

What it Means to have an Inclusive School

How does your Child's School Rate on Eff

So, how do inclusive schools work to ensure that all students belong and are successful together?

Look and listen for the following signs:

Inclusion in Action

School Environment

- Do all students attend their neighborhood school?
- Is person-first language* used school-wide?
(www.vsafl.org/archives-resources; People First Brochure)
- Do all students arrive and leave at the same times?
- Are most students with disabilities included in the general education setting 80% or more of the day?
- Are students with disabilities considered as general education students first?
- Are the facilities used by students with disabilities comparable to those available for general education students?
- Is there a campus-wide behavioral support system in place at the school?
- Does the school plan for and conduct ongoing disability awareness activities and events?

Leadership and Collaboration

- Are decisions about instructional setting determined based on individual student needs rather than labels or available services?
- Does the school have a person who is in charge of inclusion?
- Does the school use an inclusive scheduling process when planning for supports?
 - Are teachers for special education part of grade/department teams?
 - Does the school use a problem-solving process to look at student progress?
- Are families part of decision making?
- Are families welcomed and valued partners at the school?
- Are families provided with resources for learning and support?
- Are school staff passionate about the achievement of ALL students?
- Is there a vision of shared responsibility for the success of all students at the school?

Relationships

- Does the school have a focus on positive social relationships for all students?
- Do students solve problems and learn together?
- Are all students recognized for rewards and honors?
- Do all students receive the support they need to be successful?
- Are students with disabilities considered full members of the school community?
- Do all students enjoy opportunities to follow their interests and make plans for their future?
- Do all students have ways to socialize at lunch, recess, and between classes?

Instruction and In-Class Supports

- Do all students have access to a variety of resources that allow them to access the curriculum?
- Do all teachers use a variety of strategies (small groups, differentiation, co-teaching, peer supports) to teach all students?
- Are the Florida Standards the basis for instruction for all students?
- Is a Universal Design for Learning approach used?
- Are paraprofessionals an important part of the school supports?
- Are services including academic supports and therapies for students with disabilities provided in varied locations?
- Do teachers understand the difference between accommodations and modifications?

