



Inclusion Solutions, LLC
and **ED-21 Solutions**

Widening the Circle

Program Offerings Catalog 2025

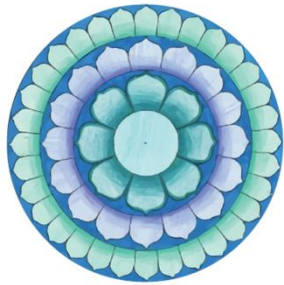
We will accompany you so you can accompany them.

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Inclusion Solutions LLC-

Unlocking Every Student's Potential: A Roadmap to Inclusive Excellence

Imagine a classroom:

- Where every child feels welcomed, understood, and cherished.
- Where learning adapts to each unique mind, not the other way around.



- Where whole-child approaches to teaching and learning nurture the strengths of every student.

Inclusions Solutions LLC makes this vision a reality. We are your bridge to inclusive excellence, partnering with you to create classrooms where every learner, regardless of ability, thrives.

At Inclusion Solutions, LLC we take pride in the fact that nearly half of our professional development throughout the year is customized for each client. This catalog provides an overview of workshops we offer, but it is not exhaustive. Our team is made up of trainers whose areas of specialization run the gamut to include:

- Leadership development
- Universal Design for Learning
- Multi-tiered Systems of Support
- Special education topics, such as Autism, Intellectual Disabilities, Specific Learning Disabilities (dyslexia, dysgraphia, and dyscalculia), and more
- Implementing accommodations and modifications
- Speech and language development
- Lesson design
- Behavior
- Interventions
- Models of Co-teaching
- And more!

Pricing Guide

One Day PD Event (6 hours)

\$5,000-\$8000 (depends on 1 or 2 consultants and number of participants)

Half Day Event (3 hours)

\$3,500



Two-hour PD in person
\$2,000

Webinars
90 Minutes or less
\$850

School audit (includes online pre-meeting, data from teacher self-assessments, full report of findings, and follow up meeting between consultants and leadership team)
\$5,000 plus travel

Audit, Action Plan and Implementation (3-year partnership)
Range from \$12,000- \$20,000 (depends on size of school and scope of PD)

Capacity Building Coaching
Leaders- \$250/hour
Faculty- \$250/hour

On Demand Professional Learning Library
Seven Month Facilitated Learning
\$6,000 (up to 100 people)
Online Library Only
\$5,000



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Workshops

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



Introduction to Personalized Learning *(Skills 3 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 iterative 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.

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



Target Audience: Educators

Description:

Children develop communication skills throughout their experiences in 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 and the frustration that results when 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.



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 and 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.



Excellent Tier 1 Through Universal Design for Learning

2-3 hours

Topic: Tier 1 of MTSS must be solid. Focus on Instruction, curriculum, assessment, and behavior.

Target audience: Teachers, instructional coaches and leaders

Description: Multi-tiered systems of support intend for Tiers 2 and 3 to support approximately 15-20% of students. This means Tier 1 instruction must be excellent to reach the 80-85% of students in each and every classroom. The needs of today's learners require teachers with strong knowledge and skills for active and neurodiverse classrooms. This session intertwines strategies from the Universal Design for Learning framework with the foundational elements of MTSS— instruction, curriculum, assessment, and behavior. Participants will learn strategies for student engagement, tips for strong representation of content, and flexibility in action and expression to support the academic diversity of each classroom. High expectations and rigor are at the core of UDL. Forty years of research has shown that learners respond to flexibility, choice, and personal accountability to achieve success. This workshop provides teachers practical ways to bring BIG topics (like MTSS and UDL) to a practical level so they can begin incorporating strategies and immediately strengthen their Tier 1 foundation.

Proposed Outcomes:

Participants will:

- Identify the key components of Tier 1 to support all learners
- Make connections between MTSS and Universal Design for Learning
- Develop strategies to strengthen student engagement, representation of content, and flexibility in action & expression

Instructional Leadership by Design

(Knowledge and Skills 2-3 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.

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.



Building the Foundational Knowledge for the Neurodiverse Classroom (*Knowledge up to 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.

Modifications for Exceptional Learners (3-4 hours)

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

**Description:**

This workshop will address the learning needs of students who cannot achieve grade level standards due to language and/or cognitive impairments. Academic 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.

Proposed Outcome(s):

Participants will:

- Align grade level standards to essential benchmarks for scaffolding academic growth across content areas.
- Develop an understanding of policies 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.



Understanding Today's Workforce: Implications for Retention of the Millennial Workforce

(Knowledge Builder, 90 minutes)

Target Audience: Leaders, HR managers

Description:

As of 2024, millennials (those born between 1981 and 1996) will become the dominant workforce. Research has established that this group of professionals is vastly different from previous generations in the American workforce AND is the most mobile generation ever in the American workforce (so far). Retention of this generation of workers may depend upon understanding their motivations.

This presentation is based on research by Colleen McCoy-Cejka on the motivations of millennials in non-profit work environments. It showcases examples from millennial professionals, in their own words, as to why they would choose to stay in a position (or possibly leave it). Intended to assist organizational leaders to understand a large segment of their workforce, this informational presentation may impact decision making, policies, and changes to improve retention.

Proposed Outcomes:

Participants will:

- Understand the general characteristics of millennials
- Learn the main motivational factors of millennial professionals who work in the non-profit sector
- Determine whether aspects of millennial expectations and motivations should affect organizational decisions and policies to improve employee retention



Teach for Transformation: Cultivating Life Skills Workshop Series (4 Sessions)

Topic: SEL (Social Emotional Learning), Classroom Management

Description: The Teach for Transformation Workshop Series is a developmental approach to teaching students the skills for self-regulation and self-control, while increasing student engagement, building relationships, and managing behavior. These Workshops provide practical tools and an approach that is compatible with any school's discipline program. The Teach for Transformation Planner is a revolutionary way to deliver skills for both teachers and students, using simple language to teach complex skills with little to no prep time. Set yourself up for success for the school year! ***Each participant will receive a year-long Teach for Transformation Planner full of research-based practices for skill development and classroom management.**

Scope, content and outcomes of the session

Teachers will understand and be able to apply 4 ways to help children develop Life Skills: teach, model, infuse, and practice.

Teachers will create a common language around skills between the teacher and students and experience the value and benefit of that common language when dealing with student behavior.

Teachers can grow in their own Life Skills along with their students and experience more confidence, less stress, and more positive relationships with them.

Presenter: Tara Kassi, M.Ed .

Delivery model (direct instruction, train the trainer, webinar, etc.)

In person Professional Development in the form of direct instruction with participant participation and engagement

Time requirements for training (initial and any ongoing training)

Session 1 – ½ day (4 hours) – “Introduction to Teach for Transformation” and “The First 8 Weeks: Establishing Rules, Routines & Relationships”

Session 2 – 2 hours – “Settling In: Repairing Relationships & Resolving Problems”

Session 3 – 2 hours – “A New Slate: Raising Self-Awareness & Taking Responsibility”

Session 4 – 2 hours – “The Home Stretch: Working with Ruminating, Self-Regulation & Respect”

*Ideally these 4 sessions would run approximately in Aug, Oct, Jan, Mar, but it is not required. The focus of each session corresponds roughly to the changes in the students / classroom that happen naturally at those times in the school year.

**Maximum number of participants**

40 participants is an ideal audience size for maximum engagement

Additional titles of applicable and aligned materials, such as books, handouts, online support

Each participant will receive one year-long Teach for Transformation Planner (Versions: Grade K-2, Grades 3-5, Grades 6-8, Administrator, Counselor) full of research-based practices for skill development and classroom management.

Availability for professional development is Monday – Friday, 8:00am – 5:00pm

Dates and times are on a first-come, first-served basis and are TBD between the presenter and the School District as appropriate

The main reason administrators ask for professional development around Teach for Transformation: Cultivating Life Skills, is that they are looking for a way to develop a common language between teachers and students, and between all teachers and administrators on their staff, especially when communicating with parents as partners in their child's education. In other words, Administrators are trying to get everyone on the literal same page regarding skill language. Teach for Transformation helps them do just that.

Teachers who use Teach for Transformation like using the skill language and mini-lessons because it takes little to no prep time, and much of the wording is easy to remember and portable to any place on campus. Teachers report that students respond positively to the skill language, and as long as the teacher continues to reinforce the language in the classroom, students have a lot of opportunities to practice what they are learning. The result—growth in both teachers and students around the understanding and use of Social Emotional Skills, not only in school, but in their lives outside of school.



Numerical Literacy: How to Help Students Achieve Math Success!

(Knowledge and skills, 3 hours)

Topic: To understand the struggling learner and those with dyscalculia and acquire teaching strategies for kids with math disabilities

Target audience: Teachers, interventionists, paraprofessionals, aides

Description: More students are being diagnosed with dyscalculia every year and teachers need strategies to address math learning challenges and disabilities. Come explore the neuroscience of math and learn effective teaching strategies to develop number sense. Using visual representation in a multisensory, systematic way, teachers will learn how to design instruction to meet the needs of students with math challenges.

Proposed Outcomes:

Participants will:

- Gain an understanding of how students with a math disability (dyscalculia) process numbers.
- Learn effective teaching strategies for mathematics.
- Learn how to design multisensory math lessons that meet the needs of all students in a neurodiverse classroom.

Webinar or in-person



Decoding Dyslexia: How to Support Struggling Readers in Your Classroom

(Knowledge and Skills, 3 hours)

Topics: Reading instruction, Dyslexia, science of reading

Description: Learn the different types of Dyslexia and how each impacts the learners in your class. Based on an Orton Gilligham and Science of Reading approach to instruction, teachers will gain an understanding of multisensory, systematic, explicit reading instruction for struggling readers, as well as practical strategies and accommodations to be implemented in the classroom.

Proposed Outcomes:

Participants will:

- Gain an understanding of how students with a reading disability (Dyslexia) process words and language.
- Learn effective teaching strategies for reading based on the science of reading.
- Learn how to design multisensory reading lessons that meet the needs of all students in a neurodiverse classroom.

Webinar or in person



The ABCs of Behavior

(Knowledge and Skills 2 hours)

Target Audience: Classroom Teachers, Paraprofessionals, Aides

Description:

The key to understanding challenging student behaviors is all in the ABCs. Participants will learn to deconstruct behaviors in terms of antecedent-behavior-consequence patterns. In approaching student behaviors from an objective perspective, participants will determine triggers to undesired student actions in the classroom and how to appropriately respond once the trigger is understood. Additionally, participants in this workshop will learn how certain high-incidence disabilities relate to some common behaviors and what often links neurodivergence and behavior.

Proposed Outcome(s)

Participants will:

- Learn how to objectively assess a behavior based on an antecedent
- Understand links between high-incidence disabilities and behaviors
- Understand patterns of undesirable student behaviors and how to respond appropriately



The Third Teacher: The Learning Environment

(Knowledge and skills 2 hours)

Topics: Universal design, use of space in classrooms, essential classroom tools to serve all learners

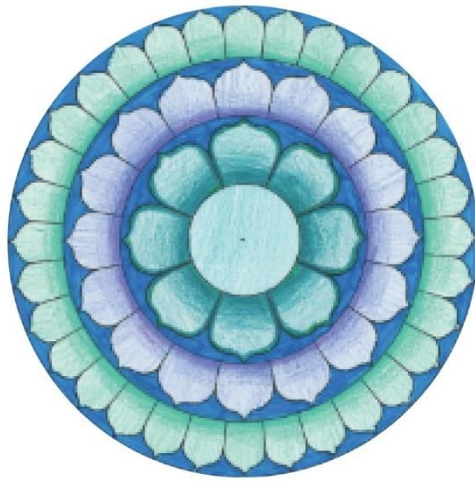
Universal Design for Learning (UDL) is a decades old, research-based framework proven to be effective for classrooms with a wide range of student abilities and learning challenges (aka, all classrooms.) One aspect of UDL calls educators to consider the significance and impact of the learning environment. This session focuses on classroom design and its impact on learner success. An interactive and visually oriented presentation, participants will consider elements of classroom design and how learning spaces can present obstacles and opportunities for neurotypical and neuro-divergent students.

Proposed Outcomes:

Participants will:

- Gain an understanding of how neurotypical and neuro-divergent students process their learning environment and benefit from certain design elements
- Evaluate the effectiveness of how classroom space is used for highly effective teaching methodologies
- Explore images of 21st century classrooms designed for UDL practices and reimagine their own classroom design
- Interact with tools that every classroom can leverage to support all learners

**If done in person, classrooms can be visited by teams to brainstorm use of space and provide feedback on design elements.



Yearlong Program for Professional Learning

Inclusion Solutions LLC is pleased to collaborate to develop yearlong professional learning plans 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 and designed for sustainability. A sample program is included here to spark imagination and provide a basis for dialogue with the Inclusion Solutions LLC team.



Full Circle Review

Successful professional learning begins with knowing the strengths and areas of growth for the participants in the community. When school communities have the knowledge and skills to bring about the school's mission, there is higher 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.

Our Full Circle Review is a comprehensive 360° assessment service designed to help your school identify strengths, uncover areas for improvement, and develop a strategic plan for creating an exceptional learning environment for students with disabilities.

The Full Circle Review Process:

- **Policy and Procedure Analysis:** We meticulously review your school's policies, procedures, and protocols related to special education, ensuring compliance with federal and state regulations.
- **Systems and Structures Evaluation:** We delve into your current systems and structures that support students with disabilities, including professional development opportunities for teachers, instructional methodologies, curriculum adaptations, and assistive technology utilization.
- **Classroom Observations and Data Analysis:** Our experienced consultants observe classrooms, analyze student data, and interview stakeholders to gain a firsthand understanding of your school's inclusive practices and identify areas where targeted support is needed.
- **Collaborative Action Planning:** We work hand-in-hand with your school leadership, faculty, and staff to develop a customized action plan outlining specific, measurable, achievable, relevant, and time-bound goals for enhancing your school's inclusivity and effective educational programming for ALL students. This plan will address identified gaps, leverage existing strengths, and provide a roadmap for continuous improvement.

Benefits of the Full Circle Review:



- **Increased Capacity to Serve Students with Disabilities:** Gain the tools and resources to effectively meet the diverse needs of all learners, fostering academic success and social-emotional well-being.
- **Enhanced Compliance and Regulatory Adherence:** Ensure your school upholds legal and ethical standards for special education, mitigating potential risks and liabilities.
- **Strengthened Focus on Whole-Child Education:** Align your school's commitment to inclusivity with approaches that support student mental wellness and a focus on gifts and strengths, creating a welcoming and supportive environment for every child.
- **Improved Collaboration and Communication:** Foster a culture of collaboration among faculty, staff, and families, ensuring seamless support for students with disabilities.
- **Data-Driven Decision Making:** Leverage data analysis and stakeholder feedback to make informed decisions about resource allocation, professional development, and program effectiveness.

There are two levels of the program review process, which is described below:

Level One: Program Audit

The level of the review focuses on the systems and processes of the school. The school provides examples of the various documents used to support programming for students with disabilities. The two principal areas of this level of review are:

- **Policy and Procedure Analysis:** We meticulously review your school's policies, procedures, and protocols related to special education, ensuring compliance with federal and state regulations and considering best practices.
- **Systems and Structures Evaluation:** We delve into your current systems and structures that support students with disabilities, including professional development opportunities for teachers, instructional methodologies, curriculum adaptations, assistive technology utilization and the utilization of student data.

Based on this stage's completion, areas of strength and areas needing improvement are recognized. Some schools that are beginning the journey of full inclusion for students with disabilities choose to only complete this part of the program audit so that they can begin to work on their continuous improvement journey.

Level Two: Onsite Audit

Building on the completion of the Level One: Program Audit, the next level of program audit consists of the next two components:



- **Classroom Observations and Data Analysis:** Our experienced consultants observe classrooms, analyze student data, and interview stakeholders to gain a firsthand understanding of your school's inclusive practices and identify areas where targeted support is needed.
- **Collaborative Action Planning:** We work hand-in-hand with your school leadership, faculty, and staff to develop a customized action plan outlining specific, measurable, achievable, relevant, and time-bound goals for enhancing your school's inclusivity. This plan will address identified gaps, leverage existing strengths, and provide a roadmap for continuous improvement.

Members of the Inclusion Solutions LLC team make an on-site visit to the school to complete field observations and observe classroom instruction. Based on the results of this audit, combined with the Level One audit provide the foundation for a continuous improvement plan for the school to implement.

Yearlong PD Program Timeline

Time frame	Event, Project, Workshop or Training Seminar
Fall	Full day of PD to kick off yearlong professional development. Training sessions: <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



	<ul style="list-style-type: none"> ● Capacity Building Coaching- building a supportive community for growth
Late Fall	<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	<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	<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	<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	<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 for Professional Development Offerings

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



Instructional Coaching

Professional development is only the beginning when building the capacity of educators in an inclusive community. Our instructional coach's 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.

Technical Assistance Services for Coaching and Consulting

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 will provide school leaders with a 7-month supply of guided professional development that will culminate each month at a faculty meeting. This low-pressure/high-impact program allows school leaders (or special education directors) to guide their faculty & staff through knowledge and skill building to increase confidence for teaching students with disabilities in the general education classroom. Courses are chosen to meet the specific needs of the faculty community. The program includes 7 months of guided professional learning:

- ★ 30 to 75 minutes of Teachable course content on a specific topic each month for participants to view together as a group or individually on their time
- ★ A faculty meeting supplement with guided questions to debrief each month's course content and lead small group conversations that bring content to life through relevant application
- ★ Walk-through forms created through the lens of inclusive practices (for use by leaders OR for peer observation opportunities)
- ★ Additional resources on each month's topics
- ★ 2 open office hours to be used throughout the school year for Q&A on a particular topic or course or with a specific course developer/trainer (online format)

- ★ Access to the full course library for those who want to learn about more than just those topics assigned each month.



Cost of the guided PD program is \$6000 (for access for 100 people)

Online Learning Library Only

Inclusion Solutions LLC offers a series of web-based learning modules that build capacity in specific learning targets to assist faculty and staff members 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. Courses are approximately 30-45 minutes in length. New courses are added each month, and teachers will have access to the full mini-course library throughout the school year.

Cost of the online learning library only is \$5000 (for access for 100 people)