



# TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER  
TOLERANCE.ORG

## School Climate Questionnaire

This simple one-page questionnaire can be used to uncover differences in teacher and student perceptions, as an activity to open professional development programs related to school climate and safety, or as part of larger school-climate assessments that also include interviews, focus groups and other tools. It also can be adapted for use with parents.

Please indicate how strongly you agree or disagree with the following statements.

**AGREE  
STRONGLY**

**DISAGREE  
STRONGLY**

a. Students in our school get along well.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
b. Students choose to interact primarily with people most like themselves.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
c. Students in my school know how to report harassment or racial abuse to school officials.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
d. Students in my school would feel comfortable reporting harassment or racial abuse to school officials.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
e. Teachers in my school actively work to create a safe and welcoming environment for every student.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
f. Every student in my school feels like he or she belongs here.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
g. My school creates opportunities for students to get to know each other.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
h. At my school, teachers, administrators, staff, students and parents listen to one other.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i. I look forward to coming to this school in the morning.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

### In the last three months ...

1. I've seen biased vandalism or graffiti at school.	<b>true</b>	<b>false</b>
2. I've heard a student use a slur, epithet or other derogatory put-down.	<b>true</b>	<b>false</b>
3. I've heard a student tease or ridicule another student.	<b>true</b>	<b>false</b>
4. I've heard a teacher or other adult in the school make disparaging remarks about a particular group of students.	<b>true</b>	<b>false</b>
5. I've seen—and analyzed—our school's safety data and reports.	<b>true</b>	<b>false</b>
6. I've had a conversation with someone about our school's climate.	<b>true</b>	<b>false</b>

Adapted from *Responding to Hate at School* (<http://www.tolerance.org/rthas/index.jsp>), Mix It Up (<http://www.mixitup.org>) and the U.S. Department of Education's "Creating a Safe and Connected School Climate" ([http://www.scusd.edu/safe\\_schools/Docs\\_PDFs/Creating%20Safe%20Schools.pdf](http://www.scusd.edu/safe_schools/Docs_PDFs/Creating%20Safe%20Schools.pdf))