

# FINDING AN EFFECTIVE *Inclusive School*: Questions Every Parent Should Ask

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## Do Your Homework...

1. Locate and review your state's Department of Education LRE data. The higher the LRE target, the greater the probability of inclusive schools and districts.
2. View accountability ratings from the Federal and State Report Cards to acquire a snapshot of the state, district, or campus performance.
3. Schedule a meeting with the school and have your child's current IEP available to ask questions specific to the required goals.
4. Use this list of questions to help guide your interview of potential schools that exemplify effective inclusive practice.

We sincerely hope this information is helpful to you as you select a new school.

## Instructional Setting

- ✓ Are all students educated on their home campus?
- ✓ Is the general education classroom the first consideration when instructional setting is discussed?
- ✓ Are special education instructional settings when located outside of the general education classroom placed throughout the school building within age, grade, or department appropriate areas?
- ✓ Are the facilities used by special populations students comparable to those available for general education students?
- ✓ Are decisions about instructional setting determined on the basis of student needs rather than labels or available services?

## Collaboration

- ✓ Are special populations personnel members of grade level/department teams and considered full members of the school faculty?
- ✓ Do general education and special populations teachers regularly plan together?
- ✓ Are all faculty members knowledgeable of the contents of the each student's IEP for whom they are responsible?
- ✓ Is there a vision of shared ownership for all students at the school?

## Instruction

- ✓ Do teachers use a variety of instructional strategies (multi-level instruction, cooperative learning, activity-based instruction, etc.)?
- ✓ Is differentiated instruction the predominant instructional methodology used in classrooms rather than lecture-based instruction?
- ✓ Do teachers understand the difference between accommodations and modifications?
- ✓ Is there a campus-wide behavioral support system in place at the school?

## In-Class Support

- ✓ Are there in-class support options for students with special needs such as co-teaching, support facilitation, and the use of peers?
- ✓ Do service personnel such as occupational therapists, physical therapists, and speech pathologists provide services within the general education classroom when appropriate?

## Relationships

- ✓ Does the school have a plan/program for increasing positive student-to-student relationships (ex: PALS, Circle of Friends, etc.)?
- ✓ Are special populations students considered full members of the school community?
- ✓ Are parents welcome and valued partners at the school?