

QUALITY INDICATORS OF AN INCLUSIVE ENVIRONMENT

This scale can be used in a number of ways; as part of the planning process, as a school-assessment at a point in time, as a review of progress made or as a monitor of implementation.

SCHOOL CLIMATE	Not Yet Implemented	Partially Implemented	Fully Implemented
Responsibility for (“ownership”) the education of all students is shared among the entire staff.			
There is collaboration between 1) evaluators and teachers, 2) general and special education teachers, and 3) classroom personnel and other service providers.			
Collaboration between and among staff is the instructional norm and is supported by administration and other arrangements (e.g. common “prep” periods, other arrangements for joint planning, collaborators have the opportunity to spend enough time together to become partners).			
The school’s administrative organization, supervisory processes, and planning bodies reflect(s) and support(s) an inclusive environment (e.g. principal sees self as responsible for the learning of all students in the building, implementation of each student’s IEP, supervision and evaluation of all personnel).			
Classrooms include students with disabilities in natural proportions.			
Self-contained classrooms, if present, are distributed throughout the building with classes of grade peers.			
Special education teachers, both those who teach in regular classes and those in self-contained classes, participate in all grade activities.			
COMPREHENSIVE EDUCATION PLAN	Not Yet Implemented	Partially Implemented	Fully Implemented
The school’s planning documents and processes reflect(s) an inclusive environment (e.g. address issues of concern re: all students, including those with disabilities)			
The school leadership team reflects the full population of the school.			

CURRICULUM, INSTRUCTION & ASSESSMENT	Not Yet Implemented	Partially Implemented	Fully Implemented
Regular education program is strengthened so as to enable greater numbers of students to be served in that setting (i.e., good common school).			
Student needs are met while decreasing referrals and increasing			
Decertification, thus providing increasing percentages of students with services in the general education environment, with needed supplementary aids and services.			
Classroom activities reflect the reality that students learn differently (in manner and rate).			
All staff working in general education classrooms are provided with all instructional materials for the regular curriculum.			
Students with disabilities are enabled to, and do, participate in the full range of the school's activities, including extra-curricular activities, with needed supplementary aids and services.			
Students with disabilities participate to the fullest extent appropriate in general education classes (N.B. This involves both assuring that such participation per the student's IEP is honored and a measure of overall "inclusion," viz. IDEA's presumption that students with disabilities will be educated with their nondisabled peers, with needed supplementary aids and services.)			
Students with disabilities are included in the state- and district-wide assessment, with needed adaptations and modifications, and their results are incorporated in the school's overall reporting.			
STAFF DEVELOPMENT	Not Yet Implemented	Partially Implemented	Fully Implemented
The school's professional development activities address the needs of all staff (including special educators) to serve all students (including those with disabilities), so as to assure beneficial access to the general curriculum.			

SUPPORT SERVICES	Not Yet Implemented	Partially Implemented	Fully Implemented
Support and clinical staff are effectively incorporated as integral members of the school community, in roles re: “prevention” and support services, as well as student assessment and as related services providers.			
PARENT INVOLVEMENT	Not Yet Implemented	Partially Implemented	Fully Implemented
Parents of students with disabilities are included in all school activities (e.g., membership on the School Leadership Team and similar bodies, participation in the school’s PA, involvement in other school activities).			
RESOURCES	Not Yet Implemented	Partially Implemented	Fully Implemented
The building’s resources are appropriately and equitably distributed so as to benefit all students. The resources are provided in a “placement neutral” manner, i.e. they follow the student and are not dependent on service setting.			
SCHOOL SELF-EVALUATION	Not Yet Implemented	Partially Implemented	Fully Implemented
There is ongoing building self-evaluation to monitor progress toward goal of restructuring for quality education for all students.			

From *Inclusion: A Service, Not a Place: A Whole School Approach* by D. K. Lipsky and A. Gartner, 2008. NCERI Graduate Center, New York: NPR, pp. 35–37.