

Roadmap to Quality Inclusion: A Simple Checklist for Campus Leadership

This self-check instrument was designed to provide principals and assistant principals with a simple way to review current successes regarding inclusive education. It is also a format for identifying any practices that you believe should be part of your future efforts toward continued improvement of services to students in inclusive settings.

Getting Ready

| Indicator | ✓ |
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| 1. Examine your personal commitment to all students, including special population students. | |
| 2. Review your campus profile data regarding LRE and determine your status relative to your state's targets. (Indicator 5 A,B and C) | |
| 3. Review your campus data profile that identifies current effective practices regarding inclusive education. | |
| 4. Using the data provided above, define inclusive education in the context of your campus improvement plan. | |
| 5. Develop a clear message to communicate to the total faculty that demonstrates your commitment to inclusive education and to providing the support needed by the faculty to make it successful. | |
| 6. Discuss shared ownership of all students as a "non-negotiable" among campus practices. | |

Reviewing Inclusion Basics

| Indicator | ✓ |
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| 7. Create your campus-specific LRE continuum, noting the number and percentage of students with disabilities attending your school that are served across the points of the continuum. (See Blueprint for Inclusion: www.inclusiveschools.org/files/441) | |
| 8. Identify the number and location of students who are currently receiving services on another campus who would typically be attending your school as their home school. | |
| 9. Develop a plan of action to return these students, as appropriate, to your school at the earliest opportunity. | |
| 10. Provide leadership for transitional planning both for the new students moving to your school and for those students who are leaving your school for another. | |
| 11. Determine the shift of percentages of students you want to initiate in order to offer more inclusive learning environments for these students. | |
| 12. Assure that IEP decision-making is centered upon educating the student in the general education classroom with supplementary aides and services with placement occurring outside the general education classroom only when it cannot be satisfactorily achieved due to severity or nature of the child's disability. | |

Establishing System-Level Supports

| Indicator | ✓ |
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| 13. Meet with district support staff to articulate your specific needs in supporting inclusive education practices. | |
| 14. Place your inclusive education efforts in the context of priorities for ALL students as part of your campus improvement plan (CIP). | |
| 15. Identify the common elements of an inclusive school and the component(s) that require additional improvement on your campus. Take the ISN Self-Assessment online here: https://blog.inclusiveschools.org/test-quiz-page/ | |
| 16. Assure that your current instructional initiatives and inclusive education practices are complimentary of each other and do not conflict. | |
| 17. Implement a formal and effective process for transitioning students from one grade level to another, from campus to campus, and from campus to post-school environments. | |
| 18. Monitor results of campus referral process regarding numbers of "do not qualify" and the reasons for these inappropriate referrals. | |

Preparing the Faculty

| Indicator | ✓ |
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| 19. Conduct a faculty survey to identify current perceptions, attitudes and concerns relative to inclusive education. | |
| 20. Form a campus work group to analyze the data and to report the results to the faculty. This group should also solicit faculty suggestions for implementation. | |
| 21. Meet personally with each grade level or department to determine the specific administrative and instructional support that is needed in order to engage the faculty in successfully implementing inclusive education. Make a list, implement as appropriate, and periodically review faculty perceptions of the adequacy of these supports. | |
| 22. Conduct explicit discussions with faculty that underscore your positive position related to the education of students with disabilities and inclusive education practices. | |
| 23. Model full acceptance of all students, including special needs students. | |

Establishing Collaborative Staff Relationships

| Indicator | ✓ |
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| 24. Assign all staff to grade level or subject area teams. | |
| 25. Increase role clarity for all faculty members with regard to their role(s) in inclusive partnerships. | |
| 26. Discuss the importance of special population teachers (Title I, ELL, special education, etc.) and their willingness to assume multiple roles in numerous classrooms. | |
| 27. Review your options for providing sufficient collaborative planning time and implement the most appropriate for your campus. | |
| 28. Provide training for all faculty in the best use of available planning time, including establishing faculty-wide norms for planning time behaviors. | |
| 29. Monitor the implementation and use of collaborative planning time. | |
| 30. Provide training to faculty regarding leading meetings, resolving conflict, and solving problems. | |
| 31. Include all teachers of elective subjects and related services, when appropriate, on collaborative faculty teams. | |

Increasing Instructional Effectiveness

| Indicator | ✓ |
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| 32. Review your current information related to individual teacher effectiveness in the classroom, such as the information analyzed through benchmark testing, grade profiles, etc. | |
| 33. Provide opportunities for all staff to become skilled in differentiated instruction and differentiated assessment. | |
| 34. Ensure that the faculty understands the difference between accommodations and modifications and that they are all expected to apply these as appropriate for each learner who requires them for instructional success. | |
| 35. Monitor the implementation of effective instructional practices and provide feedback and training where appropriate. | |
| 36. Make certain that all teachers, including special populations teachers, use general education curriculum and textbooks, with minimal exceptions. | |
| 37. Ensure that all instructional materials are age-appropriate and activity-based. | |
| 38. Remove any inappropriate instructional materials from the classrooms, for example, mass-produced worksheets not correlated to the general curriculum. | |
| 39. Implement a comprehensive school-wide behavior management plan. | |

Increasing the Amount and Quality of In-Class Support

| Indicator | √ |
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| 40. Increase the numbers and percentages of students with disabilities that participate in the general education classroom. | |
| 41. Make certain that special education personnel move to the general education classroom to provide support to students with disabilities and their general education teachers. | |
| 42. Form in-class support teams on a voluntary basis, when possible. | |
| 43. Ensure that staff members have the opportunity for collaboration prior to their assignment as instructional partners. | |
| 44. Understand the three models of support including: external support, in-class support, and specialized support. | |
| 45. Implement a structured peer support program on your campus, when appropriate. | |
| 46. Review the current use of instructional aides to assure that all instructional paraprofessionals spend 90% of their time in the classroom. | |

Revamping Traditional Pull-Out Services

| Indicator | √ |
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| 47. Monitor the number and range of students with special needs and the range of subjects per class period in pull-out classrooms. | |
| 48. Examine the pupil-teacher ratio to assure a high level of quality academic learning time for students with disabilities in pull-out programs, i.e. appropriate range of abilities and content areas to be covered during a single class period or time. | |
| 49. Review the effectiveness of content mastery or learning labs and determine if the staffing for these services would be more beneficially placed as supports in the general education classroom. Consider eliminating content mastery services in favor of more in-class support. | |
| 50. The instructional intensity in the pull-out program should provide ample opportunity to accelerate learning. | |

Making the Most of Campus Resources

| Indicator | √ |
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| 51. Provide training for paraprofessionals to enable them to assume their instructional support roles with competence. | |
| 52. Provide collaborative planning time for teachers to meet with the paraprofessionals with whom they work. | |
| 53. Assess the training and information needs of educators to ensure that their skills and competencies are continuously updated. | |

Developing the Schedule

| Indicator | √ |
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| 54. Include faculty as decision-makers in staffing and scheduling activities. | |
| 55. Identify grade level, content, and service delivery numbers for all students with special needs. | |
| 56. Refer to the Steps for Scheduling forms: Scheduling for Elementary- www.inclusiveschools.org/files/442 Scheduling for Middle School- www.inclusiveschools.org/files/443 Scheduling for High School- www.inclusiveschools.org/files/444 Supplemental Forms available here: Form 1- www.inclusiveschools.org/files/445 Form 2- www.inclusiveschools.org/files/446 | |
| 57. Provide additional workdays for relevant staff to prepare special staffing decisions/course requirements prior to start of school. | |
| 58. Where appropriate, hand schedule students with disabilities to assure that this is a one-time process. Consult with support personnel for master scheduling relative to the possibility of computerized scheduling that will place students with disabilities in the correct setting. | |

Making Parents Part of the Process

| Indicator | ✓ |
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| 59. Include a brief parent survey at the conclusion of each ARD meeting or other meetings for parents of special population students regarding satisfaction with services. | |
| 60. Identify strategies to increase participation of special needs students in the general activities of the campus. | |
| 61. Model positive relationships with family members. | |
| 62. Communicate to faculty that the school wishes to eliminate possible adversarial relationships with parents. | |
| 63. Identify adult behaviors that enhance positive relationships with parents and incorporate these in future staff development sessions. | |
| 64. Include family members in planning social opportunities/extracurricular activities within the school setting. | |

Sustaining Continuous Improvement of Inclusive Practices

| Indicator | ✓ |
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| 65. Maintain a clear and consistent definition of inclusion education across your campus. | |
| 66. Ensure that the total faculty understands and has a commitment to this definition. | |
| 67. As new members of the faculty are added, implement a process for educating them regarding this common definition. | |
| 68. Work to maintain the practice of assigning staff on the basis of student needs rather than on the basis of disability label or available setting. | |
| 69. Provide on-going staff development opportunities for all faculty members to enhance their skills in working with diverse learners. | |
| 70. Establish a clear “non-negotiable” on your campus that all faculty members are responsible for all learners. | |