

Georgia Student Health Survey (GSHS)

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Office of School Safety and Climate

- **School Safety**
- **School Climate**
- **Student Safety and Well-being**

Safe and Supportive Schools: What do we do?

- School Climate Star Ratings
- School Climate Surveys
- School Safety
- Suicide Prevention / Mental Health
- Substance Abuse
- Student Discipline
- Bullying Prevention
- Child Abuse Prevention
- Student Attendance
- Human Trafficking
- Emergency Preparedness
- Crisis Response

School Climate



What is School Climate?



What is School Climate?

“School Climate refers to the quality and character of school life. **School Climate** is based on patterns of students’, parents’, and school personnel’s experience of school life and reflects norms, goals, values, interpersonal interactions, teaching and learning practices and organizational structures.” -**National School Climate Center**





Memory of School

the prevailing influence or environmental conditions characterizing a group or period : ATMOSPHERE

- a *climate* of fear
- a *climate* of suspicion
- the cultural *climate* of the 1960s

Feeling



Feeling

- Where we go
- What we do
- Who we do it with

Relationships and Connections



Positive School Climate = Prevention

Schools with positive school climates engage students in developing strong relationships with staff and peers, increasing the likelihood that students will quickly report potential threats to trusted adults within the school.

Positive School Climate = Prevention

A positive school climate helps **prevent** emergencies because it reduces the incidence of behaviors that contribute to crisis

- Violence
- Bullying
- Harassment
- Substance abuse
- Suicide

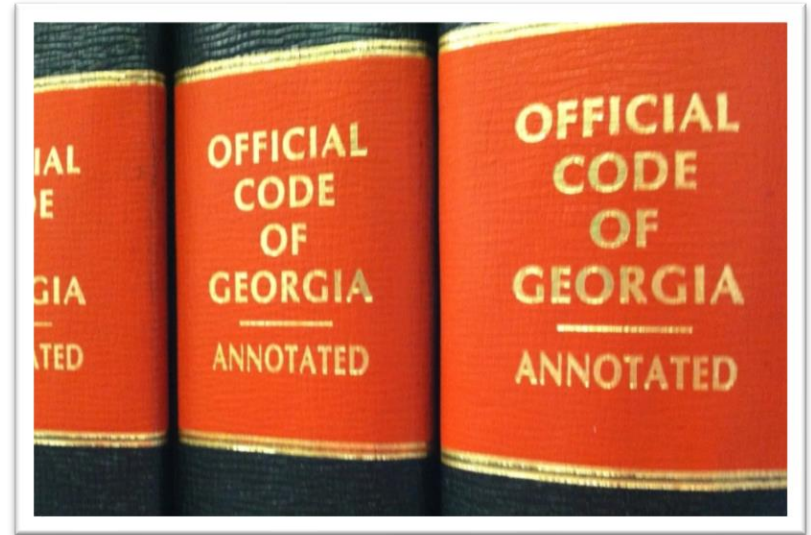
Improving School Climate

A **positive school climate** has been shown to:

- Mitigate the negative effects of self-criticism (*Kuperminic*)
- Improve a wide range of emotional and mental health outcomes (*Way, Reddy, & Rhodes*)
- Increase student self-concept (*Cairns*)
- Lower levels of drug use (*LaRusso*)
- Reduce psychiatric problems among high school students (*LaRusso*)
- Increase psychological well-being of students and their ability to cope with stressful situations (*Ruus*)

- Studies show that there is a significantly positive difference in **student achievement** between schools with a good school climate and those with a negative school climate (Wu)
- A positive school climate is correlated with **decreased student absenteeism** in middle school and high school (DeJung & Duckworth).
- Research indicates that a positive school climate is critical to **overall school safety** (RAND Corporation; M. C. Wang, Haertel, & Walberg)

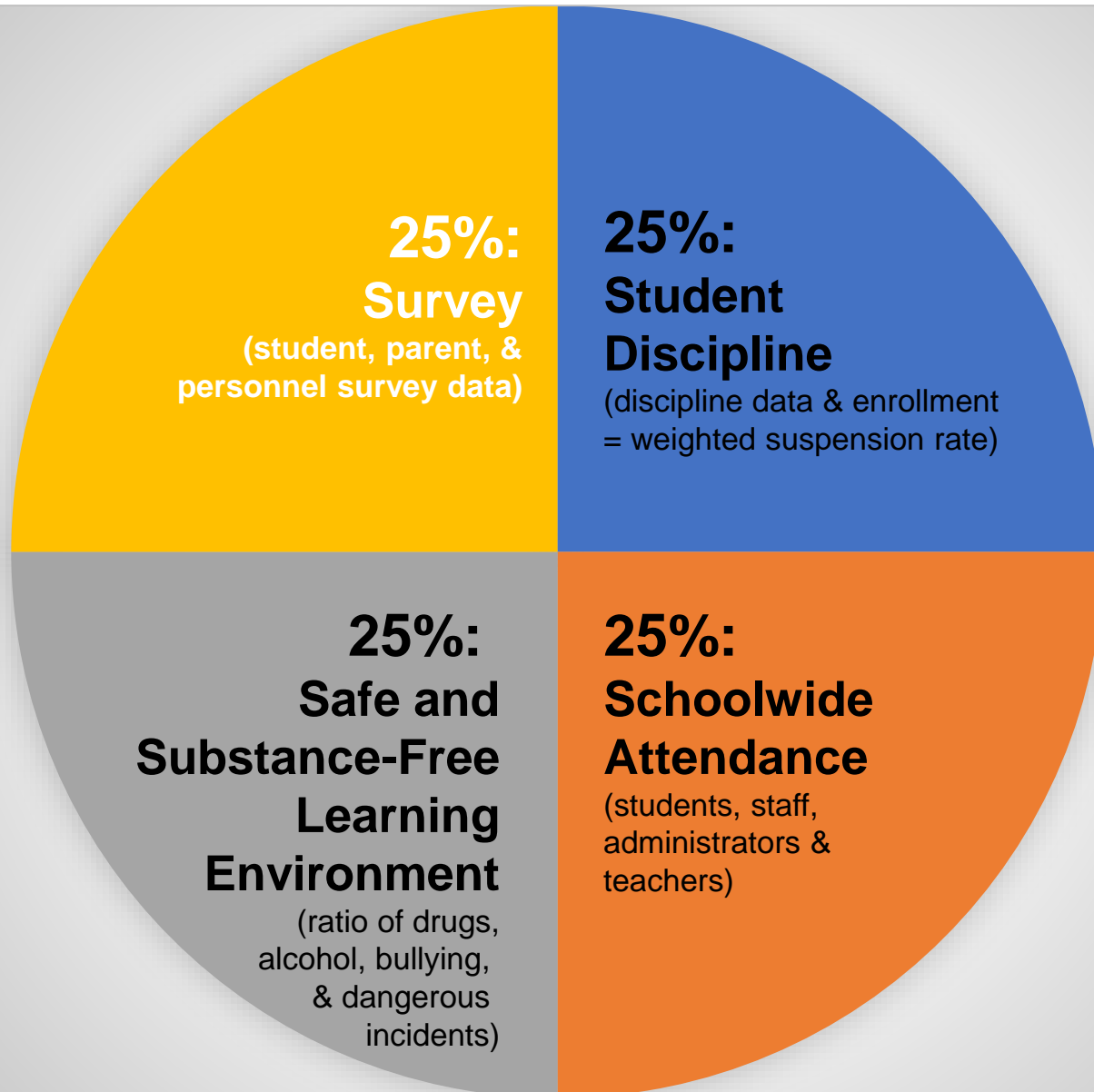
**State statute requires a
School Climate Rating
for each school**



**Official Code of Georgia
Annotated 20-14-33
School Climate Rating**

School Climate Star Rating

Scale: 1 (unsatisfactory) – 5 (excellent)



// Overview

SHARE THIS DASHBOARD



School Name

School Name

Enrollment

1,768

School District
Georgia

2015



2016



2017



2018 Star Rating



Positive Behavioral Interventions and Supports
PBIS Designation



For students, the percentage of students absent less than 10% of enrolled days. For teachers, staff, and admin: total leave days divided by total attendance days.



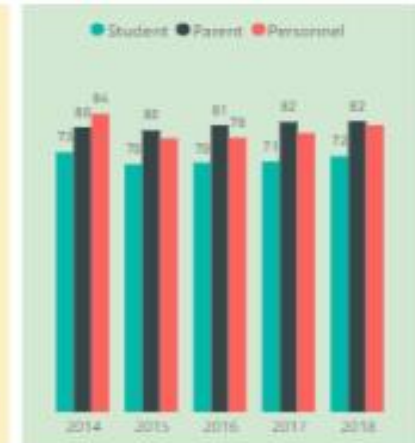
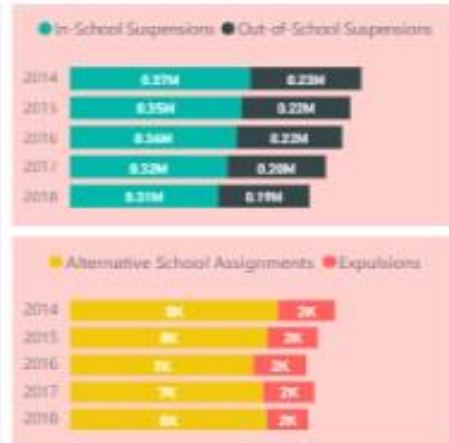
Disciplinary actions are weighted and given a point value. The final score is an inverse of weighted suspension rate and total enrollment; higher scores = fewer disciplinary actions.



Recorded incidents are divided into groups, and calculated with responses to student surveys (only Middle and High schools use survey responses).



Survey responses are coded and averaged by group (students, parents, and personnel). A 75% participation rate is required for students and personnel responses to be included.



How do we measure school climate in Georgia?

School Climate Surveys

Georgia Student Health Survey

- 91 questions on middle/high school survey (grades 6-12)
- 15 questions on elementary survey (grades 3-5)

Georgia School Personnel Survey (GSPS)

- Administered annually to teachers, staff and administrators
- 31 questions

Georgia Parent Survey

- Administered annually to parents
- 24 questions

Georgia Student Health Survey History (GSHS)

- The GSHS was **originally developed in compliance with the No Child Left Behind Act** of 2001 that required the collection of specific data elements through a school-level needs assessment.
- Georgia is **one of the first states** with a defined method in the collection and analysis of **school climate and student health** data through the implementation of the Georgia Student Health Survey. (2008)
- The **GSHS** was developed by the Georgia Department of Education in collaboration with the Georgia Department of Public Health and research universities to be administered **annually**.
- The original NCLB **requirements changed** under ESSA.
- ESSA changes impacted the **data schools need**.

GSHS Changes

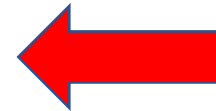
Based on feedback from schools and school districts and the changes in ESSA, significant modifications were made to the middle and high school surveys for FY2019.

- **Fewer questions** on MS/HS survey (reduced from 121 to 91 questions)
- **Updated terminology** on survey questions and responses
- Added **more student response options**
- Students may select more than one response on self-harm and suicidal ideation questions

New responses for 2018-2019

Self Harm / Suicidal Ideation Questions

- ☐ I have not....
- ☐ Demands of school work
- ☐ Problems with peers or friends
- ☐ Family reasons
- ☐ Being bullied
- ☐ Social Media
- ☐ School grades or performance
- ☐ School discipline or punishment
- ☐ Argument or breakup with a partner/girlfriend/boyfriend
- ☐ Dating violence
- ☐ Drugs or alcohol
- ☐ Other



Students may now
choose all responses
that apply to them.

GSHS Constants

- All Georgia public schools must participate in the school climate surveys.
- Schools must give parents the opportunity to review the student survey and opt out if desired.
- Student survey responses are anonymous and self-reported.
- GaDOE has internal control measures in place to ensure the integrity of the survey responses.

- Student survey data is FERPA protected and GaDOE will not make personally identifiable, student-level data available to any person or entity outside the GaDOE.
- Schools use survey data to guide school prevention and intervention programs.
- The GSHS is not a screening tool.

Internal Control Measures

- ✓ Validity questions embedded within the survey
- ✓ Date and time survey was submitted
 - i. Was survey submitted after 6:00 pm?
 - ii. Was survey submitted on a weekend or holiday?
 - iii. Was survey submitted from out of state or out of country?
- ✓ Approximately 200,000 surveys are excluded from analysis each year.

What does the survey data tell us?



GSHS Categories

- School Connectedness
- Peer Social Support
- Adult Social Support
- Cultural Acceptance
- Social/Civic Learning
- Physical Environment
- School Safety
- Peer Victimization
- Drug and Alcohol Use
- Student Information
- Age of Onset
- Perceptions of Harm or Risk
- Mental Health

2018-2019 Student Survey Results

*Statewide results - 689,986 students (grades 6-12)

- **17%** (116,247 students) have been bullied or threatened by other students in the past 30 days.
- **33%** (228,627 students) have been picked on or teased at school in the past 30 days.
- **14%** (97,024 students) never feel safe in their school.
- **9%** (58,668 students) have received threatening or harassing text messages from other students in the past 30 days.

2018-2019 Student Survey Results

*Statewide results - 689,986 students (grades 6-12)

- **10%** (67,936 students) have been mocked, tormented, or harassed on a social networking site by other students in past 30 days.
- **12%** (82,468 students) have been repeatedly pushed, hit or kicked in the last 30 days.
- **23%** (157,517 students) have been repeatedly made fun of or had rumors spread about them.
- **3%** (18,855 students) have brought a weapon to school in the past 30 days.

2018-2019 Student Survey Results

*Statewide results - 689,986 students (grades 6-12)

- **77%** (529,175 students) know an adult at school they can talk to if they need help.
- **16%** (107,184 students) do not believe their school sets clear rules for behavior.
- **7%** (48,369 students) have been offered, sold or given illegal drugs on school property in the past 12 months.
- **26%** (178,951 students) have been concerned about their physical safety at school.

2018-2019 Student Survey Results

*Statewide results - 689,986 students (grades 6-12)

- **9%** (58,549 students) had at least one drink of alcohol in past 30 days.
- **7%** (44,616 students) used marijuana in the past 30 days.
- **9%** (63,994 students) smoked an electronic vapor product in the past 30 days.
- **2%** (12,001 students) used methamphetamines in the past 30 days.
- **2%** (13,491) used heroin in the past 30 days.

2018-2019 Student Survey Results

*Statewide results - 689,986 students (grades 6-12)

45% (312,120 students) have felt sad or withdrawn in the past 30 days.

32% (217,339 students) have felt suddenly overwhelmed with fear for no reason, sometimes including a racing heart or fast breathing.

13% (86,019 students) have experienced severely out-of-control behavior that could hurt themselves or others.

13% (90,250 students) have avoided food, thrown up, or used laxatives to make themselves lose weight.

2018-2019 Student Survey Results

*Statewide results - 689,986 students (grades 6-12)

11% (77,881) students have seriously considered attempting suicide in the past 12 months.

Most likely reasons:

1. Other (most common answer)
2. Family reasons
3. Problems with peers or friends
4. School grades or performance
5. Demands of school work
6. Being bullied
7. Argument or breakup with partner/girlfriend/boyfriend
8. Social media
9. School discipline or punishment
10. Dating Violence
11. Drugs or alcohol

2018-2019 Student Survey Results

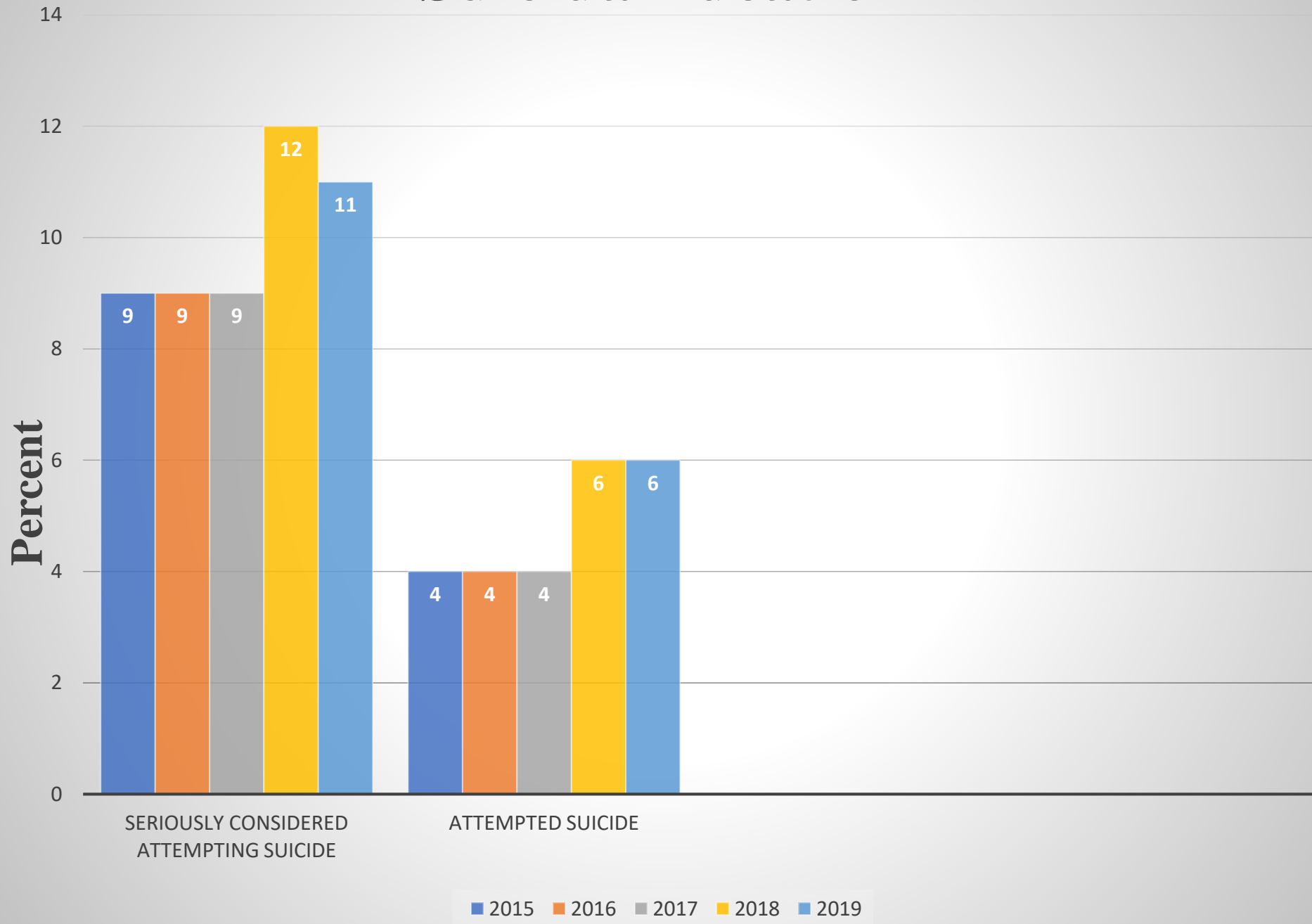
*Statewide results - 689,986 students (grades 6-12)

6% (37,508 students) have attempted suicide in the past 12 months.

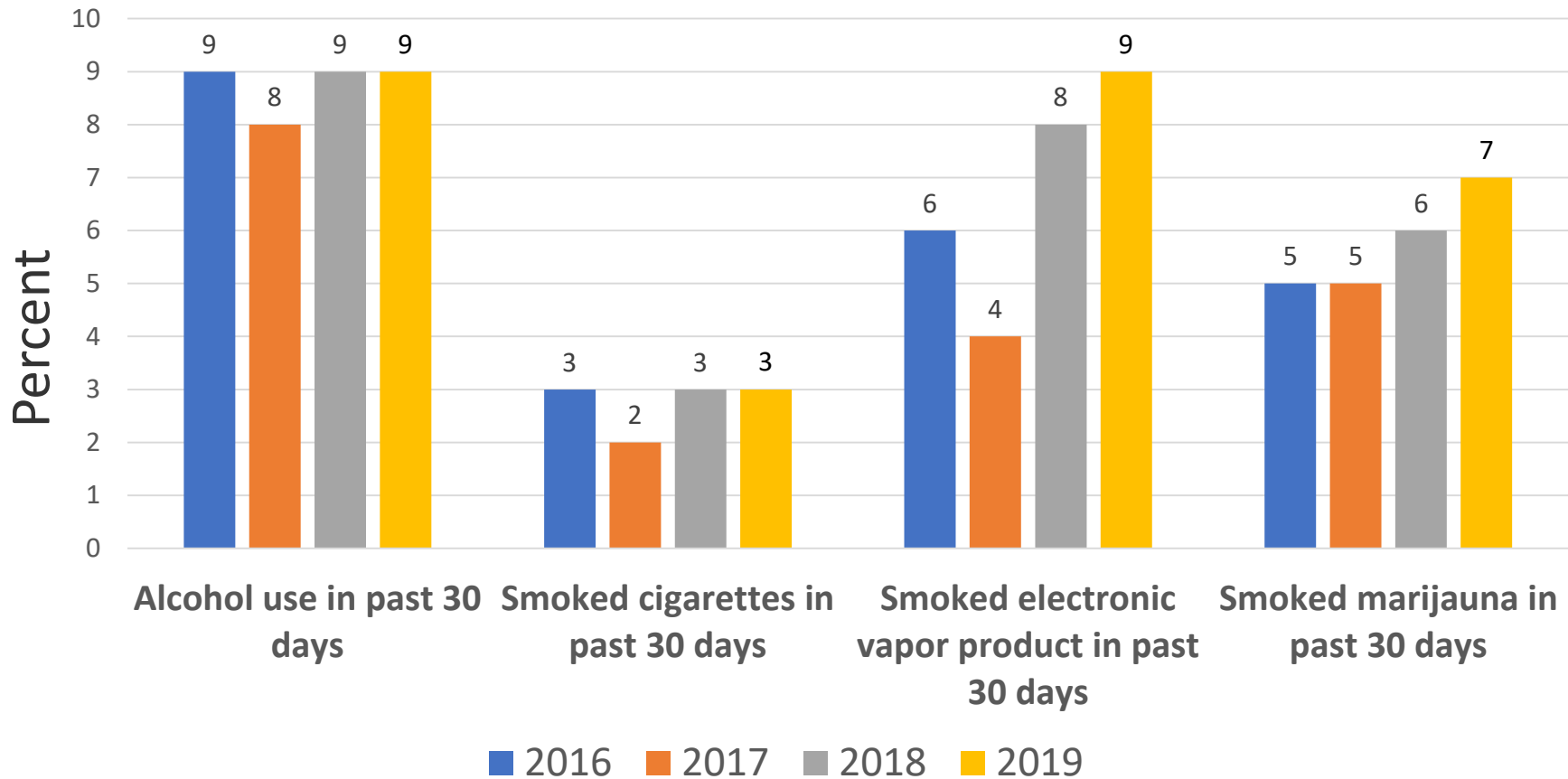
Most likely reasons:

1. Other (most common answer)
2. **Family Reasons**
3. Problems with peers or friends
4. School grades or performance
5. Demands of school work
6. Being bullied
7. Argument or breakup with a partner/girlfriend/boyfriend
8. Social media
9. School discipline or punishment
10. Dating Violence
11. Drugs or alcohol

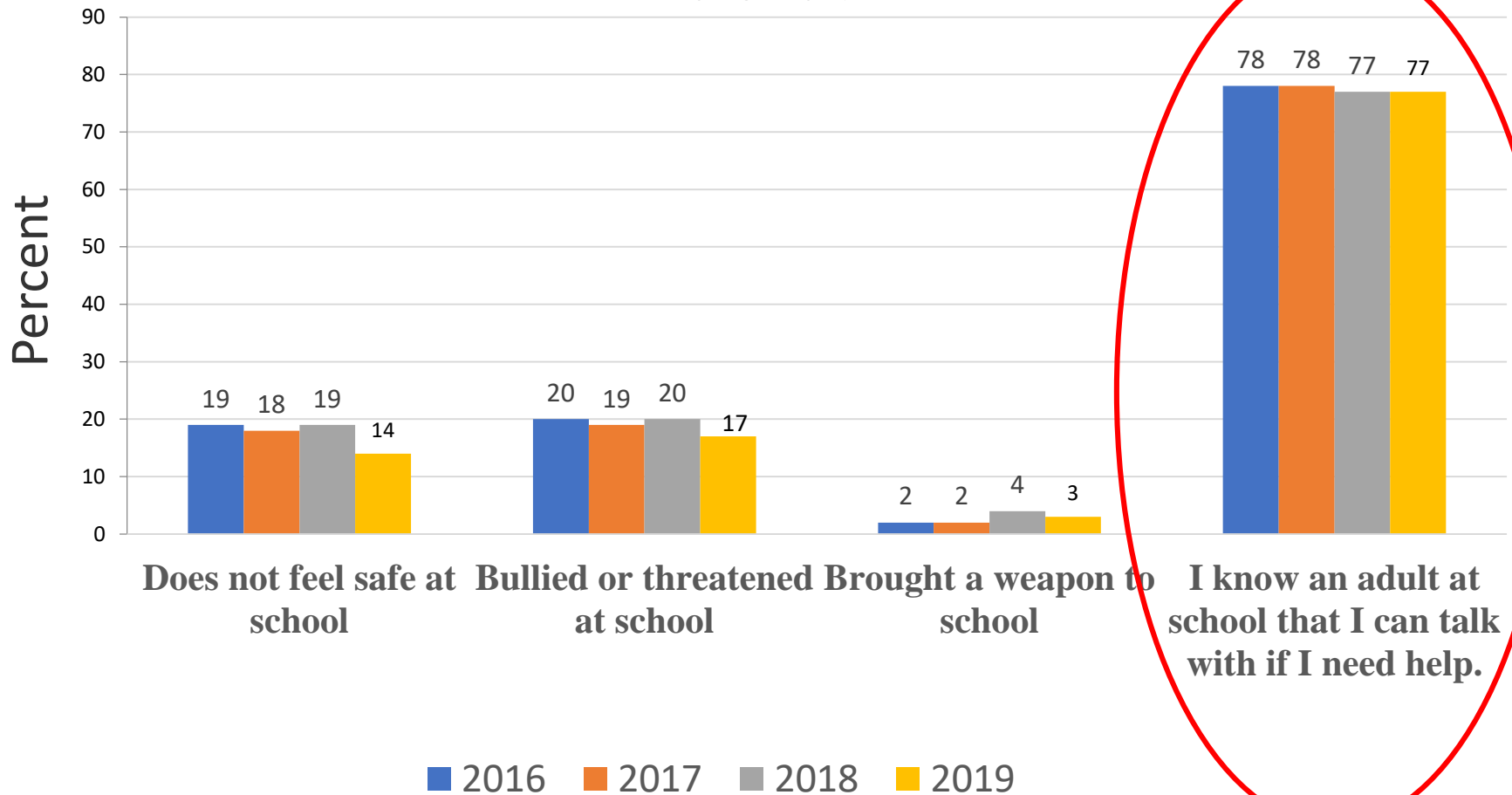
Suicidal Ideation



GSHS **2016 - 2019**



GSHS 2016-2019



2018-2019 Student Survey Results

*Statewide results - 689,986 students (grades 6-12)

Strongly Agree	326,345	47%
Somewhat Agree	202,830	29%
Somewhat Disagree	70,302	10%
Strongly Disagree	90,509	13%

76% Agree – 529,175

47% ***STRONGLY*** Agree – 326,345

2018-2019 Student Survey Results

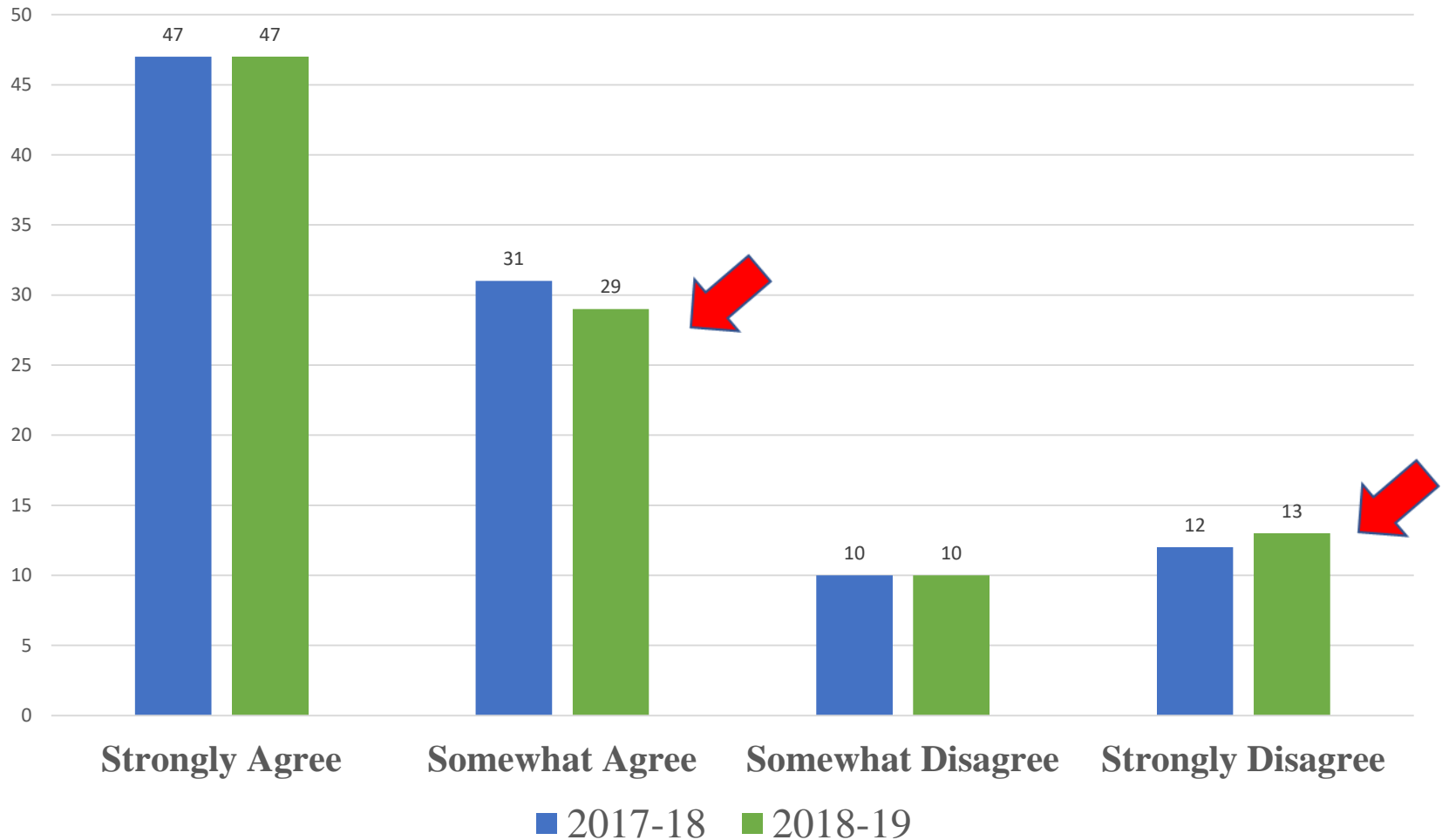
*Statewide results - 689,986 students (grades 6-12)

53%

363,345

Do not strongly agree that
*There is an adult at school that I can
talk with if I need help*

I know an adult that I can talk with at school if I need help



Don't all children **need**
an adult they can talk to?



Don't all children **DESERVE** to
have an adult they can talk to?



Survey Results

Student Summary Reports

School, district and state level summary reports are now available in spreadsheet format on GaDOE website.

Raw survey data

Raw survey data for students, personnel and parents are available to district-level personnel in a newly developed **GSHS Reports** application on the GaDOE portal.

GSHS Reports on GaDOE Portal

Georgia Student Health Survey 2.0 (GSHS 2.0)

School Year

2018-19

Language

All

System


ALL

School

All


☐ Received
 ☒ Scrubbed


Apply Filter



STUDENTS


1,061,929

 Last updated on 03/04/2019




PARENT

181,007


 Last updated on 03/04/2019

Export Parent Data



PERSONNEL

170,542



 Last updated on 03/04/2019

Export Personnel Data

Student Participation

Summary

Export Participation Summary

ES	MSHS	Total FTE Count	Total Student Responses	Total Student Response Rate(%)
		1,336,631	1,061,929	79.4 %

How can I get access to GSHS Reports application on the GaDOE portal?

Only district-level portal users have access to the raw data within the portal. Any of the 5 district-level organization roles below can be provisioned by your district's security officer for access to the GSHS Reports. Please note that the local school district security officer will have to approve the organization role request if the user does not already have one of the five organization roles included below.

- Administrator
- Assessment Director
- Curriculum Director
- Student Services Director
- Superintendent

Contact GaDOE Technology Helpdesk if you have problems at dticket@doe.k12.ga.us.

Coming Soon!!

Statewide Longitudinal Data System (SLDS)

Raw survey data will soon be available to school principals and other school staff members in SLDS.

Survey Dashboard

A newly developed **Survey Dashboard** will soon be available to help schools and districts visualize their survey data.

GSHS Survey Dashboard



Year
2019

Grade
5th

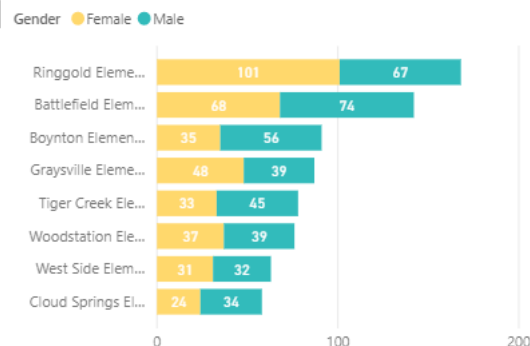
Gender
All

Total Survey Count
763

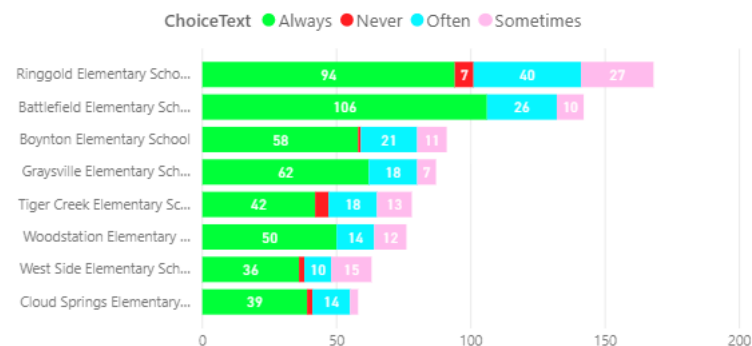
County & School

- ☐ Butts County
- ☐ Calhoun City
- ☐ Calhoun County
- ☐ Camden County
- ☐ Candler County
- ☐ Carroll County
- ☐ Carrollton City
- ☐ Cartersville City
- ☒ Catoosa County
- ☐ Charlton County
- ☐ Chattahoochee County
- ☐ Chattooga County
- ☐ Cherokee County

Surveys Received by Gender



Surveys received by Choice Text



Question

- ☐ Good behavior is noticed at my school
- ☐ How often in the past couple of months ha...
- ☐ How often in the past couple of months ha...
- ☐ How often in the past couple of months ha...
- ☐ How often in the past couple of months ha...
- ☐ I feel like I do well in school
- ☒ I feel safe at school
- ☐ I get along well with other students
- ☐ I like school
- ☐ My school has clear rules for behavior
- ☐ My school wants me to do well
- ☐ Students in my class behave so teachers ca...
- ☐ Students treat each other well
- ☐ Teachers treat me with respect
- ☐ There is an adult at my school who will hel...

Survey Results (DrillDown enabled by Year, Grade and Choice text)

ChoiceText	Always					Never					Often					Sometimes					Total			
Year	2019					Total	2019					Total	2019					Total	2019					Total
Grade																								
SchoolName	Female	Male	Total	Total		Female	Male	Total	Total		Female	Male	Total	Total		Female	Male	Total	Total					
Battlefield Elementary School	50	56	106	106	106						14	12	26	26	26	4	6	10	10	10	142			
Boynton Elementary School	22	36	58	58	58		1	1	1	1	10	11	21	21	21	3	8	11	11	11	91			
Cloud Springs Elementary School	17	22	39	39	39	2		2	2	2	4	10	14	14	14	1	2	3	3	3	58			
Graysville Elementary School	35	27	62	62	62						9	9	18	18	18	4	3	7	7	7	87			
Ringgold Elementary School	67	27	94	94	94	3	4	7	7	7	20	20	40	40	40	11	16	27	27	27	168			
Tiger Creek Elementary School	14	28	42	42	42	4	1	5	5	5	7	11	18	18	18	8	5	13	13	13	78			
West Side Elementary School	18	18	36	36	36		2	2	2	2	6	4	10	10	10	7	8	15	15	15	63			
Woodstation Elementary School	27	23	50	50	50						5	9	14	14	14	5	7	12	12	12	76			
Total	250	237	487	487	487	9	8	17	17	17	75	86	161	161	161	43	55	98	98	98	763			

Safe and Supportive Schools

Resources





Safety Funding

- * \$30,000 per school for safety
- * Safety capital improvement funding grants from bonds

Training

- *GaDOE and NAMI provide menu of mental health awareness training available through RESA
- *Suicide prevention training

Mental Health Awareness Training



- Required by law (O.C.G.A. § 20-2-1185)
- In partnership with RESAs, GaDOE and the National Alliance on Mental Illness (NAMI-Georgia) have trained **12,343** educators since October 2018.
- Another **6,000** will be trained by September 2019
- Choice of 18 training modules.

Office of School Safety and Climate

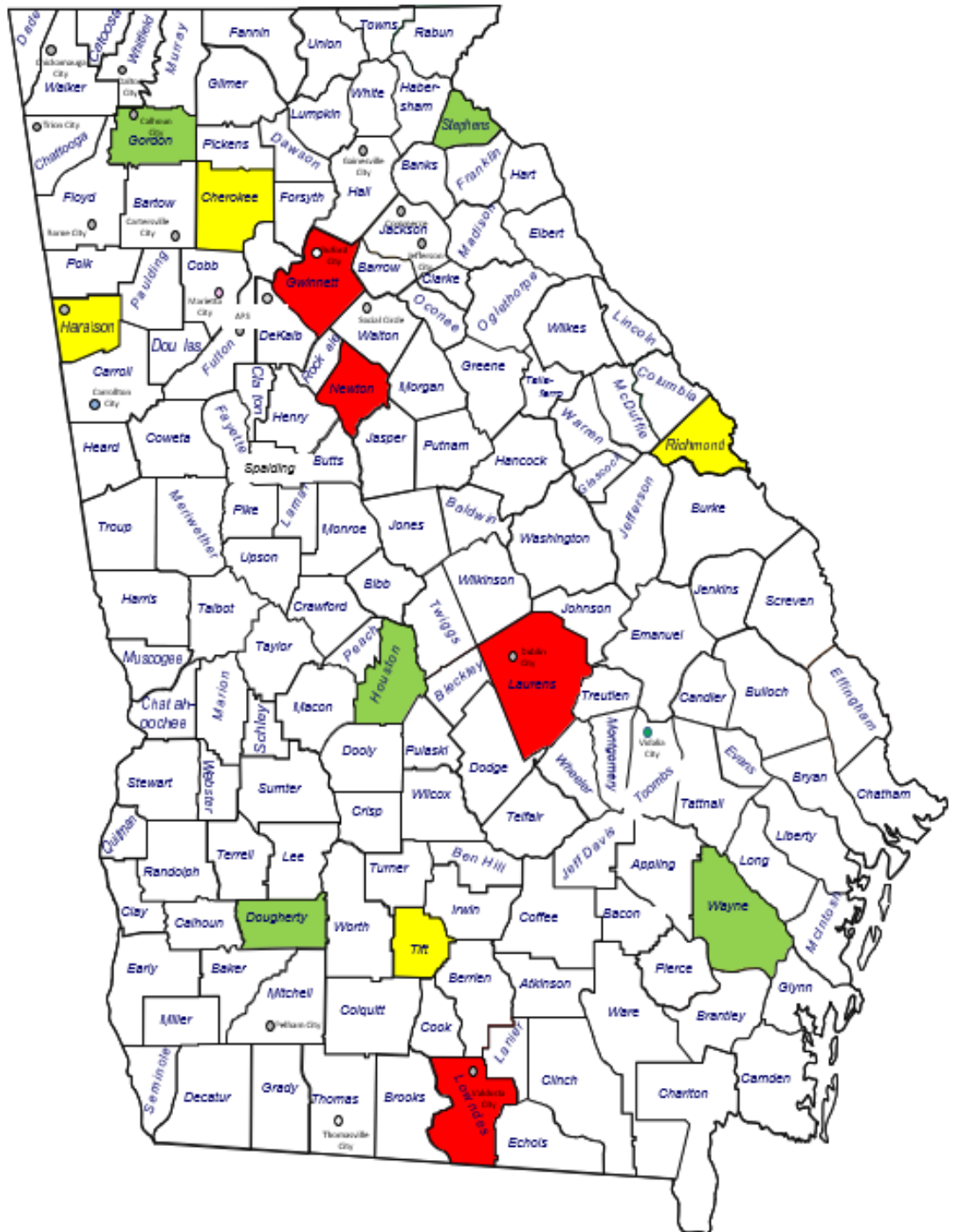
Mental Health Awareness Training Modules

- **NAMI - Ending the Silence**
- **CIT-Youth/Youth in Crisis**
- Mental Health First Aid (Adults)
- Mental Health First Aid (Youth)
- **QPR (Question, Persuade, Refer) Suicide Prevention**
- **Trauma 101 for School Professionals**
- Brain Development: Understanding the Impact of Trauma
- Trauma/Brain: Building Resiliency
- Trauma II
- Applied Suicide Intervention Skills Training
- Social-Emotional Strategies Tier 1 –Relationships and Environment
- Social-Emotional Strategies Tier 1 – Schedules, Routines, Transitions
- Social-Emotional Strategies Tier 2 – Targeted Strategies
- Nurturing an Effective Workforce
- Understanding Children’s Social Emotional Development
- Behavior Communicates. Are You Listening?
- Safe Talk

GaDOE Suicide Prevention Trainings

- **Fall 2018**
- **Spring 2019**
- **Planning for Fall 2019**

GaDOE has provided peer-to-peer suicide prevention training to over 1,000 educators statewide.





Georgia Emergency Management & Homeland Security Agency

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School Safety

Natural, manmade and technological events are forcing Americans to change their way of thinking about securing our nation's top investment—children. Georgia law directs GEMA/HS to provide school safety training and technical assistance to the education, emergency management and public safety communities of Georgia.

These services are provided through the GEMA/HS School Safety Unit. It is mandatory (OCGA 20-2-1185) that all public schools develop a safety plan addressing natural disasters, hazardous materials, transportation concerns, weapons and potential terrorist activities. These School Safety Plans are inclusive and require the input and commitment of students, parents and public safety agencies.

For more information about our school safety programs, email gema-schoolsafety@gema.ga.gov.

Safety In Our Schools Conference

The 2019 Safety In Our Schools Conference will be June 25, 26, 27 in Tifton, GA at the UGA Tifton Campus Conference Center. For more details and directions on how to register, click [here](#).



Georgia Emergency Management & Homeland Security Agency

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School Safety Training

Training on school safety issues is provided through a series of statewide conferences, regional workshops and presentations provided at the request of local communities. For more information on our school safety programs, email gema-schoolsafety@gema.ga.gov.

A local agency or school may request any of the following programs:

Active Shooter

Incidents involving active shooters have become all too familiar. Through this training we will identify a true active shooter, examine the history of active shooter incidents and discuss the possible responses to various active shooter situations. We will also explore pro-active steps that can be taken to possibly reduce the likelihood of an incident occurring.

Bomb Threat Assessment

This course examines the many types of bomb threats and discusses how to evaluate the different types of threats and determine the best course of action. Also discussed is the difference between a threat and a suspicious package.

Bomb Threat Management

This course examines how to develop a Bomb Threat Management Plan to handle the many types of threats that may occur. This class discusses the types of threats, how and when to evacuate, as well as how to conduct searches for suspicious packages.

Bomb Threat Search Techniques

This course examines the different search techniques that can be utilized to thoroughly and quickly search for suspicious packages after a bomb threat has been received. Also discussed in this program is who should search, where should we search, how to conduct a search, and what to do if a suspicious package or device is discovered.

Stay Connected





Bullying Prevention

This program identifies the types of bullies and discusses the bullying dynamic of why students are bullied and why bullies act the way they do. This class also examines prevention techniques that can be implemented in schools and the laws concerning bullying.

Current Drug Trends in Schools

This program examines the types of drugs that are commonly utilized by students in schools. The class discusses various drugs, their signs and symptoms, and concealment areas often used by students.

Emergency Operations Planning for Schools

This program examines the planning process and what aspects should be covered in the Emergency Operations Plan according to the law. This class also discusses self-assessment tips for reviewing a schools plan.

Front Office Safety

This program examines the role to front office staff in the emergency operations plan. Some of the issues discussed in this class include receiving bomb threats, front entrance security, emergency evacuation kits, and visual weapons screening.

Gang Awareness

This program examines the reasons why students become involved in gangs. It also examines how children are initiated in gangs, their basic signs and symbols, and provides suggestions that may help school administrators handle the growing problem of gang activity in schools. The information provided can be used during normal school hours as well as during after school activities.

Implications for Terrorism in Schools

This program discusses the Homeland Security Threat Levels and what school safety and security techniques should be implemented in response to each threat level. Also discussed in depth is the Beslan, Russia school terrorism siege.

Severe Weather

This course examines the weather-related dangers that pose specific risks to schools. This program also discusses the types of watches and warnings issued by the National Weather Service, proper response procedures, and proper safe-sheltering areas within the school facility.



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Site Safety Awareness

This course discusses how to conduct effective site safety surveys. This course examines how to assess policy and procedures, site maps, perimeter control, as well as the safety and security of the entire school facility and its many components.

Teacher's Safety Course

This course examines the teacher's role in the emergency operations plan and what they can expect in emergency situations. This class also discusses techniques for keeping a safe classroom environment.

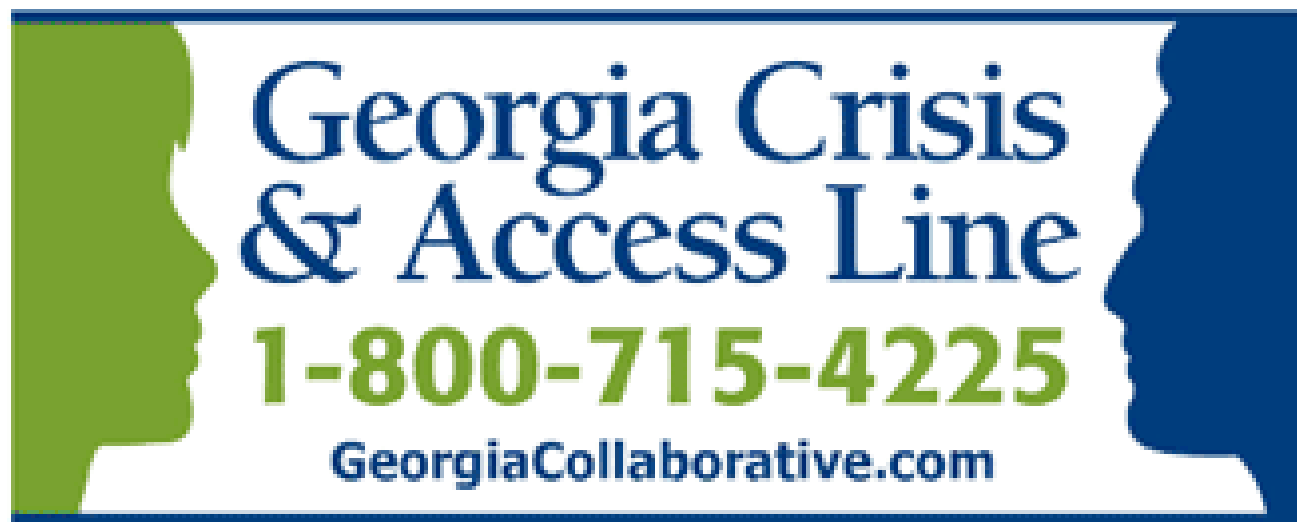
Threat Assessment in Schools

This course examines the four types of threats and the three levels of threats. This class also discusses the assessment models to allow schools to determine how to react to incidents based on the type and level of the threat.

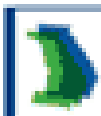
Visual Weapons Screening

This course discusses concealment techniques and the indicators that a person may be carrying a weapon. It also discusses different screening techniques, how to apply those techniques, and what procedures should be followed if a weapon is suspected. Laws concerning weapons in school are also examined in this course.

A CRISIS HAS NO SCHEDULE

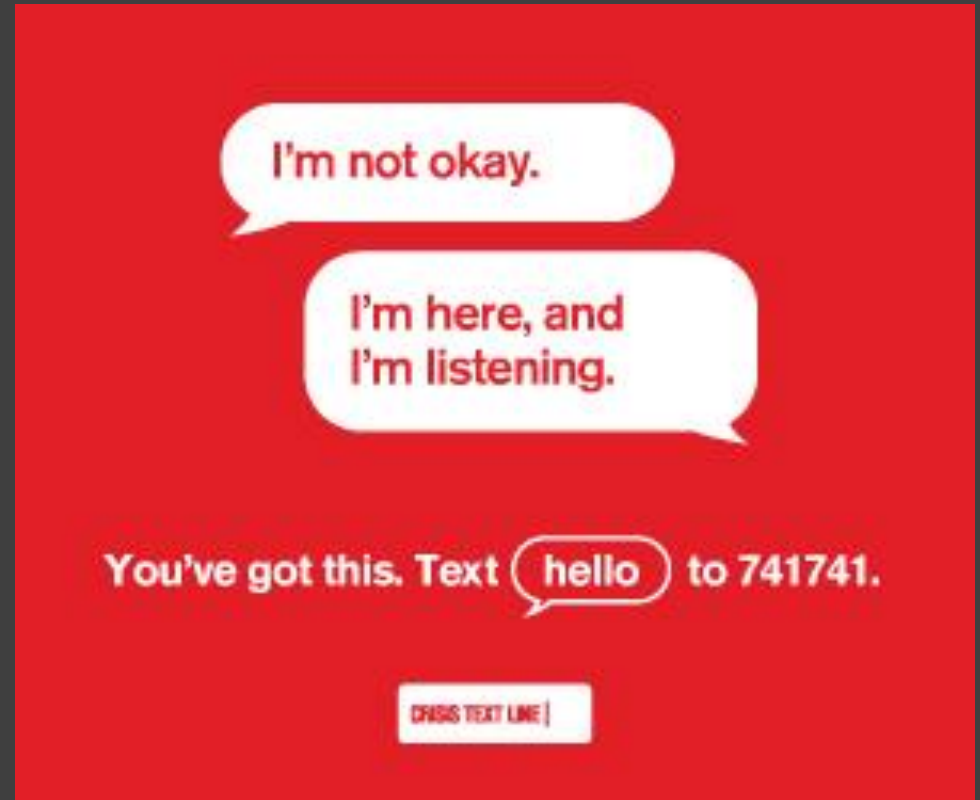


Help is available 24/7 for problems with developmental disabilities, mental health, drugs, or alcohol.



Provided through the Georgia Collaborative ASO

www.crisistextline.org



A red rectangular graphic with white text and speech bubbles. The top speech bubble says "I'm not okay." The bottom speech bubble says "I'm here, and I'm listening." Below these, the text reads "You've got this. Text **hello** to 741741." At the bottom is a white button with the text "CRISIS TEXT LINE |".

I'm not okay.

I'm here, and I'm listening.

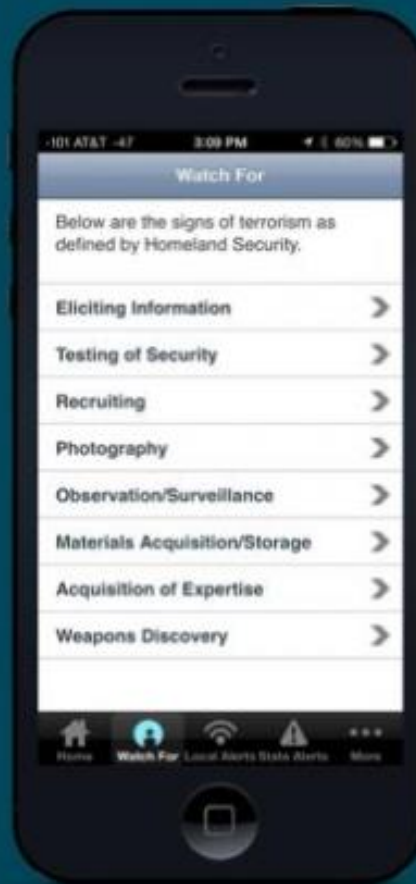
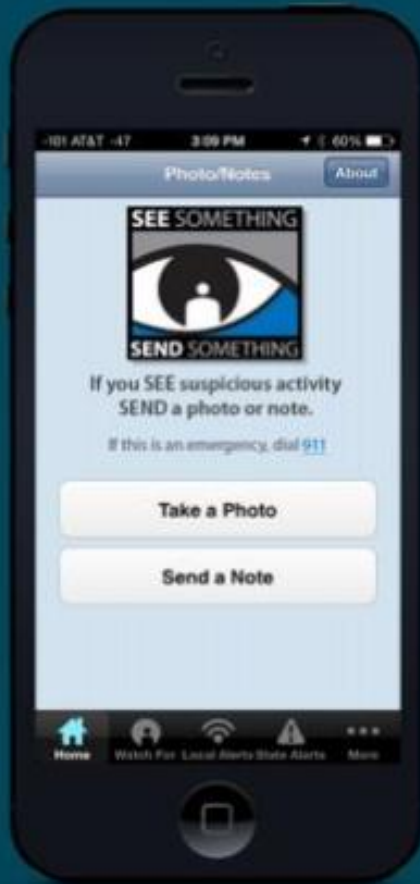
You've got this. Text **hello** to 741741.

CRISIS TEXT LINE |



**Monitored 24/7 by the Georgia Department of Education
and the Georgia Department of Public Safety**

See Something? Send Something!



KEEP GEORGIA SAFE





@gadoesafeschool

QUESTIONS??

Jeff Hodges: jhodges@doe.k12.ga.us

Cheryl Benefield: cbenefield@doe.k12.ga.us