A BUILDING-LEVEL NEEDS ASSESSMENT AND ACTION PLANNING PROCESS FOR HIGH SCHOOL INCLUSION

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CONTENTS

Needs Assessment Guidelines and Procedures 3

Needs Assessment Forms... 4

Action Planning Guidelines and Procedures 14

Action Planning Form 15

Task Force Meeting Agenda and Minutes Form 16

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NEEDS ASSESSMENT GUIDELINES AND PROCEDURES

Step 1: Form a building level Task Force.

The focus of the Task Force is to address issues and needs that impact on inclusive schooling within a particular building. Issues such as assigning students with severe disabilities to homerooms, specials, and academic classes within the school; building-level administrative and policy issues; service delivery systems; and staff development often need to be addressed at the building level.

Membership includes a broad representation of all constituent groups within the building: a building administrator, related service provider(s), regular and special educators, and parents. The building-based Task Force should also designate a member to serve as a Coordinator with a role similar to that of the District-wide Task Force Coordinator.

Building-level teams typically meet on a monthly basis.

Step 2: Task Force members review the selected Program Quality Indicators: Priorities for High School (from Meyer & Eichinger, 1994). Members discuss the items and reach a common understanding of the principles and terminology used.

Step 3: The Task Force works together to complete the needs assessment form Needs Assessment Priorities for High School Inclusion by:

a) Rating the presence of the Indicator within the district as: fully evident (score=2), partially evident (score=1), or absent (score=O).

b) Noting positive examples of the presence of the indicator within the district.

c) Noting identified obstacles within the district to achievement of the indicator. Consider obstacles in the areas of district policy, resources and staffing, and attitudes.

Step 4: The Task Force then selects and prioritizes the top three quality indicators that need to be addressed for the development of inclusive educational programs within the district.

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NEEDS ASSESSMENT PRIORITIES FOR HIGH SCHOOL INCLUSIVE SCHOOLING OF STUDENTS WITH SEVERE DISABILITIES

Note: This measure is an abbreviated version adapted from Meyer & Eichinger (1994) Program Quality Indicators PQI: A checklist of most promising practices in educational programs for students with disabilities. This short form is designed for use by high schools enrolling student with and without disabilities in the natural proportion; it is designed to facilitate action planning to implement quality inclusive programs for all students, including those with the most signification disabilities. As it is designed for building use, those interested in district and elementary-middle level educational indicators should reference the PQI for a more comprehensive listing of priorities.

Building and Staff Organization Indicators: four indicators are focused at the building level and would be evident in administrative and enrollment practices.

Program Quality Indicators	Rating: 2=Full 1=Partial 0=Absent	Positive Examples of Indicator	Identified Obstacles	Priority Rank
Indicator #1: Heterogeneous Enrollment in Natural Proportion Whether the school is a home zone or magnet/ charter school, enrollment represents the full range of diverse student abilities and talents found in the general district population. This must include students with disabilities, including at . least some students with the most significant disabilities				

Program Quality Indicators	Rating: 2=Full l=Partial 0=Absent	Positive Examples of Indicator	Identified Obstacles	Priori ty Rank
Indicator #2: Curriculum Expectations for Students All students are enrolled in age-appropriate, core academic and interrelated arts coursework leading to a high school diploma. Students with disabilities are enrolled in at least three core academic courses and additional electives. Students with disabilities might also attend IEP-specific coursework in addition to core academics and electives.				

Program Quality Indicators	Rating: 2=Full l=Partial 0=Absent	Positive Examples of Indicator	Identified Obstacles	Priority Rank
Indicator #3: Team Planning and Scheduling Teachers and support personnel have regularly scheduled joint planning time for different levels as needed, including by department, team, problem-solving, and individualized student planning.				

Program Quality Indicators	Rating: 2=Full l=Partial 0=Absent	Positive Examples of Indicator	Identified Obstacles	Priority Rank
Indicator #4: Staff Development for Best Practices The equivalent of at least one staff development day each year is dedicated to issues of curriculum and instruction for quality inclusive schooling for heterogeneous student populations.				

Curriculum and Instruction: Six Indicators are focused upon curriculum and instruction at the classroom level and would be evident through referencing of practices in individual classrooms as well as through learning opportunities available to individual students.

Program Quality Indicators	Rating: 2=Full l=Partial 0=Absent	Positive Examples of Indicator	Identified Obstacles	Priority Rank
Indicator #5: Diverse Teaching and Learning A variety of teaching styles and learning opportunities are evident in each subject area. Each teacher receives needed materials, resources, and training/ consultation to facilitate use of at least three diverse teaching strategies on a weekly basis to meet diverse student learning styles and multiple intelligences.				

Program Quality Indicators	Rating: 2=Full l=Partial 0=Absent	Positive Examples of Indicator	Identified Obstacles	Priority Rank
Indicator #6: Student Outcomes General goals for curricular domains are age-appropriate, adapted for individual student needs according to most promising practices guidelines, and reflect valued outcomes for student achievement, graduation from high school, and transition from school to higher education and/ or the workplace. For some students this may also involve transition planning for future environments as part of the IEP process.				

Program Quality Indicators	Rating: 2=Full l=Partial 0=Absent	Positive Examples of Indicator	Identified Obstacles	Priority Rank
Indicator #7: Multicultural Education and Inclusive Education Diverse pedagogies are utilized reflecting best practices of multicultural education, positive relationships between the school and home-communities, and cultural inclusion. Students needs and entitlements including English as a Second Language, remedial instruction, and special education services and supports are designed to support cultural competence and mutual respect rather than segregation and exclusion.				

Program Quality Indicators	Rating: 2=Full l=Partial 0=Absent	Positive Examples of Indicator	Identified Obstacles	Priority Rank
Indicator #8: Individualized Adaptations and Accommodations Strategies for designing individualized adaptations of curriculum and instruction are utilized to insure meaningful participation, achievement of core curricular content, and mastery of IEP objectives for students with disabilities in age-appropriate, core academic and interrelated arts classes.				

Program Quality Indicators	Rating: 2=Full l=Partial 0=Absent	Positive Examples of Indicator	Identified Obstacles	Priority Rank
Indicator #9: Integrated Therapy and Related Support Services Individually appropriate support services such as speech therapy, occupational therapy, physical therapy, adapted physical education, guidance / counseling, social work, family support, and protective services are provided to students according to best practices guidelines as well as legal and ethical requirements. Integrated therapy models are utilized, and any specialized pull-out services required to meet individual needs are focused upon strategies to insure success in inclusive school and community environments.				

Program Quality Indicators	Rating: 2=Full l=Partial 0=Absent	Positive Examples of Indicator	Identified Obstacles	Priority Rank
Indicator #10: Discipline and Interpersonal Supports Positive disciplinary procedures are evident that are respectful of student responsibility and behavior, and visible interpersonal support structures (peer support networks, house and team organizational structures, and so on) are organized involving all students in smaller support structures and opportunities to develop positive interpersonal relationships with one another and with adults.				

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ACTION PLANNING GUIDEUNES AND PROCEDURES

Step 1: The Task Force selects three Priority Indicators from the Needs Assessment and develops an Action Plan using the Action Planning Form.

a) Brainstorm actions that your committee could take within your district to achieve each priority indicator.

Policy Issues: Official statements, policies, and documents in the district that support the indicator.

Service Delivery: Staffing, scheduling, administrative and resource use patterns that support the indicator.

Staff Development: Training, inservice, technical assistance (formal and less formal) activities that promote staff knowledge, skills, and attitudes to address the indicator.

b) Select and list specific activities that you will use to fully develop the quality indicator within the district. For each activity, designate a person responsible and projected starting / ending dates.

Step 2: Task Force members work together with other constituents within the district to implement action steps. Subsequent Task Force Meetings should allow time for reporting and discussing the results of Action Steps taken.

Step 3: When Action Plans are fully implemented and the targeted quality indicators are fully evident within the district, the Task Force continues by selecting and working on the additional indicators they prioritized during the needs assessment process.

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ACTION PLANNING FORM

Page #__ __

Priority ____ Indicator # ___ :_____

	Person(s) Responsible	Projected Completion	Date Completed
Policy Actions			
Service Delivery System Actions			
Staff Development Activities			

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Task Force Meeting Agenda & Minutes Form

Page #__ __

Date / Time Indicator _____

Agenda Items	Decision / Actions to be Taken	Person(s) Responsible	Date Due