



# Increasing Inclusive Practices:

*Inclusion Task Force*

*Presented to School Committee  
January 14, 2015*



# Inclusion Task Force Members

Dr. William Henderson\* – Co-Chair; Retired Principal, Patrick O’Hearn Elementary School

#Mary Tamer\* – Co-Chair; Former Member, Boston School Committee; Parent, Boston Public Schools

†Michael Loconto\* – Task Force Liaison and Member, Boston School Committee; Parent, Boston Public Schools

Natalie Ake – Principal, Dr. Catherine Ellison/Rosa Parks Early Education School

Jean-Dominique Herve Anoh – Headmaster, Mary Lyon Pilot High School

†Aixa Borrero-Sanchez – Supervisor for Support Services, BPS Office of Special Education and Student Services

#Raul Garcia – Inclusion Teacher, Boston Arts Academy

†Marjorie Crosby – Occupational Therapist, BPS Office of Special Education and Student Services

Carolyn Kain – Chair, BPS Special Education Parent Advisory Council; Parent, Boston Public Schools

#Patricia Lampron – Principal, Dr. William Henderson Inclusion Elementary School

Dianne Lescinskas – Director, Project B.I.N.D., Boston Boys and Girls Club Dorchester; Board Member, BPS Special Education Parent Advisory Parent Advisory Council; Parent, Boston Public Schools

Lindsa McIntyre – Headmaster, Jeremiah E. Burke High School

Marvin Mitchell – Special Education Administrator, Joseph P. Manning School

Jerry Mogul – Executive Director, Massachusetts Advocates for Children

Eileen Nash – Deputy Superintendent of Individualized Learning, BPS Office of Special Education and Student Services

Elaine Ng – Parent, Boston Public Schools; Strategic Planning Director, BPS Office of Special Education and Student Services

#Maria Paiewonsky – Transition Specialist, Institute for Community Inclusion, UMass Boston

Janet Palmer-Owens – Retired Academic Superintendent and Principal, Samuel W. Mason Elementary School

#Ed Powell – Executive Director, Streetsafe Boston

Richard Robison – Executive Director – Federation for Children with Special Needs

Regina Robinson – Board Member, BPS Special Education Parent Advisory Council; Parent, Boston Public Schools; Member, Boston School Committee

Dr. Zachary Rossetti – Assistant Professor of Special Education, School of Education, Boston University

†Jacquelyne Sedgwick – Certified Teacher, Special and Regular Educations, Ohrenberger School

Dr. Maria de Lourdes Serpa – Professor of Literacy, Graduate School of Education, Lesley University

# *The Inclusion Task Force Charge:*

In the Fall of 2013, the Boston School Committee formed an Inclusion Task Force with a mandate to draft recommendations for increasing quality inclusion opportunities in the Boston Public schools.

*“Elimination of the achievement and opportunity gaps for Black and Latino students in BPS is our collective responsibility and shared goal”*

BPS Equity Office School Committee Presentation, November 5, 2014

# Five Core Beliefs

- **Inclusion is a civil right.**
- BPS **must meet or exceed state targets** for inclusion.
- All students with IEPs must have **equal access** to quality inclusion opportunities without regard to race, ethnicity, socioeconomic background, gender, gender identity or linguistic ability.
- Quality inclusion is developed and supported **in collaboration** with the development and support of quality general education.
- ***Quality inclusion is good educational practice which benefits all.***

# Key Areas Examined

## Substantially Separate Classrooms

- A higher percentage than the state average of students in substantially separate classrooms

## High Quality Inclusive Options

- Availability of quality inclusive opportunities at all grade levels

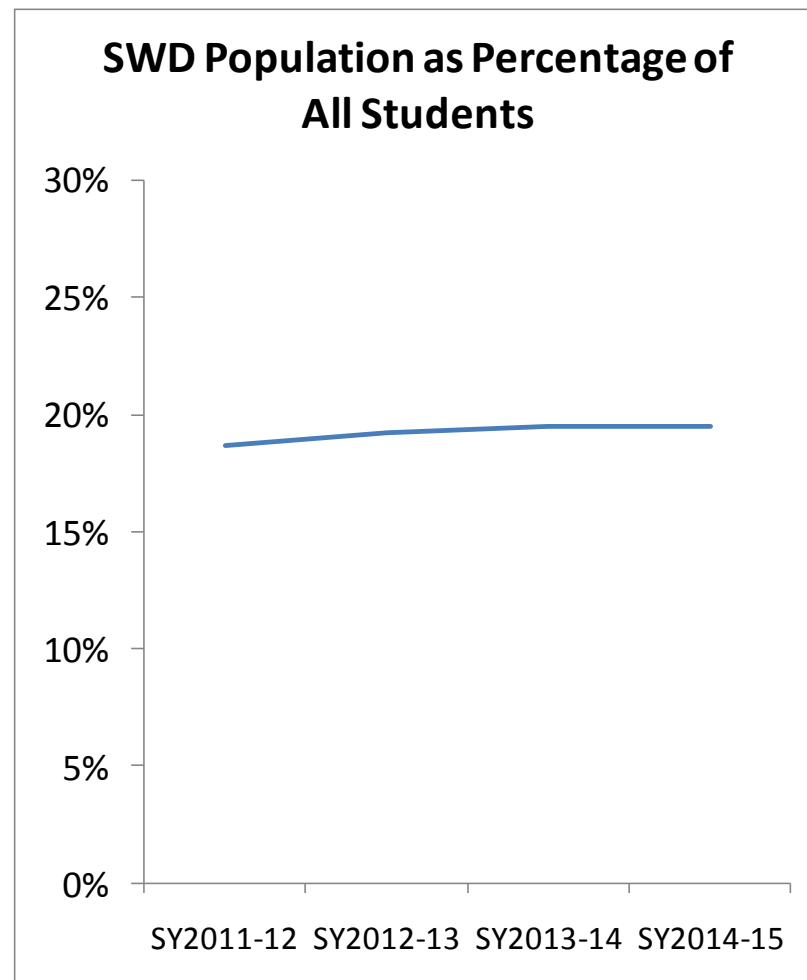
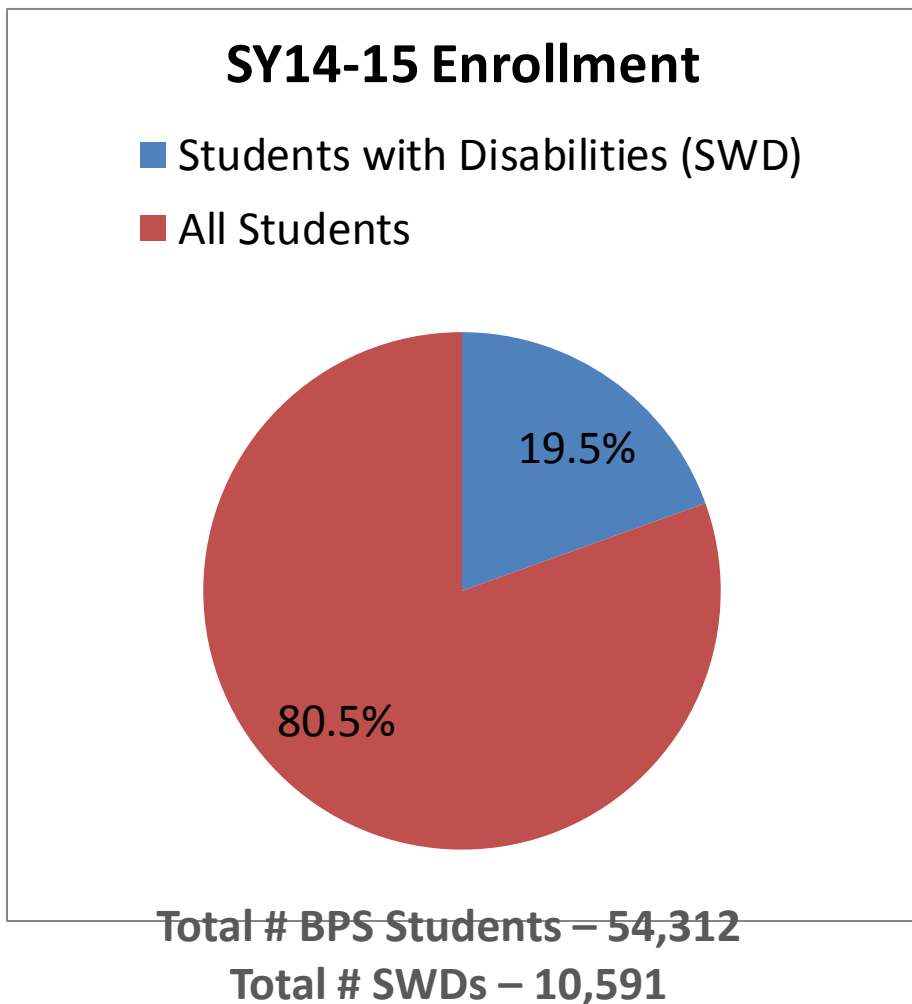
## Scaling Inclusion

- In a strategic, systemic manner district-wide while ensuring high quality

# Increasing Inclusive Options

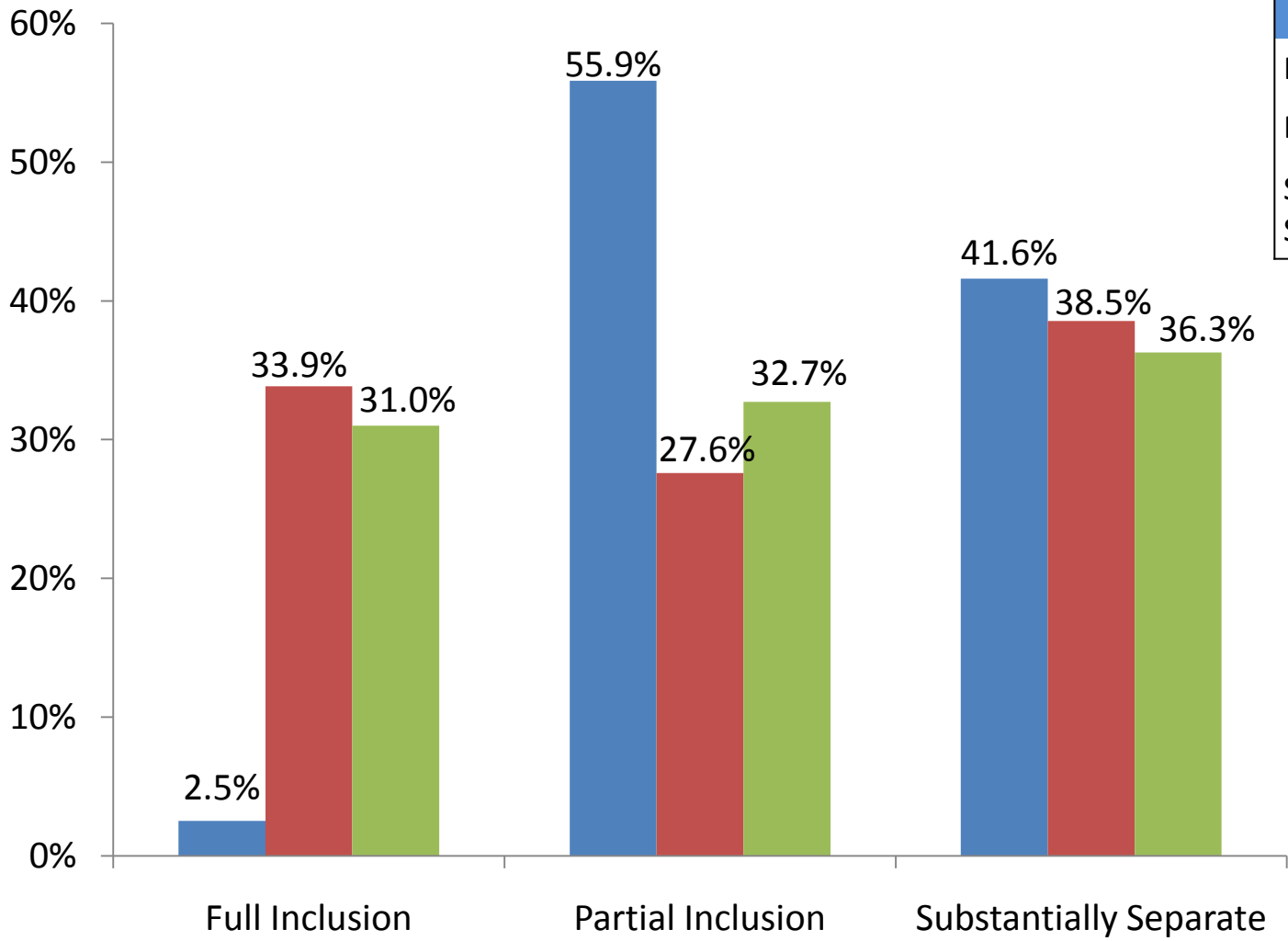
1. Placement in inclusive classrooms with appropriate services and supports will be the **first consideration for all special education students.**
2. Students with any category of disability from early childhood through Grade 8 will have **access to quality inclusive classrooms in all geographic areas of the city.**
3. **Quality inclusion options in high schools** will be available for students with disabilities regardless of their disability.
4. Ensure that early childhood inclusion enrollment meets or exceeds state percentage targets.
5. Ensure that the BPS Inclusion Plan is implemented in a **realistic and fiscally responsible manner.**
6. **Create learning communities** among schools, within schools and/or among staff to share best practices in Inclusion.
7. Identify and **publicize inclusion options** in the BPS for families, staff, and the larger community.

# Student Population





# Educational Environments for Students Aged 3-5 with IEPs



State Targets	
Full Inclusion	24%
Partial Inclusion	No target
Substantially Separate	13.9%

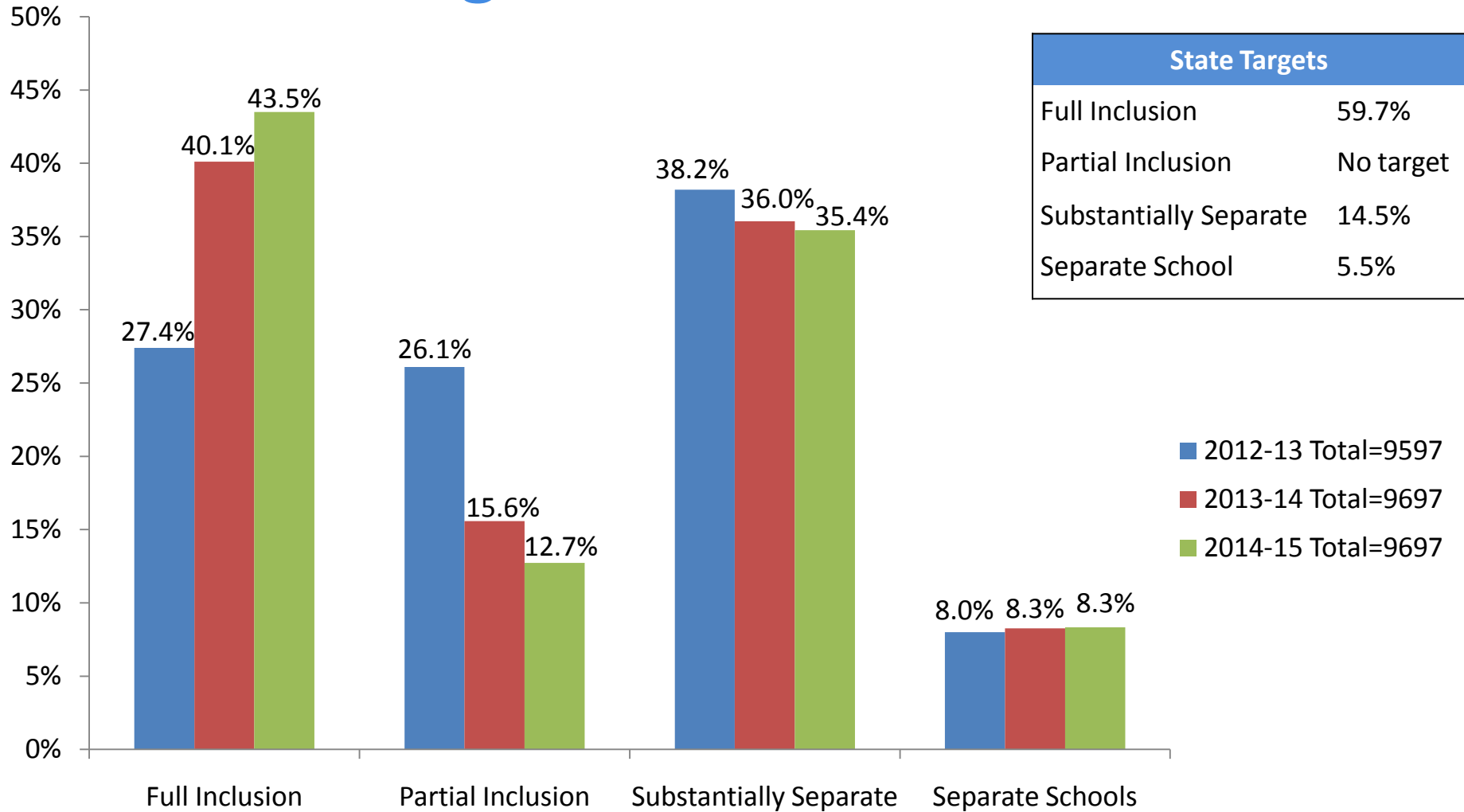
■ 2012-13 Total=1228  
■ 2013-14 Total=1279  
■ 2014-15 Total=1213

Source: MA SIMS Enrollment current as of October 1 of each school year as reported to Massachusetts DESE

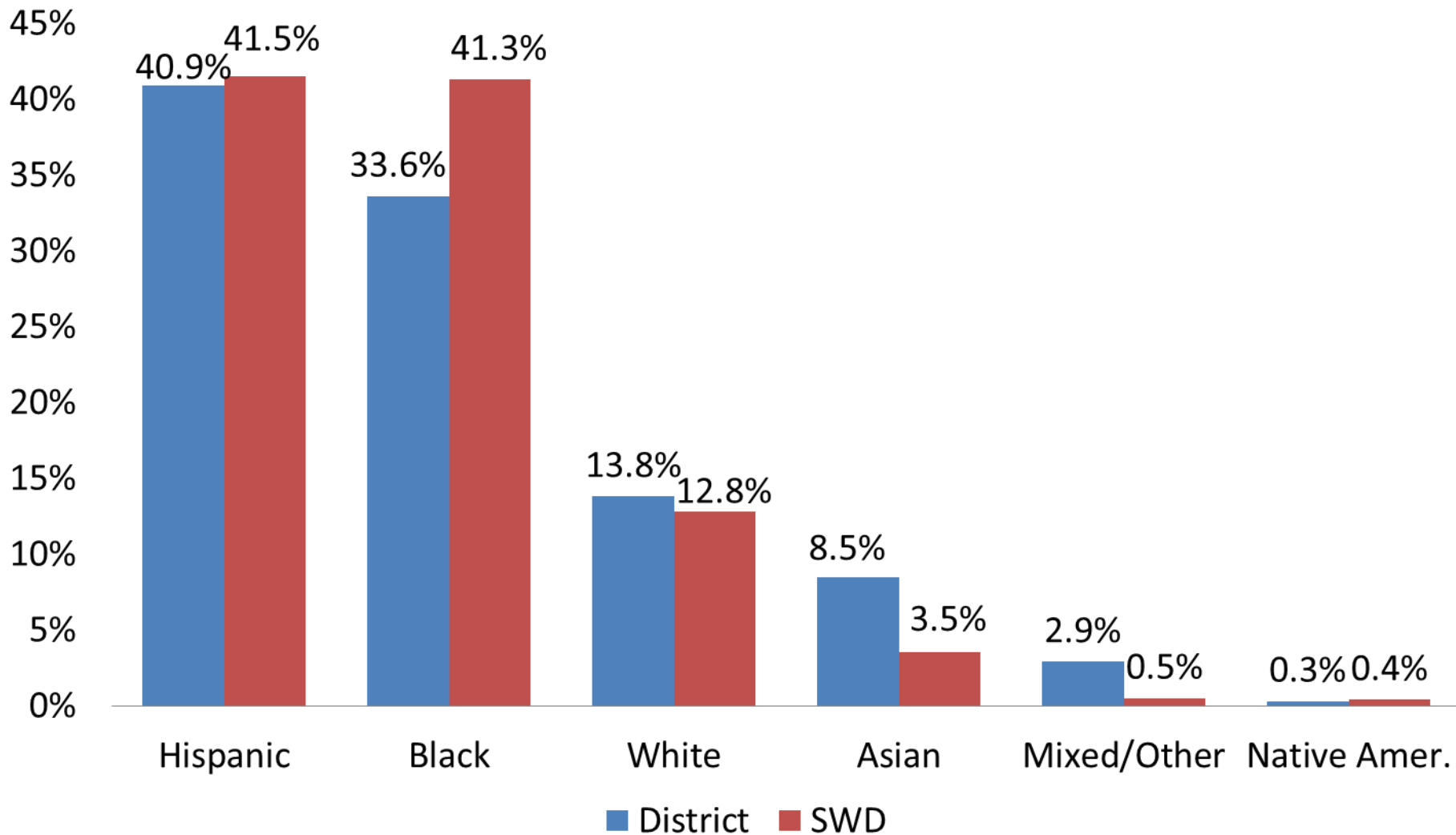




# Educational Environments for Students Aged 6-21 with IEPs



# School Year 2014-15: Enrollment by Race

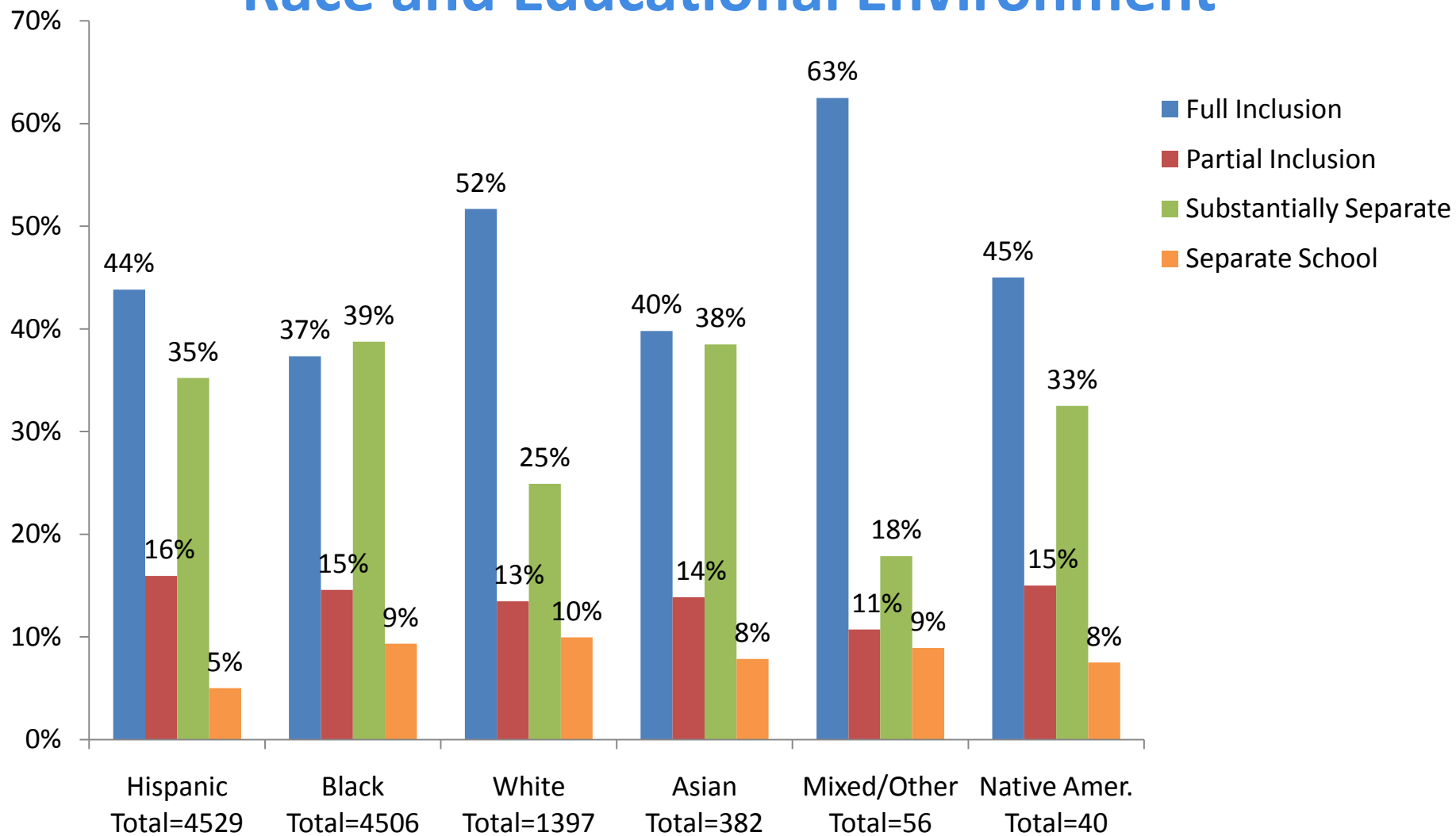


Source: MA SIMS SWD includes all students aged 3-21 with IEPs

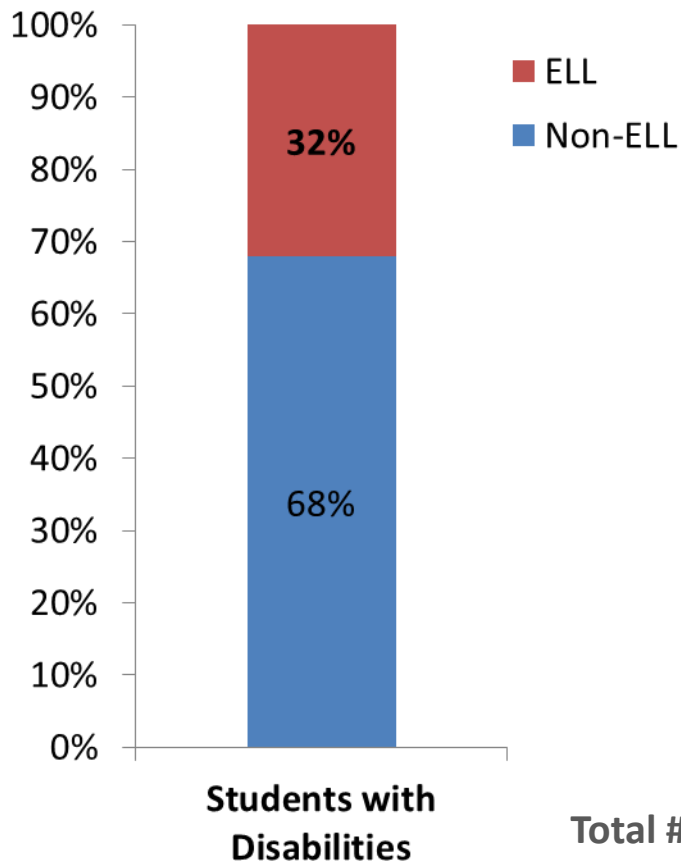


# School Year 2014-15

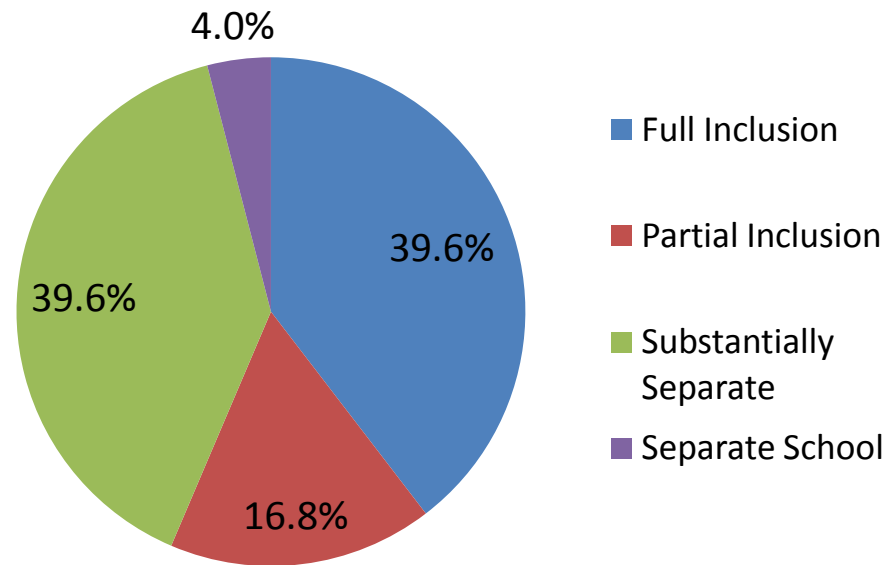
## Race and Educational Environment



# Students with Disabilities and English Language Learners



## SY14-15 Educational Environment for ELL SWDs



Total # of Students with Disabilities – 10,591  
Total # of ELL Students with Disabilities – 3,494

## Next Steps

### Report Progress to School Committee in December, 2015

#### → School Year 2015-16: Implement Year Two of the Five Year Inclusion Plan

- Open 27 inclusive Grade 1 classrooms in addition to existing 27 K2 classrooms
- Expand inclusion in Network A: 11-13 inclusive classrooms in Grades 2-7
- Continue to implement the use of *Goalbook* in inclusive classrooms
- Continue professional development and support for schools, teachers, and paraprofessionals in Universal Design for Learning (UDL) district-wide

#### → Develop a Special Education Supplemental Report

- Identification, development and testing of metrics
- Creation of a report template for each school