



***Inclusive Education  
for ALL of Our  
Students:***

*A Special Session for  
Duval County Public School Parents*

*Spring 2007*



# ***Student Success***



- ➔ The move to inclusive schools is a major step toward increased success for students with disabilities!



# ***Session Objectives***

1. Let's Begin with Your Interests & Concerns
2. What does inclusion really mean?
3. Why is inclusive education important to student success?
4. Parents' Perspective
5. DCPS's Action Plan for a Return to Home School Settings, 2007-08
6. How we will Make Decisions -- Child by Child
7. Final Q&A and Adjourn



# *DCPS Inclusive Education*

## The Context for our Meeting

- ➔ Beginning with the 2007-08 school year, elementary students previously served in some special education programs will be reassigned to their **neighborhood schools**. (*Superintendent Letter, dated March 2007.*)

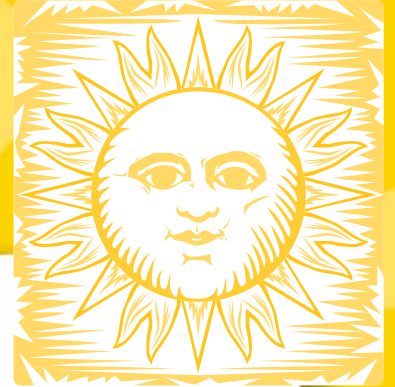


# ***DCPS Inclusive Education***

## **The Context for our Meeting**

- ➔ **Students returning to their home schools will include the majority of those who are currently eligible for and receiving services in programs for students with:**
- Specific Learning Disabilities
  - Other Health Impairments (academic)
  - Severe Language Impairments
  - Educable Mental Handicaps
  - Developmental Delays (Kindergarten)

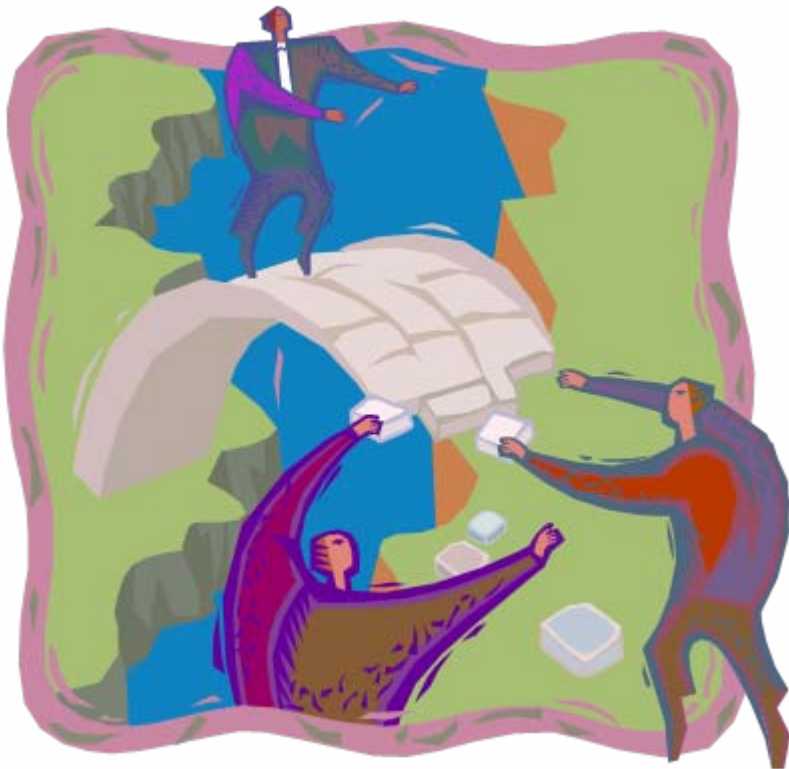
*(Superintendent Letter, dated March 2007)*



***1st:***  
***Your Interests and***  
***Concerns***

*Parent Participation Activity*

# ***Beginning with Your Interests***



- ➔ Working with a small group of parents around you, list **2 questions or concerns** you may have about inclusion and the move to home schools. List **2 positive aspects** about inclusion and home/neighborhood school participation.
- ➔ *Please use the paper and pens provided.*



# *Beginning with Your Interests*

What does inclusion really mean?

What will be done to prepare for this move?

How will individual decisions be made?

What are the advantages of this approach?

Questions about your child

Parent/School Contact Form



- ➔ At your table, select the top 3 questions you and your tablemates would like answered during this session.
- ➔ Post each question on the corresponding poster.
- ➔ If the question is about your child, please complete the Parent-School Contact page provided by the trainer. To protect confidentiality, a representative of the DCPS will contact you within 5 days.




**2nd:**  
***What does  
inclusion really  
mean?***

***Beginning with a  
Common Vocabulary***




# ***Inclusive Education means...***

- ▶ Students are educated in their home school and the general education classroom to the greatest extent appropriate
  - ▶ Expectations are high
  - ▶ Instruction is standards-based
  - ▶ The curriculum is the general education curriculum
  - ▶ Individualized supports are available when needed for the student to be successful
  - ▶ Decisions are made on the basis of student needs and not on the basis of labels and places
- 



# ***Standards for Meeting LRE (or Inclusive Schools) Requirements***

- ➔ Neighborhood school is an important reference point.
- ➔ General education classroom is the first consideration.
- ➔ Appropriate options are reviewed to make the general education classroom the most successful location for services.
- ➔ Services outside of the general education classroom are the last consideration.
- ➔ Instructional setting must be individually determined, student by student, therefore
- ➔ A “*full inclusion*” philosophy, (100% of the students 100% of the day in general education classrooms), violates the “individually determined” settings required by law.



# *The most important thing is...*

- ⇒ To reach decisions about the services and supports each student will receive on the basis of a **highly individualized, student-centered approach.**





# ***Inclusive Education***

➔ Is defined as a student-centered process that begins with the home school and the **general education classroom** in mind and determines the services and supports that the student requires to be successful in these environments.

➔ For some learning, the student may require services and supports **outside of the general education classroom** if it is determined that services and supports in the general education classroom are not sufficient to meet the needs.



# ***Inclusive Education***

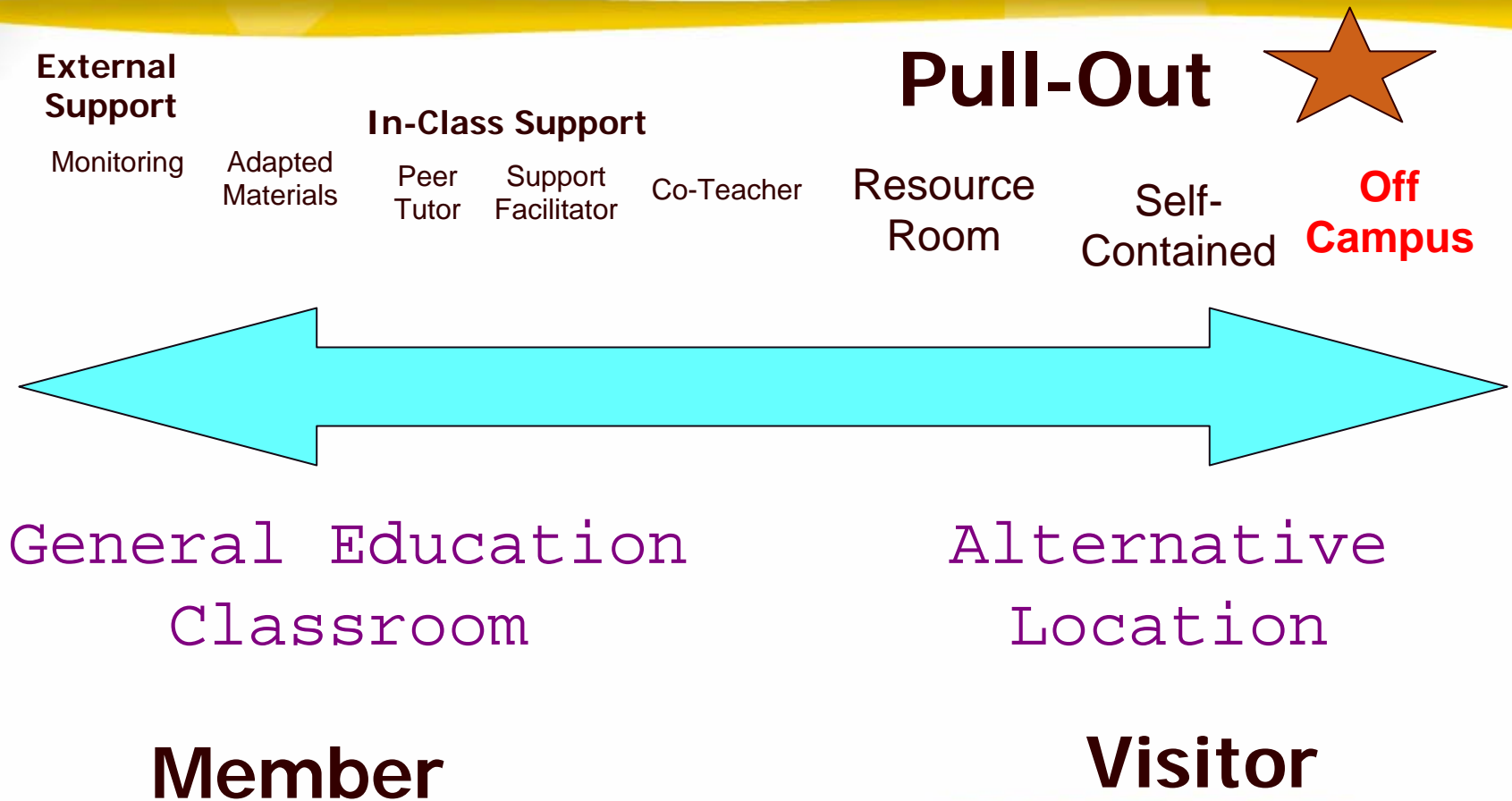
**AND..**

- ⇒ The possibility of returning the student to the general education classroom must be considered often.





# *Yesterday's Continuum of Services*





# Today's Continuum of Services



## In-Class Support

External Support

Monitoring

Adapted Materials

Peer Tutor

Support Facilitator


Co-Teacher

Specialized Support

Resource Room

Self-Contained

Off Campus



General Education Classroom

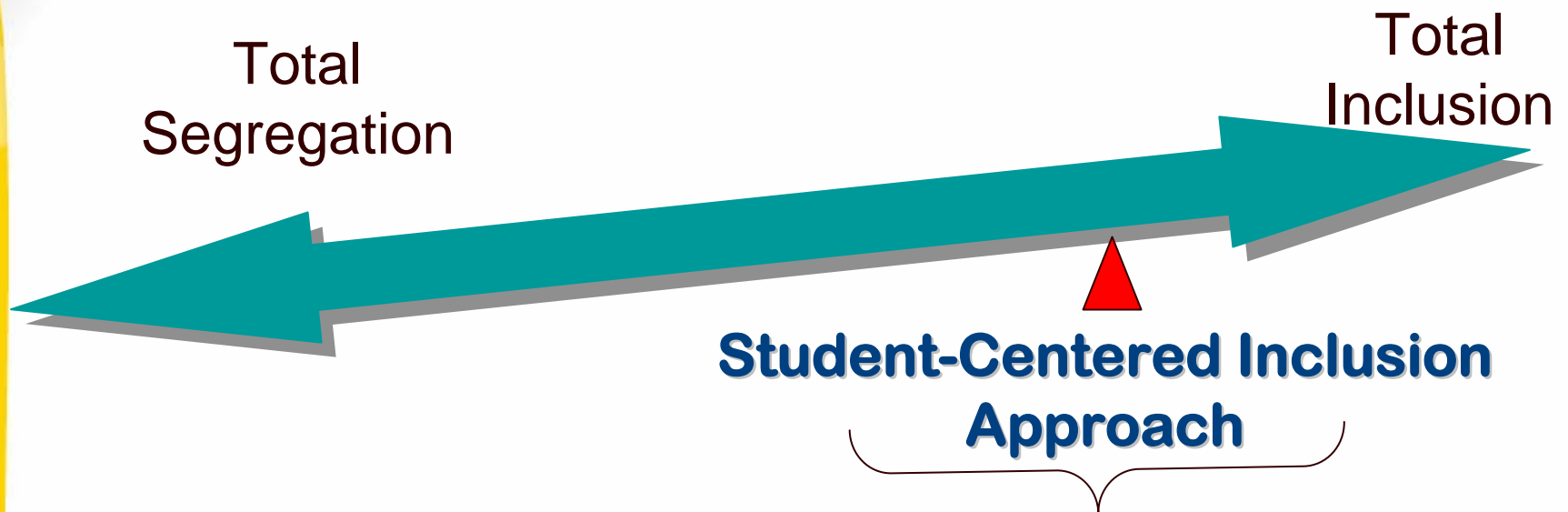
Member

Alternative Location

Visitor



# ***Equifinality: A Good Outcome***



**Based on the Home School and General Education Classroom as the Reference Points**

**Student by Student**

**Least Intrusive & Most Effective**

## *Special Education's Perspective*

***It began with this statement 32 years ago!***



**“To the maximum extent appropriate, children with disabilities, ...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.”**

PL 94-142 Section 612 through IDEA '04



*From 32 years ago  
to 2007*



Notice that this language  
has never changed.

Our capacity to implement it  
has significantly improved!

# *And Today...*



**Educators are much more knowledgeable of the kinds of support and services that students with disabilities need in order to be successful in the general education classroom.**

**There are:**

- Instructional accommodations**
- Curricular modifications**
- Assistive technology**
- Individualized supports, *and***
- *Many other options for success***



# *It's simple...*

Every student  
**IS** a  
general education  
student.

Some may need extra support  
but they are still general  
education students.





*It's simple..*

Inclusive  
education is  
about all  
students –  
not just those  
with labels!





# *It's simple...*

Any decisions about students with disabilities must include the supports and services that are necessary for their success.





***It's simple..***

Inclusive  
education does  
not mean  
dumping and...

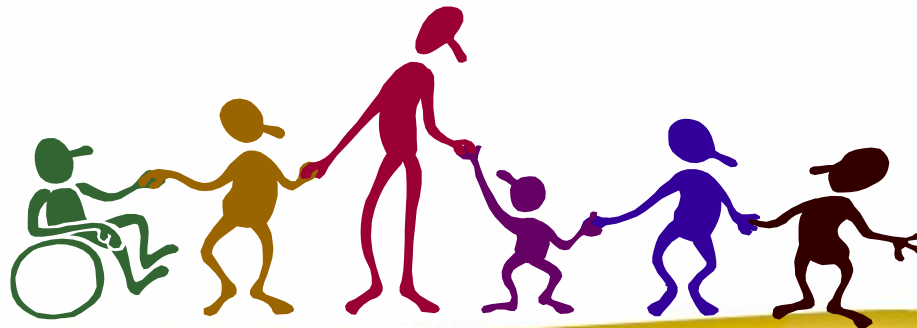




*It's simple...*

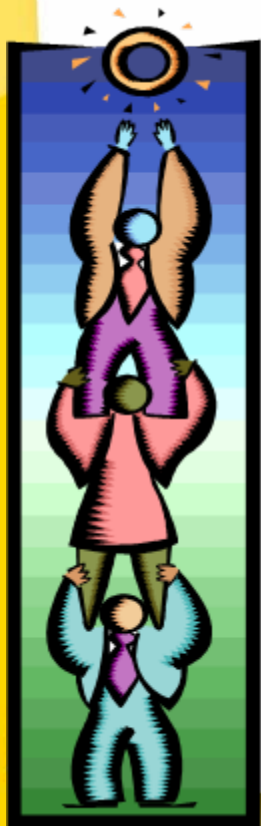
it does not mean....

100% of the students  
100% of the day in general  
education classrooms!





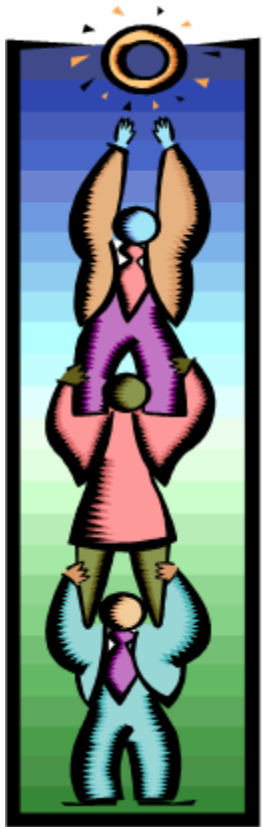
# *It's simple...*



With early and consistent exposure to the standards-based curriculum, high expectations and engagement in the general education classroom to the greatest extent appropriate, students with disabilities are far more **successful!** (*All sub-groups of students must achieve. NCLB, 2004*)



***It's simple...***



**Higher in-school  
achievement!**

**Increased  
independence after  
graduation!**




# 3rd: Why inclusion?

*How it is Aligned with Student  
Success and Successful Schools*



# ***Inclusive Education: A National Priority***

- 
- ➔ Inclusive education is not a Duval County or Florida-specific directive.
  - ➔ It is a *national* directive and federal monitoring of this indicator is mandated.
  - ➔ There is a strong educational basis and a strong legal basis for inclusive practices.
  - ➔ The debate is not “why” but “how” responsible inclusion shall be implemented.



# *Benefits of Inclusion*

“Empirical data tends to support the notion of *improved social skills* with inclusion, and paints a picture of generally positive acceptance of inclusion by both the regular classroom students and special needs students. In fact, *special needs students receive about 340 percent more social interaction in inclusion classrooms* than segregated classrooms (Ormsby & Deitz, 1994). This *increased social participation is likely the engine that powers the improvement in special needs students’ academic performance* in inclusion classrooms when compared to special needs students in segregated classrooms (Waldron & McLeskey, 1998). This belief is further complimented by the finding that peer tutoring tends to significantly increase the performance levels of special needs students (Sideridis et al., 1997).”

Wilde, C., Equifinality: parents’ and students’ attitudes toward a student-centered approach to integration. Education, March 2002.



# ***Specific Benefits of Inclusive Practices for DCPS Students & Families***

- ➔ **To enhance the opportunity for student and family involvement in neighborhood schools**
- ➔ **To enhance opportunities for access to grade level Sunshine State Standards**
- ➔ **To provide consistency between elementary and secondary education delivery models**



***4th:***  
***Parents'***  
***Perspective of***  
***Inclusion***


# *Study of Parent Attitudes toward Inclusion*



- ➔ Comments of 140 parents of students with disabilities were analyzed.
- ➔ The differences in attitudes appeared to relate to parent perceptions of their child's ability to benefit from the general education classroom.



# ***Reasons Given by Parents Who Are Supportive of Inclusion***

1. Improvement in the included child's academic or functional skills due to higher expectations or more stimulation.
  2. Benefits to general education students.
  3. Improvement in social skills.
  4. Convenience/family connection associated with neighborhood school placement.
  5. Philosophical or moral views regarding segregation as not representative of society they will live in.
- 



# Reasons Given by Parents Who Are Not Supportive of Inclusion



1. Beliefs that the child's type of severity precludes the benefits of inclusion.
2. Belief that inclusion would overburden general education teachers or students.
3. Belief that the curriculum of the general classroom doesn't match the included child's needs.
4. Concerns regarding potential lack of attention for the child.
5. Concerns regarding how the included child would be treated.
6. Belief that child should be with other children with similar disabilities.



**Reasons Given by Parents  
Who Are Not Supportive  
of Inclusion**



**Important!**

Each of these concerns can and will be addressed to ensure that your child's educational services are appropriate, allow him or her to make progress in school, and be included as a full member of the school community.



***5th:***

***Duval County  
Public Schools'  
Action Plan***

***2007-08***



# ***Inclusive Education is Important to Duval County Schools!***

Florida Accountability System



**No Child Left  
Behind, 2003**

Students in all subgroups  
must achieve.

**IDEA, 2004**

Least Restrictive Environment

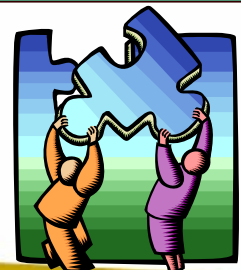
***Superintendent's  
Entry and  
Learning Plan***

***"Establish  
immediate and  
aggressive plans for  
moving high  
numbers of special  
education students  
into inclusion  
settings"***

Dr. Joseph Wise,  
January 2006

Board Commitments

- The academic success of every student in Duval County will be the top priority of the Duval County School Board.***
- The achievement gap will be eliminated in Duval County.***





# ***And there is more!***

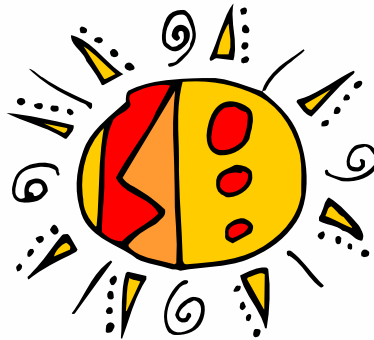
## **Charter**

Developing K-8 Education through Rigor, Relevance, and Relationships with Optimal Results

Outcome 3:

**“All students will be provided with academic interventions to accelerate achievement.”**

Milestone: SLD, OHI (academic), EMH students previously served in self-contained classes will be re-projected to their near school.



## **ESE Goal**

The goal of the Exceptional Education and Student Services Department is to increase the academic achievement, behavioral performance, and post-school outcomes of students with disabilities by providing effective instruction in the least restrictive environment.



# **Implementation Target** **Effective 2007-2008** **School Year**

- ➔ Students identified with special learning disabilities (SLD), other health impairments (OHI), severe language impairments (SLI), educable mental handicaps (EMH), or kindergarten students with developmental delays (DD) who **require academic support** through EE/SS services will be served in his/her neighborhood near school as the least restrictive setting (LRE) through the implementation of a full continuum of services and access to the general education curriculum.



# ***Which Students will NOT be Included in this Plan?***

- ➔ ***Typically***, students served in self-contained programs due to significant cognitive impairments, or who are in need of intensive behavioral support would not be considered for implementation.
- ➔ For any student, LRE decisions are made by IEP team members familiar with the individual student and his/her unique needs.



# ***Timeline***



## Step One: June 2006-May 2007

- ➔ To establish the climate and culture necessary to sustain the expected goal, on-going comprehensive training and planning must take place at each school.



# ***Timeline***



## **Step Two: October 2006-May 2007**

A commitment from district administrative leadership, at all levels, must be in place in order to move high numbers of exceptional education students to appropriate inclusionary settings. This commitment must be clearly reflected and operationalized in all district and school based strategic planning.



# ***Timeline***



## Step Three-January 2007

Current practice of placing SLD, OHI, SLI, EMH, and DD(K) students in ***district designated*** self-contained units will be discontinued. This continuum of services provided at home schools will be based on the individual needs of the students.



# ***Timeline***



## **Step Four-Spring 2007**

All SLD, OHI (academic), SLI, EMH, and DD(K) students, previously served in district designated self-contained units, will be “re-projected” to their near school for the 2007-2008 school year.



# ***Timeline***



## **Step Five-2007-2008 School Year**

All SLD, SLI, EMH, and DD(K) self-contained unit positions will be reassigned based on student support needs using a “unit allocation” model.



# ***DCPS Action Steps***

- ➔ Stakeholders-Awareness/Communication/Support
- ➔ Address Class Size Impact
- ➔ Ensure Facilities are Ready (Capacity)
- ➔ Adjust Funding/Budget
- ➔ Complete Staff Realignment so personnel are in place to support students
- ➔ Provide Professional Development for Stakeholders
- ➔ Plan New Transportation Routes and Special Needs



## *Eligibility for Transportation*

- ➔ All students who live more than 1 ½ miles from their school will be able to ride a school bus
- ➔ All students who live less than 1 ½ miles from their school will be considered walkers or car riders



# ***What About the Bus Stops?***




- ⇒ Students will ride the bus with the other neighborhood children
- ⇒ Students will meet the bus at established stops in the neighborhood – it is suggested to be at the stop 10 minutes prior to pick up time
- ⇒ The bus will not be picking up students in front of their homes
- ⇒ Parents / guardians are responsible for insuring the safety of their children to and from the bus stop



# ***Finding Out About Buses and Stops***

There are several ways to get information:

- ➔ Bus routes and stops are listed on the District web site at [www.dreamsbeginhere.org](http://www.dreamsbeginhere.org)
- ➔ Call the District Transportation Department at 858-6200 to ask about the closest stop
- ➔ Call 381-RIDE two weeks before school starts to verify the location and time of the bus stop
- ➔ Each school will have bus information approximately two weeks before school begins



# ***Kindergarten Students***



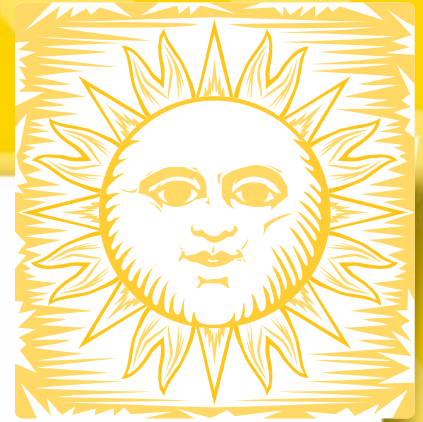
- ➔ Parents / guardians of kindergarten students should receive a letter from the school regarding dismissal information
- ➔ If you do not get one, call the school to ask for a letter
- ➔ You must make a choice for your child about your preference for the PM dismissal arrangement
- ➔ Be sure the bus driver has a copy of your letter



# ***Kindergarten Students (continued)***

## **Choices for PM dismissal arrangements:**

- ➔ Ride the bus and be met at the stop
- ➔ Ride the bus and walk home from the stop with someone
- ➔ Walk home alone from the stop
- ➔ Not ride the bus; enroll in Extended Day
- ➔ Car rider
- ➔ Walk home from school – either alone or with someone
- ➔ Other



*6th:*

*How Will Decisions  
Be Made?*



# ***Decision Making***

**Inclusion is an Individual  
Student-by-Student  
Process**


***And Parent Participation is Key!***



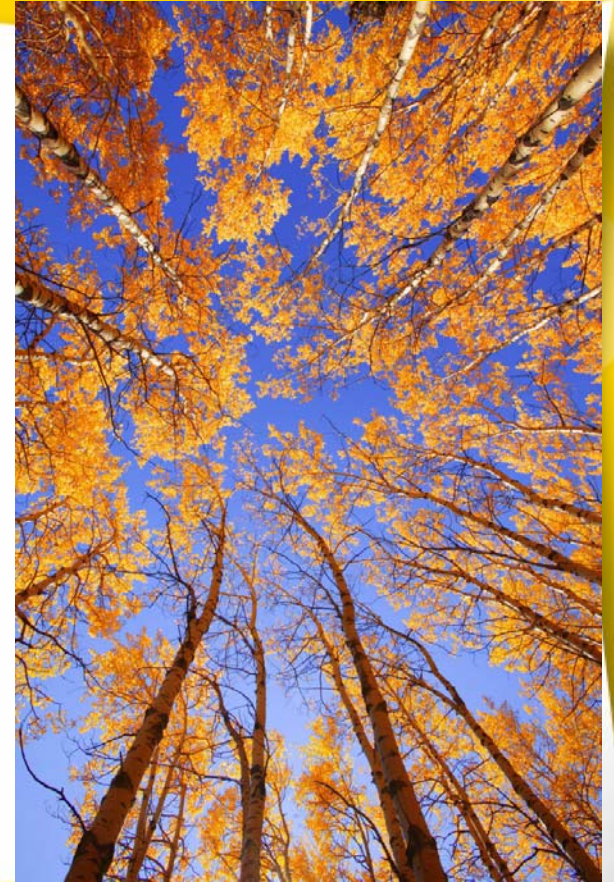
# *Decision Making*

- ➔ The Individual Education Plan for each child will be the guide for the decision making process.
- ➔ IEP Goals/objectives and accommodations and/or modifications within each subject area will determine the appropriate level of support.
- ➔ Supports can take place in a variety of educational settings throughout the school day/week and still be appropriate.
- ➔ Supports for students with disabilities are a service NOT a place.





***What does  
this  
mean for our  
children and  
family?***






# ***Parents as Partners***



*Collaboration with parents of students with disabilities is an essential characteristic of effective inclusive practices and positive outcomes for all of our children. Often the decisions are difficult and the path to success is littered with real and imagined concerns. With courage and commitment, we will make the right decisions today that will lead to a positive difference tomorrow!*

*Stetson and Associates, Inc. 2007*



**We greatly appreciate your  
attendance and look  
forward to the 2007-08  
school year and beyond!**

*Thank you!*