



M•C•I•E

# Building a Culture of Inclusion

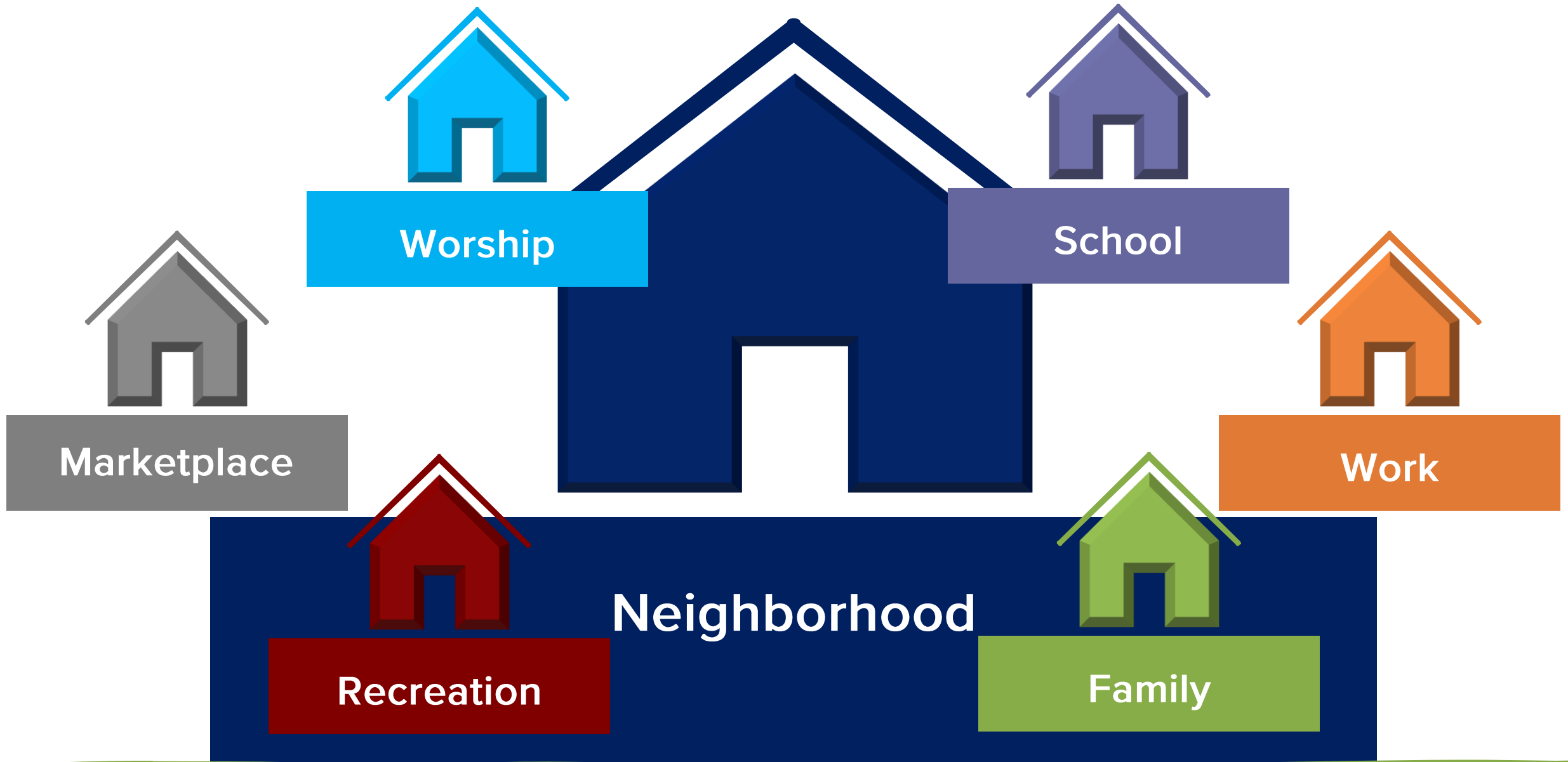
*From Mindset to Systems Change*

March 23, 2021

Carol Quirk, Ed.D.

WHAT is INCLUSION?

# Communities WHERE inclusion occurs



# Is this school built for me?

*Do I have a sense of belonging?*



# Is this school built for me?

*Do I participate in and access social and academic opportunities?*





## Is this school built for me?

*Do I participate in and access social and academic opportunities?*

“

*Planning for the successful inclusion of diverse learners and meeting the needs of our students with learning differences, requires thoughtful [redacted] between general education teachers and specialists.*

”





# Inclusion of ALL Students

- Physical presence – BE THERE
- Membership and sense of belonging
- Participation and engagement



- Outcomes
  - Academic Achievement
  - Positive social engagement



This school is built for me.

# Inclusion of ALL Students

- Physical presence – BE THERE
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- Outcomes
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# Inclusive Education means...

- Natural proportions
- No “inclusion” classes
- Intentional support for social engagement
- Adapted materials and instruction
- Cooperative and collaborative learning
- ***Changing teaching roles/relationships***



WHAT is  
Least Restrictive Environment (LRE)?

# “ Section 300.114 LRE Requirements

*Each public agency must ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are **educated with children who are nondisabled**; and...*

# “ Placement Language

*Special classes, separate schooling, or other **removal** of children with disabilities from the regular educational environment occurs **only if** the nature or severity of the disability is such that **education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.***

# Specially Designed Instruction



## Adapting the content, methodology or delivery of instruction

- i. to address the **unique needs** of the child that result from the child's disability; and
- ii. ensure **access** of the child to the general curriculum, so that the child can **meet the educational standards** within the jurisdiction of the public agency that apply to all children."

# Supplementary Aids and Services



**aids, services, and other supports**

provided in regular education classes, other education-related settings, and in  
extracurricular and nonacademic settings,

**to enable children with disabilities  
to be educated with nondisabled children...**

IDEA, Section 300.42

<https://sites.ed.gov/idea/regs/b/a/300.42>



# Language on Participation and Progress

## Impact statement:

*How does the disability affect:*

- ❖ *Involvement and progress in the general education curriculum*
- ❖ *Participation and education with nondisabled peers*

# “Placement Language

*Public agencies are strongly encouraged to place a child with a disability in the **school and classroom** the child would attend if the child did not have a disability.*

Federal register Vol.71, No. 156, Aug. 2006. 46588-89

# “ Placement Language

*...before a child with a disability can be placed outside of the regular educational environment, the full range of **supplementary aids and services** that could be provided to facilitate the child's placement in the regular classroom setting must be considered.*

Federal register Vol.71, No. 156, Aug. 2006. 46589

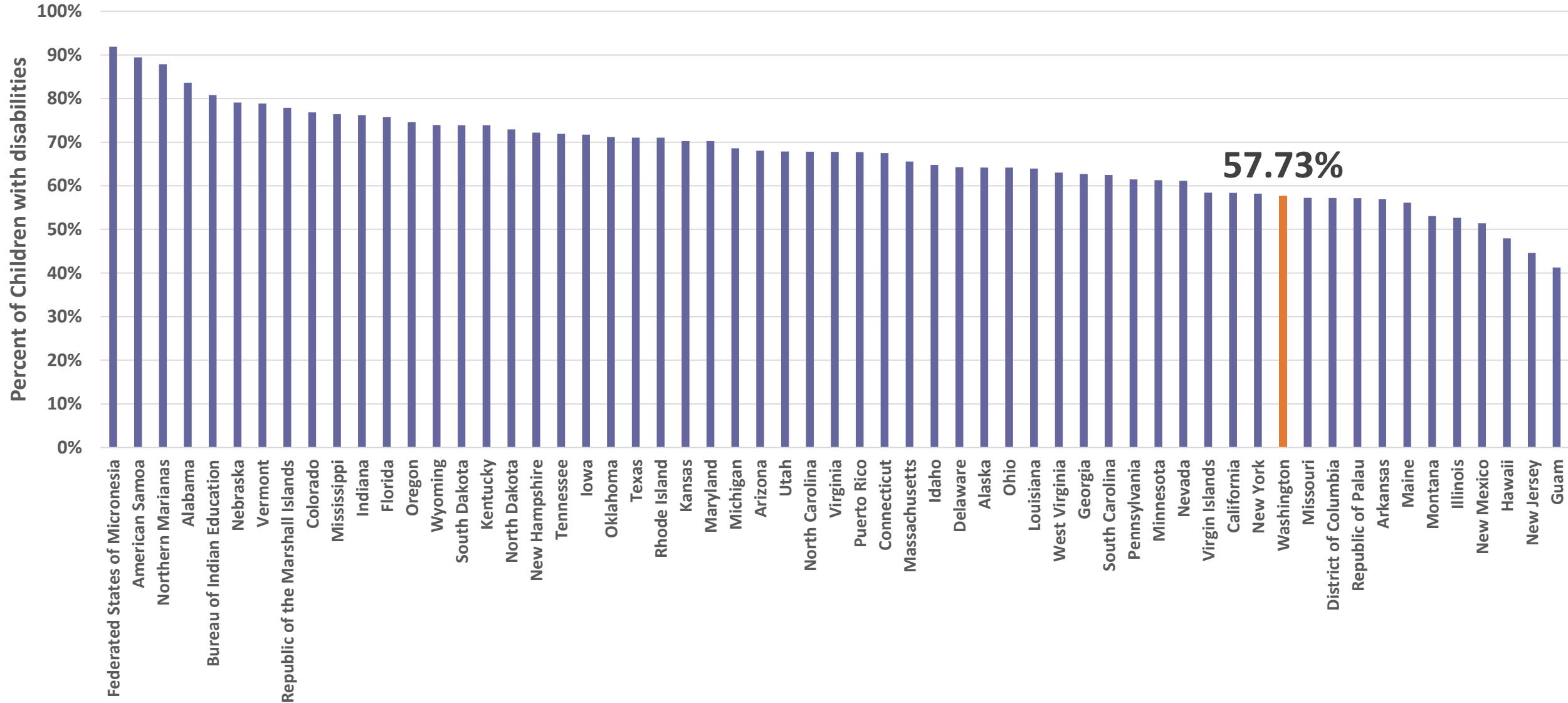
# “When are removals allowed?

- *If there are **harmful** effects on the child or on the quality of services needed*
- *If a child with a disability has **behavioral** problems that are so disruptive in a regular classroom that the education of other children is significantly impaired, the needs of the child with a disability generally cannot be met in that environment.*

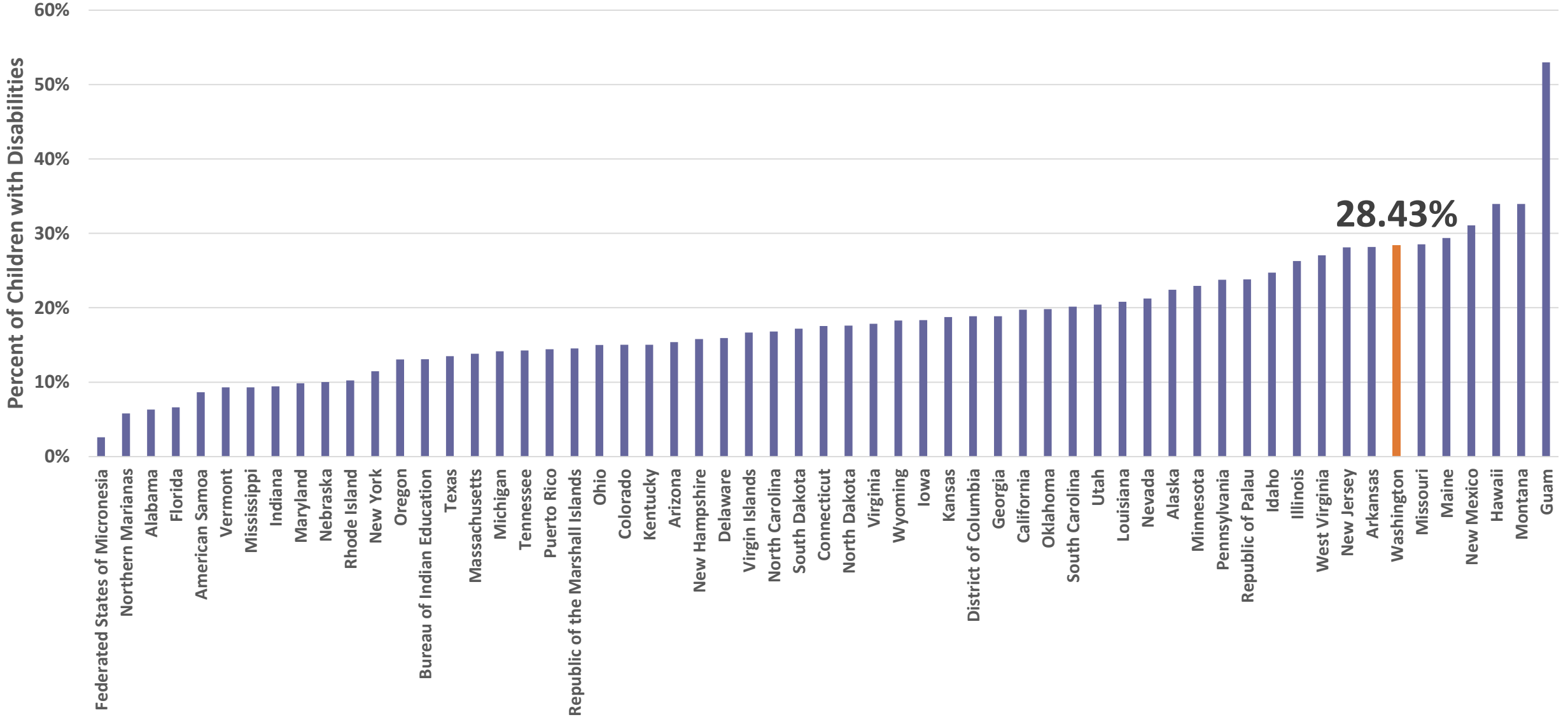
**NOT** *because of needed **modifications** to the curriculum*

# WASHINGTON STATE LRE Data

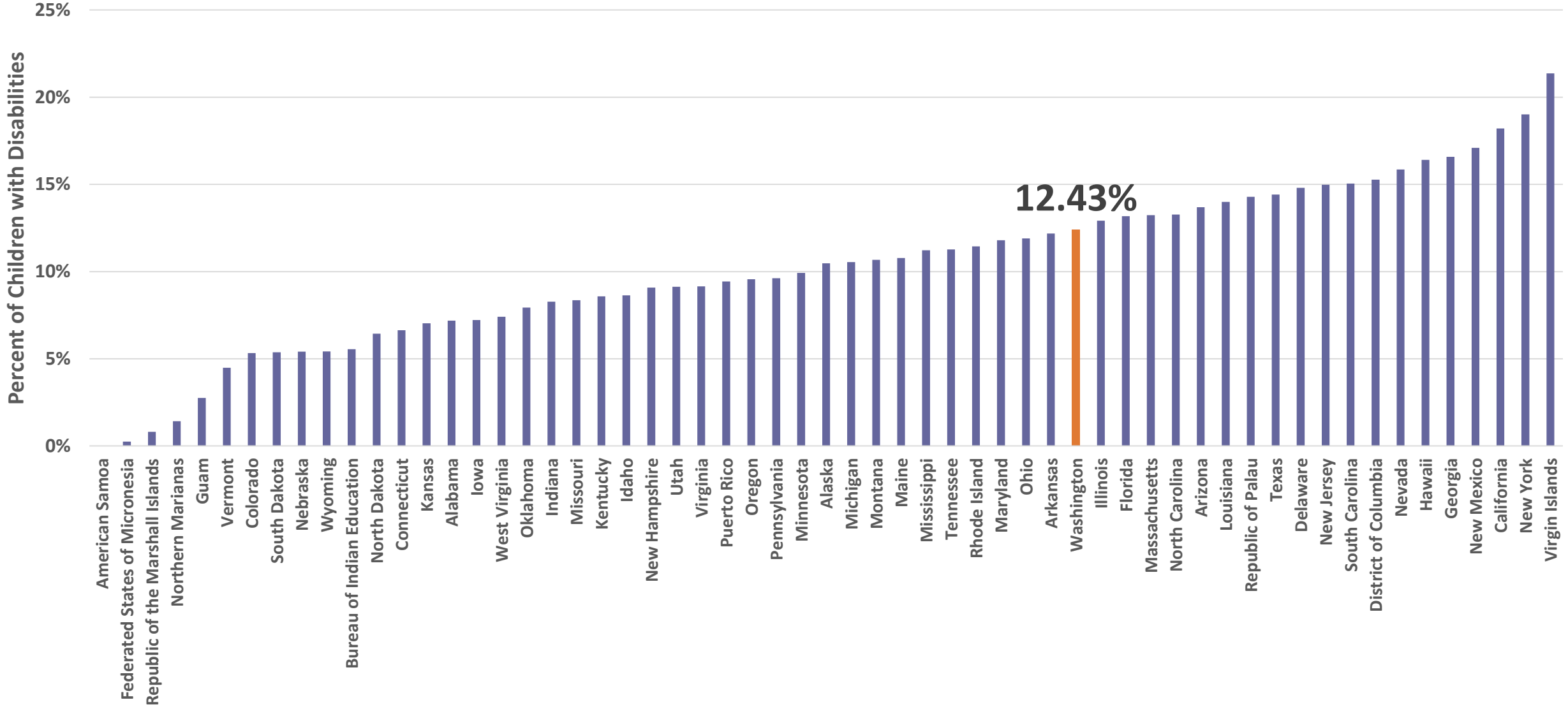
# Students with Disabilities Placed In Regular Class 80% or More of the Day 2019-2020 School Year



Students with Disabilities Placed In Regular Class **40% to 79%** of the day  
 2019 - 2021 School Year

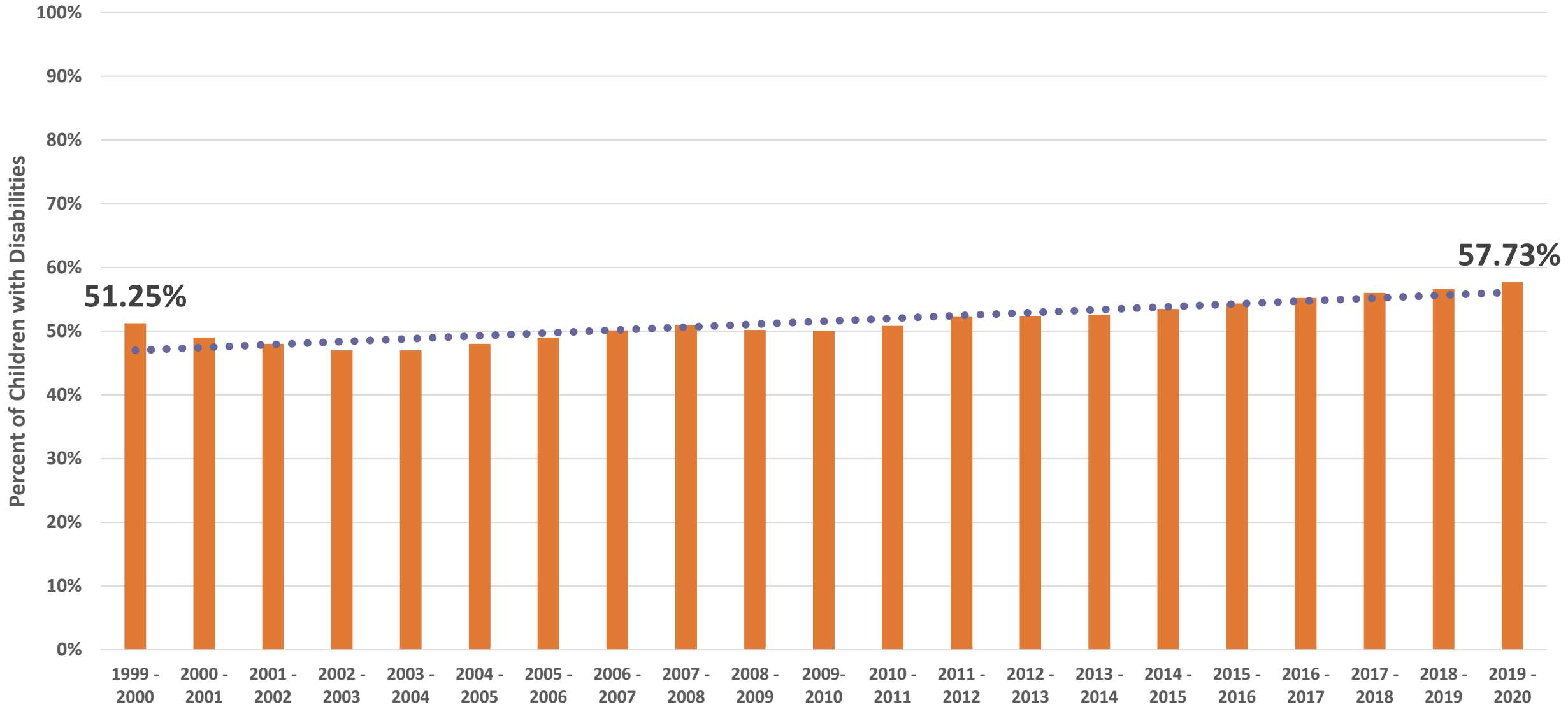


# Students with Disabilities Placed in Regular Class **Less Than 40%** of the Day 2019 - 2020 School Year

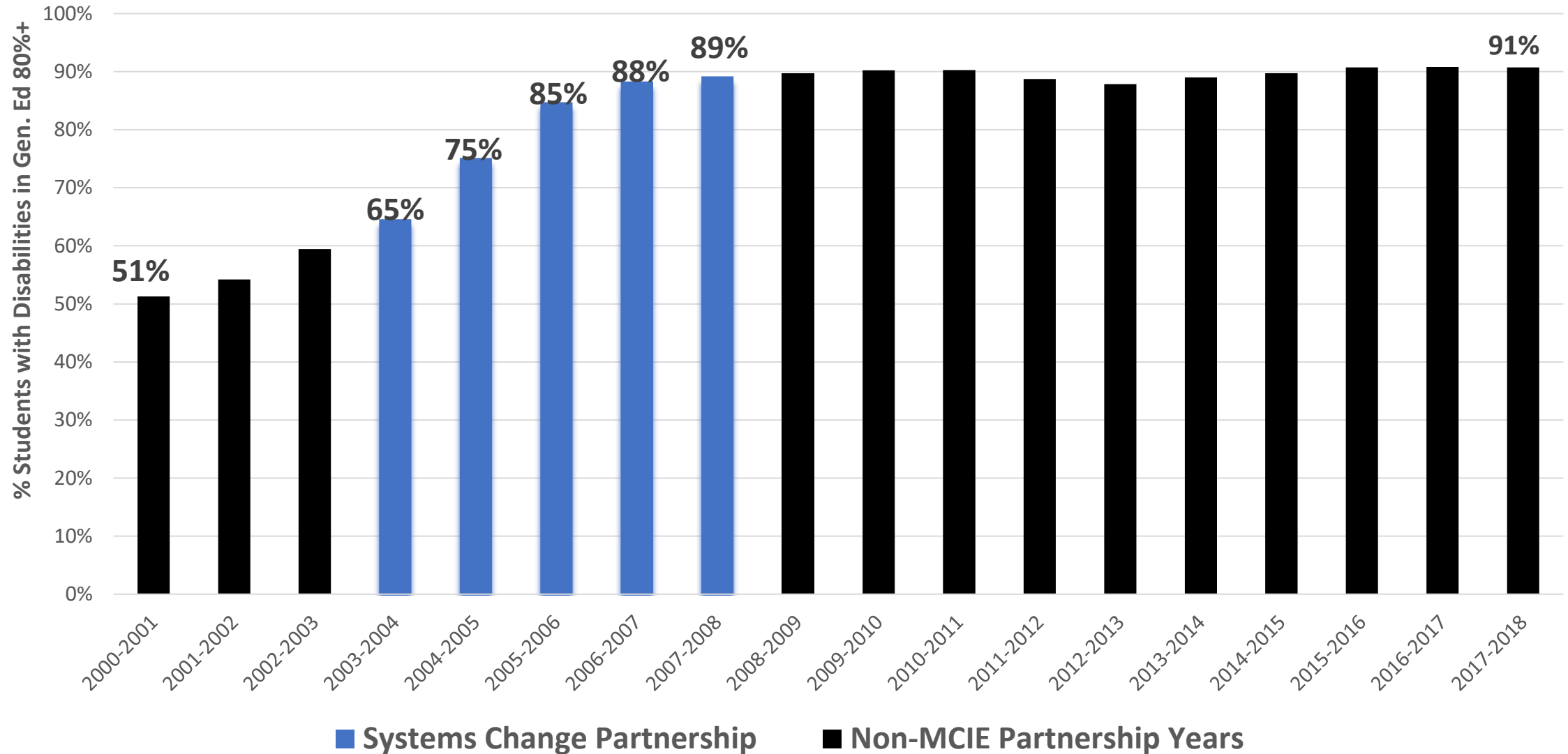




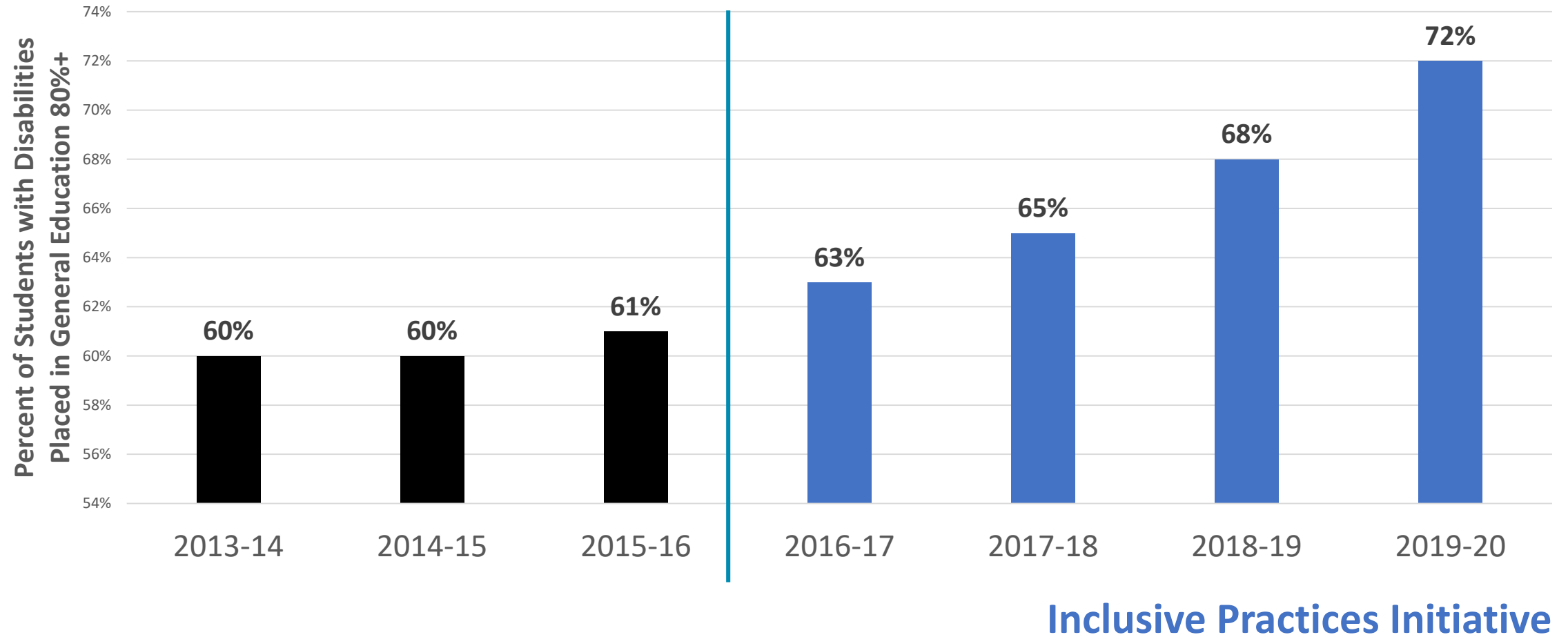
# Students with Disabilities Placed in General Education 80% or More of the Day 2000 - 2020



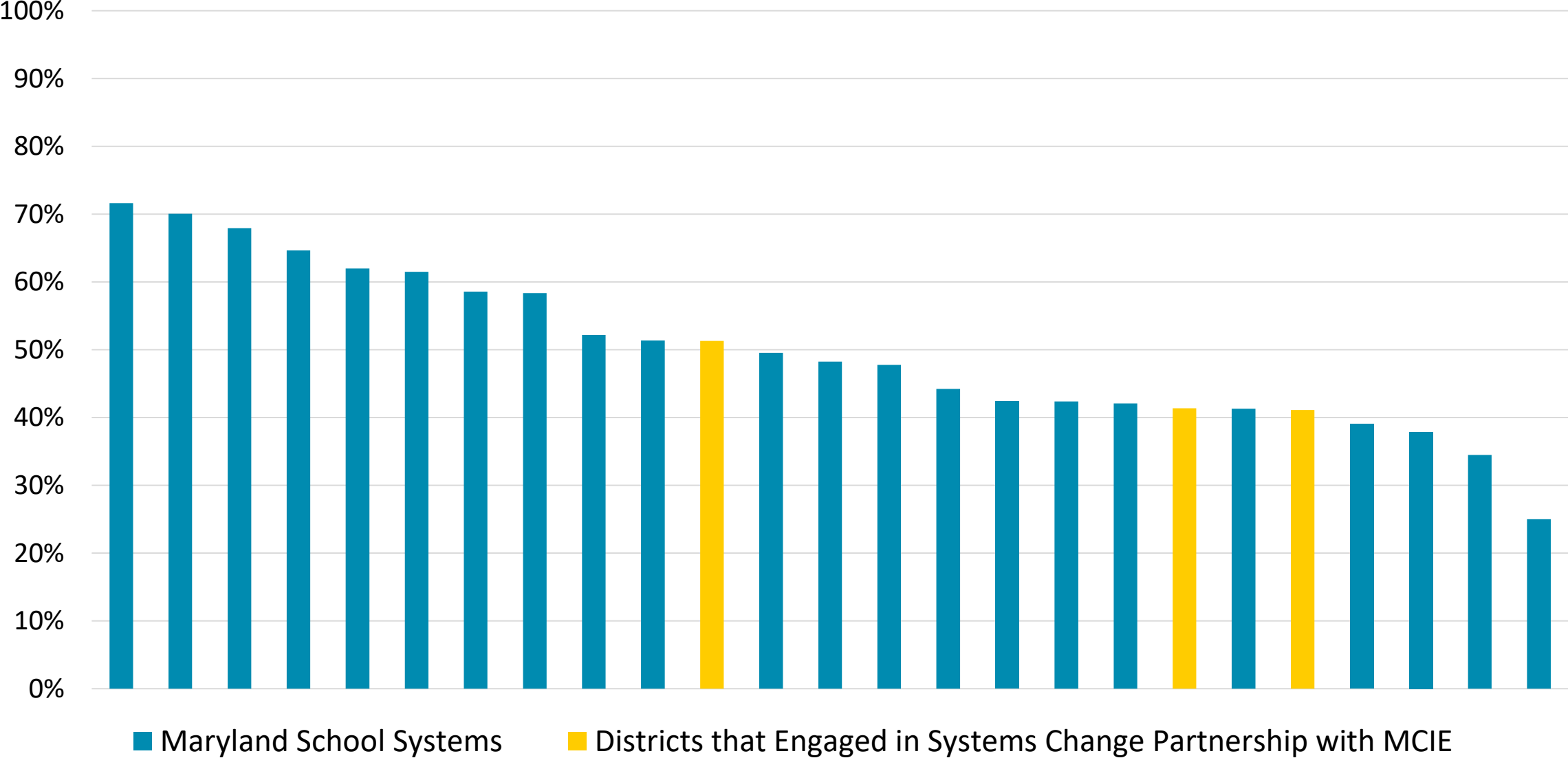
# One District's Journey to Inclusion



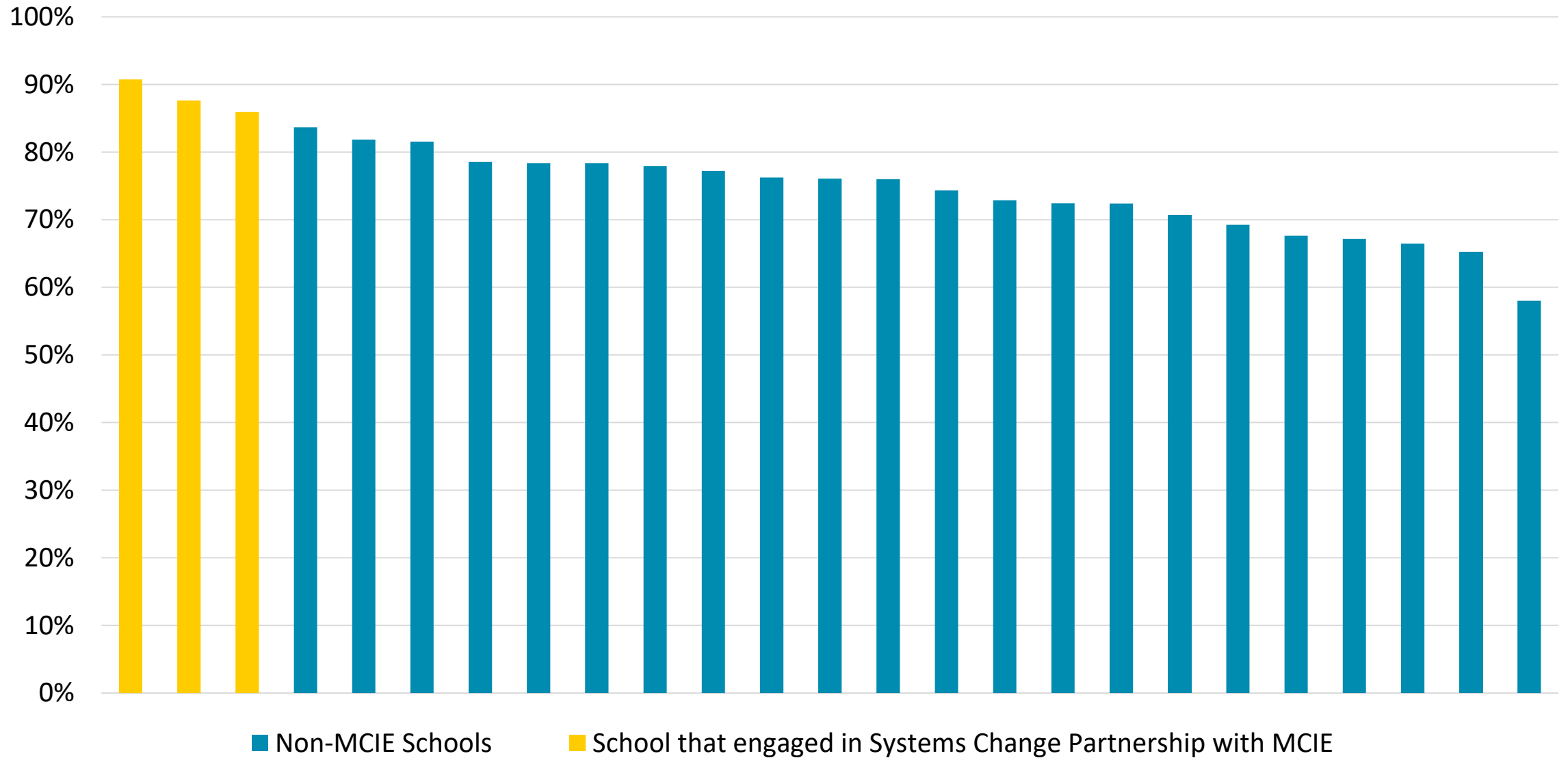
# One District's Path on the Journey



Percentage of Students with Disabilities in One State Age 6-21  
in General Education 80% more of the time by LSS 2000-2001

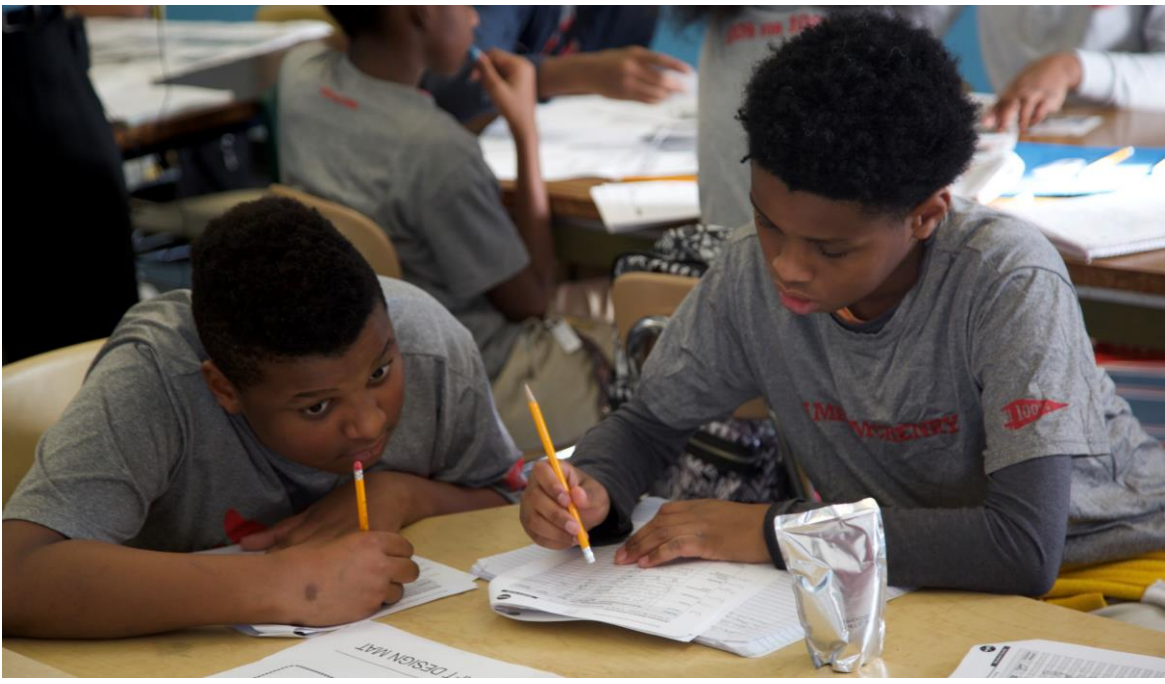


# Percentage of Students with Disabilities in One State Age 6-21 in General Education 80% of more of the time by LSS 2017-2018



# HOW DO WE CHANGE?

**From Mindset to Systems Change**



# LEADERSHIP

## **Managerial**

- Controlling, authoritative

## **Relational**

- Influences, develop mutual respect

## **Motivational**

- Seeks mutual benefit; foster team results

## **Inspirational**

- Inspires others to leadership; inspired by others' growth

## **Transformational**

- Transfers influence to others; builds leaders





# LEADERSHIP

## Articulate

- Words matter

## Share

- Video, article, research, book

## Engage

- Identify barriers, find solutions

## Inspire

- Influence others to share the vision

## Transform

- Move others to change



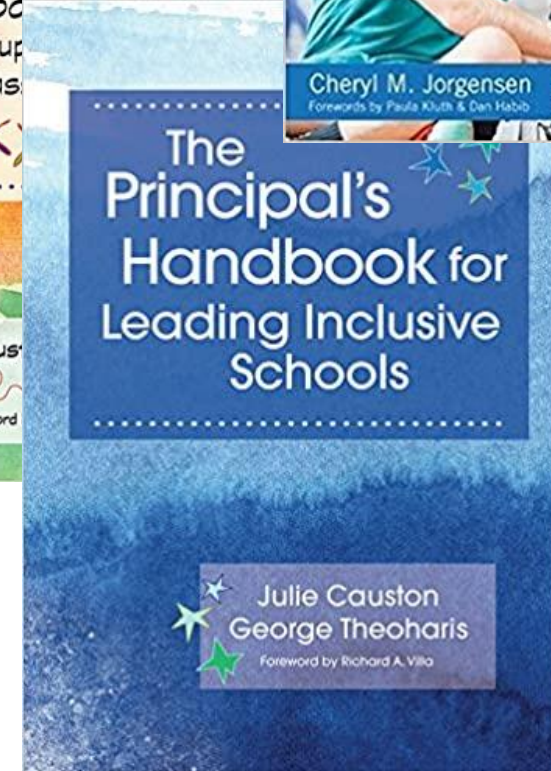
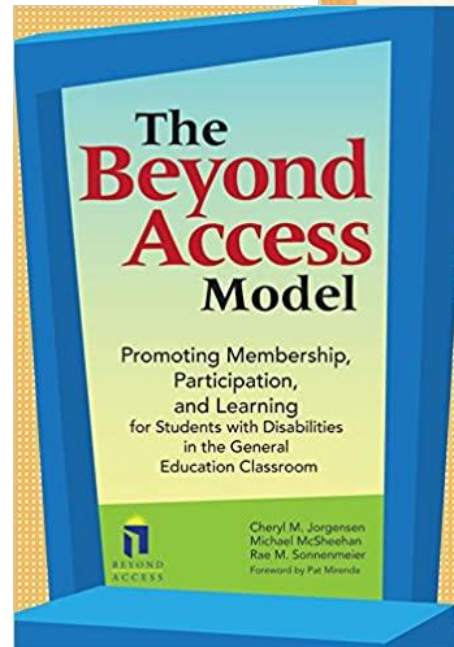
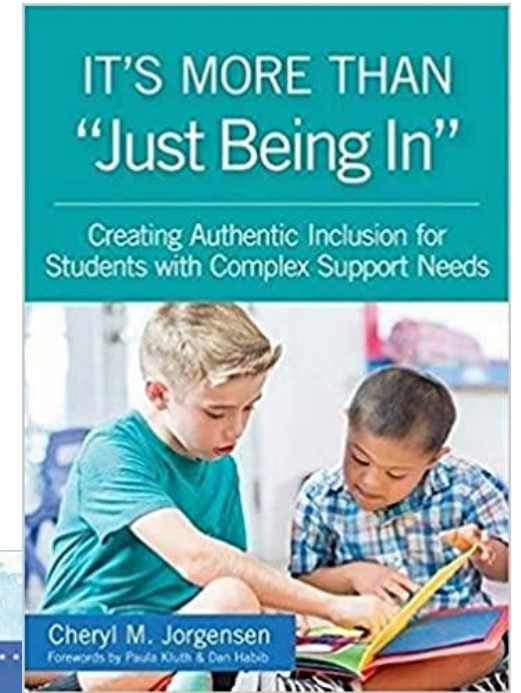
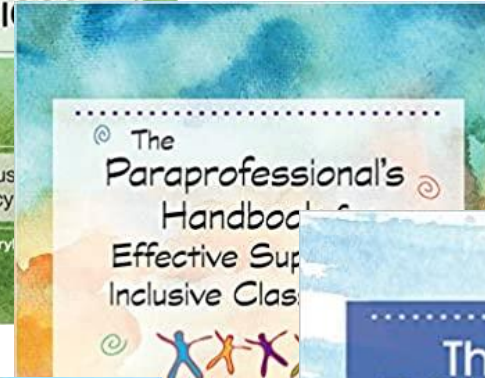
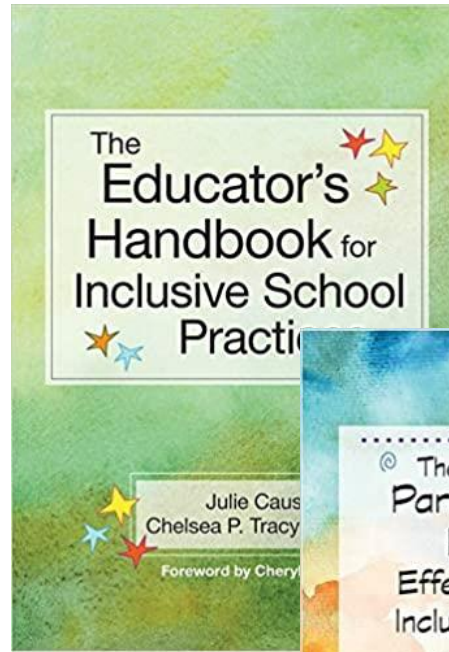
# Engaging others

*How do I sell the idea?*

## Book Study

### In School:

General Education Teachers  
Special Education Teachers  
Related Services Providers  
Other Support Staff



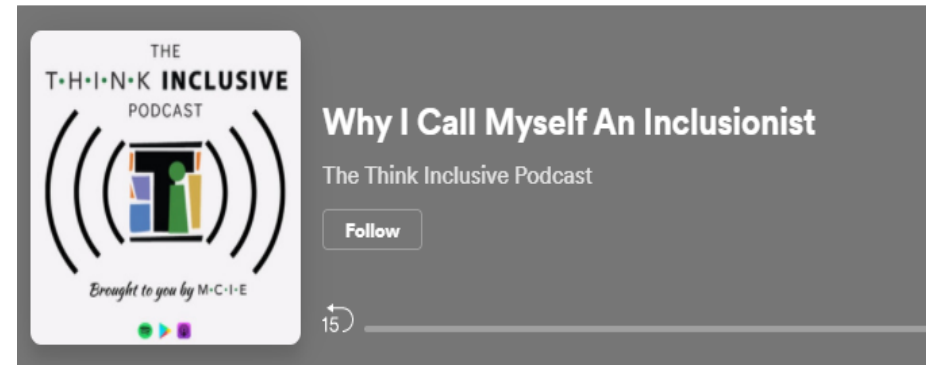
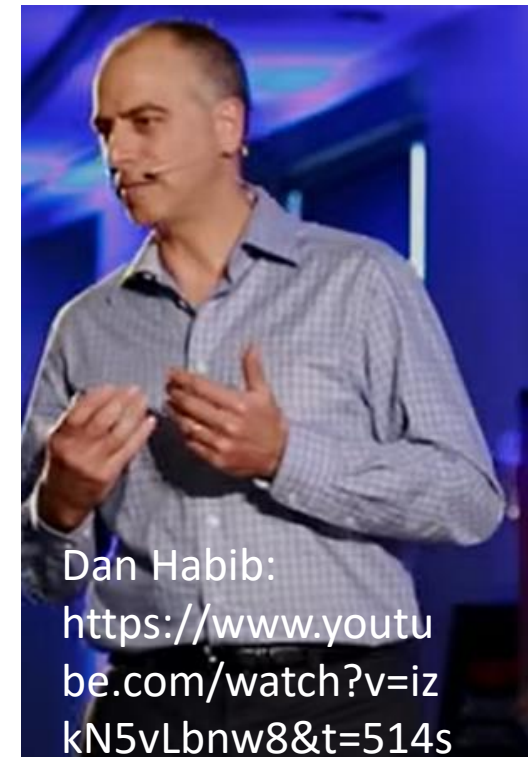
# Engaging others

*How do I sell the idea?*

## Video

### In School:

- General Education Teachers
- Special Education Teachers
- Related Services Providers
- Other Support Staff



Tim Villegas, MCIE: <https://www.thinkinclusive.us/why-i-call-myself-an-inclusionist-a-solo-podcast-episode-from-tim-villegas/>



swiftschools.org:  
<https://www.youtube.com/watch?v=neJp1wDdjkk&t=43s>

## Engaging others

*How do I sell the idea?*

### Creative Problem Solving

#### In School:

General Education Teachers

Special Education Teachers

Related Services Providers

Other Support Staff



<https://innovationmanagement.se/2010/06/02/the-basics-of-creative-problem-solving-cps/>

# Engaging Community Inclusionary Practices Project *Community Conversation Toolkit*

Families

Policy Makers

Community Members

Schools (not yet demo sites)

## Embracing Diversity, Inclusion and Belonging

### It Takes a Community

Communities are made up of many interconnected systems, some small and some large. Families are systems, neighborhoods are systems, organizations are systems, classrooms and schools are systems as are the local education agencies they are a part of. These different systems are made up of stakeholders, people who have an interest in, or are impacted by an issue. Given the diversity of these systems, the stakeholders involved, and the relationships that are part of them, a commitment to inclusion requires that we listen to and work together with natural community partners who directly impact young people's lives.



### Positive Student Outcomes

#### Healthy Relationships

- Peer to peer
- Adult relationships
- Parent / Caregiver relationships

#### School and Life Success

- Engaged and supported socially, emotionally and academically
- Positive self-identity
- High expectations for every young person

#### Active Community Involvement

- Interconnected systems (no gaps)
- Coordinated and responsive
- Shared responsibility and ownership

**HOW**

does **my school** become inclusive?

Setting the **SYSTEM** for Equity and Inclusion



**Adaptive and Collaborative Leadership**

**Family and Community Engagement**

**Professional Learning and Coaching**

**BEHAVIOR**

**ACADEMIC**

**INTER-DISCIPLINARY  
COLLABORATION**

**School Wide  
Systems**

**School-wide system for  
*behavioral, social and  
emotional* learning**

**School-wide expectations for  
*instruction* and use of research-  
based *curricula***

**Co-Planning TIME and  
effective *collaboration*  
STRUCTURES**

**Classroom  
Instruction**

**Positive, clearly defined,  
routines, rituals, and  
relationship development**

**Universally designed lessons  
and differentiation for *student  
engagement***

***Collaborative teaching* of core  
and specialized instruction**

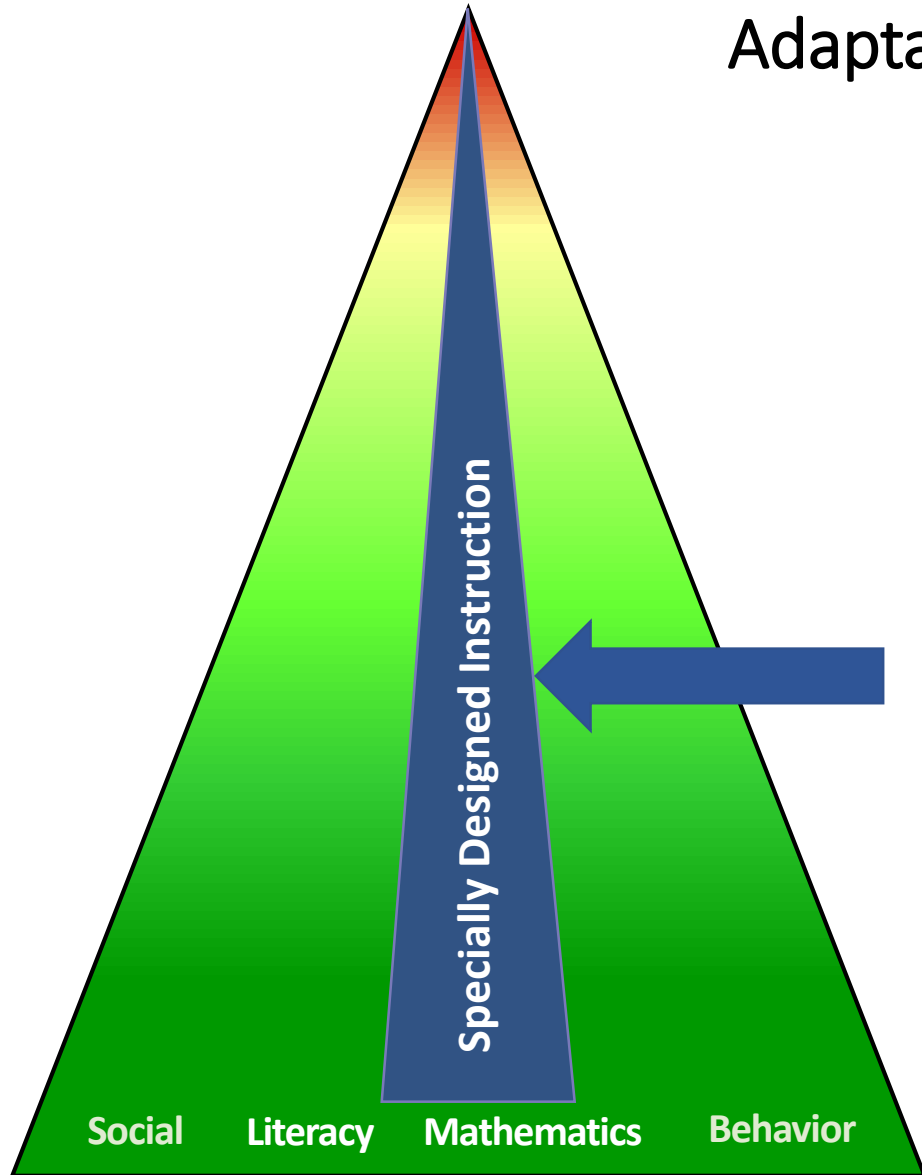
**Interventions**

**Tiered interventions for those  
who need more**

**Tiered interventions for those  
who need more**

**Data used to collaboratively  
plan *participation and learning*  
for those who need more**

# Tiers of Intervention + Adaptation (SDI) across Tiers



## **Tier 3 – Intensive Interventions - 1-5% of all Students**

More frequent, intense, and individualized interventions. Provided **IN ADDITION TO** core, Tier 1 instruction.

## **Tier 2 – Targeted Interventions - 5-15% of all Students**

Skills are targeted for more intensive intervention through a research-based strategy.

Provided **IN ADDITION TO** core, Tier 1 instruction

## **Tier 1 – Universal Instruction - 80-90% of all Students**

High-quality, culturally-responsive classroom instruction:

- Research-based curricula
- Universal Design for Learning
- Differentiation for diverse student learners



# 1. SCHEDULING STRUCTURES

Promoting Access  
to General Education  
for ALL Learners



**Natural Proportions**

GRAD E	Class A	Class B	Class C	Total Students
3	Teacher 1	Teacher 2	Teacher 3	78 (5 with support needs)
4	Teacher 4	Teacher 5		52 (7 with support needs)
5	Teacher 6	Teacher 7	Teacher 8	80 (11 with support needs)

7 <sup>th</sup> grade			
200 Total Students (43 with support needs)			
Math	ELA	Social Studies	Science
7 sections 3 sections: 742 4 sections: 743	7 sections 4 sections: 701 3 sections: 702	8 sections	8 sections

Identify adult staff

Identify students  
*with and without additional support needs*








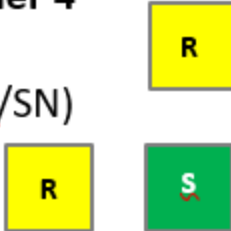
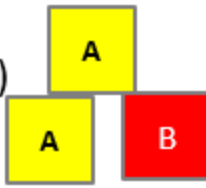

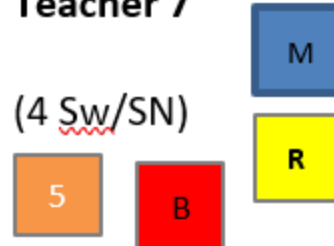
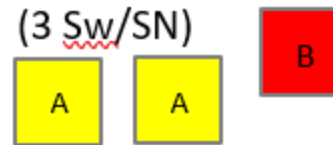
## Sticky Notes/Jamboard

For each student on the support needs list, select the appropriate sticky note color based on demographic label:

- Yellow - IEP
- Green - Speech only
- Orange - 504
- Purple – ELL
- Pink – BIP
- Blue – Extension



### ELEMENTARY SAMPLE

GRADE	Class A	Class B	Class C	Total Students
3	<p><b>Teacher 1</b> (2 Sw/SN) </p> <p><b>28 TOTAL students</b></p>	<p><b>Teacher 2</b> (2 Sw/SN) </p> <p><b>28 TOTAL students</b></p>	<p><b>Teacher 3</b> (1 Sw/SN) </p> <p><b>22 TOTAL students</b></p>	78 <b>(5 with support needs)</b>
4	<p><b>Teacher 4</b> (3 Sw/SN) </p> <p><b>30 TOTAL students</b></p>	<p><b>Teacher 5</b> (3 Sw/SN) </p> <p><b>22 TOTAL students</b></p>		52 <b>(7 with support needs)</b>
5	<p><b>Teacher 6</b> (4 Sw/SN) </p> <p><b>26 TOTAL students</b></p>	<p><b>Teacher 7</b> (4 Sw/SN) </p> <p><b>24 TOTAL students</b></p>	<p><b>Teacher 8</b> (3 Sw/SN) </p> <p><b>18 TOTAL students</b></p>	80 <b>(11 with support needs)</b>



## 2. ROLES & RELATIONSHIPS

Collaboration to plan,  
implement, & evaluate  
learning



**Natural Proportions**

# COLLABORATION



<https://ies.ed.gov/ncee/edlabs/regions/southwest/blogs/louisiana-new-teacher-residencies.aspx>

## Class A

- accommodations and math adaptations = **CONSULTATION**

## Class B

- differentiation and scaffolding for reading = **CO-TEACHING**

## Class C

- SDI for student with intellectual disability = **CO-TEACHING TARGETED**

Determine  
Relationships

What do we need to plan and do?  
For what am I accountable?



### 3. MASTER SCHEDULE

Scheduling TIME to plan,  
implement, & evaluate  
learning



**Natural Proportions**

Master Schedule 2013-14

	8:50	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	3:10
<b>Prek</b>														
Williams		Breakfast					Dismissal		Arrival	Lunch				
<b>Kindergarten</b>														
Thomas	Opening	Math 9:10-10:10			Science/ SS 10:15- 10:45	Centers 10:45- 11:15	Resource 11:15- 12:00	Lunch/Recess 12:00-1:00		Reading / SE 1 CoTeaches				Dismissal
Green														
Brown														
<b>Grade 1</b>														
Denton	Reading 9:00- 11:05 / SE1 Co-teaches				Lunch/Recess 11:10- 12:10		Math 12:15-1:15		Science/ SS 1:15- 1:45	LA/Writin g 1:45- 2:20	Resource 2:20- 3:10	Dismissal		
Warner														
Duggins														
<b>Grade 2</b>														
McBride	Math 9-10:05			Resource 10:05- 10:50 / 2nd grade planning		Science/ SS 10:55- 11:30	Lunch/Recess 11:30- 12:30		LA/Writin g 12:30- 1:00	Reading 1:00-3:10 / SE2 Co teaches until 2:30			Dismissal	
Barnes														
<b>Grade 3</b>														
Kennedy	Reading 9:00- 11:10				Math 11:10-12:15		Resource 12:15-1:00 / 3rd grade planning		Lunch/Recess 1:00-2:00		LA/Writin g 2:00- 2:30	Science/ SS 2:30- 3:10	Dismissal	
Bowman														
Moore														
<b>Grade 4</b>														
Bennett	Reading 9:00-11:00				Math 11:00-12:05 / SE 2 coteaches		Lunch/Recess 12:05- 1:05		LA/Writin g 1:05- 1:30	Resource 1:30-2:20		Science/ SS 2:20- 3:10	Dismissal	
Monahan														
<b>Grade 5</b>														
Considine	Resource 9:05-9:55 / 5th grade planning			Reading 9:55-11:55 / SE 2 collaborates for first half only				Math 11:55-1:00		Lunch/Recess 1:00- 2:00		Science/ SS 2:00- 2:40	LA/Writin g/ SE 2 collabor	Dismissal
Easterly														
<b>Intervention</b>														
<b>Inclusive Service Delivery</b>														
<b>Sp. Educator 1 Miles</b>	Reading 3rd Grade				IEP Paperwor k	lunch	Planning 3rd		Kindergarten Reading				Dismissal	
<b>Sp. Educator 2 McKenzie</b>	planning 5th			5th Grade Reading SE 2 Coteaches for first half of class		4th Grade Math		IEP Paperwor k	lunch	2nd Grade Reading		5th Grade LA/Writing	Dismissal	
<b>Reading Intervention Whitley</b>	4th Grade Reading + Tier 2 Reading Intervention				5th Grade Reading (Tier 1/Prevention)		lunch	Paperwor k	LA training	Planning 4th		planning 1st	Dismissal	

# STUDENT PLANNING

**For those who need more...**

# Learner-Centered Planning

```
graph LR; A[History] --> B[Hope - Dream]; B --> C[Fear - Nightmare]; C --> D[Who is?]; D --> E[Gifts - Talents]; E --> F[PARTICIPATION PLAN]; F --> G[ACTION PLAN];
```

History

Hope –  
Dream

Fear –  
Nightmare

Who is?

Gifts -  
Talents

PARTICIPATION  
PLAN

ACTION PLAN

# Barriers and Opportunities

- General educator preparation
- Special educator preparation
- Vision, fears, and beliefs
- District traditions
- Policies and guidance
- Organizational structures – *Is this school built for me?*
  - *Professional learning*
  - *Data use*
  - *Collaborative teaming and professional relationships*
  - *Scheduling*



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**Thank you!**