

5.0 FOLLOW-UP ADMINISTRATOR SURVEY (PAGE 1)

Thank you for participating in this survey!

The data collected from this survey will help to measure the change at your school as a result of the Rights Respecting Schools initiative. The questions have been designed to address the four Rights Respecting Schools Building Blocks: Awareness, Student Participation, Teaching and Learning, and Leadership.

Confidentiality and Anonymity

Full confidentiality and anonymity of all data collected from this survey by the Facilitator is assured. Under no circumstances will this data be shared publicly. The results of this survey will not be shared with your school staff in this format, but may be incorporated into a larger research document to be presented as part of the overall data, and to be used when creating the School Action Plan.

Voluntary Participation

Participation in this survey is voluntary. A decision not to participate will not affect the integrity of the data or the school's overall participation in the Rights Respecting Schools initiative.

To Submit this Survey

Email, mail or fax the completed survey to your RRS Facilitator.

Note

The scale used for many of the questions (from “strongly disagree” to “strongly agree”) is designed to give you the opportunity to provide more than a ‘yes’ or ‘no’ answer. Providing a more nuanced answer will allow our researchers to track changes and shifts in approaches and policies, more than a ‘yes’ or ‘no’ answer could.



Please check here to show that you have read and understood the information above and would like to participate in this survey.

SECTION 1: DEMOGRAPHICS

For the following questions: Where you do not have precise data, please enter ‘N/A’ for ‘Not Available’.

#	Question	Input Your Answer
5.1	Number of female students	
5.2	Number of male students	
5.3	Age range of students	
5.4	Number of English as a Second Language (ESL) students	
5.5	Number of teachers	
5.6	Number of non-teaching staff	
5.7	Provincial standardized test scores	
5.8	Number of Students with Individual Education Plans	

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SECTION 2: RELATIONSHIPS, BEHAVIOUR AND RESPECT FOR THE RIGHTS OF OTHERS (CONTINUED)

For the following questions: Where you do not have precise data, please enter 'N/A' for 'Not Available'.

#	Question	Input Your Answer
5.13	How many in-school suspensions do you have per year?	
5.14	How many out-of-school suspensions do you have per year?	
5.15	How many absences are there per year?	

SECTION 3: AWARENESS

The questions in this section pertain to:

RIGHTS RESPECTING SCHOOLS BUILDING BLOCK 1: AWARENESS - *The school community (students, staff, teachers, parents) knows and understands the concept of children's rights, the rights children have as outlined in the Convention and how children's rights relate to school culture and to their own roles.*

Please choose the answer that best represents how you feel.

#	Question	Input Your Answer			
		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
5.16	Administrators at this school know that students have rights and responsibilities and that they are outlined in the United Nations <i>Convention on the Rights of the Child</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.17	There are visible references to children's rights in our school (e.g., <i>Convention on the Rights of the Child</i> posters).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.18	Students are currently educated on global citizenship and activism at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.19	Conflict resolution is generally peaceful at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECTION 3: AWARENESS (CONTINUED)					
<i>Please choose the answer that best represents how you feel.</i>					
#	Question	Input Your Answer			
		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
5.20	We use specific conflict resolution programs for dealing with conflict at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.21	Please name the specific conflict resolution programs used at your school: _____ _____ _____				
		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
5.22	In school discussions and decision-making we regularly reference children's rights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.23	Teachers have regular professional development opportunities to learn about rights respecting education (see definition below) and advance their rights respecting practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Rights Respecting Education</i> <i>Rights Respecting Education takes the Convention on the Rights of the Child into consideration through both pedagogical approaches and content. Students are engaged in a process of democratic learning and participation. Children's rights are not only taught, but they are modeled, protected and respected (Covell and Howe, 2005).</i>					
5.24	All students are treated equally in our school, regardless of gender, race, disability, sexual orientation, physical differences, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.25	Diversity is recognized and celebrated in our school (e.g., variety of cultural/religious holidays recognized).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECTION 4: STUDENT PARTICIPATION

The questions in this section pertain to:

RIGHTS RESPECTING SCHOOLS BUILDING BLOCK 2: STUDENT PARTICIPATION - Every student has regular opportunities to be an active participant in the school community, and her or his opinions are sought and listened to by decision makers.

Please choose the answers that best represent how you feel.

#	Question	Input Your Answer				
5.26	What student committees/clubs currently exist at your school?	Check all that apply below				
	a. Student council	<input type="radio"/>				
	b. Spirit committee	<input type="radio"/>				
	c. Sports clubs	<input type="radio"/>				
	d. Music clubs	<input type="radio"/>				
	e. Dance and/or drama clubs	<input type="radio"/>				
	f. Other: _____	<input type="radio"/>				
	g. Other: _____	<input type="radio"/>				
		1 Never	2 Yearly	3 Monthly	4 Weekly	5 Daily
5.27	What is the frequency of school-wide activities/events that involve students at your school? (e.g., Peace Day, Pink Shirt Day, Spirit Week, Pep Rally, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
5.28	Students are involved in the planning of these school-wide activities/events (referenced in question 5.27).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECTION 4: STUDENT PARTICIPATION (CONTINUED)						
#	Question	Input Your Answer				
5.29	What are the purposes of these school-wide activities/events (referenced in question 5.27)?	Check all that apply below				
	a. Awareness raising/educational	<input type="radio"/>				
	b. Fundraising	<input type="radio"/>				
	c. Advocacy (e.g., advocating for change)	<input type="radio"/>				
	d. Building community (e.g., creating a sense of connectedness)	<input type="radio"/>				
	e. Showing support for other initiatives	<input type="radio"/>				
	f. Other: _____	<input type="radio"/>				
	g. Other: _____	<input type="radio"/>				
		1 Never	2 Yearly	3 Monthly	4 Weekly	5 Daily
5.30	What is the frequency of activities/events involving students at your school that engage the broader community (e.g., Peace Day, Pink Shirt Day, Spirit Week, Pep Rally, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
5.31	Students are involved in the planning of these activities/events that engage the broader community (referenced in question 1.30).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECTION 4: STUDENT PARTICIPATION (CONTINUED)					
#	Question	Input Your Answer			
5.32	What are the purposes of these activities/events that engage the broader community (referenced in question 1.30)?	Check all that apply below			
	a. Awareness raising/educational	<input type="radio"/>			
	b. Fundraising	<input type="radio"/>			
	c. Advocacy (e.g., advocating for change)	<input type="radio"/>			
	d. Building community (e.g., creating a sense of connectedness)	<input type="radio"/>			
	e. Showing support for other initiatives	<input type="radio"/>			
	f. Other: _____	<input type="radio"/>			
	g. Other: _____	<input type="radio"/>			
5.33	What levels do these activities/events (referenced in question 1.30) reach?	Check all that apply below			
	a. Local	<input type="radio"/>			
	b. Regional	<input type="radio"/>			
	c. Provincial/Territorial	<input type="radio"/>			
	d. National	<input type="radio"/>			
	e. International	<input type="radio"/>			
		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
5.34	Students are often involved in decision-making at the school level that affects them (e.g., students give feedback on school policies, help choose playground equipment, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECTION 4: STUDENT PARTICIPATION (CONTINUED)					
#	Question	Input Your Answer			
		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
5.35	There is active student representation on most school committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.36	Student council members are democratically elected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.37	Students are permitted to express different forms of activism or peaceful protest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.38	Decisions made by the student council are listened to and taken into account by school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 5: TEACHING AND LEARNING					
The questions in this section pertain to:					
RIGHTS RESPECTING SCHOOLS BUILDING BLOCK 3: TEACHING AND LEARNING - <i>The Convention is a reference point for classroom rules, formal and informal curriculum implementation and other decision-making. Adults model rights respecting attitudes and behaviour, and students are given regular opportunities to learn about and exercise their rights and responsibilities.</i>					
#	Question	Input Your Answer			
		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
5.39	Students are currently provided opportunities to give feedback on our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.40	Students are currently provided opportunities to give feedback on their education (e.g., quality of teaching and learning, assessment and evaluation methods).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECTION 5: TEACHING AND LEARNING (CONTINUED)					
#	Question	Input Your Answer			
5.41	There are currently opportunities for staff to teach using a right respecting approach to education (see definition of <i>Rights Respecting Education</i> above).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.42	Children's rights (as outlined in the Convention on the Rights of the Child) are currently being taught in our classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 6: LEADERSHIP					
<p>The questions in this section pertain to:</p> <p>RIGHTS RESPECTING SCHOOLS BUILDING BLOCK 4: LEADERSHIP - Administrators are committed to promoting respect for children's rights. Children's rights are used as a lens for policies, program choices, program implementation, and other decision-making.</p>					
#	Question	Input Your Answer			
		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
5.43	The students are safe and secure in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.44	<p>There are measures in place that protect students from being discriminated against due to differences such as religion, gender, sexual orientation, cultural identity, manner of dress, etc.</p> <p>a. If so, what are they?</p> <hr/> <hr/> <hr/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.45	There are codes of conduct in our school that aim to prevent bullying, aggression, violence, sexual abuse, and harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.46	We have developed our policies and procedures with reference to the rights of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECTION 6: LEADERSHIP (CONTINUED)						
#	Question	Input Your Answer				
5.47	In designing our policies and procedures we have consulted students and asked for their input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.48	Our school policies and procedures are designed to improve the students' behaviour (they are not discriminatory, harmful, or punitive).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.49	Our school policies and procedures are applied consistently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.50	There are measures in place to prevent all forms of degrading discipline in our school (e.g., humiliation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.51	Estimate how often students are sent to your office for the following reasons:	1 Never	2 Yearly	3 Monthly	4 Weekly	5 Daily
	a. Disrespectful behaviour (hurting or rude comments towards other students or teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. Disruptive behaviour (impedes lesson or activity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. Fighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. Racist comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	f. Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECTION 6: LEADERSHIP (CONTINUED)						
#	Question	Input Your Answer				
5.52	How often do behavioural incidents occur in the following places or time?	1 Never	2 Yearly	3 Monthly	4 Weekly	5 Daily
	a. Playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. Hallway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. Lunchroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. Before / after school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	f. On the bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	g. In the changing room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	h. Around school lockers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	i. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>