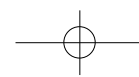
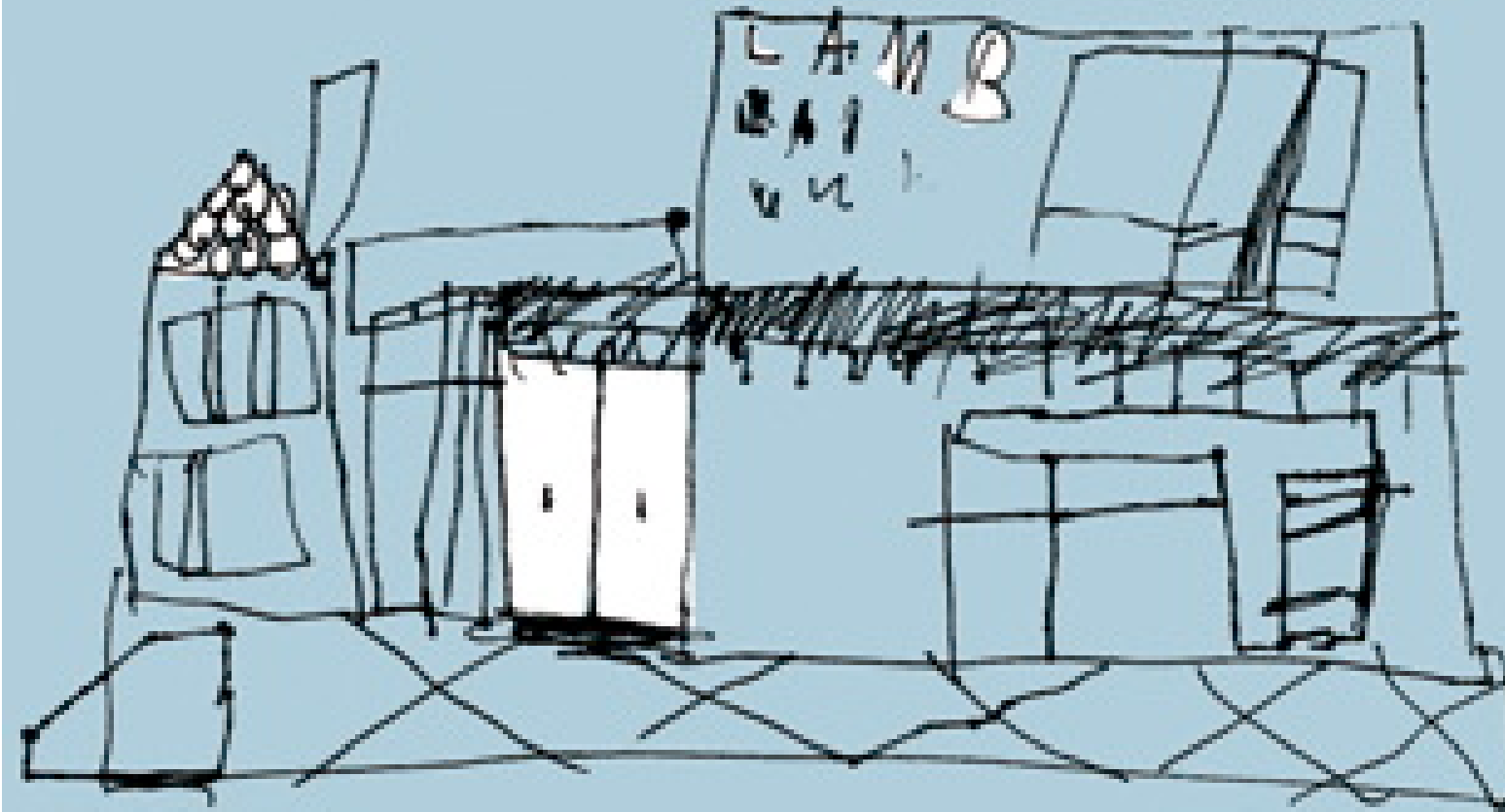


FOLLOW THE PARENT

A MANUAL FOR ENGAGING PARENTS
OF STUDENTS WITH SPECIAL NEEDS

LAMB - LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL



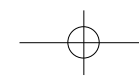
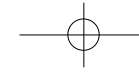
FOLLOW THE PARENT

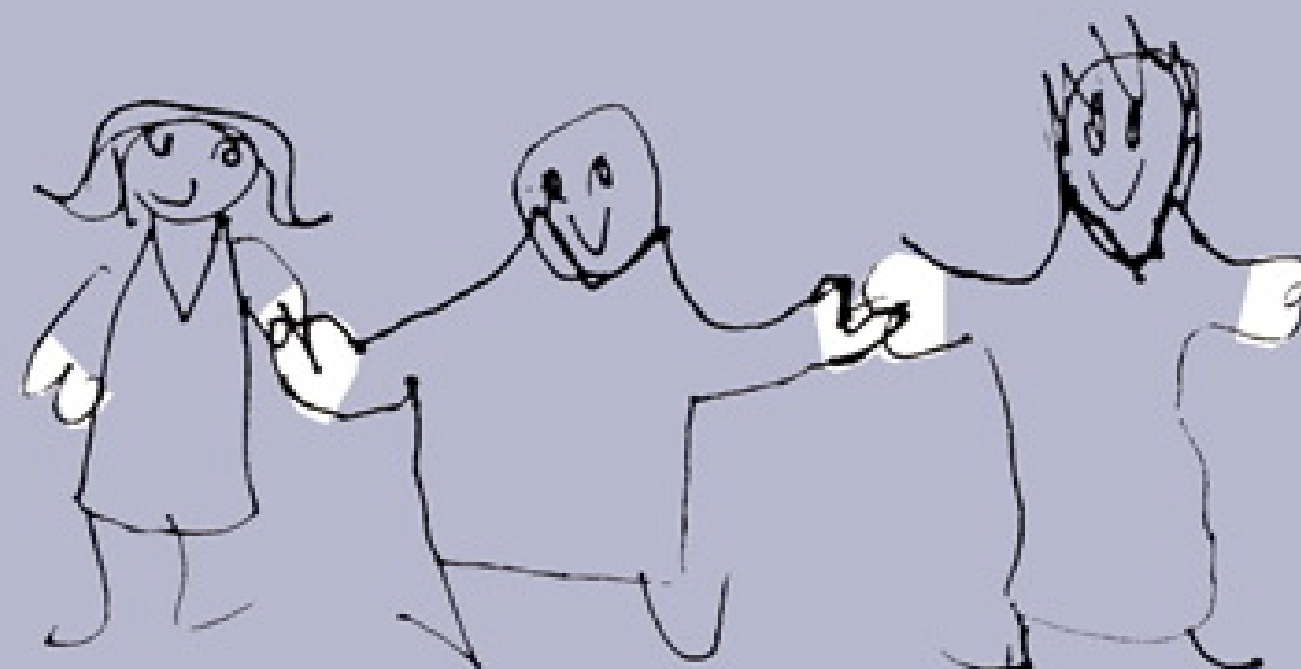
A MANUAL FOR ENGAGING PARENTS OF STUDENTS WITH SPECIAL NEEDS

“If we could say, ‘We are respectful and courteous in our dealing with children, we treat them as we should like to be treated ourselves,’ we should have mastered a great educational principle and be setting an example of good education.”

“Mothers, fathers, politicians: all must combine in their respect and help for this delicate work of formation, which the child carries on in the depth of a profound psychological mystery, under the tutelage of an inner guide.”

Quotes by Dr. Maria Montessori



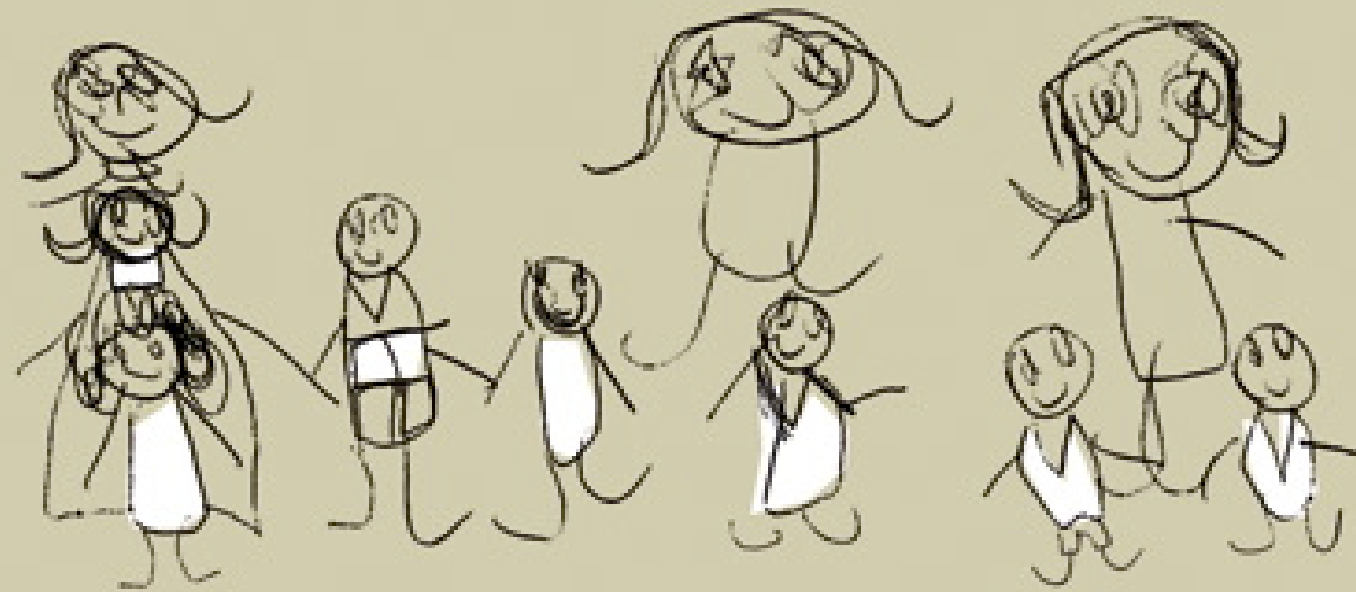


FORWARD

In February of 2009, the Latin American Montessori Bilingual Public Charter School (LAMB) was awarded a grant from the District of Columbia Office of Public Charter School Financing and Support in the Office of the State Superintendent of Education, to disseminate its philosophy and best practices in engaging parents of children with special education needs.

LAMB's Parent Engagement Program works in meaningful and substantive ways.

In this manual, we share firsthand knowledge and experiences for the benefit of charter and traditional schools who are seeking to develop collaborative relationships with parents of children with special needs.

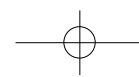
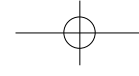


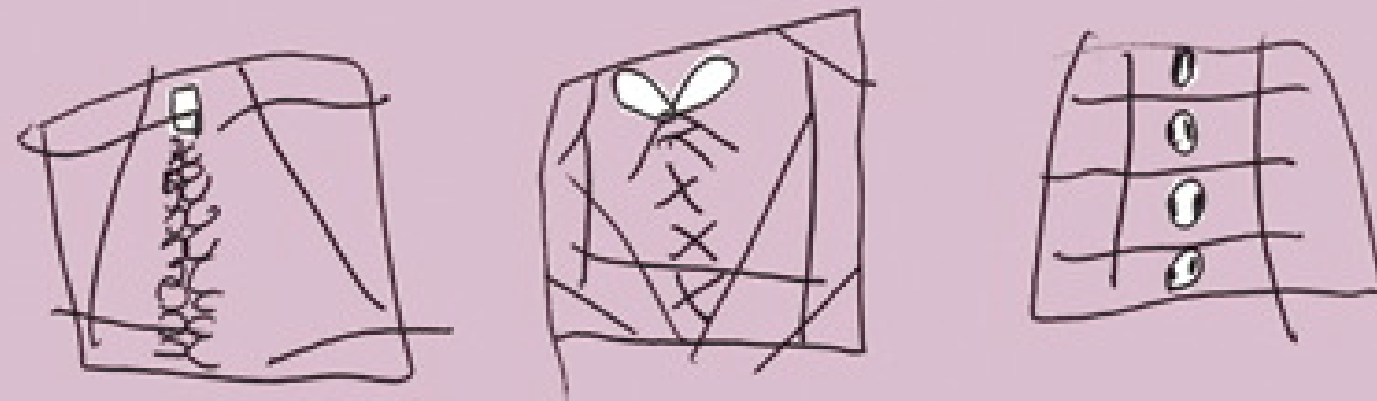
INTRODUCTION

Because schools, communities, and families play interconnected roles in this crucial mission of educating children, they must find ways to work together as educational partners. Providing parents with information and resources to support their children's education is a cornerstone of the No Child Left Behind Act. When considering the education of students with special needs, not only do parents play their typical role, they become a critical piece of a federally mandated school-based team--the Individualized Education Plan (IEP) team. In many instances, parents are not prepared for this very important role they play nor are schools able to effectively engage these parents. This can often lead to miscommunication, mistrust, and a general disconnect between families and schools. It is this fractured relationship that can and does lead to the formalization of parents' dissatisfaction in the form of consulting with attorneys and the filing of complaints.

Parents who are engaged in a positive and supportive manner will have higher levels of satisfaction with special education services provided by schools. Key components of engagement need to be parent empowerment as well as education and sensitization of the school community.

LAMB has been exceptionally successful in its development and implementation of a parent engagement program for parents of students with special needs. We want to share lessons learned and the practices we have developed to assist other schools, both charter and traditional, in developing effective parent engagement programs. It is our belief that once parents of students with special needs are respectfully and appropriately included, the overall success of a school's special education program can soar.





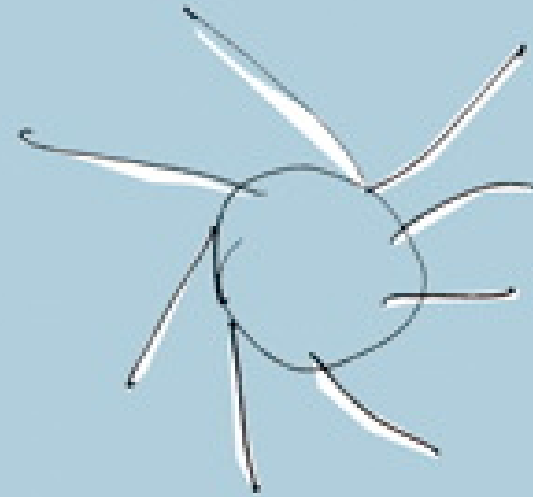
HISTORY OF LAMB AND ITS SPECIAL EDUCATION PROGRAM

The Military Road School stands on the footprint of a Civil War barracks and one of the first public schools for freed African American children in the nation. The school has witnessed the transport of soldiers and weapons to historic Ft. Stevens during the war and the voices of school children educated at the school until it was closed in 1954 with the end of segregation.

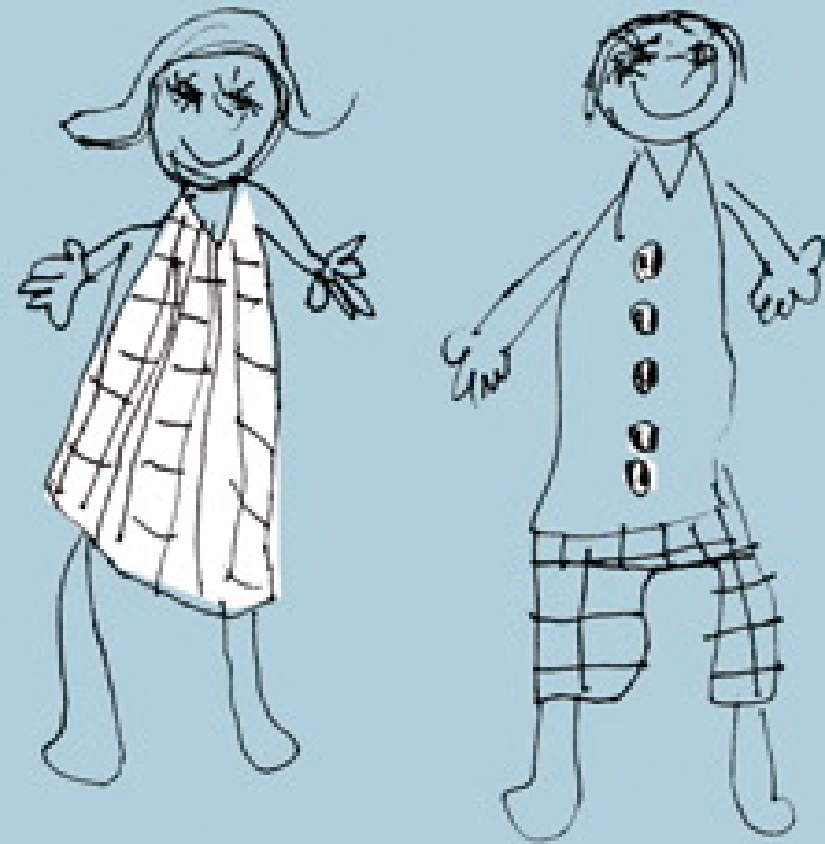
Today the school building is owned by the Latin American Montessori Bilingual Public Charter School (LAMB), founded in 2001 as a 501 (c) 3 nonprofit by Diane Cottman, Executive Director and Cristina Encinas, Principal. The school's goal is to provide the children of the District of Columbia with a free, quality bilingual Montessori education. LAMB added a new wing to the building this year for administrative offices, additional classrooms, a community room and two special education work areas.

LAMB serves children in pre-school through 4th grade and will reach maximum capacity in 2011 with the addition of 6th grade. Children are accepted at ages 3 and 4 only, as the goal is for them to become completely bilingual by grade 6. The school prides itself on its early intervention to address both behavioral and educational special needs. The focus on early intervention comes from the work of Dr. Maria Montessori.

In 1906 Dr. Montessori surrendered a professorship in anthropology at the University of Rome to follow what would become her life's work, re-engineering the field of children's education. Her initial focus was to rehabilitate society's discarded children: the mentally retarded, children with behavior problems, orphans, and the desperately poor. Montessori's early efforts were so astonishingly successful that she soon amassed a large following, not only of parents desperate for her help, but of teachers eager to learn her methods.



COMPONENTS OF A SUCCESSFUL PARENT ENGAGEMENT PROGRAM
PARENTS AS PARTNERS



A review of the literature finds a number of commonalities among successful parent engagement programs for parents of children receiving special education services in public schools.

These schools create environments that are “special needs friendly” by cultivating trusting relationships with parents; providing teachers with the professional development to work with children with special needs; partnering with the Special Education Team and parents; providing parents with relevant information and resources to support their child’s education; and communicating in ways that are transparent at every level (American Montessori Society; Carter and Cadre; Costello, Hollifield and Stinnette; Misra; Rodriguez, Caplan, and Helm; Inclusive Education Canada).

1

PROVIDING AN INCLUSIVE ENVIRONMENT

LAMB AND THE MONTESSORI ENVIRONMENT

LAMB accepts children at 3 to 4 years of age only and assigns them to multi-age classrooms with the same teacher for a 3-year span. This model is particularly conducive to serving children with special needs. Teachers have three years in which to become familiar with a child's special needs and learning styles. Over the course of those years, teachers can refine their practice (specific to students with special needs), and both students and teachers can more easily transition from one school year to the next. This can enhance the trusting relationship that is so important to build with all children, especially those with special needs. Additionally, the child develops leadership skills as they grow within the multiage setting, which can be an important aspect of a child's development. Even the child who struggles with a behavioral and/or academic issue can perform at a more advanced level than the younger students in the class. These students can share the knowledge they have already mastered and serve as role models, even as they themselves struggle with newer materials, subjects, etc.

Children with special education needs respond particularly well to the manipulative learning materials designed by Maria Montessori. Dr. Montessori believed that each individual human being has an innate unique talent which, when fulfilled, is the individual's essential contribution to life and the human community on this planet.

To discover his or her unique talent, each child needs to be exposed to experiences pertaining to all facets of life. To this end, Dr. Montessori designed manipulative materials for all subject areas, activities that children experience sensorially and interactively in a multiage classroom setting. These materials invite children to explore colors, shapes, textures, sounds, language, and even geometric relationships. For example, a series of beautifully colored glass beads helps children to develop numerous mathematical skills.



Montessori lends itself to special education practices but traditional schools and classrooms can incorporate aspects of the Montessori classroom that will benefit all children, especially those with special needs.

* SIMPLICITY

In the Montessori classroom, less is more. Everything in the environment has a purpose. There is nothing 'extra' that can be distracting to children. Even the colors used for the walls and shelves are meant to be calming.

* MANIPULATIVES

Most of the Montessori curriculum is delivered through materials that are very concrete and help children to visualize abstract concepts (mathematical operations, parts of a sentence, etc). These materials are used with all children, but are especially helpful to those who are kinesthetic, tactile, and/or visual learners.

* MULTI-AGE CLASSROOMS

If your school does not have a peer-tutoring program, create one, with older students assisting younger students with work. Students with special needs can be the beneficiary of help, but it is a huge confidence boost when teachers find opportunities for them to use their areas of strength to assist others.

* 3 YEAR CYCLE

If your teachers don't cycle up with students, you can make sure that sending/receiving teachers do a face-to-face transfer of student information at the end of the school year. This conversation (about strengths, challenges, interests, likes and dislikes) can bridge the relationship that the sending teacher has worked all year to build and ease the child's transition. At LAMB, we do this transfer conference when children move from the primary to the elementary classroom.

FACILITY

In addition to the adaptable classroom setting, LAMB has found that it is important to have areas outside the classroom dedicated for working with children with special education needs. In its new wing, LAMB has two dedicated resource rooms that are used by service providers giving therapeutic interventions to students (eg. counseling, speech/language intervention, academic remediation). Individual Education Plan (IEP) meetings are held in the school's conference room. This comfortable and professional setting lets parents and team members know that their work is valued and respected.

SPECIAL EDUCATION SERVICES

LAMB's mission for special education is to provide high quality services to children. We are committed to working collaboratively with families to meet the unique needs of individual children. Special education services include (but are not limited to): instructional support/intervention, counseling, behavior therapy, speech/language therapy, and occupational therapy. LAMB operates using an inclusion model. In our model, students with disabilities receive specialized instruction and related services both inside and outside of the classroom.

LAMB'S SPECIAL EDUCATION PERSONNEL AND THE IEP TEAM

LAMB's IEP team is knowledgeable about the law, and creative and flexible in its thinking. The team's willingness to serve children with disabilities is evident to parents; this serves to engage parents in the IEP process in the most positive of ways. Decisions for students receiving special education services are made by a team that includes: parents, teachers, special educators, related service personnel, and administrators. LAMB is committed to engaging not only parents, but also the students themselves. In the Spring of 2009, the IEP team began inviting children as young as second grade to attend their IEP meetings.



PARENT PERSPECTIVE

One of LAMB's parents of a student with special needs made a list of what she considered to be essential to a successful IEP team.

- * Common belief system among teachers & staff
- * Keeping strict confidentiality
- * Acting in a non-judgmental manner
- * Listening reflectively
- * Keeping appointments
- * Being visible and accessible
- * Admitting mistakes
- * Sharing information about out of school activities

SUCCESSFUL IEP TEAMS - LAMB'S 5 ATTRIBUTES FOR SUCCESS

When a school has a high functioning and organized IEP team, it is much easier to create an effective parent engagement program. LAMB has identified five attributes of its IEP team that have allowed us to engage with parents of students with special needs in a meaningful way.

KNOWLEDGE

All members of the IEP team must not only be content experts in their discipline, they must have a solid working knowledge of both the Federal law (IDEA) and of local regulations (including LEA responsibilities). In addition to its team members, LAMB retains legal counsel in an effort to ensure compliance with federal and local laws and to minimize the possibility of legal action pertaining to special education.

Most importantly, LAMB believes that a school owes an obligation to its students and parents to have liability insurance in the event of any legal action brought.

INTENT

All members of the IEP team, especially the LEA's leadership (Principal and LEA Director), must have the will to serve students with special needs. This 'intent' must go beyond a basic understanding of general compliance, and reach the level where team members have a true desire to serve all students.

BELIEFS

All school staff must share a common belief about serving well students with disabilities. It is the job of the school leader to set the tone.

AVAILABILITY

Members of the IEP team, from administrators to teachers to related service providers, should all be available to parents once a year at the annual IEP meeting and at other times as needed. All parents are curious, and sometimes anxious, about how their child is progressing. Parents of students with disabilities often have many more concerns and can be overwhelmed or intimidated by the number of professionals working with their child. The more contacts during the year the better and the greater the comfort level.

PARENTS AS PEOPLE

LAMB believes that all parents are not only the parent of so-and-so, but also people with interests, ideas, and preferences of their own. This belief permeates all aspects of how administrators and staff, including the members of the IEP team, interact with parents. When parents are viewed as 'people' distinct from their children, relationships can be cultivated outside of the special education arena. School staff interact with parents on topics outside of their child's behavior, such as when the next meeting is to be held, or which document has to be signed. This level of interaction creates authentic relationships among adults, relationships that can enhance how an IEP team functions in the meeting room.



CREATE MULTIPLE OPPORTUNITIES FOR INTERACTION

* SOCIALIZE

LAMB kicked off the 2009-2010 school year by organizing a “back-to-school” mixer for parents of students with IEPs. Administrators, teachers, and related service providers were invited. This was a chance for parents to not only meet staff, but each other, as well.

* COMMUNICATE

Have related service providers available to parents during parent teacher conferences. This extra face time really helps to build familiarity and trust. Most importantly, it keeps parents up-to-date on IEP progress.

* EDUCATE

LAMB’s related service providers give at least one workshop for parents during the year. This not only allows parents and staff to build their knowledge base, it builds their confidence in the IEP team.

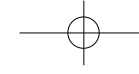
FOLLOW THE PARENT

A central component to the Montessori philosophy involves ‘following the child.’ We meet parents where they are and support them in the ways in which they are able to participate. Through this mode of operation, teachers become aware of the child’s interests and strengths. Upon reflection, we have used this same approach in working with parents. We have met parents where they are and supported them in the ways in which they have wanted to participate. It was a parent of one of our students who spearheaded our inclusive libraries project. Another began the support group for parents of students with special needs. If schools are really listening to their parents, they will let you know what their needs and interests are. We believe that this benefits all parents and all children.

2

PROFESSIONAL DEVELOPMENT AND A SUPPORTIVE ENVIRONMENT

Teachers are the primary point of contact with parents. It is critical that they are well-educated about special education techniques, jargon and practice. Each year as school begins, teachers attend (at least) one day of training dedicated to special education-related topics. Throughout the year, teachers are encouraged to attend workshops offered by LAMB, as well as external professional development. In addition to formal workshops, LAMB’s special education team (educators and related service providers) are constantly working with teachers to reinforce and develop what they know about student IEPs and inclusive practices. We believe that well educated general educators can be the best ambassadors to parents of students with special needs.



3

ACTIVITIES FOR PARENTS, TEACHERS AND CHILDREN

SCHOOL-WIDE ACTIVITIES

When a new child enters the LAMB community, we feel that a family, rather than an individual, has joined us. LAMB values all parents as partners in the great undertaking of the education of their children and distinguishes the importance in both relationships. As part of our engagement strategy, we have created opportunities to broaden our relationship with parents of special needs children beyond the specific needs of "my child." This approach increases buy in to the total school experience with assurance that making the whole better (our children), inevitably makes services to special needs children better too, including increasing revenue and resources and fostering more advocates in the general education population of teachers, parents and students.

LAMB's parents created the library program, help out in the classroom and volunteer in countless other ways. They actively participate on seven different parent committees **and are in the process of incorporating a PTO**. LAMB families raise funds for the school through bake sales, book fairs, and a yearly Fiesta and Auction. Student Clubs, such as, the Junior Lego League Team **and the formation of a Civics Club**, all require parent participation. Everyone is welcome at pot lucks and the weekly family salsa night. These comprehensive activities demonstrate that the opportunity for creating an inclusive community is a vital part of LAMB's unique character.

WORKSHOPS AND INFORMATION SESSIONS.

During the seven years of LAMB's existence, the school has sponsored countless workshops and info sessions. The standout sessions were identified and re-delivered to the broader charter community during LAMB's Parenting 360° Conference on April 25, 2009. Four demonstration sessions were held that provided useful information to other public and charter schools about how they can impact their parent engagement practices.

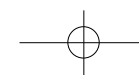
More than 120 teachers and parents attended the conference and evaluated it as beneficial. Topics included: "Catch Them Before They Fall--Reading Interventions That Work," "Is It Really ADHD? Can It Be Something Else? ADHD: What It Is and What It Isn't and How To Address Behaviors," "The Effect of Food on Behavior," and "Positive Parenting: Using Behavioral Science to Decrease Problem Behaviors." Funding for the conference was provided by the DC Office of Public Charter School Financing and Support in the Office of the State Superintendent of Education (OSSE).

FAMILY LITERACY

For the past several years, LAMB has partnered with Georgetown University to offer the Emerging Voices Project. These bilingual workshops teach parents how to read to and with their child, regardless of their own literacy level.

PEACE CEREMONIES

Monthly "peace ceremonies" are school-wide ceremonies for classroom communities to celebrate peace by sharing experiences and talents with one another. Each ceremony includes a ritual that celebrates peace.





PARENT WORKSHOPS

- * Provide free child care so there are reduced barriers for attendance.
- * Vary the schedule. Provide workshops immediately after school, in the evening and on Saturdays.
- * Food always works.
- * Make it relevant and high quality-word of mouth is the best PR.

INFORMATIVE ACTIVITIES THAT FOSTER UNDERSTANDING OF CHILDREN WITH SPECIAL NEEDS

DIGITAL STORIES

Three of our parents created narratives or scripts and made a 5-7 minute digital story describing an aspect of their and their child's experience at LAMB vis-à-vis special education. These stories will be used as tools to educate the LAMB community (staff and parents of non-disabled students). All stories were made using an extremely accessible and user - friendly technology - iMovie.

INCLUSIVE LIBRARY

One of LAMB's volunteer librarians also happens to be the parent of a student with a disability. In her work to build LAMB's library, she ensured the selection of books that depicted children with various disabilities. These books have intentionally been integrated within the collection (as opposed to being pulled onto a shelf entitled, 'Disability'). They have also been pulled out in groups and lent to classroom libraries during LAMB's celebration of National Inclusive Schools week. As we continue to build our collection, we intend to make sure that all of LAMB's children's disabilities are reflected in the books on our shelves.

NATIONAL INCLUSIVE SCHOOLS WEEK

A parent volunteer helped all of the classes contribute to the making of a school banner to celebrate the week. Over the course of the school day, groups of children came out of their classrooms to put their handprint (using paint) on a banner that read: **LAMB PCS / Together We Learn Better - Juntos Aprendemos Mejor.**

Books containing characters with disabilities were brought into all classrooms (preschool - grade 4). These books were read to the children, and discussions were facilitated by teachers and parent volunteers. Older children selected books to read independently. A movie night was held for all students and parents with a screening of "Including Samuel". This film, made by the parent of a student with a disability, details their family's journey to have their child included in his school. For more information about this film see www.includingsamuel.com.

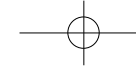
CONCLUSION



When schools partner with parents in authentic and strategic ways, specific children and the entire school community benefit. It is critical that parents of students with special needs understand that they are essential team members and need to be involved with the educational planning for their child. Schools must deliver that message in belief, in actions and in words. Parents who know that they are capable of making meaningful contributions and who feel respected and valued become more involved in their child's education.

In LAMB's everyday celebration of diversity, children with special needs know that they have a place and are valued because they are unique. We strive to have a school community - children, teachers, administrators, support staff, and parents - that as a whole, is accepting, welcoming, supportive, and grateful that parents of children with disabilities entrust them to us.

We offer this manual to you, as school leaders, to use not only as a guide, but as an inspiration to create your own special processes, traditions and celebrations for children with special needs and their families. Your school can become a model for inclusion, hope, and happiness.



SAMPLE SURVEY OF PARENTS WHOSE CHILDREN RECEIVE SPECIAL EDUCATION SERVICES

GENERAL SCHOOL ISSUES

1. LAMB is a positive and welcoming environment for my child.
 Agree Disagree
2. Teachers and Special Education personnel consider me an equal partner in planning my child's program.
 Agree Disagree
3. The school ensures that after-school and extracurricular activities are accessible to my child.
 Agree Disagree

IEP MEETING

1. The IEP meeting was scheduled at a mutually agreeable time or arrangements were made to accommodate my schedule.
 Agree Disagree
2. The reason that my child was recommended for Special Education was explained to me in terms that were easy to understand.
 Agree Disagree
3. My child's classroom teacher attended the IEP meeting.
 Agree Disagree
4. The IEP team developed appropriate goals and objectives for my child.
 Agree Disagree
5. During the IEP meeting, there was a discussion about the accommodations and modifications that my child would need.
 Agree Disagree
6. During the IEP meeting, a discussion was held around how my child would participate in the DC-CAS.
 Agree Disagree
7. There was documentation during the IEP meeting of all my concerns and recommendations.
 Agree Disagree

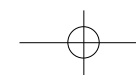
8. Information was provided about organizations that offer support for parents of students with disabilities.
 Agree Disagree
9. Julie-Do we provide a booklet of procedural safeguards?

IEP IMPLEMENTATION

1. A timely intervention was provided for my child.
 Agree Disagree
2. My child's classroom teacher provides accommodations and modifications written in the IEP.
 Agree Disagree
3. My child receives all the services listed on the IEP.
 Agree Disagree
4. Special Education staff have helped me get the services that my child needs outside of school.
 Agree Disagree
5. The related services my child receives (i.e. speech therapy, occupational therapy, physical therapy, counseling) help him/her to benefit from the special education services.
 Agree Disagree
6. My child is making progress toward meeting his/her goals.
 Agree Disagree

COMMUNICATION

1. Special Education staff have helped me communicate more effectively with the people who work with my child.
 Agree Disagree
2. The school is in regular communication with me regarding my child's IEP progress and other important issues.
 Agree Disagree
3. The written communication I receive from school I easy to understand and is in my native language.
 Agree Disagree



PRINCIPAL'S INTERVIEW

SCHOOL WIDE EFFORTS

1. Describe the two most successful efforts or approaches used at LAMB to encourage parents of students receiving special education services to become an equal partner with teachers and other professionals in planning their child's program.
2. Describe the two most successful efforts or approaches tailored to encourage parents of students in special education to become actively involved in school activities.

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

1. How is a determination made that a child requires special education services?
2. Describe how LAMB supports parents so that they can participate in their child's IEP meeting.
3. How are parents' concerns addressed at the IEP meeting?
4. Are the parents' concerns and recommendations documented on the IEP?
5. Is there discussion at the IEP meeting as to how each child will participate in the DC CAS assessment?
6. Is there discussion at the IEP meeting of accommodations and modifications that each child will need?
7. Is written justification given for the extent that each child will not receive services in the regular classroom?
8. Are choices given about the services that address each child's needs?
9. Is information provided on what options parents have if they disagree with a decision of the school?
10. Is information given about organizations that offer support for parents of students with disabilities?
11. Is information given on a regular basis to parents, about their child's progress on IEP goals.

FOLLOW-UP

1. Are parents asked for their opinion about how well special education services are meeting the needs of their child?
2. Is the child's evaluation report written in terms that parents can understand?

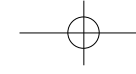
COMMUNICATION

1. Describe the two most commonly used methods that LAMB uses to communicate with parents of students receiving special education services.
2. Is all written communication provided to parents in a way that they can understand?
3. Are parents asked for their opinion about how well special education services are meeting their child's needs?
4. What preparation is given to teachers for communication with parents of children receiving special education services?
5. How do teachers respect the cultural heritage of parents?
6. Are parents offered training about special education issues?
7. Are parents offered a variety of ways to get in touch with teachers?
8. Is there always someone on staff who is available to answer parents' questions?

ADMINISTRATORS

1. How are the Procedural Safeguards (the rules in federal law that protect the right of parents) communicated to parents?
2. How is it determined that parents fully understand the Procedural Safeguards?
3. Are parents given the help they may need to play an active role in their child's education?

Open-ended Questions (To be determined during interview)



LAWS, RULES AND REGULATIONS

INDIVIDUALS WITH DISABILITIES ACT (IDEA)

The individuals with Disabilities Education Act (IDEA) guarantees every eligible student a “free appropriate public education.” The law says school must:

- * find and identify students who have a disability
- * make sure parents participate in decision making;
- * evaluate (test) students in a nondiscriminatory way;
- * develop an individualized education program (IEP) for each student that will help her be involved and progress in the general curriculum;
- * decide what special instruction and related services the school district will provide;
- * make placement decisions;
- * maintain education records/files; and
- * have hearings/appeals for complaints and grievances.

For more information about the IDEA and best practices in special education, go to <http://idea.ed.gov/>.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a federal law passed in 1990 which gives people with disabilities, including students, protections like those provided to people on the basis of race, sex and national origin. All public schools must comply with the ADA. The ADA bans discrimination based on disability in the area so public accommodations, state and local government services, employment, transportation and telecommunications.

For more information, go to <http://www.usdoj.gov/crt/ada/adahom1.htm>.

RESOURCES

NATIONAL DISSEMINATION CENTER FOR CHILDREN WITH DISABILITIES (NICHCY)

NICHCY serves the nation as a central source of information on:

- * disabilities in infants, toddlers, children, and youth,
- * IDEA, which is the law authorizing special education,
- * No Child Left Behind (as it relates to children with disabilities), and
- * research-based information on effective educational practices.

P. O. Box 1492
Washington, DC 20013
1-800-695-0285 Voice
202-884-8200 Voice

For more information, go to <http://www.nichcy.org/>

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LIBRARY RESOURCES

TITLE	AUTHOR	CATEGORY
I Can Sign My ABC's	Susan Gibbons	Chaplin Basic Concepts
Heather Whitestone	Jill C. Wheeler	Biography
Silent Lotus	Jeanne M. Lee	Fine Arts
Blue Bottle Mystery	Kathy Hoopman	Junior Novel
Business Is Looking Up	Barbara Aiello	Junior Novel
Secrets Aren't Always for Keeps	Barbara Aiello	Junior Novel
Case of the Nana-Napper	Laura J. Burns	Novel
Case of the Prank that Stank	Laura J. Burns	Novel
Case of the Trail Mix-Up	Laura J. Burns	Novel
Day for Vincent Chin and Me	Jacqueline Turner Banks	Novel
Egg-Drop Blues	Jacqueline Turner Banks	Novel
Holy Smoke	Alexandra Eden	Novel
Inside Out	Ann M. Martin	Novel
Invincible	Sally Rosenberg Romansky	Novel
Joey Pigza Loses Control	Jack Gantos	Novel
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Sahara Special	Esmé Raji Codell	Novel
Sparks	Graham McNamee	Novel
Hurricane Dancing	D. Alison Waft	Parent/Teacher Resource
Síndrome de déficit atencional	Isabel López, ed.	Parent/Teacher Resource
Uncommon Fathers	Donald J. Meyer, ed.	Parent/Teacher Resource
Alphabet War	Diane BurtonRobb	Picture Book
Arnie and the New Kid	Nancy Carlson	Picture Book
Arnie and the New Kid	Nancy Carlson	Picture Book
Ben Has Something to Say	Laurie Lears	Picture Book
Ben Has Something to Say	Laurie Lears	Picture Book
Ben, King of the River	David Gifaldi	Picture Book
Brian's Bird	Patricia A. Davis	Picture Book
Dad, Jackie, and Me	Myron Uhlberg	Picture Book
Elfwyn's Saga	David Wisniewski	Picture Book
Hooway For Wodney Wat	Helen Lester	Picture Book
I Can't Always Hear You	Joy Zelonky	Picture Book
Lily and the Mixed-Up Letters	Deborah Hodge	Picture Book
Making Room For Uncle Joe	Ada B. Litchfield	Picture Book
Moses Goes to a Concert	Isaac Millman	Picture Book
Moses Goes to a Concert	Isaac Millman	Picture Book
Moses Sees a Play	Isaac Millman	Picture Book
Moses Sees a Play	Isaac Millman	Picture Book
Mr. Worry	Holly L. Niner	Picture Book

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My Pal, Victor / Mi amigo, Victor	Diane Gonzales Bertrand	Picture Book
Nick Joins In	Joe Lasker	Picture Book
Place for Grace	Jean Davies	Okimoto Picture Book
Way to Go, Alex!	Robin Pulver	Picture Book
A.D.D. not B.A.D.	Audrey Penn	Practical Life
American Sign Language	Deborah Kent	Practical Life
Big Brother Dustin	Alden R. Carter	Practical Life
Cory Stories	Jeanne Kraus	Practical Life
Don't-give-up Kid and Learning Differences	Jeanne Gehret	Practical Life
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Dyslexia	Elaine Landau	Practical Life
Eagle Eyes	Jeanne Gehret	Practical Life
Finding a Way	Maxine B. Rosenberg	Practical Life
Friends at School	Rochelle Bunnett	Practical Life
How It Feels to Live with a Physical Disability	Jill Kremetz	Practical Life
It's Called Dyslexia	JenniferMoore-Mallinos	Practical Life
Just Kids	Ellen B. Senisi	Practical Life
Leslie's Story	Martha McNey	Practical Life
Let's Talk About It	Fred Rogers	Practical Life
Listen for the Bus	Patricia McMahan	Practical Life
Living with Cerebral Palsy	Susan H. Gray	Practical Life
My Buddy	Audrey Osofsky	Practical Life
Putting on the Brakes	Patricia O. Quinn	Practical Life
Seeing Things My Way	Alden R. Carter	Practical Life
Show of Hands	Mary Beth Sullivan	Practical Life
Someone Special Just Like You	Tricia Brown	Practical Life
Special Olympics	Mike Kennedy	Practical Life
Stuck on Fast Forward	Shirley Brinkerhoff	Practical Life
Views from Our Shoes	Donald Meyer, ed.	Practical Life
We Can Do It!	Laura Dwight	Practical Life
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What Do You Know About People With Disabilities	Pete Sanders	Practical Life
What Do You Know About People With Disabilities	Sarah Leveté, ed.	Practical Life
What Do You Mean I Have a Learning Disability?	Kathleen M. Dwyer	Practical Life
When Learning Is Tough	Cynthia Roby	Practical Life
Exploring the Origins of the Universe	Stuart A. Kallen	Science
Magic School Bus Gets Programmed	Nancy White	Science
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Exceptional View of Life	Edward J. McGrath, Jr.	TBD
Silent Lotus	LeVar Burton, Host	

Disabilities Book list created by Jennifer Abercrombie & LAMB PCS

ACKNOWLEDGEMENTS

LAMB would like to acknowledge first and foremost, the remarkable children of LAMB and their families, without whom this manual could not be possible.

The Special Education staff and LAMB teachers.

LAMB's Board of Directors.

Evangelina Elizondo, who designed the manual and managed the printing.

District of Columbia Office of Public Charter School Financing and Support in the Office of the State Superintendent of Education.

DC Special Education Co-operative.

Jennifer Abercrombie, Jennifer Keller, and Andree Llanes for editing the manual. Additional thanks to Jennifer Abercrombie for all of her work in building LAMB's inclusive library.

Carola Cerezo-Allen for spearheading the formation of LAMB's parent group for parents of students with special needs.

And finally, LAMB would not be the school it is without our dedicated leaders, Diane Cottman, Executive Director and Cristina Encinas, Principal. Nine years ago they had a dream of a school that would provide children in the District of Columbia a free, quality bilingual education. From that dream, LAMB was born.



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