

Update to USBE on Actions Taken to Support the Meaningful Inclusion of Students with Disabilities

In June 2021, after reviewing a recommendation from the Utah Special Education Advisory Panel (USEAP), the Utah State Board of Education (USBE or Board) made a motion to direct staff to:

establish a micro-credential and training on inclusionary practices; establish administrator inclusionary practices training, materials, and Utah Educational Leader competencies; and prepare a Board rule provision for Committee review that would require an LEA to include inclusionary practices into the LEA's local policies.

This memo is a report on the actions completed and actions in progress to address the requirements in the motion.

Establish a micro-credential and training on inclusionary practices

1. Micro-credentials
 - a. The USBE Special Education Section (SES) is currently working to develop a stack of micro-credentials on meaningful inclusive practices for students with disabilities. The stack will have five microcredentials listed:
 - i. Universal Design for Learning
 - ii. Specially Designed Instruction
 - iii. Peer Tutoring
 - iv. Paraeducators
 - v. Accommodations and 508
2. The USBE SES provided four different conferences in June of 2023. Each conference was a day and a half long and was open to educators, administrators, parents, community members, service providers, etc.
 - a. Sandy- Salt Lake County - 546 attendees
 - b. Provo- Utah County - 426 attendees
 - c. Layton- Davis County - 607 attendees
 - d. Cedar City- Iron County - 156 attendees
 - i. Evaluation feedback from attendees is attached
 - ii. Sessions provided during the conference:
 1. Why Meaningful Inclusion of Students with Disabilities
 2. An Introduction to Co-Teaching in Inclusive Classrooms

3. How Universal Design Learning and Assistive Technology Support Inclusion
 4. The Impacts of Over- and Under- Identification in Special Education
 5. Related Services and Inclusion
 6. Interventions in High Quality Tiered Mathematics Instruction
 7. Universal Design for Learning: Addressing the Variability of All Learners
 8. Leadership of an Inclusive System
 9. Educator Family Relationships
 10. How to Implement Meaningful Inclusion of Students with Significant Cognitive Disabilities
 11. Key Topics for Including Students with Behavioral Challenges
 12. Effective Literacy Instruction and Interventions in ELA
 13. Make it Accessible
 14. Paraeducators Supporting Inclusionary Practices
 15. Supporting Inclusion with Children's Books
 16. Incidental Benefit and Inclusion
 17. Inclusive Practices
 18. Accommodations in the Classroom
 19. What is Inclusion: Myths vs Facts
 20. Preparing Students with Disabilities for Success in Postsecondary Programs
 21. Specially Designed Instruction
 22. Inclusionary Practices for Students with Complex and Extensive Support Needs
 23. Peer Tutoring
 24. Mentoring for Scaling Up Meaningful Inclusion
3. In August and September of 2023, the USBE SES hosted five, three hour trainings, focused for parents on meaningful inclusion for students with disabilities. (The target audience for this training was parents but educators and administrators did attend.)
- a. Beaver - 23 Educators, 13 parents
 - b. St. George - 3 Educators, 13 parents
 - c. American Fork - 8 Educators, 34 parents
 - d. Salt Lake City - 7 Educators, 13 parents
 - e. Layton - 16 Educators, 35 parents

- i. Sessions provided during the trainings
 1. Portrait of Meaningful Inclusion of Students with Disabilities (POMI)
 2. Individualized Education Program (IEP) Reflective Framework
 3. Meaningful Inclusion of Students with Disabilities Myths vs Facts
 4. Behavior Supports for Students with Disabilities
 5. How to Implement Meaningful Inclusion of Students with Significant Cognitive Disabilities
 6. Utah Parent Center (UPC) Collaboration: My Student, the School, and Me (presented at two of the five locations)
 - ii. Utah PTA had a networking table at all five sessions
4. All sessions will soon be posted online for on-demand asynchronous access
 - a. Asynchronous session attendees will be able to submit questions to the USBE SES for response
 5. USBE SES ran #UtEdchat (a live Twitter conversation for Utah educators) on the topic of Meaningful Inclusion of Students with Disabilities in April 2023
 6. Two Meaningful Inclusion of students with disabilities Specialist positions were added to the SES
 7. Portrait of Meaningful Inclusion follow up professional learning will be provided to educators during the Summer of 2024 with follow-up coaching throughout the school year for LEA school teams who want to participate
 8. USBE SES are identifying demonstration site schools that other schools can visit to learn from and collaborate with
 9. USBE SES presented the Portrait of Meaningful Inclusion at the following conferences and requested feedback:
 - a. Utah Coalition for Educational Technology (UCET)
 - b. Show Up for Teachers
 - c. National Association for State Directors of Special Education (NASDSE)

Establish administrator inclusionary practice training, materials, and Utah Educator Leader Competencies

1. Five schools identified for Targeted Support and Improvement (TSI) for their students with disabilities student group were provided with coaching from USBE staff (one individual from the USBE Center on Continuous School Improvement and one individual from the SES) on how to improve compliance and outcomes for students with disabilities

2. Eleven schools identified as having better than expected proficiency outcomes for students with disabilities over the past three years were invited to participate in a “Bright Spots” study administered by the Utah Education Policy Center (UEPC)
 - a. Five schools participated and the study is published at:
<https://uepc.utah.edu/our-work-by-year/>
3. A “Leadership of Inclusionary Systems” session was offered at the Meaningful Inclusion of Students with Disabilities Education Conference
4. Developed and disseminated hard copies of technical assistance documents to attendees of conferences:
 - a. Portrait of Meaningful Inclusion for Students with Disabilities (POMI)
 - b. Meaningful Inclusion for Students with Disabilities Implementation Guide
 - i. Glossary
 - ii. Resources
 - c. Meaningful Inclusion for Students with Disabilities Measurement Tool
5. Inclusive Practices Roundtables began in October 2023 on the second Tuesday of every month for general and special educators via Zoom

Bring a Board rule provision back to the committee to require an LEA to include inclusionary practices in the LEAs policies

1. Updated the USBE Special Education Rules to include definition of inclusion
 - a. I.E. DEFINITIONS AS USED IN THESE RULES (34 CFR §§ 300.4–300.45)
Inclusion means inclusion and acceptance of students with disabilities is ensuring each student is valued as a visible member of the school community with equal opportunities to contribute by creating conditions for active, meaningful participation with:
 - a. Interaction and engagement age-appropriate peers;
 - b. Systems that promote high expectations and learner agency for each student;
 - c. Grade/age-appropriate core content standards, curricular materials, and resources; and
 - d. Availability of customized supports including IEP-Team determined services across all educational settings, including extra-curricular activities,
 - (1) To the maximum extent possible and appropriate in the least restrictive environment.
2. III.P. INCLUSIONARY PRACTICES TO PROVIDE A FULL EDUCATIONAL OPPORTUNITY (34 CFR § 300.109). 1. The LEA must develop inclusionary practices that include the components in the definition using evidence-based practices. LEA’s may benefit from USBE Technical Assistance, and other resources.

Draft 1: Meaningful Inclusion of Students with Disabilities: Staff actions update
Submitted: November 2023 as information for the Law and Licensing Committee
Submitted by: Leah Voorhies (leah.voorhies@schools.utah.gov)

- a. Updates to LEA Special Education Program Policies and Procedures Manuals were due in October 2023