

NOW

- ✓ AYP (Annual Yearly Progress)
- ✓ NCLB (No Child Left Behind) – expose to standard curriculum (Project Include helping to make sure)
- ✓ Some schools not doing it but saying they are
- ✓ Not a fast track plan at universities
- ✓ Safe guards so inadequate cannot go
- ✓ Transportation-kids not in home zone
- ✓ Not a lot of data
- ✓ Attitude change
- ✓ Delivery system not working for special education – need better results
- ✓ Schools doing different – hit and miss
- ✓ No continuity of curriculum from teacher to teacher
- ✓ Lack of some training plus writing IEP goals
- ✓ State accountability limits (FCAT) – not appropriate for some
- ✓ Planning for combination of services involving community
- ✓ Tom, Vince, Liz, Lisa = Support from District
- ✓ Students with disabilities are segregated
- ✓ Discussion is beginning on a well planned professional development system
- ✓ Dedicated core in various schools (spread to thin)
- ✓ Limited success in some schools
- ✓ System backlog – wait for services – case by case
- ✓ Out of class for extra help – miss class – miss more
- ✓ Partnerships with outside agencies
- ✓ Lot of professional development
- ✓ Representation in PATH from lots of groups
- ✓ Children told they can't get services at some schools
- ✓ Elementary inclusion – uneven
- ✓ In process of growth
- ✓ High school – diploma options segregated
- ✓ More teachers willing / ready to include
- ✓ Examples of good inclusive practices to see
- ✓ Leaders who understand and support
- ✓ Teachers limited to which students can serve (especially behavior issues) – Difficult – also academic –
- ✓ Adequate in-class supports lacking
- ✓ DJJ and Child Family Services – not currently included
- ✓ Funding lacking when child leaves
- ✓ Strong parents advocate – get first general education placement

People to Enroll

- ✓ Parents (here and missing)
- ✓ Community members / General public
- ✓ Teachers ALL
- ✓ Press
- ✓ Resources / Community agencies: CFS, Corner, DSER, DES, VR
- ✓ New Dean College of Education
- ✓ School Board and new Superintendent
- ✓ Sante Fe and University of Florida
- ✓ State, local, federal legislatures
- ✓ ALL teachers
- ✓ All school improvement personnel
- ✓ Front office staff
- ✓ Principals
- ✓ Professional development providers and schools
- ✓ Other students
- ✓ District PR person
- ✓ Work study UF students
- ✓ Americorp
- ✓ Paraprofessionals
- ✓ Grant writers
- ✓ Therapists, OT, PT
- ✓ SAC
- ✓ PTA
- ✓ CSPD
- ✓ Union

Ways to Build

- ✓ Remember ALL means ALL
- ✓ Identify, reward and acknowledge teams, individuals, etc.
- ✓ Job descriptions
- ✓ School advisory councils
- ✓ PTA
- ✓ Matrix of needs of students for evenly scheduling
- ✓ Draw in more teachers and supports and schools
- ✓ Technology and resources in place identify – look for funding
- ✓ Collect data
- ✓ School based teams – develop and sustain (partner UF, FIN, FDLRS)
- ✓ Data from what teachers need – professional development and ways to meet needs
- ✓ Find funding for after-school tutoring supervisor and students to do it
- ✓ Look at service delivery and gaps
- ✓ Data – look at child's needs – what it says – how to read it – what it means
- ✓ Research team / communicate to disseminate
- ✓ Strategic Plan – put in inclusion piece
- ✓ Carefully keep teachers and let teachers out (don't take all good teachers out of classroom)
- ✓ Teach students to build awareness
- ✓ Global look at research based professional development – remove activities not in their professional plan
- ✓ Enlist legislative support
- ✓ Look at other states
- ✓ Extra curricular
- ✓ More mentors / volunteers, etc. in child advocate role
- ✓ Parent advocate group
- ✓ Develop district wide comprehensive plan
- ✓ Disability awareness for all
- ✓ Continue services to home schools
- ✓ District and ESE stronger relationship

First Steps

- ✓ Committee on Grants and Funding
- ✓ Kathy – SS – develop parent forms, timelines, parental outreach
- ✓ Take PATH – turn into Action Plan (FIN – FDLRS – Tom – Volunteers)
- ✓ Bill – email Principals today to remind to include inclusion in SAC
- ✓ Steering Committee at Gainesville High School – matrix – identify teachers – Leanne
- ✓ Sally – identify one school for tutoring program and work with that school – Sandy
- ✓ Develop 04/05 Professional Development Schedule – Kimberlee, Tom, Libby, David, Donna, Pam / Needs Assessment – Bill Goodman, CSPD
- ✓ Donna, Martha, Liz – Data questions to ask
- ✓ Lisa – unit allocation reflects needs of school
- ✓ Sandra – PR to School Board – Defining inclusion – why – etc. – tie to NCLB, etc. AYP – benefits to school system – Sandy Hollinger – Vince – Tom – Principals doing inclusion
- ✓ Mobile program for children with autism – Tom and gang
- ✓ Vince – review AYP data – compare inclusive schools with others / Share with schools
- ✓ Recruitment of paraprofessionals, etc. Committee – Tom and committee
- ✓ Meet with union person - Sandra

Next 4 Months

- ✓ Provide onsite teacher before student arrival (9 week plan)
- ✓ Focus curriculum – appropriate
- ✓ Recruit trained people
- ✓ Develop long range plan
- ✓ First commitment meeting needs of ESE kids
- ✓ Teachers inserviced
- ✓ Identify data
- ✓ Timeline, places available to parents
- ✓ School-based team selected
- ✓ Bus drivers and aides – awareness / sensibility training
- ✓ Increase resources – to serve every child at elementary
- ✓ 3 year professional development / draft for 04/05
- ✓ Principals include inclusion objectives – SAC
- ✓ Re-allocate funds talk for position, etc.
- ✓ One on one tutoring at identified schools who have after-school, hire Supervisor if possible, relocate UF students
- ✓ Middle School – Project Include
- ✓ PR brochure – committee – looking at issues
- ✓ Assess of resources here and needed
- ✓ Identify General Education teachers who want to work and which Special Education teachers and provide support
- ✓ School Board and Superintendent – have presentations – etc – Steps identified
- ✓ Keep Inclusion Task Force informed on all committee meetings

ACTIONS 5/19/05

One Year

- ✓ More students in home zone schools
- ✓ Funding for after school provided transportation
- ✓ PR started
- ✓ Communicate with Grant Writer
- ✓ Gather data on Middle School inclusion develop middle school using data (all elements identified using gap analysis)
- ✓ After school 6 hours 1 to 1 tutor, parttime Supervisor, UF students tutors – all elementary schools
- ✓ District policy on inclusion
- ✓ Supplement ESE service – provide afterschool with transportation
- ✓ Case manager in every school to do paperwork and work for family (training in counseling)
- ✓ Recruiting, hiring, training paraprofessionals
- ✓ Students included receive more support in - class (continue to improve)
- ✓ Put what we've said into Comprehensive Five Year Plan
- ✓ Communicate with all SACs to implement this plan
- ✓ Model: Mobile Team – specific needs
- ✓ Steering Committee at elementary, middle and high schools and invitation model sites developed
- ✓ Professional Development plan in place
- ✓ Plan in action for each school
- ✓ District – time and resources to effectively train teachers – teachers with students trained in research based strategies
- ✓ FTE portion dedicated for inclusion specialist at each school
- ✓ Data from parents in county so they can set plan
- ✓ More integration of services, more systematic
- ✓ Summer institutes for college credit
- ✓ Curriculum specialist focuses on inclusion
- ✓ Support people receive training
- ✓ Campaign to promote inclusion
- ✓ Effective parent advocacy group – effective community outreach for PR
- ✓ Have Superintendent and School Board who understand all about inclusion
- ✓ Fast track for certification
- ✓ Recruitment plan in place
- ✓ PreK participating

- ✓ Every school in Alachua makes inclusion top priority and meeting needs of all students in that school - has a plan
- ✓ All parents actively involved in early years of their child - Parents as FIRST teachers
- ✓ All schools have mental health and success grants - Mental health professional responsible for delivery
- ✓ Comprehensive training plans to promote inclusion for Principals, teachers, all
- ✓ Inclusion as well as prescriptive training
- ✓ University and District have General Education and Special Education as one
- ✓ Experts AT every school
- ✓ Family Support
- ✓ Adequate physical support in classroom - teamwork - one person does not know
- ✓ In Classroom - adaptation help
- ✓ Staffing person at school
- ✓ All students access to Assistive Technology
- ✓ All work cohesively
- ✓ All schools restructured to accommodate individual needs
- ✓ Training begins at elementary - flexibility in physical plant
- ✓ Include basic behavioral techniques for everyone - CORE curriculum
- ✓ Incentives and rewards for staff to improve
- ✓ Job description - everyone can do
- ✓ Choice for parents not sending to district programs
- ✓ Principals able to pick teachers and paraprofessionals they need
- ✓ PBS plans implemented on daily basis
- ✓ Physical plants able to handle all students
- ✓ Principals knowledge and support
- ✓ Children with significant disabilities included
- ✓ Role of center school is a resource
- ✓ IEP accountability Case Manager
- ✓ All students home zone including pre-k
- ✓ Programs to prepare students for after school years - meaningful life goals
- ✓ Disability awareness
- ✓ Every child who cannot afford outside help gets 6 hours of tutoring per week after school / appropriate therapies
- ✓ Each child gets what they need special ed or general ed
- ✓ Buy in from teachers and all personnel and community
- ✓ System to access needs and supports for transitioning students
- ✓ Teachers need up - state support curriculum RND team, AT
- ✓ Goal: educate the community - educate our politicians - Public Relations
- ✓ System to recruit and hire plan to keep teachers
- ✓ Need ARMY of substitutes
- ✓ Compensated at hourly wage or university credit

Goal 5/19/09 (FIVE YEARS)

- ✓ Teachers and aides all trained – committed – kid-centered – complete administrative support – understand inclusion mission
- ✓ University / District: General education and Special education together, trained to meet needs of all levels (District – schools not driven by labels)
- ✓ Professional support move roles – support any student – i.e.: speech pathologist
- ✓ Wipe out labels
- ✓ After school tutoring before considered for placement – intensive support for minimum of one year
- ✓ 3-5 year range service flexibility
- ✓ Prescriptive teaching – finding out and addressing differences in remediation
- ✓ Language – people centered
- ✓ Parent of disabled child walk in school, be welcomed, given immediate attention to needs – standard procedure
- ✓ Community support and adult support
- ✓ More integrated way to provide services
- ✓ Educational community has a broad understanding of inclusion – more civil right
- ✓ Families understand inclusion and help for families
- ✓ Mental health in school
- ✓ Students individual time with general ed and group setting (1 on 1) + group
- ✓ More site based staffing – Principal has more say – all ESE teachers based on needs
- ✓ All teachers can deal with multi-cultural issues
- ✓ All new and current Principals ready to meet needs
- ✓ Every teacher uses differentiated instruction
- ✓ Every child feels accepted
- ✓ Educate community and bus drivers, aides, etc
- ✓ General education is where all kids start with services and supports added as needed
- ✓ Lines between general education and special education disappear
- ✓ Instruction and access to meet needs – focus on individual needs
- ✓ Schools have people who facilitate inclusion
- ✓ All schools district wide have comprehensive inclusion – so all schools inclusive (with support and training)
- ✓ Parent advocacy
- ✓ All students served and accepted in home zone schools
- ✓ General education needs support – pre and in-service to do this
- ✓ Support on daily basis for behavioral issues to be successful
- ✓ VE / EMH in general education classes – VE teachers in with general education so all can participate in curriculum
- ✓ Professional development – updates on physical and mental that affect children – work exploration assessments – match ability and job opportunities

