

**Boston School Committee  
Inclusion Task Force  
GOALS 2013-2014  
December 20, 2013**

**BPS DATA**

- Analyze the data on the 43% of BPS students with IEPs who are currently educated in substantially separate classrooms in order to help direct our efforts at addressing this issue. Identify who they are, where they are and where they would go.
- Research and investigate social-behavioral interventions that are specific to Emotional Impairment (EI) diagnosis.

**DETERMINING QUALITY INCLUSION**

- Operationally define "inclusion" and "inclusion school" with a set of standards and indicators that are measurable, reasonable, concise and flexible. These standards and indicators would be used for planning and evaluative purposes and can be applied district wide.
- Identify steps to take for schools to successfully implement inclusion through improvements in school culture and general education. Steps would include differentiated instruction, AAF, effective behavior interventions and disciplinary measures consistent with the revised Code of Conduct, and trauma-sensitivity.
- Ensure that the needs required to implement inclusion are matched by resources (e.g., principal and teacher training, facilities).
- Identify key stakeholders that can be advisors to the BPS as the Inclusion Plan is implemented.
- Include analysis of quality in after-school settings.
- Examine the concept and implementation of tiered cultural interventions. (Example: Responsive Classroom or Second Step is universal school culture curricula, small group counseling is a secondary tier intervention, and individual counseling is tertiary). Identify others that schools can use as classroom support.

**PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING**

- Develop a capacity-building and professional development framework that is based on operational definitions of inclusion, and significantly includes general education teachers and entire school communities in order to achieve the culture and instructional change/paradigm shift that will be required.
- Identify professional development that can be systematically rolled out district wide and proactively communicate opportunities to schools.
- Ensure there is designated staff in every school with advanced training and expertise in areas of specific learning disabilities, emotional impairments and both ELL and special education.
- Identify ways for schools to support informal capacity sharing (Example: residencies).

## **IEP PROCESS**

- Analyze, include, and address the IEP process in our discussions so that this mechanism will reflect and can enact the changes we propose. Issues to look at include:
  - \* Who writes the IEPs? How are placements decided?
  - \* Is the general education classroom the first option for all students? If not, how can this change be made?
  - \* If students are not in the general education classroom 80% or more of the time, are efforts made to maximize inclusion during other times or in other ways (e.g., extra-curriculars)? If not, how can this change be made?
  - \* How will placement decisions be monitored to ensure decisions start with and maximize inclusion, reflect individualized education for students, and are appropriate (i.e., not just made to achieve the numerical goals)? How do we determine least restrictive environment with both ELLs and SWDs?
  - \* What is the impact of children with multiple disabilities and how is that addressed on an IEP?
  - \* For students from certain disability categories who have been served primarily in substantially separate settings, BPS will identify best practices and options for increasing opportunities for quality inclusion.

- \* How can the process be easier for families to understand-- with supports clearly outlined, not just IEP steps and interventions -- so they can make educated decisions?
- \* Strive to empower students by educating them on the process, including opportunities to take leadership roles. Provide time after IEP meeting process to work through feelings of frustration.
- \* How to intervene when families are not engaged and/or students come from non-traditional families?
- \* Create a glossary of IEP terms.

## **EXPANDING INCLUSIVE OPTIONS/PATHWAYS K0-K12**

- Ensure that students receiving special education services in the general education classroom for 80% or more of the time have a quality inclusive K-12 pathway in BPS schools from all the disability categories, in every geographic area of the city (with an exception for deaf students who request clustered site providing ASL).
- Ensure that BPS offers more quality inclusive options in high schools.
- Ensure that the vast majority of early childhood students with disabilities will start their education in quality inclusive classrooms with appropriate services and supports.
- Recommend how to align the roll-out of the BPS Inclusion Plan in a realistic and fiscally responsible manner that includes a thorough and methodical approach.
- Identify schools with strong inclusion practices and advise the BPS in developing best practices, while understanding that success may be unique to a class or school.
- Identify current guidelines for appropriate ratios of student and staff composition and identify successful concentrations.