Implementation of the Statewide Inclusion Action Plan

Highlighting: The Excellence in Co-Teaching Initiative
• Review of LRE data reflected varying levels of participation in the regular classroom by students with varying disabilities.

• Parents expressed concerns about inclusive education for students with significant disabilities and learning needs in Virginia at the State Special Education Advisory Council (SSEAC), and as part of an inclusive practice workgroup.

• As a result, the Virginia Department of Education is implementing a Statewide Inclusion Action Plan PreK-12 to assist school divisions with addressing this area of concern.
It is important to note that Federal and State regulations do not specifically address inclusion. However, it requires that students be educated in Least Restrictive environment.
Least restrictive environment” (LRE) means that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(34 CFR 300.114 through 34 CFR 300.120)
Defining LRE
Continuum of Alternative Placements

General Classes  Special Classes  Special Schools  Home Instruction  Hospital or Institution

Least Restrictive  Most Restrictive
Virginia did not meet Least Restrictive Environment (LRE) Indicators 5 and 6, (school age and preschool placement) targets for students with disabilities in the State Performance Plan.

**Indicator 5: School Age Least Restrictive Environment (LRE) 2015-2016**

<table>
<thead>
<tr>
<th>State Performance</th>
<th>State Target</th>
<th>State Target Met</th>
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**5a. Students included in regular classroom 80% or more of the day.**
- 63.36% ≥ 69.0% No

**5b. Students included in regular classroom less than 40% of the day.**
- 11.15% ≤ 10.0% No

**5c. Students served in separate public or private school, residential, home-based or hospital facility.**
- 4.16% ≤ 3.0% No
Activities to support the Implementation of the Statewide Inclusion Action Plan

1. Stakeholder Workgroup: June 2016

2. Report to SSEAC-VDOE Inclusion Activity Update, July 2016 and March 2017

3. Professional Development Activities:
   - Summer Institutes 2016-2017 to include:
   - Best Practice for Inclusive Education Academy (BPIE) (27 school division teams participated)
   - Content Teaching Academies (Adapted Physical Education, Co-teaching math, science and English, Twice Exceptional, Multi-sensory Instruction).
Highlighting: Excellence in Co-Teaching Initiative

The Excellence in Co-Teaching Initiative is designed

- as a professional development model of co-teaching that supports successful access to the general education curriculum for students with disabilities,
- to recognize outstanding co-teaching practices, and
- to provide opportunities to support teacher leaders.

Demonstration sites showcase the implementation of a collaborative model in which general and special education teachers share responsibility for the achievement of all students in the general education classroom through active co-teaching, collaboration, and implementation of inclusive and research-based practices.
What is Co-Teaching?

Co-Teaching is one approach for helping students with disabilities access

- a rigorous general education curriculum
- in the least restrictive environment
- while receiving support from two certified teachers.

(Conderman & Hedin, 2012; Friend & Cook, 2010; Murawski, 2008)
Virginia Special Education Regulations Definition:

• “Collaboration” means interaction among professionals as they work toward a common goal. Teachers do not necessarily have to engage in co-teaching in order to collaborate.

• “Co-teaching” means a service delivery option with two or more professionals sharing responsibility for a group of students for some or all of the school day in order to combine their expertise to meet student needs.
In 2016-2017:

• The demonstration classrooms had over 60 team visits and over 3000 visits to the TTAConline webshops, ‘The Real Co-Teachers of Virginia.”
• Co-teaching teams from the demonstration sites make presentations at their schools, conferences and professional development activities throughout the state.
• Currently there are 44 classrooms available for site visits and are engaged in the development of resources for the online site
• Contact your regional Training and Technical Assistance Center (TTAC) for additional information
Other Activities:

• Inclusion Project: Perspectives from youth, parents, and agency representatives
• Co-teaching initiatives & demonstration sites
• Virginia Tiered System of Supports (VTSS)
• Challenging Behavior Professional Development (PD)
• Dyslexia awareness & training resources
• Traumatic Brain Injury team training
• ACE Inclusive Classroom sites
• Hearing and Vision Impairment PD
• Early Childhood PD
• Twice-Exceptional guidelines & institutes
• World Language guidelines & institutes
• I’m Determined Project
• Customized Employment
• Project SEARCH
• Start on Success Program
• Ace-It in College
• Youth/Parent Summits
• Project MOVE for African-American males with disabilities
• Family involvement initiatives
• Results Driven Accountability (RDA) process
• School improvement Technical Assistance & PD
• Standards-based IEP training
• University programs consortia (George Mason University; Radford University; Old Dominion University
### Additional Information on Any of the VDOE inclusive Practice Initiatives Contact:

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty &amp; Role</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
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<td>Johnson, Deborah</td>
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</tbody>
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