

This document outlines some shared definitions in the SF2020 Reynolds surveys, along with an overview of what questions within each domain is intending to solicit.

Definitions:

- **Culture:** Shared traditions, values and beliefs held by a group of people, usually (but not always) tied to sharing ethnicity
- **Ethnicity:** Broader than race, and typically consists of people with same or similar backgrounds, often includes nationality, religion, language and/or traditions
- **Race:** Typically, categories of humans based on real or imagined physical differences, often including skin color, hair, and/or eye shape
- **Students of Color:** Students who do not identify as white

Survey Domains:

The following are the domain introductions for the student surveys. Should you have more questions about these, please contact Cassie Lovett.

II. School Supports

A. Tell us about how you feel supported at school

For these questions, think about your experiences at this school—both inside and outside the classroom. Think about your relationships with your teachers, how you feel about going to school, and how well you’re doing in school overall. Find the circle that best tells us your experience. Please fill in a circle for each statement.

These questions aim to understand the level of support they feel in class and in the school.

B. Tell us about your experiences at school

For these questions, think about how teachers and other adults make you feel when you are at this school, and whether school is someplace you feel comfortable or accepted. Find the circle that best tells us your experience.

These questions aim to understand the experiences students have with adults at the school.

C. Tell us about your experiences in your classes

Now, think about your time in the classrooms at this school. Think about how you and other students are treated in your class by your teachers

These questions aim to understand the level of support they have from teachers.

D. Tell us about your family's experience in your school

These questions ask about your family or caregivers' relationship with your school. Think about whether your family is involved in your school, and whether the school welcomes your family to be part of your education.

These questions aim to understand how the student perceives family experiences with school staff.

III. Quality of Life Gains

A. Tell us about your experiences with race and culture

Think about your racial, ethnic, or cultural identities in these questions. Think about how you feel about these identities in and out of school. For each statement, fill in the circle that best reflects your experience.

These questions aim to understand student's level of positive racial/ethnic/cultural identity.

B. Tell us about your experiences with racism and discrimination

Sometimes, people are treated unfairly because of their identities—because of their skin color, because they were born in another country, or because they speak a different language at home. Being treated unfairly because of your identity is called discrimination. We'd like to know more about how you experience and react to discrimination in your life.

These questions aim to understand the extent of the student's experience with racism and discrimination. Bullying is also included because we found in the pilot year that younger students were more familiar with bullying, and wanted to capture their experience of unfair treatment.

The following question aims to get at how often the student experiences appropriation of their own culture:

35. How often are parts of your culture being used in ways that are okay at school? (This may include using your dance, ceremonies, cultural symbols, or traditions in ways that are not approved, and are disrespectful to the community.)

C. Tell us about your experience with people who share your identity

Think about how you feel about other people who share your identities—your family, community members, or elders—and how involved you are with them.

These questions aim to understand how connected the student feels with their community, and/or individuals who share their identity.

D. Tell us about your confidence and skills that you use when you think something should change

For these questions, think about how you act when you see something that needs to change at school, either inside or outside the classroom.

These questions aim to understand the advocacy confidence and skills the student has.

E. Tell us about how you see yourself.

These questions ask you about your personal beliefs and how you see yourself. Think about what you value and what is important to you.

These questions aim to understand the student's perceptions about themselves and self-efficacy.

IV. This section asks about your perspective on respect in the school

A. Tell us about the respect you get

These questions ask you if you have been treated differently at school because of your identities—whether due to your race, ethnicity, or cultural background. Maybe another student has called you a name because you speak a different language, or a teacher treats you differently because of the color of your skin. This could be inside or outside the classroom, and could involve anyone at school—teachers, staff, or other students.

These questions aim to understand the student's experience with respect and unfair treatment from the school.

B. Tell us about how responsive you think the school is to students' wants and needs.

For these questions, think about the people who work at your school—teachers, staff, coaches, and principal—and whether they listen to you, your family, and your community about what you want and need. Think about whether people from your racial or cultural background are welcomed and respected at your school.

These questions aim to understand the level of cultural responsiveness of the school.

C. This is about discipline practices at your school

If you have been part of a disciplinary hearing at school (where you could have been or were suspended), think about what happened, and how you were treated by teachers and school staff.

These questions are for a student involved in a disciplinary hearing, and aim to understand their experience in that process.

V. This section asks about your plans after high school

A. Think about your plans for finishing school and what you will do after that

These questions ask you about what you want to do after school, and whether you have all the information you need to make a decision for yourself.

These questions aim to understand student post-graduation aspirations.