

Help support your child's teacher!
**Learn what you need to know to help your child
succeed in an inclusive classroom.**
This is a great opportunity for parents!

What

Classes for parents are being offered by [Stetson and Associates](#) to inform parents about the techniques teachers will use to ensure all children, including those with disabilities, receive quality instruction. Brandywine is in its second year of implementing inclusion in all of its schools. The Special Needs PTA feels it is essential that parents learn side by side with teachers, administrators, and support staff the best ways to support inclusive learning environments.

Stetson has boiled down their three day intensive [Step-by-Step for Inclusive Schools](#) program into two shorter programs. The Brandywine School District is offering these courses to parents.

A more intensive version will be offered during the day and lasts 6 hours. A further condensed version will be offered evenings and lasts 2 hours. Both the 2 hour and the 6 hour sessions will each contain all the key concepts from the intensive 3 day program but with less detail and examples. Parents should pick either one 6 hour or one 2 hour session – there is no need to attend both.

When

Four different times, two different levels of detail – choose only one:

- Thur, Sept 14th 6:30-8:30pm at the District Office, or
- Wed, Oct 4th, 6:30-8:30pm location to be determined, or
- Wed, Nov 15th, 8:30am-3:30pm at Mt. Pleasant Elementary, or
- Thur, Nov 16th, 8:30am-3:30pm at Mt. Pleasant Elementary

Why

One of the key findings of the [independent external audit](#) of the Brandywine School District's Special Education program by Stetson and Associates was that we could be doing a better job including our Students with Disabilities in the regular classrooms.

To help both parents and staff understand what this means and how it can work, Stetson will providing follow up training for both parents, administrators and staff on inclusive educational practices.

Further details on the training can be found below.

Step by Step Team Training for Inclusive Schools ***Fast Track Session***

Participants will:

1. Gain a common vocabulary for inclusive schools beginning with an understanding that the characteristics of inclusive schools are the same as and supportive of high performing schools with success for all students
2. Learn an instructional strategy for meeting the needs of diverse learners in the general education classroom. This strategy is multilevel instruction and emerged from the field of gifted and talented education. This strategy is one of many that reinforces the notion that inclusive education is not associated with “watering down” the curriculum if implemented as designed. The Texas Essential Knowledge and Skills (TEKS) curriculum is used as the vehicle for each of the small group application exercises presented. Multilevel instruction, as applied to the TEKS, is also a simple strategy that the participants gain confidence with so that later discussions about levels of support needed for individual students are viewed more openly and realistically. Good teaching is good teaching!
3. Be introduced to a new way of thinking about staff roles and responsibilities within inclusive schools. In-class support (support provided in the general education classroom) is emphasized but participants are reminded that each decision is a student by student decision and that the needs of the student dictate the models of support that will be provided throughout the grade level, department, or school.
4. Complete a two-hour simulation game that enables each participating team to select a student from several prototypes provided and to move through the three steps for determining the best instructional and staff supports needed to enhance student success in the least restrictive environment.
5. Complete a checklist of the common elements of inclusive schools to determine which of these descriptors characterize their own school and which remain challenges for the future.

Step by Step Fast Track training lays the foundation with vocabulary and a new understanding of instructional strategies and staffing options that support excellence for all students, with an emphasis on students with disabilities and their place in their neighborhood schools. This foundation will be essential for the hands-on training approach to learn the skills and competencies described above. Approximately 85% of the Step by Step training is delivered in an activity-based format, using simulation games, team conferences, case studies, self-assessment activities, and many others designed to engage the audience and to result in changed practice.

Step by Step
for Inclusive Schools

Stetson and Associates is a nationally recognized source for training that transforms philosophy into effective practice. The Step by Step training program provides a systematic approach for creating more inclusive schools. Implemented across ten states and adopted on a statewide basis in Florida and Connecticut, Step by Step training results in meaningful change at the district, school and classroom levels. School administrators must participate with a team of educators they select in this three-day series.

Participating teams learn a clear definition of inclusive education; instructional strategies to meet the needs of diverse learners in the general education classroom; three distinct staffing models to assure that students and teachers receive the support they need; a process for scheduling that makes the best use of resources, and many more practical strategies.

“Of everything we have learned from Stetson and Associates, the most profound is that the characteristics that make an inclusion classroom successful are the same things that make any classroom successful: flexibility, focusing on student needs, differentiating instruction, and consistent classroom structure. When you add that realization to the fact that all students can, and will, learn when we meet them at their level, it is then you realize that inclusion is not a new concept. Inclusion is just good teaching.”

--Deep Creek Inclusion Team
Chesapeake, Virginia

Step by step supports systemic change that benefits all students and the school community.