INCLUSION TRANSFORMATION
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.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Average number of special education students in a co-taught Inclusion class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>5</td>
</tr>
<tr>
<td>2004-2005</td>
<td>7</td>
</tr>
<tr>
<td>2006-2007</td>
<td>8</td>
</tr>
<tr>
<td>2013-2014</td>
<td>10</td>
</tr>
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</table>

Data is taken from numbers at the end of the school year.
### Percentages as of 1/15/14

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th># in classroom</th>
<th># in Inclusion seat</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stapleton</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>22</td>
<td>5</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>24</td>
<td>10</td>
<td>42%</td>
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<tr>
<td></td>
<td>2</td>
<td>21</td>
<td>9</td>
<td>43%</td>
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<tr>
<td></td>
<td>3</td>
<td>23</td>
<td>12</td>
<td>52%</td>
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<tr>
<td></td>
<td>4</td>
<td>23</td>
<td>13</td>
<td>56%</td>
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<tr>
<td></td>
<td>5</td>
<td>21</td>
<td>13</td>
<td>62%</td>
</tr>
<tr>
<td><strong>McCarthy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>22</td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>23</td>
<td>9</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>24</td>
<td>12</td>
<td>50%</td>
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<td></td>
<td>3</td>
<td>21</td>
<td>9</td>
<td>43%</td>
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<tr>
<td></td>
<td>4</td>
<td>21</td>
<td>10</td>
<td>47%</td>
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<tr>
<td></td>
<td>5</td>
<td>22</td>
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<td>59%</td>
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<td><strong>Wilson</strong></td>
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</tr>
<tr>
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<td>K</td>
<td>23</td>
<td>4</td>
<td>17%</td>
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<td>1</td>
<td>23</td>
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<td>35%</td>
</tr>
<tr>
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<td>26%</td>
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<td>3</td>
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<td>9</td>
<td>39%</td>
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<td>4</td>
<td>23</td>
<td>9</td>
<td>39%</td>
</tr>
<tr>
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<td>5</td>
<td>20</td>
<td>11</td>
<td>60%</td>
</tr>
</tbody>
</table>
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
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