



schoolwide  
integrated  
framework for  
transformation

## FILM TRANSCRIPT

### **"Together": a SWiFT film on Integrated Educational Framework**

[Various teachers]

Good morning. Morning, guys.

Good morning. Make sure you take your hoods off. Good morning. Make sure you take your hood off.

Good morning.

How are you guys?

**Kathleen Ellwood:** So let's kick off this beautiful day with our Irvington cheer. So give us an I-R-V!

**Other students:** I-R-V!

**Kathleen Ellwood:** I-N-G!

**Other students:** I-N-G!

**Kathleen Ellwood:** T-O-N!

**Other students:** T-O-N!

**Kathleen Ellwood:** Irvington!

**KE:** We had done all this focus on racial equity here at Irvington, yet we still had students marginalized because of perceived differences. And so I see that as a real societal gap, and actually a human rights issue in our society. The fact that SWiFT embraced that put me on board immediately, honestly.

SWiFT has allowed us to use our resources very creatively, and pool all of our resources together to best serve the needs of all of our students. And not just students with IEPs. SWiFT is about all students at the school. And just think outside of the box in order to make sure all students' needs are met.

**All Means All**

[www.swiftschools.org](http://www.swiftschools.org)

**Kira Jones:** Most likely what you guys are gonna be working with today is the 6-ft. long pieces. But what I want you guys to notice though is on the inside there is a place for your marble to run.

**Student:** But like won't it fall out?

**Kira Jones:** Velocity. You're gonna have to figure out where the best place for that loop is to make sure that your marble has enough speed to get through the whole loop. Which means, ladies and gentlemen, you guys have to talk to each other and problem solve and compromise. Get started on drawing your designs.

**KJ:** One of the things that has come up this year in teaching students with a wide range of skills is making sure that my lesson plans are very thoughtful to all the students. It's collaborating with the special education team, with the other gen. ed. teachers to see what's going on in their classes and how we can do things cross-curricular, or how we can make sure that we're hitting all the marks for all of our students.

I was working with our special education teacher to plan groups for the rollercoaster project. What we were talking about and discussed making the groups accessible to all the students. So planning specifically for students with disabilities, with IEPs, with 504s.

The idea for this particular activity was a lot for the kinesthetic learners and for the auditory learners because they have to talk and describe their ideas. And then there's also those students who work really well in groups and just learning from their peers with a wide range of skills.

**Students:** How did we get it to work the first time? It was bigger!

**KJ:** So what I see for the general ed. students is a lot of tolerance, acceptance. I see them being more thoughtful in their interactions. What I see for students with disabilities, or IEPs, or 504s are that they're beginning to realize that even in a generalized classroom they can be successful in science, or in math, or in language arts, or social studies.

**Students:** That works!

**Angela Winters:** I know the children need us. That's the most important thing. The children in the Mississippi Delta can learn just as well as any other children in the U.S., but their experiences and exposures are very limited.

We're one of the highest when it comes to illnesses of diabetes and other health in the state. The median income status here for Sunflower County is around, approximately \$19,000 a year. That's not a whole lot.

**Angela Winters:** Y'all have a good day.

**AW:** At James C. Rosser, we believe in a vision that all children will work together to build a community of dedicated and productive citizens. They know that we are here as a team and they know that we have to take ownership of whatever our data says because it belongs to us. They know that all of our job is that we want to see all of our students grow.

**Angela Winters:** Good morning, Madelyne. How are you? Huh? You been sick?

**Teacher:** Cause we're gonna get that later. OK? Good.

**Ashley Bush:** I want her to be in that class with the regular kids—the kids that can talk—because she learning the same thing that they are learning and I don't want, even though she's kind of behind with her speech, I don't want her to be that much behind being in a different class. So I want her to stay with the kids in her age group because they also help her, too. She sees stuff they do and she want to do it.

**Students:** C, Cat, Cuh. D, Dog, Duh. E, Elephant, Eh.

**AB:** She come home, always pick up a book, 'cause she see the kids pick up a book and read and she try to read to me.

**Students:** O, Octopus, Ah. P, Pig, Puh.

**Catasha Bailey:** The most important thing in inclusion is not money; it is the teacher's experience, the resources that we already have in the classroom, and making sure that we have differentiated instruction for students.

**Catasha Bailey:** OK, so these are the words that we're learning this week. Now, who wants to spell these words? Madelyne? It's your turn.

**CB:** Madelyne keeps me on my toes because Madelyne is one of those students I know from the start that she gives me something different every day.

**Catasha Bailey:** Give Madelyne a hand! Good job, Madelyne! All eyes on me.

**CB:** And what I noticed is that she gets along well at every table so she's able to work with every student. I even find that they even do scaffolding for her, even at their age. They know what to work with her on and they encourage her to do well.

**Crystal Simmons:** And well, my son, Denver, does not have a disability, but he does have a child in the classroom with a disability. Yes, it's very positive because he comes home and say, "Mom, what can I do to help Madelyne? Mom, what can I do to help her do this?"

**AB:** She's just a normal, perfect child to me and I love the way she is accomplishing because I thought that she wasn't going to be able to do it. I'm glad I didn't put her in a separate class, that she's in a normal class. I just hope her speech get better and she do as good as I did in school as far as graduating and going to college and everything.

**Teacher:** Write your name, Madelyne.

**AB:** I'm gonna let her choose what she want to do, but I'm gonna push her as far as to go to college. Yes, I will.

**Jennifer Berman:** And this is something that we may want to add in, like pre-filled in sentences.

**JB:** This is my first year co-teaching and this is Mollie Albany's first year in eighth grade. So we've been really able to grow together and plan together to build our classroom.

**Jennifer Berman:** They need to be able to interpret from a graph at least the solution point.

**Mollie Albany:** OK.

**JB:** Planning time is crucial. To be able to sit down and really talk through what lessons need to be done, what concepts need to be addressed, and how we're going to address it. Which students need accommodations, which students need modifications. If you are teaching collaboratively and you barely know each other, then that comes across to students. And when you can plan together and build that relationship, you end up with a much more cohesive classroom where students know that you are a partnership.

**Jennifer Berman:** I just want to review. If you're given slope and Y intercept; if you're given standard form; if you're given ...

**MA:** Jen has more of the math background with things, and I have the special ed. background. So, she'll run by me what she's thinking and then, knowing what the students' needs are, I then take it and figure out, OK, how do I have to go about adapting what we're going to do in class for the different students so that they're all learning the same material, but maybe in different ways.

**Mollie Albany:** This is your X, this is your Y, this is your N.

**MA:** Jacob is a student with autism, and he also has some attention needs.

**Dawn Kampes:** Jacob. Jacob. We're gonna...OK, 10:05. But you need to use the clock. You don't need to use the computer.

**DK:** One of the reasons Jacob is finding so much success and having so much progress is because we're giving him more responsibility. And he's learning that he can handle that responsibility. I think in the past, it was maybe taken for granted maybe that he would need someone on him all the time, constantly telling him what to do. And he's finding, we're finding, that he doesn't need that.

I like to float around and I like to work with as many students as possible because first of all, I don't want Jacob to feel...or any student that I'm working with...to feel that I'm just there for them and that they're kind of singled out. And I want every kid in that classroom also to be comfortable coming to me for anything.

I absolutely think that if I was next to him all the time, it would be a barrier. It would kind of hinder his progress with social interaction with the other students.

**Jacob:** Segregating autistic students, that's the most dumbest and pathetic excuse that I can ever think of. Because they want to get along with the other classmates. It's just like segregation and apartheid. And if this was ever like an autistic school that would be segregated from just a normal school, I would probably feel very sad.

**Teacher:** See ya later. Bye, Mr. Meekins. Bye, Jacob.

**Phil Meekins:** My family has been in this community for over a hundred years. My dad graduated from this very school building in 1946.

My fear was that he was going to be someone that was going to have to be guided and directed his entire life, and that's not the case.

I believe he's going to make a difference in this world. And my hopes and dreams are that he has a happy and productive life.

**Katherine Johnson:** We have been learning about the controversy surrounding whether or not the United States should open its doors to the Syrian refugees. What are some of the reasons we already know about that are justifications for "Yes, accepting additional refugees," or "No, refusing additional refugees."

**Student:** They could be possible terrorists hiding in there.

**Student:** Some people think they're innocent.

**Student:** The states might not know what to do about with like settling them.

**Student:** It's because it's the right thing to do.

**KJ:** The students who are mainstreamed into my classroom this year are mainstreamed for the first time in their academic careers, some of them. And a couple of them have profound cognitive impairments.

**Katherine Johnson:** Your job next is to actually learn what is the process. If you feel like reading today, go for the TIME magazine article. If you'd rather listen today, go for the NPR article, alright? You get to choose.

**KJ:** I think it's really important for schools that are working on implementing the SWIFT model to think about what does every single person in the building have to contribute to make that model work. Fortunately, the paraprofessionals who I work with, and Miss Lee, are all highly flexible people and highly supportive people.

**Katie Lee:** Even though I'm a Speech Pathologist, my philosophy is trying to sort of make it a blurrier line in terms of my role in the school, because I think I have strengths other than just being a Speech-Language Pathologist. And so I think co-teaching allows me to use my professional strengths, as well as my personal strengths, to support all kids.

When I used to pull kids out, I noticed that I was teaching something in isolation, and the kids that I was pulling out have a hard time generalizing skills anyway, and so when they'd go back to the classroom they wouldn't use those skills. This way, I know more about what's going on in the classroom, and so I can help support my kids with what they're actually doing, instead of working on something separate.

**Katherine Johnson:** Let's get some hands of folks that haven't had a chance to speak yet today. Everybody's voice should be in this space at least once during the day.

**Student:** I learned that half of the refugees that have come in are over 60 and the other half are children.

**Katherine Johnson:** Who has at least three steps in the process?

**KJ:** There's really only so far that I can go on my own. That aspect of collaboration and getting insight and getting that reflection is just invaluable. For students who historically have not been in gen. ed. classrooms, there's no way I can do it without that collaboration.

**Alvin Taylor:** The district was a chronically failing school district. In addition to that, the United States Department of Justice was in the process of pending a lawsuit for allegations of the school district running a school-to-prison pipeline.

The Meridian Public School District is currently 90% minority. Our African American males, statistically a large portion of that population, are at risk and we want to garner any tools we can use to help us to save as many of our African American males as we can. Research shows that if we can get them to the tenth and eleventh grade, that their chances of graduating jumps to 80-90%. I think at the district level, what we've done is worked on building capacity within our leaders and our teachers. So many times we ask our teachers to meet the needs of these students but we don't give them the tools to do so.

**Candi Robertson:** Relationships play an important key factor in having a positive culture and climate. So in that case, I'm talking about relationships, of course, with colleagues to colleague, teacher to students, teacher to parents, all stakeholders, because here at West Hills, All Means All.

**Deona Fox:** So today, we're going to divide with decimals. OK? Remember in Lesson 7...

**DF:** I'm a worship leader. Sunday morning most of the children and parents know me from the community from singing at different things in the area, so it comes natural.

**Deona Fox:** So let's do the movement. Ready? Everybody show me DIVIDE. Show me MULTIPLY. Show me SUBTRACT. Bring down. Then we do what? Check it out! And that's when we do the what? Inverse operation. Alright, so ya'll got that pretty good, OK?

**DF:** I learn through music, movement, writing, drawing, whatever it is, that's how I learn. So I like to incorporate that into the classroom.

**Tyrone Bolden:** With each step, when you open it up, you're gonna find the next step, OK? So right where it says "Multiply," you're going to see the multiplication part of it, OK? That looks really good.



**TB:** All the things that we've implemented, so far as SWIFT, everybody do what they can. It's not a "me" attitude; it's a "we" attitude. Let's get it done and that's what we do.

**DF:** My door is always open to my parents because you must make people feel valued and once you do that, you have them. You can build strong, long-lasting relationships and that's what I'm all about.

**Tyrone Bolden:** What's next?

**Student:** One.

**Tyrone Bolden:** Last one?

**Student:** Two.

**Tyrone Bolden:** Brilliant. Absolutely. One in each box.

**CR:** Through the course of five years, hard work, we've been able to increase the morale with faculty and staff...with relationships...rapport—as well as with our parent involvement.

**AT:** We've gone from having 70% of the schools failing to no failing schools. So for the first time in over a decade, we're proud to say that no child in the city of Meridian attends a failing school.

**Jill Gaff:** Alright. Everyone has a worksheet? Number one. We have all been convinced by others to buy or do things. Who on the list below usually is best at convincing you? Who is second?

**Carolyn Teigland:** Every student has the right to receive instruction with their age-appropriate peers in the general education setting, and it is our job to figure it out. It's not the student's job to figure it out. It's the adult's job to figure it out. And it's hard sometimes. It's all the adults that are the ones that get in the way, right? It's not the kids. The kids don't ever get in the way. The kids live up to your expectations. So if you expect them to be peers with each other, they're peers with each other.

**Jill Gaff:** How do you think respect plays a role in someone being able to persuade you? Lily, what do you think? Do you think it's easy?

**Lily:** Easy.

**Jill Gaff:** So you think you can convince Jackson to give you his last piece of gum?

**Lily:** No.

**Jill Gaff:** But you guys are good friends, aren't you?

**Lily:** Yep.

**Jill Gaff:** Yeah, that's what I thought. OK...

**Student:** You sit right here. Lily wants you to.

**Student:** Hey, Lily!

**Matthew:** I think Lily belongs in our classroom because she is wonderful and she likes to make friends and she's nice to everybody. She respects everybody around her. She respects the teachers. She respects her things, and it shows us, like she's like a role model for us.

**Matthew:** Did you have a good day?

[cafeteria conversation]

**James Mullikin:** I mean I don't think we would've had it any other way, right? It's just socially, you know, she's just another kid in the crowd, which is a really big deal for us, right?

**JG:** This is my third year teaching, and I think before this year and working with Lily, and some other students in my class with these severe disabilities, I probably would have said there is a separate place for some students to learn. But I really, honestly feel that the general education setting is the place for all students to learn. I feel like not only do they benefit from being together with their peers, but I think the peers really benefit from that, as well.

**Abby:** Well, I met her first last year, in math class. She was at a different table and I thought, “Oh, maybe I can meet a new friend,” ’cause I’m not really that social. But she’s just really funny and it’s good to be friends with her.

**Matthew:** It’s hard to explain, but with that problem that we’re doing on the board, when she does that and I can help her with that, it helps me understand more about what we’re doing.

**JG:** I try to modify things where it doesn’t look any different for her, so I really like using the Chrome Books. If everyone else is, you know, working on an assignment that is short answer, maybe even essay, I can create something for her on the Chrome Book that’s multiple choice, or fill in the blank, or she could speak to the text and it could type it for her. But if you were to come in the classroom and look, it looks the same to everyone. I think it builds her self-confidence. You know, she fits in with everyone, which is awesome.

**Denise Sopa:** Good morning. Welcome back, Jules. How you feeling?

**DS:** I think we’re all trying every day to do what’s best for kids, and it really is, it’s just a learning process.

I think just having them in the general education classroom isn’t the answer. Learning next to each other isn’t the same thing as learning with each other. Is it challenging? Sometimes it’s really challenging. Sometimes we struggle with how to do it, and sometimes we don’t get it right and we have to seek additional support to make it right. My mantra every day is, “If it’s good for kids.” And if it’s good for kids, I can stand by it and I can support it. And if it’s not good for kids, then we have to come up with something else.

**Daren Zook:** So I actually teach an elective. It’s drumming and songwriting. The model of the class is in a circle. So everyone, including the teachers, are kind of on the same level. And everyone plays a part in the music that we play. Chata is definitely the leader, but when we perform and play together everyone plays a part, including the teachers.

**Jason Blumklotz:** I wanted people to understand that there was traditions in this community, African American traditions in this community, cultural traditions that should be honored and respected.

And at the same time, we found that lots of kids who were in these special ed. classes, were also star drummers. So it was a big revelation of like there's more talent that we haven't been reaching.

**DZ:** It's very kinesthetic. It's very hands-on. Kids are playing the rhythms. They're playing together. And it's just this inclusive, circular environment that really opens up every kid to be a part of it.

**Student:** <singing> Everybody bring your friends. Mofeemo ke tse ne aba. Woya jo kpanlogo.

**Group:** <singing> Everybody...everybody bring your friends...all your friends. Mofeemo ke tse ne aba. Woya jo kpanlogo.



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