

Steps toward Inclusive Schools

Readiness Phase

STEP	Action	What to do	Steps to Complete	Materials/Resources available for use/adaptation
One	<p>Establish a school based planning team and prepare to plan for inclusive practices</p>	<p>1.1: Identify key stakeholders to participate on a team to plan for inclusion at the school.</p> <p>1.2: Clarify the purpose of the school-wide inclusion team to the team.</p> <p>1.3: Develop an action plan to support school-wide inclusion</p>	<p>Identify key stakeholders which might include an administrator, special and general education teachers, related service personnel, paraprofessionals, family members, guidance counselor/psychologist, etc.</p> <p>Explain that the purpose of the school-wide team is to develop an initial action plan for the school to plan for inclusion of students with a range of disabilities in the general education setting. Define the team's role as one of:</p> <ul style="list-style-type: none"> • Developing long term plans of inclusive practices. • Supporting implementation which may include identifying dates for training for co-teaching staff, developing policies and procedures (e.g., guidelines for co-teachers' roles and responsibilities, lesson plans, evaluation forms for collaborating teachers, etc.). • Obtaining and distributing research and literature about school-wide inclusive practices (different members of the team may present on different options during professional development days at the school site.) • Have team members establish team meeting times. Monthly meetings are suggested at the beginning 	<p><u>Collaborating With Special Education Administrators</u></p> <p><u>Inclusive Education Achieves Results</u></p> <p><u>PD Model for Fostering Responsible Inclusion</u></p> <p><u>Sample Inclusion Action Plan</u></p>

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<p>Two</p>	<p>Gain support for the school wide inclusion option</p>	<p>2.1: Meet with Florida Inclusion Network/PBCSD personnel to share information about the need for inclusion at the school</p> <p>2.2: Plan how to keep key stakeholders (e.g., school faculty, central administration, PTA, Special Education Advisory Council, and School Board) informed.</p> <p>2.3: Identify and address barriers to implementing inclusive practices</p> <p>2.4: Share information about the inclusive supports to be provided.</p>	<p>Share information with administrators (Superintendent, Director of Special Education, lead teachers, others) regarding the legal rationale and benefits of including students with disabilities within general education classes and to support efforts at the school.</p> <p>Discuss ways to keep key stakeholders informed of actions taken by the school planning team. Various ways to keep others informed include: sharing the action plan, writing newsletter updates, giving formal presentations to stakeholders, distributing school inclusion team meeting notes, and having a box or other designated area within the school for faculty/families to share concerns that relate to the inclusion options.</p> <p>During team meetings list barriers as issues to be discussed. Discuss each barrier and/or question and brainstorm solutions for addressing them (e.g., give out additional information, develop training). Develop a plan that lists the question/barrier, the action to address it, who will be involved, by when the action will take place. <i>This step may take several meetings.</i></p> <p>After the inclusive supports to be provided in the coming year have been determined, the planning team decides what information about inclusive supports is to be shared and how to share the information.</p>	<p>Inclusion - Brief http://www.fldoe.org/ese/pdf/clu-brief.pdf</p> <p>Debunk the Myth # 1 PowerPoint</p> <p>A Timeline of Special Education History</p> <p>Inclusion Frequently Asked Questions</p> <p>Links to Inclusive Practices and Disability Awareness</p>
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Planning Phase

STEPS	Action	What to do	Steps to Complete	Materials/Resources available for use/adaptation
One	Start planning for how students will be supported in inclusive setting within the school.	1.1: IEPs to describe services and placement in the least restrictive environment	<p>Consider using the (<i>Continuum of Placement Options</i>) to make sure that special education services are clearly described and based on the individual student’s needs. Key points to consider:</p> <ul style="list-style-type: none"> • The least restrictive environment & IDEA 2004. • Remember that students should not leave the general education environment and enter the special education environment without IEP teams considering student’s needs and an effective implementation of each step in the continuum of placement options and supports. 	<p>Flexible Scheduling for Inclusive Practices (see <i>Models of Supports and Continuum of Placement Options, Matrix of Support</i> on pages 16-20)</p>
Two	Identify heterogeneous groupings for each class within the school.	2.1: Use Data and IEP needs to identify the students who will receive inclusive supports	<p>Determine how students and staff should be scheduled to meet all of the students’ needs by addressing the following:</p> <ul style="list-style-type: none"> • Identify students for enrollment in the inclusion class. • Ensure that there are many students of average or above average ability level in the class to serve as academic role models to the students with disabilities. • Consider enrolling a lower number of students in the inclusion classes to allow for entry of students with disabilities who move into the district during the school year. • Avoid interpreting a “two-teacher classroom” as a class that can accommodate more students or one intended only for students who are at-risk (a “deficit” model). 	<p><i>Inclusive Practices and RtI/PBIS</i></p> <p><i>Cooperative Planning and Teaching/Lesson Planning (Call your FIN Facilitator)</i></p>

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Planning Phase (cont...)

<p>Two</p>		<p>2.2: Identify teachers to provide inclusive supports</p> <p>2.3: Develop Flexible Schedule to support school-wide inclusion</p>	<p>Consider experience and areas of endorsement as teaching staff are assigned to student groupings. Consider compatibility and/or opportunities to increase compatibility when assigning the teachers who will collaborate in the inclusive classroom.</p> <p>Develop a master schedule, including 1) meeting times for co-planning time for collaborating teachers, meeting time for the special education teacher and paraprofessional and 2) training times for all teachers providing inclusive supports</p>	<p>Flexible Scheduling for Inclusive Practices</p>
<p>Three</p>		<p>3.4: Develop shared classroom procedures</p> <p>3.5: Prepare faculty to engage students in meaningful activities during the entire class period</p>	<p>Guide collaborating teachers to develop class procedures for class beginnings, transitions, interruptions, care of materials/equipment, group work, seat work, teacher led activities, class endings. Provide time for them to develop their procedures. Procedures may differ by class.</p> <p>Consider having teachers review resources on differentiating instruction and include instructional strategies, accommodations, and/or modifications in their lesson plans. Consider teachers to participate in differentiated instruction training via various delivery models (e.g., face to face, online, or study groups).</p>	<p>Support Facilitation Materials</p> <p><i>Inclusive Practices and Rt/PBIS</i></p> <p>PD Model for Fostering Responsible Inclusion</p>

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Implementation Phase

STEP	Action	What to do	Steps to Complete	Materials/Resources available for use/adaptation
One	<p>Begin providing inclusive practices at school</p>	<p>1.1: Conduct orientation activities to educate stakeholders as to how inclusive supports are provided (e.g., open house, presentations to key stakeholders)</p> <p>1.2: Schedule and meet with collaborative teachers periodically (e.g., during their team meetings).</p> <p>1.3: Revise policies and procedures to reflect increased capacity of inclusive practices</p>	<p>Develop a presentation for teachers and those new to the school about the inclusive supports available in the school.</p> <p>Identify supports and barriers. Share effective practices. Bring relevant issues to the school-based planning team to be addressed.</p> <p>Include information about inclusive supports in school policies, handbook, and other documents as appropriate.</p> <p>Provide targeted professional development including time for study groups in support of inclusive practice for staff.</p>	<p>FIN PB DI Professional Development Continuum</p> <p>Inclusive Practices and Marzano Essential Nine Strategies</p> <p>Teaching Strategies for Diverse Learners</p> <p><i>Continue to work with your FIN Team for additional supports/resources</i></p>