

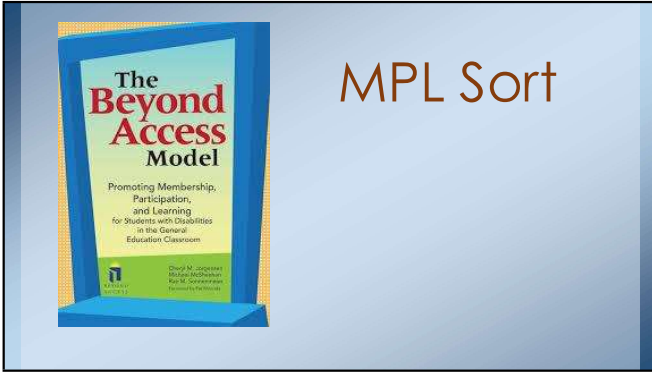


Goals of this session

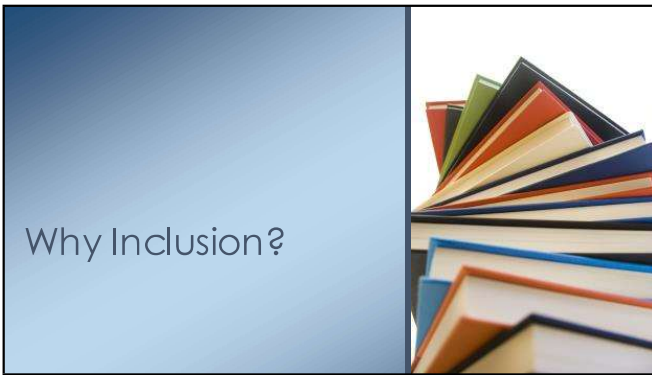
What	How	Why
- Develop an understanding of both the past and future work broadening inclusive practices in CCPS - Explore the connection between inclusion and family advocacy and how efforts can be "braided"	- Explain the history and process for inclusion at CCPS - Identify the focus population of the inclusion work in CCPS as well as the significance and basic foundations of inclusion - Share future plans, and determine possible next steps for collaboration	- Definitive data show that ALL of our students benefit when we create inclusive schools and classroom communities - Progress increases with more stakeholders who are involved and passionate about inclusion

Raising a child with greater support needs is like _____

because _____.



MPL Sort



Why Inclusion?

► No studies conducted since the late 1970s have shown an academic advantage for students with IDD educated in separate settings." (Falvey, 2004)

Better Outcomes in Inclusive Environments

Gee, et al., 2020 Matched Paired Study K-11th grade

Type of class	Made progress in:		
	Communication skills	Literacy skills	Numeracy (math) skills
Inclusive 80% or more	100%	100%	93%
Segregated special education class	27%	27%	33%

7% of students in separate classes regressed in communication and numeracy skills
0% of students in inclusive classes regressed in any skills

TIES Center



What Does an Inclusive Community Look Like?

- Inclusive Stores
- Inclusive places of worship
- Inclusive community resources such as libraries
- Diverse adults in the workplace

CCPS Inclusion Journey



Mindset: The student is NOT the barrier

"For every student who remains educationally segregated there are other students with similar attributes, abilities, and needs who are successfully included."

This simple fact suggests that whether a student with a disability is meaningfully included may have less to do with his or her characteristics and more to do with the attitudes, skills, structure, and practices of the adults responsible for providing education."

MICHAEL GIANGRECO | UNIVERSITY OF VERMONT

Inclusion in CCPS



2022: CCPS hires 2 full time Instructional Consultants for Inclusion and expands from 2-8 schools to elementary and 4 middle schools.



2023: Expansion to 14 focus schools including 2 high schools. Emphasis on collaboration and global interconnections at all levels of the district and schools. Involved individuals include district leaders, school administrators, general educators, special educators, related service providers, paraprofessionals, families, peers and many more.

2023-24: National recognition of CCPS inclusion work to include visits from university students from North Carolina, MSDE representatives and educators from 7 districts in Maryland. A presentation about CCPS' journey shared at a national inclusion conference, receiving a lot of attention.

2018: The TIES Center guides CCPS to focus on 2 schools and the district at large, to increase inclusive practices.





Support






18 Schools and Growing....

Piney Ridge

Friendship Valley

Westminster High

Linton Springs

Spring Garden

Liberty High

Sandymount

Eldersburg

Manchester Valley

Freedom

Hampstead

Oklahoma Road

Shiloh Middle

Sykesville Middle

Mt. Airy Middle

West Middle

North Carroll Middle

East Middle



All Schools

- **Individual interventions** for all schools when needed
 - Special education supervisors
 - IC's
 - Curriculum supervisors
- **Building inclusion ambassadors**
 - Mentor teachers
 - Related service providers
 - Special and general educators
 - Career coaches/coordinators
 - Admin across all levels
- **Belonging Focus**
 - ESOL
 - Curriculum supervisors
 - Equity
- **Scholarship Hub**
- **Collaboration with curriculum supervisors**
 - Resources embedded into curriculum
 - Collaboration days
- **Training sessions** for everyone
 - New teachers
 - Case
 - Supervisor Day

Hierarchy of belonging



How can you advocate?

- Encouraging your **administrators** to advocate for more inclusion support
- Spreading inclusion benefits amongst your **peers**
- Making noise in the ears of the school **board**, that inclusion is a priority for you as a family
- Reaching out to **community partners** about inclusive practices
- When IRE discussion and services come up at **IEP meetings**, be a voice for more time with peers and content experts when appropriate

Resources

Success in CCPS



Professional Learning: District-wide



Professional Learning: Custom Professional Learning / Coaching



Professional Learning: Building Capacity and Collaboration Days



Professional Learning: Peers and Families



Scheduling and Reimagining Structures, Systems and Spaces









Thank you