

Belonging & Inclusive Culture Survey

SECTION 1 · SET UP AND SURVEY THE CLASS

SURVEY

Student Belonging Survey — Elementary (Picture-Supported)

Read each statement aloud and let the student point to or mark the face that matches how they feel. One mark per row; a skipped row is a true answer, not a missed one.

CLASS / TEACHER

DATE GIVEN

READ ALOUD BY (IF USED)

STATEMENT	YES!	SOMETIMES	NOT REALLY
I feel welcome in this class.	☐	☐	☐
My classmates like me.	☐	☐	☐
I can be myself in this class.	☐	☐	☐
I feel safe in this class.	☐	☐	☐
I am included when we work in groups.	☐	☐	☐
My teacher cares about me.	☐	☐	☐
I understand what to do in this class.	☐	☐	☐

WHAT THIS PAGE IS NOT

Not a mood check for one moment, not a screening tool, and not a way to identify one student for a service. It is one classroom's snapshot of belonging, in the students' own words. How to give it and the read-aloud script are on page 10.

Classroom Belonging and Inclusive Culture Student Survey

Page 8 of 23

+ BRIGHT PATH SPED

THE CLASSROOM

Teacher Classroom Observation Checklist

DATE / PERIOD

OBSERVER

CHANGING FOR	NOTES	OBSERVED?
the lesson or activity (heads up, materials out,		☐ Y ☐ N ☐ NO
positive (sharing, inviting, no visible		☐ Y ☐ N ☐ NO
respectful language (names used correctly,		☐ Y ☐ N ☐ NO
as offered (a raised hand, writing it down,		☐ Y ☐ N ☐ NO
every student see and be seen		☐ Y ☐ N ☐ NO
reflect more than one kind of student		☐ Y ☐ N ☐ NO
directed without being singled out in		☐ Y ☐ N ☐ NO
publicly excluded during a transition or		☐ Y ☐ N ☐ NO

WHEN TO USE THIS PAGE

On a different day than the survey, during a typical lesson rather than a special event, so the two pages are independent looks at the same room rather than the same moment seen twice.

Page 12 of 23

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

23 pages: three sections, a worked example and a back page. No page sets a passing score or a cutoff; a result here is a data point for the team, never a finding about one student.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up and Survey the Class

PAGES 6–10



**Binder Cover and
Divider Tabs**
SETUP

6



**Belonging Rating
Scales and Survey
Item Bank**
SETUP

7



**Student Belonging
Survey —
Elementary
(Picture-
Supported)**
SURVEY

8



**Student Belonging
Survey —
Secondary (5-
Point Scale)**
SURVEY

9



**Survey
Administration
and Class Roster**
LOG

10

02 Observe the Classroom

PAGES 12–16



**Teacher
Classroom
Observation
Checklist**
CHECKLIST

12



**Student Response
to Inclusion
Observation Log**
LOG

13



**Specials /
Paraprofessional
Quick Climate
Check**
NOTES

14



**Monthly
Belonging-
Climate Score
Roll-Up**
TRACKER

15



**Belonging-
Climate Trend
Graph**
TRACKER

16

03 Reflect, Communicate and Act

PAGES 18–22



**Teacher Reflection
Notes**
NOTES

18



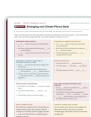
**Family
Conversation
Guide**
NOTES

19



**Classroom
Climate Action
Plan**
NOTES

20



**Belonging and
Climate Phrase
Bank**
REFERENCE

21



**One Classroom's
Survey,
Observation and
Action Plan, Filled
In**
EXAMPLE

22



START HERE

Start Here — Three Steps

Ninety seconds of reading. Type the scale definitions once per class; the survey marks and the observation checks are faster with a pen.



1

Set the scales once

Write what each rating level means, for your students, on page 7 before the first survey goes out — both survey versions use the same seven statements.

Print the binder cover and tabs (page 6) if this file lives in a binder rather than on a device.



2

Survey, observe, and log

Give the elementary (page 8) or secondary (page 9) version once a term, and log who was surveyed on page 10.

Fill the teacher observation checklist (page 12) on a different day than the survey, so the two are independent looks at the same room.



3

Roll up and act

Copy the counts onto the monthly roll-up (page 15) and the graph (page 16) once a month.

Pick ONE pattern for the action plan (page 20), and use the family guide (page 19) and phrase bank (page 21) to talk about it.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score, grade or set a cutoff for a survey. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not **Social Skills Progress Monitoring and Peer Interaction Data Sheets** or **Emotional Regulation and Coping Skills Data Sheets** — both track a SKILL one student is being taught, against a goal. This file asks a different question of a whole room: do the students say the room feels welcoming and inclusive, and what does an adult independently see. Use this file to notice a classroom-wide pattern; use those files once a pattern points at one student's own goal.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a screener, not an assessment with a cutoff score, and not a tool that names a condition. A low score anywhere in this file is a data point for the team to act on — never a finding about one student's clinical status, eligibility, or a label for that student.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a log holds. Print that page again and number the sheets.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

SURVEY

Student Belonging Survey — Elementary (Picture-Supported)

Read each statement aloud and let the student point to or mark the face that matches how they feel. One mark per row; a skipped row is a true answer, not a missed one.

CLASS / TEACHER

DATE GIVEN

READ ALOUD BY (IF USED)

STATEMENT	 YES!	 SOMETIMES	 NOT REALLY
I feel welcome in this class.	☐	☐	☐
My classmates like me.	☐	☐	☐
I can be myself in this class.	☐	☐	☐
I feel safe in this class.	☐	☐	☐
I am included when we work in groups.	☐	☐	☐
My teacher cares about me.	☐	☐	☐
I understand what to do in this class.	☐	☐	☐

WHAT THIS PAGE IS NOT

Not a mood check for one moment, not a screening tool, and not a way to identify one student for a service. It is one classroom’s snapshot of belonging, in the students’ own words. How to give it and the read-aloud script are on page 10.



CHECKLIST

Teacher Classroom Observation Checklist

Observable classroom behavior only, marked Y / N / NOT OBSERVED — what a camera would have caught, not an impression.

CLASS / TEACHER

DATE / PERIOD

OBSERVER

#	WHAT THE OBSERVER IS WATCHING FOR	NOTES	OBSERVED?
1	Students appear engaged with the lesson or activity (heads up, materials out, responding)		☐ Y ☐ N ☐ NO
2	Peer interactions observed were positive (sharing, inviting, no visible exclusion)		☐ Y ☐ N ☐ NO
3	Adults in the room used inclusive, respectful language (names used correctly, no singling out)		☐ Y ☐ N ☐ NO
4	More than one way to participate was offered (a raised hand, writing it down, turn-and-talk, a thumbs-up)		☐ Y ☐ N ☐ NO
5	Seating or room arrangement lets every student see and be seen		☐ Y ☐ N ☐ NO
6	Materials, examples or displayed work reflect more than one kind of student or family		☐ Y ☐ N ☐ NO
7	A student who was struggling was redirected without being singled out in front of peers		☐ Y ☐ N ☐ NO
8	Transitions were calm; no student was visibly excluded during a transition or free-choice time		☐ Y ☐ N ☐ NO

DESCRIBE IT; DO NOT NAME IT

Write what was actually seen in the notes column.
 “Two students shared materials without being asked” is a note; “the class gets along well” is not.

WHEN TO USE THIS PAGE

On a different day than the survey, during a typical lesson rather than a special event, so the two pages are independent looks at the same room rather than the same moment seen twice.

 TRACKER

Monthly Belonging-Climate Score Roll-Up

One row per class, per month. This page does not calculate the percentage for you, and it does not compare one class against another.

BUILDING / CASE MANAGER

MONTH

UPDATED

#	CLASS	GRADE BAND	SURVEYS COLLECTED	POSITIVE RESPONSES (ALL ITEMS)	TOTAL POSSIBLE RESPONSES	PERCENT POSITIVE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

WHERE THESE NUMBERS COME FROM

“Positive responses” is the count of “Yes!” or “Agree”/“Strongly agree” marks, added across every item on every returned survey for that class.

“Total possible responses” is surveys collected (page 10) times seven items. This page does not divide the two numbers for you.

READING THIS PAGE OVER TIME, NOT ACROSS CLASSES

Compare one class’s own percent positive from month to month. Different classes have different students and a different context; this page is not built to rank one class against another.

 **NOTES**

Family Conversation Guide

Goes home after the survey and the roll-up, ready to send as printed or typed. No jargon, no scores.

CLASS / TEACHER

MONTH

SENT BY

ABOUT THIS SURVEY

In plain words — e.g., this month our class answered some short questions about how welcome and included everyone feels.

CONVERSATION STARTERS TO TRY THIS WEEK

STARTER QUESTION	WHAT YOU NOTICE OR WANT TO REMEMBER
What’s one thing that made you feel included at school this week?	
Is there a class or a group where you feel most like yourself?	
Who did you sit with or work with today?	
Is there anything about our class that would help you feel more included?	

WHAT YOU MIGHT NOTICE AT HOME

QUESTIONS OR THINGS YOU WANT US TO KNOW

WHAT THIS PAGE IS NOT

A snapshot of one classroom, not an evaluation of one student. Nothing here is a clinical finding or a decision about your child; it is a starting point for a conversation.

BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

One Classroom's Survey, Observation and Action Plan, Filled In

SAMPLE · INVENTED STUDENT

Ms. Alvarez's Room 14 is invented, and so is every mark and every number on this page. Every count in the roll-up can be re-counted from the survey table above it.

MS. ALVAREZ, ROOM 14, GRADE 3 (INVENTED) — ELEMENTARY SURVEY, 9/15, 18 OF 19 ENROLLED SURVEYED

STATEMENT	POSITIVE RESPONSES	STUDENTS SURVEYED	PERCENT POSITIVE
I feel welcome in this class.	16	18	89%
My classmates like me.	12	18	67%
I can be myself in this class.	14	18	78%
I feel safe in this class.	17	18	94%
I am included when we work in groups.	10	18	56%
My teacher cares about me.	17	18	94%
I understand what to do in this class.	15	18	83%
Total, all items	101	126	80%

The seven counts add to 101 across 18 students on 7 items ($18 \times 7 = 126$ total possible), for 80 percent positive overall. The lowest item is "I am included when we work in groups." at 56 percent — the pattern the action plan below targets.

TEACHER CLASSROOM OBSERVATION CHECKLIST (PAGE 12), 9/16

#	WHAT THE OBSERVER WAS WATCHING FOR	NOTES	OBSERVED?
1	Students appear engaged	Most heads up during read-aloud	Y
2	Peer interactions positive	One student left out of a group choosing partners	N
3	Multiple ways to participate offered	Raise hand, thumbs-up, and turn-and-talk all used	Y

STUDENT RESPONSE TO INCLUSION OBSERVATION LOG (PAGE 13) — J.M. (INVENTED, INITIALS ONLY)

DATE	ACTIVITY, AND HOW INCLUDED	RESPONSE	WHAT WAS SEEN
9/16	Partner reading, teacher-assigned pair	Hesitant	Sat with the partner but did not open the book until reminded once
9/18	Small-group science task, peer-invited	Engaged	Suggested the next step to the group without a prompt

Two rows, four days apart, in two different settings: one hesitant, one engaged. Two rows is not a pattern by itself — the team is watching for a third before naming one.

CLASSROOM CLIMATE ACTION PLAN (PAGE 20)

Pattern: "I am included when we work in groups." at 56 percent, the lowest item on the 9/15 survey. **Action step:** assign group roles (not just seats) for the next four small-group tasks. **Owner:** Ms. Alvarez. **By when:** 10/15. **Follow-up:** resurvey the class and compare this item's percent to 56.

WHY THESE NUMBERS HOLD UP

The plan targets the item the table above shows as lowest (56 percent); the checklist and the log were collected the following week, independent of the survey, and neither alone is treated as a finding about J.M.