# INCLUSION TRANSFORMATION

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# Historical Goals of the Co-Taught Inclusion Classes

- Provide opportunities for students to access the standard curriculum, using all adults throughout the day, with accommodations and modifications.
- Provide opportunities for small group and individual instruction as needed
- Provide opportunities for facilitated social interactions
- 30% or fewer students in the class are identified as special education students

# Co-Taught Inclusion Staffing

Original Design for Staffing

- K-dually certified teacher, Assistant Teacher
- Grades 1-5
  - Special Education Teacher
  - General Education Teacher
  - Assistant Teacher
- Assistant Teacher assists in small group or individualized instruction and accompanies class to specials, gym, lunch, recess

# Co-Taught Inclusion Strand

1993 – Started at Hemenway (grades K-5)

1999 – Started at Stapleton (grades K-5)

2001 – Started at McCarthy(grades K-5)

2003 – Started at Wilson (grades K-3)

30% or fewer students in each class are identified as special education students

# Advantages

- Meets federal and state standards for the Least Restrictive Environment
- Students are able to access the standard curriculum with in class supports
- Students who are not identified as special education students but are at risk for a possible referral benefit from the additional supports and accommodations.

# Challenges

- The average number of special education students in these classes has increased steadily over the past 20 years.

| School Year | Average number of special education students in a |
|---|---|
| 2000-2001 | 5 |
| 2004-2005 | 7 |
| 2006-2007 | 8 |
| 2013-2014 | 10 |
| Data is taken from numbers at the end of the school year. | |

# Percentages as of 1/15/14

| School | Grade | # in classroom | # in Inclusion seat | Percent |
|--------|-------|----------------|---------------------|---------|
| Stapleton | | | | |
| | K | 22 | 5 | 23% |
| | 1 | 24 | 10 | 42% |
| | 2 | 21 | 9 | 43% |
| | 3 | 23 | 12 | 52% |
| | 4 | 23 | 13 | 56% |
| | 5 | 21 | 13 | 62% |
| McCarthy | | | | |
| | K | 22 | 6 | 27% |
| | 1 | 23 | 9 | 39% |
| | 2 | 24 | 12 | 50% |
| | 3 | 21 | 9 | 43% |
| | 4 | 21 | 10 | 47% |
| | 5 | 22 | 13 | 59% |
| Wilson | | | | |
| | K | 23 | 4 | 17% |
| | 1 | 23 | 8 | 35% |
| | 2 | 19 | 5 | 26% |
| | 3 | 23 | 9 | 39% |
| | 4 | 23 | 9 | 39% |

# Transformation to Grade Level Inclusion

- **Why?**
  - Currently most of our co-taught classes have a high % of special education students.
  - Research states that co-taught models with over 30% special needs students in class do not make effective growth.
  - Middle school transition- increase in student independence
  - Supports Tier I and Tier II, therefore, reducing the number of referrals
  - Increases opportunities for carry over and generalization of skills
  - An increase in referral numbers
  - Ability to create grade level expertise for special educators
  - Least Restrictive Environment
  - All teachers work with ALL students

# Transformation to Grade Level Inclusion

□ **How?**

- ▪ Start with clusters (2) and move to all classes
- ▪ Match the special educator and assistant teacher to a grade level to provide the supports in the classrooms
- ▪ Utilize Resource Room teachers and specialists in the classroom
- ▪ Pull-out services will focus on direct reading instruction
- ▪ Ensure that the grade level inclusion special educator will participate in the grade level collaboration time

# Hemenway, Stapleton, McCarthy, Wilson

- **When?**
  - Hemenway
    - Full implementation began this year (2013-2014)
  - Stapleton
    - Grades 1-5 will begin the cohort model next year (2014-2015)
  - McCarthy
    - Grades K-4 will begin the cohort model next year (2014-2015)
    - The program will expand to include all grades the following year (2015-2016)
  - Woodrow Wilson
    - Full implementation for Grades 1-5 will occur in 2 years (2015-2016)

# Barbieri, Brophy, Potter Road, Dunning

- Barbieri
  - In 2013-2014 school year, 2 special educators were added so that they could model grade level inclusion
- Brophy
  - In 2013-2014 school year, 2 special educators were added so that they could model grade level inclusion
- Potter Road
  - 2 special educators will be added for the 2014-2015 school year so that they can model grade level inclusion
- Dunning
  - The goal is to focus on shifting to the grade level inclusion model for the 2015-2016 school year

# Next Steps

- Provide UDL (Universal Design for Learning) professional development next year for staff.
  - UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn.
  - UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.
- Continue to Assess the new model
  - Meeting with staff
  - Meeting with principals
  - Meeting with parents
  - Looking at formal and informal assessments to determine student growth data