

INCLUSIVE SCHOOLS BUILD STRONGER COMMUNITIES

- Whereas, In 2009-2010, over 6.4 million children and youth with special needs were served in federally supported programs for the disabled; and in order to receive federal funds, states must develop and implement policies that assure a free appropriate public education (FAPE) to all children with disabilities; and
- Whereas, Children with special needs are often bullied, socially isolated, and face challenges in their school communities, leading to exclusion from school activities; such as high school graduation ceremonies, information sharing, and school and community involvement; and
- Whereas, The cultural environment and social setting of schools play an integral part in creating an inclusive learning environment which is the least restrictive for students with special needs; now therefore be it
- Resolved, That National PTA, and its constituent associations build inclusive communities by working with experts in the education field to develop programs and resources to educate the community about how the educational system impacts families and students with special needs; and be it further
- Resolved, That National PTA, and its constituent associations encourage and work with the entire school community to include families and children with special needs; and be it further
- Resolved, That National PTA, and its constituent associations work with their local school districts to research and advocate for the implementation of the most inclusive programs that best serve students with special needs.
- Adopted: by 2014 Board of Directors