

# INCLUSIVE EDUCATION

Valley Stream UFSD Thirteen

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# HISTORY

- ❖ Longstanding desire to expand inclusive education
- ❖ Strategic Planning process with community identified a goal to enhance/increase programs and services in the area of Special Education
- ❖ Carefully reviewed the findings and recommendations prepared by the Schools of Promise
- ❖ Developed a District Inclusive Education Committee

# Valley Stream 13's Definition of Inclusive Education

Inclusive education celebrates every child's unique strengths while embracing them within an environment that supports growth academically, socially and emotionally. Instruction is differentiated to guide and support children's development as they acquire skills to successfully meet their individual challenges and goals. Inclusive education understands that all children are important members of the community and accepts a shared responsibility for preparing children to succeed to their fullest potential, within and beyond our school community.

# Targeted Goals and Results to Date

- Increase the number of students supported with integrated co-teaching district-wide
- Enhance integrated co-teaching programs to full day
- Reduce the number of students recommended for self-contained classes
- Provide sustained professional development
- 95 students in 2015-16 increased to 143 students in ICT in 2016-17
- 4 Full –day sections and 12 Half-day sections in 2015-16, 15 Full-day sections and 12 Half-day sections in 2016-17
- 108 students in 11 S-C classes to 61 students in 7 S-C classes
- Partnered with Nancy Letts and have embraced a residency model of professional development

# Strengths & Challenges Identified By The Committee

## STRENGTHS

- Excellent examples of Co-teaching in place
- General education curriculum being taught in self-contained classes
- Effective use of teacher aides
- Push-in models of AIS
- Strong home school connections
- Diverse community
- High expectations
- Aligns with District Vision and Strategic Plan goals

## CHALLENGES

- Pacing of curriculum
- Buy in
- Compatibility among paired teachers
- Professional development
- Planning time
- Scheduling
- Pre-school not available for all in County
- Class size
- Curricular support

# Next Steps

- ◉ Continued Professional Development
- ◉ Monitor and Assess Performance
- ◉ Continue to Address Master Schedule Issues
  
- ◉ CELEBRATE SUCCESSES & EMBRACE INCLUSIVE CULTURE

# video

- ◉ What Inclusion Looks Like.....

[https://youtu.be/zLbuXn\\_8de4](https://youtu.be/zLbuXn_8de4)

