



# School Climate Survey



Please find attached the results of our 2014 School Climate Survey. Every two years schools are required give a survey that measures school climate. The survey usually deals with issues such as bullying, discipline and communication. Parents and students from Grades 4-8 were asked to complete this survey online last March.

## School Climate Survey

Safe Schools Policy - All schools must follow the policy related to Safe and Accepting Schools by completing an Online School Climate Survey Tool (Online Tool). The purpose of the Online Tool, which was first launched in 2010, is to assist school administrators in producing an aggregated data report that is user-friendly and adaptable to local needs. Sample questions help us ascertain how Jack Miner students and parents feel about our school and if they feel safe, welcome, and respected. Below you will find a brief outline of our results.

This School Climate Survey was made available in March of 2014 for parents to complete online. Our Grade 4-8 students also completed this survey in class time. Last year we had 6 parents complete this survey and this year 101 parents assisted in providing their input. There were 46 parents that responded on behalf of their daughter and 52 parents responded on behalf of their son. Of those 101 parents, 21 parents attended Jack Miner as children themselves. The results are interesting from the staff, student and parent perspective. We all agree that Jack Miner Public School is a fantastic place to teach, learn and grow and this survey is just one piece of information we discuss as a group when creating plans for our future. Thank you so much for your participation and input!

The purpose of the school climate survey is to strengthen our GECDSD system as a whole and our own Jack Miner School, by celebrating our strengths, acknowledging our weaknesses and planning the next steps to ensure positive learning and working environments for everyone.

Data from the student and parent surveys conducted in the spring of 2014 indicates:

We have a school of students that are happy with who they are. The majority of the students at Jack Miner feel welcome and safe and know that they can get the help that they need at school. Many of our intermediate students perceive their average marks to be in the mid 70 – 85 range and intend to pursue some form of post-secondary education by attending college or university. Our students indicate that they believe their future lies in the access and use of technology in the classroom and their home.

### Positive results:

Our students feel that they have viewed very few incidents of bullying at Jack Miner, with electronic bullying the least common form. Our students feel that they have access to healthy environments, both at school and at home. The students feel that they come to an environment where they have at least one person that cares about them but strongly indicate that their parent/guardian is the one they would turn to when they need help or information to stay safe.

The survey results demonstrate a need to review:

Intermediate students are very excited about their upcoming graduation and feel confident in their preparation for the move to the Secondary System but through the Student Success Team we need to provide more opportunities for our Grade 7 students to experience our local high school.

Our junior and intermediate students feel uncomfortable at school in terms of self-esteem. Those that are struggling with self-esteem are most often concerned with how their appearance is viewed by their peers. The staff results would concur with the concept that appearance is a strong reason students are bullied at school.

Another area of concern is the emotional and psychological well-being of the intermediate students. Although the majority of students stated that they feel happy and comfortable at school, they feel that they struggle emotionally and/or psychologically. We need to widen our research to determine if there is a comprehension issue with the questions presented or if there is actually an issue with emotional/psychological well-being within our intermediate student body. Students feel able to approach adults but do not feel confident in the way in which issues are dealt with. Staff feel they require more training to assist with mental health issues and agree that often they are unable to assist students in crisis.

Survey results also indicate that the hallways and playground areas are targets for bullies, as they are less structured. We will develop a more structured approach to dealing with playground and nutrition/fitness break issues to help those students, who witness bullying, to feel more comfortable in telling an adult. Parents, students and staff all believe that the rules of conduct are clear and concise in the Jack Miner Handbook and are clearly communicated. The problem lies in the belief that the staff are inconsistent in enforcing our school rules. It was disconcerting to see that this reflects in the low level of respect indicated by parents for administration and staff.

**Action Plan:**

As a result of the school climate survey our first action plan will be a staff meeting to review our ‘Safe School Handbook’ and clearly define our role as supervisors and the need for consistency in implementing our school rules. We will also look at re-vamping the yard duty communication tool – “student incident report form”. It is recommended that each teacher have a mini clipboard to carry their own form. Being consistent with staff using this communication tool will help to expedite these issues being investigated, dealt with and tracked. Keeping track of these issues will allow us to be proactive, and create plans to deal with these situations in a consistent manner. The form on the next page is a more concise and usable form for staff to complete and for administration to track and prepare plans for dealing with these issues. We will use this form in the 2015-16 school year.

A full copy of our school’s survey results is available upon request. It is evident that parents are a strong partner within our school building and we hope to create more opportunities to involve you in the day to day learning activities with your child. Please continue to provide us with your feedback. As always, if you have any issues or concerns, our door is always open for you!

**Student Incident Report**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Others involved \_\_\_\_\_

Time of incident \_\_\_\_\_

Where	_____ classroom	When	_____ before school	What	_____ physical aggression
	_____ playground		_____ at recess		_____ name calling
	_____ hallway		_____ lunch		_____ breaking objects
	_____ gym		_____ lunch recess		_____ teasing
	_____ bus		_____ pre recess		_____ work refusal
	_____ washroom		_____ evening recess		_____ refusing instruction
					_____ too many warnings
					_____ eating
					_____ swearing
					_____ other _____

Staff involved \_\_\_\_\_

# OFFICE DISCIPLINE REFERRAL FORM

Student \_\_\_\_\_ Referring Staff \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Grade Level: JK SK 1 2 3 4 5 6 7 8 9 10 11 12

## Location

- |                                    |                                     |                                   |  |
|------------------------------------|-------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> French     | <input type="checkbox"/> Washroom | <input type="checkbox"/> Special Event /Assembly |
| <input type="checkbox"/> Music     | <input type="checkbox"/> Lunch room | <input type="checkbox"/> Hallway  | <input type="checkbox"/> Fieldtrip               |
| <input type="checkbox"/> Phys. Ed  | <input type="checkbox"/> Playground | <input type="checkbox"/> Library  | Other _____                                      |

## Minor Problem Behavior (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Inappropriate verbal language | <input type="checkbox"/> Defiance/disrespectful/ | <input type="checkbox"/> Property misuse |
| <input type="checkbox"/> Physical contact              | <input type="checkbox"/> Non-compliance          | <input type="checkbox"/> Other _____     |
| <input type="checkbox"/> Insubordination               | <input type="checkbox"/> Disruption              |  |

## Teacher Actions – Prior to Referral (check all that apply)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Casual conference with student | <input type="checkbox"/> Utilized Staff Buddy            | Comments:<br>_____<br>_____<br>_____<br>_____ |
| <input type="checkbox"/> Verbal warning                 | <input type="checkbox"/> Note or phone call home         |   |
| <input type="checkbox"/> Reprimand                      | <input type="checkbox"/> Student contract                |   |
| <input type="checkbox"/> Isolated seating               | <input type="checkbox"/> Meeting with student and parent |   |
| <input type="checkbox"/> Time out in classroom          | <input type="checkbox"/> Referral to CYW                 |   |
| <input type="checkbox"/> Time out in another classroom  |  |   |

## Major Problem Behavior – Check the Most Intrusive (check only one)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Abusive/inappropriate language  | <input type="checkbox"/> Severe disruption      | <input type="checkbox"/> Property damage   |
| <input type="checkbox"/> Fighting/physical aggression    | <input type="checkbox"/> Leaves assigned area   | <input type="checkbox"/> Bomb threat   |
| <input type="checkbox"/> Defiance/disrespect             | <input type="checkbox"/> Theft                  | <input type="checkbox"/> Arson   |
| <input type="checkbox"/> Insubordination/non-compliance  | <input type="checkbox"/> Lying/cheating         | <input type="checkbox"/> Weapons   |
| <input type="checkbox"/> Harassment/bullying/threatening | <input type="checkbox"/> Alcohol/drugs/tobacco  | <input type="checkbox"/> Other _____   |
| <input type="checkbox"/> Tantrum                         | <input type="checkbox"/> Inappropriate touching | Please circle which one directed towards:<br><input type="checkbox"/> Student <input type="checkbox"/> Staff |

## Possible Motivation (check only one)

- |  |  |                                      |
|--|--|--------------------------------------|
| <input type="checkbox"/> Obtain peer attention   | <input type="checkbox"/> Avoid tasks/activities  | <input type="checkbox"/> Impulsivity |
| <input type="checkbox"/> Obtain adult attention  | <input type="checkbox"/> Avoid peer(s) or adults | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Obtain items/activities |  |                                      |

## Others Involved

- None     Peer(s)     Teacher/Staff     Substitute     Unknown     Other \_\_\_\_\_

## Administrative Decision

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Time in office       | <input type="checkbox"/> Parent Contact    | <input type="checkbox"/> In-class behavior support | <input type="checkbox"/> Isolation in another classroom |
| <input type="checkbox"/> Loss of Privilege(s) | <input type="checkbox"/> Parent Conference | <input type="checkbox"/> Out of School Suspension  | <input type="checkbox"/> Other _____                    |
| <input type="checkbox"/> Conference w/student | <input type="checkbox"/> Restitution       | <input type="checkbox"/> Zero Day Suspension       |   |

## Student Strengths:

## Comments:

