

## Developing Student Presence in the School and Wider Communities

To be successful in the world, all students, including those with disabilities, need to be members of their school and wider communities. This is difficult to accomplish when they only function in segregated environments in the school and community. This questionnaire highlights inclusive membership opportunities in school that promote future success in the world.

### Learner Profile:

1. During the student's school day, in what general education environments and areas is he/she a member and actively part of activities with other students?
2. What general education school memberships need to be strengthened?
3. When the student is not in school, in what general community/neighborhood environments is the student a member and actively part of activities with other people?

### Developing Student Presence in the School and Wider Communities *(continued)*

4. What general community/neighborhood memberships need to be strengthened?
5. Does the student come to school by segregated transportation? If so, what needs to be done so that he/she can come to school on a general school bus?
6. Does the student enter the school through a separate entrance for students with disabilities? If so, what needs to be done so that she/he is able to use the general entrance?
7. What instruction is the student receiving in segregated classes/classrooms? How can his/her instruction become more inclusive?

### Developing Student Presence in the School and Wider Communities *(continued)*

8. What related services is the student receiving in a segregated environment? How can these services be integrated into the general classroom?
9. Does the student sit at a separate lunch table reserved for students with disabilities? If so, what can be done to change that?
10. Does the student participate in after-school clubs or activities? If not, what clubs or activities might she/he be interested in pursuing?