

Inclusion

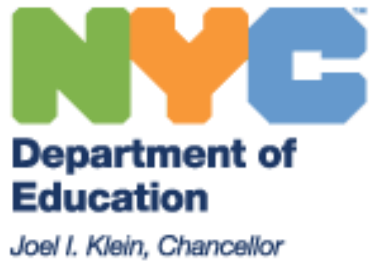


Celebration

Hosted by the
NYC Department of Education's
Division of Students with Disabilities and English Language Learners,
Parents for Inclusive Education, and Scholastic, Inc.



May 14th, 2010



Joel I. Klein
Chancellor

Laura Rodriguez
Deputy Chancellor
Division of Students with Disabilities
and English Language Learners

Amy Liszt
Team Leader
Division of Students with Disabilities
and English Language Learners



Thank you for Celebrating Inclusion!

This book showcases the numerous talents and creativity of New York City Department of Education (NYCDOE) students. It is part of an event sponsored by the Division of Students with Disabilities and English Language Learners and Parents for Inclusive Education.

Participating students responded to the question, “How can your school help to make sure all students with disabilities are welcomed and valued members of the school community?”

A variety of submissions were received: watercolors, class-made quilts, essays, poems, and videos. Each piece tells a unique story and teaches us the value of including all children.

The Division of Students with Disabilities and English Language Learners and Parents for Inclusive Education would like to extend a special thank you to those whose support, generosity, and spirit made this event possible:

AHRC New York City

Scholastic Inc.

Cathy Lasiewicz

Director for Corporate Communications

Jason Kimler

Producer, Corporate Meetings and Events

Joseph Argabrite

Production Assistant

Colin Poellot

Audio-Visual Manager

NYCDOE

Bill Kasuli





Uriel Sychev

Help People With Disabilities

Crayon

PS 144Q, Grade 3

Debra Kessler, Art Teacher

Erik Siguenza

The Strength of Just I Can

Charcoal, Colored Pencil, Gouache

Queens High School for Teaching, Grade 12

Eric Fox, Art Teacher





Andrew Pinto

Help the City

Crayon

PS 144Q, Grade 3

Debra Kessler, Art Teacher



Jazline Otriz

We Are All Included

Colored Pencil and Crayon

PS 85X, Grade 1

Erin Snyder, Madalena Franzoni, Teachers



Anonymous

Help People with Disabilities

Crayon

PS 144Q, Grade 3

Debra Kessler, Art Teacher



Jason Vargas

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Colored Pencil and Crayon

PS 85X, Grade 1

Erin Snyder, Madalena Franzoni Teachers



Estelle Godard

Help People with Disabilities

Crayon

PS 144Q, Grade 3

Debra Kessler, Art Teacher



Gianna Martinez

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Colored Pencil and Crayon

PS 85X, Grade 1

Erin Snyder, Madalena Franzoni Teachers



Emily Yuan

Help People with Disabilities

Crayon

PS 144Q, Grade 3

Debra Kessler, Art Teacher



Dion Rivera

We Are All Included

Colored Pencil and Crayon

PS 85X, Grade 1

Erin Snyder, Madalena Franzoni Teachers



William Alston

We Are All Included

Colored Pencil and Crayon

PS 85X, Grade 1

Erin Snyder, Madalena Franzoni, Teachers

Brenda Lazaro

Disability

Watercolor

PS 274K, Grade 4

Madeline Hope-Arthurs,
Art Teacher



Helping Students with Disabilities

Thomas McInerney

Millenium High School, Grade 11

Jennnifer Dull, Teacher

My school does a fantastic job in making sure that all students with disabilities are welcomed and valued members of the school community. I think you might want to consider using it as a model! I attend Millenium High School and I am a sophomore. Our school works with 226M in a District 75 school for students with autism.

All of 226's students are not actually 226's students – they are Millenium students. We are all in class together. We are encouraged to be friends. We work on projects together. Staff from 226M is there and available to support their students – but they support all of us. They encourage all of us. However, our Millenium teachers are the ones who lead the way. They treat all of us with equal amounts of respect. We have great role models in the staff of Millenium. Our school has a Best Buddies program. I joined it this year. I have a buddy from 226 – we talk in and after school. We have lunch together. We have even gone for lunch outside.

I have not been in an inclusion school before. I attended a junior high school that had special education classes but they never mixed with us. I could never understand why we were continuously taught about desegregation, equality, and yet in our school we were separate/ we all know that Separate is NEVER Equal. Our school had students who were our age but we did not mix. That was too bad for all of us. My elementary school did not have special education except for the resource room teacher.

I want to let you know what I have learned from the Inclusion of me in an Inclusive school. I have an expanded definition of what normal is – of what a normal person is. I know that you are thinking that may sound strange, however, the students who are in my classes, who are my buddies, all have challenges. But we all have challenges. For me,

at times it is English or Math. For others in my classes it maybe other subjects, or sports or gym.

For our best buddies, it may be the way they socialize. One thing is we all learn from one another. They are learning to tolerate us and we are learning patience. They are learning how we make friends and we are learning what true friendship and admiration is all about. Yes...I am celebrating inclusion and my new definition of normal! That is what my school has taught me.

Celebrate Inclusion! Through Creativity

Jackie Corletto

The Petrides School, Grade 8

Renee Gilbert, Teacher

My school makes sure that all students with disabilities are welcomed and valued members of the school community. My school does this by placing students with autism in classrooms with their fellow classmates. In my school many of the students grew up learning with their autistic classmates. Every year we also have a teacher come into each of the classrooms and teach us about autism during autism awareness month. My school also has programs like the “Kids Care Club” that makes students with disabilities feel welcomed and valued by making them members. My school is a great learning environment that makes any student feel welcome no matter what.





Kiara Albino

We Are All Included

Colored Pencil and Crayon

PS 85X, Grade 1

Erin Snyder, Madalena Franzoni, Teachers



Anonymous

We Are All Included

Colored Pencil and Crayon

PS 85X, Grade 1

Erin Snyder, Madalena Franzoni, Teachers



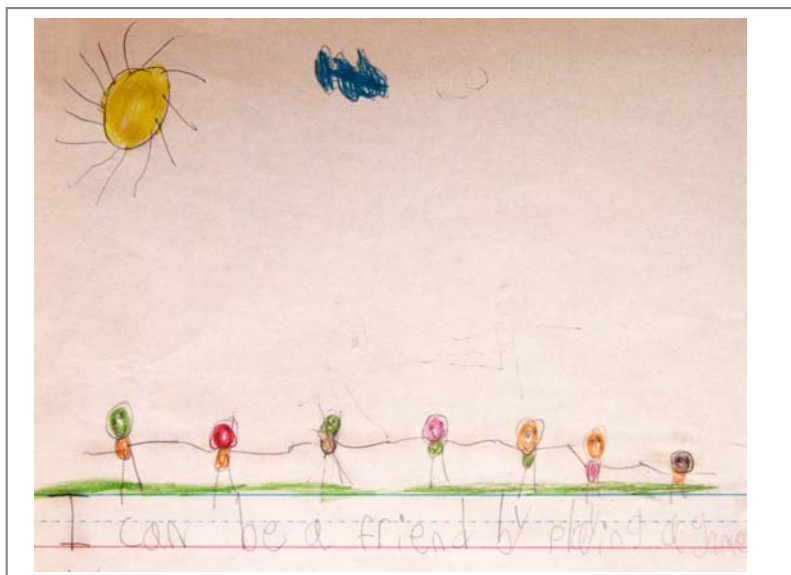
Timara Osborne

We Are All Included

Colored Pencil and Crayon

PS 85X, Grade 1

Erin Snyder, Madalena Franzoni Teachers



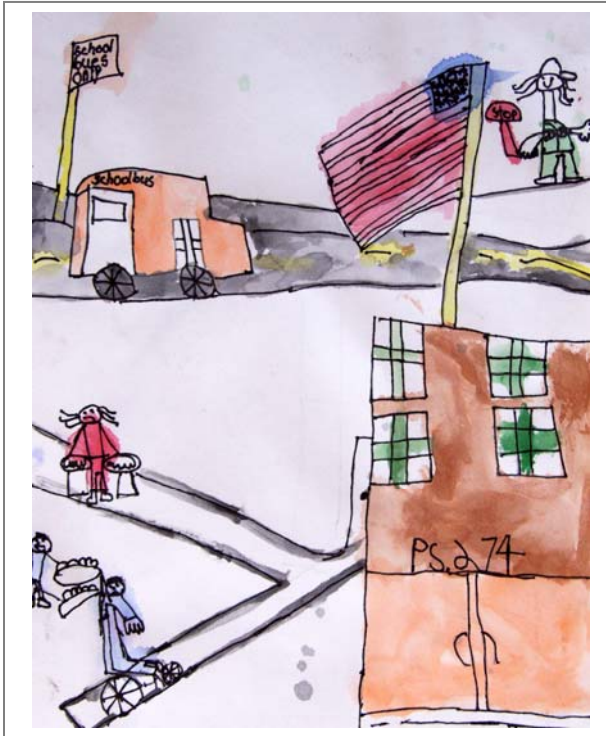
Anonymous

I Can Be a Friend

Colored Pencil and Crayon

PS 85X, Grade 1

Erin Snyder, Madalena Franzoni, Teachers



Anthony Sepulveda

People with Disabilities

Watercolor

PS 274K, Grade 4

Madeline Hope-Arthurs,

Art Teacher

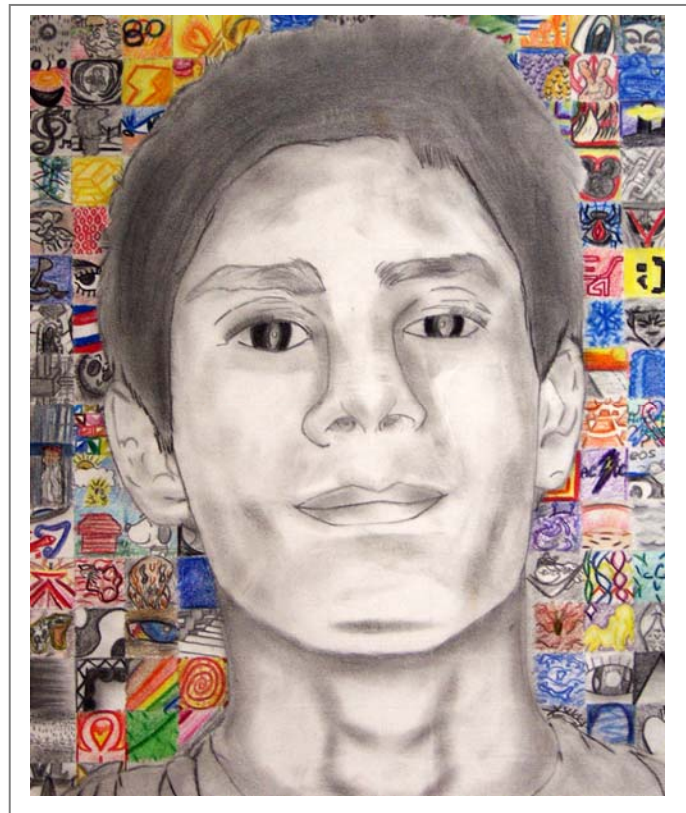
Erik Siguenza

Me, Myself and Icons

Charcoal, Colored Pencil

Queens High School for Teaching, Grade 12

Eric Fox, Art Teacher



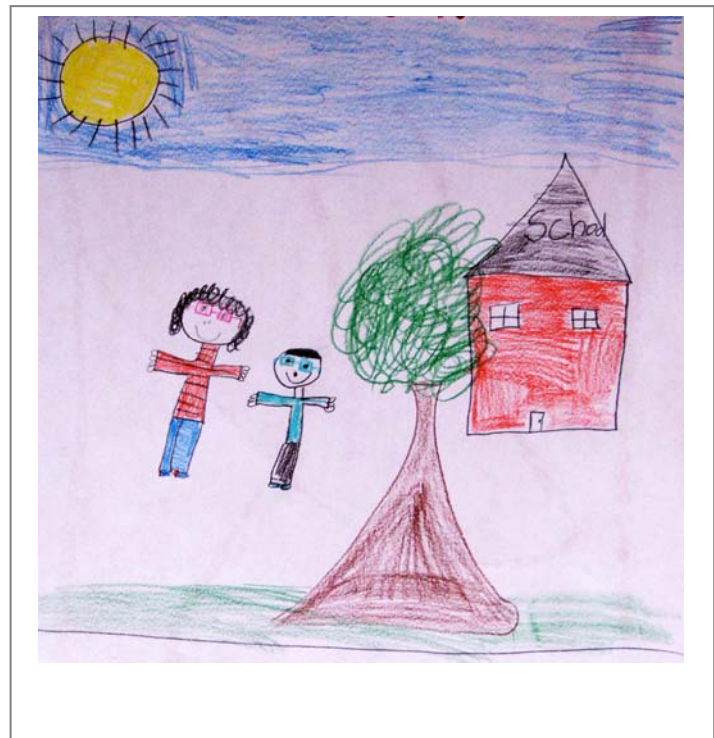


Chris Reyenosa

We Are All Included
Colored Pencil and Crayon
PS 85X, Grade 1
Erin Snyder,
Madalena Franzoni,
Teachers

Timara Osborne

We Are All Included
Colored Pencil and Crayon
PS 85X, Grade 1
Erin Snyder,
Madalena Franzoni,
Teachers





Emanuel Hurtado

We Are All Included
Colored Pencil and Crayon
PS 85X, Grade 1
Erin Snyder,
Madalena Franzoni,
Teachers

Gianna Martinez

We Are All Included
Colored Pencil and Crayon
PS 85X, Grade 1
Erin Snyder,
Madalena Franzoni,
Teachers





Rintaro Mori

Perfect and Imperfect World

Acrylic Paint

PS 177Q, Grade 8

Hanna Matatyaho, Art Teacher

Jasper Herrera

We Are All Included

Colored Pencil and Crayon

PS 85X, Grade 1

Erin Snyder,

Madalena Franzoni,

Teachers



Equal Opportunities for All Students

Jiandong Yu

Sheepshead Bay High School, Grade 12

Gregory Vrecenak, Teacher

John Locke said “All men are equal.” It means students with disabilities should be treated like normal. Making sure that students with disabilities feel like welcomed and valued members of the community is the best way to improve the quality of teaching.

As a successful school in New York City, we promote a new program “You Are Just Like Us” for the students with disabilities. The program is divided into two parts. The first part is for the students and teachers. School defines a few rules to protect their feelings. Students and teachers cannot discriminate students with disabilities. Students once caught, get a first warning. Twice, they get suspended. Teachers who have students that are never involved in discrimination case against students with disabilities get an extra prize every year. Our first part of the program helps build confidence for special students. It makes us all feel comfortable and valued, and is the philosophy of the program.

Whether a student has physical or mental disability, the most important thing is to break up the psychological obstacles. How and why to make students with disabilities feel like welcomed and valued members of the community are the second part of the programs. Students that feel like they have something unusual about their physical or mental abilities often can do more than non-disabled peers. Blind students have sensitive hearing and students that cannot walk can be great writers. As Helen Keller in the Miracle Worker became a famous writer due to guidance teacher, our school also provides guidance for success.

“All men are created equal.” All students with disabilities should feel welcomed, valued and able to walk into the community and succeed-that’s how our program achieves success.

Just Like You and Me

Danielle Lucchese

Tottenville High School
Valerie Borejko, Teacher

Just take a moment
Just take a moment and look past the wheelchairs, large print and
paras
Take away those things and what do you see?
A normal person like you and me

If only students and teachers alike could see all that kids could be
Their bright smiles, kind hearts, and all their determination
deserve the same opportunities as everyone else

Behind the tape recorder might just be the next Supreme Court judge
The child in the wheelchair might one day be the principal of our
school
We'll never know unless the schools give these kids the same chances
as everyone else

Without a barrier free learning environment these students don't have
a shot
Without large print the visually impaired student
couldn't read the same books, or worksheets as their peers
With staircases holding them back children and teens in wheelchairs
can't take part in school events or attend classes
If "differently-abled" students aren't given the tools they need
Then they will never succeed

The disabilities do not define these students
So take a moment and look past the wheelchair, the tape recorders,
and the paras
and you'll see
They are just like you and me.



Jeffrey Rodrigues

We Are All Included

Colored Pencil and Crayon
PS 85X, Grade 1

Erin Snyder,
Madalena Franzoni,
Teachers

Jeremy Soto

Kids With Disabilities

Pen and Ink

PS 274K, Grade 5

Madeline Hope-Arthurs,
Art Teacher





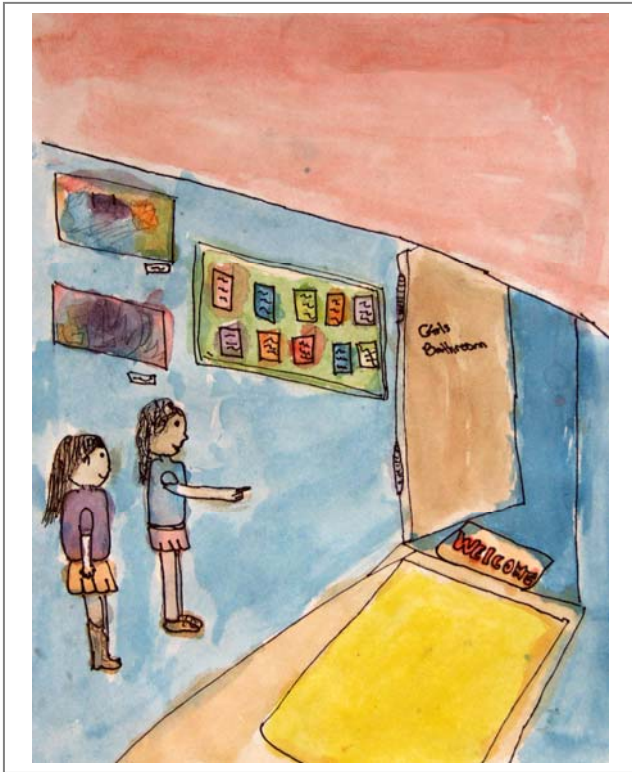
Kmorie Shaw

We Are All Included
Colored Pencil and Crayon
PS 85X, Grade 1
Erin Snyder,
Madalena Franzoni,
Teachers



Karla Montoya

Children With Disabilities
Pen and Ink
PS 274K, Grade 5
Madeline Hope-Arthurs,
Art Teacher



Chen Yonglin

My Disability

Watercolor

PS 274K, Grade 5

Madeline Hope-Arthurs,
Art Teacher

Kiara Albino

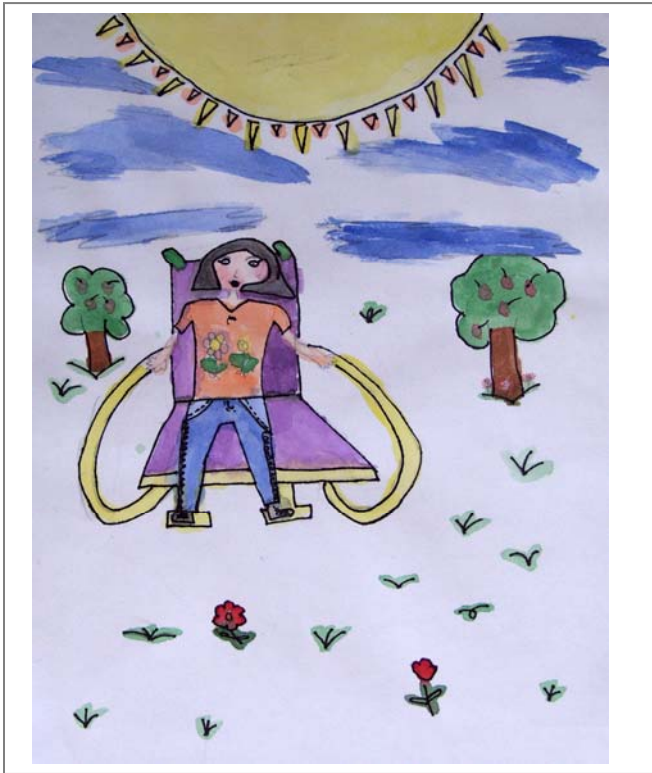
We Are All Included

Colored Pencil and Crayon

PS 85X, Grade 1

Erin Snyder,
Madalena Franzoni,
Teachers





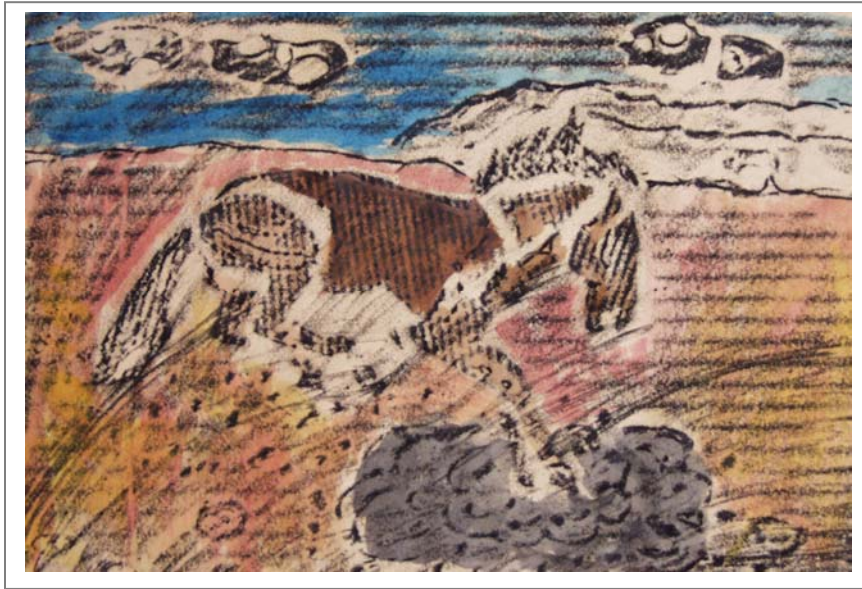
Maria Cepeda

Disability
Watercolor
PS 274K, Grade 5
Madeline Hope-Arthurs,
Art Teacher

Maria Morocho

Respect
Pen and Ink
PS 274K, Grade 5
Madeline Hope-Arthurs,
Art Teacher





Erik Siguenza

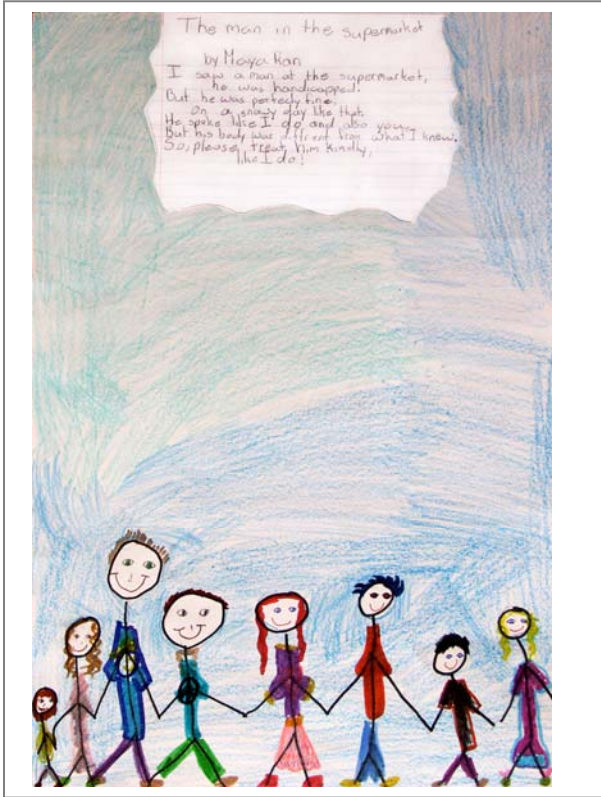
Wild Mustang

Charcoal Rubbing, Watercolor
Queens High School Teaching, Grade 12
Eric Fox, Art Teacher

Xavier DeLaCruz

School
Watercolor
PS 274K, Grade 5
Madeline Hope-Arthurs,
Art Teacher





Maya Ran

The Man in the Supermarket

Crayon

PS 144Q, Grade 3

Debra Kessler, Art Teacher

Odalys Rodriquez

My School

Watercolor

PS 274K, Grade 5

Madeline Hope-Arthurs,
Art Teacher



Ways to Include All

Gardine Francois

Sheepshead Bay High School, Grade 11

Gregory Vrecenak, Teacher

In some schools and the real world people with disabilities do not really get the same welcome as everybody else. Some people think that they are not normal like everybody. People who think like that are truly wrong because everyone is different in their own way. You cannot make a wish for a person to be just like you. In my school

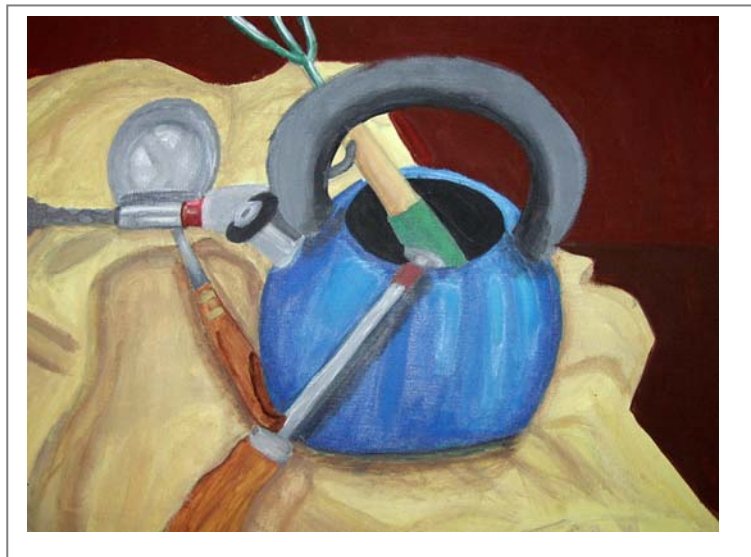
Sometimes I feel that kids with disabilities feel left out. I think that because there is not sport or a club where you see kids with disabilities. That is people with disabilities face many obstacles on a daily basis. They get picked on if something is hard for them to say and they get stared at every time they are doing something. I think the best things for us to do is to make kids in my school not feel left out and feel the same as everybody else. First, we should have a type of club that everyone could join because it would let everyone open up about how they feel. Maybe kids might share how they really feel about obstacles in their lives. I want other kids that do not have disabilities to know how they feel and they might become more understanding.

They should also have sports for students with disabilities that everybody can come out and watch. I think if they have sports they would not feel different from other students. The reason that I chose sports is because I do not see any sports in school that kids with disabilities join in. I feel that if they participate in sports, people would not look at them because of their disabilities. They would look at them as athletes. That is what I want to see and accomplish for other kids.

Finally, we all try to be friends so we could understand each other better. If kids in my school see that, we would be happy. I think we

should stop looking at kids with disabilities when they pass by and start saying “Hi” to them. You never know when one of your friends or family members might become disabled, but you would not treat them any differently. I think that we need to appreciate people for who they are and try to understand each other. If we do that there would be more peace and happiness.

What all of us need to do is start giving each other respect and stop thinking that people with disabilities are different. We are all different in our own way. We have to stop judging each other and then people throughout the world would feel less different and left out.



Erik Siguenza

Utensil on a Coffee Break

Acrylic Paint

Queens High School for Teaching, Grade 12

Eric Fox, Art Teacher



Group Project

*We Are All Different,
We Are All the Same*

PS 86Q, Grade 3

Multi Media, Quilt

Jacklyn Braunstein, Heather Pick,
Teachers

Group Project

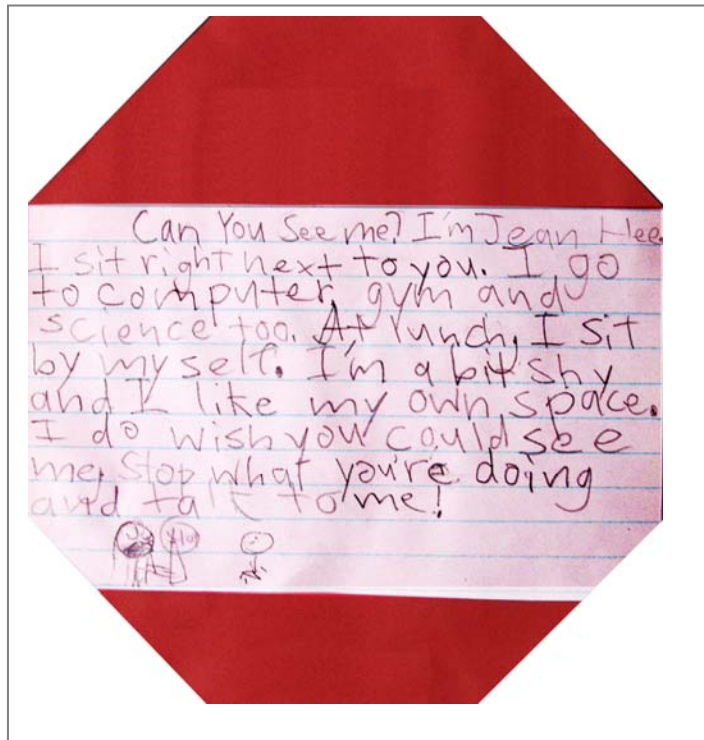
Together We Can

Multi Media, Quilt

IS 302K, Grade 6

Malcolm Monchoir, Teacher





Jean Hee Kim

Stop and Talk to Me

Multi Media

PS 177Q, Grade 3

Renee Emanuele, Teacher



**Celebrating Inclusion
Planning Committee Members**

**New York City Department of Education
Division of Students with Disabilities
and English Language Learners**

Paula Magdalena
Phyllis F. Weill
Hector Uribe
Ann Anesta

Parents for Inclusive Education

Jaclyn Okin Barney
Beverly Ellman
Christopher Treiber
Nora Cohen