

THE INCLUSIVE SYSTEM CHANGE PATH

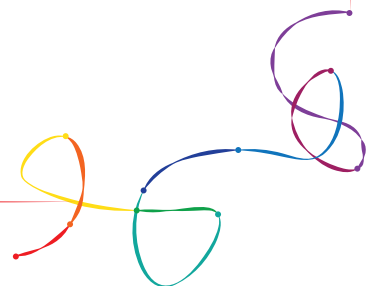
Milestone 1: Do we understand why inclusive education is the way?

LEADERSHIP QUESTIONS

- Q 1.1 Is the leadership team clear on what inclusion means?
- Q 1.2 Do we understand the equity lens?
- Q 1.3 How will the leadership team explore their own why?
- Q 1.4 Does the leadership team know how to communicate why greater inclusion is the way?

LEADERSHIP STEPS

- S 1.1 The leadership team develops a shared understanding of inclusive education.
- S 1.2 Explore the equity lens together.
- S 1.3 Read and discuss the common reasons why people engage in this work.
- S 1.4 All leadership team members explore their personal why.
- S 1.5 Support the leaders who continue to have questions about inclusion.



Milestone 2: Have we seen our system through an equity lens?

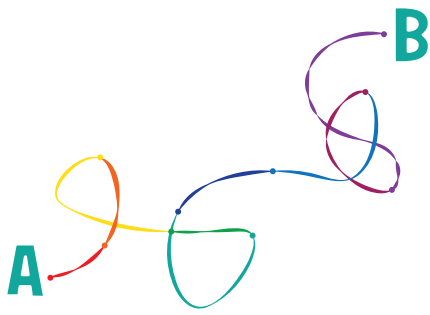
LEADERSHIP QUESTIONS

- Q 2.1 Which students are not educated within their home school or home school district?
- Q 2.2 Which students do not have access to general education classrooms, content, and peers for most of the day?
- Q 2.3 Which students are over or underrepresented in special education, more restrictive placements, and disciplinary action?
- Q 2.4 Which students are still in separate programs for students with specific disabilities?
- Q 2.5 Do educators and related service providers work in collaborative teams?
- Q 2.6 Do any special educators or related service providers work in separate rooms and programs?

LEADERSHIP STEPS

- S 2.1 Collect system equity data.
- S 2.2 Visually represent data using graphs or charts
- S 2.3 Create current building level service delivery maps.
- S 2.4 Share the system data with the entire leadership team and analyze using an equity lens.
- S 2.5 Explore and name the inequities that exist within the current system.





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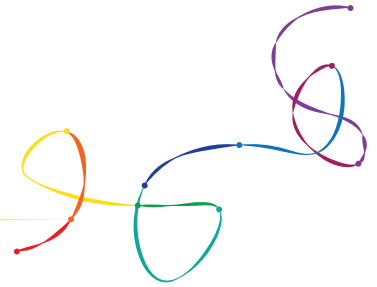
Milestone 3 :Do we have a clear public vision for inclusion and understanding of the needed system level changes?

LEADERSHIP QUESTIONS

- Q 3.1 Does the leadership team have a vision for inclusion?
- Q 3.2 Does the leadership team have a clear rationale for the change toward inclusion?
- Q 3.3 Has the leadership team included diverse members in the visioning process?
- Q 3.4 Is the vision shared publicly?
- Q 3.5 Is there a process in place to revisit and revise the vision yearly?

LEADERSHIP STEPS

- S 3.1 Craft or revise the current vision statement.
- S 3.2 Develop a clear rationale using key findings from your system equity review.
- S 3.3 Get feedback on the vision from diverse school system members.
- S 3.4 Share the vision and rationale widely once finalized.
- S 3.5 Review the vision and rationale yearly and revise as needed.



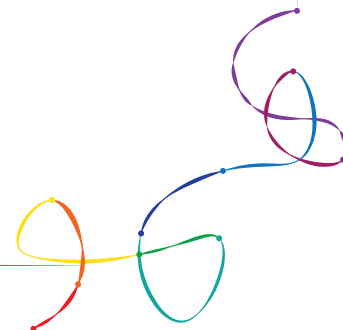
Milestone 4: How can we realign existing service delivery structures to inclusive school structures?

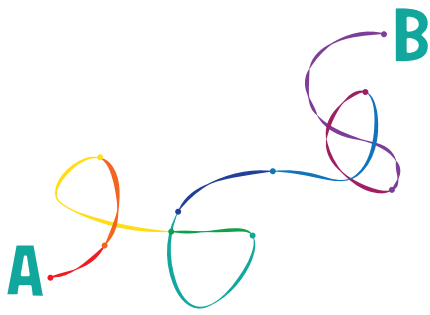
LEADERSHIP QUESTIONS

- Q 4.1 Where are the service delivery structures out of alignment with the system's inclusive vision?
- Q 4.2 How does the leadership team better align service delivery structures to its inclusive vision?
- Q 4.3 How does the system use the IEP as a vehicle for effective inclusive change?

LEADERSHIP STEPS

- S 4.1 Review service delivery maps (before and after inclusive redesign)
- S 4.2 Use your system data to align service delivery structures to your inclusive vision.
- S 4.3 Align the IEP with new powerful inclusive structures.





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Milestone 5: How can we reimagine schedules and collaborative staff roles?

LEADERSHIP QUESTIONS

- Q 5.1 How can the leadership team strategically and flexibly schedule existing staff?
- Q 5.2 How will the leadership team explore and communicate the reimaged collaborative roles and responsibilities for new inclusive service delivery?
- Q 5.3 How will the leadership team ensure and support collaborative instructional planning time?

LEADERSHIP STEPS

- S 5.1 Learn about collaborative roles and inclusive service delivery.
- S 5.2 Identify ways to strategically and flexibly schedule staff to serve all students inclusively.
- S 5.3 Carve out time in the schedule for staff to collaboratively plan and provide ongoing support..



Milestone 6: Do our educators use powerful inclusive classroom practices?

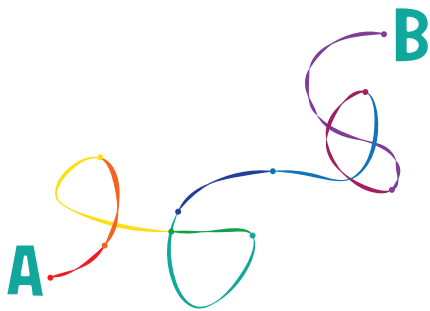
LEADERSHIP QUESTIONS

- Q 6.1 Does the leadership team understand the most powerful inclusive classroom practices?
- Q 6.2 Does the leadership team have a highly effective professional development plan to address collaboration and co-teaching, differentiation, adaptations, natural supports, and behavior supports?
- Q 6.3 Does the leadership team provide staff with effective learning opportunities to support implementation of powerful inclusive classroom practices?
- Q 6.4 Does the leadership team provide staff with feedback on powerful inclusive classroom practices to ensure accountability and meaningful support?

LEADERSHIP STEPS

- S 6.1 Explore highly effective inclusive classroom practices and identify growth opportunities.
- S 6.2 Develop a systematic plan for professional development about powerful inclusive classroom practices for all staff.
- S 6.3 Create professional development and learning opportunities that give staff the opportunity to learn with each other, from student advocates, and from inclusion experts.
- S 6.4 Communicate expectations to staff and provide feedback on those expectations.





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Milestone 7: How can we provide on-going support for this new inclusive system?

LEADERSHIP QUESTIONS

- Q 7.1 Does the leadership team understand systems change?
- Q 7.2 Does the leadership team understand how to support everyone through change?
- Q 7.3 Does the leadership team have a systematic way to analyze educators' successes and needs?
- Q 7.4 Does the leadership team continue to have ways to maintain the momentum?
- Q 7.5 Does the leadership team document progress and celebrate often?

LEADERSHIP STEPS

- S 7.1 Explore systems change.
- S 7.2 Learn more about how to support everyone through change.
- S 7.3 Design a systematic way to analyze educators' successes and needs.
- S 7.4 Determine ways to sustain the momentum.
- S 7.5 Create genuine systems of celebration.

