



The Student Advisory Group (SAG) is an entity created by the CDA School District and its board members.

Student Advisory Group Survey Results

With Analysis and Considerations

Please note that the following document contains statistics derived from a recent survey conducted by the Student Advisory Group (SAG). The information presented has been thoroughly analyzed to identify key insights, and potential solutions have been proposed to address the issues highlighted. However, it's important to keep in mind that the data is based on a sample size and may not be fully representative of the entire student population. Therefore, the findings and recommendations should be used as a reference and should be further validated before implementing any changes.

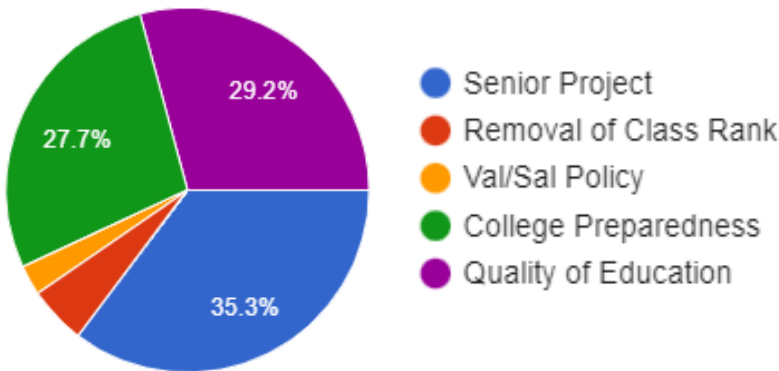
Introduction to Survey Results

To gain a deeper understanding of the student body's perspectives on various topics, the Student Advisory Group conducted a survey this year. The survey was designed to elicit insights on two key areas: education & school environment. The survey featured a total of three questions, with the first question asking students to identify their greatest concern related to education. The second question asked students to identify their top two concerns regarding school environment, while the third question asked them to pick two things they liked best about their school environment. The survey concluded with an optional open-response, giving students the opportunity to share any additional concerns they had.

The survey was distributed by teachers and garnered around 1,200 responses. In this report, we will focus on the first three questions of the survey. The following charts provide a visual representation of the data collected from the survey.

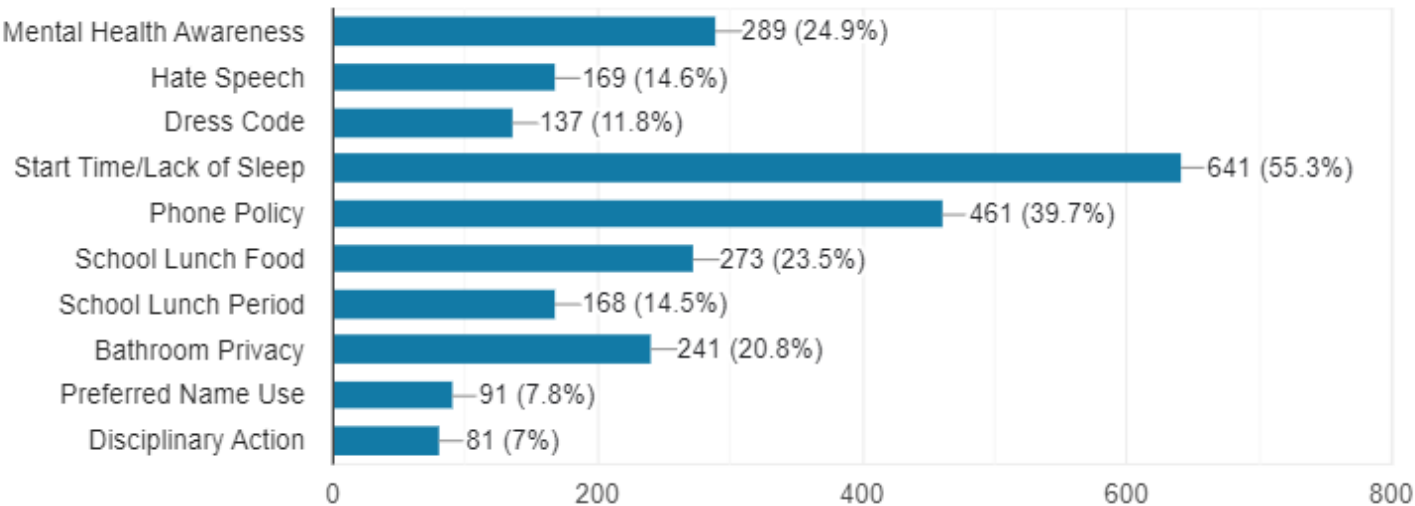
Question 1:

Education: Pick the issue of greatest concern to you



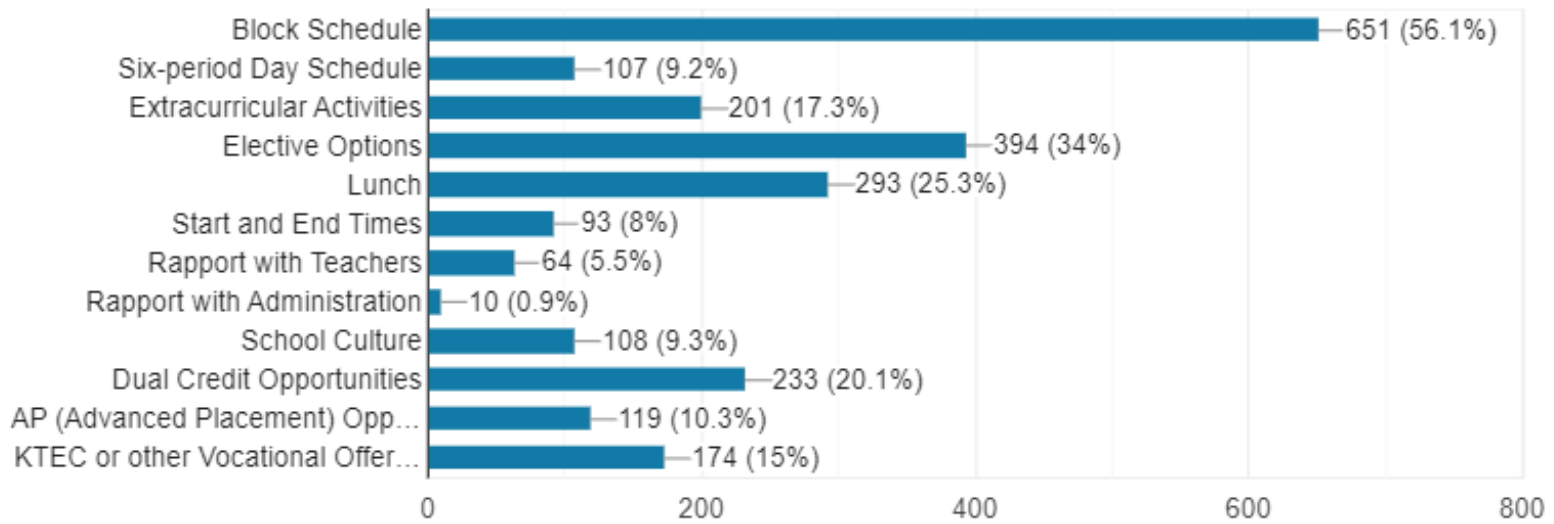
Question 2:

School Environment A: Pick your top **TWO** greatest issues



Question 3:

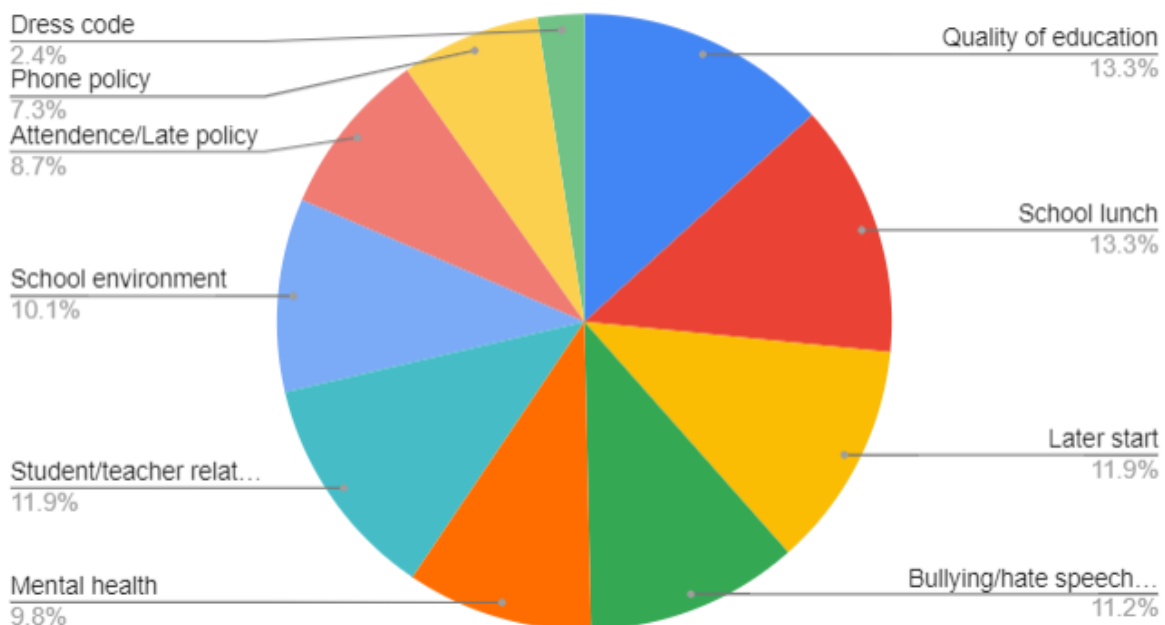
School Environment B: What do you like best about your school? (Choose Two)



Open Response Question Results:

The graph below illustrates the outcomes of the open-ended segment of the survey that asked respondents to express their additional worries. With around 700 responses, the fact that the question was not mandatory makes the result significant. Subsequently, each of the responses was reviewed individually and then organized into the groups presented below in the graph. This categorization is intended to provide a clearer representation of the provided information and to assist in developing future plans for addressing the identified concerns.

Open Question Results



Open Question Categories and Subsections

The following is a list of categories derived from the survey responses, categorized according to the concerns expressed by students:

- **Quality of Education:** This category includes concerns such as a lack of advanced classes, insufficient funding for extracurricular activities, a curriculum that lacks real-world application, inadequate sex education, and insufficient preparation for college.
- **School Lunch:** This category includes concerns about the cost and quality of school lunches, insufficient quantities, and long lines for both lunch and DECA. Some students advocated for free school lunches, while others feel that lunch breaks are too short.
- **Later Start:** Students have expressed difficulty focusing and sleeping through classes due to early start times.
- **Bullying/Hate Speech:** This category includes concerns about the prevalence of bullying and hate speech, particularly in reference to sexual and gender minorities, sexist language, and a perceived lack of action from staff to address these issues.
- **Mental Health:** Students have called for more resources and support for mental health, including monthly class meetings with a greater emphasis on mental health within school decisions and classes. Students also express feeling overwhelmed by workload and a lack of free time.
- **Student-Teacher Relationships:** This category includes concerns about teachers not listening to student concerns, allowing disruptive behavior in the classroom, enforcing harmful bathroom policies or pass rules, inappropriate conduct, not respecting students' preferred names, counselors being inaccessible, and teachers displaying favoritism.
- **Attendance/Late Policy:** This category includes concerns about having to complete assignments while sick, a policy that requires students to pass their final exam to pass the class if they have had too many absences, and the school not canceling classes during unsafe driving conditions, which affects attendance.
- **Phone Policy:** Students have advocated for the choice to use headphones, citing benefits for neurodiverse students. Additionally, they argue that an outright ban on phones is inconsiderate and does not allow for emergency situations.
- **Dress Code:** Concerns about the school's dress code include claims that it is sexist, inconsistently enforced, and too strict, particularly regarding crop tops.

General Overview

Overall Analysis/Considerations

With regards to the survey's second question, several factors need to be considered. Firstly, it is important to note that the survey was conducted before the recent updates to bathroom privacy, and it is difficult to determine whether the same responses would be received now that the bathrooms have been updated with urinal dividers. Additionally, the district office and the Student Advisory Group are currently working on dress code reform, although this information has not yet been made public. As a result, the enforcement of the dress code has been less consistent this year due to the ask for teachers to be less strict. While bullying and hate speech have been discussed extensively in the Student Advisory Group this year and last year, it has been determined that this issue is beyond the scope of the Student Advisory Group and may not be a focus for the rest of the year. The main areas that the Student Advisory Group aims to prioritize include a stronger focus on mental health awareness, reforming start times, updating phone policies, improving school lunch quality, fostering respect in the school environment, and reforming disciplinary actions.

SAG Analysis + Plan

During our annual meeting last month, the Student Advisory Group concluded that Student-Teacher Relationships are a major area of concern. This broad topic encompasses many subcategories, including attendance policies, grading policies, phone/headphone policies, preferred name use, favoritism/disciplinary action, and more. We strongly believe that addressing these concerns can positively impact the learning experience for all students.

To address these concerns, the Student Advisory Group is working diligently to develop comprehensive plans that provide actionable recommendations and suggestions to staff and teachers. Our goal is to collaboratively identify and implement solutions that not only improve the learning experience for all students but also enhance the working conditions for our teachers. While there are still many individual concerns to be addressed, we believe that our initial step should be to inform the administrations and teachers about our findings. We recognize the importance of open communication and transparency, and this document serves as a critical first step in fostering a collaborative approach towards creating a more positive and supportive learning environment for all students.

If you would like to review the in-depth information, please contact our advisor, rkarns@cdaschools.org, and a Google sheet containing all of the raw data will be provided.