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