

# A Multi-Year Phased Approach for Inclusive Systems Change

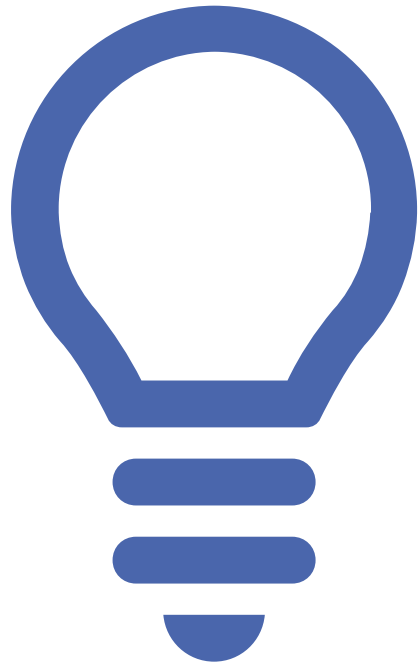


## Maryland Coalition for Inclusive Education

Tim Villegas and Carol Quirk

## Calvert County Public Schools

Brittni Sammons and Betsie Camilliere



**Systems change is possible and sustainable with a formal systems change process**

# Who is MCIE?

---

A nonprofit organization

30+ years of experience

What we do:

- *Individual Student Planning*
- *Professional Learning/Educator-Team Coaching*
- *State/Local Technical Assistance/Coaching*
- *School & System-Wide Transformation*

Our mission is to be the catalyst for the **meaningful and successful inclusion** of all students in their neighborhood schools.

# Session Objectives

---

## *Participants will be able to:*

- ❖ Define inclusion and the MCIE multi-year phased process for systems change
- ❖ Identify barriers and solutions to systems change
- ❖ Apply readiness for systems change criteria to a school or district

# 1

## BE THERE!

- Neighborhood school, general education placement
- Assignment to classes in natural proportions
- No “inclusion” classes!



# 2

## Sense of Belonging

- “Our” students
- Positive, reciprocal relationships

**Membership** = the state of being a member of an organization.

**Sense of Belonging** = the feeling of security and support when there is a **sense of acceptance, inclusion, and identity** for a member of a certain group.



# 3

## Meaningful Participation

- Adapted grade level instruction
- Intentional support for extra-curricular engagement



# 4

## Learning Grade Level Curricula

- Grade-level aligned goals
- Collaborative teaching and learning relationships

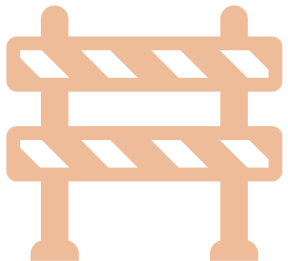




# Barriers/Solutions for Inclusive Leaders to Address

## BARRIERS

- ATTITUDE/BELIEF
- District policy and practices
- Tradition in placement decisions
- Curriculum
- Educator knowledge and skill
- Organizational structures
  - Time allocation, Roles and responsibilities
  - Data availability, Teaming, Scheduling



## SOLUTIONS

- Build a shared vision & shared responsibility
- Advocate for change in district policies
- Build professional capacity for:
  - Student planning
  - Adapting general education lessons
  - Positive behavior support
  - Collaborative teaching
  - Data use for instructional decisions
- Build time into the master schedule



# Systems Change Prerequisites

---

## Commitment

- Superintendent
- General and Special Education leadership
- School Principal(s) – 3+ years for school transformation

## Technical assistance partnership

- MCIE director – District directors
- MCIE facilitator – District coach

## Collaboration

- Roles
- Time
- Process



# Systems Change Process

---

## District Level ACTION Planning

- Communicating the vision
- Professional development (UDL, PBS, Collaborative teaching)
- Integration of resources/services
- Targeted strategies

## School-based Action Planning

- All students targeted for inclusion
- School-wide professional development
- Change in practices

## Student-Centered Planning Process



# Systems Change Process for Inclusive Education

**District**



Prerequisites



Getting Ready



Building Capacity



Scaling Up



Sustaining



**Schools**

Prerequisites



**Phase 1 Schools**  
Planning/Prepping



Initial Implementation

**Phase 2 Schools**  
Planning/Prepping



Full Implementation

Initial Implementation

**Phase 3 Schools**  
Planning/Prepping



Sustaining

Full Implementation

Initial Implementation

**Phase 4 Schools**  
Planning/Prepping



# Systems Change Feature School Partnership

## Year 1 – Planning & Professional Development

- Leadership Team
- Strengths/Opportunities Assessment
- Action Plan
  - *Student participation planning*
  - *Priorities for New Practices*
  - *Scheduling Students, Educators, Time*

## Year 2 – Implementing target grades

- Natural proportions student placement
- Changing roles/practices of educators
- Time built into the master schedule

## Year 3 – Implementing school-wide

---

Year 4 – Planning for new students/staff change

Year 5 – Supporting ongoing needs

# Student-Centered Planning

---

History

Hope –  
Dream

Fear –  
Nightmare

Who is...

Gifts -  
Talents

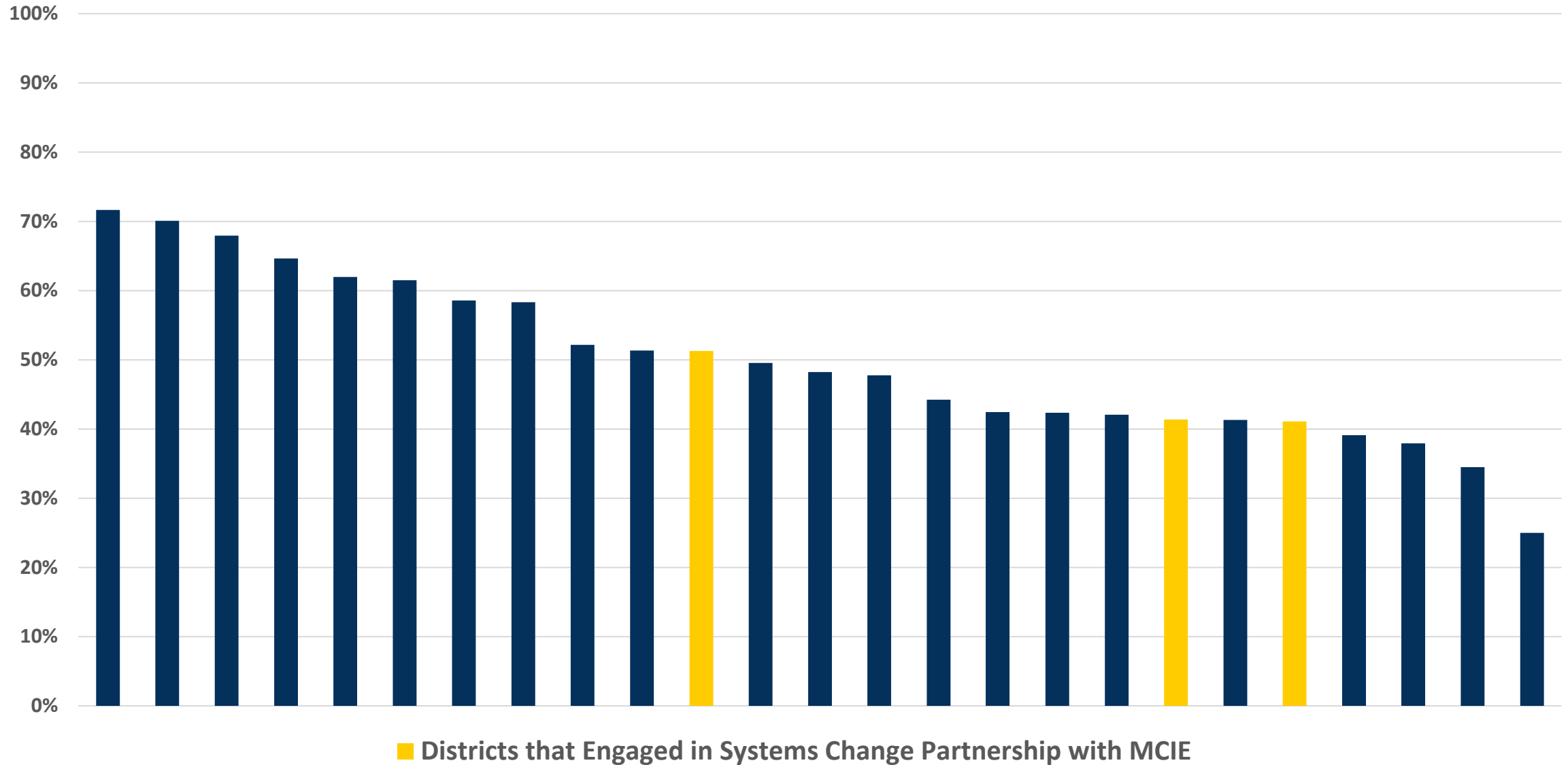
Support  
Needs

IEP/ Curriculum  
Matrix

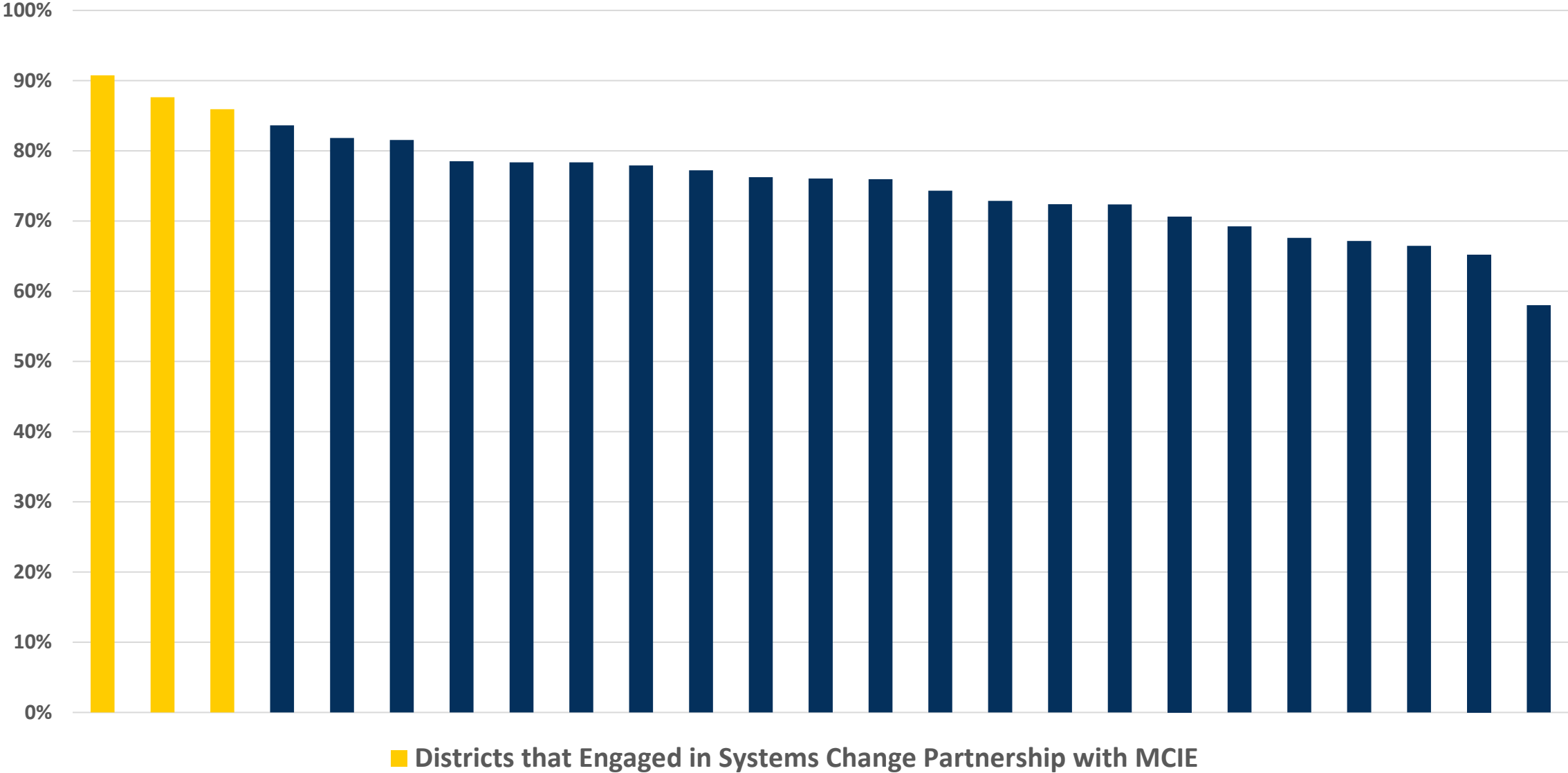
PARTICIPATION  
PLAN

ACTION PLAN

## Percentage of Students with Disabilities in One State Age 6-21 in General Education 80% or more of the time by LSS 2000-2001



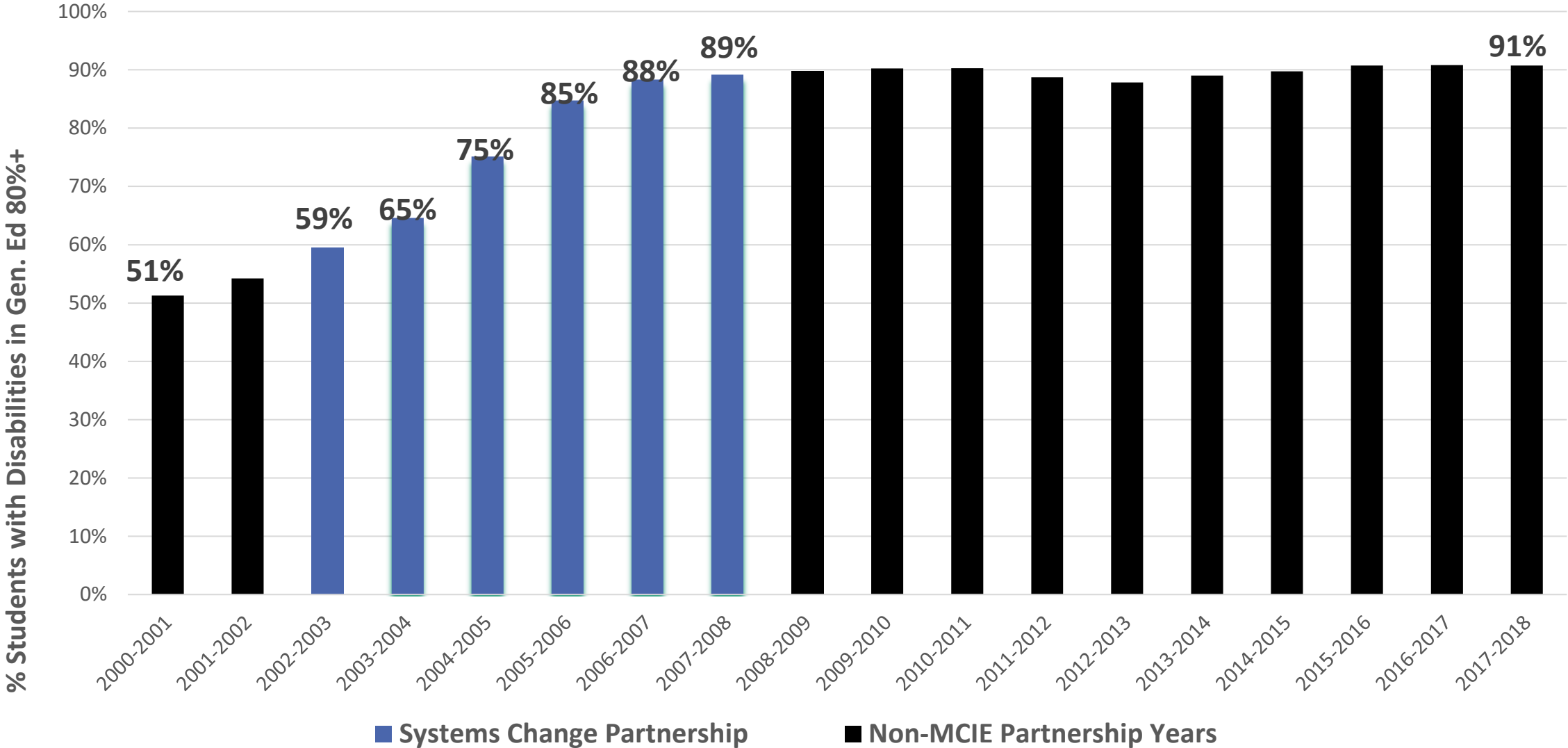
# Percentage of Students with Disabilities in One State Age 6-21 in General Education 80% or more of the time by LSS 2017-2018





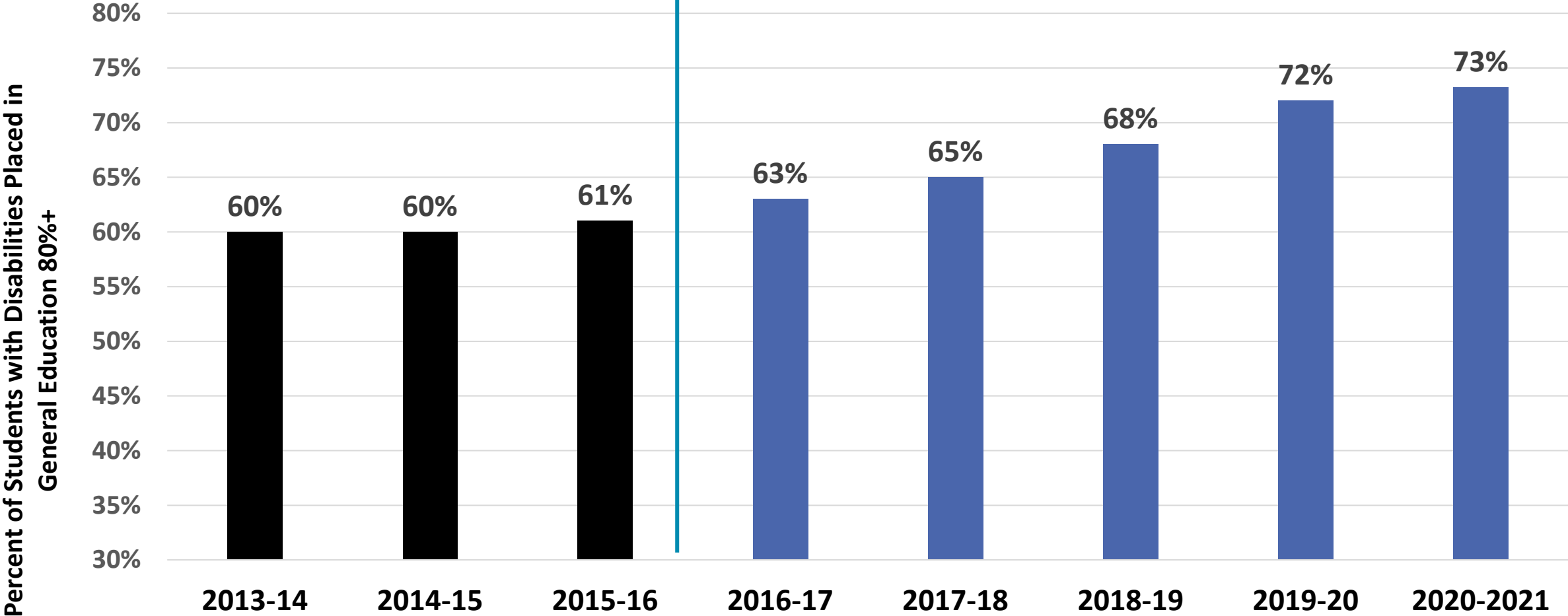
# One District's Journey to Inclusion:

## Percent of Students Placed in General Education Classes 80% or more of the day

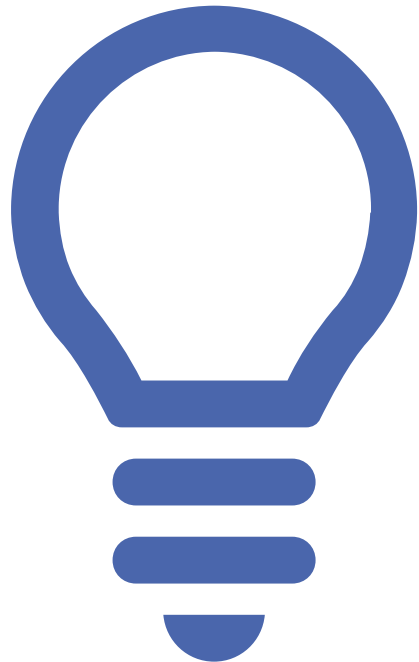


# One District's Journey to Inclusion:

## Percent of Students Placed in General Education Classes 80% or more of the day



**Inclusive Practices Initiative**



**Systems change is possible and sustainable with a formal systems change process**

# How do you know you're ready?

---

## Administrative Commitment

“I believe this is important”

“I want to do this work”

“I will support my teachers to implement new practices”

## Community Support

Interested parents

Interested teachers

# Work with MCIE!



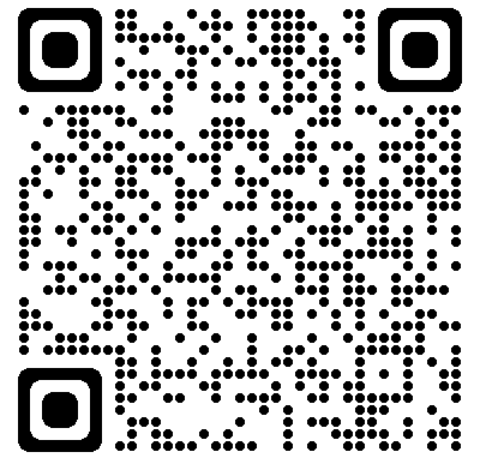
Email: [mcie@mcie.org](mailto:mcie@mcie.org)

**Stay connected**

Facebook/Instagram/Twitter: @inclusionmd

Blog & Podcast: [thinkinclusive.us](http://thinkinclusive.us)

Subscribe: [bit.ly/MCIEupdates](http://bit.ly/MCIEupdates)



# Thank You!

*Learning Together To Live Together*



© 2022 Maryland Coalition for Inclusive Education.

MCIE is a nonprofit organization that promotes the inclusion of all students.

This presentation was produced by MCIE staff for use in disseminating information on inclusive practices.

Please contact [MCIE@mcie.org](mailto:MCIE@mcie.org) for permission to reproduce it in whole or in part.