

**West Bolivar Consolidated
School District**



2015-2016

INCLUSION HANDBOOK

Best Practices/Procedures

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2015-2016 WBCSD Exceptional Education Team

McEvans

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Mrs. Mamie Green	Self-Contained Teacher
Mrs. Barbara Moore	Teacher Assistant
Ms. Marilyn Patty	Teacher Assistant
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Shaw High

Mrs. Gelkanah Reed	Case Manager, Transition Coordinator, Reading & Inclusion Teacher
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Ray Brooks School

Mr. Demarcus McKinley	Inclusion Teacher
Mrs. Georgia Robinson	Case Manager, Exceptional Education Team Leader, Self-Contained Teacher
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WBES

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District Office

Shelia Brown Supervisor of Special Services
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Dear Fellow Exceptional Educators,

Another beautiful school year has begun, and I hope each of you had a wonderful summer vacation! This is going to be an exciting school year for us! We have many challenges ahead of us as we strive to provide an optimal level of services to students with Exceptional Learning Needs. We are indeed up to the challenge as we have teachers who are so full of talent and promise and top notch students along with an impeccable team of parents, support staff, and leaders.

We have all of the tools necessary to provide students with (ELNs) Exceptional Learning Needs the opportunities to learn, grow, and prosper in their least restrictive environments.

The Exceptional Education Staff believes that all students deserve a quality education in a safe and nurturing environment. We will strive to provide the necessary supports to ensure that all students with Exceptional Learning Needs will successfully participate with their peers in the Least Restrictive Environment.

Thanks for all you do for the students of West Bolivar Consolidated School District. Have a spectacular school year!

For our children,

Shelia Hudson-Brown, Supervisor of Special Services

What is Inclusion?

Inclusion is part of a much larger picture than just placement in the general class within a school. It is being included in life and participating using one's abilities in day to day activities as a member of the community.

Inclusion is being a part of what everyone else is, being welcomed and embraced as a member who belongs.

It is being a part of what everyone else is, and being welcomed and embraced as a member who belongs. Inclusion can occur in schools, churches, play- grounds, work and in recreation.

Human beings, regardless if they happen to have a disability or not, have basic needs that must be met in order to feel fulfilled. The basic needs of food, water and shelter are necessary for us to exist. It's also easy to see that when you don't eat right or exercise it can adversely affect your health and capacity to function in other areas of your life. Having meaning and purpose to what you do and who you are, provides inspiration. Feeling useless or doing things that are meaningless, decreases motivation and self-esteem. A sense of belonging, being loved, having relationships and friendships with others enriches our lives. Feelings of loneliness and alienation can have a negative impact in all areas of our lives. Education helps meet the need to learn and grow and not remain stagnant, but as with any of our needs, if we focus on one at the expense of the others it does not maximize the overall quality of life. When all these needs are met in an integrated way, each area adds strength in the ability to achieve fulfillment in the other areas. Inclusion is about meeting all those needs, and maximizing a person's overall quality of life.

In school, inclusion does not occur by placement in the general class alone; rather it is a desired end-state. It must be created with proper planning, preparation and supports. The goal of inclusion is achieved only when a child is participating in the

activities of the class, as a member who belongs, with the supports and services they need. Inclusion is "not" a trade-off of supports and services for placement in the general class and is not a trade-off of achievement or individual goals. No matter where a child with a disability is placed, an Individualized Education Plan (IEP) must be developed around the child's needs. The IEP objectives must continue to be met in the regular class. The same applies to the related services a child needs, they must continue to be provided for in the regular settings.

The fundamental principle of inclusive education is the valuing of diversity within the human community.... When inclusive education is fully embraced, we abandon the idea that children have to become "normal" in order to contribute to the world.... We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging. (Kunc 1992, pp. 38-39).

**The regular class is not looked at as how it is,
but how it "can be"**

Inclusion in school requires a shift in the paradigm, instead of getting the child ready for the general class; the general class gets ready for the child. It's not a decision of zero or one hundred percent, but what ever balance that can be achieved to maximize meeting all of a child's needs. The regular class is not looked at as how it is, but how it "can be".

Adaptations are made to the materials, the curriculum and/or the expectations of the activities for the individual child, maintaining achievement of all individual and academic goals. The purpose isn't simply social or academic, but to meet all of a child's needs together where ever possible.

Through inclusive education children with disabilities remain on a path that leads to an adult life as a participating member of society. Meeting all their needs together increases their ability to achieve academic and physical growth to their potential, and it enhances their overall quality of life. Inclusive education teaches all children team work and how to interrelate and function together with others of different abilities. They learn to value diversity, see the ability of others to contribute, and it gives children a sense of unity.

☺ WE ARE AN INCLUSIVE SCHOOL DISTRICT ☺

What Does the Research Say About Inclusive Education?

Today, education is perhaps the most important function of state and local governments...it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity...is a right which must be made available on equal terms. We conclude that in the field of education, the doctrine "separate and equal" has no place (*Brown v. Board of Education, 1954*).

These same arguments, originally applied to race, have been repeated on behalf of children with disabilities, many of whom continue to be educated separately from their non-disabled peers despite legislation mandating otherwise (U.S. Department of Education, 2003).

There is a strong research base to support the education of children with disabilities alongside their non-disabled peers. Although separate classes, with lower student to teacher ratios, controlled environments, and specially trained staff would seem to offer benefits to a child with a disability, research fails to demonstrate the effectiveness of such programs (Lip sky, 1997; Sailor, 2003).

There is mounting evidence that, other than a smaller class size, there is little that is special about the special education system, and that the negative effects of separating children with disabilities from their peers far outweigh any benefit to smaller classes (Baudette & Algozzine, 1997; Lipsky, 1997).

Students with disabilities in inclusive classrooms show academic gains in a number of areas, including

improved performance on standardized tests, mastery of IEP goals, grades, on-task behavior and motivation to learn (National Center for Education Restructuring and Inclusion, 1995).

Moreover, placement in **inclusive** classrooms does not interfere with the academic performance of students without disabilities with respect to the amount of allocated time and engaged instructional time, the rate of interruption to planned activities and students' achievement on test scores and report card grades (York, Vandercook, MacDonald, Heise-Neff, and Caughey, 1992).

The types of instructional strategies found in **inclusive** classrooms, including peer tutoring, cooperative learning groups, and differentiated instruction, have been shown to be beneficial to all learners. For example, Slavin, Madden, & Leavy (1984) found that math scores for students with and without disabilities increased by nearly half a grade level as a result of working in cooperative learning groups.

Peer tutoring resulted in significant increases in spelling, social studies and other academic areas for students with and without disabilities (Maheady et al, 1988; Pomerantz et al, 1994). The use of graphic organizers, study guides and computer accommodations resulted in significantly improved performances on tests and quizzes for students with and without disabilities (Horton, Lovitt, & Berglund, 1990).

In addition, children with intellectual disabilities educated in general education settings have been found to score higher on literacy measures than students educated in segregated settings (Buckley, 2000).

Quality inclusive education doesn't just happen. Educating children with disabilities in general education settings with

access to the general education curriculum requires careful planning and preparation (Deno, 1997; King-Spears, 1997; Scott, Vitale, & Masten, 1998).

Research shows that **principals, special education directors, superintendents,** teachers, **parents and community members** must all be involved and invested in the successful outcome of inclusive education (Villa, 1997; Walther-Thomas, 1997). **Teachers - both general and special education** - must collaborate to create learning strategies and environments that work for all students.

West Bolivar Consolidated School District Inclusion Procedures

1. Each Exceptional Education Teacher has a schedule containing the names of the students who should be served during a specific period. Inclusion teachers must follow their schedule, and if for any reason, the inclusion teacher can not serve the students during the assigned time, they must notify the building principal or designee.

2. Inclusion teachers will meet with general education teachers who serve students with Exceptional Learning Needs, and inform them of who these students are and to review the IEP's (Individualized Education Plans.) This shall be done within the first 2-weeks of school. Inclusion teachers must obtain signatures from general education teachers acknowledging that they have reviewed IEPs, and received copies of the supplementary aids and services pages of the IEPs. Submit these signature pages and copies of students` supplementary aids and services pages to building principal within the first 10 days of school.

3. Inclusion teachers will monitor students weekly, and meet with general education teachers during grade level planning meetings at a minimum of one time per week. Inclusion teachers and general education teachers will use this time to make appropriate instructional modifications and accommodations to student assignments and lesson plans. Only one lesson plan per inclusion/general education teacher team will be needed, however, the lesson plan must reflect how classroom instruction will be modified to meet the needs of students with disabilities. Both teachers' names should be on lesson plan to document that both teachers developed plan.

4. Inclusion teachers will submit copies of minutes from team/co-planning meetings to the building principal with weekly.

5. It is imperative that Inclusion teachers stay abreast of best instructional practices and must participate in building level meetings and trainings.

6. Inclusion/ Speech language teachers must send home bi-weekly progress reports notifying parents of weekly grades, and behavior patterns. (In order for this to occur, general educators must keep grades up to date, and should be ready to present this information to inclusion teacher during co-planning meetings)

7. If a student makes below 70% on an assignment, teachers must maintain documentation showing that the accommodations and modifications listed in student's IEP were provided.

8. If a student makes below 70% during any 4 ½ week term, Inclusion teachers will schedule a meeting with parents, and all service providers to review IEP and the effectiveness of accommodations and modifications.

9. The WBCSD utilizes the following Inclusion service delivery models for students with IEPs.

➤ Monitoring and Consultative Services/Co-Teaching(Inclusion teacher provides a variety of supports including co-teaching, co-planning, assisting general education teachers in providing appropriate supports and services, monitoring students progress in the general education setting.) ****Inclusion teachers should not be utilized to hold classes that do not contain students with disabilities.***

➤ Pull Out~ Students may be pulled out for instructional interventions, supplementary aids and services if it is documented in the IEP. (for example, a student's IEP may state that he/she requires tests to be read, and the service location is the resource room with instructional support) ****This student will require pull out services.***

**** Students with Exceptional Learning Needs must receive core***

subject instruction from teachers who are highly qualified in those subject areas. (L.Arts, Mathematics, Science, Social Studies)

10. MSTAR teacher evaluation instrument will be used evaluate Special Education Teacher performance. The building Principal will be responsible for conducting evaluations in order to ensure that these procedures are being followed.



Poem from Parent of Child with Disabilities

Welcome to Holland **by Emily Perl Kingsley**

I am often asked to describe the experience of raising a child with a disability - to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It's like this.....

When you're going to have a baby, it's like planning a fabulous vacation trip - to Italy. You buy a bunch of guide books and make your wonderful plans. The Coliseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says, "Welcome to Holland."

"Holland?!?" you say. "What do you mean Holland?? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy."

But there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around.... and you begin to notice that Holland has windmills....and Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy... and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say "Yes, that's where I was supposed to go. That's what I had planned."

And the pain of that will never, ever, ever, ever go away...because the loss of that dream is a very very significant loss. But...if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things ... about Holland.