



Aledo ISD

#GrowingGreatness

Inclusion:
Increasing Instructional Opportunities
April 2019

Our Purpose

To provide information about how Aledo ISD is adding staff members as we look to increase instructional opportunities for all students.

Individual questions regarding specific students are best addressed through the ARD committee.

Teaching & Learning Mission:

- High Levels of Learning for **ALL** Students
- Fundamental Assumptions
 - Educators **believe** all students are capable of learning at high levels
 - Educators **assume the responsibility** for all student achieving at high levels

Defining Special Education

- IDEA strongly prefers that students receive their special education services **in the general education classroom** with their nondisabled peers, as you can see by its least restrictive environment provisions.
- **Specially Designed Instruction**
 - Adapting content, methodology, or delivery of instruction to address the unique needs of the child to ensure access to the general curriculum
- Special education can be provided in different locations, depending on student needs.
- **Special education is *not a place***, however. It's a **set of services**, which includes **adapting instruction** (what's presented, how it's presented) to address the unique needs of the child that result from the disability.



Service Continuum for Students Receiving Special Education Services

Monitoring and Supplemental Supports

Support in the general education classroom

Specialized Support



Monitoring	Monitoring	Monitoring
Instructional Accommodations	Instructional Accommodations	Instructional Accommodations
Curricular Modifications	Curricular Modifications	Curricular Modifications
	In Class Support in the General Education Classroom	Direct Instruction on Goals in a Specialized Support/ Special Education Environment



General Education Environment

*Specialized Support/
Special Education Environment*

Goal: Provide Services in Least Restrictive Environment in the General Education Classroom with quality Tier 1 Instruction to the Maximum Extent Possible.

Why Inclusion/ In Class Support?

- *Increased staff for special education, instructional coaches, District-wide implementation of Professional Learning Communities*
- **Increased opportunities** for access to quality instruction
- **Increased opportunities** for collaborative conversation with peers
- **Increased access** to a variety to instructional strategies, station rotation, different learning environments

What is Inclusive Education/ In Class Support?

- Allows for **targeted interventions** relating to the course content to take place during a specified duration in the general education classroom.
- It is a **collaborative process** in which staff work together to meet the needs of the students.
- It is a classroom culture that supports positive relationships in **supporting the needs of all students**.
- **Additional support in the general classroom** to ensure understanding of curriculum

What is Inclusive Education/ In Class Support?

- **Range of services provided in the general education classroom**
 - Dependent on the needs of the students
 - Based on student's:
 - individualized goals & objectives
 - Instructional accommodations
 - Curricular modifications

Both teachers monitor the student's progress and provide interventions as necessary. Levels of support are constantly monitored and adjusted to meet the needs of the individual student.

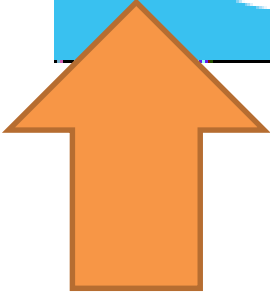
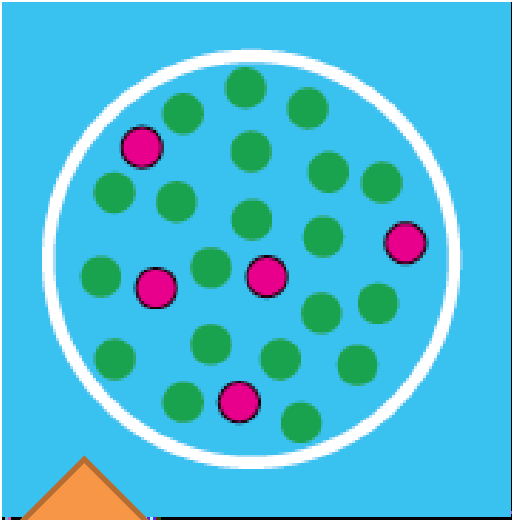
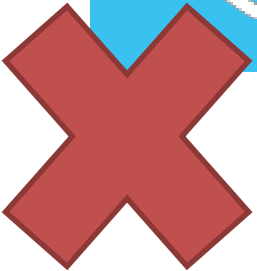
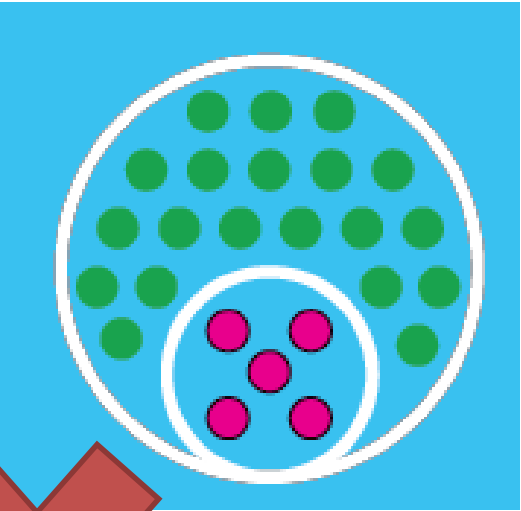
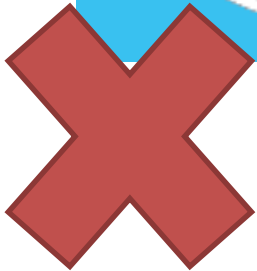
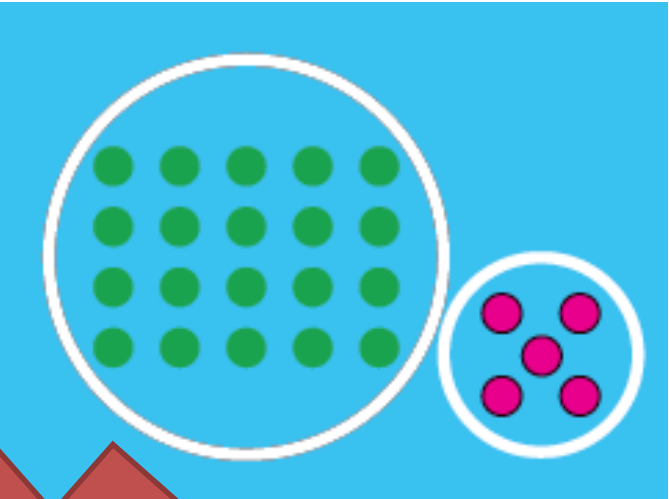
Quality Inclusive Practices – At a Glance

- General Education teacher and Special Education Teachers **work together** to meet the needs of the students.
- Give students receiving special education services the support they need and allows them to stay in the **least restrictive environment**.
- All students benefit from the **additional resources** and supportive techniques used in an inclusive classroom.

Benefits to Quality Inclusive Practices

- Differentiated Instruction
- Supportive Teaching Strategies
- Reduced Stigma
- Effective Use of Resources
- High Expectations for all
- **Two adults in the classroom during specific times**
 - Content specialist
 - Instructional specialist
- Increased opportunity for peer academic discussion
- Encourages the contribution of the individual strengths and gifts of each student to the classroom culture

What does the inclusive classroom look like?



Does this mean my student will never get pulled for specialized support/ resource?



Can do more when needed based on lesson. Can't do less.

If becomes routine, go back to ARD

Elementary

- In class support for curriculum instruction in the general education classroom
- Specialized/ direct instruction weekly on targeted goals

Example:

- 90 min/ week in class support (equal to 3 - 30 min/week)
- 60 min/ week of direct instruction on goals (equal to 2 – 30 min session/week)

Does this mean my student will never get pulled for specialized support/ resource?



Can do more when needed based on lesson. Can't do less.

If becomes routine, go back to ARD

Secondary

- In class support for curriculum instruction in the general education classroom

Monitor through student liaison

In class support may range from

1 day/week

3 day/week

2 day/week

4-5 day/week

- Specialized/ direct instruction weekly on targeted goals

Example:

- 100 min/ week in class support (equal to 2 day/week)
- 60 min/ week of direct instruction on goals (equal to two 30 min session/week)

Individualized Supports and Services

- Not all students will need
 - In class supports
 - Specialized supports in a resource setting
 - Each student's supports are specially designed based on areas of strengths, weaknesses, and other types of supports in place
- An **accommodation** does not change the content expectations for the student; it is intended to reduce or eliminate the effect of the student's disability.
- A **modification** changes the nature of the task or skill/ changes the level of rigor and/or student expectation (TEK).

Continuum of Services



Next Steps

- ARD Committee Decision based on individual student needs
- IEP Amendment
- Brief ARD - June

What Questions Should I Ask During the ARD?

- How much time for support in the general education classroom?
- What will these supports look like in the general education classroom?
- How will my student's accommodations be implemented in the classroom?
- How will my student's progress be monitored?
- How will the special educator and general educator work together to support my child?

What Questions Should I Ask During the ARD?

- When will my child have direct instruction on goals (pulled out for resource/special ed time)?
- Is my student on a modified curriculum and how will that affect graduation?
 - Students can be on Foundational Program
 - Receive Endorsement IF the courses identified with the endorsement is **NOT** modified AND pass all state assessments
- How will grades be determined?
- Who do I contact if I have questions?

Questions and Comments

Thank you for your consideration and acknowledging our passion for increasing instructional opportunities of all students in Aledo ISD.

We are **#GrowingGreatness** in Aledo ISD.

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