

## Assessment of Inclusive Education among Mega High Schools in SOCCSKSARGEN Region

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### ABSTRACT

The study aimed to determine the implementation level of inclusive education among mega high schools within the SOCCSKSARGEN region in the Philippines. Descriptive quantitative and qualitative research designs were employed to describe inclusive education implementation. The study encompassed input from school principals and teachers from four mega high schools, selected via cluster sampling. The findings showed a high implementation level of inclusive education among the respondents and were influenced by several challenging factors resulting in an impact evaluation integrating the theory of change. Over the long term, inclusive education implementation could bring about tangible societal benefits, upholding every student's right to education, aiding social integration, reducing discrimination, promoting equality, and eventually contributing to the development of a more inclusive society.

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## **INTRODUCTION**

Inclusive education aims to ensure that all learners can participate and achieve in diverse and accessible learning environments (Ainscow, 2020). It requires adapting teaching methods, accommodating individual needs, and providing high-quality instruction (Sigstad & Garrels, 2022). The United Nations Sustainable Development Goal 4 stresses the importance of inclusive and equitable education for lifelong learning (Cucio & Roldan, 2020).

However, in the Philippines, many children with disabilities are still out of school, posing a significant challenge to inclusive education (Gomez-Hurtado et al., 2022). Therefore, flexible, and responsive learning environments that use evidence-based practices are essential to support diverse learners (Abla & Fraumeni, 2019).

This study examined the state of inclusive education in big secondary schools in Region XII of the Philippines. It aimed to establish a solid conceptual framework for inclusive education and identify good practices and school community involvement (Arcuino et al., 2022). The recent laws and policies on inclusive education in the Philippines are steps toward improving inclusion in schools. However, there is a need for research and evaluation to assess the implementation and address the issues. This research is intended to contribute to the discourse on inclusive education, offering insights into the adjustments needed to suit the cultural, economic, and social realities of SOCCSKSARGEN region. It sought to promote an inclusive education system that supports the MATATAG: *Bansang Makabata, Batang Makabansa* agenda of the Department of Education.

## **METHODOLOGY**

### ***Research Design***

The research design of this study utilized a mixed-method approach, integrating both quantitative and qualitative research designs. It facilitated a dynamic and comprehensive understanding of the topic, offering insights on numerical data and analyzing participants' perspectives and experiences in implementing inclusive education. For the quantitative aspect, a descriptive design was employed. While the qualitative facet adopted a descriptive qualitative research design, focusing on exploring the phenomena through their characteristics and qualities (Doyle, 2020). Quantitative data was collected from the respondents, including school principals and teachers of mega high schools in Region XII, using an adopted survey questionnaire from Li (2019). Triangulating both quantitative and qualitative data allowed for a more in-depth analysis, as the strengths of one research design compensated for the potential shortcomings of the other (Clark, 2019). Sequential data collection was utilized to ensure a thorough and organized examination of the problem, with the quantitative results guiding the subsequent qualitative phase, providing a richer context for the challenges faced by school principals and teachers in the implementation of inclusive education. By employing this mixed-method approach, the study addressed various data types and resulted in a comprehensive understanding of the phenomenon.

These results were further examined and explained by the qualitative data, seeking to uncover the challenges experienced by study respondents. The descriptive qualitative approach entailed extracting participants' words or statements from their survey responses. Following Strauss's (1987) perspective of "believe everything and believe nothing," the study began by analyzing respondents' answers to construct a theoretical understanding of their concepts, beliefs, and views regarding inclusive education implementation. This theoretical picture was developed from the respondents who had personally experienced the process (Fraenkel et al., 2012).

### ***Participant Selection, Sampling Design, and Sample Size***

The respondents of the study were comprised of school principals and teachers from four mega high schools in Region XII, representing a diverse range of experiences and perspectives on inclusive education. To determine the sample size and ensure the generalizability of the findings, a multi-stage sampling technique was employed, starting with cluster sampling (Wang & Cheng, 2020). In this approach, large populations were divided into smaller, geographically dispersed groups known as clusters. Each cluster represents a distinct subsection of the target population, allowing researchers to extract more representative samples. After identifying the clusters, a pre-sampling phase was conducted, determining the optimal sample size, considering factors such as population size, the margin of error, and the desired level of confidence in the results.

Subsequently, stratified random sampling was employed to select the study respondents from each cluster. This process ensured proportional representation of the various subgroups within the school principals' and teachers' populations, catering to the study's diverse demographic profiles.

### ***Research Instrument***

This study employed a research instrument to gather comprehensive data on both the assessment level of school principals and teachers regarding inclusive education. A survey questionnaire adapted from Li (2019), was designed to assess the perspectives of school principals and teachers on inclusive education. The survey drew upon the Performance Governance System, ensuring the instrument's relevance and alignment with existing educational standards. The questionnaire consisted of open-ended and closed-ended items, enabling the collection of both quantitative and qualitative data. These items covered various aspects of inclusive education, such as the initiation stage, compliance stage, proficiency stage, and institutionalization stage. Additionally, the instrument assessed the participants' perceptions of challenges faced during the implementation of inclusive education. Prior to distribution, the survey's validity and reliability were reviewed and confirmed through the issuance of certification from the Mindanao State University-General Santos City Institutional Ethics Review Committee (MSU-GSC IERC), ensuring its suitability for use in the study and that it observed properly the protocols set by the university. By adopting a mixed-methods approach combining quantitative and qualitative data, this

study aimed to provide a comprehensive understanding of the implementation of inclusive education in mega high schools in Region XII.

### ***Data Gathering Procedure***

The first step before collecting data is to ensure that the researcher abides by the ethical principles in conducting the research since this study involved teachers and school principals from DepEd Region XII. The researcher asked permission from the Regional Director and the different Schools Division Superintendents and School Principals in the selected provinces and cities. After that, with the approval of the Regional Director, Superintendents, and the issuance of the Ethical Clearance from the MSU-GSC IERC, the researcher personally administered the questionnaire to the teachers and school principals and retrieved the questionnaires immediately after conducting. An online tool, which is the Kobotoobox was approved by the research panel to be used as a medium to gather data.

### ***Data Analyses***

In this study, the gathered data underwent a rigorous analysis using various statistical tools and methods specific to each phase of the research. For the quantitative phase, the implementation level of inclusive education of mega high schools in Region XII, frequency count, and weighted mean were used.

For the qualitative phase of this study, the researcher focused on selecting core ideas from the respondents' responses to the challenges they encountered in the implementation of inclusive education. From that, the researcher developed significant themes. A comprehensive discussion of the data was conducted to provide relevant information and precise answers to the study's objectives in this mixed methods research.

### ***Ethical Considerations***

In the conduct of the study, the researcher considered and gave priority to the ethical and moral issues and addressed the study protocol in conducting the research. The research protocol was reviewed by MSU-IERC.

## **RESULTS AND DISCUSSIONS**

### ***Implementation Level of Inclusive Education***

Table 1 shows that the implementation level of inclusive education among mega high schools in Region XII is *High* ( $\bar{x}=3.85$ ).

Table 1. Performance Level of Inclusive Education

Stage	Mean	Description
Initiation Stage	3.85	High
Compliance Stage	3.88	High
Proficiency Stage	3.86	High
Institutionalization Stage	3.90	High
Overall Mean	3.87	High

The consolidated result is drawn from the following results by stages of implementing inclusive education as presented in tables 2 to 5.

Table 2. The Implementation Level of Inclusive Education in Terms of the Initiation Stage

<i>Initiation Stage</i>	<b>Mean</b>	<b>Verbal Description</b>
1. Our school administration champions inclusive education with commitment.	3.86	High
2. There is a leadership team that helps coordinate and oversee inclusive education implementation.	3.74	High
3. Our core values reflecting Inclusive education are deeply and widely shared by the organization.	3.88	High
4. Our mission of depicting inclusive education is clearly stated as the foundational purpose of the school's existence.	3.87	High
5. Our vision highlighting Inclusive education is a compelling statement of the long-term, time-bound, and quantifiable transformation we want to happen to the school.	3.89	High
6. The DepEd Order and other issuances that usher in the implementation of inclusive education are clearly communicated.	3.84	High
7. The strategic objectives set for inclusive education are integrated, mutually reinforcing, and will deliver its desired results.	3.89	High
8. The strategic measures to implement inclusive education are easily quantifiable, reliable, and can genuinely help measure the intended transformation.	3.86	High
9. The school's performance targets show a balance between stretched efforts and realism.	3.83	High
10. The strategic initiatives to implement inclusive education are prioritized, supported by a budget, and championed by the leadership team.	3.89	High
11. The initiatives are assigned to cross-functional project teams and broken down into milestone deliverables that the leadership team can easily check.	3.82	High
<b>Overall Mean</b>	<b>3.85</b>	<b>High</b>

Legend: Very High - 4.50-5.00; High - 3.50-4.49; Moderately High - 2.50-3.49; Low - 1.50-2.49; Very Low - 0.00-1.49

Table 3. The Implementation Level of Inclusive Education in Terms of the Compliance Stage

<i>Compliance Stage</i>	Mean	Verbal Description
1. The school administration, together with the members of the Inclusive Education Technical Working Group, has refined the Inclusive Education Implementation Plan documents through cascading and validation workshops.	4.00	High
2. The Inclusive Education Technical Working Group has been empowered and given full responsibility for presenting the Inclusive Education Implementation Plan to all school stakeholders.	3.97	High
3. The Inclusive Education Technical Working Group has cascaded the Inclusive Education Implementation Plan to all school personnel and secured their performance commitments.	3.87	High
4. The Inclusive Education Technical Working Group has made sure that the Office Performance Commitment and Review Form (OPCRF) of the School Head and the Individual Performance Commitment and Review Form (IPCRF) of all school personnel contribute effectively to the achievement of the targets in the Inclusive Education Implementation Plan.	3.78	High
5. The students and each member of the school community are considered in pursuing the Inclusive Education Implementation Plan.	3.88	High
6. The Inclusive Education Technical Working Group meets regularly and is allowed to provide technical assistance to all school personnel.	3.83	High
7. The Inclusive Education Technical Working Group has committed to providing full support for the school in its inclusive education initiatives.	3.90	High
8. We have a formal mechanism to gather support from external and internal stakeholders of the school.	3.86	High
Overall Mean	3.88	High

Legend: Very High - 4.50-5.00; High - 3.50-4.49; Moderately High - 2.50-3.49; Low - 1.50-2.49; Very Low - 0.00-1.49

Table 4. The Implementation Level of Inclusive Education in Terms of the Proficiency Stage

<i>Proficiency Stage</i>	Mean	Verbal Description
1. The school has set up the Inclusive Education Technical Working Group. This group has the appropriate organizational structure, personnel, and internal processes for managing the implementation of inclusive education.	3.86	High
2. The Inclusive Education Technical Working Group regularly tracks the strategic initiatives and links its progress to the Inclusive Education Implementation Plan.	3.82	High
3. The Inclusive Education Technical Working Group provides valuable analysis to the school administration and the school community as a whole in reviewing the Inclusive Education Implementation Plan.	3.81	High
4. The Inclusive Education Technical Working Group releases an accomplishment report every quarter to update the school community on the status of the plan.	3.85	High
5. The Inclusive Education Technical Working Group uses different channels to communicate and celebrate milestones as we implement the Inclusive Education Implementation Plan.	3.93	High
6. The Inclusive Education Technical Working Group provides key learning and issues from the previous year's implementation of inclusive education as inputs to the strategic planning for the following year's implementation.	3.91	High
7. The school allocates funds for strategic initiatives in inclusive education implementation aside from its traditional activities and expenses.	3.81	High
<b>Overall Mean</b>	<b>3.86</b>	<b>High</b>

Legend: Very High – 4.50-5.00; High – 3.50-4.49; Moderately High – 2.50-3.49; Low – 1.50-2.49; Very Low – 0.00-1.49

Table 5. The Implementation Level of Inclusive Education in Terms of the Institutionalization Stage

<i>Institutionalization Stage</i>	Mean	Verbal Description
1. Our school leaders are working effectively and meeting regularly to claim significant progress toward resolving the challenges that inclusive education implementation is supposed to address.	3.96	High
2. There is sufficient coordination among stakeholders in the school such that our learning and growth perspective in inclusive education contributes to the organization's cultural transformation.	3.91	High
3. There is significant coordination among relevant stakeholders in the school in order to deliver inclusive education services to our students and their parents.	3.87	High
4. We have achieved more significant levels of sustainability and autonomy since we implemented inclusive education.	3.96	High
5. The cascading of the Inclusive Education Implementation Plan has reached each and every school personnel. Because of this, individuals can clearly see an alignment between their individual performance and that of the Inclusive Education Implementation Plan.	3.88	High
6. We have an effective communication plan set up to promote the Inclusive Education Implementation Plan. Furthermore, there are individuals in our institution who can provide voluntary guidance on inclusive education.	3.91	High
7. We have started outreach programs to promote inclusive education in other schools in our district/division.	3.84	High
8. Since the implementation of inclusive education, a significant increase in our school performance has been observed.	3.88	High
9. We have formally created a mechanism to regularly refresh the Inclusive Education Implementation Plan and sustain it, despite changes in school leadership.	3.90	High
Overall Mean	3.90	High

Legend: Very High - 4.50-5.00; High - 3.50-4.49; Moderately High - 2.50-3.49; Low - 1.50-2.49; Very Low - 0.00-1.49

***Challenges Encountered in Implementing Inclusive Education***

Table 6 outlines the key challenges encountered in the implementation of inclusive education in the surveyed mega high schools. Each challenge, distributed into negative, positive, and neutral themes, is displayed alongside the frequency of times it occurred and its corresponding percentage out of 300 instances. Negative themes include handling students with diverse needs, addressing the lack of specialized training/resources, and coping with limited access to support services. On the contrary, positive themes hint at the beneficial outcomes of inclusive education, capturing academic achievement, advancement of social skills, and the promotion of well-being. Neutral themes illustrate neutral factors such as policy guidelines, diversity in culture and language, and the overall school culture and mindset, which impact the effective execution of inclusive education.

Table 6. Word Counts that Contribute to Each Challenge Encountered  
*Challenges Encountered (n=300)*

Themes	Frequency (f)/ Occurrences	Percentage (%)
<i>Negative Themes</i>		
Students with Diverse Needs	16	5.33%
Lack of Specialized Training/Resources	9	3.00%
Limited Access to Support Services	10	3.33%
<i>Positive Themes</i>		
Academic Achievement	5	1.67%
Social Skills	7	2.33%
Well-being	6	2.00%
<i>Neutral Themes</i>		
Policies and Guidelines	5	1.67%
Cultural and Linguistic Diversity	6	2.00%
School Culture and Mindset	6	2.00%

Ensuring an inclusive educational atmosphere is not just about adjusting classroom settings or incorporating diverse teaching methods. It involves substantial shifts at every level of the education system: policy, school operations, teaching and learning processes, and community support. The succeeding narrative lays out the expected progression of implementing inclusive education, from the initial resources invested to the ultimate societal benefits gained. It presents a structured pathway detailing how inputs lead to direct outputs, yields immediate to medium-term outcomes, and, over time, result in significant impacts that eventually define net benefits. The pathway provides a roadmap for the implementation process, helping to monitor, learn, and undertake corrective measures as necessary. Following is a detailed exploration of these stages, linking inclusive education to its wider potential benefits.

**Input.** Initial resources invested in this process include diverse educational policies, specialized teacher training programs, implementation of support services, enrichment of school cultural and linguistic diversity, and

capital for educational resources and infrastructure upgrades to meet diverse student needs.

**Output.** Tangible results include teacher proficiency in handling diverse student needs, increased availability of support services, an inclusive school environment, and effective policies guiding inclusive education. Additionally, the implementation of inclusive education encourages the development of educational resource materials suitable for a diverse student demographic.

**Outcome.** As the initiative matures, short to medium-term outcomes such as improved student engagement, increased teacher satisfaction, better school-community relations, and enhanced academic performance are expected. Significantly, recognizing and meeting diverse student needs may also contribute to the overall improvement of the school environment.

**Impact.** Over the long term, inclusive education implementation could bring about tangible societal benefits, upholding every student's right to education, aiding social integration, reducing discrimination, and promoting equality. Moreover, it can lead to improved student life outcomes, preparing students for varied societal roles by equipping them with a diverse set of social and intellectual skills, eventually contributing to the development of a more inclusive society.

**Net Benefits.** The net benefits encapsulate all the positive changes outlined above, including better academic outcomes, increased student and teacher satisfaction, positive societal change, improved individual life prospects for students, and the creation of an adaptive, inclusive society that respects diversity and promotes equality and social justice. By comparing these benefits against the cost of inputs, the final net benefit can help in evaluating the real success of the program.

By fostering an environment of acceptance and understanding, inclusive education shapes students into empathetic and open-minded individuals, ready to flourish in diverse environments. Rather than segregating students based on their abilities or special needs, it provides a platform for them to learn, grow, and cooperate together, understanding and appreciating each other's unique talents and capabilities. Over time, these students, enriched by a comprehensive, all-encompassing education, can become leaders able to make significant contributions to society. Furthermore, they will likely create inclusive environments in their future workplaces, fostering greater acceptance and diminishing prejudices. Thus, the benefits of inclusive education, while influential in the academic landscape, have far-reaching implications that extend well beyond the classroom, shaping a more inclusive and accepting society.

## **CONCLUSIONS**

The conclusions provide a comprehensive understanding of the research objectives and shed light on key insights revealed through the examination of both quantitative and qualitative data.

### ***Implementation Level of Inclusive Education***

The result indicates that the initiation stage of implementing inclusive education in mega high schools is at a high level. The school administration

demonstrates a strong commitment to inclusive education, with clear communication of the mission, vision, and strategic objectives. The initiatives are well-prioritized, supported by a budget, and assigned to cross-functional project teams. Overall, the school shows a strong foundation for inclusive education implementation.

The result shows that mega high schools have achieved a high level of compliance in implementing inclusive education. The Inclusive Education Technical Working Group plays a vital role in refining and cascading the Inclusive Education Implementation Plan. The school personnel have committed to the plan, and mechanisms are in place to align individual performance with the goals of inclusive education. The involvement of students and the school community is also emphasized. The school demonstrates a strong commitment to compliance with inclusive education guidelines.

Mega high schools show a high level of proficiency in implementing inclusive education. The Inclusive Education Technical Working Group effectively manages the implementation, tracking progress and providing analysis to the school administration and community. Accomplishment reports are regularly released, and milestones are communicated and celebrated. The group contributes valuable insights for future strategic planning. Additionally, the school allocates funds specifically for inclusive education initiatives. Overall, the school demonstrates a proficient approach to inclusive education implementation.

The result indicates that mega high schools have achieved a high level of institutionalization in implementing inclusive education. School leaders effectively address challenges and coordinate with stakeholders, leading to cultural transformation. There is significant coordination in delivering inclusive education services, and the alignment between individual performance and the Inclusive Education Implementation Plan is evident. The school has a communication plan and outreach programs to promote inclusive education. The implementation of inclusive education has resulted in increased school performance, and there are mechanisms in place for sustaining the plan despite leadership changes. Overall, the school demonstrates a strong level of institutionalization of inclusive education.

### ***Challenges Encountered in Implementing Inclusive Education***

The implementation of inclusive education in mega high schools presents various challenges for school principals and teachers. These challenges include addressing the diverse needs of students, lack of specialized training and resources, limited access to support services, promoting academic achievement, social skills, and well-being, and fostering inclusive policies, cultural understanding, and a positive school culture. To overcome these challenges, it is essential for school leaders and teachers to prioritize individualized support and differentiation strategies to cater to the diverse needs of students. Providing ongoing professional development opportunities and allocating resources for inclusive education practices can enhance teachers' skills and enable them to effectively support all students.

Collaboration with external agencies and organizations can help overcome the limitations in accessing support services, ensuring that students with special needs receive the necessary assistance. Additionally, creating a supportive and inclusive school culture requires aligning policies and guidelines to promote inclusive practices, recognizing and valuing cultural and linguistic diversity, and fostering a positive mindset that embraces diversity.

Ultimately, by addressing these challenges head-on, mega high schools can create an inclusive educational environment where every student has equal opportunities to succeed academically, develop social skills, and experience overall well-being. Implementing inclusive education requires a collective effort from school leaders, teachers, support staff, students, and the wider school community to create an inclusive and supportive environment that benefits all.

### **Recommendations**

In view of the findings and conclusions of the study, the following recommendations are hereby given to guide future research, inform practical applications, and create an impact on policy directions and practices in implementing inclusive education.

#### ***Implementation Level of Inclusive Education***

**Strengthen Professional Development.** Continuous professional development programs should be provided to school heads and teachers to enhance their understanding and skills in implementing inclusive education. This can include workshops, training sessions, and resource sharing on inclusive teaching strategies, differentiated instruction, and classroom management techniques for diverse learners.

**Collaborative Networking.** Encourage collaboration and networking among mega high schools that have successfully implemented inclusive education. This can be achieved through regular forums, conferences, or online platforms where school leaders and teachers can share best practices, exchange ideas, and learn from one another's experiences.

**Parent and Community Engagement.** Foster stronger partnerships with parents and the wider community to create a supportive and inclusive learning environment. Organize parent-teacher meetings, workshops, and awareness campaigns to engage parents in their child's education and promote understanding and acceptance of inclusive practices.

**Evaluation and Monitoring.** Establish a robust system for monitoring and evaluating the implementation of inclusive education. Regular assessments should be conducted to measure progress, identify areas for improvement, and ensure accountability. Feedback from students, parents, and teachers should also be sought to gauge the effectiveness of inclusive practices.

**Sustainability Planning.** Develop a long-term sustainability plan for inclusive education, taking into account potential changes in school leadership. This plan should outline strategies for continuous improvement, succession planning, and the dissemination of knowledge and practices to ensure the enduring success of inclusive education initiatives.

### *Challenges Encountered in Implementing Inclusive Education*

**Invest in specialized training and resources.** Schools should prioritize providing teachers with the necessary professional development opportunities and resources to enhance their knowledge and skills in inclusive education. This could include workshops, seminars, and collaborations with experts in the field. Adequate funding should be allocated to ensure teachers have access to appropriate teaching materials, assistive technologies, and support tools.

**Strengthen collaboration and partnerships.** Mega high schools should establish partnerships with external agencies, organizations, and professionals to enhance access to support services for students with special needs. Collaborative efforts can help provide necessary services such as speech therapy, occupational therapy, counseling, and other specialized interventions. Building networks and sharing best practices can also contribute to the overall effectiveness of inclusive education implementation.

**Foster a culture of inclusion.** School leaders and teachers should actively work on creating a school culture and mindset that values and celebrates diversity. This can be achieved through awareness campaigns, cultural sensitivity training, and promoting inclusive practices throughout the school community. Encouraging collaboration, respect, and understanding among students, teachers, and parents can contribute to a positive and inclusive learning environment.

**Provide individualized support.** Schools should develop strategies to address the diverse needs of students. This could involve implementing differentiated instruction, personalized learning plans, and individualized support systems. Regular assessments and feedback mechanisms can help identify specific needs and track progress, allowing for timely interventions and adjustments to teaching strategies.

**Review and revise policies and guidelines.** It is essential to review existing policies and guidelines to ensure they support the principles of inclusive education. This includes promoting inclusive practices, accommodating diverse needs, and eliminating any discriminatory practices or barriers. Schools should actively involve stakeholders, such as teachers, parents, and students, in the policy development and revision process.

**Encourage collaboration and professional learning communities.** Mega high schools can establish professional learning communities where teachers can collaborate, share experiences, and exchange ideas on implementing inclusive education. These communities can provide a platform for peer support, problem-solving, and the sharing of effective instructional strategies.

**Monitor and evaluate progress.** Regular monitoring and evaluation of the inclusive education implementation can help identify areas of improvement and success. Schools should establish mechanisms to collect data on student progress, satisfaction, and overall well-being. This data can guide decision-making processes, identify areas for further support, and showcase the positive impact of inclusive education.

## **FURTHER STUDY**

**Research on effective strategies.** Conducting research that identifies and evaluates effective instructional strategies, accommodations, and interventions for students with diverse needs is crucial. This research can provide evidence-based practices that can guide teachers and school heads in their efforts to meet the individual needs of students. Collaborative research efforts involving educators, researchers, and policymakers can contribute to the development of a robust knowledge base.

**Professional development and training.** Prioritize the provision of specialized training and professional development opportunities for teachers and school heads. These programs should focus on building knowledge and skills related to inclusive practices, differentiation strategies, and creating inclusive classroom environments. By investing in the professional development of educators, schools can ensure that they have the necessary expertise to effectively implement inclusive education.

**Technology integration.** Explore the use of educational technology tools and resources to support inclusive education. Technology can provide additional means of differentiation, accessibility, and engagement for students with diverse needs. Research and identify technology solutions that align with the specific needs of mega high schools and provide training and support for educators to effectively integrate these tools into their instructional practices.

**Community engagement and outreach.** Foster partnerships and collaborations with community organizations, businesses, and other stakeholders to support inclusive education initiatives. Engage with local disability organizations, advocacy groups, and service providers to leverage their expertise, resources, and support. Community engagement can broaden the network of support for inclusive education and create a more inclusive society beyond the boundaries of the school.

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