

Supporting a Safe and Caring School: What Students Say

Survey Guidebook



This survey guidebook is meant to accompany the SACSC student survey *Supporting a Safe and Caring School: What Students Say*. It provides detailed information on when, why and how to administer the survey instrument and how to use the data that the survey collects. Schools compile and analyze the data to: gauge progress, identify successes and areas needing the most improvement, and use in their action planning. Parts of this guidebook have been taken from the original survey guide entitled *Promoting Safe and Caring Schools: A Guide for Taking Action*, by Brian Hiebert. The remaining pieces of the original guide have been incorporated into the SACSC model for implementation. Please see the SACSC website at www.sacsc.ca for the student survey, the SACSC model for implementation and other downloadable SACSC resources.

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Overview of SACSC

Promoting Safe and Caring Schools

SACSC is a comprehensive violence/ bullying-prevention and character-education program.

The Society for Safe and Caring Schools and Communities (SACSC) is a non-profit organization that seeks to educate children and youth, as well as the adults in their lives, in a way that promotes positive social interaction among all human beings. The SACSC programs aim to prevent bullying and violence in schools and communities through character building and conflict management. They promote a problem-solving approach to discipline that encourages positive social behaviour by helping young people learn from their mistakes and understand why certain behaviour is inappropriate.

A Comprehensive, Collaborative Approach

Collaborative approaches to violence prevention ensure that all stakeholders are engaged and involved in the implementation process.

SACSC uses a comprehensive approach that includes resources for students, teachers, support staff, administrators, parents and other members of the community. SACSC programs are based on the philosophy that nonviolent values and behaviours must be taught and reinforced consistently by all adults in a child's life and that integrating safe, caring and inclusive concepts into the school curriculum, the home and the community teaches children to apply safe and caring values to all aspects of their lives.

An Integrated, Whole-School Approach

Integrated approaches to violence prevention are more effective than isolated or disconnected initiatives.

SACSC resources have been developed to help teachers integrate violence prevention and character education into all subject areas in the Alberta Program of Studies and Western Canadian Protocol Initiatives from Kindergarten to Grade 12.

Safe and Caring initiatives are most successful when they are integrated into and embraced by the whole school. SACSC encourage all the adults in the school, not just the teachers, to model and reinforce positive social behaviour through appropriate and consistent language and actions. SACSC encourages adults to use student's inappropriate behaviours as opportunities to teach social skills and conflict-resolution skills, or alternative and adaptive ways of handling situations. Through these strategies, students learn to accommodate diversity, understand and appreciate different points of view, express empathy for the thoughts and feelings of others, build satisfying relationships, maintain a positive school environment, make healthy choices and become positive contributors to society.

Please see the *SACSC Model for Implementation* for detailed steps and suggested strategies for SACSC program implementation.

Figure 1. Steps for SACSC implementation, taken from the *SACSC Model for Implementation*

- 1. Generate awareness.**
 - Provide information about SACSC approach to school staff, students, parents and the general community.
 - Generate awareness and interest in the community.
- 2. Make the decision to implement the SACSC approach.**
 - Identify stakeholders and involve them in the decision-making process.
 - Acknowledge a need.
 - Get everyone on board.
- 3. Set up your school.**
 - Obtain all necessary resources.
 - Assign staff to SACSC roles.
 - Assemble staff, student and community volunteers.
- 4. Collect preliminary data.**
 - Hold focus groups to gather thoughts and ideas from staff, students and community members.
 - Administer student surveys to collect baseline data and to determine priorities.
 - Identify particular needs and strengths of the school.
- 5. Create an action plan.**
 - Obtain commitment.
 - Involve all stakeholders.
 - Divide tasks based on individual strengths.
 - Choose realistic actions.
 - Facilitate ongoing involvement.
- 6. Involve the community.**
 - Provide opportunities.
 - Maintain a functional level of involvement.
 - Communicate appreciation.
- 7. Maintain momentum.**
 - Maintain dialogue.
 - Address doubt and dissent.
 - Continuously assess SACSC implementation.
 - Adapt practice to address issues.
- 8. Document change.**
 - Document learning and outcomes.
 - Use simple methods of data collection.
 - Identify accomplishments and challenges.
 - Share evaluation results with stakeholders.

Background for Assessment

Assessment is a process for determining the programs and services most relevant to recipients. It is also an important method of obtaining baseline information by which to measure progress.

Strengths and needs must be assessed in order to develop a relevant action plan.

Assessing strengths and needs can play an important role in ongoing school planning. Needs and strengths are context-specific, dynamic and changing. The needs of staff and students will vary from one school to another as will their ideas of priority areas. Strengthening cooperation and collaboration may be a focus in one school, while dealing with bullying and violence may be a concern in another.

Students' ideas and concerns need to be heard.

When designing programs for students, it is important to gain *their* perspectives of their needs and of the school culture¹. Listening to students and involving them as partners in the action planning process is instrumental for students to gain academic, psychological and social benefits. For an action plan to be seen as relevant by students, it must be based on their input and involvement.

Adult perceptions are not always accurate.

Research has identified important differences between adult perceptions of adolescent needs and student reports of their own needs. Studies have shown²:

- students are more positive about their interactions with parents and teachers than adults expect;
- students rate academic needs as more important than adults expect;
- sexual and cultural inequity, discrimination and harassment are seen by students as important issues to address, while teachers and parents tend to view these as less important; and
- concerns about the future, better self-management and interpersonal skills are reported as needs by students, but teachers and parents tend to rate these as much less important.

SACSC encourages the use of various methods of data collection to obtain continuous feedback from all stakeholders.

Students, staff, parents and community members should all be involved in the process of implementing the SACSC programs. Data should be collected throughout the SACSC implementation process to provide information about the changing needs of the school and to identify which SACSC strategies and activities have been making a positive difference in the school atmosphere and which require reworking.

Please see the *SACSC Model for Implementation* for recommended data collection methods and useful strategies.

¹ Donaldson, Hiebert, Arthur, & Pyryt, 1998.

² Collins, & Angen, 1997; Collins & Hiebert, 1995; Hiebert, Collins, & Cairns, 1994; Hiebert, Kemeny, & Kurchak, 1998; Hudley, 1993; Levy & Webbels, 1992; Jones, et al., 1994.

SACSC Student Survey

Supporting a Safe and Caring School: What Students Say

Purpose

Schools can use the survey data as a starting point for assessing school climate and creating an action plan.

Supporting a Safe and Caring School: What Students Say was developed to assess school climate and to identify the student and adult behaviours that promote a safe, caring and inclusive school. The purpose of the survey is to give students a voice and to provide school staff with students' perspective of the school climate. In this way, the survey can help to identify school strengths as well as areas for taking action.

Background

The objective of the *Supporting a Safe and Caring School* program area is to build a caring, respectful, violence and bully-free school climate.

The survey questions are based on the attributes of a safe and caring school.

Based on extensive input from school communities and other education stakeholders, SACSC developed *Supporting a Safe and Caring School: Common Attributes*, a brochure listing the characteristics of a safe and caring school (see figure 2 on the next page for the list of attributes). SACSC then worked collaboratively with a multi-disciplinary steering committee composed of leaders in education and health to translate the attributes into behavioural descriptors that could form survey items. A research team conducted a literature review looking for existing surveys.

The survey was field tested by students and piloted in schools.

A draft survey was developed, reviewed by the steering committee, and field tested with focus groups of students in grades 6 and 11. Following the focus groups, the instrument was revised to incorporate student feedback and a series of pilot tests was planned. Space was provided at the end of each section for students to write comments. Students were also encouraged to mark items where the wording was unclear or ambiguous. A content analysis of student feedback was conducted. Results were incorporated into the final form of the instrument.

Schools representing a wide cross-section of demographics piloted the survey.

In all, 151 students in six classes participated in the grade 4-6 survey pilot testing, and 125 students in six classes participated in the grade 7 – 12 survey pilot testing. Participating schools represented a cross-section of Alberta demographics, including urban and rural areas, medium-sized cities, those with a high aboriginal population or multi-ethnic mixture and schools with students from a broad range of socio-economic status.

The K- 3 survey was piloted by one class of each of kindergarten to grade 3. Feedback was collected from teachers regarding ease of administration, difficult concepts and misunderstood questions. The survey was then revised to address these concerns.

Figure 2. Common Attributes of a Safe and Caring School, taken from the *Supporting a Safe and Caring School: Common Attributes* brochure.

1. Members of a safe and caring school:
 - foster a climate of interest, caring, safety and concern for all;
 - support, value and celebrate learning, teaching and student achievements; and
 - promote and support community involvement and service to others.
2. They accomplish this by:
 - demonstrating trust, care and concern for the emotional and physical well-being of all;
 - respecting the personal space and property of others;
 - being given opportunities to participate in decisions that affect them;
 - modelling respectful, responsible and caring behaviour and attitudes; developing self-esteem and emphasizing success, potential and hope; and
 - seeking active support from the community for school values.
3. They work cooperatively to develop:
 - students' personalities, talents and social, physical and academic abilities to the fullest;
 - respect for basic human rights and fundamental freedoms;
 - respect for the culture and laws of Canada;
 - responsible behaviour and friendship which honours ethnicity, religion, gender, age and ability;
 - respect and responsibility for the natural environment; and
 - responsible citizenship in a spirit of understanding, peace, equality, compassion and democratic participation.
4. They provide activities and programs that:
 - are available to and seek to involve all students;
 - meet defined needs of a variety of students;
 - are assessed regularly;
 - have clearly stated objectives;
 - nurture a sense of purpose and belonging and promote school spirit;
 - involve a support system that intervenes on behalf of students at risk of, or already involved in, violent behaviour; and
 - promote, welcome and encourage participation from the home and community.
5. They develop behavioural guidelines that:
 - foster respect and maintain the dignity and self-worth of those involved;
 - consider the best interests of each student;
 - involved students in resolving difficulties;
 - encourage and empower students to acquire and practice appropriate social skills;
 - take into account the students' age and unique circumstances;
 - are fair, just and meaningful, and assume that all students have a constructive and relevant role to play in school;
 - are consistently and appropriately applied; and
 - are clearly communicated in a policy based on school values and developed by consulting all those affected, which is monitored and evaluated regularly.
6. They choose and fairly distribute resources that:
 - are current and sufficient;
 - target specific, identifiable needs; and
 - meet objectives that benefit all students.

Structure and Format

The *Supporting a Safe and Caring School: What Students Say* survey has the following versions:

There are three versions of the SACSC student survey.

Kindergarten-Grade 3 survey – 36 questions
Grade 4-6 survey – 58 questions
Grade 7-12 survey – 64 questions

The survey is divided into six sections.

The Gr. 4-6 and Gr. 7-12 survey group questions into six categories:

- The General Nature of My School
- Behaviour Between People in My School
- School Citizenship
- Activities and Programs
- Guidelines and Expectations
- Resources

The K-3 form includes its own instructions with suggestions particular to younger students. This includes a list of definitions and examples of word usage that may be useful for helping students to better understand the questions and concepts used in the survey.

Questions in the K-3 survey are grouped into the first three categories.

The past month is the time frame being assessed.

To complete the survey, students are asked to think back over the past month and indicate how often they experience each of the items in the survey. For the Gr.4-6 and Gr.7-12 surveys, students are asked to choose the most appropriate response out of the following: *most of the time, quite often, once in a while, almost never, never or don't know*. For the K-3 survey, students choose between *all the time, sometimes* and *never*. Students are cued to think of specific things that they have done or that they have seen other people doing when answering the questions.

Students are asked about the adults in their school.

In order to promote a collaborative attitude where all stakeholders are working together, the survey uses the term *adults in my school* rather than *teachers* or *school staff*. Students are told that the term *adults in my school* includes school staff, volunteers, secretaries, custodians, the school nurse, resource officer and any other adults at school.

A definition of bullying is provided.

A definition of bullying is also provided so students understand that the term is used in a broad sense, which includes physical violence and attacks, verbal taunts, name-calling and put-downs, threats, intimidation, extortion, stealing and exclusion from the peer group. Students are being bullied or victimized when they are exposed, repeatedly and over time, to negative actions from one or more other students.

Selecting an Appropriate Sample

Schools may choose to survey the entire student body during a particular class period.

In order for an assessment to provide a trustworthy foundation for program development, it is important to use a representative cross-section of the school population. Many schools find it easiest and most useful to survey the entire student body. They designate a particular class, home room period or TA block to administer the survey.

Other schools prefer to use a sampling procedure to poll a representative cross-section of the student body. If schools elect to use a sampling procedure, a few common sense guidelines are useful.

Schools administering the survey to only a portion of the students should ensure a representative cross-section of the school is surveyed.

- The size of the sample must be large enough to translate the results to the entire student body.
- Polling only 10 per cent of the student body would not likely reflect the views of all students in the school.
- Polling at least half the student population should provide representative information.
- The sampling procedure should be free from any systematic bias; e.g., using a class that all students take, like social studies, provides a more representative picture than using a physics or chemistry class. Similarly, polling all students in the leadership option will likely give a distorted picture of student needs and not accurately represent the needs of at-risk students.

Instructions for Administering the Survey

Administration instructions can be read out to the students directly.

The survey administration instructions provide detailed steps for teachers or other school staff to follow while administering the survey to students. They are designed to be read out directly and can be used to ensure consistency when surveys are to be administered by different people in different classes. Surveys administered under similar conditions, with the same instructions and using the same definitions will help to ensure validity and reliability of results.

The survey administration instructions are provided on the following page.

Instructions for Administering SACSC Student Surveys

Using these instructions

Text in *italics* is meant to be read out directly to the students. You may change the words to make the language clearer or to help the students understand the purpose of the survey and what is expected of them. Please ensure that you convey the following information to **all** students completing the survey.

The K-3 student survey includes separate instructions that are provided with the survey. The information on this page should be used in conjunction with the K-3 survey instructions.

Administering the SACSC Student Surveys

Provide a brief explanation about how your school is implementing the Safe & Caring Schools Project.

You can take this opportunity to discuss upcoming SACSC activities or to discuss bullying, respect or similar concepts as a class.

As a part of the Safe and Caring Schools and Communities project, we want to collect some information from students to see how safe and caring our school is.

This is a chance for you to give your feedback and your opinions about school -- how you feel in school, how people treat each other here and how we can make school life even better. The information will be used to continue making your school a better place for everyone.

These surveys are anonymous, so no one will know who wrote which survey or who said what. This means you should NOT put your name on it. This is so that you can tell the truth and you don't have to worry about anyone knowing what you said.

In the survey, you will be asked about bullying. We think that bullying is any behaviour that one person or a group of people do to hurt another person over and over again. It can be physical, like pushing or hitting, but it can also be non-physical, like name-calling and put-downs, threatening, gossiping, excluding and teasing.

Now look at your survey and follow along as I read the instructions out loud.

Read the instructions from the cover page of the survey to the students. Ask them to circle male/ female and their grade. Emphasize that the term "adults" means teachers as well as all other adults in the school, including teachers' assistants, volunteers, janitorial staff, and so on. Also stress that they should only report on things that they have seen or experienced, and NOT what they have only heard about. Mention that the space at the bottom of each group of questions is for them to add any other comments.

START WRITING ... PLEASE DO NOT SHARE YOUR THOUGHTS WITH OTHERS WHILE YOU ARE WRITING BECAUSE IT MAY AFFECT THEIR ANSWERS.

While the students are writing the survey

If students have questions about any of the questions, you may help them interpret the meaning.

Collect the surveys in an envelope or folder.

Scoring

Surveys can be hand-scored using a blank survey.

The survey is intended to be hand-scored locally by school personnel. Most people find it easiest to use a blank copy of the survey and make tally marks in the appropriate response categories to record each student's response. Although this process is a bit time consuming, when two or three people work together, each one taking a specific page of the survey form, it goes surprisingly quickly. Computer-generated score sheets are not recommended because of the problems associated with marking answers from a question sheet onto a separate answer sheet.

It is useful to calculate the percentage of the top two and bottom two responses for each question.

After tabulating the results, it is useful to calculate the percentage of students answering in the top two categories (*most of the time* and *quite often*) and the bottom two categories (*almost never* and *never*). Simply combine the number of students responding in the top two categories (and bottom two categories) and divide by the total number of students responding to that question. Alternatively, schools may choose to calculate the percentage of each response category separately. Working with percentages is easier and more useful than using raw frequency counts.

Students' comments should be considered along with the survey data.

At the end of each section of the survey, there is space for students to write comments. Although few students may add comments, it is a good idea to consider all of them to get a sense of what students are saying. If there are numerous write-ins, it may be useful to do a count on frequently occurring themes. To do this, simply record the first comment on a sheet of paper, and then make a tally mark beside that item each time a similar comment is made. Each time a new comment is made, record it on the sheet and tally the number of times that comment occurs.

Interpreting Results

The percentage of responses for each question will help identify areas for action.

Most schools will find it easiest to interpret the survey results following the calculation of the percentages of each response or of the top two and bottom two responses, as described above. Schools should then consider each question in the survey in relation to the percentage of the responses, flagging those that indicate strengths and those that identify areas of concern or further action.

The process of interpreting results is complex and there will be much variation from one school to another. Depending on the context, a response pattern might indicate cause for immediate action in one school but be lower priority in another school. However, while there are no absolute guidelines regarding the meaning of the results, there may be some general ideas as to which responses may be a cause for concern.

Consider the following examples.

School staff will need to discuss the survey results to identify actions that are relevant and important for their students.

- Consider question #6: “I feel safe in my school...”

What is the percentage of students answering *most of the time* or *quite often* that a school would find acceptable? Some schools might think that anything less than 98 per cent would be cause for alarm and should be followed by concrete action plans to address the situation. On the other hand a school in a troublesome district plagued by violence might decide that if 90 per cent of students say they feel safe in school most of the time or quite often, then it is a sign of progress. However this school likely would still want to find out more about the remaining 10 per cent and provide intervention as needed.

- Consider question #3: “I see students being bullied by others at my school...”

Many schools would consider that if any students say “I see students being bullied by others at my school” *most of the time* or *quite often*, then it would warrant further action to addressing bullying in the school.

There are no hard and fast rules for deciding what levels of student response are causes for celebration and what levels of response are causes for concern. Schools will likely find it most productive to devote a staff meeting to the discussion of the survey results. Schools will want staff input to identify which issues and levels of student response require action as well as the type of action that should occur.

A note of caution.

It is not appropriate to sum the items in each section to obtain subscale scores, as the response *most of the time* is positive for some questions and negative for others.

Using Assessment Results for Action Planning

Using the Survey Results

The survey identifies school strengths as well as areas for improvement.

Supporting a Safe and Caring School: What Students Say can be used as an initial step in developing and implementing school-based action plans. To this end, the survey should be administered before actual program implementation begins. The resulting data should then be analyzed to identify the schools' needs and highlight the strengths to build on.

The survey can help measure progress.

Many schools find regular assessments useful gauges of progress. They administer assessment early on, to obtain information to use in action planning, and then administer the same assessment later to obtain a measure of change.

Supporting a Safe and Caring School: What Students Say is a tool intended for use by schools, not district offices or other larger bodies.

Creating an Action Plan

The survey results should be considered when creating an action plan.

For the survey results to be useful, the results should be considered carefully and the data should be used to create a plan of action. An action plan based on student input and involvement is more likely to be seen as relevant by students.

Include representatives of all stakeholder groups in the creation of the action plan.

SACSC programs are based on the philosophy that adults, youth and children should all be involved in promoting safe and caring values and that collaborative efforts are the most successful at effecting a positive change.

The survey provides students with a means for communicating their views about the school culture. This method makes way for a more collaborative approach within schools. Including students in the process of improving the school culture will empower students to work with each other and with other adults to achieve the school's objectives. Violence and bullying prevention programs that include students in all stages of program implementation and encourage collaboration among stakeholders are more likely to see an improvement in school culture³.

Please see the *SACSC Model for Implementation* for detailed action planning activity instructions.

³ Zuker, 2004

Communicating Results

Design a simple communication plan.

A communication strategy will provide a logical plan for discussing the survey results. A thoughtful plan will also help to ensure that stakeholders are kept up to date with the progress of the initiative while maintaining survey confidentiality.

Decide who gets what information and when.

The communication strategy should account for the different types of information that will be collected, its use and its distribution. The communication usually starts before the assessment process begins, giving stakeholders background information and encouraging support from the stakeholder groups.

Use information responsibly.

Once the assessment data is collected, schools may want to communicate some general information with stakeholders. The areas of strength should be highlighted so everyone can celebrate successes. Areas for further consideration should be noted, however specific data in terms of percentages and response rates should not be shared with everyone.

Do not use results to compare schools or communities.

Caution the audience that the surveys are not to be used to compare schools. The main purpose of the assessment is to highlight strengths and areas for action to be identified by school staff. None of the instruments summarized in this guidebook are valid for comparing one school with another. For these reasons we encourage schools to keep specific student survey data confidential.

Tailor communication.

For many of the stakeholder groups, a general synopsis of the results may be more relevant and informative than a detailed report. As with all communication, it is important to keep in mind the audience for whom it is intended. Policy makers seldom read more than one page of information. A school superintendent would be more inclined to read a two-page synopsis of results, rather than a 15 page detailed report.

Do not share specific survey data with students.

Schools that wish to share the data with students should provide only a general synopsis of what was said in the survey, rather than specific percentages of how many students said what. Students may be able to recognize certain students' responses in items with low response rates. For example, if 100 students take the survey and an item has the response rate of 2% under *all the time*, some students may be able to identify which two students answered this way. Instead, data may be generalized and presented in the following manner:

- Almost all students said that they feel safe at school *all the time*.
- One quarter of the students said they see people being bullying at school at least *once in a while*.
- Most students felt that they are always friendly to other students regardless of culture, race, gender, appearance or ability.

Keep results confidential.

The Freedom of *Information and Protection of Privacy Act* (FOIPP) stipulates that information collected for one purpose cannot be released for another purpose. Confidentiality must be assured, both for students completing a survey and the school conducting the survey.

Gathering Evidence of Change

Once schools have assessed the needs of the staff and students and identified the means to addressing these needs in an action plan, schools begin implementing initiatives to achieve particular goals and objectives.

In order for schools to judge the progress of these initiatives and evaluate the changes in school culture, SACSC recommends that data be collected on a continual basis. This will help to identify which strategies and activities have been making a positive difference in the school atmosphere and which require rethinking. Seeking frequent feedback will also ensure that the school remains informed about the changing needs of its staff, students and greater community.

Please refer to the *SACSC Model for Implementation* for the detailed steps and suggested activities for successful SACSC program implementation.

Your Feedback

An evaluation form is provided at the end of this guidebook. We hope you will take a few minutes to fill it out and return it so that we might continue to improve our resources, in turning helping schools and communities in Alberta move towards making schools safer, more caring and free from bullying and violence.

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EVALUATION FORM

This guidebook is intended to accompany the *Supporting a Safe and Caring School: What Students Say* student survey. This guidebook aims to assist teachers, administrators, counsellors, parent councils and others involved in planning and implementing school improvement initiatives in schools. It provides background information, detailed instructions and suggestions for administering the survey to gather students' views on their school culture.

The following evaluation form is intended to solicit your comments on how clearly the guidebook outlines the processes, and obtain suggestions for how it could be improved. Your feedback will be used to keep this guidebook useful and up-to-date, and may be used to make occasional revisions and additions.

In addition to or instead of using the following evaluation form, we invite you to write comments directly on the pages of the guidebook or attach separate pages of comments.

Thank you for your feedback.

Please send, email or fax this form and any other comments to:

**The Society for Safe and Caring Schools and Communities
11010 - 142 Street
Edmonton AB T5N 2R1**

**Fax: (780) 455-6481
Email: office@sacsc.ca**

EVALUATION FORM

This response is:

- An individual response A collective response

Please indicate the positions of people contributing to this response (please check all that apply):

- Administrator
- Counsellor
- Classroom teacher
- Resource or other special teacher
- Parent
- Other _____
(please indicate)

1. Please comment on the general format and organization of *Supporting a Safe and Caring School: What Students Say survey guidebook*.

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Unacceptable | Marginal | Acceptable | Very good | Excellent |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments and Suggestions:

2. Was the format of the guidebook inviting and user friendly?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Unacceptable | Marginal | Acceptable | Very good | Excellent |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments and Suggestions:

5. How useful or important was the *Student Survey* information and instructions section (pp. 6-10) for you?

Not at all	Slightly	Somewhat	Very much	Extremely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments and Suggestions:

How appropriate is the level of detail provided in this section?

Unacceptable	Marginal	Acceptable	Very good	Excellent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments and Suggestions:

6. How useful or important was the *Scoring and Interpreting Results* section (pp. 11-12) for you?

Not at all Slightly Somewhat Very much Extremely
○ ○ ○ ○ ○

Comments and Suggestions:

How appropriate is the level of detail provided in this section?

Unacceptable Marginal Acceptable Very good Excellent
○ ○ ○ ○ ○

Comments and Suggestions:

7. How useful or important was the *Using Assessment Results for Action Planning* section (p. 13) for you?

Not at all Slightly Somewhat Very much Extremely
○ ○ ○ ○ ○

Comments and Suggestions:

8. How useful or important was the *Communication Results* section (p. 14) for you?

Not at all Slightly Somewhat Very much Extremely
○ ○ ○ ○ ○

Comments and Suggestions:

9. What other suggestions do you have for improving this survey guidebook?

Comments and Suggestions:



THANK YOU FOR YOUR FEEDBACK