



Program Offerings Catalog
January 2023

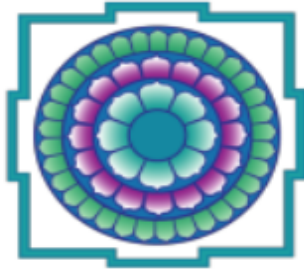
Inclusion Solutions LLC
Widening the Circle

www.inclusionsolutions4kids.com

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Inclusion Solutions LLC
Widening The Circle

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Inclusion Solutions LLC- About Us

Inclusion Solutions LLC equips schools with the skills and knowledge to educate all learners. We collaborate with private school systems to identify strategies to remove obstacles, accompany schools through system change challenges, and provide solutions to a variety of educational issues.

Mission Priorities

We will work with you to create excellence in teaching and learning, while realizing the fullness of the school's mission. To this end, Inclusions Solutions LLC works to implement the following mission priorities:

- **Design and deliver customized professional development to create approaches to support all learners**
 - Assess the individual learning needs of the organization
 - Develop customized professional development strategies
 - Create follow-up plans to insure the fidelity of the change strategies.

- **Build the knowledge and skills to build the capacity for classroom level staff by teaching the requisite instructional strategies**
 - Employ a variety of evidence-based professional development strategies (in-person learning, on-demand sessions, coaching) to support the learning of classroom staff
 - Accompany classroom staff as they implement new strategies

- **Facilitate the development of system level leaders**
 - Collaborate with system level leaders to create systematic approaches to widen the circle to increase access for all learners
 - Consult with leaders to support the change process
 - Implement executive coaching strategies to support system level leaders





Inclusion Solutions LLC- Our Theory of Change

Inclusion Solutions LLC subscribes to a specific theory of change. For sustainable change to occur, a systematic process must be utilized. This process must explicitly address three main factors: knowledge, skills, and disposition (see Figure One). They are described here:

- **Knowledge:** Directed development in understanding various disabilities and the interference with learning. We cannot make instructional decisions based on faulty conceptions about disability. Understanding that disabilities impact learning in a variety of manners will help to direct the kind of instructional approaches that may be required.
- **Skills:** It is essential to assist teachers in developing evidenced-based instructional strategies, differentiation of instruction, curriculum design to identify essential learning targets, accommodations/ modifications, and assessment practices. These approaches, like Universal Design for Learning (UDL), not only support those with disabilities but also benefit the other students in the class.
- **Dispositions:** A critical area of development is the fostering of dispositions in serving people with disabilities. It is vital for staff to understand the connection between Catholic Social Teaching and the provision of services to students with disabilities. This work only advances our Catholic Identity by allowing us to live daily the Corporal Works of Mercy. Understanding the catechetical basis of serving students with disabilities assists us in living the mission of Catholic education, to ensure that we are helping all prepare for heaven. Ultimately, this helps to concentrate the focus on teaching in a Catholic school as ministry. As Pope Francis reminds us, serving those with disabilities helps us to truly develop the “confidence that each person is unique and unrepeatable.”

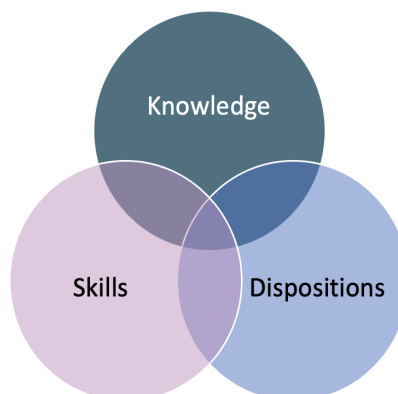


Figure One: Relationship. Between Knowledge, Skills, and Dispositions



Effective change lies at the intersection of these three dimensions though comprehensive professional learning that strikes the sufficient level of being *sustained, intensive, collaborative, job-embedded, and data-driven.*

This theory of change suggests that change, at its most comprehensive level, cannot be obtained and sustained without this level of attention to detail in creating professional learning plans. To this point, Inclusion Solutions LLC collaborates with client organizations to develop professional learning plans addressing these various elements.

Steps for Change

When investigating change management processes, there are many different models from which to choose. However, these models reflect a secular approach and may not capture some of the intricacies of implementing change in a faith-based organization. It may be facilitative for faith-based schools to engage in processes that reflect the ministerial approaches that are foundational in the mission priorities of the organization. Change management needs to embrace faith as a pillar in the change process. A ministerial approach is marked by the following steps illustrated in Figure TWO. As with many models, this proposed model is organized in a continuous circle, as the change process is never final and should be conceptualized as a process that needs to be monitored and revised as needed.

The fulfillment of our mission priorities begins with a dialogue focused on the overall strategic goals, strengths within the community and opportunities for growth within the organization. This conversation with the system and/or school leaders will inform our individualized program that may include one or several services over multiple years. Our team accompanies yours throughout the change process, ensuring implementation success and sustainability.

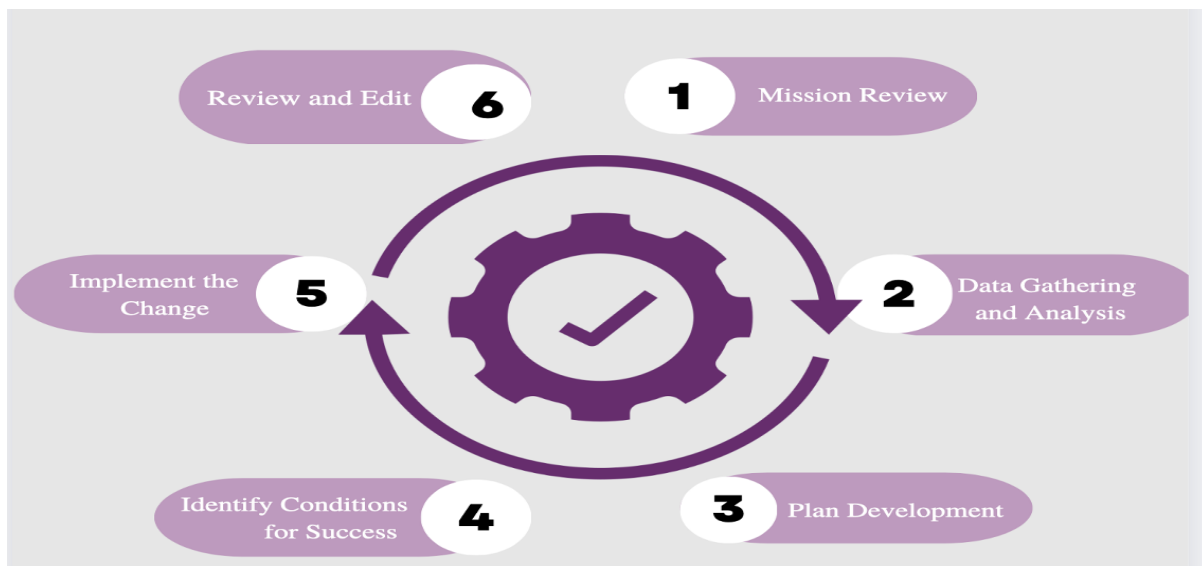


Figure Two: Stage of Change Management from a Ministerial Lens



Focus on Building Capacity

When school communities have the knowledge and skills to bring about the mission of the school, there is a higher level of confidence in the change process. School leaders can embed programs for professional development that affirm the foundational knowledge and skills the educators possess and strengthen areas for growth to ensure each classroom is prepared for all learners. Additionally, school leaders can move from superficial to deep implementation by adding an emphasis on dispositions which moves to address the social-emotional level about the impending change.

The Inclusion Solutions LLC team will gather data from faculty, staff, and leadership, to assess those areas to be strengthened within a program for professional development that does not look at inclusion in a silo, but as a necessary component of mission. Through this work an individualized plan can be developed in alignment with other initiatives such as accreditation or curriculum review. Our team develops year long and multi-year programs that support the development of knowledge, skills, and dispositions in a sustainable manner.





Workshops

Inclusion Solutions LLC offers professional development events that are short in duration (usually less than 3.5 hours). These sessions are part of a strategic plan to either introduce new ideas and concepts or to provide targeted training to build the capacity of a staff. The offerings listed here are only a sample of the events the Inclusion Solutions LLC can provide. We are happy to customize offerings to meet the needs of you organization.





Inclusion Solutions LLC
Widening The Circle

**A Light unto My Path:
A Model of Accompaniment for Fostering Mental Wellness**
(Disposition and Skills 3.5 hours)

Target Audience: Teacher-leaders, Building-level Administrators, Central Office Administrators

Description:

Catholic schools are facing a challenge. The increasing mental health needs of a wider range of students pose a challenge to Catholic schools who have limited resources. This presentation will describe a framework for fostering mental wellness in a Catholic school setting and offer a process to implement this approach in schools.

Proposed Outcome(s):

After this professional development event, participants will:

- Describe a framework for fostering mental wellness in a Catholic school setting
- Name the first steps for applying the framework within their school





Inclusion Solutions LLC
Widening The Circle

Building Inclusive Catholic Schools: Start with the “Why” *(Disposition 2.5 Hours)*

Target Audience: Teacher-leaders, Building-level Administrators, Central Office Administrators

Description:

Sometimes, Catholic schools seem fearful of serving students with disabilities. It is as if this is the venue of the public-school setting. However, there are several Church documents that support the role of the Catholic school in serving students with disabilities. This workshop will explore the documents that help to illustrate the requirement of Catholic schools in actively creating systems to support those with disabilities.

Proposed Outcome(s):

Participants will:

- Connect ways that various Church documents can provide the “why” for approaches to serve students with disabilities in Catholic schools





Inclusion Solutions LLC
Widening The Circle

Reaching to the Margins: Serving Students with Disabilities in the Private School Settings *(Knowledge 3 hours)*

Target Audience: Teacher-leaders, Building-level Administrators, Central Office Administrators

Description:

Serving students with disabilities in private schools is challenging. Learning to navigate relations with the local educational agency while trying to build internal capacity with limited funds can feel overwhelming. This practical workshop will help maximize the private school's ability to create systems to address the needs of students with disabilities, given the private school context. A process to assess various states of readiness will be presented. Additionally, sample protocols and plans are also offered to help schools refine their approaches to serving students with disabilities.

Proposed Outcomes:

Participants will:

- Describe a five-step process for private schools to build capacity to meet the needs of students with disabilities.
- Apply a process to assess readiness to create systems to address the needs of students with disabilities





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The Framework: Attributes of Success for Inclusion of Exceptional Learners *(Knowledge 3.5 hours)*

Target Audience: Teacher-leaders, Building-level Administrators, Central Office Administrators

Description:

This session will describe the attributes necessary to build and maintain inclusive practices for all learners in a Catholic school. From academics, operations, and physical space to hiring practices, communications, and resources needed, participants will analyze all aspects of successful inclusive programs. This leadership workshop allows school leaders to learn, network, and consult with peers and inclusion experts. Principals, assistant principals, and/or those making high-level administrative decisions for programmatic, operations, and personnel are invited to attend.

This session is based on their 2019 publication, *Setting the Table: A Guide for Diversified Learner Program Development in Catholic Schools*. This session is appropriate for beginner and intermediate level participants.

Proposed Outcomes:

Participants will:

- Identify the components of inclusive Catholic schools and determine those currently in place
- Develop a plan to move from welcoming to belonging for all learners





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Introduction to Personalized Learning

(Skills 3.5 hours)

Target Audience: Teacher-leaders, Building-level Administrators, Educators

Description:

This session will establish common vocabulary around personalized learning, including blended learning, flipped classroom, asynchronous, station rotation, mastery, and data informed. Facilitators will draw on the community's prior knowledge and skills to establish an understanding of what can be achieved when technology and data are leveraged so that every student learns and grows. Supplementary tools used to support personalized learning will be reviewed based on local use, and each tool's benefits and challenges will be considered to determine how each tool supports student growth. Personalization is only as effective as the tools we have and how well we use them!

Data analysis and instructional planning is an iterate process that must be included in the personalized learning approach. Data use drives the planning of flexible grouping, interventions, and personalized learning approaches. The use of data for assessing student growth over time will be instructed so that students who are receiving Tier 2 interventions can be evaluated and decisions for referrals to the public school district for special education testing can be considered at the appropriate time.

Proposed Outcomes:

Participants will:

- Define terms related to personalized learning and data analysis including: blended learning, flipped classroom, asynchronous, station rotation, mastery, proficiency, triangulation, and data informed interventions.
- Identify the supplemental tools that are most effective for students to achieve mastery of skills.
- Apply data analysis skills to design lesson plans that reflect a personalized learning approach.





Inclusion Solutions LLC
Widening The Circle

Communication and Language Skills in Early Elementary *(Knowledge and Skills, 3 hours)*

Target Audience: Educators

Description:

Children develop communication skills throughout their experiences in the early childhood and elementary grade levels. Articulation, language, and communication delays can impact a child's academic, social, emotional, and behavioral growth in the classroom and school community experiences. Educators observe the achievement of these milestones as well as the frustration that results when they are not met. Participants will learn the expected milestones for articulation, language, and social skills development and develop a plan for communicating with administrators and parents when a referral to the pediatrician and/or speech-language pathologist is necessary. In addition, intervention approaches to support the development of articulation and language skills within the curriculum will be addressed to reduce the emotional and behavioral display of frustration.

Proposed Outcomes:

Participants will:

- Identify key milestones for articulation, language and communication skills through age 8
- Develop a plan for referral when students are not achieving milestones as expected.
- Describe strategies to support nonverbal students in the classroom
- Design interventions that will support early articulation and language skills within the curriculum.





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Communication and Language Skills in Middle and High School *(Knowledge and Skills, 3 hours)*

Target Audience: Educators

Description:

Communication skill milestones are achieved early in a student's life and are the foundation for learning and literacy. Articulation disorders can lead to social and emotional challenges, impede friendships and prevent students from achieving standards related to discourse. Developmental expectations will be reviewed briefly followed by a focus on accommodations and interventions that can reduce the impact of speech disorders. Language impacts how a student expresses him/herself verbally and in written form, as well as the ability to comprehend content delivered verbally and through text. Social language skills impact a student's ability to interact with teachers and peers, and can impact the emotional well being of the student. Accommodations that reduce the impact of language disorders as well as interventions that support vocabulary, comprehension, and social skills will be discussed.

Proposed Outcomes:

Participants will:

- Describe the impact of articulation and phonological skills on early literacy
- Identify the alignment of language skills to the standards and curriculum
- Describe strategies to support expressive and receptive language skills
- Design interventions that will support articulation and language skills within the curriculum.





Navigating the Funding Sources to Support Inclusive Communities *(Knowledge, 3.5 hours)*

Target Audience: Building Level Administrators, Teacher-leaders

Description:

The most prominent barrier to inclusive practices identified by school leaders is funding. Faith-based communities must find ways to overcome this barrier to fully live the mission and identity of the school. Federal funding is available through Title funds and the IDEA, however it may be difficult to navigate these sources or know what to request from the local public school. This session will include the definitions of the federal funding sources available, how they can be accessed, and how to participate in the consultation process. Participants will develop a plan to fully access the funding sources available to the school community to support student needs.

Proposed Outcomes:

Participants will:

- Define the various Title funding sources and how to apply the funding to the specific needs of the community.
- Define the components of the IDEA that support students with learning disabilities in private schools, including Child Find, Consultation, Equitable Services, and Proportionate Share.
- Plan a course of action to collaborate with the local public school in request of and use of the funding sources available.





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Having the Difficult Conversation

Target Audience: Building Level Administrators

Description:

Challenge, especially in faith-based organization, is difficult to manage while trying to maintain a pastoral approach. This has been exacerbated recently with all of the pandemic challenges that have occurred. This workshop is practically based presentation that will help participants of understand a framework for understand conflict and for participants to practice skills in a variety of situations.

Proposed Outcomes:

Participants will:

- Name the steps of conflict
- Identify strategies to enhance the ability to have difficult conversations
- Practice identified strategies for de-escalating conflict





Inservice

Inclusion Solutions LLC offers a more intense level of professional development which is intended to promote deeper learning of specific concepts. This type of professional development session is part of a systemic approach of continuous improvement.





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Creating a Place at the Table: Serving Students with Disabilities in Catholic Schools *(Disposition and Knowledge)*

Target Audience: Teacher-leaders, Building-level Administrators, Central Office Administrators

Description:

The Church challenges us to reach to the margins. Yet, Catholic schools continue to struggle with balancing practical concerns such as diminishing resources with the call for the preferential option of the marginalized. This practical workshop will help maximize the school's ability to create systems to address the needs of students with disabilities. A process to assess various states of readiness will be presented. Additionally, sample protocols and plans are also offered to help schools refine their approaches to serving students with disabilities. (**Intermediate**)

Proposed Outcome(s):

Participants will:

- Outline the case, using Church documents, for serving students with disabilities in Catholic Schools
- Describe a systems approach for serving students with disabilities in a Catholic school
- Develop common language to describe the requisite supports for supporting student with disabilities

Proposed Agenda:

Session 1: Reaching to the Margins within our Midst: A Case for Students with Disabilities

Session 2: Banishing the Band-Aid Approach: Creating Viable Systems to Support Students with Disabilities

Session 3: Developing the Requisite Conditions to Serve Our Students





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Moving from Inclusion to Belonging: Accompanying Students with Disabilities in Catholic Schools *(Disposition)*

Target Audience: Teachers, Teacher-leaders, Building-level Administrators, Central Office Administrators

Description:

A framework for understanding the barriers that students with disabilities experience that prevent a sense of belonging and identify potential first steps for schools to embrace the gospel call to “love your neighbor as yourself.” (**Beginner and Intermediate**)

Proposed Outcome(s):

Participants will:

- Connect ways that various Church documents can provide the “why” for approaches to serve students with disabilities in Catholic schools
- Name the factors that can promote a sense of belonging
- Create a localized plan to support belongingness

Proposed Agenda:

Session One: Exploring the Church documents: What does our Church say?

Session Two: Discovering the framework for belonging

Session Three: Creating a school-based plan





Inclusion Solutions LLC
Widening The Circle

Creating Systems to Support Mental Wellness in Catholic Schools *(Disposition and Knowledge)*

Target Audience: Teacher-leaders, Building-level Administrators, Central Office Administrators

Description:

Catholic schools are facing a challenge. The increasing mental health needs of a wider range of students pose a challenge to Catholic schools who have limited resources. Pope Francis has spoken repeatedly about our need to meet people in whatever circumstances life has given them and to walk with them in compassion and love. The bind, of course, is how to walk with compassion and love when financial resources are limited. *(*Beginner and Intermediate*)*

Proposed Outcome(s):

Participants will:

- Identify reasons for developing approaches to support mental wellness in Catholic schools
- Name the essential elements of the Catholic School Framework for Mental Wellness
- Identify strengths and areas of growth using the Institutional Beliefs assessment
- Create an implementation plan to build mental wellness supports within their building

Proposed Agenda:

Session One: *A Light Unto My Path: A Model for Accompaniment for Fostering Mental Wellness*

Session Two: Exploring the Accompaniment Framework for Fostering Mental Wellness

Session Three: Taking the First Steps





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Instructional Leadership by Design *(Knowledge and Skills 3 hours)*

Target Audience: Teacher-leaders, Building-level Administrators, Classroom Teachers

Description:

Every classroom is a neurodiverse environment. Teachers and school leaders must approach teaching and learning from a universal viewpoint to meet the needs of all students. How can teachers make the necessary shift and how can leaders support? In this workshop the Universal Design for Learning framework will be introduced for both instruction and assessment. Classrooms can become accessible and flexible environments that maximize potential for student success. (**Intermediate**)

Proposed Outcome(s):

Participants will:

- Describe the ways leaders can create the culture and climate necessary for risk taking with effective methodologies in the classroom
- Explore instructional design, applying the concepts of engagement, representation, and action and expression from the UDL framework.
- Apply concepts to curriculum and assessment to ensure all students can access the content for instruction and achieve the standards.

Proposed Agenda:

Session One (90 minutes): Understanding elements of climate, culture, and leadership support that allow change processes to occur in the classroom. Introduction to UDL framework and alignment to inclusive practices in Catholic schools.

Session Two (90 minutes): A deep dive into Engagement, Representation, and Action Expression to design accessible learning and classroom experiences.

Session Three (90 minutes): Applying the UDL framework to curriculum and assessment.





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Building the Foundational Knowledge for the Neurodiverse Classroom *(Knowledge 6 hours)*

Target Audience: Teacher-leaders, Building-level Administrators, Classroom Teachers

Description:

This workshop will address the neurology of learning aligned with Executive Functioning skills, ADHD, Autism Spectrum Disorders (ASD), Dyslexia, and how these challenges impact achievement. Accommodations that are helpful, interventions that support skill development and strategies to overcome these barriers to support the development of self-regulation skills, organization, and memory will be explored. (**Beginner to Intermediate**)

Proposed Outcome(s):

Participants will:

- Define executive function skills, ADHD, dyslexia and autism and describe the impact each has upon learning.
- Prepare intervention activities to improve skills impacted by dyslexia, ADHD/EF and ASD.
- Design lesson plans that are accessible to all learners and teach strategies for students to implement.
- Identify the overlapping similarities among dyslexia, ADHD/EF, and ASD and plan learning environments that minimize challenges.

Proposed Agenda:

Session One (120 minutes): Introduction to dyslexia and the impact it has on academic achievement. Intervention, accommodations and strategies to facilitate progress will be described.

Session Two (120 minutes): Introduction to ADHD/EF skills, strategies to improve attention, memory, organization and time management, and how to embed instruction for these skills within curriculum and assessment. Interventions and accommodation will also be described.

Session Three (120 minutes): Introduction to ASD and the key characteristics that impact social, emotional/ behavioral, and academic achievement will be described. Opportunities to reduce frustration and behavior impact, improve social and communication skills, and create environments for optimal academic success will be discussed.





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Modifications for Exceptional Learners (4.5 hours)

Target Audience: Teacher-leaders, Building-level Administrators, Classroom Teachers

Description:

This workshop will address the learning needs of students who are not able to achieve grade level standards due to language and/or cognitive impairments. Diocesan standards for key content areas will be used to identify alignment across grade levels. Participants will refer to local curriculum progression, the key standards to be achieved and identify the essential benchmarks to be achieved as students progress. Policy and procedures for modifying curriculum for students will be discussed so that participants can implement a policy locally.

Proposed Outcome(s):

Participants will:

- Align grade level standards to essential benchmarks for scaffolding academic growth across content areas.
- Develop policy and procedures for teachers and leaders to implement when students are not progressing at the expected rate.
- Develop crosswalk standards and benchmarks to be used as a reference for teachers as they design units and lesson plans.

Proposed Agenda:

Session One (90 minutes): Introduction to exceptional learners with significant language and cognitive impairments and how students may be welcomed into the classroom. Educational program templates will be shared to communicate the needs of the learners, goals that may be achieved, and how educators can facilitate academic, social/emotional, and language skills.

Session Two (90 minutes): Deep dive into diocesan standards and local curriculum. Educators and school leaders will review scope and sequence and identify cross-curricular skills to be developed within each grade level.

Session Three (90 minutes): Identify the progression of skills in the standards from one grade level to the next and the necessary benchmarks to be achieved. Assessment and reporting of achievement will be discussed.





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Preparing for Exceptional Learners

(Knowledge 4.5 hours)

Target Audience: Teacher-leaders, Building-level Administrators, Classroom Teachers

Description:

This workshop will address the process for obtaining and interpreting documentation necessary to provide accommodations and/or modifications for exceptional learners. Whether a student applies for admission with a known learning disability or has been a student for many years and is suspected to have a learning disability, processes must be in place to meet their unique academic, social, and emotional needs. The key information to consider within Individual Educational Programs (IEPs), 504 Plans, and Multidisciplinary Evaluation Reports will be reviewed so that a meaningful document may be developed, and a plan implemented to support the learning needs of the student. Templates will be reviewed for accommodation plans and educational programs to support exceptional learners. Policy and procedures will be drafted to fit the structure of the school site and ease local implementation.

*(*Intermediate and Advanced*- may be adapted for Beginners)*

Proposed Outcome(s):

Participants will:

- Understand the Child Find process.
- Interpret the key components of an IEP, 504 plan, and evaluation report.
- Develop policy and procedures for review of received documentation and the development of a plan or program for students.
- Select templates to put in place for plans and programs that can be adapted to meet the needs of individual student needs.

Proposed Agenda:

Session One (90 minutes): Facilitated discussion for referral processes that may be in place locally, and how to collaborate with the public school and or private clinicians who may assist with the evaluation process when students are suspected of having a learning disability. In addition, we will consider the steps in place for admissions for all students and additional steps necessary when exceptional learners apply.



Session Two (90 minutes): Deep dive into the special education documentation and key information that must be known about the student to develop a meaningful plan/ program. Participants will focus on the interpretation of the IEP, evaluation report, and 504 Plans and consider what additional information may be necessary.

Session Three (90 minutes): Exceptional learners thrive when educators and school leaders understand the learning disability and its impact on academic achievement. The components of a meaningful plan based on documentation received will be reviewed and templates will be developed that can be used locally upon the completion of the in-service.





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Strategies for a Changing School Culture

Target Audience: Teacher-leaders, building level leadership, diocesan leadership

Description:

Systemic change is never easy, and it is often hard to come to the realization that there may need to be demonstrable changes that need to be made to achieve the organizational mission. Of course, this observation is threatening and causes major affective responses. Faith-based educational institutions are steeped in a historical legacy which may trap an organization in continuing systems/practices because “that is that way we always have done them.”

This presentation will support participants who are in a shifting organizational culture with practical strategies to work with their boards/pastors/superintendents to garner support. The presentation will also assist leaders with what to expect with faculty during the change process, and how to communicate with parents.

Proposed Outcomes:

Participants will:

- Name a framework for understanding organizational change
- Identify the points of protentional conflict within their own system
- Create an action plan to address local needs

Proposed Agenda:

Session One: Understanding the Nature of Organizational Change

Session Two: Developing Strategies for Pastors, Boards, and Diocesan administration

Session Three: Developing strategies for Teachers and Parents

Session Four: Creating the Action Plan for Stakeholders





Summits

Inclusion Solutions LLC designs and delivers customized multi-day learning programs for organizations. This type of professional development is for larger audiences, focused on a specific topic. Inclusion Solutions LLC will identify content experts who offer presentations focused on a particular theme, as chosen by the client organization. Inclusions Solutions LLC will work closely with the client organization to tailor the conference to the specific needs. Although a sample institute agenda is offered in the next section, Inclusion Solutions LLC is pleased to work with the client organization to develop the type of even that will address the learning goals of the organization.





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Sample Inclusion Summit Agenda

Day One-AM

9:00 TO 12:15 School Leadership Workshop & Lunch

The Leadership Workshop allows school leaders to learn, network, and consult with peers and inclusion experts. Principals, assistant principals, and/or those making high-level administrative decisions for programmatic, operations, and personnel are invited to attend.

The Framework presentation will facilitate discussion and help leaders identify areas of strength and need at their specific schools. Time will be allowed for structured discussion as well as informal consultation. This workshop will set the stage for leaders to focus on specific topics throughout the Summit and lay the foundational groundwork for moving their schools forward.

The Framework: Attributes of Success for Inclusion of Exceptional Learners

This session will describe the attributes necessary to build and maintain inclusive practices for all learners in a Catholic school. From academics, operations, and physical space to hiring practices, communications, and resources needed, participants will analyze all aspects of successful inclusive programs. This session is based on their 2019 publication, *Setting the Table: A Guide for Diversified Learner Program Development in Catholic Schools*. *This session is appropriate for beginner and intermediate level participants.*

Day One-PM

Teachers/staff arrive between 12:00 and 12:30

12:30 Welcome, Prayer and Introductions

12:45-1:30 **KEYNOTE Moving from Welcoming to Belonging**

1:45-2:30 **Breakout 1** (3 breakout options)

2:45-3:30 **Small Group Processing** (Facilitated Discussion)

****Schools who participate as teams may choose to use this time to discuss shared needs for their specific location. Individual attendees will work together to learn from a broader network of peers and discuss shared experiences.**

3:45-4:00 **Wrap up**



Day 2 (ALL Participants)

8:45 Gather & Hospitality

9:00 Prayer and Overview of the Day

9:10-10:00 **KEYNOTE** *Change Through a Ministerial Lens*

10:15-11:00 **Breakout 2** (3 breakout options)

11:00-11:30 **Gallery Walk** Q&A Activity

11:30-12:15 LUNCH

12:15-12:30 **Micro Documentary: In the Image of God** by Dr. Christina Arellano

12:30-1:30 **Panel Presentation: Overcoming Barriers & Celebrating Successes**

This panel provides perspectives on beginning and maintaining inclusive environments in Catholic schools. Discussion of various models of inclusion as well as examples of overcoming common challenges are shared.

1:45-3:00 **Workshop & Action Planning**

Participants will be split into several groups. Each group will be guided through a practical process of analysis, goal setting, and action planning for use at their own schools. Schools participating as teams will work together on this activity.

3:15-3:45 **Closing Reflection, and Prayer**

BREAKOUT SESSION OPTIONS (*Choose 3 options. Chosen Options can be repeated twice for both breakouts. Topics and options are selected to meet the needs of the organization. These options are representative of the array of presentations that can be offered. Other presentations can be developed to meet the needs of the organization*)

Focus on Disposition

A Light unto My Path-Mental Wellness in the Catholic School

Based on the NCEA book *A Light Unto my Path*, practical wisdom on maintaining classrooms in which mental wellness forms the basis of effective communities of learners. Mental wellness is a priority aspect of forming the whole child and is connected to growth spiritually, physically, and academically. (*Appropriate for beginner and intermediate.*)



Widening the Circle for All Learners through Hiring and Admissions Processes

When school communities adopt an inclusive mindset, analysis of all aspects of programming and communication must be considered. Two areas where schools can focus their energy to ensure inclusivity through the processes of hiring and admissions. Time will be given to analyzing and developing appropriate interview questions, comparing mission statements for inclusive and exclusive language, and reviewing admissions processes through the lens of families. Finally, attendees will discuss Knowledge, Skills, and Dispositions appropriate for school personnel to ensure an inclusive mindset.

****Most appropriate for school leaders and those who participate in administrative decisions****

Focus on Skills

Instructional Leadership by Design

Every classroom is a neurodiverse environment. Teachers and school leaders must approach teaching and learning from a universal viewpoint to meet the needs of all students. How can teachers make the necessary shift and how can leaders support? In this session aspects of universal design for learning will be addressed to demonstrate how classrooms can become accessible and flexible environments that maximize potential for student success. (**Intermediate**)

Accommodations, Interventions, and Modifications... Oh My!

This presentation focuses on the differences between Accommodations, Interventions, and Modifications. Attendees will discover common accommodations for high-incidence disabilities, such as ADHD and dyslexia. Multi-tiered Systems of Support (MTSS) provide the context for determining whether students need additional support or accommodations and monitoring progress to learn whether learning issues are beyond basic intervention and accommodation. Practical knowledge of common accommodations and best practices in student intervention will be discussed as well as greater implications of curriculum modification. (**This session can be offered in Breakout 1 for Beginner and for Intermediate/Advanced in Breakout 2.**)

Explicit Instruction

All students learn with high leverage teaching practices that provide opportunities for modeling and demonstration, practice with support, and independent practice to master skills and establish foundations for deeper learning. Explicit instruction, based on the research of Anita Archer and Charles Highes, is at the core of effective lesson planning and assessment. This session reviews the components of explicit instruction, models effective lesson design, and provides templates for implementation. (**Beginner-Intermediate**)



Data Analysis and Interpretation

This introductory level session defines data typically collected in the classroom, how it is used to describe academic proficiency, and challenges participants to interpret the data objectively and inform instruction. Participants will engage in interactive conversations to explore proficiency, mastery, and benchmark data and how it is used to describe student learning. (**Beginner**)

Data Analysis and Use for Personalized Learning

Effective implementation of personalized learning depends upon the analysis and interpretation of data to inform interventions and enrichment. This session requires a foundational knowledge of personalized learning and builds upon the methods for reaching all learners in a neurodiverse classroom. Data coaching questions to strengthen analysis will be presented and practiced as well as the triangulation of data. With triangulation, participants will recognize the value of meaningful interpretation to plan actionable instruction. (**Intermediate**)

Teaching Gifted Learners in the Catholic Classroom

Catholic school educators must address academic, social, and spiritual needs of the gifted to prevent wasting of talent. This session discusses the whole gifted child and the integration of values, character and Catholic Social Teaching into the differentiated learning environment for the gifted. In this session, participants are presented with differentiation strategies for the whole gifted child, including ways to integrate Catholic Social Teaching into the differentiated gifted curriculum. (**Beginner**)

Focus on Knowledge

Introduction to Special Education

Special education law and policies have impacted public education since the 1970's. This session will describe the implications of special education law for faith-based schools, describe high-incidence learning disabilities and the impact each has on learning, and address preconceived notions about students with learning disabilities. High incidence disabilities include: autism spectrum disorders, emotional disturbances, intellectual disabilities, ADHD and executive function disorders, specific learning disabilities and speech and language impairments. The IDEA is reviewed, as it applies to private schools and myths about inclusion are dispelled. (**Beginner**)

Equipping a Neurodiverse Classroom

When classrooms are accessible, there are chairs, tables, and spaces that promote self-regulation, movement, and memory skills. This session presents adaptive equipment and furniture that is beneficial for ALL students in the classroom. Fidget tools, use of technology, wall decorations, lighting, and even the selection of colors and textures all impact the brain and how a student learns in a safe space. (**Beginner**)



Teaching Students on the Autism Spectrum

This session provides teachers with knowledge of autism spectrum disorder and recommendations for strategies to use for success in the classroom. Learn how the autistic brain differs from a neurotypical brain and what that means in the classroom. Participants will receive an overview of ASD including its history, statistics for prevalence, and defining characteristics. Participants will have the opportunity to discuss scenarios and share ideas. (**Beginner-Intermediate**)

Executive Functions and the Developing Brain

Executive Functions affect all aspects of student engagement and success in a classroom. This workshop will help teachers understand what Executive Functions are, basic cognitive development expectations, and how to help students develop executive functioning skills. There are many strategies teachers can use to help neurotypical AND non-neurotypical children achieve organizational success. EF disorders are often present in students with ADHD and ASD, and certain classroom procedures can help all children. (**Beginner-Intermediate**)

Gifted Students and Social-Emotional Health.

Gifted students are as complex in their need for social-emotional support as they are for academic support. Reasons why gifted students' emotional well-being must be nurtured, and the unique ways teachers can support these students to flourish. This session is based on the research of an expert in the field. (**Beginner**)

UDL and the Struggling Reader

Literacy is the key to academic growth. This session will distinguish struggling readers from students with dyslexia, describe accommodations that support struggling readers, and provide teaching strategies that support all students learning to read. Foundations of literacy will be described as well as the components of effective reading curriculum. (**Beginner**)





Featured Presentations/Keynotes

Inclusion Solutions LLC can create featured presentations and keynotes to be delivered to large audiences with the intent of creating understanding of large concepts and ideas and to help provide a framework for a change strategy. Each of these presentations are approximately 45-90 minutes in duration (but are subject to the specific needs of the host organization).





Inclusion Solutions LLC
Widening The Circle

Featured Presentations-Including Keynotes

The following are some examples of featured presentations that have been presented to a variety of Catholic school audiences. Each featured presentation is tailored to meeting the specific learning needs of an organization. The narrative of each of these presentations is created in collaboration with the event organizer. Inclusion Solutions LLC team is available to craft a featured presentation to meet the needs of your organization.

One Spirit, One Body: Serving Students with Disabilities in Catholic Schools.

As Catholic schools, we are urged to recognize that individuals with disabilities are not only recipients of catechesis but also its agents. We must be inspired, as Pope Paul VI states, “to take up a double task of inspiring and innovating in order to make structures evolve so as to adapt them to the real needs of today.” This is the challenge for Catholic schools- to work at developing processes to actively create just systems of educating all students in Catholic schools, despite limited access to resources. Adapting to the real needs of today helps Catholic schools meet the challenge from the Church to enable students with disabilities to live out their baptismal promise.

Moving from Welcoming to Belonging: Inclusionary Approaches in Catholic Schools

Increasingly, Catholic schools are responding to the call to open their doors to students with disabilities, yet they need supports and guidance to effectively build more inclusive environments. To yield to the call for inclusion, Catholic schools need to move from merely offering a welcome to those with disabilities. Catholic schools need to move to environments where *all* truly belong.

Beyond Opening the Doors: Exploring Belonging within Inclusive Programs in Catholic Schools

Belonging is not a one-way street- it is mutually beneficial. Shouldn't our schools reflect this very important construct? Instead of focusing only on the important programmatic issues of educating students with disabilities, Catholic schools should also focus on the mission of accompanying those with disabilities. What are the factors that prevent them from truly



accepting and loving, especially those with disabilities? It can be argued that, by thoughtful reflection and action on this question, comprehensive programming for students with disabilities can assist in affirming a school's Catholic identity.

A Light unto My Path: A Model of Accompaniment for Fostering Mental Wellness

Catholic schools are facing a challenge. The increasing mental health needs of a wider range of students pose a challenge to Catholic schools who have limited resources. This presentation will describe a framework for fostering mental wellness in a Catholic school setting and offer a process to implement this approach in schools.

Change Management Through a Ministerial Lens

Systemic change is never easy, and it is often hard to come to the realization that there may need to be demonstrable changes that need to be made to achieve the organizational mission. Faith-based educational institutions are steeped in a historical legacy which may trap an organization in continuing systems/practices because "that is that way we always have done them." However, it is this "legacy" that may trap an organization in, what are now, ineffective processes, that may ultimately steer the group from actualizing its mission. It may be facilitative for faith-based schools to engage in processes that reflect the ministerial approaches that are foundational in the mission priorities of the organization.

Knowing is Not Enough—Take the Leap!

The Wright Brothers. Frederick Douglass. Lewis and Clark. Katherine Johnson. Marie Curie. What do they have in common? They all took the risk! They knew things, and they acted on that knowledge. Risk is perceived negatively. However, nothing ever changes without the discomfort and sometimes chaos of risk. Catholic education in the 21st century is no different. It's a different world, and today's teachers and leaders are challenged to change up traditional ways. Today's children require learning environments that put teaching skills to the test and require high levels of skill and creativity.

You are Not in Isolation: Collective Catholic Wisdom for Teachers

This talk is fast-paced and filled with wisdom, humor, and ideas from teachers all over the country. Teachers are not called into the ministry of education to exist as hermits in isolation in their classrooms. It is in sharing and collaboration with others in the ministry that the mind and soul are nourished to bear fruit as excellence in Catholic school classrooms everywhere.





Yearlong Program for Professional Learning

Inclusion Solutions LLC is pleased to collaborate on developing yearlong professional learning plan for school systems or individual sites. The level of professional development builds capacity for knowledge, skills, and dispositions over time, in alignment with strategic goals and objectives. Programs are developed to meet the unique needs of the site. A sample program is included here to spark imagination and provide a basis for dialogue with the Inclusion Solutions LLC team.



Sample: Yearlong PD Program

Timeframe	Event, Project, Workshop or Training Seminar
Fall 2022	<p>Full day of PD to kick off yearlong professional development. Keynote address: The “WHY” of Inclusion- living the mission of the Church and the school community. Training sessions:</p> <ul style="list-style-type: none"> ● The Knowledge, Skills, and Dispositions for Teaching Exceptional Learners ● Supporting students with a systemic framework for success ● Engaging ALL learners with Universal Design for Learning ● Capacity Building Coaching- building a supportive community for growth
Late Fall 2022	<p>Part 2 of Universal Design for Learning</p> <ul style="list-style-type: none"> ● A deeper dive into Engagement, Representation, and Action & Expression to cast a wider net and reach all learners. What do accommodations and modifications look like in the classroom and how can they remove barriers to inclusive practices for ALL students? ● Classroom based coaching for implementation of training
Winter 2022	<p>Executive Functions, ADHD, Autism and Cognition</p> <p>This workshop will address the neurology of learning aligned with Executive Functioning skills, ADHD, Autism Spectrum Disorders (ASD), Dyslexia, and how these challenges impact achievement. Strategies to overcome these barriers and support the development of self-regulation skills, organization, and memory will be explored.</p> <p>Classroom based coaching for implementation of training</p>
Late Winter 2023	<p>UDL Considerations: Lesson Planning & Design</p> <p>Teachers will design lesson plans to ensure accessibility of instruction for all learners in the classroom. A template will be broken down during the session and each area will be considered. Faculty will use this template to plan for a universally designed lesson.</p> <p>Classroom based coaching for implementation of training</p>
Spring 2023	<p>UDL Assessment: Deep Dive into Action & Expression</p> <p>Teachers will learn how to provide assessments that are flexible, engaging, and not hindered by learning challenges.</p> <ul style="list-style-type: none"> ● Action and Expression within the UDL framework will be explored in detail ● Rubrics will be created to assess student learning for a variety of content areas. <p>Classroom based coaching for implementation of training and lesson design</p>
Late Spring 2023	<p>Leading for Inclusion- Video Conference</p> <p>Focused training for administration, targeting how to hire educators aligned with the mission of inclusion, spreading the message to the community at large, and development of policy and procedures to facilitate inclusive practices.</p>





Other Formats of Professional Development Offerings

In addition to the other professional development opportunities that are created, Inclusion Solutions, LLC offers a variety of other types of professional learning.





Coaching

Instructional Coaching

Professional development is only the beginning when building the capacity of educators in an inclusive community. Our instructional coaches partner, either in person or virtually, with teachers to build a repertoire of skills to better meet the needs of diverse learners. By building this professional relationship, skills and confidence are built that help benefit all learners. Communication with the school leader(s) is ongoing, providing feedback on the growth of the educator. The Inclusion Solutions LLC process is evidence based and solution focused. Goals are identified, strategies selected, and progress is monitored.

Executive Coaching

Being a leader in a faith-based school can be isolating. Often the professional supports that are present in the public education sector are not present in the private school system. Our executive coaches can partner with school leaders in many dimensions. From the accreditation process to hiring personnel committed to the mission, Inclusion Solutions LLC will work with leaders to help the school community be strong and vibrant. Inclusion Solutions LLC offers on-going executive coaching services that help provide support, encouragement, and problem-solving strategies to assist in the vitality of faith-based schools.

Technical Assistance Service

In the process of continuous improvement, there are moments when obstacles are encountered. At these times, Inclusion Solutions LLC stands ready to accompany leadership and to provide technical assistance to specific implementation issues. Web-based and/or phone-based consultation is available to school leaders. It is extremely beneficial to engage in a systematic process to elicit input and perspective from a consultant that is not engaged in the day-to-day operations of the organization that is involved in the continuous improvement process.



On-Demand Professional Learning

Inclusion Solutions LLC offers a series of web-based learning modules that build capacity in specific learning targets to assist a staff in meeting their own professional development goals. Each module is specifically designed with outcomes and learning activities that will develop new understandings and enhance the ability to execute strategies to meet the needs of learners that are in the classroom today.

Each of these modules are self-directed and will provide expert input in the development of these concepts and skills. Additionally, some of the modules will offer the opportunity to interact with experts in the field. More information on the learning development modules is available at; www.inclusionsolutions4kids.com.

