| **Conversation Guide Template** |
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| **Dimension #1: Establishing Inclusive Values and Principles** |
| To what extent are the following indicators of inclusion present in your school? |
| 1. Staff, students and parents share a commitment to creating inclusive learning experiences for 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. Diversity is valued as an enriching aspect of the school environment.
 |
|  | 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. Teachers create opportunities to build understanding of the interconnections between people and between communities.
 |
|  | 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. All school staff take responsibility for success of all students in the school.
 |
|  | 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. Staff model the use of “person-first” and positive and hopeful language.
 |
|  | 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. All decisions are made in the best interests of 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. There are high expectations for 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. Inclusion is viewed as increasing participation in learning and social engagement for 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 identify and work toward reducing barriers to participation and 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. Administration and staff work together to establish priority areas for enhancing inclusion at their school.
 |
|  | 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. Staff understand the importance of cultural competency and are committed to developing this capacity.
 |
|  | 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. Staff demonstrate respect for all human rights.
 |
|  | 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. The school community counters all forms of racism and discrimination.
 |
|  | 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. The school community ensures continuity in the education of children and youth in care.
 |
|  | 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. The school community is committed to gender equality and acceptance of gender variance and to ensuring that school practices are responsive to the 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 policies and practices are responsive to families’ differing economic realities.
 |
|  | 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 policies and practices support the well-being and safety of all students and staff.
 |
|  | 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:  |