# School Staff Survey

# Dimension #3: Providing supports for success

## Introduction

Your school is currently engaging in discussions about creating inclusive learning environments for students using the *Indicators of Inclusive Schools: Continuing the conversation* tool. As an input into this process, please complete the survey below about your perspective of the inclusiveness of the school.

Responses to the survey will be completely anonymous, and the results will be rolled up with results from others (such as parents, students and school/authority leaders) to provide multiple perspectives on how the school is doing at being inclusive.

Please note, that when the word “colleague” is used, we mean the term broadly and include counsellors, educational assistants, administrative staff, and librarians.

## Survey

Please indicate your level of agreement with the statements below. As much as possible, please answer the questions from the perspective of what you have seen others experience at the school as well as what you have personally experienced.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **My colleagues and I…** | **Strongly agree** | **Agree** | **Not sure** | **Disagree** | **Strongly disagree** |
| 1. Use differentiated instruction to meet the diverse learning needs of all students. |  |  |  |  |  |
| 1. Embed positive behaviour supports in classroom and school-wide routines. |  |  |  |  |  |
| 1. Ensure school routines and practices provide a level of structure and consistency that creates a safe, positive and supportive learning environment for students and their families. |  |  |  |  |  |
| 1. Believe that the professional learning opportunities open to me help me to value and respond to student diversity. |  |  |  |  |  |
| 1. Have regular and structured opportunities to solve problems collaboratively. |  |  |  |  |  |
| 1. Use ongoing assessments to identify where students need additional supports, interventions and services. |  |  |  |  |  |
| 1. Have access to consultation and support from specialists that will help us meet the diverse needs of all students. |  |  |  |  |  |
| 1. Work with external service providers in collaborative and purposeful ways. |  |  |  |  |  |
| Access services and interventions to support classroom learning. |  |  |  |  |  |
| 1. Use assistive technologies, including communication devices, to support individual students. |  |  |  |  |  |
| 1. Provide First Nations, Métis and Inuit learners with the academic and cultural support they need to be successful learners and active members of the school community. |  |  |  |  |  |
| 1. Provide students learning English as an additional language the academic and cultural support they need to be successful learners and active members of the school community. |  |  |  |  |  |
| 1. Ensure supports and interventions are in place to reduce barriers to attendance. |  |  |  |  |  |
| 1. Ensure supports and interventions are in place to reduce problem behaviours, including bullying. |  |  |  |  |  |
| 1. Ensure supports and interventions are in place to reduce or eliminate suspensions and expulsions. |  |  |  |  |  |
| 1. Ensure supports are in place to make sure students are well prepared for successful transitions from one learning setting to another. |  |  |  |  |  |

Thank you for completing the survey!