Dimension #2: Building Inclusive Learning Environments

Indicators	Parents "At my child's school…"	Students grades 4-6 "At my school…"	Students grades 7-12 "At my school…"	Staff "My colleagues and I…"	Leaders "In my school/authority…"
A. The school welcomes and takes responsibility for all students from the neighbourhood/local area.	1. All students from the neighbourhood are welcome.	X	X	1. Welcome and take responsibility for all students from the neighbourhood/local area.	1. We welcome and take responsibility for all students from the neighbourhood/local area.
B. All staff, students and their families have a sense of belonging to the school community.	2. Families and students feel like they belong to the school community.	1. I feel like I belong.	1. I feel like I belong.	2. Believe that families and students have a sense of belonging to the school community.	2. All staff, students and their families have a sense of belonging to the school community.
C. School staff collaborates with one another.	3. Staff work well together.	2. Adults work together.	2. Adults work together.	3. Collaborate with each other.	3. School staff collaborate with each other.
D. All new staff are welcomed and oriented to the school community.	X	X	X	4. Welcome new staff at the school and orient them to the school community.	4. All new staff are welcomed and oriented.
E. Staff and students treat one another with respect.	4. Staff and student interactions are respectful.	3. Staff and students treat each other respectfully.	3. Staff and students treat each other respectfully.	5. Treat our students respectfully and our students treat us respectfully.	5. Staff and students treat one another with respect.

Survey Item Cross Reference Chart
Dimension #2: Building Inclusive Learning Environments

Indicators	Parents	Students grades 4-6	Students grades 7-12	Staff	Leaders
	"At my child's school…"	*"At my school…"*	*"At my school…"*	*"My colleagues and I…"*	*"In my school/authority…"*
F. Staff and students have positive and supportive relationships.	5. Staff and students support each other.	4. My teachers support me.	4. Staff support me, and I support them.	6. Support students and they support us.	6. Staff and students have positive and supportive relationships.
G. New students and their families are welcomed and oriented to the school community.	6. New students and their families are welcomed.	5. New students are welcomed.	5. New students are welcomed.	7. Welcome new students and their families to the school community.	7. New students and their families are welcomed to the school community.
H. Students support each other.	7. Students support each other.	6. Students support each other.	6. Students support each other.	8. Ensure that students support each other.	8. Students support each other.
I. Students have opportunities for demonstrating leadership.	8. Students have opportunities to be leaders.	7. I get to be a leader sometimes.	7. I get opportunities to be a leader.	9. Ensure that students have opportunities to demonstrate leadership.	9. Students have opportunities to demonstrate leadership.
J. Students have opportunities to share their experiences and ideas to inform school policies and practices.	9. Students have opportunities to share their ideas about the school.	8. I get to share my ideas about what happens in this school.	8. I have opportunities to share my ideas about the school.	10. Ensure that students have opportunities to share their experiences and ideas to inform school policies and practices.	10. Students have opportunities to share their experiences and ideas to inform school policies and practices.

Survey Item Cross Reference Chart
Dimension #2: Building Inclusive Learning Environments

Indicators	Parents	Students grades 4-6	Students grades 7-12	Staff	Leaders
	"At my child's school…"	*"At my school…"*	*"At my school…"*	*"My colleagues and I…"*	*"In my school/authority…"*
K. Students have opportunities to form relationships with positive role models and mentors.	10. There are many positive role models.	9. There are people I can look up to.	9. I have positive role models.	11. Ensure that students have opportunities to form relationships with positive role models and mentors.	11. Students have opportunities to form relationships with positive role models and mentors.
L. Staff, parents and external partners collaborate and communicate in respectful and meaningful ways.	11. Staff and parents work well together.	10. My parents and my teachers get along with each other.	10. Staff and my parents work well with each other.	12. Communicate and collaborate with parents and external partners in respectful ways.	12. Staff, parents and external partners collaborate and communicate in respectful ways.
M. Differing viewpoints are valued and considered as resources for increased learning.	12. Different viewpoints are valued.	11. It's okay if my ideas are different than other people's ideas.	11. It's okay if I have different viewpoints from others.	13. See differing viewpoints as valuable resources for increased learning.	13. Differing viewpoints are valued and considered as resources for increased learning.
N. The school building is physically accessible to all people.	13. The building is physically accessible to everyone.	X	12. The building is physically accessible to everyone.	14. Believe that the school building is physically accessible to all people.	14. The school building(s) is/are physically accessible to all people.

Survey Item Cross Reference Chart
Dimension #2: Building Inclusive Learning Environments

Indicators	Parents	Students grades 4-6	Students grades 7-12	Staff	Leaders
	"At my child's school…"	*"At my school…"*	*"At my school…"*	*"My colleagues and I…"*	*"In my school/authority…"*
O. The physical environment of the school is comfortable and welcoming to all.	14. The building is welcoming to everyone.	12. The building makes me feel welcome.	13. The school building makes me feel welcome.	15. Believe that the physical environment of the school is comfortable and welcoming to all.	15. The physical environment of the school(s) is/are comfortable and welcoming to all.
P. Conflict is resolved in respectful ways.	15. Staff make sure that disagreements are worked out respectfully.	13. When people disagree adults help us work it out.	14. When people disagree adults help us work it out.	16. Ensure that conflict is resolved in respectful ways.	16. Conflict is resolved in respectful ways.
Q. Students are actively engaged in their own learning.	16. Students are involved in their own learning.	14. I feel excited about learning.	15. I feel excited about learning.	17. Ensure that students are actively engaged in their own learning.	17. Students are actively engaged in their own learning.