

2018 | 2019

SCHOOL CLIMATE SURVEY

[RESULTS]



GRADES 9-12

Lambton Kent District
School Board



Lambton Kent
District School Board
Student Achievement ✓ *Community Success*

Table of Contents

- 3 PREAMBLE**
- 4 DEMOGRAPHIC OVERVIEW**
- 7 HEALTHY EATING**
- 12 PHYSICAL ACTIVITY, SLEEP AND SCREEN TIME**
- 18 DIVERSITY**
- 24 COMFORT LEVEL AND MENTAL HEALTH**
- 38 SAFETY**
- 46 SUBSTANCE USE**



Preamble

WHAT IS THE SCHOOL CLIMATE SURVEY?

A School Climate Survey is an anonymous survey mandated by the Ministry of Education for students in Grades 4-12, school staff, and parents. School boards across Ontario are required to conduct these surveys at least once every two years, as the information gathered can help foster a positive school climate. The Healthy Living Module (HLM) Supplement to the School Climate Survey focuses specifically on what schools can do to positively support the well-being of their students. For Grades 9-12, the Lambton Kent District School Board has included questions about how students feel regarding their general safety, health and well-being, comfort level, and diversity.

Demographic Overview

Each student was asked to report their current grade, self-identified gender and self-identified Indigenous status. All questions in the School Climate Survey have been analyzed by grade, self-identified gender and self-identified Indigenous status.

Note: For the purposes of reporting and to more appropriately target community and school based planning of programs addressing topics identified in the School Climate Survey, only those differences that are statistically significant are reported in a graph form in the following pages.

Students were given the option to describe their self-identified gender using options of “male”, “female”, “Other” or “I prefer not to self-identify”. Responses aside from “Male” or “Female” were not included in the final analysis, since these small counts would introduce bias in the statistical interpretation.

TABLE 1: GRADE OF SCHOOL CLIMATE SURVEY PARTICIPANTS BY GENDER

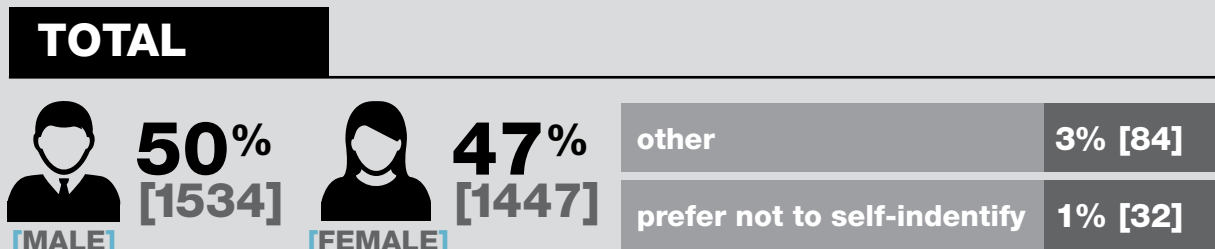
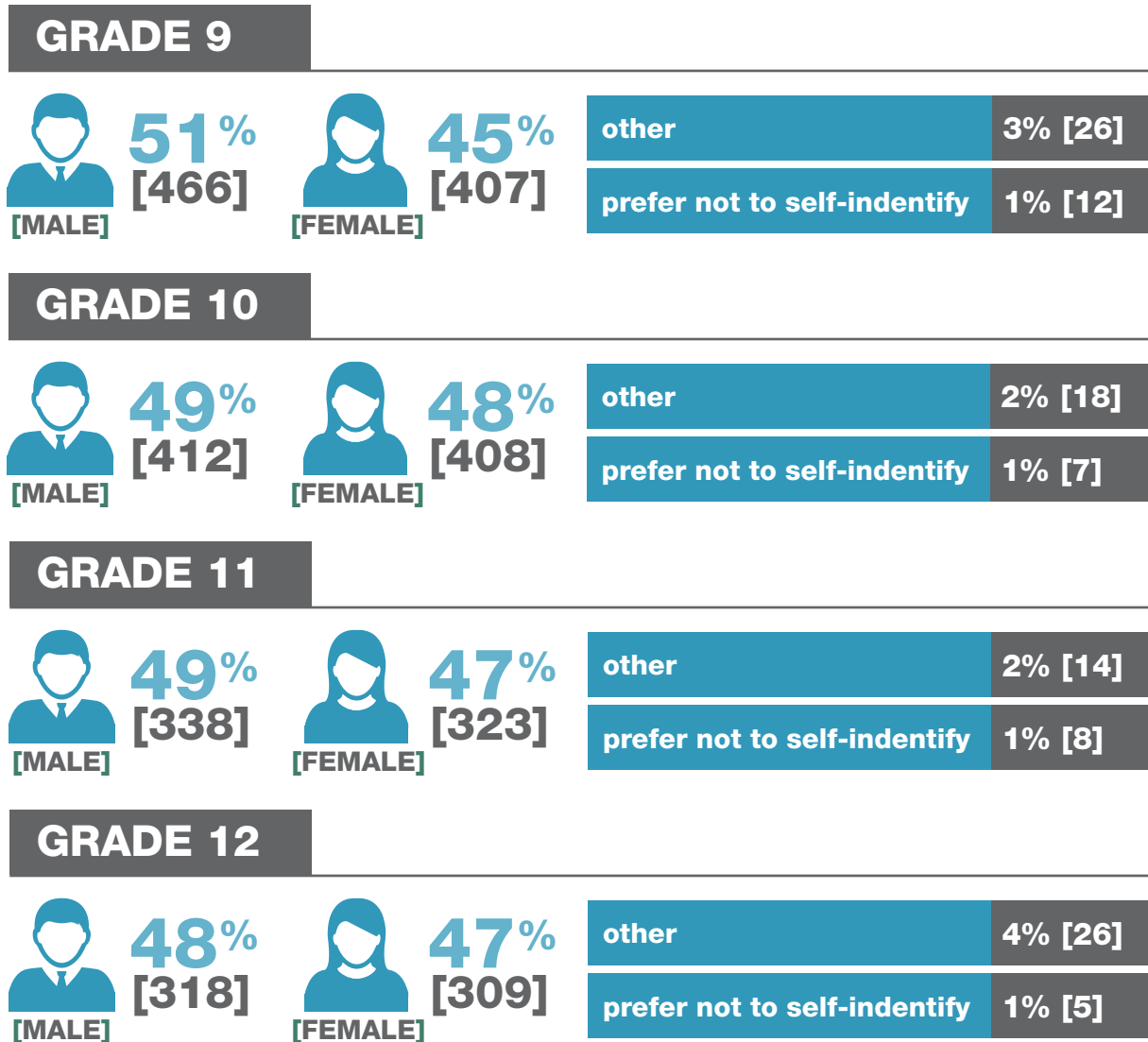


TABLE 2: INDIGENOUS STATUS OF SCHOOL CLIMATE SURVEY PARTICIPANTS

NON-INDIGENOUS

90%

[2791]

INDIGENOUS

10%

[306]

TOTAL

100%

[3097]



Healthy Eating

Healthy eating behaviours and maintaining a diet that is rich in nutrients is an important factor for improving health and well-being. The students were asked how often they consumed fruits, vegetables, sweets, sugar sweetened beverages, fast food and snack food as well as how often they ate breakfast. This information will help to identify healthy eating behaviours among students, identifying areas of opportunity for future programming and/or action.

Highlights from the healthy eating section for Grades 9 to 12 include:

- 75% of male and 66% of female students reported eating vegetables at least two times a day.
- 44% of male and 58% of female students reported drinking sugar sweetened beverages at least twice a week in a school week.
- 75% of the total students reported consuming fast foods at least twice a week in a school week.
- 28% of Indigenous and 38% of non-Indigenous students reported having something (other than just milk or fruit juice) to eat before 9:00 AM every day.



[MALE]

75%



[FEMALE]

66%

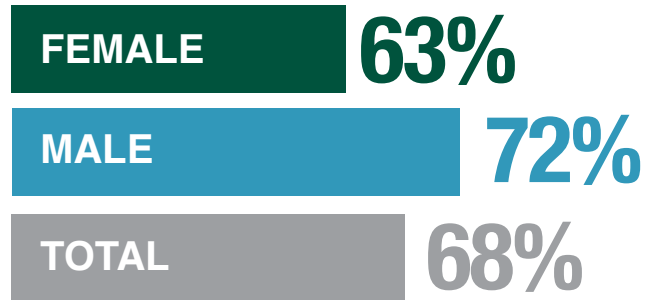
REPORTED EATING VEGETABLES AT LEAST TWO TIMES A DAY.



QUESTION 1. DURING A REGULAR DAY, HOW MANY TIMES DO YOU EAT FRUITS AND VEGETABLES (NOT INCLUDING JUICES)?

Figure 1: Daily consumption of fruits (not including juices)

0-2 times a day



3 or more times a day

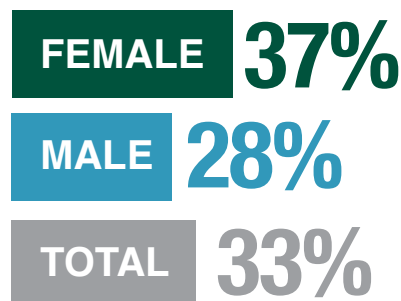
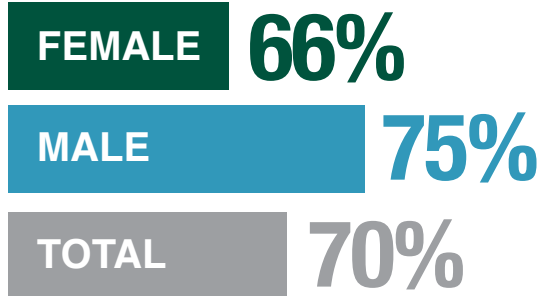
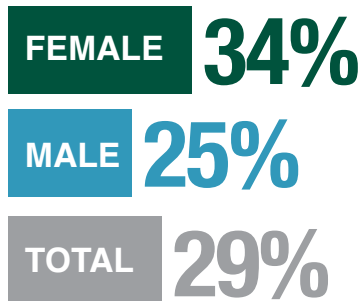


Figure 2: Daily consumption of vegetables (not including juices)

0-2 times a day



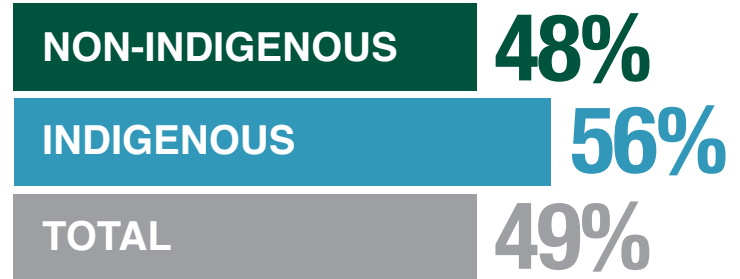
3 or more times a day



QUESTION 2. DURING A REGULAR SCHOOL WEEK (MONDAY TO FRIDAY), HOW MANY TIMES DO YOU EAT SWEETS, FAST FOOD, SNACKS AND DRINK SUGAR SWEETENED BEVERAGES?

Figure 3: Weekly consumption of sweets (candy, chocolate, fruit roll up, etc.)

0-2 times a week



3 or more times a week

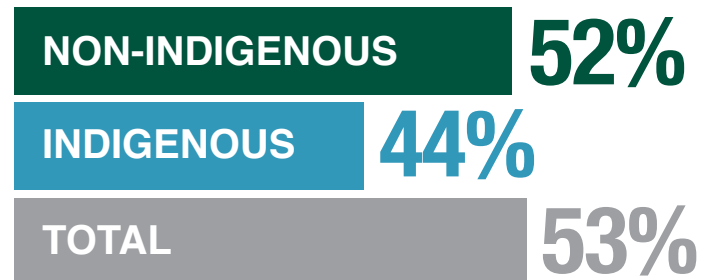
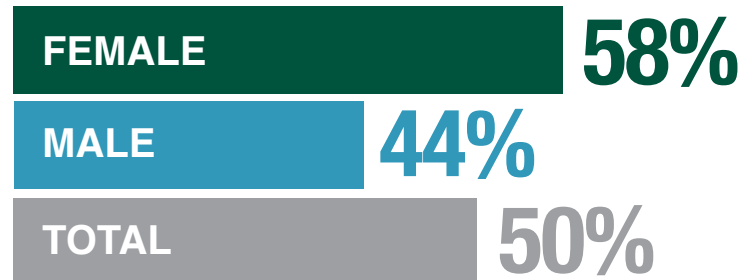


Figure 4: Weekly consumption of sugar sweetened beverages

0-2 times a week



3 or more times a week

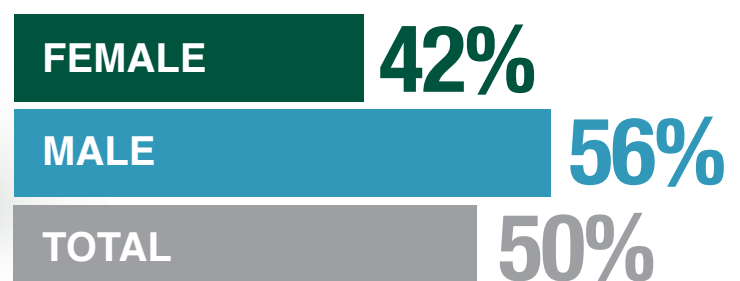


Figure 5: Weekly consumption of fast foods

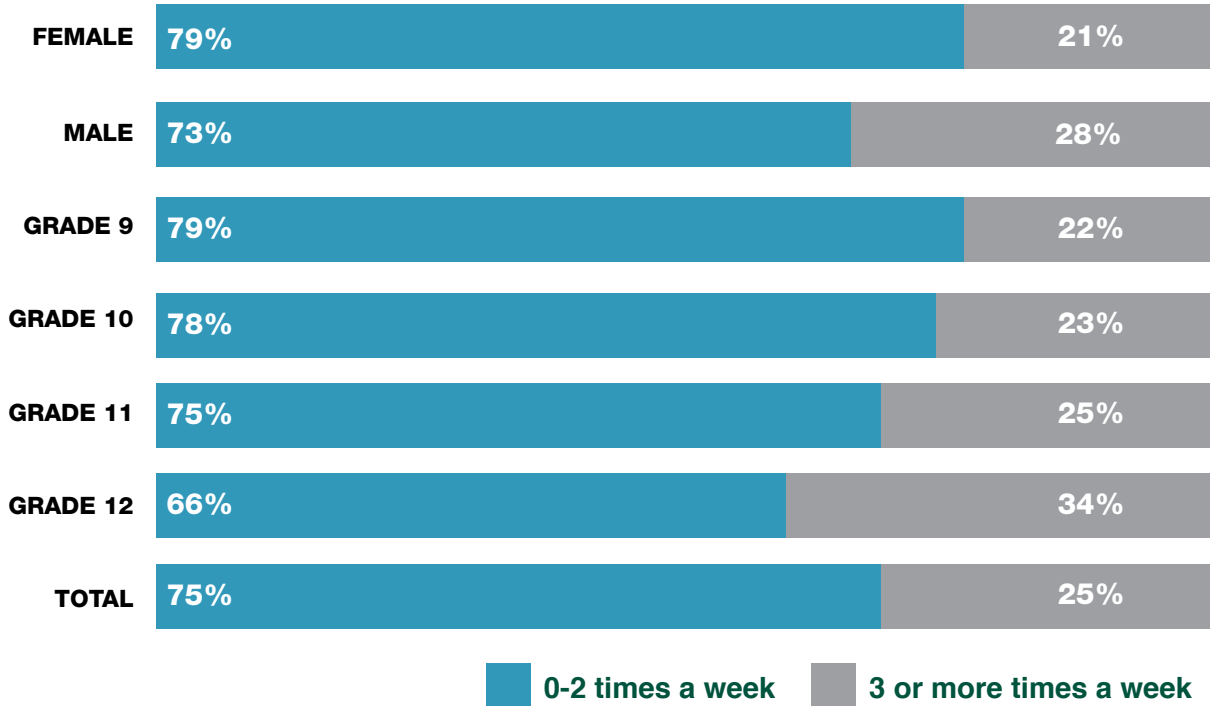


Figure 6: Weekly consumption of snack foods

**NON-INDIGENOUS
0-2 TIMES A WEEK**

43%

**NON-INDIGENOUS
3 OR MORE TIMES A WEEK**

57%

**INDIGENOUS
0-2 TIMES A WEEK**

52%

**INDIGENOUS
3 OR MORE TIMES A WEEK**

48%

**TOTAL
0-2 TIMES A WEEK**

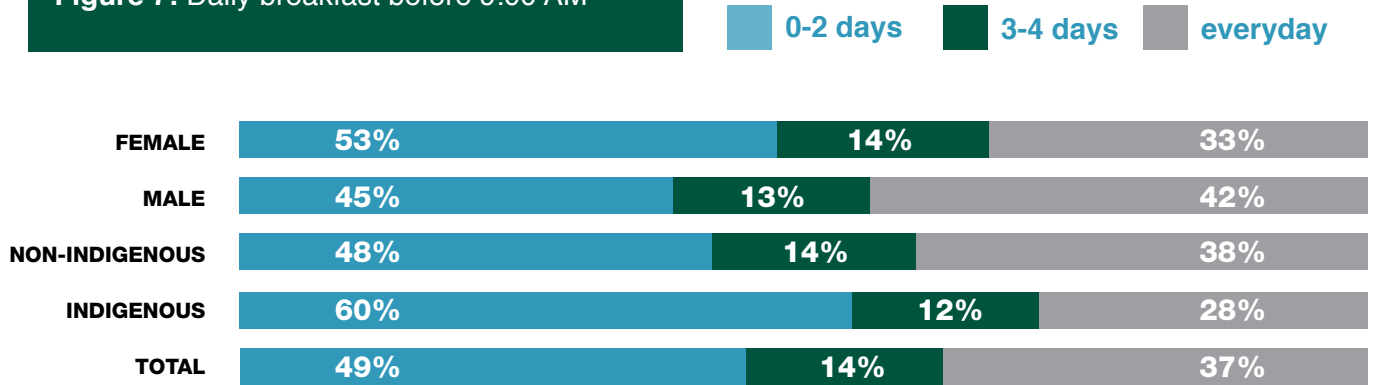
44%

**TOTAL
3 OR MORE TIMES A WEEK**

56%

QUESTION 3. DURING A USUAL SCHOOL WEEK (MONDAY TO FRIDAY), HOW MANY DAYS DO YOU EAT SOMETHING IN THE MORNING BEFORE 9:00 AM (MORE THAN JUST MILK OR FRUIT JUICE)?

Figure 7: Daily breakfast before 9:00 AM



Physical Activity, Sleep and Screen Time

The 24-hour movement guidelines (Canadian Society for Exercise Physiology, 2019) recognize the importance of daily physical activity, overall movement and sleep to health and well-being. The recommendations for children and youth ages 5-17 include at least 60 minutes per day of moderate to vigorous physical activity, several hours a day of light unstructured physical activity, 9-11 hours of uninterrupted sleep per night for those 5 -13 years, 8-10 hours for ages 14-17, and no more than 2 hours per day of recreational screen time. Physical activity is any activity that increases your heart rate and makes you get out of breath at times. Some examples of physical activity are running, fast walking, dancing, riding a bike, swimming, playing soccer and playing basketball.

The students were asked how often they participate in moderate to vigorous physical activity, how much time they spend outside of schools hours on screen time, how many hours of sleep per night they get on average and how often they get a good night's sleep. This information will identify areas of opportunity for future programming and/or action to support student achievement of high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day to provide optimal health benefits for children and youth.

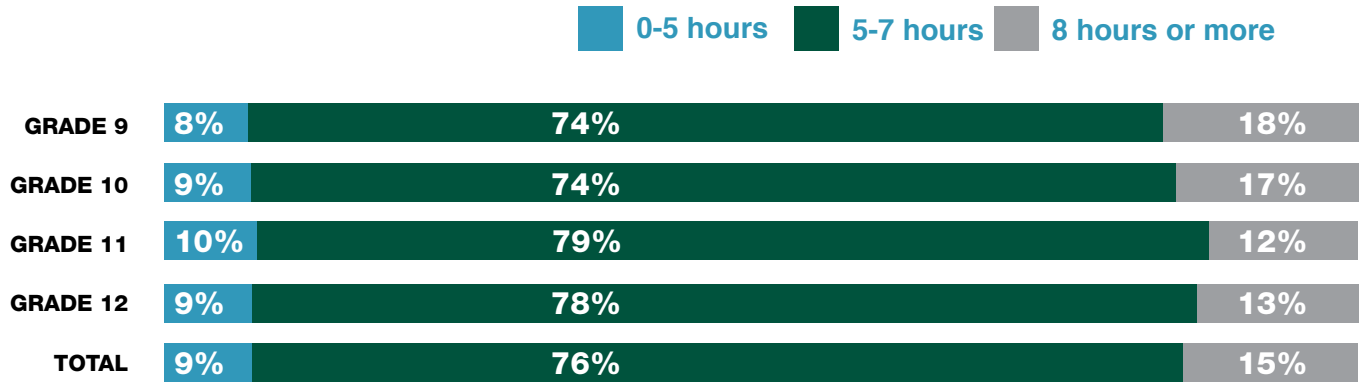
A FEW HIGHLIGHTS FROM THE PHYSICAL ACTIVITY, SLEEP AND SCREEN TIME SECTION FOR GRADES 9 TO 12 INCLUDE:

- 15% of the total students reported getting at least 8 hours of sleep on a school night, and 11% of all students reported getting a good night's sleep every day of the week.
- 32% of male and 20% of female students reported spending at least one hour every day on physical activity.
- 68% of the total students spent 3 or more hours of screen time outside of school hours; this percentage increased to 82% on the weekend.
- 61% of male and 65% of female students reported participating in extracurricular activities including clubs, committees, special events, and sports.



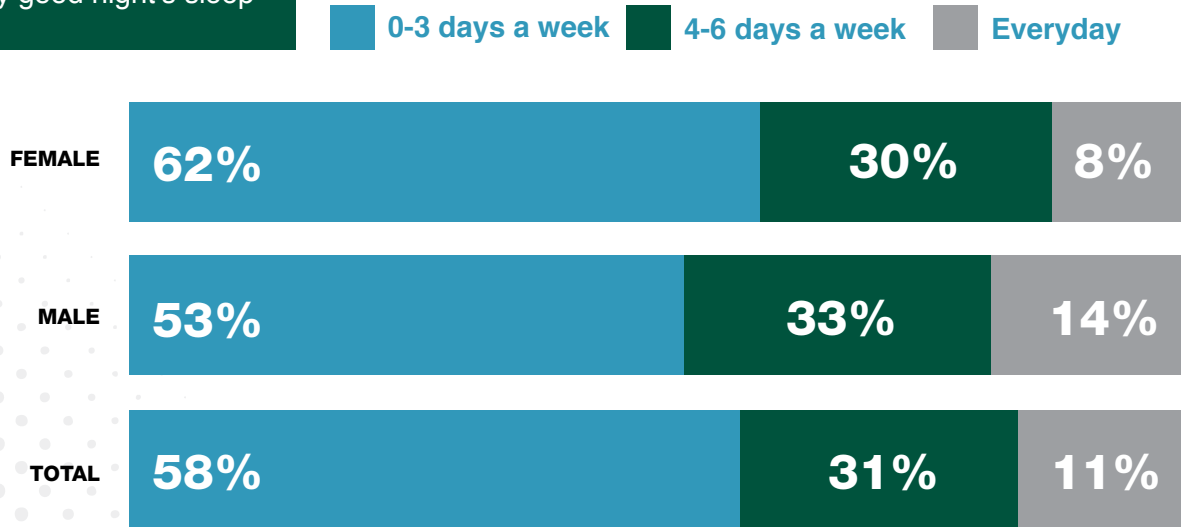
QUESTION 1. ON AN REGULAR SCHOOL NIGHT, HOW MANY HOURS OF SLEEP DO YOU GET?

Figure 8: Hours of school night sleep



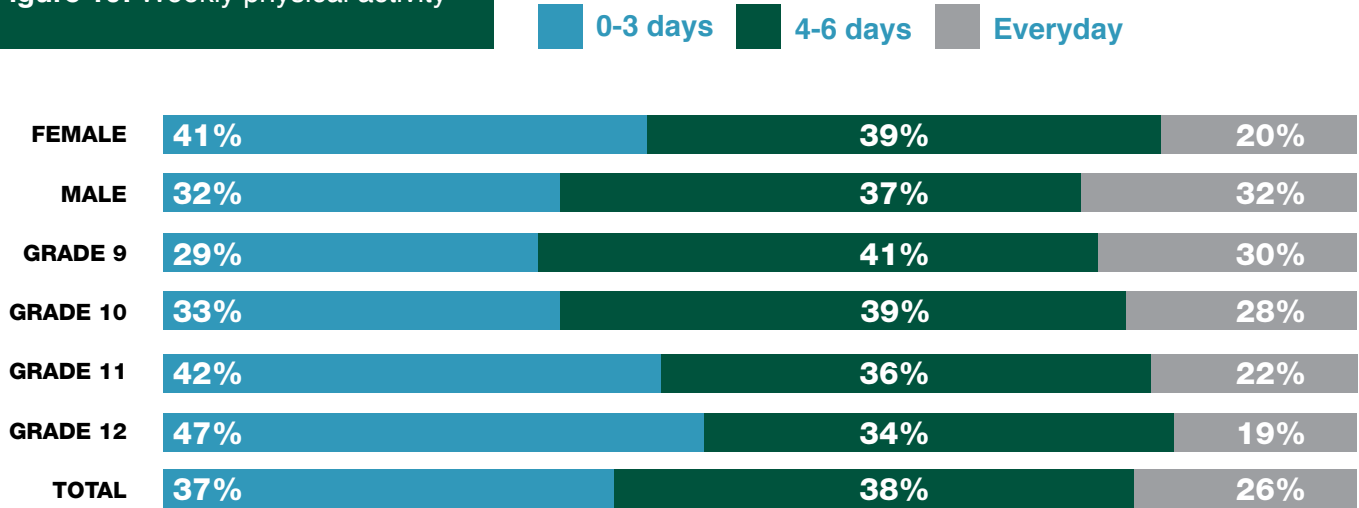
QUESTION 2. WITHIN AN AVERAGE WEEK, HOW OFTEN DO YOU GET A GOOD NIGHT'S SLEEP?

Figure 9: Daily good night's sleep



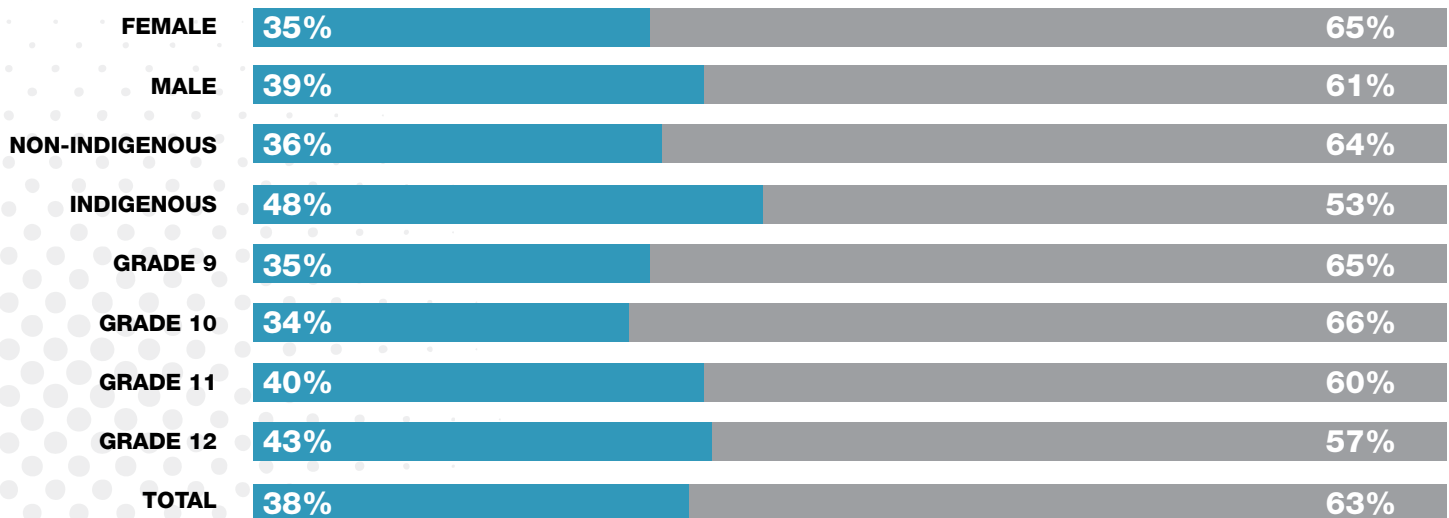
QUESTION 3. DURING A REGULAR WEEK, HOW MANY DAYS DO YOU SPEND DOING AT LEAST 60 MINUTES (ONE HOUR) OF PHYSICAL ACTIVITY?

Figure 10: Weekly physical activity

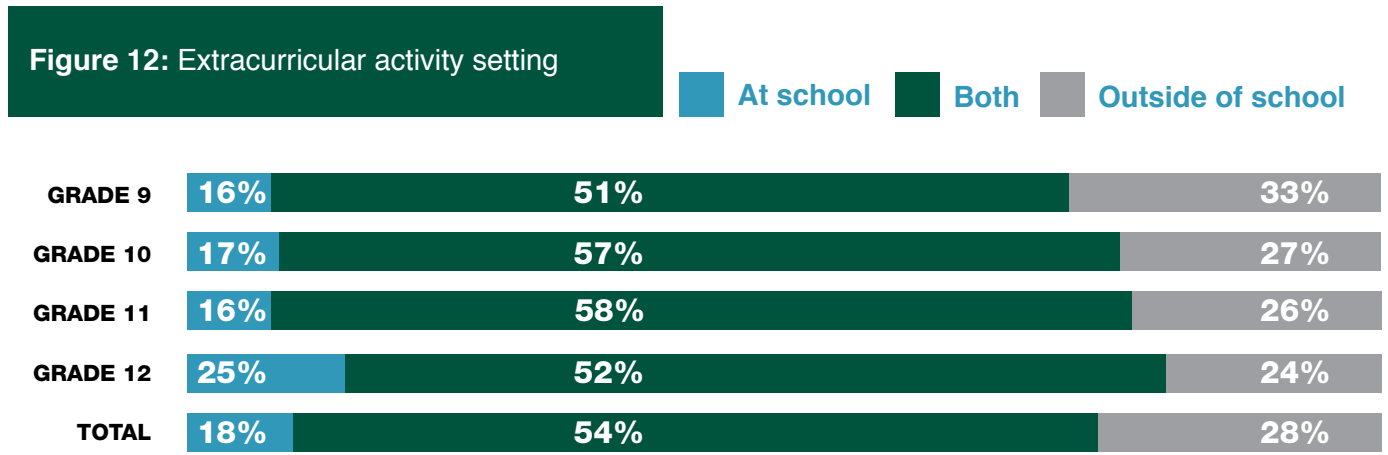


QUESTION 4. DO YOU PARTICIPATE IN ANY EXTRACURRICULAR ACTIVITIES (CLUBS, COMMITTEES, SPECIAL EVENTS, SPORTS)?

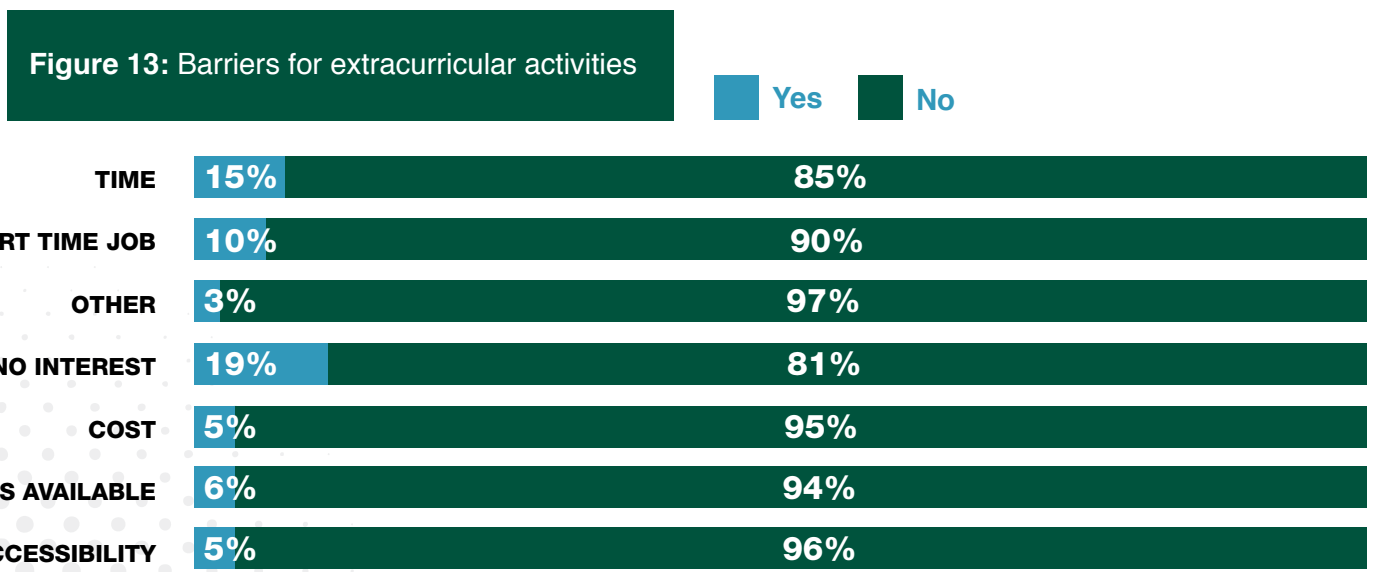
Figure 11: Extracurricular activity participation



QUESTION 5. IF YOU PARTICIPATE IN ANY EXTRACURRICULAR ACTIVITIES, WHERE DO YOU PARTICIPATE? CHECK ALL THAT APPLY.

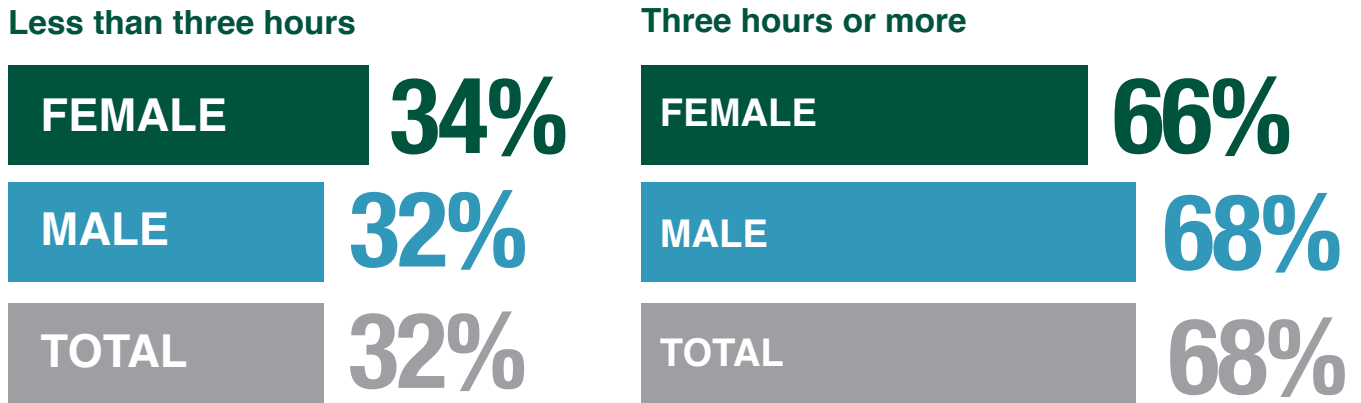


QUESTION 6. IF YOU DO NOT PARTICIPATE IN ANY EXTRACURRICULAR ACTIVITIES, WHAT ARE THE REASONS FOR NOT PARTICIPATING? CHECK ALL THAT APPLY.



QUESTION 7. HOW MUCH TIME DO YOU SPEND OUTSIDE OF SCHOOL HOURS PLAYING VIDEO COMPUTER GAMES, WATCHING SHOWS OR VIDEOS (YOUTUBE, NETFLIX, TV), CHATTING, USING FACEBOOK, TWITTER, SNAPCHAT, INSTAGRAM, SENDING TEXT MESSAGES OR USING THE INTERNET ON AN AVERAGE SCHOOL DAY (MONDAY TO FRIDAY)?

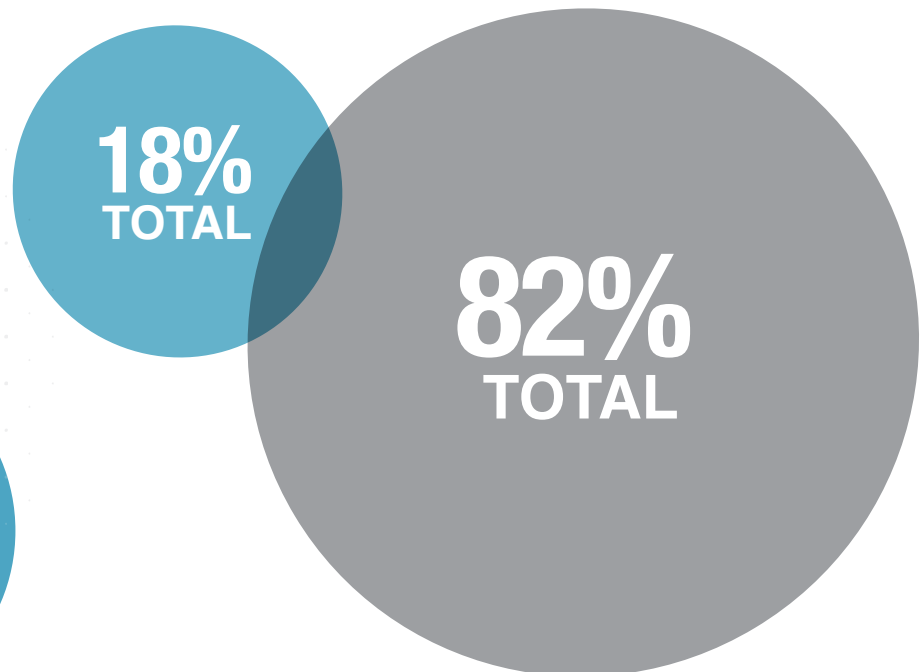
Figure 14: Hourly screen time outside school hours



QUESTION 8. HOW MUCH TIME DO YOU SPEND OUTSIDE OF SCHOOL HOURS PLAYING VIDEO COMPUTER GAMES, WATCHING SHOWS OR VIDEOS (YOUTUBE, NETFLIX, TV), CHATTING, USING FACEBOOK, TWITTER, SNAPCHAT, INSTAGRAM, SENDING TEXT MESSAGES OR USING THE INTERNET ON AN AVERAGE WEEKEND DAY (SATURDAY TO SUNDAY)?

Figure 15: Hourly screen time on weekend day

■ Less than 3 hours ■ 3 hours or more



Diversity

Exploring diversity means learning about and understanding individual differences and uniqueness. Diversity includes learning about various individual differences such as gender, sexual orientation, race, religion, culture, age and ideologies. Understanding individual diversity is an important aspect of understanding society and culture and important to navigating the complex world around us.

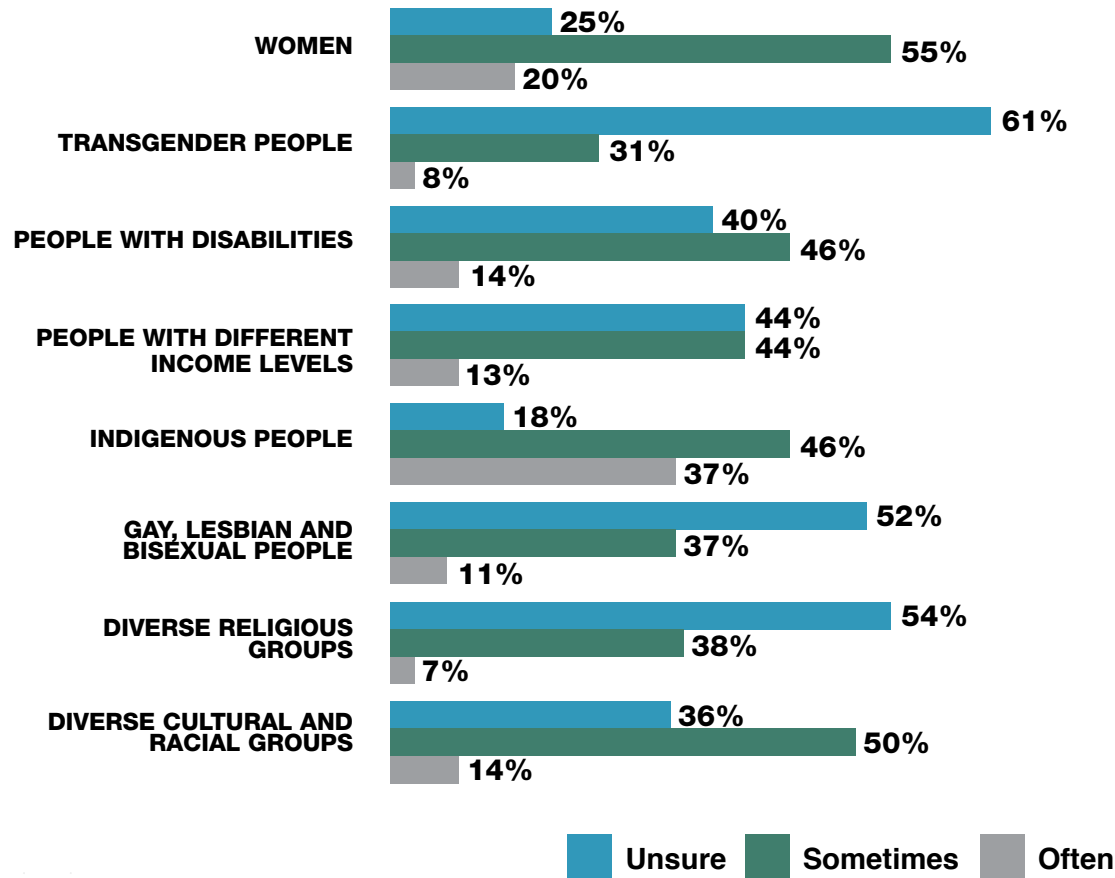
Students were asked to identify how often they learned about the experiences and/or achievements of people with disabilities, indigenous people, people of different race and culture, people of different faiths and religious backgrounds, and gender identity and sexual orientation.

A FEW HIGHLIGHTS FROM THIS SECTION INCLUDE:

- 37% of total students reported that they often learnt about the experiences of Indigenous people, and 14% of the students reported having learnt about people with disabilities and the experiences of diverse cultural and racial groups often during their school year.
- 82% of the total students agreed that their request for religious accommodation was met in school.

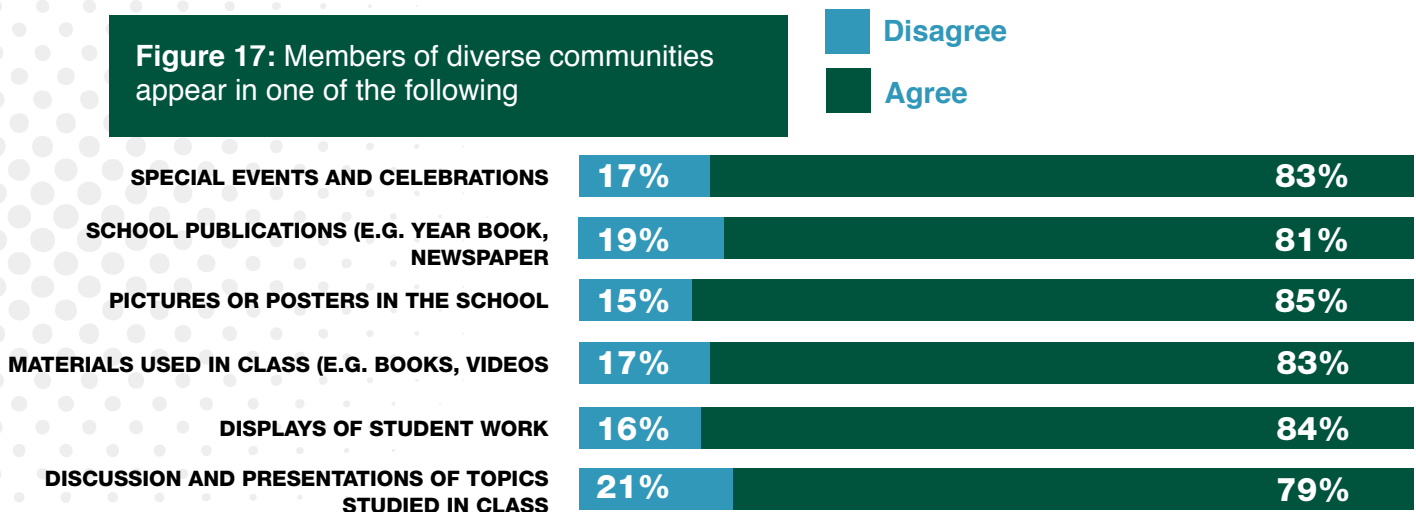
QUESTION 1: IN YOUR SCHOOL, HOW OFTEN HAVE YOU LEARNED ABOUT THE EXPERIENCES AND/OR ACHIEVEMENTS OF:

Figure 16: People of various races, genders, religion, and sexual orientation



QUESTION 2: IN YOUR SCHOOL, DO MEMBERS OF DIVERSE COMMUNITIES APPEAR IN THE FOLLOWING?

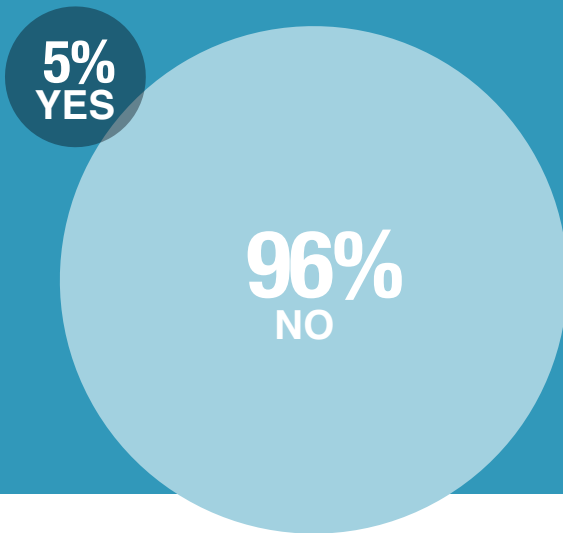
Figure 17: Members of diverse communities appear in one of the following



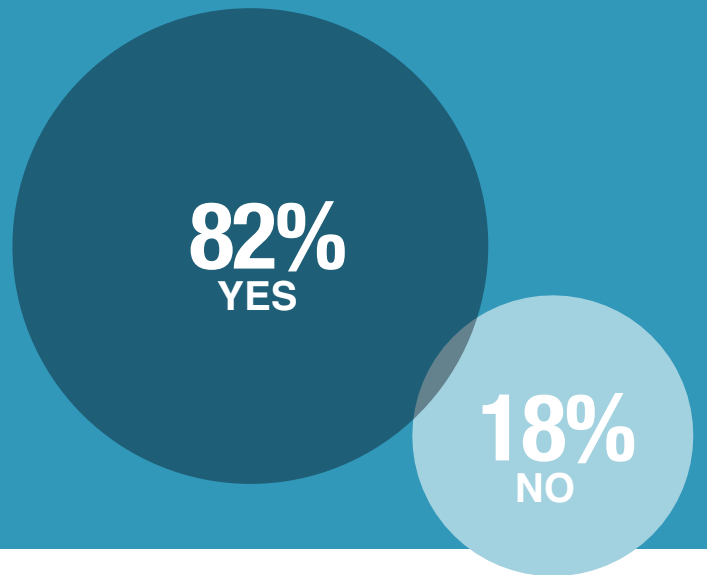
QUESTION 3: HAVE YOU EVER REQUESTED AND RECEIVED A RELIGIOUS ACCOMMODATION? (E.G. TIME AWAY FROM SCHOOL TO OBSERVE A RELIGIOUS HOLIDAY, PERMISSION TO OBSERVE A RELIGIOUS PRACTICE DURING THE SCHOOL HOURS, PERMISSION TO WEAR AN ITEM OF CLOTHING CONNECTED WITH RELIGIOUS BELIEFS).

Figure 18: Religious accommodation

Requested a religious accommodation



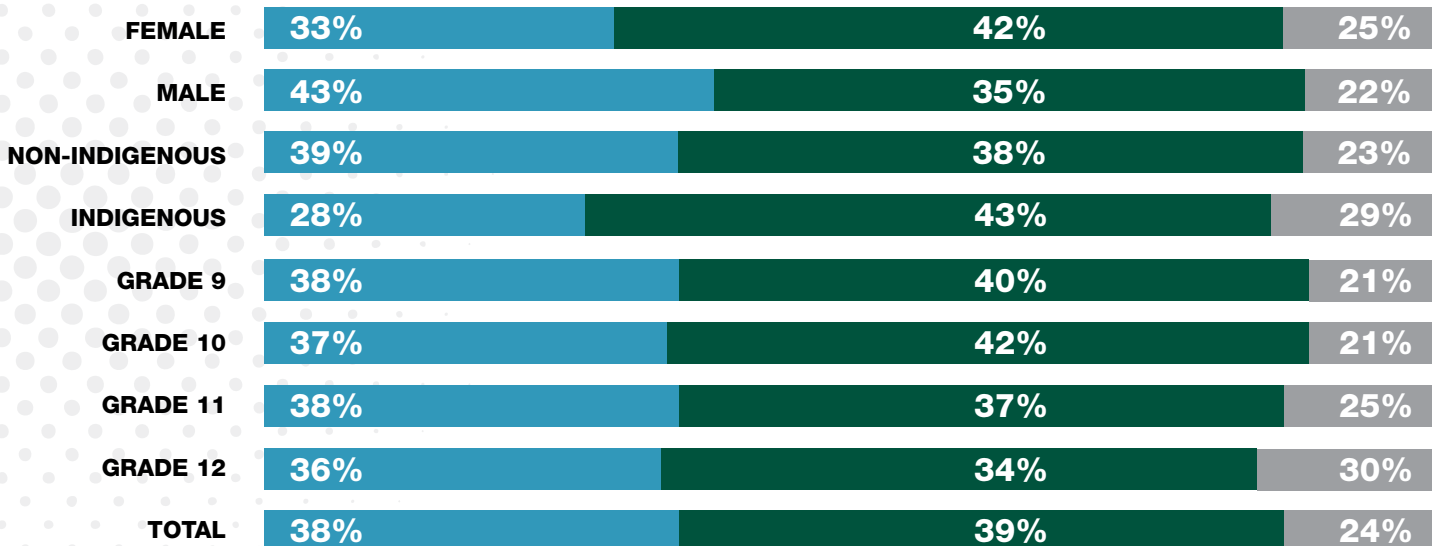
Religious accommodation met



QUESTION 4: DO YOU FEEL THAT THERE ARE BARRIERS THAT STAND IN THE WAY OF YOUR LEARNING AT SCHOOL?

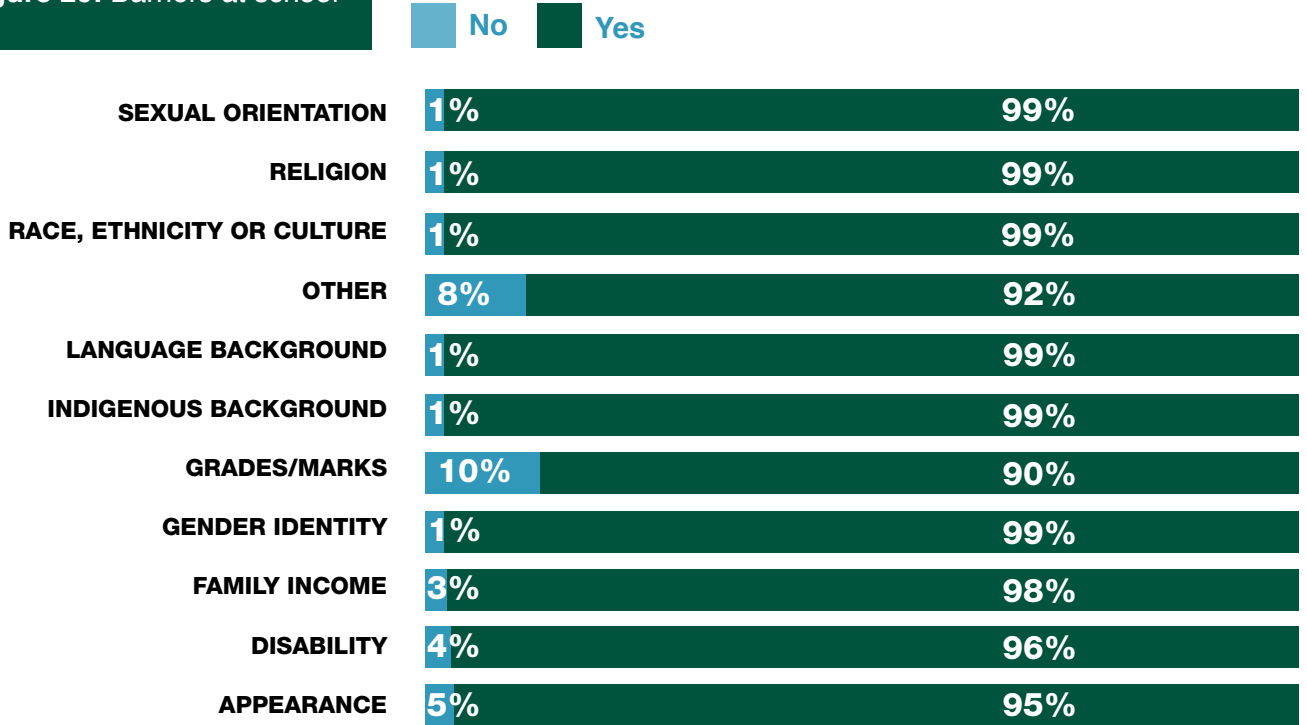
Figure 19: Barriers to learning at school

No Not sure Yes



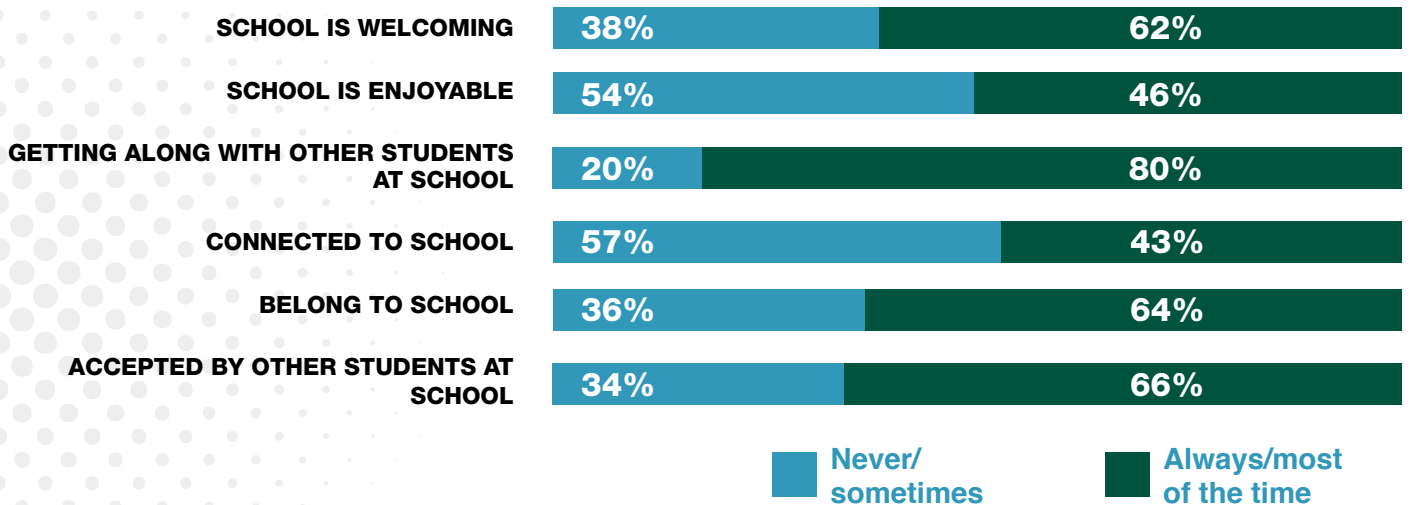
QUESTION 5: IF YOU ANSWERED YES TO QUESTION 4, DO YOU THINK THAT THESE BARRIERS ARE RELATED TO ANY OF THE FOLLOWING? CHECK ALL THAT APPLY.

Figure 20: Barriers at school



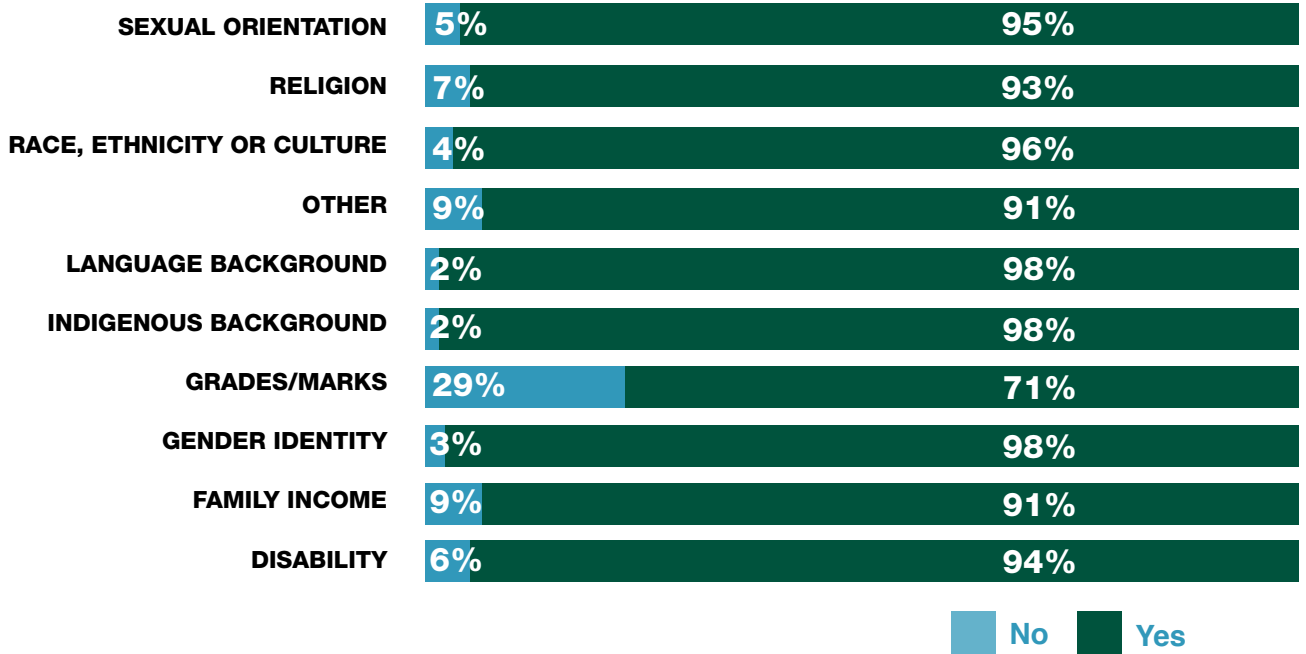
QUESTION 6: HOW DO YOU FEEL ABOUT YOUR SCHOOL?

Figure 21: Feelings about school



QUESTION 7: DO YOU EVER FEEL UNWELCOME OR UNCOMFORTABLE AT YOUR SCHOOL BECAUSE OF ANY OF THE FOLLOWING? CHECK ALL THAT APPLY.

Figure 22: Felt unwelcomed or uncomfortable at school due to one of the following reasons



Comfort Level and Mental Health

Mental health is more than an absence of illness. Mental health includes our emotional, social, and psychological well-being. Having caring relationships, positive tools for problem solving and coping mechanisms for dealing with stress are key aspects to overall mental health and well-being.

Students were asked questions in the areas of social connectedness, pathways to help, help seeking behaviour, life satisfaction, peer pressure, problem solving and resiliency.



[MALE]

83%



[FEMALE]

82%

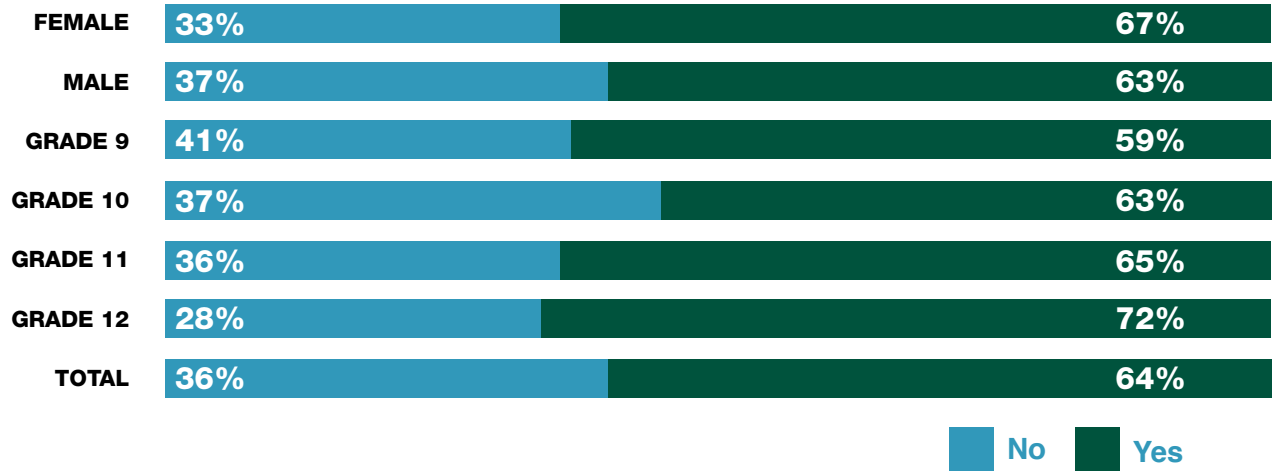
**AGREED THAT THE
TEACHERS DEMONSTRATED
CARING ABOUT THEM AS A
PERSON.**

A FEW HIGHLIGHTS FROM THE COMFORT LEVEL AND MENTAL HEALTH SECTION INCLUDE:

- 64% of the total students reported having at least one caring adult at school that they can trust, and 76% of the students reported having one or more than one school friend at school that they can trust.
- 83% of male and 82% of female students agreed that the teachers demonstrated caring about them as a person.
- 59% of Indigenous and 66% of non-Indigenous students reported that they were able to bounce back when bad things happened always or most of the time .
- 31% of male and 51% of female students felt that they wanted to talk to someone but did not know where to turn if they experienced mental health or emotional problems.
- The top three issues that students were worried about always or most of the time were school work (67%), future (60%), and money (50%).

QUESTION 1: DO YOU HAVE AT LEAST ONE CARING ADULT THAT YOU CAN TRUST OR GO TO IF YOU NEED HELP WITH ANYTHING AT SCHOOL?

Figure 23: Caring adult at school



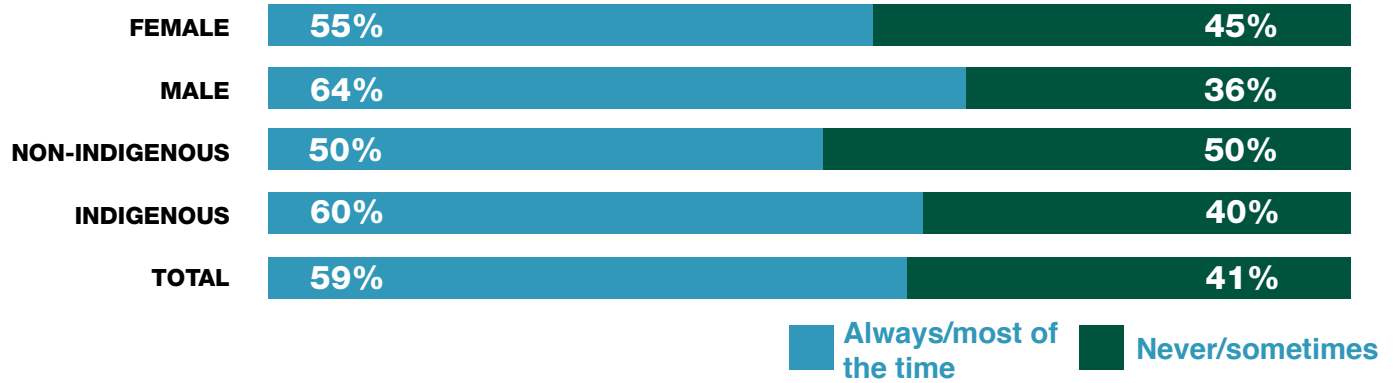
QUESTION 2: DO YOU HAVE AT LEAST ONE CARING ADULT THAT YOU CAN TRUST OR GO TO IF YOU NEED HELP WITH ANYTHING OUTSIDE OF SCHOOL?

Figure 24: Caring adult at school



QUESTION 3: SCHOOL IS A PLACE WHERE I FEEL LIKE I BELONG.

Figure 25: Feeling of belonging at school



QUESTION 4: PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS ON SCHOOL STAFF:

Figure 26: My teachers demonstrate caring about me as a person

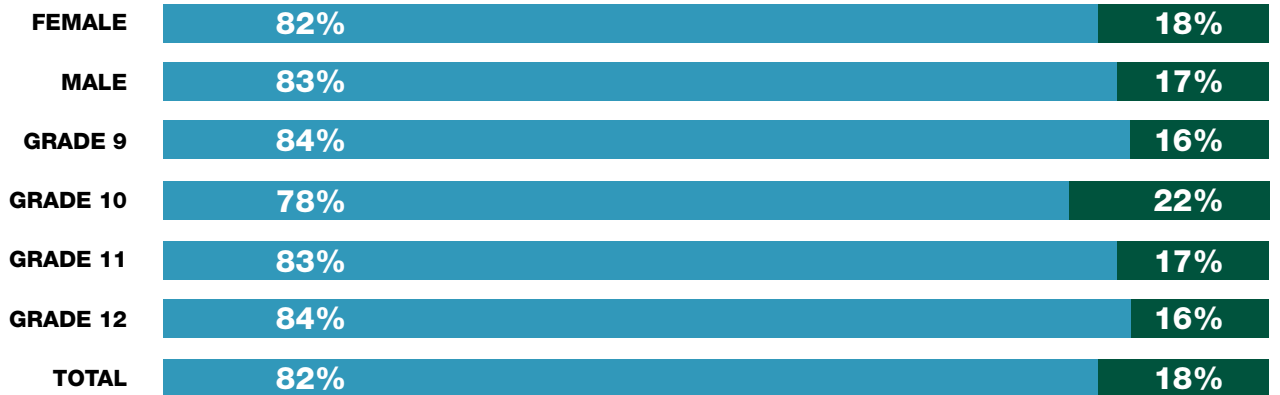
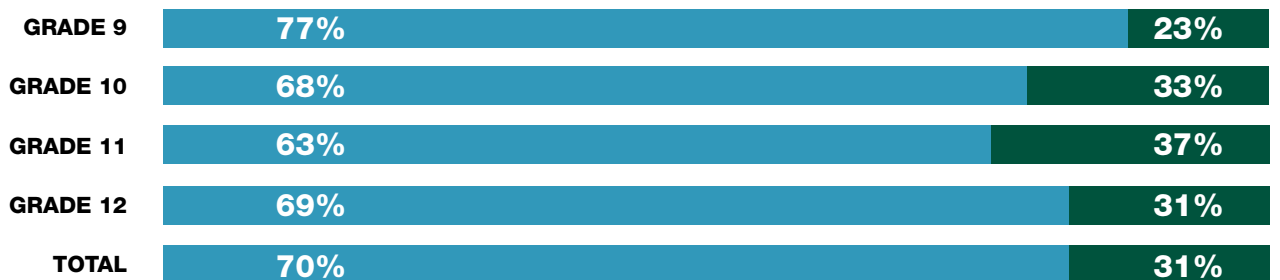
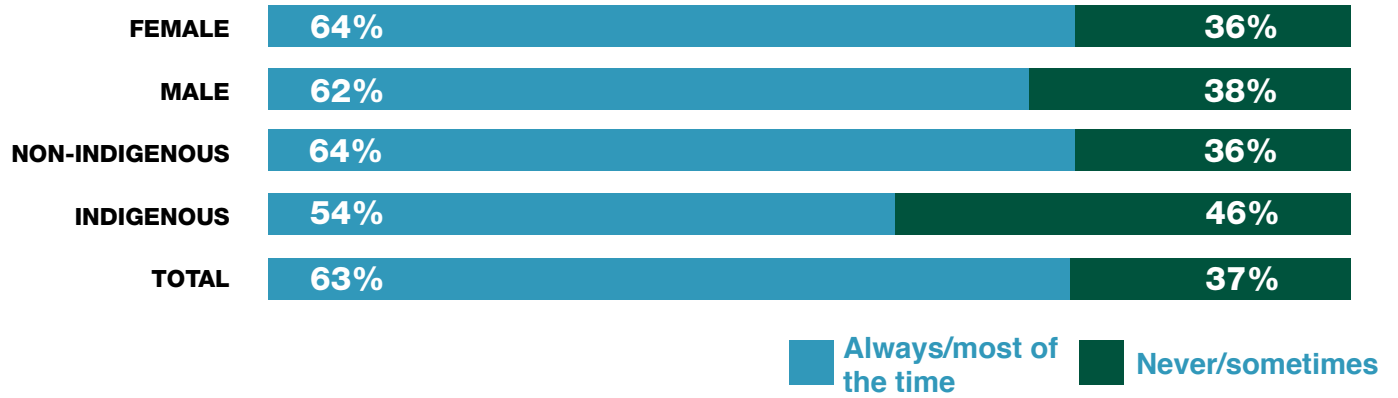


Figure 27: My principal/vice principals show they care about the students in the school



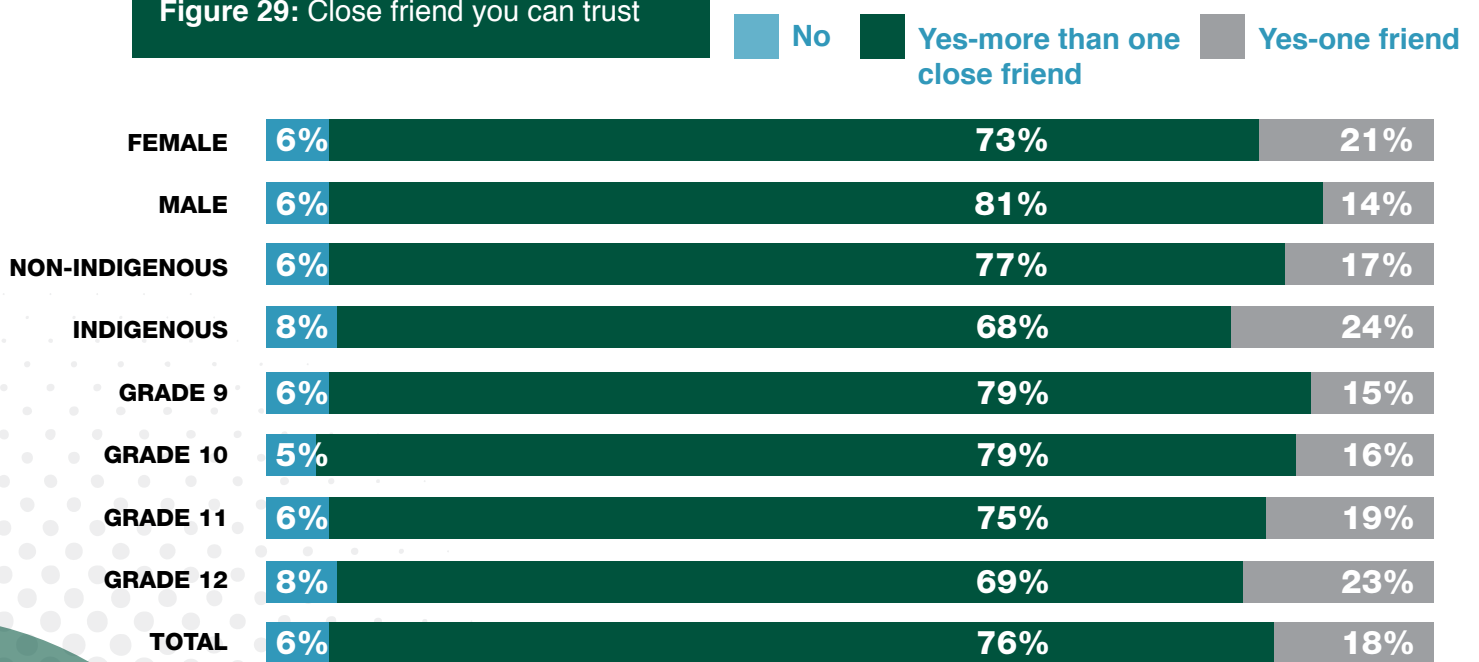
QUESTION 5: DO YOU FEEL THAT SCHOOL RULES HAVE BEEN APPLIED TO YOU IN A FAIR WAY?

Figure 28: School rules have been applied to me in a fair way

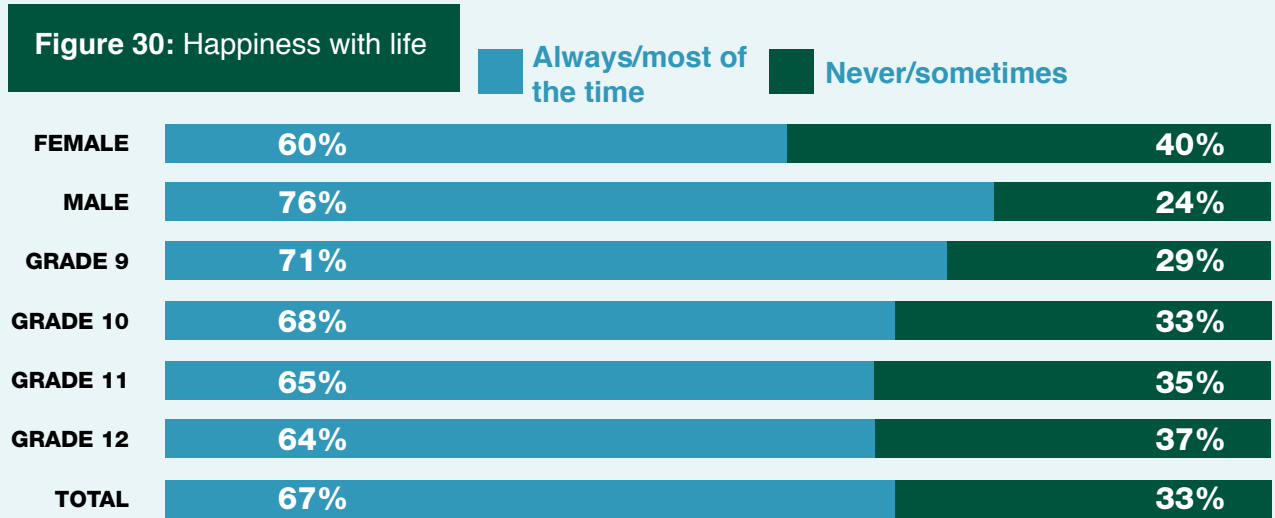


QUESTION 6: DO YOU HAVE CLOSE FRIENDS AT SCHOOL YOU CAN TRUST?

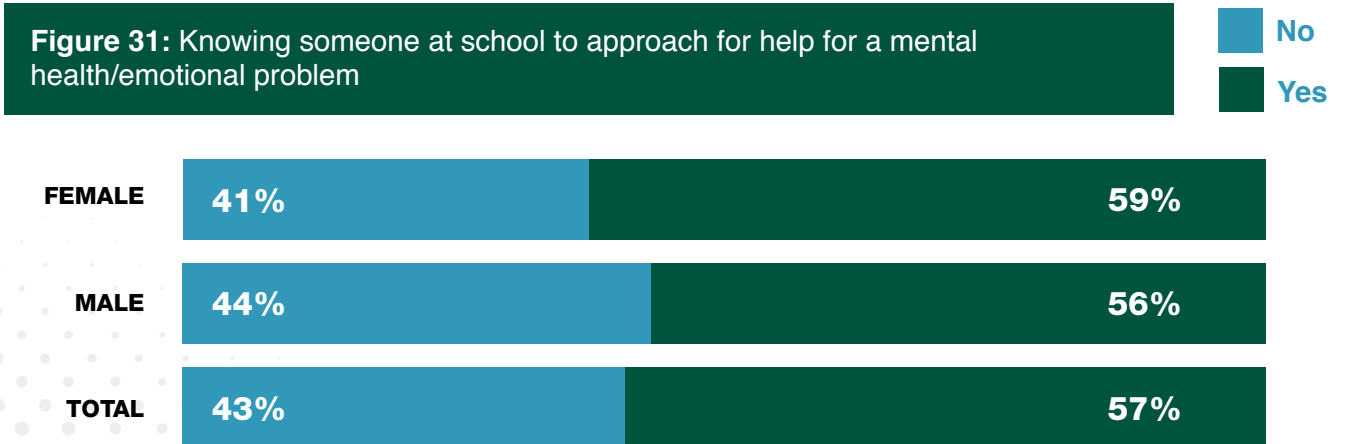
Figure 29: Close friend you can trust



QUESTION 7: IN GENERAL, I AM HAPPY WITH LIFE.



QUESTION 8: IF I WANTED TO TALK TO SOMEONE ABOUT MENTAL HEALTH OR EMOTIONAL PROBLEMS THAT I HAD (E. G. FEELING REALLY SAD, WORRIED ETC.), I KNOW WHO I CAN GET HELP FROM AT MY SCHOOL.



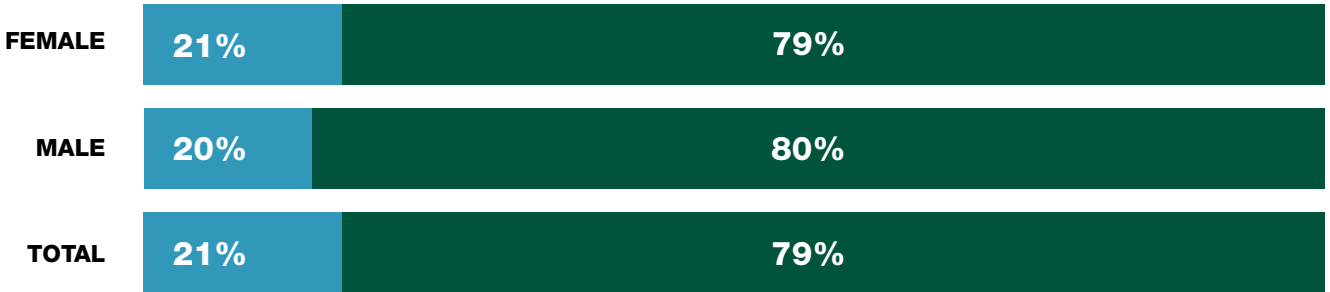
44%

OF MALE STUDENTS KNOW SOMEONE AT SCHOOL TO APPROACH FOR HELP FOR A MENTAL HEALTH/EMOTIONAL PROBLEM

QUESTION 9: IF I WANTED TO TALK TO SOMEONE ABOUT MENTAL HEALTH OR EMOTIONAL PROBLEMS THAT I HAD (E.G. FEELING REALLY SAD, WORRIED ETC.), I KNOW WHO I CAN GET HELP FROM IN MY COMMUNITY (E.G. OUTSIDE MY SCHOOL).

Figure 32: Knowing someone outside of school to approach for help for a mental health/emotional problem

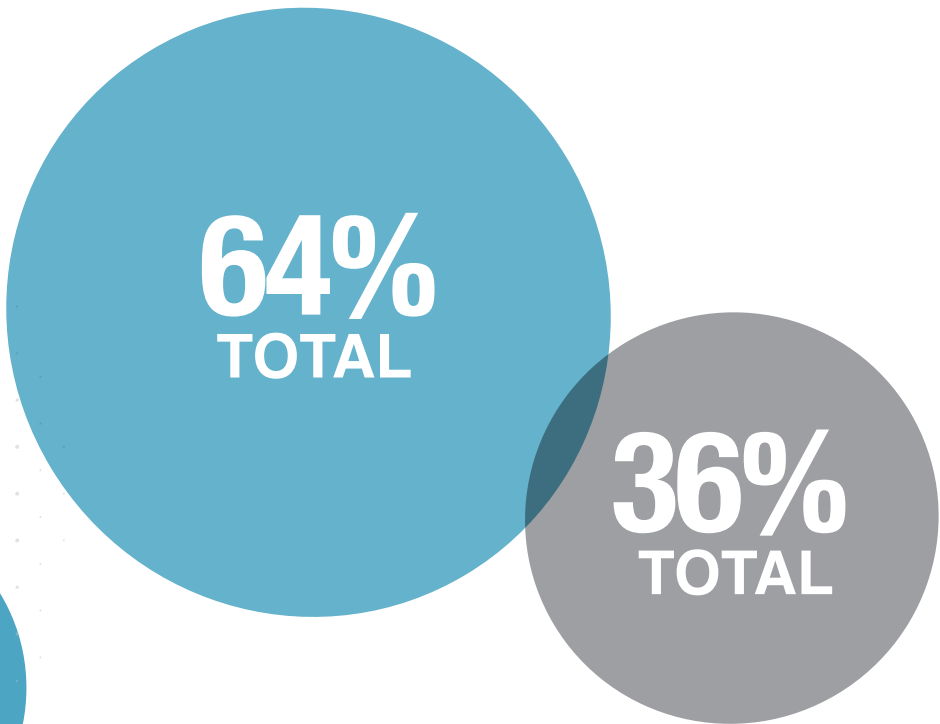
■ No
■ Yes



QUESTION 10: IF I EXPERIENCED A MENTAL HEALTH OR EMOTIONAL PROBLEM (FEELING SAD, WORRIED ETC.), I WOULD ASK FOR HELP IN MY SCHOOL.

Figure 33: Would ask for help at school if mental health/emotional problem is experienced

■ No
■ Yes



QUESTION 11: IF I EXPERIENCED A MENTAL HEALTH OR EMOTIONAL PROBLEM (FEELING SAD, WORRIED, ETC.), I WOULD ASK FOR HELP IN MY COMMUNITY (E.G. OUTSIDE MY SCHOOL).

Figure 34: Would ask for help in the community if mental health/emotional problem is experienced



QUESTION 12: THINKING ABOUT THE PAST 12 MONTHS (1 YEAR), PLEASE ANSWER THE FOLLOWING QUESTIONS:

Figure 35: Felt pressured by another student, friend or adult to do something that did not feel right to do



Figure 36: Did things that did not feel right when pressured

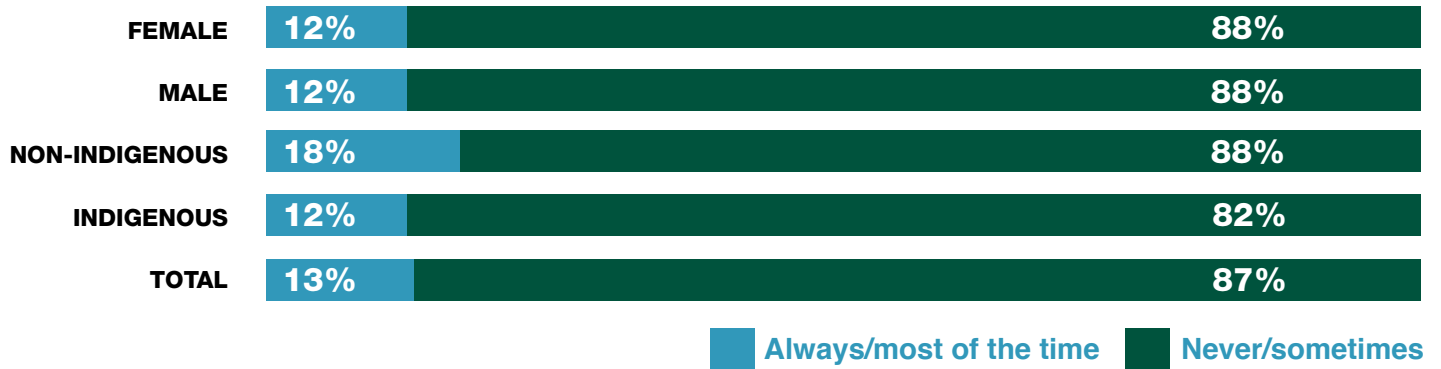


Figure 37: Able to solve problems in positive ways



Figure 38: Worried about things

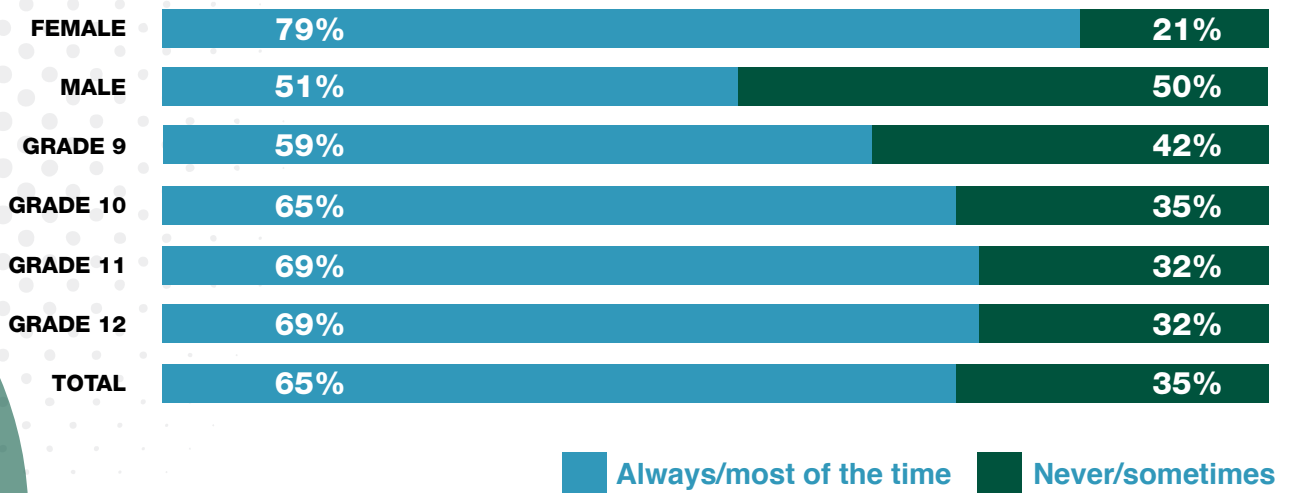


Figure 39: Bounced back when bad things happened

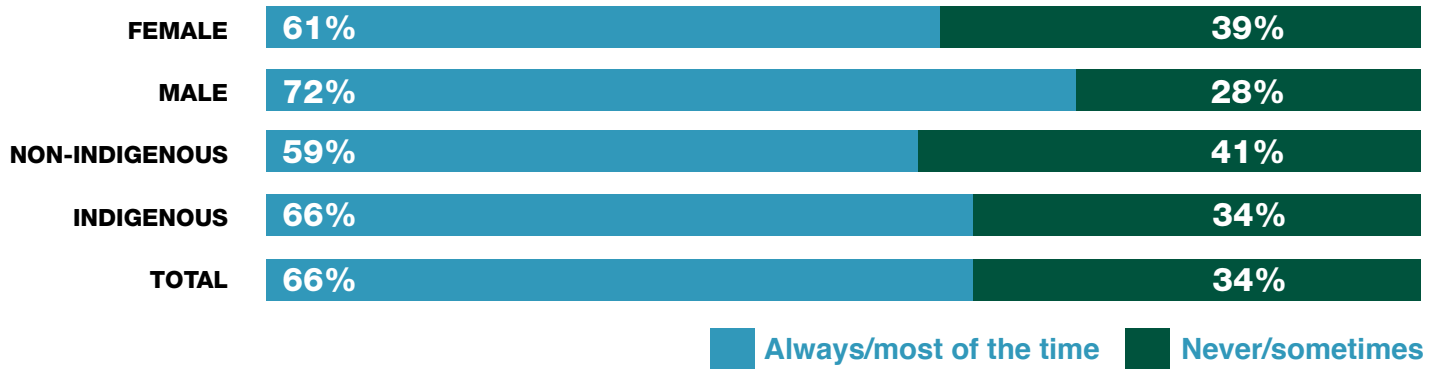


Figure 40: Calmed self down when stressed

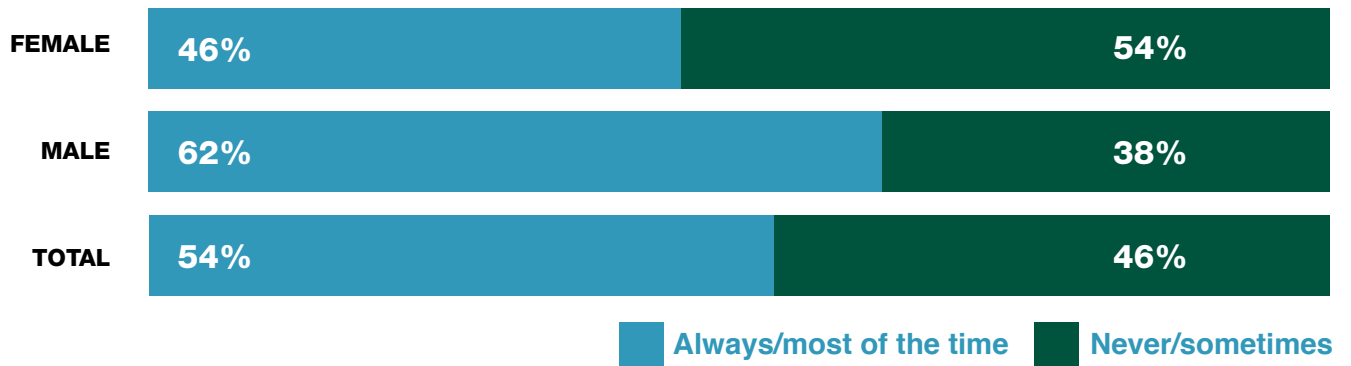
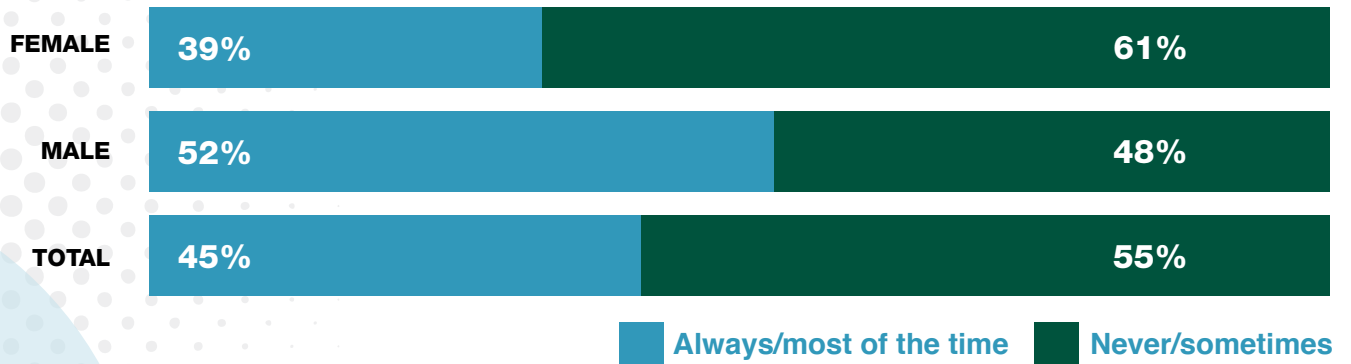
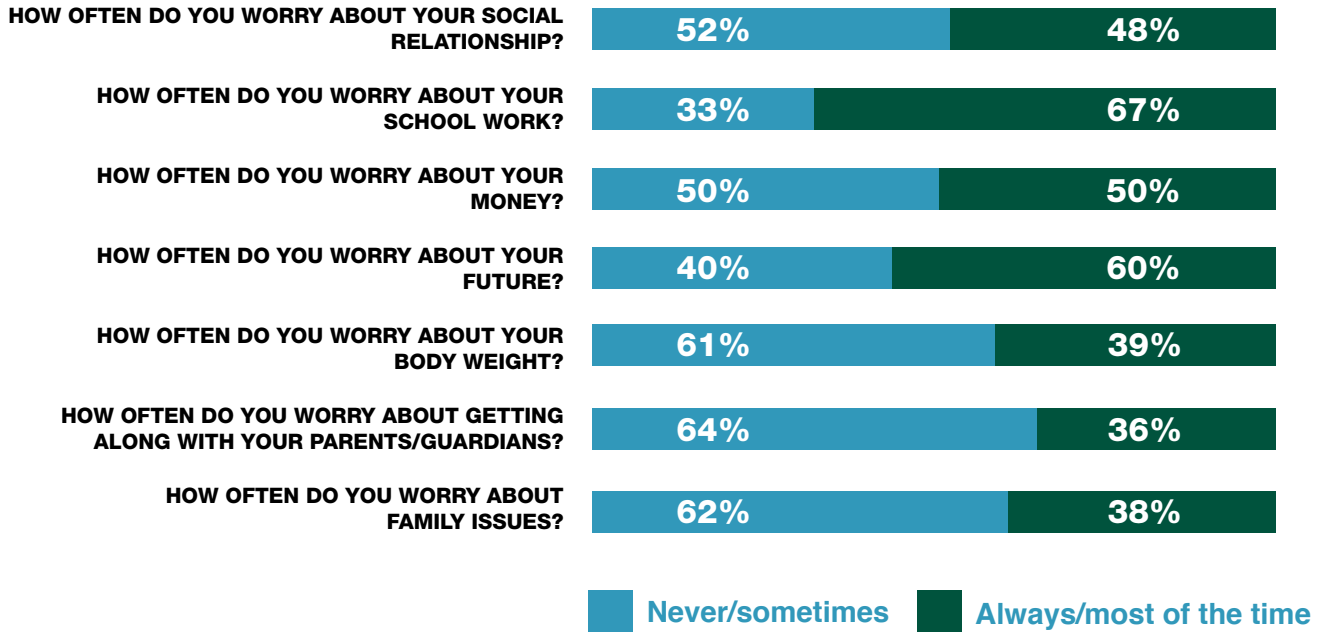


Figure 41: Spoke to self in a positive way



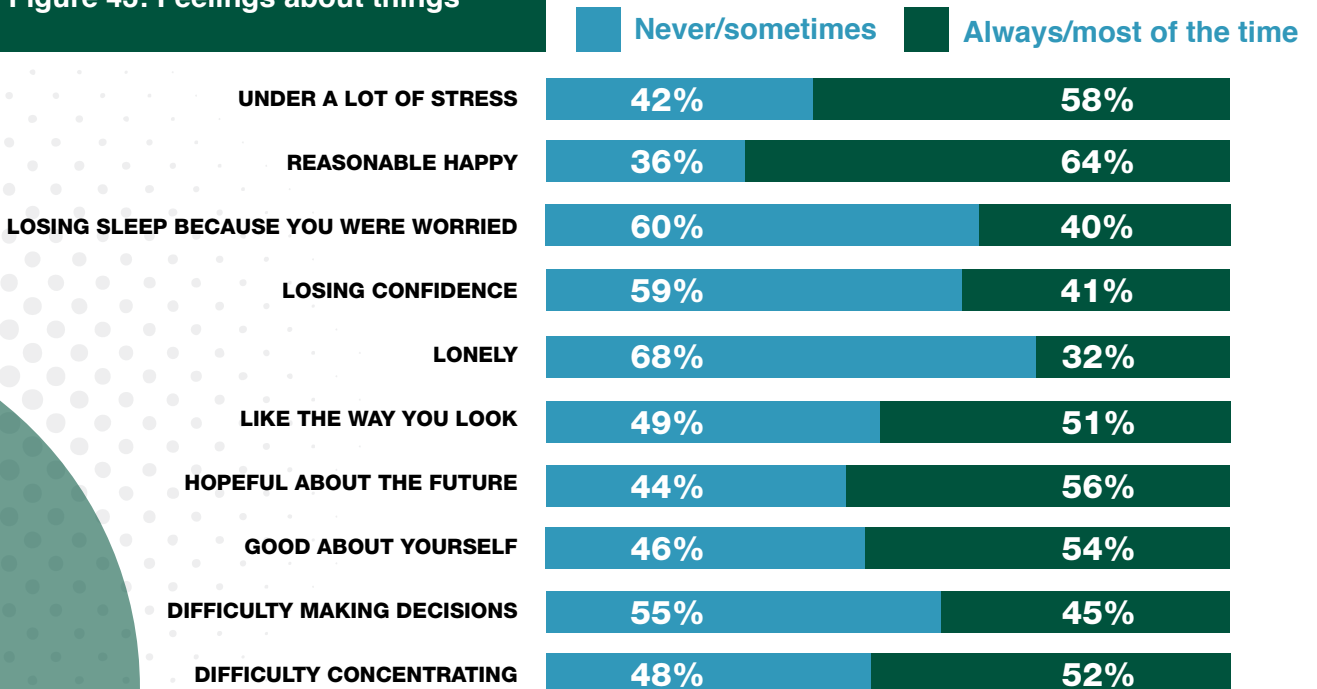
QUESTION 13: HOW OFTEN DO YOU WORRY ABOUT THE FOLLOWING?

Figure 42: Worried about things



QUESTION 14: OVER THE LAST 12 MONTHS (1 YEAR), HOW OFTEN HAVE YOU FELT THE FOLLOWING:

Figure 43: Feelings about things



QUESTION 15: IF YOU HAD ANY OF THE FOLLOWING PROBLEMS, WOULD YOU SEEK HELP?

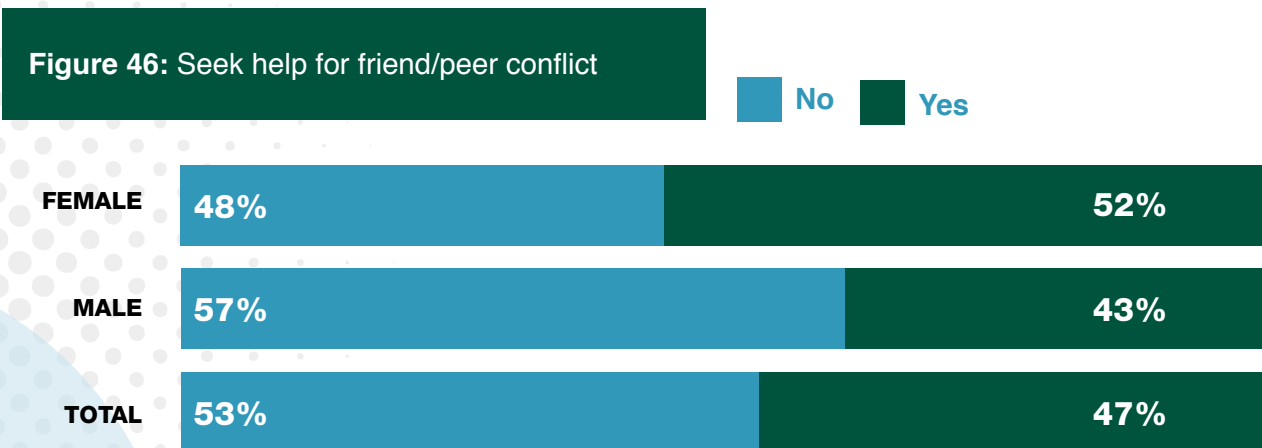
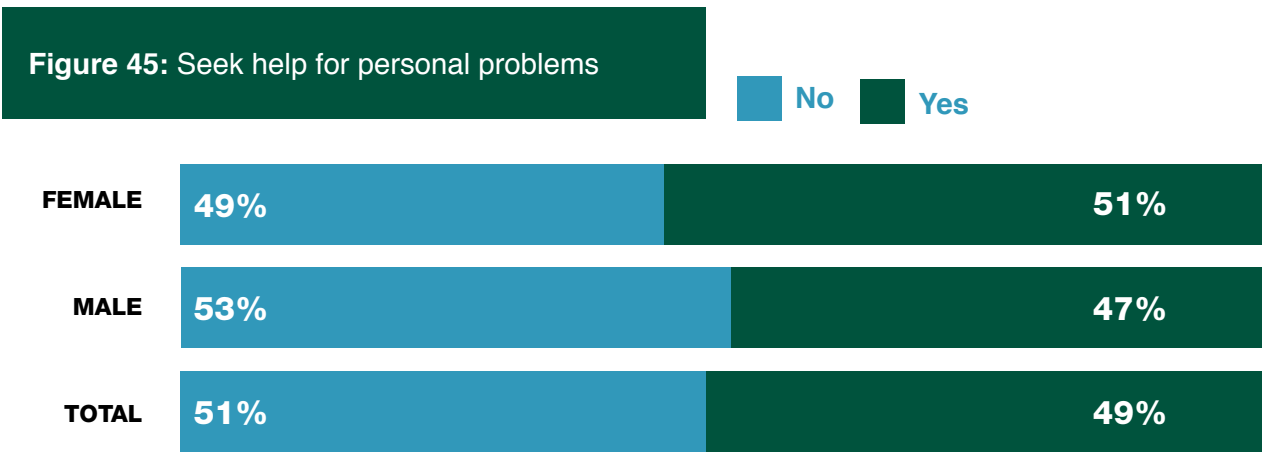
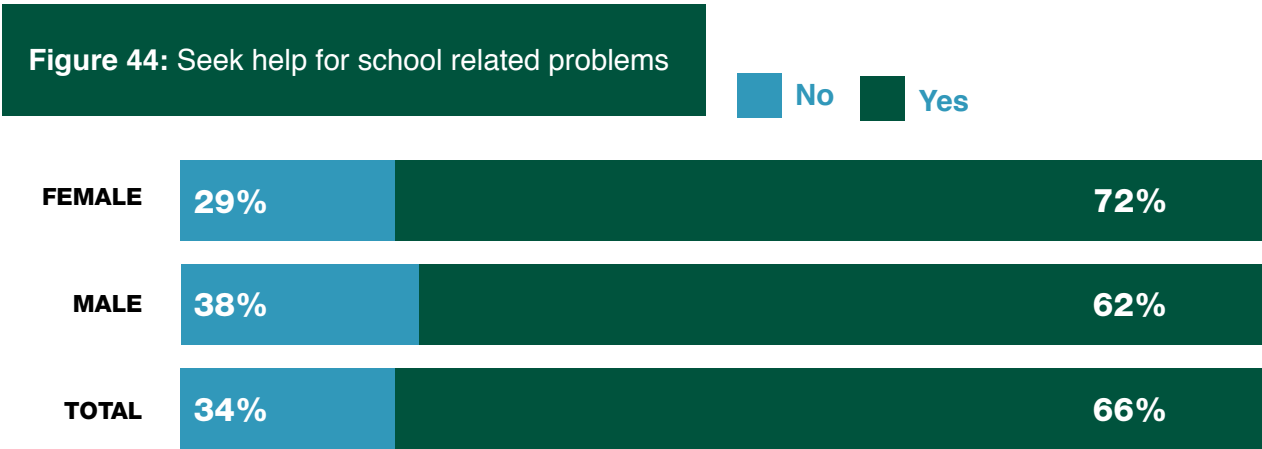
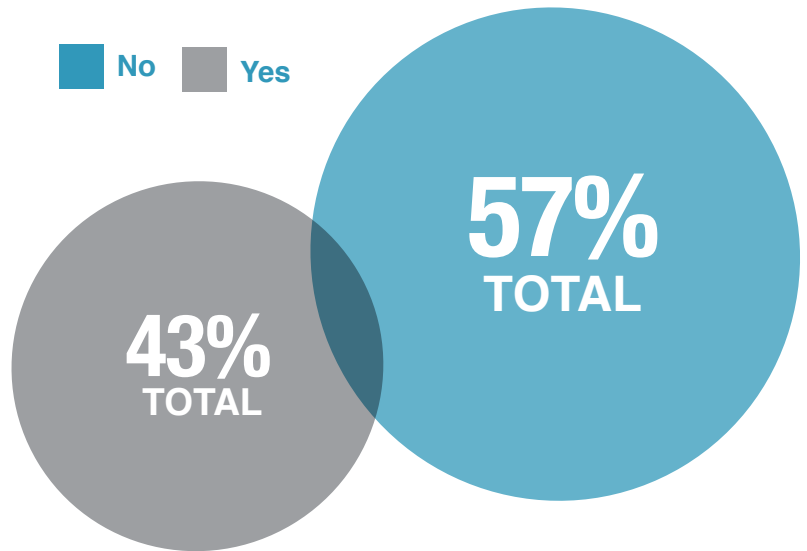
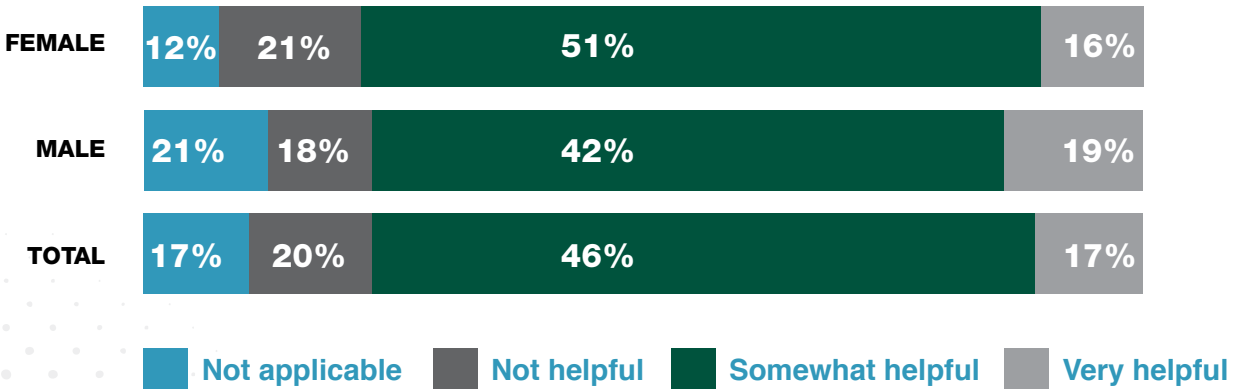


Figure 47:
Seek help for family problems



QUESTION 16: WHEN YOU HAVE TALKED TO SOMEONE ABOUT YOUR PROBLEMS OR HAVE GOTTEN HELP IN THE PAST, HOW HELPFUL WAS IT?

Figure 48: Found helpful when gotten help in the past

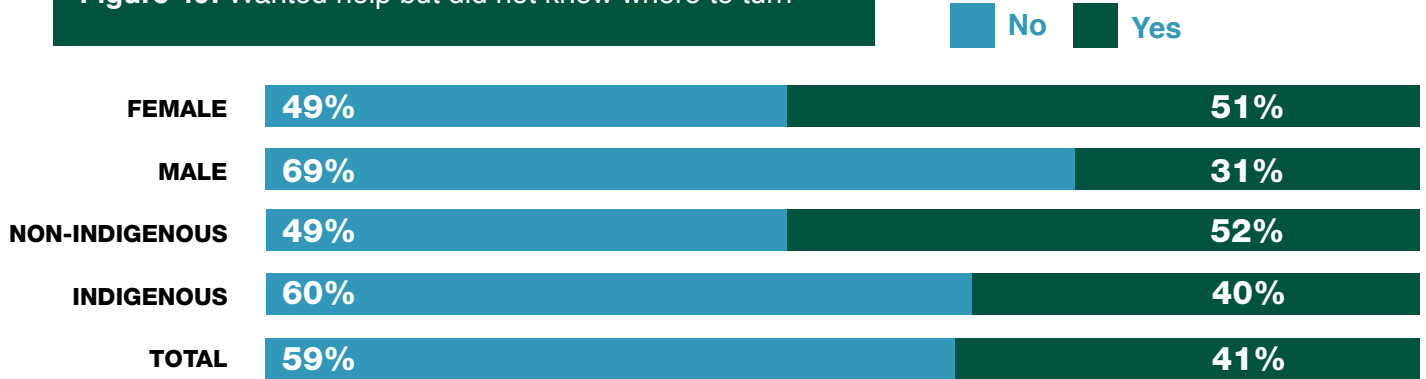


19%

OF MALE STUDENTS FOUND THE PERSON THEY TALKED TO ABOUT THEIR PROBLEMS VERY HELPFUL

QUESTION 17: IN THE LAST 12 MONTHS (1 YEAR), WAS THERE EVER A TIME YOU WANTED TO TALK TO SOMEONE BUT DID NOT KNOW WHERE TO TURN?

Figure 49: Wanted help but did not know where to turn



QUESTION 18: IF YOU ANSWERED YES TO QUESTION 17, DO YOU KNOW THE SERVICES THAT YOUR SCHOOL OFFERS?

Figure 50: Know about the services at school



Safety

Safety means feeling emotionally, socially and physically safe from harm. It means that you feel comfortable in and around your school. Creating a safe school environment is critical to student well-being and achievement.

Students were asked questions about where they feel safe at school, bullying and harassment, reasons for bullying and comfort with responding to bullying behaviour.



[MALE]

35%



[FEMALE]

41%

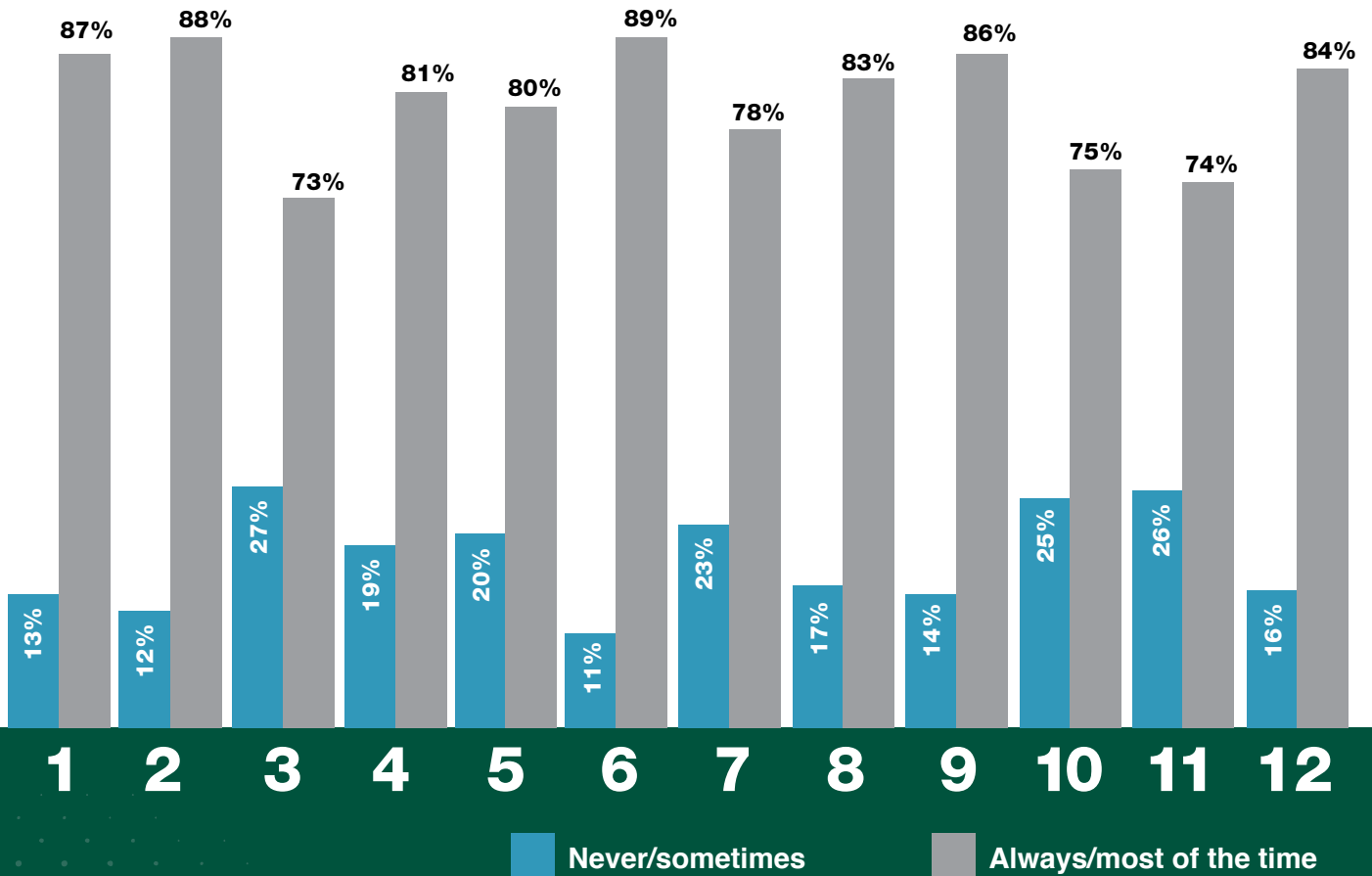
**REPORTED BEING
VERBALLY BULLIED AT
LEAST ONCE IN THE
PAST 4 WEEKS**

HIGHLIGHTS FROM THE SAFETY SECTION INCLUDE:

- 57% of female and 36% of male students reported being worried about bullying always or most of the times.
- 41% of female and 35% of male students reported being verbally bullied at least once in the past 4 weeks.
- 89% of students reported that they know how to report bullying.
- 61% of the students agreed that adults in their school address bullying when it happens.

QUESTION 1: DO YOU FEEL SAFE IN THE FOLLOWING LOCATIONS?

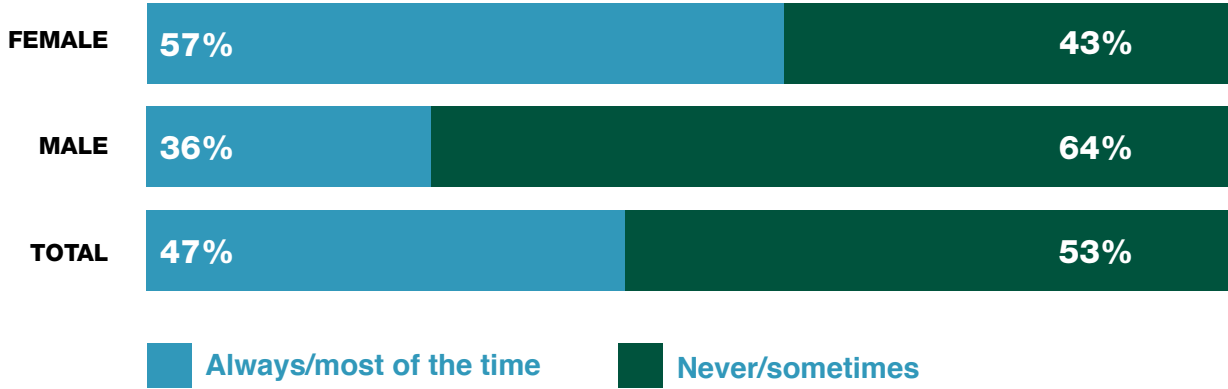
Figure 51: Feel safe in the following locations



- 1. WAY TO SCHOOL
- 2. WAY HOME FROM SCHOOL
- 3. WASHROOM
- 4. SOCIAL MEDIA
- 5. SCHOOL PROPERTY
- 6. NEIGHBOURHOOD
- 7. HALLWAY
- 8. GYM
- 9. CLASSROOM
- 10. CHANGE ROOM
- 11. CAFETERIA
- 12. BUS

QUESTION 2: HOW OFTEN DO YOU WORRY THAT SOMEONE MIGHT BULLY YOU?

Figure 52: Worried about bullying



QUESTION 3: IN THE PAST 4 WEEKS, HOW OFTEN HAVE YOU BEEN PHYSICALLY BULLIED (E.G., PUSHED PUNCHED OR SCARED BY SOMEONE)?

Figure 53: Physically bullied

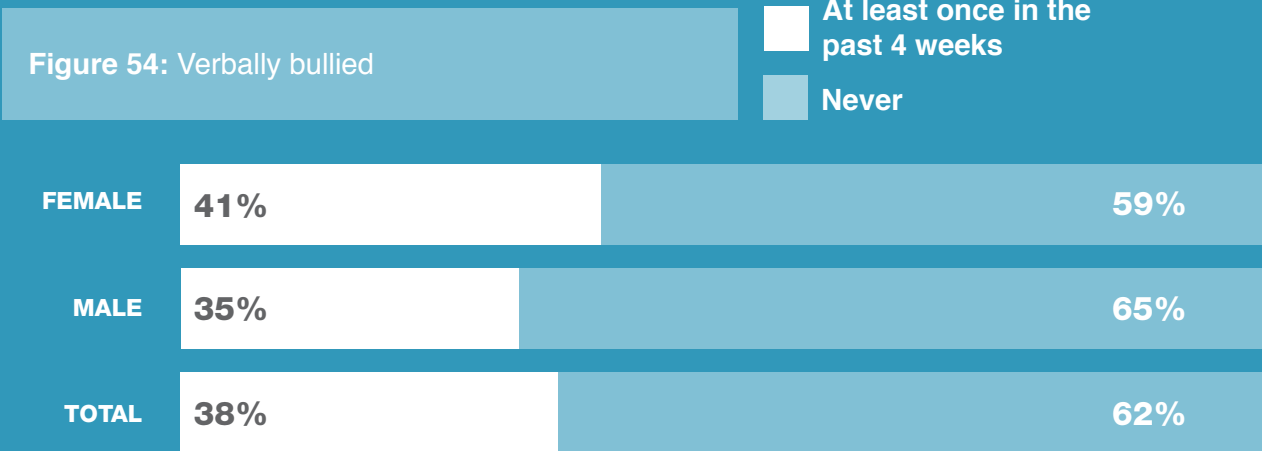


20%

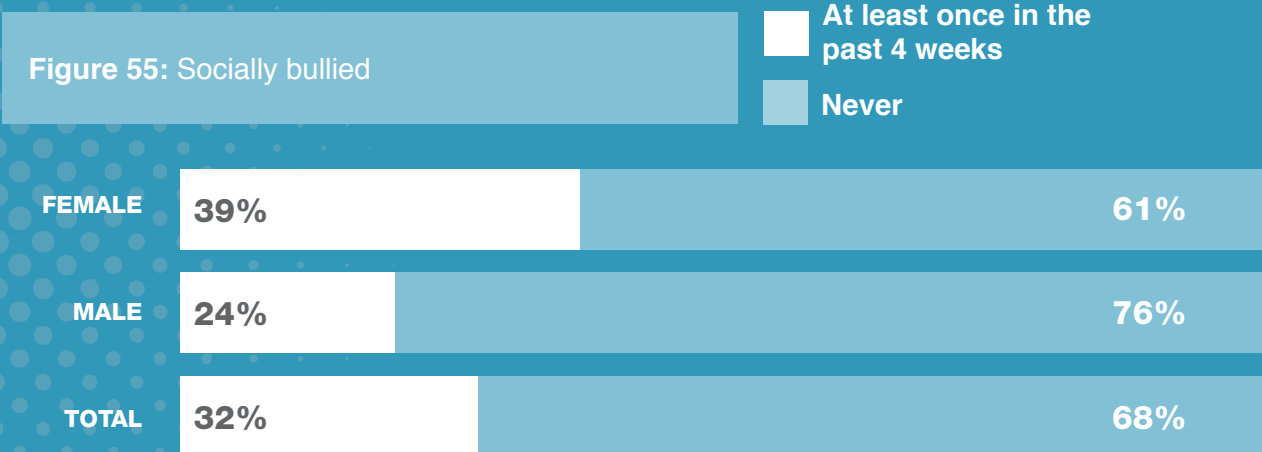
OF INDIGENOUS STUDENTS REPORTED BEING PHYSICALLY BULLIED AT LEAST ONCE IN THE PAST 4 WEEKS



QUESTION 4: IN THE PAST 4 WEEKS, HOW OFTEN HAVE YOU BEEN VERBALLY BULLIED (E.G., CALLED NAMES TEASED THREATENED OR RECEIVED COMMENTS ABOUT THE WAY YOU LOOK)?



QUESTION 5: IN THE PAST 4 WEEKS, HOW OFTEN HAVE YOU BEEN SOCIALLY BULLIED (E.G., EXCLUDED BY OTHERS HAD RUMORS SPREAD ABOUT YOU OR HAD SOMEONE TRY TO MAKE YOU LOOK BAD)?



QUESTION 6: IN THE PAST 4 WEEKS, HOW OFTEN HAVE YOU BEEN CYBER BULLIED (E.G., USED EMAIL TEXT MESSAGES OR SOCIAL MEDIA SUCH AS FACEBOOK, TWITTER, AND INSTAGRAM TO TEASE OR THREATEN YOU MORE THAN ONCE)?

Figure 56: Cyber bullied



QUESTION 7: HOW MANY STUDENTS AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS BELOW? (SCALE: STRONGLY DISAGREE TO STRONGLY AGREE)

Figure 57: Caring adult outside of school

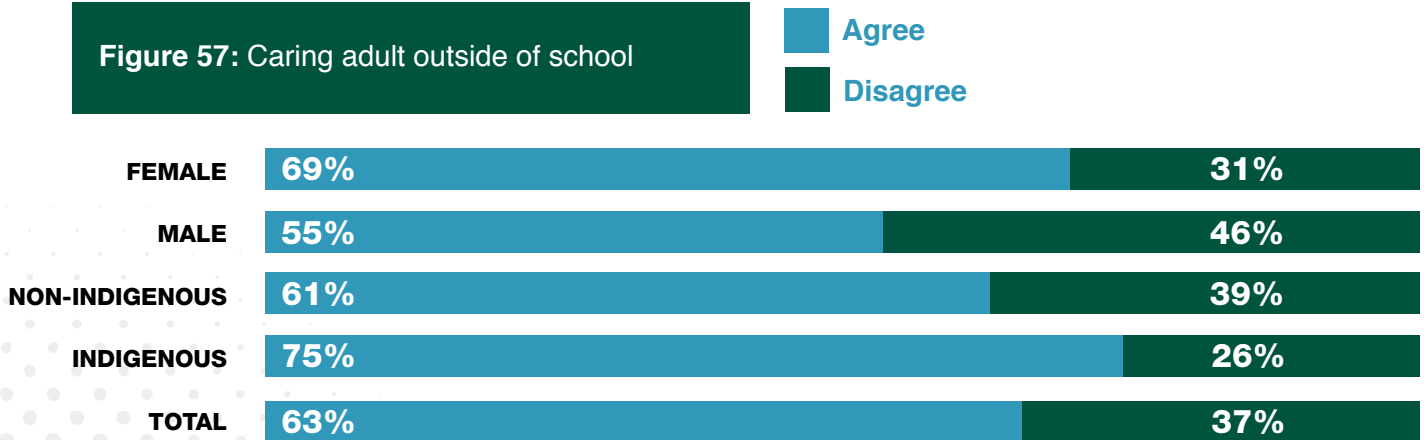


Figure 58: I know how to report bullying

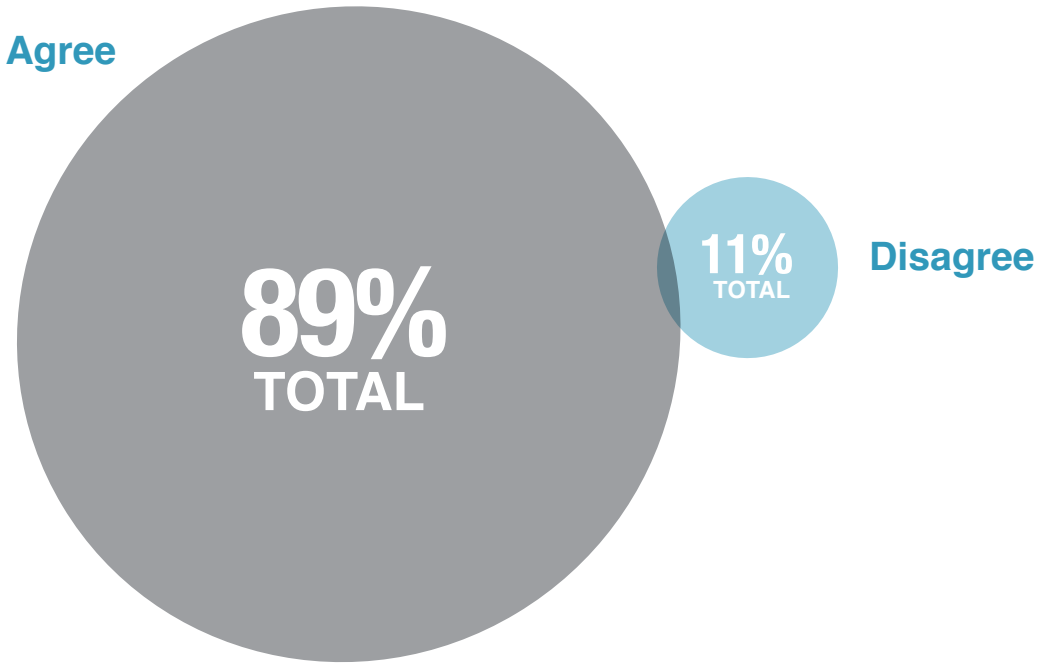
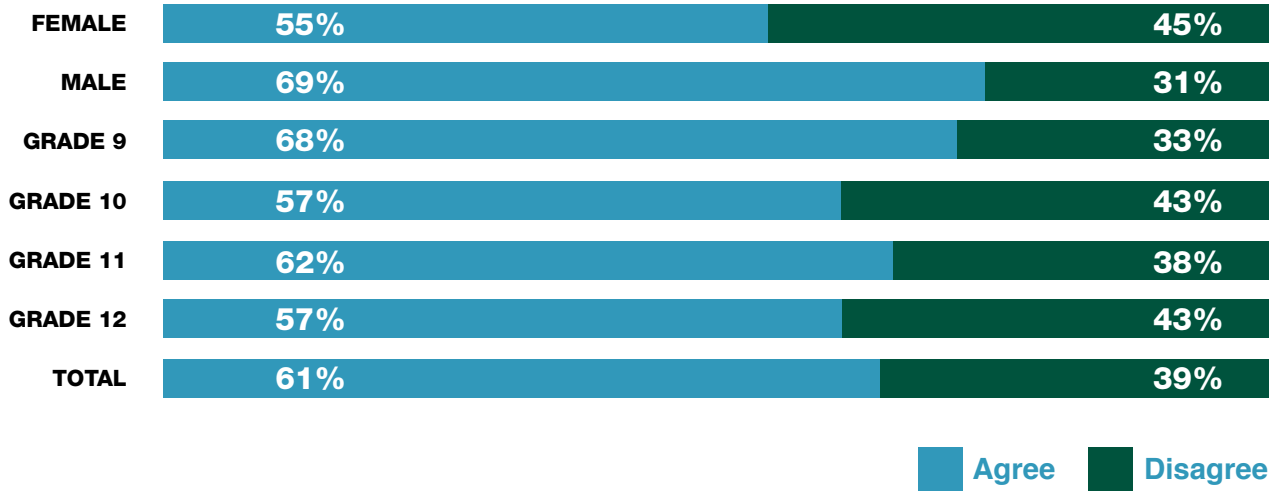


Figure 59: Adults in my school are working hard to stop bullying

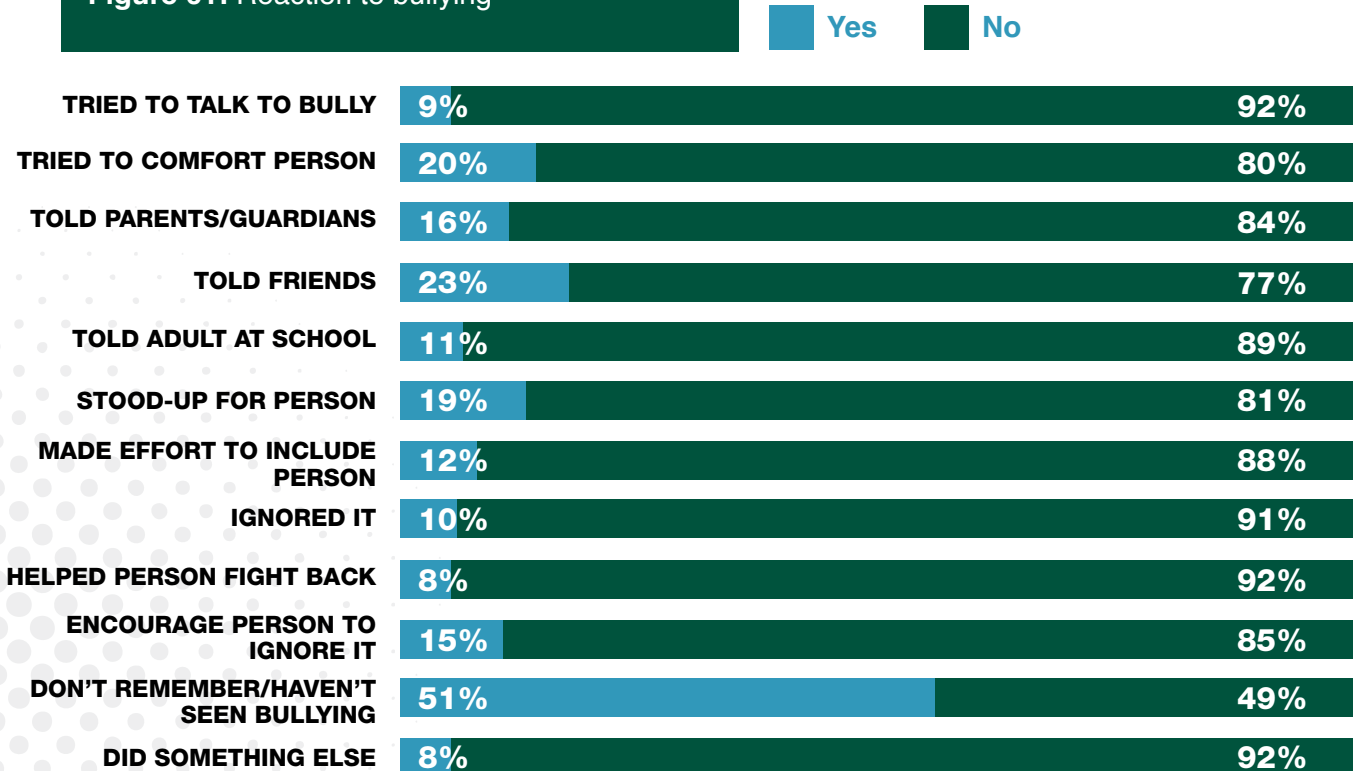


Figure 60: Adults in my school address bullying when it happens



QUESTION 8: THINK ABOUT THE LAST TIME YOU SAW OR HEARD ABOUT A STUDENT BEING BULLIED, WHAT DID YOU DO? CHECK ALL THAT APPLY.

Figure 61: Reaction to bullying



Substance Use

Students were asked about their consumption of alcohol, cannabis and tobacco products. This information will help identify substance use behaviours among students in Grades 9-12, highlighting areas of opportunity for future programming and/or action.



36%
[STUDENTS]



77%
[STUDENTS]

**REPORTED NEVER
USING TOBACCO AND
CANNABIS PRODUCTS
OR ALCOHOL IN THE
PAST 12 MONTHS
(1 YEAR)**

**HIGHLIGHTS FROM THE
SUBSTANCE USE SECTION
INCLUDE:**

- 36% of the total students reported never using alcohol in the past twelve months.
- 65% and 77% of total students reported never using cannabis and cigarettes in the past twelve months.

QUESTION 1: IN THE PAST 12 MONTHS (1 YEAR) HOW OFTEN HAVE YOU USED THE FOLLOWING SUBSTANCES:

Figure 62: Frequency of alcohol use

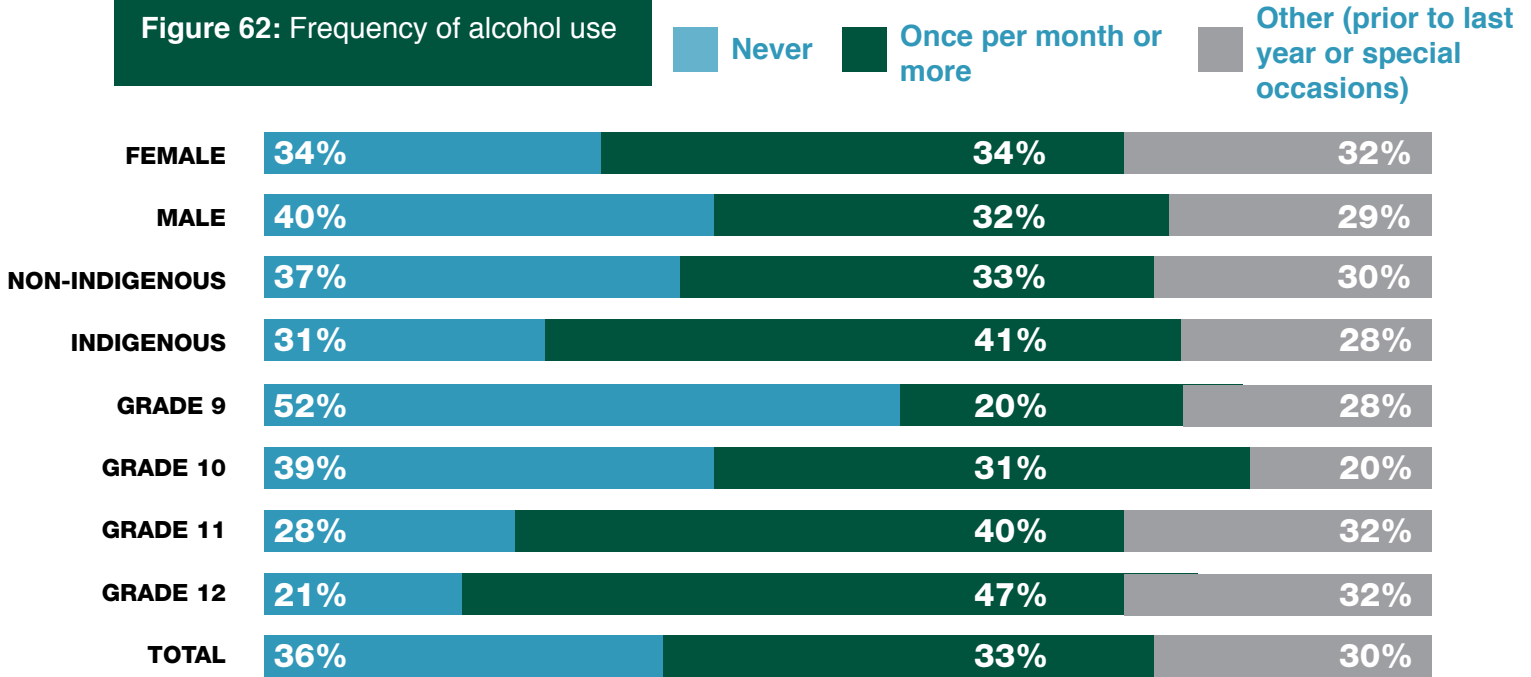


Figure 63: Frequency of cannabis use

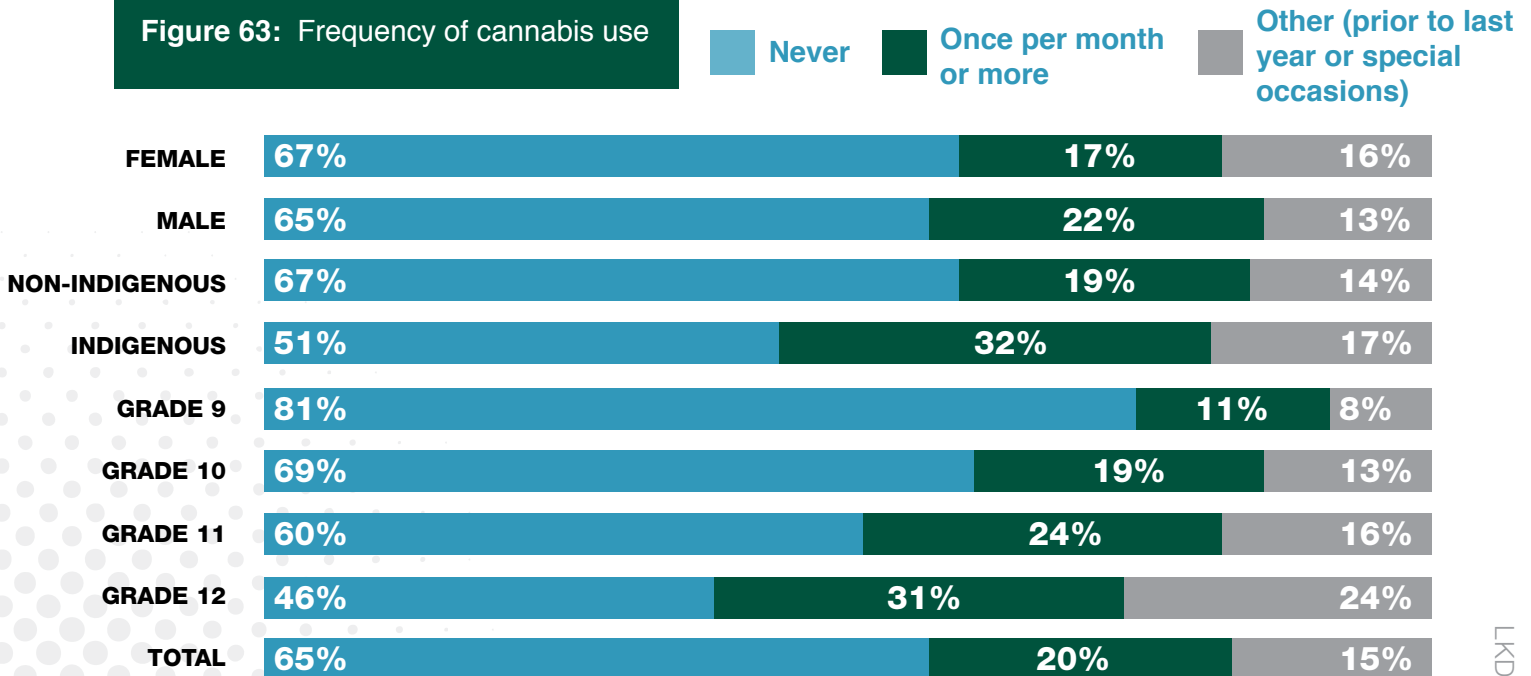


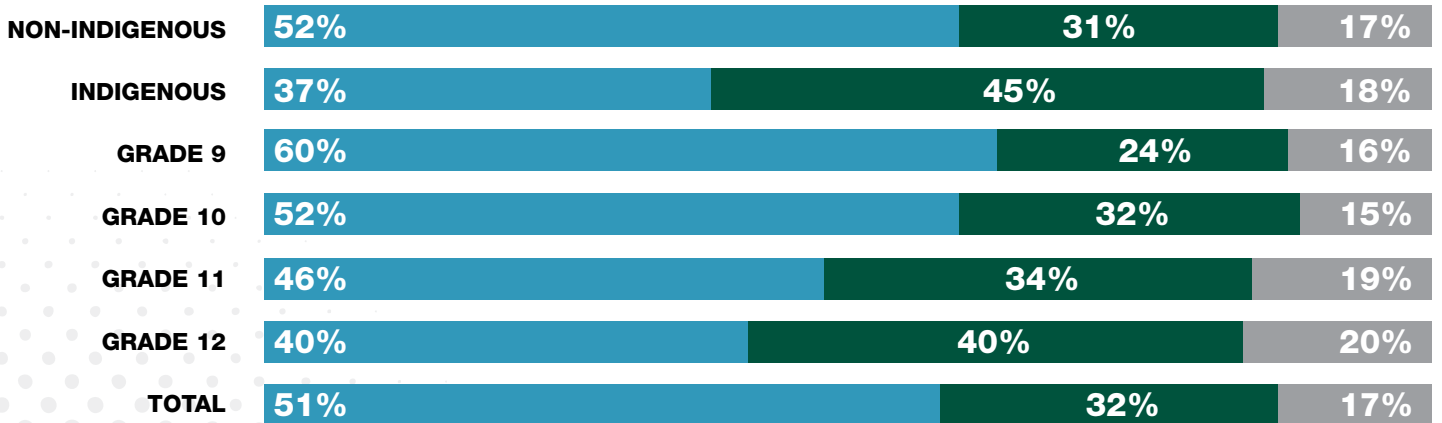
Figure 64: Frequency of cigarette use

■ Never
 ■ Once per month or more
 ■ Other (prior to last year or special occasions)



Figure 65: Frequency of e-cigarette/vaping use

■ Never
 ■ Once per month or more
 ■ Other (prior to last year or special occasions)



School climate Survey Results
2018-19

