

## IS YOUR SCHOOL INCLUSIVE?

### A Checklist from the MPS Special Education Advisory Council (SEAC)

*This checklist is intended to offer a proactive way to ensure that our schools are inclusive. It provides helpful ideas to make our schools inclusive at all times. Please copy and distribute this to all school staff.*

#### Inclusive Communication

- Do all communications from the school and classrooms always get distributed to all students including those with disabilities?
- If schedules and teacher assignments are sent to students before school starts, does this include students in special ed?
- Does the school website home page include news about activities and accomplishments in the special ed classes/program?
- Do the parent conferences/open house/orientation/school tours include MPS students with disabilities and special ed staff?
- Do schools have the information about special ed school bus assignments? Is there a designated staff person to answer parent questions and concerns?

#### Inclusive Staff

- Do your regular ed teachers view *all* students in their classroom as their responsibility?
- Do staff and teachers refer to special needs students as “our students” and use “people first” language?
- Are regular ed staff given support and resources for adapting course material?
- Are inclusion teaching strategies and topics included in your staff development time for all regular ed and special ed staff?
- Are regular ed and special ed teachers encouraged and given time to collaborate?
- Are mainstream class assignments based on students' needs rather than which teachers are willing to accommodate students with disabilities?

#### Inclusive Placement

- Are students with disabilities who are in regular ed classes grouped together or are they spread proportionately throughout the classes in the building? Are they seated together in the back to accommodate an aide or are they seated in the same manner as the rest of the students?
- Are students with disabilities generally able to attend schools with their siblings and neighbors?
- Do students with disabilities sit with their regular ed peers at lunch and assemblies?
- Are your class sizes conducive to inclusive education?

#### Inclusive Activities

- Are students and their families included in the social activities and celebrations at the school?
- Are allschool activities designed to be accessible to students with disabilities?
- Do students with disabilities have access to extracurricular activities and sports at the school?

#### Inclusive Data

- Do you keep data on removals of students with disabilities from regular ed classes? If data shows a pattern of removals from a particular teacher, how do you respond?
- Does the school track the test results, academic performance and graduation rates of students with disabilities along with the other populations in the school?

#### Inclusive Classrooms and Building

- Do students with disabilities have lockers near their regular ed peers?
- Are resource and special ed rooms located in the main area of the school near the regular ed classrooms?
- Is there a designated quiet room for students with disabilities to take a break during the day?
- Does the school use universal design in its classrooms?

*Revised 11/18/2013*