

Safe Measures™

Student, Staff, and Parent

School Climate & Culture Academic Learning Environment Survey



“School climate is the heart and soul of a school.”

“A positive school climate improves academic achievement; creating and sustaining a positive school environment is an essential and very complex task.”



2023-24

Center for School Climate & Learning (CSCL)

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Safe Measures School Climate Survey Items 2023-2024

| MS/HS Student Survey | MS/HS Staff Survey | MS/HS Parent Survey |
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| Standard Demographic Questions | | |
| What grade are you in? 6th 7th 8th 9th 10th 11th 12th | How long have you been teaching or working at this school? This is my first year 2-5 years 6-10 years 11-20 years More than 20 years Rather not indicate | What is the current grade-level of your "OLDEST CHILD attending this school" who will serve as the focus of your answers? 6th 7th 8th 9th 10th 11th 12th |
| I identify my gender as: Male Female Not Listed: _____ Rather not say | | |
| What is your race or ethnicity? White African American Hispanic or Latinx Asian or East Asian Pacific Islander American Indian Biracial Multiracial Not Listed: _____ Rather not say | What is your race or ethnicity? White African American Hispanic or Latinx Asian or East Asian Pacific Islander American Indian Biracial Multiracial Not Listed: _____ Rather not indicate | What race or ethnicity is your child? White African American Hispanic or Latinx Asian or East Asian Pacific Islander American Indian Biracial Multiracial Not Listed: _____ Rather not indicate |
| After I graduate from high school I will probably: Go right to work Join the military Go to college Go to a Professional or Technical School Post-Graduate Studies or 5 th Yr. Gap Year Not sure Not Listed: _____ | Please indicate your primary role at your school: Classroom Teacher Professional Support Staff (Special Ed, Counselor, Nurse, Librarian, etc.) Essential Support Staff (Custodial, Food Service, Office Personnel etc.) Administrator Paraprofessional Not Listed: _____ Rather Not Indicate | After this child graduates from high school, I expect they will probably: Go right to work Join the military Go to college Go to a Professional or Technical School Post-Graduate Studies or 5 th Year Gap Year Not sure Not Listed: _____ |

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| Do you receive special education assistance or 504 services at this school? Yes No Rather not say Not sure | | Does your child have an IEP, a 504 plan or receive special education assistance at school? Yes No Rather not indicate Not sure |
| Do you receive Free or Reduced Lunch at school? Yes No Rather not say Not sure | | Does your child receive Free or Reduced Lunch at school? Yes No Rather not say Not sure |

Domain #1: School Safety

Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree. Not Applicable

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| If I feel threatened at school, there is a safe person or place for me to turn to for help. | If I feel threatened at school, there is a safe person or place for me to turn to for help. | If my child feels threatened at school, there is a safe person or place for them to turn to for help. |
| I feel safe at this school. | I feel safe at this school. | I feel my child is safe at this school. |
| | Our school has a threat assessment team that routinely meets to assess threats, resolve conflicts, and assist troubled students. | |
| I feel confident in this school's ability to respond effectively to school safety emergency. | I feel confident in this school's ability to respond effectively to a school safety emergency. | I feel confident in this school's ability to respond effectively to a school safety emergency. |

Domain #2: School Discipline & Student Support

Always, Often, Sometimes, Rarely, Never, Not Sure, Not Applicable

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| Adults in this school deal effectively with students who are mean, threaten others or use violence in school. | Adults in this school deal effectively with students who are mean, threaten others or use violence in school. | Adults in this school deal effectively with students who are mean, threaten others or use violence in school. |
| Adults in this school deal effectively with students who threaten, bully, or harass peers using social media. | Adults in this school deal effectively with students who threaten, bully, or harass peers using social media. | Adults in this school deal effectively with students who threaten, bully, or harass peers using social media. |

| Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree Not Applicable | | |
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| If I have problems with other students or adults in this school, there are teachers or staff members I can go to who will help me solve those problems. | If I have problems with students or adults in this school, there are colleagues I can go to who will help me solve those problems. | If my child has problems with students or adults in this school, there are teachers or staff members they can go to who will help them solve those problems. |
| Our school's discipline system focuses on promoting positive student behavior and helping to repair harm done to others, rather than strictly on punishment. | Our school's discipline system focuses on promoting respectful student behavior and helping to repair harm done to others, rather than strictly on punishment. | Our school's discipline system focuses on promoting respectful student behavior and helping to repair harm done to others, rather than strictly on punishment. |
| I believe the discipline system at this school is fair to all students. | I believe the discipline system at this school is fair to all students. | I believe the discipline system at this school is fair to all students. |
| I believe the discipline system at this school effectively addresses problems of student misbehavior. | I believe the discipline system at this school effectively addresses problems of student misbehavior. | I believe the discipline system at this school effectively addresses problems of student misbehavior. |
| Our school has enough resources, such as counselors, social workers, etc. to provide services for students who may need social or emotional support. | Our school has enough resources, such as counselors, social workers, etc. to provide services for students who may need social or emotional support. | Our school has enough resources, such as counselors, social workers, etc. to provide services for students who may need social or emotional support. |

Domain #3: Respectful Relationships

Always, Often, Sometimes, Rarely, Never, Not Sure, Not Applicable

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| I receive hateful or hurtful texts or messages through email or social media. | | My child tells me that they receive hateful or hurtful texts or messages through email or social media. |
| Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree, Not Applicable | | |
| I have at least one adult in this school who I trust and who really cares about me and my education. | Adults work together to ensure that each student has at least one adult that they trust and with whom they feel connected at this school. | My child believes that there is at least one adult that they trust and with whom they feel connected at school. |
| I am treated with respect by adults in this school. | Adults at this school treat students with respect. | My child is treated with respect by adults at this school. |
| I feel comfortable talking to adults at this school about things that may be bothering me. | Students feel comfortable talking to adults at this school about things that are bothering them. | My child feels comfortable talking to adults at this school about things that are bothering them. |

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| Students in this school treat all students with respect regardless of their identities or other differences (for example, gender, racial and cultural identities, physical abilities, and/or learning differences, etc.). | Students in this school treat all students with respect regardless of their identities or other differences (for example, gender, racial and cultural identities, physical abilities, and/or learning differences, etc.). | Students in this school treat all students with respect regardless of their identities or other differences (for example, gender, racial and cultural identities, physical abilities, and/or learning differences, etc.). |
| Students treat adults with respect at this school. | Students treat adults with respect at this school. | |
| I am treated with respect by other students at this school. | I am treated with respect by other teachers/staff at this school. | Teachers and staff treat parents with respect at this school. |
| I feel comfortable talking to adults at this school about things that are interesting to me, about my hopes, dreams and plans for the future. | I feel comfortable talking to school leaders at this school about my professional goals and my aspirations. | My child feels comfortable talking to adults at this school about things that are interesting to them, their hopes, dreams and plans for the future. |

Domain #4: Teaching and Learning

Always, Often, Sometimes, Rarely, Never, Not Sure, Not Applicable

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| I have opportunities to use a variety of online learning tools and resources to help me learn. | I use a variety of online learning tools and resources to help my students learn. | |
| When I get stuck while learning something new, my teachers try to help me by using different teaching strategies or explaining things in different ways. | When my students get stuck while learning something new, I try to help them by using different teaching strategies or explaining things in different ways. | |
| When I get stuck while learning something new, my teachers try to help me by giving me a little extra time to complete my work. | When my students get stuck while learning something new, I try to help them by giving them a little extra time to complete their work. | |
| | | My child is able to get extra help from teachers if they need it. |
| My teachers provide me with useful feedback that helps me improve the quality of my work. | | My child's teachers provide useful feedback that is helpful in improving the quality of their work. |
| | Teachers at this school are expected to strictly follow a core curriculum as the primary means of delivering the information to students. | |

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| | Teachers at this school are encouraged to identify big ideas from the curriculum and have flexibility to make them accessible to students through questioning, discussion, and exploration to help students build their understanding. | |
| Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree, Not Applicable | | |
| The things I am learning in school will help me reach my future career and/or college goals. | The things I am teaching my students will help them identify and reach their future career and/or college goals. | The things my child is learning in school will help them identify and reach their future career and/or college goals. |
| My teachers seem interested in learning about me and ask me about my personal talents, strengths, interests, and my career and life goals. | I take time to learn about my students' talents, interests, career and life goals. | Teachers take time to learn about my child's talents, interests, career and life goals. |
| Domain #5: Engagement Always, Often, Sometimes, Rarely, Never, Not Sure, Not Applicable | | |
| I am happy at school. | I am happy to work at this school. | My child is happy at this school. |
| I have opportunities to participate in "service" projects or activities with a real purpose where I can solve real world problems or help others in my community (ex: helping younger students, reducing pollution, helping seniors, addressing food insecurity etc.). | I provide my students with opportunities to participate in "service" projects or activities where they can solve real world problems or help others in the community (ex: helping younger students, reducing pollution, helping seniors, addressing food insecurity, etc.) | My child's teachers provide opportunities for them to participate in "service" projects or activities where they can solve real world problems or help others in the community (ex: helping younger students, reducing pollution, helping seniors, addressing food insecurity etc.). |
| I have chances to work cooperatively with, talk with, and learn from other students, not just the teacher. | I give my students opportunities to work cooperatively with, talk with and learn from other students, not just the teacher. | |
| I have opportunities to make presentations about things I am learning to my classmates. | I give my students opportunities to make presentations about the things they are learning to their classmates. | |
| My teachers help me connect things we are learning in school to important current events or issues happening in the real world. | I help my students connect things they are learning in school to important current events or issues happening in the real world. | |

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| I am given the freedom to make choices about projects, papers or research topics. | I give my students the freedom to make choices about projects, papers and research topics. | My child is given the freedom to make choices about projects, papers or research topics that they work on in school. |
| My teachers help me connect things we are learning to things that interest me. | | My child's teachers help them connect things they are learning to things that interest them. |
| | | There are opportunities for parents or community members to volunteer in our school. |
| My teachers try to make learning fun. | I try to make learning fun for my students. | My child's teachers try to make learning fun. |

Domain #6: Voice

Always, Often, Sometimes, Rarely, Never, Not Sure, Not Applicable

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| My teachers ask about my ideas or opinions and respect my point of view. | I seek students' ideas and opinions and show that I respect their points of view. | |
| My teachers invite students to offer suggestions about how to make learning more interesting and fun. | I invite students to offer suggestions about how to make learning more interesting and fun. | |
| My teachers invite students to offer suggestions about classroom rules and expectations for appropriate classroom behavior. | I invite students to offer suggestions about classroom rules and expectations for appropriate classroom behavior. | |
| I am invited to offer ideas and suggestions to teachers and school leaders for improving our school. | I am invited to offer ideas and suggestions to colleagues or school leaders for improving our school. | Parents are encouraged and invited to offer ideas and suggestions for improving this school. |
| Students have opportunities to participate in decision-making about the school's programs and/or practices. | Teachers/Staff have opportunities to participate in decision-making about the school's programs and/or practices. | Parents have opportunities to participate in decision-making about the school's programs and/or practices. |

School Culture: Vision, Mission, and Leadership Plans

Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree, Not Applicable

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| | Our school has developed a clear vision and mission statement that communicates to teachers and staff what the school stands for, believes in, and is striving to achieve. | Our school has developed a clear vision and mission statement that communicates to parents and the community what our school stands for, believes in, and is striving to achieve. |
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| I am aware that our school has developed a “portrait of a learner” that describes what the school expects each student will be able to do and achieve upon graduation. | I am aware that our school has developed a “portrait of a learner” that communicates what we expect each student will be able to do and achieve upon graduation. | I am aware that our school has developed a “portrait of a learner” that communicates what the school expects each student will be able to do and achieve upon graduation. |
| | Our school is working to develop action plans to guide the school in ways that will help students achieve the goals outlined in our portrait of the learner. | |
| | | This school has a regularly published newsletter, website, or other tools to communicate effectively with parents. |

School Culture: Teacher Efficacy
 Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree, Not Applicable

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| | When it comes right down to it, a teacher really can’t do much because most of a student’s motivation and performance depends on their home environment. | |
| | If I really try hard, I can get through to even the most difficult or unmotivated students. | |

School Culture: Teacher Agency & Collective Efficacy
 Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree, Not Applicable

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| | I am optimistic and have confidence that my colleagues and I will work effectively together to overcome the challenges we are facing in the coming year. | |
| | I am operating in “survival mode” and seriously considering other employment options. | |

School Culture: Professional Collegiality and Culture
 Always, Often, Sometimes, Rarely, Never, Not Sure, Not Applicable

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| | I receive feedback from colleagues that helps me improve my teaching and my students’ classroom experiences. | |
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| | I receive feedback from students that helps me improve my teaching and my students' classroom experiences. | |
| | I have opportunities to discuss and share effective teaching practices with colleagues. | |

School Culture: Professional Development
Always, Often, Sometimes, Rarely, Never, Not Sure, Not Applicable

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| | My school provides me with high quality professional development that is helping me to engage, motivate and address the individual academic, and intellectual needs of my students. | |
| | My school provides me with high quality professional development that is helping me support my students' social and emotional needs. | |
| | Teachers and staff are invited to identify professional development needs and participate in decision-making about professional development opportunities. | |

ADDITIONAL QUESTIONS
Always, Often, Sometimes, Rarely, Never, Not Sure, Not Applicable

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| | | I feel confident that I can work effectively with my child's teachers and the school to help my child be successful. |
| | Leaders in my school offer me the kinds of respect and support that I need to be successful. | |
| | District-level leaders offer me the kinds of respect and support that I need to be successful. | |

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| | Parents offer me the kinds of respect, and support that I need to be successful with their child. | |
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Qualitative Data: OPEN ENDED QUESTIONS

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| What are one or two things you like best about this school or your teachers? | What are one or two things you like best about this school? | What are one or two things you like best about this school? |
| What are one or two things you think should be changed about your school to make it better for you or other students? | What are one or two things you think should be changed about your school to make it better for you, your colleagues, or the students? | What are one or two things you think should be changed about this school to make it better for your child/children or for you as a parent? |