

DISTRICT 75 ADMINISTRATOR GUIDELINES FOR DEVELOPING INCLUSIVE EDUCATION

❖ Promote an Inclusive School Philosophy

- Involve parents and entire school community
 - Develop shared mission statement with entire school community
 - Embed and disseminate school mission
 - Engage in team building and collaborative practices
 - Discuss philosophy and values at faculty and parent meetings
 - Foster dialogue
 - Link to law and state and local regulations (IDEA, No Child Left Behind, Chancellor's Regulations)
 - Provide professional development and follow-up
 - Solicit Office of Inclusive Education support
 - Consult local organizations and universities for support
-

❖ Foster Understanding and Consensus Building

- Provide professional development on inclusive philosophy and practices
 - Provide sensitivity training
 - Support team building
 - Model egalitarianism
 - Distributed leadership
 - Promote collaborative teaming and co-teaching
 - Develop opportunities for consensus building
 - Publicize and share successes (conferences, journals, newsletters, special events)
 - Arrange flexible scheduling for co-planning and dialogue
 - Insure regularly scheduled meetings
 - Practice ongoing dialogue and afford time for reflection
 - Support heterogeneous classrooms
 - Encourage inter-visitations
 - Request District support, materials, videos, publications on inclusive practices
 - Hire staff aligned with inclusive philosophy
-

❖ Make Connections Between General and Special Education

- Share facilities (cafeteria, gym, restrooms, library, shop)
 - Pair classes; D75 and general education buddy programs
 - Reverse mainstream
 - Encourage common school-wide events (joint meetings, shared celebrations)
 - Common training, mutual staff development, joint faculty conferences
 - Develop study groups
 - Share resources
 - Unified PTA
 - Common school-wide events
 - Joint committees, elections, union, meetings, social events, retreats
 - Combined assemblies, trips, graduation, special school events, projects
 - Inter-visitations between staff and students
 - Collaborative meetings between general and special education administrations, joint walk-throughs
 - Shared school procedures followed by all staff
 - Opportunities for general education students to tutor D75 students for community service credit
-

❖ **Form a Planning Team**

- Include representatives from all constituencies
 - Include stakeholders with interest or expertise
 - Include cluster and coverage teachers
 - Set regular meeting times
 - Engage in ongoing evaluation
 - Discuss systems issues, school practice and classroom and student needs
 - Use Office of Inclusive Education Matrix of Program Quality Indicators and Inventory Checklist
 - Provide professional development in teaming, effective meeting practices
 - Acknowledge strides and analyze future needs
-

❖ **Get to Know Student(s) for Inclusive Placement**

- Develop plan for including student
 - Identify home school, home district or home Region school for placement
 - Respond to parental request
 - Involve parents in discussion
 - Complete family and home surveys
 - Insure natural proportions*
 - Insure age-appropriateness
 - General and special educator teams share information
 - Complete student profile for receiving school
 - Review attendance records
 - Consider behavior support needs
 - Consider curriculum adaptations needs
 - Review accessibility issues
 - Insure student file arrives at new school
-

❖ **Identify Student Support Service Needs**

- Review IEP (Individualized Education Program)
 - Determine adaptive equipment and assistive technology needs
 - Identify related service needs and providers
 - Identify support staff
 - Plan collaborative and integrated related services
 - Consider medical, medication, clinical and nursing concerns
 - Develop timeline for full-time inclusion
 - Arrange transportation
 - Request travel training evaluation, as appropriate
 - Review transition planning process, including agency collaboration, for students of transition age
-

* Natural proportions is defined in any population as approximately 10% of individuals can be expected to have mild to moderate disabilities and 1% of individuals can be expected to have severe and multiple disabilities

❖ **Select Special Education Support Service Provider**

- Consider teaching expertise
 - Interpersonal skills
 - Collaboration skills
 - Experience in special education
 - Experience in general education
 - Team teaching skills
 - Knowledge of or willingness to learn “current best practices”
 - Flexibility and creativity
 - Communication and organizational skills
 - Willingness to take risks
 - Ability to adapt curriculum for individual students
 - Ability to develop appropriate behavior support systems
-

❖ **Identify General Education Class for Student Placement**

- Consider teachers’ instructional style
 - Consider understanding and sensitivity to differences of class
 - Maintain natural proportions
 - Insure age-appropriate placement options
 - Maintain friendships from grade to grade
 - Address class size, configuration, characteristics
 - Group dynamics of general education students
 - Classroom style, environmental structure and flexibility
 - Opportunities for natural supports
 - Opportunities for adaptations
 - Degree of cooperative learning, flexible grouping patterns, peer support
 - Identify peer structures and partners
 - Use of differentiated instructional practices
 - Presence of constructivist and activist learning strategies
 - Use of multiple intelligences approaches
 - Presence of positive behavior support structures, routines and procedures
 - Incorporation of culturally relevant curriculum
-

❖ **Prepare General Education Setting**

- Establish regular planning time
 - Provide Student Profile on learning style, strengths, goals and needs
 - Share IEP goals through IEP-At-A—Glance and Priority Matrix
 - Train teachers about specific disabilities
 - Provide sensitivity training
 - Establish peer support system
 - Determine and provide resource needs
 - Arrange logistics (e.g., seating, books cubby, supplies, feeding needs, bathroom accommodations)
 - Communicate with clusters, cafeteria, bussing staff, librarian, specialists, etc.
 - Determine in-service needs (e.g., augmentative and alternative communication devices, positioning, behavior intervention plan, transition supports)
 - Share behavior support needs, if necessary
 - Share transition plan, if appropriate
 - General and special education administrator joint supports to instructional team
 - General and special education administrator facilitation of resource provision (e.g., texts, classroom equipment, assessments)
-
-

❖ **Place Student(s) Into General Education Class**

- Provide tour for student and parent
 - Review and revise IEP
 - Notify all staff involved
 - Complete classroom environmental inventory
 - Review general education classroom schedule
 - Provide schedules for all staff
 - Provide schedule for student(s) and develop Priority Matrix
 - Develop peer supports
 - Identify and integrate related services
 - Develop adaptations
 - Provide adaptive equipment and assistive technology, books, supplies
 - Address logistics: attendance, registers, emergency cards, etc.
-

❖ **Implement Student-Centered Strategies**

- Institute person-centered planning strategies (MAPS, Circle of Friends, PATH, etc.)
 - Encourage student participation in IEP development and meetings
 - Link student interests, mandated academic requirements to schedule (use Priority Matrix)
 - Match IEP goals to classroom schedule, share amongst instructional team members
 - Develop curriculum adaptations, share amongst instructional team members
 - Provide individualized supports plan (e.g., testing adaptations, homework modifications)
 - Consider participation in clubs, after-school activities, advocacy, student council
 - Encourage students to advocate for their own educational, personal, social and emotional needs
 - Inventory work and vocational opportunities for students of transition age
 - Provide report cards, identification and program cards, lunch passes, transcripts, etc. to those of general education students
 - Develop strategies for greater student independence
 - Focus on independent travel within the school and neighborhood and/or to and from school
-

❖ **Evaluate Progress and Determine Next Steps**

- Review IEPs
 - Plan for promotion and articulation of students
 - Provide for feedback, input and ongoing evaluation from staff, parents, students
 - Review progress and concerns, refer to Matrix of Program Quality Indicators
 - Consider program expansion and enhancement
 - Identify new students and teachers
 - Plan professional development for instructional team and parents
 - Elicit support from District staff (Inclusion Coaches, etc.)
 - Develop long-range plans and time-line for coming year
 - Consider systems issues and solutions
 - Strengthen skill development in self-contained classes to promote opportunities for student movement to less restrictive environments
 - Celebrate accomplishments
-