State Advisory Committee
for the Education of Exceptional Students

FLORIDA DEPARTMENT OF EDUCATION
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2015

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

Thea Cheeseborough co-chair
Hannah Erhli, co-chair
Enrique Escallon, vice-chair
Kara Tucker, parliamentarian

Joni Harris, chair, Nominating Subcommittee

Bureau of Exceptional Education and Student Services

Monica Verra-Tirado, Ed.D. chief
April Katine, program director and State Advisory Committee liaison
Tonya Milton, program planner/analyst and State Advisory Committee liaison

State of Florida
Department of State

2015

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 a designee) serves as an ex officio member of the SAC.

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

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 2015, the SAC held meetings on July 13-14 and December 14-15, 2015. 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 (SWD), graduation requirements and diploma options, secondary transition programs, assessments, dispute resolution, Workforce Innovations Opportunity Act, general supervision, monitoring and early warning systems. 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 and 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 SWD. Those who provided comments consistently noted that SAC was contributing significantly to making a positive difference for SWD.

(See Evaluation Summary available from BEESS.)

Annual Report

This annual report represents the organization and work of the SAC during 2015 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
2015

Name	Representation
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
Keith Berry	Parent – Leon County
Laurie Blades	Other State Agency Serving Children with Disabilities Substance Abuse Mental Health Program Office
Lauren Bustos-Alban	Parent – Miami-Dade County Parent-To-Parent of Miami
Thea Cheeseborough **Co-Chair**	Parent – Leon County
Sonja Clay	District ESE Administrator Very Large District - Broward
Amy Coltharp	State Adult Corrections
Hannah Ehrli **Co-Chair**	Teacher Parent – Orange County
Enrique Escallon **Vice-Chair**	Parent – Miami-Dade County
Laura Harrison	School Choice Florida Department of Education
Cindy T. Jones	State Juvenile Justice Agency Florida Department of Juvenile Justice
Richard La Belle	Family Network on Disabilities
Shawn Larkin	District ESE Administrator Small District - Jackson County
Nancy Linley-Harris	Parent – Broward County
Michele Mantell	Parent – Flagler County

Melissa Miller	Parent – Polk County
Carol Nett	Parent – Seminole County
Donna Phillips	Florida Developmental Disabilities Council
Debra Rains	Private School Representative Parent – Duval County
Tom Rankin	Other State Agency Serving Children with Disabilities Agency for Persons with Disabilities
Chris Rehmet	Parent – Orange County
Tamar Riley	Institute of Higher Education Parent – Miami-Dade County
Grace Roberts	Parent – Hillsborough County
Kelly Rogers	Other State Agency Serving Children with Disabilities Children's Medical Services, Early Steps Parent – Leon County
Terry Roth	District ESE Administrator Medium District- Clay County
Catherine "Cat" Rudniski	Individual with a disability
Sarah Lopez Sequenzia	Parent – Orange County
Kristin Shuttz	Parent – Citrus County
Ann Siegel	Other Agency Serving Children with Disabilities Disability Rights Florida Parent – Broward County
Courtney Smith	State Child Welfare Agency/Foster Care Florida Department of Children and Families
Tracie Snow	Florida School for the Deaf and the Blind Parent – St. Johns County
Kimberley Spire-Oh	Learning Disability Association of Florida Parent – Palm Beach County
Tracy Stevens	Parent – Jackson County

Kara Tucker	Individual with a disability
Kendall Vinot	Central Florida Parent Center Parent – Pasco County
Monica Verra-Tirado, Ed.D., Chief	State Education Official (ex officio) Bureau of Exceptional Education and Student Services

The SAC is appointed by the commissioner in accordance with 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

STATE ADVISORY COMMITTEE MEETING REPORT

July 13-14, 2015

Florida Department of Education (FDOE)
K-12 Public Schools
Bureau of Exceptional Education and Student Services (BEESS)

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

**Double Tree Hotel
Tallahassee, Florida
July 13-14, 2015**

Meeting Report

MONDAY, July 13, 2015

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

Members
(See SAC Membership List 2015; SAC Designee List; SAC Representation Chart; and SAC Member Notebook, Tab 2.)

Barry, Keith
Blades, Laurie
Cheeseborough, Thea
Clay, Sonja
Coltharp, Amy
Escallon, Enrique
Halpert, Mark
Jones, Cindy
La Belle, Rich
Linley-Harris, Nancy
Lopez-Sequenzia, Sarah
Mantell, Michelle
Miller, Lisa
Phillips, Donna
Rankin, Tom
Roberts, Grace
Roth, Terry
Rudniski, Catherine
Siegel, Ann
Stevens, Tracy
Tucker, Kara
Verra-Tirado, Monica

Designees
Smith, Courtney (for Johana Hatcher)

Hall, Kirk (for Roxana Beardall)
Rumph, Laura (for Kelly Rogers)
Russell, Cathy (for Laura Harrison)

FDOE/Division of K-12 Public Schools (DPS)/BEESS Representatives

Verra-Tirado, Monica, bureau chief, BEESS
Bishop, Cathy, senior educational program director, BEESS
Garrett, Frankie, BEESS
Milton, Tonya, program planner/analyst (SAC liaison), BEESS
Katine, April, educational program director (SAC liaison), BEESS
Mallini, Aimee, parent services (SAC liaison), BEESS
Diamond, Heather, coordinator of student services project, University of South Florida
        (USF)
Metcalf, Heidi, senior educational program director, BEESS
Epps, Laurie, Specific Learning Disability, BEESS
Brattain, Jessica, Intellectual Disabilities, BEESS
Willis-Doxsee, Heather, exceptional student education (ESE) reading specialist, Just
        Read Florida!/BEESS

Guests
Margaret Hooper, public policy coordinator, Florida Developmental Disabilities Council
Claudia Roberts, parent
Skip Forsyth, Homeless Education, Department of Education
Aleisa McKinlay, director, Division of Vocational Rehabilitation (VR)
Amber Brundage, PK-12 alignment coordinator, Florida Problem Solving: Response to
        Intervention (PS/RtI) Project
Beth Hardcastle, regional coordinator, Florida PS/RtI Project
Tury Lewis, Region 1 representative, Project 10

Welcome and Introductions, Overview of Agenda and Meeting Materials
Roles and Responsibilities and Way of Work
Thea Cheeseborough, committee co-chair, welcomed everyone and reviewed the
agenda and meeting materials with the committee. April Katine, SAC liaison, reviewed
the Roles and Responsibilities and Way of Work with the committee.

(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 2015; Open Meetings Law, Tab 2; Meeting Report, Committee Interest
Form; and Committee Action Form, Tab 10.)

Workforce Innovations Opportunity Act (WIOA)
Aleisa McKinlay, director of the Division of Vocational Rehabilitation (VR) shared
information about the changes to WIOA that will benefit students with disabilities (SWD)
throughout the state.

WIOA Requirements
- **15%** of the federal allocation set aside for VR services to youth in high school
- **50%** of the Supported Employment Fund must be used for transition aged youth
  - **75%** of Workforce funds (not VR) for transition aged youth be applied to those out of school
- Emphasis on STEM (i.e., science, technology, engineering and math) exploration

WIOA requires VR to use 15% of the annual federal VR allocation to serve youth
- Youth have to be in high school
- Specific services are required under WIOA
- WIOA describes services for youth in high school as Pre-Employment Transition Services
- Services include current VR services of *Career Counseling, Work Readiness* and *Work Experience*

What does this mean for VR? To meet WIOA requirements
- Counselors will begin taking applications at age 15 and beyond for youth in high school
- VR will consistently provide Pre-Employment Transition Services to students in high school
- Pre-Employment Transition Services for youth in high school may be delivered without an Individual Plan for Employment (IPE)
- VR will expand the use of effective transition programs and develop additional services

Vocational Rehabilitation
- 6 service areas
- 89 service sites
- 12 co-located w/CareerSource centers
- 931 staff

Who Do We Serve?
- Chronic medical, 10%
- Developmental disabilities,15%
- Learning disabilities, 1%
- Mental health, 54%
- Orthopedic, 12%
- Sensory, 7%
- Substance abuse, 1%

March 2015 Transition Snapshot
Transition Age Youth Cases (16-21)—14,902
Total Caseload—37,664

Preparing for WIOA
- Statewide Transition Training and Supervisors Training
- Area Supervisor and Service Fee Code Calls/Updates
- VR Provider Training
- ESE Directors Call, VISIONS, FACTE, and Family Café
- Revisions to the Third Party Cooperative Arrangements (TPCA) and Project SEARCH
- Contracts Revised for Youth in High School

WIOA Pre-Employment Transition Services
- Career Counseling
- Workplace Readiness Training
- Community-Based Work Experiences
- Self-Advocacy Instruction and Peer Mentoring
- Postsecondary Educational (PSE) Counseling

<u>Not</u> countable for in-school youth:
- PSE and Training
- Placement Services and Supported Employment Services

Current VR Services Meeting WIOA Requirements

Career Counseling
- Aptitude and Interest Assessments
- Comprehensive and Situational Evaluations
- Discovery 1 and 2
- Supported Employment Individual Career Plan

Workplace Readiness Training
- Pre-Placement Training
- Miscellaneous Training (e.g., Career Exploration)

Community-Based Work Experience
- On-the-Job Training (OJT) Services
- Community Based Work Experiences (e.g., TPCA)

<u>Core</u> Services and Supports for All Youth in High School
- Career Assessment
- Vocational Counseling
- Pre-Placement Training (Work Readiness)
- Work Experiences (OJT)

<u>Intensive</u> Services and Supports for Youth in High School
- Discovery

- PSE Programs*
- Third Party Cooperative Arrangements
- Project SEARCH

* Programs for youth in high school with intellectual or other developmental disabilities served under a free and appropriate public education (FAPE) as required by IDEA.

VR services delivered under WIOA do **not** remove, reduce or change the school district's responsibility to deliver a **Free and Appropriate Public Education** for students served under the auspices of the **Individuals with Disabilities Education Act**.

VR services will *supplement*, but will **not** *supplant*, services delivered through the school districts.

CareerSource Center Youth Programs
- Processing applications to become VR providers
- VR support for youth in high school
- Pre-Placement Training (i.e., Work Readiness)
- VR referrals for out of school youth
- Youth will become familiar with and access additional CareerSource programs and resources
- **VR support for transition students is determined on an individual basis and is subject to availability.**

Discovery
- May be used for youth, but there is not yet sufficient capacity to provide throughout Florida
- Discovery may now be used throughout the VR process—eligibility, trial work, plan development and in-service
- VR is working collaboratively with two entities (USF and Griffin-Hammis) to train VR providers throughout the state
- VR is expanding service to include placement benchmarks for Customized Employment

PSE Programs*
- PSE expansion is being supported legislatively and by institutions of higher education
- PSE liaisons in each area will assist youth in high school to identify appropriate PSE options

Additional information on PSE options is available through The Florida Consortium on Postsecondary Education and Intellectual Disabilities found at: http://fltpsid.info/

* Programs for youth in high school with intellectual or other developmental disabilities served under FAPE as required by IDEA

TPCA

- 22 school districts have been approved to deliver TPCA services for the 2015-16 school year
- 32 employment specialists will provide community based work experience and coaching to youth
- TPCA will support at least 192 students with the most significant disabilities
- Students are then able to transition directly into VR Supported Employment (SE) services

Project SEARCH
- 168 youth were served in 21 sites, including hospitals, hotels, government and even a zoo
- 122 youth were employed upon completing the program (72%)
- 11 providers delivered hands-on training and coaching
- 11 school districts provided on-site academic instruction
- Florida has 6 sites with 100% placement and 16 sites with over 60% placement rate

Pre-Placement Training
- Takes place when school is not in session
- May be done prior to or in conjunction with OJT
- Support services will be provided when needed to participate in Pre-Placement Training
- Transportation
- Assistive services or devices
  - Is available to youth in high school that have a Regular or Supported Employment IPE
  - Requires 20 hours of training be completed for reimbursement (20 additional hours if needed)
  - Referral does not have to be accompanied by an Employment or Supported Employment Services referral
  - Courses should be limited to 10-12 participants per instructor
  - Training is structured, formal and interactive with a 30-minute break for lunch required after 4 hours
  - Required documentation includes a survey and report
  - Report will provide some indication of performance throughout the training
  - Reported performance will provide information counselors use when determining if an additional 20 hours are needed
  - Reports will also help counselors to identify needs for postsecondary training or education

Required Curriculum
- Both lecture and hands-on activity
- Resume writing and development
- Finding and completing job applications online
- Interviewing skills and employer contacts

- Personal interactions and handling conflict
- Navigating the community

Individualized Curriculum

Curriculum should be flexible to allow time for:
- Topics based on customer need
- Topics identified on the referral and through
  - o Discussion with the customer
  - o The VR counselor
  - o Other support systems

Examples include instruction on:
- Grooming, punctuality, attendance, etc.
- Payroll deductions, insurance benefits, safety, etc.

Provider Partnership
- Staff will work closely with the local VR providers to identify:
  - o Students who will need training
  - o Providers delivering training (options for customers)
  - o Students' availability during specific time periods
- VR staff will encourage providers to consider:
  - o Separate morning and afternoon courses
  - o Partnering with local community colleges when additional facilities are needed
  - o Delivering multiple Pre-Placement Training courses over the summer months

OJT
- For customers with a regular or SE IPE
- Does not have to align with the IPE vocational goal
- May be done in conjunction with Pre-Placement Training
  - o Counselors will use OJT to identify and address transportation and assistive technology needs
- Support services (transportation and assistive services or devices) will be provided when needed to participate in OJT
  - o Focus for youth in high school is on the acquisition of work behaviors, career exploration, and exposure to employers
  - o OJT will be in community/public work sites and fully integrated
  - o OJT will average 4 to 6 weeks and should take place on multiple days each week
  - o Takes place when school is not in session
- Is used to develop needed work behaviors
- Is not used as training for a specific job
- May be paid or unpaid
- May be used to explore specific work settings and obtain exposure to various career fields

If the OJT is paid:

- The provider has the option of acting as the "Employer of Record" and signing as the employer on all VR forms
- The worksite or business representative is not required to complete any VR forms

New VR Services in the Works

Peer Mentoring:
- There is great potential for youth-led career exploration and community engagement

Self-Advocacy Training:
- Although available as part of the high school curriculum, self-advocacy education (e.g., Stand-Up for Me) is not consistently provided.

The committee asked Dr. McKinlay questions related to the presentation.
- It was stated that employers are seen as dual costumers. They provide placements for OJT, they hire students as they leave school and VR tries to cultivate new employer-employee relationships.
- 511 – WIOA says that starting July 1, 2016, students cannot go into subminimum wage jobs right out of high school unless they go through VR first to try and get a minimum wage or higher job or VR deems them ineligible for VR services.

Dr. Monica Verra-Tirado introduced Cathy Bishop, who briefly reviewed the agenda and shared the BEESS update.

There were questions regarding the policy of schools getting assessments done. The assessment must be completed within 30 calendar days of the parent's request for assessment.

Cathy Russell provided an update on the Personal Learning Scholarship Accounts (PLSA).
- This year's legislature added funding to the availability of funds for PLSA and those funds now total $53 million.
- To be eligible to receive a scholarship, a student must meet the following eligibility requirements:
    - Is a resident of the state
    - Is or will be age 3 or 4 on or before September 1, or is eligible to enroll in kindergarten through Grade 12 in a public school in this state
    - Is the subject of an individual educational plan (IEP) or had received a diagnosis of a disability as defined below from a physician or a psychologist who is licensed in this state
    - Has a disability
- The eligibility categories now include:
    - Autism spectrum disorder
    - Down syndrome

- o Muscular dystrophy
- o Spina Bifida
- o Cerebral palsy
- o An intellectual disability
- o Prader-Willi syndrome
- o Williams syndrome
- o A student in kindergarten, being a high-risk child, as defined in section 393.063(20)(a), Florida Statutes
- The eligible expenses now include:
  - o Instructional materials
  - o Specialized services by approved providers
  - o Full-time tutoring program
  - o Testing/assessment fees
  - o Contracted services through districts
  - o Curriculum
  - o Tuition in an eligible private school
  - o Virtual program from approved provider
  - o Florida prepaid
  - o Part-time tutoring from eligible provider

Amber Brundage from the Florida PS/RtI Project presented on early warning systems (EWS) in the middle grades related to SWD.

Florida's graduation rate falls in the 70-79% range, which is the middle level compared to the country.
What will it take to get us to the 90% range?

Five Key Drivers to get to our 2020 goal
- Closing the opportunity gap for low socioeconomic students
- Solving the Big City Challenge
- Focusing on Special Education Students
- California Counts
- Accelerating graduation rates for young men of color

Context for EWS
- In order for students to graduate career, college, and life ready, they must:
  - o Successfully navigate academic transitions
  - o Acquire academic enabling behaviors
    - ➢ Attend
    - ➢ Behave
    - ➢ Complete work
- 50% of future nongraduates readily identifiable as early as sixth grade (Balfanz, Herzog & Mac Iver, 2007)
  - o EWS provide a mechanism for early identification of those students who signal they are not on-track for on-time graduation (Balfanz & Stenson, 2012)

- Supported by America's Promise Alliance
- My Brother's Keeper Initiative

The "Promise of Early Warning Systems"
- EWS:
  - Use readily available data typically collected at the school-level
  - Allow educators to hone-in on key pieces of data to inform decisions
  - Provide "real-time" data for monitoring
  - Allow districts to identify patterns, trends and school effectiveness at keeping students on-track
  - Identify at-risk students who are likely to experience adverse outcomes early enough to alter student trajectories (Davis, Herzog, & Legters, 2013)

Early Warning Indicators *versus* EWS
- Early Warning Indicators
  - Individual predictors and thresholds utilized to indicate student level of risk or likelihood of a given outcome:
    - Missing more than 10% of instructional time
    - 1+ ISS/OSS
    - Course performance
- EWS
  - Organized system where:
    - Struggling learners or students at-risk are identified
    - Interventions are provided- matched to student need with varying intensity levels
    - Individual and aggregate-level progress is monitored

Infrastructure Necessary to Effectively Utilize EWS
- Development of user-friendly/efficient data system
- High quality and accurate data entry
- Designated EWS teams with dedicated meeting time
  - District
  - School
- Staff professional development/support for analysis of data
- Resource allocation
- Multi-tiered system of supports (MTSS) framework
- Data-based problem-solving (PS)

History and Research on EWS

Middle School EWS Background
- Researchers followed a Philadelphia cohort of almost 13,000 sixth graders for eight years to find middle school predictors of non-graduates (Balfanz, Herzog, & MacIver, 2007)
- Based on two-pronged test—75+% of sixth graders with indicator did not graduate on time AND identified substantial number of future non-graduates:
  - Failure of math or English

- o 20+% absences
- o One out of school suspension or failing behavior grade
- 2011 Baltimore schools replicated the Philadelphia research with cohort of ~8,000 students
- Baltimore researchers used the following indicators that predicted 70+% non-graduates:
  - o 10+% absences
  - o Failing English and math or failing average for core courses
  - o Overage for grade
  - o Suspensions of three or more days
  - o Students with emotional and behavioral disorders:
    - ➢ One-third were on-track by end of freshman year
    - ➢ Had a D average
    - ➢ Failed four or more courses
    - ➢ Missed approximately 15-20+ days per year
    - ➢ Those with one to two course failures have same graduation rate as nondisabled students with five to six course failures
      - • Only 57% had zero course failures
- 86% of students with learning disabilities graduated within five years if they had zero course failures
- Absences among SWD were largest factor contributing to increased course failure rates when compared with non-disabled peers

Future Directions in Indicator Research: Social-Emotional Skills
Previous Research
- Academic /behavioral engagement focus
  - o Highly accurate for predicting on-track graduates
  - o More challenging to predict off-track non-graduates
- Recognition that "predicting dropouts is more complex for some students, and may even be driven by external or non-academic factors" (Carl, Richardson, Cheng, Kim & Meyer, 2013)
  Recent Research
- **Social-emotional/resiliency focus**
  - o Highly malleable skills
- **Social-emotional scales in eighth grade (Success Highways) have been found to:**
  - o Differentiate between students categorized into high and low academic success groups (based on attendance, grades, behavior)
  - o Differentiate between students making progress towards graduation and those who are not or who have dropped out
    (Davis, Solberg, de Baca & Hargrove Gore, 2014)

Future Directions of EWS: Career and College Readiness
- There is a shifting focus from high school graduation as the terminal goal for students to career and college readiness which may be measured in different ways

- o Level of preparation needed to avoid remedial placement and succeed in credit-bearing coursework (ACT, 2007)
  - o Knowledge, skills and behavior necessary to successfully complete a course of study(Duncheon, 2015)
- Developing research is focusing on indicators of "readiness" that may be utilized in EWS
  - o Cognitive Academic Factors
    - ➤ Content knowledge, cognitive skills
  - o Non-Cognitive Academic Factors
    - ➤ Mindsets, behaviors
  - o Campus Integration Factors
    - ➤ College knowledge, relationship to self and others

Middle Grade Indicators of High School and College Readiness
- The Consortium on Chicago School Research released a report in 2014 outlining critical middle grades indicators for high school and college readiness:
  - o Grades/grade point average (GPA)
    - ➤ Strongest predictor of on-track status in high school and earning high grades
      - • Only those with GPA greater than 3.0 had moderate chance of earning A's & B's in high school
      - • 61% of eighth graders with GPA of at least 3.5 earn A's and B's in 9th
      - • 90% of eighth graders with GPA >3.5 finish eleventh grade with GPA necessary for a somewhat selective college
  - o Attendance
    - ➤ Improves predictive ability of high school performance beyond grades
    - ➤ Much more predictive of passing high school classes than test scores

Senate Bill (SB) 850
- Overview—SB 850 contains a section on middle school accountability with the use of EWS as mechanism for:
  - o Identification of at-risk or "off-track" middle school students
    - ➤ Provision of intervention for identified students
  - o Monitoring of intervention effectiveness
    - ➤ Individual as well as groups
- Students are considered "off-track" by meeting the criteria for one or more of the following required indicators:
  - o **Attendance** below 90% (18+ total days)*
    - ➤ Does not differentiate excused or unexcused absences or absences due to suspensions
      *Consider time of year
  - o One or more **suspensions** (in school or out of school)
  - o **Course failure** in English language arts (ELA) or math

> ➢ Semester grades
  o Level 1 on statewide, **standardized assessments** in ELA or math
    ➢ Includes all students taking Florida Alternate Assessment
- Districts may elect to use other indicators validated:
  o Internally
  o Externally

Reporting Early Warning Indicators in the School Integration Project (SIP)
- Schools containing Grades 6, 7 or 8 must report in the SIP:
  o The indicators being utilized in the EWS
  o The number* of off-track students by grade level who meet the criteria for each indicator
  o The number* of students who meet the criteria for two or more indicators
  o A description of intervention strategies implemented to improve performance of identified students
  o A description of the strategies used to implement instructional strategies emphasized by district professional development (PD) plan
- These data are reported one time in the SIP, but EWS is utilized throughout the year
  *BSI recommends including percentage in addition to numbers

"Child Study Team or Other School Based Team" Requirements
- For all students meeting the criteria for two or more indicators* the school must:
  o Convene a child study *or* other school based team formed to meet EWS requirements meeting to determine appropriate interventions
  o Provide parents a minimum of 10 days written notice of the meeting including:
    ➢ Purpose, time, location, opportunity to participate
  *Based on 2013-14 data and any additional students during the school year

EWS Implementation

What Can Districts, Schools and Parents do to Support Students?
Districts and Schools
- Develop prekindergarten through Grade 12 (PreK-12) EWS
  o Customize to population
  o Customize to end-user desired features
  o Customize reports for stakeholders
- Provide the expectation for EWS data use within the context of data-based PS teams and MTSS
- Provide the professional development necessary to build capacity for implementation/utilization
- Provide the infrastructure and resources necessary to sustain implementation and support students:
  o Temporal
  o Fiscal

- o Human
- o Material
- Evaluate implementation and engage in data based PS as needed to improve system functioning and student outcomes
  Parents
- Understand the early warning indicators and their relationship with student outcomes
- Focus on attendance PreK-12—make sure students attend school everyday
  - o Especially critical for SWD
- Focus on grades
  - o Communicate expectations for work completion and achievement
    - ➢ Particularly in middle and high school
- Discuss expectations and options for postsecondary enrollment
  - o Relevance of school to future goals
- Communicate with the school regularly regarding student progress

EWS Teams
District-level
- Purpose:
  - o Guide district EWS development, implementation and refinement
  - o Analyze and respond to EWS data to improve student outcomes
    - ➢ District
    - ➢ Regional
    - ➢ Feeder pattern
    - ➢ Schools
    - ➢ Subgroups
  - o Allocate resources and provide supports in accordance with need as indicated by data
School-level
- Purpose:
  - o Analyze and respond to EWS data to improve student outcomes
    - ➢ School-wide
    - ➢ Grade-level
    - ➢ Courses
    - ➢ Teacher
    - ➢ Students
    - ➢ Subgroups

School Team Functioning-Review of Indicator Reports
Determine the indicator reports the team will monitor:
- Overall
- Indicator
- Indicator combinations
Determine frequency of reports/meetings
- Weekly
  - o Discipline, attendance, 2+ indicators

- Monthly
  - Number/percentage newly off-track
  - Students with current D's/F's
    - September attendance (Olson, 2014)
- Quarterly
  - Course failures
  - Number/percentage of newly off-track or 2+
    - By indicator
    - By grade level
    - Student "flow"
- Semester
  - Course failures
  - Number/percentage of newly off-track or 2+
    - By indicator
    - By grade level
  - Student "flow"
- Annually
  - Beginning of year watch lists
    - Based on previous year indicators
  - State assessments
  - Number/percentage of newly off-track or 2+
    - By indicator
    - By grade level
  - Student "flow" patterns

Improving Outcomes for SWD within an MTSS from the Florida PS/RtI Project presented by Beth Hardcastle

MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based PS process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

Multi-tiered Support
- Tier 1: Universal Supports—all students
- Tier 2: Targeted Intervention—some students
- Tier 3: Intensive Interventions—few students

Why this topic?
- Concern that students "get less" after determined eligible for ESE services
- Confusion re: "intensive" v. "specialized" instruction
- Lack of seamless transition
- Persistence of parallel systems/silos
- Need for unified MTSS
- Data

Assumptions
- SWDs should be accessing support/instruction throughout all tiers
- Students receiving ESE support are STILL general education (GE) students
- "High incidence" disabilities (e.g., specific learning disability, Language Impairment)
- PS is a four-step process—response to intervention (RtI) is part of Step 4
- Regardless of eligibility status, a robust Tier 1   improves outcomes for all students
- ESE support should improve general education outcomes
- Integrating a system of support means addressing consensus, infrastructure, Implementation
- MTSS as framework for ALL

Meeting the needs of SWD
The role of PS
- Step 1: Identify the problem (What do we want students to know and be able to do?)
- Step 2: Problem Analysis—Why do they not know it or are not able to do it?
- Step 3: Intervention Design—What are we going to do about it?
- Step 4: RtI—Is it working?

"Problem-solving/RtI does not 'start' and 'end' like the traditional 'pre-referral' process. It is an ongoing, cyclical way of work that applies to all students enrolled in school and continues for students who are receiving special education and related services."

Why continue PS?
To accomplish the essential goals of ESE:
- To design and provide "specially designed instruction" to better meet the needs of SWD (Coyne, n.d.)
- To close the gap (Ragford & Gallagher, n.d.)
- To enhance the quality of intervention and improve outcomes for SWDs (Heller, Holtzman and Messick, 1982; Reschly, 1988; Reschly & Ysseldyke, 1995 as cited by Reschly & Tilly, 1999)

Because we have to:
- Shift focus and resources from identification of disabilities to identification of *effective intervention/instruction*
- Show that the services we provide to SWDs are effective
- Engage in the continuous evaluation and improvement of services to each and every student served (Shinn, et. al., 1999)
- Abandon circuitous reasoning (Ysseldyke & Marston, 1999)
- Get down to the "real business at hand"—providing quality intervention/instruction (Shinn, et. al., 1999)

To ensure one, fluid MTSS:

- Seamless continuation and expansion of current and ongoing instruction/intervention (Coyne et. al., 2004)
- Ongoing assessment of student skills and progress, using the information to show the effects of instruction
- Assessment integrated into ongoing instruction to inform educational decisions
- And finally, because…
- A "label" provides very little information about instruction

PS within an MTSS
- An MTSS organizes the resources for
  – Those who respond successfully
  – Those at risk
  – SWDs
- The MTSS should facilitate our ability to meet the requirements of IDEA (Simonsen et. al., 2008)
- Meet the needs of all; inform services for student with most intense needs
- Reduces barriers of **who** can provide **what** type of intervention to **whom**
- Increases intervention options available to better meet needs of SWDs
- Mechanisms in place to increase intensity of instruction for SWDs
- Promotes acceleration, prevents stagnation
  (Coyne, n.d.)

The role of PS and the development/implementation of IEPs
Specially Designed Instruction
Methods used by teachers to instruction SWD
- Educators and parents work together to evaluate student work and evaluation information
- Interventions are developed based on student learning needs
- Teachers measure student progress and adjust instruction as needed

We view specially designed instruction as a process…which results from individual and professional ***PS and decision making.*** Therefore, to develop a program for a particular child, it is important that evaluators gather information on student performance and progress that can inform decision making.
(Howell & Hazelton, 1999)

PS and IEPs
The four-step PS process of Florida's MTSS is central to the development of an IEP:
Problem ID/Analysis: what IEP teams do when they develop "present level" statements
Intervention planning/implementation: establishing goals and determining needed services/supports
Evaluation: IEP team measures and evaluates progress toward goals and reports to parents
What's the problem?

Define problem via discrepancy between expected level of performance and present level of performance.

Why is it occurring?
Analyze using data to explore why discrepancy exists. Consider factors related to instruction, curriculum, environment, learner
(Beech, 2012)
What are we going to do about it?
Establish measurable annual goals; how progress will be monitored. Identify services and supports student needs; integrity of implementation.
Is it working?
Monitor student progress to evaluate effectiveness. How will IEP be adjusted to increase progress?
(Beech, 2012)
Quality IEPs www.fldoe.org/ese/pdf/QualityIEPs.pdf

Shifts in Focus
- Under IDEA, IEP is no longer the exclusive responsibility of special ed teacher…shift toward developing IEP for improvement in GE
- Performance goals and indicators for SWDs are more closely aligned with goals for students *without* disabilities
- IEP plays more important role than ever before in provision of services to SWDs
- Shift in focus from "opportunity" to **outcomes**
- SWDs not just to "benefit from" GE curriculum, but **meet GE standards**
- Focus on measurable post-school goals

Best practice strategies
- Commitment to increasing capacity to support a diverse group of students
- Commitment to data-based decision-making
- A symbiotic relationship between GE and ESE (Simonsen et. al., 2008)
- All educators share basic assumptions and espouse common beliefs about teaching and learning
- Shared assumptions and beliefs are manifested in activities that can be seen—shared planning, professional learning communities, team teaching, PD (Office of Special Education Programs [OSEP], 2005)
- "The goal of teaching all students to read—can be symbolic, representing a common commitment and a shared responsibility for all students.
- A school community that makes this commitment accepts responsibility for every student
- When taken seriously teaching all students to read means teach each student to read.
- Therefore, when articulating a goal for *all*, we are compelled to address the needs of *each*."
(Coyne, Kame'enui and Simmons, 2004)

Best Practices Infrastructure

- Establish systems that facilitate data-based decision making
- Create a structure (e.g., a school-based team) that ensures data reviewed
- Train staff to effectively prioritize data for review, ask questions of their data and use data effectively to make decisions
- Enroll administrative support
  (Simonsen et. al., 2008)

Data Base Problem Solving
How do you know/ensure that:
- ESE instruction/interventions are planned to improve student performance and rate of progress?
- Support is delivered as intended?
- Instruction/interventions are effective?
- Parents are involved in supporting interventions?
- ESE support is aligned with core instruction?
- Powerful classroom instruction for all students—evidence-based and aligned with standards
- Universal assessments include SWDs
- Inventory universal assessment data helpful to interdisciplinary team
- Common assessments—evaluate the effectiveness of classroom instruction and to identify students at risk
- "Strategic leveraging of personnel, expertise, materials, and scheduling" (Coyne, n.d.)
  Develop critical skills/competencies
    o PS-interviewing skills
    o Behavior assessment including curriculum-based measurement (CBM)
    o Powerful instructional interventions
    o Powerful behavior change interventions
    o Relationship skills
    o Tailoring assessment to identified problem
  (Reschly, 2007)
- Less dependence on prescribed "programs" and more focus on effectiveness/fidelity
- Shared responsibility
- IEP team seen as a type of PS team
- Increase options re: screening and progress monitoring tools—CBM, e.g. Implementation
- Teaming structure supports frequent IEP data review
- Ready-access to a database to define level of need
- Consistent approaches to ongoing progress monitoring
- IEP goals are streamlined, monitored and evaluated
- IEP goals outcome-based
  (Radford & Gallagher, n.d.)
- Supporting teachers by providing intervention plans that connect IEP goals to classroom instruction

- o Refining IEP goals (short-term objectives)
- o Interventions needed to address these goals
- o Collect data on student progress (Jung, et. al., 2008)
- IEP as product and *process*
- Entitlement decisions v. teaching decisions
- What to teach and how to teach
- Basing educational decisions on individual formative data
  (Howell & Hazelton, 1999)
  Implementation
- ESE and related service providers work collaboratively as part of a coherent system in planning and delivering interventions
- Instructional goals, delivery of instruction and services, assessments, PD are aligned
- GE and ESE teachers and related service providers know and respect each other, and depend on each other in collaborative relationships to best serve their students
  (OSEP, 2005)

"It is unrealistic to assume that individual teachers, working independently, can implement and sustain the host of research-based practices that we know are necessary to enable all students to reach grade level goals."
  (Coyne, n.d.)

Beth Hardcastle
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TUESDAY, July 14, 2015
Members
(See SAC Membership List 2015; SAC Designee List; SAC Representation Chart; and SAC Member Notebook, Tab 2.)

Barry, Keith
Blades, Laurie
Cheeseborough, Thea
Clay, Sonja
Colthorp, Amy
Ehrli, Hannah
Escallon, Enrique
Halpert, Mark
Jones, Cindy
LaBelle, Rich
Linley-Harris, Nancy
Lopez-Sequenzia, Sarah

Mantell, Michelle
Miller, Lisa
Phillips, Donna
Rankin, Tom
Roberts, Grace
Roth, Terry
Rudniski, Catherine
Sarah Lopez Sequezia
Siegel, Ann
Stevens, Tracy
Tucker, Kara
Verra-Tirado, Monica

Designees
Smith, Courtney (for Johana Hatcher)
Hall, Kirk (for Roxana Beardall)
Rumph, Laura (for Kelly Rogers)
Russell, Cathy (for Laura Harrison)

Guests
Tury Lewis

FDOE/DPS/BEESS Representatives
Monica Verra-Tirado, bureau chief, BEESS
Tonya Milton, program planner/analyst (SAC Liaison), BEESS
April Katine, educational program director (SAC Liaison), BEESS
Aimee Mallini, parent services (SAC Liaison), BEESS
Heather Diamond, student support services director, University of South Florida (USF)
Heidi Metcalf, senior educational program director, BEESS
Laurie Epps, Specific Learning Disability, BEESS
Jessica Brattain, Intellectual Disabilities, BEESS
Heather Willis-Doxsee, exceptional student education (ESE) reading specialist, Just
        Read Florida!/BEESS

8:30 a.m. - 1:00 p.m.—SAC worked in small groups

Business Meeting – 1 pm

1. Public comment
    a. Peg Stover called to make a comment about specific learning disabilities

2. Motion was passed to approve the minutes

3. Discussion about recommendation from July subcommittee
    a. Nancy Linley-Harris spoke on behalf of the subcommittee, which was
        concerned about adding a new dropdown box on the IEP to assist families

in signing their child up on the Agency for Persons with Disabilities MEDWAIVER Program, if they are a student with 1 of 6 disabilities that qualify to be on the state Med waiver program.
   b. Topic was opened up for discussion
   c. Concerns about retaliation addressed
   d. Concerns about no connection with resources
   e. Motion for the subcommittee to continue to work on an informational sheet and bring it back to SAC in December passed

4. Parent involvement
   a. Aimee Mallini
   b. School-level data are related to district monitoring
   c. Targeting specific schools to help the district overall
   d. Determining intervention needs

5. K-12 access
   a. Concerned about teacher certification
   b. Access points in GE classes, specific focus on math

6. Postsecondary special education
   a. Professional development needed for college professors
   b. Adding assistance for other supports

7. Strategic plan comments
   a. Indicator one—need to include a key for acronyms
   b. Need to have parents and students involved or provide input
   c. How does shared information affect classroom practice?

8. Dr. Monica Verra-Tirado—provided update on strategic plan
   a. Tab 4 shows three different categories, shifting to compliance and results
   b. Reading assessments participation, there is a dip in eighth grade
   c. Participation in National Association for Primary Education
   d. Dropout/graduation rates

Meeting adjourned

State Advisory Committee
for the Education of Exceptional Students

STATE ADVISORY COMMITTEE MEETING REPORT

December 14-15, 2015

Florida Department of Education (FDOE)
K-12 Public Schools
Bureau of Exceptional Education and Student Services (BEESS)

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

**Double Tree Hotel
Tallahassee, Florida
December 14-15, 2015**

Meeting Report

MONDAY, December 14, 2015

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

Members
(See SAC Membership List 2015; SAC Designee List; SAC Representation Chart; and SAC Member Notebook, Tab 2.)

Barber, Karen
Blades, Laurie
Cheeseborough, Thea
Ehrli, Hannah
Jones, Cindy
LaBelle, Rich
Linley-Harris, Nancy
Nett, Carol
Lopez-Sequenzia, Sarah
Phillips, Donna
Rains, Debra
Rehmet, Chris
Riley, Tamar
Roberts, Grace
Roth, Terry
Rudniski, Catherine
Shuttz, Kristin
Siegel, Ann
Smith, Courtney
Snow, Tracie
Spire-Oh, Kimberley
Stevens, Tracy
Verra-Tirado, Monica

Designees

Hall, Kirk (for Roxana Beardall)
Russell, Cathy (for Laura Harrison)

FDOE/DPS/BEESS Representatives

Monica Verra-Tirado, bureau chief, BEESS
Tonya Milton, program planner/analyst (SAC liaison), BEESS
April Katine, educational program director (SAC liaison), BEESS
Aimee Mallini, parent services (SAC liaison), BEESS
Heidi Metcalf, senior educational program director, BEESS
Renee Jenkins, senior educational program director, BEESS
Malisha McPhaul, program specialist, BEESS
Jakita Jones, program specialist, BEESS
Cathy Howard-Williams, program specialist, BEESS
Judy White, program specialist, BEESS
Jerry Brown, program specialist, BEESS
Karin Gerald, program specialist, BEESS
Frankie Garrett, staff assistant, BEESS
Heather Diamond, coordinator, Student Services Project
Iris Williams, school social work consultant, Student Services Project

Guests

Miriam Walker (for Amy Coltharp)
Stephanie Rogers (for Tom Rankin)
Alexander Jordan, coordinator, Equity, Access, Campus Safety and Security, Division of Florida Colleges
Jane Silveria, state supervisor, Special Populations, FDOE
Sean Friend, program specialist, Career and Technical Education, FDOE

New Member Orientation
April Katine, SAC liaison, provided an orientation for new members and any SAC members who wished to attend.

Topics covered include the following:
- Emerging roles
- History of SAP (at the national level it is called State Advisory Panel)
- Legislative progression related to SAC
- Demographics of SAC
- Representing stakeholders statewide
- Role of SAC
- Advocacy vs. advisory
- Advisory functions
- Bylaws

Reviewed the use of "Green Sheets" when a member wants to bring something before the committee for a vote.

Welcome and Introductions, Overview of Agenda and Meeting Materials
Roles and Responsibilities and Way of Work
Hannah Ehrli, committee co-chair, welcomed everyone and reviewed the agenda and meeting materials with the committee.
Extended introductions of all in attendance

What do you see as successes in Florida?

- Graduation rates improving
- School choice/availability of a variety of programs to meet the needs and interests of students (magnet, charter schools and districts, private scholarships)
- Florida Council on Exceptional Children, Division of International Special Education Services
- Parent/guardian and self-advocacy
- FDOE leadership of Monica Verra-Tirado
- Improving graduation rates for SWD and increasing collaboration for SWD across all departments, locally and at FDOE
- Standard diploma
- SWD and removing the special education diploma
- No more FCAT
- Diverse graduation options
- Use pathways to graduation
- Increased graduation rates
- Raising awareness by different means: community involvement, technology, mailings and legislative language
- Personalized Learning Scholarship Accounts
- FDOE focus on Carol Dweck's *Growth Mindset,* required for Title II Schools
- Increased funding for preparation of ESE teachers and leaders on effective research-based practices to improve outcomes for SWD
- More inclusion, i.e., diploma
- McKay and PLSA for student/parent choice
- Standard diploma and MTSS process
- Increased engagement of youth before they exit high school—provide work experiences, work-readiness training and career exploration
- Standard diploma
- Resources available for families
- Inclusive education from K-12

What are your Concerns?

- Consistent expectations for all students—for every student no matter the zip code
- Need to ensure that all third graders are successful readers; too many fall through the cracks in early grades and never catch up
- Access and appropriate practice using universal design for learning (UDL) as opposed to just accommodation of extra time
- Transition to postsecondary careers or higher education
- For SWD, providing a quality inclusive education in GE using access points. Teachers and principals do not fully understand how access points work to help the SWD inside GE classrooms, especially SWD with intellectual disabilities (InD) and cognitive disabilities who deserve to receive a quality education
- Collaboration across agencies to support SWD and families—to assist them in becoming successful
- Accountability for charter schools and McKay private schools. As recipients of state funds, they should be held to higher standards than they are now. I think we need to clarify expectations, provide more training and increase accountability.
- Improving transition for SWD to postsecondary education and/or employment
- Appropriate and robust course opportunities to ensure career and life readiness for all students, including soft skills, interviewing skills, etc.
- Training for case managers and foster parents on working with and advocating for SWD
- Lack of dual certification of secondary level equals lack of inclusion for students
- Transition services along with vocational training and higher education, Division of Vocational Rehabilitation (VR) services and other resources
- School-level accountability
- Scale up evidence-based practices/programs so that they are available in every school district; Project SEARCH, third party cooperative arrangements, postsecondary education programs and high school high tech
- Low expectations of staff and parents; need to build on strengths to assist students to achieve
- Transportation services for postsecondary education and jobs
- Transition to postsecondary education or employment
- Transportation—coordination of efforts
- If the state acts as executive, then the state needs to have more authority. Districts should map up to the state level and less authority (follow more business structure); otherwise, we have a big gap between the state and local/district.
- Legislative openness to creating meaningful pathways and options for SWD
- Openness of institutions of higher education to provide programs for SWD and to improve educational experiences for SWD in higher education, beyond accommodations
- Parent involvement—parents need to understand they are important to their child's education

- Transition to work—employment for SWD upon graduation
- Parent involvement and knowledge
- Extended transition and being college and work ready

April Katine, SAC liaison, reviewed the Way of Work and Roles and Responsibilities with the committee.
(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 2015; Open Meetings Law, Tab 2; July 2015 Meeting Minutes, Tab 9; Committee Interest Form; and Committee Action Form, Tab 10.)

Alexander Jordan presented on Florida Colleges – Access for All Students

- SWD Preparing for Postsecondary Education
- Rule 6A-20.111, Florida Administrative Code (F.A.C.), Criteria for Documentation of a Disability
- Know Your Rights and Responsibilities
- Florida College System (FCS) Access and Accommodations
- Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers
- FCS Postsecondary Intellectual Disability Programs
- FCS Access for all Students Resources

SWD Preparing for Postsecondary

- U.S. Department of Education, Office for Civil Rights, enforces Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 in educational institutions.
- Section 504 and Title II apply to both school districts and postsecondary institutions. The responsibilities at the postsecondary level differ significantly from those of school districts.
- Section 1007.02, Florida Statutes: Access to postsecondary education and meaningful careers for students with disabilities

FCS Access and Admissions

- FCS institution board of trustees are authorized to adopt rules governing access and admission for all students.
- A student with a disability who is otherwise eligible shall be eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability.
- Additionally, students with disabilities who meet the admission criteria are eligible for some unique opportunities and accommodations.

Rule 6A-20.111, F.A.C., Criteria for Documentation of Disability

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This rule is adopted to implement the requirements of s. 1009.41, F.S., to establish criteria for documentation of a postsecondary student's disability, as defined by the Americans with Disabilities Act, for financial aid eligibility as a part-time student.

1) The professional who prepares documentation must have expertise in the area related to the disability in question and be a licensed physician; a licensed psychologist; a licensed school psychologist; a certified school psychologist; a licensed audiologist; a licensed speech-language pathologist; or a certified school speech-language pathologist.

2) The documentation must be sufficiently recent, as determined by the educational institution, and include a valid and reasonable assessment of the student's needs; be specific and conclusive, demonstrating that the student has physical, emotional or mental impairment(s) that substantially limit(s) one or more major life activity, as well as showing how the disability will substantially limit the student's ability to meet the minimum full-time load requirements.

3) The educational institution shall notify the Office of Student Financial Assistance with each term's disbursement report of any SWD for whom the part-time status is a necessary accommodation.

Rulemaking Authority 1001.02(1), 1009.41 FS. Law Implemented 1009.41 FS. History–New 3-12-00.

Know Your Rights and Responsibilities

Students in need of disability services must also present current documentation of their disability. **Documentation requirements may vary across colleges and may also be different than the documents required by middle and high schools**.

- Do I have to inform a postsecondary school that I have a disability?
    - No, however, if you want the school to provide access and accommodations, you must identify yourself as having a disability.
- What academic accommodations must a postsecondary school provide?
    - The appropriate auxiliary aids and services must be determined based on your disability and individual needs.
- What documentation should I provide?
    - Postsecondary institutions may set reasonable standards for documentation, such as an individual educational plan (IEP) or Section 504 Plan.
- Who pays for a new evaluation?
    - Neither your high school nor postsecondary school is required to conduct or pay for a new evaluation to document your disability.
- What can I do if I believe the postsecondary school is discriminating against me?

- Every postsecondary school must have a person frequently referred to as the Section 504 Coordinator, Americans with Disabilities Act Coordinator, or Disability Services Coordinator, who coordinates the school's compliance with Section 504, Title II, or both laws.

FCS Access and Accommodations

- **Testing Accommodations**: alternative testing sites, extended testing time, testing aides
- **Assistive Technology/Software**: JAWS, Zoomtext , Kurzwell, Openbook and other software
- **Adaptive Equipment/Furniture**: specialized keyboards, talking dictionary spell-checkers, chairs, adjustable tables
- **Note takers:** may be provided to students who have difficulty with taking notes on their own

Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers – reviewed Transition and Postsecondary Programs for Intellectual Disabilities

Florida State College of Jacksonville (FSCJ)

- Transition and Postsecondary Programs for Intellectual Disabilities
- FSCJ is one of four partner institutions in the Florida Consortium on Inclusive Higher Education that was awarded a $2.5 million, five-year federal grant by the U.S. Department of Education to assist students with InD successfully transition into higher education.
- The funds will directly impact FSCJ's Project Achieve/VERTICAL program allowing for additional resources to be devoted to identifying and securing work and internship opportunities for students with intellectual and developmental disabilities.

Valencia College

In order to request accommodations from the college, the student must complete the following steps in the Office for Students with Disabilities (OSD) registration process:

- Meet with the OSD advisor, by appointment or by walk in, to discuss the situation. In most cases it is recommended that students send documentation ahead of time so OSD can review them. Be sure to explain to the advisor how the disability impacts and what accommodations are required.
- Provide appropriate documentation of the disability for which accommodations are being requested.
- Complete the self-assessment (which is available at first meeting) and other paperwork as needed.

Tallahassee Community College

- EAGLE Connections program offers young adults with disabilities an opportunity to experience life on a college campus while developing self-determination, independent living and employability skills.
- EAGLE Connections is a collaborative effort between Tallahassee Community College, Florida State University, and Leon County Schools.
- EAGLE Connections is aligned with the Higher Education Opportunity Act Public Law 110-315, which allows the creation of new programs for SWD.

Student stories shared

Florida College System Resources

- U.S. Department of Education, Office for Civil Rights
  http://www2.ed.gov/about/offices/list/ocr/transition.html
- Florida Department of Education, Florida College System
  http://fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/disability-support-services.stml
- Florida State College of Jacksonville
  http://www.fscj.edu/press-releases/fscj-as-partner-in-florida-consortium-on-inclusive-higher-education-awarded

Alexander C. Jordan
Coordinator of Equity, Access and Campus Safety
Phone: 850-245-9488
Email: Alexander.Jordan@fldoe.org

Jane Silveria and Sean Friend from Bureau of Career and Technical Education shared a presentation on Access to Career and Technical Education for Students with Disabilities.

Topics to be covered:

- K-12 opportunities and services
  - Dual enrollment
- Postsecondary requirements
  - Entry requirements
  - Exemptions
  - Basic skills testing
  - Exit requirements
  - Waivers
- Testing accommodations
- Support services (internal and external)

K-12 SWD

- Identified as prescribed in Florida State Board of Education Rules
- Provided with a FAPE as prescribed by IDEA or Section 504 of the Rehabilitation Act
- Have an IEP/504 Plan
- Provided with accommodations or modifications as required and allowed
- IEP-identified accommodations carry over to postsecondary students who are dual enrolled

Dual Enrollment Requirements

- All Florida High School Students (public, private and home-schooled) Eligible
  - 2.0 grade point average (GPA) for career and technical education (CTE)
  - 3.0 for college credit
  - Show readiness for postsecondary education
  - The CTE program in which a student dual enrolls must lead to industry certification.
  - All dual enrollment must lead toward graduation

Entry Requirements

- The State of Florida does not have entry requirements for CTE programs.
- No student can be denied entry into a program based solely on their test scores.
- State colleges have statutory authority to set entry requirements for certain limited access career and technical education programs (i.e., nursing).

Technical Centers/Colleges

- 47 technical colleges/centers with Council on Occupational Education accreditation
- 394 postsecondary career programs
- 17 career clusters
- 369 secondary career programs
- 83 at the middle school level

Exit Requirements

- All CTE programs of 450 clock hours or longer have exit requirements for the final completion of a program.
  - Students are required to pretest within six weeks after admission into the program as per Rule 6A-10.040, F.A.C. Students who do not meet the requirements must retest before exiting.
- Students may exit any occupational completion point except the final without meeting the basic skills requirements.

Exemptions from Basic Skills Testing

- Students who:
    - Have been granted a waiver from college-level examination requirements. (Rule 6A-10.0315, F.A.C.)
    - Are in registered apprenticeship programs.
    - Demonstrate readiness for postsecondary education as per Rule 6A-10.0315, F.A.C.

Basic Skills Requirement Waiver

- If the program is a licensure program:
    - The student may sit for the exam
    - If the student passes the related licensure examination, the student is counted as a completer.

[Basic Skills and Licensure Exemption List 2015-2016](http://www.fldoe.org/core/fileparse.php/5652/urlt/2015-16-basicskills-with-License-exempt.rtf)
http://www.fldoe.org/core/fileparse.php/5652/urlt/2015-16-basicskills-with-License-exempt.rtf

Adult Students with Disabilities must:

- Self-identify
- Provide documentation of the disability
- Ask for the accommodation(s)

Allowable Accommodations for Testing Procedures

- Basic Skills Testing
    - Flexible scheduling
    - Flexible timing
    - Flexible setting
    - Flexible responding
    - Flexible presentation
    - Assistive devices

[Statewide Assessment for Students with Disabilities](https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1050333&type=1&File=6A-1.0943.doc)
https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1050333&type=1&File=6A-1.0943.doc
- Industry Certification Testing
    - Varies with each publisher

Basic Skills Requirement Waiver

- If a student has a disability:

- o The student may be exempt from meeting the basic skills requirements
- o Rule 6A-10.040, F.A.C., states that all local educational agencies must have a policy addressing exemptions for SWD.

Support Services

- Internal
  - o Disability Services
  - o Adult Education/Applied Academics for Adult Education
  - o Mentors/tutors/note takers
  - o Accommodations

- External
  - o State Agencies and Organizations (i.e., Workforce Florida, Inc. d/b/a CareerSource Florida, VR, Agency for Persons with Disabilities, Division of Blind Services, …)
  - o Job coaches/Employment specialists
  - o Mentors

Sean Friend
Statutory Framework
Florida Statutes and Rules

- S. 1003.4203, F.S. – Digital materials, CAPE [Career and Professional Education] Digital Tool certificates, and technical assistance
- S. 1003.491, F.S. – Florida Career and Professional Education Act
- S. 1003.492, F.S. – Industry-certified career education programs
- S. 1003.493, F.S. – Career and professional academies and career-themed courses
- S. 1003.4935, F.S. - Middle grades career and professional academy courses and career-themed courses
- S. 1008.44, F.S. – CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List
- S. 1011.62(1)(o) , F.S. – Add-on full-time equivalent (FTE) for industry certification in the Florida Education Finance Program (FEFP)
- Rule 6A-6.0573 – Industry Certification Process

CAPE Industry Certification Funding List
Pathways to the CAPE Industry Certification Funding List

CAPE Industry Certification Funding List

- CareerSource Florida Recommendations
- Florida Department of Agriculture and Consumer Services
  Farm Occupations
- Florida Department of Education

Digital Tool Certificates

**Types of Certifications/Certificates on the CAPE
Industry Certification Funding List (ICFL)**

Listing of CAPE ICFL	Statute	Brief Description
CAPE Digital Tool Certificates	s. 1003.4203(3), F.S. s. 1008.44(b) , F.S.	• For elementary and middle grades students • Up to 15 certificates in the following areas: word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; and coding • Do not articulate for college credit
CAPE Industry Certifications	s. 1003.4203(4) , F.S. s. 1008.44(a) , F.S.	• For students in Grades 6-12
CAPE Acceleration Industry Certifications	s. 1003.4203(5)(b) , F.S. s. 1008.44(e) , F.S.	• Certifications with 15 or more college credit hours

Adoption of the 2015-16 CAPE Industry Certification Funding List

- The 2015-16 CAPE Industry Certification Funding List was posted on August 1 at: Current Funding List http://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.stml
    o Includes CAPE Industry Certifications, CAPE Acceleration Industry Certifications and CAPE Digital Tool Certificates
    o Includes version requirements, work experience waivers, and funding weights based upon current articulation agreements
    o Was approved by the State Board of Education on August 26 and effective on September 30

CAPE Industry Certification Funding List

- Includes the following information:
    o FDOE code
    o Certification/credential title
    o Issuing organization/provider
    o Indicator of new certification code
    o Primary career cluster
    o Type: CAPE Industry Certification, CAPE Acceleration Industry Certification, CAPE Digital Tool Certificate
    o Certification version

o Differentiated waiver of certification requirements
o Funding weight

CAPE Digital Tool Certificates

- 2015-16 recommendations include 15 certificates
- The following additions/changes were made:
  o ADOBE801 – Adobe Certified Associate – Photoshop (CS5/CS6 versions)
  o IC3 Digital Literacy Certification (CERTI801) was split into three separate certificates:
    • IC3 - Computing Fundamentals (CERTI803)
    • IC3 - Key Applications (CERTI804)
    • IC3 - Living Online (CERTI805)

Current Test Administration Procedures

- To report industry certifications, the following procedures must be followed for all written examinations:
  o Exam is not proctored by the individual providing the direct instruction for the industry certification or certificate, except under extremely limited conditions.
    • If only one individual is approved by the certifying agency as a proctor, the teacher may proctor the exams and must be independently monitored by a second individual who does not provide direct instruction for the industry certification content to the individuals taking the test(s).
  o Exam questions are delivered in a secure manner and paper-based tests are not available to the proctor for an extended period of time.
  o Exam is scored by certifying agency (cannot be scored by anyone at the district).
  o Exam is administered in accordance with the certifying agency procedures.
  o Exam must not have been administered more than three times during the academic year with a minimum of 20 days between test administrations.

Test Administration Procedures

- It is the district's responsibility to track the number of days between test administrations and the total test administrations.
- Certification exams administered that do NOT adhere to the required test administration procedures cannot be reported to the state for funding or any other purpose.
- Requirements apply to all written exams given.
- For non-CAPE assessments, licensures and certifications, districts must adhere to the same test administration requirements in 2015-16.
- **Additional FTE Calculation in the FEFP**

Listing on CAPE ICFL	Funding Weight
CAPE Digital Tool Certificates	• 0.025 FTE per certificate earned by students in elementary and middle school grades
CAPE Industry Certifications	• 0.2 FTE for certifications with statewide articulation agreements (up to 15 credits) • 0.1 FTE for certifications without statewide articulation agreements
CAPE Acceleration Industry Certifications	• 0.5 FTE for certifications that articulate for 15-29 college credit hours • 1.0 FTE for certifications that articulate for 30 or more college credit hours
CAPE Innovation Courses	• 0.3 FTE for student completion of the courses and the embedded certifications

2015-16 FEFP – Estimated Value of Industry Certifications/Certificates/Courses

Type of Outcome	Funding Weight	Estimated Value (Base Student Allocation = $4,154.45)
CAPE Industry Certification without articulated credits	0.1	$415.45
CAPE Industry Certification with up to 14 articulated credits	0.2	$830.89
CAPE Innovation Course	0.3	$1,246.34
CAPE Acceleration Industry Certification with 15-29 credits	0.5	$2,077.23
CAPE Acceleration Industry Certification with 30 or more credits	1.0	$4,154.45

What are the expenditure requirements for the funding?

- Each district must allocate at least 80 percent of the funds provided for industry certification, in accordance with this paragraph, to the program that generated the funds.
- This allocation may not be used to supplant funds provided for basic operation of the program.
- Teacher bonuses are required to be paid from these funds.

What are the requirements for teacher bonuses?

- School districts are required to distribute bonuses to each classroom teacher who provided direct instruction toward the attainment of an industry certification that qualified for additional full-time equivalent membership as follows:
  - $25 for an industry certification with a weight of 0.1
  - $50 for an industry certification with a weight of 0.2, 0.3, 0.5 or 1.0

- Teacher bonuses are not required for CAPE Digital Tool Certificates.
  - Bonuses must be provided to teachers who are employed by the district in the year in which the additional FTE membership calculation is included in the calculation.
  - Any bonus awarded to a teacher may not exceed $2,000 in any given school year and is in addition to any regular wage or other bonus the teacher received or is scheduled to receive.
  - All teachers whose instruction leads to the industry certification attainment must receive the bonus.
    - Bonus is not pro-rated among the eligible teachers.

Registrations for Career-themed Courses (CTCs) and Academies - Rule 6A-6.0573, F.A.C.

- Districts are required to annually register the CTCs that meet the requirements of s. 1003.493, F.S.
- Superintendents certify that each CTC meets all of the requirements in statute.
- A list of all registered CTCs is published as Appendix FF in the K-12 database dictionary.

Registering Academies

- Middle school academy meets all of the requirements in statute
- Registration process creates a three-digit identifier for the academy
  - This identifier is used to identify students enrolled in the academy and reported in Surveys 2, 3 and 5
- Academies must be re-registered each year
- A list of all registered academies is published as Appendix Y in the K-12 database dictionary
- Registration of an academy does not qualify students for funding

http://www.fldoe.org/academics/career-adult-edu/cape-secondary/

- DOE Website – CAPE Act
  http://www.fldoe.org/academics/career-adult-edu/cape-secondary/
  - o CAPE Industry Certification Funding List and the Career and Professional Academy/career-themed course registration sites are available here.
- CareerSource Florida – CAPE Act Site
  - o http://careersourceflorida.com/cape/
- Rule 6A-6.0573, F.A.C. – Industry Certification Process
  - o https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.0573

Contacts

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Iris Williams presented on Attendance/Early Warning Systems (EWS) for Elementary School

Elementary Attendance Matters
Building a firm foundation for future academic success

Attendance Myths

- MYTH 1: Attendance in kindergarten doesn't really matter for academic success.
- MYTH 2: Missing school isn't a big problem until middle or high school.
- MYTH 3: Most educators monitor chronic absence.
- MYTH 4: Since attendance is a family responsibility, we cannot do anything to address chronic absence.

Chronic Kindergarten Absence Associated with Lower First Grade Achievement for All Children

Students Chronically Absent in Kindergarten and First Grade Much Less Likely to Read Proficiently in Third Grade

Absences Defined

- Chronic absence – missing 10% or more of a school year for any reason (five unexcused absences in a month or 10 unexcused in 90 days = pattern of nonattendance in Florida)
- Truancy – number or frequency of unexcused absences (15 in 90 days in Florida Statutes)
- Disciplinary removal – greater risk than students with patterns of non-attendance without behavior problems.
- EWS – Florida Senate Bill 850

With the passing of Florida Senate Bill 850, the Middle Grades Reform section requires all schools with sixth, seventh and eighth grades to establish EWS. The EWS Indicator data schools must collect for analysis includes:

- School attendance
- Suspensions
- Course failures
- Student scoring on level 1 on statewide English language arts (ELA) and math assessments

Early Warning System Indicators			
Attendance	Missed 10% or of instructional time	Missed 10% or more of instructional time	Missed 10% of instructional time; One absence within the first 20 days in ninth grade
Referrals and Suspension	Two or more behavior referrals AND/OR One or more referrals with suspension	Two or more behavior referrals AND/OR One or more referrals with suspension	Two or more behavior referrals AND/OR One or more referrals with suspension
Course Failures	Not proficient in reading by third grade	Failed mathematics or ELA course. Failed two courses in any subject.	In ninth grade: two failed courses or failed to progress on time to tenth grade
Credits/GPAs			GPA < 2.0
Retentions	Retained pursuant to s. 1008.25, F.S.		

Strategies to Consider

- Consider adapting an EWS
- Adopted standard definition (missing >10% of school days).
- Share data on multiple attendance measures for each grade and subpopulation
- Educate parents and students about the importance of good attendance starting in kindergarten and prekindergarten
- School teams review data, set attendance targets and take action.

MTSS for Attendance

- Tier 1 = all students
    - Recognize good and improved attendance
    - Educate and engage students and families
    - Monitor attendance data
    - Clarify attendance expectations and goals
    - Establish positive and engaging school climates

- Tier 2 = Students missing 10-19%
    - Provide personalized early outreach
    - Meet with student/family to develop plan
    - Offer attendance mentor/buddy

- Tier 3= Students chronically truant and/or missing 20% or more of current or prior year

- Intensive case management with coordination of public agency and legal response as needed

Monica Verra-Tirado provided a Bureau Update

State of the State

- Emotional Behavioral Disabilities = 5%
- Language Impaired = 12%
- Speech Impaired = 13%
- Other = 8%
- Other Health Impaired = 8%
- Autism Spectrum Disorder = 9%
- Specific Learning Disability = 38%

2014-15 Cohort was 357,067 students with disabilities = 13%

What accommodations and instructional practices do we expect to see when observing classrooms with SWD?

Evidence of the Accommodations Process

- Determine Need (classroom or assessment)
- Make Decisions (trial, data or review)
- Document (IEP or Section 504 plan)
- Implement

Evidence of Accommodations and Instructional Practices for SWD for Classroom Observation

- Accommodations are generally grouped into the following categories:
    - Presentation (e.g., repeat directions, read-aloud, large print and braille)
    - Equipment and material (e.g., text to speech, amplification equipment, manipulatives, and assistive and instructional technologies)
    - Response (e.g., mark answers in book, scribe records response and use a pointer)
    - Setting (e.g., study carrel, student's home and separate room)
    - Timing/scheduling (e.g., extended time and frequent breaks)

Resources

- Selecting Accommodations: Guidance for Individual Educational Plan Teams
- Accommodations: Assisting Students with Disabilities
- Accommodations and Modifications for Students with Disabilities: Career Education and Adult General Education
- Accommodations and Modifications: What Parents Need to Know

Access Points and Courses

Standards = Courses = Assessments
Florida Standards Access Points Help Meet Federal Requirements

- Individuals with Disabilities Education Act
    - Access to the general curriculum for ALL
- No Child Left Behind/Elementary and Secondary Education Act
    - High expectations for ALL
    - Specified for each grade level

Florida Standards Access Points

- Access points are academic expectations written specifically for students with significant cognitive disabilities.
- As part of the Florida standards, access points reflect the core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

- Access courses are designed to provide students with a significant cognitive disability with access to the general curriculum.

Access Points and Inclusion

- Access points promote inclusion because they are setting neutral.
- A child with a disability is not removed from education in a GE classroom solely because of modifications to the curriculum. These students can participate in a general education classroom with the support of an exceptional student education (ESE) teacher.

Essential Understandings for ELA and Math

- These are supports and scaffolds that help teachers provide instruction at a level where a student may begin to interact with grade-level content.
- They serve as benchmarks along the continuum of learning to ensure progress toward the access points.
- These are developed and reviewed with FDOE and stakeholders.

How can I find the new access points and essential understandings?

- Access Points can be found on the CPALMS website at http://www.cpalms.org/Public/
- Essential Understandings can be found on the Access project website at http://accessofls.weebly.com/
- Essential Understandings will be added to CPALMS in the near future.

Access Points are organized into Access Courses

- For example, a student on GE standards may take Biology in high school.
- A student working on access points would be enrolled in Access Biology.
- CPalms Course Link: http://www.cpalms.org/Public/PreviewCourse/Preview/12919

Access Point Training

- Access 101- For educators who are new to Access Points
- Access Train the Trainer- Access Points instruction
- Access Train the Trainer/InD Coordinator Regional meetings- Allows coordinators to view new resources, discuss issues and problem solve
- Webinars available at any time through the Access Project site: http://accessofls.weebly.com/webinars.html
- Districts can contact the Access Project directly to discuss specific needs, schedule training and view current training availability.
- Access Site: http://accessofls.weebly.com/

Randy LaRusso, Project Manager
Email: larusso.randy@brevardschools.org
Phone: 321-242-6400ext. 5115

How many of our SWD are enrolled in advanced courses?

Choice Program	# of ESE Students	% of Total ESE Population
Honors Courses	34,787	9.74%
Advanced Placement Courses	5,381	1.51%
Dual Enrollment Courses	844	0.24%
International Baccalaureate Courses	801	0.22%

SWD earning at least one industry certification
- 2012-13 = 3,375 (Approx. 3.3%)
- 2013-14 = 4,170 (Approx. 4.1%)
- 2014-15 = 3,257 (Preliminary—Approx. 3.2%)

Meeting wrapped up for the first day at 5 p.m.

TUESDAY, December 15, 2015

Members
(See SAC Membership List 2015; SAC Designee List; SAC Representation Chart; and SAC Member Notebook, Tab 2.)

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

Members

Barber, Karen
Blades, Laurie
Cheeseborough, Thea
Ehrli, Hannah
Jones, Cindy
LaBelle, Rich
Linley-Harris, Nancy
Nett, Carol
Lopez-Sequenzia, Sarah
Phillips, Donna
Rains, Debra
Rehmet, Chris
Riley, Tamar
Roberts, Grace

Roth, Terry
Rudniski, Catherine
Shuttz, Kristin
Siegel, Ann
Smith, Courtney
Snow, Tracie
Spire-Oh, Kimberley
Stevens, Tracy
Escallon, Enrique (by phone during the business meeting)
Tucker, Kara (by phone during the business meeting)
Verra-Tirado, Monica

Designees

Hall, Kirk (for Roxana Beardall)

FDOE/DPS/BEESS Representatives

Monica Verra-Tirado, bureau chief, BEESS
Tonya Milton, program planner/analyst (SAC liaison), BEESS
April Katine, educational program director (SAC liaison), BEESS
Aimee Mallini, parent services (SAC liaison), BEESS
Heidi Metcalf, senior educational program director, BEESS
Judy White, program specialist, BEESS
Heather Diamond, coordinator, Student Services Project
Heather Willis-Doxsee, program specialist, BEESS and Just Read Florida!

Guests

Stephanie Rogers (for Tom Rankin)

Monica Verra-Tirado provided an overview of the State Performance Plan Updates Dispute Resolution and Monitoring and Alternative Dispute Resolution

Facilitated IEP

- Implemented Train-the-Trainer Model
    - Nine district and FDLRS staff trained in June 2015 Summer Institute
- Training for FDLRS staff scheduled for January and May 2016
- Pool of state-sponsored IEP facilitators increased by one
- Moving forward to produce facilitated IEP video to increase parent awareness

Professional Development

- Two-day training for mediators held October 7-8, 2015

- DRM Leaders participated in Consortium for Appropriate Dispute Resolution in Special Education (CADRE) Meeting October 20-22, 2015

Due Process Hearings

- Special Education Unit created at Division of Administrative Hearings (DOAH)
- 100% Compliance with Due Process Hearing timelines
- BEESS has ongoing communication with DOAH Administrative Law Judges

Best Practices for Evaluation and Identification

- On-site visits to districts with significant disproportionality in identification of African Americans as emotional behavioral disability (EBD) or InD
  - Collected Indicator 11 (60-day evaluation timeline) data for 2014-15
  - Updates to Rule 6A-6.0-331, F.A.C., to address timeliness of evaluations
- Completed Technical Assistance Paper DPS: 2015-152, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services
- Reviewed General Education Intervention and Initial Evaluation sections of district Special Policies and Procedures document
- Developed Section 504 Online Introductory Course at [Student Support Services Project http://sss.usf.edu](http://sss.usf.edu)
- Revised Data Element (173400) for Section 504
- Developed CEIS Narrative Checklist
- Updated web-based evaluation resource at [Student Support Services Project http://sss.usf.edu](http://sss.usf.edu)

Due to much discussion about dispute resolution and evaluation and identification, the rest of the PowerPoint presentation was provided for their information.

9:30 a.m. – noon—SAC worked in small groups
noon – 1 p.m.—Small groups reported out

K-12 Access Group

Lead: Lisa Miller
BEESS Lead: Jessica Brattain

Current Members

Tracy Stevens, Jackson County, parent
Nancy Linley-Harris, Broward County, parent
Lisa Miller, Polk County, parent
Grace Roberts, Hillsborough County, parent
Sonja Clay, Broward County, ESE director
Kristin Shultz, Citrus County, parent
Laurie Blades, Department of Children and Families

Notes

- Update group members—New members: Kristin Shultz and Laurie Blades
- Review K-12 July notes—More classroom-level data via school best practices for inclusive education (BPIE)
- Current strategic plan—Districts have this school year to complete their BPIE and school-level BPIE have also begun this year.
- Next steps—There is a need for additional training that reaches the teacher level for those teaching Access Points, as well as training for school administration and parents. There is also a need for more Access Point and ESE coursework within college-level education classes in order to ensure that future teachers have more knowledge related to Access Points.

Group Concerns

- Some districts are conducting additional ESE parent surveys during the same time as the state ESE parent survey window.
- BEESS needs to ensure that SAC members are receiving the BEESS Weekly Memo.

Group Requests

- BPIE/least restrictive environment data as it becomes available

Family Involvement and Self-Advocacy Group

Lead: Rich LaBelle
BEESS Lead: Aimee Mallini

Current Members

Karen Barber
Rich LaBelle
Lauren Bustos-Alban
Lisa Miller
Terry Roth
Sara Lopez-Sequenzia
Courtney Smith

Notes

- The name of the group was changed from Parent Involvement and Engagement to Family Involvement and Self Advocacy.

- Review of the ESE parent survey
    - Suggested changes to some of the wording of the items
    - Results will be available to parents, online, in mid-January
    - Parents continue to express need for trainings

- FDOE parent website discussion
    - Add the best practices for ESE parent survey
    - Add resource paper for ESE parent survey
    - Technical assistance papers should be added to site

- Decreasing duplication of services across agencies and how to bridge the gap
    - Title 10 and IDEA
    - A best practices for districts is to connect with their Title 1 person

- Coordination and integration
    - Foster families have issues obtaining information on ESE
    - Gifted families are in need of resources
    - Self-advocacy
        - Define this and provide information for students
        - Supported decision-making

SAC: K-12 Standards Small Group

Current Members

Heather Willis-Doxsee
Ann Siegel
Chris Rehmet
Tamar Riley
Kimberley Spire-Oh
Tracie Snow
Carol Nett

Introductions and Team Building Activity

Review of Notes from Last Meeting

- A copy of the notes from the July 2015 SAC meeting were provided to each member of the group. Time did not permit an extensive review of the notes. If members have questions over any items listed in the July 2015 K-12 Standards small group notes, they can email Heather Willis-Doxsee at heather.willis-doxsee@fldoe.org.

Establish Priorities

- School principals
- Parent resources
- Interventions and assessment
- Textbook adoption

Establish Roles and Responsibilities

- Group Lead/Facilitator: Tracie Snow
- Co-Lead/Processor: Kimberley Spire-Oh
- Note-Taker: Carol Nett
- Charts and Visuals: Tamar Riley
- Presenter: Ann Siegel
- Encourager: Chris Rehmet
- Active Participants: Heather Willis-Doxsee and all above-mentioned members

Discussion

- School Principals
  - Accountability and Incentives
    - Concerns

- Multiple competing priorities. Current school evaluation/ grading programs can take the focus away from optimizing ESE services.
- Desire for more accountability and engagement for principals in improving ESE services.
- Need for better training in the field of ESE for principals so that they can make the best decisions possible for students with disabilities.
- What incentives are in place for including students with complex needs in schools?

- Ideas
  - Explore programs that can align principals' interests with the interests of the ESE population.
  - Develop reasonable and achievable standards for schools, administrators and teachers to be evaluated for effective ESE instruction and practices.

- Professional Development

  o Concerns
  - Principals may not have the knowledge of UDL and other best practices for serving student with disabilities.

  o Ideas
  - Create a professional development module for school administrators focusing on best practices for teaching students with disabilities and how to check for these best practices when conducting school walk-throughs and teacher observations.

- Parent Resources
  School Connectivity

  o Concerns
  - Parents are often not connected to other parents of children with special needs at the local school and district level, but could benefit from learning from and working with each other.

  o Ideas
  - Include an option on PEER (Portal for Exceptional Education Resources) IEPs for parents to check that would permit other parents and local groups to contact the parent.
  - From the previously mentioned PEER check box, the parental contact information will be provided to the ESE leader on the school's SAC.

- Available Resources

  - o Concerns
    - • Parents are not being connected to available resources for students with disabilities, including those addressing non-educational issues, at IEP meetings.

  - o Ideas
    - • Include an option on PEER IEPs for parents to check to be connected to resources. Decide if the resources would be sent out, provided by the FDOE, district, or school.

- Interventions and Assessment

  - o Concerns
    - • Individual student needs are not being met through the frequently used "one size fits all" approach to assessing students and matching them to a standard intervention that may not be appropriate for them.

  - o Ideas
    - • Have each district create a matrix of effective programs and curricula for matching student needs to research-based interventions and assessments.

- Textbook Adoption

  - o Concerns
    - • UDL principles, differentiated instruction, and Access Points need to be included in future textbook adoption criteria.

  - o Ideas
    - • Check to see if UDL principles, differentiated instruction, and Access Points are included on the list of criteria for textbook adoptions.

Business Meeting – 1 pm

The chair opened the phone for public comment. There was no public comment.

Updated the day-two attendance with adding the list of who was in attendance on day two of SAC in the July minutes. Motion passed to approve the minutes.

Kara Tucker volunteered to be on the ballot as co-chair. There were no other nominations from the floor. Motion passed to appoint Kara Tucker co-chair for SAC.

Sara Lopez-Sequenzia volunteered to be on the ballot as parliamentarian. No other nominations from the floor were proposed. Motion passed to appoint Sara Lopez-Sequenzia as parliamentarian for SAC.

There was no other actions or business brought forward by the members.

July 11 and 12, 2016, and December 5 and 6, 2016, were suggested for the next two meetings. Monica Verra-Tirado requested the committee consider moving the SAC meetings to other days besides Monday and Tuesday. The committee felt that it is a hardship to people who work to move it to other days. The consensus of the group was to leave it on Monday and Tuesday.

The chairs are asking that the committee consider extending day two to 5 p.m. in order to give more time for discussion. They also would like to have more webinars in between meetings so we do not have any more than two presentations (other than Monica's) that take up discussion time. They additionally asked to have PowerPoints ahead of time. The committee asked that we also have small-group meetings on both days one and two so that the discussion that is started on day one can be thought about overnight and continued the next day. The committee settled on 9 a.m. – 6 p.m. on day one and 8:30 a.m. – 3 p.m. on day two.

Please fill out survey and turn in your travel reimbursement as quickly as possible.

Karen Barber shared a Ted Talk video with the committee.

Topics for presentations for the next meeting

- Examine dispute resolution and complaints to see if there are any systemic issues.

- Webinars

    o Funding streams for education—funding curriculum materials—what can be used for digital materials? Also, how are principals' discretionary funds dispersed?
    o Revisit the pathways to a standard diploma.

Monica thanked the SAC for all of their hard work and advocating on behalf of SWD every day.

Meeting adjourned

State Advisory Committee
for the Education of Exceptional Students

*STATE ADVISORY
COMMITTEE
BYLAWS*

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

REQUIREMENTS OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA 2004)

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.