

DISTRICT ADVISORY COUNCIL

March 14, 2019,
 School Board Meeting Room
 6:00 P.M.

AGENDA

		ITEM	Presenter
1.	6:00	Call to Order/Welcome	Mr. Scott Hertz
2.	6:02	Approval of Minutes from the 2/20/2019 Meeting	Mr. Scott Hertz
3.	6:05	Public Comment* <i>(Non-DAC Members •Agenda Items)</i>	
4.	6:10	Board Update	Mrs. Gwynetta Gittens
5.	6:15	Inclusion Presentation	Jessica Duncan, Director, Exceptional Student Education
6.	7:00	Breakout Group Discussions & Visitation	All
7.	7:45	Breakout Group Reports	Subcommittees
8.	7:55	Public Comment* <i>(Non-DAC Members •Non-Agenda Items)</i>	
9.	7:58	Good of the Order	All
10.	8:00	Adjournment	

***3-minute time limit per speaker**

Mission Statement: *The District Advisory Council in cooperation with the Lee County School Board will gather information and seek input from the schools and the community at large in an effort to advise the Board and develop recommendations for constant improvement of our educational system.*

The next District Advisory Council Meeting is April 17, 2019

Topic: TBA



Exceptional Student Education (ESE): Least Restrictive Environment (LRE) *Inclusion*

Exceptional Student Education Leadership Team:

Jessica Duncan, *Director*
Theresa Bowen, *Assistant Director*

Coordinators for Exceptional Student Education:

Amy Burke, Susan Ellinger, Robin Frink, Amy McLean, Deidre Phillips, & Lori Witt

Inclusion Support Team:

Lisa Flannery & Rachel Taylor, *Learning Resource Specialists*
Tressa Duncan, *Florida Inclusion Network Specialist*

Legal: To the “*greatest extent appropriate*” students with disabilities are educated alongside peers who do not have disabilities. (paraphrased from IDEA)

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Educational: To the “*maximum extent possible,*” students with IEPs receive supports where curriculum is being taught, where students without IEPs are learning as well. The requirement for the ‘continuum of supports’ reinforces the importance of ‘individualized inquiry,’ rather than a “one size fits all” approach.

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Societal: All students with disabilities are accepted and seen as full members of their school and their community.



Perspective



“Special classes, separate schooling or other removal of students with disabilities from the general educational environment may occur only when the nature or severity of the disability of the child is such that education in regular classes cannot be achieved satisfactorily even with the use of supplementary aids and services.” -Sec. 300.114 LRE requirements



WE MUST THINK ABOUT THEIR RELATIONSHIPS WHEN THEY ARE CHILDREN. THEIR CLASSMATES AND NEIGHBORS WILL GROW INTO THEIR CO-WORKERS AND FRIENDS LATER IN LIFE.

-ZANA LUTIFYYA
PROFESSOR & ASSOCIATE DEAN
UNIVERSITY OF MANITOBA

Section 1003.57(1)(a), F.S.: Defines inclusion to mean...

“...a student with a disability receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have **knowledge and support available** to enable them to effectively teach all children; and access is provided to technical assistance in best practices, instructional methods, and supports tailored to the student’s needs based on current research.”

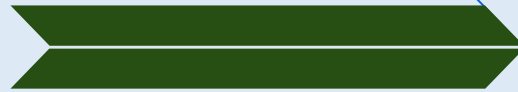
-Florida State Regulations



State Monitoring- Least Restrictive Environment (LRE)

State Target: 85%* of all students with disabilities (SWDs) will spend 80% (or more) of EACH school week, participating alongside NON-DISABLED PEERS

80% (or more) with non-disabled peers



SWD SPENDS THE VAST MAJORITY OF EACH WEEK (80% TO 100%) WITH NON-DISABLED PEERS

40% - 79% with non-disabled peers



SWD SPENDS THE MAJORITY OF EACH WEEK (APPROACHING 50% & UP TO 79%) WITH NON-DISABLED PEERS

39% (or less) with non-disabled peers



SWD SPENDS THE MAJORITY OF EACH WEEK (61%, or more) ONLY WITH OTHERS WHO ALSO HAVE AN IEP

SEPARATE DAY SCHOOL/ 'ALL DAY' SELF-CONTAINED

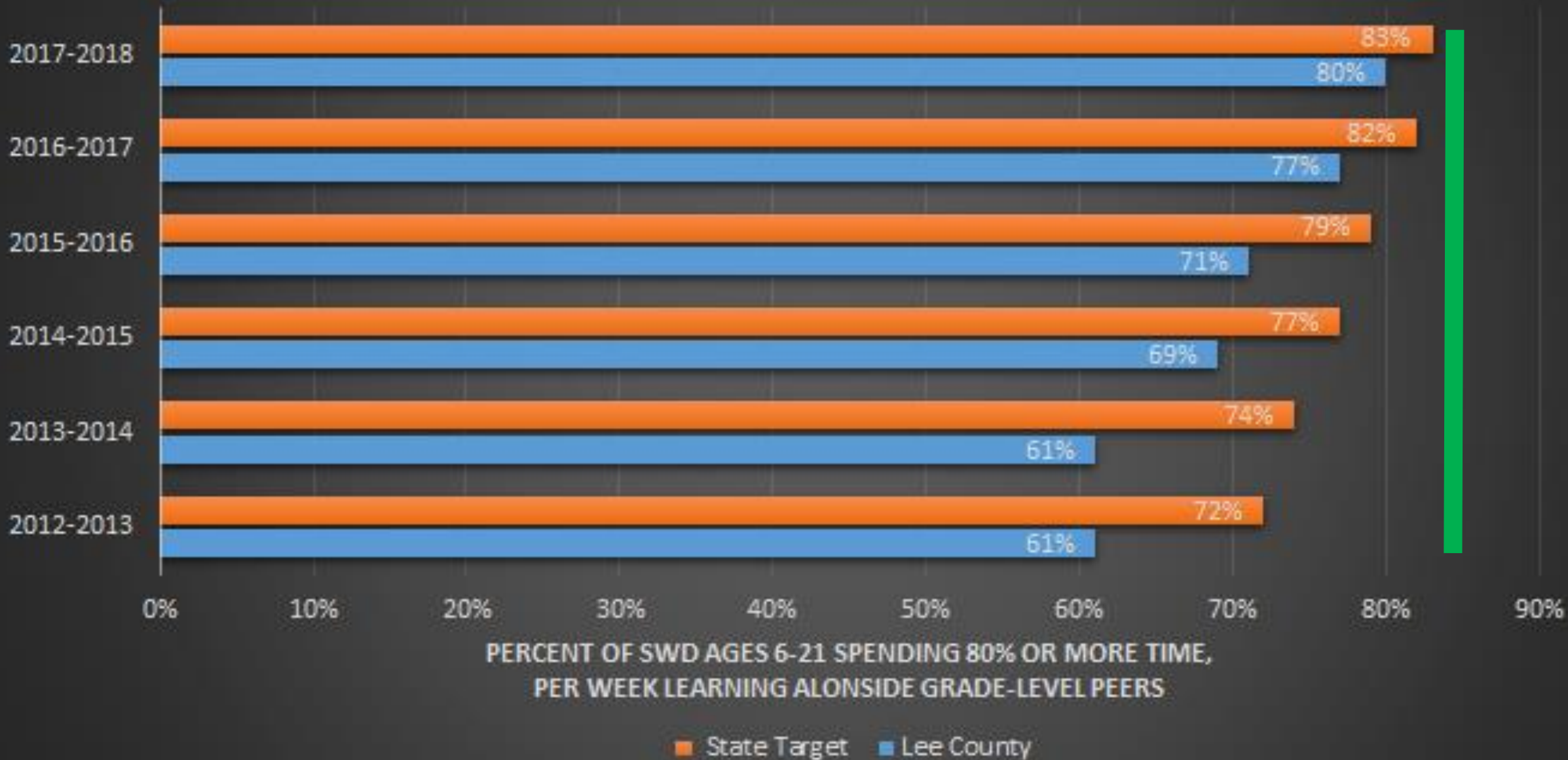


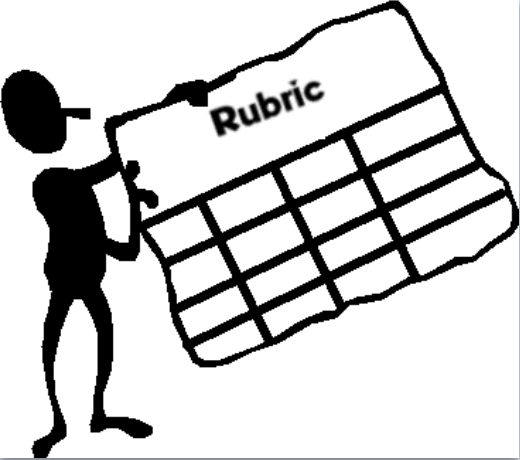
SWD SPENDS THE VAST MAJORITY OF EACH WEEK (80% to 100%) ONLY WITH OTHERS WHO ALSO HAVE AN IEP

*85% (or more) of ALL Students with Disabilities should fall in this range, spending 80% or more of the time between start and end 'bell times' with non-disabled peers.

Note: Any of the above 'ranges' can be an individual student's 'Least Restrictive Environment.'

Inclusion: Increasing LRE





Assessment of Inclusive Practices in Florida

“Once every 3 years, each school district and school shall complete a Best Practices for Inclusive Education (BPIE) assessment **with a Florida Inclusion Network facilitator** and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district’s exceptional student education policies and procedures. BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels.”

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

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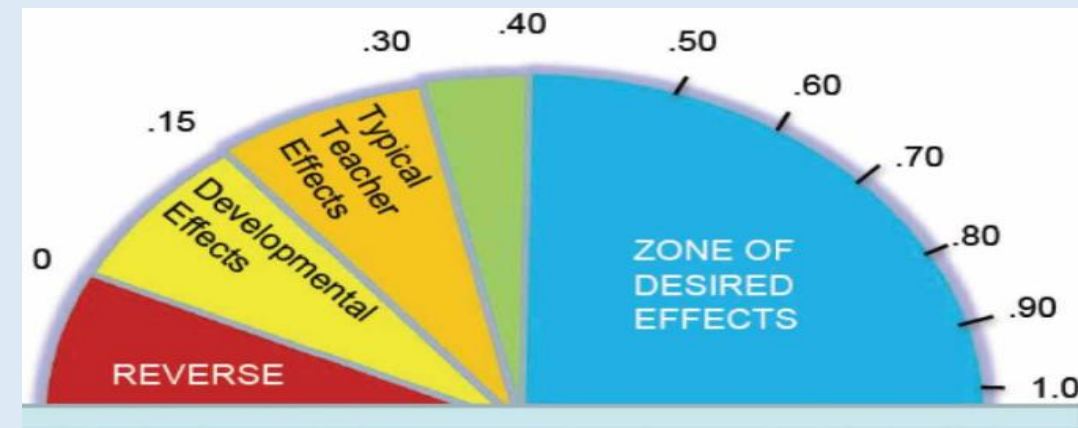
CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!



Instructional Supports

Implementation of learning-focused ***‘High Yield Strategies’*** have been proven through a combination of ***empirical research and “best practice” evidence to contribute to improved student learning.*** These are best practices for all students, including those with disabilities.

- Higher Order Thinking, 1.63
- Distributing summarizing, 1.0
- Number Head Collaborative Pairs, .92
- Text Development Questioning, .82
- Writing to Raise Achievement, .83



Students instructed and assessed using Access Points and the Florida Standards can be taught in general education settings while learning alongside typical peers...

"SO HOW DOES THAT WORK?"
ACCESS POINTS & THE STANDARDS





**Special
Olympics**
Florida



Collaborative Partnerships



Considerations:

- Flexible scheduling
- Classroom make-up
- Teacher/Substitute Shortage
- Accessing Supplementary Aids & Services
- “MYTH-Information”
- People First Language
- Extensive Accommodations
- Perceptions
- Mainstreaming and non-examples are not responsible inclusion



Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students.