

Criteria for an Equitable School - Equity Audit - Student (Administered June 2021)

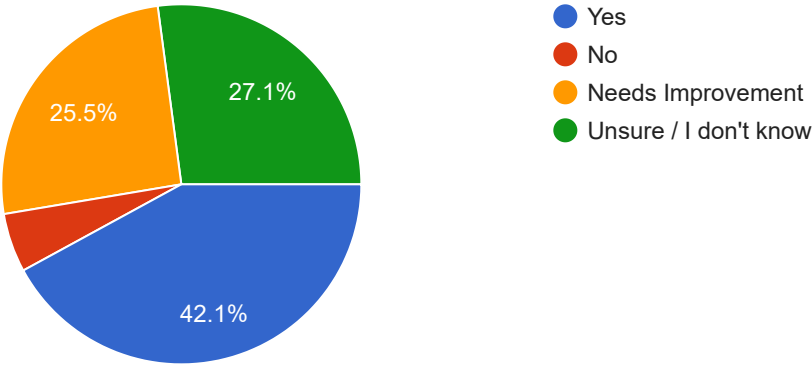
325 responses

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A. School Organization / Administration

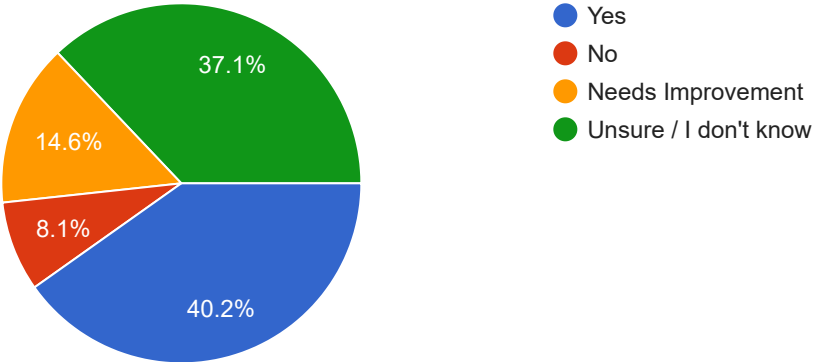
Are school administrator(s) able to identify equity issues, and trained to provide leadership in developing alternative strategies to achieve excellence and equity among students?

321 responses



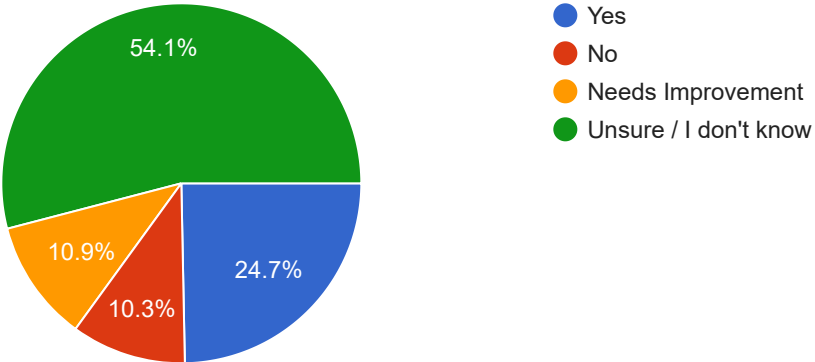
Does a team or advisory committee coordinate school improvement and assure equity compliance in school functions?

321 responses



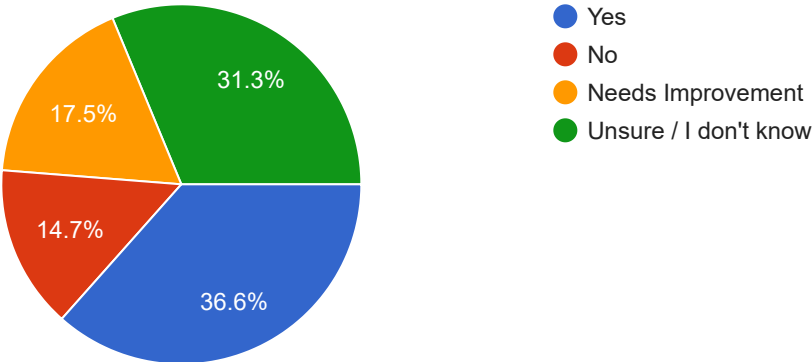
Have interpreters been identified for the varied languages present in the school community?

320 responses



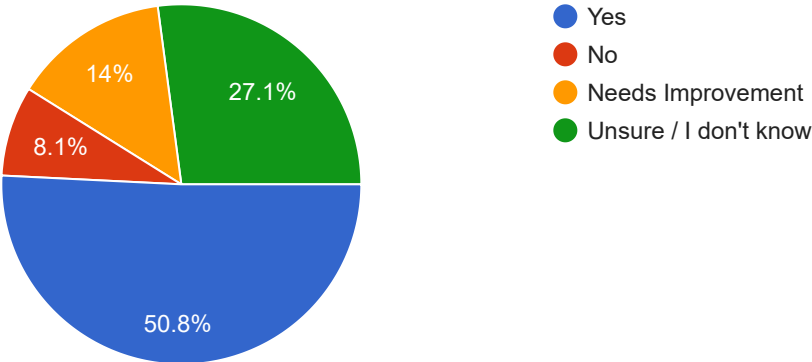
Do special education, gifted education, and advanced courses have proportionate representation of racial or ethnic groups, language or gender identity?

320 responses



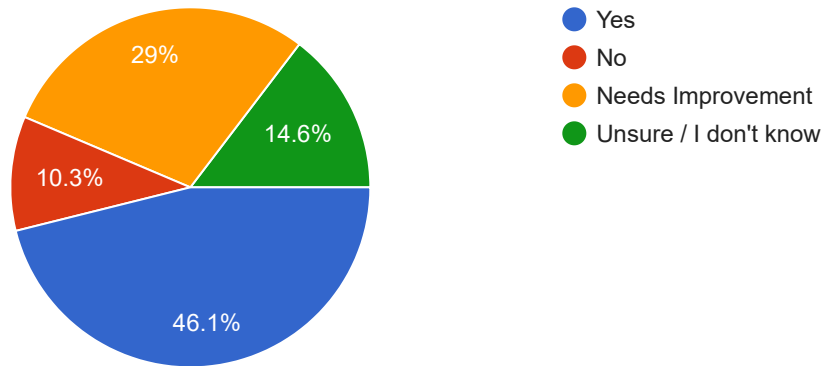
Are the parents, community members, and business people involved in school planning, support, and governance, representative of the school community?

321 responses



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

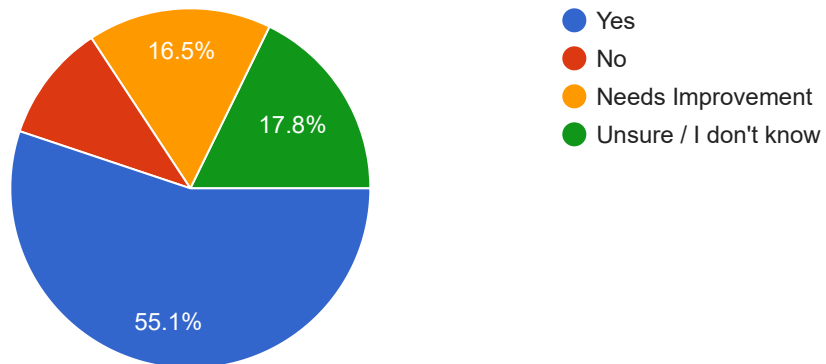
321 responses



B. School Climate / Environment

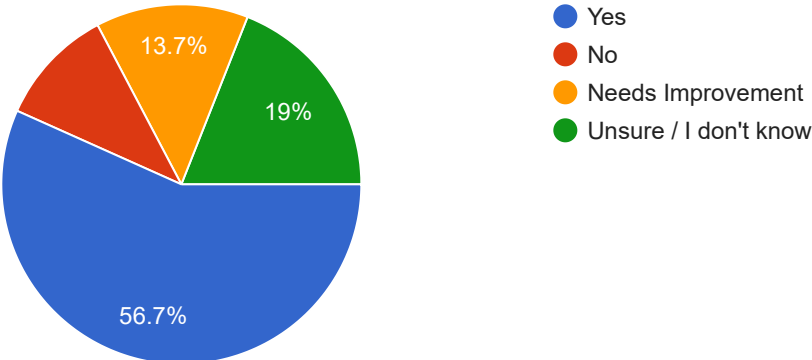
Do bulletin boards, displays, hall decorations, classrooms, and offices show diverse students of varied racial, ethnic, language, gender or gender identity groups, religious affiliation, and people with disabilities in a variety of roles?

321 responses



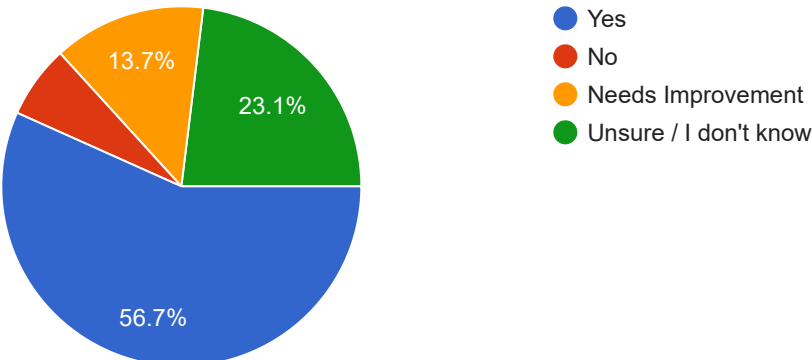
Have you experienced interactions with school staff that convey a respect of people regardless of race, ethnicity, language, gender or gender identity, religious affiliation, disability, age, or socioeconomic status?

321 responses



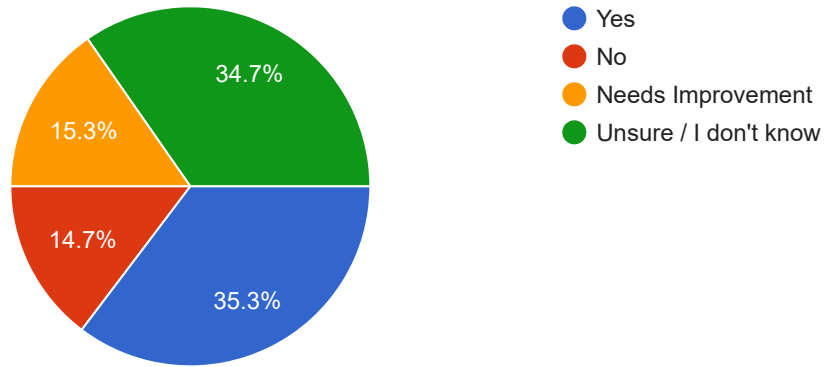
Does the interaction of school staff with each other, students, and parents, convey a respect of people regardless of race, ethnicity, language, gender or gender identity, disability, age, religious affiliation, or socioeconomic status?

321 responses



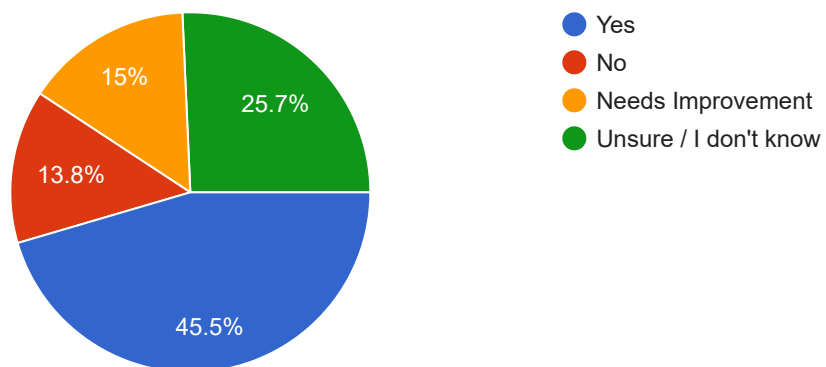
Are special efforts made to achieve classroom integration when students self-segregate in the classroom (e.g. teams for contests, groups for instruction, or other forms of classroom organization)?

320 responses



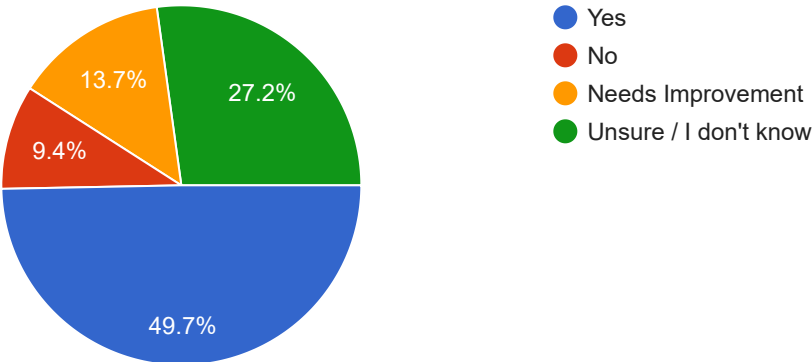
Is the code of student conduct applied fairly and equitably to all students?

319 responses



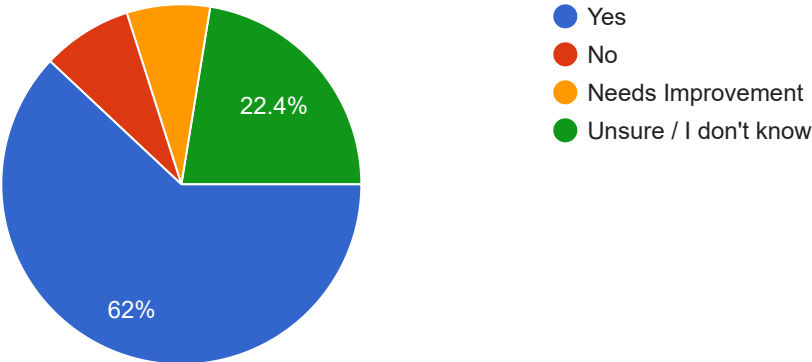
Do school assemblies, special programs, and speakers reflect the diverse nature of the school and larger community?

320 responses



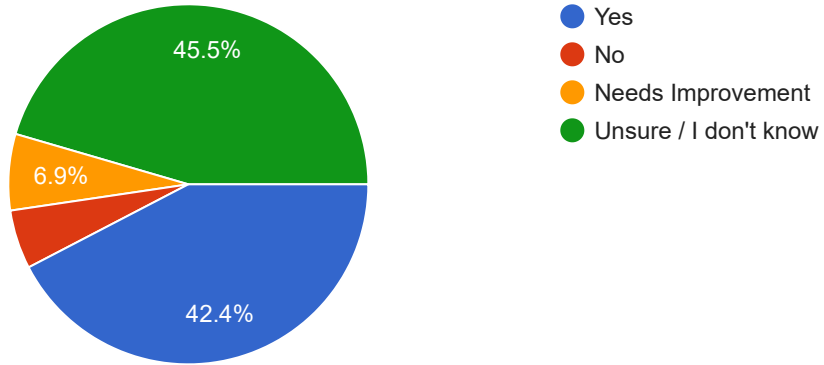
Are school emblems, mascots, team names, and other symbols free from racial, ethnic, language, gender or gender identity, religious affiliation, or disability bias?

321 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?

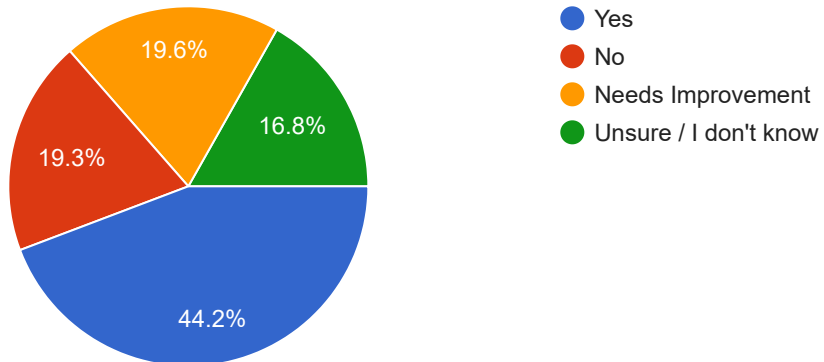
321 responses



C. Staff

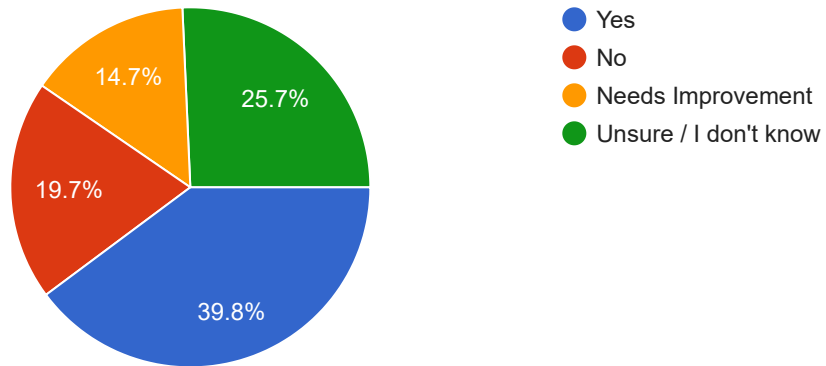
Are students talked to in the same manner and held to consistent standards of behavior?

321 responses



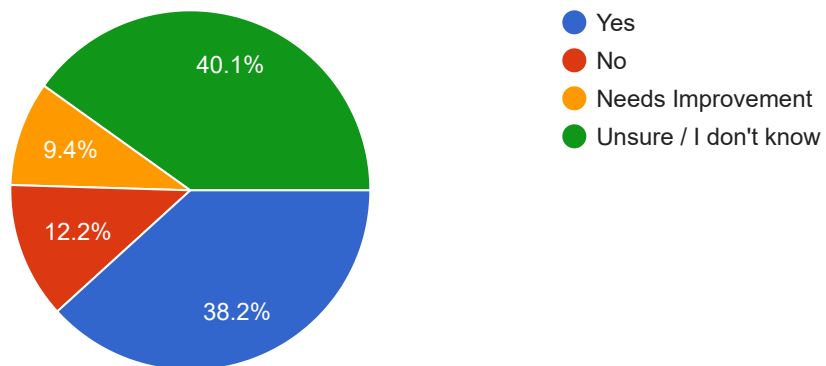
Are discipline infractions and praise distributed equitably in the classroom?

319 responses



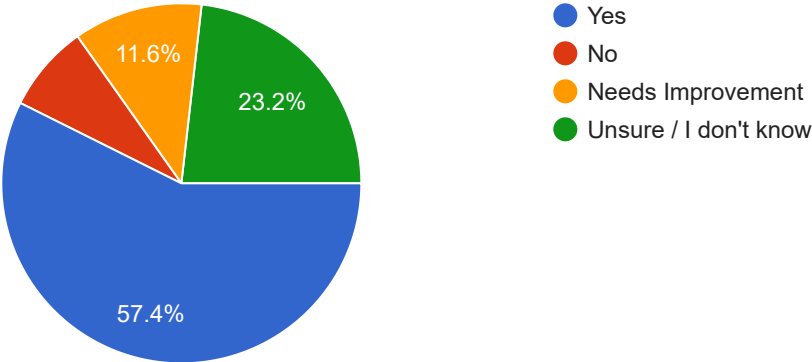
Are discipline infractions and praise distributed equitably when raised?

319 responses



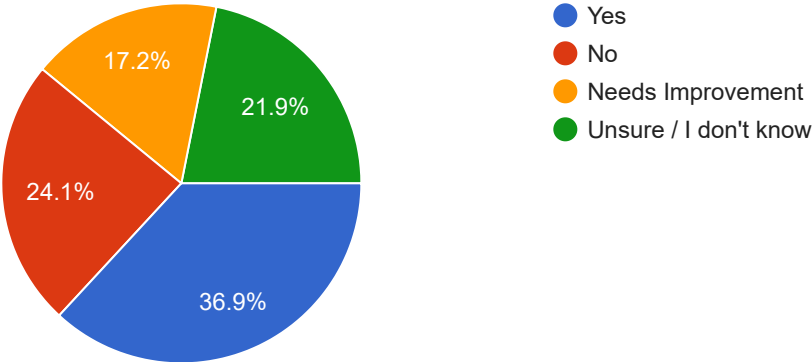
Are students given access to resources, facilities, and academic placement dependent on individual talent, skill and interest?

319 responses



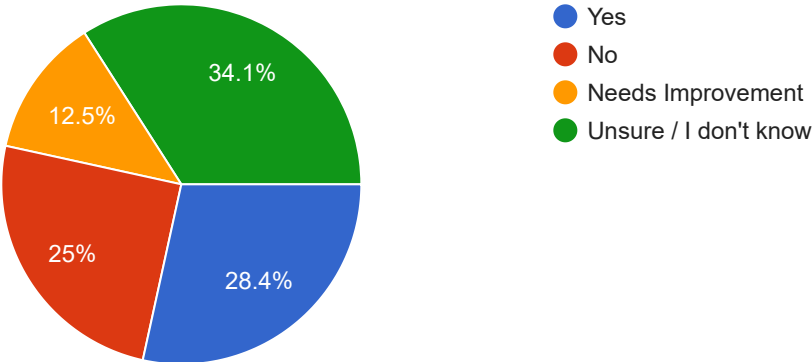
Are acceptable standards for students' behavior, language, and dress non-discriminatory?

320 responses



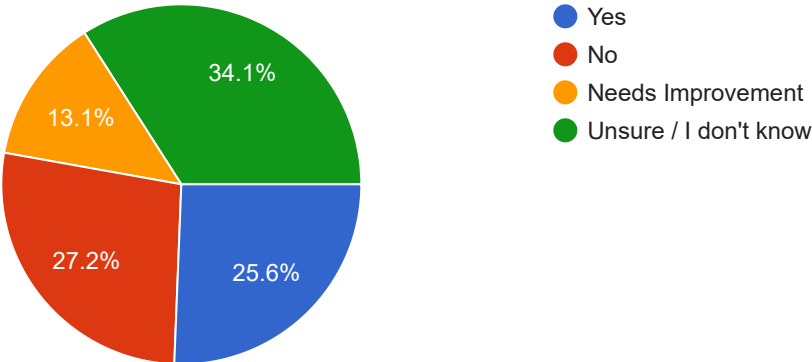
Is the composition of the school staff representative of the racial/ethnic/gender/disability composition of the student body and larger school community?

320 responses



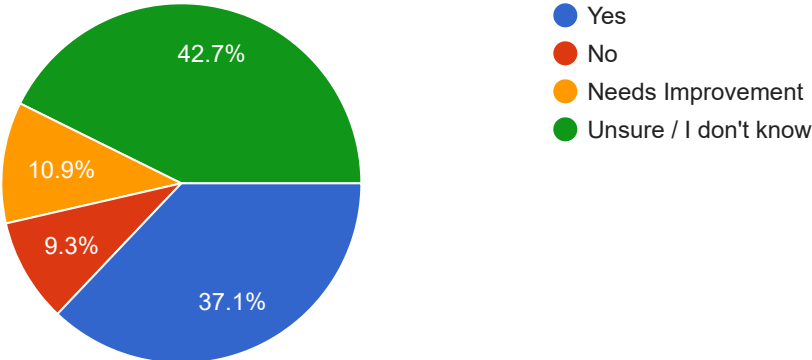
Are staff members of different genders, races, ethnic backgrounds, or disabilities distributed equitably across various job classifications from administration to noncertified positions?

320 responses



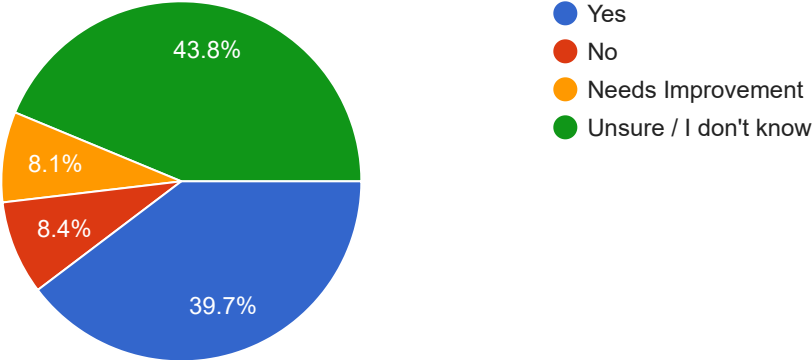
Are all staff members familiar with the varied demographic groups and neighborhoods in the school?

321 responses



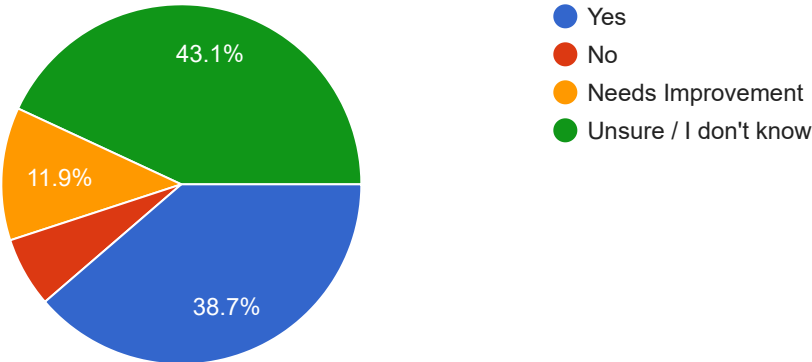
Do staff members communicate well and on a regular basis with staff members from other ethnic, racial, language, gender or disability groups?

320 responses



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

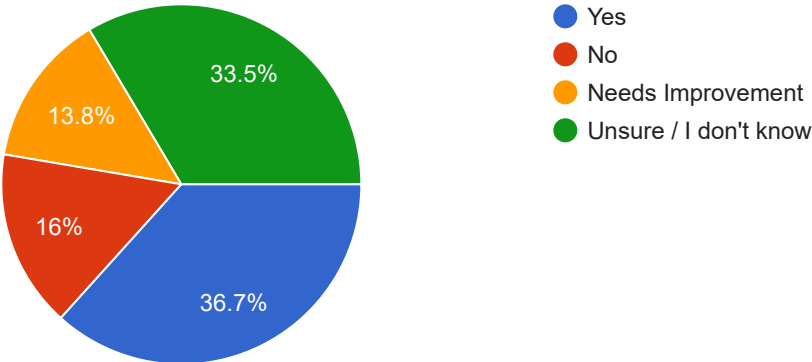
318 responses



D. Assessment / Placement

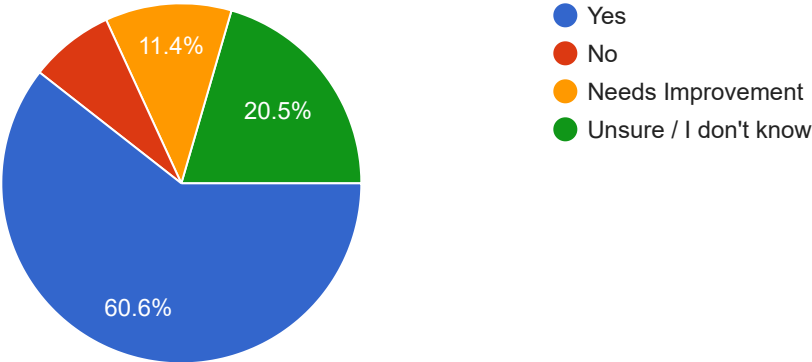
Are all levels of classes, including special education, vocational education, gifted education programs, and advanced courses comprised of students who proportionately reflect the diversity within the overall student population?

319 responses



Do you feel supported and encouraged to take higher level courses, particularly in the areas of Honors and AP courses?

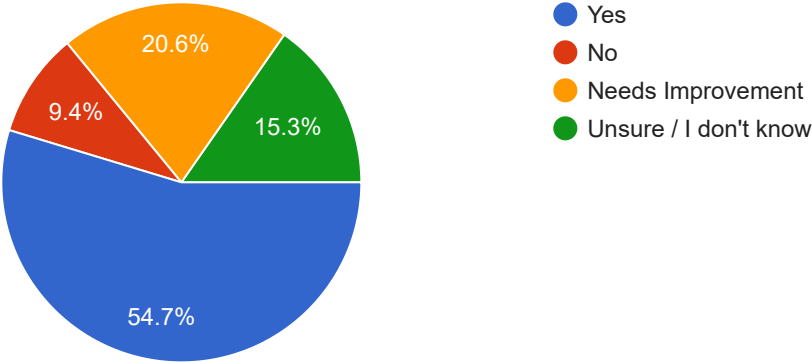
317 responses



E. Standards and Curriculum Development

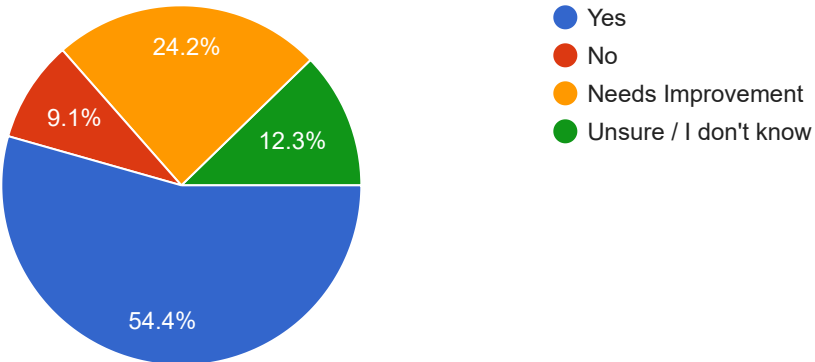
Are students held to fair academic standards?

320 responses



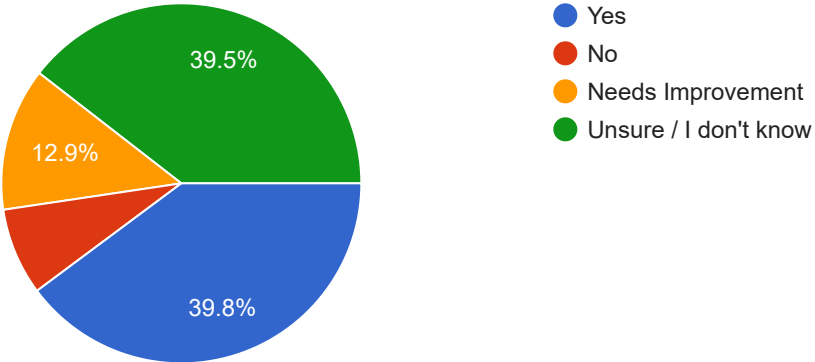
When you are struggling academically in a class, do you feel teachers work to provide you with instructional support and interventions?

318 responses



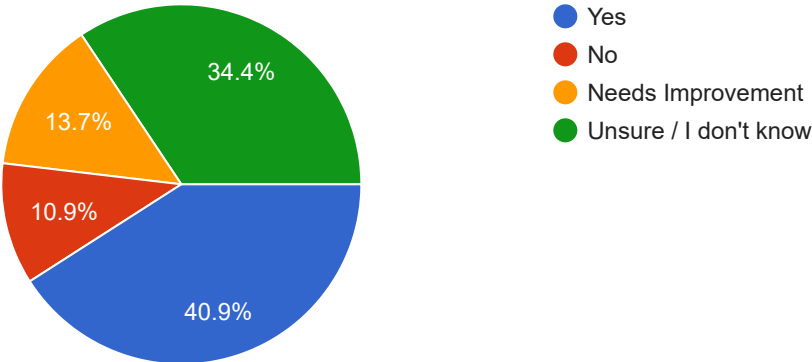
Does the curriculum utilize print and non-print materials that represent diverse groups?

319 responses



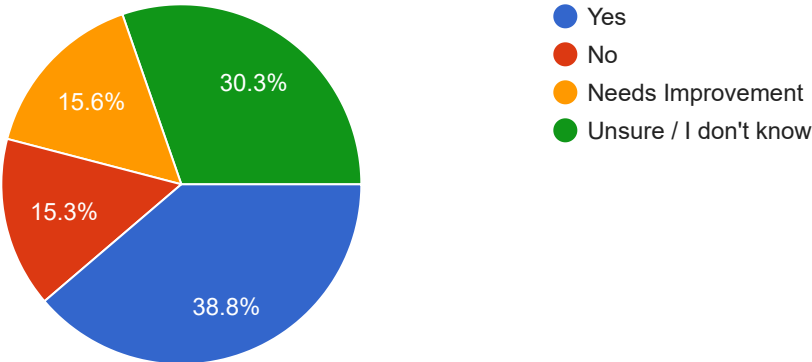
Are the teachers' classroom activities and examples culturally responsive according to race, ethnicity, language, gender or gender identity, religion, and disability?

320 responses



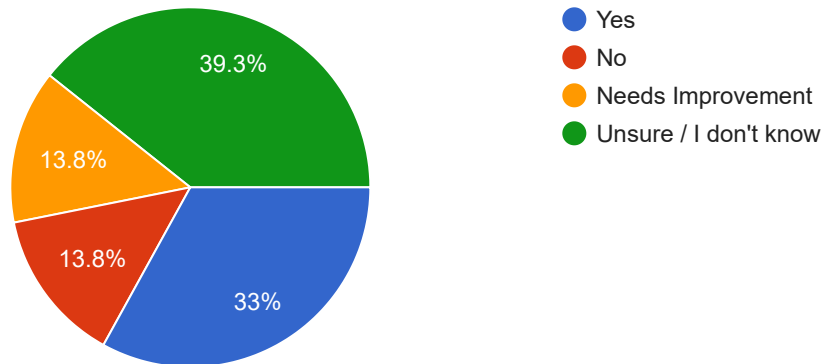
Does the teacher use classroom lessons to increase awareness and counter the past effects of bias and discrimination?

320 responses



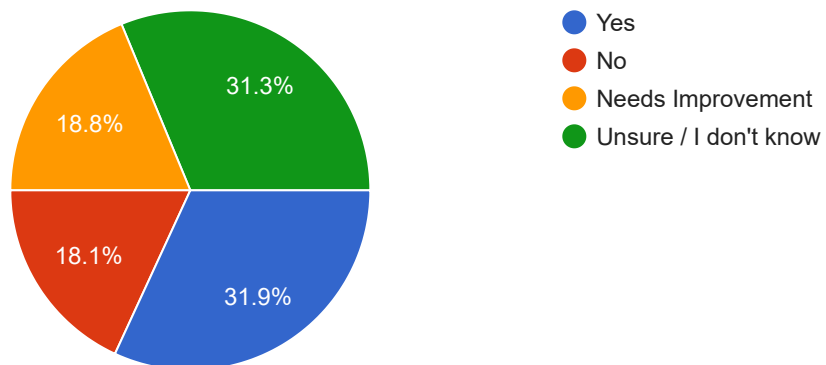
Do the curricula infuse culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?

318 responses



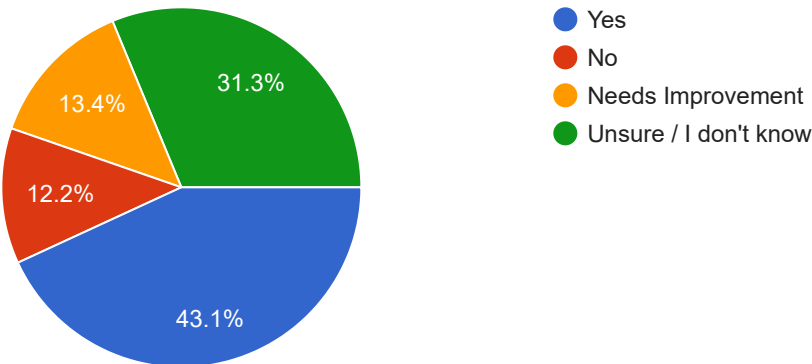
Are people with disabilities shown in the curriculum actively interacting with both people with and without disabilities?

320 responses



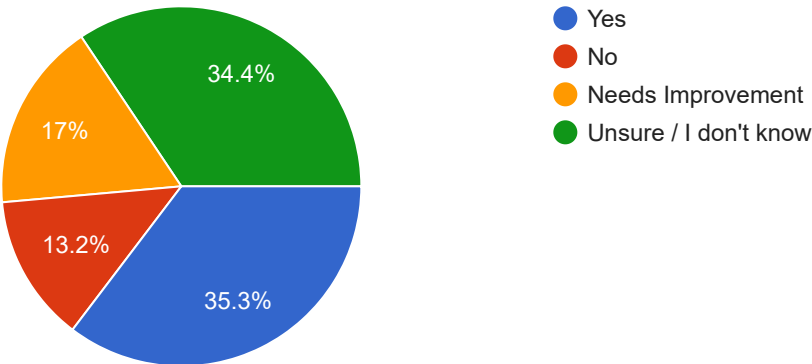
Is language used in your classrooms which does not stereotype people or groups?

320 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?

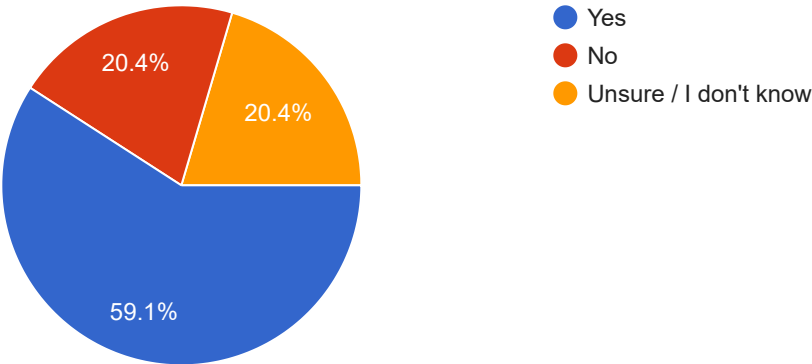
317 responses



F. Bullying / Discrimination / Sexual Harassment / Sexual Assault

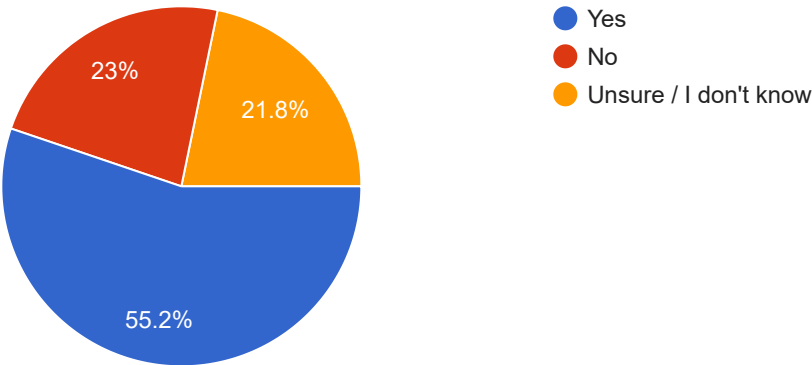
If you were discriminated against or sexually harassed at school, would you tell someone?

318 responses



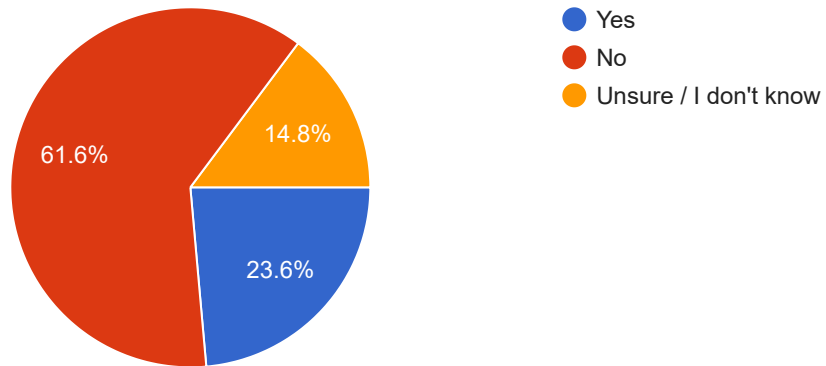
Do you feel that you are treated fairly because of who you are (e.g. race, gender, language, disability, religious affiliation, sexual orientation, etc.)?

317 responses



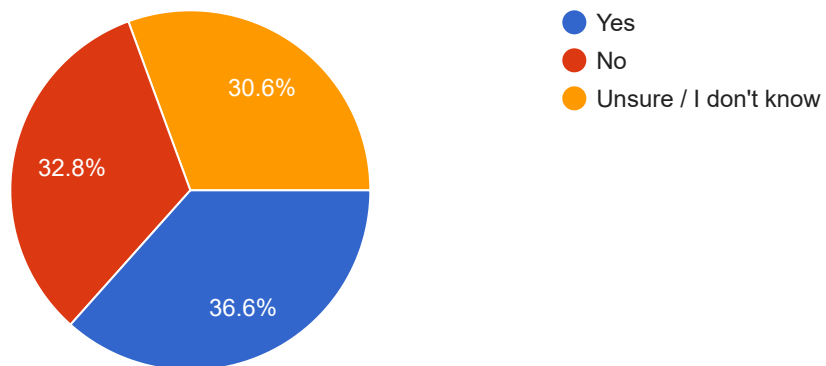
Have you been physically, verbally or cyber bullied at school?

318 responses



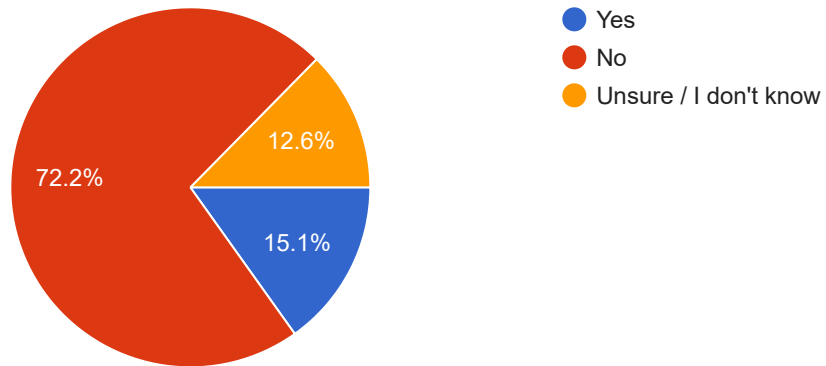
The adults at my school are able to stop physical, verbal or cyber bullying behavior among students at school.

317 responses



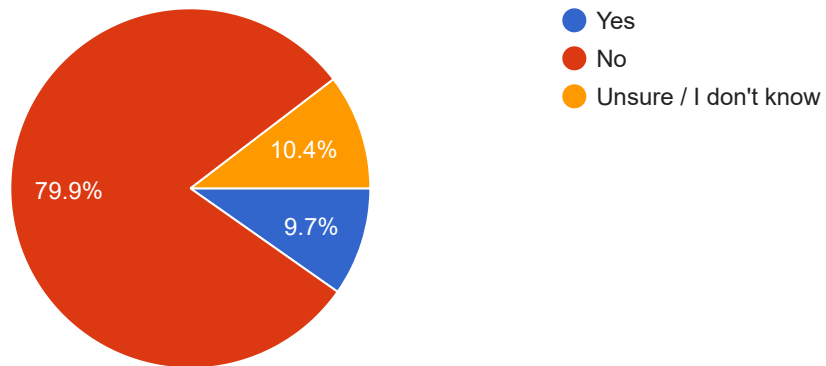
I have been the target of racial jokes, negative racial comments, or have been excluded by others at school because of my race etc.

317 responses



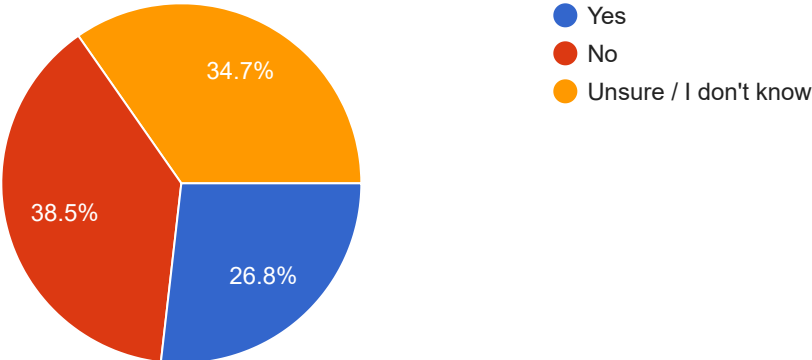
I have been sexually harassed at school by another student.

318 responses



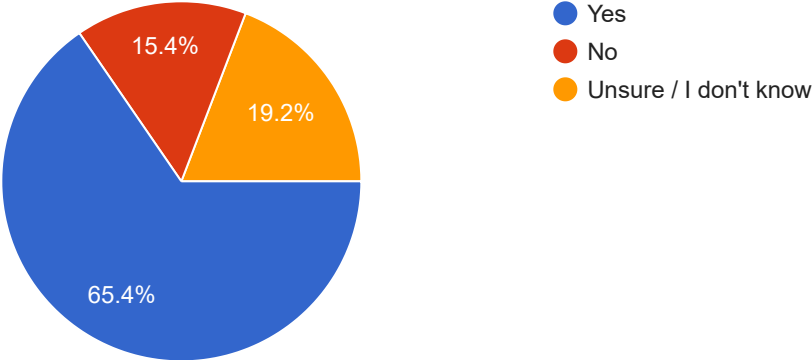
Students at this school send sexually explicit photos, texts, videos, Facebook comments, etc.

317 responses



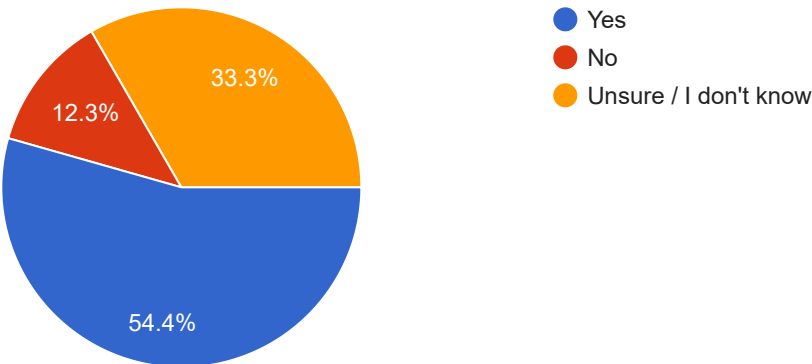
I know that there is an adult in my school community that I can talk to about discrimination or harassment if I witness it or experience it.

318 responses



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

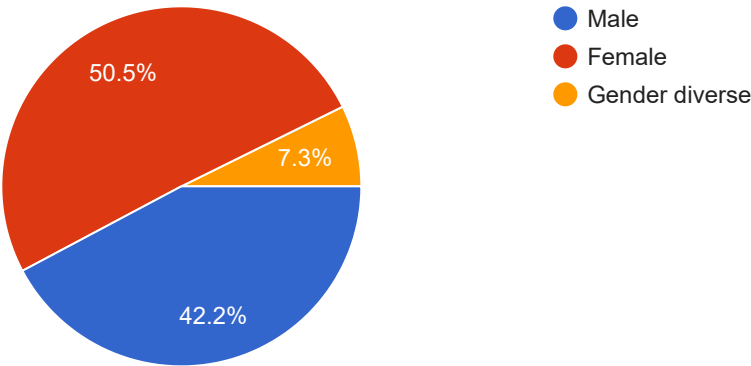
318 responses



G. Background Information

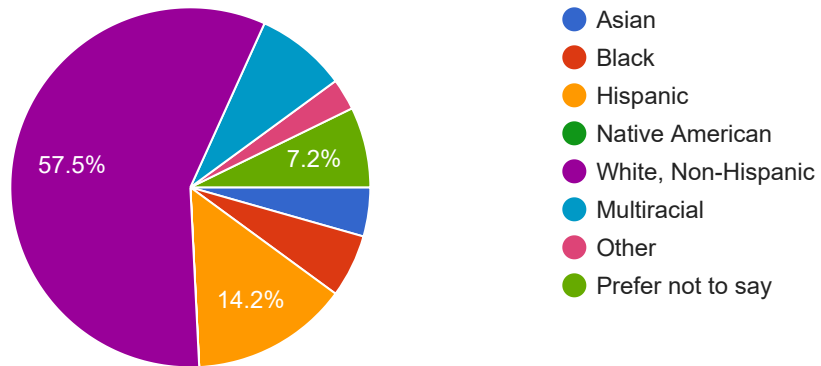
What is your gender?

315 responses



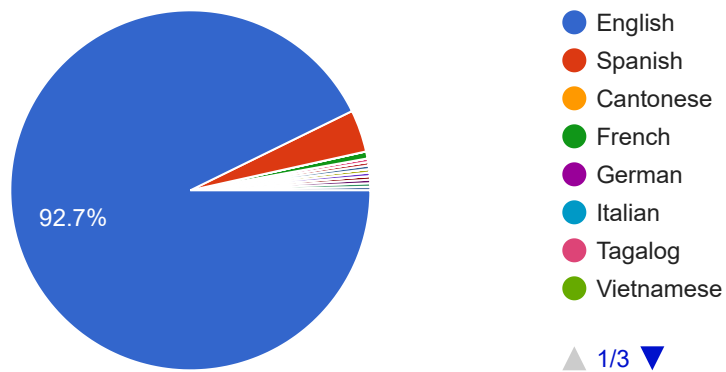
What is your ethnic background?

318 responses



What is your primary language?

317 responses



Optional: Additional Comments