## YOUR SCHOOL'S INCLUSION QUOTIENT (IQ)

The **Inclusion Quotient** is designed to give you a sense of where your school is in the journey toward inclusion. Think school-wide as you reflect on the practices in your school. The inventory sheds light on your progress toward creating a school designed for each and every student. You will have an opportunity to explore your strengths and growth areas as you create a plan to make your vision of inclusive schooling a reality. Your most honest responses will yield the best results.

### The Inclusion Quotient is guided by the following 10 principles:

- Having a clear, articulated, public vision is essential to creating inclusive schools
- Strong leaders facilitate an equitable and inclusive learning environment by providing opportunity, access and a sense of belonging for all
- The attitudes of our stakeholders determine just how inclusive our schools are
- Where a student is educated is the biggest indicator of their success
- The Individualized Education Plan is a vehicle for documenting best inclusive practices
- Educators co-plan together to create inclusive, rich learning experiences directed by the general education curriculum
- Educators facilitate an equitable and inclusive learning environment by providing opportunity, access and a sense of belonging for all
- Related services are portable and should be brought to students, not students to the service
- Natural supports create interdependence between students and foster independence for all
- Educators, administrators and all staff need on-going support to be effective

# Instructions: Consider how accurately each statement reflects the practices of your entire school and mark the corresponding number.

VISION	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
We have a clear, written, and public vision about inclusion	[1]	[2]	[3]	[4]
Our leaders understand the vision	[1]	[2]	[3]	[4]
Our staff are committed to the vision	[1]	[2]	[3]	[4]
Our community understands the vision	[1]	[2]	[3]	[4]
Our vision includes access to general education and school sponsored activities fo	r all <b>1</b>	[2]	[3]	[4]
		VISI	ON TOTAL	



LEADERSHIP	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
<i>Leaders build a culture of trust and respect through a mentoring and facilitation mindset</i>	[1]	[2]	[3]	[4]
Leaders see resistance as part of the change process and handle it well	[1]	[2]	3	[4]
Leaders make courageous decisions aligned with inclusive vision	[1]	[2]	[3]	[4]
Leaders provide clear feedback through thought-provoking questions	[1]	[2]	[3]	[4]
<i>Leaders have the logistical skills and capacities to do this work (i.e. create inclusive schedules)</i>	[1]	[2]	[3]	[4]
		LEADERSI	HIP TOTAL	

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ATTITUDES	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
Disability is seen as a difference not a deficit	[1]	[2]	[3]	[4]
Our school fosters a sense of belonging for all students and staff	[1]	[2]	3	[4]
All educators believe that inclusive education benefits everyone	[1]	[2]	[3]	[4]
Educators use language that reflects inclusive education (i.e. "our students" and person first or identity first language)	[1]	[2]	[3]	[4]
ALL educators are willing to change and improve inclusive practices	[1]	[2]	[3]	[4]
		ATTITUDES TOTAL		

PLACEMENT PRACTICES	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
All students are educated within their home school district (regardless of ability, or native language)	[1]	[2]	3	[4]
All students are educated within their neighborhood school	[1]	[2]	[3]	[4]
Students are transported to and from school the same way they would be regardless of ability	[1]	[2]	[3]	[4]
Access to general education curriculum is assured for ALL students	[1]	[2]	[3]	[4]
Classrooms are balanced using natural proportions	[1]	[2]	[3]	[4]
	PLACEM	ENT PRACTIO	CES TOTAL	

IEP	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
IEPs are written in strength-based ways	[1]	[2]	[3]	[4]
Inclusive placements are the first consideration on every IEP	[1]	[2]	[3]	[4]
Students regularly participate in IEP meetings and decisions	[1]	[2]	[3]	[4]
IEP goals connect directly to the general education curriculum and daily activities	[1]	[2]	[3]	[4]
Families meaningfully participate in IEP meetings as informed and involved decision makers	[1]	[2]	[3]	[4]
		I	EP TOTAL	

<b>COLLABORATION &amp; INSTRUCTIONAL PLANNING</b>	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
Collaborative instructional planning time is a priority for administrators	[1]	[2]	[3]	[4]
Planning teams understand how to plan and use their time efficiently	[1]	[2]	[3]	[4]
General and special educators are clear on their roles and share responsibilities equitably	[1]	[2]	[3]	[4]
Teams plan using a variety of co-teaching approaches	[1]	[2]	[3]	[4]
Teams are educated in solution seeking strategies	[1]	[2]	[3]	[4]
COLLABORATION 8	INSTRUCTIO	NAL PLANNI	NG TOTAL	

CLASSROOM INSTRUCTION	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
Educators share ownership of all students and use engaging strength-based strategies	[1]	[2]	[3]	[4]
Everyone has high expectations for students with disabilities	[1]	[2]	[3]	[4]
Universal Design for Learning and Differentiation are evident in each classroom	[1]	2	3	[4]
Educators know and use effective co-teaching structures and co-supporting strategies	[1]	[2]	[3]	[4]
Educators understand authentic and anti-biased assessment and use multiple ways to assess learning	[1]	[2]	[3]	[4]
(	CLASSROOM	INSTRUCTI	ON TOTAL	

RELATED SERVICES	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
Related service providers understand why and how to provide services inclusively	[1]	[2]	[3]	[4]
Speech and Language Pathologists provide inclusive services whenever possible	[1]	[2]	3	[4]
Physical therapists provide inclusive services whenever possible	[1]	[2]	3	[4]
Occupational therapists provide inclusive services whenever possible	[1]	[2]	[3]	[4]
Educators and specialists collaborate, plan and teach together	[1]	[2]	3	[4]
	REL	ATED SERVIC	ES TOTAL	

IN CLASS SUPPORTS	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
The use of paraprofessionals is carefully considered before assigning unnecessarily	[1]	[2]	[3]	[4]
Paraprofessionals have training on inclusive practices, unobtrusive supports and fading	[1]	[2]	[3]	[4]
Paraprofessionals are assigned to classrooms not individual students	[1]	[2]	[3]	[4]
Natural and peer supports are considered first and peers are educated on how to provide support	[1]	[2]	[3]	[4]
Technology is used effectively to support students	[1]	[2]	[3]	[4]
	IN CL	ASS SUPPOR	TS TOTAL	

ON-GOING SUPPORT OF INCLUSIVE PRACTICES	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
We systematically review our inclusive practices to inform professional development opportunities	[1]	[2]	[3]	[4]
Educators are held accountable for implementing inclusive practices	[1]	[2]	[3]	[4]
Educators feel adequately prepared to teach the range of learners	[1]	[2]	[3]	[4]
Monthly on-going supported problem solving is available to educators and administrators	[1]	[2]	3	[4]
Professional development includes ALL staff (i.e. general and special ed, paraprofessionals, bus drivers, cafeteria employees, etc.)	[1]	[2]	[3]	[4]
ON-GOING SUPPORT (	OF INCLUS	IVE PRACTIC	ES TOTAL	

### WHAT DOES YOUR INCLUSION QUOTIENT MEAN?

ADD UP ALL OF YOUR NUMBERS IN THE ORANGE BOXES.
PUT YOUR OVERALL TOTAL HERE

**139 OR BELOW YOUR SCHOOL IS A LIGHT SEEKER.** Although there are likely several flickers and bright lights in your school. It seems that a systematic look at the inclusivity is in order. How can we improve your inclusive practices?

**140-154 YOUR SCHOOL IS A FIREFLY SCHOOL.** You have several practices in your school that shine brightly and are worthy of noticing and sharing. How do you take those practices and illuminate them? In what areas can you improve your practices?

**155-169 YOUR SCHOOL IS A FLASHLIGHT SCHOOL.** You have many practices that are inclusive and you can begin to light the way for others. How do you take those practices and make them even brighter? In what areas can you improve your practices?

**170-184 YOUR SCHOOL IS A BEACON SCHOOL.** You are a strong example and provider of inclusive light. Your school is quite inclusive! How might you want to further the inclusive vision even more? How can your school be an inclusive leader in your school district or throughout your state?

**185-200 YOUR SCHOOL IS A SUNLIGHT SCHOOL.** You have a steady stream of sustainable inclusive light! Your school is already very inclusive! How might you want to further the inclusive vision and practices even more? How can your school be an inclusive leader in your school district, state, country or even around the world?

WHAT ARE YOUR NEXT STEPS?



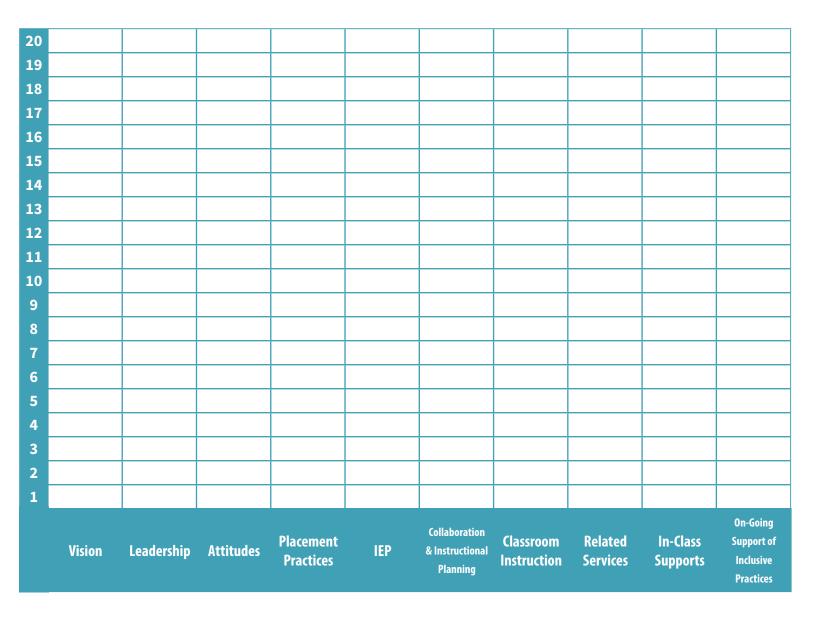
# PICTURE YOUR SCHOOL'S INCLUSION QUOTIENT

#### YOUR SCHOOL'S INCLUSION QUOTIENT IN A PICTURE.

Look back at the totals in each area.

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Fill in the bar graph below to reflect your score.



## **REFLECT AND COMMIT**

Look across the graph. What are three areas you would choose to focus on. They may or may not be your lowest scores, as focusing on strengths can sometimes be the most powerful.

LIST YOUR THREE COMMITMENT AREAS.

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1.	
2.	
3.	
	JULIE CAUSTON & KATHY KRAMER • PAGE 7

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### Given our commitments, what are our action plans over the next month?

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Action Item	How Measured?	By When?	Person Responsible

#### **HELPFUL CHECKLIST**

Were we extremely clear and descriptive with each action item?

Is everyone responsible for at least one action item? Or, is there equity in sharing responsibilities?

Have we committed to come back together in one month?

Is it on everyone's calendars?