

## **School Employees School Climate Survey**

Below are the types of questions that may be included in a School Climate Survey and administered to *school employees*. In accordance with Connecticut Law, each school is required to administer a school climate survey biennially.<sup>1</sup>

School Climate Committee's may reference the following research and evidence-based resources in the development of their School Climate Survey:

1. <https://safesupportivelearning.ed.gov/edscls>
2. <https://schoolclimate.org/csci-report/>

School Climate Surveys are only one of the ways to measure the quality of a school's climate and should be used in concert with other qualitative and quantitative data.

**Below you will find sample School Climate Survey question.** Note that selecting individual questions without developing survey constructs that are research based and tested is not good practice. Work with your Connecticut State Department of Education liaison to explore options on personalizing your surveys.

### **DEMOGRAPHICS QUESTIONS (usually appear first allowing students to self-identify)**

What is your gender or gender identity? Female , Male , Other,  I prefer not to answer

What is your ethnicity? Hispanic or Latino/a/e , Not Hispanic or Latino/a/e , I prefer not to answer

What is your race? American Indian or Alaskan Native , Asian , Black or African American , Native American or Pacific Islander , White , I prefer not to answer

For the remaining survey questions, the respondent would answer the question by indicating their degree of agreement. (very much, somewhat, very little, not at all)

### **SAMPLE SURVEY QUESTIONS**

**All students are treated fairly with respect to their ancestry, disability, ethnicity, gender identity, race, religion, and sexual orientation...**

**All students are treated fairly/equitably, regardless of whether their parents/guardians are rich or poor...**

**The school prioritizes that students value and support others regardless of their background or individuality (e.g., ancestry, disability, ethnicity, gender identity, race, religion, sexual orientation, etc.)...**

**The school provides sufficient and effective resources, professional learning and technical assistance for teaching students with Individualized Education Programs (IEPs)...**

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<sup>1</sup> [§ 53, Public Act No. 23-167](#)

**The school communicates effectively with parents/guardians and staff in a timely and ongoing basis...**

**When appropriate, I feel I am included in decision making at the school...**

**When appropriate, students are included in in decision making at the school...**

**I like being an employee at my school...**

**I feel like I belong at my school...**

**I get along with students at my school...**

**I get along with other school employees at my school...**

**I feel comfortable sharing my thoughts, feelings, worries, frustrations, etc. with my supervisor...**

**People at my school care about me as a person...**

**I feel like a valued member of my school community...**

**I can manage instances of challenging behavior in my school...**

**Students physically fight at my school...**

**I feel physically safe at my school...**

**I think that challenging behavior is a frequent problem at my school...**

**I think that inappropriate use of technology (e.g. cell phone, iPad, computer, etc.) is a frequent problem in my school...**

**I think that students at my school feel comfortable reporting challenging behavior to school employees...**

**School employees frequently focus on prevention of challenging behavior...**

**School employees always stop challenging behavior when they see it...**

**School employees are treated fairly with respect to their ancestry, disability, ethnicity, gender identity, race, religion, and sexual orientation...**

**School employees at this school feel responsible to help each other do their best...**

**The school provides materials, resources, and training necessary to support students' social and emotional well-being...**

**The school provides counseling or other services to help students with their social and emotional well-being...**

**School employees talk with students about ways to understand and manage their emotions...**

**The school places a priority on teaching students strategies to manage their stress levels and self-regulation...**

**School rules and expectations are applied fairly/equitably to all students...**

**Responses to all instances of challenging behavior are fairly and equitably applied...**

**The school effectively addresses challenging behavior...**

**School employees in my school are welcoming to new students...**

**At my school, parents/guardians are involved in school climate improvement efforts...**

**I feel my workload is and manageable...**

**I look forward to coming to work each day...**

**The school facility is clean and well maintained...**

**The school provides sufficient and effective instructional materials (e.g., textbooks, handouts) that reflect various cultural backgrounds and ethnicities...**

**The school provides sufficient and effective resources (e.g., manuals, documents, professional learning, etc.) and technical assistance to help me prevent and respond to challenging behavior...**

**School employees frequently acknowledge students for their appropriate behavior...**