



The Family Café

June 7, 2014

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www.FLDOE.org

From Preschool to Post-school Outcomes *Preparing Florida's Students to become College and Career Ready*



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

Bureau of Exceptional Student Education (BEES) Parent Services Initiatives

Goal: To increase parent and community involvement and engagement in ESE student education.



What We Know About Parent Involvement

Students parents who are involved are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education

(Henderson & Mapp, 2002)

2012-13

ESE Parent Survey Responses

Surveys Received:

- Pre-school: 1,821
- Kindergarten-12th grade: 9, 261
- **Grand Total= 11,082**



2013-14

ESE Parent Survey Responses

Surveys Received:

- Pre-school: 3,163
- Kindergarten-12th grade: 20,531
- **Grand Total= 23,694**

Increase of 12,612



What Did We Learn From the 2012-13 Survey?

Overall results :

- 75.6% of Preschool parents reported positively to the 25 item survey.
- 74.5% of K-12 parents report positively to the 25 item survey.

What Did We Learn From the 2012-13 Survey?

Pre-school survey by item:

- Top 4 items:

95.6% Pre-school staff respect my culture

94.8% My child's evaluation was written in words I understand

94.4% Staff are available to speak to me

92.4% I am part of the IEP/IFSP decision making team

What Did We Learn From Our Last Survey?

- Pre-school areas of improvement/lowest 4 items:
 - 67.9% parents reported preschool staff connected families with one another for mutual support
 - 72.3% parents reported that they were offered training about preschool education
 - 73.7% reported that supports were offered to participate in trainings and workshops
 - 75.5% parents reported that preschool staff provided them with information on how to obtain other services

What Did We Learn From the 2012-13 Survey?

K-12 Survey by item:

- Top 4 Items

92.3% of parents reported that the staff respected their cultural heritage

90.6% reported that accommodations and modifications that the student may need were discussed

89.9% reported that written information received was understandable

89.5% reported that the evaluations was written in terms that were easy to understand

What Did We Learn From the 2012-13 Survey?

- Areas of improvement/lowest 4 items:

57.9% 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% reported that the school offers a variety of ways to communicate with teachers

64% 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 my child in the transition from school

Communication and Support

Bi-Monthly calls with:

- Parent Service Centers
- Partner Agencies
- School District Liaisons





Parent Services Workgroup

- Parent Involvement and Engagement Professionals
- School and District Level Staff
- Parents
- Partner Agencies



ESE Parent Involvement Website Coming August 2014!

- Student success stories

Sections

- Prekindergarten
- K-12
- After High School



FDLRS Parent Services



- FDLRS Parent Services provides information, training, and support to districts and families, in order to promote effective parent participation in the education of children who are exceptional and/or have special needs.
- Parent services include assistance in the development of family friendly programs, training and support for services for children with disabilities, and the support of partnerships between schools and parents to support student achievement.
- For more information on Parent services in your area, contact your local FDLRS Associate Center.

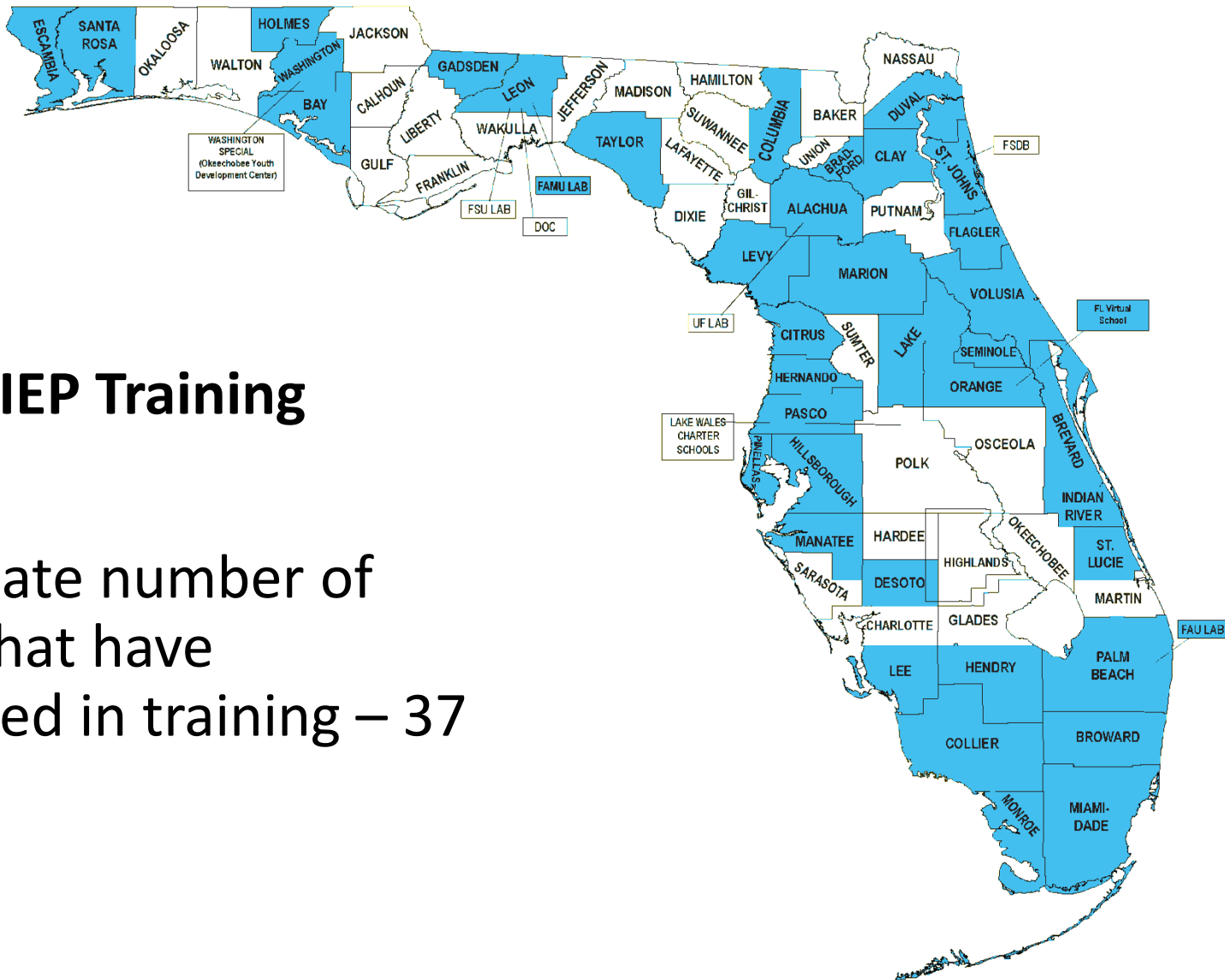
What is a Facilitated IEP

Helps all IEP team members to:

- Stay on target
- To reach goals
- Generate informed discussions
- Prevent and reduce conflict
- Build mutual understanding based on respect
- Create agreements based on full participation from all IEP team members

Current and Proposed Training Participants

- District staff
- Parent Liaisons
- Federally funded parent center staff
- Partner Agencies
- Parents (FDLRS Center trainings)



Facilitated IEP Training

- Approximate number of districts that have participated in training – 37

Statewide SWD Student Participation in Choice Programs



Statewide SWD Participation in Charter Schools

Total Number of Charter Schools:

518

Total Number of Students in Charter Schools:

179,940

Total Number of SWDs in Charter Schools:

16,953

In 2011–12, 505 of 518 charter schools served one or more SWDs.

Data based on Survey 2 FTE, 2011–12

Total Number of McKay participating Private Schools:

1,086

Total Number of Students in McKay Private Schools:

24,194

Students with IEPs

23,675

Students with 504 Plans

519

Total Number of Students in McKay Choice Public
Schools:

2,898

Data based on June 2012 Quarterly Report

Statewide SWD Student Participation in Choice Programs

Total ESE Student Population: 353,557*

Choice Program	# of ESE Students	% of Total ESE Population
Magnet Schools	14,972	4.23%
Career Academies	12,643	3.58%
AP Courses	3,481	.98%
IB Courses	82	.02%
Dual Enrollment Courses	1,276	.36%

*Survey 2 FTE Data, 2011–12

Virtual Education 2011–12

- Approximately 20,000 students enrolled in district virtual programs and Florida Virtual School Full-Time (FLVS FT).
- Over 4,400 students with disabilities were reported for these options. The top-reported ESE categories were:
 - 60% Specific Learning Disability
 - Almost 12% in Other Health Impaired
 - Over 10% in Speech/Language Impaired
 - A little over 6% in Emotional/Behavioral Disability

Parent and Community Connections

State Advisory Committee

- IDEA sec. 1412(a)(21) requires...
 - The State to establish and maintain an advisory panel
 - In Florida, members are appointed by the Commissioner of Education

State Advisory Committee

- Purpose...
 - Provides policy guidance with respect to special education and related services for children with disabilities in the State
- Function...
 - Advise the FDOE in developing corrective action plans to address findings identified in Federal monitoring reports
 - Advise the FDOE in developing and implementing policies relating to the coordination of services for children with disabilities

State Advisory Committee

- Membership...
 - Parents of children with disabilities (ages birth through 26) and individuals with disabilities (majority of members)
 - Teachers
 - Representatives from higher education, private and public charter schools, child welfare, juvenile and adult corrections, transition services (vocational, community, or business), and other agencies (financing/delivery of related services)
 - Administrators of programs for children with disabilities
 - State/LEA officials, including programs for homeless
 - Others at the discretion of the Commissioner

Services for Parents

- Information and Technical Assistance
 - Publications
 - Website
- Communication and Support
 - Email, written, and telephone communications
 - Additional information and support
 - Florida Diagnostic and Learning Resources System (FDLRS) parent liaison in each district
- Formal Dispute Resolution Process
 - Complaints
 - Mediation
 - Due Process Hearings



What Is Exceptional Student Education for Children with Disabilities?

In Florida, children with disabilities who need specially designed instruction and related services are called exceptional students. The special education services they receive at school is called exceptional student education (ESE). The purpose of ESE is to help children prepare for life after school.

ESE services include specially designed instruction and related services. ESE services may also include technology. There is no charge for ESE services.

A team of people makes decisions about a child's education. This process is called an Individualized Education Program (IEP). The main step is to determine if the child is eligible for ESE.

Referral for Individual Evaluation

A referral is a request for a formal evaluation. The team uses a problem-solving approach to determine which particular evaluation procedure which particular evaluation procedure evaluation process can begin.

Individual Evaluation

An evaluation includes all the procedures that may include interviews, observations, and a specialist, such as a school psychologist, to determine which particular evaluation procedure evaluation process can begin.

Eligibility Determination

After the evaluation, the school holds a meeting with the parents to discuss the information of child to be eligible for ESE services. To determine if the child is eligible for ESE services, Florida's State Board of Education Rules 6A.02 and 6A.03 apply.

Teachers and other school staff can participate in their child's education. They can help the child learn and grow. They can also help the child understand their rights and responsibilities in the ESE process. The school principal or the ESE administrator is responsible for the ESE process.

The rights of parents in the ESE process are written in a document called the ESE process. The rights of parents in the ESE process are written in a document called the ESE process.

A Parent's Introduction to Exceptional Student Education in Florida



Florida Department of Education

Developing Quality Individual Educational Plans

A Guide for Instructional Personnel and Families

Florida Department of Education
Bureau of Exceptional Education and Student Services
2012—Third Edition

Transition Planning for Students with Disabilities

A GUIDE FOR FAMILIES

Florida Department of Education
Bureau of Exceptional Education and Student Services
2011

project

TRANSITION



A Booklet to Help Children and Families
Transition from Early Steps at Age
Three to Other Community Programs
Revised 2012

Florida Department of Education

Documenting, Reporting, and Monitoring the Use of Seclusion and Restraint on Students with Disabilities



Information for Parents

Family Educational Rights and Privacy Act (FERPA)

Information for Parents



Florida Department of Education

Project Partners Offering Information and Support to Parents

Centers for Autism and Related Disabilities (CARD)

<http://florida-card.org/>

Family Café (Cooperation, Advocacy, Friendship, and Empowerment) <http://www.familycafe.net/>

- 6542 conference attendees in 2012 and 160 sessions

Florida Inclusion Network (FIN)

<http://www.floridainclusionnetwork.com/>

Project Partners Offering Information and Support to Parents

Florida Diagnostic and Learning Resources System (FDLRS)

<http://www.fdlrs.org/>

- Child Find
- Work with parents and also help districts work with parents

Multiagency Network for Students with Severe Emotional/Behavioral Disabilities (SEDNET) <http://www.sednetfl.info/>

Parents Educating Parents (PEP)

<http://www.fndfl.org/programs/pep-parents-educating-parents-in-the-community.aspx>

Project 10: Transition Educating Network <http://www.project10.info/>

Federally Funded Parent Support Programs

- Central Florida Parent Center (AWARE)
<http://www.cflparents.org/>
- Parent to Parent of Miami
[/http://www.ptopmiami.org](http://www.ptopmiami.org)
- Family Network on Disabilities www.FNDFL.org
 - Parents of the Panhandle Information Network
 - Parent Education Network Project
- Disability Rights of Florida
www.DisabilityRightsFlorida.org

**Exceptional
Students
is
A SERVICE
not
A PLACE.**

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))

IDEA 2004

Least Restrictive Environment Provision

“To the maximum extent appropriate, children with disabilities...are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular environment occurs only when the nature or the severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactory.

Continuum of Service Provision

“Ensure that a continuum of placements is available to meet the needs of students with disabilities for special education related services.”

Theory of Presuming Competence: Least Dangerous Assumption

“...in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to instructional inadequacy rather than to student deficits.”

Anne Donnellan, 1984
as quoted by Cheryl Jorgensen, 2005

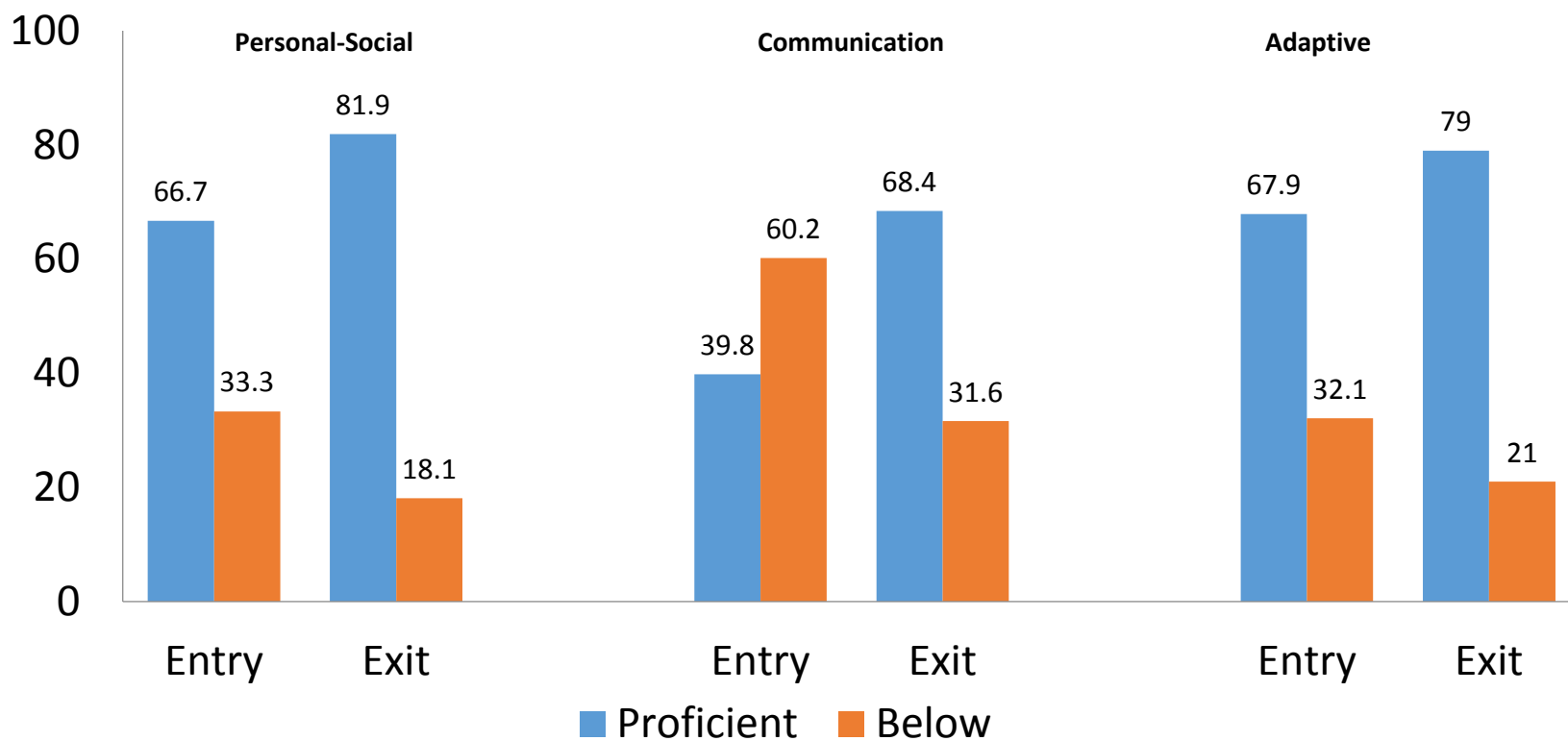
Kindergarten Readiness=Life Readiness

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy)
- C. Use of appropriate behaviors to meet their needs (including adaptive skills)

Data Source

- Florida's child outcomes measurement system uses Battelle Developmental Inventory-2 (BDI-2) scores from the following domains:
 - Personal-Social
 - Communication
 - Adaptive

2012-13 Outcome Data



Students with Disabilities as 21st Century Learners

- Students can be active learners in 21st century learning environments when they have:
 - Instructional supports that invite their engagement
 - Instructional accommodations that change materials and procedure, but not the standards
 - Assistive technology that ensures access to the standards and the curriculum

Moving from Access to Attainment: Statewide Equity and Excellence

What are the implications for our collective work?



Question and Answer Cards