



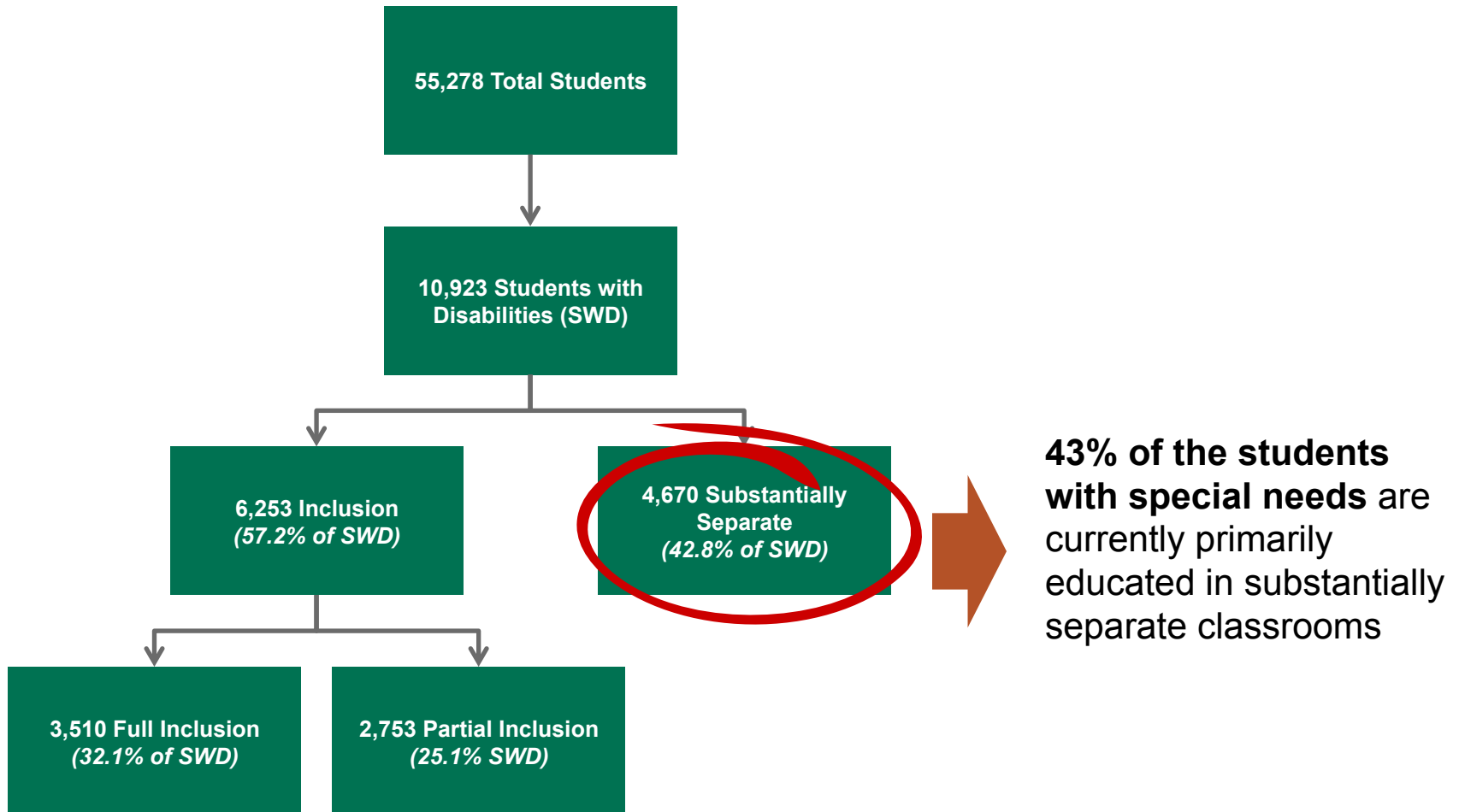
School Committee Presentation

**Expanding inclusive
practices to enhance
student achievement**

JUNE 19, 2013

There is an opportunity to increase the number of students with special needs served in inclusive settings in BPS.

Overview of Current Student Population in BPS*



43% of the students with special needs are currently primarily educated in substantially separate classrooms

*Source: BPS enrollment report as of 03/01/2013; excludes Horace Mann in-district charter schools

BPS has made a commitment to enhance inclusive opportunities for students with special needs and engaged with numerous stakeholders to draft the plan.

Project Goals and Stakeholders Involved

The School Committee charged the district leadership with two tasks:

1

Changing the pipeline

Increasing the number of students in inclusive programs

2

Building capacity

Increasing the number of schools offering fully inclusive programs for students with disabilities

The plan drafted to achieve the defined objectives has been a collective effort with inputs from various internal and external BPS stakeholders.....

BPS Central Office

- Dept. of Individualized Learning
- Facilities & Capital Planning
- Enrollment and Strategic planning
- Dept. of English Language Learners
- Family and Student Engagement
- Dept. of Early Childhood

BPS Schools

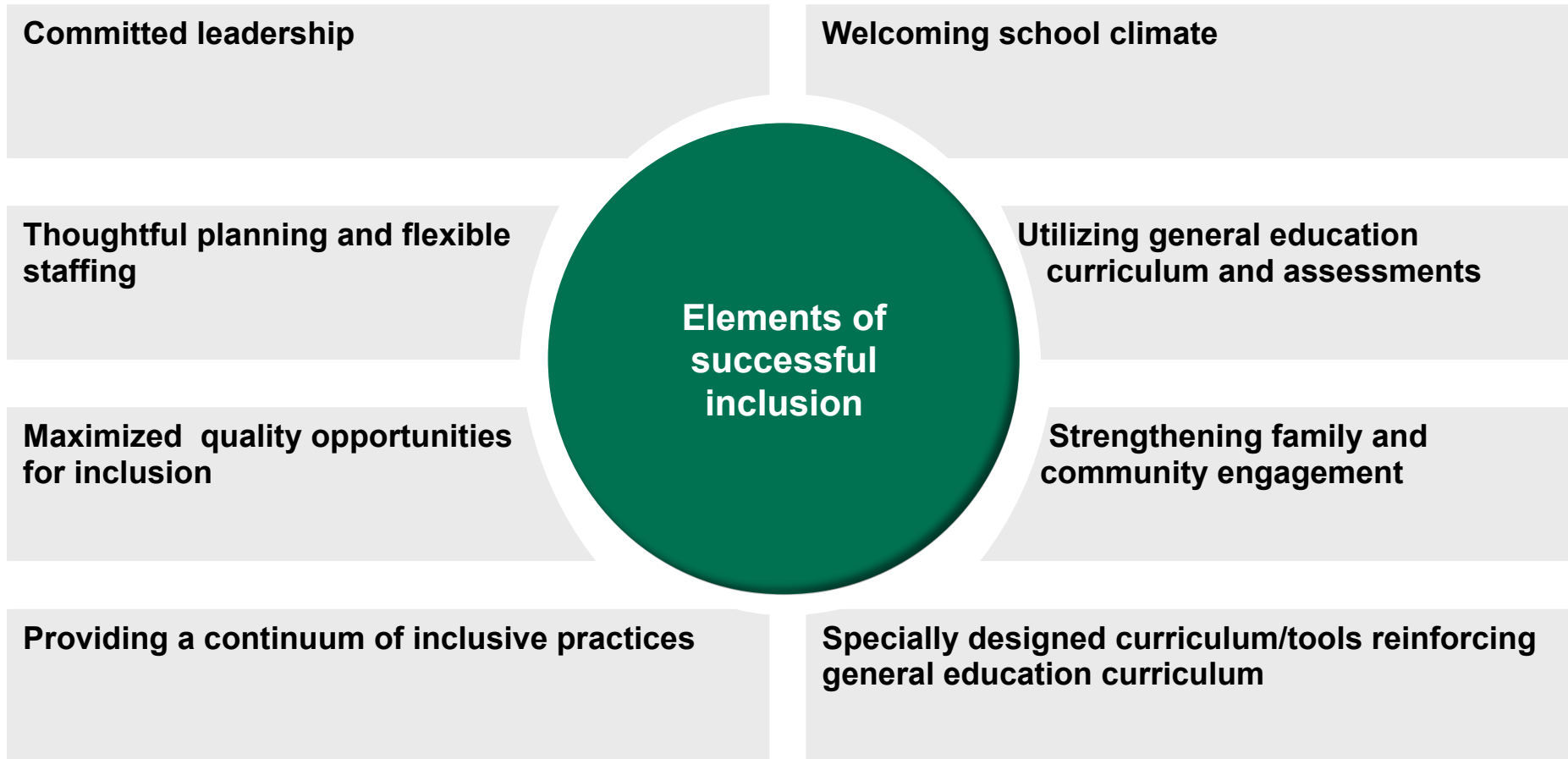
- Students
 - Itinerant staff
 - Teachers
 - Principals
- ... who work in inclusive and other settings

Broader BPS Community

- School Committee members
- Special education PAC
- Parents of students with special needs
- Parents of students without special needs
- Advocacy organizations

The guiding vision for inclusion in BPS is based on lessons from research and learned in the district and includes eight key pillars.

Vision for Successful Expansion of Inclusive Practices

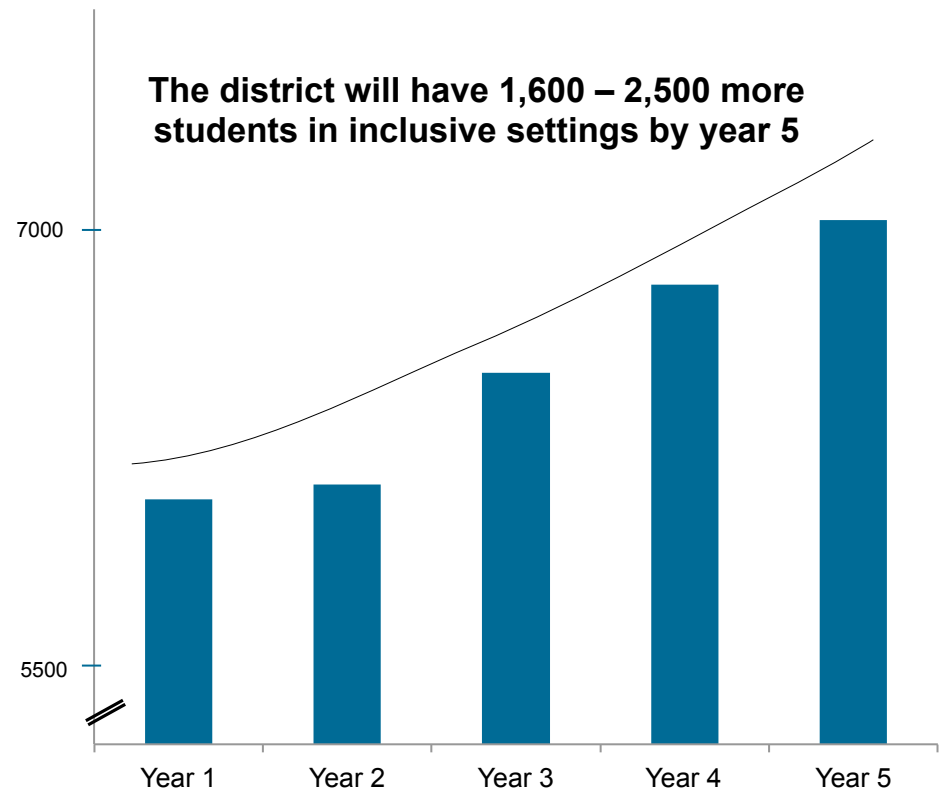


Seven strategies shape the plan for expansion of inclusive practices in BPS.

Key Processes for Expanding Inclusive Opportunities

- 1 Expand inclusion at the earliest grades
- 2 Add inclusive classrooms within inclusive schools
- 3 Ensure K-12 pathway by expanding inclusion schools
- 4 Re-evaluate IEPs of students in sub. sep. classrooms
- 5 Utilize vacant seats in existing schools in the inclusion network
- 6 Create additional inclusive schools at all levels
- 7 Expand partial inclusion opportunities at all levels

Total students in inclusive settings over five years



Several areas require extensive planning by central office departments to ensure successful expansion of inclusive practices in the district.

Key Areas Requiring Extensive Planning

Professional development for principals, teachers and staff

Accountability system to monitor faithful implementation of inclusion across schools

Revision of IEP development process to ensure inclusion becomes the default

Outreach and communication with parents of students with and without special needs



Further planning is required for successful expansion of inclusive practices

Several challenges exist to expanding inclusive practices, but none are insurmountable with appropriate planning.

Challenges to Expanding Inclusive Practices

FOR DISCUSSION

Physical Constraints

- Substantially separate classrooms are either “A” full size or “B” half sized classrooms
- As students with special needs move into inclusive classrooms, schools will need more A size classrooms.

Supportive Principals

- School leaders must embrace and value inclusive practices
- School leaders must set high expectations for themselves, their staff and all students

2 and 3-way Certified Staff

- Roughly 30% of all students with disabilities are also ELL students.
- Many inclusive classrooms will need dual certified teachers