

Thursday, December 5, 2024
State Principals Conference

<https://bit.ly/SPC1124>



● Breaking Down Barriers to Foster Inclusive Education

THE PRINCIPAL'S ROLE

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That's Me...





Outcomes



Identify three common scheduling barriers and develop strategies to maximize instructional time and support for all students



Explore ways to build time and systems for consistent, collaborative planning among general and special education staff



Learn the active roles and responsibilities of team members in the IEP process to ensure the implementation of comprehensive support plans for students with disabilities

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Many parents of students with disabilities may not know the Special Education Director for their district... but they **ALL** know the name of their child's Principal.

*-Council of Exceptional Children
Principal's Guide to Special Education, 2013*



Today's Topics



- Welcome & Inclusion
- Session Outcomes
- Scheduling
- Collaborative Planning & Communication
- A Principal's Role
- Closure

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**ASK ME TO CHANGE THE MASTER
SCHEDULE AGAIN**

DO IT I DARE YOU

makeameme.org



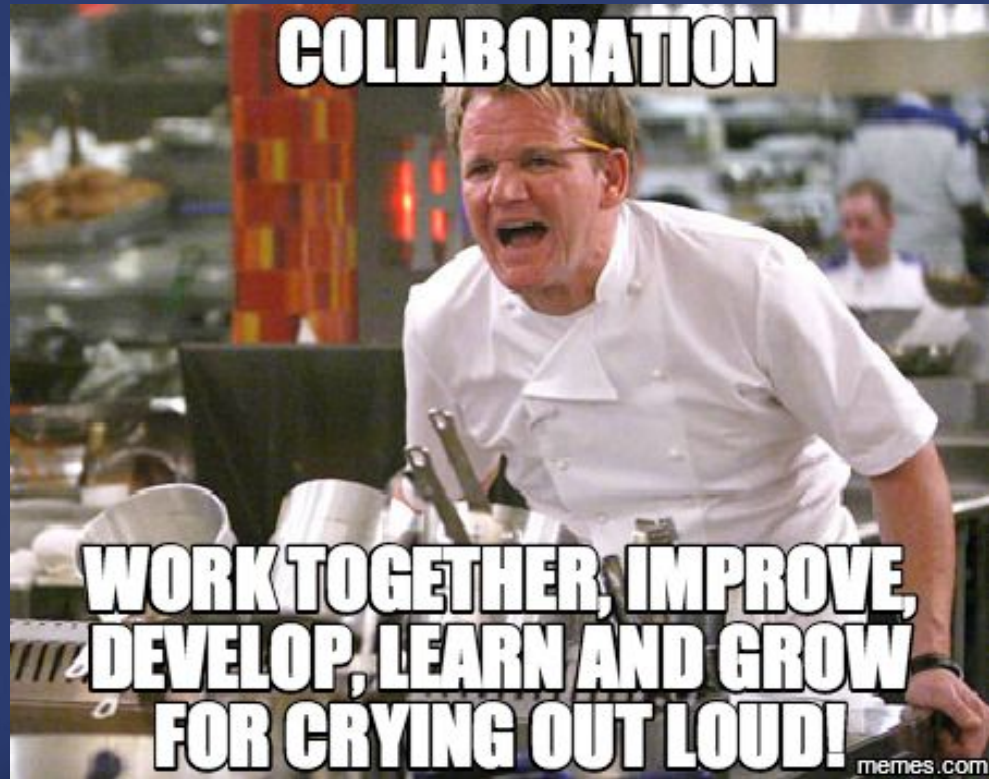
● Scheduling Considerations

- Process: with input, once-over, with a team
- Priorities & Non-negotiables
 - All students present for Tier 1 instruction
- Keep students with disabilities in mind
 - SDI minutes, inclusive teaching vs. pull-out, staffing allocation
 - Student [needs](#)
- [Student Centered Scheduling](#) (provides a decision-making process that will lead to an equitable master schedule, inclusive of all learners)
- Flexible grouping & scheduling models that promote co-teaching
 - Not everyone can have reading at the same time



● Scheduling Resources

- One district's [process](#)
- SPED Strategies- [A Guide to Inclusive Education](#)
 - Pg. 7 - Inclusive Scheduling and Staffing Practices
- Example Schedules
 - [ES](#) & [MS](#)



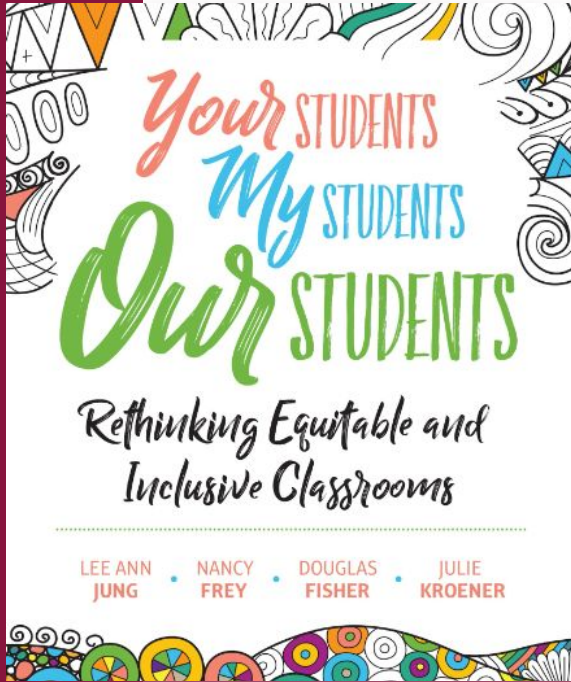
COLLABORATION

**WORK TOGETHER, IMPROVE,
DEVELOP, LEARN AND GROW
FOR CRYING OUT LOUD!**

memes.com



● The Power of Collaboration



Students are general education students **first**.

“The decisions teachers make to structure students’ encounters with learning have consequences powerful enough to change lives. Never forget the influence you have on the young people in your classroom. Choose your actions with care.”

Collaboration and shared goals **builds** on teacher credibility and leading to collective efficacy.



Build Collective Teacher Efficacy through Collaboration



Research by John Hattie has consistently identified collective teacher efficacy as one of the most influential factors affecting student achievement. With an effect size of 1.57, it has been found to have:

Twice

the impact of
feedback

3x

the impact of
classroom
management

Stronger

influence than
factors like
socioeconomic
status



Best Practices for Effective Collaboration

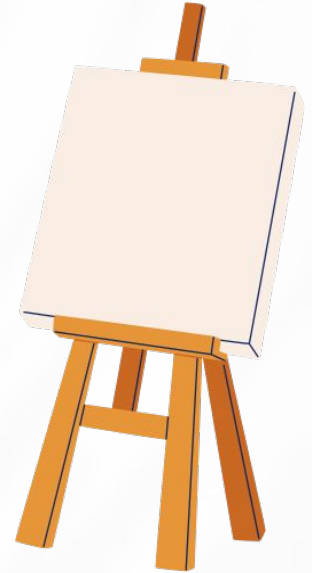
Agenda Setting Essentials

- Inclusion or Grounding Activities
- Working Agreements or Seven Norms of Collaboration
- Outcomes
- Structures
- Role Clarification

Successful Meeting Structures Inventory

Agenda Setting Essentials

- Posted Agenda
- Outcomes





High Leverage Collaboration Strategies



- Professional Learning Communities
- Peer Observations
- Teacher-Led Professional Development
- Collaborative Teaching Approaches
- Shared Goal Setting
- Data-Driven Collaboration



High Leverage Communication Strategies

- Clear Channels
- Implement Collaborative Planning Sessions
- Utilize Shared Documentation
- Feedback Loops
- Leverage Technology
- Communication Notebook





Collaborative Tools and Considerations



- Maximizing Google Tools
 - Google Docs, Keep, Forms
- IEP-At-A-Glance
- Progress Monitoring
- Meetings
 - Weekly
 - Quarterly
 - Before or After School
- Extra Pay
- Substitutes



A Principal's Role



What my spouse
thinks I do.



What my children think I do.



What the students
think I do.



What my teachers
think I do.



What I think I do.



What I actually do.



Key Responsibilities

Leadership and Advocacy

- Ensure inclusive, supportive culture for every learner and staff member
- Advocate for special education resources and inclusive practices

Compliance and Legal Oversight

- Ensure school meets IDEA, Section 504, and ADA requirements
- Understand federal and state mandates (and where to go for help)

Staff Support and Development

- Provide professional development and learning opportunities for every staff member
- Participate actively in the IEP process

Positive Student Outcomes





Understanding and Supporting the IEP Process





IDEA Identifies the Local Education Agency (LEA) Representative as Someone Who:

(i) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

(ii) is knowledgeable about the general education curriculum; and

(iii) is knowledgeable about the availability of resources of the public agency

(34 CRF 300.321 (a)(4))



Before the Meeting

Be prepared

- Observe the student in one learning environment
- Touch base with teachers and staff prior to meeting
- Ask the question-How can I support you during the IEP?
- Check working notes and student's history
- Communicate expectations and encourage active participation of every team member





During the Meeting

Be present

- Attend and be present
- Active participation
 - Greet parents when they enter the room
 - Share anecdotal story about student “I know and care about your child”
- Help brainstorm and problem solve with the team
- Keep the meeting on track





After the Meeting

Be reflective

- Monitor the implementation of the IEP
- Is the student making progress?
- Are accommodations and modifications being provided by teachers?





Things Not to Say

“We can’t afford that...”

“We don’t...”

“We don’t do that for any other student...”

“We don’t have the staff for that...”

“We don’t feel it’s appropriate, but if you want it in the IEP...”

“The IEP really wasn’t implemented, but...”

“We don’t have data to show you, but I know your child made progress...”



Resources

- ❑ [The Principal's Role with IEP Teams, NAESP. 2014](#)
- ❑ [NDE Principal Smart Card](#)
- ❑ [NDE Office of Special Education Family Guide to Special Education](#)
- ❑ [Inclusive Education Guide-SPED Strategies](#)

Check it out!



We are grateful for your time and attendance today. Feel free to reach out with questions or wonderings from today's session. Thanks for all you do!



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