

# INCLUSION BLUEPRINT

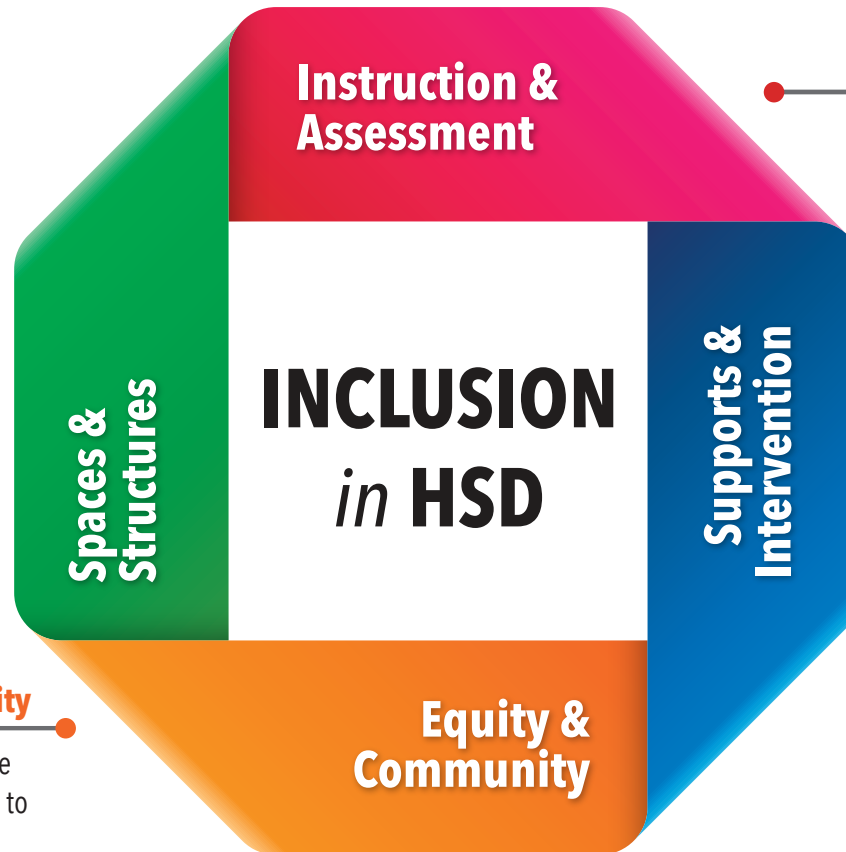
*The elements:*

## Universal Design, Walls, Storage, Furniture, Instructional Spaces

All school environments are ADA accessible and compliant. All areas of the classroom have a clear student-driven purpose and are designed to meet the needs of any student regardless of disability.

## Classroom, School, Community

Students with special needs spend the maximum amount of time with peers to develop academic and social skills. Students participate fully in schoolwide activities and feel a part of the school community. Families are partners in supporting students. Multiple structures for information- and knowledge-sharing are in place.



## Standards-Based Teaching and Learning, Instructional Strategies, Assessment, PLCs, Accommodations and Assistive Technology

Students learn together, are engaged in instructionally-appropriate, grade-level work and consistently master standards alongside their peers.

## Staff, Families and Partners

Teams of adults support the academic and social/emotional needs of students. We take a strengths- and skills-based approach to supporting our students through positive, universal behavioral supports.

A graphic consisting of a white square with four colored tabs extending from its corners: a red tab at the top-left with the text 'Instruction & Assessment', a light green tab at the top-right, a light blue tab at the bottom-right, and a light orange tab at the bottom-left.

## Instruction & Assessment

### KEY AREAS

- Instructional Strategies  
(Academic Discourse)
- Assessment
- PLCs/Collaboration/Planning
- Location
- Accommodations/Assistive Technology



### FINAL OUTCOME

- Teachers use multiple instructional strategies to seamlessly include students with disabilities.
- Students with disabilities speak and interact with grade level academic material consistently throughout the day.
- Students with disabilities are passing grade level courses.
- General Education teachers and Specialist co-teach. They are equal partners in the classroom.
- Students with disabilities take assessments with peers in the classroom, accommodations are part of the assessment and accessible to all students.
- All assessments have accommodations, including assistive technology and all students are trained and understand how to use the accommodations.
- PLCs regularly look at data on student's with disabilities in all academic areas. Special Education teachers and building Specialists participate in PLC groups with their co-teaching counterparts. Teachers are using the teaming model (two teachers equally valued by students).
- Instruction and assessment for students with disabilities is occurring in the general education classroom with same age peers. Students report they feel a part of each class and/or the classroom.
- Accommodations are integrated into instruction and available to all students.
- Students with disabilities rarely need accommodations because there are multiple options for completing tasks that account for all students.
- Accommodations are seen by all staff as positive and just a different way for students to access grade level material.
- Staff know IEPs are written on standards and collaborate with specialists to effectively integrate the standards based IEP goals in the classroom.



Equity & Community

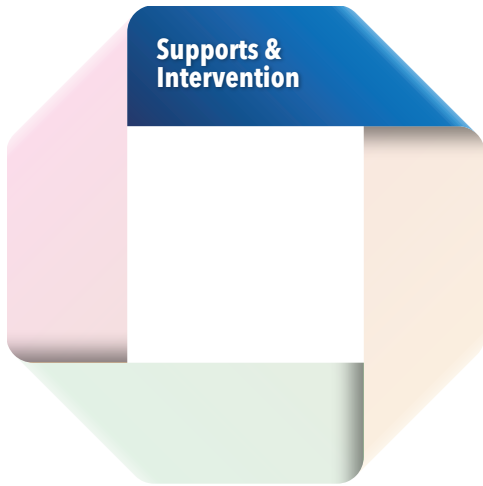
## KEY AREAS

- Classroom
- Schoolwide
- Community



## FINAL OUTCOME

- Students with disabilities spend the maximum amount of time with same age peers to support their needs. Every classroom has created conditions in the classroom that will give students opportunities to strengthen social relationships, learn about and from each other, and get and give support. Educators use strategies and practices that purposely encourage and teach sharing, learning, interdependence, and respect.
- Students with disabilities participate fully in school wide activities and feel like a valued member of the school community. All students value other students as important members of the school community through committed leadership, democratic classrooms, reflective teachers, a supportive culture, responsive and relevant curriculum, and responsive instruction.
- Families are perceived as an important component in supporting students. The school is a welcoming environment for all families where it feels like their student is valued. There is open, constant, and productive communication between all parties. There is willingness and interest in learning from families as well as clear structures for information and knowledge sharing.



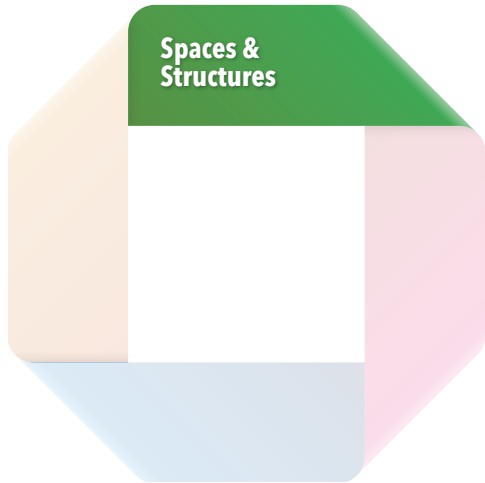
## KEY AREAS

- Leadership
- Teacher/staff



## FINAL OUTCOME

- Academic and social/emotional instructional dialogue about students with a variety of abilities occurs often and consistently throughout the building and focuses on students' abilities and strengths.
- School systems and values consistently promote inclusive strength-based interventions for academic and social/emotional needs of students with a variety of abilities
- School systems of support are evident
- All staff are trained and supported in the implementation of proactive strategies to support students
- All students are valued members of a school community with a shared vision of equity for students of all abilities
- All staff members take ownership and are active stakeholders in all areas of the education process
- Students are supported through strength based interventions
- Students are referred to in person first language
- School site clearly implements school-wide systems to promote effective social behavior for all students.
- Proactive behavior supports are put in place for all students



## KEY AREAS

- Accessibility and Universal Design
- Instructional Spaces



## FINAL OUTCOME

- All school environments (100%) are ADA accessible, incorporate universal design and are accessible to any student regardless of disability. (examples)
- All areas of the classroom have a clear student driven purpose and are designed to meet the needs of any student regardless of disability.
- Students know what to expect and have what they need to be successful in all spaces. (as outlined in the Instructional Spaces Guide)