

## How to Use the Item Bank

This bank of survey questions is provided to districts and schools in support of broader community engagement. [A comprehensive guide is provided as a supplement.](#) Not every question will be appropriate or helpful for every applicant to use in their engagement efforts. We encourage you to consider what you need to know and why, as well as how that information will be put to use, when deciding whether a question is appropriate for inclusion in your survey.

## Item Design

Five banks of questions are available for use:

1. [Student Question Bank](#)
2. [Family Question Bank](#)
3. [Teacher/Staff Question Bank](#)
4. [Community Question Bank](#)
5. [Spending Priority Question Bank](#)

Questions are organized within six domains:

1. School culture and climate
2. Communication and engagement
3. Student/staff relationships
4. Pedagogical effectiveness
5. School environment
6. School-sponsored activities

The staff survey includes two additional domains:

7. Educating all students
8. Feedback, coaching, and leadership.

The majority of questions in this item bank are Likert-type questions: respondents select their level of agreement with each statement on a scale of 1 to 5:

### Scale:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Each domain also contains 2-3 open-ended questions, which are denoted by ¶. These open-ended questions allow respondents to provide more information by expanding on topics in greater depth and detail.

An additional bank of questions is provided to solicit input regarding district or school spending priorities using a similar scale. This supplement is not a comprehensive list of allowable spending but can be used as a source of information to guide district or school decision-making when developing an integrated plan.

**Spending Level Scale:**

Spend a lot less	Spend less	About right	Spend more	Spend a lot more
1	2	3	4	5

## Community Engagement Survey Item Bank: STUDENT VERSION

### 1. *School Culture and Climate*

1. I feel welcome at this school and at school activities.
2. My school addresses bias or discrimination toward my cultural, ethnic, language, disability status, economic, or gender group.
3. My culture, identities, and ways of being are valued and respected by my teachers and peers.
4. At my school, racial and cultural diversity is recognized and discussed in a positive way that includes staff and families (such as at family meetings, community events, school council meetings, discussion groups, etc).
5. I see myself represented/reflected in the school culture.
6. My school works with other organizations, groups, or events that support different cultural or social communities.
7. Students in the school treat me with respect.
8. At school I feel seen and cared for by my peers.
9. ✎ What are some things the school could do to support your cultural identity or lived experience?
10. ✎ What are some steps the school could take to make you feel included or like you belong?

### 2. *Communication & Engagement with School*

1. I have opportunities to voice my opinions to teachers about my experiences and education.
2. When I voice my opinions, teachers take what I have to say seriously.
3. It is easy for me to bring up problems or concerns with adults at school.
4. Staff members or interpreters who use my primary language are available during the school day.
5. I receive information from the school about how to access other educational resources in the community or online.
6. I have the opportunity to participate in decisions about my placement in school courses or programs.
7. ✎ What are some things about the school that have had a positive impact on your education?

8. ✎ What are some things the school could do to make a better impact on your education?
9. ✎ What are some ways you would like to engage with the school in the future?

### 3. *Student/Staff Relationships*

1. Teachers and staff treat me with respect.
2. Teachers and staff treat all students with respect.
3. My teachers care about my well-being.
4. There is an adult in the school who I can talk to when I am upset or have a problem.
5. If I don't understand something in class, I feel comfortable talking to my teacher about it.
6. Most teachers support and engage me in my learning.
7. ✎ What are some things the school could do to improve relationships between students and teachers/staff?
8. ✎ What are some things the school could do to improve relationships between families and teachers/staff?

### 4. *Pedagogical Effectiveness*

1. I understand how I am being graded or evaluated in my learning.
2. The school's way of grading works well for me.
3. I have opportunities to take courses that are interesting to me.
4. The school is doing a good job of supporting my social/emotional growth.
5. At the end of the school year, I know I will be prepared for the next steps in my education or career.
6. I am challenged by teachers to learn the most I can.
7. I have opportunities to show what I've learned to peers and teachers.
8. I see myself positively represented or reflected in the curriculum.
9. My teacher(s) changes or adjusts teaching methods, practices, and/or lessons based on my needs.
10. I have a wide selection of Career Technical courses (such as Agriculture, Computers, Design, Health Sciences, etc) available to choose from in my school that will prepare me for a current or future good paying career.
11. I know what is required of me to graduate from high school.
12. I have opportunities to earn college credit while still in high school.

13. I know how the college credit earned will help me gain employment or be applied to a career pathway certificate or college degree.
14. I know what career opportunities are available to me, and what I need to do to be prepared for those careers.
15. I have the opportunity to participate in career related learning activities such as work-based learning, job shadowing and career aptitude exploration that are aligned to my goals.
16. ✎ What could be done to make your classes more interesting and engaging?
17. ✎ What are some steps the school could take to support your progress in school?
18. ✎ What are some courses you would like to have available at your school that aren't currently offered?
19. ✎ Are there barriers (e.g. fees, transportation, prerequisites) that prevent you from participating in activities offered by the school during regular school hours? If so, what are they?

#### 5. *School Environment*

1. If I need help getting clean clothes, hygiene products (e.g. soap, shampoo, menstrual products), or food, I know who to go to at my school for help.
2. At my school the learning spaces, such as classrooms or libraries, feel welcoming and inviting.
3. The air quality in my school distracts me from my work.
4. The temperature in my school distracts me from my work.
5. The noise level in my school distracts me from my work.
6. The school's physical environment and building conditions make my school a good place to learn.
7. I feel protected from harm or danger at this school.
8. I feel protected from harm or danger going to and from this school.
9. I sometimes stay home because I don't feel protected from harm or danger at my school.
10. Students bully or harass me in school, online, or after school.
11. ✎ What is something school leaders could do at school to increase your sense of physical or emotional security and well being?
12. ✎ What are some steps the school could take to support your health and security?

13. ✎ What are some steps the school could take to show pride in physical learning spaces (buildings or grounds)?

6. *School-sponsored Activities*

1. I am happy with the choice of school activities (e.g., athletics, clubs, field trips) outside of the regular school hours.
2. The activities offered outside of regular school hours match my interests or needs.
3. I am encouraged to be a part of activities outside of regular school hours.
4. ✎ Are there barriers (e.g. fees, transportation, care for a younger sibling, a job) that prevent you from participating in activities offered by the school outside of regular school hours? If so, what are they?
5. ✎ What are some school activities you would like to see available?

7. *Demographic questions*

1. What is your gender?
2. What is your ethnicity?
3. What is your race?
4. What grade are you in?

## Community Engagement Survey Item Bank: FAMILY VERSION

### 1. *School Culture and Climate*

1. My family is welcome at my student's school and at school activities.
2. My student's school addresses bias or discrimination toward my student's cultural, ethnic, language, disability status, economic, or gender group.
3. My student's culture, identities, and ways of being are valued and respected by their teachers and peers.
4. At my student's school, racial and cultural diversity is recognized and discussed in a constructive way that includes staff and families (such as at family meetings, community events, school council meetings, discussion groups, etc).
5. My student is represented/reflected in the school culture.
6. My student's school works with other organizations, groups, or events that support different cultural or social communities.
7. Students in the school treat my student with respect.
8. At school my student feels seen and cared for by their peers.
9. ✎ What are some things the school could do to support your student's cultural identity or lived experience?
10. ✎ What are some steps the school could take to support your student's sense of belonging and inclusion?

### 2. *Communication & Engagement with School*

1. I, or another family member, have opportunities to voice our opinions to teachers about our student's experiences and education.
2. When I, or another family member, voice our opinions, teachers take what we have to say seriously.
3. It is easy for me, or another family member, to bring up problems or concerns with the principal, teachers, and/or counselors at school.
4. Staff members or interpreters who use my primary language are available during the school day to support families.
5. I, or another family member, receive information from the school about how to access other educational resources in the community or online.
6. I, or another family member, have the opportunity to participate in decisions about our student's placement in school courses or programs.
7. I, or another family member, knows what is required of our student's to graduate from high school.

8. I, or another family member, knows about our student's opportunities to earn college credit while still in high school.
9. I, or another family member, know how college credit earned while in high school will help our student gain employment or be applied to a career pathway certificate or college degree.
10. I, or another family member, know what career opportunities are available to our students, and what is needed to be prepared for those careers.
11. ✎ What are some things about the school that have had a positive impact on your student's education?
12. ✎ What are some things the school could do to have a positive impact on your student's education?
13. ✎ What are some ways you would like to engage with the school in the future?

### 3. *Student/Teacher Relationships*

1. Teachers and staff treat my student with respect.
2. Teachers and staff treat all students with respect.
3. Teachers are interested in my student's well-being.
4. There is an adult in the school who my student can talk to when they are upset or have a problem.
5. If my student doesn't understand something in class, my student feels comfortable talking to their teacher about it.
6. Teachers support and engage my student in their learning.
7. ✎ What are some things the school could do to improve relationships between students, teachers, and other district staff?
8. ✎ What are some things the school could do to improve relationships between families, teachers, and other district staff?

### 4. *Pedagogical Effectiveness*

1. I know and understand how my student is being graded or evaluated in their learning.
2. The school's ways of grading work well for my student.
3. My student has opportunities to take courses that are of interest to them.
4. The school has done a good job supporting my student's social/emotional development.
5. At the end of the school year, I know my student will be well prepared for the next steps in their education or career.



6. My student is challenged to learn the most they can.
7. My student has opportunities to demonstrate understanding to peers and teachers.
8. My student is represented or reflected in the curriculum.
9. The school changes or adapts teaching methods, practices, and/or lessons based on the needs of my student.
10. My student has a wide selection of Career Technical course (such as Agriculture, Computers, Design, Health Sciences, etc) available to choose from in their school that will prepare them for a current or future good paying occupation.
11. My student has the opportunity to participate in career related learning activities such as work-based learning, job shadowing, and career aptitude exploration that are aligned to their goals.
12. ✎ What could be done to make your student's courses more interesting and engaging?
13. ✎ What are some steps the school could take to support your student's progress toward graduation?
14. ✎ What are some courses you would like to have available at your student's school that aren't currently offered?
15. ✎ Are there barriers (e.g. fees, transportation, prerequisites) that prevent your student from participating in activities offered by the school during regular school hours? If so, what are they?

##### 5. *School Environment*

1. If my student needs assistance getting clean clothes, hygiene products (e.g. soap, shampoo, menstrual products), or food, they know who to go to at the school for help.
2. At my student's school the learning spaces, such as classrooms or libraries, feel open and inviting.
3. The air quality in my student's school distracts them from their work.
4. The temperature in my student's school distracts them from their work.
5. The noise level in my student's school distracts them from their work.
6. The school's physical environment and building conditions make my student's school a good place to learn.
7. My student feels protected from harm or danger at their school.
8. My student feels protected from harm or danger going to and from school.

9. Sometimes my student stays home because they don't feel protected from harm or danger at school.
10. Students bully or harass my student in school or online.
11. ✎ What is something school leaders could do at school to increase your student's sense of physical or emotional security and well being?
12. ✎ What are some steps the school could take to support your student's health and security?
13. ✎ What are some steps the school could take to show pride in our building(s)?

6. *School-sponsored Activities*

1. I am satisfied with the choice of school activities (e.g., athletics, clubs, field trips) outside of the regular school hours.
2. The school activities offered outside of regular school hours match my student's interests or needs.
3. My student is encouraged to be a part of school activities outside of the regular school hours.
4. ✎ Are there barriers (e.g. fees, transportation, childcare, a job) that prevent my student from participating in school activities outside of regular school hours? If so, what are they?
5. ✎ What are some school activities you would like to see available?

7. *Demographic questions*

1. What is your student's gender?
2. What is your student's ethnicity?
3. What is your student's race?
4. What is your ethnicity?
5. What is your race?
6. What grade is your student in?
7. What school does your student attend?

## Community Engagement Survey Item Bank: TEACHER/STAFF VERSION

### 1. *School Culture and Climate*

1. All families are welcome at our school and at school activities.
2. I am welcome at my school and at school activities.
3. Our school effectively addresses bias or discrimination toward students' cultural, ethnic, language, disability status, economic, or gender group.
4. Students' culture, identities, and ways of being are valued and respected by school staff.
5. At our school, racial and cultural diversity is recognized and discussed in a constructive way that includes staff and families (such as at family meetings, community events, school council meetings, discussion groups, etc).
6. All students are represented in the school culture.
7. Our school works with other organizations, groups, or events that support different cultural or social communities.
8. Students in the school treat each other with respect.
9. At our school, students feel seen and cared for by their peers.
10. ✎ What are some things the school could do to support students' cultural identity or lived experience?
11. ✎ What are some steps the school could take to support students' sense of belonging and inclusion?

### 2. *Communication & Engagement with School*

1. At our school, families have opportunities to voice their opinions to staff about their student's experiences and education.
2. When family members voice their opinions, our school takes what they have to say seriously.
3. It is easy for family members to bring up problems or concerns with the principal, teachers, and/or counselors at school.
4. Staff members or interpreters are available during school to support students and families in their primary language.
5. Family members receive information from our school about how to access other educational resources in the community or online.
6. Family members have the opportunity to participate in decisions about their student's placement in school courses or programs.

7. ✎ What are some things the school has done that have had a positive impact on students' education?
8. ✎ What are some things the school could do to have a positive impact on students' education?

### 3. *Student/Teacher Relationships*

1. Teachers and staff at our school treat all students with respect.
2. Teachers and staff at our school are interested in students' well-being.
3. Students and families treat teachers and staff with respect.
4. There is an adult in the school who students can talk to when they are upset or have a problem.
5. If students don't understand something in class, they feel comfortable talking to their teacher about it.
6. Teachers and staff at our school support and engage all students in their learning.
7. ✎ What are some things the school could do to improve relationships between students and teachers?
8. ✎ What are some things the school could do to improve relationships between families and teachers/staff?

### 4. *Pedagogical Effectiveness*

1. Students and family members know and understand how their student is being graded or evaluated in their learning.
2. The school's ways of grading work well for students.
3. Students have opportunities to take courses that are of interest to them.
4. The school has done a good job supporting students' social/emotional development.
5. When students complete the school year, they will be well prepared for the next steps in their education or career.
6. Students are challenged to learn the most they can.
7. Students have opportunities to demonstrate understanding to peers and teachers.
8. All students are positively represented in the curriculum.
9. The school changes or adapts teaching methods, practices, and/or lessons based on students' needs.

10. Systems are in place to monitor student outcomes, especially those students in focal student groups, and identify students who may be at risk of academic failure.
11. I know what is required of our students to graduate from high school.
12. I know about our students' opportunities to earn college credit while still in high school.
13. I know how college credit earned while in high school will help our students gain employment or be applied to a career pathway certificate or college degree.
14. I know what career opportunities are available to our students, and what is needed to do to be prepared for those careers.
15. My students have a wide selection of Career Technical courses (such as Agriculture, Computers, Design, Health Sciences, etc) available to choose from in my school that will prepare them for a current or future good paying occupation.
16. Career connected learning (work-based learning, internships, career exploration) is incorporated into our school's approach to a well-rounded education.
17. There is equitable participation in dual credit, career technical education and advanced credit courses.
18. ✎ What could be done to make our school's courses more interesting and engaging?
19. ✎ What are some steps our school could take to support students' progress toward graduation?
20. ✎ What are some courses you would like to have available at your school that aren't currently offered?
21. ✎ Are there barriers (e.g. fees, transportation, prerequisites) that prevent students from participating in activities offered by the school during regular school hours? If so, what are they?

##### 5. *School Environment*

1. If students and families need assistance getting clean clothes, hygiene products (e.g. soap, shampoo, menstrual products), or food, they know who to go to at the school for help.
2. At our school the learning spaces, such as classrooms or libraries, feel open and inviting.
3. The air quality in our school distracts students from their work.
4. The temperature in our school distracts students from their work.
5. The noise level in our school distracts students from their work.

6. The school environment or building conditions make our school a good place to learn.
7. Students are protected from harm or danger at our school.
8. Students are protected from harm or danger going to and from school.
9. Sometimes students stay home because they don't feel protected from harm or anger at our school
10. Students bully or harass other students in school, online, or after school.
11. ✎ What are some things our school could do to increase students' sense of physical or emotional security and well being?
12. ✎ What are some steps the school could take to support students' health and security?
13. ✎ What are some steps the school could take to show pride in our building(s)?

#### 6. *School-sponsored Activities*

1. Students are satisfied with our school's choice of school activities outside of the regular school hours.
2. The school-sponsored activities offered outside of regular school hours match students' and families' interests or needs.
3. Students and families are encouraged to be a part of school activities outside of the regular school hours.
4. ✎ Are there barriers (e.g. fees, transportation, childcare, a job) that prevent students and families from participating in school activities outside of regular school hours? If so, what are they?
5. ✎ What are some school activities you would like to see available?

#### 7. *Educating All Students*

1. I am comfortable incorporating new material about people from diverse cultural backgrounds and lived experiences into my curriculum.
2. I am knowledgeable about where to find resources for working with students who have various learning needs and preferences.
3. I am comfortable interacting with students who are from a different cultural background than my own.
4. I am comfortable having conversations about race, gender identity, and sexual orientation with my students.
5. When a sensitive diversity topic arises in class, I can implement strategies to address the situation.

6. When I teach material about people from different backgrounds, I feel supported by the community members.
7. ✎ What kinds of supports would help you incorporate new material about people from different backgrounds into your curriculum?

8. *Feedback/Coaching/Leadership*

1. I receive constructive feedback and/or support regarding my teaching.
2. I feel supported in exploring innovative ways of teaching.
3. I am satisfied with the frequency and quality of the professional development and training opportunities to grow my teaching at our school.
4. Our school helps me connect to families and bridge barriers of language and culture.
5. Our school provides sufficient opportunities for families to connect with one another.
6. I am satisfied with the amount of time available to collaborate with other teachers.
7. Overall, I am satisfied with the support I receive from school leadership.
8. When survey results from students and families are shared with teachers, I understand how the information ties into our policies, programs, issues, and concerns.
9. New teachers are provided effective onboarding and mentoring to be successful in our school.
10. ✎ What barriers do you encounter when trying to engage families? What supports do you need to overcome those barriers?
11. ✎ What additional professional development or training opportunities would help you better serve your students and families?

9. *Demographic questions*

1. What is your gender?
2. What is your ethnicity?
3. What is your race?
4. What grade level(s) do you teach?
5. How many years have you worked at this school?

## Community Engagement Survey Item Bank: COMMUNITY VERSION

### 1. *School Culture and Climate*

1. The district practices community engagement in ways that allow input from community based organizations to drive decision making processes.
2. The district practices community engagement in ways that allow input from communities of color to drive decision making processes.
3. The school provides avenues for community members of diverse backgrounds to advocate for and support students.
4. The district has evaluated and taken steps to address structural barriers that may be preventing communities of color from engaging with its services (i.e. funding, language access, documentation requirements).
5. The school is preparing students to contribute to the community.
6. ✎ What are some things the school could do to support your cultural identity or lived experience?
7. ✎ What are some steps the school could take to support your sense of belonging and inclusion?

### 2. *Communication & Engagement with School*

1. The district communicates how input from our community has informed their planning and decision making.
2. The school district conducts needs assessments of the community by involving a variety of community members.
3. The school district conducts community meetings to discuss and seek input towards upcoming needs assessments.
4. Community members are encouraged to inform the school district of issues of importance to them.
5. It is easy for community members to bring up issues or concerns with school district staff (e.g., administrators and leadership)
6. The school district provides a variety of settings for community members to discuss community issues with staff.
7. The school district creates opportunities for community members to have input into what programs and services are provided.
8. The school district encourages community engagement in school planning, support, and governance.
9. The school district actively recruits community members for positions within the school district.



10. Community members are encouraged to volunteer within the school district.
11. Community members can request meetings with the school district's leadership to voice concerns over community issues.
12. If the school district receives requests from community members regarding community needs, the school district takes those requests seriously.
13. Community members are encouraged to participate in and/or support school-sponsored activities or events outside of the regular school hours.
14. Community members have the opportunity to participate in decisions about school courses or programs.
15. The Career Technical Education programs offered in our district are aligned with workforce needs in our state or community.
16. ✎ Are there barriers (e.g., fees, transportation, care for a younger sibling, a job) that prevent you from participating in community activities or events offered by the school outside of regular school hours? If so, what are they?

### 3. *District/Community Relationships*

1. The district builds strong relationships with Community Based Organizations (CBOs) and/or local place-based organizations connected to the community if known by another title or category.
2. The district identifies communities of color as key partners.
3. The district identifies tribal nations as key partners.
4. The district has accountable relationships with community partners by promoting dialog and transparency in decision making processes.
5. The school is accountable to families and community members' wants and needs.
6. The school district is representative of the community.
7. The school district represents the goals of the community.
8. The school district has an active community advisory board.
9. There are community members in leadership roles within the school district.
10. Community members are in agreement with how the school district represents them.
11. ✎ What are some things the school district could do to improve relationships with community members?
12. ✎ What are some things the school could do to improve relationships with CBOs?
13. ✎ What could be done to make a better impact to your community?

14. ✎ What are some things about the school district that have had a positive impact on your community?

4. *Pedagogical Effectiveness*

1. ✎ What are some steps the school could take to support students' progress toward graduation?

5. *School Environment*

1. Staff members or interpreters are available during community meetings for individuals who primarily speak languages other than English.
2. I feel welcome at school(s) and school events.
3. Across the school district, the learning spaces feel open and inviting.
4. The school environment or building conditions make the school a good place to learn.

6. *School-sponsored Activities*

1. ✎ What are some community activities or events that you would like to see offered by the school district?
2. ✎ Are there any connections with community-based organizations or businesses that you would like to see the school district establish that could support students' educational progress and preparation for their future?

7. *Demographic questions*

1. Which age range are you a part of? Under 20, 20-29, 30-39, 40-49, 50-59, 60-69, 70 and over
2. What is your ethnicity?
3. What is your race?
4. Did you attend school within the district? yes/no
5. Did you have children who attended school in the district? yes/no
6. Do you live in the district? yes/no
7. Are you affiliated with a Community-Based Organization (Public, not-for-profit organizations or community agencies, which transparently collaborate with the intent to give voice and elevate community priorities by authentically engaging in interactive multi-modal, robust communication with residents in districts, educational service districts, institutions, and connection-centered programs.)? If yes, please name the CBO and describe your affiliation.

## Community Engagement Survey Item Bank: SPENDING PRIORITIES

Please indicate how you think the school district should prioritize the areas listed below when considering where and how to spend school funds.

### Spending Level Scale:

Spend a lot less	Spend less	About right	Spend more	Spend a lot more
1	2	3	4	5

### *School Facilities and Equipment:*

- School supplies and equipment (computers, books, projectors, etc.)
- Upgrading school facilities (buildings, bathrooms, lighting, windows, ventilation, etc.)
- Safety and security equipment
- Data systems (Student Information System, Assessment/Item Banks)
- Transportation equipment (new buses, increased bus routes/schedules)

### *Additional Courses:*

- Career Technical Education courses (Agriculture, Construction, Health, Computer Science, etc.)
- College-level and/or dual credit courses
- STEAM courses (Science, Technology, Engineering, Arts, Math), etc
- World languages (Spanish, French, Chinese, etc.)
- Other Elective courses (please list at end of survey)

### *Staff Recruitment, Retention, and Diversification:*

- Teachers to reduce class size
- Instructional assistants
- Academic/guidance counselors
- College and career coaches
- Librarians and media/technology specialists
- Healthcare professionals (school nurses)
- Mental health care professionals (therapists, social workers, psychologists)

*English Learner, Migrant, and Bilingual services:*

- Dual Language Immersion Program
- Translation Services
- Oregon Seal of Biliteracy/Multiliteracy

*Staff Professional Development:*

- Improving/Supporting Inclusive School Culture
- Social/Emotional Learning Support Strategies
- Incorporating Technology in Instruction
- Differentiated Instructional Strategies

*Instructional Time:*

- Kindergarten readiness program
- High school bridge program to support incoming students
- Before and after school enrichment/tutoring
- Summer learning program
- Increasing length of school day or year

*Community Engagement:*

- Family/Community Events
- Family/Community Liaisons
- Funding to community based or culturally specific organizations

*Activities:*

- Student clubs/organizations
- Sports/physical recreation
- Field trips/off-site activities
- Academic competitions (e.g., speech and debate, model UN, mock trial, robotics team)
- Increased bus times to provide students opportunities to attend before and after school activities

*Physical Supports to Students and Families:*

- Laundry equipment (washers, dryers, detergent)
- Food, toiletries, clothing
- School-based medical care facility/ health center

Please describe any other areas you would like the district/school to financially support.