

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 11-12, 2016**

Meeting Report

MONDAY, July 11, 2016

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

Members

(See SAC Membership List 2016, SAC Designee List and SAC Representation Chart, SAC Member Notebook, Tab 2)

Berry, Keith
Bustos-Alban, Lauren
Cheeseborough, Thea
Ehrl, Hannah
Escallon, Enrique
Jones, Cindy
LaBelle, Rich
Lockenbach, Rick
Lopez-Sequenzia, Sarah
Miller, Lisa
Nett, Carol
Rehmet, Chris
Riley, Tamar
Rudniski, Catherine
Siegel, Ann
Snow, Tracie
Spire-Oh, Kimberley
Stevens, Tracy
Tucker, Kara
Vinot, Kendell
Verra-Tirado, Monica

FDOE/DPS/BEESB Representatives

Verra-Tirado, Monica, Bureau Chief, BEESB
Milton, Tonya, program planner/analyst (SAC Liaison), BEESB
Katine, April, educational program director (SAC Liaison), BEESB
Mallini, Aimee, parent services (SAC Liaison), BEESB
Metcalf, Heidi, senior educational program director, BEESB
Jenkins, Renee, senior educational program director, BEESB
White, Judy, Program Director, BEESB
Williams, Iris, School Social Work Consultant, Student Services Project
Metty, Wendy, program specialist, BEESB
Williams, Chelsea, program specialist, BEESB
Musgrove, Karrie, program specialist, BEESB
Gaitanis, Victoria, program specialist, BEESB
Register, Amanda, program specialist, BEESB
Grillot, Leanne, program director, BEESB
Willis-Doxsee, Heather, program specialist, Just Read Florida!
Garrett, Frankie, BEESB

Guests

Rogers, Stephanie, (for Tom Rankin)
Montooth, Patrick
Pasley, Cassandra
Brown, Krysta

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

Hannah Ehrl, committee co-chair, welcomed everyone and reviewed the agenda and meeting materials with the committee.
Sarah Sequenzia, Parliamentarian reviewed the SAC Roles and Responsibilities. Kara Tucker, Co-chair, reviewed the sunshine laws.
SAC members introduced themselves.

(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; December 2015 Meeting Minutes , Tab 7; Committee Interest Form; Committee Action Form, Tab 10)

Renee Jenkins provided a presentation on Dispute Resolution Trends with the following power point:

Agenda

- Dispute Resolution Continuum
- Dispute Resolution Process Improvements
- Common Trends and Issues in Dispute Resolution
- Feedback and Questions

Goals for Dispute Resolution

- Build relationships
 - Engage parents
 - Decision making by parties
- Maintain relationships
 - Facilitate effective and lasting solutions
 - Ongoing communication
- Repair relationships
 - Third-party decision making
 - Correction of noncompliant, improper practices

BEESS Parent Calls

Daily parent calls 8:00 a.m. to 5:00 p.m.

- Parent questions and concerns → BEESS staff answer and address
- Parent requests → BEESS staff liaison and communicate on their behalf

Calls are informal and not considered to be a formal complaint, but a way to resolve issues before they reach the state level.

	Individual Educational Plan (IEP) Facilitation	Mediation	State Complaint	Due Process Hearing
How the Processes Differ	Optional process not required in the Individuals with Disabilities Education Act (IDEA) in which parent or district can request an impartial facilitator to assist the IEP team with communication	A voluntary process that brings people together with a mediator to resolve disagreements about special education or related services	A formal process in which a person or organization sends written request for investigation, alleging violation of the IDEA	A parent or district files a formal hearing request to resolve issues related to identification, evaluation, placement or free appropriate public education

	Individual Educational Plan (IEP) Facilitation	Mediation	State Complaint	Due Process Hearing
	and problem solving			
Result	Successful meeting results in IEP that is supported by team members and benefits the child	Successful mediation results in a written agreement	State educational agency issues written decision including findings, conclusions and corrective action, if warranted *District may propose early resolution without admitting violation of law	Hearing officer or administrative law judge issues a legally binding decision with findings of fact and conclusions of law
Timeline	No specific timeline; scheduled within a few days or weeks of request	Available any time; must be scheduled within a reasonable time of request; generally scheduled in less than 30 days	Decision must be issued 60 calendar days from date of complaint	Decision must be issued 45 calendar days after resolution period *Resolution meeting takes place within 15 calendar days of hearing request; the resolution period is 30 days *Expedited hearing available in certain situations related to discipline and placement

	Individual Educational Plan (IEP) Facilitation	Mediation	State Complaint	Due Process Hearing
				(decision within 20 days of request)

Facilitated Individual Educational Plan (FIEP) Initiative

Think of the use of FIEPs in a multi-tiered system of supports framework.

- Tier one—All personnel use good facilitation skills for all IEP meetings. IEP meetings use:
 - Collaborative attitude
 - Facilitative process
 - Facilitation tools (i.e., agendas, consensus, clear communication and action planning)
 - A team member who may serve as facilitator
- Tier two—Use of a facilitator for an IEP meeting who is not a member of the IEP team
- Tier three—State-sponsored FIEP
 - Used when the parent or district requests a neutral third party from outside the district in order to move forward
 - Contact BEESS for assistance

The Florida Diagnostic and Learning Resources System (FDLRS) Training

At least two people from each of the 19 FDLRS centers participated in train-the trainer: May 2016

- Coaching of trainers: July 2016 – December 2016
- Goal: to have at least two trainers in each FDLRS center “certified” to provide professional development on the FIEP beginning in the 2016-17 school year

FIEP Workgroup

- Broad Stakeholder Involvement
 - District ESE, FDLRS, Disability Rights Florida, IEP Facilitators, BEESS
- Purpose:
 - Planning, Promotion, Training, Evaluation and Improvement Activities in the following areas:
 - System wide Oversight, Infrastructure and Organization
 - Program Access and Delivery
 - Practitioner Standards and Professional Development
 - Public Awareness and Outreach Activities
 - Evaluation and Continuous Quality Improvement

National Center on Dispute Resolution in Special Education (CADRE)

A project funded by the Office of Special Education Programs, United States Department of Education to encourage use of collaborative strategies to resolve disagreements about special education and early intervention programs

Intensive Technical Assistance Workgroup on IEP Facilitation

- Current cohort: Arkansas, Florida, Georgia, Missouri, New Jersey, New York and West Virginia

CADRE Goals

- Develop and improve state-level IEP facilitation program
- Develop resources, protocols, trainings and coaching models that will improve local capacity to conduct effective IEP meetings

Mediation

2014-15 Statewide Mediation Requests

Total number of mediation requests	86
Mediations held	54
Mediation requests withdrawn	30
Mediations pending at time of report	2

District	Percentage of Mediations
Broward	17%
St. Lucie	9%
Orange	7%
Seminole	7%
Pinellas	7%
Polk	6%
Duval	4%
Hillsborough	4%
Lee	4%
Martin	4%
Remaining 17 districts combined (each having one mediation session)	31%

State Complaints

2015-16 Statewide Written, Signed Complaints

Total number of complaints filed	201
Complaints with reports issued	92
Complaints withdrawn or dismissed	48
Complaints pending at time of report	28
Complaints with findings of noncompliance	43

2015-16 State Complaints by District (districts with five or more complaints)

Pinellas	11
Highlands	8
Orange	8%
Seminole	6%
Broward	6%
Dade	6%
Palm Beach	5%
Hillsborough	4%
Polk	4%
Escambia	3%
Charlotte	3%
Duval	2%
Martin	2%

Due Process Hearings

2014-15 Statewide Due Process Hearings

Total number of due process complaints filed	195
Due process complaints fully adjudicated	6
Due process complaints withdrawn or dismissed	155
Due process complaints pending at time of report	34
Due process complaints resolved through resolution meetings	48

2014-15 Statewide Expedited Due Process Hearings (related to disciplinary decision)

Total number of expedited due process complaints filed	9
Expedited due process complaints fully adjudicated	0
Expedited due process complaints withdrawn or dismissed	9

Due Process Hearings

- Special Education Unit created at Division of Administrative Hearings
 - Three administrative law judges hear special education cases
- Positive impact on due process hearing timelines
 - 100% compliance

DRM Improvement Process

Goals and Expected Outcomes of Improvements

- Meet IDEA requirements (process and timelines)
- Address complainant issues appropriately and adequately
- Develop concise, legally sufficient reports and correspondence
- Use plain language so that people at all levels, including parents, are able to read and understand
- Create clear expectations for all
- Ensure accountability for all

Phase 1 Improvements

- Written complaint procedures
- One initial letter
- Earlier request for and receipt of documentation

- New summary report and team discussion/ decision making early in the process
- New BEESS complaint email address
- Updated complaint form

Phase 2 Improvements

- New BEESS Determination Report for early resolution (settlement agreement, complainant proposal and district proposal)
 - Addresses each allegation in the complaint and contains:
 - Findings of fact
 - Conclusion
 - Final decision
 - Actions to be completed

Phase 3 Improvements

- Further augment written complaint procedures to include a more concise, streamlined Report of Inquiry format:
 - Background
 - Issues
 - Applicable statutes, rules and regulations
 - Findings of fact
 - Conclusions
 - Corrective actions
 - Other allegations outside jurisdiction of BEESS

Common Issues and Trends in Disputes

- Identification, location and evaluation to determine if the student is a student with a disability in need of special education and related services
 - Failure to:
 - Conduct evaluations within 60 days
 - Evaluate in all areas of suspected disability
 - Initiate the evaluation process while having prior knowledge or suspicion that a student may be a student with a disability
- Implementation of IEP (accommodations, behavior intervention plans and services)
 - Addressing needs of students with autism
 - Provision of hospital/homebound services
 - Provision of prior written notice
 - Parent participation
- Extended school year (ESY) services
 - Violation of IDEA requirements regarding:
 - Eligibility determination
 - Limiting the amount, type and duration ESY services
 - Limiting the provision of services to specific disability populations
 - Provision of needed related services

- Implementing Multi-tiered System of Supports/
Response to Intervention (Rtl)
 - Failure to:
 - Implement appropriate general education interventions
 - Analyze Rtl data correctly and use appropriate evidence-based interventions for suspected areas of disability
 - Include parents in the problem-solving process and communicate Rtl progress monitoring results and data

Addressing the Issues

Corrective Action and Required Action

- Districts must provide documentation to BEESS as verification of completion of actions
- All corrections must be completed within one year (most are completed much earlier)
- Examples of Corrective Actions:
 - Specific to student
 - Conduct evaluation, reconvene IEP team, provide compensatory services, etc.
 - Specific to districts and schools
 - Professional development, revise policies and procedures, etc.

Corrective Action Re: ESY Systemic Complaint

BEESS Actions:

- Provided professional development to directors of exceptional student education (ESE) with regard to the requirements of ESY
 - Presentation materials made available for use by the district
- Amended Rule 6A-6.03028, Florida Administrative Code, to establish criteria for the consideration of student need for ESY services
- Revised ESE Policies and Procedures document beginning with the 2015-16 school year to incorporate additional information regarding the provision of ESY
- Incorporated review of student records to assess determination of eligibility and provision of ESY services beginning with the 2015-16 self-assessment monitoring process
- Revised the technical assistance paper related to ESY

DRM's Next Steps

- Transition of DRM leadership
- Ongoing dialogue with stakeholders
- Continuous review of processes for improvement
- Take advantage of professional development opportunities
- Provide technical assistance

FIEP Video for Parents

- Introduces the FIEP process to parents in order to encourage IEP team resolution
- Parents learn more about FIEP and how the IEP team can work together, in the best interest of the student to resolve concerns or disagreements and move forward
- Available with English and Spanish subtitles

https://www.youtube.com/watch?v=C-bFi_zUuuA&feature=youtu.be

Renee Jenkins answered questions from SAC members.

Monica Verra-Tirado provided a Bureau Update

From Preschool to Post-School Outcomes Preparing Florida's Students to Become College and Career Ready Equity, Access and Attainment

The Emphasis of IDEA 04

"Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities" (sec. 1400(c)(1))

Moving from Access to Attainment:

Statewide Equity and Excellence

Increase Number of Students Graduating College and Career Ready

Improve Graduation Rate

Decrease Dropout Rate

Improve Post-School Outcomes Results

Five Game Changers for SWD

Aligning early childhood services and k-12 services for students with disabilities

Developing policies that would push all teachers to be prepared and trained to work with SWD and parents

Providing access to differentiated instruction, and effective intervention to all SWD

Including all students in assessment by making the assessments fully accessible

Providing more transition planning for students moving into post-secondary and career opportunities.

Florida Students with Disabilities by Exceptionality

EBD = emotional behavioral disabilities= 5%

LI= language impairment= 12%

SI = speech impairment= 13%

Other includes visual impairment, deaf and hard of hearing, and other low incidence populations= 8%

IND = intellectual disabilities=7%

OHI = other health impaired=8%

ASD = Autism spectrum disorder=9%

SLD = specific learning disability=38%

Students with Disabilities as a percent of the population

2007-08=14.4%

2008-09=14.3%

2009-10=14.1%

2010-11=13.7%

2011-12=13.2%

2012-13=12.9%
2013-14=13.4%
2014-15=13.0%
2015-16=13.4%

Regular Class Placement

2009-10=67.4%
2010-11=69.2%
2011-12=67.8%
2012-13=70.7%
2013-14=71.3%
2014-15=74.4%
2015-16=73.0%

Seven Largest States

Percent of Students with Disabilities in Regular Class Placement 2014-15

Florida has the highest percentage of students in regular class placement of the seven largest states at 73.2. Trend data was reviewed.

Dropout Rate Calculations

Florida dropout rate
400 students, 10 drop out = $10/400 = 2.5\%$
State rate for 2014-15 was 3.1%

ED Facts dropout rate

400 students, 100 exit, 10 exiters drop out = $10/100=10\%$
State rate for 2013-14 was 19.2%
State rate for 2014-15 was 18.7%

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

High School Graduation Requirements S. 1003.4282 (11), F.S.

- The majority of students with disabilities will continue to earn a standard diploma by meeting **the same graduation requirements as all students**
- In 2014-15, nearly 62% of students with disabilities earned a standard diploma.

Standard Diploma for All Opportunity for All

- Beginning in 2014-15, all students have the opportunity to earn a standard diploma based on Florida standards
- Students with significant cognitive disabilities may earn diploma via access courses and the Florida Standards Alternate Assessment

- Students may defer receipt of diploma to remain eligible for FAPE
- The state offers many resources to assist students with disabilities and/or learning differences achieve success
- Special diploma statute was repealed as of July 1, 2015

**GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES:
ENSURING MEANINGFUL DIPLOMAS FOR ALL STUDENTS**

- Recommendations
 - Set high college and career expectations and clear goals for SWD
 - Limit the number of diploma options for SWD
 - Identify multiple, equally rigorous paths for SWD
 - Identify appropriate diploma options for students with SCD
 - Research the impact of state graduation requirements and diploma options on student outcomes

(NCEO, 2014)

Rule 6A-1.09963, Florida Administrative Code

- The statute required a rule, which became effective December 23, 2014
- Describes two high school graduation options available only to students with disabilities
- TAP issued April 17, 2015

Reminder Special Diploma

- Section 1003.438, Florida Statutes (F.S.) was repealed as of July 1, 2015
- Students who began 9th grade in 2013-14 or earlier and whose IEPs already documented special diploma may continue to work toward a special diploma
- Students who began 9th grade in 2014-15 or later **MAY NOT** work toward a special diploma
-

Standard Diploma via Access Courses

Must meet the same 24 course requirements as all students, using access courses and alternate assessment

Access Algebra 1 instead of Algebra 1, etc.

ESE courses may be used as electives

Special Skills, CTE ESE, Fundamental

May substitute a Career and Technical Education (CTE) course with content related for access English IV, one access math, one access science and one access social studies

Not access Algebra, Geometry, Biology or US History

CTE courses may be modified

Standard Diploma via Academic and Employment-based Courses

Must meet the same 24 course requirements as all students

General education courses

May take ESE electives

Must earn at least one-half credit in an employment-based course

Must be paid employment at or above a minimum wage

Documented achievement of components on employment transition plan (plan template available)

Significant Cognitive Disability

- IEP team decision, must have parental consent
- Approximately 1% of all students (10% SWD)
- Most profound and complex learning challenges
- A history of poor performance on state assessments and/or deficit in reading scores alone do not qualify
- Impact should be on ALL activities, including academic, independent functioning, community living, leisure, vocational
- IQ score alone not sufficient

Significant Cognitive Disability

Must use a variety of sources of information, such as

- Psychological assessments
- Achievement test data
- Aptitude tests
- Observations
- Medical records
- Attendance records
- Mental health assessments
- Adaptive behavior assessments
- Language assessments
- School history
- Student response to instruction/intervention

On-line Training Module

- [New PD Portal http://pdportal.florida-ese.org/](http://pdportal.florida-ese.org/)
- Includes all high school completion options
- Designed for viewing on computer, tablet or phone
-

Employment First

- Both a policy and philosophy
 - Employment is the first option for all individuals
- Executive Order and Interagency Agreement in place
 - Piloting similar interagency groups in four districts based on existing Project 10 Connect councils
- Florida Abilities Work Web Portal and Help Desk
 - For individuals and employers
- More information at [Employment First Website](#)
- Introductory video available

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

Evidence of the Accommodations Process = Determine Need - Make Decisions – Implement - Document

Evidence of Accommodations and Instructional Practices for Students with Disabilities for Classroom Observation

Accommodations are generally grouped into the following categories:

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

Class	Course
The ideal situation is for all children to be educated together	For students now in the 9th grade and below there are only two course choices for core subjects, general education courses and access courses
The classroom a child sits in does NOT dictate the type of courses they take	Both are based on the same standards, but the level of complexity is very different
Children in a general education classroom may be enrolled in access courses and children in a separate environment may be enrolled in general education courses	Only students on access points can take access courses
	Access points are only for students with a significant cognitive disability and parental consent is required

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

How many of our SWDs are enrolled in advanced courses?

Statewide SWD Participation in Rigorous Courses

Total ESE Student Population: 357,067*

Choice Program	# of ESE Students	% of total ESE Population
Honors Courses	34,787	9.74%
AP Courses	5,381	1.51%
Dual Enrollment Courses	844	.24%
IB Courses	801	.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%)
-

Who should take the FSAA?

Who makes the decision?

What is the criteria?

Rule 6A-1.0943, Florida Administrative Code – Assessment Rule

- Amends section related to participation in the Florida Alternate Assessment
 - References requirements for parent consent
 - Eliminates redundant language in criteria
 - Even with appropriate and allowable accommodations, assistive technology, or accessible instructional materials the student requires modification to the grade-level general state content standards; **AND**
 - Student requires direct instruction in English language arts (ELA), math, social studies and science based on access points

Statewide Assessment for SWD

- Technical Assistance Paper (TAP): 2014-208 (March 20, 2015)
- Revises and replaces existing TAP: 2010-92, Statewide Assessment for Students with Disabilities.
- <http://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf>

FSAA 2016

- NEW NAME – Florida Standards Alternate Assessment (FSAA)
- FSAA – Performance Task Assessment
- FSAA-D – Data folio (Trial Administration 2016)
- 100% paper based
- ELA (Grades 3-10)
- Mathematics (Grades 3-8)
- Writing (Operational field test – Grades 4-10)
- Science (Grades 5 and 8)
- EOCs (Algebra I, Geometry and Biology I)

It Takes a Village: Collaboration of Parents, Community and Educators

Lunch and Viewed FIEP Video

Monica Verra-Tirado led a discussion to review the State Performance Plan through the use of a power point:

State Systemic Improvement Plan: Indicator 17

2013-2018 State Performance Plan and Annual Performance Report

- Includes Indicators 1-17
- Indicator 17 is State Systemic Improvement Plan (SSIP)

Indicator 17 (SSIP)

- A comprehensive, multi-year SSIP, focused on improving results for children and youth with disabilities and their families
- State identified measureable result (SIMR)

SSIP Activities by Phase

Year 1 - FFY 2013 Submitted on Apr 2015

Phase I Analysis

- Data Analysis;
- Description of Infrastructure to Support Improvement and Build Capacity;
- State-identified Measureable Result;
- Selection of Coherent Improvement Strategies
- Theory of Action

Year 2 - FFY 2014 Submitted on Apr 2016

Phase II Development

- Multi-year plan addressing:
 - Infrastructure Development;
 - Support EIS Program/LEA in Implementing Evidence-Based Practices;
 - Evaluation Plan

Years 3-6

FFY 2015-18

Feb 2017- Feb 2020

Phase III Evaluation and Implementation

- Reporting on Progress including:
 - Results of Ongoing Evaluation
 - Extent of Progress
- Revisions to the SPP

SSIP

How well is the solution working?

Evaluation

- Evaluation of progress annually
- Adjust plan as needed

What is the problem?

Analyzing and Focusing

- Identify starting point
- Initiate broad *Data Analysis*
- Conduct broad *Infrastructure Analysis*
- Identify primary concern (potential *SiMR*)

What shall we do about it?

Planning and Doing

- Identify coherent improvement strategies (Exploration Phase)
- Develop action steps (address barriers/use leverage points)
- Develop *Theory of Action*
- Develop *Plan* for improvement (Implementation Framework)

Why is it happening?

- Investigating
- Conduct root cause analysis (including infrastructure) to identify contributing factors

- For each contributing factor, identify both barriers and leverage points for improvement

SSIP Phase I

Data and Infrastructure Analysis

Stakeholder Involvement

- FLDOE BEESS and other FLDOE office staff
- Other agency affiliations
- BEESS Strategic Planning teams
- State Advisory Committee for the Education of Exceptional Students (SAC)
- Members of the State Secondary Transition Interagency Committee (SSTIC)
- Parent, educator and other stakeholders feedback to the State Board of Education Strategic Plan and ESEA Flexibility Waiver
- Round table meetings with district directors of special education and student services.
- On-site district focus groups including students, teachers, and administrators.
- Graduation Pathways Taskforce – included parents, district personnel and others.

Problem Solving Process

1. Problem identification (Is there a problem and what is it?)
2. Problem Analysis (Why is the problem occurring? What is the root cause?)
3. Intervention Design (What can be done about the problem?)
4. Evaluation (Did the intervention or action solve the problem?)

Data Analysis Revealed

Problem Identification:

- Increasing graduation rate for students with disabilities and closing the graduation gap for students with disabilities as compared to their non-disabled peers.

Root Cause

1. The lack of increased opportunities for students with disabilities to participate in general education courses in the regular class environment, with support from highly effective teachers and leaders.
2. Loss of time in the general education classes due to disciplinary consequences such as in-school suspension, out of school suspension and expulsion, secured seclusion and restraint
3. Disproportionate representation of students by race or ethnicity.
4. The inability for students with significant cognitive disabilities to earn a standard high school diploma, rather than a special diploma.

Compliance Data and Barriers to Improvement

- Compliance data related to LRE, disproportionate discipline and identification.

- A review of compliance data related to quality development of transition IEPs (Indicator 13) revealed high levels of compliance; however high levels of compliance for this indicator did not necessarily equate to increased outcomes.
- Based on this analysis, it was determined the compliance data does not have an impact on the goal to increase the number of students with disabilities graduating with a standard diploma ready for college.

Areas for Improvement

- Districts need support in the implementation of the standards and courses required for a standard diploma.
- Critical shortages in ESE and related services- Teachers of SWD are less qualified teachers in content areas.
- Districts need support to help all staff understand how their work connects to the goal of ensuring all students graduate college, career and life ready and how to address barriers that arise.
- Data system is rich; however variation exists among districts in relation to accessing systems data to drive improvement efforts.
- In some districts special education is separate from the curriculum and instructional support division.

Theory of Action

Alignment with Existing Plans

In order to achieve the desired outcomes, the SSIP must be aligned with DOE's and BEESS strategic plan including vision, mission, and goals.

Alignment with Existing Plans

Vision – Mission- Goals – Strategic Plan

Benefits of Aligning the SSIP with Strategic Plan

Improved Results

- Having clear plan for future and monitoring progress
- Clear vision, mission, goals positively influences organizational achievements

Momentum and Focus

- Forces forward thinking, not getting caught in day-to day pressure
- Provide focus and commitment

Problem Solving

- Focuses on critical issues
- Resolve problems in an intentional, coordinated manner
- Shapes policy and procedure

Teamwork, Learning and Commitment

- You commit to what you help build
- Establishes common understanding
- Communication and Marketing

- Informs Board, Staff and other Stakeholders where the organization is heading
- Informs how they can contribute
- Greater Influence
 - Help organization be proactive rather than reactive

What Matters Most Key Practices

- Use Data Well
- Focus Your Goals
- Select and Implement Shared Instructional Practices
- Implement Deeply
- Monitor and Provide Feedback and Support
- Inquire and Learn

Florida's SIMR

Florida's State-Identified Measurable Result (SIMR)

FDOE, in collaboration with its internal and external stakeholders, has identified the measurable result of

- increasing the statewide graduation rate for students with disabilities from 52.3% (2012-13 graduates) to 62.3% (2017-18 graduates) and
- closing the graduation gap (baseline 23.2 percentage points in 2012-13) for students with disabilities in half (< 11.6 points).

Florida's SIMR

The SIMR is related to SPP/APR results indicator #1: Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Phase II - Improvement Plan

Develop plan focusing on

- Infrastructure development
- Support for implementing evidence-based practices
- Evaluation of implementation

Phase II – Improvement Plan: Infrastructure Development

Infrastructure development includes:

- Building Florida's state educational agency's (SEA) capacity to support local educational agencies (LEAs) with the implementation of evidence-based practices (EBPs) that will lead to measurable improvement in the state-identified measurable results (SIMR) for children with disabilities.
- Scale up LEA infrastructure is based on the EBPs identified in *Moving Your Numbers: What Matters Most* and *Key Practices*, developed by the National Center on Educational Outcomes (NCEO) in collaboration with the National

Association of State Directors of Special Education (NASDSE) and the Council of Chief State School Officers (CCSSO).

Support for implementing evidence-based practices includes:

- The SEA has made specific EBPs related to graduation available to LEAs; however, it is important to note that the SEA is encouraging LEAs to identify EBPs that are specific to their unique needs based on their analysis through local problem solving and action planning.
- The SEA has made a shift from a compliance focused monitoring system to a results driven monitoring focus.
- Professional development for stakeholders at the state and local levels is needed in the following areas:
 - What Matters Most: Six Key Practices
 - Leading by Convening
 - Problem Solving/Response to Intervention (PS/RtI) Action Planning
 - Specific EBPs targeted to unique LEAs needs (i.e., *Check and Connect*)

The following improvement plans and initiatives were identified as integrated and aligned to support LEAs and schools as they improve the SIMR.

- Student Success Act – Section 1012.98, Florida Statutes
- Race to the Top (past participation)
- ESEA Flexibility Waiver (reauthorized as ESSA)
- Florida Standards
- Recent legislation created a standard diploma option for students with significant cognitive disabilities – Section 1003.4282 (10), Florida Statutes
- LEA and school improvement plans
- LEA professional development plans and teacher evaluation system
- Focused monitoring in collaboration with differentiated accountability bureau, included and priority schools

What Matters Most Key Practices

- Use Data Well
- Focus Your Goals
- Select and Implement Shared Instructional Practices
- Implement Deeply
- Monitor and Provide Feedback and Support
- Inquire and Learn

What Matters Most Survey Results

- SEA Survey: Administered May 2014 to reflect on Strategic Plan Implementation 2013-14, including BEESS on-site visits. All Strategic Plan members were invited to respond.
- LEA Survey: Administered March 2016 to districts via CASE. Participants included ESE and Student Services Directors, Title 1 Coordinator, Assistant

Superintendent which represented northwest, north, central, and south regions of the state and sizes ranging from small and rural to large.

SEA STRENGTHS

- Key Practice #1: Use Data Well
- Key Practice #2: Focus Your Goals

LEA STRENGTHS

- Key Practice #2: Focus Your Goals
- Key Practice #6: Inquire and Learn

SEA - HIGHEST NEED

- Key Practice #5: Monitor and Provide Feedback and Support
- Key Practice #6: Inquire and Learn

LEA - HIGHEST NEED

- Key Practice #1: Use Data Well
- Key Practice #4: Implement Deeply

Phase II - Improvement Plan: Evaluation

- The plan to evaluate implementation includes:
 - BEESS staff worked with stakeholders to develop a strategic plan with specific evidence-based action for each area of the system (as described in Phase I).
 - BEESS has prioritized EBP's, through stakeholder engagement, to support LEA's.
 - Using Data Well
 - Focusing Goals
 - Selecting and Implementing Shared Instructional Practices

Evaluation Plan: Measurement Table - discussion

K-12 Workgroup

The meeting started with introductions, and the group set an agenda. The first activity was a self-assessment of priorities. The consensus of the group is shared below. Where there were variances, they are noted.

What Matters Most Self-Assessment

1. Use Data Well: There is a disconnect between the applicability of data collected and the real problems students are facing. The state is collecting data consistently. It has improved greatly in the last few years. Data gathering is implemented better than drilling down to use data effectively. The state is doing better than districts. State-blue; districts-yellow; parents-red. Parent training is critically needed.

2. Focus Your Goals: The state is putting out fires. There is a vampire rule: it only comes when it is invited. The state needs to develop a system to be more proactive. BEES can make suggestions but not mandates. Legislative changes are making it harder for BEES. State-yellow; districts-red; parents-red.
3. Select and Implement Shared Instructional Practices: Where is Universal Design for Learning (UDL), especially at the district and school levels? UDL training is being rolled out by the state. ESE teachers in the state have a limited background in UDL. Parents are blocked. State-blue; districts-yellow; parents-red.
4. Implement Deeply: Legislation often drives number of requirements. Districts bury info on mistakes/problems. State-blue; districts-blue/yellow/red (depending on district); parents-red.
5. Monitor and Provide Feedback and Support: The Vampire Theory applies again here for the state. State-blue and yellow; districts-red; parents-red.
6. Inquire and Learn: Parents are not empowered. State-blue; districts-red and yellow; parents-red.

Review of Strategic Plan

1. Data-based problem-solving regarding participation rates of students with disabilities (SWD) in standard assessments. No remarks.
2. In the second initiative, add UDL to last point regarding assistive technology (AT) and accessibility of instructional materials. Reading staff from state's Just Read program can monitor implementation of UDL during its district and school visits. At end of topical calls, DOE could add discussion questions and self-monitoring exercises so districts can follow up.
3. Examples: Toolkits on UDLs, video project following a student being engaged in Florida standards (using UDL, AT, etc.) Instructional coaches could be encouraged to get trained. There could be collaboration with other groups on this initiative.

Review of Last Meeting's Discussion Updates

1. School Principals: FDLRS 20-hour course is available as a resource. CEEDAR also has an administrator course that will be available in fall 2017. New standards are being developed for evaluation of schools, administrators, and teachers. FLCOE tab teaching, performance evaluation heading shows new programs.
2. Professional Development: There is now an FCIN online UDL course. There is also new training coming out this week. A UDL Facilitator's Guide is coming soon. A UDL Toolkit is coming out in July-August. There is a CEDAR online course.
3. Parent Resources: PEER resists adding more pages/elements to IEP form. Collaboration can be developed with the Parent Strategic Planning Group to

reach out to parents. The state is also addressing the issue of connecting parents to each other and to resources using parent survey and through Team Calls. It could be raised as a discussion question.

4. Interventions and Assessment: An Intro to MTSS training module is coming out. Could also look into strategies for empowering parents. Each district has a PreK and K-12 reading plan.
5. Textbook Adoption: When textbook companies put in bids, they must provide info on UDL aspects of their programs. The textbooks must be accessible, but must ensure the answer is accurate.

Parent Training and Empowerment of Parents by Schools

1. There has been a lack of participation in the parent survey. What can be done? It has been mailed to homes by districts.
2. Types of Parent Training
 - a. How to be an effective member of the IEP team
 - b. How to prepare for an IEP meeting
 - c. How do we get existing information and resources (BEES website, FND, Wrights law) out to parents?
3. Training teachers on correctly filling out checklists
4. Training teachers on identifying potential disabilities
 - a. Developing courses with practical strategies for teachers on how to identify and help students with disabilities. Right now we tell them why (lots of info on IDEA, laws), but not how to do things correctly
 - b. Develop 20-hour trainings on behavior strategies and learning disabilities
5. Training for paraprofessionals, not just teachers and parents (FDLRS has some, but paras are not required to take them)
6. Offer joint trainings (parents, teachers, paras, other staff)
7. Schools don't expect basic competency for paras. Develop different tiers of paraprofessionals (higher tier has more training)
8. Positive Behavior Supports/Restraint Training (such as the Mandt System, which emphasizes prevention and uses less dangerous/traumatizing restraints than prone, etc.)
 - a. Trying to get districts and schools to adopt best practices
 - b. Need to keep higher education/teaching programs aware of state and district initiatives
 - c. Ask the state to identify districts that are doing things right and highlight them as examples to others. For instance, show their vision and examples of it in practice. Need to evaluate the districts' plans for strength.
 - d. There is a problem with so much paperwork/data crunching and less emphasis on following initiatives well. There should be less paperwork and an increase in best practices guidance with intrinsic rewards.
 - e. BEESS is looking for model schools and developing case studies for PBS

Secondary Transition

Our group discussed the 2016-2017 Bureau of Exceptional Education and Student Services Strategic Plan for the following Indicators: 1 graduation rate, 2 dropout rate, 13 TIEP compliance, and 14 post-school outcomes. The plan was reviewed line by line and suggestions were written down by parties on draft copy and each individual draft copy was collected for additional notations at the end of the SAC meeting. Suggestions for clarification and specific targets were identified for improvement.

Overall the group felt using data well was a strength; a concern was information making it to parents. This was a general consensus from the group including parents, advocates, and community members.

Family Involvement and Self Advocacy

1. The group engaged in discussion about the current Dispute Resolution Process. Concerns were raised over:
 - a. The lack of information and assistance available to parents when using the dispute resolution system
 - b. Not being provided with the documentation that the district provides to the bureau during a state complaint process and having to file a records request to obtain said documentation
 - c. The group requested more information on the dispute resolution process which will be accomplished through a series of conference calls
 - d. The group will then prepare a presentation on their experience as parents with the dispute resolution for the December 2016 SAC meeting. The presentation will include suggested solutions for improvement
2. The ESE Parent Survey was discussed. Conversation included:
 - a. A request, through conference call, to look at the survey more closely and provide feedback from the perspective of parents, families, and advocates.
 - b. Move from a compliance mind set to a results driven accountability mindset

Access Points

Most members of this small group were not in attendance at this meeting. Tracy Stevens and Lisa Miller reviewed the state plan and reviewed the first module of the FIN module. Suggestions were provided in writing to the Florida Inclusion Network Administration team.

Tuesday, July 12, 2016

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

Members

(See SAC Membership List 2016, SAC Designee List and SAC Representation Chart, SAC Member Notebook, Tab 2)

Berry, Keith
Bustos-Alban, Lauren
Cheeseborough, Thea
Ehrl, Hannah
Escallon, Enrique
Jones, Cindy
LaBelle, Rich

Lockenbach, Rick
Lopez-Sequenzia, Sarah
Miller, Lisa
Nett, Carol
Rehmet, Chris
Riley, Tamar
Rudniski, Catherine
Siegel, Ann
Snow, Tracie
Spire-Oh, Kimberley
Stevens, Tracy
Tucker, Kara
Vinot, Kendell
Verra-Tirado, Monica

Designees

None

FDOE/DPS/BEES Representatives

Verra-Tirado, Monica, Bureau Chief, BEES
Milton, Tonya, program planner/analyst (SAC Liaison), BEES
Katine, April, educational program director (SAC Liaison), BEES
Mallini, Aimee, parent services (SAC Liaison), BEES
Metcalf, Heidi, senior educational program director, BEES
Jenkins, Renee, senior educational program director, BEES
White, Judy, Program Director, BEES
Williams, Iris, School Social Work Consultant, Student Services Project
Metty, Wendy, program specialist, BEES
Williams, Chelsea, program specialist, BEES
Musgrove, Karrie, program specialist, BEES
Gaitanis, Victoria, program specialist, BEES
Register, Amanda, program specialist, BEES
Grillot, Leanne, program director, BEES
Willis-Doxsee, Heather, program specialist, Just Read Florida!
Garrett, Frankie, BEES

Guests

Rogers, Stephanie, (for Tom Rankin)
Montooth, Patrick
Pasley, Cassandra
Brown, Krysta

Business Meeting – 1 pm

1. The chair (Kara) opened the phone for public comment. There was no public comment.
2. The chair (Kara) determined quorum
3. The chair (Kara) Enrique Escallon moved to accept the minutes from the December 2015 SAC meeting with the addition that Enrique Escallon and Tracey Steven's were on the phone during the business meeting. Sarah Sequenzia seconded the minutes. Motion carries.
4. Sarah Sequenzia reviewed the green sheets.
 - a. Request of information to bring to the next meeting specific information on district allocations for funds spent on special education. No vote needed.
 - b. Utilize presenters who make presentations at state meetings available to districts.
 - c. Would like BEESS to provide parents resources for districts on best practices for consultations, collaboration, co-teaching and support facilitation for staffing and resources. Chris Rehmet moved. Kendell Vinot seconded. Motion amended to say that it should be provided on the BEESS website. Motion carries.
 - d. Sarah Sequenzia made a motion to have rules changed so that students with a 504 plan can come back to school until age 21 even after they drop out. Monica Verra-Tirado shared that 504 students are not given the same rights under IDEA and therefore this is not in our purview. Sarah withdrew the motion.
 - e. Kimberley Spire-Oh moved to organize an annual awards conference for best practices for districts or administrators who are implementing best practices. Have this at an already existing conference. Chris Rehmet seconded the motion. Motion carries. They would like time at the next meeting to work on this.
 - f. Kendell Vinot moved to have school districts ask students at age 17 if they want to continue to have their parents attend the IEP meeting. Chris Rehmet seconded the motion. Enrique called the question. Enrique withdrew the call of question. Discussion continued. Investigate what other states are doing. IDEA speaks to SEA's have an approach to what happens when students with disabilities reach the age of majority and their parents. Motion to amend that BEESS looks into age of majority and transfer of rights and what we can do about it and bring recommendations. Motion carries.
 - g. Rich Labelle made a motion that he and Kimberley Spire-Oh and Anne Siegel will research and make recommendations at the next SAC meeting to look into the transfer of rights issue. Motion withdrew. Chairs can appoint a committee and appoint a chair.

- h. Anne Siegel made a motion to allow students who have graduated with a special diploma and not reached the age of majority to return to adult education to work towards a standard diploma through adult ed. Motion seconded by Kimberley Spire-Oh. Motion carries.

Create a form for making motions that are streamlined. Work with Sarah Sequenzia.

Two subcommittees created: Dispute resolution/Parent Involvement and Engagement and Legal Research.

Hannah Ehrli let people know that we are having elections for one co-chair at the next meeting. Please April Katine know if you want to be placed on the ballot.

Please update your contact information.

Meeting adjourned