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# INTRODUCTION

**“Everybody is a genius.  
But if you judge a fish by its ability to climb a tree,  
it will live its whole life believing that it is stupid.”  
- Albert Einstein**

The Office of Special Programs provides support for students with disabilities, parents, administrators, and school staff in the evaluation, identification, placement, instruction, and transitional services. Manassas Park City Schools (MPCS) maintains compliance with federal and state regulations related to special education processes and programs. MPCS’ policies and practices are based on the Individuals with Disabilities Education Act (IDEA), the regulations of the State of Virginia, Section 504 of the Rehabilitation Act of 1973, and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (January 2010).

This inclusion practice guide was developed to continue to teach, guide, and promote inclusive practices and hold high expectations of diverse learners throughout Manassas Park City Schools. MPCS is committed to providing all students with rigorous, accessible, standards-based instruction and improving the outcomes for students with disabilities by meeting their needs to the maximum extent possible in the general education setting.

# MPCS INCLUSIVE ACTION PLAN

**“The backbone of success is hard work, determination, good planning, and perseverance.”  
- Mia Hamm**

In August 2021, VDOE Superintendent Memo #207-21 went out to all school divisions directing them to examine their own inclusive practices and create a 3-year action plan to increase their inclusive practices. Manassas Park completed an examination of their practices by diving into Indicator data (see Appendix B), staff survey, school profiles, and school self-assessments. The school-based assessments and profiles were very lengthy processes by each school-based team. They looked at the quality standards for inclusive schools: Clear and Consistent Vision and Vocabulary, Legislative and Accountability Standards, Strong Tier 1 Instruction, Student-Centered Decisions, Effective Use of Resources, Collaboration Among Educators, Specialized Support, Social Inclusion, Family and Community Engagement, and Sustaining Inclusive Success.

After reviewing all the information, a few common themes were identified as areas of needed growth for MPCS. The Manassas Park City Schools Inclusive Action Plan will focus on 4 out of the 10 standards: Clear and Consistent Vision and Vocabulary for Inclusive Schools, Legislative and Accountability Standards, Effective Use of Resources/Collaboration, Sustaining Inclusive Practices.

The [MPCS Inclusive Action Plan](#) (Appendix A), was the starting point for this guide. Through this new guide, all parts of the action plan will be addressed and built upon year after year. It is our start to developing a shared understanding of inclusive school practices and a review of our current strengths and growth opportunities, as well as, establishing priorities and guiding each staff member how to improve outcomes for all children in Manassas Park City Schools with disabilities. This guide will be updated annually and made available to all stakeholders.

# MPCS STRATEGIC PLAN

**“Our goals can only be reached through the vehicle of a plan.  
There is no other route to success.”  
- Pablo Picasso**

## **MPCS Vision**

- As an innovative school community, we empower students to become lifelong learners.

## **MPCS Mission**

- Engaging students through powerful learning experiences.

## **MPCS Values**

- In every grade level, content area, and learning experience, we commit to bringing these values to life.
  - **Empower & Excel**
    - We provide students with opportunities to take academic risks to instill a quest to learn more. We teach our students to strive for excellence in their learning and achievements.
  - **Create & Connect**
    - We teach our students to discover new experiences, apply critical thinking, and problem solve using innovative solutions. We provide instructional opportunities for our students to connect learning with our community and their futures.
  - **Innovate & Invest**
    - We will provide multiple pathways for all students to explore their passions in preparation for career, college and life readiness. We are committed to devoting time and resources for our students' success.

## **Pillar #1: Reimagining the School Experience**

- We will cultivate a positive and purposeful learning environment where students engage in deep and authentic educational experiences.

## **Pillar #2: Building Community and Connection**

- We will engage the school community in shared purposes and experiences to best support students.

## **Pillar #3: Creating Safe Spaces**

- We will create a school environment that supports whole child with safety in mind.

# WHAT IS INCLUSION?

**“Inclusion is a mindset. It is a way of thinking. It is not a program that we run or a classroom in our school or a favor we do for someone. Inclusion is who we are. It is who we must strive to be.”**

**- Lisa Friedman, *Removing the Stumbling Block***

Although there is no one universally accepted definition of inclusion, there are examples through the special education lens:

In 1975, the United States passed the Individuals with Disabilities Education Act (IDEA), [Public Law 94-142](#). This law made available a free appropriate public education to eligible children with disabilities throughout the nation and ensured special education and related services to those children. Although the IDEA did not recognize the word “inclusion”, it mandated that students with disabilities have access to a regular education classroom and curriculum, and programs that are offered to “non-disabled peers.”

In 2017, the Virginia Board for People with Disabilities shared that within the context of the Least Restrictive Environment, IDEA creates “a statutory preference for the provision of educational services to students with disabilities in the regular education classroom. This statutory preference can only be overridden when education cannot be satisfactorily provided in that setting, even with the use of supplementary aids and services”.

Wikipedia defines, “Inclusion in education refers to all students being able to access and gain equal opportunities to education and learning”

## ***Inclusion is.....***

- Students with disabilities attending their neighborhood school in chronologically age-appropriate general education classrooms.
- Students with disabilities having individualized and relevant learning objectives aligned to state standards.
- Students with disabilities provided with the specially designed instruction, related services, and supports needed to succeed academically and socially, and to participate fully in school routines with their classmates.
- Collaboratively developing and implementing an IEP with a team that includes the student, family, classroom teachers, and special educators (results-oriented approach). The IEP serves as a living document that guides daily, weekly, and monthly planning to support successful academic and functional outcomes in a general education setting.
- A schoolwide and system wide commitment to structures and practices integrated into the overall mission of educating all children.

## ***Inclusion is not.....***

- Students with disabilities included only in grade-level classrooms or disability-specific regional programs.
- Students with disabilities spending every minute in the general education classroom focusing solely on grade-level academic objectives.
- Students with disabilities being “mainstreamed” when seen as “ready;” and left to “sink or swim” when outside of the separate special education classroom.
- Developing and implementing an IEP that meets minimum compliance required under law, (a process-oriented approach), but is not developed collaboratively, and does little to advance a student academically or functionally in the general education setting (results-oriented approach).
- A proposition provided for certain students and certain schools or school setting e.g., “the inclusion student” or “the inclusion classroom/school”).

Overall, we can safely say that inclusion is a philosophy of acceptance. The practice of inclusive schools means that all students are fully accepted members of their school community, in which their education takes place in their least restrictive environment. In a truly inclusive setting, every child feels safe and has a sense of belonging.



# FEDERAL AND STATE SPECIAL EDUCATION REGULATIONS AND INCLUSION

**“We are trying to construct a more inclusive society. We are going to make a country in which no one is left out.”**  
- Franklin D. Roosevelt

As stated in the section previously, there is no one definition for the term “inclusion”. However, the Virginia Regulations Governing Programs for Students with Disabilities does address LRE in their regulations. According to the regulations, the least restrictive environment (LRE) means that school divisions should educate students with disabilities in the regular classroom in the school they would attend if not disabled. School divisions must provide appropriate aids and supports to educate students with disabilities with their nondisabled peers unless a student’s IEP requires some other arrangement. The mandate is for “the maximum extent appropriate”, which means school divisions must make every effort to achieve this goal.

The U. S. Department of Education (USDOE), Office of Special Education and Rehabilitative Services (OSERS), [Questions and Answers on Least Restrictive Environment \(LRE\) Requirements of the IDEA](#) provide the following clarification and guidance when implementing LRE provisions of IDEA:

- The regular classroom in the school the student would attend if not disabled is the first placement option considered for each disabled student before a more restrictive placement is considered.
- If the IEP of a student with a disability can be implemented satisfactorily with the provision of supplementary aids and services in the regular classroom in the school the student would attend if not disabled, that placement is the LRE placement for that student
- If the student’s IEP cannot be implemented satisfactorily in that environment, even with the provision of supplementary aids and services, the regular classroom in the school the student would attend if not disabled is *not* the LRE placement for that student.

According to the Virginia regulations, the LRE requirements ([8VAC20-81-130](#)) are as follows:

- A. General least restrictive environment requirements.
- a. Each local educational agency shall ensure: ([34 CFR 300.114](#))
    - i. That to the maximum extent appropriate, children with disabilities, aged two to 21, inclusive, including those in public or private institutions or other care facilities, are educated with children without disabilities; and
    - ii. That special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if 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.
  - b. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic and extracurricular services and activities provided for children without disabilities, each local educational agency shall ensure that each child with a disability participates with children without disabilities in those services and activities to the maximum extent appropriate to the needs of the child with a disability. The local educational agency shall ensure that each child with a disability has the supplementary aids and services determined by the child's IEP team to be appropriate and necessary for the child to participate in nonacademic settings. (See also [8VAC20-81-100 H.](#)) ([34 CFR 300.117](#))
  - c. For children placed by local school divisions in public or private institutions or other care facilities, the local educational agency shall, if necessary, make arrangements with public

and private institutions to ensure that requirements for least restrictive environment are met. (See also [8VAC20-81-150](#).) (34 CFR 300.114 and 34 CFR 300.118)

- B. Continuum of alternative placements. (§ [22.1-213](#) of the Code of Virginia; 34 CFR 300.115)
- a. Each local educational agency shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, aged two to 21, inclusive, for special education and related services.
  - b. The continuum shall:
    - i. a. Include the alternative placements listed in the term "special education" at [8VAC20-81-10](#), including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; and
    - ii. Make provision for supplementary services (e.g., resource room or services or itinerant instruction) to be provided in conjunction with regular education class placement. The continuum includes integrated service delivery, which occurs when some or all goals, including benchmarks and objectives if required, of the student's IEP are met in the general education setting with age-appropriate peers.
  - c. No single model for the delivery of services to any specific population or category of children with disabilities is acceptable for meeting the requirement for a continuum of alternative placements. All placement decisions shall be based on the individual needs of each child.
  - d. Local educational agencies shall document all alternatives considered and the rationale for choosing the selected placement.
  - e. Children with disabilities shall be served in a program with age-appropriate peers unless it can be shown that for a particular child with a disability, the alternative placement is appropriate as documented by the IEP.

# BENEFITS OF INCLUSIVE PRACTICES

**“Inclusive is a mindset. It is a way to treat others and the way they treat us. Inclusive is an opportunity to learn from one another. And we do it because it is the right thing to do. Period.”**

**- Lisa Friedman**

When students are first found eligible for special education, parents often have concerns about their child being “different”. They are worried that they will be in a separate classroom apart from everyone they know, and students and adults will treat their child differently. The truth is that most students who receive special education services do so in general education classrooms. Study after study proves that inclusive practices improve the overall educational experience for students with disabilities. It creates meaningful opportunities for students with disabilities to contribute to the school community and be included in the same academic, social, and extracurricular opportunities as their peers without disabilities.

Benefits for students with disabilities participating in inclusion classrooms include:

- increased reading achievement for students with mild disabilities when given specially designed instruction in an inclusive setting with additional targeted pull-out services compared to results from instruction in a resource room alone (Marston, 1996),
- less student reliance on adults and greater utilization of peer supports (Helmstetter, Curry, Brennan, & Sampson-Saul, 1998; Katz & Mirenda, 2002),
- more direct instruction, improved attendance and behavior, and increased student independence after high school (Wagner, Newman, Cameto, & Levine, 2006),
- more growth on yearly state tests in reading and math in comparison to other non-inclusive schools (Choi et al., 2017; Waldron, Cole, & Majd, 2001),
- no significant difference in academic performance or report card behavior ratings when compared to students without disabilities in non-inclusive general education classes (Kalambouka, 2007; Sharpe, York, & Knight, 1994),
- having opportunities for peer tutoring and support, and increased student participation and spelling performance (Carter, Cushing, Clark, & Kennedy, 2005; Dawson et al., 1999).
- were almost five times more likely to graduate on time than students in segregated settings (Schifter, 2015), and
- being more accepted by their peers, have better social relationships, are less lonely, and exhibit fewer behavioral problems.

Studies show that inclusion is beneficial for all students, not just those who get special education services. When schools make inclusion part of their central mission, teachers work together to raise student achievement by continually improving their instruction and supporting the individual learning needs of each student. Teachers employ strategies and teaching techniques which meet the needs of diverse learners (Dessementet & Bless, 2013). When attending class alongside a student with a disability, it can yield positive impacts on the social attitudes and beliefs of non-disabled students.

The overall benefit of including students in the regular classroom and the school environment is the opportunity to teach all students to understand and embrace human diversity.

# THE IEP TEAM

**“Alone we can do so little; together we can do so much.”  
- Helen Keller**

The IDEA requires that each student who receives special education and related services have an Individualized Education Plan (IEP) that is reviewed at least annually. The purpose of the IEP is to ensure that a free and appropriate education (FAPE) is being provided in the student's least restrictive environment (LRE). Each IEP must be truly designed for one student. To do this, the team will come together to look closely at the student's strengths and unique needs.

By law, the IEP team must include certain individuals (note that an IEP team member may fill more than one of the team positions if properly qualified):

- administrator or designee;
- the student's general education teacher or if the child does not have a general education teacher, a general education teacher qualified to teach a child of the child's age; or for a child of less than school age, an individual qualified to teach a child of the child's age;
- special education teacher;
- parent or student if 18 years of age or older;
- a person who can interpret evaluation results;
- it may also include other individuals who have knowledge or special expertise regarding the child, including related services personnel and/or transition services agency, as appropriate.

The team should always have one goal in mind, to work together to improve educational results for the student with disabilities for whom the document is being developed. The IEP will specify the student's individual educational needs, goals, and the special education and related services necessary to meet those needs. The team will then determine placement. When determining placement, the team needs to determine how to include students. Best practice states that students with disabilities should be included in all 3 components of their education:

- Academic inclusion
  - Engaging diverse students in the teaching-learning process of the general education classroom
  - Involves high expectations for success, age-appropriate and rigorous standards, evidence-based practices for planning and instruction.
- Social inclusion
  - Ensures that all students have the opportunity for the development of authentic friendships with a broad range of peers in a variety of settings.
- Physical inclusion
  - Ensures all students have equitable access to all facilities, services, and activities.

The IEP team must first consider educating a student in their base school in the general education classroom with all appropriate supplementary aids and services. According to the regulations ([8VAC20-131](#)), in determining the educational placement of a child with a disability, including a preschool child with a disability, each local educational agency shall ensure that:

1. The placement decision is made by the IEP Team in conformity with the LRE provisions.
2. The child's placement is:
  - a. determined at least annually;
  - b. based on the child's IEP; and
  - c. as close as possible to the child's home.
3. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that the child would attend if a child without a disability.
4. In selecting the LRE, consideration is given to any potential harmful effect on the child or

on the quality of services the child needs.

5. A child with a disability is not removed from education in age - appropriate regular classrooms solely because of needed modifications in the general curriculum.

The IEP team must also apply the following four basic principles in discussing the supplementary aids and services and educational placement for students with disabilities:

- Special education is a service that students with disabilities receive, not a place where students are sent.
- IEP team determinations, including placement and supplementary aids and services, must be based on the individual needs of the student.
- To the extent feasible, student supplementary aids and services to promote learning must be moved to the student as opposed to the student moving to the supplementary aids and services.
- The extent to which students with disabilities are integrated with their nondisabled peers positively impacts their educational achievement and their social growth.

# COMMON CHARACTERISTICS OF INCLUSIVE SCHOOLS

**“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”**

**- Audre Lorde**

The practice of inclusive education in school has been studied by numerous researchers, scholars, and organizations. Among all the research many common characteristics come to the surface that are essential to developing and sustaining inclusive schools.

- The school community (school personnel, families, students) has a common understanding of disability and inclusive education, creating a culture that values openness, acceptance, respect, equality, collaboration, and a celebration of diversity.
- Inclusive schools are the responsibility of all staff and students. Self-determination skills are valued and promoted, with the expectation that both school personnel and students are responsible for the welfare of the school.
- Leaders (administrators/teacher leaders) within the school are change agents, valuing inclusion and taking an active and accountable role in creating an inclusive climate that is collaborative, open, and supportive of risk-taking, building a professional learning community within the school.
- Teachers and support personnel have accountable and collaborative roles, frequently within non-traditional teaching arrangements (co-teaching), that maximize student success through the implementation of an engaging, challenging, and age-appropriate curriculum.
- Instruction is engaging, evidence-based, and data driven, using the principles of Universal Design for Learning (UDL), Differentiation, and Positive Behavioral Interventions and Supports (PBIS) to teach academic and social/behavioral skills to all students. Accommodations, modifications, technology, and an array of related services are incorporated within the general education setting to meet the learning and social/emotional/physical needs of students.
- Students are taught to be self-determined and are held to high expectations for learning defined through clearly outlined educational outcomes. Student learning experiences are flexible, authentic, meaningful, accessible, and developmentally appropriate (Jackson, Ryndak, & Billingsley, 2000; Janney & Snell, 2013; Kluth, 2017; Kurth, Lyon & Shogren, 2015; Villa & Thousand, 2003; 2016).
- Schools continue to self-evaluate their practices. Implementing inclusive practices is a dynamic and evolving process and should be always seen as a work in practice.

Inclusive education values diversity and the unique contributions each student brings to the classroom. MPCS values and practices all these characteristics on some level, but just like every profession, we need to continually reflect on our practices and strive to do better for our students.

# COMMON VOCABULARY

**“Until we learn to appreciate the power of language and the importance of using it responsibly, we will continue to produce negative social consequences for those victimized by dangerous language habits.”**

**- J. Dan Rothwell, *Telling It Like It Isn't:***

***Language Misuse and Malpractice/What We Can Do About It***

Consistency in the words we use to describe services and support for our students with disabilities must be clear and consistent across MPCs for all children, parents, teachers, and community members.

- Accessibility
  - Happens when the needs of people with disabilities are specifically considered, and products, services, and facilities are built or modified so that they can be used by people of all abilities.
  - Access to the General Education Curriculum is enabling students to be involved in and progress in the general education curriculum
- Collaborative Teaching (Co-Teaching/Co-Taught Classrooms)
  - Station Teaching: Students are put into groups and the classroom has multiple learning centers. As the students rotate through the stations, the teachers teach the same material in different ways to each group.
  - Parallel Teaching: The class is divided into two groups and each teacher teaches the same information at the same time.
  - Alternative Teaching (big group/small group): One teacher instructs most of the class and the other teacher teaches an alternate or modified version of the lesson to a smaller group of students.
  - Team Teaching: Both teachers are delivering the same instruction at the same time.
  - One Teach/One Assist: One teacher would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
  - One Teach/One Observe: One teacher delivers the instruction while the other gathers data during the instruction.
- Curricular Supports

Accommodations “How”	Modifications “What”
<ul style="list-style-type: none"> <li>● Allows a student to complete the same assignments as other students, but with a change in timing, formatting, setting, scheduling, response and/or presentation.</li> <li>● Does not alter in any significant way what is measured.</li> <li>● Can be used with any student to help access the instructional content. They are often simply considered good teaching techniques, or Tier 1 instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Adjustments to an assignment that changes the standard or what is supposed to be measured.</li> <li>● Modifications to the curriculum are only for students with an IEP because they require actually changing what is taught and tested. The subject is the same, but the state standard has been adjusted to allow access to learning at the student's level.</li> <li>● Standard is adjusted to allow access to learning at the student's level.</li> </ul>

- Differentiated Instruction
  - An approach to teaching where educators consider student differences when planning the content, process, product, and learning environment so all students can learn the best.
- Equal Opportunity
  - The right to equivalent opportunities for education regardless race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities.
- FAPE (Free Appropriate Public Education)
  - Students with disabilities have a legal right to a free appropriate public education. Free means the government pays for the education of students with disabilities. There's no cost to families. However, families do have to pay the same extra school fees — for example, sports and club fees — that all students pay.
  - Appropriate means that kids who qualify get an Individualized Education Program (IEP) with services to meet their unique needs. Other students with disabilities may get a 504 plan that gives equal access to learning.
  - Public means supervised by the public school. An IEP team — teachers, parents, and others — decides what services and support the student gets. In a few cases, the government may pay for kids with disabilities to attend private school.
  - Education can include special education. It can also include related services, like speech therapy, counseling, or even transportation. The goal is for kids to make progress in school and be prepared for the future.
- IEP team
  - The individual education plan team is responsible for identifying and evaluating students with disabilities, developing, reviewing, and/or revising an IEP for a student with a disability, and determining the placement of a child in the LRE.
- Inclusion
  - Inclusion is a philosophy of acceptance.
  - A fundamental commitment to relationships across student peers, colleagues, parents, families, and community as a whole.
- LRE/Least Restrictive Environment
  - Students with disabilities must be educated in the least restrictive environment that can meet their needs.
  - Students with disabilities must be educated with their non-disabled peers to the maximum extent possible that is appropriate for their needs and abilities.
- People First Language
  - The People First Respectful Language Modernization Act of 2006 was enacted by the Council of the District of Columbia on July 11, 2006 to “require the use of respectful language when referring to people with disabilities in all new and revised District laws, regulations, rules, and publications and all internet publications.”
  - “People First Language” (PFL) puts the person before the disability, and describes what a person has, not who a person is. PFL uses phrases such as “person with a disability,” “individuals with disabilities,” and “children with disabilities,” as opposed to phrases that identify people based solely on their disability, such as “the disabled.”
  - See Appendix D: People First Language Table
- Positive Behavioral Support
  - proactive behavioral support for all students that emphasize prevention and remediation of problem behaviors through collaborative teaming and data-based decision making.
- Present Levels of Academic Achievement and Functional Performance (Also known as: Present Levels/PLOP/PLAAFP):
  - is the teacher's story of the student



- includes a picture of the student's abilities in school
- tells how the student interacts with peers and adults
- tells how a student is able to complete work
- explains what areas a student requires specially designed instruction
- includes a description of how the student's disability impacts their involvement and progress in the general education curriculum or appropriate preschool activities
- it is clearly written and data-driven
- PRESENT LEVELS ARE THE FOUNDATION OF THE IEP
- Related services
  - Related services means transportation and such developmental, corrective, and other supportive services that are required to assist a child with a disability to benefit from special education and includes speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes.
- Special education case manager or LEA representative
  - The case manager for a student with a disability is the point of contact for all special education matters.
- Specially designed instruction
  - Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to address the needs of an individual with a disability and to ensure access to the general education.
- Self-contained
  - A self-contained classroom provides specialized supports and instruction outside the general education classroom.
  - Self-contained classrooms are designed to give more support to students with disabilities who have a high level of need.

# CO-TEACHING

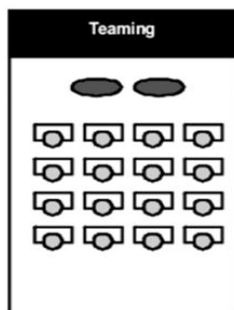
**“Coming together is a beginning. Keeping together is progress. Working together is success.”**  
**- Henry Ford**

Co-teachers are often general education teachers and special education teachers working together in the general education classroom. Of course, just working in the same classroom, does not mean it is effective, or even fun. The adults need to work collaboratively using their professional expertise to enhance instruction and space for effective learning for all students. Keep in mind these key points:

1. Work together as a team and make sure the students know it: Working together as a team is vital to the success of the classroom. Take time to plan, grade, and discuss students' growth together. Also, call parents as a team so the families see the classroom staff as equals. Make sure to deliver positive and redirect negative behavior equally. No good cop, bad cop routines.
2. Work with all different groups of students: Make sure that each teacher is working with both the special education and general education students at different times. Learn about each child's strengths and needs. There should not be any talk of “my students/your students”.
3. Always communicate; Just like any other relationship, communication will be key to success. Take the time to discuss what is going right and what needs to be worked on in the classroom. Understand your colleagues' perspectives and talk through any concerns you may have.

Co-teaching teaching draws on the strengths of the general education teacher, who is an expert in curriculum and pacing, and the special education teacher, who is an expert in adapting the curriculum and differentiating instruction to meet the individual needs of students. Co-teaching is a service delivery model to allow students with disabilities access to the general education curriculum while providing them with special education services within the general education classroom setting. The five co-teaching models described by Zigmond and Magiera (2001) are still commonly used to describe the models today.

1. **Team teaching:** Two teachers provide whole group instruction. Both teachers are directly instructing students at the same time—sometimes called “tag team teaching.” Each teacher has a predetermined section or part of the lesson. For example, one may be modeling information or taking notes in the front while the other is leading the instruction.



Pros:

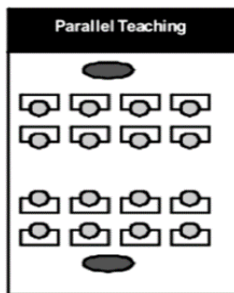
- Great time to model metacognitive (help students develop an awareness of their thinking process as they learn) strategies.

- Can teach multiple ways on how to reach the same outcome by modeling different strategies at the same time.
- Provides more opportunities to pursue teachable moments that may arise - teachers can play off each other to enhance their teaching.
- Modeling group work/social skills
- Provides both teachers with an active instructional role.

Cons:

- Takes time and trust to build this working relationship that values both equally in the classroom.
- Decreased individualized support.

- 2. Parallel teaching:** The class is divided into two groups to reduce the student-teacher ratio. The divided class can be in the same or different physical location. Although both groups are being taught the same content at the same time, the delivery of the content may be different. Necessitates a lot of planning time.



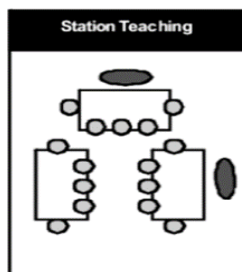
Pros:

- Provides both teachers an active instructional role.
- Great to show 2 contrasting viewpoints, having a debate, writing persuasive essays, differentiating based on reading level, but keeping content consistent.
- Can teach students how to appropriately disagree with each other.
- Lessens the number of students working together at one time.
- Lessens the content demand on each individual child.
- Keeps the academic rigor of a demanding lesson but splits the responsibility between both teachers.

Cons:

- Both teachers must have strong knowledge of the content to teach the lesson.
- Both teachers must have the same expectations for the timing of when a lesson is finished.
- Can be challenging with noise level, distractions, and space.

- 3. Station teaching:** Students are divided into three or more groups and placed in stations or centers. Students rotate through these stations. Each teacher will either be facilitating learning at one of the stations or circulating among all stations.



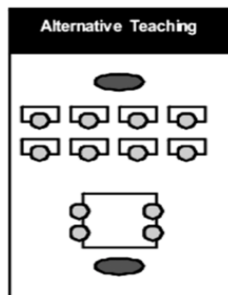
## Pros:

- Provides both teachers with an active instructional role.
- Great when you want to differentiate by learning preference and/or academic levels.
- Each group can learn at their own pace with the lower student-teacher ratio.
- All students go to both teachers in order to reinforce learning.
- Teachers leading stations get better at the lesson each time you teach it.
- Transition time between stations allows students to move frequently and can increase engagement.
- Allows for more material to be covered in a shorter amount of time.
- Provides a clear teaching responsibility for each teacher in the room.

## Cons:

- Timing is difficult (ex. students may not finish and get frustrated, may not be enough time for teachers to check in with each other before next station starts)
- Teachers can get tired of teaching the same lesson multiple times.
- Independent stations require some pre-teaching around expectations and may be difficult for some students to remain focused.
- Requires significant planning for teaching and material preparation.
- Can be challenging with noise level, distractions, and space.

4. **Alternative teaching:** One teacher works with a large group of students and the other teaches a small group based on need. The smaller group is provided with re-teaching, pre-teaching, or enrichment as needed. During this time, the large group is not receiving new instruction.



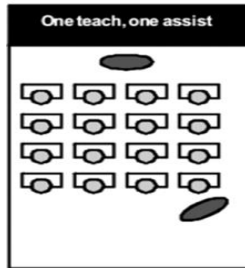
## Pros:

- Provides both teachers with an active instructional role.
- Great to use when re-teaching or pre-teaching a lesson or vocabulary, skills assessments or remediation.
- Can be used for intervention as well as enrichment opportunities.
- Allows for a lower student-teacher ratio which can tailor the small group to individual needs.
- Either teacher is able to provide the alternate support
- 

## Cons:

- Stereotyping with pulling lower students out.
- May make students feel self-conscious if always in a small group.
- Communication with a co-teacher to make sure new content isn't being taught.
- Organization regarding students being pulled, materials, and timing.
- Can be challenging with noise level, distractions, and space.

5. **One teach, one assist/support:** One teacher is leading class instruction while the other is providing support to individual students as needed.



Pros:

- Allows one teacher to teach a lesson without interruption from students who need assistance.
- Good when teaching a new concept/unit.
- Gives real time help for students who need it.
- Works well when teaching on the fly/limited teacher planning time.
- Use when one staff member is more confident with the curriculum
- Allows teachers to use proximity to keep students on task.
- Provides for increased classroom management.
- Can provide newer teachers the opportunity to observe more experienced teachers.

Cons:

- Gives the teacher leading the lesson more power which can lead to an imbalance of power if used too frequently.
  - ◆ One teacher manages behavior.
  - ◆ One teacher is more “in charge”.
- Can set up an expectation that one-to-one support is immediate.
- Requires solid planning to make sure the assisting teacher is used efficiently.

# CO-PLANNING

**“Aim for success, not perfection. Never give up your right to be wrong, because then you will lose the ability to learn new things and move forward with your life. Remember that fear always lurks behind perfectionism.”**

**- David M. Burns**

Everyone who has done any research on co-teaching agrees that co-planning is the most important component to effective co-teaching, but time for co-planning is the most common barrier. If you don't have the time to discuss plans, review upcoming tests, consider recommended modifications and implementation of IEP goals, it will be difficult if not impossible to have a successful inclusive classroom. But how do you co-teach when there just is not enough time to co-plan?

- When?
  - Use the time before school, after school, or planning time (if the same). Remember that co-planning will make both teachers' jobs easier and more successful in the long run.
  - Put it in your calendars as a recurring standing appointment each week (at least 30 minutes a week).
  - Make this time a priority at the beginning of the year
- Where?
  - Find a place that is without distractions. Often the pods afterschool can become a place where all teachers de-stress. Don't get caught up in this and lose focus on your time to co-plan.
  - Use the library or a classroom and have a sign ready that says “Do not disturb”.
  - Face each other and turn off your cell phones and emails.
- Who and What?
  - Keep personal stories for another time. This is very difficult as the year goes on and your relationship becomes closer.
  - Having an agenda/checklist of what needs to be accomplished during your session is extremely important to stay focused.
  - For the most part, keep your focus on the upcoming lessons first. Individual student concerns should be addressed if there is time at the end of your planning session.
  - Make sure there is a balance between each other. There should be an equal share of the planning and grading/assessing growth during these sessions.
  - Focus on the Content-Product-Process approach (Appendix E).
    - Content: involves the curriculum, the information learned, the standards and skills being taught. Think about what topics and content standards do students have to learn? What objective or goal does the lesson have? Is there any differentiation in the depth of the content from one student to the next.
    - Process: is how the students will learn or make sense of the content. How will individuals get access to the information and in how much time? How can you differentiate the content? What activities will the students engage in in order to make sense or master the content? What collaborative teaching model will be implemented at the beginning, middle, and end of the lesson? What responsibilities will each teacher have prior to the lesson (materials), implementing, and assessing the lesson?
    - Product: is how students show what they learned. What will students need to produce to demonstrate mastery (e.g., a report, poster, animated video, essay, infographic, discussion, etc.). Who might struggle with aspects of the lesson? Are there any accommodations or modifications to the grading required?

- Once teachers identify these items, you can plan who will teach what, who will work with whom, what resources will need to be provided, and what scaffolds need to be built in. This process saves a significant amount of time because the questions are highly targeted.
- How?
  - Although you should keep your personal stories for another time, make this time fun.
  - Avoid going off on tangents. If you are stuck, put the difficulty aside and come back to it later.
  - Bring snacks, coffee, kick off your shoes, and enjoy this time to discuss how much you both enjoy teaching with each other.
  - Document your planning to save it for another time.
  - End on time. If you notice that you don't ever finish everything, add more time to upcoming sessions or add a session. If you continue to go over the time you set aside, you will begin to get frustrated or dread the next session.

There will be times when sitting together to co-plan will not happen. Manassas Park City Schools has partnered with Common Curriculum to provide staff with an online lesson planning tool to streamline co-planning (Appendix G). Besides allowing for co-planning among teachers that teach the same class, Common Curriculum allows classroom co-teachers to plan simultaneously. Any teacher can add differentiated tasks to a lesson plan easily and efficiently, at any time.

When co-planning is an efficient and effective use of everyone's time, everyone will see that co-planning is less of a chore and a time that teachers look forward to. In the end, the better the co-planning, the better the co-teaching which will result in better outcomes for all students.

# MPCS REVIEW PROCESS

**“Even if you are on the right track, keep moving or you will get run over.”**  
**- Will Rogers**

Manassas Park City Schools is always moving forward by looking behind at our students' success and more importantly, their unique needs. MPCS will now begin to look more closely at the special education data to increase opportunities for students with disabilities in the general education setting and ultimately improving outcomes for all students.

## **Develop the IEP to Support Inclusion**

The IEP directly supports inclusive practices in the way it is written and implemented. In order to promote inclusion:

- Make sure that teachers are writing [Standards Based IEPs](#) that tie directly to VA Standards of Learning.
- Increase general education involvement in the IEP process and meetings. The resource, [General Educator Involvement](#) in the IEP can be helpful.
- The [I'm Determined](#) project has valuable resources on how to have your student involved in the IEP process and/or meeting. Encourage your students of all ages to be part of the process in one way or another. They can present their strengths, likes/dislikes, needs, or just help send out personal invitations to the meeting. As students get older and become better self-advocates, have them help write their IEP with the case manager. No matter the age, the IEP should always contain the student's voice.
- Complete an Individual Planning Matrix (Appendix F) This tool will help map out how the student's goals are implemented in activities across the school day and what services and strategies are used by the team to address the goals.

## **Review Inclusion Data**

Each of the 4 Manassas Park City Schools will meet twice a year with their school-based team as well as the Director of Special Education, to discuss special education in their buildings. During these meetings, the team will review the following using the agenda found in Appendix I:

- Academic progress
- Social/behavioral progress
- % of students that receive special education
- % of students in the general education classroom
  - ◆ Time spent in general education classroom
- Inclusive activities
- Co-teacher feedback

## **Online Professional Development**

- [VDOE Inclusive Practices](#)
- [Building a More Inclusive School Community: Key Elements](#)
- [The Official Blog & Podcast of MCIE: THINK INCLUSIVE](#)
- [Ted Talk](#)
- [TTAC - Real Co-Teachers of Virginia](#)
- [Council for Exceptional Children](#)
- [Vector Solutions](#)



# RESOURCES AND REFERENCES

**“Giving credit where credit is due is a very rewarding habit to form. Its rewards are inestimable.”  
- Loretta Young**

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# APPENDIX

**“Intelligence plus character – that is the goal of true education.”  
- Martin Luther King Jr.**

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## A. INCLUSIVE SCHOOL EDUCATION 3 YEAR ACTION PLAN

Quality indicators for inclusive schools	Action Steps	Details/Evidence of Mastery	Person(s) Responsible	Time Frame
Clear and Consistent Vision and Vocabulary for Inclusive Schools	<ul style="list-style-type: none"> <li>• Create a written document that is updated annually and includes:               <ul style="list-style-type: none"> <li>○ Common Vocabulary</li> <li>○ Inclusion practices throughout the division</li> <li>○ Collaborative teaching models</li> <li>○ MPCS Special Education data</li> <li>○ People first language</li> <li>○ Resources</li> </ul> </li> <li>• Ensure inclusive professional learning activities are available to begin the school year (during PL Academy) and throughout the school year (through CANVAS)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate the importance and focus of inclusive practices in Manassas Park City Schools which includes shared ownership for all students, increased opportunities for students with disabilities to be included with general education, <u>and through</u> faculty meetings, presentations to the school board, parent meetings, and when recruiting new staff.</li> <li>• Recruiting information will include the school's commitment to inclusive practices.</li> <li>• Build a network of co-teaching supports within the district including classrooms to observe.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive team, Director of special education, building administrators, special education chairs, Special Education Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• December <u>2022</u> - December 2025</li> </ul>
Legislative and Accountability Standards	<ul style="list-style-type: none"> <li>• Create a school wide and district process in which inclusion data is reviewed including, but not limited to:               <ul style="list-style-type: none"> <li>○ Academic progress</li> <li>○ Social/behavioral progress</li> <li>○ % <u>of</u> students that receive special education</li> <li>○ % <u>of</u> students in general education classrooms</li> <li>○ Inclusive activities</li> <li>○ Co-teacher feedback</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Co-teacher reflection survey on effective co-teaching</li> <li>• Monthly power team/grade level meetings focus on inclusion data</li> <li>• Director and special education chair meetings focus on inclusion data quarterly</li> <li>• Semester meetings with building and district level administration to discuss inclusion data, ensuring that data continues to drive placement decisions</li> <li>• Semester meetings with special education chairs to review referral rates in each building.               <ul style="list-style-type: none"> <li>○ Based on referrals, provide professional learning regarding Tier 1 and 2 <u>instruction</u> where necessary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Executive team, Director of special education, building administrators, special education chairs</li> </ul>	<ul style="list-style-type: none"> <li>• June 2023 - December 2025</li> </ul>

<p>Effective use of resources/ Collaboration</p>	<ul style="list-style-type: none"> <li>• Create a process in which teacher, co-teacher, paraprofessionals, and support staff roles and responsibilities in the general education classrooms are articulated and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the use of Common Curriculum <u>Planbook</u> as a common way to lesson plan across the schools to increase common planning among co-teachers</li> <li>• School calendar to include scheduled protected collaboration times throughout the school year for each co-teaching team.</li> <li>• Teacher training on the importance of the teachers' role in supervising and training the paraprofessional in their classroom.</li> <li>• Paraprofessional training to define roles in the classroom, paraprofessional support guides, and additional resources.</li> <li>• Ensure that all staff that are part of the classroom has a copy of all curriculum and <u>supplemental materials</u> necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director of Teaching and Learning, Director of Instruction, building administrators, special education chairs, co-teaching partners</li> </ul>	<ul style="list-style-type: none"> <li>• August 2023 - December 2025</li> </ul>
<p>Sustaining Inclusive Practices</p>	<ul style="list-style-type: none"> <li>• Create an annual celebration of Manassas Park City Schools' Inclusive Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Inclusive Practices survey for staff and parents</li> <li>• First week of December celebration             <ul style="list-style-type: none"> <li>○ Highlight video of inclusive activities from the past year</li> <li>○ Spirit week</li> <li>○ Inclusive activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Director of special education, special education chairs, school counselors</li> </ul>	<ul style="list-style-type: none"> <li>• December 2024</li> </ul>

## B. MPCS SPECIAL EDUCATION DATA

### December 1 Count

	Based on December 1, 2021 count	Based on December 1, 2020 count	Based on December 1, 2019 count	Based on December 1, 2018 count
Total students with IEPs	468	480	483	460
Total students enrolled as of December 1	3518	3513	3659	3769
Percentage of students with IEPs	13.30%	13.66%	13.20%	12.20%

### Number of Disability Categories

Disability Category	Based on December 1, 2021 count	Based on December 1, 2020 count	Based on December 1, 2019 count	Based on December 1, 2018 count
Autism	93	78	74	68
Deaf-Blindness	0	0	0	0
Deafness	24	25	21	14
Emotional Disability	17	26	25	24
Hearing Impairment	3	5	4	3
Intellectual Disability	18	16	17	16
Multiple Disabilities	14	12	12	13
Orthopedic Impairment	0	0	0	0
Other Health Impairment	99	104	99	108
Specific Learning Disability	85	90	106	98
Speech-Language Impairment	114	123	125	116
Traumatic Brain Injury	1	1	0	0
Visual Impairment	0	0	0	0

## Graduation rates for students with disabilities

	June 2022	June 2021	June 2020	June 2019
Students with disabilities		29	25	24
Students without disabilities		211	225	253
Total graduation rate		240	250	277

## State Indicator 1: Graduation

Indicator Description	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2018-2019) Division Performance	2019-2020 State Target	State Target Met
Percent of youth with IEPs graduating from high school with a regular diploma	51.85%	≥71.24%	No	92%	≥70.74%	Yes	68%	≥61%	Yes

## State Indicator 2: Dropouts

Indicator Description	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2020-2021) Division Performance	2019-2020 State Target	State Target Met
Percent of youth with IEPs who exited special education due to dropping out	11.11%	≤6.41%	No	4%	≤6.66%	Yes	2.15%	≤1.40%	No

## Indicator 3: Participation and Performance on Statewide Assessments

Indicator Description	Grade Level	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2020- 2021) Division Performance	2019-2020 State Target	State Target Met						
<b>3a. Participation Rate for Children with IEPs for English/Reading</b>	Grade 4	100%	≥95%	Yes	93.55%	≥95%	No	Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)(D), and certain reporting requirements related to assessments and accountability in section 1111(h).								
	Grade 8	100%	≥95%	Yes	71.43%	≥95%	No									
	High school	81.25%	≥95%	No	100%	≥95%	Yes									
<b>3a. Participation Rate for Children with IEPs for Math</b>	Grade 4	100%	≥95%	Yes	96.77%	≥95%	Yes									
	Grade 8	100%	≥95%	Yes	68.97%	≥95%	No									
	High School	93.33%	≥95%	No	89.13%	≥95%	No									
<b>3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading</b>	Grade 4	23.08%	≥38.55%	No	25.00%	≥38.05%	No									
	Grade 8	13.64%	≥31.18%	No	23.53%	≥30.68%	No									
	High School	50.00%	≥48.45%	Yes	50.00%	≥47.95%	Yes									
<b>3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math</b>	Grade 4	17.95%	≥28.45%	No	6.90%	≥27.95%	No									
	Grade 8	22.73%	≥22.25%	Yes	5.88%	≥21.75%	No									
	High School	85.71%	≥38.10%	Yes	41.46%	≥37.60%	Yes									
<b>3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading</b>	Grade 4	≤10 Students	≥74.17%	Too few students to evaluate	≤10 students	≥86.80%	Too few students to evaluate									
	Grade 8	≤10 Students	≥71.95%	Too few students to evaluate	≤10 students	≥81.09%	Too few students to evaluate									
	High School	≤10 Students	≥79.22%	Too few students to evaluate	≤10 students	≥81.30%	Too few students to evaluate									
<b>3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math</b>	Grade 4	≤10 Students	≥65.63	Too few students to evaluate	≤10 students	≥89.17%	Too few students to evaluate									
	Grade 8	≤10 Students	≥66.72%	Too few students to evaluate	≤10 students	≥81.94%	Too few students to evaluate									
	High School	≤10 Students	≥72.89%	Too few students to evaluate	≤10 students	≥77.51%	Too few students to evaluate									

Indicator Description	Grade Level	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2020-2021) Division Performance
<b>3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading</b>	Grade 4	31.36%	≤29.17%	No	20.59%	≤29.67%	Yes	
	Grade 8	45.99%	≤38.03%	No	42.99%	≤38.53%	No	
	High School	28.78%	≤33.03%	Yes	28.80%	≤33.54%	Yes	
<b>3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math</b>	Grade 4	15.13%	≤26.84%	Yes	16.55%	≤27.34%	Yes	
	Grade 8	31.61%	≤33.71%	Yes	41.25%	≤34.21%	No	
	High School	9.58%	≤21.77%	Yes	13.95%	≤22.27%	Yes	

**Indicator 4: Suspension/Expulsion**

Indicator Description	2021-2022 Significant Discrepancy	2020-2021 Significant Discrepancy	2019-2020 Significant Discrepancy
<b>4a. Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs</b>	No	No	No
<b>4a. The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Target – 0%</b>	Not identified with significant discrepancy for Indicator 4a	Not identified with significant discrepancy in Indicator 4A	No discrepancy in 4A
<b>4b. Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs</b>	No	No	No
<b>4b. The VDOE concluded that the policies, procedures or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Target – 0%</b>	Not identified with significant discrepancy for Indicator 4b	Not identified with significant discrepancy in Indicator 4B	No discrepancy in 4B



**Indicator 5: Education Environments (Children Age 5 (Kindergarten) - 21) /School Age Least Restrictive Environment (LRE)**

Indicator Description	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2018- 2019) Division Performance	2019-2020 State Target	State Target Met
5a. Students included in regular classroom 80% or more of the day.	71.90%	≥72.10%	No	77.08%	≥71.60%	Yes	66.75%	≥70.0%	No
5b. Students included in regular classroom less than 40% of the day.	13.11%	≤8.15%	No	0.90%	≤8.40%	Yes	11.56%	≤8.0%	No
5c. Students served in separate public or private school, residential, home-based, or hospital facility.	3.75%	≤3.81%	Yes	2.47%	≤3.91%	Yes	4.01%	≤2.5%	No

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Indicator Description	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2018- 2019) Division Performance	2019-2020 State Target	State Target Met
6a. Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program	33.33%	≥24.90%	Yes	0%	≥24.65%	No	5.26%	≥34.0%	No
6b. Children ages 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility	22.22%	≤38.60%	Yes	51.52%	≤38.85%	No	26.32%	≤26.0%	No
6c. Percent of children with IEPs aged 3 through 5 who are enrolled in a preschool program receiving special education and related services in the home	0%	≤6.00%	Yes	0%	≤6.27%	Yes	N/A	N/A	N/A

## Indicator 7: Preschool Outcomes

## 7a. Positive Social-Emotional Skills (Including Social Relationships)

Outcome	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2018-2019) Division Performance	2019-2020 State Target	State Target Met
A1. Percent entered below age expectations	100%	≥91.50%	Yes	100%	≥91.25%	Yes	100%	≥90.1%	Yes
A2. Percent functioning within age expectations	54.55%	≥55.25%	No	47.37%	≥55.00%	No	39.13%	≥56.0%	No

## 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/ Communication and Early Literacy)

Outcome	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2018-2019) Division Performance	2019-2020 State Target	State Target Met
7b. Acquisition and Use of Knowledge and Skills (Including Early Language/ Communication and Early Literacy)	95.45%	≥94.50%	Yes	100%	≥94.25%	Yes	100%	≥94.0%	Yes
7b. Acquisition and Use of Knowledge and Skills (Including Early Language/ Communication and Early Literacy)	27.27%	≥38.25%	No	15.79%	≥38.00%	No	21.74%	≥43.06%	No

## 7c. Use of Appropriate Behavior to Meet their Needs

Outcome	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2018-2019) Division Performance	2019-2020 State Target	State Target Met
C1. Percentage entered below age expectations	95.00%	≥91.50%	Yes	100%	≥91.25%	Yes	95%	≥91.0%	Yes
C2. Percent functioning within age expectations	59.09%	≥61.25%	No	47.37%	≥61.00%	No	52.17%	≥62.0%	No

**Indicator 8: Parent Involvement**

Outcome	2021-2022 (based on data from 2020- 2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019- 2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2018- 2019) Division Performance	2019-2020 State Target	State Target Met
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	81.82%	≥82.00%	No	100%	≥80.00%	Yes	66.67%	≥78.0%	Yes

**Indicator 9: Disproportionate Representation in Special Education and Related Services**

Indicator Description	2021-2022 Disproportionate Representation Determination	2020-2021 Disproportionate Representation Determination	2019-2020 Disproportionate Representation Determination
Division identified with disproportionate representation of racial and ethnic groups in special education and related services.	No	No	No
The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA. Target – 0%	Not identified with disproportionate representation for Indicator 9	Not identified with disproportionate representation for Indicator 9	Not identified with disproportionate representation for Indicator 9

**Indicator 10: Disproportionate Representation in Specific Disability Categories**

Indicator Description	2021-2022 Disproportionate Representation Determination	2020-2021 Disproportionate Representation Determination	2019-2020 Disproportionate Representation Determination
Division identified with disproportionate representation of racial and ethnic groups in specific disability categories.	Yes	No	No
The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA. Target – 0%	No	Not identified with disproportionate representation for Indicator 10	Not identified with disproportionate representation for Indicator 10

**Indicator 11: Timeline for Eligibility**

Outcome	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2018-2019) Division Performance	2019-2020 State Target	State Target Met
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Children with parental consent for initial evaluation, who were evaluated, and eligibility determined within 65 business days	100%	100%	Yes	100%	100%	Yes	100%	100%	Yes
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**Indicator 12: Part C to Part B Transition**

Outcome	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2018-2019) Division Performance	2019-2020 State Target	State Target Met
Children with parental consent for initial evaluation, who were evaluated, and eligibility determined within 65 business days	100%	100%	Yes	100%	100%	Yes	≤10 Students	100%	Yes

**Indicator 13: Secondary IEP Goals and Transition Services**

Outcome	2021-2022 (based on data from 2020-2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2018-2019) Division Performance	2019-2020 State Target	State Target Met
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100%	100%	Yes	100%	100%	Yes	100%	100%	Yes

## Indicator 14: Postsecondary Outcomes

Indicator Description	2021-2022 (based on data from 2020- 2021) Division Performance	2021-2022 State Target	State Target Met	2020-2021 (based on data from 2019-2020) Division Performance	2020-2021 State Target	State Target Met	2019-2020 (based on data from 2018-2019) Division Performance	2019-2020 State Target	State Target Met
Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were:									
14a. Enrolled in higher education within one year of leaving high school	35.00%	≥36.00%	No	22.22%	≥35.50%	No	42.86%	≥35.0%	Yes
14b. Enrolled in higher education or competitively employed within one year of leaving high school	90.00%	≥66.00%	Yes	61.11%	≥65.50%	No	78.57%	≥65.0%	Yes
14c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	90.00%	≥73.00%	Yes	72.22%	≥72.50%	No	85.71%	≥72.0%	Yes

## **C. MPCs INCLUSION HIGHLIGHTS**

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## D. PEOPLE FIRST LANGUAGE

The following table gives examples, in alphabetical order, of ways to substitute PFL for outdated and/or offensive terminology.

<b>Outdated term:</b>	<b>Replace with:</b>
"afflicted with disability" "autistic"	"has autism" "has autism"
"crippled"	"has a disability"
"the disabled"  "disabled adults"  "disabled people"  "disabled children"  "disabled voters"	"people with disabilities"  "adults with disabilities"  "people with disabilities"  "children with disabilities"  "voters with disabilities"
"feeble-minded"	"has a cognitive disability"
"a handicap"  "the handicapped"  "handicapped buses"  "handicapped bathrooms"  "handicapped parking"  "handicapped buses"  "handicapped bathrooms"  "handicapped parking"	"a disability"  "a disability"  "accessible buses"  "accessible bathrooms"  "accessible parking"  OR  "buses accessible to people with disabilities"  "bathrooms accessible to people with disabilities"  "parking accessible to people with disabilities"
"the insane"  "insane person"	"people with a mental health conditions"  "person with a mental health condition"

<p>“insane adult”</p> <p>“insanity”</p> <p>“imbecile”</p> <p>“invalid”</p>	<p>“adult with a mental health condition”</p> <p>“mental health condition”</p> <p>“person with a disability”</p> <p>“person with a cognitive disability”</p> <p>“people with a disability”</p>
<p>"maimed"</p> <p>“the mentally ill”</p> <p>“mentally ill person”</p> <p>“mentally ill adult”</p> <p>Etc.</p> <p>"moron"</p>	<p>“person with a mental health condition”</p> <p>“person with a mental health condition”</p> <p>“person with a mental health condition”</p> <p>“adult with a mental health condition”</p> <p>Etc.</p> <p>“person with a disability”</p> <p>“person with a developmental disability”</p> <p>“person with a cognitive disability”</p>
<p>“learning disabled”</p> <p>“lunatic”</p>	<p>“has a learning disability”</p> <p>“person with a mental health condition”</p>
<p>“suffering from disability”</p>	<p>“has a disability”</p>
<p>“wheelchair user” or</p> <p>“wheelchair bound”</p>	<p>“person who uses a wheelchair/mobility chair”</p>



### E. EXAMPLE CO-PLANNING LESSON PLAN

Subject area:  
Lesson objective:  
Co-teachers:

Grade level:  
VA SOL:  
Date:

IEP goal(s) (if applicable):

	<b>CONTENT</b>	<b>PROCESS</b>	<b>PRODUCT</b>
<b>OVERVIEW</b> (include warm-up, instruction, review/check for understanding, closing)			
<b>CO-TEACHING METHOD</b> (include roles/responsibilities)			
<b>SCAFFOLDING</b>			
<b>ACCOMMODATIONS/ MODIFICATIONS</b> (include classroom environment modifications, individual needs)			
<b>PRE-LESSON RESPONSIBILITIES</b> (include materials)			

## F. INDIVIDUAL PLANNING MATRIX

### Tools for Including Learners with Intensive Support Needs

When planning the education program for learners who have intensive support needs, teachers may need assistance to design instructional supports that will result in the learner's meaningful participation in the classroom and school community. These supports are intended to promote:

- ★ Access to general education curriculum
- ★ Strategies for positive peer interactions
- ★ Instructional adaptations to promote learning within classroom instruction and engagement in classroom activities with peers
- ★ A guide to deliver specialized instruction on IEP goals across various classes and instructional content areas
- ★ Support for team collaboration and ongoing learner planning
- ★ Home-school communication and family partnership in the education process
- ★ Collaboration among the school team
- ★ Supports for team members to deliver special education and related services

#### IEP/Curriculum Planning Matrix

#### INSTRUCTIONS:

This form allows a learner's team to create a guide for where and when a learner's IEP goals will be addressed across classroom activities and settings during a learner's typical day.

1. List the learner's IEP objectives in the left-hand column.
2. Across the top row of boxes, list the separate activities or periods of the regular school day, including: arrival, lunch, recess or breaks, core and elective classes, academic interventions, or any other parts of the school routine. These periods do not need to be in exact chronological order, as some activities may change from day to day.
3. As a team, look at the first IEP objective. Going across the row, decide in which activity, activities, or period(s) the objective could be addressed. Under those headings, indicate that the learner's IEP objective will be addressed then by putting an **X** in the box or shading the box. Continue for each of the objectives until finished. This will provide you with a picture of all the times throughout the day when the objective could be addressed.
4. **OPTION:** In the bottom row or in the box where an IEP objective is indicated, the group may decide if the learner will need assistance other than what the classroom teacher can provide.

In the lower half of the box, one of the following codes may be used:

**X** – Teach here      **P** – peer support      **A** – second adult support      **N** – no assistance      **M** - monitoring



## IEP/Learning Activity Planning Matrix for Subjects and Environments

This form allows a learner's team to create a guide for where and when a learner's IEP goals will be addressed across classroom activities and settings during a learner's typical day.

*Analyzing the classes and settings to see where IEP objectives will be taught needs to occur so that teachers and other service providers (and parents!) will plan how, when, and where critical skills from IEP objectives will be taught. As teachers plan their lessons, general and special educators can collaborate on the specific skill and behavioral outcomes and how they will be taught. This also provides a guide for a Para-educator or other adult who may be implementing the IEP. This is often written with the broad IEP goals in mind.*

1. List the IEP goals in the left-hand column.
2. Across the top row of boxes, list the classes or activities (e.g., whole group discussion, math, science, art, recess). Only the classes or settings in which the IEP goals will be taught are listed.
3. As a team, for each box, describe what the student will do in that class/activity to demonstrate the goal. For example, if the goal is to improve reading comprehension, an activity for the student during reading could be to place a series of 3 to 5 pictures in a sequence when read a story; during science it could be to place 3 pictures in the correct order to describe what happened first, second, after reading a modified description of photosynthesis. In science, the same student could also respond to questions following a reading that addressed specific vocabulary (e.g, hot, green, stem, oxygen).

### IEP/Learning Activity Planning

Learner's Name:

Grade:

Date:

School:

Subject:

IEP Goals:


## G. COMMON CURRICULUM PLANNING RESOURCES

### Collaborating with Common Curriculum

1. [Share your planbook with your team or school](#). Make sure the person you're trying to collaborate with is in the team or school you're sharing your planbook with.
2. [Set your team or school to "Can Edit"](#) in your planbook.
3. Ask your collaborator(s) to refresh or log back in to Cc.

That's it! Once your collaborator(s) log in or refresh, they'll see your planbook on their homepage, and can click on it. Any edits they make will show up on your screen in real time and vice versa!

### Leaving Comments within a Planbook

With Common Curriculum, any collaborator can leave comments for other teachers within a lesson plan. To learn more about this feature, [click on this link](#).

The screenshot displays a user interface for a lesson plan. At the top, the word "Homework" is written in a dark purple font. Below it, the text "Read this article and respond to the questions at the end." is shown in a blue font. A yellow comment box is visible, containing a speech bubble icon and the word "COMMENTS" in bold. The comment text reads: "Make sure to walk students through where the questions in the article are at the end of class." followed by the name "Robbie Teacher" and a trash can icon. Below the comment box, the text "Accommodations & Modifications" is written in a dark purple font, with a text input field below it containing the placeholder text "Enter some text".

## H. INCLUSION SURVEYS

### Co-Teacher Survey

Please take some time to reflect on your co-teaching classroom and respond to the following questions. This survey is to help support further professional learning and ultimately positive student outcomes. [link to Google survey](#)

1. In which school do you work?
  - a. Cougar Elementary
  - b. Manassas Park Elementary
  - c. Manassas Park Middle
  - d. Manassas Park High
2. What is your role in the co-taught classroom?
  - a. General education teacher
  - b. Special education teacher
  - c. Instructional assistant
3. Describe your perception of a Co-Teaching Classroom. Include your thoughts about planning and responsibilities of both the general and special education teachers.
4. Which of the following Co-Teaching Models do you predominantly use in your classroom?
  - a. Team Teaching
  - b. Parallel Teaching
  - c. Station Teaching
  - d. Alternative Teaching
  - e. One Teach, One Assist
5. Of the models listed, in which ones would you like to receive more training in order to expand your current classroom practices?
  - a. Team Teaching
  - b. Parallel Teaching
  - c. Station Teaching
  - d. Alternative Teaching
  - e. One Teach, One Assist
6. In your co-taught classroom, how are both members contributing to the classroom routines?
  - a. Fully implemented
  - b. Evolving
  - c. Help needed
7. In your co-taught classroom, how are both members contributing to the classroom management policies (rewards, consequences, parent contacts, etc.).
  - a. Fully implemented
  - b. Evolving
  - c. Help needed
8. In your co-taught classroom, how are both members engaged in learning/teaching going on in the classroom?
  - a. Fully implemented
  - b. Evolving
  - c. Help needed
9. In your co-taught classroom, how aware are both team members the students' accommodations and modifications?
  - a. Fully implemented
  - b. Evolving
  - c. Help needed

10. How often does in-depth planning occur between the co-teachers?
  - a. Don't plan together
  - b. Once a week
  - c. Once every 2 weeks
  - d. Monthly
  - e. Daily
  - f. We use Common Curriculum to plan together
11. If in-depth planning is not taking place, why?
12. What is your biggest "win" for your co-taught classroom this year so far? (could be something with the kids or adults in the classroom)
13. What is your biggest concern for your co-taught classroom?
14. What support do you need from your building or district level administrators? Please identify yourself (if comfortable) so we can help work on getting you the support you identify.



## Community Inclusive Survey

As part of our commitment to continuously grow our inclusive practices, we are reaching out to our community to understand how we are doing. Please take a few minutes to share your thoughts and in don't forget to give a shout out to a particular staff member! [link to Google Survey](#)

1. Which school does you child attend (you can choose to fill out a different survey for each child with an IEP, especially if they are in different schools).  
 Cougar Elementary  
 Manassas Park Elementary  
 Manassas Park Middle  
 Manassas Park High
2. Our school adopts an inclusive school focus that is reflected in the school's vision, beliefs, policies, and practices.  
 Strongly agree 1 2 3 4 5 Strongly disagree
3. Our school communicates a belief that all children can learn and that all children have special learning needs of one sort or another  
 Strongly agree 1 2 3 4 5 Strongly disagree
4. When developing IEPs for students, our school collaborates regularly with parents and caregivers  
 Strongly agree 1 2 3 4 5 Strongly disagree
5. Our school uses a positive approach to behavior that develops skills to support children to regulate their own behavior  
 Strongly agree 1 2 3 4 5 Strongly disagree
6. Our school communicates high expectations for ALL children, rewards effort and celebrates success  
 Strongly agree 1 2 3 4 5 Strongly disagree
7. Our school adopts a team teaching approach to meet the diverse needs of learners  
 Strongly agree 1 2 3 4 5 Strongly disagree
8. Our school helps students to identify learning targets, regularly monitors their performance and provides constructive feedback to students and parents on learning progress and challenges  
 Strongly agree 1 2 3 4 5 Strongly disagree
9. Our school is a place that children would describe as welcoming, safe, respectful with an expectation that all would achieve their best  
 Strongly agree 1 2 3 4 5 Strongly disagree
10. Our school builds relationships with parents, caregivers, and community members.  
 Strongly agree 1 2 3 4 5 Strongly disagree
11. Please give a shout out to any teacher, instructional assistant, administrator that has made an impact this year (or any year) ? Include the staff members name and how they made an impact.
12. This content is neither created nor endorsed by Google. Please give a shout out to any teacher, instructional assistant, administrator that has made an impact this year (or any year) ? Include the staff members name and how they made an impact. \* Anything else you would like us to know?

### I. AGENDA FOR SCHOOL REVIEW

Date:  
School:  
Present:

<b>Topic</b>	<b>Current information/Notes</b>	<b>Action items</b> (include persons responsible)
<b>Academics</b> (SOL data, classroom data, PALS, STAR, etc.)		
<b>Social/behavioral</b> (referral data, manifestations, placements)		
<b>Review of % of students receiving special education</b>		
<b>% of students in 80% or more of instructional day in general education</b> (include discussion on specific students increasing or decreasing time in general education)		
<b>% of students in less than 40% of instructional day in general education</b> (include discussion on specific students increasing or decreasing time in general education)		
<b>Instructional activities in the school</b>		
<b>Co-teacher feedback</b> (include positives and/or concerns)		

Next meeting:

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