ASSESS

Inclusion Counts Assessment Rubric

A diverse, equitable and inclusive educational institution refers to a school/ district in which all individuals, including staff & students, feel seen, valued, respected and engaged not regardless of — but with consideration and appreciation for differences.

Schools that have strong Diversity, Equity & Inclusion (DEI) practices recognize and value differences such as gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class and also respect personal traits such as life experience, career choices, educational background and communication style that are influenced by their identities and experiences.Diversity stretches beyond representation and includes meaningful & inclusive dialogue, equitable policies and purposeful systems of acknowledgement and recognition that intentionally support staff & student engagement, satisfaction and retention. DEI should be seen as an active process of integration, adaptation and ongoing change and be responsive to the needs of all employees, staff and external stakeholders. The starting point for any DEI initiative is to first understand how your educational institution is currently performing across key areas. This rubric should take between 15-20 minutes to complete and covers central indicators of inclusion & diversity such as: **Representation, Engagement & Interactions and - Policies & Systems**

This rubric is subjective and not a substitute for qualitative DEI auditing of existing levels of DEI such as interviewing sample staff and engaging in dialogue. This rubric is a point for reflection and will allow you to begin identifying DEI gaps, establishing values and setting objectives.

STAFF

REPRESENTATION:

	1	Y/N	3		1-4
1	**EMPLOYEES**: Are your certified staff diverse? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class)		To what extent is your school actively recruiting diverse individuals?		
	Are your certified staff diverse? (life experience, career choices, educational background and communication style)		To what extent is your school actively promoting diverse individuals into leadership roles?		
2	**EMPLOYEES**: Are your non-certified staff diverse? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class)		To what extent is your school actively recruiting diverse individuals?		
	Are your non-certified staff diverse? (life experience, career choices, educational background and communication style)		To what extent is your school actively promoting diverse individuals into leadership roles?		
3	**LEADERSHIP**: Is your school's leadership diverse? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class)		To what extent is your school actively recruiting diverse individuals in leadership?		
	Is your leadership diverse? (life experience, career choices, educational background and communication style)		To what extent are your leadership hires made from internal promotion vs. external hire?		
4	**SCHOOL BOARD**: Is your organization's school board diverse? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class)		To what extent is your district actively recruiting diverse individuals to your school board?		
	Is your school board diverse? (life experience, career choices, educational background and communication style)				

Inclusion Counts Rubric Score is based on a scale from 1-4, 1 being low and 4 being high*

STAFF

REPRESENTATION:

#	1	Y/N	3	1-4
1	**EMPLOYEES**: Are your certified staff diverse? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class)		To what extent is your school actively recruiting diverse individuals?	
	Are your certified staff diverse? (life experience, career choices, educational background and communication style)		To what extent is your school actively promoting diverse individuals into leadership roles?	
2	**EMPLOYEES**: Are your non-certified staff diverse? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class)		To what extent is your school actively recruiting diverse individuals?	
	Are your non-certified staff diverse? (life experience, career choices, educational background and communication style)		To what extent is your school actively promoting diverse individuals into leadership roles?	
3	**LEADERSHIP**: Is your school's leadership diverse? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class)		To what extent is your school actively recruiting diverse individuals in leadership?	
	Is your leadership diverse? (life experience, career choices, educational background and communication style)		To what extent are your leadership hires made from internal promotion vs. external hire?	
4	**SCHOOL BOARD**: Is your organization's school board diverse? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class)		To what extent is your district actively recruiting diverse individuals to your school board?	

	Question
Is your school board diverse? (life experience, career choices, educational background and communication style)	To what extent do your chaired board & leadership positions include diverse representation? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class, field, life experience, etc).
	To what extent has your school board recruitment team defined what 'highly qualified' means to your school/district and what weights have been established to include inherent and acquired diversity within the definition?
COMMITTEES & WORKING GROUPS: Are your opt-in committees and working groups diverse (this includes committee groups, wellness teams, action-teams, holiday planning groups, etc.)?	To what extent is your school actively including diverse individuals in these groups or actively seeking diverse representation to support these groups?
	To what extent do your leadership positions within committees & working groups include diverse representation? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class, company position, etc.)
	To what extent are you actively recruiting diverse individuals in volunteer roles?
VOLUNTEERS: Are your volunteers diverse?	To what extent do your volunteers match the community or population you serve?
	To what extent do your volunteer policies (background checks, certifications, etc.) disqualify individuals from matching the population you serve? (Mark 4 - does not disqualify, Mark 1 - disqualifies often)

#	Category	Question
7	**PARTNERS**: Are your partner organizations diverse?	To what extent are you actively seeking partnerships from diverse organizations? To what extent are guest-speakers & representatives diverse (consultants, artists, lecturers, musicians, gardeners, etc.)?
		To what extent is your awareness of what other civic & social causes your partners support? (i.e. political affiliations, etc.)
		To what extent do your partners represent your school/ district philosophy on diversity, equity & inclusion (DEI) for all?
8	**MARKETING**: Are your marketing materials diverse? (this includes imagery and voice in recruitment materials, website, newsletters, annual reports, etc.)	To what extent do your marketing & recruitment materials and imagery represent diversity?
		To what extent does your marketing calendar observe and acknowledge culturally relevant holidays, observances, seasons & people?
		To what extent are diverse adults from within your school/school district featured in external promotional material (featured blogs, videos, articles, etc.)?
9	**CURRICULUM**: Does your school/ district provide instructional materials that reflect students' diverse experiences & ethnicity?	To what extent do your teachers regularly use instructional materials that reflect diverse experiences & ethnicity?

#	Category	Questions
10	**FACILITIES:** Is your school and collateral within your school diverse? (this includes books, imagery, foods served, etc.)	To what extent does your school and collateral within your school represent diverse depictions (posters, quotes, toys, books, movies, pamphlets, etc.)? To what extent do your foods & beverages served and sold at staff meetings or school-sponsored events celebrate diverse cultures or make accommodations for cultural dietary needs? To what extent are your facilities accessible to all? (differently-abled individuals, gender-inclusive bathrooms, etc.)

ENGAGEMENT & INTERACTIONS:

#	Category	Questions
11	**L&D:** Do new teachers and staff receive professional learning on diversity, equity & inclusion within the onboarding process? (this includes unconscious bias training, diversity training, cultural competency training, culturally responsive teaching etc.)	To what extent do new teachers and staff receive professional learning on diversity, equity & inclusion within the onboarding process? To what extent do diverse individuals participate in facilitating or leading the onboarding process? (welcome, training, ongoing coaching, etc.)?
12	**L&D:** Do existing teachers and staff receive ongoing professional learning on diversity, equity & inclusion?	To what extent do existing staff receive professional learning opportunities on diversity, equity & inclusion? To what extent is DEI training geared towards application to the students you serve (i.e. professional development sessions that emphasize strategies to effectively engage diverse students)? To what extent is DEI professional development geared internally, to staff relationships, communication & belonging (i.e. professional development on inter-group communication, anti-bias, etc.)? To what extent are your health monitors and on site nurse aids trained in cultural sensitivity and norms to better serve the emotional and physical needs of the populations at their respective schools?

#	Question
13	**L&D**: Do existing teachers and staff receive opportunities to opt-in to learning opportunities that provide guidance, advice or training on diversity issues to further their professional development/ application of their work? (This includes participating in forums, seminars, etc.) To what extent do existing teachers and staff receive opportunities to participate in opt-in opportunities related to professional advancement of DEI initiatives?
14	**L&D**: Does your school / school district have a diversity, equity or inclusion committee that meets at least 4 times a year? To what extent do your staff have agency in coordinating the implementation of DEI policies and practices within your school / district? To what extent does your school/ district use a continuous improvement process to coordinate the implementation of ongoing DEI policies & practices?
15	**INTERACTIONS (STAFF)**: Do staff feel safe (physically) from racism, sexism, heterosexism, classism, appearancism, ageism, ableism, faithism in the workplace? To what extent are your staff comfortable addressing physical harassment or threats to physical safety related to race, gender, gender-identity, sexual orientation, class, appearance, ability or faith?
16	**INTERACTIONS (STAFF)**: Do staff feel safe (emotionally) from racism, sexism, heterosexism, classism, appearancism, ageism, ableism, faithism in the workplace? To what extent are your staff comfortable addressing emotional or social grievances related to race, gender, gender-identity, sexual orientation, class, appearance, ability or faith?
17	**INTERACTIONS (STAFF)**: Is communication (verbal or nonverbal) between staff culturally affirming? To what extent is your staff communication free of cultural insensitivity or microaggressions?
	POLICIES & SYSTEMS:
18	**HIRING**: Does your school / district attract diverse candidates? To what extent does your school / district source candidates from diverse pools (diversity platforms, diverse career fairs, etc.) To what extent do your school / district literature, advertising and imagery used at recruitment fairs depict diverse individuals? To what extent does your commitment to diversity & equity statements explicitly list marginalized identities (black, indigenous, people of color, gender, gender-identity, etc.)?
19	**HIRING**: Is your hiring process equitable? To what extent does your hiring process eliminate opportunities for bias (stripping candidate names or details relating to characteristics protected under equality legislation, school or university)?

#	POLICY	Question
		To what extent do cultural fit interviews influence your hiring process? (We use cultural fit interviews - MARK 4, We don't use cultural fit interviews - MARK 1)
		To what extent has your school / district defined what 'highly qualified' means to your school / district and what weights have been established to include inherent and acquired diversity within the definition?
20	**POLICY:** Does your school / district have a Diversity, Equity & Inclusion policy in your staff handbook?	To what extent does your school / district have a clearly-defined approach to positively resolve diversity, equity & inclusion grievances amongst staff?
		To what extent are diversity, equity & inclusion grievances amongst staff handled with an employee-centered approach (reflective & restorative)?
21	**POLICY:** Does your school / district have mechanisms in place (wellness policy) to support the health and well-being of diverse staff?	To what extent do your wellness policies address emotional support and crisis-management for individuals affected/ effected by culturally-related events? (holidays, political movements, voting, civic dialogue etc.)
		To what extent does your policy include reinforcement of equitable work-life balance for all, including access to: voting time-off, personal time-off, maternity, paternity, etc.
22	**POLICY:** Is your school / district dress code culturally appropriate?	To what extent is your school / district dress code culturally appropriate and inclusive? (does not include restrictions that exclude employees with disabilities, varying hair types or styles, cultural or religious-based clothing, target a specific gender, etc.)
		To what extent is meeting your school / district dress code financially accessible to your staff?

#	PRACTICE	Questions
23	**PRACTICE**: Does your school/district implement Staff Engagement Surveys?	To what extent does your staff engagement survey explicitly ask questions related to perceptions of diversity, equity & inclusion?
		To what extent are you tracking your Net Promoter Score as it relates to diversity, equity & inclusion?
		To what extent does your school / district utilize feedback gathered from staff on Staff Engagement Surveys?
		To what extent do staff have opportunities to provide feedback on diversity, equity & inclusion on an on-going basis?
24	**PRACTICE**: Does your school/district implement exit surveys or exit interviews?	To what extent does your staff exit survey explicitly ask questions related to perceptions of diversity, equity & inclusion?
		To what extent are you tracking your staff attrition as it relates to school/district diversity/ demographics?

#	PRACTICE	Question
		To what extent does your school/district utilize feedback gathered from staff from exit surveys & interviews?
25	**PRACTICE**: Does your school/district track DEI initiatives within a Key Performance Indicator (KPI) cycle?	To what extent have you been on-target for reaching your DEI goals within your Key Performance Indicator (KPI) cycle?
		To what extent does your commitment to diversity statement explicity call-in marginalized populations, including individuals who identify as Black, Indigenous, People of Color, Gay, Lesbian or Transgender?
26	**PRACTICE**: Does your school / district have a written commitment to diversity statement?	To what extent is your commitment to diversity statements explicitly listed in job postings and opportunities?
		To what extent is your commitment to diversity & equity shared externally (on your website, etc.)?

STUDENTS

REPRESENTATION:

1	Y/N	3	1-4

#			
1	**STUDENTS:** Are your students diverse? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class) Are your students diverse? (life-experience, values, thought, opinion, etc.)		To what extent are you actively recruiting diverse individuals to your school/ district? To what extent is your school actively including diverse individuals in these groups or actively seeking diverse representation to support these groups?
2	**LEADERSHIP**: Are your student leadership groups diverse (this includes student council, honors programs, welcome committees, etc.)?		To what extent do your leadership positions within student groups include diverse representation? (gender, gender-identity, race, ethnicity, nationality, age, faith, sexual orientation, ability, and class, company position, etc.) To what extent do your leadership group qualifications disqualify diverse individuals from participating (i.e. academic restrictions, location-based restrictions, transportation restrictions, etc.)? (Mark 4 - does not disqualify, Mark 1 - disqualifies often)
3	**MARKETING:** Are your marketing materials diverse? (this includes imagery and voice in recruitment materials, website, newsletters, etc.)		To what extent are diverse students from within your school/school district featured in external promotional material (featured blogs, videos, articles, etc.)?
4	**COMMUNICATION:** Are your student & family communication methods accessible to all students & families?		To what extent are you communication methods accessible to all students & families (i.e. language-translation, direct-outreach, etc.)?
	ENGAGEMENT & INTERACTIONS:		
5	**L&D:** Does your school/ district explicitly teach students about diversity, equity & inclusion?		To what extent do students receive learning on diversity, equity & inclusion within school orientation?

#	Question	To what extent (rating)
		To what extent is student learning on diversity, equity & inclusion ongoing?
6	**L&D:** Are students exposed to culturally rich curriculum, imagery, voices and depictions?	To what extent are students exposed to culturally rich curriculum, imagery, voices & depictions?
7	**ENGAGEMENT:** Does your school/ district offer gifted/ honors or advanced-placement options?	To what extent are your gifted/ honors/ advanced-placement students diverse? (% non-white in school/ % non-white in advanced classes)
8	**ENGAGEMENT:** Does your school/ district offer extracurricular activities outside of the school day?	To what extent are students participating in extracurricular activities outside of the school day diverse? To what extent are staff encouraging diverse students to participate in extracurricular, enrichment or co-curricular activities?
9	**ENGAGEMENT:** Does your school promote cultural inclusivity by holding events and activities that celebrate diverse cultures & backgrounds?	To what extent do your events & activities celebrate diverse cultures & backgrounds?
10	**INTERACTIONS (STUDENTS):** Do students feel safe (physically) from racism, sexism, heterosexism, classism, appearancism, ageism, ableism, faithism in school & during school-related activities?	To what extent are your students comfortable addressing physical harassment or threats to physical safety related to race, gender, gender-identity, sexual orientation, class, appearance, ability or faith?
11	**INTERACTIONS (STUDENTS):** Do students feel safe (emotionally) from racism, sexism, heterosexism, classism, appearancism, ageism, ableism, faithism in school & school related-activities?	To what extent are your students comfortable addressing emotional or social grievances related to race, gender, gender-identity, sexual orientation, class, appearance, ability or faith?
12	**INTERACTIONS (STUDENTS)):** Is communication (verbal or nonverbal) between students culturally affirming?	To what extent is your student communication free of cultural insensitivity or microaggressions?
POLICIES & SYSTEMS:		
13	**DISCIPLINE:** Is your student discipline data proportional to your school demographic makeup (if broken down by social identifiers)?	To what extent is your student discipline data proportional to your school demographic makeup; 1 = very large variance 4 = very small variance

		To what extent does your school/ district have mechanisms in place to ensure discipline is culturally responsive & restorative?
		To what extent are you tracking discipline as it relates to race, ethnicity and other social identifiers? This includes out-of-school suspension, in-school suspension, referral to law enforcement, expulsion, school-related arrests, corporal punishment)
		To what extent are teachers & support staff trained in culturally responsive & restorative practices?
		To what extent are families involved in the discipline process in a positive way (working together cooperatively to help children develop, restorative practices, goal-setting, connection to supportive services & family services, etc.)
14	**POLICY**: Does your school / district have a Diversity, Equity & Inclusion policy in your student handbook?	To what extent does your school / district have a clearly-defined approach to positively resolve diversity, equity & inclusion grievances amongst students?
		To what extent are diversity, equity & inclusion grievances amongst students handled with a student-centered approach (reflective & restorative)?
15	**POLICY**: Does your school / district have mechanisms in place (wellness policy) to support the health and well-being of diverse students?	To what extent do your wellness policies address emotional support and crisis-management for students affected/ effected by culturally-related events that may disproportionately impact students? (Protests or neighborhood violence, changes to immigration status or law, etc.)
16	**POLICY**: Is your school / district dress code culturally appropriate?	To what extent is your school / district dress code culturally appropriate and inclusive? (does not include restrictions that exclude students with disabilities, varying hair types or styles, cultural or religious-based clothing, target a specific gender, etc.)

		To what extent is meeting your school / district dress code financially accessible to all students?
		To what extent does your student engagement survey explicitly ask questions related to perceptions of diversity, equity & inclusion? (fairness & equal treatment from teachers, my teachers care about me/ understand me, sense of belonging, etc.)
		To what extent have you isolated student engagement survey data by race, ethnicity, gender or other social identifiers?
17	PRACTICE: Does your school / district implement Student Engagement Surveys?	To what extent are you tracking your Net Promoter Score as it relates to diversity, equity & inclusion initiatives? (I.e. would students recommend _____ school as a great/ diverse/ inclusive place to go to school)
		To what extent does your school / district utilize feedback gathered from students on Student Engagement surveys?
		To what extent do students and families have opportunities to provide feedback on diversity, equity & inclusion, curriculum, services and programs offered on an on-going basis?