Indicators of Inclusive Schools:
Continuing the Conversation
2013

Alberta Government

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Indicators of Inclusive Schools: Continuing the Conversation

Introduction

Inspiring Education (2010) clearly identified values and principles that will shift our thinking and move us towards an education system that is centred on the learner, and embraces, values and celebrates diversity. To do this, school leaders across the province need continuing conversations with their school community about inclusive learning environments and how the staff can work to further reduce barriers to participation and learning so that each and every student in their school has a sense of belonging and is a successful learner.

Indicators of Inclusive Schools is a resource that:

- supports school leaders in initiating a focused conversation about inclusive learning environments;

- supports evidence informed decision making that embraces and values diversity;

- helps schools determine strengths, and identify and reflect on actions that they can take to enhance inclusive learning environments;

- provides a multi-entry process that can guide priority setting and inform school improvement planning, including the three-year education plan; and

- includes sample tools and a set of surveys that school leaders can use to identify and plan for how to reduce barriers to student success.

Indicators of Inclusive Schools: *Continuing the Conversation* is a synthesis of research on inclusion, school improvement and effective instruction. The resource offers information and tools that school leaders can use to reflect on how their schools are demonstrating an inclusive approach. The use of the indicators can also help school staffs develop strategies and action plans to strengthen inclusive practices and better meet the diverse learning needs of all students.

In Alberta, **inclusive education** is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. It is a value-based approach to accepting responsibility for all students. It also means that all students will have equitable opportunity to be included in the typical learning environment or program of choice. The creation of a truly inclusive education system in the province requires a shared responsibility of all educational stakeholders.

The organization of this resource was modelled on the **Index for Inclusion: Developing Learning and Participation in Schools, Third Edition (2011)**, written by Tony Booth and Mel Ainscow, and published by the United Kingdom's Centre for Studies on Inclusive Education. School communities might also consider using this comprehensive resource to inform further development work at their schools. The Index is currently being used by over 400 British schools for this purpose.

A number of indicators from this work have been adapted for the Alberta context, with Professor Tony Booth's cooperation.

There are always differing perspectives on education in any geographic area; the purpose of this adaption is to create common understandings in Alberta, using terminology and references specific to the evolving Alberta context.

Indicators of Inclusive Schools is organized around five dimensions:

1. Establishing Inclusive Values and Principles
2. Building Inclusive Learning Environments
3. Providing Supports for Success
4. Organizing Learning and Instruction
5. Engaging with Parents and the Community.

Each of the dimensions is supported by sample indicators that provide descriptions, based on current research and promising practices, of what each particular dimension might look like. A number of indicators contain links to further information, examples and resources.

Although the resource has not been specifically developed as a metric or rubric to measure changes in inclusion over time, the conversations facilitated by the resource can help schools choose a focus to measure improvements over time *(see Tool C)*.

Tools

To support the continuing conversation about inclusion, the following four tools have been developed to help school leaders identify priority indicators and determine how to address those indicators in their planning. A facilitator tip sheet is also included.

▶ Priority Identification Guide

This guide can be used to help identify areas of strength and opportunities for growth related to each of the five dimensions of inclusive education. This guide is intended for use by members of jurisdiction and school teams, including teachers, jurisdiction/school leaders, support staff and external service providers.

Please refer to Tool A for a sample Priority Identification Guide.

▶ Getting to the Root of the Challenge Tool

This tool provides a structured approach to identifying the factors that have led to a particular situation so that the leadership team can identify what behaviours, actions, inactions or conditions need to be changed to prevent recurrence of similar situations or outcomes. It can also be used to identify the lessons learned to promote the achievement of improved outcomes in the future.

This tool is based on the belief that challenges are best solved by addressing or eliminating root challenges, as opposed to merely addressing the immediate symptoms. By addressing the root challenges, the initial situation is less likely to reoccur. This tool has been developed to strike a balance between identifying factors influencing the situation identified for action and not being overwhelmed by the complex and interrelated nature of the environments in which schools function.

Please refer to Tool B for a sample Getting to the Root of the Challenge Tool.

▶ **Action Planning Guide**

This guide can be used to assist jurisdiction/school teams to develop and implement a plan to improve their level of inclusion in a specific area. Once the priority area and the root challenge have been identified, actions can be planned to address the issue(s).

The guide includes two components: a set of discussion questions to focus action planning, and a sample action plan.

Please refer to Tool C for a sample Action Planning Guide.

▶ **Sample Surveys**

Sample surveys can provide a baseline that leadership teams can use to identify areas of strength and need. Surveys are available for the following audiences:

• Parents (this includes legal guardians and caregivers)

• Students in grades 4–6

• Students in grades 7–12

• Authority/school staff

• Authority/school leaders

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Dimension 1: Establishing Inclusive Values and Principles

Sample Indicators

Staff, students and parents share a commitment to creating inclusive learning experiences for all students.

Diversity is valued as an enriching aspect of the school environment.

Teachers create opportunities to build understanding of the interconnections between people and between communities.

All school staff take responsibility for success of all students in the school.

Staff model the use of "person-first" and positive and hopeful language.

All decisions are made in the best interests of students.

There are high expectations for all students.

Inclusion is viewed as increasing participation in learning and social engagement for all students.

School staff identify and work toward reducing barriers to participation and learning.

Administration and staff work together to establish priority areas for enhancing inclusion at their school.

Staff understand the importance of cultural competency and are committed to developing this capacity.

Staff demonstrate respect for all **human rights**.

The school community counters all forms of racism and discrimination.

The school community ensures continuity in the education of **children and youth in care**.

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.

School policies and practices are responsive to families' differing economic realities.

School policies and practices support the well-being and safety of all students and staff.

Dimension 2: Building Inclusive Learning Environments

Sample Indicators

The school welcomes and takes responsibility for all students from the neighbourhood/local area.

All staff, students and their families have a sense of belonging to the school community.

School staff collaborate with one another.

All new staff are welcomed and oriented to the school community.

Staff and students treat one another with respect.

Staff and students have positive and supportive relationships.

New students and their families are welcomed and oriented to the school community.

Students support each other.

Students have opportunities to demonstrate leadership.

Students have opportunities to share their experiences and ideas to inform school policies and practices.

Students have opportunities to form relationships with positive role models and **mentors**.

Staff, parents and external partners collaborate and communicate in respectful and meaningful ways.

Differing viewpoints are valued and considered as resources for increased learning.

The school building is physically accessible to all people.

The physical environment of the school is comfortable and welcoming to all.

Conflict is resolved in respectful ways.

Students are actively engaged in their own learning.

Dimension 3: Providing Supports for Success

Sample Indicators

Differentiated instruction is an integral part of classroom practice.

Positive behaviour supports are embedded in classroom and school-wide routines to support learning and **social participation**.

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.

Professional learning activities help staff value and respond to student diversity.

Teaching staff have regular and structured opportunities to engage in collaborative problem solving.

Ongoing assessment identifies when students are in need of additional supports, interventions and services.

Teaching staff have access to consultation and support from specialists to help them meet the diverse needs of all students.

School staff and external service providers work together in collaborative and purposeful ways.

As much as possible, services and interventions support classroom learning.

Assistive technologies, including communication devices, are used to support individual students.

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.

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.

Supports and interventions are in place to reduce barriers to attendance.

Supports and interventions are in place to reduce problem behaviours, including **bullying**.

Supports and interventions are in place to reduce or eliminate suspensions and expulsions.

Supports are in place to ensure that students are well-prepared for successful **transitions from one learning setting to another**.

Dimension 4: Organizing Learning and Instruction

Sample Indicators

School and classroom schedules are flexible and responsive to students' learning needs and preferences.

Instructional planning addresses the learning needs of all students in the classroom.

Teachers have opportunities to collaborate with one another in planning and teaching.

Teachers know their students' individual strengths, needs, interests and learning preferences, and use this information to enrich instructional planning.

Students have ongoing opportunities to discuss and explore their interests, concerns and passions.

Learning experiences are designed to tap into the strengths and interests of all students.

Students have opportunities to learn from one another.

When organizing groupings of students, the learning and emotional needs of individuals are considered.

Activating and/or building background knowledge is an integral part of every learning experience.

Teachers provide multiple ways for students to access new information and concepts.

Teachers provide explicit strategy instruction so that students develop a personal repertoire of learning strategies.

Students have access to a diverse range of learning resources at varying reading levels, and in varied formats.

Students have opportunities to interact with a variety of peers and benefit from multiple perspectives.

Students have opportunities to learn collaboratively through cooperative learning and peer interaction.

Educational technologies are used in meaningful ways to engage and support learning.

Students receive ongoing descriptive feedback to inform their learning.

Students demonstrate their learning and growth in multiple ways.

Classroom assessment contributes to the engagement and success of all students.

Educational assistants support the learning and participation of all students.

All students have opportunities (and support, if required) to participate in co- and extra-curricular activities.

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Dimension 5: Engaging with Parents and the Community

Sample Indicators

Staff and parents collaborate to support student success.

Parent engagement is encouraged and valued by school staff.

Parents have opportunities to dialogue with school leaders and inform school decision making.

Students demonstrate pride in their communities and cultures.

Teachers plan for learning experiences that reflect the characteristics, qualities and concerns of the local community.

School staff are aware of and access community supports and resources.

Information about the school community is accessible through a variety of channels, including social media.

There are meaningful opportunities for community involvement in the school.

Community members are invited to the school/classroom to share knowledge, experience and talents.

Credit: © kmiragaya/35037358/Fotolia
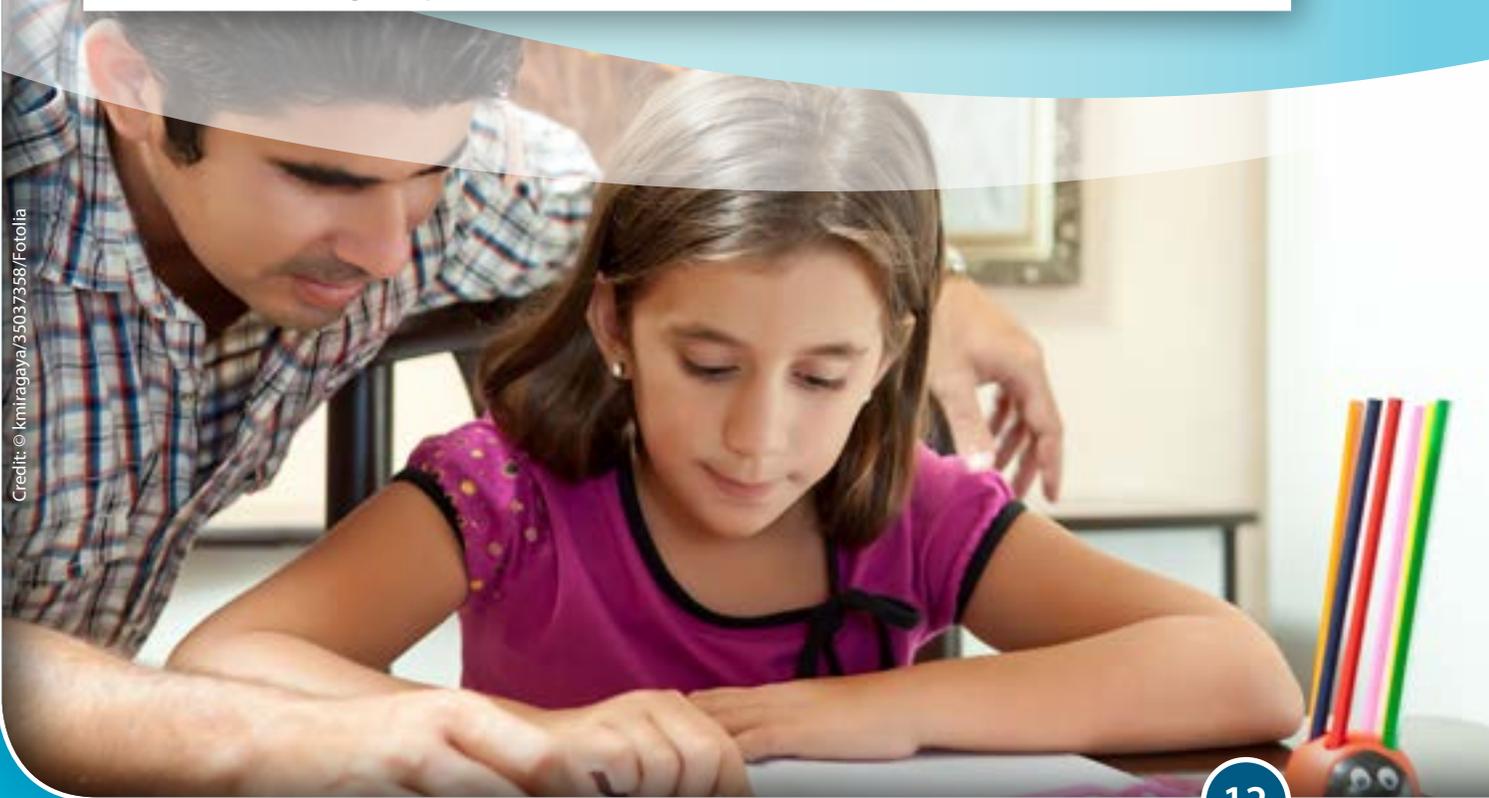
Tool A: Priority Identification Guide

Purpose:

The purpose of the *Priority Identification Guide* is to identify areas of strength for the jurisdiction/school as well as an indicator for the jurisdiction/school to adopt as its area of focus over the school year.

The following tool demonstrates how a team discussion exercise can be used to identify priority areas in which to focus improvement activities related to inclusion at a particular jurisdiction or school. It is assumed that before using this tool, school leaders have reviewed indicators in each of the five dimensions and identified one dimension as a starting point.

This example is built around *Dimension 3: Providing Supports for Success*. This dimension includes the following set of indicators of inclusion:

Dimension 3: Providing Supports for Success

Differentiated instruction is an integral part of classroom practice.

Positive behaviour supports are embedded in classroom and school-wide routines to support learning and social participation.

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.

Professional learning activities help staff value and respond to student diversity.

Teaching staff have regular and structured opportunities to engage in collaborative problem solving.

Ongoing assessment identifies when students are in need of additional supports, interventions and services.

Teaching staff have access to consultation and support from specialists to help them meet the diverse needs of all students.

School staff and external service providers work together in collaborative and purposeful ways.

Dimension 3: Providing Supports for Success

As much as possible, services and interventions support classroom learning.

Assistive technologies, including communication devices, are used to support individual students.

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.

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.

Supports and interventions are in place to reduce barriers to attendance.

Supports and interventions are in place to reduce problem behaviours, including bullying.

Supports and interventions are in place to reduce or eliminate suspensions and expulsions.

Supports are in place to ensure that students are well-prepared for successful transitions from one learning setting to another.
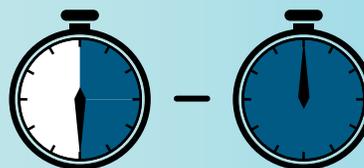
Tool to be used by:

Groups of 6–30 participants, including teachers, jurisdiction/school leaders, support staff and/or external service providers

Duration of activity:

30–60 minutes

Suggested facilitation process:

- Break into small groups. If time is limited, choose numerous groups with fewer people in each group; if more time is available, choose fewer groups with more people in each group.

- Provide each group with a blank template of the Conversation Guide for recording their ranking of examples and other discussion points about individual indicators within the dimensions. Assign 2–4 indicators to each group. Ask each group to:

    - discuss the degree to which each indicator is present in your school/jurisdiction, and assign a score between 1 and 5. Groups should come to a consensus about what score to assign. In the event that consensus cannot be reached, the group should try to choose a score that reflects the median opinion of the group

    - identify an example situation that illustrates both the presence and the absence (if applicable) of each indicator.

- Allow at least 15 minutes for small group discussion.

- As a large group, ask each small group to share their responses and explain why they responded as they did. Solicit feedback from other participants. If time does not allow for large group discussion, ask each small group to submit their responses in writing and follow up with one-on-one discussion at a later time.

- Use the responses collected to identify one or more priority areas for further development. Priority areas might be those indicators that were identified as being least present in the school, or they might be areas in which a clear action plan can most easily be implemented to address identified challenges. The identification of priority areas can be done as a follow-up group discussion with the participants of the first exercise, or as a more focused conversation among leaders at the school. The following suggestions are provided as examples of how to assist the group in identifying a priority area from the responses to the *Conversation Guide*:

    - If a single indicator received the lowest rating, then that indicator could be selected as the priority area.

    - The participants could identify a top priority through a simple vote or by assigning a weighting or value to possible priorities.

    - The participants could engage in an informal discussion about which priority area should be the focus.

    - The jurisdiction/school leadership team could take the data and, in consultation with the facilitator, could determine a priority area.

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The areas not selected could be noted and revisited the following school year.

Please refer to *Tool B: Getting to the Root of the Challenge Tool* for suggestions on how to address priority areas.

Conversation Guide

Dimension 3: Providing Supports for Success

To what extent are the following indicators of inclusion present in your school?

Differentiated instruction is an integral part of classroom practice.

⑤	④	③	②	①
Yes, definitely	For the most part	Somewhat	Not really	Not at all

An example of how this is in place is:

....

An example of how this is **not** in place is:

....

Tool B: Getting to the Root of the Challenge Tool

Purpose:

The purpose of the *Getting to the Root of the Challenge Tool* is to identify the root challenge behind the priority area identified through the *Priority Identification Guide*.

The following sample demonstrates how a conversation can identify the root challenge of a single priority area. It is assumed that the group has identified one or more priority areas to focus on.

School jurisdictions and schools are complex environments with interconnected challenges and strengths. It can be challenging to identify a single root challenge to any area of need. The intention of this tool is not to oversimplify a school jurisdiction's or school's challenges, but to provide assistance in identifying one tangible, actionable challenge that the school or jurisdiction can address.

The tool includes two examples to help guide school jurisdictions and schools in using the tool. The examples are built around one indicator of Dimension 3.

Dimension 3: Providing Supports for Success

Supports and interventions are in place to reduce problem behaviours, including bullying.
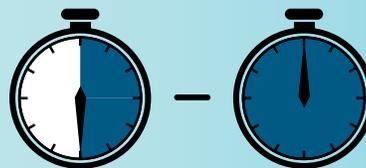
Type of tool:

Large group discussion guide

Tool to be used by:

Groups of 6–20 participants, including teachers, jurisdiction/school leaders, support staff and external service providers. Ideally, these groups will include some of the people who participated in the discussion that identified the priority area.

Duration of activity:

30–60 minutes

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Suggested facilitation process:

- Based on the indicator(s) identified as a priority area through the *Priority Identification Guide,* introduce the challenge behind the priority area and how it was identified. For example:

    "During the last group discussion, we identified that a few of our students are reporting being bullied by peers. We have had a few parents express concerns as well. We have observed students engaging in behaviours that are unkind, but we are not certain if these are bullying behaviours or how to address them."

- As a large group, brainstorm a challenge statement. This might be:

    "We don't have the information we need to identify and address bullying behaviours."

- Ask **Why Question #1**: What is the cause of the challenge? The resulting agreed response is the first-level symptom. This might be:

    "We don't have enough time to individually learn about identifying and managing bullying behaviours and meet our teaching responsibilities."

- Ask **Why Question #2**: Why don't we have enough time to learn about bullying? The resulting agreed response is the second-level symptom. This might be:

    "We have different ideas about what bullying is and how best to deal with it and it takes time to reach consensus and develop school-wide plans."

- Continue asking Why questions of each identified symptom until you arrive at the root challenge:

    "We do not have school-wide procedures and strategies for identifying, responding to and preventing problem behaviours, including bullying."

See page 29 for a link to *Getting to the Root of the Challenge* **template**.

> **Facilitator Tip**
> While working through this tool, keep the focus on factors that are within the control of the jurisdiction/school, such as:
> - policy
> - processes
> - people
> - community partnerships.

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Challenge:

We don't have the information we need to identify and address bullying behaviours.

Because

Influencing Factor #1:

We don't have enough time to individually learn about identifying and managing bullying behaviours and meet our teaching responsibilities.

Because

Influencing Factor #2:

We have different ideas about what bullying is and how best to deal with it and it takes time to reach consensus and develop school-wide plans.

Because

Root Challenge:

We do not have school-wide procedures and strategies for identifying, responding to and preventing problem behaviours, including bullying.

There is no end to the process of asking Why questions. The group involved in the activity will have to make the decision on when best to conclude the conversation.

- After the last Why question, there could be multiple systemic causes identified. Brainstorm to arrive at the root of the challenge, the single factor that has the most significant impact on the challenge at hand.

- If more than one root challenge is identified, the group and jurisdictional/school administration determine how they would like to proceed. Either they determine that the jurisdiction/school has the capacity and interest to pursue more than one root challenge over the school year or they identify one root challenge as the focus for the school year and re-evaluate the other(s) the following year. If the jurisdiction/ school decides to go ahead with more than one root challenge, either all challenges are incorporated into one *Action Plan* or a separate *Action Plan* is developed for each challenge, depending on how the jurisdiction/school decides to approach it.

Please refer to *Tool C: Sample Action Planning Guide* for suggestions on how to address the root challenge.

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Tool C: Sample Action Planning Guide

Purpose:

The purpose of the *Action Planning Guide* is to support participants in developing an action plan (in alignment with existing school or jurisdiction plans) to address the root challenge(s) identified.

The following sample action planning guide demonstrates how a jurisdiction/school can take action to address the root challenge. It is assumed that those who are leading this process have followed a process to identify the source of the challenge, such as the process outlined in the preceding *Getting to the Root of the Challenge Tool*.

This example is built around one indicator of Dimension 3.

Dimension 3: Providing Supports for Success

Supports and interventions are in place to reduce problem behaviours, including bullying.

Challenge:
We don't have the information we need to identify and address bullying behaviours.

Root Challenge:
We do not have school-wide procedures and strategies for identifying, responding to and preventing problem behaviours, including bullying.
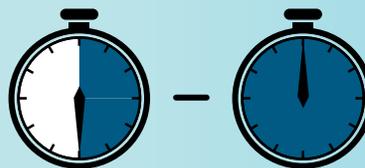
Type of tool:

Small group discussion guide

Tool to be used by:

Groups of 4–8 participants, especially the school/jurisdiction's key inclusion leaders

Duration of activity:

30–60 minutes or longer

Suggested facilitation process:

The focus of this exercise is to identify what needs to change in order to address the root challenge identified. The following discussion questions are presented as examples only; not all will apply to all root challenge issues. Participants are encouraged to focus on the discussion questions that most closely apply to their situation.

▶ **Goals and Objectives**

- What are the overall goals of any actions planned to address the identified challenge?

- What specific objectives are tied to these goals?

▶ **Policy**

- Does the jurisdiction or the school have a policy that directly addresses the identified challenge?

- What other existing school- or jurisdiction-level policies directly or indirectly affect the identified challenge?

- What policy changes are required in order to address the identified challenge? Are these changes within our control? What barriers stand in the way of these changes?

- What specific short-term, medium-term and long-term actions are required for these changes to happen? Who needs to be engaged, and what process will this take? Who will lead this action?

- What are the expected timelines in which these changes will reasonably occur?

▶ **People**

- Who are the people that can most effectively influence the challenge?

- Who is in the best position to engage them? What is the key message?

- Who else will need to be engaged in order for change to occur? What supports or information will they need?

- Who will be most affected by any changes that happen? How will the process of change need to be communicated to them (and their parents)?

- Who else needs to know that these changes are in progress (i.e., community partners, parents, other schools)? How will they be engaged, and who will communicate with them?

▶ **Leadership**

- What role will jurisdiction and school leaders play in supporting the identified changes?

- What specifically is required from them (short-term, medium-term and long-term actions, time, behaviour)?

- What tools, resources or information will they need to support any changes?

- How will they most effectively be engaged? Who will engage them?

▶ **Infrastructure**

- What existing infrastructure (i.e., policies, human resources, communications processes, technology) is in place to support the required changes?

- Are these being used to their maximum potential? How can they be leveraged to better support the identified changes?

- What specific short-term, medium-term and long-term actions are required to better leverage existing infrastructure? Who will lead these actions?

- Are any of the required infrastructure components inadequate or missing altogether? What is required to secure these components? What specific short-term, medium-term and long-term actions are required for this, and who should lead these actions?

- What procedural or operational changes will result from these infrastructure changes?

- Who will be most affected by any procedural or operational changes? How will they be engaged, and who will communicate with them?

▶ **Data Collection**

- How can it be determined that the action plan has made a difference?

- What information is currently being collected that could demonstrate this?

- What new information might need to be collected to demonstrate this?

Following the discussion, an action plan can be developed.
The following partially completed action plan is presented as an example.

Action Plan

Key Challenge *The challenge behind the priority area.*	We don't have the information we need to identify and address bullying behaviours.
Root Challenge *The factor that has the most significant impact on the key challenge.*	We do not have school-wide procedures and strategies for identifying, responding to and preventing problem behaviours, including bullying.
Goal *What it will look like when the root challenge has been addressed.*	School staff will have the guidance they need to identify and address bullying behaviours.
Key Actions *The main activities that will lead to the completion of the goal.*	• Develop a policy related to defining and identifying strategies for addressing bullying behaviours. • Support teachers and support staff in implementing the policy. • Communicate the policy to students, parents and community partners.
Outcomes *Changes in the target audience's skills, attitudes, knowledge, behaviours, system or practice brought about by experiencing the key actions and the accomplishment of the goal.*	•
Data Collection *The evidence that will demonstrate achievement of the outcomes.*	•
Strategies *Strategies that will be used to achieve the goal.*	•

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Action Plan

Work Steps	Responsibility	Timeline
Describe outcomes of meeting to principal. Ask for (*specify what is being asked*).	*Specify who will lead this action.*	*Include expected timeline for action.*
Develop a communications plan.		
Scan existing literature on bullying policy.		
Etc.		

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Tool D: Sample Surveys

Purpose:

The purpose of these sample surveys is to provide a baseline that leadership teams can use to identify areas of strength and need. This data can provide starting points for discussion and planning.

These sample surveys are designed to be administered to the following groups:

- Parents
- Students in grades 4–6
- Students in grades 7–12
- School staff
- School authority leadership teams.

For each respondent group, a separate survey is available for each of the five dimensions. In addition to these, a sixth set of surveys includes elements of all of the dimensions. This set of surveys gives school leaders the flexibility to gather information about whichever dimensions of inclusion they choose. Typically, only one survey would be administered for each or all of the respondent groups per school year.

Each survey is tailored to the perspective and reading level of the applicable group. The surveys are made up of a set of statements that participants are asked to respond to using a standard scale. For each respondent group, all the survey questions begin the same way:

- Parents: .... **At my child's school…**
- Students in grades 4–6: .... **At my school…**
- Students in grades 7–12: .... **At my school…**
- School staff: .... **My colleagues and I…**
- School authority leadership teams: .... **In my school/authority…**

Respondents are asked to indicate either **their level of agreement with the statement** or **the frequency with which they believe the statement occurs**.

Administration of surveys

When completing the surveys, respondents need to understand:

- why the survey is being administered
- how long the survey is expected to take (no longer than 15 minutes for the parent and student surveys and 20 minutes for the staff/leader surveys)
- the importance of their input
- how to submit their responses
- what will be done with the information they provide.

The surveys can be administered in different ways. For example:

- **An online survey administration tool.** Online tools such as Survey Monkey have many advantages, such as ease of administration, anonymity, and data rollup functions. However, there are likely some costs associated with using this type of tool.

- **Paper surveys.** The surveys can be administered with hard copies. This method will require more time investment in the data analysis.

Regardless of the administration method, it is important to ensure that the survey responses are kept anonymous.

Ideally, the survey should be administered at a time that has few competing activities. Typically a two- to three-week window for completion is the most effective. With a very short window (e.g., less than five days) response rates will likely be low. If the response window is longer than two or three weeks respondents may put off completing the survey and may be less likely to go back and complete it. A friendly reminder (e.g., an electronic message) at the half-way point can prompt additional responses.

Analyzing data

If an electronic tool is used to administer the survey, it will typically generate one or more types of reports for displaying and analyzing results. Creating a data summary of all reports may require additional work.

If paper copies were used, you will need to manually collate the data. It may be helpful to enter the responses into a data management software program such as MS Excel.

The *Survey Item Cross Reference Charts* show how all of the survey questions align with each other and the indicators. When rolling up the data across the surveys, compare the responses from each respondent group item-by-item. (See page 29 for links to six *Survey Item Cross Reference* **Charts**.

When analyzing the data, here are a few trends to look for:

- Where a respondent group's level of agreement is **inconsistent** with the other groups (for example, if parents, staff and school leaders all agreed that students are treated fairly but students disagreed). These are areas that may benefit from further discussion or additional focus.

- Where a particular indicator had **low** agreement from respondents. These are areas to work on.

- Where a particular indicator had **high** agreement from respondents. These are areas where the school/authority is performing well and these successes should be recognized.

Appendix A: Facilitator Tip Sheet

One or more working sessions can be conducted with jurisdictional/school staff in order to work through each of the *Indicators of Inclusive Schools* tools. A facilitator will be required to lead participants through the tools. These tips and suggestions are provided to support the facilitators in their role. The following should be considered when preparing to administer the tools that support *Indicators of Inclusive Schools*.

- Consideration should be given to the use of the tools at a regional, jurisdictional and school level. The tool may be more useful to jurisdictions when used with a strategic perspective, whereas schools may find more value from the tool with an operational perspective.

- Consider who should participate in the process and what the benefits of their participation are. For example:
  - Is it important/appropriate to have an individual who is not a member of the jurisdiction/school community participate who can challenge the thinking of the group?
  - Is it important to engage jurisdictional/school leaders in the working session process? The facilitator may need to consider the benefits of having a school administrator participate in this process as there may be instances where it impacts the staff's ability to speak candidly about the school environment.
  - What varying perspectives should be represented among participants?

- When selecting a dimension for your group to focus on, consider:
  - Do any of the dimensions align with existing regional/ jurisdictional/school priorities?
  - What are specific areas of need within your jurisdiction/ school pertaining to inclusion?
  - What dimension is the jurisdiction/school capable of addressing in a meaningful way?
  - What data is already being collected by the jurisdiction/school? What additional data would be valuable to collect?

The following principles for discussion should be introduced with staff prior to working through the tools.

- Each participant will have a different background, experience and understanding of inclusion. It is integral that the facilitator introduce this fact at the beginning of the working sessions and remind all participants to be respectful of each participant's point of view.

- Keep a positive tone as you work through the tools and encourage participants to do the same. It is easy to become negative when working to identify areas for improvement, but it is important to recognize areas of success and to focus on opportunities rather than issues.

- Take time to ensure that participants understand the purpose of the tool and the process. For example, early on in the *Getting to the Root of the Challenge Tool*, ensure all of the participants share a common understanding of the indicator, the challenge statement, and the purpose of the exercise to ensure that the group will be able to complete the *Getting to the Root of the Challenge Tool* as intended.

- Be aware of common conversation stoppers about perennial issues beyond a school's staff control such as time, funding and staffing.

- Encourage participants to focus on factors that are within their control. Participants will likely see greater benefit by thinking innovatively about what can be accomplished through existing or readily accessible resources, such as:

  - policy

  - processes

  - people

  - community partnerships.

Appendix B: Templates

A. Conversation Guide Templates

Dimension 1: Establishing Inclusive Values and Principles
Dimension 2: Building Inclusive Learning Environments
Dimension 3: Providing Supports for Success
Dimension 4: Organizing Learning and Instruction
Dimension 5: Engaging with Parents and the Community

B. Getting to the Root of the Challenge Tool

C. Action Planning Guide

D. Sample Surveys

Dimension 1: Establishing Inclusive Values and Principles
- Parent
- Grade 4–6 Students
- Grade 7–12 Students
- School Staff
- School/Authority Leader

Dimension 2: Building Inclusive Learning Environments
- Parent
- Grade 4–6 Students
- Grade 7–12 Students
- School Staff
- School/Authority Leader

Dimension 3: Providing Supports for Success
- Parent
- Grade 4–6 Students
- Grade 7–12 Students
- School Staff
- School/Authority Leader

Dimension 4: Organizing Learning and Instruction
- Parent
- Grade 4–6 Students
- Grade 7–12 Students
- School Staff
- School/Authority Leader

Dimension 5: Engaging with Parents and the Community
- Parent
- Grade 4–6 Students
- Grade 7–12 Students
- School Staff
- School/Authority Leader

Inclusive Schools Overall
- Parent
- Grade 4–6 Students
- Grade 7–12 Students
- School Staff
- School/Authority Leader

E. Survey Items Cross Reference Charts

Dimension 1: Establishing Inclusive Values and Principles
Dimension 2: Building Inclusive Learning Environments
Dimension 3: Providing Supports for Success
Dimension 4: Organizing Learning and Instruction
Dimension 5: Engaging with Parents and the Community
Inclusive Schools Overall

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