



Work Session

Thursday, March 10, 2022 @ 6:00 PM Central
Middle School Multi-Purpose Room, 201 North Marian Road, Hastings, NE 68901

1. Roll Call -
2. Announcement - Jim Boeve -
3. Welcome to HEA reps and guests - Jim Boeve -
4. Review Board Norms/Goal - Jim Boeve -
5. Information on "Spotlight on Learning" - Jeff Schneider -
6. Update Return to Learn plan - Jeff Schneider -
7. Special Education Skills Program update - Dr. Kandace Garwood -
8. Approve addition of Unified Bowling program - Dr. Kandace Garwood -
9. Classified Staff increases and Appendix A (Classified Salary Schedule) for 2022-23 - David Essink -
10. Add 1.0 FTE Custodian position and 1.0 FTE CNA/Secretary position for Morton Preschool Center - David Essink -

11. Approve addition of one Assistant Baseball extra standard position - David Essink -

12. Approve Girls Wrestling co-op program with Adams Central - Jeff Schneider -

13. Approve purchase of 14-passenger, wheelchair accessible bus - Trent Kelly -

14. Approve purchase of Morton PreSchool playground equipment - Trent Kelly -

15. Approve Custodial Supply bids - Trent Kelly -

16. Approve Morton change orders #18 & #19 - Trent Kelly -

17. Approve tentative graduation list - Lawrence Tunks -

18. Approve additional credits required for graduation - Lawrence Tunks -

19. Approve Option Limits for 2022-2023 - Jeff Schneider -

20. *Consent Agenda - David Essink -

21. Reminders - Jim Boeve -

22. Adjournment - Jim Boeve -

***Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

*****Action Item:** The board reserves the right to take action on an item listed on the board agenda.

Students, staff, families and community will collaborate to maximize readiness for our student's college/career and citizenship. We will increase the rigor and relevance of each student's learning experience while meeting their academic and well-being needs.

Hastings Public Schools

Board of Education Norms

We will work to achieve consensus while valuing differences of opinion both within our Board and when considering the input of others.

We will conduct meetings and business in a manner that is fair and professional.

We will strive to ensure our decisions are congruent with the mission, vision, and strategic plan for the District.

Each member will be committed to the School Board process by attending meetings, being on time, coming prepared, adhering to the agenda (the President of the Board may adjust the order of the agenda to allow the fullest participation of the available members of the Board upon the request of a Board Member), *referencing Robert's Rules of Order*, and participating to their full potential.

We will gather the necessary data; seek expertise from within and outside of our District; and attempt to hear from any parent, student, or other community member in order to make wise decisions that reflect all stakeholders.

We will regularly and intentionally communicate with one another, the administration, faculty, staff, students, community, and the press to ensure information is shared openly and in a relevant, timely and appropriate manner.

We will also maintain confidentiality when necessary.

We will serve as advocates for K-12 public education within our community, as well as within the state of Nebraska.

We will recognize that, as community leaders, we will adhere to the character standards that are the core of our school: respect, responsibility, compassion, and honesty.

Our collective and fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens.

Building	30-Aug	31-Aug 9/i		7-Sep	8-Sep
Alcott				16	19
Hawthorne				23	23
Lincoln				18	15
Longfellow				20	22
Watson				23	20
HMS				59	58
SH	132	133	139	120	112

9-Sep	Sept. 10	12%	13-Sep
14	15	29	9
20	23	41	20
13	14	36	6
27	15	38	15
19	24	42	20
63	58	92	49
102	115	130 needs to change to 125 due to alternative school	

Building		Sept. 20	Sept. 21	Sept. 22	Sept. 23	
Alcott		13	12	8	11	
Hawthorne		21	17	16	16	
Lincoln		8	7	8	7	
Longfellow		22	19	17	9	
Watson		16	12	12	9	
HMS		49	37	29	38	
SH		58	61	50	49	

12%
29
41
36
38
42
92
130

Building	Sept. 20	Sept. 21	Sept. 22	Sept. 23	Sept; 27	28-Sep	Sept. 29	Sept. 30	Oct. 1		12%
Alcott	13	12	8	11	10	15	10	11	11		29
Hawthorne	21	17	16	16	21	20	13	17	27		41
Lincoln	8	7	8	7	16	21	10	11	12		36
Longfellow	22	19	17	9	19	25	20	16	11		38
Watson	16	12	12	9	10	10	17	16	13		42
HMS	49	37	29	38	41	37	43	36	42		92
SH	58	61	50	49	52	48	45	44	44		130



The Individuals with Disabilities Education Act (IDEA)
92 NAC 51 (Rule 51)

Least Restrictive Environment (LRE)

August 2018



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Least Restrictive Environment (LRE)

Key Terms in LRE

The core of IDEA's LRE provisions contains many key terms and phrases that, together, reveal the law's strong preference for where children with disabilities are to be educated: the regular educational environment. Consider the specific wording and phrases in the provision:

- Special classes
- Separate schooling
- Other removal from the regular educational environment
- **Occurs only if...**

Since its earliest days, the law has displayed a strong preference for children with disabilities to be educated alongside their peers without disabilities, to the maximum extent appropriate. It recognizes that, in many cases, supplementary aids and services must be provided to a child with a disability to enable him or her to be educated in the general education classroom. Supplementary aids and services can play a pivotal role in supporting the education of individual children with disabilities in the regular educational environment. Simply put, removal of a child with disabilities from the regular education class may occur **only if** the child cannot be satisfactorily educated in the regular educational environment *with* the use of supplementary aids and services.

Considering the Meaning of “Regular Educational Environment”

The use of the term “regular educational environment” is longstanding in IDEA's regulations. In response to a public comment on the scope of the LRE provision, the Department explained that the term “encompasses regular classrooms and other settings in schools such as lunchrooms and playgrounds in which children without disabilities participate” (71 Fed. Reg. 46585). The settings in a school where children without disabilities participate are many and varied; all are considered part of the “regular educational environment.”

Considering the Meaning of “Satisfactorily Educated”

There isn't a specific standard or level established within IDEA for determining what it means for the education of a child with a disability to be “achieved satisfactorily.” Rather, *each child's IEP* is the measuring tool. The IEP team determines if a child's education is appropriate and if it is being achieved satisfactorily. The IEP may be reviewed and revised, enabling the IEP team to respond to concerns that the child's education in the regular educational environment “cannot be achieved satisfactorily” and to make necessary and appropriate adjustments or modifications, especially regarding the type of supplementary aids and services provided to support the child's education in a regular classroom setting.

Considering “Supplementary Aids and Services”

Providing supplementary aids and services is essential for many children with disabilities to progress and learn. But just what are supplementary aids and services? The term “supplementary aids and services” is defined at §300.42, as follows:

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116.

Supplementary aids and services can be accommodations and modifications to the curriculum under study or the manner in which that content is presented or a child's progress is measured, but that's not all they are or can be. Supplementary aids and services can also include direct services and supports to the child, as well as support and training for staff who work with that child. Determining what constitutes appropriate supplementary aids and services for a particular child is made on an individual basis. If you'd like to know more about these vital supports, please read our separate page, [Supplementary Aids and Services](#). Examples can include:

- providing students with extra time to take tests or complete assignments
- giving shorter or different assignments
- providing feedback more frequently than other children
- providing slower-paced instruction
- providing physical adaptations
- providing a note-taker or another assistant to a student
- equipping the student with a home set of class materials
- allowing breaks
- preferential seating
- digitalized books and class materials
- allowing the use of the computer for certain assignments
- altering instruction (how it's presented, its pace, or its difficulty)

Supplementary aids and services are intended to be provided in regular education classes, other education-related settings, and extracurricular and other nonacademic settings. This pretty much covers the gamut of school settings where children might be engaged in learning, interaction, and development. As we've said, their intent is to help integrate children with disabilities with nondisabled children in all facets of school. Suppose a child needs a specific supplementary aid or service that's typically provided in separate environments, not in the regular education classroom? Does this mean that the needed supplementary aid or service doesn't have to be provided? Or that the child's placement may then be somewhere other than the regular educational environment? **No, to both questions.** As mentioned above, the school system is responsible for providing the supplementary aids and services that the IEP team determines the child needs and lists in the child's IEP in order to enable the child to be educated in regular education settings. As stated in the language of the LRE provision, supplementary aids and services are to enable the child with a disability to be educated in regular classes with nondisabled children to the maximum extent appropriate. The fact that supplementary aids and services often play a decisive role in whether or not the

child can be satisfactorily educated in the regular educational environment makes it all the more important that the school system meet its responsibility to provide them and to educate the child in the LRE to the maximum extent appropriate. If the IEP team has determined that the child can be satisfactorily educated in the regular classroom with the support of a given supplementary aid or service, those aids or services must be specified in the child's IEP and must be provided to the child. Section 300.116 is sufficiently clear that placement decisions must be based on the individual needs of each child with a disability. Therefore, school systems must not make placement decisions based on their needs or available resources, including budgetary considerations and the ability of the school system to hire and recruit qualified staff. (71 Fed Reg. 46588)

What Other Settings Can Be Considered?

As already discussed, the frame within which placement determinations begin is the regular educational environment. If a child can be satisfactorily educated in that setting (with needed supplementary aids and services), then the general education class is that child's LRE. Placing this child in a segregated class or separate program would directly violate the LRE provisions in IDEA. However, the IEP team may determine that the child cannot be educated satisfactorily in the regular education classroom, even when supplementary aids and services are provided. An alternative placement must then be considered. This is why schools have been, and still are, required to ensure that "a **continuum of alternative placements** is available to meet the needs of children with disabilities for special education and related services" [§300.115(a)]. These placement options include:

- instruction in regular classes,
- special classes,
- special schools,
- home instruction, and
- instruction in hospitals and institutions.

Provision must be made for supplementary services, such as resource room or itinerant instruction, in conjunction with regular class placement [§300.115(b)]. Having a continuum of placements available "is intended to ensure that a child with a disability is served in a setting where the child can be educated successfully in the LRE" (71 Fed. Reg. 46587). It also reinforces the importance of the individualized inquiry in determining what placement is the LRE for each child with a disability (Id.). As such, the requirement for a continuum of alternative placements supports the fact that determining LRE must be done on an individualized basis, considering "each child's unique educational needs and circumstances, rather than by the child's category of disability, and be based on the child's IEP" (71 Fed. Reg. 46586).

However, placement is not an "either/or" decision, where children are either placed in a regular education classroom or they're not. The intent is for services to follow, or go with, the child, not for the child to follow services. Schools must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

Who Decides Placement?

The group that determines the educational placement for a child with a disability must include individuals with specific expertise or knowledge:

- the child's parents;
- personnel who know the variety of placement options available to meet the child's needs, and
- individuals who understand the significance of the data used to develop the child's IEP. [§300.116(a)]

Often, *but not always*, this may be the same group of people comprising the IEP team.

How Does the Group Decide Placement?

A child's placement:

- is determined each and every year;
- is based on the child's IEP;
- is as close as possible to the child's home;
- places the child in the school he or she would normally attend if not disabled (unless the child's IEP requires some other arrangement). [§300.116(a)-(c)]

Notifying Parents

Although the parents of the child are part of the group determining the child's placement and are likely to be well informed as to the placement decision, schools must still provide parents with **prior written notice** about the placement decision a reasonable time before it implements that decision (§300.503).

The notice that the school system provides to parents must be written in language understandable to the general public and in the parents' native language or other mode of communication (unless it's clearly not feasible to do so). The notice must also contain specific information, enumerated at §300.503(b), including (but not limited to):

- the educational placement of the child to be initiated, as proposed by the agency;
- an explanation of why the agency proposes that placement;
- a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the placement decision;
- a description of other options considered and why these options were rejected;
- a statement that the parents have protection under IDEA's procedural safeguards and the means by which a description of those safeguards may be obtained; and
- sources that can help the parents understand IDEA's pertinent provisions.

Should the parents disagree with the placement decision, they have recourse to IDEA's procedural safeguards, which include **mediation** and **due process procedures**, as a way of resolving the conflict. A parent of a child with a disability can also file a **State complaint**.

Considering Preschool Early Childhood Placement Options

Based upon the Dear Colleague Letter released by the United States Department of Education Office of Special Education and Rehabilitative Services in January of 2017, "An LEA may provide special education and related services to a preschool child with a disability in a variety of settings, including a regular kindergarten class, public or private preschool program, community-based child care facility, or in the child's home." It further states, "Additionally, preschool children with disabilities are often identified as children with disabilities while participating in regular public preschool programs, such as Head Start or a regular public pre-kindergarten program. The following requirements apply when determining placement options for a child with a disability who already participates in a regular public preschool program, including a community-based regular public preschool program operated by a public agency other than the LEA. Under 34 CFR §300.116(c), unless the child's IEP requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled. In addition, under 34 CFR §300.116(d), the placement team, which includes the child's parent and may include the child's current teacher, must consider any potential harmful effect on the child and on the quality of services that he or she needs before removing the child from the current regular public preschool setting to another more restrictive setting. Consistent with these requirements, IDEA presumes that the first placement option considered for a preschool child with a disability is the regular public preschool program the child would attend if the child did not have a disability. Therefore, in determining the placement for a child with a disability who already participates in a regular public preschool program, the placement team must consider whether the LEA, in collaboration with the regular public preschool program, can ensure that the child receives all of the special education and related services and supplementary aids and services included in the child's IEP in order to meet the needs of the particular child with a disability." Districts should bear in mind that "the Department defines a Regular Early Childhood Program as a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children who do not have IEPs) and that may include, but is not limited to: Head Start; kindergartens; preschool classes offered to an eligible pre-kindergarten population by the public school system; private kindergartens or preschools; and group child development centers or child care."

Birth-to-Three Natural Environments and 3-21 Least Restrictive Environments (LRE)

<p>Birth-to-Three IDEA Part C – 34 CFR Part 300 and 303 Title 92, NAC, Chapter 52 480 NAC 3</p>	<p>IDEA Continuum</p>	<p>Three-To-School Age IDEA Part B 619 – 34 CFR Part 300 Title 92, NAC, Chapter 51</p>	<p>School Age-to-21 IDEA Part B – 34 CFR Part 300 Title 92, NAC, Chapter 51</p>
<p>Natural Environments:</p> <p>Home and Community-Based Settings Where the Child and Family Spend Their Time</p> <p>Examples Include:</p> <p>Family Home Extended Family/Friend’s Home Childcare Setting Public or Private Early Care or Education Program</p>	<p>Least Restrictive</p> <p>CONTINUUM OF PLACEMENT</p> <p>More Restrictive</p>	<p>Environment Where the Child Spent Time BEFORE Being Identified as a Child with a Disability (Current Community-Based Childcare)</p> <p>Regular Education Setting (Community-Based Childcare, Inclusive District Preschool Program – 50/50 enrollment)</p> <p>Home-based Services</p> <p>Self-Contained Education Setting (More than 50/50 enrollment)</p> <p>Specialized School or Program</p> <p>Institutional Setting (Hospital or Long-Term Care Facility)</p>	<p>General Education Classroom</p> <p>Special Classes (Resource Room or separate class with significant modification to curriculum)</p> <p>Special Schools (Alternative Schools, Disability Specific)</p> <p>Home Instruction</p> <p>Institutional Setting (Hospital or Long- Term Care Facility)</p>

**Settings listed above do not include all possible setting options or combination of options that may be configured in order to meet the individual needs of children with disabilities.

Checklist: Least Restrictive Environment

Section 1. Whether education can be achieved satisfactorily in the regular classroom for a major portion of the school day, with the use of appropriate supplementary aids and services:		
1A. Steps taken by the school to try to include the child in a regular classroom in conjunction with supplementary aids and services. <ul style="list-style-type: none"> • Has the school considered the whole range of supplementary aids and services, including resource rooms and itinerant instruction? • Has the school made efforts to modify the regular program to accommodate the child? • Do the school's efforts constitute at least serious consideration rather than token gestures? 	Yes	No
<ul style="list-style-type: none"> _____ _____ _____ 	<ul style="list-style-type: none"> _____ _____ _____ 	<ul style="list-style-type: none"> _____ _____ _____
1B. Comparison between the educational benefits in the segregated setting versus those in a regular classroom with supplementary aids and services: <ul style="list-style-type: none"> • Does the comparison significantly include social and communication skills as well as academic progress? • With such a broad scope, would education experts favor the segregated placement in terms of relative benefits to the individual child? 	<ul style="list-style-type: none"> _____ _____ 	<ul style="list-style-type: none"> _____ _____
1C. Possible negative effects on the education of other children in the regular classroom if the child were integrated with appropriate supplementary aides and services: <ul style="list-style-type: none"> • Is there a negative effect so disruptive that the education of the other students is significantly impaired? • Do the child's disabilities demand so much of the teacher's time that the teacher will be required to ignore the other students? 	<ul style="list-style-type: none"> _____ _____ 	<ul style="list-style-type: none"> _____ _____
<i>(If most of the answers to questions in Sections 1A through 1C are "yes," a segregated placement may be appropriate. In that case, the proposed segregated placement should be evaluated with the questions in Section 2. If most of the Section 1 answers are "no," a segregated placement probably would not be appropriate and the Section 2 questions would be irrelevant.)</i>		
Section 2. Determining if the proposed placement includes the child in the school programs with nondisabled children to the maximum extent appropriate:		
<ul style="list-style-type: none"> • Is it possible to place the child in regular education for some, even if not a significant portion, academic programs? • Is it possible to place the child in regular non-academic classes? • Is it possible to provide interaction with nondisabled children during lunch and recess? 	<ul style="list-style-type: none"> _____ _____ _____ 	<ul style="list-style-type: none"> _____ _____ _____
<i>(The more answers in Section 2 that are yes, the more likely it is that the proposed segregated placement meets the LRE criteria as defined by current policy and case law.)</i>		

Adapted from: Perry Zirkel, professor of education, Lehigh University

LRE IS:	LRE IS NOT:
<ul style="list-style-type: none"> • required by Federal and State Law • where students with disabilities have the opportunity to attend their home schools • an individualized determination of the appropriate placement that is made by the IEP team, including the student as appropriate • consideration of the full array of services to meet individual student needs, including supplementary aid and services provided in the general classroom • placement of students with disabilities with peers of the same chronological age • bringing supports and services to students where they need them (e.g., in general education classes or in community vocational settings, etc. • educating students in general education classrooms with appropriate supports and services • providing access to all areas of the general education curriculum • collaboration and shared responsibility among general and special educators, administrators, parents and students with disabilities 	<ul style="list-style-type: none"> • an option • educating students with disabilities without considering their home school • considering only one placement option within the array of services • making IEP teams choose between needed services and a preferred appropriate placement • "putting" students in general education classrooms without appropriate supports • providing a separate, unrelated curriculum to the general education curriculum

Sources:

National Center for Parent Information and Resources (CPIR), 2017. *Considering LRE in Placement Decisions*. Retrieved July 2018 from, <https://www.parentcenterhub.org/placement-lre/>

U.S. Department of Education, Individuals with Disabilities Education Act, 2004. Retrieved July 2018 from, <https://sites.ed.gov/idea/regs/b/b/300.114/a/1>

U. S. Department of Education, Office of Special Education and Rehabilitative Services. *Dear Colleague Letter on Preschool LRE*, January 2017. Retrieved August 2018 from, https://sites.ed.gov/idea/files/policy_speced_guid_idea_memosdcltrs_preschool-lre-dcl-1-10-17.pdf



A SUMMARY OF THE EVIDENCE ON

INCLUSIVE EDUCATION



PREPARED FOR:

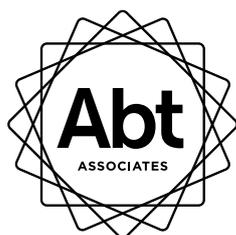
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A SUMMARY OF THE EVIDENCE ON
**INCLUSIVE
EDUCATION**

AUGUST 2016

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● Introduction

Across the globe, students with disabilities are increasingly educated alongside their non-disabled peers in a practice known as inclusion. Inclusion is prominently featured in a number of international declarations, national laws, and education policies. These policies, coupled with the efforts of advocates for the rights of people with disabilities, have led to a substantial increase in the number of students with disabilities who receive schooling alongside their non-disabled peers.

In this report we sought to identify research that demonstrates the benefits of inclusive education not only for students with disabilities, but especially for students without disabilities, since evidence of benefits for the former is already widely known. This report is the result of a systematic review of 280 studies from 25 countries. Eighty-nine of the studies provide relevant scientific evidence and were synthesized and summarized below.

There is clear and consistent evidence that inclusive educational settings can confer substantial short- and long-term benefits for students with and without disabilities. A large body of research indicates that included students develop stronger skills in reading and mathematics, have higher rates of attendance, are less likely to have behavioral problems, and are more likely to complete secondary school than students who have not been included. As adults, students with disabilities who have been included are more likely to be enrolled in post-secondary education, and to be employed or living independently. Among children with Down syndrome, there is evidence that the amount of time spent with typically developing peers is associated with a range of academic and social benefits, such as improved memory and stronger language and literacy skills.

Including students with disabilities can support improvements in teaching practice that benefit all students. Effectively including a student with a disability requires teachers and school administrators to develop capacities to support the individual strengths and needs of every student, not just those students with disabilities. Research evidence suggests that, in most cases, being educated alongside a student with a disability does not lead to adverse effects for non-disabled children. On the contrary, some research indicates that non-disabled students who are educated in inclusive classrooms hold less prejudicial views and are more accepting of people who are different from themselves.

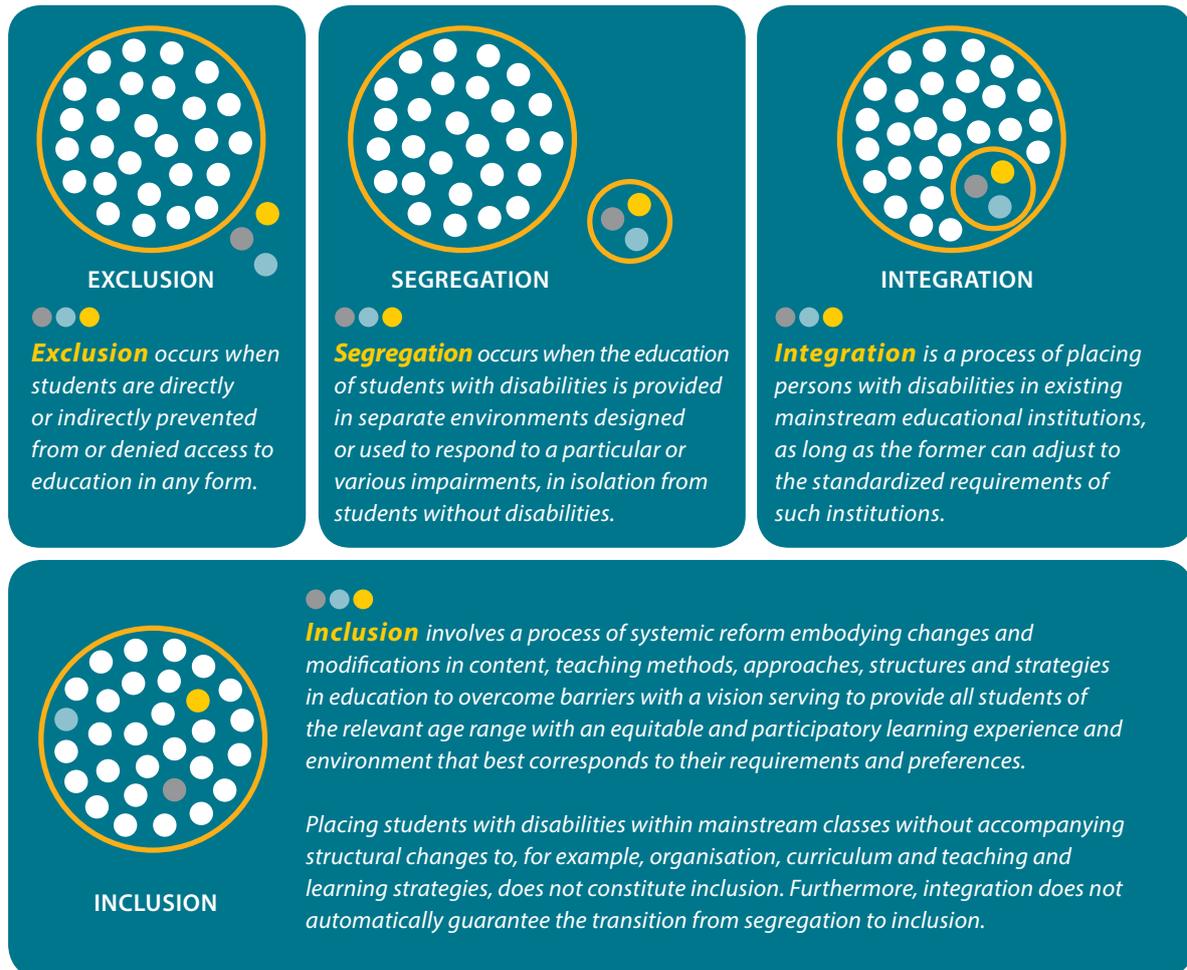
For people without disabilities, the benefits of inclusion extend into the workplace. In a study of Brazilian, Spanish, United States, and Canadian companies and institutions, McKinsey & Company researchers found that employing people with Down syndrome creates a positive impact on a company's work culture and environment, fosters the development of conflict resolution skills, and increases the self-motivation of employees.

Nevertheless, many students with disabilities still struggle to access effective inclusive programs. Long-standing misconceptions regarding the capacities of children with intellectual, physical, sensory, and learning disabilities lead some educators to continue to segregate disabled and non-disabled students.

For the purposes of this study, inclusive education is understood in contrast to other common educational environments for students with disabilities: exclusion, segregation and integration (see graphic).

What is inclusion?

Educational environments for students with disabilities range from a complete denial of formal educational services to equal participation in all aspects of the education system. For this paper, we describe the educational experiences of students with disabilities using the following four categories:



Source: United Nations Committee on the Rights of Persons with Disabilities General Comment No. 4 (<http://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc>)

In this report we document evidence on the effectiveness of inclusive education and provide insights into how educators and policy makers might improve the availability of inclusive options for children with disabilities and their families. Although the review includes evidence on all students with disabilities, we focus in particular on evidence relating to the inclusion of children with Down syndrome. We conclude with a discussion of the common challenges for the implementation of inclusive programs and recommendations for public policy makers, practitioners, and parents.

● An International Movement Towards Inclusion

Students with disabilities are increasingly educated alongside their non-disabled peers throughout the world (*World Health Organization, 2011*). The growth of inclusive educational practices stems from increased recognition that students with disabilities thrive when they are, to the greatest extent possible, provided the same educational and social opportunities as non-disabled students. This section describes the development of international and national efforts to support the inclusion of students with disabilities in general education classrooms.

In 1994, The United Nations Educational, Scientific, and Cultural Organization (UNESCO) World Conference on Special Needs Education issued a consensus report on the education of students with disabilities. The resulting Salamanca Statement,¹ signed by representatives of 92 countries and 25 organizations, states that “those with special educational needs must have access to regular schools.” The statement affirms that inclusive regular schools “are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.” The Salamanca Statement was part of a global movement toward inclusive education and offered guidelines for action at the national, regional, and international levels. The Statement called for governments to promote, plan, finance, and monitor inclusive education programs within their education systems (*UNESCO, 2009*).

In the years since the Salamanca statement, the international community has continued to promote the inclusion of people with disabilities in society. Drafted in 2006, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) binds its 161 signatory states to ensure that “persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.” Article 24 of the convention requires states to ensure an inclusive education system at all levels for people with disabilities as well as opportunities for life-long learning. Article 24 also stipulates that students with disabilities must not be excluded from general education, that reasonable accommodations and individualized supports must be provided for them, and that people with disabilities should have access to tertiary education, vocational training, and adult education on an equal basis with non-disabled students.

Many countries have developed national policies to support inclusion. In Thailand, legislation such as the National Special Education Plan of 1995 and the National Education Act of 1999 protect the rights of students with disabilities and guarantee access to 12 years of free basic education. As a result of this legislation and nationwide media campaigns, a majority of Thai students with disabilities now attend integrated schools (*UNICEF, 2003*). Nigeria adopted a formal special education policy in 1988, and has since created additional legislation requiring that schools provide inclusive education services to children with disabilities (*Ajuwon, 2008; Tesemma, 2011*). South Africa has developed a long-term plan to promote inclusive education by transitioning students from segregated placements into an integrated system of neighborhood, full-service, and specialized schools (*Department of Education, 2001*).

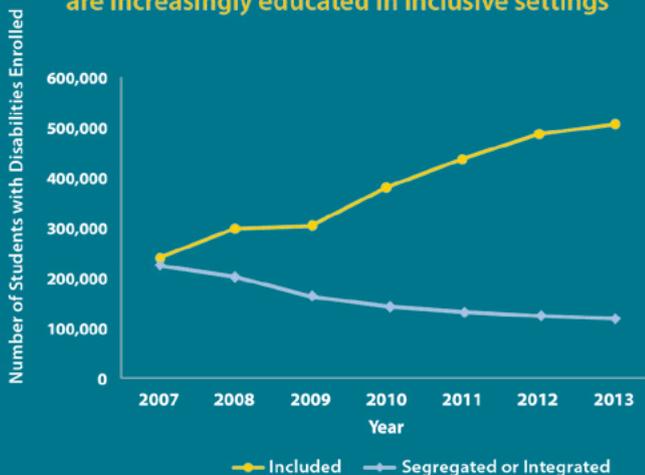
1 Read the Salamanca Statement here: <http://unesdoc.unesco.org/images/0009/000984/098427eo.pdf>

CASE STUDY

BRAZIL: progress on the path to a more inclusive system of education

In 2003, inclusive education became part of the educational agenda in Brazil. Until then, the paradigm was a segregated approach, with separate schools serving only people with disabilities. The development of a more robust inclusive approach to education was formalized in 2008 through the National Policy for Special Education from the Inclusive Perspective. The policy encompasses pedagogic guidelines, teacher training, dissemination of assistive technologies and investments in accessibility, thereby allowing and providing incentives for public schools to enroll students with disabilities. As a result, out of the universe of students with disabilities, enrollment in regular schools grew from 23 percent in 2003 to 81 percent in 2015 (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2014).

Brazilian primary school students with disabilities are increasingly educated in inclusive settings



Source: (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2014)

Citizens and activists have worked to ensure that the movement toward inclusive education policy continues in Brazil. Disability activists have called for changes in the curricular structures, teaching and learning practices, and administration of both public and private schools. In 2015, the Statute of People with Disabilities (Law 13.146) aligned Brazilian legislation with the Convention on the Rights of Persons with Disabilities, ratified in Brazil under Legislative Decree 186/2008 and Executive Decree 6949/2009. Even with recent developments, many challenges still remain to the implementation of an effective

inclusive education system in Brazil. Brazil has a long history of educational exclusion of people stigmatized for their disability status, race, ethnicity, gender, sexual orientation, or socioeconomic status. Some students with disabilities still face barriers to enrolling in regular schools. Others find only integrationist paradigms in schools that do not operate quality inclusion programs. However, it is important to highlight that most of these barriers do not emerge from a lack of political commitment towards effective inclusion in education, but rather due to the challenges posed by poverty and inequality in a large country like Brazil. According to the United Nations, around 10 percent of the world's population has some type of a disability. This makes people with disabilities the largest minority population in the world.¹ Around 80 percent of people with disabilities live in developing countries. Issues with transportation, adequate health care, understanding of their rights, and other problems related to poverty may impact the number of children and youth with disabilities accessing and persisting in quality education programs.²

The extent of the challenges to full inclusion in Brazil can best be illustrated by the gap between the proportion of people in the general population who have disabilities and the proportion of students enrolled in school who have disabilities. Approximately 10 percent of the population has some sort of disability, but only three percent of students enrolled in early primary grades in Brazil have a disability. The proportion decreases to two percent in the late primary grades and less than one percent in secondary grades (*Instituto Unibanco, 2016*). These figures suggest that a substantial number of children with disabilities are not identified as having special educational needs and are not being enrolled in formal education, and that many students with disabilities who are enrolled in primary education do not persist through the end of secondary school.

1 For more facts on people with disabilities, see <http://www.un.org/disabilities/convention/facts.shtml>

2 For more facts on people with disabilities in Portuguese, see <https://nacoesunidas.org/acao/pessoas-com-deficiencia/>

In the United States, students with disabilities have enjoyed a nationally-protected right to a “free and appropriate public education in the least restrictive environment” since 1974. Subsequent updates to the laws governing the education of students with and without disabilities have demonstrated a preference for inclusive settings by mandating that children with disabilities be educated in the “least restrictive environment” that is appropriate for their individual needs. There is evidence these policies have spurred an increase in the degree to which children with disabilities are attending class alongside their non-disabled peers. For example, since 1989, the percentage of United States students with intellectual disabilities who spend 40 percent or more of their school day in classrooms with non-disabled peers has grown from 27 percent to 44 percent. In the Netherlands, the rate at which students with Down syndrome were included in mainstream classrooms increased considerably in recent decades, from approximately 1 to 2 percent in 1986 to 37 percent in 2013 (*de Graaf, van Hove, & Haveman, 2014*).

Despite the growing international consensus on inclusion, many students with disabilities around the world continue to face challenges when attempting to enroll in regular schools. Recent research conducted by UNICEF in 13 low- and middle-income countries indicates that children with disabilities account for a disproportionate percentage of children out of school. A 2009 survey of school enrollment in India indicated that despite the near-universal primary school enrollment of students without disabilities, more than one-third of students with disabilities are not enrolled in school of any type. Among Indian children with intellectual disabilities, including children with Down syndrome, it was estimated that nearly half were not enrolled in school (*UNESCO Institute for Statistics & UNICEF, 2015*). Although accurate data are scarce, available information indicates that rates of inclusion vary widely from country to country, even within the same region (*UNESCO Institute for Statistics & UNICEF, 2015*). Within Europe, for example, Cyprus, Lithuania, Malta, Norway, and Portugal educate more than 80 percent of students with disabilities in inclusive settings, while France, Germany, and Belgium continue to educate almost all students with disabilities in separate settings (*European Agency for Development in Special Needs Education, 2010; World Health Organization, 2011*). Even in countries where the rights of students with disabilities to attend school are protected by law, many still face substantial barriers. In some CRPD-signatory nations, students with disabilities are still routinely counseled to enroll in segregated schools or are denied admission to inclusive schools (*Zero Project, 2016*). These data also indicate that in some countries, included students struggle with poorly trained teachers and inaccessible school buildings and curricula.

In brief, countries around the world have pledged to support inclusion for people with disabilities. There has been a substantial expansion in the degree to which students with disabilities attend school alongside their non-disabled peers, but this progress has been uneven. Many countries have enacted policies to promote inclusion, while others have been slow to shift from a segregated education model. Even in countries that have high rates of students with disabilities in the general education classroom, education that is truly inclusive may not be the norm.

● Benefits of Inclusive Education for Non-Disabled Students

Inclusive education can provide a range of academic and social benefits for students with disabilities, such as higher achievement in language and mathematics, improved rates of high school graduation, and more positive relationships with non-disabled students. Nevertheless, many parents and teachers have concerns that the inclusion of students with disabilities might come at the expense of their non-disabled classmates. They may worry that the modifications or accommodations that students with disabilities require in inclusive classrooms will impede the learning of non-disabled students (*Peltier, 1997*). Despite these concerns, research has demonstrated that, for the most part, including students with disabilities in regular education classes does not harm non-disabled students and may even confer some academic and social benefits. Below, we document our review of the available evidence on the impacts of inclusive education on non-disabled students.



Non-disabled students can benefit academically from inclusion

Several recent reviews have found that, in most cases, the impacts on non-disabled students of being educated in an inclusive classroom are either neutral or positive. In 2007, researchers from the University of Manchester systematically reviewed a set of studies that focused on what happens to non-disabled students in inclusive classrooms. Drawing on research from 26 studies conducted in the United States, Australia, Canada, and Ireland, the authors found that the vast majority (81 percent) of study findings indicated that non-disabled students either experienced no effects (58 percent of studies) or experienced positive effects (23 percent of studies) on their academic development as a result of being educated alongside students with disabilities (*Kalambouka, Farrell, Dyson, & Kaplan, 2007*).

A similar review of studies by Ruijs & Peetsma (2009) also found that inclusion was generally associated with either positive or neutral effects on academic outcomes for non-disabled students. In three studies that reported positive outcomes, the researchers noted that teachers employed strategies and teaching techniques which met the needs of diverse learners (*Dessemontet & Bless, 2013*). In all studies, differences between schools were much larger than differences between inclusive and non-inclusive classrooms within those schools. This means that the overall quality of instruction in a school plays a bigger role in shaping the achievement of non-disabled students than whether or not that student was educated alongside children with a disability. Salend & Duhaney (1999) found that typically-developing students in inclusive classrooms received the same level of teacher attention as students in non-inclusive classrooms and had similar levels of academic achievement.

Research from large-scale longitudinal studies in several countries (including the United States, United Kingdom, Canada, and Finland) also suggest that the inclusion of students with disabilities does not lead to negative consequences for typically-developing students. Examining the reading achievement of a nationally-representative sample of 3rd graders in the United States from the Early Childhood Longitudinal Study–Kindergarten Cohort, Gandhi (2007) found no evidence that non-disabled students were harmed by being educated alongside a student with a disability. Similarly, a study by Farrell et al. (2007) of British primary and secondary school students found no substantively meaningful correlation between the proportion of students with disabilities in a school and the academic achievement of that school’s non-disabled students. Research by Friesen, Hickey & Krauth (2010) examining 4th and 7th grade students in British Columbia came to a similar conclusion. They noted that the number of students in a grade with learning and behavioral disabilities was not associated with the numeracy and reading exam scores of non-disabled students. Similar research conducted in the United States state of Texas by Hanushek, Kain, & Rivkin (2002) found that the proportion of students with disabilities in mainstream classrooms was not associated with the academic achievement of non-disabled students. In contrast, a study of around 1,000 primary-school students in the United States state of Indiana found positive impacts of inclusion on the progress of non-disabled students in mathematics (Waldron & Cole, 2000). Fifty-nine percent of non-disabled students in inclusive schools had higher scores on a standardized mathematics exam compared to the previous year, while only 39 percent of non-disabled students in traditional schools made similar progress. Finally, an analysis of three cohorts of all school-leavers in Finland demonstrated no impact of the proportion of students with learning disabilities in a school on the proportion of students who continue into and graduate from upper secondary education (Kirjavainen, Pulkkinen, & Jahnukainen, 2016).

Research focused on the inclusion of students with Down syndrome or other intellectual disabilities yields similar findings. In a study published in 2013, researchers statistically matched more than 400 non-disabled elementary school students in 50 classrooms in Switzerland. Twenty of the classrooms included a student with an intellectual disability, and 30 of the classrooms did not have any students with an intellectual disability. The researchers then followed these students for one year and found that having a classmate with an intellectual disability in their class had no impact on the development of mathematics or literacy skills for non-disabled students (Dessemontet & Bless, 2013).

Critics of inclusion have raised concerns that disruptive behavior from students with severe emotional disabilities may redirect teachers’ attention away from fostering the academic and social growth of all students. Although the majority of the research reviewed for this study indicates that inclusion yields neutral or positive effects on the academic achievement of non-disabled students, there is some evidence that the inclusion of multiple students with diagnosed severe emotional disabilities within a single classroom can present unique challenges for teachers. Drawing on data from a large longitudinal study of young children in the United States, researchers have found evidence that having multiple classmates with a severe emotional disability can have a small negative impact on the reading and mathematics

skills (Fletcher, 2010) and school behavior and approaches to learning skills (Gottfried, 2014) of non-disabled students. The researchers emphasize that these potential small negative effects on non-disabled students were driven by those classrooms in which two or more students with severe emotional and behavioral disabilities were present, and suggest that having one classmate with a disability should not worsen outcomes for non-disabled children. Diagnosed severe emotional and behavioral disabilities are rare. In the United States, students with severe emotional and behavioral disabilities represent less than six percent of students with disabilities and approximately one-half of one percent of all students.² Thus, it is highly unlikely that a given classroom would include two or more students with a severe emotional disability if these students were evenly distributed across classrooms in their natural proportions.



The variation in reported impacts of inclusion on non-disabled students may be attributable to how inclusion was implemented. In many studies, such as those noted in the previous paragraph, “inclusion” is defined as the presence of one or more students with disabilities in classrooms that also include non-disabled students. In other studies, inclusion is defined by teachers’ use of practices that make the curriculum accessible to a wide range of students. A review by Saint-Laurent and colleagues (1998) supports this theory, noting that positive effects were most common in studies where support for students with disabilities in the inclusive classrooms was well-managed through adaptive instruction and the collaborative consultation and cooperative teaching of special and general education teachers.

Other research has highlighted the central role of teaching practice in ensuring that inclusive classrooms provide benefits for all students (Sharma, Forlin, & Loreman, 2008). Teachers with positive attitudes towards inclusion are more likely to adapt the way they work to benefit all of their students (Sharma et al., 2008). Teachers with positive attitudes toward inclusion are also more likely to influence their colleagues in positive ways to support inclusion, encouraging collaboration and sharing classroom management skills (Sharma et al., 2008). In an Australian study involving six primary and high school classrooms, researchers found that teacher attitudes were crucial to effective inclusive practice (Carlson, Hemmings, Wurf, & Reupert, 2012). In the study, they suggest that the inclusive attitudes of the teachers towards supporting students with a range of learning needs created the conditions necessary within the schools to foster inclusion in practice, which in turn resulted in more inclusive attitudes of other teachers, school educators, parents and students.

Teacher training can also help to ensure that inclusive programs benefit all students (Sharma et al., 2008). Research suggests a positive correlation between the amount of disability education or teacher training and positive attitudes towards inclusion. Teacher training and appropriate

2 For more information on the number and percentage of students with different types of disabilities in the United States, see <https://nces.ed.gov/FastFacts/display.asp?id=64>

interventions can also reduce externalizing behavior that negatively impacts other students. Gottfried (2014) found that more experienced teachers and those with greater training in the education of students with disabilities were more able to mitigate any negative impacts of students with disabilities on the behavioral outcomes of their peers. Coordinated schoolwide approaches to the behavior of disabled and non-disabled students can also support the inclusion of students with challenging behaviors.

Although trainings can help provide teachers with specific instructional strategies, many teachers suggest that they do not have the necessary time and resources to effectively include students with disabilities (Chiner & Cardona, 2013; Curcic, 2009; Oswald & Swart, 2011; Woolfson & Brady, 2009). Concerns regarding resources have been noted in surveys of teachers in Hong Kong (Stella, Forlin, & Lan, 2007), South Africa (Oswald & Swart, 2011), Ghana (Alhassan, 2014), and Spain (Chiner & Cardona, 2013). Indeed, providing targeted support for students with disabilities within a general education classroom can require additional time from teachers. For some students with disabilities, inclusion in a general education classroom requires adaptive technologies or modifications to the curriculum. Successful inclusive schools often identify multiple sources of funding to provide these additional supports. For example, the principal of the Clarisse Fecury School in Rio Branco, Acre, Brazil, identified and mobilized resources from the State Secretary of Health, the Special Education Management System, and several support centers specializing in specific disabilities (Hübner Mendes & de Macedo, 2011).

Though finances matter, implementing inclusive education is not exclusively a matter of additional financial resources (Curcic, 2009). Effective inclusive education requires teachers and other educational professionals to regularly engage in collaborative problem solving. Through whole school collaboration, school staff can share ideas and strategies to address the specific challenges faced by individual students with and without disabilities (Carter & Hughes, 2006). Teachers and other school staff work together to devise classroom-based interventions that can increase a student's chances for success (Bouillet, 2013). This collaboration may involve interactions between classroom teachers, speech and language specialists, school psychologists and the principal, who all work together meet the needs of each individual student, dividing time and sharing resources.

Research suggests that it is through the development of this culture of collaborative problem solving that the inclusion of students with disabilities can serve as a catalyst for school-wide improvement and yield benefits for non-disabled students (Giangreco, Dennis, Cloninger, Edelman, & Schattman, 1993; Hehir & Katzman, 2012). In effective inclusive schools, the traditional isolated classroom is replaced with more a flexible structure that facilitates collaboration across school staff. This permits educators to develop coordinated approaches focused on addressing the specific needs of individual students. The skills these educators develop to support students with disabilities help them to better address the unique needs of all of their students.

BOSTON: Effective inclusive schools support excellence for all students

An in-depth study of inclusive schools in Boston, Massachusetts demonstrates that schools can be both inclusive and high-performing. When schools make inclusion part of their central mission, teachers work together to raise student achievement by continually improving their instruction and supporting the individual learning needs of each student. In this study, researchers followed three public schools for two school years. They conducted interviews with teachers, students and administrators, observed classes and school events, and reviewed three years of testing data. These schools were selected for the study because of their explicit commitment to helping all students with and without disabilities meet high academic standards.

Teachers in these effective inclusive schools describe the inclusion of children with disabilities in the same way they might describe the inclusion of students from varying racial, ethnic, and linguistic backgrounds. One elementary school teacher noted, “We, the collective we, value diversity in everything; not just cultural diversity or racial diversity, but diversity in how we learn and diversity in economic factors.” As a result, inclusion is viewed as part of a larger mission, and this mission shapes all aspects of the school culture. School staff approach the inclusion of students with disabilities as an opportunity to effectively meet the diverse needs of all students through individualized and innovative teaching practices. Teachers view the challenges associated with teaching students with disabilities as a chance to strengthen their teaching practice and improve the achievement of all students, regardless of their disabilities or abilities.

To do this, these schools function as collaborative problem-solving organizations. Rather than operating in isolation, teachers and school staff work together to customize programs for individual students. This collective problem-solving fosters a culture of innovation and improvement in which teachers are continually striving to serve the changing needs of all students. One teacher described her school as, “a place where people are always thinking of another way to do things, rather than saying, ‘But this is the curriculum. That’s how we have to do it’... The teachers [here] are being more creative.” Literacy instruction at the Boston Arts Academy (BAA), a public high school for the visual and performing arts, provides an example of this

type of creative problem solving. Students enrolled in BAA are selected based solely on arts ability, so students frequently exhibit specialized learning needs due to disabilities like dyslexia or deafness. Teachers and school leaders have responded to this challenge by instituting a comprehensive approach to literacy instruction in which all teachers are expected to be teachers of reading and writing. Incoming students take a comprehensive diagnostic reading assessment and are given the appropriate supports for their learning needs, like summer enrichment, tutoring, or text-to-speech software.

This attitude toward teaching and learning has had a direct impact on student achievement. Students at Boston Arts Academy have consistently performed well on the Massachusetts Comprehensive Assessment System (MCAS), a statewide standardized test. For example, the average English MCAS Language Arts Score among 10th grade students at Boston Arts Academy was a 92 in 2005, which was higher than both the state (89) and city (73) average. A similar pattern emerged in 4th grade language arts and mathematics in the other two schools selected for the study, the Patrick O’Hearn¹ and the Samuel W. Mason elementary schools. At the Samuel W. Mason elementary school, the average MCAS Language Arts score in 2005 (92) was higher than the city (73) and state (90). The Samuel W. Mason school also outperformed city (68) and state (84) averages in mathematics with an average score of 86 on the MCAS in 2005. At the Patrick O’Hearn school, the average Language Arts score in 2005 (80) was higher than the city average (73), but lower than the state average (90). In mathematics, the average MCAS score for Patrick O’Hearn school (78) was also higher than the Boston average (68), but lower than the state average (84). Factors such as strong leadership and parent involvement also contribute to the academic success of these three schools, but their inclusive approach has undoubtedly strengthened teaching practices and raised expectations for student achievement. As these schools demonstrate, including students with disabilities need not come at the expense of academic rigor or high achievement. When implemented deliberately and purposely, inclusion can support high levels of achievement for all students.

1 The Patrick O’Hearn Elementary School is now called the William W. Henderson Inclusion Elementary School.

Inclusion can support the social and emotional development of non-disabled students

Attending class alongside a student with a disability can yield positive impacts on the social attitudes and beliefs of non-disabled students. A literature review describes five benefits of inclusion for non-disabled students: reduced fear of human differences, accompanied by increased comfort and awareness (less fear of people who look or behave differently); growth in social cognition (increased tolerance of others, more effective communication with all peers); improvements in self-concept (increased self-esteem, perceived status, and sense of belonging); development of personal moral and ethical principles (less prejudice, higher responsiveness to the needs of others); and warm and caring friendships (*Staub & Peck, 1995*). These changes in attitude are predicted by the Contact Hypothesis, a term referring to the reduction of hostility, prejudice, and discrimination between groups (e.g. non-disabled versus disabled) through increased inter-group contact (*Allport, 1979*).³ Inclusive classrooms provide many of the conditions necessary for reducing discrimination under the Contact Hypothesis, which include 1) group members having equal status, 2) cooperation in pursue of common goals, 3) fostering the development of close personal relationships, and 4) institutional support (*Allport, 1979*).

Bunch & Valeo (2004) conducted detailed interviews with dozens of non-disabled Canadian students and found that students in inclusive schools had more friendships with students with disabilities and were more likely to support inclusion when compared to students in non-inclusive schools. Few of the students in non-inclusive schools were friends with students with disabilities, while all of the elementary students in the inclusive schools were friends with students with disabilities. The researchers suggest the difference is due to simple routine contact between students with and without disabilities in the inclusive schools. One middle school student in an inclusive school said of her classmate with a disability, “Because she’s with us, so we consider her as our friend, and she considers us as her friends.” Regarding support for inclusion, the researchers theorized that students are more likely to accept the situation with which they are familiar; if inclusion is the norm, they are likely to support it, and if separate placement is the norm, they are likely to accept it. They also found less peer abuse (teasing, insults, social rejection) of students with disabilities in inclusive schools, possibly because students in inclusive schools were more likely to stand up for their peers with disabilities.

In another study, researchers examined 80 non-disabled primary school students in Italy and found that those who had contact with students with Down syndrome held more positive and less prejudicial views about people with Down syndrome when compared to students who had not had such contact (*Consiglio, Guarnera, & Magnano, 2015*). A 2008 study of 6th to 8th grade students in Chile found that non-disabled students attending inclusive schools demonstrated less prejudice, patronizing, or pitying behaviors toward students with Down syndrome when compared to students attending non-inclusive schools (*Sirlopú et al., 2008*). The authors concluded that inclusive schools have the potential to change negative attitudes (e.g. pitying

3 The Contact Hypothesis was originally conceived to describe racial/ethnic discrimination and integration, but the framework has since been applied to other traditionally marginalized groups (LGBTQ, physically disabled, mentally disabled, mentally ill, elderly) (Pettigrew & Tropp, 2006).

and intergroup anxiety) and promote positive relationships between students with Down syndrome and their non-disabled peers. Peers attending inclusive schools also expressed more positive attitudes towards children with intellectual disabilities. In a study examining 256 children ages 9 to 10 in Greece, students attending inclusive schools selected significantly fewer negative adjectives to describe children with intellectual disabilities when compared to non-disabled students in non-inclusive settings (Georgiadi, Kalyva, Kourkoutas, & Tsakiris, 2012).



● Benefits of Inclusive Education for Students with Disabilities

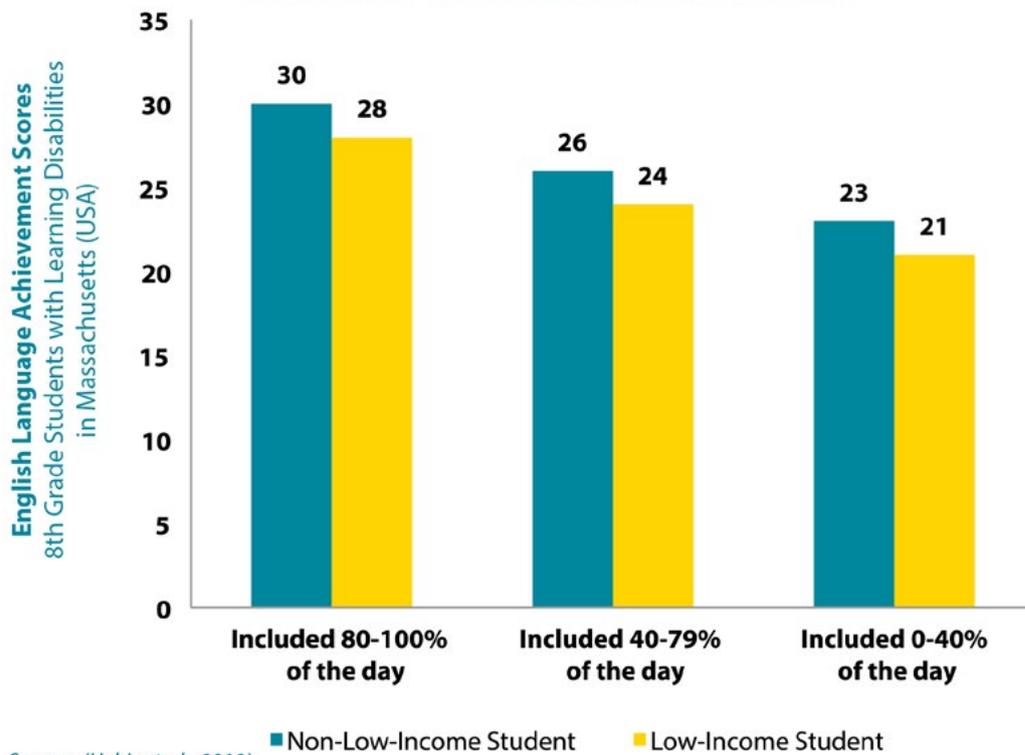
Decades of research indicate that educating students with disabilities in inclusive settings can yield a range of academic and social benefits for those students. The first subsection of this section describes the academic benefits of inclusion for students with a variety of disabilities, and the second subsection describes the academic benefits of inclusion for students with Down syndrome and other intellectual disabilities in particular. The last subsection summarizes the social benefits of inclusion for students with disabilities.

Included students with disabilities academically outperform segregated students

There is strong evidence that students with disabilities benefit academically from inclusive education. The academic impacts of inclusion have been studied in many ways with many different populations of students around the world. Multiple systematic reviews of the scholarly research literature indicate that students with disabilities who were educated in general education classes academically outperformed their peers who had been educated in segregated settings (Baker, Wang, & Walberg, 1995; Katz & Mirenda, 2002). This subsection begins with a description of studies conducted in the United States and ends with evidence from international studies.

A 2012 study by Hehir and colleagues examined the performance of more than 68,000 primary and secondary school students with disabilities in the United States state of Massachusetts. Using state test data, the authors identified many factors that influence the academic achievement of students. Family income, school quality, and proficiency with English were all related to a child's academic performance. After statistically controlling for these factors, the authors found that on average, students with disabilities who spent a larger proportion of their school day with their non-disabled peers performed significantly better on measures of language and mathematics than students with similar disabilities who spent a smaller proportion of their school day with their non-disabled peers (Hehir, Grindal, &

Students with disabilities who spend more of their school day in inclusive settings earn higher scores on tests of language ability



Source: (Hehir et al., 2012)

Eidelman, 2012) (see graphic above). Children with disabilities also benefit from being included in prekindergarten programs. A study of 757 three and four year-old students in the Midwestern United States found that the language skills of students with disabilities benefit substantially from having the opportunity to attend preschool with non-disabled students (Justice, Logan, Lin, & Kaderavek, 2014).

Two large longitudinal studies of students with disabilities in the United States provide evidence that participating in inclusive education can yield positive impacts on students' academic outcomes. The Special Education Elementary Longitudinal Study (SEELS) followed 512 students with disabilities from elementary to middle school and from middle to high school from 2000 to 2006 (Wagner, Kutash, Duchnowski, & Epstein, 2005). Study data indicate that students with disabilities who took more classes in general education settings had better reading comprehension and a higher level of performance on tests of mathematical skills when compared to segregated students. Among students with an intellectual disability, included students also read 23 to 43 words per minute faster than otherwise similar students who took fewer academic classes (Blackorby et al., 2007).

A similar study focused on teenage students with disabilities, the National Longitudinal Transition Study (NLTS), followed 11,270 13 to 16 year old United States students over ten years⁴. This study found that students with disabilities who took more academic classes in general education settings experienced greater growth on measures of academic skills than peers who spent more time in separate special education programs. Analyses of these data

4 For additional details regarding the National Longitudinal Transition Study, see <http://www.nlts2.org/>

also showed that students with disabilities in inclusive settings attended school an average of three more days per year, were eight percentage points less likely to receive a disciplinary referral, and were four percentage points more likely to belong to school groups (Marder, Wagner, & Sumi, 2003; Newman, Davies, & Marder, 2003).

Inclusive education can also support a student's academic attainment—the number of years of education an individual has completed. A recent study from Harvard lecturer Laura Schifter used advanced statistical methods to examine the graduation patterns of students with disabilities in the United States state of Massachusetts and found that students with disabilities in fully inclusive placements were almost five times more likely to graduate on time than students in segregated settings (Schifter, 2015). The benefits of inclusion can even extend beyond high school. A study of more than 400

students with an intellectual disability⁵ or multiple disabilities in the United States found that included students were nearly twice as likely as their non-included peers to enroll in some form of post-secondary education (Baer, Daviso, Flexer, Queen, & Meindl, 2011). Another study using data from NLTS indicated that following high school, included students were 11 percentage points more likely to be employed and earned approximately \$2,100 more per year (in 1990 United States dollars) when compared to otherwise similar students who spent 50 percent or less of their school time in general education (Wagner, Blackorby, Cameto, & Newman, 1993).⁶ Included students with mild disabilities (learning disabilities, serious emotional disturbances, speech impairments, and mild intellectual disabilities) were 10 percentage points more likely to live independently than otherwise similar students who spent 50 percent or less of their school time in general education (see graphic on page 16).

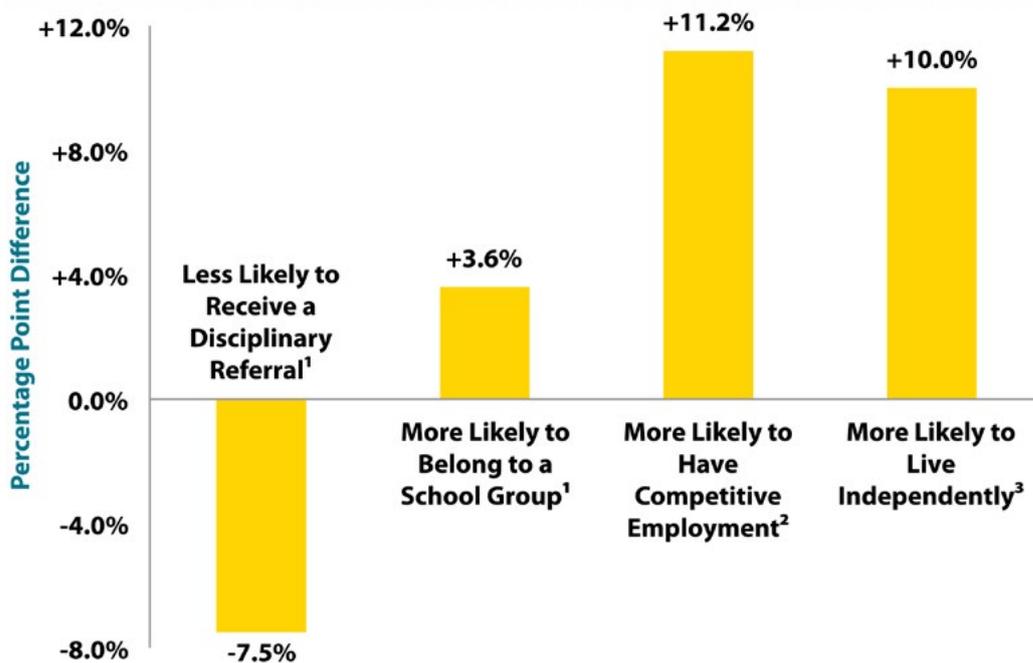
The evidence noting the academic benefits of inclusive education is not limited to the United States. Researchers in Norway followed nearly 500 secondary school students with disabilities over six years. Controlling for multiple other factors related to student achievement, they found that included students were more than 75 percent more likely to earn a vocational or academic credential than students who were educated in special classes (Myklebust, 2007). A study conducted in the Netherlands compared the development of more than 200 matched pairs of 7 and 8 year old students with learning and behavioral difficulties or mild intellectual disability who were included in general and special education schools. The researchers then followed these pairs of students for four years and found that the included students made substantially greater academic progress than did their counterparts in special education programs (Peetsma, Vergeer, Roeleveld, & Karsten, 2001).



5 Some of the sources reviewed in this evidence summary use the derogatory term “mental retardation.” We substitute all references to “mental retardation” with “intellectual disabilities,” a preferred term.

6 Significant differences in employment and earnings are driven by large differences for students with sensory and physical disabilities. See (Wagner, Blackorby, Cameto, & Newman, 1993) for details.

The benefits of inclusion for students with disabilities extend beyond academics



Source: (Marder et al., 2003; Wagner et al., 1993)

- 1 Difference between students with disabilities who spent 75% of the school day in general education classrooms and students with disabilities who spent 25% of the school day in general education classrooms.
- 2 Difference between students with disabilities who spent 100% of the school day in general education classrooms and students with disabilities who spent 50% of the school day in general education classrooms.
- 3 Difference between students with mild disabilities who spent 100% of the school day in general education classrooms and students with mild disabilities who spent 50% of the school day in general education classrooms. Mild disabilities include learning disabilities, serious emotional disturbances, speech impairments, and mild intellectual disabilities.

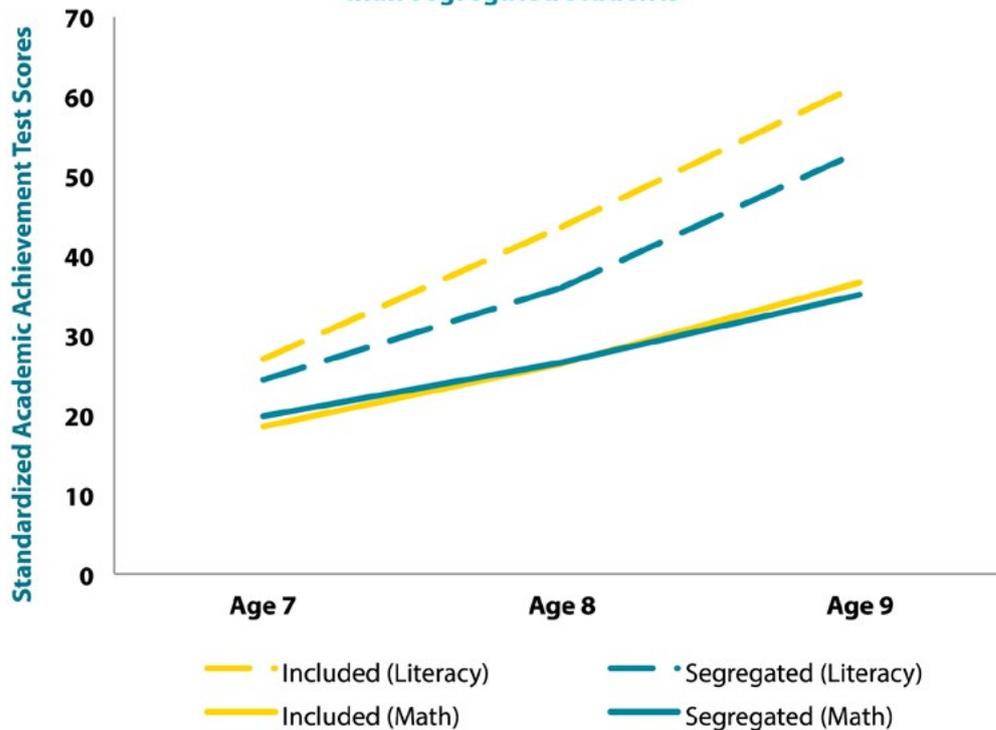
Students with Down syndrome benefit academically from inclusion

Researchers have documented similar evidence that inclusion yields academic benefits for students with intellectual disabilities in general and students with Down syndrome specifically. Among students with intellectual disabilities, such as students with Down syndrome, inclusive education has been repeatedly shown to support academic development, particularly in the areas of language and literacy (*de Graaf & van Hove, 2015; Turner, Alborz, & Gayle, 2008*). A 2000 review of the scholarly literature found that integrated students perform better than their comparable segregated counterparts and concluded that available research supports the inclusion of children with intellectual disabilities in general education settings (*Freeman & Alkin, 2000*).

There is evidence that inclusive education is particularly beneficial for the development of language and literacy skills among students with Down syndrome. Researchers in Switzerland identified a group of 68 children who were similar in almost every way. They were the same age (between seven and eight years old), had been diagnosed with an intellectual disability, lived at home with their parents, and had similar scores on tests of reading and mathematics skills. The main way in which these students differed was that one group of students was

included while the other was educated in separate schools. Researchers then followed these students for two years and found that across the two groups, students experienced similar growth in their mathematical skills, but included students experienced significantly greater growth in the development of literacy skills than did their otherwise similar peers (Dessementet, Bless, & Morin, 2012) (see graphic below).

Students with Down syndrome who are included develop stronger literacy skills than segregated students



Source: (Dessementet, Bless, & Morin, 2012)

Other studies confirm that these inclusion-related language and literacy differences can be substantial. Researchers in the United Kingdom identified 46 teenagers with Down syndrome and examined their academic and social outcomes. These students had similar family characteristics and similar levels of cognitive abilities at school entry but were sorted into either inclusive or separate special education schools on the basis of where they lived. Those students who had been included outperformed their segregated peers on measures of academic development. The researchers estimated that when compared to the students in segregated programs, included students were approximately two and a half years ahead on measures of expressive language and more than three years ahead in reading, writing, and literacy skills (Buckley, Bird, Sacks, & Archer, 2006).

Multiple studies conducted in the Netherlands have also found that inclusion is associated with improvements in the development of academic skills for children with Down syndrome (de Graaf & van Hove, 2015; de Graaf, van Hove, & Haveman, 2013). One study collected information on the reading, writing, mathematics, and language skills, parental education level, and home environment of a random sample of 160 children with Down syndrome in 2006. They then

collected similar information four years later and found that the amount of time a student with Down syndrome spent in mainstream classes was a significant predictor of the child's academic skill development, with particularly strong effects on the reading ability of younger children.

There is also some evidence that inclusion is related to improvements in memory skills in students with Down syndrome. Memory can be particularly challenging for children with Down syndrome, and evidence of a linkage between inclusion and memory skills highlights how inclusive environments may provide greater cognitive growth opportunities. In one study conducted in the United Kingdom, researchers examined the language and memory development of 44 children with Down syndrome attending mainstream and specialized schools. Children in the mainstream group had significantly higher scores in language comprehension and short-term memory (grammar comprehension, auditory digit span, and visual digit span) when compared with children attending specialized schools. The children in mainstream schools were one and a half years ahead of their peers in specialized schools in vocabulary development and nine months ahead in grammar comprehension. The authors concluded that mainstream educational environments may provide children with Down syndrome greater exposure to language and academic instruction, which facilitates both language and memory growth (*Laws, Byrne, & Buckley, 2000*).

Inclusion can support the social and emotional development of students with disabilities

There is also evidence that participating in inclusive settings can yield social and emotional benefits for students with disabilities. Such social and emotional benefits can include forming and maintaining positive peer relationships, which have important implications for a child's learning and psychological development. Research suggests that students with disabilities often struggle to develop peer relationships (*Bossaert, Boer, Frostad, Pijl, & Petry, 2015*).

A recent study examined more than 1,100 Austrian primary and secondary school students and found that, when compared to non-disabled students, students with disabilities had fewer friendships or social interactions, lower levels of perceived peer acceptance, and diminished self-perception of social participation (*Schwab, 2015*).

Inclusion may help to support social skill development among students with disabilities (*Schwab, 2015*). A 2002 review of the scholarly literature indicates that students with developmental disabilities in inclusive classrooms demonstrated higher levels of engaged behavior than did students with developmental disabilities in special education classrooms (*Katz & Mirenda, 2002*). In a study of students with learning disabilities in Canada, researchers found that students who were educated primarily in a mainstream setting (in an inclusive classroom either with or without additional in-class supports) were more accepted by their peers, had better social relationships, were less lonely, and exhibited fewer behavioral problems than similar children who were educated in resource room or self-contained special education classroom settings (*Wiener & Tardif, 2004*).

Research on United States students utilizing data from the NLTS and SEELS studies also indicates that spending time in inclusive settings is associated with better social skills for

students with disabilities (Marder et al., 2003; Newman & Davies-Mercier, 2005; Sumi, Marder, & Wagner, 2005). NLTS data indicate that students who spent three-quarters of their day or more in general education classes were four percentage points more likely to belong to school or community groups than students who spent less time in general education classes. Included students were also eight percentage points less likely to receive disciplinary action at school than students who spent less time in general education classes (Marder et al., 2003). Researchers examining SEELS data found that students with disabilities in mainstream placements demonstrate more independence and self-sufficiency (Newman & Davies-Mercier, 2005; Sumi et al., 2005). For example, 34 percent of students with disabilities who were included in general education classes reported that they were likely to do things on their own “usually” or “very often,” compared to 22 percent of students who were educated in special education classes (Newman & Davies-Mercier, 2005).



● Considerations in Implementing Inclusive Education

Implementing effective inclusive education may require teachers and principals to rethink many longstanding approaches to instruction. There are some common considerations schools and teachers must address when working to include students with disabilities. Teacher attitudes and training must be considered, along with the administrative structure of the school. Below we outline the evidence on these considerations and how they can be addressed.

Teacher attitudes and expectations

Evidence from multiple countries suggests that teachers generally support the concept of inclusive education but question their own ability to teach in an inclusive classroom (Chiner & Cardona, 2013). For example, two surveys in Spain found that although teachers approved of inclusion in theory, few were willing to include students with disabilities in their own classrooms (Cardona, 2000; Fernández, 1999). Many teachers attribute their hesitation to include students with disabilities to a lack of proper training. A large study conducted in the United States indicates that around one-fifth of general education teachers who teach students with disabilities report that they do not have adequate support, and one-third feel that they were not adequately trained to support students with disabilities in their classrooms (Blackorby et al., 2004). Similarly, teachers in Scotland cited their lack of training and support as a barrier to their practice of inclusion, even if they felt favorably towards inclusion as a theory and practice (Woolfson & Brady, 2009).

It follows then that providing training for teachers can influence teachers' attitudes towards inclusion. Multiple studies have found that teachers who have received training on inclusion are more likely to have positive attitudes towards the inclusion of students with disabilities (Chiner & Cardona, 2013; Sharma et al., 2008). For example, research conducted in South Africa regarding barriers to inclusion highlighted teachers' concerns with the challenges presented by increasing student diversity in the classroom. Teachers remarked that they lacked adequate knowledge, facilities, skills, and trainings. These concerns shaped teachers' perceptions of inclusion. After receiving training, teachers felt more positively about including students with disabilities. Pre-test and post-test scores showed that teachers who participated in the study increased their teaching skills and knowledge of inclusive education (Oswald & Swart, 2011). Similarly, a study of teachers in Uganda found that those who had some form of training in inclusive education held more positive and willing attitudes towards inclusion than those without any form of training in inclusion (Ojok & Wormnæs, 2013).

There is some evidence that students with disabilities who are educated alongside their non-disabled peers are subject to higher expectations from teachers compared to students educated in separate settings. In a seminal study conducted in the United States, researchers examined how the quality of the individualized education plans (IEPs) for students with disabilities changed when they left special education classrooms and entered inclusive classrooms. An IEP is a written document used in the United States outlining a student's unique learning needs, the services they require, and how their progress will be measured in the classroom. The researchers analyzed the content of the IEPs associated with general education versus special education classes from the students who had made a transition from special to general education. The results showed a significant increase in the quality and expectations of the IEP objectives that were written for students with disabilities once they were placed in inclusive settings (Hunt & Farron-Davis, 1992).

Effective inclusion of students with Down syndrome

Children with Down syndrome exhibit common strengths that facilitate their inclusion in mainstream classrooms. Research indicates that children with Down syndrome are strong visual and social learners, particularly through observation and imitation (Hughes, 2006). They respond well to praise and rewards, rather than to punishment, and do not exhibit any behavior issues unique to Down syndrome (Alton, 1998; Wolpert, 2001). When teachers are asked to describe a single personality characteristic most typical of children with Down syndrome, common answers include "affectionate," "happy," and "friendly" (Gilmore, Campbell, & Cuskelly, 2003). Any behavioral problems observed in children with Down syndrome mirror those seen in children without Down syndrome (Alton, 1998).

Yet children with Down syndrome do exhibit some common learning challenges. These include challenges with short-term auditory memory (i.e. learning from listening) and speech and language. Children with Down syndrome sometimes struggle in learning new words, learning grammar and syntax, and following complex verbal instructions or stories (Alton, 1998). As a result, teachers in inclusive classrooms suggest that the most effective learning

materials for Down syndrome children include “hands-on” materials and computer-assisted technology rather than worksheets or textbooks (*Wolpert, 2001*). Teachers may also choose to provide visual instructions or timetables and reinforce all curricula visually (e.g. presenting a word in print alongside a picture to increase vocabulary) (*Alton, 1998*).

Although inclusive settings provide students with Down syndrome the opportunity to develop friendships with non-disabled peers, some research suggests that students with intellectual disabilities can sometimes struggle to develop strong social bonds within an inclusive setting (*Buckley et al., 2006; Freeman & Alkin, 2000; Szumski & Karwowski, 2014*). Differences in emotional maturity and intellectual ability can interfere with the formation of reciprocal friendships between children with Down syndrome and their non-disabled peers (*Cuckle & Wilson, 2002; Fox, Farrell, & Davis, 2004*). Genuine friendships between children with Down syndrome and their non-disabled peers often develop through shared interests and class-based activities (*Fox et al., 2004*). Children with Down syndrome may have interests more similar to those of younger children, and parents often hesitate to provide increasing levels of independence to adolescents with Down syndrome (*Cuckle & Wilson, 2002*). Consequently, friendships between children with Down syndrome and their non-disabled peers are often “compartmentalized,” meaning that they are restricted to one setting (i.e. school) and do not extend into other settings (i.e. home and community) (*Cuckle & Wilson, 2002*).

Schools can facilitate interactions between students with and without Down syndrome using a variety of approaches. In research done by a group of Scandinavian researchers, teachers took an active role in promoting interaction between non-disabled children and children with Down syndrome. Small groups, in which peers were expected to help each other and the child with Down syndrome, served as a primary means for facilitating peer interaction (*Dolva, Gustavsson, Borell, & Hemmingsson, 2011*). Teachers educated peers about the nature of disabilities like Down syndrome and instructed them how to behave supportively in these group settings. Teaching staff also helped students with Down syndrome interpret social situations and initiate interactions with non-disabled students (*Dolva et al., 2011*). Teachers may also choose to create formalized peer-buddy or friendship groups with non-disabled peers. Schools can partner with nonprofit organizations such as Best Buddies, which fosters one-on-one friendships between people with and without intellectual and developmental disabilities in more than 50 countries. Evidence on the effectiveness of such programs is limited, but preliminary research indicates that structured social programs may benefit children with Down syndrome and other intellectual disabilities (*Barrett & Randall, 2004; Carter, Hughes, Guth, & Copeland, 2005; D’Haem, 2008*).

The fact that forming strong relationships can be difficult in a general education classroom should not necessarily be interpreted as meaning these settings are not socially appropriate for students with disabilities. Rather, it suggests that teachers and schools must pay attention to the psychosocial development of students with disabilities in general education settings and general education teachers need improved training and resources in order to create effective, inclusive learning environments that foster both the academic and social growth of students with disabilities.

● A Coordinated National Approach to Fostering Inclusion

A national effort to promote a more inclusive system of education requires coordinated efforts that work from the “top down” and the “bottom up.” That is, policy at the highest levels must affirm the right of children with disabilities to be included alongside their non-disabled peers in education. Although policy is critical, the long-standing misconceptions regarding the capacities of all students to thrive within an inclusive classroom often represent the greatest barriers to progress. Efforts to foster inclusion must help to counter these long-standing misconceptions and to support and educate teachers, school administrators and parents so that children with disabilities experience effective, welcoming schools and classrooms that are able to meet their needs. Parents also need to be included as important partners in their children’s education to help assure the best outcomes. Toward that end we offer the following recommendations.

Establish an expectation for inclusion in public policy

Though inclusion is increasingly supported by international organizations such as the UN and UNICEF and endorsed by the 161 states that have signed the CRPD, it is important that the leadership of each country take a strong affirmative role in promoting inclusive education. Inclusionary practice often faces resistance due to cultural and political factors. Inclusion is often at odds with cultural attitudes that have stigmatized disability and have led to segregation or practices based on pity. Political pressure may resist inclusive practices as they may threaten the status quo of segregation. Therefore, changing these attitudes and practices requires first and foremost leadership from the top of society: prime ministers, legislatures, education ministers, and school superintendents. In the United States, major progress in this area happened when President John F. Kennedy spoke out about having a sister with an intellectual disability. President George H.W. Bush signed the Americans with Disabilities Act, and President Clinton frequently repeated the phrase “inclusion not exclusion” as he promoted inclusive practice in all government programs. This type of leadership from the top provides clear direction that change is needed and is supported at the highest level.

National leaders should make clear, highly public pronouncements that inclusive education is the country’s expectation. National leaders might also work to build and engage support from the legislature, which can then provide the policies and programs needed to make inclusive practice successful. This type of top down leadership needs to be extended to the local level as well. Regional and local school leaders should be required to promote inclusive practices.

Establish a public campaign to promote inclusive education

Given the cultural shift that inclusive education requires in most societies, changing public opinion about the importance of inclusive education, especially for students with an intellectual disability, is important. For example, providing images of successfully included students with Down syndrome in general education classes and schools can help to establish inclusive education as a cultural norm among teachers and other educators. Engaging highly visible champions of inclusion such as businesspeople or members of the media can help to both promote acceptance

among educators and create demand for inclusive programs among parents of students with and without disabilities.

Build systems of data collection

Data on the degree to which students with disabilities are included with their non-disabled peers can often be hard to come by. Countries seeking to support the inclusion of students with disabilities should invest in the collection of accurate data on the degree to which children with disabilities have access to the same schools attended by their non-disabled peers. Simply measuring school enrollment is not sufficient: countries must also develop a system for measuring the amount of time students with disabilities spend in inclusive classrooms. The current effort to establish indicators for the United Nations Sustainable Development Goals represents an important opportunity to shape the types of data that will be collected worldwide. It is critical that inclusion-focused indicators be represented in this effort.



The vast majority of students with disabilities can access the general education curriculum and perform at the same level as their non-disabled peers if given the appropriate accommodations. States should thus also measure the degree to which students are learning necessary skills and content in these courses and include students with disabilities in national measures of educational progress. The results of such tests should not have high-stakes consequences for the students themselves. Rather, they should be used to identify schools and communities in need of support in better educating and including their students with disabilities.

Provide educators with a robust program of pre-service and in-service preparation on inclusive education

The research we have summarized points to the importance of preparing teachers and school leaders for inclusive education. Broadly speaking, this work involves two main components. First, attitudes matter a great deal. Just as is the case with the broader cultural attitudes concerning people with disabilities, attitudes among educators are often negative, and those attitudes can carry over to the classroom and the school. Teachers and school leaders need opportunities to both confront these attitudes and to see how successful inclusion can work.

The second component that needs to be addressed is learning classroom techniques that can help children with disabilities thrive. The concept of Universal Design is a particularly promising framework for supporting teacher development. This concept was initially used in architecture, as features like ramps, handicap-accessible toilets, and automatic doors were installed in buildings to accommodate the needs of people with physical disabilities (Rose & Meyer, 2006). Similarly, Universal Design for Learning (UDL) requires that schools design curricula to accommodate the diverse strengths and weaknesses of all learners, both those with and without

disabilities. The UDL approach to inclusive education includes the following principles: 1) provide multiple means of representation, 2) provide multiple means of action and expression, and 3) provide multiple means of engagement (National Center on Universal Design for Learning, 2014). This framework assumes that students are not defined by their disability, as labels categorizing children as either “disabled” or “non-disabled” do not capture the full range of ability across groups (Hehir & Katzman, 2012). Regardless of their disability status, all students benefit from a combination of hands-on, auditory, and visual learning opportunities in the classroom.

For children with Down syndrome and other intellectual disabilities, UDL is a particularly effective approach to teaching and learning. As noted earlier, children with Down syndrome have particular strengths in visual learning and processing, and teachers can capitalize on these strengths in the classroom through multimedia instruction (Hughes, 2006; Davis, 2008). In one study examining the effects of a UDL literacy intervention that combined e-books and interactive literacy games, researchers found positive academic outcomes related to program participation. Students with intellectual disabilities who received the intervention had gained 15 points on the WJ-III Passage Comprehension (a test of reading comprehension skills) compared to less than 8 points for a matched control group (Coyne, Pisha, Dalton, Zeph, & Smith, 2012). Researchers examining math achievement in a sample of children with Down syndrome in Spain found similar results. Students with Down syndrome who were taught using multimedia mathematical software had higher math scores when compared with children receiving traditional pencil and paper instruction (Ortega-Tudela & Gómez-Ariza, 2006). The authors concluded that the intervention permitted students to access the information in multiple ways, particularly through visual representation, which helped students process and retain mathematical content.

Create model universally designed inclusive schools

Inclusion represents a substantial departure from traditional educational practice. Pre-service and in-service training can help teachers develop the pedagogical skills to include a wide range of students, but often it is important for educators to observe successful inclusive schools. Although we believe that nearly all schools can develop inclusive practices, we recommend identifying some schools that have done inclusion particularly well to serve as demonstrations or laboratories for the training of inclusive teachers and school administrators. The Henderson School in Boston, Massachusetts has provided such an example to educators in the United States and across the world.

Such model inclusive schools can also help to develop new and more effective techniques for including students with disabilities in general education classrooms. As we discussed above, children with Down syndrome have unique learning needs. Developing expertise on how to best support students with Down syndrome as well as all students with disabilities can require careful practice and observation. Model inclusive schools provide an environment in which those practices can be refined and improved.

Promote inclusive opportunities in both post-secondary school and the labor market

In the last decade, post-secondary institutions have also expanded access to students with intellectual disabilities and have helped to create inclusive college experiences. The College of New Jersey (TCNJ) in the United States, after receiving a federal grant of \$1.28 million, began offering a four-year Career and Community certificate program for students with disabilities, such as Down syndrome, autism, and other intellectual disabilities. The program involves program-specific core coursework, internships, and TCNJ elective courses with the rest of the college's student body. The program also has partnerships with high school special education programs in order to prepare students with intellectual disabilities for college experiences while still in secondary school.

Another project, Think College: College Options for People with Intellectual Disabilities, is creating opportunities for students with disabilities interested in post-secondary educational opportunities in the United States state of Massachusetts. The success and lessons learned by TCNJ's Career and Community program and similar programs may open the doors and classrooms of more post-secondary institutions as well as improving employment opportunities for students



Provide support and training to parents seeking inclusive education for their children

Parents often need support in seeking inclusive education for their children and in maximizing their child's development. This can be a difficult role. In the United States, parent-training centers have been funded by the federal government to provide this type of support. The Massachusetts Federation for Children and the Colorado Peak Center have been particularly effective in teaching parents about the importance of inclusion and how to obtain and support effective inclusive placements for their children.

● Conclusion

In this report we have reviewed evidence from more than 280 research studies conducted in 25 countries. We find consistent evidence that inclusive educational settings—those in which children with disabilities are educated alongside their non-disabled peers—can confer substantial short- and long-term benefits for children’s cognitive and social development. This issue has been studied in many ways with many different populations of students. The magnitude of the benefits of inclusive education may vary from one study to another, but the overwhelming majority either report significant benefits for students who are educated alongside their non-disabled peers or, at worst, show no differences between included and non-included students.

The research evidence also suggests that in most cases, being educated alongside a student with a disability does not lead to negative consequences for non-disabled students. In fact, research on effective inclusive schools indicates that inclusion can have important positive benefits for all students. What these effective inclusive schools have discovered is that inclusion is not just about locating disabled and non-disabled students in the same classrooms. Effectively including a student with a disability requires teachers and school administrators to develop a better understanding of the individual strengths and needs of every student, not just those students with disabilities. Teachers in inclusive classrooms cannot simply target the curriculum toward the average student. This means providing students with multiple ways to engage with classroom material, multiple representations of curricular concepts, and multiple means for students to express what they have learned. This type of thoughtful, universally designed approach to learning benefits disabled and non-disabled students alike.

Yet, despite this evidence, students with disabilities continue to face challenges in accessing high quality education. Long-standing misconceptions regarding the capacities of children with intellectual, physical, sensory, and learning disabilities to benefit from formal education have, for generations, led educators to deny these students access to formal schooling. Even in countries where laws guarantee the educational rights of these students, educational options are sometimes limited and services are provided through separate programs that segregate disabled and non-disabled students.

The evidence presented in this document provides a clear message that inclusion should be the norm for students with disabilities.





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**NEBRASKA DEPARTMENT OF EDUCATION,
OFFICE OF SPECIAL EDUCATION**

**EQUITY FOR ALL
LEARNERS:
INCLUSION AT
EVERY LEVEL**

SPED

SPECIAL EDUCATION

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EQUITY FOR ALL LEARNERS: INCLUSION AT EVERY LEVEL

INTRODUCTION

All students deserve a high-quality education that prepares them for future success. To realize this vision, all students with disabilities must have equitable access to the full rigor of grade-level instruction. However, districts, schools, classrooms, and families often encounter significant challenges in enacting the systems, structures, support and development needed to ensure equitable access for all learners. With best intentions, these groups often unintentionally exacerbate persistent inequities. Inclusive education provides a model for providing high-quality equitable educational programming that improves access and opportunities for all learners.

WHAT IS AN INCLUSIVE EDUCATION?

Inclusive education is a culture and practice grounded in the premise that each student is a learner who is capable of participating in grade-level standards, alongside their same-age peers. Rather than focusing on a particular program or placement, inclusive education provides students with disabilities with equitable, rigorous access to the general education curriculum and individualized support throughout their educational experience.

“Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organization, curriculum and teaching and learning strategies, does not constitute inclusion.”¹

“Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students...with an equitable and participatory learning experience”.²

In inclusive schools, district and school leaders leverage funding, staffing, schedules, special education services, and teacher collaboration to ensure demonstrable academic progress for all learners.³ Educators and service providers embrace a culture of shared accountability and responsibility. In this sense, inclusive education:

- **Empowers the voice of students.** An inclusive education intentionally builds relationships between district staff, school leaders, and students with disabilities. In an inclusive educational setting, schools identify the capacity, interests, needs

¹ Harvard Graduate School of Education & Abt Associates. 2016. “A Summary of the Evidence on Inclusive Education.” https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf.

² Ibid.

³ Adapted from: CCSSO. n.d. “WHY INCLUSIVE PRINCIPAL LEADERSHIP MATTERS.” CCSSO Inclusive Principals Guide. Accessed December 16, 2021. <https://ccssoinclusiveprincipalsguide.org/why-inclusive-leadership/>.



and unique strengths that students with disabilities bring and leverage these to engineer an aligned classroom environment.

- **Empowers the voice of families.** Inclusive educational environments connect with families about what is and is not working well. Schools proactively survey families about their needs and desires for their child/children. Inclusive schools dig deep into the concerns and challenges that families often face when supporting their children and offer aligned resources and support.
- **Empowers the voice of educators.** Inclusive schools connect with educators and related services providers to fully understand mindsets, challenges, and identify the type of support all providers require in meeting the needs of students.

WHY IS AN INCLUSIVE EDUCATION SO IMPORTANT?

A large body of research has shown that students with disabilities learn the most when they are taught in inclusive settings with access to key resources: grade-level learning, strong instruction, and teachers with high expectations. Specifically, research demonstrates that:

- “Students with disabilities who spent a larger proportion of their school day with their non-disabled peers **performed significantly better on measures of language and mathematics** than students with similar disabilities who spent a smaller proportion of their school day with their non-disabled peers.”
- “Students with disabilities in fully inclusive placements were almost **5x more likely to graduate on time** than students in segregated settings.”
- “A study of students with an intellectual disability or multiple disabilities found that included students were nearly **2x as likely as their non-included peers to enroll in post-secondary education.**”⁴

In addition to improved outcomes for students with disabilities, research suggests that inclusive education offers the promise to improve outcomes for all students. By supporting individual and unique needs of each student, teacher efficacy increases for both general and special education teachers. A recent study found that, “Teachers with positive attitudes towards inclusion are more likely to **adapt the way they work to benefit all of their students** (Sharma et al., 2008).”⁵ This correlation between inclusive education and improved instructional practices demonstrates that inclusive education improves access to high-quality instruction for all students.

Inclusive education also assists in solving long standing challenges in special education teacher shortages. Through the implementation of inclusive models, the capacity to support the needs of students with disabilities is shared across all educators and

⁴ Harvard Graduate School of Education & Abt Associates. 2016. “A Summary of the Evidence on Inclusive Education.” https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf.

⁵ Ibid.



therefore reduces the overall burden often placed on special education teachers to support every unique needs that students with disabilities might present. Recent research cites that, “Positive effects were most common in studies where support for students with disabilities in the inclusive classrooms was well-managed through **adaptive instruction and the collaborative consultation and cooperative teaching of special and general education teachers.**”⁶ By sharing accountability for student learning across all educators, special education teachers are able to serve in more consultative roles and therefore expand their capacity to support more students and teachers.

HOW IS AN INCLUSIVE EDUCATION IMPLEMENTED?

In order to effectively implement inclusive education, districts, schools, classrooms and families must work in concert with one another.

- **Districts** must develop, implement, and improve existing structures that integrate inclusion rather than promote a separate process. Leadership that promotes a strong vision for alignment between general and special education ensures that districts can allocate resources, select high-quality instructional materials, and ensure that school leaders have autonomy to make staffing and scheduling decisions that support inclusion.
- **Schools** must play a crucial role in ensuring that students within their buildings have access to the support they need to be successful. School leaders must have the mindset that all students are highly capable, foster a community centered on collaboration, organize staffing and schedules that prioritize student needs, and ensure teachers are supported in making instructional decisions that develop a sense of belonging for all learners.
- **Classrooms** must welcome all learners by effectively facilitating academic and social-emotional success for all learners through the implementation of instructional strategies, accommodations, and modifications that address learner variability and ensure grade-level learning. General education teachers, special education teachers, related service providers, specialists, interventionists and students must build trusting, collaborative relationships among each other to facilitate sound instructional decision making.
- **Families** must feel invited and informed by the process of individualized instruction in order to effectively advocate for their learner(s). Districts, schools and classrooms should clearly explain the tools and resources available to families in order to effectively meet the needs of their learner(s).

⁶ Ibid.



To effectively implement inclusive education, we believe that districts, schools, classrooms and families must believe that:

- All students are capable of achieving grade-level learning with the right support(s).
- All educators are responsible for ensuring students with disabilities achieve grade-level learning.
- All special education services should be designed to promote access and progress in grade-level learning.
- All educators can be successful in supporting students with disabilities with the right support(s).

HOW CAN THIS GUIDE BE USED TO SUPPORT INCLUSIVE EDUCATION?



Nebraska school districts are required to build [Continuous Improvement Plans](#) (CIP) that integrate all other plans for improvement including [Targeted Improvement Plans](#) (TIP) aimed at improving outcomes for students with disabilities in alignment with general education improvement strategies. This guide is designed to provide districts, school leaders, educators and families with evidence-based strategies that support inclusive services for students with disabilities that can be leveraged throughout the CIP and TIP planning process. Ultimately, schools can effectively cultivate a culture that values and embodies inclusive education through an annual,

iterative process of [planning](#), [allocating funding](#), [staffing/scheduling](#), and [implementing](#) specialized service delivery that integrates into the CIP and TIP planning process. Incorporating this cycle, in concert with CIP and TIP planning, districts, school leaders, educators, and families can overcome barriers and create equitable educational experiences for all students.

PLANNING FOR INCLUSIVE EDUCATION

“PLANNING” DEFINED

Each year, district leaders, school leaders, educators, and families engage in a collaborative process of reflection to guide future planning that continuously improves access, opportunities, and outcomes for all learners. The goal of this planning should be to empower student, family and educator voices in the planning process for the upcoming school year so that each stakeholder feels seen, heard and valued. This planning process begins in early spring and continues through the end of the current school year.



PLANNING KEY ACTIONS TO CONSIDER

Through collaborative reflection, strategic planning can work in service of inclusive education. The key actions below help district leaders, school leaders and educators implement inclusive education in the **planning** phase.

<p>District</p>	<ul style="list-style-type: none"> ● Collect and analyze student and school performance data on an ongoing basis through an equity-driven lens. Focus on sub-group performance through disaggregated data to understand opportunities to target in the upcoming school year. ● Collaborate with organizations providing high-quality instructional materials and professional learning that are aligned to the identified opportunities from the equity-driven analysis. ● Reflect on the current use and effectiveness of Nebraska Multi-Tiered System of Support (NeMTSS). Enact a universal screening process early for all students each school year. ● Define and reflect on accountability systems to ensure they prioritize learning and growth towards grade-level mastery for all learners, especially those that are historically underperforming. ● Reflect on central office special education practices to see if they present barriers to inclusive practice at the school level. Actively remove barriers by aligning adjustments to identified needs. For example, if speech therapists are centrally scheduled without school input, they might be pulling students out of core content instruction to receive services. ● Set meaningful and aligned goals and develop a corresponding year long action plan for the upcoming school year based on trends in historical performance. ● Identify technology that explicitly increases accessibility for students with disabilities.
<p>School</p>	<ul style="list-style-type: none"> ● Collect and analyze building level student and school performance data on an ongoing basis through an equity-driven lens. Focus on sub-group performance through disaggregated data to understand opportunities to target in the upcoming school year. ● Meet with all educators to understand their strengths, interests, and opportunities for growth, and develop aligned coaching plans that maximize human resources across the school.



	<ul style="list-style-type: none"> ● Revisit school-based accountability systems to ensure they prioritize learning and growth towards grade-level mastery for all learners, especially those that are historically underperforming. ● Revisit the roles and responsibilities of general and special education personnel to increase clarity, as needed. ● Collaborate with district leaders on setting meaningful and aligned goals and a corresponding year long action plan for the upcoming school year. ● Examine existing and widely-used technology resources with the intention of integrating assistive technology into general technology planning. ● Create opportunities for educators to receive training and support to effectively implement specialized support, high-quality instructional materials, assistive technology, and other supports for students with disabilities. ● Plan for frequent opportunities to build trust, solicit feedback, and understand the needs of families.
<p>Classroom</p>	<ul style="list-style-type: none"> ● Develop a deep understanding of individual students through observation, IEP information, and communication with students and their families. ● Research and evaluate the effectiveness of technology that can be leveraged to maximize the accessibility of high-quality instruction. ● Set meaningful, aligned and individualized goals for student academic and social-emotional skill development for the upcoming school year. ● Get to know colleagues by developing deep and trusting relationships. ● Reflect on strengths and opportunities for improvement to set goals related to skill development. ● Develop curricular materials with the understanding of how to use a provided curriculum, instructional strategies, accommodations, and modifications that positively impact the learning of individual students.

PLANNING SUMMARY

In planning to build a culture and community that values inclusive education, district leaders, school leaders, and educators are demonstrating their belief that **all students are capable of achieving grade-level learning with the right support.**



This mindset ensures that:

- All educators engage in shared responsibility for the learning growth and development of all learners.
- Families feel connected to and valued by the school community.
- All learners have a network of support that deeply values their unique strengths and needs.

ALLOCATING FUNDING FOR INCLUSIVE EDUCATION

“ALLOCATING FUNDING” DEFINED

As the planning phase begins to wrap-up, district leaders, school leaders, and educators move into the phase of allocating funding. By making strategic decisions related to how funding is allocated at the district, school and classroom level, school systems can drive the implementation of inclusive education. The phase of allocating funding takes place in the winter or early spring in preparation for the upcoming school year.

ALLOCATING FUNDING KEY ACTIONS TO CONSIDER

Below are the key actions that district leaders, school leaders and educators can take to prioritize inclusion in the [allocating funding](#) phase.

District	<ul style="list-style-type: none">● Reflect on the previous year's budget in order to make decisions that ensure all funding streams (formula funds such as Title funding, IDEA funding, and Minimum Foundation Program (MFP) funds as well as additional competitive funding sources) are maximized to have the broadest impact in the school setting.● Examine budgets and expenditures to identify areas of redundancy or identify misaligned programs e.g. implementing one intervention with Title funding, and a separate or completely opposite intervention from a different competitive grant source.● Ensure resource alignment and integration by reducing duplication and promoting efficiency and integration of resources.● Adopt a student-centered funding model that uses a weighted student formula to allocate education dollars based on students' needs.● Creatively braid funding sources to expand the use of traditionally based personnel.
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	<ul style="list-style-type: none"> ● Maximize the use of high-cost funds to have the broadest impact in the school setting. ● Allocate funding to purchase High-Quality Instructional Materials and provide aligned Professional Learning that are aligned to the year long goals and action plan. ● Prioritize professional learning on instructional and specialized support strategies. ● Reflect on gaps in current district-level personnel to identify additional roles that need to be added. ● Purchase technology (devices and software) that explicitly increases access to core instruction for students with disabilities. ● Increase budget transparency so that schools have the information they need to make sound decisions related to funding. ● Build trust with the community and other key stakeholders by seeking input and providing transparency into how funds are used to best serve the needs of all students.
<p>School</p>	<ul style="list-style-type: none"> ● Identify and reflect on current personnel to identify educators who are under- or over-utilized and make aligned adjustments. For example, the schedule of a speech therapist who is assigned lunch duty for 2 hours during the kindergarten ELA block could be adjusted to better meet the needs of learners, or an occupational therapist who is scheduled across three different campuses in one day could be adjusted to spend more time at an individual campus. ● Reflect on gaps in current school-based personnel to identify additional roles that need to be added. ● Lower the teacher-student ratio through creative hiring. ● Connect funding priorities to the identified year long goals and action plan and set strategic benchmarks to evaluate effectiveness of decisions.
<p>Classroom</p>	<ul style="list-style-type: none"> ● Research and advocate to attend professional learning opportunities to equip educators to increase access to high-quality instructional materials through assistive technology. ● Advocate for the purchase and integration of intervention programs and/or instructional materials that support core instruction. ● Advocate for the purchase and integration of common technologies that have the broadest impact to provide access



	<p>points to learning for all students.</p> <ul style="list-style-type: none"> Engage in continuous learning about how technology can be used to increase accessibility for students with disabilities.
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ALLOCATING FUNDING SUMMARY

In allocating funding to create a school system that embodies inclusive education, district leaders, school leaders and educators demonstrate their belief that, **with the right support, all educators can be successful in supporting students with disabilities.**

By embodying this mindset, schools ensure that:

- Educator efficiency is reinforced by the reduction of redundancy in role(s).
- Families feel supported by the school community through increased transparency related to how funding is allocated.
- All learners have access to intentional and aligned resources that meaningfully support their success.

STAFFING/SCHEDULING FOR INCLUSIVE EDUCATION

“STAFFING/SCHEDULING” DEFINED

Once funding is allocated to ensure all learners receive the support they need, district leaders, school leaders, and educators can begin to conceptualize a staffing and scheduling model that drives inclusive education. Staffing and scheduling takes place in late spring and summer in preparation for the upcoming school year.

STAFFING/SCHEDULING KEY ACTIONS TO CONSIDER

Below are the key actions that district leaders, school leaders and educators should take in the **staffing/scheduling** phase.

District	<ul style="list-style-type: none"> • Through internal and external professional development, develop a principal understanding of effective staffing and scheduling that prioritizes all student needs. • Value and provide principal autonomy on staffing/scheduling decisions to ensure cultural and community relevance. • Leverage the established year long goals and action plan to support strategic decisions on staffing/scheduling. • Perform an audit of school schedules across the district to inform decisions about how to reallocate resources.
School	<ul style="list-style-type: none"> • Use collected and analyzed data to schedule students with the greatest support needs first.



	<ul style="list-style-type: none"> ● Engage in a continuous cycle of feedback from staff and students to make scheduling adjustments that support the needs of students. ● Protect core instructional time when designing schedules for instruction and related services. ● Create a staffing plan that is aligned to the established year long goals and action plan and prioritizes the use of the highest-quality staff to provide support to the students who need it most. For example, use highly qualified teachers to provide intervention support instead of having a teacher assistant provide intervention support. ● Strategically use teacher assistants and paraprofessionals by ensuring they are given adequate training and support before providing any instructional based support to students. ● Provide planning time and professional learning on the alignment of instructional materials to grade-level standards and the points of rigor students must master. ● Protect routine planning time for related service providers, special education and general education teachers. For example, speech therapists could provide consultative support to teachers during instructional planning focused on integrating speech therapy goals into grade-level instruction. ● Create and implement an intervention block in the instructional schedule that provides targeted and timely support to students. ● Create and implement clearly defined roles and responsibilities across general education and special education personnel. Consider the role of interventionist. ● Provide strategic ongoing supervision and mentoring for general educators, special educators and related service providers. ● Communicate any changes in staffing and/or larger school schedules to families in advance to support students with upcoming transitions.
<p>Classroom</p>	<ul style="list-style-type: none"> ● Commit to collaboration time with colleagues and families who work with the same learners to seek input on instructional decision making. ● Utilize collected data to provide targeted instruction in flexible, small groups during an intervention block. ● Utilize evidence-based strategies to intensity and individualize intervention throughout the instructional week.



	<ul style="list-style-type: none">● Provide feedback to school leadership on how schedules might be improved to meet individual student needs.● Ensure predetermined daily class schedules are consistently followed to ensure support personnel and related service providers have the opportunity to align services for maximization of student learning.● Communicate any short-term changes in the daily schedule to families and students in advance to support students with any upcoming transitions.
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STAFFING/SCHEDULING SUMMARY

By staffing and scheduling in a way that prioritizes inclusive education, district leaders, school leaders and educators demonstrate the belief that **all educators are responsible for ensuring students with disabilities achieve grade-level learning.**

By embodying this mindset, school communities ensure that:

- Educators have guaranteed, protected time to continuously impact the learning of all students.
- Families understand the experience their learner(s) have in school and can advocate for any changes that would support their strengths or needs.
- Students experience personalized and targeted instruction at the right dose and at the right time during the instructional week.

IMPLEMENTING SPECIALIZED SERVICE DELIVERY FOR INCLUSIVE EDUCATION

“IMPLEMENTING SPECIALIZED SERVICE DELIVERY” DEFINED

District and school leadership teams play a critical role in providing educators and service providers with necessary structures and exemplary models of implementing inclusive education programs. Across individual school sites, educators and related support staff are vital to the success of implementing an inclusive education program. A high-level of ongoing collaboration is required across the district, school, and classroom levels to ensure that inclusive education is realized. The implementation phase takes place beginning in late summer and continues through the entirety of the school year.

IMPLEMENTING SPECIALIZED SERVICE DELIVERY KEY ACTIONS TO CONSIDER

Implementing special education services effectively requires equitable input and collaboration between district and school leaders, teachers, service providers and



families. Below are the key actions that district leaders, school leaders and educators should take in the **implementation** phase.

<p>District</p>	<ul style="list-style-type: none"> ● Implement an MTSS process that is aligned to the year long goals and action plan and supports inclusion by ensuring all students receive the highest quality instruction and targeted timely support. ● Examine and improve identification processes to ensure student evaluations provide valuable information to the IEP team on how to best support individual students in accessing grade-level learning. ● Provide opportunities and strategies for school leaders to problem solve when challenges to implementation arise. ● Identify successful schools and use them as a proof point for other school leaders and educators.
<p>School</p>	<ul style="list-style-type: none"> ● Examine and consolidate current support structures to streamline a single schoolwide support team that collaborates to support struggling students. Designate team members with expertise across disciplines to monitor student outcomes and make adjustments. ● Ensure decision-making related to the IEP is grounded in collected and analyzed academic and social-emotional data. ● Identify and highlight strong examples of effective inclusive practices across staff members. ● Encourage educators and support staff to observe colleagues who have been identified as having strengths in focus areas. ● Ensure general education teachers understand how to integrate critical components of a student's individualized education program (IEP) into daily instructional planning. ● Provide specialized support training to general education teachers to support the unique needs of students with disabilities that fall outside the scope of content pedagogy. ● Provide curriculum-aligned professional learning to special education teachers that builds their capacity to support students with disabilities in accessing grade-level content. ● Focus observations and coaching to support teachers in ensuring all students, including students with disabilities, engage with the most rigorous components of the lesson. ● Prioritize ongoing supervision and mentoring for general educators, special educators and related service providers.



	<ul style="list-style-type: none"> ● Provide explicit training to paraprofessionals about any medical, assistive technology, or instructional support they are expected to provide to students with disabilities.
Classroom	<ul style="list-style-type: none"> ● Develop targeted support through integrated plans that address individual learners academic, behavioral, and social-emotional strengths and needs. ● Develop IEPs that facilitate mastery of grade-level content. ● Select instructional materials aligned to grade-level standards, and ensure students with disabilities participate in grade-level instruction, daily. ● Utilize high yield instructional strategies to ensure engagement for all learners. ● Collaborate between general education and special education teachers to co-construct lessons that remove barriers to learning by addressing learner variability through flexible methods and choice. ● Leverage technology to maximize the accessibility of high-quality instruction. Communication devices or other assistive technology is integrated into academic settings and throughout the school day. ● Clarify how to meet classroom procedures and expectations across general and special education teachers and related service providers. ● Prepare a learning environment, in collaboration between special and general educators, that reflects the why, what and how of learning: <ul style="list-style-type: none"> ○ Design the space to match the learning goal. ○ Offer resource areas accessible to all. ○ Integrate digital resources and materials. ○ Highlight the learning processes in the environment. ○ Ensure access to target goals in the learning environment.⁷ ● Foster deep and trusting peer-to-peer relationships to support collaboration in the learning process. ● Set and track progress to individual professional development goals based on general and special educators' reflection on their practice. ● Continually assess and monitor student progress toward

⁷ CAST. 2018. "Top 5 UDL Tips for Learning Environments." CAST.org. <https://www.cast.org/binaries/content/assets/common/publications/downloads/cast-5-learning-environs-2016.pdf>.



	grade-level mastery, and collaborate between general and special educators to adjust instructional plans and support to improve student success.
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IMPLEMENTING SPECIALIZED SERVICE DELIVERY SUMMARY

By designing and implementing specialized services effectively, district leaders, school leaders, and educators demonstrate the belief that **all special education services should be designed to promote access and progress in grade-level learning.**

The result of implementing specialized service delivery is that all learners have:

- access to and are empowered to make choices in the learning environment related to engagement, understanding and expression, and
- the opportunity to express their understanding in a variety of ways based on their interests, strengths and needs.
- Educators who communicate and celebrate their ongoing learning growth.

By promoting access and progress in grade level learning, families feel

- connected to and informed by all educators who work with their learners, and
- valued through collaboration on decision making related to their learner.

CONCLUSION

When districts, schools, classrooms, and families collaboratively work together to plan, fund, staff, schedule, and implement inclusive educational programming, they make massive strides toward equitable education for students with disabilities. As barriers to access are removed and inequities in opportunities and outcomes for students with disabilities shrink, schools truly become drives of equity for all learners.

Unified Bowling

Description

(Fall Season Oct 17-Dec 5)

Teams will consist of up to five players, three competing and two substitutions. Team make-up: A. The three students competing should be composed of at least one student (athlete) with an intellectual disability and two non-intellectually disabled students (partners). Coaches may play an additional student with an intellectual disability as a partner. Unified Sports teams may be comprised of boys, girls, or co-ed. A student with a physical disability may participate as a partner. During regular season competition/event schools will determine the number of teams they'd like to have on their roster.

Projected Costs

Uniforms - Shirt \$45-60 per bowler (use bowling uniforms) Check-out jersey each year, bowlers provide own pants	\$0
Tournament entry fees	\$500
Transportation - ?? Will depend on the schedule (max 6 regular contests plus districts and state)	\$2000
Lineage Fees	\$1000-1500
Coach & Para - 1 coach plus any needed para support Coach - Category I	\$2000-5000

Other Schools

30 in A, 37 in B. We would be in B.

<https://nsaahome.org/wp-content/uploads/2021/09/2021-Classifications.pdf>



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HUMAN RESOURCES OFFICE

Proposed changes to Classified Staff pay and benefits

-If approved, these changes would start with the 2022-2023 school year

Goals of these changes

1. Increase classified staff wages to provide more compensation
2. Stay competitive in the hiring market
3. Acknowledge work of current employees
4. Remain financially responsible as a District

Recommendations

*A 4.25% raise or \$1/hr to all classified staff starting with the 2022-2023 school year.

*All bus drivers would get a \$2/hr raise starting with the 2022-2023 school year to keep up with industry standards.

*Give current classified employees the option of getting another \$1/hr raise if taking single insurance or no insurance. Current employees taking family insurance can stay with that plan and not receive another \$1/hr raise or switch to single or no insurance and get the extra \$1/hr raise. If an employee does drop family insurance, it will no longer be an option moving forward unless all premiums beyond what the District pays for single coverage are paid by the employee.

*New classified staff hires would only have the options of single insurance or no insurance. Family insurance could still be purchased if the premiums beyond what the District pays for single coverage were paid by the employee.

*Make adjustments to the starting ranges on Appendix A to allow for a higher starting wage.

APPENDIX A
Salary Range for Classified Staff
Proposed 03-10-2022 for start on August 10, 2022

<u>Work Classification</u>	<u>Entry Level</u>	
	<u>Salary Range</u>	
Master Plumber/HVAC	\$18.50 - \$23.50	\$20.50 - \$25.50
Master Electrician	\$18.50 - \$23.50	\$20.50 - \$25.50
Accompanist	\$18.50 - \$22.50	\$20.50 - \$24.50
Master Mechanic	\$16.75 - \$21.00	\$18.75 - \$23.00
Licensed Practical Nurse	\$18.00 - \$21.00	\$20.00 - \$23.00
Master Carpenter	\$15.75 - \$19.50	\$17.75 - \$21.50
Technology Assistant (Classified)	\$15.50 - \$19.50	\$17.50 - \$21.50
Interpreter/Translator	\$17.00	\$19.00
Bus Driver	\$14.00 - \$16.50	\$16.00 - \$18.50
Mechanic	\$13.00 - \$15.50	\$15.00 - \$17.50
Administrative Asst Level II	\$14.00 - \$15.50	\$16.00 - \$17.50
Director Admin Asst		
Payroll Admin Asst		
Federal Programs Admin Asst		
Central Office Admin Asst		
Senior High Head Admin Asst		
Grounds and Maintenance Level II	\$13.50 - \$14.50	\$15.50 - \$16.50
Groundskeeper		
Custodian V	\$13.00 - \$14.00	\$15.00 - \$16.00
Senior High Head Day Custodian		
Administrative Asst Level I	\$12.50 - \$13.50	\$14.50 - \$15.50
Middle School Admin Asst		
Senior High Admin Asst		
Elementary Admin Asst		
Nurse Assistant (CMA)	\$13.00 - \$14.00	\$15.00 - \$16.00
Life Skills/Behavior Disorder Paraeducator	\$12.00 - \$13.00	\$14.00 - \$15.00
Custodian IV	\$11.50 - \$12.50	\$13.50 - \$14.50
Middle School Head Day Custodian		
In-School Suspension Supervisor	\$11.50 - \$12.50	\$13.50 - \$14.50
Custodian Level III	\$11.50 - \$12.50	\$13.50 - \$14.50
Senior High Head Night Custodian		
Custodian Level II	\$11.25 - \$12.25	\$13.25 - \$14.25
Elementary Head Custodian		
Middle School Head Night Custodian		
Custodian Level I	\$10.75 - \$11.75	\$12.75 - \$13.75
Day Custodian		
Night Custodian		
Grounds and Maintenance Level I	\$10.75 - \$11.75	\$12.75 - \$13.75
General Maintenance		
Grounds Worker		
Supply Clerk		
Bus Monitor	\$ 10.50 - \$11.50	\$12.50 - \$13.50
Paraeducator	\$ 10.50 - \$11.50	\$12.50 - \$13.50
Classroom Paraeducator		
Clerical Paraeducator		
Media Paraeducator		
Technology Paraeducator		
Summer Help	\$ 10.00 - \$11.00	\$12.00 - \$13.00

Periodic salary increases, approved by the Board of Education, will be applied to each individual's assigned hourly wage.

Trained personnel in asbestos removal will be paid \$3.00 per hour in addition to their regular wage during mask-time removal.

Classified Employees with Salaried Positions

Salaries for the following work classifications are determined each year based upon the percentage increase provided to all classified employees:

Custodial Supervisor
District Accountant
Executive Administrative Asst to the Superintendent
Foundation Executive Director
Learned Professional
Maintenance Supervisor
Registered Nurse
School/Community Liaison
Technology/Data Coordinator
Technology Facilitator
Transportation Coordinator

Proposed



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HUMAN RESOURCES OFFICE

Proposal to add two new positions for the HPS PreSchool Program that will be housed in the remodeled Morton Building starting with the 2022-2023 School Year.

Recommended new positions:

1. 1.0 FTE Custodian position
2. 1.0 FTE Secretary/CNA position



ADAMS CENTRAL
PUBLIC SCHOOLS

February 20, 2022

Dear Hastings Public Schools and Hastings Catholic Schools;

I am excited to extend you an invitation for our schools to work cooperatively and collaboratively to offer a quality girls wrestling program for the 2022-23 school year.

Enclosed you will find a document entitled Adams Central Public Schools Cooperative Sports Guidelines. In addition to these guidelines, we fully intend to follow all cooperative rules and regulations provided by NSAA.

With any good cooperative, we realize the need for communication and collaboration. Some of the basic items we may need assistance with include practice facilities and the possibility of coaches. To start, if you have any employees who may be interested in coaching girls wrestling, please have them contact Alan Frank via email at alan.frank@adams-central.org. Next, depending on the number of athletes interested, we may need to have alternative facilities available to the team. If either of your schools have facilities where practice may be possible, please let us know.

If anyone is interested in meeting to discuss this further, or if you have any questions, please reach out to myself or Alan. If you are interested in participating in this opportunity, please let me know, in writing, by March 20th.

Respectfully,

Shawn Scott

Enclosure

ADAMS CENTRAL
JR.-SR. HIGH SCHOOL
1090 S Adams Central Ave
Hastings, NE 68901
P: 402.463.3285
F: 402.463.6344

ADAMS CENTRAL
ELEMENTARY
975 S Adams Central Ave
Hastings, NE 68901
P: 402.463.0040
F: 402.463.0128

ADAMS CENTRAL
EARLY CHILDHOOD CENTER
512 N Brass Ave
Juniata, NE 68955
P: 402.751.2245
F: 402.751.2711

Adams Central Public Schools Cooperative Sports Guidelines

Purpose:

The philosophy of this cooperative is to provide an opportunity for high school students to participate in a variety of athletic and non-athletic activities. Through cooperative sponsorship, the opportunity for student participation will be maintained, or increased, by permitting students who do not have a program available in their school to go to another school for athletic and non-athletic activity participation. The following guidelines will be in place when Adams Central will be the lead school in a cooperative.

Guidelines:

1. If any school is wishing to coop for any sport/activity; this must be discussed and agreed upon up to approximately one (1) year in advance.
2. Adams Central Public School is willing to discuss a coop agreement of any NSAA Activity. All NSAA guidelines will be followed.
3. Each school in the coop will be responsible for completing all paperwork and eligibility with the NSAA.
4. A coop will not be discussed if both schools have the sport/activity, unless numbers of either school warrant a discussion.
5. For the coop to exist, it must be mutually beneficial for all schools.
6. Athletic Directors from each school in the cooperative agreement will meet annually to discuss whether the agreement is still mutually beneficial for each school.
7. Transportation to all contests will be provided by Adams Central Public Schools.
8. All coaches will be paid through Adams Central Public Schools according to our negotiated agreement. Coaches from all cooperative schools will be encouraged. All coaching assignments for cooperative sports will be available to all employees of all participating schools, but at the discretion of the Adams Central Athletic Director.
9. All evaluations of programs/coaches will be facilitated by Adams Central.
10. All home contests will be held at AC Facilities.
11. All contest contracts and officials will go through AC.
12. Activity passes from coop schools will be honored at home events of the cooperative sport/activity.
13. Locations of practices will be determined by the head coach and the Activities Director of Adams Central for each sport/activity.

Students from other schools who have been approved to co-op with Adams Central Public Schools must comply with requirements that are requested of other students participating including (but not limited to):

1. Students who choose to participate in the cooperative will be required to pay a \$275 participation fee. Payment is due by the end of the 2nd week of practices for each activity. Fees will be made payable to the school in which the student is enrolled.
2. Participants must have a physical exam, insurance requirements and any other requirements deemed necessary by AC. This must be completed and turned into Adams Central's AD office before participants can practice.
3. Students who choose to participate in a Cooperative Sport/Activity through Adams Central Public Schools must sign and have their parents sign a receipt that they have read and understand the Student Handbook/Activity Handbook for Adams Central Public Schools. All students will be held to the same standards and consequences through the Adams Central Public Schools Handbook.
4. All students who choose to participate will be held to the same expectations, regardless of school, as AC Athletes should they break any of the rules set forth in the AC Handbook. Including, but not limited to the AC Eligibility requirements. (Seeof AC Handbook).
5. Adams Central colors and uniforms will be worn. AC's equipment will be used whenever necessary.
6. All students will wear AC attire or neutral clothing to scrimmages and games. Clothing from other schools is not to be worn.
7. Participants will letter according to AC guidelines. These guidelines are set by coaches of each sport/activity.
8. There will be no restrictions for student participation placed upon any cooperative agreement. All students will be allowed to participate on an equal basis.
9. If tryouts are to be conducted to warrant student release from the cooperative sport, a scoring system must be put in place for each sport and published as an exhibit to this regulation. Tryouts will be concluded before participation fee is due.

PURCHASE ORDER

FREIGHTLINER

TRUCK CENTER
COMPANIES



Omaha | Lincoln | Norfolk | Columbus | York | Coucil Bluffs | Salina | Wichita

BUYER COMPANY	
BUYER CONTACT	EMAIL
ADDRESS	
CITY	COUNTY
STATE ZIP CODE	
HOME PHONE	WORK PHONE

MAKE	MODEL	NEW/USED	VEHICLE IDENTIFICATION NUMBER		DATE
YEAR	COLOR	TYPE	MILEAGE	STOCK NO.	APPROX DELIVERY DATE

CASH PRICE OF VEHICLE	\$	CASH PRICE OF VEHICLE		
ACCESSORIES		TIMES () UNITS		
		TRADE ALLOWANCE		
		DIFFERENCE		
		ADMINISTRATIVE FEE		
		BALANCE OWED ON TRADE		
		SALES TAX		
		DEPOSIT PAYMENT		
RECORD OF TRADE-IN		TOTAL CASH SALE PRICE		
YEAR	MAKE	MODEL	CASH DUE ON DELIVERY	
VIN	MILEAGE		NEW LIENHOLDER	
BALANCE OWED TO		CREDIT DESIRED	<input type="checkbox"/> YES	<input type="checkbox"/> NO
ADDRESS		INSURANCE DESIRED	<input type="checkbox"/> YES	<input type="checkbox"/> NO
BALANCE OWED		RECORD OF ADDITIONAL TRADE-IN UNITS SEE ATTACHED ADDENDUM		

TERMS AND CONDITIONS

Buyer acknowledges, agrees, represents and warrants as follows:

- The terms of the agreement evidenced by this Purchase Order are contained on both the front and reverse sides hereof. This Purchase Order, when signed by an authorized Dealer representative, contains a complete and exclusive statement of such terms and Dealer has no obligations beyond or in addition to what is expressly set forth herein. There are no other terms and conditions, oral or written, and this Purchase Order supersedes all prior statements, representations and promises. The terms of this agreement may be supplemented, modified or changed only by a written instrument signed by Dealer.
 - The Certificate of Title for the trade-in vehicle identified above (if any) is not a salvage title and no salvage title has ever been issued for such vehicle.
 - The only material defects in the trade-in vehicle are the following (if no defects, write "None"): _____.
 - None of the emissions or safety restraint systems have been altered or removed by Truck Center Companies.
 - No insurance of any kind is included in the agreement evidenced by this Purchase Order.
 - If Dealer has agreed to arrange financing for the purchase of the vehicle and Dealer is unable to promptly assign the finance contract to an institutional lender on a "non-recourse" basis, Dealer may, at its option, terminate this agreement and such finance contract.
 - I have read this Purchase Order, I have had an opportunity to ask questions of Dealer concerning it, and I have received a complete, signed copy of the Purchase Order.
- NOTICE TO BUYER: Do not sign this Purchase Order before you read it or if it contains blank spaces. You are entitled to a copy of the Purchase Order you sign.

CONTRACTUAL DISCLOSURE STATEMENT:

The information you see on the window form for this vehicle is part of this contract. Information on the window form overrides any contrary provisions in the contract of sale. The term "window form" refers only to the F.T.C. used car "Buyers Guide", if one is present, and not to any other form or sign that might be in any window.

X _____ X _____
(Buyer's Signature) (Salesman Name)

X _____ ACCEPTED BY: X _____
(Co-Buyer's Signature) (Dealer or authorized representative)

THE CONTRACT CONDITIONS OF THIS ORDER ARE CONTINUED ON THE REVERSE SIDE HEREOF

THESE TERMS AND CONDITIONS ARE A PART OF THE PURCHASE ORDER

1. **BUYER'S WARRANTY OF TITLE.** Buyer warrants that Buyer is the sole owner of the trade-in vehicle and that such vehicle is free and clear of all liens and encumbrances except as noted on the title.
2. **REAPPRAISAL OF TRADE-IN VEHICLE.** If a vehicle is to be traded in as a part of the payment for the vehicle ordered by Buyer and if such vehicle is not delivered to Dealer until delivery to Buyer of the vehicle ordered by Buyer, such trade-in vehicle may be reappraised at that time and the reappraised value shall determine the allowance made for such vehicle. If such reappraised value is lower than the original allowance shown on the face of this Purchase Order, Buyer may cancel this Purchase Order. This right to cancel must be exercised before delivery of the vehicle ordered to Buyer and surrender of the trade-in vehicle to Dealer.
3. **PRICE REVISION (NEW VEHICLE).** If the price to Dealer of the vehicle ordered by Buyer is changed by the manufacturer before its delivery to Buyer, Dealer may change the cash price of the vehicle. If Buyer does not agree with such price change, Buyer may cancel this Purchase Order. If a used vehicle has been traded in as a part of the payment for the vehicle purchased by Buyer, such trade-in vehicle shall be returned to Buyer after payment of a reasonable charge for repairs (if any). If such trade-in vehicle has been previously sold by Dealer, the amount received for it minus a selling commission of 10% and less all expenses for storing, insuring, conditioning or advertising such vehicle for sale shall be paid to Buyer.
4. **CHANGES BY MANUFACTURER (NEW VEHICLE).** If the manufacturer makes any change in design, chassis, accessories or parts to the vehicle ordered by Buyer, Dealer shall have no obligation to Buyer to make the same or any similar change to any vehicle, chassis, accessories or parts thereof covered by this Purchase Order either before or after delivery of the vehicle to Buyer.
- 5A. **[APPLICABLE ONLY TO CONSUMER TRANSACTIONS GOVERNED BY KANSAS LAW] -- MANUFACTURER WARRANTIES AND SERVICE CONTRACTS.** If the vehicle, chassis, accessories or parts which are the subject of this Purchase Order are entitled to the benefit of or covered by a warranty issued by the manufacturer thereof or by a third party service contract, the warranty or service contract constitutes an agreement solely between Buyer and such manufacturer or service contract provider. Dealer is not a party to such warranties or service contracts. Dealer acknowledges that it is impermissible under Kansas law in a consumer transaction to exclude, modify or otherwise attempt to limit the implied warranty of merchantability (K.S.A. 84-2-314) and fitness for a particular purpose (K.S.A. 84-2-315) or any remedy provided by law for breach of implied warranties of merchantability or fitness for a particular purpose, and, if this transaction is a consumer transaction, Dealer makes no effort whatsoever to exclude, modify or otherwise attempt to limit such warranties or remedies in connection with the transaction evidenced by this Purchase Order. If this transaction is a consumer transaction and any such manufacturer's warranty or service contract attempts to exclude, modify or otherwise limit such implied warranties or the remedies provided by law for breach thereof (collectively "Prohibited Disclaimers"), Dealer hereby specifically disavows such Prohibited Disclaimers and such Prohibited Disclaimers are not a part of the terms of this Purchase Order or the transaction evidenced hereby.
- 5B. **DISCLAIMER OF WARRANTIES; EXCLUSION OF DAMAGES.** THE VEHICLE OR VEHICLE CHASSIS, ACCESSORIES OR PARTS SOLD TO BUYER BY DEALER UNDER THIS PURCHASE ORDER ARE SOLD "AS IS" AND "WITH ALL FAULTS". IF A MANUFACTURER'S WARRANTY APPLIES TO THE VEHICLE, CHASSIS, ACCESSORIES OR PARTS, SUCH WARRANTY IS OFFERED DIRECTLY BY THE MANUFACTURER TO BUYER. DEALER HEREBY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, AND DEALER NEITHER ASSUMES NOR AUTHORIZES ANY OTHER PERSON TO ASSUME FOR IT ANY LIABILITY IN CONNECTION WITH THE SALE EXCEPT AS EXPRESSLY PROVIDED HEREIN. BUYER AGREES THAT IN NO EVENT SHALL DEALER BE LIABLE FOR CONSEQUENTIAL DAMAGES, DAMAGES FOR LOSS OF USE, LOSS OF TIME, LOSS OF PROFITS OR INCOME, OR ANY OTHER INCIDENTAL DAMAGES, REGARDLESS OF WHETHER DEALER HAS BEEN ADVISED OF THE POSSIBILITY OR INCURRENCE OF SUCH DAMAGES.
6. **FAILURE OR DELAY OF DELIVERY.** Dealer shall not be liable for failure to deliver or delay in delivering of the vehicle covered by this Purchase Order where such failure or delay is due, in whole or in part, to any cause beyond the control of Dealer.
7. **FAILURE OR REFUSAL TO ACCEPT DELIVERY.** Unless this Purchase Order has been cancelled by Buyer pursuant to the terms of sections 2 or 3 above, Buyer must accept delivery of the vehicle ordered and comply with the terms of this Purchase Order. If Buyer fails to comply with this Purchase Order, Dealer may retain as liquidated damages (a) any cash deposit made by Buyer, and (b) if a vehicle has been traded in as a part of the payment for the vehicle ordered by Buyer, Dealer may sell the trade-in vehicle and deduct from the proceeds of sale any expenses and losses, including selling commissions, Dealer incurs because of Buyer's failure to perform.

LET'S GO PLAY



Play is about *exploring* the world, *challenging* growing muscles, and *using* the imagination in new ways. Our goal is to create well-rounded play environments that bring communities together and encourage them to *play, relax, and live*.



TheAmericanPlaygroundCompany.com

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Cedar Rapids • Rochester • Kansas City • Madison • Fargo

Date: 2/28/22

Attn: Hastings Preschool 731 N Baltimore Ave Hastings, NE 68901 Kerra Robinson
kerra.robinson@hpstigers.org 303-562-7031

Project: Playground Structure and Surfacing Supply and Install

Project Scope Information:

1. Provide one SRP playground PS3-71613 Spring 2022 sale model, barrel roof shade, five climbers, three slides
2. Provide one SRP Model # TFR0615XX Whirl and Twirl spinner
3. Provide one SRP Single post 2-bay swing with 4 belt seats
4. Provide one SRP 16'x16' single post umbrella with 8' eave, 105 mph wind load, glide elbows
5. Install playground equipment, 40' filter pipe in gravel in swing area
6. Provide and install 75 cu yds Engineered Wood Fiber in swing area
7. Provide and install 1500 sqft of Poured-In-Place rubber surfacing under playground
8. Provide and install 4550 sqft of 4" concrete pad as sub-base for PIP under playground, around the perimeter, and 5'x30' access sidewalk
9. Delivery included
10. Surcharges included
11. Allow 12-16 weeks lead time – not including engineering lead time or submittals if applicable
12. 3-man crew and 14 days on the job

If not listed herein, it is not included. Advise, prior to acceptance of required additional items. Manufacturing and delivery lead times are constantly changing. We ask our customers to be patient and plan accordingly.

Project Pricing: \$139,380.00

Price breakdown: Playground equipment and freight \$53,403, EWF and PIP Surfacing \$30,541, Install \$21,118, Concrete \$34,318

Add options:

Install artificial turf stone sub-base and 120 ft of concrete curb add \$15,000

Install artificial turf including supplies needed add \$14,375

Signature of Customer: _____

Unless otherwise stated, pricing subject to change after 10 days of date of proposal. This proposal is not binding unless signature is affixed to page two. Do not sign and return this sheet without signed second page.

Contact Information: Loren Block 605-419-1384 l.block@theamericanplayground.com

Standard Notes & Exclusions: Unless otherwise noted:

1. 1 mobilization is included for the installation of the fencing or playground.
2. Block-out(s) in concrete / masonry for fence by others. No core drilling included.
3. No surveying and/or staking included. Fence, playground and surfacing lines and elevations to be staked by others.

4. Private utilities to be located by others in accordance with State's One Call System standards. In the event these utilities are damaged as a result of improper locating, AFC will not be responsible for damages and associated costs.
5. Fences and playgrounds to be staked clear of utilities. No excavation included for digging within 18" of utilities but at additional expense. Hand excavation due to interference with utilities at \$35.00 per post hole.
6. No permits, bonds, dues, completed operations, or primary-none contributory included.
7. No project specific employee background, drug screen or DMV history included. Add \$65.00 per employee if required.
8. No removals, grading, grubbing, and/or demolition are included.
9. No electrical wire, wiring, grounding, conduit, connections, and/or initial electrical/controls set-up. Only after electrician has confirmed connections and operations, AFC will review installation.
10. AFC will not be subject to liquidated damages or back charges as a result of delays.
11. Material fabricated per plans. No field verification, engineering, delegated design included.
12. Accounts not paid within thirty days will be charged eighteen percent (18%) per annum. No retention to be withheld.
13. No prevailing, union or Davis – Bacon wages included.
14. No participation in billing processing programs, Textura. Participation fee to be added to contract if required.
15. Not responsible for any sprinkler repairs.

Terms and Conditions

By signing this proposal, the customer has completely reviewed and agreed with the prices, specifications and conditions as stated herein. Furthermore, the customer is authorizing American Fence Company / AmeriFence Corporation to complete the work. Unless stated, the fence does not include a warranty. Customer is financially responsible for cancellation fees and costs of special-order materials if the customer elects to cancel the contract. TERMS: 60% Down. Balance due on date of completion. No retention to be withheld. If withheld without approval, the contract amount will be 5% more than what is shown on the proposal. Service and handling charge of 1.5% per month-18% per annum applies to delinquent accounts not paid within 5 days of completion. Customer assumes full responsibility for location of property pins, staking of fence, and inaccurately placed pins and stakes. Customer understands that American Fence Co. may stake the fence based on the proposal and/or in consideration of existing utilities that do not reflect the actual location of customer's property. Customer agrees to defend, hold harmless and indemnify American Fence Co. against claims, liabilities and expenses for trespass and damage arising out of location of said fence. Customer assumes full responsibility for damage to marked and unmarked underground utility, telephone, T.V., cable or sprinkler systems. Customer requests, agrees or allows American Fence Co. to locate the fence within 18 inches of any buried utilities; customer agrees to defend, hold harmless and indemnify American Fence Co. against all claims, liabilities and expenses as a result of damage to these utilities and property. If the contract price is not paid when due, customer agrees to allow American Fence Co. to trespass on to their property and remove fence at the company's discretion. Furthermore, customer agrees to indemnify and hold harmless American Fence Co. for any damage done to the property as a result of removal of the fence, playground or surfacing. All modifications shall be in writing and shall be affixed to the original bid. This agreement and subsequent modifications shall be contingent upon strikes, accidents, shortages or delays beyond the control of American Fence Co. Time stated for installation is purely estimated. Customer agrees and accepts that AFC will not extend discounts or credits for any delays or be held responsible for interest charges on any payments made by customer. Changes to the fence due to varying ground conditions are not the responsibility of American Fence Co. Customer to carry fire, tornado and other necessary insurance. This proposal cannot be withdrawn by customer after acceptance of proposal. American Fence Co. has the right to reject any bid. Legal and related fees accrued in an effort to collect on this account for whatever reason will be the responsibility of the customer. By signing this proposal, customer has completely reviewed and agreed with the prices, specifications and conditions as stated herein. Furthermore, customer is authorizing American Fence Co. to complete the work. The customer is financially responsible for cancellation fees and costs of special order materials in the event the customer elects to cancel the contract. TERMS: 60% Down. Balance due on substantial completion. Service and handling charge of 5% per month-60% per annum will apply to delinquent accounts past 10 days. Customer acknowledges that this is page two of two and has received page one.

By signing below, I acknowledge and agree with all stated herein inclusive of both pages one and two of this proposal.

Customer signature: _____ Date: _____

Customer printed name: _____ Date: _____

Customer invoicing email address: _____

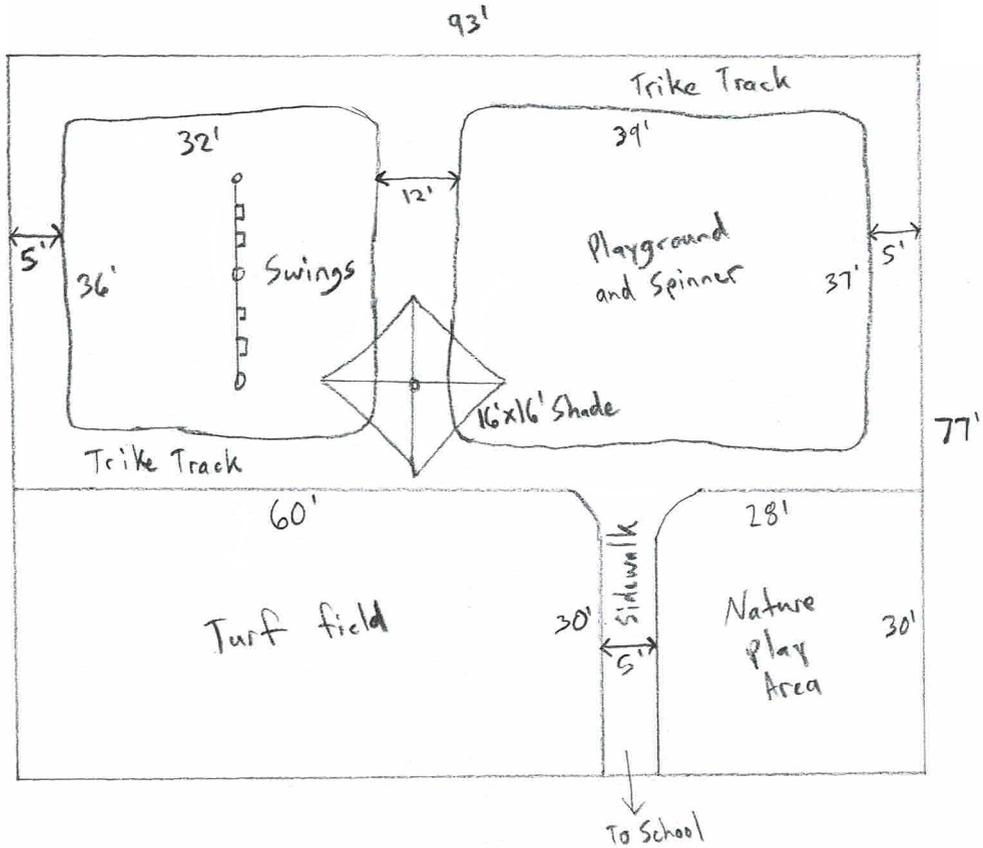
Remit payment to: American Playground Company 47061 Charlotte Court. Sioux Falls, SD 57108

Please fill out this online form when placing your order or contact Loren Block for assistance:

<https://form.jotform.com/91645645723160>

Hastings Preschool layout sketch

Not to scale







REFERENCE NUMBER
PS3-71613

3.5" STEEL STRUCTURE DESIGN

EQUIPMENT SIZE 27 X 25 USE ZONE 39 X 37

AGE GROUP 5-12 SURFACE AREA 1067 S.F.

USER CAPACITY 40-45 4' TIMBER COUNT 34

FALL HEIGHT
6'

ADA ACCESSIBILITY

ELEVATED
PLAY ACTIVITIES
11

	GROUND LEVEL ACCESSIBLE PLAY ACTIVITIES	GROUND LEVEL ACCESSIBLE ACTIVITY TYPES
REQUIRED	4	4
PROVIDED	4	4

THIS STRUCTURE MEETS OR EXCEEDS CPSC #325 AND ASTM F1487-21 UNLESS OTHERWISE NOTED.

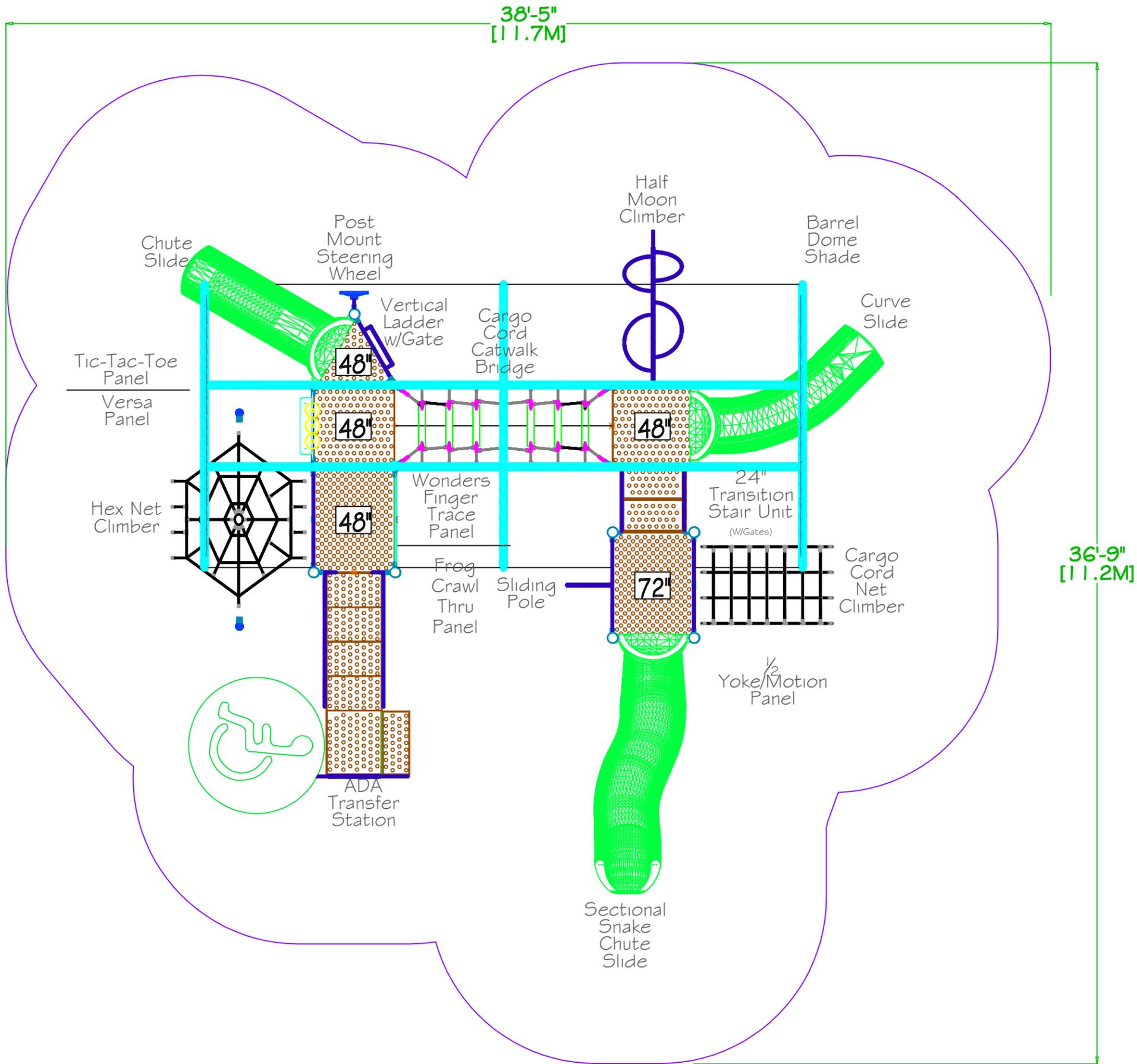
DATE 1-10-22 DRAWN/SAVED BY WSB / WILLOW.BRANSCUM
SCALE 1/4" = 1'-0" SHEET 1 OF 3

PAGE
PLAN_VIEW

WE RECOMMEND THIS PLAN BE PRINTED ON 11" x 17" PAPER

PLAYGROUND SUPERVISION IS REQUIRED.

THIS DESIGN IS THE PROPERTY OF SUPERIOR RECREATIONAL PRODUCTS AND MAY NOT BE REPRODUCED OR USED IN ANY MANNER WITHOUT THE EXPRESSED WRITTEN CONSENT OF SUPERIOR RECREATIONAL PRODUCTS.





Whirl & Twirl

BT-0002

Age Range: 2-5, 5-12

Dimensions: N/A

Use Zone: 15'7" x 15'7"

Height: N/A

Capacity: N/A



DESCRIPTION

The Whirl & Twirl spinner bowl encourages social interaction as one child rides while the other spins them around. The tilted design increases spinning momentum, and helps individual children use the product without having another person spin them. Drain holes help prevent standing water, and the rounded lip allows children to hold on during use as well as aiding in transition in and out of the bowl.

QUICK REFERENCE

Mounting Type: In Ground

Color Scheme: As Shown

Weight: 34 lbs.

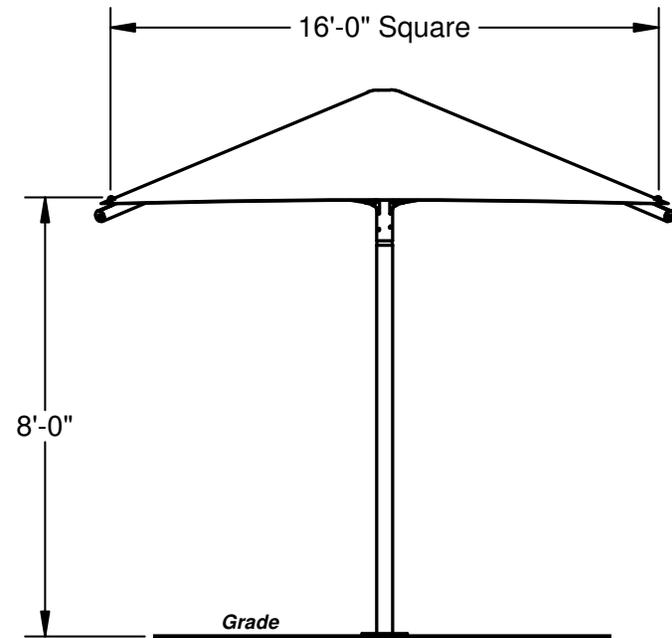
Material Type: Roto-Molded Plastic

SQUARE UMBRELLA SHADE

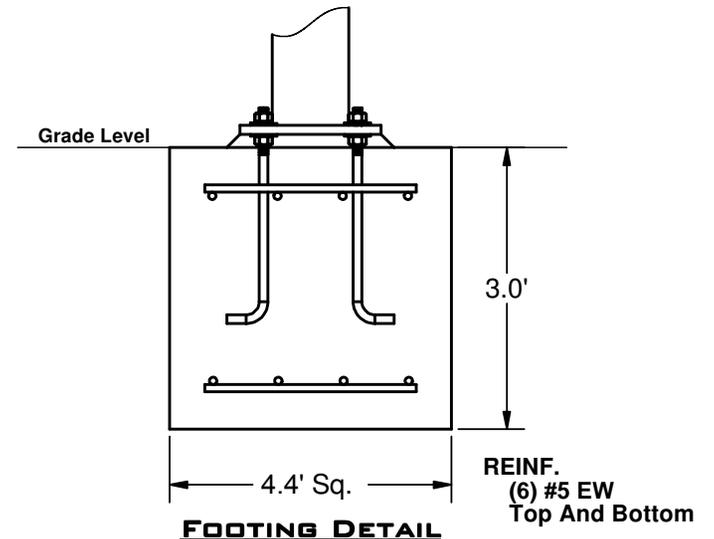
16' x 16' x 8'

MODEL #:
 SU161608SG-105 (With Glide Elbows)
 SU161608SN-105 (Without Glide Elbows)

REF.#	PART DESCRIPTION	QTY.
1	Ø5.5" Column - Surface Mount	1
2	Ø5.5" Crown - With Four Sockets	1
3	Ø3.50" Rafter - Swaged With Bracket	4
4	Strut - Rigid Fixed	4
5	Fabric - With Cable Insert	1
6	Frame Hardware Kit	1



ELEVATION VIEW



*Footing design based on 1500 PSF soil bearing pressure.



SUPERIOR
 RECREATIONAL PRODUCTS

1050 Columbia Drive
 Carrollton, Georgia
 1.888.829.8997 | 770.834.2764 (f)

These drawings are for reference only and should not be used as construction details. Materials, fasteners, and foundations are subject to change if professionally sealed engineering drawings are required. Designed for 93 MPH Basic Wind Speed.



Weather Station
Today is:



We Make It *easy to buy*

Superior makes it easy to buy (no lengthy buying process!) by having a nationwide team of SRP Certified Partners and by having contracts with the following organizations.

We Meet or Exceed *industry standards*

In our effort to provide quality and safe play products for children, our products meet or exceed the standards set forth by the below organizations. Additionally, we follow our own strict in-house standards and guidelines.

State-Specific Opportunities



The NASPO ValuePoint Cooperative Purchasing Organization is available to all public agencies, institutes of higher education, political subdivisions, and, in some cases, non-profit organizations in states who have obtained a NASPO ValuePoint Participating Addendum. Currently, we have partnered with the following states under NASPO ValuePoint Master Agreement No.: 6482.

- Kansas
- Montana
- New Mexico
- New York
- North Dakota
- Oregon
- Oklahoma
- South Carolina
- South Dakota
- Utah
- Washington
- And More!

For Government Entities



BuyBoard is an online purchasing cooperative that gives its members best pricing on products, equipment, and services that they use every day. Members save time and resources because the competitive procurement process has already been completed. BuyBoard's nationwide members include those in public schools, municipalities, county government, and all types of local government agencies and non-profits.



HGACBuy is a cooperative purchasing network available to local governments, state agencies, and certain non-profit corporations nationwide. All products offered by HGACBuy have been awarded through a public competitive process. To become a member of HGACBuy and to view products like ours, visit hgacbuy.org.



GSA Advantage!® is an online cooperative purchasing program that provides access to thousands of products and services. State and local government entities can take advantage of this buying power to get you the best value and price.

For Businesses



Navitas Credit Corporation is a nationwide direct lender with a focus on small and medium sized businesses. Navitas provides capital in the form of leases and loans to assist businesses in acquiring the equipment and financing they need to grow and stay competitive.

For Everyone

Our Certified Partners have extensive knowledge and training in all Superior products. Find your closest representative by visiting srpplayground.com and clicking "[Contact a Rep.](#)"



International Play Equipment Manufacturers Association™

In the interest of playground safety, the International Play Equipment Manufacturers Association (IPEMA™) provides a third-party certification service whereby a designated independent laboratory, TÜV SÜD America Inc., (TÜV), validates an equipment manufacturer's certification of conformance to the standards below.

- ASTM F1487-11, excluding sections 7.1.1, 10 and 12.6.1: Standard Consumer Safety Performance Specification for Playground Equipment for Public Use
- CAN/CSA-Z614-14, excluding clauses 9.8, 10, and 11: Children's Playspaces and Equipment

A list of current validated products may be viewed on their website at www.ipema.org. SRP is a member of this organization.



American Society for Testing and Materials

The American Society for Testing and Materials (ASTM) is an independent and world renowned developer of technical standards utilized in testing a multitude of products. ASTM developed F1487 Standard Consumer Safety Performance Specifications for Playground Equipment for Public Use. The current standard is F1487-21, published in 2021.



U.S. Consumer Product Safety Commission

The U.S. Consumer Product Safety Commission (CPSC) presents safety guidelines through the publication of their Public Playground Safety Handbook. This handbook promotes greater safety awareness among those who purchase, install, and maintain public playground equipment. The handbook can be viewed on the CPSC's website, cpsc.gov.



United States Access Board

The U.S. Access Board is a federal agency that promotes equality for people with disabilities. They've developed guidelines and standards for built environments, such as playgrounds.

ISO 9001 and ISO 14001

ISO industry certification processes are issued by International Organization for Standardization. ISO 9001 is used to measure manufacturing standards and to certify company compliance with quality management systems covering design, development, production, installation, inspection, and testing. ISO 4001, also known as the "Green Certification," specifies the requirements of an organization having an environmental management system (EMS). SRP's steel playground line is manufactured in an ISO 9001 and ISO 14001 certified facility.

PCI 4000

Certification by the Powder Coating Institute recognizes competency and processes in place to consistently produce high-quality powder coated products. PCI certification is the result of an extensive and rigorous audit process and SRP's steel playground manufacturing facility has this certification.

In-House Standards

At Superior, we only use quality playground materials. Our playgrounds are proudly made in the USA and are built to last.

To ensure the safest play for your children, we offer:

- Quality control inspection on all parts and shipments
- All products must pass inspection in our IPEMA Certified In-House Testing Facility
- In-house production of most products
- All products meet or exceed CPSC, ASTM, and ADA Safety Guidelines
- On-staff CPSI certified employees
- Local field factory trained installation technicians
- Direct connect component attachment system
- Products constructed from Allied's heavy-wall galvanized steel tubing, which is protected by Allied's patented Flo-Coat® process that uses triple-coat corrosion protection (zinc, conversion coating, and clear topcoat) to provide a smooth, shiny appearance that is unmatched in strength and durability

We Use Quality Playground Materials

Learn more about the materials we use in our playgrounds by visiting srpplayground.com/playground-materials.

Our Leading *warranty*

Our warranty guarantees years of unlimited fun. **View our full warranty by visiting us online at srpplayground.com/warranty.**

Superior Recreational Products (SRP) warrants that its product will be free from defects in materials and workmanship as well as maintain structural integrity for the periods listed below from the date of invoice and once SRP has been paid in full. This warranty is in effect only if the product has been assembled and installed strictly in accordance with the setup instructions provided by SRP, good construction practices, and has been subjected only to normal use and exposure.

- Lifetime* Warranty on playground steel and recycled posts, all stainless steel hardware, c-line fittings, and aluminum post caps
- 20-Year Limited Warranty on steel Shade structures
- 15-Year Limited Warranty on playground pipes, rungs, loops and rails, roto-molded plastics, HDPE plastic sheets, punched steel decks, and recycled decks
- 10-Year Limited Warranty on shade fabric and Ascend Rope Climber cable breakage
- 5-Year Limited Warranty on powder coat and netting cable
- 3-Year Limited Warranty on electronic play and Ascend Rope Climber flexible rubber belting
- 1-Year Limited warranty on moving parts, Shade cable, and materials not covered above

Limited Warranty: Structural Steel

SRP offers a *Lifetime Limited Warranty on structural steel frames against failure due to rust-through corrosion under normal environmental conditions. Should the parts need to be replaced under the warranty, SRP will manufacture and ship new replacement parts at no charge for the first ten years, thereafter pro-rated at 50% for the second ten years and 25% from there on. Workmanship is warranted for a period of five years. This steel warranty shall be void if damage to the steel is caused by the installer or from physical damage, damage by salt spray or sprinkler systems, contact with chemicals, chlorine, pollution, misuse, vandalism, or any act of God.

Limited Warranty: Powder Coat

Superior Recreational Products offers a 5-year Limited Warranty for powder coating to the original purchaser. This Limited Warranty is for factory applied finish only. Damage occurring from shipping, erection, vandalism, accidents, or field modification is not covered in this limited warranty and will require field touch-up immediately and periodically thereafter. The owner must report any defect in powder coat at the time the installation is completed. Not covered by this Limited Warranty are acute angles, welds, and end plates.

The Limited Warranty for powder coating provides the following after a 5-year exposure period when applied according to the recommendations listed on the product's technical data sheet and appropriate surface preparation has been utilized.

- The coatings shall retain their original color with a ΔE of <7.5 units for high chroma colors (yellows, reds, oranges, etc.) and a ΔE of <5.0 units for low chroma colors, when tested in accordance with ASTM D 2244.
- The coating shall retain a minimum of 50% of its original gloss level after washing, when tested in accordance with ASTM D 523.
- The coating shall exhibit chalking no worse than numerical rating of 6, when evaluated in accordance with ASTM D 659-80.

Stainless Steel Series (Powered by Playdale Playgrounds)

Playdale Playgrounds warrants its products to the original customer to be free from structural failure due to defect in materials or workmanship during normal use and installation in accordance with the published specifications. The warranty shall commence on the date of the invoice and terminate at the end of the period on the full warranty statement. The warranty is valid only if the products are installed properly and in conformance of the specifications, installation guides, Playdale Playgrounds design layout, and properly maintained in accordance with the maintenance schedule provided within the installation instructions. Playdale Playgrounds reserves the right to accept or reject any claim in whole or in part. Playdale Playgrounds will not accept the return of any product without prior approval by Playdale management.

Electronic Play

SRP guarantees the speakers, sound chips, and circuit boards used in the production of their electronic play products for 3 years, against electronic failure caused by manufacturing defects. This guarantee does not include failure as a result of any form of misuse, vandalism or neglect including, but not limited to accidental damage while changing the batteries or servicing the internal electronics, a failure to follow the battery replacement guide, the troubleshooting guide or the care and maintenance instructions for the electronics units.

Pricing, Cancellation, Return, and Shipping Policies

All prices are F.O.B. factor and do not include freight, installation, shipping and handling, surfacing, or applicable taxes. All prices listed were current at the time of printing and in U.S. currency. Prices are subject to change without notice. To view our return policy, please visit superiorrecreationalproducts.com/returns. For information on Return Material Authorizations please call 1.800.327.8774. To view our shipping policy, please visit superiorrecreationalproducts.com/shipping. For any further information, please call 1.800.327.8774.

**For the purpose of this warranty, lifetime encompasses no specific term of years, but rather that seller warrants to its original customer for as long as the original customer owns the product and uses the product for its intended purpose that the product and all parts will be free from defects in materials and manufacturing workmanship. This warranty does not cover damage caused by vandalism, misuse or abuse, altered or modified parts, or cosmetic damage such as scratches, dents, or fading or weathering and normal wear and tear. This warranty is valid only if the structures are installed in conformity with instructions provided by Superior Recreational Products using approved Superior Recreational Products parts. Superior Recreational Products will deliver the repaired or replacement part or parts to the site free of charge, but will not be responsible for labor or the labor costs of replacement. Warranty claims must be filed within the applicable warranty period and accompanied by a sales order or invoice number.*

Color Options

Metal Colors

Gloss



Matte or Metallic



Plastic Colors



Activity Panel & Panel Colors

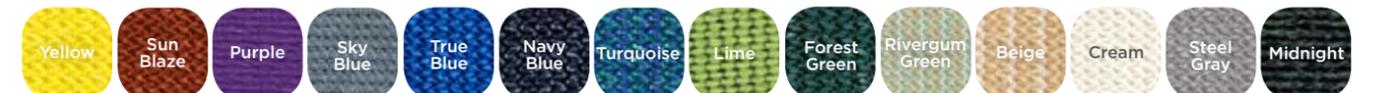
Solid Core



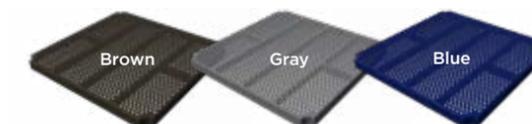
Sandwich Core



Shade Colors | More Available!



Steel Deck Colors



Recycled Deck & Post Colors



*May affect delivery lead time.

Ascend Rope Colors



Belt Seat Colors



Color Schemes



Succulent

- Champagne
- Royal Purple
- Light Green
- Steel Gray

NEW! Shade Color Recommendation



NEW! Espresso

- Vanilla
- Brown
- Beige
- Cream



Electric

- Chartreuse
- Champagne
- Blue
- White
- Silver



Circus

- Red
- Yellow
- Sky Blue
- Yellow



Nature Trail

- Brown
- Beige
- Spring Green
- Orange
- Beige



Northern Lights

- Dark Blue
- Champagne
- Black
- Light Green
- Silver



Santorini

- Blue
- Champagne
- Vanilla
- Beige
- Beige



Eclectic

- Chartreuse
- Orange
- Burgundy
- Champagne
- Steel Gray



Earth

- Spring Green
- Blue
- Beige
- Brown
- Rivergum Green



Deep Ocean

- Bronze
- Champagne
- White
- Sky Blue
- Blue
- Silver



NEW! Wisteria

- Champagne
- Periwinkle
- Royal Purple
- Yellow
- Purple



Spring Bloom

- Sky Blue
- White
- Spring Green
- Orange
- Rivergum Green



Wilderness

- Green
- Beige
- White
- Light Green
- Brown
- Forest Green



Modern Marsh

- Champagne
- Green
- Spring Green
- Bronze
- Rivergum Green



NEW! Cosmos

- Champagne
- Chartreuse
- Royal Purple
- Sky Blue
- True Blue



Spring Storm

- Champagne
- Spring Green
- Sky Blue
- Black
- Lime



Terra

- Burgundy
- Beige
- Spring Green
- Beige



Galaxy

- Dark Blue
- Butterscotch
- Champagne
- Black
- Midnight



NEW! Pistachio

- Vanilla
- Chartreuse
- Burgundy
- Beige
- Lime



Reptile

- Metallic
- Yellow
- Spring Green
- Red
- White
- Rivergum Green



Forest

- Burgundy
- Beige
- Green
- Beige



NEW! Monarch

- Champagne
- Black
- Orange
- Yellow
- Yellow



NEW! Oasis

- White
- Blue
- Spring Green
- Orange
- True Blue



Van Gogh

- Bronze
- Metallic
- Champagne
- Periwinkle
- Steel Gray

Poured-In-Place

Highly durable, long-lasting, and accessible attenuating surfacing



Basics At A Glance

Price	●●●●	High
Maintenance	●●●●	Low-Mid
Accessibility	●●●●	High
Design	●●●●	High
Longevity	●●●●	High

Comprised of two layers — an impact layer made of clean, recycled SBR rubber and a wear layer of ½” thick .5 mm TPV granules

Binder is a basic, single component aliphatic agent. To be installed over asphalt, concrete, or compacted stone with a temperature minimum of 40-45° during installation

Thicknesses will vary to meet specific playground equipment fall heights

Meets all applicable ASTM standards

Description

Poured in Place (PIP) Rubber Surfacing from SRP is one of the best attenuating surfaces for accessibility and longevity. A wide range of colors allows you to add an element of graphic fun to the playground by creating inlaid shapes and themed designs.

PIP systems are available in multiple colors and wear course types. Choose standard 1-4mm granules* or premium smaller .5-1.5mm granules based on your needs. Urethane top coats can also be upgraded for more flexibility and UV protection.

Our systems meets all applicable ASTM standards, is highly accessible, and is easy to keep clean. Ask about maintenance packages and repair options to maximize the life and performance of your surface.

Benefits

- Highly accessible for all children
- Ideal for themed graphics to add play value
- Less routine maintenance required for compliance
- Cushion layer is customized on site to meet your play equipment’s unique fall height requirements

Tips

- Ask your sales representative about all colors that may be available in your area
- Must be installed over asphalt, concrete, or compacted sub-base aggregate
- Preventative maintenance is recommended, at minimum, every 18 months to ensure compliance and longevity

Colors

Premium



Standard



*Granules may be EPDM Rubber or TPV plastic based on availability, location, and color choices.

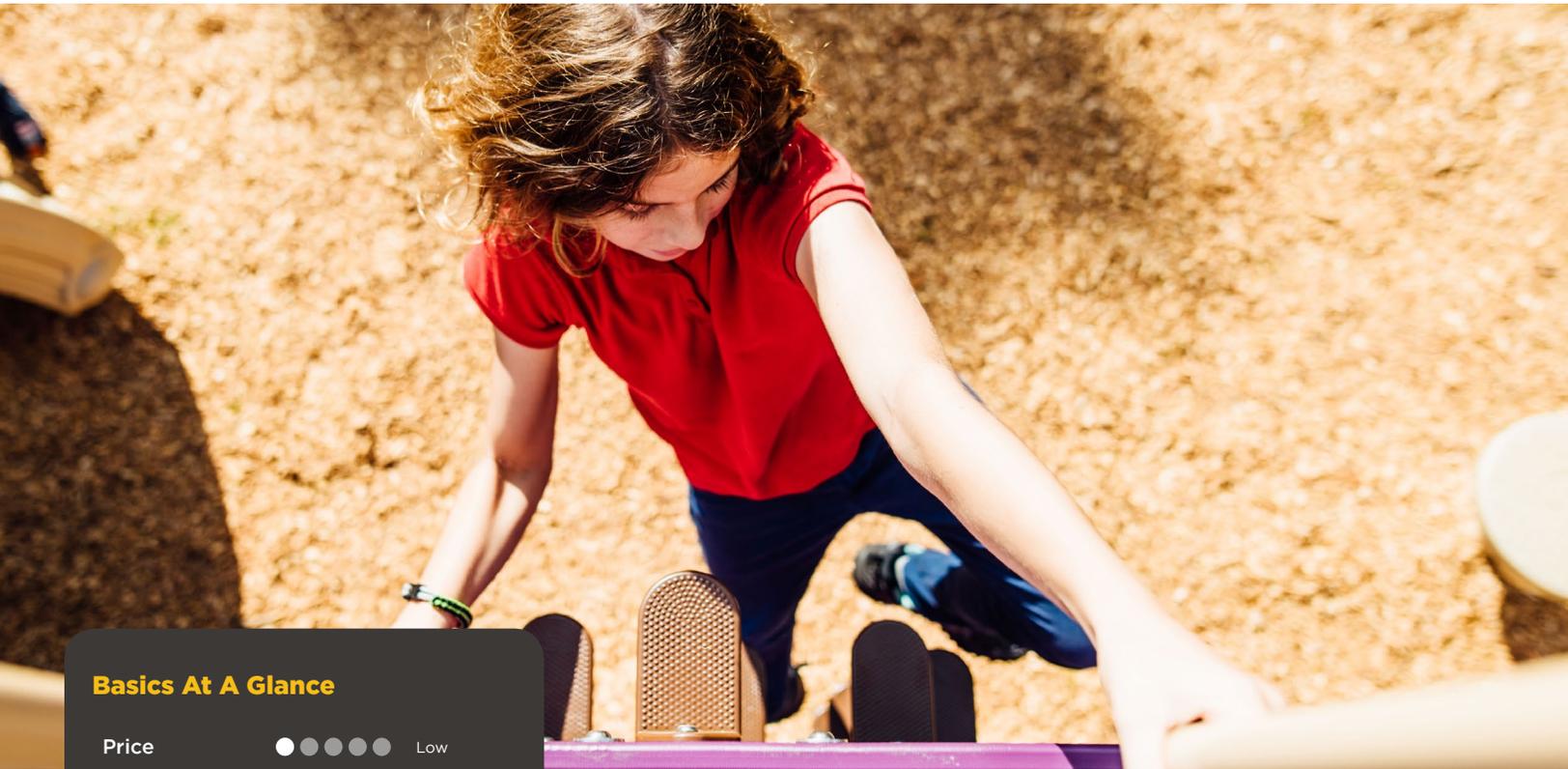


866.716.4306

All colors shown are approximate and may vary nationwide

Engineered Wood Fiber

An affordable natural surfacing choice that meets accessibility guidelines



Basics At A Glance

Price	● ● ● ● ●	Low
Maintenance	● ● ● ● ●	High
Access	● ● ● ● ●	Mid
Color Options	● ● ● ● ●	None
Warranty	● ● ● ● ●	15/25 Years

Manufactured from size-controlled softwoods and/or hardwoods that average 1"-2" in length and contain a maximum of 15% fines to aid in compaction

Meets all applicable ASTM standards



Description

Engineered wood fiber is a popular choice for budget conscious playgrounds and will require on-going maintenance and occasional topping off during its lifetime. This maintenance will help to maintain the recommended compacted material depth, thus keeping the surface compliant with applicable standards and warranty.

Once the newly installed product has settled, it forms a "knitted" compacted layer that will support a variety of mobility devices including wheelchairs, gait trainers, crutches, and walkers. Providing adequate drainage is an important preventative measure because wet engineered wood fiber may freeze in sudden climate changes.

Wood fiber is non-toxic and does not contain paint, chemicals, or additives. It contains minimal bark and is free of twigs, leaf debris, and other organic material.

Benefits

- Carefully following the installation details allows engineered wood fiber to possibly be installed by volunteer labor
- Engineered wood fiber gives your playground an attractive, natural look
- Economical initial cost
- Loose fill materials aid in the protection of children who experience lateral falls

Tips

- Use wear mats to reduce displacement in "kick out" areas such as underneath swings
- Raking is required to maintain compliant depths
- As with all loose fill surfaces, containment systems such as plastic timbers, will reduce the spread of surfacing to non-play areas
- As an organic product, wood fiber may not be the best choice in all climates



January 26, 2022

Kerra Robinson
Hastings Public Schools
1924 West A Street
Hastings, NE 68901

Dear Kerra Robinson:

Creative Sites, LLC is delighted to provide Hastings Public Schools with this playground equipment proposal.

This design was developed with your specific needs in mind, and we look forward to discussing this project further with you to ensure your complete satisfaction. Creative Sites, LLC is confident that this proposal will satisfy Hastings Public Schools's functional, environmental, and safety requirements -- and most importantly -- bring joy and excitement to the children and families directly benefiting from your new playground.

You have our personal commitment to support this project and your organization in every manner possible, and we look forward to continue developing a long-standing relationship with Hastings Public Schools. We appreciate your consideration and value this opportunity to earn your business.

Sincerely,

Julie Kutilek
Creative Sites, LLC
11506 Pierce St
Omaha, NE 68144

Design Summary

Creative Sites, LLC is very pleased to present this Proposal for consideration for the Hastings Early Childhood Center located in Hastings. BCI Burke Company, LLC has been providing recreational playground equipment for over 90 years and has developed the right mix of world-class capabilities to meet the initial and continuing needs of Hastings Public Schools. We believe our proposal will meet or exceed your project's requirements and will deliver the greatest value to you.

The following is a summary of some of the key elements of our Proposal:

- Project Name: Hastings Early Childhood Center
- Project Number: 905-149188-2
- User Capacity: 88
- Age Groups: Ages 5-12 years
- Dimensions: 40' 1" x 95' 5"
- Designer Name: Leah Kirssin

Creative Sites, LLC has developed a custom playground configuration based on the requirements as they have been presented for the Hastings Early Childhood Center playground project. Our custom design will provide a safe and affordable playground environment that is aesthetically pleasing, full of fun for all users and uniquely satisfies your specific requirements. In addition, proposal # 905-149188-2 has been designed with a focus on safety, and is fully compliant with ASTM F1487 and CPSC playground safety standards.

We invite you to review this proposal for the Hastings Early Childhood Center playground project and to contact us with any questions that you may have.

Thank you in advance for giving us the opportunity to make this project a success.



Creative Sites, LLC
11506 Pierce Street
Omaha, Ne 68144
402-614-4606

DATE: February 23, 2022

Customer: Hastings Public Schools
Attn: Kerra Robinson
1924 West A Street
Hastings, NE 68901

Project: Playground Improvements

BCI Burke Equipment:

Synergy Play Structure	\$ 36,874.00
Stop sign, Yield Sign, Speed Limit Sign	\$ 530.00
Single Post Swing w/ Freedom and Belt Seats	\$ 4,842.00
Daisy Spinner	\$ 950.00
Kid Force Spinner	\$ 781.00
Installation	\$ 66,900.00
1,600sf Poured Rubber Surfacing	\$ 22,400.00
Freight	<u>\$ 4,950.00</u>
Project Total	\$ 138,227.00

- **Pricing is good for 120 days.
- **Terms are net 30 after project is complete.
- **Sales tax is not included.
- **Delivery is 4 weeks ARO.

Thank you for the opportunity to bid on your project.

Julie Kutilek
Creative Sites, LLC

Accepted by



13680 South 220th St · Gretna, NE 68028

Office Phone: (402) 332-4537 Fax: (402) 332-2881

Mobile Phone: Bodie (402) 670-8506

Email: bodiedostal@hotmail.com

To: Julie at Creative Sites
 From: Bodie Dostal
 Date: 2/24/22
 Re: Hastings Public Schools ECC

Budget Number

Area 42'x98'

Minimal Dirtwork	\$	2,450.00
5' Sidewalk with Thickened Edge 2,000 SF @ \$9.50 SF	\$	19,000.00
- 10" Thickened Edge		
- 2 - #4 Rebar Continuous		
4" PIP Concrete Pad 1,600 SF @ \$8 SF	\$	12,800.00
Provide & Install EWF 80 CY - Swing Area	\$	3,450.00
Fabric Under the EWF - 1,600 SF	\$	650.00
Install Playground Equipment - 905-149188-2	\$	9,450.00
8"x8" Concrete Ringwall - 90 LF @ \$45 LF	\$	4,050.00
- 2 Sides		
Turf Area 30x60	\$	5,400.00
- Fabric		
- Nailer board		
- 3"-4" Rockbase		
Drainage for Turf Area/EWF/PIP Areas	\$	4,450.00
70'x5' Connection Walk - 350 SF @ \$8 SF	\$	2,800.00
- 30' of Sidewalk will be 8" Thickened Edge		
Install Turf	\$	2,400.00
- Includes Seam Tape & Glue		
Total Budget Number	\$	66,900.00

Note:

- No private locates and no sprinkler repair
- Schedule Will Be Determined at the Time of Bid Acceptance
- No Seeding & Restoration



2022 Custodial Bid Summary

- 5 Vendors were invited to bid this year, 4 returned bids:
 - Egan Supply- Omaha NE
 - Eakes Office Solutions- Grand Island NE
 - Carpenter Paper Company- Omaha NE
 - Hillyard Supply- St Joseph MO
 - Home Depot Pro- Omaha NE chose not to bid this year.
- Grand total of \$62,595.96
 - Up from \$44,263.64 for 2021, which was a lower year due to the fact that we had to order less product because of stock being left over from 2020 which was a shortened year due to Covid-19.
 - \$49,378.08 for 2020
 - \$49,628.77 for 2019.
- We are seeing large price increases on some products:
 - 15% on hand sanitizer 2021- \$60.82 to 2022- \$70.02
 - 9% on paper towels 2021-\$19.86 to 2022- \$21.61
 - 38% increase in soap 2021- \$4.46 to 2022- \$6.18
 - 30% increase on trash bags 2021- \$17.66 to 2022- \$23.03
- We are seeing an increase in usage of disinfection products, hand sanitizer, soap, and paper towels due to Covid-19 protocols.
- With the addition of the Morton Preschool/ Administrative Offices this year there is equipment that is needed to clean that building on a daily basis that is included in the bid this year (vacumns \$1,750). There is also additional supplies needed for the initial stock-up of the building that is included in the bid. (\$1,000).

Grand Total:**\$62,595.96****2022 HASTINGS PUBLIC SCHOOLS CUSTODIAL SUPPLIES**

ITEMS IN BLUE MUST BE THOSE SPECIFIC BRAND(S)

ITEMS IN RED MUST BE THAT SPECIFIC PRODUCT FROM THE
VENDOR LISTED (DUE TO CURRENT DISPENSER AGREEMENTS)PLEASE SUPPLY VENDOR/ MANUFACTURER PRODUCT NUMBERS
ON YOUR QUOTATIONS.

Qty.	DESCRIPTION	COST	TOTAL COST	VENDOR ITEM NUMBER	Vendor
96	EA. AEROSOL AIR FRESHENER IN 7oz. CANS FOR AUTOMATIC DISPENSERS (ie. Summer Breeze ,Ocean Air, Cotton Fresh)	\$2.73	\$262.08	HIL0107355	Hillyard
144	EA. OIL BASED STAINLESS STEEL CLEANER IN 19oz. CANS	\$3.73	\$537.12	4385197	Eakes
60	EA CHALKBOARD WHITEBOARD CLEANER IN 19 oz. CANS	\$2.41	\$144.60	HIL0109355	Hillyard
12	EA. DENTURE BRUSH	\$1.83	\$21.96	CA-3623900	Egan
12	EA. TOILET BOWL BRUSH (#6320)	\$2.96	\$35.52	RCP631000WE	Eakes
50	CASES CLINGING TOILET BOWL CLEANER IN QT. BOTTLES	\$22.32	\$1,116.00	BT-07512-Z	Egan
45	CASES 9.5% HYDROCHLORIC ACID BOWL CLEANER IN QT. BOTTLES	\$22.68	\$1,020.60	JD1221	Eakes
7	BETCO #20 DAILY FLOOR CLEANER (EGAN ONLY- DISPENSER AGREEMENT)	\$111.85	\$782.95	BT-53647	Egan
20	BETCO PH7Q ULTRA DISINFECTANT CLEANER (EGAN ONLY- DISPENSER AGREEMENT)	\$104.35	\$2,087.00	BT-35547-Z	Egan
144	EA ODOR CONTROL ENZYME IN QUART BOTTLES	\$3.41	\$491.04	JD1400	Eakes
75	CASES OF BETCO CLARIO HAND SANITIZER IN 1000ML CONTAINERS (EGAN ONLY- DISPENSER AGREEMENT)	\$70.02	\$5,251.50	BT-79529-Z	Egan
2	GALS. DELIMER	\$4.29	\$8.58	JD12614	Eakes
120	QT. BOTTLES HARDWATER SOAP SCUM REMOVER/ CLEANER	\$2.13	\$255.60	JD1298	Eakes
20	BOXES #77 PAPER BAGS FOR SANITARY CONTAINERS, 71/2" X3 1/4" X10 (500 COUNT BOXES)	\$18.49	\$369.80	HO6260	Hillyard
36	HIGH SOLIDS, BURNISHABLE FLOOR FINISH IN FIVE GALLON CONTAINERS. ALL WILL BE CONSIDERED.	\$61.51	\$2,214.36	EN-9454	Egan
12	EA. MICRO FIBER ALUMINUM FRAME 5" X16" (SS-37132)	\$5.91	\$70.92	HIL52832	Hillyard
48	EA. COTTON / RAYON BLEND LARGE SIZE FINISH MOP HEAD, LOOPED ENDS (RUBBERMAID OR SSS)	\$7.59	\$364.32	SS-37827	Egan
12	EA BOWL MOPS (JOHNNY MOP)	\$0.69	\$8.28	85122EA	Eakes
84	EA. PUMICE SCOURING STICKS	\$1.78	\$149.52	US-54620	Egan
96	QT. BOTTLES SPRAY ROOM DEODORIZER RTU	\$1.95	\$187.20	JD1729	Eakes
100	POUNDS BOXES BLUE CLEANING RAGS LINT FREE (HUCK TOWELS)	\$2.63	\$263.00	MED2040	Hillyard
20	PKS. 3-M SCOURING PADS #96 PKG. OF 5	\$1.4275	\$28.55	SS-75118	Egan
20	PKS. 3-M SCOURING PADS #63 PKG. OF 5	\$3.7850	\$75.70	SS-75121	Egan
240	CASES OF 24 EA IN PKS OF 6 OR 8 MR CLEAN MAGIC ERASERS (OR EQUIVALENT)	\$17.04	\$4,089.60	TO-280177	Egan
20	EA. 20" X 14" RED SCRUB PAD	\$4.43	\$88.60	HIL41420	Hillyard
40	EA. 20" X 14" MAROON PREP PADS (3M ONLY NO SUBS)	\$7.54	\$301.60	1IN7007150613	Hillyard
20	EA. 28" X 14" RED SCRUB PADS (3M ONLY NO SUBS)	\$6.27	\$125.40	1IN7007131250	Hillyard
60	EA. 28" X 14" MAROON PREP PADS (3M ONLY NO SUBS)	\$7.22	\$433.20	5100	Eakes
20	EA. 5.25" X 10.5" TILE GROUT RENOVATOR PAD- BLUE	\$17.29	\$345.80	PO511TGBV	Eakes
20	EA. 10" NANO PADS MAROON DOODLE BUG EDGE PREP PAD	\$1.09	\$21.80	P0511SQP	Eakes
24	CASES OF KITCHEN ROLL TOWEL TWO PLY, 30 ROLLS TO A CASE	\$18.66	\$447.84	KRT30A	Carpenter
700	CASES OF WHITE ROLL TOWEL 8"X800' 6 ROLLS PER CASE.	\$21.61	\$15,127.00	183211	Eakes
45	CASES OF WHITE MULTI FOLD PAPER TOWELS	\$13.73	\$617.85	MFK200A	Carpenter
250	CASES OF TOILET PAPER (TWO PLY, 500 SHEETS PER ROLL, 4" X 3 3/4" SHEETS, 96 ROLLS PER CASE).	\$31.72	\$7,930.00	TP534A	Carpenter
6	CASES OF MINI WHITE MF TOWEL, 1 PLY 6X9.5"	\$33.43	\$200.58	VD-545W	Egan
90	PKS NITRILE (NON POWDERED) DISPOSABLE GLOVES MEDIUM PKS OF 100- TEN PKS TO A CASE	\$6.83	\$614.70	DG-8PF40M	Egan
170	PKS NITRILE (NON POWDERED) DISPOSABLE GLOVES X- LARGE PKS OF 100- TEN PKS TO A CASE	\$6.83	\$1,161.10	DG-8PF40XL	Egan
12	EA LIQUID HAND SOAP IN 1 GALLON CONTAINERS	\$6.05	\$72.60	PP28127	Eakes
96	EA OF PUMICE SOAP 4.5 oz BARS	\$1.0888	\$104.52	WDC10383	Hillyard

Grand Total:

\$62,595.96

2022 HASTINGS PUBLIC SCHOOLS CUSTODIAL SUPPLIES

ITEMS IN BLUE MUST BE THOSE SPECIFIC BRAND(S)

ITEMS IN RED MUST BE THAT SPECIFIC PRODUCT FROM THE VENDOR LISTED (DUE TO CURRENT DISPENSER AGREEMENTS)

PLEASE SUPPLY VENDOR/ MANUFACTURER PRODUCT NUMBERS ON YOUR QUOTATIONS.

Qty.	DESCRIPTION	COST	TOTAL COST	VENDOR ITEM NUMBER	Vendor
260	EA FOAMING SOAP IN 1 GALLON CONTAINERS	\$6.18	\$1,606.80	PP28131	Eakes
150	PKGS. SUPER COACH PRO 6 VACUMN BAGS. IN 10 COUNT PACKS (NO SUBS)	\$9.48	\$1,422.00	PT107314A	Egan
12	EA. PRO TEAM 100147 14" CARPET FLOOR TOOL w/ SCALLOPS	\$22.69	\$272.28	100147	Eakes
24	EA. #107315 SUPER COACH PRO 10 AND 6 HEPA FILTERS (2 PACKS) PRO TEAM	\$7.47	\$179.28	107315	Eakes
100	CS.- PLASTIC POLY-LINERS 6 OR BETTER MICRON. 24" X 33"- ROLLS ONLY.	\$19.63	\$1,963.00	MR24339MC	Carpenter
60	CS. OF PLASTIC POLY-LINERS 16 OR BETTER MICRON 33" X 40" 33 GALLON- ROLLS ONLY.	\$18.76	\$1,125.60	MR33403MC	Carpenter
200	CS.- PLASTIC POLY-LINERS 16 OR BETTER MICRON 43" X 48"- ROLLS ONLY.	\$23.03	\$4,606.00	MR43483MC	Carpenter
15	CS. OF PLASTIC POLY- LINERS 22 OR BETTER MICRON 33"x40" ROLLS ONLY (Lincoln Breakfast).	\$20.41	\$306.15	MR33404MC	Carpenter
12	12" METAL DUST PAN	\$4.89	\$58.68	4212	Eakes
6	SWITCH & POWERCORD ASSEMBLY PRO 6/ 10 PROTEAM ONLY NO SUBS	\$29.58	\$177.48	PTM101610	Hillyard
4	PROTEAM PRO 6 SUPERCOACH VACUMM W/ ATTACH. KIT PROTEAM ONLY NO SUBS	\$377.28	\$1,509.12	PTM107534	Hillyard
2	PRO TEAM FREE FLEX COMMERCIAL CORDLESS/ CORDED UPRIGHT VACUUM CLEANER PROTEAM ONLY NO SUBS	\$970.59	\$1,941.18	PTM107499	Hillyard

Total for 2022 \$ 62,595.96

Total for 2021 \$44,263.64

Total for 2020 \$49,378.08

Total for 2019: \$49,628.77

EGAN IS LOCATED IN OMAHA NE. THE SALES REP IS OUT OF HASTINGS. TOTAL EGAN: \$19,579.84
EAKES OFFICE PLUS LOCATED IN GRAND ISLAND NE. THE SALES REP IS OUT OF GRAND ISLAND. TOTAL EAKES OFFICE PLUS: \$20,661.38
HILLYARD LOCATED IN DES MOINES IA. THE SALES REP IS OUT OF OMAHA. TOTAL HILLYARD: \$5,358.30
CARPENTER PAPER LOCATED IN OMAHA NE. THE SALES REP IS OUT OF OMAHA TOTAL CARPENTER PAPER: \$16,996.44

Grand Total: Carpenter Paper 2022

\$16,996.44

2022 HASTINGS PUBLIC SCHOOLS CUSTODIAL SUPPLIES

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Qty.	DESCRIPTION	COST	TOTAL COST	VENDOR ITEM NUMBER	Vendor
24	CASES OF KITCHEN ROLL TOWEL TWO PLY, 30 ROLLS TO A CASE	\$18.66	\$447.84	KRT30A	Carpenter
45	CASES OF WHITE MULTI FOLD PAPER TOWELS	\$13.73	\$617.85	MFK200A	Carpenter
250	CASES OF TOILET PAPER (TWO PLY, 500 SHEETS PER ROLL, 4" X 3 3/4" SHEETS, 96 ROLLS PER CASE).	\$31.72	\$7,930.00	TP534A	Carpenter
100	CS.- PLASTIC POLY-LINERS 6 OR BETTER MICRON. 24" X 33"- ROLLS ONLY.	\$19.63	\$1,963.00	MR24339MC	Carpenter
60	CS. OF PLASTIC POLY-LINERS 16 OR BETTER MICRON 33" X 40" 33 GALLON- ROLLS ONLY.	\$18.76	\$1,125.60	MR33403MC	Carpenter
200	CS.- PLASTIC POLY-LINERS 16 OR BETTER MICRON 43" X 48"- ROLLS ONLY.	\$23.03	\$4,606.00	MR43483MC	Carpenter
15	CS. OF PLASTIC POLY- LINERS 22 OR BETTER MICRON 33"x40" ROLLS ONLY (Lincoln Breakfast).	\$20.41	\$306.15	MR33404MC	Carpenter

Grand Total: Eakes 2022**\$20,661.38****2022 HASTINGS PUBLIC SCHOOLS CUSTODIAL SUPPLIES**

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VENDOR LISTED (DUE TO CURRENT DISPENSER AGREEMENTS)**PLEASE SUPPLY VENDOR/ MANUFACTURER PRODUCT NUMBERS
ON YOUR QUOTATIONS.**

Qty.	DESCRIPTION	COST	TOTAL COST	VENDOR ITEM NUMBER	Vendor
144	EA. OIL BASED STAINLESS STEEL CLEANER IN 19oz. CANS	\$3.73	\$537.12	4385197	Eakes
12	EA. TOILET BOWL BRUSH (#6320)	\$2.96	\$35.52	RCP631000WE	Eakes
45	CASES 9.5% HYDROCHLORIC ACID BOWL CLEANER IN QT. BOTTLES	\$22.68	\$1,020.60	JD1221	Eakes
144	EA ODOR CONTROL ENZYME IN QUART BOTTLES	\$3.41	\$491.04	JD1400	Eakes
2	GALS. DELIMER	\$4.29	\$8.58	JD12614	Eakes
120	QT. BOTTLES HARDWATER SOAP SCUM REMOVER/ CLEANER	\$2.13	\$255.60	JD1298	Eakes
12	EA BOWL MOPS (JOHNNY MOP)	\$0.69	\$8.28	85122EA	Eakes
96	QT. BOTTLES SPRAY ROOM DEODORIZER RTU	\$1.95	\$187.20	JD1729	Eakes
60	EA. 28" X 14" MAROON PREP PADS (3M ONLY NO SUBS)	\$7.22	\$433.20	5100	Eakes
20	EA. 5.25" X 10.5" TILE GROUT RENOVATOR PAD- BLUE	\$17.29	\$345.80	PO511TGBV	Eakes
20	EA. 10" NANO PADS MAROON DOODLE BUG EDGE PREP PAD	\$1.09	\$21.80	P0511SQP	Eakes
700	CASES OF WHITE ROLL TOWEL 8"X800' 6 ROLLS PER CASE.	\$21.61	\$15,127.00	183211	Eakes
12	EA LIQUID HAND SOAP IN 1 GALLON CONTAINERS	\$6.05	\$72.60	PP28127	Eakes
260	EA FOAMING SOAP IN 1 GALLON CONTAINERS	\$6.18	\$1,606.80	PP28131	Eakes
12	EA. PRO TEAM 100147 14" CARPET FLOOR TOOL w/ SCALLOPS	\$22.69	\$272.28	100147	Eakes
24	EA. #107315 SUPER COACH PRO 10 AND 6 HEPA FILTERS (2 PACKS) PRO TEAM	\$7.47	\$179.28	107315	Eakes
12	12" METAL DUST PAN	\$4.89	\$58.68	4212	Eakes

Grand Total: Egan 2022**\$19,579.84****2022 HASTINGS PUBLIC SCHOOLS CUSTODIAL SUPPLIES**

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ON YOUR QUOTATIONS.

Qty.	DESCRIPTION	COST	TOTAL COST	VENDOR ITEM NUMBER	Vendor
12	EA. DENTURE BRUSH	\$1.83	\$21.96	CA-3623900	Egan
50	CASES CLINGING TOILET BOWL CLEANER IN QT. BOTTLES	\$22.32	\$1,116.00	BT-07512-Z	Egan
7	BETCO #20 DAILY FLOOR CLEANER (EGAN ONLY- DISPENSER AGREEMENT)	\$111.85	\$782.95	BT-53647	Egan
20	BETCO PH7Q ULTRA DISINFECTANT CLEANER (EGAN ONLY- DISPENSER AGREEMENT)	\$104.35	\$2,087.00	BT-35547-Z	Egan
75	CASES OF BETCO CLARIO HAND SANITIZER IN 1000ML CONTAINERS (EGAN ONLY- DISPENSER AGREEMENT)	\$70.02	\$5,251.50	BT-79529-Z	Egan
36	HIGH SOLIDS, BURNISHABLE FLOOR FINISH IN FIVE GALLON CONTAINERS. ALL WILL BE CONSIDERED.	\$61.51	\$2,214.36	EN-9454	Egan
48	EA. COTTON / RAYON BLEND LARGE SIZE FINISH MOP HEAD, LOOPED ENDS (RUBBERMAID OR SSS)	\$7.59	\$364.32	SS-37827	Egan
84	EA. PUMICE SCOURING STICKS	\$1.78	\$149.52	US-54620	Egan
20	PKS. 3-M SCOURING PADS #96 PKG. OF 5	\$1.4275	\$28.55	SS-75118	Egan
20	PKS. 3-M SCOURING PADS #63 PKG. OF 5	\$3.7850	\$75.70	SS-75121	Egan
240	CASES OF 24 EA IN PKS OF 6 OR 8 MR CLEAN MAGIC ERASERS (OR EQUIVALENT)	\$17.04	\$4,089.60	TO-280177	Egan
6	CASES OF MINI WHITE MF TOWEL, 1 PLY 6X9.5"	\$33.43	\$200.58	VD-545W	Egan
90	PKS NITRILE (NON POWDERED) DISPOSABLE GLOVES MEDIUM PKS OF 100- TEN PKS TO A CASE	\$6.83	\$614.70	DG-8PF40M	Egan
170	PKS NITRILE (NON POWDERED) DISPOSABLE GLOVES X- LARGE PKS OF 100- TEN PKS TO A CASE	\$6.83	\$1,161.10	DG-8PF40XL	Egan
150	PKGS. SUPER COACH PRO 6 VACUMN BAGS. IN 10 COUNT PACKS (NO SUBS)	\$9.48	\$1,422.00	PT107314A	Egan

Grand Total: Hillyard 2022**\$5,358.30****2022 HASTINGS PUBLIC SCHOOLS CUSTODIAL SUPPLIES**

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ON YOUR QUOTATIONS.**

Qty.	DESCRIPTION	COST	TOTAL COST	VENDOR ITEM NUMBER	Vendor
96	EA. AEROSOL AIR FRESHENER IN 7oz. CANS FOR AUTOMATIC DISPENSERS (ie. Summer Breeze ,Ocean Air, Cotton Fresh)	\$2.73	\$262.08	HIL0107355	Hillyard
60	EA CHALKBOARD WHITEBOARD CLEANER IN 19 oz. CANS	\$2.41	\$144.60	HIL0109355	Hillyard
20	BOXES #77 PAPER BAGS FOR SANITARY CONTAINERS, 7 1/2" X3 1/4" X10 (500 COUNT BOXES)	\$18.49	\$369.80	HO6260	Hillyard
12	EA. MICRO FIBER ALUMINUM FRAME 5" X16" (SS-37132)	\$5.91	\$70.92	HIL52832	Hillyard
100	POUNDS BOXES BLUE CLEANING RAGS LINT FREE (HUCK TOWELS)	\$2.63	\$263.00	MED2040	Hillyard
20	EA. 20" X 14" RED SCRUB PAD	\$4.43	\$88.60	HIL41420	Hillyard
40	EA. 20" X 14" MAROON PREP PADS (3M ONLY NO SUBS)	\$7.54	\$301.60	MIN7007150613	Hillyard
20	EA. 28" X 14" RED SCRUB PADS (3M ONLY NO SUBS)	\$6.27	\$125.40	MIN7007131250	Hillyard
96	EA OF PUMICE SOAP 4.5 oz BARS	\$1.0888	\$104.52	WDC10383	Hillyard
6	SWITCH & POWERCORD ASSEMBLY PRO 6/ 10 ONLY NO SUBS	\$29.58	\$177.48	PTM101610	Hillyard
4	PROTEAM PRO 6 SUPERCOACH VACUUM W/ ATTACH. KIT PROTEAM ONLY NO SUBS	\$377.28	\$1,509.12	PTM107534	Hillyard
2	PRO TEAM FREE FLEX COMMERCIAL CORDLESS/ CORDED UPRIGHT VACUUM CLEANER PROTEAM ONLY NO SUBS	\$970.59	\$1,941.18	PTM107499	Hillyard



Carmichael Construction L.L.C.
 1012 West 18th Street
 P.O. Box 64
 Hastings, Nebraska 68902-0064
 Phone: (402) 463-1353 • Fax (402) 463-4057

CHANGE ORDER

TO: CMBA- MATT BENNETT

Phone	Date 2-14-22
Job Name/Location MORTON SCHOOL	
Job Number	Job Phone
Existing Contract No.	Date of Existing Contract

Change order per PR 18

- Rutt's Heating/A&E Electric - Add \$8,839.00
- Midlands Mechanical - Add \$872.00

TOTALWITH MARKUP AND BOND ADD \$10,842.00

- Note: Only the items listed above are included in this change order

Note: This Change Order becomes part of and in conformance with the existing contract.

DATE 2/14/22		
AUTHORIZED SIGNATURE (CONTRACTOR) Brad Hamburger	CHANGE ORDER	\$10,842.00

ACCEPTED-The above prices and specifications of this Change Order are satisfactory and are hereby accepted. All work to be performed under same terms and conditions as specified in original contract unless otherwise stipulated.

Date of acceptance _____

Signature: _____
(OWNER)



Carmichael Construction L.L.C.
 1012 West 18th Street
 P.O. Box 64
 Hastings, Nebraska 68902-0064
Phone: (402) 463-1353 • Fax (402) 463-4057

CHANGE ORDER

TO: CMBA- MATT BENNETT

Phone	Date 2-14-22
Job Name/Location MORTON SCHOOL	
Job Number	Job Phone
Existing Contract No.	Date of Existing Contract

Change order per PR 19A

- Midlands Mechanical - Add \$213.00

TOTALWITH MARKUP AND BOND ADD \$238.00

- Note: Only the items listed above are included in this change order

Note: This Change Order becomes part of and in conformance with the existing contract.

DATE 2/14/22		
AUTHORIZED SIGNATURE (CONTRACTOR) Brad Hamburger	CHANGE ORDER	\$238.00

ACCEPTED-The above prices and specifications of this Change Order are satisfactory and are hereby accepted. All work to be performed under same terms and conditions as specified in original contract unless otherwise stipulated.

Date of acceptance _____

Signature: _____
(OWNER)

Last_name	First_name	
AGIRRE ANDRADE	NEREA	Exchange Student
AIPPERSPACH	SETH	
ALBERT	CHANCE	Dec. Grad.
AMAYA	ANGELA	
ANDERSON	HUNTER	
ARMENDARIZ	JAZIEL	
ARMENTA	NEYVA	
ARMSTRONG	SHANNON	
ARNOLD BOHANNON	TORIE	
ASHLEY	PEYTON	
ASHLEY	TAYLOR	
ATZ	SHYANNE	
AULNER STAGGS	DANTE	
AVALOS	SARAH	
AVINA DOUGLAS	ZAYDEN	
BALDEV	DIYA	
BANK	VIVIAN	
BARRIENTEZ	MADDISON	
BAUER	RYAN	
BAUER	TANNER	
BAUMAN	TARA	
BELL	SADYE	
BIERMAN	KIERNAN	
BLOOMBERG	MCKENNA	
BONHAM	ALLISON	
BRADLEY	RAEGAN	
BRAKHAHN	COREY	Walking only 18-21
BRANDENBURGER	KADEN	
BRISENO	CHRISTIAN	
BROOKS	LUKE	
BROWN	MACKENZIE	
BRUNS	BRANDON	
BUENO	LUIS	
CABRERA	KARLEE	
CABRERA	NARDA	
CALLEJAS	CHRISTOPHER	
CAMPBELL	ALEXANDER	
CARREON	VICTOR	
CARRILLO LAGUNAS	JACEY	
CERON MILLAN	LEONEL	
CERVANTES	SAMANTHA	
CHAVEZ GUTIERREZ	TANYA	
CHOATE	DELANEY	

CLARK	CALEB	
CLOYD	TARREN	
COLLINS	ELLA	
COMBS	ELIJAH	
CONDY	VINCENT	
CONSRUCK	EMMA	
COPLIN	JAYDEN	
CRESS	KARSYN	
DAVIS	AVRIE	
DECKERT	JACOB	
DETHLEFS	HAILEY	
DIAZ	ANNALAY	
DIXON	ENOCH	
DONNER	KADEN	
DREHER	BEAU	
DUANG	CHUDIER	
DUERING	ASHTEN	
DUNN	DAVID	
EDWARDS	MAKENNA	
ELLIS	JAMES	
ESCOBOZA PEREZ	KARLA	
EXNER	CELINA	Exchange Student
FLOOD	MARQUEL	Dec Grad
FLORES QUINONEZ	JENNIFER	
FLORES REYNALDO	JESUS	
FOWLER	HUNTER	
FRERICHS	JERET	
GARCIA	ANELIA	
GARCIA	ASIAH	
GARDNER	ANTHONY	
GARETT	MADISON	
GAVEZZOTTI	MANILA	Exchange Student
GAYMAN	ALEAYA	
GLASSMYER	JACKSON	
GLAZE	LEE	
GOLDEN CANNADY	CIERRA	
GOMEZ JIMENEZ	LUCIA	Exchange Student
GOMEZ	MARYBEL	
GONZALEZ LARA	SANTIAGO	
GONZALEZ	YAITE	
GRAHAM	JOSEPH	December Grad
GROUND	ASHTON	
GROUND	JACKLYN	
GROVES	BREANNA	
GUAJARDO PADILLA	AZUL	
GUZMAN TORRES	CESAR	
GUZMAN	ESMERALDA	
HAASE	JACOB	
HALCOTT	NOAH	
HAMBURGER-WADEMAN	MADOLYN	
HAMMOND	JAKOB	
HARRNSTEIN	BLAKE	

HARTWELL	SHAYLEE	
HATCH	CONNOR	December Grad
HENRY	TREYVON	
HEPNER	COLE	
HERNANDEZ MARTINEZ	CRISTHIAN	
HERNANDEZ	AXEL	
HERNANDEZ	YANET	
HILGENDORF	MADALYNN	
HINRICHS	CODI	
HOAGLAND	TRENTON	
HOFFMAN	JAILYN	
HOWARD	KONNOR	
HUDSON	PEYTIN	
HUMBURG	SETH	Walking only 18-21
HUNSLEY	COOPER	
HURTADO	ALBERTO	
HYDE	AVERY	
JACHETTA	ALEXANDREA	
JOHNSON	ADRIAN	
JOHNSON	ISAAC	
JOHNSON	MAX	
JOHNSON	SYDNI	
JOHNSON	WYATT	
JONES	AUBRY	
JONGLERTHAM	PAULINE	
KARTAVSHCHIKOV	ANATOLII	Exchange Student
KELLEY	TRINITY	
KERR	ABIGAIL	
KIIKER	JACOB	
KILE	BLAKE	
KINNEY	COLTON	
KIRBY	ADDISON	
KNOCH III	ROY	
KOLETIC	MARKUS	
KRINGS	LEAH	
KRUEGER	HUNTER	
KUCERA	OLIVIA	
KUHR	ALEX	
LAGUNAS SAUCEDO	ALEXIS	
LANDGREN	ELIZABETH	
LANE	KAEGAN	
LARA PANTOJA	EMILY	
LATTA	SETH	Walking only 18-21
LAUX	KAITLYN	
LEBAR	TYSON	
LECHLEITNER	CORRINNA	December Grad
LEWIS	RYLEA	Walking only 18-21
LINDNER	RICK	
LINTZ	JOEY	
LINTZ	TORI	
LLANES	GABRIEL	
LLOVERA REYES	KALEE	
LOCKLING	HAILEY	
LONG	MCKINSEY	

LYONS	ANNA	
MARQUEZ ERIVES	ANDRES	
MARQUEZ	KEVIN	
MARTIN	GRAYCE	
MATTHIES	ANDREW	
MAUGHAN	PAIGE	
MAULUCCI	FRANKIE	
MCINTYRE	TERRAN	
MELVIN ESPINO	AZARIAH	
MEYER	TRITON	
MICHALEK	GRACE	
MIDDLETON	AUSTIN	
MILES	DELIA	December Grad
MILLER	MARKUS	
MOHLMAN	AMAYAH J	
MOLINA	FAITH	
MOLLOHAN	ANDREW	
MONTANARO	ALESSIA	Exchange Student
MONTOYA LARA	MIGUEL	
MORALES	ANAHI	
MORALES	ROBERTO	
MORALES	VICTOR	
MORROW	NEVAEH	
MULLEN	DELANEY	
MURPHY	EMILY	
MUSICH	MADISON	
MUTH	GRETCHEN	
NELSON	DYLAN	
NEUMILLER	MADISON	December Grad
NGUYEN	JASON	
NGUYEN	RANDY	
NIELSEN	ERIKA	
NORLEN	CARLEY	
NUNNENKAMP	IVY	December Grad
O'DELL	DILLAN	
OCHSNER	KARA	
OELTJEN	SARAH	
OLIVAS	CHRISTIAN	
OSTRANDER	JUSTIN	
PALACIOS	ALEXANDER	
PAPPAS	BRETT	
PAPPAS	HARLEY	
PARNELL	SUMMER	
PATTERSON HOLLING	KAYLA	
PEREZ	ANGIE	
PEREZ	ELIZABETH	
PERRY	SAMUEL	
PETERSON	JESSY	
PETTIT	GABRIELA	
PFEIFER	CAMARON	
PRICE	ABIGAIL	
PRICKETT	ELIJAH	
PURVIS	KADEN	
QUIG	PARKER	

QUINONES	STEPHEN
RAMIREZ	ANGIE
RAMOS MENDOZA	BRYAN
RAMOS	KELVIN
RAUCH	CHRISTOPHER
REICHSTEIN	CONNOR
RENNICK	ARIES
REYES CARRILLO	ANGIE
REYNOLDS	HANNAH
RILEY	CONNOR
RIVERA	ABRIELLE
ROBINSON	BRADYN
ROCHA ORTA	MARBELLA
RODRIGUEZ	ANAY
RUNYAN	CAMRY
RUSSELL	JADEN
SAMPLES	TREY
SAMUELSON	JETT
SANCHEZ ENRIQUEZ	ISACC
SANCHEZ	GERMAN
SANDERSON	JACOB
SCHARFF	COLMAN
SCHLACHTER	JOSEPH
SCHRAM	BRAYDEN
SCHROPP	AUSTIN
SCHULTZ	DESTINY
SCHULTZ	KAELAN
SCHULTZ	LEXIE
SCHWARTZ	TAEGAN
SEBASTIAN MORALES	BALTAZAR
SERRANO	ASHLEY
SHAW	KATELYN
SHOEMAKER	ADDISON
SHOEMAKER	REAGAN
SHOTKOSKI	RYAN
SILVA	ANGEL MANUEL
SINGKOFER	DRAKE
SMALL	CADEN
SMITH	OAKLYN
SOUCEK	CIERRA
SPRINGER	DALTON
STEINKRUGER	MACEY
STROM	EVAN
STROMER	BRIANNAH
SWAIN	JOHN
TAKO	ELIE
TATRO	GAVIN
TAYLOR	PAIGE
TERRY	MORGAN
TESSMAN	AYDEN
THOM	DYLAN
THOMPSON	JACOB
THOMPSON	KAELA
TOCKEY	TRENTON

December Grad

TRAN
VANBIBBER
VEIK
VEIK
VELASQUEZ LEE
VETHACKE
WAUGH
WEBER
WEISS
WOLF
WOLFE
YOST
YOUNG
ZECKSER
ZECKSER

TRACY
LILYAUNA
JORDAN
TYSON
MELINDA
TOBIAS
ALEXANDRA
SOFIA
KARSON
ANDREW
ASHLEY
JORDAN
ZOOE
BRITTANY
MACKENZIE

Exchange Student

ENROLLMENT OPTION: MAXIMUM STUDENT ENROLLMENT LIMITATIONS

REGULAR EDUCATION PROGRAMMING

According to Policy 503.03, the most recent applicable policy pertaining to option enrollment, the Board of Education at the March meeting will determine the maximum number of option students the Hastings School District No. 18 may receive in any program, class, grade level, or school building.

The following resident student maximums are recommended for the 2022-2023 school year. However, as reasonable, the District may accept option students above these limitations if additional sections are added to accommodate the growth of resident student enrollment.

<u>Grade Level</u>	<u>Maximum Total Per Grade Level</u>	<u>Projected 2022-2023 Enrollment</u>
K	299	280
1	299	255
2	299	261
3	299	232
4	299	234
5	299	266
6	299	274
7	299	239
8	299	256
9	299	209
10	299	289
11	299	269
12	299	252

SPECIAL SERVICES PROGRAMMING

To meet the diverse needs of resident students, the District operates a number of programs collectively called "student services." This programming includes, but is not limited to, services for students with disabilities, high-ability learners, and students learning English through the English Language Learners Program (EL). Because all such programming is in addition to programming provided all students, all student services must be limited to the specific staff, facilities, and equipment of the District made necessary by resident students. Given this, each student that applies as an option student requiring and/or qualified for special services programming will be allowed to enroll as an option student only when the services to be provided may be delivered within the existing capacity (staff, facilities, financial resources, and equipment) of the District to serve resident students. Parents and/or guardians with students requiring and/or qualifying for special services programming and seeking to use option enrollment to place a student in the Hastings Public Schools must supply appropriate District personnel with any and all relevant information, as requested, to determine the needs of the student and to determine whether those needs may be served within the existing capacity of the District. **As provided in Rule 503.03, "The District will not accept students for whom a contracted, out-of-district program is required." "Contracted, out-of-district" programming includes contracted services. In addition, as provided in Rule 503.03, "Parents or legal guardians of option students are responsible for transportation to and from school."**

PERSONNEL

Administrative Staff Transfer – Thomas Szlanda

The administration recommends acceptance of the following Administrative transfer(s):

Thomas Szlanda transferring from his Senior High Principal position to Director of Human Resources and Operations effective the end of his contract, June 30, 2022.

Certificated Staff Resignation – Taeller Ansley, Kathy Carlin, Clarissa Gillham, Katelyn Mogilefsky, Teri Olson, Melanie Smith

The administration recommends acceptance of the following Certificated resignation(s):

Taeller Ansley resigning from her Grade 3 at Lincoln effective the end of the 2021-2022 school year.

Kathy Carlin retiring from her EL Teacher position at Hawthorne effective the end of the 2021-2022 school year.

Clarissa Gillham resigning from her Family and Consumer Science position at High School effective the end of the 2021-2022 school year.

Katelyn Mogilefsky resigning from her Grade 3 at Watson effective the end of the 2021-2022 school year.

Teri Olson retiring from her Title 1 position at Hawthorne effective the end of the 2021-2022 school year.

Melanie Smith resigning from her School Counselor position at High School effective the end of the 2021-2022 school year.

Certificated Staff Transfer(s) – Naomi Gomez, Sarah Hartmann, Kelsey Kever, Hannah Vacek

The administration recommends acceptance of the following Certificated transfer(s):

Naomi Gomez from Special Education Teacher at High School to Grade 3 at Lincoln to replace Taeler Ansley who is resigning. Ms. Gomez's wage and placement will remain the same according to the 2022-2023 certificated salary schedule.

Sarah Hartmann from Grade 4 Teacher at Lincoln to Grade 3 Teacher at Lincoln due to student numbers.. Ms. Hartmann's wage and placement will remain the same according to the 2022-2023 certificated salary schedule.

Kelsey Kever from Special Education Teacher at Watson to Grade 3 Teacher at Watson to replace Katelyn Mogilefsky who is resigning. Ms. Kever's wage and placement will remain the same according to the 2022-2023 certificated salary schedule.

Hannah Vacek from Teacher on Special Assignment at Watson to Grade 4 Teacher at Watson to replace Janice Herbek who is retiring. Ms. Vacek's wage and placement will remain the same according to the 2022-2023 certificated salary schedule.

Certificated Staff Appointments – Elle Baker, Kelsey Carwin, Briana Meyer, Eric Garchow, Kasey Ohnoutka, Krista Sherick, Stephanie Storrs

The administration recommends acceptance of the following Certificated appointment(s):

Elle Baker to Special Education Skills 3 position at Alcott to replace Alison Flinn who is transferring positions. This appointment is for the 2022-23 school year. Ms. Baker's anticipated placement will be

BA-2 according to the 2022-2023 certificated salary schedule. Information about Ms. Baker is attached.

Kelsey Carwin to Grade 5 position at Lincoln which is a new position. This appointment is for the 2022-23 school year. Ms. Carwin's anticipated placement will be MA-7 according to the 2022-2023 certificated salary schedule. Information about Ms. Carwin is attached.

Eric Garchow to Foreign Language-German position at High School. Mr. Garchow previously turned in his resignation but has withdrawn it.

Briana Meyer to Kindergarten Teacher position at Hawthorne to replace Julie Parker who is retiring. This appointment is for the 2022-23 school year. Ms. Meyer's anticipated placement will be BA-1 according to the 2022-2023 certificated salary schedule. Information about Ms. Meyer is attached.

Kasey Ohnoutka to Grade 3 position at Hawthorne to replace McKenzie Gueswell who is resigning. This appointment is for the 2022-23 school year. Mr. Ohnoutka's anticipated placement will be BA-1 according to the 2022-2023 certificated salary schedule. Information about Mr. Ohnoutka is attached.

Krista Sherick to Grade 2 position at Hawthorne to replace Laurie Parr who is transferring positions. This appointment is for the 2022-23 school year. Ms. Sherick's anticipated placement will be BA-5 according to the 2022-2023 certificated salary schedule. Information about Ms. Sherick is attached.

Stephanie Storrs to Grade 1 position at Hawthorne to replace Sky Mankin who is transferring positions. This appointment is for the 2022-23 school year. Ms. Storrs's anticipated placement will be BA-8 according to the 2022-2023 certificated salary schedule. Information about Ms. Storrs is attached.

Extra Standard Resignations – Suzanne Anstine, Connie Hepner, Cindy Long,, Tim Novacek, Teri Olson, Alaetha Remmers, Megan Stoner, Doug Synek

The administration recommends acceptance of the following extra standard resignation(s):

Suzanne Anstine from her Assistant Girl's Tennis extra standard assignment effective the end of the 2021-2022 school year.

Connie Hepner from her Assistant Middle School Volleyball extra standard assignment effective the end of the 2021-2022 school year.

Cindy Long from her PLC Liaison extra standard assignment effective the end of the 2021-2022 school year.

Tim Novacek from his Assistant Senior High Basketball extra standard assignment effective the end of the 2021-2022 school year.

Teri Olson from her Title 1 Liaison extra standard assignment effective the end of the 2021-2022 school year.

Alaetha Remmers from her Senior High Cheer Squad extra standard assignment (split position) effective the end of the 2021-2022 school year.

Alaetha Remmers from her Senior High Dance Team extra standard assignment (split position) effective the end of the 2021-2022 school year.

Megan Stoner from her Senior High Cheer Squad extra standard assignment (split position) effective the end of the 2021-2022 school year.

Doug Synek from his Assistant High School Basketball extra standard assignment effective the end of the 2021-2022 school year.

Extra Standard Transfers – Megan Stoner

The administration recommends acceptance of the following extra standard transfer(s):

Megan Stoner from SH Dance Team (split position) to SH Dance Team (full position) at High School to replace Alaetha Remmers who resigned. Ms. Stoner will be paid the SH Dance Team stipend of \$4,628.00 at Category II, Level 4, with adjustment to prior district experience, according to the 2022-2023 extra standard salary schedule.

Extra Standard Appointments – Daniel Birnie, Kayla Perry, Michelle Rehbein, Tamisha Rose-Osgood

The administration recommends acceptance of the following extra standard appointments(s):

Daniel Birnie to SH Assistant Baseball at High School which is a new position. Mr. Birnie will be paid the HS Assistant Baseball stipend of \$2,492.00 at Category II, Level 1, with adjustment to prior district experience, according to the 2021-2022 extra standard salary schedule.

Kayla Perry to Title 1 Liaison (split position) at Hawthorne to replace Teri Olson who is retiring. Ms. Perry will be paid the Learning Team Liaison stipend of \$445.00 according to the 2022-2023 extra standard salary schedule.

Michelle Rehbein to Title 1 Liaison (split position) at Hawthorne to replace Teri Olson who is retiring. Ms. Perry will be paid the Learning Team Liaison stipend of \$445.00 according to the 2022-2023 extra standard salary schedule.

Tamisha Rose-Osgood to MS Assistant Track at Middle School to replace Michael Miller who resigned. Ms. Rose-Osgood will be paid the MS Assistant Track stipend of \$3,916.00 at Category I, Level 4, with adjustment to prior district experience, according to the 2021-2022 extra standard salary schedule.

Classified Staff Releases/Resignations/Retirements – Cassidy Cilento, Connie Hepner, Marilee Jirkovsky, Michael Lemburg, Kristi Schutte, Laura Sheppard, Becky Spielman, Amanda Van Kirk

The administration recommends acceptance of the following classified retirement(s)/resignation(s)/release(s):

Cassidy Cilento resigned from her SEBL Paraeducator position at Middle School effective February 28, 2022.

Connie Hepner resigning from her Classroom Paraeducator position at Watson effective May 20, 2022.

Marilee Jirkovsky resigning from her Intervention Paraeducator position at High School effective May 20, 2022.

Michael Lemburg resigned from his Night Custodian position at High School effective March 1, 2022.

Kristi Schutte resigned from her Secretary position at High School effective March 1, 2022.

Laura Sheppard resigned from her Secretary position at Middle School effective March 1, 2022.

Becky Spielman resigned from her EL Paraeducator position at Hawthorne effective February 18, 2022.

Amanda Van Kirk resigned from her SPED Skills 2 Paraeducator position at Watson effective March 7, 2022.

Classified Staff Appointments – Jareli Flores, Larry Gyll, Kerry Lowther, Michael Morgan, Jadyn Shoemaker, Cassie Todd, Sidney Waite

The administration recommends the following Classified appointment(s):

Jareli Flores to Office Paraeducator (split position) at Hawthorne to replace Elizabeth Heizer who resigned. Ms. Flores will be paid the starting wage for Office Paraeducator according to the 2021-2022 classified salary schedule, with adjustment for education and/or prior experience. Information about Ms. Flores is attached.

Larry Gyll to Special Education-ED Paraeducator position at Middle School to replace Kirsten Rodriguez who was released. Mr. Gyll will be paid the starting wage for Special Education-ED Paraeducator according to the 2021-2022 classified salary schedule, with adjustment for education and/or prior experience. Information about Mr. Gyll is attached.

Kerry Lowther to Middle School Secretary position at Middle School to replace Laura Sheppard who resigned. Ms. Lowther will be paid the starting wage for Middle School Secretary according to the 2021-2022 classified salary schedule, with adjustment for education and/or prior experience. Information about Ms. Lowther is attached.

Michael Morgan to Night Custodian position at High School to replace Michael Lemburg who resigned. Mr. Morgan will be paid the starting wage for Night Custodian according to the 2021-2022 classified salary schedule, with adjustment for education and/or prior experience. Information about Mr. Morgan is attached.

Jadyn Shoemaker to Library Paraeducator at Watson to replace Margaret Jorgensen who retired. Ms. Shoemaker will be paid the starting wage for Library Paraeducator according to the 2021-2022 classified salary schedule, with adjustment for education and/or prior experience. Information about Ms. Shoemaker is attached.

Cassie Todd to Skills 2 Paraeducator at Watson to replace Amanda Van Kirk who resigned. Ms. Todd will be paid the starting wage for Skills 2 Paraeducator according to the 2021-2022 classified salary schedule, with adjustment for education and/or prior experience. Information about Ms. Todd is attached.

Sidney Waite to EL Paraeducator at Hawthorne to replace Becky Spielman who resigned. Ms. Waite will be paid the starting wage for EL Paraeducator according to the 2021-2022 classified salary schedule, with adjustment for education and/or prior experience. Information about Ms. Waite is attached.