Building a Culture of Inclusion and Belonging
From Mindset to Systems Change

Carol Quirk, Ed.D.
March 23, 2021
WHAT is INCLUSION?
Communities WHERE inclusion occurs

- Worship
- School
- Marketplace
- Work
- Neighborhood
  - Recreation
  - Family
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 collaboration 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
• Membership and sense of belonging
• Participation and engagement

• Outcomes
  • Academic Achievement
  • Positive social engagement
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)?
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...

IDEA 2006, 300.114 LRE Requirements
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.

IDEA 2006, 300.114 LRE Requirements
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.”

34 C.F.R. Sec. 300.39(b)(3)
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
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.
...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.

IDEA 2006, 300.116 Placements
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

Percent of Children with Disabilities

1999 - 2000
2000 - 2001
2001 - 2002
2002 - 2003
2003 - 2004
2004 - 2005
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2015 - 2016
2016 - 2017
2017 - 2018
2018 - 2019
2019 - 2020

51.25%
One District’s Journey to Inclusion

% Students with Disabilities in Gen. Ed 80%+

- Systems Change Partnership
- Non-MCIE Partnership Years
One District’s Path on the Journey

Inclusive Practices Initiative
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

- **Non-MCIE Schools**
- **School that engaged in Systems Change Partnership with MCIE**
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

https://www.td.org/insights/the-5-types-of-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

https://www.td.org/insights/the-5-types-of-leaders
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**

Shelley Moore: https://www.youtube.com/watch?v=VZeWXeadqmW

Dan Habib: https://www.youtube.com/watch?v=izkN5vLbnw8&t=514s


swiftschools.org: https://www.youtube.com/watch?v=neJp1wDdjk&=43s

**In School:**

General Education Teachers
Special Education Teachers
Related Services Providers
Other Support Staff
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
<table>
<thead>
<tr>
<th>School Wide Systems</th>
<th>BEHAVIOR</th>
<th>ACADEMIC</th>
<th>INTER-DISCIPLINARY COLLABORATION</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>School-wide system for <em>behavioral, social and emotional</em> learning</td>
<td>School-wide expectations for <em>instruction</em> and use of research-based <em>curricula</em></td>
<td>Co-Planning TIME and effective <em>collaboration STRUCTURES</em></td>
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<tr>
<td>Classroom Instruction</td>
<td>Positive, clearly defined, routines, rituals, and relationship development</td>
<td>Universally designed lessons and differentiation for <em>student engagement</em></td>
<td><em>Collaborative teaching</em> of core and specialized instruction</td>
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<tr>
<td>Interventions</td>
<td>Tiered interventions for those who need more</td>
<td>Tiered interventions for those who need more</td>
<td>Data used to collaboratively plan <em>participation and learning</em> for those who need more</td>
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</tbody>
</table>
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

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 3 – Intensive Interventions - 1-5% of all Students
More frequent, intense, and individualized interventions.
Provided IN ADDITION TO core, Tier 1 instruction.

Tiers of Intervention + Adaptation (SDI) across Tiers
1. SCHEDULING STRUCTURES

Promoting Access to General Education for ALL Learners

Natural Proportions
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<tr>
<th>GRAD</th>
<th>Class A</th>
<th>Class B</th>
<th>Class C</th>
<th>Total Students</th>
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<tbody>
<tr>
<td>3</td>
<td>Teacher 1</td>
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<td>Teacher 3</td>
<td>78 (5 with support needs)</td>
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<td>52 (7 with support needs)</td>
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<td>Teacher 6</td>
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<td>80 (11 with support needs)</td>
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<th>7th grade</th>
<th>200 Total Students (43 with support needs)</th>
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Grade level teachers and specialists identify students who need more...

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<th>Student</th>
<th>Intensity of Support</th>
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<th>Reading</th>
<th>Behavior</th>
<th>IEP</th>
<th>504 Plan</th>
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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
<table>
<thead>
<tr>
<th>GRADE</th>
<th>Class A</th>
<th>Class B</th>
<th>Class C</th>
<th>Total Students</th>
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<tbody>
<tr>
<td>3</td>
<td>Teacher 1 (2 Sw/SN) 5 M</td>
<td>Teacher 2 (2 Sw/SN) R R</td>
<td>Teacher 3 (1 Sw/SN) I</td>
<td>78 (5 with support needs)</td>
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<td>28 TOTAL students</td>
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<td>30 TOTAL students</td>
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<td>Teacher 8 (3 Sw/SN) A A B</td>
<td>80 (11 with support needs)</td>
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<td>26 TOTAL students</td>
<td>24 TOTAL students</td>
<td>18 TOTAL students</td>
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</table>
2. ROLES & RELATIONSHIPS

Collaboration to plan, implement, & evaluate learning

Natural Proportions
COLLABORATION

Determine Relationships

What do we need to plan and do?

For what am I accountable?

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
3. MASTER SCHEDULE

Scheduling TIME to plan, implement, & evaluate learning

Natural Proportions
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Note: The schedule includes various educational activities such as reading, math, lunch, and resource time, with specific times and responsibilities assigned to different teachers and educators.
STUDENT PLANNING

For those who need more...
Learner-Centered Planning

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
  - Professional learning
  - Data use
  - Collaborative teaming and professional relationships
  - Scheduling

Is this school built for me?