BOARD MEETING: Regular
DATE: Wednesday, January 20, 2016
TIME: 6:30 p.m.
PLACE: Naples High School Cafeteria

I. Meeting Called to Order
II. Roll Call
III. Adopt the Agenda of the Regular Meeting of January 20, 2016   (Board Action)
IV. Executive Session   (Board Action)
V. Pledge of Allegiance
VI. Public Comments: The Board of Education invites you, the residents of our school community, to feel comfortable in sharing matters of interest or concern that you might have with us. The Board President will be happy to recognize those of you who wish to speak. We would ask that you come forward and please identify yourself before presenting your thoughts.

   Those items brought to the attention of the Board during this time may be taken under consideration for future response or action. (*Individual comments will be limited to three minutes.)*

   As a matter of courtesy, we ask that issues related to specific School District personnel or students be brought to the attention of the Superintendent of Schools privately. Thank you for this consideration.

   Board Response: The Board of Education is committed to keeping communication open and transparent. The Board of Education President will be working with the Board and the Superintendent to make every effort to respond to public comments directed to the Board of Education at previous meetings, during the next scheduled meeting.

VII. Points of Interest
VIII. Superintendent Recognitions & Updates
   • NCS Bright Spots
   • Internal Claims Auditor Quarterly Report
   • Welcome District Superintendent Scott Bischoping
   • Department Chair Reports
      - Grades UPK-2
      - Grades 3-4
      - Grades 5-6
   • Budget Update
IX. Administrative Reports
   • Elementary Principal   • Student Representative
X. Board Reports
   • Budget Committee   • WFL BOCES
XI. Minutes   (Board Action)
   • December 16, 2015   • January 6, 2016
XII. Business   (Board Action)
   • Discards
XIII. Personnel   (Board Action)
   • Retirement Resignations
   • Appointment
   -    Art Teacher
XIV. Consent Agenda Items   (Board Action)
   • CSE & 504 Recommendations
   • Volunteer
   • Substitutes
      -    Teachers
      -    Teacher Aide

Regular Meeting   **January 20, 2016**

Minutes of a Regular Meeting of the Board of Education of Naples Central School held on
Wednesday, January 20, 2016 at _____ p.m. in the Naples High School Cafeteria.

Members Present: Robert Brautigam   Robert Hotchkiss
                       Joseph Callaghan   Gail Musnicki
                       Carter Chapman   Maura Sullivan
                       Brent Gerstner   Margo Ulmer
                       Jacob Hall   Elizabeth Friend

Members Absent:

Also Present: Matthew Frahm, Mitchell Ball, Kristina Saucke.

A quorum being present, the meeting was called to order at _____ p.m. by Board President
Margo Ulmer.

Motion:
2ⁿᵈ:
Resolved, that the Board of Education approves the agenda of the Regular Meeting of
January 20, 2016 as presented.
Voting Yes: **Motion Carried**
Voting No: **Motion Denied**

Motion:
2ⁿᵈ:
Resolved, that the Board of Education approves calling an executive session at _____ p.m. for
the purpose of discussing the employment history of a particular person or persons.
Voting Yes: **Motion Carried**
Voting No: **Motion Denied**

Time out of Executive Session: _____ p.m.

Motion:
2ⁿᵈ:
Resolved, that the Board of Education approves the minutes of the following meeting:
   • Regular Meeting of December 16, 2015
   • Regular Meeting of January 6, 2016
Voting Yes: **Motion Carried**
Voting No: **Motion Denied**

Motion:
2ⁿᵈ:
**Resolved, that upon the recommendation of the Superintendent, the Naples Central School
District Board of Education approvesthe following Business resolution as presented:**
• Resolved that approval be given for the following to be declared surplus property and approval
   given to discard as per Policy #5250:
       -   Elementary School Textbooks and Workbooks (List attached)

Voting Yes: **Motion Carried**
Voting No: **Motion Denied**

Motion:
2nd:
Resolved, that upon the recommendation of the Superintendent, the Naples Central School District Board of Education approves the following personnel items as presented:

- Resolved, that the Board of Education approve the following retirement resignations:
  - Elementary teacher Priscilla Crawford, with regret, effective November 26, 2016, with November 25, 2016 as her last day of employment.
  - Elementary teacher Jack E. Stover, with regret, effective July 1, 2016, with June 30, 2016 as his last day of employment.

- Resolved, that the Board of Education appoints the following:
  - Resolved, that the Board of Education approves the appointment of Melissa Neubauer, to a probationary term of four (4) years beginning on January 22, 2016 and expiring on January 21, 2020, as 1.0 FTE Art Teacher, effective January 22, 2016. Eligibility for tenure at the end of the probationary period is dependent on the employee receiving APPR ratings of Highly Effective or Effective in at least three (3) of the four (4) preceding years and no Ineffective rating in the final year. The certification area and status is Art, Permanent. Salary for this position will be Step 6 of the 2015-2016 Distribution Schedule – Masters. This appointment is in accordance with and subject to Education Law, the regulations of the Commissioner of Education, and the by-laws of the Board of Education.

Voting Yes: **Motion Carried**
Voting No: **Motion Denied**

Motion:
2nd:
Resolved, that the Board of Education, upon the recommendation of Superintendent Matthew Frahm, approves the Consent Agenda Items as presented:

a. Resolved, that the Board of Education approves committee recommendations from the following meetings:

   Committee on Special Education actions of January 5, 2016; January 6, 2016; January 12, 2016; and January 13, 2016.

   Section 504 Committee actions of January 6, 2016; and January 13, 2016.

b. Resolved, that the Board of Education hereby approves the following list of Volunteers:

Name	Position	Address
Tyler Vest	Volunteer Assistant Coach	6681 County Road 12, Naples, NY 14512

c. Resolved, that the Board of Education hereby approves the following list of Substitutes Appointments:

Name	Position	Address
Erin Jensen	Teacher	11505 Nickles Road, Prattsburgh, NY 14873
Jessica Neilsen	Teacher	8288 Strutt Street, Wayland, NY 14572
Courtney Polimeni	Teacher	27 Lilac Drive, Rochester, NY 14620
Tyler Vest	Teacher	6681 County Road 12, Naples, NY 14512
Dorothy Griffin	Teacher Aide	7339 County Road 36, Naples, NY 14512

Voting Yes: **Motion Carried**
Voting No: **Motion Denied**

Motion:
2nd:
There being no further business, the Regular Meeting of January 20, 2016 is hereby adjourned at _____.
Voting Yes: **Motion Carried**
Voting No: **Motion Denied**

Board of Education Auditor Report – January 2016 Board Meeting

From October 1, 2015 – December 31, 2015 I have approved warrants 0051-0102 for a total amount of $5,977,688.92 for the second quarter of the 2015-2016 fiscal year. The following errors have occurred and were corrected:

1. (2) Incorrect remit addresses
2. (4) Backup paperwork missing information (missing signatures, requisitions)

   A total of 6 errors from 694 transactions (0.86%)

Respectfully submitted,

Evelyn Letta

Naples Elementary UPK-2 Department
Report to the Board of Education
2015-2016 School Year

Department Members
UPK: Mary Ann Strasser
Kindergarten: Brandi Bishop, Kayc Cass-Northrop, Merry Jo Polimeni
First Grade: Elizabeth Dormer, Angela Lynk, Brittany Ritz
Second Grade: Diana DiGrande, Alice Fitch, Carrie Grove

Department Strengths/Areas of Celebration
- **UPK-2: Aligned Phonics, Writing** (Writer Workshop by Lucy Calkins) **and Reading** (LLI Guided Reading) **Curriculum.** Created a Google document where each grade level can update handwriting skills and expectations for their grade level. Create a Google document to share successes and challenges with our new Writers Workshop program. At our department meeting in December we shared iPad apps we are using in our classroom.
- **UPK:** Based on initial screening and on-going monitoring of skills, students have age appropriate academic skills. As the year progresses students are demonstrating strong cognitive and processing skills.
- **Kindergarten:** Students entering kindergarten have higher math skills than reading skills. Updated data will be available after benchmarking in January.
- **1st grade:** In September, 17% of students were above the expected **guided reading level**, 41% were on grade level, 42% were below level. We developed a yearly pacing chart for all academic areas. We are working collaboratively to provide differentiated instruction in math and RTI time.
- **2nd grade:** In September, 27% of students were above average in **reading fluency**, 47% scored in the average range, 25% scored below average.
41% of students were above the expected **guided reading level**, 22% were on grade level and 37% of students were below grade level.

Areas of Growth
- **UPK-2:** All teachers are using the new Phonics and Writing Curriculum adopted this year. These curriculums are Common Core aligned and provide consistency through the grade levels.
- **UPK:** UPK students often have weak fine motor skills. They lack strength and stamina needed for writing tasks. Increased and enhanced opportunities to build these skills will continue to be provided.
- **2nd grade:** Mrs. Lester is providing a fluency group 2X a week during 2nd grade RTI block.
- **1st and 2nd** grade teachers added "Mad Minutes" (a weekly math fluency exam for additional addition and subtraction) to supplement our Engage NY curriculum.
- Grades in our department are working on a Social Studies curriculum map.

STEAM Goal

- **UPK-2** We are continuing our work with Melissa Kerrick (BOCES coach) to examine the new Social Studies standards and develop a Content Integration Document. It was great to have Katie Infantino (librarian) and Abigail Castle (art/technology) join us so they could think about ways they can support the ELA, Math, S.S. and Science goals through fine Arts instruction.
- **UPK:** Consulting with BOCES coaches to create a UPK curricular document that integrates and overlays each subject area with a monthly "Essential Question" format.
- **Kindergarten:** Continue to learn and incorporate the Writers Workshop by Lucy Calkins.
- **1st:** Develop a technology curriculum for iPads & computer lab. Find ways to provide enrichment opportunities for students that have already met grade level standards.
- **2nd grade** teachers are looking into changing from whole group math instruction to a small group differentiated instruction that allows them to better needs the individual needs of students and incorporate a "STEAM station" for students.
-

Areas of Opportunity

The Board of Education can support and help us focus on STEAM in the following areas:

- Consultant or training on how to incorporate skills in STEAM while addressing our current Common Core Standards UPK-2.
- Purchase of additional blue and red Leveled Literacy Intervention kits for reading instruction at 2nd grade. There are not enough kits to effectively teach small groups.
- Curriculum days or release time to develop a technology curriculum that incorporates skills that can be taught in the computer lab and with iPads.
- Continue to provide 1:1 iPads for classrooms that do not have them.
  (2 @ kindergarten, 1 @first)

In planning for the future here are a few positions that we feel would greatly impact our teaching and our students:

> **Curriculum Consultant** - consult with teachers about implementation of new material, order materials, set up in-service opportunities.
>
> **Technology instructor** - individual to help develop technology projects that integrate with our Common Core Standards and existing curriculum.
>
> **Reading Support** - Based on the number of students that are scoring below grade level in our department we need to continue to look at the amount of reading support we have and how we are providing remediation to students.

Members of our department would like to thank the Board of Education for their support. We appreciate your genuine interest in learning about what we are doing in the classroom and specific areas you can support us.

Board of Education Report - 2015-2016
Department Grades 3 and 4 - Naples Elementary School

Department Members:
Grade 3:
Jean Becker, Kristen Bariteau and Priscilla Crawford

Grade 4:
Jack Stover and Christine Arsenault

Special Education:
Ellen Aymerich and Mary Cloninger

Department Strengths:

- Department and grade level collaboration that uses BOCES data to improve our direct instruction
- Ability to adapt and adjust the modules to the needs of our students
- Use of data to instruct and provide for individual needs in our RTI groups
- Research to find materials that support the Common Core and work efficiently with the modules to improve instruction
- Flexibility to work with the Math and Social Studies BOCES coaches and adjust accordingly in our classrooms
- Homework club for 3rd and 4th grades students. Expanded to 3rd grade this year
- Teamwork with Deb Wordingham to provide students with a diverse technology program
- The co-teaching model has delivered a service that benefits <u>all</u> students
- Dedicated and creative teachers and aides

Areas for Growth:

- Work with our Math BOCES Coach has provided us time to align our math curriculum across grade level and will continue at department level
- Revision of common assessments in subject areas at grade level
- In need of a technology curriculum to help us take full advantage of the use of the 1:1 iPads in the classroom
- Scheduling and instruction that will allow all students to remain in the classroom as much as possible during academic instruction
- Curriculum mapping in Social Studies and Math under the guidance of the BOCES coaches

21st Century Learners:

- Offer opportunities in and out of the classroom to provide students with the ability to be lifelong learners
- Provide a variety of technological opportunities to prepare students for college and/or career
- Provide occasions that will instill team work, persistence, problem solving and confidence to prepare the students for success in school and beyond

In Appreciation:

- Thank you for the summer curriculum days. We find the work completed during the summer is very beneficial to our programs
- Thank you for the time and experience with the BOCES Coaches in Social Studies and Math
- We are grateful for our administration and the support that they provide. It is wonderful to work in a positive, encouraging and considerate environment.

Thank you for your time and support in guiding our district. We are very fortunate to have such a supportive Board of Education.

Respectfully submitted,
Christine Arsenault

Grades 5-6 Board of Education Report
January 20, 2016

Department Members:
General Education Teachers
- Grade 5 - Ryan Betrus, Jeffrey Liebentritt
- Grade 6 - Mathew Brown, Aaron O'Rourke, William Saar

Grade Level Aides: Grade 5 - Michelle Smith Grade 6 - Sue Herbert
Co-Teaching Teacher: Grades 5/6 - Natalie Ball
6:1:1 Classroom Teacher (Grades 5/6) - Kyle Inda **6:1:1 Classroom Aide** - Laurie Wight
Academic Intervention Services (AIS)/Response to Intervention (RtI) Support:
- Cindy Domm, Kathleen Meteyer **Aide** – Kathy Potter

1 – Department Strengths
- Data analysis used to make module adjustments
- Co-teaching
- Researching materials to improve instruction in all subject areas
- Increased technology use

2 – Math Focus
- Discussion and implementation of best math practices and resources
- Aligning math curriculum with Jessica Sheridan (BOCES) – ongoing
- Increased Word Problem/math rigor
- Increased iPad usage

3 - 21st Century Leaders
- Mastery of fundamental skills
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Balances direct instruction with project-oriented teaching methods
- Work together and make compromises to accomplish a common goal

In Appreciation:
- BOE and administrative support
- Summer Academy
- Summer Curriculum days
- BOCES Coaches in Math and Social Studies

Thank you for your dedication to the students and staff of our district.

Sincerely,

Jeffrey A. Liebentritt
Grade 5-6 Department Chair

Naples Elementary School Board of Education Updates ~ January 2016

Collaboration with our BOCES Coaches:

- All of our grade levels have met with Jessica Sheridan (Math Coach) at least once to begin work on their curriculum maps.   Anneke Radin-Snaith joined these half day meetings to provide technology support. The template we created is in the form of a google doc, so anyone on the team can add information/resources at any time. Grade levels set goals for the next session, and made a "to do" list before their group reconvenes in January/February. Jessica and I have planned another mini Professional Development session for the February faculty meeting. This discussion will focus on how we will document results from our common assessments, and how we will use this data to drive instructional decisions. Our math meetings will continue through June with grade levels meeting on average 1-2 times per month. Special Education Teachers have joined the grade levels that they work with.

- Social Studies Coaching with Melissa Kerrick has continued to focus on our curriculum document that integrates the new Social Studies Framework with all subject areas. Having Mrs. Infantino (Media Center), Mrs. Castle (Art/Tech) and Mrs. Austin/Miss Jennejohn (Music) be a part of this process has been invaluable in terms of resources, and integrating content into special area class instruction.

Thank you very much to Mrs. VandeSande for her help organizing our Make-A-Wish fundraiser. Our Make-A-Wish event involves students and staff writing letters (or drawing pictures for our little guys) to Santa. We chose to direct students to ask for something for someone else instead of themselves to honor and encourage the spirit of giving.   For each letter written, Macy's donates $1.00 up to $1,000,000. Our district contributed 340 letters to the letter writing campaign, so $340

has been donated to Make-A-Wish from Macy's. It has been quite emotional to read through all of them so stop by and check them out if you get a chance! You will be so impressed with our students' kindness and generosity. ☺

A fond farewell to Mrs. Piedici! We are already feeling the loss of not having her here with us, but are so happy for her as she embarks on her new adventures at Canandaigua Elementary School! We are very grateful to her for working with two of our talented High School students to repaint our support rooms at the Elementary School. These rooms are used for students who need a quiet place to regain control of their behavior, or proactively take a break from the classroom when becoming frustrated or overwhelmed. Students only access this support with adult supervison. Mrs. Piedici orginally designed and painted the murals with students as a community service project four and a half years ago. They needed a little TLC, so Mrs. Piedici recruited Sammy Gordon and Kaitlynn Grevell to help repaint and enhance the murals. We are very appreciative of the many hours they spent after school and in the evening to provide a positive environment for our students as they work on self regulation skills.

One of the other projects that Mrs. Piedici was helping us with was our Buddy Benches for the playground. Mr. Frazer has kindly taken over finishing these for us with a talented crew of High School Art students. They are transferring Elementary student art work to the benches that will be dedicated at our January 28th Rally in the Valley. This special event will begin at 1:00pm – please join us if you are able!

Mark Your Calendar!

- Naples Board of Education "Tour of Learning" ~ Friday, January 15th
- Martin Luther King, Jr. Holiday ~ Monday, January 18th, School will be closed
- Board of Education Meeting ~ Wednesday, January 20th at 7:00pm
- Regents Week - Half Days for Elementary Students ~ Wednesday January 27th - Friday January 29th
- Rally in the Valley ~ Thursday, January 28th at 1:00pm in the Elementary Gym
- Board of Education Meeting ~ Wednesday, February 3rd at 7:00pm
- Presidents' Week Recess ~ February 15th - 19th, School will be closed
- Board of Education Meeting ~ Wednesday, February 24th at 7:00pm
- Naples CSD Spelling Bee (Grades 5-8) ~ Friday, February 26th, 12:30pm in the Jr./Sr. High School Auditorium

BOARD OF EDUCATION REPORT

Naples Junior Senior High School

Jan. 15, 2016

Interim Principal's Comments:

I would like to thank everyone who is part of the Naples Central School District community-students, teachers, clerical/custodial/cafeteria staff, and administrators for the invaluable guidance you have provided "the new guy in town"! To learn new programs, practices, and routines can be a challenge, but so many people have offered help every step of the way it has been a huge help! Thank you to everyone who has helped the transition be a smooth as possible! I am very grateful.

Mid-Terms and January Regents Testing:

I think it is safe to say every teacher and student is actively preparing for the upcoming Mid-Terms and Regents assessments that will begin on Tuesday, Jan. 26th and end Friday, Jan. 29th. Schedules are in place for the testing as well as the grading and scoring. I am pleased to see rigorous, meaningful instruction is happening all over the school and that "teaching to the test" may be happening elsewhere-but not in Naples. Good luck to all students!

Sophomore Visitation to B.O.C.E.S. :

All sophomores who are interested in learning about program options offered through the Wayne Finger Lakes B.O.C.E.S. are invited to participate in a visitation day on Friday, Feb. 5, 2016. This is a great way for students to see firsthand the wide variety of learning and career opportunities that include criminal justice, culinary arts, automobile and diesel mechanics, and many, many more possibilities. We hope many of our sophomores will take advantage of this chance to explore new ideas that can easily match their skills with a promising and rewarding future.

Preparing For College:

Mr. Murphy, 10th-12th Grade Counselor, and the Director of Financial Aid at F.L.C.C., will be hosting a Financial Aid night on Thursday, Feb. 4th from 6:30-8:00 in the High School in the library conference room. Students and parents will learn about all aspects of financial aid and leave with their FAFSA form completed (if you've ever had to do a FAFSA form you know it would be great to have some professional guidance on the process!). We hope college bound seniors and interested juniors, will mark the date on their calendars and attend this informative and helpful presentation.

2016-2017 Planning:

For many of us it's hard to believe the middle of the year is upon us! It's even more incredible to see planning for the 2016-2017 year is just starting. One of the first steps in that process is to develop the Course Catalog, the "menu" of classes offered by all departments. Once the Course Catalog is ready, individual meetings will begin to look at student credit requirements and match them with future plans and aspirations so a comprehensive path to success can be developed. It's the time of year when students, parents, and educators all work together to answer the question: what's next?

And In Conclusion...

In so many ways, 2016 has started with the promise of great things to come! The students are focused, the faculty and staff are committed to student success, and you can feel that everyone is working towards a common mission. So far, 2016 is looking good!

Board of Education Report

January 20, 2016

K. Mead, Director of PPS

The Naples Central School District Continuum of Services for students with disabilities has continued to be varied and offer many individualized programs and services. This is a notable accomplishment and source of pride for our small and caring district.

Recently, the Special Programs Department has entered into meaningful and lengthy discussion and consideration of our continuum, as we strongly believe a common understanding and philosophy regarding "inclusion" is the foundation of our continuum and its maintenance. As always, we greatly appreciate the support of the Naples Board of Education and our community, and we are sharing the attached article, "Inclusion Works", as it is one credible resource for information and research regarding inclusion. The department is using this article to help establish a common language and basis for questioning in our discussions.

Inclusive Education Research & Practice

Xuan Bui, Carol Quirk, Selene Almazan, Michele Valenti

Inclusion Works!

Over 20 years of research has consistently demonstrated that the inclusion of students with disabilities in general education classrooms results in favorable outcomes. Positive outcomes have been shown for both students with high incidence disabilities (learning disabilities and other "mild" disabilities) and those with low incidence disabilities (intellectual, multiple, and "severe" disabilities). This body of research includes quantitative studies where the standard is replication as well as qualitative studies that aim for complete, detailed descriptions in order to answer 'how' questions.

Placement Matters: Studies investigating the effects of placement in general education classrooms reveal positive outcomes in the areas of IEP quality, time of engagement, and individualized supports. Significant increases in IEP quality on measures of age-appropriateness, functionality, and generalization were found when students moved into general education classes from special education settings even though the special educator remained the same

> **Placement in general education results in:**
> - **Improved IEP quality**
> - **More student engagement**
> - **Increase in instructional time**
> - **Maintenance of individualized supports**

(Hunt & Farron-Davis, 1992). Within the general education classroom, there was an increase in the amount of instruction on functional activities as well as basic academic skills such as literacy for students with severe disabilities (Hunt, Farron-Davis, Beckstead, Curtis, & Goetz, 1994). In addition, students were observed to be less engaged and often more alone in self-contained classrooms.

Similar student engagement outcomes were reported in a study involving nine elementary students with severe disabilities who were observed in both special and general education settings. General education classrooms delivered more instruction, provided a comparable amount of 1:1 instruction time, addressed content more, and used non-disabled peers more and adults less (Helmstetter, Curry, Brennan, & Sampson-Saul, 1998). Furthermore, comparisons of the two settings revealed a significant difference in non-instructional time. In self-contained classes, 58% of the time was classified as non-instructional versus 35% of the time in general education classes.

To answer the question of individualizing supports, McDonnell and colleagues compared the instructional contexts of students with low incidence disabilities and their typical peers in

general education settings. The students with severe disabilities were 13 times more likely than their peers without disabilities to receive instruction directed exclusively toward them during whole class activities, and were 23 times more likely to receive 1:1 instruction (McDonnell, Thorson, & McQuivey, 2000). This challenges the prevalent notion that students with disabilities cannot receive individualized supports in general education classrooms.

Outcomes for Students with Disabilities: Most research studies examining educational outcomes have found positive effects for inclusion. Baker and colleagues reviewed three meta-analyses that addressed the issue of the most effective setting for the education of students with disabilities. A small-to-moderate positive effect for inclusive placement was found in all three meta-analyses (Baker, Wang, & Walberg, 1994). More recently, Waldron, Cole, and Majd (2001) investigated the effects of inclusive programs for students with high incidence disabilities and their typical peers. This two-year study found that 41.7% of students with learning disabilities made progress in math in general education classes compared to 34% in traditional special education settings, without the presence of nondisabled peers. Gains in reading were comparable in both settings. When comparing progress with their typical peers,

43.3% of students with disabilities made comparable or greater progress in math in inclusive settings versus 35.9% in traditional settings. Similar academic gains were reported in a study examining the use of class-wide peer tutoring on the achievement of students with high incidence disabilities in

> **For students with high incidence disabilities, a higher percentage of make academic progress in general education classes compared to students in traditional, resource settings.**

inclusive classrooms. Significant increases in spelling, social studies and other academic indicators were observed (Pomerantz, Windell, & Smith, 1994).

Positive educational outcomes are not in the area of academics alone. The National Longitudinal Transition Study examined the outcomes of 11,000 students with a range of disabilities and found that more time spent in a general education classroom was positively correlated with:
   a) fewer absences from school,
   b) fewer referrals for disruptive behavior, and
   c) better outcomes after high school in the areas of employment and independent living (Wagner, Newman, Cameto, & Levine, 2006).

Meta-analyses and comparative studies examining the educational outcomes of students with low incidence disabilities in inclusive versus segregated classrooms have found either no difference in outcomes or positive effects for inclusion (Hunt & Goetz, 1997). There is a body of empirical evidence that shows students with severe disabilities are able to acquire skills in a range of areas within inclusive classrooms. McGregor and Vogelsberg (1998) report that students demonstrate higher levels of social interaction with typical peers, social competence and communication skills improve (e.g., Hunt, Alwell, Farron-Davis & Goetz, 1996), and academic gains are made (McDonnell, Thorson, McQuivey, & Kiefer-O'Donnell, 1997). In

> **"No studies conducted since the late 1970's have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings." (Falvey, 2004)**

addition, Kliewer and Biklen (2001) found that inclusive learning environments facilitated the acquisition of literacy and adaptive skills as well as enhancing students' social relationships. In this domain of social outcomes, Fisher and Meyer (2002) conducted a two-year longitudinal study to examine social competence for 40 students with severe disabilities in inclusive and self-contained classrooms. Students in the inclusive settings had significantly higher mean scores on the ASC (Assessment of Social Competence) after a two-year period, and although students in self-contained classrooms made gains, they were not statistically significant. Falvey (2004) notes that "no studies conducted since the late 1970's have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings."

Effect on typical peers: Concerns are often raised about the impact that students with disabilities, especially those with challenging behavior, have on the learning of typical students. Hollowood and colleagues investigated the degree to which the presence of students with severe disabilities affected the time allocated for instruction, the actual time used for instruction, and students' engaged time. Results indicated no differences across the three domains when comparing classrooms that included students with severe disabilities and classrooms without students with severe disabilities (Hollowood, Salisbury, Rainforth, & Palombaro, 1995). The finding that engaged time for typical learners is not negatively impacted by the presence of students with severe disabilities was also replicated in other studies (Peltier, 1997; Staub & Peck, 1995).

> **What is the impact on typical peers?**
> - **No difference in instructional time and student engagement**
> - **Presence of students with disabilities results in greater number of typical students making reading and math progress compared to non-inclusive general education classes**

In the area of academic progress, Waldron, Cole, and Majd (2001) report that more students without disabilities made comparable or greater gains in math and reading when taught in inclusive settings versus traditional classrooms where no students with disabilities are included. This suggests that inclusive classrooms provide greater access to the general education curriculum that benefits all students. Further evidence for the positive effects of inclusion on students without disabilities is reported by McGregor and Vogelsberg (1998). They found:
- o inclusion does not compromise general education students' outcomes,
- o typical peers benefit from involvement and relationships with students who have disabilities in inclusive settings, and
- o the presence of students with disabilities in general education classrooms leads to new learning opportunities for typical students.

3

Making Inclusion Work

Recognition that inclusion benefits both students with and without disabilities has led to research that seeks to define the necessary contexts, instructional practices, and curricular efforts that result in improved learner outcomes. Some of this research, especially for students with high incidence disabilities, is well documented and its effectiveness clearly established. For students with low incidence disabilities, the body of empirical evidence is smaller but favors inclusive settings with its use of strategies such as varied instructional arrangements and peer supports.

Peer Mediated Instruction & Intervention: The use of peer mediated instruction and intervention is often cited in the literature as one of the most effective strategies for inclusive classrooms. In several studies focused on students with mild disabilities, the use of peer-mediated strategies results in improved academic outcomes for ***all*** students including those considered at-risk academically (Sailor, 2002). In a review of the literature, Fisher, Shumaker, and Deshler (1995) reported significant increases in reading, spelling, math, social studies, and other academic indicators for studies investigating the use of class-wide peer tutoring models (CWPT) where students serve as tutors and tutees in acquiring basic academic skills and factual knowledge. Positive outcomes are accrued when training for tutors is emphasized and in some cases, results in large effect on student outcomes (Stenhoff & Lignugaris/Kraft, 2007). Increases for both elementary and high school aged students were noted.

> **Peer Tutoring Results in:**
> - **Academic gains for students with high incidence disabilities and students considered at-risk**
> - **Increased engagement and academic responses for students with low incidence disabilities**

Specifically for students with moderate to severe disabilities, CWPT has also shown to result in increased levels of engagement and academic responses as well as academic gains. Dawson and colleagues investigated the effects of CWPT for students with intellectual disabilities and their typical peers in general education classrooms. Results showed increases in spelling accuracy as well as greater levels of engagement with typical peers and a decrease in competing behaviors when compared to teacher-led instruction (Dawson, Delquadri, Greenwood, Hamilton, Ledford, Mortweet, Reddy, Utley, & Walker, 1999). Similar outcomes were reported by McDonnell and colleagues in a study that focused on the use of CWPT along with a multi-element curriculum and accommodations for students with severe disabilities (McDonnell, Mathot-Buckner, Thorson, & Fister, 2001).

More recent studies modeled after CWPT investigated the use of Peer-Assisted Learning Strategies (PALS) as a method for improving academic outcomes for students with high incidence disabilities and struggling typical peers. Features of PALS include reciprocal tutoring

4

roles, opportunities to respond and experience success, structured activities, and supplemental practice of skills taught in the core curriculum. Fifteen years of pilot studies, component analyses, and large-scale experiments have shown improvement in the reading achievement of low, average, and high achieving students including those with high incidence disabilities (McMaster, Fuchs, & Fuchs, 2007). In the large-scale field studies involving second through sixth grade classrooms, effect sizes of .22 to .56 were reported when compared to classrooms using a traditional teacher led approach to reading. Furthermore, Fuchs and his colleagues report greater social acceptance for students with learning disabilities in classrooms using PALS presumably due to the greater level of reciprocal engagement of those settings (Fuchs, Fuchs, Mathes & Martinez, 2002).

In addition to the structured use of tutoring arrangements, the successful use of peers as supports in inclusive classrooms has also been documented for students with low incidence disabilities. In a study investigating the effects of peer delivered self-monitoring strategies on middle school students with significant disabilities, results showed an increase in percentages of occurrence across eleven identified academic survival skills for all students (Gilberts, Agran, Hughes & Wehmeyer, 2001). The role of peer training is a critical feature in the effective use of peer-mediated instruction. Two studies investigated the issue of contribution of peers to the generalization of social behaviors for elementary students with autism. In both studies, increases in social interaction with typical peers were noted with greater generalization of skills observed from groups with trained peers and less from groups with untrained or stranger peers (Kamps, Royer, Dugan, Kravits, Gonzalez-Lopez, Garcia, Carnazzo, Morrison, & Garrison Kane, 2002).

Peer support interventions are also emerging as an effective alternative to traditional paraprofessional support models for students with low incidence disabilities (Carter, Cushing, Clark & Kennedy, 2005). Several descriptive studies have documented the disengagement of teachers when a one-on-one paraprofessional service delivery is

> **Peer support interventions that involve one or more peers without disabilities providing academic and social support to a student with disabilities indicate that:**
> - **Typical peers have higher levels of engagement during support role**
> - **Peers with severe disabilities spent more time engaged in activities aligned with the general curriculum**

used (Giangreco, Broer & Edelman 2001). Since the level of engagement and sense of ownership that general educators have with students with disabilities is a critical factor to success in inclusive classrooms, other support strategies must be explored. Cushing and Kennedy (1997) trained typical peers to adapt class activities, provide frequent feedback, and promote communication among other support strategies for three students with severe disabilities in general education classrooms. Results indicated that serving as a peer support resulted in higher levels of engagement for students without disabilities which is consistent with previous studies employing peer-mediated techniques. This challenges the assumption that having a typical peer support a student with a disability takes away from their participation in the classroom. In looking for optimal configurations, Carter and colleagues studied the effect

of using two peers in a support role for students with severe disabilities. Data from the investigation showed an increase in social interaction as well as an increase in the amount of time students with disabilities were engaged in activities aligned with the general curriculum (Carter, Cushing, Clark & Kennedy, 2005). In these peer support arrangements, the paraprofessional's role is broadened and shifts to providing guidance and support to the students serving as a peer support (Carter, Cushing & Kennedy, 2008).

Instructional & Curriculum Adaptations: Instructional and curriculum adaptations can be conceptualized in two categories. ***Routine*** adaptations include the use of varied grouping arrangements, materials, and goals while ***specialized*** adaptations are those made above and beyond routine ones that are in direct response to specific challenges faced by students (Fuchs & Fuchs, 1998). Weymer and colleagues use the term *curriculum augmentations* to refer to efforts to augment or expand the general education curriculum to provide additional skills or strategies that help students succeed (Wehmeyer, Lance, & Bashinski, 2002). Research on curriculum and instructional adaptations that support students with disabilities in general education classrooms is varied.

For students with learning disabilities, many studies describe instructional methods that extend the typical adaptations and help to promote progress in the core content areas for all students (including those without disabilities). These include graphic or advanced organizers, self-regulation strategies, semantic maps, mnemonics, chunking, questioning, and visualizing strategies (Baker, Gersten, & Scanlon, 2002). Swanson and Hoskyn (2001) also confirmed the use of advanced organizers as an effective strategy for positively influencing student performance. The use of content enhancement routines, a type of advanced organizer, was shown to have dramatic results for students with learning disabilities in general education classrooms where the average unit quiz grade increased by ten percentage points (Lenz, Schumaker, Deshler, Boudah, Vance, Kissam, Bulgren, & Roth, 1993).

> **Effective adaptations for students with mild disabilities:**
> - **Graphic/advanced organizers**
> - **Mnemonics**
> - **Content enhancement routines**
> - **Strategy instruction**
> - **Supplementing grade level textbook with other materials**
> - **Inquiry approach to science**

In addition to these, strategy instruction (teaching students how to learn) has been shown to improve academic achievement across grade levels for both students with and without disabilities (Fisher, Shumaker, & Deshler, 1995). Other techniques that have resulted in improved learner outcomes in inclusive classrooms include the use of materials other than grade level textbooks in the area of social studies (Gersten, Baker, Smith-Johnson, Dimino, & Peterson, 2006) and employing an inquiry-based approach to science with a focus on varied ways of communicating learning (Pulincsar, Magnusson, Collins, & Cutter, 2001).

In contrast to the vast array of evidence for the effects of adaptations for students with learning disabilities, research has recently begun to emerge related to the implementation of curriculum accommodations and modifications for students with significant disabilities (Fisher & Frey, 2001). For example, there are few studies examining the use of strategies such as graphic organizers for students with severe disabilities in inclusive classrooms. In a review of the literature, Lee and colleagues found no studies applying techniques such as chunking and mnemonics while many studies examined self-directed learning strategies such as choice making. However, very few of those studies were conducted in academic content areas (Lee, Amos, Gragoudas, Lee, Shogren, & Theoharis, 2006).

Historically, the focus of research on instructional strategies for students with severe disabilities has been on "functional life skills" that were taught outside of the general education curriculum (Soukup, Wehmeyer, Bashinski, & Bovaird, 2007). Browder and Cooper-Duffy (2003) report that less than 10% of studies with students with severe disabilities focused on academics, with some research showing success in functional academics and access skills in general education environments. Clearly, the use of curriculum adaptations such as content specific modifications is necessary for the successful inclusion of students with severe disabilities. While there is ample descriptive literature of methods and examples for making adaptations for these students, there is limited empirical evidence to date (Fisher & Frey, 2001).

Some descriptive studies investigated how students with severe disabilities access the core curriculum in general education classrooms. Salisbury and colleagues found that modifying curriculum based on students' IEPs resulted in successful physical, social, and instructional inclusion of students with mild to severe disabilities in kindergarten through fourth grade (Salisbury, Mangino, Petrigala, Rainforth, Syryca, & Palombaro, 1994). More recently, Fisher and Frey (2001) describe the experience of three students (elementary, middle, and high) with significant disabilities and the supports/services necessary for them to access the core curriculum in general education classrooms. The prominent use of individualized, content specific modifications and accommodations were noted for all students. Examples of these individualized content specific modifications included reading picture books, having a picture communication symbol version of a textbook chapter, and unit vocabulary added to a student's speech output device.

For students with severe disabilities:
- **Less than 10% of studies focused on academics**
- **Research on the implementation of adaptations is just emerging**
- **Current evidence shows limited use of accommodations and modifications for students with severe disabilities**
- **Presence of modifications increases academic responding and decreases competing behavior**

Soukup and colleagues (2007) also examined the use of adaptations for students with severe disabilities in general education classrooms as well as the relationship between access to the general education curriculum and classroom variables. Researchers found that students with

severe disabilities worked on grade level standards in 60% of the intervals and worked on standards linked to any grade for 20% of the intervals. Curriculum adaptations (changes to content representation, presentation, or student engagement) were observed in 18% of the intervals with no observations of curriculum augmentations (learning-to-learn strategies). In terms of classroom variables, large and small group instructional arrangements were predictive of greater access to the general education curriculum. Soukup and her colleagues conclude that students receiving instruction in general education were significantly more likely to be working on activities linked to the general education standards, although they were doing so without the types of adaptations that research suggests is critical for making progress (Soukup, Wehmeyer, Bashinski, & Bovaird, 2007). Following up on this work, Lee, Wehmeyer, Soukup, and Palmer (2010) studied the impact of curriculum modifications on student and teacher behaviors. Researchers observed 45 students with a range of disabilities and found that the presence of curriculum modifications predicted increased student engagement and decreased competing behaviors that would disrupt learning. In addition, the presence of modifications also resulted in teachers engaging in fewer management behaviors.

Collaborative Practices: The inclusion of students with disabilities in general education classrooms necessitates collaboration between administrators, general educators, special educators, parents, and related service providers in order to deliver quality services to all students. In a survey to experts in the field of severe disabilities, Jackson and colleagues reported that collaboration was often cited as a foundation to the implementation of inclusive education (Jackson, Ryndak, & Billingsley, 2000). In many schools, collaboration takes the form of co-teaching where a general and special educator work together to deliver instruction to students with and without disabilities.

In a meta-synthesis of 32 qualitative studies, Scruggs, Mastropieri, and McDuffie (2007) found that teachers generally supported co-teaching but the instructional techniques employed did not necessarily reflect prevailing best practices in the literature. The predominant model of co-teaching was "one teach, one assist" even though this is not a highly recommended practice in that the special educator often plays a subordinate role. In addition, evidence-based practices such as peer mediated and strategy instruction were infrequently observed. Some quantitative studies do exist that document the efficacy of co-teaching. Murawski and Swanson (2001) conducted a meta-analysis of this research and found only six studies worthy of the report. Results from these studies indicated an overall effect size of .40 on academic achievement, social outcomes, attitudes, absences, and referrals. Findings from both the qualitative and quantitative

> **Research on co-teaching:**
> - **A few studies document moderate effect size for student outcomes**
> - **Qualitative studies show predominance of "one teach, one assist" which is not considered highly recommended**
> - **Infrequent observations of specialized adaptations**

investigations suggests that co-teaching currently falls short of realizing its potential for delivering quality services to students in general education classrooms.

Collaboration among teachers and related service providers is also a critical factor in implementing effective inclusive education. Soto and colleagues found that general educators who have regular opportunities to collaborate and consult with professional peers show evidence of increased instructional skills as well as decreased tendencies to make referrals to special education (Soto, Müller, Hunt, & Goetz, 2001). Two studies by Hunt and colleagues further document the effectiveness of collaboration as a strategy for improving student outcomes in inclusive settings. In both studies, researchers document the successful teaming of teachers, related service providers, and parents in implementing support plans for students with severe disabilities and typical peers considered academically at-risk. Teams met on a monthly basis to delineate specific instructional adaptations and support strategies for students. Consistent implementation of these plans resulted in increases in academic skills, engagement in class activities, interactions with peers, and student-initiated interactions for all students (Hunt, Doering, Hirose-hatae, Maier, & Goetz, 2001; Hunt, Soto, Maier, & Doering, 2003).

Room to Grow

Reframing Inclusion: As the language of inclusive education has evolved from mainstreaming to integration to inclusion, so too has the practice. Mainstreaming operated on the notion of readiness for general education while integration focused on the enhancement of students' social development. From a legislative, moral, and efficacy standpoint, the general education classroom is now the placement of choice for students with disabilities. These earlier descriptors of inclusion clearly framed it as a special education issue. In other words, it was about the separateness of special education versus belongingness with general education (Sailor, 2002).

Researchers and advocates of inclusion have placed a considerable amount of focus on meeting students' needs through individualized instruction and adaptations of the general education curriculum for students with disabilities (Spooner, Baker, Harris, Ahlgrim-Delzell, & Browder, 2007). Thus, special educators are typically responsible for retrofitting lessons (e.g., modifying the curriculum, providing intervention, teaching remedial skills) that have been

> **Reframing inclusion using a larger universal design rubric may move the practice away from the "separateness of special education" to the "belongingness of general education."**
> **-Sailor, 2002**

designed by the general education teacher. So while general and special education may have a shared agenda, to a certain extent, the "separateness of special education" still exists.

Reframing the issue of inclusion by using the larger rubric of "universal design" may indeed move the practice so that it "belongs to general education."

The universal design concept assumes high standards for all students and serves as a "blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences" (Rose, 2001). The underlying premise of universal design is that teachers should plan instructional supports during the beginning of lesson planning instead of modifying materials as an afterthought (Hitchcock, 2001). In applying this concept, the burden shifts from the individual to the curriculum and curriculum design. Reframing the issue of inclusion in this way takes a sustainable approach to instruction where diversity is considered the norm and should be anticipated in all aspects of instruction and learning.

Shaping Attitudes: "Inclusion is a philosophy that urges schools, neighborhoods, and communities to welcome and value everyone, regardless of differences. Central to the philosophy of inclusion are the beliefs that everyone belongs, diversity is valued, and we can all learn from each other" (Renzaglia, Karvonen, Drasgow & Stoxen, 2003). Holding such an attitude can greatly impact the participation of students with disabilities in inclusive classrooms. According to a study conducted by Robertson, Chamberlain, and Kasari (2003), when teachers have positive perceptions of their relationship with students with disabilities, the students' behavior problems were reported to be lower, and the students were more socially included with peers. Prater (2003) also identified teacher attitudes as one of several elements that are critical in promoting the success of students with disabilities in general education settings.

> **Survey of Principals:**
> - **Experience and exposure to special education concepts resulted in positive attitudes**
> - **Principals holding a positive attitude were more likely to place students in less restrictive settings**

In addition to the role that teacher attitudes play in the success of inclusive classrooms, it is widely acknowledged that an inclusive school culture begins with the committed leadership of principals. Praisner (2003) examined principals' attitudes toward inclusion including their placement perceptions. Out of 408 principals surveyed, only one in five held positive attitudes toward inclusion. Factors that were associated with positive attitudes included experiences with students with disabilities and exposure to special education concepts. Furthermore, principals who had positive attitudes were more likely to place students in less restrictive settings. Clearly, teacher and administrator attitudes are critical factors that shape the experiences of students with disabilities. These findings hold particular implications for personnel supporting and providing technical assistance to teachers and staff. Efforts aimed at providing teachers and administrators with meaningful contact with people with disabilities as well as information on special education concepts makes a difference in the quality of students' educational programming.

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Discards: Elementary School

Title/Resource	Count
Encyclpoedias(all)	78
Dictionaries	21
Almanacs	12
Gift from Zeus	1
Glues, Brews, & Goos	1
The Art of Reading	1
20th Century Quotations	1
Psychology for Kids	2
Eyewitness	1
Math Through Children's Literature	1
Reading Books for Math	1
Sounds in Stories	1
Listen Up! Language Arts	1
Steven Kellog Collection	1
Best of the Mailbox	3
Exploring Social Studies	1
World History Homework	1
Good Apple Newspaper	1
The Middle Ages	1
Lands and Peoples	8
Hate Hurts	1
How to Say It	1
Aggressive and Violent Students	1
What We Do when Someone Dies	1
Games to Enhancs Social and Emotioal Skills	1
Cooking Up U.S. History	1
Life Science Activities	1
Atlases	21
Cobblestone	1
Words Hurt	1
Never Give Up	1
Thesaurus	1
Cook a Book	1
When Kids Can't Read	1
Social Studies in Elem. Education	1
Foundations of Education	1
Elem. Science Methods	1
Special Education	1
Grade 2 Skills Strand	209
Early Health and Medicine	4
TeacherTips	1
Back to School	1
Making Music Textbooks	22
Making Music Resource	1
Making Music Binder	1

Making Music Teacher Edition	1
Grade 2 Domains 1-4	8
Grade 2 Domains 5-8	7
Grade 2 Domains 7-12	14
Skills Strand Unit 2 workbook	7
Skills Strand Unit 3 workbook	6
Skills Strand Unit 4 workbook	5
Skills Strand Unit 5 workbook	18
Skills Strand Unit 6 workbook	8
The Mailbox Yearbooks	5
The White House	1
Reach and Teach ADD/ADHD	1
Primary Language Arts	1
The Discovery of the Americas	1
Audicious Poetry	1
Endangered Species	1
How to Get Your Child to Love Reading	1
Webster's Elementary Dictionary	3
Writers Express	1
Earth Day Activities	1
Sounds in Stories	1
The Empty Place	1
The History of Invention	1
Biographical Dictionary	1
Timetables of Technology	1
Early Settler Storybook	1
American Book of Days	1
Story and Verse for Children	1
The Penguins	1
The Music Connection	20
Mini Atlas of Dog Breeds	1
Fundations Workbook	31
Trophies Textbooks	8
Trophies Teacher Editions	6
Trophies Workbooks	44
Trophies Decodable Books	82
HSP Math Teacher Edition	4
HSP Math Workbooks	36
Math in Focus Teacher Edition	3
Math in Focus Workbooks	8
Math Expressions Teachers Edition	1
Math Expressions Workbooks	10
Fantastic Voyage	4
Forseman Reading	8
Addison Science	3
Phonics Workbooks	36
Individual Trade Books	77

General Science	1
Ladders	2
Buckle Down ELA	1
Teammates	1
US Facts and Fun	1
Rubrics and Checklists	1
Helping Kids Get Organized	1
Celebrate 100	1
Internet Schoolhouse	1
Holidays of the World Cookbook	1
Language Handbook	3
Sing a Sweet Song	1
Treasury of Literature	1

Naples Central School   January 15, 2016
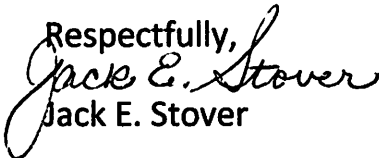
Academy Street

Naples, NY, 14512

To Matthew Frahm,   Naples Central School Board of Education and
Administrative staff,

After being employed with the Naples Central School District for over 30 years, in various capacities such as driving bus, coaching, drum line instructor, Steel Pan Orchestra Conductor and teacher, I have decided with much hesitation, that it is time to retire at the completion of the 2015 - 2016 school year.   During my time at NCS I was fortunate to accomplish many career goals. My greatest achievement however, has been teaching. Over the past 30 years I have been privileged to have had the opportunity to work with excellent Elementary school administrators including William Kelly, Alan Moore and Kristina Saucke. Recently, we have been blessed to receive quality leadership with the addition of Matthew Frahm to our helm. I truly believe that we have an outstanding team that any other school district would or should envy.

Additionally, it is my hope that post my retirement date, I remain as Steel Pan Director with the same previous courtesy given to Coaches Gary Schenk, William Moesch and Mick Salter. Feel free to contact me if you wish to further discuss my pending retirement. Please accept this as my formal letter of resignation at the completion of the 2015 - 2016 school year.

Respectfully,

Jack E. Stover

Jack E. Stover

4th Grade teacher

WRR Steel Orchestra Conductor

Dear Mr. Frahm,   January 6, 2016

My retirement date will be November 25, 2016. I appreciate all the help and support I have been given over these 30 years.

Sincerely,

Mrs. Priscilla Crawford

Mrs. Priscilla Crawford