

# State Advisory Committee for the Education of Exceptional Students



2013

# *ANNUAL REPORT*

Florida Department of Education  
Division of Public Schools  
Bureau of Exceptional Education and Student Services

**State Advisory Committee  
for the Education of Exceptional Students**

Judy Owens, Co-Chair  
Joyce Wieland, Co-Chair  
Thea Cheeseborough, Vice-Chair  
Kara Tucker, Parliamentarian

Will Gordillo, Chair, Nominating Subcommittee

**Bureau of Exceptional Education and Student Services**

Monica Verra-Tirado, Ed.D., Chief  
Tonya Milton, Program Planner/Analyst and State Advisory Committee Liaison  
Judy White, Program Director and State Advisory Committee Liaison

State of Florida  
Department of State

2013

# State Advisory Committee for the Education of Exceptional Students

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# State Advisory Committee

for the Education of Exceptional Students

## *INTRODUCTION*

*“to provide policy guidance with respect to the provision of exceptional education and related services for Florida’s children with disabilities ....”*



## Introduction

The State Advisory Committee for the Education of Exceptional Students (SAC) is appointed by the commissioner of education, commensurate with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), to provide policy guidance with respect to the provision of exceptional education and related services for Florida's children with disabilities. The SAC operates under the auspices of the Bureau of Exceptional Education and Student Services (BEESS), Florida Department of Education (FDOE).

### *Membership*

In compliance with IDEA, Florida's SAC includes the following representation

- Parents of children with disabilities (ages birth through 26)
- Individuals with disabilities
- Teachers
- Representatives of institutions of higher education that prepare special education and related services personnel
- State and local education officials, including officials who carry out activities under Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act
- Administrators of programs for children with disabilities
- Representatives of other state agencies involved in the financing or delivery of related services to children with disabilities
- Representatives of private schools and public charter schools
- Not less than one representative of a vocational, community or business organization concerned with the provision of transition services to children with disabilities
- A representative from the state child welfare agency responsible for foster care
- Representatives from the state juvenile and adult corrections agencies

The chief of BEESS (or his/her designee) serves as an ex officio member of the SAC.

Additional representatives may be appointed at the sole discretion of the commissioner of education.

(See SAC Membership List, page 7.)

### *Responsibilities*

The SAC has the following responsibilities:

- Advise FDOE of unmet needs within the state in the education of children with disabilities.
- Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities.
- Advise FDOE in developing evaluations and reporting on data.
- Advise FDOE in developing corrective action plans to address findings identified in federal monitoring reports under IDEA, Part B.
- Advise FDOE in developing and implementing policies relating to the coordination of services for children with disabilities.

FDOE must transmit to the SAC the findings and decisions of due process hearings conducted pursuant to sections 300.507–300.519 or 300.530–300.534 of Title 34, Code of Federal Regulations (CFR).

The SAC also performs other duties assigned to it by BEESS.

#### *Meeting Schedule and Major Topics*

During 2013, the SAC held meetings on August 5–6, 2013, and December 9-10, 2013. Major presentation/discussion topics during the meetings included Florida’s State Performance Plan (SPP) and Annual Performance Report (APR), state legislation and State Board of Education (SBE) rules related to exceptional student education (ESE), federal and state funding, restraint and seclusion of students with disabilities (SWDs), graduation requirements and diploma options, secondary transition programs, assessments, Response to Intervention (RtI), general supervision, monitoring and Florida Alternate Assessment (FAA). Each meeting provided an opportunity for committee member updates, discussion of unmet needs and coordination of services for children with disabilities, as well as for a committee business session and public input.

(See Meeting Reports.)

#### *Evaluation*

Evaluations conducted as part of each meeting were favorable in terms of meeting preparation, agenda topics and background materials provided. The majority of members who responded rated the bureau chief and other BEESS staff highly in terms of expertise/leadership of Florida’s ESE and student services programs, accessibility and responsiveness to program needs and member issues and concerns.

Members were also given the opportunity to comment on to what extent they felt SAC is making a positive difference for SWDs. Those who provided comments consistently noted that SAC was contributing significantly to making a positive difference for SWDs.

(See Evaluation Summary available from BEESS.)

#### *Annual Report*

This *Annual Report* represents the organization and work of the SAC during 2013 and includes a list of members, the minutes of all meetings, committee bylaws and federal requirements. For further information, contact any member of the committee, or BEESS.

# State Advisory Committee for the Education of Exceptional Students

## *STATE ADVISORY COMMITTEE MEMBERSHIP LIST*



**Florida Department of Education  
Division of Public Schools  
Bureau of Exceptional Education and Student Services**

**State Advisory Committee  
for the Education of Exceptional Students**

**Membership List  
2013**

<b>Name</b>	<b>Representation</b>
Denise Arnold	Other State Agency Serving Children with Disabilities Agency for Persons with Disabilities
Dr. Karen Barber	Local Education Agency – Medium District McKinney-Vento Homeless Assistance Act Santa Rosa County
Roxana Beardall	State Vocational Rehabilitation/Transition Services Florida Department of Education
Thea Cheeseborough	Parent Leon County
Lileana de Moya	Parent Miami-Dade County
Kathy Devlin	District ESE Administrator – Large District Sarasota County
Jacqueline Egli	Private School Parent Seminole County
Hannah Ehrl	Teacher and Parent Orange County
Jennifer Evans, LMHL	Other State Agency Serving Children with Disabilities Substance Abuse Mental Health Program Office
Carin K. Floyd	Parent Gilchrist County
Will Gordillo	District ESE Administrator – Very Large District Palm Beach County

Name	Representation
Mark Halpert	Florida Advocacy Coalition on Learning Disabilities Parent Palm Beach County
Joni J. Harris	Parent Miami-Dade County
Johana Hatcher	State Child Welfare Agency/Foster Care Florida Department of Children and Families
Cindy T. Jones	State Juvenile Justice Agency Florida Department of Juvenile Justice
Joyce Hildreth	Division of Blind Services Florida Department of Education Individual with a disability
John R. Howle	Department of Corrections Individual with a disability
Cindy T. Jones	Florida Department of Juvenile Justice
Shawn Larkin	District ESE Administrator – Small District Jackson County
Michele Mantell	Parent Flagler County
Pam Minelli	Public Charter Schools Parent Palm Beach County
Judith Owen	Parent Pinellas County
Frances Perez	Florida’s Parent Training Initiative Parent Leon County
Kelly Rogers	Other State Agency Serving Children with Disabilities Children’s Medical Services, Early Steps Parent Leon County
Calley Ronso	Parent Escambia County
Catherine “Cat” Rudniski	Individual with a disability

Ann Siegel	Other Agency Serving Children with Disabilities Disability Rights Florida
Tracie Snow	Parent and Florida School for the Deaf and the Blind St. Johns County
<b>Name</b>	<b>Representation</b>
Tracy Stevens	Parent Jackson County
Peg Sullivan	State Personnel Development Grant Florida Gulf Coast University
Kara Tucker	Individual with a disability
Robyn Walker	Parent Volusia County
Joyce Wieland	District ESE Administrator – Small District Hillsborough County
Monica Verra-Tirado, Ed.D., Chief	State Education Official (ex officio) Bureau of Exceptional Education and Student Services
Tonya Milton	SAC Liaison Bureau of Exceptional Education and Student Services

The SAC is appointed by the commissioner of education in accordance with the Individuals with Disabilities Education Improvement Act (IDEA [20 United States Code (U.S.C.) Chapter 33, as amended by Public Law 108-446]) and state requirements “to provide policy guidance with respect to special education and related services for children with disabilities in the state.” All members are appointed for terms as specified in the Committee Bylaws, pending their continued eligibility and willingness to serve.



# State Advisory Committee for the Education of Exceptional Students

Florida Department of Education (FDOE)  
Division of Public Schools (DPS)  
Bureau of Exceptional Education and Student Services (BEESS)

## **State Advisory Committee for the Education of Exceptional Students (SAC)**

**Conference Call  
February 27, 2013**

### **Meeting Report**

***February 27, 2013***

The State Advisory Committee for the Education of Exceptional Students conducted a conference call with the following persons on the call:

#### ***Members***

Karen Barber  
Thea Cheeseborough  
Kathy Devlin  
Jacqueline Egli  
Mark Halpert  
Joni Harris  
Shawn Larkin  
Judith Owen  
Kelly Rogers  
Catherine Rudniski  
Ann Siegel  
Tracie Snow  
Peg Sullivan  
Kara Tucker  
Robyn Walker

#### ***Designees***

Kirk Hall (for Roxana Beardall)  
Rene Johnson (for Denise Arnold)

**FDOE/DPS/BEESS Representatives**

Monica Verra-Tirado, BEESS Chief (Ex Officio SAC Member)

Sue Summers, Administrator, BEESS

Heather Diamond, Team Leader, Student Support Services, BEESS

Anne Glass, Educational Program Director, BEESS

Jill Snelson, Program Director, Accountability Systems, BEESS

Aimee Mallini, Program Specialist, Parent Services, BEESS

Judy White, Secondary Transition Specialist, BEESS

Tonya Milton, Program Planner/Analyst (SAC Liaison)

**Guest**

April Katine, Florida Developmental Disabilities Council

**SAC Updates**

Judy Owen, co-chair, called the meeting to order and welcomed everyone. She announced the resignation of former co-chair, Joyce Wieland. Therefore, Thea Cheeseborough moved from the position of vice-chair to co-chair.

Ms. Owen informed the group that the two letters voted on in the December meeting had been sent. The first letter was to the State Board of Education thanking them for the November workshop on students with disabilities. The second letter was to the commissioner of education recommending one diploma option.

**BEESS Updates**

Monica Verra-Tirado thanked the group for their willingness to meet via conference call and Adobe Connect. She provided a brief update on the 2013 legislative status. She shared that BEESS began developing a strategic plan that would align with FDOE's strategic plan and would incorporate the parent engagement and empowerment recommendations from SAC.

Note: There was a technical problem with the call and the participants were only able to provide comments by typing them in Adobe Connect. FDOE staff continued with the agenda.

**Parent Empowerment and Involvement**

(See attachment, SAC 2012 Parent Involvement Input)

Aimee Mallini reminded members of the activity during the December SAC meeting consisting of five questions that were answered and ranked according to member responses. She commended members for the excellent suggestions. She stated that BEESS plans to include the top suggestions in our parent services strategic plan, and most will be addressed through the parent services workgroup. She reviewed the questions and the top-ranked suggestions for each.

<b>Question 1</b>	
The bureau has many useful publications and resources for parents. What are your suggestions regarding the most effective ways to increase the awareness of these resources to parents, the community and agencies? (9 suggestions)	
<b>Suggestions</b>	<b>Ranking</b>
<p>Require districts to develop and submit a communication plan that includes specific activities, responsible parties and timelines of outreach to:</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Community</li> <li>• Agencies</li> </ul> <p>Have FDOE review the plan.</p> <p><i>Aimee stated that this will be a task for the parent services workgroup and will be a part of the strategic plan.</i></p>	36 points
<p>Require parent liaisons to develop an annual action plan for outreach to families. Have FDOE develop best practices for consideration in the plans together with the parent services group.</p> <p><i>Aimee stated that we are currently researching some best practices programs and will get input from the parent services work group as we progress.</i></p>	18 points
<p>Make information on website more user-friendly.</p> <p><i>Aimee stated we are currently working with Florida Center for Interactive Media (FCIM) on the development of a website specifically for parents of students with disabilities.</i></p>	16 points
<b>Question 2</b>	
In what ways can the bureau facilitate improved coordination of services to families, including community and other agencies? (24 suggestions)	
<b>Suggestions</b>	<b>Ranking</b>
<p>Have a buddy system for parents.</p> <p><i>Aimee stated the some of our partner agencies already provide this type of service. We have contacted them and asked specifically what the service is and how it is implemented. Once this information is compiled it will be discussed with our parent services work group for input.</i></p>	27 points
<p>Require a parent checklist to help prepare before the meeting.</p> <p><i>Aimee stated that this was another excellent idea that will be discussed with the parent services workgroup</i></p>	21 points
<p>Leverage community resources more consistently in districts. Free services:</p> <ul style="list-style-type: none"> <li>• Disability awareness training</li> <li>• Center for Autism and Related Disabilities (CARD)</li> <li>• Florida Inclusion Network (FIN)</li> <li>• Family Network on Disabilities (FND)</li> </ul> <p>Example: Require districts to facilitate at least one presentation to parents (educators, stakeholders) per quarter.</p>	17 points

<i>Aimee stated that our plan is to compile a current list of resources from partner agencies. At this point, we are trying to find out who provides what services, identify the gaps and identify how we can best streamline the programs.</i>	
<b>Question 3</b>	
The bureau is in the process of creating a new website specifically for parents. Please provide suggestions on a more user-friendly layout and information that would be useful. (12 suggestions)	
<i>Aimee shared that there were 12 suggestions and we plan to use all of them. We are currently working with FCIM on the development of the website. We are in the very early stages and plan to include SAC through each stage. The projected launch date is Fall 2013.</i>	
<b>Suggestions</b>	<b>Ranking</b>
Keep it simple	38 points
Contact person at school to assist and have computer available	35 points
Helpline, live person, clear directions	18 points
Make sure info gets into the hands of local agencies	16 points
Homepage search	12 points
Homepage option for language	9 points
Printable information, no scrolling	9 points
Career and tech info available on site, including links	5 points
Parent training for assistance with website	5 points
Ensure collaboration between exceptional student education (ESE), title 1 and English for speakers of other languages (ESOL) for parent training and meetings	1 point
Accessible for everyone	0 points
Overcome parent fear of access	0 points
<b>Question 4</b>	
How can the bureau better support parental engagement in the individual educational plan (IEP) process? What are some suggested ways to strengthen and protect parental rights? (6 suggestions)	
<b>Suggestions</b>	<b>Ranking</b>
Parent IEP mentor teams – assigned to new parents to help them through first IEP meeting.  <i>Aimee stated that we will work with the parent services group on this. Some of our partner agencies already have these types of services in place and it is just a matter of us streamlining who does what.</i>	53 points
Students need to attend/engage early on and lead/participate at age 18.  <i>Aimee stated that we work with districts to increase student participation, which is required to begin at age 14 by Rule 6A-6.03028, Florida Administrative Code (F.A.C.).</i>	29 points
Develop metrics/accountability measurements.  <ul style="list-style-type: none"> <li>• Parent attendance</li> <li>• Parent involvement training</li> </ul> <i>Aimee stated that we are looking at some standards for parent involvement that other states are using. Once they are compiled, we will bring them back to you and to the parent workgroup for your input.</i>	26 points
<b>Question 5</b>	

How can the bureau facilitate collaboration with the family, school and community? (6 suggestions).	
<b>Suggestions</b>	<b>Ranking</b>
Professional development opportunity developed and provided by FDOE to parent liaisons across the state. (Train the Trainer)  <i>Aimee stated that we are compiling a list of trainings offered by our partners. The Florida Diagnostic and Learning Resources System (FDLRS) is one agency that offers trainings specifically for professionals. Federally funded parent centers offer trainings to parents as well.</i>	57 points
Secondary requirement for teacher prep programs – include parent involvement.  <i>Aimee stated this is a great idea; will discuss with the parent services work group.</i>	17 points
Ensure all districts/schools have identified who their district/school liaisons are on their websites.  <i>Aimee stated that we have been updating our district contact list and will be asking the districts to do the same. We also plan to have contact lists for state, district and partner agencies featured on our new website.</i>	11 points

### SAC Input to State Board of Education

(See attachments, Recommendation 1 and Recommendation 2)

Monica thanked the committee for providing such rich material for us to prepare a response to the State Board of Education Workshop on Students with Disabilities. The charts (Recommendation 1 and Recommendation 2) are part of what is being provided to the State Board next month. The suggestions you made have been incorporated into the charts. We are already starting on some of the suggestions and all will be incorporated into the new BEESS strategic plan. Monica stated that your recommendation that all districts be required to have a district advisory committee for students with disabilities is in the report. Also woven through the report are your suggestions for required district communication and action plans.

*Excerpt from the Florida State Board of Education Workshop on Students with Disabilities Follow-up Report*

The SAC recommends requiring districts to establish and support advisory councils on the education of exceptional students. They further recommend the following:

- At least 50 percent of council members would be parents of students with disabilities who are representative of the population of students within the district, and the remaining members would be educators and other interested stakeholders
- Councils would meet regularly and be provided with appropriate district-level data by the district (e.g., restraint and seclusion, parent survey)
- Councils would provide written recommendations to the ESE director and superintendent

- Councils would develop a communication plan and annual action plan for outreach to parents, families and communities

There is no current rule-making authority for such a requirement. Therefore, new or amended legislation would need to be proposed for this to be moved forward.

Currently 31 districts have advisory groups for ESE. Whether required or voluntary, BEESS can provide technical assistance and support to districts in establishing and maintaining a council.

Judy White reminded parents of the subscription to LRP. She also reminded members that we will send them technical assistance papers (TAPS) to review and provide comments. Tonya Milton recently sent them the Assistive Technology TAP.

The meeting was adjourned.

Note: All materials referenced in this report are available, on request, through the Bureau of Exceptional Education and Student Services, Florida Department of Education, 614 Turlington Building, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

# State Advisory Committee

for the Education of Exceptional Students

*STATE ADVISORY  
COMMITTEE  
MEETING REPORT*

*August 5-6, 2013*

Florida Department of Education (FDOE)  
Division of Public Schools (DPS)  
Bureau of Exceptional Education and Student Services (BEESS)

**State Advisory Committee for the  
Education of Exceptional Students (SAC)**

**Hotel Duval  
Tallahassee, Florida  
August 5-6, 2013**

**Meeting Report**

***MONDAY, August 5, 2013***

The SAC met in regular session with the following persons in attendance:

***Members***

(See SAC Membership List 2013, SAC Designee List and SAC Representation Chart, SAC Member Notebook, Tab 2)

Denise Arnold  
Lauren Bustos-Alban  
Kathy Devlin  
Jacqueline Egli  
Hannah Ehrli  
Mark Halpert  
Joni Harris  
Laura Harrison  
Johana Hatcher  
Cindy Jones  
April Katine  
Richard La Belle  
Shawn Larkin  
Lani Lingo  
Judith Owen  
Catherine Rudniski  
Ann Siegel  
Tracy Stevens  
Jeanna Wanzek  
Monica Verra-Tirado

***Designees***

Kirk Hall (for Roxana Beardall)  
Patricia Osbourne (for Amy Coltharp)  
Jeannine Welch (for Will Gordillo)  
Katie Williams (for Katie Rogers)

### ***FDOE/DPS/BEES*** Representatives

Tonya Milton, Program Planner/Analyst (SAC Liaison)  
Judy White, Program Director, Bureau Resource and Information Center (BRIC), BEES  
Aimee Mallini, Program Specialist, Parent Services, BEES  
Heather Diamond, Multi-tiered System of Supports (MTSS) Liaison, BEES  
Princess Briggs, BEES Intern  
Janie Register, Program Specialist, Pre-Kindergarten (Pre-K), BEES  
Zoe Mahoney, Program Specialist, Specific Learning Disabilities, BEES  
Misty Bradley, Program Specialist, Compliance, BEES  
Jill Snelson, Program Specialist, Compliance, BEES

### ***Guests***

Danie Roberts-Dahm, Project 10  
Wayne Jennings, Division of Blind Services  
Julie Orange, Department of Juvenile Justice (DJJ)  
Skip Forsyth (for Karen Barber)

### **Welcome, Roles and Responsibilities, Sunshine Law, Overview of Agenda/Resources**

(See *SAC Member Notebook*, Agenda, Tab 1; Individuals with Disabilities Education Act [IDEA] SAC Way of Work and Ground Rules and Roles and Responsibilities; SAC Membership List 2013; Open Meetings Law, Tab 2; Meeting Report, Committee Interest Form; Committee Action Form, Tab 8)

Hannah Ehrli, co-chair, called the meeting to order and welcomed everyone. She introduced reappointments and new appointments. Shawn Larkin, co-chair, drew members' attention to Tab 1 of their notebooks and reviewed the agenda. He asked that members review the December meeting minutes located in Tab 8 in preparation for tomorrow's business meeting.

Mr. Larkin also provided a quick overview of the sunshine law and SAC's way of work located in Tab 2.

### **Bureau Update**

(See *SAC Member Notebook*, 2013 Legislative Update PowerPoint [PPT], Tab 3)

Dr. Monica Verra-Tirado welcomed the group and provided an overview of the legislative session update, including the following information:

Budget Comparison for 2011-2014

SB 1500, General Appropriations Act

- Florida Education Finance Program
  - Base Student Allocation – \$3,752.30 (4.7% increase)
  - DJJ Supplemental Allocation factor – \$902.03 (0.10% decrease)
  - Exceptional Student Education (ESE) Support Level 4 – \$3,558 (1.0% increase)
  - ESE Support Level 5 – \$5,089 (0.9% increase)
  - ESE Guaranteed Allocation - \$947,987,428 (level funding)

- Learning through Listening – \$860,000 (13.2% increase)
- Florida Diagnostic and Learning Resources System University Centers – \$1,982,626 (level funding)
  - \$396,525 to University of Florida (UF), University of Miami (UM), Florida State University (FSU), University of South Florida (USF) and UF Health Science Center at Jacksonville (UF-Jax)
- Center for Autism and Related Disabilities (CARD) Centers – \$7,500,000 (37% increase)
  - USF-Mental Health Inst. – \$1,315,410; UF – \$912,177, University of Central Florida – \$1,126,462; UM – \$1,425,747; Florida Atlantic University – \$713,387; UF-Jax – \$950,586; FSU – \$1,056,231
- ESE – \$5,747,080 (101.6% increase)
  - Amount from General Revenue – \$2,713,726 (167.7% increase)
    - Family Café, Communication Navigator, auditory-oral education grants, K-20 Students with Disabilities (SWD) Education Pathway Task Force
    - Family Café – \$200,000 (supplemental funds)
    - Communication/Autism Navigator – \$1,000,000 (awarded to the FSU College of Medicine)
    - Auditory-oral education grants – \$500,000
    - K-20 SWD Education Pathway Task Force – \$500,000
  - Amount from Trust Fund – \$2,333,354 (level funding)

#### BEES Bill Update

- HB 7003, Interstate Compact on Educational Opportunity for Military Children – Continues the authorization and direction for the governor to execute the Interstate Compact on Educational Opportunity for Military Children (Compact) on behalf of the state of Florida, with any other state or states legally joining the Compact for three years from the effective date of this act.
- CS/SB 284, School Emergencies – section 1002.20(3)(i), Florida Statutes (F.S.), K-12 student and parent rights; to authorize public schools to purchase epinephrine auto-injectors from a wholesale distributor.
  - Permits storage of epinephrine auto-injectors in a locked, secure location on campus
  - Requires participating school districts to adopt a protocol by a licensed physician
  - Allows an authorized student to self-administer an epinephrine auto-injector that was purchased by the school
  - Requires training school personnel to recognize when a student is having an anaphylactic reaction and allows trained school personnel to administer an epinephrine auto-injector to a student without parent authorization
  - Removes school employees' liability arising from administration of an epinephrine auto-injector, unless done in a willful or wanton manner, and removes liability from the physician who developed the protocol

- CS/HB 461, Deaf and Hard of Hearing Children
  - FDOE, in collaboration with Florida School for the Deaf and the Blind (FSDB) and representatives of the auditory-oral community, will develop a model communication plan to be used in the development of an individual education plan (IEP) for deaf or hard-of-hearing students.
  - FDOE will disseminate the model plan online and provide technical assistance.
  
- CS/CS/HB 801, Certified School Counselors – Renames guidance counselors as certified school counselors.
  
- CS/SB 1108, Exceptional Student Education Charter schools – amends s. 1002.33, F.S.
  - Prohibits districts from discouraging or attempting to discourage participation of individuals of a parent’s choice in meetings
  - Meetings include eligibility determination, Individualized Family Support Plan, IEP, 504 plan and meetings related to other issues, including discipline
  - Parents and school staff will be required to sign a form at the close of meetings attesting to whether the parent was discouraged from inviting individuals of choice
  
- CS/SB 1108, Exceptional Student Education Charter schools – amends s. 1002.33, F.S.
 

Unless otherwise mutually agreed to, charter schools shall be reimbursed on a monthly basis for all invoices submitted for federal funds available to the district for benefit of the charter school.

  - Charters must invoice district at least 30 days before monthly date of reimbursement set by the district
  - To be reimbursed, charter schools must comply with all applicable state and federal rules
  - Such funds may not be made available to the charter school until there is an approved plan for use
  - Districts have 30 days to review and approve such plans
  
- CS/SB, 1108 Exceptional Student Education – Definition of terms/inclusive practices – amends s. 1003.57, F.S.
  - Defines various settings (e.g., ESE center, regular class, resource)
  - Defines inclusion
  - Requires that, once every three years, each district and school must complete a Best Practices in Inclusive Education assessment with a Florida Inclusion Network (FIN) facilitator
  - Results of this assessment must be in the district’s Special Policies and Procedures (SP&P)
  
- CS/SB 1108, Exceptional Student Education – Parental consent – creates s. 1003.5715, F.S. Requires FDOE to adopt separate consent forms.
  - Actions requiring separate consent
    - Administration of Florida Alternate Assessment (FAA)
    - Provision of instruction in access points
    - Placement in an ESE center

- Parent may refuse these proposed actions
  - School district may not proceed with these actions without parent consent unless
    - The parent fails to respond to reasonable efforts to obtain consent
    - OR**
    - District obtains approval via due process
  - Student remains in current education setting during pendency of due process
- CS/SB 1108, Exceptional Student Education – Collaboration of public and private instructional personnel – creates s. 1003.572, F.S.
    - Defines private instructional personnel (behavioral analysts, speech-language pathologists, occupational therapists, physical therapists, psychologists, licensed clinical social workers).
    - Private instructional personnel who are hired or contracted by parents to collaborate must be permitted to observe the student, collaborate with instructional personnel and provide services in the educational setting. Student’s teachers/related services provider and principal must consent to time and place.
  - CS/SB 1108, Exceptional Student Education – Students with disabilities; extraordinary exemptions – creates s. 1008.212, F.S.
    - Defines circumstance and condition.
    - States that, for a student with a disability for whom the IEP determines that a circumstance or condition prevents the student from physically demonstrating the mastery of skills that have been acquired and are measured by a statewide standardized assessment, a statewide standardized End of Course (EOC) assessment or an alternate assessment, pursuant to s. 1008.22(3)(c), F.S., shall be granted an extraordinary exemption from the administration of the assessment.
  - CS/SB 1108, Exceptional Student Education
    - Clarifies that a learning, emotional, behavioral or significant cognitive disability, or the receipt of services through the homebound or hospitalized program, in accordance with Rule 6A-6.03020, Florida Administrative Code (F.A.C.), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.
    - Establishes a process for determining eligibility for an extraordinary exemption.
      - No later than 60 days before the current year’s assessment administration for which the request is made, the IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption. The request must include all of the following information:
        - A written description of the student’s disabilities, including a specific description of the student’s impaired sensory, manual or speaking skills
        - Written documentation of the most recent evaluation data
        - Written documentation, if available, of the most recent administration of the statewide standardized assessment, an EOC assessment or an alternate assessment

- A written description of the condition's effect on the student's participation in the statewide standardized assessment, an EOC assessment or an alternate assessment
  - Written evidence that the student has had the opportunity to learn the skills being tested
  - Written evidence that the student has been provided appropriate instructional accommodations
  - Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP which are allowable in the administration of the statewide standardized assessment, an EOC assessment or an alternate assessment in prior assessments
  - Written evidence of the circumstance or condition as defined above
- CS/SB 1108, Exceptional Student Education
  - Based upon the documentation provided by the IEP team, the school district superintendent shall recommend to the commissioner of education whether an extraordinary exemption for a given assessment administration window should be granted or denied.
  - A copy of the school district's procedural safeguards, as required by Rule 6A-6.03311, F.A.C., must be provided to the parent.
  - If the parent disagrees with the IEP team's recommendation, the dispute resolution methods described in the procedural safeguards must be made available to the parent.
  - Upon receipt of the request, documentation and recommendation, the commissioner of education must take the following actions within 30 days after the receipt of the request:
    - Verify the information documented
    - Make a determination
    - Notify the parent and the school district in writing whether the exemption request has been granted or denied
  - If the commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP.
  - If the commissioner denies the exemption, the notification must state the reasons for the denial.
  - The parent of a student with a disability who disagrees with the commissioner's denial of an extraordinary exemption may request an expedited hearing. In that event, the following actions are required:
    - FDOE must provide information to the parent regarding any free or low-cost legal services and other relevant services available in the area.
    - FDOE must arrange a hearing with the Division of Administrative Hearings (DOAH), which must commence within 20 school days after the parent's request for the expedited hearing.
    - The administrative law judge at DOAH must make a determination within 10 school days after the expedited hearing.
    - The standard of review for the expedited hearing is de novo, and FDOE has the burden of proof.
  - Beginning June 30, 2014, and each June 30th thereafter, the commissioner of education must submit to the governor, the president of the Senate and the

speaker of the House of Representatives the number of extraordinary exemptions requested under this section, the number of extraordinary exemptions granted under this section and the criteria by which all decisions were made.

Members commented on extraordinary exemptions and discussion ensued. It was pointed out that these exemptions were designed to be rarely used and not to be entered into lightly. Dr. Verra-Tirado shared that a standardized assessment that can measure the level of growth for students with significant cognitive disabilities does not currently exist. Dr. Verra-Tirado has raised this question at the national level and will keep the group informed with any updates.

- CS/SB 1108, Exceptional Student Education – School grades or improvement ratings for ESE centers – creates s. 1008.3415, F.S.
  - Each ESE center shall choose to receive either a grade or improvement rating.
  - If a student has only attended an ESE center school for grades K-12, the achievement and learning score gains shall not be included in the grade calculation for the home school if student is at the emergent level on the FAA.
- CS/SB 1108, Exceptional Student Education – Requirements to renew professional certificates – amends s. 1012.585, F.S.
  - Beginning July 1, 2014, applicants for renewal of professional certificate must earn one college credit or equivalent in-service points in instruction of SWDs.

Members commented that general education teachers are in need of more instruction on teaching SWDs and that the requirement for one college course credit with license renewal is a move in the right direction.

### **Strategic Plan Overview Activity**

(See Strategic Plan Overview PPT, Strategic Plan document in Tab 4, *SAC Member Notebook*)

Monica Verra-Tirado presented the group with a handout of the BEESS 2013-2018 Strategic Plan. The group was asked to review the plan and give feedback on individual comment forms.

### **Sponsored Lunch**

### **Strategic Plan Overview Activity Continued**

Members were asked to discuss the strategic plan at their tables and provide feedback on accommodations and recommendations for the plan. Feedback included the following:

Pre-K

- Accommodations:
  - Tracking of agreements annually
  - The use of data-driven plan

- Alignment of standards to Common Core State Standards and Pre-K through 3rd
- Recommendations:
  - Add Early Steps in collaboration column
  - Replace the word “increase” with “maintain”
  - If young children are supported to remain in inclusive settings, they will more likely remain in inclusive placement
  - More support for Pre-K students with autism spectrum disorder (ASD) then more opportunities for least restrictive environment (LRE) in kindergarten and elementary settings
  - Add positive behavior supports (PBS) as a resource
  - Develop technical assistance to help private/home school Pre-K share data with public Pre-K
  - Provide technical assistance and coaching for private and home schooled Pre-K

### Parent Engagement and Involvement

- Accommodations
  - Overall the plan looks good
- Recommendations
  - Meet quarterly
  - Consider partnerships with parent teacher association (PTA) and Council for Exceptional Children (CEC)
  - Info needs to be available in other options: brochures, pamphlets (not all web-based), multiple languages
  - Include IEP trainings for parents and students at 7th grade and above
  - Increase trainings for school and parent liaisons
  - Increase technical assistance for parents
  - Technical assistance needs to be more defined for parents
  - The list of resources either needs to be clustered by population/services, or somehow noted with a brief description of what they provide

### Transition

- Accommodations
  - IEP listed invitee compared to active participants
  - Baseline established with input from all public/private partners
  - STEM (science, technology, engineering, math) – clarify includes special diploma and standard diploma track
  - IEP – more focus on student’s interest, talents and internship options; include those from DJJ and that plan they come back with
  - IEP – goals should not have destination goal of Adult Day Training (ADT) and more on transition of skills to build on for employment
  - Cultural and linguistic outreach to students and families – not just transition of materials

- Involve other programs and agencies that can help outreach and holistic/economic reality of family/student
- Recommendations
  - Technical assistance with district
    - If declined then a “plan B” needs to occur
  - Vocational tech programs – need to provide support to SWDs who receive special diploma to succeed in job placement (Florida Developmental Disabilities Council [FDDC] can support)
  - Focus on trades/manufacturing
  - Student involvement with goal setting at IEP – self-directed is critical to success
  - Minimize data log on baseline to be able to react sooner
  - Dual enrollment
    - Take another look at funding given recent legislature change
    - Need baseline funding
  - Parent involvement – must know type of diploma and understand what are options for student
  - Prepare families and student on financial and emotional needs for the transition phase of life

#### Dispute Resolution and Monitoring

- Accommodations – none noted
- Recommendations
  - IEP facilitators
  - Add Disability Rights Florida as a resource
  - Include parental input and method to collect/monitor
  - Use successful mediators to help establish criteria – use resources to align data to effective practices
  - Add training session prior to informal session

#### Teachers and Leaders

- Accommodations – none noted
- Recommendations
  - Add administration to increase knowledge and skills as well as substitute and teacher’s assistant
  - Reduce the number of out-of-field teachers
  - Need actions to align to goals

#### **Secondary Transition Overview**

(See Secondary Transition in Florida PPT, Project 10 PPT, Vocational Rehabilitation PPT, Blind Services PPT and Association of Persons with Disabilities PPT in *SAC Member Notebook*, Tab 5)

Judy White, Transition Program Specialist, covered the following topics:

## Secondary Transition in Florida

- IDEA
  - Free and appropriate public education
  - Until age 22 or until standard diploma earned, whichever comes first
  - LRE
  - Services, including transition services, must be detailed on an IEP
  
- Transition services
  - The term “transition services” means a coordinated set of activities for a child with a disability that:
    - Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living or community participation;
    - Is based on the individual child’s needs, taking into account the child’s strengths, preferences and interests; and
    - Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, if appropriate, acquisition of daily living skills and functional vocational evaluation.
  
- Transition planning
  - Begins in Florida with the IEP in effect when the student turns 14
  - Transition services are part of the IEP, not a separate plan
  - Involves the student, family, school staff, agency staff and others identified by the team as appropriate
  - Not a one-time event – continues until the student exits
  - Designed to prepare the student for life after high school
  
- Transition-related data – FDOE reports on 20 indicators
  - Drop out data (Indicator 2) – Making gains in keeping SWDs in school, although there is still a gap
  - Graduation data (Indicator 1) – Close the gap by 50% in five years
  - Transition components in the IEP (Indicator 13) – Percentage of youth with IEPs aged 16 and above with an IEP that includes the following:
    - Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment
    - Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals
    - Annual IEP goals related to the student’s transition services needs
    - Evidence that the student was invited to the IEP team meeting where transition services are to be discussed
    - Evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting (with prior consent [20 United States Code (U.S.C.) 1416(a)(3)(B)])
  - Postsecondary outcomes (Indicator 14)

- 27.5% of exiters (5,759/20,966) were enrolled in higher education within one year of leaving high school (27.5% previous year)
- 38.9% of exiters (8,166/20,966) were in higher education or competitively employed within one year of leaving high school (38.6% previous year)
- 51.9% of exiters (10,890/20,966) were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school (51% previous year)
- 2010-11 Florida employment data
  - Found employed
    - 44% of all graduates
    - 41% of graduates with disabilities with a standard diploma
    - 16% of graduates with disabilities with a special diploma
  - Average earnings
    - \$2,105 – all graduates
    - \$2,230 – graduates with disabilities with a standard diploma
    - \$1,1964 – graduates with disabilities with a special diploma
  - Employed full-time
    - 10% – all graduates
    - 14% – graduates with disabilities with a standard diploma
    - 11% – graduates with disabilities with a special diploma
  - Average earnings (full-time)
    - \$5,765 – all graduates
    - \$5,596 – graduates with disabilities with a standard diploma
    - \$5,428 – graduates with disabilities with a special diploma
  - Earning by level
    - Less than \$7.31 per hour
      - 90% – all graduates
      - 86% – graduates with disabilities with a standard diploma
      - 89% – graduates with disabilities with a special diploma
    - \$7.31-\$13.73
      - 10% – all graduates
      - 13% – graduates with disabilities with a standard diploma
      - 10% – graduates with disabilities with a special diploma
    - \$13.73-\$20.15
      - 1% – all graduates
      - 0% – graduates with disabilities with a standard diploma
      - 1% – graduates with disabilities with a special diploma
- Florida continuing education data
  - Total continuing education (unduplicated)
    - 66% – all graduates

- 46% – graduates with disabilities with a standard diploma
  - 5% – graduates with disabilities with a special diploma
  - In district postsecondary
    - 2% – all graduates
    - 7% – graduates with disabilities with a standard diploma
    - 44% – graduates with disabilities with a special diploma
  - In Florida college system
    - 60% – all graduates
    - 82% – graduates with disabilities with a standard diploma
    - 52% – graduates with disabilities with a special diploma
  - In state university system
    - 36% – all graduates
    - 9% – graduates with disabilities with a standard diploma
    - 5% – graduates with disabilities with a special diploma
  - In private college or university
    - 6% – all graduates
    - 4% – graduates with disabilities with a standard diploma
    - 0% – graduates with disabilities with a special diploma
  - Of total continued education those employed
    - 46% – all graduates
    - 40% – graduates with disabilities with a standard diploma
    - 21% – graduates with disabilities with a special diploma
  - Receiving public assistance
    - 14% – all graduates
    - 24% – graduates with disabilities with a standard diploma
    - 43% – graduates with disabilities with a special diploma
- Postsecondary institutions
  - IDEA no longer applies
  - Postsecondary institutions have disability services offices and provide accommodations
    - Each has its own rules and regulations
    - May look at Summary of Performance and IEP provided by the high school, but are not bound by them
    - Will usually require a recent evaluation
  - Student must self-identify and advocate for services
    - It is critical that the student can discuss their disability, how it affects them and what accommodations are appropriate

#### BEES Transition Initiatives

- State Secondary Transition Interagency Committee
  - Work group made up of all stakeholders, including parents
  - Sub-committees on employment, drop-out, graduation, data, postsecondary education and family involvement
- National Secondary Transition Technical Assistance Center (NSTTAC) Grant
  - Two statewide planning institutes
    - First one held in May 2013 in partnership with annual VISIONS conference
    - Over 30 districts sent teams; funding provided

- Facilitated team planning time built into agenda
  - Pinellas was selected for intensive support from NSTTAC
- State Personnel Development Grant
  - Strategic Instruction Model
  - Check and Connect

#### BEESS Collaborative Transition Efforts

- Employment Partners Group/Employment Task Force
  - Coordinated by Agency for Persons with Disabilities (APD)
  - Working with the Governor's Commission on Jobs for Floridians with Disabilities
- Employment First Initiative
  - Coordinated by FDDC
  - Working to make Florida an Employment First state
- FDDC Inclusive Housing Stakeholder's Task Force
- FDDC Wait List Task Force
- Project SEARCH Advisory Committee
- Promoting Readiness of Minors in Supplemental Security Income (PROMISE) grant opportunity
  - APD is lead agency

#### PROMISE Grant

- Up to \$10 million per year for up to five years
  - Goal is to reduce dependence on Supplemental Security Income (SSI)
- Multi-agency partnership required
- Provide case-managed services to at least 1,000 students, aged 14–17, who are receiving SSI, and their parents
  - Benefits counseling, work-based experiences and parent training and information must be included
- Additional 1,000 students in control group
- Florida's application will be submitted in mid-August

#### Recent Florida Initiatives for 18-22-Year-Olds:

- Project SEARCH
  - Serves students with significant intellectual and developmental disabilities

- The most important criterion for acceptance into Project SEARCH is a desire to achieve competitive employment
- Project SEARCH can bring about long-term changes in business culture that have far-reaching positive effects on attitudes about hiring people with disabilities and the range of jobs in which they can be successful
- Students attend the program for a full school year
- Sites are staffed by a special education teacher and job coaches
- Seventeen sites in eight communities in Florida
- Number of students in Project SEARCH per year
  - 2007-2008: 21
  - 2008-2009: 70
  - 2009-2010: 78
  - 2010-2011: 137
  - 2011-2012: 148
- Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID)
  - Support students with intellectual disabilities to continue academic, career and technical and independent living instruction at an institution of higher education to prepare for employment
  - Includes an advising and curriculum structure
  - The University of South Florida – St. Petersburg (USFSP), the University of North Florida (UNF) and Lynn University formed the Consortium on Postsecondary Education and Intellectual Disabilities and applied for this grant
  - This Florida initiative is an outgrowth of the recommendations from the Governor's Commission on Disabilities, Education Sub-committee
  - The grant is funded for \$421,000 a year for five years
  - The primary objectives of this grant include
    - Expansion of the quality and depth of the current transition programs on the campuses of USFSP, UNF and Lynn University
    - Support for other existing transition programs for students with intellectual disabilities at Institutions of Higher Education (IHE)
    - Expansion of the transition programs in IHE across Florida
- Current TPSID Programs:
  - University of North Florida
  - Florida State College– Jacksonville
  - University of South Florida – Tampa
  - Miami-Dade College
  - Lynn University
  - University of South Florida Saint Petersburg
  - Warner University
  - Indian River State College
  - Polk State College, Lakeland
  - Pensacola State College
  - Tallahassee Community College
  - Florida International University
  - Florida Keys Community College

Ms. White noted that Santa Fe College and Florida Gulf Coast University will soon open programs.

A member asked how the participants for the PROMISE grant will be selected. Ms. White stated that 2,000 students will participate. Of these, 1,000 students will be part of the controlled group and the other 1,000 will be part of the treatment group. The Social Security Administration will provide names and contact information for persons on SSI, and the school will then contact them to see if they are interested in participating.

Lori Garcia of Project 10 provided an overview of the program.

#### Project 10: Transition Education Network Overview

- Project 10 Mission
- Project 10 staff members include:
  - Five regional transition representatives
  - One DJJ consultant

#### Four Major Initiatives

- Capacity Building
- Interagency Collaboration
- Transition Legislation and Policy
- Student Development and Outcomes

#### Project 10 Website

- Topical resources
- District resources
- FDOE BEESS TAPs and memos
- Training
- State Performance Plan
- Other topics of interest

2012-13 Project 10 web stats were shared and included:

- Total visits: 36,932
- Total page views: 88,454
- Total number non-U.S. countries: over 150 countries
- Other countries: Philippines (732 visits, 55 in July), Canada, UK, Australia
- Visits per month: averages 4,103
- Visitors to date: over 1 mil
- Most popular pages:
  - STING RAY, District Resources, A-Z Library, Online Training and What's New
- Followed by:
  - Self-Advocacy and Self-Determination
  - Assess Interests, Values, Skills, Work Preferences
  - Scholarships, Grants and Financial Resources for Students with Disabilities
  - Community-Based Instruction

Grants and Financial Resources for Primary/Secondary Teachers and Schools  
Visual Processing Disorders  
Florida District Resources  
Leisure and Recreation  
18-22-Year-Old Programs

Ms. Garcia accessed the website and gave a virtual tour of the site.

Kirk Hall from the Division of Vocational Rehabilitation (VR) was introduced and provided an overview of transition services offered.

#### School to Work Transition Program

- Youth face challenging times
- Youth have been particularly hard hit by the economic downturn
- Of all the groups in Florida, youth 16-24 have the highest unemployment rate at two times the statewide average
- Increased competition for limited postsecondary education and employment opportunities
- The labor market has changed substantially over the last six years

#### VR Commits to Transition

- VR serves transition-aged youth
  - Counselors serving youth
  - Time frames and referral
  - Necessary services
- Person-centered planning
  - Developing work skills
  - Practicing social skills
  - Community networking

#### Effective Collaborations

- Project SEARCH
- Discovery
- Third Party Cooperative Arrangements (TPCA)
- High School High Tech (HSHT)

#### Who Receives VR Transition Services?

- VR does not serve the entire population of SWDs
- Students must require VR services due to their disability in order to obtain employment
- Individuals receiving SSI or Social Security Disability Insurance (SSDI) due to their disability are presumed eligible for VR services
- Most VR-eligible students will fall into Priority Category I or II (no wait at present)
- Training and placement services do not require financial participation

## VR Eligibility and the Individual Plan for Employment (IPE)

- 60 days to determine eligibility
- 120 days to assist in developing an Individualized Plan for Employment

## Existing Records and the IPE

- Current IEP or 504 plan (diploma track)
- Medical and/or psychological records or new evaluations that document disability
- Transcript or academic reports
- Attendance and tardiness reports
- Behavioral reports, if applicable
- Vocational training records and/or career assessments, if available

## How Is the IPE Goal Determined?

- Employment drives the planning process
- The goal has to be realistic and attainable
- The goal should align with the student's capabilities, capacities and strengths
- The focus of the VR counselor is not only employment, but also placing the student on a path to a meaningful career

## IPE

- IPE is mutually developed with the student
- Student vocational counseling
- Identify aptitudes and abilities before interests
- IDEA *entitlement* vs. Americans with Disabilities Act *eligibility*
- Understanding the greater benefit of work (Work Incentives Planning and Assistance)
- Informed choice of necessary services
- Identification of school services on the IPE

## Just the Facts: Raw Data

- 92 dedicated counselors + 71 general = 163 (34%) transition counselors
- VR has a turnover rate of about 25%
- The percentage is consistent with the number of Transition Aged Youth (TAY) served
- The percentage of TAY that are still in high school at application is about 25% of all customers

## Project SEARCH

- Program particulars
  - Serves young adults with a variety of developmental disabilities
  - Students are typically on an Individual Education Program
  - Focus is on competitive integrated employment
  - State program sites are licensed through Project SEARCH Cincinnati with fidelity audit

- Students participate in three targeted internships (worksite rotations) to acquire skills
- Partners and participation
  - Host business – supervision and feedback
  - LEA – employment skills curriculum
  - Community Rehabilitation Program – job coaching
  - Vocational Rehabilitation – support for student
  - Developmental Disability Agency – follow along
- VR support
  - On the job evaluation: first two weeks
  - Job coaching: 40 hours in first or second rotation
  - On-the-job training: during the last rotation
  - Employment services: after the last rotation
  - Supported employment: after the last rotation
  - Uniforms and supplies: prior to training
- 2012 outcomes
  - Serving 148 students (20 in 2007)
  - 67% interns hired (60% over life of program)
  - Most students remain employed (6+ months)
  - Average hours per week 25.5
  - Average wage \$8.33 (13% above minimum wage)
  - 32% have benefits
  - 88% of jobs match the original VR goal
- Project SEARCH database Indicators:
  - Indicator 1 – Graduation
  - Indicator 2 – Dropout Rates
  - Indicator 5 – Least Restrictive Environment
  - Indicator 8 – Parent Involvement
  - Indicator 13 – Compliant IEPs (Transition Goal)
  - Indicator 14 – Post-School Outcomes

#### High School High Tech

- A program of the Able Trust
- Engage students with all kinds of disabilities
- Explore jobs and postsecondary education in technology-related fields
- STEM
- Activities may occur during school hours, after school or over the summer and holiday breaks
- HSHT activities
  - Corporate site visits

- Job shadowing
- Summer internships
- Service learning
- Career-focused mentoring
- Guest speakers/mock interviews
- Campus tours
- Leadership activities
- HSHT funding
  - The Florida Governor's Alliance for the Florida Endowment Foundation for Vocational Rehabilitation
  - Vocational Rehabilitation
  - Corporate grants
  - Donations and sponsorships
- HSHT goals
  - To reduce the high school dropout rate of youth with disabilities
  - To increase the enrollment of youth with disabilities in postsecondary institutions
  - To improve the participation in education, vocational and employment activities in technology-related fields
- 2012 HSHT outcomes
  - The Florida HSHT program experienced a high school dropout rate of less than 1%
  - 80% of Florida HSHT graduates entered postsecondary education, continuing education or employment
  - 44% of Florida HSHT graduates entered postsecondary education after graduation
  - Services were provided in 122 high schools and alternative education settings
  - 178 high school students (representing grades 9-12) secured employment

#### 2013 TPCA Highlights

- VR and the school district collaborate to provide VR-eligible students with an approved IPE community-based work experience in high school
- VR collaborated with school districts to support 36 employment specialists
- Services were provided in 16 school districts
- 246 high school students (representing grades 9-12) were provided work experiences

#### Being a Better Partner

- Early referral and application of students with an IEP, 504 plan or other SWDs
- Professional development orientation with partners
- Transition staff contact list with school assignments
- *VR School to Work Transition Guidelines and Best Practices*
- *Effectively Working with School Districts* and *Outreach to School District* resources

- Memorandums and technical assistance papers

#### VR Transition Services in High School

- Disability guidance and counseling
  - Long-term disability planning
  - Postsecondary accommodations and assistive technology
- Employment and career
  - Community-based work experience
  - TPCA

#### Project SEARCH and High School High Tech

- Job coaching and on-the-job training over summer
- Uniforms and supplies for work experiences
- Transportation assistance to community resources

#### Partner Activities Supporting Transition

- Business connections: employer and professional mentoring
- Peer counseling and mentoring
- Campus and industry tours
- Community service and volunteerism
- Youth and social clubs
- Outdoor recreation organizations
- Faith-based organizations and activities
- School-based enterprise

Resources were then reviewed. Please see Tab 5 for the list of resources.

Mr. Hall was asked if students in private schools or home school could receive these services. He remarked that the student's educational setting does not matter. The student or their parent can contact VR and set up an assessment appointment.

Another member inquired as to how these programs were funded and was there a potential to lose the funding. Mr. Hall stated that funding is a combination of state and federal money: 20% of funding is from the state, and the federal government matches the state's contribution at 80%. The question of a wait list for these services was posed. Mr. Hall reported that the time frame for services once the student is assessed is 60 days. A member asked when a student should begin to advocate for VR services. Mr. Hall responded two years prior to their exit from high school, around their junior year.

Mr. Wayne Jennings provided an overview of the Division of Blind Services programs and services.

The Division of Blind Services Mission Statement is to ensure blind and visually impaired Floridians have the tools, support and opportunity to achieve success.

## Programs and Services

- Blind Babies and Children's Services
  - Provides family involvement, communication, social skills, mobility, sensory development, play, literacy experiences, self-care, independence and assists school-age children who have visual impairments to meet current and future challenges.
- Vocational Rehabilitation for Visually Impaired
  - Provides education, training, equipment and skills needed for success when a visual impairment is a barrier to employment. Services begin at age 14 and continue through to successful employment.
- Business Enterprise Program
  - Extensive training program that prepares blind individuals to become self-employed.
- Rehabilitation Center for the Blind and Visually Impaired
  - Daytona Beach Rehabilitation Center is a short-term residential facility for individuals seeking an intensive five-day-a-week program to learn independent living, employability and computer skills.
- Independent living services
- Training for daily living activities necessary for independence.
  - Community rehabilitation contractors provide training on techniques and devices that regain and enhance independence. Senior citizens are the largest age group of people with diminished vision.
- Braille and talking books library services
  - A partnership between the state of Florida and the Library of Congress.

## Transition Services

- Client must meet vocational rehabilitation eligibility
  - Bilateral visual impairment
  - Have a substantial impediment to employment
  - Be able to benefit from services
- Age 14 through completion of high school
- 450-500 clients statewide
- 15 separate programs are offered during the summer and during the expanded school year
  - Summer program is June through August and will offer a minimum of 130 hours (units) of class instruction, work experience and/or community/social/leisure activities.

- A minimum of 90 hours (units) of non-social/leisure activities will be offered (not more than 25% of the 130 required hours will comprise community/ social/leisure activities).
- Instructor-to-student ratio will be one instructor to five (or fewer) students (1 to 5).
- Services may include, but are not limited to, intensified residential training on college campuses consisting of college preparation, job shadowing and independent living skills. Includes instruction that addresses the expanded core curriculum (compensatory or functional academic skills, including communication modes; orientation and mobility; self-advocacy; social interaction skills; independent living skills; recreation and leisure skills; career education; use of assistive technology; and visual efficiency skills), related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills and functional vocational evaluation.

Leanne Herndon with the APD presented information on APD's services.

APD's Mission: APD supports persons with developmental disabilities living, learning and working in their communities.

What Is a Developmental Disability?

- A condition is considered a developmental disability when it
  - Results in a significant mental or physical disability
  - Occurs before the age of 18 ("the developmental years")
  - Is something on-going throughout a person's life
  - Substantially affects the individual's ability to function
  - Often presents a need for assistance in daily living

APD: Categories of Disability

- Autism
- Cerebral palsy
- Down syndrome
- Intellectual disabilities
- Prader-Willi syndrome
- Spina-bifida

APD's Six "New" Regions and HQs

- Northwest – Tallahassee
- Northeast – Jacksonville
- Central – Orlando
- Southeast – West Palm Beach
- Suncoast – Tampa
- Southern – Miami

APD Service System

- Approximately 50,000 Floridians with developmental disabilities and their families
  - 30,000 on the Medicaid Waiver 20,000 on the waiting list
- Services are too many to mention on a slide  
(see: <http://apd.myflorida.com/planning-resources/>)
- Includes: Supported Employment

#### APD Support Coordinator's Role in Supported Employment (Wait list counselor or WSC)

- Identify person who wants employment
- Gather information
- Refer to VR
- Monitor the process
- Coordinate IPE and Support Plan
- Monitor extended, ongoing support services
- Respond to concerns

#### APD Statewide Employment Staff

- Employment liaisons
- Regional employment coordinators

#### APD provides technical assistance to schools upon request

- Supported employment
- How to work, maximize earnings while maintaining necessary SSA/Gov't. benefits
- How to Develop Assets and Grow Wealth

#### Social Security Agency Sessions

- "A Good Day is Pay Day" – Emphasis on Students – Work and earn up to approx. \$7,000 per year, every year, and keep full SSI payments and Medicaid. (1-2 hours)
- "What a Difference a 'D' Makes"– SSDI and SSI – Emphasis on the critical distinctions of SSI vs. SSDI and how each program's rules operate when a person earns income. (1-2 hours).
- "Introduction to Social Security Work Incentives"
  - Pre-service course (two-day class)
  - Required for all APD employment coaches and will be required for all APD waiver support coordinators (upon implementation of revisions to *Medicaid Waiver Handbook*).
- "Introduction to Social Security Work Incentives"
  - Pre-service course (two-day class) – Required for all APD Employment Coaches and will be required for all APD Waiver Support Coordinators (upon implementation of revisions to Medicaid Waiver Handbook).

## Social Security Information – Online

- The Changing Face of Benefits
- *Samuel's Journey*
- *The Changing Face of Benefits*

## APD Employment Partnerships

- FDOE, VR
- FDOE, BEESS – State Secondary Transition Interagency Council (Employment Task Force and Family Education Task Force)
- FDDC
- Business Leadership Networks (BLN)
- Agency for Workforce Innovation/Workforce Florida
- PROMISE Grant Application

## Some APD Employment Initiatives

- Medicaid Infrastructure Grant (MIG) (2006-2011)
  - Florida Benefits Resource Network
  - Project SEARCH
  - Community Work Incentives Coordinator
  - Mentorships
  - BLN
  - Partnering in a variety of Developmental Disabilities Council projects, including Employment First Policy
  - APD Support Coordinator/VR Counselor Cross-Training

## Specific Learning Update

Mark Halpert provided an update on specific learning disabilities. Mr. Halpert noted that this presentation was based on his opinion. The following items were covered.

A brief history of the forming of the Florida Advocacy Coalition on Learning Disabilities was given. Under the Secondary Education Act, the State Board of Education (SBE) approved a waiver including the formation of a task force. The task force representation included parents from advocacy groups and professionals. Parents of children with learning disabilities were not represented on that task force. Mr. Halpert then formed the Florida Advocacy Coalition on Learning Disabilities to represent this population.

Mr. Halpert addressed his concerns over the Florida SBE Strategic Plan and the reading goals set for 2018. His comments included: The current reading data for SWDs is 29%. The SBE Goal for 2018 is 71%. Fourteen percent of students with learning disabilities pass the FCAT in the third grade. Mr. Halpert stated that this is a real problem and there is much work to be done. Mr. Halpert added that he hopes that this group can be a catalyst for some ideas.

Mr. Halpert went on to provide an overview on his recent trip to Washington, D.C., where he does some work with the National Center for Disabilities. He reports that at the meetings he attended the concern of sequestration was discussed. The first cuts of \$31 million will make a big impact and the second wave of cuts will be even greater.

Mr. Halpert also shared that results-driven accountability was another focus. This is a balance of compliance and monitoring. He added that parents make a lot of noise but do not file complaints so the system cannot correct the concerns. The federal office wants students to be college ready.

Mr. Halpert referred to what he calls "Project 71," which is attaining the goal of having 71% of SWDs reading proficiently by 2018. He stated a robust plan needs to be put together to address this. He went on to add that there is a gap between Tallahassee and what happens at the school level.

Schools that used to have success rates of 70 to 75% on the FCAT are now at 30 to 35%, citing issues with the drive to inclusion. Not to say that inclusion does not have real value in terms of socialization, but is it impacting the testing.

Other issues that Mr. Halpert raised

- Recognize that improvements are needed
- Teachers need to learn and retrain new teachers
- Lack of funding – do more with less or explore new ways to obtain additional funding

### ***TUESDAY, August 6, 2013***

The SAC met in regular session with the following persons in attendance:

#### ***Members***

(See SAC Membership List 2013, SAC Designee List and SAC Representation Chart, SAC Member Notebook, Tab 2)

Denise Arnold  
Lauren Bustos-Alban  
Kathy Devlin  
Jacqueline Egli  
Hannah Ehrli  
Mark Halpert  
Joni Harris  
Laura Harrison  
Johana Hatcher  
Cindy Jones  
April Katine  
Richard La Belle  
Shawn Larkin  
Lani Lingo  
Judith Owen  
Catherine Rudniski  
Ann Siegel  
Tracy Stevens  
Jeanna Wanzek  
Monica Verra-Tirado

## ***Designees***

Kirk Hall (for Roxana Beardall)  
Patricia Osborne (for Amy Coltharp)  
Jeannine Welch (for Will Gordillo)  
Katie Williams (for Katie Rogers)

## ***FDOE/DPS/BEESS Representatives***

Tonya Milton, Program Planner/Analyst (SAC Liaison)  
Judy White, Program Director, BRIC, BEESS (SAC Liaison)  
Aimee Mallini, Program Specialist, Parent Services, BEESS  
Heather Diamond, MTSS Liaison, BEESS  
Princess Briggs, BEESS Intern  
Janie Register, Program Specialist, Pre-K, BEESS  
Misty Bradley, Program Specialist, Compliance, BEESS  
Jill Snelson, Program Specialist, Compliance, BEESS  
Amelia Faith Bowman, Program Specialist, Compliance, BEESS  
Anne Bozik, Program Specialist, ASD, Hospital Homebound, BEESS  
Susan Bentley, Program Specialist, Restraint and Seclusion, Emotional and Behavioral Disabilities, BEESS

## ***Guests***

Danie Roberts-Dahm, Project 10  
Katie Williams  
Julie Orange, DJJ  
Skip Forsyth (for Karen Barber)  
Batya Elbaum, UM Parent Survey Project  
Sheila Smith, Disability Rights Florida

Hannah Ehrli called the meeting to order. Dr. Monica Verra-Tirado welcomed the group and noted that SAC member, Anne Seigel, was appointed to be part of the K-20 Students with Disabilities Education Pathway Task Force. Ms. Seigel was asked to share information with the group.

Ms. Seigel reported that the first meeting of the task force will be August 8, 2013. The purpose of the task force is to make recommendations on a rigorous K-12 academic pathway that will enable SWDs to earn a diploma that will transfer to a postsecondary education college credit program. A member asked if parents and students were part of the taskforce. Ms. Seigel stated that there are some parent members.

## **Small Group Work**

The members were asked to continue the work from Monday and provide feedback on the “big ideas” in each area of the strategic plan.

K-12

- Teaching of learning strategies, like the Kansas learning strategies, with fidelity

- Professional development funds for trauma-informed care, cultural diversity/sensitivity, Kansas Learning strategies, social skills training, co-teaching and Universal Design for Learning
- Consistent and effective IEPs that include present performance level and performance around reading comprehensions
- Funding for supporting LREs, co-teaching, facilitative leadership
- Assurances – the implementation of a system that includes goals and assurances starting at the state level, district level and taking it down to the school level
- Parental responsibility and engagement at the IEP team level, and at the implementation with the IEP so that the parent takes responsibility

#### Teachers and Leaders

- Adding administrators as well as substitutes to the knowledge and skills area.
- Number of out-of-field teachers working with ESE students – reducing that by 2% each year and 5% over 5 years. What actions can we take?
- Teacher evaluation – this is how we maintain quality teachers. Certification changes should be based on needs.

#### Pre-K

- Supports need to be put in place so that young children can remain in inclusive settings when moved to district Pre-K.
- An increase in early supports for young children with ASD. If they were better supported in Pre-K they would have a better foundation to build from and it would prepare them better for success.

#### Parental Involvement and Engagement

- Consider partnerships with PTA and CEC.
- Make information available through other medians in addition to websites.
- IEP trainings for parents and students 7th grade and older. This would increase survey response rates and satisfaction rates on the ESE Parent Survey.
- Recommend that the list of resources be grouped by age or type of service so that it can be easily scanned.

#### Transition

- Effective IEPs with robust and measureable goals that include the full participation of students and families
- Reach students and families in cultural, linguistically competent manner, which includes literacy
- Serve families and students holistically by including all agencies, programs, partners and private sector entities who can help those families and coordinate all those efforts
- Provide effective technical assistance to districts and schools

## Dispute Resolution and Monitoring

- Focus on having a process in place that does not need to lead to mediation. If all things across the board are done well, you will see a decline in mediation.
- A goal or item added for decreasing the overall need for mediation – through IEP facilitation that neutral third party working through that process and using that approach.
- Additions around Part B - Mediator criteria – include Disability Rights Florida as a resource. If you include parental input and a method to collect that in the process we are meeting those needs. Have the successful mediators provide information from those individuals to establish that criteria as we want that success to translate across the board.
- Effective practices at the national and state level, and we have some resources identified as well but not connection between the data and effective practices so we would like to see the data to help establish best practices.
- Include training sessions around that informal effective process.

Monica Verra-Tirado led the group in the creation of small work groups that will meet at each SAC meeting. Members were asked to choose the group they would like to work in. The group titles and leaders are as follows:

- Parent Involvement – Rich LaBelle
- Access K-12 – April Katine
- Standard K-12 – Mark Halpert
- Transition – Joni Harris

Each group was tasked with coming up with the next steps for work in their respective areas, listing data that is needed, resources available, anecdotal information available and how we plan to apply this to the strategic plan.

Feedback included:

### Access K-12

- Funding needed
- Accommodating student communication modes
- Peer buddies (Hernando County model) FIN
- Students with paraprofessionals have independence fostered
- Training for general education teachers in modified curriculum/differentiated instruction
- Meaningful extended school year
- Self-determination early (i.e., discovery starting as early as 3rd grade)
- PBS should be part of classroom design (expanded training needed for parents and teachers)

### Standard K-12

- Focus on a goal of success by the end of 3rd grade
- Survey teachers, both experienced and new, on what they need to do their job
- Develop a training for teachers

- Early identification needs

#### Transition

- Resources:
  - How do we find out what is happening to our students as they go through their transition? We can gather data from resources such as TPSID, Project SEARCH, VR, colleges and universities' office of the registrar.
  - How many are actually completing the program? If they did not finish, why?
  - For those that do complete a non-degree program, do they have the skill set necessary to be successful?
  - For a job to be done with fidelity, you need funding for adequate staff.
  - Employers buy in, employers are a source of support.
  - Interagency collaboration.
- Data:
  - Number of students who are entering types of programs?
  - What are the outcomes?
  - Who is employing the students, and how long are they employed?

#### Parent Involvement

- The group requests the ESE Parent Survey data
- Review and discuss minutes from December 2012 meeting regarding parent services
- Parent involvement vs. family engagement
- Cultural and linguistic competency, including socioeconomic status
- Through state rule develop a mandate for schools to inform families with children in ESE of availability of federally funded resources to help those families
- Research and incorporate best practices in family engagement
- Training for parents, teachers, students and administrators

#### **Sponsored Lunch**

##### **Restraint and Seclusion Report**

(See Restraint and Seclusion PPT and June data in *SAC Member Notebook*, Tab 6)

Susan Bentley, Program Specialist, provided an update on restraint and seclusion.

#### Data Review/Monitoring

- Quarterly
  - Export/review/analyze restraint/seclusion data from web-based reporting system
  - Districts that showed an increase in the first quarter data of the current year compared to the first quarter data from the previous completed a questionnaire/survey
  - Districts that showed a decrease in the first quarter data of the current year compared to the first quarter data from the previous year completed a

## questionnaire/survey

- Monthly
  - Export/review/analyze restraint/seclusion data from web-based reporting system
  - Compared data – current month/year to previous month/year
    - Districts that showed an increase were contacted based on established criteria.
    - Districts that showed a decrease were contacted based on established criteria.
- Yearly
  - Districts that show an increase in the use of restraint and/or seclusion will complete an in-depth review of practices and procedures by completing and submitting a “Review Tool” to the bureau.
- Other activities
  - 7 districts were selected for on-site monitoring.
    - 5 for high numbers
    - 2 for low numbers
  - E/BD Contacts meeting was held April 30-May 1
    - Directors
    - Program specialists
    - Behavior specialists
    - Psychologists
    - Behavior analysts
    - Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)

## Impact of Monitoring

- Restraint
  - Decrease of 494 incidents = 5.09%
  - Decrease of 347 Students = 7.98%
- Seclusion
  - Decrease of 1,222 incidents = 29.14%
  - Decrease of 217 students = 15.12%

## Three-Year Trend

Due to reporting errors by users of the web-based reporting system, some students were showing up as duplicated. This inflates the number of students reported and presents an inaccurate picture of the unduplicated count of students in each school district (4,347 duplicated; 3,055 unduplicated).

A memo was sent to districts in September explaining the impact reporting errors have on their student numbers and asked to verify a manually unduplicated count. They were also asked to pay closer attention and make sure student names were correct when completing reports.

This process will be completed again in September. For now, the data regarding student information is based on the duplicated number of students restrained or secluded. The report that you receive in December will represent the unduplicated number of students restrained or secluded.

- Manually unduplicated for 2011-2012 is 902
- Restraint by grade level
  - PK-3 49%
  - 4-8 37%
  - 9-13 14%
- Seclusion by grade level
  - PK-3 41%
  - 4-8 47%
  - 9-13 13%
- Restraint by exceptionality
  - EBD 70%
  - ASD 12%
  - IND 7%
  - SLD 9%
  - Other 1%

#### Types of Restraint

- Immobilization while in transit 12%
  - Mechanical 4%
  - Prone 28%
  - Seated 13%
  - Standing 29%
  - Supine 3%
  - Other 11%

#### Crisis Management Strategies Used

- CPI 35%
- Other 14%
- PCM 22%
- SCM 3%
- TEAM 17%
- TEACH 7%

#### Districts Reducing Restraint Incidents

- 32 districts reduced their number of restraint incidents
- 11 district reported 0 incidents of restraint
- 19 districts reduced incidents of seclusion
- 39 Districts reported 0 incidents of seclusion

## Changes to FDOE Web-based Reporting System

- Removed other as an option for “Type of Restraint.”
- Added residential to “Location.”

## Prohibiting Restraint and Seclusion

- Mechanical restraint
  - 61 districts prohibit mechanical restraint
- Prone restraint
  - 43 districts prohibit prone restraint
- Seclusion
  - 13 districts prohibit seclusion

## Policies and Procedures

- Due August 9, 2013
- More specific information
- Calls were held with directors to discuss what should be included
- Districts must have a plan
  - Reducing restraint and seclusion
  - Reducing the use of prone restraint
  - Reducing the use of mechanical restraint
- Districts must have a goal for the reduction of restraint and seclusion
- BEESS staff review each SP&P to make sure plans are comprehensive and goals are behavior appropriate

A member asked about the types of restraint and seclusion, which types were the least restrictive and is it broken down by age. Ms Bentley noted that the use of each was not broken down by age group. It varies from program to program.

Sylvia Smith from Disability Rights Florida added that the types of restraint and seclusion programs used in Florida are listed on the Disability Rights Florida website at <http://www.disabilityrightsflorida.org/>. A question was raised about data collected on behavioral intervention plans (BIPs) and training for teachers who implement these plans. Ms. Bentley responded that the state does not collect data on BIPs. If there is suspicion of behavior issues, a functional behavior assessment should be done and, depending on findings, a BIP should be built into the student’s IEP and part of the entire IEP process.

A member pointed out that six counties are reporting no instances of restraint and seclusion. Does the state have confidence in what districts are reporting? Ms. Bentley states that there

was some follow up with those districts. In some instances, depending on the severity of the case, smaller districts are not equipped to provide the services needed by the student so they launch an agreement with a larger district.

### **Parent Involvement and Engagement**

(See Parent Involvement and Engagement PPT, Epstein's 6 types of Family Involvement handout, PTA National Standards handout and Proposed ESE Parent Survey Items handout in *SAC Member Notebook*, Tab 7)

Aimee Mallini, Program Specialist, provided an update on parent services.

#### Parent Services Update

- District ESE Advisory Councils
- LRP Special Education Connect Parent Pilot
- BEESS ESE Parent Website
- Indicator 8 – ESE Parent Survey

#### District ESE Advisory Councils

- Current number of District ESE Advisory Councils.
- National Research on Family-school Partnerships.
- Department of Education Programs.
- What we found is that currently 33 district Parent ESE Advisory Councils exist. We have asked for detailed information on national research on family-school partnerships.

#### National Research on Family-School Partnerships

- Epstein's Six Types of Family Involvement
- PTA's National Standards for Family-School Partnerships

#### Department of Education Programs

- Bureau of Federal Education Programs Title I Parent Involvement
- Bureau of Family and Community Outreach

#### LRP Special Education Connect Parent Pilot

- Pilot for 100 parents during 2013-2014 school year.
- Who will participate?
  - A parent from each district who has a child with a disability. This may include:
    - Members of active ESE Parent Advisory Councils
    - District PTA Members that have a child with a disability
    - Parents of SWDs who are on school advisory committees or other district committees

BEESS ESE Parent Website – members were given an overview of the website.

#### ESE Parent Survey

**Indicator 8** – Percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

#### Technical Assistance Offered

- Monthly response data
- Best practices
- Other efforts

#### Best Practices for Highest Responding Schools

- District Action
- ESE Parent Survey Flyer
- School newsletter/monthly notes
- Parent meetings (IEP or parent-teacher conferences)
- Automated phone calls
- Personal communications
- Websites
- Special events

#### District Action

- Develop a memo that stresses the importance of the survey and distribute it to school administrators

#### ESE Parent Survey Flyer

- Post at schools and district offices
- Distribute to parents via email
- Send home with students
- Distribute to community partners, including regional parent centers
- Disseminate to parents at IEP meetings
- Send home with report cards and/or progress reports
- Email to ESE parents signed up to the school or district listserv

#### Automated Phone Calls

- Announce survey dates, include the web link and state that a computer is available at the school should a parent not have Internet access

#### Personal Communications

- Have district staff or teachers personally call parents
- Include a handwritten note accompanying the flyer
- Email reminders to parents

#### Websites

- Announce the ESE Parent Survey and provide the survey link on the district and/or

school website

#### Special Events

- Set up a laptop station at parent events; for example, parent nights, book fairs, open house, etc.

#### Other Efforts

- Partner agencies emailed survey announcement to their listservs
- Partner agencies added the survey announcement to their web page
- BEESS staff added the survey announcement and link to their email signatures

#### Surveys returned

• 2008-09	3,479 Pre-K	13,369 K-12	Total	16,848
• 2009-10	2,111 Pre-K	13,211 K-12		15,322
• 2010-11	1,728 Pre-K	11,184 K-12		12,912
• 2011-12	1,539 Pre-K	8,399 K-12		9,938
• 2012-13	1,827 Pre-K	9,261 K-12		11,088

#### Plans to Increase ESE Parent Survey Responses for 2013-2014

- Continued monthly communication with districts
- Continued using and adding to the Best Practices bank
- Share reports compiled by the University of Miami's ESE Parent Survey Project
- Increase the number of paper parent surveys distributed

A member commented that parents are often concerned over the confidentiality of the survey and fear retaliation. Ms. Mallini noted that BEESS will be sure to address the confidentiality concern on the survey flyer that is distributed as well as with the district survey liaison contacts.

Monica Verra-Tirado commented that there is concern over the low number of surveys returned. To ensure that we have validity and reliability in the data reported, a certain number of surveys must be returned. If you are a large district and only five parents respond to the survey, that is not a true representation. Our goal would be at least a response of 10% of parents of ESE students. But we are not there yet, at the state or district level. We are working on increasing the numbers.

Dr. Batya Elbaum with the University of Miami Parent Survey project was introduced to members. Dr. Elbaum gave a brief background of the items on the current ESE Parent Survey. Dr. Elbaum stressed that the indicator is not about parent involvement, it is about how schools facilitated parent involvement.

Dr. Elbaum reviewed the survey items that were proposed for change. Members provided input, including:

- Items need to have overall consistency with terminology on the survey items. For example, some items say principal other items say administrator.
- Parent concern over confidentiality of the surveys and possible retaliation.

Dr Elbaum provided an overview on the plan to disseminate additional paper surveys to districts to try and increase the number of parents responding. When the survey first began, the dissemination method was for the districts to mail the surveys to parents. The number of parents responding was higher. Over the past few years, the bureau moved to the online survey with a very small number of paper surveys distributed to districts. In an effort to increase responses, the following will be done in addition to the online survey:

- A determined amount of paper surveys will be sent to districts on a rotating cycle over the next few years.
- Surveys will be pre-populated – the district will need to get the surveys to the school and the school to the parents.

Dr. Monica Verra-Tirado added that if parents see the survey results and that they are being addressed, the parent is more likely to take the survey again. Dr. Elbaum commented that one state sends a letter to parents sharing the results of the survey, the plan on how to address the findings and their input is requested again the next year's survey.

### **Business Meeting**

(See *SAC Member Notebook*, December 2012 minutes for approval, SAC Designee Form, SAC By-Laws, SAC Committee Action Form, Tab 8)

Co-chair Shawn Larkin called the business meeting to order. Mr. Larkin called and received a motion and a second to accept the minutes from the December 10, 2012, meeting and the February 27, 2013, meeting. The motion passed.

Mr. Larkin called for action of the next SAC meeting dates and location were proposed for December 2-3, 2013, at the Hotel Duval, pending availability of the hotel. The members agreed.

Mr. Larkin opened the meeting for public comment. Member Joni Harris asked about the status of the letter SAC sent to the former Commissioner of Education, Gerard Robinson. Dr. Monica Verra-Tirado stated that the letter was sent to the commissioner but there was no information in terms of action on the letter. The question was posed if this could be an item for discussion at the upcoming Pathway Task Force meeting. It was pointed out that SAC member, Anne Siegel, is part of this task force. Ms. Siegel agreed she would bring this up at the task force meeting and provide a follow up to the group.

Mr. Larkin called for topics for the December meeting. The following items were suggested:

- Pathway Task Force update
- BEESS new parent website review
- Gifted/twice exceptional identification process
- Restraint and seclusion update
- 1108 update
- Strategic Plan update
- Access updates using assistive technology tools and computerized assessments

Motion to adjourn meeting was moved, seconded and approved.

Note: All materials referenced in this report are available, on request, through FDOE, BEESS, 614 Turlington Building, 325 West Gaines Street, Tallahassee, Florida 32399-0400.



*STATE ADVISORY  
COMMITTEE  
MEETING REPORT*

*December 9-10, 2013*



Florida Department of Education (FDOE)  
Division of Public Schools (DPS)  
Bureau of Exceptional Education and Student Services (BEESS)

**State Advisory Committee for the  
Education of Exceptional Students (SAC)**

**Hotel Duval  
Tallahassee, Florida  
December 9-10, 2013**

**Draft Meeting Report**

***MONDAY, December 9, 2013***

The SAC met in regular session with the following persons in attendance:

***Members***

(See SAC Membership List 2013, SAC Designee List and SAC Representation Chart, SAC Member Notebook, Tab 2)

Karen Barber  
Keith Barry  
Lauren Bustos-Alba  
Thea Cheeseborough  
Amy Colthorp  
Jacqueline Egli  
Hannah Ehrli  
Enrique Escallon  
Will Gordillo  
Mark Halpert  
Joni Harris  
Laura Harrison  
Johana Hatcher  
Cindy Jones  
April Katine  
Shawn Larkin  
Nancy Linley-Harris  
Lani Lingo  
Michelle Mantell  
Kelly Rogers  
Catherine Rudniski  
Ann Siegel  
Tracie snow  
Tracy Stevens  
Kara Tucker  
Robyn Walker  
Monica Verra-Tirado

### ***Designees***

Kirk Hall (for Roxana Beardall)  
Kathryn Steele (for Pam Minelli)

### ***FDOE/DPS/BEESS Representatives***

Cathy Bishop, Senior Educational Program Director, BEESS  
Anne Bozik, Program Specialist, Restraint and Seclusion, BEESS  
Chane Eplin, Chief, Bureau of Student Achievement through Language Acquisition  
Karin Freeman, Program Specialist, Monitoring and Compliance, BEESS  
Leanne Grillot, Program Specialist, Blind-Visually Impaired, Deaf/Hard of Hearing, Dual  
Sensory Impaired, BEESS  
Bethany Mathers, Program Specialist, Intellectual Disabilities BEESS  
Beth Moore, Senior Educational Program Director, BEESS  
Tonya Milton, Program Planner/Analyst (SAC Liaison), BEESS  
Aimee Mallini, Program Specialist, Parent Services (SAC Liaison), BEESS  
Heather Diamond, Coordinator, Student Support Services Project, BEESS  
David Wheeler, School Psychology Consultant, BEESS  
Judy White, Program Specialist, Transition, BEESS

### ***Guests***

Jessica Baker, Sachs Sax Caplan  
Craig Butz, Pepin Academies  
Natalie King, RSA Consulting  
Dani Roberts-Dahm, Project 10  
Randy LaRusso, ACCESS Project

### ***Welcome and Introductions, Overview of Agenda and Meeting Materials Roles and Responsibilities/Way of Work***

(See *SAC Member Notebook*, Agenda, Tab 1; Individuals with Disabilities Education Act [IDEA] SAC Way of Work and Ground Rules and Roles and Responsibilities; SAC Membership List 2013; Open Meetings Law, Tab 2; Meeting Report, Committee Interest Form; Committee Action Form, Tab 8)

Hannah Ehrl, co-chair, called the meeting to order and welcomed everyone. Thea Cheeseborough introduced reappointments and new appointments. Hannah Ehrl, co-chair, drew members' attention to their SAC notebooks and reviewed the agenda and notebook contents.

Mr. Larkin, co-chair, also provided a quick overview of the sunshine law and SAC's way of work located in Tab 2.

## **Accommodations**

(See *SAC Member Notebook*, Accommodations PowerPoint [PPT], Tab 3)

Leanne Grillot, program specialist, covered the following topics:

### Accommodations for State Testing

- When accommodations are needed
  - Classroom
  - Assessments
  
- Making decisions about accommodations
  - Trial of accommodation
  - Collection of data of use of the accommodation
  - Add or remove accommodation from individual educational plan (IEP) based on data
  
- Documenting accommodations on the IEP
  - Classrooms
  - Assessments
  
- Paper-based testing
  - Reading grades 3, 4 and 5
  - Math: grades 3,4,7 and 8
  - Science: grades 5, 8 and 11
  - Writing: grades 4, 8 and 10
  
- Computer-based testing
  - Reading: grades 6, 7, 8, 9 and 10
  - Math: grades 5 and 6
  - All end-of-course exams
  
- Accommodation categories
  - Presentation
  - Responding
  - Scheduling
  - Setting
  
- Presentation
  - Large print
  - Contracted braille
  - Un-contracted braille
  - Text to speech/oral/sign language (except for reading tests)
  - \*One item/fewer items per page
  - \*Increased space between items
  - \*True black and white
  - \*Paper-based large print for a computer-based test

All items marked with \* are ordered with a unique accommodation form. Students needing large print on a computer-based test have that available through the accommodative version

of Large Print or Zoom. If circumstances determine the accommodative versions are not applicable for the student, then a unique accommodation form is required.

- Responding
  - Dictated responses
  - Signed responses
  - Braille responses
  - Speech-to-text technology
  - Communication devices/computer switches
  - Pointing devices
  - Answer directly in book (for paper tests)
  - Writing guide
  - Special paper
    - One piece of paper per paragraph for writing
    - Mathematical grids/guides
- Scheduling
  - Frequent breaks
  - During certain times of day
  - Extended time (not unlimited)
  - Student not required to use all of extended time
- Setting
  - Individual or small group
  - Special lighting
  - White noise/approved sound
  - Special acoustics
  - Special equipment
- Computer-based assessment accommodative options
  - Assistive devices
  - Large print
  - Zoom
  - Color contrast
  - Screen reader
  - Combinations
- Computer-based testing
  - Use practice tests
  - Teach the student how to use accommodations
  - Assess to determine settings that work best
  - Do all of this BEFORE testing time

### **Common Core State Standards, Core Content Connectors and Essential Understandings**

Randy LaRusso, manager for the Access to the Common Core for Exceptional Student Success (ACCESS) Project covered the following:

- Project ACCESS focuses on the 1 percent of the population with the most significant cognitive disabilities.
- How this population will fit in the Common Core State Standards (CCSS) as they relate to core content connectors and essential understandings. We collaborate with FDOE, Florida Inclusion Network, National Center and State Collaborative (NCSC). NCSC is one of two federal grants that specifically cover assessments for students with significant cognitive disabilities.
- Five Centers
  - National Center for Educational Outcomes (NCEO)
  - National Center for Improvement in Educational Assessment (NCIEA)
  - University of Kentucky (UKY)
  - University of North Carolina–Charlotte (UNC-C)
  - edCount, LLC
- Tier 1 and Tier 2 states
  - Tier 1 is part of the decision-making process. Florida is a Tier 1 state.
  - Tier 2 participate in workgroups; they are not decision-making states.
- NCSC’s Goal: Ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary.
- Presumed competence and the least dangerous assumption – we take some risks. It make look like it is hard, but we are not running from what is hard. What we know is that, with direct appropriate instruction in reading and math, our students can deliver. And that being identified as a student with significant cognitive disabilities doesn’t mean that we can’t learn to read and learn concepts in math and socials studies.
- Access to the CCSS for students with a significant cognitive disability
  - CCSS
  - Core content Connectors
  - Essential understanding
    - Concrete understandings – concrete or hands-on learning that begins a student’s interaction with the grade-level curriculum.
    - Representational understandings – Representational-based learning, with different elements, including pictures, tools or others, that link images with symbolic representations.
- Core content connectors vs. access points
  - Core content connectors
    - Aligned to general education standards
    - Build on increasing levels of understanding from concrete, to representational, to abstract
  - Access points
    - Aligned to general education standards
    - Structured on various levels of complexity: participatory, supported and independent

## Twice Exceptional

(See SAC Member Notebook, PPT, Tab 3)

Dr. David Wheeler, school psychology consultant, presented the following:

- Gifted Students with Disabilities
  - Can a student be both a student with a disability (SWD) and be gifted?
    - Yes. Some students meeting the eligibility criteria for gifted services may also meet the eligibility criteria for other disability categories. As with specific learning disabilities (SLD), in addition to meeting the eligibility criteria of the disability category, the student must demonstrate a need for specially designed instruction (SDI). Information about eligibility criteria for exceptional student education (ESE) categories is located at <https://www.flrules.org/gateway/ChapterHome.asp?Chapter=6A-6>.
  - Can a gifted student also have a learning disability?
    - Yes. Consistent with the Federal Regulations for IDEA, students who are eligible for gifted services may also be determined eligible for services under IDEA as a student with a SLD in Florida if: 1) the student's achievement is below age or grade-level standards; 2) data indicate inadequate response to evidence-based interventions; and 3) the student demonstrates educational need for SDI. When determining underachievement, the student's performance is compared to grade-level standards, not ability. Students responding positively to general education interventions may not need SDI. The criteria for SLD eligibility can be accessed at <https://www.flrules.org/gateway/RuleNo.asp?title=SPECIALPROGRAMSI&ID=6A-6.03018>.
  - What plan(s) and services apply to a "twice exceptional" student?
    - Rule 6A-6.030191, Florida Administrative Code (F.A.C.), states that educational plans (EPs) are developed for students identified solely as gifted. A SWD must have an IEP and, if the student is also eligible for gifted services, the gifted needs of the student should be addressed in the IEP. An IEP meeting where gifted needs are being considered would also include the gifted provider as someone with special knowledge or expertise about the student as the team makes decisions about appropriate educational planning. If the student does not have an IEP, then an EP is developed.
    - A 504 plan can outline the student's accommodation needs due to the disability, but students also meeting the eligibility criteria for gifted services should have these services and plans included on an EP. These plans should cross-reference each other to ensure appropriate provision of services. Guidance on the provision of a 504 plan to students with disabilities can be accessed at <http://www.fldoe.org/ese/pdf/sect504.pdf>.
  - Can students with disabilities enroll in accelerated courses?
    - Students who meet the criteria established for all students to participate in advanced coursework (honors courses, Advanced Placement courses, International Baccalaureate courses, etc.) are entitled to participate in advanced-level courses. A student with an

IEP or Section 504 plan cannot be denied access to an accelerated class or program because the student has a disability, nor can participation be conditioned on giving up accommodations or services on the disability plan (see OCR Dear Colleague Letter <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.html>). If a SWD requires related aids and services or accommodations to participate in an advanced course, the school cannot deny those supports and services that would be provided in regular classes and are indicated on the student's IEP, including the use of accessible instructional materials (AIM).

- A related Q&A has been developed and is being reviewed by the department for release.

### **SB 1108 Overview**

(See *SAC Member Notebook*, SB 1108 PPT, Tab 4)

Cathy Bishop, senior educational program director, BEESS, presented on the following:

#### Status of CS/SB 1108

- Status of implementation
  - Actions taken include-
    - Release of legislative memo and Q&A on August 28th
    - Amendment of ESE Policies and Procedures (SP&P) document regarding specific assurances or related content changes
    - Review of legislative changes with directors (e.g., phone calls, Administrators' Management Meeting)
    - Addressing questions from parents and districts
  - Parental input and meetings
    - Amended section 1002.20, Florida Statutes (F.S.)
      - School personnel may not object to or discourage parent from bringing person of parents' choice to meeting
      - Form must be signed by parents and district personnel stating whether the parent was prohibited or discouraged from bringing adult of parents' choice
      - Provided districts with sample form
      - Included as an assurance in SP&P document
  - Charter school funding
    - Amended s. 1002.33, F.S.
      - Unless agreed to otherwise, districts shall reimburse charters on a monthly basis for available federal funds; there must be an approved plan regarding use of funds
      - Office of Independent Education and Parental Choice has been responding to inquiries and providing technical assistance
  - Exceptional student education
    - Amended s.1003.57, F.S.,
      - Definitions
      - Implementation of Best Practices in Inclusive Education (BPIE)
      - Provision of information on state appropriation to districts for ESE

- Definition of inclusion in IEP section of SP&P
- Requirement regarding provision of state appropriation information and assurance in the SP&P
- BPIE district-level assessment tool was revised for use
- BPIE district-level assessments have been conducted in Miami-Dade, Citrus, Bay, Jefferson, Nassau and Okeechobee
- Work underway to revise the school-level guide with anticipated completion by February
- Districts will be trained to facilitate school-based implementation on BPIE
- Parental consent
  - Created s. 1003.5715, F.S.
    - Establishes consent requirements for instruction in access points curriculum, assessment on the Florida Alternate Assessment and ESE Center School placement
  - Rule 6A-6.0331, F.A.C., proposed for revision to include requirements for consent
  - Rule 6A-6.03028, F.A.C., revised to include timeline for IEP notice
    - Draft consent forms were made available to the districts in August; final forms will be adopted by Board and referenced in rule
- Collaboration of public and private instructional personnel
  - Created s. 1003.572, F.S.
    - Defines private instructional personnel
    - Requires that private instructional personnel who are hired by parents must be permitted to observe, collaborate and provide service in public school; time and place subject to agreement with school personnel
  - Included as an assurance in SP&P document
- Extraordinary exemption
  - Created s. 1008.212, F.S.
    - Allows an IEP to recommend that a student be exempted from participation in state-wide standardized assessments if specific “circumstances” or “conditions” exist
    - Stipulates specific information that must be provided to the commissioner of education for consideration of exemption
    - If commissioner denies exemption, parent may request expedited due process hearing
  - Revisions to Rule 6A-1.0943, F.A.C., adopted by the Board in November, 2013
  - Rule 6A-6.03311, F.A.C., under revision to address new requirement regarding procedural safeguards
  - Procedural safeguards currently posted include new provision
  - Content included in SP&P
  - Technical assistance paper (TAP) on assessment of students with disabilities under revision
- School grade or improvement rating for ESE center schools
  - Creates s. 1008.3415, F.S.

- ESE center schools may receive a school grade or school improvement rating
    - If a student has only attended a center school during grades K-12, and scores at the emerging level, those scores and gains will not be reported in the home school's grade calculation
  - Rule 6A-1.099828, F.A.C., adopted by the Board in October 2013
    - Includes key definitions
      - Center school
      - Emergent
      - Home school
  - Stipulates the exception with regard to certain students in calculating the school grade
- Renewal of professional certificates
  - Amended s. 1012.585, F.S.
    - All applicants renewing professional certificates on or after July 1, 2014, must have one college credit or 20 in-service points related to instruction of students with disabilities
  - Rule 6A-4.0051, F.A.C., proposed for revision; anticipate presentation at the January Board meeting
  - TAP in development
- HB 461
  - Amended s. 1003.55, F.S.
    - Establishes requirements for the adoption of a model communication plan to be used by IEP teams for students who are deaf/hard of hearing or dual sensory impaired
  - Workgroup proposed model plan
  - Rule 6A-6.03028, F.A.C., proposed for revision to incorporate plan by reference
  - Draft plan available for use; posted on bureau site
  - Training to begin in January

## **Sponsored Lunch**

### **Students with Disabilities Education Pathway Task Force Update**

(See *SAC Member Notebook*, Students with Disabilities Education Pathway Task Force Report, Tab 10)

Anne Siegel, SAC member and taskforce member, provided highlights from the taskforce meeting. The following were discussed:

- Taskforce Purpose – make recommendations on a rigorous K-12 academic pathway that will enable students with disabilities to earn a diploma that will matriculate into postsecondary education college credit programs.
- Three break-out groups
  - Special Diploma
  - Transition

- Student Bill of Rights
- Special Diploma
  - Standard diploma for all
  - Extended learning time – including McKay Scholarship to be available through age 22
  - Dual certification for teachers – ESE and General Education
  - Early Intervention Eligibility Support services
  - State-wide 800 number for parents
  - Incentive funding for employers
- Transition
  - Funding for necessary supports for SWDs.
  - Florida Keys Community College – accepts student with special diploma. Once student completes 12 hrs. of college credit with a C average, they become degree-seeking students.
  - Require all state-approved teacher certification programs to include dual certification in special education.
  - Florida Succeed Grants – funding to support higher education programs for SWDs.
- Educational Bill of Rights
  - Develop an Educational Bill of rights for students with disabilities (Hawaii has one)
  - Early childhood intervention
  - Parental choice

### **Bureau Update**

(See *SAC Member Notebook*, BEESS Update PPT, Tab 3)

Dr. Monica Verra-Tirado provided a bureau update, including the following:

- Moving from Access to Attainment: State-wide Equity and Excellence
  - Increase Number of Students Graduating College and Career Ready
    - Improve Graduation Rate
    - Decrease Dropout Rate
    - Improve Post-School Outcomes
  - Reduce Barriers to College and Career Readiness
    - Least restrictive environment (LRE)
    - Discipline
    - Secured Seclusion and Restraint
    - Disproportionality
    - Low-Performing Schools – Differentiated Accountability (DA)
- Theory of Presuming Competence: Least Dangerous Assumption
  - “...in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to

instructional inadequacy rather than to student deficits.” Anne Donnellan, 1984.

- Moving from Access to Attainment: State-wide Equity and Excellence
  - Students can be active learners in 21st century learning environments when they have:
    - Instructional supports that invite their engagement
    - Instructional accommodations that change materials and procedure, but not the standards
    - Assistive technology that ensures access to the standards and the curriculum
- What Matters Most for State Educational Agencies (SEAs) and Local Educational Agencies (LEAs)
  - Focus on what adults do – intentionally and collectively – to include and assist all students in learning at higher levels.
- Redefining SEA Work to Support All Districts
  - Effective SEAs
    - Focus and align their work to effectively support ALL districts, schools and teachers in improving student learning.
    - Establish mechanisms for providing high-quality and consistent support on a state-wide basis.
  - Effective LEAs
    - Known to be engaged in certain practices believed to be associated with higher learning.
    - Committed to district-wide implementation of such practices.
    - Committed to and showing evidence of improving the performance of all students and student groups.
  - To what degrees do SEAs:
    - Use data to identify and respond to common needs related to student learning across areas of the state and establish goals and performance targets at the state and district level?
  - To what degrees do LEAs:
    - Use data to identify district, school and classroom needs and establish goals and performance targets at the district and school level?

**Effective Instructional Design and Implementation for Students with Intensive Needs**  
(See *SAC Member Notebook*, Intensive Interventions and Specially Designed Instruction PPT, Tab 5)

Heather Diamond, coordinator, Student Support Services Project, presented the following:

Intensive interventions and SDI

- Regional intensive intervention workshops
  - Who’s attending these workshops?
    - Full spectrum of district and school leaders
    - Broad general education representation
    - Instructional staff

- Student Services staff
  - Professional development (PD) providers
  - ESE Specialists
- Who's providing and supporting this work?
  - Problem-solving/response to intervention (PS/Rtl) Content and Process Specialist
  - PS/Rtl Technology Coordinators
  - Student Support Services Project Team Members
  - Florida Inclusion Network (FIN) Representatives
  - Florida Diagnostic & Learning Resources System (FDLRS) Representatives
  - School Improvement Team Members
  - FDOE Specialists
- Who is this work for? Struggling Learners?
  - Common Characteristics:
    - Low self-efficacy
    - Low engagement
    - Social/emotional/behavioral dysfunction
    - Low expectations
    - Memory deficits, focus, goal setting, self-monitoring, vocabulary and background knowledge deficits – fewer learning experiences
- Focus topics for training & application
  - SDI – the package of supports for students with disabilities
  - Content areas, standards-based lessons with supports imbedded
  - Teaming and data-based planning and problem solving
  - Instructional, curricular and environmental supports
  - Universal Design for Learning principles
  - Systematic, explicit, guided practice, monitoring and corrective feedback
  - Leadership components, such as scheduling
  - Instructional components, such as differentiation and scaffolding
  - Modeling integration of technology supports during the trainings
- Vision to anchor the work
  - All students become globally competitive for college and careers (students who leave – not college ready – are likely not career ready either)
  - Biggest threat to our national security is our educational system – military requires math, science, language and technology skills – just like college
  - There is an urgency in giving graduates full options for college and career
  - Student needs exist on a continuum so supports must vary to prepare them for college or career
- Conceptual shift in classrooms
  - Learner diversity is the norm
  - Instruction must be adapted
  - Teacher is co-facilitator of learning
  - Curriculum that has inherent barriers, not the students

- Specially designed instruction
  - Address the unique needs of the child that result from child's disability
  - Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 CFR § 309.39(b)(3)).
  - Are funded and guaranteed by IDEA and implemented via the IEP process.
  - What is provided? Supports and services for SWD designed to specifically address barriers to learning that result from the student's disability.
  - Where is it provided? SDI is a service and not a place and is delivered across all tiers of instruction according to the intensity of the student's needs.
  - What tiers of instruction are provided? All students receive Tier 1 instruction. Tier 2 and/or Tier 3 instruction is provided when the intensity and severity of a student's needs demand supplemental and/or intensive intervention. SDI is integrated within, not separated from, tiered instruction.
  
- Integration of SDI within tiers of instruction
  - A conceptual framework of MTSS
  
- Big ideas...
  - The SDI a student receives is dependent on the impact of his/her disability and should be provided within all tiers of instruction
  - IEP goals must reflect the student's individual needs resulting from his or her disability in relationship to the standards of grade-level enrollment
  - The tiers of instruction a student receives are dependent on the intensity and severity of his/her needs
  - Any student who requires intensive supports to master grade-level standards, including SWDs, receives intensive intervention
  
- What is intensive intervention?
  - Instructional package designed to support student attainment of grade-level expectations and goals by:
    - Closing knowledge and skill gaps
    - Preventing the accrual of new gaps by addressing the student's proximal needs
    - Promoting student engagement
  - Instructional Package includes:
    - Highly intense Tier III intervention, AND intensification of instruction in Tiers I & II
    - Increased coherence and integration between tiered instruction
  - Does it just occur during Tier 3?
    - Students spend most of day in core instruction
    - Intensive intervention needs to occur during Tier 3 AND intensive supports must be integrated into core instruction
    - Secondary requires especially efficient use of time available to accelerate learning

- Why measure how kids receiving intervention are doing in core instruction?
  - That's the PURPOSE of intervention – so if they are not improving in core instruction, then it is ineffective.
  - Problem: Treated as separate math classes, students with problems in math are now doing poorly in TWO math classes and experiencing disengagement.
- Implications for Tier 1 Instruction
  - Regularly involve intervention providers and specialists in planning
  - Anticipate high-probability and high-intensity barriers to engagement and learning, particularly those introduced by instructional methodology and materials
  - Provide more explicit, systematic and guided instruction within a Universally Designed Learning (UDL) environment to prevent the acquisition of new gaps
  - Integrate tiered intervention strategies and supports to promote generalization
- Step 1 in problem solving: Where do we want to be?
  - Characteristics of college- and career-ready students define where we want to be.
    - Example: Independence – self-advocacy, self-management, self-control, communication skills, initiative around goal setting and task completion
- Step 1 in problem solving: Where are we now?
  - Use cohort data to reveal system issues
  - We produce the same undesirable outcomes when our systems stay the same
  - We must alter supports and prevention provided by the system to change outcomes to desirable outcomes
  - We have a responsibility to alter outcomes for students who have most intensive needs (difference between expectations and performance) that exist over time (severity)
- Instructional planning
  - Identify:
    - Clear learning goals
    - High-probability barriers
    - High-intensity barriers
    - Strategies and supports to reduce barriers
    - The goal is always engagement and mastery
- Types of barriers to plan supports around
  - High-probability – general barriers (instructional barriers)
  - High-intensity – deeper, individual student barriers (student centered)
  - Tie strategies to identified barriers to make them PURPOSEFUL
- Value of instructional planning
  - Address high-probability barriers 1st!

- Once addressed, are these supportive enough to meet intensive needs? If yes, continue to implement.
  - If not, what needs remain for additional individualized supports?
- What is UDL?
  - Flexible enough up front to not have to retrofit
  - Universal means: for everyone
  - Design means: how to implement the instruction – the design
  - Learning means: knowledge, skills and behaviors
  - Three brain networks: recognition (what), strategic (how) and affective (why)
- Why UDL?
  - “Exposure” does not result in learning
  - Learning must be accessible, comprehensible and engaging
  - Not ensuring this puts students with learning needs at significant risk for complex and new gaps, course failure and being off-track for graduation
- UDL – Multiple means of...
  - Representation
  - Expression
  - Engagement
- What is “explicit” instruction?
  - Instructional routines with consistent language
  - Learning process obvious to student
  - Priming background knowledge
  - Re-teaching pre-requisite skills
  - Modeling and explaining
  - Guided practice
  - Providing corrective feedback
  - Gradual release to independent practice
- What is “systematic” instruction?
  - Pre-teaching/reviewing to ensure mastery of tool skills
  - Breaking complex concepts and skills into chunks, sequencing from easy to difficult
  - Scaffolding to control the level of difficulty so they stay engaged
  - Multiple exposures and connections between big ideas
  - Effective instructional planning is required
- What does “guided practice” look like?
  - Students with intensive needs typically have a high frequency of practicing errors
  - Increase small group opportunities for correct practice with support for assurance of correct practice
  - We can use technology and/or peers to provide some of the guided practice, but intensive needs require direct, skilled teacher feedback

- Engagement
  - Foster student perception of “choice and voice”
  - Recruit via student interests
  - Provide options for practicing persistence and sustaining efforts
  - Allow and encourage self-regulation
  - Offer options for learning contexts, content and tools
  
- Strong take-aways
  - Make instruction more explicit
  - Make instruction more systematic
  - Provide guided practice
  - Use UDL in instructional planning
  - Adapt instruction to reduce or remove high-probability barriers and high-intensity barriers (address learners needs)
  - Use options to engage all students
  - Make it system-wide for ease and efficient resource allocation
  
- Resources for implementation
  - Instructional and leadership resources
    - FIN for scheduling solutions
    - FDLRS for technical assistance, PD, resources, tools
    - Professional learning communities
    - Instructional leadership resources and strategies
    - Intensive-intervention [wikispaces.com/home](http://wikispaces.com/home) for a toolkit
      - Example – guiding questions to ask vendors before purchasing new materials
  
- Resource in development
  - Specially Designed Instruction - Question and Answer Document
  - A companion to “What’s Special about Special Education: Specially Designed Instruction for Students with Disabilities within a MTSS”
  - Your input?
  
- SLD defined by Florida
  - 6A-6.03018, F.A.C., Exceptional Education Eligibility for Students with Specific Learning Disabilities.
  - Definition. A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.
  
- Guidance about the definition of SLD
  - Many types of learning disabilities may fall within the category of SLD if all of the eligibility criteria detailed in rule are met. Eligibility for special education has always been twofold in that 1) the existence of a disability must be

- evident and 2) the student's need for resources available through special education must be evident.
  - Not all students who are diagnosed with a disability meet SLD eligibility criteria, or require the resources provided through special education services in order to progress adequately and meet grade-level expectations.
- Communicating with parents and students about SLD
  - The category referred to as "SLD" encompasses many types of disabilities.
  - The relationship between a particular type of disability and the school is focused on determining and providing for the specific academic instruction and intervention needs.
  - Physicians' diagnoses of dyslexia, dysgraphia and dyscalculia are important in considering all factors relevant to the student's educational needs and validate that such diagnoses are helpful for access to research, advocacy and support networks.
  - Regardless of the specific type of disability, the student should receive instructional supports and interventions specific to his or her needs.
- Other topics for future discussion?

### **Restraint and Seclusion Update**

(See Restraint and Seclusion PPT, *SAC Member Notebook*, Tab 6)

Anne Bozik, program specialist, provided an update on restraint and seclusion.

- FDOE contact with districts related to restraint/seclusion (R/S)
  - Monthly
  - Quarterly
  - Yearly
- Data review/monitoring
  - Monthly – Export/review/analyze R/S data from web-based reporting system
    - Compare data – current month/year to previous month/year
    - Districts that show an increase are contacted based on established criteria
    - Districts that show a decrease are contacted based on established criteria
  - Quarterly
    - Export/review/analyze R/S data from web-based reporting system
    - Districts that show an increase in the 1st quarter data of the current year compared to the 1st quarter data from the previous year complete a questionnaire/survey
    - Districts that show a decrease in the 1st quarter data of the current year compared to the 1st quarter data from the previous year complete a questionnaire/survey
  - 2012-13 and 2013-14 first quarter restraint data comparison

- Restraint:
    - August 1, 2013, through October 31, 2013:  
2,718 incidents of restraint involving 1349 students
    - August 1, 2012, through October 31, 2012:  
2,710 incidents of restraint involving 1,537 students
    - For first quarter 2013-14, increase of 8 incidents
    - For first quarter 2013-14, decrease of 188 students
- Districts reducing restraint incidents for first quarter compared to 2012-13
  - Baker
  - Bay
  - Bradford
  - Charlotte
  - Citrus
  - Collier
  - Duval
  - Gadsden
  - Hernando
  - Indian River
  - Lake
  - Levy
  - Liberty
  - Madison
  - Manatee
  - Monroe
  - Nassau
  - Okaloosa
  - Osceola
  - Pinellas
  - Putnam
  - St. Lucie
  - Sarasota
  - Seminole
  - Sumter
  - Volusia
  - Wakulla
  - Florida Atlantic University (FAU) Lab
- Districts reporting zero restraint incidents for first quarter 2013-14
  - Bradford
  - Desoto
  - Dixie
  - Gadsden
  - Gilchrist
  - Glades
  - Gulf
  - Hamilton
  - Holmes
  - Jefferson
  - Lafayette
  - Madison

- Union
- Washington
- Washington Special
- Florida State University (FSU) Lab
- Florida Agricultural and Mechanical University (FAMU) Lab
- Restraint by grade level for first quarter 2013-14
  - Grades Prek-3           15 percent
  - Grades 4-8             37 percent
  - Grades 9-12           48 percent
- Restraint by exceptionality for first quarter 2013-14
  - Emotional/behavioral disability (EBD)                   44 percent
  - Autism spectrum disorder (ASD)                       26 percent
  - Intellectual disability (IND)                             9 percent
  - SLD   3 percent
  - Other   18 percent
- Types of restraint for first quarter 2013-14
  - Immobilization while  
in transport           11 percent
  - Mechanical           6 percent
  - Seated               13 percent
  - Standing             37 percent
  - Supine                7 percent
- Crisis management strategies used for first quarter 2013-14
  - CPI                 32 percent
  - Other               14 percent
  - PCM                28 percent
  - SCM                4 percent
  - TEAM              13 percent
  - TEACH             8 percent
  - HWC                1 percent
  - VITAL              Less than 1 percent
- 2012-13 and 2013-2014 first quarter seclusion data comparison
  - Seclusion:
    - August 1, 2013, through October 31, 2013:  
585 incidents of seclusion involving 328 students
    - August 1, 2012, through October 31, 2012:  
875 incidents of seclusion involving 494 students
  - For first quarter 2013-14, decrease of 290 incidents
  - For first quarter 2013-14, decrease of 166 students
- Districts reducing seclusion incidents for first quarter compared to 2012-13
  - Bay
  - Charlotte
  - Duval
  - Escambia

- Gadsden
  - Highlands
  - Hillsborough
  - Leon
  - Marion
  - Monroe
  - Okeechobee
  - Pasco
  - Pinellas
  - St. Johns
  - St. Lucie
  - Sarasota
  - Seminole
- Districts reporting zero seclusion incidents for first quarter 2013-14
    - Baker
    - Bradford
    - Brevard
    - Calhoun
    - Citrus
    - Collier
    - Desoto
    - Dixie
    - Flagler
    - Franklin
    - Gadsden
    - Gilchrist
    - Glades
    - Hamilton
    - Hardee
    - Hendry
    - Hernando
    - Holmes
    - Indian River
    - Jackson
    - Jefferson
    - Lafayette
    - Levy
    - Madison
    - Nassau
    - Okeechobee
    - Orange
    - Osceola
    - Palm Beach
    - St. Johns
    - St. Lucie
    - Sarasota
    - Sumter
    - Suwannee
    - Taylor
    - Union

- Volusia
  - Wakulla
  - Walton
  - Washington
  - Washington Special
  - Florida School for the Deaf and the Blind
  - FAU Lab
  - FSU Lab
  - FAMU Lab
  - UF Lab
- Seclusion by grade level for first quarter 2013-14
    - Grades Prek-3            38 percent
    - Grades 4-8                46 percent
    - Grades 9-12              16 percent
- Seclusion by exceptionality for first quarter 2013-14
    - EBD                        59 percent
    - ASD                        19 percent
    - IND                        6 percent
    - SLD                        4 percent
    - Other                      59 percent
- 2011-12 and 2012-13 R/S yearly state data comparison
    - Restraint
      - Decrease of 317 incidents = 3.24 percent
      - Decrease of 283 Students = 6.48 percent
    - Seclusion
      - Decrease of 1,221 incidents = 28.76 percent
      - Decrease of 211 students = 14.57 percent
- Data review/monitoring
    - Yearly – Districts that show an increase in the use of restraint and/or seclusion will complete an in-depth review of practices and procedures by completing and submitting a “review tool” to the bureau.
- Components of review tool
    - Follows the format of Guiding Questions, which are being utilized during district visits
    - Requires districts to review their own R/S reports to note possible trends, areas for improvement, etc.
    - Includes questions regarding prone and mechanical restraint, and length and duration of restraints and seclusions
- 2013-14 on-site visits based on R/S rates
    - Restraint only: Five districts were selected for on-site visits
    - Seclusion only: Two districts were selected for on-site monitoring
    - Restraint and seclusion: Three districts were selected for on-site visits

- Total of 10 districts selected for on-site visits related to restraint and/or seclusion
- 2013-14 on-site visits
  - BEESS program-area specialists are included
  - Project personnel such as the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET), Positive Behavioral Support, Center for Autism and Related Disorders, FDLRS and FIN personnel are participating on-site with FDOE staff, and with both district and school staff
  - Personnel from other FDOE departments, such as Bureau of School Improvement personnel, are also participating
  - Guiding questions have been developed to facilitate problem-solving with district, school, FDOE and project personnel
- Policies and procedures
  - Submitted by August 9, 2013
  - More specific information
  - Districts must have a plan
    - Reducing restraint and seclusion
    - Reducing the use of prone restraint
    - Reducing the use of mechanical restraint
  - Districts must have a goal for the reduction of restraint and seclusion
  - Each SP&P is reviewed by BEESS staff to make sure plans are comprehensive and goals are appropriate
- Baker Acts
  - Conversation with personnel at the University of South Florida's Florida Mental Health Institute (FMHI), who direct the Baker Act Reporting Center, has occurred.
  - Conversation continues regarding the possibility of comparing 2011-12 and 2012-13 Baker Acts versus R/S rates.
- Baker Act training resources
  - FMHI: <http://www.bakeracttraining.org/>
  - Department of Children and Families: <http://www.myflfamilies.com/service-programs/mental-health/baker-act-training>
- 2011-12 and 2012-13 R/S yearly data comparison
  - Restraint
    - Decrease of 317 incidents = 3.24 percent
    - Decrease of 283 Students = 6.48 percent
  - Seclusion
    - Decrease of 1,221 incidents = 28.76 percent
    - Decrease of 211 students = 14.57 percent

April Katine, Florida Developmental Disabilities Council (FDDC), inquired about data on corporal punishment. Ms. Katine suggested that the committee look at this data and compare it to districts that had a decrease in restraint and seclusion to see if there is a

correlation. Aimee Mallini, BEESS, stated that the Office of Safe Schools would have this data and the bureau will request it.

### **Florida's Employment Initiatives – The Perfect Storm**

(See Employment Initiatives PPT, *SAC Member Notebook*, Tab 7)

Judy White, transition program specialist, shared the following:

- Post-school outcomes – These outcomes are fairly flat over the last four years. This is the same all over the U.S. We hope significant changes will lead to an entire cultural shift that is required to improve these data.
- Wave 1 – Governor's Commission on Jobs for Floridians with Disabilities
  - Created by executive order in 2011. Two reports have been presented so far.
  - Governor's Commission on Jobs for Floridians with Disabilities, Florida Labor Force Statistics and Unemployment Rates Persons With and Without Disabilities
    - **Persons with a disability\***
      - In the labor force 458,852
      - Employed 345,137
      - Unemployed 113,715
      - Not in the labor force 655,783
    - **Persons with no disability\***
      - In the labor force 8,178,376
      - Employed 7,152,702
      - Unemployed 1,025,674
      - Not in the labor force 2,042,268

\*Source: U.S. Census Bureau, 2010 American Community Survey, 1 Year Estimates  
Prepared by: Florida Department of Economic Opportunity, Labor Market Statistics Center

- Governor's Commission on Jobs for Floridians with Disabilities
  - <http://www.flgov.com/gcifd/>
  - 2012 recommendations:
    - Streamline information for employers
    - Develop and implement a communications plan
    - Promote internship and work experience opportunities
  - 2013 recommendations
    - Create a single point of contact for employers
    - Create a coalition of agencies to adopt long-term communications plan
    - Increase work experiences for students receiving a special diploma
    - Improve the transition IEP process
    - Provide follow along services for individuals with mental health disorders
- Wave 2 – Agency for Persons with Disabilities (APD) Employment Partners Workgroup
  - APD Employment Partnership Workgroup

- Process mapping (state agencies only)
    - APD, FDOE/BEESS, Vocational Rehabilitation, Blind Services, Department of Economic Opportunity
  - Communications subgroup (wide participation of state and non-state entities)
- Wave 3 –FDDC Employment First/Employ ME 1st Initiative
  - Employment First Initiative
    - A system for employment programs that is competitive and where supported and integrated employment is the first option available for all individuals with developmental disabilities
    - Over 20 states have a formal policy or legislation
    - Working with Institute for Community Inclusion, University of Massachusetts
    - Local work group
- Wave 4 – PROMISE Grant Work Team
  - Promoting Readiness of Minors in Supplemental Security Income (PROMISE)
- Wave of the future
  - Groups merged to make a request to governor
  - Met with success
  - Executive Order 13-284, issued October 8, 2013
- Employment partnership/coalition
  - Coordinated by FDDC
    - Committed to all persons with disabilities, not just those with developmental disabilities
  - Executive order
    - Interagency agreement (by July 1, 2014)
  - Commission recommendations
    - Examine recommendations
    - Implement where feasible
- The Next Wave – K-20 Students with Disabilities Education Pathway Task Force; Will need to figure out how this “new wave” fits in

April Katine, FDDC, shared the following information with members.

FDDC developed a grant two years ago (Florida State College at Jacksonville, in collaboration with the Duval County and Nassau County School Districts). Project Achieve was created and has since been renamed the Vertical Training Program. This project is designed to provide students with developmental disabilities (primarily Intellectual Disability), ages 18-22, support to pursue postsecondary education at a college, specifically working on vocational certification in a field of their choice. The certification programs chosen by students have included facials/cosmetology, child care, welding, carpentry, auto body repair, hazardous waste disposal and warehouse management. Over 50 students are in the program to date.

## **State Performance Plan and Annual Performance Report**

(See State Performance Plan and Annual Performance Report PPT, *SAC Member Notebook*, Tab 3)

Monica Verra-Tirado, chief, BEESS, shared the following data on the State Performance Plan.

### **State Performance Plan**

#### **Annual Performance Report**

- Indicator 1: Graduation Rate
  - Data lag one year
  - Target for 2011-12: 47.0 percent
  - Actual: 47.7 percent
  - Target met
  
- Indicator 2: Dropout Rate
  - Data lag one year
  - Target for 2011-12: 3.0 percent
  - Actual: 3.4 percent
  - Target not met
  
- Indicator 3: Assessment
  - Actual data for 2012-13
  - Reading participation rate: 95.8 percent
  - Math participation rate: 95.4 percent
  - Proficient in reading: 28.4 percent
  - Proficient in math: 31.7 percent
  - Targets not met
  
- Indicator 4: Suspension/Expulsion
  - Data lag one year
  - 4A target for 2011-12: 0 percent of districts with significant discrepancy that is the result of inappropriate identification
  - 4B target for 2011-12: 0 percent of districts with significant discrepancy by race or ethnicity that is the result of inappropriate identification
  - Target met
  
- Indicator 5: LRE Ages 6-21
  - Targets for 2012-13
    - Removed from regular class placement less than 21 percent of the day: 72 percent
    - Removed from regular class placement for greater than 60 percent of the day: 12 percent
    - Served in separate environment: 2.5 percent
  - Actual data for 2012-13
    - Removed from regular class placement less than 21 percent of the day: 70.7 percent

- Removed from regular class placement for greater than 60 percent of the day: 14.4 percent
  - Served in separate environment: 4.0 percent
  - Targets not met
- Indicator 6: LRE Ages 3-5 Data
  - Targets for 2012-13
    - Served in settings with typically developing peers: 32 percent
    - Served in separate special education class, separate school or residential facility: 47 percent
  - Actual data for 2012-13
    - Served in settings with typically developing peers: 27 percent
    - Served in separate special education class, separate school or residential facility: 51 percent
    - Targets not met
- Indicator 8: Parent Involvement
  - Target for 2012-13
    - 75 percent preschool
    - 75 percent K-12
  - Actual 2012-13 data
    - 75.6 percent preschool – target met
    - 74.5 percent K-12 – target not met
- Indicators 9 and 10: Disproportionate Representation
  - Target for 2012-13
    - 75 percent preschool
    - 75 percent K-12
  - Actual 2012-13 data
    - 75.6 percent preschool – target met
    - 74.5 percent K-12 – target not met
- Indicators 9 and 10: Disproportionate Representation
  - In 2012-13, no districts were found to have disproportionate representation that appears to be the result of inappropriate identification.
  - Targets met
- Indicator 11: 60-Day Timeline
  - Target: 100 percent
  - Actual: 99.04 percent
  - Target not met
- Indicator 14: Postsecondary Outcomes
  - Target: 100 percent
  - Actual: 99.04 percent
  - Target not met
- Indicator 14: Postsecondary Outcomes
  - Actual data for 2012-13

- 26.6 percent in higher education
- 38.3 percent in higher education or competitive employment
- 50.4 percent in education or employment
- Targets not met

Hannah Ehrli, co-chair, reminded members to review the August 2013 draft minutes located in the *Member Notebook*, Tab 8 for tomorrows business meeting.

***TUESDAY, December 10, 2013***

The SAC met in regular session with the following persons in attendance:

***Members***

(See SAC Membership List 2013, SAC Designee List and SAC Representation Chart, *SAC Member Notebook*, Tab 2)

Karen Barber  
 Keith Barry  
 Lauren Bustos-Alba  
 Thea Cheeseborough  
 Jacqueline Egli  
 Hannah Ehrli  
 Enrique Escallon  
 Will Gordillo  
 Mark Halpert  
 Joni Harris  
 Laura Harrison  
 Johana Hatcher  
 Cindy Jones  
 April Katine  
 Shawn Larkin  
 Nancy Linley-Harris  
 Lani Lingo  
 Michelle Mantell  
 Kelly Rogers  
 Catherine Rudniski  
 Ann Siegel  
 Tracie Snow  
 Tracy Stevens  
 Kara Tucker  
 Robyn Walker  
 Monica Verra-Tirado

***Designees***

Kirk Hall (for Roxana Beardall)  
 Kathryn Steele (for Pam Minelli)

***FDOE/DPS/BEES Representatives***

Karin Freeman, Program Specialist, Monitoring and Compliance, BEES

Leanne Grillot, Program Specialist, Blind-Visually Impaired, Deaf/Hard of Hearing, Dual Sensory Impaired, BEESS  
Bethany Mathers, Program Specialist, InD-OHI-OI-TBI, BEESS  
Beth Moore, Senior Educational Program Director, BEESS  
Tonya Milton, Program Planner/Analyst (SAC Liaison), BEESS  
Aimee Mallini, Program Specialist, Parent Services (SAC Liaison), BEESS  
Heather Diamond, Coordinator, Student Support Services Project, BEESS  
Judy White, Program Specialist, Transition, BEESS

### **Guests**

Craig Butz, Pepin Academies  
Natalie King, RSA Consulting  
Danie Roberts-Dahm, Project 10

Hannah Ehrli called the meeting to order. A moment of silence was observed for Nelson Mandela.

### **ESE Parent Website Demonstration**

Aimee Mallini, Program Specialist, provided an overview of the ESE Parent Website.

SAC members provided input on the site. These suggestions included the following:

Add the following to the resources portions of the website:

- Wrights Law link
- Links to TAPS
- State and national disability websites
- The Family Café
- MTSS link
- Add Transition Planning for Students: A Guide for Families to K-12 resources

Create the following:

- Search box
- Master calendar for conferences trainings – state and federal
- Trends/coming soon/hot topic portion

Marketing:

- Create a memo for superintendents and directors asking them to link the parent website to their district homepage.

Other:

- Add scholarships to school choice
- Add MTSS video by Gria
- Success stories
- Acronym list

## **Small Group Work**

Heather Diamond, coordinator, Student Support Services Project, provided an overview on systematic problem solving to be utilized in the small work groups sessions. The following eight steps were reviewed.

1. Priority Area is Established – Identify and articulate the desired outcome and how it will be measured
2. Brainstorm all available resources and barriers
3. Priority obstacle/barrier
4. Brainstorm strategies to reduce or eliminate barriers
5. Use list as stimulus
6. Develop action plan to address action items
7. Evaluation and reduction of the obstacle
8. Plan for evaluated process for achievement of desired outcome

Members then broke into four small work groups (K-12 Access, K-12 Standard, Parent Involvement and Transition) to review and gather feedback on the BEESS Strategic Plan.

## **Business Meeting**

(See *SAC Member Notebook*, December 2012 minutes for approval, SAC Designee Form, SAC By-Laws, SAC Committee Action Form, Tab 8)

Shawn Larkin, co-chair, called the business meeting to order.

Mr. Larkin called for and received a motion and a second to the motion to accept the minutes from July 2013. Motion passed.

Mr. Larkin opened the meeting for public comment.

Mr. Larkin reviewed action items submitted. The first item was a submission by Mark Halpert, which concerned the forming of a taskforce focusing on third grade performance of students with disabilities on the regular diploma track and the Elementary and Secondary Education Act Waiver goal or adjusted goal. Conversation ensued. Mr. Larkin stated the suggestion for a taskforce will be presented to FDOE. Mr. Halpert will do follow-up and discussion at the next SAC meeting.

Mr. Larkin read the next action item: create a taskforce to review scientific studies on the impact of audio presentation of curriculum and assessments, and revise standards for accommodations to include UDL, and audio/oral presentation for standardized tests for student with IEPs that include oral presentation of printed material. Conversation ensued, and it was noted that sign language presentation be included in this action. Mr. Larkin stated this will be presented to FDOE.

Nancy Linley-Harris proposed committee action on tracking students with Downs syndrome, gathering data on what types of classrooms these students are in as well as the types of diplomas received by students with Downs syndrome. Committee members pointed out that, under IDEA, Downs syndrome is not exceptionality, so there is currently nothing in place to track these students. It was suggested to do a survey across the state to obtain this information. Monica Verra-Tirado interjected that currently there is not a mechanism in place for this and that it might be possible to do a survey on a one-time basis to gather this information.

Mr. Larkin read the next action item on teacher education and training in reading instruction. Several recommendations were included. First, that all new teachers in Florida's universities be required to take a course in the teaching of reading (see Ohio, New Jersey). Second, that all renewing teachers have one college credit in the teaching of reading. Third, that reading instruction should include reading disorders, including dyslexia, and UDL/accommodations and approved interventions for students diagnosed with reading disorders. Last, it was recommended that a review of the knowledge and practice standards for effective reading instruction be considered as a platform for improving instruction in reading in Florida.

Mr. Larkin called for any other action items. Ms. Joni Harris proposed that SAC issue an endorsement of support on the Pathways report to the governor and legislators.

SAC member, April Katine, proposed action on assistive technology (AT) testing early in a student's educational career – preschool or earlier – so that the student is competent in AT prior to testing. Collaborating with Early Steps was suggested to ensure that this is part of the evaluation process.

A motion was made by Mark Halpert to endorse the Pathways report. The motion was seconded by Anne Seigel. Conversation ensued, and it was decided the group would take some time to review the report. Upon review of the report, a vote was taken. Motion was unanimous and carried. A letter will be drafted supporting the Pathways report.

Mr. Larkin solicited topics for the next SAC meeting. The following topics were requested:

- Available trainings for paraprofessionals
- Legislative update
- Pathways Taskforce update
- Restraint and seclusion update
- 3<sup>rd</sup> grade performance
- Transition update
- Common Core
- Presentation by the Council for Exceptional Children in Arlington

Monica Verra-Tirado thanked the committee for their hard work and participation. Meeting was adjourned.



# State Advisory Committee for the Education of Exceptional Students

## *STATE ADVISORY COMMITTEE BY-LAWS*



Bureau of Exceptional Education and Student Services  
K-12 Public Schools  
Florida Department of Education

**STATE ADVISORY COMMITTEE  
FOR THE EDUCATION OF EXCEPTIONAL STUDENTS**

**BYLAWS**

**Article I. Name:**

The name of the Committee is the State Advisory Committee for the Education of Exceptional Students ("State Advisory Committee," "Committee," or "SAC").

**Article II. Authority:**

The SAC exists by authority of Florida's participation in the Individuals with Disabilities Education Improvement Act (IDEA 2004), Part B, as amended by Pub. L. 108-446. It is established in accordance with the provisions of 20 U.S.C. Chapter 33, 1412(a)(21) and 34 CFR 300.167 – 300.169, with members appointed by the Commissioner of Education.

**Article III. Purpose:**

The purpose of the SAC is to provide policy guidance with respect to the provision of exceptional education and related services for Florida's children with disabilities.

A. Duties:

SAC duties include:

1. Advise the Florida Department of Education ("DOE") of unmet needs within the State in the education of children with disabilities.
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities.
3. Advise the DOE in developing evaluations and reporting on data.
4. Advise the DOE in developing corrective action plans to address findings identified in federal monitoring reports under IDEA 2004, Part B.
5. Advise the DOE in developing and implementing policies relating to the coordination of services for children with disabilities.

DOE must transmit to the SAC the findings and decisions of due process hearings conducted pursuant to 34 CFR 300.507–300.519 or 300.530–300.534.

The SAC shall also perform those other duties assigned to it by the Bureau of Exceptional Education and Student Services (BEESS).

B. Report:

By February 1 of each year the SAC shall submit for the preceding calendar year an annual report of its proceedings to the DOE. This report must be made available to the public in a manner consistent with other public reporting requirements of IDEA 2004, Part B.

**Article IV. Membership:**

A. Composition of the SAC:

The SAC shall be comprised of members who are representative of the State's population, and who are involved in, or concerned with, the education of children with disabilities.

Special rule. A majority (51%) of the members of the Committee must be individuals with disabilities, or parents of children with disabilities ages birth through 26. (20 U.S.C. 1412(a)(21))

Members of the SAC shall include, but not be limited to:

1. Parents of children with disabilities (ages birth through 26)
2. Individuals with disabilities
3. Teachers
4. Representatives of institutions of higher education that prepare special education and related services personnel
5. State and local education officials, including officials who carry out activities under Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act
6. Administrators of programs for children with disabilities
7. Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities
8. Representatives of private schools and public charter schools
9. Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities
10. A representative from the State child welfare agency responsible for foster care
11. Representatives from the State juvenile and adult corrections agencies.

The Chief of BEESS/DOE (or his/her designee) shall serve as an ex officio member of the SAC.

Additional representatives may be appointed at the sole discretion of the Commissioner of Education.

B. Appointment:

All members shall be appointed by the Commissioner of Education.

C. Term of Membership:

Individuals who serve as the official representative of a state agency shall serve for a term consistent with their continued employment in the designated official capacity, and the continued endorsement of the sponsoring agency.

All other members initially shall be appointed to three year terms. Subsequent appointments shall be for a two year term. There shall be no term limits.

Members who represent other agencies, organizations, or institutions must have the official endorsement of that entity.

D. Resignation:

Any member may resign at any time by giving written notice to the Commissioner of Education with a copy to the Chairperson of the SAC. A resignation will take effect on the date of the receipt of the notice. The acceptance of the resignation shall not be necessary to make it effective.

E. Termination of Membership:

Membership may be terminated by the Commissioner of Education for any member who no longer qualifies as a representative of the category for which he/she was appointed, or for other just cause including failure to carry out the responsibilities assumed by acceptance of membership.

If a member is absent from three (3) consecutive regularly-scheduled SAC meetings, his/her membership will be reviewed by the Executive Committee at a regular- or specially-called Executive Committee meeting. Such review shall be placed on the agenda of the Executive Committee meeting by the Chairperson after prior written notice of at least ten (10) calendar days is given to the SAC member. If membership is terminated, any such termination may be appealed to the Executive Committee.

If the Executive Committee votes to recommend termination of membership for cause, a letter conveying this recommendation shall be forwarded to the Commissioner of Education unless the SAC member shall, within ten (10) calendar days after the vote of the Executive Committee, submit a written request to the Chairperson for a full hearing by the SAC. If this request is made, the matter shall be placed on the SAC agenda and heard at the next regularly-scheduled SAC meeting.

F. Appointments to Fill Vacancies:

Any vacancy created through resignation or termination of a member shall be filled by appointment by the Commissioner of Education of a person who represents the appropriate constituency for the remainder of the former member's approved term.

G. Designees:

Members unable to be in attendance for a regular meeting may designate an alternate person to attend for them. Notification must be provided to the Chairperson, in writing, stating the name of the designee. Attendance at a regularly-scheduled SAC meeting by a designee shall constitute a missed meeting by the member. The designee must represent the same constituency, agency, and/or organization as the SAC member for whom he/she is attending.

Designees shall be accorded voting privileges on all items requiring SAC action at the meeting in which they are serving as an alternate.

H. Compensation:

The SAC membership shall serve without compensation, but the State must provide appropriate travel advances or reimburse the SAC membership for reasonable and necessary expenses for attending meetings and performing duties.

1. Members will be reimbursed for travel and per diem expenses at official State rates.
2. Members will be reimbursed for child care and/or respite care expenses necessary to their participation in SAC activities upon submission of a properly-executed invoice/voucher.

I. Conflict of Interest:

Members shall avoid conflicts of interest in regard to SAC activities.

1. No SAC member shall at any time seek personal gain or benefit, or appear to do so, from membership on the SAC.
2. Each SAC member must declare to the SAC a conflict of interest statement, whenever such conflicts occur, specifying any association with individuals, agencies, and/or organizations that might be directly impacted by activities and discussion of the SAC. Prior to any vote on an issue in which a SAC member has a vested relationship or interest, the SAC member who has such conflict of interest shall declare it and shall abstain from discussion and voting on the issue.
3. All policy decisions are made at SAC meetings. No individual or subcommittee can speak for the full SAC or act for the SAC unless specifically authorized by the Committee to do so. Each SAC member must respect the rights of the SAC as a whole and represent policies and procedures of the SAC when appearing in public as a representative of the SAC. When presenting views and opinions contrary to SAC policies, or for which the SAC has no official position, the member must make clear that such views are given as an expression of personal opinion, not that of the SAC.

- J. As an advisory board to a state agency, SAC is subject to state laws and requirements concerning Government in the Sunshine (Section 286.011, *Florida Statutes*; Article 1, Section 24(b), *Florida Constitution*), Public Records Law (Chapter 119, F.S.; Article 1, Section 24(a), *Florida Constitution*), and the Code of Ethics (Chapter 112, F.S.; Article II, Section 8, *Florida Constitution*).

**Article V. Officers and Staff:**

- A. Officers:

The officers of the SAC are as follows: Co-Chairpersons (2), of whom one must be a parent of a child with a disability; Vice-Chairperson; and Parliamentarian.

These officers and the Chairpersons of the SAC subcommittees shall constitute the membership of the SAC Executive Committee.

- B. Term:

Officers will serve for a term of two (2) years and may succeed themselves in office only once for an additional one-year term.

- C. Election of Officers:

The SAC Nominating Subcommittee shall recommend a slate of nominees, one or more per office, to the SAC membership at a regularly-scheduled meeting. Officers will be elected by a majority vote of the membership.

- D. Vacancy:

The SAC shall fill a vacancy in any office from existing SAC membership. Prior to the next regularly-scheduled meeting of the SAC, the Nominating Subcommittee will meet and prepare recommendations for consideration by the SAC membership. At the next regularly-scheduled SAC meeting, the membership will vote from the Nominating Subcommittee's slate to fill the unexpired portion of the officer's term.

- E. Removal from Office:

Any officer may be removed by appropriate action of the SAC when, in their judgment, the best interest of the SAC would be served thereby. Such action, if taken, requires a two-thirds vote of the SAC members present and voting at a regularly-scheduled SAC meeting. Said officer has the right to an appeals process.

- F. Duties of the Officers:

- 1. Duties of the SAC Co-Chairpersons:

- a. To preside at and conduct all meetings of the full SAC and meetings of the Executive Committee.

- b. To develop, with DOE, agenda items for meetings of the SAC and Executive Committee.
  - c. To appoint and remove at will all subcommittee chairpersons.
  - d. To ensure that the duties of the SAC as described in Article III are carried out.
  - e. To promote the SAC's continuous cooperative working relationship with agencies of state government in exercising their responsibilities to children with disabilities.
  - f. To serve as the official spokesperson for the SAC in all activities which the SAC may deem proper and at those times when it is necessary for an opinion to be expressed for the SAC.
  - g. To provide guidance to DOE/BEESS staff in interpreting and carrying out SAC activities.
  - h. To appoint and terminate subcommittees, as necessary.
2. Duties of the SAC Vice-Chairperson:
- a. To carry out the duties of the Chairperson in the absence of either of the Co-Chairpersons.
  - b. To assist the Co-Chairpersons in monitoring the activities of the SAC subcommittees and other groups established by the SAC or the Co-Chairpersons of the SAC.
  - c. To carry out other duties as delegated by the Co-Chairpersons.
3. Duties of the SAC Parliamentarian:
- a. To assist the Co-Chairpersons with implementation of *Robert's Rules of Order*, when needed to conduct an efficient meeting and to ensure an equal opportunity for each person to express his/her opinion.
  - b. To ensure the Committee's compliance with these by-laws.

G. Staff:

DOE/BEESS shall provide staff support to the Committee to include, but not be limited to, minute taking and transcription; administrative support; printing; mailing; and coordination of meeting locations, dates and times.

**Article VI. Committees:**

- A. Executive Committee: The Executive Committee shall be comprised of the Co-Chairpersons, Vice-Chairperson, Parliamentarian, and Chairpersons of the SAC subcommittees. The Executive Committee's duties shall be:

1. To serve in an overall advisory capacity to the SAC.
  2. To take any emergency action deemed necessary by a majority of the committee on behalf of the SAC. Any such actions, whether in meetings or conference calls, shall be reported to the full SAC for the purpose of vote, approval, or disapproval at the next regularly-scheduled SAC meeting.
  3. To monitor the work of the SAC subcommittees.
- B. Nominating Committee: At the time of the bi-annual election, the Executive Committee of the SAC shall consider all members who, through completion of a Committee Interest Form or other self-nomination, have expressed interest in serving in this capacity, and from these elect up to five (5) members to serve as the Nominating Subcommittee. The Co-Chairpersons shall appoint the Chair of the Nominating Subcommittee. The Nominating Subcommittee shall be responsible for presenting a slate of candidates to the full SAC for the elective officers. For any vacancies, the Nominating Subcommittee shall also present a list of potential applicants for the SAC to the membership, ensuring that the composition of the SAC continues to be representative of the State, and maintains the representation cited in Article IV (A).
- C. Ad hoc committees can be formed to serve a particular need and to aid the SAC in its operation. Membership of these committees shall be appointed by the SAC Co-Chairpersons in consultation with other members.

#### **Article VII. Meetings:**

- A. The SAC shall meet as often as necessary to conduct its business, including regularly-scheduled meetings at least two (2) times per year.
- B. All meetings of the SAC and its committees shall be open to the public.
- C. A quorum for a SAC meeting shall be over thirty-three percent (33%) of the appropriate membership, including designees.
- D. The Chairpersons are members of all committees.
- E. All Committee meetings and requests for agenda items must be announced enough in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings shall be advertised in the *Florida Administrative Weekly*. The DOE online calendar and other media outlets as appropriate shall be used with meetings listed at least ten (10) calendar days in advance on the Florida DOE website.
- F. Interpreters and other necessary services must be provided at Committee meetings for members or participants.
- G. Official minutes must be kept on all SAC and Executive Committee meetings. Minutes must be approved by the SAC and must be made available to the public upon request.
- H. Any action required or permitted to be taken by the SAC under these by-laws shall require a majority vote (51% or more) of those members present and voting for passage of said action, unless otherwise required by these by-laws. Should there be a

need for specific SAC business at a time other than a regularly- scheduled meeting, the Chairperson may seek a SAC decision through telecommunication or mail.

- I. The SAC and its subcommittees shall follow, in all cases involving parliamentary procedure, *Robert's Rules of Order*, most recent edition, when such rules do not conflict with the provisions of these by-laws. The rules may be suspended by a two-thirds (2/3) vote of the members present and voting at any meeting of the SAC or its subcommittees.
- J. Each regularly-scheduled SAC meeting shall provide an opportunity for public input at a scheduled time on the noticed agenda. Time limits may be imposed at the discretion of the Chairperson. Individuals may be heard at other times during the meeting at the discretion of the Chairperson.

### **Article VIII. Committee Action**

Items presented to the Committee for action shall be proposed in writing, including a statement of the issue, background and rationale as appropriate, and recommended action.

### **Article IX. By-Laws:**

These by-laws shall be recommended to the Chief, DOE/BEESS by appropriate action of the Committee. Upon approval by DOE, they shall be in force.

Amendments to the by-laws require the submission of a written proposal at a regularly-constituted meeting, with action taken on the proposal at the next regular meeting. Should the action require a vote, passage requires a vote of two-thirds of the members present and voting.

Amendments may be proposed by any member, including ex officio, of the SAC.

Any provision of the by-laws may be suspended by a 2/3 vote of the members present and voting.

# State Advisory Committee

for the Education of Exceptional Students

*STATE ADVISORY  
COMMITTEE  
REQUIREMENTS OF  
THE INDIVIDUALS WITH  
DISABILITIES  
EDUCATION ACT  
(IDEA 2004)*



**Excerpt from 20 U.S.C. Chapter 33  
Individuals with Disabilities Education  
Improvement Act of 2004  
P.L. 108-446**

Sec. 1412. STATE ELIGIBILITY.

(a) IN GENERAL.—A state is eligible for assistance under this part for a fiscal year if the State submits a plan that provides assurances to the Secretary that the State has in effect policies and procedures to ensure that the State meets each of the following conditions:

(21) STATE ADVISORY PANEL.—

(A) IN GENERAL.—The state has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.

(B) MEMBERSHIP.—Such advisory panel shall consist of members appointed by the Governor, or any other official authorized under State law to make such appointments, be representative of the State population, and be composed of individuals involved in, or concerned with, the education of children with disabilities, including—

(i) parents of children with disabilities (ages birth through 26);

(ii) individuals with disabilities;

(iii) teachers;

(iv) representatives of institutions of higher education that prepare special education and related services personnel;

(v) State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.);

(vi) administrators of programs for children with disabilities;

(vii) representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;

(viii) representatives of private schools and public charter schools;

(ix) not less than 1 representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities;

(x) a representative from the State child welfare agency responsible for foster care; and

(xi) representatives from the State juvenile and adult corrections agencies.

(C) SPECIAL RULE.—A majority of the members of the panel shall be individuals with disabilities or parents of children with disabilities (ages birth through 26).

(D) DUTIES.—The advisory panel shall—

(i) advise the State educational agency of unmet needs within the State in the education of children with disabilities;

(ii) comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;

(iii) advise the State educational agency in developing evaluations and reporting on data to the Secretary under section 618;

(iv) advise the State educational agency in developing corrective action plans to address findings identified in Federal monitoring reports under this part; and

(v) advise the State educational agency in developing and implementing policies relating to the coordination of services for children with disabilities.