While the impact of inclusion has been researched and debated for years, less effort has been directed at assessing how those individuals responsible for implementing the practice perceive the effects. This research study was designed to determine the attitudes and perceptions of staff members at Western School Corporation concerning the current inclusion model. The census consisted of educators who held the role of general education teacher, special education teacher, paraprofessional (aide), or administrator. There were 196 staff members who were asked to complete a paper survey; 98 educators responded, which generated a response rate of 50%. The survey, *The Inclusion Inventory: A Tool for Measuring the Implementation and Use of Inclusive Practices*, was used. The Texas University Affiliated Program for Developmental Disabilities, the Education Service Center Region XIII, the Education Service Center Region 20, and Inclusion Works developed the instrument jointly.

The results of the study indicated that the administration at Western School Corporation supports inclusion, but there are not ample resources in place to support the overall model. This was commensurate with the findings that the respondents did not feel that sufficient opportunities were being given for staff members to discuss inclusion issues. Overall, the staff members appear to have a fairly positive perspective of the inclusion model, as well as the effects of student success they have seen. Staff members are utilizing a variety of instructional strategies to promote an inclusive setting, but they must continue to be trained in these to recognize their importance. Possible reasons for these results were discussed and a need for further research was offered.