



# 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

3<sup>rd</sup>-5<sup>th</sup> grade Special Education students in inclusive schools scored Proficient and Above:

- at a rate 3x higher than their peers in non-inclusive

3<sup>rd</sup>-5<sup>th</sup> grade General Education students in inclusive schools scored Proficient and Above:

- at a rate over 1.5x 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

3 <sup>rd</sup> -5 <sup>th</sup> Grade ELA	SPED % of Students	SPED # of Students	Gen Ed % of Students	Gen Ed # of Students
<b>Inclusive Schools % Proficient and Above</b>	31.58%	18	64.23%	88
<b>Inclusive Schools % Below Proficient</b>	68.42%	39	35.77%	49
<b>District % Proficient and Above</b>	9.94%	220	41.99%	3,645
<b>District % Below Proficient</b>	90.06%	1,993	58.01%	5,036
3 <sup>rd</sup> -5 <sup>th</sup> Grade Math	SPED % of Students	SPED # of Students	Gen Ed % of Students	Gen Ed # of Students
<b>Inclusive Schools % Proficient and Above</b>	51.79%	29	78.26%	108
<b>Inclusive Schools % Below Proficient</b>	48.21%	27	21.74%	30
<b>District % Proficient and Above</b>	15.45%	345	47.34%	4,160
<b>District % Below Proficient</b>	84.55%	1,888	52.66%	4,627

# 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)

# 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	



# 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
  - ✓ 1<sup>st</sup> grade classrooms
- Support principals in move to inclusion
- Identify and share best practices
- Create communities of best practice in the district



# 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

# 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.



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