Live captioning by Ai-Media   
  
  
REBECCA STANDRIDGE:   
Good morning and good afternoon and welcome to today's lunch and learn. Our title today is keeping it rolling. We are going to be talking about transitioning and have a discussion about inclusion. I am Rebecca, I work primarily in secondary schools with teachers and learning strategies and support group facilitation.   
  
We have our recording, our presentation today is being recorded. So we do ask that you meet your microphones. And if you do unmute to share a question or speak out, please be mindful to not share any specific information as far as student names. The presentation after it is recorded will be available on the public schools and fiddlers websites. If you have any questions during the presentation you may put it in the chat box.   
  
We have closed captioning available as well as ASL interpreters. With that, I am going to get started.   
  
Today I am posting and also presenting. We are going to go ahead and jump right in. Like I said, we are going to start with looking at transitioning from elementary to middle and middle to high.   
  
Our presenters today are David O'Brien who is the coordinator here in student services, Mallory white, right now she is having some technical difficulty so if she is able to jump on she will. She is a resource teacher here with intellectual disabilities and also the alternate assessment coordinator. And myself, the content specialist for secondary. We have our contact information and emails here.   
  
We are going to be looking at elementary school, the service models and service delivery and what programs look like â€“ can look like in elementary school. And secondary school, same thing, what the programs and service delivery can look like in middle and high schools. In the learning strategies classrooms. We are also going to talk about the graduation requirements for public schools and we will have time for questions.   
  
To get started, in our elementary schools we are going to go over some terms you might hear when looking at elementary school programming. VE stands for very exceptionality's. We have VE classrooms that support a variety of learners. We have basic, which is the students who require more intensive support than what a general education setting can provide. These classrooms are taught by special education teachers.   
  
We have supported VE, which are VES classrooms these are students requiring instruction to alternate academic achievement standards. So these are access points. Participatory or VEP, these are students requiring instruction in alternate academic achievement standards, the access points and intensive, specialized support. VEB for behavior, these are students requiring intensive instruction and support for behavioral and emotional needs. Then our VSC is social communication for students requiring intensive, specialized instruction in sensory integration and social communication.   
  
These are some of the classroom settings we have available in our elementary schools, where the students are all receiving in many of these classrooms would be receiving their support and their instruction from certified ESC teachers. With the other model or service delivery would also be any SEP might be pushing it to the classroom, supporting the students or doing pull out for small group reading or math support that the students may need.   
  
I think Mallory just joined us. Maybe.   
  
MALLORY WHITE:   
Here I am!   
  
REBECCA STANDRIDGE:   
I just went over the cited what the classrooms look like. If you want to add anything.   
  
MALLORY WHITE:   
Now but I apologize.   
  
REBECCA STANDRIDGE:   
(Laughs) This is Mallory white, the resource teacher for intellectual disabilities. We will move on. So that is elementary and what our classrooms and some of our settings look like. The big thing then would be moving to elementary to middle school. So when your student is getting ready to prepare to move into middle school, some of our services look a little â€“ the way we deliver services look a little different.   
  
When we had our secondary schools and secondary is middle and high school, or placement decisions are based on the individual needs of the students. The self-contained VE classrooms â€“ and we do not have those VE basic classrooms anymore â€“ but self-contained classrooms are available for more severe cognitively impaired students. So your participatory and supported units are still available. There is also sites available for self-contained emotional and behavioral disorders. There are some BB sites still available.   
  
The majority of our students when they leave elementary school, if they are not needing those intensive classrooms, they will be entering more with the general education. They will have the seven class schedule and to be integrated with their general education peers and receive support from certified ESE teachers.   
  
Students continue to receive their services, though they look different in middle and high school. ESE services can be delivered in a learning strategies classroom, which takes place of an elective. ESE services can also be delivered through support facilitation where an ESE teacher is pushing into the general education classroom and providing support. Some of our students have learning strategies and that support facilitation. We are going to look a little bit deeper into what learning strategies classroom is. And what it is meant to do for your students and how it is helpful and beneficial to them.   
  
So what is learning strategies? This is an ESE course taught by a certified teacher. It is available in our middle schools and high schools. The purpose of the course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community settings to achieve annual goals based on assessed needs and the students IEP.   
  
The course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close their educational gaps. The students can repeat this course.   
  
All of that is to say that this course really focuses on students executive functioning skills, their organization, study skills. It also is academic. So teaching lessons and math and reading and writing. And also a time where the students can get help from the teachers if they are struggling in the class, they need some more support, they need help with an assignment, this is a time that the ESE teacher is with them and is able to provide some of that support.   
  
It is not a study hall. It can be used to help with them in their classrooms. But there are standards that are attached to this course that our learning strategies teachers are working with and working with our students to meet.   
  
So I will pull up hereâ€¦ These are the standards taken directly. The Florida State standards for the learning strategies course. I just put it here so you can kind of see that there are standards attached and that it is a very broad range. We are really working on those test taking skills, problem solving skills, applying their skills and strategies into the general education classrooms. Our hope is a student in learning strategies is able to learn how to organize themselves and also the skills applying their skills and strategies so that when they go into their general education reading or math class, they are able to pull from the resources.   
  
DAVID OBRIEN:   
I am going to go over that with you today. Keep in mind this is for all students, whether they have special needs or not, whether they have an IEP or not. All students, these are the requirements they are required to have. They have to have four credits in English. This is typically your English one, two, three and four. They will typically take English one in ninth grade, English two in 10th grade, three and 11 and four is a senior. That has been around since the beginning of time. Those for English requirements. That takes care of English.   
  
Then we move on to math. They have to have four credits in mathematics. It is important to know that one of those must be algebra one. And one must be in geometry. Then they can take two other math courses. There is a whole list of different math courses they can choose from. There is either some dust there is even some computer education courses that actually count toward math credits. So if you have a child who is very into computers and stuff, there are some of the computer courses that could count. They are still going to need algebra one and geometry. Keep in mind a lot of students might take algebra one as 1/8 grader. They might actually take that course before they get to high school. Which is fine, they get that out of the way in middle school. Those are the math requirements there. A math must be taken in grades nine and 10.   
  
Then we move on to science. It says three or four credits in science, this is three or four credits of social studies, that is because in Brevard public schools we require for credits in one and three in the other. You can take three in science and for social studies, or for science and three social studies. It is up to you and your child which route you want to go.   
  
It is a little different for students on access points. They do not need that fourth science or social studies credit, if your child is on access points. That is really the only difference there.   
  
So science typically is biology, chemistry and physics is the sequence that goes. The other sequence could be a physical science, biology, and another what we call equally rigorous, ER, science course. Those are kind of the two paths you can take to earn your science credits. Again, it is biology, chemistry and then physics or physical science, biology and then an equally rigorous science. You will notice biology is a constant in both of those. Virtually every student, kind of like they have to have algebra one, really every student has to have biology as well.   
  
Then you have got â€“ then they can take 1/4 science as well. There are some environmental courses that count as science credits. If your child is into environmental kinds of things, there are some environmental science courses that can count as 1/4 science.   
  
Then we move on to social studies. They have to have three credits in social studies, again, if they only take three science they will need that for the social studies. Social studies is interesting because it is the same for everybody. They have to have one credit in world history, when in United States history, half credit in United States government, and half a credit and economics with financial literacy. Those are your three social studies credits that are mandatory, that are required. Every student in this county has those three science courses â€“ I am sorry, those three social studies courses. And they can take 1/4 one. There are various law study courses they can take. And there are other history kinds of courses they could take if they want to take 1/4 social studies.   
  
Those are what we call our mesh courses, math, English, science and history. Then there are some other requirements. You have one credit in a performing or fine arts course. This can be speech, debate, chorus, strings, orchestra, any kind of performing or fine arts course. You also have to have the one quitting health opportunities for physical education, that is your HOPE course and there is one credit in that. That is your PE requirement. Again I think that has been around for many years. They also have to have half a credit, which is one semester in career research and decision-making. That is a great career class, so they look at career exploration and they look at career inventories, those kind of things.   
  
The remainder of their credits or in electives. Those are courses that our students selected generally. And they can take career technical courses, computer courses, additional PE courses, all sorts of things for their electives. If you add all of those up it is going to come up to 26 credits. Those are the main graduation requirements. In terms of courses. The next slide, I am going to show you some additional requirements. Number one, the assessments. They have to pass the statewide, standardized grade 10 ELA assessment. That is the one they have to pass in order to graduate or earn a concordant they also must pass algebra one exam. They are going to take that at the end of their algebra one course. Score on a similar assessment. If they take it as 1/8 grader, they will take this exam at the end of their eighth grade year. If they take it as/9 grader, they will take it at the end of that year. For students who might take algebra one a and algebra 1B, which is a two-year sequence for algebra, they would take the exam at the conclusion of algebra 1B.   
  
So they have got to take that and pass that or get a comparative score on that as well. If they have an IEP, the team could waive the results of those assessments. It does not waive the requirement to have to take the test. Every student must take these assessments. But if they are a student with special needs who maybe do not pass the exam, the IEP team can look at waving that score. That is something you can discuss with your IEP team when that time comes.   
  
One course within the 26 credits must be taken online. Again, this is something that could be waived by an IEP team if you do not believe in online course is appropriate for your child. That is a discussion you need to have with your IEP team because that requirement may be waived by an IEP team. But for the vast majority of students, they are going to take one online course within those 26 credits.   
  
Finally, that 2.0 grade point average on a four point scale, that has been around forever as well. It has not changed. Every student must graduate with a 2.0 GPA. Keep an eye on that GPA as your child finishes up each semester, so that you are sure to get the 2.0 GPA.   
  
Just some other notes. World languages, or foreign language is which, however you want to phrase it, we do not require that to get a standard high school diploma. It is strongly recommended you complete at least a few of those courses, keep that in the back of your mind. If your student is looking to going to a Florida State University upon graduating this is something you would want to take. This could easily be one of those online courses, so your child can kind of meet two requirements at once. They get the online credit out of the way and a year of a foreign language or more.   
  
Keep in mind if you have a college-bound student, they are going to say I do not have to take a foreign language to graduate, and they are right but it could hurt them getting into post secondary institutions. Just keep that in mind.   
  
Also there are a couple of exceptions. If your child participates in FHS AA sport either at the JV level or the varsity level for two full seasons, that satisfies the hope requirement, that one credit I mentioned a minute ago. A sport at the JV or varsity level, they have to play for two full seasons. That satisfies that requirement. I do not know a lot of students that do that, most of the kids that are in sports enjoy help and enjoy the PE classes. So they typically will do both, they are in a sport and in hope and other PE classes. But that is certainly there.   
  
Also, ROTC satisfies the hope credit and the performance and our credit. So keep that in mind. If ROTC is something, the military preparation is something your child is interested in, the completion of two full years and in ROTC sequence satisfies both the hope credit and the performing fine arts credit. Something to keep in the back of your mind there as well.   
  
If you have a student on access points, really it is the same for them. The only difference is, number one, they do not eat that forth science or social studies credit. So they would go for English, for math, three science, three social studies. Again, this is for students on access points only. They only need seven elective credits instead of 8.5. To graduate they need 24 credits instead of 26. That is the difference for students who are on access points. But all of these other requirements are the same for everybody. Regardless of what class they are in, regardless of their placement or exceptionality. They are what they are.   
  
Hopefully that helps give you a better understanding of the courses your child will be enrolled in. And if you have any questions you can always call me or your school guidance counselor. These graduation requirements have stayed pretty consistent for several years now. They have not really changed a whole lot. So we all kind of know in pretty well by now and will be happy to help you answer your questions. I think that is about it from me.   
  
REBECCA STANDRIDGE:   
Thank you. This is the conclusion of the first part of our presentation today. If there are any questions for myself, Mallory or David regarding anything we just shared, we will gladly take those. I am going to go ahead and switch a screen to our contact information in case anyone wanted another chance to see that. If we do not have any questions on that information then I am going to pass it over to Bill, who is with the Florida inclusion network and he is going to be presenting for the second part of our presentation.   
  
BILL PEARLMAN:   
Thanks Rebecca. Good afternoon everyone, like to thank you for joining us. As Rebecca mentioned I am with the Florida inclusion network, which is a discretionary project funded by the Florida Department of Education. And Brevard Public schools considers me their resource teacher for inclusion. But I have the privilege of supporting schools in both Brevard and Volusia counties. I am going to share my screen and start my presentation.   
  
MALLORY WHITE:   
Did you see there was a question about learning strategies...   
  
REBECCA STANDRIDGE:   
As long as the IEP team requires it what they need they can continue in the class.   
  
BILL PEARLMAN:   
Alright. I mention I am with the Florida inclusion network, and I just want to take a moment to let you review the mission statement of the Florida inclusion network. You can see that we work to ensure that all students with disabilities have the same opportunities as their peers.   
  
And on this slide, which is a continuation of the mission statement, you can see that we fulfill that mission by among other things, using data to problem solve and provide professional development and technical assistance to district and schools. I just wanted to list my few objectives for my time with you today. We are going to discuss the models of in class supports, those inclusive models. For students with disabilities. And I will help you understand how teachers provide those in class supports. And then hopefully I will have enabled you to ask and inquire about how your child is receiving specially designed instruction in a general education setting or how they can receive specially designed instruction in a general education setting.   
  
I think it is important to cover just some basic information, which is really vital for you to know. The individuals with disabilities education act, which is also known as IDEA is a federal law that requires schools to provide the least restrictive environment for students with disabilities. And on this slide you see the legal definition of least restrictive environment. If I can review that for you, it says that to the maximum extent appropriate, students with disabilities, must be educated with students who are not disabled. And any kind of special classes or separate schools or other kind of removal of students with disabilities from the general education classroom or environment can occur, but 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.   
  
That is a lot of words. A nice way to summarize that, to simplify that is for us to understand that what it means really is that all students are general education students first. And that the general education classroom should be the first consideration for placement. That is really what least restrictive environment means.   
  
Now because of IBA and least restrictive environment, students are not required to earn inclusion. That may have been true under the old system which we called mainstreaming, but inclusion is different. Inclusion is viewed as a human right, civil right. This is the definition of inclusion that exists in Florida statute. I will go over some of the important parts here.   
  
It basically says a student with a disability receives their education in a general education setting, with natural proportions and age-appropriate heterogeneous grouping in core academic and elective or special areas within the school. And that a student with a disability is a valued member of the classroom and the school community. And that teachers and administrators support universal education, which is defined really as universal design for learning, and to have knowledge and support available to enable them to effectively teach all their children. All their students. And access is provided to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.   
  
There is the definition that existed in Florida statue of inclusion. A more simplified definition is inclusion allows for students with disabilities to receive supports in the general education classroom alongside their peers.   
  
So the IEP, which is the individual education plan, dictates how service are provided and families are really an integral part of creating the IEP. At the Florida inclusion network we believe that all students benefit from instruction and support that is provided within the general education classroom. As the slide says, students can receive instruction and support in the GEN Ed classroom is identified on their IEP with services provided by certified personnel, that would be the ESE teacher, using in class service delivery models which I will be going over shortly.   
  
So let's talk about those models for in class service delivery. There are actually two different models for providing in class support. This model, co-teaching, is not particularly common in Brevard. Co-teaching requires two things to occur. The first thing is the ESE teacher is certified not just as an ESE teacher, but most also be certified in the content area they are working. Remember we are talking about co-teaching here, which is relatively rare in Brevard schools. The next I will go over the more common scenario.   
  
Again, the first requirement is the ESE teacher must be content certified for whatever class they are pushing into. The ESE teacher must also be providing instruction, must be pushing in and support every day for the full instructional period. You can see how difficult that is for the school to provide. In an elementary school, the English language arts block is a 90 minute block of time. We do not typically have the staffing to provide an ESE teacher and a Jenin teacher to work together in the Jenin classroom for every student with an IEP for 90 minutes or more. This is also difficult at the secondary level because you can see how difficult it would be to provide a content certified ESE teacher for every subject. Including higher level math and science courses. Co-teaching is a difficult model to support due to staffing and financial issues, and it may not be the right level of support for many students. In my mind, certainly possible to over support a student. And when we do that we create very dependent learners. The co-teaching model is difficult to provide, and not always the preferred model anyway.   
  
That leads us to the next slide, the other model for in class support. And that is support facilitation. We see a fair amount of support facilitation in preferred schools. That means instead of pulling a student out of the general education classroom, the ESE teacher pushes in and provide support there. There is a huge body of research that supports the academic and behavioral benefits and gains from this model, the support facilitation model.   
  
What does instruction look like in an inclusive classroom? Let's take a look at some of the ways to teachers can work together in the same classroom. Should one approach for those two heat teachers working together in the same classroom would be something called parallel teaching. By the way, this comes from the work of Maryland friend, who was a renowned author and researcher in the area of collaborative teaching. Parallel teaching is one way teachers can support students in the general education classroom.   
  
This model and approach, both teachers are teaching the same standard, the same lesson, but they differentiate the instruction to be more effective. You can see in this description both teachers teaching a lesson on text structure, one teacher is using a long story and asks the students complex questions. The other teacher is in another side of the room with a different group of students. And doctors row ski is using a different and shorter passage with a small group of students that are perhaps struggling with the material. At the end of the teaching session, the whole class will discuss both pastors and their meanings. This is to teachers working on opposite sides of the room but essentially teaching the same lesson but providing some differentiation. That is one model called parallel teaching.   
  
Another approach would be stationed teaching. Again, we are talking about approaches were ESE teacher is pushing into the general education classroom, and both -- teachers are working together collaboratively. You can see we have centers set up in station teaching. Teacher one is perhaps teaching through higher level thinking questions and the other is having students read a passage to answer factual questions. There may be 1/3 center, group of students were independently completing an assignment on the passages. Typically in this model students rotate through the various stations or centers, spending anywhere from 15 to 20 minutes typically, could be more or less.   
  
Another way to differentiate in this model is to have some students spend two rotations in one center, one station, and perhaps skipping the independent station over which everyone be least beneficial for that student. Lots of ways to do this. But this is again two teachers working together in the same model. One ESE, one general education.   
  
Another approach to this model is called alternative teaching which is an unusual name, but really just means small group instruction. We encourage teachers to make these small groups very flexible. By that I mean the small group can be used for remediation, enrichment, catching up, even for the purpose of assessment. Then the membership of the small group should vary. It should not always be the same students in the same group. By varying the purpose and membership of the group, may prevent students from being stigmatized, and we allow students to build relationships with others and to learn from each other.   
  
Whenever possible, we encourage small groups to include students with and without disabilities. That is alternative teaching, or what we typically call small group instruction.   
  
Another way for two teachers to work together in the same classroom would be what is called team teaching or teaming. Both teachers prevent the lesson together in front of the whole group. But because this approach is whole group instruction, it is recommended to be used less frequently. We know that when students get small group instruction and not all whole group instruction, it yields better results. In terms of academic gain.   
  
Then finally, these last two approaches for two teachers to work together in the same room should really be used infrequently. One teacher is either observing to collect data, or is assisting around the room specific individuals. When one teacher is functioning as an Assistant, as I have just described, we are not necessarily taking full advantage of their skills and abilities as a teacher. We would prefer to see this used less frequently.   
  
I have a short video for you on this next slide. It is only four minutes long, and it really refuse those approaches to support facilitation, the ones that we just went over. I would like to share this with you. We have time for us to watch it, it is just four minutes. It ties it all together. Again, this video is on the six approaches to collaborative teaching, which is when an ESE teacher is providing in class support in the general education setting, and that yes he had tried Ed teacher are working together collaboratively to provide instruction for students with disabilities.   
  
Could you hear the music play? Was the sound working for that?   
  
REBECCA STANDRIDGE:   
No, no sound.   
  
BILL PEARLMAN:   
I think what I -- shared by screen I did not toggle that switch. Let me do that again. It looks like a little glacier with the screen. I will hit play and see if it fixes it. If it does not work will you interrupt me so I can pause it and start again? Thanks.   
  
(Video plays)   
  
REBECCA STANDRIDGE:   
The sound is working.   
  
BILL PEARLMAN:   
Thank you for confirming that.   
  
SPEAKER:   
The term collaboration means to professionals working together for specific purpose. In Florida when a special education teacher and a general education teacher collaborate to provide in class supports for students with disabilities in inclusive settings, they are called pro teachers or support facilitators. Training and technical assistance for collaborative teaching are provided by the Florida inclusion network.   
  
SPEAKER:   
When teachers teach together, there are a variety and combination of approaches that should be used to provide special design instruction and intensified instruction in the general education setting. In this video, we will will provide an overview of the following six approaches. Parallel teaching, station teaching, alternative teaching, teaming, one teach, one assist, and one teacher, one observed.   
  
SPEAKER:   
One approaches to intensify instruction is parallel teaching. Both teachers teach the lesson to equally divided groups of students. The teacher-student ratio is greatly reduced in this approach. Students are able to respond more frequently and formative assessment data is more easily collected. This approach should be used frequently.   
  
In station teaching, the teacher-student ratio is also reduced, but the purpose and number of stations can be varied. Usually students rotate through to teacher led stations and one or two independent stations. Students can receive additional practice opportunities, additional instruction, or intensive instruction or receive extensive activities related to the topic. This approach should be a frequent one.   
  
Alternative teaching is deadwood one of the teachers could beats a small group of students for a short time at the beginning or end of class for specific purpose. Alternative teaching allows for review or preview of difficult concepts or vocabulary. Extension or enrichment activities, or for another intentionally planned purpose. Alternative group should consist of different students for different purposes, and should not be made up of the same students every time. This approach or have vocational use. -- Occasional use.   
  
Team teaching... One teacher can demonstrate no teaching or ask strategic questions for the benefit of student learning. The recommended use is vocational. -- Occasional.   
  
In one teacher, one assist, when teacher leads the whole group and the other walks amongst students offering assistance in maintaining attention, correction of observed errors or other support. This approach should be used infrequently because it does not provide the intensity of instruction seen in other approaches, nor does it allow for the delivery of specially designed instruction.   
  
One peach, one observer is recommended in frequently and for short periods of time. This approach is used primarily for data collection related to student IEP goals, formative assessments, whether intentionally planned purposes.   
  
The sixth collaborative approaches can be a powerful way to provide specially designed instruction for students with disabilities as well as more intensive instruction in a general education setting. For training, approaching, and other technical assistance supports, please contact the Florida inclusion network.   
  
BILL PEARLMAN:   
I think that video did a nice job of tying it all together there. I would like to mention however, that there are a couple of other approaches to in class supports. So one of them is called the dual certified model. Brevard experimented with the dual certified approach several years ago. It really was found to be less than ideal. I personally lived it as an ESE dual certified teacher, so I function in this role for a couple of years. And I can tell you it is very difficult role to do well as a teacher. The district has mostly done away with this model. I really hope our inability to hire qualified â€“ enough qualified teachers does not force us back to this option. But essentially in this model we expect one teacher that happens to be certified in both ESE and general education, to be both ESE and ESE and Jenna teacher for entire class of students. Generally did not lead to sufficient academic gains to justify its use.   
  
There is a consultation model. If a student has progressed to the point where they may not need an ESE teacher to provide direct support, they could be considered for consultation. In this case the teachers, the ESE and general education teachers collaborate to make sure the general education teacher can provide the necessary supports for the student to be successful in the general education classroom. But the student is likely receiving zero minutes of direct support from the ESE teacher.   
  
I want to pause here for a moment and see if anyone has any questions. Whether you would like to unmute and ask your question, I would be happy to entertain it. Or it goes into the chat. If goes into the chat I will rely on Rebecca to share it with me. I will just pause for about 30 seconds here to see if that happens.   
  
Rebecca, any questions appearing in the chat?   
  
REBECCA STANDRIDGE:   
Not related to this, there is one Patty is answering in the chat.   
  
BILL PEARLMAN:   
Alright. I will continue then. But I want the folks who have joined us today to feel comfortable in just a few minutes when I finish up, to unmute and ask questions. Or put them into the chat so I can address them. But before I finish up completely, I want to share with you a couple of things. The Florida Department of Education maintains a website. You're going to find some valuable resources there. I have referenced that on this slide.   
  
Florida students.org you will find some online tutorials. And the Florida Department of Education funds a number of discretionary projects in addition to my project which is the Florida inclusion network. You can see some of them on this slide, and also continue onto the next slide in just a moment. We have got all of these different projects including at the top and center the fiddler's project. Which is the Florida Diagnostic and Learning Resource Systems, that and FIN are closely aligned. And work very well together as well as for some of these other discretionary projects. All of these have websites and resources available that may be helpful to families. So more of the discretionary projects listed here.   
  
I am leaving it up long enough in case you wanted to take a photo of it, but of course this presentation is being recorded and will be posted online for you to have access for as well.   
  
And of course the Florida inclusion network has wonderful websites, I have referenced that here. You will also notice at the top tab with resources for families, so a very specific tab therewith in the Florida inclusion networks website. And I have a screenshot of some of those resources on the next slide. And you can see that some of the resources you will find on the FIN website for families are called fact folios, they cover a variety of topics. There are additional resources as well.   
  
Before you leave, and I will put into the chat as well, link this code for a survey. The survey is for my part of the presentation only, but I have also included my contact information of the top so you can feel free to reach out to me. I would really appreciate it if you would take a minute to complete the exit survey for my part of the presentation. And you can do that either by using the QR code on a smart phone or the shortened web address at the bottom. It should only take a couple of minutes to complete that. I will go ahead now and paste that into the chat.   
  
REBECCA STANDRIDGE:   
Thank you Bill.   
  
BILL PEARLMAN:   
Let me stop so you can share yours.   
  
REBECCA STANDRIDGE:   
Alright. Those are the presentations we have today. Are there any other questions for anything regarding our first presentation on the transitioning and programs available and elementary and secondary or for Bill regarding inclusion? If anyone wants to unmute if they have anything to ask.   
  
I do want to thank you guys for attending today. Our next session for the K-12 lunch and learn will be on February 16, and the topic of that one is tips for verbal de-escalation. So that will be another great one if you are interested in that, to register and attend. And if we do not have any questions, that is the information we have for you today.   
  
SPEAKER:   
Thank you so much.   
  
REBECCA STANDRIDGE:   
Thank you.   
  
BILL PEARLMAN:   
Thanks for joining us.   
  
PATTY ADAMS:   
At this point I am going to end the recording. Alright, thank you everybody for your support as always.   
  
Live captioning by Ai-Media