

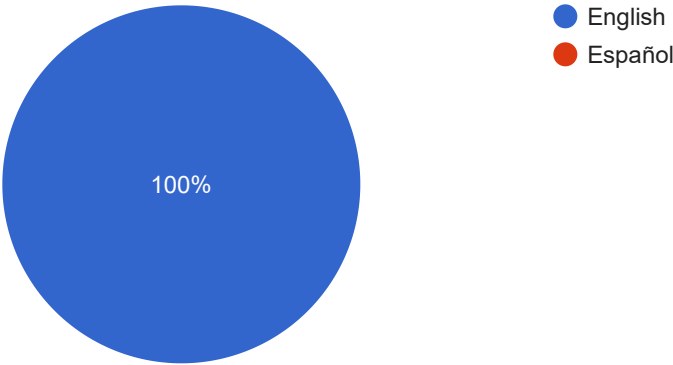
Criteria for an Equitable School - Equity Audit - Parent and Community (Administered May 2021)

109 responses

[Publish analytics](#)

Please select your preferred language for this survey.

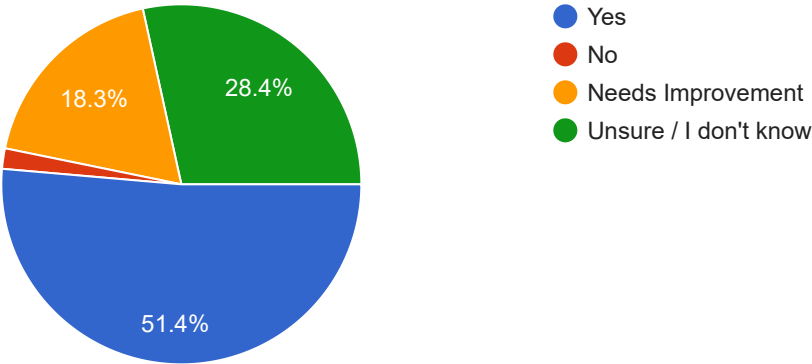
109 responses



A. School Policy

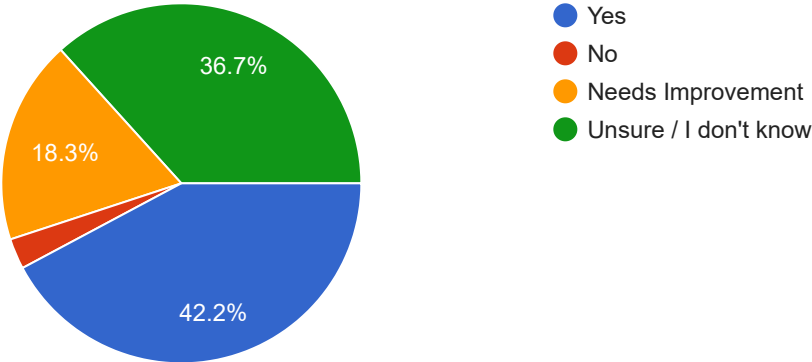
Is there an equitable distribution of highly-qualified teachers?

109 responses



Are there policies and procedures to assure that no student is denied participation in extracurricular or co-curricular activities because of race/ethnicity, language, gender or gender identity, religious affiliation, socioeconomics, disability status, or transportation limitations?

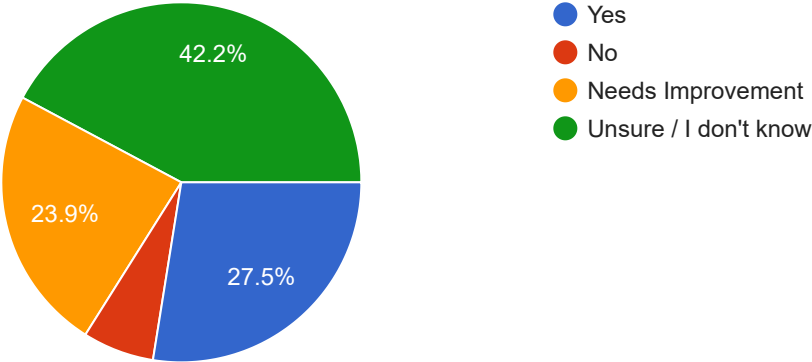
109 responses



B. School Organization / Administration

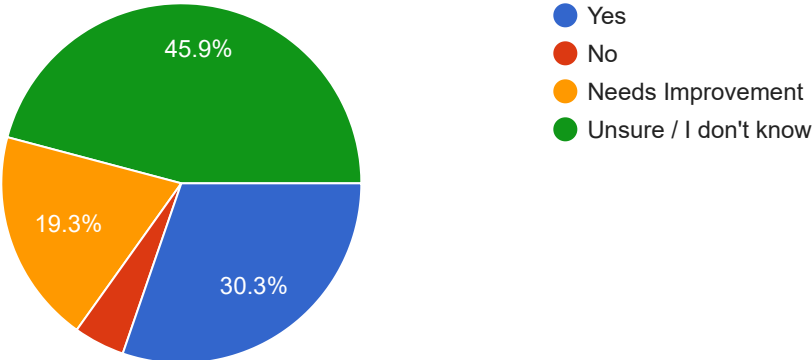
Are school administrator(s) able to identify equity issues, and trained to provide leadership in developing alternative strategies to achieve excellence and equity among staff and students?

109 responses



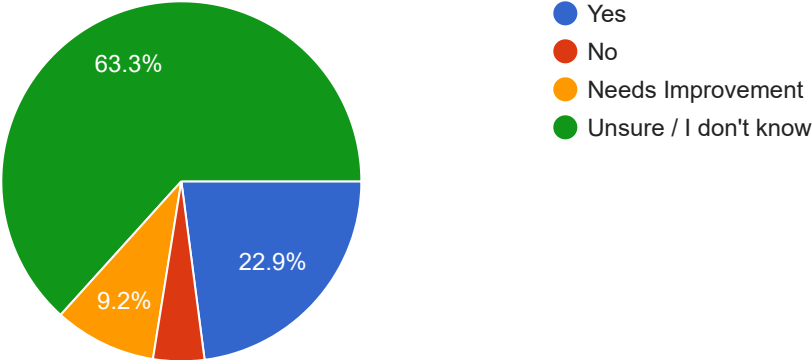
Does a team or advisory committee coordinate school improvement and assure equity compliance in school functions?

109 responses



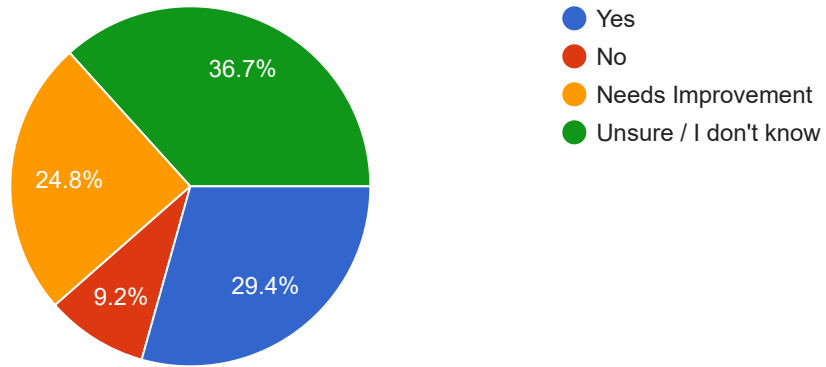
Have interpreters been identified for the varied languages present in the school community?

109 responses



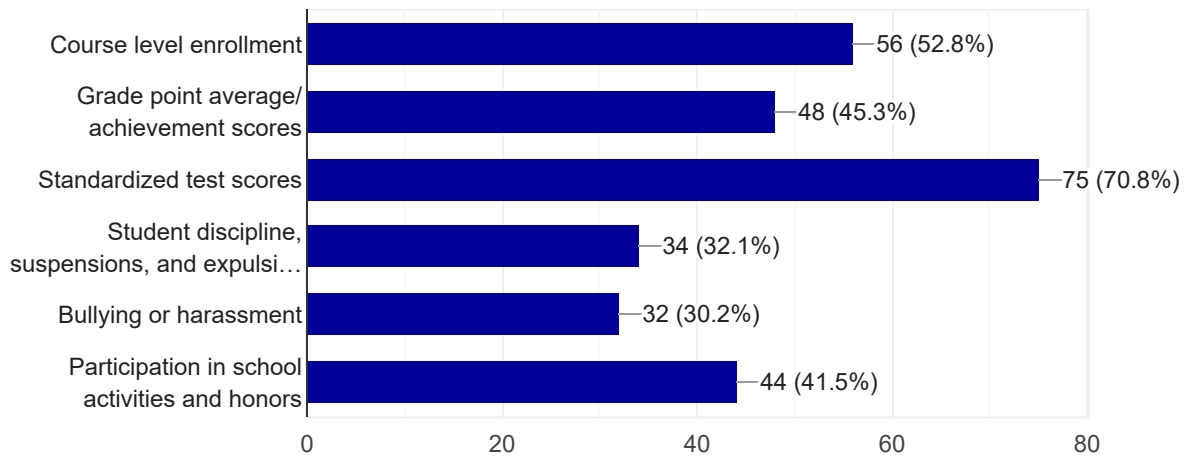
Special education, gifted education, and advanced courses have proportionate representation of racial or ethnic groups, language or gender identity?

109 responses



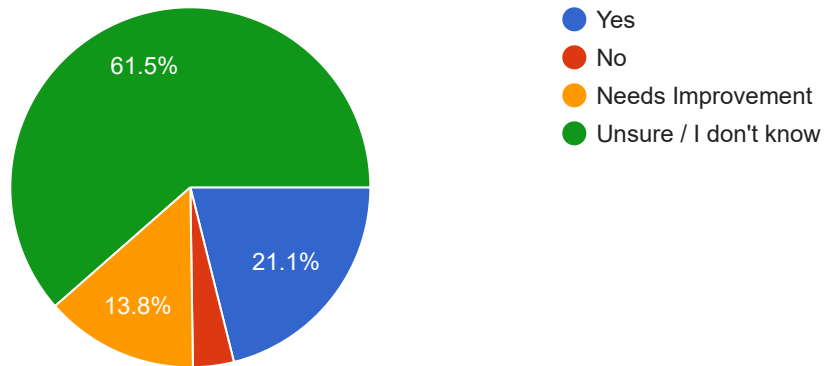
Is data regularly collected, disaggregated, and analyzed in the following areas and by different ethnic groups? (check all which apply)

106 responses



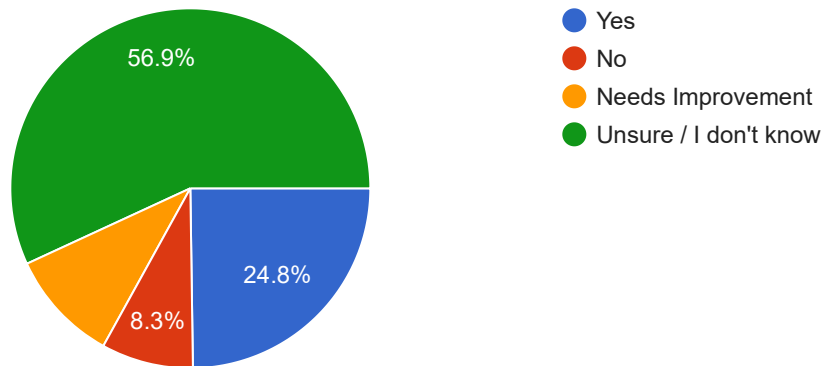
Have policies or programs been implemented to respond to this data?

109 responses



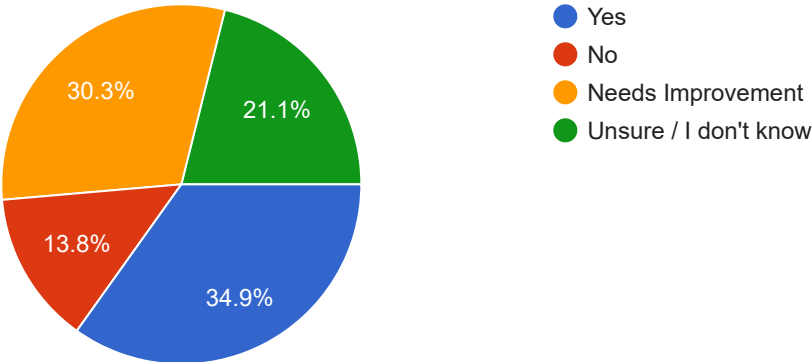
Have curriculum and/or instructional strategies been modified as a result of data analysis combined with anecdotal and other information?

109 responses



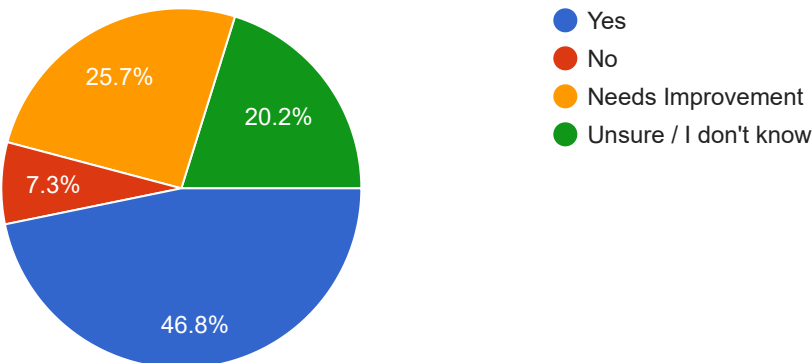
Are the parents, community members, and business people involved in school planning, support, and governance, representative of the school community?

109 responses



Are values of equity, fairness, and inclusion modeled by school staff?

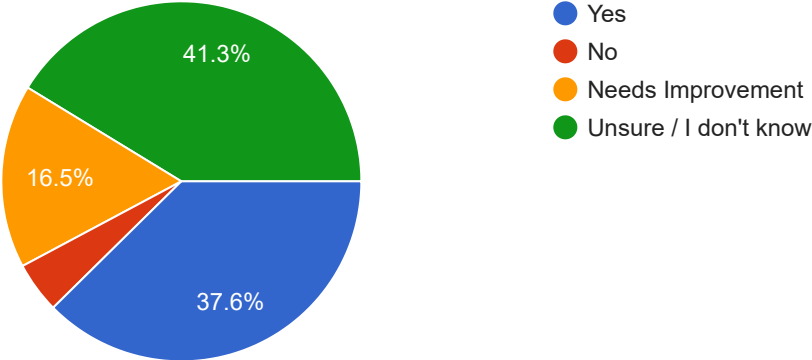
109 responses



C. School Climate / Environment

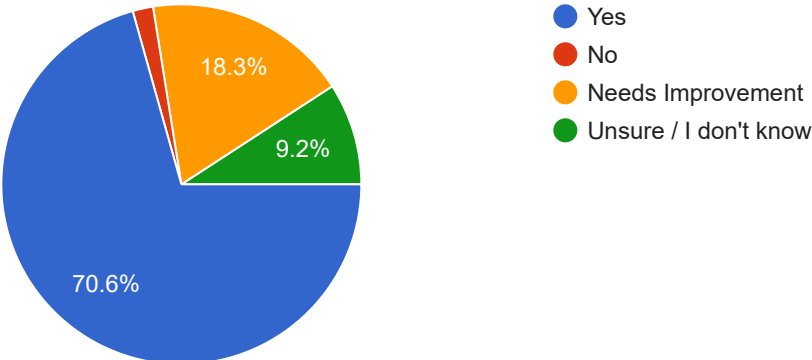
Do bulletin boards, displays, hall decorations, classrooms, and offices show diverse students of varied racial, ethnic, language, gender or gender identity groups, religious affiliation, and people with disabilities in a variety of roles?

109 responses



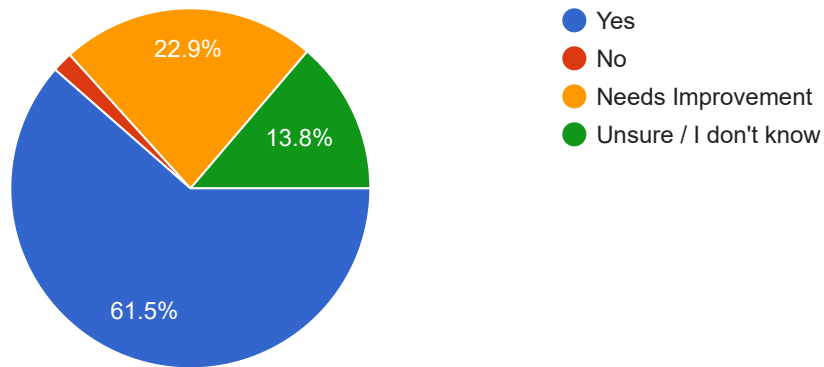
Have you experienced interactions with school staff that convey a respect of people regardless of race, ethnicity, language, gender or gender identity, religious affiliation, disability, age, or socioeconomic status?

109 responses



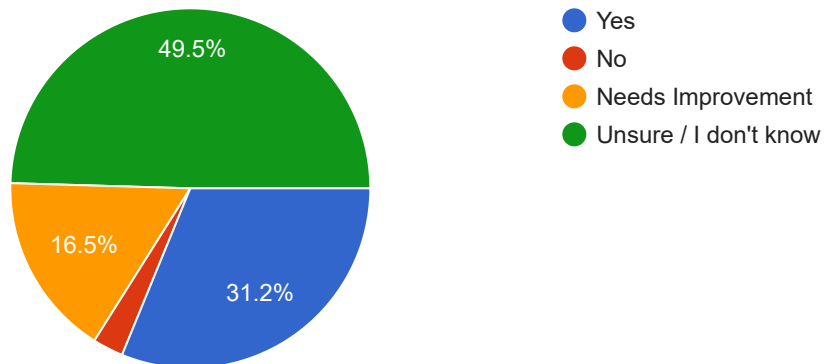
Does the interaction of school staff with each other, students, and parents, convey a respect of people regardless of race, ethnicity, language, gender or gender identity, disability, age, religious affiliation, or socioeconomic status?

109 responses



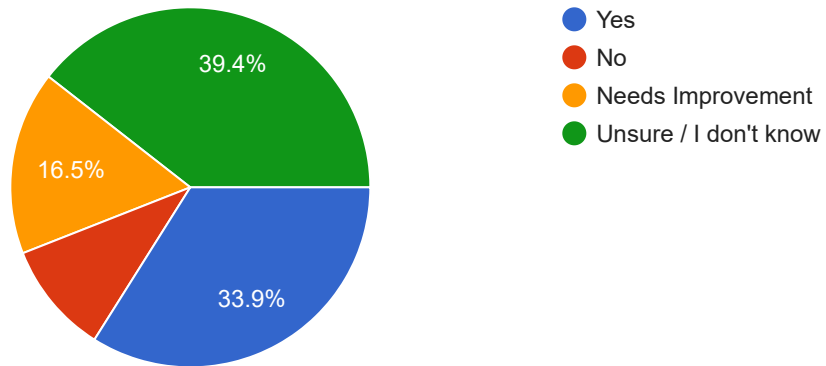
Are special efforts made to achieve classroom integration when students self-segregate in the classroom (e.g. teams for contests, groups for instruction, or other forms of classroom organization)?

109 responses



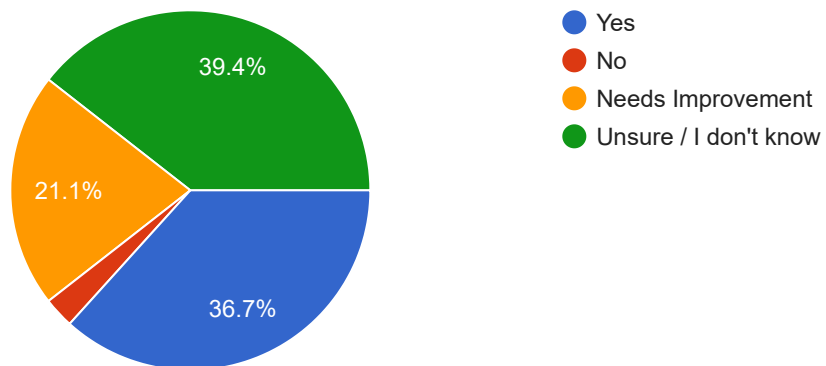
Is the code of student conduct applied fairly and equitably to all students?

109 responses



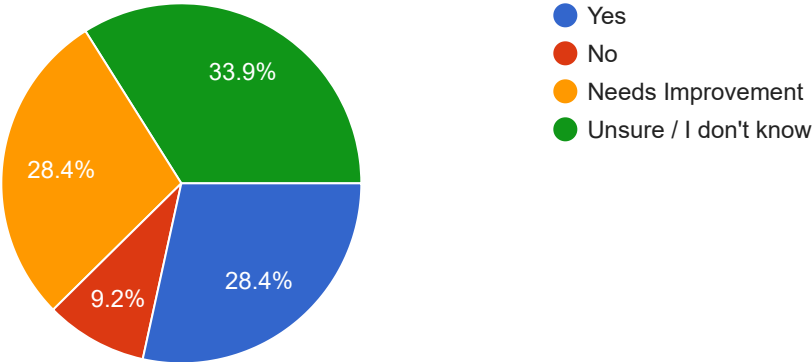
Do school assemblies, special programs, and speakers reflect the diverse nature of the school and larger community?

109 responses



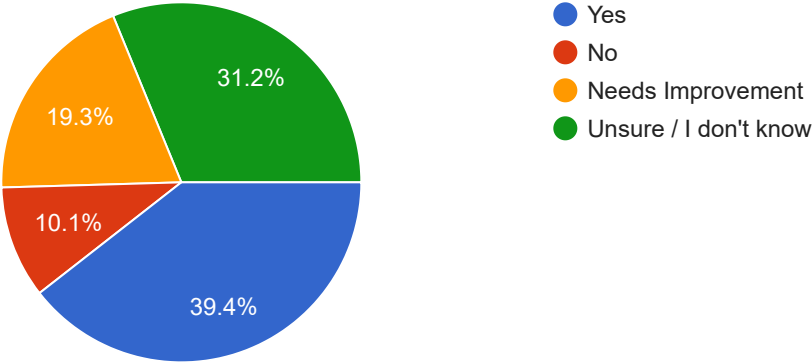
Are the people involved in planning school events and programs representative of the school community by race, ethnicity, language, gender or gender identity, disability, religious affiliation, and socioeconomic status?

109 responses



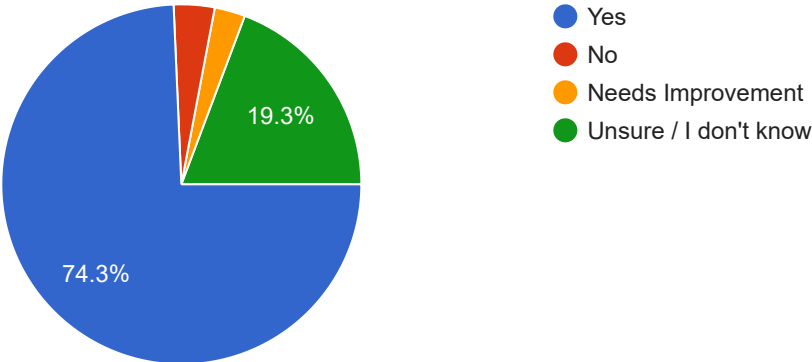
Do all segments of the school community attend and participate in school events including athletic, drama, service, PTA/PTO, etc.?

109 responses



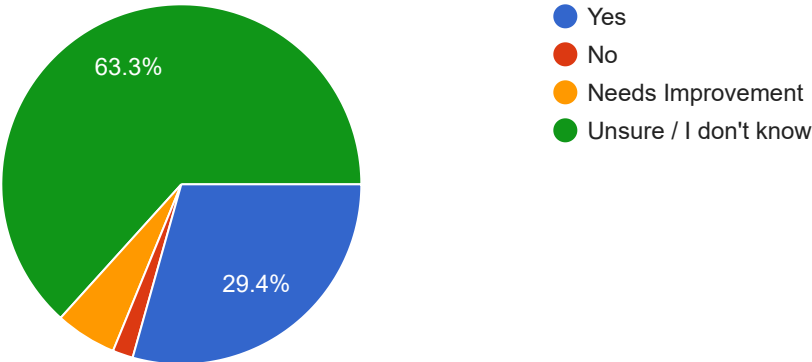
Are school emblems, mascots, team names, and other symbols free from racial, ethnic, language, gender or gender identity, religious affiliation, or disability bias?

109 responses



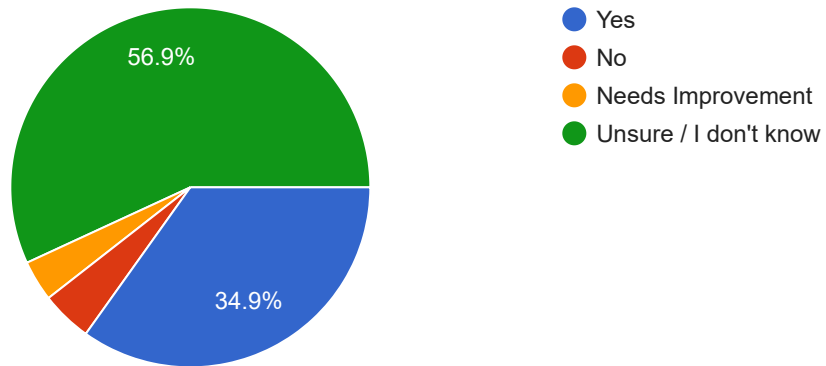
Does the library/media center have recent visual, print, and non-print materials that accurately provide information about diverse student groups in traditional and non-traditional roles?

109 responses



Are materials, notices, and other school communication available in multiple languages, Braille, or audio versions as required?

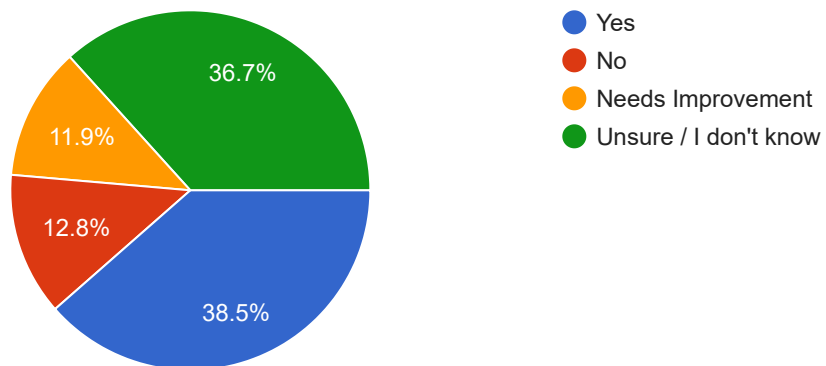
109 responses



D. Staff

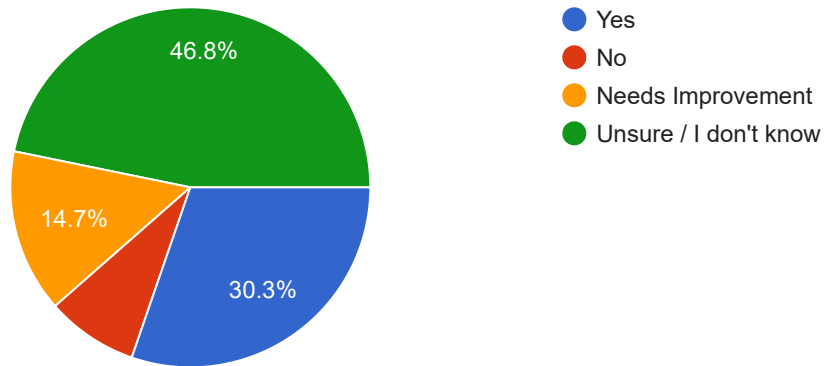
Are students talked to in the same manner and held to consistent standards of behavior?

109 responses



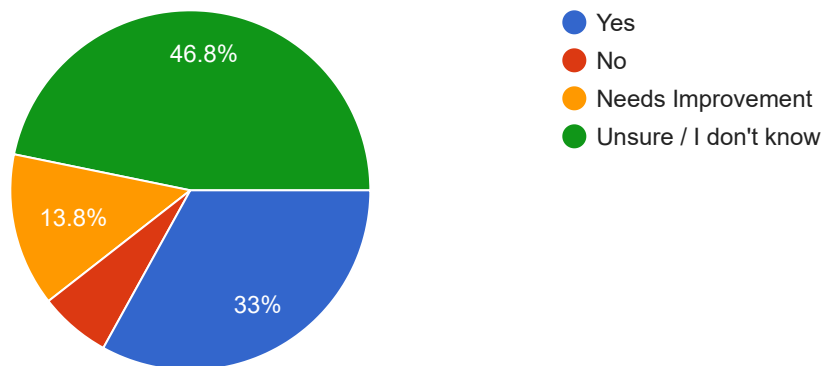
Are discipline infractions and praise distributed equitably in the classroom?

109 responses



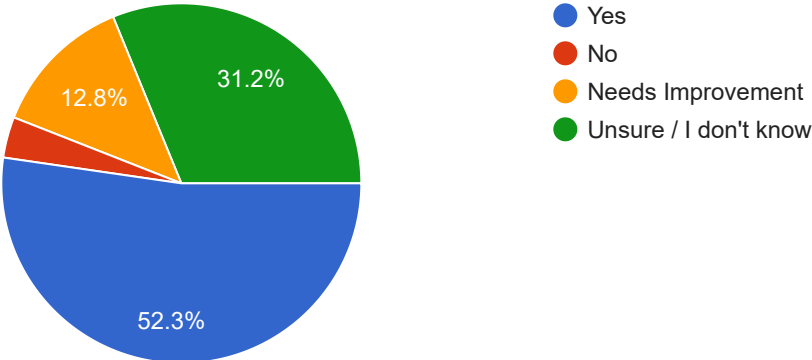
Are discipline infractions and praise distributed equitably when raised?

109 responses



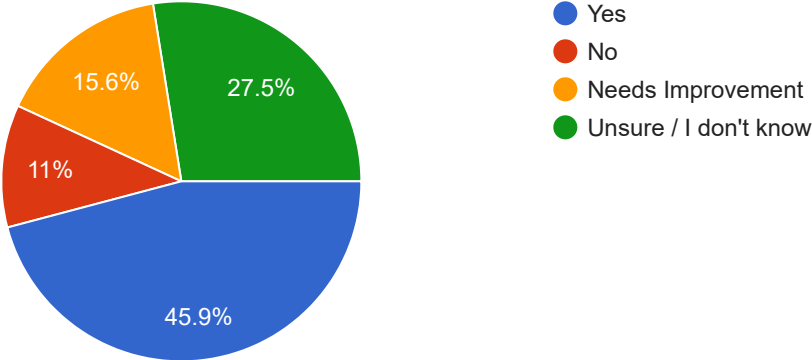
Are students given access to resources, facilities, and academic placement dependent on individual talent, skill and interest?

109 responses



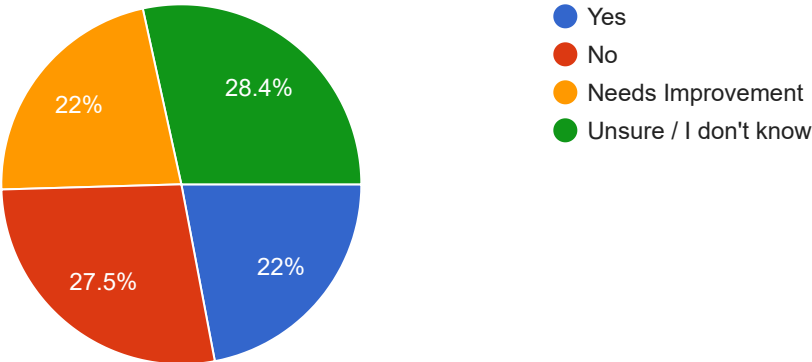
Are acceptable standards for students' behavior, language, and dress non-discriminatory?

109 responses



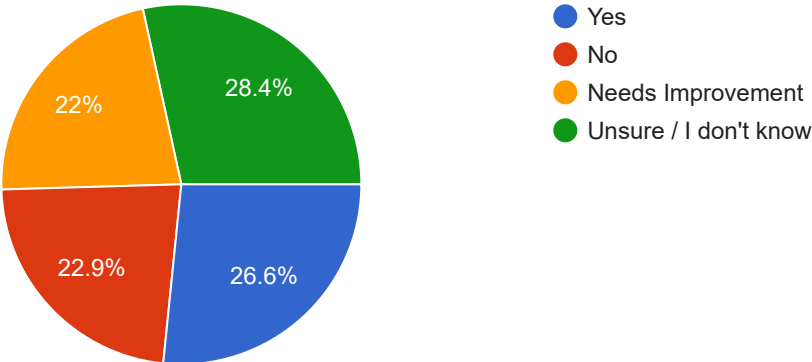
Is the composition of the school staff representative of the racial/ethnic/gender/disability composition of the student body and larger school community?

109 responses



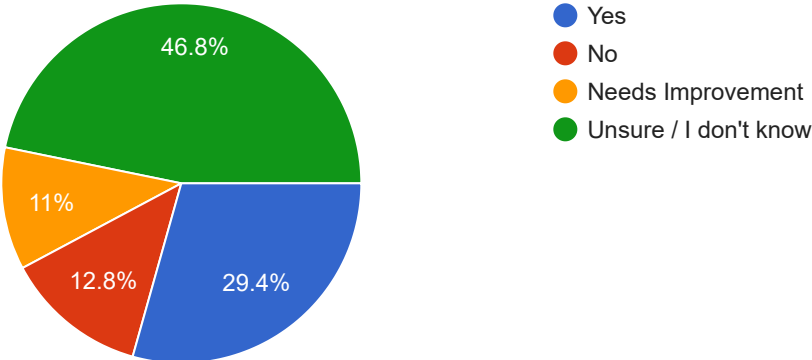
Are staff members of different genders, races, ethnic backgrounds, or disabilities distributed equitably across various job classifications from administration to noncertified positions?

109 responses



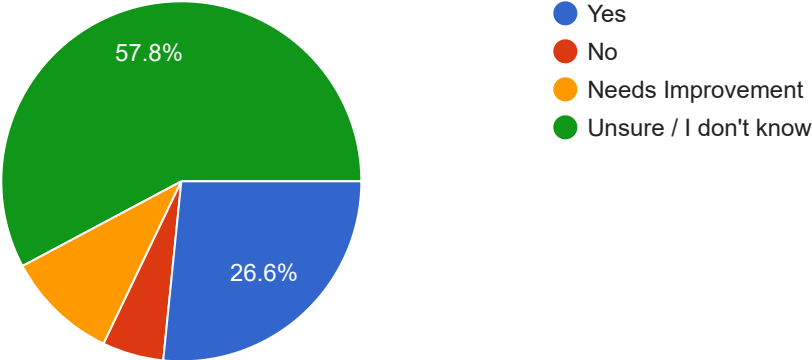
Are all staff members familiar with the varied demographic groups and neighborhoods in the school?

109 responses



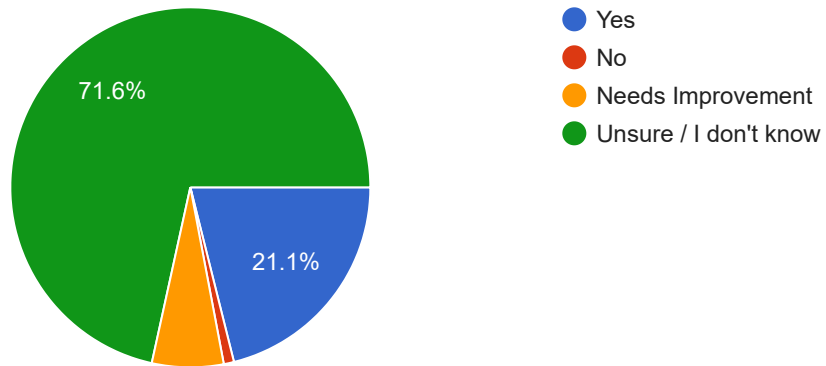
Do staff members communicate well and on a regular basis with staff members from other ethnic, racial, language, gender or disability groups?

109 responses



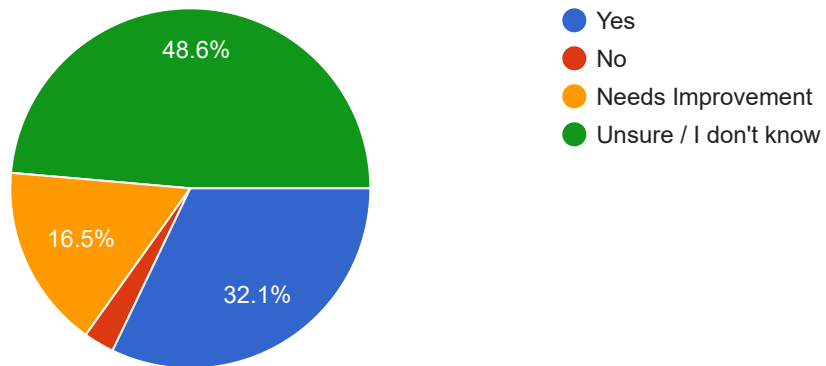
Have all staff members received in-service training to recognize strategies for countering bias?

109 responses



Are members of the instructional staff able to utilize personalized instructional methods to meet diverse student needs and learning preferences?

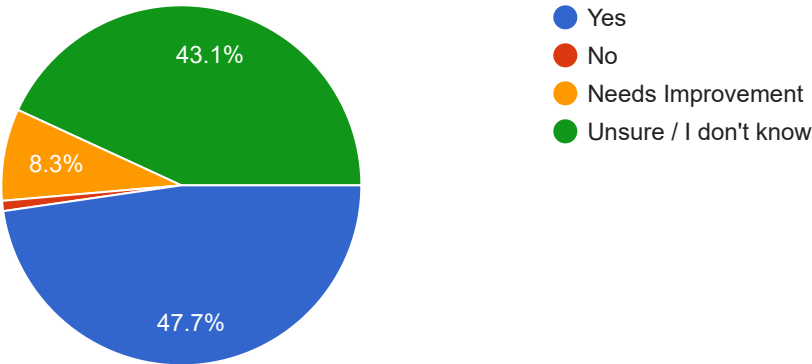
109 responses



E. Assessment / Placement

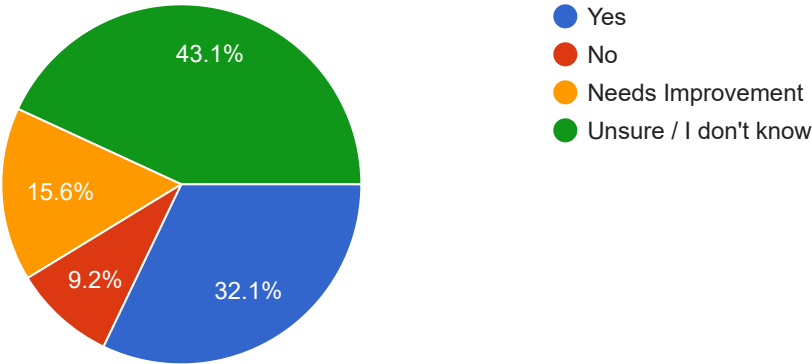
Are assessment procedures available which accommodate English Learners and students with disabilities?

109 responses



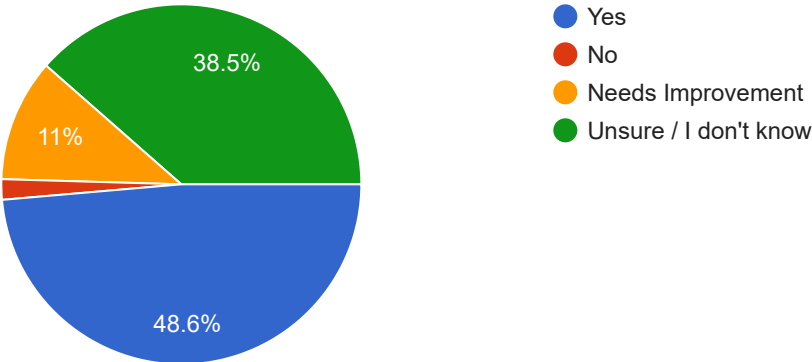
Are all levels of classes, including special education, vocational education, gifted education programs, and advanced courses comprised of students who proportionately reflect the diversity within the overall student population?

109 responses



Is guidance and counseling provided to encourage all students to take higher level courses, particularly in the critical filter areas of Honors and AP courses?

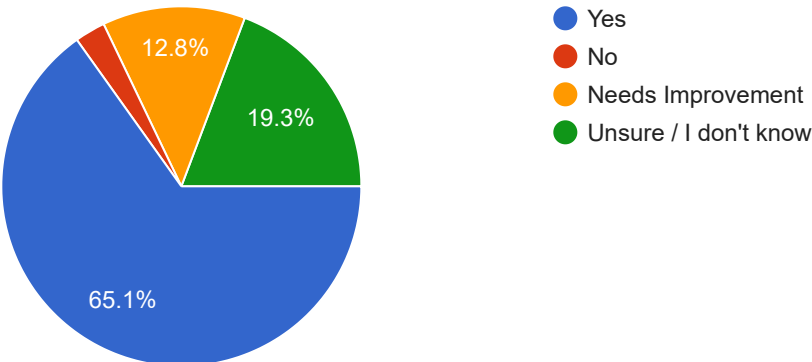
109 responses



F. Standards and Curriculum Development

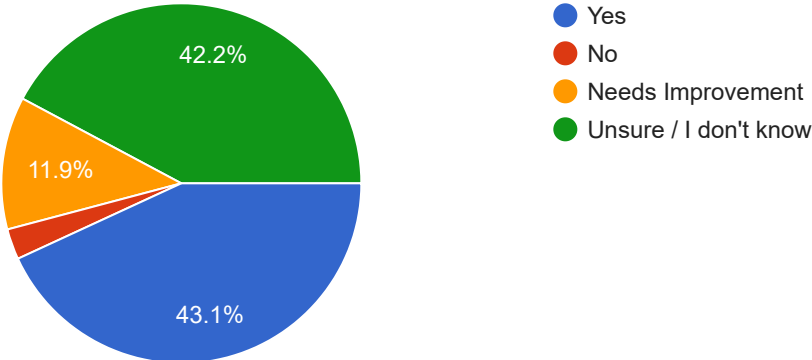
Are students held to fair academic standards?

109 responses



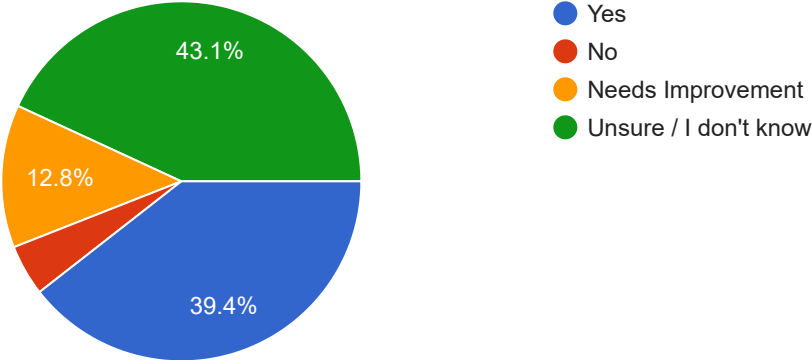
Are the policy and instructional modifications put in place when students are unable to meet the standards?

109 responses



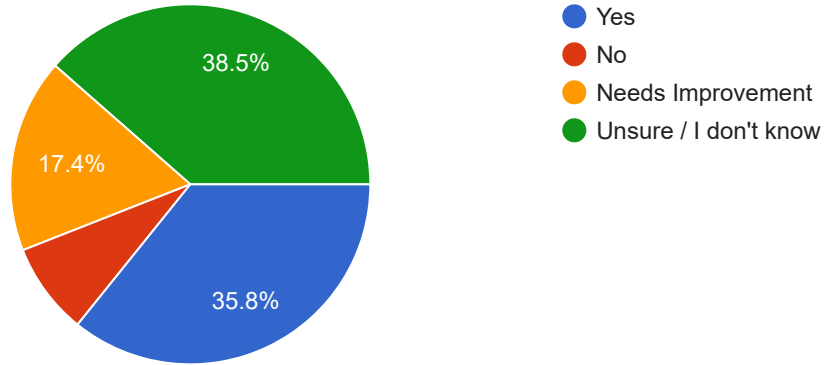
Does the curriculum utilize print and non-print materials that represent diverse groups?

109 responses



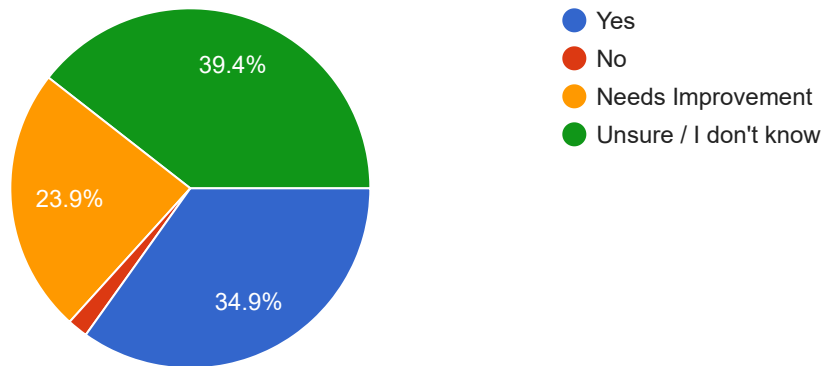
Do recommended textbooks and other instructional materials reflect, as much as possible, the experiences and perspectives of diversity among racial, ethnic, language, religious and gender groups?

109 responses



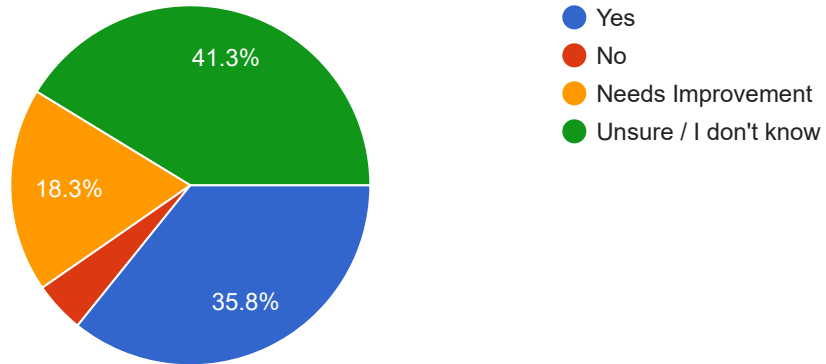
Are the teachers' classroom activities and examples culturally responsive according to race, ethnicity, language, gender or gender identity, religion, and disability?

109 responses



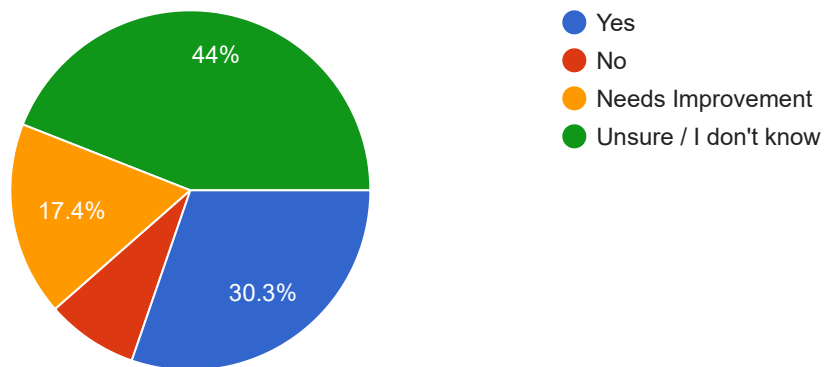
Does the teacher use classroom lessons to increase awareness and counter the past effects of bias and discrimination?

109 responses



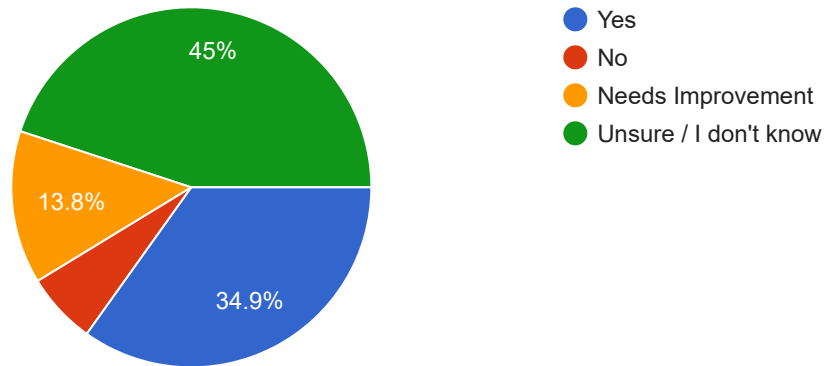
Do the cirrucula infuse culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?

109 responses



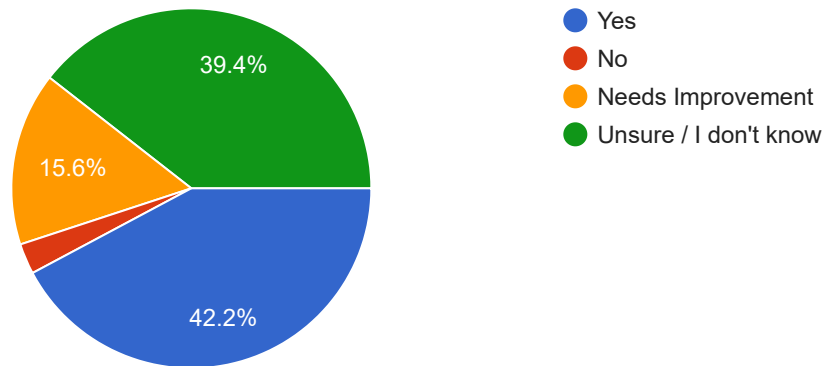
Are people with disabilities shown in the curriculum actively interacting with both people with and without disabilities?

109 responses



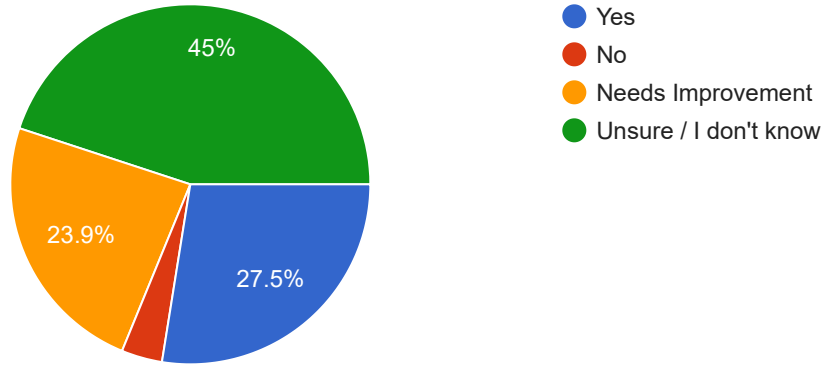
Is language used which does not stereotype people or groups?

109 responses



Does the curriculum suggest ways to examine the perspectives and contributions of people of color and women in every subject area, especially in Mathematics, Science, Social Studies, History, and English?

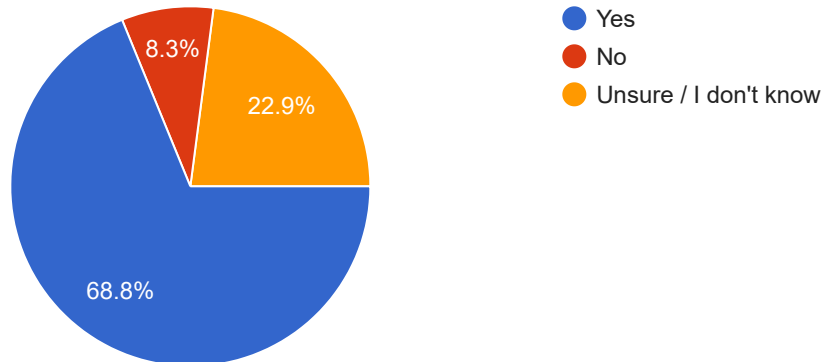
109 responses



G. Bullying / Discrimination / Sexual Harassment / Sexual Assault

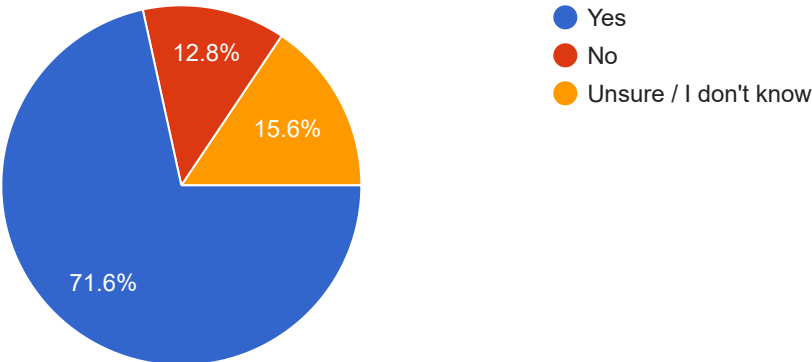
If my child were discriminated against or sexually harassed at school, she/he/they would tell someone.

109 responses



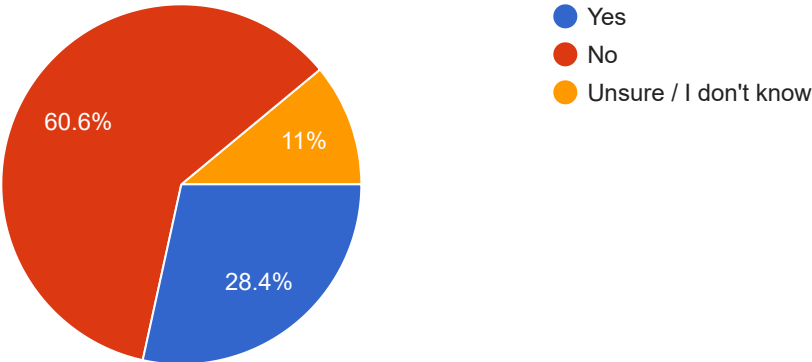
My child is treated fairly because of who she/he/they is (e.g. race, gender, language, disability, religious affiliation, sexual orientation, etc.).

109 responses



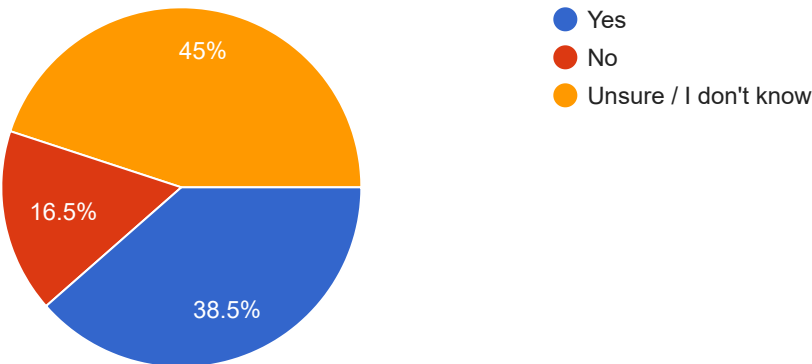
My child has been physically, verbally or cyber bullied at school.

109 responses



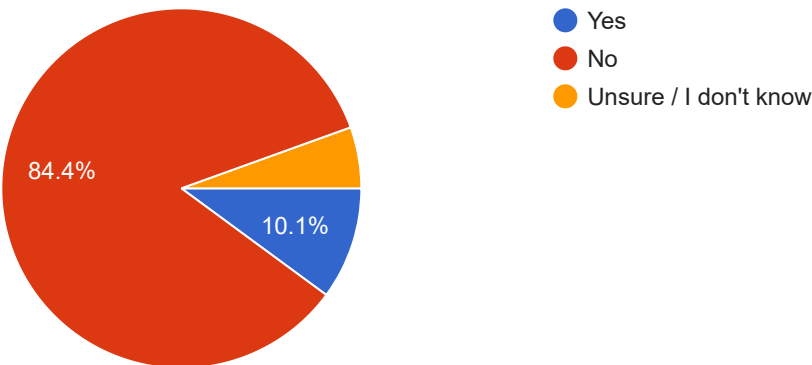
The adults at my child's school are able to stop physical, verbal or cyber bullying behavior among students at school.

109 responses



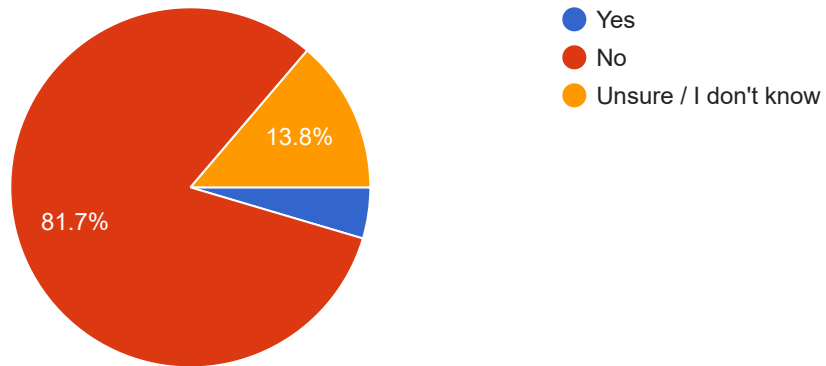
My child has been the target of racial jokes, negative racial comments, or has been excluded by others at school because of her/his race etc.

109 responses



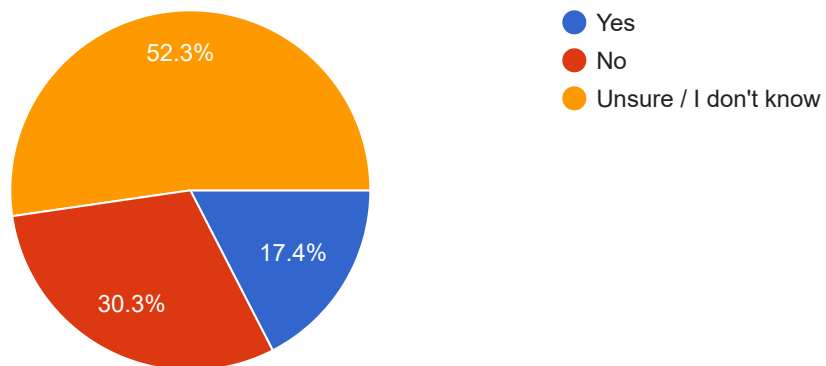
My child has been sexually harassed at school by another student.

109 responses



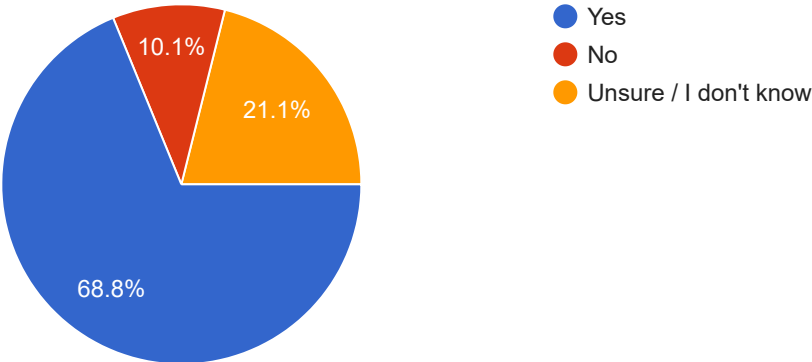
Students at this school send sexually explicit photos, texts, videos, Facebook comments, etc.

109 responses



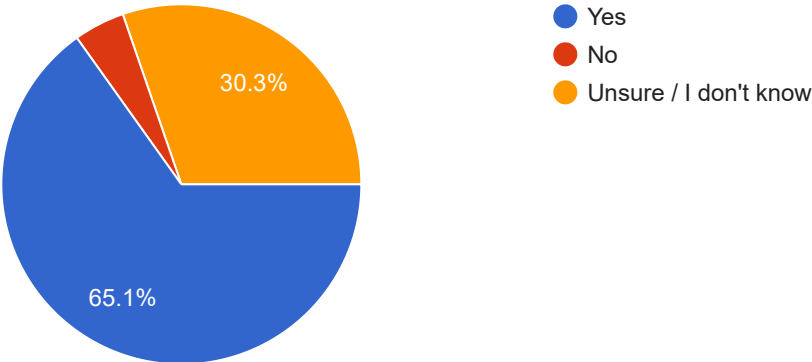
I know that there is an adult in my school community that my child can talk to about discrimination or harassment if she/he witnesses it or experiences it.

109 responses



Teachers or other adults at this school will take action to stop discrimination or harassment once they know about it.

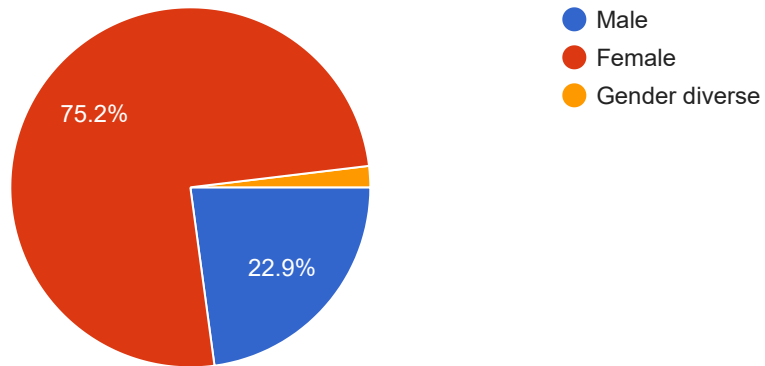
109 responses



H. Background Information

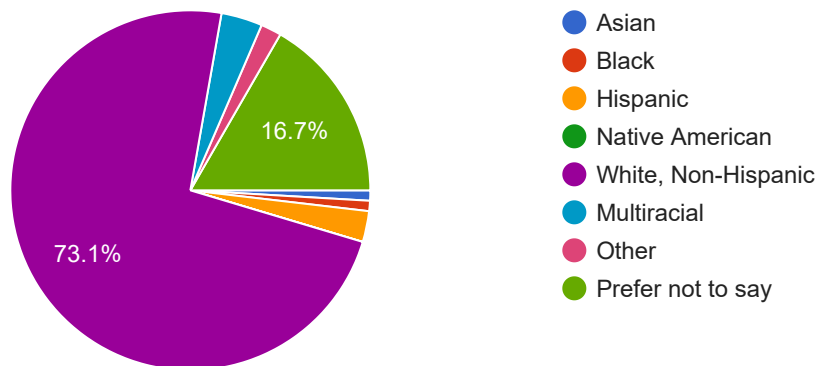
What is your gender?

105 responses



What is your ethnic background?

108 responses



What is your primary language?

107 responses

