# School/Authority Leader Survey

# Dimension #3: Providing supports for success

## Introduction

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (School or Authority name) 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/authority.

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 staff) to provide multiple perspectives on how the school/authority is doing at being inclusive.

## 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/authority as well as what you have personally experienced.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **In my school/authority** | **Strongly agree** | **Agree** | **Not sure** | **Disagree** | **Strongly disagree** |
| 1. Differentiated instruction is an integral part of classroom practice.
 |  |  |  |  |  |
| 1. Positive behaviour supports are embedded in classroom and school-wide routines.
 |  |  |  |  |  |
| 1. 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. Professional learning activities help staff value and respond to student diversity.
 |  |  |  |  |  |
| 1. Teaching staff have regular and structured opportunities to engage in collaborative problem solving.
 |  |  |  |  |  |
| 1. Ongoing assessment identifies when students are in need of additional supports, interventions and services.
 |  |  |  |  |  |
| 1. Teaching staff have access to consultation and support from specialists who help them meet the diverse needs of all students.
 |  |  |  |  |  |
| 1. School staff and external service providers work together in collaborative and purposeful ways.
 |  |  |  |  |  |
| 1. Services and interventions support classroom learning.
 |  |  |  |  |  |
| 1. Assistive technologies, including communication devices, are used to support individual students.
 |  |  |  |  |  |
| 1. First Nations, Métis and Inuit learners receive the academic and cultural support they need to be successful learners and active members of the school community.
 |  |  |  |  |  |
| 1. Students learning English as an additional language receive the academic and cultural support they need to be successful learners and active members of the school community.
 |  |  |  |  |  |
| 1. Supports and interventions are in place to reduce barriers to attendance.
 |  |  |  |  |  |
| 1. Supports and interventions are in place to reduce problem behaviours, including bullying.
 |  |  |  |  |  |
| 1. Supports and interventions are in place to reduce or eliminate suspensions and expulsions.
 |  |  |  |  |  |
| 1. Supports are in place to ensure that students are well prepared for successful transitions from one learning setting to another.
 |  |  |  |  |  |

Thank you for completing the survey!