



Comprehensive School Climate Inventory[®]

Measuring the Climate for Learning

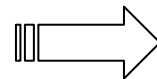
PARENT/GUARDIAN SURVEY

Before you begin, please read the following information.

You are being asked to complete this survey as part of a project to help all members of the school community (students, parents, and the adults who work at the school) understand how everyone feels about your child's school.

- As you respond to each item, focus on your thoughts and feelings based on your own personal experience with the school, as well as your perceptions of your child's experience as a student.
- There **are no right or wrong answers**— this is not a test! We just want to know how you feel. Your responses will provide us with important information to help your child's school become even better.
- All of your responses are **completely anonymous**. No one from the school will ever see your answers, and no identifying information (such as name, child's name or survey ID) will be recorded with your answers.
- All results will be reported to your school only in terms of how each population responded. Individual responses are never seen by your school.
- The survey should take you approximately 20 minutes to complete. Please try to respond to all items.

Start Survey



National School Climate Center
formerly the Center for Social and Emotional Education (CSEE)

| Think about your experience with your child's school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement. | | Strongly Disagree | Disagree | Neither Agree Nor Disagree (Neutral) | Agree | Strongly Agree |
|---|--|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|
| Mark one answer on each line like this: ● Not like this: ⊗ ⊙ ⊘ | | | | | | |
| 1. | My child's school tries to get students to join in after school activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | Adults who work in my child's school treat students with respect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | In my child's school, he/she talks about ways to help control his/her emotions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | Many students at my child's school go out of their way to treat other students badly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | Adults in my child's school seem to work well with one another. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | Students in my child's school respect each other's differences (for example, gender, race, culture, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | In my child's school, students have learned ways to resolve disagreements so that everyone can be satisfied with the outcome. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | My child's school tries to get all families to be part of school activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | My child's teachers encourage him/her to try out new ideas (think independently). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | My child has been insulted, teased, harassed or otherwise verbally abused more than once at this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. | In my child's school, he/she talks about the way his/her actions will affect others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. | Students have friends at school they can turn to if they have questions about homework. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | In my child's school, he/she discusses issues that help him/her think about how to be a good person. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. | In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing or tripping). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. | Students have friends at school they can trust and talk to if they have problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |