BERKELEY UNIFIED SCHOOL DISTRICT

HANDBOOK FOR INCLUSIVE EDUCATION
SECTION I

INTRODUCTION

This handbook

6. Review district job roles and responsibilities for special education teachers, paraprotessionals, and related service providers based on

current best practices in the field, coordinating our efforts with personnel unions; 7 Secure in service training for district staff, students, and families based on identified needs; 8. Develop ahbraryot materials related to awareness of

What pssumptipns underlie inlusiv education?

The following statements provide the rationale for inclusive education:

• All students can learn.

• All students benefit from living, growing, and learning together throughout the formal education process.

• Effective schools should be effective for lstudents.

• The learning styles and goals of students vary widely in every general education classroom

• All students are entitled to have access to a variety of curriculum and instructional options, with adaptations and modifications necessary to meet their indIvidual needs.

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Collaboration between general and special education personnel draws on the expertise of both groups and is an effective method serving students with disabilities in the general education classroom.

• The success of all students isashared responsibility among all education personnel.

Questions Often Asked by General Education Teachers (These topics will be addressed in more detad later in the handbook.)

Why is this student in my classroom?

Itsthe natural environment for astudent to grow and develop with other children their age. In this environment, a students needs and goals can be met In meaningful ways. In addition, including students with appropriate supports and services exemplifies the principle of the least restrictive environment in the Individuals with Disabilities Education Act, l-D-E-A, which states that we should consider the regular classfirst for each student.

What will thØ5Ø students be learning?

They will learn to the best of their ability Just like everybody else.

What wilildo and how wilildo it?

Teach the student and make the

How is this different from what the resource SDØQI6IISt

• An understanding of the cultures and abilities

All benefit from:

New opportunities for collaboration among general and special education personnel through co-teaching, team teaching, small group instruction, etc.

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General Education Teacher In Incluelve Programa

Guidelines

The general education teacher, in collaboration with the other members of the IEP team, will be responsible for the following:

• making continued efforts to be informed of all his or her student& abilities and needs;

• acquiring information about inclusive education (for example, attending In service workshops, reading current literature, participating in conversations with other members of the IEP team);

• participating in IEP meetings and sharing responsibility for the implementation of LEP objectives;

• meeting periodically with other teachers involved in Inclusive educational programs;

home-school

• participating

corn

in student

munication; planning meetings arid transition planning meetings and helping to establish an efficient and effective process for

• establishing a climate of acceptance in his or her clas&oom and in the school;

• assisting in hinng and sharing supervision of instructional assistants when appropriate;

• exploring waysto include all students in all aspects of the curriculum and all school activities; and

• collaborating with special education support staff.

Inclusion Support Teacher

Guidelines

Under the supervision of the special education program supervisor and the school site administrator, the inclusion support teacher

• does extensive public relations and advocacy work initially to establish and maintain inclusive classrooms/sites (in collaboration

with the school site principal);

• collaborates with general educators and administrators as well as parents, instructional assistants, related service personnel, and

special education administrators;

• consults with and supports general educators;

• adapts general education curriculum across grade levels, provides alternative curriculum and written instructional programs;

• trains and supervises instructional assistants who are dispersed in several locations;

• provides direct instruction to heterogeneous groups of students including general education students;

• acts as the team coordinator for individual student instructional programs and teams;

• assumes duties at the general education site as a priority including attendance at faculty meetings, staff development days and

other site committees/duties.

• demonstrates tolerant, accepting attitude toward all students and communicates respectfully and effectively with students and other

staff members;

• demonstrates a commitment to provide the assistance needed for students to be successful members of general education

classrooms.

• uses strategies to facilitate social relationships and develop formal support wellof social to

Instructional Assistant - Special Education in Inclusive Programs

jlIn

Under the direct supervision of the inclusion support teacher and relevant general education teachers, the instructional assistant

community

• implements

settings;

instructional procedures and records evaluative student performance data in general education classes and

and

• facilitates

their nondisabled

and supports

schoolmates;

social interactions and fosters the development of positive relationships between students with disabilities

• uses positive strategies to manage student behaviors in classroom, school and community settings;

• assists other instructional team members (i.e., teachers and therapists) with adapting general education curriculum;

• supports and supervises heterogeneous groups of students, including general education students;

• teaches lessons to small groups of students with varying ability levels;

as

• works

a member

collaboratively with other team members (i.e., teachers, therapists, parents, and administrators) to provide direct service and of student planning teams;

• supports students to be active participants on field trips and school assemblies or productions;

• assists all students by modeling appropriate behavior and attitudes and providing emotional support and general guidance;

• as appropriate, assists with or provides health care to students under the direction of the specialized health care nurse;

• performs clerical duties as needed;

• attends meetings and participate in in-service training as assigned; and

• demonstrates a tolerant, accepting attitude toward all students and communicates respectfully and effectively with students and other staff members.

integrated Related Servlces* In Inclusive Programs

Guidelines

Under the direct supervision of special education administrators and in collaboration with general education and inclusion support

teachers, the integrated related services specialist

conducts collaborative screenings and evaluations;

• participates as a member of multidisciplinary teams to develop, implement, and evaluate the effectiveness of student objectives;

• collaborates on the use of assistive technology (e.g., identification of appropriate hardware, software, and adaptive equipment);

• when appropriate, assesses to identify an alternative or augmentative communication system and assist the team to develop,

implement, and evaluate that system;

• plans, adapts, and provides curricular and

SECTION III IMPLEMENTATION OVERVIEW

A. GETTING

3. FACILITATING SOCIAL INTERACTIONS, DEVELOPING COMMUNITY

Schools are institutions of soclaftzatlon,

a place where students learn and practice the sklils needed to hve and work with others in We outside of school.

Ihis is no different for students receiving special

C. COLLABORATIVE TEAMS

Listed below

Positive

are some

outcomes

team

for

models

included students are related to the collaborative efforts of the parents, special education and general education staff involved. arid key components to collaborative support for students.

The team that designs

ECTION IV-POLICY PROCEDURES

. AGREEMENT WITH BERKELEY FEDERATION OF TEACHERS

in order to clarity the roles 01 individuals Involved in collaborating to educate students with severe disabilities and to develop a procedure to be followed to

nsure that students were placed in general education programs with the necessary supports in place, the following guidelines were drafted and agreed upon by

3erkeley Federation of Teachers arid school district administration representatives.

4ay25, 1994

The following are procedures that shall be followed prior to the placement of a student identIfied as needing special educational services and who

xperiences severe disabilities, who isto be included and supported in ageneral education dasaroom or program observIng the full inclusion guidelines..

Full Inclusion GuidelInes

Irticle 13.4.Q

I. At the IEP meeting where change of placement is determined, a general education teacher, principal and/or program supervisor, special education teacher,

riticaI related service provider(s), parent and any other appropriate personnel shall be present.

2. If the IEP team makes the placement decision for lull inclusion, then th. following shall occur:

A. When and it any of the following are deemed necessary by the team, an emergency plan will be developed regarding:

1. evacuation and communication in an emergency

2. special medical procedures

3. extremely disruptive or injurious behaviors

to self or others

B. All relevant staff, including related service providers, general education teacher(s), and the site administrator shall receive trainlrio on “Inclusion”, as well as

ipclfIc Information on the needs of the student Involved (relative to hislher particular disability). This Information will be provided just prior to

lacement as well asthrough formal planning meetings (at 1-2 month intervals) for the duratIon of placement in a particular class/grade. Information will include the

iohts. roles, and resoonsibilities of each team member, and how the IEP will bells beinQ lmolemented.

See Specialized Health Care Manual

C. There shall be a special education teacher with pooroDripte certification assigned to the student asthe student’s case manager.

D. The student’s planning team, i.e., the parent(s), general education teacher(s), special education teacher and any other relevant staff, e.g., related service

provider(s) and or any instructional assistant, shall have the opportunIty to conference prior to placement, asthere is interest.

E. At 3 weeks (or another mutually agreed upon time) following placement, the student’s progressshall be discussed in a(as well as in subsequent) planning

meeting(s)

most

fr I

appropriate

he general education

by the individual

students

student

in the receiving class shall receive Information about inclusion and ability awaren•aa, in the manner determined 5 planning team.

G. A support schedule will be developed by the team and followed for the student within the first twoithree weeks of school, based on the particular needs of the student involved. Supports will be determined by the Individual students planning team, and Include (but not limited to) any combination 01 the following: curricular adaptations, material supports, natural supports, e.g., peers; andlor extra adult support, which may be provided by any or all of the following persons: a certificated special education teacher, related service (s), an instructional assistant, andior a student teacher or practicum student or another volunteer, under the supervision of the special education teacher.

H. When deemed necessary by the individual student’s planning team, adaptatIons to the curriculum will be made on an ongoing baals through out the duration of the school year as determined during individual student planning team meetings. This is a responsibility that is shared between team members with primary responsibility for adaptations with the special education teacher.

I. Compensation for time beyond the duty day for consultation, IEP planning, assessment and conferencing shall be granted under Article 14, Section 14.42. (See Article 11.6.201 Collective Bargaining Agreement>

J. A trpn;itlpn plan shall be developed for fully included students as they move up through grades with their chronological-age peers; to include at least provision of information in astimely a manner as possible to the receiving general and special education teacher(s) and site administrators.

3. No placement shall occur unless the procedures outlined above are implemented and the roles and responsibilities of the educational staff are articulated.

B. CLASSROOM-RELATED POLICIES

1. ITAS

then

Fully

arrangements

included students

can be

are

made

not automatically exempt from taking ITAS and other national standardized tests. It you wish a student to participate, through Special Education.

2 Report Cards

be

Report

appropriate

cards should

to complete.

be done

You

jointly

might

by the inclusion support teacher and general education teachers. Only certain portions of the report card may consider attaching acopy of the IEP goals and objectives and note progress toward meeting those goals. 3 Photo Permission

You will need to complete a photo release for the included student each school year.

4. Parent-Teacher Conferences

education

Parent -teacher

classroom

conferences

teachers

should take place in the same manner as for any other student. Both inclusion support teachers and general should attend.

5. Field Trips

Students who are truly class members will be able to go on whatever trips their classmates attend. In the planning stages, support staff

hould work with general education staff to be sure selected destinations are physically accessible. Support staff should also get an idea ot what will

iappen on the trip and ensure that the student with special needs can participate in