



# Inclusion Implementation Update

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OFFICE OF SPECIAL SERVICES

DECEMBER 16, 2015

# Inclusion Implementation Update

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Enrollment of students with disabilities

Transition of students from Central & Richardson Park Learning Center

District Objectives

Progress toward District Objectives

Inclusion Implementation Team

Next Steps

# Enrollment

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Total Students with Disabilities as of 12/1/15 = 2,498

Total at end of 14-15 School Year = 2,343

Increase of 6.6% since June 2015

Trends: Disability categories with population increases of 5% and above

Other Health Impairment – 9.1%

Moderate Intellectual Disability – 8.8%

Autism – 8.1%

Developmental Delay – 6.3%

Learning disabilities – 5%

	2014-2015 Enrollment	2015-2016 Enrollment
Autism	99	107
Deaf-Blind	<10	<10
Developmental Delay	270	287
Emotional Disturbance	96	96
Hearing Impairment	17	18
Intellectual Disability	Mild – 152 Moderate - 68 Severe - <10	Mild – 157 Moderate - 74 Severe - <10
Learning Disabilities	980	1029
Orthopedic Impairment	33	32
Other Health Impairment	320	349
Speech Language Impairment	K-12 - 254 Prek - 30	K-12 - 265 Prek – 57
Traumatic Brain Injury	<10	<10
Visual Impairment (blind & partially sighted)	<10	<10
<b>Total Students with Disabilities</b>	<b>2,343</b>	<b>2,498</b>

# Central Student Transition

Central School – Middle School	Central School – High School
AI MS – 12 HB - 9 Skyline – 7 Stanton – 7	AI HS – 12 Dickinson – 20 McKean – 20 Meadowood Program (McKean) - 3  No Longer in District – 12*
Middle School Total – 35 students	High School Total – 55 students *Not included in total

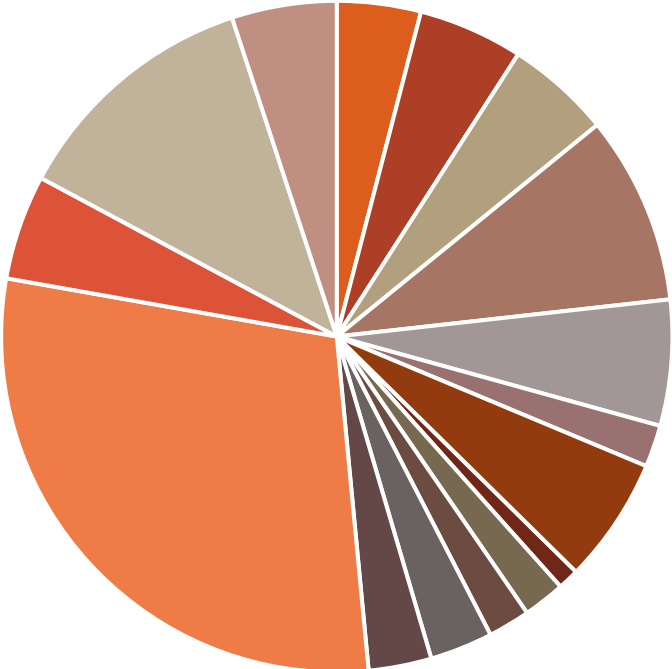
# Richardson Park Learning Center (RPLC) Student Transition

Grade	# Students	Receiving Schools
K	51	All elementaries
1	13	Brandywine Springs, Cooke, Forest Oak, Heritage, Mote, North Star, Richardson Park, Shortlidge
2	14	Baltz, Brandywine Springs, Cooke, Richardson Park, Richey, Shortlidge
3	9	Cooke, Forest Oak, Mote, Richardson Park, Warner
4	12	Heritage, Richardson Park, Warner
5	In last year at RPLC	Will transition to feeder or choice school for 16-17 School Year

# Distribution of RPLC Students

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Number of Students



- Baltz
- Brandywine Springs
- Cooke
- Forest Oak
- Heritage
- Highlands
- Lewis
- Linden Hill
- Marbrook
- Meadowood
- Mote
- North Star
- Richardson Park
- Richey
- Shortlidge
- Warner

# District Objectives

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1. Create a district wide inclusive culture that is sustainable by implementing and modeling inclusive values and practices.
2. Actively communicate Red Clay's Plan for Inclusive Instruction with all stakeholders regarding inclusive education.
3. Create an infrastructure, develop and oversee an implementation plan for inclusive education.
4. Identify and use data management systems to evaluate the quality of student and team supports and student learning.
5. Plan and provide job-embedded professional development for all staff.



# Strategies for Success

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## System Implementation Team

- Ensures comprehensive examination and realignment of appropriate structures, supports, and resources necessary to enable every school to have the capacity to provide all students with high-quality instruction
- Consists of:
  - District Office Administration
  - School Level Administration
    - Secondary
    - Elementary
  - Teachers
  - Parents
  - Students
  - \*\*Inclusion Implementation Committee\*\*

# Strategies for Success

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## District Inclusion Implementation and Coaching Team

- Consists of
  - Director of Special Services
  - Supervisor of Special Services
  - District Educational Diagnosticians
  - District Inclusion Coaches
  - District ELL Coaches
  - District Itinerant Teaching Staff
    - Autism
    - Deaf/Hard of Hearing

# Itinerant Teaching Staff

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## ***Autism Itinerant Teachers (6)***

Work directly with students identified on the autism spectrum providing required service hours and indicated on IEPs.

Collaborate with teachers and teams on implementation of best practices for working with students on the spectrum.

Participate in the evaluation process and work with teachers/teams on monitoring student achievement through Smarter or DCAS Alt.

## ***Teacher of the Deaf (1)***

Works directly with students who are Deaf or Hard of Hearing providing required service hours and indicated on IEPs.

Consults with staff to ensure accommodations and strategies are implemented across all settings.

# Inclusion Coaches

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## ***Inclusion Coaches with Special Education Focus (4)***

Work directly with teachers and administrators on implementing best strategies to support inclusive practices across all learning environments.

Coaches observe classrooms, groups of students and provide strategies for intervention, classroom management, and student enrichment.

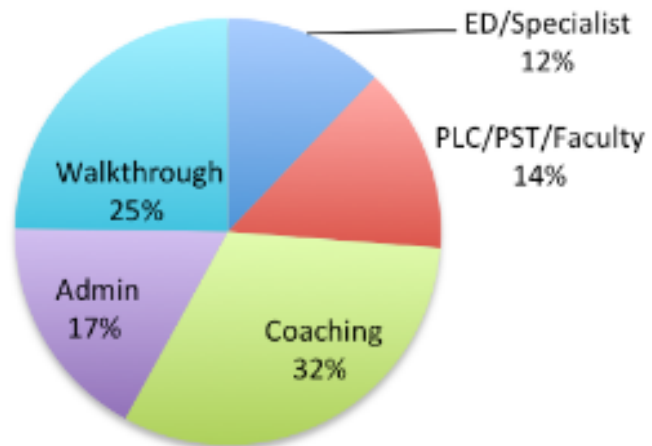
Focus of work occurs through 1:1 teacher-coach cycles, PLC team-coach cycles, and administrator-coach cycles.

Role has evolved from working only with students transitioning from Central & RPLC to supporting inclusive practices for all students.

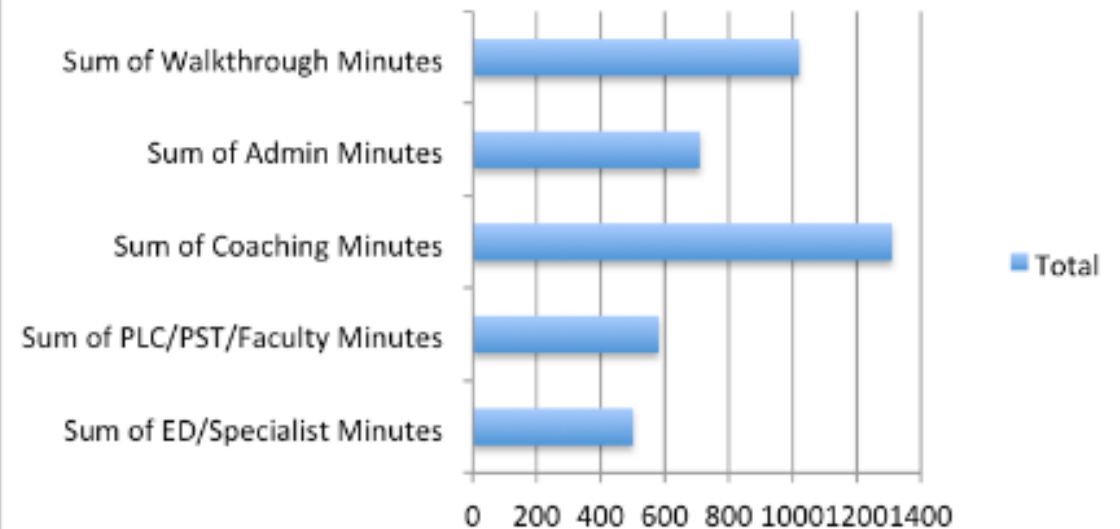
# Inclusion Coach - Building Activity Summary

*Kindergarten to 2<sup>nd</sup> Grade*

## Building Activity Summary: Grades K-2



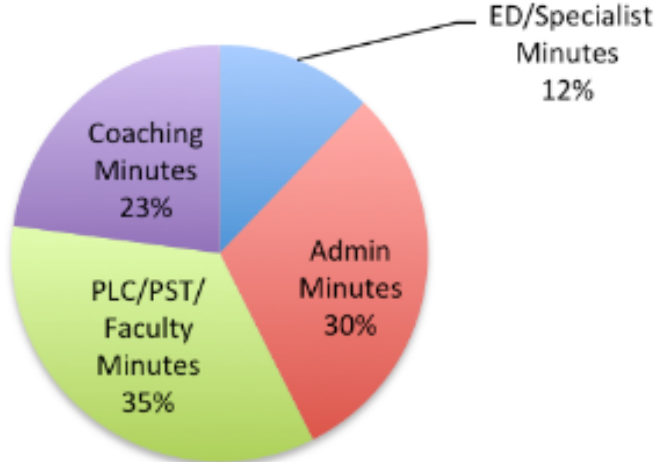
## Building Activity Minutes: Grades K-2



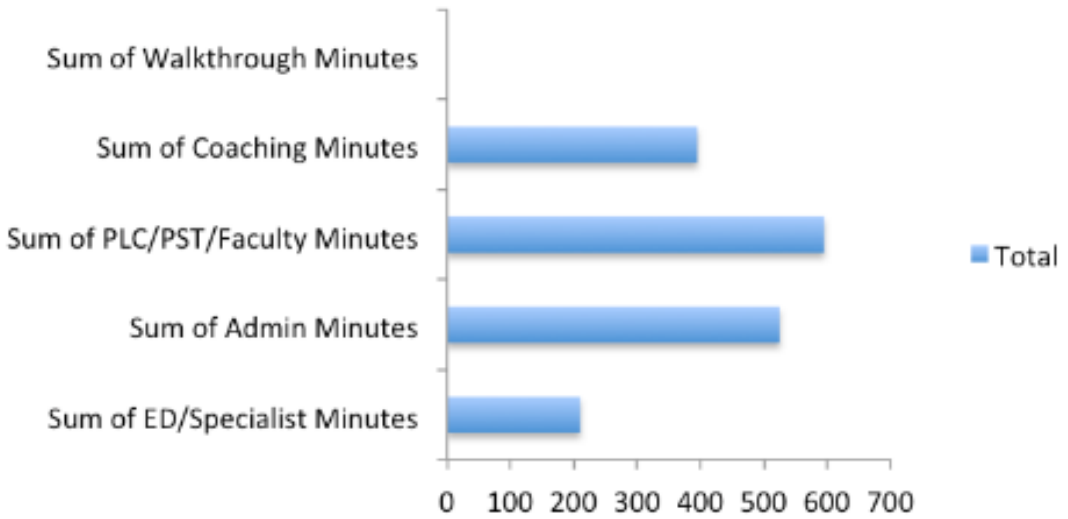
# Inclusion Coach - Building Activity Summary

*3<sup>rd</sup> through 5<sup>th</sup> Grade*

### Building Activity Summary: Grades 3-5



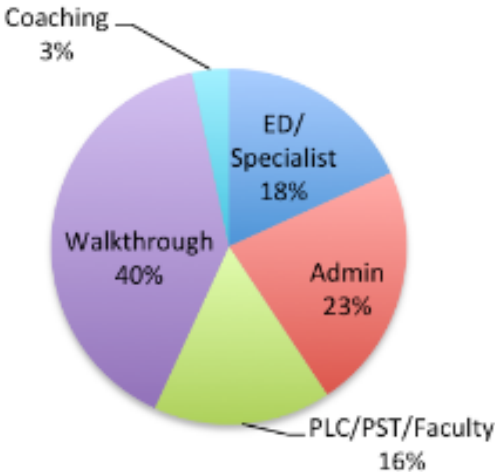
### Building Activity Minutes: Grades 3-5



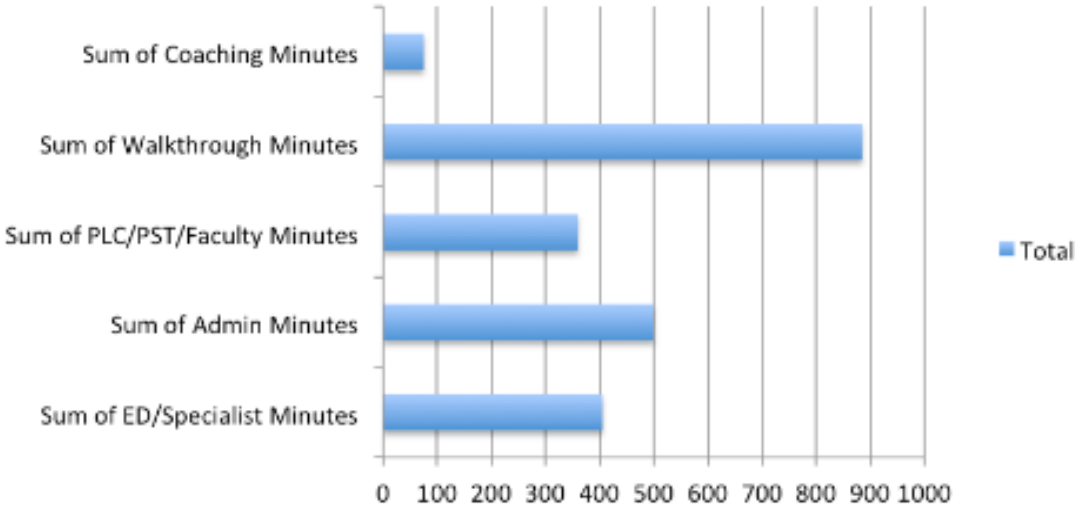
# Inclusion Coach - Building Activity Summary

*Middle Schools*

**Building Activity Summary: Middle School**



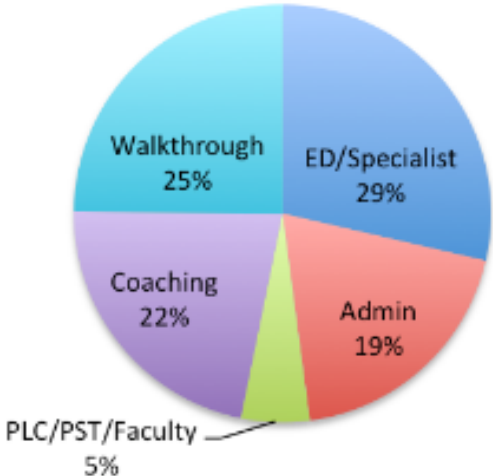
**Building Activity Minutes: Middle School**



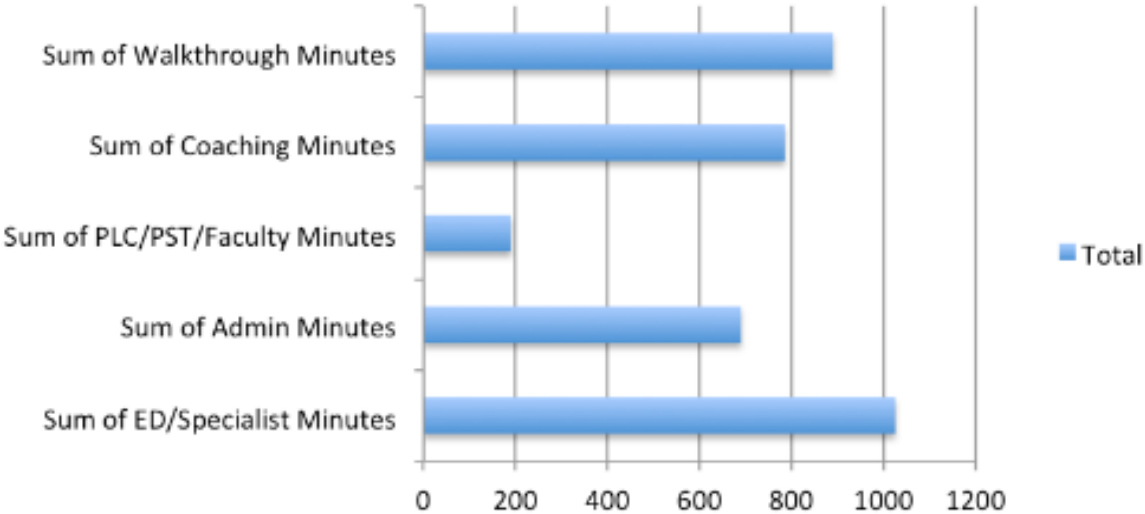
# Inclusion Coach - Building Activity Summary

High Schools

### Building Activity Summary: High School



### Building Activity Minutes: High School





# Inclusion Implementation Team

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Meeting monthly focusing on three identified needs:

## 1. Evaluation

- Inclusion survey by Hanover Research
- Focus groups with school staff
- Additional measures – academic and non-academic

## 2. Communication

- Development of communication plan
- Internal focus on communicating needs and streamlining assistance
- External focus on outlining supports and sharing student stories

## 3. Staffing & Supports

- Review of data and supports provided by Inclusion Coaches and ELL Coaches
- Identifying staffing and professional development needs

# Next Steps

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Inclusion Implementation Team meeting 12/14/15

- Development of subcommittee on evaluation and measurement
- Discussion of focus group schedule
- Review of data on classroom proportions

District Office of Special Services

- Developing targeted training and support for February through June
- Planning for summer professional development and student services
- Preparation for 16-17 SY staffing based on identified needs

# Questions & More Information

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