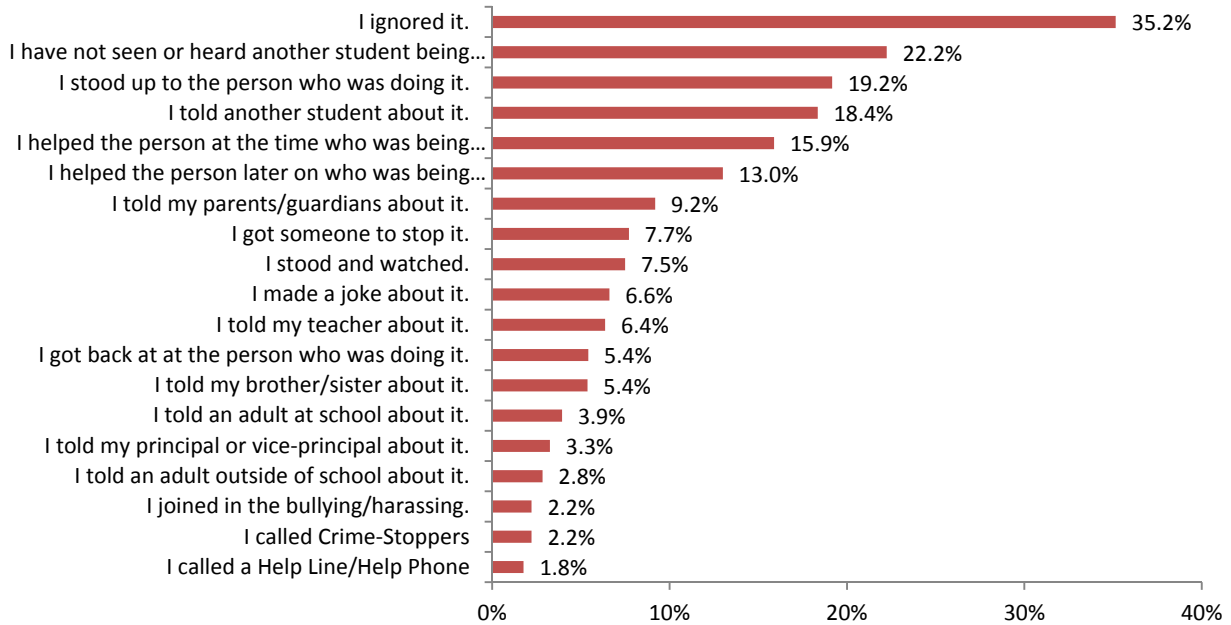


**Figure 40: Frequency of reasons for failing to take action after being bullied and/or harassed**



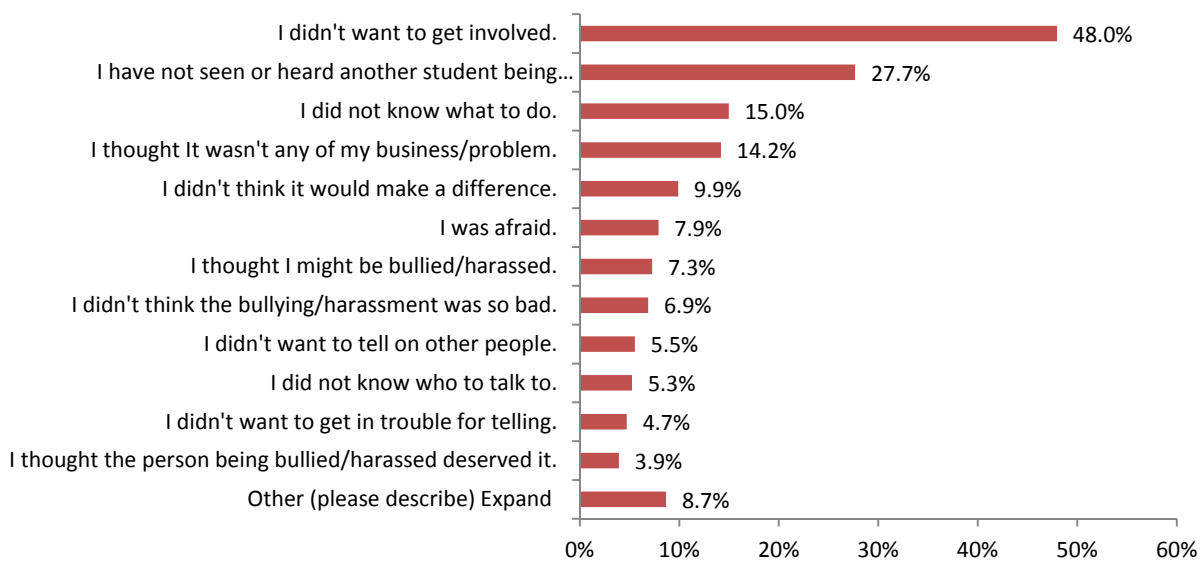
Students were asked to provide reason(s) for not responding to the most recent instance of witnessing another student being bullied and/or harassed (Figure 41).

**Figure 41: Frequency of various responses after witnessing a bullying and/or harassment incident**



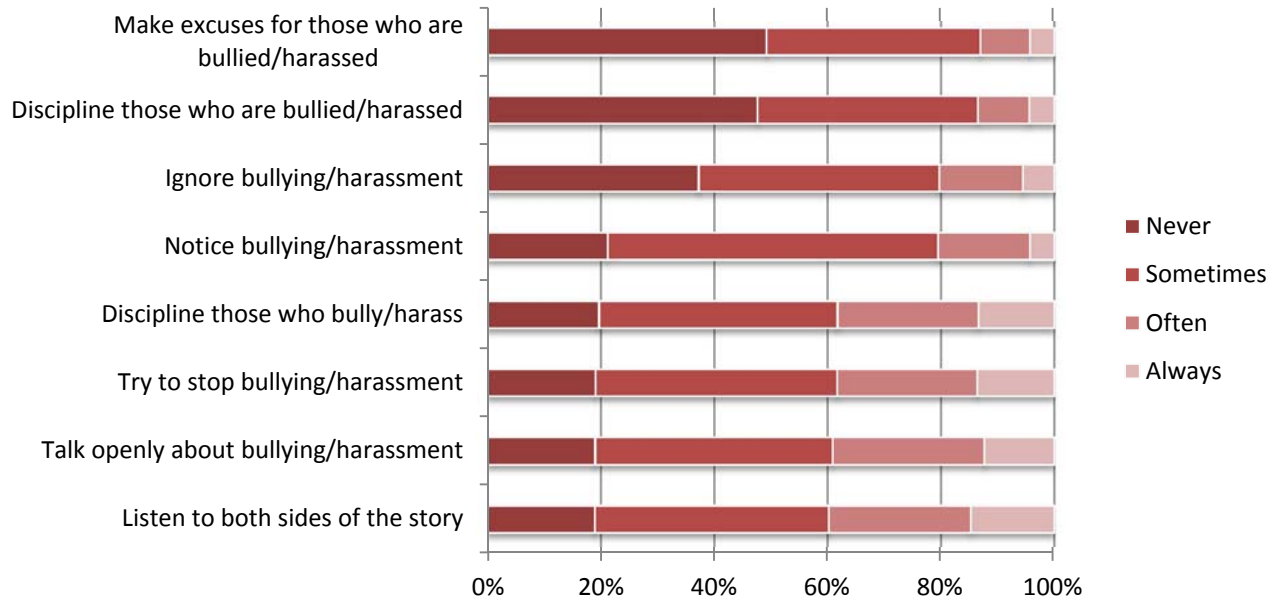
If students did not respond to the most recent instance of witnessing another student being bullied and/or harassed, they were asked to provide reason(s) for not responding (Figure 42).

**Figure 42: Frequency of reasons for failing to take action after witnessing a bullying and/or harassment incident**



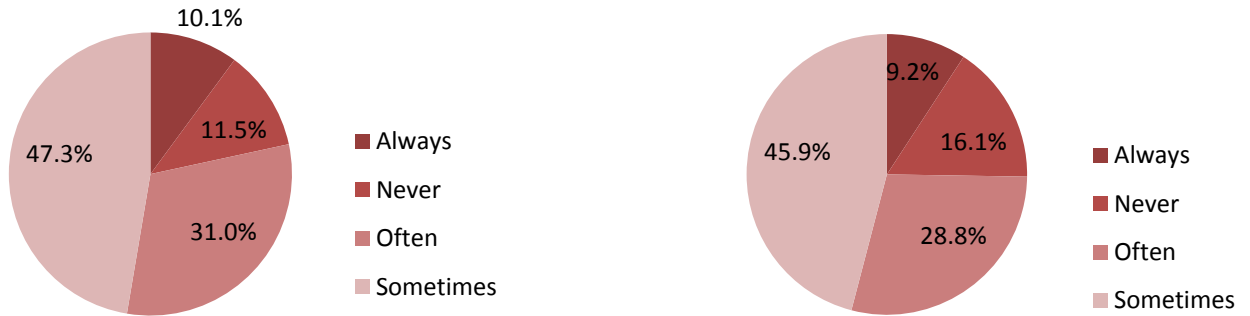
Students were asked to provide the frequency in which staff at their school responds to bullying and/or harassment (Figure 43).

**Figure 43: Teacher responses to bullying and/or harassment**



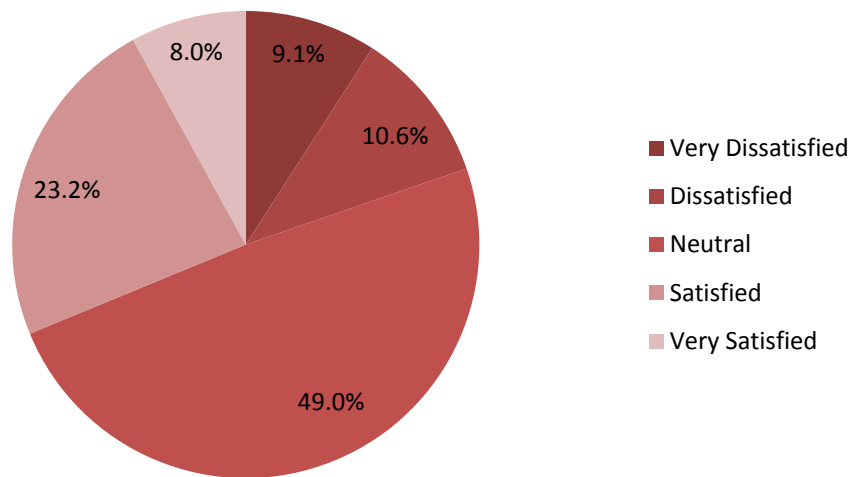
**Figure 44: Students were asked to rate the frequency in which action is taken when a student talks to an adult at school about bullying and/or harassment**

**Figure 45: Students believed that the rules related to conduct and behaviour at their school were enforced fairly**



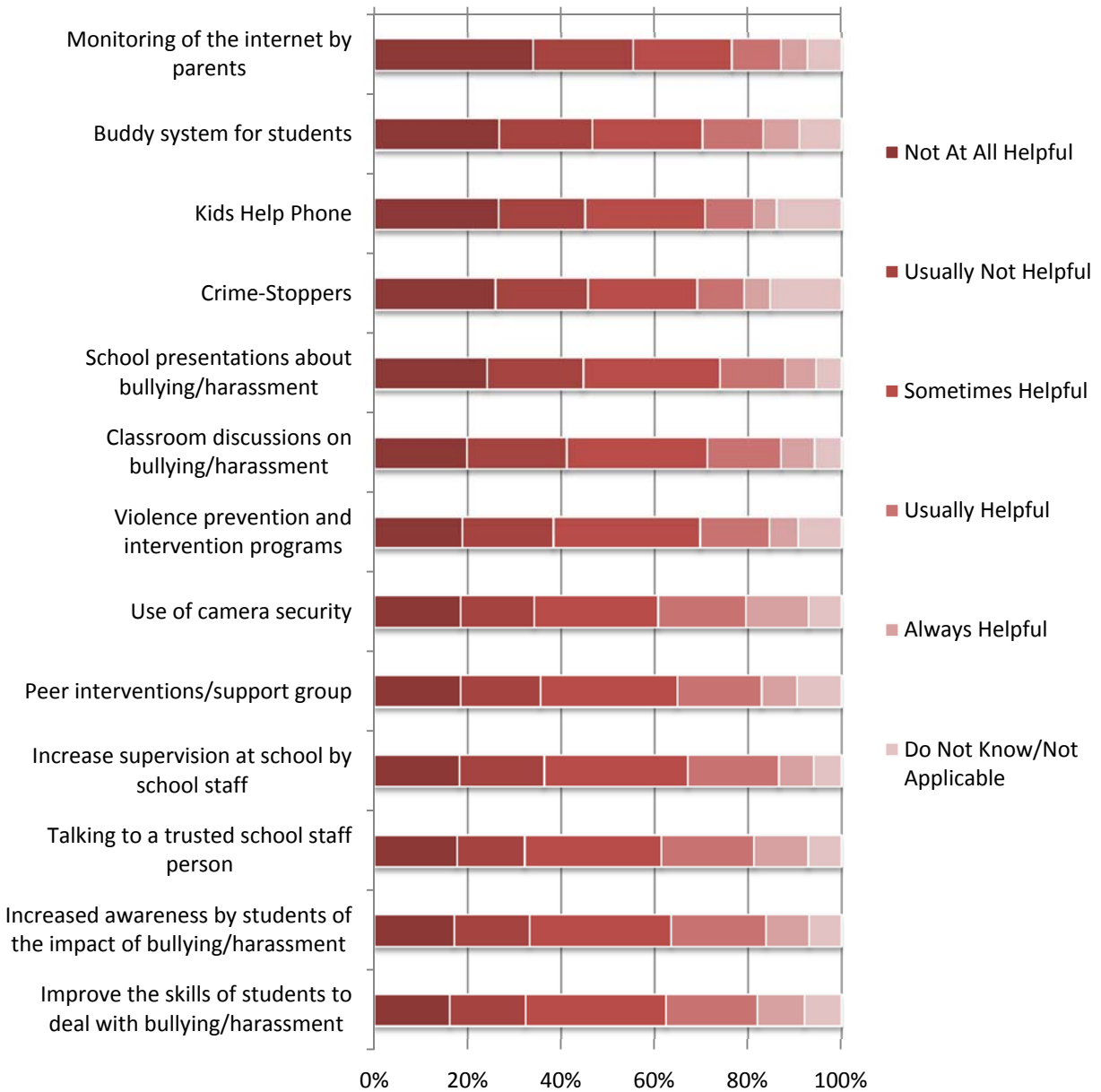
Students' satisfaction with the steps their school has taken to prevent bullying and/or harassment among students was assessed (Figure 46).

**Figure 46: Distribution of students' satisfaction with bullying and/or harassment prevention.**



Students were asked to rate (*Not At All Helpful* – 1, *Sometimes Helpful* – 3, *Always Helpful* – 5) the effectiveness of multiple responses for dealing with bullying and/or harassment (Figure 47, Table 10).

**Figure 47: Mean effectiveness of multiple responses to bullying and/or harassment**



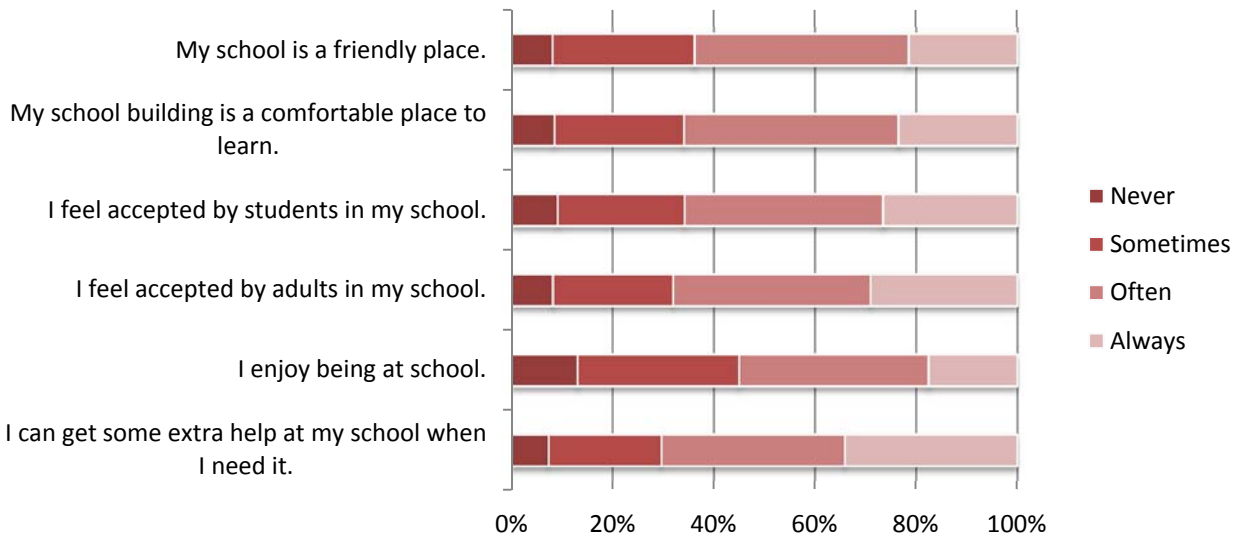
**Table 10: Distribution of the effectiveness of multiple responses to bullying and/or harassment**

	Not At All Helpful	Usually Not Helpful	Sometimes Helpful	Usually Helpful	Always Helpful	Do Not Know/Not Applicable	Mean
Monitoring of the internet by parents	33.9%	21.4%	21.1%	10.5%	5.7%	7.3%	2.27
Buddy system for students	26.7%	20.0%	23.5%	13.0%	7.8%	9.0%	2.51
Kids Help Phone	26.6%	18.5%	25.7%	10.5%	4.9%	13.9%	2.4
Crime-Stoppers	25.9%	19.8%	23.4%	10.1%	5.5%	15.3%	2.4
School presentations about bullying/harassment	24.1%	20.6%	29.3%	13.8%	6.7%	5.5%	2.56
Classroom discussions on bullying/harassment	19.9%	21.3%	30.1%	15.8%	7.2%	5.8%	2.67
Violence prevention and intervention programs	18.9%	19.5%	31.4%	14.8%	6.2%	9.3%	2.67
Use of camera security	18.5%	15.7%	26.6%	18.7%	13.4%	7.1%	2.92
Peer interventions/support group	18.5%	17.1%	29.3%	18.0%	7.6%	9.5%	2.77
Increase supervision at school by school staff	18.2%	18.2%	30.7%	19.6%	7.4%	6.0%	2.78
Talking to a trusted school staff person	17.7%	14.5%	29.2%	19.9%	11.6%	7.2%	2.93
Increased awareness by students of the impact of bullying/harassment	17.1%	16.1%	30.3%	20.4%	9.2%	6.9%	2.88
Improve the skills of students to deal with bullying/harassment	16.1%	16.3%	30.1%	19.5%	10.1%	8.0%	2.9

## Feeling Accepted, Welcomed and Respected

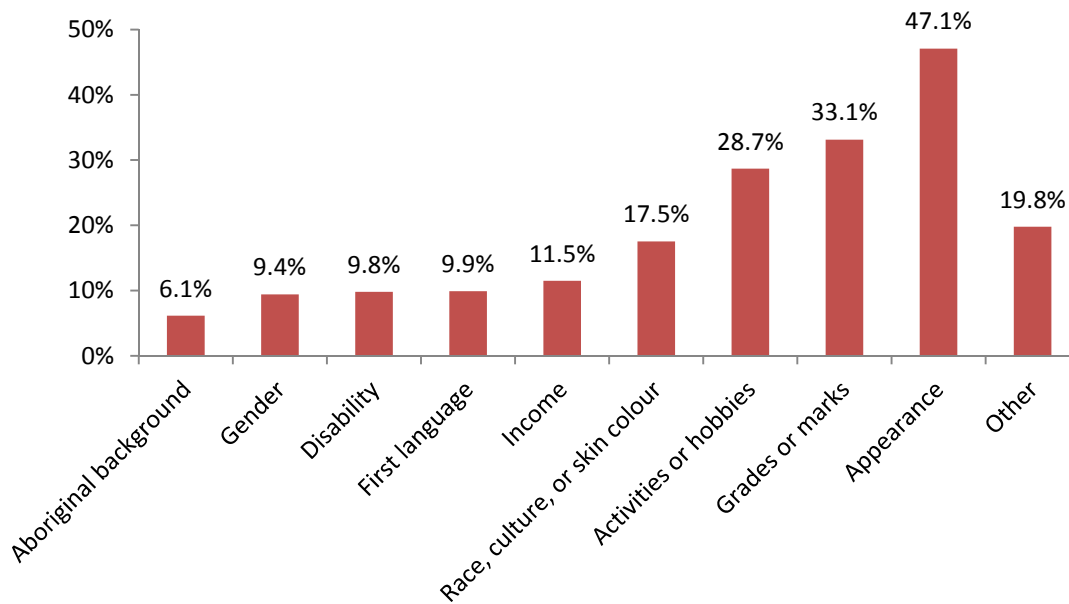
Students were queried on the frequency of feeling accepted and welcomed at school (Figure 48).

**Figure 48: Frequency of feeling accepted and welcomed at school**



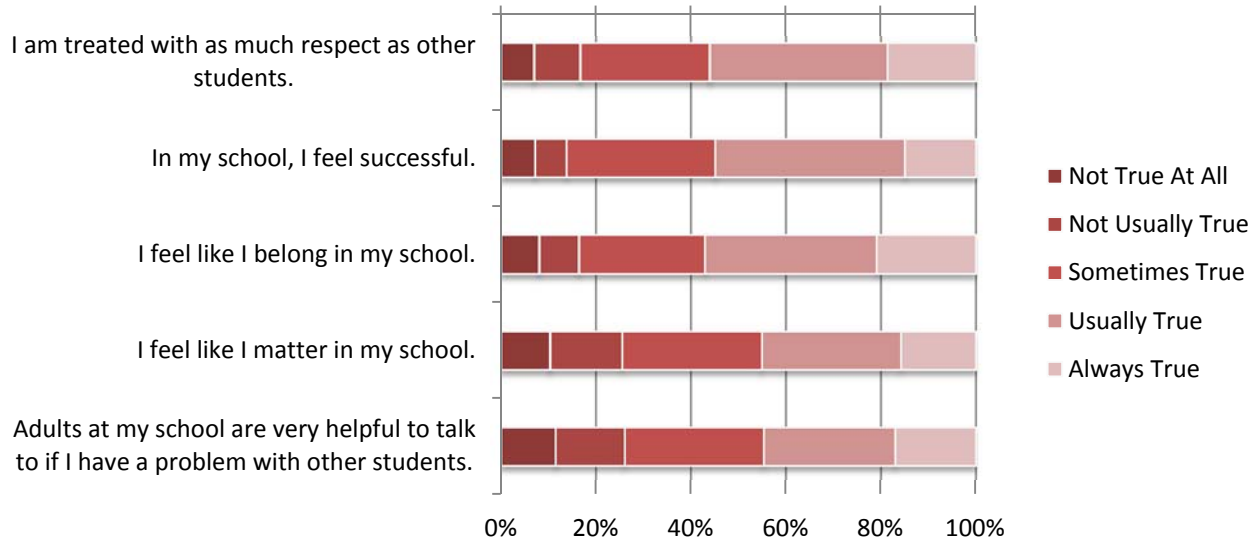
Students were asked to identify sources for feeling unwelcomed or uncomfortable at school (Figure 49).

**Figure 49: Mean frequency of sources for feeling unwelcomed or uncomfortable at school**



Students were asked to report (from *Not True at All* – 1 to *Always True* – 5) on feelings of success, respect, and belonging at school (Figure 50, Table 10).

**Figure 50: Students’ perceptions of success, respect and belonging at school**



**Table 10: Distribution of students' perceptions of success, respect and belonging in school**

	Not True At All	Not Usually True	Sometimes True	Usually True	Always True	Mean
I am treated with as much respect as other students.	7.0%	9.7%	27.2%	37.5%	18.6%	3.5
In my school, I feel successful.	7.2%	6.6%	31.3%	39.9%	15.0%	3.5
I feel like I belong in my school.	8.1%	8.4%	26.5%	36.2%	20.9%	3.5
I feel like I matter in my school.	10.4%	15.2%	29.5%	29.2%	15.8%	3.3
Adults at my school are very helpful to talk to if I have a problem with other students.	11.5%	14.6%	29.2%	27.8%	16.9%	3.2



Students were provided with the opportunity to share their ideas to make their school a safe, respectful, and welcoming place to learn. Approximately 38.46% (1,742) of students who completed the survey included their ideas, suggestions, and comments. Responses are provided in order of frequency with illustrative quotes from the student surveys.

### **No Problems Reported**

*"It's a welcoming place and I like my school because it is a safe place to learn."*

*"The school has done enough to make the school a safe and respectful place. The rest is up to the students."*

*"I honestly think our school is doing a great job with keeping our school safe, welcoming and respectful."*

### **Requests for Increased Supervision**

*"Increase supervision by adults during lunch periods."*

*"Maybe more teacher supervision during lunch and in the halls."*

*"Monitor the hallways and school areas more often and with more people."*

### **Recommendations for Stricter/Faster Discipline**

*"By actually doing something when bullying happens and not waiting 3-4 days to talk to the student who was the bully"*

*"They can pay more attention to those students that are not welcoming and disrespectful to others, to stop them. Those students that are the most popular and seem to know everyone are the ones that usually bully people, the ones that people don't think they do."*

*"If a student is caught bullying in any type of way about anything at all they should be suspended for at least 2 weeks. No one should get away with bullying, they are the reason kids are unhappy or are uncomfortable making friends or coming to school, sometimes things get taken too far. The school should honestly stop this before it's too late while stopping it early could really make a difference and if the bully or "rude" person continues when they come back they are obviously just making problems they should be kicked out and sent to any other school or alt ed maybe even homeschooling because they obviously can't be around people."*

### **Suggestions for Educational Initiatives to Prevent Bullying/Harassment**

*"We can have more presentations about making our school a safe, respectful and welcoming place to learn"*

*"Start talking to classes or make them write something about bullying and how it affects a person. A presentation explaining the impact of bullying such as suicide and depression and cutting."*

*"I think we need presentations and informative teachings on what bullying can do to a person. I think people need to know that bullying can really affect someone's life and change them, usually to a negative way. (ex, having low-self-esteem, feeling of no worth, powerless, afraid of people, etc.) Also, people have to think about others when they bully. You never know what that victim is going through at home and outside of school. Bullying could "push them over the edge" and really overwhelm them."*

*“When having anti-bullying assemblies, make sure you stick with age appropriate things... Something like "Friends of Rachel" or "Make your Own Lunch" have a much better impact with students as opposed to singing and dancing about it I understand that they want the assemblies to be fun, but I feel that for the majority of the students that it has the opposite effect and they get caught up in the medium not the message. If we are working to make the school a better place, work on assemblies that focus on the impact of bullying and the extremes that are taken to deal with this.”*

*“The school can promote guidance appointments for those students who may need help with their future goals.”*

*“Encourage students to talk to teachers adults they trust if they have a problem and don’t feel comfortable at school”*

*“In my personal opinion, Catholic school teachers should be able to talk about God and explain to students the important things about God. Things learned in Religion class are good, but what's the use if many students don't care about God anyway? If students realise God over time, they will grow up and stop putting people down over time. If staff can't get people to realise the importance of God, they will not get them to realise that they are doing wrong. Most people who often put people down won't listen to what anyone tells them and get angry about anything staff says and make fun of any staff who says the word 'bullying'. They will certainly make fun of any interventions to prevent bullying. These people must take their time to grow up, and when they do something harmful they staff should acknowledge this.”*

### **Relax the Rules/ Bullying Prevention should not be a Priority**

*“Stop focusing so much on bullying much more important things going on in this school.”*

*“Respect student's individuality and feeling of belonging by relaxing about things like hats, scarves, etc. It's not like it hurts anybody, and the school staff could be doing much more productive things than chasing kids around, harassing them about their clothes.”*

*“Let the students work out their own problems even if it ends in a fight.”*

### **Improve the School Environment**

*“The fact that anyone can just walk into the school worries me. I wish our school would have some sort of system to only allow students, teachers, and parents into the school.”*

*“My school could be a more respectful, safer and welcoming place to learn if there were smaller classes. If they were less students in a class a teacher would be more able to monitor students and witness signs of bullying and harassment as well as being able to give more time and attention to each child”*

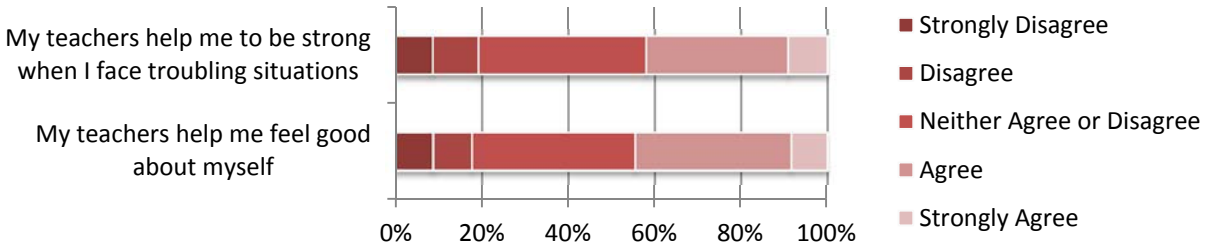
*“The school is too hot”*

*“The school is always freezing cold”*

## Personal Well-Being

Students were asked to what extent does their school promote their personal well-being and provides information and resources about mental health (Figure 51).

**Figure 51 Frequency of student agreement with staff support**



For students who had a problem or concern, 65.30% (2,722) would ask for help.

For students who stated that they would not ask for help, they were asked to share reasons why. Representative responses submitted by students included:

*"Teachers often ignore my views and opinions on topics and never reach out and help me."*

*"Deal with it myself, I'm not little anymore."*

*"Because I feel there is nothing they can do to stop the harassment."*

*"Because many times the teacher has to follow systems put in place to help when all you want to do is talk"*

*"Most of the teachers are not very helpful...just a few that I would go to if I had a problem."*

*"They would not understand"*

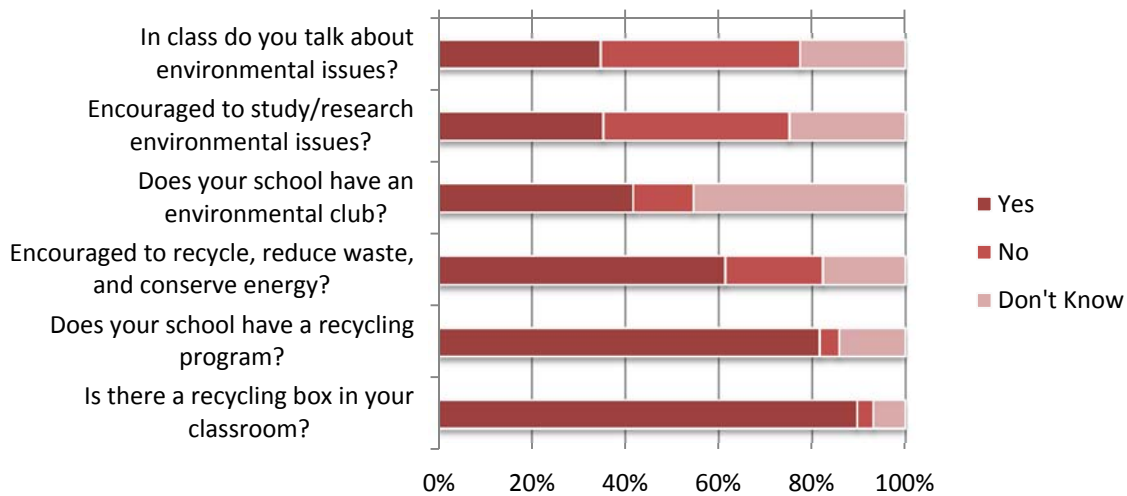
*"I don't have any problems or concerns"*

Approximately 74.2% (3,121) of secondary students can identify a caring adult in their school to talk to if they had a problem or concern.

### Caring for the Environment

Students were queried on the implementation of various environmental strategies at their school (Figure 52, Table 11).

**Figure 52: Frequency of various school approaches for caring for the environment and promoting stewardship for the earth**



**Table 11: Reported frequency of environmental initiatives**

	Yes	No	Don't Know
In class do you talk about environmental issues?	34.7%	42.7%	22.6%
Encouraged to study/research environmental issues?	35.3%	39.9%	24.9%
Does your school have an environmental club?	41.7%	12.9%	45.5%
Encouraged to recycle, reduce waste, and conserve energy?	61.4%	20.9%	17.7%
Does your school have a recycling program?	81.6%	4.2%	14.2%
Is there a recycling box in your classroom?	89.6%	3.5%	6.9%

### Participation – School Clubs, Teams and Intramural Events

Approximately 53% (2,221) of secondary students belonged to a school club or team and approximately 62% (2,610) of secondary students belonged to a club or team outside of school.

Approximately 63% (2,588) and 89% (3,713) of students stated that their school offers intramural sports and sports team opportunities, respectively. About 19% (800) of students reported that they participate in intramural sports.

## Part 5: 2011-2013 Secondary Survey Comparison

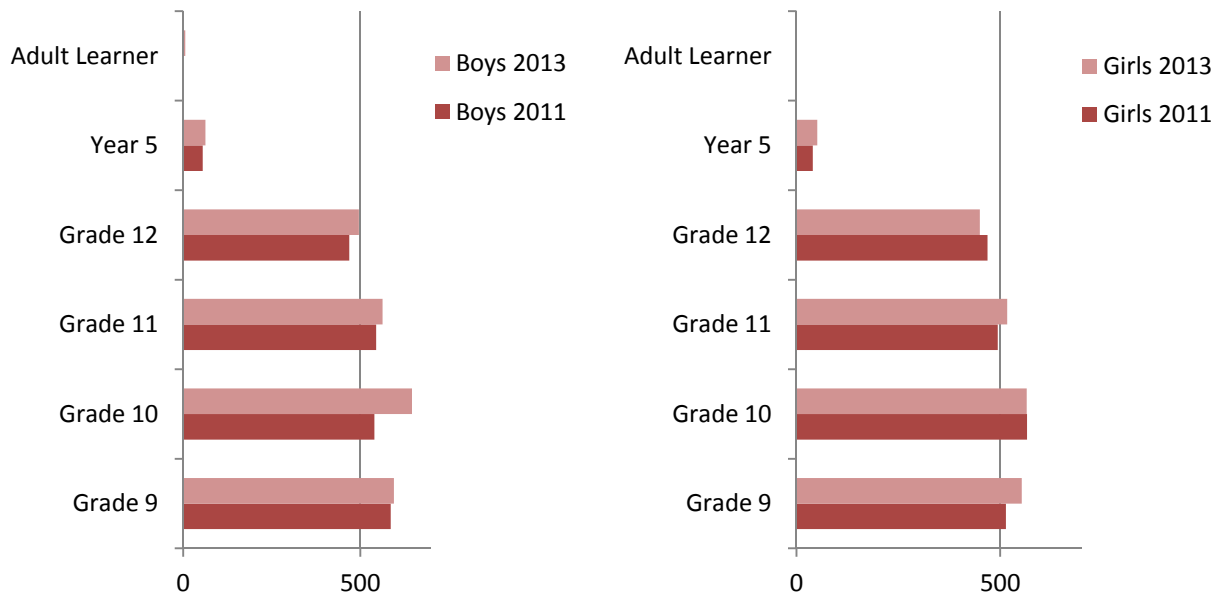
### A. Response Rates

In 2011, 4,340 secondary students completed the *Belonging School Climate Survey*, compared to 4,529 secondary students in 2013.

### B. Demographic Information

Below is a representation of the study sample in 2011 and how it contrasted to the 2013 sample (Figure 53).

**Figure 53: Distribution of male and female students by grade levels**



### C. Survey Descriptive/summary

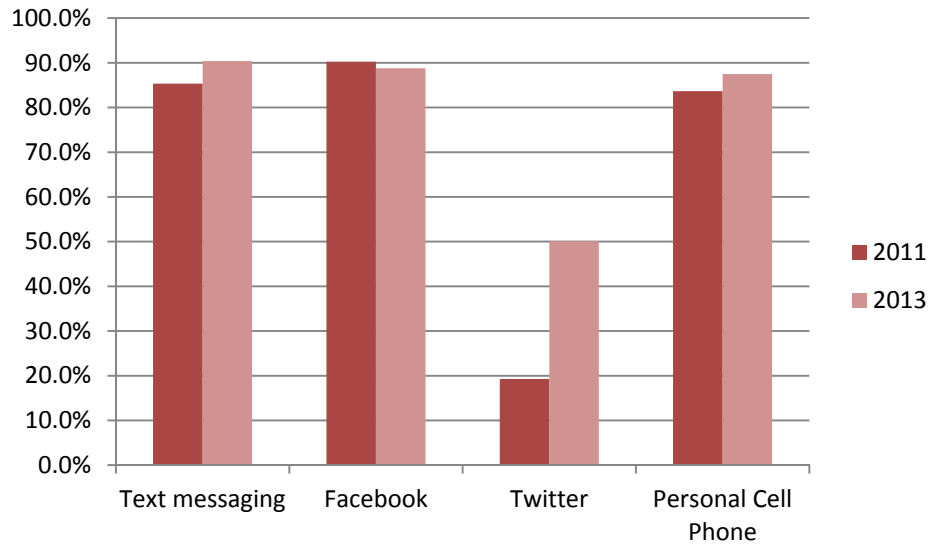
2011-2013 Comparative report includes the items in the following categories:

- Technology and use of the internet
- Feeling safe at school
- Bullying and harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed, and Respected

## Technology and use of the Internet

Figure 54 presents the change in use and ownership of various forms of technology from 2011 to 2013.

**Figure 54: Student use of technology**



## Feeling Safe at School

Figure 55: Perceptions of feeling safe at school in 2011 and 2013.

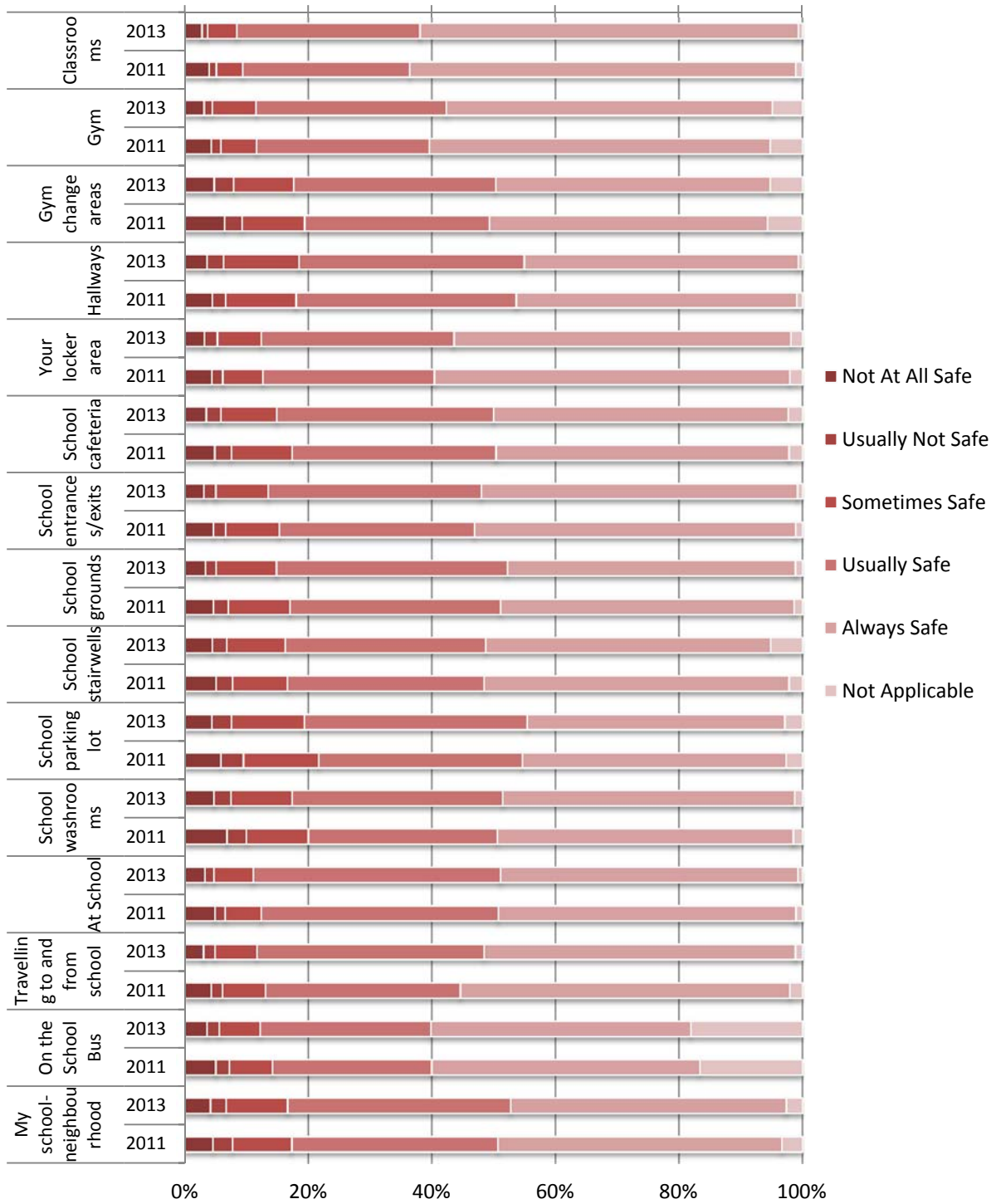
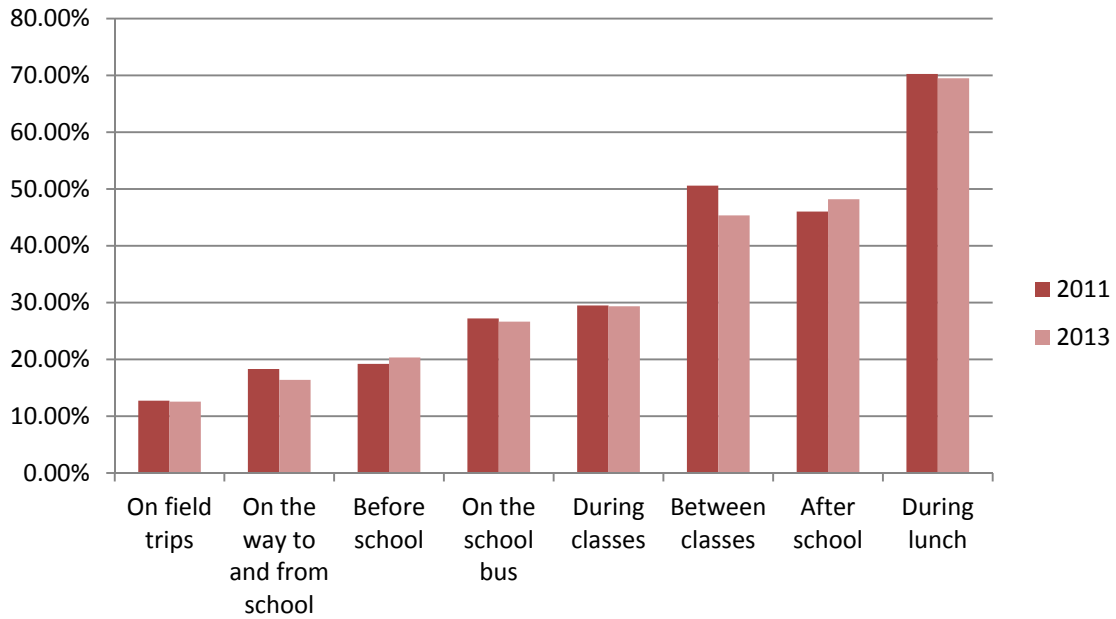


Figure 56 exhibits the times and locations where students indicated that bullying happened most frequently.

**Figure 56: Locations where bullying/harassment is perceived to happen most**

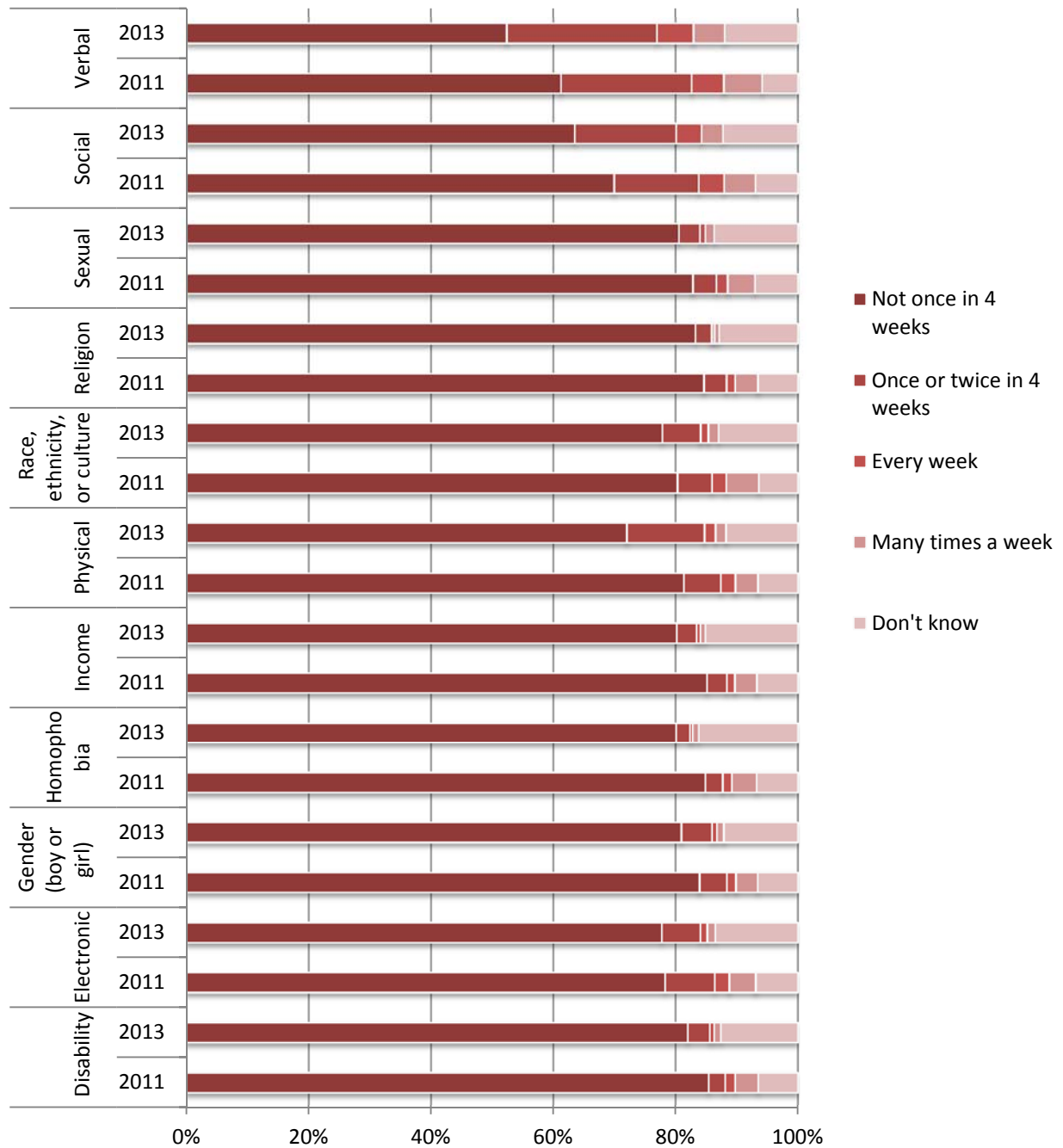




## Bullying and Harassment- Experienced

Compared to the first iteration of the *Belonging School Climate Survey* in 2011, the frequency of students reporting that they experienced personal bullying and/or harassment in 2013 is compared in Figure 57.

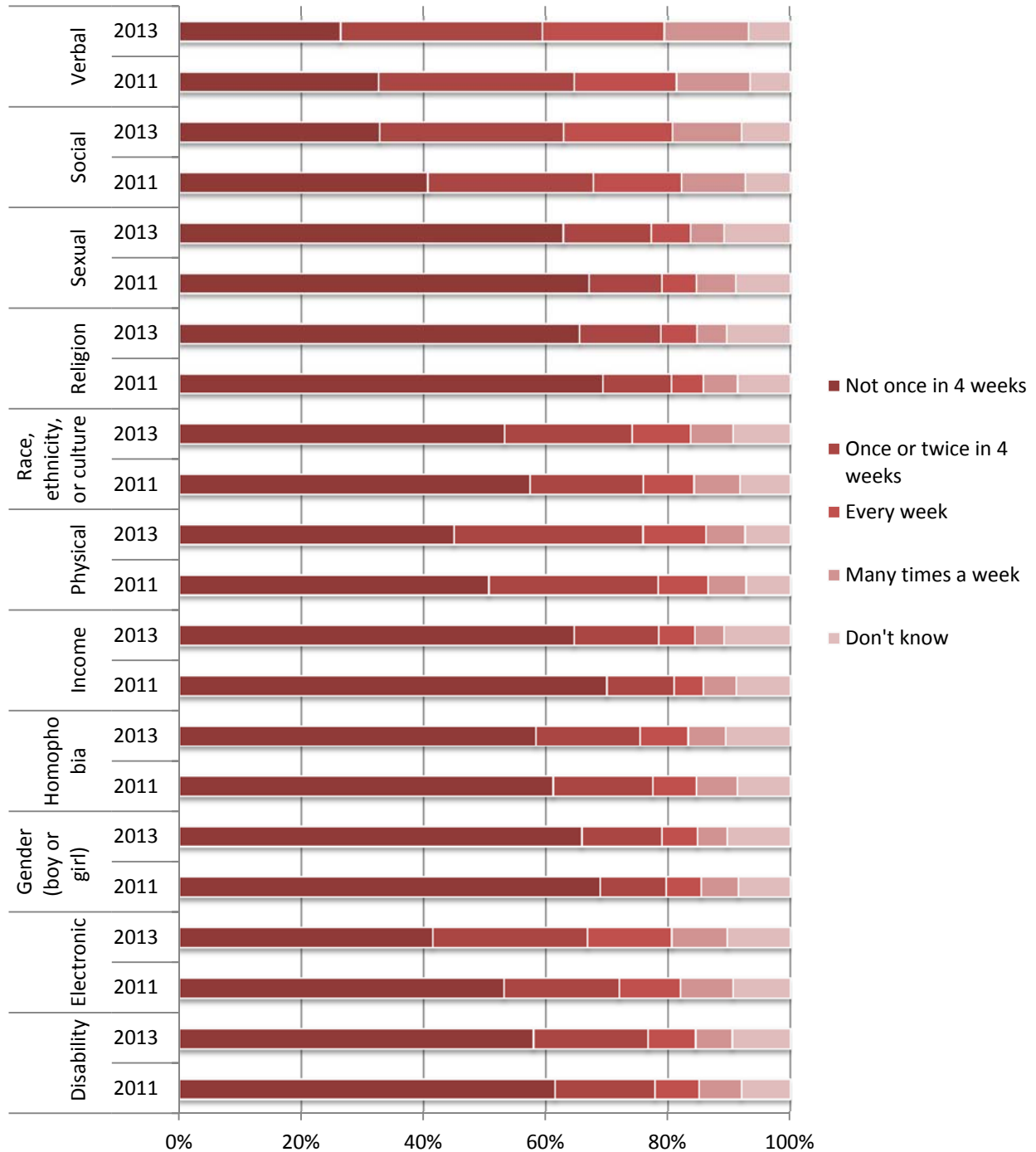
**Figure 57: Frequency of experiencing bullying/harassment**



## Bullying and Harassment- Witnessed

Figure 58 indicates the frequency with which students indicated they had heard about or seen another student being bullied/harassed in 2011 and 2013.

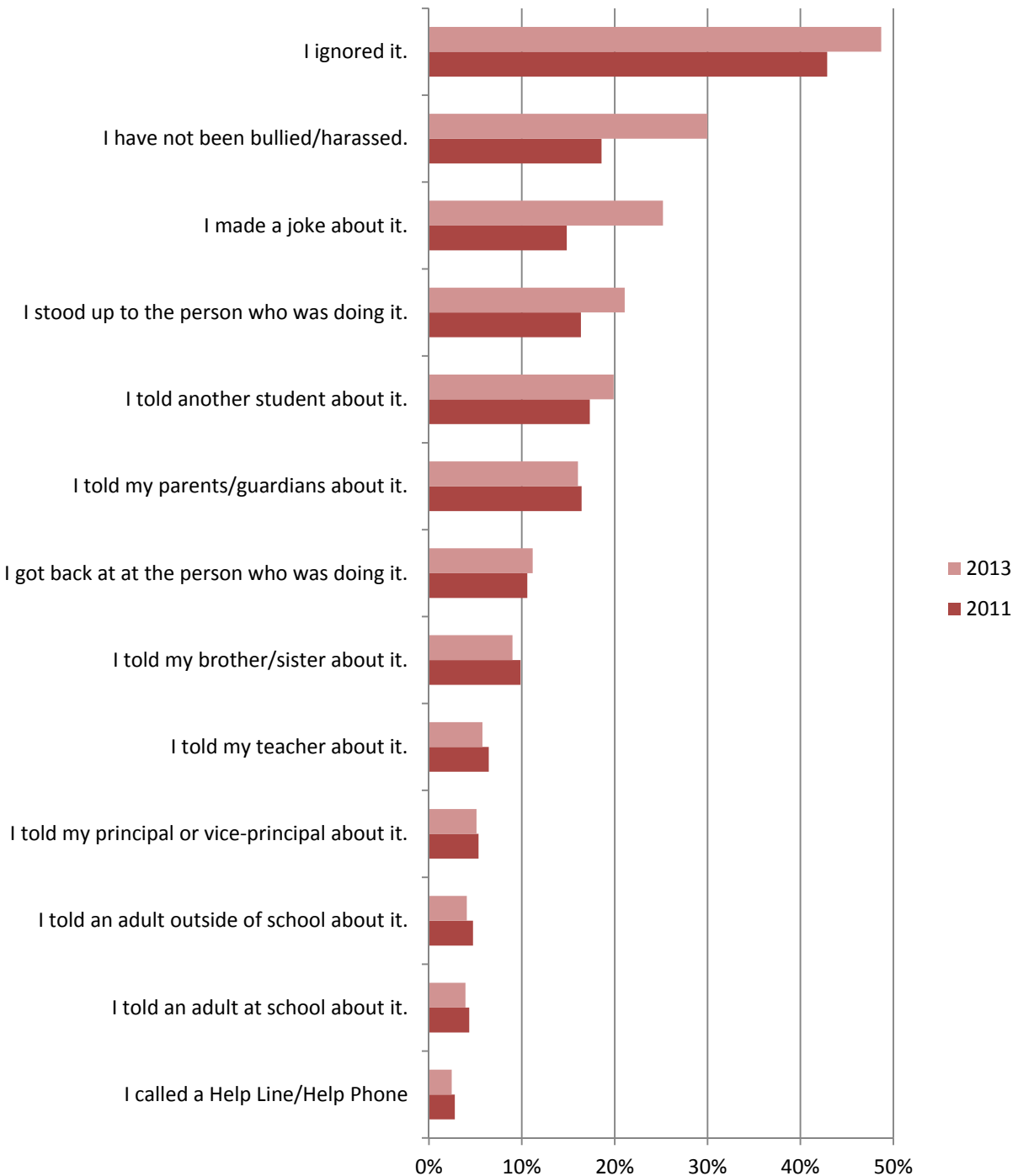
**Figure 58: Frequency of witnessing bullying and harassment**



## Reporting and Responding to Bullying and Harassment

Figure 59 exhibits the change in response to being bullying and/or harassed between 2011 and 2013.

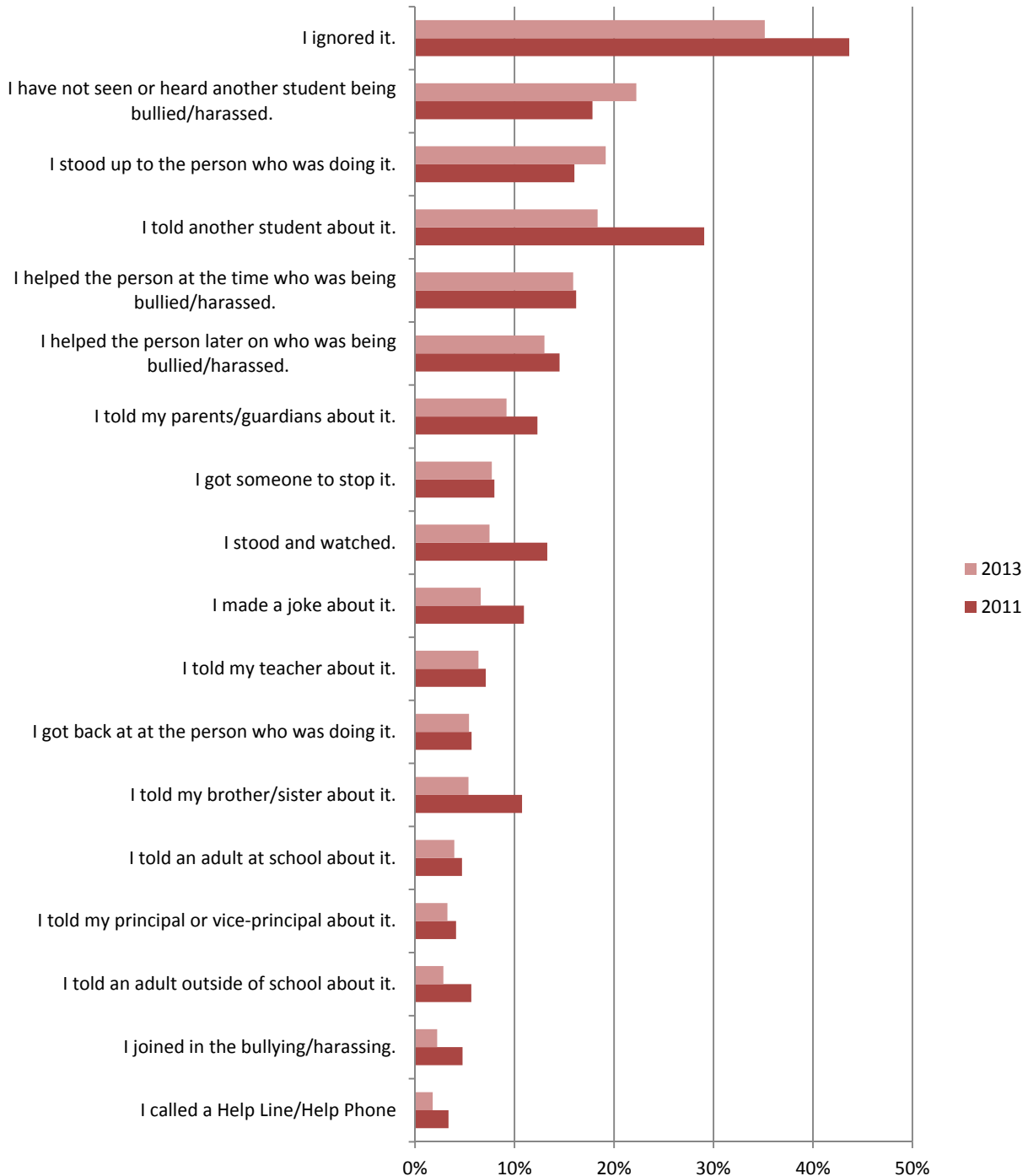
**Figure 59: Secondary student reactions to personal bullying/harassment**



## Reporting and Responding to Bullying and Harassment

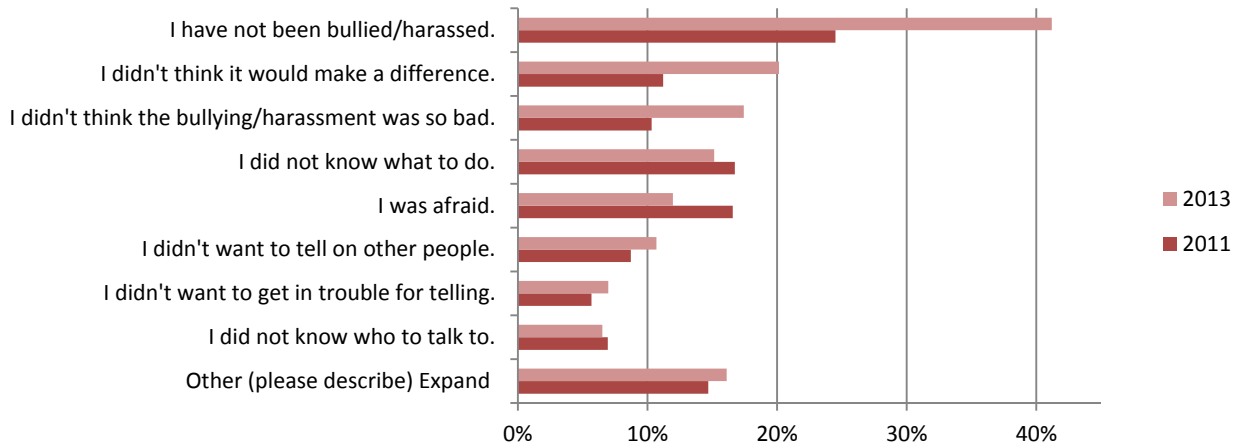
Figure 60 exhibits the change in response to witnessing someone else being bullying and/or harassed between 2011 and 2013.

**Figure 60: Student actions taken when witnessing bullying/harassment**



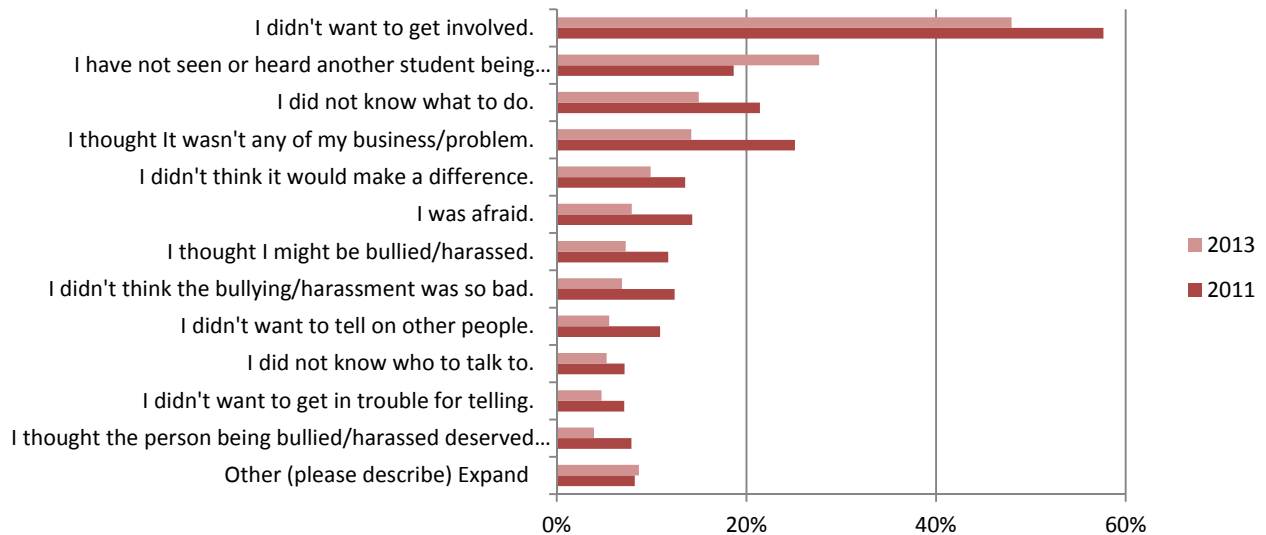
Secondary students were asked to indicate the reasons why they took no action the last time they were bullied/harassed (Figure 61).

**Figure 61: Reasons for failing to take action when bullied or harassed**



Secondary students were asked to indicate the reasons why they took no action the last time they saw someone being bullied/harassed (Figure 62)

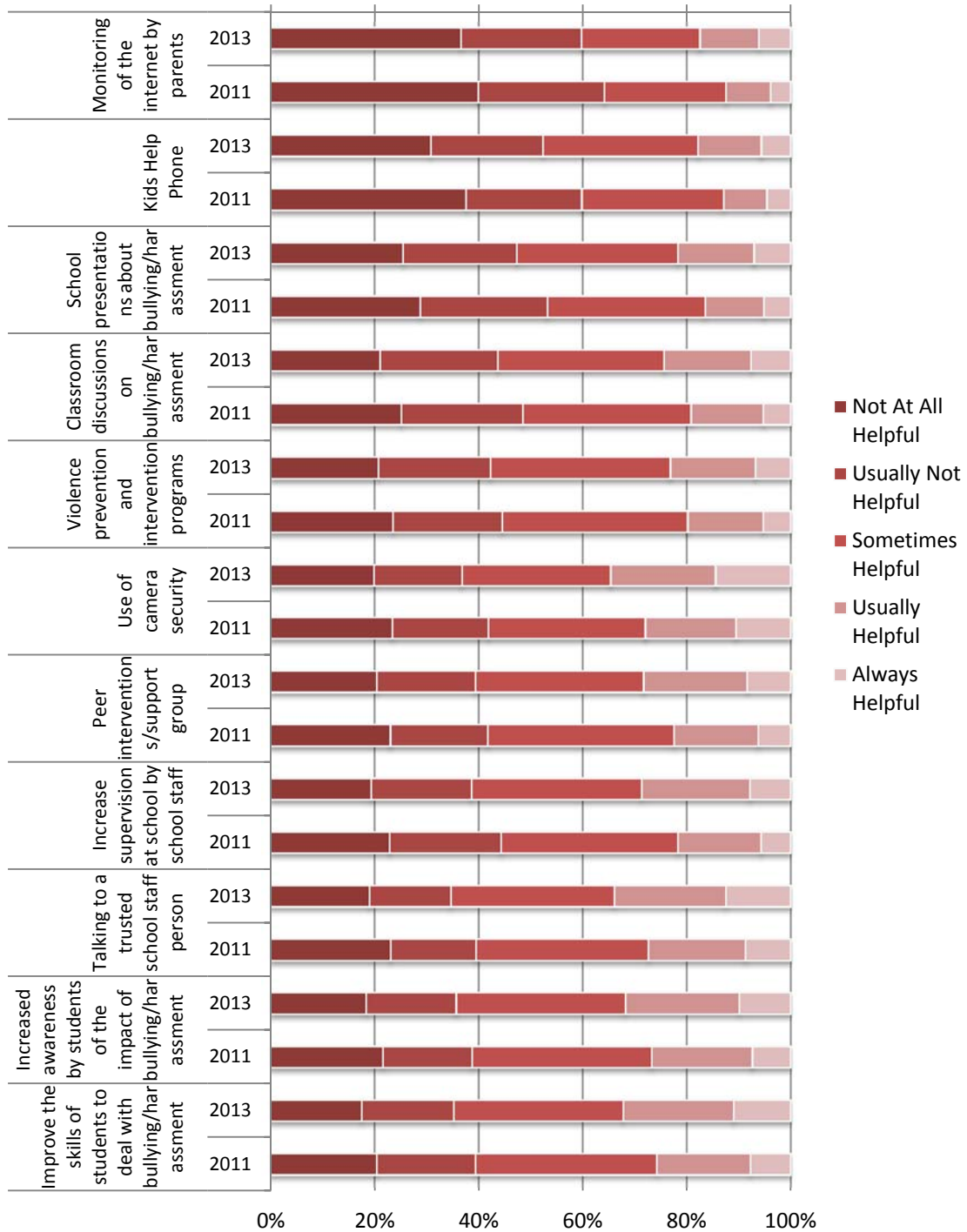
**Figure 62: Reasons for failing to take action when witnessing bullying/harassment**



## Perceived Helpfulness of Responses to Dealing with Bullying

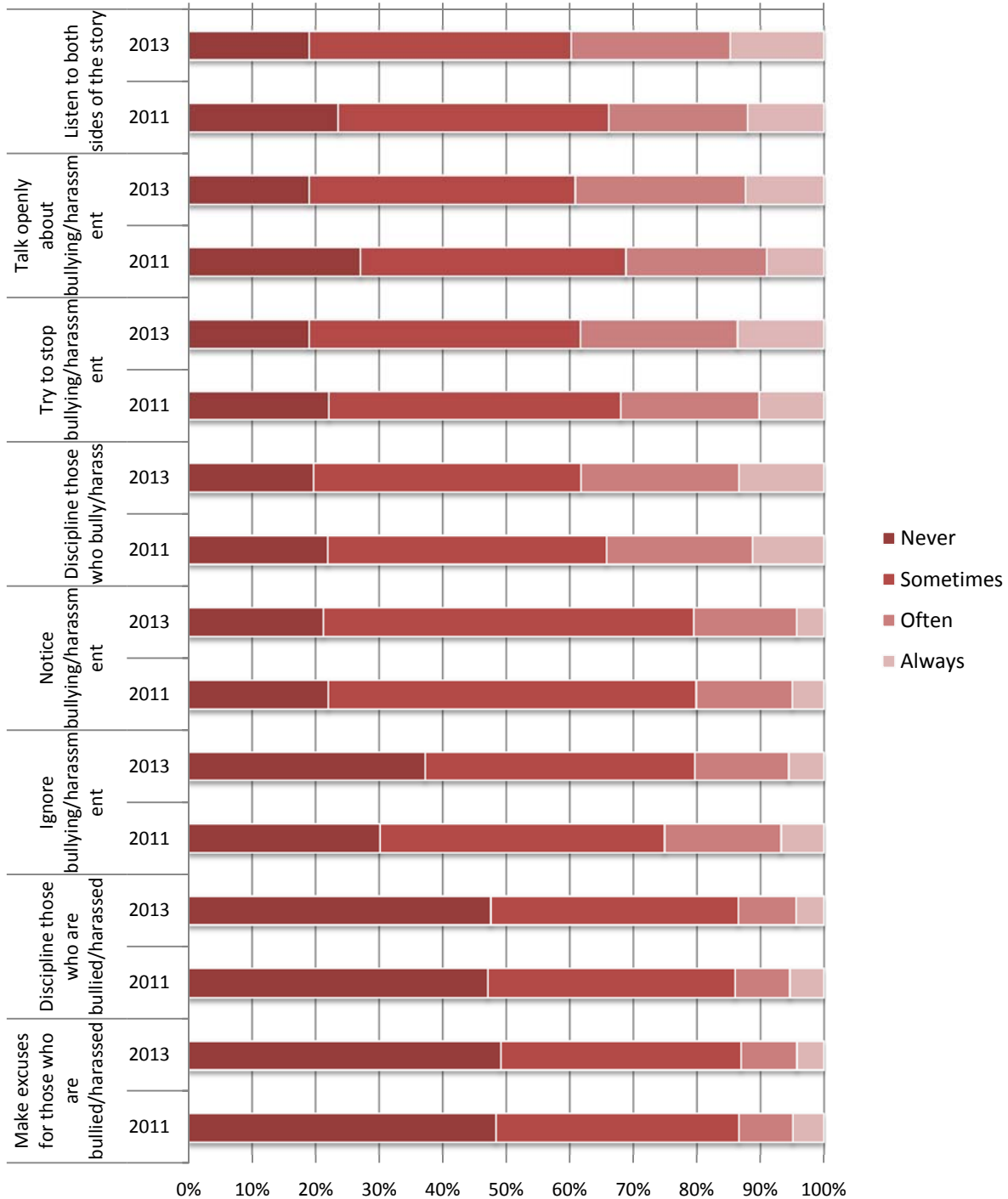
Students were asked to indicate (*Not At All Helpful* – 1, *Sometimes Helpful* – 3, *Always Helpful* – 5) how helpful each of the actions would be when dealing with bullying (Figure 63).

**Figure 63: Student perceptions of what actions work best for dealing with bullying**



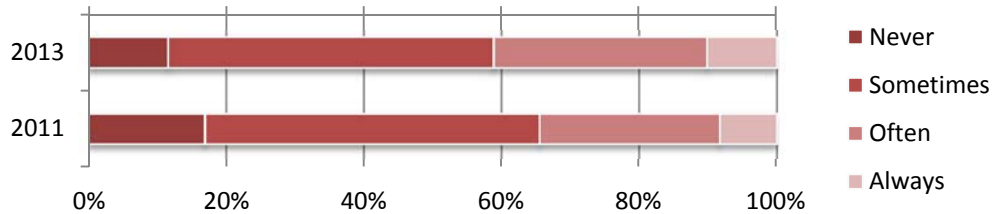
Students were asked to indicate the ways and frequency with which staff at their school respond to incidents of bullying/harassment (Figure 64).

**Figure 64: Staff responses to bullying/harassment**

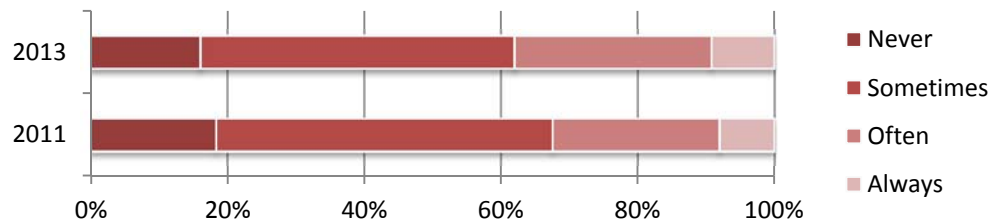


The following Figures (65, 66, 67) indicate students perceptions of the responses others have toward school rules, bullying, and prevention measures in 2011 and 2013.

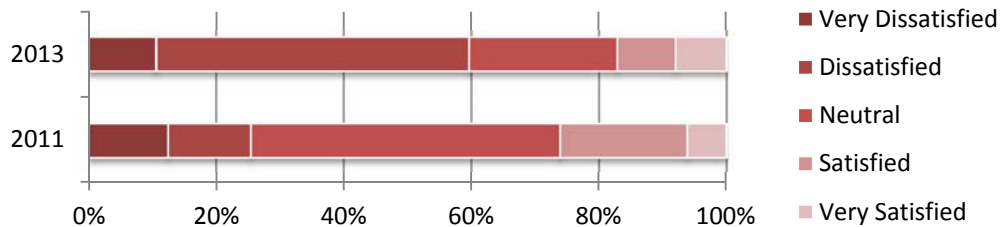
**Figure 65: Do you think the rules related to conduct and behaviour at your school are enforced fairly?**



**Figure 66: If a student talks to an adult at school about bullying/harassment, how often do you feel something is done about it?**



**Figure 67: How satisfied are you with the steps your school has taken to prevent bullying/harassment among students?**

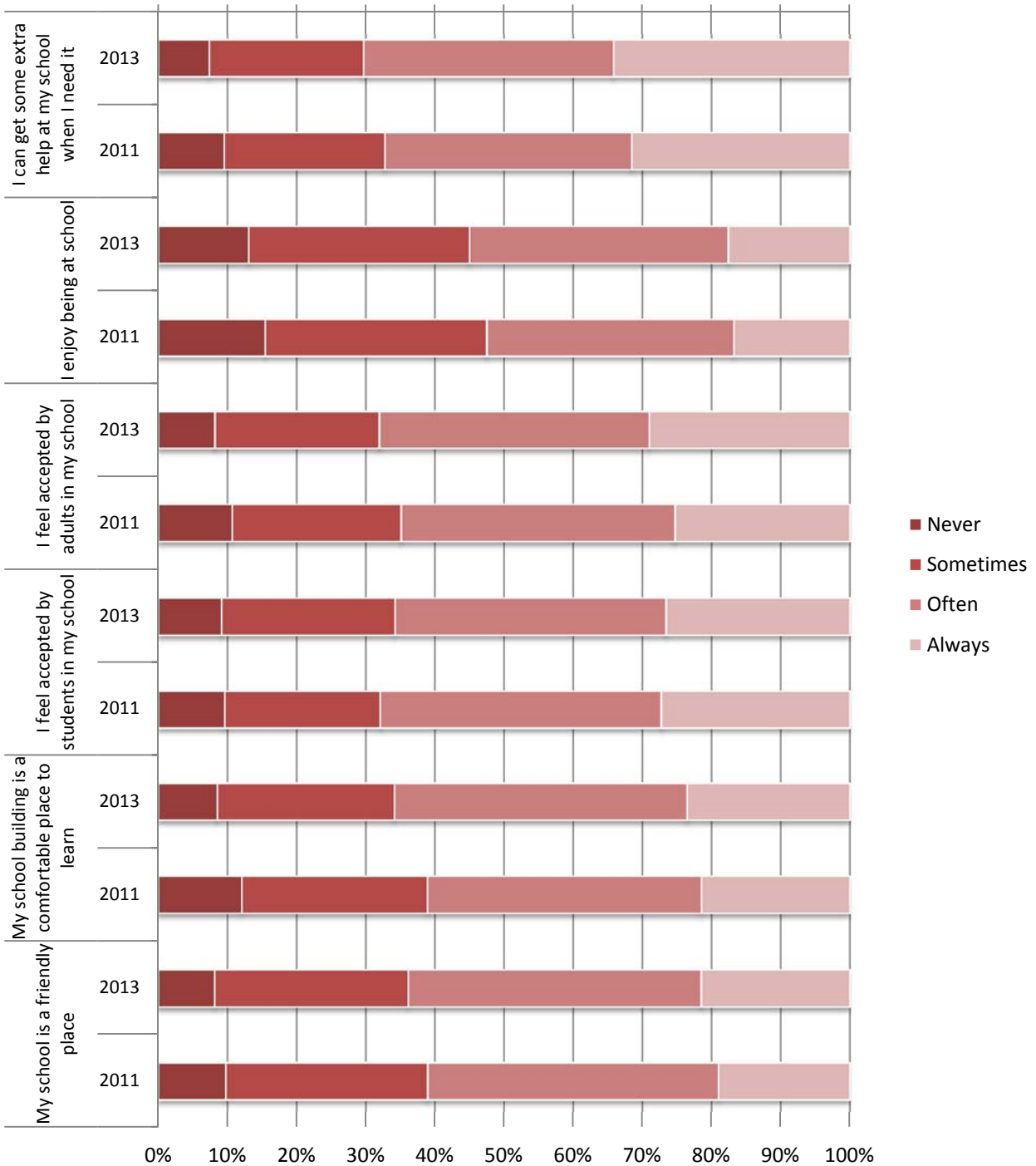




## Feeling Accepted, Welcomed and Respected

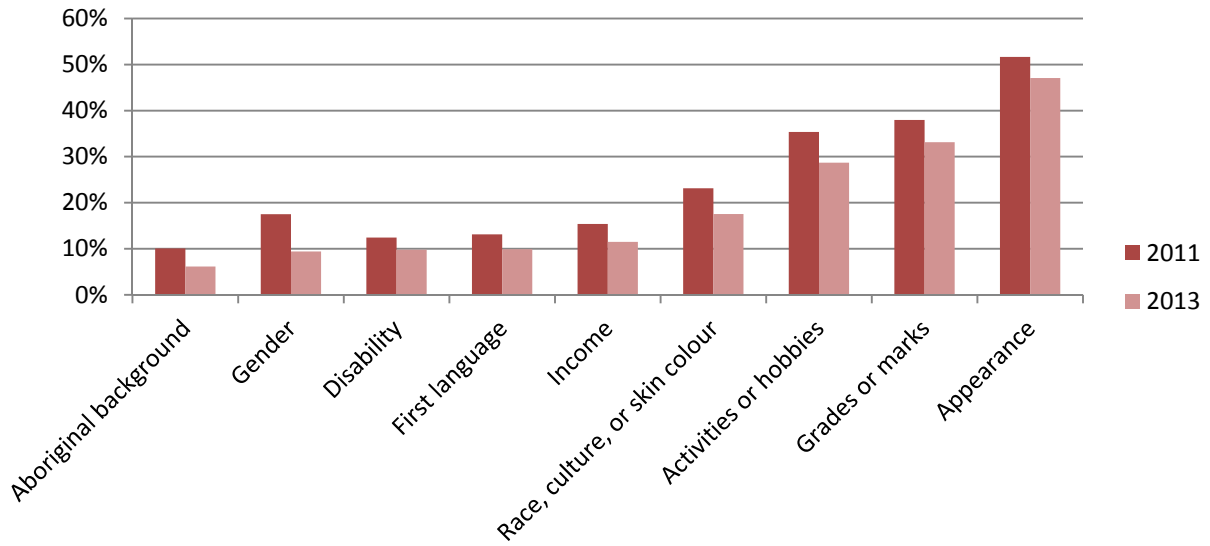
Students were asked to indicate how they felt about their school. Responses from 2011 and 2013 are provided in Figure 68.

**Figure 68: How do you feel about your school?**



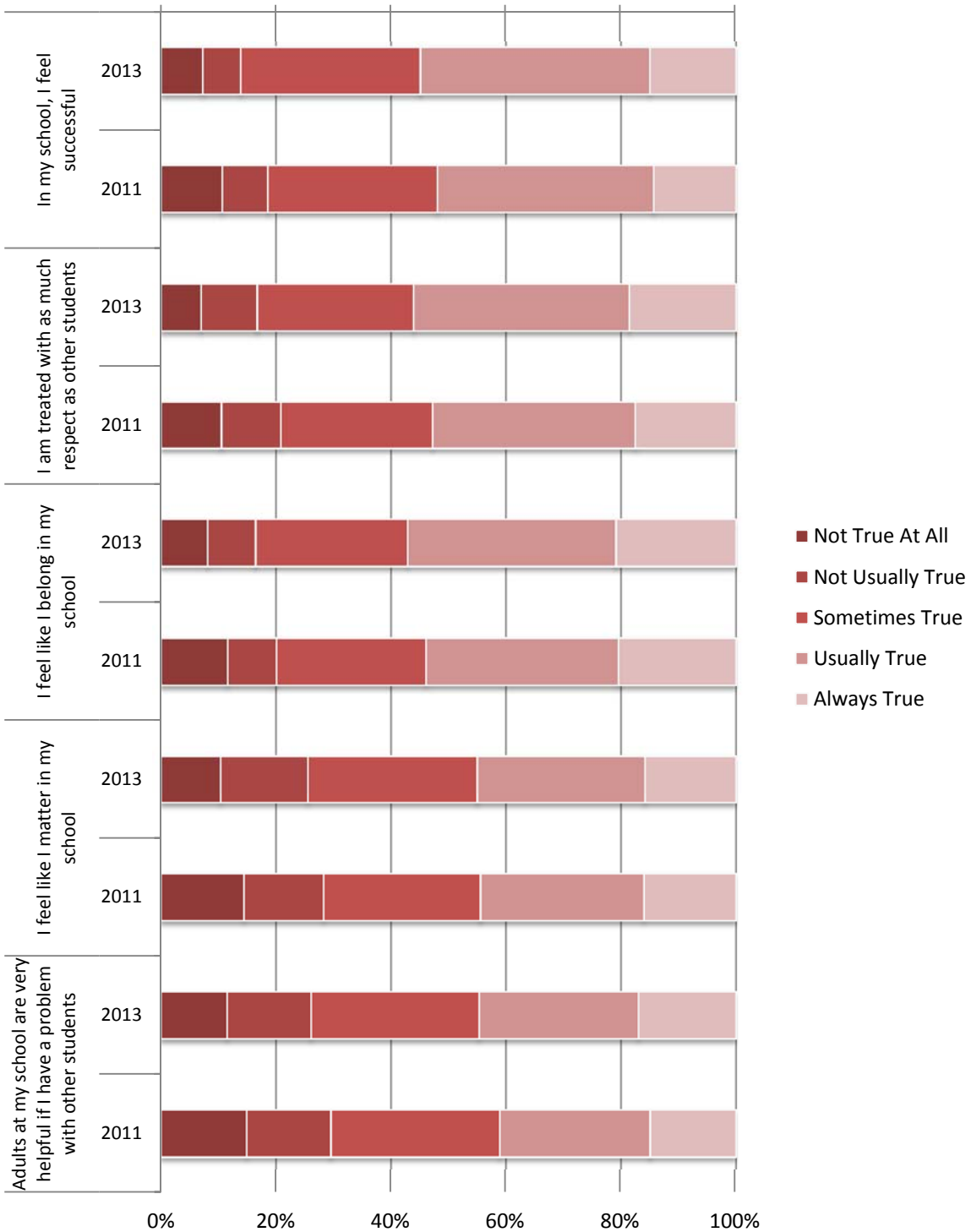
Sources identified for feeling unwelcome or uncomfortable at school are represented in Figure 69.

**Figure 69: Sources of feeling unwelcome or uncomfortable**



Feelings of success, respect, and belonging at school from 2011 to 2013 are shown in Figure 70.

**Figure 70: Secondary student perceptions of belonging, success and feeling welcome**



## Part 6: Elementary Staff Data

### A. Response Rates

Following survey administration, 291 elementary staff completed the *Belonging School Climate Survey*. Of the submitted surveys, 19.2% were incomplete. Responses to the survey represent a small sample of all elementary school staff.

### B. Demographic Information

Demographic information on the staff who responded to this survey was not collected.

### C. Survey Descriptive/Summary

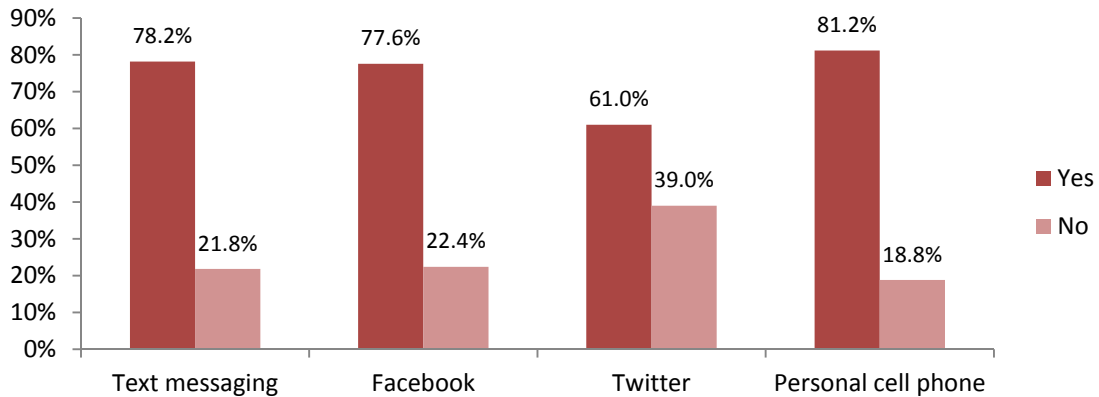
The 2013 *Belonging School Climate Survey* included 29 items evaluating the following areas in elementary school staff:

- Technology and use of the Internet
- The PLEDGE to End Bullying
- Feeling Safe at School
- Bullying and Harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed and Respected
- Personal Well-Being
- Caring for the Environment
- Participation – School Clubs, Teams and Intramural Events

## Technology and use of the Internet

Staff were asked to report whether or not students at their school used text messaging, social media, and a personal cell phone (Figure 71).

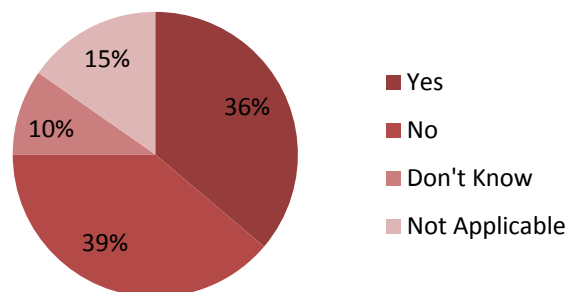
**Figure 71: Staff perceptions of their elementary student's frequency of technology and Internet use**



## The PLEDGE to End Bullying

Staff were queried on the PLEDGE To End Bullying and its effect on intra and interpersonal behaviour. Approximately 91% of staff took the PLEDGE. More than one third (36%) of staff thought taking the PLEDGE affected their behaviour whereas 39% and 10% of staff thought taking the PLEDGE did not affect their behaviour or did not know, respectively (Figure 72). Forty-seven percent of staff thought taking the PLEDGE affected the behaviour of others, whereas 26% and 27% of staff thought taking the PLEDGE did not affect the behaviour of others or did not know, respectively.

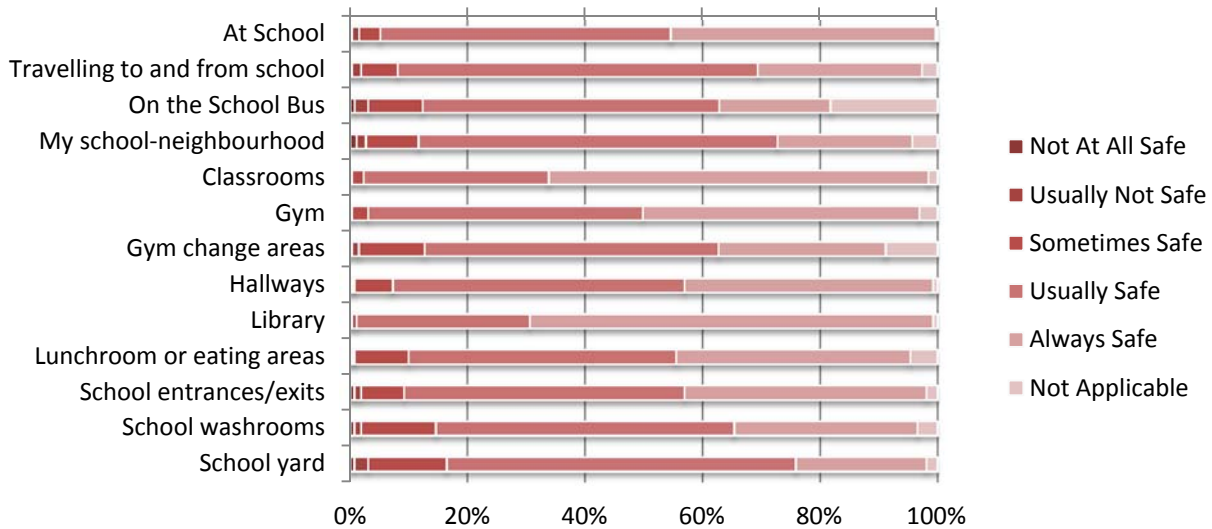
**Figure 72: Do you think taking the PLEDGE affected your behaviour?**



## Feeling Safe at School

Staff were asked to identify how safe (from *Not at All Safe* – 1 to *Always Safe* – 5) they believe their students feel in various places, during activities, and within areas of their school (Figure 73, Table 12).

**Figure 73: Staff beliefs of student safety in various places or activities**

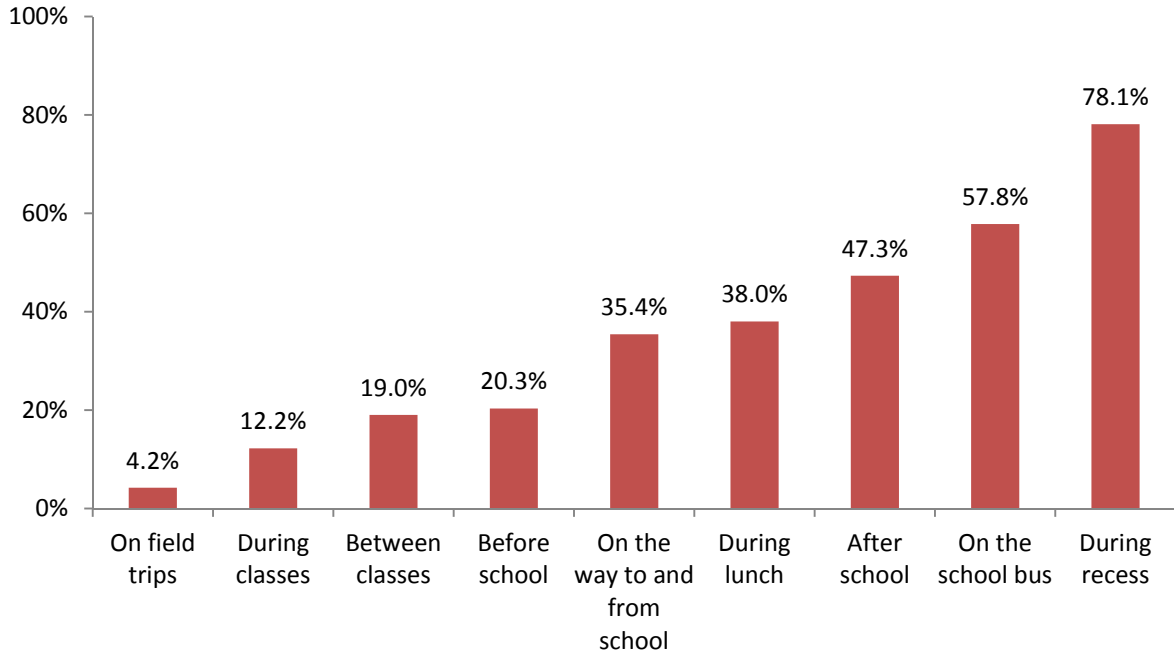


**Table 12: Distribution of staff beliefs of children's perceptions of safety in various places or activities**

	Not At All Safe	Usually Not Safe	Sometimes Safe	Usually Safe	Always Safe	Not Applicable	Mean
At School	0.4%	1.2%	3.6%	49.4%	45.0%	0.4%	4.4
Travelling to and from school	0.4%	1.6%	6.2%	61.2%	27.9%	2.7%	4.2
On the School Bus	0.8%	2.3%	9.3%	50.4%	19.0%	18.2%	4.0
My school-neighbourhood	1.2%	1.6%	9.0%	61.1%	23.0%	4.3%	4.1
Classrooms	0.4%	0.0%	1.9%	31.5%	64.6%	1.5%	4.6
Gym	0.4%	0.0%	2.7%	46.7%	47.1%	3.1%	4.5
Gym change areas	0.4%	1.2%	11.2%	50.0%	28.5%	8.9%	4.2
Hallways	0.4%	0.4%	6.5%	49.6%	42.3%	0.8%	4.3
Library	0.4%	0.0%	0.8%	29.5%	68.6%	0.8%	4.7
Lunchroom or eating areas	0.4%	0.4%	9.2%	45.6%	39.9%	4.6%	4.3
School entrances/exits	0.8%	1.2%	7.3%	47.7%	41.2%	1.9%	4.3
School washrooms	0.8%	1.2%	12.7%	50.8%	31.2%	3.5%	4.1
School yard	0.8%	2.3%	13.4%	59.4%	22.2%	1.9%	4.0

Staff were asked to identify when bullying and/or harassment happens most (Figure 74).

**Figure 74: Location of bullying and/or harassment incidents**

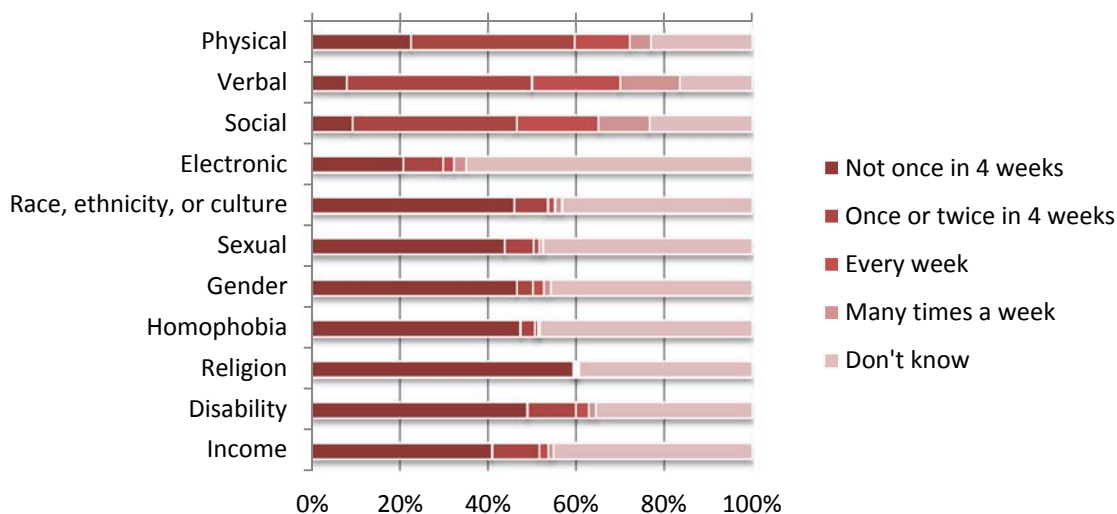


## Bullying and Harassment

Staff were asked to provide the frequency that students have been bullied and/or harassed within the past 4 weeks. Approximately 8% (19) of staff stated that students have not been bullied and/or harassed at school in the past four weeks. However, 47% (117), 17% (42), and 12% (29) of staff reported that students have been bullied and/or harassed once or twice in the four weeks, every week, and many times a week, respectively. Finally, 18% (44) of staff were not aware of the frequency in which students have been experienced bullying and/or harassment.

Next, staff were asked to provide the frequency (*Not once in 4 weeks* – 1, *Every Week* – 3, *Many times a week* – 4) that they witnessed physical, verbal, social, sexual, or electronic bullying and/or harassment within the past 4 weeks (Figure 75, Table 13).

**Figure 75: Frequency of various forms of bullying and/or harassment experienced the children reported by staff**



**Table 13: Distribution of the frequency of various forms of bullying and/or harassment experienced as reported by staff**

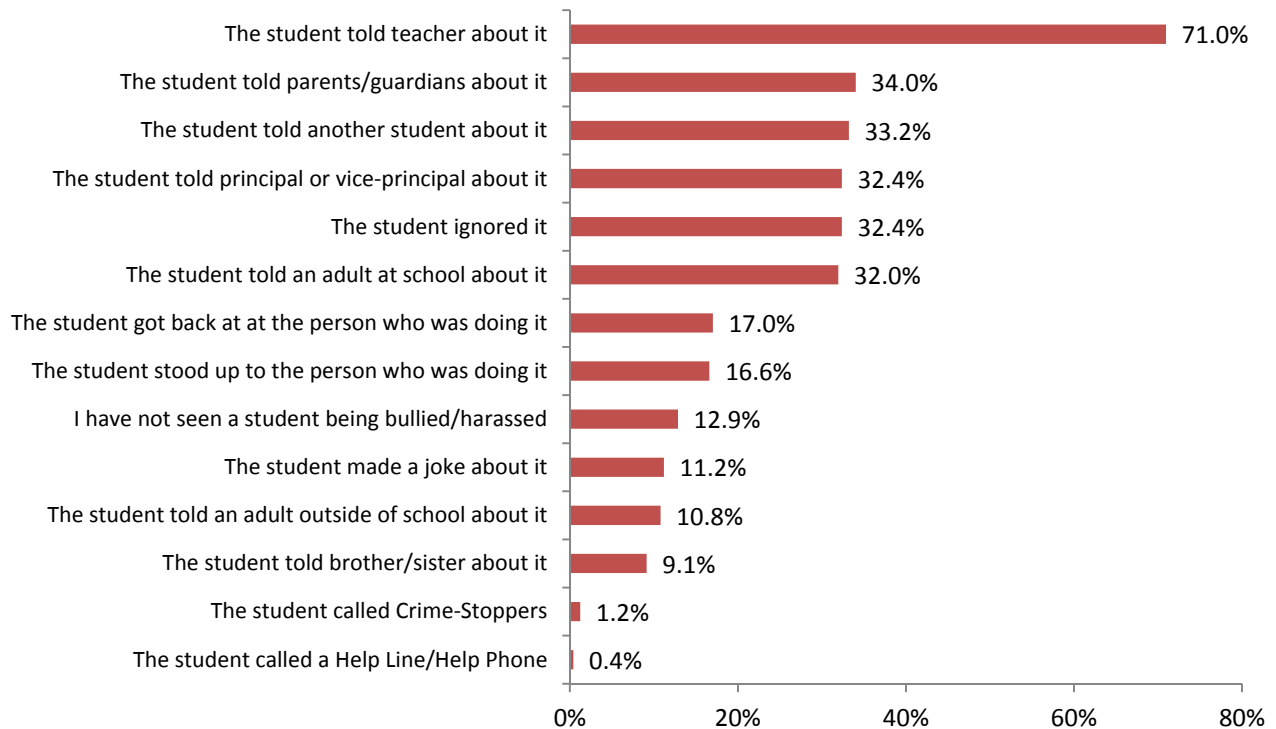
	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know	Mean
Physical	22.6%	37.1%	12.5%	4.8%	23.0%	2.0
Verbal	8.0%	42.0%	20.0%	13.6%	16.4%	2.5
Social	9.2%	37.4%	18.5%	11.7%	23.3%	2.4
Electronic	20.8%	9.0%	2.5%	2.9%	64.9%	1.6
Race, ethnicity, or culture	46.0%	7.7%	1.6%	1.6%	43.2%	1.3
Sexual	43.9%	6.6%	1.2%	0.8%	47.5%	1.2
Gender	46.5%	3.7%	2.5%	1.6%	45.7%	1.3
Homophobia	47.4%	3.2%	0.8%	0.4%	48.2%	1.12
Religion?	59.4%	0.4%	0.4%	0.4%	39.3%	1.04
Disability	49.0%	11.0%	2.9%	1.6%	35.5%	1.34
Income	41.0%	10.7%	2.1%	1.2%	45.1%	1.3



## Reporting and Responding to Bullying and Harassment

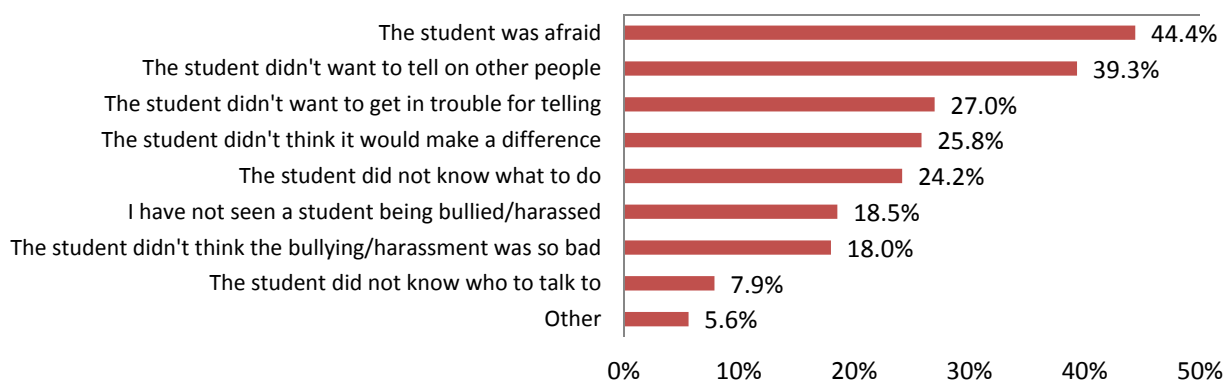
Staff were asked to indicate how they believed students responded to being bullied and/or harassed (Figure 76).

**Figure 76: Frequency of various responses to being bullied and/or harassed**



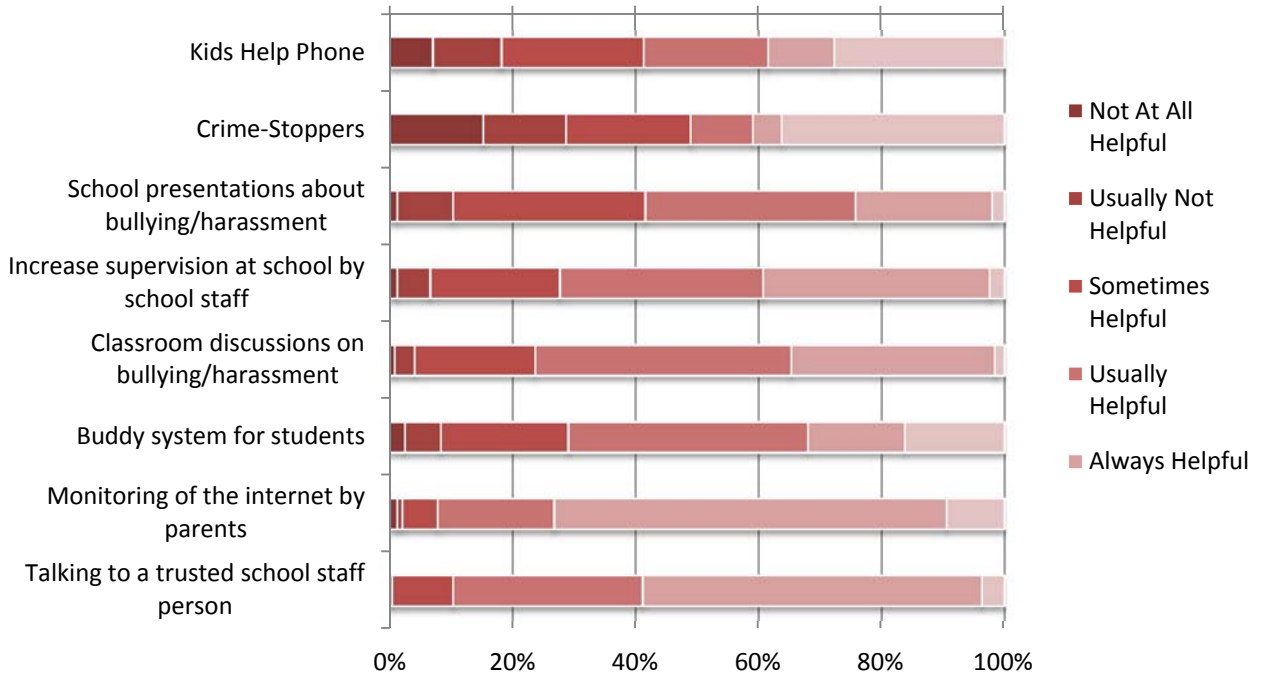
If students did not respond to their most recent instance of being bullied and/or harassed, staff were asked to provide reason(s) the student did not respond. Figure 77 presents the frequency of responses.

**Figure 77: Frequency of reasons for failing to take action after being bullied and/or harassed**



Staff were asked to rate (*Not At All Helpful* – 1, *Sometimes Helpful* – 3, *Always Helpful* – 5) the effectiveness of multiple responses for dealing with bullying and/or harassment (Figure 78, Table 14).

**Figure 78: Staff perceptions of effective responses to bullying/harassment**



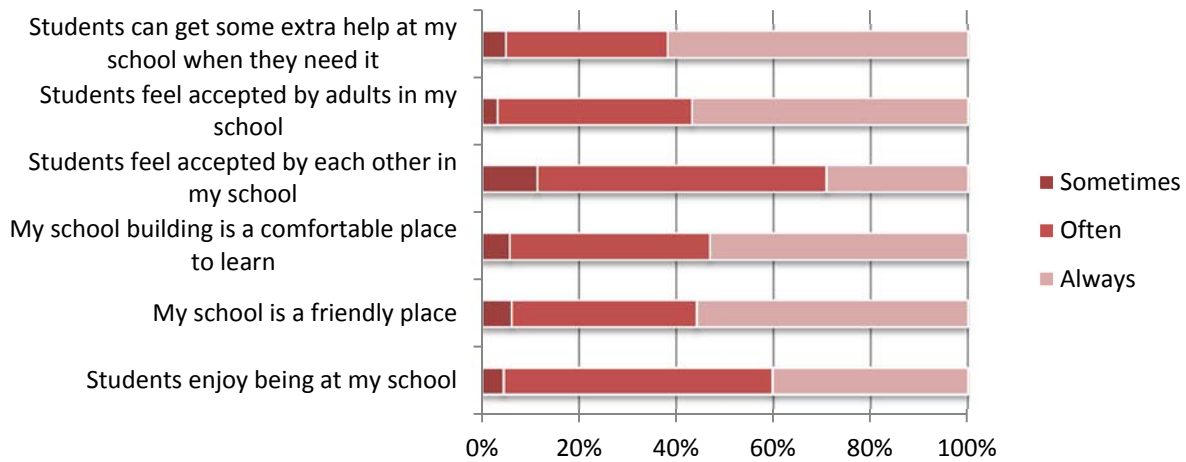
**Table 14: Distribution of the effectiveness of multiple responses to bullying and/or harassment**

	Not At All Helpful	Usually Not Helpful	Sometimes Helpful	Usually Helpful	Always Helpful	Do Not Know/Not Applicable	Mean
Kids Help Phone	7.0%	11.2%	23.1%	20.3%	10.7%	27.7%	3.2
Crime-Stoppers	15.2%	13.5%	20.3%	10.1%	4.6%	36.3%	2.6
School presentations about bullying/harassment	1.2%	9.1%	31.3%	34.2%	22.2%	2.1%	3.7
Increase supervision at school by school staff	1.2%	5.4%	21.1%	33.1%	36.8%	2.5%	4.0
Classroom discussions on bullying/harassment	0.8%	3.3%	19.6%	41.6%	33.1%	1.6%	4.1
Buddy system for students	2.5%	5.8%	20.8%	39.0%	15.8%	16.2%	3.7
Monitoring of the internet by parents	1.2%	0.8%	5.8%	18.9%	63.8%	9.5%	4.6
Talking to a trusted school staff person	0.0%	0.4%	9.9%	30.9%	55.1%	3.7%	4.5

## Feeling Accepted, Welcomed and Respected

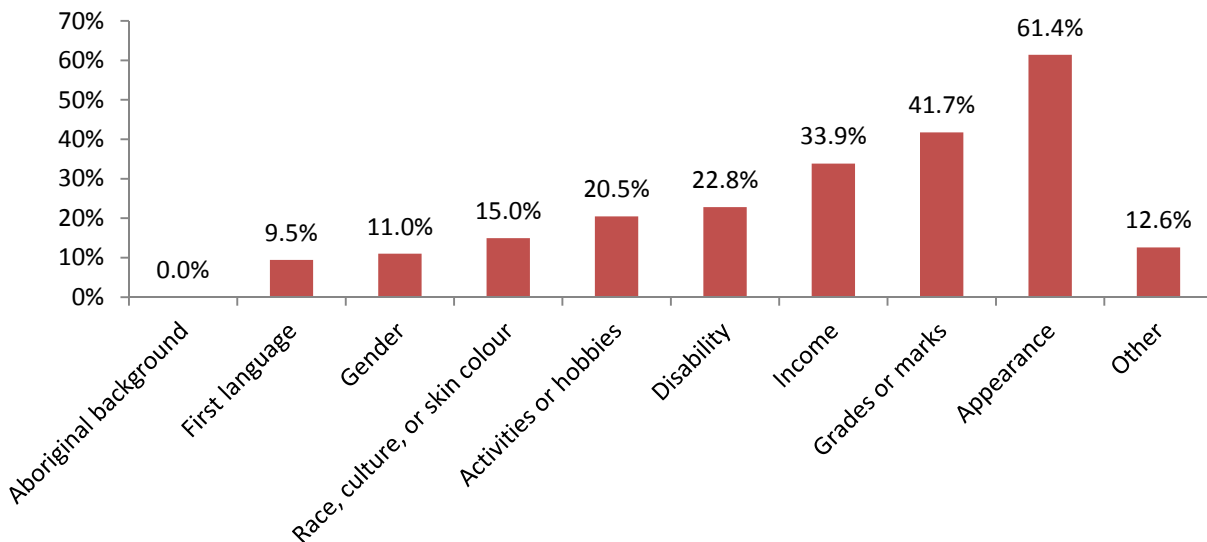
Staff were queried on the frequency that students feel accepted and welcomed at school. Responses are shown in Figure 79.

**Figure 79: Frequency of feeling accepted and welcomed at school**



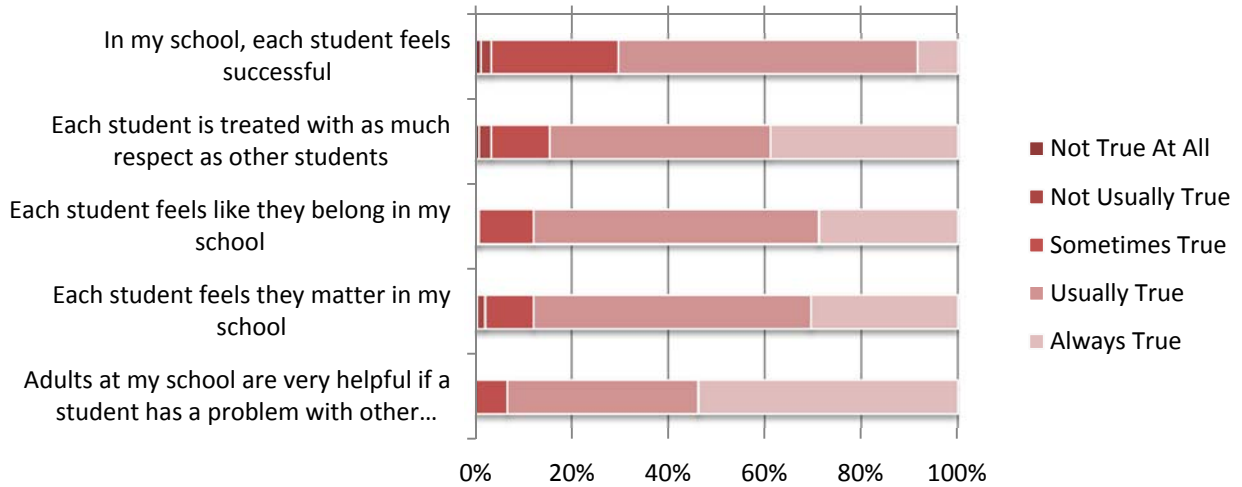
Staff were asked to identify the reasons why students feel unwelcomed or uncomfortable at school (Figure 80).

**Figure 80: Mean frequency of sources for feeling unwelcomed or uncomfortable at school**



Staff were asked to report (from *Not True at All* – 1 to *Always True* – 5) on their perceptions of how students felt with regards to success, respect, and belonging at school (Figure 81, Table 15).

**Figure 81: Staff perceptions of their students’ feelings of success, respect, and belonging at school**



**Table 15: Staff perceptions of their students’ feelings of success, respect, and belonging at school**

	Not True At All	Not Usually True	Sometimes True	Usually True	Always True	Mean
In my school, each student feels successful.	1.3%	2.1%	26.4%	61.9%	8.4%	3.7
Each student is treated with as much respect as other students.	0.8%	2.5%	12.1%	45.8%	38.8%	4.2
Each student feels like they belong in my school.	0.4%	0.4%	11.3%	59.2%	28.8%	4.2
Each student feels they matter in my school.	0.4%	1.7%	10.0%	57.5%	30.4%	4.2
Adults at my school are very helpful if a student has a problem with other students.	0.0%	0.0%	6.7%	39.6%	53.8%	4.5

Staff were provided with the opportunity to share their ideas to make their school a safe, respectful and welcoming place to learn. Approximately 23% of elementary staff who completed the survey included their ideas, suggestions, and comments. Comments made by staff were read, and grouped according to the themes that were identified within the data.

### **Supervision**

A number of staff noted that increased supervision would contribute to a safe school environment.

*“One of the trickiest things to do is find adequate supervision for lunches. I find the supervisors are often the weak link and that many issues arise during lunch time supervision.”*

### **Consistency in discipline**

Also, to address inappropriate behaviour, staff believe consistency in disciplinary action is key.

*“Students are not being dealt with in a consistent manner and they are aware that their behavior will likely not be dealt with”.*

### **Community relationships**

Another prevalent theme was the importance of strong relationships with the community, including parents and the parish.

*“Build a stronger home-school-parish connection so that intergenerational social learning can happen and parents and teachers can support the education of students with the support of the faith community.”*

### **Specialized support**

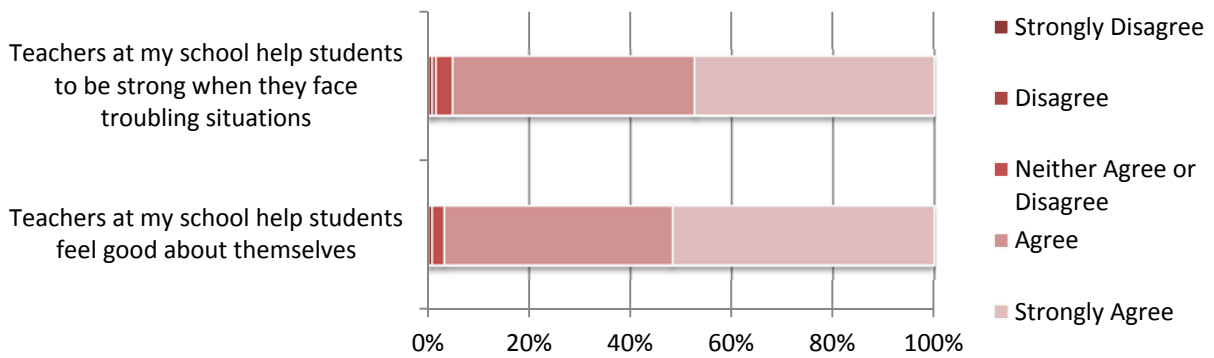
Finally, staff feel additional and specialized support is necessary to support staff and students, particularly with mental health issues,

*“More effort needs to be made to reach out to troubled students by social workers and other helping professionals.”*

## Personal Well-Being

Staff were asked to what extent do teachers support and help students feel good about themselves (Figure 82).

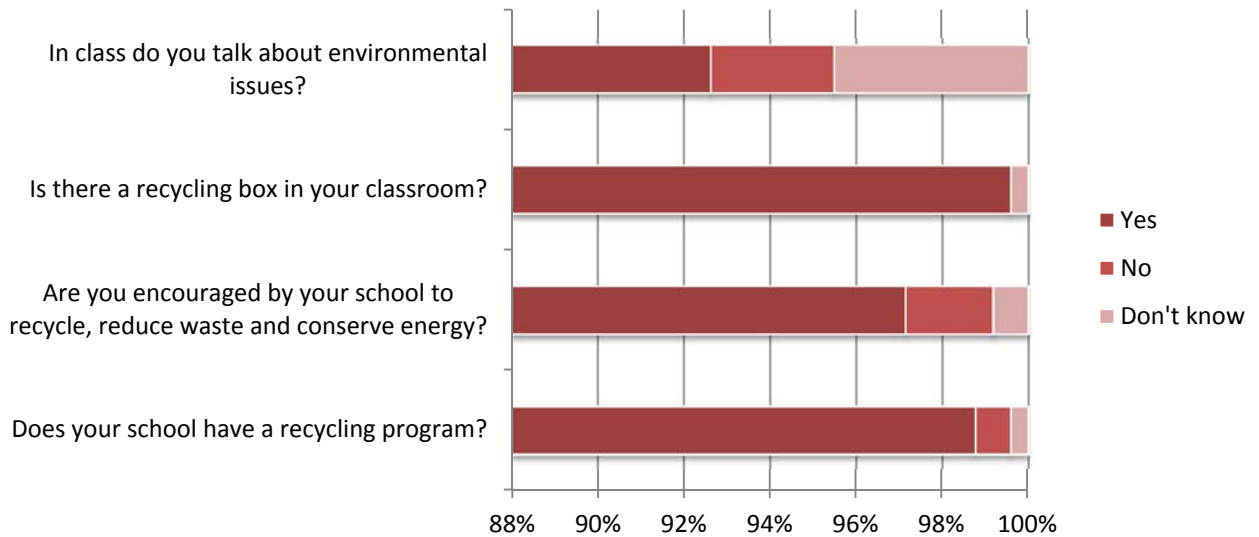
**Figure 82: Staff perceptions of the promotion of their students' personal well-being**



### Caring for the Environment

Staff were queried on the implementation of various environmental strategies at their school (Figure 83).

**Figure 83: Frequency of various school approaches for caring for the environment and promoting stewardship for the earth**

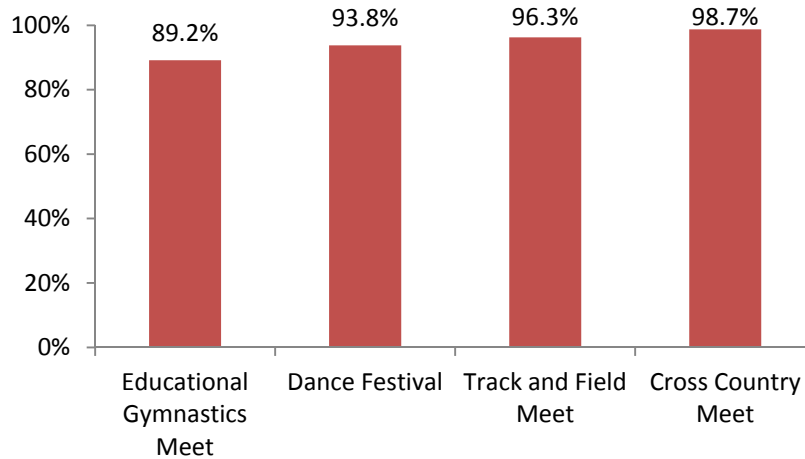


## Participation – School Clubs, Teams and Intramural Events

Almost all (99%, 240) staff reported that students participate in clubs and teams at their school.

In 2013, staff reported that their students participated in the following LDCSB Maximum Participation events (Figure 84).

**Figure 84: Student participation in LDCSB Maximum Participation Events**



Staff were asked to provide reasons why students were not able to participate in the Maximum Participation events at school.

From this open-ended question, staff provided various reasons why students are not able to participate in the LDCSB Maximum Participation events at school. One notable cause for limited involvement in this extracurricular opportunity was the need for staff support:

*“Our school has a smaller staff and it is sometimes a challenge to involve all students in all events.”*

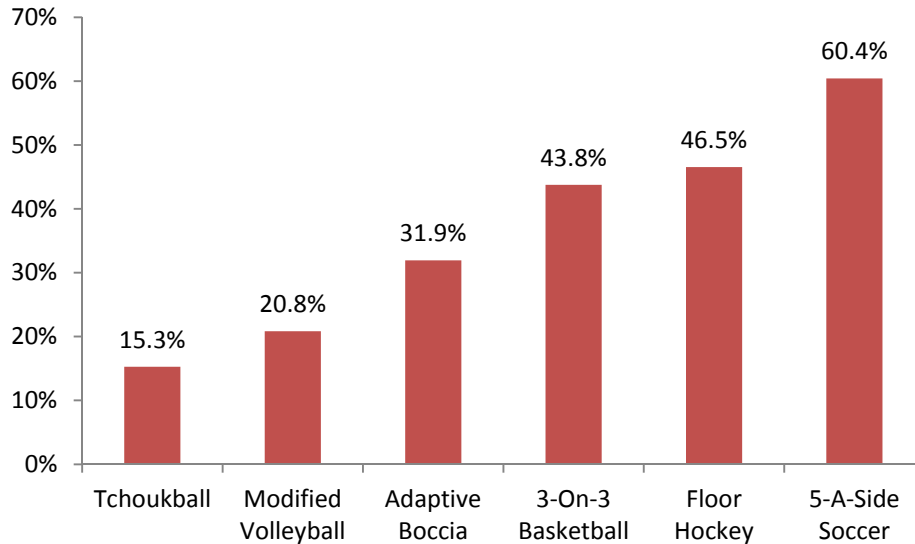
*“Our staff go above and beyond and provide as many extra opportunities for students as possible”.*

Other common themes include challenges with transportation and availability of school facilities.



In 2013, staff reported that their students participated in the following LDCSB mini-tournaments. Figure 85 presents this information.

**Figure 85: Student involvement in LDCSB mini-tournaments**



Staff were asked to provide reasons why students were not able to participate in the LDCSB mini-tournaments at school.

From this open-ended question, staff provided various reasons why students are not able to participate in LDCSB mini-tournaments at school. One notable cause for limited involvement in this extracurricular opportunity was the need for staff support:

*"Staff are so involved and committed in other areas that it is difficult to find proper supervision."*

*Another common theme for limited involvement in LDCSB mini-tournaments is challenges with transportation, such as the cost, distance, and support associated with the commute:*

*"We are a county school and it is difficult to find parent-volunteers to drive into the city for these events."*

*Finally, simple awareness and communication of these opportunities for students:*

*"Staff not clearly informed about these activities in the board."*

Approximately 93% (222) of staff indicated that their school offers competitive sports team opportunities (e.g., basketball, volleyball or soccer teams).

**A. Response Rates**

In 2011, 362 staff completed the *Elementary Staff School Climate Survey*, compared to 291 in 2013.

**B. Demographic Information**

Demographic information was not collected from staff in 2013. In 2011, 51.1% of respondents were involved with the Primary grade levels, 45.4% were involved with the Junior grade levels, and 36.29% were involved with the Intermediate grade levels. Sixteen percent indicated that they were involved with all areas, grades, or worked in administrative roles within the school.

**C. Survey Descriptive/Summary**

Only items duplicated on both the 2011 and 2013 surveys are contained in the comparison report.

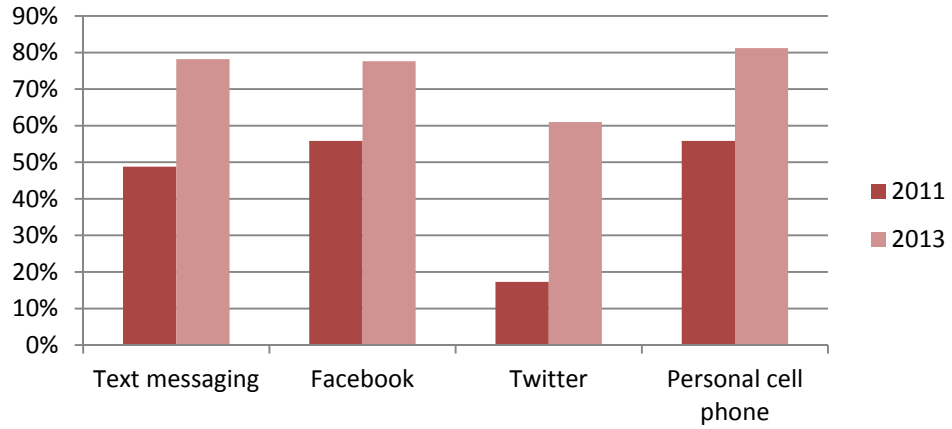
The comparison report includes the following items:

- Technology and use of the Internet
- Feeling Safe at School
- Bullying and Harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed and Respected

## Technology and Use of the Internet

Figure 86 presents staff perceptions of the change in use and ownership of technology between 2011 and 2013.

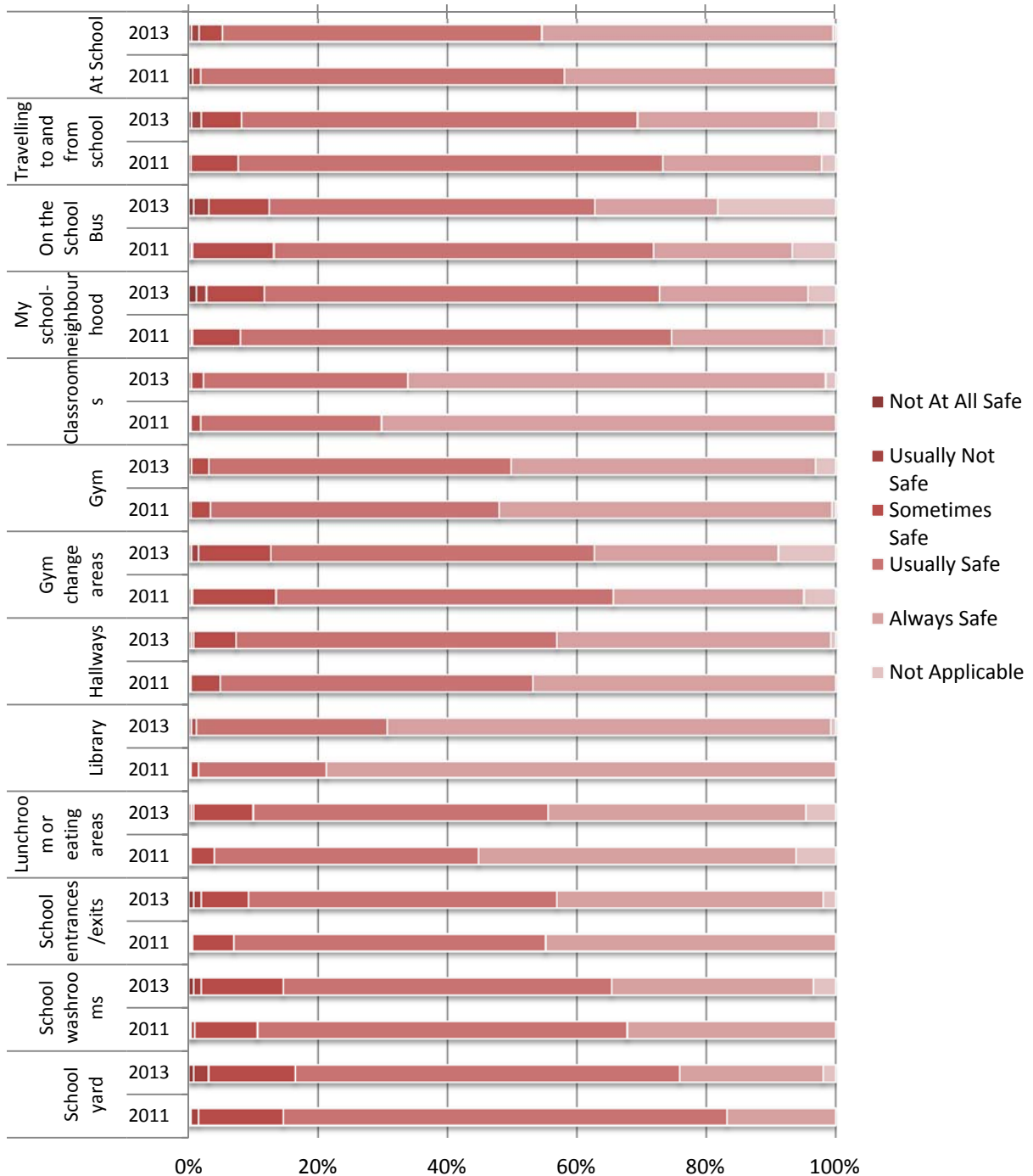
**Figure 86: Student use of technology**



## Feeling Safe at School

Staff were asked to indicate the spaces in the school or near the school that they believed students were safe, or unsafe (Figure 87).

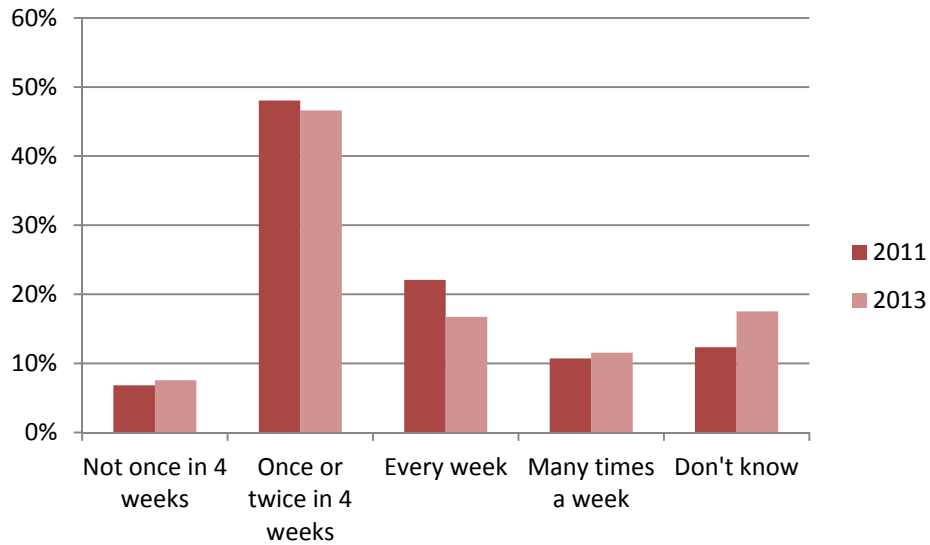
**Figure 87: Staff perceptions of safety in various locations**



## Bullying and Harassment

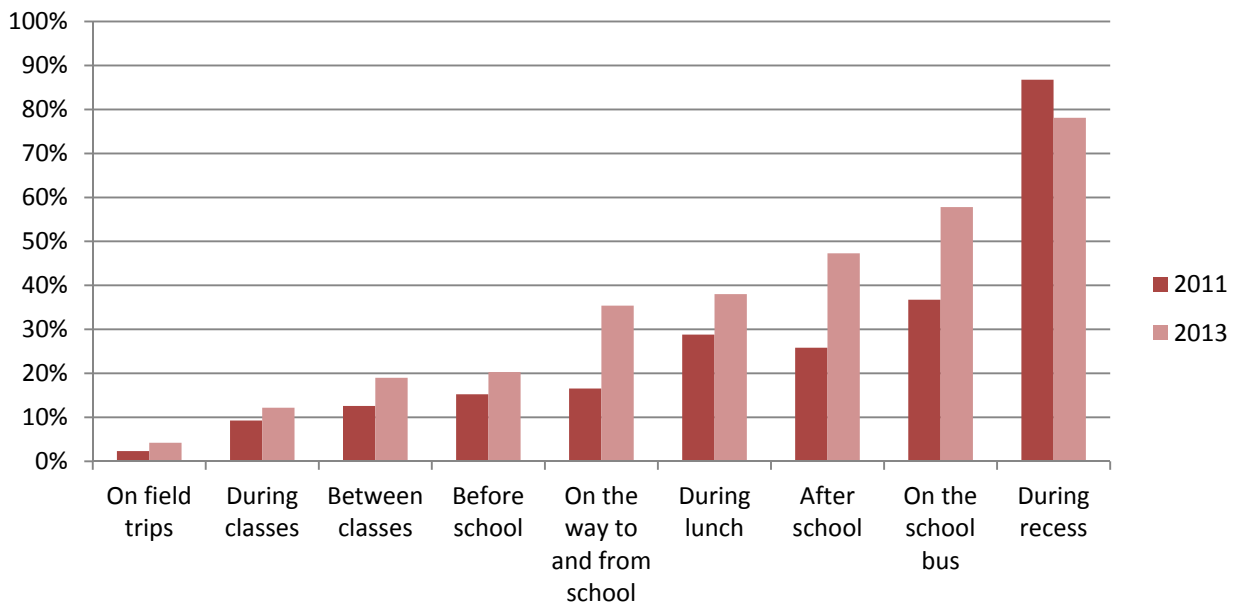
Staff were asked to indicate how often within the past 4 weeks has a student bullied/harassed another student at their school (Figure 88).

**Figure 88: Frequency of bullying and/or harassment at school**



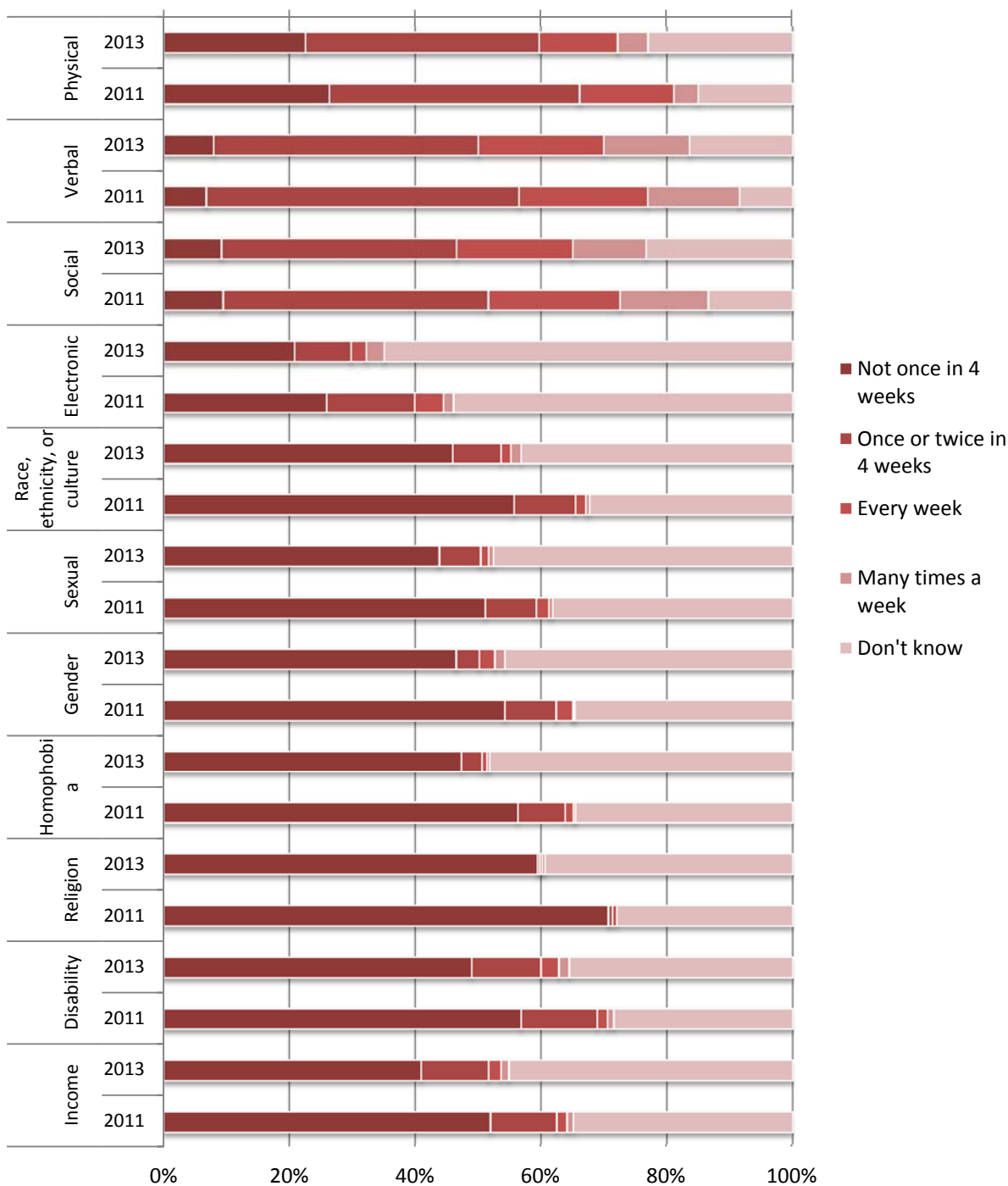
Staff were asked to indicate where and when they believed bullying/harassment most often occurs (Figure 89).

**Figure 89: Times and locations where bullying most often occurs**



Staff were asked to indicate how often specific kinds of bullying occurred in their school. Frequency of responses collected in 2011 and 2013 are displayed in Figure 90.

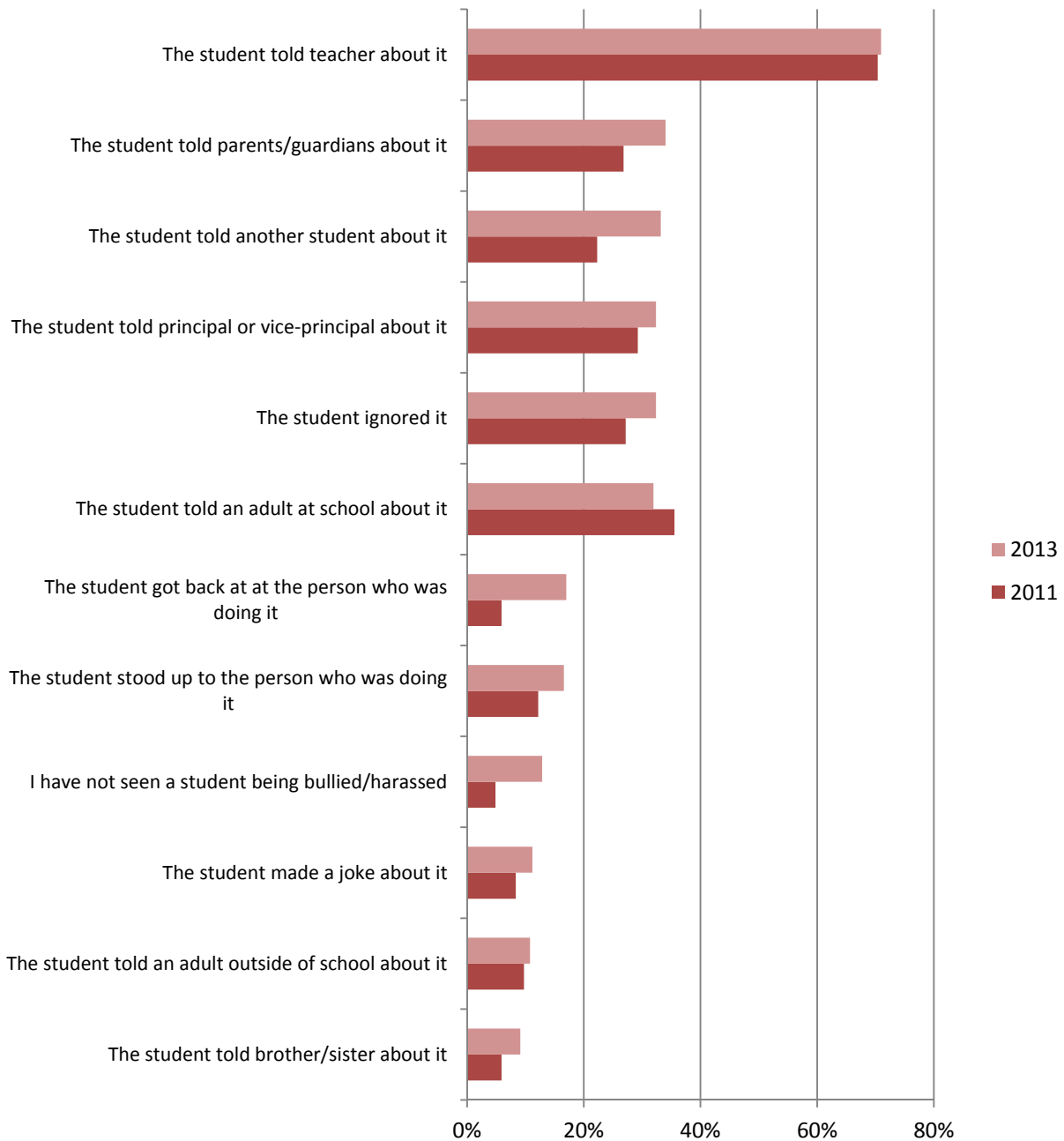
**Figure 90: Forms of bullying or harassment experienced by students**



## Reporting and Responding to Bullying and Harassment

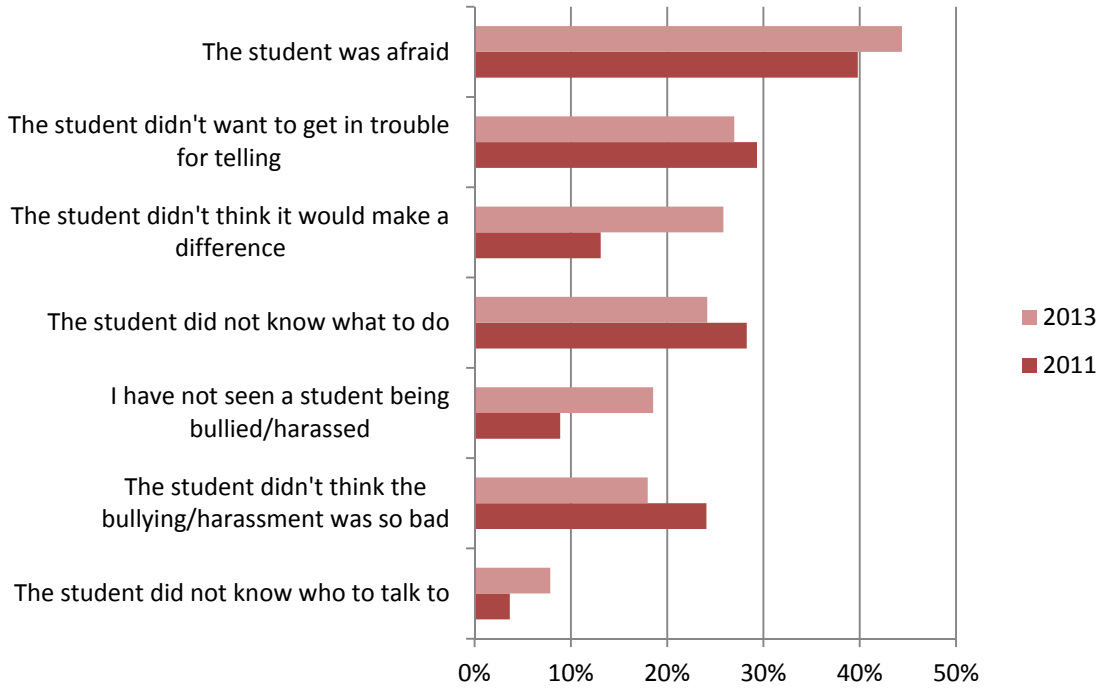
Staff were asked to indicate what happened the last time they saw a student being bullied/harassed (Figure 91).

**Figure 91: Student responses to bullying/harassment**



If the staff indicated that a student did not do anything the last time they were bullied/harassed, they were asked to provide a reason why they thought the student took no action. Frequency of responses are provided in Figure 92.

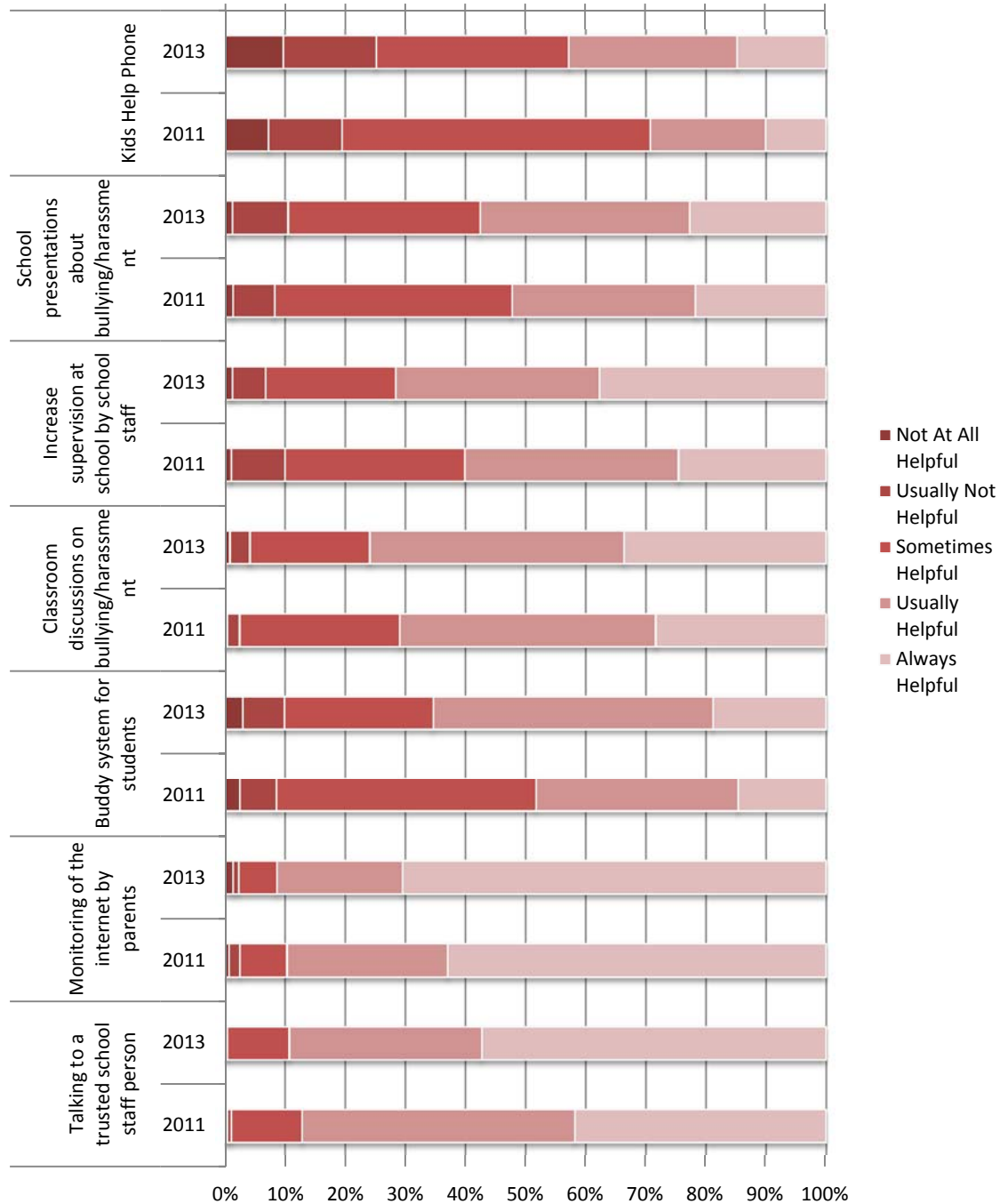
**Figure 92: Students reasons for failing to take action when experiencing bullying/harassment**





Elementary staff were asked to indicate how helpful they thought each suggestion was for dealing with bullying. Responses in 2011 and 2013 are provided in Figure 93.

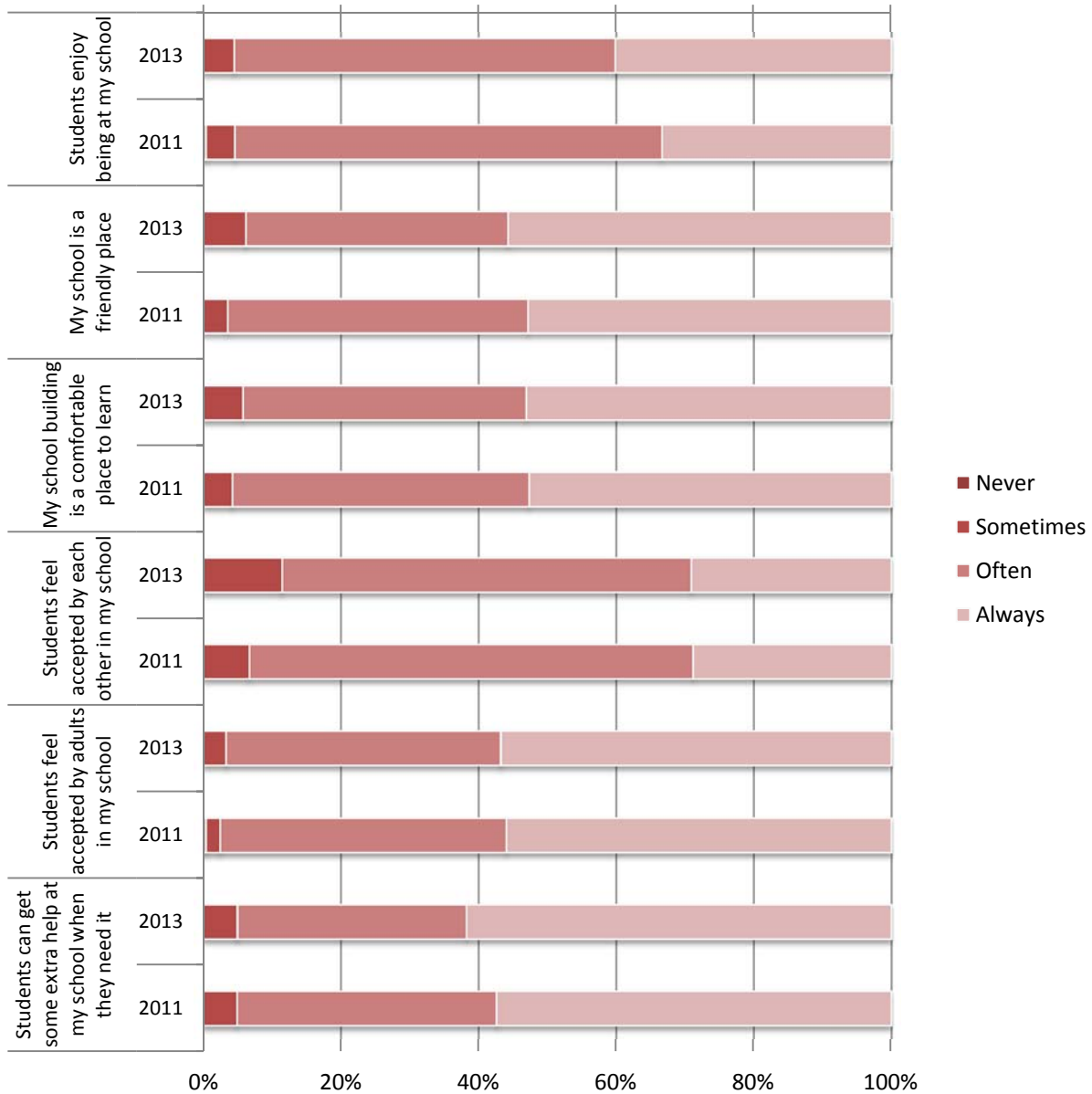
**Figure 93: Staff perceptions of the most helpful ways of dealing with bullying**



## Feeling Accepted, Welcomed and Respected

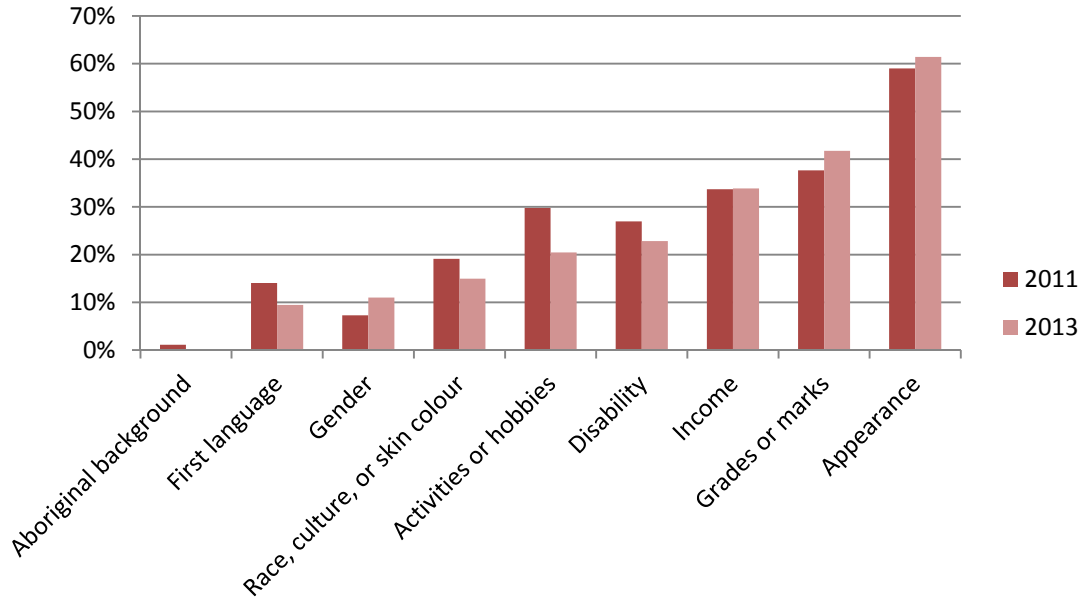
Staff were asked to indicate the extent to which they believed that students felt welcomed, accepted, and respected at school. Frequency of various responses is provided in Figure 94.

**Figure 94: Staff perceptions of students' feelings about school**



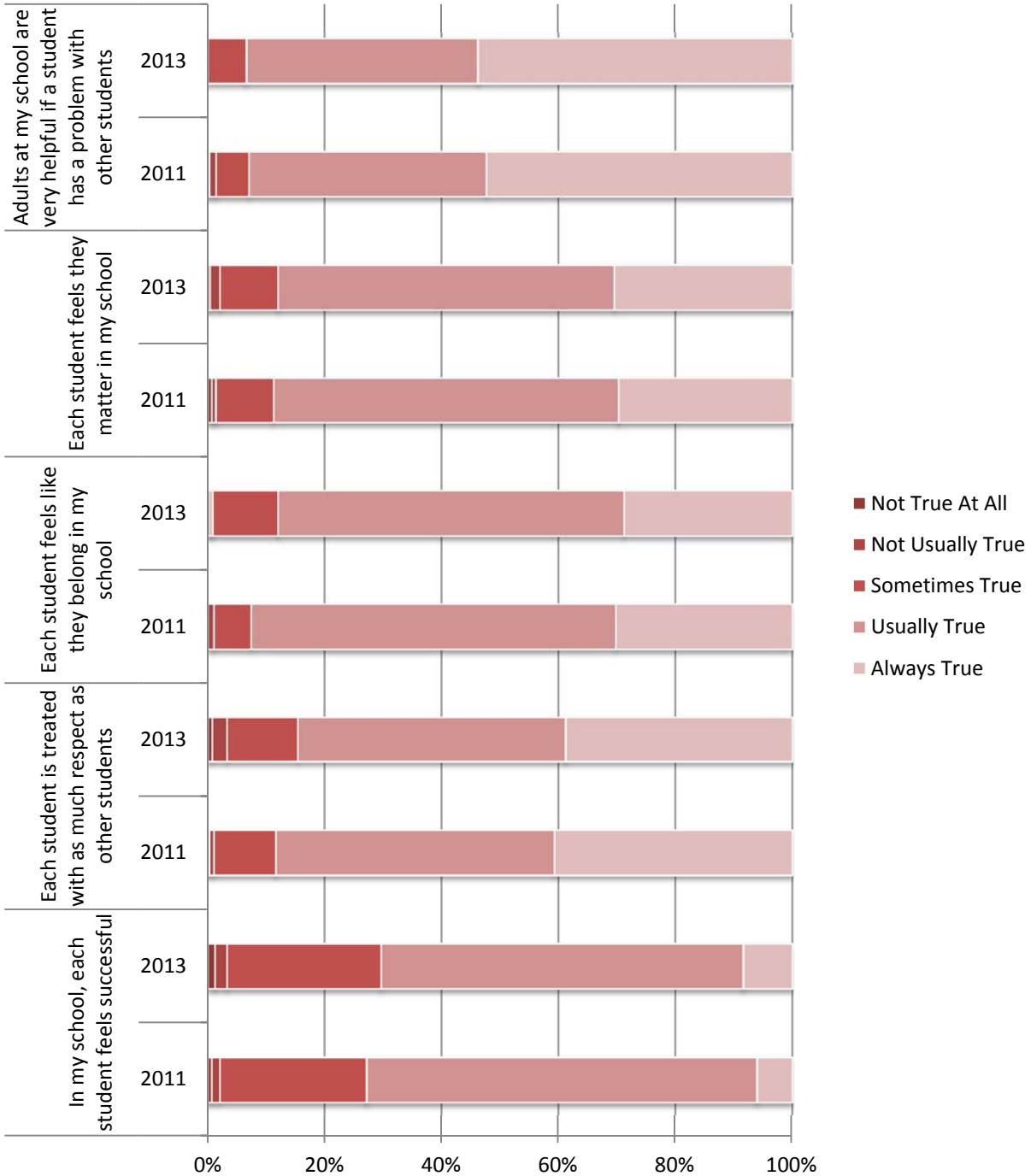
Elementary staff were asked to indicate why they felt a student may ever feel unwelcome or uncomfortable at their school. Frequency of responses in 2011 and 2013 is presented in Figure 95.

**Figure 95: Feeling unaccepted or unwelcome**



Staff were asked to indicate to what extent they endorsed the following statements. Responses collected in 2011 and 2013 are presented in Figure 96.

**Figure 96: Elementary staff perceptions of student success, respect and belonging at school**



### A. Response Rates

Following survey administration, 271 secondary school staff completed the *Belonging School Climate Survey*. Of the submitted surveys, 16.6% were incomplete.

### B. Demographic information

Demographic information was not collected in the 2013 survey.

### C. Survey Descriptive/Summary

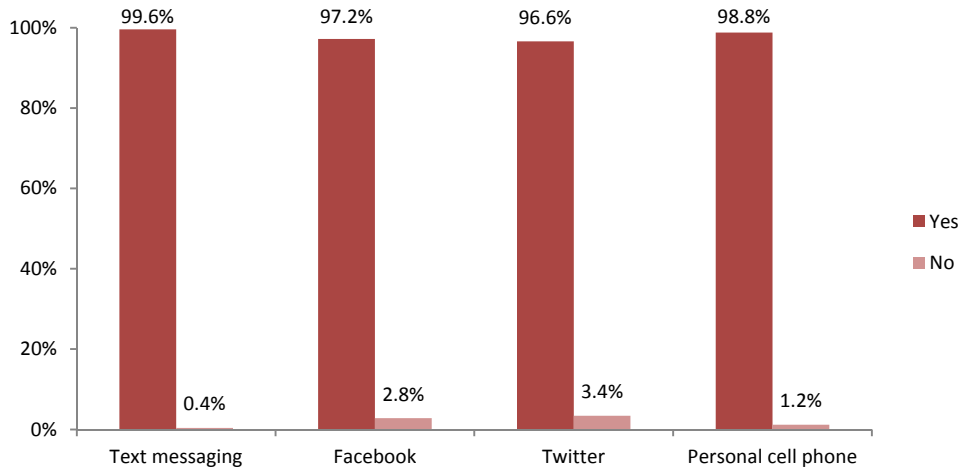
The 2013 *Belonging School Climate Survey* included 29 items evaluating the following areas in secondary school staff:

- Technology and use of the Internet
- The PLEDGE to End Bullying
- Feeling Safe at School
- Bullying and Harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed and Respected
- Personal Well-Being
- Caring for the Environment
- Participation – School Clubs, Teams and Intramural Events

## Technology and use of the Internet

Staff were asked to report whether or not students at their school used text messaging, social media, and a personal cell phone (Figure 97).

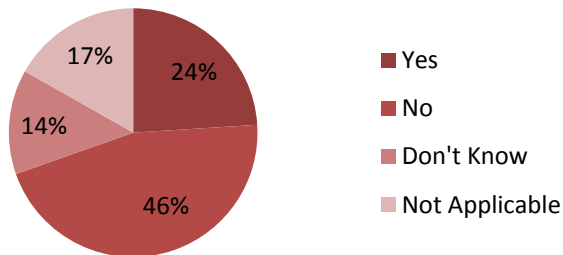
**Figure 97: Secondary staff perception of their secondary students' frequency of technology and Internet use**



## The PLEDGE to End Bullying

Secondary staff were queried on the PLEDGE To End Bullying and its effect on intra and interpersonal behaviour. Approximately 84% of staff took the PLEDGE. One quarter (24%) of staff thought taking the PLEDGE affected their behaviour whereas 46% and 14% of staff thought taking the PLEDGE did not affect their behaviour or did not know, respectively (Figure 98). Twenty-nine percent of staff thought taking the PLEDGE affected the behaviour of others, whereas 34% and 38% of staff thought taking the PLEDGE did not affect the behaviour of others or did not know, respectively.

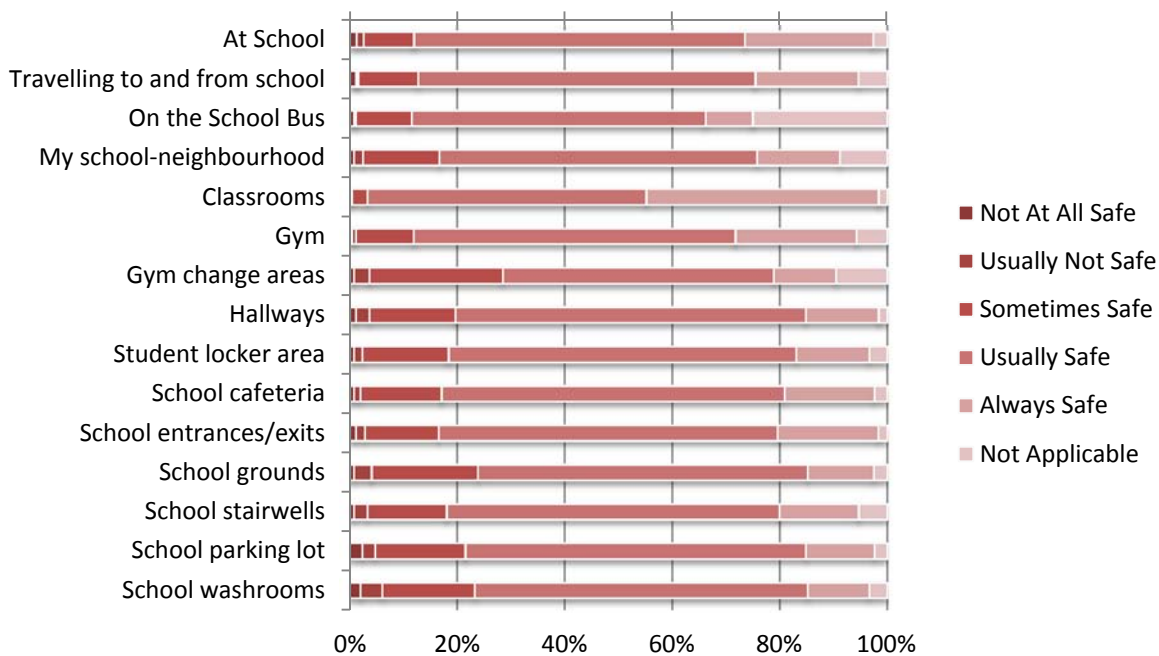
**Figure 98: Did taking the PLEDGE affect your behaviour?**



## Feeling Safe at School

Secondary staff were asked to identify how safe (from *Not at All Safe* – 1 to *Always Safe* – 5) they believe their students feel at various places and activities and areas of their school (Figure 99, Table 16).

**Figure 99: Staff perceptions of safety in various places or activities**

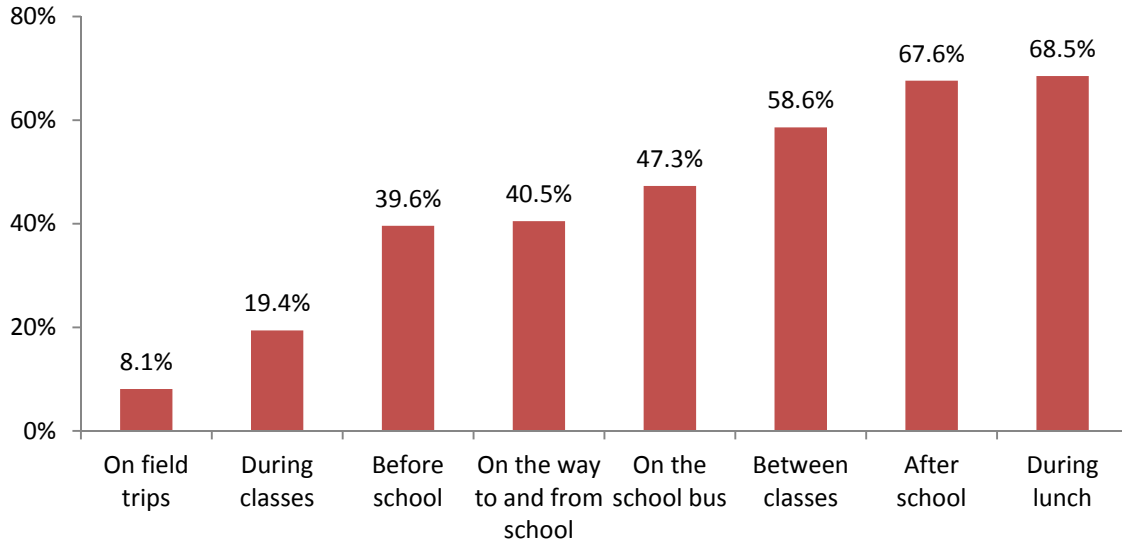


**Table 16: Staff perceptions of safety in various places or activities**

	Not At All Safe	Usually Not Safe	Sometimes Safe	Usually Safe	Always Safe	Not Applicable	Mean
At School	1.3%	1.3%	9.4%	61.5%	23.9%	2.6%	4.1
Travelling to and from school	1.2%	0.4%	11.2%	62.7%	19.1%	5.4%	4.0
On the School Bus	0.8%	0.4%	10.4%	54.6%	8.8%	25.0%	3.9
My school-neighbourhood	0.8%	1.7%	14.2%	59.2%	15.4%	8.8%	4.0
Classrooms	0.4%	0.0%	2.9%	51.9%	43.2%	1.6%	4.4
Gym	0.4%	0.8%	10.7%	59.8%	22.5%	5.7%	4.1
Gym change areas	0.8%	2.9%	24.8%	50.4%	11.6%	9.5%	3.8
Hallways	1.2%	2.5%	16.0%	65.2%	13.5%	1.6%	3.9
Student locker area	0.8%	1.6%	16.0%	64.6%	13.6%	3.3%	3.9
School cafeteria	0.8%	1.2%	15.1%	63.7%	16.7%	2.4%	4.0
School entrances/exits	1.2%	1.7%	13.7%	63.1%	18.7%	1.7%	4.0
School grounds	0.8%	3.3%	19.8%	61.3%	12.3%	2.5%	3.8
School stairwells	0.8%	2.5%	14.8%	61.9%	14.8%	5.3%	3.9
School parking lot	2.4%	2.4%	16.7%	63.3%	12.7%	2.4%	3.8
School washrooms	2.0%	4.1%	17.2%	61.9%	11.5%	3.3%	3.8

Staff were asked to identify when bullying and/or harassment happens most (Figure 100).

**Figure 100: Location of bullying and/or harassment incidents**



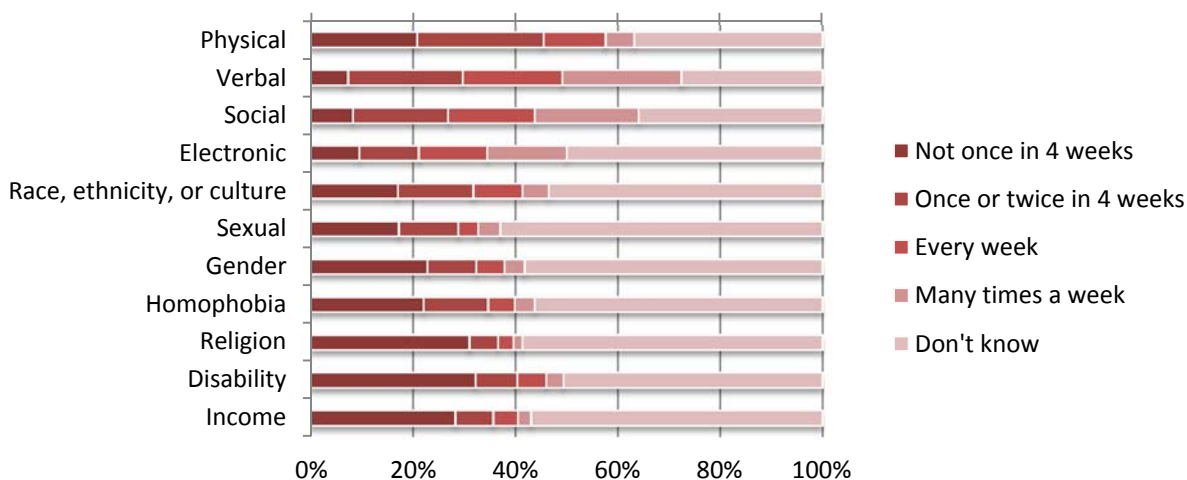


## Bullying and Harassment

Staff members were asked to provide the frequency that students have been bullied and/or harassed within the past 4 weeks. Approximately 9% (20) of staff stated that students have not been bullied and/or harassed at school in the past four weeks. However, 27% (64), 18% (42), and 17% (40) of staff reported that students have been bullied and/or harassed once or twice in the four weeks, every week, and many times a week, respectively. Finally, 30% (70) of staff were not aware of the frequency in which students have been experienced bullying and/or harassment.

Next, staff were asked to provide the frequency that they witnessed physical, verbal, social, sexual, or electronic bullying and/or harassment within the past 4 weeks (Figure 101, Table 17).

**Figure 101: Types of bullying experienced by students**



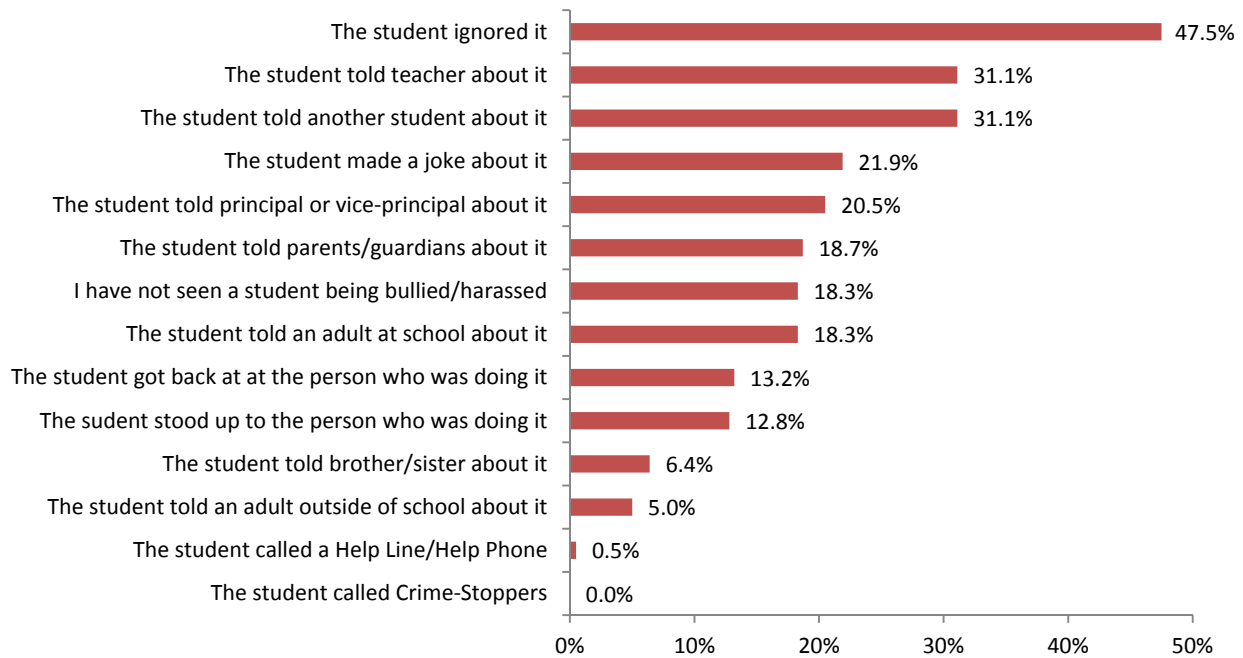
**Table 17: Distribution of the frequency of various forms of bullying and/or harassment experienced as reported by secondary school staff**

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know
Physical	20.8%	24.7%	12.1%	5.6%	36.8%
Verbal	7.3%	22.4%	19.4%	23.3%	27.6%
Social	8.2%	18.6%	16.9%	20.3%	35.9%
Electronic	9.5%	11.6%	13.4%	15.5%	50.0%
Race, ethnicity, or culture	17.0%	14.8%	9.6%	5.2%	53.5%
Sexual	17.2%	11.6%	3.9%	4.3%	62.9%
Gender	22.8%	9.5%	5.6%	3.9%	58.2%
Homophobia	22.1%	12.6%	5.2%	3.9%	56.3%
Religion	31.0%	5.6%	3.0%	1.7%	58.6%
Disability	32.2%	8.2%	5.6%	3.4%	50.6%
Income	28.3%	7.4%	4.8%	2.6%	57.0%

## Reporting and Responding to Bullying and Harassment

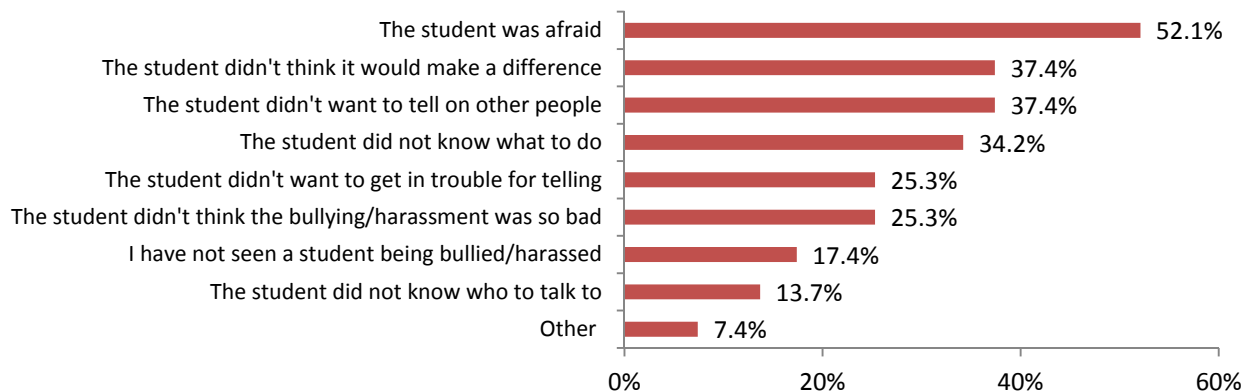
Staff were asked to indicate how they believed students responded being bullied and/or harassed (Figure 102).

**Figure 102: Frequency of responses to bullying/harassment**



If students did not respond to the most recent instance of being bullied and/or harassed, staff were asked to provide reason(s) for not responding (Figure 103).

**Figure 103: Frequency of reasons for failing to take action after being bullied and/or harassed**



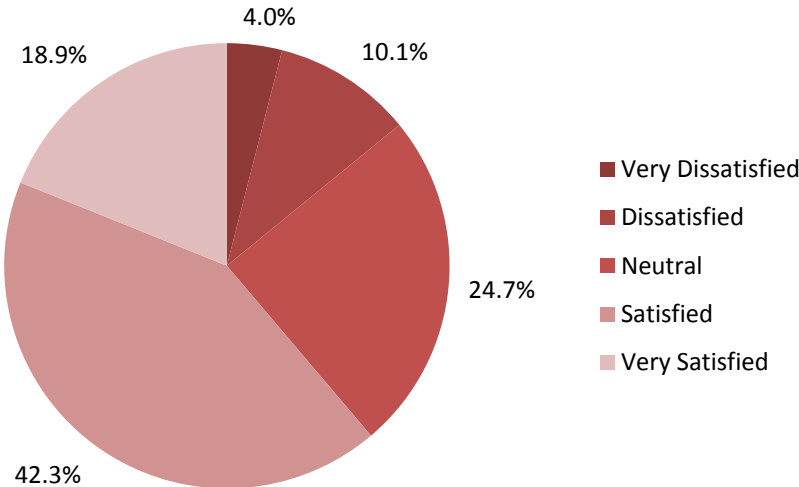
Staff were asked to report the extent to which they believed the rules related to conduct and behaviour (Table 18):

**Table 18: Staff perceptions of fair rule enforcement**

Frequency	Percentage	Number
Never	5.4%	12
Sometimes	33.8%	75
Often	41.9%	93
Always	18.9%	42

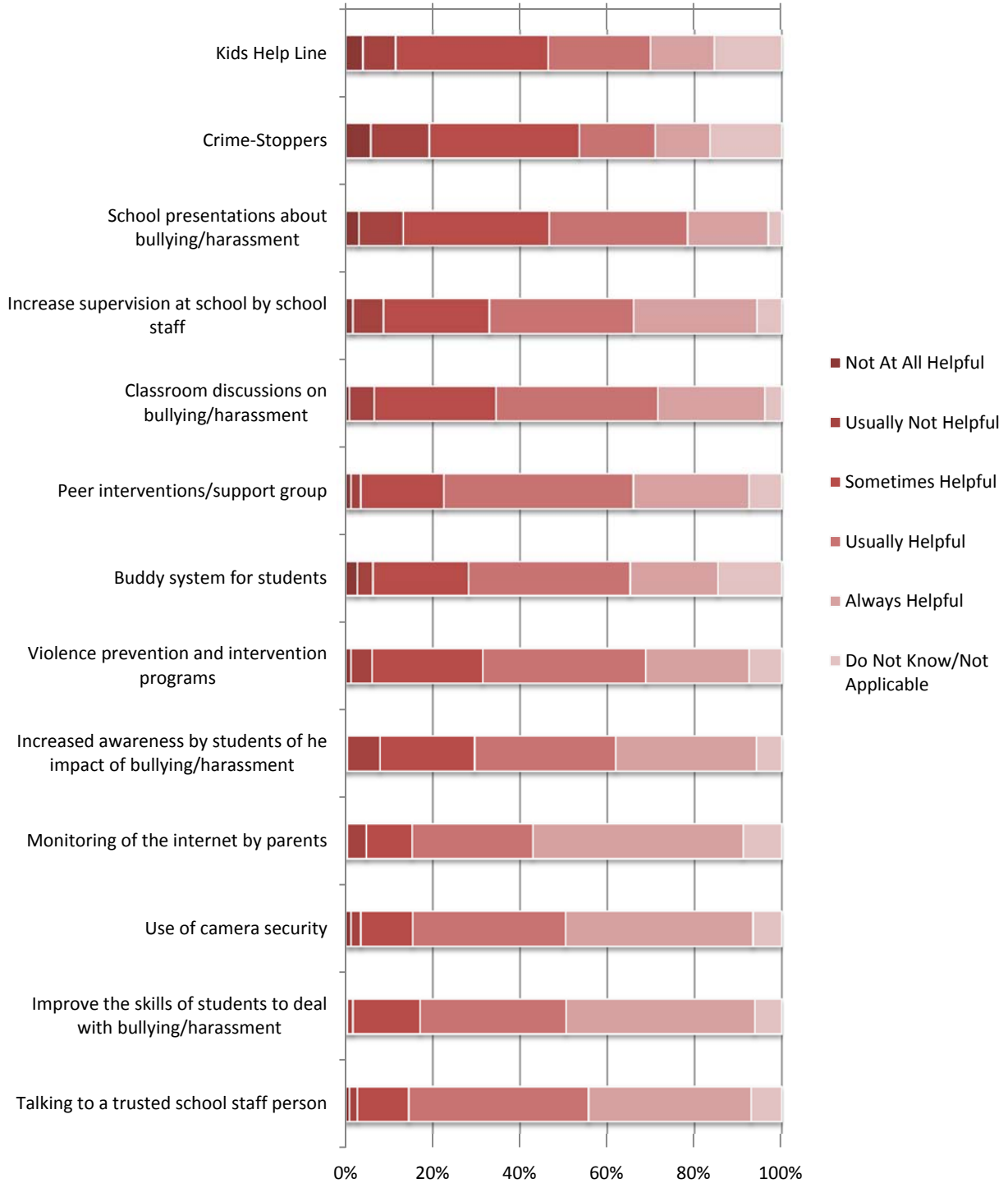
Staff reported their satisfaction with the steps their school has taken to prevent bullying and/or harassment among students (Figure 104).

**Figure 104: Staff satisfaction with bullying and/or harassment prevention steps**



Staff were asked to rate the effectiveness of various responses for dealing with bullying and/or harassment, from "Not at all helpful" to "Always helpful" (Figure 105, Table 19).

**Figure 105: Effectiveness of responses to dealing with bullying/harassment**



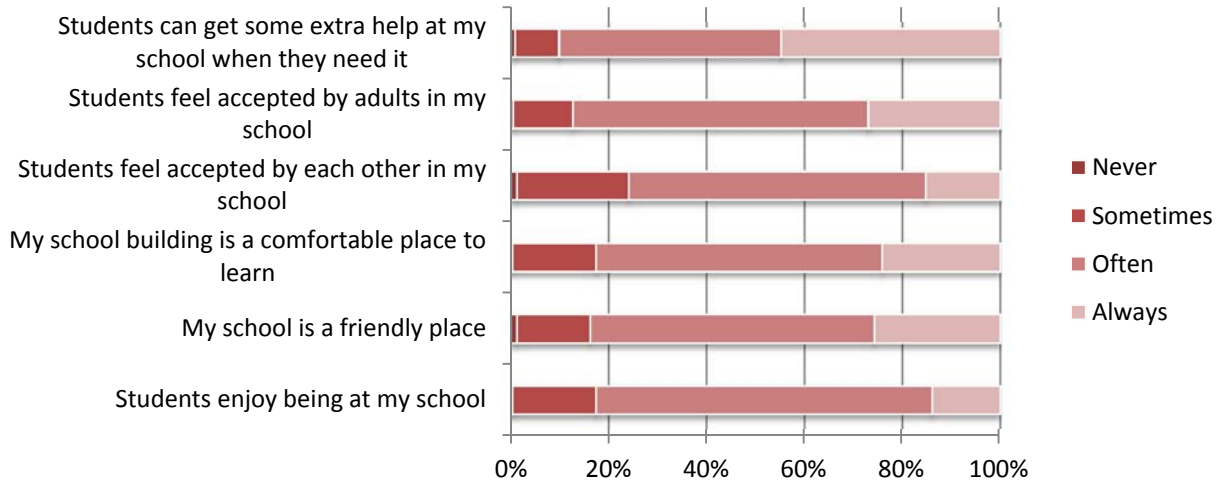
**Table 19: Distribution of the effectiveness of responses to bullying and/or harassment**

	Not At All Helpful	Usually Not Helpful	Sometimes Helpful	Usually Helpful	Always Helpful	Do Not Know/Not Applicable	Mean
Call a Help Line (e.g., Kids Help Phone)	4.0%	7.5%	35.0%	23.5%	14.6%	15.5%	3.4
Crime-Stoppers	5.8%	13.4%	34.4%	17.4%	12.5%	16.5%	3.2
School presentations about bullying/harassment	3.1%	10.1%	33.5%	31.7%	18.5%	3.1%	3.5
Increase supervision at school by school staff	1.7%	7.0%	24.3%	33.0%	28.3%	5.7%	3.8
Classroom discussions on bullying/harassment	0.9%	5.7%	27.9%	37.1%	24.5%	3.9%	3.8
Peer interventions/support group	1.3%	2.2%	19.0%	43.4%	26.5%	7.5%	4.0
Buddy system for students	2.7%	3.6%	21.9%	37.1%	20.1%	14.7%	3.8
Violence prevention and intervention programs	1.3%	4.8%	25.4%	37.3%	23.7%	7.5%	3.8
Increased awareness by students of the impact of bullying/harassment	0.4%	7.5%	21.7%	32.3%	32.3%	5.8%	3.9
Monitoring of the internet by parents	0.4%	4.4%	10.5%	27.6%	48.2%	8.8%	4.3
Use of camera security	1.3%	2.2%	11.9%	35.0%	42.9%	6.6%	4.2
Improve the skills of students to deal with bullying/harassment	0.4%	1.3%	15.4%	33.5%	43.2%	6.2%	4.3
Talking to a trusted school staff person	0.9%	1.8%	11.8%	41.2%	37.3%	7.0%	4.2

### Feeling Accepted, Welcomed and Respected

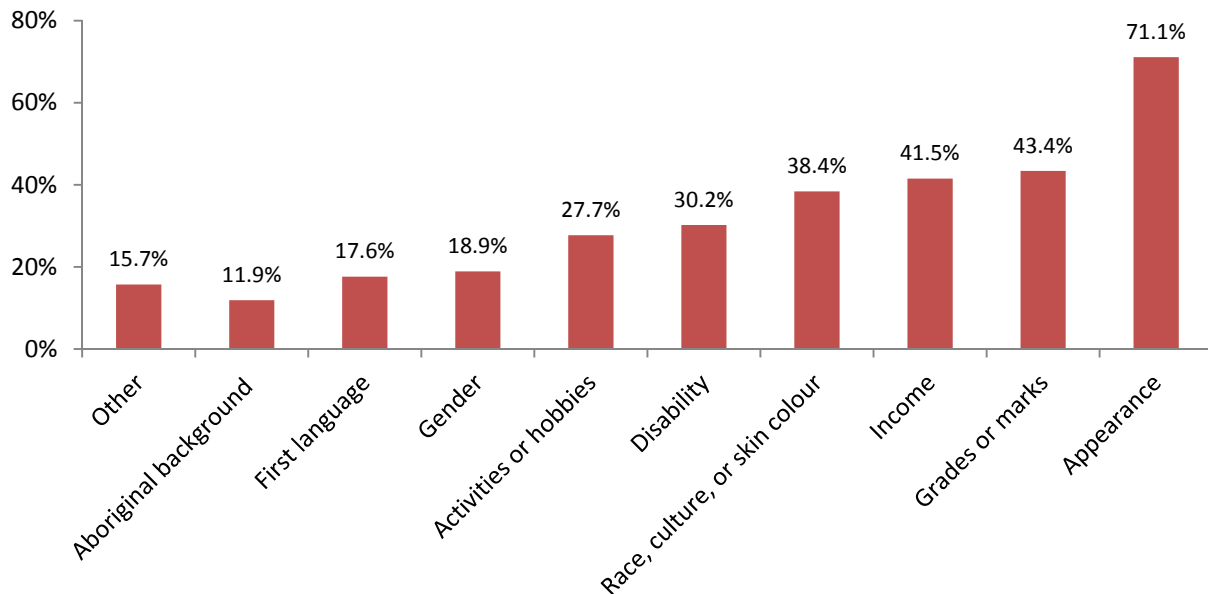
Staff were queried on the frequency that students feel accepted and welcomed at school (Figure 106).

**Figure 106: Frequency of feeling accepted and welcomed at school**



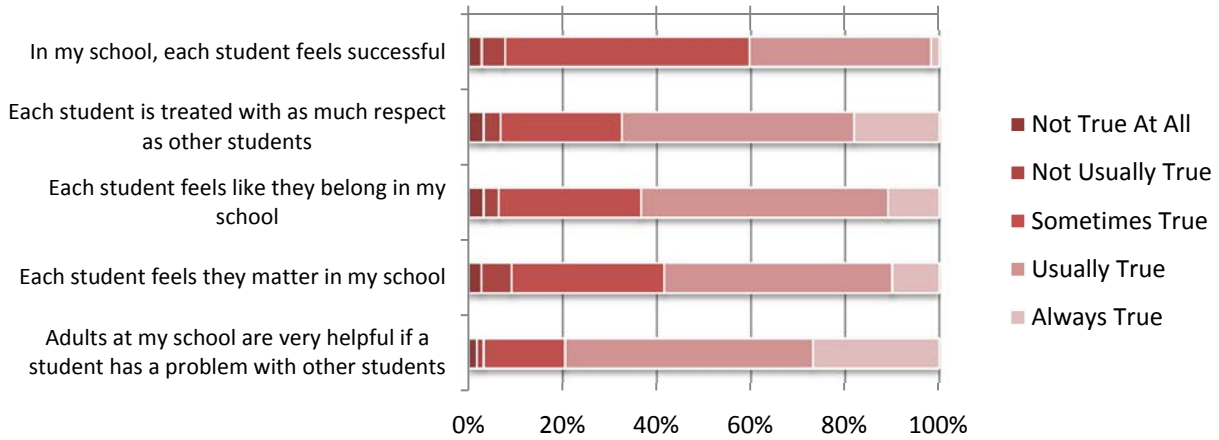
Staff were asked to identify sources for students feeling unwelcomed or uncomfortable at school. Figure 107 presents this information.

**Figure 107: Frequency of sources for feeling unwelcomed or uncomfortable at school**



Staff were asked to report (from *Not True at All* – 1 to *Always True* – 5) on students' feelings of success, respect, and belonging at school (Figure 108, Table 20).

**Figure 108: Staff perceptions of their child's success, respect, and belonging at school**



**Table 20: Staff perceptions of their child's success, respect, and belonging at school**

	Not True At All	Not Usually True	Sometimes True	Usually True	Always True	Mean
In my school, each student feels successful.	2.8%	5.0%	51.8%	38.5%	1.8%	3.3
Each student is treated with as much respect as other students.	3.2%	3.6%	25.8%	49.3%	18.1%	3.8
Each student feels like they belong in my school.	3.2%	3.2%	30.3%	52.5%	10.9%	3.7
Each student feels they matter in my school.	2.7%	6.4%	32.4%	48.4%	10.0%	3.6
Adults at my school are very helpful if a student has a problem with other students.	1.8%	1.4%	17.3%	52.7%	26.8%	4.0

Staff members were provided with the opportunity to share their ideas to make their school a safe, respectful, and welcoming place to learn. Approximately 14% of staff who completed the survey included their ideas, suggestions, and comments. Comments made by staff were read, and grouped according to the themes that emerged from the data.

### **Take action to address bullying/harassment**

A widely held belief by staff included the need for stronger administration to support staff and address bullying and harassment:

*“The administration needs to put forth a better effort to take control of the school again.”*

*“Students and teachers are currently working and learning under an administration that is leading through fear and not our Catholic Values.”*

### **Consistent Discipline**

Staff members also indicated a need to improve consistency when dealing with incidents of bullying/harassment that arose in the school.

*“I think we need to be much more consistent in our approach to ending bullying or any other kind of negative behaviour we encounter. If we are using progressive discipline we need to do this consistently with each and every student.”*

### **Maintain a Positive Learning Environment**

Many staff indicated a need to maintain an open and caring learning environment where students and staff felt respected and welcomed.

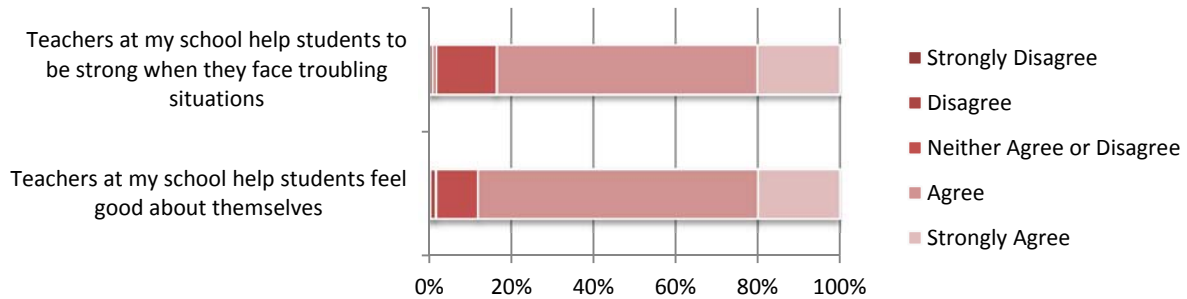
*“Going back to the basic roots of kindness, use the resources that are offered from staff to make yourself feel comfortable and not at risk of being a bully or a victim.”*



## Personal Well-Being

Staff were asked to what extent do teachers support and help students feel good about themselves (Figure 109).

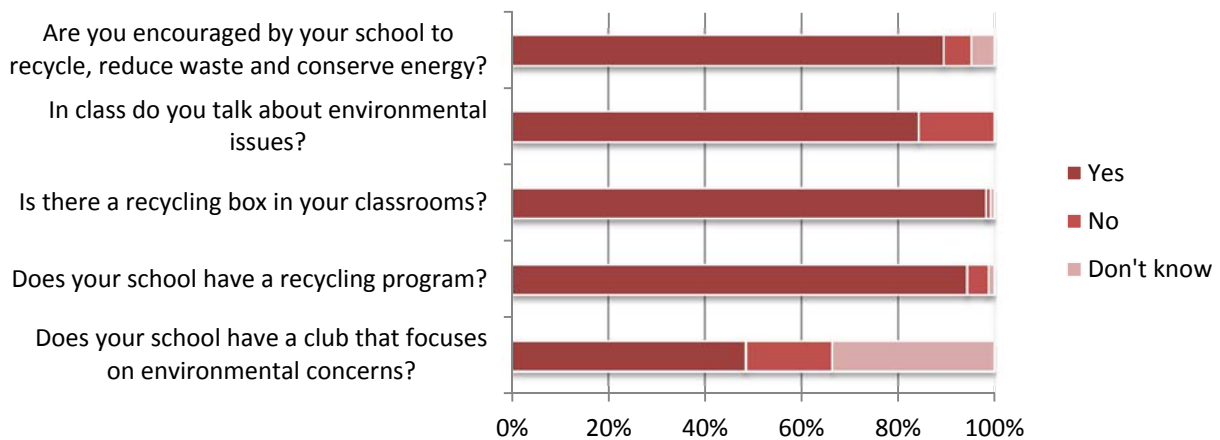
**Figure 109: Staff perceptions of the promotion of their students' personal well-being**



## Caring for the Environment

Secondary staff were queried on the implementation of various environmental strategies at their school (Figure 110).

**Figure 110: Frequency of various school approaches for caring for the environment and promoting stewardship for the earth**



## Participation – School Clubs, Teams and Intramural Events

Approximately 99% (225) of staff stated that students belonged to a school club or team and club or team outside of school, respectively. Also, 62% (138) and 98% (221) Of staff stated that intramurals and sports team opportunities, respectively, were offered at their school.

**A. Response Rates**

In 2011, 233 staff completed the *Secondary Staff School Climate Survey* compared to 271 in 2013

**B. Demographic Information**

Demographic information was not collected from staff in 2013. In 2011, 67% of participants were involved with grade 9 students, 72% with grade 10, 72% with grade 11, and 70% with grade 11 students. Thirteen percent indicated that they were involved with all grades or work in administrative roles within the school.

**C. Survey Descriptive/Summary**

Only items duplicated on both the 2011 and 2013 surveys are contained in the comparison report.

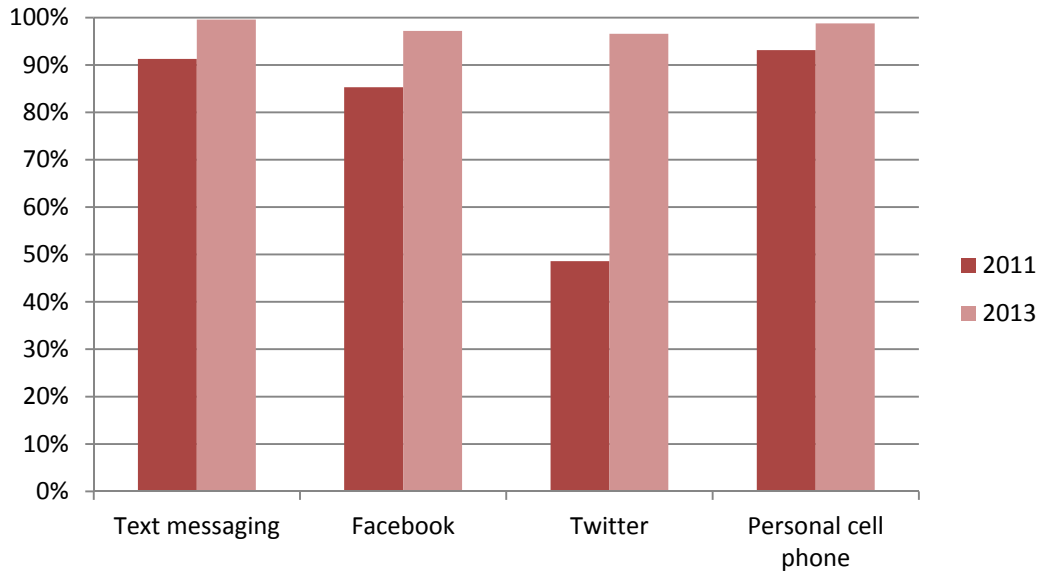
The comparison report includes the following items:

- Technology and use of the Internet
- Feeling Safe at School
- Bullying and Harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed and Respected

## Technology and Use of the Internet

Figure 111 presents staff perceptions of the change in use and ownership of technology between 2011 and 2013.

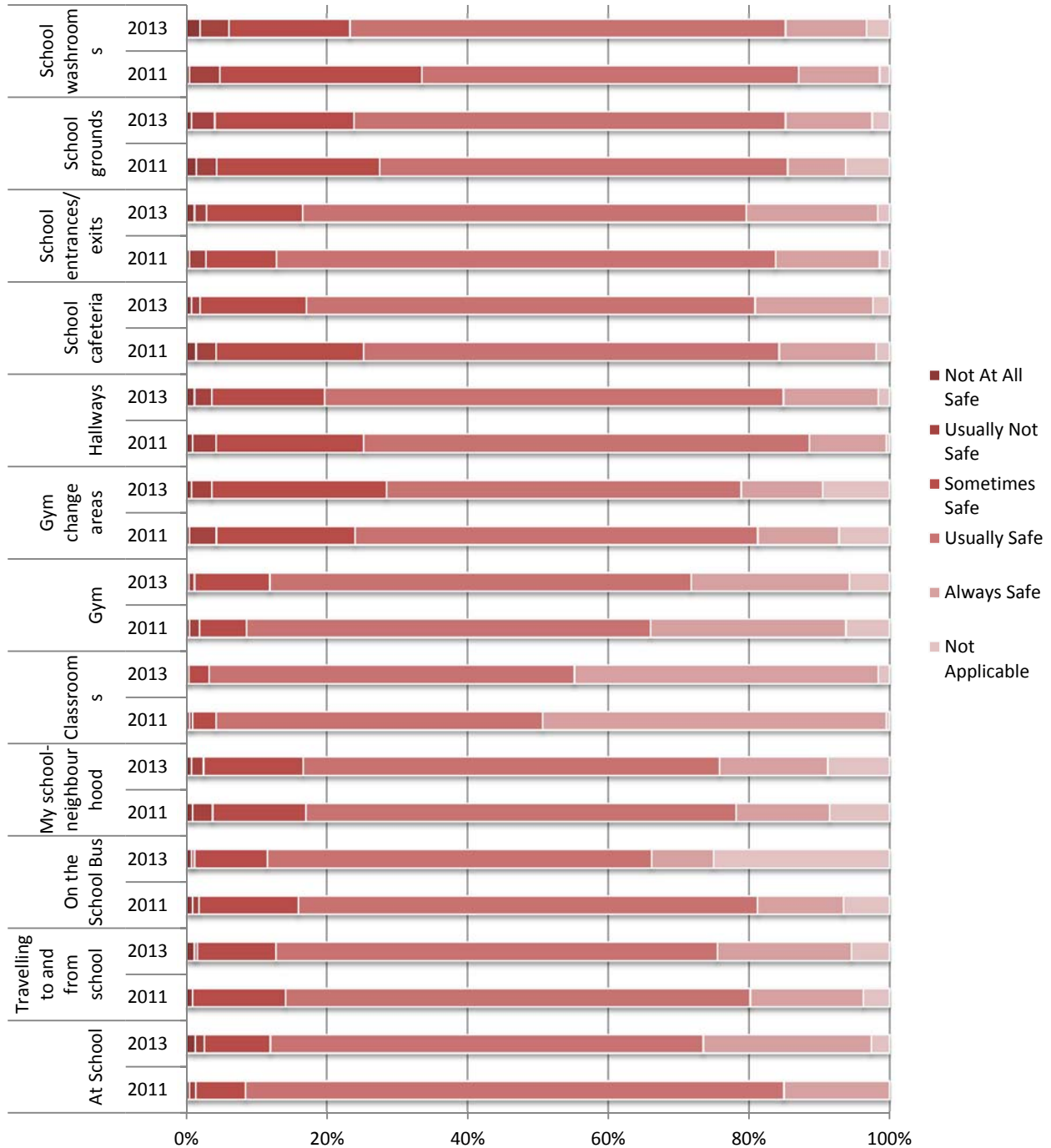
**Figure 111: Student use of technology**



## Feeling Safe at School

Staff were asked to indicate the spaces in the school or near the school that they believed students were safe, or unsafe (Figure 112).

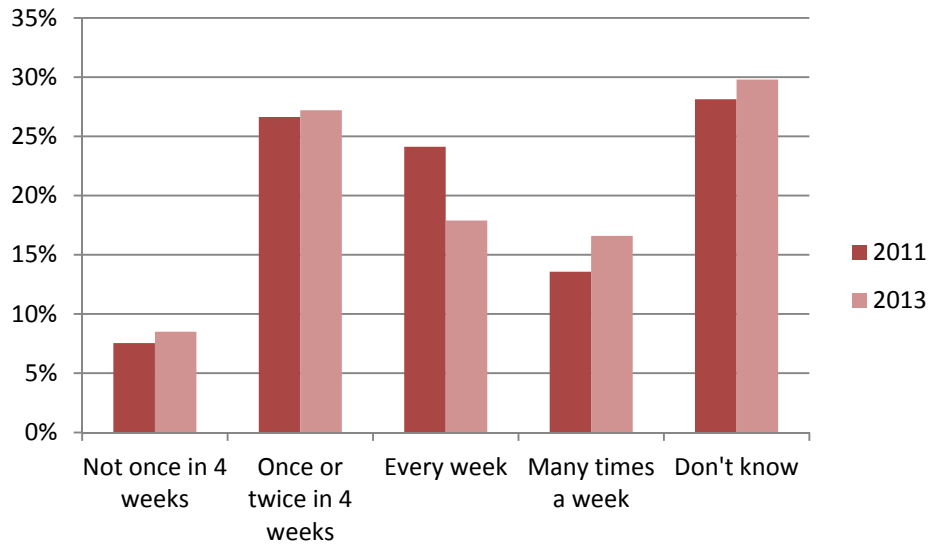
**Figure 112: Staff perceptions of safety in various locations**



## Bullying and Harassment

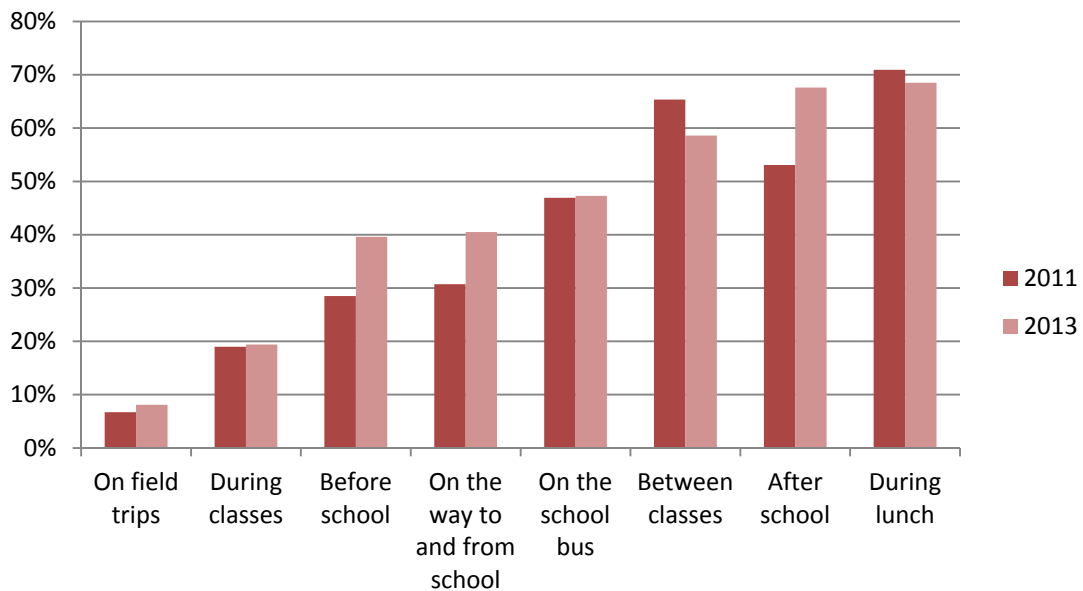
Staff were asked to indicate how often within the past 4 weeks has a student bullied/harassed another student at their school (Figure 113).

**Figure 113: Frequency of bullying/harassment at school**



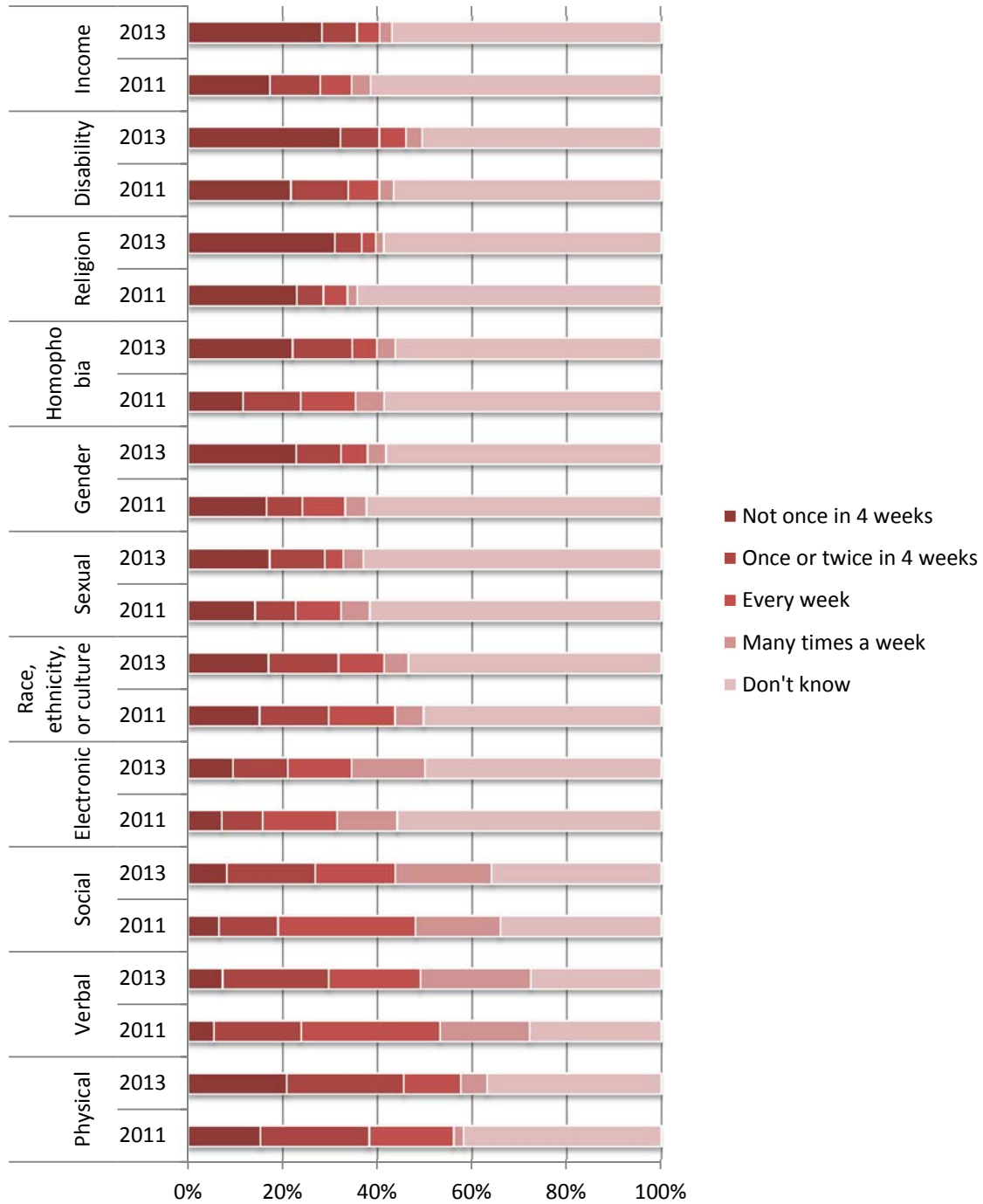
Staff were asked to indicate where and when they believed bullying/harassment most often occurs (Figure 114).

**Figure 114: Times and locations where bullying most often occurs**



Staff were asked to indicate how often specific kinds of bullying occurred in their school. Frequency of responses collected in 2011 and 2013 are displayed in Figure 115.

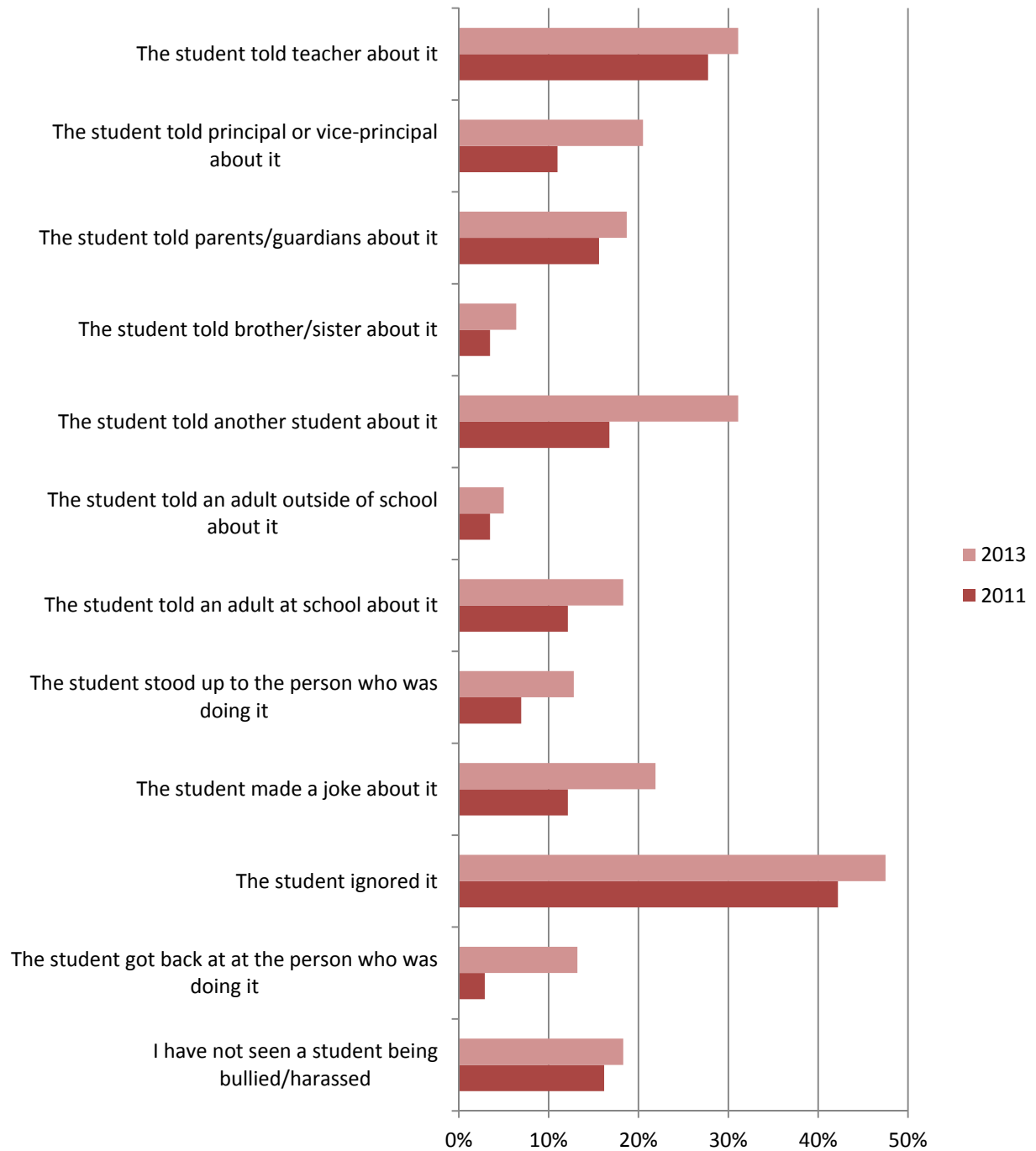
**Figure 115: Forms of bullying or harassment experienced by others**



## Reporting and Responding to Bullying and Harassment

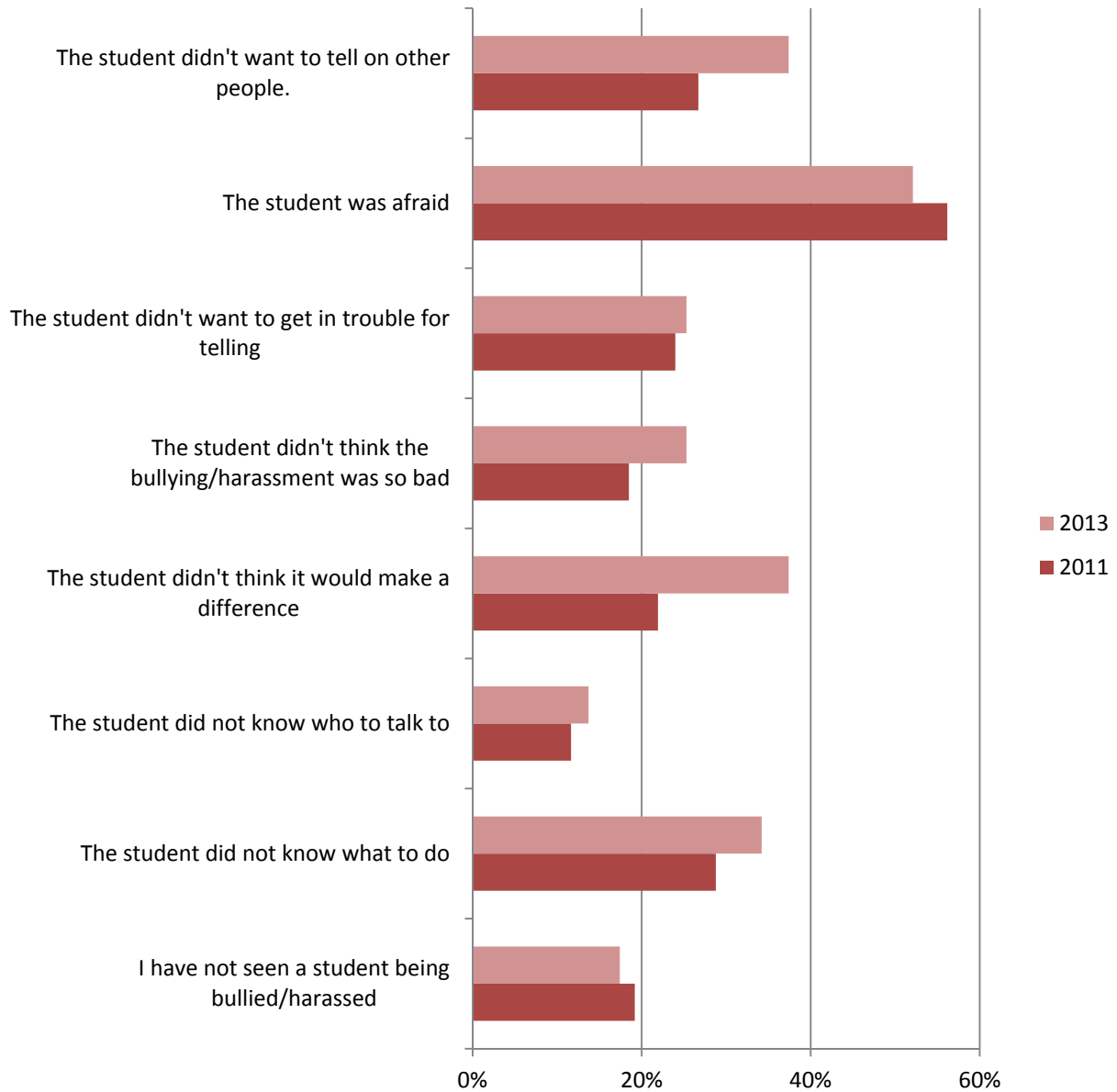
Staff were asked to indicate what happened the last time they saw a student being bullied/harassed (Figure 116).

**Figure 116: Student responses to bullying/harassment**



If the staff member indicated that a student did not do anything the last time they were bullied/harassed, they were asked to provide a reason why they thought the student took no action. Frequency of responses is provided in Figure 117.

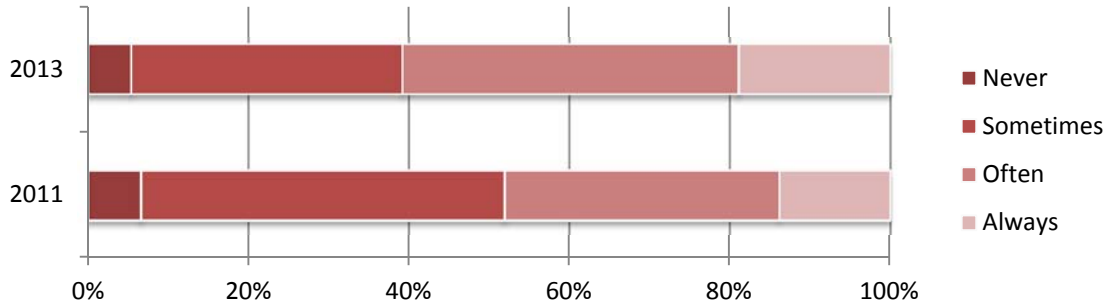
**Figure 117: Students reasons for failing to take action when experiencing bullying/harassment**





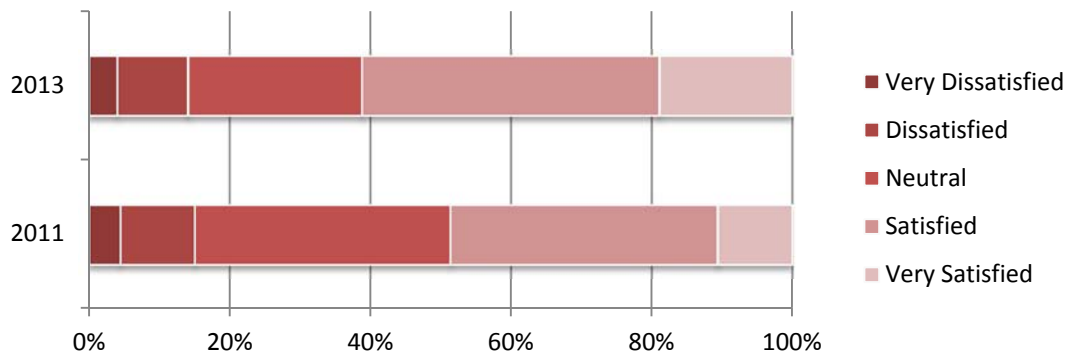
Staff were asked to indicate how often they felt the rules related to conduct and behaviour at their school were enforced fairly. Responses collected in 2011 and 2013 are presented in Figure 118.

**Figure 118: How often are the rules enforced fairly?**



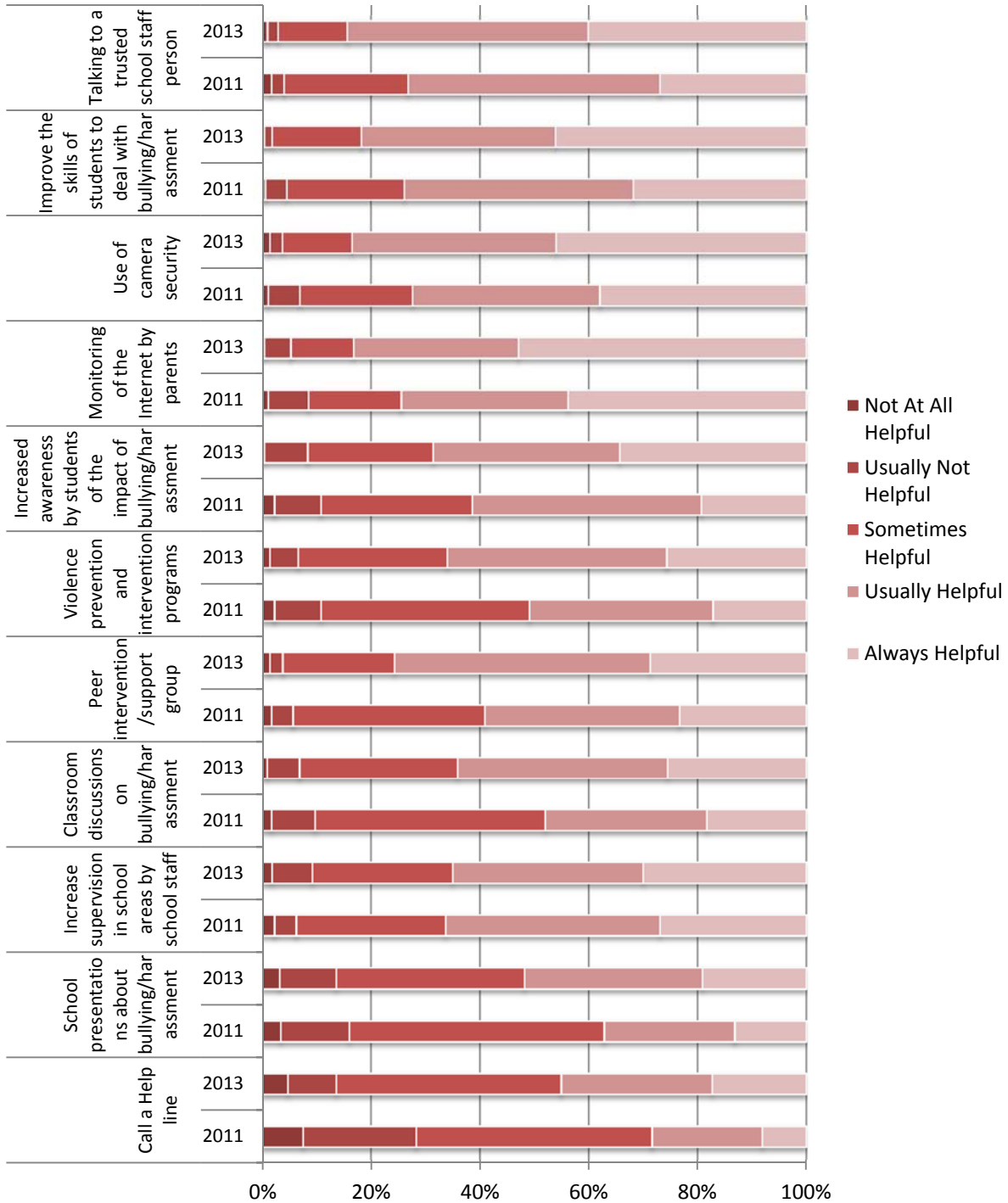
Staff were asked to indicate how satisfied they were with the steps their school had taken to prevent bullying and/or harassment among students. Responses collected in 2011 and 2013 are presented in Figure 119.

**Figure 119: Satisfaction with bullying prevention measures**



Secondary staff members were asked to indicate how helpful they thought each suggestion was for dealing with bullying/harassment. Responses in 2011 and 2013 are provided in Figure 120.

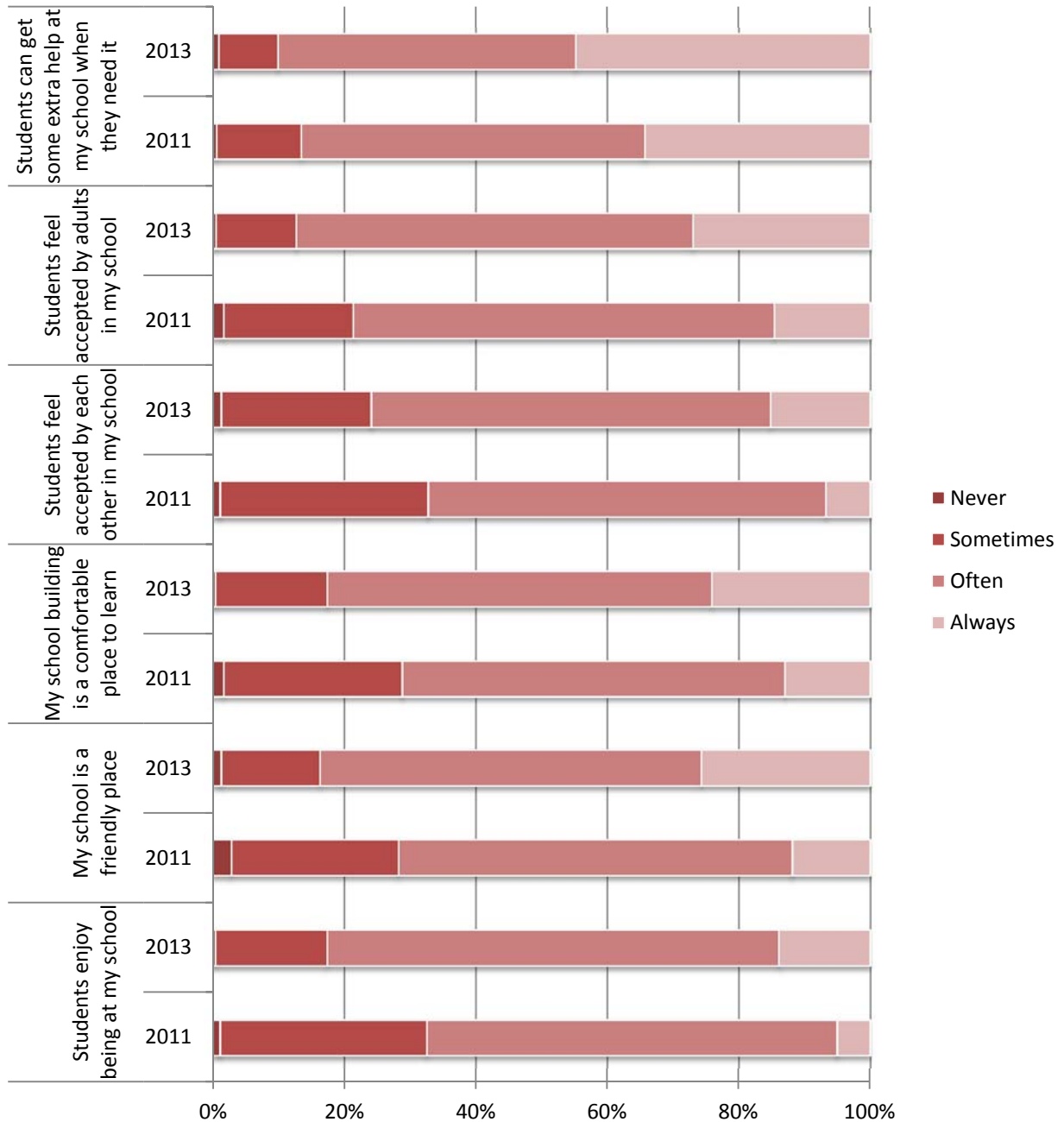
**Figure 120: Staff perceptions of the most helpful ways of dealing with bullying**



## Feeling Accepted, Welcomed and Respected

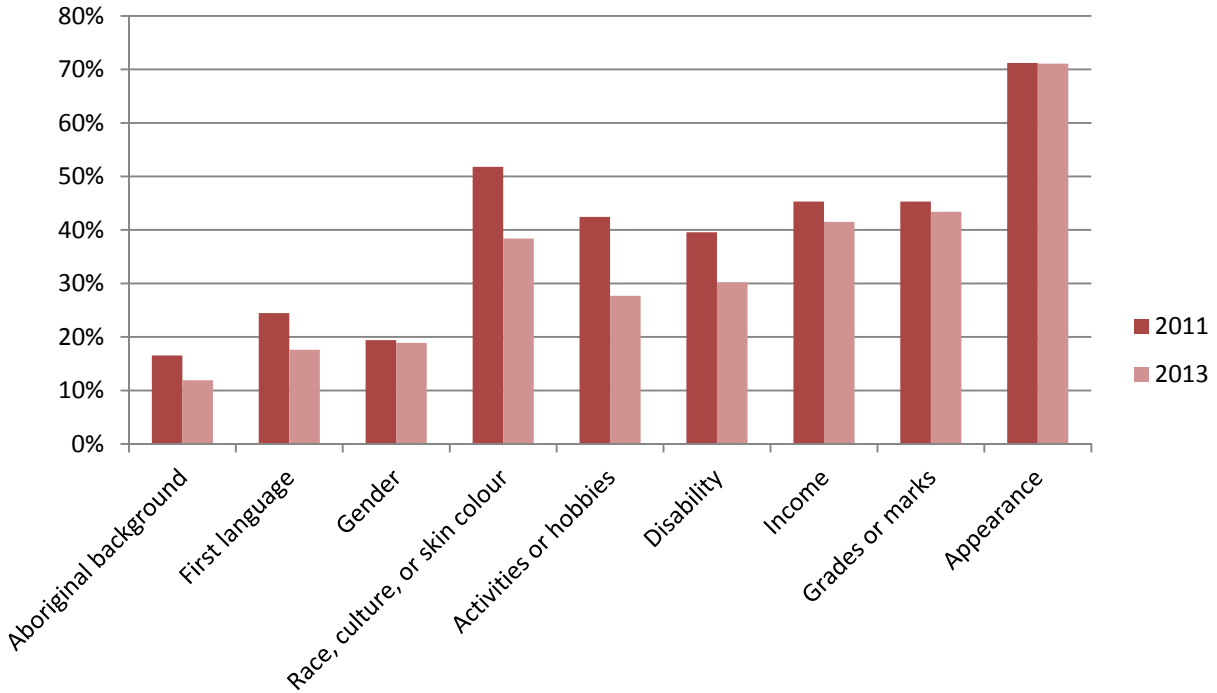
Staff were asked to indicate the extent to which they believed that students felt welcomed, accepted, and respected at school. Frequency of responses in 2011 and 2013 is presented in Figure 121.

**Figure 121: Staff perceptions of students' feelings about school**



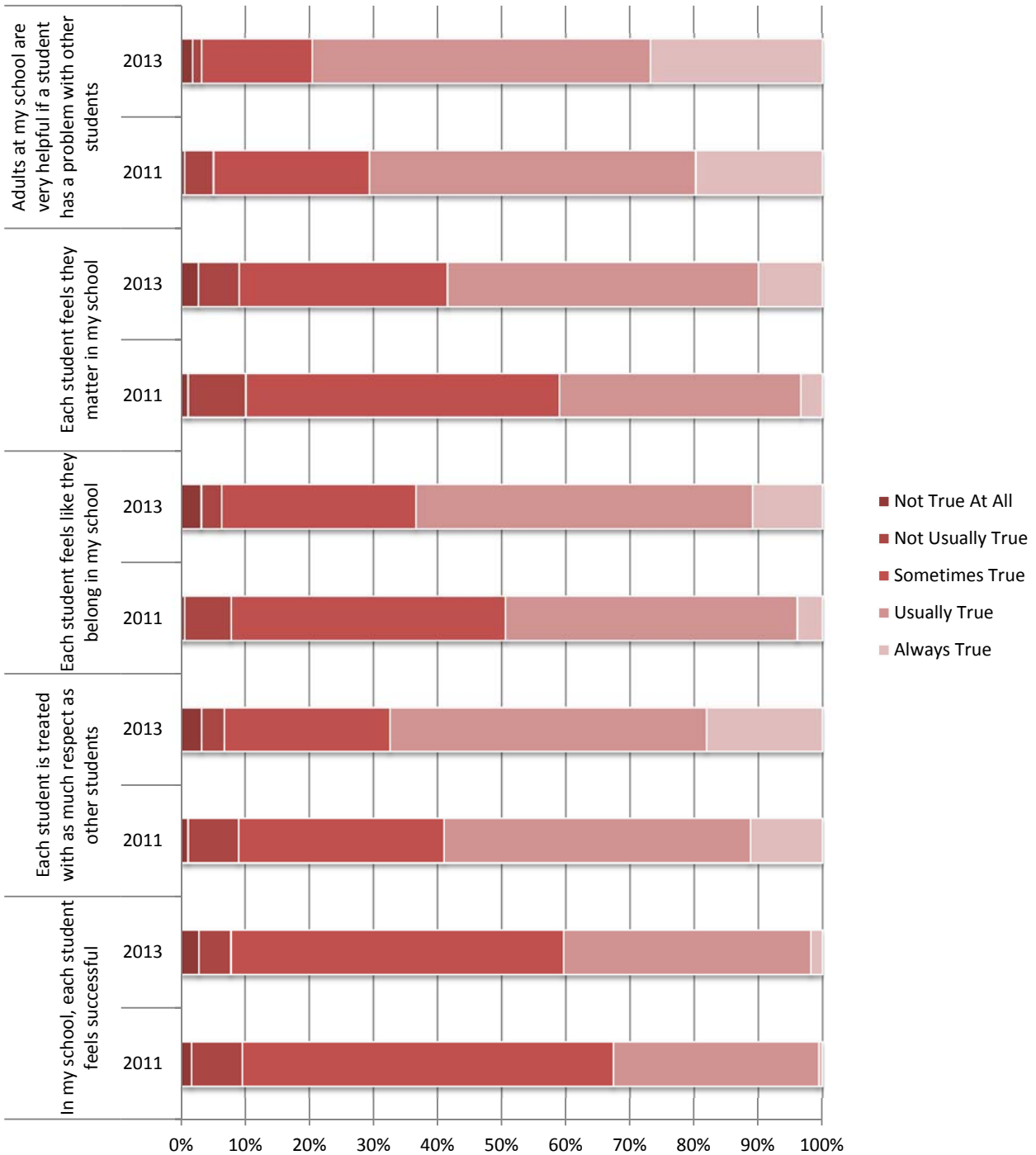
Secondary staff were asked to indicate why they felt a student may ever feel unwelcome or uncomfortable at their school. Frequency of responses in 2011 and 2013 is presented in figure 122.

**Figure 122: Sources for feeling unaccepted or unwelcome**



Staff were asked to indicate the extent to which they endorsed the following statements. Responses collected in 2011 and 2013 are presented in Figure 123.

**Figure 123: Secondary staff perceptions of student success, respect and belonging at school**



**Part 10: Elementary Parent Data**

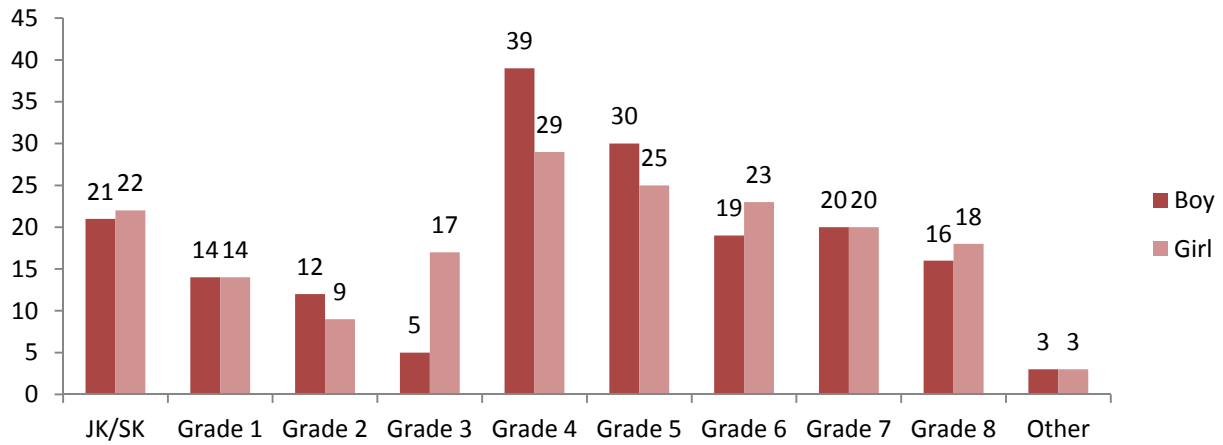
**A. Response Rates**

Following survey administration, 362 parents completed the *Belonging School Climate Survey*. Of the submitted surveys, 13% were incomplete.

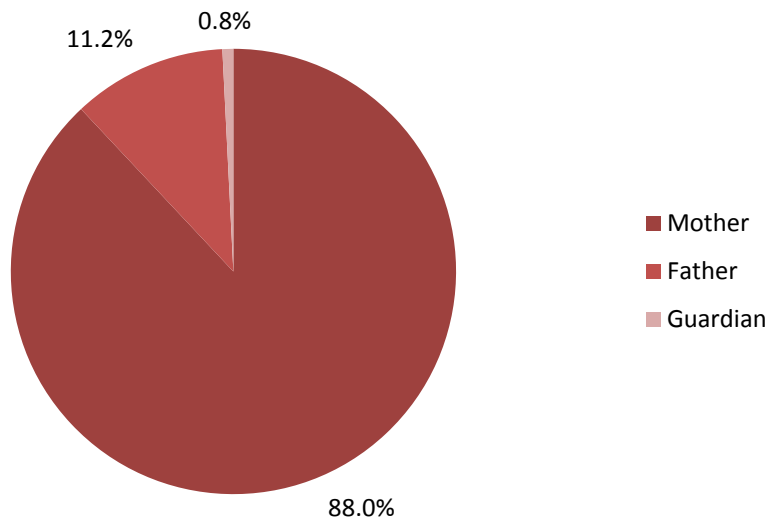
**B. Demographic Information**

The 2013 *Belonging School Climate Survey* consisted of three items to better describe the parent sample: grade, gender and relationship to the elementary student (Figure 124 & 125).

**Figure 124: Age and gender of respondents' children**



**Figure 125: Relationship of respondent to elementary student**



### C. Survey Descriptive/Summary

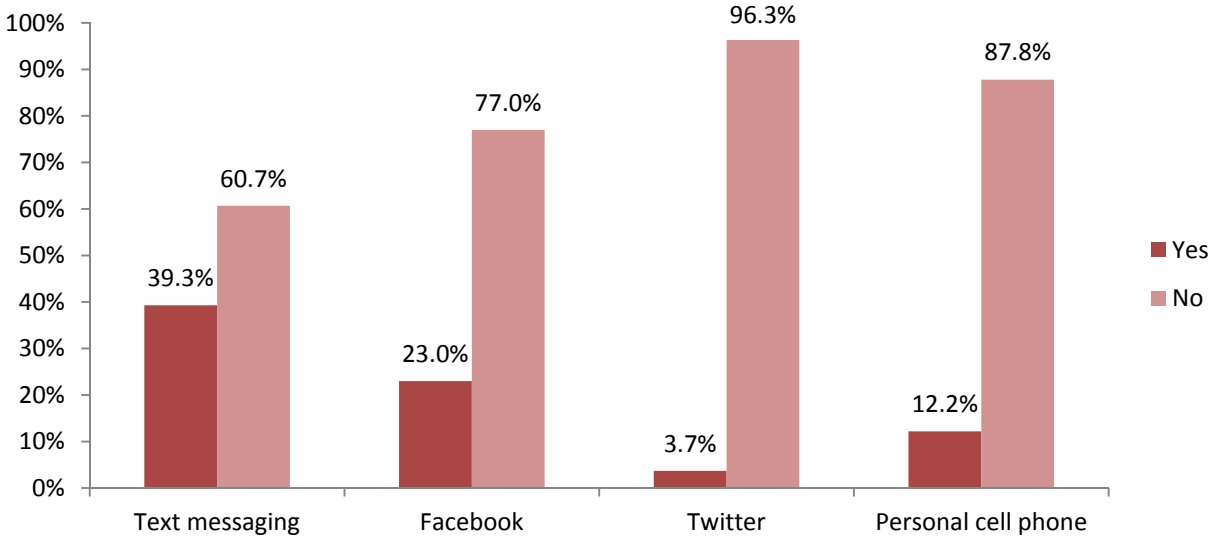
The 2013 *Belonging School Climate Survey* included 33 items evaluating the following areas in parents of an elementary school student:

- Technology and use of the Internet
- The PLEDGE to End Bullying
- Feeling Safe at School
- Bullying and Harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed and Respected
- Personal Well-Being
- Caring for the Environment
- Participation – School Clubs, Teams and Intramural Events

#### Technology and use of the Internet

Parents were asked to report whether or not their child used text messaging, social media, and a personal cell phone (Figure 126).

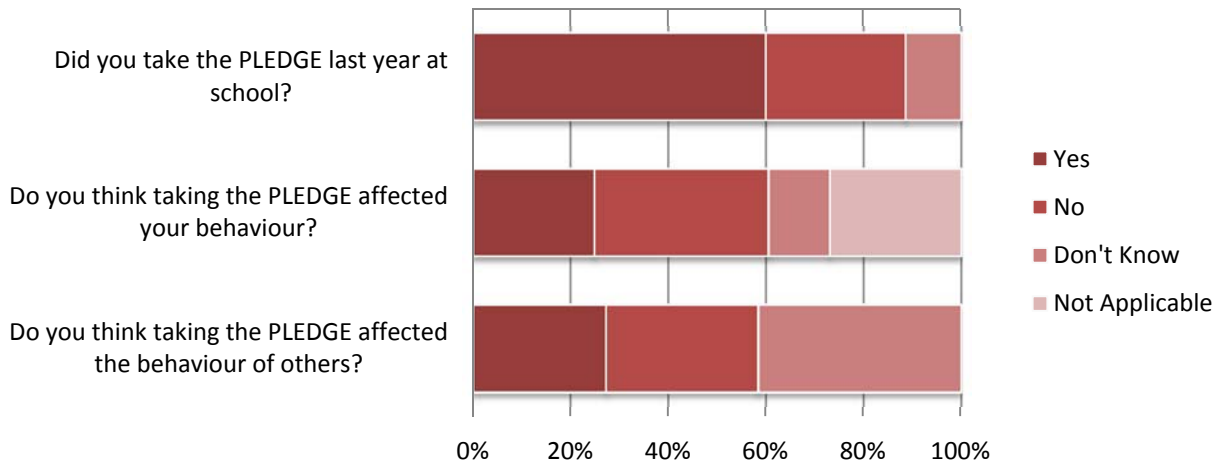
**Figure 126: Parents' perception of their elementary student's frequency of technology and Internet use**



### The PLEDGE to End Bullying

Parents were queried on the PLEDGE To End Bullying and its effect on intra and interpersonal behaviour. Approximately 60% of parents took the PLEDGE. One quarter (25%) of parents thought taking the PLEDGE affected their behaviour whereas 36% and 13% of parents thought taking the PLEDGE did not affect their behaviour or did not know, respectively. Finally, 27% of parents thought taking the PLEDGE affected the behaviour of others, whereas 31% and 42% of parents thought taking the PLEDGE did not affect the behaviour of others or did not know, respectively (Figure 127).

**Figure 127: The PLEDGE to End Bullying**

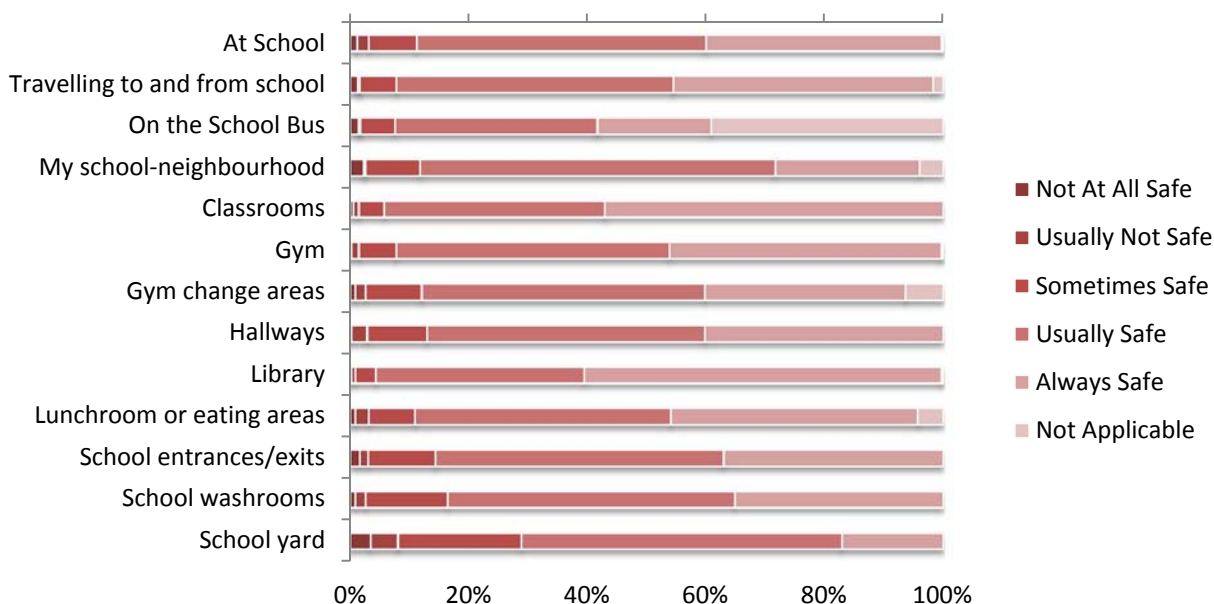




## Feeling Safe at School

Parents were asked to identify how safe (from *Not at All Safe* – 1 to *Always Safe* – 5) they believe their child feels in various places, during activities, and within areas of their school (Figure 128, Table 21).

**Figure 128: Parents' beliefs of child's perceptions of safety in various places or activities**

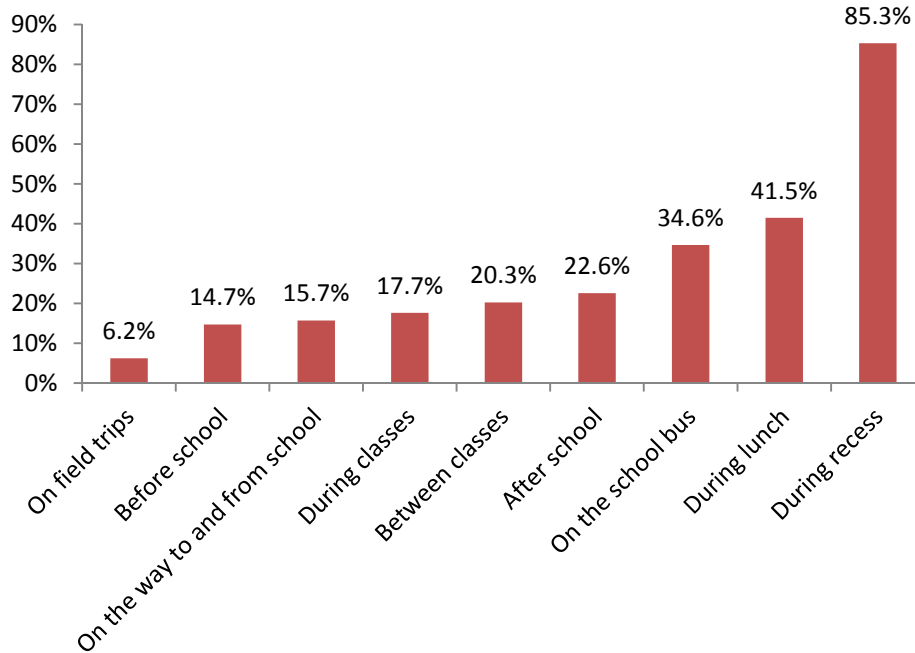


**Table 21: Distribution of parents' beliefs of child's perceptions of safety in various places or activities**

	Not At All Safe	Usually Not Safe	Sometimes Safe	Usually Safe	Always Safe	Not Applicable	Mean
At School	1.2%	2.0%	8.1%	48.7%	39.7%	0.3%	4.24
Travelling to and from school	1.4%	0.3%	6.1%	46.7%	43.8%	1.7%	4.33
On the School Bus	1.5%	0.3%	5.8%	34.1%	19.2%	39.1%	4.14
My school-neighbourhood	2.3%	0.3%	9.2%	59.8%	24.3%	4.0%	4.08
Classrooms	0.6%	0.9%	4.3%	37.2%	57.1%	0.0%	4.49
Gym	0.3%	1.2%	6.3%	46.1%	45.8%	0.3%	4.36
Gym change areas	0.9%	1.7%	9.5%	47.7%	33.8%	6.4%	4.19
Hallways	0.3%	2.6%	10.1%	46.8%	40.2%	0.0%	4.24
Library	0.3%	0.6%	3.5%	35.1%	60.3%	0.3%	4.55
Lunchroom or eating areas	0.9%	2.3%	7.8%	43.1%	41.6%	4.3%	4.28
School entrances/exits	1.7%	1.4%	11.3%	48.6%	37.0%	0.0%	4.18
School washrooms	0.9%	1.7%	13.9%	48.4%	35.1%	0.0%	4.15
School yard	3.5%	4.6%	20.8%	54.0%	17.1%	0.0%	3.77

Parents were asked to identify when bullying and/or harassment happens most (Figure 129).

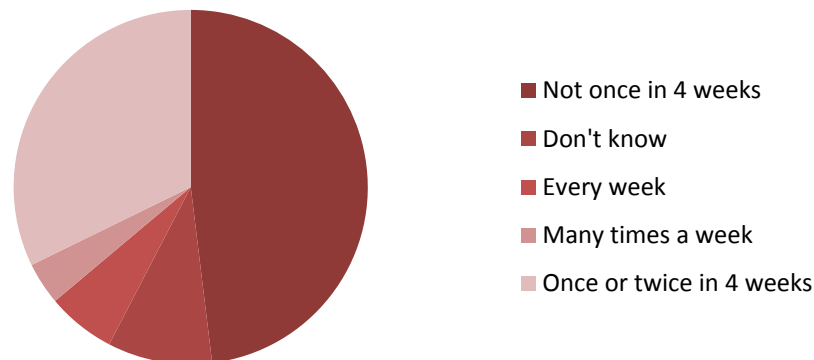
**Figure 129: Location of bullying and/or harassment incidents**



### Bullying and Harassment

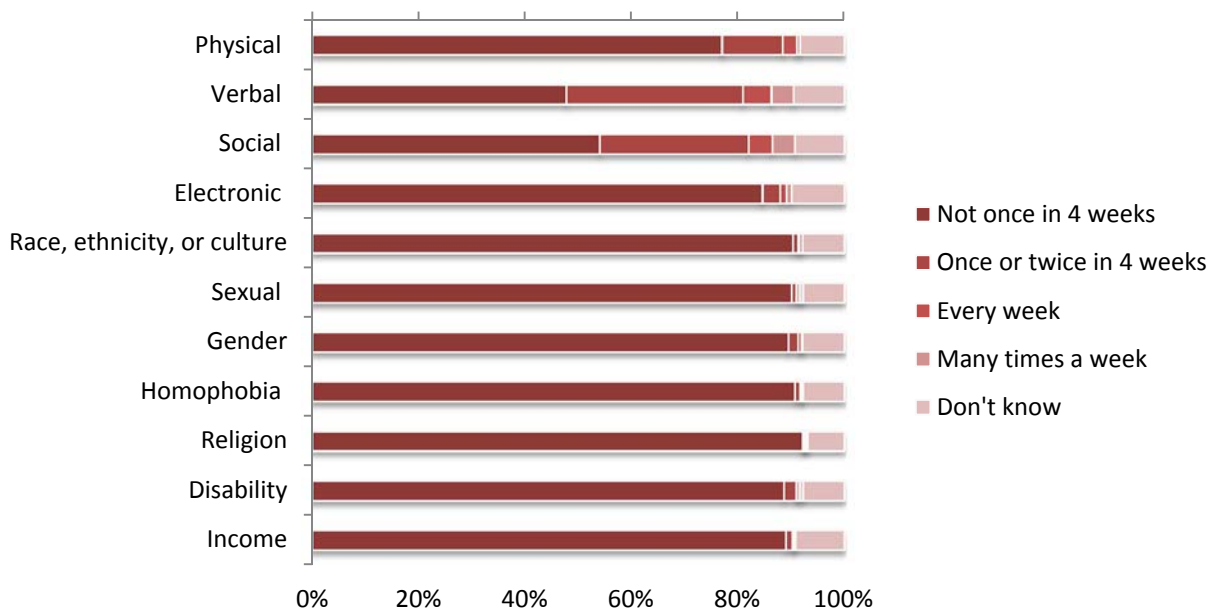
Parents were asked to provide the frequency that their child has been bullied and/or harassed within the past 4 weeks. Approximately 48% (161) of parents stated their child has not been bullied and/or harassed at school in the past four weeks. However, 32% (108), 6.3% (21), and 4% (13) of parents stated their child has been bullied and/or harassed once or twice in the four weeks, every week, and many times a week, respectively. Finally, 10% (32) of parents were not aware of the frequency in which their child has been experienced bullying and/or harassment (Figure 130).

**Figure 130: Frequency of bullying and harassment**



Parents were asked to provide the frequency (*Not once in 4 weeks* – 1, *Every Week* – 3, *Many times a week* – 4) that students at their child's school were physically, verbally, socially, sexually, or electronically bullied and/or harassed within the past 4 weeks (Figure 131, Table 22).

**Figure 131: Frequency of forms of bullying and/or harassment reported by parents**



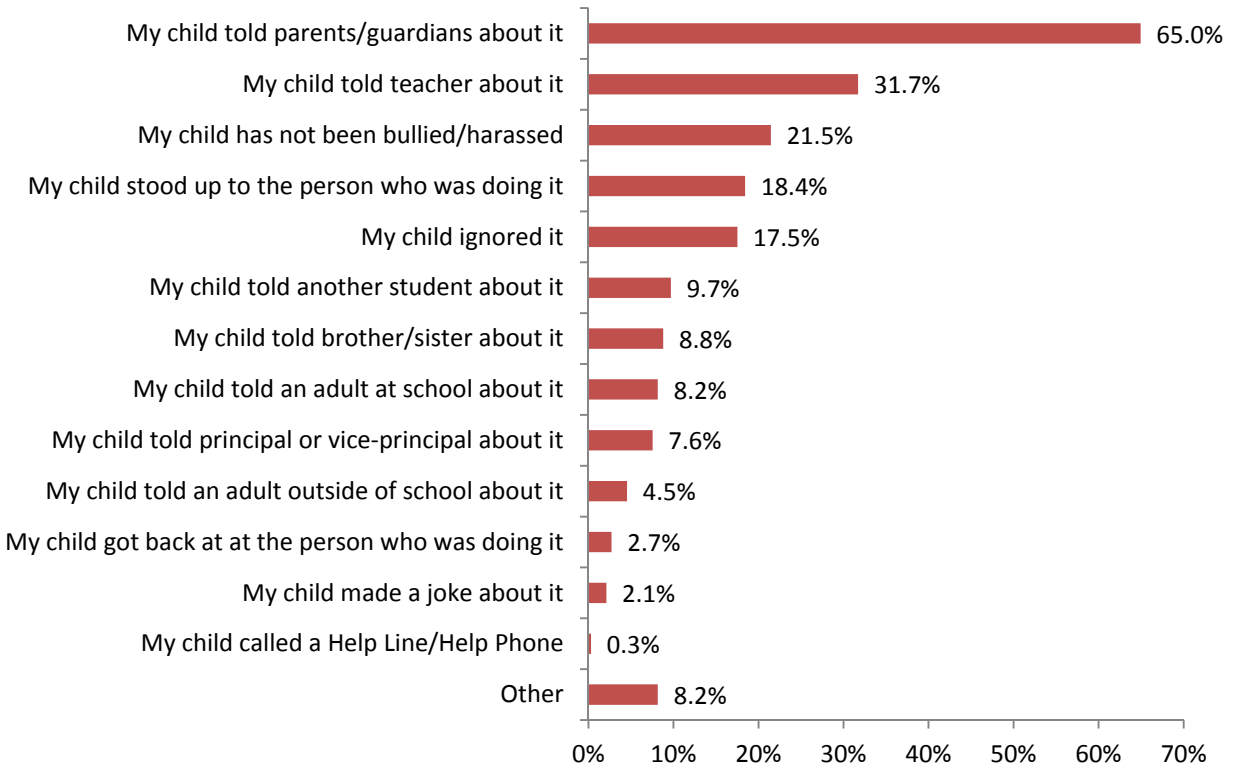
**Table 22: Bullying and/or harassment students experienced as reported by parents**

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know	Mean
Physical	77.0%	11.3%	2.7%	0.6%	8.4%	1.20
Verbal	47.8%	33.1%	5.4%	4.2%	9.6%	1.62
Social	54.1%	27.9%	4.5%	4.2%	9.3%	1.6
Electronic	84.6%	3.3%	1.2%	0.9%	10.0%	1.1
Race, ethnicity, or culture	90.3%	0.9%	0.3%	0.6%	7.9%	1.0
Sexual	90.1%	0.9%	0.6%	0.6%	7.8%	1.0
Gender	89.4%	1.8%	0.6%	0.3%	7.9%	1.0
Homophobia	90.7%	0.9%	0.3%	0.3%	7.8%	1.0
Religion?	92.1%	0.3%	0.3%	0.3%	7.0%	1.0
Disability	88.6%	2.4%	0.6%	0.6%	7.8%	1.1
Income	89.0%	1.2%	0.3%	0.3%	9.2%	1.0

## Reporting and Responding to Bullying and Harassment

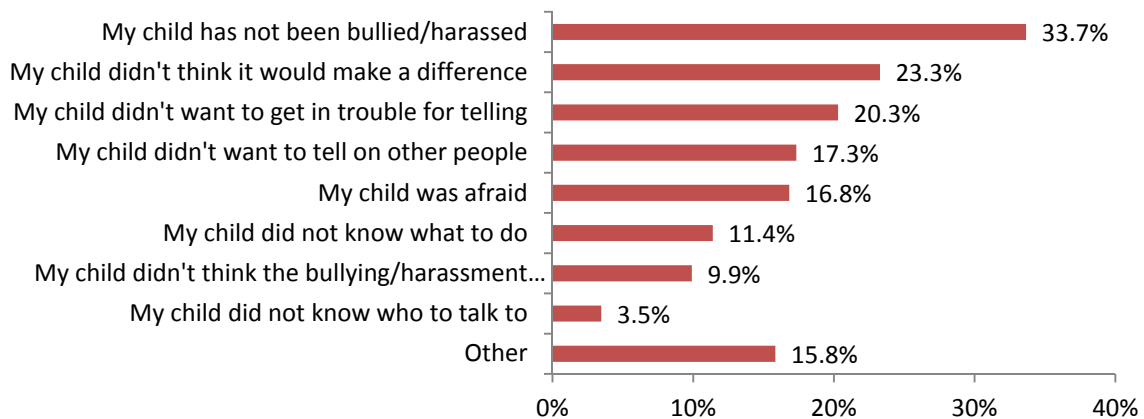
Parents were asked to indicate how they believed their child responded to being bullied and/or harassed (Figure 132).

**Figure 132: Frequency of various responses to being bullied and/or harassed**



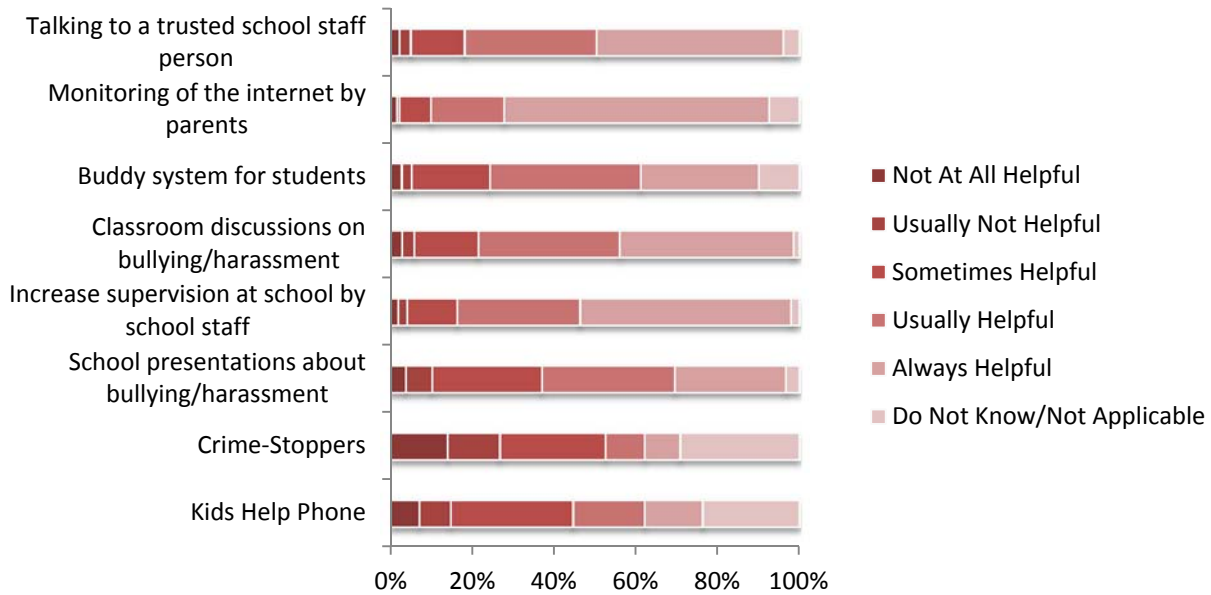
If their child did not respond to a recent instance of being bullied and/or harassed, parents were asked to provide reason(s) for not responding (Figure 133).

**Figure 133: Frequency of reasons for failing to take action after being bullied and/or harassed**



Parents were asked to rate (*Not At All Helpful* – 1, *Sometimes Helpful* – 3, *Always Helpful* – 5) the effectiveness of various responses for dealing with bullying and/or harassment (Figure 134, Table 23).

**Figure 134: Parents' perceptions of effective responses to bullying/harassment**



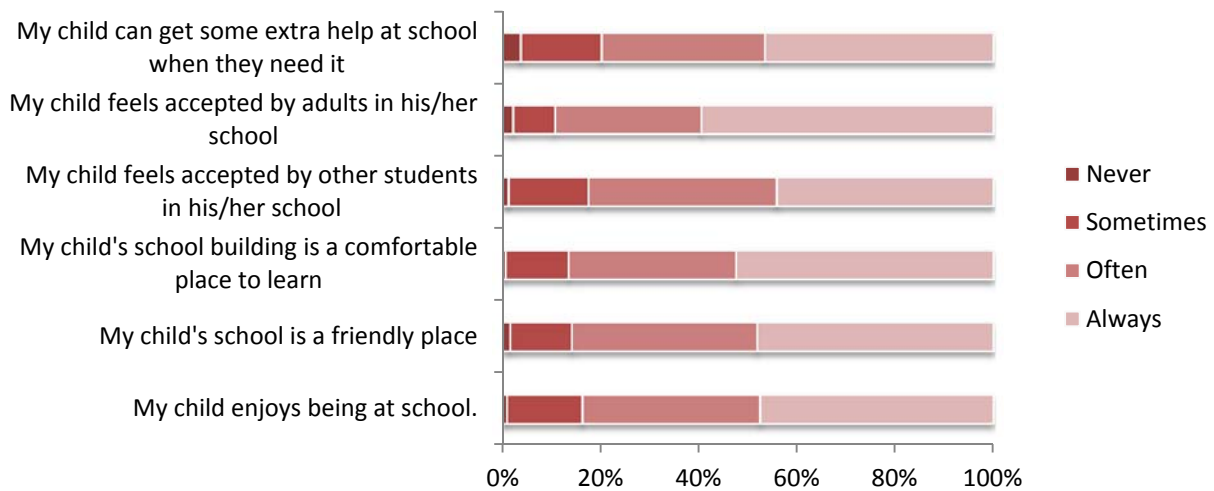
**Table 23: Distribution of the effectiveness of responses to bullying and/or harassment**

	Not At All Helpful	Usually Not Helpful	Sometimes Helpful	Usually Helpful	Always Helpful	Do Not Know/Not Applicable	Mean
Kids Help Phone	7.1%	7.7%	29.9%	17.5%	14.2%	23.7%	3.3
Crime-Stoppers	14.0%	12.7%	25.8%	9.6%	8.7%	29.2%	2.8
School presentations about bullying/harassment	3.7%	6.5%	26.8%	32.4%	27.2%	3.4%	3.8
Increase supervision at school by school staff	1.8%	2.2%	12.3%	30.1%	51.5%	2.2%	4.3
Classroom discussions on bullying/harassment	2.8%	3.1%	15.6%	34.6%	42.5%	1.5%	4.1
Buddy system for students	2.7%	2.4%	19.1%	37.0%	28.8%	10.0%	4.0
Monitoring of the internet by parents	1.5%	0.6%	7.7%	17.9%	64.8%	7.4%	4.6
Talking to a trusted school staff person	2.2%	2.8%	13.2%	32.2%	45.7%	4.0%	4.2

## Feeling Accepted, Welcomed and Respected

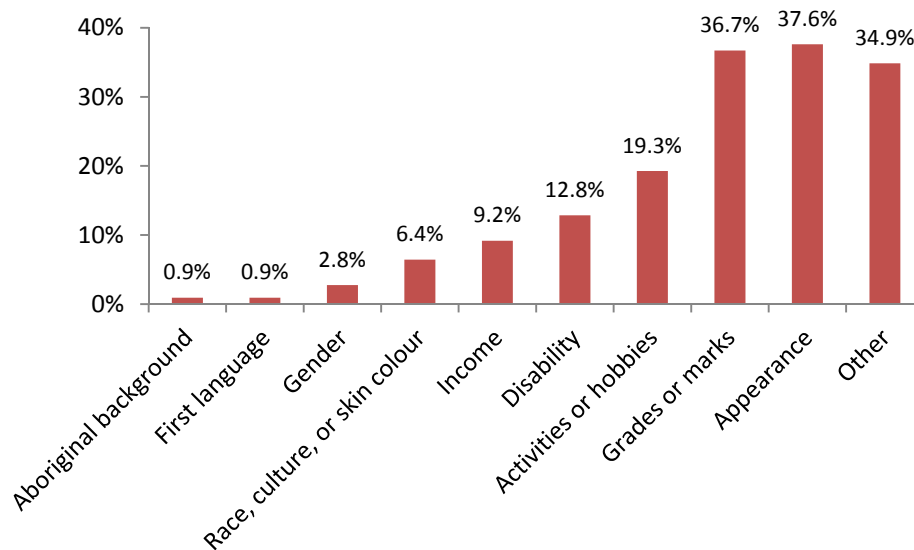
Parents were asked to indicate the frequency with which their child feels accepted and welcomed at school (Figure 135).

**Figure 135: Frequency of feeling accepted and welcomed at school**



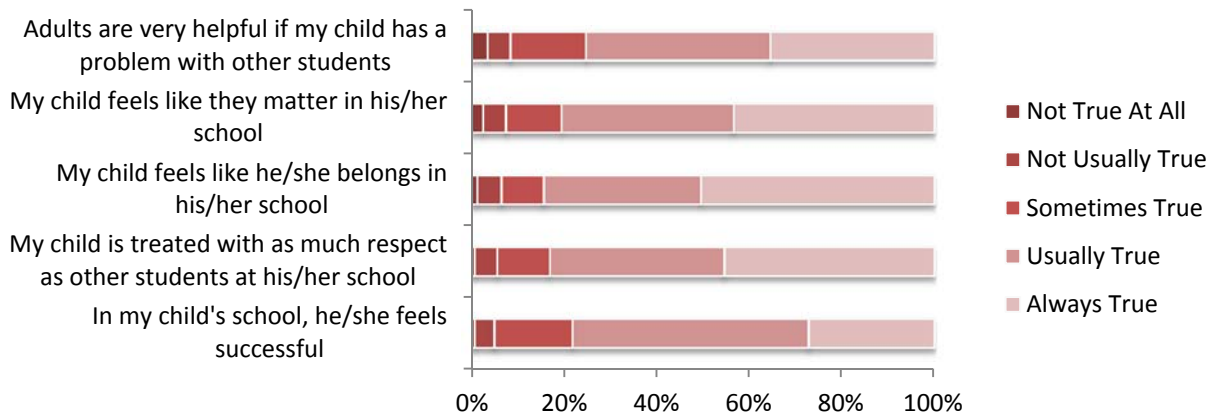
Parents were asked to identify sources for their child feeling unwelcomed or uncomfortable at school (Figure 136).

**Figure 136: Mean frequency of sources for feeling unwelcomed or uncomfortable at school**



Parents were asked to report (*Not At All True* – 1, *Sometimes True* – 3, *Always True* – 5) on their child's feelings of success, respect, and belonging at school (Figure 137, Table 24).

**Figure 137: Parents' perceptions of their child's success, respect, and belonging at school**



**Table 24: Parents' perceptions of their child's success, respect, and belonging at school**

	Not True At All	Not Usually True	Sometimes True	Usually True	Always True	Mean
In my child's school, he/she feels successful	0.6%	4.3%	16.8%	51.1%	27.2%	4.0
My child is treated with as much respect as other students at his/her school	0.6%	4.9%	11.4%	37.7%	45.4%	4.2
My child feels like he/she belongs in his/her school.	1.2%	5.2%	9.2%	33.9%	50.5%	4.3
My child feels like they matter in his/her school	2.5%	4.9%	12.0%	37.2%	43.4%	4.1
Adults at my child's school are very helpful if my child has a problem with other students.	3.4%	5.0%	16.4%	39.8%	35.5%	4.0

Parents were provided with the opportunity to share their ideas to make their child's school a safe, respectful and welcoming place to learn. Approximately 207(57%) of the parents who completed the survey included their ideas, suggestions, and comments. Comments made by parents were read, and grouped according to the themes that emerged from the data. The most common themes and an illustrative quote from the survey are presented below.

### **Rule and policy enforcement**

Parents felt that rules were enforced in a way that was perceived to be unfair, or inconsistent. They suggested that a stronger effort be made to impose the same consequences on all bullying incidents.

*“Have teachers follow thru when bullying happens you can't say there in zero tolerance for bullying and then do nothing about it”*

### **Supervision**

Parents indicated that they felt there would be fewer problems if there was more supervision on the playground and yard areas.

*“Increase supervision @ lunch and recess - I know the ratios and they are certainly not acceptable...I also know the yards and their size and how many supervisors are responsible for the children on their yard and there is no way that they can watch over all the kids in the large spaces!”*

### **Demonstrate Compassion and Respect**

Parents frequently indicated that they felt their child was not treated with respect by teachers or administration- that it was important to not intimidate students, but be kind and fair, modeling the respectful behaviour they wish students to demonstrate.

*“School staff need to listen to both sides of the story before making an assumption who is at fault. Also allow the children to take some responsibility in reason/explanation for their actions, and the children to be involved with appropriate punishments for each side.”*

### **Communication**

Elementary school parents also indicated that communication between the school and home was critical to maintaining a welcoming environment. Many parents indicated that they wanted to know how they could participate in school events, support teachers, or improve the school community.

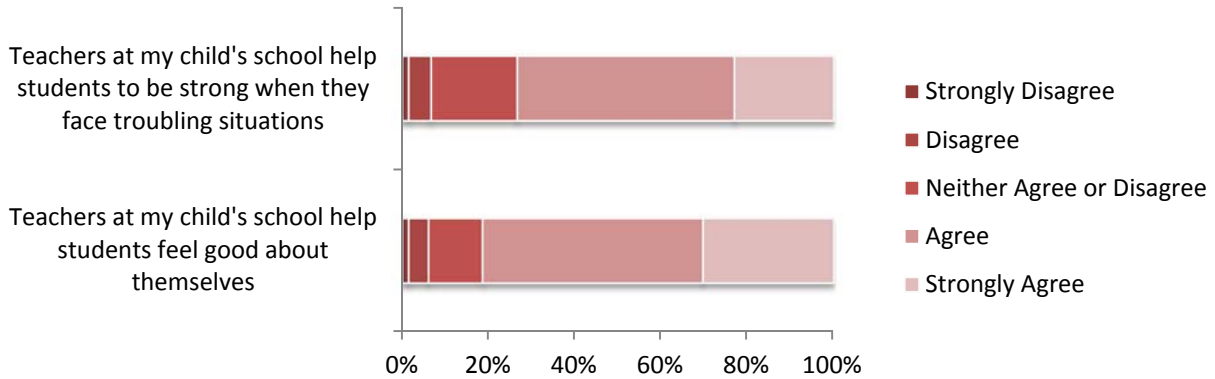
*“I would really find it helpful to have information about the school, school events and classroom work online. Many teachers have classroom websites. It would be great if my child’s school was online too.”*



## Personal Well-Being

Parents were asked to what extent do teachers support and help their child feel good about themselves (Figure 138, Table 25).

**Figure 138: Parents' perceptions of the promotion of their child's personal well-being**



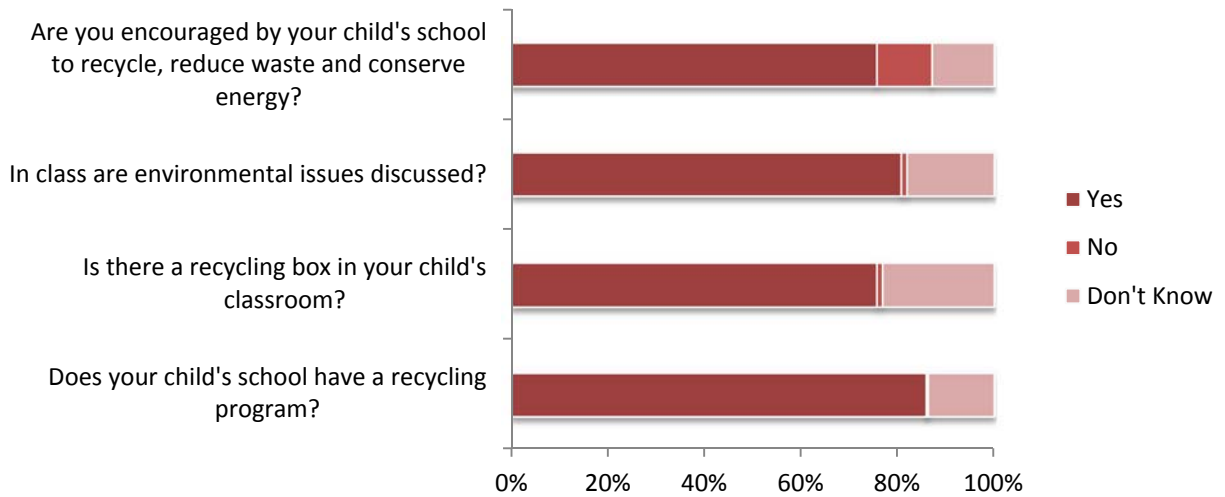
**Table 25: Parents' perceptions of the extent to which the school promotes well-being**

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Teachers at my child's school help students feel good about themselves	1.5%	4.6%	12.5%	51.1%	30.3%
Teachers at my child's school help students to be strong when they face troubling situations	1.5%	5.2%	19.9%	50.3%	23.0%

## Caring for the Environment

Parents were asked to rate the implementation of various environmental strategies at their child's school (Figure 139).

**Figure 139: Frequency of various school approaches for caring for the environment and promoting stewardship for the earth**

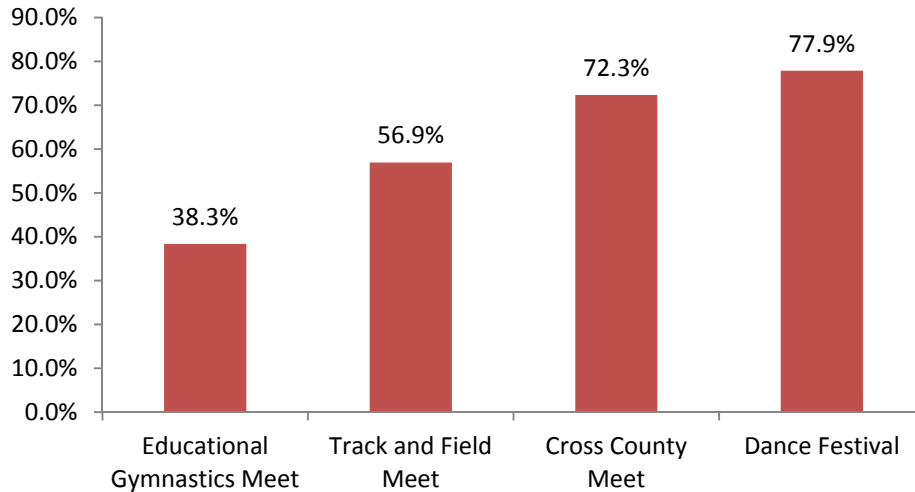


## Participation – School Clubs, Teams and Intramural Events

Approximately 55% (178) and 82% (268) of parents stated that their child belonged to a school club or team and club or team outside of school, respectively.

In 2013, parents reported that their child participated in the following LDCSB Maximum Participation events (Figure 140).

**Figure 140: Child participation in LDCSB Maximum Participation Events**



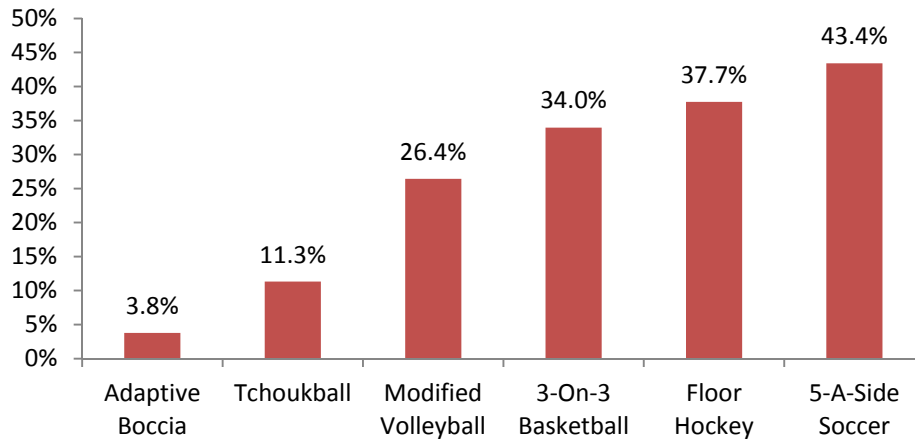
Parents were asked to provide reasons why their child did participate in the Maximum Participation events at school.

Most parents indicated the following reasons why their child did not participate in Maximum Participation Events. Responses are listed in order of frequency with the most prevalent responses at the top of the list.

1. Child was too young
2. The parent was not aware that the events were being offered
3. The child was not selected for the team/event because of skill level
4. There was a barrier to participation, such as transportation, costs, or a child's ongoing illness or disability.

In 2013, parents reported that their child participated in the following LDCSB mini-tournaments (Figure 141).

**Figure 141: Child's involvement in LDCSB mini-tournaments**



Parents were asked to provide reasons why their child did not participate in the LDCSB mini-tournaments at school.

Most parents indicated the following reasons why their child did not participate in LDCSB mini-tournaments. Responses are listed in order of frequency with the most prevalent responses at the top of the list.

1. Child was too young to participate
2. The mini-tournament was not offered at their child's school, or they were not aware that it was offered.
3. Child was not selected to participate in the mini-tournament
4. Their child was not interested in participating.

Approximately 85% (269) of parents indicated that their school offers competitive sports teams opportunities (e.g., basketball, volleyball or soccer teams).

## Part 11: 2011-2013 Elementary Parent Survey Comparison

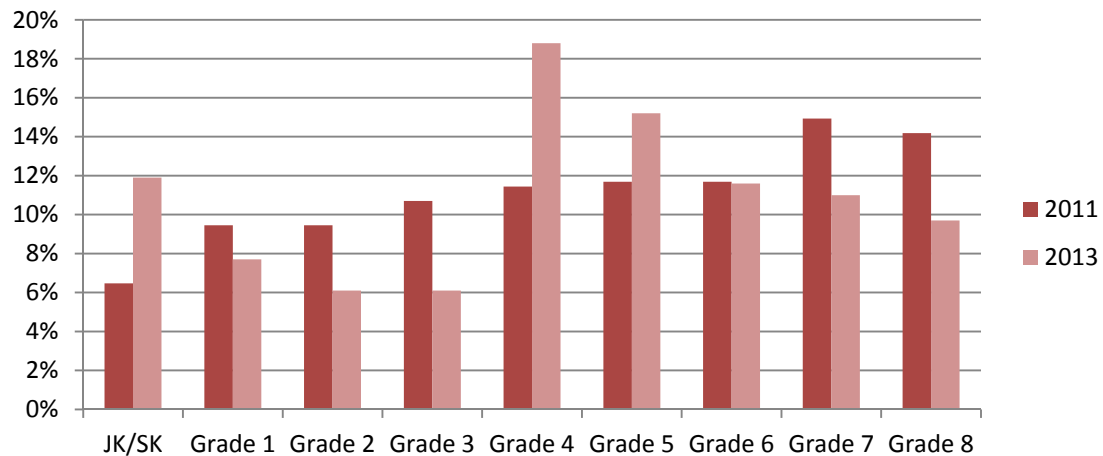
### A. Response Rates

In 2011, 407 elementary parents completed the Parent Elementary School Climate Survey, compared to 362 in 2013.

### B. Demographic Information

Parents indicated the grade in which their child was enrolled in 2011, and again in 2013. Results are presented in Figure 26.

**Table 26: Grade of children as reported by parents**



In both 2011 and 2013, the majority of respondents were mothers of enrolled children. In 2013, 88% of survey respondents were mothers, while in 2011, 87% were mothers. Fathers completed 11% of surveys in 2013, and 12% in 2011. Guardians and step-parents completed less than 2% of all surveys.

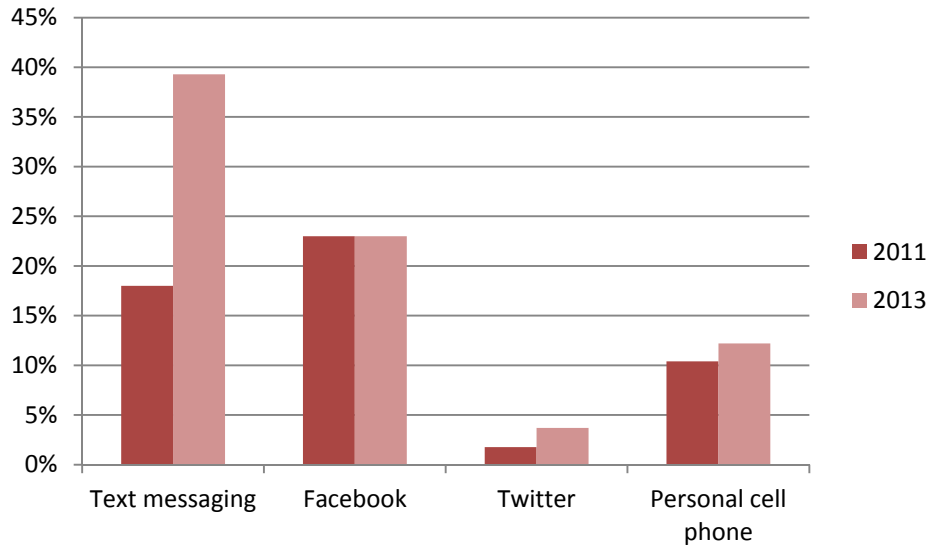
### C. Survey Descriptive/Summary

- Technology and use of the Internet
- Feeling Safe at School
- Bullying and Harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed and Respected

## Technology and Use of the Internet

Parents were asked to indicate the kinds of technology that their child uses (Figure 142).

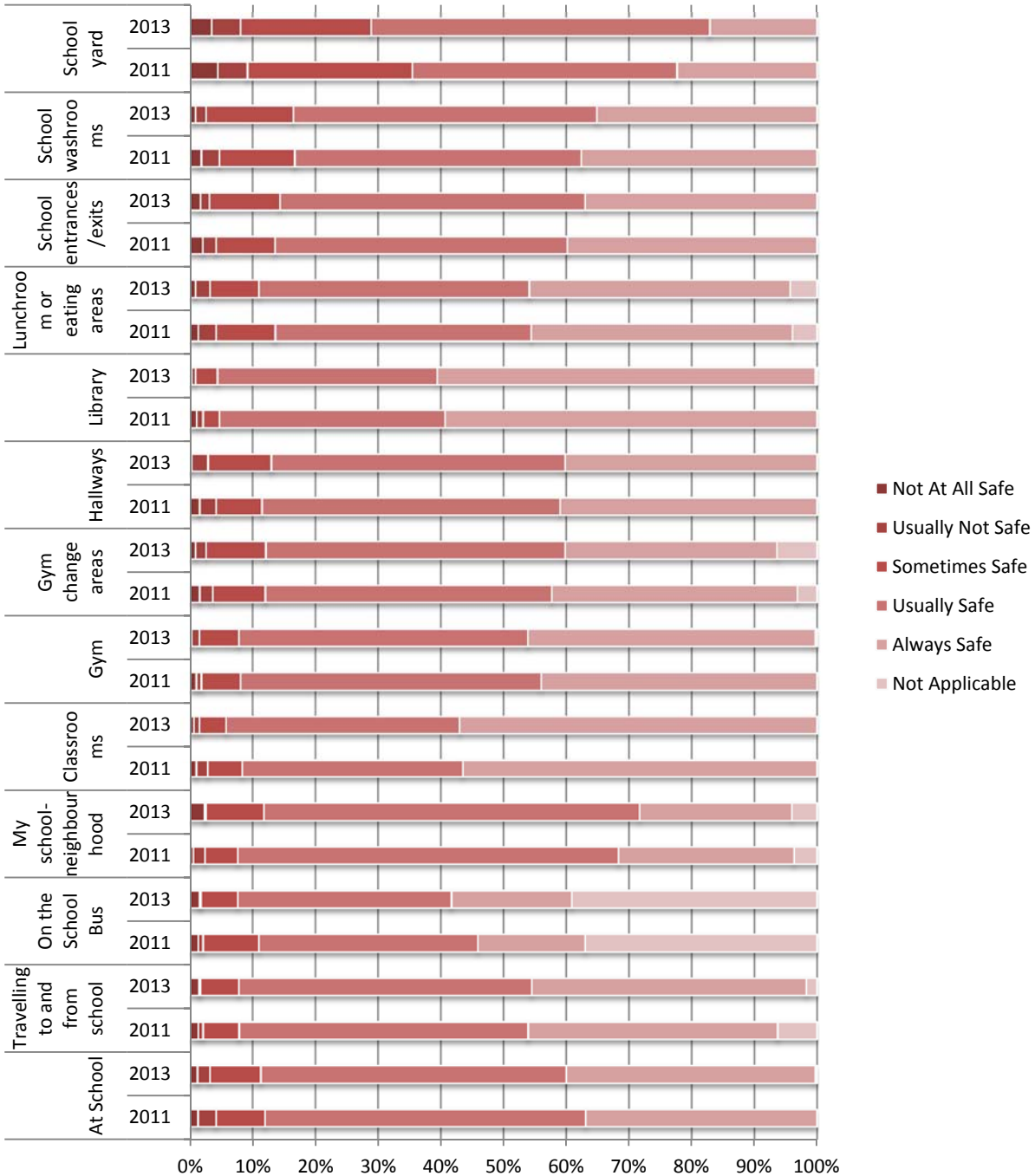
**Figure 142: Student use of technology**



## Feeling Safe at School

Parents were asked to indicate the spaces in the school or near the school that they believed students were safe or unsafe (Figure 143).

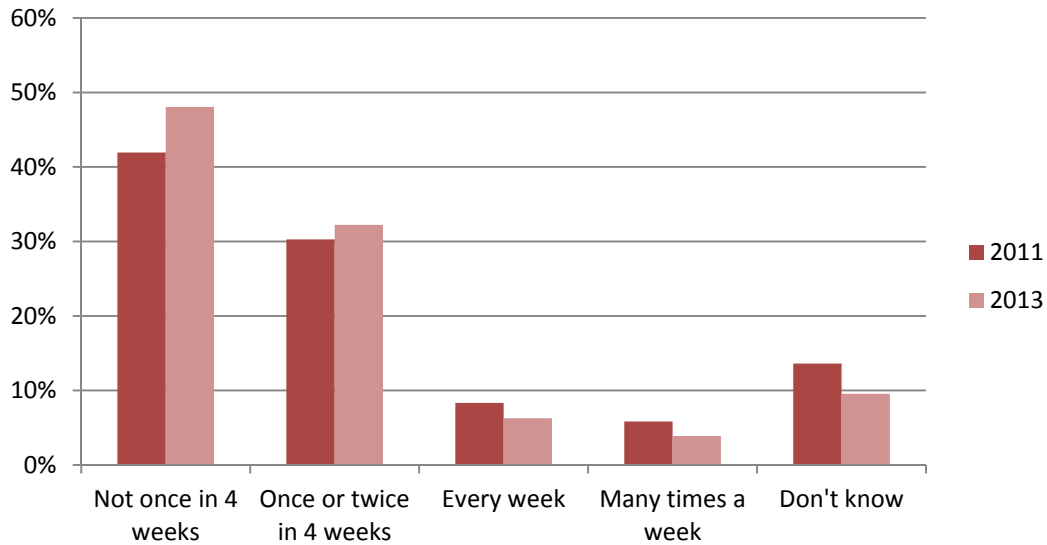
**Figure 143: Parent perceptions of safety in various locations**



## Bullying and Harassment

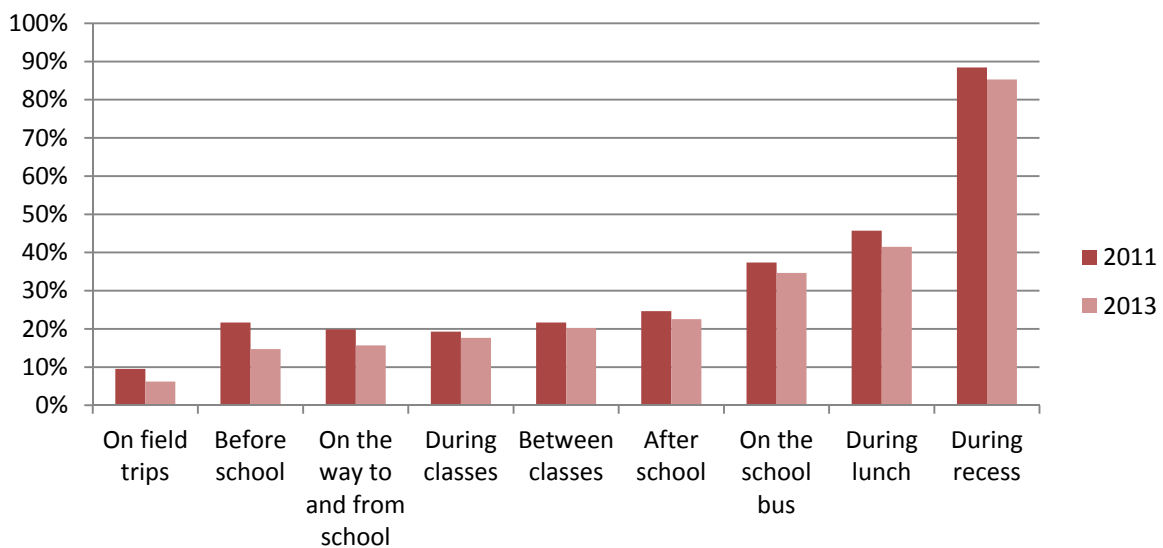
Parents were asked to indicate how often within the past 4 weeks a student has bullied or harassed their child. Responses in 2011 and 2013 are provided in Figure 144.

**Figure 144: Frequency of bullying/harassment reported by parents**



Parents were asked to indicate where and when they believed bullying/harassment occurs most often (Figure 145).

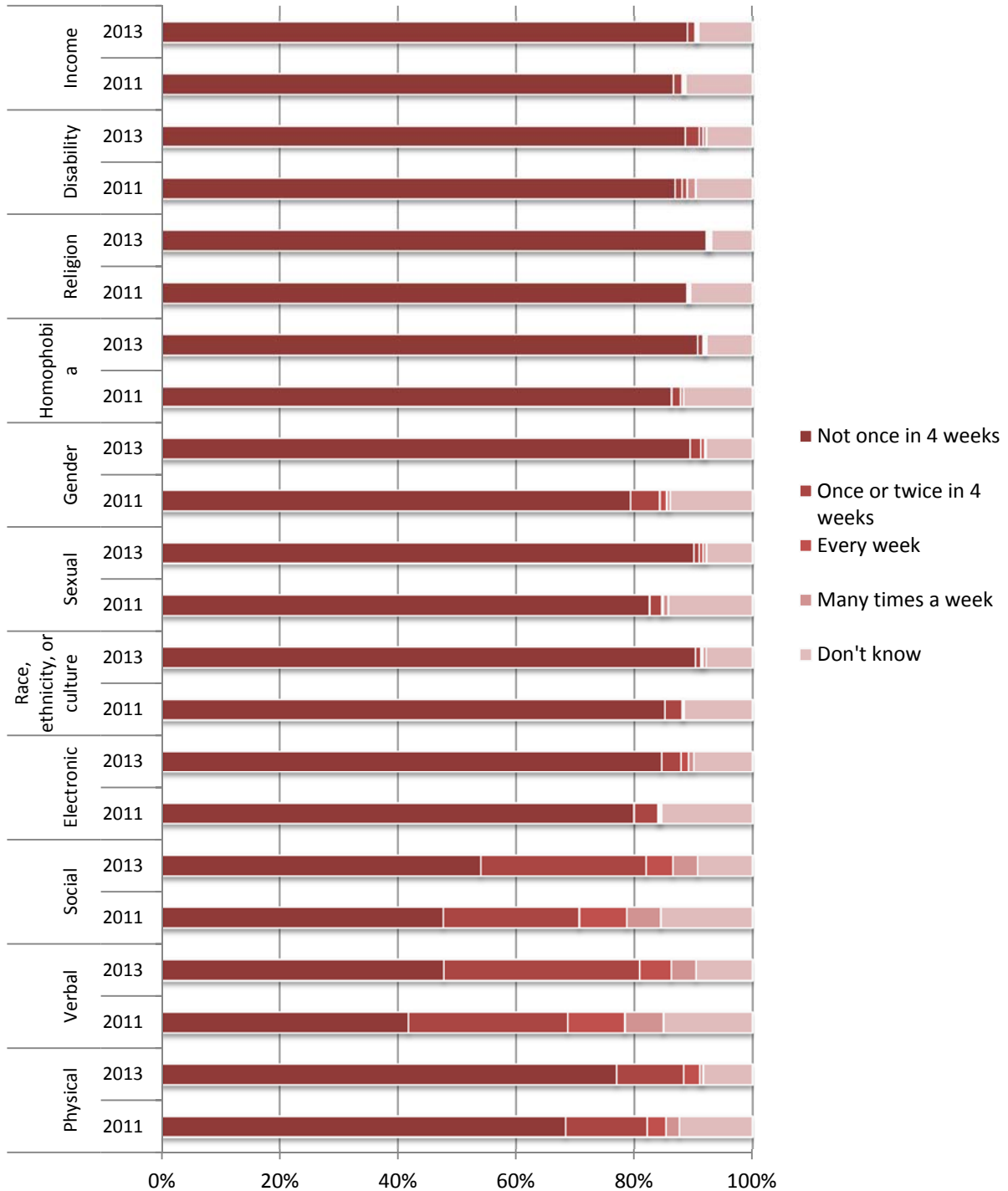
**Figure 145: Times and locations where bullying most often occurs**





Parents were asked to indicate how often their child experienced specific kinds of bullying. Responses in 2011 and 2013 are indicated in Figure 146.

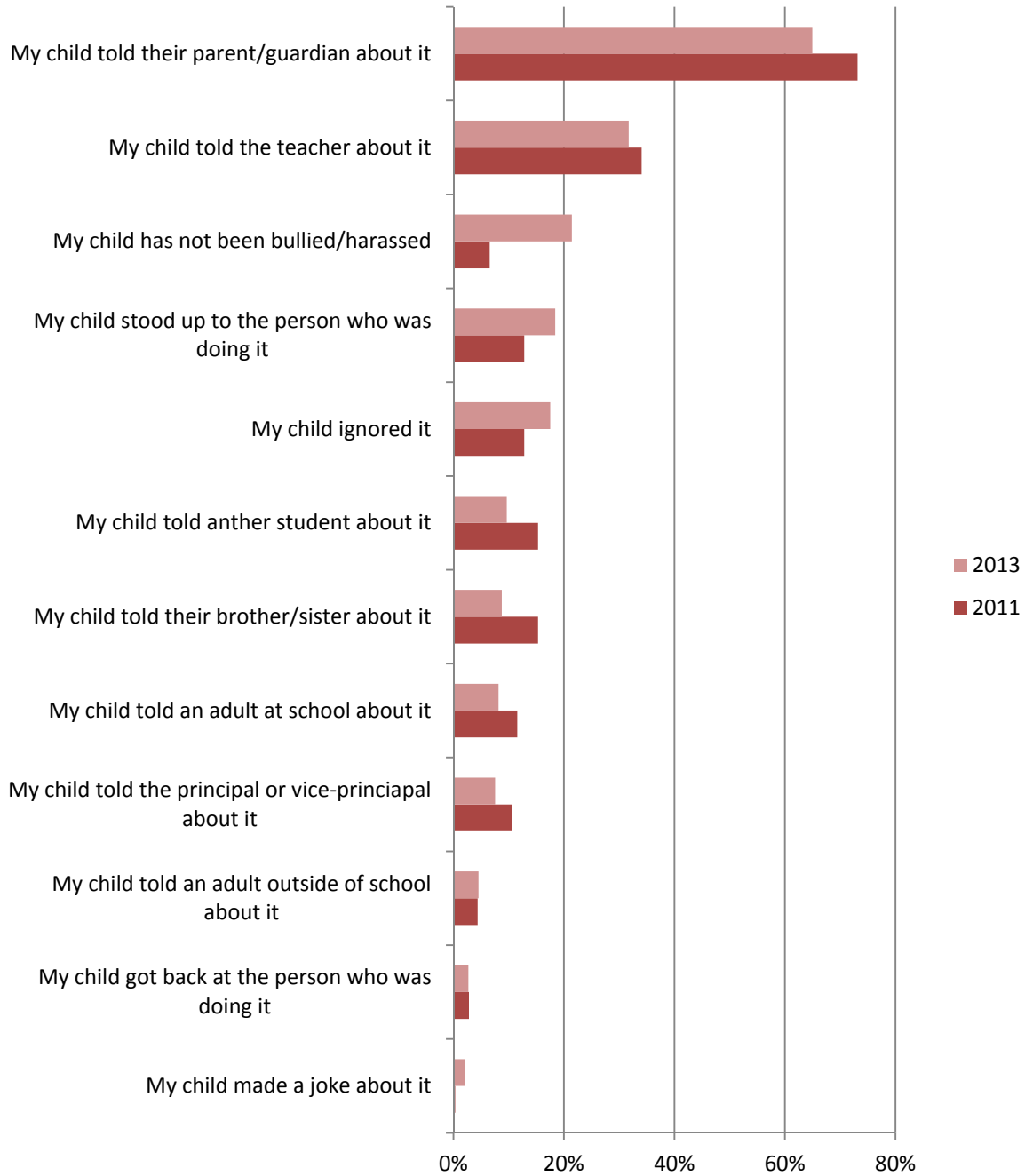
**Figure 146: Forms of bullying/harassment experienced by children**



## Reporting and Responding To Bullying and Harassment

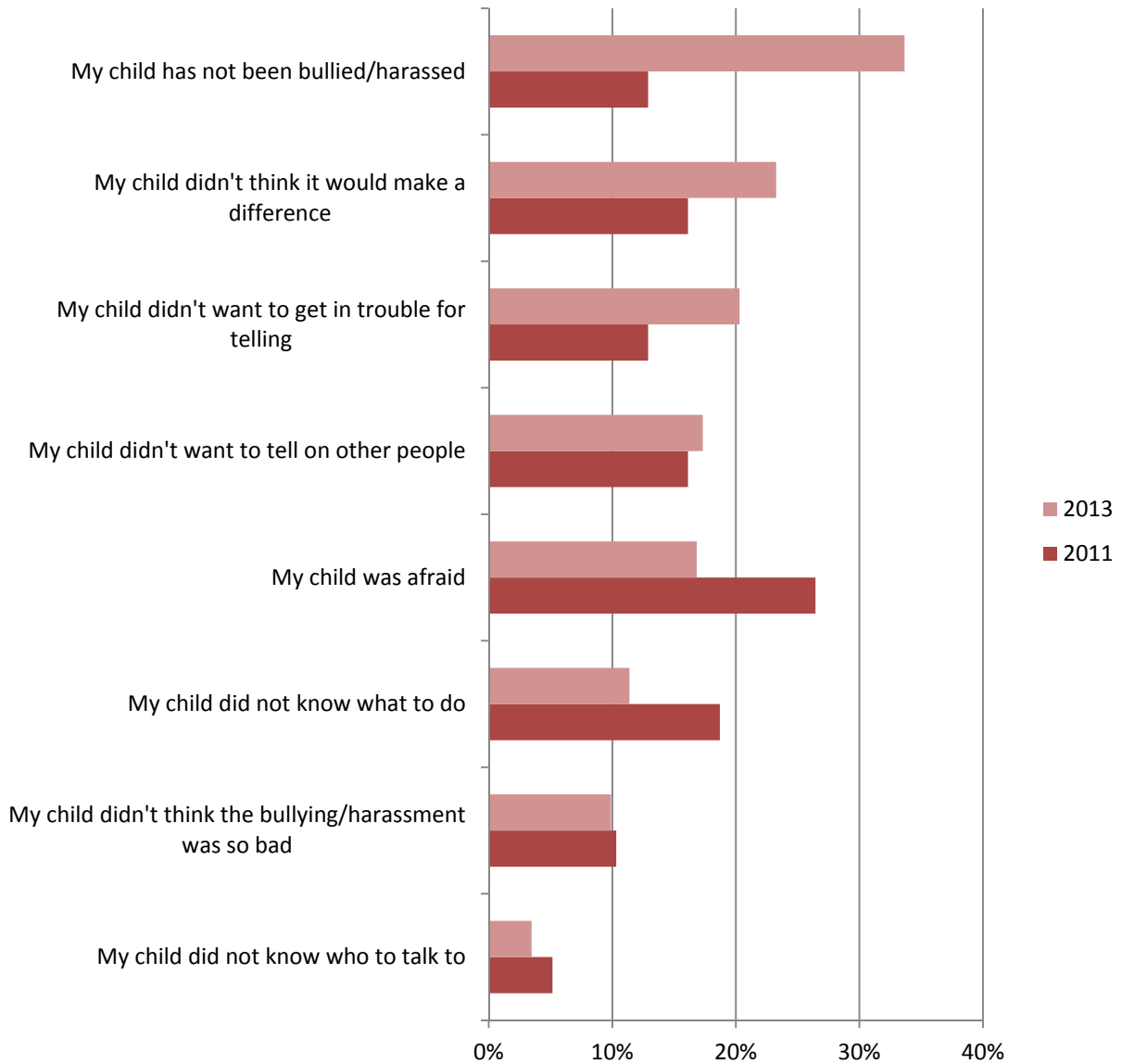
Parents were asked to indicate what happened the last time their child was bullied/harassed. Responses in 2011 and 2013 are indicated in Figure 147.

**Figure 147: Student responses to bullying and/or harassment**



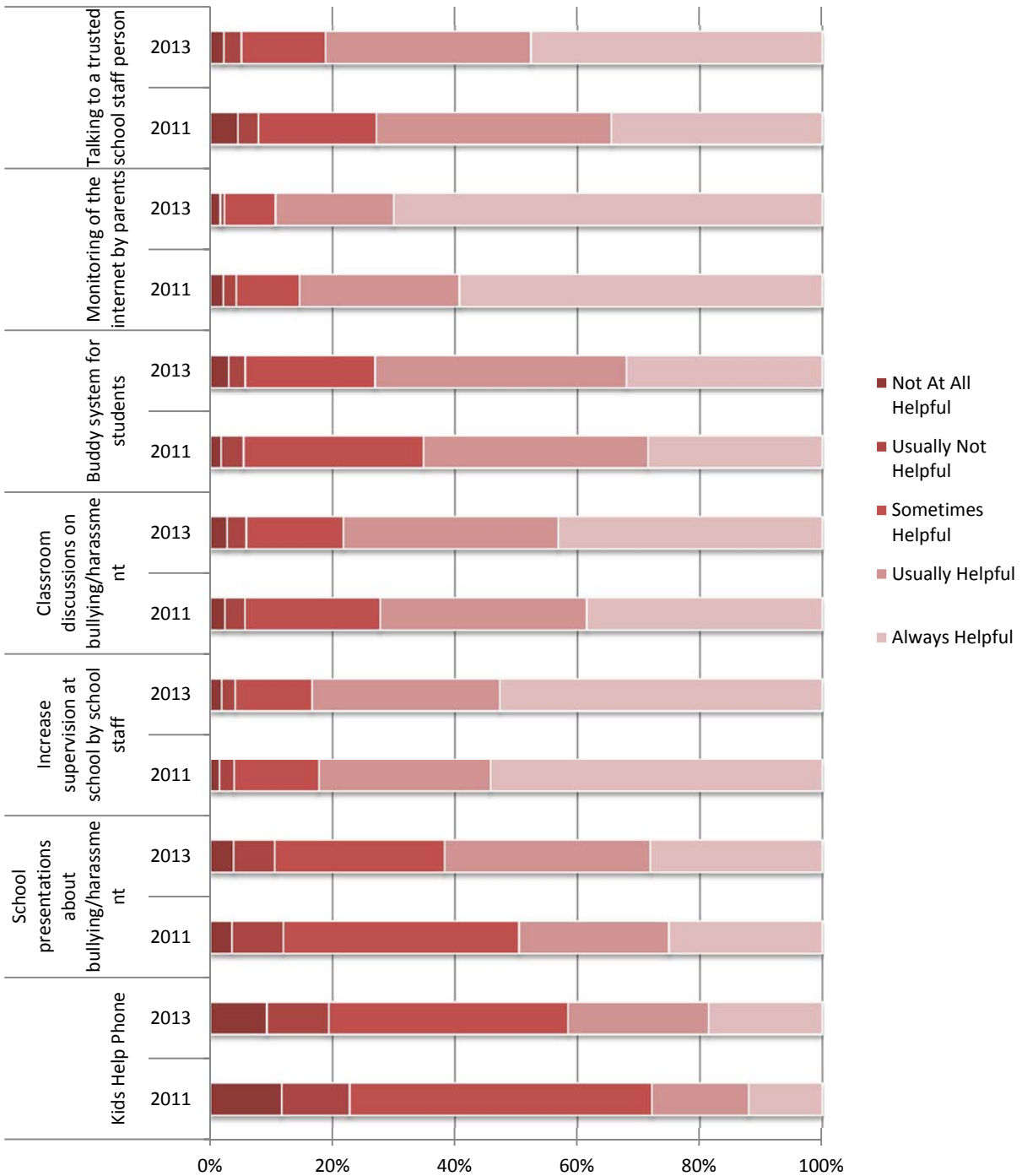
If the parent indicated that a student did not do anything the last time they were bullied/harassed, they were asked to provide a reason why they thought their child took no action. Frequency of responses are provided in Figure 148.

**Figure 148: Students' reasons for failing to take action when experiencing bullying/harassment**



Parents of elementary school children were asked to indicate how helpful they thought each of the following suggestions was for dealing with bullying. Responses in 2011 and 2013 are provided in Figure 149.

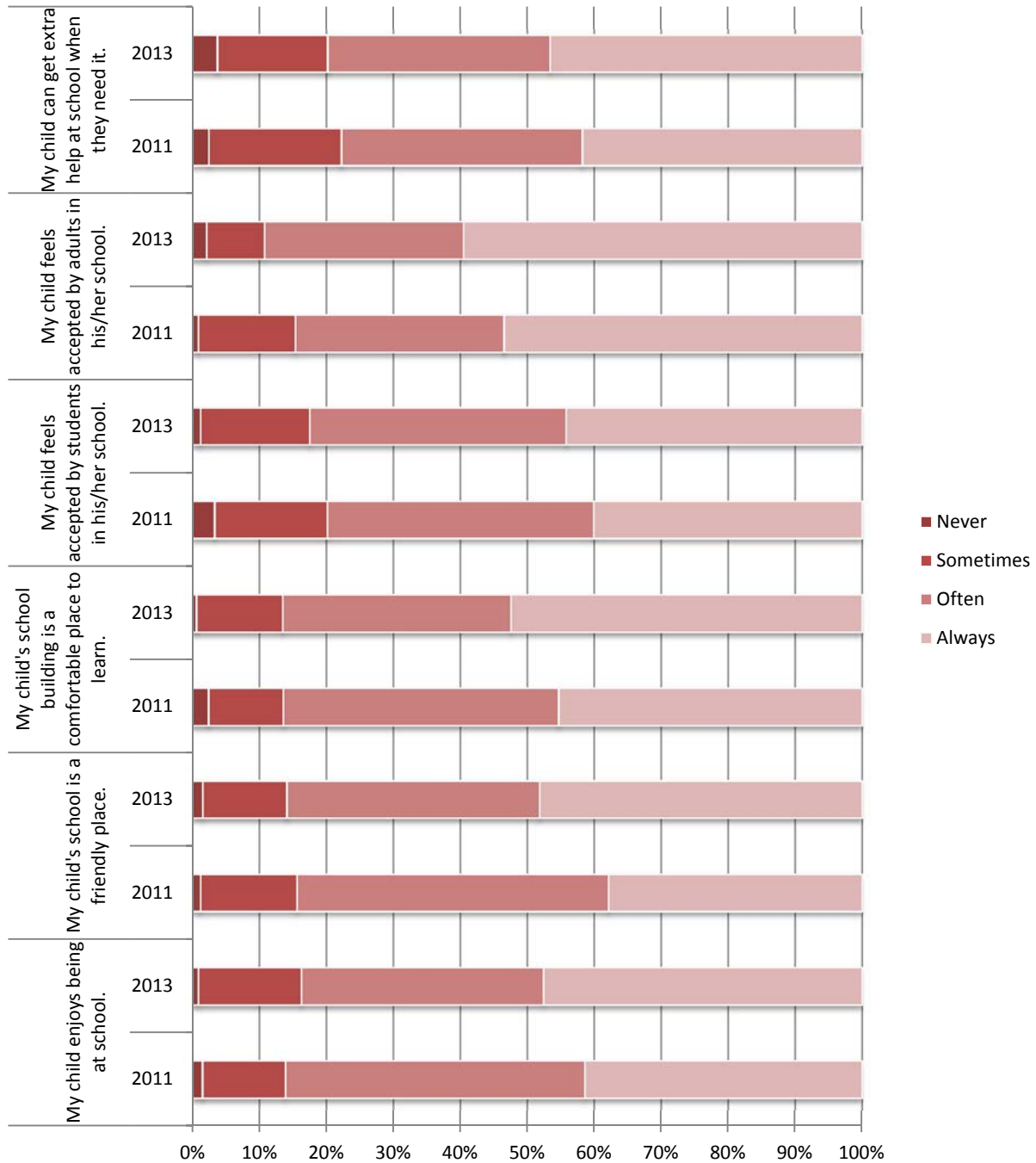
**Figure 149: Parent perceptions of the most helpful ways of dealing with bullying**



## Feeling Accepted, Welcomed and Respected

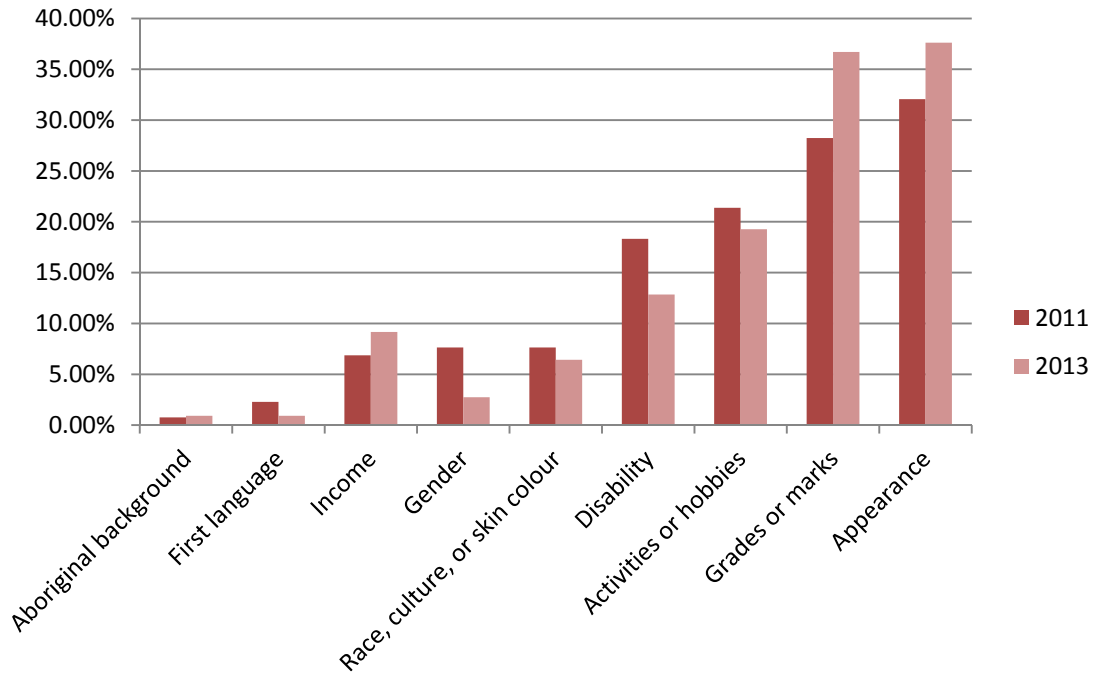
Parents were asked to indicate the extent to which they believed that their child felt welcomed, accepted, and respected at school. Frequency of their responses are provided in Figure 150.

**Figure 150: Parent perceptions of child's feelings about school**



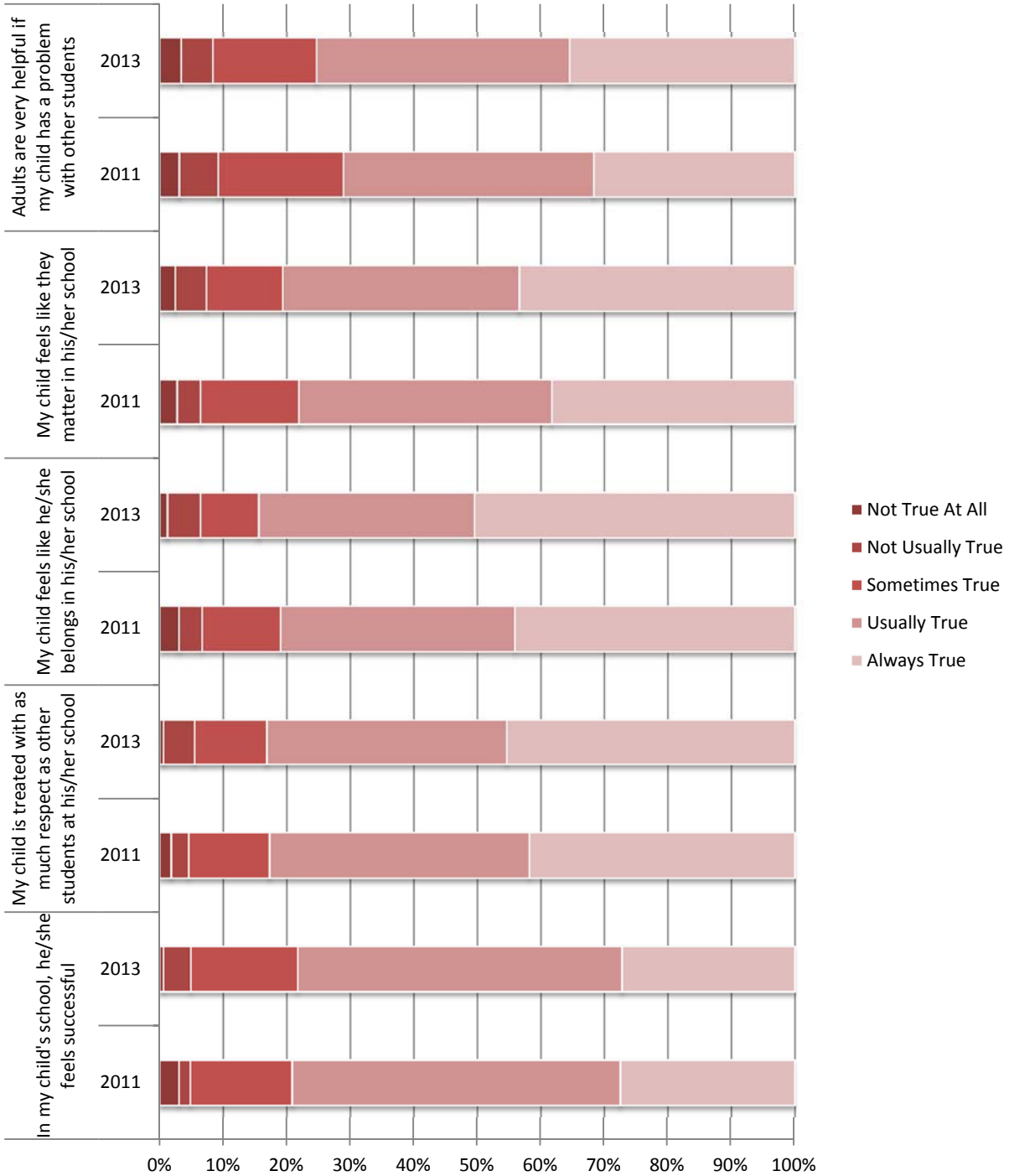
Parents were asked to indicate reasons why they believed their child may ever feel unwelcome or uncomfortable about their school. Frequency of responses in 2011 and 2013 are presented in Figure 151.

**Figure 151: Why children feel unaccepted or unwelcome**



Parents were asked to indicate to what extent they endorsed the following statements. Responses collected in 2011 and 2013 are presented in Figure 152.

**Figure 152: Parent perceptions of their child's success, respect and belonging**



## Part 12: Secondary Parent Data

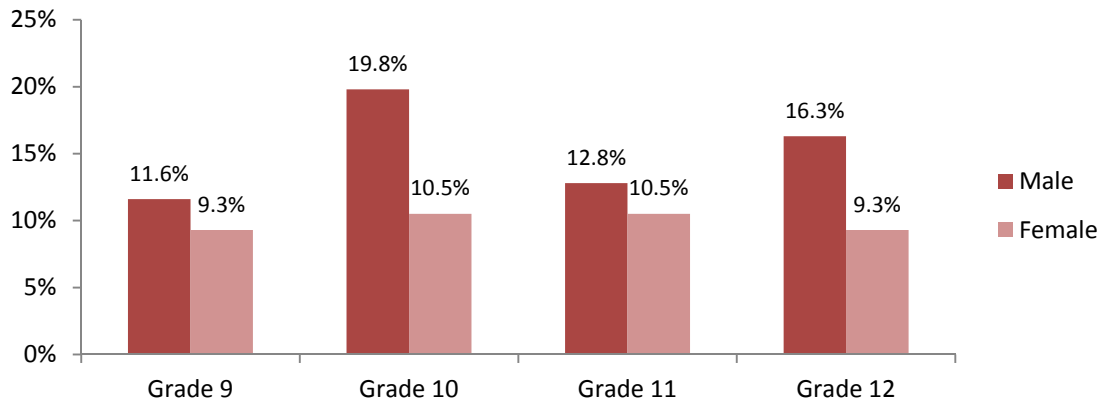
### A. Response Rates

Following survey administration, 88 parents of LDCSB secondary schools completed the *Belonging School Climate Survey*. Of the submitted surveys, 18.2% were incomplete.

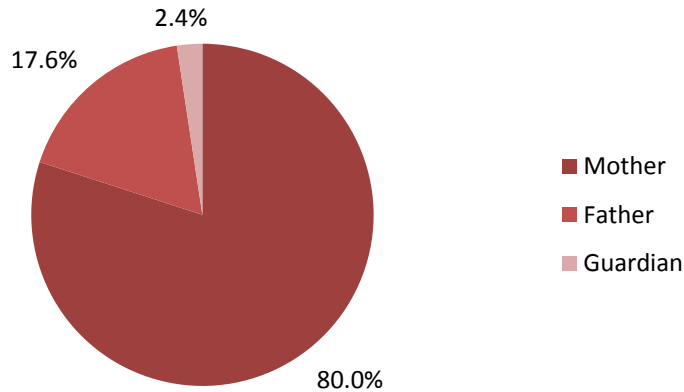
### B. Demographic Information

The 2013 *Belonging School Climate Survey* consisted of three items to better describe the parent sample: grade, gender and relationship to the secondary student (Figures 153 and 154).

**Figure 153: Distribution of respondents' children by grade and gender**



**Figure 154: Relationship of respondent to secondary student**





### **C. Survey Descriptive/Summary**

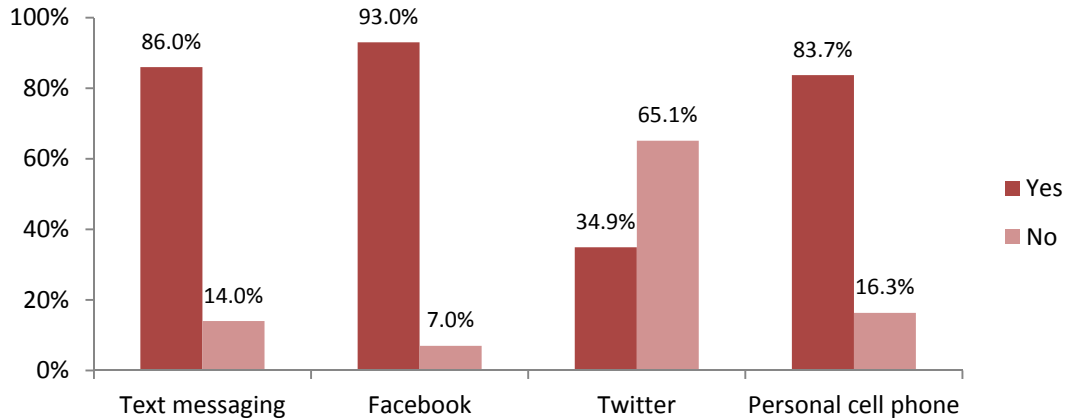
The 2013 *Belonging School Climate Survey* included 36 items evaluating the following areas in parents of a secondary school student:

- Technology and use of the Internet
- The PLEDGE to End Bullying
- Feeling Safe at School
- Bullying and Harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed and Respected
- Personal Well-Being
- Caring for the Environment
- Participation – School Clubs, Teams and Intramural Events

## Technology and use of the Internet

Parents were asked to report whether or not their child used text messaging, social media, and a personal cell phone (Figure 155).

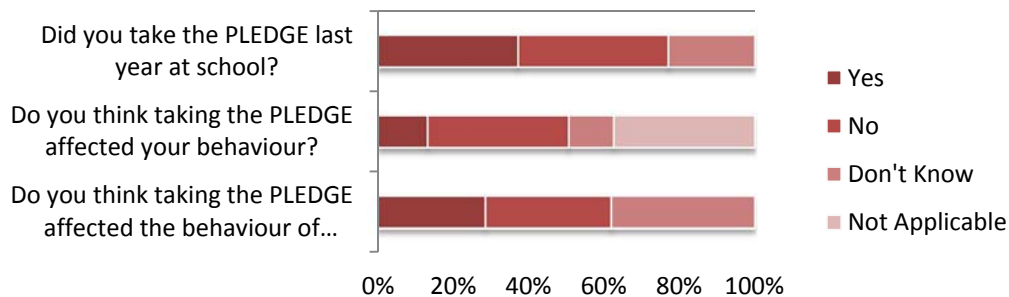
**Figure 155: Parents' perception of their secondary student's frequency of technology and Internet use**



## The PLEDGE to End Bullying

Parents were queried on the PLEDGE To End Bullying and its effect on intra and interpersonal behaviour. Approximately 37% of parents took the PLEDGE. Few (13%) parents thought taking the PLEDGE affected their behaviour whereas 37% and 12% of parents thought taking the PLEDGE did not affect their behaviour or did not know, respectively. Finally, 29% of parents thought taking the PLEDGE affected the behaviour of others, whereas 33% and 38% of parents thought taking the PLEDGE did not affect the behaviour of others or did not know, respectively (Figure 156).

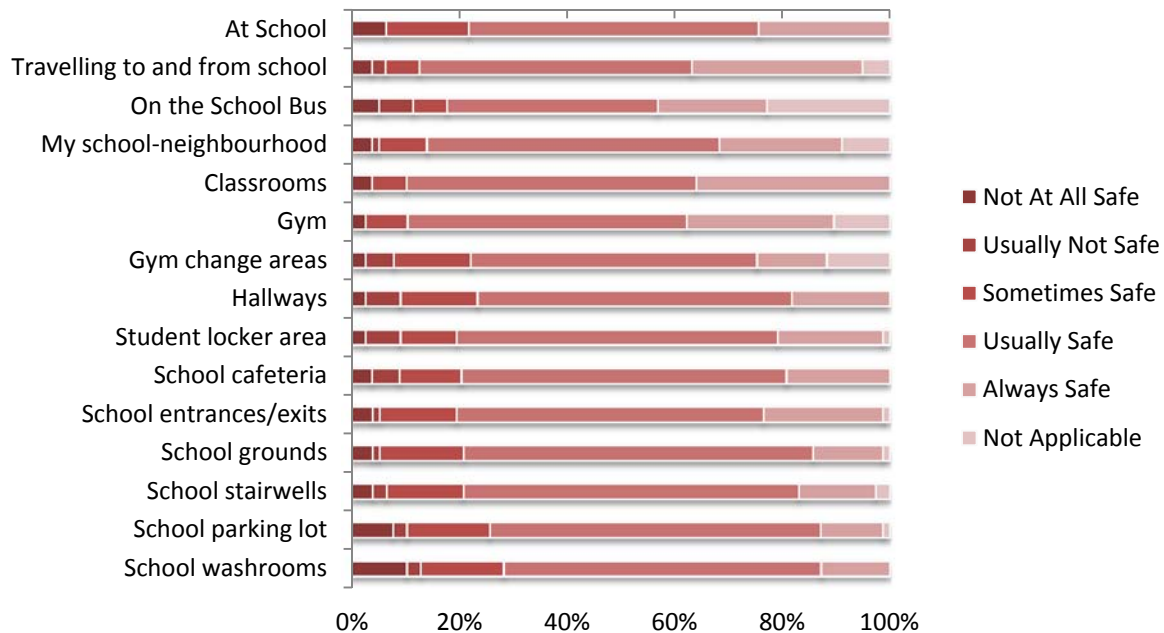
**Figure 156: The Pledge to End Bullying**



## Feeling Safe at School

Parents were asked to identify how safe (from *Not at All Safe* – 1 to *Always Safe* – 5) they believe their child feels in various places, during activities, and within areas of their school (Figure 157, Table 27).

**Figure 157: Parents' beliefs of child's perceptions of safety in various places or activities**

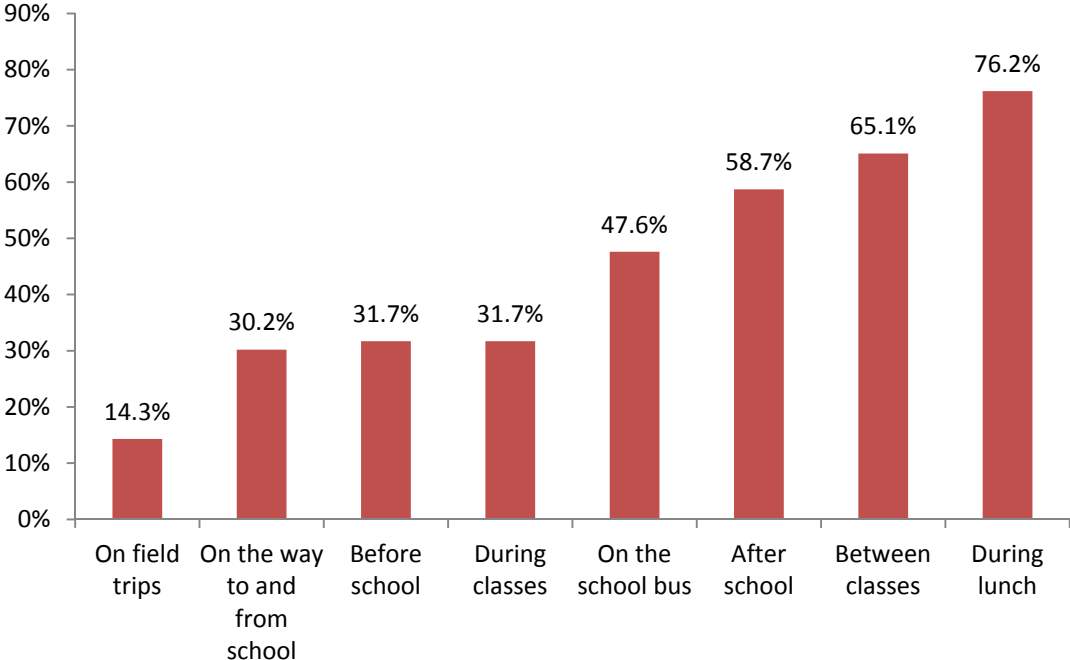


**Table 27: Distribution of parents' beliefs of child's perceptions of safety in various places or activities**

	Not At All Safe	Usually Not Safe	Sometimes Safe	Usually Safe	Always Safe	Not Applicable	Mean
At School	6.4%	0.0%	15.4%	53.8%	24.4%	0.0%	3.9
Travelling to and from school	3.8%	2.5%	6.3%	50.6%	31.6%	5.1%	4.1
On the School Bus	5.1%	6.3%	6.3%	39.2%	20.3%	22.8%	3.8
My school-neighbourhood	3.8%	1.3%	8.9%	54.4%	22.8%	8.9%	4.0
Classrooms	3.8%	0.0%	6.4%	53.8%	35.9%	0.0%	4.2
Gym	2.6%	0.0%	7.8%	51.9%	27.3%	10.4%	4.1
Gym change areas	2.6%	5.2%	14.3%	53.2%	13.0%	11.7%	3.8
Hallways	2.6%	6.5%	14.3%	58.4%	18.2%	0.0%	3.8
Student locker area	2.6%	6.5%	10.4%	59.7%	19.5%	1.3%	3.9
School cafeteria	3.8%	5.1%	11.5%	60.3%	19.2%	0.0%	3.9
School entrances/exits	3.9%	1.3%	14.3%	57.1%	22.1%	1.3%	3.9
School grounds	3.9%	1.3%	15.6%	64.9%	13.0%	1.3%	3.8
School stairwells	3.9%	2.6%	14.3%	62.3%	14.3%	2.6%	3.8
School parking lot	7.7%	2.6%	15.4%	61.5%	11.5%	1.3%	3.7
School washrooms	10.3%	2.6%	15.4%	59.0%	12.8%	0.0%	3.6

Parents were asked to identify when and where bullying and/or harassment happens most frequently (Figure 158).

**Figure 158: Location of bullying and/or harassment incidents**

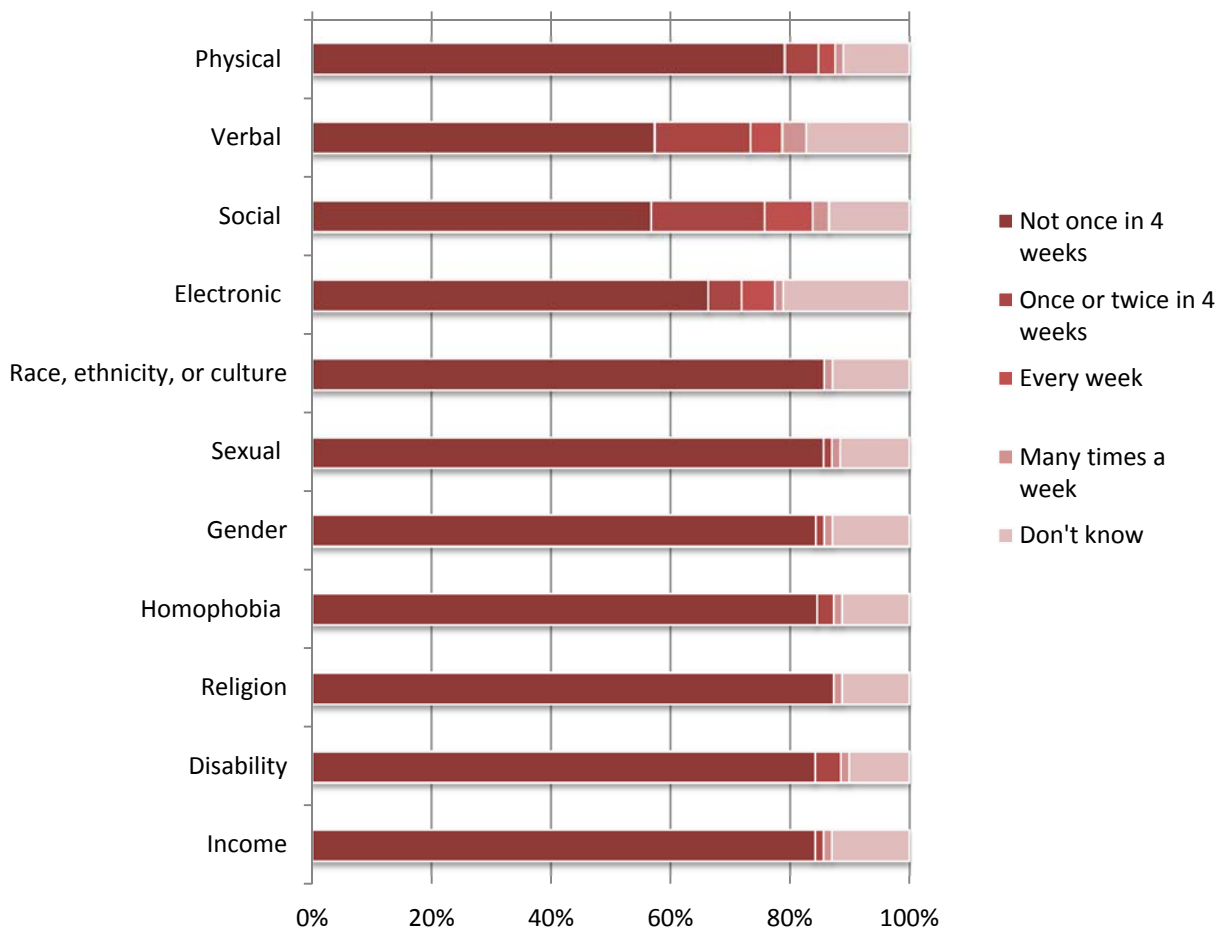


## Bullying and Harassment

Parents were asked to provide the frequency that their child has been bullied and/or harassed within the past 4 weeks. Approximately 64% (48) of parents stated their child has not been bullied and/or harassed at school in the past four weeks. However, 16% (12), 4% (3), and 5% (4) of parents stated their child has been bullied and/or harassed once or twice in the four weeks, every week, and many times a week, respectively. Finally, 11% (8) of parents were not aware of the frequency in which their child has experienced bullying and/or harassment.

Next, parents were asked to provide the frequency (*Not once in 4 weeks* – 1, *Every Week* – 3, *Many times a week* – 4) that students at their child's school were physical, verbal, social, sexual, or electronic bullying and/or harassment within the past 4 weeks (Figure 159, Table 28).

**Figure 159: Frequency of various forms of bullying and/or harassment experienced the children reported by parents**



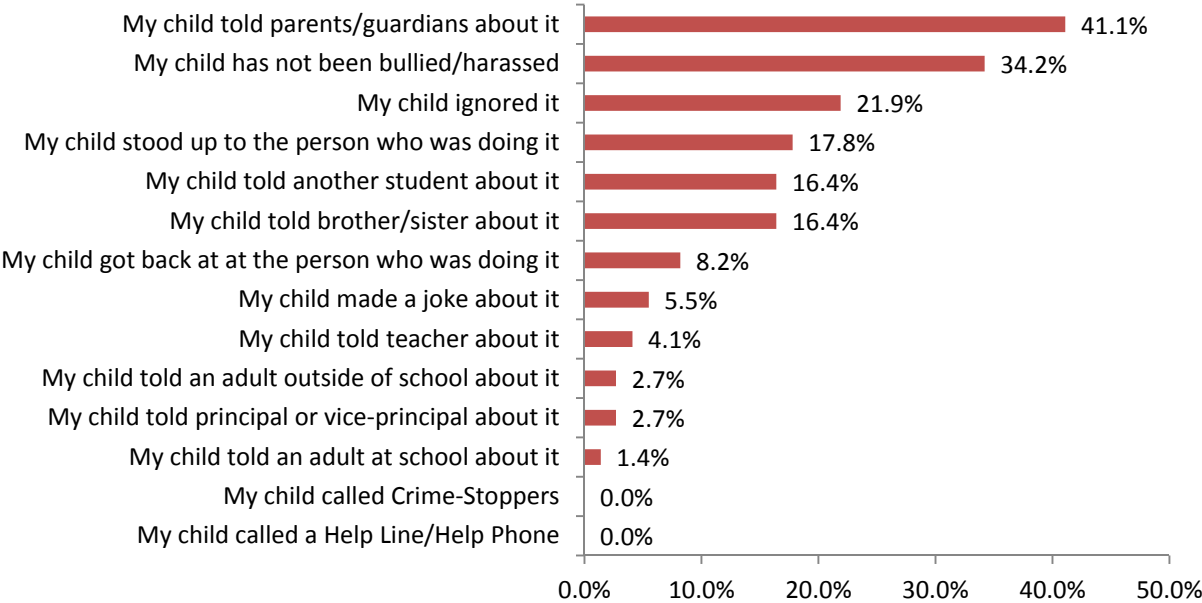
**Table 28: Distribution of the frequency of various forms of bullying and/or harassment experienced as reported by parents**

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know	Mean
Physical	79.2%	5.6%	2.8%	1.4%	11.1%	1.2
Verbal	57.3%	16.0%	5.3%	4.0%	17.3%	1.5
Social	56.8%	18.9%	8.1%	2.7%	13.5%	1.5
Electronic	66.2%	5.6%	5.6%	1.4%	21.1%	1.3
Race, ethnicity, or culture	85.7%	0.0%	0.0%	1.4%	12.9%	1.1
Sexual	85.5%	1.4%	0.0%	1.4%	11.6%	1.1
Gender	84.3%	1.4%	0.0%	1.4%	12.9%	1.1
Homophobia	84.5%	2.8%	0.0%	1.4%	11.3%	1.1
Religion?	87.3%	0.0%	0.0%	1.4%	11.3%	1.1
Disability	84.1%	4.3%	0.0%	1.4%	10.1%	1.1
Income	84.1%	1.4%	0.0%	1.4%	13.0%	1.1

**Reporting and Responding to Bullying and Harassment**

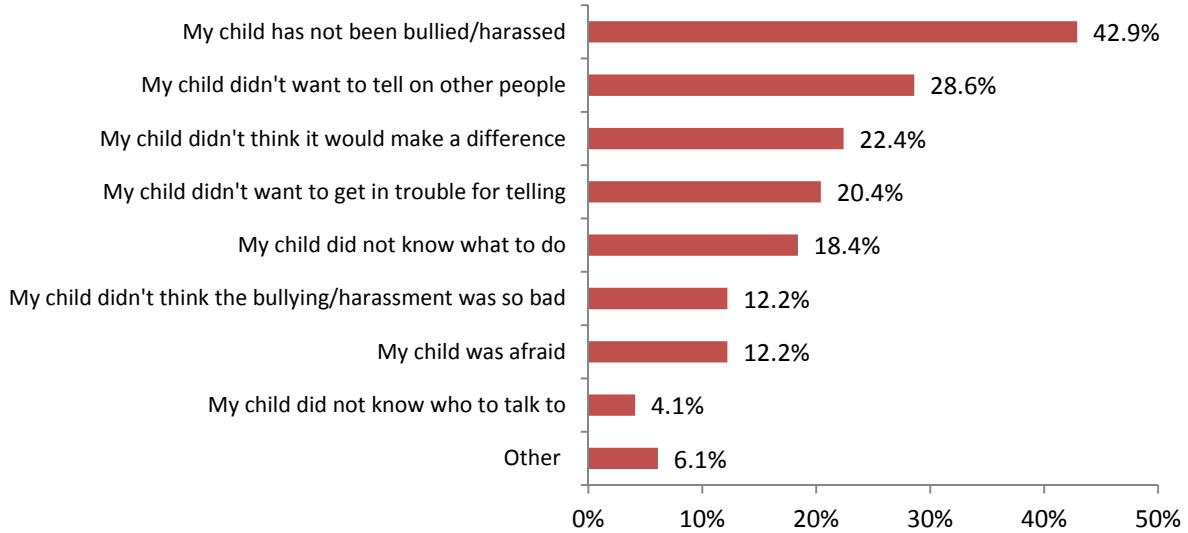
Parents were asked to indicate how they believed their child responded to being bullied and/or harassed (Figure 160).

**Figure 160: Frequency of various responses to being bullied and/or harassed**



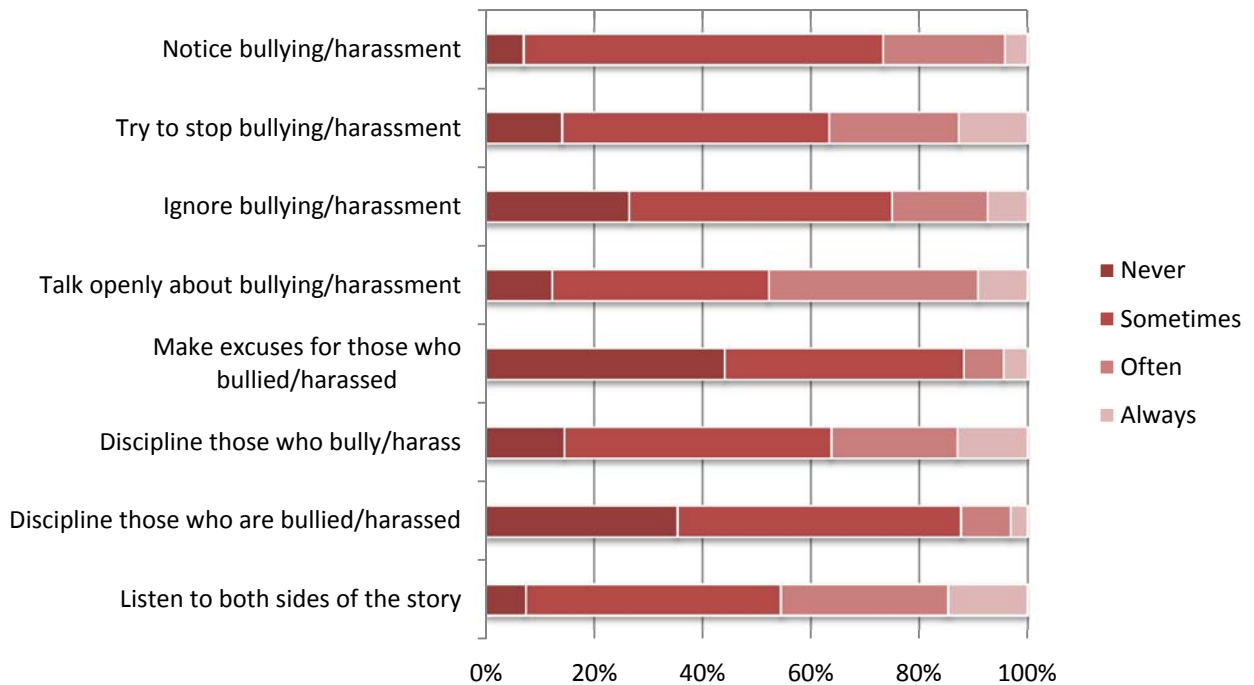
If their child did not respond to the most recent instance of being bullied and/or harassed, parents were asked to provide reason(s) for not responding (Figure 161).

**Figure 161: Frequency of reasons for failing to take action after being bullied and/or harassed**



Parents were asked to rate how often (from *Never* – 1 to *Always* – 4) staff at their child's school responded to bullying and/or harassment (Figure 162, Table 29).

**Figure 162: Parents' perceptions of staff response**



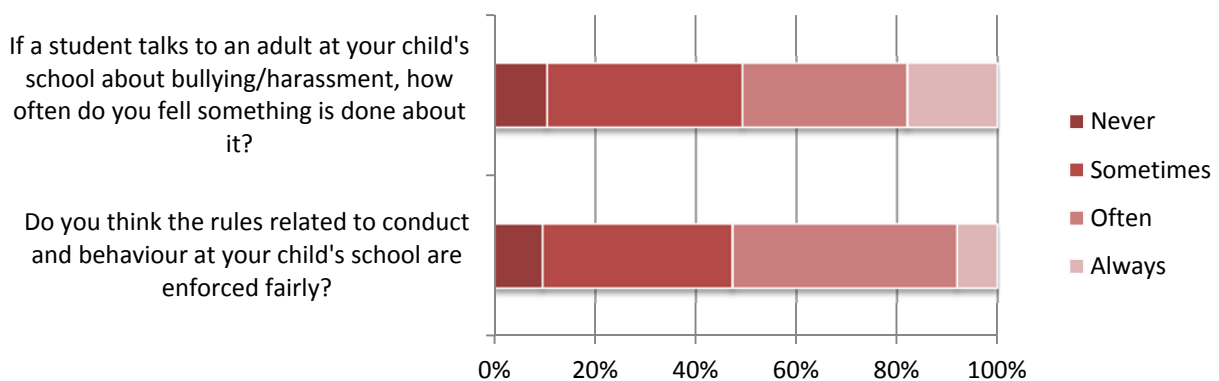
**Table 29: Distribution of parents' perceptions of staff response**

	Never	Sometimes	Often	Always	Mean
Notice bullying/harassment	7.0%	66.2%	22.5%	4.2%	2.2
Try to stop bullying/harassment	14.1%	49.3%	23.9%	12.7%	2.4
Ignore bullying/harassment	26.5%	48.5%	17.6%	7.4%	2.1
Talk openly about bullying/harassment	12.3%	40.0%	38.5%	9.2%	2.5
Make excuses for those who bullied/harassed	44.1%	44.1%	7.4%	4.4%	1.7
Discipline those who bully/harass	14.5%	49.3%	23.2%	13.0%	2.4
Discipline those who are bullied/harassed	35.4%	52.3%	9.2%	3.1%	1.8
Listen to both sides of the story	7.4%	47.1%	30.9%	14.7%	2.5

Parents (8.10%; 6) believed that the rules related to conduct and behaviour at their child's school were always enforced fairly. Approximately, 44.6% (33), 37.8% (28) and 9.5% (7) of parents believed rules related to conduct were enforced often, sometimes, and never, respectively. When a child speaks to an adult about bullying and/or harassment at school, 18% (12) of parents believe that something is done about it. Approximately 33% (22), 39% (26) and 10% (7) of parents feel that action is taken often, sometimes, and never, respectively, towards bullying and/or harassment behaviour. (Figure 163).

Overall, 6% (4) of parents were very satisfied with the steps their child's school has taken to prevent bullying/harassment among students. Approximately 39% (28), 32% (23), 13% (9), and 10% (7) of parents were satisfied, neutral, dissatisfied, and very dissatisfied, respectively, with the steps their child's school has taken to prevent bullying/harassment among students.

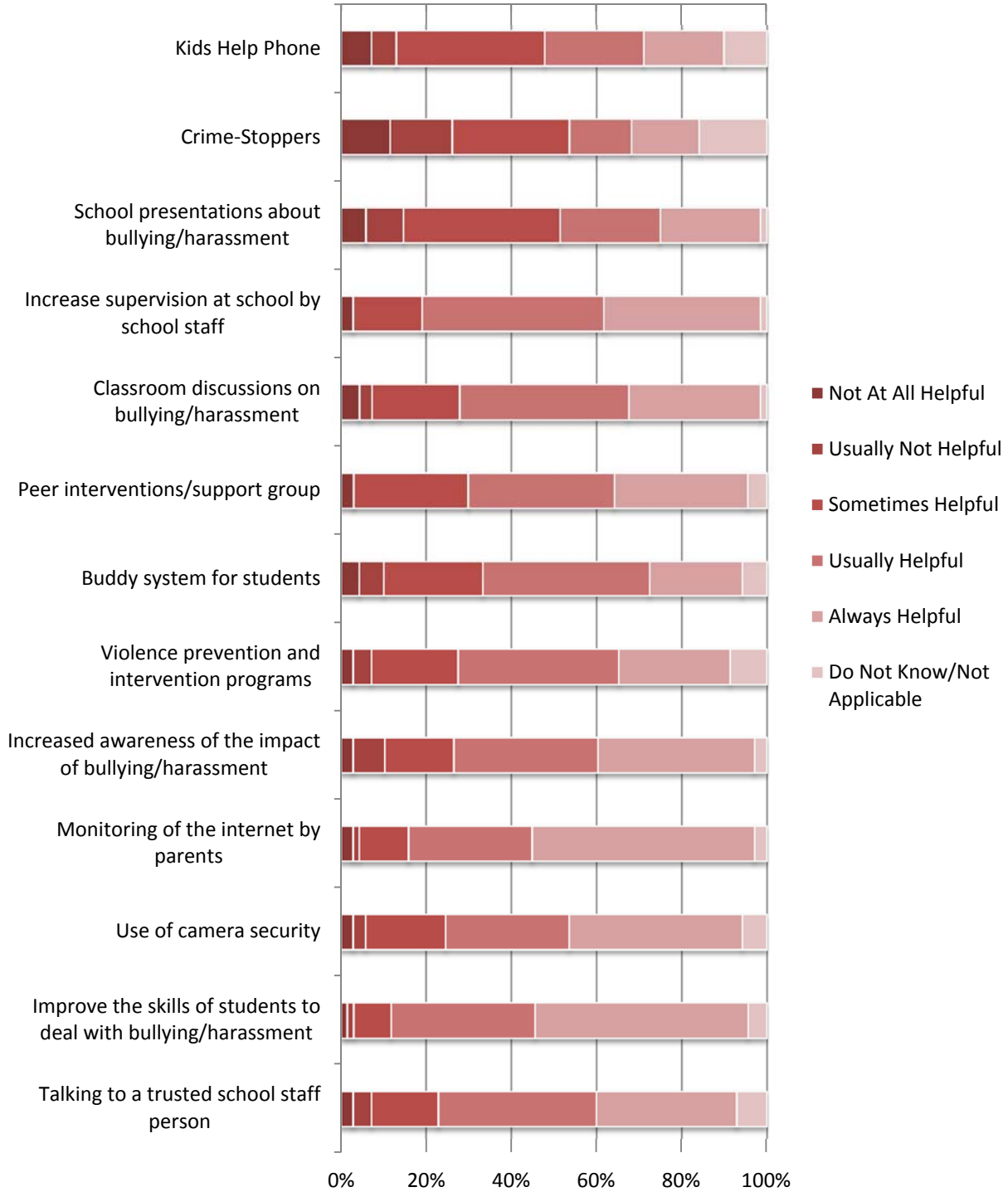
**Figure 163: Parents' perceptions of school response to bullying**





Parents were asked to rate (*Not At All Helpful* – 1, *Sometimes Helpful* – 3, *Always Helpful* – 5) the effectiveness of multiple responses for dealing with bullying and/or harassment (Figure 164, Table 30).

**Figure 164: Parents' mean effectiveness of multiple responses to bullying/harassment**



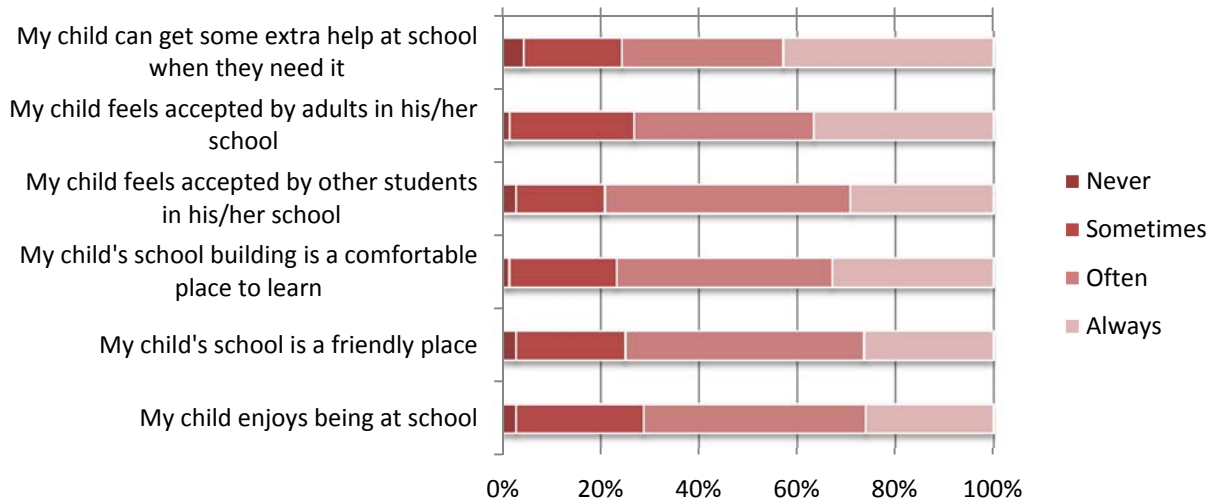
**Table 30: Distribution of the effectiveness of multiple responses to bullying and/or harassment**

	Not At All Helpful	Usually Not Helpful	Sometimes Helpful	Usually Helpful	Always Helpful	Do Not Know/Not Applicable	Mean
Kids Help Phone	7.2%	5.8%	34.8%	23.2%	18.8%	10.1%	3.5
Crime-Stoppers	11.6%	14.5%	27.5%	14.5%	15.9%	15.9%	3.1
School presentations about bullying and/or harassment	5.9%	8.8%	36.8%	23.5%	23.5%	1.5%	3.5
Increase supervision at school by school staff	2.9%	0.0%	16.2%	42.6%	36.8%	1.5%	4.1
Classroom discussions on bullying and/or harassment	4.4%	2.9%	20.6%	39.7%	30.9%	1.5%	3.9
Peer interventions/support group	3.0%	0.0%	26.9%	34.3%	31.3%	4.5%	4.0
Buddy system for students	4.3%	5.8%	23.2%	39.1%	21.7%	5.8%	3.7
Violence prevention and intervention programs	2.9%	4.3%	20.3%	37.7%	26.1%	8.7%	3.9
increased awareness by students of the impact of bullying and/or harassment	2.9%	7.4%	16.2%	33.8%	36.8%	2.9%	4.0
Monitoring of the internet by parents	2.9%	1.4%	11.6%	29.0%	52.2%	2.9%	4.3
Use of camera security	2.9%	2.9%	18.8%	29.0%	40.6%	5.8%	4.1
Improve the skills of students to deal with bullying/harassment	1.5%	1.5%	8.8%	33.8%	50.0%	4.4%	4.4
Talking to a trusted school staff person	2.9%	4.3%	15.7%	37.1%	32.9%	7.1%	4.0

## Feeling Accepted, Welcomed and Respected

Parents were queried on the frequency that their child feels accepted and welcomed at school (Figure 165, Table 31).

**Figure 165: Parents' perceptions of the promotion of their child's personal well-being**

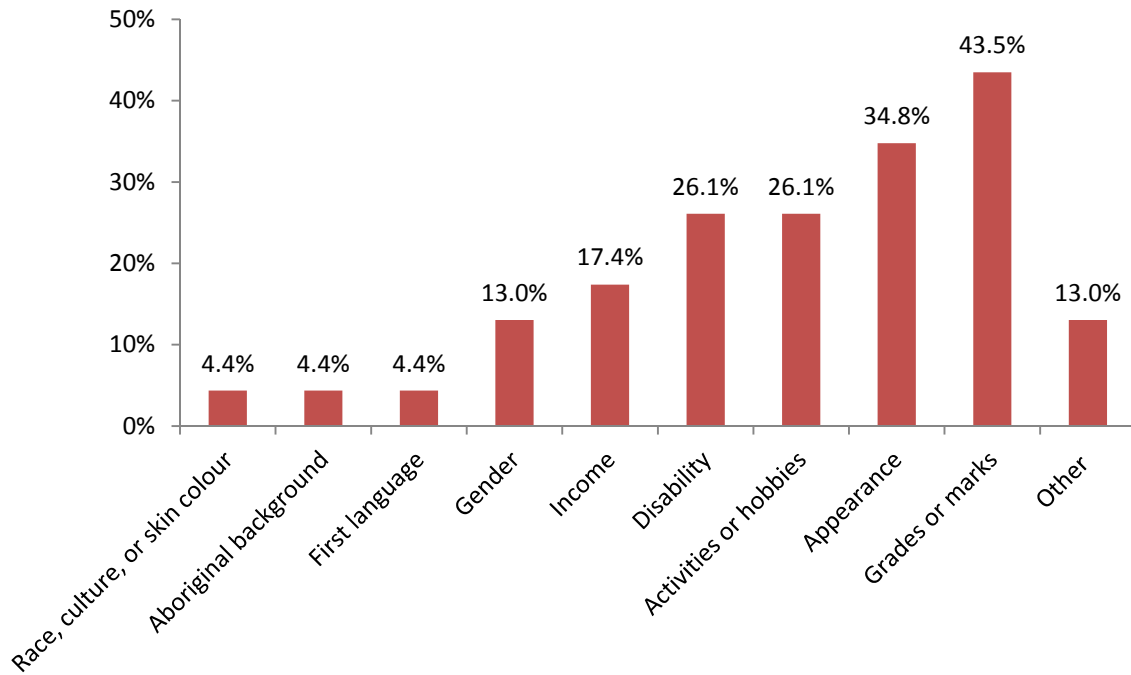


**Table 31: Parents' perception of the promotion of their child's well-being**

	Never	Sometimes	Often	Always
My child can get some extra help at school when they need it	4.3%	20%	32.6%	42.9%
My child feels accepted by adults in his/her school	1.4%	25.4%	36.6%	36.6%
My child feels accepted by other students in his/her school	2.8%	18.1%	50%	29.1%
My child's school building is a comfortable place to learn	1.4%	21.9%	43.8%	32.9%
My child's school is a friendly place	2.8%	22.2%	48.6%	26.4%
My child enjoys being at school	2.7%	26.0%	45.2%	26.0%

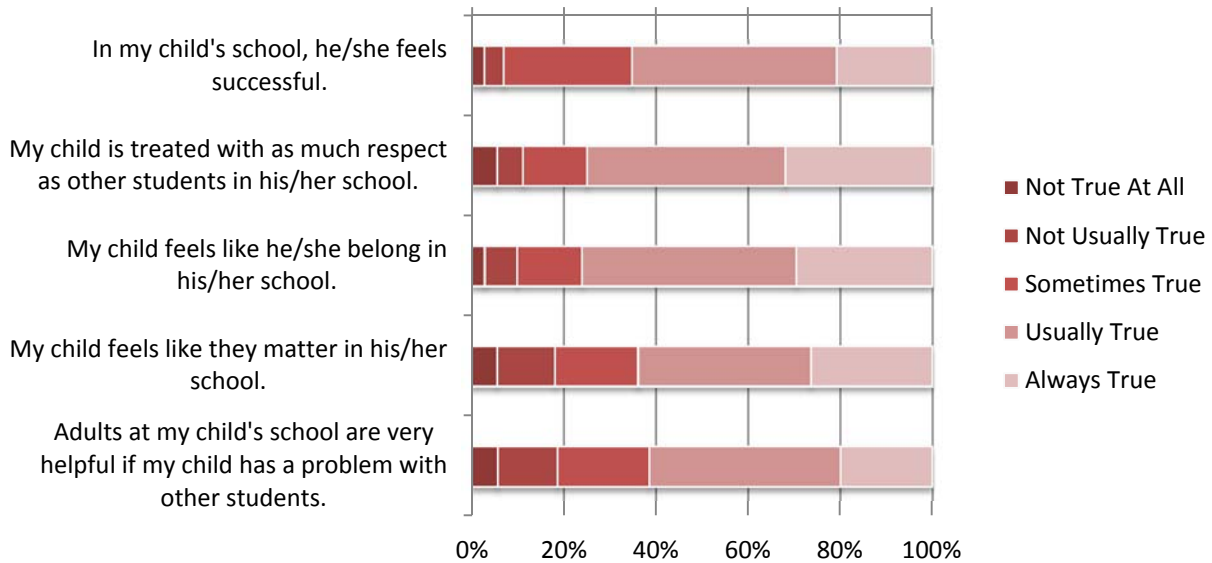
Parents were asked to identify sources for their child feeling unwelcomed or uncomfortable at school (Figure 166).

**Figure 166: Mean frequency of sources for feeling unwelcomed or uncomfortable at school**



Parents were asked to report (from *Not True at All* – 1 to *Always True* – 5) on their child's feelings of success, respect, and belonging at school (Figure 167, Table 32).

**Figure 167: Parents' perceptions of their child's success, respect, and belonging at school**



**Table 32: Parents' perceptions of their child's success, respect, and belonging at school**

	Not True At All	Not Usually True	Sometimes True	Usually True	Always True	Mean
In my child's school, he/she feels successful.	2.8%	4.2%	27.8%	44.4%	20.8%	3.8
My child is treated with as much respect as other students in his/her school.	5.6%	5.6%	13.9%	43.1%	31.9%	3.9
My child feels like he/she belong in his/her school.	2.8%	7.0%	14.1%	46.5%	29.6%	3.9
My child feels like they matter in his/her school.	5.6%	12.5%	18.1%	37.5%	26.4%	3.7
Adults at my child's school are very helpful if my child has a problem with other students.	5.7%	12.9%	20.0%	41.4%	20.0%	3.6

Parents of secondary school students were provided with the opportunity to share their ideas to make their child's school a safe, respectful, and welcoming place to learn. Approximately 28% of parents who completed the survey included their ideas, suggestions, and comments.

*“My child tells me that there has been a noticeable decline in the school atmosphere in the last several years. They believe it is driven by the administration or lack thereof. There appears to be little if any guidance coming from the administration, particularly under the current principal. My child tells us that the principal is usually out of the building and delegates matters to others and does not have a real clue as to what is going on in the school. There is a new VP that apparently uses suspensions to answer all of the problems - even suspending students who are skipping school. How much sense does it make to suspend a student who does not want to be there anyways? My child tells me that the kids sense some tension between the teachers and the administration and that it affects the classroom environment which makes sense as most people do not do their best work when working in a tense workplace environment.”*

*“Please enforce the rules! Please apply rules (dress code, no smoking, no selling drugs, no drug use at bus shelters etc) equally and with true energy and conviction and be consistent!!! If there is a policy, enforce it or the kids will not respect your rules due to seemingly random application. This leads to a problem at the teacher level as some perceived as "tough" and others "OK". To avoid punishing the "tough" teachers, all staff and administration should be on the same page and enforce the rules to the same extent. There is very little show of school spirit. Even the kids have commented that compared to some other schools, there is little of this at STA. It all starts at the top - the kids need real faculty leadership and goals and expectations to work towards TOGETHER - what about class based volunteer activities. What about opening up house league sports so more kids can participate! What about making joining at least one sport team or club mandatory at each grade level. “*

*“If we accept that our schools need to be safe, respectful and welcoming places, we need to populate them with many more social workers and staff who are trained in mental health and wellness issues. Lots of lip service has been paid to the issue of mental health in our schools, but very little has been done, at the practical level, to improve the mental health of our youth, especially troubled youth. It will take a lot more than a pledge to alter the climate of our schools. It will take dedicated professionals, who are present at the school on a regular basis, to minister to the victims and perpetrators of bullying and other negative behaviours. Relying on classroom teachers to handle these issues is unrealistic and a reactive approach, when a proactive approach should be the goal. The support staff that are presently in our schools are a skeleton staff, at best. Their intentions may be wonderful, but the reality is that their workload is overwhelming, and needs to be shared with other people who are trained in mental health issues. “*

*“School is too quick to blame the bullied person. This attitude makes it very hard for the bullied student to want to go to school and/or report further bullying. One or two teachers have absolutely no control over their classrooms. Makes learning impossible for those who want to. Some teachers hang onto projects for a month or more. Student has no idea how they are doing in class, then gets back 6 projects at Christmas, and then told 3 projects are missing. Ridiculous!! Don't the teachers have to return work on a timely basis so students have some idea how they are doing? “*

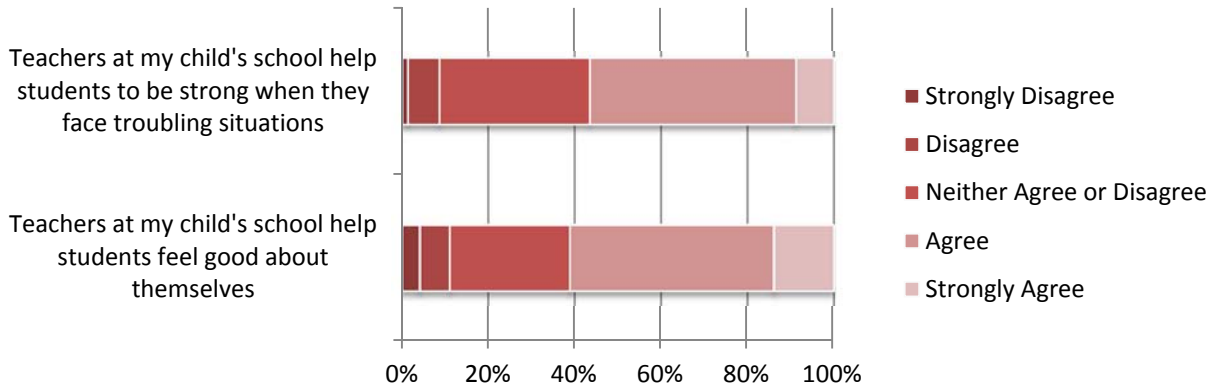
*“I find that school personnel are not at all welcoming. They often talk in a negative fashion to the students, and are quite dismissive of the parents and their concerns. Whenever there is a concern, there is always a worry that the student will 'pay' for it with poor treatment and/or lower marks. Parents are not invited to be part of the school community. Students have difficulty improving their school performance when teachers take a very long time to mark assignments. In two of the four classes my son had this semester, he did not get assignments back until just before the first report card. Parents cannot help students because they are not allowed to bring work home. “*

*“My child is well liked and successful at school so we don't have issues related to bullying. I feel the parents of kids who are having a hard time may not be participating in this survey. As an observer, I've noticed some of the children who are doing the bullying are popular and somewhat successful and teachers/adults often let their poor behaviour slide because they believe they are "good" kids. So much happens via Facebook/texting and parents are completely unaware! I think our school does a good job trying to instill good values, but as always what happens or doesn't happen at home is a huge part of who we are and how we behave. I do believe it's important to educate the kids about the effects of bullying/teasing. Real life stories/movies/speakers always make an impact. Teachers need to be on top of the "cool" kids, they get away with the most in my opinion. Kids need to know who to go if they have a problem, and teachers/adults need to know what to do because sometimes kids who are having a hard time only get the courage once to say something.”*

## Personal Well-Being

Parents were asked to what extent do teachers support and help their child feel good about themselves (Figure 168).

**Figure 168: Parents' perceptions of the promotion of their child's personal well-being**

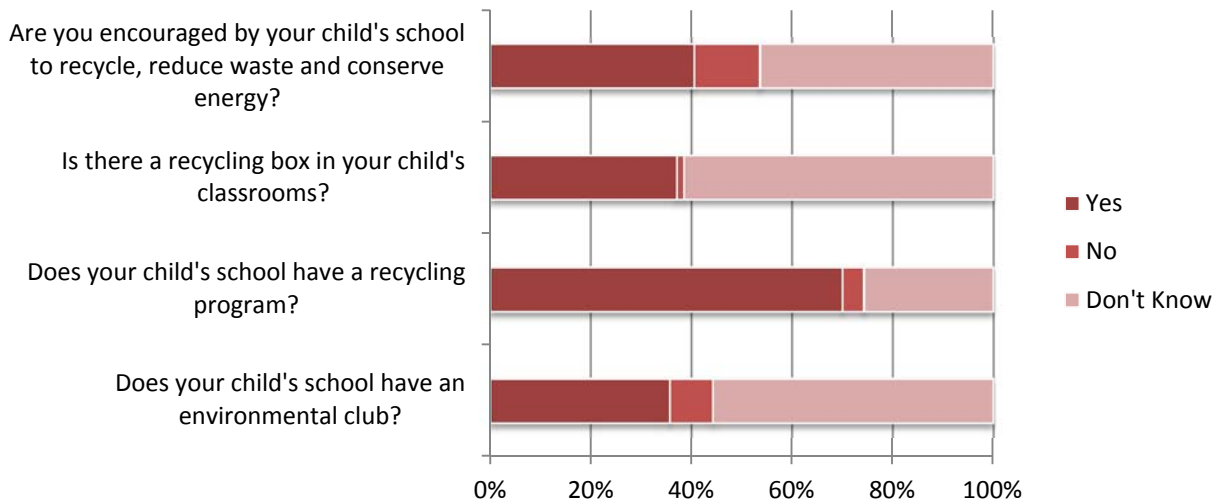


Approximately 73% of parents believe their child can identify a caring adult in their school to talk to if they had a problem or concern.

## Caring for the Environment

Parents were queried on the implementation of various environmental strategies at their child's school (Figure 169).

**Figure 169: Frequency of various school approaches for caring for the environment and promoting stewardship for the earth**





### Participation – School Clubs, Teams and Intramural Events

Approximately 54% (139) and 64% (245) of parents stated that their child belonged to a school club or team and club or team outside of school, respectively.

Approximately 61% (38) and 96% (68) of parents indicated that their school offers intramurals and sports teams opportunities, respectively. Of these, 20% (13) of parents stated that their child participates in intramurals at their school (Figure 170).

**Figure 170: Participation in Clubs, Teams, and Events**



## Part 13: 2011-2013 Secondary Parent Survey Comparison

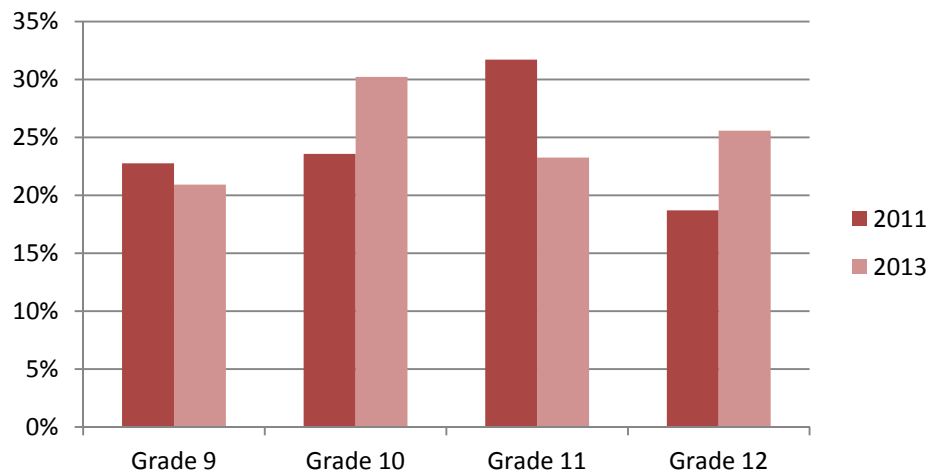
### A. Response Rates

In 2011, 126 parents of secondary school students completed the Parent Secondary School Climate Survey, compared to 88 in 2013.

### B. Demographic Information

Parents indicated the grade in which their child was enrolled in 2011, and again in 2013. Results are presented in Figure 171.

Figure 171: Grade of children as reported by parents



In both 2011 and 2013, the majority of respondents were mothers of enrolled children. In 2013, 80% of survey respondents were mothers, while in 2011, 78% were mothers. Fathers completed 18% of surveys in 2013, and 19% in 2011. Guardians and step-parents completed less than 1% of all surveys in 2013, and 2% in 2011.

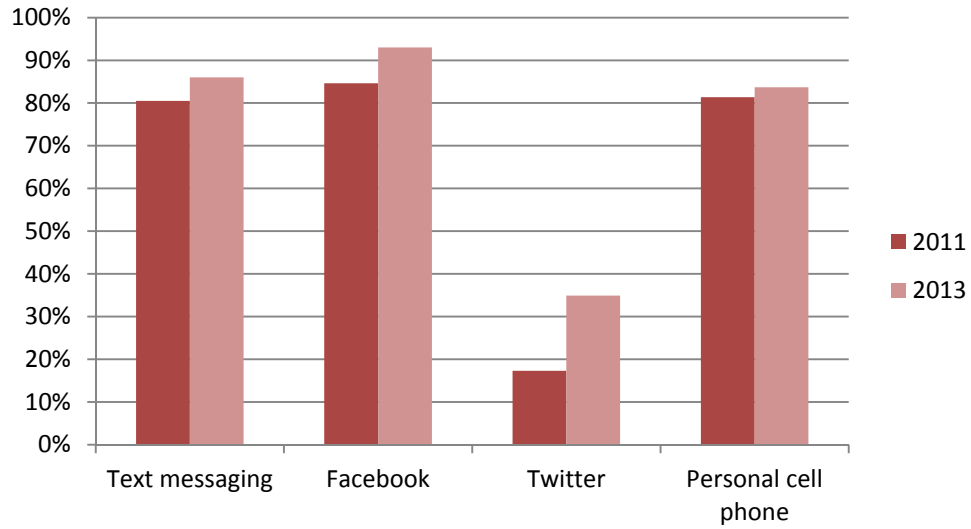
### C. Survey Descriptive/Summary

- Technology and use of the Internet
- Feeling Safe at School
- Bullying and Harassment
- Reporting and Responding to Bullying and Harassment
- Feeling Accepted, Welcomed and Respected

## Technology and Use of the Internet

Parents were asked to indicate the kinds of technology that their child uses (Figure 172).

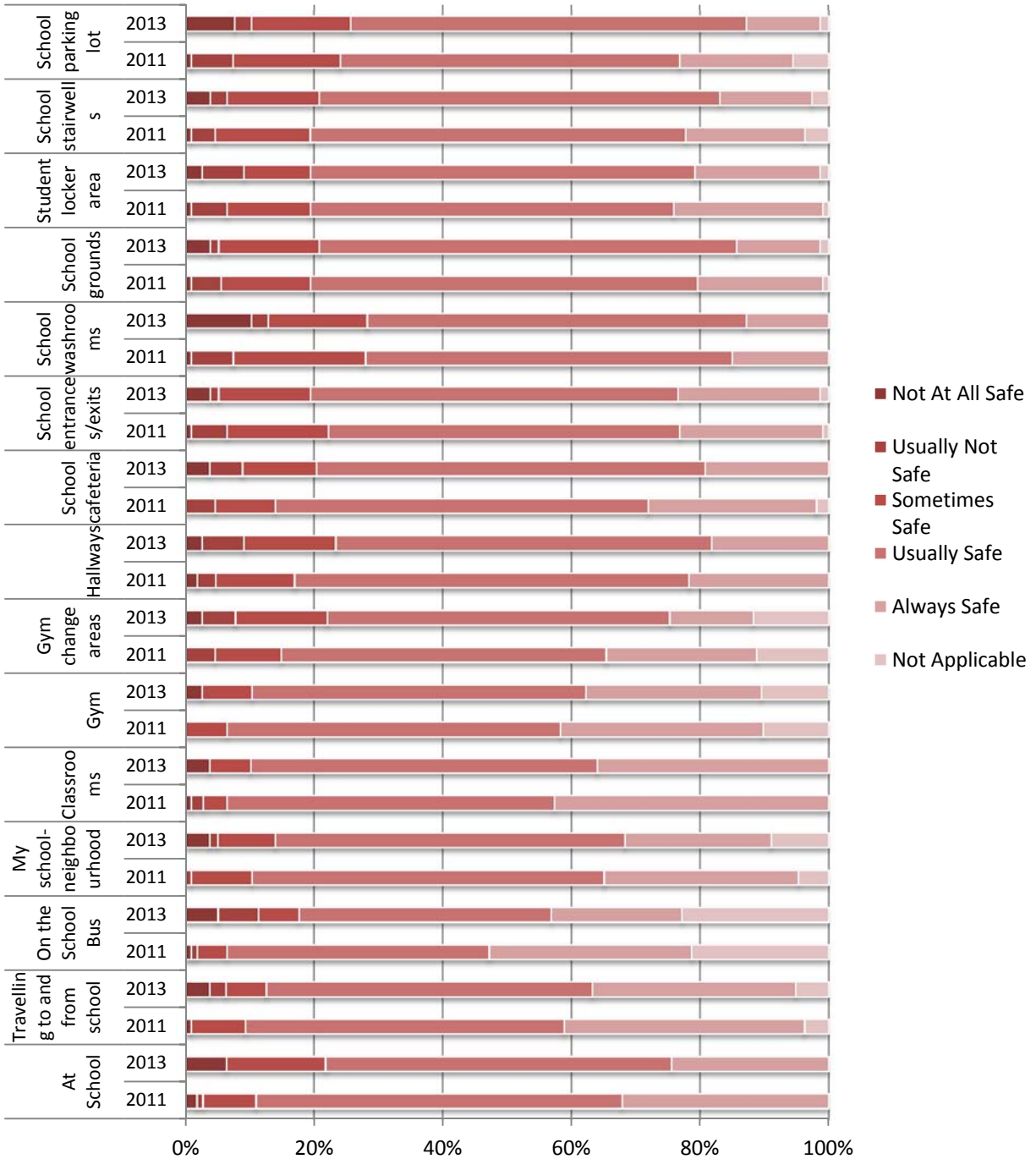
**Figure 172: Student use of technology**



## Feeling Safe at School

Parents were asked to indicate the spaces in the school or near the school that they believed students were safe or unsafe (Figure 173).

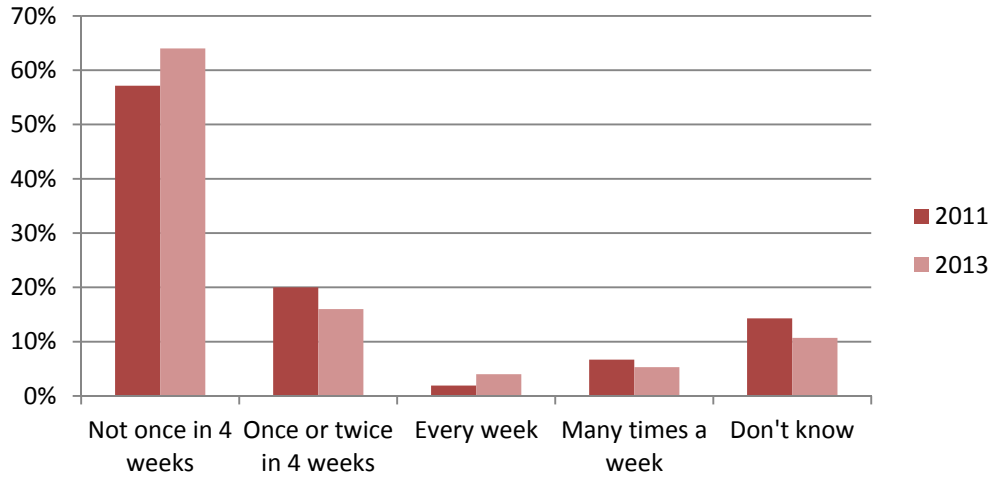
**Figure 173: Parent perceptions of safety in various locations**



## Bullying and Harassment

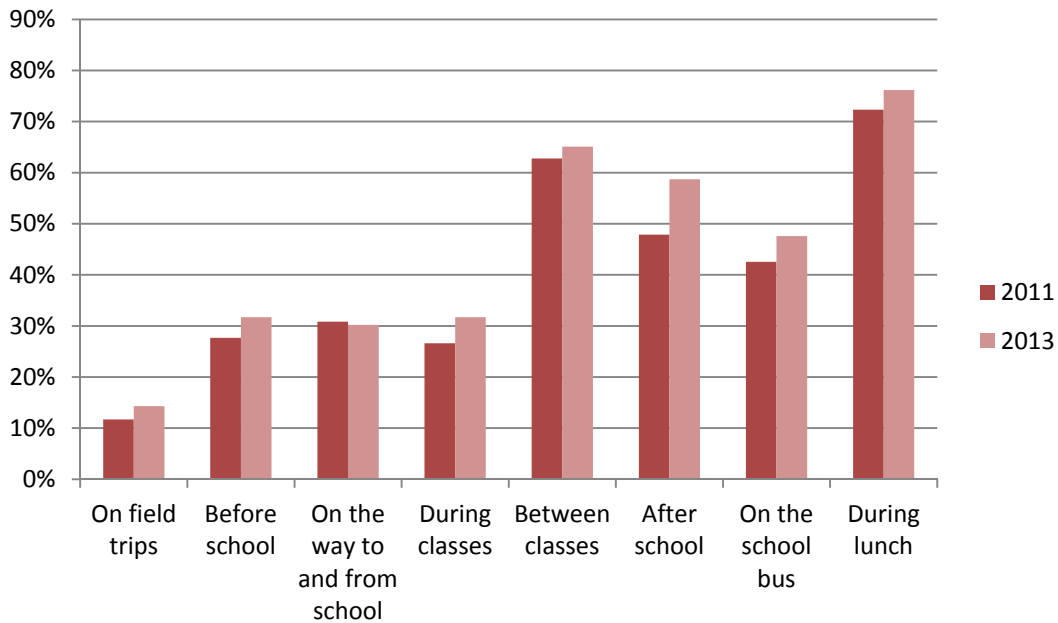
Parents were asked to indicate how often within the past 4 weeks a student has bullied or harassed their child. Responses in 2011 and 2013 are provided in Figure 174.

**Figure 174: Frequency of bullying/harassment reported by parents**



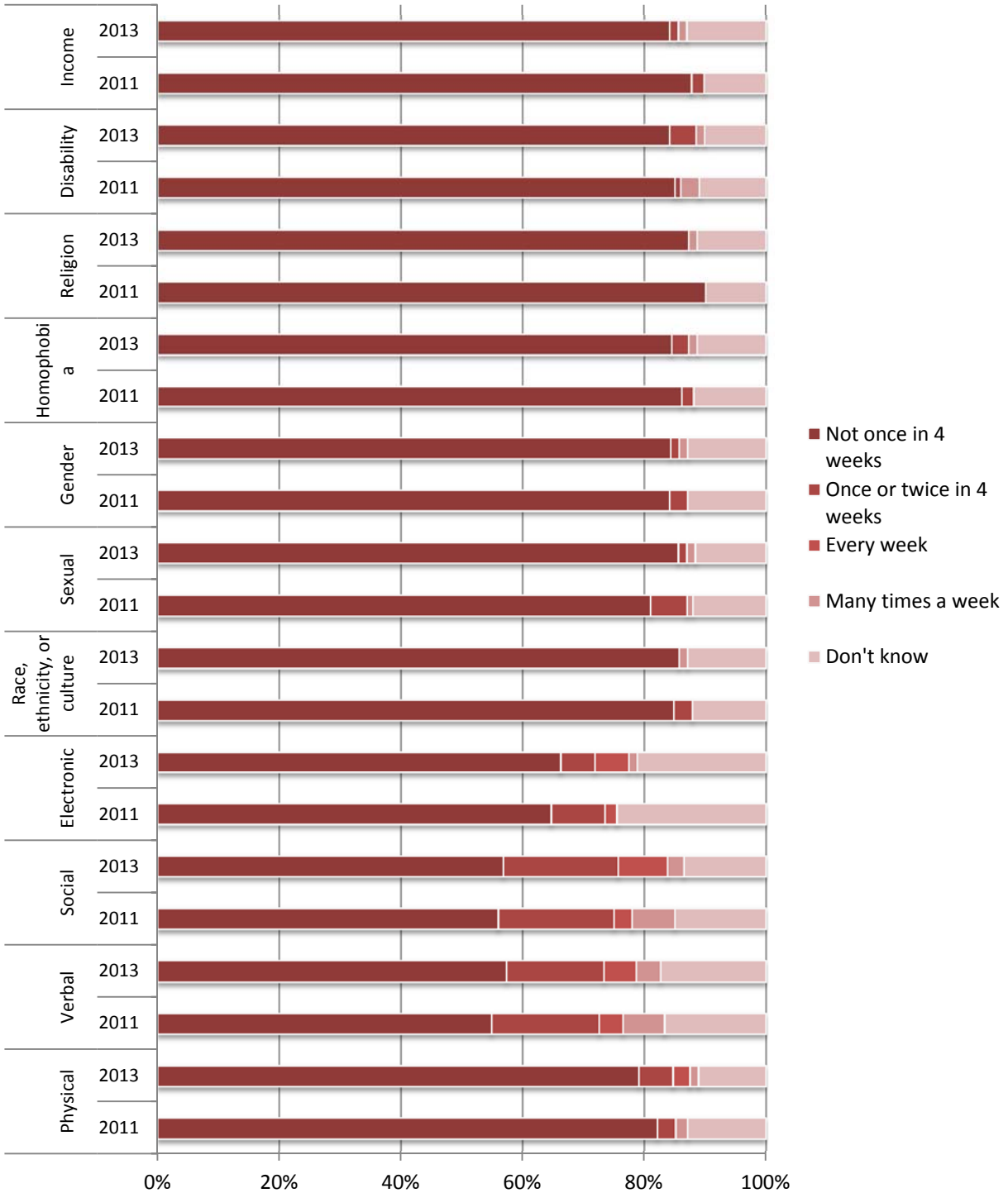
Parents were asked to indicate where and when they believed bullying/harassment occurs most often (Figure 175).

**Figure 175: Times and locations where bullying most often occurs**



Parents were asked to indicate how often their child experienced specific kinds of bullying. Responses in 2011 and 2013 are indicated in Figure 176.

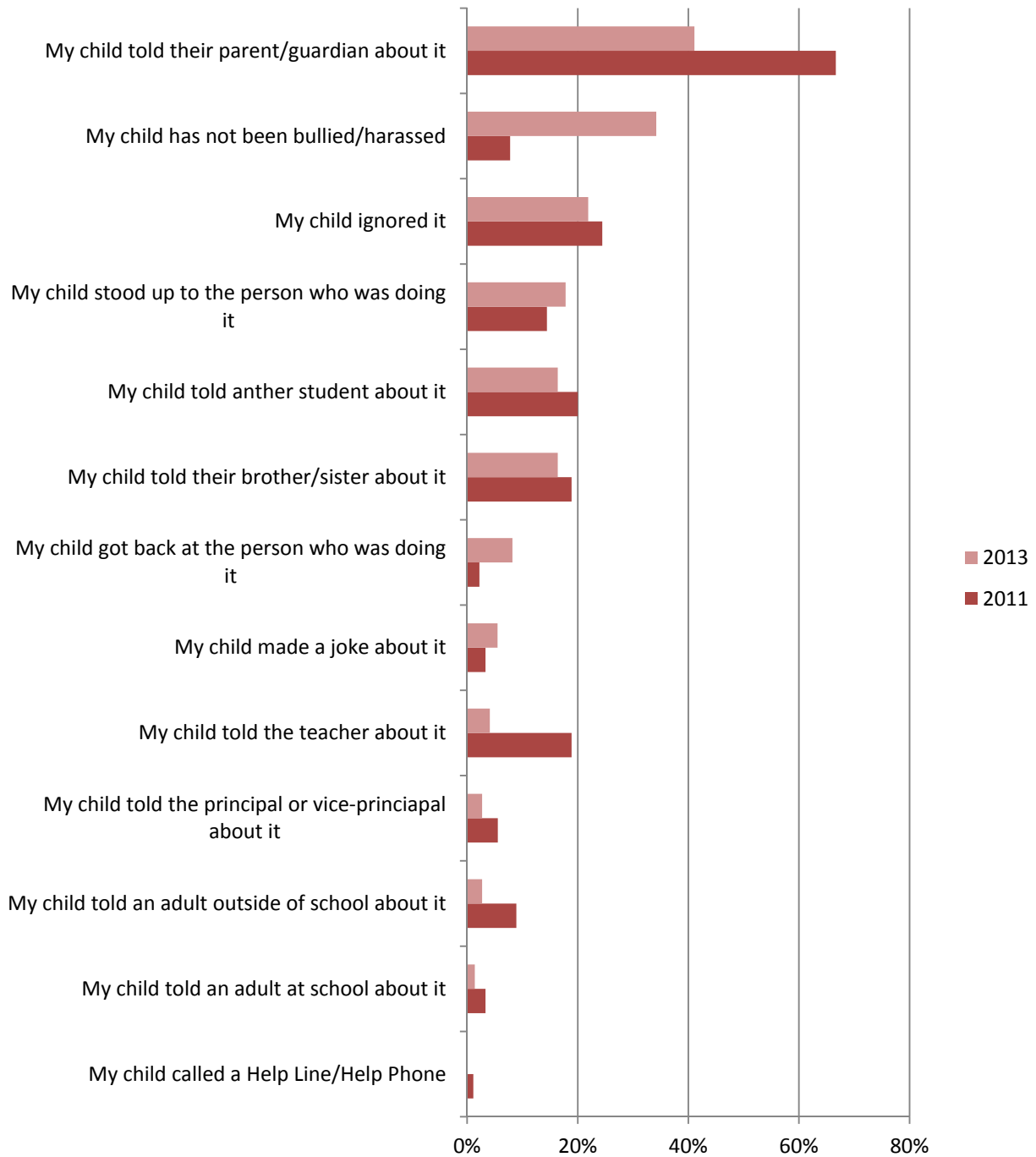
**Figure 176: Forms of bullying/harassment experienced by children**



## Reporting and Responding To Bullying and Harassment

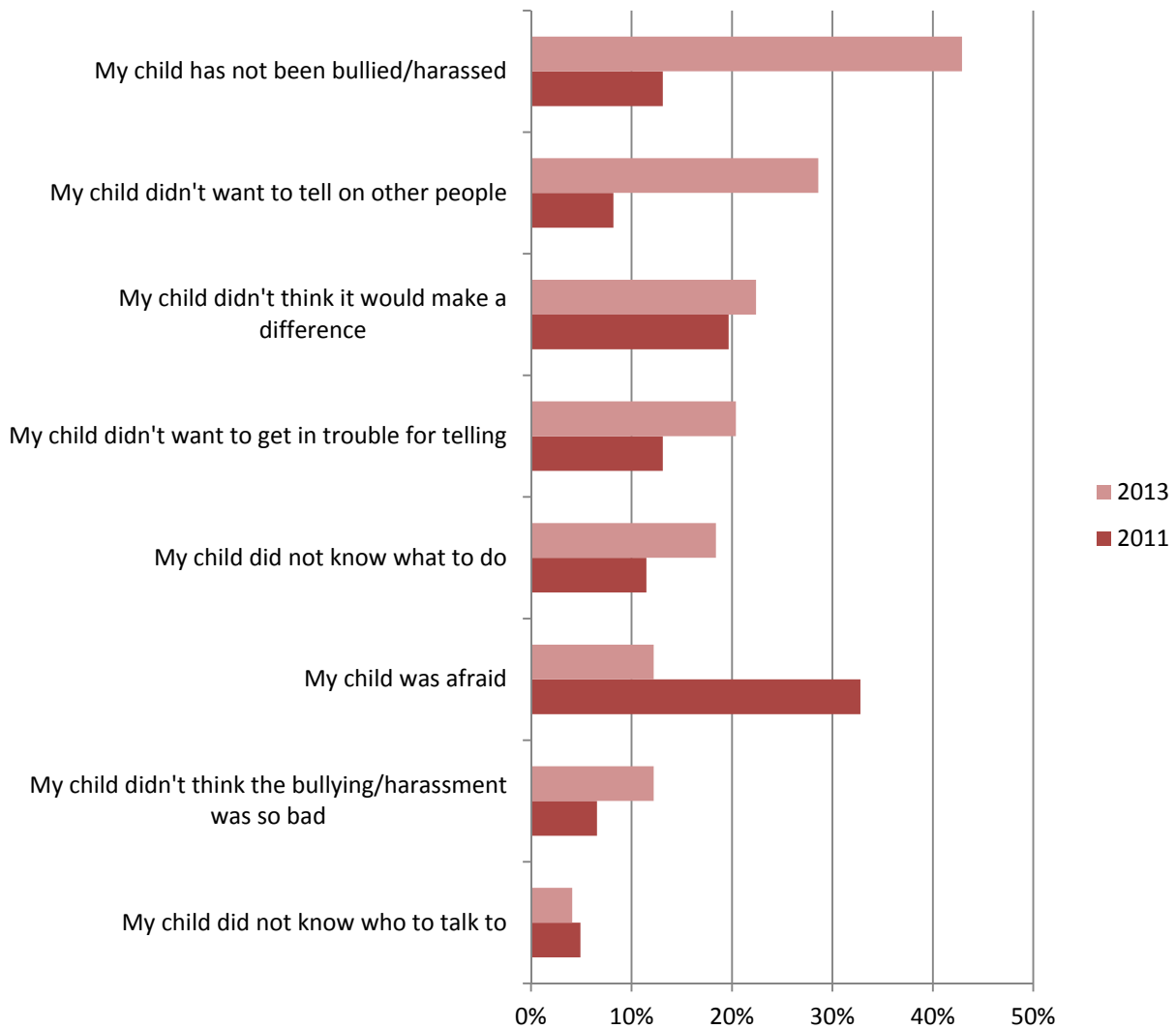
Parents were asked to indicate what happened the last time their child was bullied/harassed. Responses in 2011 and 2013 are indicated in Figure 177.

**Figure 177: Student responses to bullying/harassment**



If the parent indicated that a student did not do anything the last time they were bullied/harassed, they were asked to provide a reason why they thought their child took no action. Frequency of responses are provided in Figure 178.

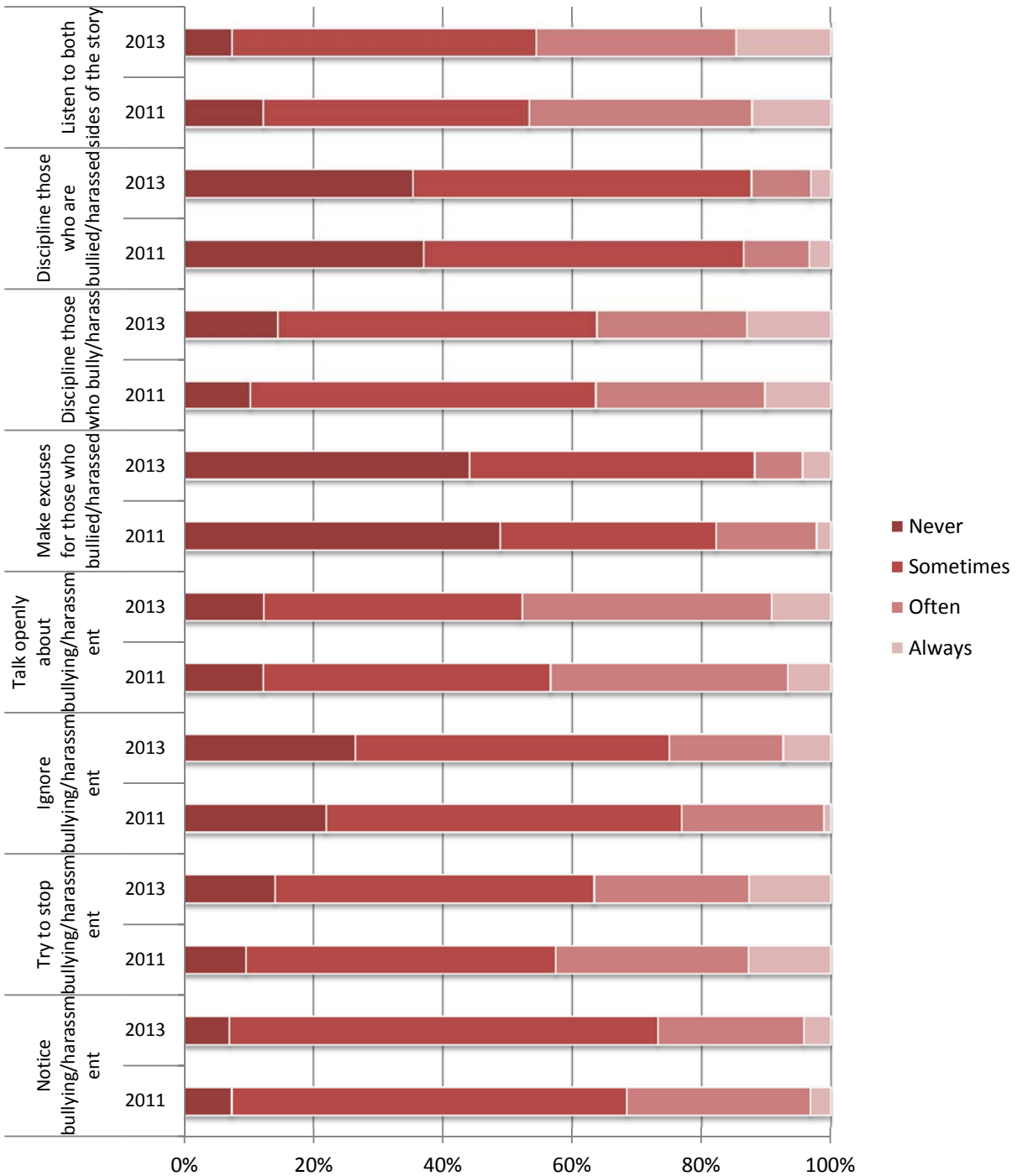
**Figure 178: Students’ reasons for failing to take action when experiencing bullying/harassment**





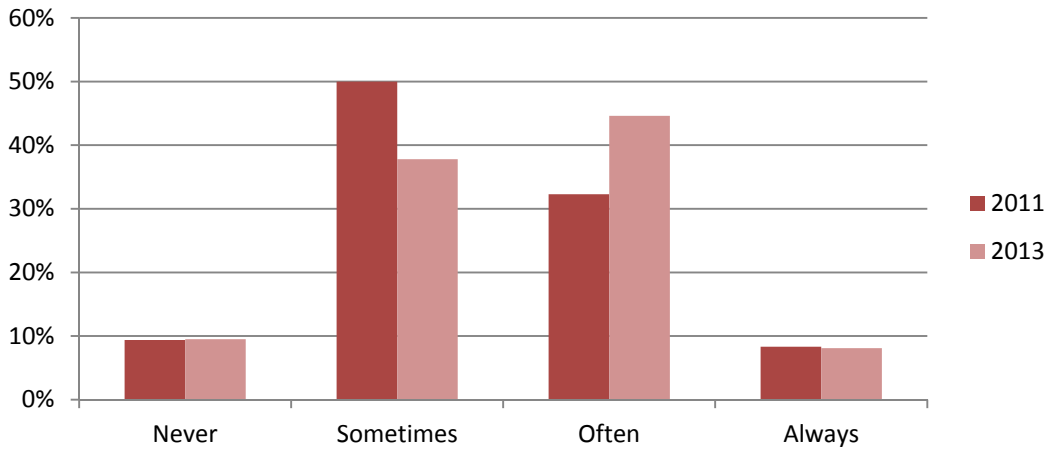
Parents of secondary school students were asked to indicate how often they thought staff at their child’s school reacted towards bullying/harassment. Responses from 2011 and 2013 are presented in Figure 179.

**Figure 179: Staff responses to bullying/harassment**

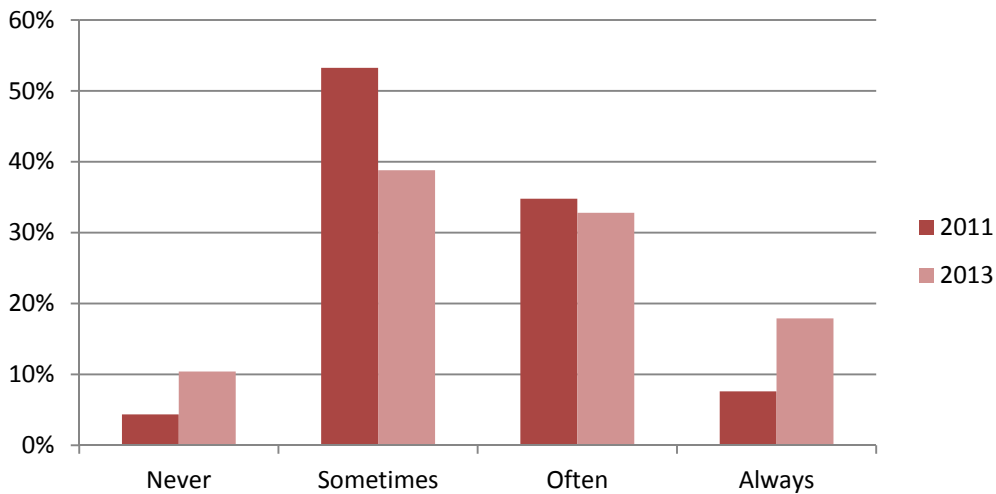


Parents were asked several questions about how rules are enforced and adults in their child’s school respond to bullying and harassment. Results from 2011 and 2013 are presented in Figures 180, 181 and 182.

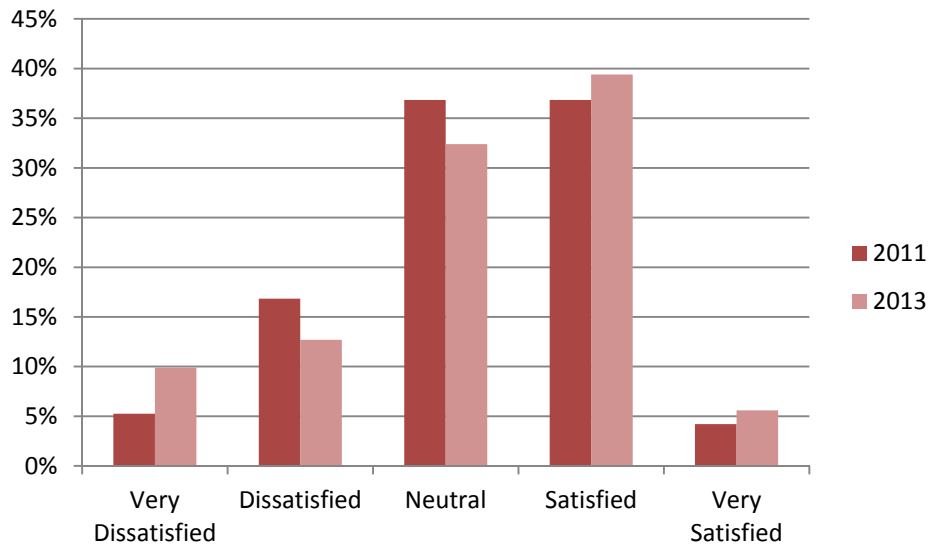
**Figure 180: Do you think the rules related to conduct and behaviour at your child's school are enforced fairly?**



**Figure 181: If a student talks to an adult at your child's school about bullying/harassment, how often do you feel something is done about it?**

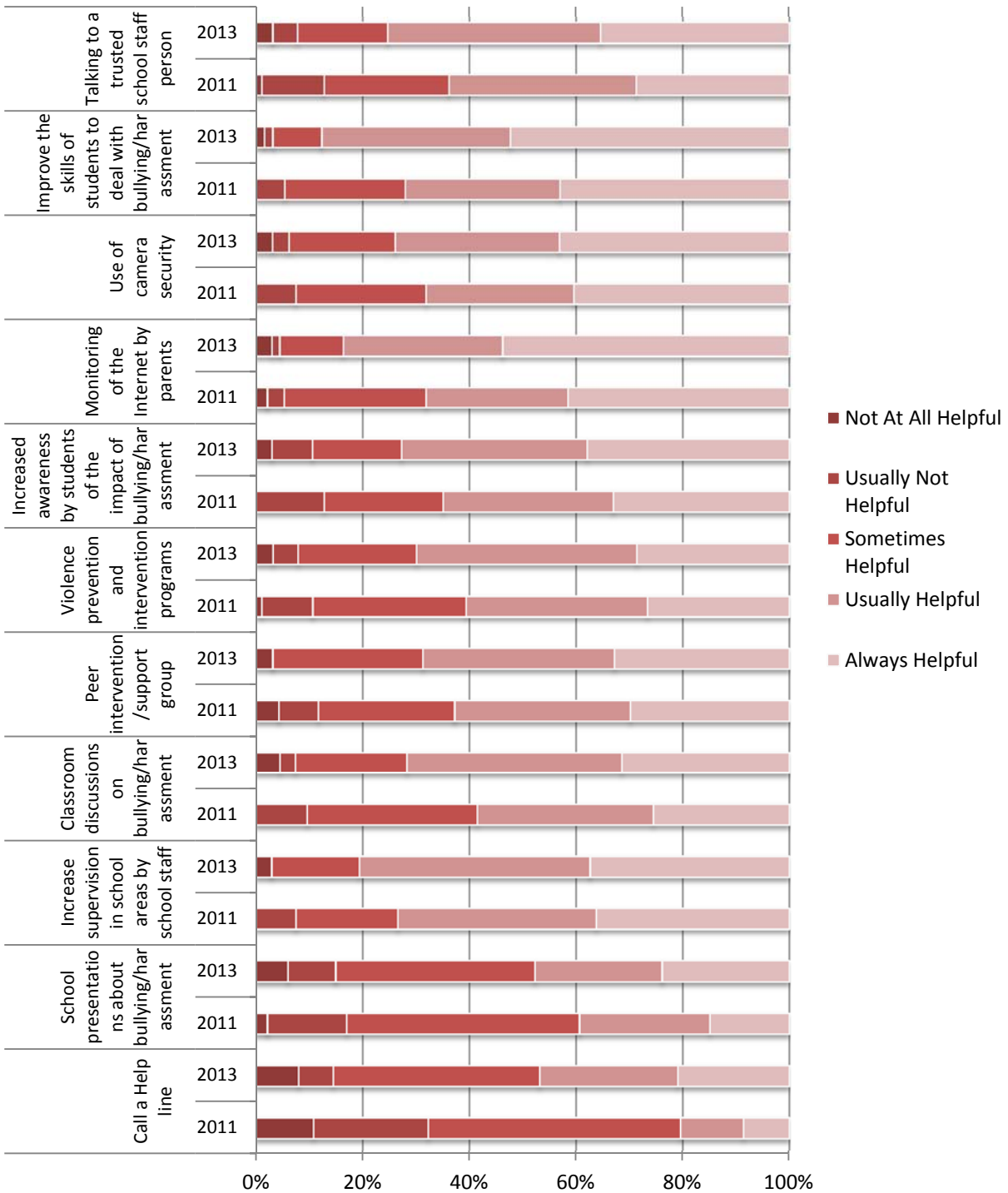


**Figure 182: How satisfied are you with the steps your child's school has taken to prevent bullying/harassment among students?**



Parents of secondary school students were asked to indicate how helpful they thought each of the following suggestions were for dealing with bullying. Responses in 2011 and 2013 are provided in Figure 183.

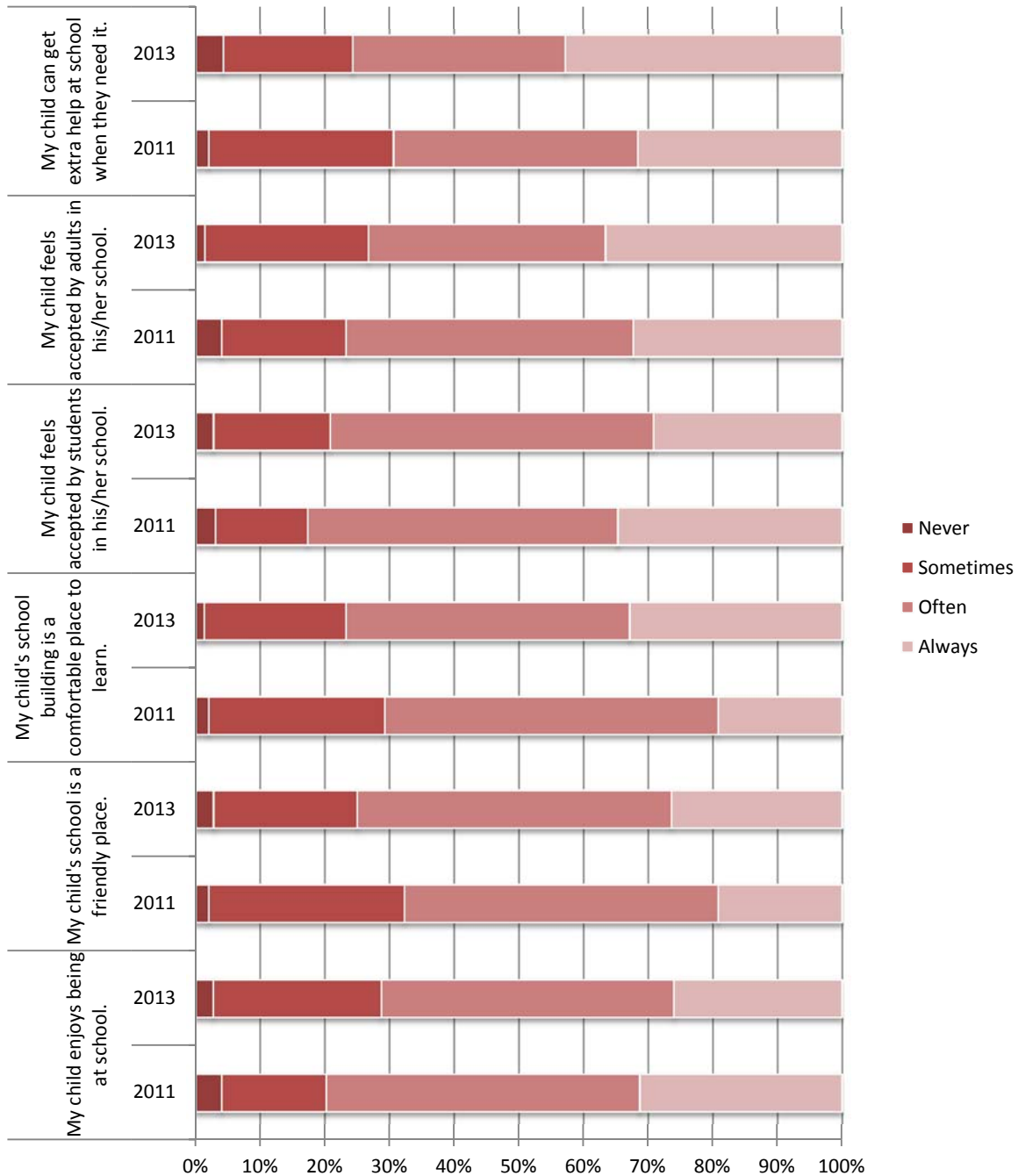
**Figure 183: Parent perceptions of the most helpful ways of dealing with bullying**



## Feeling Accepted, Welcomed and Respected

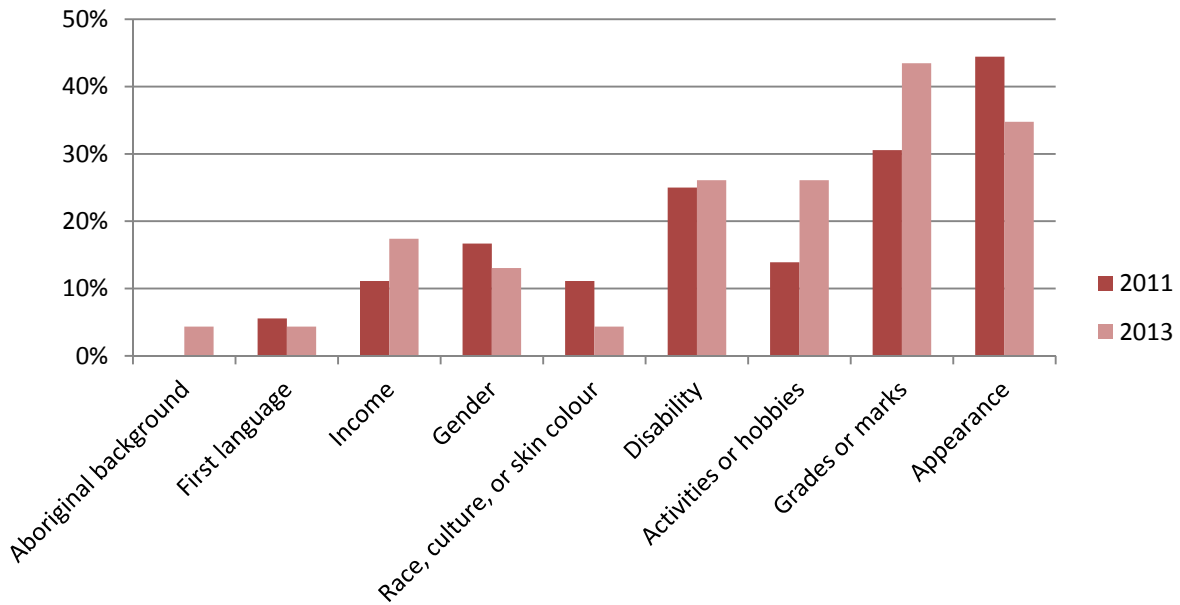
Parents were asked to indicate the extent to which they believed that their child felt welcomed, accepted, and respected at school. Frequency of their responses are provided in Figure 184.

**Figure 184: Parent perceptions of child's feelings about school**



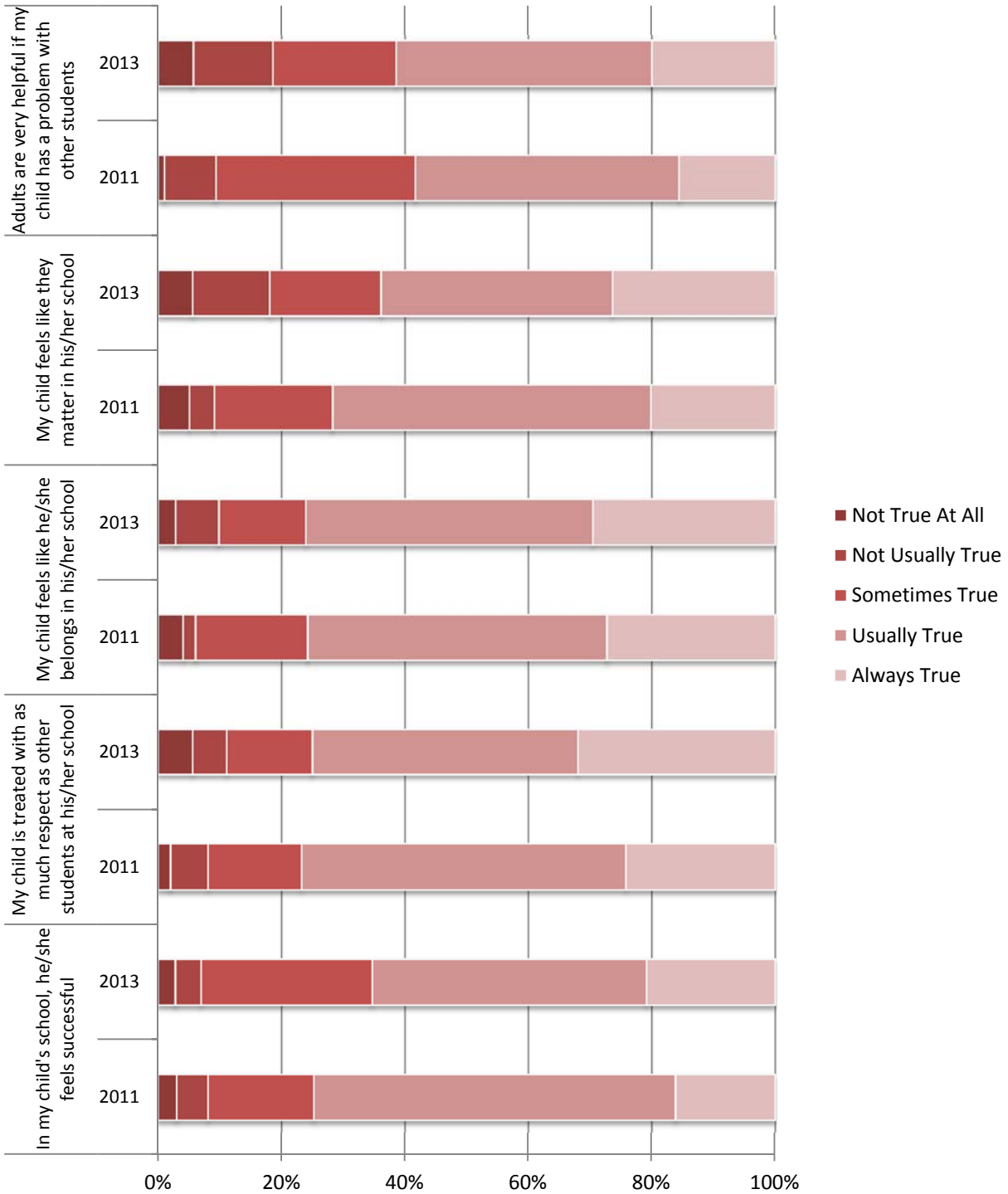
Parents were asked to indicate reasons why they believed their child may ever feel unwelcome or uncomfortable about their school. Frequency of responses in 2011 and 2013 are presented in Figure 185.

**Figure 185: Why students feel unaccepted or unwelcome**



Parents were asked to indicate to what extent they endorsed the following statements. Responses collected in 2011 and 2013 are presented in Figure 186.

**Figure 186: Parent perceptions of their child's success, respect and belonging**



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