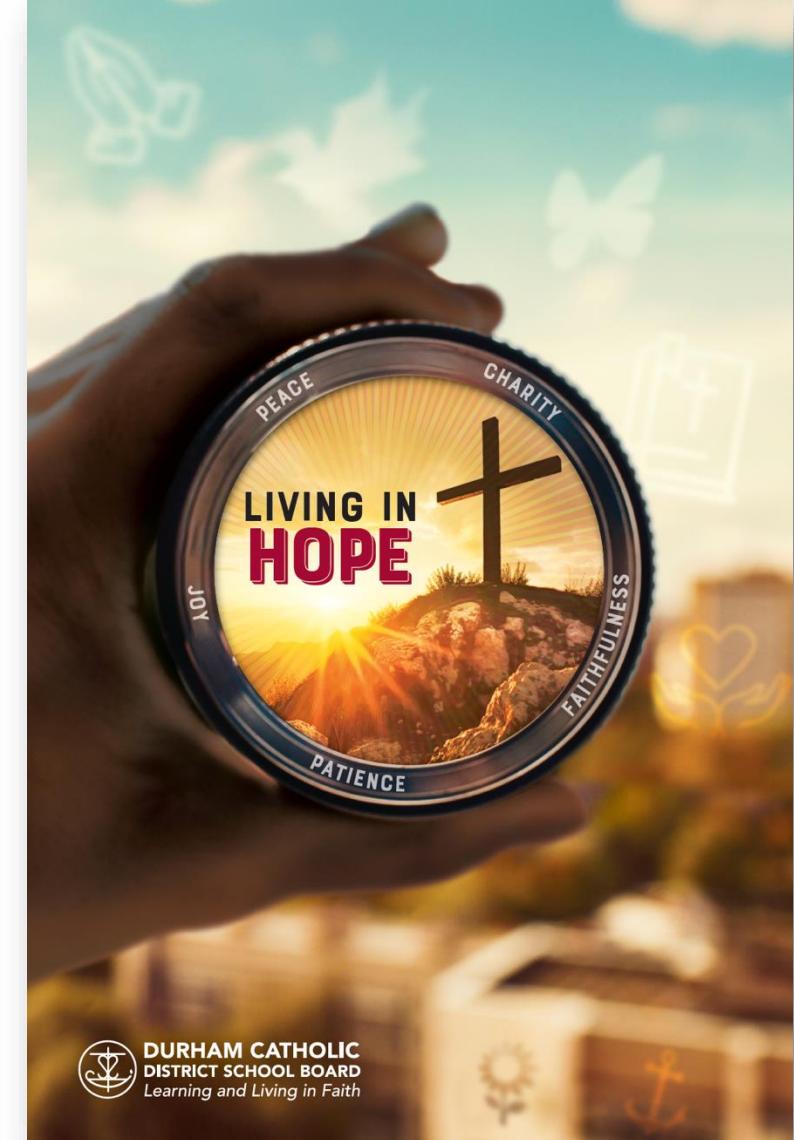




Safe and Caring Schools Report

Highlights from 2024 School Climate Surveys

March 2025



School Climate Survey Report to DCDSB Board of Trustees

Agenda:

1. Overview – Bullying Prevention and Intervention Plan 2025
2. Survey Background/Positive School Climates
3. Administration of Survey and Context – DCDSB
4. Highlights of Data
5. Next Steps

Bullying Prevention and Intervention - Background

- Policy 612 Bullying Prevention and Intervention revised 2023
- Administrative Procedure 612-1 Bullying Prevention and Intervention – revisions throughout 2023-2024 school year, AP being finalized this spring
- Bullying Prevention and Intervention Plan (BPIP) is reviewed once per year by the Safe Schools Committee to ensure alignment with current legislation, Board policy and Administrative Procedure

Bullying Prevention and Intervention Plan (BPIP) - Highlights

- Considerable revisions this year following PO and AP revisions, to incorporate school climate data and support school improvement planning
- School Climate Survey results used to inform the plan (e.g. the explicit emphasis on parent engagement, Report it button)
- Feedback on the Plan to date has been solicited from the following Committees: SEAC, DCPIC, Student Senate
- Feedback anticipated from the following Committees: ABR/BE, IEC, 2SLGBTQ+

BPIP February 2025 – High level changes

- BPIP modified to provide *explicit information* to DCDSB staff regarding bullying prevention and intervention (e.g. signs that a student may be impacted by bullying, what to do when approached about incidents of bullying)
- Greater emphasis and detail provided regarding how to *operationalize* engaging parents and guardians at the school level (e.g. contests, announcements, social media, school councils)
- Access to resources provided to assist schools with curriculum integration, bringing BPI learning to the student desk (e.g. direct links to toolkits, activities, resources)

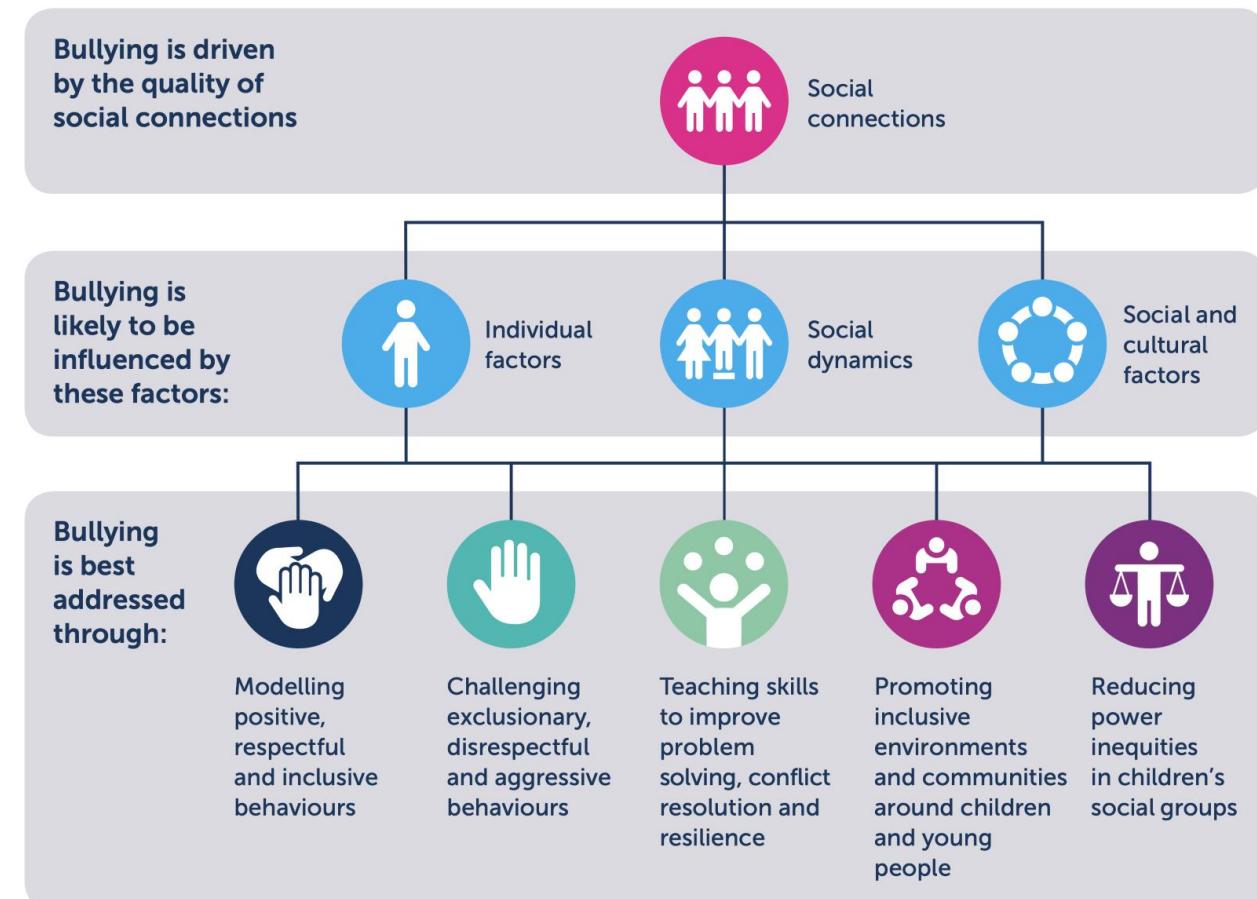
BPIP February 2025 – High level changes (cont.)

- Appendices included to support schools with operationalizing bullying prevention and intervention programs (e.g. planning template, list of evidence-based programs that may be implemented)
- Reference list of DCDSB's community partner organizations (including partners that Ministry of Education has committed to providing funding to such as Big Brothers and Big Sisters, Egale, Victim Services of Durham Region etc.)



Inclusion of an infographic related to the four principles of bullying prevention (*bullying as relationship problem, requiring systems and developmental approach, leadership as basis for change*) providing model to explain and operationalize in schools

Bullying Prevention: Explanatory Model



BPIP February 2025 – High level changes (cont.)

- Addition of explicit guidelines to assist school-based Safe Schools Teams with goal setting and monitoring (e.g. establishing climate baseline, creating strategy/action plan to address concerns and measuring outcomes)
- Reference to professional development sessions for administrators – how to disaggregate and analyse school-based data
- Reference to guided practice session(s) for administrators – how to operationalize strategies and interventions based on survey findings

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

School Climate Surveys: Rationale

Bullying has the potential to:

- affect students' learning, sense of safety, overall mental health and well-being
- impact student attendance and grades
- create a negative environment at school or school-related activities for a student, group or the whole school
- cause physical, social or emotional harm or distress in the short-term and long-term

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



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

Administration of School Climate Survey: Process and Context

Survey Dates: Nov. 18 – Dec. 6

- Administered to students (4-6, 7-12), staff, parents/guardians
- Communication: numbered memo, websites, parent letters, social media accounts
- Demographic data included to allow for analysis of bullying incidents

2024 Data Highlights – General Information

- Comparison to 2022 data in some instances
- Focus on student responses with some information regarding parent/guardian perceptions
- Student perceptions for certain questions are disaggregated based on some demographic markers
- Data derived from sample sizes smaller than 10 not included

Number of Respondents: (Board)

	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
 2024	1129	677	3369	5868



In your school, how often have you learned about the experiences and achievements of: (Grades 4-6)

	2022				2024		
	OFTEN	SOMETIMES	NEVER		OFTEN	SOMETIMES	NEVER
TYPES OF FAMILIES	36.4%	46.7%	16.9%		20.6%	62%	17.4%
WOMEN/GIRLS	12%	62%	26%		17.2%	44.4%	38.4%
INDIGENOUS PEOPLES					48.2%	43.5%	8.3%
	51%	43%	6%		37.2%	47%	15.8%
DIVERSE/RACIAL GROUPS	40%	51%	9%		45.2%	43.5%	11.4%
DIFFERENT FAITHS	45%	44%	11%		14.7%	54.5%	30.8%
PEOPLE WITH DISABILITIES	14%	60%	26%		19.9%	54.8%	25.3%
MENTAL HEALTH	17%	55%	29%		4.6%	20.8%	74.6%
2SLGBTQ+	5%	28%	66%				



In your school, how often have you learned about the experiences and achievements of: (Grades 7-12)

	2022				2024		
	OFTEN	SOMETIMES	NEVER		OFTEN	SOMETIMES	NEVER
TYPES OF FAMILIES	22%	48%	30%		24.2%	57.6%	18.3%
WOMEN/GIRLS	15%	66%	19%		32.9%	50.9%	16.2%
INDIGENOUS PEOPLES	39%	51%	10%		48.9%	40.8%	10.3%
DIVERSE/RACIAL GROUPS	25%	60%	15%		41.7%	48.4%	9.9%
DIFFERENT FAITHS	38%	46%	15%		43.2%	44.8%	12%
PEOPLE WITH DISABILITIES	15%	55%	30%		21.7%	57.2%	21.1%
MENTAL HEALTH	26%	52%	23%		35%	50.9%	14.1%
2SLGBTQ+	8%	34%	59%		16.2%	44%	39.8%

Q15. There is at least one caring adult in this school that I trust: (Board)

	STUDENT VOICE (Gr. 7-12)		
	2020	2022	2024
YES	82%	80%	81%
NO	18%	20%	19%

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

	2022	STUDENTS WHO IDENTIFY AS BLACK	STUDENTS WHO IDENTIFY AS INDIGENOUS	STUDENTS WHO PREFERRED NOT TO ANSWER RE: GENDER		2024	STUDENTS WHO IDENTIFY AS BLACK	STUDENTS WHO IDENTIFY AS INDIGENOUS	STUDENTS WHO PREFERRED NOT TO ANSWER RE: GENDER
YES	89%	84%	95%	71%		87.9%	84.4%	85.5%	73%
NO	11%	16%	5%	29%		10.6%	14.1%	13.1%	17%

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

	2022	STUDENTS WHO IDENTIFY AS BLACK	STUDENTS WHO IDENTIFY AS INDIGENOUS	STUDENTS WHO IDENTIFY AS 2SLGBTQ+		2024	STUDENTS WHO IDENTIFY AS BLACK	STUDENTS WHO IDENTIFY AS INDIGENOUS	STUDENTS WHO IDENTIFY AS 2SLGBTQ+
YES	80%	68%	84%	80%		81%	73.1%	75.1%	81%
NO	20%	32%	16%	20%		19%	26.9%	24.9%	19%

There is at least one adult in this school that my child trusts: (Parent/Guardian Survey)

Parent / Guardian Voice		2022		2024					
		PARENTS WHO IDENTIFY AS BLACK	PARENTS WHO IDENTIFY AS INDIGENOUS	PARENTS WHO IDENTIFY AS 2SLGBTQ+		PARENTS WHO IDENTIFY AS BLACK	PARENTS WHO IDENTIFY AS INDIGENOUS	PARENTS WHO IDENTIFY AS 2SLGBTQ+	
YES	93%	90%	91%	89%		92.4%	89.6%	78.6%	-
NO	7%	10%	9%	11%		7.6%	10.4%	21.4%	-



I feel that staff at school care about my mental health (Grades 4-6)

	2022	STUDENTS WHO IDENTIFY AS BLACK	STUDENTS WHO IDENTIFY AS INDIGENOUS		2024	STUDENTS WHO IDENTIFY AS BLACK	STUDENTS WHO IDENTIFY AS INDIGENOUS
AGREE	72%	68%	67%		70.3%	65.9%	69.2%
DISAGREE	9%	12%	24%		9.9%	11.5%	14.2%
DON'T KNOW	18%	20%	10%		19.7%	22.7%	16.6%

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

	2022	STUDENTS WHO IDENTIFY AS BLACK	STUDENTS WHO IDENTIFY AS INDIGENOUS	STUDENTS WHO IDENTIFY AS 2SLGBTQ+		2024	STUDENTS WHO IDENTIFY AS BLACK	STUDENTS WHO IDENTIFY AS INDIGENOUS	STUDENTS WHO IDENTIFY AS 2SLGBTQ+
AGREE	55%	49%	58%	45%		57.6%	52.6%	45.2%	47.1%
DISAGREE	14%	18%	9%	19%		12.9%	15%	24.4%	16.9%
DON'T KNOW	31%	33%	33%	36%		29.4%	32.4%	30.4%	36%

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

	2022	PARENTS WHO IDENTIFY AS BLACK	PARENTS WHO IDENTIFY AS INDIGENOUS	PARENTS WHO IDENTIFY AS 2SLGBTQ+		2024	PARENTS WHO IDENTIFY AS BLACK	PARENTS WHO IDENTIFY AS INDIGENOUS	PARENTS WHO IDENTIFY AS 2SLGBTQ+
AGREE	73%	67%	73%	80%		71%	73.6%	57.1%	-
DISAGREE	15%	17%	27%	20%		14.5%	13.9%	32.1%	-
DON'T KNOW	12%	15%	0%	0%		14.5%	12.5%	10.7%	-

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

	2022		2024	
	YES	NO	YES	NO
RACE/CULTURE	4%	96%	10.6%	89.4%
GENDER	2%	98%	5.1%	94.9%
MENTAL HEALTH	1%	99%	4.2%	95.8%
DISABILITY	1%	99%	6.7%	93.3%
FAMILY'S INCOME	1%	99%	4%	96%
APPEARANCE	20%	80%	25.5%	74.5%

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

	2022		2024	
	YES	NO	YES	NO
RACE/CULTURE	8%	92%	11.3%	88.7%
GENDER	3%	97%	2.9%	97.1%
MENTAL HEALTH	6%	94%	5.4%	94.6%
DISABILITY	5%	95%	4.8%	95.2%
FAMILY'S INCOME	3%	97%	2.8%	97.2%
APPEARANCE	19%	81%	21.1%	78.9%

Since September, my child has been bullied or harassed for...(Parent/Guardian survey)

	2022		2024	
	YES	NO	YES	NO
RACE/CULTURE	7%	93%	9.9%	90.1%
GENDER	2%	98%	1.7%	98.3%
MENTAL HEALTH	5%	95%	4.3%	95.7%
DISABILITY	6%	94%	8%	92%
FAMILY'S INCOME	2%	98%	2.4%	97.6%
APPEARANCE	19%	81%	23.3%	76.7%

Most likely places to be bullied or harassed - presented in order of frequency selected - (Grades 4-6)

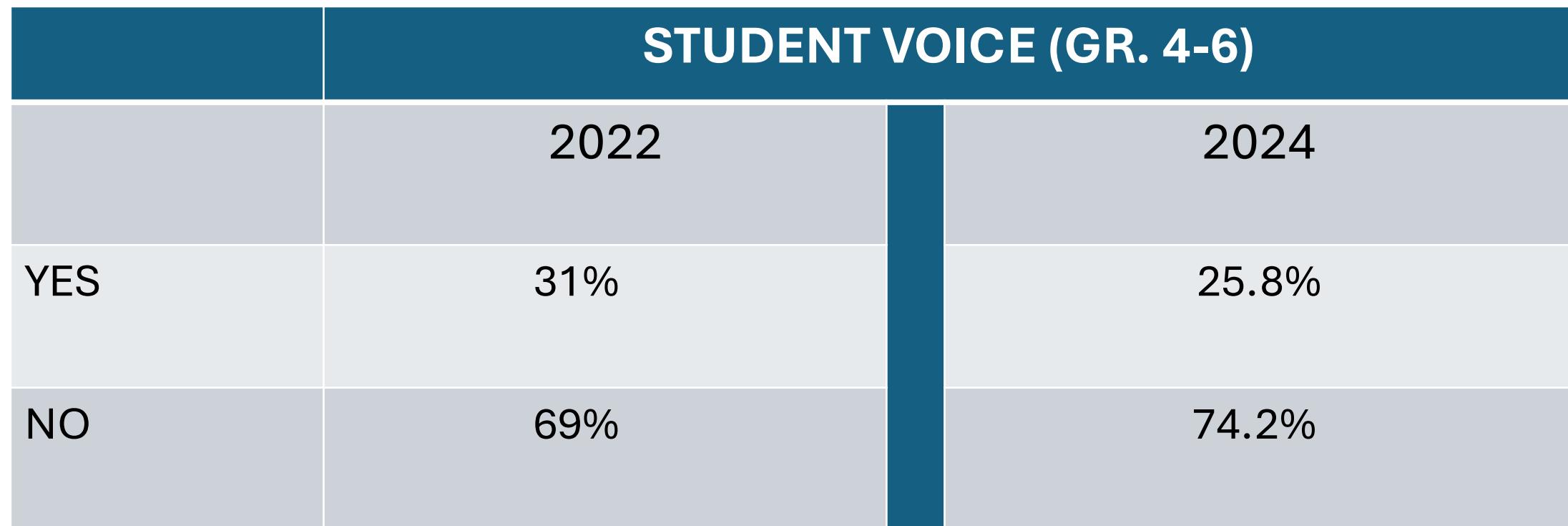
STUDENT VOICE 2022	STUDENT VOICE 2024
SCHOOL YARD	SCHOOL YARD
CLASSROOMS	CLASSROOMS
HALLWAYS	HALLWAYS
ON SOCIAL MEDIA	DURING CLASS TIME

Most likely places to be bullied or harassed -presented in order of frequency selected- (Grades 7-12)

STUDENT VOICE (Gr. 7-12)

2022	2024
HALLWAYS	HALLWAYS
ON SOCIAL MEDIA	ON SOCIAL MEDIA
AREAS OFF SCHOOL PROPERTY	AREAS OFF SCHOOL PROPERTY
SCHOOL YARD	CLASSROOM

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



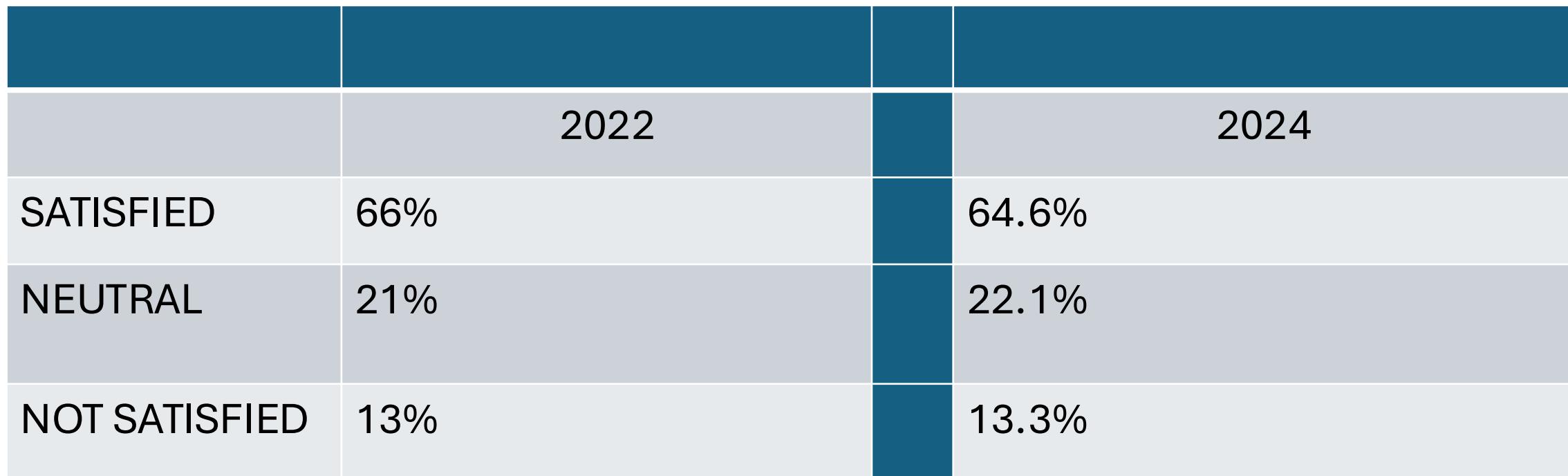
Do you know how to use the Report It button on your school website to make reports about bullying or other safety concerns? (Gr. 7-12)

	STUDENT VOICE (GR. 7-12)	
	2022	2024
YES	58%	54.9%
NO	42%	45.1%

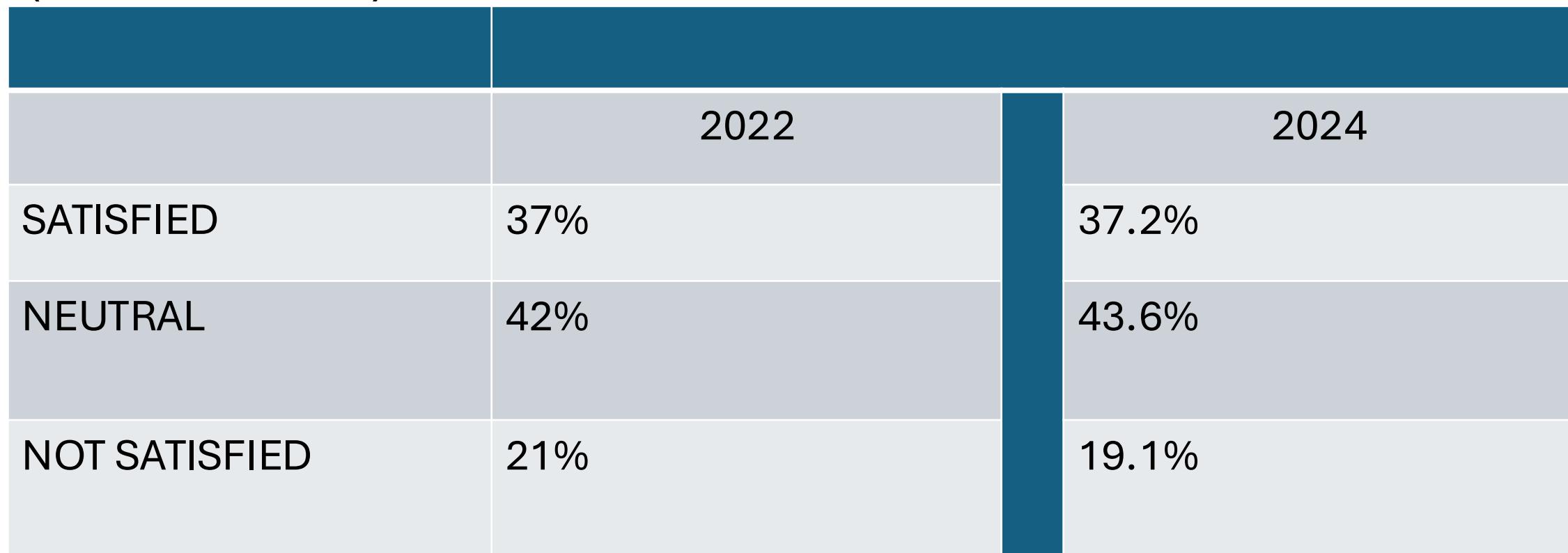
Do you know how to access the anonymous tool (“Report It”) for reporting bullying or other safety concerns on the school website?

	PARENT/GUARDIAN VOICE	
	2022	2024
YES	40%	41.1%
NO	60%	58.9%

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



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



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

	2022	2024
SATISFIED	55%	50.6%
NEUTRAL	30%	29.2%
NOT SATISFIED	14%	20.2%

Next Steps/Action:

Share board-level data with various stakeholders:

- Senior Administrative Team
- Safe Schools Committee (composed of P/VPs, Student Services staff, Adult Faith Animator, Consultants etc.)
- Board of Trustees
- Create high level infographic of data for sharing on DCDSB website

Next Steps/Action (cont.)

Support schools:

- Sharing of resources created by safe schools team, targeted at increasing feelings of safety and belonging for groups in need (as per survey data)
- Guide administrators with data disaggregation, best practices for sharing and strategic implementation of interventions
- Communication plan to roll out 2025 BPIP



Comments / Questions:

