



Description:

Principal Lawrence: After the meeting with my superintendent,

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Description:

I set up an appointment with Mr. Sherman, the principal of Monet High School.

Notes: _____



Description:

I learned so much during my visit! For starters, a few years ago,

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Description:

Monet High's students with disabilities regularly scored poorly on their tests. Similar to what we did at Central Middle,

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Description:

Mr. Sherman instituted additional supports for both the teachers and the students—more professional development on instructional and behavioral supports, more intensive interventions.

Notes: _____



Description:

But he still wasn't seeing the kinds of improvement he wanted.

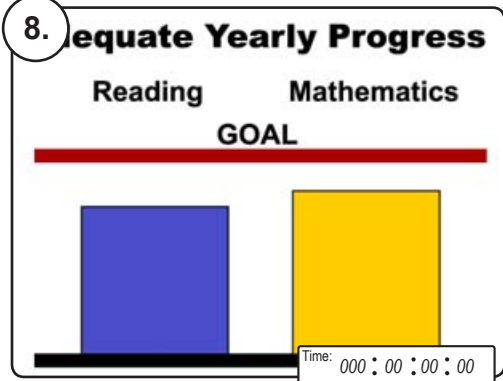
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Description:

Mr. Sherman: It seemed like the different initiatives we were implementing were fragmenting our program. For example,

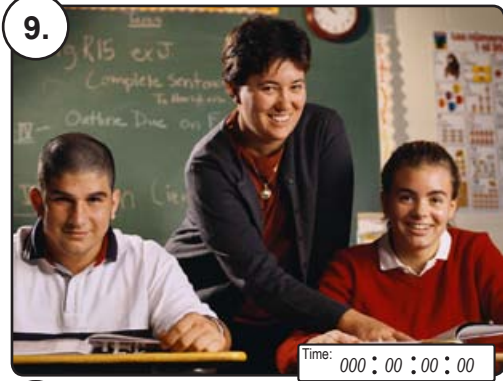
Notes: _____



Description:

we were so focused on our students' poor reading and math skills that we unconsciously began to isolate them when it wasn't necessary.

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Description:

We pulled our special ed students into separate classes with smaller teacher/ student ratios in order to give them more help. We instituted interventions and tutoring for other struggling learners, but that often took time away from academic courses.

Notes: _____



Description:

I'd been hearing this phrase—"access to the general ed curriculum"—that seemed rather obvious and self-explanatory. But it was more complicated than I realized.

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11.



Description:

We were, in practice, moving many of our students away from the general ed curriculum. What we needed to be doing—and what we're doing now—

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12.

- Interventions
- Differentiated Instruction
- Technology
- Accommodations

Time: 000 : 00 : 00 : 00

Description:

was to provide appropriate interventions in areas where they were struggling, but also to use things such as differentiated instruction, technology, and accommodations to support them so that they could stay in the regular ed classes with the same learning and behavioral expectations as everyone else.

Notes: _____

13.



Description:

As I investigated that further, I started learning about inclusion.

Notes: _____

14.



Description:

Principal Lawrence: For kids with disabilities.

Notes: _____

15.



Description:

Mr. Sherman: Actually, inclusion is for all students, making sure that everyone has the opportunity to participate in all aspects of the school experience.

Notes: _____

16.



Time: 000 : 00 : 00 : 00

Description:

Let's take a walk around the school; it's easier to understand if I show you what we've done.

Notes: _____

17.



Time: 000 : 00 : 00 : 00

Description:

Two students in this class have learning disabilities. Reading instructional materials is a challenge for them, as is the writing required to complete worksheets, reports, and tests.

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18.



Time: 000 : 00 : 00 : 00

Description:

So the social studies teacher provides them with multiple options for learning and for being tested on the information.

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19.



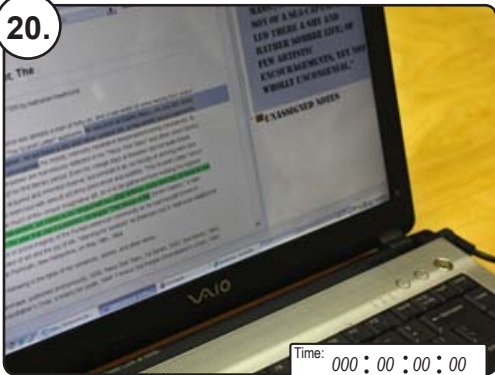
Time: 000 : 00 : 00 : 00

Description:

These two students are held to the same high expectations as everyone else, and they get support through

Notes: _____

20.



Time: 000 : 00 : 00 : 00

Description:

various technologies and accommodations that they need to be successful.

Notes: _____

21.



Description:

We realized that kids were being excluded in other ways. Students with disabilities in self-contained classrooms often sat together at separate tables in the cafeteria, as did our English Learners.

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22.



Description:

They didn't mix with the general student population, which limited their potential for making friends—such a crucial element in the high school experience.

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23.



Description:

Involvement in extracurricular clubs and activities was lacking. A large percentage of our school population comes from one low-income neighborhood.

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24.



Description:

Yet those kids weren't involved in after-school activities because they were dependent on the

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25.



Description:

school bus system; they had no way to get home if they stayed after school.

Notes: _____

26.



Description:

If they wanted to do football or track, they couldn't do it.

Notes: _____

27.



Description:

I was able to work with the city to have their

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28.



Description:

bus repeat its afternoon route to that neighborhood.

Notes: _____

29.



Description:

You wouldn't believe how participation rates in after-school activities have improved!

Notes: _____

30.



Description:

In the end, we realized that all of our students needed to be fully included in all school activities. We needed to provide them with access to the general ed curriculum, maintain high expectations, and give them the necessary supports to ensure success.

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31.



Description:

Our teachers needed to collaborate and accept responsibility for every student, regardless of whose class role or caseload they were on.

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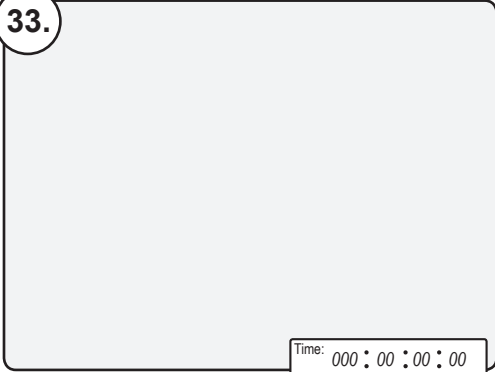


Description:

Inclusion applies to more than just the classroom. It applies to all aspects of the school—the hallways, the cafeteria, and extracurricular activities.

Notes: _____

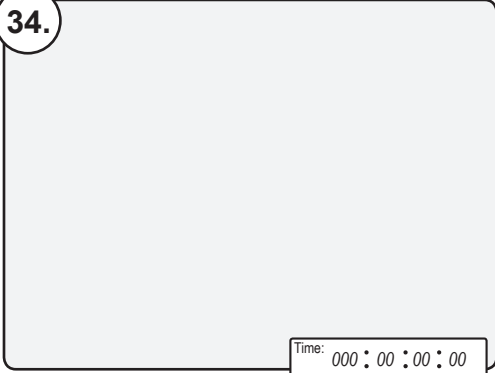
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Description:

Notes: _____

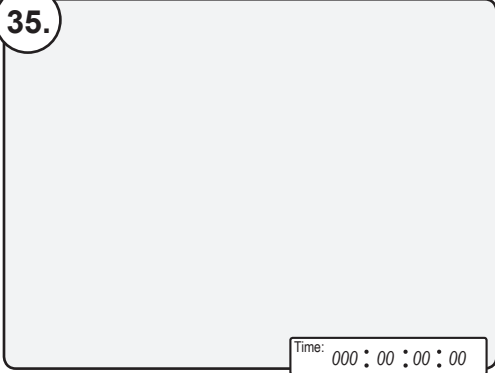
34.



Description:

Notes: _____

35.



Description:

Notes: _____

