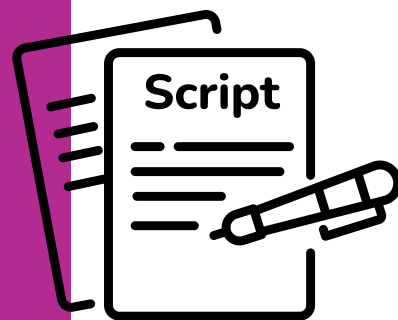


THE INCLUSIVE EDUCATION SCHOOL SCRIPT



A Ready-to-Use Communication Template for School Leaders Advancing Inclusive, Equitable, and Evidence-Based Practices

This script supports school and district leaders who are shifting outdated special education practices, improving LRE outcomes, strengthening co-teaching and UDL systems, and building trust with families. It provides consistent, strengths-based language that can be used across classrooms, schools, and districts to communicate clearly about inclusive practices.

OPENING STATEMENT

Use this to ground any meeting or conversation in clarity, purpose, and reassurance.

"We're shifting toward more inclusive practices because research shows students learn better when they have access to the full curriculum, meaningful peer interactions, and tailored support within the classroom. Your child will continue receiving all services, accommodations, and individualized support as outlined in their IEP."

ADDITIONAL SUPPORTING PHRASES

- "Inclusion is about improving outcomes, not reducing support."
- "We are focusing on strengths-first planning, not deficit-based programming."
- "We're committed to equity, access, and belonging for every learner."
- "Students benefit socially, academically, and emotionally in inclusive settings."
- "Our goal is to increase access and remove unnecessary barriers."

GUIDING QUESTIONS FOR STAFF PREPARATION

Use these during PLCs, co-teaching meetings, student support team meetings, or before engaging with families.

- How can we explain inclusion in clear, family-friendly, strengths-based language?
- What specific supports does this student need inside the general education classroom?
- How can we emphasize strengths first and use UDL, co-teaching, MTSS, and differentiated instruction to support success?
- What accommodations, modifications, or supports need to be embedded into daily instruction?
- How will general educators, special educators, related service providers, and paraprofessionals collaborate?
- What barriers to inclusion exist and how can we proactively address them?
- How will we measure the success of our inclusive practices for this student?

ADDITIONAL REFLECTION PROMPTS

- “What assumptions do we need to revisit to support a more inclusive mindset?”
- “What strengths does this student bring, and how can we build them into routines and peer interactions?”
- “How can we increase student participation, predictability, and engagement?”
- “Does our current plan align with our values of equity, dignity, and access?”

MEETING SCRIPT: KEY MESSAGE POINTS

Use these points to communicate consistency across your school or district while reinforcing evidence-based inclusive practices.

- “Your child is still getting everything in their IEP.”
- “Supports are delivered where your child learns — not in isolation.”
- “We use co-teaching, UDL, small-group instruction, and often using paraprofessional to provide additional access and support.”
- “Research shows better academic and social outcomes in inclusive settings.”
- “We’ll collaborate with you every step of the way.”

ADDITIONAL TALKING POINTS

- “We design the environment to fit the student — not the other way around.”
- “This approach reduces stigma and increases belonging and meaningful relationships.”
- “Students with and without disabilities benefit academically and socially in inclusive classrooms.”
- “Co-teaching allows multiple educators to support your child throughout the day.”
- “Every student deserves a full, rich classroom experience with access to grade-level curriculum.”
- “Inclusion is not about one teacher or one classroom — it’s a coordinated team effort.”

EXPLAINING HOW SUPPORT WORKS IN INCLUSIVE CLASSROOMS

Use these phrases to help families visualize what support looks like in practice.

- “Your child’s specialized instruction may look different — but it is still happening, and often more effectively.”
- “Instead of pulling your child away from rich learning opportunities, we’re bringing supports into the classroom.”
- “Support is layered: general education teachers, special educators, related service providers, and paraprofessionals collaborate to meet needs within the flow of instruction.”
- “We use flexible grouping, small-group lessons, embedded skill practice, and ongoing progress monitoring.”
- “Our goal is meaningful participation, not separation.”

CLOSING STATEMENT

“Our goal is for your child to feel confident, connected, and fully included in the school community — with the support they need to grow.”

ADDITIONAL CLOSING LINES

- “We are your partners, and we want you to feel supported and informed.”
- “We share the same vision: success, dignity, and opportunity for your child.”
- “We believe deeply in your child and in the power of inclusive education.”

WHAT INCLUSION IS *NOT*



Use this section when clarifying misconceptions or responding to concerns.

- Inclusion is not a lack of support.
- Inclusion is not placing students without planning or resources.
- Inclusion is not lowering expectations.
- Inclusion is not the general education teacher doing everything alone.
- Inclusion is not ignoring a student's IEP — it's fulfilling it more meaningfully.

ADDITIONAL RESOURCES

- **Support Is a Verb – What Inclusive Teams Do**
- **Support Is a Verb (Blog Post)**
- **Support Is a Verb: What It Really Means and How to Do It**
- **3 Reasons Why We Won't Be Hiring More Paraprofessionals**