**Titles of the readings (be sure to use** [**APA format**](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_author_authors.html)**):**

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company. Chapter 7

Bateman, D. F., & Bateman, C. F. (2014). *A principal's guide to special education*(pp. 85-97). Arlington, VA: Council for Exceptional Children. Chapter 5

**List 3 key ideas contained in each reading**

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company.

* Much like Brown vs Board of Education ended segregation of students based on race, the principle of LRE in IDEA ends the segregation of students based on disability. It says that merely accessing school is not sufficient, but requires equal opportunity. LRE is a constitutionally derived principle.
* IDEA focuses on the accommodations and adjustments necessary for success in the general education classroom rather, because special education is a set of services to help a student not a place that is separate from general education.
* The case of *Holland* provided a four-part guide to understanding appropriate placement and LRE that continues to be the standard of practice today. This guide weighs the academic benefit to the student, the nonacademic benefit to the student, negative effects of the LRE placement on the student and other students and staff, and the cost of the LRE placement to determine the best placement for the student.

**List 2 questions/confusions/concerns you have about the key ideas, claims, and conclusions in each reading**

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company.

* There seems to be more of a priority on including students in general education rather than providing the setting with the most academic benefit. Why did Congress choose to make this its focus?
* Has there ever been a case where a parent wanted a **more** restrictive environment for the child, but the school felt it wasn’t appropriate?

**Describe 1 big take-away from each reading in relation to your current role and or the work you do (Why is this reading important to you?)**

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company.

* The biggest takeaway from this reading for me is the constitutionally basis for the principle of LRE. I think it is important to remember that the purpose of IDEA and its principles are to protect the freedom and rights of students with disabilities. I like that in the reading it says, “when it is not possible to grant liberty and at the same time provide effective treatment, the doctrine allows the state to deprive the person of his or her liberty but only to the extent necessary to provide the treatment”. It puts into perspective the idea that we cannot completely take away the rights of a student just to provide them with an education, but we must also protect their rights and freedom.

**Summary of Readings:** Succinct, cogent, clear summary of the readings (200-250 words)

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company.

* The 1994 case of *Holland* led to the creation of four criteria to determine whether a placement met the criteria of least restrictive environment. The criteria were the educational benefit, the noneducational benefit, the effect on others, and the cost. These criteria align with the 2004 reauthorization of IDEA. They also have been used or reflect previous and succeeding court decisions about LRE. LRE protects against the segregation of children with disabilities in schools. LRE shares constitutional foundations that protect the rights of citizens from overextension of government. In a similar way LRE protects rights from being overstepped beyond the amount necessary for treatment. LRE does not have to maximize the opportunity to learn but it must maximize the inclusion in general education (not just core class, but also extracurriculars and nonacademic activities) as long as there is some benefit from it. LRE requires the LEA to provide a continuum of placements from instruction in general classes to home instruction to instruction in hospitals. Each level has increasing degrees of separation from the general education curriculum and provides educational opportunities in settings to the maximum extent possible. The principle of LRE has been one of the most contentious principles in LRE with many cases of litigation surrounding it, but the policy is widely accepted now.

**List 3 key ideas contained in each reading**

Bateman, D. F., & Bateman, C. F. (2014). *A principal's guide to special education*(pp. 85-97). Arlington, VA: Council for Exceptional Children.

* Inclusion describes the educational placement of a student, but the precise definition varies between districts and states. Practices of inclusion also vary across the country.
* Inclusion is not a requirement under IDEA, but children with disabilities are to be educated alongside children who are not disabled to the maximum extent possible and special classes, separate schooling or other removal only occurs if the nature or severity of the disability means that education in regular classes with aids and services cannot be achieved satisfactorily.
* Principals can lead the inclusion effort by educating staff, ensuring the availability of supplementary aids and services, providing time for planning, meetings, inservice training, and conferences, and demonstrating commitment.

**List 2 questions/confusions/concerns you have about the key ideas, claims, and conclusions in each reading**

Bateman, D. F., & Bateman, C. F. (2014). *A principal's guide to special education*(pp. 85-97). Arlington, VA: Council for Exceptional Children.

* Does the LEA creating a continuum of services go against the idea of individualization?
* How can principals advocate for resources in an LEA with limited resources?

**Describe 1 big take-away from each reading in relation to your current role and or the work you do (Why is this reading important to you?)**

Bateman, D. F., & Bateman, C. F. (2014). *A principal's guide to special education*(pp. 85-97). Arlington, VA: Council for Exceptional Children

* I think the biggest takeaway for me from this chapter were the things I could do as a leader to lead the inclusion effort. Understanding the role I play in helping teachers learn about procedures and feel supported is important for having an effective staff. I appreciate the breakdown of educating staff, ensuring the availability of resources, providing time, and demonstrating commitment and how I can do those things to help implement the spirit of IDEA and LRE in my district.

**Summary of Readings:** Succinct, cogent, clear summary of the readings (200-250 words)

Bateman, D. F., & Bateman, C. F. (2014). *A principal's guide to special education*(pp. 85-97). Arlington, VA: Council for Exceptional Children

* Inclusion refers to the educational placement of a student. Inclusion also applies to gifted and talented, ELLs, and at-risk students, not just special education. The specific definition of inclusion varies between districts and states. Different districts and different states practice inclusion differently. Some include students with mild disabilities in regular classes while others include students with any disability in regular classes. Inclusion began in the 19th century with the education of students who were deaf, blind, and with intellectual disability. As time has progressed there has been increased debate about the appropriate setting for students with disabilities and the end of segregating based on disability. This began with mainstreaming which meant a student spending part of the day in the regular education classroom. Today inclusion means that a student will be educated in the regular classroom to the greatest extent possible. Each public agency must create a continuum of alternative placements to meet the needs of the children in special education. Principals can lead the inclusion effort by educating their staff, ensuring the availability of supplementary aids and services, provide teachers with time for planning, meetings, inservice training, and conferences, and by demonstrating their own commitment to inclusion efforts.