

DRAFT

FAMILY/STUDENT SURVEY (ALL GRADE LEVELS)

PURPOSE: How are students and families thinking & feeling about equity and inclusion efforts at the school level?

REVIEWERS: Please comment on these proposed questions by typing directly onto this survey. To achieve the purpose of this survey,

1. What should be reworded?
2. What questions still need to be asked?
3. What questions should we consider removing?
4. What do you appreciate or connect to?

With 5 minutes remaining, what are your overall reflections about this survey as a tool to inform site and district equity efforts?
Please write here

Notes

- I. This survey is intended for both students and families
- II. Language

- A. Families is used not parent, to acknowledge the range of family structures
 - B. Race is a focus for these questions as this is one of many identities we can begin with as identified in the opportunity gaps students from various backgrounds are experiencing.
- III. Middle school (grade 6-8) students will receive this survey
- IV. Elementary (K-5) students will not receive this survey, a family member will fill this out on behalf of their student(s)
- V. If a parent/guardian has children in multiple grades, then please respond as best as you can and please provide additional information in the OPEN RESPONSE QUESTION Section
- VI. District will create the survey and provide to all school sites to distribute the survey
- A. Open question - send via e-mail and paper?

ANSWER FORMAT

All questions are on a scale

Strongly Disagree Disagree No Opinion Agree Strongly Agree Do not understand the question

Sense of Belonging

These questions are about how much families and students feel that they are valued members of the school community.

1. The school has high expectations for every student
2. The school encourages every student to do his or her best.
3. The school provides families and students with adequate information about academic programs in a language that I can understand.
4. The school communicates with families and students of diverse backgrounds about programs, events, or concerns in a language I can understand.

5. There is someone at the school (teacher, principal, counselor, etc.) that families and students can talk to about a student's academic and social progress.
6. The school staff is generally friendly, helpful, and show care for students and families.
7. Families and students are respected and connected in the school community.
8. This is a school where adults in various school roles trust one another and get along.

Cultural Awareness and Action

These questions are about how students learn about, discuss, and confront issues of race, ethnicity, and culture in school.

1. Teachers encourage families and students to learn about people from different races, ethnicities, or cultures.
2. Students have opportunities to spend time at school with students from different races, ethnicities, or cultures.
3. Students at my school are aware of how they treat people from different races, ethnicities, or cultures.
4. The school helps students understand major news events related to race.
5. The school encourages learning about people from different races, ethnicities, or cultures in a respectful manner.
6. The school encourages students and families to think more deeply about race-related topics with other students.
7. Students at your school have important conversations about race, even when they might be uncomfortable.
8. The school helps students speak out against racism.
9. Families of diverse backgrounds have the opportunity and support to get to know each other and work together.

Diversity and Inclusion

These questions are about how diverse, integrated, and fair school is for students from different races, ethnicities, or cultures.

1. At your school, students have close friends from different racial, ethnic, or cultural backgrounds.
2. The school listens to and communicates well with families and students from diverse backgrounds.
3. Parents and families of diverse backgrounds are involved in our school.
4. The school makes extra efforts to reach diverse families who may have difficulty being involved.

5. The school respects and responds to its community's cultural, racial, and language differences.
6. The school informs families about the school and discipline policies or procedures in a language that I can understand.
7. The school is clear and fair when disciplining students..
8. Some students in this school are treated unfairly because of their racial, socioeconomic, and/or cultural background.
9. The school provides opportunities for families and teachers to develop partnerships in the best interest of their children.
10. School leaders, teachers, and families trust one another.

PARENT/GUARDIAN BACKGROUND QUESTIONS

1. What is the age of your child(ren)?

Age/Grade/School

Age/Grade/School

Age/Grade/School

2. What is your relationship to your child(ren)?

Mother / Stepmother

Father / Stepfather

Grandparent

Foster Parent

Guardian

Other (please specify)

3. What language(s) do you speak at home?
4. How do you self-identify in terms of gender?
5. How do you self-identify in terms of racial/ethnic background?

STUDENT BACKGROUND QUESTIONS (for middle school students grades 6-8)

1. What is your race or ethnicity?
2. What is your gender?
3. What language(s) do you mostly speak at home?
4. What grade are you in?

OPEN RESPONSE QUESTIONS FOR EVERYONE TO ANSWER

- A. What do you wish educators and school staff knew about you and your student's experiences of race, ethnicity, or culture at school?
- B. What is the most important thing your school can keep doing to support students of different races, ethnicities, and cultures?
- C. Is there anything else you would like us the school and district to consider?

