

## Dimension #1: Establishing Inclusive Values and Principles

Indicators	Families	Students grades 4-6	Students grades 7-12	Staff	Leaders
	<i>“At my child’s school...”</i>	<i>“At my school...”</i>	<i>“At my school...”</i>	<i>“My colleagues and I...”</i>	<i>“In my school/authority...”</i>
A. Staff, students and parents share a commitment to creating inclusive learning experiences for all students.	1. Everyone works together to make sure all students feel included.	1. Everybody works together so that all students feel like they belong.	1. My teachers, my family and I worked together so that all students feel included.	1. Share a commitment with families and students to create inclusive learning experiences.	1. Staff, students and parents share a commitment to creating inclusive learning experiences for all students.
B. Diversity is valued as an enriching aspect of the school environment.	2. Diversity is valued.	2. We think it’s okay that people are different from one another.	2. People value everybody’s differences.	2. Value diversity as an enriching aspect of our school’s environment.	2. Diversity is valued as an enriching aspect of the school environment.
C. Teachers create opportunities to build understanding of the interconnections between people and between communities.	3. Teachers help students feel connected to people in their community.	x	x	3. Create opportunities to build understanding of how people and communities are connected.	3. Teachers create opportunities to build understanding of how people and communities are connected.
D. All school staff take responsibility for success of all students in the school.	4. Staff care about the success of all students.	3. All of the adults want me to do well.	3. Adults care about my success.	4. Take responsibility for the success of all students in our school.	4. All staff take responsibility for the success of all students.

Survey Item Cross Reference Chart  
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E. Staff models the use of "person-first" and positive and hopeful language	5. Staff use positive language.	4. Teachers talk in a positive way.	4. Adults use positive language.	5. Use positive and hopeful language.	5. Staff use positive and hopeful language.
F. All decisions are made in the best interests of students.	6. Staff do what is best for students.	5. Teachers try to do what is best for me.	5. Adults try to do what is best for me.	6. Focus on the best interests of students when making decisions.	6. All decisions are made in the best interests of students.
G. There are high expectations for all students.	7. Teachers have high expectations for all students.	6. Teachers expect me to always try my best.	6. Teachers have high expectations for all students.	7. Have high expectations for all our students.	7. There are high expectations for all students.
H. Inclusion is viewed as increasing participation in learning and social engagement for all students.	8. All children, no matter their ability, have opportunities to participate in learning.	X	X	8. View inclusion as increasing participation in learning and social engagement for all our students.	8. Inclusion is viewed as increasing participation in learning and social engagement for all students.

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I. School staff identify and work toward reducing barriers to participation and learning.	9. Staff work to reduce barriers to learning for all students.	7. Teachers know what to do to make sure everyone in class is learning.	7. Teachers know what to do to make sure everyone in class is learning.	9. Try to reduce barriers that interfere with students' participation and learning.	9. Staff identify and work toward reducing barriers to participation and learning for all students.
J. Administration and staff work together to establish priority areas for enhancing inclusion at their school.	10. Inclusion of all students is important.	X	X	10. Work together to establish priorities for enhancing inclusion.	10. Administration and staff work together to establish priority areas for enhancing inclusion.
K. Staff understand the importance of cultural competency and are committed to developing this capacity.	11. Staff respect different cultural backgrounds.	8. Teachers respect the different cultural backgrounds of the students.	8. Teachers respect the different cultural backgrounds of the students.	11. Are committed to expanding our cultural competency because we believe it is important.	11. Staff are committed to expanding their cultural competency because they believe it is important.
L. Staff demonstrate respect for all human rights.	12. Staff demonstrate respect for all human rights.	X	X	12. Model behaviours that demonstrate our respect for all human rights.	12. Staff encourage respect for all human rights.
M. The school community counters all forms of racism and discrimination.	13. Staff take action to counter all forms of racism and discrimination.	9. It is important to treat everyone fairly.	9. It is important to treat everyone fairly.	13. Take action to counter all forms of racism and discrimination.	13. Take action to counter all forms of racism and discrimination.

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N. The school community ensures continuity in the education of children and youth in care.	X	X	X	14. Ensure continuity in the education of children and youth in care.	14. We ensure continuity in the education of children and youth in care.
O. The school community is committed to gender equality and acceptance of gender variance and to ensuring that school practices are responsive.	14. Staff treat all students fairly.	10. Teachers treat both boys and girls fairly.	10. Adults treat all students fairly, regardless of the gender.	15. Are committed to gender equality and acceptance of different gender identities.	15. We are committed to gender equality and acceptance of different gender identities.
P. School policies and practices are responsive to families’ differing economic realities.	15. School policies and practices consider the different economic realities of families.	11. Adults treat students respectfully no matter how much money their families have.	11. Adults treat students respectfully no matter how much money their families have.	16. Are responsive to families’ differing economic realities.	16. Policies and practices are responsive to families’ differing economic realities.
Q. School policies and practices support the well-being and safety of all students and staff.	16. Students’ wellbeing is important.	12. I feel safe.	12. I feel safe.	17. Believe that school policies and practices support the well-being and safety of all students and staff.	17. Policies and practices support the well-being and safety of all students and staff.