

RED CLAY CONSOLIDATED SCHOOL DISTRICT | MARCH 5, 2014

Why Inclusion.

Why Now.



It's the
law.





IDEA requires that a child's placement is **as close as possible to the child's home.**

[§300.116(b)]

Unless the IEP requires some other arrangement, **the child is educated in the school that he or she would attend if nondisabled.**

[§300.116(c)]

A child with a disability may not be removed from education in age-appropriate regular classrooms

just because he or she needs modifications to the general curriculum.

[§300.116(e)]



To the maximum extent appropriate, children with disabilities **are to be educated with children who are nondisabled.**

[§300.114(a)(2)(i)]

Special classes, separate schooling or other **removal of children with disabilities from the regular educational environment occurs only if** the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

[§300.114(a)(2)(ii)]



“Separate educational facilities are **inherently unequal!**”

— Supreme Court, *Brown v. Board of Education*, 1954

“Schools who let one criterion, such as a specific disability, automatically determine the placement are **likely to be held in violation of federal law!**”

— Supreme Court, *Board of Education v. Rowley*, 1982

“**Inclusion is a right**, not a special privilege for a select few.”

— Federal Court, *Oberti v. Board of Education*, 1993

It's the
right thing
to do.



More options. Students will no longer be limited to attending separate, special schools just because they have disabilities or language needs.

More choices. Students will have the option to attend schools close to home, or their school of choice.

More equity. Students with disabilities and English language learners will have equal access to the core curriculum, with rich opportunities to learn and grow alongside peers from their own neighborhoods.



Same resources, supports and services. Students will receive dedicated supports and services at whichever school they attend. The resources will follow the student.

All schools will have the capacity to deliver a full continuum of services to all students, including students with disabilities and English language learners.

Find inclusion FAQs, our professional development plan, past presentations and much more at:

www.redclayschools.com/pages/RedClay/Strategic_Plan/News/Academic_Success_for_All_Red



The
plan.



Our investment. 3 years of planning and preparing. Stakeholder involvement at every stage. 1 ultimate shared vision for inclusion.

Potential impact.

16,297 students in Red Clay.
2,147 students with disabilities.
1,931 English language learners.

Extensive training and communication.

Over 300 hours of professional development in the next 6 months alone. Revisions in response to feedback.



Middle school ELL students transition to their attendance zone schools in SY 2014–15.

School Choice Option. Middle school ELL students currently attending A.I. Middle School and Conrad Schools of Science may utilize the school choice process to remain at their current school, or to attend a school other than their attendance zone school in SY 2014–15.¹

Students currently attending The Central School transition to their attendance zone schools in SY 2014–15.

School Choice Option. Students currently attending The Central School may utilize the school choice process to attend a school other than their attendance zone school in SY 2014–15. (School choice applications from these students will be accepted and processed according to the provisions for good cause late applications.)^{2,3}

Meadowood Program Option. Parents of students currently attending The Central School may utilize the IEP team process to discuss their child's unique needs and to determine the appropriate setting for their child. If the IEP team determines that the attendance zone school would not be the appropriate setting for that student, the student will have the option to attend the Meadowood Program at H.B. du Pont Middle School (grades 6–8) or McKean High School (grades 9–12) in SY 2014–15.⁴

Elementary school ELL students transition to their attendance zone schools in SY 2015–16.

School Choice Option. Elementary school ELL students currently attending Baltz Elementary School, Lewis Dual Language Elementary School, Marbrook Elementary School, and Mote Elementary School may utilize the school choice process to remain at their current school, or to attend a school other than their attendance zone school in SY 2015–16.⁵

Expand the Meadowood Program to include a second, elementary K–5 site in SY 2015–16, to be located at Richardson Park Elementary School.^{4,6,7}

Students currently attending Richardson Park Learning Center transition to their attendance zone schools in SY 2015–16.

School Choice Option. Students currently attending Richardson Park Learning Center may utilize the school choice process to attend a school other than their attendance zone school.⁸

Meadowood Program Option. Parents of students currently attending Richardson Park Learning Center may utilize the IEP team process to discuss their child's unique needs and to determine the appropriate setting for their child. If the IEP team determines that the attendance zone school would not be the appropriate setting for that student, the student will have the option to attend the Meadowood Program at Forest Oak Elementary School or Richardson Park Elementary School (a proposed second site, as recommended).^{4,6}

Assign students with disabilities in pre-k to the pre-k program closest to their home (Richardson Park Elementary School, Warner Elementary School or the Meadowood Program), in SY 2015–16.

Endnotes

¹ In December 2013 and January 2014, middle school ELL students at A.I. Middle School and Conrad Schools of Science were notified of the district's plan for transitioning students to their attendance zone school in SY 2014–15. Families were informed of the school choice option and had the opportunity to utilize the school choice process during the regular school choice application window.

² The school choice option was communicated to parents and students at The Central School in the winter of 2013. This option will be discussed with them again at meetings scheduled for the spring of 2014.

³ In accordance with school board policy, students who submit good cause late applications will be offered enrollment or wait list status on a space-available basis. Students making school choice application to Cab Calloway School of the Arts or Conrad Schools of Science must meet the admission criteria of that school. School choice applications that are not covered in the good cause provisions may be considered for special permission. Special permissions will be granted in extenuating circumstances where the provisions of the choice enrollment process are not applicable. An application and an explanatory document outlining the reasons given for the request must be submitted to the Superintendent, whose decision shall be final. For more information, see Red Clay Consolidated School District Board of Education Policy 8013, available at www.redclayschools.com/pages/RedClay/Parents_and_Students/Choice.

⁴ For over 25 years the Meadowood Program has successfully worked with students with moderate to severe disabilities. The program is positioned to handle additional student enrollment at the secondary level (grades 6–12) in SY 2014–15 and at the elementary level (grades K–5) in SY 2015–16. Resources identified in the student's IEP will follow the student to whichever educational option is chosen.

⁵ Transportation services for these students will be determined pending school board action on the district's plan for attendance zones, scheduled for the spring of 2014.

⁶ Through conversations with staff, parents and community members, it became evident that limiting the option of the Meadowood Program to Forest Oak Elementary School for grades K–5 was not ideal for many families who live in the northern part of the district. The proposed addition of the cluster site at Richardson Park Elementary School would allow for the program to serve more students, including those whose unique needs are better met in the structure of the special program.

⁷ Currently, the Meadowood Program for grades 6–8 is housed at H.B. du Pont Middle School, a location that presents some challenges to parent engagement due to limited public transportation options in the area. The district will explore the possibility of expanding the Meadowood Program to a second middle school site, or a more conveniently located site, for SY 2016–17.

⁸ Students will be informed of their attendance zone school by November 2014, in advance of the school choice application window.