The foundation for inclusive schools is built on the premise that all students attend the school they would if they did not have a disability and receive appropriate supports and individualized instruction in the general education classroom. Research tells us that in inclusive schools, student achievement improves. Today's schools are changing to meet the demands of the ongoing accountability requirements, rigorous curriculum, and students with a range of support needs. In an inclusive school, administrators have a vision for how this applies to ALL students, teachers are supported to offer effective instruction, and parents are engaged in their child's education.

The **Quality Indicators for Inclusive Building Based Practices** was designed to assist school teams in determining if their school buildings are inclusive and meeting the needs of their diverse learners. The instrument was developed to reflect evidence-based inclusive practices and is intended to be conducted through a team process, as a self-assessment.

The **Quality Indicators for Inclusive Building Based Practices** were developed based on several evidence-based practice tools and resources including:
- ✓ California State Department of Education and WestEd (2007). *California Least Restrictive Environment Self-assessment and Continuous Improvement Activities Tool- School Site Level*. California Least Restrictive Environment Resources Project
- ✓ Jorgensen, C., McSheehan, M., & Sonnenmeier, R. (2005). *School-Wide Inclusive Education Best Practice Indicators*. University of New Hampshire University Affiliated Program, Durham, New Hampshire.
- ✓ Maryland State Department of Education and Maryland Coalition for Inclusive Education (2006). *Quality Indicators of Inclusive Schools.* Maryland Coalition for Inclusive Education; Hanover, MD
- ✓ McGregor, G. and Brinkley, J. (2007). *Supports for Inclusive Practices: An Evidence Based Self-Assessment.* Pennsylvania Training and Technical Assistance Network
- ✓ New Jersey Council on Developmental Disabilities and New Jersey Coalition for Inclusive Education (2009). *Quality Indicators for Effective Inclusive Education Guidebook.* East Brunswick, NJ

DIRECTIONS: A team of stakeholders including administrators, general and special educators, and other staff (e.g., guidance counselor, paraprofessionals, etc) who are familiar with the school's inclusive practices should complete this self-assessment. Consider the extent to which each indicator is currently in place in the school. The "examples/sources of information" column provides examples of practices and/or sources of information to consider. Include notes or comments in the space provided.

Mark each item as: **Initiating**-People in the school are familiar with this practice and see it as a goal to move towards. It occurs to a limited extent or by only a few people.

Developing-The school is moving towards implementing this practice. It is partially or inconsistently in place.

Sustaining-This practice is well-developed and part of the school culture. It is implemented fully and consistently and seen as important by stakeholders.

 After completing the self-assessment, identify and **star** the items that the stakeholder team considers their **priorities** for change. These items serve as the basis for an action plan that delineates specific steps to improve inclusive practices.

1. Administrative Support for Inclusive Practices

Indicator	Examples/Sources of Information	Initiating	Developing	Sustaining	Comments:
1. The school communicates a vision that values the contributions of all learners as members of the school community.	• The school mission or vision statement, mentions inclusion or welcoming all students • Inclusion and/or diversity statements are present on the website, brochures, hallways, etc. • Photos of students with disabilities are included in school materials.				
2. School improvement plans include inclusive practices with action steps to support implementation.	• The School Improvement Plan includes goal and/or actions related to improving student performance and placement in general education classes. • Administrative decisions, including staffing, student placement and scheduling, consider the impact on the delivery of special education services in general education settings, and teachers' collaboration.				
3. Person first language is used and modeled by administrators, teachers, paraprofessionals and other school staff.	• In conversation and written materials, language like "a student who has an intellectual disability" or "a student with emotional disabilities" is used. • Students are not referred to by their diagnoses or eligibility codes.				
4. The school administrators communicate that general educators are responsible for teaching students with disabilities in their classrooms with the support of special educators.	• Administrators do not refer to students as a "[Special educator's name]'s students". • Administrators note and provide feedback on the inclusion of students with disabilities when visiting classrooms				
5. Classrooms reflect the natural proportions of students with disabilities (not to exceed 15%).	• Class rosters, student schedules, caseloads, etc. show students with IEPs distributed across classes/sections. • All students in a given grade or subject are not placed in an "inclusion class."				
6. School-wide supports are in place to prevent challenging behavior and develop social skills and relationships.	• The majority of teachers can name the 3-5 school-wide rules in behavioral terms and how students are reinforced for following them. • School rules are translated into specific applications for classrooms, hallways, and other school areas.				
	Totals:				

2. Collaborative Planning and Teaching Structures					
Indicator	**Examples/Sources of Information**	**Initiating**	**Developing**	**Sustaining**	**Comments:**
7. There is adequate, regularly scheduled, on-going planning time for general and special education teachers and other staff to collaborate.	• General and special education teachers have designated time (that supplements individual planning time) to collaborate and plan lessons that address individual student IEP goals and services.				
8. A variety of models for the delivery of special education services, such as collaborative consultation, co-teaching, and flexible grouping are used to meet the needs of the student population.	• Administrators and teachers can articulate different ways to deliver special education services in general education settings. • Changes to collaborative instruction models are made based on individual classroom needs for effective instruction and service delivery.				
9. Through ongoing co-planning and co-teaching, teachers clarify and share roles and responsibilities so that distinctions between "specialist" and classroom teacher are not obvious.	• Teachers regularly plan content and required accommodations and adaptations together. • Through planning, teachers spell out what roles each will take during a given lesson. • Within co-taught classes, roles are shared so that no one teacher bears more responsibility over time than the other.				
10. When co-teaching, teachers select and utilize various structures based on the needs of the students.	• Co-teachers use approaches such as stations, parallel teaching, and alternative teaching. • Co-teachers can explain why they chose a structure for a particular lesson. • Administrators note and provide feedback on co-teaching structures.				
11. Teachers engage students by providing multiple opportunities and modes for responding.	• All students are given opportunities to respond during a lesson. • Administrators note and provide feedback on differentiated response options when visiting classrooms				
12. Teachers use tiered planning that reflects performance of individual students, as well as interests and opportunities for choice.	• Lesson plans reflect options for receiving information, engaging with and understanding content, and demonstrating learning based on student needs. • Teachers collect formative assessment data and use it to adjust instruction.				

Indicator	Examples/Sources of Information				
13. There are readily available and ongoing professional development opportunities for staff regarding instructional strategies and supports needed by students with disabilities.	• Professional development is planned to reflect implementation of inclusive practices (e.g., ability awareness, instructional and assistive technology, developing IEP services, differentiation, co-teaching, preventive approaches to problem behavior, etc.). • Teachers have access to information and resources about specific student needs and strategies.				
14. Para-professionals are skilled and responsible contributors to the classroom.	• Paraprofessional roles are clearly articulated by the administration and teachers. • A handbook or guide to the role of the paraprofessional is used. • Training opportunities are developed as needed.				
Totals:					

3. Individual Student Supports					
Indicator	**Examples/Sources of Information**	**Initiating**	**Developing**	**Sustaining**	**Comments:**
15. Pre-referral strategies use a wide range of accommodations and modifications that are clearly documented.	• A Student Support Team (SST) process is in place and used prior to referral for special education services. • Teachers' plans/logs note accommodations and interventions.				
16. Teachers use and students have access to technology that supports student learning and communication.	• Instructional technology is in place in classrooms. • All staff working with individual students who require Instructional or Assistive Technology to access the curriculum are trained in the use of that technology. • Teachers know how to use assistive technology for individual students who need it, including communication systems and software.				
17. Students with disabilities have access to and are encouraged to participate in the same extracurricular activities as their peers (e.g., clubs, school play, sports, student government, etc.).	• Club sponsors are chosen because of their commitment to include students with disabilities to participate in club activities • Students with disabilities participate in a variety of extracurricular activities.				

3. Individual Student Supports

Indicator	Examples/Sources of Information	Initiating	Developing	Sustaining	Comments:
18. Data-based decision making is used to identify and plan for meeting the academic and behavioral challenges of students.	• Data is taken, analyzed, and shared with team members regarding academic growth. • Data is taken to evaluate the fidelity of implementing behavior support plans and effectiveness of interventions. • Teachers use student data to make instructional decisions and modify behavioral plans.				
19. There is an official planning process for students with disabilities transitioning between grades or schools to ensure that educational supports are passed in a seamless manner between receiving and sending parties.	• Staff regularly use a person-centered planning process (e.g., MAPS) for indentifying student supports for students with more intensive academic or behavior support needs. • Student records are updated and used by staff through inter-grade and inter-school personnel meetings.				
20. Families are fully involved in and regularly consulted about their child's educational program.	• Both general and special educators maintain communication with family members about student progress in the general education curriculum and on IEP goals.				
	Totals:				

4. Individual Education Plan Development

Indicator	Examples/Sources of Information	Initiating	Developing	Sustaining	Comments:
21. Students with disabilities, regardless of the type or severity of disability, receive most, if not all, of their education and related services in age / grade appropriate classes and have schedules similar to those of students without disabilities.	• Students are not assigned to a special class or program because of their label or level of support need. • All students with disabilities are hand scheduled into general education classes and staffing and other supports are put in place to meet their needs. • Any decision to instruct a student outside of the general education classroom is justified on the basis of data that demonstrates that an alternative setting is needed, or because public				

4.	Individual Education Plan Development				
Indicator	**Examples/Sources of Information**	**Initiating**	**Developing**	**Sustaining**	**Comments:**
	instruction or intervention in a particular goal area would be an invasion of privacy.				
22. All supplementary aides and services and necessary accommodations are considered and implemented collaboratively.	• IEP teams consider what supplementary aids, services, accommodations, and goals would support access to the general curriculum. This discussion is reflected in the meeting minutes. • All teachers are familiar with their students' goals and support needs and implement supports consistently.				
23. IEP goals and objectives for all students, including those with intellectual disabilities, are aligned to the general curriculum standards and are focused on high priority areas such as literacy, math, writing, social skills, communication skills, and requisite learning behaviors.	• IEP teams use general education standards and content as the basis for developing goals. This discussion is reflected in the meeting minutes. • Individual goals that do not directly reflect curriculum content are taught within the context of the general education curriculum and classroom routines.				
24. Related service personnel and other specialists routinely provide consultation to classroom teachers and deliver services in the general education classroom to the maximum extent possible.	• Related Service Providers consult with teachers and provide services within the general education classroom. • Any related service provided outside of the general education classroom is justified on the basis of data that demonstrates that an alternative setting is needed, or because public instruction or intervention in a particular goal area would be an invasion of privacy.				
25. Families are full members of the IEP team and are welcomed into the planning process for their child.	• IEPs are collaboratively developed with input from students' families. • Family members are both invited to and encouraged to attend IEP meetings. • Family members are encouraged to contribute to the planning of instruction and behavior supports for their child.				
	Totals:				