



Staff

Think about how much you agree or disagree with the following statements (*Strongly Disagree, Disagree, Agree, Strongly Agree*). If you are not sure how to answer, you can skip the question.

In this school:

- adults teach and model the behavioral expectations.
- adults use practices to reinforce positive student behavior.
- adults help students make things right when they hurt others.
- students receive additional supports to meet behavioral expectations as needed.
- adults are fair to all groups of students when they apply the rules.
- contributions from all stakeholders are valued when setting expectations for student behaviors.

Think about how much you agree or disagree with the following statements (*Strongly Disagree, Disagree, Agree, Strongly Agree*). If you are not sure how to answer, you can skip the question.

Think about how you feel most of the time during the school day.

- I feel safe in the school building.
- I feel safe at school events or activities that happen after school hours.
- Students are safe at this school.
- There are effective procedures in place to keep everyone safe.
- Staff are prepared to deal with a safety threat or crisis.

Think about how many of the students in this school do these things (*None, Some, Most, All*). If you are not sure how to answer, you can skip the question.

In this school:

- ___ of the students stay on task in class.
- ___ of the students care about doing well on work.
- ___ of the students keep trying when the work is hard.

Think about how many of the teachers in this school do these things (*None, Some, Most, All*).

In this school:

- ___ of the teachers expect all students to work hard.
- ___ of the teachers help students learn from their mistakes on work.
- ___ of the teachers help students understand how schoolwork will help them in the future.
- ___ of the teachers include topics or people from a variety of cultures and identities in their lessons.

Think about how much you agree or disagree with the following statements (*Strongly Disagree, Disagree, Agree, Strongly Agree*). If you are not sure how to answer, you can skip the question.

Adults in this school:

- create opportunities to get to know students.
- build strong relationships with students.
- would do something helpful if a student was being treated badly.
- treat students with respect.

Adults in this school respect students:

- of all races, ethnicities, and nationalities.
- of all sexual orientations.
- of all gender identities.
- of all ability levels.
- from all religions or cultures.
- whose families have more money or less money.

Think about how much you agree or disagree with the following statements (*Strongly Disagree, Disagree, Agree, Strongly Agree*). If you are not sure how to answer, you can skip the question.

- I have adequate time for preparation and planning.
- I have adequate time for collaboration with other staff.
- I have adequate class time to meet students' instructional needs. (*Additional response option: "Not Applicable"*)
- I am given professional learning opportunities or trainings that are relevant to my needs.
- Professional learning opportunities or trainings that I am provided are sustained over time.
- I am provided the resources and materials I need to do my job.

I am provided with effective resources and/or training to:

- use learning technology effectively. (*Additional response option: "Not Applicable"*)
- support the diverse learning needs of all students. (*Additional response option: "Not Applicable"*)
- support the behavioral needs of all students. (*Additional response option: "Not Applicable"*)
- support students with disabilities.
- integrate social and emotional learning (SEL) across contexts. (*Additional response option: "Not Applicable"*)
- help students access the mental health supports they may need.
- manage my stress.

Think about how much you agree or disagree with the following statements (*Strongly Disagree, Disagree, Agree, Strongly Agree*). If you are not sure how to answer, you can skip the question.

In this school:

- we help students develop strategies to express different feelings.
- we teach students ways to ask for help when they need it.
- we teach students ways to resolve their problems with others.
- we teach students how to make things right if they hurt others.
- we teach students how to help the community outside of school.
- we teach students how to resist inappropriate social pressures.
- we teach students to value all cultures and identities.
- we consider all students' identities and cultures when providing social and emotional learning opportunities.
- we model social and emotional competencies for students.

Think about how much you agree or disagree with the following statements (*Strongly Disagree, Disagree, Agree, Strongly Agree*). If you are not sure how to answer, you can skip the question.

School-level leaders (e.g., principal, assistant principals, department chairs and supervisors, and team leads):

- work with staff to develop a shared vision that guides our work.
- encourage experimentation with new ideas and practices.
- value staff involvement in decision making.
- follow through on commitments.
- back me up when I need it.
- show concern for the well-being of staff members.
- communicate effectively with me.

provide guidance and useful feedback to support me in my work.
recognize staff members for doing well at their jobs.
promote an inclusive and affirming school environment for everyone.

Think about how much you agree or disagree with the following statements (*Strongly Disagree, Disagree, Agree, Strongly Agree*). If you are not sure how to answer, you can skip the question.

Staff learn new practices from each other.
Staff engage with each other in a professional and respectful manner at work.
Staff trust and care for one another at this school.
I get support from other staff when I need it.
I feel all aspects of my identity are valued by staff at this school.
The role/position I have at this school is valued by other staff.

Think about how much you agree or disagree with the following statements (*Strongly Disagree, Disagree, Agree, Strongly Agree*). If you are not sure how to answer, you can skip the question.

There are various ways for parents and families to participate in the school.
The school involves parents and families in making decisions
This school provides resources for families who speak a language other than English.
School-community partnerships enable parents and families to get access to the resources they need.
Staff communicate with parents and caregivers about their child's progress in effective ways.
Staff work to build trusting relationships with parents and families.
Parents or caregivers actively participate in this school.
Parents or caregivers are aware of what is expected of their child at this school.
Parents or caregivers are made to feel welcome in this school.
I feel respected by parents and families in the school community.

Think about how much you agree or disagree with the following statements (*Strongly Disagree, Disagree, Agree, Strongly Agree*). If you are not sure how to answer, you can skip the question.

In this school, students have chances to:

share their ideas and opinions.
help lead activities and events.
get involved in clubs or other activities.
to participate in activities that help the community.

Students have chances to help decide activities in the classroom or school.
Students have chances to help make rules in the classroom or school.
School activities and events are designed to ensure all students feel included.
School activities and events are designed to ensure students with disabilities can participate.

Think about how much of a problem these things are in your school (*Not a Problem, A Small Problem, A Medium Problem, A Big Problem*). If you are not sure how to answer, you can skip the question.

Students at this school:

say mean things to each other in person.
push, hit, or kick each other on purpose.
exclude each other from groups or activities on purpose.
are mean to each other online or through text.

Students at this school pick on each other because of:

their race, ethnicity, or nationality.
their religion or culture.
their gender or gender expression.

their sexual orientation.
their academic or learning ability.
their physical appearance.
how they move or walk.
how they speak.
how much money their family has.

Think about how much you agree or disagree with the following statements (*Strongly Disagree, Disagree, Agree, Strongly Agree*). If you are not sure how to answer, you can skip the question.

Students at this school:

help each other if they need it.
are kind to one another.
speak up if someone might hurt others.
discuss different points of view in a respectful way.
are able to resolve their problems with other students.
are friends with students who are different from them (such as race, ethnicity, religion, gender).
include students with disabilities in groups and activities.

Please answer the question below. If you are not sure how to answer, you can skip the question. Your answer is private; no one will know how you answered.

Which of the following best describes your role in the school:

- Administrator, Supervisor/Coordinator, Teacher, or Special Services (e.g., counselor, psychologist, social worker)
- School Aide, Paraprofessional, Clerical Staff, Custodial Staff, or Service worker