

**Rate Your School's Inclusiveness (Virginia Inclusive Practices Center at Radford University)**

<p><b>Getting ready for inclusive practice - Rate your school 0, 1, 2</b></p>	<p><b>Moving toward fully inclusive practice - Rate your school 3, 4, or 5</b></p>	<p><b>Fully Inclusive - Rate your school 6, 7 or 8</b></p>
<p>Many students with disabilities are included in the general education classroom for at least some of the school day.</p> <p>Students with more significant disabilities receive most of their instruction in self-contained classrooms, but are being included for specials and lunch.</p> <p>Some grade levels/individual teaching pairs are trying co-teaching.</p> <p>You have at least several teachers who know about inclusive practice or are willing to learn more but there is not a cohesive approach to becoming more inclusive.</p> <p>More than 40% of your students with disabilities are not passing the SOL assessments and you realize the traditional ways of providing special education services are not working.</p> <p><a href="https://schoolquality.virginia.gov/divisions/waynes-boro-city-public-schools">https://schoolquality.virginia.gov/divisions/waynes-boro-city-public-schools</a></p> <p><a href="https://schoolquality.virginia.gov/divisions/pulaski-county-public-schools">https://schoolquality.virginia.gov/divisions/pulaski-county-public-schools</a></p>	<p>All students with disabilities receiving pull-out intensive services have a plan for moving those services to the general education classroom.</p> <p>Collaboration and co-teaching implemented with fidelity are an important part of your school culture.</p> <p>Administrators, teachers and parents presume competence for students with disabilities.</p> <p>Your school has a plan for moving students with disabilities attending regional programs or separate facilities back to their home schools.</p> <p>Your school has a devoted Inclusion Team and Inclusion Action Plan.</p> <p>You have at least one person passionate and knowledge about inclusive practice who is taking/would like to take a leadership role to move your school to fully inclusive practice.</p>	<p>All students with disabilities who live in your school's catchment area attend their home school.</p> <p>ALL students, including students identified as "adapted curriculum" or "VAAP," are actively engaged every day with their peers in core academic instruction in english, mathematics, social studies and science in the general education classroom.</p> <p>Your school primarily uses a push-in model for delivering supports and services for students with disabilities.</p> <p>There are no self-contained classrooms for students with disabilities.</p> <p>Administrators, teachers, parents and other students view students with disabilities as full participating and contributing members of your school community and classrooms.</p> <p>Your school proudly identifies as and celebrates being an inclusive school (mission and vision, annual events, etc.).</p>

		Students with disabilities are academically successful as measured by SOLs and other division assessments.
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