

IS YOUR SPECIAL EDUCATION PROGRAM THRIVE-ALIGNED?

This checklist is designed to help leaders determine how closely their current special education program and practices align with The Ability Challenge's THRIVE Framework for inclusive education. For more information, visit [HTTPS://THEABILITYCHALLENGE.ORG/OUR-APPROACH](https://theabilitychallenge.org/our-approach).

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Your special education is THRIVE aligned if:

Culture of Inclusion

- You have a clear vision that serving students with disabilities is everyone's responsibility
- School policies and practices actively promote inclusive education as a core value
- You have created a structured time for collaboration between special and general education teams
- You regularly assess and address bias in programming decisions
- Your leadership team models inclusive practices and holds staff accountable for implementation

Student-Centered Curriculum & Instruction

- All Individualized Education Programs (IEPs) are designed to ensure meaningful access to grade-level content
- You have systems for monitoring the quality of specialized instruction across settings
- Co-teaching, push-in support, differentiated instruction, and other evidence-based practices are clearly defined and consistently implemented across classrooms
- Progress monitoring data is regularly reviewed to adjust instruction and programming

Shared Understanding of Special Education Mandates

- All staff understand their legal responsibilities under IDEA and Section 504
- Clear processes exist for IEP development, implementation, and progress monitoring
- Regular training keeps staff updated on special education requirements and promising practices
- Quality control systems ensure compliant and effective special education documents
- Service delivery is tracked and monitored to ensure IEP implementation

Equitable Systems and Resource Management

- Resources (e.g., (staff, technology, materials) are allocated based on student needs and program goals
- Related services are integrated into classroom routines when appropriate
- Staffing models maximize collaboration and support for inclusive practices
- Clear systems exist for intervention, referral, and evaluation
- School schedules facilitate co-planning and professional development

Meaningful Family Partnerships

- Families regularly and actively engage in IEP development and program decisions
- Multiple channels exist for regular, two-way communication with families
- Family training opportunities are offered on special education topics
- Translation services are readily available for multilingual families
- Family feedback is regularly collected and used to improve programming