

Place: Students with Disabilities are Placed in Inclusive Classrooms and Schools

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Students with Disabilities are Placed in Inclusive Classrooms and Schools	<ul style="list-style-type: none"> School has a self-contained and/or segregated program for students with disabilities and are aware that a shift towards more inclusive programming needs to occur School and staff are aware that there are students missing from their classroom and/or school community School and staff are aware of barriers to enrollment, including physical facilities, learning materials, technology, professional development, attitudes, etc. Staff have been provided research and had opportunities to hear from self-advocates and families with lived experience on the value and impact of inclusive enrollment and attendance All students are enrolled in a grade-based homeroom classroom with their peers 	<ul style="list-style-type: none"> Students with disabilities are enrolled in interest and strength based elective classes with their peers Decisions on enrollment are influenced by positive attitudes and beliefs of the classroom teacher towards Disability and inclusion School and staff are working towards increasing enrollment for students with disabilities who have not historically attended the school and/or classrooms with peers Attendance of students with disabilities in increasing/ a plan is in place to increase attendance Students and families are consulted about which classes to enroll student with disabilities in Students with disabilities are enrolled in classes first to ensure there is adequate space Enrollment numbers for students with disabilities in elective and academic classrooms are increasing 	<ul style="list-style-type: none"> Attendance and retention rates of students with disabilities who are enrolled reflect rate of students without Disabilities School keeps track of and decreases disproportionality data including disciplinary actions, school completion, graduation, enrollment and attendance rates All students attend school for the full number of hours as directed by law Students with disabilities are given equal opportunity to enroll and attend any elective and academic class with their peers Students with Disabilities attend and can access grade level curriculum and instruction Students with Disabilities receive supplemental services outside of instructional time 	<ul style="list-style-type: none"> Classroom teachers are collaborating with support teachers and support staff to ensure placement within the class in purposeful School is receiving positive feedback from students and families about enrollment and attendance School is offering information about the importance of diversity and inclusion that include Disability to the community School/ District has a process of reporting and tracking exclusionary events and practices School implements a layered support model that allows for services to be offered to students in more universal ways 	<ul style="list-style-type: none"> Staff are seeking out missing Disabled voices in their classes and advocating for inclusive placement for students with disabilities School and staff are addressing bias in the disproportionality of data being gathered School and staff are addressing exclusion being reported by students and families Staff are provided opportunities and attending professional development on universal design and layered support models Staff are provided opportunities to collaborate to support students in universal and needs based ways