

Inclusive Practices: The Tools You'll Need

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Bellwork

Think about Inclusive Practices for students with disabilities?

What is one benefit?

Write it on your slate.

Be ready to share.

Objectives

Considering your site or district, today we will:

- Identify what's happening regarding inclusive practices.
- Identify the resources available and the barriers you face when working to implement inclusive practices.
- Think about the words used to talk about special education.
- Develop personal plan for moving forward with expanding inclusive practices.

Some Interesting Data

ADE Census October 1, 2016

- ❖ 1,110,425 Total Students in Arizona K-12
- ❖ 129,721 Students with IEPs in Arizona (11.68%)
- ❖ 78,324 Students with a Service Level A (60.37%)

4,353 Students with SLI not Level A

14,674 Students with SLD not Level A

Current Status & Vision of Future

Worksheet 1

What are you doing now?

- 1,313 out of 1,374 (95%) K-8 students with IEPs have service code of Level A. (In general education setting more than 80% of the day)

What would you like to see in the future?

- Earlier requests for support from BESTeam for students experiencing behavioral challenges.

Identifying Available Resources & Barriers

Worksheet 2

Resources

- Vail Governing Board Policy

Barriers

- All or nothing approach

IHB-E

EXHIBIT

Special Instructional Programs (**Inclusion Philosophy Statement**)

- Every person has the right to become a valued and respected member of society.
- In our schools, every student has the right to be a member of the general education classroom.
- Inclusion means that with varying levels of support all students are educated in heterogeneous, age appropriate classrooms and school environments.
- We support inclusion to the maximum extent possible in the least restrictive environment.

Special Education Inclusion (0 or 2 points)

Includes students enrolled in a special education program and spending 80%+ of their day in the general education classroom.

Special Education Inclusion Points

- Schools with 7% or more of their FAY population in special education and with students in special education spending 80%+ of their day in the general education classroom receive points depending on the students' classification

Words as a Catalyst for Change

Worksheet 3

- Think about the words used to talk about special education.
- What are the word and phrases used in to talk about students with IEPs and special education in your district.

The Power of a Common Language

What a Common Language Does

- Captures a shared vision and values.
- Facilitates clear communication.
- Promotes shared ownership for student success.
- Serves as a rationale for decision making and problem solving.
- Shapes our culture.

What Vail SPED is built on

Our Common Language :

Our Students



Life Skills Classrooms

Targeted Support

Assumed Competence

Meeting Students' Needs

Moving Forward: A Personal Plan

Worksheet 4

Next Steps

Target Date

1. Compile BESTeam data re; numbers of students supported by site and share with Principals.

1. Mid November 2017.

1. Create activity around the variety of ways to meet student's needs for December Elementary Cadre Meeting.

2. December 5, 2017

Stand Up.

Think about this sentence.

Fill in the blank.

I am looking forward to _____.

THANK YOU!

Resources

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<http://www.azed.gov/specialeducation/inclusive-practices-toolkit/>