

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

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

**Hotel Duval
Tallahassee, Florida
July 14-15, 2014**

Meeting Report

MONDAY, July 14, 2014

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

Members

(See SAC Membership List 2014, SAC Designee List and SAC Representation Chart, SAC Member Notebook, Tab 2)

Barry, Keith
Blades, Laurie
Cheeseborough, Thea
Escallon, Enrique
Halpert, Mark
Harris, Joni
Harrison, Laura
Hatcher, Johana
Jones, Cindy
LaBelle, Rich
Larkin, Shawn
Lingo, Lani
Linley-Harris, Nancy
Mantell, Michelle
Miller, Lisa
Phillips, Donna
Rankin, Tom
Roberts, Grace
Rogers, Kelly
Rudniski, Catherine
Siegel, Ann
Snow, Tracie
Stevens, Tracy
Tucker, Kara
Verra-Tirado, Monica

Walker, Robyn

Designees

Hall, Kirk (for Roxana Beardall)

FDOE/DPS/BEESS Representatives

Cathy Bishop, Senior Educational Program Director, BEESS

Anne Bozik, Emotional and Behavioral Disorders, BEESS

Leanne Grillo, Blind-Visually Impaired, Deaf/Hard of Hearing, Dual Sensory Impaired, BEESS

Bethany Mathers, Intellectual Disability, Other Health Impaired, Orthopedic Impairment, Traumatic Brain Injury, BEESS

Beth Moore, Senior Educational Program Director, 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)

Judy White, Transition and Graduation, BEESS

Heidi Metcalf, Senior Educational Program Director, BEESS

Laurie Epps, Specific Learning Disability, BEESS

Liz Conn, Educational Program Director, BEESS

Diana McLendon, Autism Spectrum Disorder, Hospital Homebound, BEESS

Guests

Margaret Hooper, Florida Developmental Disabilities Council, Public Policy Coordinator

Nancy Bontot, Agency for Persons with Disabilities

Jordan Knab, Principal Investigator for the Postsecondary Consortium at USF

David Davis, Multi-Tiered System of Support (MTSS) Project

Kaitlin McMurry, The Florida Channel

Jossie Marroso, The Florida Channel

Carol Bailey, Gifted Education, FDOE

Wendy Stevens, Just Read Florida, FDOE

Welcome and Introductions, Overview of Agenda and Meeting Materials

Roles and Responsibilities/Way of Work

(See SAC Member Notebook, Agenda, Tab 1; Individuals with Disabilities Education Act [IDEA] SAC Way of Work and Ground Rules and Roles and Responsibilities; SAC Membership List 2014; Open Meetings Law, Tab 2; Meeting Report, Committee Interest Form; Committee Action Form, Tab 8)

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

and notebook contents. She instructed participants if they had an issue to bring before the committee to fill out a green form and return it to the chair prior to the business meeting.

Mr. Larkin, chair, also provided a quick overview of the sunshine law and SAC's way of work and introduced and welcomed new members.

Tonya Milton, program planner/analyst, informed the committee that the Florida Channel will be taping our meeting. Ms. Milton shared the Back to Basics PowerPoint with the committee. Tab 10 includes a list of acronyms for reference.

The PowerPoint gave a history of SAC. Ms. Milton emphasized that the committee should be mindful of the different groups represented on the committee and the related requirements. Some members may represent more than one group. Parents must be involved with decisions at the state level. The role of this group is to advise the FDOE, not advocacy. This group is tasked with looking at unmet needs in the state related to students with disabilities (SWDs), reviewing upcoming rule changes and reviewing data related to our State Performance Plan and Strategic Plan. This group is tasked with observing and advising on any unmet needs of SWDs identified. By-laws are in the binder under tab 9. Let Kara Tucker, parliamentarian, know if there are any proposed changes to the by-laws. There is an annual report each year that includes all the minutes of the past year. It will be ready for review by the next meeting.

Shawn Larkin, chair, advised the committee that he is working on a special project involving working with parent advocates. He will send an email in the coming weeks to obtain input.

Joni Harris, along with staff members, has been instrumental in advising the state that there should be one diploma with multiple pathways.

Bureau Update and Legislative Overview

Dr. Monica Verra-Tirado welcomed everyone and introduced bureau staff who were present. SAC members introduced themselves. As noted in the agenda, several BEESS staff members provided updates.

Florida Standards

Bethany Mathers, BEESS program specialist, presented on Florida Standards Florida Access Points

- Stressed the importance of placement in the general education classroom
- Access points promote inclusion
- Better outcomes for students with cognitive disabilities if they are in inclusive settings

Access courses

- Designed to promote inclusion
- Reflect increased levels of complexity

- Foster high expectations
- Specific for grade levels

Ms. Mathers provided several examples of how access points work. As we have revised the access points they have been updated to align with our college and career ready standards. These were sent out in the BEESS weekly on September 30. They will be loaded onto CPALMS shortly.

Math and English language arts (ELA) are supported by essential understandings. Science, social studies, physical education and art still use the existing access points.

Dr. Monica Verra-Tirado answered questions on the access points.

Parent Involvement and Engagement

April Katine, BEESS educational program director, explained what a facilitated individual educational plan (FIEP) is. Ms. Katine shared which districts have already had staff trained and how the rest of the districts will have the opportunity to send staff to be trained.

Liz Conn, BEESS educational program director shared how the bureau has been selected to participate in CADRE's technical assistance workgroup. This will help us:

- Improve program design
- Improve policy and procedures
- Create facilitator standards and training
- Assist with education, outreach and promotion of the program
- Share data-collection and reporting procedures
- Develop program evaluation procedures

There were questions about who will pay for the facilitators in FIEPs. Dr. Verra-Tirado explained that the districts are training their staff and we are paying facilitators in some of the instances when parents ask for a facilitator from outside the district. Discussion about the facilitators being neutral ensued. The parent centers could play a role in helping to make sure neutral facilitators are available.

Ms. Katine shared that some of our next steps are to facilitate a train-the-trainer with 10 districts to create sustainability in these districts.

Ms. Katine shared some new bureau resources with the SAC members. Some of these new resources are:

- Palm cards to facilitate easy on-line access
- Updating materials due to legislation
- Procedural safeguards in the top 10 languages in Florida
- Revising the "Red Book"
- Working with the department to revise the FDOE website
- Developing comment cards for greater access to get questions answered

Aimee Mallini, BEESS program specialist, shared with SAC an update on the Exceptional Student Education (ESE) Parent Website. It is updated and expected to launch August 2014. It will be housed on the Florida Diagnostic and Learning Resources System (FDLRS) website.

Parent survey results will be shared tomorrow. Student services has asked everyone to take the MTSS survey for feedback to help them make sure the information is easy for parents to understand.

2014 Legislative Session

Cathy Bishop, BEESS senior educational program administrator, provided an update on the 2014 legislative session.

Funding increased overall 7.4 percent during this legislative session

- Increase in ESE guaranteed
- Increase in 255 cost factor in regard to the Matrix level
- Department of Juvenile Justice (DJJ) supplemental task allocation increased by 38.2 percent
- Learning through listening showed an 8.1 percent increase
- Family Café increased 25 percent
- FDLRS Universities centers increased by 13.5 percent with the addition of the new center
- Center for Autism and Related Disabilities (CARD) had a 20 percent increase
- Lauren's Kids had a 660 percent increase
- Special Olympics has added an new project and increased by \$250,000
- Florida School for the Deaf and the Blind (FSDB) had a 7.1 percent increase

Committee Substitute (CS)/House (HB) 443 Teachers now have the ability to bank their hours to apply in the subsequent validity periods.

HB 7031 repeals all references to section 1003.428, Florida Statutes (F.S.)
Parent and Student rights – makes it clear that language “discouraging attendance” of parents at a meeting and accompanying documentation is applicable to SWDs only.

HB 7031

Amends middle grades law and high school graduation law.

CS/SB 1642

Amends s. 1008.22, F.S., to add a section for medically complex children related to exemption from participation in statewide, standardized assessments.

Also, if the parent consents and the IEP team determines that the child needs a longer exemption or a permanent exemption, there is language to be able to do this.

CS/CS/SB 850 School Improvement Plans

Include early warning systems for any school that has grades 6, 7 or 8.

CS/CS/SB 850 – Career and Professional Education (CAPE) Digital Tools – Each student's IEP must identify the CAPE Digital tool certificates and industry certification they seek to attain before high school graduation.

CS/CS/SB 850 and Juvenile Justice Education

- Secondary education
- Virtual education

CS/CS/SB 850

Postsecondary transition provisions

Creates s. 1003.5716, F.S. Transition to postsecondary education and career opportunities

- IEP team must begin process and identify needs for transition services before student attains the age of 14
- Consider need for instruction in self-determination and self-advocacy
- Prepare the student to graduate high school with a standard diploma and discuss graduating with a scholar or merit designation

Postsecondary transition provisions

- Beginning with the IEP in effect at age 16
 - Statement of intent to pursue a scholar or merit designation
 - Plan for how the student will meet the standard graduation requirements
 - Long term postsecondary education and career goals
 - Change in postsecondary goals must be approved by parent and subject to an independent review

Graduation Pathways

- Repeals special diploma law (s. 1003.438, F.S.).
- Students currently in 10th grade or higher in 2014-15 can still receive a special diploma.
- Career focused – does have a focus on employment. At least one semester of employment at or above minimum wage. Develop a transition plan.
- Can defer the receipt of a high school diploma until age 22 if still working on IEP goals.

For students on the Florida Alternate Assessment, standard diploma options include:

- Combined course substitutions, assessments, industry certifications or occupational completion points that meet criteria of State Board rules.
- A portfolio of quantifiable evidence documenting mastery of academic standards through rigorous metrics established in rule. May include documentation of work, internships, community service and postsecondary credit.

Personal Learning Scholarships

Laura Harrison, FDOE Office of School Choice

- FDOE is the fiscal agent and has overall authority

- District obligation is limited to developing an IEP and matrix upon parent request
- Rights are limited to those that apply to all parentally placed private school students
- The default matrix is 253

Program Eligibility

- K-12 program and extends until age 22
- One of five disabilities as identified in the law and defined by Agencies for Persons with Disabilities (APD) Program Prohibitions
- Cannot be enrolled in public school, FL Virtual school, FSDB, DJJ, McKay, or Florida tax credit
- Authorized use of funds
- Authorized materials, digital devices, Assistive Technology
- Curriculum
- Specialized services
- Tuition and Fees for enrollment in private school
- Fees for national standardized achievement tests
- Contributions to Florida Prepaid College Program

Terms of Program

- Program remains in force unless:
 - Prohibited actions occur and Commissioner revokes funding
 - Student returns to public school, graduates or turns 22 – whichever comes first

School District Obligations

- Complete a matrix that assigns students to one of the pre-2000-01 levels if the parent requests a matrix
- Notify the parent of the availability of reevaluation at least every three years

Parent/Student Responsibilities

- Annually submit notarized sworn compliance statement
- Annual renewal to participate
- Maintain portfolio or records and materials for two years and make available to superintendent, if requested

Funding

- Scholarship award amount based on matrix for support level 3 unless parent chooses to request and receive an IEP and matrix from the district
- For 2014-15, there is \$18.4 million general revenue allocated
- First come, first served
- Link on School Choice website
- Depending on our stakeholder groups to get the word out

We will have an update on the Personal Learning Account (PLA) in December

Gifted Students with Disabilities

- Memo from bureau chief was released on March 17, 2014
 - Students may receive gifted and special education services if they are eligible for both
 - Q and A is being developed

Sponsored Lunch

Restraint and Seclusion Update

Anne Bozik, BEESS program specialist

FDOE contacts districts related to restraint and seclusion monthly, quarterly and yearly.

Districts that are having on-site visits also have their restraint and seclusion data reviewed.

We asked districts to look at their five students who had the greatest number of restraints or seclusion. We asked them to send us the following information on each of those five students:

- IEP goals
- Progress on goals
- Current functional behavioral assessment (FBA) and behavioral intervention plan (BIP)
- Effective practices
- Barriers
- District, project and BEESS resources they are using to improve their rates
- Had prone or mechanical restraints been used
- If there were instances of longer than 10 minutes for restraint or seclusion

Nine of 14 districts that received the guiding questions decreased their rates from the previous year.

Monthly data analysis—We contact the districts if they have an increase or decrease of incidents:

- Five or more for small and small medium
- Ten or more for medium
- Fifteen or more for large or very large

Create a list of districts who provide comprehensive information or who have best practices in this area to share. Possibly use them as peer or model districts to help. What are the criteria we will use to recommend them as a resource?

Quarterly – compiling a list of peer districts

Data comparison shared

- August 1, 2012, to June 30, 2013, there was a decrease of 323 restraint incidents statewide
- August 1, 2013 to June 30, 2014 there was a decrease of 539 restraint incidents statewide.
- Increase in students and a decrease in restraints in 2013-14.
- Districts reducing their restraint incidents in 2012-13:
- Reduction for 2012-13 - Baker Collier, Dad, Gilchrist, Hamilton, Hernando, Levy, Madison, Pasco, Pinellas, Volusia.
- Reduction for 2013-14 – Bay, Bradford, Charlotte, Desoto, Duval, Escambia, Gadsden, Glades, Hillsborough, Holmes, Indian River, Lake, Lee, Liberty, Manatee, Nassau, Okaloosa, Putnam, St. Lucie, Sarasota, Sumter, Wakulla, FSDB, Florida Atlantic University (FAU) Lab, Baker Collier, Dad, Gilchrist, Hamilton, Hernando, Levy, Madison, Pasco, Pinellas, Volusia
- Restraint by grade level – PK-3 – 48 percent, 4-8 – 37 percent, 9-12 15 percent
- Restraint by Exceptionality – emotional behavioral disability (EBD), 45 percent; autism spectrum disorder (ASD), 24 percent; intellectual disability (InD), 8 percent; specific learning disability (SLD), 4 percent; other 19 percent.
- Reporting change has caused a change in the kinds of restraint reported.
- Prone decreased from 28 percent to 26 percent.
- Standing decreased from 29 percent to 26 percent.
- Mechanical increased from 4 percent to 9 percent.
- Some of these changes had to with there is no longer a choice of “other,” which probably captured some of these incidents and now are being reported as mechanical.

Crisis Management Strategies

Will compare the crisis management used by district to restraint rates of districts.

- Crisis Prevention Intervention (CPI) is the most used management system at 31 percent,
- CPI, 35 percent; Professional Crisis Management (PCM) 22, percent, Techniques for Effective Aggression Management (TEAM), 17 percent; Techniques for Adolescent and Child Handling (TEACH), 7 percent, Safe Crisis Management (SCM), 3 percent, Handle with Care (HWC), 1 percent, Not included in last year's Violence Intervention Techniques and Language (VITAL) 1 percent; Not included in last year's Other, 14 percent

Seclusion – Statewide

- August 1, 2012, to June 30, 2013, decreased by 707 incidents
- August 1, 2013, to June 30, 2014, decreased by 336 students
- For 2013-14, there was a slight increase in the number of SWDs statewide and a .10 percent decrease from .35 to .25 in incidents of seclusion
- Districts reducing seclusion incidents for 2013-14 compared to 2012-13

- Bay, Brevard, Broward, Duval, Escambia, Gadsden, Highlands, Hillsborough, Leon, Liberty, Manatee, Marion, Monroe, Okeechobee, Osceola, Pasco, Pinellas, Putnam, St. Johns, St. Lucie, Seminole.
- Districts that prohibit seclusion
 - Baker, Bradford, Brevard, Collier, Desoto, Dixie, Florida Agricultural and Mechanical University lab school, FAU lab school, Flagler, Franklin, FSDB, Florida State University lab school, Gilchrist, Glades, Gulf, Hamilton, Hardee, Levy, Hendry, Hernando, Holmes, Indian River, Jackson, Jefferson, Lafayette, Lake Wales, Lee, Madison, Nassau, Orange, Palm Beach, University of Florida Lab School, St. Lucie, Sumter, Suwanee, Union, Volusia, Wakulla, Walton, Washington.
- Feedback from districts that have stopped using seclusion – FDOE is collecting in order to share with others.
- Seclusion by grade level 2012-13 to 2013-14:
 - Pk-3 decreased from 41 to 40 percent
 - Grades 4-8 decreased from 47 to 44 percent
 - Grades 9-12 increased from 13 to 16 percent

Seclusion by exceptionality

- EBD decrease from 70 to 65 percent
- ASD increased from 12 to 14 percent
- InD increased from 7 to 9 percent
- SLD increased from 1 to 3 percent
- Other increased from 9 to 11 percent

Districts that will have on-site visits for 2013-14

- Ten districts selected for on-site related to restraint and/or seclusion
- BEESS and project personnel included: The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET), Positive Behavior Supports, CARD, FDLRS, Florida Inclusion Network (FIN)
- Guiding questions were developed
- District action plans developed and reviewed
- Six out of 10 districts visited due to restraint and seclusion decreased their rates as compared to last year
- Districts must have a plan for reducing restraint and seclusion
- Reducing the use of prone restraint and mechanical restraint

CARD has developed an online training module on **Preventing Challenging Behaviors for Students with Autism Spectrum Disorder**.

Judith White, BEESS program specialist

- Graduation rate – almost 60 percent of SWDs graduate with a standard diploma.
- Performance is where we need to do a better job.
- Those who graduate with a special diploma don't have good outcomes currently.
- This is why we need more postsecondary programs for SWDs.

Jordan Knab, Postsecondary Outcomes, principal investigator for the Postsecondary Consortium at USF, principal investigator for the Florida Consortium on Postsecondary Education and Intellectual Disabilities.

Mr. Knab shared the current postsecondary programs throughout the state. They are:

- Florida International University (FIU) – Project Panther LIFE (two programs)
- Florida Keys Community College – Project A.C.C.E.S.S.
- Florida State College at Jacksonville – Vertical Training Program
- Indian River State College – Employment Institute
- Lynn University – The ACCESS Project
- Miami-Dade College – Project ACCEPT
- Pensacola State College – Project REAL
- Polk State College – The Transition Program
- Santa Fe College – Project SAINT
- Tallahassee Community College(TCC) – Eagle Connection
- University of North Florida – On Campus Transition
- USF (Tampa) – The Learning Academy; Stages
- USF (St. Petersburg) – Project Sting Ray
- Warner University – The Transition Program

Characteristics of current Florida postsecondary programs:

- All accept special diplomas (this will be revised to match new diploma options).
- Majority of students have an InD or developmental disability.
- Two programs currently provide housing,
- In 2013-14, 192 students were served in these programs statewide
- Approximate length of programs are 2½-years long
- There will be a chart on the Transition Programs for Students with Intellectual Disabilities website very soon showing where all the programs are throughout the state

Programs keep track of exiters and employment outcomes.

There are 54 students currently preparing to exit these programs, and 32 of those students are currently employed.

From 2010-13, 115 students completed these programs, and of those 72 were employed at the time they exited (63 percent).

Some strategies the consortium uses to expand these programs are:

- Annual Hartwick Symposium for students and university and school district personnel
- Technical assistance and training
- Communication through the website
- Products

- Mini-grants for site development
 - Mini-grants awarded to FIU, Florida State College at Jacksonville
 - TCC, Florida Keys Community College, Santa Fe College

Comprehensive Transition Program status would help students apply for Pell Grant funding.

Sting Ray has developed a curriculum that other postsecondary programs are welcome to use.

The Students Transitioning to Adult Roles (STARS) – Person-Centered Planning Model has been used in helping SWDs with transition planning.

Mr. Knab answered questions related to postsecondary programs.

David Davis, MTSS Project
Leanne Grillot, BEES Program Specialist
Accommodations and Assistive Technology

Leanne Grillot shared the following definitions:

- Accommodations are changes that can be made in the way the student accesses information and demonstrates performance.
- Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability.

Where are accommodations needed?

- Anywhere a student can increase their participation, such as school, classrooms, lunch room, gym.

Talking about what our core values are. What do we really believe about learning? When we design our instruction, what are we trying to achieve? Do you really want full engagement?

Accommodations should not be based only on what a student can or cannot use on an assessment. It is important to use the Universal Design for Instruction framework to help students figure out what they need to participate in instruction.

The new assessments will have some built-in accommodations for everyone such as: highlighting, background color, font color, font size, magnifier and line reader. These are just some of the things all students can select.

Knowing how to collect data and use it to help your students use the technology they need to learn.

Decision about accommodations:

- Trial of accommodations:
 - Knowing how to start – One of the roadblocks for teachers. Providing resources that help teachers know how to get started.
- Knowing what is out there
 - Two resources: Selecting Accommodations: Guidance for Individual Educational Plan Teams and the website <http://tlc.com.aim-at-udl-implementation-plan-2013-2014.pdf>

Knowing how to borrow what you need – Technology and Learning Connections – <http://www.tlc.mtss.com/>. The loan library is very easy to use.

Once you know you need some kind of technology and you see what is out there, it is time to try different things and collect data to see if it is working.

Examples of data tracking:

Curriculum based, classroom walkthroughs, rubric, checklists, student engagement data, student self-monitoring data, time on task, coach or peer observation, standardized behavior rating school.

Then you need to review how successful the accommodation is. Is there a positive change? Is it sustained over time? Add or remove accommodations from IEP or 504 plan based on Outcome Data.

Ms. Grillot presented some examples of accommodations. SWDs should have accommodations that ensure that they have access to the same learning as their nondisabled peers.

A revised accommodations manual will be developed using Universal Design for Learning (UDL) principles. What we want for all students is independent learning skills. Students know best what they need to learn. Putting the tools and decisions in the hands of students is how UDL works.

David Davis provided the participants with a learning activity that demonstrates UDL.

- There are different cognitive processes that can make a big difference for students.
- Four areas of cognition are: sequencing, organizing, inferring and generalization.
- Using graphic organizers can help students learn. Some examples are concept maps, mind maps, timelines and outlines.
- Technology tools under integration
Memory, cognition, long-term potential and instruction

Instructional Scaffolds

Memory

- Multiple text processing
- Comparing and contrasting

- Spread information across multiple media
- Self-selecting icons or graphics (and sharing)
- Notebooks and journals
- Review schedules

Output

- Guided discussion questions
- Cue cards
- Graphic organizers
- Written notes with main points highlighted
- Extra time to prepare responses

Areas of Engagement

- Engagement has been shown to decline as students move from elementary to middle to high school
- Some studies report that 40 to 60 percent of students are disengaged by high school

Psychological Engagement

- Self-awareness
- Self-management
- Decision making

Social Engagement

- Social Awareness
- Relationship skills

Normative/Transparent/Transportable

- Web-based tools
- Mobile technologies
- Laptop technologies
- Game based instruction
- Science, technology, engineering and math (STEM) and career technologies

K-12 Comprehensive Reading Plan, Specially Designed Instruction and Intensive Interventions

Heather Diamond, Student Support Services, BEESS

Wendy Stevens, executive director, Just Read, Florida!

- Just Read, Florida!, is a comprehensive , coordinated reading initiative aimed at helping every student become a successful and independent reader.
- Designed to develop a laser-like focus on improving the reading abilities of students in our state.

Eleven parts to the mission of the Just Read, Florida! Office.

1. Train highly effective reading coaches.
2. Create multiple designation of effective reading instruction, with accompanying credentials, which encourage all teachers to integrate reading instruction into their content area.
3. Train K-12 teachers and school principals on effective content area-specific reading strategies. For secondary teachers, emphasis shall be on the

- technical tests. These strategies must be developed for all content areas in the K-12 curriculum.
4. Provide parents with information and strategies for assisting their children in reading in the content area.
 5. Provide technical assistance to school districts in the development and implementation of district plans for use of the research-based reading instruction allocation provided in s. 1011.62(9), F.S., and annually review and approve such plans.
 6. Review, evaluate and provide technical assistance to school districts' implementation of the K-12 comprehensive reading plan required in s. 1011.62(9), F.S.
 7. Work with the Florida Center for Reading Research to provide information on research-based reading programs and effective reading in the content area strategies.
 8. Periodically review Florida Standards for reading at all grade levels.
 9. Periodically review teacher certification examinations, including alternative certification exams, to ascertain whether the examinations measure the skills needed for research-based reading instruction and instructional strategies for teaching reading in the content area.
 10. Work with teacher preparation programs approved pursuant to s. 1004.04, F.S., to integrate research-based reading instruction strategies and reading in the content area instructional strategies into teacher preparation programs.
 11. Administer grants and perform other functions as necessary to meet the goal that all students read at grade level.

The K-12 reading plan has been in place since 2005. Funds for the reading plan became an allocation through the Florida Education Finance Program in 2006. Districts must write or revise their K-12 Comprehensive Research-Based Reading Plan and it must be approved by the Just Read, Florida! Office.

The purpose of the K-12 Comprehensive Research-Based Reading Plan is to guide schools and districts as they strive to meet the instructional needs in reading of all students including English language learners (ELL) and SWDs.

The K-12 Comprehensive Research-Based Reading Plan must ensure:

- Leadership at the district and school level is guiding and supporting the initiative.
- The analysis of data drives all decision making.
- Professional development is systemic throughout the district and is targeted at individual teacher needs as determined by analysis of student performance data.
- Measurable student achievement goals are established and clearly described.
- Appropriate research-based instructional materials and strategies are used to address specific student needs.
- Provision of an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in each of the 300 lowest-performing elementary schools based on the state reading assessment.

K-12 Reading Plan Guidance Overview

http://app1.fldoe.org/Reading_Plans/Examples/Reading_Plan_guidance_2014.pdf

K-12 Comprehensive Research-Based Reading Plan requires that districts address the needs of all students:

- Emphasis on **all** students (SWD and ELL)
- Alignment with the critical components of MTSS framework
 - Provides effective core instruction for all students
 - High-quality assessments to monitor progress
 - Wide variety of complex texts to challenge student vocabulary and comprehension
 - Design and implement interventions that are matched to students needs

District leadership section requires:

- Measurable goals for student achievement to be established
- Description of how districts will facilitate improvement in the intensity of interventions for schools not making academic improvements as evidenced by student performance data and administrative observations

School leadership section requires:

- An explanation of how reading coaches provide support to teachers and all students
- Details concerning access of test for all students

The professional development section requires districts to provide a comprehensive list of professional development opportunities for teachers to improve their instruction in reading for all students.

The elementary school section requires:

- Core reading, intervention and supplemental materials used in each school
- Assessments used to screen, progress monitor and diagnose reading needs in each school
- Amount of time students need immediate intensive intervention
- Students performing below grade level will receive instruction that remediates and accelerates
- Assessment and curriculum decision tree detailing assessments to be administered and steps to be taken based on the data acquired
- Opportunities for additional support before or after school or during the summer
- Assessments administered to ELL students
- Assessments administered to students who have speech or auditory impairments
- Assessments administered to students who are visually impaired

The middle school and high school sections require a description of:

- Core reading, intervention and supplemental materials used in each school

- Assessments used to screen, progress monitor and diagnose reading needs in each school
- Amount of time students need immediate intensive intervention
- The limit on class size for students in need of reading intervention
- Assessment and curriculum decision tree detailing assessments to be administered
- Students performing below grade level will receive instruction that remediates and accelerates
- Opportunities for additional support before or after school or during the summer
- Assessments administered to ELL students
- Assessments administered to students who have speech or auditory impairments
- Assessments administered to students who are visually impaired

Future plans

- BEESS will contribute to the next cycle for revision
- Potential areas for improvement
 - Explicit inclusion of role of ESE specialist
 - Additional language about entitlement to specially designed instruction
 - Additional language about instructional accommodations and UDL so that instruction is accessible to full range of learners
 - Explicit inclusion of IEP relevance/integration
 - Addendums describing needs of various subgroups

Day Two

Dr. Monica Verra-Tirado provided a BEESS update.

Dr. Verra-Tirado shared the workgroup leaders and group members and provided an update on the strategic plan information.

- For FFY 2012, 75.6 percent (1,381/1,827) of parents with a preschool child receiving special education services reported that schools facilitate parent involvement as a means of improving services and results for children with disabilities. Target was 75 percent.
- For FFY 2012, 74.5 percent (6,903/9,261) of parents with a child in grades K-12 receiving special education services reported that schools facilitate parent involvement as a means of improving services and results for children with disabilities. While the percentage of K-12 respondents fell short of meeting the 2012-13 target of 75 percent by 0.5 percent, a 0.4 percent increase is shown between 2011-12 and 2012-13 when applying the new standard.

Also in 2012-13, we received feedback from 11,082 families; however, in 2013-14 we received survey responses from 23,612. This is an increase of 12,612 surveys, more than double the response in 2012-13.

What did we learn from the 2012-13 survey?

Pre-school survey by item:

- Top 4 items:
 - 95.6 percent – Pre-school staff respect my culture
 - 94.8 percent – My child's evaluation was written in words I understand
 - 94.4 percent – Staff are available to speak to me
 - 92.4 percent – I am part of the IEP/IFSP (Individualized Family Support Plan) decision-making team

K-12 survey by item:

- Top 4 Items
 - 92.3 percent of parents reported that the staff respected their cultural heritage
 - 90.6 percent reported that accommodations and modifications that the student may need were discussed
 - 89.9 percent reported that written information received was understandable
 - 89.5 percent reported that the evaluation was written in terms that were easy to understand

Pre-school areas of improvement – lowest 4 items:

- 67.9 percent of parents reported preschool staff connected families with one another for mutual support
- 72.3 percent reported that they were offered training about preschool education
- 73.7 percent reported that supports were offered to participate in trainings and workshops
- 75.5 percent parents reported that preschool staff provided them with information on how to obtain other services

K-12 Areas of improvement – lowest 4 items:

- 57.9 percent of K-12 parents reported that they were offered special assistance (such as childcare) so that they could participate in the IEP meeting
- 61.0 percent reported that the school offers a variety of ways to communicate with teachers
- 64 percent reported they were given information about organizations that offer support for parents of ESE students
- 68.7 reported that the school provides information on agencies that can assist their child in the transition from school

The bureau has frequent communication with the district parent liaisons.

Bi-monthly calls with:

- Parent Service Centers
- Partner Agencies
- School District Liaisons

Parent stakeholder workgroup

- Parent Involvement and Engagement Professionals
- School- and District-Level Staff

- Parents
- Partner Agencies

Parent Involvement Website is expected to be launched August 2014 – it will be housed on the FDLRS website

Access Points

Dr. Verra-Tirado reviewed the percentage of students taking alternate assessment by exceptionality and performance levels.

Best Practices in Inclusive Education

- In 2012-13 and 2013-14, the statewide percentage of SWDs who spent over 80 percent of their day with non-disabled peers remained steady at 71 percent.
- Implementation of s. 1003.57(1)(f), F.S., effective July 1, 2014: All districts and schools are required to complete a BPIE assessment with a FIN facilitator once every three years.

Self-Assessment

In the 2013-14 school year, over 22 school districts completed the BPIE self-assessment with FIN:

Bay, Citrus, Jefferson, Miami-Dade, Nassau, Okeechobee, Franklin, Indian River, Lee, Gadsden, Washington, Gulf, St. Johns, Orange, Martin, Flagler, Madison, Gilchrist, Holmes, Calhoun, Taylor and Seminole Counties

Over 50 percent of the districts that completed the BPIE in 2013-14 selected the following indicators for their action plan

Indicator 14:

District provides job-embedded professional development and technical assistance to schools to integrate IEP goals in general education standards and classes.

Indicator 15:

District provides professional development and technical assistance to all school leaders on the implementation of flexible scheduling and collaborative teaching models.

- The school-level BPIE will become available to districts and schools in the fall of 2014.
- FIN service plans were developed for the following districts: Hernando, St. Lucie, Marion, Okaloosa, Volusia, Pasco, Palm Beach, Hardee, Miami-Dade, Polk, Bay, Levy, Nassau, St. Johns, Union, Flagler, Indian River, Martin, Orange and Jefferson Counties.
- The technical assistance paper (TAP) titled Least Restrictive Environment: Considerations Related to Individual Educational Plans was updated and will be available in the fall of 2014

Best Practices for K-12 Student Progression: Florida Standards

Graduation – The Federal Uniform Graduation rate for SWD improved from 48 percent in 2011-12 to 52 percent in 2012-13. The standard diploma rate (5 or more years) increased from 52 percent in 2011-12 to 82 percent in 2012-13.

Reading 3-10 – Proficiency and percent scoring > level 4 increased by 1 percent since 2012. The percentage of students scoring level 1 showed no increase or decrease. Students in grades 9 and 10 had a 2 percent close in the proficiency gap since 2012, as well as a decrease in the percentage of students scoring level 1. There was no change in the gap for other grade spans (grades 6, 7 and 8 show the lowest proficiency rates of all grade span groups – this is an area in need of focus).

Since 2012, math 3-8 showed a 1 percent increase of proficiency, 1 percent increase in level 4 and a 1 percent decrease in level 1. Geometry End-of-Course (EOC) 6-12 showed a 5 percent increase of proficiency, 3 percent increase in level 4 and a 1 percent decrease in level 1, since 2012. (When compared to 2013, performance declined slightly – this is an area of needed focus). Algebra 1 EOC 6-12 showed a 4 percent increase of proficiency, 2 percent increase in level 4 and a 3 percent decrease in level 1 since 2012.

Writing – Grade 4 showed a 3 percent increase of proficiency, since 2012 ; grade 8 showed a 5 percent increase of proficiency, since 2012; grade 10- showed a 7 percent increase of proficiency, since 2012. (Grade 4 showed a slight decline from 2013 and is a needed area of focus.)

Science 5 showed a 2 percent decrease in proficiency and a 1 percent increase in level 1 since 2012. Science 8 proficiency remained the same; there was a 1 percent increase in level 4 and a 1 percent decrease in level 1, since 2012. Biology 6-12 showed a 7 percent increase in proficiency and 8 percent decrease in level 1 since 2012. Grade 5 science is a needed area of focus.

U.S. History showed an increase of 6 percent in proficiency and a 4 percent decrease in level 1 since 2012.

Theory of Action – **IF** we assist districts to ensure that schools implement evidence-based instructional practices within an MTSS – **THEN** SWDs will graduate college and career ready, ensuring equity and access to the full range of postsecondary options.

Resources to support goals

- Guiding Tools for Instructional Problem Solving – expansion in progress
- Guiding Tools for Organizational Problem Solving – in development
- Specially Designed Instruction within MTSS (Framework disseminated; TAP finalized)

- Engagement Practices (UDL, Inclusive Environments, AIM, AT, Check and Connect, Strategic Instruction Model, Accommodations, Framework for Differentiated Instruction, Framework of Effective Instruction)
- Coordinated, customized professional development in data-based problem solving
- Integrated universal, supplemental and intensive supports to districts
- Self-Assessment Tools for District Leadership Practices almost finalized
- Accessibility to Resources for Family & Community Engagement brochure almost finalized
- Florida's Integrated Student Services Model in development
- Helping schools improve the quality of instruction and literacy and mathematics content knowledge: Days 1 and Days 2/3 of Intensive Intervention workshop – completed
- Reducing Fragmentation: working with targeted 22 district support; ultimate goal of SWD graduation and decrease dropout rates – ongoing

Implement Deeply

- Emphasis is placed in integration across requirements and practices related to:
 - School Improvement
 - Educator Quality
 - Standards-Based Instruction
 - Exceptional Education
 - Language Acquisition
- Focus is established based on needs assessments to meet districts in their current reality
- Priority is helping districts use existing plans to deepen implementation and strategic goals that overarch and connect SMART goals

Best Practices for Graduation and Post-Secondary Transition

- **Data (Office of Special Education Programs [OSEP] indicators)**
- Federal Uniform Graduation Rate for SWDs rose in 2012-13 to 52.33 percent, up 4.62 percent from 2011-12
 - New target is 85 percent, or 2 percent increase per year (OSEP requires goal to match Elementary and Secondary Education Act goal)
 - Chosen as marker for new required State Systemic Improvement Plan

- Dropout rate increased to 3.8 from 3.4, up .4 percent from 2011-12

Dr. Verra-Tirado reviewed the graduation rates for both standard and special diploma.

Florida Education and Training Placement Information Program (FETPIP)

- FETPIP's method of data collection replaces conventional survey-type techniques and provides information in an accurate and cost effective manner.
- The follow-up studies are conducted annually by matching records of the student graduates, completers or exiters from the numerous public and independent organizations with information resources available to FETPIP.

Other Outcomes Data Related to Strategic Plan Goals

- Number of standard diploma graduates who enrolled in college for AA, AS, AAS or in state or private university increased slightly from 29.8 percent to 30.4 percent
- Enrollment in relevant work experience courses (Career Experience and Supported Competitive Employment courses) increased 6.8 percent in 2013-14 from 2011-12 baseline

Highlights of 2013-14 activities related to strategic plan goals:

- Employment First interagency agreement, required by governor's Executive Order, was written and signed and an interagency action plan created
 - A multi-agency team introduced Employment First to district transition staff at VISIONS conference
- Transition professionals were involved in 13/21 monitoring and assistance visits 2013-14 and led four
 - 10 districts were re-visited and provided transition related training and/or technical assistance directly related to action plan created during visit

Transition

- 190 participants from 46 districts attended Project 10 Winter Institutes for professional development on evidence-based transition practices and report on progress on 2013-14 transition action plans (14 were supported to attend via mini-grants)
- Over 30 districts were supported to attend VISIONS/NSTTAC Institute; attended professional development sessions on evidence-based transition practices and used a facilitated planning process to develop district transition action plans for 2014-15
- 97 transition-related trainings/presentations/train-the-trainer sessions were conducted for 1,619 attendees
- 719 professionals completed online transition training modules
 - New training module created on job development for SWDs
- Project 10 website (Florida's secondary transition information website) had 93,720 page views, 21 percent were returning users
- Mini-grants were provided to 38 sites serving 45 districts to support interagency councils and collaboration

- 8 Transition Topical Briefs or newsletters were written and electronically distributed
- Department of Juvenile Justice (DJJ) Electronic Education Exit Plan was piloted and will be released in August 2014 (after training)
- DJJ Community Re-Entry Teams with process to transition student back to school and community supports and services now exist in all districts
- Project 10 staff provided access to school-level graduation and drop-out data; improving the level of technical assistance they can provide
- Webinar created in partnership with the Division of Career and Technical Education (CTE) and the Florida Developmental Disabilities Council for educators and parents to inform them of CTE opportunities for students
- Vocational Rehabilitation created new Third Party Cooperative Arrangement for districts that will focus on providing services (job development and coaching) to students with the most significant disabilities

Business Meeting

(See SAC Member Notebook, December 2013 minutes for approval, SAC Designee Form, SAC By-Laws, SAC Committee Action Form, Tab 8)

Thea Cheeseborough, co-chair, called the business meeting to order.

Ms. Cheeseborough called for and received a motion and a second to the motion to accept the minutes from December 2013 meeting and January 2014 conference call. Needed to add Tracy Snow's name as she was in attendance but not noted. With that correction, the motion passed.

Ms. Cheeseborough opened the meeting for public comment. Nancy Butto from the Agency for Persons with Disabilities thanked the Council for their hard work in the past and offered her help in the future.

Ms. Lindley Harris wants to know what is happening to students with Down's syndrome after they graduate high school. Is there any way to track students with Downs Syndrome when they leave school to find out what is happening? Dr. Verra-Tirado said one way we may be able to find out some information through the Downs syndrome Association.

The first item being a submission by

Tracy Snow informed the Council 3rd grade portfolio will start in the fall. They will be sending out the portfolio assessments in the fall.

Reminder to submit the green forms for any agenda items for the next meeting.

Any topics for the next meeting?

- Reading data for all students

- Break into our workgroups since we did not get to do them this meeting
- Update on diploma options/rule
- Identify projects that are helping get our students employed
- Helping parents to explore their role once their students graduate
- Data on what businesses are looking for so we can prepare our children to be able to do what they need
- Hear from students and hear what they need to be successful
- Dollars funded for employment – results from that initiative. They were following 200 students. Can we get data on that initiative that the legislature funded? Employment enhancement project through APD is in the second year. We are going to ask for more money for next year.

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