

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

Heart & Hope Statewide Family
Conference

Saturday August 25, 2012





“It takes a village to raise a child.”

African Proverb

FDOE Vision



The Florida Department of Education is committed to changing the culture of our schools from PreK to postsecondary by raising the ceiling and raising the floor to better enable our students for success in the 21st century.

FDOE Mission

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graph TD; A[FDOE Mission] --> B[Increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:]; B --> C[• Highest student achievement  
• Seamless articulation and maximum access  
• Skilled workforce and economic development  
• Quality efficient services];
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Increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

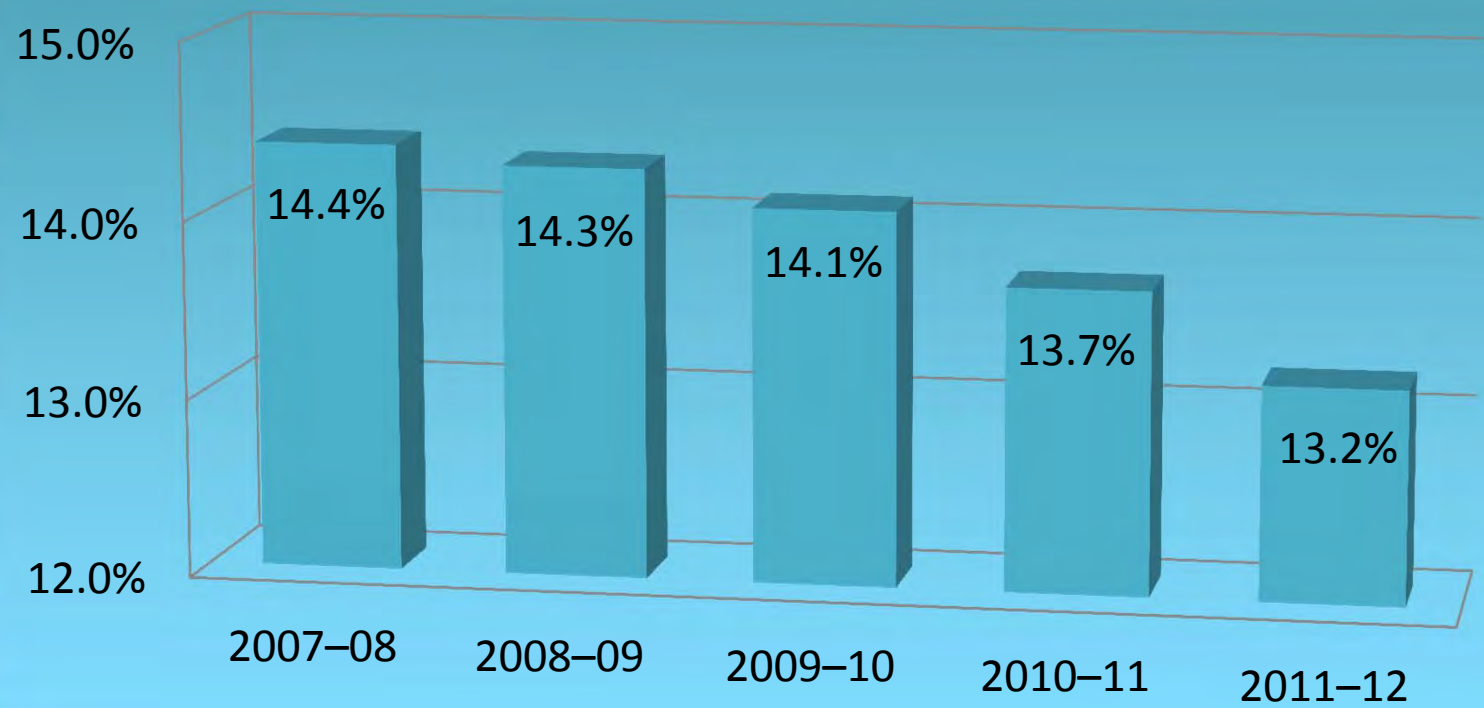
BEESS Mission

The mission of exceptional student education and student services in Florida, a committed alliance for the development of the unique gifts of each exceptional person, is to ensure the achievement of each and every individual's extraordinary purpose by expanding opportunities through collaboration of families, professionals, and communities who guarantee highest expectations and individual success.

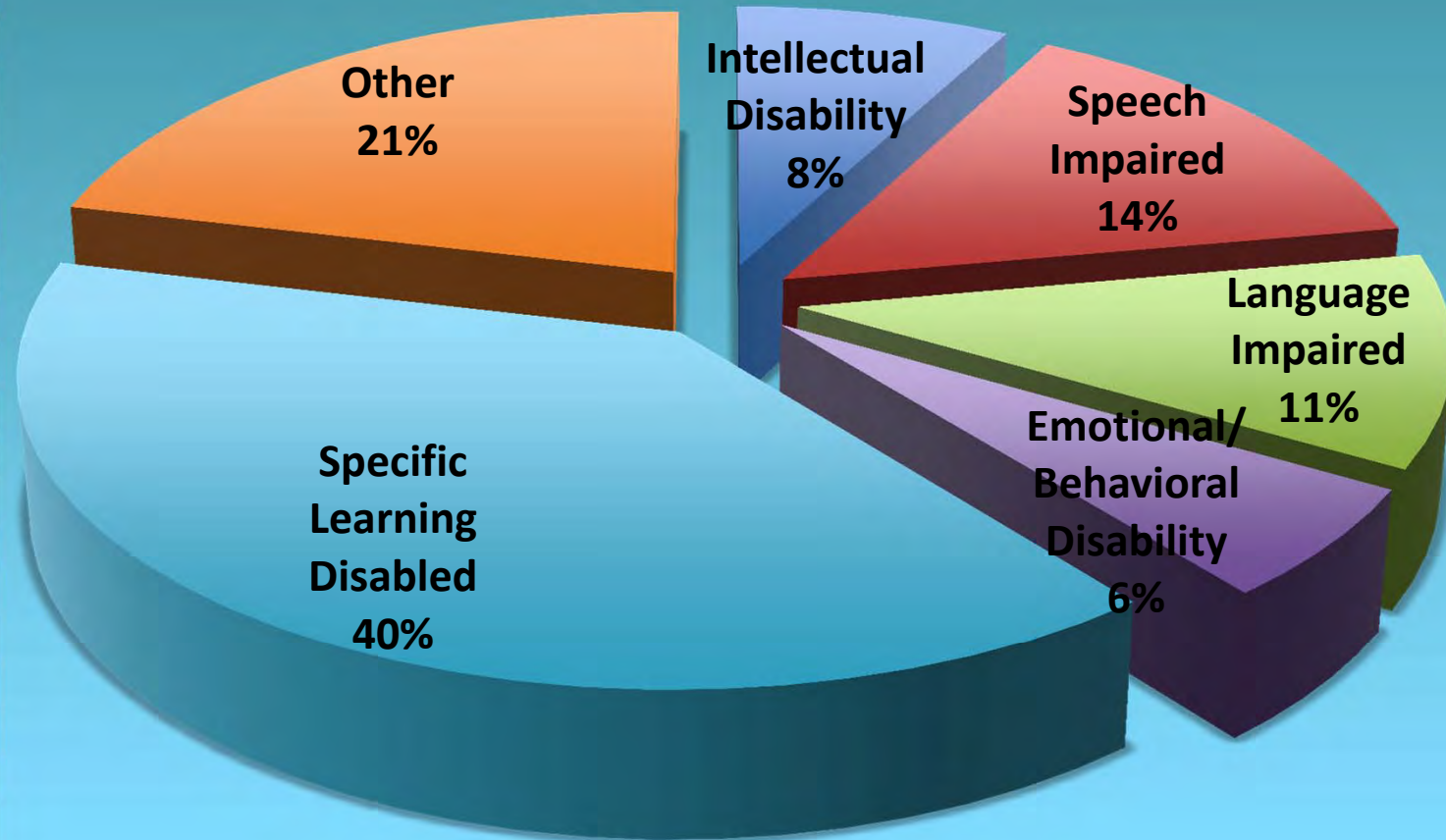
A photograph of three graduates in black gowns and white shirts, celebrating with their arms raised against a blue sky with scattered white clouds. Three black graduation caps are seen flying through the air above them. A dark, textured horizontal band is overlaid across the middle of the image, containing the title text.

Students with Disabilities as 21st Century Learners

SWD as Percent of Total Population



Florida's Students with Disabilities

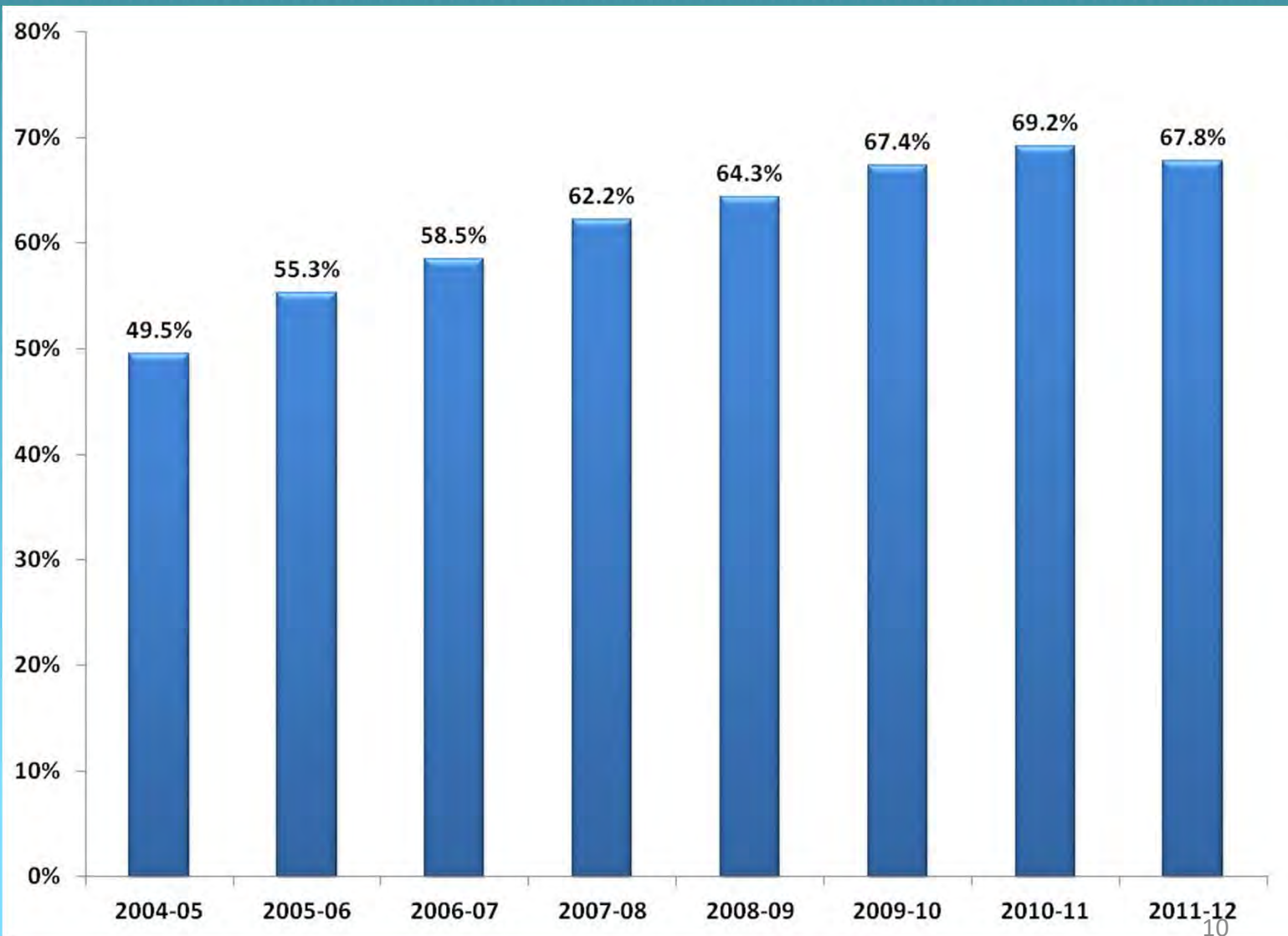


Source: EIAS Membership Brief, October 2011

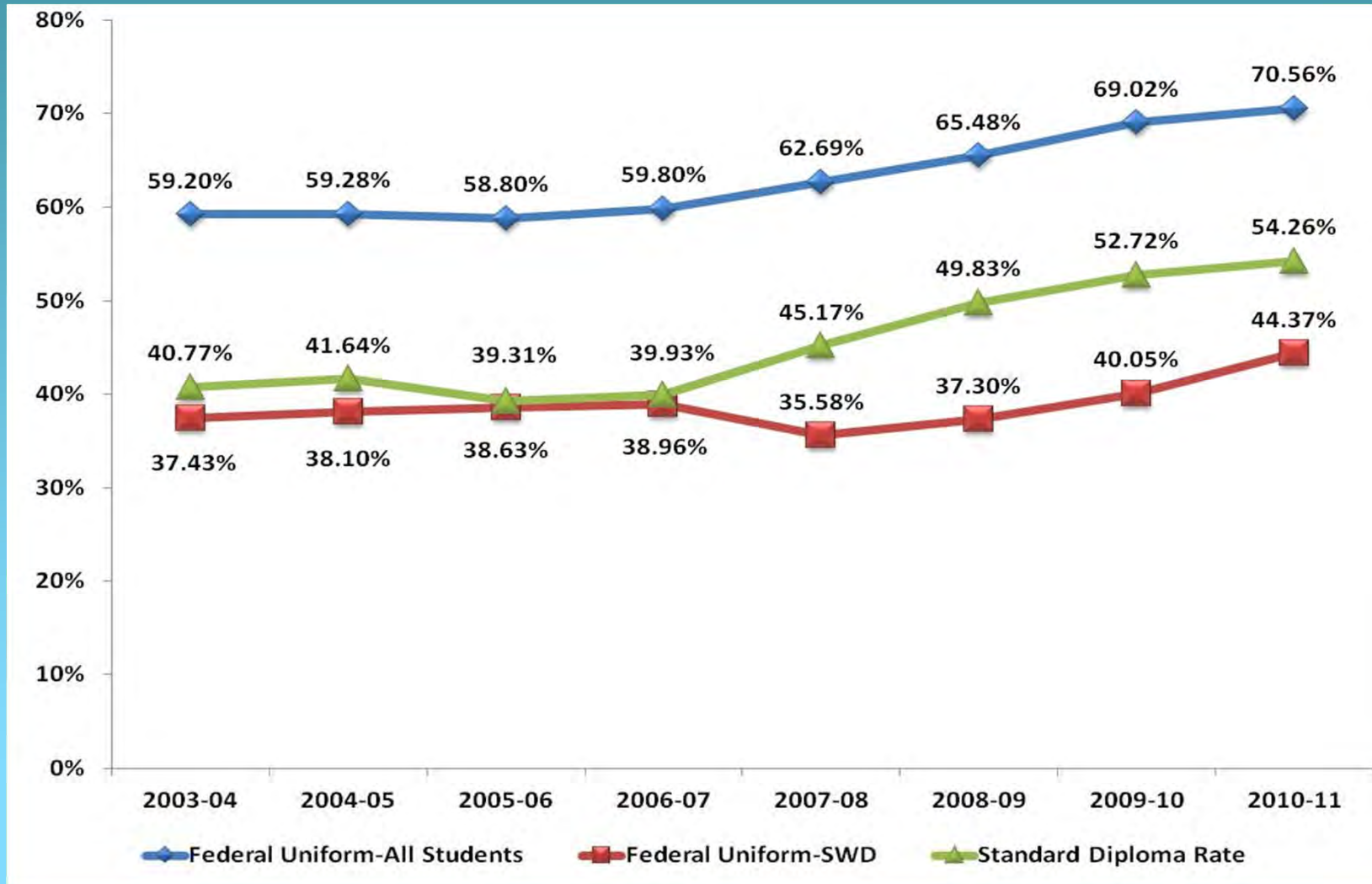
Celebrate Accomplishments



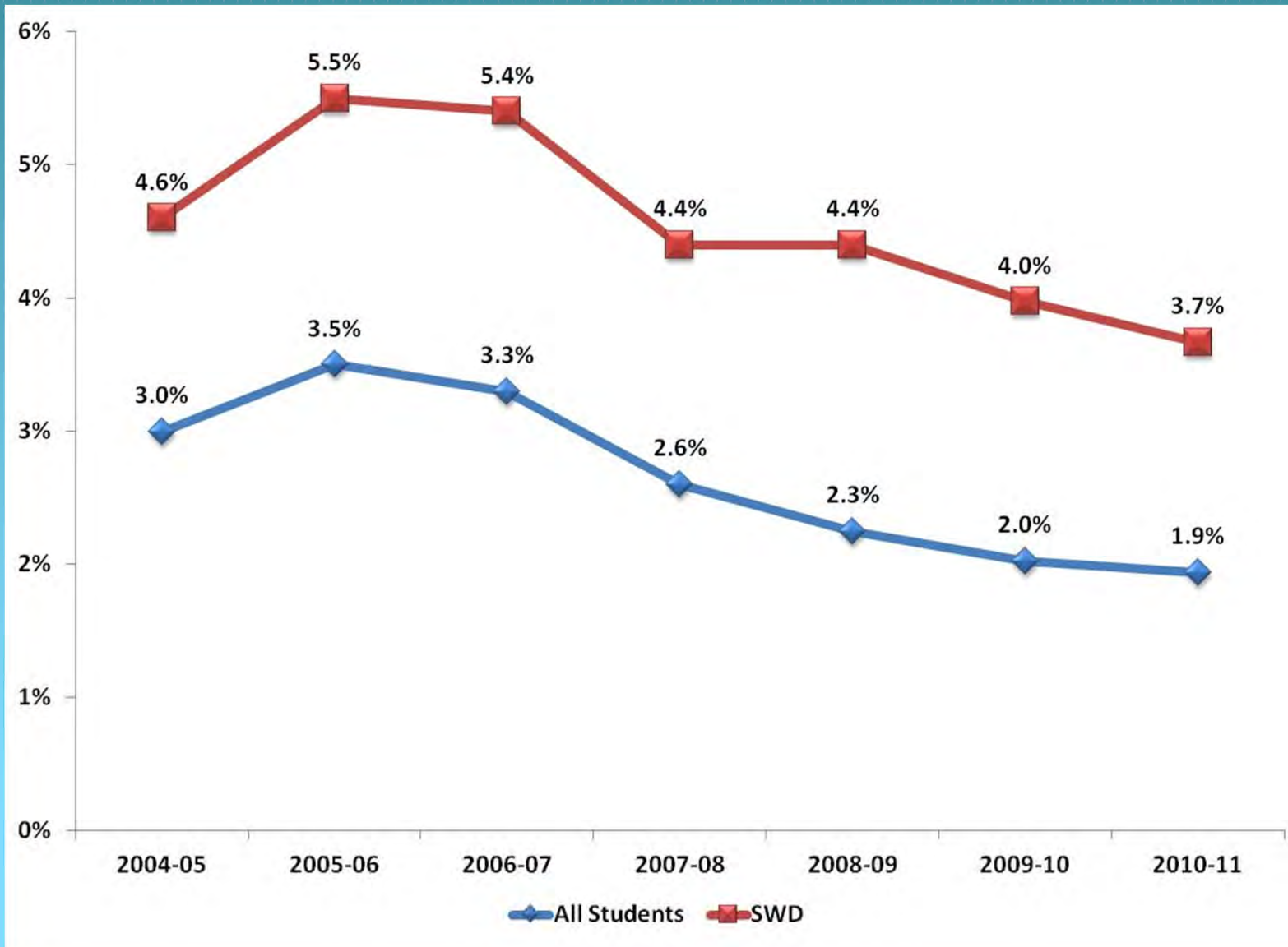
Regular Class Placement



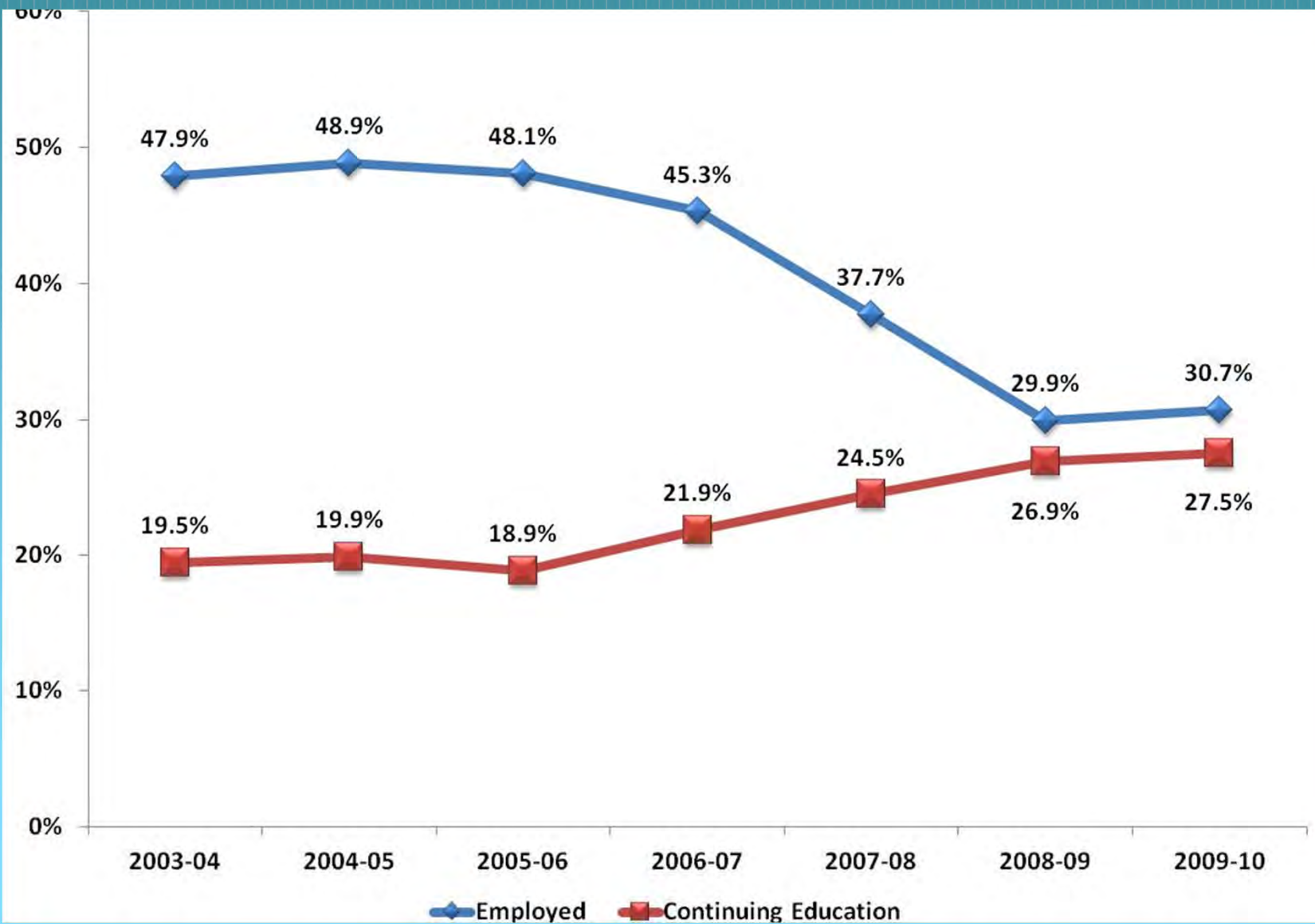
Diploma/Graduation Rates 2006-07 through 2010-11



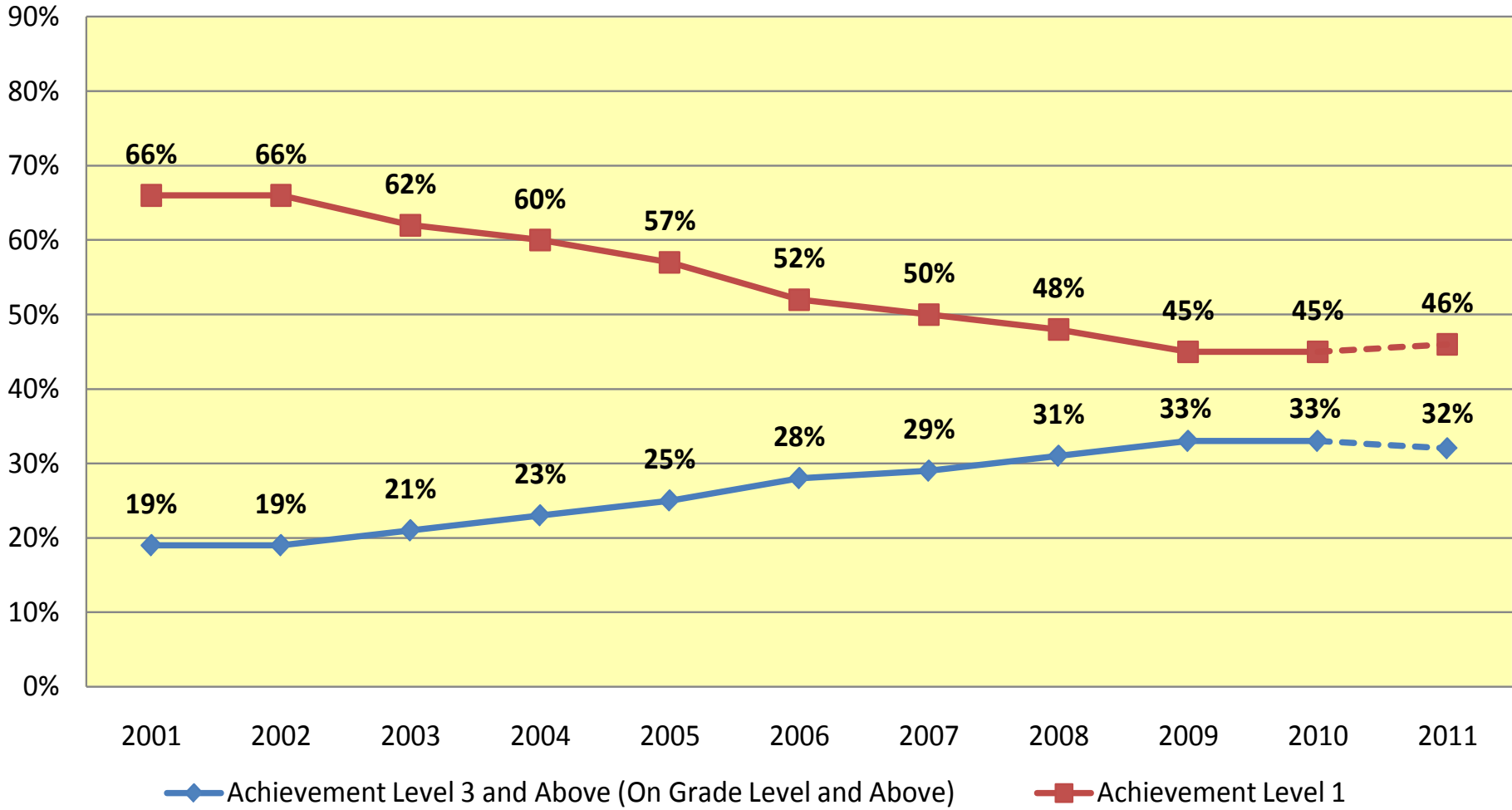
Dropout Rate - 2006-07 through 2010-11



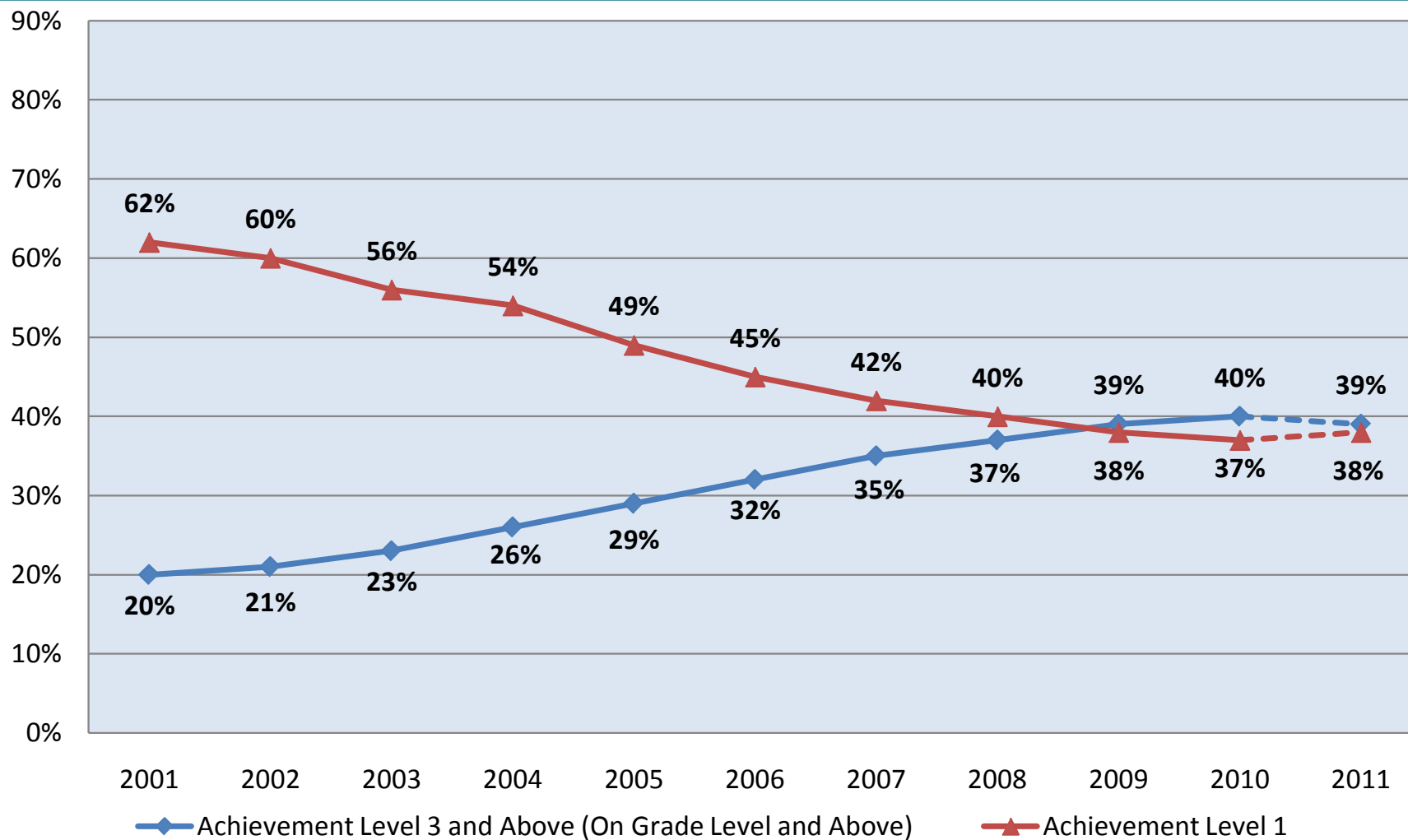
Post School Outcomes



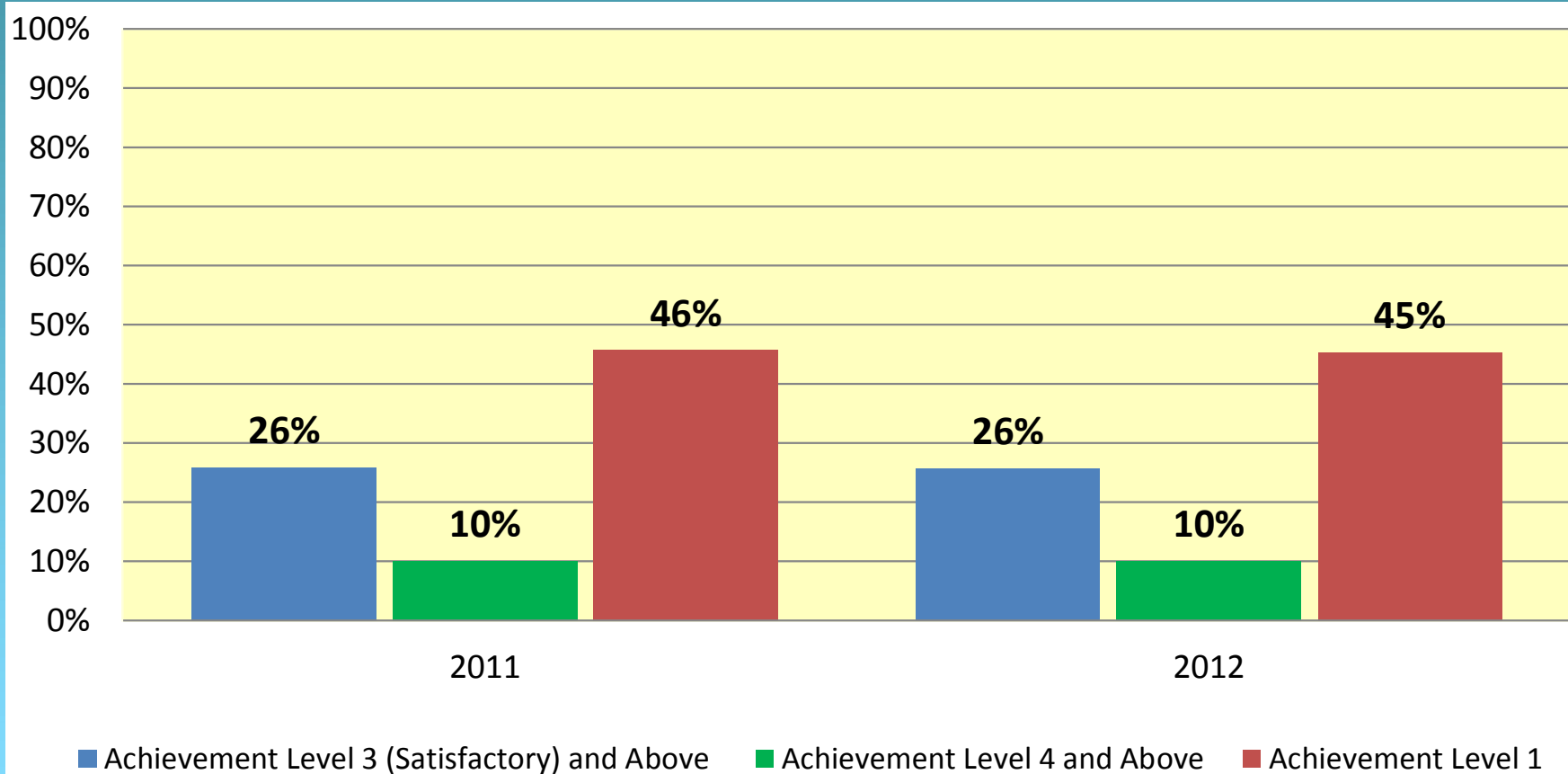
2001-2010 FCAT and 2011 FCAT 2.0 Reading Students with Disabilities Grades 3-10



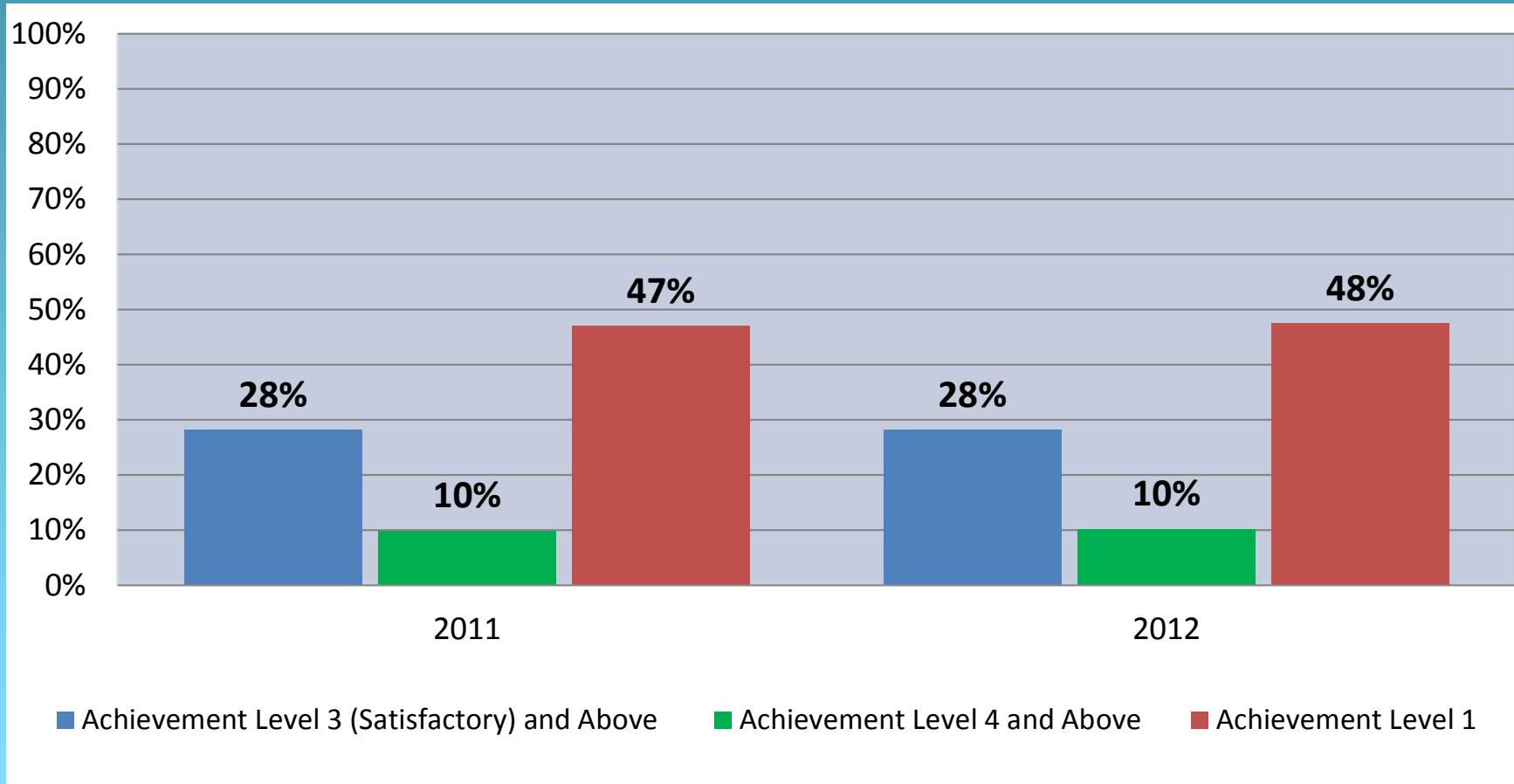
2001-2010 FCAT and 2011 FCAT 2.0 Math Students with Disabilities Grades 3-8



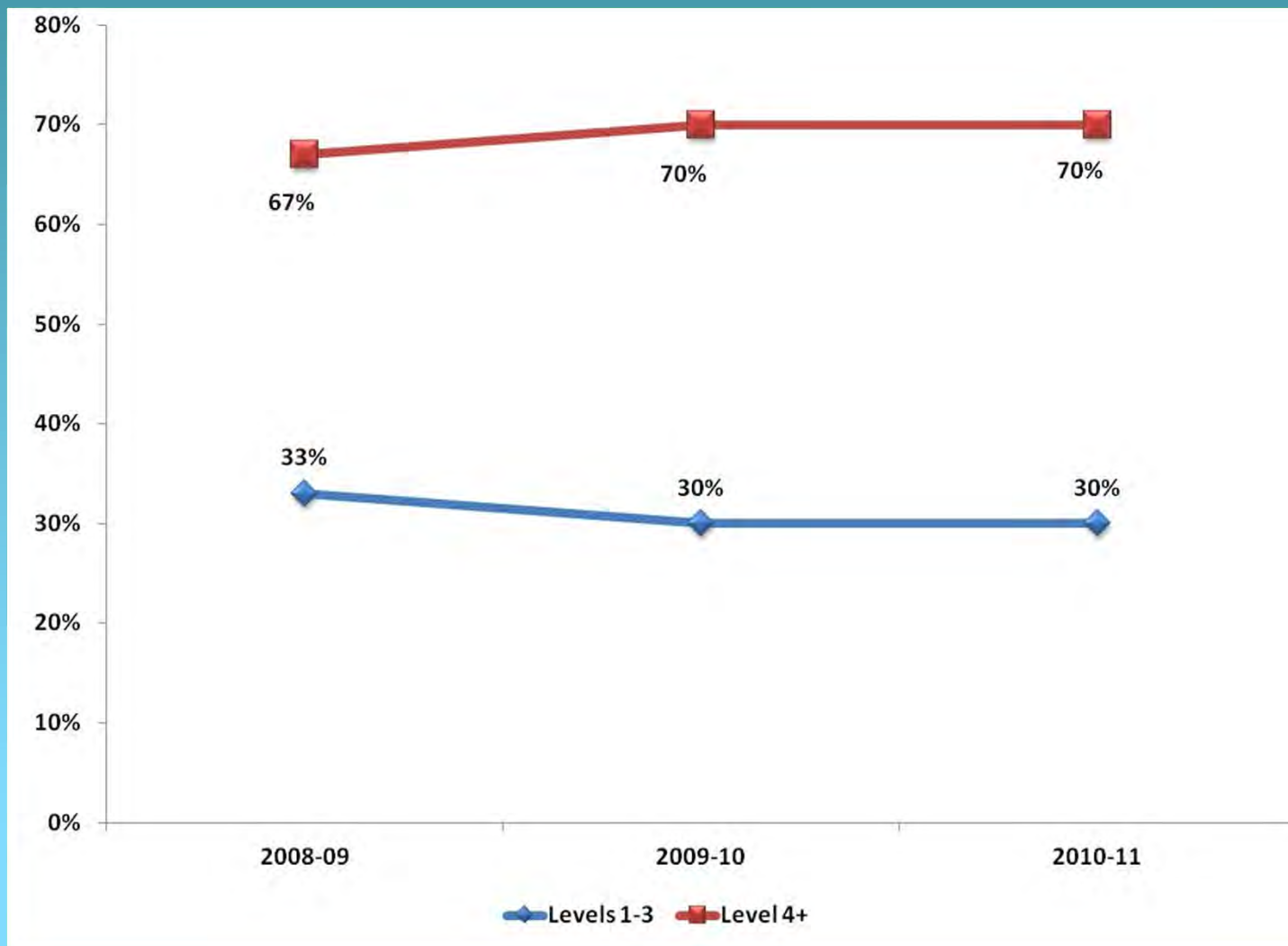
FCAT 2.0 Reading by Achievement Level Students with Disabilities Grades 3-10



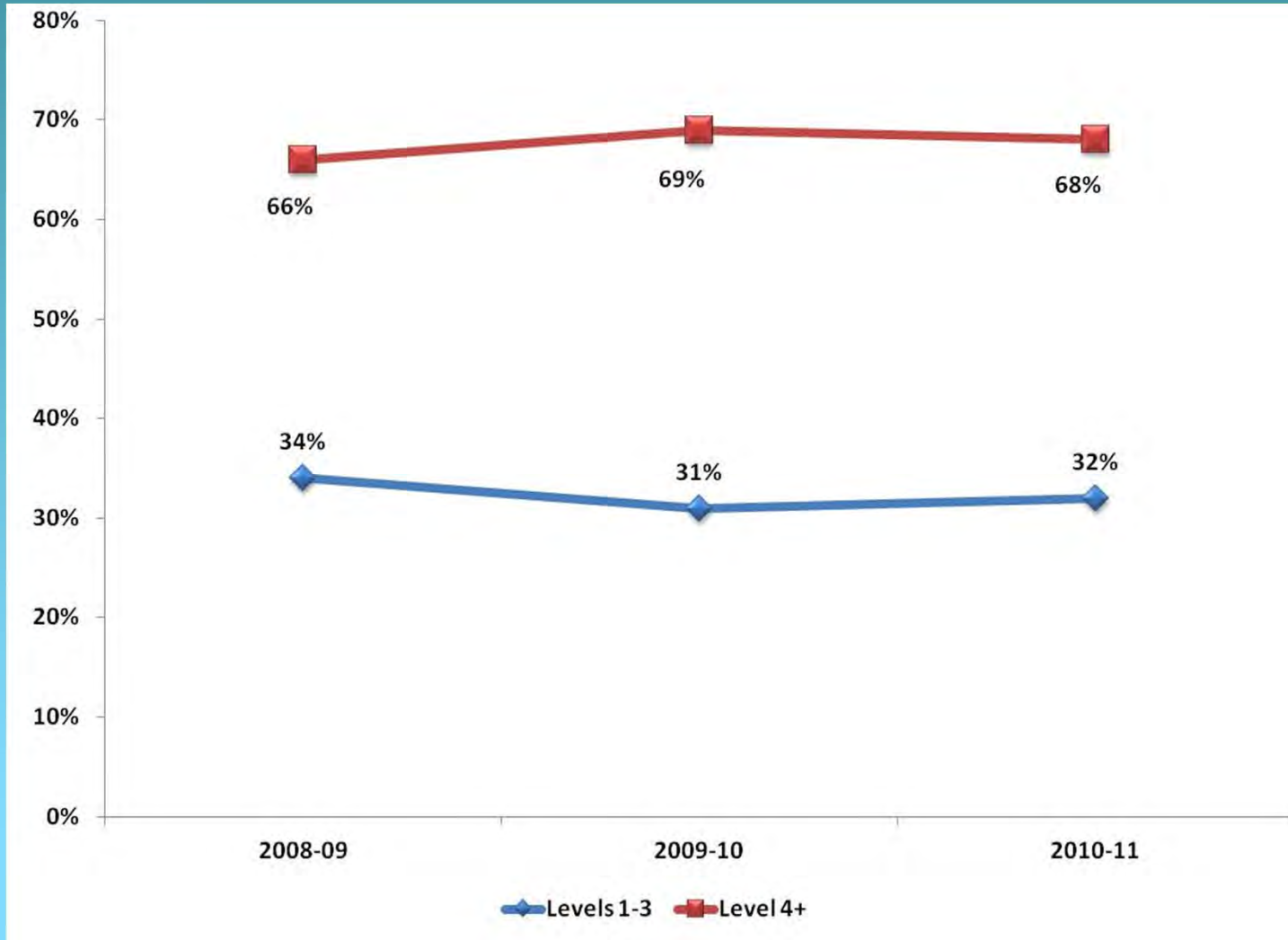
FCAT 2.0 Math by Achievement Level Students with Disabilities Grades 3-8



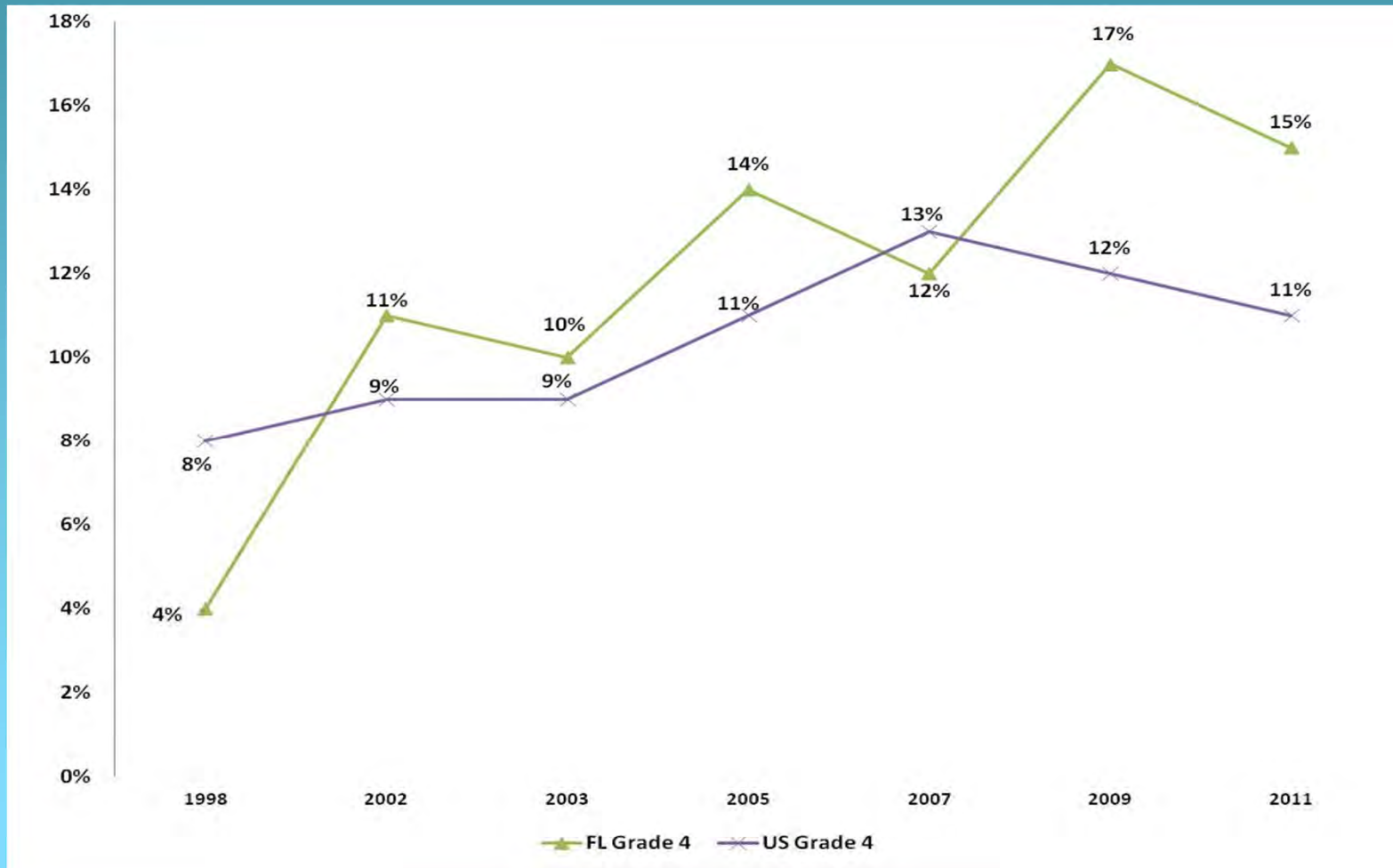
Florida Alternate Assessment Reading



Florida Alternate Assessment Math

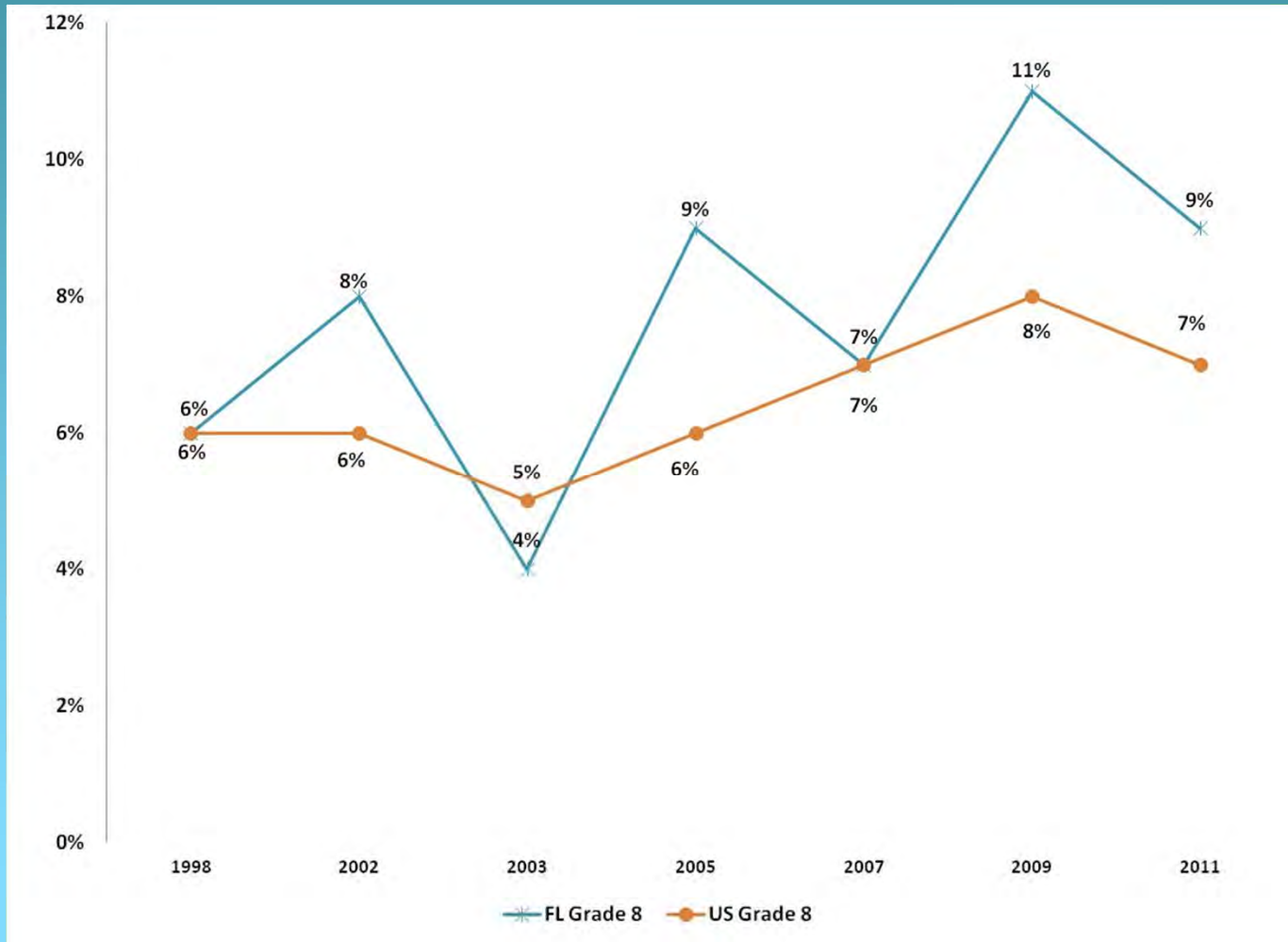


Percent of SWD at or Above Proficient on NAEP 4th Grade Reading



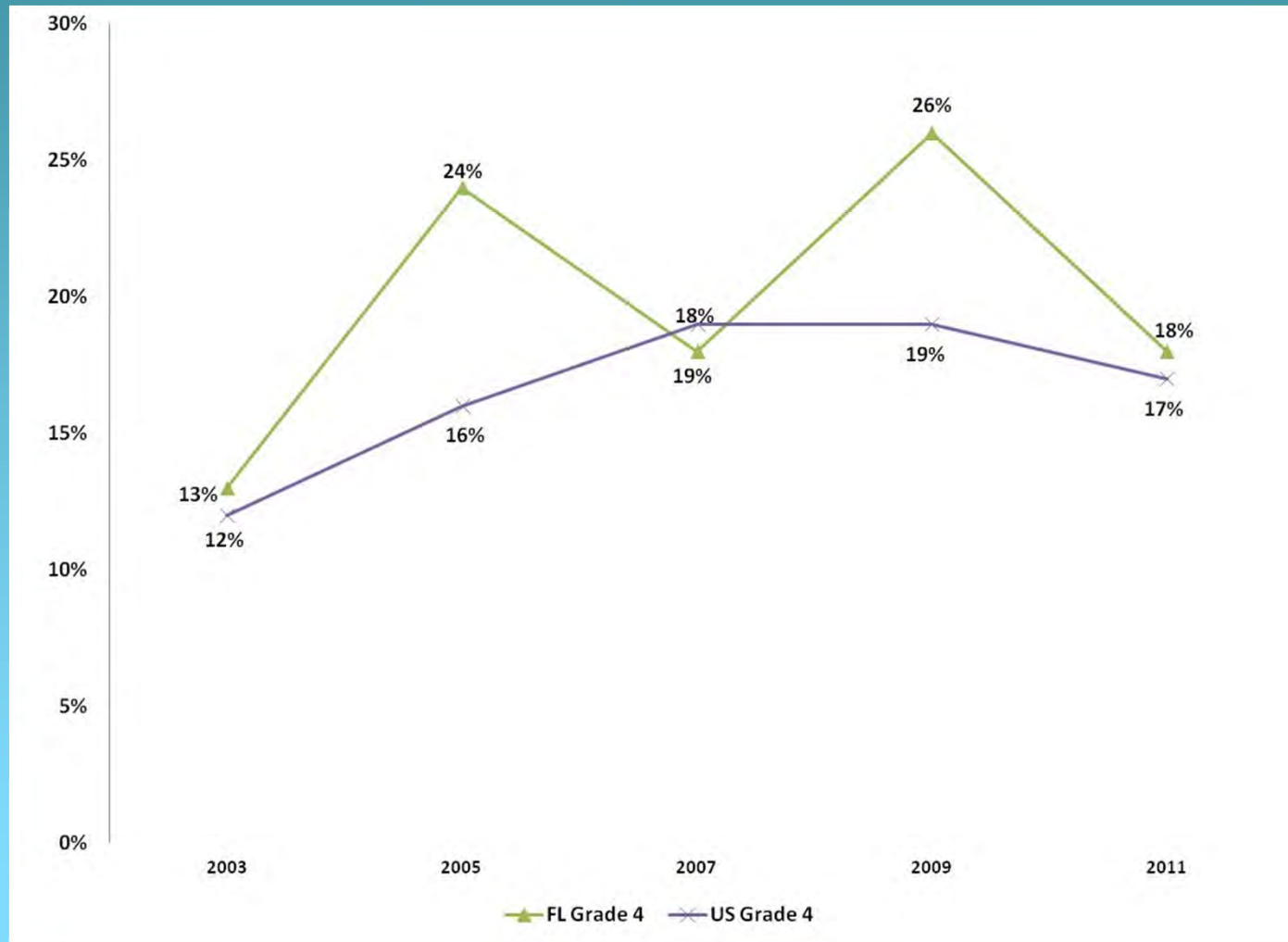
Florida and Nation 1998 through 2011

Percent of SWD at or Above Proficient on NAEP 8th Grade Reading



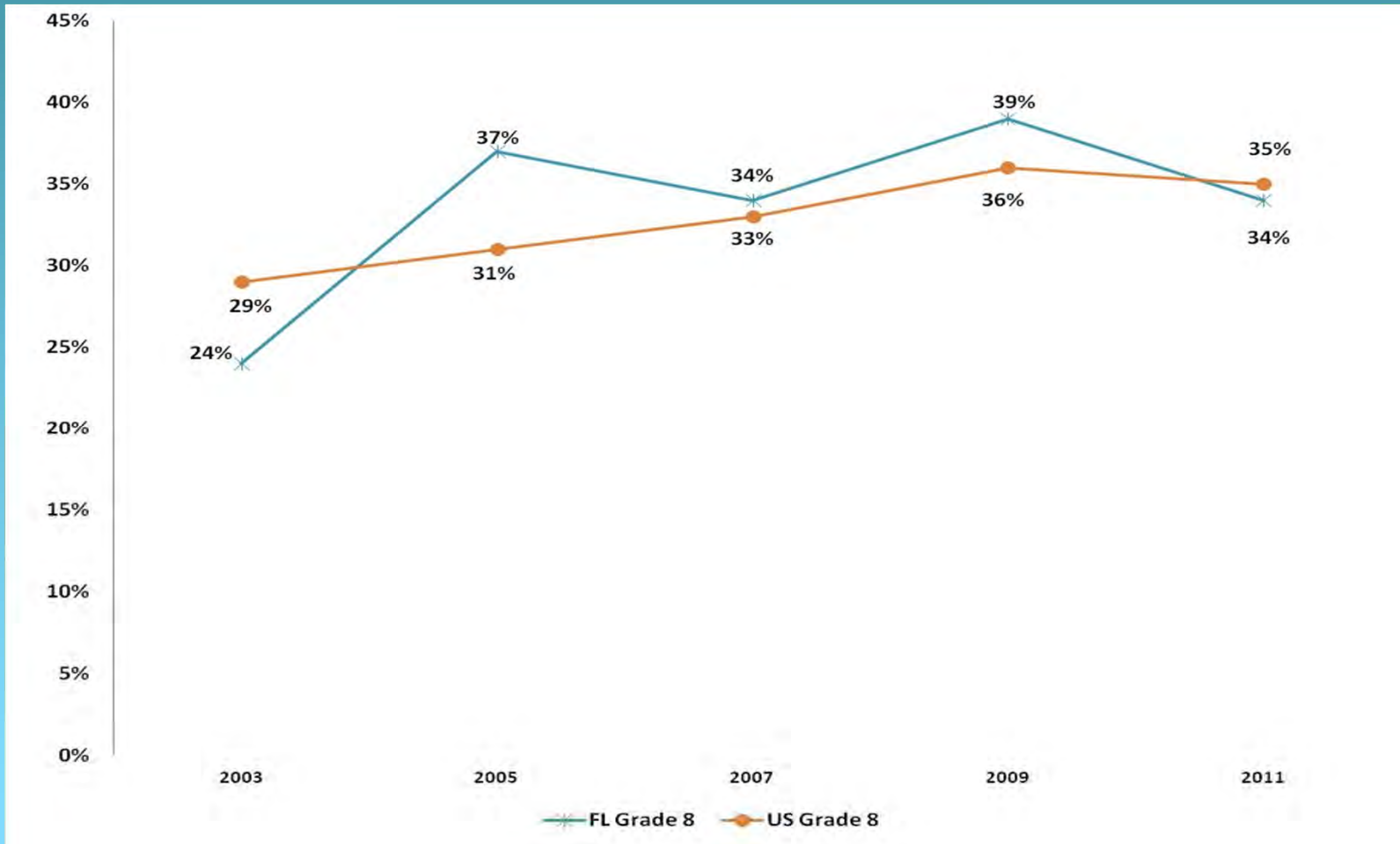
Florida and Nation 1998 through 2011

Percent of SWD at or Above Proficient on NAEP 4th Grade Math



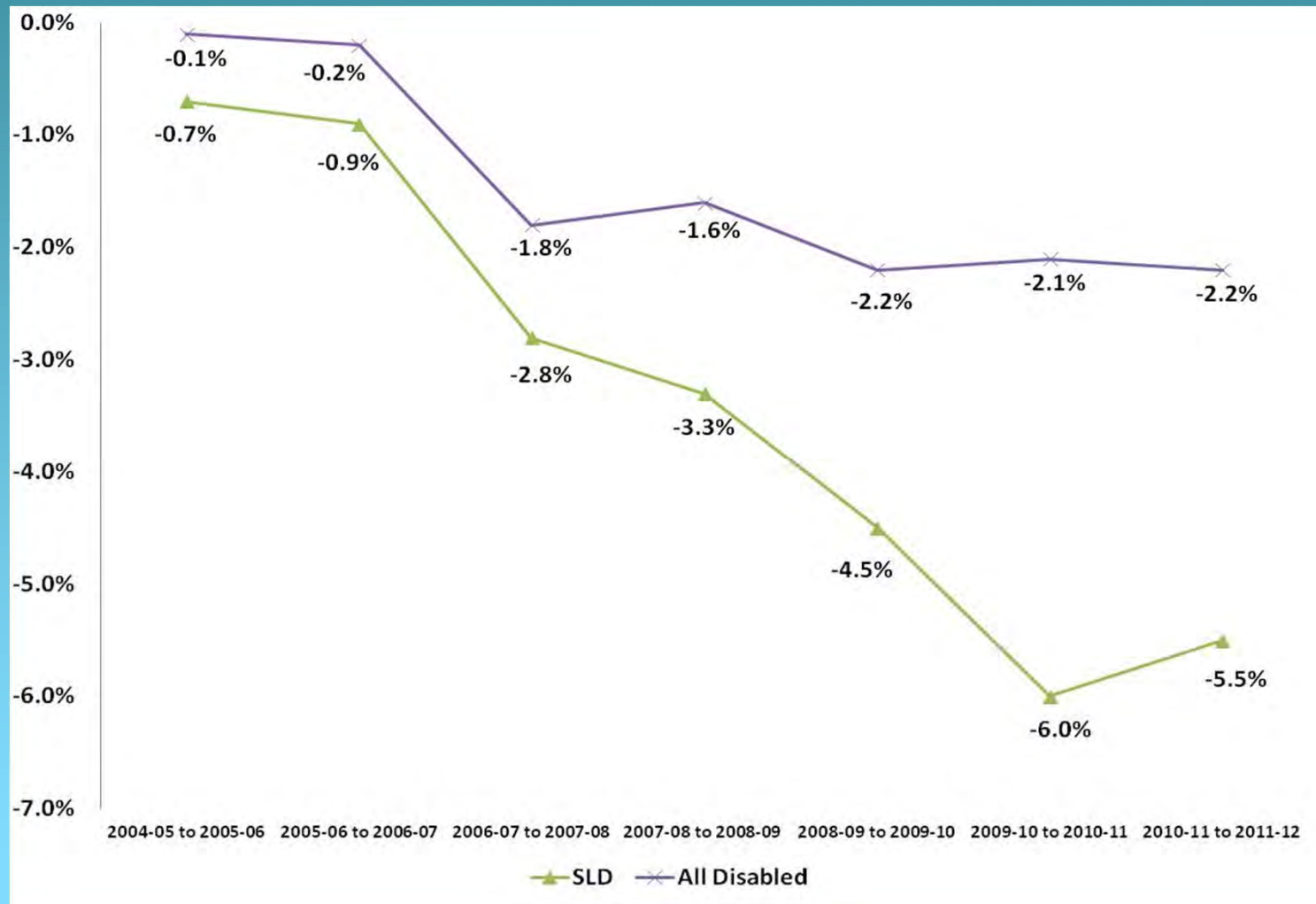
Florida and Nation 2003 through 2011

Percent of SWD at or Above Proficient on NAEP 8th Grade Math



Florida and Nation 2003 through 2011

Percent Annual Growth, All Disabled and SLD



2004-05 through 2011-12



**Education of Exceptional
Students is**

A SERVICE

not

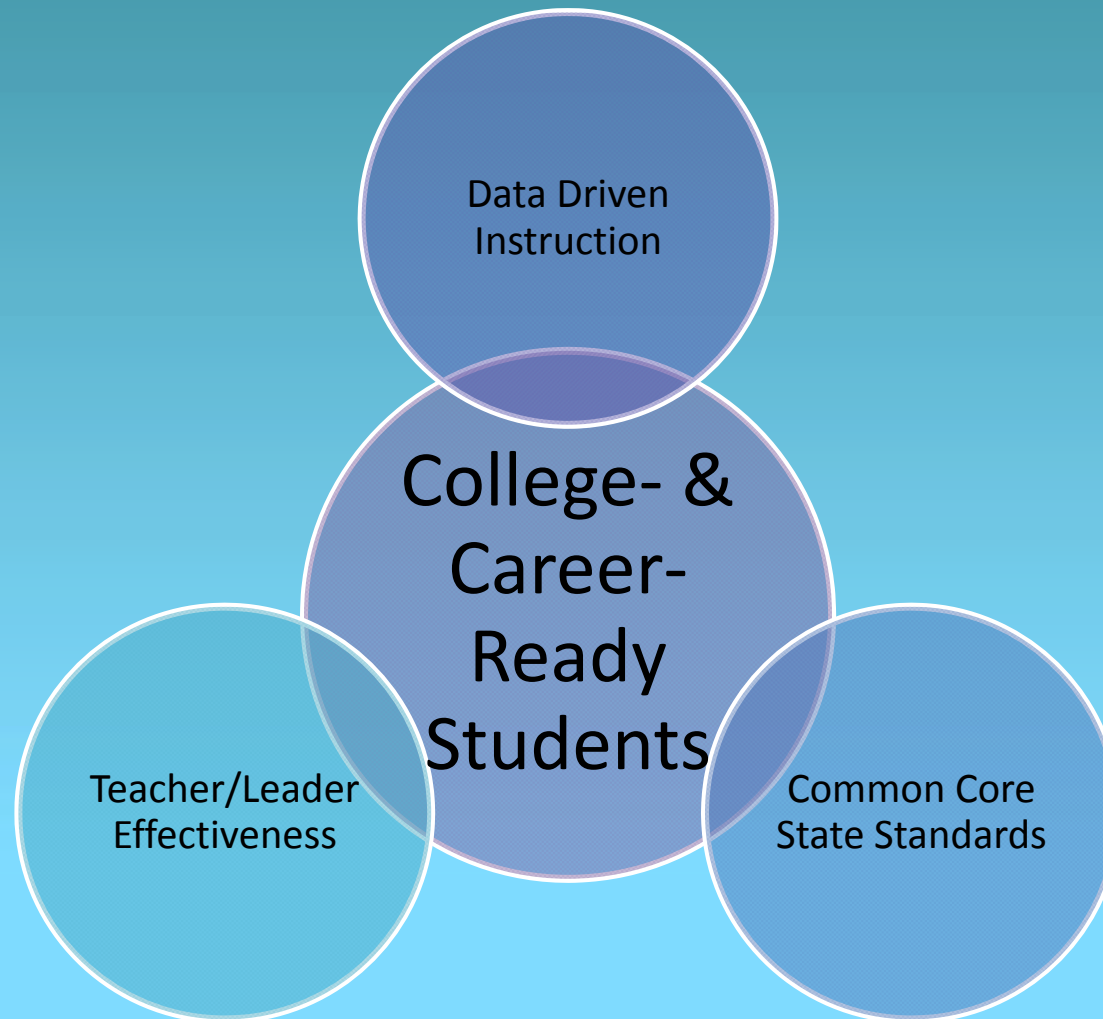
A PLACE

Benefits of LRE for Students with Disabilities

- Access to the core curriculum
- Opportunities to participate in the life of the school community
- Increase in communication and social interaction opportunities
- Access to age-appropriate models of behavior and skills
- Opportunities to build a network of friends

Instructional Shifts

Implementation of the Common Core State Standards



Students with Disabilities as 21st Century Learners

- Common Core Standards: a focus on results not means
- The CCSS has the intention of improving outcomes for all students, including SWD, by raising expectations
 - The standards do not define the following:
 - The intervention methods or materials necessary to support students who are well below grade level expectations
 - The full range of supports appropriate for students with special needs, though the standards stress that all students must have the opportunity to learn and meet the same high standards

(CCSSO & NGA, 2010)

Students with Disabilities as 21st Century Learners

- How the standards are taught is of the utmost importance, particularly the following:
 - Instructional support for learning including Universal Design for Learning (UDL) , Differentiated instruction, and RtI within a Multi-tiered System of Supports
 - Prepared and highly effective teachers
 - Supports and related services to enable access to the general curriculum
 - Individualized education plans (IEPs) that include annual goals aligned with and chosen to facilitate attainment of grade-level academic standards
 - Instructional accommodations
 - Assistive technology device

Students with Disabilities as 21st Century Learners

- Common Core Standards
 - Rich with literacy, numeracy, and cross-disciplinary skills (e.g. communication, collaboration, critical thinking, and use of technology)
 - Embedded throughout is clear evidence that the CCSS should allow for the broadest range of students to participate fully from the outset, along with the appropriate accommodations to ensure maximum participation for students with special needs

(CCSSO & NGA, 2010)

Students with Disabilities as 21st Century Learners

- Common Core Standards
 - The standards note the following:
 - Instruction in reading for SWD should allow for braille, screen-reader technology, or other assistive devices
 - Instruction in writing should include the use of a scribe, computer, or speech-to-text technology
 - Speaking and listening should include the use of sign language

(CCSSO & NGA, 2010)

Universal Design for Learning (UDL)

“Consider the needs of the broadest possible range of users from the beginning.”

~ Ron Mace, Architect

Universal Design

- Not one size fits all
- Alternatives are designed from the beginning, not added on later
- Increases access opportunities for everyone
- Examples: Ramps, Curb Cuts, Electric Doors, Captions on Television, Easy-Grip Tools

Universal Design for Learning



- Drawbacks of Retrofitting
 - Each retrofit solves only one local problem
 - Retrofitting can be costly
 - Many retrofits are UGLY!

New Assumptions: UDL

- Students with disabilities fall along multiple continua
- Typical classes are highly diverse
- Teacher adjustments benefit all learners
- Curriculum needs fixing, not the students
- Curriculum materials must be flexible, varied, and diverse
- General education and special education teachers plan curriculum

Principles of UDL

- Provide multiple, flexible methods of presentation
- Provide multiple, flexible methods of expression and apprenticeship
- Provide multiple, flexible options for engagement

Differentiated Instruction (DI)

“A differentiated classroom will have a combination of teacher directed, teacher selected activities, and learner centered, learner selected activities; whole class instruction, small group instruction, and individual instruction.”

Carol Ann Tomlinson,
The Differentiated Classroom

When Differentiating Instruction, the Three Most Important Questions to Continually Ask Yourself...

1

What do I want my students to know, understand, and be able to do?

2

What will I do instructionally to get my students to learn this?

3

How will my students show what they know?

UDL and DI

- Similarities between UDL and DI
 - Recognize the reality of classroom diversity
 - Dignify the learner and learning while valuing equity and excellence
 - Identify and articulate clear learning goals before developing methods, materials, and assessments
 - Support multiple means of representation, expression, and engagement for all



Parent and Community Involvement

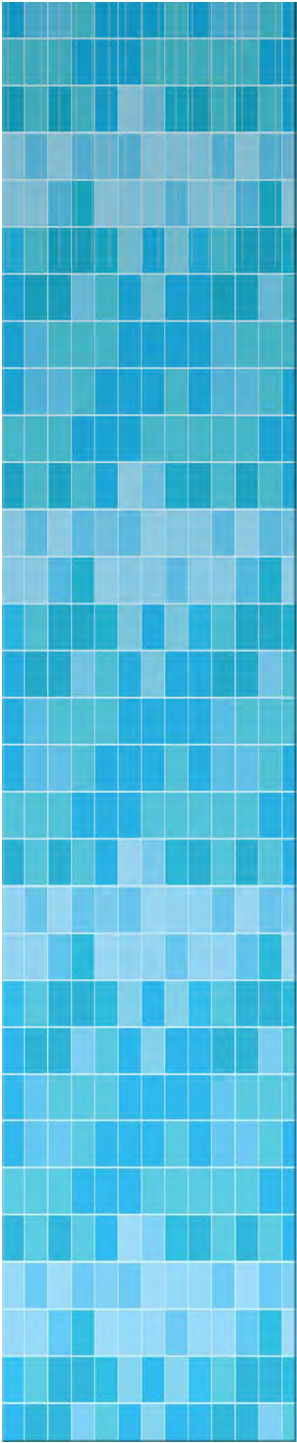
A Collaborative Culture

Parent Engagement

- Our work is best when we are able to build strong, collaborative partnerships with our parents with a focus on points of agreement.
- We need to work with parents as partners.
- Involving parents versus informing parents.
- Parents have valuable information that we need to help us identify the best ways to support their children.

BEES Parent and Community Services

- State Advisory Committee (SAC)
- New Parent Services Group
- Publications for Parents
- BEES Website
- Loan Catalog
- FDLRS Parent Specialists
- Stay tuned for more



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

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

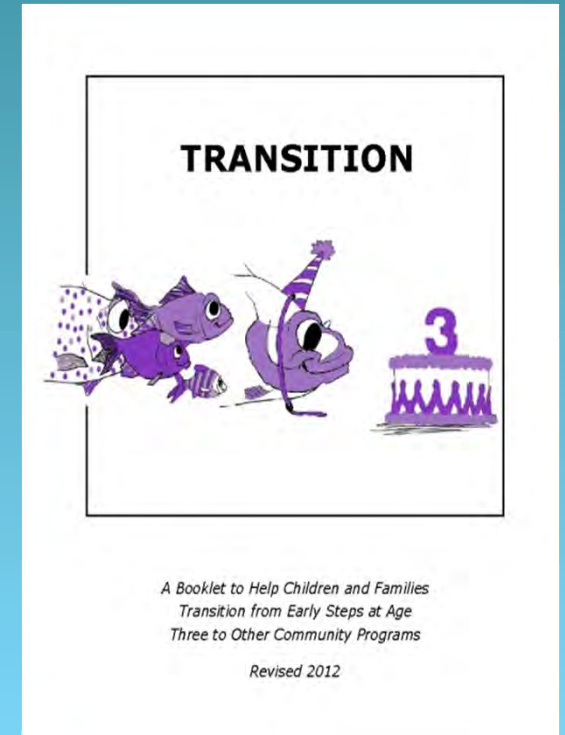
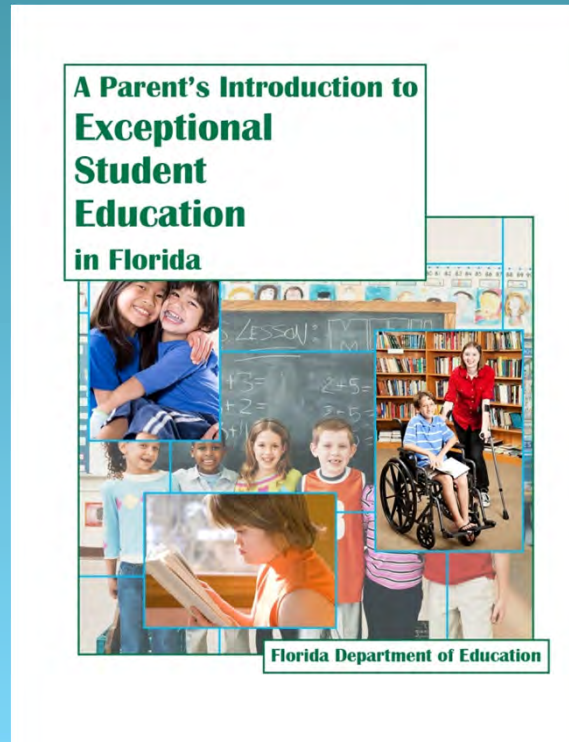
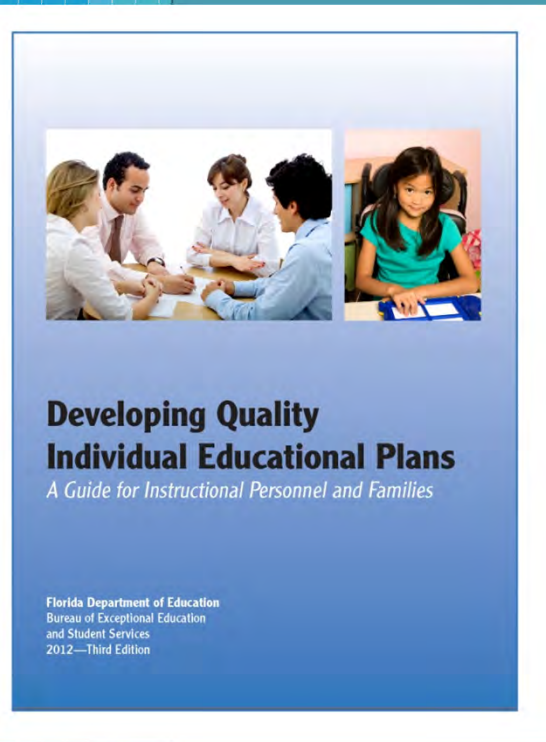
SAC Membership

- Parents of children with disabilities (ages birth through 26)
- Individuals with disabilities
- Teachers
- Representatives of institutions of higher education that prepare special education and related services personnel
- State and local education officials
- Administrators of programs for children with disabilities
- Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities
- Representatives of private schools and public charter schools
- Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities
- A representative from the State child welfare agency responsible for foster care
- Representatives from the State juvenile and adult corrections agencies
- The Chief of BEESS/FDOE (or his/her designee) serves as an *ex-officio member of the SAC*

Parent Services Group

- Met for first time in late July
- Attendees were from from Parent Centers, school districts, advocacy groups, BEESS staff, and BEESS project staff
- Goal is to collaborate even more closely than in the past and use resources to best benefit students and families
- Currently reviewing information that was shared, including recommendations, and planning next steps

Recent Parent Publications



Copies online or order one from the BEESS Resource and Information Center (BRIC) at bric@fldoe.org

BEESS Website

Home Page - Bureau of Exceptional Education and Student Services - Windows Internet Explorer

http://www.fldoe.org/ese/

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Florida Department of EDUCATION

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Exceptional Education & Student Services

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About Us

The Bureau of Exceptional Education and Student Services administers programs for students with disabilities. Additionally, the bureau coordinates student services throughout the state and participates in multiple inter-agency efforts designed to strengthen the quality and variety of services available to students with special needs.

Please note that the Bureau updated its public records request policy to require a fee of 15 cents per one-sided page for more than 50 pages and 20 cents per two-sided page for more than 30 pages.

Our Mission

The mission of exceptional student education in Florida, a committed alliance for the development of the unique gifts of each exceptional person, is to ensure the achievement of each and every individual's extraordinary purpose by expanding opportunities through collaboration of families, professionals, and communities who guarantee highest expectations and individual success.

Topics of Special Interest

- [New! Annual State Application Under Part B of the Individuals with Disabilities Education Act as Amended in 2004 for Federal Fiscal Year 2012](#) (PDF, 530KB)

Printer Friendly
BEESS Resource & Information Center
Common Core State Standards
Contact Lists
Data and Program Evaluation
Disability History and Awareness
Discretionary Projects (PDF, 133KB)
Dispute Resolution
Exceptional Student Education (ESE)
ESE Policies and Procedures (SP&P)
FCAT Accommodations
Florida Alternate Assessment
Grants Management
Juvenile Justice Education Meetings


BEESS Resource and Information Center - Windows Internet Explorer

http://www.fldoe.org/ease/clerhome.asp

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Exceptional Education & Student Services

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BEESS Resource and Information Center (BRIC)

BRIC provides parents, educators, and other Floridians with access to information about exceptional student education, student services, juvenile justice education, early intervention, parent and professional partnerships, and many other topics.

Most items produced by the Bureau are available electronically via the links below. Hard copies of parent materials and other selected items are distributed at conferences and one complimentary copy can be ordered free of charge. A red asterisk (*) appears beside these items in the [publications list](#).

An extensive collection of books, DVDs, multimedia kits, assessment tools, and staff development materials is also available to Floridians for short-term loan. [Contact BRIC](#) for more information.

Resource Links

- [Teleconference Schedule](#)
- [Bureau Publications](#)
- [Technical Assistance Papers, Memos, and Notes](#)
- [Contact the BRIC](#)

Printer Friendly
 Exceptional Education & Student Services Home
 BEESS Resource & Information Center
 Common Core State Standards
 Contact Lists
 Data and Program Evaluation
 Disability History and Awareness
 Discretionary Projects (PDF, 133KB)
 Dispute Resolution
 Exceptional Student Education (ESE)
 ESE Policies and Procedures (SP&P)
 FCAT Accommodations
 Florida Alternate Assessment
 Grants Management
 Juvenile Justice Education

Publications - Windows Internet Explorer

http://www.fldoe.org/ese/pubxhome.asp

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FCAT Accommodations

Florida Alternate Assessment

Grants Management

Juvenile Justice Education

Meetings

Military Families

Monitoring

Parent Information

Presentations and Publications

Related Services

Resources

Services

Publications - Alphabetical Listing by Title Key Word(s)

The items below are available for download. Florida residents may order one complimentary hard copy of items that are marked with a red asterisk (*). Contact BRIC@fldoe.org or (850) 245-0477 to order.

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

504

- [A Parent and Teacher Guide to Section 504 - Frequently Asked Questions](#) - (PDF, 371KB)
- [Section 504 of the Rehabilitation Act of 1973 - District Implementation Guide \(2011\)](#) (PDF, 2MB)
- [Section 504 - Accommodation Plan for Postsecondary Adult/Vocational Education Students \(May 2004\)](#) - (PDF, 1MB)

A

Access Points

- [Access Points Instructional Materials Review Process Manual \(2010\)](#) (PDF, 395KB)
- [A Parent's Guide to Access Points, Access Courses, and Resources](#) (PDF, 5MB)
- [A Parent's Guide to Access Points, Access Courses, and Resources - print master](#) (PDF, 2MB)
- [Quick Reference Guide for Access Points, Access Courses, and Resources](#) (PDF, 2MB)
- [Quick Reference Guides for Access Points, Access Courses, and Resources - print master](#) (PDF, 896KB)

Accommodations

- * [Accommodations: Assisting Students with Disabilities \(2010\)](#) (PDF, 716KB)
- [Accommodations and Modifications for Students with Disabilities - What Parents Need to Know \(2003\)](#) (PDF, 2MB)
 - [Acomodos y modificaciones: Lo que los padres tienen que saber](#) (Revisado en 2003). (Spanish) (PDF, 2MB)
- [Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education - brochure \(revised 2011\)](#) (PDF, 292KB)
- [Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education - guide \(revised 2011\)](#) (PDF, 6MB)
- [Guide to Accommodations for Computer-Based FCAT, FCAT 2.0, and EOC Assessments](#) (PDF, 775KB)

Assistive Technology

- [Interagency Agreement for the Transfer of Assistive Technology](#)

Loan Materials Catalog

Florida Department of Education
Bureau of Exceptional Education and Student Services
Resource and Information Center

This collection contains materials relevant to exceptional student education, student services, juvenile justice education, early intervention, parent and professional partnerships, and many other topics. Florida residents may borrow up to five items at a time for a period of 28 days. A return label with pre-paid postage is provided.

In addition to the items in this catalog, many Florida-developed, Florida-specific materials are available for download at <http://www.fldoe.org/eese/pubxhome.asp>. A limited number of these publications are also available in hard copy on a complimentary basis.

User Name

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Password

[Forgot your password?](#)

Login

For technical support, email support+LM@fcim.org or call 800-357-1072

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Effective Partnerships Between Families and Schools

- The benefits cannot be overstated.
- Higher parent involvement results in:
 - Higher student achievement
 - Improved student attendance
 - Higher aspirations for post secondary education and career development
 - Improved social competence
 - Lower rates of at-risk behavior for adolescents

Facilitated IEPs

- Process designed to help teams reach a win-win solution for the child.
- IEP facilitator helps the team to do their best thinking, interaction and focus on future action.
- IEP facilitator supports the group in collaboratively creating solutions for the student.



*All things are
difficult before
they are easy.”*

Dr. Thomas Fuller

Thank you!

- On behalf of BEESS, we look forward to partnering with you as we create an environment where all students, including students with disabilities, will thrive as 21st century learners.



References

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