



Inclusive Practices Framework

Our inclusive practices framework is a set of principles, beliefs and extraordinary practices that guide our work. We believe:

- All students can learn.
- Everyone has unique talents.
- Diversity is strength.
- High expectations inspires high achievement.

Inclusive Classrooms

- Positive attitude toward all students and inclusion.
- All classrooms reflect the composition of community.
- Inclusive placement of all students.
- Purposeful goals aligned to grade level curriculum and experiences.
- All staff are willing to work with any/all students.
- All staff have opportunities to develop their capacity to work with all students.
- All barriers are anticipated and instruction is planned based on student needs, strengths and stretches from the start.
- Variability is the rule, not the exception. Students don't have to do the same things at the same time.



Student Outcomes

- All students belong.
- All students have shared learning and social opportunities throughout the day.
- Students are surrounded by more peers than adults.
- Shared participation in learning with peers.
- All students including students with IEP's have goals aligned to and/or derived from grade level curriculum, experiences and expectations.
- All students have a year of growth.

Inclusive Education Strategies

Full Inclusion

Within the full-inclusion teaching model all students belong in a classroom where learners with disabilities (visible or hidden) learn alongside their peers.



Partial Inclusion

Partial inclusion are in the same classroom and may also spend time with specialized staff to receive targeted support based upon their individual needs as outlined in the IEP.

Collaborative Teaching Support Models

- **Co-Teaching** - Both an Education Specialist and General Education Teacher collaboratively plan, teach and assess instruction for students.
- **Consultant Model** - Education Specialist consults with General Education Teacher on an ongoing basis to help ensure the student's success in class.
- **Paraeducator** - An instructional aide is assigned to a general education class to support students with disabilities.

What it looks like in the classroom

- **Team Teaching** - both teachers teach and move about to check in with students as needed.
- **Parallel Teaching** - the class is divided into two groups, both teachers teach the same information simultaneously in different sections of the room.
- **Station Teaching** - different learning stations are set up in various areas of the classroom, one for each teacher and at least one for independent student work.
- **Alternative Teaching** - one teacher is providing large group instruction, while the other teacher works with a small group.
- **One Teach, One Assist** - one teacher is teaching while the other teacher roams among students and assist as needed.
- **One Teach, One Observe** - one teacher is teaching all students while the other teacher is stationed inconspicuously to make observations.

**This is not an exhaustive list*

All students receive equitable access to education.