
Today, *inclusion* is considered to be an integral part of the future of American education...



To enhance inclusive education
in our *local* community,
the Clark County School District, UNLV, and
Green Valley High School
have joined together to form...

The Inclusion Partnership

EXHIBIT I Education

Document consists of 27 pages.

- ☒ Entire document provided.
☐ Due to size limitations, pages _____ provided. A copy of the complete document is available through the Research Library (775/684-6827) or e-mail library@lcb.state.nv.us.

Meeting Date 6/24/04

About the Partners...

Clark County School District (CCSD)

"Helping Every Child To Succeed." Our goal in the Clark County School District is for each and every one of the 268,000 students enrolled during the 2003-04 school year to achieve to his or her greatest academic potential.

As the 6th largest school district in the country, CCSD is proud to be a participant in the National Institute for Urban School Improvement (NIUSI) project. The Office of Special Education Programs (OSEP), U.S. Department of Education, funds the National Institute for Urban School Improvement to facilitate the unification of current general and special education reform efforts as these are implemented in the nation's urban school districts. The National Institute's creation reflects OSEP's long-standing commitment to improving educational outcomes for all children, specifically those with disabilities, in communities challenged and enriched by the urban experience.

We gratefully acknowledge NIUSI for providing a great deal of the information included in this document. Original sources for the information, and much more, may be found by visiting their website at: www.inclusiveschools.org.

University of Nevada, Las Vegas (UNLV)

"The Engaged Research University." The University of Nevada, Las Vegas is a premier metropolitan research university. UNLV demonstrates how the traditional values of higher education can be adapted to conditions and needs of individuals and communities in the 21st century. The university concentrates its resources on instructional and research programs that are student-centered, demonstrably excellent, and responsive to the needs of local, regional, national, and international communities.

Green Valley High School (GVHS)

"Commitment To Excellence. Building A Legacy." Green Valley High School will ensure the opportunity for excellence of the whole individual through an educational environment which encourages achievement, creativity, intellectual curiosity, and social and global responsibility.



The Inclusion Partnership

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Executive Summary

The purpose of education is to ensure that all students gain access to knowledge, skills, and information that will prepare them to contribute to America's communities and workplaces. This central purpose becomes more challenging, as schools accommodate students with increasingly diverse backgrounds and abilities. As we strive to meet these challenges, the involvement and cooperation of educators, parents, and community members is vital in the creation of better and more inclusive schools.

Inclusion is an educational approach and philosophy that provides all students, with and without special needs, with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued.

Inclusive schools are democratic schools that are respectful of and responsive to the many cultures, languages, and ability levels of America's youth. Putting the American values of pluralism, tolerance, and equality into action, inclusive schools provide all students with the instruction they need to succeed as learners and achieve high standards, along side their friends and neighbors.

Our thinking and acceptance has evolved rapidly over the last century, and continues to evolve, in response to federal and state law, along with our changing social and political beliefs. It is now widely accepted that inclusion maximizes the potential of students, ensures their rights, and is the preferred educational approach for the 21st century. Research has shown that most students will learn and perform better when exposed to the richness of the general education curriculum, as long as the right strategies and accommodations are in place.

On January 8, 2002, the *No Child Left Behind* Act was signed into law. This powerful legislation mandates that the majority of students with special needs be moved out of segregated classrooms, and given the appropriate strategies, accommodations, and teaching styles to match their unique learning styles. *The No Child Left Behind* Act builds on four principles for education reform: accountability for results, doing what works based on scientific research, expanded parent options, and expanded local control and flexibility. *No Child Left Behind* requires us



to measure the progress of all our students so that every child can realize the great promise of America.

However, until we make significant changes in what we are doing, and how we are doing it, many students will not have the educational foundation and opportunities to meet the new more rigorous standards; nor will they enjoy the success and achievement that is possible with the appropriate education and supports. The extent to which the professional education community embraces and opens itself to dialogue and partnership with families and communities is an important dimension of the discourse on equity and access to excellence. The scope of the discussion holds the promise for the transformation of American schools from a 20th century educational system dominated by a narrow cultural perspective to one that reflects and values the multicultural and diverse nation that *is* the United States today.

Fortunately, the Southern Nevada professional education community has embraced the charge to transform our schools. Striving to meet the educational needs of our local community in an innovative way, the Clark County School District, UNLV, and Green Valley High School have joined together to form *The Inclusion Partnership (TIP)*.

The Inclusion Partnership is a pilot program in which select UNLV students receive appropriate instruction in inclusion, and then apply their knowledge in the real world of the classroom. In addition, CCSD teachers receive advanced instruction in inclusion and work hand-in-hand with the UNLV students, to support all students in learning and performing their best. *The Inclusion Partnership* began in the spring semester of the 2003-04 school year at Green Valley High School, with 20 teachers participating.

The five-year plan, included in this document, is a guideline for growth throughout the district. It calls for the participation of at least 18 schools district-wide within five years. The plan delineates how at least one high school and two feeder middle schools, per region, will have the opportunity to participate in *The Inclusion Partnership* by the 2007-08 school year, with almost 500 teachers slated to participate.

The budget for 2003-04 school year totals \$87,000. Recognizing that inclusion is a continuum, and that the steps we are taking are vital in ensuring forward movement along that continuum, the Clark County School District is pleased to cover 80% of the 2003-04 budget.



Because close school/community relationships are at the heart of successful, comprehensive, and inclusive schools, parents and community members are being asked to demonstrate strong support for this unprecedented project by contributing toward the remaining 20% of the budget. To successfully launch *The Inclusion Partnership*, \$18,000 must be raised in the community in order to provide the following budgeted items for the 2003-04 school year:

- ⇒ recognition & enhanced professional development for teachers,
- ⇒ technology tools for students,
- ⇒ fees for participating UNLV students, and
- ⇒ communication for a well informed community.

Living the belief that:

- ◆ *great schools* embrace the valuable knowledge and experience that children and their families bring to school learning;
- ◆ *great schools* build responsive educational systems that expand students' life opportunities, available choices and community contributions;
- ◆ *great schools* build on the extraordinary resources that communities provide for life long learning;
- ◆ *great schools* need individuals, family organizations and communities to work together to support future generations of possibility;
- ◆ *great schools* practice scholarship by creating partnerships for action-based research and inquiry;
- ◆ *great schools* shape their practice based on evidence of what creates successful learning for each student; and
- ◆ *great schools* understand that people learn in different ways throughout their lives, and respond with learning opportunities that work,

CCSD, UNLV, and Green Valley High School invite you to join us as we "tip" the scales toward a more positive future, not only for the students of CCSD and UNLV, but also, for our global society...

The Promise of Inclusive Education

“An investment in knowledge pays the best interest.”

Benjamin Franklin

The purpose of education is to ensure that all students gain access to knowledge, skills, and information that will prepare them to contribute to America’s communities and workplaces. This central purpose becomes more challenging, as schools accommodate students with increasingly diverse backgrounds and abilities.

As we strive to meet these challenges, the involvement and cooperation of educators, parents, and community members is vital in the creation of better and more inclusive schools.

Inclusive schools are democratic schools that are respectful of and responsive to the many cultures, languages, and ability levels of America’s youth.

Putting the American values of pluralism, tolerance, and equality into action, inclusive schools...

- MAKE SURE EACH AND EVERY STUDENT FEELS WELCOME AND IS LEARNING
- PROVIDE EACH STUDENT WITH ACCESS TO KNOWLEDGE, SKILLS, AND INFORMATION
- EMBRACE THE UNDERSTANDING THAT EVERY STUDENT IS UNIQUE AND, THEREFORE, LEARNS DIFFERENTLY
- HOLD HIGH EXPECTATIONS FOR STUDENT SUCCESS
- COLLABORATE WITH FAMILIES AND OTHER COMMUNITY MEMBERS
- KEEP IMPROVING
- BUILD INCLUSIVE COMMUNITIES

Overview of The Inclusion Partnership

The Inclusion Partnership (TIP) is allowing...

- CCSD students to experience greater success on a daily basis,
- CCSD teachers to more-effectively use their professional skills,
- UNLV students to expand their intellectual framework, and
- UNLV and CCSD to join together to meet an important community need.

TIP is a pilot program in which select UNLV students receive appropriate instruction in inclusion, and then apply their knowledge in the real world of the classroom. In addition, CCSD teachers receive advanced instruction in inclusion and work hand-in-hand with the UNLV students, to support all students in learning and performing their best. The pilot began in the spring semester of the 2003-04 school year at Green Valley High School, with 20 teachers participating.

In an increasingly interconnected global society, universities are obligated to prepare their students to learn, think, and act as global citizens. Beyond the specific knowledge gleaned from teachers and textbooks, students also must have the ability to absorb and evaluate information on their own and to interpret the complex world around them. By providing UNLV students, regardless of their field of study, with the necessary intellectual framework within which to explore leading edge ideas and possibilities, we are preparing them to grapple with the compelling questions posed by societal change.

One relatively recent societal change, mandated by Federal law, is the inclusion of students with special needs in the general education classroom to the fullest extent possible. Although this mandate has been implemented by the CCSD, teachers often lack the resources necessary to effectively teach all students in the increasingly complex environment of the classroom. Working together, UNLV, CCSD, and Green Valley High School are helping to bridge this gap, recognizing that inclusion is the wave of the future as we strive to maximize the potential of every individual.

Through The Inclusion Partnership, UNLV, CCSD, and Green Valley High School are “tipping” the scales toward a more positive future, not only for the students of CCSD and UNLV, but also for our global society...



What Is Inclusion?

Inclusion is an educational approach and philosophy that provides all students, with and without special needs, with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued. Inclusion requires teachers to provide appropriate individualized supports and services to all students without the stigmatization that comes with separation. Research has shown that most students will learn and perform better when exposed to the richness of the general education curriculum, as long as the right strategies and accommodations are in place.

At no time does inclusion require the classroom curriculum, or the academic expectations, to be watered down. On the contrary, inclusion enhances learning for students, both with and without special needs.

Students learn, and use their learning differently. The goal of education should be to provide all students, including those with special needs, different languages and cultures, and different ways of learning with the instruction they need to succeed as learners and achieve high standards, along side their friends and neighbors.

Is Inclusion The Same As Mainstreaming?

No. Proponents of mainstreaming hold that students with special needs be placed in the general education setting solely when they can meet traditional academic expectations with minimal assistance. Sadly, many mainstreamed students have been moved back into separate classrooms, or have been allowed to fail.

Just making sure students with special needs go to school along with everyone else does not result in more and better learning. Teachers are asked to vary their teaching styles to meet the diverse learning styles of a diverse population of students. Only then can the individual needs of all our students be met. Schools of the future need to ensure that each student receives the individual attention, learning accommodations, and supports that will result in meaningful learning to high standards of achievement, according to the ability level of each individual student.



A Brief History of Inclusion

Today it is widely accepted that inclusion maximizes the potential of the vast majority of students, ensures their rights, and is the preferred educational approach for the 21st century. Unfortunately, this philosophy has not always been widely held.

Our thinking and acceptance has evolved rapidly over the last century, and continues to evolve, in response to federal and state law, along with our changing social and political beliefs.

Think back. When compulsory public education began near the turn of the century, no public school programs existed for students with disabilities. Schools were expected to be efficient assembly lines, with each class of students moving from grade to grade and, eventually, graduating from high school as productive citizens prepared to enter the workforce. Special classes, at first, did not exist. Later, they were developed as a place for students who could not keep up with their classmates.

By the 1950s, special education public programs were available in many school districts, but some undesirable outcomes were becoming apparent. Many authorities in the field agreed that segregated special classes were not an appropriate educational setting for most students with special needs, for it was clear that educating students with special needs in isolated settings minimized, rather than maximized, their potential.

Simultaneously, the civil rights movement was in its great surge, and the fights for equal rights and non-discriminatory laws were being culminated in the U.S. Supreme Court with the historic Brown Decision. In 1954, the case of Brown vs. the Board of Education established the principle that school segregation denies students equal educational opportunity. Although the decision referred to racial segregation, it began to influence our thinking about people with disabilities.



The thinking went something like this: if separate is not equal, what about our children with special needs not having even the right to a free and public education, or being placed in separate, segregated, classrooms?

One of the outcomes of the civil rights movement has been the enactment of legislation designed to prevent discrimination against individuals with special needs, whether they are children in schools or adults in the workforce.

In the early 1970s, landmark civil rights legislation opened the door for all children with special needs to receive a free and public education, and ensure equal opportunity for students to participate in the full range of school activities.

The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) specifically supported inclusive thinking and practices. IDEA calls for involving students with special needs in general education curricula, assessment practices, and classrooms. It encourages general and special education teachers to work together for the benefit of each and every student. The Committee Report that accompanied the new law to Congress explained the legislators' intent: inclusion is a philosophy of acceptance and flexibility.

On January 8, 2002, the *No Child Left Behind* Act was signed into law. This powerful legislation mandates that the majority of students with special needs be moved out of segregated classrooms, and given the appropriate strategies, accommodations, and teaching styles to match their unique learning styles. *The No Child Left Behind* Act builds on four principles for education reform: accountability for results, doing what works based on scientific research, expanded parent options, and expanded local control and flexibility.

At a fundamental level, inclusion is really about fairness. Responding to each student based on need is the meaning of fairness. In the past schools could hide achievement results by excluding students with special needs. This is no longer possible. *No Child Left Behind* requires us to measure the progress of *all our students* so that every child can realize the great promise of America.



Inclusive Classroom Practices

As general education classrooms include more and more diverse students, teachers realize the value of treating each student as unique. Special educators realize that effective general education practices really are appropriate for students with special needs, and general educators turn to special education for better ways to teach their increasingly diverse groups of students. Some of the specific classroom practices recommended in national reports are:

- LESS whole-class, teacher-directed instruction
- LESS student passivity
- LESS prizing and rewarding of silence in the classroom
- LESS classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other "seatwork"
- LESS student time spent reading textbooks and basal readers
- LESS effort by teachers to thinly "cover" large amounts of material
- LESS rote memorization of facts and details
- LESS stress on competition and grades
- LESS use of pull-out special programs
- LESS use of and reliance on standardized tests
- MORE experimental, inductive, hands-on learning
- MORE active learning
- MORE enacting and modeling the principles of democracy in school
- MORE choice for students
- MORE time devoted to reading whole, original, books
- MORE deep study of a smaller number of topics
- MORE emphasis on higher order thinking and learning the key concepts and principles of a subject
- MORE cooperative, collaborative activity
- MORE delivery of special help to students in general education classrooms
- MORE varied and cooperative roles for teachers, parents, administrators, and community members in teaching and evaluating student performance



On Inclusion and the Other Kids

Inclusion is receiving lots of attention, both in school districts across the country and in the popular media. Most of the attention is focused on how inclusion affects the students with special needs. But what about the students who don't have special needs?

Will the learning of students without special needs suffer because of inclusion?

Only a few studies have addressed this question. These studies have shown no slowdown in the learning of children without special needs in inclusive classrooms. Surveys conducted with parents and teachers involved in inclusive settings show that they see no harm to the children without special needs and that they have positive opinions about inclusion.

Will children without special needs receive less attention and time from their teacher?

Only one study has directly investigated this issue. In that study, researchers randomly chose six students without special needs in classrooms that had at least one student with severe special needs (all of the classrooms had support from paraprofessionals). Then they chose a comparison group of students without special needs in non-inclusive classrooms. The researchers compared the amounts of instructional time and found that the presence of students with severe special needs had no effect. And, time lost to interruptions wasn't significantly different either.

The glass is half full

So in a nutshell, the research conducted thus far shows that being in an inclusive classroom doesn't hurt the students without special needs. But does it *help* them? The growing body of research suggests that students without special needs can gain a number of important benefits from relationships with their classmates who have special needs. Some of the benefits include: friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments.



Friendships. One of the most important functions of friendships is to make people feel loved, safe, and cared for. Researchers have documented cases of long-lasting friendships that have emerged between students who have special needs and those who don't, in which both students benefit. Recent research has helped to identify three specific areas of mutual benefit for children with and without special needs who are friends with each other: (1) warm and caring companionship; (2) growth in social cognition and self-concept; and (3) the development of personal principles.

Of course, inclusive settings do not mean that all children without special needs become close friends with children who have special needs. However, even when relationships remain at the level of 'classmate' or 'familiar acquaintance', versions of these same benefits have been reported in surveys of teachers and other research.

Social Skills. Children without special needs often can become more aware of the needs of others, and they become skilled at understanding and reacting to the behaviors of their friends with special needs.

Personal Principles. Students without special needs grow in their commitment to their own moral and ethical principles and become advocates for their friends who have special needs. Developing these strong personal principles will benefit students throughout adulthood.

Comfort Level With People Who Have Special Needs. On surveys and in interviews, middle and high school students without special needs say they are less fearful of people who look different or behave differently because they've interacted with individuals with special needs. Parents notice the differences in their children, too. An interesting side effect is that these parents report that they feel more comfortable with people with special needs because of their children's experiences.

Caring Classroom Environments. Schools and classrooms can be structured to facilitate kindness, consideration, empathy, and compassion for others. Within a caring classroom environment, students have opportunities to learn about their classmates in ways that honor the full range of experiences that each child brings to the classroom.



Why Transform Schools?

“Out of the Public Schools grows the greatness of a nation.”

Mark Twain

At the High School Leadership Summit held in Washington, D.C. in October, 2003, Education Secretary Rod Paige stated, “Some schools are amazing success stories and make for great news copy. But, we also have much reason to be concerned about our educational system. It is not as good as it could be for millions of students.... The number of children who leave our educational system unprepared is staggering.... We are facing an unrecognized educational crisis in this country.”

The challenge is great, but educators throughout our nation are actively engaged in a discussion on how to transform education, and how we go about the work of teaching and learning in our schools. They recognize that traditional strategies have resulted in a lack of learning outcomes for students with special needs, relative to outcomes of comparable peers without special education labels.

The extent to which the professional education community embraces and opens itself to dialogue and partnership with families and communities is an important dimension of the discourse on equity and access to excellence. The scope of the discussion holds the promise for the transformation of American schools from a 20th century educational system dominated by a narrow cultural perspective to one that reflects and values the multicultural and diverse nation that *is* the United States today. The voices of students, parents, and communities, then, become integral to the educational process and may suggest changes in policy and practice that better support the education and learning of all students.

America’s schools are more diverse and complex than at any time in our nation’s history. Until we make significant changes in what we are doing, and how we are doing it, many students will not have the educational foundation and opportunities to meet the new more rigorous standards, nor will they enjoy the success and achievement that is possible with the appropriate education and supports.



Managing the Complexity of Change

“Our economic and global leadership depend on having the finest educational system possible.”

Education Secretary, Rod Paige

How do we respond to calls for higher standards of achievement and accommodation of the many differences children and youth bring to school? As with all types of complex change, our response must include: vision, skills, incentives, resources, and an action plan. Without vision there is confusion. Without skills there is anxiety. Without incentives there is resistance. Without resources there is frustration. And, without an action plan we find ourselves on a treadmill. To ensure success, each component must be carefully considered...

Vision

Leadership for change must reside within the collective vision of a learning community. Achieving real, lasting change requires that everyone in schools stops, thinks, and works together to make the kinds of changes that need to occur. Recognizing that schools must begin to manage the complexity of change by forming and sustaining a leadership team that represents the diversity of voices in the building, a collaborative team of teachers, administrators, parents, and community members has been formed at Green Valley High School. This Inclusion Task Force is reviewing effective practices, identifying areas that need improvement, and planning for progress.

Skills

Teachers in Nevada face the difficult task of being teachers during a time of ongoing reforms, increased expectations, and a widening range of student needs. Developing the depth and breadth of capacity to meet these challenges can only be accomplished through ongoing professional development. Understanding that well-educated and supported teachers have always been the backbone of school reform, advanced training in inclusion has already begun for participating Green Valley High School teachers.



Incentives

School success must become a shared responsibility. We need families and communities that value our teachers and demonstrate strong support.

Our teachers do not seek to learn and implement new strategies in order to receive recognition. They participate because they are committed to professional growth and knowledge in order to benefit our students. Teachers deserve to know how much we appreciate them! As such, the following incentives have been included in the plan.

- Participating CCSD teachers will be allowed to receive UNLV master's degree credit for taking the required class on inclusion. In addition, their textbook on inclusion will be underwritten.
- Participating CCSD schools' in-services will provide the opportunity for all teachers to learn about inclusion from leading experts. Speakers' fees and lunch will be underwritten.
- Participating CCSD teachers will be compensated for meeting with UNLV students one hour per week for planning purposes.
- Participating CCSD teachers will have the opportunity to participate in one all day workshop/observation training session, to be held offsite, per year - as deemed appropriate by the building principal.
- An appreciation event will be held at the end of each year for CCSD teachers & administrators, UNLV students & faculty, parents, and community members.
- Recognition will be offered in the form of gifts for the teachers.

The budget for the 2003-04 school year totals \$87,000. Recognizing that inclusion is a continuum, and that the steps we are taking are vital in ensuring forward movement along that continuum, the Clark County School District is pleased to cover 80% of the budget in the 2003-04 school year.



Because close school/community relationships are at the heart of successful, comprehensive, and inclusive schools, parents and community members are being asked to demonstrate strong support for this unprecedented project by contributing toward the remaining 20% of the budget. In order to successfully launch The Inclusion Partnership, \$18,000 must be raised in the community in order to provide the following budgeted items for the 2003-04 school year:

- ⇒ recognition & enhanced professional development for teachers,
- ⇒ technology tools for students,
- ⇒ fees for participating UNLV students, and
- ⇒ communication for a well informed community.

Resources

Partnerships between universities and school districts are important strategies for the simultaneous renewal of both organizations. Students will benefit from the following resources.

- One additional teacher, functioning as an Inclusion Specialist, will work at each participating school. The teacher will facilitate the school's transition to inclusion and will be a role model for others, demonstrating and sharing best practices.
- Technology tools will be available for the use of students with special needs (i.e. computers, software, PDEs).
- By applying their knowledge in the real world, UNLV students will be an important resource for CCSD teachers and students. While they are assisting CCSD students in learning and performing their best, they will be earning credit toward graduation. In addition, required fingerprinting fees for UNLV students to work within CCSD facilities will be underwritten.

Action Plan

The five-year plan, included in this document, is a guideline for growth throughout the district. It calls for the participation of at least 18 schools district-wide within five years. The plan delineates how at least one high school and two feeder middle schools, per region, will have the opportunity to participate in The Inclusion Partnership by the 2007-08 school year.



Touching the Future

Our donors share the vision of a good education
available to every child.

Your gift will make an important difference
in the lives of students, both now and in the future.

Gift Amount	Level
\$ 2,500	Founder*
\$ 1,000	Benefactor*
\$ 500	Patron
\$ 250	Sponsor
\$ 100	Supporter
\$ 50	Friend

Donor Recognition

Donors will:

- be honored at the annual appreciation event,
- be presented with a certificate of appreciation, and
- be thanked on Green Valley High School's website, in the newsletter, and in a letter to all students' families.

*** An invitation to the *Founder's Circle* will be extended to donors at the *Founder and Benefactor* levels. In addition to the above, members of the *Founder's Circle* will:**

- be included on a plaque of honor that will be prominently displayed at Green Valley High School,
- be invited to a VIP reception immediately preceding the annual appreciation event,
- be given preferential seating at the appreciation event,
- be acknowledged in all programs distributed at Green Valley High School athletic and fine arts events,
- be provided with two season passes to all Green Valley High School sporting events in the fall, winter, or spring season, and
- be offered preferential seating for all Green Valley High School fine arts performances.



Five Year Plan

School Year	CCSD Schools	CCSD Teachers Per Semester	CCSD Class Periods Per Semester	College Students Per Semester	CCSD Students: Contacts Per Semester	CCSD Students With Special Needs: Contacts Per Semester	Notes
2003-04	1	20 Spring	20 Spring	20 Spring	640 Spring	80 Spring	
2004-05	3 Total ***** 2 HS 1 MS	30 Fall 60 Spring	30 Fall 60 Spring	60 Fall 120 Spring	960 Fall 1,920 Spring	150 Fall 300 Spring	30 teachers at pilot + (for schools beginning spring semester) 20 teachers at high school & 10 teachers at middle school.
2005-06	7 Total ***** 3 HS 4 MS	95 Fall 145 Spring	95 Fall 145 Spring	190 Fall 290 Spring	3,040 Fall 4,640 Spring	475 Fall 725 Spring	50 teachers at pilot + (for schools that began in 2004) 30 teachers at high school & 15 teachers at middle school + (for schools beginning spring semester) 20 teachers at high school & 10 teachers at middle school.
2006-07	12 Total ***** 5 HS 7 MS	210 Fall 280 Spring	210 Fall 280 Spring	420 Fall 560 Spring	6,720 Fall 8,960 Spring	1,050 Fall 1,400 Spring	60 teachers at pilot + (for schools that began in 2004) 50 teachers at high school & 25 teachers at middle school + (for schools that began in 2005) 30 teachers at high school & 15 teachers at middle school + (for schools beginning spring semester) 20 teachers at high school & 10 teachers at middle school.
2007-08	18 Total ***** 6 HS 12 MS	395 Fall 465 Spring	395 Fall 465 Spring	790 Fall 930 Spring	12,640 Fall 14,880 Spring	1,975 Fall 2,325 Spring	75 teachers at pilot school + (for schools that began in 2004) 60 teachers at high school & 30 teachers at middle school + (for schools that began in 2005) 50 teachers at high school & 25 teachers at middle school + (for schools that began in 2006) 30 teachers at high school & 15 teachers at middle school) + (for schools beginning spring semester) 20 teachers at high school & 10 teachers at middle school.

Five Year Plan Assumptions

- The average CCSD secondary school class size is 32 students.
- The average CCSD high school has an enrollment of 3,000 students. The average CCSD middle school has an enrollment of 1,500 students.
- In the first year, each school will make a commitment to 9th grade (in high school) or 6th grade (in middle school), and the focus will be on Math and English. In the second year, this will be expanded to include 10th grade and 7th grade, respectively, as well as all academic subject areas. All grades will be integrated into the program by the third year.
- "Student Contact" is used to measure each time that a CCSD student is placed in a participating class period. Some CCSD students will be enrolled in more than one participating class period.
- Five students with special needs will be placed in each participating class period, beginning in the 2004-05 school year. (Four students with special needs per class period in the 2003-04 school year.)
- Participating CCSD teachers will be asked to teach one class in which UNLV students assist.
- In the 2003-04 school year, UNLV will enroll one student for each CCSD class period. Beginning in the 2004-05 school year, UNLV will enroll two students for each CCSD class period in order to provide coverage for each day of the week. In addition to working in the classroom, UNLV students will be asked to meet regularly with their assigned CCSD teacher for planning purposes.
- New schools will begin their participation in the spring semester, each year.
- The pilot school will be asked to mentor two new schools in the 2004-05 school year. In addition, the pilot school will be asked to mentor one additional school in the 2006-07 school year. Schools beginning in subsequent years will be asked to mentor one or two new schools, after their initial year. Only schools that are successfully implementing inclusion will be asked to mentor other schools.
- By the 2007-08 school year, each of CCSD's five regions will be given the opportunity to have one high school and two middle schools participating in The Inclusion Partnership.



2003-04 Budget

		Date:	Fall Semester 2003-04	Spring Semester 2003-04	Totals
Revenues					
		CCSD Commitment			\$ 68,913.00
		Contributions/Grants			\$ 18,231.00
Total Revenues					\$ 87,144.00
Expenses					
	Wages and Benefits				
		Professional Wages	\$20,000.00	\$ 20,000.00	\$ 40,000.00
		Teacher Conference Time		\$ 4,800.00	\$ 4,800.00
		Substitute Teacher Fees		\$ 2,000.00	\$ 2,000.00
		Taxes & Benefits	\$ 6,200.00	\$ 7,688.00	\$ 13,888.00
	Program Expenses				
		Textbooks		\$ 1,325.00	\$ 1,325.00
		Postage/Printing		\$ 1,250.00	\$ 1,250.00
		Technology Tools		\$ 5,000.00	\$ 5,000.00
		Student Fees		\$ 900.00	\$ 900.00
	Operational Support				
		Computer Support		\$ 300.00	\$ 300.00
		Continuing Education		\$ 9,400.00	\$ 9,400.00
		Recognition		\$ 7,750.00	\$ 7,750.00
		Administrative Overhead			\$ 531.00
Total Expenses					\$ 87,144.00
Surplus/Deficit					\$ -

2003-04 Budget Notes

CCSD Commitment	One inclusion teacher at pilot school + teacher conference time + substitute teacher fees + textbooks + UNLV Master's Degree tuition (3 credits) for participating CCSD teachers.
Contributions & Grants	Funds to be raised in the community.
Professional Wages	One inclusion teacher at pilot school throughout the year.
Teacher Conference Time	Each CCSD teacher will meet with UNLV student(s) for one hour per week before or after school. (20 teachers x 12 weeks x \$20/hour)
Substitute Teacher Fees	CCSD teachers will have the opportunity to participate in one offsite all day workshop/observation training session in the spring semester, as deemed appropriate by the building principal. (20 substitute teachers x \$100 per day)
Taxes & Benefits	Calculated at the rate of 31%. Based on professional wages + conference time.
Textbooks	One inclusion textbook for each participating teacher. (20 teachers x \$66.25/book)
Postage & Printing	One letter to homes of all students annually, to keep the community well informed. (2,500 households x \$.50/letter)
Technology Tools	Computer hardware, software, and PDE's, for the use of individual CCSD students with special needs.
Student Fees	Required fingerprinting for all UNLV students to work within CCSD facilities. (20 students x \$45 fee)
Computer Support	For repair and maintenance, as needed.
Continuing Education	UNLV Master's Degree tuition (3 credits) + educational speaker's fees & refreshments for in-services/workshops. ((20 teachers x \$345 tuition) + \$2,500 per semester for educational speakers and in-service refreshments)
Recognition	One appreciation event per year for teachers, administrators, and UNLV students. Gifts for teachers. Certificates of appreciation for UNLV students. ((20 teachers + 10 administrators + 20 UNLV students) x \$55 per person) + (20 teachers x \$250 cash/gift certificate))
Administrative Overhead	Calculated at the rate of 3%. Based on Contributions/Grants.



CCSD Students By Special Education Category December, 2003

Category	Category	Totals	% A Placement	% B Placement	% C Placement	% Other Placement
54	GATE	4,728				
58	Speech	5,245				
59	Developmentally Delayed	1,862				
61	Learning Disabled	15,891				
63	Emotional Disturbance	1,602				
66	Autism	884				
67	Multiple Impairments	662				
70	Mental Retardation	1,361				
75	Visual Impairment	104				
77	Hearing Impairment	338				
79	Deaf Blind	6				
81	Health Impairment	1,264				
82	Orthopedic Impairment	272				
83	Traumatic Brain Injury	128				
Total Students w/o GATE		29,619	40%	30%	20%	10%

A Placement = Student spends 80-100% of the time in general education classes.

B Placement = Student spends 40-79% of the time in general education classes.

C Placement = Student spends 0-39% of the time in general education classes.

CCSD has an enrollment of 268,000 students.

Role of The Inclusion Specialist/Facilitator

- Clarifies concepts taught by classroom teacher in an effective review format
- Improves mastery of skills and academic achievement for all students
- Helps students identify, comprehend, and organize critical information
- Boosts attention and focus for learning
- Supports development of study skills techniques
- Gives individual assistance, when needed
- Encourages listening, cooperation, and independence
- Models appropriate academic, social, and help-seeking behaviors
- Teaches “question asking” skills, where appropriate, and provides feedback to questions
- Keeps student’s learning at appropriate classroom pace
- Facilitates social skills development
- Promotes and enhances acceptance of all students within the classroom



Criteria for UNLV Student Selection

The following criteria for the selection of UNLV students, set by an interdisciplinary team from UNLV and CCSD, will be followed in order to maintain a high level of quality and help ensure the program's success:

1. grade point average of 2.75 or higher,
2. sensitivity and empathy toward children – interested in their issues and potential,
3. ability to command confidence and respect in both the university and secondary level school community,
4. understanding of the importance of maintaining professionalism, while working within the structure and requirements of the secondary level school and its classrooms,
5. willingness to participate in workshops to learn the special skills and information needed to effectively carry out their role, and willingness to accept direction,
6. interest in community service,
7. desire to give the necessary time and effort
8. responsibility for assisting in ensuring student safety, and
9. respect for the students and their privacy – enthusiasm about helping to create positive learning experiences in the inclusive environment of the classroom.



The 7 Guiding Values and Beliefs

- ◆ Great schools embrace the valuable knowledge and experience that children and their families bring to school learning.
- ◆ Great schools build responsive educational systems that expand students' life opportunities, available choices and community contributions.
- ◆ Great schools build on the extraordinary resources that communities provide for life long learning.
- ◆ Great schools need individuals, family organizations and communities to work together to support future generations of possibility.
- ◆ Great schools practice scholarship by creating partnerships for action-based research and inquiry.
- ◆ Great schools shape their practice based on evidence of what creates successful learning for each student.
- ◆ Great schools understand that people learn in different ways throughout their lives, and respond with learning opportunities that work.

