

DRAFT Diversity, Inclusion, and Equity Task Force Parent/Guardian Survey

Hello Parent/Guardian,

Thank you very much for taking the time to complete this parent/guardian survey. In this survey, you will be asked to provide feedback about your student's school and climate. This survey is designed to help the school and district leadership improve their understanding of the parent or guardian/school relationship in regards to diversity, equity, and inclusion. The survey should take 5-10 minutes to complete.

This survey is anonymous, and your responses will be kept confidential. Because the survey is anonymous, we encourage you to be completely honest when answering these questions.

Diversity, equity, and inclusion are defined as follows:

Diversity: Diversity describes the myriad ways in which people differ, including the psychological, physical, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all-inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

Equity: Equity ensures that individuals are provided the resources they need to have access to the same opportunities, as the general population. While equity represents impartiality, i.e. the distribution is made in such a way to even opportunities for all the people. Conversely equality indicates uniformity, where everything is evenly distributed among people. Equality is the condition under which every individual is treated in the same way, and is granted the same rights and responsibilities, regardless of their individual differences.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

School Information

Please answer the following questions about your students.

1. How many students do you have in ER9 schools?

2. What are the ages of your students?

3. What school do your students attend? (check all that apply)

Check all that apply.

- Samuel Staples Elementary School
- Redding Elementary School
- Helen Keller Middle School
- John Read Middle School
- Joel Barlow High School

Race or Ethnicity

Please answer the following questions about yourself.

4. What is the race or ethnicity of you and your student(s)? Please check all that apply to you and your student(s).

Check all that apply.

	Myself	My student(s)
African American or Black	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>
South Asian (Asian Indian, Bangladeshi, Sri Lankan)	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>
Native American, American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>
White or Caucasian	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino / Latina	<input type="checkbox"/>	<input type="checkbox"/>
Middle Eastern or Arab American	<input type="checkbox"/>	<input type="checkbox"/>
Prefer not to answer	<input type="checkbox"/>	<input type="checkbox"/>

Gender

5. Below is a list of terms that people often use to describe their gender. Please check all that apply to you and your student(s).

Check all that apply.

	Myself	My student(s)
Male	<input type="checkbox"/>	<input type="checkbox"/>
Female	<input type="checkbox"/>	<input type="checkbox"/>
Nonbinary	<input type="checkbox"/>	<input type="checkbox"/>
Cis	<input type="checkbox"/>	<input type="checkbox"/>
Trans	<input type="checkbox"/>	<input type="checkbox"/>
Genderqueer	<input type="checkbox"/>	<input type="checkbox"/>
Not sure/Questioning	<input type="checkbox"/>	<input type="checkbox"/>
Prefer not to answer	<input type="checkbox"/>	<input type="checkbox"/>
I am not familiar with some or all of these terms.	<input type="checkbox"/>	<input type="checkbox"/>

Sexual Orientation

6. Below is a list of terms that people often use to describe their sexuality or sexual orientation. Please check all that apply to you and your student(s).

Check all that apply.

	Myself	My student(s)
Gay	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian	<input type="checkbox"/>	<input type="checkbox"/>
Bisexual	<input type="checkbox"/>	<input type="checkbox"/>
Pansexual	<input type="checkbox"/>	<input type="checkbox"/>
Straight / Heterosexual	<input type="checkbox"/>	<input type="checkbox"/>
Questioning/Not sure	<input type="checkbox"/>	<input type="checkbox"/>
Queer	<input type="checkbox"/>	<input type="checkbox"/>
Asexual	<input type="checkbox"/>	<input type="checkbox"/>
Prefer not to answer	<input type="checkbox"/>	<input type="checkbox"/>
I am not familiar with some or all of these terms.	<input type="checkbox"/>	<input type="checkbox"/>

Disabilities/Learning Difficulties-Yourself

7. Do you or your student(s) consider yourself to have any of the following disabilities or learning difficulties? Please check all that apply to you and your student(s).

Check all that apply.

	Myself	My student(s)
Visual impairment	<input type="checkbox"/>	<input type="checkbox"/>
Hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>
Disability affecting mobility / wheelchair user	<input type="checkbox"/>	<input type="checkbox"/>
Other physical disability	<input type="checkbox"/>	<input type="checkbox"/>
Emotional behavioral disability	<input type="checkbox"/>	<input type="checkbox"/>
Mental illness	<input type="checkbox"/>	<input type="checkbox"/>
Temporary disability after illness	<input type="checkbox"/>	<input type="checkbox"/>
Profound / complex disabilities	<input type="checkbox"/>	<input type="checkbox"/>
Multiple disabilities	<input type="checkbox"/>	<input type="checkbox"/>
Moderate learning difficulty	<input type="checkbox"/>	<input type="checkbox"/>
Severe learning difficulty	<input type="checkbox"/>	<input type="checkbox"/>
Dyslexia	<input type="checkbox"/>	<input type="checkbox"/>
Dyscalculia	<input type="checkbox"/>	<input type="checkbox"/>
Other specific learning difficulty	<input type="checkbox"/>	<input type="checkbox"/>
Multiple learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>

General Observations

8. To what extent do you agree with the following statements:

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	I don't know
I feel welcome and valued in my town/ community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone has the same opportunities to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are all given the same educational opportunities as everyone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are all given the same social opportunities as everyone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable voicing my opinion, even when it differs from others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable talking about race issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable talking about gender and gender identity issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable talking about sexual orientation issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable talking about issues related to those with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am comfortable
talking about issues
related to religion and
religious differences.

School Culture

9. Please indicate your level of agreement with the following statements:

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	I don't know
My student's school values the differences in our communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student's school promotes academic success for my student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student's school treats my student with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student feels included in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student feels included in extracurricular activities and social events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school is a supportive and welcoming place for my student to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student's school provides books, resources, and other instructional materials that reflect my student's culture, ethnicity, and identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my opinion school rules are equally enforced for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have a clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

understanding of school rules and consequences.

My student's school has quality programs for my student's talents, gifts, and/ or special needs.

School Communications

10. Please indicate your level of agreement with the following statements:

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	I don't know
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My student's school communicates the importance of respecting all cultural beliefs and practices.

My student's school communicates the importance of respecting all people, regardless of differences or beliefs.

My student's school encourages students to care about how others feel.

My student's school helps students resolve conflicts with one another.

How Parents are Treated

11. Please indicate your level of agreement with the following statements:

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	I don't know
Parents and guardians feel welcome to participate at this school (Covid notwithstanding).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected by my student's teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected by my student's principal/school leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please indicate your level of agreement with the following statements:

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	I don't know
At this school my student(s) is/are safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff promotes a safe and respectful environment at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school would take appropriate action if an incident of bias was reported to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, inclusiveness, and equity are important at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diversity, Equity & Inclusion in the Curriculum

13. Please indicate your level of agreement with the following statements:

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	I don't know
The school curriculum and environment are inclusive to my student's identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School forms and school/home communication are inclusive of all family structures and gender identities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education and guidance is provided on how to talk to your child about current issues related to diversity, equity, and inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Inclusion

14. Please indicate your level of agreement with the following statements:

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	I don't know
My student has a supportive group of friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student is included in activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. My student is involved in school-based extra-curricular activities such as athletics, clubs, school activities, and/or committees.

Mark only one oval. Yes No

16. If no, please explain why (check all that apply)

Check all that apply.

- Cost
- Time
- Transportation unavailable
- He/she/they do not feel safe or comfortable
- I don't know

Other: _____

Unfair Treatment by Students

17. My student has been treated unfairly by other students because of the following (check all that apply)

Mark only one oval per row.

	Yes	No	Not sure
His/Her/Their academic ability or grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their religion (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their family's income or economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their citizenship status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How he/she/they express gender (masculine/feminine clothes, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their appearance (clothes, hair, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their food choices/allergies/dietary restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their body type (size, weight, height, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their race or ethnicity (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their disability (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their sexual orientation (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their political view(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their country or place of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Unfair Treatment by Staff

18. My student has been treated unfairly by school staff because of the following (check all that apply)

Mark only one oval per row.

	Yes	No	Not sure
His/Her/Their academic ability or grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their religion (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their family's income or economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their citizenship status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How he/she/they express gender (masculine/feminine clothes, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their appearance (clothes, hair, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their food choices/allergies/dietary restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their body type (size, weight, height, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their race or ethnicity (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their disability (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their sexual orientation (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their political view(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their native language or status as an English language learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their country of place of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Treated Differently

19. My student has been treated differently by (check all that apply)

Mark only one oval per row.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	I don't know
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify in the next question)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Because you selected "Other" in the previous question, please use the space below to share your thoughts.

Change in Frequency of Incidents

21. Have you noticed a change in the number of incidents of bias, mistreatment, and/or bullying of students primarily because of their...

Mark only one oval per row.

	It's increasing.	It's about the same.	It's decreasing.	I don't know.
His/Her/Their academic ability or grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their religion (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their family's income or economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their citizenship status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How he/she/they express gender (masculine/feminine clothes, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their appearance (clothes, hair, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their food choices/allergies/dietary restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their body type (size, weight, height, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their race or ethnicity (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their disability (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their sexual orientation (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their political view(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
His/Her/Their native language or status as an English language learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

His/Her/Their country of place of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Because you selected 'Other' to the previous question, please use the space below to share your thoughts.

Staff Response to Bullying

Bullying is defined as someone being hurt on purpose in a targeted and repetitive way.

23. Please indicate the extent to which you agree with the following statements:

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	I don't know
The staff and administration respond effectively to issues of bullying, harrasment, discrimination, social exclusion, or marginalization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school encourages students to share differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Feedback

24. Do you have any other information you would like to share about your student's experiences in their school or about the school climate?

25. Are there any specific parent / guardian / student supports you would like to see offered?

26. What should members of our school community do to improve diversity, equity, and inclusion in our schools?

Thank you for completing the survey. If you would like to participate in a community conversation regarding Diversity, Equity, and Inclusion please contact the school principal.

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