



2017/2018 Elementary School Survey

People for Education is a champion of publicly funded education – instigating dialogue and research to make the connection between strong education and a fair and prosperous society.

With the help of principals across the province, we use annual surveys to keep track of the effects of policy and funding changes on programs and resources in Ontario's schools. The results are published in a report based on the survey findings.

You can complete the survey online at:
<http://www.peopleforeducation.ca/research/school-surveys>

Each participating school will receive an electronic copy of this report.

Please submit the survey by November 20th, 2017

If you cannot complete the survey online, please mail or fax the survey to:

People for Education, 641 Bloor St W., Toronto, Ontario, M6G 1L1
Fax: 416-536-0100
Web site: www.peopleforeducation.ca

Individual school responses will remain confidential.
Only overall results will be published.

District School Board:	
School:	
MIDENT (school identification number):	
Number of students:	
School address:	
City:	Postal code:
Phone: ()	
School email:	
Contact person:	

Please tell us the **total** number of staff positions, counted in **full-time equivalents (FTEs)**. For example, one full-time or two half-time positions equal 1.0 FTE; if a person works 4 days a week, this equals 0.8 FTE; a half-time position equals 0.5 FTE; one day a week equals 0.2 FTE, etc.

1. SCHOOL OVERVIEW

Grades taught: _____ to _____

Total teacher FTEs: _____

2. SCHOOL ADMINISTRATION

Principal: _____ total FTEs How many sites is the principal responsible for? _____
 Vice-principal(s): _____ total FTEs none

There are many important facets to your role as a principal. When thinking about your job overall, please **rank the following tasks based on how much time they take, from 1 to 7** (with 1 being the most time-consuming and 7 being the least time-consuming).

RANK the following activities:		Not applicable
	Supporting professional learning and improving the instructional program	<input type="checkbox"/>
	Completing the School Improvement Plan	<input type="checkbox"/>
	Provincial and board/system initiatives (communications, documentation, and meetings related to policy and programs, etc.)	<input type="checkbox"/>
	Managing staff (human resources functions and collective agreement implementation)	<input type="checkbox"/>
	Managing individual student issues	<input type="checkbox"/>
	Managing facilities	<input type="checkbox"/>
	Community and parent relationships	<input type="checkbox"/>

Please describe any successes or challenges with the role of administration at your school: _____

3. ARTS EDUCATION

Specialist Music teacher(s) (not including itinerants):

_____ total FTEs none
 If yes, do they have advanced training (e.g. an AQ, degree, or PD)? yes no

Itinerant Music teachers/instructors: yes no
 If yes, do they have advanced training (e.g. an AQ, degree, or PD)? yes no

Specialist Visual Arts teacher(s):
 _____ total FTEs none
 If yes, do they have advanced training (e.g. an AQ, degree, or PD)? yes no

Specialist Drama teacher(s):
 _____ total FTEs none
 If yes, do they have advanced training (e.g. an AQ, degree, or PD)? yes no

The **school budget for Dance, Drama, Music, and Visual Arts** is:
 less than \$500 \$500-\$999
 \$1000-\$1999 \$2000-\$4999
 \$5000 or more (please specify: \$ _____)

Indicate which **opportunities** your students will have this year: (Select **all** that apply)

- learn an instrument in school hours
- perform or display their art (e.g. plays, art shows, dance performances)
- participate in a choir, band, or orchestra
- work with an artist or other professional from outside of the school
- see a live artistic performance
- none

Please indicate whether your school has a room **designated and equipped for instruction in the following arts subjects:** (e.g. a room where all Music instruction takes place, or a specialized space for Drama)

- Music:** yes no
- Dance:** yes no
- Drama:** yes no
- Visual arts:** yes no

Please describe any successes or challenges with arts education at your school: _____

4. HEALTH AND PHYSICAL EDUCATION

Health and Physical Education (H&PE) teacher(s): _____ total FTEs none
 If yes, do they have advanced training (e.g. an AQ, degree, or PD)? yes no
 Please describe any successes or challenges with H&PE at your school: _____

5. FAMILY SUPPORT AND CHILDCARE

Does your school have **family support programs**? (e.g. Parenting and Family Literacy Centre, Early Years Centre, Best Start)
 yes no
 Does your school offer **childcare and/or extended day programs** on school grounds? yes no
 Select **all** that of the childcare programs that your school offers:

Preschool (18 months to 4 years)	<input type="checkbox"/> before school	<input type="checkbox"/> all day (school hours)	<input type="checkbox"/> after school	<input type="checkbox"/> year round
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Kindergarten aged	<input type="checkbox"/> before school	<input type="checkbox"/> after school	<input type="checkbox"/> year round
Grades 1-6	<input type="checkbox"/> before school	<input type="checkbox"/> after school	<input type="checkbox"/> year round

Please describe any successes or challenges with family support and childcare at your school: _____

6. SPECIAL EDUCATION

Special education teacher(s): _____ total FTEs none
 Special education assistant(s) (EAs): _____ total FTEs none
 What proportion of the school's EAs are assigned to support special education?
 all most some none we have no EAs
 Total number of students who receive **any** special education support: # _____
 How many students are currently waiting for assessment? # _____ for IPRC? # _____ for placement? # _____
If you have students waiting for assessment, do they have IEPs? yes no
 Are they receiving special education support? yes no
 Is there a **restriction** on the number of students who can be assessed per year? yes no
 Have you ever had to recommend that a student with special education needs **not attend school for the full day**? yes no
 If yes, why? safety student health necessary supports unavailable (please specify): _____
 Please describe any successes or challenges with special education at your school: _____

7. INDIGENOUS EDUCATION

Does your school offer any Indigenous education opportunities? yes no
 If **yes**, please indicate which Indigenous education opportunities your school offers: (Select **all** that apply)
 PD for staff around Indigenous cultural issues Cultural support program Indigenous language program
 Indigenous guest speakers Consultation with Indigenous community members about educational priorities
 Ceremonies Other: _____
 Do you have any **staff members at your school** who self-identify as Indigenous? yes no
 Please describe any successes or challenges with Indigenous education at your school: _____

8. GUIDANCE

Guidance counsellor(s)/teacher(s): _____ total FTEs none
 If yes, do they have advanced training (e.g. an AQ, degree, or PD)? yes no
 If you have a guidance counsellor/teacher, in thinking about their overall role, please **rank the following tasks based on how much time they take, from 1 to 4** (with 1 being the most time-consuming and 4 being the least time-consuming).

RANK the following activities:		Not applicable
	Providing one-on-one counselling to students for mental health needs	<input type="checkbox"/>
	Supporting planning and academics (e.g. All About Me, Individual Pathways Plans, course selection with students, school applications)	<input type="checkbox"/>
	Collaborating with teachers, professionals, and paraprofessionals (e.g. social workers, psychologists, child and youth workers)	<input type="checkbox"/>
	Providing behaviour-related interventions (e.g. classroom disruptions, bullying)	<input type="checkbox"/>

Please describe any successes or challenges with guidance at your school: _____

