

# Welcome!





# Meet the Team

[Emily Kaczmarczyk](#)

#DSWORKS® Program Manager



[Colleen Hatcher](#)

Community Outreach and  
Engagement Manager



[Sara Jo Soldovieri](#)

Manager of Inclusive Education  
Programming





# Mission

The mission of the National Down Syndrome Society is to be the leading human rights organization for all individuals with Down syndrome.





# NDSS Programs & Departments



National  
Advocacy &  
Policy Center



Inclusive  
Health & Sport  
Program



#DSWORKS  
Employment  
Program

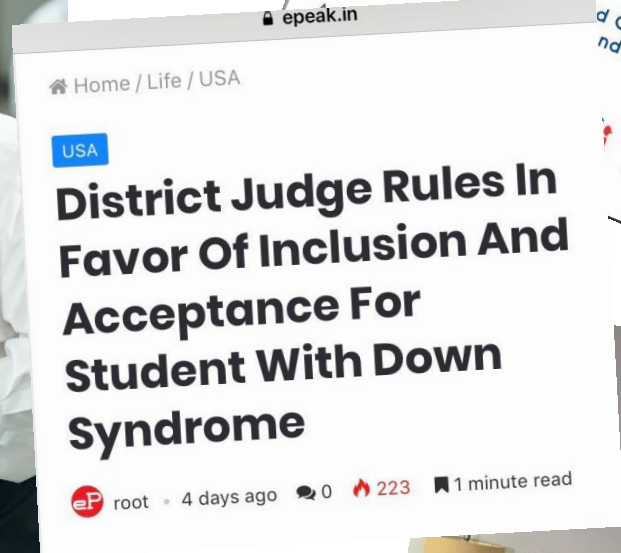
Communications Department  
Philanthropy Department

national down syndrome society  
**ndss**  
**#DSWORKS**®

national down syndrome society  
**ndss**

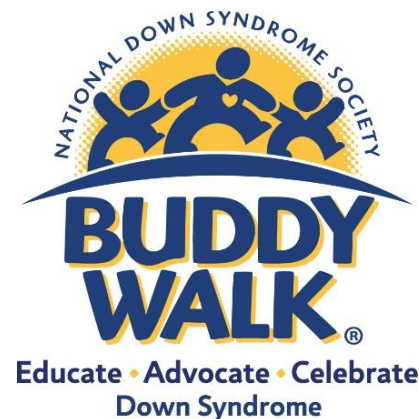


# 2018 at a Glance...





# 25<sup>th</sup> Anniversary of the Buddy Walk®

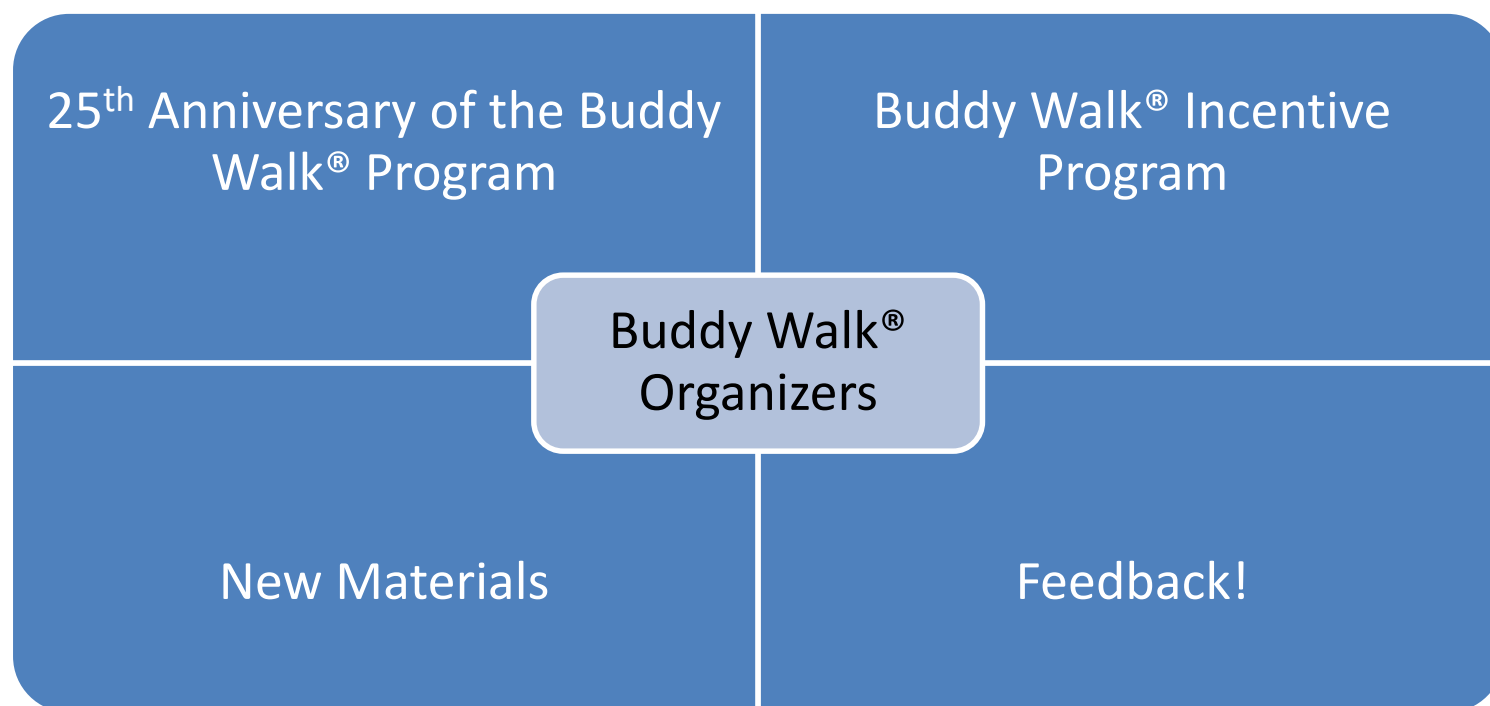


**CONFIDENTIAL/DRAFT**





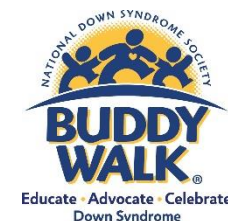
# Why are we here?





# Objective

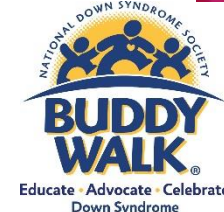
- Increase National ranking in peer-to-peer fundraising
  - Grow participation and revenue achieved through Buddy Walk® events.
- Through improved messaging and overall branding
- Keep money in local communities





# Points of Pride

- The largest event for any Down syndrome organization in the world
- Recognizable brand & logo
- National awareness
  - Community engagement
    - Employers, caregivers, corporate
- Volunteer enthusiasm
- 10 international Walks and 225 domestic
- Nearly 300,000 people participated in Buddy Walks in 2017, raising over 11 million dollars





# Challenges

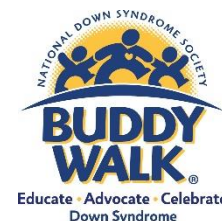




# Who is Turnkey?



- **Turnkey's** peer-to-peer programs range from individual recognition program, to registration management, team captain management programs, and overall consulting. The result: higher participation, increased retention, and greater results – measured in your bottom line.
- NDSS hired Turnkey to develop strategic plan for 25<sup>th</sup> Anniversary
- Susan G. Komen, ALS Association, St. Baldrick's





# How did we get here?



Surveys  
conducted  
online, at  
BWC, via the  
phone

Weekly  
meetings with  
NDSS staff

All day  
strategic  
session  
conducted by  
Turnkey with  
NDSS leaders

Focus groups  
and listening  
sessions with  
large/small  
Walks across  
the country



# New Support – 25<sup>th</sup> Anniversary

***Provide branded, consistent materials, tools and resources to Buddy Walk® affiliates***

- No cost to affiliate
- Value added
- Brand consistency
- Impact to public view





# What's Next?

Finalize new  
Organizer materials  
and Webinar series

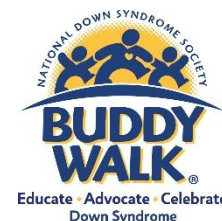
- December  
2018

New Organizer  
Materials/25<sup>th</sup>  
Anniversary changes  
and new logo launch  
at BW Conference

- February  
2019

BW Incentive  
Program and Unifying  
Moment

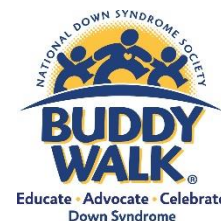
- 2020





# Timeline Details

- Create tools and resources for volunteer/staff affiliate leaders
  - **Revamped Organizer handbook:** committee org chart, event checklist, committee positions, building committees/management, goalsetting
  - **6 Committee handbooks:** Team recruitment, Sponsorship, Logistics, Ceremony, Families, and Marketing
- Create and implement training for staff/volunteers on new materials
  - Series of 20 minute webinars, recorded and re-used
- Refresh messaging for events
  - New messaging recommendations
- Unifying moment





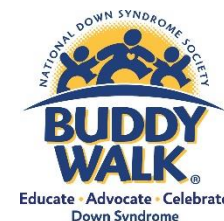
# Buddy Walk® Incentive Program

Introduce in  
2019

Roll out  
in 2020

**Goal:** Keep  
money in local  
communities

- NDSS will provide guidelines (next slides)





# Buddy Walk® Incentive Program

## GOAL

Keep money  
in local  
communities

All Walk affiliates receive

# 50%

back from their contribution  
to implement in their local  
communities.

## Example of Contribution Process

(numbers will vary depending on Walk)



Affiliate submits \$4,000 contribution to NDSS

Affiliate applies for specific grant from NDSS pillars

NDSS evaluates financials

NDSS awards affiliate with \$2,000

Affiliate implements NDSS pillar in local community with support from NDSS



## NDSS Pillars

### #DSWORKS® Employment Program

- Transportation grant
- Join local chamber and host roundtable with NDSS
- Hire a self-advocate internally
- Fund a transition and job readiness training

### National Inclusive Health & Sports

- Fund an inclusive CrossFit/fitness class series
- Host a workshop for aging adults
- Host a Health & Wellness/Nutritionist Speaker series or Conference

### National Advocacy & Public Policy Center

- Hold your own mini Buddy Walk® on Washington at the state level
- Host NDSS led advocacy training
- Fund a scholarship to send people to the Buddy Walk® on Washington
- Host state-wide CAC training



# How you can help:

- Feedback
- Participate in webinars
  - Turnkey
- Attend BW Conference on February 8 & 9 in New Orleans
- Review materials
- Reach out!





# Questions? Feedback?

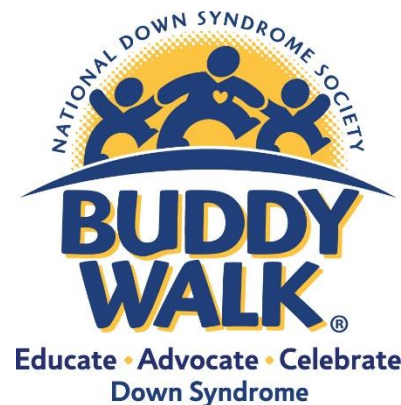
## Contact:

Michelle Sagan

*Buddy Walk® Program Manager*

[msagan@ndss.org](mailto:msagan@ndss.org)

202-848-5409







national down syndrome society

# ndss. #DSWORKS®

Employment  
Resources

Employment  
Training &  
Career  
Placement

End  
#LawSyndrome

Employer  
Partnerships

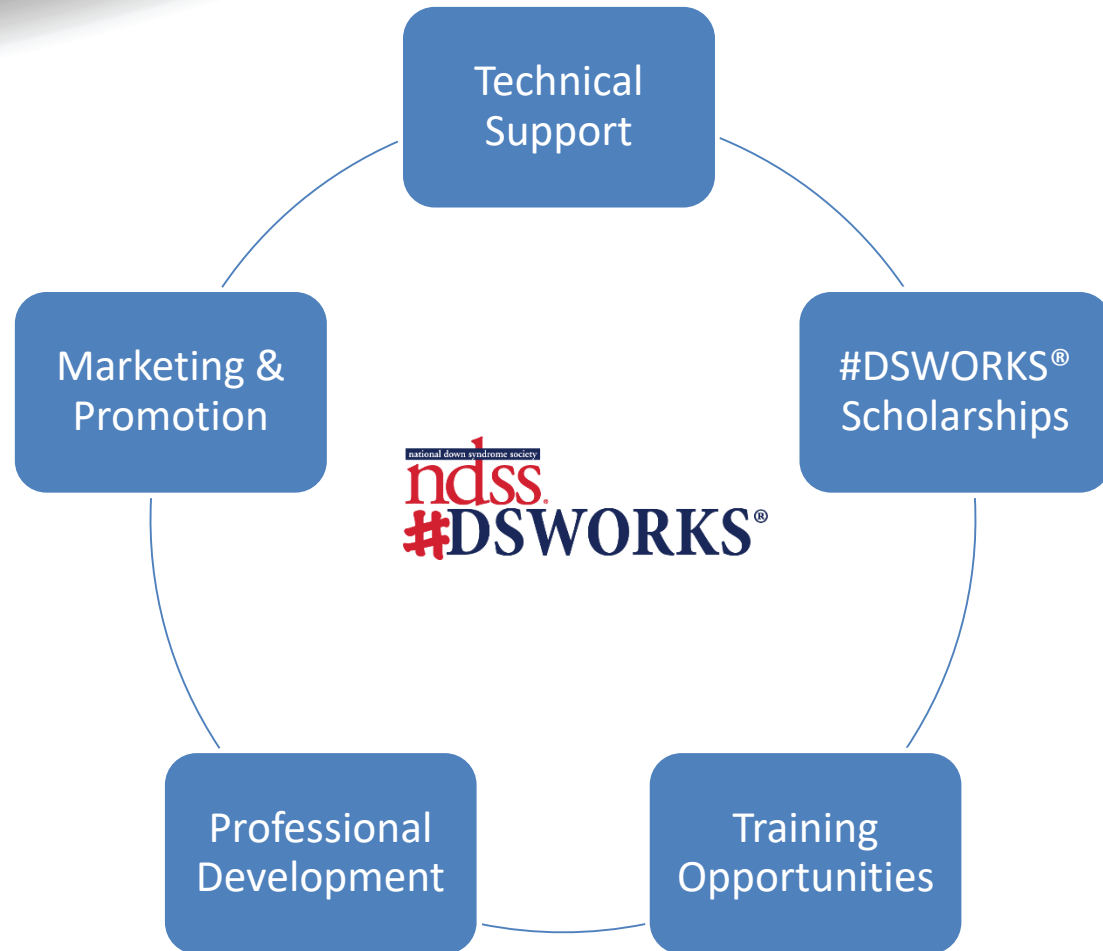


# How NDSS Supports Our #DSWORKS® Partnerships

**1) Corporate Partners**

**2) Small Business Partners**

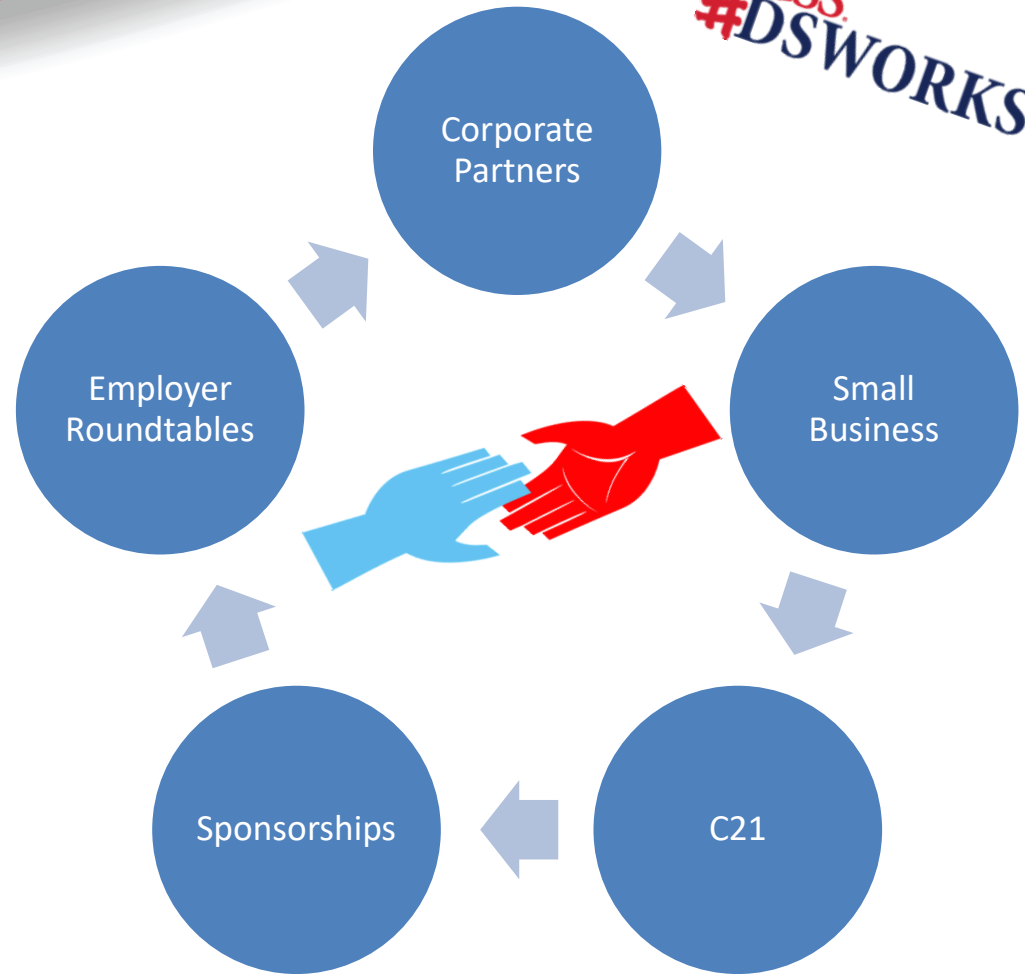
**3) Strategic Partners**





# #DSWORKS Employer Outreach

- Outreach Strategy
  - C21
  - Employer Roundtables
  - Self-Advocate Need
  - Relationship & Networking Opportunities



national down syndrome society  
**ndss**  
**#DSWORKS®**

national down syndrome society  
**ndss.**



# #DSWORKS® Partnerships



SAATCHI & SAATCHI



FOUR SEASONS  
HOTEL

***Current Businesses who support  
the NDSS' #DSWORKS® goals***







Registration is  
NOW OPEN

<https://give.classy.org/AS2019>



NOW ACCEPTING  
ALL PROPOSALS

<https://www.ndss.org/ndss-adult-summit/>



# NDSS Affiliate Program

The new NDSS Affiliate Program will be your opportunity to:

- Educate
- Engage
- Expand

NDSS has over 380 affiliates across the United States

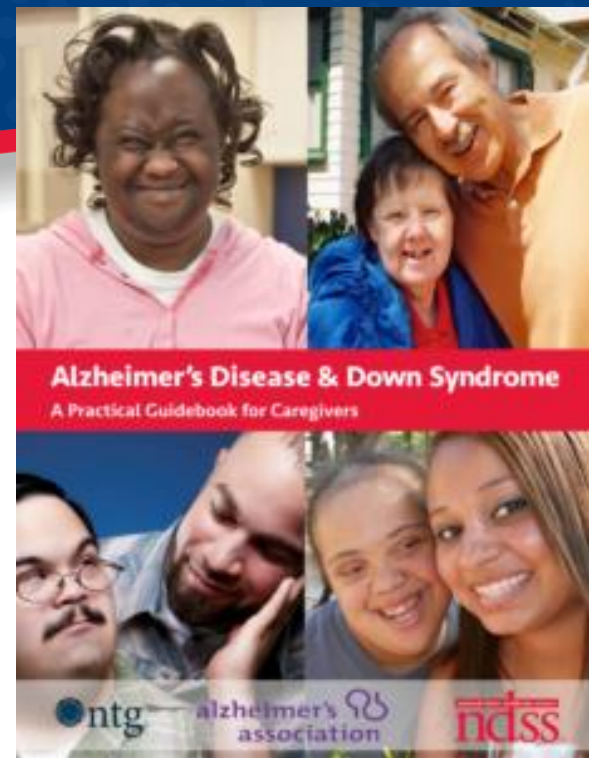




# Educate

- Hard Copies of NDSS Resources

**A Promising  
Future Together**  
A Guide for New and Expectant Parents



## Aging and Down Syndrome

A HEALTH & WELL-BEING GUIDEBOOK



## Nuestra Misión

La National Down Syndrome Society (Sociedad Nacional del Síndrome de Down) (NDSS) es la organización líder de derechos humanos para todas las personas con síndrome de Down.

## Nuestra Visión

La National Down Syndrome Society anhela un mundo en el que todas las personas con síndrome de Down tengan la oportunidad de mejorar su calidad de vida, de realizar sus aspiraciones vitales y de convertirse en miembros valiosos de una sociedad donde se sientan bien acogidas.



# Engage



- Discounts of NDSS Conferences and Events





# Engage

- NDSS Bootcamps
  - Policy Briefings
  - #DSWORKS®
  - Research
  - IEP





# Expand

- News and publicity
- Social media spotlights
- Highlighted at NDSS events and brochures
- Listing on the NDSS website





# What we advocate for

*Disability rights  
are human  
rights*

- to live a long, healthy life
- to learn
- to work
- to save
- to earn
- to be independent



# Collaboration via NDSS Advocacy

HEALTH CARE  
& RESEARCH



**Virtual Medical Home for Down Syndrome**

EDUCATION



**NDSS' National Inclusive Education Task Force**

ECONOMIC  
SELF-SUFFICIENCY



**85 – 49 – 40** (Advocacy – Action – Implementation)

COMMUNITY  
INTEGRATION



**NDSS' National Housing Commission**

EMPLOYMENT



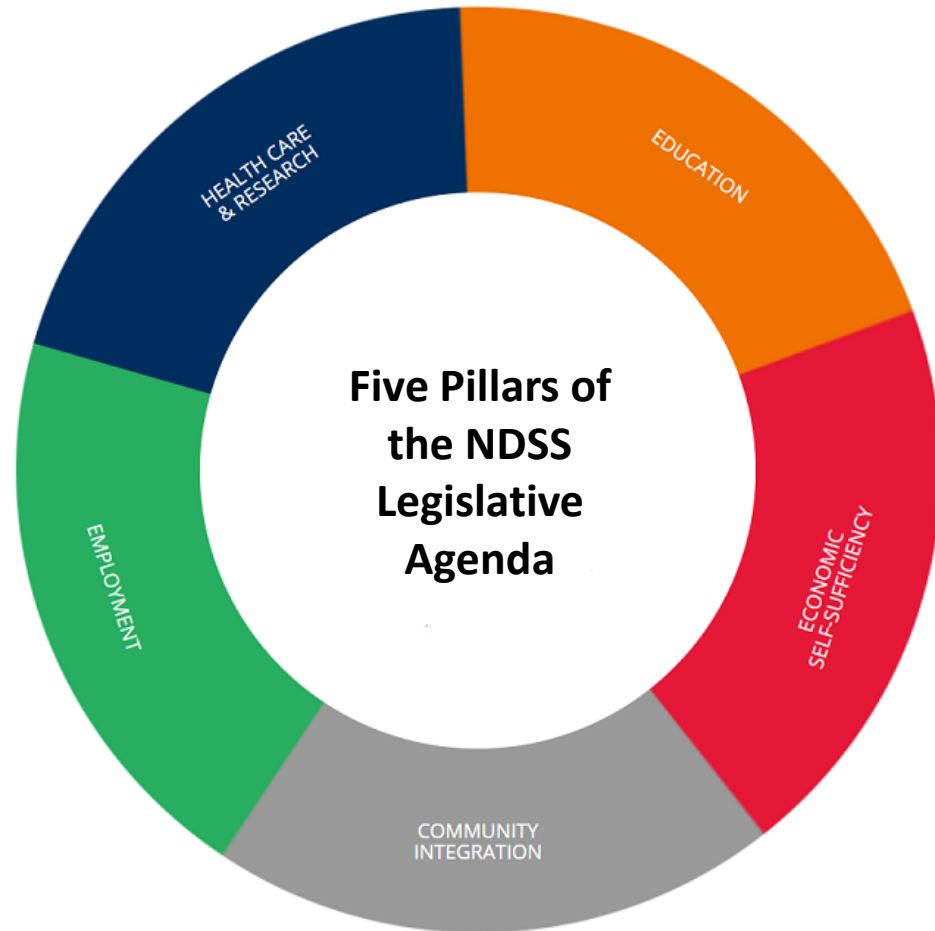
**Ready, Willing & ABLE!**





# National Advocacy & Public Policy Center

Create systemic change  
through legislative  
advocacy





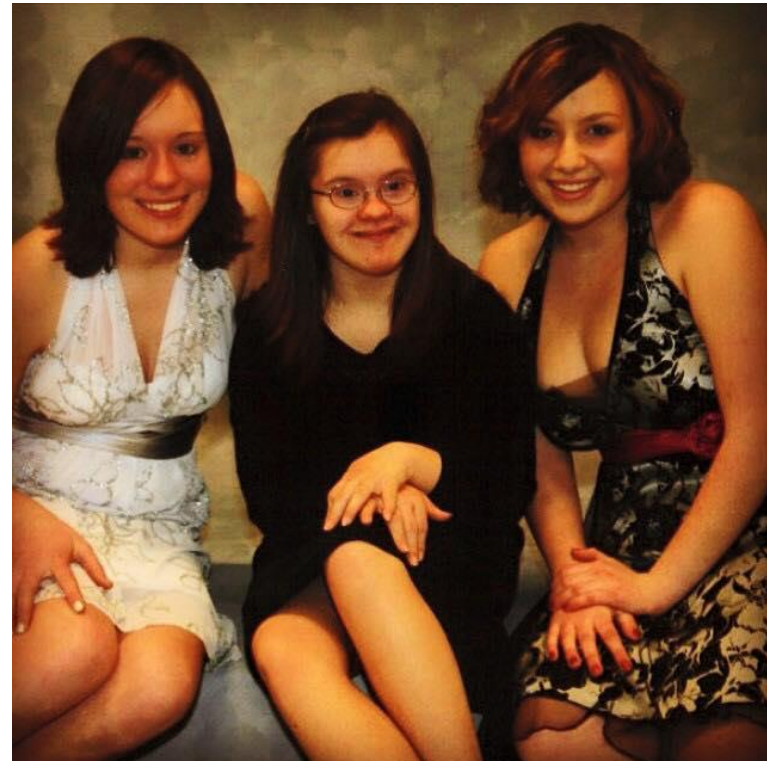
# National Down Syndrome Society

- Sara Jo Soldovieri, Manager of Inclusive Education Programming





# My Story





# That's ME!

I am a parent

I work in a school

I am a school board member

I am a teacher

I am a related service provider

I am an administrator

I believe I can make a difference  
in children's lives









# People with Down syndrome can be



Actors and Actresses



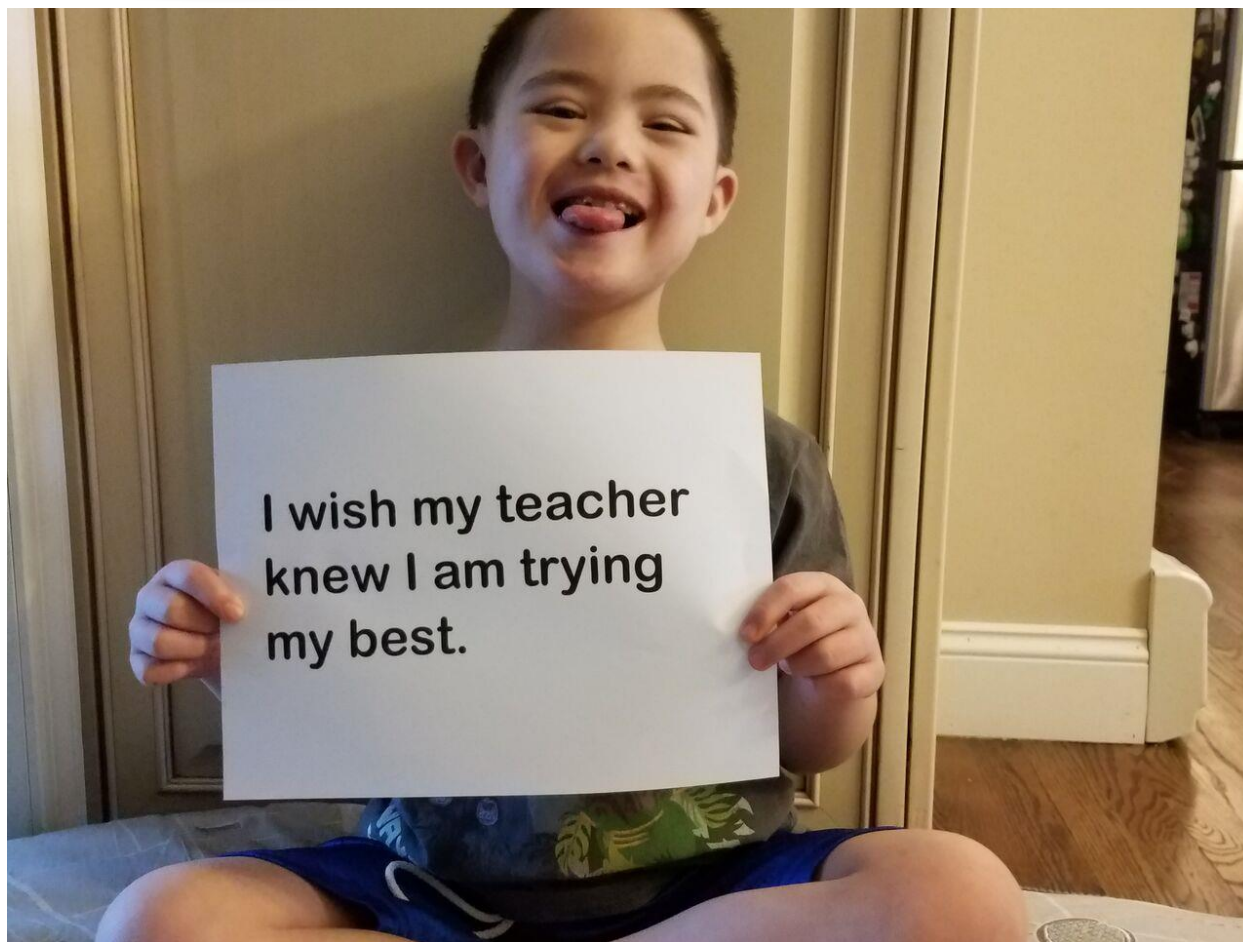
# People with Down syndrome can be



Advocates and Lobbyists



# Inclusive Education





SCHOOL PLACEMENT  
DETERMINES THE  
QUALITY OF LIFE!

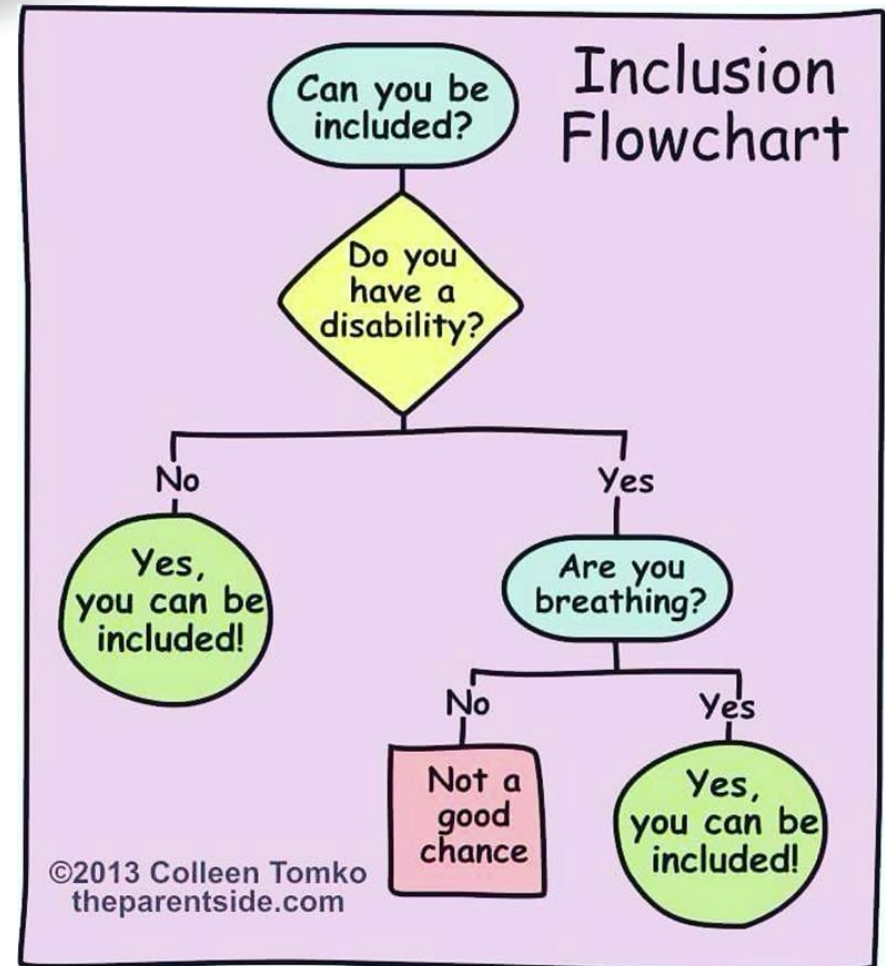
~Lou Brown





# Remember

Special education is  
a set of services  
NOT a place!





# What is Inclusion?

The practice of welcoming, valuing, empowering and supporting diverse academic and social learning among students of all abilities.





Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students.



# Benefits of Successful Inclusive Education

Acceptance of one another regardless of abilities has a lifelong impact.

Better chance of developing a more harmonious world for the leaders of the future.



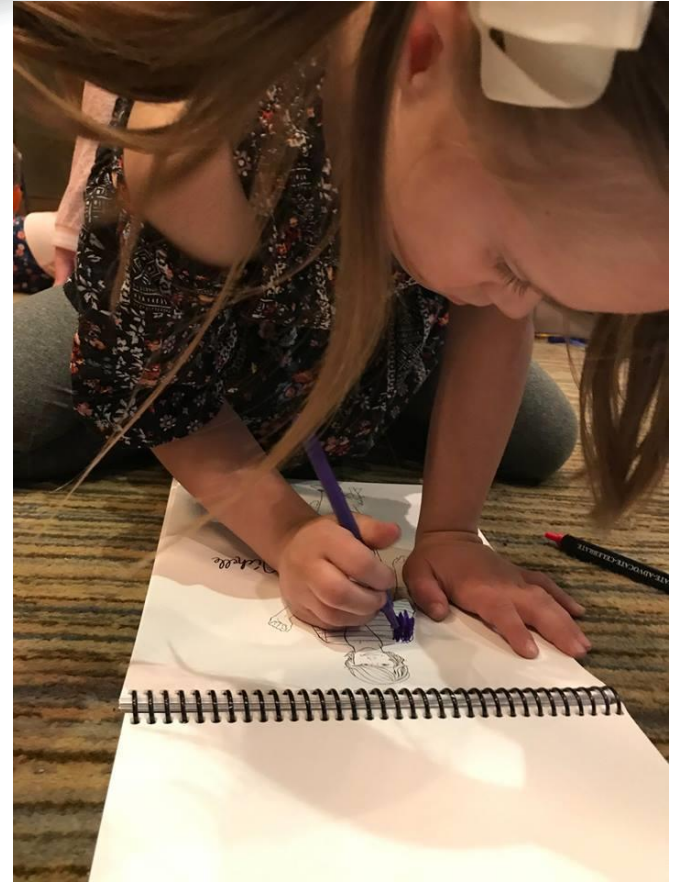


# Benefits of Successful Inclusive Education

Develops a sense of belonging, acceptance and community spirit.

Presumes competence in all students.

Inclusion builds the foundation for lifelong friendships.





# What We Know Based on Research

Developing friendships with same-age peers is the one thing that parents of children with disabilities desire most for their children.

When asked, “What developmental outcomes are most likely to lead to successful post-school adjustment?,” social skills is always the answer.



# What We Know Based on Research

Typically developing children have shown only positive developmental and attitudinal outcomes from inclusive experiences.

There is no evidence that children with certain disabilities or levels of impairment are poor candidates for inclusive environments.





# What We Know Based on Research

Students with disabilities are more motivated in inclusive settings, and therefore an increased number of IEP goals are met.

Regular education provides access to peer models to facilitate learning and appropriate behavior.

Graduates of inclusive settings are more successful as adults.



# But what does the research say?

“[students] made more progress in reading and math when they were included in general education classrooms” (Waldron and McLeskey 1998)

“increases in standard scores were related to increased time spent in general education classrooms” (Corise, Causton-Theoharis, Theoharis, 2013)

“researchers have noted students with disabilities can more easily access the curriculum in inclusive classrooms when these practices and strategies are implemented” (Rose & Meyer, 2006)



# Inclusion vs. Mainstreaming

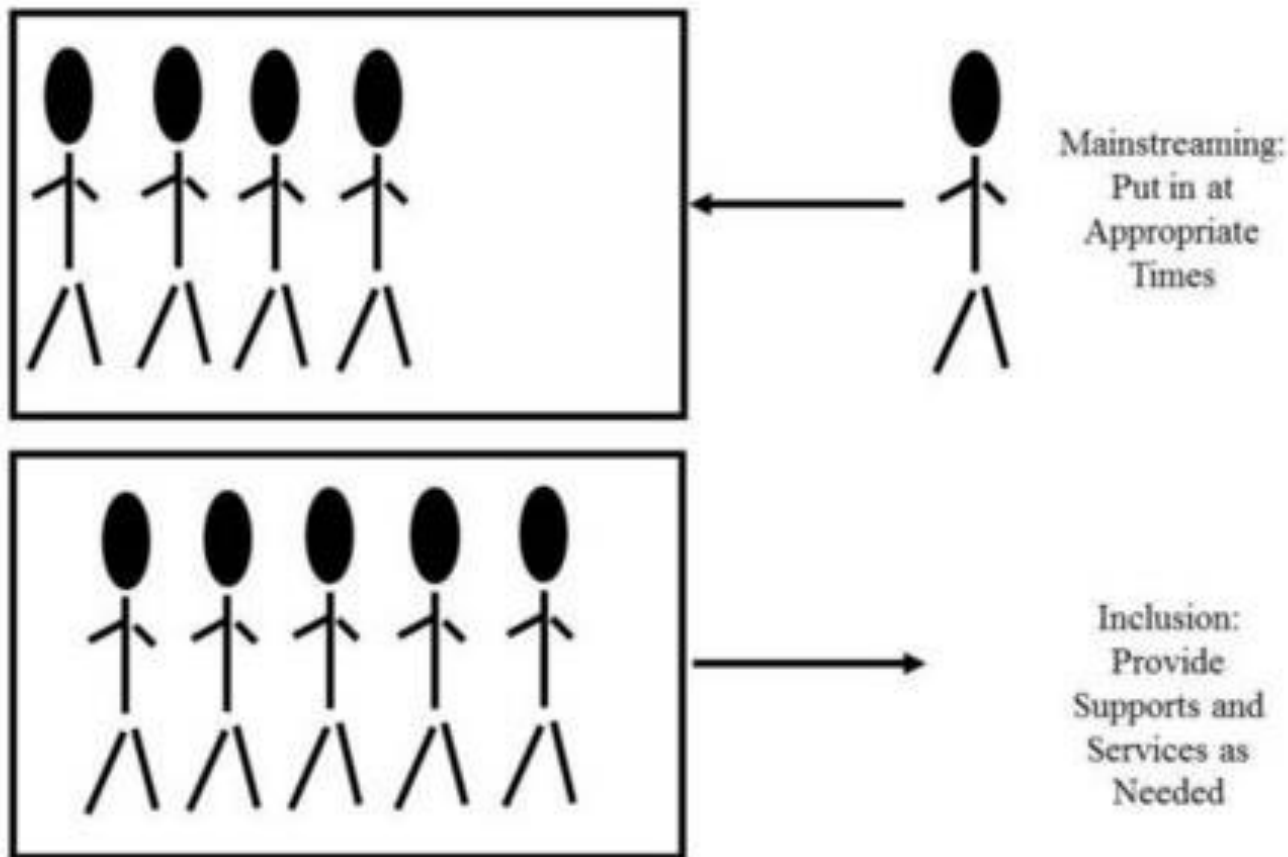
**Mainstreaming**- students from a separate special education classroom visits the regular education classroom for specific, usually non-academic, subjects.

**Inclusion**- an educational process by which all students, including those with disabilities, are educated together for the majority of the school day.



# Inclusion vs. Mainstreaming

## Mainstreaming vs. Inclusion





# The History of Inclusive Education

In 1975, Congress passed the Education for All Handicapped Children Act (PL 94-142)

Reauthorized as The Individuals with Disabilities Education Act (1990), Most recently IDEA (2004, PL 108-446)

*The primary **federal law** protecting the educational rights of students with disabilities. Although the terms “inclusion” and “inclusive education” are not written in the law, the concept of a “**free and appropriate public education**” (FAPE) in the “**least restrictive environment**” (LRE) provides the legal basis for creating education based on the principles of inclusion.*



# 6 principles of IDEA

- Free and Appropriate Public Educating (FRAPE)
- Least Restrictive Environment (LRE)
- Appropriate evaluation
- Parental Participation
- Individualized Education Plan (IEP)
- Due process



# IDEA Laws & how it applies to inclusion

## LRE: Least Restrictive Environment

- Every student categorized as having a disability has the legal right to instruction in the least restrictive environment; meaning to the maximum extent along side general education peers.





# Least Restrictive Environment (LRE)

A school district must educate any student with a disability in the regular classroom with appropriate aids and supports, referred to as *supplementary aids and services*, along with the student's peers without disabilities, in the school he or she would attend if the student did not have a disability to the maximum extent possible (IDEA 2004)

- The general education classroom is the first place to be considered for placing a student with a disability



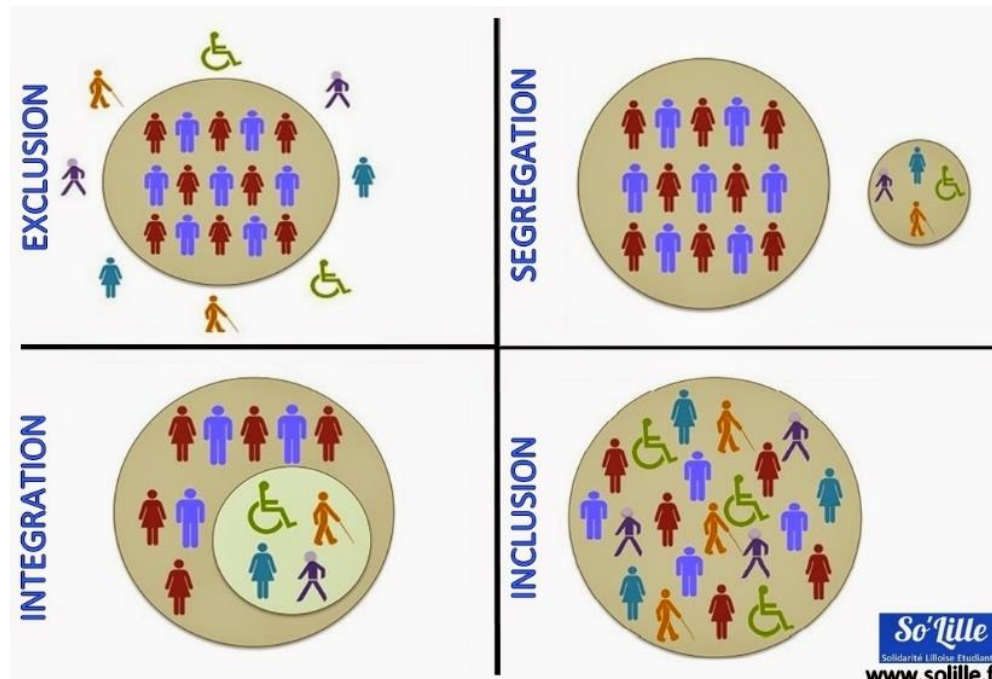
# Individuals with Disabilities Education Act (IDEA)

To the maximum extent appropriate, children with disabilities...are educated with children who are not disabled, and special classes, separate schooling or other removal from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with use of supplementary aids and services cannot be achievement satisfactorily. IDEA Sec. 612 (a) (5)



# Individuals with Disabilities Education Act (IDEA)

A child with a disability is **not removed** from education in age-appropriate regular classrooms **solely because of needed modifications in the general education curriculum** 34 CFR Sec. 300.116(e)

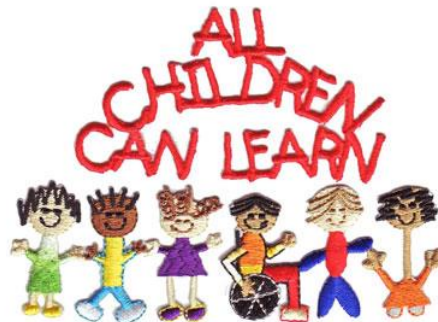




# IDEA Laws & how it applies to inclusion

FAPE: Free and Appropriate Public Education

- Under IDEA, every student with an IEP (Individualized Education Plan) must be provided an education that meets the individual needs of the child to gain access to the general education curriculum at zero cost to the family.





# Your parental rights...you are an EQUAL member of the team!

- Full and meaningful participation in your child's education
  - Access to all records, work samples, raw data, etc.
  - Know what is being taught and how it is being taught
  - Meaningful input as to services, supports, and placement
- Due process and mediation



# Oberti v. Board of Education 995 F.2d 1204 (3rd Cir. 1993)

## OPINION OF THE COURT - BECKER, Circuit Judge.

“[A Child] should not have to earn his way into an integrated school setting by first functioning successfully in a segregated setting. **Inclusion is a right**, not a privilege for a select few. Success in special schools and special classes does not lead to successful functioning in an integrated society, which is clearly one of the goals for IDEA.”



# L.H. V. HCDE, OPINION OF THE COURT

“The Individuals with Disabilities Education Act (IDEA), requires states that received federal funds for education to provide every disabled child who wants it a “free and appropriate public education” (FAPE); Endrew F. v. Douglas Cty. A FAPE has two requirements that are relevant here: the school must prepare an “individualized education program” (IEP) for the disabled student, and that IEP must provide the FAPE so as to educate the disabled student in the “least restrictive environment” (LRE) possible”



# Inclusions it's not a choice...it's the LAW!

Breaking down  
misconceptions about  
the “continuum of  
placement”

- Either you are in the LRE  
or you are not
- No LRE is not different for  
every child





# Special education is a service NOT a place

“he/she will needs specially designed instruction”

“the level/intensity of services needed would be too difficult to do in the general education setting”

“he/she is not on grade level”

“he/she would just do better in a smaller setting”



# Ingredient List- Gather Your Information

- Keep a file/binder/organizer
- It's Not Just Academic
- Don't Forget Behavior

	Educational	Therapeutic	Medical	Anecdotal
Evaluations/ Assessments	X	X	X	X
Professional Recommendations	X	X	X	
Parents as Experts	*	*	*	X
Child's Opinion				X
What Do Other's Say?				X



# Your Vision For Your Child

Your Child

- Who is your child?
- How do they relate to others? Peers? Adults?

Strengths

- What are the best things about your child?
- What is easy?
- Describe a moment when your child surprised you.

Challenges

- What is hard for your child?
- What kind of assistance is needed?

Your Dreams

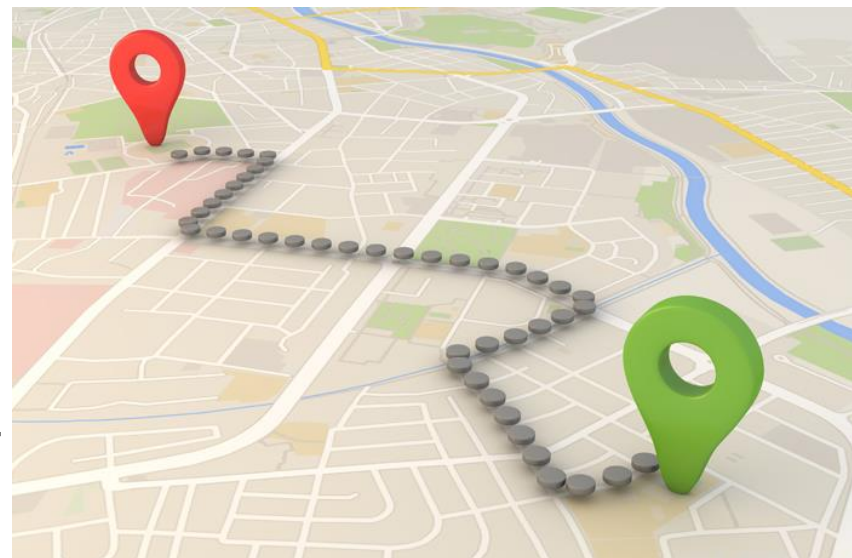
- What do you see for your child's future? School? University? Work? Family?



# Creating a Roadmap

If you do not know your destination, you will not know how to get there!

- ✓ Graduating with peers
- ✓ Attending college
- ✓ Living independently
- ✓ Meaningful employment
- ✓ Getting married





# All About Me Page



Hi, I am Sissy.

I am 8.5 years old. I live with mom and dad and my cat Chester. I love to do things by myself and help around the house. I help feed Chester, put away groceries, carry and fold laundry and wash fruit!

At home I like playing pretend. I have character toys that I play with. I also like to go swimming for fun and competing in Special Olympics, play music, sing in children's choir at church, ride horses, play TOPSoccer and go to theater class. I don't like cold weather, but when it's warm, I have fun going to parks, playing with my neighbors, Jack and Ray and doing things like playing with chalk, bubbles, riding a bike or playing hide-n-seek.

I really love coming home when I have been away. Ahhhh!

I am a good student and try hard. I would love to help you in the classroom. I like to read books and look at pictures. My iPad is really fun to use for working on my educational skills. I like videotaping!

I like getting the attention of the other kids. I like trying the things that they do. I need lots of practice and the more we can repeat things, the better I learn. It just takes me a little longer sometime.

I can't wait to get to know you better!

Love, Sissy

P.S. I love making friends. I hope they will invite me to birthday parties and I can't wait to invite them to mine!

## Sissy Joe

Age: 8.5

Parents: Sissy Pete and Sissy May

3444 Janie Lane, Hartland WI 53033

262-xxx-xxxx h/ 262-xxx-xxxx c

Mom's email: Sissy@aol.com

**Medical History:** Hypothyroid-takes levothyroxin daily. Grace has a history of open heart surgery.

**Current Therapy:** OT- 60 min./wk. in both Regular Ed. and Special Ed Class

Speech-60 min./wk. in Special Ed. Class.

**Other Special Ed Resources:** 150 min./wk. in Special Ed. Class for Reading and Math

Transportation Home Daily.

**Strengths:** Sissy is smart, a visual learner, motivated by her peers, curious, sensitive, a music lover, a lover of books and reading, and eager to learn.

**Challenges:** Sissy struggles with communicating when she needs personal space. Transitions can be hard for her. She may show avoidance behaviors when the subject is difficult. She often demonstrates impulsiveness, attention-seeking, and using physical gestures when she cannot as quickly use her words.

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### A Note from Mom and Dad

Our vision for Sissy is having all who work with her assume competence and focus on her strengths. We would like her to earn a general education diploma by completing the common core requirements necessary in each grade's curriculum, with modifications as needed to help her to be successful.

As Sissy grows, we want her to enjoy an active and happy lifestyle, social relationships, independence to possibly live on her own and employment that she enjoys and allows her to use her God-given strengths. We want her to have friends.

Sissy will best attain these skills by assuming competency and pushing academics. We are happy with the amount of therapy; however, her needs are best met in the classroom.

Sissy is best able to achieve the goals we have for her by laying a solid foundation in her early years, teaching her responsibility, self-control, and giving her an education in the least restrictive environment, with her peers and indicative of what she will need to manage upon graduation and into young adulthood.

The best thing you can do for Sissy is to not define her abilities by her disability and look at her as an individual. She is best helped when she feels she is valued and including her sets an example for the whole class that she is where she needs to be.

Mom and dad



# All About Me Check List

- ✓ Child's Picture
- ✓ Basic Info (child name, age, parents' names, parents' contact info)
- ✓ Letter from student
- ✓ Medical History
- ✓ Current Therapies
- ✓ Other services
- ✓ Child's Strengths
- ✓ Challenges
- ✓ A note from the parents (vision for your child)





# Individualized Education Plan

- Eligibility
  - Why do we need this for Down syndrome?
- Parent input and concerns
- Present levels
  - Including progress on current goals
- Goals
- Supports and services
- Placement
  - LRE



**Greenville County Schools  
Individualized Education Program**

Legal Name of Student	DOB	Local ID	SUNS	IEP Meeting Date
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**TYPE OF MEETING**

**ENROLLMENT**

**Service District:** Greenville County School District  
**Home District:** Greenville County School District  
**Current Grade:**

**Primary Area of Disability:**  
**Secondary Area of Disability:**

**Grade(s) for this IEP:**

**PARENT INFORMATION**

**Parent Name:**  
**Parent Address:**

**Student Address: 2**

**Home Phone:**

**Parent Name:**  
**Parent Address:**

**Home Phone:**

**DATES**

**IEP Start Date:**  
**Next Reevaluation/Eligibility Date:**

**IEP End Date:**

Autism • deaf-blindness • deafness • emotional disturbance • hearing impairment • intellectual disability • multiple disabilities • orthopedic impairment • other health impairment • specific learning disability • speech or language impairment • traumatic brain injury • visual impairment (including blindness).





## Greenville County Schools Individualized Education Program

Legal Name of Student

DOB

Local ID

SUNS

IEP Meeting Date

### CONSIDERATION OF SPECIAL FACTORS

If yes is selected, the concern will be addressed in the IEP (as appropriate).

Special Factor	Yes	No
The student's behavior impedes the student's learning or the learning of others. What positive behavior interventions and supports, and other strategies, have been and/or will be used to address the behavior?		
The student exhibits behavior that requires a Functional Behavior Assessment.		
The student exhibits behavior that requires a Behavior Intervention Plan.		
The student has Limited English Proficiency.		
The student is blind or visually impaired.		
The student has communication needs.		
The student needs Assistive Technology devices or services.		



**Legal Name of Student**

**DOB**

**Local ID**

**SUNS**

**IEP Meeting Date**

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## **TRANSITION**

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**Transition service needs must be discussed for students age thirteen and older during the effective dates of the IEP.**

**Transition services will be discussed for younger students if the parent(s) or the IEP team determines it is appropriate.**

- ☐ Yes transition service needs will be discussed during this IEP.
- ☐ NA student is not of transition age.

## **PRESENT LEVELS OF PERFORMANCE**

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### **Summary of Student's Current Services**

### **Parent Input on Present Levels of Academic Achievement and Functional Performance**

#### **Academic Achievement**





Legal Name of Student

DOB

Local ID

SUNS

IEP Meeting Date

Area of Assessment	Date	Method or Name of Assessment	Findings
Curriculum and Learning - Math		Data Collection Documents - Curriculum and Learning: Math	BASELINE:
Curriculum and Learning - Reading		Data Collection Documents - Curriculum and Learning: Reading	BASELINE:

- All Academic Areas
- Related Services



## Functional Performance

Area of Assessment	Date	Method or Name of Assessment	Findings
Independent Functioning		Data Collection - Independent Functioning	
Independent Functioning		Documented Therapist Observation - Independent Functioning	<b>BASELINE</b>





Legal Name of Student

DOB

Local ID

SUNS

IEP Meeting Date

---

Does the student's behavior warrant a Functional Behavioral Assessment?

Detailed Findings of FBA:

Does the student's behavior warrant a Behavior Intervention Plan?





**Student's Academic and Functional Strengths**

**Student's Academic and Functional Needs**

**Student's disability affects his/her involvement and progress in general curriculum by**

- **Reading**
- **Writing**
- **Math**
- **Communication**
- **Social emotional**
- **Independent functioning**
- **Related services**





<b>Area of Need:</b> Curriculum and Learning - Reading <b>Measurable Goal:</b> <b>Goal Begin Date:</b> 03/07/2018 <b>Goal End Date:</b> 03/01/2019	<b>Evaluation Procedures</b> <input checked="" type="checkbox"/> Work Samples <input checked="" type="checkbox"/> Data Collection Documents <input checked="" type="checkbox"/> Curriculum Based Measurement
<b>Student's progress towards goal will be measured by:</b> <b>Title:</b> Special Education Teacher	
<b>How often:</b> Weekly	

<b>Area of Need:</b> Curriculum and Learning - Reading <b>Measurable Goal:</b> <b>Goal Begin Date:</b> 03/07/2018 <b>Goal End Date:</b> 03/01/2019	<b>Evaluation Procedures</b> <input checked="" type="checkbox"/> Work Samples <input checked="" type="checkbox"/> Data Collection Documents <input checked="" type="checkbox"/> Curriculum Based Measurement
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<b>How often:</b> Weekly	

**8-10 goals TOTAL**  
**5-8 goals should be academic focus**  
**All goals need to be aligned with the general education curriculum**



## **ACCOMMODATIONS & MODIFICATIONS**

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### **Accommodations**

No curricular or non-curricular accommodations were identified by the team.

### **Modifications**

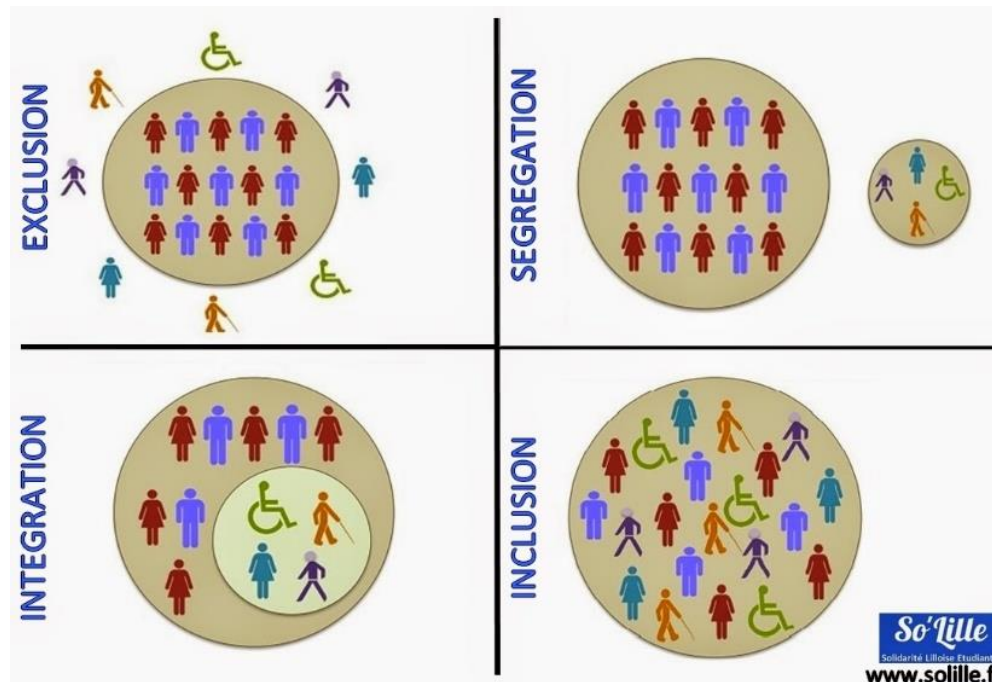
No curricular or non-curricular modifications were identified by the team.

**To the maximum extent appropriate, children with disabilities...are educated with children who are not disabled, and special classes, separate schooling or other removal from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with use of supplementary aids and services cannot be achievement satisfactorily. IDEA Sec. 612 (a) (5)**



# Individuals with Disabilities Education Act (IDEA)

A child with a disability is **not removed** from education in age-appropriate regular classrooms **solely because of needed modifications in the general education curriculum** 34 CFR Sec. 300.116(e)





# Who, What, When, Where

## SERVICES

### Current School Year

Related Services	Start Date*	End Date*	Amount/ Frequency	Location	Type of Service
Occupational Therapy			60 minute(s) per week 2 times per week	School Environ- ment - Special Education	Individual

*\*Subject to School Board Calendar*





Legal Name of Student

DOB

Local ID

SUNS

IEP Meeting Date

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No Related Services will be provided for this student.

Does the student require Nursing Services?

Does the student require specialized transportation services?

### **ASSESSMENT PARTICIPATION**

*Accommodations and modifications must reflect those used in daily classroom instruction*

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# Checking the box is not enough

## LEAST RESTRICTIVE ENVIRONMENT

The student will not participate with non-disabled students in all or part of the following regular classes/activities:

School Age (6-21) 05/21/2018 - 05/16/2019

Does the student require specially designed instruction in core academic area(s) that supplants general education instruction?

### Least Restrictive Environment Considerations

<input type="checkbox"/> Yes	<input type="checkbox"/> No	The school the student would normally attend, if not exceptional, was considered.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Only schools and classroom settings that are appropriate to the student's chronological age were considered.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Education in a regular classroom with the use of supplementary aids and services was considered.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	The potentially harmful effects on the exceptional student and the quality of the student's services which might result from particular education environments/placements were considered.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Integration with age-appropriate non-exceptional peers was considered.



## EXTENDED SCHOOL YEAR

### ESY Considerations

Yes	No	
		A significant regression is anticipated if ESY services are not provided.
		Nature and severity of the student's disability impact the maintenance of sustained skills.
		The student is at a critical point in instruction (e.g., emerging skill, transition point, etc.) such that continued specialized instruction and related services, without a break, is crucial to the student's education program.
		There are special circumstances, such as a large number of absences during the school year, that are relevant to consideration of ESY.

**The IEP team used the following information and data in determining the need for ESY services:**

☐ Teacher assessment of the student's success with various instructional interventions

Legal Name of Student	DOB	Local ID	SUNS	IEP Meeting Date
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- ☐ Criterion referenced and standardized test data
- ☐ Health and health-related factors, including physical and social/emotional functioning
- ☐ Post educational history, as appropriate, including any ESY services
- ☐ Direct observation of the student's classroom performance
- ☐ IEP goals and objectives
- ☐ Student performance (pre-test and post-test data)
- ☐ Behavior checklists
- ☐ Parent interviews and student interviews where appropriate

### Decision

Did the IEP team determine that the student will require ESY services?

Not just  
summer!



# Collaboration

- Have you talked to other professionals who work with your students?  
(particularly for those with IEPs)
  - What works in their class?
  - What doesn't?
  - How are you teaching a certain skill?
  - Can a push in happen?
  - What suggestions do you have?



# Things to watch for

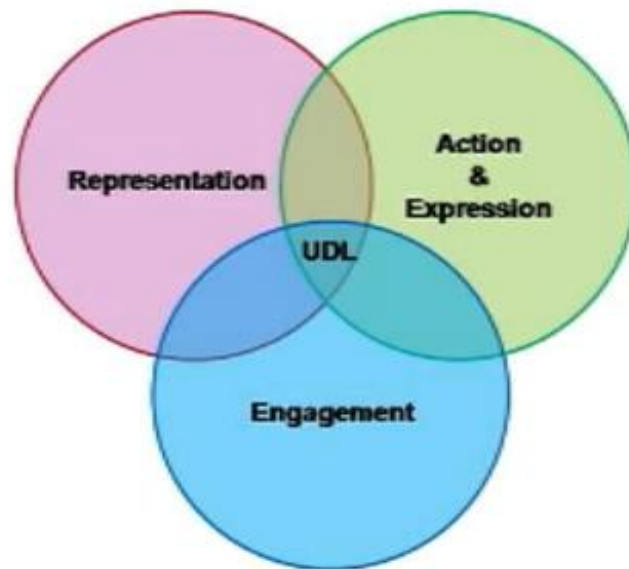
- Make sure you are using the general education curriculum
- Date of implementation
- Need for specialized instruction
- Diploma tracks





# Remember

Its not IF a student can do it, rather its HOW a student can do it!



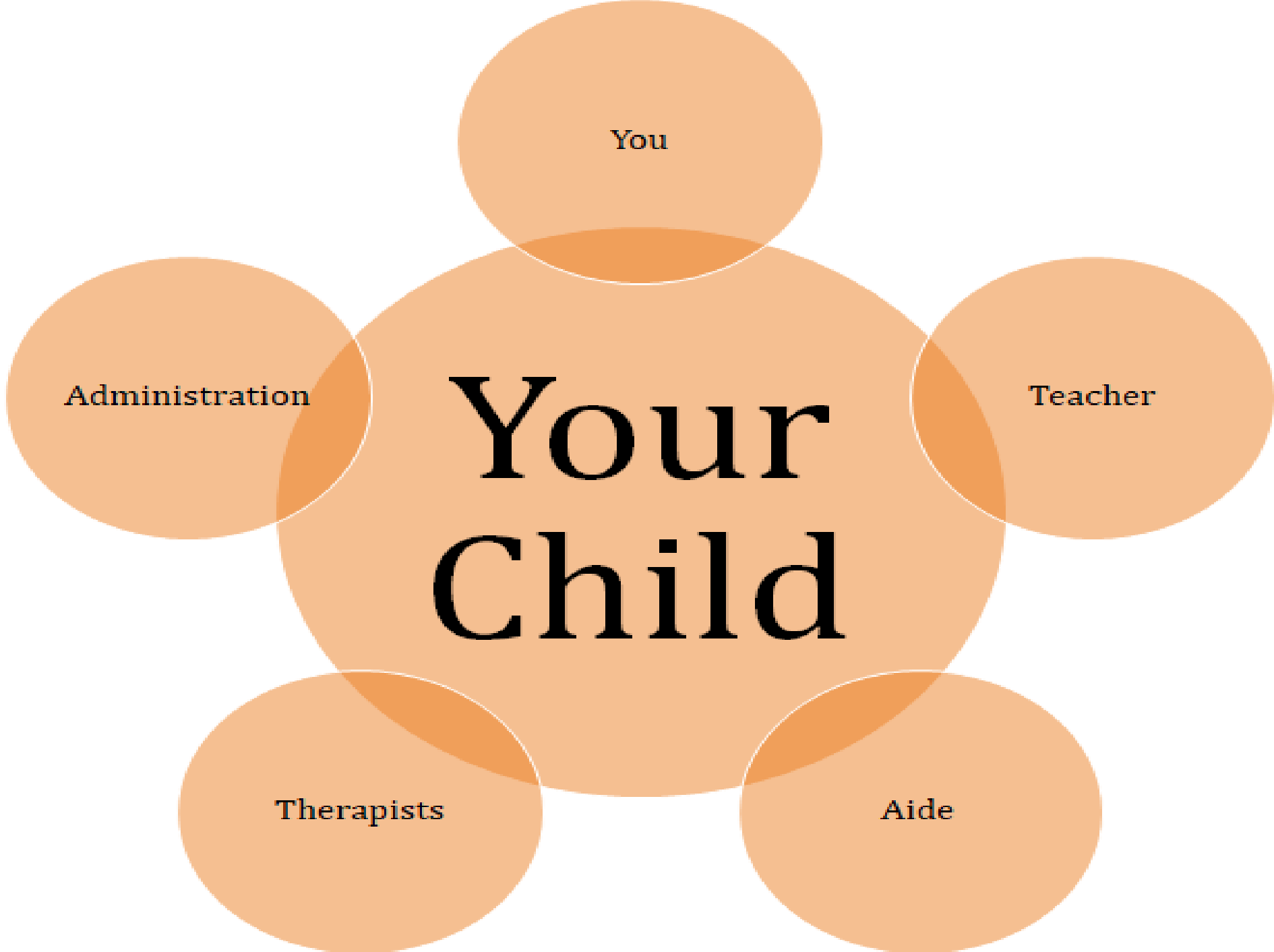
UDL Principles



# How do we do this?









# The inclusion puzzle. Look at ALL the pieces...

- If at first you don't succeed, try and try again.
- Environmental factors (stimuli)
- Health
- Learned behaviors





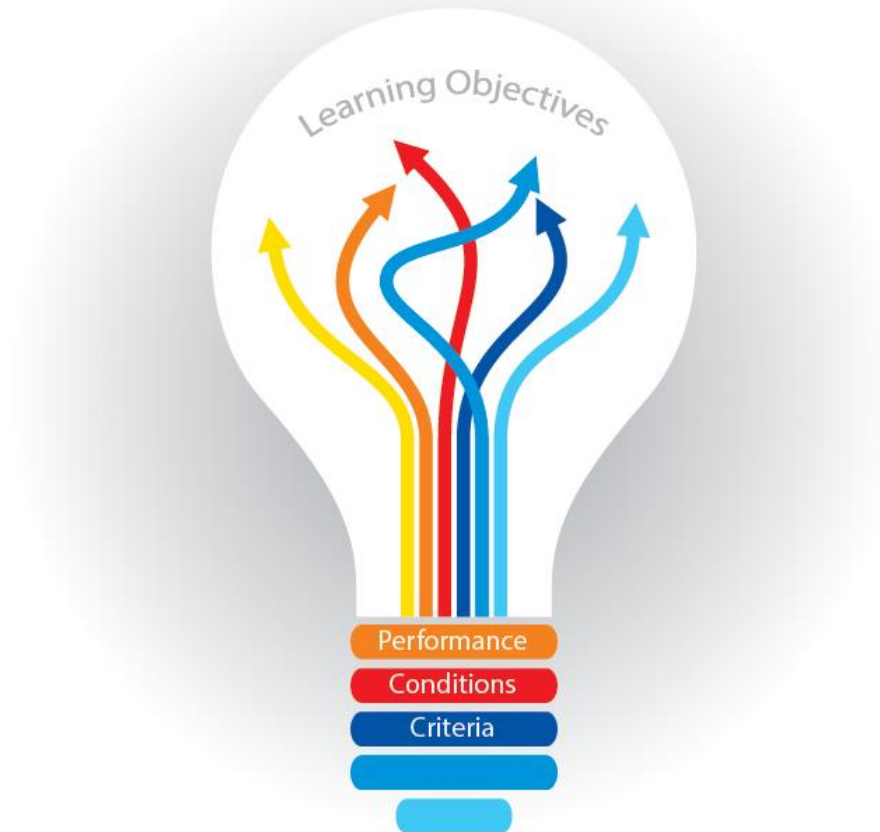
# UDL ( Universal Design for Learning)



CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!



# What is your objective for the lesson?






# No Double Dipping Skills





# Accommodations

- Supports given to help the student meet the whole class objective.
- Change of environment , curriculum format, or resources that allow for a student to **gain access to content and/or complete assigned tasks.**
- Accommodations DO NOT adjust what is being taught.



If I don't  
learn the  
way you teach,  
then teach the  
way I learn!



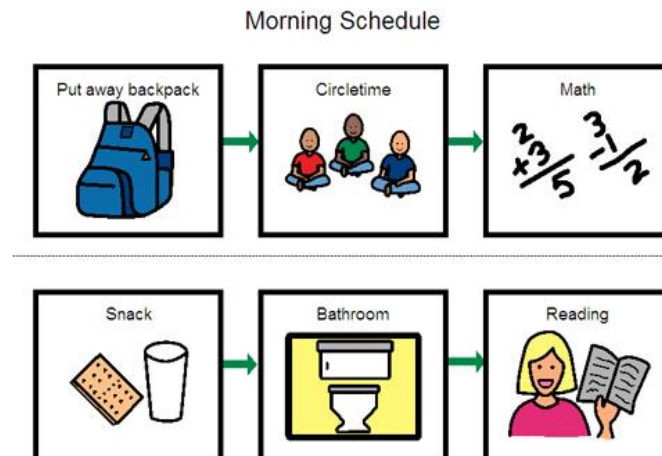
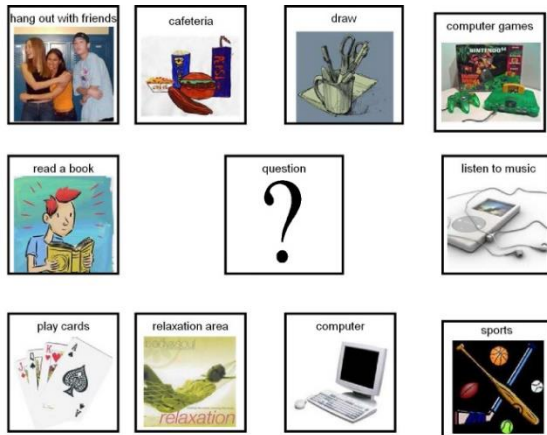
# Accommodations examples

- Sign language interpreters
- Computer text-to-speech
- Extended time
- Large-print books
- Trackballs
- Alternative keyboards





# Assistive Technology- Low Tech





# Assistive Technology-High Tech





# Modifications

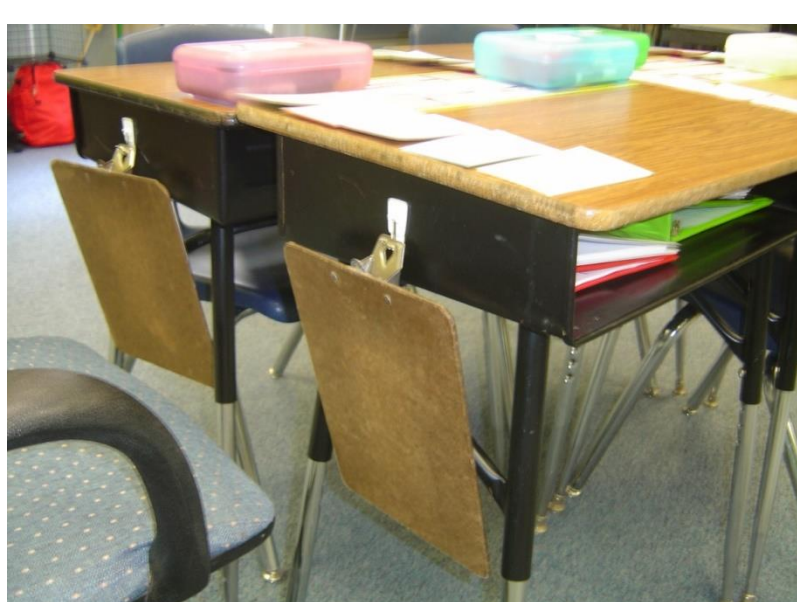
- Changing the work or objective
  - change in part or all of the curriculum
- Should still allow for as much access to the general education curriculum as possible

**FAIR ISN'T**  
everybody getting the  
same thing.....

**FAIR IS**  
everybody getting  
what they need  
In order to be  
**SUCCESSFUL.**



# Flexible Seating





# Check your materials





# Direct support to peer support





# What happens when other students ask?



Fair does not mean equal!

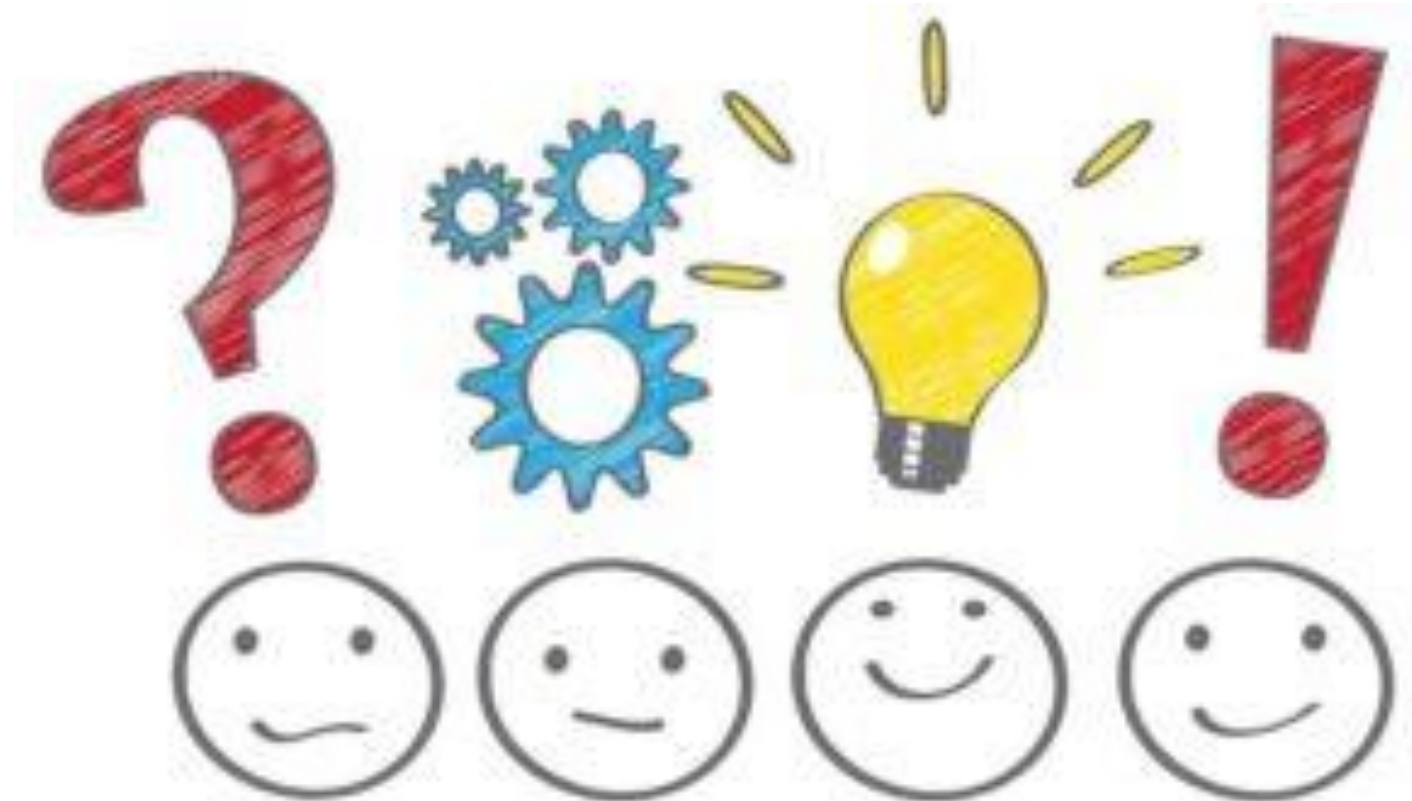


Inclusion is a mindset. It is a way of thinking. It is not a program that we run or a classroom in our school or a favor we do for someone. Inclusion is who we are. It is who we must strive to be.

Lisa Friedman; Removing the Stumbling Block



# Questions?





# Thank You!



For questions or comments, please, email [ssoldovieri@ndss.org](mailto:ssoldovieri@ndss.org) and connect with us on social media.

