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| **Conversation Guide Template** |
| **Dimension #3: Providing Supports for Success** |
| To what extent are the following indicators of inclusion present in your school? |
| 1. Differentiated instruction is an integral part of classroom practice.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Positive behaviour supports are linked to learning and social participation, and are embedded in classroom and school-wide routines and activities.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 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.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Professional learning activities help staff value and respond to student diversity.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Teaching staff have regular and structured opportunities to engage in collaborative problem solving.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Ongoing assessment identifies when students are in need of additional supports, interventions and services.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Teaching staff have access to consultation and support from specialists to help them meet the diverse needs of all students.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. School staff and external service providers work together in collaborative and purposeful ways.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. In-school and external supports are coordinated.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. As much as possible, services and interventions support classroom learning.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Assistive technologies, including communication devices, are used to support individual students.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 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.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 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.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Supports and interventions are in place to reduce barriers to attendance.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Supports and interventions are in place to reduce problem behaviours, including bullying.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Supports and interventions are in place to reduce or eliminate suspensions and expulsions.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Supports are in place to ensure that students are well-prepared for successful transitions from one learning setting to another.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |