



# **Red Clay's Plan for Inclusive Instruction 2013-17**

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*"A community that excludes even one member is no community at all." – sevenly.org*

# Academic Success for All

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## *All Means All: Red Clay's Plan for Inclusive Instruction*

### **Vision**

All members of the Red Clay community will demonstrate the *belief and expectation* that every student be given equal opportunity and equal access to a high quality inclusive education with the ultimate goal of being college and/or career ready.

All Red Clay schools will develop a greater *capacity* to teach all learners. The Red Clay School District is committed to continuous improvement through examining and realigning appropriate *structures, supports, and resources* for the instruction of all students in all schools.

### **Guiding Principles**

#### *Belief and Expectation*

- Ownership of students' success belongs to the whole school community; all members of the Red Clay community will welcome, support, and share responsibility for each student's learning.
- Every student is a general education student. Some students are eligible for additional support services.
- All students will be respected and valued for their diversity.
- Highly effective administrators and teachers will hold rigorous expectations and ensure that quality instructional strategies will collaboratively engage all learners.

#### *Capacity*

- Job-embedded professional development will be infused for administrators and teachers to continuously improve student learning.
- Professional learning communities will be utilized to ensure meaningful collaboration and ongoing discourse around student data and effective instructional strategies.
- Partnerships and collaboration with families and community providers, which are essential for student success, will be established.

#### *Structures, Supports, and Resources*

- The District will provide an inclusive education by creating a "school-based continuum of services" with an array of flexible schedules, supports, and services to ensure that all students have access to and are engaged in learning the core curriculum.
- District leadership will commit to the comprehensive examination and realignment of appropriate structures, supports, and resources necessary to enable every school to have the capacity to provide all students with high-quality instruction.
- District and school policies and practices will support an inclusive philosophy.

## Strategic Goal Plan #3 and the Common Core

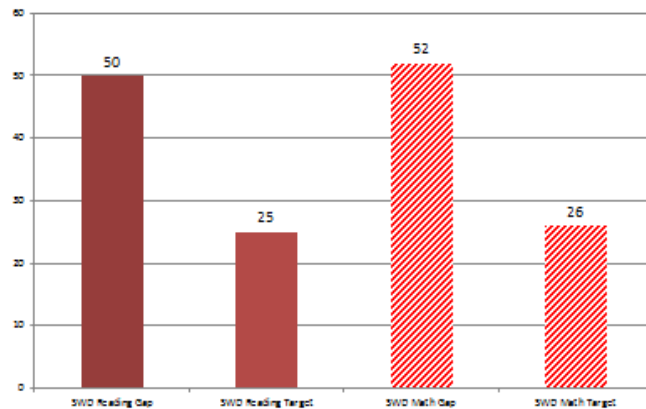
### CLOSING THE ACHIEVEMENT GAP

**GOAL 3: SCHOOLS WILL CONTINUE TO CLOSE THE ACHIEVEMENT GAP FOR ALL STUDENTS, WITH A PARTICULAR FOCUS ON OUR ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH DISABILITIES.**

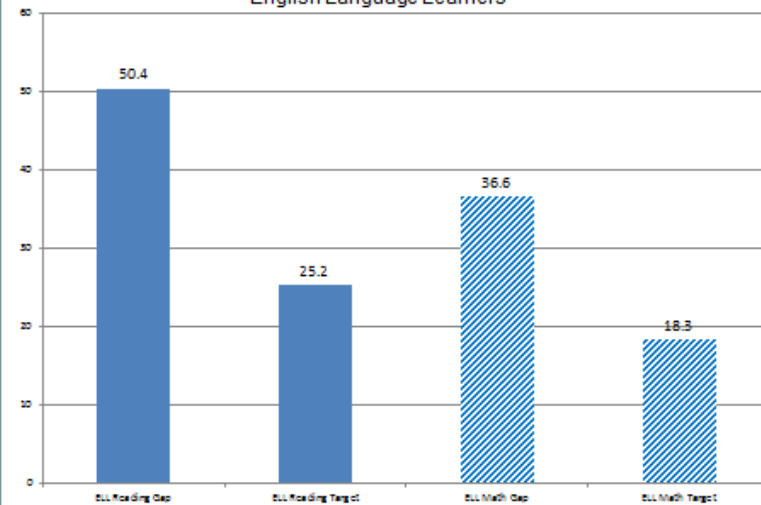
## Measurable Outcome by 2016

We will reduce the achievement gaps for students with disabilities (SWDs) and English Language Learners (ELLs) by 50% as measured by DCAS Reading and Math.

Students With Disabilities



English Language Learners



## Indicators of an Inclusive Education

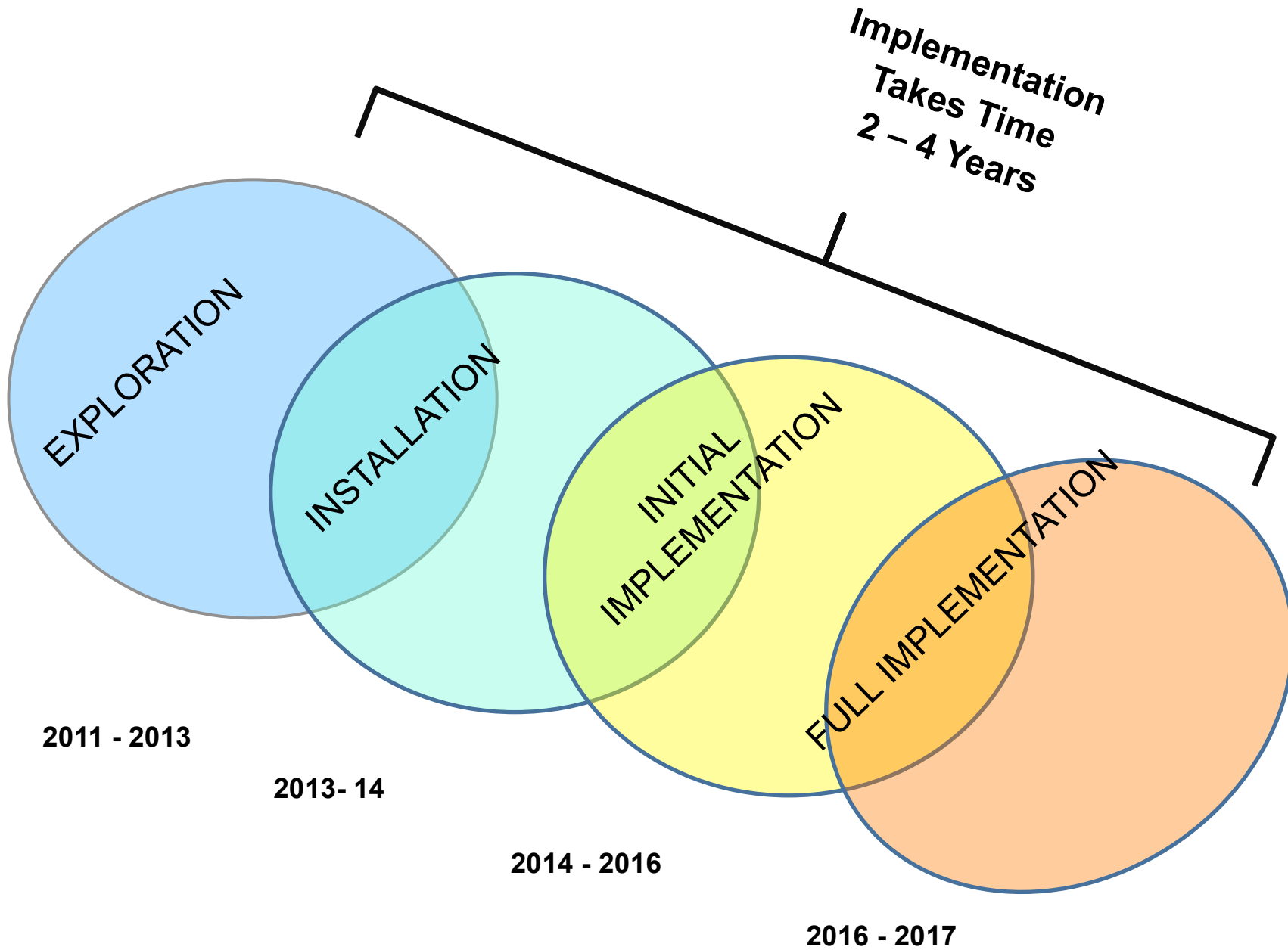
Adapted from C. Tomko and Kids Together, Inc.

There's a difference between "real" inclusion..... and just being present.

### *Key "Necessary" Indicators of "Inclusive Education"*

1. Students are in their home schools, general education classes
  - a. Where the student would be if they did not have disabilities.
2. Collaboration and Team Planning
  - a. General and special education staff have ownership of students with disabilities;
  - b. All team members collaborate and communicate on a regularly scheduled basis.
3. Natural proportions
  - a. Same proportion of students with disabilities are in classes as are in the general population;
  - b. Students with disabilities are not grouped.
  - c. All classes practice inclusion, none are referred to as "inclusion classes."
4. Appropriate Supports and Services
  - a. Based on individual's and needs
  - b. Supports follow the students. The students don't go somewhere to get them.
5. Achievement of IEP Goals
  - a. Goals are dependent on individual and worked on within general curriculum.
6. Get ready for students
  - a. Students do not have to get "ready" to be included;
  - b. There are no prerequisites for inclusion;
  - c. Staff is trained based on students' needs.
7. "On-going planning for success"
  - a. Obstacles are issues waiting for solutions;
  - b. "Teams" are proactive, addressing needs before problems arise;
  - c. Inclusion is a process, not an event;
- d. All team members actively seek out information and resources;
- e. All team members have a shared vision of what success looks like for each individual student;
- f. Classroom, building and district decisions and planning reflect the needs of students with disabilities.
8. Active Participation
  - a. Exclusion can happen in a general education environment;
  - b. All activities are designed to be accessible for all students.
9. All students have a sense of belonging
  - a. All students are valued;
  - b. Social goals are integrated within class activities for all students;
  - c. Adults model and facilitate inclusion and interactions.
10. Diversity is valued throughout all environments, activities and events
  - a. Sensitivity and awareness are interwoven throughout;
  - b. Universal design and curriculum are utilized first;
  - c. People first language is promoted and used in all environments;
  - d. All students get what they need based on individuals, not labels;
  - e. All students count in assessments and evaluations.

*All Means All: Red Clay's Plan for Inclusive Instruction*



# All Means All: Red Clay's Plan for Inclusive Instruction

## Objectives:

1. Create a district wide inclusive culture that is sustainable by implementing and modeling inclusive values and practices.
2. Actively communicate Red Clay's Plan for Inclusive Instruction with all stakeholders regarding inclusive education.
3. Create an infrastructure, develop and oversee an implementation plan for inclusive education.
4. Identify and use data management systems to evaluate the quality of student and team supports, and student learning.
5. Plan and provide job-embedded professional development for all staff.

### Tier 3 *Building* Implementation and Coaching Team

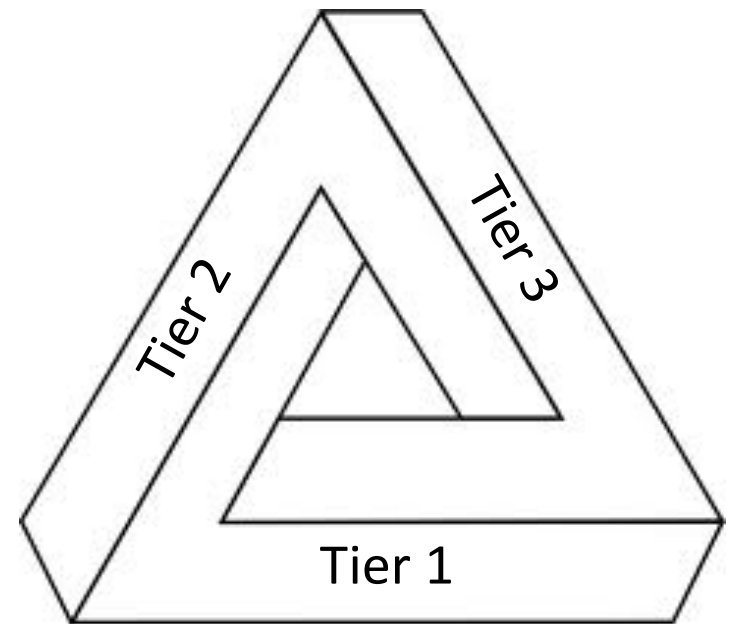
- Use data to analyze and create a Campus Inclusion Action Plan
- Models inclusive values and practices
- Ensures professional learning within the building
- Ensures classroom implementation with fidelity

### Tier 2 *District* Implementation and Coaching Team

- Attends Professional Development and uses it to assist team based planning
- Review and analyze reflection tools
- Review progress of Campus Inclusion Action Plan
- Review district and building level data
- Facilitate problem solving regarding curriculum implementation
- Facilitate problem solving related to changing practices

### Tier 1 *System* Implementation Team:

- Ensures comprehensive examination and realignment of appropriate structures, supports, and resources necessary to enable every school to have the capacity to provide all students with high-quality instruction.



*All Means All: Red Clay's Plan for Inclusive Instruction*

Objectives	Activities	Timeline
<p><b>1, 2, 3, 4, and 5</b></p>	<p>1. Implementation of System Implementation Team (Tier 1), District Level Implementation and Coaching Team (Tier 2) and Building Implementation and Coaching Team (Tier 3). (Attachment)  <u>Tier 2 and 3 Topics will include:</u>                      a. Getting Ready, Reviewing Inclusion Basics, Establishing System-Level Supports                      b. Preparing the Faculty, Establishing Collaborative Staff Relationships, Increasing Instructional Effectiveness                      c. Whole School Approach: Increasing the Amount and Quality of In-Class Support, Revamping Traditional Pull-Out Services, Making the Most of Campus Resources                      d. Developing the Schedule, Making Parents Part of the Process, Sustaining Continuous Improvement of Inclusive Practices                      e. Vision &amp; Attitude, Family &amp; Community Partnerships, Collaboration and Teaming, Formal Time to Plan &amp; Reflect, Professional Development, Evidenced Based Practices, Adaptations &amp; Support Systems, and Administrative Support</p>	<p>Year 1, 2, 3 and 4 (2013 – 17)</p> <p>8-29-13 9-26-13 10-24-13 1-30-14 4-17-14 5-29-14 6-19-14</p>
<p><b>3 and 4</b></p>	<p>2. Complete a District Inventory of Services and Supports (ISS) for Students with Disabilities (Tier 1 and 2 Activity) by June 1, 2014.</p>	<p>Year 1 (2013) 2013-14 Campus Action Plans</p>
<p><b>1, 3, 4 and 5</b></p>	<p>3. Inclusion Walkthroughs will be implemented with Special Education Administrators and Building Administrators</p>	<p>Year 1, 2, 3 and 4 to be continued</p>
<p><b>1, 2, 3, 4 and 5</b></p>	<p>4. Campus Inclusion Action Plans for each school site.</p>	<p>Developed in Year 1 (2013) Initial Implementation in Year 2 (2014) and Monitoring Process beginning Year 4 (2016)</p>

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<p><b>1, 2 and 5</b></p>	<p>5. District and Building Professional Development Training (Attachment):</p> <ul style="list-style-type: none"> <li>a. Collaborative Basics: An Overview of Co-Teaching Models and Roles</li> <li>b. Collaborative Teaching Strategies: Flexible Grouping</li> <li>c. Collaborative Teaching Strategies: Parallel v. Alternative Teaching</li> <li>d. Adaptive, Social, Behavior Learning: How to identify and support Students on the Autism Spectrum</li> <li>e. Universal Design for Learning (UDL) &amp; Adapting Common Core Curriculum (Grade Band Extensions – University of Delaware)</li> <li>f. Collaborative &amp; Inclusive Strategies for All Students</li> <li>g. Multi-Level Instruction</li> <li>h. New Models of Support: Hierarchy of Supports, Services, &amp; Aids</li> <li>i. Instructional Accommodations and Curricular Modifications</li> <li>j. Diversity and Sensitivity for Teachers of Students with Disabilities</li> <li>k. New Roles for Special Education Teachers</li> <li>l. Writing Rigorous IEPs to Teach Educational Standards (W.R.I.T.E.S) – State of Delaware Training</li> </ul>	<p>Began in 2012 – 2013 to be continued through Year 1, 2, 3 and 4 (2013 – 17)</p> <p>Red Clay Consolidated School District was one of 4 school districts selected to begin training for Standards Based IEPs in January 2014</p>
<p><b>3 and 4</b></p>	<p>6. Establish a Transition Technical Assistance network to develop and implement a Transition Plan</p> <ul style="list-style-type: none"> <li>a. Delaware Department of Education (DOE)</li> <li>b. University of Delaware (UD) ACCESS Project</li> <li>c. Dr. Matthew Jennings, Superintendent, Author, Trainer of Collaborative Systems</li> <li>d. Carol Quirk, Maryland Coalition for Inclusive Education</li> <li>e. Dr. Amy Pleet-Odle, Inclusion Consultant (former MD Transition Specialist/retired Secondary Inclusion Consultant at University of Delaware)</li> <li>f. Michael Remus, Director of Student Support Services at Deer Valley Unified School District (National spokesperson)</li> <li>g. Adaptive Schools/Project Choices – Tammy Henry and Pandora Taylor</li> </ul>	<p>July 2013 – ongoing</p>



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<p><b>1, 3 and 5</b></p>	<p>7. Develop, Train, and Coach a Model Elementary and Secondary Collaborative Teaching Partnership (co-teaching team) for District Turnaround (Train the Trainer Model)</p> <ul style="list-style-type: none"> <li>a. McKean High School</li> <li>b. Skyline Middle School</li> <li>c. Richardson Park Elementary (Title 1)</li> <li>d. Linden Hill Elementary (non-title)</li> <li>e. Heritage Elementary (non-title)</li> </ul>	<p>Developed in Year 1 (2013) and Year 2 (2014) Full Implementation in Year 3 (2015)</p>
<p><b>2 and 3</b></p>	<p>8. Development and Implementation of Articulation and Communication Team Action Plans</p>	<p>Planning began April and May (2012-13) Implementation Year 1 (2013)</p>
<p><b>5</b></p>	<ul style="list-style-type: none"> <li>a. District teachers continued participation in Delaware Department of Education Training</li> <li>b. SIM training for Special Education teachers</li> <li>c. Grade Band Extensions for General Education/Special Education teachers</li> <li>d. University of Delaware Professional Development – ACCESS Project</li> <li>e. e.Writing Rigorous IEPs to Teach Educational Standards (W.R.I.T.E.S) – State of Delaware Training</li> </ul>	<p>On-going TBD by DDOE and UD</p>
<p><b>2</b></p>	<p>9. Parent University Seminars</p>	<p>Beginning Year 1 to be ongoing</p>
<p><b>1, 2 and 5</b></p>	<p>10. Develop and offer a District Wide Annual Inclusion Conference</p>	<p>Year 1 (2013) and ongoing  June 2014</p>

## *All Means All: Red Clay's Plan for Inclusive Instruction*

### **Tier 1-System Implementation Team**

- **What is a Tier 1-System Implementation Team?**
  - It is a team made of individuals within the school community who can promote funding, visibility, and political support around the Least Restrictive Environment (LRE) while leading and increasing the working capacity of the school wide system of supports.
- **What is the work of a Tier 1-System Implementation Team?**
  - Meets a minimum of 2-4 times per school year to dialogue around the guiding targets and the team goal.
  - Makes recommendations regarding necessary system supports, identification of needed changes in practice and policy, and coordination of professional learning based upon data.
  - Ensures the system is in place to support the professional development and work of LRE.
  - Communicates the overall vision and direction for LRE in the district to stakeholders.
  - Supports a system of professional learning which will be implemented with Tier 2-District Implementation and Coaching Team and Tier 3-Building Implementation and Coaching Team(s) to ensure district wide fidelity.
- **Who might participate in a Tier 1-System Implementation Team?**
  - Superintendent or Designee (non-negotiable)
  - RCPAC Representative
  - Building Principals (of participating schools)
  - Union Representative
  - Curriculum Director
  - Special Education Director
  - Board Member
  - Teachers

### **Tier 2-District Implementation and Coaching Team**

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- **What is a Tier 2-District Implementation and Coaching Team?**
  - Tier 2-District Implementation and Coaching Team addresses issues related to implementation and informs Tier 1-System Implementation Team of system structural issues as well as ensures implementation of professional learning with the Tier 3-Building Implementation and Coaching Team.
- **What is the work of a Tier 2-District Implementation and Coaching Team?**
  - Meets throughout the school year for professional development and networking of District Implementation and Coaching Team.
  - Supervisors of Special Education Instruction and English Language Learners provide professional learning and networking for Tier 2- District Implementation and Coaching Team
    - Professional learning embedded into each month
    - Flexible curriculum to meet needs of the team
    - Review and analyze Inclusive Practices Reflection Tool data
    - Review progress of Action Plans
    - Review district and building level data
  - Supports a system of professional learning which will be implemented with Tier 3-Building Implementation and Coaching Team(s) to ensure district wide fidelity.
  - Supervisor of Special Education Instruction and/or English Language Learner provides Weekly Check and Connect with active Tier 2-District Lead Implementation and Coaching Team to:
    - Facilitate problem solving regarding curriculum implementation
    - Facilitate problem solving related to changing practices
    - Assist team based planning with data
- **Tier 2-District members are individuals who can ensure implementation with fidelity**
  - Participating Building Administration (required)
  - Special Education Instructional Supervisor
  - English Language Learner Supervisor

### **Tier 3-Building Implementation and Coaching Team**

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- **What is a Tier 3-Building Implementation and Coaching Team?**
  - Tier 3-Building Implementation and Coaching Team addresses issues related to implementation and informs Level 2-District Implementation and Coaching Team of system structural issues as well as ensures implementation of professional learning within the building. In addition, classroom implementation with fidelity is the focus of this team.
- **What is the work of a Tier 3-Building Implementation and Coaching Team?**
  - Tier 3-Building Implementation and Coaching Team receives support and professional learning from Level 2-District Implementation and Coaching Team.
  - Tier 3-Building Implementation and Coaching Team ensures that the skills and strategies are systematically delivered throughout the building.
- **Tier 3-Building members are individuals who can ensure implementation with fidelity (individuals who can ensure implementation with fidelity in classrooms building wide)**
  - Participating Building Administrator (Tier 2 Team Member) (required)
  - General Education Teacher(s)
  - Special Education Teacher(s)
  - Specialist (s) and/or ELL Lead Teacher
  - Parent or Family Member(s)
  - Student(s)
  - Others

Data Service Session		DSC 30573	DSC 30574	DSC 30575			DSC 30574
School	Tier 2	Tier 3 GE	Tier 3 SWD	Tier 3 Specialist	Parent(s)	Student (s)	Special Schools

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	<b>Administrator</b>	<b>Teacher</b>		<b>Teacher /<i>ELL</i> Teacher</b>			<b>Team Member</b>
<b>Baltz</b>	Trevor Little	Kate Hudson	Lindsey Louisignau	Amy Brunquell, ED <i>Allison Rykaczewski, ELL</i>			Helen Brady, RPLC
<b>BSS</b>	Gina Robinson	Kate Cassidy	Sarah Bloom	Sabriyah Swain, ED	Karen James Stacey Henry	Joelle Wilkins (middle school)	Juliet Agresti, RPLC
<b>Forest Oak</b>	Erin McNulty	Philip Kaplan	Martha Eldreth Diana McDonald	Brian Garber, Psych.	Shari McGrellis	Andrew McGrellis, 5th	
<b>Heritage</b>	Linda Ennis Valerie Martinez	Bethany Fitzgerald	Angelina Saienni	Lynn Smail	Mary Beth Przywara		Lisa Didion, RPLC
<b>Highlands</b>	Robert Farr Lauren Young	Amy DiGuglielmo	Alexandra Feely	Margaret Cristello			Carrie Antonelli, RPLC
<b>Lewis</b>	Amy O'Neill	Jamie Flowers	Robin Totten Cheryl McMahon		Sugely Solana		
<b>Linden Hill</b>	Deborah Brady Nathan Palkovitch	Aliza Sawdon	Stephanie Fleetwood Lindsay Gregor	Kelly Graybill, ED	Nina Fisher (RPLC/LH)		
<b>Marbrook</b>	Barbara Land	Heather Choffo	Tiffini Varrasse Shannon Fletcher	Jennifer Tuppeny, ED; <i>Erin Fitzpatrick, ELL</i>	Wilson Mercado	Riley Mercado	
<b>Mote</b>	Alice Mason	Brenna King	Lindsay Bechard	Kirsten Weigert, ED <i>Michael Martinez, ELL</i>	Marguerite Anderson	Ben Anderson	
<b>North Star</b>	Karin Jakubowski Alyssa Schweizer	Michelle Ross	Kim Snyder	Kelly Graybill, ED	Tiffany Aldas	Trey Aldas	Patricia Dallas, RPLC
<b>RPES</b>	Myron Cornish	Ashley Nowell Karrie Jones	Gena Peronti	Jill Wheeler, ED			Francis Russo-Avena, Nurse RPLC
<b>Richey</b>	Dottie Johnson	Karen Klemaszewski Lisa Gioffe (DC)	Valerie Conaghan	Michele Craig	Carrie Gore	Leyna Core	Stacie Zdrojewski
<b>Shortlidge</b>	Kenneth Oates	Deborah Ashton	Dawn Mobley	Angela Ogunde			Michael Bank, RPLC
<b>Warner</b>	Alice Conlin	Samantha Ches	Suzie Hessling	Monique Taylor- Gibbs	Equetta Jones		
<b>AI Middle</b>	Kathy Wallace	Lisa Rohana	Larinda Jenkins	Laura Thompson, ED			Tiffany Eshelman, Central

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				<i>Sandra Desmond, ELL</i>			
<b>Cab Calloway</b>	Will Robinson	Margaret Badger	Grace Moore	Gregor Shivery, ED Peter Dunbar Para			
<b>Conrad</b>	Chrishaun Fitzgerald	Mandy Reis	Michelle Hilbeck	Jennifer Tuppeny, ED <i>Jenna Flickinger, ELL</i>	Miriam Ceja and parent Andreina Cerrato and parent Alejandra Salazar and parent	Miriam Ceja and parent Andreina Cerrato and parent Alejandra Salazar and parent	Lauren Irwin, Central
<b>HB Middle</b>	Aaron Sekelman	Vicki Seifried	Heather Winward	Karin Medori			Patrice Madden, Meadowood
<b>Skyline</b>	CT Lyons	Ann Faccenda	Anne Putnam Sharon Sniadowski	Cynthia Falgowski, ED	Debbie Hermansader	Dounya Ramadan Alexis Babb	Sara Wilson, Central
<b>Stanton</b>	Shane Rifenburg	Diane O'Connor	Katie Hamilton	Jeff Eastep, ED <i>Ivanka Yaneva ELL</i>	Nina Osborne	Sean Osborne	
<b>AI High</b>	Kevin Palladinetti	Jen Harden	Eric Bennett	Trish Szaroleta, ED <i>Maria Asion, ELL</i>	Anna Flogaus	Stephanie Flogaus	
<b>Dickinson</b>	Joy Campbell	Susanne Spitsbergen	Rachel Williams	<i>Liz Allen, ELL</i>			Cyndi Brooks, Meadowood Nurse
<b>McKean</b>	Jennifer Vosburgh	Michelle Morton	Lakia Belcher	<i>Michelle Bartlet, ELL</i> Judy Pelham		Tyler Nepa Kassie Rivera	Erin Gines, Central Carmen Davis, Central
<b>RPLC</b>	Gail Humphreys-Mackenzie Cindy Mathis						
<b>Central</b>	Michael Simmonds Lee Raymond						
<b>Meadowood</b>	Kathie Mattix Sue Dunbar						

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<b>Tier 2 Administrative Inclusion PD – Session 30337</b>				
Date	Time	Total Hrs.	Location	Additional Attendees
8-29-13	4:15 – 5:15 p.m.	1	District Office Conf.	
9-26-13	4:15 – 5:15 p.m.	1	District Office Conf.	
10-24-13	4:15 - 5:45 p.m.	1.5	Marshallton	Tier 3 Team
1-30-14	4:15 - 5:45 p.m.	1.5	District Office Conf.	Parent
4-17-14	4:15 - 5:45 p.m.	1.5	Marshallton	Tier 3 Team
5-29-14	4:15 – 5:15 p.m.	1	District Office Conf.	
6-19-14	3:00 – 4:00 p.m.	1	District Office Conf.	
Total Hours = 8.5				
<b>Tier 3 Inclusion PD – General Education Teacher – Session 30573 (EPER)</b>				
Date	Time	Total Hrs.	Location	Additional Attendees
10-24-13	4:15 - 5:45 p.m.	1.5	Marshallton	Tier 2 and 3 Team
11-21-13	4:15 – 5:45 p.m.	1.5	District Office Conf.	
3-27-13	4:15 – 5:45 p.m.	1.5	District Office Conf.	Univ. of DE
4-17-14	4:15 - 5:45 p.m.	1.5	Marshallton	Tier 2 and 3 Team
<b>Tier 3 Inclusion PD – Special Education - Session 30574 (EPER)</b>				
Date	Time	Total Hrs.	Location	Additional Attendees
10-24-13	4:15 - 5:45 p.m.	1.5	Marshallton	Tier 2 and 3 Team
12-17-13	4:15 – 5:45 p.m.	1.5	Baltz Training Rm.239	
2-27-13	4:15 – 5:45 p.m.	1.5	District Office Conf.	Student
4-17-14	4:15 - 5:45 p.m.	1.5	Marshallton	Tier 2 and 3 Team
<b>Tier 3 Inclusion PD – Specialist and/or ELL Lead Teacher – Session 30575 (EPER)</b>				
Date	Time	Total Hrs.	Location	Additional Attendees
10-24-13	4:15 -	1.5	Marshallton	Tier 2 and 3 Team

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	5:45 p.m.			
4-17-14	4:15 - 5:45 p.m.	1.5	Marshallton	Tier 2 and 3 Team
May choose to attend 2 additional PD dates with General Education or Special Education Teacher as their schedule allows.				
<b>Model School Collaborative Teaching PD with Dr. Pleet-Odle</b> <b>Richardson Park Elementary</b> <b>Linden Hill Elementary</b> <b>Skyline Middle School</b> <b>McKean High School</b> <b>Session 30488 (EPER)</b>				
Date	Time	Total Hrs.	Location	
9-17-13	4:00 – 6:00 p.m.	2.0	Skyline Middle School Library	
10-15-13	4:00 – 6:00 p.m.	2.0	Skyline Middle School Library	
1-6-14	4:00 – 6:00 p.m.	2.0	Skyline Middle School Library	
1-28-14	4:00 – 6:00 p.m.	2.0	District Office Conference Room	
3-18-14	4:00 – 6:00 p.m.	2.0	District Office Conference Room	
4-2-14	4:00 – 6:00 p.m.	2.0	District Office Conference Room	
<b>Inclusion PD - Open to General and Special Education Teachers – Session 30511</b> <b>(Register for only 1 session)</b>				
Topic	Date	Time	Total hrs.	Location
Collaborative and Inclusive Strategies for All Learners	9-23-13	4:00 – 6:00 p.m.	2	Skyline Middle School Library
Collaborative and Inclusive Strategies for All	3-3-14	4:00 – 6:00 p.m.	2	District Office Conference Room



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Learners			
EPER			
<b>Inclusion PD - By Building Request</b>			
Topic	Date	Contact	Target Audience
New Roles for Special Education Teachers	TBD	Kelley Brake	Special Education Teachers, Administrators
Adaptive, Social, Behavior Learning	TBD	Kelley Brake or Vicki Petrucci	General education teachers who teach students on the spectrum
New Models of Support	TBD	Kelley Brake	Open to all teachers and administrators
Instructional Accommodations and Curricular Modifications	TBD	Kelley Brake	Open to all teachers and administrators