

DRAFT Diversity, Inclusion, and Equity Task Force Staff Survey

Hello, Staff!

We need your help! We are conducting this survey to assess key social and educational issues that affect diversity, inclusion, and equity in our schools. Your answers to these questions will go a long way in helping to ensure a positive experience for all. Thank you for taking the time to share your thoughts. This survey will take 10-15 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.

Here is how diversity, equity, and inclusion are defined:

Diversity: Diversity describes the 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.

About You

Please answer the following questions about yourself.

1. Please identify the school(s) in which you work (check all that apply)

Check all that apply.

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

2. Please select your primary assignment.

Mark only one oval.

- Academic Teacher (any subject)
- Administrator
- Coach
- Student Support Services (counselor, social worker, psychologist)
- Support Staff (In the classroom: paraprofessionals, teaching assistants)
- Support Staff (office, building and grounds, maintenance, custodial, clerical, nurse, school lunch, security, transportation)
- Other: _____

Race or Ethnicity

3. What is your race or ethnicity (Please check all that apply to you).

Check all that apply.

- African American or Black
- Asian
- South Asian (Asian Indian, Bangladeshi, Sri Lankan)
- Native Hawaiian or Other Pacific Islander
- Native American, American Indian or Alaska Native
- White or Caucasian
- Hispanic or Latino / Latina
- Middle Eastern or Arab American
- Prefer not to answer

Other: _____

Gender

4. Below is a list of terms that people often use to describe their gender. Please check all that apply to you.

Check all that apply.

- Male
- Female
- Nonbinary
- Cis
- Trans
- Genderqueer
- Not sure/Questioning
- Prefer not to answer
- I am not familiar with some or all of these terms.

Other: _____

Sexual Orientation

5. Below is a list of terms that people often use to describe their sexuality or sexual orientation. Please check all those terms that apply to you.

Check all that apply.

- Gay
- Lesbian
- Bisexual
- Pansexual
- Straight / Heterosexual
- Questioning/Not sure
- Queer
- Asexual
- Prefer not to answer
- I am not familiar with some or all of these terms.

Other: _____

Disabilities/Learning Difficulties

6. Do you consider yourself to have any of the following disabilities or learning difficulties? (Please check all that apply)

Check all that apply.

- Visual impairment
- Hearing impairment
- Disability affecting mobility / wheelchair user
- Other physical disability
- Emotional behavioral disability
- Mental illness
- Temporary disability after illness
- Profound / complex disabilities
- Multiple disabilities
- Moderate learning difficulty
- Severe learning difficulty
- Dyslexia
- Dyscalculia
- Other specific learning difficulty
- Multiple learning difficulties

Other: _____

General Observations

7. 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
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"/>
Systemic racism exists in our community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is such a thing as systemic racism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harassment and bullying of LGBTQ+ students is an issue in schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone is treated fairly in my school and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different types of people are treated differently in your school and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Culture

8. Please indicate your agreement with the following statements.

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	I don't know
Staff in this school value each other's differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this school value students' differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, inclusiveness, and equity are important in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please indicate our agreement 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 respected by the school administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected by the other staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students Treated Unfairly by Students

10. This year, I have seen students treated unfairly at school by other students with respect to their (check all that apply)

Mark only one oval per row.

	Yes	No	Not sure
Their academic ability or grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their religion (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their family's income or economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their citizenship status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How they express their gender (masculine/feminine clothes, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their appearance (clothes, hair, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their food choices/allergies/dietary restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their body type (size, weight, height, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their race or ethnicity (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their disability (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their sexual orientation (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their native language or status as an English language learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other reason (please specify in the next question):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students Treated Unfairly by Staff

11. This year, I have seen students treated unfairly at school by staff with respect to their (check all that apply)

Mark only one oval per row.

	Yes	No	Not sure
Their academic ability or grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their religion (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their family's income or economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their citizenship status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How they express their gender (masculine/feminine clothes, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their appearance (clothes, hair, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their food choices/allergies/dietary restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their body type (size, weight, height, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their race or ethnicity (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their disability (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their sexual orientation (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their native language or status as an English language learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other reason (please specify in the next question):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Staff Treated Unfairly

12. This year, more than once, I have seen staff members treated unfairly at school with respect to their (check all that apply)

Mark only one oval per row.

	Yes	No	Not sure
Their academic ability or grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their religion (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their family's income or economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their citizenship status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How they express their gender (masculine/feminine clothes, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their appearance (clothes, hair, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their food choices/allergies/dietary restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their body type (size, weight, height, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their race or ethnicity (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their disability (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their sexual orientation (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their native language or status as an English language learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other reason (please specify in the next question):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bullying in School

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

13. Regarding student bullying, please check all that apply:

Check all that apply.

- No, I have not seen anyone bullied at this school.
- I am aware of physical bullying that took place.
- I am aware of verbal bullying that took place.
- I am aware of social bullying that took place (ex. felt left out on purpose, mean rumors or lies spread about you)
- I am aware of cyber-bullying that took place (on social media, dm's or texts)
- Other: _____

14. In this school, there are clear rules against treating others unfairly because of their race, gender, gender expression, sexual orientation, religion, ethnicity, disability, physical appearance, country or place of origin, and financial status.

Mark only one oval.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- I don't know

15. Your professional training on bullying and harassment includes solutions for preventing bias-based name-calling, microaggressions, and ways to respond to student's questions on diversity.

Mark only one oval.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- I don't know

16. Your professional training on bullying and harassment includes a clear distinction between being mistreated and being bullied.

Mark only one oval.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- I don't know

Change in Frequency of Incidents

17. In your school, 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.
Their academic ability or grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their religion (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their family's income or economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their citizenship status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How they express their gender (masculine/feminine clothes, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their appearance (clothes, hair, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their food choices/allergies/dietary restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their body type (size, weight, height, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their race or ethnicity (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their disability (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their sexual orientation (real or perceived)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their native language or status as an English language learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their country or place of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other reason (please specify in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the next question):

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

Inclusivity of School Forms

19. School forms and school/home communication are inclusive of all family structures and gender identities.

Mark only one oval.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- I don't know

20. Please answer the following questions on school curriculum.

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	I don't know
The school curriculum is inclusive to all students (including gender identity, race, culture, disability, sexual orientation, learning differences, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student evaluations are inclusive to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school environment (hallway posters/signs classroom images, books) is inclusive to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are encouraged to discuss their differences in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comfort Level Discussing Diversity, Equity & Inclusion

21. Please describe your comfort level in discussing various aspects of diversity with your students

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	I do not discuss this topic with my students.	I don't know
I am comfortable talking about different gender identities with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable talking about differences in sexual orientation with students.	<input type="radio"/>	<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 with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable talking about cultural differences with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

comfortable talking about issues related to those with disabilities with students.

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

I am comfortable voicing my opinion, even when it differs from others.

LGBTQ+ Resources & Support

22. Are you able to use school computers to find books or resources in the school to learn about LGBTQ+ history or events?

Mark only one oval.

- Yes
- No
- Don't know

23. In your opinion, how accepting do you think students at your school are of LGBTQ+ people?

Mark only one oval.

- Very accepting
- Somewhat accepting
- Neutral
- Somewhat unaccepting
- Not at all accepting
- Don't Know

24. In your opinion, how accepting do you think staff at your school are of LGBTQ+ people?

Mark only one oval.

- Very accepting
- Somewhat accepting
- Neutral
- Somewhat unaccepting
- Not at all accepting
- Don't know

25. In your opinion, how supportive is your school administration (principal, vice principal, etc.) of LGBTQ+ students and staff?

Mark only one oval.

- Very supportive
- Somewhat supportive
- Neutral
- Somewhat unsupportive
- Very unsupportive
- Don't Know

Knowledge about Diversity, Equity & Inclusion

26. As it relates to DEI topics, please rank your level of comfort and knowledge in the following areas

Mark only one oval per row.

	Very knowledgeable	Becoming knowledgeable	Still have much to learn
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difference in learning or physical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. I feel supported by the administration to provide an inclusive community for all of my students.

Mark only one oval.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- I don't know

Additional Feedback

28. In which of the following areas has the school or district provided professional development? (Check all that apply.)

Check all that apply.

	I have not had professional development in this area.	The school or district has provided this professional development.	I have sought this professional development on my own.
Cultural/ Ethnic Inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+ education and inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender identities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. I would like to see more professional development/training in:

30. Do you have any other information you would like to share about your experiences in your school or about the school climate?

31. Are there any specific student supports you would like to see offered?

32. What should members of our school community do to improve diversity, equity, and inclusion in our schools? Optional long answer

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

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