



**GREAT
THINGS
HAPPEN IN
INCLUSIVE
SCHOOLS**

CELEBRATION

Ideas

Activities and Resources for Schools,
Classrooms, and Families



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INTRODUCTION

The Celebration Kit is a resource for everyone who is committed to making their school more inclusive. It contains ideas for celebrating, reflecting, planning and taking action during Inclusive Schools Week and in the months and years that follow. The Celebration Kit contains the information, tools and resources you will need to plan a successful Inclusive Schools Week celebration and to help your school move forward from awareness to action.

What is Inclusive Schools Week?

Inclusive Schools Week is an annual international event celebrated the first week in December. It's a time designated to acknowledge the hard work and commitment of teachers, administrators, students, and parents in making their schools more inclusive and, thereby, significantly contributing to the development of a more inclusive society.

The Week offers a significant opportunity for educators, students and parents to engage in dialogue about inclusive education and to plan for the future. It is a time when schools and communities can begin or continue the journey toward providing a quality education to all children regardless of differences in ability, gender, ethnicity, language and health status.

Since the inaugural celebration in 2001, Inclusive Schools Week has been celebrated by tens of thousands of students, families, and educators in schools and communities in every state in the United States as well as communities across the globe. The Inclusive Schools Network and Stetson & Associates, Inc proudly sponsor *The Week*.

What are the goals of Inclusive Schools Week?

- Celebrate the progress of schools in educating an increasingly diverse student population
- Acknowledge the hard work and commitment of schools, families and communities in creating inclusive opportunities for all children regardless of disability, gender, ethnicity, language, health status, etc.
- Encourage reflection on how culture, policies and practices in schools can promote inclusive education
- Promote action to increase the capacity of schools and communities to meet the needs of all learners.

Why is Inclusive Schools Week important?

Inclusive Schools Week advances an international dialogue on the importance of building inclusive schools and communities, where all students have full access to educational opportunities.

Celebrating is important because it creates an awareness of the benefits and challenges inclusive schools face and brings the school community together in good spirit for a common purpose. It provides us a pause in our busy lives to reflect on where we are and where we are going. But celebrating is only the beginning. Reflection, planning and action are the elements necessary to understand the potential of inclusive education and realize its promise.

*A little reflection will show us that every belief,
even the simplest and most fundamental,
goes beyond experience when regarded
as a guide to our actions.*

--William Kingdon Clifford

OUR 2011 THEME

Awareness to Action: Moving Forward

Eleven years ago a few hundred people across the United States celebrated the first National Inclusive Schools Week, during the week of December 3-7, 2001. Today, tens of thousands of people around the world take part in the event.

The 2011 Inclusive Schools Week celebration highlights the importance of moving forward and taking our commitments to the next level to transform our schools into environments where all children learn together.

11th Anniversary Celebration Kit

This year's theme "Awareness to Action: Moving Forward" continues the dialogue started during the 2010 celebration about how schools can make progress on their journey toward excellence by following a path of reflection, planning and action. This year's Celebration Kit contains updated resources to plan a successful *Inclusive Schools Week* celebration and includes new tools aimed at supporting schools in the process of becoming more inclusive.

Highlights of the 2011 kit include:

- **"Moving From Awareness to Action"** This year you will find more feature activities including self assessments, planning guides, group activities, ideas and resources aimed at helping schools to get organized, motivated and ready to implement policies and practices that will support their move toward being more inclusive. The new activities in the 2011 Kit will build upon the awareness level activities from last year bringing schools closer to taking action and creating sustainable change.
- **Celebration Ideas:** Fun and educational ideas for promoting inclusive strategies in the classroom, school and community at tiered levels of implementation.
- **Think Global:** Ideas for learning about and connecting with inclusive schools across the globe.
- **Inclusive Education Resources:** Web-based resources aimed at promoting inclusive practices.
- **Media Kit:** The tools you will need to promote Inclusive Schools Week in your community.
- **Celebration Tools:** Use these tools to plan your Inclusive Schools Week Celebration.
- **Product order forms:** Send these forms home with students to get a discount on your Inclusive Schools Week product orders.

It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change. -- Charles Darwin

PLANNING FOR INCLUSIVE SCHOOLS WEEK

Getting Started

There are many ways to get your school involved in Inclusive Schools Week. Here are some ideas to get your started:

- **Convene** a planning team of faculty, students and family members. See the Planning Materials in the Resources section for ideas.
- **Create** excitement by hosting poster and essay contests or hanging a banner in your school lobby.
- **Promote** the week in your school and community by sending out a press release, announcing your celebration in local media outlets, posting updates on your school website, etc. See our Media Kit for examples.
- **Utilize** the following resources and materials to support your celebration and continuous efforts to promote and develop practices in your community.
 - ***Inclusive Schools Network website*** has a fresh new look and a wealth of new and innovative resources. It is the home of the Inclusive Schools Network and the place to find updated information about Inclusive Schools Week 2011 and to order new ISW products. Leading up to the ISW 2011 Celebration there will be weekly postings of ideas, events, and resources to support schools in planning their ISW activities at <http://www.inclusiveschools.org>.
 - ***Inclusive Schools Network News***, our electronic newsletter, will keep you informed and up to date on all of the activities and events planned for the Week.
 - ***The Celebration Kit***, available at <http://www.inclusiveschools.org>, contains everything needed to participate in the Week including planning tools, activity ideas and examples of how other participants across the globe are celebrating Inclusive Schools Week.
 - ***Promotional Items***: New products including new ISW Posters, a School Banner and some of our favorites: stickers, pencils, pens and other materials to help you promote your celebration of the Week. The purchase of these items also assists in underwriting the costs of supporting the Week as an annual event.

Guiding Principles

In order to get the most out of the ISW celebration, develop a set of guiding principles to help focus planning efforts. Here are some suggestions:

- Involve families, school faculty and students in the planning of ISW activities.
- Make certain ISW activities are inclusive and accessible to all. See the following section on Inclusive Celebrations for ideas.
- Pledge a commitment to moving from awareness level activities (ie: celebrations, parties, etc.) to activities that build knowledge, skill and create lasting change in the school and community. See the feature activity “Moving from Awareness to Action” for some exciting ideas, tools and resources to engage your school in reflection and planning activities.
- Reaffirm your school’s commitment to providing a quality education to all children.

Impact of a Well-Planned Inclusive Schools Week

A successful Inclusive Schools Week can motivate the school community. Faculty, families and students should feel empowered by their role in supporting the participation of all students in schooling.

Celebrating Inclusive Schools Week:

- Sends a message to the community that your school is serious about inclusive education.
- Jump-starts plans for initiating or improving inclusive educational practices in the school.
- Makes a positive impact on the overall environment in the school including more tolerance and acceptance of differences.
- Propels the school to new levels of inclusion.
- Solidifies the commitment to quality education for all students.
- Highlights the schools' accomplishments and plans for the future.

Inclusive Celebrations

Inclusive Schools Week offers a remarkable opportunity to spread the word about the benefits of inclusive schools. As you prepare for district, school, and classroom celebrations, it is important to ensure that the materials and activities are accessible to all members of the school and community. Encourage faculty members trained in special education and/or bilingual education to participate in the planning process to help make suggestions for providing access and accommodations. Examples of adapting materials and events include:

- Interpreter services for programs and events
- Printed material available in languages spoken in the community as well as in Braille
- Wheelchair accessibility to all events
- Assistive technology devices available
- Peer support or other support providers for people with disabilities who need physical and/or other kinds of assistance in order to participate.
- Schedule of events to coincide when working parents can attend.
- Culturally responsive events, activities and materials.

The ideas and activities included in the Celebration Kit can be adapted for use with a diverse group of participants. For additional information on adapting curriculum, please consult the resources section.

MOVING FROM AWARENESS TO ACTION

Prepared by Stetson & Associates, Inc.

With this year's theme *From Awareness to Action*, this Celebration Kit has been expanded to include several new resources. These resources are designed to provide options for schools to bring students, teachers, and parents together to review current successes and determine next steps toward improvement and expansion of inclusive practices.

This section provides the following tools:

- **Gallery Walk.** This activity will have everyone up and moving and thinking about the benefits of inclusive education, the accomplishments of the school, and recommendations for enhancing the various aspects of quality services. You will be able to choose a simple version of this activity or you may wish to take advantage of the more extensive options such as small group discussions, consensus building, and priority setting. You may choose to use the Gallery Walk for a special celebration of inclusive education during Inclusive Schools Week, during a parent meeting, a faculty meeting or for grade-level team or department meetings.
- **School Team Review Instrument.** This instrument is designed to provide schools with a self-assessment instrument to guide a review of current practices regarding inclusive education. This instrument is designed to be completed by the principal and a selected team of 4-6 faculty members. The purpose is to complete an initial review of inclusive practices and follow-up or periodic reviews to determine progress.
- **Faculty Survey of Inclusive Practices.** This is an excellent survey of perceptions and is useful to determine faculty attitudes toward inclusion and the extent to which practices are in place. This faculty survey is a companion to the School Team Review instrument or may be used alone.
- **A Parent Survey About Inclusive Schools.** Parents are key partners in successful inclusive schools. We have included a parent survey in this Celebration Kit because it offers a simple and objective way to gain information, suggestions and support from parents, guardians, and other family members. We hope that those of you who choose to use this survey will add questions of interest to your school and delete any that are not helpful. We suggest that you invite a group of parents to review this survey before it is sent and to make recommendations about additional or different questions. They will also be very helpful in recommending ways to increase participation and survey return. The perspective of parents significantly improve the value and impact of inclusive school efforts and activities.

- **Roadmap to Inclusion.** Schools across the United States and the World are in many different stages in their implementation of inclusive practices. Many schools are experiencing a high level of success while others are just beginning the journey. This tool, *Roadmap to Inclusion*, was designed to provide a list of possible implementation steps in longitudinal order. If you choose to use this instrument, you will easily be able to identify and celebrate your successes as well as identify next steps for the future.
- **Planning Format for Inclusive Education.** Finally, in keeping with our theme of “From Awareness to Action,” we have provided planning forms for six goal areas related to inclusive education and a blank format for any goal statements important to you and your school or organization. These planning forms are helpful to capture your improvement goals, tasks, personnel assigned, start and end dates and evidence of successful completion of each task.

From celebration to self-assessment to planning, these new tools offer a great way to begin *Inclusive Schools Week*! Enjoy these new celebration and planning tools. Commit to improvement goals and enter a new phase of inclusive practices in your school or classroom.

Stetson and Associates is an educational consulting firm with extensive experience in providing professional development and technical assistance to school systems interested in improving services to diverse learners in inclusive settings.

Gallery Walk

Gallery Walk is an activity that allows small groups of faculty or students to move around a learning area and respond, as a group, to a question, statement, or problem posted on a chart. The group response is generated through “brainstorming” after a short period of time and is recorded on the chart using a colored marker. All of the information posted on the charts is summarized and the key concepts are reported back to the whole group.

Poster Questions

Poster	Question
1	Name one characteristic of successful inclusive schools.
2	List one accomplishment regarding inclusive education your school, department, team, or classroom has achieved this year.
3	List one advantage students with special needs experience in inclusive schools.
4	List one advantage typical peers experience in inclusive schools.
5	List one topic a general and special education teacher should discuss as they begin a collaborative teaching partnership.
6	List one common misunderstanding regarding inclusive education.
7	Inclusion is like what school mascot and why?
8	List one way in which inclusive practices support school success for all students.
9	List one strategy for increasing an understanding of inclusive practices in the classroom.
10	Name one thing your school, department, team, or classroom can do to improve inclusive practices this year.

You may download and print these gallery questions to use during Inclusive School Week:
<https://www.box.net/shared/s0poxn1pzk>

Directions

1. Select a large room or hallway for this exercise.
2. Place 10 posters on the wall evenly spaced around the room.
3. Using a bright colored marker, label each poster from 1 to 10 and write the corresponding question or prompt at the top of the poster.
4. Divide the participants into groups of 3-5 and assign each group to a specific poster and provide them with a marker. Request that each group select a recorder to write their responses.
5. Provide the following directions to the participants:
 - a. Appoint a scribe for this task
 - b. Go to your assigned poster to begin the activity

- c. Read the question asked of you at each station, and as a group respond to each question. Take your marker with you.
 - d. Move to the next poster at the sound of the bell.
 - e. Do not repeat previous responses.
 - f. At the final poster, review all of the responses and prepare to summarize for the large group.
 - g. When you have completed all posters, leave your scribe at the last poster to summarize for the audience.
6. Allocate approximately 3-4 minutes for the teams to indicate their response to the first poster assigned.
7. At appropriate intervals, direct the teams to rotate to the next poster in a clockwise direction.
8. When the teams have had the opportunity to answer each poster ask them to select a reporter to remain standing by the final poster. The remaining team members can sit down.
9. Moving from poster 1 to 10, ask each reporter to read all responses to the question for the entire group.
10. When all posters have been debriefed, give each group or table 15 minutes to discuss their reactions to the activity. Here are some sample questions to guide the discussion:
 - What are your impressions of the status of inclusive education in our school?
 - Were there any surprises? If so, what were they?
 - What aspects of our inclusive practices can we celebrate and why?
 - Name three priorities for improving our inclusive practices.
 - What are our next steps?
11. If students, parents, or community members are present, perhaps you will want to group these participants into role-alike groups, asking them to respond to these debrief questions from their perspective.

Gallery Walk Discussion Guide

Participant Handout

Poster	Question	Notes
1	Name one characteristic of successful inclusive schools.	
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4	List one advantage typical peers experience in inclusive schools.	
5	List one topic a general and special education teacher should discuss as they begin a collaborative teaching partnership.	
6	List one common misunderstanding regarding inclusive education.	
7	Inclusion is like what school mascot and why?	
8	List one way in which inclusive practices support school success for all students.	
9	List one strategy for increasing an understanding of inclusive practices in the classroom.	
10	Name one thing your school, department, team, or classroom can do to improve inclusive practices this year.	

A School Team Review Instrument

This School Team Review instrument is to be completed by the principal and a selected team of 4-6 faculty members. We also recommend adding parents to your School Review Team. The purpose is to complete an initial review of inclusive practices and follow-up or periodic reviews to determine progress:

- At the school level to guide reflection and action planning to promote effective inclusive practices; and
- At the district level as a possible gateway activity for a more intensive evaluation of inclusive practices in the future.

This instrument is designed to provide schools with a self-assessment instrument to guide a review of current practices regarding inclusive education. Many consider inclusive education to be synonymous with the requirements for the provision of education and related services in the least restrictive environment. Decisions about instructional setting are determined on an individual student basis and while there is a strong preference for instruction in the general education classroom, the IEP team makes the determination of the appropriate location(s) for services. The emergence of the terms 'inclusive practices' and 'inclusive education' served to refocus national attention on this critical philosophy and practice for every student. The notion of inclusive practices is relevant for all students.

One underlying theme of IDEA regulations requires that the general education classroom serve as the reference point for planning for students with disabilities. While basic regulations have not changed, the past decade reflects a quantum leap in understanding about their intent and the strategies for achieving them. It is our collective challenge to bridge 'the knowing-doing gap' on behalf of all students. We believe that there is not a single indicator of excellence in this document that is not equally valid and critical for all students.

This instrument is an abbreviated version and is not intended to serve as a complete source of effective practices in inclusive schools. This condensed version minimizes the data burden of evaluation at the school level while providing sufficient information to make informed decisions regarding on-going improvement efforts.

School Team Review of Inclusive Practices

Date: _____

Principal		
Team Members	Name	Position

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School Team Review of Inclusive Practices

Note: This instrument refers to students with special needs. This term includes students who require or receive assistance through special education, Title I, or bilingual education.

Component: Legislative Standards	Yes	No	Comments
1. Students with special needs are educated in their home school. (i.e. Students are not sent to another school or schools due to a label or available space.)			
2. 80% of students with special needs spend a minimum of 80% of their instructional day in the general education classroom.			
3. Classrooms used by students with special needs (when specialized services are required) are comparable to the classrooms available for general students and are not stigmatizing with regard to location, appearance, or design.			
4. The percentage of students receiving special education services in your school mirrors state and federal statistics (8-12%).			
Component: Accountability for Results	Yes	No	Comments
1. The principal effectively communicates to all faculty that inclusive practices are expected in each classroom and across the school.			
2. Data regarding instructional settings, percent of time in the general education classroom, and student performance data is collected at least two times each semester.			
3. The data described above is reviewed by the principal and a faculty team at least two times each semester, decisions made, and actions are taken as a result of these analyses.			
4. Transitions of students from level to level are coordinated to prevent loss of forward progress.			
Component: Instructional Excellence	Yes	No	Comments
1. All students participate in the general curriculum framework for the district. A separate curriculum framework is not used for students with special needs.			
2. Instructional personnel use a variety of effective, research-based strategies to bring learning within the reach of all students.			
3. Instructional accommodations are used appropriately for all students who benefit from them.			
4. Curricular modifications are used for students who require them per their individualized education program (IEP).			
5. A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.			

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Component: Collaborative Teams	Yes	No	Comments
1. Special populations teachers are members of grade-level or subject-area teams.			
2. Common planning time is provided to support quality collaboration.			
3. General education and special populations teachers regularly plan together.			
4. Collaborative teaching partners in the general education classroom model positive working relationships. Teacher to teacher concerns are quickly and effectively addressed.			
Component: Responsive Staffing and Scheduling	Yes	No	Comments
1. Staffing and scheduling decisions are based solely on the needs of individual students through an objective, student-centered process. Decisions are not made on the basis of labels, places, or available services.			
2. In-class support options, such as co-teaching, support facilitation, and use of peers, are the predominant service delivery options for students with special needs in our school.			
3. No single approach, such as co-teaching, is used as <i>the</i> model for inclusive education.			
4. Scheduling for students with special needs is addressed before the master scheduling process.			
5. Resources are used effectively and efficiently. This includes proper selection, training, and support of paraprofessionals, non-categorical staffing, peer tutoring models, etc.			
Component: Social Opportunities and Relationships	Yes	No	Comments
1. Your school uses one or more formal strategies (PALS, Circle of Friends, Peer Buddies, etc.) for enhancing positive student relationships. These relationships are not left to chance.			
2. Parents are welcome and valued partners in the educational process in our school.			
3. Students with special needs are equal members of the school community and in-school friendships reflect this level of acceptance.			
Component: Leadership for the Common Good	Yes	No	Comments
1. School leaders explicitly discuss the expectation for collaboration, equity, and mutual respect among all faculty members.			
2. School leaders communicate that shared ownership for all students is a “non-negotiable” for all faculty members.			
3. School leaders incorporate an objective, student-centered process into staffing and scheduling decisions.			

Faculty Survey of Inclusive Practices

This is a survey of perceptions and is useful to determine faculty attitudes toward inclusion and the extent to which practices are in place. This faculty survey is a companion to the School Team Review instrument or may be used alone.

- Distribute to all faculty members.
- Determine your dissemination strategy to assure a high return rate.
- You may want to consider a brief faculty meeting or a grade level or departmental meeting with 15 minutes of protected time allocated to complete and turn in the survey.
- Be sure to specify a return date. Generally you should allow at least a week from receipt of the returned surveys to the completed final analysis.
- When you analyze these data, it is helpful to report results as percentages and also as mean scores with Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. With mean scores, you can easily compare results across survey questions and across groups. If you would like to receive the analysis template for this survey, please email pwilliams@stetsonassociates.com.

You may wish to include the following message with your survey:

Thank you for assisting your school in studying the success of inclusive services for students with disabilities. Simply place a √ in the box that best describes your opinion about each of the following questions.

Level:

- Early Childhood
- Elementary
- Middle School
- High School

Please indicate your position:

- Administrator
- General Education Teacher
- Special Education Teacher
- Paraprofessional
- Speech/Language Pathologist
- Diagnostician
- Counselor/LSSP
- Related Service

Faculty Survey of Inclusive Practices

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Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Inclusive education practices are an important component of effective schools today.				
2. General education students benefit when special education students are educated in the same classroom.				
3. General education students benefit when English language learners are educated in the same classroom.				
4. Our faculty has received sufficient training to effectively implement inclusive education.				
5. Teachers in our school understand that inclusive practices are expected in each classroom.				
6. Transitions of special needs students from level to level are coordinated to prevent loss of forward progress.				
7. The standards-based general education curriculum is the curriculum for all students in our school, including special needs students.				
8. I possess the skills to teach special needs students the standards-based general education curriculum.				
9. I have access to the curriculum guides and Teacher’s Editions for the grade(s)/subject(s) I teach.				
10. I am knowledgeable of the contents of each student’s IEP I teach.				
11. Our faculty uses instructional accommodations appropriately for any student who needs them.				
12. Our faculty modifies the curriculum for students with disabilities if specified in the IEP.				
13. Our faculty modifies grades for students with disabilities when specified in the IEP.				
14. I am confident in my ability to differentiate instruction to meet the needs of each student in my classroom.				
15. General and special populations teachers regularly plan together.				
16. Common planning time is provided to support quality collaboration.				
17. Collaborative teaching partners in the general education classroom model positive working relationships. Teacher to teacher concerns are quickly and effectively addressed.				
18. Staffing and scheduling decisions are based on individual student decisions and not on the basis of labels, places, or available services.				
19. In-class support options, such as co-teaching, support facilitation, and the use of peers, are the predominant service delivery options for special needs students in our school rather than pull-out services.				
20. Parents are welcome and valued partners in the educational process in our school.				
21. Special needs students are equal members of our school community and in-school friendships reflect this level of acceptance.				
22. School leaders explicitly discuss the expectation for collaboration, equity, and mutual respect among all faculty members.				
23. School leaders communicate that shared ownership for all students is a “non-negotiable” for all faculty.				
24. School leaders incorporate an objective, student-centered process into staffing and scheduling decisions.				

A Parent Survey About Inclusive Schools

Thank you for assisting our school in studying the success of our services for students with disabilities. Simply place a √ in the box that best describes your opinion about each of the following questions. In the last section, write any comments you would like to share with the school. Your assistance is greatly appreciated.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Our child's school provides quality inclusive services to students with disabilities.				
2. Our child is considered a full member of the student body in his/her school.				
3. All faculty members we have talked with seem to feel a strong sense of responsibility for all students, including students with disabilities.				
4. My child's general and special education teachers work together to plan and deliver his/her educational programs.				
5. I think that children benefit <u>socially</u> when special education students and general education students learn in the same classroom.				
6. I think that students benefit <u>academically</u> when special education students and general education students learn in the same classroom.				
7. My son/daughter participates in school sponsored after school activities (i.e., sports, clubs, etc.).				
8. My child has the same opportunity for participation in school activities that children without disabilities do.				
9. My child's teacher view me as a necessary partner in the success of my child in school.				
10. Students with disabilities are provided services that are only based on the needs of the child – not based on a disability label or available services.				
11. I am provided information about how to help my child develop friendships with his/her classmates.				
12. I am a welcome member of my child's IEP (Individualized Education Program) team.				
13. I encourage my child to participate in all IEP meetings and transition planning meetings, and when appropriate to lead these meetings.				

14. I think the following changes in services provided to students with disabilities are needed:

15. I think my child's school does a good job...

Roadmap to Inclusion

This self-check instrument was designed to provide principals, assistant principals, and faculty with a simple way to review current successes regarding inclusive education. It is also a format for identifying any practices that you believe should be part of your future efforts toward continued improvement of services to students in inclusive settings.

Getting Ready

Indicator	√
1. Examine your personal commitment to all students, including special population students.	
2. Review your campus profile data regarding Least Restrictive Environment (LRE) and your inclusive status.	
3. Review your campus data profile that identifies current effective practices regarding inclusive education.	
4. Using the data provided above, define inclusive education in the context of your school improvement plan.	
5. Develop a clear message to communicate to the total faculty that demonstrates your commitment to inclusive education and to providing the support needed by the faculty to make it successful.	
6. Discuss shared ownership of all students as a “non-negotiable” among campus practices.	

Reviewing Inclusion Basics

Indicator	√
7. Create your school-specific LRE continuum, noting the number and percentage of students with disabilities attending your school that are served across the points of the continuum.	
8. Identify the number and location of students who are currently receiving services on another campus who would typically be attending your school as their home school.	
9. Develop a plan of action to return these students, as appropriate, to your school at the earliest opportunity.	
10. Provide leadership for transitional planning both for the new students moving to your school and for those students who are leaving your school for another.	
11. Determine the shift of percentages of students you want to initiate in order to offer more inclusive learning environments for these students.	
12. Assure that Individualized Education Program (IEP) decision-making is centered upon educating the student in the general education classroom with supplementary aides and services with placement occurring outside the general education classroom only when it cannot be satisfactorily achieved due to severity or nature of the child’s disability.	

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Establishing System-Level Supports

Indicator	√
13. Meet with district support staff to articulate your specific needs in supporting inclusive education practices.	
14. Place your inclusive education efforts in the context of priorities for ALL students as part of your campus improvement plan (CIP).	
15. Identify the common elements of an inclusive school and the component(s) that require additional improvement on your campus.	
16. Assure that your current instructional initiatives and inclusive education practices are complimentary of each other and do not conflict.	
17. Implement a formal and effective process for transitioning students from one grade level to another, from campus to campus, and from campus to post-school environments.	
18. Monitor results of campus referral process regarding numbers of “do not qualify” and the reasons for these inappropriate referrals.	

Preparing the Faculty

Indicator	√
19. Conduct a faculty survey to identify current perceptions, attitudes and concerns relative to inclusive education. (See Page 17 for one version of a faculty survey.)	
20. Form a campus work group to analyze the data and to report the results to the faculty. This group should also solicit faculty suggestions for implementation.	
21. Meet personally with each grade level or department to determine the specific administrative and instructional support that is needed in order to engage the faculty in successfully implementing inclusive education. Make a list, implement as appropriate, and periodically review faculty perceptions of the adequacy of these supports.	
22. Conduct explicit discussions with faculty that underscore your positive position related to the education of students with disabilities and inclusive education practices.	
23. Model full acceptance of all students, including special needs students.	

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Establishing Collaborative Staff Relationships

Indicator	√
24. Assign all staff to grade level or subject area teams.	
25. Increase role clarity for all faculty members with regard to their role(s) in inclusive partnerships.	
26. Discuss the importance of special population teachers (Title I, ELL, special education, etc.) and their willingness to assume multiple roles in classrooms.	
27. Review your options for providing sufficient collaborative planning time and implement the most appropriate for your school.	
28. Provide training for all faculty in the best use of available planning time, including establishing faculty-wide norms for planning time collaboration.	
29. Monitor the implementation and use of collaborative planning time.	
30. Provide training to faculty regarding leading meetings, resolving conflict, and solving problems.	
31. Include all teachers of elective subjects and related services, when appropriate, as members of collaborative faculty teams.	

Increasing Instructional Effectiveness

Indicator	√
32. Review current information related to individual teacher effectiveness in the classroom, such as the information analyzed through benchmark testing, grade profiles, state/district accountability data, etc.	
33. Provide opportunities for all staff to become skilled in differentiated instruction and differentiated assessment.	
34. Ensure that the faculty understands the difference between accommodations and modifications and that they are all expected to apply these as appropriate for each learner who requires them for instructional success.	
35. Monitor the implementation of effective instructional practices and provide feedback and training where appropriate.	
36. Make certain that all teachers, including special populations teachers, use the general education curriculum and textbooks, with minimal exceptions.	
37. Ensure that instructional materials are age-appropriate and activity-based.	
38. Remove any inappropriate instructional materials from the classrooms, for example, mass-produced worksheets not correlated to the general curriculum.	
39. Implement a comprehensive school-wide behavior management plan.	

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Increasing the Amount and Quality of In-Class Support

Indicator	√
40. Increase the numbers and percentages of students with disabilities that participate in the general education classroom.	
41. Make certain that special education personnel move to the general education classroom to provide support to students with disabilities and their general education teachers.	
42. Form in-class support teams with self-selection of teacher partners if possible.	
43. Ensure that staff members have the opportunity for collaboration prior to their assignment as instructional partners.	
44. Implement a structured peer support program on your campus, when appropriate.	
45. Review the current use of instructional aides to assure that all instructional paraprofessionals spend at least 90% of their time in the classroom.	

Revamping Traditional Pull-Out Services *(for students whose needs dictate resources out of the general education classroom)*

Indicator	√
46. The general education classroom and needed aids and services were considered prior to a decision that a student will receive some of their services outside of the general education classroom.	
47. Instruction and services are structured to be specific, focused, and designed to return the student to the general education classroom.	
48. The need for continuing out of general education classroom services is reviewed frequently and on a regular basis.	
49. The standards-based general education curriculum is the curricular framework for instructional delivery.	

Making the Most of Campus Resources

Indicator	√
50. Provide training for paraprofessionals to enable them to assume their instructional support roles with competence.	
51. Provide collaborative planning time for teachers to meet with the paraprofessionals with whom they work.	
52. Assess the training and information needs of educators to ensure that their skills and competencies are continuously updated.	

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Developing the Schedule

Indicator	√
53. Include teachers and parents as decision-makers in staffing and scheduling activities.	
54. Identify grade level, content, and service delivery numbers for all students with special needs.	
55. Use an objective, student-centered staffing model. Do not use disability labels or available setting to determine placement.	
56. Provide additional workdays for relevant staff to prepare special staffing decisions/course requirements prior to start of school.	
57. Prepare the schedule for students with disabilities in advance of the master schedule.	

Involving Parents As Part of the Process

Indicator	√
58. Include a brief parent survey at the conclusion of each IEP meeting or other meetings for parents of special population students regarding satisfaction with services.	
59. Identify strategies to increase participation of special needs students in the general activities of the school.	
60. Engage in positive relationships with family members and invite their active involvement in planning.	
61. Communicate to faculty that the school wishes to eliminate possible adversarial relationships with parents. Provide training as needed.	
62. Identify adult behaviors that enhance positive relationships with parents and incorporate these in future staff development sessions.	
63. Include family members in planning social opportunities/extracurricular activities within the school setting.	

Sustaining Continuous Improvement of Inclusive Practices

Indicator	√
64. Maintain a clear and consistent definition of inclusion education across your school.	
65. Ensure that the total faculty understands and has a commitment to this definition.	
66. As new members of the faculty are added, implement a process for educating them regarding this common definition of inclusive schools.	
67. Maintain the practice of assigning staff on the basis of student needs rather than on the basis of disability label or available setting.	
68. Provide on-going staff development opportunities for all faculty members to enhance their skills in educating diverse learners.	
69. Establish a clear “non-negotiable” on your campus that all faculty members are responsible for all learners.	

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Planning Tool: Planning Format for Inclusive Education

This very simple planning format can be used to capture improvement goals, tasks, timeframes, and individuals responsible. If improvement goals are established through the gallery walk process or as a result of self-assessment, this form could be helpful in creating a written record of goals and activities. This is included to provide you with a planning form that should move discussions to action and change.

Planning Format for Inclusive Education

Goal for Improving Shared Vision for Inclusion	Action Steps:	Person Responsible	√	Resources Needed:	Timeframe:	Evidence of Successful Completion
	1.					
	2.					
	3.					

Goal for Improving Collaboration	Action Steps:	Person Responsible	√	Resources Needed:	Timeframe:	Evidence of Successful Completion
	1.					
	2.					
	3.					

Goal for Improving Instruction for Diverse Learners	Action Steps:	Person Responsible	√	Resources Needed:	Timeframe:	Evidence of Successful Completion
	1.					
	2.					
	3.					

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Goal for Improving In-Class Support	Action Steps:	Person Responsible	√	Resources Needed:	Timeframe:	Evidence of Successful Completion
	1.					
	2.					
	3.					

Goal for Improving Student/Peer Relationships	Action Steps:	Person Responsible	√	Resources Needed:	Timeframe:	Evidence of Successful Completion
	1.					
	2.					
	3.					

Goal for Improving Parent Partnerships	Action Steps:	Person Responsible	√	Resources Needed:	Timeframe:	Evidence of Successful Completion
	1.					
	2.					
	3.					

Improvement Goal	Action Steps:	Person Responsible	√	Resources Needed:	Timeframe:	Evidence of Successful Completion
	1.					
	2.					
	3.					

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CELEBRATION IDEAS

for Classroom, School, District and Community

The Celebration Ideas found in the 2010 Inclusive Schools Week Celebration Kit serve as practical suggestions for facilitating the inclusion of all students in a general education setting. As the diversity of learners within our classrooms continues to grow, the need to structure curricula, lessons, and activities that not only meet the needs of all students but celebrate the diversity among those learners becomes critical.

Whether students in your school and community are already sharing a common learning environment or you are just beginning to create an atmosphere of accessibility and acceptance for all, these resources will help to encourage and inspire movement toward a more inclusive community. The 2011 *Celebration Ideas* include activities and resources for educators, families, students, and community leaders who are committed to embracing diversity and providing access to learning for all students.

To assist you in planning for the Week, we have classified the activities into categories for classrooms, schools and districts, and communities. Within the categories there are three levels of implementation:

1. **Activities that Promote Awareness:** Activities in this section can help create awareness of the benefits of inclusive education. Awareness is the first step in promoting positive change. Once people are able to recognize the promise of inclusive education, they can begin to seek the knowledge and skills necessary to realize their goals.
2. **Activities that Build Knowledge and Skill:** Activities in this section reflect the importance of taking awareness to the next level—Action! Building the knowledge and skills of students, families, school staff, and members of the community increases the likelihood that inclusive practices will become integrated into the framework of the community.
3. **Activities that Influence the System:** Activities in this section reflect the importance of taking knowledge and skill to the next level—Change within the system! By changing the policies, procedures, and culture of our schools, positive advances in inclusive education will become an integral part of the community framework.

Classroom Celebration Ideas

The following ideas are geared toward implementation in classrooms. For more learning and fun, team up with another classroom in your school to put these ideas into action.

Activities that Promote Awareness

Activities in this section help create awareness of the benefits of inclusive education. Awareness is the first step in promoting positive change. Once people are able to recognize the promise of inclusive education, they can begin to seek the knowledge and skills necessary to realize their goals.

- Decorate your classroom with items that support academic development for all children. This can include learning supports such as pictures, large print letters, and clear directions to complete assignments. If there are children who cannot access this information from a distance due to a visual, physical, or other disability, make small copies of these items to be used at the child's desk.
- Expand your morning circle activity to include various modes of communication. Use sign language, foreign languages, and augmentative communication supports (including photos, pictures, and assistive technology devices, etc.) to support those students whose communication systems might not include spoken English, along with exposing other students to the variety of ways that people can communicate.
- Have students develop a list of the ways that people can communicate. Help them expand the list by discussing different forms of communication, including sign languages, foreign languages, assistive technology devices, etc.
- Establish a "Five Minutes for Friendship" ritual each day. Have students pair up with classmates on a rotating basis. Provide a topic for the pair to discuss for five minutes. Ask a few pairs to share their conversation with the class.
- Invite students who are not generally included into your classroom for one of your daily lessons. Try to expand these opportunities in your room and throughout the school.
- Ask students to create Inclusive Schools Week 10 Year Anniversary cards including reasons why they like being a part of an inclusive school.
- Ask related service personnel (occupational therapists, physical therapists, speech-language therapists, etc.) to include typically developing peers in the activities that they do with children who have disabilities in your classroom. Fun games that target the therapy goals of some students while including typically developing peers in the activity promote the inclusion of all students.
- Develop a morning greeting routine so that all children, including those with disabilities and English Language Learners, have the opportunity to communicate with each other at the beginning of the day.
- Assign all classroom tasks/jobs in pairs so that children who aren't able to complete a task independently don't feel that they always need a "helper." This encourages children to collaborate with each other to get a job done.
- Have students work in groups to come up with a blueprint or plan for an inclusive school. They can focus on areas including physical access, curriculum ideas, support strategies, etc. A poster session can be held during the Week for each team to highlight their ideas.

- Ask students to write about a time that they didn't feel included in a group. Talk about how it made them feel. Ask them how their experiences relate to anyone who is perceived as different and what challenges they might face in a school setting.
- Have students keep journals to regularly record their contributions to an inclusive school environment.
- Model ways in which students can approach and interact with others who may be different from them in some way. Role-play hypothetical situations in which the students have the opportunity to interact with a person in a wheelchair, a person who is blind, someone who speaks another language, or an individual from another religion or culture.
- Create art projects, such as "I am special" or "Great things happen in inclusive schools" buttons that the students can wear during the Week.
- Invite a guest speaker with a disability to speak about his or her experiences. Include a question-and-answer time for students.
- Invite students to write a list of all of their unique characteristics under a picture of themselves. Display student work during the Week.
- Have the class plant a celebration garden including flowers and plants with different characteristics. Ask students to describe how each is beautiful in a unique way. Students can write essays or journal entries on the ways the garden reflects the diversity of their community.
- Ask students to write and perform a play about accepting differences in others.
- Encourage students to write to Congress or a local elected official about inclusive education issues that concern them.
- Design a classroom mural to depict the students' perception of what an inclusive school and community looks like.
- Assign students to write an essay describing how to be a good friend. Have each student share their thoughts on kindness, acceptance, and friendship.
- Read and discuss poetry that focuses on creating and maintaining unity among different groups of people.
- Develop a class motto or mission statement that highlights the inclusive nature of the classroom.
- Implement a slogan contest: "I feel included when . . ." or "I feel included because . . ."
- Involve support staff (e.g., counselors, nurses, office staff, janitors, and related service staff) in classroom-based activities to create an awareness of their roles in the school community.
- Variations on a theme: Have students vote on a theme or issue related to inclusive schools that they would like to address during the Week. Integrate the theme into the major curriculum areas.

Activities that Build Knowledge and Skills

Activities in this section reflect the importance of taking awareness to the next level—Action! Building the knowledge and skills of students, families, school staff, and members of the community increases the likelihood that inclusive practices will become integrated into the framework of the community.

- Ask students to research technologies that can support students to achieve in school and in the community. Compile a resource guide for the school and district.
- Encourage students to study how the fields of science and technology have contributed to the lives of people with disabilities. Some examples are cochlear implants, assistive technology, wheelchairs, TTY, etc.
- Take time out to explore your students' interests. Ask students to identify topics that interest them and activities that occupy their non-school time. Try to incorporate some of their interests and likes into your classroom.
- Assign students to explore websites dedicated to Universal Design for Learning and technology in order to come up with ideas to improve access to information for themselves and others. One example is Teaching Every Student at <http://www.cast.org/teachingeverystudent/>.
- Ask students to complete a Learning Style Assessment. Host a classroom discussion about the various ways that people learn and why it is important to know how each individual learns the best.
- Make a commitment during the Week to try some new teaching strategies aimed at improving outcomes for all kids in your class. Incorporate active learning into your language arts lesson, take the students for an observation walk during science class, or act out the events in history that you are studying. The students will embrace learning while having fun.
- Incorporate the teaching of study skills into the classroom curriculum. These supports serve to increase the achievement levels of all students.
- Encourage students to use graphic organizers as tools to write essays/stories/projects conveying their thoughts and ideas about inclusive education. See the Resources section for links to sample graphic organizers.
- Have the class study the use of “person first” language when talking about people with differences in language, culture, and ability. The lesson includes a discussion of what personal characteristics you want people to emphasize when they refer to you. Each student can sign a contract committing to using person first language in their conversations and sharing this information with others in their family and community.
- Allow students to choose how they will demonstrate their learning on a specific topic. Encourage students to be creative and to be able to explain why they chose to be assessed in their respective ways.

- Assign a research project on culturally responsive educational practices. Ask students to make the connection between these practices and building an inclusive school.
- Each morning introduce students to a new word in American Sign Language. Encourage them to use the word at least five times during the school day.
- Teach students the proper way to provide assistance as a sighted guide to a person who is blind or visually impaired. They can take turns practicing on each other using a blindfold.
- Have students study the demographics of the school and community. Do the services provided adequately serve the needs of the community? What recommendations can be made to community leaders and local government?
- Ask the class to design a chart outlining the features of a store, restaurant, or other public place that would make it more accessible to people with disabilities. Collect data on local businesses that have these accessible features. At the conclusion of the project, present an award to the business that has the most accessible features.
- Have students research federal and state laws that protect human and civil rights. Research disability laws such as the Americans with Disabilities Act or the Individuals with Disabilities Education Act. How do they apply to their schools and communities?
- Instruct students to work in groups to assess the accessibility of the school and community for people with disabilities. What modifications can be made? Do the public buildings in the community offer access to people with disabilities? How many restaurants in the community offer menus in Braille? Is there a text telephone or TTY in the school (also known as a TDD, which stands for telecommunication device for the deaf)?
- Ask student groups to study the elements of universal design, a principle of architectural design that focuses on accessibility for all people. How do the concepts apply to their school and community? How can the concepts of universal design assist in fostering an inclusive environment?
- Have individuals build a model (either three-dimensional or on graph paper) of a classroom, school, or community that provides access for all people. List the features that contribute to it being an inclusive environment.
- Have students investigate the laws that protect people with disabilities in our country. Compare the findings to those of other countries.
- Ask students to research what the education laws state about inclusive practices.

Activities that Influence the System

Activities in this section reflect the importance of taking knowledge and skill to the next level—Change within the system! By changing the policies, procedures, and culture of our schools, it is more likely that positive advances in inclusive education will become an integral part of the community framework.

- Develop a list of ways that your classroom can be more inclusive. Set goals throughout the year towards realizing your ideal classroom.
- Organize the classroom to accommodate diverse learners. Consider lighting, placement of furniture, proximity of workspace to distractions, and availability of a broad range of materials and manipulatives (e.g., Braille books and books on tape).
- Engage your classroom faculty (teachers, parent helpers, assistants, related service providers, etc.) in a monthly gathering to discuss progress and to set monthly goals for becoming a more inclusive environment. Make it more fun by sharing responsibility for coffee and treats.
- Pilot a co-teaching model in one or more classrooms, pairing a general educator and special educator.
- Provide accommodations for all children in the class, not only those with disabilities. For example, during a pre-school circle time make adaptive chairs and positioning equipment available to all of the students whether they require the adaptation or not.
- Instead of creating a unit or lesson plan for a new subject area, ask your students how they would like to learn a particular topic. Have them work in groups to create a plan for learning and practicing the new content.
- Create a “Grab and Go” box that contains after school ideas that encourage learning, volunteerism, and goodwill projects. Each day upon dismissal the children have an opportunity to pick a surprise suggestion out of the box. Set up a reward system (pencils, posters, and stickers promoting the Week are a great idea) for students who successfully complete their task.
- Incorporate a lesson that highlights the work that UNESCO (United Nations Educational, Scientific and Cultural Organization) is doing toward promoting inclusive education around the globe. Find more information at <http://www.unesco.org>.
- Label items in the classroom with pictures, object cues, Spanish words, Braille, or any other symbol system that will support the students in the classroom.
- Differentiate instruction to target the learning styles of the children in your class. Identify learner outcomes on various levels so that all children can be successful.
- Develop a new lesson plan format to highlight the strategies you will use to meet the needs of diverse learners.
- Embed lessons on diversity and disability into already established units and lesson plans.

School-Wide Celebration Ideas

The activities found in this section can be implemented across grade levels and throughout the school building. By engaging in a school-wide celebration, students have the opportunity to experience the power of working together as a community.

In many places, schools are considered the heart of the community. They are a wonderful place to celebrate diversity and bring about awareness and acceptance of differences among community members.

Activities that Promote Awareness

Activities in this section can help create awareness of the benefits of inclusive education. Awareness is the first step in promoting positive change. Once people are able to recognize the promise of inclusive education, they can begin to seek the knowledge and skills necessary to realize their goals.

- Ask students to contribute to a list of “100 Things That Make Our School Inclusive.” Place a large bin in a common area of the school and have students write their ideas on paper and drop into the bin. When the count reaches 100 choose some of the contributions to share with the students during an assembly. Give prizes (e.g., pencils and posters) to the students whose ideas were chosen.
- Create a student-run planning team for Inclusive Schools Week. Have a faculty advisor guide the group to develop goals and strategies for celebrating Inclusive Schools Week 2011.
- Have a poster contest and/or essay contest using the theme “Great things happen in inclusive schools.” Display the art and literature work throughout the school and community.
- Create an inclusive school portrait to display in the school lobby. Have each student bring in a small photo of him- or herself for display in a large collage during the Week.
- Ask families, school personnel, and students to contribute their ideas to the slogan “Great things happen in inclusive schools.” Have a book or a box at the entrance of the school prompting people to answer the question “What are some great things that happen in our inclusive school?” Share the contributions with members of the school community during the Week through a newsletter or during a planned celebration.
- Highlight an “Inclusive Practice of the Week” in the faculty room.
- Make an inclusion quilt. Have each classroom design a square of material with words or a design that celebrates the Week. Ask one volunteer from each class to help put the quilt together. Display in the school lobby during the Week and throughout the year.
- During a staff meeting or professional development day, ask teachers to evaluate their rooms for accessibility. Have wheelchairs, blindfolds, white canes, earplugs, and other simulators available for them to use during this assessment. Provide a form for teachers to record their findings and allow them to share their plans to improve their classrooms with the group.
- Develop an Inclusive Practices Manual for the school. Ask teachers to contribute ideas, strategies, and tools that they have found successful in promoting inclusive practices in their classroom and throughout the school.
- Honor school faculty and staff committed to inclusive education at a luncheon.
- Make a daily PA announcement on a particular topic or theme that relates to the Week.

- Make a schoolbook that honors the diversity of your students. Have the book on display at the front office.
- Write a school song that highlights the inclusive nature of the school.
- Create school displays that promote the principles of the Week.
- Have all students and staff read a common book with an inclusive theme. Have school-wide or grade-level discussions about the book.
- Make a video for families highlighting your school's celebration of diversity. The video can be shown during parent-teacher conference night.
- Promote the Week via a parent newsletter, the local newspaper, school marquis, and/or the local community cable channel.
- Write a letter to school staff encouraging them to address inclusion at staff meetings, parent meetings, holiday concerts, student assemblies, and any other appropriate situations.
- Display student artwork and projects around the school. Projects might include life-sized paper dolls, the "what makes me special" essays, name histories, or family trees.
- Hold school-wide celebrations that include presentations on inclusive practices by staff and other experts, poster and banner displays, awards for inclusive practices at the school or in the community, student displays, and celebrations with food from many countries.
- Invite faculty and families of neighboring districts to your celebration activities.
- Ask each grade level to choose a different topic relating to inclusive education to focus on during the Week. Share resources, photos, books, and activity ideas in the school lobby and faculty lounge.

Activities that Build Knowledge and Skills

Activities in this section reflect the importance of taking awareness to the next level—Action! Building the knowledge and skills of students, families, school staff, and members of the community increases the likelihood that inclusive practices will become integrated into the framework of the community.

- Create a website that highlights the inclusive nature of your school. Have students and teachers work together to design the site, develop content, and act as webmasters. Make sure that the website is fully accessible (for more information, see the Web Accessibility Initiative website: <http://www.w3.org/WAI/>)
- Host a video, PowerPoint presentation, poster, or essay contest in your school on the theme of "How Technology Helps Me to Learn." Send us the electronic copies of the winning entries, and we will post them on www.inclusiveschools.org.
- Utilize time during faculty or team meetings to explore websites that have online tools to promote access to content. For example, visit the website of the National Library of Virtual Manipulatives, at <http://nlvm.usu.edu/>, and discuss how virtual manipulatives might be used with your curriculum to promote student learning.

- Have students develop a school brochure outlining all of the resources available within the school that support student achievement including technology, academic support (tutoring, study groups), counseling services, related therapy services, etc.
- Pair general education and special education teachers into teaching teams. Encourage each team to implement at least one lesson together during the Week. Challenge the teaching teams to continue this strategy on a regular basis throughout the school year.
- Host a professional development day focused on having teachers work together in pairs or small groups to brainstorm new and different instructional delivery methods. Ask each teacher to commit to trying out these new instructional strategies.
- Ask each grade level in the school to adopt an area of the school building to make it more accessible. Areas can include the cafeteria, mail lobby, gym, art room, main office, principal's office, etc. Encourage students to be creative in finding adaptations that are creative and monetarily feasible. Hold a mid-year celebration to highlight progress and share solutions.
- Host a brown bag lunch for community leaders and teachers to educate the school staff about different cultures represented in the community. Ask each community leader to come with some ideas about how the school can better contribute to the values and traditions of the community.
- Celebrate the life of Martin Luther King, Jr., during the Week (you don't need to wait until his birthday in January!) Host school forums and discussions about his mission of unity and peace. Ask students to contribute essays or speeches using Dr. King's famous starting phrase "I have a dream" and relating it to their dream about building a more inclusive school and community.
- Dedicate a school professional development day to instructing faculty on topics such as differentiating instruction, culturally relevant curriculum, and providing accommodations for learners with disabilities.
- Offer American Sign Language to meet the foreign language requirement or as an elective.
- Bring together grade-level and content-specific teachers to redesign curriculum to meet the needs of all learners. This includes looking at the accessibility of materials and developing accommodations and modifications to the curriculum.
- Invite school faculty to attend a monthly book club meeting with the goal of discussing literature about inclusive education, community building, and diversity.
- Have school faculty and staff watch instructional videos on inclusive practices during their lunch hour or after school one day per week.
- Ask teachers to invite their colleagues into their classrooms to observe and provide them feedback and ideas about additional ways to reach diverse learners.
- Encourage related service providers (speech pathologist, teacher of the visually impaired, occupational therapist, school nurse, etc.) to share information about their area of expertise and provide instruction on incorporating strategies that support children receiving special services in the classroom.

Activities that Influence the System

Activities in this section reflect the importance of taking knowledge and skill to the next level— Change within the system! By changing the policies, procedures, and culture of our schools, it is more likely that positive advances in inclusive education will become an integral part of the community framework.

- Host a post-election celebration at the school to honor elected officials who support diversity and acceptance in the schools and community. Ask selected officials to address the students on the importance of inclusive communities.
- Host a fund-raising event toward purchasing technology for the school to help support diverse learners. Use the resource in Celebration Ideas called "Inclusive Technologies" for ideas.
- Appoint several teachers and students to be inclusive schools ambassadors. Identify other schools in the district or surrounding communities who are also working to become more inclusive. Have your ambassadors meet with students in these schools to encourage their movement toward a more inclusive school environment.
- Introduce a new high school course or graduation requirement that involves students performing community service activities. Encourage or require students to define how their chosen activity promotes inclusive practices in the school and/or community.
- Set aside time during the month for teachers to observe classrooms in the school/district that have been successful in incorporating inclusive practices.
- Provide opportunities for co-teaching teams to mentor other prospective co-teaching teams through classroom visits, observations, sharing of resources, and informal planning meetings.
- Develop a position within the student government to represent issues related to building a more inclusive community.
- Develop a Welcome Center where new students and visitors can learn about the mission and features of your school, including its dedication to educating all students.
- Reserve common planning time each day for teachers to plan ways to differentiate their instruction to meet the needs of all learners.
- Have information about the school and community available in a variety of accessible formats, including Braille, as well as translated into foreign languages spoken within the community. Have sign language and foreign language interpreters on call for visits with families.
- Institute a required new staff training session focusing on introducing new staff to the inclusive environment and offer strategies and resources on inclusive practices.

Community, University, and Districtwide Celebration Ideas

Entire countries, as well as states, communities, universities, and school districts, have chosen to celebrate Inclusive Schools Week, thus contributing to the development of a more inclusive society. Organizations that choose to celebrate Inclusive Schools Week send a positive message to their communities about the philosophy and climate of their schools. Involving the community in a celebration serves to empower school-based staff, families, and students to move forward in their goal of creating more inclusive schools.

Activities that Promote Awareness

The activities in this section serve to create an awareness of the benefits of inclusive education. Awareness is the first step in promoting positive change. Once people are able to recognize the promise of inclusive education, they can begin to seek the knowledge and skills necessary to realize their goals.

- Create an "Inclusive Schools Action Committee" to guide school, district and community events supporting inclusive education throughout the community.
- Host a viewing of the documentary "A World for Inclusion" a film about the 2006 Convention on the Rights of Persons with Disabilities, in particular article 24 on education. Conclude with a discussion about the film and the role of inclusive schools in your district, the United States and throughout the world.
- Look for opportunities to highlight your school or district's inclusive practices at community events, such as town meetings, holiday concerts, art exhibits, local religious events, etc. Have students make buttons, posters, or other items to sell that will remind the community of the inclusive nature of the school, while raising money to support events promoting inclusive education.
- Sponsor a community essay contest using the theme of the Week. Have students write essays that explain why inclusive schools are important and how students with disabilities contribute to their communities in positive ways. Honor winners at an awards banquet.
- Create a DVD or video about your school district and community highlighting diversity and the commitment to inclusive education. Provide copies to new families entering the school district and to realtors who are encouraging new families to move to town.
- Promote the Week to community organizations (e.g., after school programs, senior centers, recreation centers, boys and girls clubs) and/or invite these groups to participate in the Week's activities to further build an inclusive community.
- Showcase materials around the slogan "Great things happen in inclusive schools" in local public buildings and community gathering places (library, town hall, community center, etc.). Photos, posters, essays, and other artifacts can serve to highlight the achievements of the district and its work toward being more inclusive.

- Approach a local television station with ideas about how they can highlight the events of the Week, such as interviews with district personnel, family members, and students; video tours of schools that promote inclusive education; or coverage of specific activities you have planned.
- Present the school board with materials that promote the Week, including stickers, posters, and pencils.
- Create window displays about inclusive practices in central office buildings.
- Encourage district-level personnel to volunteer in a school classroom to read a book about diversity or facilitate a discussion about inclusive communities.
- Organize an evening program inviting students, families, teachers, and community members to read their favorite books with inclusive themes.
- Show videos on various aspects of inclusion and hold discussions with students and faculty in local teacher education programs.

Activities that Build Knowledge and Skills

Activities in this section reflect the importance of taking awareness to the next level—Action! Building the knowledge and skills of students, families, school staff, and members of the community increases the likelihood that inclusive practices will become integrated into the framework of the community.

- Encourage local service and nonprofit agencies to host an Open House Day to encourage community members to become involved in local efforts through volunteerism and/or financial support. Recruit students to assist in the planning and implementation of this event.
- Invite a disability services coordinator from a local college or university to speak at a school or community event about the supports available to students with disabilities considering or ready to enter college.
- Encourage a local bookstore to highlight books that promote inclusive education during the Week. Invite an author or an avid reader to speak at a store-hosted event on the principles and benefits of inclusive education.
- Organize a meeting between school faculty and community after school program staff to discuss ways both programs can share ideas and strategies to become more inclusive.
- Encourage school faculty who have been successful in implementing inclusive practices to contact a local college or university to share information about classroom strategies as a guest lecturer.
- Ask school district personnel to attend professional development workshops on topics related to inclusive education. Have each faculty member develop an action plan to incorporate lessons learned into his or her own practice. Educators can share their ideas and the outcomes later in the year.

- Hold a symposium for the school board to provide information about the management and administration of inclusive schools. Invite school board members from area schools that are moving ahead with inclusive education to share their knowledge and experiences.
- Host a community meeting to educate local employers and other community leaders about how they can support transition-age students with disabilities by providing summer and long-term employment opportunities.
- Host a community forum to spotlight city or town amenities that are accessible to all. Invite the recreation department, local Girls and Boys Clubs, YMCA, YWCA, and other youth organizations. Ask the organizations to highlight the accessible features of their space and of the activities that they host.

Activities that Influence the System

Activities in this section reflect the importance of taking knowledge and skill to the next level—Change within the system! By changing the policies, procedures, and culture of our schools, it is more likely that positive advances in inclusive education will become an integral part of the community framework.

- Develop a formal partnership between the local school system and a local youth organization committed to inclusive education, such as the Boys and Girls Club, Girl or Boy Scouts, YMCA, and after school programs. Highlight this partnership in the community as a way to share resources and to broaden the scope of inclusive community practices.
- Create a Professional Learning Community in your school district, university or community focused on the use of technology to provide access. A great starting place for your exploration would be the Center for Implementing Technology in Education at <http://www.cited.org/>.
- Declare the first week in December as Inclusive Schools Week with an official school board or local government proclamation. Outline the activities that will be a part of the event.
- Encourage your community newspaper to include a regular column entitled “Great things happen in inclusive schools.” Have school personnel, families, and students contribute to the column by sharing experiences and ideas about inclusive education.
- Create a partnership with a local college or university to support student teachers with experience in inclusive education.
- Include information in all correspondence to families that interpreter services and Braille translation are available for all meetings and community activities.
- Create a volunteer diversity council comprised of school and community leaders, including student leaders. Begin by hosting a community forum to gather and prioritize ideas about how to make the community more inclusive. The diversity council can lead the campaign to address the issues outlined by the community.
- Develop an after school program for youth focused on gaining work experience. Have students volunteer their after school time to do internships at local businesses, especially for nonprofit

- and volunteer organizations. While gaining valuable work experience, students will be contributing to the local community. Ask local business leaders to act as mentors.
- Adopt a self-determination/self advocacy curriculum for middle and high school students.
 - Develop a community resource guide highlighting local businesses and organizations that provide accommodations enabling all people to access their services. This resource may include restaurants that have Braille menus, museums that provide interpreter services, and businesses that are wheelchair accessible.
 - Implement a family-school partnership model in the district.
 - Declare it a formal district priority to move toward educating all children within the school district at their own neighborhood school.
 - Create or review the district's mission and values statement to ensure that ALL children are represented.
 - Encourage the state legislature to declare the first week in December Inclusive Schools Week.
 - Refine recruitment policies to focus on hiring new teachers who value and have experience in inclusive education.
 - Present the results from a district-level assessment of the accessibility of the schools to community businesses and leaders. Develop a plan and identify funding sources to alleviate some of the physical and institutional barriers within the schools.
 - Include an update on the status of inclusive education in the district in all board of education meetings.
 - State the district's commitment to inclusive education on the school website and in all correspondence with the community.

THINK GLOBAL

RESOURCES THAT CELEBRATE INTERNATIONAL INCLUSIVE SCHOOLS AND COMMUNITIES

Background

While we are on our journey toward being more inclusive, it is our responsibility to recognize those in other places whose reality may be more, or even much less, inclusive than ours. By reaching out to schools, teachers, and students in different parts of the world, we have the opportunity not only to share our own knowledge, stories, and ideas but learn from the experiences of others who have similar goals.

UNESCO estimates that there are 140 million children in the world who do not attend school due to gender, disability, and/or socio-economic discrimination. According to estimates, approximately 90 percent of children with disabilities in developing countries do not attend school. Those who are attending school are often not receiving a quality education. This global realization underscores the international movement toward educating children who are marginalized in their communities due to disability, gender, socio-economic status, cultural heritage, or language preference. Several prominent government and philanthropic organizations, including UNESCO, the World Bank, and the Open Society Institute, are supporting projects that address inclusive education. By promoting an international dialogue among people and organizations who are promoting inclusive education, Inclusive Schools Week hopes to build bridges both in the United States and internationally toward a better world for our children.

Engage your students in an exploration of the following resources relating to international inclusive education. Each listed resource provides a link to a website filled with opportunities to gain new awareness, learn new skills and become involved in the global education community. Discuss groundbreaking international agreements (ie: Convention on the Rights of Persons with Disabilities) providing an opportunity to teach about human rights and education. Assign students a research project focusing on *Education for All* statistics on children across the world that don't have access to education. The possibilities are endless and the resources are here.

The Five Main Instruments Behind the International Inclusive Education Movement

The United Nations and much of the international community recognize five main instruments that power the international movement toward inclusive education.

1. The Convention on the Elimination of All Forms of Discrimination against Women (1979)

The Convention on the Elimination of All Forms of Discrimination against Women is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. (<http://www.un.org/womenwatch/daw/cedaw/>)

2. The Convention on the Rights of the Child (1989)

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political, and social. In 1989, world leaders decided that children needed a special convention because people under 18 years old often need special care and protection as apart from adults. The leaders also wanted to make sure that the world recognized that children have human rights as well.

The Convention establishes the basic human rights for children everywhere: the right to survival; the right to develop to the fullest; the right to protection from harmful influences, abuse and exploitation; and the right to participate fully in family, cultural and social life. The four core principles of the Convention are nondiscrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. (<http://www2.ohchr.org/english/law/crc.htm>)

3. Salamanca Statement (1994) on Inclusive Education

The Salamanca Statement and accompanying framework for action represent a worldwide consensus on future directions for the education of children with special needs. The statement affirms the right to education of every individual, regardless of individual differences, within the regular education system and the right of children with special educational needs to receive whatever extra support they may require to ensure their effective education. Governments and the international community are urged to adopt the principle of inclusive education among several other actions. (<http://www.unesco.org/en/inclusive-education/>)

4. The Dakar Framework for Action (2000)

The Dakar Framework for Action reaffirms the goal of education for all and commits governments to achieving quality basic education for all by 2015 or earlier, with particular emphasis on girls' education, and includes a pledge from donor countries and institutions that "no country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resources." (http://www.unesco.org/education/efa/ed_for_all/framework.shtml)

5. United Nations Convention on the Rights of Persons with Disabilities (2006)

The purpose of the convention is to promote, protect and ensure the full and equal enjoyment of all human rights by persons with disabilities. It covers a number of key areas such as accessibility, personal mobility, health, education, employment, habilitation, and rehabilitation, participation in political life, and equality and nondiscrimination. The convention marks a shift in thinking about disability from a social welfare concern, to a human rights issue, which acknowledges that societal barriers and prejudices are themselves disabling. (<http://www.un.org/disabilities/convention/index.shtml>)

Resources

World Report on Disability

The World Report on Disability was launched on June 9, 2011 at UN Headquarters. This jointly published report by the World Health Organization (WHO) and the World Bank summarizes the best available scientific evidence on disability and makes recommendations for action to support the implementation of the Convention on the Rights of Persons with Disabilities (2006). The report will also provide new disability prevalence estimates, identify the needs of people with disabilities, and highlight what works to ensure their access to health and rehabilitation services, education and employment among others. The full report can be found at <http://www.who.int/disabilities/worldreport>.

Education for All

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth, and adults. The movement was launched at the World Conference on Education for All in 1990, when representatives of the international community agreed to universalize primary education and massively reduce illiteracy by the end of the decade. Ten years later, with many countries far from having reached this goal, the international community met again in Dakar, Senegal, and affirmed their commitment to achieving Education for All by the year 2015. Visit the UNESCO website at <http://www.unesco.org/education> for resources related to the Education for All initiative, including a list of online tools intended to help achieve the goals of the UNESCO EFA movement.

Global Campaign for Education

The Global Campaign for Education (GCE) is a civil society movement that aims to end the global education crisis. The GCE's mission is to make sure that governments act now to deliver the right of every girl, boy, woman and man to a free quality public education.

GCE campaigns throughout the year mobilizing pressure from all sectors and holding governments and international institutions to account. Some of the activities that GCE sponsors are: Global Action Week, year round campaigning and global advocacy. (<http://www.campaignforeducation.org/>)

Save the Children UK

Drawing on Save the Children UK's extensive experience in this field, Making Schools Inclusive is a report that presents program examples from 13 countries around the world. It describes case study programs that target specific groups of vulnerable children, build inclusive school communities, promote change throughout an education system and address financial barriers to inclusive education. This report offers inspiration about what can be achieved as well as drawing out practical learning from the challenges faced in different situations. Download this free publication at http://www.savethechildren.org.uk/en/54_5432.htm.

A World for Inclusion

"A World for Inclusion" is a film about the 2006 Convention on the Rights of Persons with Disabilities, in particular article 24 on education. Using footage from schools in Kenya, Finland and Turkey, it addresses the situation of children with disabilities worldwide and the importance of getting them into school. It also contains interviews and commentary from stakeholders and experts and some 50 educational resources such as toolkits and policy guidelines. Download this documentary at <http://www.unesco.org/archives/multimedia/index>.

Mobility International USA

The mission of Mobility International USA (MIUSA) is to empower people with disabilities around the world to achieve their human rights through international exchange and international development. MIUSA works in four main areas to provide international programs and services including: the National Clearinghouse on Disability and Exchange, International Development and Disability, MIUSA International Exchange Programs and Women, Disability and Development. Visit <http://www.miusa.org> to find out more about MIUSAs programs and publications.

Inclusion Europe

Inclusion Europe is supported by the European Commission and serves as a resource for individuals with intellectual disabilities throughout Europe. The organization works in 3 areas: exchange of information, support for members and influencing policy. Visit <http://www.inclusion-europe.org> to find out more about their events, publications and online resources available in 23 languages!

Inclusion.com

Based in Toronto, Canada, Inclusion.com comprises the Inclusion Press, the Inclusion Network, and the Marsha Forest Centre. Inclusion.com creates resource materials for training events, public schools, high schools, community colleges, universities, human service agencies, health organizations, government agencies, families, and First Nations organizations—nationally and internationally. For more information, visit <http://www.inclusion.com/>.

International Disability Alliance

The International Disability Alliance (IDA) represents more than 600 million people with disabilities worldwide. The alliance comprises the following eight international organizations of and for people with disabilities: Inclusion International, International Federation of Hard of Hearing People, World Blind Union, Disabled Peoples' International, Rehabilitation International, World Federation of the Deaf, World Federation of the Deafblind, World Network of Users, and Survivors of Psychiatry. The alliance acts as a spokesperson for the international disability movement in global policy matters and of facilitating cooperation and exchanges of information between the international disability organizations. Visit <http://www.internationaldisabilityalliance.org/> for more information.

Count Me In: Developing Inclusive International Schools

Developed by the U. S. Department of State, *Count Me In!* is written for classroom and special educators and administrators in international schools, both small and large. It is written by teachers and administrators in those same schools. It contains contributions from educational practitioners from Yaounde, Johannesburg, Lusaka, Nairobi, and Dar es Salaam, as well as important input from U.S. consultants. While this resource has been written for colleagues in African international schools, classroom teachers and special educators may find the chapters on theory, collaboration, and strategies for practice particularly relevant. Administrators may find the chapters on policy development, recruitment, and professional development more pertinent to their roles as school leaders. The purpose of this book is to ask teachers and administrators to rethink the place of the exceptional child within both the school and the regular classroom and to provide practical strategies that classroom teachers can use with exceptional children. Go to <http://www.state.gov/m/a/os/c14528.htm> for more information.

Inclusion International (II)

II is a global federation of family-based organizations advocating for the human rights of people with intellectual disabilities and their families worldwide. The contents of the site are available in English, Spanish, and French. II and its members focus on the rights of people with disabilities and their families, inclusive education, poverty reduction, self-advocacy, and much more. For more information, visit <http://www.inclusion-international.org/>.

International Networking

Enabling Education Network (EENET) is a UK-based, information-sharing network on the issue of inclusive education. The network is open to the international community. The purpose of the network is to share information and encourage conversations and debates about inclusion and rights in education. EENET is committed to prioritizing the needs of countries, organizations, and individuals who have limited access to basic information and resources. To find out more, go to <http://www.eenet.org.uk/>.

Open Society Institute

The purpose of the Open Society Institute (OSI) is to shape public policy to promote democratic governance; human rights; and economic, legal, and social reform. The mission of OSI's Education Support Program is to promote justice in education, aiming to strengthen advocacy, innovation, and activism. OSI believes that the way a society organizes its resources to provide a quality education, particularly for vulnerable children, is a fundamental marker for democracy and an open society. <http://www.soros.org/initiatives/esp>.

The World Bank

The World Bank's strategic thrust is to help countries integrate education into national economic strategies and develop holistic education systems responsive to national socio-economic needs. They are a partner in the Education for All international movement. This website includes a key publication, "Inclusive Education: Achieving EFA by Including Those With Disabilities and Special Education Needs." Visit the World Bank's website at <http://web.worldbank.org>.

Global Nomads

The Global Nomads Group (GNG) is an international NGO that creates interactive educational programs for students about global issues. Educational programs include facilitated videoconferences with peers from around the world and learning content on a variety of international issues relevant to teachers and students. The GNG programs are directly linked to school curricula, education standards, and 21st century learning objectives, and they are accompanied by lesson plans and training for teachers. Programs are broadcast during the school day and cover a range of topics in the curriculum, including civics, social and global studies, geography, world history, science, economics, and politics. Go to www.gng.org for more information.

Connecting Classrooms Around the World

The world seems a lot smaller once personal connections are made across the miles. Historically, pen-pal programs have been a successful way for classrooms across the globe to share cultures, ideas, and friendships. Today, electronic pen-pal programs allow seamless e-mail, chat, and face-to-face communications across the continents. Inclusive Schools Week has not yet identified a pen-pal program dedicated specifically to inclusive schools and classrooms. Maybe your classroom can be the first to establish such a program! The following programs can help link students across the globe.

- People to People International's School and Classroom Program is a free service that connects teachers and their students with classes in other countries for pen-pal exchanges and projects that improve cultural understanding and encourage friendship. Visit <http://www.ptpi.org> to get your school or classroom involved.
- ePALS connects 4.5 million students and teachers in 191 countries for teacher-designed, cross-cultural, and interactive projects. Classrooms use monitored e-mail, language translation, discussion boards, maps, and more to work and learn together. Find a partner classroom to

collaborate on school projects, practice foreign language skills, and establish international friendships. The projects include: The ePals website is <http://www.epals.com>.

British Council Schools Online

The British Council Schools Online website offers a database for schools and colleges (5 to 19-year-old age range) looking for partner schools anywhere on the planet to develop international education projects. It is managed by the British Council, but it is open to all schools. For more information visit <http://schoolsonline.britishcouncil.org/home>.

TakingItGlobal

TakingITGlobal.org (TIG) is an online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities. This popular online community for young people interested in making a difference covers issues that include cultural diversity and equity, education, disability, and peace. TIG's highly interactive website provides a platform for expression, connection to opportunities, and support for action. Visit <http://www.takingitglobal.org/home.html> for more information.

Languages of the World

One of the goals of the UNESCO is to encourage linguistic diversity while respecting the mother tongue at all levels of education. A key component of inclusive education is the value and celebration of cultural diversity toward a greater unity among all children.

The UNESCO Education Sector has prepared a World Languages Map that illustrates the linguistic diversity of our planet, as well as acts as a tool containing practical information on the languages spoken throughout the countries of the world. This interactive map allows students to search the globe in pursuit of a greater awareness of cultural and linguistic diversity. UNESCO is currently compiling, as a work-in-progress, a collection of maps of various regions of the world, including country commentaries and specifications of the languages of instruction within the schools. To access maps and find out more go to <http://www.unesco.org/education>.

Global School Net

Global SchoolNet's mission is to support 21st century learning in an international context. Teachers and students are engaged in meaningful project-learning exchanges with people around the world to develop literacy and communication skills, foster teamwork and collaboration, encourage workforce preparedness, and create multicultural understanding. Visit www.globalschoolnet.org to get involved.

Collaborating with Peers around the World

iEARN (International Education and Resource Network) provides online school linkages that enable students to engage in meaningful educational projects with peers in their countries and around the

world. Log onto <http://www.iearn.org> to promote community building and multicultural understanding in your school or classroom.

Multicultural Calendar

Find out how kids throughout the world are celebrating their country's holidays and festivals at <http://www.kidlink.org/KIDPROJ/MCC>. KIDLINK students and KIDLEADERS developed this resource as a way to share local customs among our world's children. You will find information on special customs and traditions, recipes for holiday foods, and the history behind specific celebrations. There is information about how to connect the information with classroom curriculum.

The World Beyond Our Classroom

Inclusive schools celebrate diversity and encourage understanding about cultures and communities throughout the world. Voices of Youth, sponsored by UNICEF, is a project dedicated to promoting the exchange of information and ideas about current global events among our world's children. Children across the world can contribute their thoughts and ideas at <http://www.unicef.org/voy>.

One World Mural

Students from around the world are encouraged to add to an online collection of pictures and words celebrating tolerance and justice. What kind of world do you want this to be? What does "One World" mean to you? Have your students add to the mural during the Week. There are also ideas for using the One World Mural in various academic subject areas for the middle and upper grades. For more information, visit <http://www.tolerance.org>.

Welcoming Schools: Stories of International Inclusive Schools

These inspirational stories about inclusive schools around the world are compiled in a publication Welcoming Schools. To read more about these schools and other schools that are on the journey toward becoming more inclusive go to:
http://www.unescobkk.org/fileadmin/user_upload/appeal/IE/Publications_and_reports/Welcoming_schools.pdf

RESOURCES THAT CELEBRATE DIVERSE ABILITIES AND CULTURES

The following is a select collection of ideas and activities from a variety of sources that are included to inspire classroom, school, and community leaders to engage all students, families, and faculty members in thought-provoking and unifying activities that serve to strengthen the message and mission of Inclusive Schools Week.

There are several links to websites that have fun and educational activities that may be helpful in your celebration planning. Many school districts across the nation have celebrated the Week with their own resource-sharing events for the entire school community.

I Am Norm

I am Norm is a campaign designed by a diverse group of young people to promote the acceptance, respect, and full inclusion of youth with disabilities in schools and communities. Students can become part of the “I am Norm” movement for inclusion by creating and posting their own Norm video on YouTube. To see examples and to find out how to get involved visit <http://www.iamnorm.org>.

Lets All Play

Let’s ALL Play is a program of the National Inclusion Project. The program provides support, funding, and training for recreational programs that are currently serving children with special needs and wish to do it better or programs seeking to open doors currently shut to children with special needs in their community. Let’s ALL Play includes inclusive modifications that work for programs overall or individuals in your program as well as inclusive games and activities that benefit ALL children. Visit http://www.inclusionproject.org/level_2.php?id=3 to find out more.

DO-IT

DO-IT-Disability, Opportunity, Information and Technology is a resource provided by the University of Washington to increase the success of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment. DO-IT Scholars and DO-IT Pals connect students with disabilities with mentors and peers who can help support them during their transition to college. Find out more about the exciting possibilities at <http://www.washington.edu/doi/>

PBS Teachers

For a variety of resources for teachers from Pre-K through High School, log onto <http://www.pbs.org/teachers/>. The interactive site offers features such as teacher discussions, webinars, professional development opportunities and a host of content related materials aimed at including and supporting all learners.

Teaching Diverse Students Initiative

The most significant educational challenge facing the United States is the tragically low academic achievement of many students of color. The Teaching Diverse Students Initiative (TDSi) helps educators meet this challenge by providing research-based resources for improving the teaching of racially and ethnically diverse students. These resources can also help school leaders, school improvement teams, college faculty and anyone or any group with an interest in maximizing students' learning opportunities to identify needed policies and practices that support effective teaching and high levels of student learning. Visit www.tolerance.org to find out more about this feature and for free educational materials that promote respect for differences and appreciation of diversity in the classroom and beyond.

Perkins Scout

Perkins Scout is a searchable database of carefully evaluated online resources related to blindness and visual impairment. Scout includes a range of topics, including general information on blindness, help for families with relatives who are visually impaired, and resources for educators and other professionals. Many of the resources provide information and support toward including students who are blind and deaf-blind in academic, independent living and community activities. Visit <http://www.perkins.org/resources/scout/> to access the database.

Band-Aides and Blackboards

Band-Aides and Blackboards is a site about children who are growing up with medical issues. The goal of the site is to help people understand what it's like, from the perspective of children and teens, to have a medical condition that impacts your school, social, and home life. Go to <http://www.lehman.cuny.edu/faculty/jfleitas/bandaides/> to find out more information.

Building Inclusive Communities

PBS, the Public Broadcasting Service, offers an online resource for parents to learn about improving the overall quality of life for children with or without disabilities by promoting inclusion and respect for differences. The purpose of the information is to help parents and caregivers create more inclusive communities for their children. Some of the topics available include inclusive education, building friendships, family rights, challenging behaviors, and assistive technology. This resource can be found at <http://www.pbs.org/parents/inclusivecommunities/index.html>.

ReadWriteThink

ReadWriteThink is a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Verizon Foundation. The purpose of the site is to provide educators and students with access to high-quality practices and resources in reading and language arts instruction through free, Internet-based content. Access lesson plans, students materials, and more at www.readwritethink.org.

Everything ESL

Everything ESL is an online resource that features lesson plans, teaching tips, downloads, discussion topics, and classroom resource picks geared toward classroom teachers. Visit www.everythingsl.net to access this comprehensive resource.

Bookshare

Bookshare.org is a Web-based system supplying accessible books in digital formats designed for people with disabilities. This online community enables book scans to be shared, thereby leveraging the collections of thousands of individuals who regularly scan books, eliminating significant duplication of effort. Bookshare.org takes advantage of a special exemption in the United States copyright law that permits the reproduction of publications into specialized formats for the disabled. Subscriptions are available for individuals, schools, and organizations. To find out more go to <http://www.bookshare.org/web/Welcome.html>.

Sign Language for All

Handspeak is a subscription-based website, consisting of American Sign Language online dictionary, lessons, and resources, including Baby Sign, International Sign Language, gesture, manual alphabet (fingerspelling) and numeral, Sign storytelling, and art. Visit this rich resource site at <http://www.handspeak.com/>.

Teaching the Levees

Teaching the Levees is a curriculum funded by the Rockefeller Foundation and created by educators from Teachers College, Columbia University. The content focuses on the HBO documentary film by Spike Lee *When the Levees Broke: A Requiem in Four Acts*, a film about Hurricane Katrina and its aftermath in New Orleans. It is designed to help educators and community leaders encourage democratic dialogues about race and class in America through a public education campaign based on the film. To download this free curriculum, go to <http://teachingthelevees.org/about.php>.

AskAsia

AskAsia is an exciting, informative online source for information about Asian life and culture. You will find classroom-tested resources and cultural information, maps, lesson plans, engaging games and

activities, and links to relevant people, places, and institutions to promote a better understanding of Asian culture and society. At AskAsia, teachers can also join a virtual community of educators, share experiences, discover new sources of material, and learn effective methods for teaching about Asia and Asian American experiences. Go to <http://www.asiasociety.org/education/askasia.html> to access this wonderful resource.

Exploring Assistive Technology

This user friendly website provides general assistive technology information on a variety of related uses for elementary students with disabilities. The Assistive Technology Basic Modules include links to tutorials on the setup and use of several products, as well as links to related resources including information on laws, assessment considerations, school policies, low- and high-tech equipment, and options for use with students with specific disabilities. For more information visit <http://atto.buffalo.edu/registered/ATBasics.php>.

Multicultural Pavilion

The Multicultural Pavilion is an excellent resource for educators, students, and activists to explore and discuss multicultural education; facilitate opportunities for educators to work toward self-awareness and development; and provide forums for educators to interact and collaborate toward a critical, transformative approach to multicultural education. Resources include the Multicultural Teaching Toolbox, free handouts, multicultural songs, and awareness activities to promote multicultural education in schools and classrooms. Visit <http://www.edchange.org/multicultural/index.html> to find out more.

Meet Me at the Corner

If a field trip to the Zoo is not something accessible to all students in your class, Meet Me at the Corner, Virtual Field Trips for Kids takes your class to fascinating places all over the world through video sharing. Visit the website for kid-friendly field trip episodes and links to fun websites and a learning corner with follow-up questions. There are also video tutorials to teach students how to film, edit and submit their own videos. Visit <http://meetmeatthecorner.org/> to start your cultural adventure today.

Mathematics for Everyone

Aplusmath.com is an online resource that provides teachers and families with tools to create math support materials. Print flashcards, games, and other items to help students learn basic math concepts. Go to <http://www.aplusmath.com>.

Culture and Change: Black History In America

Meet famous African Americans, publish your own writing, and explore history through an interactive timeline. At <http://www.teacher.scholastic.com/activities/bhistory/>, students can participate in interactive activities that celebrate African American diversity and history.

Explore the World of Reading

Books are a wonderful way to bring children, families, and schools together during Inclusive Schools Week and throughout the year. Reading Planet is part of the Reading is Fundamental website designed to encourage children and families to enjoy reading. There are 1,000 children's books listed and categorized by author, type of book, and age group. Go to <http://www.rif.org/readingplanet/>.

Getting Ready to Read

Is your preschooler ready to read? Go to <http://www.readingrockets.org/families/recognizesigns/getready> to access a simple 20-question screening tool for parents, caregivers, and teachers. This tool provides information on reading readiness and motivation.

Go Graphic!

Graphic organizers help students arrange and categorize their ideas to prepare for writing projects and other structured classroom assignments. Houghton Mifflin has a generous assortment of graphic organizers available for download on their website at: <http://www.eduplace.com/graphicorganizer>

Build a "Boundless Playground"

Did you know that most traditional playgrounds are not accessible to children with disabilities? Yet building a playground suitable for all kids is hardly impossible. Boundless Playgrounds is dedicated to helping communities create extraordinary playgrounds where children with and without disabilities can develop essential skills for life as they learn together through play. Visit <http://www.boundlessplaygrounds.org/> to find out how to help your community build a playground that all children can enjoy.

Including all Writers!

The Writer's Den at http://www2.actden.com/writ_den/ is a resource designed for students grades 6–12 who want to improve their reading comprehension and writing skills. The site provides support (including plugins) on three different levels: words, sentence structure, and paragraphs. For students who need support writing book reports, Random House sponsors an online guide at <http://www.randomhouse.com/kids/bookreportnow/>.

Science for All

Science can be a difficult subject for many learners in grades 4–8. Experiential learning allows students to grasp concepts they would not otherwise be able to understand through readings or lectures. Find information and how-to instructions for 82 hands-on science experiments at The Charles Edison Fund website. The downloadable kit contains simple directions and a list of inexpensive materials for each experiment. Go to <http://www.charlesedisonfund.org/Experiments/experiments.html> for more information.

WebQuest!

Inquiry-oriented models of teaching and learning can motivate students of all ages to succeed. Try the WebQuest model, an inquiry-oriented Web-based activity, to teach a new unit or theme in your classroom. WebQuests are fun activities designed to help students locate, analyze, and synthesize information. Go to <http://www.webquest.org> for information and examples.

Diversity Activities

The Diversity Council’s mission is to create an inclusive and welcoming community through education. Details about the following activities that promote an understanding of diversity can be found at their website <http://www.diversitycouncil.org>.

Ideas for Teaching about Different Countries & Cultures

The Lesson Plans Page offers a variety of ideas for teachers and families focused on exposing students to cultures that are different from their own. Find a list of exciting activities that can be incorporated into classrooms, family activities, and community-based learning opportunities at <http://www.lessonplanspage.com>.

Some Ways the Same, Some Ways Different

The Boston Children’s Museum offers a disability awareness series for elementary school students. One of a series of Museum Kits, the Disability Awareness Teaching Kit contains curriculum to introduce students to disabilities and foster appreciation of similarities and differences. Based on the nationally known “What If You Couldn’t?” series, the “Some Ways the Same, Some Ways Different” units have new activities, books, and videos that focus on the accomplishments and abilities of people who have disabilities. Visit http://www.bostonkids.org/educators/disability_awareness.html for information on renting a kit.

MEDIA KIT

Inclusive Schools Week offers a remarkable opportunity to spread the word about the benefits of inclusive schools. As you plan your celebrations and engage in meaningful activities with students, families and colleagues we encourage you to share your experience with the broader community.

The Inclusive Schools Week Media Kit includes resources to help you write a letter to the editor of your local paper, campaign for your city or state to proclaim Inclusive Schools Week as a civic event, or simply send out a press release to local media outlets.

Here are some tools to get you started:

- **Inclusive Schools Week Boilerplates:** Use these 50-100+ word paragraphs to describe Inclusive Schools Week within your own media
- **Inclusive Schools Week 2011 Press Release:** Share this press release with media outlets, organizations and civic entities in your local community.
- **Inclusive Schools Week Media Blurb:** Use this short paragraph in your school newspaper or local community media to create awareness of Inclusive Schools Week 2011.
- **Sample Proclamation:** Encourage your local or state government to declare Inclusive Schools Week as a civic event. Use this sample as a guide.
- **Tips and Sample Letters to the Editor:** Submit a letter to your local, metro or regional newspaper drawing community attention to Inclusive Schools Week.

Inclusive Schools Week Boilerplates

50 Words Boilerplate

Inclusive Schools Week (ISW) highlights the progress schools have made in providing a supportive and quality education to students of diverse backgrounds and abilities. It provides an opportunity for educators, students, and families to ensure that schools continue to improve their ability to successfully educate *all* children. Learn more at www.inclusiveschools.org.

100+ Words Boilerplate

Inclusive Schools Week is celebrated annually the first week in December by families, schools and organizations around the world. The *Week* highlights and celebrates the progress that schools have made in implementing inclusive practices to ensure a quality education for an increasingly diverse student population.

The *Week* provides an important opportunity for educators, students, and parents to discuss what else needs to be done in order to ensure that their schools continue to improve their ability to successfully educate all children. It is an occasion to acknowledge the hard work and commitment of teachers, administrators, students, and parents in making their schools more inclusive, and, thereby, significantly contributing to the development of a more inclusive society.

Now in its 11th year, *Inclusive Schools Week* is celebrated by thousands of school districts in every state in the U.S. and internationally. In addition, more than 50 educational and cultural associations and media outlets support the *Week*. *Inclusive Schools Week* is organized by the Inclusive Schools Network and Stetson & Associates, Inc. Learn more at www.inclusiveschools.org.

Inclusive Schools Week 2011 Press Release

FOR IMMEDIATE RELEASE

Kristen Layton
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281.440.4220 phone | 281.440.4280 fax
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www.inclusiveschools.org



Inclusive Schools Week 2011

The Inclusive Schools Network is pleased to announce the 11th Annual *Inclusive Schools Week* will be celebrated December 5–9, 2011, in classrooms, schools, and communities throughout the world. *Inclusive Schools Week™ (ISW)* highlights and celebrates the progress schools have made in providing a supportive and quality education to *all* students, including those who are marginalized due to disability, gender, ethnicity, geography and language. It also provides an important opportunity for educators, students, and families to discuss what else needs to be done to ensure that schools continue to improve their ability to successfully educate *all* children. *ISW* is sponsored by the Inclusive Schools Network at Stetson & Associates, Inc.

This year's theme "Awareness to Action: Moving Forward" continues the dialogue started during the 2010 celebration about how schools can make progress on their journey toward excellence by following a path of reflection, planning and action. This year's Celebration Kit contains updated resources to plan a successful *Inclusive Schools Week™* celebration and includes new tools aimed at supporting schools in the process of becoming more inclusive.

The 2011 Celebration Kit will be available in Fall 2011 on Flash Drive or download by visiting the new website at www.inclusiveschools.org

Inclusiveschools.org has a fresh new look and a wealth of new and innovative resources. It is the home of the Inclusive Schools Network and the place to find updated information about Inclusive Schools Week 2011 and to order new ISW products. Leading up to the ISW 2011 Celebration there will be weekly postings of ideas, events, and resources to support schools in planning their ISW activities.

For more information about the Inclusive Schools Network and *Inclusive Schools Week*, please visit www.inclusiveschools.org or email inclusiveschools@stetsonassociates.com.

Be sure to sign up for *Inclusive Schools Network News* for regular updates as well as other news and information related to building schools and communities that are welcoming of all children and youth.



Sample Proclamation

*Sample generated from Boston Public Schools Proclamation of 2007

WHEREAS; The Inclusive Schools Network and Schools around the world have designated the week of December 5-9, 2011

As

INCLUSIVE SCHOOLS WEEK;

And

WHEREAS;

NAME OF SCHOOL is committed to providing an education in schools and classrooms that are welcoming and capable of educating all children; and,

WHEREAS;

The EDUCATORS of NAME OF SCHOOL recognize that EACH CHILD is UNIQUE, LEARNS DIFFERENTLY, and, therefore, LEARNS BETTER if teaching is TAILORED TO THEIR ABILITIES and INTERESTS; and,

WHEREAS;

The EDUCATORS and FAMILIES of NAME OF SCHOOL have been working hard to ensure that our classrooms and schools are characterized as being high performing and inclusive; and,

WHEREAS;

By their efforts to make our schools and classrooms high performing and inclusive, the EDUCATORS and FAMILIES of NAME OF SCHOOL have contributed significantly to building a stronger and more inclusive community; and,

WHEREAS;

The EDUCATORS and FAMILIES of NAME OF SCHOOL deserve to celebrate their successes and wish to reflect on how they might even further improve; **THEREFORE, BE IT RESOLVED:** That NAME OF SCHOOL join with the Inclusive Schools Network, EDC, and schools, districts, and communities around the world in declaring the week of December 5-9, 2011, as INCLUSIVE SCHOOLS WEEK™ and encourage schools and classrooms across the NAME OF STATE, COUNTY OR TOWN to sponsor appropriate learning and community-building activities in its recognition.

Tips and Sample Letters to the Editor

Tips

The following are sample letters to the editor that will help you in drafting and submitting letters in your own community to draw attention to Inclusive Schools Week. We urge you to submit a letter to your local, metro or regional newspaper. Please refer to the following tips when doing so:

- Word counts. Most newspapers have a word count limit (around 200-250 words) for letters to the editor-it is best to stay within the allotted word count. We have honored word count limits here while also providing you some room to add your own content.
- Make it personal. Newspapers prefer when they can integrate local flavor to a national issue. Use the [] as placeholders for locally relevant information like a personal anecdote, recent test results, student achievement data, education funding controversy, or news coverage.
- Include the www.inclusiveschools.org website on a signature line.
- Submit your letter early. Some publications require a significant lead time prior to publication. The more time you give a newspaper or especially a magazine, the greater the likelihood that your letter will be published.
- Share the news. Please be sure to share with us any news coverage you receive as a result of your letter to the editor by emailing support@inclusiveschools.org.

Sample Letter 1

To the Editor:

Stories appear daily about the state of our schools and their failure to meet the educational needs of our children [e.g., **Date – article name, page**]. While there is much to be done, we have made progress toward including more children into the nation’s academic agenda. Not that long ago, many of our children were excluded from our classrooms, with children left out due to race, language, economic status, or mental or physical challenges. In the past 20 years, our schools have worked toward access for ALL to public education. Children who were once isolated and marginalized are now thriving, productive members of a larger school community. Children who were routinely denied educational opportunities are now discovering, exploring, and, most importantly, achieving. Schools that were once homogeneous are servicing a rich array of students, and while these inclusive practices have been, at times, difficult to implement, their positive impact is clearly demonstrated through each individual success. These successes will be celebrated during *Inclusive Schools Week*, December 5-9. While noting that there is so much more to be done, let’s applaud the progress being made every day toward building more inclusive schools and communities. To celebrate, please visit www.inclusiveschools.org.

Sample Letter 2

To the Editor:

December 5-9, 2011 marks the *11th* anniversary of *Inclusive Schools Week*[™]. The *Week* calls attention to the work our schools are doing to realize academic success for ALL students. For example, **[insert a specific local example of success]**. Recent data **[date, article name page]** highlight some real challenges facing our schools. The most important of which is the significant gap in achievement for minority students, students who are economically disadvantaged, and students with disabilities. While many schools are making inroads in narrowing this gap, others face seemingly insurmountable obstacles in meeting the improvement goals for these students. *Inclusive Schools Week* not only challenges all of these schools to examine their school environments and teaching practices, but also offers tools and resources to help them adopt more inclusive teaching practices I challenge each school in **[insert the name of your school district, county, or state]** to join me in celebrating *Inclusive Schools Week* and recognizing those teachers who are already making curriculum relevant for **ALL**. To celebrate, please visit www.inclusiveschools.org.

Sample Letter 3

To the Editor:

December 5-9th marks the *11th* anniversary of *Inclusive Schools Week*. During this *Week*, school districts across the country are working to educate their staff, students, and parents about what it means to be inclusive. Inclusive is not about being politically correct. It is about making sure that our country's educational system works for all students including students with culturally and linguistically diverse backgrounds, students of low socio-economic status, and students with disabilities. Research has consistently demonstrated that inclusive teaching practices are not about teaching to the lowest common denominator but rather ensuring that the classroom offers opportunities for **ALL** children to succeed. Inclusive teaching means presenting information in ways that are relevant and meaningful to each and every student. Discussion, hands-on learning experiences, and inquiry-based projects are all examples of inclusive teaching practices that have, again and again, been shown to improve academic achievement for all students. I challenge each school in **[insert the name of your school district, county, or state]** and across the nation and globe to join me in celebrating *Inclusive Schools Week* and recognizing those teachers who are already making their curriculum relevant for each and every child. To celebrate, please visit www.inclusiveschools.org.

Tips for Spreading the Message of Inclusive Schools

Inclusive Schools Week[™] is an excellent opportunity to highlight the work your school or district has done to create an inclusive community that celebrates the achievements of diverse learners. During the *Week* you might hold events that warrant media attention. Below are some tips to help make the most of these opportunities.

Messengers

Anyone can spread the message of inclusive schools. When reporters come to your school or you send out a press release don't forget the voices of all the members of the school community:

- Students
- Parents
- Teachers
- Principals
- Counselors
- Paraprofessionals
- Community partners
- District administrators

Ways to Spread the Message

- Press releases
- Interviews
- Newspaper guest columns
- Letters to the editor
- Newsletters to parents and others
- Telephone voice mail greetings
- On-hold messages
- Website
- Slogans
- Posters, stickers and other Inclusive Schools Network products
(available online at www.inclusiveschools.org)
- Flyers

*Adapted from the National Forum to Accelerate Middle-Grades Reform's Leadership Curriculum Module, *Advocacy for Middle-Grades Reform*.

Talking with Reporters: Tips for Media Interviews

1. Give yourself time to prepare. If you get an unexpected call from the media, find out the reporter's deadline and ask if you can call back. Even if you think you know the answers, it is always necessary to prepare.
2. Ask about the nature of the story and what the reporter is interested in. If you don't think you are the right person for the interview let the reporter know and if possible direct them to someone else more suitable.
3. Prepare talking points. Even if you have done similar interviews many times before, take a moment to write down 2-3 points you want to be sure you make.
4. Return media calls as soon as possible. It is important to call back quickly before the reporter's deadline and before he or she has gone to another source for the information.
5. Find out when the story is expected to appear. This will allow you to locate and save the article or record the broadcast.
6. Use everyday language. Remember that the reporter and his or her audience may not be familiar with acronyms, technical terms, or key issues in your field. Try to avoid jargon and instead use language that can be easily understood by the general public.
7. Be flexible during the interview. Don't feel that you must only answer a reporter's specific questions. Steer any answers to your key messages. If the reporter asks, "Do you want to add anything else?", take the opportunity to mention or reiterate a key point.
8. Identify yourself as you would like your name to appear in print or on the air. Provide your full name and title and spell them. Ask the reporter to repeat the information to be sure it is correct. Avoid too many identifications as it can cause confusion.
9. Offer additional resources, including a web site if you have one.
10. Notify support@inclusiveschools.org so the story can be posted on the ISN web site.

*These tips were adapted from a piece designed for Education Development Center, Inc. (EDC) employees by the EDC Communications Department.

CELEBRATION TOOLS

PLANNING FORM

Inclusive Schools Week 2011 Planning and Record Form

School District:

Contact Name:

Contact Email:

Instructions: Use this planning sheet to record the activities planned and implemented during Inclusive Schools Week 2011. We encourage you to share your ideas and accomplishments with us by emailing a copy of this form to support@inclusiveschools.org. We will include your celebration ideas on our website, www.inclusiveschools.org, leading up to *Inclusive Schools Week 2011* and for the remainder of the 2011-2012 academic year.

Activities that Promote Awareness	Activities that Increase Knowledge and/or Skills	Activities that Influence the System



SAMPLE PLANNING FORM

Inclusive Schools Week 2011 Planning and Record Form

School District:

Contact Name:

Contact Email:

Instructions: Use this planning sheet to record the activities planned and implemented during Inclusive Schools Week 2011. We encourage you to share your ideas and accomplishments with us by emailing a copy of this form to support@inclusiveschools.org. We will include your celebration ideas on our website, www.inclusiveschools.org, leading up to *Inclusive Schools Week 2011* and for the remainder of the 2011-2012 academic year.

Activities that Promote Awareness	Activities that Increase Knowledge and/or Skills	Activities that Influence the System
<p>The mayor and school superintendent will declare the first week in December <i>Inclusive Schools Week</i> with an official school board and local government proclamation.</p> <p>The District will sponsor an essay contest using the theme of Inclusive Schools Week. Students will write essays that explain why inclusive schools are important and how all students contribute to their communities in a positive way. Winners will receive Inclusive Schools Week posters, pencils and other fun items.</p>	<p>Faculty at the JFK School will complete the Roadmap to Inclusion Survey during Inclusive Schools Week following a brief introduction by the school principal stating a commitment to improving inclusive practices at the school.</p> <p>A JFK inclusive schools task force will develop an action plan to increase inclusive practices at the school based on the information in the Survey and other relevant resources.</p>	<p>Teachers at the JFK School will pilot a co-teaching model in one or more classrooms pairing a general educator and a special educator.</p> <p>School faculty and administrators at the JFK School will develop a professional development plan for the following academic year to focus on increasing inclusive practices at the school. Elements will include on-site inservice training, online learning and formation of study groups. The plan will be presented to the School Board for approval.</p>



RECOMMENDED READING

Selected Books Focusing on Inclusive Schools

- Alen, K.E. & Cowdery, G. E. (2005). *The exceptional child, inclusion in early childhood education*. Clifton Park, NY: Thomson Delmar Learning.
- Bauer, A.M. & Brown, G. M. (2001). *Adolescents and inclusion: Transforming secondary schools*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Burris, C.C. & Garrity, D. T. (2008). *DeTracking for Excellence and Equity*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Ferguson, D. L., Kozleski, E. B. & Smith, A. (2001). *Transformed, inclusive schools: A framework to guide fundamental change in urban schools*. Denver, CO: National Institute for Urban School Improvement.
- Ferguson, P. M. (2001). *On infusing disability studies into the general curriculum*. Denver, CO: National Institute for Urban School Improvement.
- Fisher, M. (2001). *At the end of the day: Lessons learned in inclusive education*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Fisher, D. & Frey, N. (2003). *Inclusive urban schools*. Baltimore, MD: Paul H. Brookes Publishing.
- Fisher, D., Sax, C., & Pumpkin, I. (1999). *Inclusive high schools: Learning from contemporary classrooms*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Gartner, A. & Lipsky, D.K. (2007). *Inclusion: A Service, Not A Place: A Whole School Approach*. Port Chester, NY: National Professional Resources, Inc.
- Giangreco, M. F., Doyle, M.B. (2007). *Quick-guides to inclusion: Ideas for educating students with disabilities, (2nd. ed.)*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Grenot-Scheyer, M., Fisher, M. F., & Staub, D. (2001). *At the end of the day: Lessons learned in inclusive education*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Hanlon, G.M. (2001). *A new IDEA for special education: Understanding the system and the new law*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Kennedy, C. H. & Fisher, D. (2001). *Inclusive middle schools*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Lipsky, D. K., & Gartner, A. (2001). *Standards and inclusion: Can we have both?* Baltimore, MD: Paul H. Brookes Publishing Co.
- Lipsky, D. K., & Gartner, A. (2001). *Inclusion and school reform: Transforming Americas Classrooms*. Baltimore, MD: Paul H. Brookes Publishing Co.

- McNight, J. (2001). *Everyone has a gift: Building communities of capacity*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Meyer, L. H., Park, H. S., Grenot-Scheyer, M., Schwartz, I. S. & Harry, B. (1998). *Making friends: The influences of culture and development*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Miller, N. B., & Sammons, C. C. (1999). *Everybody's different: Understanding and changing our reactions to disabilities*. Baltimore, MD: Paul H. Brookes Publishing.
- National Institute for Urban School Improvement (2001). *Improving education: The promise of inclusive schooling*. Denver, CO.
- Nisbet, J., & Hagner, D. (Eds.). (2000). *Part of the community: Strategies for including everyone*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Nolet, V., & McLaughlin, M. J. (2000). *Accessing the general curriculum: Including students with disabilities in standards-based reform*. Thousand Oaks, CA: Corwin Press, Inc.
- Pijl, S. J., Meijer, C. J. W. & Hegarty, S. (Eds.). (1997). *Inclusive education: A global agenda*. New York, NY: Routledge Publishing.
- Rous, B. S., Hallam, R. A. (2007). *Tools for transition in early childhood: A step-by-step guide for agencies, teachers, and families*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Ryan, J. J. (2003). *Learning diverse schools, series: Studies in educational leadership, Vol. 2*. New York, NY: Springer Berlin Heidelberg.
- Ryndak, D. L. & Fisher, D. (2004). *The foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education*. (Rev. ed.) Baltimore, MD: TASH.
- Sands, D. J., Kozleski, E. B. & French, N. K. (2000). *Inclusive education for the 21st century*. Belmont, CA: Wadsworth Thomas Learning.
- Tashie, C., Shapiro-Barnard, S., Dillon, A. D., Schuh, M., Jorgensen, C. & Nisbet, J. (1998). *Changes in latitudes, changes in attitudes: The role of the inclusion facilitator*. Concord, NH: New Hampshire State Department of Education.
- Tomlinson, C., Brimijoin, K. & Narvaez, L. (2008). *The Differentiated School: Making Revolutionary Changes in Teaching and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Utely, C.A., & Obiakor, F. E. (Eds.). (2001). *Special Education: Multicultural education and school reform: Components of quality education for learners with mild disabilities*. Springfield, IL: Charles C. Thomas Publisher, LTD.
- Villa, R. A. & Nevin, A. I. (2002). *Creativity and collaborative learning*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Wade, S. E. (Ed.). (2000). *Inclusive education: A casebook and readings for prospective and practicing teachers*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Williams, K. A. (2000). *Disability awareness: 24 lessons of the inclusive classroom*. Portland, ME: J. Weston Walch Publishing.

Winter, S. M. (2007). *Inclusive early childhood education: A collaborative approach*. Upper Saddle River, NJ: Prentice Hall 2007.

Selected Books Focusing on Inclusive Schools

Agran, M., King-Sears, M., Wehmeyer, M.L., Copeland, S.R. (2003). *Student-directed learning: Teachers' guides to inclusive practices*. Upper Saddle River, NJ: Prentice Hall.

Beninghof, A. (2001). *Ideas for inclusion: The classroom teacher's guide*. Longmont, CO: Sopris West Publishing.

Block, M.E. (2006). *A teacher's guide to including students with disabilities in general physical education*, (3rd.ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Bowe, F. (2004). *Making inclusion work*. Upper Saddle River, NJ: Prentice Hall.

Carter, E. (2007). *Including people with disabilities in faith communities: A guide for service providers, families, and congregations*. Baltimore, MD: Paul H. Brookes Publishing.

Cole, R.W. (2008). *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners: Revised and Expanded (2/e)*. Alexandria, VA: Association for Supervision and Curriculum Development.

Collins, M., & Bornman, J. (2004). *Just the same on the inside: Understanding diversity and supporting inclusion in circle time*. Thousand Oaks, CA: Paul Chapman Educational Publishing.

Cowdery, J.R., Ingling, L., Morrow, L.E., & Wilson, V.A. (2006). *Building on student diversity: Profiles and activities*. Thousand Oaks, CA: Sage Publications.

Coyne, M.D., Kame'enui, E.J., Carnine, D.W. (2007). *Effective teaching strategies that accommodate diverse learners, 3/E*. Upper Saddle River, NJ: Prentice Hall.

Dean, S. (2007). *Lesson Plan Book for the Diverse Classroom: Planning for Accessibility and Accountability*. Port Chester, NY: National Professional Resources, Inc.

Delgado, Gaitan, C. (2006). *Building culturally responsive classrooms: A guide for K-6 teachers*. Thousand Oaks, CA: Sage Publications.

Delgado, Gaitan, C. (2006). *Involving Latino families in schools: raising student achievement through home-school partnerships*. Thousand Oaks, CA: Sage Publications.

Dieker, L. (2006). *Co-teaching lesson plan book*, (3rd.ed.). Port Chester, NY: National Professional Resources, Inc.

Dieker, L. (2007). *Demystifying secondary inclusion: Powerful school-wide & classroom strategies*. Port Chester, NY: National Professional Resources, Inc.

- Donaghue, M. (2008). *Language Arts: Integrating Skills for Classroom Teaching*. Thousand Oaks, CA: Sage Publications.
- Downing, J.E. (2005). *Teaching literacy to students with significant disabilities: Strategies for the K-12 inclusive classroom*. Thousand Oaks, CA: Sage Publications.
- Downing, J.E. (2008). *Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers, 3/e*. Baltimore, MD: Paul H. Brookes Publishing.
- Doyle, M.B. (2008). *The Paraprofessional's guide to the inclusive classroom: Working as a team, 3/E*. Baltimore, MD: Paul H. Brookes Publishing.
- Dukes, C., & Smith, M. (2006). *A practical guide to pre-school inclusion*. Thousand Oaks, CA: Sage Publications.
- Fisher, D., & Frye, N. (2003). *Inclusive urban schools*. Baltimore, MD: Paul H. Brookes Publishing.
- Friend, M. (2008). *Co-Teach!: A Handbook for Creating and Sustaining Classroom Partnerships in Inclusive Schools*. Port Chester, NY: National Professional Resources, Inc.
- Giangreco, M.F. (2002). *Quick-guides to inclusion 3: Ideas for education students with disabilities*. Baltimore, MD: Paul H. Brookes Publishing.
- Gore, M.C. (2003). *Successful inclusion strategies for secondary and middle school teachers*. Thousand Oaks, CA: Sage Publishing.
- Haager, D., and Klingner, J. (2005). *Differentiating instruction in inclusive classrooms: The special educator's guide*. Upper Saddle River, NJ: Pearson, Allyn & Bacon.
- Hanlon, M.S. (2004). *Challenging behaviors in young children: Techniques and solutions*. Baltimore, MD: Paul H. Brookes Publishing.
- Hayward, A. (2006). *Making inclusion happen: A practical guide*. Thousands Oaks, CA: Sage Publications.
- Hines, R. & Dieker, L. (2008). *Winning Strategies for Inclusive Classrooms*. Port Chester, NY: National Professional Resources, Inc.
- Hoover, J.J., Klinger, J.K., Baca, L.M., & Patton, J.M. (2008). *Methods for teaching culturally and linguistically diverse exceptional learners*. Upper Saddle River, NJ: Prentice Hall.
- Hughes, C. & Carter, E.W. (2008). *Peer Buddy Programs for Successful Secondary School Inclusion*. Baltimore, MD: Paul H. Brookes Publishing.
- Ispa, J., Thornburg K., & Fine M. (2006). *Keepin' on: The everyday struggles of young families in poverty*. Baltimore, MD: Paul H. Brookes Publishing.
- Janney, R., & Snell, M.E. (2000). *Modifying schoolwork: Teachers' guide to inclusive practices*. Baltimore, MD: Paul H. Brookes Publishing.
- Janney, R., & Snell, M.E. (2000). *Behavioral support*. Baltimore, MD: Paul H. Brookes Publishing.

- Janney, R., & Snell, M.E. (2000). *Social relationships and peer support*. Baltimore, MD: Paul H. Brookes Publishing.
- Janney, R., & Snell, M.E. (2000). *Collaborative teaming*. Baltimore, MD: Paul H. Brookes Publishing.
- Jorgensen, C.M., Schuh, M.C., Nisbet, J. (2005). *The inclusion facilitator's guide*. Baltimore, MD: Paul H. Brookes Publishing.
- Karten, T.J. (2007). *Inclusions activities that work!* Thousand Oaks, CA: Corwin Press.
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- Kliwer, C. (2008). *Seeing All Kids as Readers: A New Vision for Literacy in the Inclusive Early Childhood Classroom*. Baltimore, MD: Paul H. Brookes Publishing.
- Male, M. (2003). *Technology for inclusion*. Upper Saddle River, NJ: Pearson, Allyn & Bacon.
- Mastropieri, M.A., & Scruggs, T.E. (2007). *The inclusive classroom: Strategies for effective instruction*, 3/E. Upper Saddle River, NJ: Prentice Hall.
- McGrath, Constance (2007). *The Inclusion-Classroom Problem Solver: Structures and Supports to Serve All Learners*. Portsmouth, NH: Heinemann.
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- Nuri Robins, K., Lindsey, R.B., Lindsey, D.B., & Terrell, R.D. (2006). *Culturally proficient instruction: A multimedia kit for professional development*. Thousands Oaks, CA: Sage Publications.
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- Salend, S.J. (2008). *Creating inclusive classrooms: Effective and reflective practices for all students*, 6/E. Upper Saddle River, NJ: Prentice Hall.
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- Schwarz, P., & Kluth, P. (2007). *You're Welcome: 30 Innovative Ideas for the Inclusive Classroom*. Portsmouth, NH: Heinemann.
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- Thousand, J., Villa, R.A., & Nevin, A.I. (Eds.). (2002). *Creativity and collaborative learning: A practical guide to empowering students and teacher, 2/E*. Baltimore, MD: Paul H. Brookes Publishing.
- Tomlinson, C. (2005). *The differentiated classroom: Responding to the needs of all learners*. Upper Saddle River, NJ: Prentice Hall.
- Udvari-Solner, A., & Kluth, P. (2007). *Joyful learning: Active and collaborative learning in inclusive classrooms*. . Thousands Oaks, CA: Sage Publications.
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Literature on International Inclusive Education

- Ballard, K. (1999). *Inclusive education: International voices on disability and justice (studies in inclusive education series)*. London: Routledge.
- Sefa Dei, G.J., Asgharzadeh, A., & Ebliagie, Sharon. (2006). *Schooling and difference in Africa: democratic challenges in a contemporary contest*. Toronto, ON: University of Toronto Press.
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Inclusive Schools Network (ISN) is a web-based resource for families, schools, and communities that promotes inclusive educational practices. This resources has grown out of *Inclusive Schools Week*™, an internationally recognized annual event sponsored by Stetson and Associates, Inc. (S&A). ISN's mission is "to encourage, embolden and empower people to design and implement effective inclusive schools, by sharing insights and best practices and by providing opportunities for connection." ISN will provide year-round opportunities for families and educators around the world to network and build their knowledge of inclusive education.

Inclusive Schools Week™ highlights and celebrates the progress of our nation's schools in providing a supportive and quality education to an increasingly diverse student population, including students with disabilities, those from low socioeconomic backgrounds, and English language learners. The *Week* also provides an important opportunity for educators, students, and parents to discuss whatever else needs to be done in order to ensure that their schools continue to improve their ability to successfully educate all children. The *Week* is an event sponsored by the Inclusive Schools Network and Stetson and Associates, Inc. as a way of acknowledging the hard work and commitment of teachers, administrators, students and parents in making their schools more inclusive and, thereby, significantly contributing to the development of a more inclusive society.

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