

FULL INCLUSION

The Individuals with Disabilities Education Act (IDEA) requires local education agencies to ensure “that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In order to implement successful inclusionary practices, the use of supplemental aids and services is essential. Supplemental aids and services may include but are not limited to, case management, a collaborative team process that includes general education as well as special education staff members, structured peer support programs, specialized equipment and technology, curriculum adaptations, modifications and accommodations and appropriate training to general education and special education staff.

The determination of the supplemental aids and services required to support students with disabilities, both severe and non-severe, is made by the Individual Education Plan (IEP) team based upon appropriate assessment information. The focus of the IEP team is to provide eligible students a free and appropriate public education in the least restrictive environment. The IEP team consists not only of school district representatives, but also the student, the student’s parents or legal guardians and any representatives of the student and student’s parents or guardians.

It is critical that regular and special education staff collaborate closely in order to successfully include students with disabilities across areas of the school day and in school activities. The students must have access to and participation in chronological age and grade appropriate school activities as well as all activities that are school based and includes “all students”.

Support for Inclusion is most successful when the following steps are present.

1. Supportive Administration (site principal as well as district administration)
2. Supportive regular education teachers
3. Availability and support by other professionals, (e.g. speech and language specialist, special education teacher, paraprofessionals).
4. A team approach, including the student, student’s parents or guardians and representatives, which allows for decision making among all parties.
5. Environment flexibility and instructional options in more than one setting as needed.
6. Students are treated in a manner that focuses on abilities rather than disabilities and does not focus on pre-conceived notions or fears about disabled students.

Additional support for Inclusive Education:

1. Students shall be included in chronologically age-appropriate general education classrooms and attend their neighborhood or community schools as determined by the IEP team.
2. Students move with peers to subsequent grades in school.
3. The Special Education and general education teachers collaborate to ensure that...
 - a. The student's participation as an active, member of the class.
 - b. The systematic instruction of the students IEP goals and objectives.
 - c. The monitoring of student progress across domains including, academic and social.
 - d. The adaptation and needs of core curriculum as identified in the IEP and/or materials, methods of instruction and methods of testing (verbal and written) to facilitate student participation and learning.
 - e. The student's participation in class activities, including field trips, assemblies and other school supported activities.
4. School personnel facilitate opportunities for interaction between students with disabilities and typically developing individuals.
5. Assessment Practices are consistent with State and Federal requirements and placement in the least restrictive educational environment.
6. Regular classroom teachers serving individuals with exceptional needs shall receive appropriate training on inclusion and mainstreaming opportunities. This will aid in appropriate placements in the least restrictive environment for students with special needs. Teachers shall receive mandatory training each year relating to the needs of these individuals. These programs are to be coordinated with other staff development programs in the district and county governing boards including school level staff development programs authorized by state and federal law.

Legal References:

EDUCATION CODE

Education Code 56345

Education Code 56460 and 56243

CALIFORNIA CODE

California Code of Regulations 3043

California Code of Regulations 3051

UNITED STATES CODE

United States Code Title 29 701 et.seq. Rehabilitation Act of 1973

Americans with Disabilities Act (ADA) 42 USC 12101-12213

CODE OF FEDERAL REGULATION

Code of Federal Regulations (CFR) 28 CFR 35.130 and 35.160

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