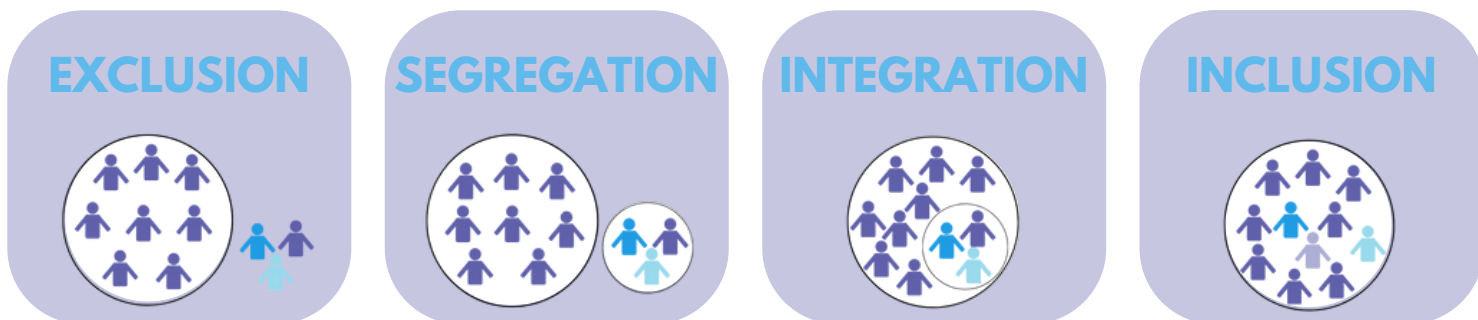




# What is Inclusive Education?

## INCLUSIVE EDUCATION DEFINED

Inclusive Education offers a reimagined approach to ensuring every single student, every single day, engages in the full breadth of community and learning opportunities that schools offer. Inclusive Education supports schools in shifting from a culture and practice of exclusion, segregation, and/or integration to a culture of true inclusivity where every learner is valued and celebrated.



Inclusive Education happens when school communities:

- Value the contributions and potential of every learner as part of the school community.
- Support educators and staff in meeting the needs of every learner, every day.
- Embody a culture where every educator is invested in and accountable for the success of every learner.

## ELEMENTS OF INCLUSIVE EDUCATION



When Inclusive Education is present in school communities, instruction, relationships, and wrap-around services are designed to meet the needs and enhance the strengths of every learner.

Inclusive Education brings together three critical elements that shape school culture:

- **Inclusive Mindsets**
- **Inclusive Practices, and**
- **Inclusive Systems and Structures.**

Together these three elements create school environments that set everyone up to be successful in meeting the needs of every learner.



 <b>Inclusive Education IS</b>	 <b>Inclusive Education is NOT</b>
<p>A school community where all students feel a sense of belonging and are provided the highest quality instruction that meets their individual needs and enhances their strengths in the setting that is most appropriate.</p>	<p>Eliminating any aspect of the LRE continuum (e.g. removing all self-contained classrooms or resource rooms).</p>
<p>A school community where every adult is invested in the success of every student and the responsibility of supporting students is distributed and shared across teams and staff.</p>	<p>The use of “inclusion teachers” that take sole responsibility for the learning of students with identified disabilities.</p>
<p>A team-based process is used for all instructional, behavioral and social-emotional decision making that is driven by an understanding of student needs and strengths grounded in collected data.</p>	<p>The use of a unilateral decision making process regarding student placements or instructional accommodations/modifications.</p>
<p>Equipping all educators and support staff with the skills and knowledge to support unique student needs and the enhancement of strengths.</p>	<p>Placing students with disabilities into general education settings without a clear transition plan regarding the support they need to access learning and the training needed for educators to address learner divergence.</p>