MEANINGFUL INCLUSION FOR STUDENTS WITH DISABILITIES

IMPLEMENTATION GUIDE

Utah State Board of Education | Technical Assistance Document
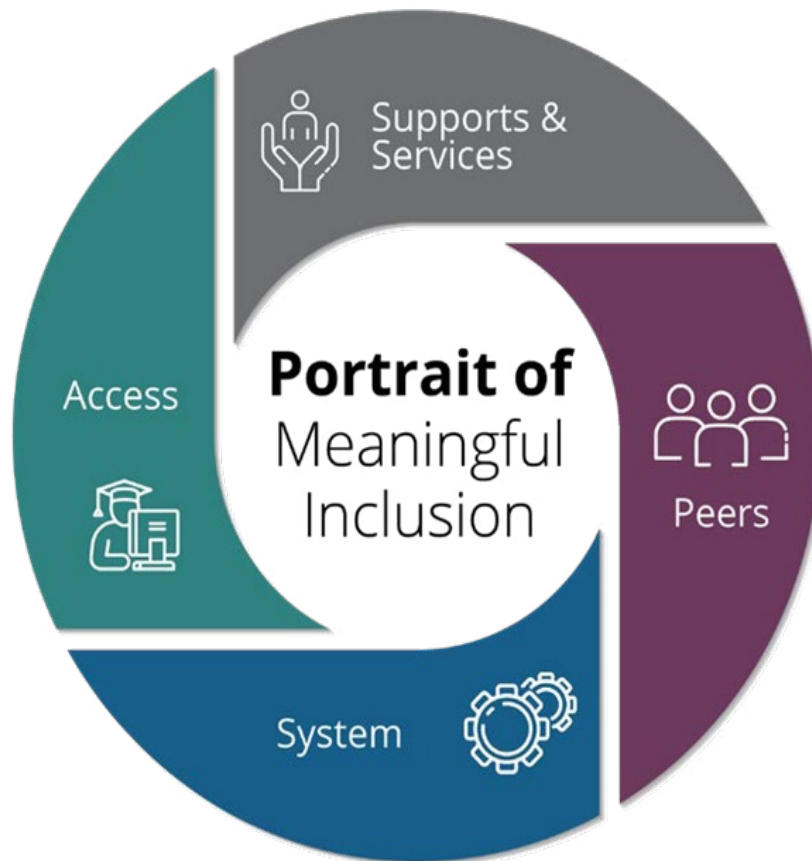

Portrait of Meaningful Inclusion

- Supports & Services
- Peers
- System
- Access

Utah State Board of Education

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Portrait of Meaningful Inclusion for Students with Disabilities

Utah's **Portrait of Meaningful Inclusion for Students with Disabilities** (POMI) identifies the four critical elements of inclusion as defined in the Utah State Board of Education Special Education Rules (USBE). These elements are essential to an education system that has been intentionally designed to accept and promote the **meaningful participation** of students with disabilities going through the K–12 system. Practiced together, these elements create a sense of belonging in the school, community, and home while also cultivating the conditions for students with disabilities to develop the characteristics of Utah's Portrait of a Graduate.

USBE's Four Critical Elements

Peers The interaction and engagement with age-appropriate peers.

System The systems that promote high expectations and learner agency for each student.

Access The access to grade/age-appropriate core content standards, curricular materials, and resources.

Supports and Services The availability of customized supports including individualized education program (IEP) team determined services across all educational settings, including extracurricular activities to the maximum extent appropriate in the least restrictive environment.

Supported By the Following POMI Documents

Implementation Guide: A how-to guide for identifying the supporting conditions necessary to incorporating the four critical elements into practice

Measurement Tool: A rubric for reflecting and rating current and ongoing implementation practices.

Resources: Additional tools and information developed to aid educators in implementing inclusion for students with disabilities.

Peers

Age-Appropriate Peers

- Students interact and are engaged with peers who are their age and in their grade.

Valued

- Students are included in the school vision and mission and recognized as important members in their classroom and community.

Visible

- Students are observed actively participating in and out of the classroom setting.

System

High Expectations

- Educators and families believe each student with disabilities can learn and succeed.

Learner Agency

- Students are empowered to use their voice and contribute to their educational experience.

Stakeholders

- Students, families, educators, and community partners are included in the process of creating learning choices for students with disabilities.

Access

Qualified

- Educators are appropriately credentialed and hold the required license area of concentration and appropriate endorsements for the content they are assigned to teach.

Grade Level

- Students are taught content aligned to standards, including the Essential Elements, of the grade they are enrolled.

Accessible

- Students receive content, materials, instruction, assessments, and resources aligned to grade level standards with required supports.

Data

- Educators use data from evidence-based instructional practices to identify strengths, needs, and levels of engagement to inform instruction and progress towards mastery.

Support and Services

Individualized Support

- Educators fully engage students with disabilities, by providing the services and supports outlined in the 504 plan or the individualized education program (IEP) that are a result of students' disabilities.

Specially Designed Instruction

- Students with disabilities receive specially designed instruction (SDI), related services and supports determined in the IEPs.

Related Services

- Transportation and such developmental, corrective, and other supportive services are provided to assist students with disabilities.

Training and Professional Learning

- Educators are aware of and appropriately trained to implement the SDI, related services, supports and accommodations for students with disabilities in collaboration with the special education service provider.

Meaningful Inclusion for Students with Disabilities

Implementation Guide

March 2024

INTRODUCTION

Please Note: Terms that have been bolded and hyperlinked throughout this document are defined in the glossary.

WHAT IS MEANINGFUL INCLUSION?

[Meaningful inclusion](#) focuses on building belonging, which is a prerequisite for achievement and self-actualization. This includes active participation, where students achieve high academic standards and receive social support in settings designed to meet individual needs, honoring and promoting each student's inherent dignity and equal worth.

Meaningful inclusion aligns to the definition of inclusion for students with disabilities (SWDs) approved by Utah State Board of Education (USBE) in the updated Special Education Rules (SpEd Rules) that went into effect January of 2023. This definition is as follows:

> "Inclusion and acceptance of students with disabilities is ensuring each student is valued as a visible member of the school community with equal opportunities to contribute by creating conditions for active, meaningful participation with:
>
> a. Interaction and engagement with age-appropriate [peers](#);
> b. Systems that promote high expectations and learner agency for each student;
> c. [Grade/age-appropriate](#) core content standards, curricular materials, and resources; and
> d. Availability of customized supports including [Individualized Education Program (IEP)](#) team determined services across all educational settings, including extra-curricular activities,
>> (1) To the [maximum extent appropriate](#) in the [least restrictive environment](#)." ([SpEd Rules I.E.28.](#))

Meaningful inclusion is the responsibility of all. SWDs are general education students first and are considered and included when local education agencies (LEAs), schools, general education and special education **teachers**, and other

educators plan their lessons, activities, and educational environments. Moreover, meaningful inclusion is cultivated and practiced not only in education settings, but at home and in the community. Parents and educators can help their student(s), with or without disabilities, understand and appreciate the importance of including all students in and out of the school setting. The goal for meaningful inclusion is for all students to feel and believe they are accepted within all environments and to be successful, high achieving students.

WHY IS INCLUSION IMPORTANT?

Meaningful inclusion of SWDs in the general education setting has demonstrably positive impacts on their future success. Studies have shown that SWDs who have been meaningfully included as visible members of the school community and who interact and engage with age-appropriate peers are more likely to perform better academically, graduate on time, and participate in postschool engagements such as college enrollment, vocational trainings, employment, and community activities.

Specifically, studies have shown that:

- SWDs who spent a larger proportion of their school day with their peers without disabilities performed significantly better on measures of language and mathematics than students with similar disabilities who spent a smaller proportion of their school day with their peers without disabilities (T. Hehir, et al., 2016);
- SWDs in fully inclusive placements were nearly five times more likely to graduate on time than students in segregated settings (T. Hehir, et al., 2014) and that for
- Students with intellectual disabilities, inclusion was the only evidence-based program predictor to postschool engagement (Baer, et al., 2011).

Inclusion creates the necessary conditions and educational environments for Utah students to meet the characteristics identified in Utah's Portrait of a Graduate. Utah serves approximately 675,700 students in its K-12 public education system (*Utah Historical Enrollment and Projected School Age Population, 2022-2030*, n.d.). Of those students, approximately 81,500 students have IEPs (see Special Education Data and Reports, 2016–2022). This means just over 12% of Utah's students are receiving

specially designed instruction (SDI), service time, and accommodations. Most of these students (72.13%) are instructed in the general education setting for more than 80% of the day.

Through the implementation of inclusive practices, all educators can gain the capacity to support the needs of SWDs and positively impact their success. Creating a culture of meaningful inclusion for SWDs and addressing their unique needs, can improve teacher efficacy for both general and special education teachers. Teacher efficacy increases when teachers collaborate and reflect on the implementation of their teaching practices (Fisher et.al., 2018).

HOW IS INCLUSION ACHIEVED?

A disability diagnosis or classification does not determine a student's placement or ability to participate in their general education classroom and educational environments. Inclusive school culture is achieved through forward thinking, inclusionary practices, and embedding high-quality instruction and expectations for all students. The elements and conditions outlined in the *Meaningful Inclusion for Students with Disabilities Implementation Guide* (Implementation Guide) are designed to create cultures and environments best situated to facilitate inclusive education. Achieving these conditions requires LEAs to:

- Design a culture supporting inclusion,
- Intentionally plan educational experiences,
- Appropriately allocate funding, resources, and staffing,
- Strategically design schedules,
- Consistently implement specially designed instruction, accommodations, and supports,
- Establish communication and feedback loops, and
- Align school-wide initiatives with inclusive practices.

Teaching strategies are intentionally designed to facilitate high-quality learning for SWDs and may include:

- Universal Design Learning (UDL)
- Personalized, Competency Based Learning (PCBL)

- Multi-Tiered Systems of Support (MTSS)
- Co-teaching
- Collaboration
- Inclusive Mission and Vision Plans
- Flexible Service Delivery
- [Fleet-style personnel usage](#)

Building inclusion into the culture using [evidence-based practices](#) ensures the individual needs of SWDs are met in the least restrictive environment (LRE). Although this can be a complex process and may require schools and team to rethink their systems, the rewards of ensuring SWDs are part of the regular classroom setting is beneficial to all students and educators. Some resources and supports have been identified and are listed in the Resource section of this guide.

WHAT IS THE PORTRAIT OF MEANINGFUL INCLUSION?

The USBE, in collaboration with [stakeholders](#) and in alignment with the USBE strategic plan and mission statement, has developed the *Portrait of Meaningful Inclusion for Students with Disabilities* (POMI). The elements and conditions identified in the POMI are supported by this Implementation Guide and a *Meaningful Inclusion for Students with Disabilities Measurement Tool* (Measurement Tool).

The POMI is designed to help support inclusion for all SWDs across the [continuum of alternative placements](#). Moreover, it is designed to enable all stakeholders—LEAs, educators, parents, and community partners—to play a critical role in ensuring students feel included and have a sense of belonging.

The POMI identifies four critical elements (see Figure 1 below)—Peers, System, Access, and Supports and Services—of meaningful inclusion for SWDs. This Implementation Guide expands on these elements and details the conditions needed for developing meaningful inclusion. All the elements and their associated conditions are interdependent and required to create a culture of meaningful inclusion for SWDs.

Figure 1: Portrait of Meaningful Inclusion Elements
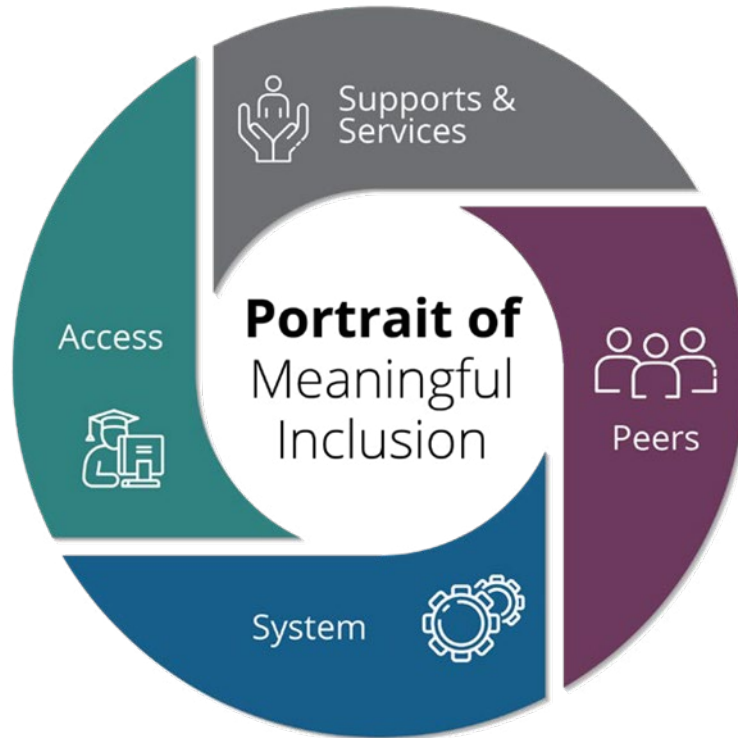
Interaction and engagement with age-appropriate **peers**.

Systems that promote high expectations and learner agency for each student.

Grade/age-appropriate core content standards, curricular materials, and resources (**Access**).

Availability of **supports and services** including IEP-Team determined services across all educational settings, including extra-curricular activities.

WHO IS THIS IMPLEMENTATION GUIDE FOR?

The Implementation Guide is designed for use by all educational stakeholders, including students, families, educators, and community members. The guide can be used by collaborative teams as well as individuals to identify the supporting conditions necessary for incorporating the four critical elements into their practices. By doing so, all educational stakeholders will be able to create a more inclusive environment.

Meaningful Inclusion for Students with Disabilities

Implementation Guide

PEERS

- Each student has interaction and engagement with age-appropriate peers.

- Each student is valued as a visible member of their school community.

PEERS (P) CONDITIONS

P1—Students, educators, and families identify, discuss, and use student strengths and interests to support peer engagement.

P2—Students with disabilities are in general education classrooms to the maximum extent appropriate and engage in grade level discussions and activities alongside their non-disabled peers.

P3—Students with disabilities are transitioning from classes, recess, lunch, etc., with their non-disabled peers.

P4—Students with disabilities participate and engage with peers in free, unstructured time (e.g., recess, passing time, transition, and lunch).

P5—Students with disabilities participate in all field trips along with their non-disabled peers.

P6—Students with disabilities are provided with needed supports to actively participate in extracurricular activities (e.g., clubs, sporting events, dances, and elective class events).

P7—School-wide culture of inclusion is evident in the school vision and mission statements, is shared with students, and is observed in student interactions.

P8—Educators and non-disabled peers promote traits, characteristics, acceptance, and inclusivity of students with disabilities through social skills and structured activities across settings.

P9—Educators encourage and help facilitate student interactions among peers to meet the needs of students with disabilities.

P10—Non-disabled peers interact and advocate for students with disabilities.

SYSTEM

- All stakeholders work to develop a system promoting high expectations and learner agency.

- All stakeholders engage in the process of creating opportunities that empower each student to use their voice and contribute to their individual learning experiences (i.e., voice and choice).

SYSTEM CONDITIONS

S1—Students, families, educators, and community partners understand and validate all students can experience success at high levels by creating inclusive conditions and environments.

S2—School teams provide families with opportunities to plan and participate in school activities by offering supports (e.g., childcare, transportation, translators on site, in-person and virtual meetings, and accommodating meeting times) to allow for meaningful and engaging experiences.

S3—Systems are implemented intentionally to meet the needs of students in an inclusive environment.

S4—Systematic expectations are prioritized and clearly defined and implemented to ensure access to academic standards and peer interactions across a variety of educational environments.

S5—Students with disabilities' voice and choice are considered when selecting schedules, classes, and extracurricular activities.

S6—Educators set high learning expectations and use rigorous, asset-based, and evidence-based instructional practices to meet all students' needs.

S7—School teams have a process that identifies and implements pathways toward inclusion.

S8—Administrators provide professional learning to educators responsible for the implementation of the "Access" and "Supports and Services" conditions outlined in this Guide.

S9—Educators make decisions based on data when evaluating the impact of inclusion implementation efforts.

S10—School teams have established a regular feedback process for all stakeholders to address and improve inclusion implementation efforts.

ACCESS

- Each student will be taught using grade/age-appropriate content standards, curricular materials, and resources.

- Equal opportunities to grade/age level instruction are provided and all materials and resources are made accessible.

ACCESS (A) CONDITIONS

A1—Students with disabilities, educators, and families identify, discuss and use student strengths and interests to ensure students with disabilities access grade level content.

A2—Students with disabilities receive high-quality, grade level instruction in the least restrictive environment (LRE) with required supports.

A3—Students with disabilities access and receive content, materials, instruction, assessments, and resources aligned to grade level standards with required supports.

A4—Students with disabilities are taught by appropriately credentialed educators, who hold the required license area of concentration and appropriate content endorsements, for the content they are assigned to teach.

A5—Educators communicate learning intentions and success criteria in student friendly language.

A6—Educators intentionally utilize multiple evidence-based teaching strategies and practices to support the learning of students with disabilities.

A7—Students with disabilities are provided with tools and multiple opportunities over time to reflect and demonstrate proficiency aligned to content standards.

A8—Students with disabilities are provided with voice and choice throughout their educational experience.

A9—Educators use evidence-based practices and data to identify student strengths, needs, and levels of engagement to inform instruction and progress toward mastery.

A10—Educators use a variety of student data when collaborating with families and students regarding progress and when determining next steps.

SUPPORTS AND SERVICES

- Educators provide individualized support needed to fully engage students with disabilities across all educational environments.

- Students with an individualized education program (IEP) receive specially designed instruction (SDI) and customized supports across all settings, including extra-curricular activities, to ensure equitable access and high achievement in their education.

SUPPORTS AND SERVICES (SS) CONDITIONS

SS1—Families and students with disabilities provide ongoing input and participate in determining the students with disabilities' supports throughout the school year.

SS2—Families and school teams empower students with disabilities in using voice and choice to provide input on what services and supports are working well or need adjustment.

SS3—Students with disabilities are given materials that are appropriately adapted to access grade level standards.

SS4—Educators provide necessary support for students with disabilities to participate in clubs, field days, dances, and other out of school events and extracurricular activities.

SS5—General educators are aware of and appropriately trained to implement specially designed instruction (SDI), related services, supports and accommodations for students with disabilities in collaboration with the special education service provider(s).

SS6—Students with disabilities receive the specially designed instruction (SDI), related services, and supports determined in the individualized education program (IEP) or [504 Plan](#).

SS7—Educators consistently use data to determine the specially designed instruction (SDI) and address the time, intensity, and explicitness of instruction, and increase response opportunities to ensure progress in grade level content is made in the least restrictive environment (LRE).

SUPPORTING TOOLS

GLOSSARY

This glossary of terminology has been included to ensure a common understanding of concepts and terms. The words bolded throughout the document have been defined below.

504 Plan—A section of the Rehabilitation Act of 1943 designed to protect the rights of individuals with disabilities in programs and activities that receive Federal Financial Assistance from the U.S. Department of Education. A Section 504 plan is designed to accommodate an individual who has been determined, as a result of an evaluation, to have a physical or mental impairment that substantially limits one or more major life activities.

Accommodations—"Accommodations are practices and procedures that provide equitable access during instruction and assessments for students with disabilities or English language needs. Accommodations are intended to reduce or even eliminate the effects of a student's disability but do not reduce learning expectations and do not alter the validity of score interpretation, reliability, or security of the assessment" ([Utah Participation and Accommodations Policy 2022–2023](#)).

Continuum of Alternative Placements (Placement)— "1. Each LEA must ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services. 2. The continuum required must: a. Include the following alternative placements for instruction: (1) Regular classes, (2) Special classes, (3) Special schools, (4) Home instruction, and (5) Instruction in hospitals and institutions; and III. IEP Development and Service Delivery 101 b. Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement." ([SpEd Rules III.Q.1-2](#))

Educational Environment—The physical locations and cultures, in which students learn. School policies and their governance are also considered characteristics of the educational environment.

Educational Experiences—"Students get knowledge from different programs, lessons, interaction with other people, or other experiences in which learning takes place. It can take place in conventional academic settings like in a classroom at schools or nonconventional environments which take place outside school locations, or we can say outdoor environments. As we all know students can get great learning experiences from both school and outside so students should be motivated to participate in different school activities and also the activities which take place outside the school premises" (from the "Learning Experience, Meaning and Definition on the Teachmint webpage).

Educator—All trained stakeholders within a school system e.g., District or School Level Administrator, Teacher, Paraprofessional, Counselor, Service Provider.

Evidence-Based Practices—Skills, techniques, and strategies that have been proven to work through experimental research studies or large-scale research field studies.

Fleet Style Personnel Usage—Staff provide instructional support for all students within a specific grade level or course during a predetermined time of the school day. For example, the fleet team (including the special education teacher, interventionists, and paraeducators), arrive at the third-grade classrooms during the designated time. Each third-grade student is placed in a flexible, dynamic student group based on diagnostic assessment data and continuous progress monitoring. All third-grade teachers and the fleet team members provide targeted instruction and service delivery in small groups based on the student's strengths and areas of needed support. As this is often a common time for students in the grade level, all available staff, including paraeducators, general educators, interventionists, and special education teachers, provide targeted instruction based on their strengths and student needs, not student labels or designations (e.g., IEP status). This could mean a student with disabilities might get their IEP services met through attending small group instruction with the interventionist or general educator, and the special education teacher might serve a student without a disability. Decisions should be made based on the student's needs and which provider best serves them. At the end of the third-grade intervention time, the fleet team members move to the next grade level or course.

Grade/Age-appropriate—Age-appropriate means that the topics, messages, and teaching methods are suitable to the typical developmental and social maturity of the particular age or age group of children or adolescents.

High-Quality Instruction—Outlines the planning and instructional delivery processes that teachers can enact to ensure that each student has access to demonstrate competency.

Inclusive Practices—Practices that provide access for all students with disabilities to the grade level State Standards or, for students with significant cognitive disabilities, the grade level State Alternate Achievement Standards (i.e., the Essential Elements) (34 CFR § 300.109).

Individualized Education Program (IEP)—The term individualized education program (IEP) means a written statement for each student with a disability that is developed, reviewed, and revised in a meeting. The IEP is designed to meet the student's unique needs based on their disability, and prepare them for further education, employment, and independent living ([SpED Rules III.J.1](#).).

Least Restrictive Environment (LRE)—"To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities (e.g., nursing homes), are educated with similar-aged students who are nondisabled; and b. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In the case of a student who is deaf or hard of hearing, consideration of a special class or school may be the least restrictive III. IEP Development and Service Delivery 100 environment in that it provides opportunities for direct communication and instruction in the student's language and communication mode with professional personnel and peers. LRE provisions apply to transition programs (i.e., preschool and postsecondary) and placement" ([SpEd Rules III.J.1.a.–c.](#)).

Maximum Extent Appropriate—Children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of

children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily ([20 U.S.C. § 1412(a)(5)(A)](#)).

Meaningful Inclusion—Meaningful inclusion focuses on building belonging, which is a prerequisite for achievement and self-actualization. This includes active participation, where students achieve high academic standards and receive social support in settings designed to meet individual needs, honoring and promoting each student's inherent dignity and equal worth**.**

Peers—A person who is a member of one's classroom, school, or community who are the same grade/age-level.

Specially Designed Instruction (SDI)—"Adapting, as appropriate to the needs of a student who is eligible under these Rules, the content, methodology, or delivery of instruction in order to address the unique needs of the student that result from the student's disability; and ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the LEA that apply to all students" ([SpEd Rules I.E.51](#)).

Stakeholders—Families, students, administrators, teachers, and community members.

Teacher—Educators in the classroom.

Teaching Strategies—Methods and techniques that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets used commonly referred to as Instructional Strategies.

RESOURCES

For a comprehensive list of resources, the USBE has created a [Meaningful Inclusion Resource Padlet](#). These resources are intended to aid educators in developing inclusionary practices.

MEASUREMENT TOOL

To aid Utah LEAs and other stakeholders in reflecting on their efforts to create a culture of inclusion for students with disabilities, an [implementation measurement tool](#) (found below) has been developed. Designed to align with the *Meaningful Inclusion for Students with Disabilities Implementation Guide* (above) and the [Meaningful Inclusion Resource Padlet](#), this tool functions as a rubric for determining and providing support to those areas where needs have been identified.

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MEANINGFUL INCLUSION FOR STUDENTS WITH DISABILITIES

MEASUREMENT TOOL

March 2024

INTRODUCTION

The *Meaningful Inclusion for Students with Disabilities Measurement Tool* (Measurement Tool) measures the inclusive practices for students with disabilities implemented in the educational setting, at home, and in the community. This tool is aligned with the *Meaningful Inclusion for Students with Disabilities Implementation Guide* (Implementation Guide). It has been designed to help education stakeholders measure their progress toward implementing the critical elements identified in the *Portrait of Meaningful Inclusion for Students with Disabilities* (POMI). Measuring implementation is best done by incorporating the feedback of all necessary stakeholders (including families, students, general and special education teachers, related service providers, school and district administrators, and community service providers), establishing a culture of open, honest reflection, and gathering supporting evidence. This tool is designed to assist teams and individuals in their efforts to reflect on current practices and to identify areas of improvement.

UNDERSTANDING THE PROGRESSION WHEN IMPLEMENTING MEANINGFUL INCLUSION

Meaningful inclusion aims to create an environment where students with and without disabilities are included and actively engaged in and out of the educational setting. It is evident across settings, defined within a system's vision and mission, and recognizes students with disabilities as important members of their classrooms and communities. Meaningful inclusion incorporates students' strengths and interests into their educational experiences while also focusing on closing the learning gap(s) resulting from the disability, which is primarily accomplished via the individualized education program (IEP) or 504 plan for identified students.

However, highly effective meaningful inclusion goes beyond closing the educational gap by providing the needed supports and accommodations to empower students to take responsibility for and personalize their learning pathway. This is done by using voice and choice to promote authentic observable engagement.

Utah's definition of [Personalized, Competency Based Learning (PCBL)](#) supports the implementation of inclusive practices by enabling students to develop the knowledge, skills, and dispositions of [Utah's Portrait of a Graduate](#). To create an educational environment that supports students in developing these skills, educators implement the following PCBL principles (adapted from the PCBL definition in [Utah Code 53F-5-501](#)):

- Empower students daily to make decisions about their learning experiences, including:
  - How they create and apply knowledge
  - How they demonstrate their learning
- Provide assessments that are meaningful and positive for students' learning experiences
- Ensure assessments yield evidence that is:
  - Timely
  - Relevant
  - Actionable
- Deliver timely, differentiated support to students based on their individual learning needs
- Use evidence of mastery, not seat time, to track students' progress
- Employ different pathways and varied pacing to encourage students' active learning
- Implement strategies that embed equity for all students in the educational systems' culture, structure, and pedagogy
- Create rigorous, common expectations for learning that are:
  - Explicit
  - Transparent
  - Measurable
  - Transferable

HOW TO USE THE MEASUREMENT TOOL

Below are four rubrics corresponding to the four critical elements of the POMI: **Peers, Access, System, and Supports and Services**. Each rubric lists the conditions outlined in the *Implementation Guide* necessary for achieving highly effective meaningful inclusion. The rubrics use four indicators to measure and rate the alignment of implemented practices to the elements' conditions.

Use this measurement tool to help reflect on the implementation of inclusion for students with disabilities (SWD) and identify areas where additional adjustments and improvements are needed. As teams or individuals reflect on the details of their inclusion efforts, this tool will enable them to evaluate each of the *Implementation Guide* conditions.

Before Completing the Measurement Tool:

- Establish a culture of honest reflection
- Clarify the scope (Local Education Agency (LEA), school, classroom)
- Allow sufficient time
- Gather data
- Analyze evidence

After Completing the Measurement Tool:

Teams:

- Discuss each team members' ratings and what evidence was used
- Determine the appropriate team result (see the Rating section below for more information on aggregating team ratings)

- Identify areas of strength and improvement
- Determine next steps
- Establish action assignments and timelines

Individuals:

- Identify areas of strength and improvement
- Consider other team members who could help improve inclusion for SWD
- Determine the next steps
- Create a timeline

RATING

As teams or individuals reflect on their inclusion efforts using the rubrics, a rating is given to each condition on a scale of "emerging" to "highly effective" (see the Element Rating System in Table 2 below). An evaluation that results in a rating of less than three (3) will allow teams or individuals to determine the specific areas needing additional support or changes in improving their meaningful inclusion efforts. A results sheet (Table 1 below) has been included to help teams or individuals gather and aggregate this data.

The following are options when determining a team rating:

- Calculate the average rating for each condition and review the evidence provided
- Document individual ratings
- Determine the process for establishing a team rating, as a team
- Discuss the evidence and results as a team, and collectively determine the team rating

Teams are encouraged to consider the following when meeting to review their ratings:

- Recognize and acknowledge outlier ratings and the validity of the evidence provided
- Ask how ratings and evidence differed based on the roles of participating individuals
- Ask what areas and conditions need support
- Determine next steps and timelines
- Assign action items to team members

Table 1: Measuring Tool for Meaningful Inclusion Results Sheet

Peer Condition	Rating	System Condition	Rating	Access Condition	Rating	Supports and Services Condition	Rating
P1		S1		A1		CS1	
P2		S2		A2		CS2	
P3		S3		A3		CS3	
P4		S4		A4		CS4	
P5		S5		A5		CS5	
P6		S6		A6		CS6	
P7		S7		A7		CS7	
P8		S8		A8			
P9		S9		A9			
		S10		A10			
Total		Total		Total		Total	

Table 2: Element Rating System

Element Rating	Peers	System	Access	Supports and Services
Emerging Inclusion	0-9	0-10	0-10	0-7
Approaching Inclusion	10-18	11-25	11-25	8-19
Effective Inclusion	19-27	25-30	25-30	19-21
Highly Effective Inclusion	28-36	31-40	31-40	21-28

RESOURCES AND TRAINING

The *Implementation Guide* provides resources to assist with understanding and implementing inclusion for students with disabilities. Once POMI areas and conditions have been identified, users are encouraged to review the resources provided. The USBE Special Education Services is available to assist teams and individuals with fostering inclusion for students with disabilities. If you need assistance, please contact Lindsey Cunningham, USBE Special Education Inclusion Coordinator.

Meaningful Inclusion for Students with Disabilities

Measurement Tool
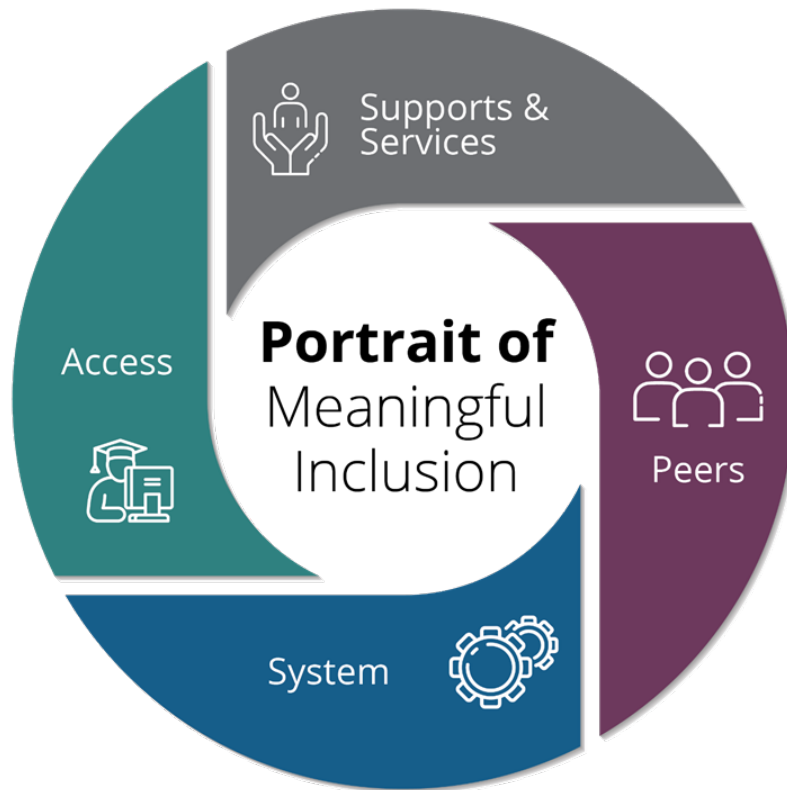
PORTRAIT OF MEANINGFUL INCLUSION ELEMENT: PEERS

POMI Framework Condition	Emerging Meaningful Inclusion (1 point)	Approaching Meaningful Inclusion (2 points)	Effective Meaningful Inclusion (3 points)	Highly Effective Meaningful Inclusion (4 points)	Reflection Rating	Reflection Evidence
P1: Students, educators and families identify, discuss, and use student strengths and interests to support peer engagement.	Students, educators and families identify the student's strengths and interests.	Students, educators and families identify and discuss student's strengths and interests to support peer engagement.	Students, educators and families identify, discuss and use student strengths and interests to support peer engagement.	Students, educators and families regularly communicate and intentionally use student strengths and interests to support meaningful peer engagement.		

POMI Framework Condition	Emerging Meaningful Inclusion (1 point)	Approaching Meaningful Inclusion (2 points)	Effective Meaningful Inclusion (3 points)	Highly Effective Meaningful Inclusion (4 points)	Reflection Rating	Reflection Evidence
P2: SWD are in general education classrooms to the maximum extent appropriate and engage in grade level discussions and activities alongside their non-disabled peers.	SWD are engaging in specials/ electives (P.E., art, computers, etc.) and general education classrooms to the maximum extent appropriate.	SWD are in general education classrooms to the maximum extent appropriate in parallel with their non-disabled peers.	SWD are in general education classrooms to the maximum extent appropriate and engage in grade level discussions and activities alongside their non-disabled peers.	SWD are in the general education classrooms to the maximum extent appropriate and engaged in personalized learning discussions and activities alongside their non-disabled peers.		

POMI Framework Condition	Emerging Meaningful Inclusion (1 point)	Approaching Meaningful Inclusion (2 points)	Effective Meaningful Inclusion (3 points)	Highly Effective Meaningful Inclusion (4 points)	Reflection Rating	Reflection Evidence
P3: SWD are transitioning from classes, recess, lunch, etc., with their non-disabled peers.	SWD are transitioning from classes, recess, lunch, etc., only with other SWD.	SWD are transitioning during some of their classes, recess, lunch, etc. with non-disabled peers.	SWD are transitioning from classes, recess, lunch, etc., with their non-disabled peers.	SWD are transitioning and interacting between classes, recess, lunch, etc. at the same time as their non-disabled peers.		
P4: SWD participate and engage with non-disabled peers in free, unstructured time (e.g., recess, passing time, transition, and lunch).	SWD participate in separate free time than their non-disabled peers.	SWD participate in the same free time as their non-disabled peers.	SWD participate and engage with non-disabled peers in free, unstructured time (e.g., recess, passing time, transition, and lunch).	SWD participate in, initiate and/or lead free time activities with their non-disabled peers.		

POMI Framework Condition	Emerging Meaningful Inclusion (1 point)	Approaching Meaningful Inclusion (2 points)	Effective Meaningful Inclusion (3 points)	Highly Effective Meaningful Inclusion (4 points)	Reflection Rating	Reflection Evidence
P5: SWD participate in all field trips along with their non-disabled peers.	SWD participate in separate field trips from their non-disabled peers.	SWD attend field trips with their non-disabled peers.	SWD participate in all field trips along with their non-disabled peers.	Accessibility for SWD is considered when planning field trips to ensure authentic participation is available to all.		

POMI Framework Condition	Emerging Meaningful Inclusion (1 point)	Approaching Meaningful Inclusion (2 points)	Effective Meaningful Inclusion (3 points)	Highly Effective Meaningful Inclusion (4 points)	Reflection Rating	Reflection Evidence
P6: SWD are provided with needed supports to actively participate in extracurricular activities (e.g., clubs, sporting events, dances, and elective class events).	SWD disabilities and their families receive information regarding extracurricular activities (e.g., clubs, sporting events, dances, and elective class, events).	SWD and families receive information and guidance on how to participate in extracurricular activities (e.g., clubs, sporting events, dances, and elective class, events).	SWD are provided with needed supports to actively participate in extracurricular activities (e.g., clubs, sporting events, dances, and elective class, events).	Extracurricular activities (e.g., clubs, sporting events, dances, and elective class, events) and associated supports are designed with SWD in mind to ensure authentic engagement.		

POMI Framework Condition	Emerging Meaningful Inclusion (1 point)	Approaching Meaningful Inclusion (2 points)	Effective Meaningful Inclusion (3 points)	Highly Effective Meaningful Inclusion (4 points)	Reflection Rating	Reflection Evidence
P7: School-wide culture of inclusion is evident in the vision and mission statements, is shared with all students, and is observed in student interactions.	School-wide culture of inclusion, including the vision and mission statements, are in the developmental stages.	Inclusion is evident in the vision and mission statement and is sometimes observed in student interactions.	School-wide culture of inclusion is evident in the vision and mission statements, is shared with students, and is observed in student interactions.	Inclusion is evident in the vision and mission statements, is shared with students, and inclusive student interactions are observed in multiple settings by all students.		

POMI Framework Condition	Emerging Meaningful Inclusion (1 point)	Approaching Meaningful Inclusion (2 points)	Effective Meaningful Inclusion (3 points)	Highly Effective Meaningful Inclusion (4 points)	Reflection Rating	Reflection Evidence
P8: Educators and non-disabled peers promote traits, characteristics, acceptance, and inclusivity of SWD through social skills and structured activities across settings.	Educators and non-disabled peers acknowledge traits, characteristics, acceptance, and inclusivity of SWD.	Educators and non-disabled peers promote traits, characteristics, acceptance, and inclusivity of SWD through social skills and structured activities across some settings.	Educators and non-disabled peers promote traits, characteristics, acceptance, and inclusivity of SWD through social skills and structured activities across all settings.	Both educators and non-disabled peers promote, and SWDs engage in inclusive structured and unstructured social activities.		
P9: Educators encourage and help facilitate student interactions among peers to meet the needs of SWD.	Educators encourage interaction among peers.	Educators encourage and help facilitate student interactions among peers.	Educators encourage and help facilitate student interactions among peers to meet the needs of SWD.	Educators and students observe classroom interaction and adjust to meet the needs of peers.		

POMI Framework Condition	Emerging Meaningful Inclusion (1 point)	Approaching Meaningful Inclusion (2 points)	Effective Meaningful Inclusion (3 points)	Highly Effective Meaningful Inclusion (4 points)	Reflection Rating	Reflection Evidence
P10: Non-disabled peers interact and advocate for SWD.	Non-disabled peers tacitly acknowledge SWD.	Non-disabled peers interact with SWD	Non-disabled peers interact and advocate for SWD.	Non-disabled peers intentionally interact and actively advocate for SWD.		
ELEMENT RATING:						

PORTRAIT OF MEANINGFUL INCLUSION ELEMENT: SYSTEMS

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
S1: Students, families, educators, and community partners understand and validate all students can experience success at high levels by creating inclusive conditions and environments.	Students, families, educators, and community partners believe most students can succeed.	Students, families, educators, and community partners believe and acknowledge all students can succeed.	Students, families, educators, and community partners understand and validate all students can experience success at high levels by creating inclusive conditions and environments.	Students, families, educators, and community partners ensure that all students succeed at high levels and have personalized learning experiences.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
S2: School teams provide families with opportunities to plan and participate in school activities by offering supports (e.g., childcare, transportation, translators on site, in-person and virtual meetings, and accommodating meeting times) to allow for meaningful and engaging experiences.	School teams provide families invitations to the traditional activities (e.g., registration, parent teacher conference, back to school nights, and IEP meetings).	School teams provide families invitations to attend traditional school activities and offer the chance to help organize, or volunteer at extra school activities (e.g., science fair, art shows, assemblies).	School teams provide families with opportunities to plan and participate in school activities by offering supports (e.g., childcare, transportation, translators on site, in-person and virtual meetings, and accommodating meeting times) to allow for meaningful and engaging experiences.	School teams collaborate with families to organize meaningful and engaging experiences offered within the school, district, and community.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
S3: Systems are implemented intentionally to meet the needs of students in an inclusive environment.	Systems are determined based on funding.	Systems are selected after consideration of their applicability.	Systems are implemented intentionally to meet the needs of students in an inclusive environment.	Systems are implemented with fidelity and data is used to provide evidence of progress toward expanding inclusive opportunities.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
S4: Systematic expectations are prioritized and clearly defined and implemented to ensure access to academic standards and peer interactions across a variety of educational environments.	Systematic expectations have limited structure to ensure access to academic standards and peer interactions.	Systematic expectations are defined to promote access to academic standards and peer-supported interactions across a variety of educational environments.	Systematic expectations are prioritized and clearly defined and implemented to ensure access to academic standards and peer interactions across a variety of educational environments.	Systematic expectations are clearly defined, implemented and ensure access to academic standards, meaningful peer interactions and meet the personalized learning needs of each student.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
S5: SWD's voice and choice are considered when selecting student schedules, classes, and extracurricular activities.	SWD's voice and choice are limited based on perceived student ability when selecting SWD's schedules, classes, and extracurricular activities.	SWD's voice and choice are considered when selecting student schedules, classes, and extracurricular activities.	SWD's voice and choice are prioritized when selecting student schedules, classes, and extracurricular activities.	SWD's voice and choice are prioritized when selecting student schedules, classes, and extracurricular activities to meet their personalized learning needs.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
S6: Educators set high learning expectations and use rigorous, asset-based and evidence-based instructional practices to meet all students' needs.	Educators have set some learning expectations.	Educators set high learning expectations and use evidence-based practices.	Educators set high learning expectations and use rigorous, asset-based and evidence-based instructional practices to meet all students' needs.	Educators use personalized learning approaches to set high learning expectations and use rigorous, asset- and evidence-based instructional practices to meet all students' needs.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
S7: School teams have a process that identifies and implements pathways towards inclusion.	School teams are in the developmental stages of having a process identifying and implementing pathways towards inclusion.	School teams have a process identifying and partially implementing pathways towards inclusion.	School teams have a process identifying and implementing pathways towards inclusion.	School teams have a process identifying and implementing personalized learning pathways towards inclusion.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
S8 Administrators provide professional learning to educators responsible for implementation of "Access" and "Supports and Services" conditions outlined in the Implementation Guide	Administrators provide professional learning to special education teachers for implementation of "Access" and "Supports and Services" within the POMI Implementation Guide.	Administrators provide professional learning to some general educators for implementation of "Access" and "Supports and Services" within the POMI Implementation Guide.	Administrators provide professional learning to educators responsible for implementation of "Access" and "Supports and Services" within the POMI Implementation Guide.	Administrators provide professional learning to all educators for implementation of "Access" and "Supports and Services" to meet the needs of all students and personalize student learning experiences.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
S9 Educators make decisions based on data when evaluating the impact of inclusion implementation efforts.	Educators informally evaluate the impact of inclusion efforts.	Educators use some data to measure the impact of inclusion efforts.	Educators make decisions based on data when evaluating the impact of inclusion implementation efforts.	Educators make decisions based on data to personalize the learning of students.		
S10 School teams have established a regular feedback process for all stakeholders to address and improve inclusion implementation efforts.	School teams are developing a process to collect feedback from stakeholders to address and improve inclusion efforts.	School teams have a process to collect feedback from some stakeholders to improve inclusion efforts.	School teams have established a regular feedback process for all stakeholders to address and improve inclusion implementation efforts.	School teams use feedback from all stakeholders to guide improvements, inclusion implementation efforts, and to personalize the learning of students.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
ELEMENT RATING:						

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
A1: SWD, educators, and families identify, discuss, and use student strengths and interests to ensure SWD access grade level content.	SWD, educators, and/or families identify student strengths and interests.	SWD, educators, and/or families identify and discuss student strengths and interests to support SWD access grade level content.	SWD, educators, and families identify, discuss and use student strengths and interests to ensure SWD access grade level content.	SWD, educators, and families regularly communicate about and intentionally use student strengths and interests to ensure SWD access grade level content and personalize their learning experience.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
A2: SWD receive high-quality, grade level instruction in the least restrictive environment (LRE) with required supports.	SWD receive instruction in an environment based on disability classification, scheduling, master calendars, and/or available staffing.	SWD receive instruction in the LRE.	SWD receive high-quality, grade level instruction in the LRE with required supports.	SWD receive personalized high-quality, grade level instruction in the LRE with required and personalized supports.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
A3: SWD access and receive content, materials, instruction, assessments, and resources aligned to grade level standards with required supports.	SWD receive content, materials, instruction, and resources at their perceived achievement level.	SWD have access to grade level content, materials, instruction, assessments, and resources with some required supports.	SWD access and receive content, materials, instruction, assessments, and resources aligned to grade level standards with required supports.	SWD access and receive required supports and personalized content, materials, instruction, resources, assessments, aligned to grade level standards.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
A4: SWD are taught by appropriately credentialed educators, who hold the required license area of concentration and appropriate content endorsements, for the content they are assigned to teach.	SWD are taught by educators who are working toward a credential or are enrolled in a program to become appropriately qualified in the content they are assigned to teach.	SWD are taught by credentialed educators who are working toward becoming appropriately qualified for the content they are assigned to teach.	SWD are taught by appropriately credentialed educators, who hold the required license area of concentration and appropriate endorsements, for the content they are assigned to teach.	SWD are taught by appropriately credentialed and highly effective educators who personalize the SWD's learning experience.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
A5: Educators communicate learning intentions and success criteria in student friendly language.	Educators know their learning intentions.	Educators communicate their learning intentions and occasionally articulate the success criteria.	Educators communicate learning intentions and success criteria in student friendly language.	Educators and students discuss learning intentions and success criteria and incorporate them into personalized learning experiences.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
A6: Educators intentionally utilize multiple evidence-based teaching strategies and practices to support the learning of SWD.	Educators use multiple teaching strategies to support the learning of SWD.	Educators use evidence-based teaching strategies to support the learning of SWD.	Educators intentionally utilize multiple evidence-based teaching strategies and practices to support the learning of SWD.	Educators intentionally personalize teaching strategies and practices to support the learning of SWD.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
A7: SWD are provided with tools and multiple opportunities over time to reflect and demonstrate proficiency aligned to content standards.	SWD are encouraged to reflect on their learning and demonstrate proficiency.	SWD are provided with opportunities to reflect on their learning and to demonstrate proficiency.	SWD are provided with tools and multiple opportunities over time, to reflect and demonstrate proficiency aligned to content standards.	SWD are provided with personalized reflection tools and opportunities, over time to reflect and demonstrate proficiency.		
A8: SWD are provided with voice and choice throughout their educational experience.	SWD are provided with some voice and/or choice during certain parts of the learning experience.	SWD are provided with voice and choice during certain parts of the learning experience.	SWD are provided with voice and choice throughout their educational experience.	SWD are provided with voice and choice to further personalize their learning experience.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
A9: Educators use evidence-based practices and data to identify student strengths, needs, and levels of engagement to inform instruction and progress toward mastery.	Educators recognize student strengths, needs, and levels of engagement.	Educators use some evidence-based practices and data to inform instruction or progress toward mastery.	Educators use evidence-based practices and data to identify student strengths, needs, and levels of engagement to inform instruction and progress toward mastery.	Educators consistently use data from evidence-based practices to personalize instruction and inform progress toward mastery.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
A10: Educators use a variety of student data when collaborating with families and students regarding progress and when determining next steps.	Educators use one form of data when communicating with families and students' regarding progress.	Educators use a variety of forms of data when communicating with families and students' progress and when determining next steps.	Educators use a variety of student data when collaborating with families and students regarding progress and when determining next steps.	Educators use a variety of student data when collaborating with families and students to personalize their learning experience.		
ELEMENT RATING:						

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
SS1: Families and SWD provide ongoing input and participate in determining the SWD's supports throughout the school year.	Families provide input and participate in determining the SWD's supports during the annual IEP meeting.	Families provide input and student occasionally provide input and participate in determining the SWD's supports throughout the school year.	Families and SWD provide ongoing input and participate in determining the SWD's supports throughout the school year.	Families proactively and consistently work with educators to personalize SWD's supports that personalize the learning experience.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
SS2: Families and school teams empower SWD's in using voice and choice to provide input on what services and supports are working well or need adjustment.	Families and school teams respond to SWD's input on what services and supports are working well or need adjustment when provided.	Families and school teams occasionally receive and consider SWD's input on what services and supports are working well or need adjustment.	Families and school teams empower SWD in using voice and choice to provide input on what services and supports are working well or need adjustment.	Families and school teams consistently solicit, receive and consider SWD's input to personalize their learning experience.		
SS3: SWD are given materials that are appropriately adapted to access grade level standards.	SWD are occasionally provided with appropriately adapted materials for their needs to access grade level standards.	SWD are given appropriately adapted materials for their needs to access the grade level standards of some content areas.	SWD are given materials that are appropriately adapted for access to grade level standards in all content areas.	SWD are given appropriately adapted materials to personalize their learning experience.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
SS4: Educators provide the necessary supports for SWD to participate in clubs, field days, dances, and other out of school events and extracurricular activities.	Educators encourage students to participate in events, and reactively provide supports needed for SWD to participate in some clubs, field days, dances, and other afterschool events and extracurricular activities.	Educators implement some supports necessary for SWD to participate in clubs, field days, dances, and other out of school events and extracurricular activities.	Educators provide the necessary supports for SWD to participate in clubs, field days, dances, and other out of school events and extracurricular activities.	Educators proactively plan clubs, field days, dances, and other out of school events and extracurricular activities around the supports SWD need to meaningfully participate.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
SS5: General educators are aware of and appropriately trained to implement the SDI, related services, supports and accommodations for SWD in collaboration with the special education service provider(s).	General educators have awareness that SWD have supports outlined on their IEPs.	General educators have a basic understanding of and receive basic training on the specific SDI, supports and accommodations for the SWD in their classes.	General educators are aware of and appropriately trained to implement the SDI, related services, supports and accommodations for SWD in collaboration with the special education service provider(s).	General educators and special education providers implement SWD' IEPs and personalize their learning experiences.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
SS6: SWD receive the SDI, related services and supports determined in the IEP or 504 Plan.	SWD receive some SDI, related services and supports determined in the IEP or 504 Plan.	SWD receive most SDI, related services, and supports determined in the IEP or 504 Plan.	SWD receive the SDI, related services and supports determined in the IEP or 504 Plan.	SWD receive all SDI, related services and supports and personalized learning experiences.		

POMI Framework Condition	Emerging Inclusion (1 point)	Approaching Inclusion (2 points)	Effective Inclusion (3 points)	Highly Effective Inclusion (4 points)	Reflection Rating	Reflection Evidence
SS7: Educators consistently use data to determine the SDI and address the time, intensity, and explicitness of instruction, and increase response opportunities to ensure progress in grade level content is made in the LRE.	Educators use data to determine the SDI, explicitness and address the intensity of instruction to ensure student progress.	Educators use data to determine the SDI by addressing time and intensity to ensure progress in grade level content.	Educators consistently use data to determine the SDI and address the time, intensity, and explicitness of instruction, and increase response opportunities to ensure progress in grade level content is made in the LRE.	Educators consistently use data to determine the SDI and personalize SWD's learning experiences.		
ELEMENT RATING:						