Attachment A

Superintendent’s Memo #207-21

August 6, 2021

# Virginia Inclusive Practice Action Planning Tool

# Additional Resources

The following table lists the inclusive practice indicators, potential action steps to consider for each indicator, and additional resources that may be helpful in the development of the action plan.

| **INDICATOR** | **ACTION STEPS TO CONSIDER** | **RESOURCES** |
| --- | --- | --- |
| **1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools** | * Gain information regarding staff/faculty perceptions of inclusive practices, expectations for diverse learners, including students with disabilities and staff perceptions of personal skill levels related to inclusive practices. This will provide baseline data and the opportunity to capture progress regarding attitudes and perceptions on an annual or every two-year basis. Share the results at a faculty meeting and provide opportunities to discuss results and implications for future action steps.
* Communicate clear expectations re: increasing opportunities for students with disabilities to be included in the general education classroom and in the general education curriculum. Communicate the expectation that All Means All or a similar message that encompasses all students attending the school. Set an opportunity to make this a formal discussion to underscore the importance.
* Plan a meeting prior to the beginning of the school year for school leadership to present inclusion data and to set targets for progress. Engage all faculty in these discussions.
* Early in the school year, set an agenda for PLC meetings that discuss the concept of shared ownership for all students. Ask each grade level/subject area to identify specific ways to build this philosophy and practice.
* Focus on messages and practices that reinforce shared ownership for all students. Consider using one or more of the faculty-wide activities available on the Inclusive Schools Network.
* Ensure that the School Improvement Plan specifically addresses inclusive practices.
 | [Faculty Survey](https://fs19.formsite.com/TriciaWillms/mduzopis6n/index.html)[People First Language](https://odr.dc.gov/page/people-first-language)[A Conversation About Inclusion](https://drive.google.com/file/d/1IXj1zSeKxr5zn2AKNHzU--rsvtW_cV9Q/view?usp=sharing)[Inclusive Schools Network](https://inclusiveschools.org/) |
| **2. Legislative and Accountability Standards** | * Create simple data sheets that provide the status of inclusive practices in each school, such as LRE data, percent of students receiving services in their neighborhood school and in the general education classroom, percent of students served in In-School Suspension (ISS) and Out-of-School Suspension (OSS) settings, discipline referral rates, and performance on state and local assessments, (all disaggregated by race, gender, and other relevant metrics). Where available, compare school scores with state and federal standards and data. Disseminate these data profiles and discuss with faculty on a quarterly basis
* Identify any students with disabilities served in another school for whom your school is the neighborhood school. Work with appropriate personnel to identify those who might be candidates for a return to their home school. Meet with families to discuss this option of a return to their neighborhood school and invite them to visit your school.
* Conduct a school walk-through to review the physical locations for all specialized support settings. Verify that they are appropriately located near similar grade level students and that there are no issues with accessing the physical location. Make adjustments as needed.
* Review the IEPs of all students who meet one of the following criteria: a) Student spends less than 80 percent of the day in general education; or Student spends less than 40 percent of the day in general education. Use Forms 1 and 2 as tools to guide a review of the students’ services. Are there IEP goals which can be appropriately addressed in a general education setting? Could instructional and personal supports be adjusted to allow the student additional time in a general education setting? If yes, make these changes through the IEP process.
* At least twice annually, determine the percentage of students in your school who receive special education services. If the percentage is more than two percentage points above or below the state average, review referral rates by individual teacher and reasons for referral. Validate that this percentage is accurate and that adjustments to your Multi-Tiered System of Supports (MTSS) are not needed. If so, adjust.
 | [Assessment of School Practices (Action Plan)](https://drive.google.com/file/d/1gMn1lgtMDReknGZl1Y-Pz2tsgh5IZ7rG/view?usp=sharing)[School Data Profile](https://drive.google.com/file/d/1ixIQa7s68IoOpgUg7qjzAyopQ5cz0gK1/view?usp=sharing)[Form 1](https://tinyurl.com/c36bjjm8)[Form 2](https://tinyurl.com/n5mskdmd)[Video Tutorial](https://inclusiveschools.org/Course%20HTML%20Files/Forms%201%20and%202%20Overview%20output/story_html5.html) |
| **3. Strong Tier 1 Instruction** | * Provide a series of professional development opportunities to address aspects of quality Tier 1 instruction so that the entire faculty is knowledgeable of the strategies and rationales for each one. Include at a minimum the following strategies: *Differentiated instruction, flexible grouping, pre-assessment, use of scaffolding and accommodations, student engagement strategies, use of positive behavioral supports, and multi-level instruction techniques.*
* Consider various professional development options that are flexible, such as short one-hour sessions provided during planning/conference periods, online mini-courses, webinars, and *Teacher as Expert* sessions conducted after school.
* Use an appropriate observation tool to conduct a structured walk-through of all classrooms during the first quarter of the school year to review the current status of Tier 1 instructional strategies across the school. Provide constructive feedback and suggestions to teachers as appropriate.
* Train teachers to conduct an observation protocol, or learning walk, using the same or similar observation tool. Provide pairs of teachers an opportunity to walk through classes of one-two colleagues. Provide an opportunity for all to meet to discuss the observations. Set a rule of only positive feedback delivered through this process.
* Conduct Accommodation Audits in classrooms serving students with disabilities to ensure that the instructional accommodations are in place and used appropriately as indicated in each student’s IEP. There are two separate resources provided for this. One assists in analyzing the appropriateness and use of the accommodations listed in the IEP and to facilitate conversations of the value and continued need for each accommodation. The second provides a means to monitor that each prescribed accommodation is, in fact, appropriately provided to each student.
* Ensure that a [Positive Behavior Support](https://www.doe.virginia.gov/support/virginia_tiered_system_supports/positive_behavior/index.shtml) process is in place and all staff have received training in the process.
* Analyze discipline data each quarter to identify trends which may need to be addressed. Consider monitoring, at a minimum, students with disabilities, second language learners, and students of color. Review the percentage of each student group in the student population and in the population of students receiving disciplinary action looking for disproportionality issues.
 | [Structured Classroom Walkthrough Tool](https://tinyurl.com/h5hpnb8a)[Instructional Design Tool](https://tinyurl.com/av7m469p)[Differentiated Instruction Self-Assessment Tool](https://tinyurl.com/ykt7upu6)[PBIS Resources](https://www.pbis.org/)[Accommodation Audit Form](https://drive.google.com/file/d/1PwFx60qMmryKGyB--e-iIdxXYDUvqafE/view?usp=sharing) |
| **4. Student-Centered Decisions/****Staffing & Scheduling** | * Provide update training on Forms 1 and 2 to be used prior to each annual IEP meeting. Ensure that these forms are completed collaboratively by both general and special educators.
* Identify one leadership position in the school to maintain the Form 3 spreadsheet (schedule) for all students with IEPs. This will make reviewing prior decisions and schedules much easier.
* Set a date in the spring semester to use the Form 3 spreadsheet data to draft a proposed schedule of services for the coming school year.
* Use the proposed special education schedule of services to inform creation of the master schedule for the coming school year.
 | [Form 1](https://tinyurl.com/c36bjjm8)[Form 2](https://tinyurl.com/n5mskdmd)[Elementary Sample Spreadsheet](https://drive.google.com/file/d/1Sve40evtz7o5JVgDj042c2HjC0dxGfrk/view?usp=sharing)[Secondary Sample Spreadsheet](https://drive.google.com/file/d/0B1Cip7cPAzHrVzhRa3Z2VjdEZ01FZGU5c3g1bkFoN0sxUkJn/view?usp=sharing&resourcekey=0-6HxXom5FNw6j-Aj7AOdsQQ)[Instructions for using the 3 Forms](https://tinyurl.com/pmws7jvf)[Poster: 7 Easy Questions](https://drive.google.com/file/d/1w0hfs6i_1uvg-38HzyS5lWYdID7Q-YcX/view?usp=sharing) |
| **5. Effective use of resources** | * Review list of interview questions used by the school in selecting new personnel to ensure that their attitudes reflect the school’s commitment to inclusive practices. This will facilitate the integration of new faculty into the school culture and continued success in implementing inclusive education.
* Convene a school leadership team meeting to identify strengths and needs in current staff (both general and special educators) related to students with disabilities and inclusive practices. Consider those needs in reviewing applications for open positions.
* Work with staff to clearly define the role of paraprofessionals in each class they serve. Discuss the importance of the teachers’ role in supervising and training the paraprofessional in their classrooms. A sample list of possible tasks for a paraprofessional is attached in resources.
* Survey special education staff to ensure that all teachers have copies of all needed resource materials for the students and grades they serve. All teachers should have access to Teachers Editions of curriculum materials and any supplemental materials used in general education. This may not be covered under the state allotment for materials and may need to be budgeted from school funds.
* Confer with both general and special educators to identify training needs for paraeducators. Talk to paraeducators about the training that they believe would be helpful to them. Work with both school and district staff to provide training that is needed. It may be necessary to budget an amount to cover hourly staff who stay after school for training.
* Work with the district on guidelines for the identification of students needing one-on-one support from paraprofessionals. Such support can be detrimental to students unless it is deemed necessary to the learning, health or safety of the individual student. Develop plans to fade such support when possible.
* Create a campus collaboration calendar which includes scheduled collaboration time. Ask each collaborative partner to identify a time each week when they will plan together. Add these times to the collaborative calendar. When teachers cannot identify a regular planning time, it may be necessary to support them by identifying time that is protected through use of substitutes or non-teaching staff on the campus.
* Include specialized support teachers in regularly scheduled planning opportunities with their general education colleagues in order to ensure application of the general education curriculum in any separate special education setting.
 | [Article on One-to-One Support](https://www.uvm.edu/sites/default/files/Center-on-Disability-and-Community-Inclusion/giangreco37-5.pdf)[Defining Role of Paraprofessional](https://tinyurl.com/4whfj5np)[Article on Ways to Find Time for Planning](https://tinyurl.com/fkx5te9h) |
| **6. Collaboration** | * Provide updated training on collaborative teaching approaches each year. Encourage each collaborative team to establish team norms to be followed to make the best use of the time allocated.
* Set a time before school begins for all collaborative partners to begin the process of defining their roles and consider how they will organize for both planning and instruction. See tools in the Resource Section.
* School Leaders should periodically observe in classrooms that feature in-class support options (Formal co-teaching, support facilitation). Use or adapt the Observation Protocols in the Resource Section.
* Create a school collaborative calendar that specifies the planning times for each pair or group of teachers needing to plan lessons together prior to delivery of instruction. Create a school norm for adhering to this schedule.
* Use the survey from Section 1 to look for attitudes that are not supportive of collaboration and shared responsibility for all students. Plan discussions at PLC or a faculty meeting to address these concerns.
 | [Marilyn Friends Six Approaches to Collaborative Teaching](https://tinyurl.com/9hetwc)[Initial Planning Considerations](https://tinyurl.com/wbwpupn6)[Core Belief Discussion Tool](https://tinyurl.com/tupxupbn)[Collaborative Teaching Observation Protocol](https://tinyurl.com/ybk4au96) |
| **7. Specialized Support** | * Ensure that teachers are collaboratively using Forms 1 and 2 prior to each annual IEP meeting. This will reset expectations for all students being considered for general education each year.
* Add all specialized support teachers to the campus collaboration calendar. This will keep their work aligned with general education expectations and curriculum standards.
* Invite a central office expert in specialized support strategies to visit within the first six weeks of school. Use an observation tool to observe all specialized support settings with the expert to identify strengths and areas of need. Follow-up with the teacher and plan to revisit the classroom periodically using the same observation tool.
* Use the tool Quality Standards in Specialized Support to engage teachers in a conversation regarding goal setting for this program.
 | [Form 1](https://tinyurl.com/c36bjjm8)[Form 2](https://tinyurl.com/n5mskdmd)[Quality Standards in Specialized Support](https://tinyurl.com/p97yha8)[Specialized Support Observation Protocol](https://tinyurl.com/2pca4zms) |
| **8. Social Inclusion** | * Provide training on the use of peer support models. Several examples are included in the resource section.
* Use a PLC meeting or a faculty meeting to discuss areas related to social inclusion. Materials on the Project Unify/Special Olympics are an excellent resource.
* Create opportunities for students with disabilities to serve in school committees, extra-curricular activities and to serve in leadership roles in the school.
* Work with the campus leadership team to review the opportunities and success of social inclusion and include action steps for continuous improvement in the school action plan for the year.
 | [Special Olympics Unified Schools](https://www.specialolympics.org/our-work/unified-schools)[Kentucky Peer Support Network](https://www.kypeersupport.org/)[15 Indicators of a Socially Inclusive School](https://drive.google.com/file/d/0B1Cip7cPAzHrc2phXzVueGc5N1E/view?usp=sharing&resourcekey=0--xRvT_mfUBDAVl6D_TFoQA) |
| **9. Family Engagement** | * Arrange for a PTA/PTO meeting to host a presentation on inclusive practices. Include parents in the conversation as to how the school’s efforts toward inclusion can be strengthened.
* Ask the special education team to identify discussion topics and opportunities for use when discussing more inclusive services with families. For example, discussions could address the fact that inclusion does not mean the student will not receive needed time with the special education teacher; rather Inclusion means that the location where the service is provided will likely occur more frequently within the general education setting.
* Plan a series of *Power Hours for Parents.* These can be recorded and accessed from home. Topics might include understanding the IEP, helping your student become a better reader or the role of related services. These short sessions can be created by your school team or involve central office staff in the production.
* If the school prepares a newsletter, ensure that an item is always included that addresses equity related to different groups of students, inclusive examples from the school or success stories.
 | [Common Vocabulary in Inclusive Schools](https://inclusiveschools.org/Files/Common_Vocabulary/story_html5.html) |
| **10. Sustaining Inclusive Practices** | * Keep the focus and importance of inclusive practices alive for your school by incorporating it into your mission, school posters, and frequent mention of it in faculty meetings, parent meetings, and presentations to the school board.
* Develop an annual celebration of successes in implementing inclusion; remember that the first week in December the Inclusive Schools Network celebrates Inclusive Schools Week. Access this website for poster ideas, student activities, and to see the success of inclusive practices around the world. Submit stories of your own success on this website!
* Review the school’s data snapshot related to inclusion at mid-year and at the close of each school year. Engage faculty in identifying areas of success and areas in which additional attention is required. Maintain the expectation of continuous improvement and change.
* Highlight promising practices supportive of inclusion by asking the teachers involved to prepare a ten-minute presentation at several faculty meetings throughout the school year.
* Provide training in inclusion on an annual basis to build new and emerging skills and competencies. Schedule bedrock training on inclusion for all new teachers and staff. Consider assigning a teacher-mentor to each new faculty member to model and support expected inclusive practices.
* Provide new faculty with an orientation that includes an introduction to the district’s and your school’s commitment to inclusive practices, equity and excellence.
* At the close of the school year ask each PLC team to share a status report on the philosophy and practice of shared ownership of all students. In what ways has their team grown? Is there something they want to identify to work on in the next school year?
 | [Sustainability Tables (Generic)](https://drive.google.com/file/d/0BwJ2FkuSEdzfOTZ4RDdpVVdXaUE/view?usp=sharing&resourcekey=0-dNatP-l__dgshGBgrhXrrg)[Sustainability Tables (Inclusion)](https://drive.google.com/file/d/0BwJ2FkuSEdzfVDE3RE8wSjdhMUU/view?usp=sharing&resourcekey=0-nC0uqRWr2jTH6qB8dYxlow) |

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