![Durham Catholic District School Board — Learning and Living in Faith]

Memorandum

To:	Board of Trustees
From:	Tracy Barill, Director of Education
Date:	February 27, 2023
Subject:	**Safe and Caring Schools – School Climate Survey Update**
Origin:	Paula Sorhaitz, Superintendent of Education – Safe Schools

Purpose

This report is intended to provide an overview of Safe Schools initiatives for the 2022-23 school year, including a brief overview of the Safe Schools Climate Survey results.

Background

As part of our ongoing efforts to create safe and welcoming schools, a variety of training opportunities, resources and perceptual surveys have been implemented this school year. All school staff have been provided with professional learning on the topics of cyber and digital safety for students and bullying prevention and intervention. Additionally, staff have participated in further learning about anti-sex trafficking through the lens of Indigenous communities and have familiarized themselves with the DCDSB Anti-sex trafficking protocol.

Safe and Accepting Schools Bullying Prevention Initiatives

Our Safe and Accepting Schools theme this year connects with our year-long theme of *Listening with the Ear of the Heart*. Staff and students celebrated both the November and February bullying prevention awareness weeks with this year's theme. This theme of *Listening with the Ear of the Heart* reminds all members of the school community that we need to focus on deep and active listening in an effort to centre the voices of those who find themselves on the margins of our communities. We must listen to all members of our school community and act with kindness and compassion so that everyone feels welcomed and valued as members of our faith community. During both the November and February weeks, schools were provided with prayers and activities based on our spiritual theme that were designed to promote the pro-social behaviours that combat bullying in our schools.

During the February Stand Up to Bullying Week all schools are encouraged to hold at least one school-wide event to draw attention to bullying prevention. All schools in DCDSB will be celebrating International Stand Up to Bullying Day on February 24, 2023, by wearing pink shirts. The day will be captured on Twitter using the hashtag #DCDSBgetpink.

Restorative Practices

This year we continued our Durham Catholic District School Board training on Restorative Practices. One of our goals is to build the capacity for restorative practices among school administrators and gate keepers such as program support teachers, student services and guidance staff. Day one of training is Developing a Restorative Mindset: Theory into Practice and day two of training is Social Architecture: Circles in the Classroom. This year, the training will be provided to all new teachers as part of the New Teacher Induction Program (NTIP).

System-Level Training

Traumatic Events Systems Training:

In December, school leaders (for example, Guidance teachers, chaplains, and program support teachers) received Traumatic Events Systems Training with Kevin Cameron, Executive Director, North American Center for Threat Assessment and Trauma Response. Participants learned how to support students, staff and parents following a traumatic event. A focal point of the training was about supporting students negatively impacted by the COVID-19 pandemic. This is a continuation of the training that has been going on for several years to train all School-Level Crisis Response Team members on responding to Critical Incidents and Traumatic Events. Kevin Cameron also engaged parents in an evening session centred on supporting youth suffering impacts from the pandemic.

Anti-Sex Trafficking Professional Development:

All school staff participated in a Safe Schools Professional Activity Day on October 24, 2022. In addition to a focus on keeping students "cyber safe", staff also listened to guest speaker Amanda Crawford from Dnaagdawenmag Binnoojiyag (Child and Family Services) who spoke about anti-sex trafficking prevention from an Indigenous perspective. Staff were asked to review a variety of documents on the subject of anti-sex trafficking, including the DCDSB protocol, ONE CALL resource produced by School Mental Health Ontario and the Human Trafficking Service Providers' handout produced by Victim Services of Durham Region. Staff were asked to reflect on their learning with their colleagues and complete both a pre and post survey to inform future professional development on the topic.

Safe and Inclusive Schools Survey

Every two years, the Ministry of Education requires all schools in the province to implement a School Climate Survey with students from grades 4 through 12 The purpose of the Safe and Inclusive Schools Survey is to gather perceptual data that reflects the extent to which students feel safe and accepted at their school. The data can then be utilized by the Safe School Team to help inform the school's Bullying Prevention and Intervention Plan, Mental Health Action Plan and School Improvement Goals. The student surveys were available for previewing in the weeks leading up to Bullying Prevention week in November and the student, staff and parent surveys were completed in the weeks following Bullying prevention week. Results of the surveys were provided to schools earlier this month and principals learned how to disaggregate the survey data, allowing them a more precise view of the perceptions of varying groups within their communities. In the coming months, we will continue working with administrators, assisting them with the examination of their individual school results.

In general terms, we saw similar patterns in several areas since the last Safe and Inclusive Schools Survey. For the purposes of measuring perceptual data under similar circumstances, some of this year's data was compared to data from 2018 as well as 2020, as 2018 was the last year without disruptions to the school year. One notable change in the data is that the percentage of students who report having a trusted adult in the school declined somewhat. This may be reflective of the impact of two years without regular, face to face contact with school staff, which would point to the importance of teacher-student relationships. Another noteworthy statistic is the increased percentage of students who report being bullied or harassed due to their appearance in 2022; this number had decreased significantly in 2020 for secondary students, at a time when students had less regular in-school learning. In 2022, the percentage of students reporting harassment due to their appearance returned to pre-pandemic levels. This statistic warrants further attention and intervention. Lastly, some of the survey data has been disaggregated by identity markers such as race and special education needs, in order to afford us a better understanding of the perceptions of marginalized groups. The Safe Schools steering committee will continue to work with the data from the climate surveys and use the data to inform the development of resources targeting key areas of need within our schools.

TB/PS/pw

Safe Schools Updates

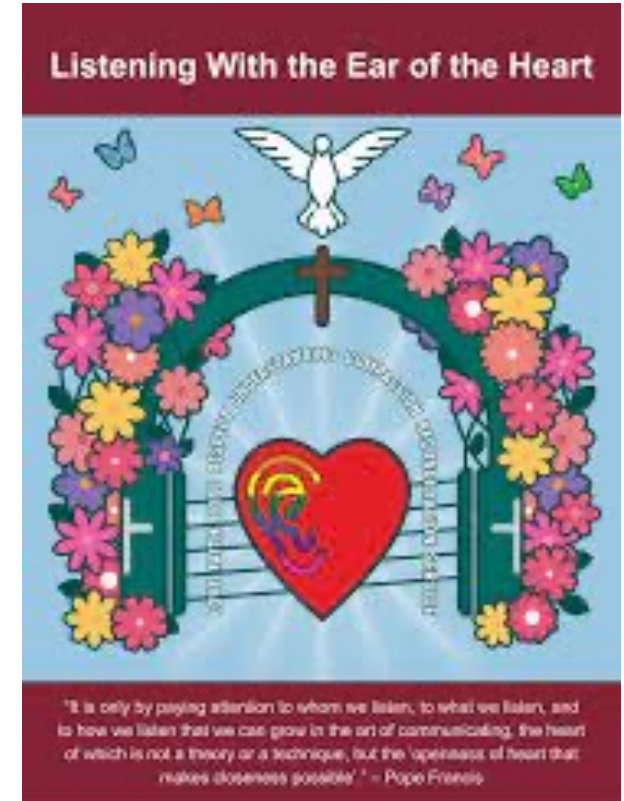Durham Catholic District School Board Report

February 27, 2023

Paula Sorhaitz

Superintendent of Education - Safe Schools

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Bullying Prevention and Intervention Weeks

November 21-25

(School Climate Surveys)

February 21-24

(Pink Shirt Day)

Connected to our Spiritual Theme,

"Listening with the Ear of the Heart"

Listening With the Ear of the Heart

"It is only by paying attention to whom we listen, to what we listen, and to how we listen that we can grow in the art of communicating, the heart of which is not a theory or a technique, but the 'openness of heart that makes closeness possible'." – Pope Francis

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Restorative Practices

- Focus on building capacity within the system – train the trainer programming

- Training for Gatekeepers April 19, 20 (e.g. Administrators, Social Workers, Child and Youth Counsellors, Program Support Teachers)

FOUNDATIONS OF
RESTORATIVE PRACTICE

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Traumatic Events System Training

December 1-2, 2022

- Two day training for Administrators and Gatekeepers by Kevin Cameron – Executive Director of North American Centre for Threat Assessment and Trauma Response (NACTATR)

- Training supports our understanding of traumatic events and the steps we will need to take should a traumatic event occur in our Board.

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Kevin Cameron – Parent Session

December 1, 2022

Moving Forward: Current Realities in Post Pandemic Well-Being

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Parent Information Session

Moving Forward: Current Realities in Post Pandemic Well-Being

Join Kevin Cameron as he shares information and strategies relating to post-pandemic mental health for ourselves and our children.

What can parents, guardians, caregivers and schools do to support the well-being of children? Kevin Cameron will share key insights that will help us move forward together.

Thursday, December 1, 2022
7:00 – 8:30 p.m.

Pope Francis Conference Centre
652 Rossland Road West
Oshawa, ON, L1J 8M7

Register by scanning the QR code or click here.

Kevin Cameron, M.Sc., R.S.W., B.C.E.T.S., B.C.S.C.R., is the Executive Director at the Centre for Trauma Informed Practices. He is a Board Certified Expert in Traumatic Stress, Diplomate, American Academy of Experts in Traumatic Stress.

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Teacher Professional Development

October's professional activity day –
Safe Schools focus for all staff:

- DCDSB Anti-Sex Trafficking Protocol and resources available to impacted youth
- Strategies to keep students cyber-safe, classroom resources shared

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Anti-Sex Trafficking School Board Protocol
February 2022

PURPOSE
The *Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols* (PPM166) sets a strong foundation for Ontario school boards to build local anti-sex trafficking protocols. This protocol will support coordinated action by all community partners to prevent, identify, and recognize sex trafficking, and develop responses to facilitate early and appropriate intervention[1].

Safe, welcoming, and engaging school environments, that are culturally relevant and responsive, lead to positive student environments and experiences, especially when families and communities are intentionally involved in the students' learning[2].

Due to their regular contact with students, teachers and other education staff are well placed to educate on prevention of sex trafficking and promote healthy relationships, notice concerning changes in behaviour, and connect with students as caring adults. By training staff to recognize the signs of sex trafficking, they will be better equipped to identify the cues and safely intervene if they suspect a student is being trafficked or involved in trafficking. Education can also serve as a key factor in helping survivors of trafficking heal and rebuild their lives, prevent re-victimization, and support students on a healing trajectory towards positive outcomes.

DEFINITION OF SEX TRAFFICKING
Sex trafficking is a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruiting, harbouring, transporting, obtaining, or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women and girls, but all people may be targeted.

Indigenous and racialized individuals are especially vulnerable to experiencing sex trafficking. The intersections of colonization, intergenerational trauma, systemic racism, discrimination, and barriers to accessing services increase the vulnerability for Indigenous women and girls – of whom comprise a disproportionate number of trafficked persons for the purpose of sexual exploitation in Canada. In addition, new immigrants, children in the child welfare system, persons living with disabilities, 2SLGBTQ+ persons, and those struggling socially and/or financially are noted to be at increased risk for sex-trafficking in Canada[3].

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[1] In response to: Legislative Assembly of Ontario, Private members' motions, 42nd Parliament, 1st Session, Motion 122 voted and carried on December 3, 2020.
[2] Ministry of Education. (2021). Parent Engagement: Encouraging Parent Involvement in Schools.
[3] Government of Canada (2021). Public Safety Canada: Human Trafficking.

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School Climate Survey
Report to DCDSB Board of Trustees

1. Overview - Survey Background/Positive School Climates

2. Administration of Survey and Context – DCDSB

3. Highlights of Data

4. Next Steps

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School Climate Surveys

Background:

- Required by Ministry of Education mandate to conduct anonymous school climate surveys every two years; share survey results with Safe Schools teams (PPM 145)

Purpose:

- To assess perceptions of student safety from a variety of viewpoints (student, parent, school staff)
- To assist school boards in making informed planning decisions designed to prevent bullying and promote safe and inclusive schools;
- Build and sustain positive school climates

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School Climate Surveys: Rationale

Research indicates there is a direct link between students' success and the school environment (www.ontario.ca)

- Students are more motivated to do well and to realize their full potential in schools that have a positive school climate, where they feel safe and supported
- A positive learning and teaching environment is essential if students are to succeed in school

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Positive School Climate

All members (staff, students, teachers, parents, and community partners) of a school community have a role to play in promoting a positive school climate and making schools safe and accepting

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Characteristics of a Positive School Climate

- Members of the school community feel safe, included and accepted

- Members demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment

- Students are encouraged and given support to be positive leaders and role models in their school community; for example, by speaking up about issues such as bullying

- Members are actively engaged in open and ongoing dialogue

- Principles of equity and inclusive education are embedded across the curriculum and our interactions

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Characteristics of a Positive School Climate cont.

- Strategies for bullying prevention and intervention and awareness-raising are reinforced for students/staff

- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners

- Every student is inspired and given support to succeed in an environment of high expectations

https://www.ontario.ca/page/creating-safe-and-accepting-schools

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Administration of School Climate Survey: Process and Context

- Survey Dates: Nov. 28 – Dec. 16

  ➢ Input from students (4-6, 7-12), staff, parents/guardians

- Communication: websites, parent letters, social media accounts

- Unforeseen Impacts: survey fatigue, confusion re: where survey to be administered

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Number of Respondents

	PARENTS/ GUARDIANS	STAFF	GR. 4-6	GR. 7-12
2014	882	669	4140	5255
2016	1487	941	3940	6312
2018	1045	912	3755	5573
2020	5089	1501	4900*	7262
2022	1413	453	2428	4505

*Please note the student enrolment in 2020 was approximately 4741 students in grades 4-6, suggesting that multiple surveys were completed for some students

DCDSB Totals
Students: Gr. 4-6   4588
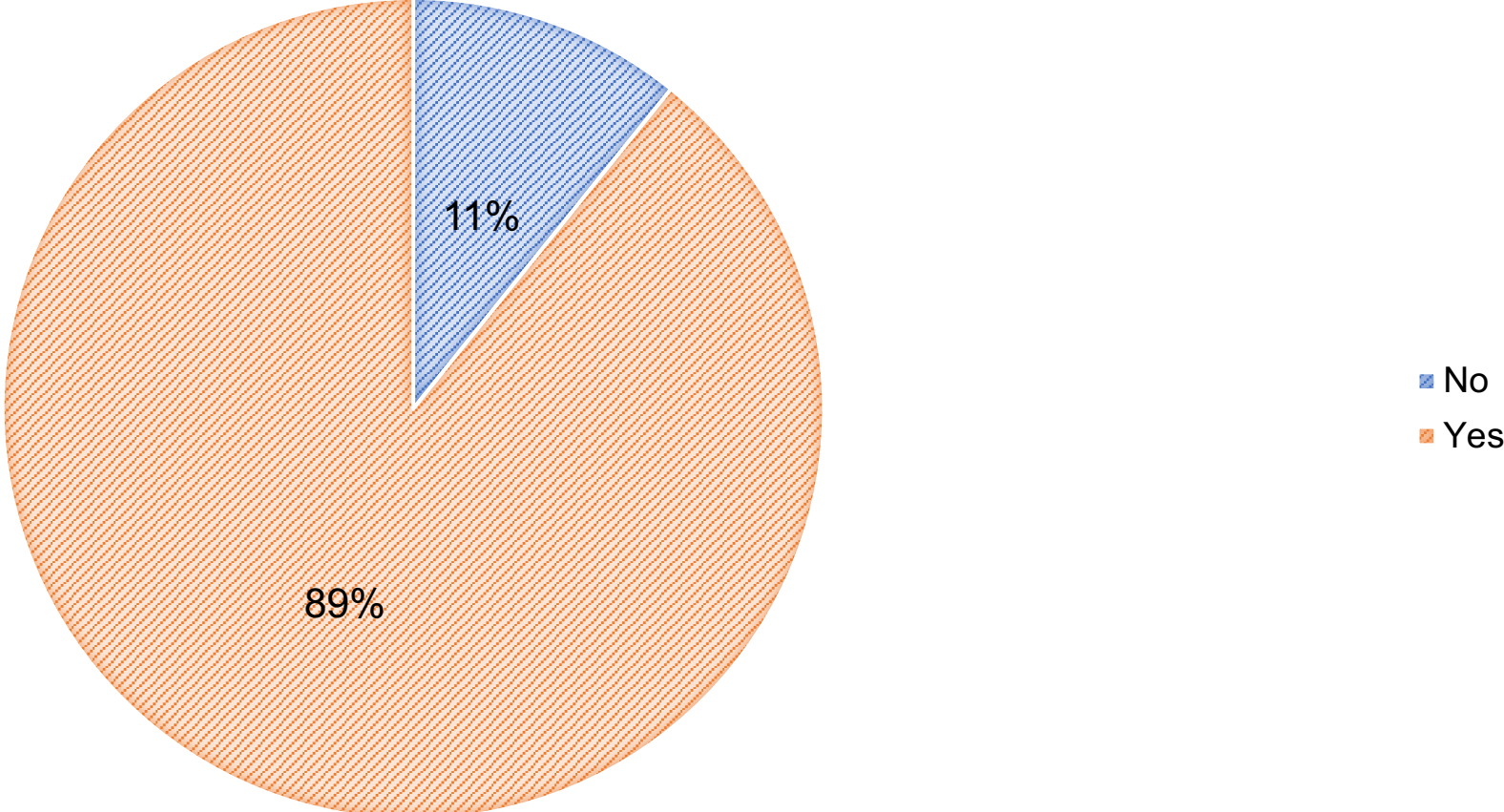   Gr. 7-12   9988
Staff: 2987
(includes all K-12 in-school staff including Alternative Education)

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In your school, how often have you learned about the experiences and achievements of people from the following groups:

		STUDENT VOICE (GR. 7-12)								
		OFFEN			**SOMETIMES**			**NEVER**		
		2022	2020	2018	2022	2020	2018	2022	2020	2018
WOMEN/GIRLS	+9%	26%	15%	17%	62%	66%	65%	12%	19%	18%
INDIGENOUS PEOPLES	+12%	48%	39%	36%	43%	51%	53%	9%	10%	11%
DIVERSE/RACIAL GROUPS	+11%	31%	25%	22%	57%	60%	58%	13%	15%	20%
DIFFERENT FAITHS	-3%	36%	38%	39%	45%	46%	46%	19%	15%	15%
PHYSICAL DISABILITIES	+1%	18%	15%	17%	55%	55%	54%	27%	30%	29%
MENTAL HEALTH	+3%	29%	26%	26%	51%	52%	53%	21%	23%	21%
2SLGBTQ+	+10%	18%	8%	8%	43%	34%	33%	39%	59%	59%

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There is at least one adult in this school that I trust (Gr. 4-6)

11%

89%

No

Yes

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There is at least one caring adult in this school that I trust (Gr. 4-6)

*disaggregated data reflects responses by percentage of total number of students within the identified group

	Student Voice 2022				Student Voice 2020
	*Disaggregated	Students who identify as Black	Students who identify as Indigenous	Students with special education needs	
YES	89%	84%	95%	71%	91%
NO	11%	16%	5%	29%	9%

There is at least one adult in this school that I trust (Gr. 7-12)

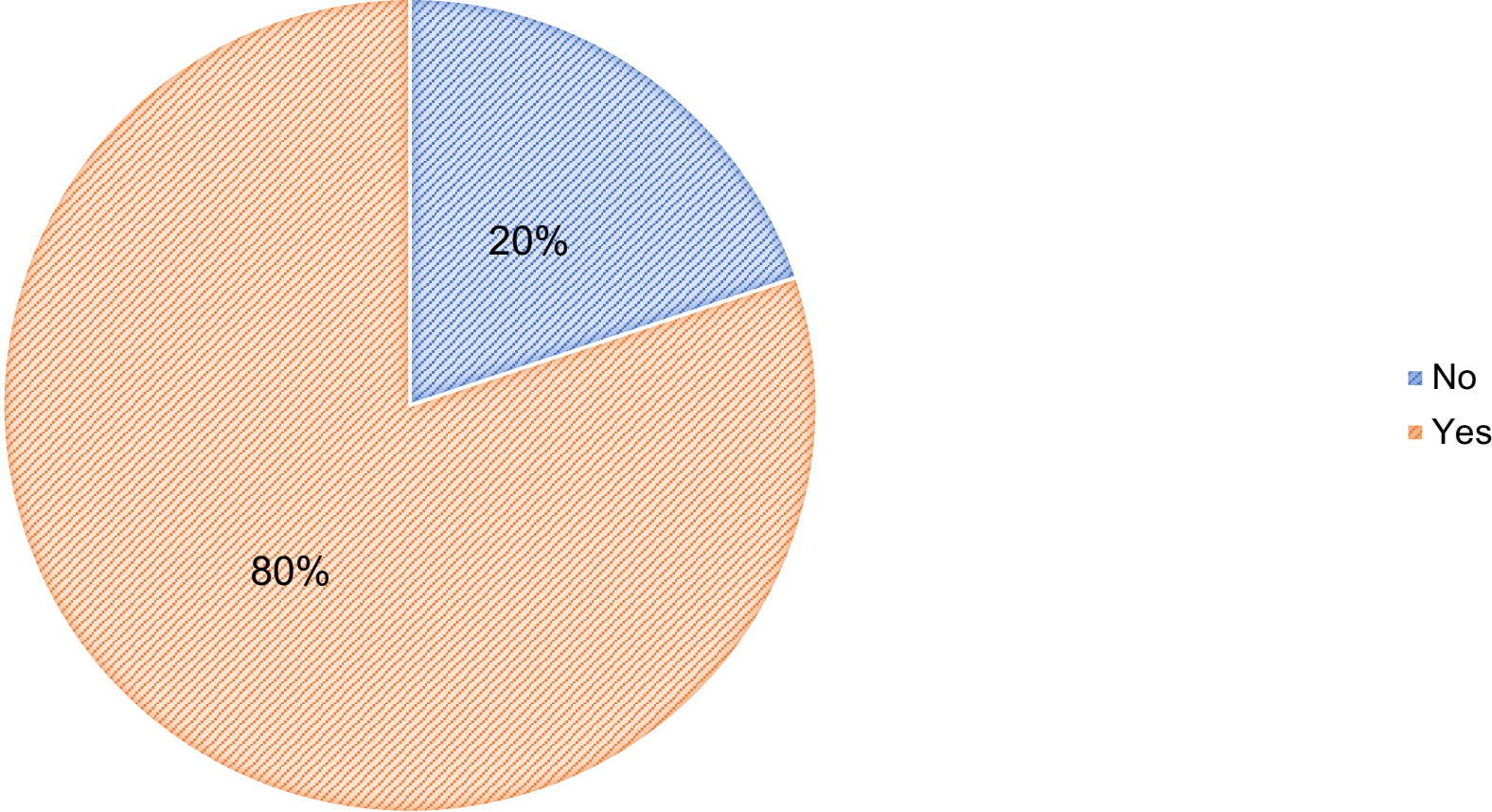*Listening,* *Learning,* *and* *Living in Faith*

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There is at least one caring adult in this school that I trust (Gr. 7-12)

*disaggregated data reflects responses by percentage of total number of students within the identified group

	Student Voice 2022					Student Voice 2020
	*Disaggregated	Students who identify as Black	Students who identify as Indigenous	Students who identify as 2SLGBTQ+	Students with special education needs	
YES	80%	68%	84%	80%	66%	82%
NO	20%	32%	16%	20%	34%	18%

I feel that there is at least one adult in this school that my child trusts (Parent/Guardian/Caregiver Voice)
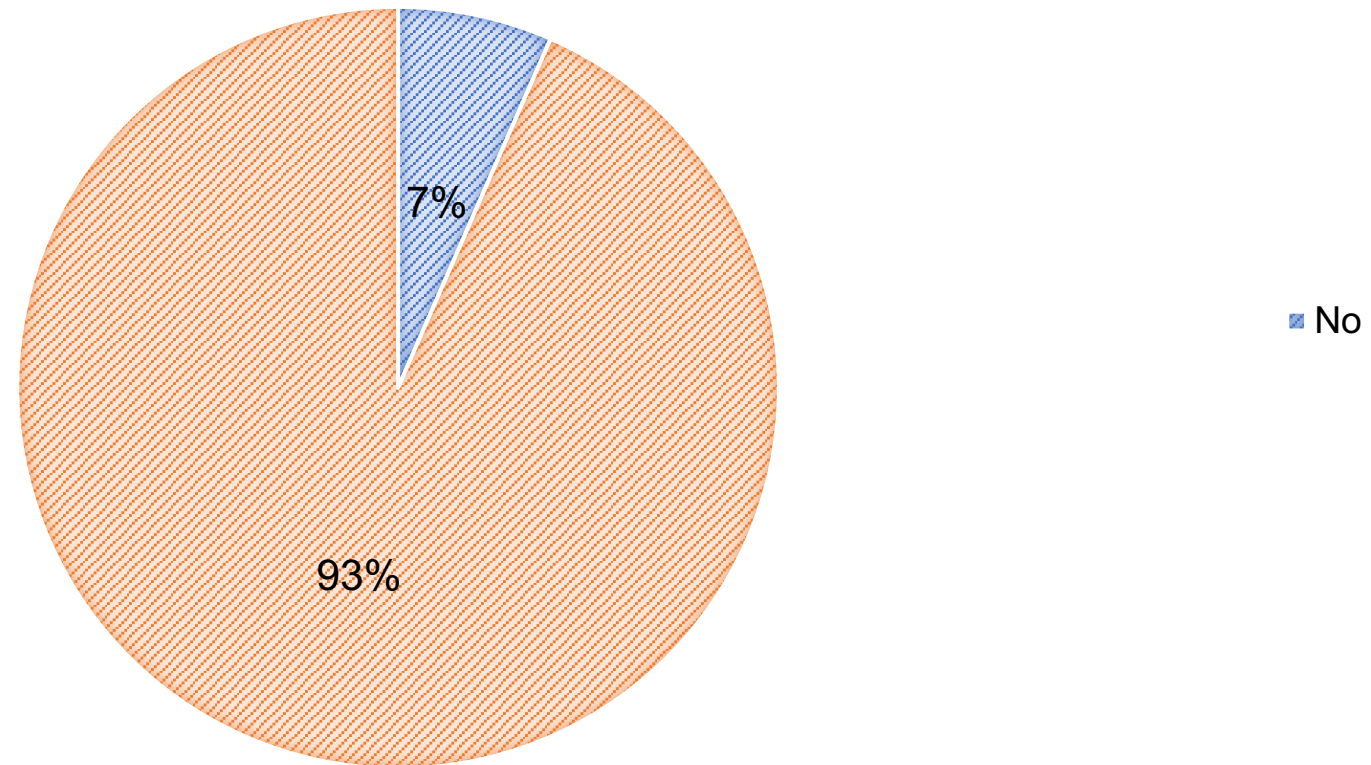
7%

93%

No

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There is at least one adult in this school that my child trusts

*disaggregated data reflects responses by percentage of total number of P/G/Cs within the identified group

	Parent / Guardian/ Caregiver Voice					
	2022	Parents who identify as Black	Parents who identify as Indigenous	Parents who identify as 2SLGBTQ+		2020
YES	93%	90%	91%	89%		93%
NO	7%	10%	9%	11%		7%

2020 - Student well-being is important to staff in this school
2022 – I feel that staff at school care about my mental health

*disaggregated data reflects responses by percentage of total number of students within the identified group

	STUDENT VOICE GR. 4-6					
	2022	Students who identify as Black	Students who identify as Indigenous	Students with Special Education needs	2020	2018
Agree	72%	68%	67%	68%	76%	73%
Disagree	9%	12%	24%	10%	2%	4%
Don't Know	18%	20%	10%	23%	22%	23%

Student well-being is important to staff in this school (Student Voice Gr. 7-12)

	STUDENT VOICE GR. 7-12						
	2022	Students who identify as Black	Students who identify as Indigenous	Students who identify as 2SLGBTQ+	Students with special education needs	2020	2018
Agree	55%	49%	58%	45%	29%	62%	54%
Disagree	14%	18%	9%	19%	32%	8%	12%
Don't Know	31%	33%	33%	36%	39%	30%	34%

Student well-being is important to staff in this school (Parent/Guardian/Caregiver Voice)

*disaggregated data reflects responses by percentage of total number of P/G/Cs within the identified group

	Parent/Guardian/Caregiver Voice					
	2022	Parents who identify as Black	Parents who identify as Indigenous	Parents who identify as 2SLGBTQ+	2020	2018
Agree	73%	67%	73%	80%	89%	80%
Disagree	15%	17%	27%	20%	11%	20%
Don't Know	12%	15%	0%	0%	0%	0%

Since September, have you experienced any of the following types of bullying or harassment? (Student Voice Gr. 4-6)

	STUDENT VOICE (Gr. 4-6)				
	2022			2020	
	YES	NO		YES	NO
RACE/CULTURE	4%	96%		4%	96%
GENDER	2%	98%		6%	94%
MENTAL HEALTH	1%	99%		4%	96%
PHYSICAL/ LEARNING DISABILITY	1%	99%		4%	96%
FAMILY'S INCOME	1%	99%		3%	97%
APPEARANCE	20%	80%		12%	88%

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Since September, have you experienced any of the following types of bullying or harassment? (Student Voice Gr. 7-12)

	STUDENT VOICE (Gr. 7-12)				
	2022			2020	
	YES	NO		YES	NO
RACE/CULTURE	8%	92%		4%	96%
GENDER	3%	97%		4%	96%
MENTAL HEALTH	6%	94%		4%	96%
PHYSICAL/ LEARNING DISABILITY	5%	95%		2%	98%
FAMILY'S INCOME	3%	97%		2%	98%
APPEARANCE	19%	81%		11%	89%

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Since September, my child has been bullied or harassed for…

	PARENT/ GUARDIAN VOICE				
	2022			2020	
	YES	NO		YES	NO
RACE/CULTURE	7%	93%		4%	96%
GENDER	2%	98%		2%	98%
MENTAL HEALTH	5%	95%		3%	97%
PHYSICAL/ LEARNING DISABILITY	6%	94%		3%	97%
FAMILY'S INCOME	2%	98%		2%	98%
APPEARANCE	19%	81%		N/A	

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Most likely places to be bullied or harassed – presented in order of frequency selected

STUDENT VOICE (GR. 4-6)	
2022	2020
School Yard	Hallways
Classrooms	Classrooms
Hallways	Areas off School Property
On Social Media	School Yard

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Most likely places to be bullied or harassed
-presented in order of frequency selected

STUDENT VOICE (Gr. 7-12)	
2022	2020
Hallways	Hallways
On Social Media	Classrooms
Areas off School Property	Areas off School Property
School Yard	School Yard

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Do you know how to use the Report It button on your school website to make reports about bullying or other safety concerns? (Student Voice Gr. 4-6)

	STUDENT VOICE (GR. 4-6)		
	2022		2020
YES	31%		28%
NO	69%		72%

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Do you know how to use the Report It button on your school website to make reports about bullying or other safety concerns? (Student Voice Gr. 7-12)

	STUDENT VOICE (GR. 7-12)		
	2022		2020
YES	58%		43%
NO	42%		57%

Do you know how to access the anonymous tool ("Report It") for reporting bullying or other safety concerns on the school website?

	PARENT/GUARDIAN VOICE		
	2022		2020
YES	40%		32%
NO	60%		69%

Are you satisfied with the steps your school has taken to prevent bullying or harassment among students? (Student Voice Gr. 4-6)

	STUDENT VOICE (GR. 4-6)
	2022
SATISFIED	66%
NEUTRAL	21%
NOT SATISFIED	13%

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Are you satisfied with the steps your school has taken to prevent bullying or harassment among students? (Student Voice Gr. 7-12)

	STUDENT VOICE (GR. 7-12)
	2022
SATISFIED	37%
NEUTRAL	42%
NOT SATISFIED	21%

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Are you satisfied with the steps your school has taken to prevent bullying or harassment among students? (Parent/Guardian/Caregiver Voice)

	PARENT/ GUARDIAN/ CAREGIVER VOICE
	2022
SATISFIED	55%
NEUTRAL	30%
NOT SATISFIED	14%

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Next Steps/Action:

Share board-level data with various stakeholders (analysis/reflection/resources):

- Senior Administrative Team
- Safe Schools Committee (composed of P/VPs, Student Services staff, Senior Manager of Faith Formation, etc.)
- Sharing of resources created by safe schools team, targeted at increasing feelings of safety and belonging for groups in need (as per survey data)
- Board of Trustees
- Other: DCPIC, Student Senate, Academic Services, Student Services, SEAC, Equity Steering Committee, 2SLGBTQ+ Advisory Committee

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Next Steps/Action:

School-based teams (analysis/reflection/implementation)

Use data and embed input/feedback in the development of Bullying Prevention and Intervention Plans:

- ➢ Identify strengths and what is working well (trends, comparative analysis)
- ➢ Identify areas where improvements might be achieved in the area of school climate and bullying prevention and intervention – PRECISE ACTIONS AIMED AT GROUPS THAT DON'T EXPERIENCE FEELINGS OF BELONGING (AS PER DATA)
- ➢ Suggest actions that might be taken to improve student safety and well-being

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Looking ahead:

System-Level Initiatives - Bullying Awareness Week (Feb. 21 – 24) Memo week of Feb. 13

- Morning Prayers/Challenges/Reflections/Conversation Starters Emphasis on our spiritual theme, Listening with the Ear of the Heart. To whom do we listen, to what do we listen, and how do we listen?

- Feb. 24 – PINK Shirt Day (any article of pink, all out pink, etc.) coordinate at least one school-based activity that promotes a positive school climate

- Emphasis on REPORT IT Button at school level

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Looking ahead (continued):

System-Level Initiatives / Training / Resources

- [PREVnet](#) – evidenced based activities/resources for bullying prevention (link on previous slide)
- [Leading Mentally Healthy Schools](#) (Administrator reflection tool – positive school climate)
- [Mentally Healthy Classrooom Reflection Tool](#) (Educator self-reflection tool – positive classroom climate)
- Restorative Practices Training for Admin and Gatekeepers
- Continued focus on SMHO's What does racism have to do with me? document
- CYC Tier 1 implementation support for universal evidence-based programming (available to all schools)
- Plans to deliver more precise anti-bullying resources based on this year's school climate data

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Comments / Questions

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