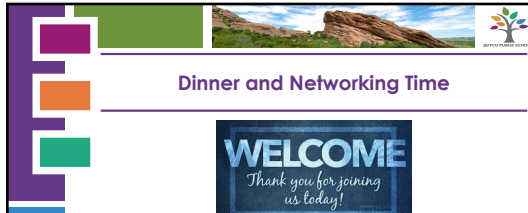




Inclusive Practices in Jeffco

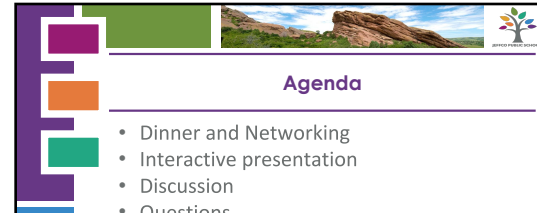
January 22, 2019

Dinner and Networking Time



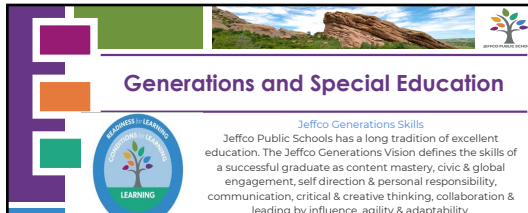
WELCOME
Thank you for joining us today!

Introduce yourself
Discussion questions on your table



Agenda

- Dinner and Networking
- Interactive presentation
- Discussion
- Questions


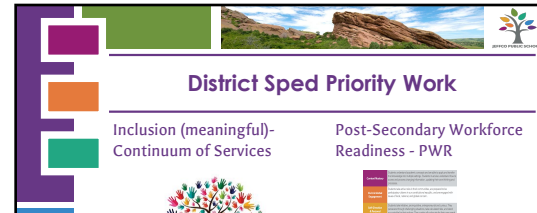




Generations and Special Education

Jeffco Generations Skills


Jeffco Public Schools has a long tradition of excellent education. The Jeffco Generations Vision defines the skills of a successful graduate as content mastery, civic & global engagement, self direction & personal responsibility, communication, critical & creative thinking, collaboration & leading by influence, agility & adaptability.

Jeffco Special Education Mission:
The Special Education Department ensures equitable opportunities for all students with disabilities through student focused collaboration & trusting relationships. We operationalize and communicate our priorities and hold ourselves and others accountable through continuous improvement.





District Sped Priority Work

**Inclusion (meaningful)-
Continuum of Services**



**Post-Secondary Workforce
Readiness - PWR**



Rate the Statement

Agree

Disagree

Continuum

INCLUSION IS NOT A PROGRAM

Inclusion is a mindset. It is the way we treat others and the way they treat us. Inclusion is the opportunity to learn together and from one another.

And we do it because it is the right thing to do.

PERIOD.

What made you feel included today?

- Greeting at the door or table
- Soft start- conversation time
- Welcome, strategies to meet table mates
- Everyone's voice in the room
- Seating- everyone a part of the room
- Visual Schedule

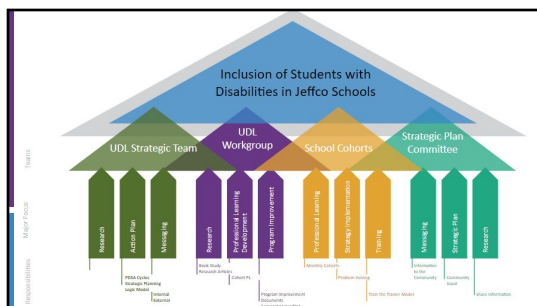
Game Time

Identify the following statements as "Fact" or Myth" using the signs.

Fully inclusive settings tend to have higher quality instruction for all students.

Fact:

Parents report beneficial changes in their child's confidence, self-esteem, and understanding of diversity.




Cohort Learning Objectives

- I can explain the importance of an inclusive environment and tie it to Jeffco Generations for improved outcomes for students.
- I can apply my understanding of an inclusive educational environment and implement in my school.
- I can collaborate and learn from colleagues.



How will we do it?



UDL Strategic Team

UDL Workgroup

School Cohorts




Strategic Plan Committee

Material Covered with Cohort Schools

- Accommodations and Differentiation
- Co-teaching
- Universal Design for Learning
- Behavioral supports
- Executive Functioning Learning
- Self Advocacy Skills
- Flexible Scheduling


Presumed Competence Mindset

We presume competence in the student's ability to learn and participate in education. In other words, we can't assume that the student with an ID will not learn what we are teaching.




Discussion

1. What do we need to continue doing?




Discussion

1. What do we need to continue doing?
2. What do we need to stop doing?





Discussion


1. What do we need to continue doing?
2. What do we need to stop doing?
3. What do we need to start doing?



THERE IS
ONLY ONE WAY TO LOOK AT THINGS
UNTIL
SOMEONE SHOWS US HOW
TO LOOK AT THEM
WITH DIFFERENT EYES.
-PABLO PICASSO

Questions?



What's next



Input reviewed at Inclusion Workgroup

Information Nights:

- Sped 101 2/5/19 5:30-7:30 The ARC
- Why Jeffco Asks for Cognitive Assessments: 2/19/19 5:30-7:30 Ed Center Room 4E

SEAC Resource Fair: 1/31/19 5-7:30 Ed Center Board Room

SEAC Legal Panel: 4/18/19 6-7:30 Ed Center Board Room

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Contact Information