Inclusion and Universal Design: Supporting ALL Students

Office of Special Education and Student Services (OSESS)
Prepared for the Inclusion Task Force – 1/9/2014
Start Strong. Stay Strong.
BPS Strong.
Move Forward.
Why inclusion?

• Inclusion is the right thing to do and it is the law
• Boston School Committee approved plan to provide more inclusion to improve opportunities for **ALL** students
• From the June, 2013 BPS Inclusion Report: “National, state and district data indicate that BPS can expand inclusive opportunities.”
  • In BPS, 32.1% of students with disabilities are in inclusive settings, compared to 63% of students with disabilities in Massachusetts.
  • Based on national data, nearly 85% of students with disabilities are in full or partial inclusion settings, while BPS is at 57%.
• Many of the district’s highest performing schools are inclusive: Henderson, Lyons, Mason, BAA
• Expanding inclusion is **NOT** about increasing opportunities for students with disabilities, but *improving education for all students.*
What’s the data for inclusion?

SY12-13 ELA and Math MCAS Performance

### 3rd-5th Grade ELA

<table>
<thead>
<tr>
<th></th>
<th>SPED % of Students</th>
<th>SPED # of Students</th>
<th>Gen Ed % of Students</th>
<th>Gen Ed # of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Schools</td>
<td>31.58%</td>
<td>18</td>
<td>64.23%</td>
<td>88</td>
</tr>
<tr>
<td>% Proficient and Above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive Schools</td>
<td>68.42%</td>
<td>39</td>
<td>35.77%</td>
<td>49</td>
</tr>
<tr>
<td>% Below Proficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>9.94%</td>
<td>220</td>
<td>41.99%</td>
<td>3,645</td>
</tr>
<tr>
<td>% Proficient and Above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>90.06%</td>
<td>1,993</td>
<td>58.01%</td>
<td>5,036</td>
</tr>
<tr>
<td>% Below Proficient</td>
<td></td>
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</tbody>
</table>

### 3rd-5th Grade Math

<table>
<thead>
<tr>
<th></th>
<th>SPED % of Students</th>
<th>SPED # of Students</th>
<th>Gen Ed % of Students</th>
<th>Gen Ed # of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Schools</td>
<td>51.79%</td>
<td>29</td>
<td>78.26%</td>
<td>108</td>
</tr>
<tr>
<td>% Proficient and Above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive Schools</td>
<td>48.21%</td>
<td>27</td>
<td>21.74%</td>
<td>30</td>
</tr>
<tr>
<td>% Below Proficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>15.45%</td>
<td>345</td>
<td>47.34%</td>
<td>4,160</td>
</tr>
<tr>
<td>% Proficient and Above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>84.55%</td>
<td>1,888</td>
<td>52.66%</td>
<td>4,627</td>
</tr>
<tr>
<td>% Below Proficient</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

3rd-5th grade Special Education students in inclusive schools scored Proficient and Above:
- at a rate 3x higher than their peers in non-inclusive schools on the ELA MCAS.
- at a rate over 1.5x higher than their peers in non-inclusive schools on the Math MCAS.

3rd-5th grade General Education students in inclusive schools scored Proficient and Above:
- at a rate over 1.6x higher than their peers in non-inclusive schools on the ELA MCAS.
- at a rate over 1.6x higher than their peers in non-inclusive schools on the Math MCAS.

Definitions:
- Inclusive schools for this dataset = Henderson, Lyon K-8, and Mason.
- District schools are defined as any BPS school participating in the 2012-13 Spring MCAS, except the Henderson, Lyon K-8, and Mason schools.
- Source: BPS Spring 2012-2013 MCAS data

Prepared for BPS Inclusion Task Force
12/12/2013
How will we move to inclusion?

**District-wide initiative:** Curriculum and Instruction, OELL, Early Childhood and OSESS

- Utilization of Universal Design for Learning (UDL) as the framework for supporting the move to inclusive classrooms
- Conversion of K2 classrooms into inclusive K2 classrooms in 26 schools
- New inclusive classrooms will be in the same schools that already have K0/K1 integrated classrooms in order to build on in-school expertise and to provide inclusive opportunities as students move up in grade
- Creation of an inclusive pathway in multiple disability areas, in every cluster
- Gradual roll-out of inclusive pathways, with
  - K2 classrooms in SY14-15
  - Grade 1 classrooms in SY15-16
  - Grade 2 classrooms in SY16-17 etc.
Why UDL?

UDL is a pedagogy, or framework, that is a perfect fit for inclusion because

- It’s built on the belief that classroom and lesson design must be done with accessibility and rigor in mind
- Referenced by Common Core as a desirable framework for curriculum delivery
What's the Professional Development plan?

The district is beginning work with a vendor to create a tiered professional development plan that includes a Train the Trainer model for Inclusion Specialists:

Base Tier:
- Principals and Kindergarten teacher leaders of the schools identified for inclusion, Network Superintendents, C & I, OELL, OSESS
  - Introductory orientation to UDL

Tier I:
- Principals, school and teacher leaders, Inclusion Specialists
  - Two-Day Institute
  - 14 week online course (specialists)
  - Ongoing coaching/support from CAST (for specialists)

Tier II:
- Inclusion classroom teachers and paras, district staff
  - Two-Day Institute
  - Three Webinars
  - Ongoing in-classroom support (specialists provide to teachers/paras)

Prepared for the Inclusion Task Force 1/9/2014
Which Schools?

- Inclusive opportunities will be available throughout the district, in every network/cluster.
- The district currently has full inclusion schools, partial inclusion schools, and schools with inclusive opportunities.
- Next year, the district will add 26 schools as part of the inclusion K2 roll-out. They are:

  Bates  Ellis  Russell
  Blackstone  Harvard/Kent  Sumner
  Bradley  Hennigan  Taylor
  Channing  Jackson/Mann  Tobin
  Chittick  Kilmer  Trotter
  Clap  King  Warren/Prescott
  Condon  Mattahunt  Winship
  Conley  Otis  Young Achievers
  Edison  P. Kennedy  

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What is the staffing?

- Hiring of new Inclusion Specialists
  - .5 staff to support each school converting to a new inclusion K2
- Hiring of Inclusion K2 teachers and paraprofessional staff
  - Open posting
  - Current K2 classroom teachers welcome to apply
  - Principals select teachers and paras
- Guidelines for inclusive ratios will be:
  - K0-K1: 9 general education/6 students with disabilities with 1 teacher/1 para (9/6:1:1 or 10/5:1:1)
  - K2-5: 15 general education/5 students with disabilities, with 1 teacher/1 para (15/5:1:1)
What is the role of the Inclusion Specialists?

Inclusion Specialists will be *in-house inclusion experts* in each school

- Support classroom teachers and paras with implementing UDL
- Support the school community in moving to inclusion
  - K2 inclusion classrooms
  - K2 general education classrooms
  - K2 substantially separate classrooms
  - 1st grade classrooms
- Support principals in move to inclusion
- Identify and share best practices
- Create communities of best practice in the district

*Prepared for the Inclusion Task Force 1/9/2014*
Key Challenges

• Providing *adequate support* to schools as they expand inclusion classrooms
  ➢ Schools will not have the numbers needed (based on the student-weighted formula) until they reach three classrooms to pay for a full-time specialist

• *Supporting teacher and school leadership* capacity to implement inclusive practices---including sustaining a shift in school culture

• *Dual licensure*

• *Providing comparable support for students* who are moving from substantially separate classrooms

• *Effective staffing for inclusive classrooms:* careful selection, utilization, and supervision of teachers and paras

• *Shifting perception:* *Inclusion is not a special education initiative* - it is a way to educate children built on the belief and the data that in a classroom, with an effective teacher, *all students benefit* from being taught in a way that takes into account their diverse needs and abilities

• Development and maintenance of an *inter-departmental and inter-disciplinary* approach to implementing and sustaining inclusion

*Prepared for the Inclusion Task Force 1/9/2014*
Next Steps

- **Interdepartmental collaboration**: work has started with a team from C & I, OELL, OIIT, SPED and HC
- Implementation and tracking of *effective* interventions
- Supporting resource students in *all classrooms*
- **Proactive planning** to support inclusion as it moves up through the grades
- Hiring *dually, or triple certified* teachers
- Expansion of the *Pathways program* to allow a greater number of teachers to become certified
- Supporting OSESS coordinators to ensure *initial IEPs* reflect greater preference for inclusive settings.
- **Rethinking** how instructional paras are selected, utilized, supervised and trained.
Inclusion and Universal Design: Supporting ALL Students

Office of Special Education and Student Services (OSESS)