Self Assessment Tool
Section: Education

Every Jewish student deserves a meaningful Jewish education.

In this section you will find questions about early childhood, religious school, adult and *B'nai Mitzvah* education. Questions range from creating guiding principles to developing the tools to support a variety of learners. This section will cover awareness, enrollment, staff training, lesson planning and types of accommodation necessary so all can access the curriculum.

- To facilitate communication with multiple team members, print out a full list of questions.

- Please be sure to save your work periodically. If you do not save routinely, work may be lost. To save, click "Save and continue later" bar at the top of the page. You will be prompted to write your email twice. Wait 5-10 minutes, then check your inbox for a link to continue.

- Don't use the back button on your browser page. Information may be lost by navigating with your browser controls. If you need to go back to a previous page use directional buttons at the bottom of the tool.

- Please contact Lisa Handelman at 301-230-7278 or by email lisa.handelman@shalomdc.org for questions or to share additional resources.

Contact Information

1. What is the name of your organization?

2. Please enter your contact information.
> First Name   Last Name
> Title
> Email Address
> Phone Number

Awareness & Communication

3. Have parents and/or individuals with disabilities been asked if the educational programs currently meet the needs of individuals with disabilities?

4. Is an inclusion statement on registration materials for all educational programs (school and adult learning, formal and informal learning) that states that programs strive to include individuals with disabilities and that accommodations are available upon request?

5. Is there a written policy that addresses the need for all students to receive invitations to events outside of school, including birthday parties and *B'nai Mitzvah* celebrations?

6. Does the school and adult-learning curriculum include lessons about accepting differences?

7. Within informal or experiential learning opportunities, is there a program in place to teach respect and acceptance of all and to specifically address acceptance of disabilities?

8. Is the school environment friendly, and do teachers and students respond positively to student diversity?

9. Do all school programs include regular check-in meetings with teachers, students and families?

10. Are books that portray individuals with disabilities in positive ways available in your congregation/agency and/or classroom libraries?

11. Are all students respected and accepted by their peers such that all students receive invitations to attend social events outside of formal education settings?

Enrollment

12. Is there a trusted procedure for parents to share information about their child's learning and other needs?

13. Is there a trusted procedure for adult learners to share their learning and other needs with instructors and/or program directors?

14. Do children with a variety of disabilities attend and progress through the educational program?

15. Do enrollment practices include a respectful way for an individual to share information about a mental health condition?

16. Are all children (including those with physical needs, those who are deaf, bind, and those that have developmental disabilities, autism, or mental health conditions) welcome?

17. Are the school's services and facilities equally accessible to students with and without disabilities?

18. Are all students in classes with similarly-aged peers?

Budget

19. Do you have a strategic budgetary plan with a clear timeline to support changes to your educational program with the long-term goal of full inclusion?

20. Are accommodations provided at no additional cost to families?

21. Are specialist services supplied without additional cost to families or participants?

22. Is the cost of accommodations included within the budget to support the idea that all can partake in all educational programming without additional personal cost?

23. Does the budget allow you to accept anyone, regardless of their financial circumstances?

Staff Training and Planning

24. Are structures and procedures in place to facilitate parents and educators working in partnership to meet the needs of all students (including those with visible and hidden disabilities, as well as those with mental health conditions)?

25. Are the needs of potential participants with disabilities (including those with visible and hidden disabilities, as well as those with mental health conditions) considered when planning all educational programs?

26. Is the school actively exploring ways to be more inclusive?

27. Is there an ongoing system to evaluate if all students, including those with disabilities, are getting what they need?

28. Is there a plan in place to provide social and community connections for children who are not enrolled in the formal education program (invitations to celebrations, guest performances, field trips and special programs)?

29. Is a plan in place to provide education options for those whose needs cannot currently be met by the school (connection to other programs, online learning options, sign-up for PJ library and other resources)?

30. Is the staff willing and trained to work with a variety of learners and with a variety of behaviors?

31. Are there ongoing training and professional development opportunities for staff so that everyone is current and informed about different learning challenges and special needs inclusion?

32. Is the curriculum designed so that all the learning needs of all the students can be addressed?

33. Are adults with disabilities involved in creating and teaching classes?

Accommodations

34. Is the curriculum designed to involve individuals with disabilities in meaningful and relevant ways?

35. Is instruction differentiated? Do teachers consider a wide range of learning modalities (visual, auditory, kinesthetic, etc.)?

36. Is there a plan in place to provide learning and testing accommodations to students who need these accommodations to access the curriculum?

37. Is behavioral support included so there is a positive learning environment for everyone?

38. Are all students supported to learn, contribute and participate in all aspects of the life of the school?

39. Are accommodations or modifications made to the *B'nai Mitzvah* training, program participation, and/or service, if needed?

40. Are instructional aides (e.g. 1:1 shadows) provided, as needed?

41. Is computer technology utilized to support individuals who are blind, partially sighted or deaf?

42. Are ASL interpreters provided, as needed?

43. Are accommodations (such as: large print, audio, assisted listening devises, braille materials, ASL interpreters, CART) provided, as needed, for school and adult learning programs?

44. Are there audio versions of books and materials available for all levels of classes?

45. Is a learning specialist, or are other trained specialists, integrated as part of the staff?

46. When planning new programs are the planners required to demonstrate how the proposed program supports meaningful inclusion of people with disabilities?

47. Can classes accommodate individuals with hidden disabilities who might think differently (i.e. intellectual disabilities, mental health conditions, etc.)?