

11-2020

The Effect Of School Discipline Processes On Student Perceptions Of Personal Safety In Rural Middle Schools

Jaslene Atwal
University of New England

Follow this and additional works at: <https://dune.une.edu/theses>



Part of the [Educational Administration and Supervision Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), and the [Educational Leadership Commons](#)

© 2020 Jaslene Atwal

Preferred Citation

Atwal, Jaslene, "The Effect Of School Discipline Processes On Student Perceptions Of Personal Safety In Rural Middle Schools" (2020). *All Theses And Dissertations*. 330.
<https://dune.une.edu/theses/330>

This Dissertation is brought to you for free and open access by the Theses and Dissertations at DUNE: DigitalUNE. It has been accepted for inclusion in All Theses And Dissertations by an authorized administrator of DUNE: DigitalUNE. For more information, please contact bkenyon@une.edu.

THE EFFECT OF SCHOOL DISCIPLINE PROCESSES ON STUDENT PERCEPTIONS OF
PERSONAL SAFETY IN RURAL MIDDLE SCHOOLS

By

Jaslene Atwal

BEd (University of Alberta) 2008

MSEd (University of New England) 2011

A DISSERTATION

Presented to the Affiliated Faculty of

The College of Graduate and Professional Studies at the University of New England

Submitted in Partial Fulfillment of Requirements

For the degree of Doctor of Education

Portland & Biddeford, Maine

November 2020

Copyright 2020 by

Jaslene Atwal

THE EFFECT OF SCHOOL DISCIPLINE PROCESSES ON STUDENT PERCEPTIONS OF
PERSONAL SAFETY IN RURAL MIDDLE SCHOOLS

Abstract

There is a need to clearly communicate expectations and consequences of misconduct to deter students from engaging in negative behaviors that create a physically or psychologically unsafe learning environment at school. A poor school climate has been found to have a detrimental effect on student achievement. A positive learning environment can transform negative situations into positive ones and have a beneficial effect on student behavior and achievement. This study explored the effect of a proactive discipline program on students' perceptions of their physical and psychological safety in rural middle schools. The research questions for this study asked what factors most influence students' perceptions of their own physical and psychological safety and does the pattern of office referrals for discipline reflect students' perceptions of their own safety? The participants of this study were 1047 grade seven students across six middle schools in a rural school district in Western Canada. Documentation was gathered from a three-year period from 2016 to 2019 and includes office referral data from the MyEducation database and the Student Learning Survey data from each school for the three academic school years.

This researcher found a pattern that indicated students at middle schools with lower numbers of office referrals felt psychologically safer. In middle schools with low numbers of office referrals students felt a high sense of belonging, more welcomed in the school, that adults

treated them more fairly, they understood human rights and respected diversity, considered others in their decision making, more heard by adults in the building, respected differences and used less nicotine and alcohol products. Conversely in schools with high numbers of office referrals students felt bullied less, felt safer travelling to and from school and had lower levels of school related stress and anxiety which suggests that students in schools with higher number of office referrals feel physically safer. Office referrals are only one measure of student behavior, and additional data need to be collected to further examine these patterns. There is a need for policy reform to ensure that school wide behavior intervention systems and conflict resolution skills are taught to staff and students so that more proactive measures are taken to prevent poor behavior from occurring.

Keywords: Discipline, Safety, Perceptual Deterrence, School Climate, Office Referrals

University of New England

Doctor of Education
Educational Leadership

This dissertation was presented
by

Jaslene Atwal

It was presented on
November 19, 2020
and approved by:

Michelle Collay, PhD, Lead Advisor
University of New England

Bryan Corbin, EdD, Secondary Advisor
Southwestern College

Andrew Lindridge, PhD, Affiliate Committee Member
Warwick Business School

ACKNOWLEDGEMENTS

While writing this dissertation I have received a great deal of support and assistance and would like to take the time to acknowledge all of the time numerous people took to help me through this process. I would like to dedicate this dissertation to my family for supporting me for the last three years while I spent many hours researching and writing while working full time. Without them none of this would be possible.

To my daughters, Sarina and Laila Atwal, you have made me stronger and more fulfilled than I ever thought imaginable. Your patience when mommy had to do her homework will be forever appreciated. You both were my inspiration throughout this process and your love got me through all of the hard times. I love you all the way to space! To my husband, Sam Atwal, without you this dream would have never come to fruition. I would never have been able to make the time in my day and sustain my motivation to complete my studies if it were not for you. Your unwavering love and support and the hours you spent listening to me drone on about my research are very much appreciated.

To my parents, Jaswant and Premita Saran, I started this pursuit of learning to make you proud and to show you that your struggles were worth all of the pain and suffering. Without your sacrifices early on in your lives I would not be the person I am today as those sacrifices afforded me many opportunities in my life such as my education. You have been championing my success for the last 34 years and would never have been able to accomplish this goal without you. You both taught me to value my education and instilled the work ethic in me that brought me successfully through this learning journey.

Furthermore, I would like to thank my grandparents Major Tehal Singh Saran, Gurdial Kaur Saran, Sgt Major Surjit Singh Dhillon and Balbir Kaur Dhillon. It's your guiding life lessons that have molded me to be the person I am today. You showed me the importance of family, education and hard work. Thank-you for all of the love you showed me and for all of the time you took teaching me.

To my brothers, Abnash and Amrit Saran, thank you for being there to listen to my venting over the years. You are the first people I taught and without you both I would not have had anyone to boss around growing up which really developed my leadership skills! I would also like to thank my uncle Dr. Kamaldeep Dhillon for being my role model and always being there when I needed someone to talk to throughout this journey. I would also like to thank Dr. Andrew Lindridge for helping me with all of the editing of my proposal and providing me the guidance I needed to ensure the dissertation was focused and yet robust. Both your guidance and reminders of work life balance really got me through this process.

Thank-you to my advisors at the University of New England, Dr. Michelle Collay, Dr. Bryan Corbin and Dr. Brianna Parsons. The countless hours that you all spent with me in regards to the dissertation writing and editing process were above and beyond. Without your guidance I would have never been able to see success in this process. Your patience and knowledge are so very much appreciated! Finally, I am grateful to have had the privilege in attending the University of New England for my masters and doctoral degree programs. I have had the opportunity to work with some amazing people in my journey to become a transformative leader.

TABLE OF CONTENTS

CHAPTER ONE.....	1
Statement of the Problem.....	6
Purpose of the Study	7
Research Question	9
Conceptual Framework.....	11
Assumptions, Limitations, and Scope.....	13
Rationale and Significance	14
Definitions of Terms	14
Conclusion	16
CHAPTER TWO.....	18
Problem Statement.....	20
Context.....	22
Significance	23
Organization.....	24
Conceptual Framework.....	24
Theoretical Framework.....	29
Student Discipline and School Climate	30
Teacher Working Conditions and Student Learning Conditions	30
The Need for School Discipline	31
School Climate	33
Organizational Change.....	33
The Effect of Leadership on School Climate	34
School Safety	34
Student Voice	35

Ineffective Disciplinary Practices	36
Effective Disciplinary Practices	40
Disproportionality Gap.....	46
Policy Reform	49
Conclusion	50
CHAPTER THREE	53
Purpose of the Study	55
Research Questions and Design.....	56
Sampling Method.....	59
Instrumentation and Data Collection Procedures	59
Data Analysis	60
Limitations of the Research Design.....	61
Ethical Issues in the Study	63
Conclusion	63
CHAPTER FOUR	65
Analysis Method	66
MyEducation Data	67
Student Survey Data.....	69
Presentation of Site Results	75
SSS Site Analysis	76
ESS Site Analysis.....	83
FSS Site Analysis	91
JESS Site Analysis	98
LMS Site Analysis	105
PMS Site Analysis.....	112

Summary	119
CHAPTER FIVE	122
Findings	125
Interpretation of Findings	129
Implications	131
Recommendations for Action	133
Recommendations for Further Study	134
Conclusion	135
References	137
Appendix A	148
Appendix B.....	152
Appendix C.....	153
Appendix D	195
Appendix E.....	200
Appendix F	201

LIST OF TABLES

Table 1: School Referral Data Over Three School Years	67
Table 2: Schools classified as ones with high or low rates of Office.....	68
Table 3: SSS Student Learning Survey Data.....	76
Table 4: ESS Student Learning Survey Data	83
Table 5: FSS Student Learning Survey Data.....	91
Table 6: JESS Student Learning Survey Data.....	98
Table 7: LMS Student Learning Survey Data	105
Table 8: PMS Student Learning Survey Data	112

CHAPTER ONE

INTRODUCTION

In many cases, school administrators are tasked with enforcing and upholding the school code of conduct and governing policies to ensure students feel safe at school. Thus, middle school administrators face many challenging obstacles that can directly or indirectly affect students' perception of their own physical and psychological safety. These issues include but are not limited to alcohol, bullying, death, drugs, natural disasters, suicide, trauma and gang violence (Reeves et al., 2011). Further, lower academic success as measured by test scores and lower graduation rates are reported when students are exposed to the aforementioned life challenges (Burdick-Will, Stein & Grigg, 2019). Referring to social ills that directly impact many adolescents, other researchers agree "these incidents can lead to serious disruption in teaching, learning, and school routine, in addition to emotional upset, disruptive behavior, and decreased attendance" (Reeves et al., 2011, p. 3). Furthermore, students' perceptions of their own safety while at school are greatly affected by the disruptive and aggressive behaviors of students, and thus it is crucial to minimize their occurrence in school (Powers & Bierman, 2013).

Studies have also shown that students who are successful in school will experience improved post-secondary and workplace readiness and thus it is important to provide students with a learning environment that helps them to maximize their academic success (Crosby et al., 2018). Therefore, there is an inherent need for school disciplinary processes that leave students, staff, and parents feeling that schools are safe learning environments (Winkler, 2016). Students need to perceive themselves as being physically and psychologically safe to maximize their learning capacity and thrive in the school system (National Center on Safe and Supportive Learning Environments, 2020; Reeves et al., 2011; Starr, 2018). The school disciplinary process

has been shown to provide a means of ensuring students feel safe when disciplined in a preventative manner (Kennedy, 2019). By having clear expectations for students that are plainly communicated to students and parents, school leaders hope students will be less likely to engage in misconduct. School administrators are in a unique leadership position to influence students' feelings of safety in schools through the disciplinary process that is built on the concept that preventing misconduct through positive reinforcement will produce a better school climate (Gage, Leite, Childs & Kincaid, 2017).

School safety is defined as the absence of crime and violence in the school which helps improve the learning environment for students (Cornell & Huang, 2019). Student safety refers to both physical and psychological security when referenced throughout this study (Reeves et al., 2011). Physical safety refers to the protection from imminent external dangers that can hurt a person externally such as exposure to weapons, threats or theft (National Center on Safe and Supportive Learning Environments, 2020). Additionally, psychological safety is the protection one feels to take risks without any social or emotional repercussions such as exposure to bullying, microaggression or exclusive language or behaviours (National Center on Safe and Supportive Learning Environments, 2020). Having a school that is physically and psychologically safe for students through improved learning conditions is critical for higher academic achievement (Huang & Cornell, 2019). Generally, students who attend schools in which they feel safe have better attendance and lower drop-out rates (National Center on Safe and Supportive Learning Environments, 2020). One proven way schools establish and maintain safe environments is through an approach called *perceptual deterrence* where expectations and consequences are clearly laid out to students and their families to prevent misconduct from occurring (Lee et al., 2018).

The focus of this study is on rural middle school experiences, namely the grade seven experience. This age group was chosen because it is their first year in each of the middle schools and thus they have a critical perspective. The middle school years are important in student development of habits that are conducive to learning and thus this research will allow school leaders and others to understand the grade seven experience to ease the transition into middle school.

Each of the stakeholder groups in the middle school education system has something that they would like to gain from the educational process and therefore also have opinions on how school disciplinary issues are handled. It is important to consider how each of the stakeholders view school disciplinary practices so that the disciplinary process meets their needs. One of the stakeholder groups that requires consideration is parents. They interact with the school staff during the disciplinary process and they must recognize how the disciplinary process impacts parents and families outside of school. “Studies have shown that parental involvement is directly associated with higher levels of academic achievement, and students who have involved parents generally experience better rates of attendance, higher math and reading scores, higher graduation rates, and lower rates of grade retention” (Mowen, 2015, p. 20).

Parents also influence the way students act and process information and thus will influence the way students perceive their own safety at school (Mowen, 2015). One of the common objections that parents and guardians of school-aged students often have about sending their children to school is that the discipline process makes students feel pessimistic about the school and school officials when disciplinary practices are not transparent (Winkler, 2016). In many cases, parents are not involved in the decision making about the disciplinary process that the school staff undertakes (Mowen, 2015). Thus, there is a need to find ways to clearly

communicate disciplinary practices to parents and families as well as to students in schools so that they know the expectations and can adhere to the code of conduct in place.

Another stakeholder group that is affected by the disciplinary process is school staff members. In most cases an office referral is generated by a school staff member who has either witnessed misconduct or has received a disclosure of misconduct. Teachers, support staff and administration ideally work closely together to ensure a safe learning environment for students. Thus, as stated by Brown-Browner (2019) it is important to support school staff by providing them with tools to reduce misconduct in the classroom by turning negative situations into situations with positive outcomes, an approach that is explored further in the subsequent chapter. In addition, to recruit and retain effective educators to the school system, it is important to ensure the school's working conditions allow teachers and support staff to be effective. Historically, the principal's role in the school was added to reduce teacher attrition rates by improving working conditions for teachers which included helping them deal with misconduct in the classroom and around the school, and its effects on school climate (Gage et al., 2017). Negative student behavior in the classroom and within the school is a rising concern for teachers and support staff and the leading cause of job dissatisfaction for educators in North America (Manna, 2019). According to Ovink (2014), educators begin to feel frustrated when student behavior infringes on their delivery of course materials.

Starr (2018) found that administrators carry a burden of worry about the students and staff and thus feel that discipline is required to ensure the school can function in a less chaotic and more orderly manner, ensuring a safe working and learning environment for all. By building students' capacity to learn and function in the school setting by reinforcing positive behaviors, schools set students up for success inside and outside of school (Garrett, 2015). When

stakeholders in the school provide inclusive environments that filter their messages through a lens of kindness, better learning environments are created and in turn students' attendance, academics and graduation rates improve (Safe Schools, 2020; Tangwe, 2018).

Many studies show that teacher and administrator perceptions of youth affect the way that they interact with and discipline students. If school staff have biases about the influence of race, class, ethnicity, or other factors on student behavior, they may discipline students in a disproportionate manner (Bottiani et al., 2018). Disproportionality in student discipline is noted for students of minority groups including those of low socioeconomic backgrounds, differing sexual orientation or gender identification, minority races and differing abilities (Bottiani et al., 2018; Deakin & Kupchik, 2016; Noltmeyer et al., 2015; Perry-Hazen & Lambrozo, 2018; Wiley et al., 2018). The disproportionality gap for each of the aforementioned marginalized groups is discussed further in the literature review. Overall, there is a growing need to promote fair and appropriate discipline that allows youth equal access to education and can potentially affect students' perceptions of safety at school (Gagnon, Gurel & Barber, 2017).

The public schools in the district of study have undertaken a threat and violence risk assessment process that is meant to control risk and improve safety in schools (Goodrum et al., 2018). This systematic approach prevents unsafe acts from occurring by formulating a response to the threats that are posed (Cornell, 2017). "Threat assessment is a suitable policy or approach for schools because students often participate in violent and hostile behaviors that vary from minor mocking and joking to serious altercations, and in rare occurrences, severe acts of criminal violence" (Brown-Browner, 2019, p. 56). The behavioral interventions that are put in place can range from positive interventions to school discipline with the collective goal of resolving the threat (Cornell, 2017). Lindle (2008) and Brown-Browner (2019) both state that the foundation

of public confidence in schools is the connection between school safety and student discipline. Any actions carried out by administration have the potential to cause public unrest as there is a large disparity in the way public education is viewed by citizens (Brown-Browner, 2019; Flannery et al., 2013). Thus, there is a need for staff members to report misconduct on a daily basis to avoid the students feeling that they have an unsafe school and it negatively affecting school climate (BeBee, 2015; Brown-Browner, 2019; Lindle, 2008).

Throughout this study, the researcher sought to identify connections between the disciplinary action and students' perception of safety. The researcher achieved this evaluation by conducting a summative program evaluation of six middle schools in a rural Canadian school district that have adopted the Pathways to Learning systems (Appendix E). The relationship between school discipline processes on student perceptions of safety in rural middle schools was investigated throughout this study. This research matters because studies have shown that students who feel safe at school will attend more regularly, have better academic scores and have higher graduation rates (Burdick-Will et al., 2019; Safe Schools, 2020).

Statement of the Problem

Middle school administrators are tasked with ensuring that schools are safe learning environments for students and safe working environments for staff (Reeves et al., 2011). Even within districts, the training that principals and vice-principals receive in regards to school discipline is often varied and may lead to school administrators viewing discipline in vastly different ways (Cross & Newman-Gonchar, 2004; Netolicky, 2020). Due to these different methods of approaching incidents of student misconduct, there are no standardized disciplinary practices in many school districts. Since the goal of the disciplinary process is to create a safe learning environment, the way student misconduct is handled has an effect on how safe students

feel at school (Cross & Newman-Gonchar, 2004; Reeves et al., 2011). In this study the relationship between the disciplinary actions on students' perceptions of their own safety was explored.

This study took place in a rural district in Western Canada that services a collective population of approximately 36,000 people over nine communities (SDX, 2020). Overall, the vision of school district X (SDX) was to set out four Pathways to Learning that include: engaging all learners, effective communication, inclusive partnerships and advocacy (SDX, 2020). The summative program evaluation method of research allowed the researcher to investigate the current disciplinary program and document relationships of those pathways with students' perceptions of safety (Wholey et al., 2004). This research methodology was used to determine if this program, which is implemented with a perceptual deterrence and SWPBIS framework, is related to students feeling safe. The researcher used disciplinary process data to identify patterns and draw conclusions.

Purpose of the Study

The purpose of this study is to examine whether students' perceptions of safety align with patterns of discipline within a program that intends to engage all learners, promote effective communication, foster inclusive partnerships and stimulate advocacy. The summative program evaluation sought to identify whether there was a connection between school disciplinary practices in schools using the perceptual deterrence model and students' perceptions of their own physical and psychological safety (Lee et al., 2018; Pogarsky, 2010). Lee et al. (2018) describes the perceptual deterrence model as one where punishment stops offenders from committing acts of crime and misconduct due to the severity and duration of the consequence. Each of the schools in the school district established and publicly shared codes of conduct with students and

families to establish clear expectations and understanding of the consequences for misconduct. The researcher compared school safety scores collected from students themselves to the rate of disciplinary actions that led to office referrals administered in each school. Those data are collected from school administrators. The school safety scores are measured by the tool called the Student Learning Survey which is developed by the Ministry of Education and administered to all grades seven, ten and twelve students in British Columbia. These data are used because the student learning survey monitors students' perceptions of whether they feel safe while at school. The office referrals and discipline data are reported by each middle school in rural school districts in Western Canada. One of the main purposes of the disciplinary system is to provide students with a safe learning environment that is free from harm and that fosters academic success as well as workplace and post-secondary school readiness (Crosby et al., 2018).

The researcher investigated if there were a difference in student perceptions, as recorded in the student learning survey, of their safety while at school in schools with high discipline rates versus low discipline rates, as documented in the central student database used across the province. The summative program evaluation design was most applicable as the researcher used archival data to determine if there were a relationship between the student satisfaction survey results which document the student's perceptions of their safety and school discipline referral rates in this study to make an interpretation of the patterns. In many cases, office discipline referrals have been used as a measure of school improvement; in this case these referrals provided the researcher data about the frequency and types of disciplinary methods used in a given school (Eckes & Russo, 2012).

This research is worthwhile because there is a need to continuously improve practices in any organization to create safer schools. According to Reeves et al. (2011):

Students who experience a...crisis...have been shown to have lower grade point averages, more negative remarks in their cumulative records, increased absences, greater difficulty concentrating and learning, and a greater likelihood of engaging in reckless and/or aggressive behaviors. (p. 3)

Furthermore, there is a need to ensure that there is a continual analysis of disciplinary practices to ensure there is no disproportionality occurring and to critically analyze the vulnerable students in the school. It is important to ensure no student is marginalized by the disciplinary process, but rather all students are adequately supported so that the school environment feels safe for students. A summative program evaluation is important for critically analyzing and highlighting what program elements are working and what are not. The industry's best practices, such as SWPBIS where studies have shown that students' perceptions of their own safety in schools are improved, need to be evaluated for effectiveness on a regular basis to ensure they are still meeting their original intent (Ryoo et al., 2018).

Research Question

The researcher's intent of conducting a summative program evaluation is to identify patterns of student discipline and students' perceptions of their safety while at school. The goal of the research is to evaluate the adopted "school-wide positive behavioral interventions and support" (SWPBIS) disciplinary processes and their relationship to student satisfaction of school safety. This study addressed the following question to carefully examine and interpret the process of school disciplinary practices:

RQ1: What factors most influence students' perceptions of their own physical safety?

RQ2: What factors most influence students' perceptions of their own psychological safety?

RQ3: Does the pattern of office referrals for discipline reflect student perceptions of their own safety?

The attribute of school safety as perceived by middle school students was collected through the student learning survey which is filled out by students themselves. The actions taken as a result of the misconduct that resulted in office referrals are aimed at making the school a safer place. This study analyzed the data from schools in SDX that have adopted a program that has the goal of engaging all learners, promoting effective communication, fostering inclusive partnerships and stimulating advocacy. The researcher analyzed these data to see whether the elements in the program are related to students' satisfaction in regard to safety within their schools. These data may lead to findings that inform discipline practices in middle schools. Such evidence-based research could inform district-level policy and ways in which administrator capacity for disciplining students in an effective manner can be built.

The theory selected for use in this study is the perceptual deterrence theory which requires the expectations for appropriate conduct as well as the consequences for misconduct to be clearly laid out to all of the stakeholders (Lee et al., 2018). This theory states that punishment is expected to reduce misconduct through the impact that it has on the individual's perception of the effect on themselves. Therefore, the belief is that if a person feels that there is a threat of a punishment it will deter the person from engaging in misconduct or criminal activity (Ogilvie & Stewart, 2010). Lee et al. (2018) indicated that people's perceptions of threats are shaped through their direct or indirect experiences of being punished or avoiding punishment or witnessing others being punished or avoiding a penalty. The concept that was explored is if consequences are communicated to students and enacted when students violate the school code of conduct will this prevent students from engaging in misbehavior?

Conceptual Framework

School discipline is one factor that influences students' perceptions of their own safety (Brown-Browner, 2019). According to Reeves et al. (2011), positive learning environment is important for students to feel that their physical and psychological safety is intact. Thus, when there are programs such as SWPBIS or restorative justice in place, students learn about appropriate behaviors and associated consequences that build their social and emotional skills (Lee et al., 2018; National Center on Safe and Supportive Learning Environments, 2020). When students are in conflict with staff or peers, it is important for leaders to foster an inclusive environment that celebrates diversity so that the school inherently feels safer for students (Cornell & Huang, 2019). The ultimate goal of the disciplinary process is to reduce the number of negative interactions that students have with their peers and staff while bolstering the rate of positive interactions (National Center on Safe and Supportive Learning Environments, 2020). Studies have shown that there is a reduction in the severity and number of misconduct incidents in schools when this happens (National Center on Safe and Supportive Learning Environments, 2020).

The perceptions of students about discipline are most effective in bringing about change in behavior that positively impacts the school climate (Uline & Tschannen, 2008). Students' perceptions of punishment form their reality and need to be addressed seriously. In this study, the researcher explored the effectiveness of the perceptual deterrence theory and SWPBIS strategies for dealing with misconduct and their effectiveness in helping students feel safe. The underlying structure that this study is built on is that preventing misconduct through positive reinforcement will produce a better learning environment (Gage, Leite, Childs & Kincaid, 2017).

When disciplinary practices are exclusionary, such as suspensions or expulsions, or if disciplinary practices stem from zero-tolerance policies, little learning happens for students being disciplined (Hernandes-Melis et al., 2016; Skiba & Losen, 2016). Exclusionary practices do not prevent future misconduct from occurring but rather increase the time between incidents (Skiba & Losen, 2016). These measures are not found to help students in five core areas: to become more self-aware, to regulate their emotions, become socially aware, build good relationships and conduct responsible decision making (Green et al., 2018; Higgins & Tyler, 2017; Safe Schools, 2020). Through school leaders' use of positive reinforcement and clearly stating expectations and consequences, students are able to build their core social-emotional skills with the support of key stakeholders (Skiba & Losen, 2018; Wiley et al., 2018).

There is a need to ethically and morally scrutinize the infrastructure of the organization and practices to ensure that no group is being marginalized and thus creating a disproportionality gap (Gage et al., 2019). According to Gage et al. (2019), disciplinary actions taken in schools cause a disproportionality gap for students with lower socioeconomic status, males, minority races and ethnicities, different sexual orientations, those questioning their sexual identity and those of varying abilities. Students that fall into the disproportionality gap tend not to feel safe at school as their physical and/or psychological safety is compromised unfairly (Cornell & Huang, 2019). Perry-Hazzen and Lombrozo (2018) found that school leaders could close the disproportionality gap if they put an increased focus on inclusive practices and incorporated individualized education plans that acted as interventions to prevent misconduct. Since at times policies can be discriminatory there is a need to constantly monitor the disproportionality gap (Bottiani, Bradshaw & Gregory, 2018). In this study, the researcher sought to identify whether there was a disproportionality gap. There is a need to reform policies and procedures to reflect

best practices and improve school safety measures (Noltemeyer, Ward & McLoughlin, 2015; Wiley et al., 2018).

Assumptions, Limitations, and Scope

One of the assumptions made by this researcher is that all students are honest in their responses to the survey question that asks their view of how safe they feel at school. Another assumption was that all administrators support the SWPBIS program and are fully implementing it at their schools. Additionally, a third assumption was that all administrators are documenting all disciplinary events into the central database that the researcher used to examine data for this study. It is a job requirement for all administrators to use the system, but there is not rigorous monitoring in place to keep administrators accountable. Finally, the last assumption is that the researcher strived to limit any personal bias while conducting the study as the researcher works as a vice-principal in SDX and at one of the schools included in the study. One of the essential elements of this study was for the researcher to consider one's self in relation to the study when analyzing data (Johnson et al., 2020).

Studies carry inherent limitations that make the study less accurate. One of the limitations of the study is the size of the data set that was analyzed. Currently, in SDX there are six middle schools and 1274 student responses to the survey over three years. The program implementation is easier to analyze and follow by limiting the study to one district, but the scalability of the study may be limited. Furthermore, the sample set of the data will only be broken down in the categories of indigenous and non-indigenous learners. The data set is not broken down into further sub categories to analyze certain subgroupings of the population.

The scope and the nature of the study may be affected by the aforementioned assumptions and limitations. Thus, the researcher relied on dissertation advisors to ensure the

study remained objective. A way in which the scope was limited was that the conclusions that were drawn describe patterns and relationships, as there are many factors that could potentially affect how safe a student feels at school other than just the disciplinary process and the SWPBIS program that is implemented in each school.

Rationale and Significance

There are many benefits to having a better understanding of the school disciplinary process and addressing factors that influence how students feel about their own safety. Although the findings of this study focus on rural middle schools in British Columbia, it is important to note that the information shared in their study may be applicable to most North American schools. SWPBIS and restorative justice are proven and effective tools for creating schools that have fewer incidents of misconduct and have students with increased social-emotional skill levels (Skiba & Losen, 2018; Wiley et al., 2018). The goal of these programs is to increase students' self-awareness, give students the tools to regulate their emotions and be socially aware, to build meaningful connections with students and model and demand responsible decision making (Safe Schools, 2020). The study addressed students' perceptions of their physical and psychological safety in schools by analyzing the disciplinary rates at each school. This study focused on students' perceptions of their safety at school to assess the effectiveness of the disciplinary practices that are used in the school.

Definitions of Terms

Discipline: Discipline refers to the process that is used to help stakeholders adhere to the school code of conduct, policies, and laws that govern the operation of the school (Kelly & Pohl, 2018). Disciplinary measures are used to correct misconduct and are communicated to members

of the school community to try and prevent future misconduct (Childs, Kincaid, George & Gage, 2016).

Disproportionality gap: A disproportionality gap is created when students from a specific group who are in an educational program are treated differently than the general population of students (Nguyen et al., 2019). The disproportionality gap can be analyzed in relation to school disciplinary practices if those data are reported.

Inclusive environment: An inclusive environment is one in which all members feel respected and safe no matter what specific group he or she is affiliated with or identifies as (Nguyen et al., 2019).

Physical safety: Physical safety is defined as the absence of violence inflicted on another person by an object or practice (Reeves et al., 2011). Therefore, in the context of schools, this means that students and staff in a school setting are protected from exposure to violence, theft, and weapons to ensure that the learning environment is conducive to learning.

Psychological safety: Reeves et al. (2011) define psychological safety as the ability to take an interpersonal risk without repercussion on one's self-image, status or future. Additionally, in the context of this research, this means that the learning environment is full of trust and free of any social repercussions that may have a negative effect on a students' mental health when taking social risks.

Restorative Justice: Initially restorative justice was used in the criminal justice program to rehabilitate criminals. Restorative justice in an educational setting is a program that is used to help offenders reconcile with their victims and the school community (Skiba & Losen, 2016).

Safe School: A safe school is one in which crisis is properly responded to, that has a positive school climate and that has adequate preventative measures and intervention programs in place (Reeves et al., 2011).

School safety: In its simplest form, is defined as the absence of misconduct and crime (Cornell & Huang, 2019).

School-Wide Positive Behavioral Interventions and Supports (SWPBIS): is a school-wide approach that requires positive reinforcement of good behavior and intervention programs for negative behavior. The focus of SWPBIS is to teach students about good behavior to prevent bad behavior (Kennedy, 2019).

Summative program evaluation: Program evaluation is used to determine if a program is meeting its intended goals (Creswell, 2013). The program that is being evaluated in this study is the SWPBIS system which is intended to make schools safer. The goal of the system is to make schools safer through positive interventions (Skiba & Losen, 2016). The summative program evaluation uses survey data to document students' perceptions of their safety while at school.

Conclusion

It is of utmost importance that students feel physically and psychologically safe at school (Cornell & Huang, 2019; Reeves, Kanan & Plog, 2011). School disciplinary systems play an integral role in ensuring that students are safe at school (Nguyen, 2019). The approach of making schools safe by preventing misconduct from occurring aligns with the SWPBIS program. SWPBIS inherently makes the school feel safer by teaching students to self-regulate emotions by promoting self and social awareness that fosters healthy relationships and supports responsible decision making (Safe Schools, 2020). This approach creates a learning environment that sets the stage to promote achievement (Garrett, 2015). The learning environment in a school along with

the school climate play a significant role in improving students' ability to achieve academic success, improving school attendance and decreasing school dropout rates (Safe Schools, 2020). While many studies have documented the need for safe schools and how to implement strategies, there is a need to analyze schools that have adopted new practices to see if they are effectively helping students to feel safe, which is the niche that this study addressed.

Chapter two of this study will explore the literature and conceptual framework about the goal of school discipline, ineffective versus effective disciplinary approaches, the disproportionality gap, and will delve into policy reform on these topics. Chapter three will explore the methodology of the research and outline elements of the summative program evaluation that was used to qualitatively analyze the disciplinary system in a middle school in a rural school district in Western Canada. The site for this study along with a comprehensive overview of the methods, survey instrument, data, significance, and limitations are included in this chapter. Chapter four presents the results of the study where the researcher analyzed the conduct data from all middle schools in SDX and correlates them with student survey data about feeling safe in those schools. The data were analyzed for themes that emerged and the researcher describes patterns and relationships between student disciplinary rates and students' perceptions of their physical and psychological safety. The final chapter of this study contains the results and conclusions that were drawn from the analysis. There will also be a summary of the study, a discussion of the results, an review of the limitations of the study and recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

Poor student behavior is a growing concern throughout North America and one of the biggest obstacles to effective instruction teachers face in the classroom (Manna, 2019). When students misbehave teachers begin to feel frustrated and have a lower job satisfaction as the negative student behavior infringes on their delivery of course materials (Ovink, 2014). Thus, Miller and Meyers (2015) find that there is a significant increase in office referrals and disciplinary incidents. Therefore, it is important for school staff members to be supported in finding ways in which the negative situations can be dealt with in a more positive manner (Brown-Browner, 2019). Having clearly communicated expectations and consequences is one positive way to prevent misconduct and help students to see success from a behavioral standpoint (Lee et al., 2018).

Students thrive in school when there is a safe and caring learning environment and where hard work and positive behavior are valued (Starr, 2018). An effective learning environment can look and feel very different depending on the teacher and the classroom composition but one thing they all have in common is a positive climate with clear expectations (Doucet, 2017). A learning environment that feels physically and psychologically safe for students leads to higher graduation rates, higher academic scores and better attendance (Burdick-Will et al., 2019).

A positive school learning environment is one in which all students are accepted and feel that there is a level of trust for them to take academic risks that will allow them to thrive in their learning. Doucet (2017) states that, if the following is done effectively, an inclusive and positive environment can be achieved: accept diversity, build trust, engage parents and community members, fight discrimination, understand the intersectionality of diversity and promote global

perspectives. Consequently, school discipline plays a major role in ensuring a positive and safe school environment is achieved and maintained (Thapa et al., 2013). When school discipline is approached using positive strategies there is a positive impact on teacher morale and student behavior (Showers, 2019). Studies have also shown that students who are successful in school will experience post-secondary and workplace readiness and thus it is important to provide students with a learning environment that helps them to maximize their academic success (Crosby et al., 2018).

One of the biggest grievances parents commonly have about sending their children to school is that the discipline process makes them feel cynical about the school and school officials (Mowen, 2015). Mowen (2015) found that parents are not involved in school-based decision making that affects their child and that lack of input coupled with a negative consequence for the child fosters negative feelings toward the school. Additionally, school climate and learner engagement are greatly affected by the disruptive and aggressive behaviors of students, and thus it is crucial to minimize their occurrence in school (Powers & Bierman, 2013).

Furthermore, many studies show that teacher and administrator perceptions of youth affect the way that they interact and discipline students which can cause disproportionality among which students are disciplined (Bottiani, Bradshaw & Gregory, 2018; Deakin & Kupchik, 2016; Noltmeyer et al., 2015; Perry-Hazen & Lambrozo, 2018; Wiley et al., 2018). Disproportionally greater measures of student discipline are documented for students of low socioeconomic backgrounds, differing sexual orientation or gender identification, minority races and differing abilities. Thus, there is also a growing need to promote fair and appropriate discipline that allows youth equal access to education (Gagnon, Gurel & Barber, 2017).

Students are not the only ones who benefit from a positive learning environments and positive school-wide behavior interventions. Teachers and support staff are also affected. Since student learning conditions are influenced by teacher working conditions, it is essential to meet the affective needs of teachers and staff. Undesirable student behavior can lead to decreased job satisfaction and higher rates of teacher attrition (Gage et al., 2017; Ovink, 2014). As more time is spent on student discipline in the classroom teachers show a higher level of job dissatisfaction (Gage et al., 2017). Teachers that are motivated and contribute positively to the school and the classroom grow young minds and help students reach their academic potential. Thus, it is important to have high morale and job satisfaction for school staff members. The learning and working environment of a school affects the school climate (Doucet, 2017). The effect of discipline on school climate and student achievement in rural public middle schools is explored using the theoretical framework of perceptual deterrence (Lee et al., 2018; Pogarsky, 2010).

Problem Statement

There is a need to clearly communicate expectations and consequences of misconduct to deter students from engaging in negative behaviors that create a physically or psychologically unsafe learning environment for students (Lee et al., 2018). The goal is to have a learning environment that transforms negative situations into positive ones because a positive learning has a positive effect on student achievement (Handford & Leithwood, 2013). Additionally, Uline and Tschannen-Moran (2008) found that poor school climate harms student achievement. School learning environments are affected by the way students' behavior is handled and thus consistent training rooted in best practices for administrators is required for the best chance of student discipline having a positive effect on school climate and academic success (Gargan, 2017). Thus, consistency in training for administrators on how to properly discipline children is needed (Cross

& Newman-Gonchar, 2004; Netolicky, 2020). According to Cross and Newman-Gonchar (2004) and Netolicky (2020) even within districts, the training that school administrators receive on school discipline may diverge and administrators may view discipline in vastly different ways. A disparity in the way student behaviors are dealt with and handled is created when there is a lack of rigor (Thapa et al., 2013). This study explored the patterns of discipline practices and student's perceptions of their safety in middle schools.

One of the challenges with standardizing school discipline practices is that policies at the government, school district, and school level are inconsistent and are not rooted in the most current research (Wiley et al., 2018). Many policies still contain zero-tolerance clauses, exclusionary measures and other ineffective methods of discipline that do not improve school climate in a statistically significant manner (Bottiani, Bradshaw & Gregory, 2018; Deakin & Kupchik, 2016; Noltemeyer et al., 2015; Perry-Hazen & Lambrozo, 2018; Wiley et al., 2018). Exclusionary practices do not effectively create safe learning environments for all students (Skiba & Losen, 2016). Suspensions do not work because students have negative feelings towards the school and hate the person that gets them suspended (Higgins & Tyler, 2017). It has also been shown that suspensions do not improve the learning environment long-term nor do they keep students from re-offending because the strategy does not involve parents in a positive way to help change student behavior (Green et al., 2018). Preventing bad behavior is key to creating an effective learning environment where students can achieve (Garrett, 2015). If government policy could reflect the teachings of positive discipline strategies such as restorative justice and school-wide positive behavior interventions, there might be a more consistent approach to discipline in schools (Wiley et al., 2018).

Another challenge is that there is still an evident disproportionality gap which marginalizes some students unfairly when students are disciplined (Gregory & Furgus, 2017; Olufunke, Comfort, Abimbola & Fawziyah, 2018; Skiba & Losen, 2016; Thompson, 2016). The disproportionality gap means that there is a higher incidence of office referrals and discipline incidents among students of lower socioeconomic status, males, minority races and ethnicities, different sexual orientations, those questioning their sexual identity and those of varying abilities (Gregory & Furgus, 2017; Skiba & Losen, 2016). The disproportionality gap is one that needs to be closed for the disciplinary system to be fair and just so that all students can reach their academic potential and to prevent negative stereotypes from being perpetuated (Gregory & Furgus, 2017; Olufunke, Comfort, Abimbola & Fawziyah, 2018; Skiba & Losen, 2016; Thompson, 2016).

Context

The context section of the literature review provides background information required to understand the frame of reference for the literature review (Creswell, 2015). The two context themes presented in this section are the definition of misconduct and the purpose of the disciplinary process. These two concepts are clearly defined below for the context of this study.

Misbehavior or misconduct are defined as behaviors undesirable in the school setting which can range from significant incidents like bullying, smoking, bringing weapons to school to more minor events of not listening to the teacher, leaving the classroom without permission or speaking out of turn (Gage, Leite, Childs & Kincaid, 2017). Kelly and Pohl (2018) found that punitive school-based punishments, such as being discharged from class, fines, suspensions, or expulsions, have a limited effect on long term changes in student behavior. Alternatively, school discipline can be preventive and supportive in nature and not just corrective (School Discipline,

2018). The normative aspect of school discipline is to have clear accountability to prevent conflict (Wiley et al., 2018). Setting high academic standards and creating supportive and bias-free classrooms where students are aided in dealing with conflict are all elements of an ideal learning educational setting (Skiba & Losen, 2016). Setting clear expectations and using kind discipline is the most important part of building a positive school climate that prevents conflict and misconduct (Winkler, Walsh, de Blois, Mare & Carvajal, 2017). When one thinks about school discipline, they may think about the punishment as a corrective action to misconduct.

There is a need for order to function at the school level, and thus, school rules need to be followed as there are a large number of people in one building. Most teachers want students to obey the rules and understand their responsibilities, which creates the need for discipline in schools (Ugurlu et al., 2015). Furthermore, there is an assumption that, if one improves learning conditions for students and working conditions for teachers, student achievement will also improve (Gage, Leite, Childs & Kincaid, 2017).

Thus, keeping in mind the different types of discipline and their effects can help educators to decide the kind of disciplinary action that is best suited to the situation. Ugurlu et al. (2015) found that often teachers view the undesirable behaviors in society as the behaviors that they do not wish to see in their classrooms. In society, for instance, stealing is viewed as a negative behavior and thus in schools, it is viewed as a negative behavior as well. Additionally, the school staff must uphold the law, such as disallowing underage drinking, smoking and vaping, for example, as dictated by laws that also govern society.

Significance

The significance section of the literature review defines the implications of the study that make it worthwhile (Creswell, 2015). This research will benefit the education process at large

and the education community by giving administrators and school staff members the tools for improving perception of physical and psychological safety for students. In turn, one must not sacrifice students' self-efficacy and mental health in the name of discipline (Winkler, Walsh, de Blois, Mare & Carvajal, 2017). Students and parents, at times, are left with reservations about due process and how it is enacted in schools. Lack of due process may leave students feeling unsafe while at school (Perry-Hazen & Lambrozo, 2018). Furthermore, there is an increased need to focus on the disproportionality gap in discipline because documented evidence shows that students of vulnerable minority groups are disciplined at a higher rate and severity than their peers and this negatively affects students' perception of safety (Bottiani, Bradshaw & Gregory, 2018).

Organization

The goal of the literature review is to summarize the positive and negative approaches to student discipline and how it affects school climate. The literature review contains the conceptual framework, which explores the researcher's personal interest, topical research, and theoretical framework. There is an in-depth review of effective and ineffective student disciplinary methods as well as an exploration of the goals and effects of student discipline on school climate for staff and students. School climate is defined and explored in depth throughout the literature review.

Conceptual Framework

A conceptual framework is a structure that guides a cohesive idea that supports a broad concept. Weaver-Hightower (2014) describes the conceptual framework as the "entire conceptualization philosophically [and] ethologically for the study" (p. 1). A conceptual framework provides readers with an understanding of the viewpoint from which a study is executed and presented (Ravitch & Riggan, 2016). Additionally, the conceptual framework has

three main parts which are personal interest, topic research and theoretical framework which are presented below (Ravitch & Riggan, 2016).

The personal interest in the conceptual framework explores the researcher's interest in the topic as well as any influences and biases that the researcher is aware of (Ravitch & Raggan, 2016). A crucial component to qualitative research is that the researcher is a tool of the research process and thus this section of the conceptual framework becomes significant (Weaver-Hightower, 2014).

My own curiosity into the effects of student discipline on school climate stems from the position that I hold as an administrator of a rural public school in Canada. I obtained the position in 2018, and I want to ensure that my approach to student discipline is aligned with industry best practices. All actions within the school contribute to the building of the school climate, and I want my school to be a positive learning and working environment for all stakeholders.

I am from an ethnic minority and grew up in a predominantly White community in Western Canada. I value ethical decision making and thus always try to do the right thing for all of people in the school. From a cultural perspective, I value relationships and thus have a strong connection to all those that I work with. I was born and raised in Canada and am from a middle-class background. My parents both work and as a child I did not want for anything. Both of my parents are immigrants and lived traumatic childhoods and worked hard to keep myself and my two younger brothers from experiencing trauma and hardship in our childhoods. I am also a parent and a wife and since becoming married and having children I have a more relaxed utilitarian outlook on

life where I try and maximize the happiness of those around me while trying to maximize my own happiness as well.

According to Weaver-Hightower (2014), topical research most often refers to empirical work that focuses on a subject and provides insight for potential arguments for the significance of a study. The topical interest in this dissertation topic has helped the researcher to realize that students' perceptions of discipline are most effective in bringing about change in behavior that positively impacts the school climate (Uline & Tschannen, 2008). Students' perceptions of punishment are their reality and need to be addressed accordingly (Brown-Browner, 2019; Skiba & Losen, 2006). The perceptual deterrence theory of discipline and its effectiveness in creating a safe school environment as perceived by students is explored (Lee et al., 2018; Showers, 2019).

The underlying argument that this study is built on is that preventing misconduct will produce a better school climate (Gage et al., 2017). Positive school climates allow students to have the environment in which they can experience success and not engage in misconduct (Kennedy, 2019). Teachers will also experience higher job satisfaction, and less attrition as their needs are better met in the classroom as well (Ugurlu et al., 2015). The goal of effective disciplinary strategies is to prevent misconduct and improve learning conditions and achievement.

Five general themes are explored throughout this literature review. The first theme delved into the real intent and goal of discipline and why it is needed. Historically, the principal's role in the school was added to reduce teacher attrition rates by improving working conditions for teachers, including helping them to deal with misconduct in the classroom and around the school and their effects on school climate (Gage et al., 2017). The goal of office referrals that lead to

disciplinary action is to deal with misconduct so that there is a culture of accountability for students. This section lays the context of why the study is significant.

The second theme of the literature review is ineffective discipline methods and the reasons why they do not improve student learning nor prevent future misconduct. Exclusionary practices, such as suspensions and expulsions, are found only to increase the time between incidents but not prevent misconduct (Hernandes-Melis et al., 2016; Skiba & Losen, 2016). However, exclusionary practices are still a common practice in many schools across North America (Hernandes-Melis et al., 2016). Higgins and Tyler (2017) and Green, Maynard and Stegenga (2018) found that the reasons that the exclusionary practices do not work is that the negative feelings that the students feel toward the school and those involved in the incidents far outweigh any positive feelings the students and parents have to change the student's behavior in a positive manner. Corporal punishment and harsh zero-tolerance policies were also shown as ineffective approaches to changing student behavior and improving the safety and security in schools (Green et al., 2018). It is important to explore how these ineffective practices affect the school climate negatively so that people understand why the practices are ineffective so they are not utilized.

The third theme of the literature review explores effective discipline models. Some of the practices that were found to reduce and, in some cases, eliminate student misconduct are: setting clear accountabilities and consequences, having inclusive classrooms, effective classroom management in a supportive bias-free class, a program of School-Wide Positive Behavior Interventions and Supports (SWPBIS), and restorative justice programs to deal with conflict (Skiba & Losen, 2018; Wiley et al., 2018). Garrett (2015) indicates that preventing bad behavior is the key to creating ideal learning environments that can improve student achievement.

Furthermore, when there is a case of student misconduct, using a lens of kindness when dealing with students helps to create a better learning environment (Tangwe, 2017). The majority of studies focused on the effectiveness of the SWPBIS and restorative justice models to work through conflict and changing the school climate (for example, Skiba & Losen, 2018; Wiley et al., 2018). This is one of the most important parts of the review in that it explores ways in which student discipline can be conducted that will positively affect the school climate.

The fourth theme in the literature review scrutinized the disproportionality gap that is created through the school disciplinary process. This concept stipulates that there is a higher incidence of office referrals and disciplinary incidents among students of lower socioeconomic status, males, minority races and ethnicities, different sexual orientations, those questioning their sexual identity and those of varying abilities (Gage et al., 2019). One area in which the disproportionality gap has been closed is in the case of those students with varying abilities (Perry-Hazen & Lombrozo, 2018). Perry-Hazen and Lombrozo (2018) found that this disproportionality gap has been narrowed due to an increased focus on inclusive practices and incorporation of individualized educational plans that help prevent misconduct. The disproportionality gap needs to be explored as a reminder for faculty members to reflect on their biases so that this gap can be closed. When the disproportionality gap is evident in a school and a group of students is being marginalized there is a negative effect on the school climate.

The fifth and final theme of the literature review is the need for policy reform. This section contains a discussion on the need for educational policy to reflect best practices on discipline (Noltemeyer, Ward & Mcloughlin, 2015; Wiley et al., 2018). There is also a need for consistency in measurements such as when analyzing the disproportionality gap from a policy level or the sense of students feeling of belonging in a school (Bottiani, Bradshaw & Gregory,

2018). This is a significant part because the current educational practices infer that they are not perfect and will need to change. Educational policies need to be updated to reflect best practices as more research is conducted in the field of focus (Wiley et al., 2018).

Theoretical Framework

The theoretical framework, as described by Creswell (2013), is a structure that supports the theory or theories in a research study. The theoretical framework explains the lens through which the research question is studied but at times can be hard to find within the literature as it is not always explicitly stated (Creswell, 2013). The reason a theoretical framework is included in a research study is that it strengthens the writing by providing the reader with a theory to analyze critically, provides a connection to previous research, provides a generalization of observations intellectually and allows the researcher to identify the limits of the generalization that is made.

The theory selected for use in this study is the perceptual deterrence theory (Lee et al., 2018). This theory states that punishment is expected to reduce misconduct through the impact that it has on the individual or their perception of the effect on themselves. Therefore, the belief is that, if a person feels that there is a threat of a punishment, it will deter the person from engaging in misconduct or criminal activity (Ogilvie & Stewart, 2010). Lee et al., (2018) indicated that people's perceptions of threats are shaped through their direct or indirect experiences of being punished or avoiding punishment or witnessing others being punished or avoiding a penalty. The idea explored is if consequences are communicated to students and enacted when students violate the school code of conduct will the potential threat prevent students from engaging in misbehavior?

Ogilvie and Stewart (2010) state that the strongest determinant of deterrence from misconduct is the certainty with which the person perceives that he or she will be punished.

Perceived punishments can range from feelings of guilt to criminal charges (Lee et al., 2018). If schools can establish clear expectations and carry out the consequences that are outlined in their clearly communicated and regularly reviewed code of conduct, it stands to reason that according to perceptual deterrence theory, these expectations should reduce the amount of deviant behavior in schools (Brown-Browner, 2019; Lee et al., 2018; Ogilvie & Stewart, 2010; Skiba & Losen, 2016). Thus, establishing clear expectations and consequences for students will decrease student misconduct and improve school climate, and therefore, teachers have better job satisfaction and a reduced attrition rate and students will be happier at school.

Student Discipline and School Climate

The goal of a literature review is to provide the foundational information of a topic so that a study can be understood by the reader (Ravitch & Riggan, 2016). Therefore, by gaining an understanding of the current research the researcher can also build their own knowledge in a particular field. The following is a summary of some of the components of student discipline and school climate that the researcher explored for this study.

Teacher Working Conditions and Student Learning Conditions

Learning conditions are defined by elements that impact learning which can be internal and external stimuli (Roseman, 2016). Internal learning conditions are the different states of mind that a learner brings to a learning environment that are unique to the individual and learned behaviors whereas the external learning conditions are the physical objects and their interactions with one another around the learner (Roseman, 2016). Roseman (2016) states that educators need to factor in both internal and external learning conditions for students to optimize student learning conditions.

The goal of discipline is to improve student learning conditions which in turn creates better working conditions for teachers so that students can achieve at higher rates (Ovink, 2014). As student misconduct is the leading cause of teacher attrition, the disciplinary process helps to create a more sustainable work environment for teachers (Gage, Leite, Childs & Kincaid, 2017). Furthermore, school discipline is vital for creating a consistent and supportive environment that sets the stage for students to be able to achieve with fewer challenges and distractions. Students will experience greater satisfaction in environments in which the school climate is more positive (Showers, 2019). Therefore, one of the challenges with enacting school discipline is the consistent application of school policies and procedures and aligning current practice with past practice (Tarman, 2016).

The Need for School Discipline

Perry and Morris (2014) define school discipline as a system that includes the school code of conduct, the consequences for violations of the code of conduct and the behavioral strategies that are used to regulate students and to keep order in classrooms and in the school. School discipline can be classified as preventative, supportive or corrective and students need structure, guidance, and support to be academically and behaviorally successful in the school setting (School Discipline, 2018). Some of the most ineffective applications of school discipline are the use of exclusionary discipline methods, corporal punishment and “get tough zero-tolerance policies” (Skiba & Losen, 2016). These methods are not effective in improving student learning nor are they effective in preventing future misconduct (Tarman, 2016). Many administrators feel pressure from parents and teachers who want to see harsh punishments for students who act out, but pedagogically speaking it is not best practice as student learning in the short term and long term are negatively affected (Feuerborn et al., 2018). Therefore, it is

important to engage in ethical decision making when approaching student discipline with the purpose of improving school climate (Showers, 2019). Ethical decision making in this context refers to the process of evaluating information to make decisions in a consistently moral manner (Cahn, 2016). It is essential to filter discipline through a lens of kindness for the school climate to be positively affected by dealing with negative behavior (Gargan, 2017).

Punishment is not the only form of discipline schools should use (Green et al., 2018; Skiba & Losen, 2016). Positive discipline methods include teaching behavioral expectations, pre-correction, giving students opportunities to respond to an offense, differential reinforcement, positive reinforcement, active supervision, sustainable family engagement, system-level support, positive family-school relationships, school-wide positive behavioral interventions and supports (SWPBIS) and a comprehensive support plan are all better alternatives to exclusionary measures of discipline (Green et al., 2018). Therefore, there is a need for administrators to comprehend the best practices in the disciplinary process by reviewing the most current research in ineffective and effective disciplinary measures and their short term and long-term effects on student learning (Cavanaugh, 2016).

Furthermore, principals and vice-principals should also be aware of the possible pitfalls when disciplining students and always balance what is best for the school as a whole with what is best for the student (Bottiani et al., 2018). Preventing poor student behavior is the key to reducing the number of office referrals and discipline incidents (Garrett, 2015). A part of this training should include time for administrators to become self-aware of their own biases so that they can enact a fair disciplinary system for the school so that they do not create a disproportionality gap (Bottiani et al., 2018). Even factors such as the gender of the principal can

have a significant effect on discipline for students and teachers (Olufunke et al., 2018).

Therefore, a constant check of one's biases is essential.

School Climate

School climate is “based on a pattern of people’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures” (Thapa et al., 2013, p. 358). According to Gargan (2017), the school climate has four domains which include: safety, teaching and learning, interpersonal relationships and institutional environment. Thus, when trying to create a positive school climate it is important to target all of the aforementioned domains. All staff and students contribute to the school climate and thus must know what is expected of them in the school environment to be able to act accordingly (Skiba & Losen, 2016). The school climate moves beyond the written school code of conduct and reflects the unwritten rules, social frameworks and culture that exists within the school (Thapa et al., 2013).

Organizational Change

Organizational change is defined as alterations (large scale to incremental) that are made to the structures, policies, procedures, technology, culture and the day-to-day operation of a business (Suddaby & Foster, 2017). It is important to note that change takes time, needs resources and has to be sustainable to be effective (Thapa et al., 2013). All stakeholders in the group must understand and be willing to adhere to the changes for change to be effective. According to Thapa et al. (2013), school leaders play a critical role in modeling the behavior that is expected of the school stakeholders and upholding the standards. The standard that one observes is the standard that they are more willing to accept because stakeholders receive

messages about what behaviors are acceptable. These standards are for staff, students and community members in the school (Suddaby & Foster, 2018).

The Effect of Leadership on School Climate

According to Zengin and Akan (2019), transformational leadership practices by administrators in schools are statistically significant predictors of school safety from a teacher's perspective. Transformative leadership is a way of leading that can cause system change within organizations, individuals and society as a whole. It is a process that helps a person or a group of people create positive change that is viewed as being valuable (Zengin & Akan, 2019). Zengin and Akan (2019) state that educational organizations fall under the paradigm of transforming organizations and thus require transformative leaders to create ideal conditions.

The leader of a school is charged with the task of establishing and maintaining a positive school climate (Aldridge & Fraser, 2016). Well-trained leaders that can accurately influence and assess school climate have a higher likelihood of sustaining a positive school climate (Thapa et al., 2013). However, the added responsibilities that are put on administrators in schools leave them less time to address and assess the school climate (Showers, 2019). Therefore, if a positive school climate is a priority then it is important to give administrators the time to effect sustainable changes in the school to bolster the school climate.

School Safety

According to Reeves et al. (2011), school safety is categorized as physical safety as well as physiological safety. The National Center on Safe and Supportive Learning Environments (2020) states that students that feel safe at school generally have a lower absentee rate, higher academic success and lower dropout rates. Feeling safe at school aligns with one of Maslow's (1943) fundamental human needs. The feeling of safety extends to social, emotional, intellectual

and physical safety and it is the job of school staff to ensure students feel safe in schools (Thapa et al., 2013).

Disruptive and abusive student behavior is considered one of the main concerns of school staff when trying to maintain a positive school climate (Thapa et al., 2013). Regulatory measures such as suspensions and zero-tolerance policies have not proven to prevent future misbehavior and result in a more negative school climate (Skiba & Losen, 2016). When school staffs are able to find ways to resolve issues while keeping student safety intact there is a positive effect on school climate (Thapa et al., 2013). Therefore, there is a real need to effectively deal with misconduct in ways that prevent any future infractions and thus makes the school a safer place.

Reeves et al. (2011) break safety into physical and psychological safety when analyzing the school setting. Physical safety is the absence of violence inflicted on another person or object whereas psychological safety is defined as the ability to take interpersonal risks without social repercussions (Reeves et al., 2011). Thus, it is important that school staff strive to maintain an environment in the classroom and school that is safe for students. It is also imperative that students perceive that the environment is safe and that there are measures and tools in place to ensure school staff members check in with students on how they are feeling about the school environment (Lenzi et al., 2017).

Student Voice

Students' voice is the ability for students to communicate their needs and have input on practices and programming for a school (Mitra, 2018). Student perspectives are important to implementing change in schools in an optimal manner where students will effectively buy in to the change initiative (Mitra, 2018). According to Mitra (2018), allowing students to be knowledge creators rather than just knowledge receivers gives students the room to grow as a

learner through this inquiry process. Students are the main customers of the educational process and thus it is important for students to feel that their needs are being met as well as to have a voice in their educational programming. This includes students understanding district and school-level policy as well as being engaged in decision making.

Ineffective Disciplinary Practices

Ineffective disciplinary practices such as exclusionary discipline, corporal punishment, and harsh zero-tolerance policies have been proven to be ineffective in preventing future misconduct (Green et al., 2018). Students may gain more time between incidents of misconduct, at best, but there is not a significant amount of learning that occurs when students are away from environments of learning and reflective practices (Skiba & Losen, 2016). An in-depth analysis of ineffective practices is required to understand why schools should move away from these harmful practices (Green et al., 2018).

Exclusionary discipline. Exclusionary practices are those with which students are removed from their regular educational environment, and, in many cases, are not allowed on school property (Skiba & Losen, 2016). Many disciplinary practices are ineffective and harmful to students (Green et al., 2018). One of the reasons that exclusionary practices, such as suspensions and expulsions, are ineffective is that they do not create safe learning environments for all students (Skiba & Losen, 2016). When students are not in school for a period of time and not able to attend school events and be on school grounds, the disciplinary measure creates resentment towards the school administration and staff that handled the incident. Out of school suspensions generally add time between the number of incidents that occur but is not an effective practices in preventing the incident from occurring (Green et al., 2018). The ineffectiveness of

suspension is mainly due to the fact that there is no scaffolded learning that occurs when a suspension is given as a disciplinary measure (Skiba & Losen, 2016).

Furthermore, there is a significant negative impact on students' academics when they are suspended, namely on math and English scores (Hwang, 2018; Noltemeyer et al., 2015). When students miss school for any reason, they are missing important subject matter which can put them behind academically and make students' self-efficacy dwindle (Noltemeyer et al., 2015). They also do not have the chance to right their wrongs and do not engage in making the school climate better after the misconduct (Bottiani, Bradshaw & Gregory, 2018). Therefore, there is a need for student learning when suspensions are put in place to prevent future misconduct (Hwang, 2018).

Suspensions and expulsions have a significant negative impact on student drop-out rates and incarceration rates later in the student's life (Noltemeyer et al., 2015). Thus, suspensions have an overall significant adverse effect on student learning because students are missing valuable information in class (Hwang, 2018). Hwang (2018) also notes that if students are from a vulnerable population, then the adverse effect on students is even worse. Additionally, suspensions are unproductive because students tend to develop negative feelings towards the school and form feelings of hatred towards the person that they view as getting them suspended (Higgins & Tyler, 2017). Higgins and Tyler (2017) also found that these negative feelings then cause other problems, such as absenteeism, to become more prevalent for students that feel like the school or people in the school are against them or view them as bad kids. Moreover, suspensions and expulsions are not proven to be effective in preventing future misconduct but rather increase the time between misconduct (Hernandes-Melis et al., 2016).

One of the reasons that suspensions do not keep students from re-offending is that students are not given the tools and the time for scaffolded self-reflection to be able to change their behavior long term (Noltemeyer et al., 2015). A reason that they do not re-offend for a longer period is that they are trying not to get into trouble which only works for so long (Green et al., 2018). Suspensions do not improve the learning environment in the long term nor do they keep students from re-offending because it does not allow parents to become involved in the education process in a positive way to help change student behavior (Green et al., 2018). According to Green et al. (2018), when educators and parents can work together to send one consistent message to students, there is a higher likelihood of student success and for students to be able to change their behavior and avoid future misconduct.

Corporal punishment. Corporal punishment refers to disciplinary measures that intend to inflict pain on a person to deter the person from doing something (Gagnon et al., 2017). Although the use of corporal punishment has declined over the last few decades, it is still a common practice in many countries around the world (Gershoff & Front, 2018). Corporal punishment was believed to be an effective way to classically condition students to act in a particular manner. Additionally, corporal punishment was often used to break the spirit of those defiant students so that they would hopefully start to listen in fear of being hit (Gagnon et al., 2017). However, studies have shown that there is no evidence that hitting, paddling or flogging children improves their behavior (Parsons, 2015).

Alternatively, corporal punishment is known to be a harmful practice that is used disproportionately against students of vulnerable groups (Gagnon et al., 2017). All forms of corporal punishment, ranging from harsh to minimal, result in diminished school performance no matter if corporal punishment was experienced at home or school (Font & Cage, 2018). Many

countries view corporal punishment as a clear violation of student's human rights, and in yet in other countries such as Yemen and Iran, it is still used as a common disciplinary measure (Tangwe, 2017). Gershoff and Font (2018) note that 19 of the 52 states in the United States of America still use corporal punishment as a disciplinary measure for students, but it is not an acceptable practice anywhere in Canada since the Supreme Court of Canada ruled it to be unlawful in 2004.

Zero-tolerance policies. According to Skiba and Losen (2016), zero-tolerance policies are strict rules that ban certain behaviors that are in place to not allow for any discretion by the person upholding the policy. Get tough policies and harsh zero-tolerance policies do not create safe learning environments (Skiba & Losen, 2016). Many zero-tolerance policies are put in place with good intent to decrease school violence but are found to be ineffective because of the inconsistent administration of the policy (Green et al., 2018). Zero-tolerance policies do not take into account the age of the student, any special needs he or she may have, and can end up punishing the victims (Skiba & Losen, 2016).

Having policies where vulnerable student populations are unintentionally marginalized causes a further disparity gap in the disciplinary process (Welch & Payne, 2018). Additionally, students and teachers miss out on learning and teaching opportunities to prevent future incidents from occurring. If students can be enlightened and their minds opened to another viewpoint, educators should take the time to change students' perceptions rather than punish them for narrow-minded views and actions so learning can occur (Garrett, 2015). Skiba and Losen (2016), indicate that there are teachable moments when students make poor decisions and engage in misconduct. Thus, students should not be labelled but should rather be given an opportunity to learn from his or her mistakes (Skiba & Losen, 2016). Positive interventions give students an

opportunity to change long term outcomes and give them time to reflect on their negative behavior rather than be removed from the school for a period of time (Green et al., 2018).

Effective Disciplinary Practices

Effective disciplinary practices are important for staffs to understand and implement to ensure their schools have ideal learning conditions for students and optimal working conditions for staff members (Garrett, 2015). School staffs are better able to prevent misconduct before it happens by setting clear expectations, using reflective practices, having effective classroom management skills for staff members, implementing SWPBIS, engaging in restorative justice, and using trauma-informed practices (Garrett, 2015; Reeves et al., 2011; Skiba & Losen, 2016). Preventing misconduct is key in making schools feel physically and psychologically safe for students (Reeves et al., 2011). Therefore, educational institutions should strive to engage in best disciplinary practices are that are effective in preventing any future misconduct.

Setting clear expectations. Setting clear expectations for students sets them up for success as the boundaries of acceptable and unacceptable behavior are clearly defined (Skiba & Losen, 2016). Preventing bad behaviors is the key to creating a productive learning environment where students can achieve (Garrett, 2015). The normative aspect of school discipline is to have clear accountability to prevent conflict (Wiley et al., 2018). Setting clear expectations and using kind discipline is the most crucial part of building a favorable school climate that prevents conflict and misconduct (Winkler, Walsh, de Blois, Mare & Carvajal, 2017). Additionally, setting high academic standards and creating supportive and bias-free classrooms provide students an environment in which they can proactively deal with conflict (Skiba & Losen, 2016). Students still need to be pushed to extend their learning and grow their knowledge while at school. That can be done and assessed in many ways. When students feel successful at school, it

not only builds their self-efficacy, but it builds their desire to be at school and behave so that they can keep achieving and be challenged (Tarman, 2016). Another aspect of school discipline is to create a more inclusive culture to prevent conflict altogether, which is ultimately the goal of effective strategies such as SWPBIS (Wiley et al., 2018). Inclusive environments allow students to feel safe no matter what their socioeconomic status, race, ethnicity, sexual orientation, gender, or ability (Steck & Perry, 2018).

Reflective practices. Reflective practices in relation to this study refer to giving students time to think about and discuss what they have done, why it is wrong and what they will change for the future (Garrett, 2015). Teachers self-reporting on cultural responsiveness and observational assessments suggest they are useful practices in measuring disproportionality (Bottiani, Bradshaw & Gregory, 2018). Measuring disproportionality within each school is an important practice to ensure the disciplinary process is not marginalizing students of vulnerable groups. School administrators should also take part in this reflective practice to be more self-aware of their biases and to analyze the disciplinary process that they are implementing and executing at their schools (Olufunke et al., 2018). Administrators are set up to make better decisions for students when dealing with misconduct when there is a reduction or elimination of personal bias and by having students' best interests at the forefront of decision making (Olufunke et al., 2018). Additionally, Olufunke et al. (2018) found that a principal's courage is the best indicator of how they will approach school discipline.

Classroom management. Hulac and Briesch (2017) define classroom management as the measures that teachers take to create a conducive learning environment for students and an environment in which they can academically enlighten their students. Classroom management is meant to help control a student's behavior, habits, actions, and attitudes in a way that makes the

classroom more orderly and thus have improved learning conditions (Perry & Morris, 2014). Good classroom management is the most effective way to prevent poor behavior and misconduct that result in office referrals (Tarman, 2018).

Collier-Meek et al. (2019) found that the aspects of classroom management with which teachers struggle the most is responding to students who exhibit problematic and difficult behavior. Responding to all of the competing expectations that are placed on the teacher in the classroom proves to be challenging and can cause teacher distress and disengagement (Ovink, 2014). Therefore, classroom management is not always consistently implemented and ends up looking different in each classroom (Collier-Meek et al., 2019). Classroom teachers should also use trauma-informed practices in the classroom management strategies that are implemented to ensure maximum success to prevent and to address behavior problems in the classroom (Crosby et al., 2018).

Order and rules are seen as the top priority for teachers when asked what they need in the classroom to teach effectively (Ugurlu et al., 2015). Using positive reinforcement rather than punishment is more effective in changing student behavior (Kelly & Pohl, 2018). Rules, routine, relationships, engaging instruction, classroom design, teaching context and addressing discipline prevents conflict and behavior problems from arising (Garrett, 2015). When educators provide superior behavioral support along with their academic teaching it yields more engaged students who exhibit less disruptive behavior in the classroom and which decreases the need for disciplinary measures (Collier-Meek et al., 2019).

Additionally, the use of a friendly tone of voice, polite language, relaxed demeanor, counseling and not using corporal punishment helps create a better learning environment for students (Tangwe, 2017). Crosby et al. (2018) state that students are better able to verbalize how

they are feeling when triggered when they are trained with the use of modeling. Teachers can use words that convey how they are feeling, such as I-statements, as a strategy to model healthy communication (Crosby et al., 2018). Having an inclusive classroom that fosters kindness and empathy and minimal use of triggers is the ultimate goal in creating an optimal educational environment in which all students feel respected and comfortable to learn and share (Crosby et al., 2018).

School-wide behavior interventions and supports (SWPBIS). Another method of preventing student misconduct is the use of school-wide behavior interventions and supports (Childs, Kincaid, George & Gage, 2016). The SWPBIS process allows school staff to foster strong connections with students where adults can get students to reflect on their behaviors using cognitive-behavioral principles to prevent future misconduct is a useful practice (Hernandes-Melis et al., 2016). SWPBIS also allows school staff to create a learning environment that fosters academic and social success while decreasing the number of office referrals and discipline incidents (Childs, Kincaid, George & Gage, 2016). The SWPBIS model is essential to having a strong foundation of regular routines, effective classroom management, a practical school layout, and clear expectations set out by staff so that the classroom interventions and supports are more successful in preventing poor behavior among students (Hernandes-Melis et al., 2016).

According to Gage et al. (2019), there are three tiers to SWPBIS: universal, secondary and tertiary. The universal tier focuses on initiatives that are school-wide, and applies to all students and include setting behavioral expectations with explicit instructions on what is acceptable and not acceptable concerning those expectations (Gage et al., 2019). Additionally, students should understand what the continuum of consequences looks like when the expectations are violated (Gage et al., 2019). It is essential to not only have consequences for bad

behavior but to also recognize students for their excellent behavior as positive reinforcement (Green et al., 2018). The secondary tier has supports for those students that continue to re-offend and has more targeted interventions that are based on the expectations put forward in the universal tier (Gage et al., 2019). Major and minor office referrals are a good source of data to help determine which students are at risk and thus good candidates for the secondary and tertiary tiers of SWPBIS (Cavanaugh, 2016). Finally, tertiary interventions are the most intense and personalized to the student's needs and behaviors he or she exhibits. The tertiary tier has a behavior assessment and intervention plan in place to help students be more successful in the school setting (Gage et al., 2019). These three tiers aid school staff when implementing a system that attempts to build a school climate and culture through positive behavior interventions.

Using SWPBIS leads to an improvement in the reduction of office referrals, disciplinary actions, bullying, and peer victimization and an increase in student safety academic achievement, organizational health, and improved school climate. There is a need for all staff to be trained in SWPBIS (Gage et al., 2019). Fuerborn et al. (2018) found that teachers will use SWPBIS as long as it is well supported, has a sustainment plan, is backed by school and district leadership, and has parental involvement. The goal of SWPBIS is to create a safe and inclusive school environment in which students can learn; however, SWPBIS only marginally affects student achievement in a positive manner (Gage et al., 2017). Ryoo et al. (2018) found that the effect that SWPBIS has on student academic achievement is not statistically insignificant and results are inconclusive. This finding was largely attributed to the fact that there are many factors that affect student academic achievement and school disciplinary practices are only one of them. The data are inconclusive at this time (Ryoo et al., 2018).

Restorative justice. Making strong connections with students where adults can get students to reflect on their behaviors using restorative justice to prevent future misconduct is an effective practice in preventing future misconduct (Hernandes-Melis et al., 2016). Restorative justice theory states that positive reinforcement is more effective than zero-tolerance policies (Thompson, 2016). When restorative justice and positive behavior supports are used together, it closes the disparity gap and prevents future misconduct (Thompson, 2016). The biggest reason why practices such as restorative justice work is that it repairs the harm that is done through disproportionate practices (Hernandes-Melis et al., 2016). This practice gives victims a voice and implements strategies such as SWPBIS to change behaviors and prevent future misconduct (McNeill et al., 2016). Practices based on restorative justice assists students in owning and recognizing negative behaviors and creating and implementing replacement strategies and helping to make amends with the victim and having a plan for students to reintegrate into the school (Higgins & Tyler, 2017).

Trauma-informed practice. When disciplining students, there is also a need to consider students' previous history and be aware of what trauma can manifest itself behaviorally in the classroom and around the school (Garrett, 2015). Crosby, Howell and Thomas (2018) state that 50% of students have experienced at least one form of trauma in their lives. Trauma can range from being complex, such as physical abuse, sexual abuse or parental neglect to acute which includes things like surviving a natural disaster or experiencing a health issue as a child (Crosby et al., 2018). Childhood trauma can cause delays in student learning, cause students to withdraw as well as cause students to behaviors that are not acceptable in a classroom and school setting (Crosby et al., 2018). Trauma-informed practices within the education system require educators to build a relationship with students, show students some understanding, build capacity and

foster meaningful connections (Crosby et al., 2018). This model of more compassionate teaching helps students feel a connection to school and helps to lower incidents of office referrals and disciplinary measures. Therefore, it is important to note that school systems are critical influencers on student emotional and social well-being (Crosby et al., 2018). Thus, when schools use trauma-informed practices, students are empowered to be engaged because they feel as they are being cared for (Crosby et al., 2018).

Disproportionality Gap

The disproportionality gap is the disparity that is caused by the bias of school staff and administration when disciplining students (Rosenbaum, 2018). Gage et al. (2019) found that there is a higher incidence of office referrals and discipline incidents among students of lower socioeconomic status, males, minority races and ethnicities, different sexual orientations, those questioning their sexual identity and those of varying abilities which causes a disproportionality gap. The disproportionality gap is the over-representation or under-representation of a certain group of people relative to the overall student population (Rosenbaum, 2018). Through the use of preventive and supportive practices rather than punitive corrective actions tools, like SWPBIS, the disproportionality gap can be closed (Gage et al., 2019). It is essential to close the disproportionality gap to reduce the negative impact on marginalized groups within the school that already may be struggling to achieve due to factors out of his or her control. Rosenbaum (2018) found that students who had been suspended while in grade school would have a lower likelihood of graduating high school, getting a bachelor's degree and a higher likelihood of being arrested and being on probation than their peers. Therefore, there is a need for schools to consider the long-term effects of discipline for students who are engaging in undesirable school behaviors.

Socioeconomic status. The disproportionality gap still exists in schools today in regard to a student's socioeconomic status (Ovink, 2014). Students of low socioeconomic status are more likely to be disciplined in comparison to their more affluent peers (Mizel et al., 2016). According to Mizel et al. (2016), socioeconomic status is directly correlated to the level of parent education which also dictates the way in which students are punished. Gregory and Furgus (2017) indicate that it is still important to leave students' self-efficacy intact and ensure that they feel safe at school even if it does not affect their achievement. Student mental health is an essential factor to consider in the disciplinary process when trying to build a positive school climate (Showers, 2019). Knowing this disparity in school discipline still occurs even when social and emotional learning is adopted because it does not take into account socioeconomic status (Gregory & Furgus, 2017). The school disciplinary process should take into account student socioeconomic status so that students are not discriminated against because of their affluence level (Mizel et al., 2016).

Gender. The disproportionality gap does not just affect students of low socioeconomic status, but Gregory and Furgus (2017) have found that males are expelled from school more than any other gender. Particularly, males of African descent are found to be punished in schools more than any other male group of students (Gregory & Furgus, 2017; Thompson, 2016). Western societies have a culture of masculinity that encourages boys to act out against the school's authority structure (Hickey & Mooney, 2018). Moreover, Hickey and Mooney (2018) found that most schools are not set up for dealing with boys who externalize their problems through difficult behavior and thus end up being referred to the office and being disciplined. Classes that require males to sit quietly in their seats and do their work for an extended period do not set boys up for success (Hickey & Monney, 2018). Having a school structure that works for

both boys' and girls' natural physiology is essential to reduce the number of disciplinary cases in a school.

Race and ethnicity. The disproportionality gap also affects students of minority races and ethnicities by having ethnic minorities punished more often than their peers (Gregory & Fergus, 2017; Skiba & Losen, 2016; Thompson, 2016). African-Americans, Hispanics, and Indigenous people are suspended and expelled more than any other race (Gregory & Fergus, 2017). Namely, African-American students are victims of exclusionary discipline practices 1.6 times as their peers by grade eight (Morgan et al., 2019). Additionally, there is a higher incidence of office referrals and disciplinary incidents for minority races. Critical Race Theory (CRT) states that children of minority races that have higher discipline rates which lead to future incarceration of those individuals (Thompson, 2016).

This becomes relevant to this study because the goal of discipline is to help students achieve academic success by decreasing distraction caused by misconduct rather than setting students on a path of incarceration. Small seemingly insignificant decisions made at the school level can have long lasting effects on students and should be made with great care and diligence (Skiba & Losen, 2016). Relationship building, restorative practices, social-emotional learning, and structural interventions help to reduce disparity based on race (Skiba & Losen, 2016). Hughes et al. (2017), found that the use of integrated spaces among racial groups helps to close the disproportionality gap concerning punishment severity and disparity. Having an open-minded and reflective staff that are aware of their blind spots and willing to explore their biases is a significant component needed in closing the disproportionality gap as well (Bottiani et al., 2018).

Sexual orientation and affiliation. The changes in social norms and legislation regarding lesbian, gay, bisexual, transgender, transitioning and questioning (LGBTQ) students

have been enabled to come out at a higher rate than ten years earlier or thirty years ago (Berke, 2018). However, there is still a large portion of the population that discriminates against those of the LGBTTQ community. Mittleman (2018) found that sexual minorities faced higher discipline rates than their peers in schools. Girls that exhibit same-sex attraction are associated with 95% higher odds of discipline infractions than their peers (Mittleman, 2018). Creating an inclusive school culture that welcomes and helps students with different sexual orientations is required to prevent misconduct among this group of students (Bottiani et al., 2018). An inclusive environment allows everyone to feel safe and gives each person a sense of belonging because everyone is respected (Steck & Perry, 2018). Eliminating student and staff bias toward the LGBTTQ community of students is required to end the disparity in how students are disciplined.

Ability. Another group that is believed to be victimized through the disciplinary process is students with special needs. Perry-Hazen and Lambrozo (2018) found that there is a lack of empathy in the school disciplinary process when dealing with students of diverse needs which leads to a low efficacy among those students (Perry-Hazen & Lambrozo, 2018). More recently, Morgan et al. (2019) found that students who were diagnosed with a particular need by first grade were not at risk of exclusionary discipline measures in schools. Therefore, with continued advancement in bias awareness and professional development around the disparity in discipline among students with special needs, this disproportionality gap was closed.

Policy Reform

There is a relationship between legal and educational policy when it comes to due process, but educational policy does not always reflect that (Perry-Hazen & Lambrozo, 2018). One way in which the education system can close the disproportionality gap is through educational policy reform. Educational policy on discipline should take into account the

technical part of school discipline (resources and capacity building), the normative aspect (clear accountabilities), and political aspect (execution and communication of policy) to prevent conflict (Wiley et al., 2018). There is also a need for a consistent way to measure disproportionality in school discipline (Bottiani et al., 2018). Schools need more robust policies on educational discipline and give schools more resources to help students with issues at the government level for lasting and sustainable results (Deakin & Kupchik, 2016). Furthermore, these policies should be informed by research in the field (Noltemeyer et al., 2015).

Conclusion

School faculty have the difficult job of academically, behaviorally, and socially educating students of diverse backgrounds and needs (Morgan et al., 2019). Moreover, with clear expectations, with staff actively watching and engaging with students and with adults connecting with students, there is a higher likelihood of decreasing the number of office referrals and discipline incidents for a school. With tools such as restorative justice and SWPBIS, educators can consistently and systematically create a positive school climate that is conducive to learning while still maintaining students' self-efficacy and a favorable view of the educational institution. Preventing undesirable behaviors by using these tools will reduce the number of disciplinary incidents and office referrals in the school. It is essential that the real intent of the disciplinary process is to improve student learning conditions and teacher working conditions, although current research does not show significant effect on student achievement using these methods (Ryoo, Hong, Bart, Shin & Bradshaw, 2018). There is a positive effect on students' self-efficacy and mental health, however, when effective strategies such as restorative justice and proactive classroom management strategies are used (Gage et al., 2019). There remains a need to close the disproportionality gap through the disciplinary process in schools (Rosenbaum, 2018). Being

able to approach discipline with a calm and kind approach that balances the needs of the school, staff, and students is key to ensuring the right disciplinary measure is used (Winkler, Walsh, de Blois, Mare & Carvajal, 2017).

The contributions of this literature to the field of education are how it informs educational policy and policy reform (Noltemeyer et al., 2015). Hence, there is a need for school-level policies and practices that align with well researched best practices as outlined in the literature review. Consequently, schools should move away from exclusionary practices, corporal punishment, and zero-tolerance policies and toward restorative justice practices and school-wide positive behavior interventions and supports. The literature provides educators with a better understanding of effective and ineffective disciplinary methods as well as biases they need to be aware of when doling out discipline in schools. Utilizing effective strategies can prevent misconduct that leads to disciplinary action and office referrals staff, including proper classroom management and setting clear expectations. Something missing in this line of research is ways in which the administration can sustain these types of affirmative discipline programs with limited funding (Noel et al., 2017). There is a need to look at how to implement these effective disciplinary policies in schools that have not adopted disciplinary models as well as looking at available resources. A sound sustainment plan on how school personnel can keep up their training from year to year is also missing from the research. Moreover, there is a need for consistent tools to measure the effectiveness of the programs on closing the disproportionality gap. Another factor that is not considered is what to do with students when the school's preventative and/or disciplinary measures cannot be carried out effectively due to poor attendance and minimal home support. It is more difficult to establish and maintain clear expectations and rapport with students who are chronically absent from school.

The next steps in the research should be in ways to sustain affirmative discipline programs that are school-wide initiatives. When school and government level educational policies back this type of effort then funding becomes easier to access in support of the measures. Furthermore, there is a need to find ways to consistently measure the disproportionality gap so that there is more reliable data to measure from and thus to inform practice which in turn would be able to measure the effectiveness of the programs. Another area for further exploration would be to see where these effective disciplinary practices are making a difference in the country and how it is affecting student perceptions of their safety as well as their wellbeing. There may be an opportunity to introduce the need for enhanced universal supports in the field of social-emotional learning (SEL) to intensify this focus.

CHAPTER THREE

METHODOLOGY

The vision of School District X (SDX) (2019) is that all students love to learn, staff love to teach, and families love to gather within the educational system and the school district. The mission of the framework is to ensure that all students will graduate with purpose, options, and dignity (SDX, 2019). The values that are embedded in the framework are respect, vision, fairness, collaboration, integrity, and inclusion (SDX, 2019). The district has set out four Pathways to Learning that include: engaging all learners, effective communication, inclusive partnerships and advocacy (SDX, 2019).

SDX's framework for learning refers to engaging all learners on the premise that schools and all learning partners will create an environment that is differentiated and engaging for all learners (SDX, 2019). This goal is achieved by creating safe and caring environments that support student growth in a fast-paced and ever-changing environment (SDX, 2019). In the district, there are multiple pathways to graduation that all schools should make available to their students. Engaging learners means that staff members will foster students' passions and differentiate their learning according to students' strengths and weaknesses (SDX, 2019).

The second component of the Pathways to Learning is effective communication (SDX, 2019). The goal of effective communication is to foster respectful and ethical dialogue between stakeholders in an efficient manner (SDX, 2019). This practice may ensure that information is current and accessible to the appropriate stakeholders. It may also create opportunities for learning and continuous improvement through meaningful dialogue.

The third component of the Pathways to Learning is inclusive partnerships (SDX, 2019). The goal of inclusive partnerships is to propagate opportunities for student learning through

community awareness and engagement (SDX, 2019). Meaningful learning opportunities for students are created when a symbiotic relationship between the community and schools is fostered (SDX, 2019). These real-world opportunities to advance student learning are invaluable resources for learning for students (SDX, 2019).

The fourth and final component of the Pathways to Learning is advocacy (SDX, 2019). The goal of advocacy is for the district management to ensure that the needs of the district are clearly articulated to the government so that all programs and initiatives in the district are fully funded. This advocacy is also important in ensuring all facilities are up to date and provides a forum for innovative practices (SDX, 2019).

Collectively, the Pathways to Learning sets a foundation for how schools operate and informs strategic planning each year (SDX, 2019). The purpose of the program evaluation is to compare the publicly available student satisfaction survey responses with the high and low discipline referral rates in 2016-2019 school years. This study included all six middle schools in the SDX in Western Canada which surveyed a total of 1053 grade seven students over the three school years (2016-2017, 2017-2018 and 2018-2019). These data were correlated with the discipline referrals that are logged in the MyEducation database from 2016-2019 which is not publicly available information. The summative program evaluation method of research allowed the researcher to investigate the current disciplinary program and identify patterns in the data. Findings may lead to recommendations for program improvement (Wholey et al., 2004).

The data for this study were collected through two different methods which were a survey of students and a download of student conduct that resulted in office referrals from the central database of each middle school. The school safety data were downloaded from the Ministry of Education site under the student learning survey results. The approach to discipline that the

school staff was downloaded from each school's website in the form of the code of conduct to ensure there was alignment with the framework for learning and the school's approach to discipline. The student conduct information was downloaded from the MyEducation centralized database that houses that information at a district level.

Purpose of the Study

The purpose of the summative program evaluation was to compare students' responses to safety related questions on the student learning survey administered by the Provincial Ministry of Education to all Grade 7, 10, and 12 students. The student learning survey had questions that ask students about their perceptions of school safety. The researcher compared those responses to the rate of office referrals at each school in the district. These data are used because the student satisfaction survey monitors students' perceptions of whether they feel safe while at school.

One of the main purposes of the disciplinary system is to provide students with a safe and caring learning environment where they are shown that hard work and positive behavior are value drivers that will be rewarded with post-secondary and work readiness (Crosby et al., 2018). The researcher investigated if there were a difference in student satisfaction amongst schools with high discipline rates versus low discipline rates as measured by number of office referrals. The program evaluation design was most applicable as the researcher used archival data to determine if there were a relationship between the dependent (student satisfaction survey results) and independent variables (school discipline referral rates) in this study to make an inference about the results. This evaluation may produce relevant, credible and objective findings on the disciplinary program based on reliable and valid data collection and analysis.

A summative program evaluation is the appropriate method to use for this research as the program and change in the approach to discipline has already occurred. The goal of the

researcher was to see whether the implementation of the disciplinary approach using the framework for learning has been effective in making students feel safe. According to Creswell (2013), summative program evaluation provides evidence about whether a program has merit and to determine whether to carry it on. Since this program is later in its life cycle most of the challenges to the approach have already been worked out and the program is being implemented in each school as recommended for this methodology (Creswell, 2013)

Research Questions and Design

The researcher's intent of conducting a summative program evaluation was to evaluate the relationship of student discipline rates on students' perceptions of their safety while at school. Another goal of the researcher was to bring awareness about patterns in the disciplinary process and student satisfaction of school safety to stakeholders. By examining the process of school disciplinary practices, this study addressed the following question:

RQ1: What factors most influence students' perceptions of their own physical safety?

RQ2: What factors most influence students' perceptions of their own psychological safety?

RQ3: Does the pattern of office referrals for discipline reflect student perceptions of their own safety?

The attributes of school safety as perceived by middle school students were collected through the student learning survey which is filled out by students themselves. The goal is to analyze these attributes in relation to program elements to determine which align with students' perceptions of safety while at school. The attribute of actions taken as a result of the misconduct that resulted in office referrals are aimed at making the school a safer place was also studied. This study analyzed the results from schools in the district that have adopted a program that has

the goal of engaging all learners, promotes effective communication, fosters inclusive partnerships and stimulates advocacy. The researcher analyzed the data to see whether elements in the system align with students' satisfaction in relation to safety within the schools. These data may help to inform disciplinary practices in rural middle schools. They may also provide evidence-based research that could inform district-level policy and ways in which administrator capacity can be built.

The theory selected for use in this study is the perceptual deterrence theory (Lee et al., 2018). This theory states that when punishment is expected, misconduct is reduced through the impact that it has on the individual or their perception of the effect on themselves. Therefore, the belief is that if a person feels that there is a threat of a punishment that it will deter them from engaging in misconduct or criminal activity (Ogilvie & Stewart, 2010). Lee et al. (2018) indicated that people's perceptions of threats are shaped through their direct or indirect experiences of being punished or avoiding punishment or witnessing others being punished or avoiding a penalty. The question that was explored was, if consequences are communicated to students and enacted when students violate the school code of conduct, will these prevent students from engaging in misbehavior?

Site Information and Population

The Provincial Ministry of Education is an organization that works with students who are home-schooled and in public and private schools in a Western Canadian province. The vision of the Ministry of Education is to provide children with the opportunity to develop their potential and contribute to society in a positive manner through intellectual, human, social and career development (Provincial Ministry of Education, 2019). The Ministry of Education provides individual school districts with strategic direction and leadership for the day to day operation of

schools across the province (Provincial Ministry of Education, 2019). The Ministry's vision for student success has a five-pronged approach that starts with quality teaching and leadership, student-centered learning, future orientation, high and measurable standards and healthy and effective learning environments (Provincial Ministry of Education, 2019). The province contains 60 school districts that operate under the same curriculum and vision for student success (Provincial Ministry of Education, 2019).

The school district of focus for this study is in a rural location with an approximate population size of 36,000 people among nine widespread communities. The district has 10 elementary schools, six middle schools, two online campuses and one international education program. This study focused on the six middle schools in the district, which educate approximately 4,500 students. The district set out four Pathways to Learning which make up the program that was evaluated, and they include: engaging all learners, effective communication, inclusive partnerships, and advocacy.

The researcher conducted a desk review of the student satisfaction results, the student conduct reports, and the school code of conduct that were provided by the six middle schools in the district. These documents contain comprehensive and historical information about students' perceptions of the school over a three-year period. There were no human subjects for this program evaluation; there was just a desk review of the internal information on conduct history, school code of conduct framework and publicly available student satisfaction survey results. Although the internal documentation on conduct history are not publicly available the researcher was given access to the documents by district management.

Sampling Method

Since this research is using the summative program evaluation research method, the sampling method was not relevant for this research (Creswell, 2013). A sampling method is a process in which researchers select a population to study (Wholey et al., 2004). Since the purpose of the sampling method is to improve the quality of the study's findings by ensuring that the units that are studied are representative of the greater population that is of interest for the researcher, the data were representative of rural middle schools (Creswell, 2013). The sample frame was grade seven students who responded to the annual student learning survey. It is considered a milestone grade as it is the first-year students enter middle school in SDX (Provincial Ministry of Education, 2019). The rationale for selecting the category of grade seven students is that there is a representation at major developmental milestones throughout the middle school years. The Canadian Ministry of Education has pre-set these grades to collect pertinent information for a representative cross-section of schools' effectiveness. The fit of the sample with the purpose of the study is to appraise students entering middle school and entering high school. This wrap-around methodology provides a more holistic source of data for studying (Provincial Ministry of Education, 2019). Students are also surveyed in grade 10 and 12 to analyze how they are responding to changes in the school, but the researcher focused on middle schools.

Instrumentation and Data Collection Procedures

The instrument that was used in this study is the Ministry of Education-developed school satisfaction survey that is administered annually to grade seven, 10, and 12 students province-wide. This tool was used because there is a significant amount of historical data that is available, and it is a preexisting tool that is already in place and being used in the district. Data from the

survey are publicly available on the ministry website and thus accessing and using the data for research purposes was possible. The secondary instrument that was used is the conduct history portion of the MyEducation database for each of the schools. These data were accessed by a district-level director forwarded to the researcher for analysis. The data for this study were downloaded from the MyEducation and Ministry of Education websites in April of 2020 once the study was approved. Assessing the validity of the instruments and ensuring that the researcher took a unique approach to the data and did not duplicate anyone else's work required some pre-work that is undertaken through the proposal process. Secondly, the researcher explored any ethical issues in using the conduct history or student satisfaction results. Thirdly, the researcher ensured systematic approaches and procedures were in place to align with the research questions.

Data Analysis

The research question for this study asks, do the patterns of school discipline have a relationship with student perceptions of their own safety when using a program that engages all learners, promotes effective communication, fosters inclusive partnerships and stimulates advocacy as examined using the perceptual deterrence model? The researcher hypothesized that student satisfaction will improve when the staff deals with issues proactively in the school and thus office referrals numbers are low. The researcher used the data from the school conduct history and compared it to the student satisfaction results using descriptive statistics to determine any patterns and relationships in the data. In terms of this study the assumption is fulfilled by using the safety scores from the Ministry of Education student learning survey (Appendix A). The scores are measured from 0-100% as a proportion of the students that responded to the survey questions in Appendix A. In the case of this study there are 1047 students that were

surveyed by the Ministry of Education using the Student Learning Survey over the three school years from 2016-2019. The researcher analyzed the disciplinary actions that administrators took in schools with high student satisfaction rates to determine whether those patterns aligned. Throughout this study, there was an assumption that school discipline is the leading factor affecting student's perceptions of their own personal safety. Student achievement and satisfaction are largely affected by a student's ability to feel physically and psychologically safe in the school (Reeves, 2011). It is one of many elements that affect student satisfaction in the school; thus, there will be a focus on the results of questions in the survey that directly questions safety and security.

Limitations of the Research Design

Research credibility refers to the believability and the appropriateness of the research findings (Creswell, 2015). According to Creswell (2015), limitations in research refer to the characteristics of the research methodology that are influenced by the way that the research is interpreted. The credibility and validity of this study depend on the information administration is putting into the MyEducation database. It is also important to note that the study is conducted in a rural location in Western Canada with a group size of six schools. The district that is hosting the study is one in which the researcher works and thus she had access to relevant information in a reasonable time and manner. The findings of the study may be hard to generalize due to the unique nature of the district. There was enough evidence to make some general conclusions for the district in which the study was conducted. There is also a risk that some of the conduct information was not input into the database and thus there may be gaps in the data that the so the researcher did not have access to all data. Although it is recommended to record all office referrals in the MyEducation database, not every school staff is diligent in getting this done.

Additionally, there is a level of inconsistency in how the surveys were administered in each school as multiple people oversee the administration of the survey. There could also be a difference in outcomes if students were surveyed before or after spring break or if students are surveyed on a day when there is a fun activity planned versus on a day when they are writing multiple tests. The mind-set that the students are in when taking the survey is outside of the researcher's control but can affect the results of the assessment. Furthermore, the way that the data are broken down into to race, such as indigenous and non-indigenous learners, has a limitation as those subcategories are not broken out currently.

Students' mindset can be affected by many outside factors when being surveyed. Whether the students hold a fixed or growth mindset would also factor into how they responded to the survey (Jegathesan et al., 2016). If students are optimistic or pessimistic on that particular day due to their general nature or the events of the day or days leading up to the survey, that could also skew results (Armor & Taylor, 2003). Therefore, a student's mindset the day of the survey may be a limitation of the survey results.

Another limitation is the researcher is an acting principal in the school district where the study took place and thus, the researcher may have preconceived notions about schools and their practices. The researcher was conscious of personal and professional bias when conducting the study. One of the essential elements of this study was for the researcher to consider one's self in relation to the study when analyzing data (Johnson et al, 2020). The researcher consulted with district management and university advisors to ensure her self-bias did not factor in the research presented. This happened through discussion and reviewing of redacted information. Johnson (2020) identifies that critical colleagues and friends can help researchers minimize bias by analyzing interpretations and explanations by making researchers aware of blind spots, errors in

judgment and to ensure personal assumptions are not affecting the outcome of the study. The permission to use the student conduct data was secured through the district superintendent. The district management had an opportunity to review the raw data in an attempt to ensure that the statements that are made are accurate representations of the school district.

Ethical Issues in the Study

One of the main ethical concerns for using this particular setting is that the researcher works as an administrator in the district within one of the middle schools. Some implications and impacts this could have on the study are that there could be a level of bias when analyzing the researcher's own site. One way to minimize bias is to have a third party scrub the data of school-based information so that there is no way for the researcher to know what schools are being analyzed. The researcher also explored other alternative explanations for the results and reviewed the findings of the results with peers. Exploring alternative explanations and peer review are three techniques that were undertaken to maintain objectivity and avoid bias in the qualitative analysis of the study.

Conclusion

The qualitative approach of summative program evaluation allowed the researcher to analyze data that pointed to achievements and obstacles within a program. Inspecting a plan using inductive qualitative analysis may help to classify key aspects that are found to be critical to school safety and student discipline within the school discipline program. The feedback from the data analysis of student satisfaction survey results that was aligned with school discipline referrals provides administrators with information that may inform strategies to improve school climate. This study used descriptive statistics to determine the relationship between the sets of data. The appraisal of the program that targets students' satisfaction and assesses patterns of

school discipline administered by principals and vice-principals faced many obstacles. Without asking more pointed questions to students about their perceptions before and after a misconduct incident it is hard to make a direct correlation between student discipline having the effect on student safety as a sole contributing factor. This study operated under the assumption that the administration of a school has the ability to affect students' perceptions of feeling safe in school.

CHAPTER FOUR

RESULTS

Although administrators face many more obligations on a daily basis than upholding the student code of conduct through disciplinary practices, it is an important part of holding students accountable to act in a socially responsible manner and ensuring teachers feel supported in the classroom and school. The current study was intended to examine the relationship of discipline referral rates on students' perceptions of their own safety at the middle school level in a rural school district in Western Canada. This study presents readers with supplementary data to examine patterns of student discipline and students' perceptions of safety by providing quantitative evidence that considers differences between their perceptions of safety in schools with high and low disciplinary referral rates. The purpose of this study was to examine whether students' perceptions of safety align with patterns of discipline within a program that intends to engage all learners, promote effective communication, foster inclusive partnerships and stimulate advocacy.

The researcher's intent of conducting a summative program evaluation was to assess the effect of student discipline on students' perceptions of their safety while at school. The goal of the researcher was to bring awareness of the disciplinary process and patterns of student satisfaction of school safety. Seeking to understand and carefully examining the process of school disciplinary practices, this study addressed the following questions:

RQ1: What factors most influence students' perceptions of their own physical safety?

RQ2: What factors most influence students' perceptions of their own psychological safety?

RQ3: Does the pattern of office referrals for discipline reflect student perceptions of their own safety?

This chapter presents the findings using descriptive statistics as stated in Chapter 3. A description of the sample and the number of students surveyed is also presented. The researcher used a total of 14 survey questions from a longer survey generated that student safety scores to determine whether students were feeling safe in schools with high and low discipline referral rates.

Analysis Method

The student satisfaction survey results were retrieved from the publicly available district level data. District management exported the data into an excel file for data analysis where all student names were redacted. The school discipline data were retrieved from the MyEducation BC database for each school. The researcher used high and low discipline referral rates from the 2016-2017, 2017-2018 and 2018-2019 school years to assess patterns in the student satisfaction survey results for grade seven students. There were some missing discipline referral data from some schools, and there were different levels of documentation from administrator to administrator.

The district leaders in the study surveyed 1047 grade seven students from across the district. The survey that was used for this study was a required survey for every school. After approval from the IRB of the University of New England the discipline referral rate data and the student learning survey results were retrieved. IRB approval was also required at the district level data and was provided by the superintendent of schools.

MyEducation Data

The researcher used district level data to determine the discipline referral rate and the student level data to determine students' perceptions of their own safety at school. The sample size consisted of all grade seven students from all six middle schools in a rural district located in Western Canada. By taking the number of discipline referrals and dividing that number by the total number of students in each school the researcher was able to calculate the referral rates. Once the referral rates were calculated for each year, the mean number was determined to designate years and schools with high rates of office referrals and low rates of office referrals (See Table 1).

School	2018-2019				2017-2018				2016-2017			
	# of office referrals	Total Heacount	% of referral per headcount	# of children referred	# of office referrals	Total Heacount	% of referral per headcount	# of children referred	# of office referrals	Total Heacount	% of referral per headcount	# of children referred
SSS	316	264	119.70%	88	29	241	12.03%	15	109	253	43.08%	80
ESS	83	207	40.10%	20	172	201	85.57%	20	70	187	37.43%	46
FSS	111	359	30.92%	70	164	334	49.10%	78	222	329	67.48%	112
JESS	17	220	7.73%	4	8	208	3.85%	2	32	187	17.11%	9
LMS	438	336	130.36%	150	420	361	116.34%	96	24	356	6.74%	12
PMS	104	437	23.80%	55	94	425	22.12%	80	93	420	22.14%	52

Table 1: School Referral Data Over Three School Years

For the sake of this study, schools were classified as having high rates of office referrals and low rates of office referrals using the average number of office referrals from each of the three school years (See Table 2). The overall average number of office referrals is 100, therefore, schools that have an average of 139 or more office referrals are classified as having high office

referral rates and schools that have an average of less than 139 office referrals are classified as having low rates of office referrals. Recent data served as an indicator of possible influences on student safety for the years indicated. The other threat to external validity was the generalization of the results. The results may only be generalized to the schools in school districts that are similar in demographic and size.

It is important to note that there are many inconsistencies in the office referral data for SDX from year to year in each school. Some of the factors that affect the change in rates of office referrals is that there is no guiding policy for documentation and no training provided that would set expectations for administrators on what should be documented in the database. In many cases a change in administrators is evident over the three-year period as seen by the fluctuation in the number of office referrals each year. Furthermore, there are some schools that have different disciplinary approaches in association with the program, which led to a fluctuation in the number of office referrals that are documented in the school.

School	Average # of Office Referrals	High or Low Rate of Office Referrals
SSS	151	High
ESS	108	Low
FSS	166	High
JESS	19	Low
LMS	294	High
PMS	97	Low
Overall	139	-

Table 2: Schools classified as ones with high or low rates of Office

However, there are still patterns found in the data that show a pattern in the office referral data that help us to understand the disciplinary approaches and students' perceptions of their safety in the schools analyzed. For instance, SSS, FSS and LMS were all found to have the

highest overall amounts of office referrals. LMS had the most with an average of 294 office referrals per year, FSS had the second most at 166 office referrals per year and SSS had the third most at 151 average office referrals per year. Additionally, there were three schools that had lower numbers of office referrals when compared to other schools in the district and they are ESS, PMS and JESS. ESS has an average of 108 office referrals per year which was the fourth most overall. PMS had an average of 97 office referrals per year over the three-year period which is the fifth highest level in the district. Finally, JESS has an average of 19 office referrals per year over the three-year period is the lowest level in the district by a significant amount. The average number of office referrals across the district amongst the middle schools were 139 office referrals over a three-year period. This number was used to determine which schools see a high number of office referrals and which see a low number of office referrals. There is an assumption that all referrals were entered into the database from each school and that the data from each school were accurate and not falsified. There is also the assumption that the Pathways to Learning Program was implemented into the school and sustained through the 2018-2019 school year.

Student Survey Data

The student survey is comprised of 73 questions of which 14 have a direct link to physical and psychological safety of students (Appendix C & D). The first question on the student satisfaction survey that is critical to understanding how students perceive their safety is “Do you feel safe at school?” Students had the option of choosing: all of the time, many times, sometimes, few times, at no time, don’t know or can choose to leave the question blank. This question is on the anonymous portion of the survey where districts do not know which students answered the question. The data from this question were critical to the study as they show the

researcher how students are feeling at school as a baseline. The questions that follow are analyzed to figure out what is making students feel unsafe. However, the question does not probe further to indicate what makes students feel unsafe at the school and therefore there is an assumption that disciplinary measures in the school may be a primary influence. Overall, the data show a pattern where schools with higher rates of office referrals have more students that feel unsafe at school than schools with low numbers of office referrals.

The second question that the researcher analyzed asks grade seven students “Is school a place where you feel like you belong?” The students can respond with: all of the time, many times, sometimes, few times, at no time, don’t know or can leave it blank. This question is on the confidential portion of the survey where district management are provided with the names of the students and the details on how students responded to the question. The reflective question is critical in understanding how students are feeling about fitting into the environment at school. As Bottiani, Bradshaw and Gregory (2018) and Steck and Perry (2018) detail in their findings, a safe environment is one in which students feel that they belong and are not mutually exclusive. Overall, once the outliers are removed from the data they show that schools with lower rates of office referrals have a slightly higher proportion of the student population that feel a sense of belonging.

According to the perceptual deterrence model, if people know what the consequences are to their actions before misbehaving then they are less likely to take part in misconduct (Lee et al., 2018). All schools in SDX have a school code of conduct that is communicated to students to set expectations and teachers outline all of the classroom rules with students to ensure expectations and rules are clear. The student satisfaction survey asks grade seven students if “at school, rules and expectations are clear.” The students can respond with strongly agree, agree, neither agree or

disagree, strongly disagree, don't know or can leave it blank. This question is on the confidential portion of the survey where the district management are able to see how each student responded to the particular question on the survey. The school does not get this information unless they specifically enquire about the results. Overall, students from schools with high referral rates and low referral rates have roughly the same proportion of students who feel like the school rules are clear to them.

A question on the student satisfaction survey that was considered in this study asks students "Do you feel welcomed at school?" This is an important component for students to feel safe at school in an inclusive environment. Creating an inclusive school culture that welcomes and helps students with diverse backgrounds is required to prevent misconduct by students (Bottiani et al., 2018). The students can respond with: all of the time, many times, sometimes, few times, at no time, don't know or can leave it blank. This question is on the confidential portion of the survey. Overall, schools with low rates of office referrals have a higher proportion of students that feel welcomed at school.

The fifth question in the survey that was analyzed asks "Do adults in the school treat all students fairly?" The students can respond with: all of the time, many times, sometimes, few times, at no time, don't know or can leave it blank. This question is on the confidential portion of the survey. For students the feeling that they are being treated fairly is a component of feeling safe (Reeves et al., 2011). If students are feeling marginalized for any reason then they may not trust the school systems that are in place and this could contribute to a disproportionality gap in the disciplinary system (Mizel et al., 2016). Perry-Hazen and Lambrozo (2018) found that there is a lack of empathy in the school disciplinary process when dealing with students of diverse needs, which leads to a low efficacy among those students (Perry-Hazen & Lambrozo, 2018).

Overall, the data indicate that schools with higher rates of office referrals have a higher proportion of students that do not feel that they are treated fairly.

The sixth question that the researcher analyzed is one that asks “At school, are you bullied, teased, or picked on?” The students could respond with: all of the time, many times, sometimes, few times, at no time, don’t know or can leave it blank. This question is on the anonymous portion of the survey. According to Gage et al. (2017) using SWPBIS leads to a reduction in office referrals, disciplinary actions, bullying, and peer victimization and an increase in student safety academic achievement, organizational health, and improved school climate. Overall, the schools with higher rates of office referrals reported a lower proportion of students who felt that they were being picked on or bullied at school.

The following question on the survey that the researcher analyzed states “I feel safe when I am going from home to school, or from school to home.” The students can respond with strongly agree, agree, neither agree or disagree, strongly disagree, don’t know or can leave it blank. This question is on the anonymous portion of the survey where the district management is able to see how each student responded to the particular question on the survey. This question relates directly to how students feel directly before and directly after school which can influence how they feel in the school as well (Burdick et al., 2019). Students’ perceptions of their own safety while coming to or leaving school are greatly affected by the disruptive and aggressive behaviors of other students, and thus it is crucial to figure out a way to minimize their occurrence when students are travelling to and from school (Powers & Bierman, 2013). It is important to note that this school district is in a rural area, and there is a lot of wildlife in the area of the smaller schools that could potentially pose a threat to students travelling to and from school,

which should be considered when analyzing this data. Overall, the data indicated that students feel safer travelling to and from schools with high numbers of office referrals.

The eighth question on the student satisfaction survey asks grade seven students “Does school make you feel stressed or anxious?” The students can respond with: all of the time, many times, sometimes, few times, at no time, don’t know or can leave it blank. This question is on the confidential portion of the survey. This question is significant because one of the factors that could be making students feel stressed or anxious could be their perceptions of their safety at school. This question alone cannot determine that but when used in conjunction with the other questions, it can help create a picture of the student demographic and speak to the school climate and culture. Furthermore, some levels of stress and anxiety are normal and can be a healthy motivator (Ogilvie & Stewart, 2010). Overall, schools with lower rates of office referrals were found to have a higher level of stressed and anxious students.

Question number nine on the student learning survey states “At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability).” The students can respond with strongly agree, agree, neither agree or disagree, strongly disagree, don’t know or can leave it blank. This question is on the confidential portion of the survey. This question is significant in answering the research question because feeling safe at school is a human right and respecting diversity helps students from various backgrounds feel safe at school (Gage et al., 2019). Overall, schools with low numbers of office referrals have higher numbers students that feel that they are learning to understand and support human rights and human diversity in comparison to students from schools with high number of office referrals.

The tenth question on the student satisfaction survey states “When I am making a decision to do something, I stop and think about how it might affect other people.” Students are able to respond with: all of the time, many times, sometimes, few times, at no time, don’t know or can leave it blank. This question is on the confidential portion of the survey. This question is significant to the student as students need to understand how they are affecting others as a key component of creating an inclusive environment. This question is important as students need to understand the culture around safety at their schools. Overall, the data indicate that schools with low levels of office referrals have a higher percentage of students who feel that they consider others in their decision making.

The eleventh question that was considered on the student satisfaction survey states “My questions are valued and welcomed by the adults at my school (I am heard).” Students can respond to this question with strongly agree, agree, neither agree or disagree, disagree, strongly disagree, don’t know or can leave the question blank. This question is on the confidential portion of the survey. This question is critical to the study in that studies have shown that when students feel heard one of their basic needs is met and they are less likely to engage in misconduct (Mowen, 2015). Mowen (2015) states that this is especially true when students’ basic needs are not being met at home. Overall, the data indicate that schools with lower rates of office referrals have a larger proportion of students that feel heard.

The twelfth question on the student learning survey that the researcher analyzed asks “At school, do you respect people who are different from you (for example, think, act, or look different)?” This question was on the confidential portion of the survey. Students were given the following options on the survey: all of the time, many times, sometimes, few times, at no time, don’t know, or could leave the question blank. This question is significant for the research

because acceptance of others is a critical component of a safe and caring school environment (Garrett, 2015). Overall, the data indicate that schools with lower rates of office referrals have a larger proportion of students that respect diversity.

The last two student survey questions that the researcher analyzed ask “Do you use tobacco or nicotine in any form? (for example, smoking, chewing, vaping)” and “Do you drink alcohol?” These questions were on the anonymous portion of the student survey. For these questions students could choose one of the following responses or leave the question blank: everyday, never, occasionally, often, rarely or don’t know. These questions are significant for assessing students’ perceptions of their own safety because schools in the district have a strict no tobacco and alcohol law and policy and studies have shown that non-tobacco and non-alcohol users feel unsafe when in the presence of someone using a tobacco or alcohol product (Gage et al., 2017; Ugurlu et al., 2015). Overall, the data indicate that schools with high rates of office referrals have a larger proportion of students that have used nicotine and alcohol products.

Presentation of Site Results

There were six middle schools in the district that were analyzed using the method outlined above. The schools have been coded at SSS, ESS, FSS, JESS, LMS and PMS. Each school’s data were analyzed for trends using the high or low number of office referrals over three school years. The results are outlined in this section by school and then by question.

SSS Site Analysis

School: SSS	2018-2019						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank
Feeling Safe at School	22.64%	35.85%	22.64%	5.66%	7.55%	3.77%	1.89%
Sense of Belonging	16.67%	11.11%	33.33%	16.67%	9.26%	11.11%	1.85%
Feel Welcomed	20.37%	11.11%	35.19%	14.81%	11.11%	7.41%	0.00%
Fair Treatment	7.41%	29.63%	27.78%	14.81%	9.26%	11.11%	0.00%
Bullying	7.55%	11.32%	18.87%	32.08%	20.75%	7.55%	1.89%
Stress & Anxiety	26.42%	20.75%	24.53%	9.43%	11.32%	7.55%	0.00%
Considering Others in Decisions	11.11%	31.48%	29.63%	11.11%	3.70%	12.96%	0.00%
Respecting Diversity	57.41%	12.96%	11.11%	1.85%	1.85%	14.81%	0.00%
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank
Clear Rules	25.93%	50.00%	3.70%	3.70%	5.56%	11.11%	0.00%
Safety Travel	22.64%	45.28%	16.98%	1.89%	5.66%	7.55%	0.00%
Supporting Human Rights & Diversity	18.52%	37.04%	24.07%	0.00%	3.70%	16.67%	0.00%
Feeling Heard	5.56%	40.74%	25.93%	3.70%	5.56%	18.52%	0.00%
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank
Nicotine Use	0.00%	86.79%	1.89%	5.66%	5.66%	0.00%	0.00%
Alcohol Use	3.77%	77.36%	3.77%	1.89%	13.21%	0.00%	0.00%

Table 3: SSS Student Learning Survey Data for 2018-2019

Feeling Safe at School

When grade seven students were asked the question “Do you feel safe at school?” over a three-year period from 2016-2019 (Appendix F) more students felt safe at school than unsafe. Over the three-year period there was a marked improvement in the number of students feeling safe at school as the number of those not feeling safe in 2016-2017 at 30.77% was nearly cut in half to 16.67% in 2017-2018 and 16.98% in 2018-2019. The school population of grade seven students surveyed increased by 39 in 2016-2017, by 30 in 2017-2018 and then to 53 in 2018-2019. Even with the improvement in ratings it is concerning that 16-17% of students still feel unsafe in 2018-2019 when the School Wide Positive Behavior Intervention Systems (SWPBIS) was already in place and infused throughout the school growth plan and code of conduct. When office referrals were high, more students felt safe at school and in years that the office referrals were lower.

Sense of Belonging

The majority of students at SSS in any given year do not have a high level of sense of belonging. Evidence shows that in the 2016-2017 school year at SSS 43.59% of students felt that they have a sense of belonging at school all of the time or many times and 30.77% of students felt that they had a sense of belonging at school a few times or at no time. While in the 2017-2018, 26.67% students at SSS felt that they had a sense of belonging at school whereas 23.33% of students felt that they had a sense of belonging a few times or at no time. Furthermore, during the 2018-2019, 27.78% of students felt that they had a sense of belonging at all times and many times and 25.93% of students felt that they had a sense of belonging a few times or at no time. In general, the majority of students do not feel a sense of belonging at school, which could be a contributing factor to the lower sense of safety. In years that there were a low number of office referrals there is a higher sense of belonging and in years of high office referrals there is a lower sense of belonging. This could indicate that office referrals and the disciplinary process make students feel less like they belong at school.

Clear Rules

When students at SSS were asked if they felt that the rules were clear to them in 2016-2017 61.54% of students selected strongly agree and agree, in 2017-2018 56.67% of students selected strongly agree and agree and in 2018-2019, 75.93% of students selected strongly agree and agree. This only leaves 10.26% of students selecting strongly disagree and disagree on the survey in 2016-2017, 6.67% in 2017-2018 and 9.26% in 2018-2019. This shows that the majority of students understand the rules and it can be concluded that, even when expectations are set for students, it does not necessarily deter them from breaking the rules.

Feel Welcomed

Moreover, at SSS 31.48% of students feel welcomed at school and 61.11% of students do not feel welcomed at school at times as of the 2018-2019 school year. While in the 2017-2018 school year, 63.33% of students felt welcomed and 33.33% of students did not feel welcomed at school. In the 2016-2017 school year 35.90% of students were feeling welcomed and 61.54% of students were not feeling welcomed at school. Studies show that when students do not feel welcomed at school, they will engage in misconduct to get out of an unwelcoming environment (Bottiani et al., 2018). The high number of office referrals shows a negative pattern on the proportion of students that are feeling welcomed in the school.

Fair Treatment

According to the student learning survey results during the 2016-2017 school year, 38.46% of the students surveyed felt that they were treated fairly and 61.54% of students felt that they were treated unfairly at times. While in the 2017-2018 academic school year 53.33% of students felt that they were treated fairly all of the time or many times whereas 40.00% of students felt that they were not treated fairly at times. The 2018-2019 school year survey data indicated that 37.04% of students felt that they were treated fairly in the school and 51.85% of the students felt that they were treated fairly sometimes, a few times or at no time. Many of the students at SSS felt that adults in the building were not treating them fairly, which can contribute to them feeling unsafe at times. The high number of office referrals in 2018-2019 aligned with the lowest number of students feeling that they were treated unfairly and the year with the lowest number of office referrals led to the highest number of students feeling that they were treated fairly. There may be a connection between the rate of office referrals and students' perceptions of fair treatment.

Bullying

The 2016-2017 school year survey data indicate that 58.97% of students felt that they were not picked on whereas 38.46% of students felt that they were picked on or bullied regularly. While the 2017-2016 school year 86.67% of students felt that they were not picked on or bullied for the majority of the time and 13.33% of students felt that that they were regularly bullied. Moreover, during the 2018-2019 school year at SSS 71.70% of students felt that they were not bullied, teased or picked on at school for the majority of the time whereas 18.87% of students felt that they were picked on all of the time or many times. The rate of office referrals does not seem to correlate with the student survey responses in a consistent manner at SSS.

Safe Travel

The evidence shows that, for the 2016-2017 school year, 69.23% of students felt safe coming to and leaving school whereas 12.82% of students did not feel safe coming to and leaving school. Furthermore, in the 2017-2018 school year 66.66% of students felt safe travelling to and from school and 6.67% of grade seven students surveyed did not feel safe coming to school. While during the 2018-2019 school year 67.92% of students felt safe coming to and from school at SSS whereas 7.55% of students do not feel safe coming to and from school. Overall, over the three years, students felt the same about their safety coming to and from school regardless of the office referral rates. However, overall the data align with the study findings where students feel safer travelling to and from schools with high rates of office referrals.

Stress and Anxiety

According to the research, during the 2018-2019 school year at SSS, 47.17% of the students that responded to the survey said that they were stressed or anxious at all times or many times during the school year whereas 45.28% of students felt stressed or anxious sometimes, a

few times or at no time. During the 2017-2018 school year, 26.67% of students felt stressed the majority of the time, whereas 66.67% of students did not feel stressed or anxious all the time. Additionally, in the 2016-2017 academic school year, 35.90% of students felt stressed or anxious all of many times and 51.28% of students felt stressed less of the time. Overall, SSS students are feeling more stressed and anxious at school in years where there are fewer office referrals, although the change is not very significant. Overall, this aligns with the findings of this study.

Supporting Human Rights & Diversity

The 2016-2017 school year survey results indicated that 35.90% of students felt that they strongly agreed or agreed that they learned about understanding and supporting human rights and diversity and 15.38% of students felt that they did not and 38.46% neither agreed or disagreed. While the 2017-2018 school year had 63.33% of students chose strongly agree or agree, 3.33% chose strongly disagree or disagree and 13.33% chose neither agree or disagree. Furthermore, during the 2018-2019 school year, 55.56% of students felt that they understood and supported human rights and human diversity, whereas 3.70% didn't feel that they did and 24.07% of grade seven students at SSS neither agreed or disagreed. There was a large proponent that chose: don't know for this question as well. The rate of office referrals does not seem to have a significant relationship to students' responses to this question. However, there is a slight tendency within the findings of this study that in schools with high rates of office referrals, there is a lower number of students that feel that they understand and support human rights and human diversity.

Considering Others in Decisions

The 2016-2017 school year data indicate that 41.03% of students considered others the majority of the time, 20.51% sometimes considered others and 30.77% did not consider others in their decision making. Additionally, during the 2017-2018 school year, 43.33% of students

responded that they considered others all of many times, 30.00% responded sometimes and 23.33% responded a few times or at no time. The 2018-2019 school year 42.59% of students that were asked if they stop to consider others when they are making decisions responded all of the time or many times, 29.63% responded sometimes and 14.81% responded a few times or not at all. In this case, from year to year, there is not a large fluctuation in numbers but there is a large fluctuation in the rate of office referrals. Thus, the rate of office referrals does not have a significant effect on how students consider others in their decision making. However, the overall proportion of students that felt that they considered others in their decision making was lower than other schools in the district which aligns with the overall findings of the study. This means that students attending schools with high number of office referrals tend to consider others in their decision making less often.

Feeling Heard

For the 2016-2017 school year, 56.41% of students agreed whereas 25.64% of students disagreed with the statement regarding whether their input was welcomed. The 2017-2018 school year's data indicate that 53.33% of students agreed with the statement and 10.00% of students disagreed. In the 2018-2019 school year 46.30% of students surveyed responded that they strongly agree and agree with the statement "My questions are valued and welcomed by the adults at my school" and 9.26% of students responded disagree or strongly disagree to this question. There is a pattern in years with higher numbers of office referrals; there is a lower number of students that feel that their input is welcomed at the school.

Respecting Diversity

The 2016-2017 school year's data indicate that 71.79% of students felt that they respected others different from themselves by responding "all of the time" or "many times" when

asked “At school, do you respect people who are different from you (for example, think, act, or look different)?” and 17.95% of students felt that they didn’t always respect diversity. During the 2017-2018 school year, the grade seven students surveyed felt that they were accepting of others 83.33% of the time and 13.33% of students felt that they were not always accepting of others. Moreover, during the 2018-2019 school year, 70.37% of students felt that they respected people that were different from them all of the time or many times, whereas 14.81% of students felt that they respected people different from themselves sometimes, a few times or at no time. There does not seem to be a connection with the rates in office referral data from SSS.

Nicotine & Alcohol Use

For the 2016-2017 school year, 2.56% of students had tried smoking, 6.66% of students had tried a tobacco product in the 2017-2018 school year and 13.21% of students tried a tobacco product in the 2018-2019 school year at SSS. As for alcohol use, in the 2016-2017 school year 17.95% of students said that they have tried alcohol and 3.77% of students responded that they drank every day and 1.89% responded that they drank often. In the 2017-2018 school year 3.33% of students tried alcohol and in the 2018-2019 school year 22.64% of students used alcohol. There does not seem to be a significant connection between the number of office referrals and the tobacco and alcohol use of the students at SSS. This aligns with the study findings that nicotine and alcohol use is higher in schools with high number of office referrals.

Site Summary

Overall, at SSS the results indicate that, for a school with 241-264 students, the percentage of referrals per headcount drastically changed from year to year. This change could be attributed to a change in the administration and differing approaches to documentation. For a school of its size the number of office referrals overall is high in comparison to the other schools

in the district. The overall results indicate that of students at SSS, 51-58% of students are feeling safe at school according to the student learning survey data which is the lowest of any middle school in the district. Students at SSS indicated that they felt a lower sense of belonging, felt less welcomed, felt that adults did not treat them as fairly, did not feel that they learned about human rights, did not consider others in their decision making, felt less heard and respected differences less than the students in the other middle schools in the district that had low office referral rates. However, SSS students did feel safer travelling to and from school and reported lower rates of stress and anxiety related to school than their counterparts at middle schools in the district with lower rates of office referrals. SSS students also had higher rates of students who tried alcohol and nicotine products which can make their peers feel unsafe.

ESS Site Analysis

School: ESS	2018-2019						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank
Feeling Safe at School	17.14%	42.86%	31.43%	2.86%	2.86%	2.86%	0.00%
Sense of Belonging	14.29%	25.71%	37.14%	14.29%	5.71%	2.86%	0.00%
Feel Welcomed	14.29%	34.29%	34.29%	8.57%	5.71%	2.86%	0.00%
Fair Treatment	28.57%	28.57%	22.86%	8.57%	0.00%	11.43%	0.00%
Bullying	2.86%	20.00%	11.43%	25.71%	40.00%	0.00%	0.00%
Stress & Anxiety	22.86%	25.71%	20.00%	22.86%	2.86%	5.71%	0.00%
Considering Others in Decisions	14.29%	45.71%	25.71%	5.71%	2.86%	5.71%	0.00%
Respecting Diversity	59.26%	25.93%	11.11%	0.00%	0.00%	3.70%	0.00%
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank
Clear Rules	37.14%	42.86%	11.43%	2.86%	0.00%	5.71%	0.00%
Safety Travel	37.14%	25.71%	20.00%	14.29%	0.00%	2.86%	0.00%
Supporting Human Rights & Diversity	11.43%	34.29%	37.14%	8.57%	0.00%	8.57%	0.00%
Feeling Heard	17.14%	28.57%	28.57%	11.43%	11.43%	2.86%	0.00%
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank
Nicotine Use	0.00%	94.29%	0.00%	2.86%	2.86%	0.00%	0.00%
Alcohol Use	0.00%	80.00%	5.71%	2.86%	11.43%	0.00%	0.00%

Table 4: ESS Student Learning Survey Data

Feeling Safe at School

When students are asked if they feel safe at ESS there has been a steady decrease in students feeling safe from 2016-2019. While during the 2016-2017 school year 66.67% of grade seven students that were surveyed felt safe all of the time or many times, in 2017-2018, 68.57% of students felt safe and in 2018-2019, 60% of the students felt safe. However, there was also a drop in the number of students feeling safe a few times or at no time over the three-year period. The evidence indicates that during the 2016-2017 school year, 18.52% of students said that they felt safe at no time or a few times, in 2017-2018, 8.57% of students felt unsafe, and in 2018-2019, 5.71% felt unsafe which means that the number of students that feel safe some of the time is a growing population in the school. The number of students is growing each year as there has been an increase of 27 in grade seven students in the 2016-2017 school year and 35 additional students in the 2017-2018 and 2018-2019 school year of this program. In years that there were higher number of office referrals there was a slight improvement in students feeling safer at school which is an anomaly with the study findings.

Sense of Belonging

Over the three years at ESS, 37.04-40.00% of students felt a sense of belonging at school at all times and many times. Of the students surveyed, 14.81-22.86% of students did not feel a sense of belonging at any time or just a few times over the three-year period. Overall, ESS has a high office referral rate in 2017-2018 but low office referral rates in 2016-2017 and 2018-2019. Therefore, it does not seem that in the case of ESS that there is a significant relationship between the rate of office referrals on students' sense of belonging although the overall data indicate that schools with lower rates of office referrals have a larger proportion of students that feel a sense of belonging at school.

Clear Rules

When students at ESS were asked if they felt that the rules were clear to them in 2016-2017, 66.67% of students selected strongly agree and agree, in 2017-2018 77.14% of students selected strongly agree and agree and in 2018-2019, 80.00% of students selected strongly agree and agree. This leaves 11.11% of students selecting strongly disagree and disagree on the survey in 2016-2017, 2.86% in 2017-2018 and 2.86% in 2018-2019. The majority of students understand the rules and thus it can be concluded that, even when expectations are set for students it does not necessarily deter them from breaking the rules which aligns with the research presented.

Feel Welcomed

The 2016-2017 school year showed 66.67% of students were feeling welcomed and 33.33% of students were not feeling welcomed at school. The 2017-2018 school year had 51.43% of students that felt welcomed and had 42.86% of students that didn't feel welcomed at school. An equal number of students felt welcomed at school and unwelcomed at school during the 2018-2019 school year at ESS. Studies show that when students do not feel welcomed at school, they will engage in misconduct to get out of an unwelcoming environment or perhaps avoid school (Bottiani et al., 2018). The high or low number of office referrals does not align with whether students were feeling welcomed in the school. However, the data indicate that students in schools with low office referrals, such as ESS, feel more welcomed at school.

Fair Treatment

The evidence shows that in the 2016-2017 school year, 51.85% of the students surveyed felt that they were treated fairly and 40.74% of students felt that they were treated unfairly at times. The 2017-2018 academic school year had 54.29% of students felt that they were treated

fairly all of the time or many times and had 37.14% of students felt that they were not treated fairly at times. According to the survey results in the 2018-2019 school year, 57.14% of students felt that they were treated fairly in the school and 31.43% of the students felt that they were treated fairly sometimes, a few times or at no time. Students at ESS were consistent about their perceptions of how fairly they were being treated no matter how high or low the number of office referrals were from year to year. Being a school with a lower comparative number of office referrals, ESS data do indicate that a larger proportion of students do feel that they are treated fairly at school.

Bullying

According to the student learning survey results for the 2016-2017 school year, 77.78% of students felt that they were not picked on whereas 14.81% of students felt that they were picked on or bullied regularly. While the 2017-2016 school year 91.43% of students felt that they were not picked on or bullied for the majority of the time and 8.57% of students felt that that they were regularly bullied. The data for the 2018-2019 school year indicate that 77.14% of grade seven students at ESS felt that they were not bullied, teased or picked on at school for the majority of the time whereas 22.86% of students felt that they were picked on all of the time or many times. Overall, ESS students are not feeling bullied or picked on at school most of the time. In the year that the office referrals were the highest the students felt the best about the bullying situation at the school.

Safe Travel

The 2016-2017 school year had 74.07% of students who felt safe coming to and leaving school, whereas 7.41% of students did not feel safe coming to and leaving school. The 2017-2018 school year had 82.86% of students feeling safe travelling to and from school and 2.86% of

grade seven students surveyed did not feel safe coming to and leaving school. The data from the student learning survey indicate that 62.86% of students felt safe coming to and from school at ESS during the 2018-2019 school year, whereas 14.29% of students did not feel safe coming to and from school. Overall, in the year that ESS had the highest office referrals, students felt the safest travelling to and from school which aligns with the overall findings.

Stress and Anxiety

The evidence from the student learning survey indicates that during the 2016-2017 academic school year 33.33% of students felt stressed or anxious all of many times and 66.67% of students felt stressed less of the time. While the 2017-2018 school year 42.86% of students felt stressed the majority of the time whereas 57.14% of students did not feel stressed or anxious all the time. Additionally, during the 2018-2019 school year 48.57% of the grade seven students at ESS said that they were stressed or anxious at all times or many times during the school year, whereas 45.71% of students felt stressed or anxious sometimes, a few times or at no time. For ESS there was no significant connection or pattern between the rate of office referrals and the stress and anxiety the respondents felt. However, the overall findings for this study show that schools with lower office referral rates, such as ESS, have a higher proportion of students that feel stressed or anxious by school.

Supporting Human Rights & Diversity

The 2016-2017 school year's survey data indicate that 59.26% of students felt that they strongly agreed or agreed that they learned about understanding and supporting human rights and diversity and 14.81% of students felt that they did not and 14.81% neither agreed or disagreed. While the 2017-2018 school year 65.71% of students chose strongly agree or agree, 5.71% chose strongly disagree or disagree, and 11.43% chose neither agree or disagree. Additionally, 45.71%

of students felt that they understood and supported human rights and human diversity whereas 8.57% didn't feel that they did and 37.14% of students neither agreed or disagreed during the 2018-2019 school year. At ESS, the lower rate of office referrals correlated with a higher number of students feeling like they were learning to understand and support human rights and human diversity, for example, differences in culture, gender, physical and mental ability and more. These data align with the overall findings for the study.

Considering Others in Decisions

According to the 2016-2017 school year's student learning data, 62.96% of students considered others the majority of the time, 25.93% sometimes considered others, and 7.41% did not consider others in their decision making. During the 2017-2018 school year, 51.43% of students responded that they considered others all of many times, 25.71% responded sometimes and 14.29% responded a few times or at no time. Furthermore, during the 2018-2019 school year at ESS 60.00% of grade seven students that were asked if they stop to consider others when they are making decisions responded all of the time or many times, 25.71% responded sometimes and 8.57% responded a few times or not at all. For ESS, there is a connection between low rates of office referrals and high rates of students being more considerate of others in their decision making which aligns with the overall findings of this study.

Feeling Heard

The data for the 2016-2017 school year indicates that 59.26% of students at ESS agreed with the statement "My questions are valued and welcomed by the adults at my school" whereas 14.81% of students disagreed with the statement regarding whether their input was welcomed. During the 2017-2018 school year, 60.00% of students agreed with the statement and 5.71% of students disagreed. Moreover, 45.71% of students surveyed responded that they strongly agree

and agree and 22.86% of students responded disagree or strongly disagree to this question in 2018-2019. The rest of the students in each of the school years chose sometimes, don't know, or left the question blank. There is a connection between the years with lower numbers of office referrals translating into a higher percentage of students feeling like their input is welcomed at school.

Respecting Diversity

According to the student learning survey data, in the 2016-2017 school year, 85.19% of students felt that they respected others different from themselves and 11.11% of students felt that they didn't always respect diversity. While in the 2017-2018 school year, of the students that were surveyed, 82.86% felt that they were accepting of others and 5.71% of students felt that they were not always accepting of others. Furthermore, in the 2018-2019 school year at ESS 85.19% of students felt that they respected people that were different from them all of the time or many times whereas 11.11% of students felt that they respected people different from themselves sometimes, a few times or at no time. There does not seem to be a connection with the office referral data from ESS from years of high number of office referrals to years of lower office referrals. However, the ESS data do support the overall finding that schools with lower rates of office referrals have a higher proportion of students that respect differences.

The evidence indicates that 14.81% of students had tried smoking in the 2016-2017 school year, 5.71% of students had tried a tobacco product in the 2017-2018 school year and 5.71% of students tried a tobacco product in the 2018-2019 school year. As for alcohol use, in the 2016-2017 school year, 25.93% of students said that they have tried alcohol, in the 2017-2018 school year 2.86% of students tried alcohol, and in the 2018-2019 school year, 20.00% of students used alcohol. Although the rate of tobacco use is decreasing year on year there does not

seem to be a connection with the rate of office referrals. There is a lower rate of alcohol use among students surveyed and it connects with the lower rates of office referrals received per year at ESS.

Site Summary

Overall, at ESS the results indicate that, for a school with 187-207 students the percentage of referrals per headcount drastically changed from year to year. This could be attributed to a change in the administration and differing approaches to documentation much like SSS. For a school of its size the number of office referrals overall is low in comparison to the other schools in the district. The overall results indicate that at ESS, 60-68% of students were feeling safe at school according to the student learning survey data. Students at ESS indicated that they felt a higher sense of belonging, felt more welcomed, felt that adults treated them fair, felt that they learned about human rights, felt that they did consider others in their decision making, felt heard and respected differences more than the students in the other middle schools in the district that had high office referral rates. However, ESS students did feel that they were bullied more, felt less safe travelling to and from school and had higher rates of stress and anxiety related to school than their counterparts at middle schools in the district with lower rates of office referrals. ESS students also had lower rates of students who tried alcohol and nicotine products which can make their peers feel unsafe.

FSS Site Analysis

School: FSS	2018-2019						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank
Feeling Safe at School	44.44%	31.75%	6.35%	9.52%	3.17%	3.17%	1.59%
Sense of Belonging	23.81%	34.92%	22.22%	9.52%	6.35%	3.17%	0.00%
Feel Welcomed	44.44%	31.75%	15.87%	3.17%	0.00%	4.76%	0.00%
Fair Treatment	30.16%	41.27%	12.70%	6.35%	1.59%	7.94%	0.00%
Bullying	4.76%	6.35%	15.87%	22.22%	47.62%	1.59%	1.59%
Stress & Anxiety	9.52%	9.52%	19.05%	30.16%	17.46%	14.29%	0.00%
Considering Others in Decisions	19.05%	46.03%	22.22%	3.17%	1.59%	7.94%	0.00%
Respecting Diversity	71.43%	14.29%	7.94%	0.00%	0.00%	6.35%	0.00%
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank
Clear Rules	34.92%	38.10%	17.46%	6.35%	1.59%	1.59%	0.00%
Safety Travel	57.14%	26.98%	4.76%	6.35%	3.17%	1.59%	0.00%
Supporting Human Rights & Diversity	19.05%	39.68%	20.63%	1.59%	1.59%	17.46%	0.00%
Feeling Heard	14.29%	41.27%	22.22%	3.17%	0.00%	19.05%	0.00%
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank
Nicotine Use	0.00%	96.83%	0.00%	0.00%	3.17%	0.00%	0.00%
Alcohol Use	0.00%	87.30%	0.00%	0.00%	12.70%	0.00%	0.00%

Table 5: FSS Student Learning Survey Data

Feeling Safe at School

There is a positive improvement in students feeling safe over the three-year period as in 2016-2017, 68.09%, in 2017-2018, 69.09%, and in 2018-2019, 76.19% of students felt safe all of the time or many times at FSS. Whereas in 2016-2017, 8.51%, in 2017-2018, 7.27% and in 2018-2019, 12.70% felt safe at school at no times or few times. The students that responded with “sometimes became a smaller grouping when comparing 2016-2017 to 2018-2019 years of data. It is concerning that even with positive behavior systems in place a large number of students were not feeling safe at school. At FSS there does not seem to be a shift in students’ perceptions of their safety from years of high office referrals to years of low office referrals. However, the data do support the overall findings of the study that schools with an overall high rate of office referrals have a larger proportion of students feeling unsafe at school.

Sense of Belonging

According to the student learning data over the three-year period, 51.06 - 58.73% of students felt a sense of belonging at the school at all times or a few times. Of the students surveyed, 12.73-15.87% of students didn't feel a sense of belonging at any time or just a few times over the three-year period. Overall, FSS had a high office referral rate and a lower sense of belonging in comparison to the other middle schools which aligns with the overall findings for the study.

Clear Rules

When students at FSS were asked if they felt that the rules were clear to them in 2016-2017, 74.47% of students selected strongly agree and agree, in 2017-2018, 89.09% of students selected strongly agree and agree, and in 2018-2019, 73.02% of students selected strongly agree and agree. This only leaves 6.38% of students selecting strongly disagree and disagree on the survey in 2016-2017, 0% in 2017-2018, and 7.94% in 2018-2019. This shows that the majority of students understand the rules and thus can be concluded that even when expectations are set for students it does not necessarily deter them from breaking the rules.

Feel Welcomed

The evidence shows that during the 2016-2017 school year 72.34% of students were feeling welcomed and 25.53% of students were not feeling welcomed at school. While in the 2017-2018 school year, 78.18% of students felt welcomed and 21.82% of students did not feel welcomed at school. Moreover, 76.19% of students feel welcomed at school and 19.05% of students do not feel welcomed at school at times as of the 2018-2019 school year. This is better than some schools in the district and for its size is fairly good and consistent from year to year. The high number of office referrals does align with students feeling welcomed in the school but

overall, does not align with the findings of the study. The number of referrals is a good balance for the number of students in the school and also indicates that students feel welcomed.

Fair Treatment

According to the student learning survey data, during the 2016-2017 school year, 48.94% of the students surveyed felt that they were treated fairly and 51.06% of students felt that they were treated unfairly at times. While in the 2017-2018 academic school year, 63.64% of students felt that they were treated fairly all of the time or many times, whereas 32.73% of students felt that they were not treated fairly at times. Furthermore, during the 2018-2019 school year at FSS, 71.43% of students felt that they were treated fairly in the school and 20.63% of the students felt that they were treated fairly sometimes, a few times or at no time. Over the period of three school years the number of office referrals at FSS has decreased and the number of students that feel that they are treated fairly increased a significant amount. Therefore, the data aligns with the study's overall findings that schools with low rates of office referrals have a high proportion of students that feel that they are treated fairly at school.

Bullying

The 2016-2017 school year's student learning data indicate that 89.36% of students felt that they were not picked on or bullied and 8.51% of students felt that they were picked on or bullied regularly. While, in the 2017-2016 school year 98.18% of students felt that they were not picked on or bullied for the majority of the time, 1.82% of students felt that that they were regularly bullied. Additionally, during the 2018-2019 school year, 85.71% of students felt that they were not bullied, teased or picked on at school for the majority of the time, whereas 11.11% of students felt that they were picked on all of the time or many times. Overall, the majority of FSS students felt that they were not being bullied or picked on at school. The high number of

office referrals correlates with a higher sense of students feeling like they are not bullied all of the time or many times which aligns with the overall findings of the study.

Safe Travel

The evidence from the student learning survey shows that during the 2016-2017 school year, 74.07% of students felt safe coming to and leaving school, whereas 2.13% of students did not feel safe coming to and leaving school. Moreover, during the 2017-2018 school year, 90.91% of students felt safe travelling to and from school and 5.45% of grade seven students surveyed did not feel safe coming to school. While 84.13% of students at FSS that were surveyed felt safe coming to and from school during the 2018-2019 school year, 9.52% of students did not feel safe coming to and from school. Comparing these results to the office referral rates shows a pattern of higher rates of office referrals and students having a better sense of security when travelling to and from school at FSS, which follows the overall findings of this research.

Stress and Anxiety

According to the student learning survey data for the 2016-2017 academic school year, 23.40% of students felt stressed or anxious all of the time or many times during the school year and 70.21% of students felt stressed less of the time. Furthermore, during the 2017-2018 school year 27.27% of students felt stressed the majority of the time whereas 65.45% of students did not feel stressed or anxious all the time. While during the 2018-2019 school year 19.05% of the students that responded to the survey said that they were stressed or anxious at all times or many times during the school year, 66.67% of students felt stressed or anxious sometimes, a few times or at no time. Overall, there is not a large fluctuation of change over the three years and the rate of referrals is also consistent.

Supporting Human Rights & Diversity

The data from the student learning survey show that during the 2016-2017 school year, 68.09% of students felt that they strongly agreed or agreed that they learned about understanding and supporting human rights and diversity and 8.51% of students felt that they did not and 8.51% neither agreed or disagreed. Furthermore, during the 2017-2018 school year, 74.55% of students chose strongly agree or agree, 1.82% chose strongly disagree or disagree and 12.73% chose neither agree or disagree. While 58.73% of students felt that they understood and supported human rights and human diversity, 3.17% didn't feel that they did and 20.63% of students at FSS neither agreed or disagreed during the 2018-2019 school year. The number of office referrals at FSS are high each year, and there doesn't seem to be a connection between the high rate of office referrals to the lower proportion of students that feel like they are learning to understand and support human rights and diversity.

Considering Others in Decisions

The evidence from the student learning survey data shows that during the 2016-2017 school year, 48.94% of students considered others the majority of the time, 42.55% sometimes considered others and 6.38% did not consider others in their decision making. While in the 2017-2018 school year 79.63% of students responded that they considered others all of the time or many times, 18.52% responded sometimes and 1.85% responded a few times or at no time. Furthermore, during the 2018-2019 school year 65.08% of FSS students that were asked if they stop to consider others when they are making decisions responded all of the time or many times, 22.22% responded sometimes and 4.76% responded a few times or not at all. There has been a high rate of office referrals each year at FSS but in the year that was the highest, 2016-2017,

there was the smallest proportion of students being considerate of others which is in line with what happened at the other middle schools with high numbers of office referrals in the district.

Feeling Heard

According to the student learning survey data from the 2016-2017 school year, 31.91% of students agreed with the statement “My questions are valued and welcomed by the adults at my school” whereas 21.28% of students disagreed with the statement regarding whether their input was welcomed. During the 2017-2018 school year, 54.55% of students agreed with the statement and 14.55% of students disagreed. During the 2018-2019 school year at FSS, 55.56% of students surveyed responded that they strongly agree and agree and 3.17% of students responded disagree or strongly disagree to this question. Overall, when office referrals are under 130 per year a larger number of students feel like their input is welcomed. Once the threshold of 130 office referrals is met students do not feel as heard in the school. This school level finding aligns with the findings across the district when analyzed in this study.

Respecting Diversity

The 2016-2017 school year’s survey data illustrates that 85.11% of students felt that they respected others different from themselves and 14.89% of students felt that they did not always respect diversity. While in the 2017-2018 school year the students surveyed 94.55% felt that they were accepting of others and 1.82% of students felt that they were not always accepting of others. Furthermore, during the 2018-2019 school year’s survey data at FSS illustrates that 85.71% of students felt that they respected people that were different from them all of the time or many times, whereas 7.94% of students felt that they respected people different from themselves sometimes, a few times or at no time. There does not seem to be a connection with the office referral data from FSS, however, in general, the high rates of office referrals translate to a larger

proportion of students respecting diversity at FSS. Therefore, the data do not align with the findings of the overarching study that found in schools with high number of office referrals, students do not respect diversity as much.

According to the student learning survey data, 2.13% of students had tried smoking in the 2016-2017 school year, 3.64% of students had tried a tobacco product in the 2017-2018 school year and 3.17% of students tried a tobacco product in the 2018-2019 school year. As for alcohol use, in the 2016-2017 school year 14.89% of students said that they have tried alcohol, in the 2017-2018 school year 3.64% of students tried alcohol, and in the 2018-2019 school year 12.70% of students used alcohol. The rate of tobacco use does not fluctuate very much and thus does not reflect a pattern with the rate of office referrals. The rate of office referrals does not seem to correlate with the number of students using alcohol products at the school at FSS.

Site Summary

Overall, at FSS, the results indicate that for a school with 329-359 students, the percentage of referrals per headcount drastically decreased over the three years. For a school of its size the number of office referrals overall is high in comparison to the other schools in the district. The overall results indicate that at SSS, 68-76% of students felt safe at school according to the student learning survey data. Students at FSS indicated that they felt a lower sense of belonging, felt less welcomed, felt that adults did not treat them as fairly, did not feel that they learned about human rights, did not consider others in their decision making, felt less heard and respected differences less than the students in the other middle schools in the district that had low office referral rates. However, FSS students did feel that they were bullied less, felt safer travelling to and from school and lower rates of stress and anxiety related to school than their counterparts at middle schools in the district with lower rates of office referrals. FSS students

also had higher rates of students who tried alcohol and nicotine products which can make their peers feel unsafe.

JESS Site Analysis

School: JESS	2018-2019						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank
Feeling Safe at School	55.00%	20.00%	10.00%	10.00%	5.00%	0.00%	0.00%
Sense of Belonging	60.00%	15.00%	10.00%	10.00%	5.00%	0.00%	0.00%
Feel Welcomed	60.00%	15.00%	5.00%	10.00%	5.00%	0.00%	5.00%
Fair Treatment	35.00%	35.00%	10.00%	10.00%	5.00%	5.00%	0.00%
Bullying	20.00%	0.00%	5.00%	25.00%	50.00%	0.00%	0.00%
Stress & Anxiety	25.00%	10.00%	5.00%	45.00%	15.00%	0.00%	0.00%
Considering Others in Decisions	25.00%	35.00%	30.00%	10.00%	0.00%	0.00%	0.00%
Respecting Diversity	75.00%	15.00%	5.00%	5.00%	0.00%	0.00%	0.00%
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank
Clear Rules	35.00%	40.00%	10.00%	0.00%	15.00%	0.00%	0.00%
Safety Travel	45.00%	30.00%	10.00%	0.00%	10.00%	5.00%	0.00%
Supporting Human Rights & Diversity	20.00%	50.00%	20.00%	5.00%	0.00%	5.00%	0.00%
Feeling Heard	35.00%	30.00%	20.00%	10.00%	0.00%	5.00%	0.00%
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank
Nicotine Use	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Alcohol Use	0.00%	95.00%	0.00%	0.00%	5.00%	0.00%	0.00%

Table 6: JESS Student Learning Survey Data

Feeling Safe at School

JESS is the smallest school of the six schools in this study and also has the highest number of students that feel safe at school all of the time and many times. In 2016-2017, 86.67% of students felt safe at school all or many times, in 2017-2018 72.22% of students felt safe at school all or many times and in 2018-2019, 75.00% of students felt safe all or many times. Alternatively, in 2016-2017, 13.33% of students felt safe at school a few times and none of the students indicated that they never felt safe at school. This changed in 2017-2018 positively where 11.11% of students felt unsafe at school and then negatively in 2018-2019 when the total number of grade seven students that were surveyed who stated they did not feel safe at school

totaled 15%. Overall, the data at the school level align with the assumption that the low number of office referrals would translate into more students feeling safe at JESS in relation to the other schools in the district.

With fewer students in each grade staff members may have had more time to work on creating safe spaces for students in the school. The school has a low number of office referrals overall, which may align with grade seven students feeling safer. JESS is unique in that it is a school that is runs from Kindergarten to grade ten so the grade seven students are not new to the school. In the other five schools the grade sevens are in their first year at the school when surveyed. JESS as the lowest number of office referrals overall and per headcount. The number of office referrals may not have been documented effectively at the school resulting in inconclusive data when correlating student safety to the number of office referrals.

Sense of Belonging

Over the three-year period at JESS there is a wide range of a sense of belonging from year to year. Data indicate that in the 2016-2017 school year 20.00% of students felt a sense of belonging at school all of the time or many times which increased to 55.56% in 2017-2018 and 75.00% in 2018-2019. The number of office referrals decreased over the period of time and there is a pattern indicating that a lower number of office referrals aligns with students' greater sense of belonging at school which aligns with the overall findings of the study.

Clear Rules

When students were asked if they felt that the rules were clear to them in 2016-2017, 76.67% of students selected strongly agree and agree, in 2017-2018, 88.89% of students selected strongly agree and agree, and in 2018-2019 75.00% of students selected strongly agree and agree. This only leaves 6.67% of students selecting strongly disagree and disagree on the survey

in 2016-2017, 0% in 2017-2018 and 15.00% in 2018-2019. This shows that the majority of students understand the rules and thus it can be concluded that, even when expectations are set for students, it does not necessarily deter them from breaking the rules.

Feel Welcomed

According to the student learning survey results during the 2016-2017 school year, 66.67% of students were felt welcomed and 26.67% of students were not feeling welcomed at school. While in the 2017-2018 school year 88.89% of students felt welcomed and 11.11% of students didn't feel welcomed at school. Additionally, 75.00% of students at JESS felt welcomed at school and 20.00% of students do not feel welcomed at school at times as of the 2018-2019 school year. The number of office referrals is quite low at the school, which does indicate a higher sense of feeling welcomed in the school once the outliers are removed. These data support the main findings of the study.

Fair Treatment

Evidence indicates that during the 2016-2017 school year, 60.00% of the students surveyed felt that they were treated fairly and 40.00% of students felt that they were treated unfairly at times. While in the 2017-2018 academic school year 83.33% of students felt that they were treated fairly all of the time or many times whereas 16.67% of students felt that they were not treated fairly at times. Furthermore, in the 2018-2019 school year at JESS, 70.00% of students felt that they were treated fairly at school and 25.00% of the students felt that they were treated fairly sometimes, a few times or at no time. With consistently high satisfaction results and low office referral rates students felt the majority of the time they are treated fairly which support the overall findings of this study.

Bullying

According to the findings of this study, in the 2016-2017 school year, 77.27% of students felt that they were not picked on whereas 9.09% of students felt that they were picked on or bullied regularly. During the 2017-2016 school year, 94.44% of students felt that they were not picked on or bullied for the majority of the time and 0% of students felt that that they were regularly bullied. Moreover, the data from the student learning survey for the 2018-2019 school year indicated that 80.00% of students felt that they were not bullied, teased or picked on at school for the majority of the time, whereas 20.00% of students felt that they were picked on all of the time or many times. There were a low number of office referrals and a large proportion of the class felt that they were not bullied and picked on for a significant amount of time. There could be undocumented office referrals from this school which could be creating an outlier in the data for this study. For a school with relatively low rates of office referrals there is a higher proportion of students that feel that they are bullied or picked on, which aligns with the general findings of this study.

Safe Travels

The data from the 2016-2017 school year indicated that 86.67% of students felt safe coming to and leaving school whereas 0% of students did not feel safe coming to and leaving school. While in the 2017-2018 school year, 72.22% of students felt safe travelling to and from school and 11.11% of grade seven students surveyed did not feel safe coming to school. Furthermore, 75.00% of students at JESS felt safe coming to and from school during the 2018-2019 school year whereas 10.00% of students do not feel safe coming to and from school. Since JESS has a lower office referral rate each year and has a lower rate of students feeling safe travelling to and from school, these data do not align with the general findings from this study.

Stress and Anxiety

The 2016-2017 academic school year's learning survey data indicated that 33.33% of students felt stressed or anxious all of many times and 60.00% of students felt stressed less of the time. While in the 2017-2018 school year 27.78% of students felt stressed the majority of the time whereas 72.22% of students did not feel stressed or anxious all the time. Moreover, during the 2018-2019 school year at JESS, 35.00% of the students said that they were stressed or anxious at all times or many times during the school year, whereas 65.00% of students felt stressed or anxious sometimes, a few times or at no time. The rate of office referrals compared to the amount of stress and anxiety students feel supports the general findings of this study that state that schools with lower office referral rates have a higher proportion of students that feel stressed or anxious.

Supporting Human Rights & Diversity

The 2016-2017 school year's data show that 66.67% of students felt that they strongly agreed or agreed that they learned about understanding and supporting human rights and diversity and 6.67% of students felt that they did not and 20.00% neither agreed or disagreed. Additionally, during the 2017-2018 school year, 77.78% of students chose strongly agree or agree, 0% chose strongly disagree or disagree, and 11.11% chose neither agree or disagree. While 70.00% of students felt that they understood and supported human rights and human diversity, 5.00% didn't feel that they did and 20.00% of students neither agreed or disagreed during the 2018-2019 school year. Since the number of office referrals is relatively low it may indicate a larger proportion of students feel like they are learning to understand and support human rights and diversity. This finding aligns with the conclusion from the overarching study.

Considering Others in Decisions

According to the data from the 2016-2017 school year, 40.00% of students considered others the majority of the time in their decision making, 6.67% sometimes considered others and 46.67% did not consider others in their decision making. Alternatively, during the 2017-2018 school year, 77.78% of students responded that they considered others all of many times, 22.22% responded sometimes and 0% responded a few times or at no time. While in the 2018-2019 school year, 60.00% of students at JESS that were asked if they stop to consider others when they are making decisions responded all of the time or many times, 30.00% responded sometimes and 10.00% responded a few times or not at all. At JESS overall there is a low level of office referrals which may suggest that students are more considerate of others when making decisions.

Feeling Heard

The evidence shows that in 2016-2017 73.33% of students agreed with the statement “My questions are valued and welcomed by the adults at my school” whereas 0% of students disagreed with the statement regarding whether their input was welcomed. While in 2017-2018 83.33% of students agreed with the statement and 11.11% of students disagreed. Moreover, 65.00% of students surveyed responded that they strongly agree and agree and 10.00% of students responded disagree or strongly disagree to this question in 2018-2019 school year. With three years of relatively low number of office referrals, students may feel that they are heard more often which supports the overall findings of this study.

Respecting Diversity

The 2016-2017 school year’s student learning survey data showed that 93.33% of students felt that they respected others different from themselves and 0% of students felt that

they did not always respect diversity. While in the 2017-2018 school year the students surveyed 94.44% felt that they were accepting of others and 5.56% of students felt that they were not always accepting of others. Furthermore, during the 2018-2019 school year at JESS, 90.00% of students felt that they respected people that were different from them all of the time or many times whereas 10.00% of students felt that they respected people different from themselves sometimes, a few times or at no time. Much like the findings of the larger study, a low number of office referrals aligns with a high number of students who respect diversity at JESS.

Nicotine and Alcohol Use

According to the data from the student learning survey, in the 2016-2017 school year 0% of students tried a tobacco product. While 5.56% of students had tried a tobacco product in the 2017-2018 school year and 100% left the question blank when asked about their tobacco use in the 2018-2019 school year. As for alcohol use, in the 2016-2017 school year, 33.33% of students said that they have tried alcohol, in the 2017-2018 school year 5.56% of students tried alcohol and in the 2018-2019 school year 5.00% of students used alcohol. There does not seem to be a pattern between the rate of office referrals and the tobacco and alcohol use at JESS as there are large fluctuations in numbers causing outliers to the data set and incomplete survey data.

Site Summary

Overall, at JESS the results indicate that for a school with 187-220 students the percentage of referrals per headcount is the lowest in the district. For a school of its size the number of office referrals overall is very low in comparison to the other schools in the district. The overall results indicate that students at JESS 72-87% of students are feeling safe at school according to the student learning survey data which is the highest of any middle school in the district. Students at JESS indicated that they felt a higher sense of belonging, felt more

welcomed, felt that adults treated them fairly, felt that they learned about human rights, considered others in their decision making, felt heard and respected differences more than the students in the other middle schools in the district that had high office referral rates. However, JESS students did feel that they were bullied more, felt less safe travelling to and from school and had higher rates of stress and anxiety related to school than their counterparts at middle schools in the district with lower rates of office referrals. JESS also had higher rates of students who tried alcohol and nicotine products which can make their peers feel unsafe.

LMS Site Analysis

School: LMS	2018-2019						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank
Feeling Safe at School	28.13%	38.54%	17.71%	11.46%	2.08%	1.04%	1.04%
Sense of Belonging	21.88%	27.08%	27.08%	11.46%	10.42%	2.08%	0.00%
Feel Welcomed	28.13%	35.42%	17.71%	9.38%	6.25%	3.13%	0.00%
Fair Treatment	25.00%	39.58%	19.79%	6.25%	3.13%	6.25%	0.00%
Bullying	3.13%	8.33%	12.50%	27.08%	46.88%	2.08%	0.00%
Stress & Anxiety	18.75%	12.50%	15.63%	25.00%	17.71%	5.21%	5.21%
Considering Others in Decisions	27.08%	28.13%	28.13%	4.17%	3.13%	6.25%	3.13%
Respecting Diversity	63.54%	20.83%	4.17%	0.00%	1.04%	6.25%	4.17%
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank
Clear Rules	23.96%	36.46%	19.79%	8.33%	4.17%	7.29%	0.00%
Safety Travel	41.67%	34.38%	12.50%	4.17%	0.00%	6.25%	1.04%
Supporting Human Rights & Diversity	19.79%	39.58%	19.79%	3.13%	2.08%	12.50%	3.13%
Feeling Heard	8.33%	44.79%	20.83%	8.33%	2.08%	12.50%	3.13%
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank
Nicotine Use	0.00%	78.13%	5.21%	3.13%	7.29%	6.25%	0.00%
Alcohol Use	0.00%	68.75%	3.13%	1.04%	20.83%	0.00%	6.25%

Table 7: LMS Student Learning Survey Data

Feeling Safe at School

Students from LMS felt the safest at the middle school in 2018-2019 where 66.67% of students surveyed felt safe at school all of the time or many times and 13.54% of students felt safe a few times or at no time. This is better than the previous two years where 48.36% of

students felt safe all or many times in 2017-2018 or 55.56% in 2016-2017. The positive behavior intervention systems in place at LMS may be working to make students feel safe. The increase in documentation and office referrals was over 18-fold from 2016-2017 to 2018-2019. Students were held accountable and interventions were being put in place on a more regular basis at LMS and seems to be making a difference in how students perceive their own safety. At LMS more students felt safe with the program that was implemented and in sustainment in year three. There is a slight improvement in the number of students feeling safe at school with the higher number of office referrals. In general, with the high number of office referrals students at LMS are not feeling as safe as other middle schools in the district.

Sense of Belonging

At LMS over the three-year period 42.22 - 48.96% of students felt a sense of belonging at the school at all times or a few times. Of the students surveyed 17.78 - 28.69% of students didn't feel a sense of belonging at any time or just a few times over the three-year period. In 2016-2017 LMS had a low referral rate and in 2017-2018 and 2018-2019 school years had an extremely high referral rate but there was not a large fluctuation in students feeling a sense of belonging in a larger school. Therefore, it can be concluded that there are a high number of office referrals and students at LMS did not feel a high sense of belonging.

Clear Rules

When students from LMS were asked if they felt that the rules were clear to them in 2016-2017 45.65% of students selected strongly agree and agree, in 2017-2018 52.46% of students selected strongly agree and agree, and in 2018-2019, 60.42% of students selected strongly agree and agree. This only leaves 4.35% of students selecting strongly disagree and disagree on the survey in 2016-2017, 16.39% in 2017-2018 and 12.50% in 2018-2019. This

shows that in larger schools, it is harder to convey expectations and rules to students in a meaningful way. This also has translated into a higher number of office referrals.

Feel Welcomed

According to the student learning survey data from the 2016-2017 school year, 60.00% of students were feeling welcomed and 37.78% of students were not feeling welcomed at school. While in the 2017-2018 school year 48.36% of students felt welcomed and 49.18% of students didn't feel welcomed at school. Furthermore, during the 2018-2019 school year, 63.54% of students feel welcomed at school and 33.33% of students do not feel welcomed at school at times. With high rates of office referrals there is a significant portion of the students who are not feeling welcomed at school which aligns with the study overall findings.

Fair Treatment

The evidence shows that during the 2016-2017 school year, 33.33% of the students surveyed felt that they were treated fairly and 66.67% of students felt that they were treated unfairly at times. While in the 2017-2018 academic school year 44.26% of students felt that they were treated fairly all of the time or many times, whereas 47.54% of students felt that they were not treated fairly at times. Furthermore, during the 2018-2019 school year at LMS 64.58% of students felt that they were treated fairly in the school and 29.17% of the students felt that they were treated fairly sometimes, a few times or at no time. Over the course of three years, LMS has taken great strides to create an environment in which students feel like they are treated more fairly. Unlike in other schools in the district the higher referral rates in 2017-2018 and 2018-2019 school years are translating to students feeling like students are being treated more fairly.

Bullying

The data from the 2016-2017 school year indicated that 77.27% of students felt that they were not picked on whereas 13.64% of students felt that they were picked on or bullied regularly. While during the 2017-2016 school year, 79.51% of students felt that they were not picked on or bullied for the majority of the time and 18.85% of students felt that that they were regularly bullied. Moreover, during in the 2018-2019 school year 86.46% of students felt that they were not bullied, teased or picked on at school for the majority of the time, whereas 11.46% of students felt that they were picked on all of the time or many times. Overall, with the increase in the number of office referrals over the three years there is a correlation with the proportion of students that are not feeling like they are bullied all or many times in the school year, much like the data from the rest of the district.

Safe Travel

The data from the 2016-2017 school year show that 79.55% of students felt safe coming to and leaving school whereas 11.36% of students did not feel safe coming to and leaving school. While in the 2017-2018 school year 68.85% of students felt safe travelling to and from school and 9.84% of grade seven students surveyed did not feel safe coming to school. Furthermore, 76.04% of LMS students surveyed feel safe coming to and from school during the 2018-2019 school year whereas 4.17% of students do not feel safe coming to and from school. The higher rates of office referrals at LMS indicate that students are feeling safer travelling to and from school than in other schools in the district.

Stress and Anxiety

According to the student learning data from the 2016-2017 academic year, 27.27% of students felt stressed or anxious all of many times and 63.64% of students felt stressed less of the

time. While during the 2017-2018 school year 39.34% of students felt stressed the majority of the time whereas 52.46% of students did not feel stressed or anxious all the time. Furthermore, in the 2018-2019 school year 31.25% of the grade seven students that responded to the survey said that they were stressed or anxious at all times or many times during the school year whereas 58.33% of students felt stressed or anxious sometimes, a few times or at no time. Overall, there seems to be a connection between the high number of office referrals causing students to be slightly less stressed and anxious at LMS than other schools in the district.

Supporting Human Rights & Diversity

The 2016-2017 school year data indicate that 57.78% of students felt that they strongly agreed or agreed that they learned about understanding and supporting human rights and diversity and 15.56% of students felt that they did not and 8.89% neither agreed or disagreed. Meanwhile, during the 2017-2018 school year 50.00% of students chose strongly agree or agree, 12.30% chose strongly disagree or disagree, and 22.95% chose neither agree or disagree. Furthermore, in the 2018-2019 school year at LMS 59.38% of students felt that they understood and supported human rights and human diversity whereas 5.21% didn't feel that they did and 19.79% of students neither agreed or disagreed. Over the three-year period there is not a significant change in the proportion of students that feel that they are learning to understand and support human rights and diversity. However, in general, as a school with higher numbers of office referrals there is a greater number of students who do that feel that they learned about understanding and supporting human rights and diversity.

Considering Others in Decisions

According to the 2016-2017 school year student learning survey data 35.56% of students considered others in their decision making the majority of the time, 46.67% sometimes

considered others and 8.89% did not consider others in their decision making. While in the 2017-2018 school year 47.54% of students responded that they considered others all of many times, 28.69% responded sometimes and 15.57% responded a few times or at no time. Additionally, during the 2018-2019 school year, 55.21% of students at LMS that were asked if they stop to consider others when they are making decisions responded all of the time or many times, 28.13% responded sometimes and 7.29% responded a few times or not at all. Overall, as the number of office referrals was high at LMS but the number of students that felt that they considered others in their decision making was lower when compared to other middle schools in the district.

Feeling Heard

The evidence indicates that during the 2016-2017 44.44% of students agreed with the statement “My questions are valued and welcomed by the adults at my school” whereas 15.56% of students disagreed with the statement. In 2017-2018, 48.36% of students agreed with the statement and 17.21% of students disagreed. Furthermore, 53.13% of students surveyed responded that they strongly agree and agree and 10.42% of students responded disagree or strongly disagree with the statement in the 2018-2019 school year. In general, LMS has a high number of office referrals and a relatively low proportion of students that feel that they are heard at LMS.

Respecting Diversity

Data indicate that, during the 2016-2017 school year, 82.22% of students felt that they respected others different from themselves and 6.67% of students felt that they didn't always respect diversity. During the 2017-2018 school year, 75.41% of students felt that they were accepting of others and 15.57% of students felt that they were not always accepting of others. Furthermore, during the 2018-2019 school year at LMS 84.38% of students felt that they

respected people that were different from them all of the time or many times whereas 5.21% of students felt that they respected people different from themselves sometimes, a few times or at no time. With high rates of office referrals at LMS there is a lower proportion of students overall that respect diversity when compared to schools with lower rates of office referrals.

Nicotine and Alcohol Use

The evidence shows that 9.09% of students had tried smoking in the 2016-2017 school year, 14.75% of students had tried a tobacco product in the 2017-2018 school year and 21.88% of students tried a tobacco product in the 2018-2019 school year at LMS. As for alcohol use, in the 2016-2017 school year, 11.36% of students said that they have tried alcohol, in the 2017-2018 school year, 18.85% of students tried alcohol, and in the 2018-2019 school year, 25.00% of students used alcohol. There is a connection between the high number of office referrals and a higher number of students using tobacco products. There is also a connection between high rate of office referrals and higher rate of alcohol use.

Site Summary

Overall, at LMS the results indicate that for a school with 336-361 students, the percentage of referrals per headcount drastically changed from year to year. For a school of its size the number of office referrals overall is high in comparison to the other schools in the district. The overall results indicate that students at LMS 48-67% of students are feeling safe at school according to the student learning survey data. Students at LMS indicated that they felt a lower sense of belonging, felt less welcomed, felt that adults did not treat them as fairly, did not feel that they learned about human rights, did not consider others in their decision making, felt less heard and respected differences less than the students in the other middle schools in the district that had low office referral rates. However, LMS students did feel that they were bullied

less, felt safer travelling to and from school and lower rates of stress and anxiety related to school than their counterparts at middle schools in the district with lower rates of office referrals. LMS students also had higher rates of students who tried alcohol and nicotine products which can make their peers feel unsafe.

PMS Site Analysis

School: PMS	2018-2019						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank
Feeling Safe at School	41.67%	28.13%	14.58%	6.25%	7.29%	0.00%	2.08%
Sense of Belonging	18.75%	28.13%	33.33%	9.38%	8.33%	1.04%	1.04%
Feel Welcomed	34.38%	34.38%	15.63%	11.46%	2.08%	1.04%	1.04%
Fair Treatment	19.79%	36.46%	23.96%	10.42%	4.17%	5.21%	0.00%
Bullying	7.29%	10.42%	14.58%	28.13%	38.54%	1.04%	0.00%
Stress & Anxiety	20.83%	15.63%	27.08%	15.63%	18.75%	2.08%	0.00%
Considering Others in Decisions	20.83%	41.67%	21.88%	5.21%	5.21%	4.17%	1.04%
Respecting Diversity	68.75%	15.63%	9.38%	1.04%	1.04%	3.13%	1.04%
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank
Clear Rules	29.17%	47.92%	9.38%	7.29%	2.08%	4.17%	0.00%
Safety Travel	47.92%	33.33%	6.25%	6.25%	4.17%	2.08%	0.00%
Supporting Human Rights & Diversity	19.79%	41.67%	11.46%	6.25%	2.08%	14.58%	4.17%
Feeling Heard	9.38%	42.71%	21.88%	14.58%	2.08%	7.29%	2.08%
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank
Nicotine Use	1.04%	90.63%	1.04%	3.13%	4.17%	0.00%	0.00%
Alcohol Use	1.04%	80.21%	4.17%	2.08%	12.50%	0.00%	0.00%

Table 8: PMS Student Learning Survey Data

Feeling Safe at School

According to the student learning survey data, during 2016-2017 school year, 70.64% of students felt safe all of the time or many times whereas 5.50% of students felt safe at school a few times or at no time. While in the 2017-2018 school year, 78.87% of students felt safe at all times or many times compared to the 2.82% that felt safe a few times or at no time. Furthermore, in 2018-2019, 69.79% of students were feeling safe at school compared to the 13.54% that felt safe at school a few times or at no time. The general trend over the three years is proportionally consistent where more students feel safe than unsafe in school at PMS. PMS is one of the largest

grade seven classes in this program evaluation. At PMS the lower number of office referrals may indicate that more students are feeling safe at school.

Sense of Belonging

Over the last three years, 46.88 - 58.74% of students felt a sense of belonging at the school at all times or many times. Of the students surveyed, 9.79 - 17.71% felt a sense of belonging a few times or at no time during the three-year period. PMS has a fairly consistent low rate of referrals over the three-year period for the size of school. It may be that, in larger schools, there needs to be a balance of office referrals to help make a safe environment but not so many that students do not feel that they belong.

Clear Rules

When students at PMS were asked if they felt that the rules were clear to them in 2016-2017 78.90% of students selected strongly agree and agree, in 2017-2018 73.24% of students selected strongly agree and agree and in 2018-2019 77.08% of students selected strongly agree and agree. This only leaves 5.50% of students selecting strongly disagree and disagree on the survey in 2016-2017, 6.34% in 2017-2018 and 9.38% in 2018-2019. This shows that the majority of students understand the rules and thus can be concluded that even when expectations are set for large populations of students it does translate into less office referrals.

Feel Welcomed

Evidence shows that in the 2016-2017 school year, 78.18% of students were feeling welcomed and 33.33% of students were not feeling welcomed at PMS. While in the 2017-2018 school year, 72.73% of students felt welcomed and 23.08% of students didn't feel welcomed at school. Furthermore, 68.75% of students at PMS that were surveyed feel welcomed at school and 29.17% of students do not feel welcomed at school at times as of the 2018-2019 school year.

With a fairly consistent number of office referrals from year to year being on the low side there is a consistency to the survey numbers from year to year as well. Students feel consistently welcomed from year to year at PMS. For the size of the school and in relation to district level data PMS is making a good effort but students are feeling less welcomed over time.

Fair Treatment

According to the data during the 2016-2017 school year, 70.91% of the students surveyed felt that they were treated fairly and 25.45% of students felt that they were treated unfairly at times. While in the 2017-2018 academic school year 55.24% of students felt that they were treated fairly all of the time or many times whereas 36.36% of students felt that they were not treated fairly at times. Meanwhile, in the 2018-2019 school year at PMS, 56.25% of students felt that they were treated fairly in the school and 38.54% of the students felt that they were treated fairly sometimes, a few times or at no time. Over the course of the three years, students' perceptions of fair treatment has steadily declined at PMS and yet the rate of office referrals has remained relatively consistent. Overall, for a school with low disciplinary referral rates the proportion of students feeling welcomed at school is on the higher end of the spectrum for the district.

Bullying

Data indicate that during the 2016-2017 school year 88.07% of students felt that they were not picked on or bullied whereas 6.42% of students felt that they were picked on or bullied regularly. While during the 2017-2016 school year 88.73% of students felt that they were not picked on or bullied for the majority of the time and 7.04% of students felt that that they were regularly bullied. Moreover, in the 2018-2019 school year 81.25% of students felt that they were not bullied, teased or picked on at school for the majority of the time whereas 17.71% of students

felt that they were picked on all of the time or many times. At PMS the level of students feeling like they are bullied all of the time or many times is on the rise while the number of office referrals are remaining fairly constant. For a school with low referral rates the proportion of students that feel picked on or bullied is relatively high in comparison to other schools in the district.

Safe Travel

The 2016-2017 school year's student survey results show that 77.98% of students felt safe coming to and leaving school whereas 1.83% of students did not feel safe coming to and leaving school. While in the 2017-2018 school year 82.39% of students felt safe travelling to and from school and 3.52% of grade seven students surveyed did not feel safe coming to school. Additionally, 81.25% of students at PMS felt safe coming to and from school during the 2018-2019 school year whereas 10.42% of students do not feel safe coming to and from school. Overall, since the low rate of office referrals does not change significantly from year to year in this program evaluation the researcher has found that there is a significant change in the proportion of students that feel unsafe travelling to and from school.

Stress and Anxiety

According to the student survey data for the 2016-2017 academic school year 20.18% of students felt stressed or anxious all of many times and 73.39% of students felt stressed less of the time. Meanwhile, during the 2017-2018 school year 26.06% of students felt stressed the majority of the time whereas 69.01% of students did not feel stressed or anxious all the time. Furthermore, during the 2018-2019 school year 36.46% of the students that responded to the survey said that they were stressed or anxious at all times or many times during the school year whereas 61.46% of students felt stressed or anxious sometimes, a few times or at no time. There is a connection

between the low rate of office referrals at PMS and the higher proportion of students that were feeling stressed or anxious.

Supporting Human Rights & Diversity

The evidence indicates that during the 2016-2017 school year 60.91% of students felt that they strongly agreed or agreed that they learned about understanding and supporting human rights and diversity and 6.36% of students felt that they did not and 17.27% neither agreed or disagreed. While during the 2017-2018 school year 71.33% of students chose strongly agree or agree, 6.29% chose strongly disagree or disagree and 10.49% chose neither agree or disagree. Moreover, 61.46% of students at PMS felt that they understood and supported human rights and human diversity whereas 8.33% didn't feel that they did and 11.46% of students neither agreed or disagreed during the 2018-2019 school year. The number of office referrals at PMS are low each year there doesn't seem to be a relationship between the low rate of office referrals to the higher proportion of students that feel like they are learning to understand and support human rights and diversity.

Considering Others in Decisions

The 2016-2017 school year's data indicate that 57.27% of students considered others the majority of the time, 24.55% sometimes considered others and 12.73% did not consider others in their decision making. Furthermore, in the 2017-2018 school year 58.04% of students responded that they considered others all of many times, 31.47% responded sometimes and 4.90% responded a few times or at no time. While in the 2018-2019 school year 62.50% of students that were asked if they stop to consider others when they are making decisions responded all of the time or many times, 21.88% responded sometimes and 10.42% responded a few times or not at all. As the lower number of office referrals from year to year didn't change significantly the rate

at which students considered others in their decision making varied within 5.23% which isn't too many but is proportionally higher than comparable middle schools in the district.

Feeling Heard

Data show that, in the 2016-2017 school year, 56.36% of students agreed with the statement "My questions are valued and welcomed by the adults at my school" whereas 10.91% of students disagreed with the statement. During the 2017-2018 school year, 60.14% of students agreed with the statement and 2.10% of students disagreed. Moreover, 52.08% of students surveyed at PMS responded that they strongly agree and agree and 16.67% of students responded disagree or strongly disagree to this question in 2018-2019. Overall, there is a fluctuation of nine office referrals for any given year and thus the number of office referrals is consistently low from year to year and there is an 8.06% fluctuation in how heard students felt at school. Proportionally the number of students that feel heard in the school is higher than most middle schools in the district.

Respecting Diversity

According to the student learning survey data during the 2016-2017 school year 92.73% of students felt that they respected others different from themselves and 2.73% of students felt that they didn't always respect diversity. Meanwhile, in the 2017-2018 school year, the students surveyed 90.91% felt that they were accepting of others and 5.59% of students felt that they were not always accepting of others. Furthermore, during the 2018-2019 school year, 84.38% of students felt that they respected people that were different from them all of the time or many times, whereas 11.46% of students felt that they respected people different from themselves sometimes, a few times or at no time. With a relatively low number of office referrals per

headcount for the size of school, it seems that students feel that they respect diversity more, which may align with a safer and more inclusive environment at school.

Nicotine and Alcohol Use

During the 2016-2017 school year at PMS 1.83% of students had tried smoking, 8.45% of students had tried a tobacco product in the 2017-2018 school year and 9.38% of students tried a tobacco product in the 2018-2019 school year. As for alcohol use, in the 2016-2017 school year, 15.60% of students said that they have tried alcohol, in the 2017-2018 school year, 12.68% of students tried alcohol, and in the 2018-2019 school year, 19.79% of students used alcohol. There is a connection between the low rate of office referrals and the lower rate of tobacco and alcohol use at PMS in comparison to middle schools of its size in the district.

Site Summary

Overall, at PMS, the results indicate that for a school with 420-437 students, the percentage of referrals per headcount did not change much from year to year. For a school of its size, the number of office referrals overall is low in comparison to the other schools in the district. The overall results indicate that, at PMS, 70-78% of students were feeling safe at school according to the student learning survey data. Students at PMS indicated that they felt a higher sense of belonging, felt more welcomed, felt that adults treated them fair, felt that they learned about human rights, felt that they did consider others in their decision making, felt heard and respected differences more than the students in the other middle schools in the district that had high office referral rates. However, PMS students did feel that they were bullied more, felt less safe travelling to and from school and had higher rates of stress and anxiety related to school than their counterparts at middle schools in the district with lower rates of office referrals. PMS

also had lower rates of students who tried alcohol and nicotine products, which can make their peers feel unsafe.

Summary

For this study office referral data from the MyEducation district database and the student learning survey Ministry of Education data were analyzed for patterns that could discern a connection between the two data sets. Fourteen of the 73 student learning questions were chosen to determine how students were feeling about their physical and psychological safety. The questions and statements that were presented to students that showed a linkage to physical safety were as follows:

1. Do you feel safe at school?
2. At school, rules and expectations for behavior are clear.
3. At school, are you bullied, teased, or picked on?
4. I feel safe when I am going from home to school, or from school to home.

The questions and statements that were presented to students that showed a linkage to psychological safety were as follows:

1. When I am making decisions to do something, I stop to think how I might affect other people.
2. Do adults in the school treat all students fairly?
3. Do you feel welcomed at school?
4. At school, I am learning to understand and support human rights and human diversity.
5. At school do you respect people who are different from you?
6. Is school a place where you feel like you belong?
7. My questions are valued and welcomed by the adults at my school?

8. Does school make you feel stressed or anxious?
9. Do you drink alcohol?
10. Do you use tobacco or nicotine in any form?

The findings from this study show that on one hand, the high rate of office referrals align with data that suggest students have a more positive perceptions of their physical safety for middle schools studied in this particular rural district. On the other hand, a low rate of office referrals aligned with students having more positive perceptions of their psychological safety for middle schools studied in this particular rural district. This pattern is indicated by the general trend of a low number of office referrals aligning with a greater sense of belonging for students as well as a better understanding of rules. Conversely, there was a pattern of students feeling more welcomed at school and accepting of diversity when office referrals were low. Overall, it can be concluded that students felt safer at school when more office referrals are made to a certain point. When there was an extremely high number of office referrals, there was a drop in the number of students feeling safe at school. Overall, having a lower rate of office referrals showed a connection to students feeling safer in schools. A contributing factor to the greater sense of safety could be because they students felt more welcomed and a sense of belonging in the school environment as the data from the schools with low rates of office referrals show. Furthermore, in schools with low rates of office referrals, students generally feel that adults treat them more fairly, they are heard and are taught to consider others in their decision making. Additionally, students at schools with lower office referrals feel that they understand human rights and diversity as well as they feel that they are more respectful of others. All of the qualities are key components of psychologically safe environments. There are also fewer students trying nicotine and alcohol products at schools that have lower rates of office referrals.

However, in schools with high rates of office referrals, student learning survey data indicated that a smaller proportion of students felt that they were picked on and bullied as well as felt safer when travelling to and from school. The students at schools with high number of office referrals also indicated that they were less stressed and anxious. These are also key components of physically safe environments, however, schools with lower numbers of office referrals have more psychologically safe school environments overall.

CHAPTER FIVE

CONCLUSION

The purpose of the program analysis was first to determine students' perceptions of their own physical and psychological safety as measured by the student satisfaction survey. Rates of office referrals as reported in the MyEducation database during the 2016-2017, 2017-2018 and 2018-2019 school years were also examined. The office referral data were collected over 3 years by administrators of the school and the student learning survey was conducted by the administrators and reported back to the Ministry of Education.

The current study was relevant as this district sought to implement a program at six middle schools that engages all learners, promotes effective communication, fosters inclusive partnerships and stimulates advocacy, while using characteristics of the perceptual deterrence model. Although there is a need to ensure students feel safe in school from a physical and psychological standpoint the primary factors that could affect students' perceptions of their own safety have not been confirmed in this study. For example, students' homelives, exposure to trauma, or socioeconomic status are factors that could also affect the outcomes of the survey results and office referral data. There is an assumption in this study that safety is affected by the school and interactions within the building. This study used student survey data to assess student perceptions of their own physical and psychological safety. A second set of data, office referrals for a range of misconduct incidents, was also examined for their association with students' perceptions of safety. The results will be shared with the school district to inform stakeholders and bring awareness to them of factors that impact student discipline and use findings to become more intentional in strategies used to help students feel safe and welcomed at school. Additional

research will be needed to examine which elements of the program are most effective at supporting student safety.

Context of the study

The characteristics of the program in SDX (2019) are intended to support a safer, more inclusive environment by fostering environments that engage all learners, promote effective communication, foster inclusive partnerships and stimulate advocacy (Appendix E). Engaging all learners in a “safe, supportive environment that fosters continued growth in a rapidly changing environment [while] honor[ing] all pathways to graduation [and] acknowledging deeper learning opportunities based on individual strengths and abilities” (SDX, 2019, p. 1) sets the foundation for an inclusive environment where students feel welcomed and connected to the school. Additionally, studies reported here find that, when stakeholders in the school provide inclusive environments that filter their messages through a lens of safety and kindness, better learning environments are created and in turn, students’ attendance, academics and graduation rates all improve (Safe Schools, 2020; Tangwe, 2018).

The second component of the SDX Pathway to Learning program is effective communication which states “continue to foster two-way, ethical communication between the District and all learners, students, staff, parents and community in a timely, concise and inclusive manner...[by] ensur[ing] information is current, provid[ing] user friendly platforms [and] creat[ing] opportunities for meaningful dialogue” (SDX, 2019, p. 1). Communication is an integral part of students feeling heard, ensuring an understanding of the school rules and to ensure stakeholders are learning together in a physically and psychologically safe environment for all. Thus, educational policy on discipline should take into account the technical part of school discipline (resources and capacity building), the normative aspect (clear accountabilities)

and political aspect (execution and communication of policy) to prevent conflict and have a more robust policy (Wiley et al., 2018).

The third facet of the program is inclusive partnerships and the program's goal is to "cultivate opportunities for shared community awareness, engagement and resources to enhance student learning. [This is accomplished by] engag[ing] community participation in providing meaningful student learning opportunities, promot[ing] educational partnerships that enhance student learning are beneficial to the community [and] advanc[ing] active community engagement in real-world learning opportunities for students" (SDX, 2019, p. 1). Inclusive practices strive to include any marginalized groups so that disproportionality does not occur and if there is a gap, helps to close it. Disproportional amounts of student discipline are noted for students of minority groups including those of low socioeconomic backgrounds, differing sexual orientation or gender identification, minority races and differing abilities (Bottiani et al., 2018; Deakin & Kupchik, 2016; Noltmeyer et al., 2015; Perry-Hazen & Lambrozo, 2018; Wiley et al., 2018). Overall, there is a growing need to promote fair and appropriate discipline that allows youth equal access to education and can potentially affect students' perceptions of safety at school (Gagnon, Gurel & Barber, 2017).

The last facet of the Pathway to Learning Program is advocacy, with a goal that states "advocate for specific needs in our District and for public education in general. Encourage governments to fully fund public education, advance the replacement of aging schools through Ministry and community partnerships [and] provide a forum for the development and celebration of innovative practices" (SDX, 2019, p. 1). One way in which the education system can close the disproportionality gap is through educational policy reform. Educational policy on discipline should take into account the technical part of school discipline (resources and capacity building),

the normative aspect (clear accountabilities) and political aspect (execution and communication of policy) to prevent conflict and have a more robust policy which will ultimately make schools safer by using industry best practices (Wiley et al., 2018).

Findings

According to Reeves et al., (2011) school safety is categorized as physical safety as well as physiological safety. The National Center on Safe and Supportive Learning Environments (2020) states that students that feel safe at school generally have a lower absentee rate, higher academic success and lower dropout rates. Feeling safe at school addresses one of Maslow's (1943) fundamental human needs. The feeling of safety extends to social, emotional, intellectual and physical safety and it is the job of school staff to ensure students feel safe in schools (Thapa et al., 2013).

The researcher's intent of conducting a summative program evaluation was to assess the effect of student discipline on students' perceptions of their safety while at school. The goal of the research is to bring awareness of the effect of the Pathways to Learning Program on student satisfaction of school safety by clearly stating the expectations of the school as well the consequences for misconduct. This study addressed the following questions to understand and carefully examine the process of school disciplinary practices:

RQ1: What factors most influence students' perceptions of their own physical safety?

Students require an environment free of violence and the perception of violence along with adequate adult supervision to feel physically safe at school. The data show a positive connection between the number of students that feel welcomed and heard at school with the number of students who felt safe at school. Generally, students feel respected and heard in school when they are positively connected to an adult in the school and seeing success (Overstreet,

2020). According to Fisher et al., (2018) when students' exposure to victimization is reduced, they tend to feel safer at school. Thus, when students feel that they are being picked on or bullied they do feel unsafe around those people.

RQ2: What factors most influence students' perceptions of their own psychological safety?

Studies have shown that there is a need for psychologically safe learning environments for students to be successfully engaged in learning (Reeves et al., 2011). Students need to have a sense of shared identity with their peers and thus should consider others in their decision making and feel that they respect the human rights and human diversity of their classmates (Lamoreaux & Sulkowski, 2019). The data in this study indicates that psychological safety is fostered by a positive school climate in which students are welcomed and have a sense of belonging, are treated fairly, engage in empathetic decision making and respect diversity and the rights of others.

RQ3: Does the pattern of office referrals for discipline reflect student perceptions of their own safety?

Creating and sustaining a positive and safe school climate is a key factor in proactively preventing misconduct from occurring in schools (Garagan, 2017). Teaching students skills for self-discipline and appropriate behavior expectations through classroom activities is necessary for nurturing this positive climate in the classroom and around the school and decreases student exposure to acts that make them feel unsafe at school (Fischer et al., 2018). A positive climate also sets up an inclusive learning environment that is kind, supportive, motivating and nurturing which helps students succeed in learning (Winkler et al, 2017).

An examination of the office referral data over three years shows some inconsistencies that include a difference in the number and type of incidents that were recorded in the database.

For example, with changes in administration the differences in administrative approaches discipline and documentation styles are evident in the data provided. The reasons include different sites using different criteria for referral and changes in administrative staff who had different approaches to discipline and documentation. However, there were sufficient data in place to classify three schools as “high referral” and three schools as “low referral.” This was determined by using the average number of referrals over the three-year period to create a reference point.

Findings from the descriptive statistics indicate a connection between a high rate of office referrals and students’ positive perceptions of their physical and psychological safety. This can be concluded by the general trend of a low number of office referrals at school sites where students perceive a greater sense of belonging and a better understanding of rules. Students felt more welcomed at school and accepting of diversity at the sites where office referrals are low. Overall, it can be concluded that students feel safer at school when fewer office referrals are made to a certain point. When there is an extremely high number of office referrals, there is a drop in students feeling safe at school. The three sites with lower rates of office referrals had survey findings that indicated students feel safer in school because they are feeling more welcomed and a sense of belonging in the school environment. Furthermore, in schools with low rates of office referrals, students feel that adults treat them more fairly, they are heard and are taught to consider others in their decision making. Additionally, students at schools with lower office referrals feel that they understand human rights and diversity as well as they feel that they are more respectful of others. All of the qualities are key components of physically and psychologically safe environments. There are also fewer students trying nicotine and alcohol products at schools that have lower rates of office referrals.

In schools with high rates of office referrals a smaller proportion of students feel that they are picked on and bullied as well as feel safer when travelling to and from school. The students at schools with high numbers of office referrals are less stressed and anxious. These are also key components of a safe environment. In schools with high numbers of office referrals there was also a lower sense of feeling welcomed and a sense of belonging in the school. Furthermore, students felt that they were not heard and were not treated as fairly as their counterparts at the schools with lower numbers of office referrals.

There are some patterns in student perceptions about safety and rates of office referrals. Schools with lower office referrals appear to have more benefits overall. When schools shift their approach from punishment to restoration of relationships and restored understanding through the reinforcing of school code of conduct, a more positive school climate is established without sacrificing safety (Fischer et al., 2018). Through this approach the purpose of discipline then shifts to teaching and personal growth by fostering core competencies rather than punishment (Green et al., 2018). Using a SWPBIS model or restorative justice practices makes schools inherently safer as students' psychological safety remains intact while not sacrificing physical safety (Lamoreaux & Sulkowski, 2019). Thus, some factors that may contribute to the student's perceptions of safety are positive school climate, a feeling of being welcomed, a sense of belonging and reduced exposure to bullying and violence. The results from this study describe student perceptions of safety at six middle schools that implemented a program designed to improve the learning experience in schools. As disciplinary actions are on the rise and school administrators are held more culpable for establishing a safe school environment, the factors that support school safety are now even more paramount.

Interpretation of Findings

The data were collected from 1047 grade seven students survey responses from three academic years spanning from 2016 to 2019, capturing student perceptions of their physical and psychological safety. Students reported that the factors that most influence their perceptions of safety are a sense of belonging, feeling welcomed at school, being treated fairly, not being exposed to bullying, considering others in their decision making, respecting diversity, and feeling safe travelling to and from school. Schools with low numbers of office referrals are found to have a more inclusive environment.

The researcher sought to evaluate whether there were patterns of office referrals that aligned with students' perceptions of safety. While those data appear to be incomplete, there were sufficient data to classify three schools as having "high referral" rates and three schools as having "low referral" rates. The overall student disciplinary data and student learning survey data showed some differences when comparing schools with high disciplinary rates and schools with low disciplinary rates. This pattern indicated a relationship between discipline as measured by office referrals and middle students' sense of safety. Though the current study addresses the area of student safety and discipline referral rates, many factors influence student referrals. Student behavior can be influenced by programming and monitored within the school site, but factors beyond the school must also be considered. There is a need for further study to address specific actions that warrant a referral and specific actions taken by administration to see their actual impact.

It is possible that a focus on individual causes of the student discipline would be beneficial. Results indicate that schools whose data reflect a more welcoming environment that allow students to feel a sense of belonging are schools that have lower disciplinary rates. This

finding could encourage other school staffs to discuss how they are holding students accountable for their actions through the disciplinary process. With the presentation of findings, the process of referral reporting and the student surveys can also be discussed. These study results suggest a need for consultation on disciplinary practices policy reform. In addition, studies do find when stakeholders in the school provide inclusive environments that filter their messages through a lens of kindness, better learning environments are created and in turn, students' attendance, academics and graduation rates all improve (Safe Schools, 2020; Tangwe, 2018). For this study, archival student survey data were retrieved representing approximately 1047 students (See Table 1). The large number of students in public schools with low discipline rates and a low sense of safety aligns with the literature cited in Chapter Two describing the perceptual deterrence model (Lee et al, 2018).

As the results reflect that student discipline may be a factor influencing students' perceptions of their physical and psychological safety, further research is required to determine solutions and continuous improvement initiatives in the industry. Several researchers have attempted to determine the root causes of disciplinary problems and continue to investigate this field of study. Based on a yearly assessment of high and low referral rates in schools from 2016 to 2019, schools with high disciplinary rates showed more welcoming environments where students felt that they belonged. There is still a need to improve the safety numbers in each school, but this pattern may indicate a positive connection. The data gathered show a need for further examination of student and staff behaviors before and after an incident of misconduct. It is understood that students need to feel safe while at school, however, there is a need for an individualized approach in addressing misconduct (Skiba & Losen, 2016). There is also a need to consolidate and standardize best practices for classroom management, SWPBIS, restorative

justice and approaches to disciplinary actions. A 360-degree survey of school and school staff should be analyzed by individuals and teams to ensure that the organization is meeting the needs of their stakeholders in regards to discipline. Results from this research affirm that there might be a connection between students' perceptions of their safety at school and office referrals leading to disciplinary actions. This researcher concedes the need for more research about how learning environments are impacted by disciplinary practices and what school staff need to do to ensure students are feeling safe at school. With a continuous improvement mindset and a concerted effort to find solutions and best practices, implementation of these strategies should help students feel safer in schools.

Implications

In many cases, school administrators are tasked with overseeing and enacting the school code of conduct and governing policies to ensure schools are safe learning environments for students. Thus, minimizing unsafe actions and misconduct in the school and ideally preventing misconduct from occurring would vastly improve the school climate. This study was intended to provide data for civil innovation in schools to make them safer learning environments for students and staff. Therefore, there is a need to investigate the way student referrals are generated. This is a complex matter when administrators are trying to balance the approach between supporting students and supporting staff members in the school. Furthermore, the complexity of students' family lives and different situations outside of the school's control can make students vulnerable. Administrators are also limited in the actions that they can take by school and district policy as well as government-mandated laws that are in place. In many cases, the incident that prompts a referral to the office is not the first time a student has engaged in misconduct in the classroom environment. Office referrals are intended to be used only after the

staff member has tried multiple approaches to work through the problem and then reaches a point where they feel that they need assistance. However, in some classrooms staff members use the office referral to enforce zero-tolerance policies, which does not set students up for success. If the office referral system is misused administrators need to investigate and put in supports for the staff member as well as the student to help them coexist in a safe and connected learning environment. This approach may prevent future referrals or at least increase the time between referrals. Using an inquiry-based approach that is driven by data, schools can reduce the number of office referrals and inherently make classrooms function better. A careful approach that shows staff are not ignoring misconduct will help students feel safer in the school and in the classroom.

While examining the school disciplinary rates' effect on student safety in six middle schools in a rural district in Western Canada over three years showed some patterns, there is still a need for further study to expand on the understanding of how disciplinary approaches affect students' perceptions of their physical and psychological safety. School administrators are in a unique leadership position to influence students' feelings of safety in schools through the disciplinary process that is built on is the concept that preventing misconduct through positive reinforcement will produce a better school climate (Gage, Leite, Childs & Kincaid, 2017). Students need to perceive themselves as physically and psychologically safe to maximize their learning capacity and thrive in the school system (National Center on Safe and Supportive Learning Environments, 2020; Reeves et al., 2011; Starr, 2018). School disciplinary processes have been shown to provide a means of ensuring students feel safe when disciplined in a preventative manner (Kennedy, 2019). When expectations for students are clearly communicated to students and parents, school leaders expect students will be less likely to engage in misconduct according to the perceptual deterrence theory (Lee et al., 2018).

Recommendations for Action

The discovery of these findings reveals that there is an association between student discipline and students' perception of their safety at school. The information gathered in this study creates a need for further study that examines the actions students and staff take pre- and post-misconduct incidents that lead to office referrals. There is also a need to ensure that staff understand how to best use disciplinary processes to create a safe and productive learning environment. Furthermore, the industry best practices need to be examined and implemented in schools in regards to SWPBIS, classroom management, restorative justice practices and approaches to discipline. Data from this study suggest that there could be a link between office referrals and students' perceptions of their safety.

Additionally, district leaders would benefit from enabling school staff members to collaborate on programs that are working well in the school and helping each other to achieve more success with common goals. Having the time to examine processes and classrooms that are having success in the district would allow teachers to see what those strategies look like in action as well as potentially having a peer or mentor with whom to work through obstacles. The district could also provide schools with collaborative time to examine the school level data to discuss why one school is doing better in one area than another so the district overall sees an improvement. Even having the potential to collaborate across provinces or even with people in other countries would be beneficial to finding the industry best practices. Although collaboration is essential to students' growth and development it is important to note that a one approach fits all model may not be effective in all cases.

Recommendations for Further Study

Recommendations for further study include the need to reevaluate the information that school staff are taught during their teaching programs at post-secondary institutions and information and tools they are presented with during district orientation and professional development days. When members of the school staff do not have the tools to manage student behaviors it can lead to frustration and poor job satisfaction for the adults in the building (Brown-Browner, 2019). Thus, this study supports the need for more research to determine best practices and the true influences and benefits of actions taken in the classroom. Teachers can build their self-efficacy by building an effective toolset to help manage student misconduct (Garrett, 2015). There should also be a sustainment plan in place to ensure that, as new data become available, teachers are provided the information through professional development opportunities.

With a greater attention on solution-based practices and seeking understanding of different items that can influence student behavior, student learning environments can be improved dramatically so students and staff feel safer. With proactive measures in place to deal with the root cause of student behaviors rather than the symptoms of suffering, students will benefit from the approach. There is a need for further study on how to effectively and proactively do this in a classroom setting before they are referred to the office. Administrators could also do with more research-based professional development around effective disciplinary approaches which would also be an area of further research. Furthermore, additional research is required to determine the impact that a program is having on a school or district and if it is meeting its intended goals.

Conclusion

The school district examined in this study is in a rural part of Western Canada and has six middle schools that educate approximately 1700-1850 students from year to year. There is a real need to examine practices currently in place to help students feel safer at school and discipline is one area in which improvements can be made to help students feel more welcomed and to create a more inclusive environment in which students feel that they belong. Due to the limitations a student faces when referred to the office there is a chance that the students will re-offend in the future (Hernandes-Melis et al., 2016; Skiba & Losen, 2016). This hurts the learning environment for students and the work environment for staff members (Ovink, 2014). This study does show that, when misconduct is dealt with in the school, students feel safer and therefore, there is a need to document the behaviors so that they can be analyzed by school-based teams to ensure students' needs are being met at school.

Some of the limitations of the study are that even though all of the middle schools in the district were part of the study the sample size is still quite small with six schools and 1047 grade seven students surveyed over three years. Additionally, another limitation to the study is that out of the 103 questions on the student learning survey, only 14 of the questions that most pertained to safety were considered in the research. As the research focused on grade seven students' perceptions of their safety, there are outside influences that could impact their survey responses. In the spring, this survey is administered to all grade seven students by their school staff whose compensation could be tied to the results of the survey responses. Furthermore, the grade seven students are in their first year at five of the six middle schools so staff members have approximately six to eight months to establish a connection with students before the survey is

administered. Therefore, it is important for readers not to generalize the results of this study as different populations may lead to differing results.

The ultimate goal of the researcher is to inform policy reform to help educators deal with student misconduct in an effective manner that ultimately helps students feel safe at school. The need to work toward students feeling safe at school by using industry best practices in disciplinary measures is one that needs to be addressed. One goal is that students who are referred to the office do not return for the same behaviors, which is not the case many times (Massar et al., 2015). The connection between office referrals and students' perceptions of their own safety has been explored and described, and there is a need to look at individual properties of student discipline to implement the best practices in order to improve students' safety.

References

- Aldridge, J., & Ala'I, K. (2013). Assessing students' views of school climate: Developing and validating the What's Happening in This School? (WHITS) questionnaire. *Improving Schools, 16*(1), 47-66.
- Armor, D. A., & Taylor, S. E. (2003). The effects of mindset on behavior: Self-regulation in deliberative and implemental frames of mind. *Personality and Social Psychology Bulletin, 29*(1), 86-95.
- BeBee, S. C. (2015). The influence of positive behavior intervention and supports (PBIS) on school climate (Doctoral dissertation, Grand Canyon University in Phoenix, Arizona). Retrieved from <https://search.proquest.com/openview/8518a7270cbd28f78c2057037e4ff3fd/1?pq-origsite=gscholar&cbl=18750 &diss=y>
- Bottiani, J. H., Bradshaw, C. P., & Gregory, A. (2018). Nudging the gap: Introduction to the special issue "Closing in on discipline disproportionality." *School Psychology Review, 47*(2), 109-117
- Brown-Browner, M. (2019). Teachers' viewpoints on various ways they reduce discipline referrals. Retrieved from <https://une.idm.oclc.org/login?url=https://search-proquest-com.une.idm.oclc.org/docview/2322784940?accountid=12756>
- Burdick-Will, J., Stein, M., & Grigg, J. (2019). Danger on the way to school: Exposure to violent crime, public transportation, and absenteeism. *Sociological Science, 6*, 118-142.
- Cahn, S. (2016). *Exploring ethics: An introductory anthology*. (4th ed.) New York, New York: Oxford University Press

- Childs, K. E., Kincaid, D., George, H. P., Gage, N. A. (2016). The relationship between school-wide implementation of positive behavior intervention and supports and student discipline outcomes. *Journal of Positive Behavior Interventions, 18*, 89–99.
- Cornell, D. G. (2017). *School violence: Fears versus facts*. Routledge. Retrieved from http://curry.virginia.edu/uploads/resourceLibrary/Destin_2013_School_Violence_Fears_vs_Facts_handouts.pdf
- Cornell, D., & Huang, F. (2019). Collecting and analyzing local school safety and climate data. In M. J. Mayer & S. R. Jimerson (Eds.). *School safety and violence prevention: Science, practice, and policy* (p. 151–175). American Psychological Association.
- Creswell, J., (2013). *Qualitative inquiry and research design: Choosing among five approaches*, Newbury Park: Sage Publications.
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson.
- Crosby, S. D., Howell, P., & Thomas, S. (2018). Social justice education through trauma-informed teaching. *Middle School Journal, 49*(4), 15-23.
- Cross, J. E., & Newman-Gonchar, R. (2004). Data quality in student risk behavior surveys and administrator training. *Journal of School Violence, 3*(2-3), 89-108.
- Deakin, J., & Kupchik, A., (2016). Tough choices: School behavior management and institutional context. *Youth Justice, 16*(3), 280-298.
- Doucet, F. (2017). What does a culturally sustaining learning climate look like? *Theory into Practice, 56*(3), 195-204.
- Eckes, S. E. & Russo, C. (2012). *School discipline and safety*. Los Angeles: SAGE Reference.

- Fisher, B. W., Viano, S., Chris Curran, F., Alvin Pearman, F., & Gardella, J. H. (2018). Students' feelings of safety, exposure to violence and victimization, and authoritative school climate. *American Journal of Criminal Justice, 43*(1), 6-25.
- Flannery, K. B., Fenning, P., McGrath Kato, M., & Bohanon, H. (2013). A descriptive study of office disciplinary referrals in high schools. *Journal of Emotional and Behavioral Disorders, 21*(2), 138-149.
- Gage, N. A., Grasley-Boy, N., Peshak George, H., Childs, K., & Kincaid, D. (2019). A quasi-experimental design analysis of the effects of school-wide positive behavior interventions and supports on discipline in Florida. *Journal of Positive Behavior Interventions, 21*(1), 50-61
- Gage, N. A., Leite, W., Childs, K., & Kincaid, D. (2017). Average treatment effect of school-wide positive behavioral interventions and supports on school-level academic achievement in Florida. *Journal of Positive Behavior Interventions, 19*, 158–167.
- Gagnon, J. C., Gurel, S., Barber, B. R. (2017). State-level analysis of school punitive discipline practices in Florida state-level analysis of school punitive discipline practices in Florida. *Behavioral Disorders, 42*, 65–80.
- Gargan, J. T. (2017). Exploring social emotional learning and its impact on school climate. Retrieved from <https://une.idm.oclc.org/login?url=https://search-proquest-com.une.idm.oclc.org/docview/1946622132?accountid=12756>
- Garrett, T., (2015). Misconceptions and goals of classroom management. *Education Digest, 80*(5), 45–49.

- Goodrum, S., Thompson, A. J., Ward, K. C., & Woodward, W. (2018). A case study on threat assessment: Learning critical lessons to prevent school violence. *Journal of Threat Assessment and Management*, 5(3), 121.
- Green, A. L., Maynard, D. K., & Stegenga, S. M. (2018). Common misconceptions of suspension: Ideas and alternatives for school leaders. *Psychology in the Schools*, 55(4), 419-428.
- Gregory, A., & Fergus, E., (2017). Social and emotional learning and equity in school discipline. *The Future of Children*, 117-136.
- Handford, V. & Leithwood, K. (2013). Why teachers trust school leaders. *Journal of Educational Administration*, 51(2). 194-212.
- Hernandes-Melis, C., Fenning, P., & Lawrence, E. (2016). Effects of an alternative to suspension intervention in a therapeutic high school. *Preventing School Failure*, 60(3), 252–258.
- Higgins, B., & Tyler, B. (2017). The alternative to suspension model: Discipline in the ‘with’. *Leadership*, 46(5), 36. <https://search-proquest-com.une.idm.oclc.org/docview/1898618143?pq-origsite=summon>
- Jegathesan, M., Vitberg, Y.M., & Pusic, M.V. (2016). A survey of mindset theories of intelligence and medical error self-reporting among pediatric housestaff and faculty. *BMC Medical Education*, 16(1), 58.
- Johnson, J. L., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. *American Journal of Pharmaceutical Education*, 84(1), 138-146.
- Kelly, J., Pohl, B. (2018). Using structured positive and negative reinforcement to change student behavior in educational settings in order to achieve student academic success. *Multidisciplinary Journal for Education, Social, and Technological Sciences*.

- Kennedy, C.M. (2018). *Principal leadership of Tier 3 School-wide Positive Behavior Intervention and Supports*. University of New England. All theses and dissertations. 153.
<https://dune.une.edu/theses/153>
- Kim, K., & Pierce, R. (2014). School climate. In S. Thompson (Ed.), *Encyclopedia of diversity and social justice*. Lanham, MD: Rowman & Littlefield Publishers. Retrieved from https://une.idm.oclc.org/login?url=https://search.credoreference.com/content/entry/rowman_dasj/school_climate/0
- Lamoreaux, D., & Sulkowski, M. L. (2019; 2020). An alternative to fortified schools: Using crime prevention through environmental design (CPTED) to balance student safety and psychological well-being. *Psychology in the Schools*, 57(1), 152-165.
- Lane, E. S. (2016). *Examining the relationship between principal leadership and school climate*. Retrieved from <https://une.idm.oclc.org/login?url=https://search-proquest-com.une.idm.oclc.org/docview/1800543758?accountid=12756>
- Lee, H., Sullivan, C.J., & Barnes, J.C. (2018). Maturity of judgment and perceptual deterrence. *Criminal Justice and Behavior*, 45(11), 1762-1781.
- Lenzi, M., Sharkey, J., Furlong, M. J., Mayworm, A., Hunnicutt, K., & Vieno, A. (2017). School sense of community, teacher support, and students' school safety perceptions. *American Journal of Community Psychology*, 60(3-4), 527-537.
- Lindle, J. C. (2008). School safety: real or imagined fear? *Educational Policy*, 22(1), 28- 44. Retrieved from <https://journals-sagepubcom.lopes.idm.oclc.org/doi/pdf/10.1177/0895904807311295>

- Manna, R. (2019). *What Big Challenges Do New Teachers Face?* Retrieved from <https://www.scholastic.com/teachers/articles/teaching-content/what-big-challenges-do-new-teachers-face/>
- Massar, M., McIntosh, K., & Eliason, B. M. (2015). Do out-of-school suspensions prevent future exclusionary discipline? *PBIS evaluation brief*.
- Miller, C. E., & Meyers, S. A., (2015). Disparities in school discipline practices for students with emotional and learning disabilities and Autism. *Journal of Education and Human Development, 4*(1), 255-267.
- Mitra, D. (2018). Student voice in secondary schools: The possibility for deeper change. *Journal of Educational Administration, 56*(5), 473-487.
- Mizel, M. L., Miles, J.N.V., Pedersen, E.R., Tucker, J.S., Ewing, B.A., & D'Amico, E.J. (2016). To educate or to incarcerate: Factors in disproportionality in school discipline. *Children and Youth Services Review, 70*, 102-111.
- Morgan, P. L., Farkas, G., Hillemeier, M.M., Wang, Y., Mandel, Z., DeJarnett, C., & Maczuga, S. (2019). Are students with disabilities suspended more frequently than otherwise similar students without disabilities? *Journal of School Psychology, 72*, 1-13.
- Mowen, T. J. (2015). Punishing parents: School discipline, security, and parental outcomes in U.S. public schools. University of Delaware: Dissertation.
- National Center on Safe and Supportive Learning Environments. (2020). *School Safety*. Retrieved from <https://safesupportivelearning.ed.gov/topic-research/safety>.
- Netolicky, D. M. (2020; 2019). *Transformational professional learning: Making a difference in schools* (1st ed.). Milton: Routledge

- Nguyen, B., Noguera, P., Adkins, N., & Teranishi, R. (2019). Ethnic discipline gap: Unseen dimensions of racial disproportionality in school discipline. *American Educational Research Journal*, 56(5), 1973-2003.
- Noel, V. A., Bond, G. R., Drake, R. E., Becker, D. R., McHugo, G. J., Swanson, S. J., . . . Greene, M. A., (2017). Barriers and facilitators to sustainment of an evidence-based supported employment program. *Administration and Policy in Mental Health*, 44(3), 331-338.
- Noltemeyer, A. L., Ward, R. M., & McLoughlin, C. (2015). Relationship between school suspension and student outcomes: A meta-analysis. *School Psychology Review*, 44(2), 224-240.
- Ogilvie, J., & Stewart, A. (2010). The integration of rational choice and self-efficacy theories: A situational analysis of student misconduct. *Australian and New Zealand Journal of Criminology*, 43(1), 130-155.
- Olufunke, C.A., & Abimbola, F.B. (2018). Principals' gender-related variables and discipline in secondary schools in Southwest, Nigeria. *European Scientific Journal*, 14(13).
- Overstreet, C.W. (2020). *A self-study of the relationships between my leadership and the promotion of a supportive school environment*. Dissertation: Loyola University of Chicago.
- Ovink, S. (2014). Improving learning environment: school discipline and student achievement in comparative perspectives. *Contemporary Sociology*, 43(5), 658-660.
- Perry-Hazan, L., & Lambrozo, N. (2018). Young children's perceptions of due process in schools' disciplinary procedures. *British Educational Research Journal*, 44(5), 827-846.

- Perry, B. L., & Morris, E. W. (2014). Suspending progress: Collateral consequences of exclusionary punishment in public schools. *American Sociological Review*, 79(6), 1067-1087.
- Pogarsky, G., Kim, K., & Paternoster, R. (2005). Perceptual change in the national youth survey: Lessons for deterrence theory and offender decision-making. *Justice Quarterly*, 22(1), 1-29.
- Powers, C.J., Bierman, K.L., & The Conduct Problems Prevention Research Group. (2013). The multifaceted impact of peer relations on aggressive–disruptive behavior in early elementary school. *Developmental Psychology*, 49(6), 1174–1186.
- Provincial Ministry of Education. (2019). A framework for classroom assessment. Retrieved from <https://curriculum.gov.xx.ca/sites/curriculum.gov.xx.ca/files/pdf/assessment/a-framework-for-classroom-assessment.pdf>
- Ravitch, S.M., & Riggan, M. (2016). *Reason & rigor: How conceptual frameworks guide research*. 2nd edition. Thousand Oaks, CA: SAGE Publications.
- Reeves, M.A., Kanan, L.M., & Plog, A.E. (2011). *Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety prevention through recovery*. London: Routledge Ltd.
- Roseman, J. (2016). A matter of health and safety: Improving teaching and learning conditions in schools. *American Educator*, 40(4), 34.
- Rosenbaum, J. (2018). Educational and criminal justice outcomes 12 years after school suspension. *Youth and Society*, 52(4), 515-547.
- Ryoo, J.H., Hong, S., Bart, W.M., Shin, J., & Bradshaw, C. P. (2018). Investigating the effect of school-wide positive behavioral interventions and supports on student learning and

- behavioral problems in elementary and middle schools. *Psychology in the Schools*, 55(6), 629-643.
- Schonert-Reichl, K. A., & Guhn, M. (2013). *The Middle Years Development Instrument*. In A. C. Michalos (Ed.), *Encyclopedia of Quality of Life Research*. NY: Springer Press.
- School Discipline. (2018). In *Opposing Viewpoints Online Collection*. Detroit, MI: Gale.
- Retrieved from
<http://link.galegroup.com.une.idm.oclc.org/apps/doc/HMTARM593161289/OVIC?u=bidd97564&sid=OVIC&xid=8164c7bc>
- SDX. (2015). SDX 2019-2020 about us. Retrieved from:
<https://www.sdx.bc.ca/AboutUs/Pages/default.aspx#/=>.
- Showers, S.C. (2019). *Building a positive school climate: What principals have done to effect change, an ethnographic case study*. Dissertation: University of Nebraska.
- Skiba, R. & Losen, D. (2016). From Reaction to prevention: Turning the page on school discipline. *American Educator*, 39(4), 4–11.
- Starr, J. P. (2018). Reducing suspensions or building relationships? Reframing the problem: Setting numerical goals to remove discipline disparities doesn't get at the deeper issues. *Phi Delta Kappan*, 99(8), 72.
- Suddaby, R., & Foster, W. M. (2017). History and organizational change. *Journal of Management*, 43(1), 19-38.
- Tangwe, A.T. (2017). School discipline: Alternatives to corporal punishment. *ZEP: Zeitschrift Für Internationale Bildungsforschung Und Entwicklungspädagogik*, 40(2), 9.
- Thapa, A., Cohen, J., Guffey, S., & Alessandro, A. H. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357-385.

- Thompson, J. (2016). Eliminating zero tolerance policies in schools: Miami-Dade County Public Schools' approach. *Brigham Young University Education & Law Journal*, 2(5), 325–349.
<https://digitalcommons.law.byu.edu/elj/vol2016/iss2/5>
- Ugurlu, C.T., Beycioglu, K., Kondakci, Y., Sincar, M., Yildirim, M. C., Ozer, N., & Oncel, A. (2015). The views of teachers towards perception of discipline in schools. *Procedia - Social and Behavioral Sciences*, 197, 120-125.
- Uline, C., & Tschannen-Moran, M. (2008). The walls speak: The interplay of quality facilities, school climate, and student achievement. *Journal of Educational Administration*, 46(1), 55-73.
- Weaver-Hightower, M. (2014a February 11). Conceptual framework Part 1. [youtube video].
 Retrieved from <https://www.youtube.com/watch?v=guUdGZWgKdw&feature=youtu.be>
- Welch, K., & Payne, A. A. (2018). Zero Tolerance School Policies. In *The Palgrave International Handbook of School Discipline, Surveillance, and Social Control*. Palgrave Macmillan, Cham.
- Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2004). *Handbook of practical program evaluation* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Wiley, K. E., Anyon, Y., Yang, J. L., Pauline, M. E., Rosch, A., Valladares, G., ... Pisciotta, L. (2018). Looking Back, Moving Forward: Technical, Normative, and Political Dimensions of School Discipline. *Educational Administration Quarterly*, 54(2), 275–302.
- Wilson, L.T. (2010). Retrieved from <https://explorable.com/f-test>.
- Winkler, J. L. (2016). *Making school discipline kinder: Developing a roadmap for youth well-being*. Dissertation: University of Arizona.

- Winkler, J.L., Walsh, M.E., de Blois, M., Maré, J., & Carvajal, S.C. (2017). Kind discipline: Developing a conceptual model of a promising school discipline approach. *Evaluation and Program Planning, 62*, 15-24.
- Zengin, M., & Akan, D. (2019). The correlation between transformational leadership characteristics of school administrators and school safety. *Journal of Education and Training Studies, 7*(11), 121.

Appendix A

Ministry of Education Student Learning Survey Questions:

Student Learning Survey – Grade 7 Questions

1. Are you of Aboriginal ancestry (First Nations, Inuit, or Metis)? (Yes, No)
2. At school, are you told about possible learning experiences in your community? (At no time ... All of the time)
3. Does your school offer enough variety of extra-curricular activities (for example, sports or other activities that you do after school)? (Strongly disagree ... Strongly agree)
4. Can you describe any sports or other activities that you would like to do after school? (Open-ended response)
5. At school, do you participate in activities outside of class hours (for example: clubs, dance, sports teams, or music)? (At no time ... All of the time)
6. At school, do you participate in any Aboriginal or First Peoples celebrations or activities? (At no time ... All of the time)
7. At school, do you participate in any ongoing Aboriginal or First Peoples programs or activities? (At no time ... All of the time)
8. Is school a place where you feel like you belong? (At no time ... All of the time)
9. Do you see diverse sexual orientations and gender identities represented in your school or activities? (Yes; no; don't know)
10. At your school, how many adults do you feel care about you? (for example, teachers, counsellors, student helpers) (None; 1 adult; 2 adults; 3 adults; 4 or more adults)
11. I would like to go to a different school. (At no time ... All of the time)
12. What changes would you like to see happen in your school? (Open-ended response)
13. Do adults in the school treat all students fairly? (At no time ... All of the time)
14. Do you feel welcome at your school? (At no time ... All of the time)
15. Do you like school? (At no time ... All of the time)
16. At school, are you able to get the information and advice that you need (for example, from teachers or counsellors)? (At no time ... All of the time)
17. At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects). (At no time ... All of the time)
18. My questions are valued and welcomed by the adults at my school. I am heard. (Strongly disagree ... Strongly agree)
19. My school provides enough materials and technology for my learning (for example, things for wood working, metal working, art work, music, or computer technology). (Strongly disagree ... Strongly agree)
20. What materials and technology are missing at your school? (Open-ended response)
21. Do you feel safe at school? (At no time ... All of the time)
22. At school, are you bullied, teased, or picked on? (At no time ... All of the time)
23. I feel safe when I am going from home to school, or from school to home. (Strongly disagree ... Strongly agree)
24. How many teachers help you with your schoolwork when you need it? (None ... All)
25. At school, are you able to get extra help when needed? (At no time ... All of the time)

26. Is there any part of your education where you feel you need more support? (Open-ended response)
27. At school, I feel well supported when I move to a higher grade (for example, by having course choices and time tables or calendars explained, as well as after school activities, clubs and sports teams). (Strongly disagree ... Strongly agree)
28. At school, rules and expectations for behaviour are clear (for example, school rules or codes of conduct). (Strongly disagree ... Strongly agree)
29. At school, are you being taught about Aboriginal or First Peoples in Canada? (At no time ... All of the time)
30. At school, are you being taught about local First Nations? (At no time ... All of the time)
31. Are you being taught the local First Nation language(s)? (At no time ... All of the time)
32. At school, are you learning about how human activity affects our environment (for example, the health of different plants and animals, climate change)? (At no time ... All of the time)
33. Is your school helping you to become more media literate (for example, the ability to access, analyze, evaluate and create messages in a wide variety of forms)? (At no time ... All of the time)
34. I plan my learning based on my goals. (Strongly disagree ... Strongly agree)
35. At school, do you get to work together on projects with your classmates? (At no time ... All of the time)
36. At school, are you helped to understand how you can improve your learning? (At no time ... All of the time)
37. At school, are you helped to understand important ideas (for example, ideas that are critical for understanding – such as scientific laws)? (At no time ... All of the time)
38. At school, do you get to work on things you are interested in as part of your course work? (At no time ... All of the time)
39. At school, are you taught to take ownership or control of your learning (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study)? (At no time ... All of the time)
40. When you do not understand something at school, is it explained again in other ways? (At no time ... All of the time)
41. At school, do you get to discuss the quality of your work or other students' work? (At no time ... All of the time)
42. Do you know what things are considered when your work is marked? (At no time ... All of the time)
43. As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like? (At no time ... All of the time)
44. At school, do lessons often begin with a review of what was done in the last lesson? (At no time ... All of the time)
45. At school, are you taught to explain, as you work, the way that you solve problems (for example, describing step by step how you figured something out)? (At no time ... All of the time)
46. Are you taught to show your learning in different ways (for example, pictures, models, written work)? (At no time ... All of the time)

47. My learning is connected to the local environment and community (for example, learning things in local parks or businesses). (Strongly disagree ... Strongly agree)
48. At school, are you learning ways to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)? (At no time ... All of the time)
49. At school, are you learning to be a critical thinker (for example, analyzing, making connections, asking questions, challenging assumptions)? (At no time ... All of the time)
50. At school, I am learning to communicate effectively (for example, listening fully, watching for visual cues, asking for clarity, considering your audience when speaking, summarizing clearly). (Strongly disagree ... Strongly agree)
51. At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills). (Strongly disagree ... Strongly agree)
52. At school, I am learning how to care for my physical health (for example, getting healthy food, exercise and sleep). (Strongly disagree ... Strongly agree)
53. When I am making a decision to do something, I stop to think about how it might affect other people. (At no time ... All of the time)
54. I continue to get better at mathematics (for example, even if my problem-solving is already good, there is something else that is continuing to improve). (Strongly disagree ... Strongly agree)
55. I continue to get better at reading (for example, even if my word knowledge is already good, there is something else that is continuing to improve). (Strongly disagree ... Strongly agree)
56. I continue to get better at writing (for example, even if my spelling is already good, there is something else that is continuing to improve). (Strongly disagree ... Strongly agree)
57. I feel that I can make a difference in my community (for example, by volunteering with local organizations). (Strongly disagree ... Strongly agree)
58. At school, I am learning how to solve problems in peaceful ways. (Strongly disagree ... Strongly agree)
59. At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability). (Strongly disagree ... Strongly agree)
60. At school, do you respect people who are different from you (for example, think, act, or look different)? (At no time ... All of the time)
61. I like the academic aspects of my school (for example, subjects like mathematics or science). (Strongly disagree ... Strongly agree)
62. I like the athletic aspects of my school (for example, sports teams, physical education). (Strongly disagree ... Strongly agree)
63. I like the social aspects of my school. (Strongly disagree ... Strongly agree)
64. Do you drink alcohol? (Every day ... Never)
65. Do you use tobacco or nicotine in any form (for example, smoking, chewing, vaping)? (Every day ... Never)
66. Does school make you feel stressed or anxious? (At no time ... All of the time)
67. What causes you to feel stress or anxiety at school? (Open-ended response)

68. Do you feel good about yourself? (At no time ... All of the time)
69. How often do you usually eat breakfast? (Never ... Every day)
70. How often do you usually eat fresh vegetables (for example, in a salad, or fresh-cooked from raw)? (Never ... Every day)
71. How often, usually, do you get a good night's sleep? (Never ... Every day)
72. How would you describe your health (mental or physical)? (Excellent ... Poor)
73. In the past week (seven days) how many hours did you exercise or do physical activities that made you sweat and breathe hard, such as soccer, running, dancing, swimming, bicycling or similar aerobic activities? (Up to half an hour ... Over 2.5 hours)

Appendix B

Office Referral Form Data Collection Template:

Options ▾
Reports ▾
Help ▾

Default Template ▾

Save
Cancel

Incident
Actions

<p>Primary code * <input style="width: 90%;" type="text"/></p> <p>Additional codes Add</p> <p>Incident Date * <input style="width: 80%;" type="text"/> 📅</p> <p>Incident Time <input style="width: 80%;" type="text"/></p> <p>Location <input style="width: 80%;" type="text"/></p>	<p>Incident ID 00767053</p> <p>Investigation status N/A</p> <p>Owner > Name <input style="width: 90%;" type="text"/> 🔍</p> <p>Referral Staff > Name <input style="width: 90%;" type="text"/> 🔍</p> <p>Victim/Target > Name <input style="width: 90%;" type="text"/> 🔍</p> <p>Expiration Date <input style="width: 80%;" type="text"/> 📅</p>
--	--

Save
Cancel

<p>Action code * <input style="width: 90%;" type="text"/></p> <p>Start date * <input style="width: 90%;" type="text"/> 📅</p> <p>End date <input style="width: 90%;" type="text"/> 📅</p> <p>Is action closed? <input type="checkbox"/></p>	<div style="border: 1px solid #ccc; height: 100px; margin-top: 5px;"></div>
---	---

OK
Cancel

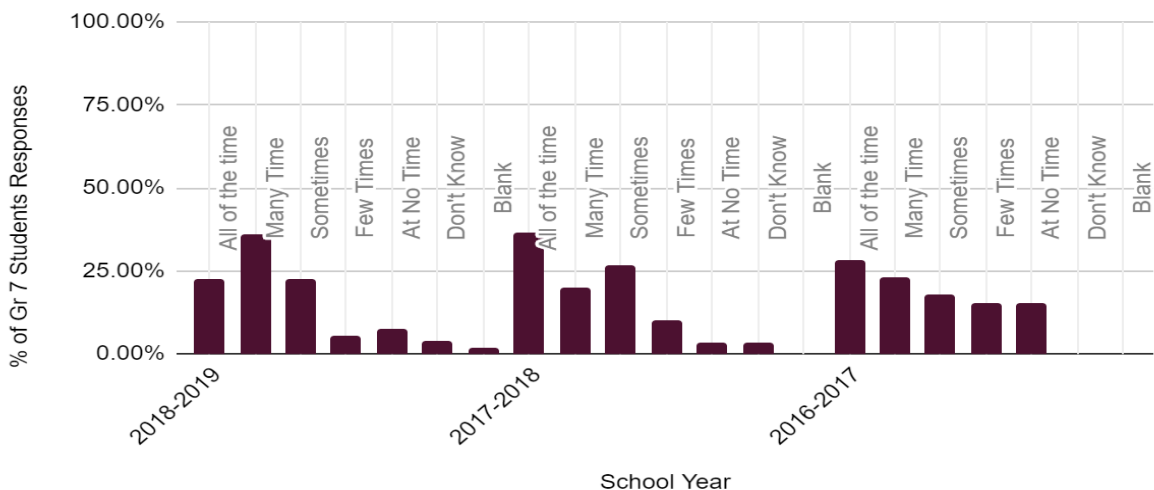
Appendix C

Student Learning Survey Data By Question

Question 1: Do you feel safe at school?

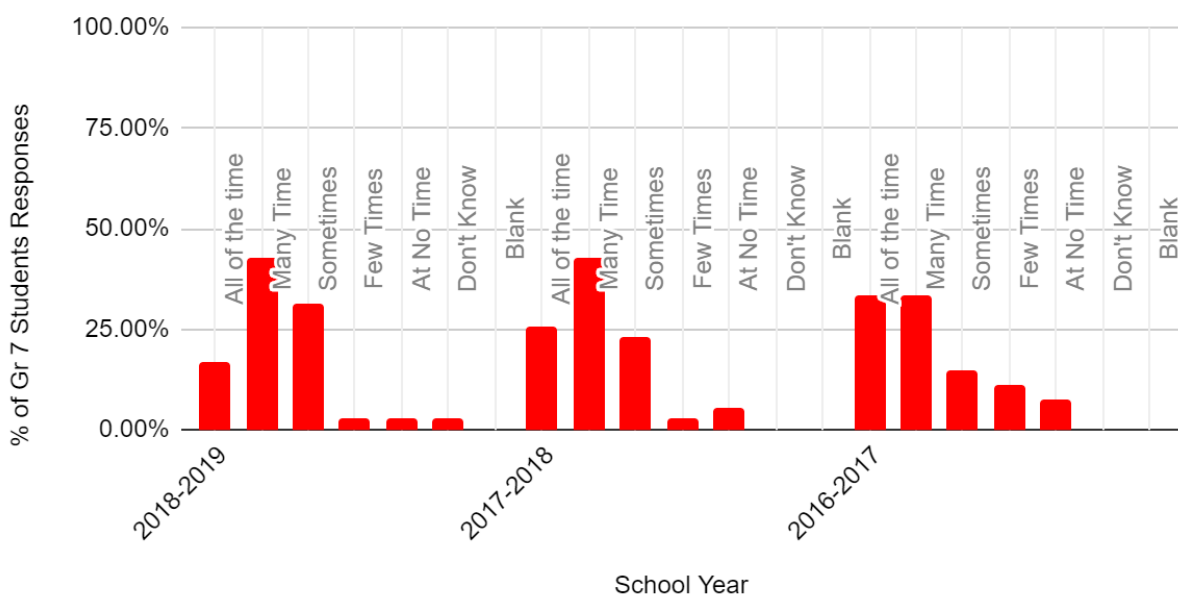
SSS Student Learning Survey Results

Q: Do you feel safe at school?



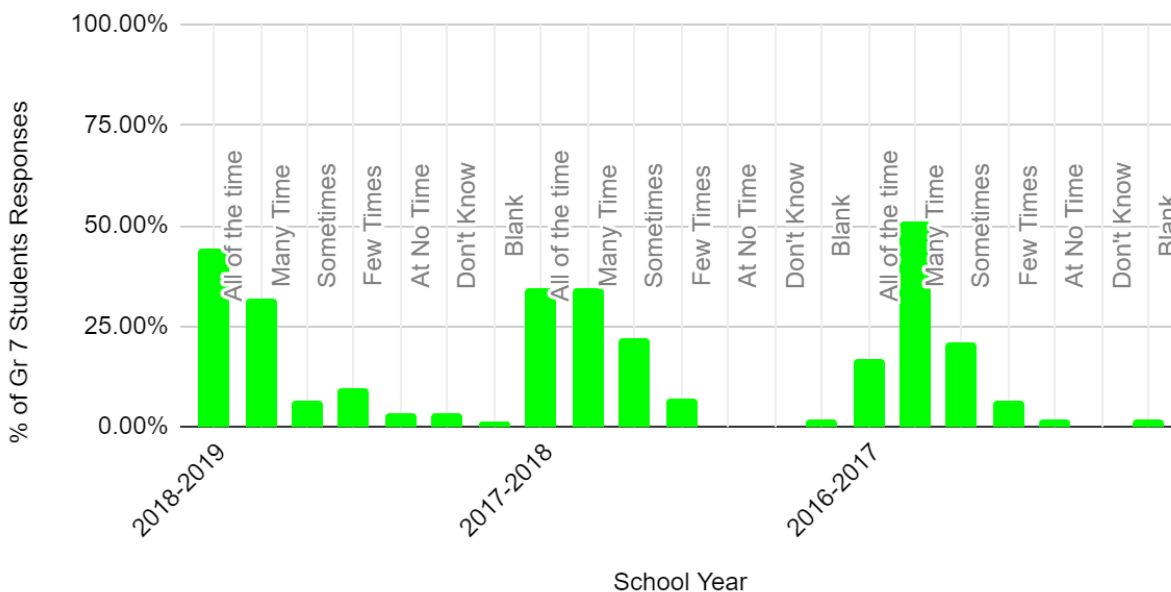
ESS Student Learning Survey Results

Q: Do you feel safe at school?



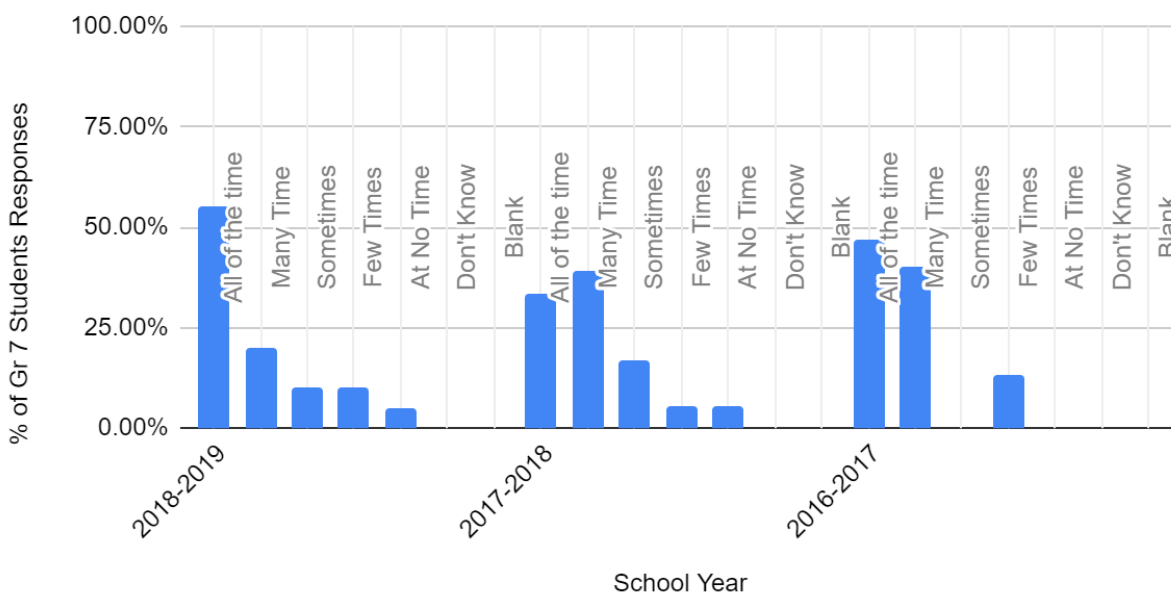
FSS Student Learning Survey Results

Q: Do you feel safe at school?



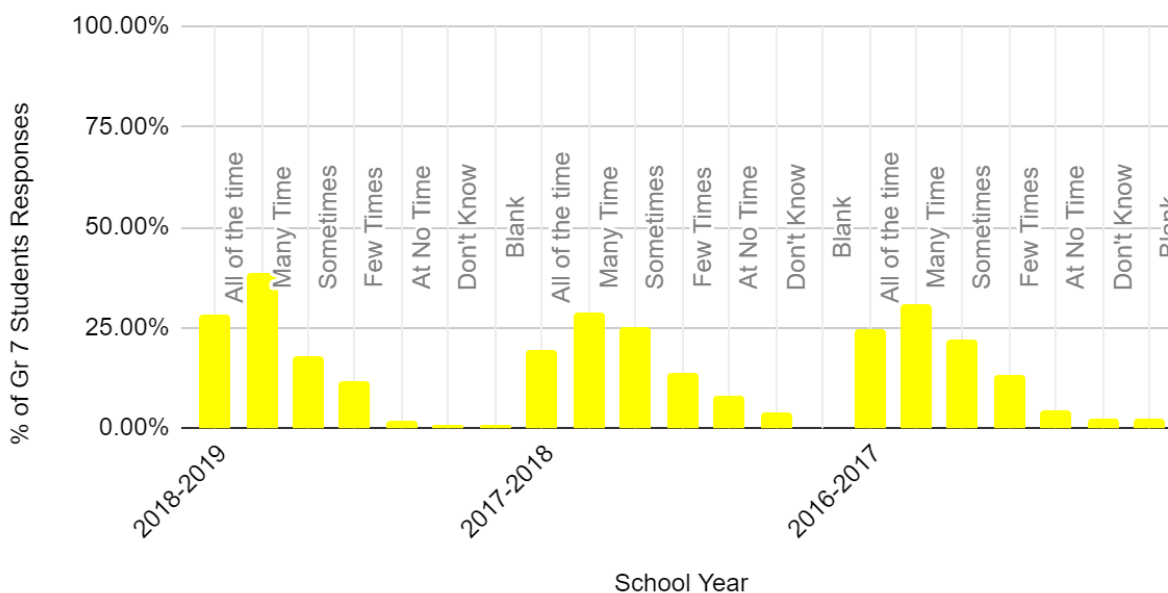
JESS Student Learning Survey Results

Q: Do you feel safe at school?



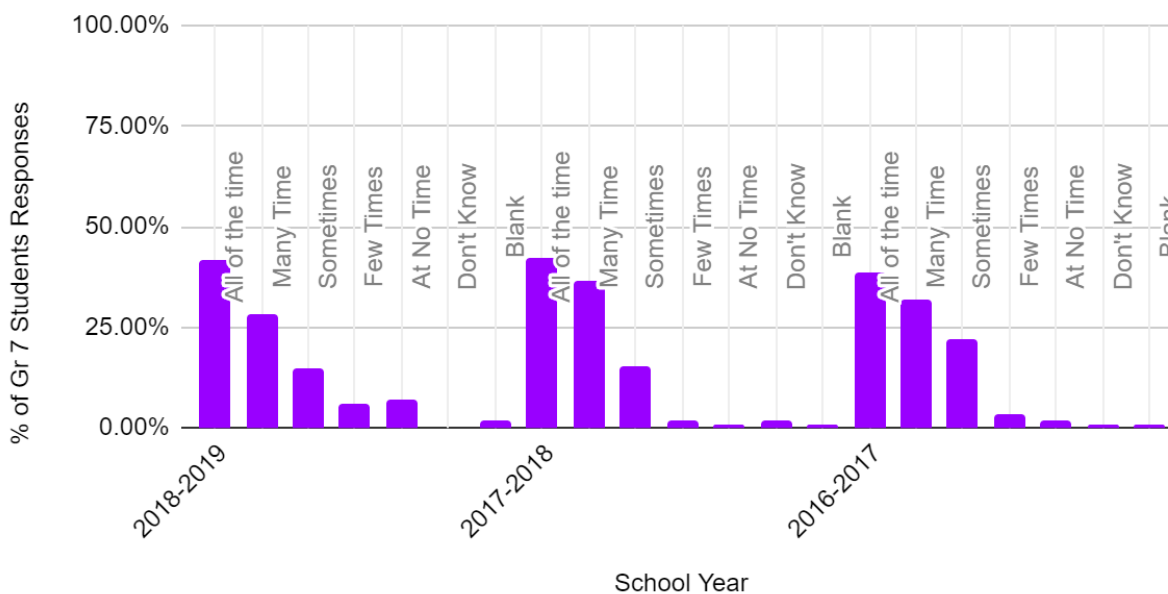
LMS Student Learning Survey Results

Q: Do you feel safe at school?



PMS Student Learning Survey Results

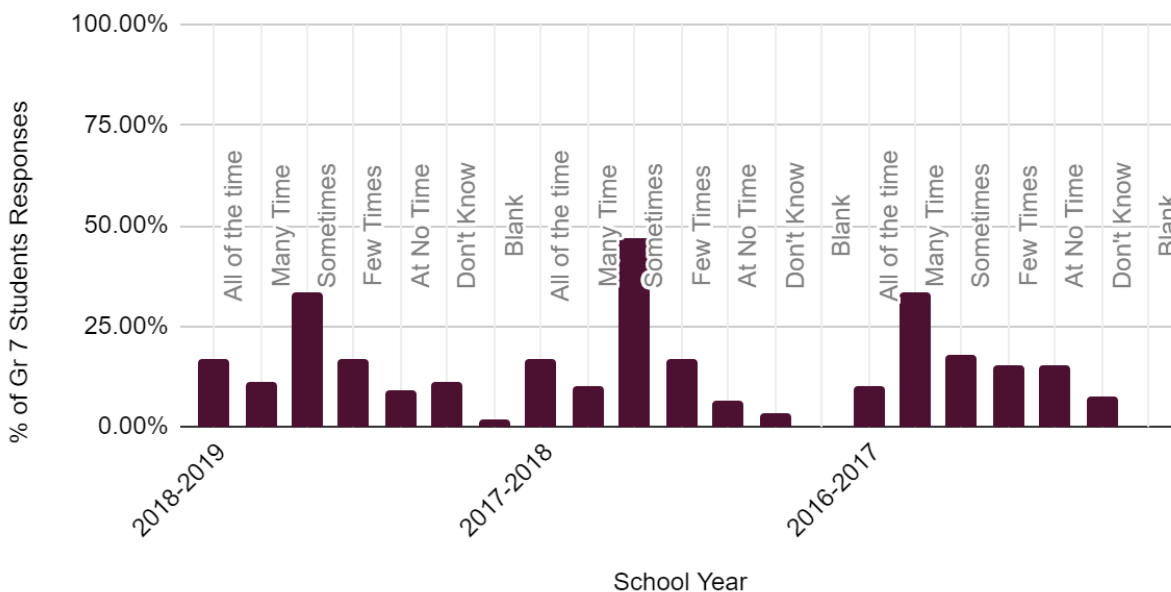
Q: Do you feel safe at school?



Question 2: Is school a place where you feel like you belong?

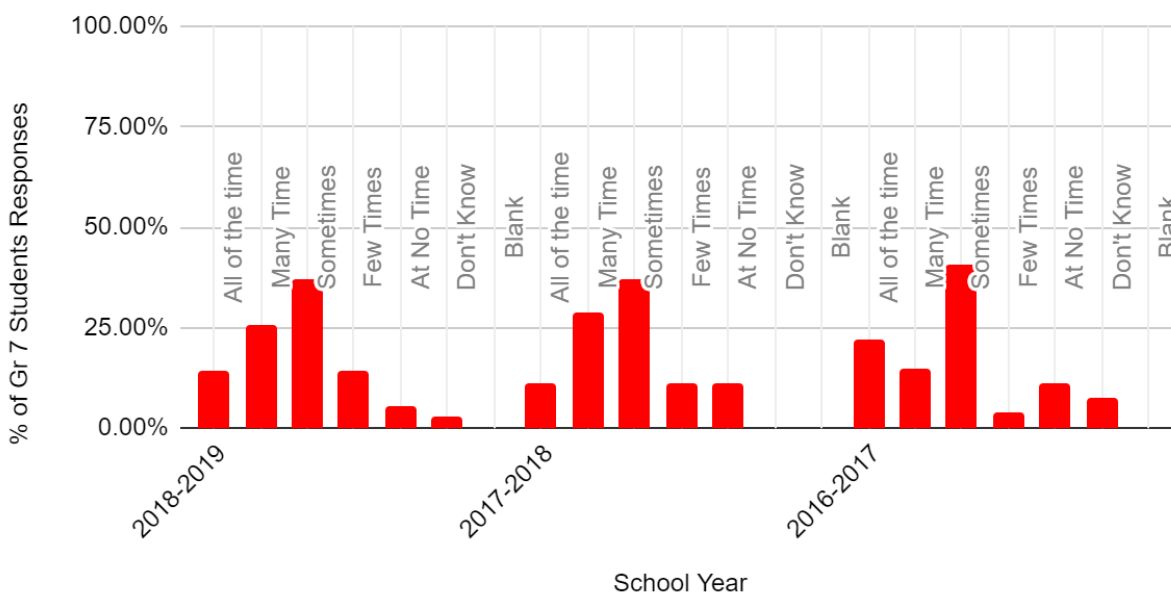
SSS Student Learning Survey Results

Q: Is school a place where you feel like you belong?



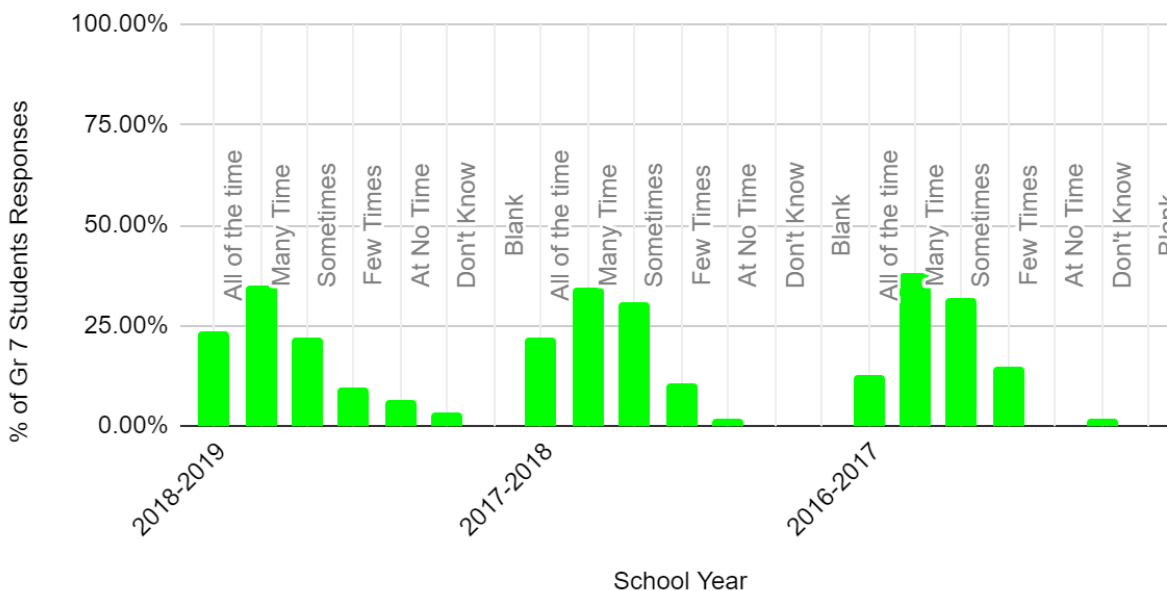
ESS Student Learning Survey Results

Q: Is school a place where you feel like you belong?



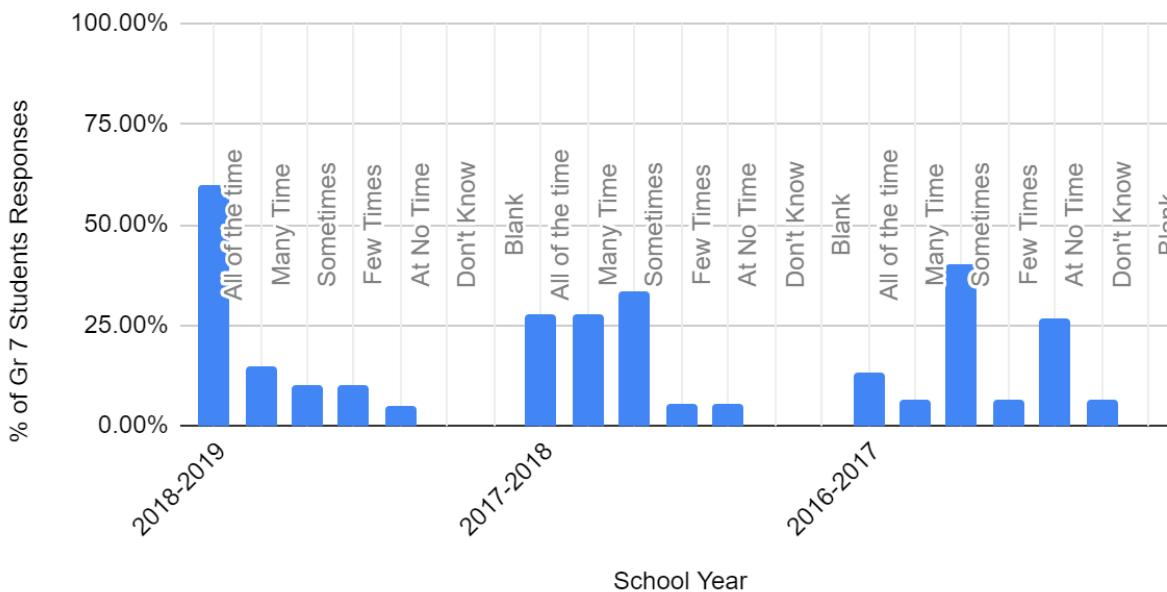
FSS Student Learning Survey Results

Q: Is school a place where you feel like you belong?



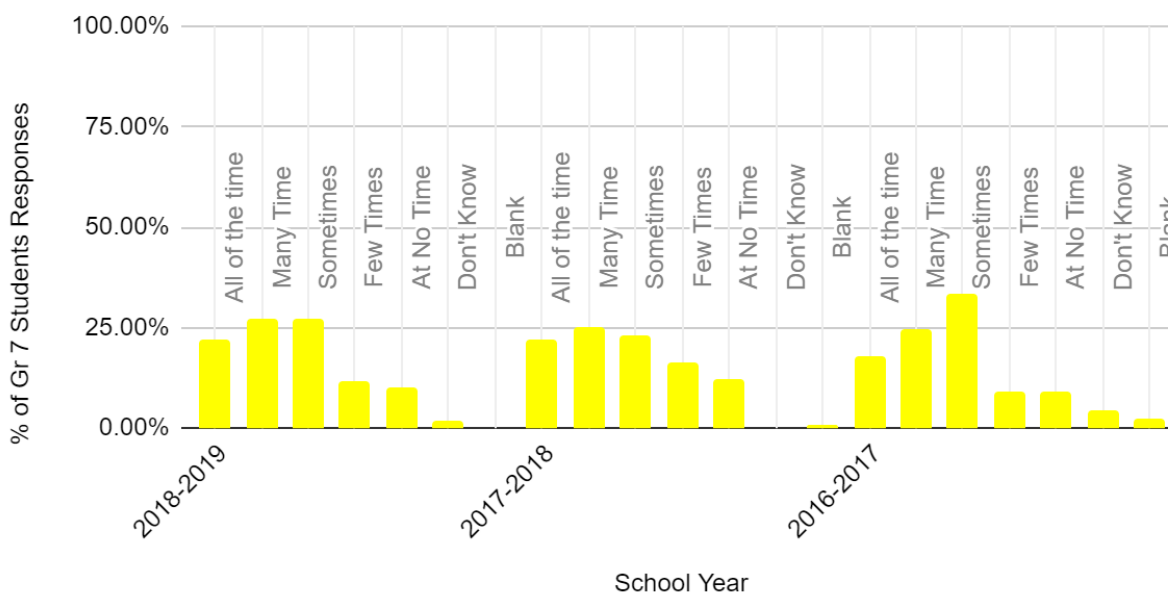
JESS Student Learning Survey Results

Q: Is school a place where you feel like you belong?



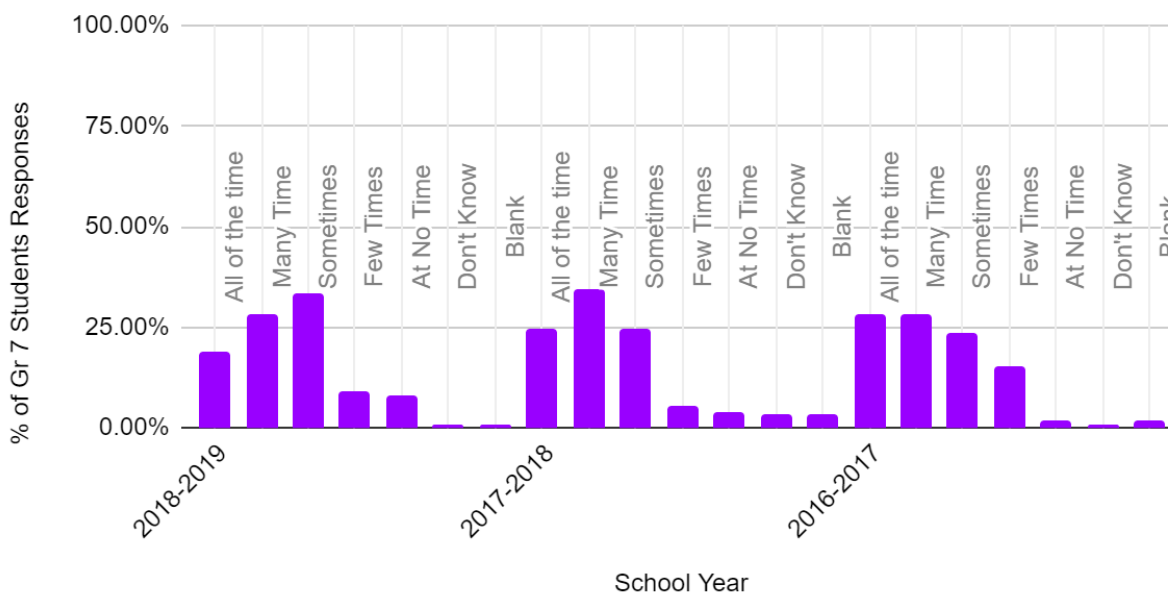
LMS Student Learning Survey Results

Q: Is school a place where you feel like you belong?



PMS Student Learning Survey Results

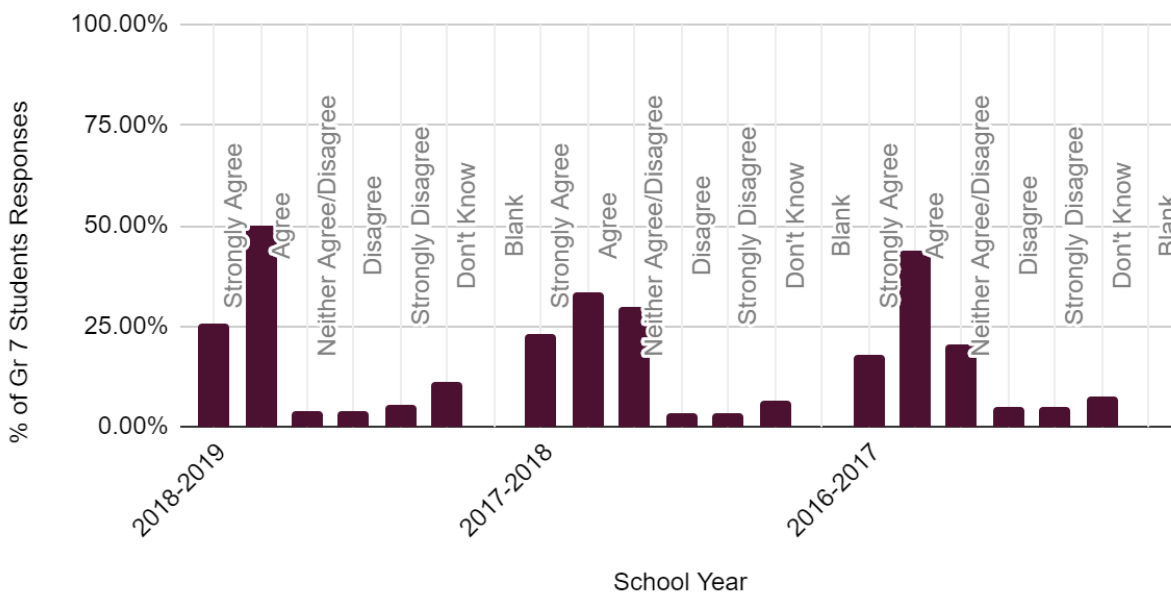
Q: Is school a place where you feel like you belong?



Question 3: At school, rules and expectations for behavior are clear.

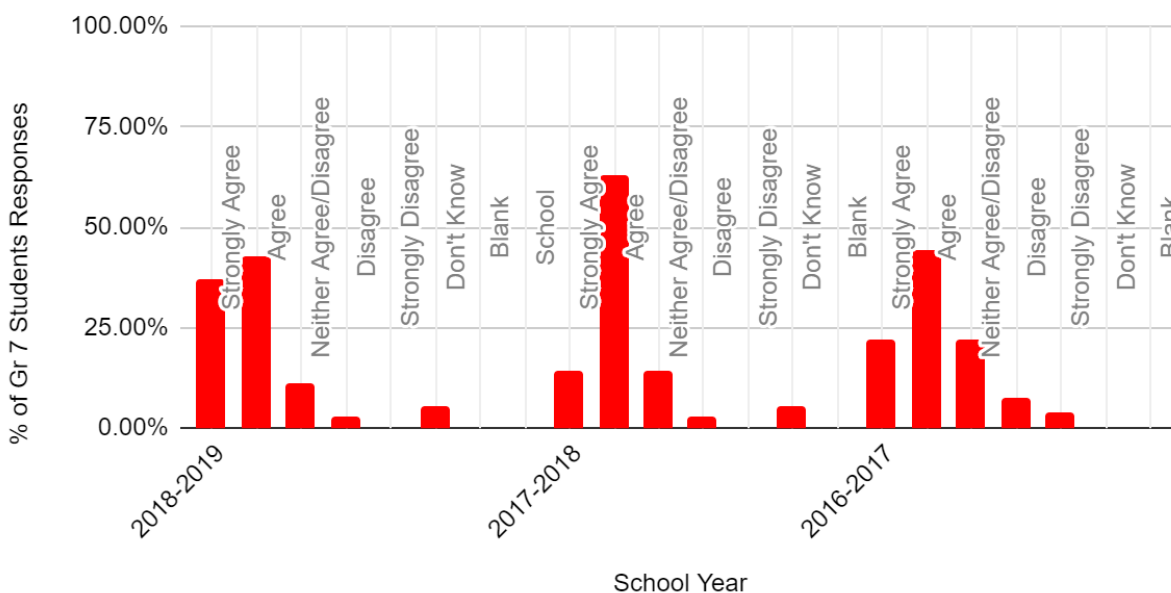
SSS Student Learning Survey Results

Q: At school, rules and expectations for behavior are clear.



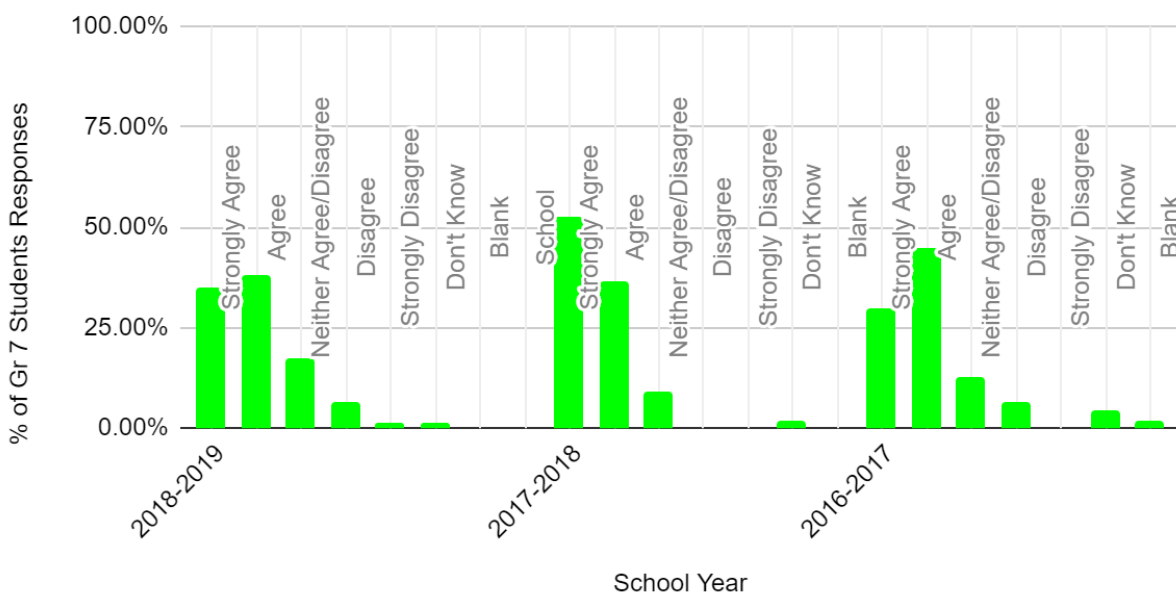
ESS Student Learning Survey Results

Q: At school, rules and expectations for behavior are clear.



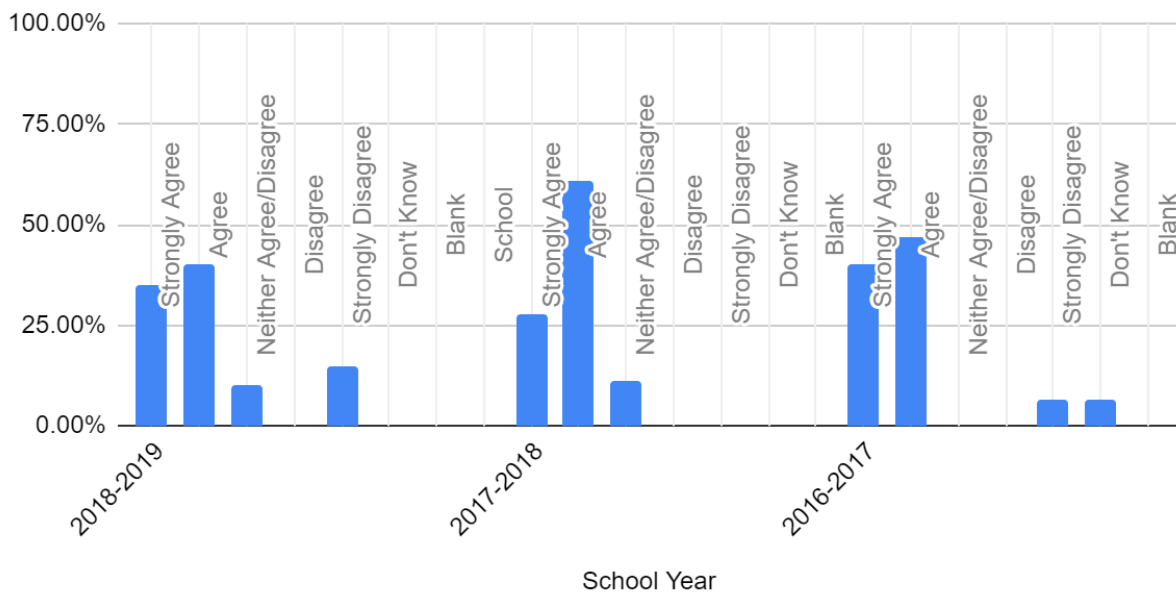
FSS Student Learning Survey Results

Q: At school, rules and expectations for behavior are clear.



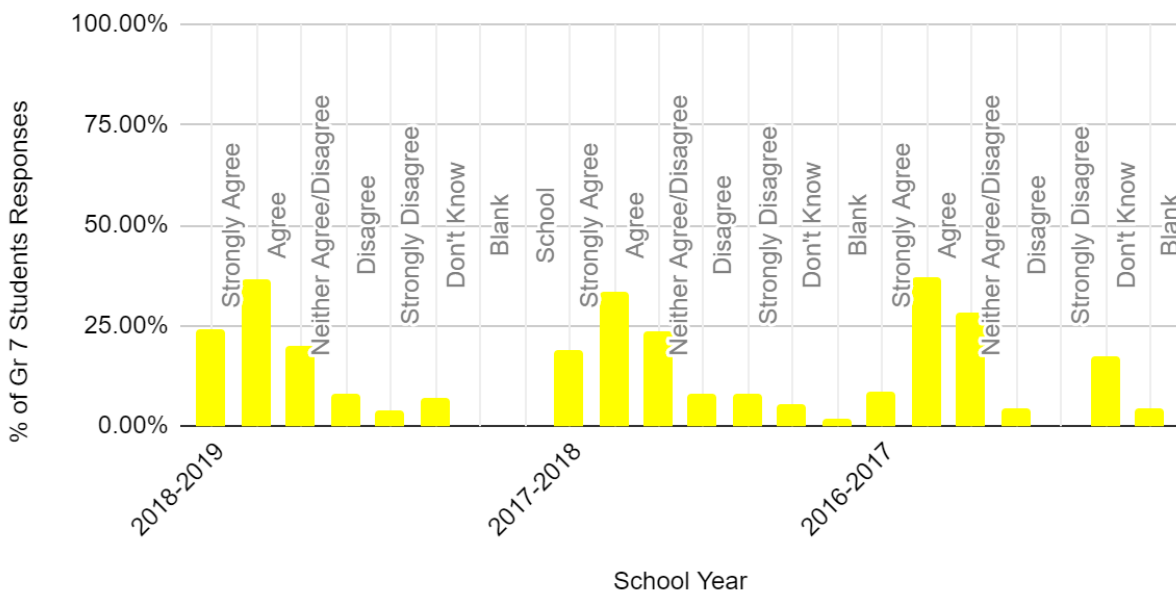
JESS Student Learning Survey Results

Q: At school, rules and expectations for behavior are clear.



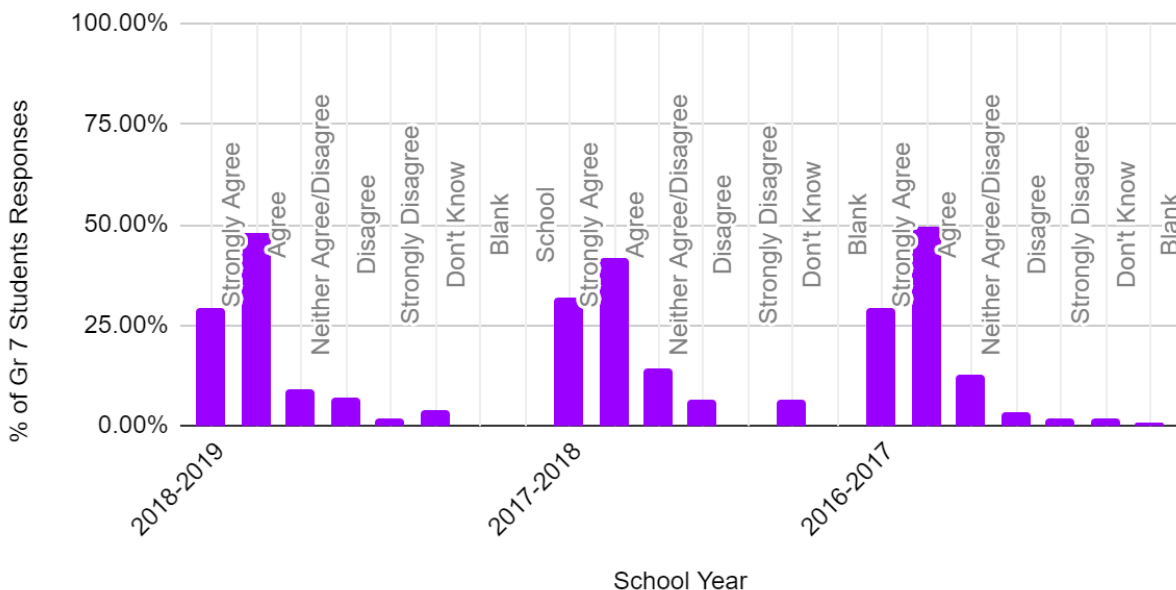
LMS Student Learning Survey Results

Q: At school, rules and expectations for behavior are clear.



PMS Student Learning Survey Results

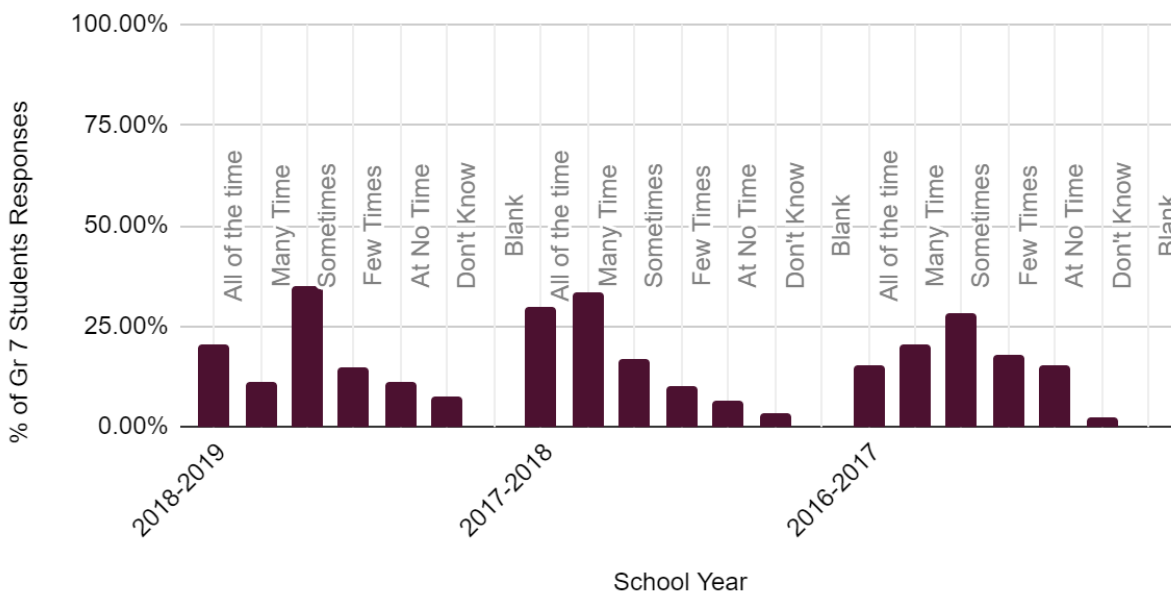
Q: At school, rules and expectations for behavior are clear.



Question 4: Do you feel welcomed at school?

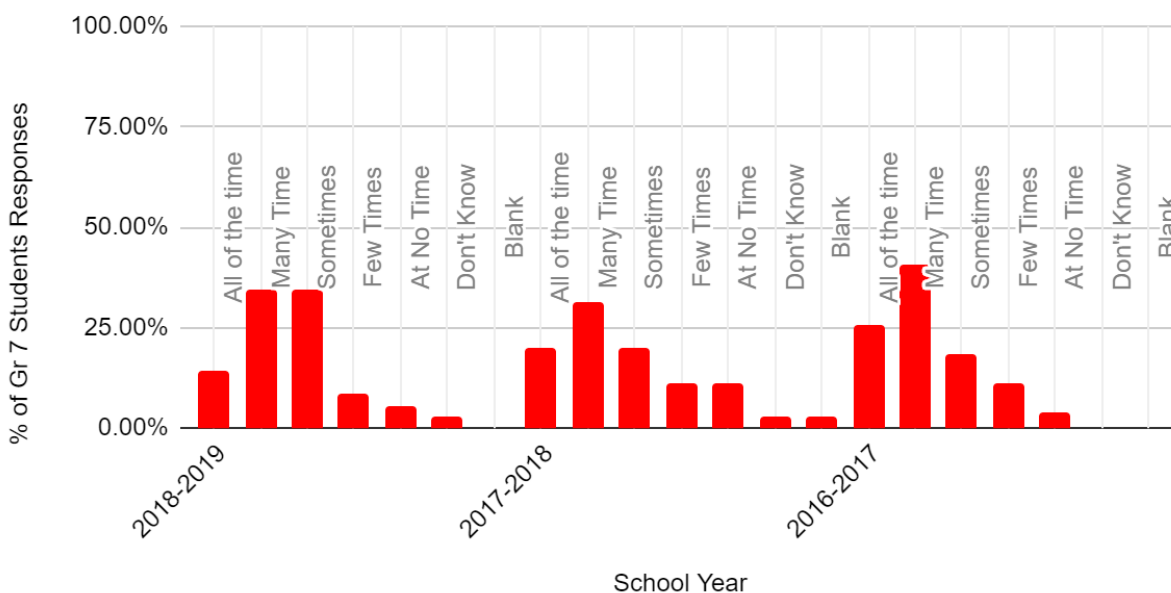
SSS Student Learning Survey Results

Q: Do you feel welcome at school?



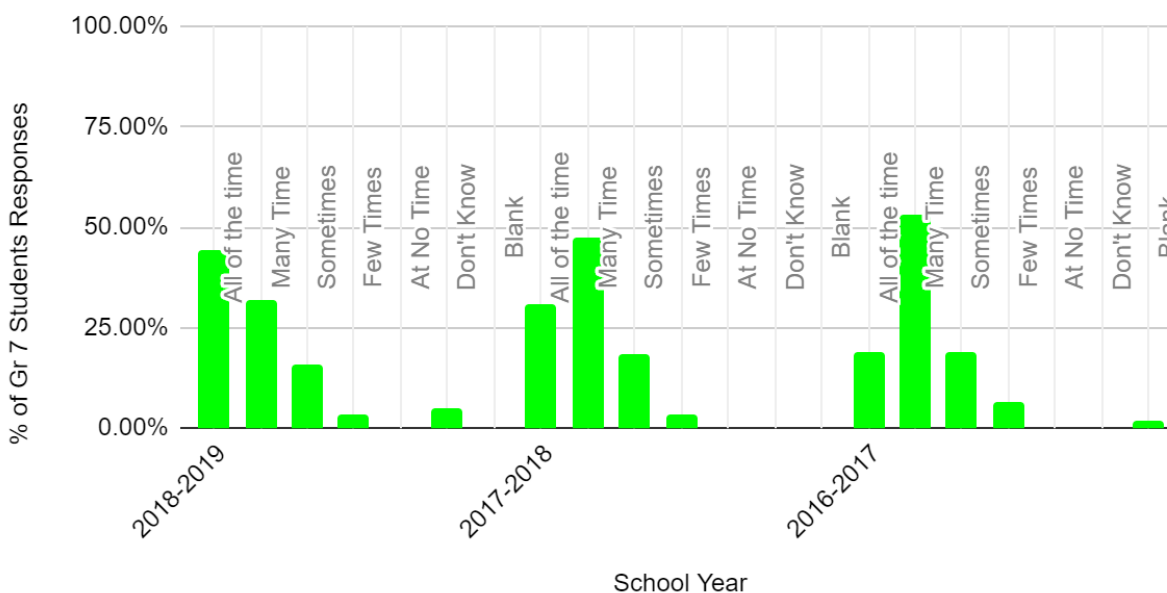
ESS Student Learning Survey Results

Q: Do you feel welcome at school?



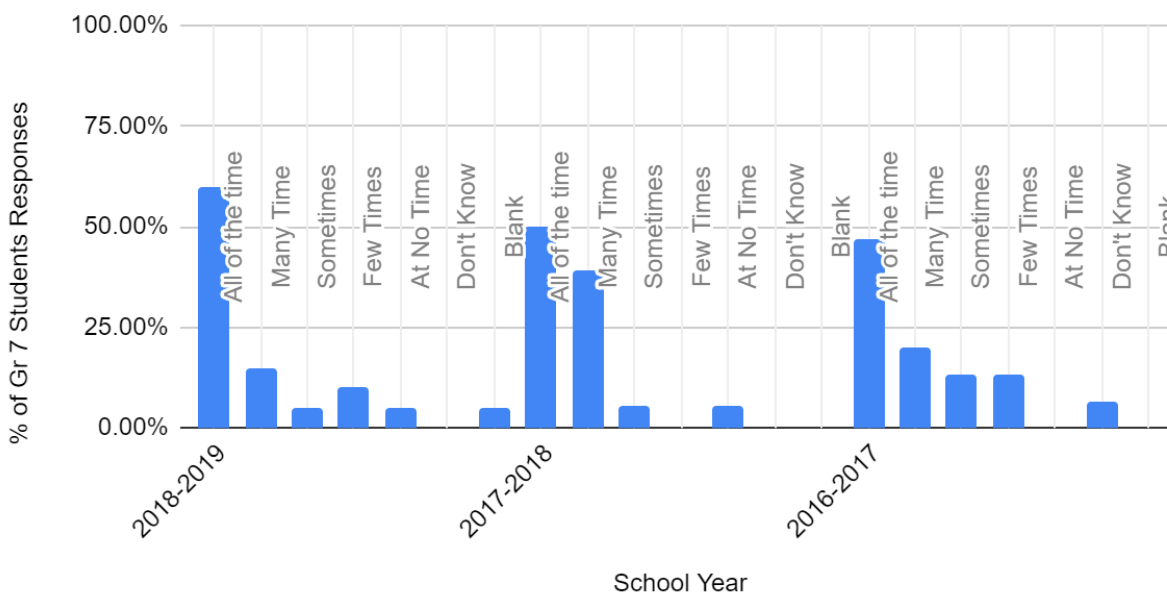
FSS Student Learning Survey Results

Q: Do you feel welcome at school?



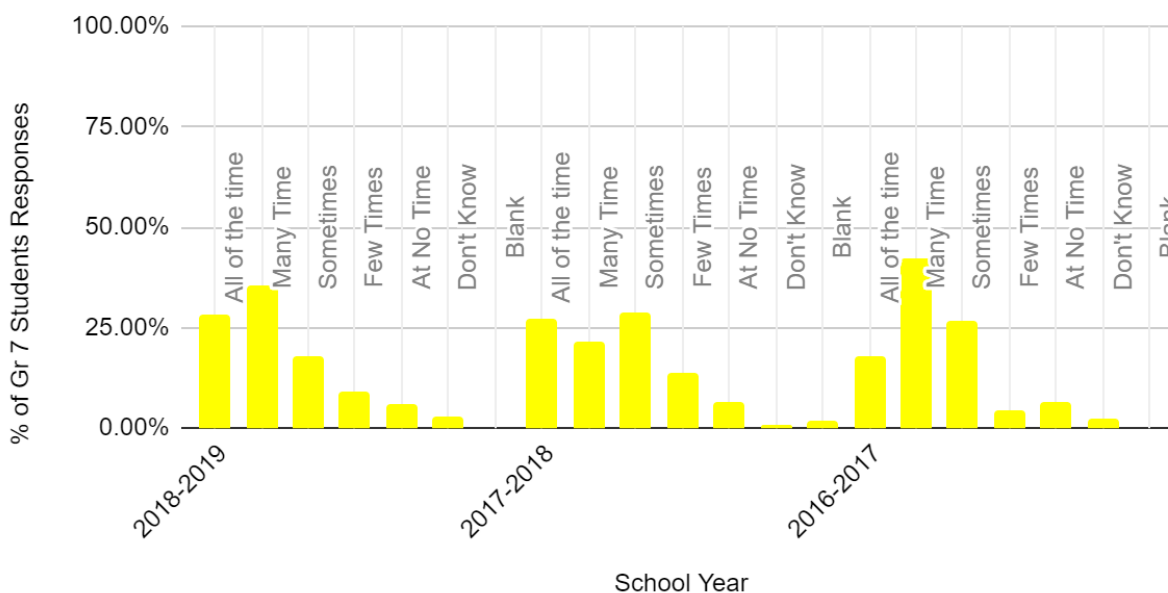
JESS Student Learning Survey Results

Q: Do you feel welcome at school?



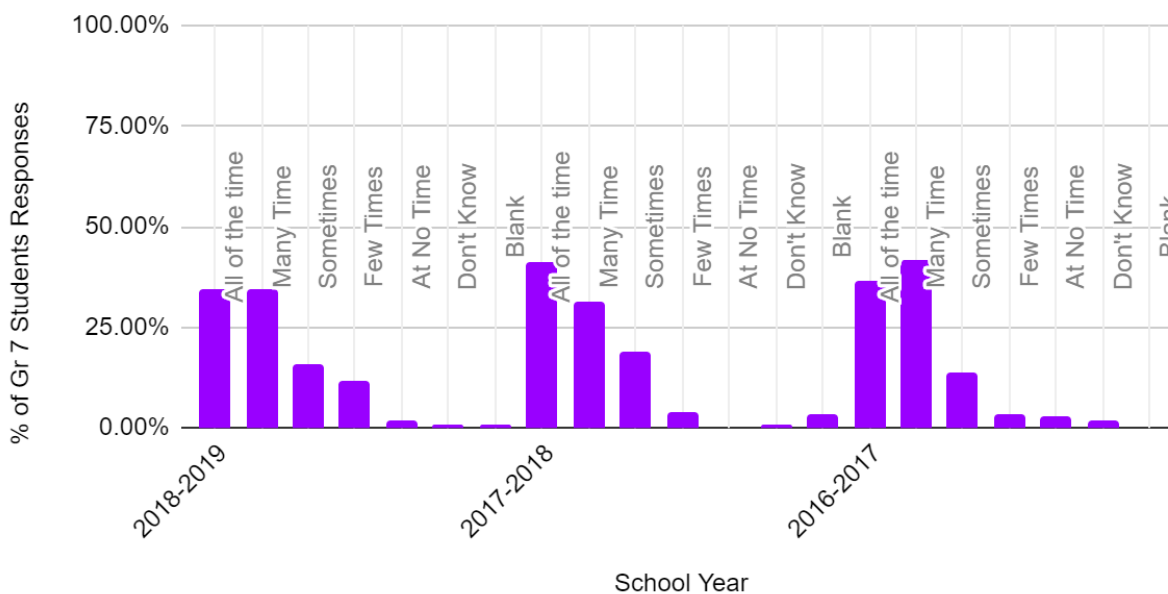
LMS Student Learning Survey Results

Q: Do you feel welcome at school?



PMS Student Learning Survey Results

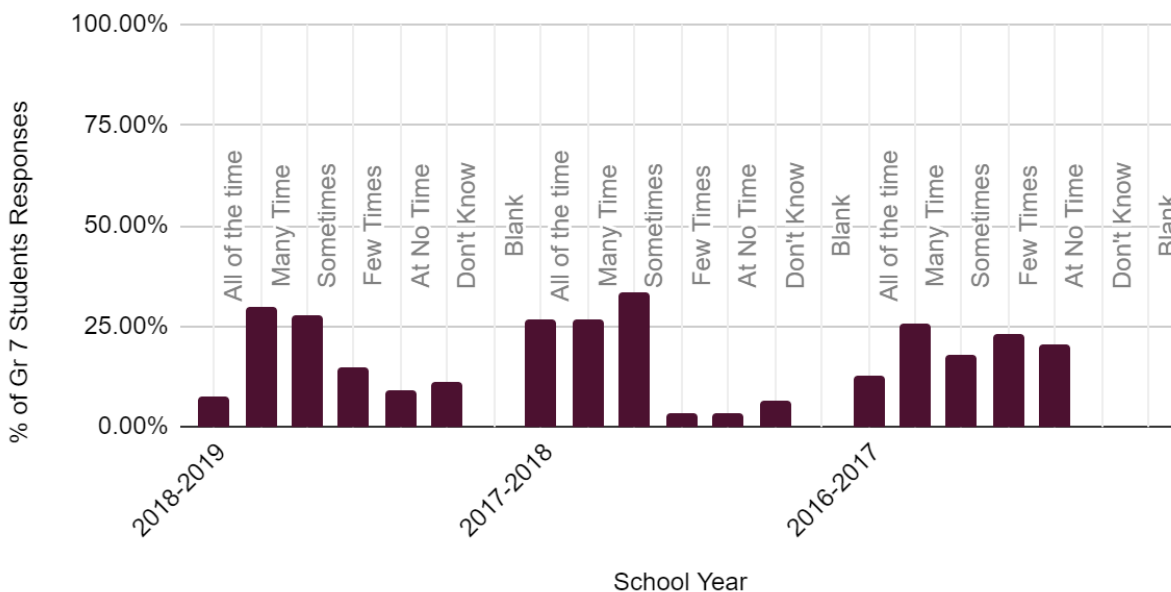
Q: Do you feel welcome at school?



Question 5: Do adults in the school treat all students fairly?

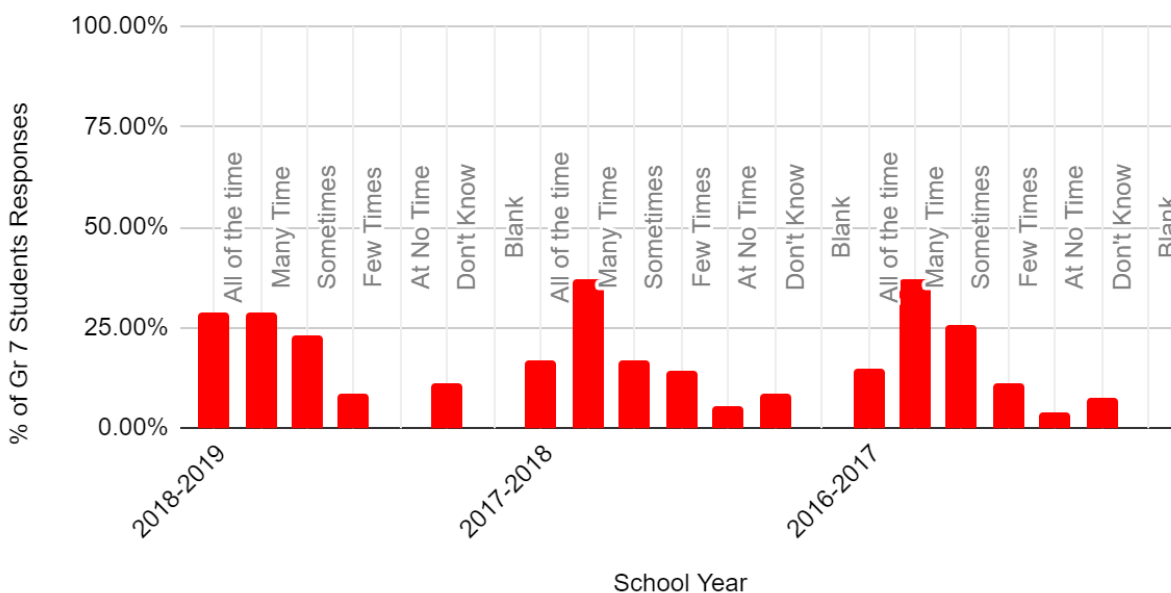
SSS Student Learning Survey Results

Q: Do adults in the school treat all students fairly?



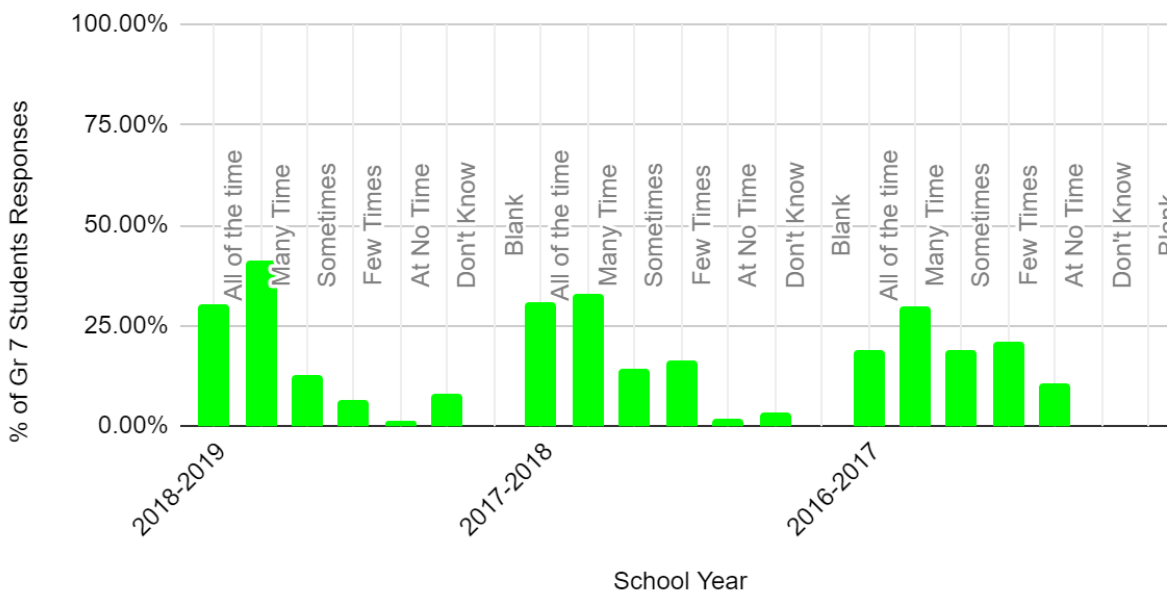
ESS Student Learning Survey Results

Q: Do adults in the school treat all students fairly?



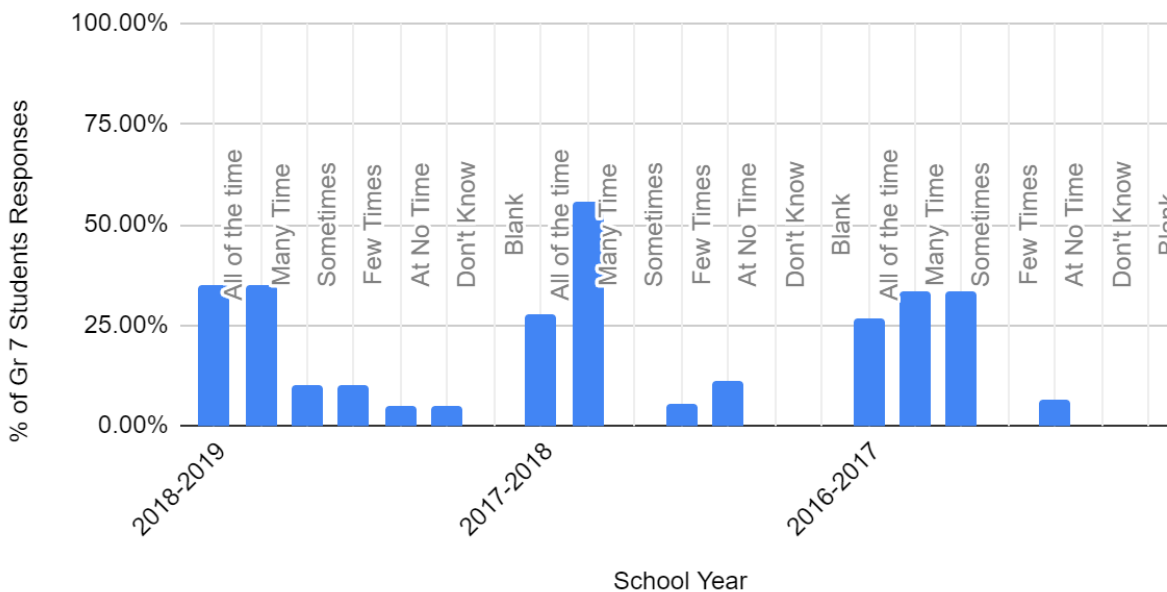
FSS Student Learning Survey Results

Q: Do adults in the school treat all students fairly?



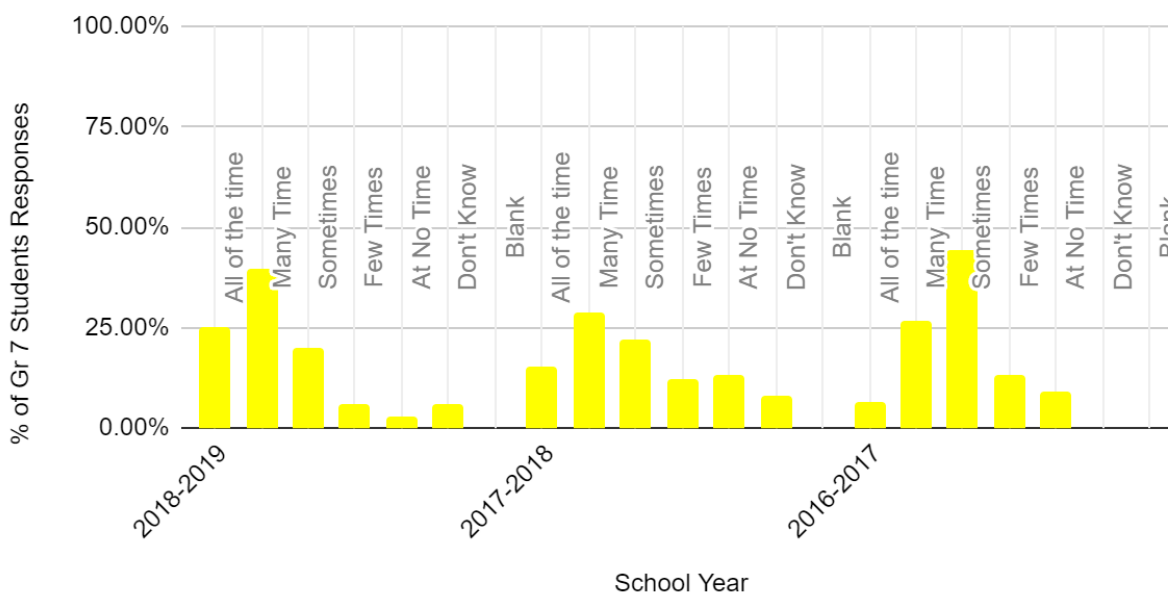
JESS Student Learning Survey Results

Q: Do adults in the school treat all students fairly?



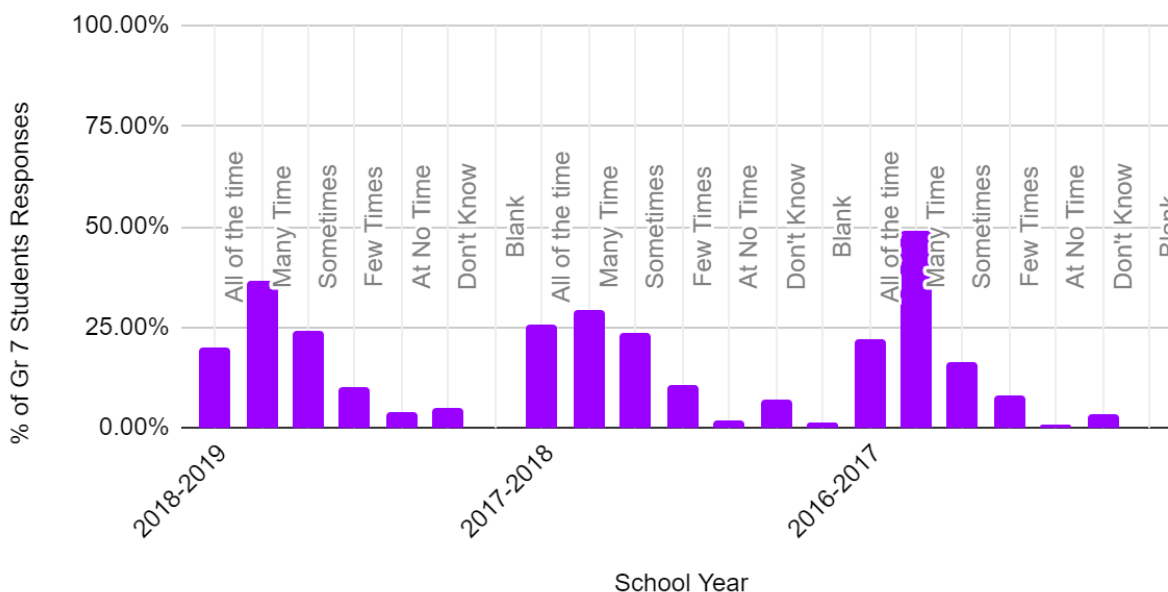
LMS Student Learning Survey Results

Q: Do adults in the school treat all students fairly?



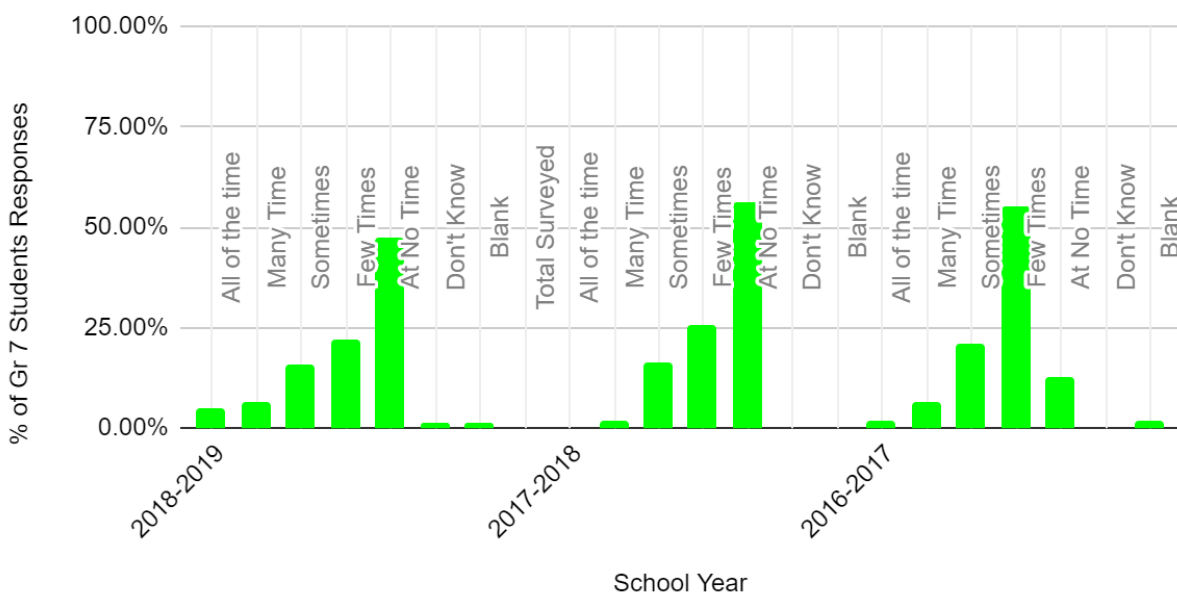
PMS Student Learning Survey Results

Q: Do adults in the school treat all students fairly?



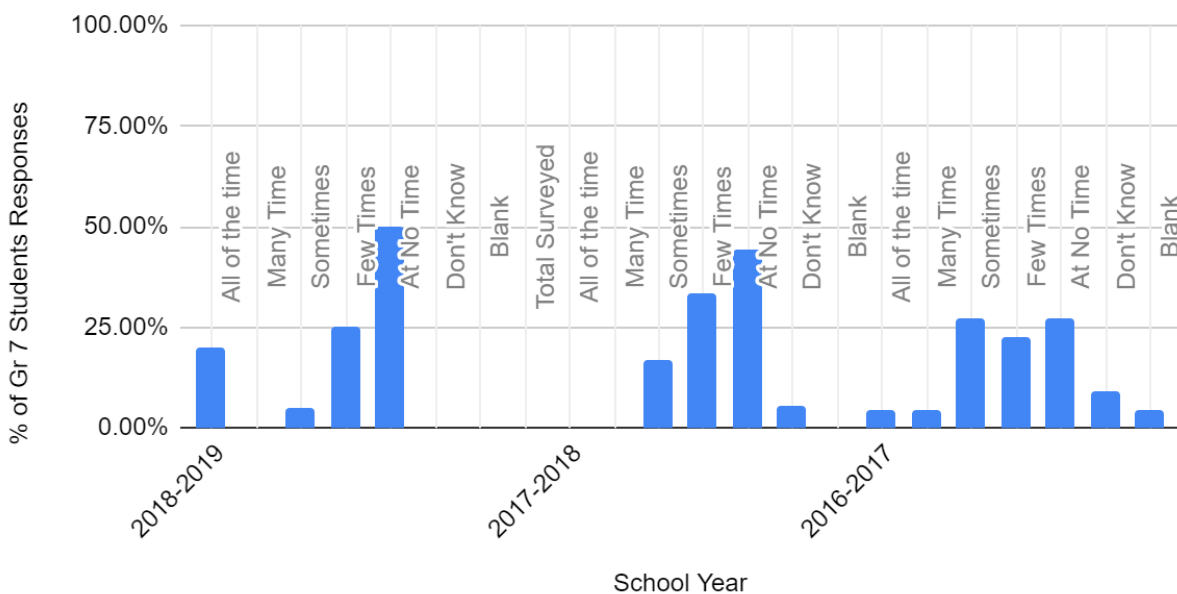
FSS Student Learning Survey Results

Q: At school, are you bullied, teased, or picked on?



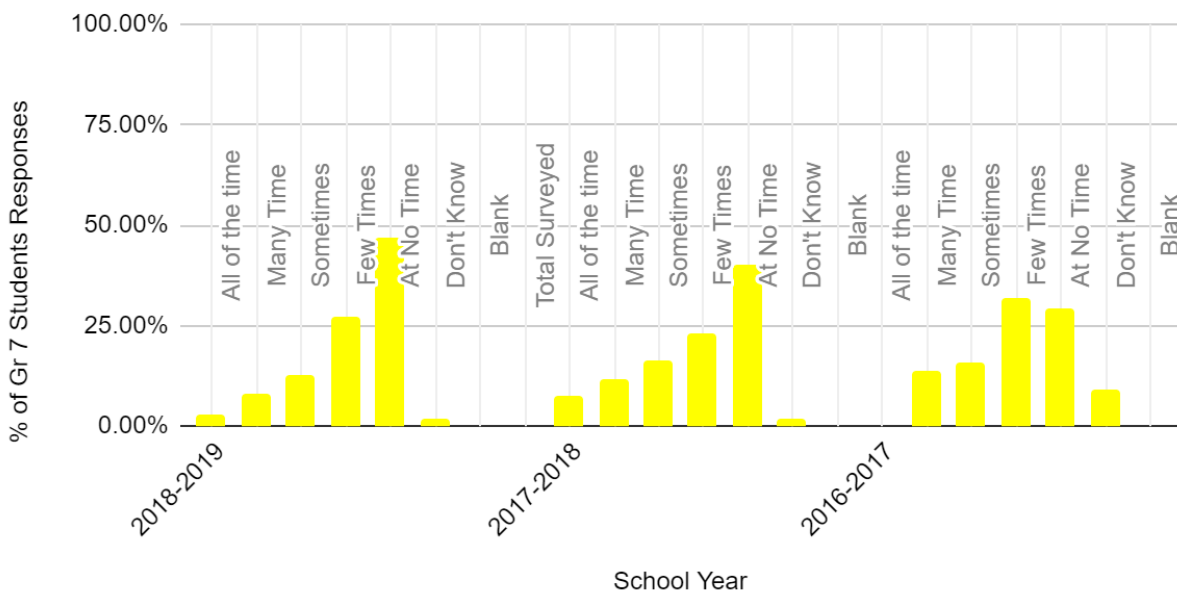
JESS Student Learning Survey Results

Q: At school, are you bullied, teased, or picked on?



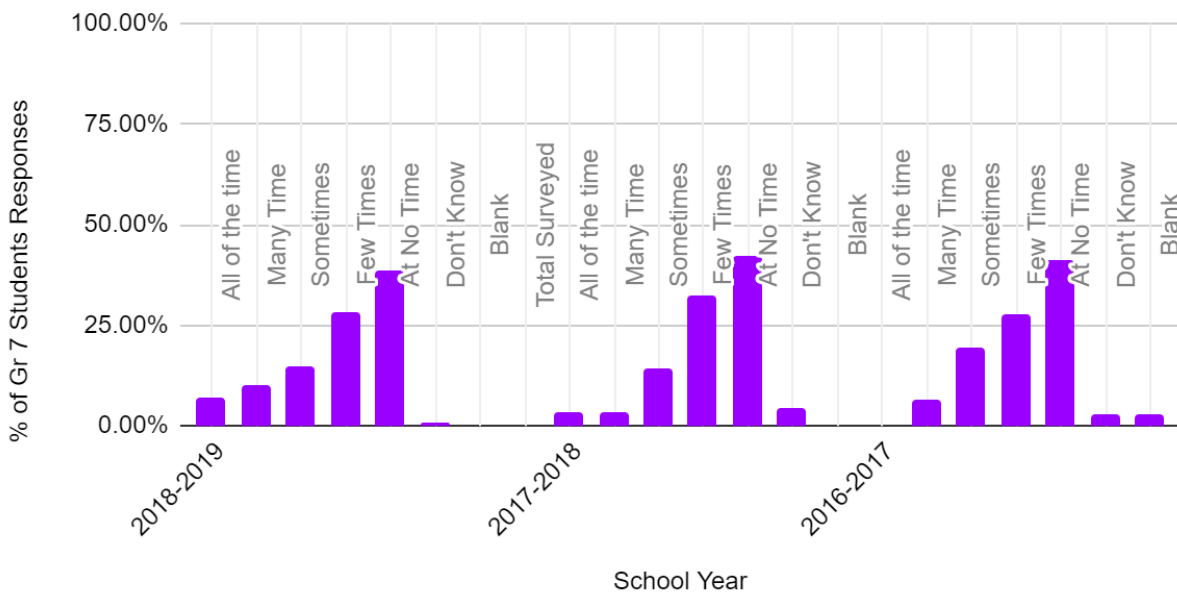
LMS Student Learning Survey Results

Q: At school, are you bullied, teased, or picked on?



PMS Student Learning Survey Results

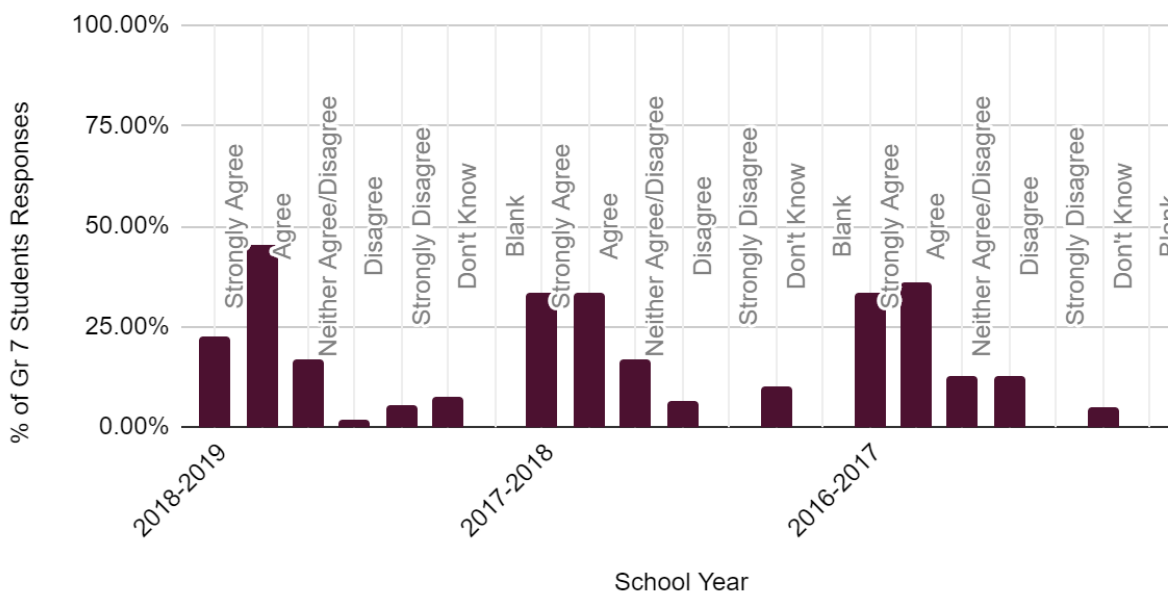
Q: At school, are you bullied, teased, or picked on?



Question 7: I feel safe when I am going from home to school, or from school to home.

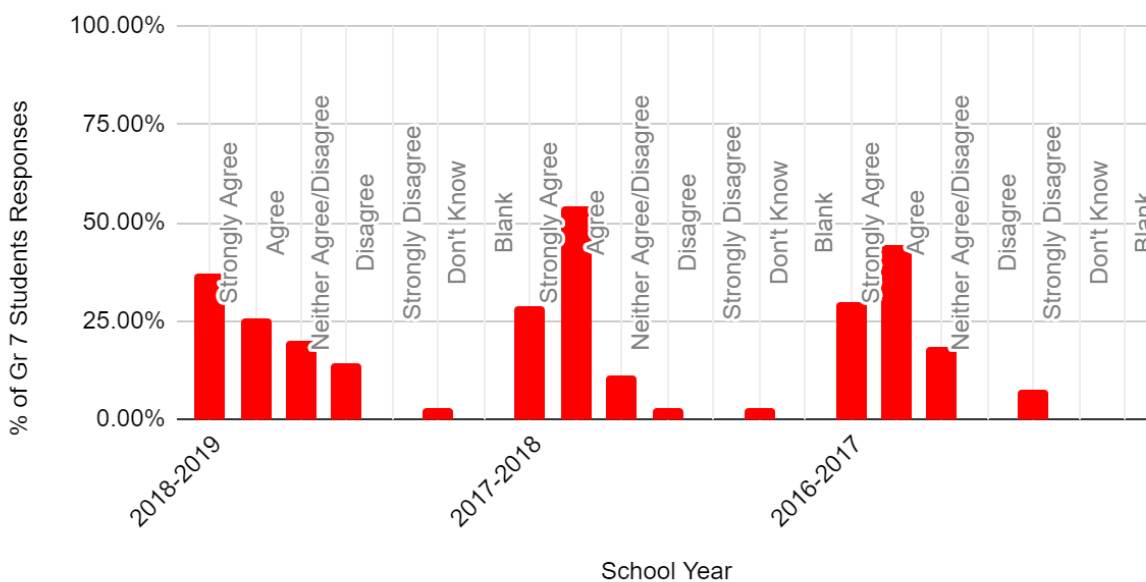
SSS Student Learning Survey Results

Q: I feel safe when I am going from home to school, or from school to home.



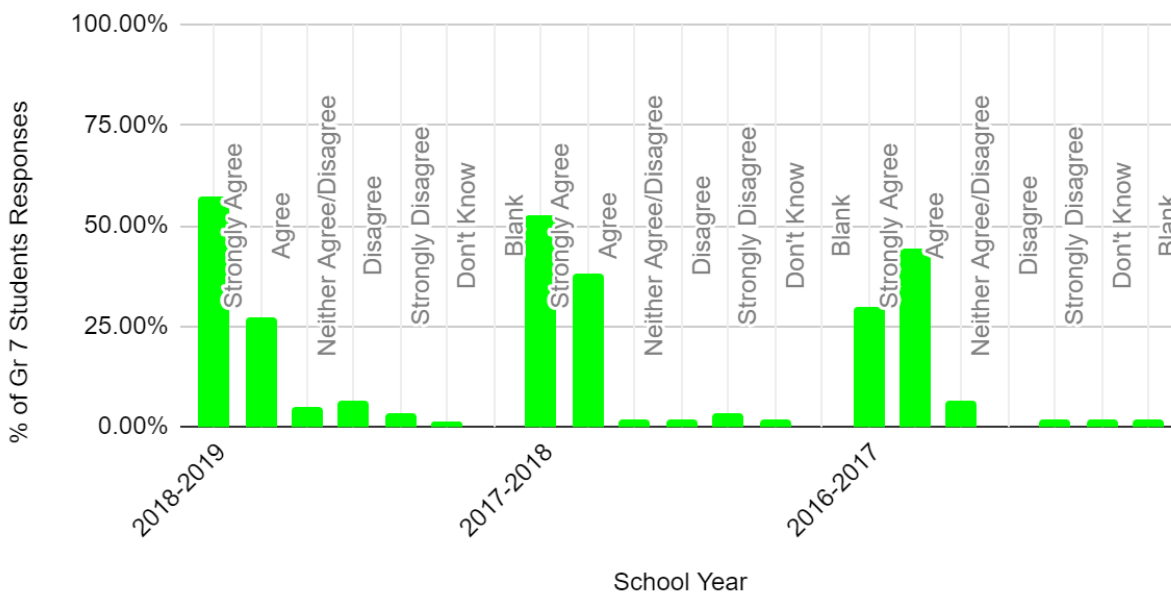
ESS Student Learning Survey Results

Q: I feel safe when I am going from home to school, or from school to home.



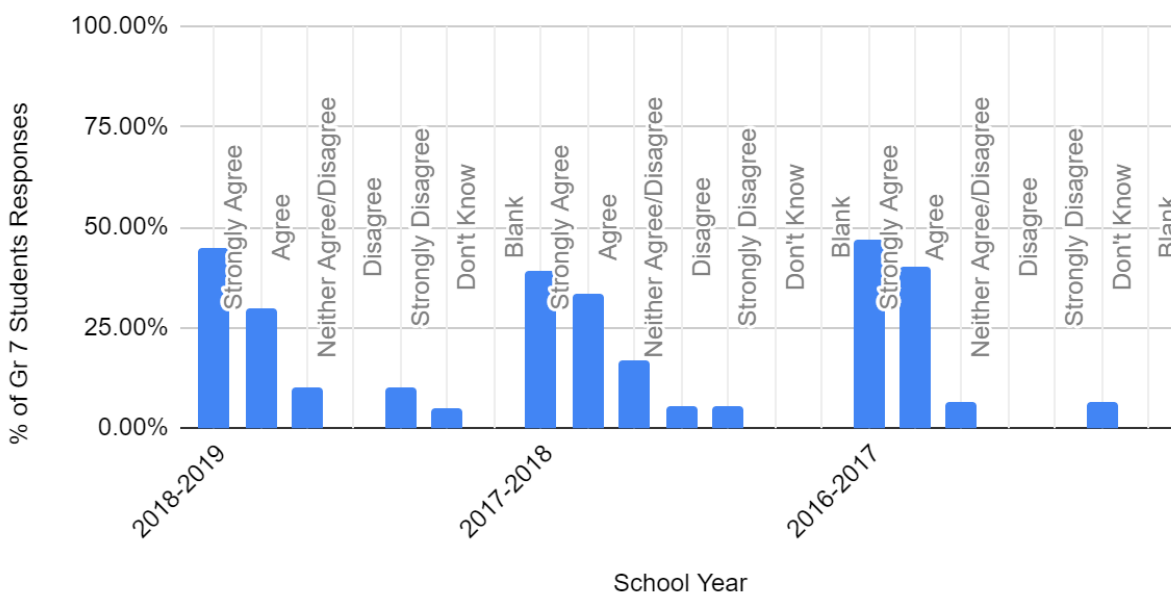
FSS Student Learning Survey Results

Q: I feel safe when I am going from home to school, or from school to home.



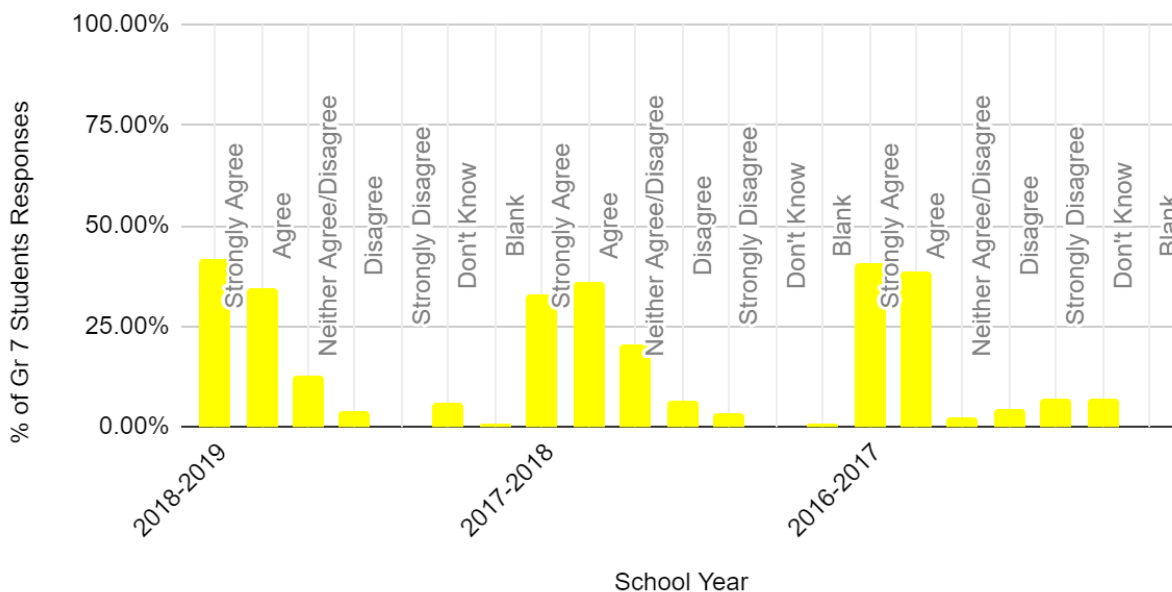
JESS Student Learning Survey Results

Q: I feel safe when I am going from home to school, or from school to home.



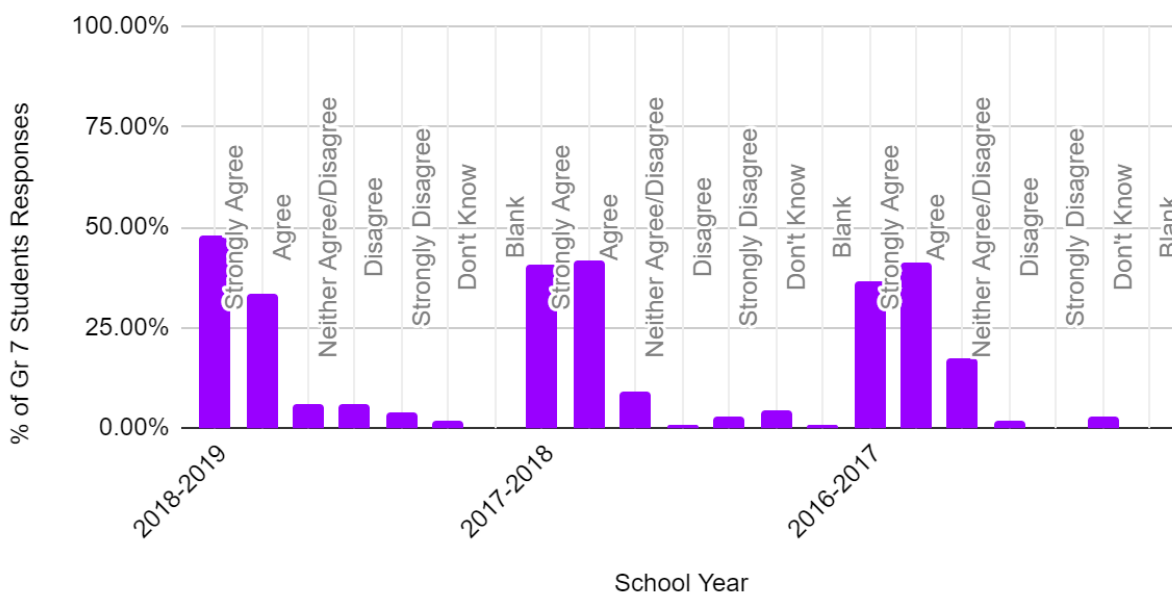
LMS Student Learning Survey Results

Q: I feel safe when I am going from home to school, or from school to home.



PMS Student Learning Survey Results

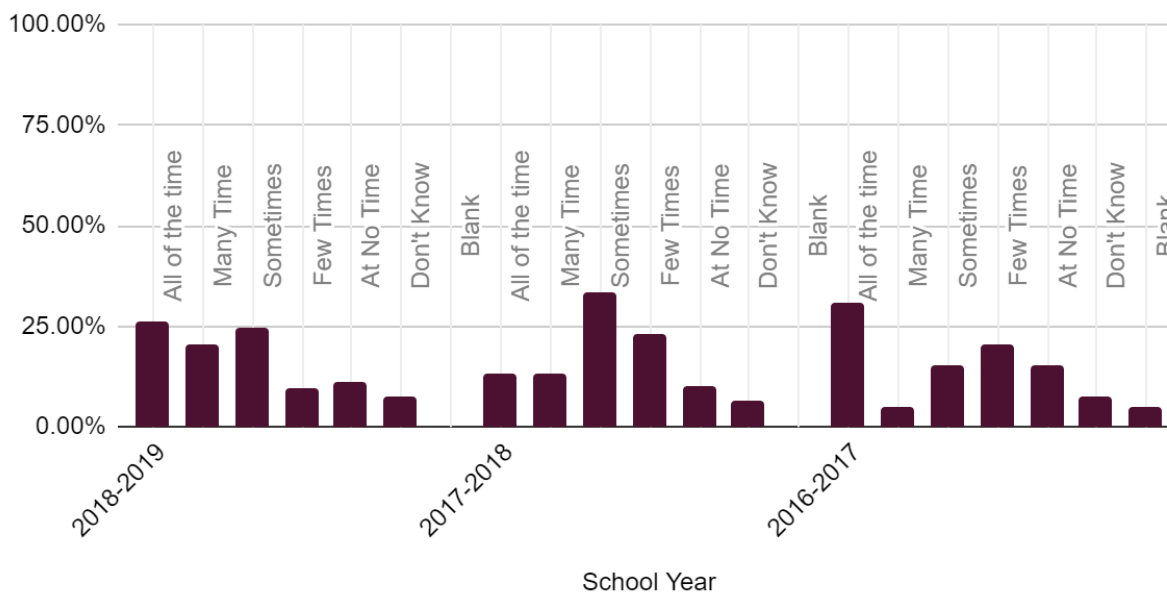
Q: I feel safe when I am going from home to school, or from school to home.



Question 8: Does school make you feel stressed or anxious?

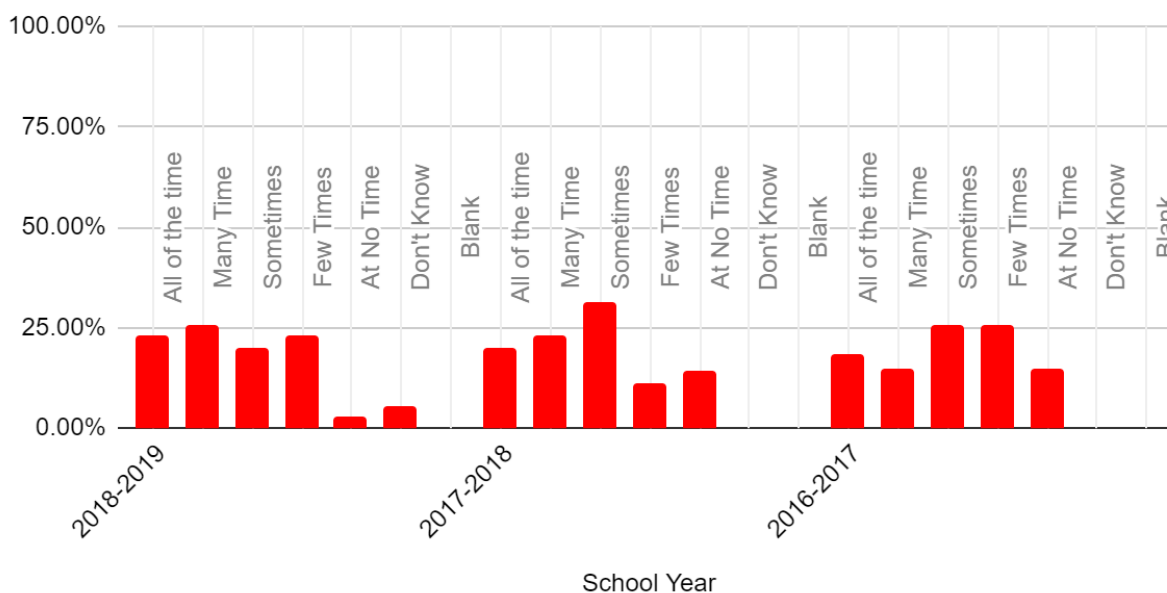
SSS Student Learning Survey Results

Q: Does school make you feel stressed or anxious?



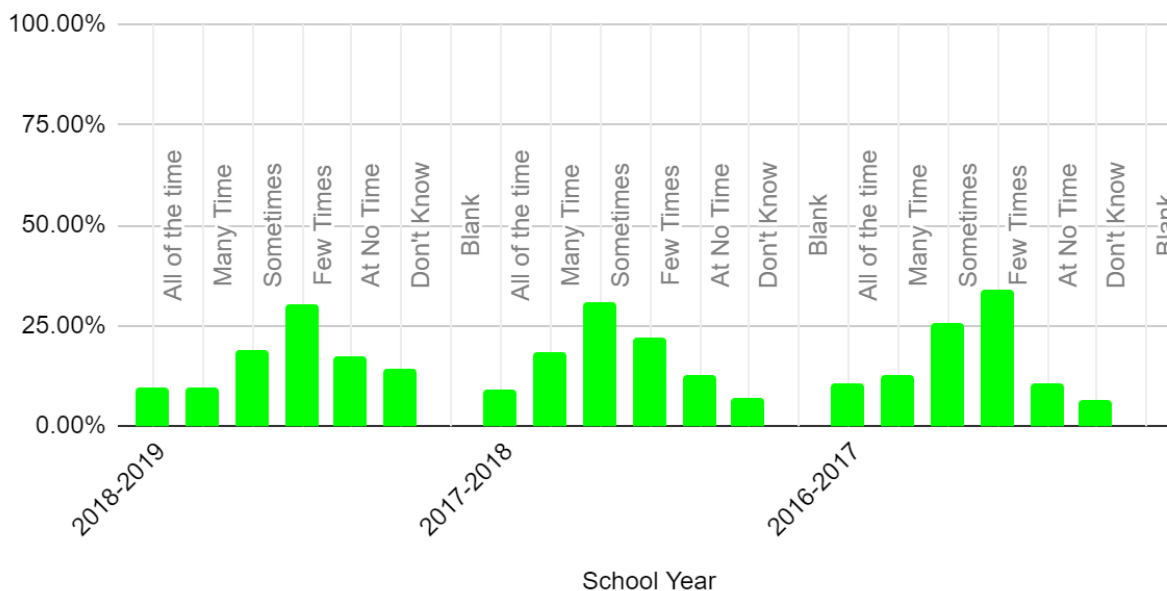
ESS Student Learning Survey Results

Q: Does school make you feel stressed or anxious?



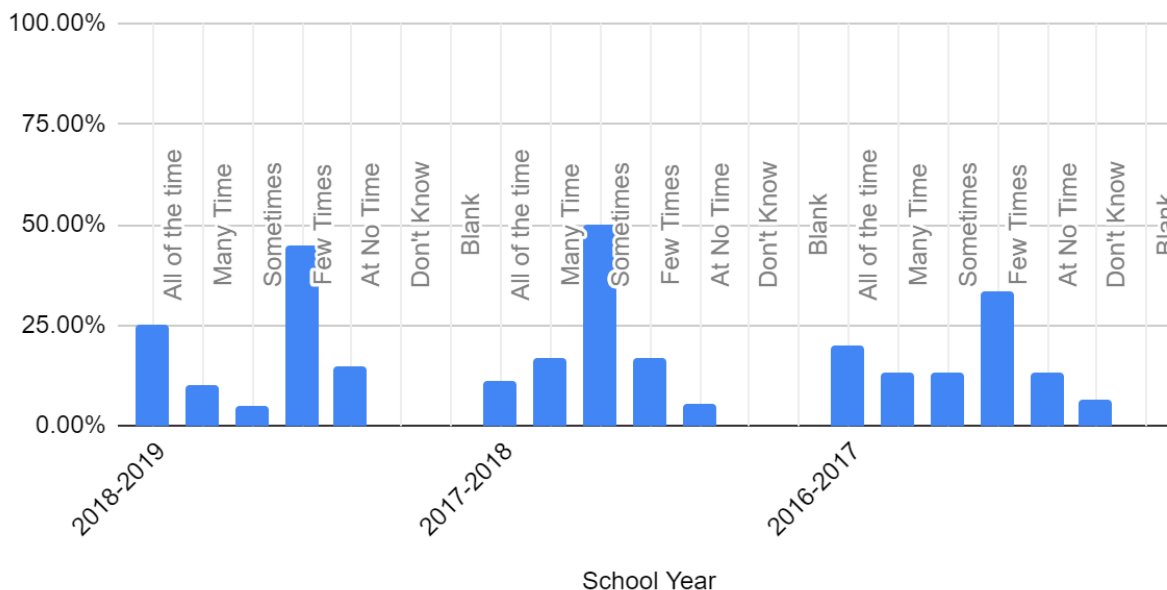
FSS Student Learning Survey Results

Q: Does school make you feel stressed or anxious?



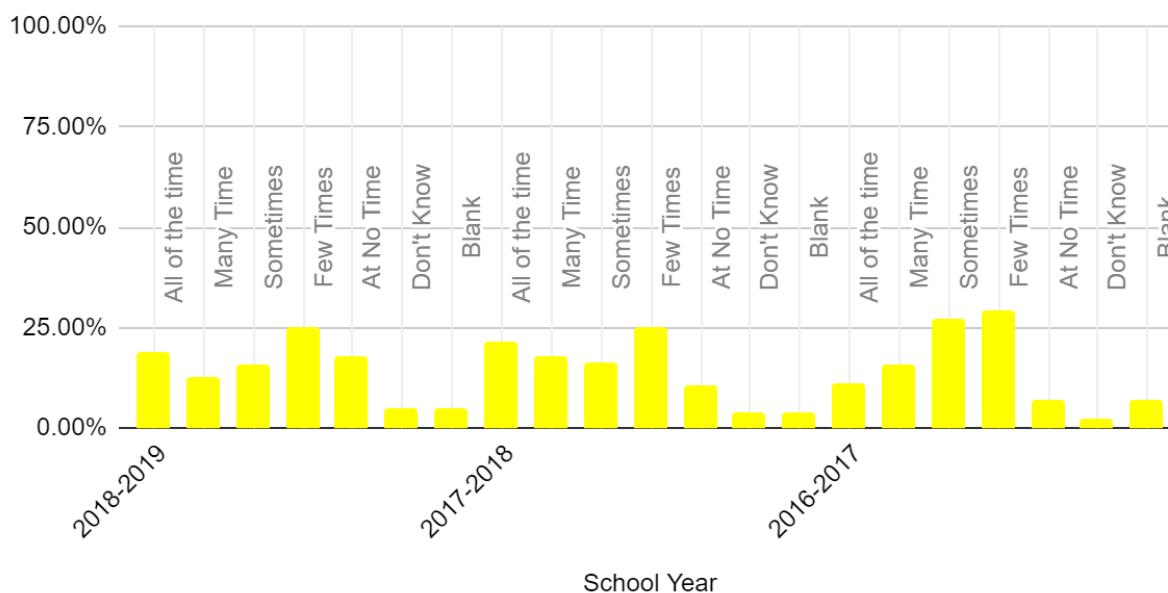
JESS Student Learning Survey Results

Q: Does school make you feel stressed or anxious?



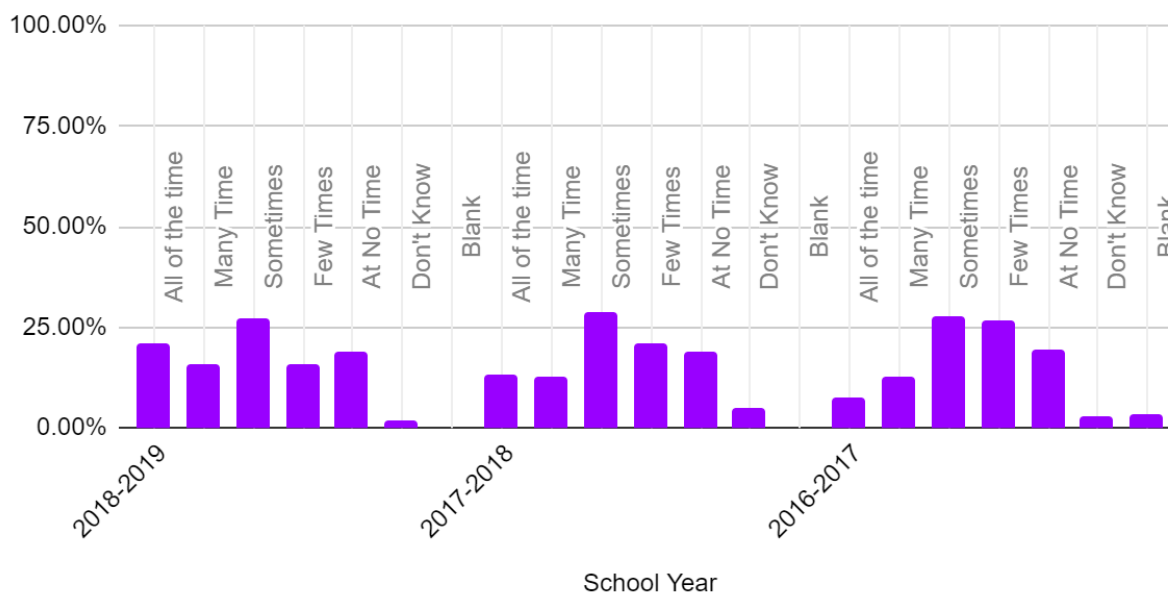
LMS Student Learning Survey Results

Q: Does school make you feel stressed or anxious?



PMS Student Learning Survey Results

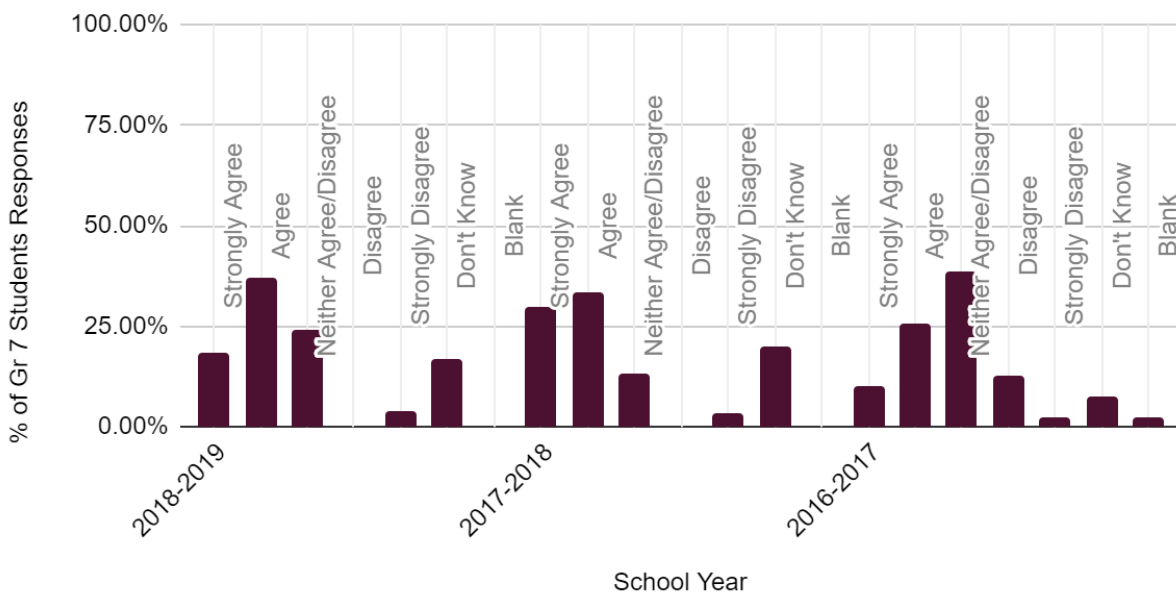
Q: Does school make you feel stressed or anxious?



Question 9: At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability).

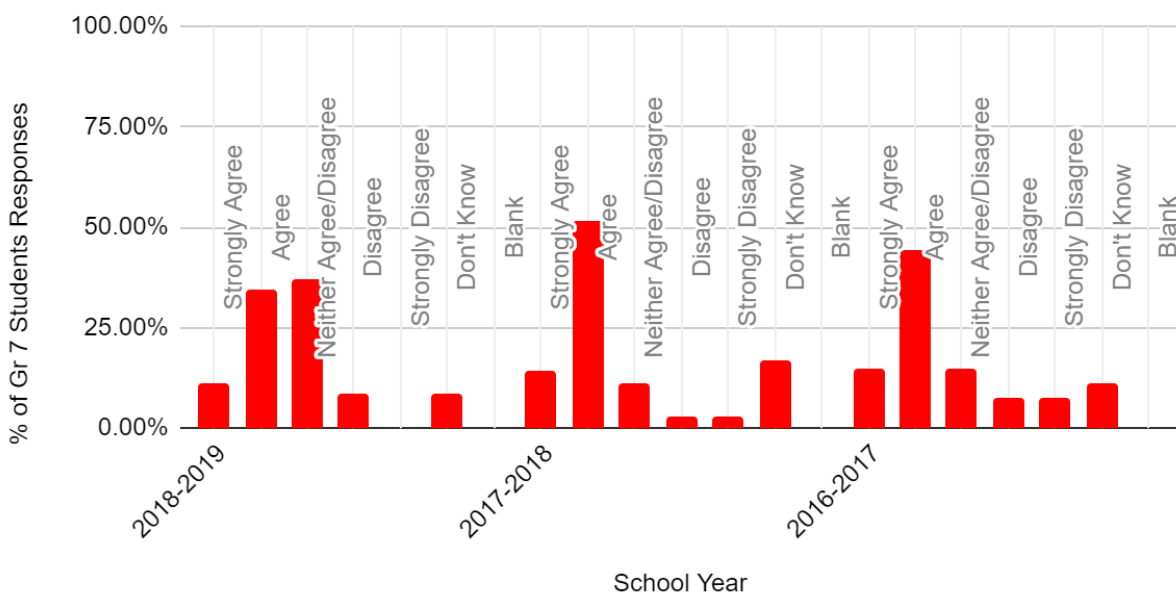
SSS Student Learning Survey Results

Q: At school, I am learning to understand and support human rights and human diversity...



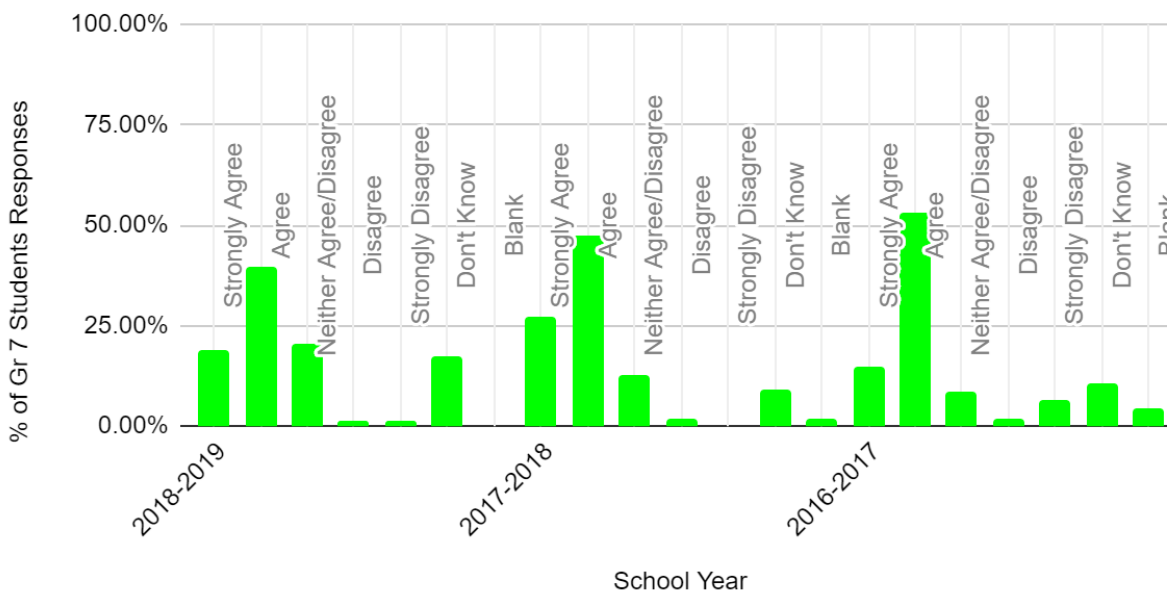
ESS Student Learning Survey Results

Q: At school, I am learning to understand and support human rights and human diversity...



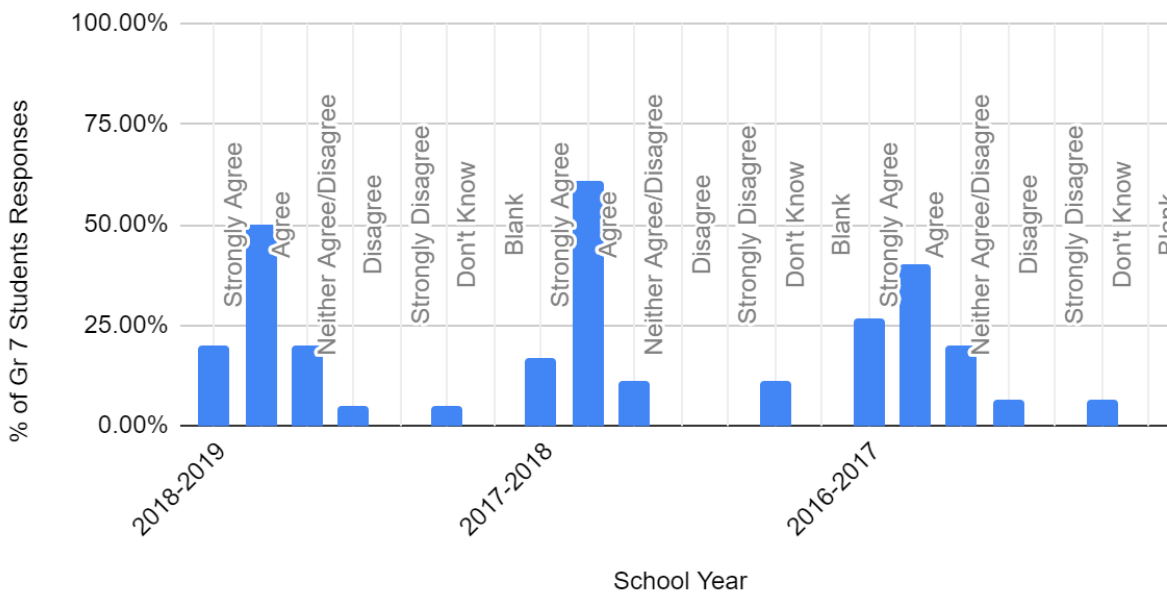
FSS Student Learning Survey Results

Q: At school, I am learning to understand and support human rights and human diversity...



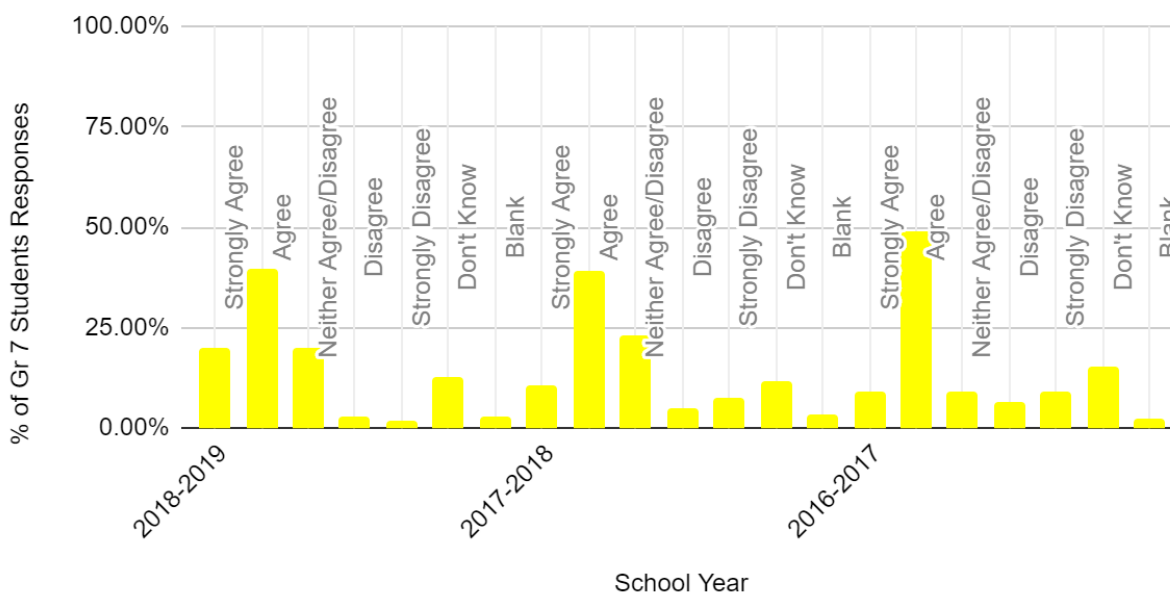
JESS Student Learning Survey Results

Q: At school, I am learning to understand and support human rights and human diversity...



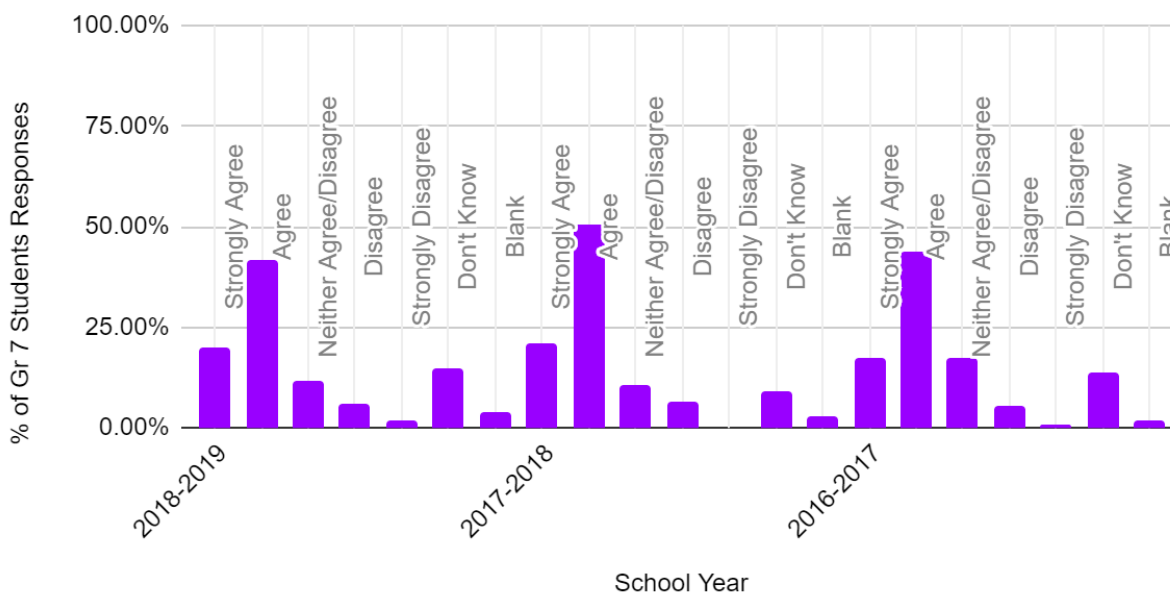
LMS Student Learning Survey Results

Q: At school, I am learning to understand and support human rights and human diversity...



PMS Student Learning Survey Results

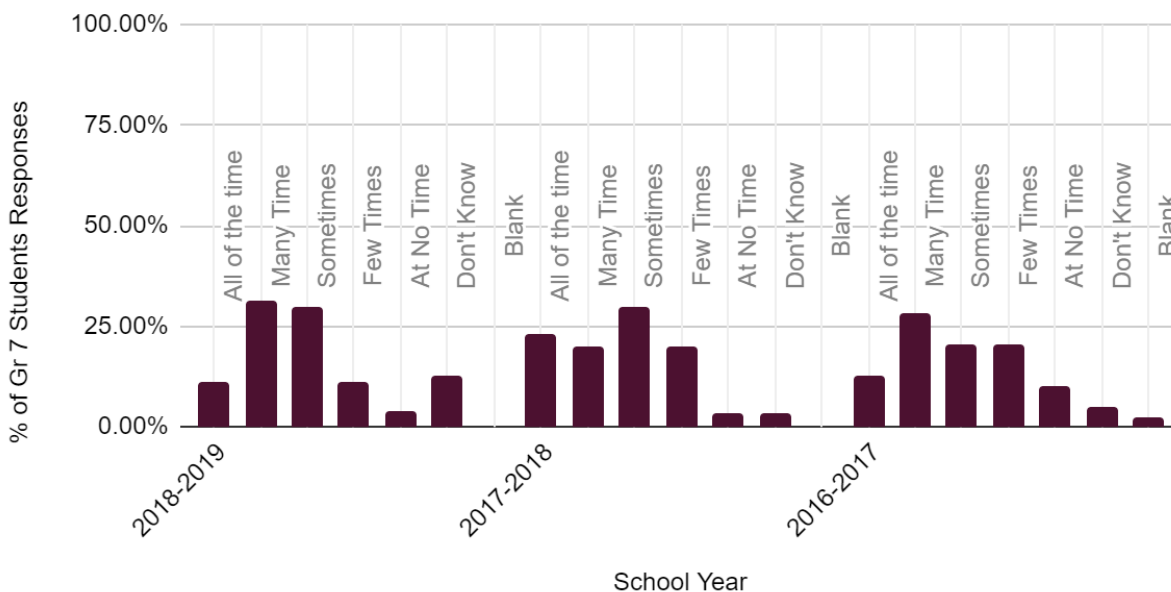
Q: At school, I am learning to understand and support human rights and human diversity...



Question 10: When I am making a decision to do something, I stop to think about how it might affect other people.

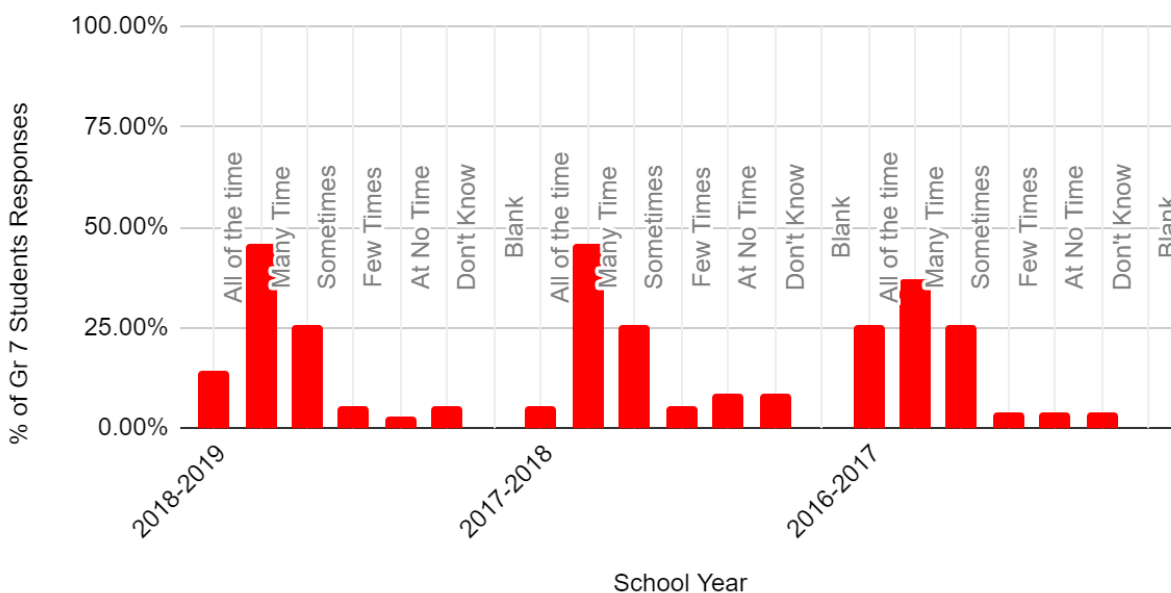
SSS Student Learning Survey Results

Q: When I am making a decision to do something, I stop to think about how it might affect...



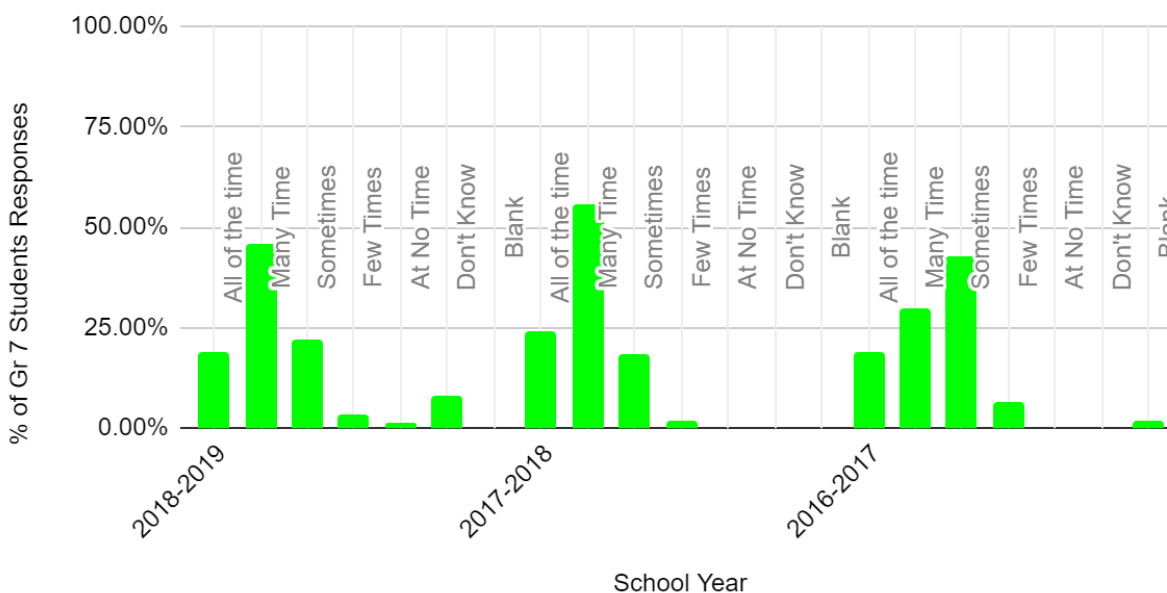
ESS Student Learning Survey Results

Q: When I am making a decision to do something, I stop to think about how it might affect...



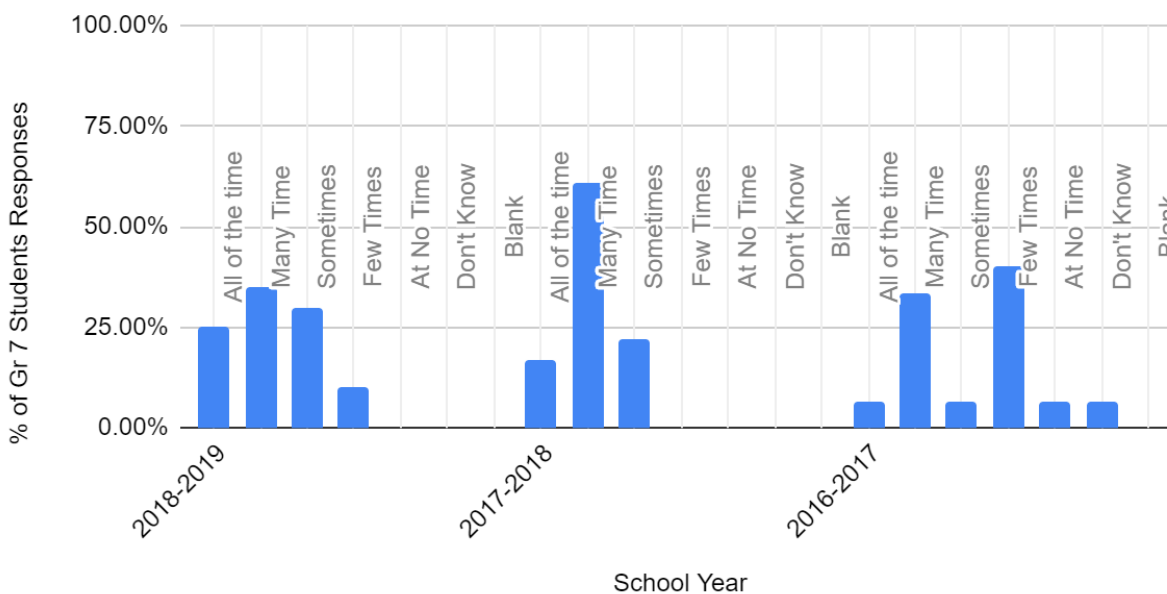
FSS Student Learning Survey Results

Q: When I am making a decision to do something, I stop to think about how it might affect...



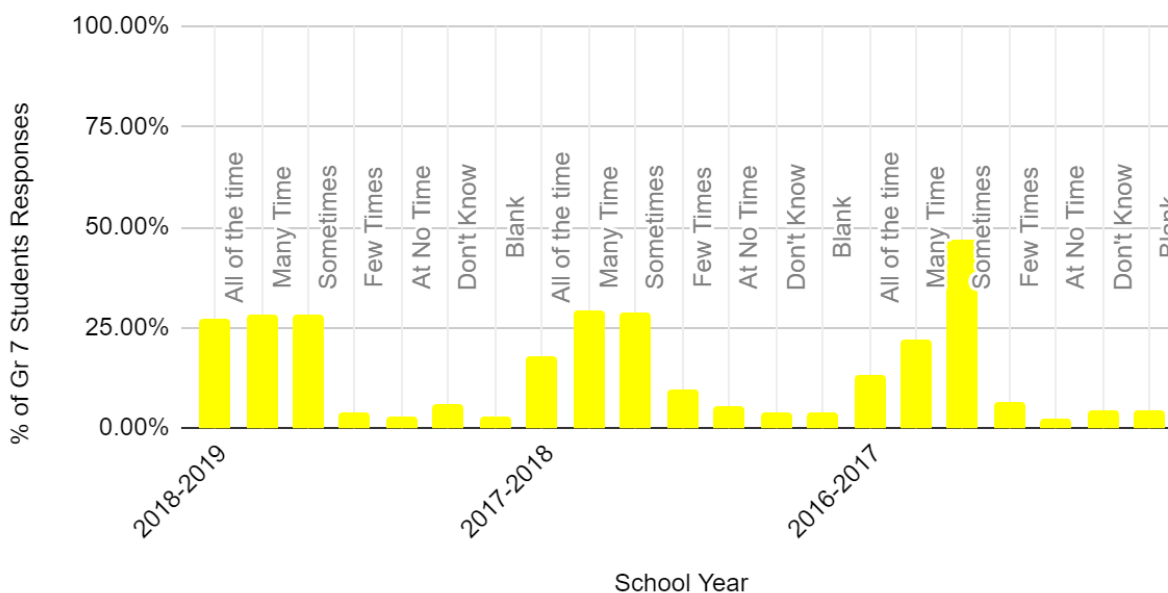
JESS Student Learning Survey Results

Q: When I am making a decision to do something, I stop to think about how it might affect...



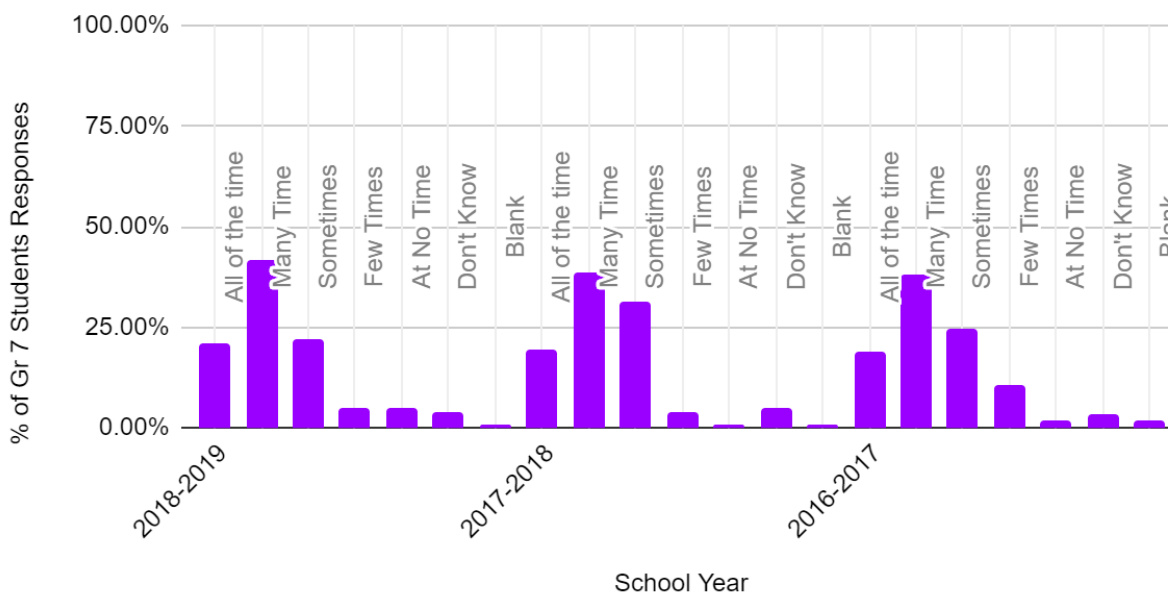
LMS Student Learning Survey Results

Q: When I am making a decision to do something, I stop to think about how it might affect...



PMS Student Learning Survey Results

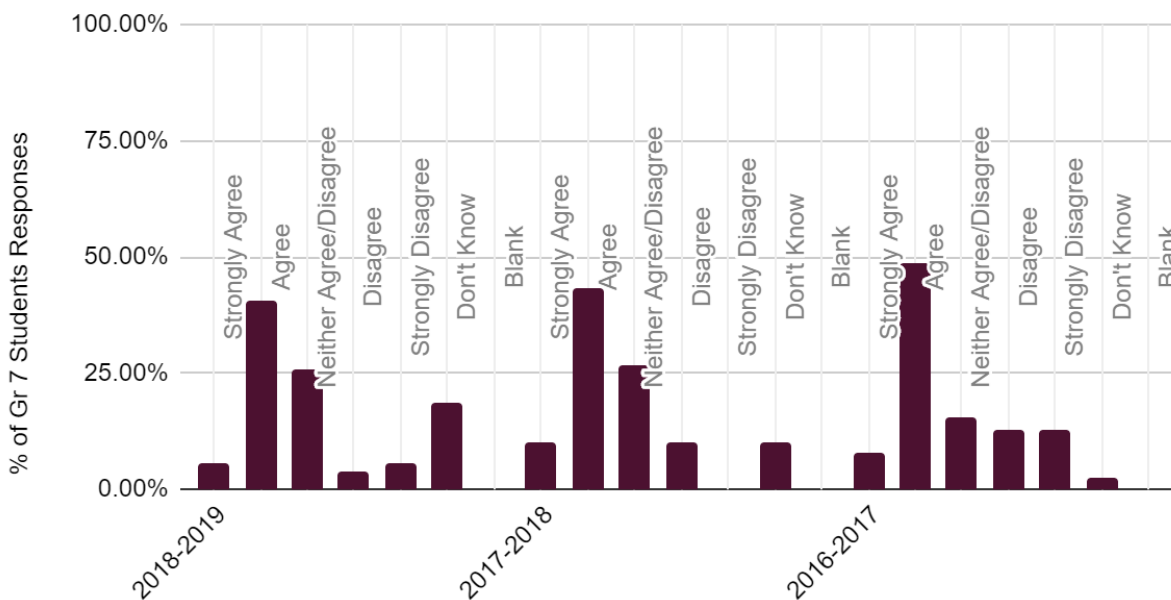
Q: When I am making a decision to do something, I stop to think about how it might affect...



Question 11: My questions are valued and welcomed by the adults at my school. (I am heard).

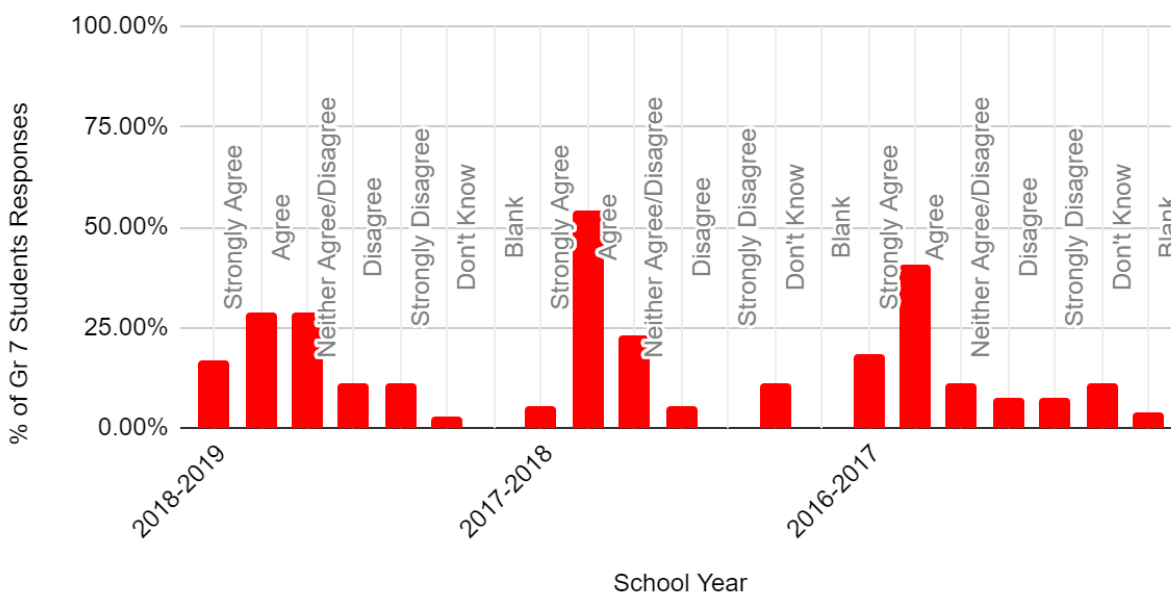
SSS Student Learning Survey Results

Q: My questions are valued and welcomed by the adults at my school. (I am heard).



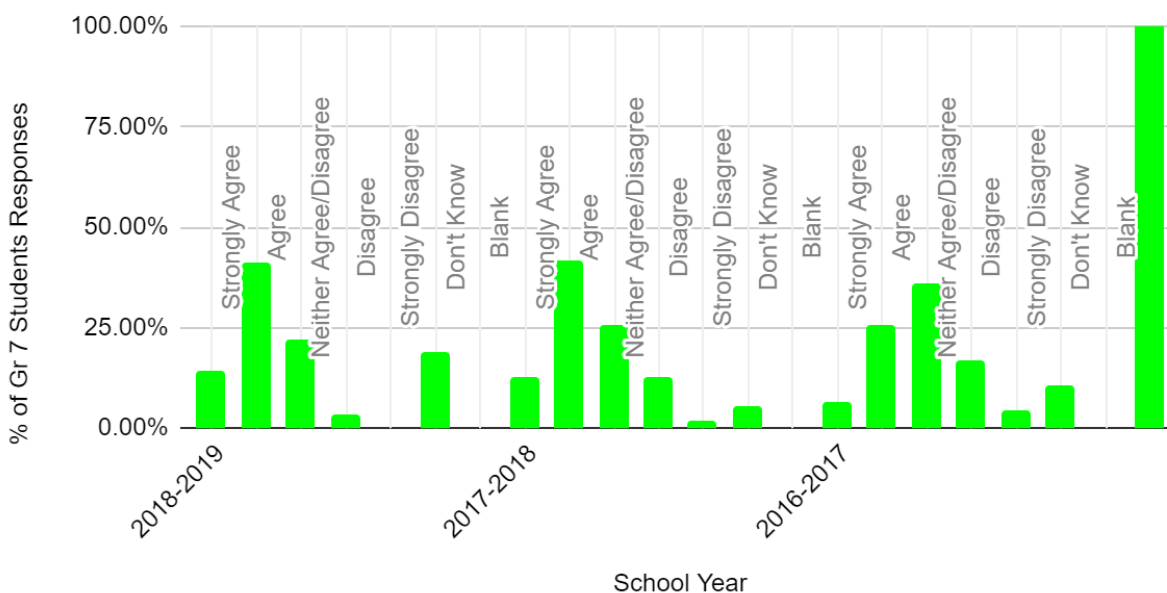
ESS Student Learning Survey Results

Q: My questions are valued and welcomed by the adults at my school. (I am heard).



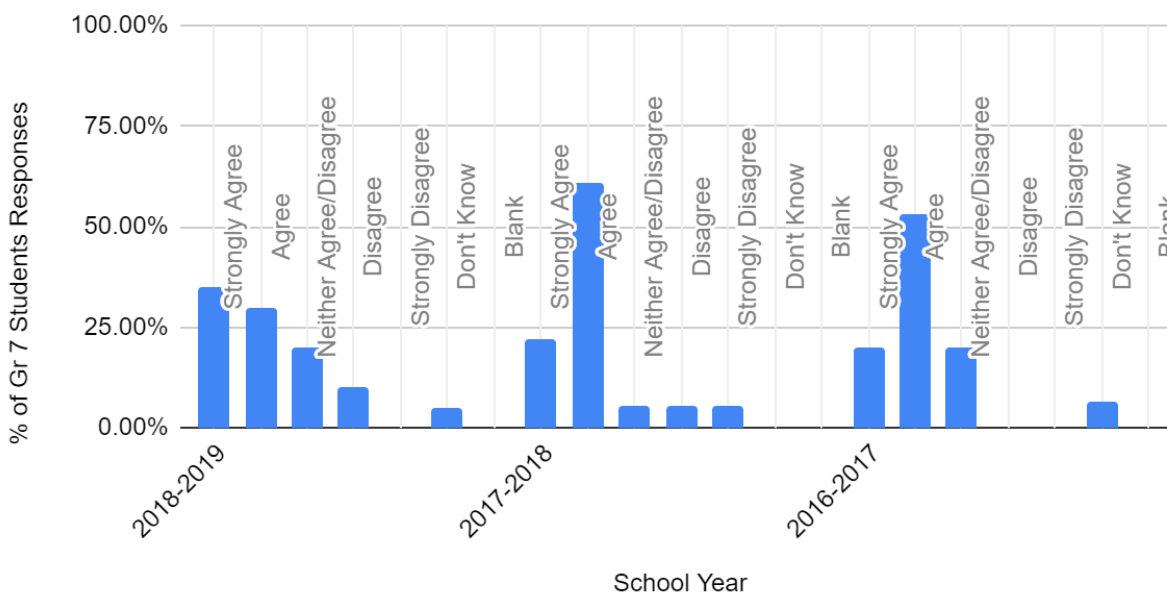
FSS Student Learning Survey Results

Q: My questions are valued and welcomed by the adults at my school. (I am heard).



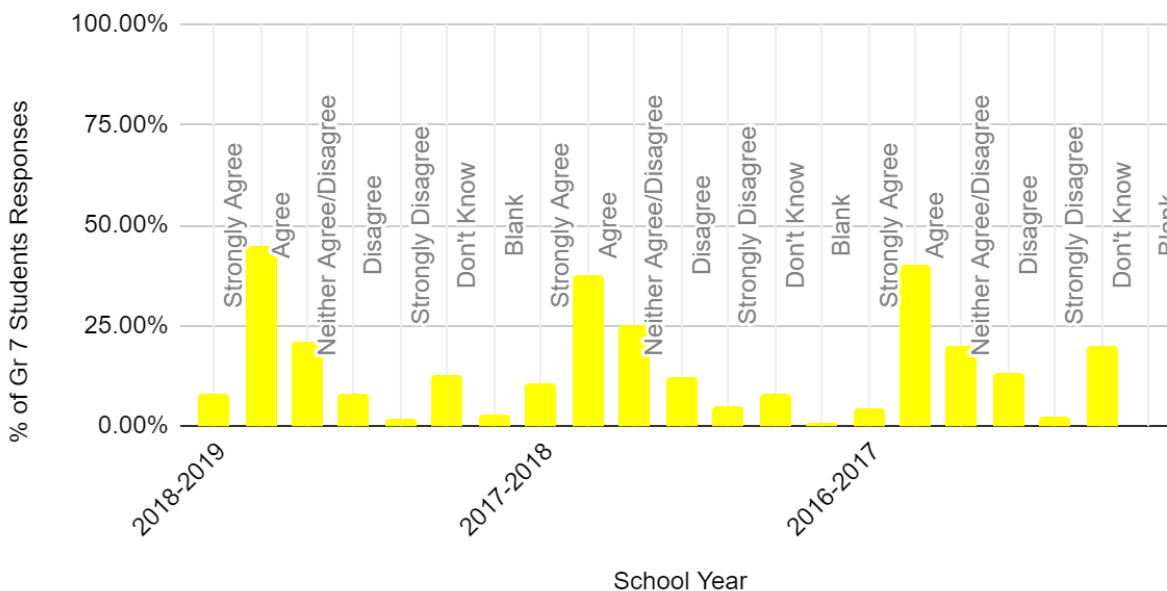
JESS Student Learning Survey Results

Q: My questions are valued and welcomed by the adults at my school. (I am heard).



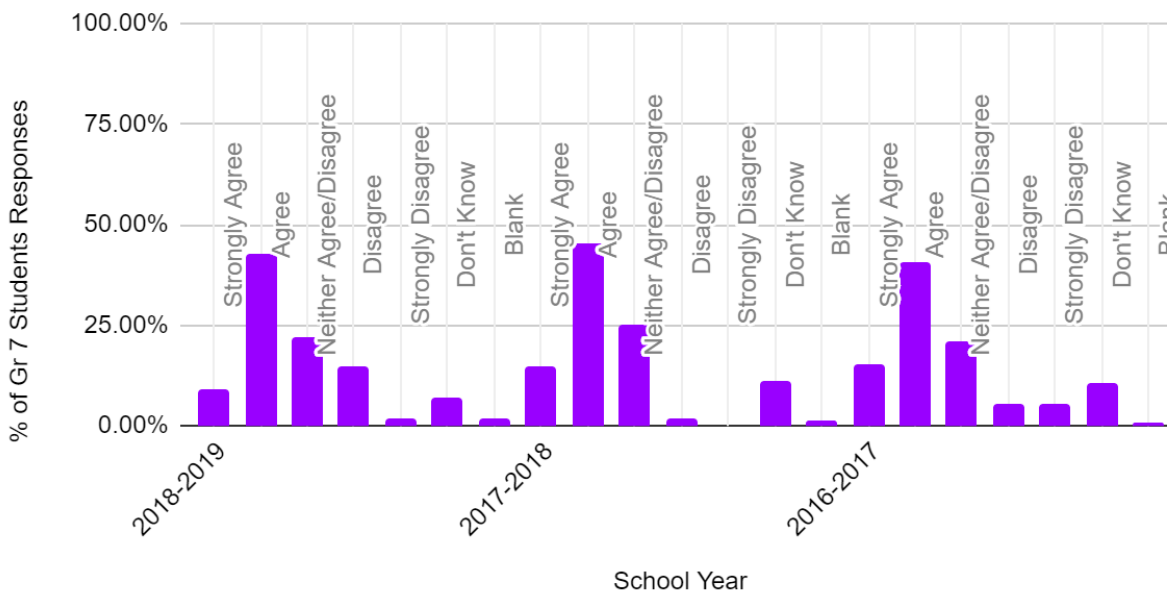
LMS Student Learning Survey Results

Q: My questions are valued and welcomed by the adults at my school. (I am heard).



PMS Student Learning Survey Results

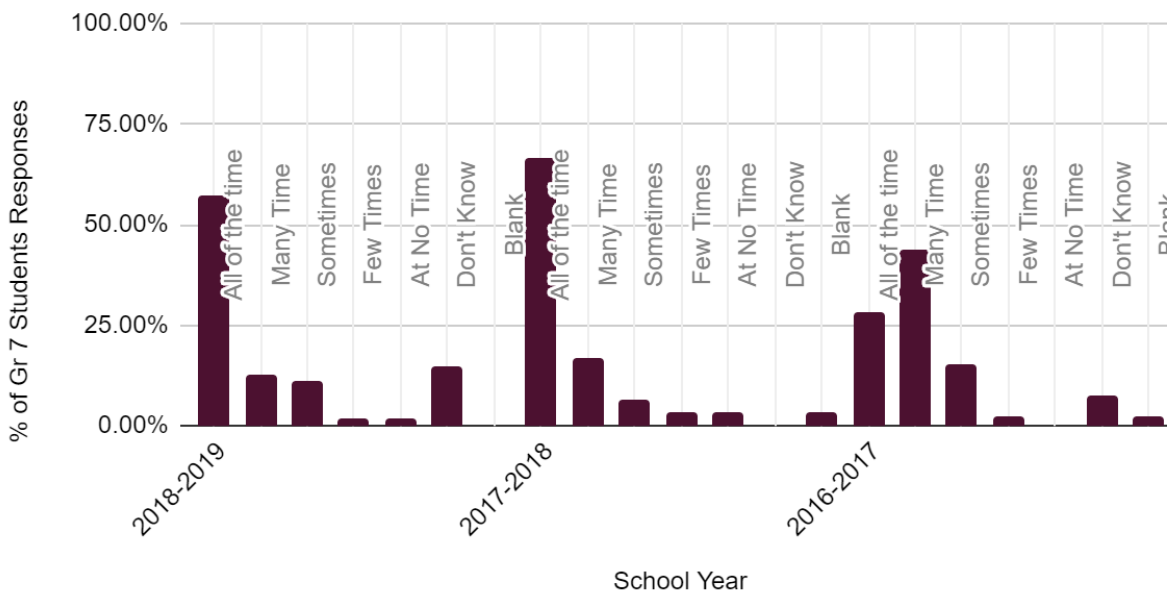
Q: My questions are valued and welcomed by the adults at my school. (I am heard).



Question 12: At school, do you respect people who are different from you (for example, think, act, or look different)?

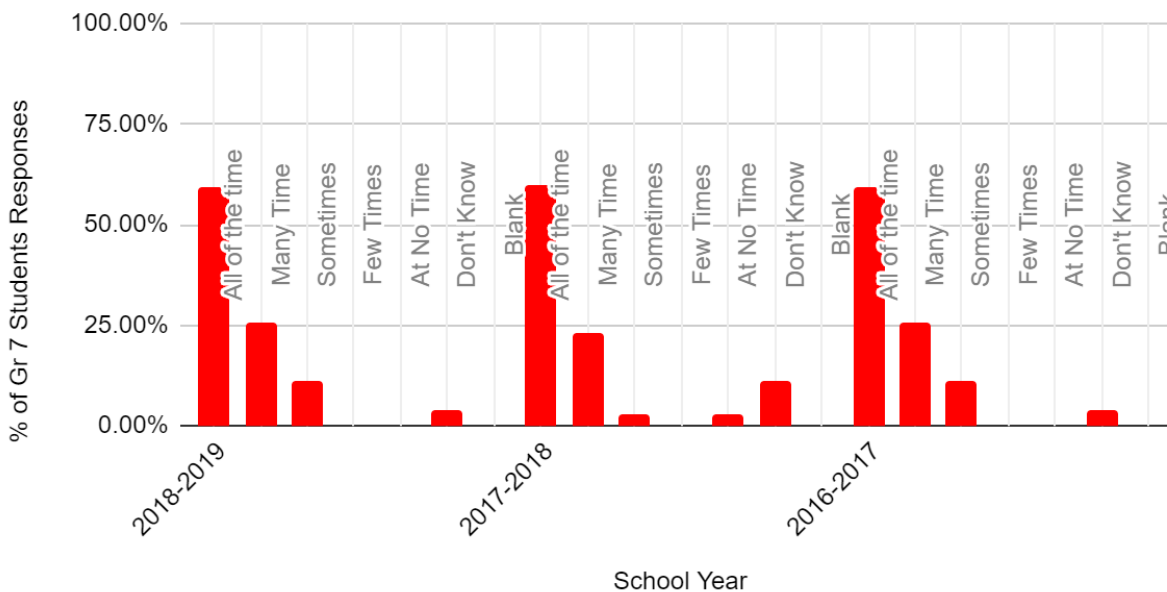
SSS Student Learning Survey Results

Q: At school, do you respect people who are different from you (for example, think, act,...



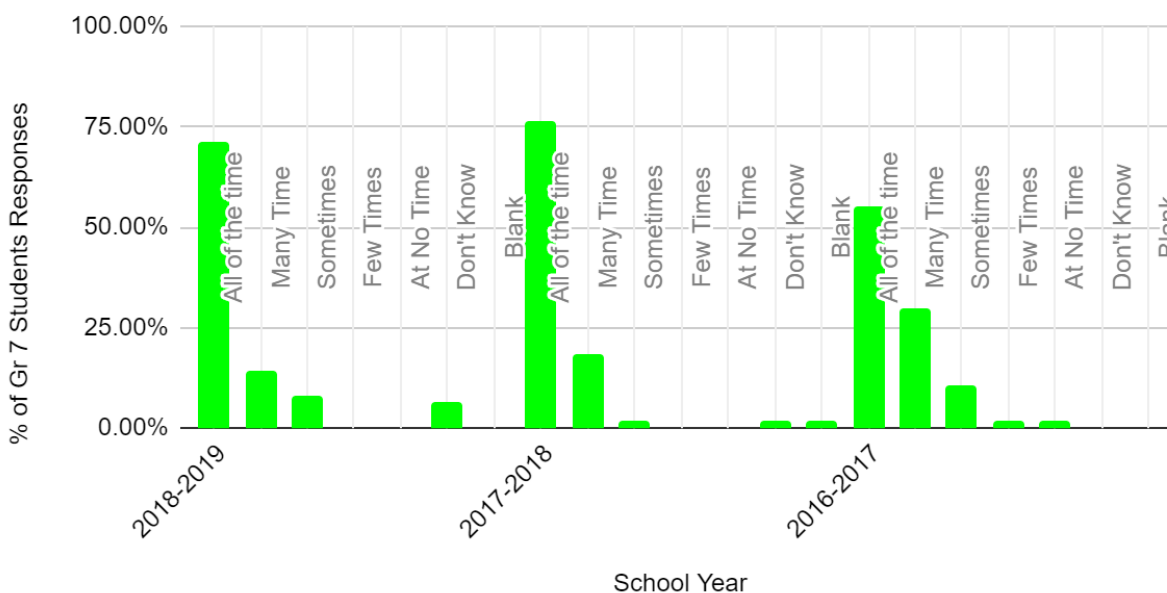
ESS Student Learning Survey Results

Q: At school, do you respect people who are different from you (for example, think, act,...



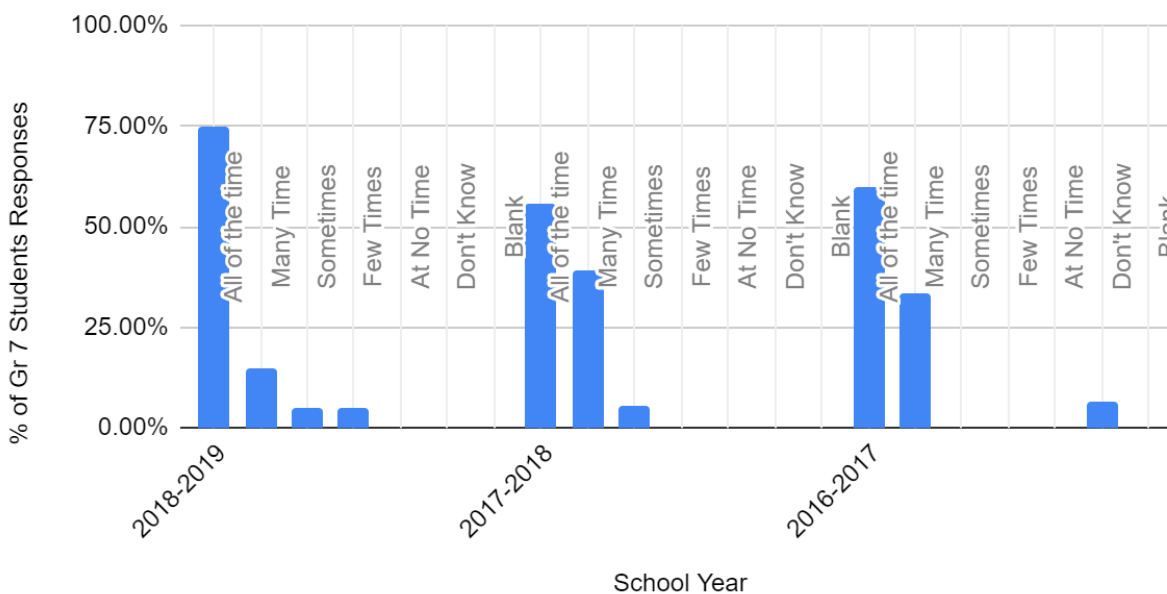
FSS Student Learning Survey Results

Q: At school, do you respect people who are different from you (for example, think, act,...



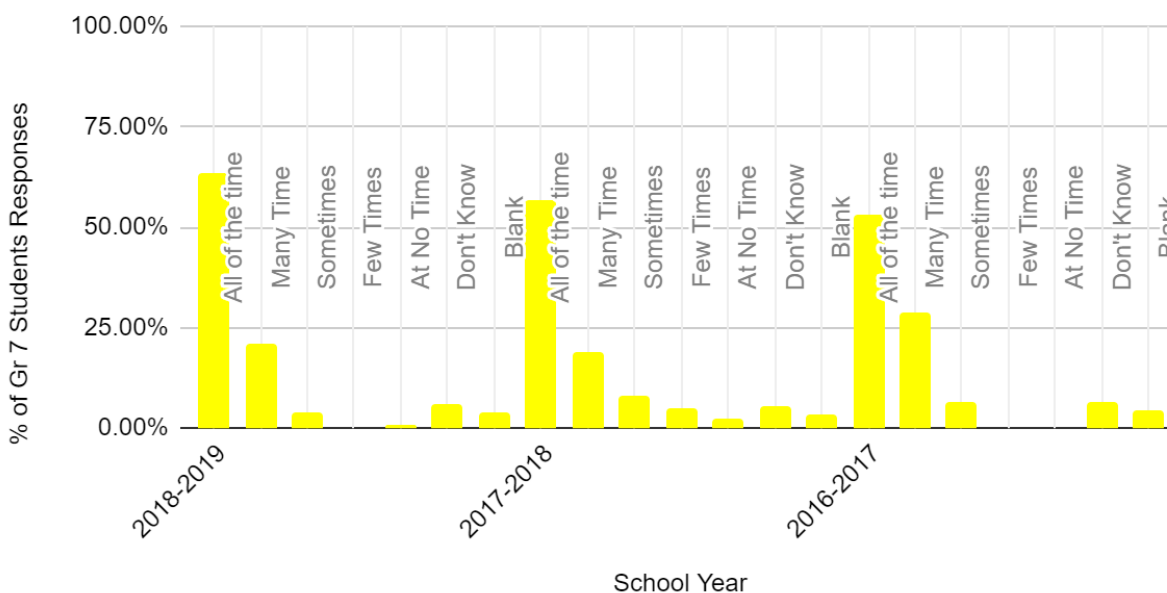
JESS Student Learning Survey Results

Q: At school, do you respect people who are different from you (for example, think, act,...



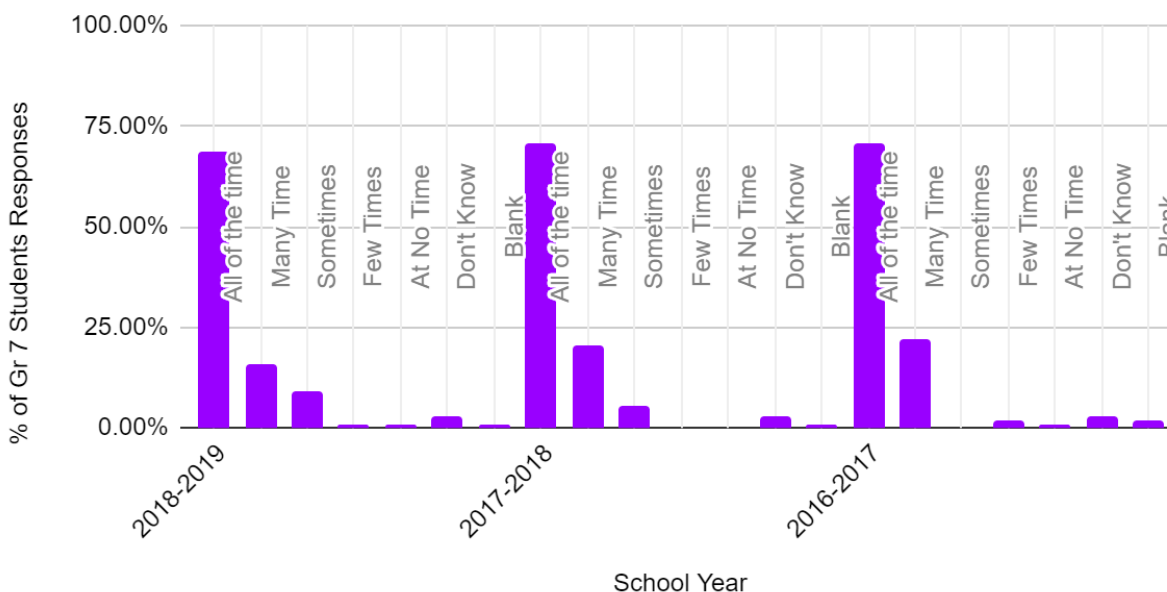
LMS Student Learning Survey Results

Q: At school, do you respect people who are different from you (for example, think, act,...



PMS Student Learning Survey Results

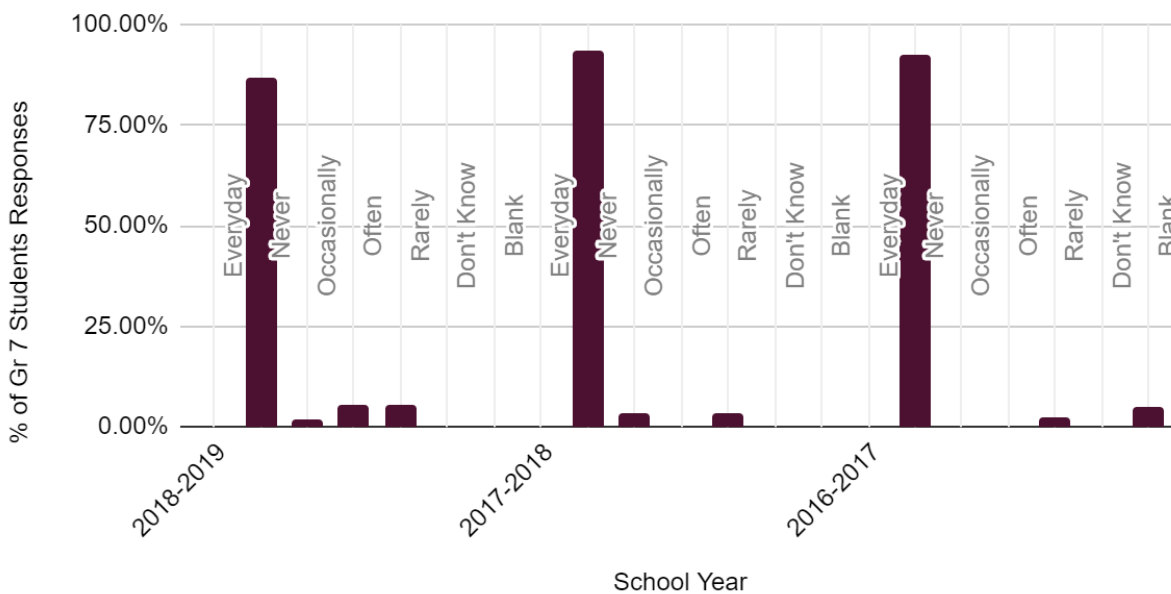
Q: At school, do you respect people who are different from you (for example, think, act,...



Question 13: Do you use tobacco or nicotine in any form (for example, smoking, chewing, vaping)?

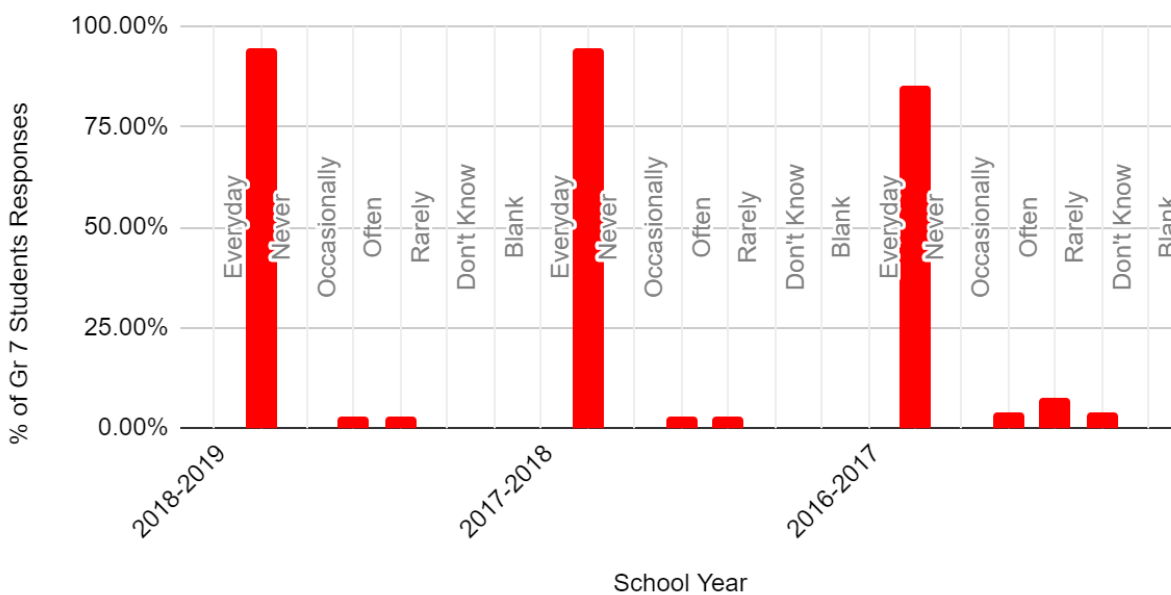
SSS Student Satisfaction Survey

Q: Do you use tobacco or nicotine in any form (for example, smoking, chewing, vaping)?



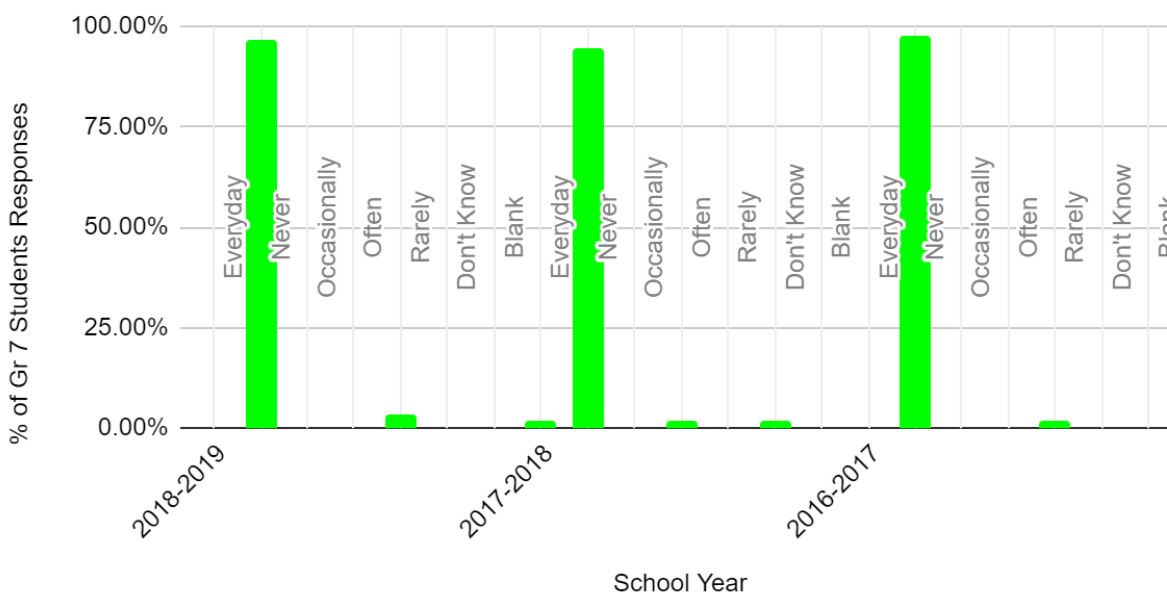
ESS Student Satisfaction Survey

Q: Do you use tobacco or nicotine in any form (for example, smoking, chewing, vaping)?



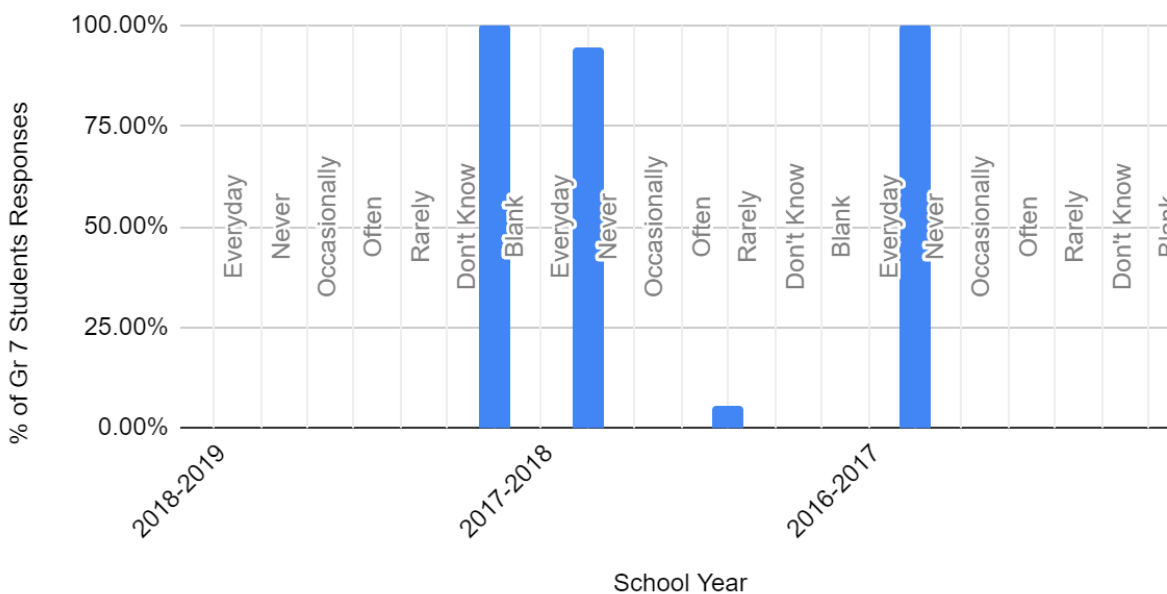
FSS Student Satisfaction Survey

Q: Do you use tobacco or nicotine in any form (for example, smoking, chewing, vaping)?



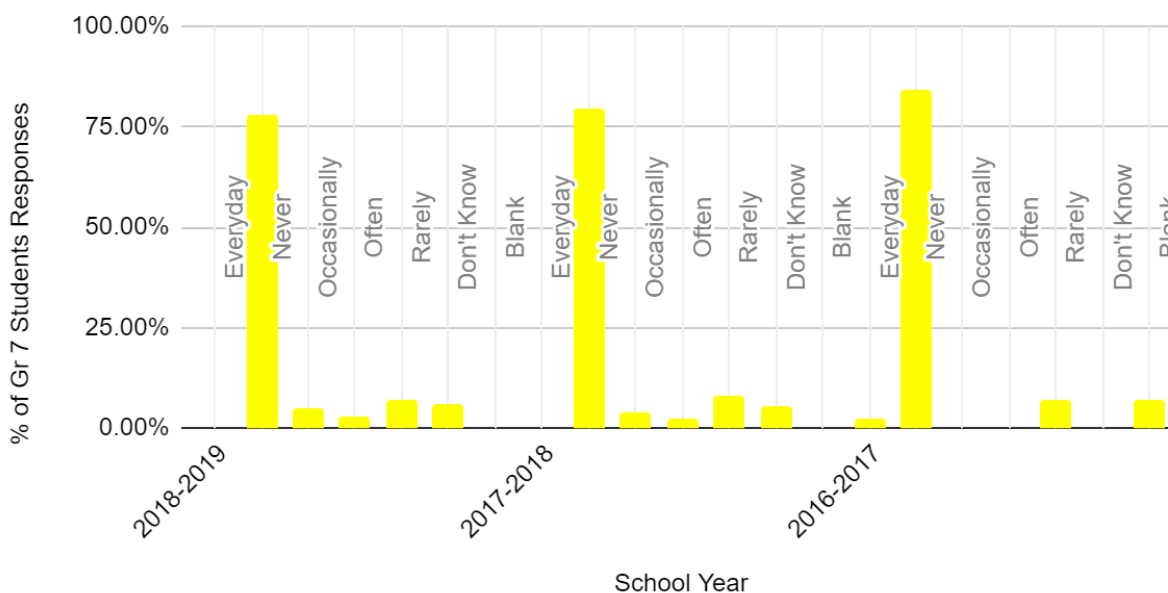
JESS Student Satisfaction Survey

Q: Do you use tobacco or nicotine in any form (for example, smoking, chewing, vaping)?



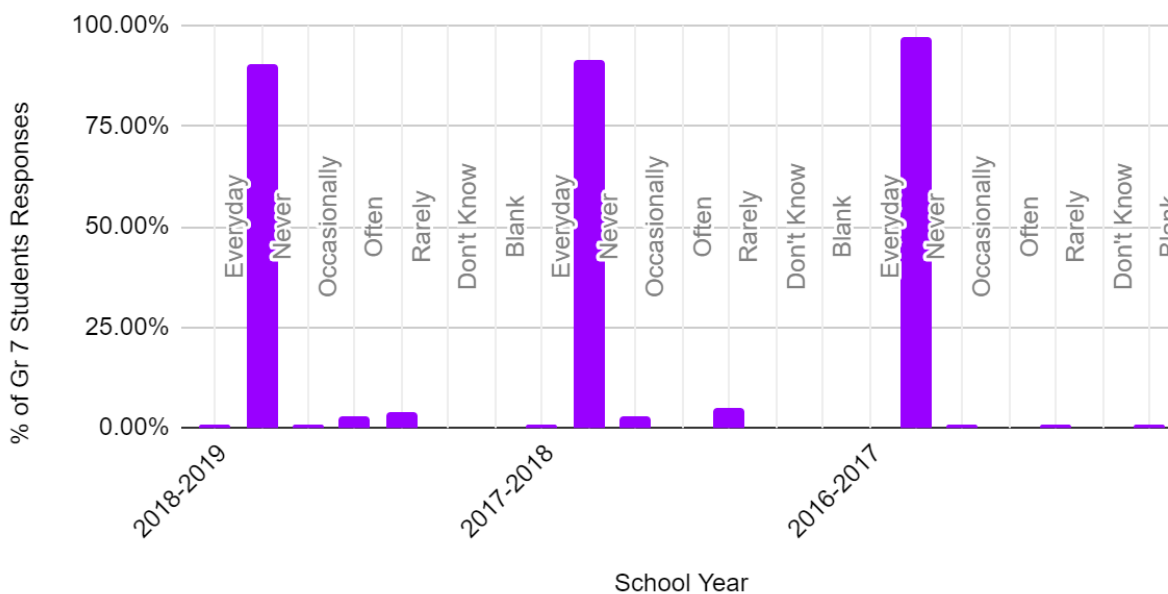
LMS Student Satisfaction Survey

Q: Do you use tobacco or nicotine in any form (for example, smoking, chewing, vaping)?



PMS Student Satisfaction Survey

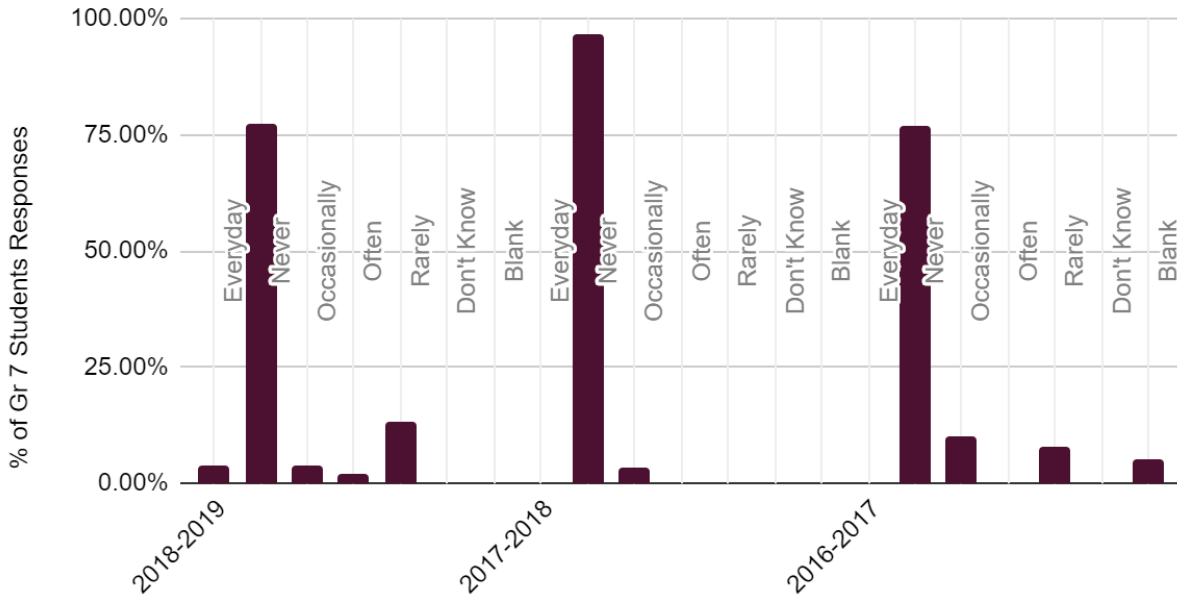
Q: Do you use tobacco or nicotine in any form (for example, smoking, chewing, vaping)?



Question 14: Do you drink alcohol?

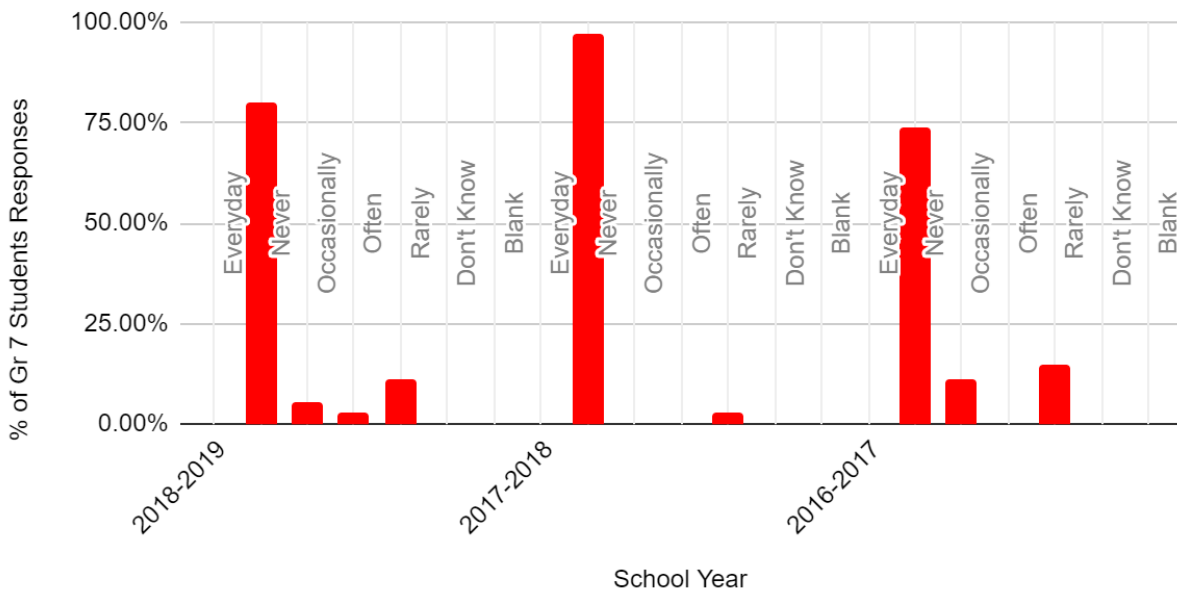
SSS Student Learning Survey Results

Q: Do you drink alcohol?



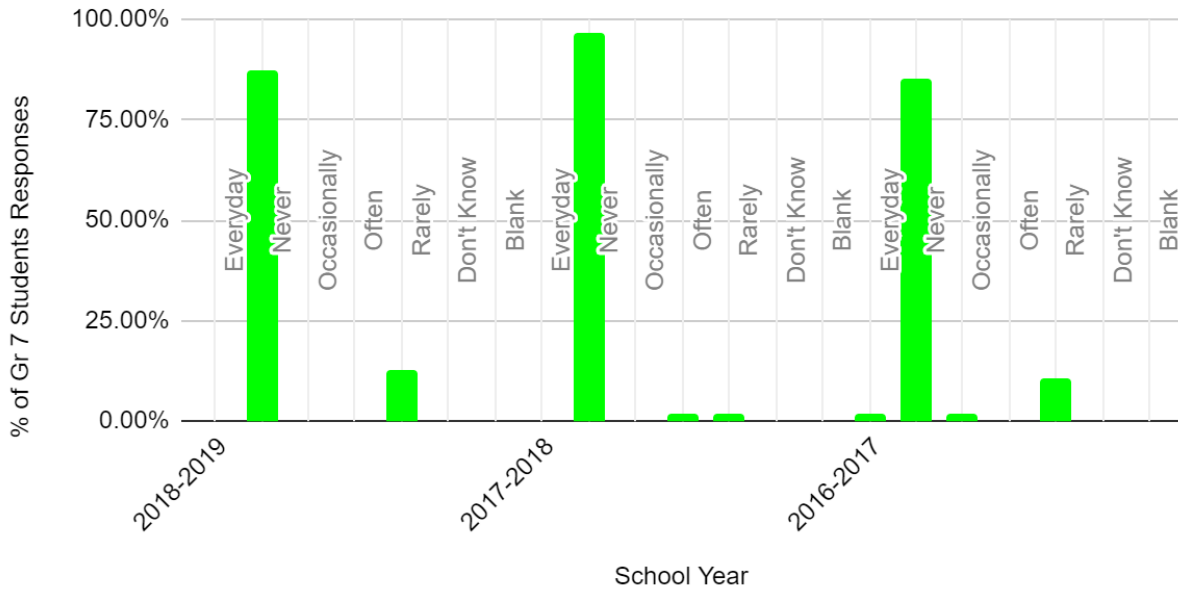
ESS Student Learning Survey Results

Q: Do you drink alcohol?



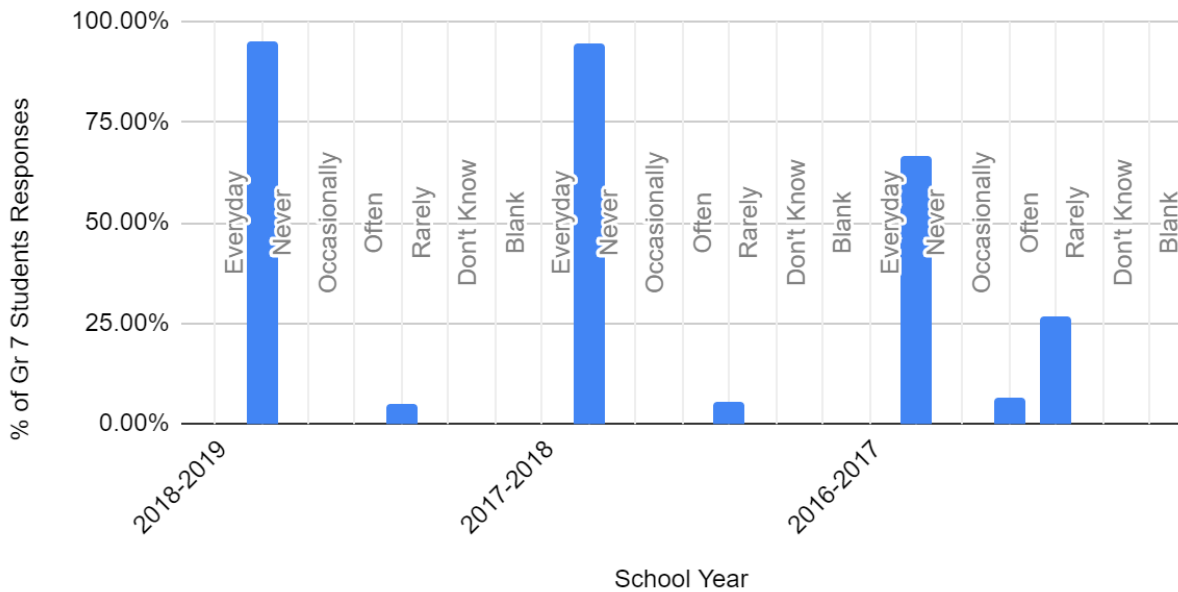
FSS Student Learning Survey Results

Q: Do you drink alcohol?



JESS Student Learning Survey Results

Q: Do you drink alcohol?



Appendix D

Raw Student Learning Survey Data

Do you feel safe at school?																								
School	2018-2019							2017-2018							2016-2017									
	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed								
SSS	12	19	12	3	4	2	1	53	11	6	8	3	1	1	0	30	11	9	7	6	6	0	0	39
ESS	6	15	11	1	1	1	0	35	9	15	8	1	2	0	0	35	9	9	4	3	2	0	0	27
FSS	28	20	4	6	2	2	1	63	19	19	12	4	0	0	1	55	8	24	10	3	1	0	1	47
JESS	11	4	2	2	1	0	0	20	6	7	3	1	1	0	0	18	7	6	0	2	0	0	0	15
LMS	27	37	17	11	2	1	1	96	24	35	31	17	10	5	0	122	11	14	10	6	2	1	1	45
PMS	40	27	14	6	7	0	2	96	60	52	22	3	1	3	1	142	42	35	24	4	2	1	1	109

At school, rules and expectations for behaviour are clear (for example, school rules or codes of conduct).																								
School	2018-2019							2017-2018							2016-2017									
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	Total Surveyed	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	Total Surveyed								
SSS	14	27	2	2	3	6	0	54	7	10	9	1	1	2	0	30	7	17	8	2	2	3	0	39
ESS	13	15	4	1	0	2	0	35	5	22	5	1	0	2	0	35	6	12	6	2	1	0	0	27
FSS	22	24	11	4	1	1	0	63	29	20	5	0	0	1	0	55	14	21	6	3	0	2	1	47
JESS	7	8	2	0	3	0	0	20	5	11	2	0	0	0	0	18	6	7	0	0	1	1	0	15
LMS	23	35	19	8	4	7	0	96	23	41	29	10	10	7	2	122	4	17	13	2	0	8	2	46
PMS	28	46	9	7	2	4	0	96	45	59	20	9	0	9	0	142	32	54	14	4	2	2	1	109

Do you feel welcome at your school?																								
School	2018-2019							2017-2018							2016-2017									
	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed								
SSS	11	6	19	8	6	4	0	54	9	10	5	3	2	1	0	30	6	8	11	7	6	1	0	39
ESS	5	12	12	3	2	1	0	35	7	11	7	4	4	1	1	35	7	11	5	3	1	0	0	27
FSS	28	20	10	2	0	3	0	63	17	26	10	2	0	0	0	55	9	25	9	3	0	0	1	47
JESS	12	3	1	2	1	0	1	20	9	7	1	0	1	0	0	18	7	3	2	2	0	1	0	15
LMS	27	34	17	9	6	3	0	96	33	26	35	17	8	1	2	122	8	19	12	2	3	1	0	45
PMS	33	33	15	11	2	1	1	96	59	45	27	6	0	1	5	143	40	46	15	4	3	2	0	110

When I am making a decision to do something, I stop to think about how it might affect other people.

School	2018-2019							2017-2018							2016-2017									
	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed
SSS	6	17	16	6	2	7	0	54	7	6	9	6	1	1	0	30	5	11	8	8	4	2	1	39
ESS	5	16	9	2	1	2	0	35	2	16	9	2	3	3	0	35	7	10	7	1	1	1	0	27
FSS	12	29	14	2	1	5	0	63	13	30	10	1	0	0	0	54	9	14	20	3	0	0	1	47
JESS	5	7	6	2	0	0	0	20	3	11	4	0	0	0	0	18	1	5	1	6	1	1	0	15
LMS	26	27	27	4	3	6	3	96	22	36	35	12	7	5	5	122	6	10	21	3	1	2	2	45
PMS	20	40	21	5	5	4	1	96	28	55	45	6	1	7	1	143	21	42	27	12	2	4	2	110

Do adults in the school treat all students fairly?

School	2018-2019							2017-2018							2016-2017									
	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed
SSS	4	16	15	8	5	6	0	54	8	8	10	1	1	2	0	30	5	10	7	9	8	0	0	39
ESS	10	10	8	3	0	4	0	35	6	13	6	5	2	3	0	35	4	10	7	3	1	2	0	27
FSS	19	26	8	4	1	5	0	63	17	18	8	9	1	2	0	55	9	14	9	10	5	0	0	47
JESS	7	7	2	2	1	1	0	20	5	10	0	1	2	0	0	18	4	5	5	0	1	0	0	15
LMS	24	38	19	6	3	6	0	96	19	35	27	15	16	10	0	122	3	12	20	6	4	0	0	45
PMS	19	35	23	10	4	5	0	96	37	42	34	15	3	10	2	143	24	54	18	9	1	4	0	110

At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender)

School	2018-2019							2017-2018							2016-2017									
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	Total Surveyed	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	Total Surveyed	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	Total Surveyed
SSS	10	20	13	0	2	9	0	54	9	10	4	0	1	6	0	30	4	10	15	5	1	3	1	39
ESS	4	12	13	3	0	3	0	35	5	18	4	1	1	6	0	35	4	12	4	2	2	3	0	27
FSS	12	25	13	1	1	11		63	15	26	7	1	0	5	1	55	7	25	4	1	3	5	2	47
JESS	4	10	4	1	0	1	0	20	3	11	2	0	0	2	0	18	4	6	3	1	0	1	0	15
LMS	19	38	19	3	2	12	3	96	13	48	28	6	9	14	4	122	4	22	4	3	4	7	1	45
PMS	19	40	11	6	2	14	4	96	30	72	15	9	0	13	4	143	19	48	19	6	1	15	2	110

At school, do you respect people who are different from you (for example, think, act, or look different)?

School	2018-2019							2017-2018							2016-2017									
	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed
SSS	31	7	6	1	1	8	0	54	20	5	2	1	1	0	1	30	11	17	6	1	0	3	1	39
ESS	16	7	3	0	0	1	0	27	21	8	1	0	1	4	0	35	16	7	3	0	0	1	0	27
FSS	45	9	5	0	0	4	0	63	42	10	1	0	0	1	1	55	26	14	5	1	1	0	0	47
JESS	15	3	1	1	0	0	0	20	10	7	1	0	0	0	0	18	9	5	0	0	0	1	0	15
LMS	61	20	4	0	1	6	4	96	69	23	10	6	3	7	4	122	24	13	3	0	0	3	2	45
PMS	66	15	9	1	1	3	1	96	101	29	8	0	0	4	1	143	78	24	0	2	1	3	2	110

Is school a place where you feel like you belong?

School	2018-2019							2017-2018							2016-2017									
	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed
SSS	9	6	18	9	5	6	1	54	5	3	14	5	2	1	0	30	4	13	7	6	6	3	0	39
ESS	5	9	13	5	2	1	0	35	4	10	13	4	4	0	0	35	6	4	11	1	3	2	0	27
FSS	15	22	14	6	4	2	0	63	12	19	17	6	1	0	0	55	6	18	15	7	0	1	0	47
JESS	12	3	2	2	1	0	0	20	5	5	6	1	1	0	0	18	2	1	6	1	4	1	0	15
LMS	21	26	26	11	10	2	0	96	27	31	28	20	15	0	1	122	8	11	15	4	4	2	1	45
PMS	18	27	32	9	8	1	1	96	35	49	35	8	6	5	5	143	31	31	26	17	2	1	2	110

My questions are valued and welcomed by the adults at my school. (I am heard)

School	2018-2019							2017-2018							2016-2017									
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	Total Surveyed	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	Total Surveyed	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	Total Surveyed
SSS	3	22	14	2	3	10	0	54	3	13	8	3	0	3	0	30	3	19	6	5	5	1	0	39
ESS	6	10	10	4	4	1	0	35	2	19	8	2	0	4	0	35	5	11	3	2	2	3	1	27
FSS	9	26	14	2	0	12	0	63	7	23	14	7	1	3	0	55	3	12	17	8	2	5	0	47
JESS	7	6	4	2	0	1	0	20	4	11	1	1	1	0	0	18	3	8	3	0	0	1	0	15
LMS	8	43	20	8	2	12	3	96	13	46	31	15	6	10	1	122	2	18	9	6	1	9	0	45
PMS	9	41	21	14	2	7	2	96	21	65	36	3	0	16	2	143	17	45	23	6	6	12	1	110

At school, are you bullied, teased, or picked on?

School	2018-2019							2017-2018							2016-2017									
	All of the time	Many Times	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Times	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Times	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed
SSS	4	6	10	17	11	4	1	53	2	2	4	6	16	0	0	30	6	9	3	8	12	1	0	39
ESS	1	7	4	9	14	0	0	27	1	2	7	12	13	0	0	35	3	1	8	5	8	2	0	27
FSS	3	4	10	14	30	1	1	63	0	1	9	14	31	0	0	55	1	3	10	26	6	0	1	47
JESS	4	0	1	5	10	0	0	20	0	0	3	6	8	1	0	18	1	1	6	5	6	2	1	22
LMS	3	8	12	26	45	2	0	96	9	14	20	28	49	2	0	122	0	6	7	14	13	4	0	44
PMS	7	10	14	27	37	1	0	96	5	5	20	46	60	6	0	142	0	7	21	30	45	3	3	109

I feel safe when I am going from home to school, or from school to home.

School	2018-2019							2017-2018							2016-2017									
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	Total Surveyed	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	Total Surveyed	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	Total Surveyed
SSS	12	24	9	1	3	4	0	53	10	10	5	2	0	3	0	30	13	14	5	5	0	2	0	39
ESS	13	9	7	5	0	1	0	35	10	19	4	1	0	1	0	35	8	12	5	0	2	0	0	27
FSS	36	17	3	4	2	1	0	63	29	21	1	1	2	1	0	55	23	18	3	0	1	1	1	47
JESS	9	6	2	0	2	1	0	20	7	6	3	1	1	0	0	18	7	6	1	0	0	1	0	15
LMS	40	33	12	4	0	6	1	96	40	44	25	8	4	0	1	122	18	17	1	2	3	3	0	44
PMS	46	32	6	6	4	2	0	96	58	59	13	1	4	6	1	142	40	45	19	2	0	3	0	109

Does school make you feel stressed or anxious?

School	2018-2019							2017-2018							2016-2017									
	All of the time	Many Times	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Times	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed	All of the time	Many Times	Sometimes	Few Times	At No Time	Don't Know	Blank	Total Surveyed
SSS	14	11	13	5	6	4	0	53	4	4	10	7	3	2	0	30	12	2	6	8	6	3	2	39
ESS	8	9	7	8	1	2	0	35	7	8	11	4	5	0	0	35	5	4	7	7	4	0	0	27
FSS	6	6	12	19	11	9	0	63	5	10	17	12	7	4	0	55	5	6	12	16	5	3	0	47
JESS	5	2	1	9	3	0	0	20	2	3	9	3	1	0	0	18	3	2	2	5	2	1	0	15
LMS	18	12	15	24	17	5	5	96	26	22	20	31	13	5	5	122	5	7	12	13	3	1	3	44
PMS	20	15	26	15	18	2	0	96	19	18	41	30	27	7	0	142	8	14	30	29	21	3	4	109

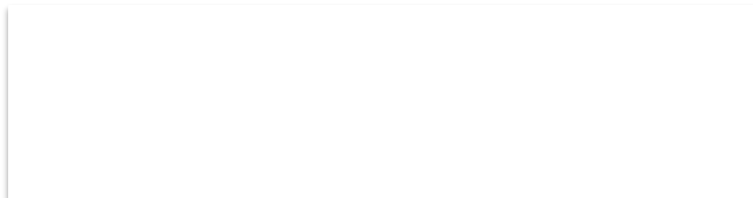
Do you drink alcohol?

School	2018-2019								2017-2018							2016-2017								
	Every day		Occasionally	Often	Rarely	Don't Know	Blank	Total Surveyed	Every day		Occasionally	Often	Rarely	Don't Know	Blank	Total Surveyed	Every day		Occasionally	Often	Rarely	Don't Know	Blank	Total Surveyed
	Every day	Never							Every day	Never							Every day	Never						
SSS	2	41	2	1	7	0	0	53	0	29	1	0	0	0	0	30	0	30	4	0	3	0	2	39
ESS	0	28	2	1	4	0	0	35	0	34	0	0	1	0	0	35	0	20	3	0	4	0	0	27
FSS	0	55	0	0	8	0	0	63	0	53	0	1	1	0	0	55	1	40	1	0	5	0	0	47
JESS	0	19	0	0	1	0	0	20	0	17	0	0	1	0	0	18	0	10	0	1	4	0	0	15
LMS	0	66	3	1	20	0	6	96	0	93	7	3	13	0	6	122	0	35	2	0	3	0	4	44
PMS	1	77	4	2	12	0	0	96	1	124	4	0	13	0	0	142	0	91	5	0	12	0	1	109

Do you use tobacco or nicotine in any form? (for example, smoking, chewing, vaping)

School	2018-2019								2017-2018							2016-2017								
	Every day		Occasionally	Often	Rarely	Don't Know	Blank	Total Surveyed	Every day		Occasionally	Often	Rarely	Don't Know	Blank	Total Surveyed	Every day		Occasionally	Often	Rarely	Don't Know	Blank	Total Surveyed
	Every day	Never							Every day	Never							Every day	Never						
SSS	0	46	1	3	3	0	0	53	0	28	1	0	1	0	0	30	0	36	0	0	1	0	2	39
ESS	0	33	0	1	1	0	0	35	0	33	0	1	1	0	0	35	0	23	0	1	2	1	0	27
FSS	0	61	0	0	2	0	0	63	1	52	0	1	0	1	0	55	0	46	0	0	1	0	0	47
JESS	0	0	0	0	0	0	30	30	0	17	0	0	1	0	0	18	0	15	0	0	0	0	0	15
LMS	0	75	5	3	7	6	0	96	0	97	5	3	10	7	0	122	1	37	0	0	3	0	3	44
PMS	1	87	1	3	4	0	0	96	1	130	4	0	7	0	0	142	0	106	1	0	1	0	1	109

Appendix E



PATHWAYS TO LEARNING

Vision	Mission	Values
Students love to learn here, staff love to work here, families love to gather here	Our students will graduate with dignity, purpose and options	Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

Engaging All Learners

Goal: To inspire all learning partners to create and contribute to an engaging, personalized educational experience for our learners.

- Provide a safe, supportive environment that fosters continued growth in a rapidly changing environment
- Honour all pathways to graduation
- Acknowledge deeper learning opportunities based on individual strengths and abilities

Advocacy

Goal: Advocate for specific needs in our District and for public education in general.

- Encourage governments to fully fund public education
- Advance the replacement of aging schools through Ministry and community partnerships
- Provide a forum for the development and celebration of innovative practices



Effective Communication

Goal: Continue to foster two-way, ethical communication between the District and all learners, students, staff, parents and community in a timely, concise and inclusive manner.

- Ensure information is current
- Provide user-friendly platforms
- Create opportunities for meaningful dialogue

Inclusive Partnerships

Goal: Cultivate opportunities for shared community awareness, engagement and resources to enhance student learning.

- Engage community participation in providing meaningful student learning opportunities
- Promote educational partnerships that enhance student learning and are beneficial to the community
- Advance active community engagement in real-world learning opportunities for students

Appendix F

School Based Data

Site: SSS

School: SSS		2016-2017						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	28.21%	23.08%	17.95%	15.38%	15.38%	0.00%	0.00%	
Sense of Belonging	10.26%	33.33%	17.95%	15.38%	15.38%	7.69%	0.00%	
Feel Welcomed	15.38%	20.51%	28.21%	17.95%	15.38%	2.56%	0.00%	
Fair Treatment	12.82%	25.64%	17.95%	23.08%	20.51%	0.00%	0.00%	
Bullying	15.38%	23.08%	7.69%	20.51%	30.77%	2.56%	0.00%	
Stress & Anxiety	30.77%	5.13%	15.38%	20.51%	15.38%	7.69%	5.13%	
Considering Others in Decisions	12.82%	28.21%	20.51%	20.51%	10.26%	5.13%	2.56%	
Respecting Diversity	28.21%	43.59%	15.38%	2.56%	0.00%	7.69%	2.56%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	17.95%	43.59%	20.51%	5.13%	5.13%	7.69%	0.00%	
Safety Travel	33.33%	35.90%	12.82%	12.82%	0.00%	5.13%	0.00%	
Supporting Human Rights & Diversity	10.26%	25.64%	38.46%	12.82%	2.56%	7.69%	2.56%	
Feeling Heard	7.69%	48.72%	15.38%	12.82%	12.82%	2.56%	0.00%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	0.00%	92.31%	0.00%	0.00%	2.56%	0.00%	5.13%	
Alcohol Use	0.00%	76.92%	10.26%	0.00%	7.69%	0.00%	5.13%	

School: SSS		2017-2018						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	36.67%	20.00%	26.67%	10.00%	3.33%	3.33%	0.00%	
Sense of Belonging	16.67%	10.00%	46.67%	16.67%	6.67%	3.33%	0.00%	
Feel Welcomed	30.00%	33.33%	16.67%	10.00%	6.67%	3.33%	0.00%	
Fair Treatment	26.67%	26.67%	33.33%	3.33%	3.33%	6.67%	0.00%	
Bullying	6.67%	6.67%	13.33%	20.00%	53.33%	0.00%	0.00%	
Stress & Anxiety	13.33%	13.33%	33.33%	23.33%	10.00%	6.67%	0.00%	
Considering Others in Decisions	23.33%	20.00%	30.00%	20.00%	3.33%	3.33%	0.00%	
Respecting Diversity	66.67%	16.67%	6.67%	3.33%	3.33%	0.00%	3.33%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	23.33%	33.33%	30.00%	3.33%	3.33%	6.67%	0.00%	
Safety Travel	33.33%	33.33%	16.67%	6.67%	0.00%	10.00%	0.00%	
Supporting Human Rights & Diversity	30.00%	33.33%	13.33%	0.00%	3.33%	20.00%	0.00%	
Feeling Heard	10.00%	43.33%	26.67%	10.00%	0.00%	10.00%	0.00%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	0.00%	93.33%	3.33%	0.00%	3.33%	0.00%	0.00%	
Alcohol Use	0.00%	96.67%	3.33%	0.00%	0.00%	0.00%	0.00%	

School: SSS		2018-2019						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	22.64%	35.85%	22.64%	5.66%	7.55%	3.77%	1.89%	
Sense of Belonging	16.67%	11.11%	33.33%	16.67%	9.26%	11.11%	1.85%	
Feel Welcomed	20.37%	11.11%	35.19%	14.81%	11.11%	7.41%	0.00%	
Fair Treatment	7.41%	29.63%	27.78%	14.81%	9.26%	11.11%	0.00%	
Bullying	7.55%	11.32%	18.87%	32.08%	20.75%	7.55%	1.89%	
Stress & Anxiety	26.42%	20.75%	24.53%	9.43%	11.32%	7.55%	0.00%	
Considering Others in Decisions	11.11%	31.48%	29.63%	11.11%	3.70%	12.96%	0.00%	
Respecting Diversity	57.41%	12.96%	11.11%	1.85%	1.85%	14.81%	0.00%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	25.93%	50.00%	3.70%	3.70%	5.56%	11.11%	0.00%	
Safety Travel	22.64%	45.28%	16.98%	1.89%	5.66%	7.55%	0.00%	
Supporting Human Rights & Diversity	18.52%	37.04%	24.07%	0.00%	3.70%	16.67%	0.00%	
Feeling Heard	5.56%	40.74%	25.93%	3.70%	5.56%	18.52%	0.00%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	0.00%	86.79%	1.89%	5.66%	5.66%	0.00%	0.00%	
Alcohol Use	3.77%	77.36%	3.77%	1.89%	13.21%	0.00%	0.00%	

Site: ESS

School: ESS		2016-2017						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	33.33%	33.33%	14.81%	11.11%	7.41%	0.00%	0.00%	
Sense of Belonging	22.22%	14.81%	40.74%	3.70%	11.11%	7.41%	0.00%	
Feel Welcomed	25.93%	40.74%	18.52%	11.11%	3.70%	0.00%	0.00%	
Fair Treatment	14.81%	37.04%	25.93%	11.11%	3.70%	7.41%	0.00%	
Bullying	11.11%	3.70%	29.63%	18.52%	29.63%	7.41%	0.00%	
Stress & Anxiety	18.52%	14.81%	25.93%	25.93%	14.81%	0.00%	0.00%	
Considering Others in Decisions	25.93%	37.04%	25.93%	3.70%	3.70%	3.70%	0.00%	
Respecting Diversity	59.26%	25.93%	11.11%	0.00%	0.00%	3.70%	0.00%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	22.22%	44.44%	22.22%	7.41%	3.70%	0.00%	0.00%	
Safety Travel	29.63%	44.44%	18.52%	0.00%	7.41%	0.00%	0.00%	
Supporting Human Rights & Diversity	14.81%	44.44%	14.81%	7.41%	7.41%	11.11%	0.00%	
Feeling Heard	18.52%	40.74%	11.11%	7.41%	7.41%	11.11%	3.70%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	0.00%	85.19%	0.00%	3.70%	7.41%	3.70%	0.00%	
Alcohol Use	0.00%	74.07%	11.11%	0.00%	14.81%	0.00%	0.00%	

School: ESS		2017-2018						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	25.71%	42.86%	22.86%	2.86%	5.71%	0.00%	0.00%	
Sense of Belonging	11.43%	28.57%	37.14%	11.43%	11.43%	0.00%	0.00%	
Feel Welcomed	20.00%	31.43%	20.00%	11.43%	11.43%	2.86%	2.86%	
Fair Treatment	17.14%	37.14%	17.14%	14.29%	5.71%	8.57%	0.00%	
Bullying	2.86%	5.71%	20.00%	34.29%	37.14%	0.00%	0.00%	
Stress & Anxiety	20.00%	22.86%	31.43%	11.43%	14.29%	0.00%	0.00%	
Considering Others in Decisions	5.71%	45.71%	25.71%	5.71%	8.57%	8.57%	0.00%	
Respecting Diversity	60.00%	22.86%	2.86%	0.00%	2.86%	11.43%	0.00%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	14.29%	62.86%	14.29%	2.86%	0.00%	5.71%	0.00%	
Safety Travel	28.57%	54.29%	11.43%	2.86%	0.00%	2.86%	0.00%	
Supporting Human Rights & Diversity	14.29%	51.43%	11.43%	2.86%	2.86%	17.14%	0.00%	
Feeling Heard	5.71%	54.29%	22.86%	5.71%	0.00%	11.43%	0.00%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	0.00%	94.29%	0.00%	2.86%	2.86%	0.00%	0.00%	
Alcohol Use	0.00%	97.14%	0.00%	0.00%	2.86%	0.00%	0.00%	

School: ESS		2018-2019						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	17.14%	42.86%	31.43%	2.86%	2.86%	2.86%	0.00%	
Sense of Belonging	14.29%	25.71%	37.14%	14.29%	5.71%	2.86%	0.00%	
Feel Welcomed	14.29%	34.29%	34.29%	8.57%	5.71%	2.86%	0.00%	
Fair Treatment	28.57%	28.57%	22.86%	8.57%	0.00%	11.43%	0.00%	
Bullying	2.86%	20.00%	11.43%	25.71%	40.00%	0.00%	0.00%	
Stress & Anxiety	22.86%	25.71%	20.00%	22.86%	2.86%	5.71%	0.00%	
Considering Others in Decisions	14.29%	45.71%	25.71%	5.71%	2.86%	5.71%	0.00%	
Respecting Diversity	59.26%	25.93%	11.11%	0.00%	0.00%	3.70%	0.00%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	37.14%	42.86%	11.43%	2.86%	0.00%	5.71%	0.00%	
Safety Travel	37.14%	25.71%	20.00%	14.29%	0.00%	2.86%	0.00%	
Supporting Human Rights & Diversity	11.43%	34.29%	37.14%	8.57%	0.00%	8.57%	0.00%	
Feeling Heard	17.14%	28.57%	28.57%	11.43%	11.43%	2.86%	0.00%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	0.00%	94.29%	0.00%	2.86%	2.86%	0.00%	0.00%	
Alcohol Use	0.00%	80.00%	5.71%	2.86%	11.43%	0.00%	0.00%	

Site: FSS

School: FSS		2016-2017						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	17.02%	51.06%	21.28%	6.38%	2.13%	0.00%	2.13%	
Sense of Belonging	12.77%	38.30%	31.91%	14.89%	0.00%	2.13%	0.00%	
Feel Welcomed	19.15%	53.19%	19.15%	6.38%	0.00%	0.00%	2.13%	
Fair Treatment	19.15%	29.79%	19.15%	21.28%	10.64%	0.00%	0.00%	
Bullying	2.13%	6.38%	21.28%	55.32%	12.77%	0.00%	2.13%	
Stress & Anxiety	10.64%	12.77%	25.53%	34.04%	10.64%	6.38%	0.00%	
Considering Others in Decisions	19.15%	29.79%	42.55%	6.38%	0.00%	0.00%	2.13%	
Respecting Diversity	55.32%	29.79%	10.64%	2.13%	2.13%	0.00%	0.00%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	29.79%	44.68%	12.77%	6.38%	0.00%	4.26%	2.13%	
Safety Travel	29.63%	44.44%	6.38%	0.00%	2.13%	2.13%	2.13%	
Supporting Human Rights & Diversity	14.89%	53.19%	8.51%	2.13%	6.38%	10.64%	4.26%	
Feeling Heard	6.38%	25.53%	36.17%	17.02%	4.26%	10.64%	0.00%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	0.00%	97.87%	0.00%	0.00%	2.13%	0.00%	0.00%	
Alcohol Use	2.13%	85.11%	2.13%	0.00%	10.64%	0.00%	0.00%	

School: FSS		2017-2018						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	34.55%	34.55%	21.82%	7.27%	0.00%	0.00%	1.82%	
Sense of Belonging	21.82%	34.55%	30.91%	10.91%	1.82%	0.00%	0.00%	
Feel Welcomed	30.91%	47.27%	18.18%	3.64%	0.00%	0.00%	0.00%	
Fair Treatment	30.91%	32.73%	14.55%	16.36%	1.82%	3.64%	0.00%	
Bullying	0.00%	1.82%	16.36%	25.45%	56.36%	0.00%	0.00%	
Stress & Anxiety	9.09%	18.18%	30.91%	21.82%	12.73%	7.27%	0.00%	
Considering Others in Decisions	24.07%	55.56%	18.52%	1.85%	0.00%	0.00%	0.00%	
Respecting Diversity	76.36%	18.18%	1.82%	0.00%	0.00%	1.82%	1.82%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	52.73%	36.36%	9.09%	0.00%	0.00%	1.82%	0.00%	
Safety Travel	52.73%	38.18%	1.82%	1.82%	3.64%	1.82%	0.00%	
Supporting Human Rights & Diversity	27.27%	47.27%	12.73%	1.82%	0.00%	9.09%	1.82%	
Feeling Heard	12.73%	41.82%	25.45%	12.73%	1.82%	5.45%	0.00%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	1.82%	94.55%	0.00%	1.82%	0.00%	1.82%	0.00%	
Alcohol Use	0.00%	96.36%	0.00%	1.82%	1.82%	0.00%	0.00%	

School: FSS		2018-2019					
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank
Feeling Safe at School	44.44%	31.75%	6.35%	9.52%	3.17%	3.17%	1.59%
Sense of Belonging	23.81%	34.92%	22.22%	9.52%	6.35%	3.17%	0.00%
Feel Welcomed	44.44%	31.75%	15.87%	3.17%	0.00%	4.76%	0.00%
Fair Treatment	30.16%	41.27%	12.70%	6.35%	1.59%	7.94%	0.00%
Bullying	4.76%	6.35%	15.87%	22.22%	47.62%	1.59%	1.59%
Stress & Anxiety	9.52%	9.52%	19.05%	30.16%	17.46%	14.29%	0.00%
Considering Others in Decisions	19.05%	46.03%	22.22%	3.17%	1.59%	7.94%	0.00%
Respecting Diversity	71.43%	14.29%	7.94%	0.00%	0.00%	6.35%	0.00%
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank
Clear Rules	34.92%	38.10%	17.46%	6.35%	1.59%	1.59%	0.00%
Safety Travel	57.14%	26.98%	4.76%	6.35%	3.17%	1.59%	0.00%
Supporting Human Rights & Diversity	19.05%	39.68%	20.63%	1.59%	1.59%	17.46%	0.00%
Feeling Heard	14.29%	41.27%	22.22%	3.17%	0.00%	19.05%	0.00%
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank
Nicotine Use	0.00%	96.83%	0.00%	0.00%	3.17%	0.00%	0.00%
Alcohol Use	0.00%	87.30%	0.00%	0.00%	12.70%	0.00%	0.00%

Site: JESS

School: JESS		2016-2017					
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank
Feeling Safe at School	46.67%	40.00%	0.00%	13.33%	0.00%	0.00%	0.00%
Sense of Belonging	13.33%	6.67%	40.00%	6.67%	26.67%	6.67%	0.00%
Feel Welcomed	46.67%	20.00%	13.33%	13.33%	0.00%	6.67%	0.00%
Fair Treatment	26.67%	33.33%	33.33%	0.00%	6.67%	0.00%	0.00%
Bullying	4.55%	4.55%	27.27%	22.73%	27.27%	9.09%	4.55%
Stress & Anxiety	20.00%	13.33%	13.33%	33.33%	13.33%	6.67%	0.00%
Considering Others in Decisions	6.67%	33.33%	6.67%	40.00%	6.67%	6.67%	0.00%
Respecting Diversity	60.00%	33.33%	0.00%	0.00%	0.00%	6.67%	0.00%
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank
Clear Rules	40.00%	46.67%	0.00%	0.00%	6.67%	6.67%	0.00%
Safety Travel	46.67%	40.00%	6.67%	0.00%	0.00%	6.67%	0.00%
Supporting Human Rights & Diversity	26.67%	40.00%	20.00%	6.67%	0.00%	6.67%	0.00%
Feeling Heard	20.00%	53.33%	20.00%	0.00%	0.00%	6.67%	0.00%
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank
Nicotine Use	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Alcohol Use	0.00%	66.67%	0.00%	6.67%	26.67%	0.00%	0.00%

School: JESS		2017-2018						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	33.33%	38.89%	16.67%	5.56%	5.56%	0.00%	0.00%	
Sense of Belonging	27.78%	27.78%	33.33%	5.56%	5.56%	0.00%	0.00%	
Feel Welcomed	50.00%	38.89%	5.56%	0.00%	5.56%	0.00%	0.00%	
Fair Treatment	27.78%	55.56%	0.00%	5.56%	11.11%	0.00%	0.00%	
Bullying	0.00%	0.00%	16.67%	33.33%	44.44%	5.56%	0.00%	
Stress & Anxiety	11.11%	16.67%	50.00%	16.67%	5.56%	0.00%	0.00%	
Considering Others in Decisions	16.67%	61.11%	22.22%	0.00%	0.00%	0.00%	0.00%	
Respecting Diversity	55.56%	38.89%	5.56%	0.00%	0.00%	0.00%	0.00%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	27.78%	61.11%	11.11%	0.00%	0.00%	0.00%	0.00%	
Safety Travel	38.89%	33.33%	16.67%	5.56%	5.56%	0.00%	0.00%	
Supporting Human Rights & Diversity	16.67%	61.11%	11.11%	0.00%	0.00%	11.11%	0.00%	
Feeling Heard	22.22%	61.11%	5.56%	5.56%	5.56%	0.00%	0.00%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	0.00%	94.44%	0.00%	0.00%	5.56%	0.00%	0.00%	
Alcohol Use	0.00%	94.44%	0.00%	0.00%	5.56%	0.00%	0.00%	

School: JESS		2018-2019						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	55.00%	20.00%	10.00%	10.00%	5.00%	0.00%	0.00%	
Sense of Belonging	60.00%	15.00%	10.00%	10.00%	5.00%	0.00%	0.00%	
Feel Welcomed	60.00%	15.00%	5.00%	10.00%	5.00%	0.00%	5.00%	
Fair Treatment	35.00%	35.00%	10.00%	10.00%	5.00%	5.00%	0.00%	
Bullying	20.00%	0.00%	5.00%	25.00%	50.00%	0.00%	0.00%	
Stress & Anxiety	25.00%	10.00%	5.00%	45.00%	15.00%	0.00%	0.00%	
Considering Others in Decisions	25.00%	35.00%	30.00%	10.00%	0.00%	0.00%	0.00%	
Respecting Diversity	75.00%	15.00%	5.00%	5.00%	0.00%	0.00%	0.00%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	35.00%	40.00%	10.00%	0.00%	15.00%	0.00%	0.00%	
Safety Travel	45.00%	30.00%	10.00%	0.00%	10.00%	5.00%	0.00%	
Supporting Human Rights & Diversity	20.00%	50.00%	20.00%	5.00%	0.00%	5.00%	0.00%	
Feeling Heard	35.00%	30.00%	20.00%	10.00%	0.00%	5.00%	0.00%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	
Alcohol Use	0.00%	95.00%	0.00%	0.00%	5.00%	0.00%	0.00%	

Site: LMS

School: LMS		2016-2017						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	24.44%	31.11%	22.22%	13.33%	4.44%	2.22%	2.22%	
Sense of Belonging	17.78%	24.44%	33.33%	8.89%	8.89%	4.44%	2.22%	
Feel Welcomed	17.78%	42.22%	26.67%	4.44%	6.67%	2.22%	0.00%	
Fair Treatment	6.67%	26.67%	44.44%	13.33%	8.89%	0.00%	0.00%	
Bullying	0.00%	13.64%	15.91%	31.82%	29.55%	9.09%	0.00%	
Stress & Anxiety	11.36%	15.91%	27.27%	29.55%	6.82%	2.27%	6.82%	
Considering Others in Decisions	13.33%	22.22%	46.67%	6.67%	2.22%	4.44%	4.44%	
Respecting Diversity	53.33%	28.89%	6.67%	0.00%	0.00%	6.67%	4.44%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	8.70%	36.96%	28.26%	4.35%	0.00%	17.39%	4.35%	
Safety Travel	40.91%	38.64%	2.27%	4.55%	6.82%	6.82%	0.00%	
Supporting Human Rights & Diversity	8.89%	48.89%	8.89%	6.67%	8.89%	15.56%	2.22%	
Feeling Heard	4.44%	40.00%	20.00%	13.33%	2.22%	20.00%	0.00%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	2.27%	84.09%	0.00%	0.00%	6.82%	0.00%	6.82%	
Alcohol Use	0.00%	79.55%	4.55%	0.00%	6.82%	0.00%	9.09%	

School: LMS		2017-2018						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	19.67%	28.69%	25.41%	13.93%	8.20%	4.10%	0.00%	
Sense of Belonging	22.13%	25.41%	22.95%	16.39%	12.30%	0.00%	0.82%	
Feel Welcomed	27.05%	21.31%	28.69%	13.93%	6.56%	0.82%	1.64%	
Fair Treatment	15.57%	28.69%	22.13%	12.30%	13.11%	8.20%	0.00%	
Bullying	7.38%	11.48%	16.39%	22.95%	40.16%	1.64%	0.00%	
Stress & Anxiety	21.31%	18.03%	16.39%	25.41%	10.66%	4.10%	4.10%	
Considering Others in Decisions	18.03%	29.51%	28.69%	9.84%	5.74%	4.10%	4.10%	
Respecting Diversity	56.56%	18.85%	8.20%	4.92%	2.46%	5.74%	3.28%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	18.85%	33.61%	23.77%	8.20%	8.20%	5.74%	1.64%	
Safety Travel	32.79%	36.07%	20.49%	6.56%	3.28%	0.00%	0.82%	
Supporting Human Rights & Diversity	10.66%	39.34%	22.95%	4.92%	7.38%	11.48%	3.28%	
Feeling Heard	10.66%	37.70%	25.41%	12.30%	4.92%	8.20%	0.82%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	0.00%	79.51%	4.10%	2.46%	8.20%	5.74%	0.00%	
Alcohol Use	0.00%	76.23%	5.74%	2.46%	10.66%	0.00%	4.92%	

School: LMS		2018-2019					
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank
Feeling Safe at School	28.13%	38.54%	17.71%	11.46%	2.08%	1.04%	1.04%
Sense of Belonging	21.88%	27.08%	27.08%	11.46%	10.42%	2.08%	0.00%
Feel Welcomed	28.13%	35.42%	17.71%	9.38%	6.25%	3.13%	0.00%
Fair Treatment	25.00%	39.58%	19.79%	6.25%	3.13%	6.25%	0.00%
Bullying	3.13%	8.33%	12.50%	27.08%	46.88%	2.08%	0.00%
Stress & Anxiety	18.75%	12.50%	15.63%	25.00%	17.71%	5.21%	5.21%
Considering Others in Decisions	27.08%	28.13%	28.13%	4.17%	3.13%	6.25%	3.13%
Respecting Diversity	63.54%	20.83%	4.17%	0.00%	1.04%	6.25%	4.17%
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank
Clear Rules	23.96%	36.46%	19.79%	8.33%	4.17%	7.29%	0.00%
Safety Travel	41.67%	34.38%	12.50%	4.17%	0.00%	6.25%	1.04%
Supporting Human Rights & Diversity	19.79%	39.58%	19.79%	3.13%	2.08%	12.50%	3.13%
Feeling Heard	8.33%	44.79%	20.83%	8.33%	2.08%	12.50%	3.13%
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank
Nicotine Use	0.00%	78.13%	5.21%	3.13%	7.29%	6.25%	0.00%
Alcohol Use	0.00%	68.75%	3.13%	1.04%	20.83%	0.00%	6.25%

Site: PMS

School: PMS		2016-2017					
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank
Feeling Safe at School	38.53%	32.11%	22.02%	3.67%	1.83%	0.92%	0.92%
Sense of Belonging	28.18%	28.18%	23.64%	15.45%	1.82%	0.91%	1.82%
Feel Welcomed	36.36%	41.82%	13.64%	3.64%	2.73%	1.82%	0.00%
Fair Treatment	21.82%	49.09%	16.36%	8.18%	0.91%	3.64%	0.00%
Bullying	0.00%	6.42%	19.27%	27.52%	41.28%	2.75%	2.75%
Stress & Anxiety	7.34%	12.84%	27.52%	26.61%	19.27%	2.75%	3.67%
Considering Others in Decisions	19.09%	38.18%	24.55%	10.91%	1.82%	3.64%	1.82%
Respecting Diversity	70.91%	21.82%	0.00%	1.82%	0.91%	2.73%	1.82%
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank
Clear Rules	29.36%	49.54%	12.84%	3.67%	1.83%	1.83%	0.92%
Safety Travel	36.70%	41.28%	17.43%	1.83%	0.00%	2.75%	0.00%
Supporting Human Rights & Diversity	17.27%	43.64%	17.27%	5.45%	0.91%	13.64%	1.82%
Feeling Heard	15.45%	40.91%	20.91%	5.45%	5.45%	10.91%	0.91%
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank
Nicotine Use	0.00%	97.25%	0.92%	0.00%	0.92%	0.00%	0.92%
Alcohol Use	0.00%	83.49%	4.59%	0.00%	11.01%	0.00%	0.92%

School: PMS		2017-2018						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	42.25%	36.62%	15.49%	2.11%	0.70%	2.11%	0.70%	
Sense of Belonging	24.48%	34.27%	24.48%	5.59%	4.20%	3.50%	3.50%	
Feel Welcomed	41.26%	31.47%	18.88%	4.20%	0.00%	0.70%	3.50%	
Fair Treatment	25.87%	29.37%	23.78%	10.49%	2.10%	6.99%	1.40%	
Bullying	3.52%	3.52%	14.08%	32.39%	42.25%	4.23%	0.00%	
Stress & Anxiety	13.38%	12.68%	28.87%	21.13%	19.01%	4.93%	0.00%	
Considering Others in Decisions	19.58%	38.46%	31.47%	4.20%	0.70%	4.90%	0.70%	
Respecting Diversity	70.63%	20.28%	5.59%	0.00%	0.00%	2.80%	0.70%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	31.69%	41.55%	14.08%	6.34%	0.00%	6.34%	0.00%	
Safety Travel	40.85%	41.55%	9.15%	0.70%	2.82%	4.23%	0.70%	
Supporting Human Rights & Diversity	20.98%	50.35%	10.49%	6.29%	0.00%	9.09%	2.80%	
Feeling Heard	14.69%	45.45%	25.17%	2.10%	0.00%	11.19%	1.40%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	0.70%	91.55%	2.82%	0.00%	4.93%	0.00%	0.00%	
Alcohol Use	0.70%	87.32%	2.82%	0.00%	9.15%	0.00%	0.00%	

School: PMS		2018-2019						
Question	All of the time	Many Time	Sometimes	Few Times	At No Time	Don't Know	Blank	
Feeling Safe at School	41.67%	28.13%	14.58%	6.25%	7.29%	0.00%	2.08%	
Sense of Belonging	18.75%	28.13%	33.33%	9.38%	8.33%	1.04%	1.04%	
Feel Welcomed	34.38%	34.38%	15.63%	11.46%	2.08%	1.04%	1.04%	
Fair Treatment	19.79%	36.46%	23.96%	10.42%	4.17%	5.21%	0.00%	
Bullying	7.29%	10.42%	14.58%	28.13%	38.54%	1.04%	0.00%	
Stress & Anxiety	20.83%	15.63%	27.08%	15.63%	18.75%	2.08%	0.00%	
Considering Others in Decisions	20.83%	41.67%	21.88%	5.21%	5.21%	4.17%	1.04%	
Respecting Diversity	68.75%	15.63%	9.38%	1.04%	1.04%	3.13%	1.04%	
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't Know	Blank	
Clear Rules	29.17%	47.92%	9.38%	7.29%	2.08%	4.17%	0.00%	
Safety Travel	47.92%	33.33%	6.25%	6.25%	4.17%	2.08%	0.00%	
Supporting Human Rights & Diversity	19.79%	41.67%	11.46%	6.25%	2.08%	14.58%	4.17%	
Feeling Heard	9.38%	42.71%	21.88%	14.58%	2.08%	7.29%	2.08%	
	Everyday	Never	Occasionally	Often	Rarely	Don't Know	Blank	
Nicotine Use	1.04%	90.63%	1.04%	3.13%	4.17%	0.00%	0.00%	
Alcohol Use	1.04%	80.21%	4.17%	2.08%	12.50%	0.00%	0.00%	