![Inclusive Schools Network logo]

Quality Standards for Inclusive Schools Self-Assessment Instrument

This instrument is designed to provide schools with a self-assessment instrument to guide a review of current practices regarding inclusive education. Stetson and Associates considers inclusive education to be synonymous with the requirements for the provision of education and related services in the least restrictive environment. Decisions about instructional setting are determined on an individual student basis and while there is a strong preference for instruction in the general education classroom, the IEP team makes the determination of the appropriate location(s) for services. It is our position that the emergence of the terms 'inclusive practices' and 'inclusive education' served to refocus national attention on this critical philosophy and practice for every student. The notion of inclusive practices is relevant for all students.

Check each indicator that is in place in your school or district.

Procedural Standards

☐ 1. Special needs students are educated in their home school. (i.e. Students are not sent to another school or schools due to a label or available space.)

☐ 2. "To the maximum extent appropriate... children with disabilities are educated with children who are not disabled... and removal of children with disabilities from the regular educational environment occurs only when... education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Section 612(a)(5)(A) (IDEA '04)

☐ 3. 80% of students with disabilities spend a minimum of 80% of their instructional day in the general education classroom.

☐ 4. The percentage of students receiving special education services in your school mirrors state and federal statistics (average is 9.7% per 2021 Annual Report to Congress re: Implementation of IDEA).

☐ 5. Facilities used by special needs students are not stigmatizing with regard to location, appearance, or design.

☐ 6. The possibilities of returning a student to his or her neighborhood school or for increasing the amount time a student is in the general education classroom are frequently reviewed.

☐ 7. We do not eliminate the opportunity for a student to receive a portion of his or her services outside of the general education classroom as this is an inappropriate and illegal practice because it does not consider individual student's needs.

Total Number of Checks: ☐

Instructional Excellence for Diverse Learners

☐ 1. Students participate in the district's standards-based, general curriculum framework.   A separate curriculum is not used for special needs students.

☐ 2. Instructional personnel use a variety of effective, research-based strategies to bring learning within the reach of all students.

☐ 3. Instructional accommodations are used appropriately for all students who benefit from them.

☐ 4. Curricular modifications are used for students who require them per their individualized education program (IEP).

☐ 5. Teachers understand that there is a hierarchy for decision-making and curriculum modifications are not used when instructional accommodations are sufficient.

☐ 6. A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.

☐ 7. Teachers are skilled in effective classroom management and respond proactively to inappropriate student behavior.

Total Number of Checks: ☐

Collaborative Partnerships

☐ 1. Special population teachers are members of grade-level or subject-area teams rather than members of separate departments.

☐ 2. General education and special populations teachers regularly plan together and norms for the use of this valuable time are established and protected.

☐ 3. Collaborative teaching partners in the general education classroom model positive working relationships.

☐ 4. The various roles and responsibilities of collaborative teachers, such as grading, conferencing with parents, lesson planning, student discipline, are discussed prior to the start of the school year or semester and are equally and fairly assigned.

☐ 5. The skills of both teachers in a collaborative partnership are fully and equitably utilized.

☐ 6. The principal meets with all teaching partners on a regular basis to review the success of the partnerships and identify issues or concerns to be addressed.

☐ 7. Formal training in collaborative planning and service delivery is provided for all teaching partners who engage in teaming, including speech/language pathologists, related service personnel, literacy coaches, etc.

Total Number of Checks: ☐

Responsive Staffing and Scheduling

☐ 1. Staffing and scheduling decisions are based solely on the needs of individual students through an objective, student-centered process, not on the basis of labels, places, or available services.

☐ 2. In-class support options, such as co-teaching, support facilitation, and use of peers, are the predominant service delivery options for special needs students in our school.

☐ 3. No single approach, such as co-teaching, is used as the model for inclusive education.

☐ 4. Scheduling for special needs students is addressed before the master scheduling process.

☐ 5. Resources are used effectively and efficiently. This includes proper selection, training, and support of paraprofessionals, non-categorical staffing, peer tutoring models, etc.

☐ 6. Speech/language pathologists, occupational and physical therapists, and other typically itinerant personnel promote the use of their services within the context of the general education classroom when appropriate.

☐ 7. Special populations teachers recognize that they may serve in multiple roles throughout the day on the basis of student needs.

Total Number of Checks: ☐

Strong Parent Partnerships

☐ 1. Parents are welcomed and valued partners in the school and in decisions involving their child's education.

☐ 2. The school regularly surveys parents regarding their satisfaction with the quality of services provided and the extent to which they feel welcomed into the school and uses this data to improve services, communication, and inclusion of students and families.

☐ 3. Parents are provided clear information about inclusive education through informal meetings and training.

☐ 4. Parents assist the school in evaluating inclusive practices and provide recommendations for improving the appropriateness and relevance of practices for students and families.

☐ 5. Parents are members of school-based action planning teams for the purpose of improving inclusive practices.

☐ 6. Parents are recruited to serve as resources for other parents in ways that promote a shared understanding of inclusive practices and the role of parents in supporting its success.

☐ 7. Parents assist in designing and providing training and support to other parents throughout the school regarding quality inclusive practices.

Total Number of Checks: ☐

Accountability for Results

- [ ] 1. General education teachers and special populations teachers share responsibility for the success of all students in the school.

- [ ] 2. The principal and faculty recognize that inclusive education is not a separate initiative but is an important part of school-wide restructuring to meet increasing accountability standards from the local, state and federal levels for excellence for all students.

- [ ] 3. The principal effectively communicates to all faculty that inclusive practices are expected across the school.

- [ ] 4. Data regarding instructional settings, percent of time in the general education classroom, and student performance are collected at least once each semester.

- [ ] 5. The principal and members of the faculty review the data described above at least once each semester. Decisions are made and actions are taken to improve the status of inclusive practices as a result of these analyses.

- [ ] 6. Transition of students from level to level is coordinated across sending and receiving schools to prevent loss of forward progress for students.

- [ ] 7. The action steps for improving the status of inclusive practices are incorporated into the overall school improvement plan.

Total Number of Checks: [ ]

Leadership for the Common Good

- [ ] 1. School leaders explicitly discuss the expectation for collaboration, equity, and mutual respect among all faculty members.

- [ ] 2. School leaders communicate a clear and consistent message that shared ownership for all students is a "non-negotiable" for all faculty members.

- [ ] 3. School leaders are able to answer the 'why' questions related to inclusion, adequate yearly progress for all students, and the rationale for implementing accommodations and modifications.

- [ ] 4. School leaders incorporate an objective, student-centered process into staffing and scheduling decisions and ensure that support is provided where needed.

- [ ] 5. Applicants for positions within the school are asked to respond to questions relative to their position on inclusive education and are provided information about the school's commitment to inclusive practices.

- [ ] 6. On-going professional development opportunities are provided to the entire faculty to update and enhance instructional skills in working with diverse students.

- [ ] 7. A common planning period or a "protected" planning period is provided to each faculty member responsible for cooperatively teaching general and special education students.

Total Number of Checks: [ ]

Your Results

Total Number of Checks: ☐

Each check receives one point

Initiation Phase (0-14 Points)

Your responses indicate you are at the **Initiation** stage of inclusive education. At this stage, practices are generally associated with an early stage of inclusive education.

Characteristics of the Initiation Phase

Collaboration. Faculty possess basic communication and team building skills.

Instruction. Faculty members are increasing their use of differentiated instruction techniques.

Outcomes. Post-school education, employment and independent living measures are tracked annually.

Implementation Phase (15-35 Points)

Your responses indicate you are at the **Implementation** stage of inclusive education. At this stage, practices are generally associated with schools that have invested time and effort toward inclusive education, are experiencing some success, but still have more sophisticated or more complex practices to add.

Characteristics of the Implementation Phase

Collaboration. Faculty possess collaborative planning skills and use structured formats to guide their meetings.

Instruction. Differentiated Instruction techniques are increasingly implemented for all learners.

Outcomes. Teachers routinely modify classroom assessments to meet the needs of individual students.

Advanced Phase (36-49 Points)

Your responses indicate you are at the **Advanced** stage of inclusive education. At this stage, practices reflect high levels of effectiveness and impact for all students in inclusive environments.

Characteristics of the Advanced Phase

Collaboration. Faculty members view themselves as members of a "seamless system" working together on behalf of all students.

Instruction. Students with disabilities have access to the general curriculum through the quality of what is taught and how it is taught.

Outcomes. Participation of students with disabilities in statewide assessments is 5% above the state average.

Resources

Most schools are engaged in several levels of practice at the same time. Use the tools and strategies below to increase your level of implementation and improve inclusive practices in your district, school, or classroom.

Instructional Excellence
The Instructional Design Tool is a teacher-friendly framework for designing instruction for diverse learners.

https://drive.google.com/file/d/1A7UWBBFZFLyQDrw0caUJPgR7TK6HZLbq/view?usp=sharing

Collaborative Partnerships
The Assessment of Collaborative Teaching Practices is a self-assessment tool that provides improvement strategies across many quality indicators for collaborative teaching.

https://drive.google.com/file/d/1bXb8TvQg_Uf5cormdFZIfSD2svBlYd9g/view?usp=sharing

Responsive Staffing and Scheduling
Learn how you can improve the efficiency and effectiveness of your staff by completing Factors That Impact the Efficient Use of Staff.

https://drive.google.com/file/d/1aARomBKCLo-RM8le4ydaA2MU1HTeow80/view?usp=sharing

Strong Parent Partnerships
Use the Family-Friendly Schools Checklist to determine how family-friendly your school is and begin to identify ways for improvement.

https://drive.google.com/file/d/1jY5Ouf8LXSNUQuuidE5WaZ-Mb14_8vwY/view?usp=sharing

Inclusive Leadership
The Knowing-Doing Gap provides an audit that helps you turn your knowledge into action!

https://drive.google.com/file/d/1xbnMrpPey5FQpA6SGK8xD0OLJeuK2p4u/view?usp=sharing