

**DIVERSITY, EQUITY, AND
INCLUSION COMMITTEE
REPORT
SEPTEMBER 2021**

Randolph Township Board of Education

25 School House Road

Randolph, NJ

www.rtnj.org

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REPORT TIMELINE

Diversity and Inclusion Steering Committee Formed – June 2020

The Diversity and Inclusion Steering Committee (DISC) comprised four elected officials from the Board of Education, three elected officials from the Township Council, and four members of the Morris County Human Relations Commission.

DISC's mission:

To work towards the goal of eliminating acts of bias based on race, color, religion, gender, disability, sexual orientation or ethnicity in Randolph Township by understanding the causes and identify solutions. We seek to make recommendations to educate and train individuals, groups, organizations, institutions and businesses in order to interrupt and eradicate racism, bigotry and prejudice in Randolph Township.

About the Morris County Human Relations Commission:

The Morris County Human Relations Commission promotes celebrating diversity, communication, and appreciation for the many ethnic and cultural influences on our communities. A great many cultures are represented in Morris County and our communities and citizens benefit from the variety of people, customs, and traditions. Welcoming and understanding diversity makes us a stronger county.

Morris County Human Relations Commission. (2021). *Human Relations Commission*.
<https://www.morriscountynj.gov/Departments/Human-Relations-Commission>

Town Halls – July 2020-October 2020

DISC held Town Hall events open to all members of the community above the age of 18 over the course of four months. The goal of the Town Halls was to give community members opportunities to talk openly and honestly about their experiences without judgement, bias, or preconceived notions. Thirty-two (32) community members participated in four (4) Town Halls. The information gathered at these Town Halls provided qualitative data for this report.

The three themes used to guide the meetings were:

- 1) Experiences - Share a personal story about instances in Randolph of acts of bias based on race, religion, gender, disability, sexual orientation or ethnicity.
- 2) Governance - Are there laws, procedures or policies that cause barriers to reporting acts of bias or that directly or indirectly create an atmosphere or culture of bias? Share specific examples.
- 3) Aspirations - If you have a dream of what the Randolph community and school district would be, describe it.

District Survey

The original plan was for the DISC, in partnership with Hanover Research, to conduct two separate surveys, one for the school district and one community wide. The DISC partnered with Hanover Research to assess parent, student (grades 6-12), and staff perceptions of diversity, equity, and inclusion practices. The survey received 589 parents, 271 students, and 129 staff responses across all school levels and locations. The survey provided quantitative data for this report. Our timeline dictated the use of a standard survey template from Hanover

Research for the school district survey. Because the survey tool was not customized, our ability to collect comprehensive quantitative data to augment the qualitative data garnered from the Town Halls was limited.

Community Survey

A customized community survey, developed by Hanover Research for the Township Council, was slated to be implemented in the summer of 2021. The Township Council withdrew their members from DISC, ended the collaboration in June 2021 and cancelled its community survey. This materially limited participation from the broader community.

Meetings and Training – June 2020-September 2021

DISC met regularly from June 2020 to June 2021 to plan, review data and community correspondence, discuss, and become educated on topics related to the mission. Professional education comprised of conducting and sharing research, reading recommended literature, and participating in diversity training led by an outside expert. The training was conducted by Janice Wilson, an independent contractor and former Chair of the CIA's Diversity Advisory Council, trainer for Human Resource Development (Trainer) and HR Management (managing a Diversity Program for Agency personnel). Meetings also included the Morris County Prosecutor's Bias Crimes Unit, the Randolph Interfaith Council, and members of the school district administrative staff.

In addition to the full DISC meetings, the Board of Education members of the committee also met on a regular basis as an ad hoc committee, now called the Diversity, Equity, and Inclusion Committee (DEI).

Report Release – September 2021

After analyzing all available qualitative and quantitative data, the Board of Education's DEI committee refers this report to the Board and the Superintendent of schools. The recommendations are just that. It is the Superintendent's role to review recommendations approved by the Board, establish a plan and timeline for implementation, to be delivered to the Board. The Board of Education can consider including the recommendations into the Superintendent's and district's goals.

The Superintendent may choose to conduct additional surveys to further elucidate the data.

DEI RECOMMENDATIONS

Policy

Data:

- More than three-quarters of all student and staff survey respondents reported that Randolph clearly communicates school rules and the consequences for breaking the rules (79-83% agree or strongly agree). While less favorable, a large majority also positively affirm that students have the same consequences regardless of their background (71%).¹
- Elementary or Middle School student and parent respondents were more likely than High School students and their parents to agree that students have the same consequences regardless of background (81-83% elementary/middle vs 47% high.).¹

Recommendation(s):

- Review all schools' Codes of Conduct/District policies as well as recommended consequences through the lens of potential, unintended bias.
- Ensure there is vertical articulation with the Code of Conduct PreK-12 and a consistent document across all PreK-5 buildings.

Data:

- Some Town Hall participants shared the experience of what it is like to navigate district buildings for people with physical disabilities.

Recommendation(s):

- Evaluate all district buildings' ADA compliance yearly and make recommendations to the Board of Education's Finance Facilities and Transportation Committee for capital improvement projects to ensure equal and barrier-free access for individuals with disabilities.*

Culture and Programming

Data:

- Many of the 32 Town Hall participants reported hazing, harassment, or intimidation within the athletic teams or by the athletic teams.

Recommendation(s):

- Identify ways to examine the climate and culture of our district athletic teams pertaining to hazing, harassment, and intimidation within the teams and with the teams' interactions with other members of the district community. Create an action plan, if one does not already exist, to address identified areas in need of growth. Consider partnering with accredited organizations to support this effort. *

¹ Quoted directly or summarized from Hanover Research. (2021). Summary of Findings: Equity and Inclusion Diagnostic.

* Recommendation based on qualitative data gathered at Town Halls. Methods to gather quantitative data may be considered in the future.

Data:

- Several participants in the Town Halls reported racial, ethnic, biased, or other discriminatory peer to peer actions. In addition, many of the Town Hall participants shared negative experiences because of identifying as part of the LGBTQ+ community. Several participants describe a school climate characterized by microaggressions, discrimination, and harassment based on students' race, ethnicity, religion, gender identity, and sexual orientation. Students experienced racial slurs, homophobic remarks, and anti-Semitism from other students.²
- According to survey responses, staff and parents want Randolph to prioritize creating a welcome and safe environment (82% high priority or essential) and promoting equitable access to extracurriculars and classes for diverse students (77-78%).¹
- According to survey responses, staff members perceive school and district support more favorably than both parents and students related to sexual orientations (84% staff vs. 69% parents vs. 50% students) and gender identities (76% staff vs. 65% parents vs. 39% students).¹

Recommendation(s):

- Develop strategies for promoting and creating a more cohesive school community environment for all students.
- Evaluate the website and district-sponsored social media posts to assure they reflect the diversity of the school community. Highlight multicultural celebrations and diversity heritage/history months.
- Assess curricular, co-curricular, and extra-curricular opportunities for students of diverse backgrounds, gender identities, sexual orientation, etc.
- Review district policies and regulations to ensure legal compliance with State and Federal anti-discrimination laws and ensure that they properly address harassment, discrimination, bias, etc.

Training**Data:**

- Several Town Hall participants detailed experiences of microaggressions from staff to students based on race or ethnicity, unequal treatment due to language or disability, or tokenism.²
- Fewer students than staff "agree" or "strongly agree" Randolph teachers engage students in meaningful conversations about diversity (32% students vs. 73% staff).¹
- Most student, parent, and staff member respondents agree or strongly agree (82-84%) that staff members treat students fairly, care about students, and respect students from all backgrounds. While less positive than their ratings of staff members, about two-thirds of all respondents say students at Randolph treat other students fairly and care about other students from all backgrounds (64-66%). However, students who identify as non-white or as multi-racial are less likely than white students to agree that adults at their school understand their culture and background (55% non-white or multi-racial vs. 74% white) or understand them and their experiences (49% non-white or multi-racial vs. 54% white).¹
- Student or parent respondents affiliated with the high school are less likely than student or parent respondents affiliated with elementary or middle school to agree that

² Quoted directly or summarized from Hanover Research. (2021). Analysis of DEI Disclosures.

¹ Quoted directly or summarized from Hanover Research. (2021). Summary of Findings: Equity and Inclusion Diagnostic.

students have the same consequences regardless of background (47% high vs. 81-83% elementary/middle).¹

- According to survey results, 45% of students and parents agree or strongly agree that they feel bullying is a problem at their or their child's school.¹
- Several Town Hall participants reported that race, culture, or special needs were contributing factors to negative experiences between peers. According to participants' experiences, negative identity-based interactions are more common at the middle and high school levels.²

Recommendation(s):

- Review or develop each school's long-range plans for professional development related to diversity, sensitivity, and inclusion. Ensure any employee or volunteer who has direct contact with students receives diversity, sensitivity, and inclusion training. This includes, but is not limited to administrative staff, teachers, paraprofessionals, lunch/recess aides, counselors, child study team, coaches, ram guards, nurses, bus drivers, and related service providers.
- Provide staff members with instructional resources, training, and knowledge-sharing on equity-related topics.¹
- Ensure staff members have support following professional development including but not limited to instructional materials on diversity and inclusion, financially supporting the attendance of school leaders at seminars on diversity, equity, and inclusion pedagogy, and promoting shared resources and best practices between instructional staff members to help address identified improvement areas and make staff feel supported in their efforts.¹
- Review or develop school's long-range plans on diversity, sensitivity, and inclusion training for students. Ensure age-appropriate diversity, sensitivity, and inclusion training is held.

Data:

- Several Town Hall participants reported that race, culture, or special needs were contributing factors to negative experiences with fellow residents. Several participants described experiencing a variety of microaggressions and discrimination based on race and ethnicity, as well as a general town climate that is unwelcoming towards people of color.²

Recommendation(s):

- Review or develop schools' long-range plan on diversity, sensitivity, and inclusion training for parents. Training should be held during various dates and times to increase accessibility to all families.*

Harassment, Intimidation, and Bullying (HIB)

Data:

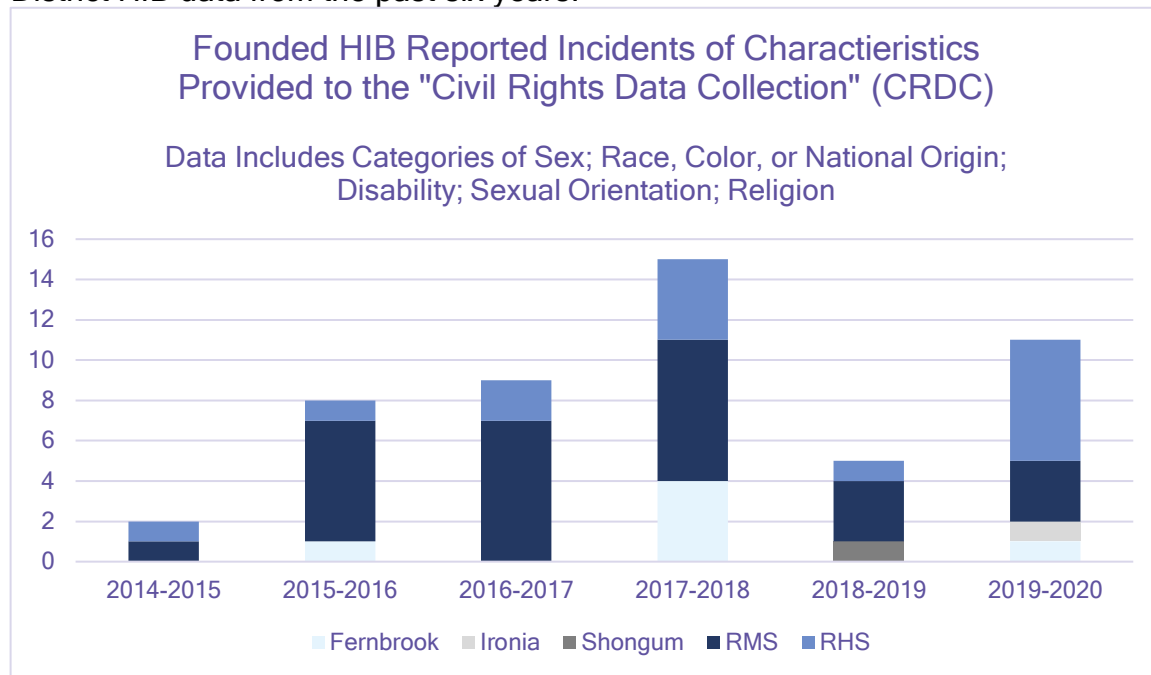
- Town Hall participants shared their concerns regarding their experiences with HIB and the process.

¹ Quoted directly or summarized from Hanover Research. (2021). Summary of Findings: Equity and Inclusion Diagnostic.

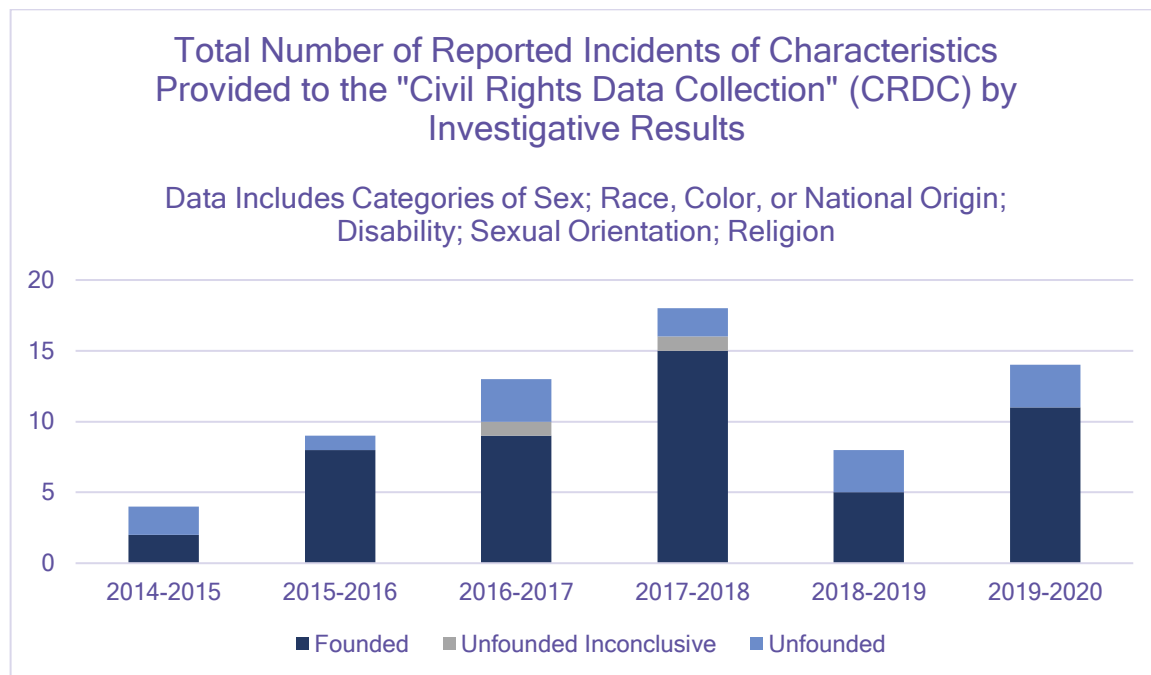
² Quoted directly or summarized from Hanover Research. (2021). Analysis of DEI Disclosures.

* Recommendation based on qualitative data gathered at Town Halls. Methods to gather quantitative data may be considered in the future.

- According to survey results, 49% of all student respondents agree or strongly agree that bullying is a problem at their school. 52% of student respondents from more diverse backgrounds (non-white/multi-racial) agree or strongly agree that bullying is a problem at their school.¹
- District HIB data from the past six years.



CRDC counts data as "per reporting of the characteristic."
This is a subset of the total data reviewed and reported to the state.



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This is a subset of the total data reviewed and reported to the state.

¹ Quoted directly or summarized from Hanover Research. (2021). Summary of Findings: Equity and Inclusion Diagnostic.

- Members of the Morris County Prosecutor's Bias Crimes Unit stated that the district has been open to training and collaboration with their office and that the school district administration is thorough in reporting and tracking HIB data.

Recommendation(s):

- Examine current policy and how we educate our community regarding the Harassment, Intimidation and Bullying (HIB) process regarding reporting, outcome, confidentiality, and expectations. Determine if there are any areas that can be improved.
- The district should consider further research on the causes and forms of bullying and discrimination and seek solutions to help students from all backgrounds feel more comfortable at school and subsequently improve students' mental health and learning.¹
- Further evaluate the survey, Town Hall, and HIB data to determine why there are discrepancies between the total number of reported HIB incidents (both founded and unfounded) and the number of parents and students that view bullying as a problem.

Curriculum

Data:

- Fewer students than staff "agree" or "strongly agree" that Randolph teachers engage students in meaningful conversations about diversity (32% students vs. 73% staff).¹
- Several Town Hall participants expressed their desire for curriculum and/or lesson plans to be more inclusive, reflect diversity, or put a greater emphasis on black history. In addition, several participants shared personal accounts of how the curriculum and/or lesson plans created a negative experience in the classroom. Participants expressed a desire to learn more about minority histories, the existence and impacts of racism, and curricular materials written by and about diverse individuals.²
- One-half of students, parents, and instructional staff members say they, their child or their students in the past week talked with other students from different backgrounds "often" or "very often" (51%). Additionally, less than one-third of respondents report they or their students discussed any equity focused topic during class in the past week, including diversity (28% often or very often), social justice (29%), or implicit biases (18%).¹
- Just over one-half of students said they agree or strongly agree that teachers adjust lesson plans to fit students' different learning styles (56%).¹

Recommendation(s):

- Incorporate the requirements of A4454 across the district's curriculum kindergarten through 12th grade during the 2021-2022 school year.
- Review sample learning activities and resources to be provided by the New Jersey Department of Education for inclusion in district curriculum.
- Review lesson plans, where appropriate, through an equity lens including family structure, ethnic and cultural backgrounds, etc.; bring in diverse perspectives into teaching methods and resources. Consider conducting a survey within each curriculum department regarding the quality of professional development on equity topics and equity instruction.

¹ Quoted directly or summarized from Hanover Research. (2021). Summary of Findings: Equity and Inclusion Diagnostic.

² Quoted directly or summarized from Hanover Research. (2021). Analysis of DEI Disclosures.

- Determine if teachers feel they have the tools to create lesson plans that support a multicultural curriculum. Use those results to develop a course of action.
- Consider conducting additional curriculum audits for the inclusion of diverse perspectives, authors, and histories.²

Organizational Structure

Data:

- Several Town Hall participants described a lack of diversity amongst school staff and administrators and desired a more diverse staff that better reflects the student body and provides representation for students of color. Multiple participants mentioned there only being one Black teacher at their school.²
- Less than one-half of respondents affirm that Randolph hires teachers from diverse backgrounds (43% agree or strongly agree) or retains teachers from diverse backgrounds (43%). This data aligns with perceptions from qualitative research indicating the necessity for more diversity in staffing.¹
- Almost all staff member respondents agree that their school treats staff members from all backgrounds with respect (95% agree or strongly agree), regardless of respondents' staff role (classroom teacher, other non-administrator staff), school level (elementary, middle, high), or staff tenure (1 to 6 years, more than 6 years).¹

Recommendation(s):

- Develop a working group, comprising of individuals with diverse backgrounds, to identify solutions and amplify voices typically not involved in staffing conversations. Actively support the efforts of the working group to understand and address these issues by conducting a staff equity analysis to examine how key measures of staff quality (e.g., experience, education, retention/mobility, and demographics) may vary across schools.¹
- Partner with local institutions to build a talent pipeline.¹
- Ensure all efforts are being made in the recruiting and retention practices for the faculty, administration and volunteers to reflect the diversity of the student body.

Data:

- All of the above referenced data.

Recommendation(s):

- Board of Education to create a standing committee consisting of four Board of Education members and members of the administration to focus on diversity, equity, and inclusion within the Randolph School District. Meetings should be advertised and open to the public.

² Quoted directly or summarized from Hanover Research. (2021). Analysis of DEI Disclosures.

¹ Quoted directly or summarized from Hanover Research. (2021). Summary of Findings: Equity and Inclusion Diagnostic.

ACKNOWLEDGEMENTS

- Thank you to Hanover Research for partnering with us to gather and analyze the information needed for this report.
- We are incredibly appreciative of the Randolph community, staff, and students for sharing their experiences with us.
- We also want to acknowledge the Interfaith Council, Morris County Prosecutor's Bias Crimes Unit, Janice Wilson, and others that spoke to DISC to provide professional development and answer questions.
- Thank you to the members of the Township Council and Human Relations Commission for recognizing the importance of creating DISC and for the countless hours spent together during this process.

REFERENCES

Hanover Research. (2021). Analysis of DEI Disclosures

To protect the anonymity of town hall participants, the raw data is not included.

Hanover Research. (2021). Summary of Findings: Equity and Inclusion Diagnostic

See Appendix A for raw quantitative data. To protect the anonymity of survey respondents, the raw data does not include identifiers such as gender, race, age, etc.

APPENDIX A

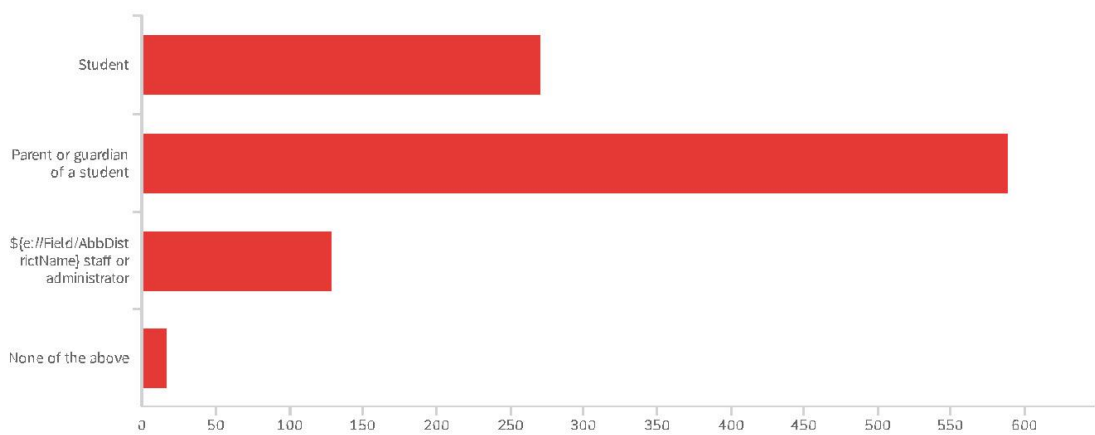
Randolph Township School District Diversity, Equity, and Inclusion Survey Data

Completed Responses

Randolph Township (District Schools) Equity and Inclusion Diagnostic

August 17, 2021 9:07 PM EDT

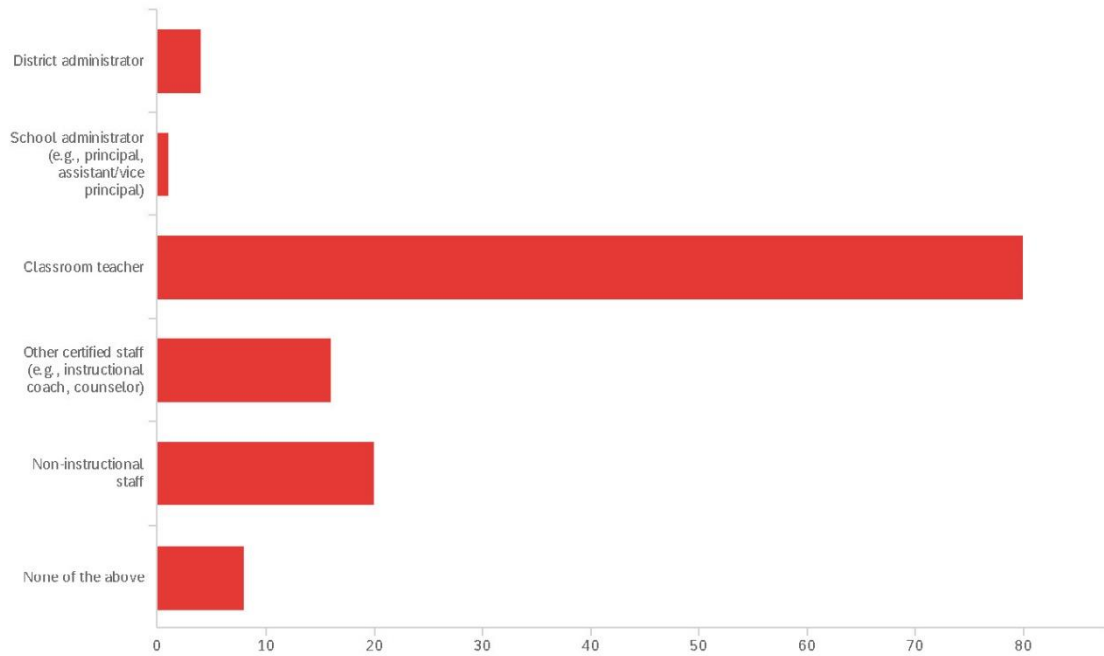
Q4 - Which of the following best describes your relationship with [Field-FullDistrictName] ([Fi...



#	Field	Choice Count
1	Student	26.94% 271
2	Parent or guardian of a student	58.55% 589
3	\$(e://Field/AbbDistrictName) staff or administrator	12.82% 129
4	None of the above	1.69% 17
		1006

Showing rows 1 - 5 of 5

Q5 - Which of the following best describes your role at [Field-AbbDistrictName]?

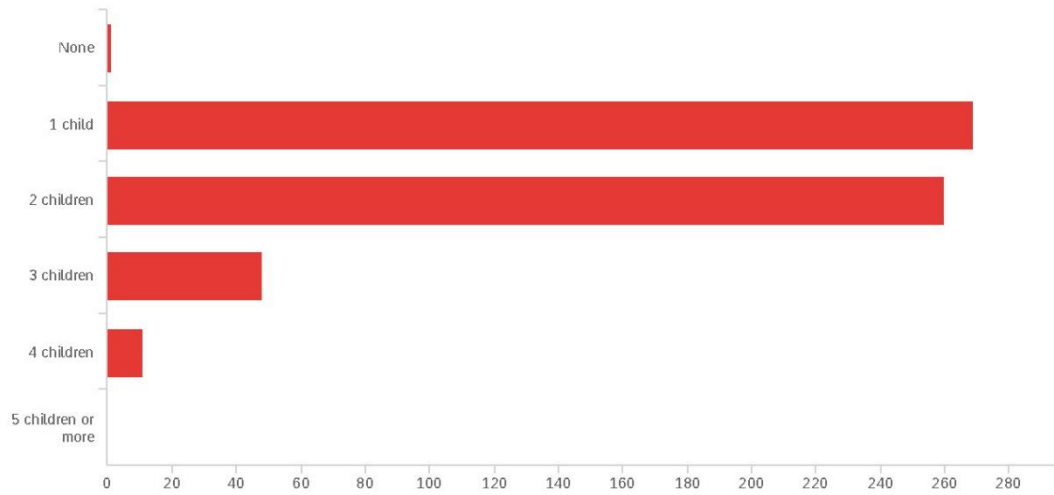


#	Field	Choice Count
1	District administrator	3.10% 4
2	School administrator (e.g., principal, assistant/vice principal)	0.78% 1
3	Classroom teacher	62.02% 80
4	Other certified staff (e.g., instructional coach, counselor)	12.40% 16
5	Non-instructional staff	15.50% 20
6	None of the above	6.20% 8

129

Showing rows 1 - 7 of 7

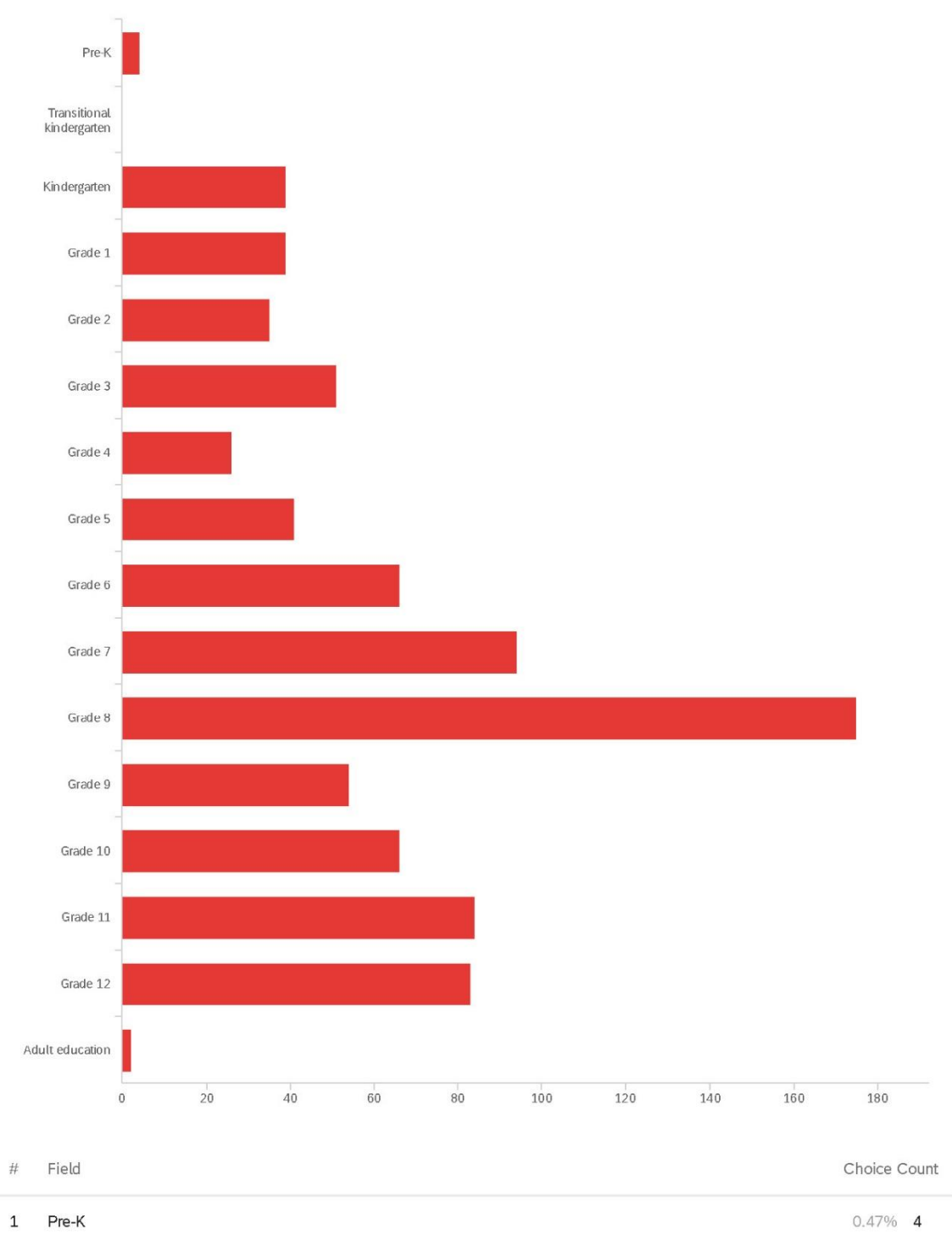
Q6 - How many children do you have who currently attend [Field-aAbbDistrictName] school?



#	Field	Choice Count
1	None	0.17% 1
2	1 child	45.67% 269
3	2 children	44.14% 260
4	3 children	8.15% 48
5	4 children	1.87% 11
6	5 children or more	0.00% 0
		589

Showing rows 1 - 7 of 7

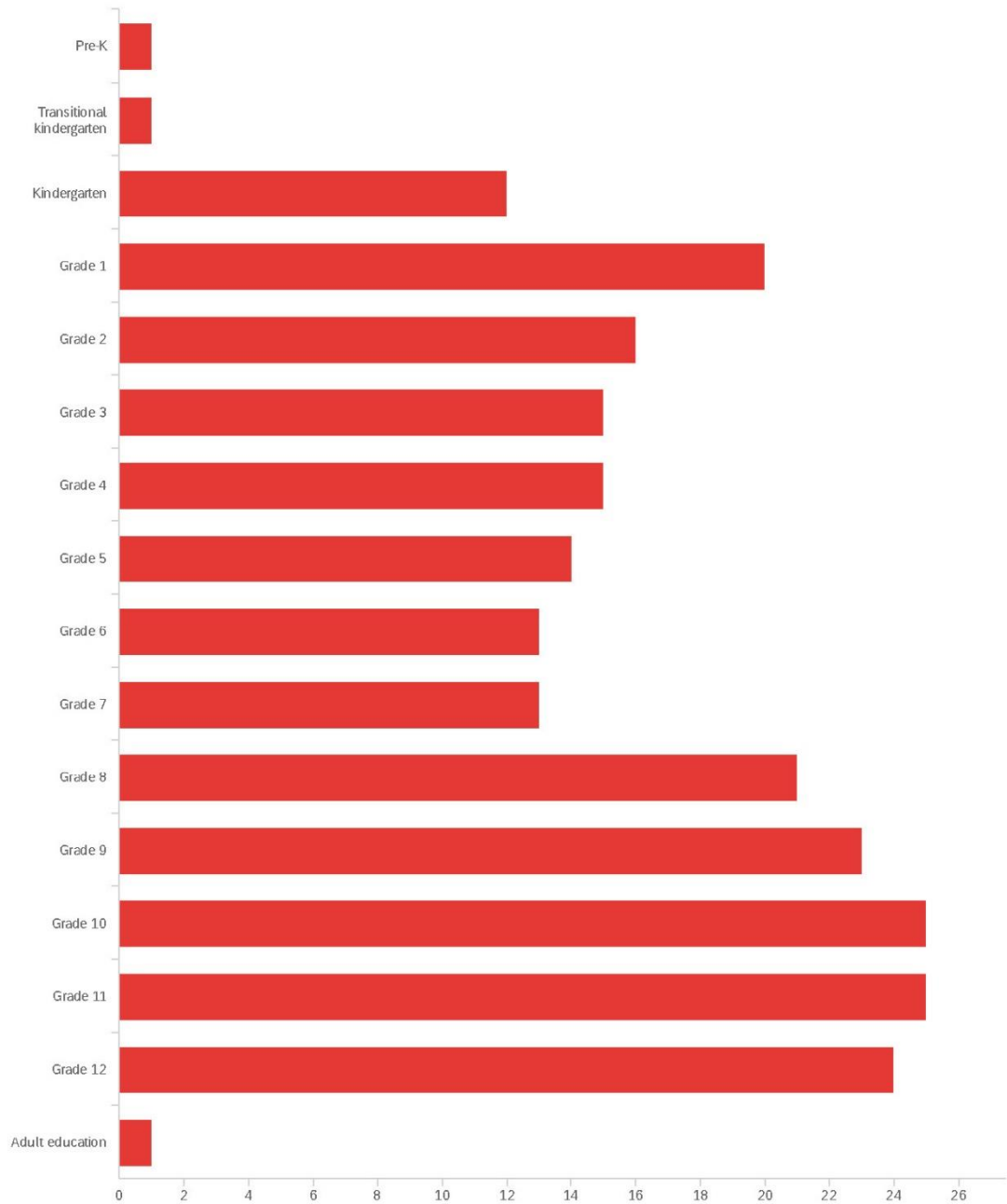
Q10 - What is [your/your child's] current grade level?



#	Field	Choice Count
2	Transitional kindergarten	0.00% 0
3	Kindergarten	4.54% 39
4	Grade 1	4.54% 39
5	Grade 2	4.07% 35
6	Grade 3	5.94% 51
7	Grade 4	3.03% 26
8	Grade 5	4.77% 41
9	Grade 6	7.68% 66
10	Grade 7	10.94% 94
11	Grade 8	20.37% 175
12	Grade 9	6.29% 54
13	Grade 10	7.68% 66
14	Grade 11	9.78% 84
15	Grade 12	9.66% 83
16	Adult education	0.23% 2
		859

Showing rows 1 - 17 of 17

Q11 - With which grade level(s) do you primarily work? Please select all that apply.

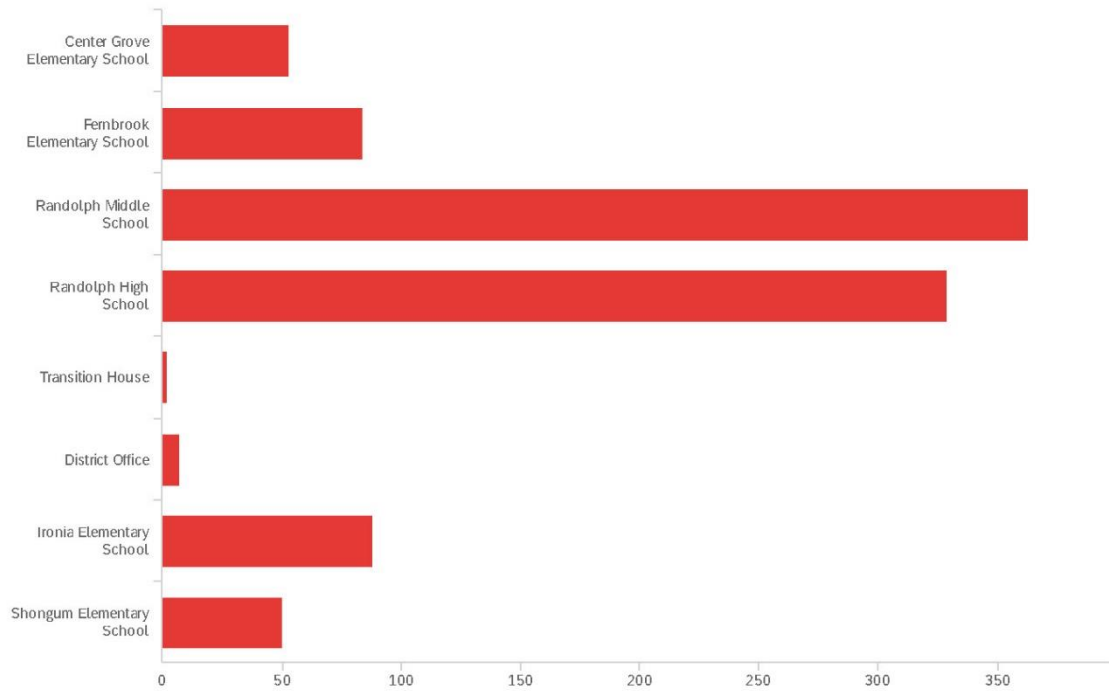


#	Field	Choice Count
1	Pre-K	0.42% 1

#	Field	Choice Count
2	Transitional kindergarten	0.42% 1
3	Kindergarten	5.02% 12
4	Grade 1	8.37% 20
5	Grade 2	6.69% 16
6	Grade 3	6.28% 15
7	Grade 4	6.28% 15
8	Grade 5	5.86% 14
9	Grade 6	5.44% 13
10	Grade 7	5.44% 13
11	Grade 8	8.79% 21
12	Grade 9	9.62% 23
13	Grade 10	10.46% 25
14	Grade 11	10.46% 25
15	Grade 12	10.04% 24
16	Adult education	0.42% 1
		239

Showing rows 1 - 17 of 17

Q15 - School/Building

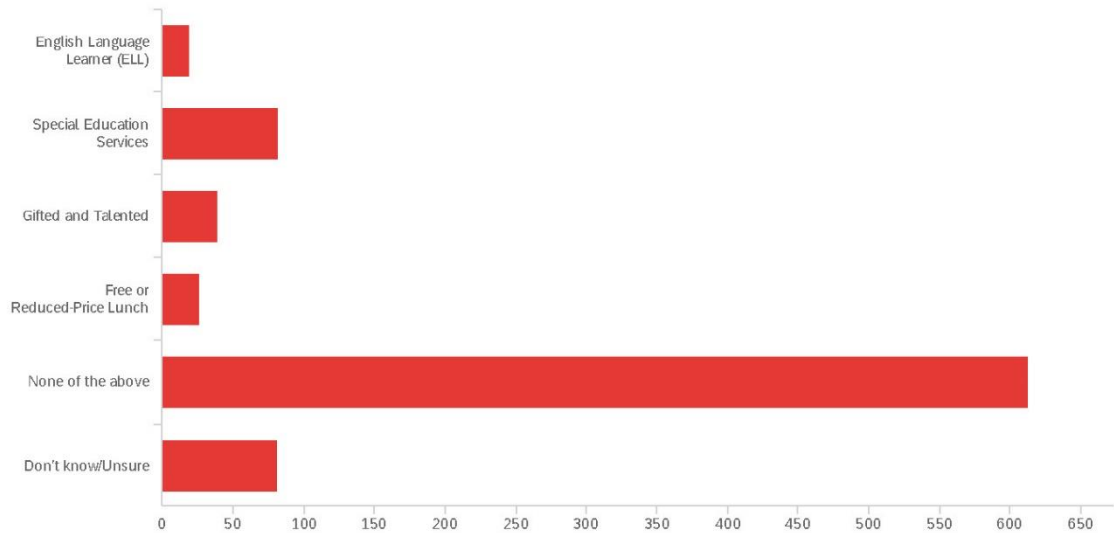


#	Field	Choice Count
1	Center Grove Elementary School	5.43% 53
2	Fernbrook Elementary School	8.61% 84
3	Randolph Middle School	37.19% 363
6	Randolph High School	33.71% 329
8	Transition House	0.20% 2
10	District Office	0.72% 7
11	Ironia Elementary School	9.02% 88
12	Shongum Elementary School	5.12% 50

976

Showing rows 1 - 9 of 9

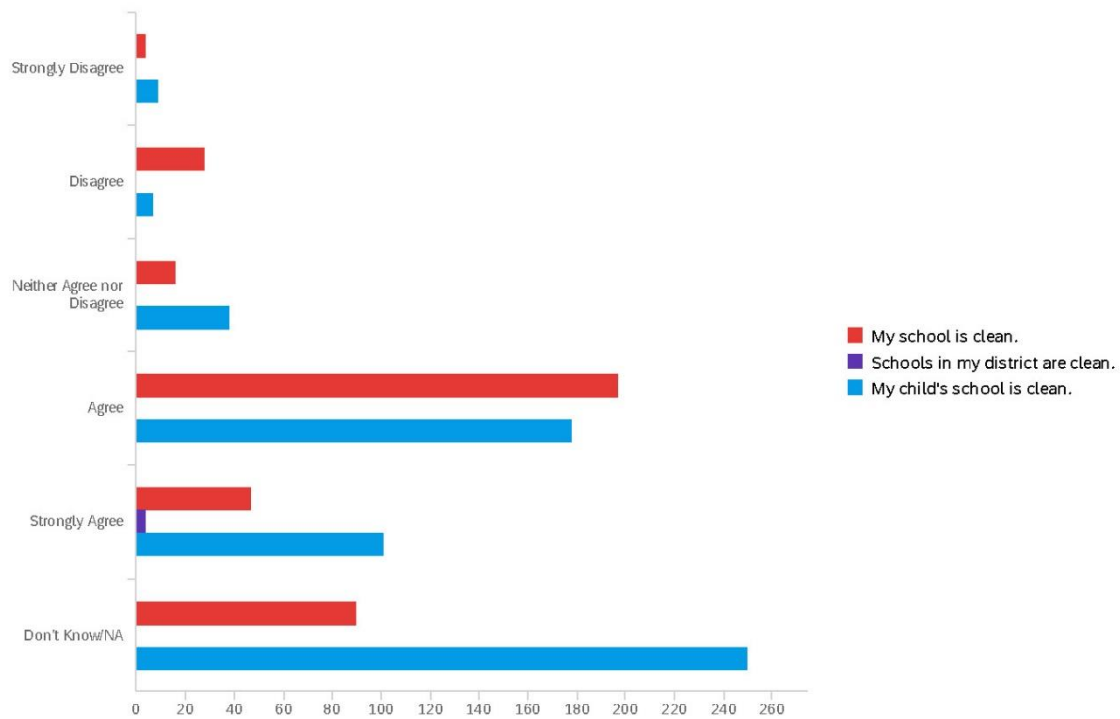
Q18 - In which of the following programs [do you/does your child] participate? Please select ...



#	Field	Choice Count
1	English Language Learner (ELL)	2.21% 19
2	Special Education Services	9.53% 82
3	Gifted and Talented	4.53% 39
4	Free or Reduced-Price Lunch	3.02% 26
5	None of the above	71.28% 613
6	Don't know/Unsure	9.42% 81
		860

Showing rows 1 - 7 of 7

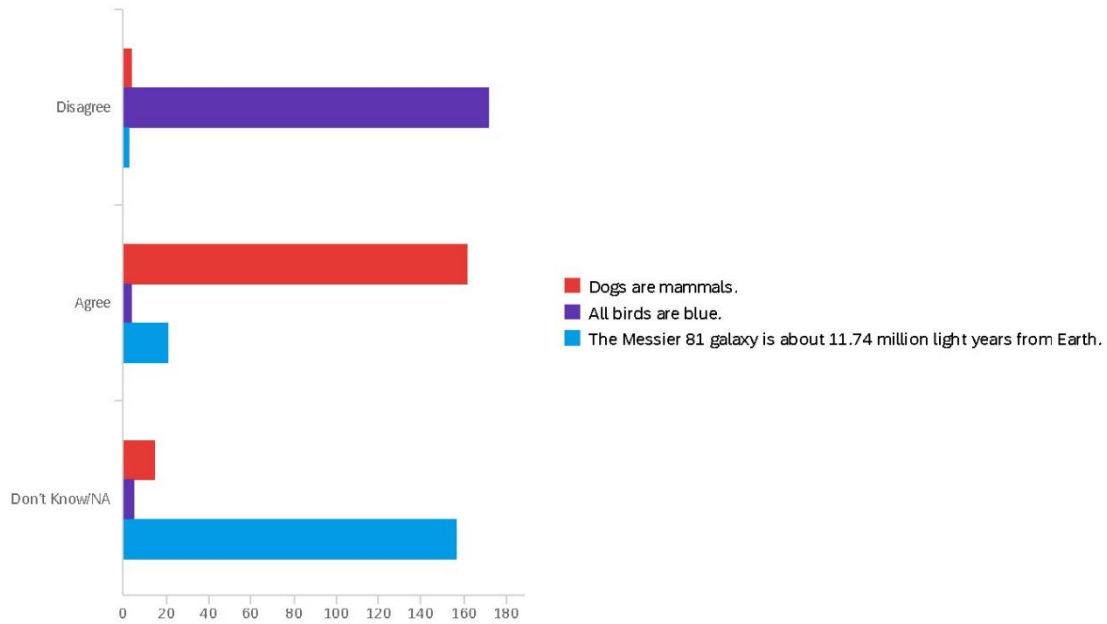
Q22 - Some questions in this survey may not apply to you if [your school/your child's school/...



#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	My school is clean.	1.05% 4	7.33% 28	4.19% 16	51.57% 197	12.30% 47	23.56% 90
2	Schools in my district are clean.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	0.00% 0
3	My child's school is clean.	1.54% 9	1.20% 7	6.52% 38	30.53% 178	17.32% 101	42.88% 250

Showing rows 1 - 3 of 3

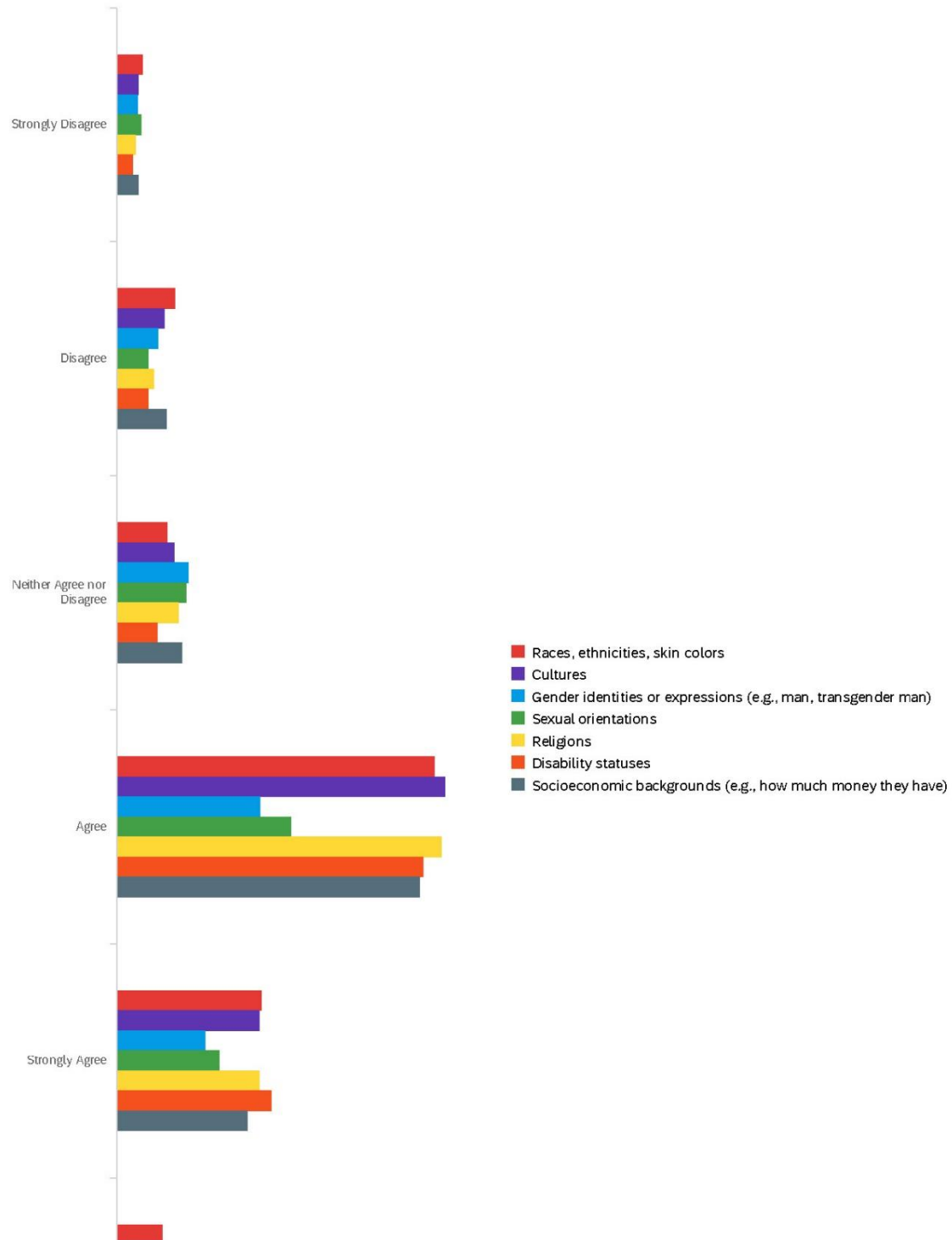
Q23 - In this survey, we will ask you about how people at your school treat others from diver...

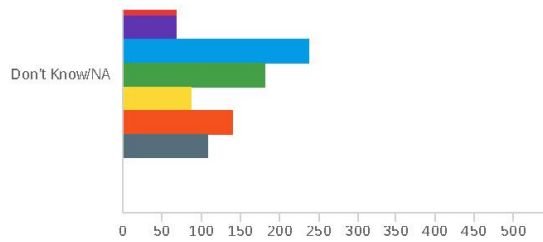


#	Field	Disagree	Agree	Don't Know/NA	Total
1	Dogs are mammals.	2.21% 4	89.50% 162	8.29% 15	181
2	All birds are blue.	95.03% 172	2.21% 4	2.76% 5	181
3	The Messier 81 galaxy is about 11.74 million light years from Earth.	1.66% 3	11.60% 21	86.74% 157	181

Showing rows 1 - 3 of 3

Q28 - Please say how much you agree or disagree with the following statements about over...

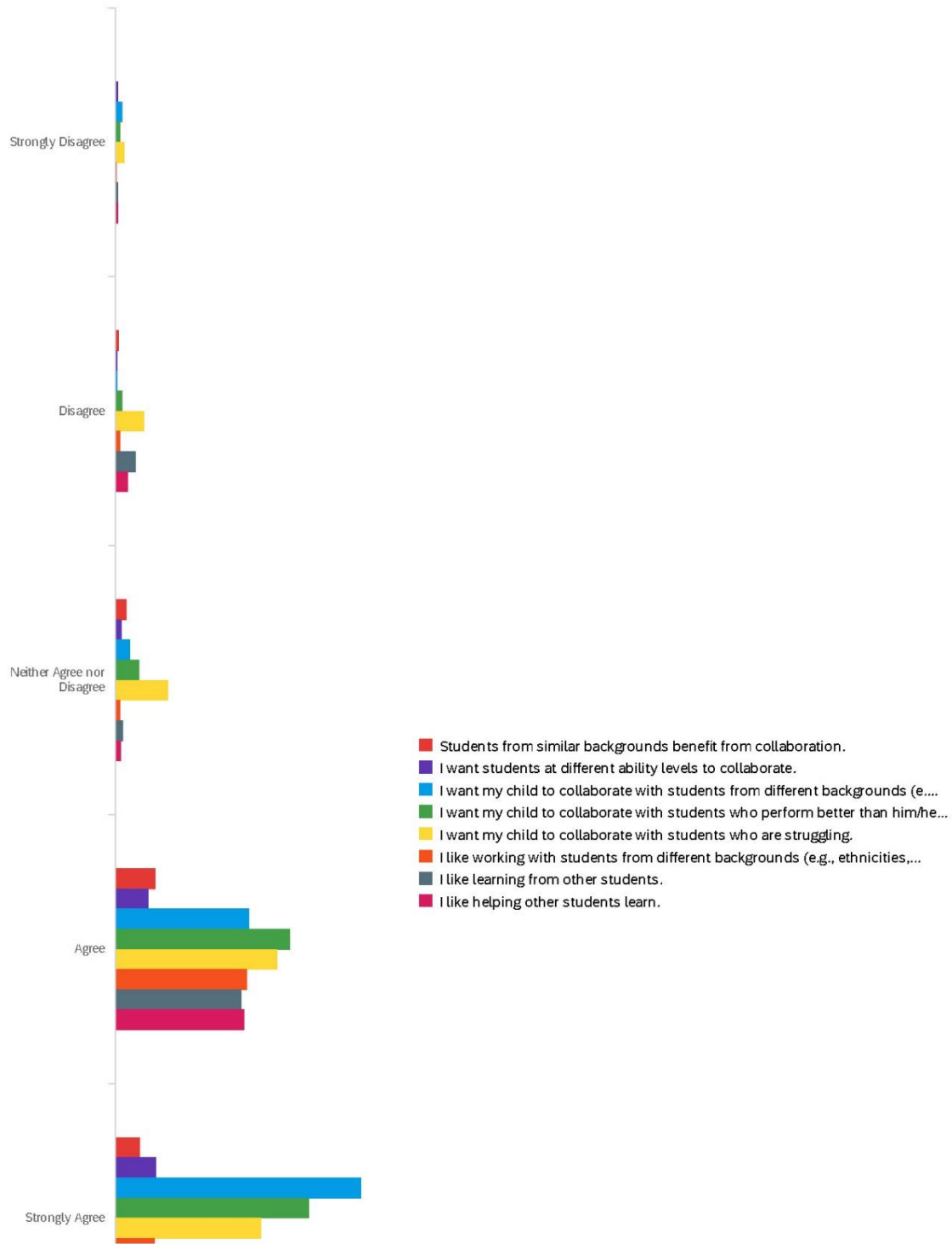


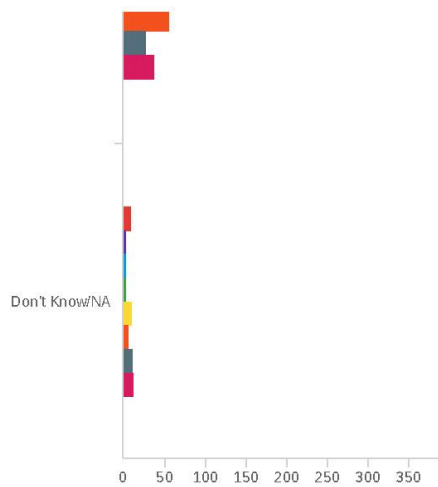


#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	Races, ethnicities, skin colors	4.02% 39	9.08% 88	7.84% 76	49.54% 480	22.50% 218	7.02% 68
2	Cultures	3.30% 32	7.43% 72	8.88% 86	51.19% 496	22.19% 215	7.02% 68
3	Gender identities or expressions (e.g., man, transgender man)	3.93% 31	7.87% 62	13.71% 108	27.41% 216	16.88% 133	30.20% 238
4	Sexual orientations	4.57% 36	5.96% 47	13.32% 105	33.38% 263	19.67% 155	23.10% 182
5	Religions	2.89% 28	5.78% 56	9.60% 93	50.57% 490	22.19% 215	8.98% 87
6	Disability statuses	2.48% 24	4.85% 47	6.30% 61	47.78% 463	24.05% 233	14.55% 141
7	Socioeconomic backgrounds (e.g., how much money they have)	3.30% 32	7.74% 75	10.11% 98	47.27% 458	20.33% 197	11.25% 109

Showing rows 1 - 7 of 7

Q29 - Please say how much you agree or disagree with the following statements about equity.



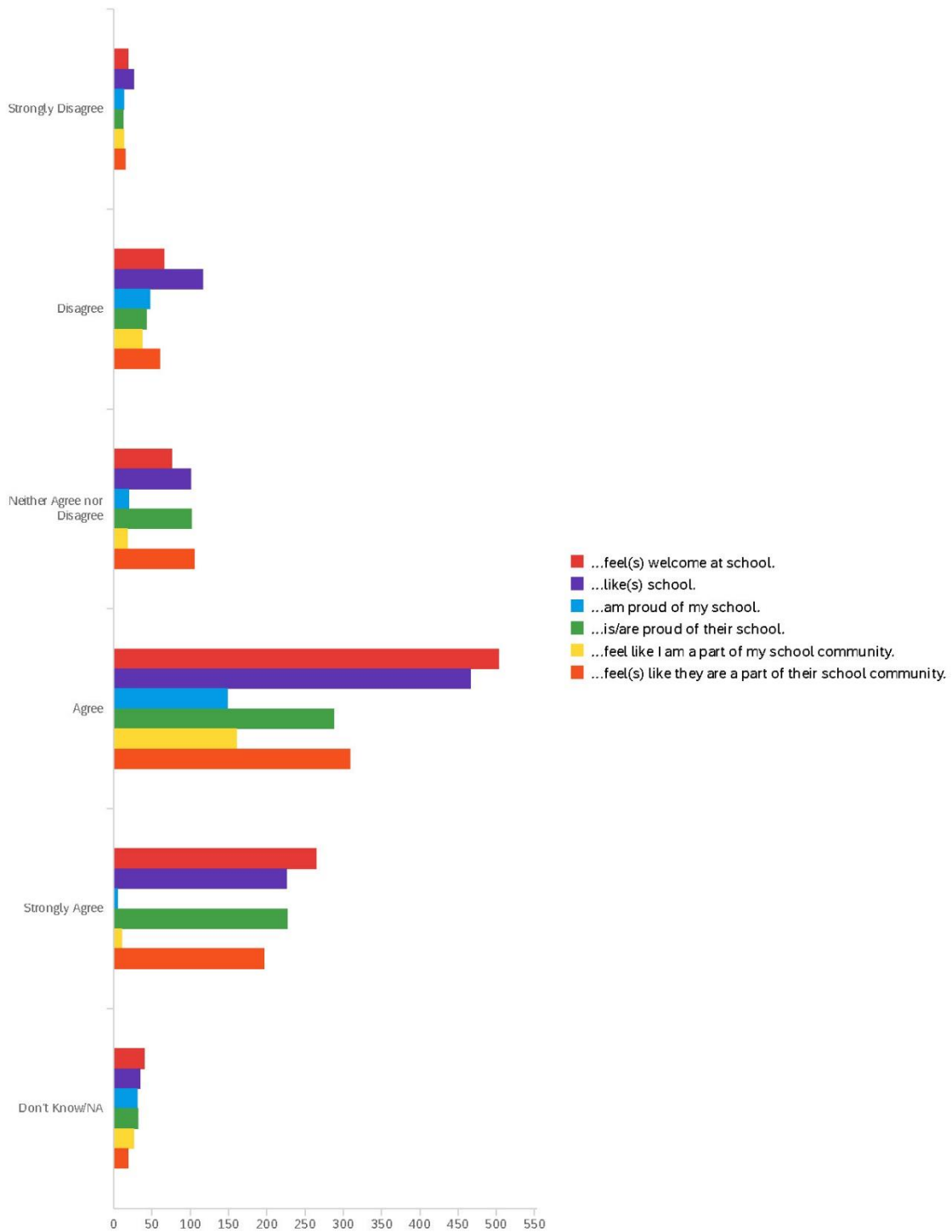


#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	Students from similar backgrounds benefit from collaboration.	0.00% 0	3.31% 4	13.22% 16	47.11% 57	28.93% 35	7.44% 9
2	I want students at different ability levels to collaborate.	2.48% 3	1.65% 2	6.61% 8	38.84% 47	47.93% 58	2.48% 3
3	I want my child to collaborate with students from different backgrounds (e.g., ethnicities, races, cultures).	1.54% 9	0.34% 2	3.60% 21	33.10% 193	60.89% 355	0.51% 3
4	I want my child to collaborate with students who perform better than him/her.	1.03% 6	1.54% 9	5.83% 34	43.22% 252	47.86% 279	0.51% 3
5	I want my child to collaborate with students who are struggling.	2.23% 13	7.03% 41	13.04% 76	39.97% 233	36.02% 210	1.72% 10
6	I like working with students from different backgrounds (e.g., ethnicities, races, cultures).	0.38% 1	2.26% 6	2.26% 6	71.70% 190	21.13% 56	2.26% 6

#	Field	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		Don't Know/NA	
7	I like learning from other students.	1.13%	3	10.94%	29	4.15%	11	68.68%	182	10.57%	28	4.53%	12
8	I like helping other students learn.	1.13%	3	6.79%	18	2.64%	7	70.19%	186	14.34%	38	4.91%	13

Showing rows 1 - 8 of 8

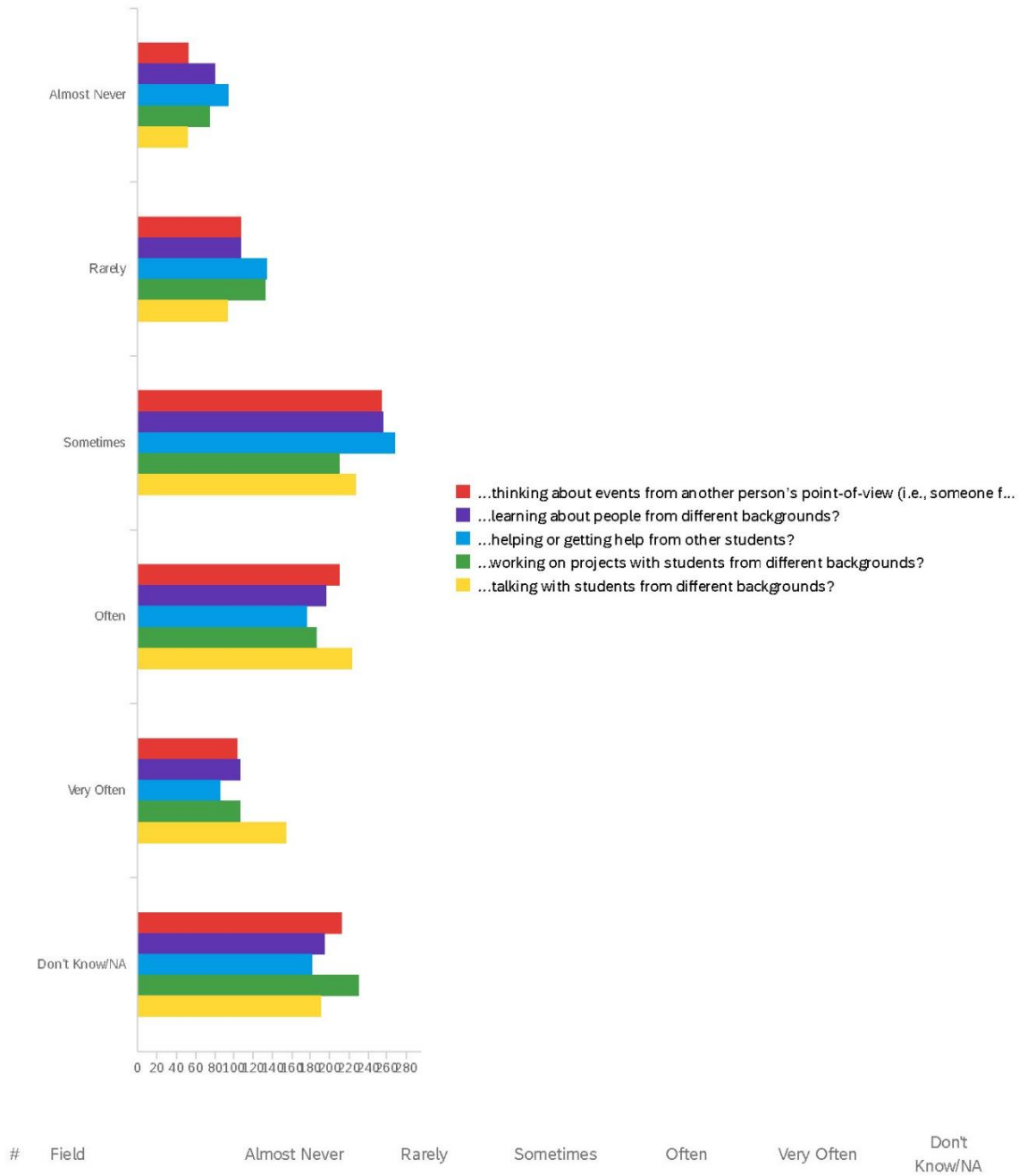
Q34 - Please say how much you agree or disagree with the following statements about [your...



#	Field	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		Don't Know/NA	
1	...feel(s) welcome at school.	1.96%	19	6.81%	66	7.84%	76	51.91%	503	27.35%	265	4.13%	40
2	...like(s) school.	2.68%	26	11.97%	116	10.42%	101	48.09%	466	23.32%	226	3.51%	34
3	...am proud of my school.	4.91%	13	17.74%	47	7.55%	20	56.23%	149	1.89%	5	11.70%	31
4	...is/are proud of their school.	1.70%	12	6.11%	43	14.49%	102	40.91%	288	32.24%	227	4.55%	32
5	...feel like I am a part of my school community.	4.91%	13	13.96%	37	6.79%	18	60.75%	161	3.77%	10	9.81%	26
6	...feel(s) like they are a part of their school community.	2.13%	15	8.52%	60	14.91%	105	43.89%	309	27.84%	196	2.70%	19

Showing rows 1 - 6 of 6

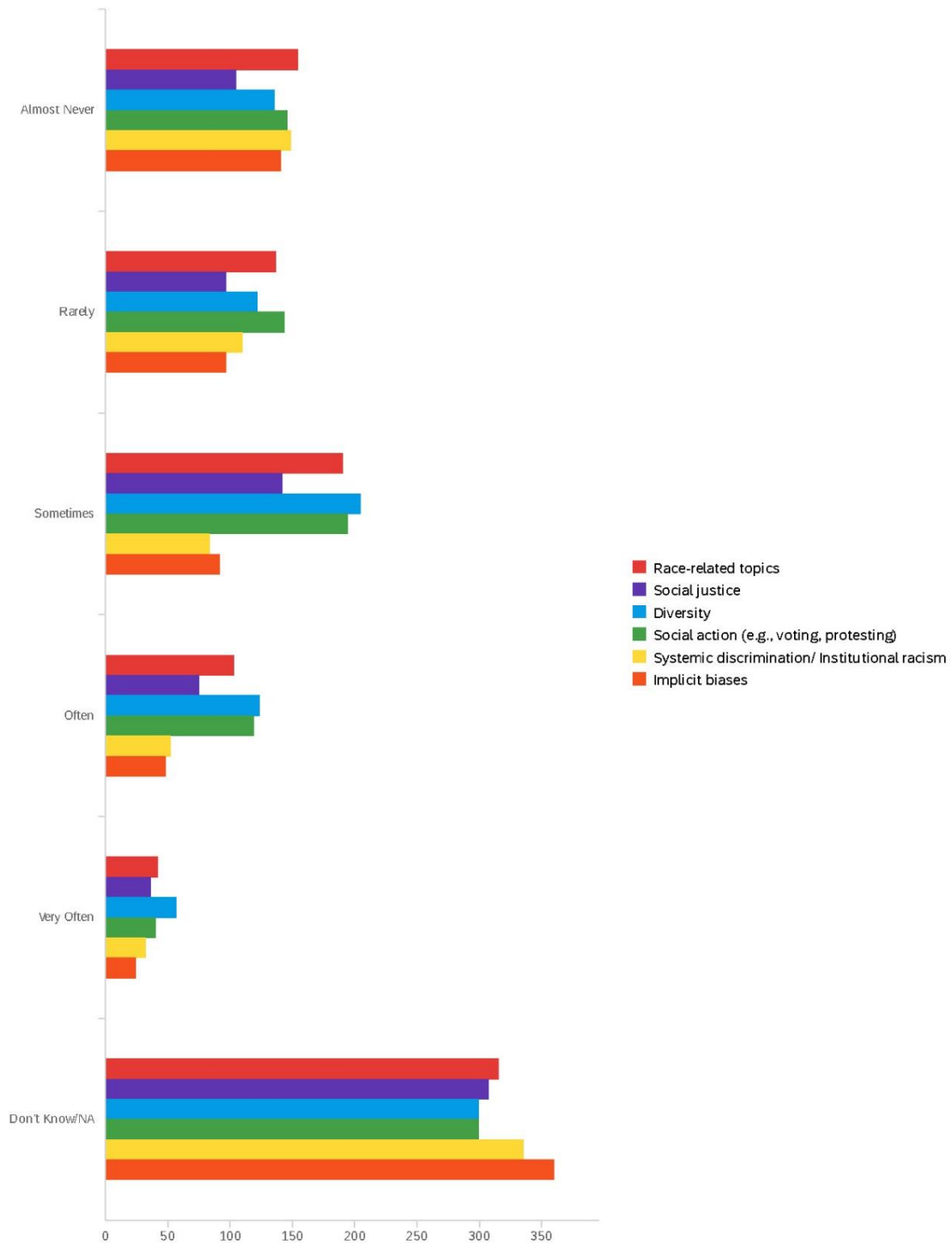
Q38 - In the past week, how often [did you/did your child/did your students] spend time durin...



#	Field	Almost Never		Rarely		Sometimes		Often		Very Often		Don't Know/NA	
1	...thinking about events from another person's point-of-view (i.e., someone from a different background)?	5.61%	53	11.44%	108	27.01%	255	22.35%	211	11.02%	104	22.56%	213
2	...learning about people from different backgrounds?	8.58%	81	11.44%	108	27.12%	256	20.87%	197	11.33%	107	20.66%	195
3	...helping or getting help from other students?	10.06%	95	14.30%	135	28.50%	269	18.75%	177	9.11%	86	19.28%	182
4	...working on projects with students from different backgrounds?	7.94%	75	14.09%	133	22.35%	211	19.81%	187	11.33%	107	24.47%	231
5	...talking with students from different backgrounds?	5.51%	52	9.96%	94	24.15%	228	23.73%	224	16.42%	155	20.23%	191

Showing rows 1 - 5 of 5

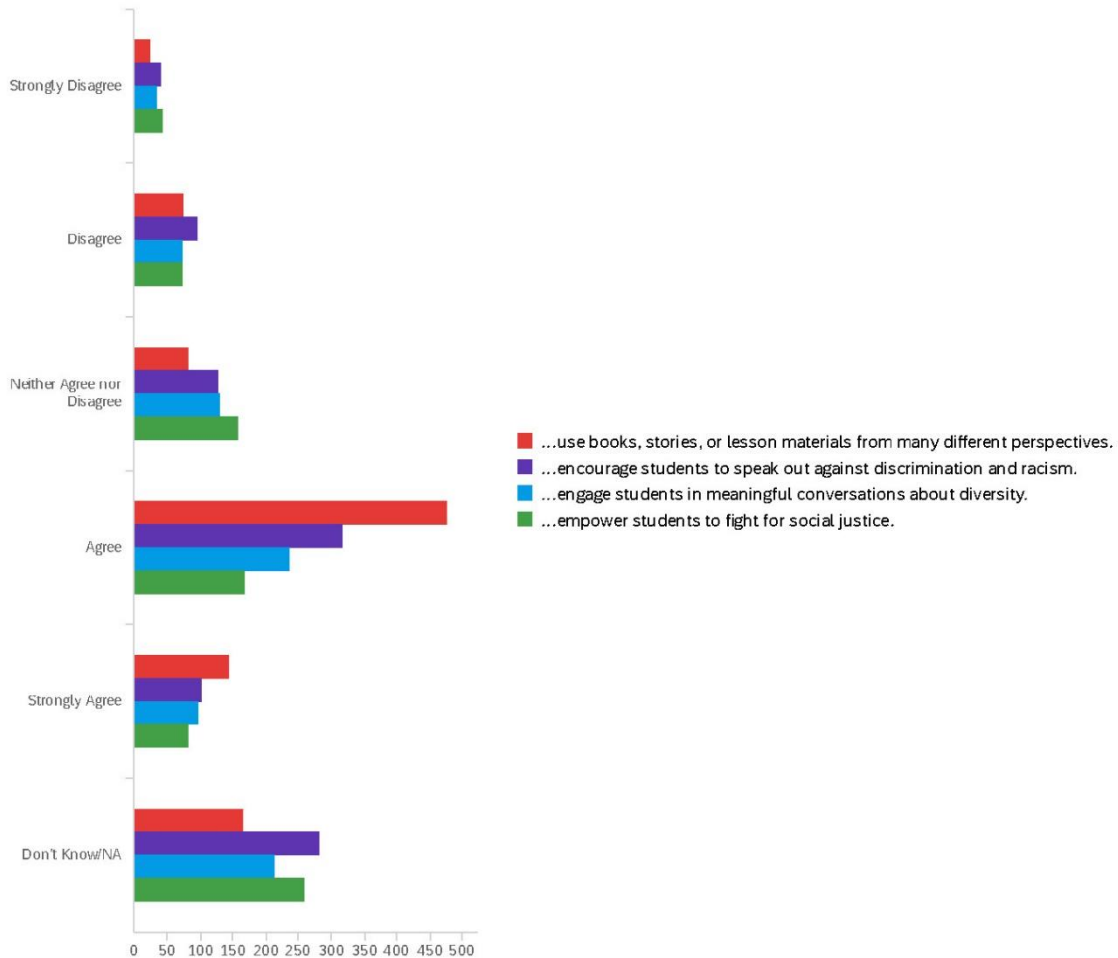
Q42 - In the past week, how often [did you/did your child/did your students] spend time in cla...



#	Field	Almost Never		Rarely		Sometimes		Often		Very Often		Don't Know/NA	
1	Race-related topics	16.42%	155	14.51%	137	20.23%	191	10.91%	103	4.45%	42	33.47%	316
2	Social justice	13.76%	105	12.71%	97	18.61%	142	9.83%	75	4.72%	36	40.37%	308
3	Diversity	14.41%	136	12.92%	122	21.72%	205	13.14%	124	6.04%	57	31.78%	300
4	Social action (e.g., voting, protesting)	15.47%	146	15.25%	144	20.66%	195	12.61%	119	4.24%	40	31.78%	300
5	Systemic discrimination/ Institutional racism	19.53%	149	14.42%	110	11.01%	84	6.82%	52	4.19%	32	44.04%	336
6	Implicit biases	18.48%	141	12.71%	97	12.06%	92	6.29%	48	3.15%	24	47.31%	361

Showing rows 1 - 6 of 6

Q47 - Please say how much you agree or disagree with the following statements about diver...

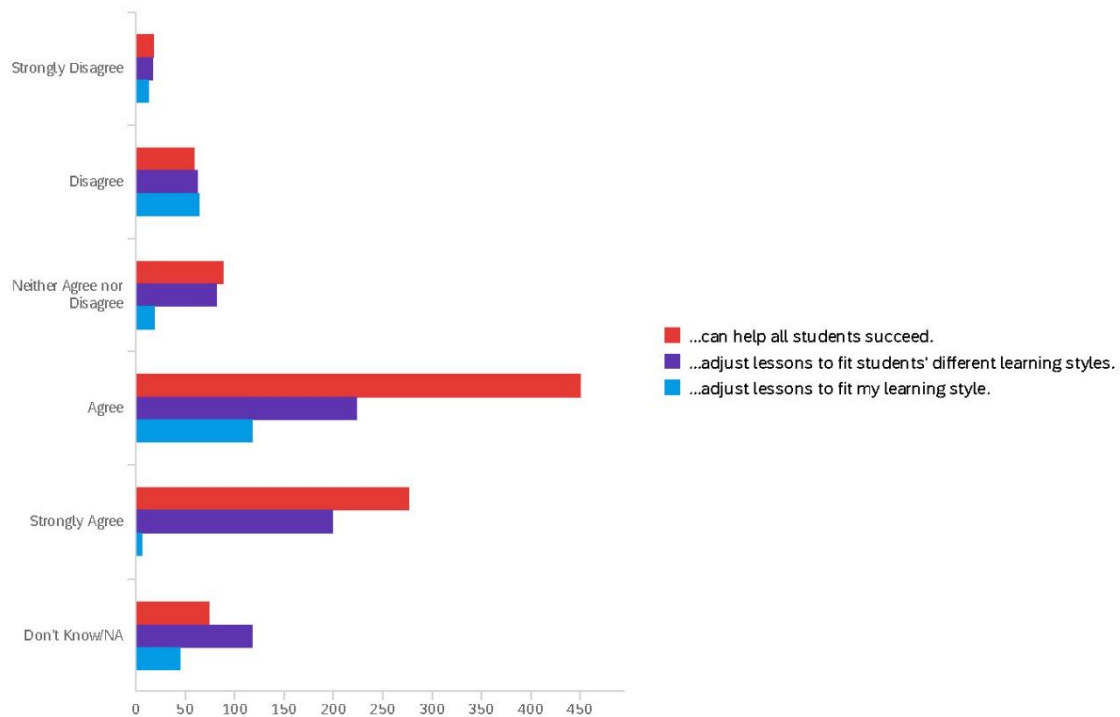


#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...use books, stories, or lesson materials from many different perspectives.	2.48% 24	7.74% 75	8.46% 82	49.23% 477	14.96% 145	17.13% 166
2	...encourage students to speak out against discrimination and racism.	4.23% 41	10.01% 97	13.21% 128	32.82% 318	10.63% 103	29.10% 282

#	Field	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		Don't Know/NA	
3	...engage students in meaningful conversations about diversity.	4.44%	35	9.39%	74	16.50%	130	30.08%	237	12.44%	98	27.16%	214
4	...empower students to fight for social justice.	5.46%	43	9.39%	74	20.18%	159	21.45%	169	10.53%	83	32.99%	260

Showing rows 1 - 4 of 4

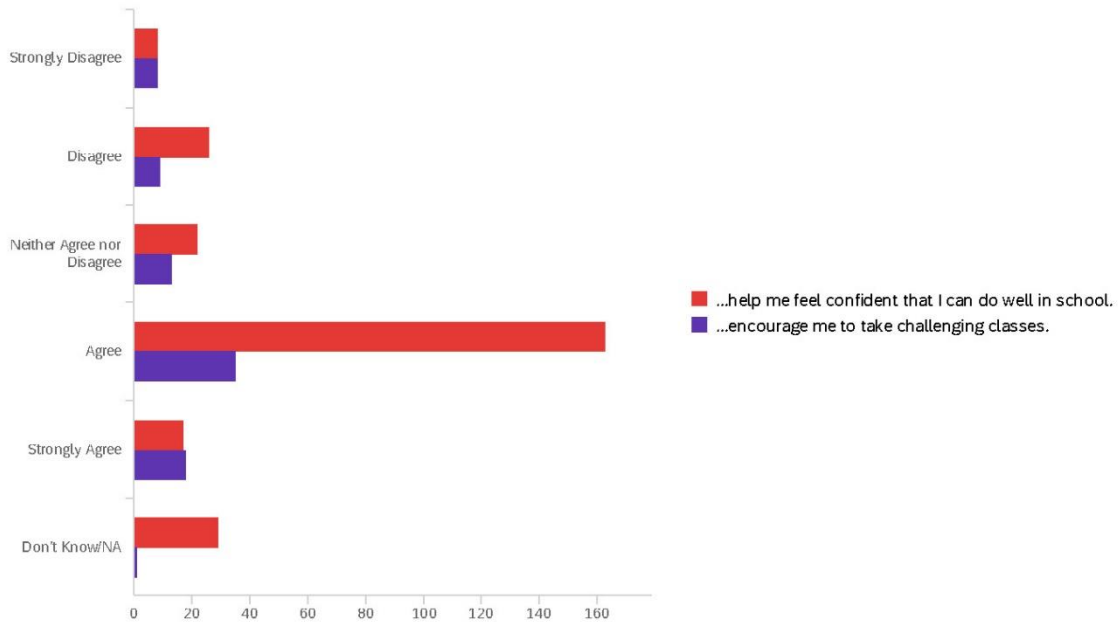
Q52 - Please say how much you agree or disagree with the following statements about class...



#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...can help all students succeed.	1.86% 18	6.09% 59	9.18% 89	46.65% 452	28.59% 277	7.64% 74
2	...adjust lessons to fit students' different learning styles.	2.41% 17	8.95% 63	11.65% 82	31.82% 224	28.41% 200	16.76% 118
3	...adjust lessons to fit my learning style.	4.91% 13	24.15% 64	7.17% 19	44.53% 118	2.26% 6	16.98% 45

Showing rows 1 - 3 of 3

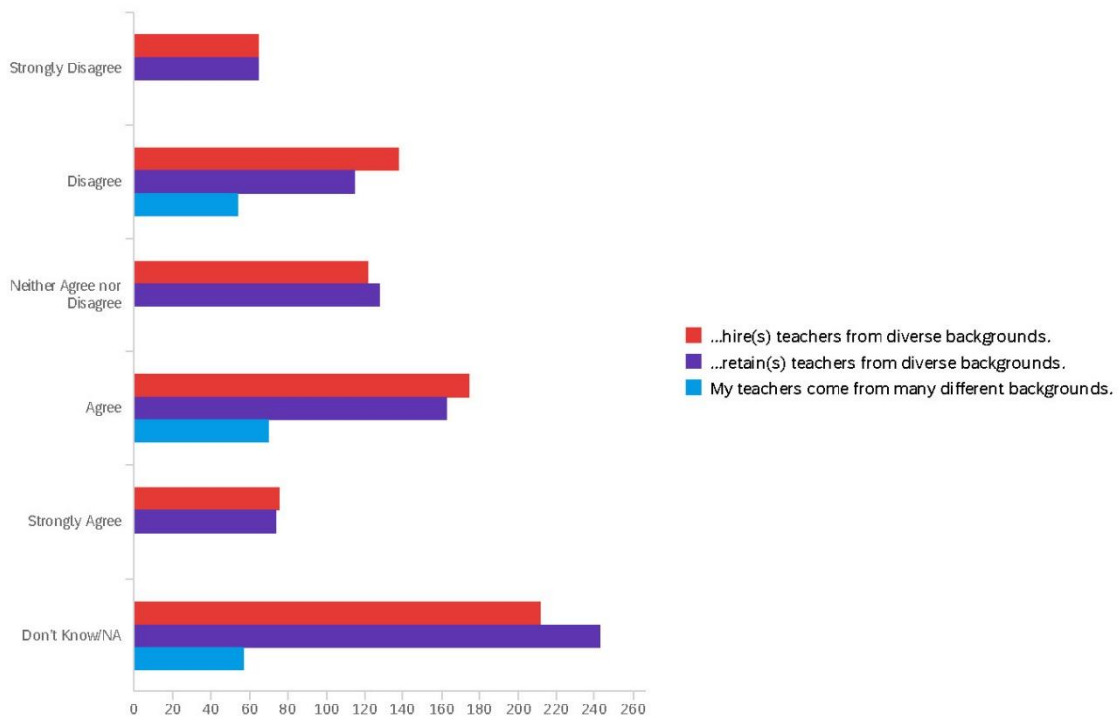
Q55 - Please say how much you agree or disagree with the following statement(s) about you...



#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...help me feel confident that I can do well in school.	3.02% 8	9.81% 26	8.30% 22	61.51% 163	6.42% 17	10.94% 29
2	...encourage me to take challenging classes.	9.52% 8	10.71% 9	15.48% 13	41.67% 35	21.43% 18	1.19% 1

Showing rows 1 - 2 of 2

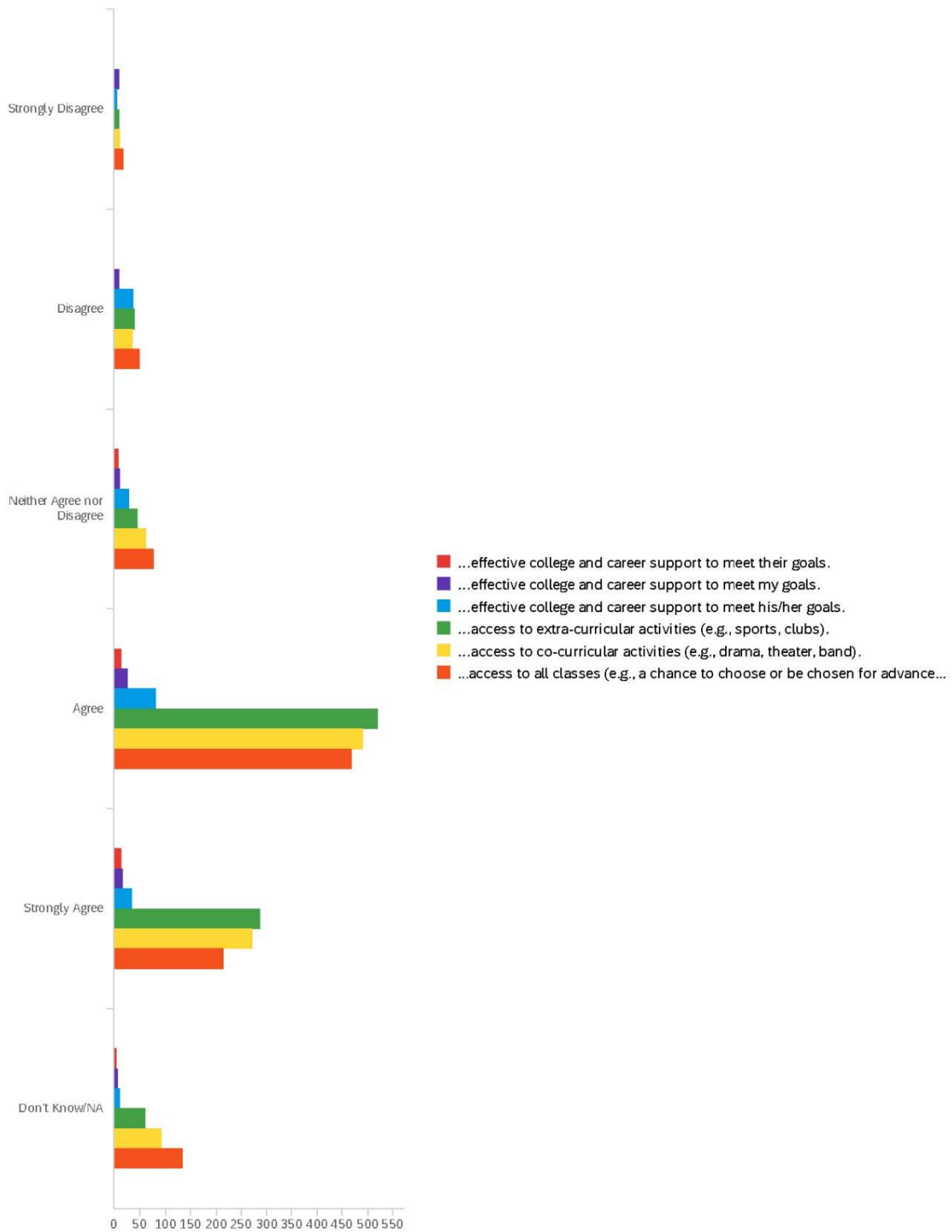
Q60 - Please say how much you agree or disagree with the following statement(s) about tea...



#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...hire(s) teachers from diverse backgrounds.	8.25% 65	17.51% 138	15.48% 122	22.21% 175	9.64% 76	26.90% 212
2	...retain(s) teachers from diverse backgrounds.	8.25% 65	14.59% 115	16.24% 128	20.69% 163	9.39% 74	30.84% 243
3	My teachers come from many different backgrounds.	0.00% 0	29.83% 54	0.00% 0	38.67% 70	0.00% 0	31.49% 57

Showing rows 1 - 3 of 3

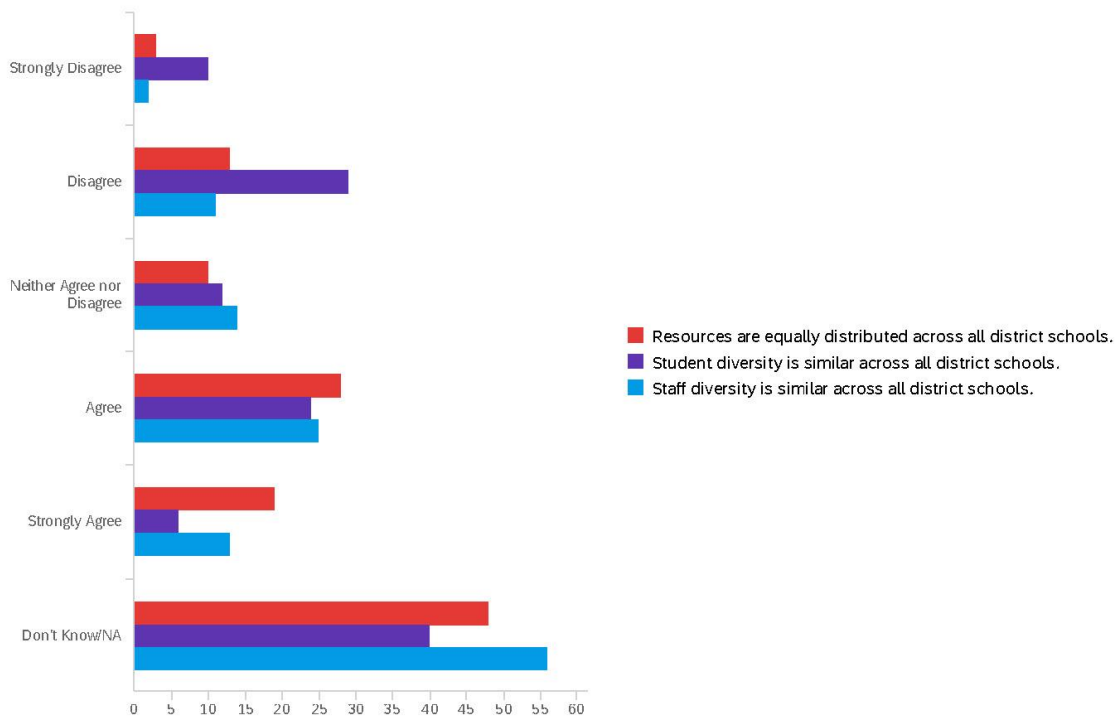
Q64 - Please say how much you agree or disagree with the following statements about stud...



#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...effective college and career support to meet their goals.	0.00% 0	2.33% 1	20.93% 9	32.56% 14	32.56% 14	11.63% 5
2	...effective college and career support to meet my goals.	11.90% 10	11.90% 10	14.29% 12	32.14% 27	20.24% 17	9.52% 8
3	...effective college and career support to meet his/her goals.	2.97% 6	18.81% 38	14.85% 30	40.59% 82	17.33% 35	5.45% 11
4	...access to extra-curricular activities (e.g., sports, clubs).	1.03% 10	4.23% 41	4.85% 47	53.77% 521	29.72% 288	6.40% 62
5	...access to co-curricular activities (e.g., drama, theater, band).	1.14% 11	3.72% 36	6.50% 63	50.77% 492	28.17% 273	9.70% 94
6	...access to all classes (e.g., a chance to choose or be chosen for advanced classes).	1.96% 19	5.26% 51	8.15% 79	48.40% 469	22.29% 216	13.93% 135

Showing rows 1 - 6 of 6

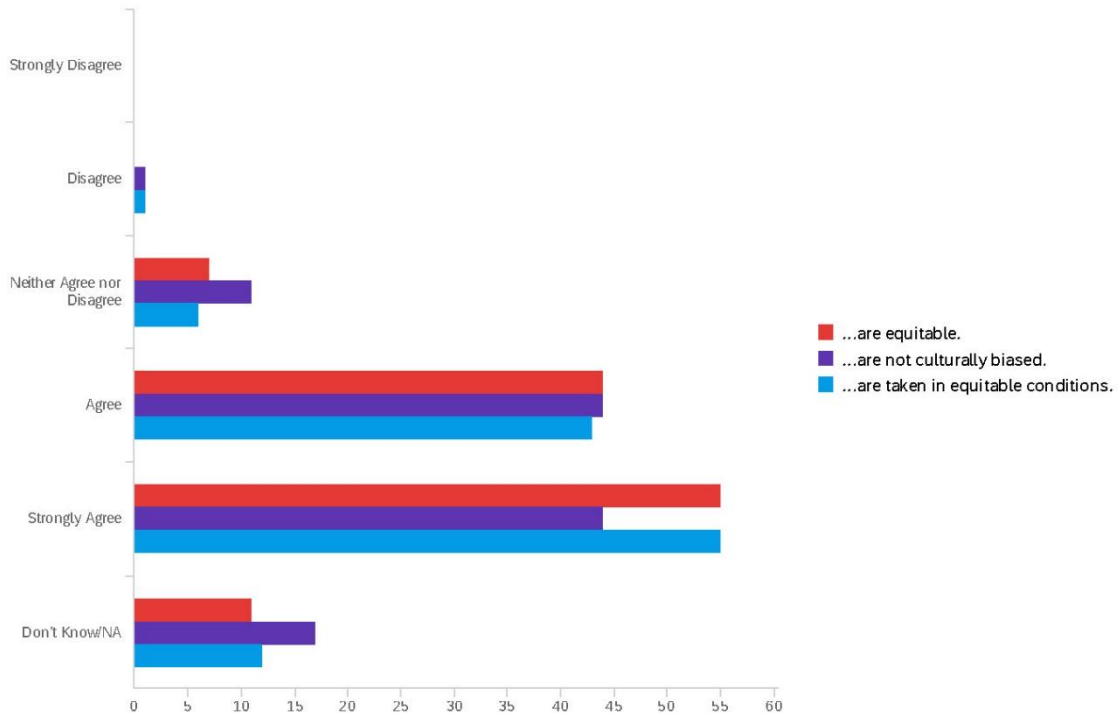
Q65 - Please say how much you agree or disagree with the following statements about distri...



#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	Resources are equally distributed across all district schools.	2.48% 3	10.74% 13	8.26% 10	23.14% 28	15.70% 19	39.67% 48
2	Student diversity is similar across all district schools.	8.26% 10	23.97% 29	9.92% 12	19.83% 24	4.96% 6	33.06% 40
3	Staff diversity is similar across all district schools.	1.65% 2	9.09% 11	11.57% 14	20.66% 25	10.74% 13	46.28% 56

Showing rows 1 - 3 of 3

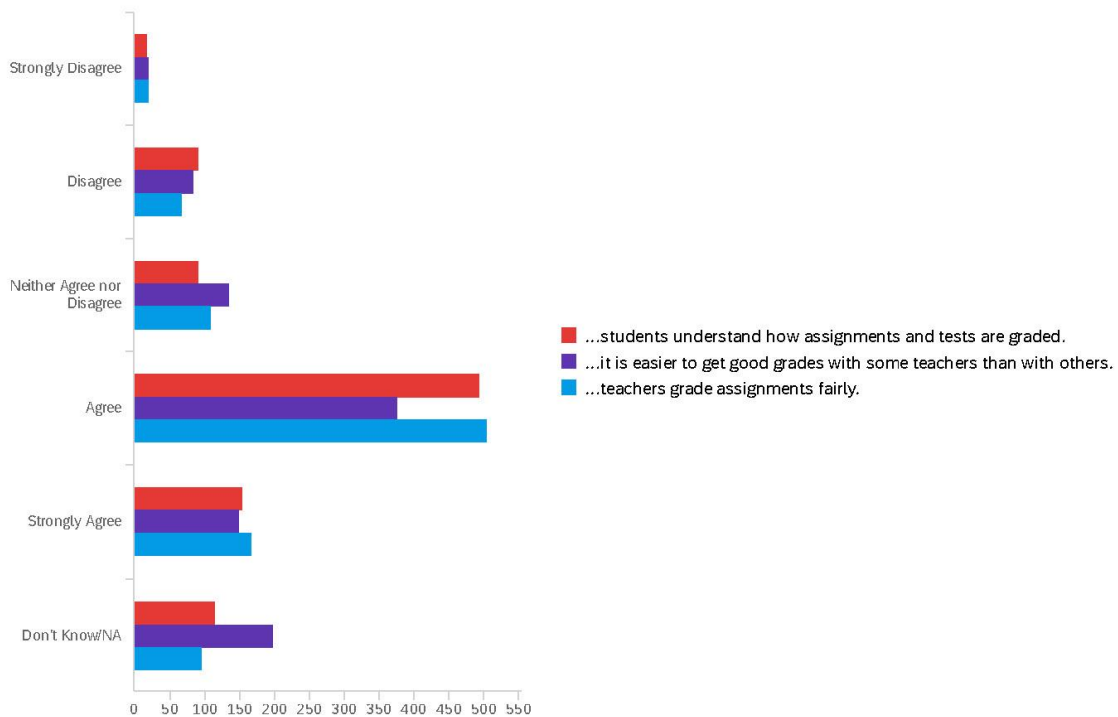
Q68 - Please say how much you agree or disagree with the following statements about asse...



#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...are equitable.	0.00% 0	0.00% 0	5.98% 7	37.61% 44	47.01% 55	9.40% 11
2	...are not culturally biased.	0.00% 0	0.85% 1	9.40% 11	37.61% 44	37.61% 44	14.53% 17
3	...are taken in equitable conditions.	0.00% 0	0.85% 1	5.13% 6	36.75% 43	47.01% 55	10.26% 12

Showing rows 1 - 3 of 3

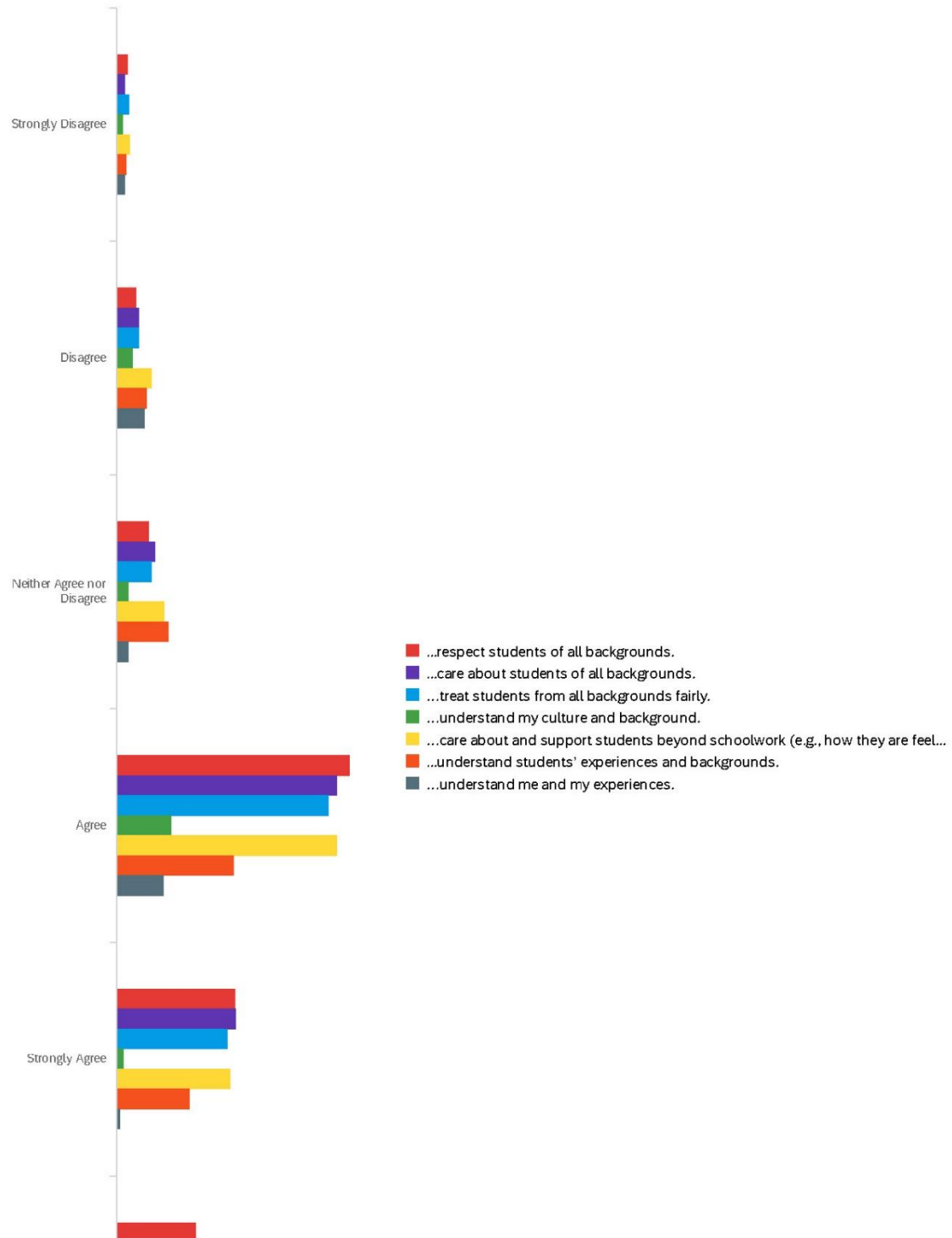
Q71 - Please say how much you agree or disagree with the following statements about gradi...

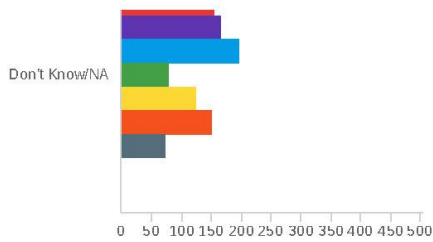


#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...students understand how assignments and tests are graded.	1.87% 18	9.53% 92	9.53% 92	51.19% 494	15.96% 154	11.92% 115
2	...it is easier to get good grades with some teachers than with others.	2.18% 21	8.70% 84	14.09% 136	38.96% 376	15.54% 150	20.52% 198
3	...teachers grade assignments fairly.	2.07% 20	7.05% 68	11.40% 110	52.23% 504	17.31% 167	9.95% 96

Showing rows 1 - 3 of 3

Q75 - Please say how much you agree or disagree with the following statements about stud...

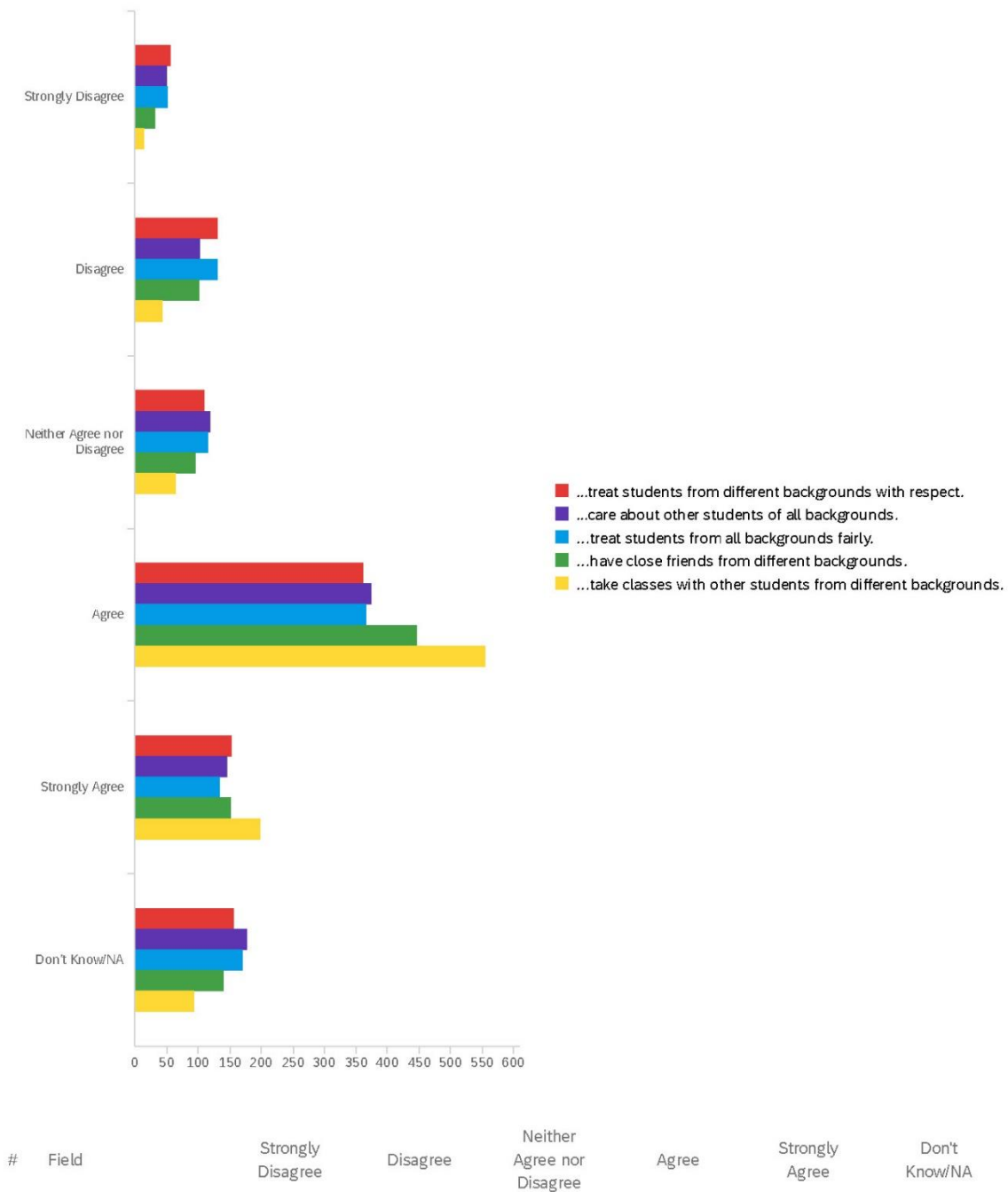




#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...respect students of all backgrounds.	2.17% 21	3.92% 38	6.50% 63	47.37% 459	24.05% 233	16.00% 155
2	...care about students of all backgrounds.	1.65% 16	4.44% 43	7.74% 75	44.79% 434	24.15% 234	17.23% 167
3	...treat students from all backgrounds fairly.	2.48% 24	4.54% 44	7.02% 68	43.14% 418	22.50% 218	20.33% 197
4	...understand my culture and background.	4.53% 12	11.70% 31	8.30% 22	40.38% 107	4.91% 13	30.19% 80
5	...care about and support students beyond schoolwork (e.g., how they are feeling, what they like/dislike, family).	2.58% 25	7.02% 68	9.60% 93	44.79% 434	23.12% 224	12.90% 125
6	...understand students' experiences and backgrounds.	2.70% 19	8.24% 58	14.49% 102	32.81% 231	20.31% 143	21.45% 151
7	...understand me and my experiences.	6.04% 16	20.75% 55	8.30% 22	34.72% 92	2.26% 6	27.92% 74

Showing rows 1 - 7 of 7

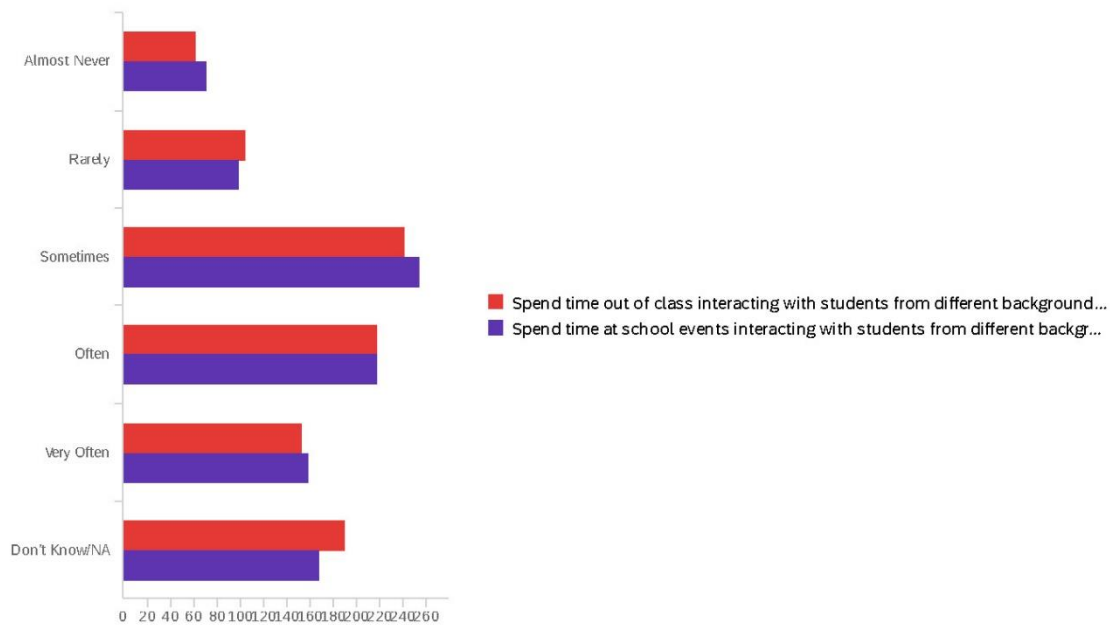
Q79 - Please say how much you agree or disagree with the following statements about stud...



#	Field	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		Don't Know/NA	
1	...treat students from different backgrounds with respect.	5.78%	56	13.52%	131	11.35%	110	37.36%	362	15.79%	153	16.20%	157
2	...care about other students of all backgrounds.	5.16%	50	10.63%	103	12.28%	119	38.60%	374	15.07%	146	18.27%	177
3	...treat students from all backgrounds fairly.	5.37%	52	13.52%	131	11.97%	116	37.77%	366	13.83%	134	17.54%	170
4	...have close friends from different backgrounds.	3.30%	32	10.53%	102	9.91%	96	46.13%	447	15.69%	152	14.45%	140
5	...take classes with other students from different backgrounds.	1.44%	14	4.44%	43	6.71%	65	57.28%	555	20.43%	198	9.70%	94

Showing rows 1 - 5 of 5

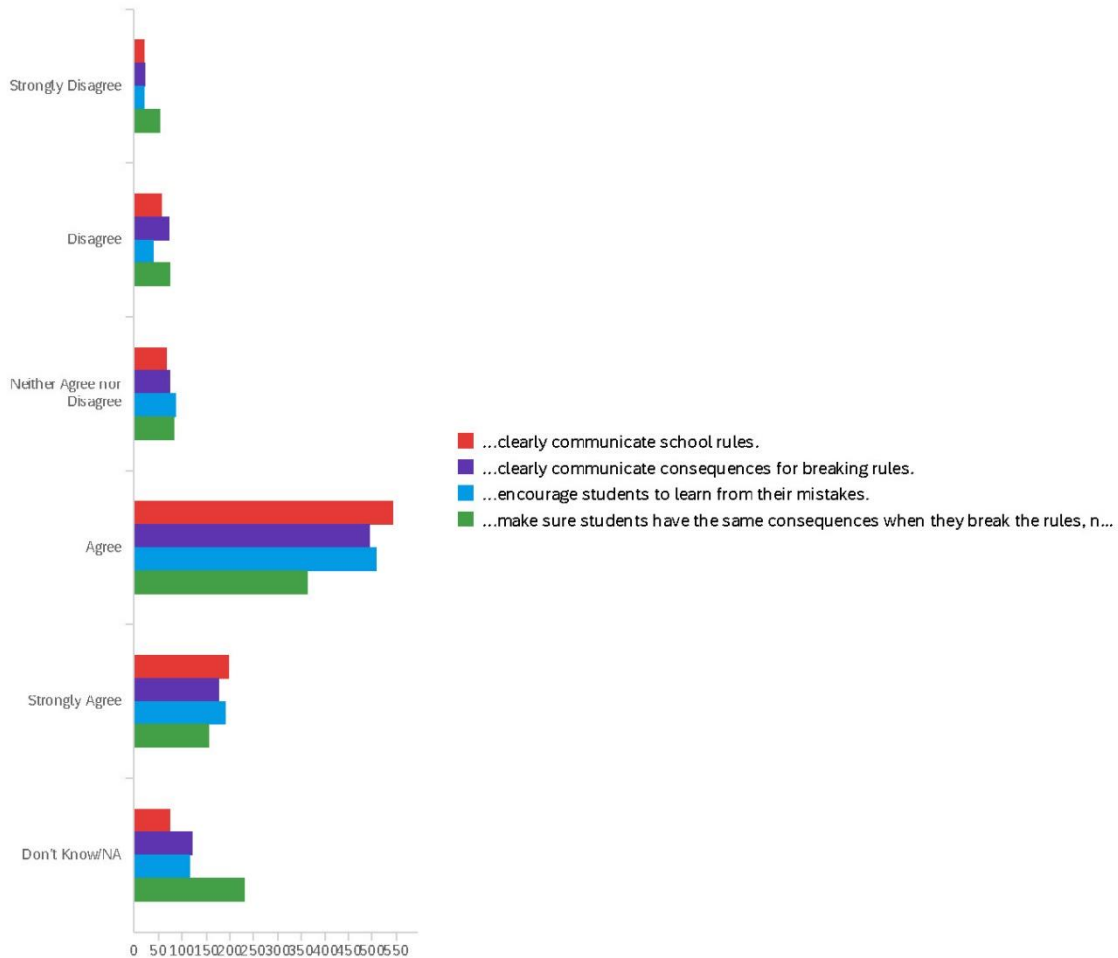
Q83 - How often [do you/does your child/do students] do the following?



#	Field	Almost Never	Rarely	Sometimes	Often	Very Often	Don't Know/NA
1	Spend time out of class interacting with students from different backgrounds (e.g., lunch, recess, study hall)	6.40% 62	10.84% 105	24.87% 241	22.50% 218	15.79% 153	19.61% 190
2	Spend time at school events interacting with students from different backgrounds (e.g., sports events, music performances)	7.33% 71	10.22% 99	26.21% 254	22.50% 218	16.41% 159	17.34% 168

Showing rows 1 - 2 of 2

Q87 - Please say how much you agree or disagree with the following statements about scho...

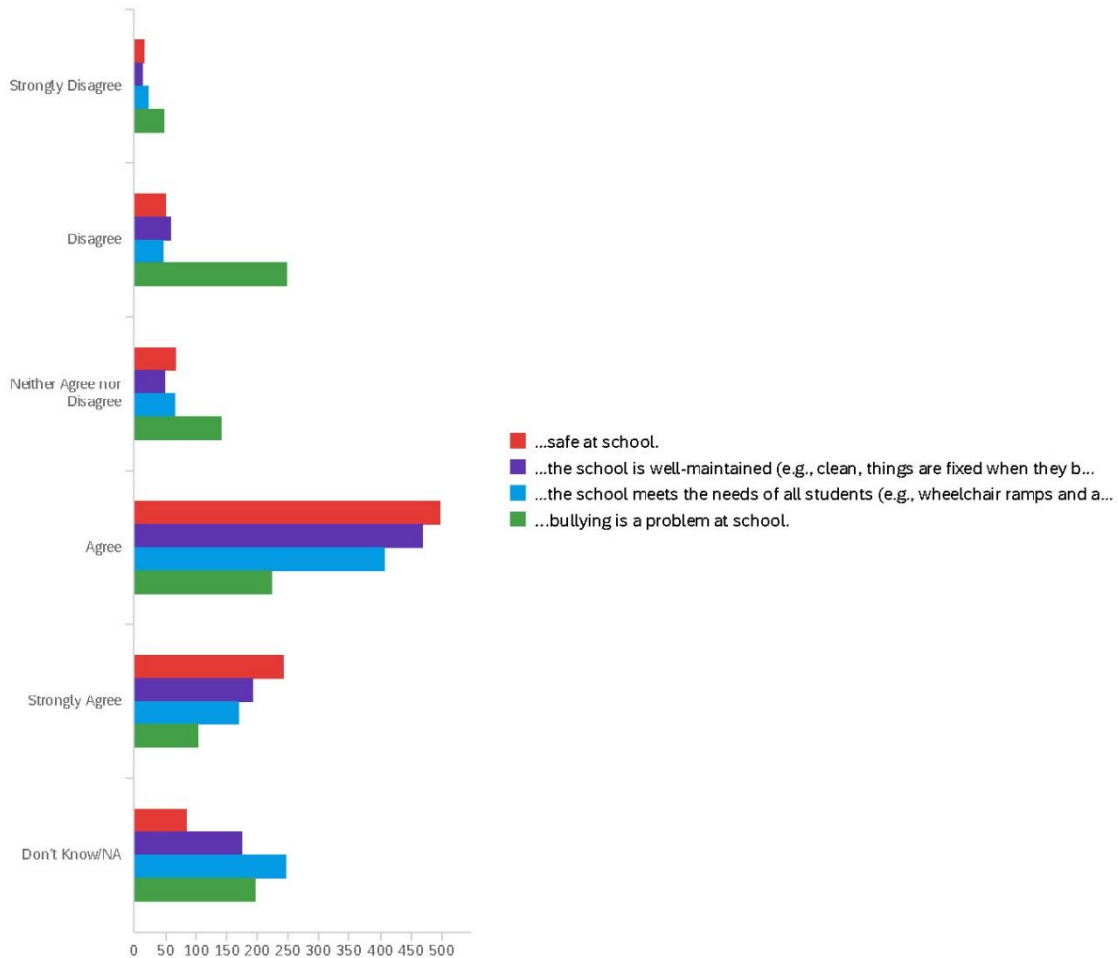


#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...clearly communicate school rules.	2.27% 22	5.99% 58	7.12% 69	56.14% 544	20.64% 200	7.84% 76
2	...clearly communicate consequences for breaking rules.	2.37% 23	7.64% 74	7.74% 75	51.19% 496	18.47% 179	12.59% 122

#	Field	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		Don't Know/NA	
3	...encourage students to learn from their mistakes.	2.27%	22	4.13%	40	8.98%	87	52.63%	510	19.81%	192	12.18%	118
4	...make sure students have the same consequences when they break the rules, no matter what their background is (e.g., gender, race, religion).	5.57%	54	7.74%	75	8.67%	84	37.67%	365	16.31%	158	24.05%	233

Showing rows 1 - 4 of 4

Q90 - Please say how much you agree or disagree with the following statements about scho...

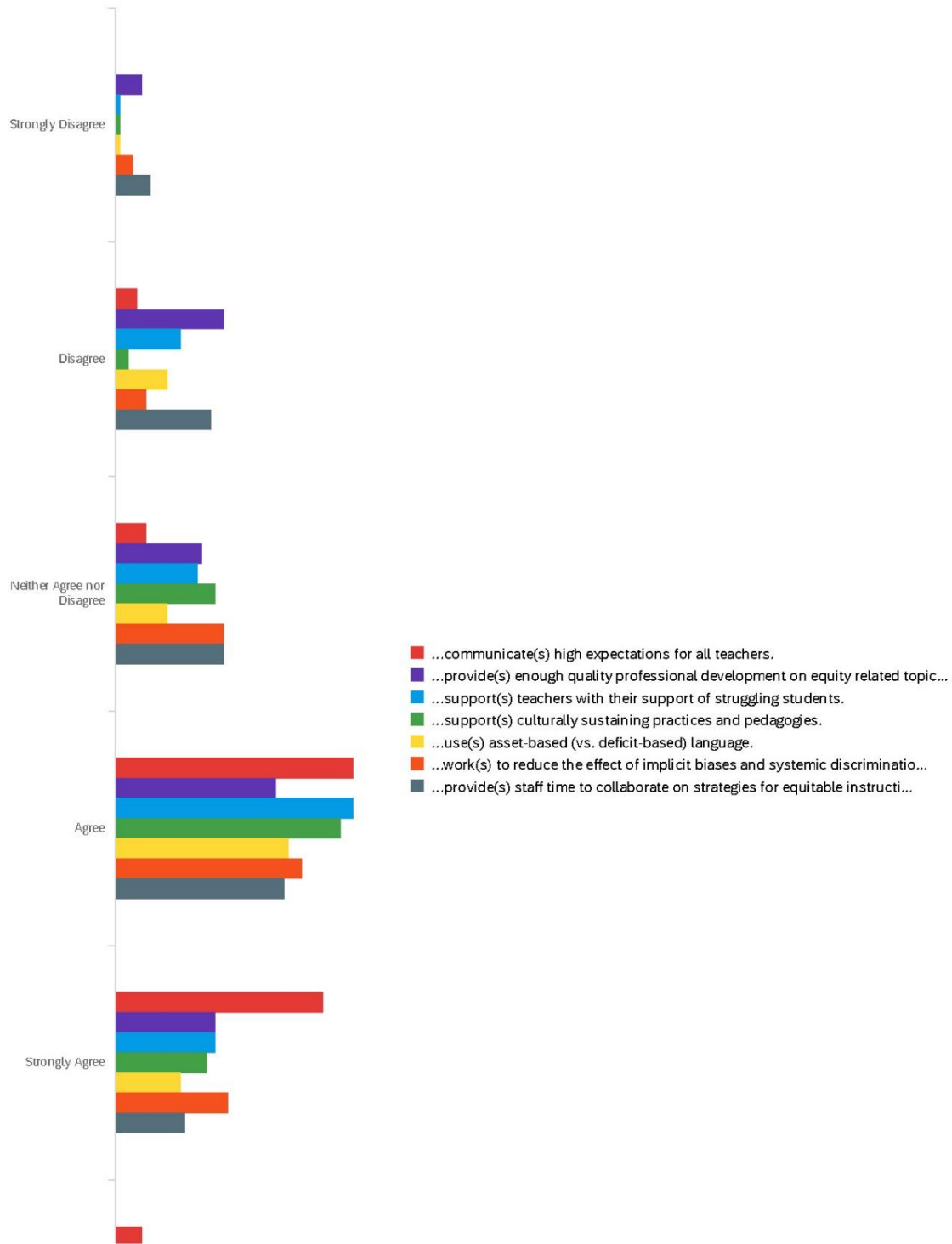


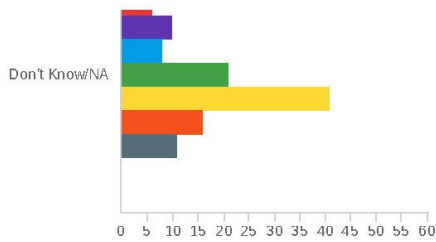
#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...safe at school.	1.66% 16	5.39% 52	7.05% 68	51.71% 499	25.28% 244	8.91% 86
2	...the school is well-maintained (e.g., clean, things are fixed when they break).	1.45% 14	6.22% 60	5.28% 51	48.81% 471	20.00% 193	18.24% 176

#	Field	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		Don't Know/NA	
3	...the school meets the needs of all students (e.g., wheelchair ramps and accommodations, translators).	2.49%	24	4.97%	48	6.84%	66	42.28%	408	17.72%	171	25.70%	248
4	...bullying is a problem at school.	5.08%	49	25.80%	249	14.72%	142	23.21%	224	10.78%	104	20.41%	197

Showing rows 1 - 4 of 4

Q93 - Please say how much you agree or disagree with the following statements. [My school...

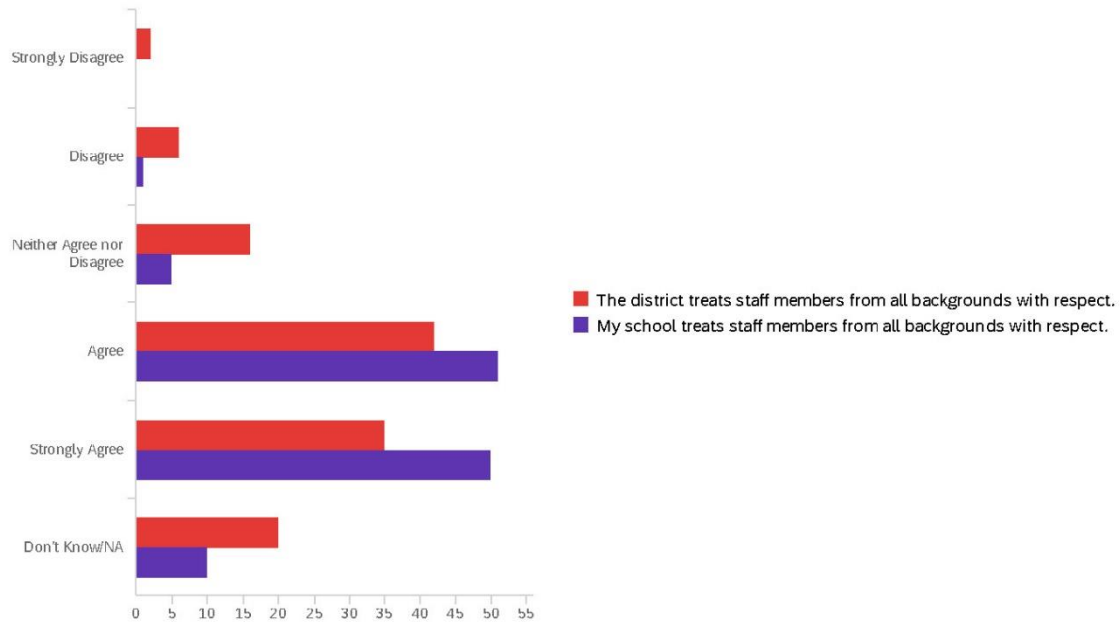




#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...communicate(s) high expectations for all teachers.	0.00% 0	4.13% 5	5.79% 7	45.45% 55	39.67% 48	4.96% 6
2	...provide(s) enough quality professional development on equity related topics.	4.96% 6	20.66% 25	16.53% 20	30.58% 37	19.01% 23	8.26% 10
3	...support(s) teachers with their support of struggling students.	0.83% 1	12.40% 15	15.70% 19	45.45% 55	19.01% 23	6.61% 8
4	...support(s) culturally sustaining practices and pedagogies.	0.83% 1	2.48% 3	19.01% 23	42.98% 52	17.36% 21	17.36% 21
5	...use(s) asset-based (vs. deficit-based) language.	0.83% 1	9.92% 12	9.92% 12	33.06% 40	12.40% 15	33.88% 41
6	...work(s) to reduce the effect of implicit biases and systemic discrimination on school decisions.	3.31% 4	5.79% 7	20.66% 25	35.54% 43	21.49% 26	13.22% 16
7	...provide(s) staff time to collaborate on strategies for equitable instruction.	6.61% 8	18.18% 22	20.66% 25	32.23% 39	13.22% 16	9.09% 11

Showing rows 1 - 7 of 7

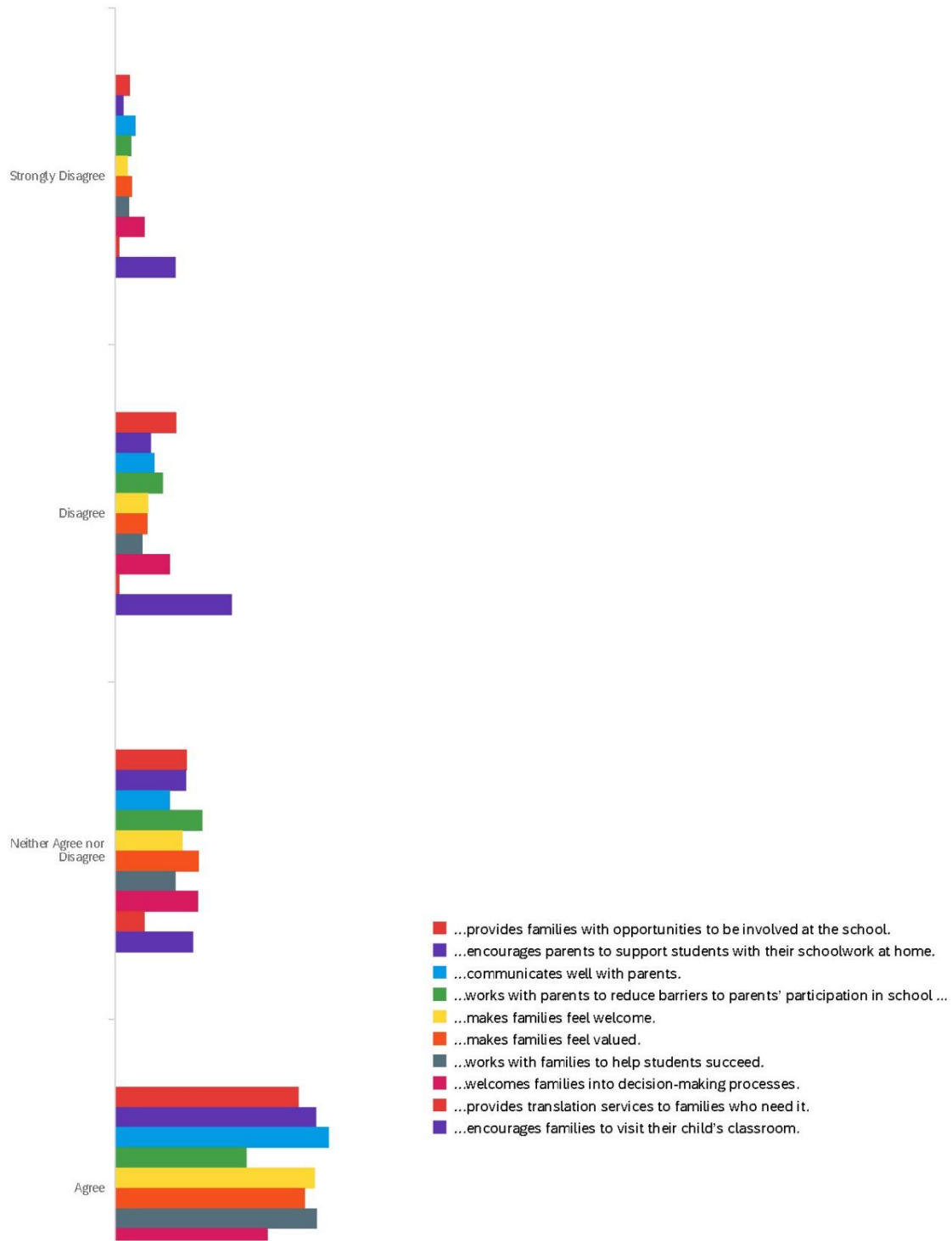
Q96 - Please say how much you agree or disagree with the following statement(s).

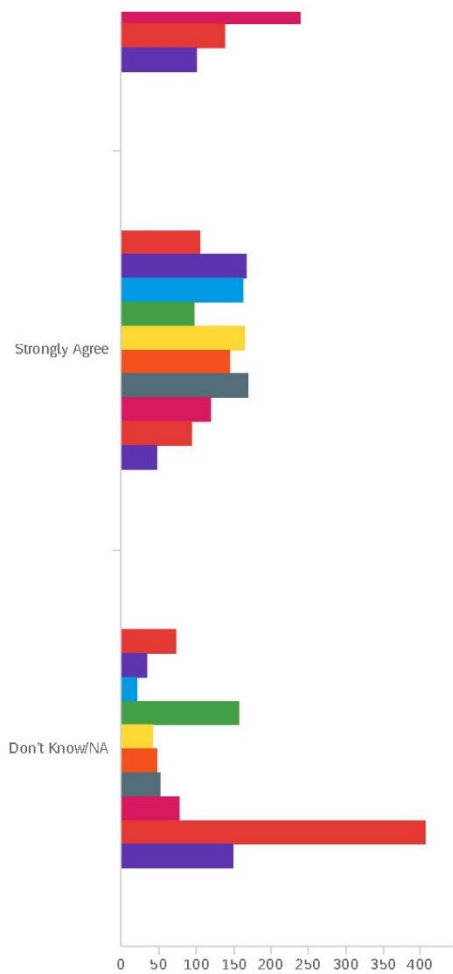


#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	The district treats staff members from all backgrounds with respect.	1.65% 2	4.96% 6	13.22% 16	34.71% 42	28.93% 35	16.53% 20
2	My school treats staff members from all backgrounds with respect.	0.00% 0	0.85% 1	4.27% 5	43.59% 51	42.74% 50	8.55% 10

Showing rows 1 - 2 of 2

Q99 - Please say how much you agree or disagree with the following statements about [your...]



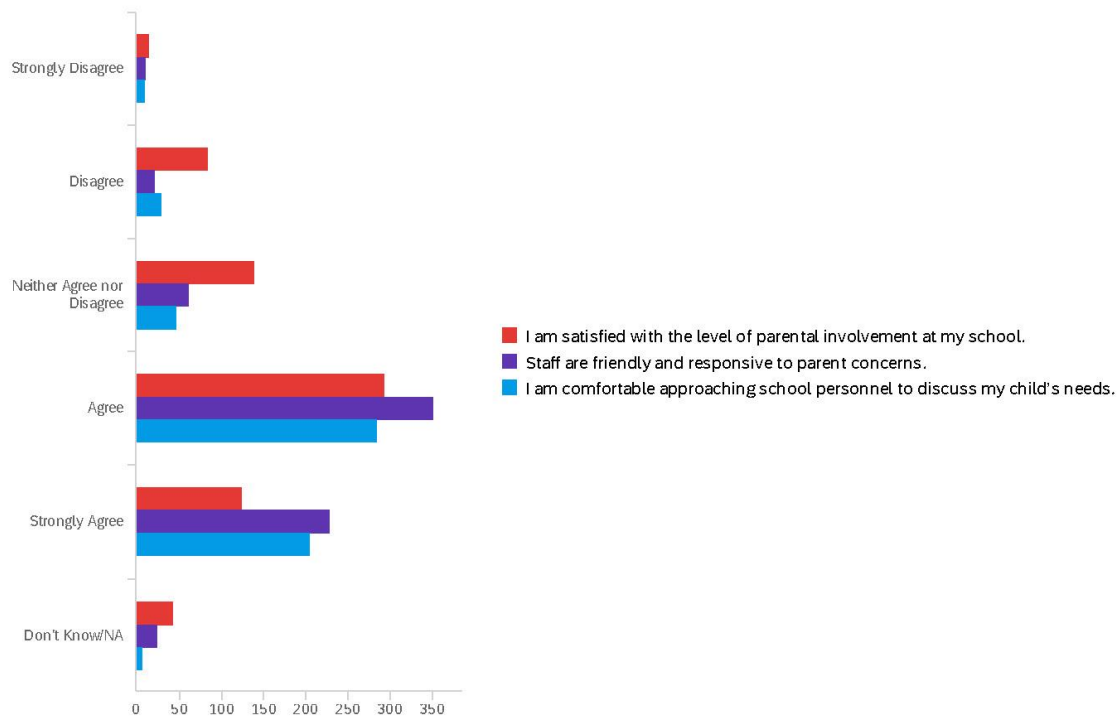


#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	...provides families with opportunities to be involved at the school.	3.29% 23	13.71% 96	16.00% 112	41.29% 289	15.14% 106	10.57% 74
2	...encourages parents to support students with their schoolwork at home.	1.86% 13	8.00% 56	15.86% 111	45.29% 317	24.00% 168	5.00% 35
3	...communicates well with parents.	4.43% 31	8.71% 61	12.29% 86	48.14% 337	23.29% 163	3.14% 22

#	Field	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		Don't Know/NA	
4	...works with parents to reduce barriers to parents' participation in school activities.	3.57%	25	10.71%	75	19.57%	137	29.57%	207	14.00%	98	22.57%	158
5	...makes families feel welcome.	2.71%	19	7.29%	51	15.14%	106	45.00%	315	23.71%	166	6.14%	43
6	...makes families feel valued.	3.71%	26	7.14%	50	18.71%	131	42.71%	299	20.86%	146	6.86%	48
7	...works with families to help students succeed.	3.14%	22	6.00%	42	13.57%	95	45.43%	318	24.29%	170	7.57%	53
8	...welcomes families into decision-making processes.	6.57%	46	12.29%	86	18.57%	130	34.29%	240	17.14%	120	11.14%	78
9	...provides translation services to families who need it.	0.86%	6	0.86%	6	6.57%	46	19.86%	139	13.57%	95	58.29%	408
10	...encourages families to visit their child's classroom.	13.57%	95	26.14%	183	17.57%	123	14.43%	101	6.86%	48	21.43%	150

Showing rows 1 - 10 of 10

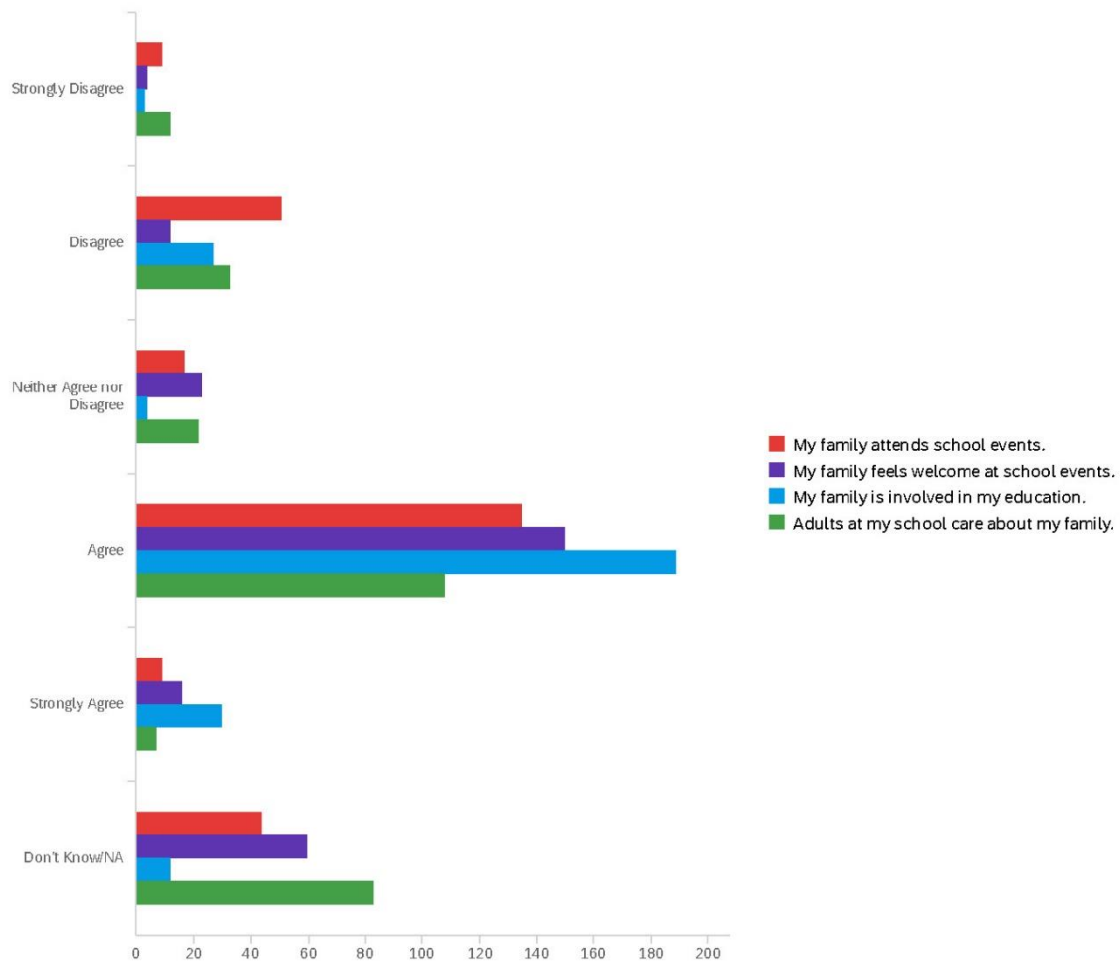
Q100 - Please say how much you agree or disagree with the following statements about par...



#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	I am satisfied with the level of parental involvement at my school.	2.14% 15	12.14% 85	19.86% 139	41.86% 293	17.86% 125	6.14% 43
2	Staff are friendly and responsive to parent concerns.	1.57% 11	3.14% 22	8.86% 62	50.14% 351	32.71% 229	3.57% 25
3	I am comfortable approaching school personnel to discuss my child's needs.	1.72% 10	5.15% 30	8.06% 47	48.71% 284	35.16% 205	1.20% 7

Showing rows 1 - 3 of 3

Q101 - Please say how much you agree or disagree with the following statements about fam...

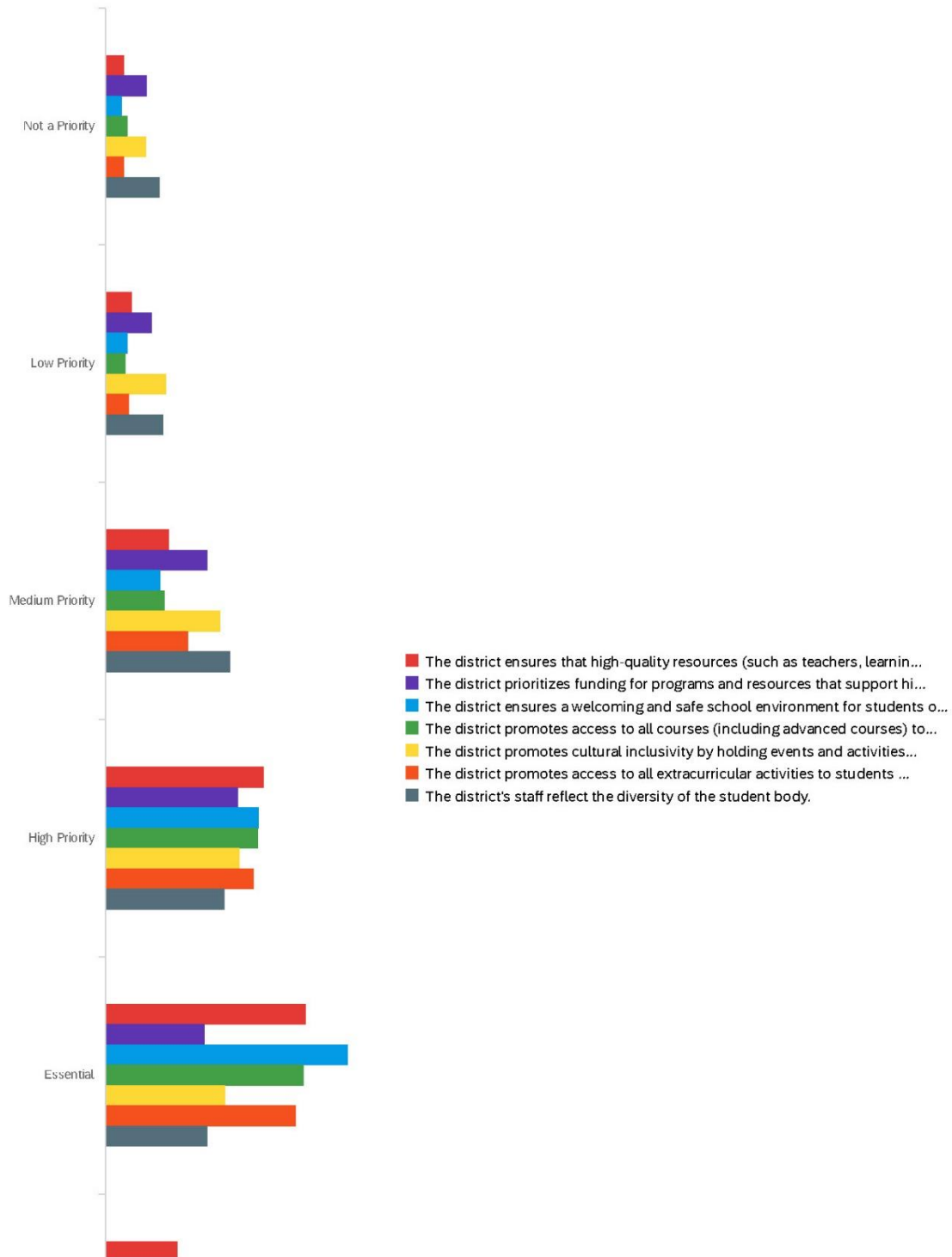


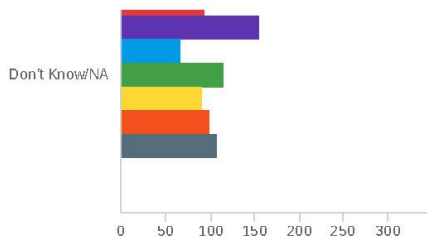
#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
1	My family attends school events.	3.40% 9	19.25% 51	6.42% 17	50.94% 135	3.40% 9	16.60% 44
2	My family feels welcome at school events.	1.51% 4	4.53% 12	8.68% 23	56.60% 150	6.04% 16	22.64% 60
3	My family is involved in my education.	1.13% 3	10.19% 27	1.51% 4	71.32% 189	11.32% 30	4.53% 12

#	Field	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know/NA
4	Adults at my school care about my family.	4.53% 12	12.45% 33	8.30% 22	40.75% 108	2.64% 7	31.32% 83

Showing rows 1 - 4 of 4

Q102 - To what extent do you feel each of the following should be a district priority for suppo...





#	Field	Not a Priority	Low Priority	Medium Priority	High Priority	Essential	Don't Know/NA
1	The district ensures that high-quality resources (such as teachers, learning materials, and programs) are available across schools for students of diverse backgrounds.	3.41% 24	4.83% 34	11.79% 83	29.40% 207	37.22% 262	13.35% 94
2	The district prioritizes funding for programs and resources that support historically disadvantaged student subgroups.	7.67% 54	8.52% 60	18.89% 133	24.57% 173	18.32% 129	22.02% 155
3	The district ensures a welcoming and safe school environment for students of diverse backgrounds.	2.98% 21	3.98% 28	10.09% 71	28.41% 200	45.03% 317	9.52% 67
4	The district promotes access to all courses (including advanced courses) to students of diverse backgrounds.	3.98% 28	3.69% 26	10.94% 77	28.27% 199	36.79% 259	16.34% 115
5	The district promotes cultural inclusivity by holding events and activities that celebrate diverse cultures and backgrounds.	7.53% 53	11.22% 79	21.31% 150	24.86% 175	22.16% 156	12.93% 91

#	Field	Not a Priority		Low Priority		Medium Priority		High Priority		Essential		Don't Know/NA	
6	The district promotes access to all extracurricular activities to students of diverse backgrounds.	3.41%	24	4.26%	30	15.34%	108	27.56%	194	35.37%	249	14.06%	99
7	The district's staff reflect the diversity of the student body.	9.94%	70	10.65%	75	23.15%	163	22.02%	155	18.89%	133	15.34%	108

Showing rows 1 - 7 of 7

End of Report