

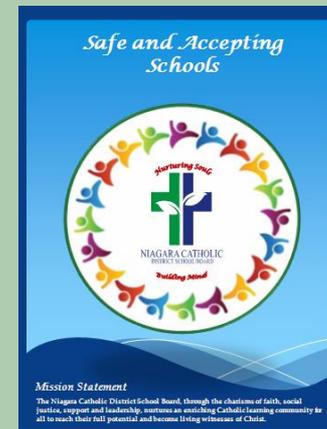
Niagara Children’s Planning Council Research Group (NCPC-RG)
June 1, 2016 – Pathstone Mental Health

Attendees: Christine Battagli, Donna Dalglish, Sandra Noel, Amy Romagnoli, Karina Armstrong (recorder)
 Regrets: Sandy Dupuis, Debra Harwood, Michelle Knapman, Linda Morrice, Jennifer Smith

ITEM	DISCUSSION	ACTION
Previous Minutes and Updates	<ul style="list-style-type: none"> - May 4, 2016 meeting minutes were reviewed and approved without change. - Because of a Children’s Services project, S. Noel is no longer able to sit on Pillar tables with the exception of Healthy and the Research Group. A. Romagnoli will now replace S. Noel from the Safe and Learning updates section. 	
Niagara Developmental Indicators and Online Dashboard	<ul style="list-style-type: none"> - In the light of the NCPC looking towards Collective Impact (CI), having a complete set of indicator research is necessary to move forward. However, knowing where data has yet to be collected would also provide useful for the NCPC to investigate. S. Noel explained that when S. Dupuis presented on the Health Through the Life Course data a few months ago, it was noted that several data gaps were present which may be filled by community partners who may have some research in those areas. This investigation would help identify whether the information is available or is yet to be researched. She emphasized the importance of the Research Group looking deeply into the data needed. - The Group discussed ways of displaying data and developmental indicators publicly to show NCPC focus, and that having a dashboard on the NCPC website would be a great way to present the measurements. - The Group discussed the need for more middle years data for the NCPC. 	
Collective Impact Discussion	<ul style="list-style-type: none"> - S. Noel recalled the Innoweave information session on May 19 where groups were given an activity based on the problem they intended to address through CI, explaining how the participants came to their answers. Many NCPC Pillar members had attended and felt it was a helpful, positive experience. - A. Romagnoli mentioned that her previous work with school boards in Waterloo included Collective Impact. She will share the Waterloo framework used to facilitate Collective Impact as an example for the NCPC to follow. - While it is not the role of the Research Group to come up with a communications strategy, communications may be part of the CI coaching with Innoweave in order to improve the work. A preliminary application has been sent to Innoweave to being the coaching process. 	<p>A. Romagnoli will share the Waterloo framework used to facilitate Collective Impact.</p>
Pillar Committee Updates	<p>Children are Learning</p> <ul style="list-style-type: none"> - The Pillar voted to discontinue the calendar project and focus on a new project idea. They are looking into having Viktoria Bitti guest speak on her photo documentation project “Portraits of Child Care” as inspiration for something the Pillar could produce. She is not available until the fall. 	

ITEM	DISCUSSION	ACTION
	<ul style="list-style-type: none"> - With Kelly Wilcox stepping down as Co-Chair, the Pillar is very much in transition. Depending on the Collective Impact discussion at the NCPC meeting, they may cancel their June meeting if there is not work that will be done. <p>Children are Healthy</p> <ul style="list-style-type: none"> - Professional development is being created for ECEs working in licensed child care based on research gathered in the past. Helene Randle has been recruited to help plan an educational session surrounding starting indoor gardens and cooking with children. She has a list of 20 fruits and vegetables that do well growing indoors, and there are plans to videotape the sessions for anyone who was unable to join. There are about 3 modules in the works from fall 2016 to spring 2017. - The Pillar is hoping to update their work plan using Knowledge Translation in future. The June meeting will include brainstorming on this subject. <p>Children are Safe</p> <ul style="list-style-type: none"> - The second Mary Gordon video has been released online. The group will review online traffic data for the YouTube channel and NCPC page to guide promotion strategy. It was suggested that the videos should be promoted through ECCDC delivered to frontline members. - Planning continues for the Domestic Violence Workshop in November. The team of Design for a New Tomorrow will be leading the workshop. - The Pillar is also looking to update their work plan. <p>Families are Strong, Stable and Connected</p> <ul style="list-style-type: none"> - The table has been discussing a Niagara parenting strategy. Jeff Biletski gave an update on the work of Public Health in that direction, and given the work already coming out, the table is taking a step back from producing their own. - Work on StoryWalk continues to move forward quickly, and 15 books have been selected to be part of the kits. The next step is preparing for grants and funding opportunities. - The Pillar has welcomed two new members, Dr. Catherine Hands from Brock University and Nadine Wallace from Contact Niagara. 	
<p>NCDSB Data Tools and Highlights</p>	<ul style="list-style-type: none"> - C. Battagli explained that the Niagara Catholic District School Board (NCDSB) has 4 different surveys are issued for data collection. It goes out to the community as well as to students, parents, and teachers. These surveys must be used to assess the perception of safety and belonging. - She shared some highlights from the student self-reported data from grades 4 to 6 that was conducted in March and April this year. See summary here. - While the NCDSB uses their survey questionnaire, the Ministry of Education provides free access to survey tools online to collect data from students if the school boards do not have their own. S. Noel will contact Jennifer Smith to see if there is any data she could share from the DSBN, and which tool they use. 	<p>S. Noel will contact Jennifer Smith for any DSBN data she could share.</p>

ITEM	DISCUSSION	ACTION
	<ul style="list-style-type: none"> - The table discussed the need for more mental health data. Protecting identity and confidentiality make this data difficult to access. However, it was noted that without this information, child mental health could suffer further. D. Dalgleish mentioned that the OEYCs collect referral data which could indicate the types of referrals most common in Niagara. L. Morrice will be contacted to see if Pathstone Mental Health has any general data to share. C. Battagli will share data on anxiety and mental health from the Catholic Board. - The table discussed how the EDI data is helpful but only to a point as the lateness of its release often causing disinterest in the school boards. S. Noel suggested to connect with the EQAO in the future to compare and contrast results the next time the school board conducts a survey. The data could be predictive of academic performance and thus peak interest in the data with the superintendents. - The table discussed supporting the data sharing relationships between community partners, including the school boards. Building trust and value in the information will be necessary to improve this situation. 	<p>L. Morrice will be contacted to see if Pathstone Mental Health has any general data to share.</p> <p>C. Battagli will share data on anxiety and mental health from the NCDSB.</p>
<p>Pillar Committee Membership</p>	<ul style="list-style-type: none"> - C. Battagli mentioned that a mental health lead at the NCDSB may be interested in joining. She will also speak to other NCDSB representatives to secure their representation on each of the tables. - S. Noel will look into the Halton Youth Study which may be helpful. 	<p>C. Battagli will speak to NCDSB representatives to secure their representation on each of the tables.</p> <p>S. Noel will look into the Halton Youth Study which may be helpful.</p>
<p>Updates</p>	<ul style="list-style-type: none"> - A. Romagnoli was excited to announce the EDI data has been received and she is analyzing the results. The data will be made publicly available by neighbourhood once completed. There are plans next year to revisit the neighbourhood boundaries and keep that information up to date. 	
<p>MEETING SCHEDULE</p>	<p>Unless otherwise noted, all meetings will take place from 2:00pm to 4:00pm at Pathstone Mental Health. TBD</p>	



School Climate Surveys and School Improvement Planning

April 29, 2016

Christine Battagli

Consultant, Research, Assessment, Evaluation and Reporting

- ❖ **School boards are required to administer school climate surveys to their students, parents and school staff at least once every two years** and, as outlined in *Policy/Program Memorandum No. 145, Progressive Discipline and Promoting Positive Student Behaviour.*
- ❖ Surveys will be used **to assess perceptions of safety and make informed decisions about programs and strategies to help prevent bullying and build and sustain a positive school climate.**
- ❖ Survey results **must be shared** with the school's safe and accepting schools teams.
- ❖ The results of the school climate **surveys identify schools' progress and the challenges to be addressed.**

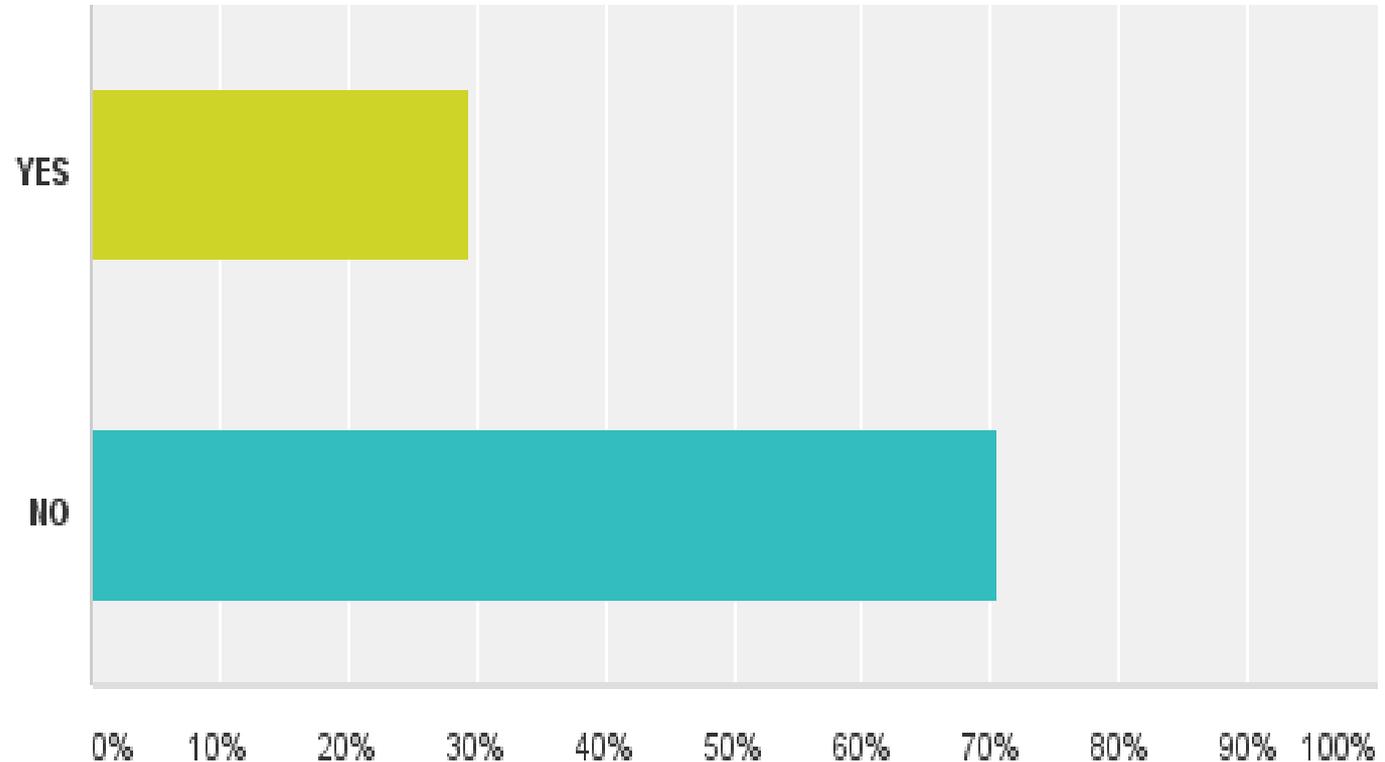
Niagara Catholic's Highlights of School Climate Survey Results

Survey	Number of Responses 2016	Number of Responses 2014
Grades 4 to 6	4572	2811
Grades 7 to 12	7802	6685
Parent/Guardian	364	344
Administrator/Staff	507	667

How do you feel about your Catholic school?

	Always	Often	Sometimes	Never	Total
I enjoy being at school.	33.60% 1,482	42.17% 1,860	21.29% 939	2.95% 130	4,411
My school is a friendly place.	47.74% 2,106	38.54% 1,700	12.54% 553	1.18% 52	4,411
My school is a comfortable place to learn.	65.97% 2,910	24.53% 1,082	8.30% 366	1.20% 53	4,411
I feel accepted by students in my school.	45.14% 1,991	35.30% 1,557	17.12% 755	2.45% 108	4,411
I feel accepted by adults in my school.	70.48% 3,109	20.43% 901	7.71% 340	1.38% 61	4,411
I can get extra help at my school when I need it.	60.12% 2,652	24.78% 1,093	12.85% 567	2.24% 99	4,411

Do you ever feel unwelcome or uncomfortable at school?



NCDSB Results 4 to 6

Answer Choices	Responses
your gender (being a boy or being a girl)?	16.77% 192
your race, culture, or skin colour?	8.21% 94
your Aboriginal background (First Nation, Metis, Inuit)?	4.89% 56
your first language?	7.07% 81
your grades or marks?	26.55% 304
your appearance?	30.92% 354
your religion or faith?	8.73% 100
your family's level of income (money)?	11.44% 131
a disability that you have?	11.44% 131
your activities, hobbies or clothing that other people don't think you are supposed to like because you are a boy or because you are a girl?	23.76% 272
other reason(s)?	1.18% 586
Total Respondents: 1,145	



In your Catholic school, have you learned about:

	YES	NO	Not sure	Total
the experiences and achievement of women and girls?	44.09% 1,840	18.69% 780	37.22% 1,553	4,173
Aboriginal peoples (First Nation, Metis, Inuit)?	84.88% 3,542	5.75% 240	9.37% 391	4,173
people of many races, cultures and skin colours?	67.79% 2,829	11.50% 480	20.70% 864	4,173
many religions and faiths?	76.40% 3,188	7.79% 325	15.82% 660	4,173
different kinds of families?	69.69% 2,908	9.75% 407	20.56% 858	4,173
people with disabilities?	65.59% 2,737	13.01% 543	21.40% 893	4,173
people with different incomes (money)?	46.71% 1,949	21.38% 892	31.92% 1,332	4,173

NCDSB Results 4 to 6

Do you feel safe in the following places?

	YES	NO	Not sure	Total
classrooms	93.67% 3,863	2.09% 86	4.24% 175	4,124
hallways	78.27% 3,228	9.68% 399	12.05% 497	4,124
school entrances and exits	79.46% 3,277	8.71% 359	11.83% 488	4,124
library	95.56% 3,941	1.94% 80	2.50% 103	4,124
gym	89.02% 3,671	4.85% 200	6.13% 253	4,124
change rooms	61.69% 2,544	18.74% 773	19.57% 807	4,124
washrooms	70.76% 2,918	15.37% 634	13.87% 572	4,124
on the school bus	59.53% 2,455	15.52% 640	24.95% 1,029	4,124
coatroom or locker areas	79.56% 3,281	9.24% 381	11.20% 462	4,124
playground	75.00% 3,093	12.44% 513	12.56% 518	4,124
lunch or eating area	90.18% 3,719	3.90% 161	5.92% 244	4,124

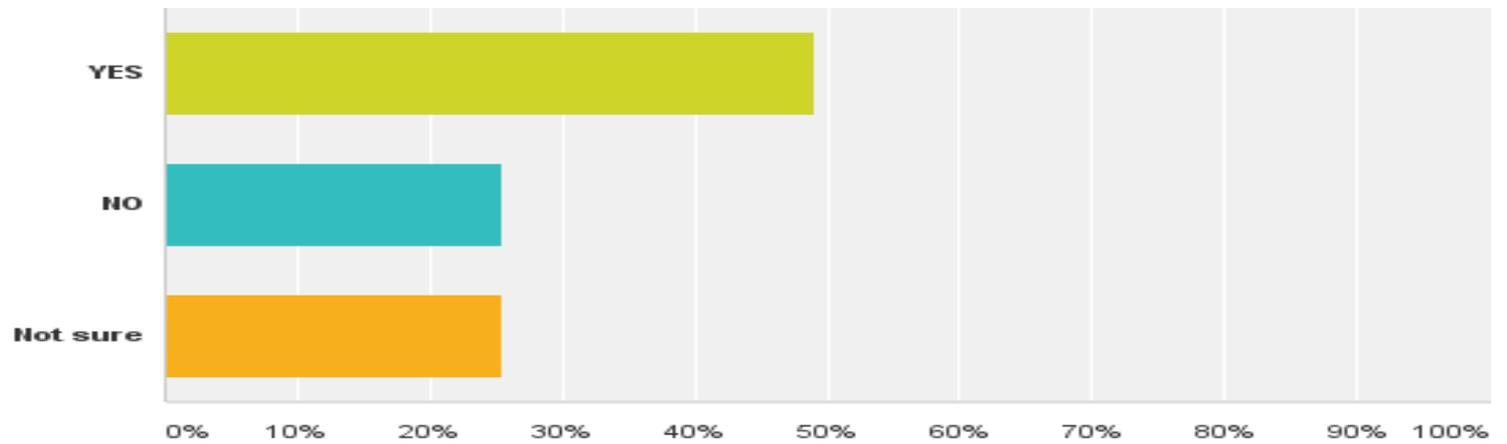
Have you ever been bullied at school...

	Always	Often	Sometimes	Never	Total
physically?	2.92% 212	2.58% 187	13.11% 952	81.39% 5,908	7,259
verbally?	4.81% 349	7.89% 573	33.85% 2,457	53.45% 3,880	7,259
socially?	4.38% 318	5.51% 400	24.85% 1,804	65.26% 4,737	7,259
electronically?	3.46% 251	3.17% 230	16.41% 1,191	76.97% 5,587	7,259

When does bullying happen most?

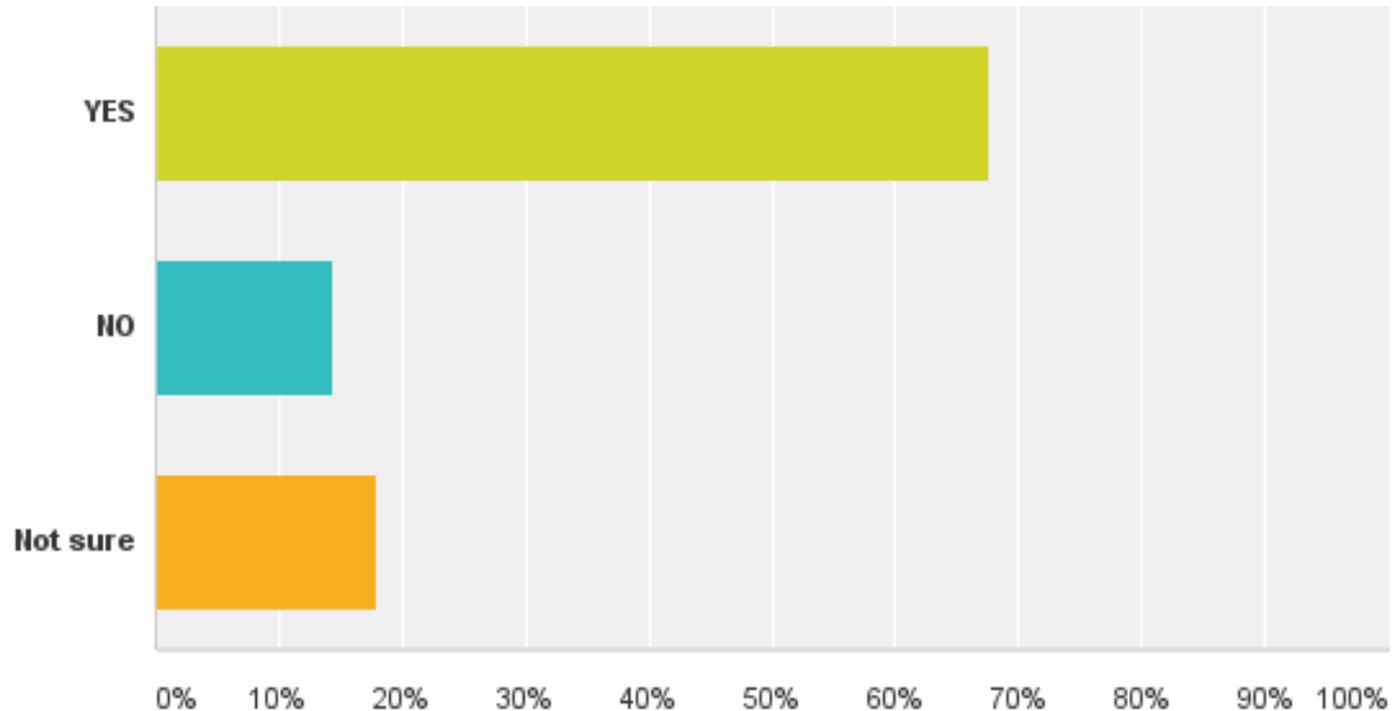
Answer Choices	Responses	
on the way to and from school	16.14%	943
before school	15.91%	930
at lunch time	53.54%	3,129
during class	24.13%	1,410
between class	38.21%	2,233
at recess	41.19%	2,407
after school	41.56%	2,429
on field trips	10.71%	626
online during the school day	20.53%	1,200
online before or after school	47.72%	2,789
Total Respondents: 5,844		

Would you talk to an adult at school if you were being bullied?



Answer Choices	Responses	
YES	49.11%	3,518
NO	25.46%	1,824
Not sure	25.43%	1,822
Total		7,164

Do you know how to tell about or report bullying at your school?



What do you think your school can do to help students feel more safe and accepted at school?

Answer Choices	Responses
provide students with more information about bullying and harassment	47.09% 3,339
provide students with information on how to report bullying and harassment	45.85% 3,251
provide parents and guardians with more information about bullying and harassment	34.68% 2,459
provide school staff with more training to prevent bullying and harassment	47.49% 3,367
have group and class discussions about creating community and a sense of belonging	38.01% 2,695
invite guest speakers to talk to students, staff and/or families	45.29% 3,211
involve students in preventing bullying and harassment	38.31% 2,716
involve students in creating community and a sense of belonging	36.47% 2,586
Other ideas? Please describe here:	12.82% 909
Total Respondents: 7,090	