



Building an Inclusive Environment by Roles

It is important for all staff to work towards an inclusive environment. The chart below outlines steps staff and partners can take, based on their role, to achieve that goal.

Role	Steps
Program director	<ul style="list-style-type: none"> • Include at least one person with knowledge of students with disabilities on the program team. • Work with the program team to review and modify forms, processes and handbooks as needed. • Work with site coordinators to identify and meet staff professional development needs. • Expand own knowledge through reading, conversations with stakeholders and partners, and attending trainings. • Provide a general list of objectives in an inclusive environment for site coordinators to include in their observation checklists.
Site coordinator	<ul style="list-style-type: none"> • Work with families and the program director to gather documents and learn about individual student needs. • Identify and meet staff professional development needs. • Expand own knowledge through reading, conversations with stakeholders and partners, and attending trainings. • Advise staff as they re-examine activities before facilitation to assess what changes can be made to increase each activity’s inclusiveness. • Check in with students, families, staff and stakeholders to assess how inclusive practices are being implemented. • Observe and record the implementation of objectives around inclusive practices staff have been trained on.
Staff who facilitate activities	<ul style="list-style-type: none"> • Work with students, families and site coordinator to learn about the specific needs of individual students. • Work with site coordinator to re-examine activities before facilitation to assess what changes can be made to increase each activity’s inclusiveness. • Reflect on language used when interacting with students and amongst students to ensure interactions are positive and inclusive.
Staff who support the grant but don’t work directly with students	<ul style="list-style-type: none"> • Attend professional development with program staff around inclusive practices. • Reflect on all documentation produced about students with disabilities to ensure language is positive and inclusive.
Partners	<ul style="list-style-type: none"> • Review the program’s handbook and recruitment materials to ensure welcoming and inclusive message is conveyed. • Offer experience or advice around disabilities, especially in the context of how the program can strengthen its practices and philosophy of inclusion. • Ask staff questions designed to learn how best to support students with disabilities within the program and the greater community.

