

State Advisory Committee for the Education of Exceptional Students



FLORIDA DEPARTMENT OF
EDUCATION
fdoe.org

2014

ANNUAL

REPORT

Florida Department of Education
Division of Public Schools
Bureau of Exceptional Education and Student Services

**State Advisory Committee
for the Education of Exceptional Students**

Shawn Larkin, co-chair
Hannah Erhli, co-chair
Thea Cheeseborough, vice-chair
Kara Tucker, parliamentarian

Joni Harris, chair, Nominating Subcommittee

Bureau of Exceptional Education and Student Services

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

State of Florida
Department of State

2014

State Advisory Committee for the Education of Exceptional Students

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State Advisory Committee for the Education of Exceptional Students

INTRODUCTION

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

Introduction

The State Advisory Committee for the Education of Exceptional Students (SAC) is appointed by the commissioner of education, commensurate with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), to provide policy guidance with respect to the provision of exceptional education and related services for Florida's children with disabilities. The SAC operates under the auspices of the Bureau of Exceptional Education and Student Services (BEESS), Florida Department of Education (FDOE).

Membership

In compliance with IDEA, Florida's SAC includes the following representation

- Parents of children with disabilities (ages birth through 26)
- Individuals with disabilities
- Teachers
- Representatives of institutions of higher education that prepare special education and related services personnel
- State and local education officials, including officials who carry out activities under Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act
- Administrators of programs for children with disabilities
- Representatives of other state agencies involved in the financing or delivery of related services to children with disabilities
- Representatives of private schools and public charter schools
- Not less than one representative of a vocational, community or business organization concerned with the provision of transition services to children with disabilities
- A representative from the state child welfare agency responsible for foster care
- Representatives from the state juvenile and adult corrections agencies

The chief of BEESS (or his/her designee) serves as an ex officio member of the SAC.

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

(See SAC Membership List, page 7.)

Responsibilities

The SAC has the following responsibilities:

- Advise FDOE of unmet needs within the state in the education of children with disabilities.

- Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities.
- Advise FDOE in developing evaluations and reporting on data.
- Advise FDOE in developing corrective action plans to address findings identified in federal monitoring reports under IDEA, Part B.
- Advise FDOE in developing and implementing policies relating to the coordination of services for children with disabilities.

FDOE must transmit to the SAC the findings and decisions of due process hearings conducted pursuant to sections 300.507–300.519 or 300.530–300.534 of Title 34, Code of Federal Regulations (CFR).

The SAC also performs other duties assigned to it by BEESS.

Meeting Schedule and Major Topics

During 2014, the SAC held meetings on January 8, 2014; July 14–15, 2014; and December 8-9, 2014. Major presentation/discussion topics during the meetings included Florida's State Performance Plan (SPP) and Annual Performance Report (APR), state legislation and State Board of Education (SBE) rules related to exceptional student education (ESE), federal and state funding, restraint and seclusion of students with disabilities (SWDs), graduation requirements and diploma options, secondary transition programs, assessments, Response to Intervention (RtI), K-12 Comprehensive Reading Plan, general supervision, monitoring and Florida Alternate Assessment (FAA). Each meeting provided an opportunity for committee member updates, discussion of unmet needs and coordination of services for children with disabilities, as well as for a committee business session and public input.

(See Meeting Reports.)

Evaluation

Evaluations conducted as part of each meeting were favorable in terms of meeting preparation, agenda topics and background materials provided. The majority of members who responded rated the bureau chief and other BEESS staff highly in terms of expertise/leadership of Florida's ESE and student services programs, accessibility and responsiveness to program needs and member issues and concerns.

Members were also given the opportunity to comment on to what extent they felt SAC is making a positive difference for SWDs. Those who provided comments consistently noted that SAC was contributing significantly to making a positive difference for SWDs.

(See Evaluation Summary available from BEESS.)

Annual Report

This Annual Report represents the organization and work of the SAC during 2014 and includes a list of members, the minutes of all meetings, committee bylaws and federal requirements. For further information, contact any member of the committee, or BEESS.

State Advisory Committee

for the Education of Exceptional Students

STATE ADVISORY COMMITTEE MEMBERSHIP LIST

**Florida Department of Education
Division of Public Schools
Bureau of Exceptional Education and Student Services**

**State Advisory Committee
for the Education of Exceptional Students**

**Membership List
2014**

<p>Dr. Karen Barber, Director Federal Programs Santa Rosa County School District</p> <p><i>(Local education official who carries out activities under the McKinney-Vento Homeless Assistance Act-Santa Rosa County)</i></p>
<p>Roxana Beardall, Program Resources Supervisor Division of Vocational Rehabilitation Florida Department of Education</p> <p><i>(Vocational rehabilitation organization/transition services)</i></p>
<p>Keith Berry</p> <p><i>(Parent-Leon County)</i></p>
<p>Laurie Blades Florida Department of Children and Families Substance Abuse Mental Health Program Office</p> <p><i>(Other state agency serving children with disabilities)</i></p>
<p>Lauren Bustos-Alban</p> <p><i>(Parent-Miami-Dade County)</i></p>
<p>Thea Cheeseborough</p> <p><i>(Parent-Leon County)</i></p>
<p>Amy Coltharp Florida Department of Corrections</p> <p><i>(State Adult Corrections)</i></p>
<p>Hannah Ehrli</p> <p><i>(Teacher and parent-Orange County)</i></p>
<p>Enrique Escallon</p> <p><i>(Parent-Miami-Dade County)</i></p>
<p>Carin Floyd</p> <p><i>(Parent-Gilchrist County)</i></p>

<p>Will Gordillo, Director Exceptional Student Education Palm Beach County School District</p> <p><i>(Administrator of programs for students with disabilities-Palm Beach County)</i></p>
<p>Mark Halpert Florida Advocacy Coalition on Learning Disabilities</p> <p><i>(Florida Advocacy Coalition on Learning Disabilities, parent-Palm Beach County)</i></p>
<p>Joni Harris</p> <p><i>(Parent-Miami-Dade County)</i></p>
<p>Laura Harrison Office of Independent Education and Parental Choice</p> <p><i>(School Choice)</i></p>
<p>Johana Hatcher, Prevention Manager Office of Family Safety Florida Department of Children and Families</p> <p><i>(State child welfare agency responsible for foster care)</i></p>
<p>Cindy T. Jones Florida Department of Juvenile Justice</p> <p><i>(State Juvenile Justice Agency)</i></p>
<p>April Katine</p> <p><i>(Florida Developmental Disabilities Council)</i></p>
<p>Richard La Belle Family Network on Disabilities</p> <p><i>(Family Network on Disabilities)</i></p>
<p>Shawn Larkin Director, Exceptional Student Education Jackson County School Board</p> <p><i>(Administrator of programs for students with disabilities-Jackson County)</i></p>
<p>Lani Lingo Bureau of Family and Community Outreach</p> <p><i>(Family and Community Outreach)</i></p>
<p>Nancy Linley-Harris</p> <p><i>(Parent-Broward County)</i></p>
<p>Michele Mantell</p> <p><i>(Parent-Flagler County)</i></p>
<p>Pam Minelli</p> <p><i>(Representative of public charter school; parent-Palm Beach County)</i></p>

<p>Judith Owen</p> <p><i>(Parent-Pinellas County)</i></p>
<p>Frances Perez</p> <p><i>(Parent-Leon County)</i></p>
<p>Tom Rakin, Deputy Director of Programs Agency for Persons with Disabilities</p> <p><i>(Other state agency serving children with disabilities)</i></p>
<p>Kelly Rogers, Lead State Parent Consultant Florida Department of Health Easy Steps State Office</p> <p><i>(Other state agency serving children with disabilities; parent-Leon County)</i></p>
<p>Catherine "Cat" Rudniski</p> <p><i>(Individual with a disability)</i></p>
<p>Ann Siegel, Education Team Manager Disability Rights Florida</p> <p><i>(Disability Rights Florida; parent-Broward County)</i></p>
<p>Tracie Snow, Director Curriculum and Staff Development Florida School for the Deaf and the Blind</p> <p><i>(Florida School for the Deaf and the Blind; parent-Florida School for the Deaf and the Blind)</i></p>
<p>Tracy Stevens</p> <p><i>(Parent-Jackson County)</i></p>
<p>Kara Tucker 1650 Leeward Lane Neptune, FL 32266</p> <p><i>(Individual with a disability-Duval County)</i></p>
<p>Robyn Walker 1401 South Palmetto Avenue, #805 Daytona Beach, FL 32114</p> <p><i>(Parent-Volusia County)</i></p>
<p>Jeanne Wanzek Florida Center for Reading Research 1107 West Call Street P.O. Box 306-4304 Tallahassee, FL 32306</p> <p><i>(Institutions of Higher Education)</i></p>

The SAC is appointed by the commissioner of education in accordance with the Individuals with Disabilities Education Improvement Act (IDEA [20 United States Code (U.S.C.) Chapter 33, as amended by Public Law 108-446]) and state requirements “to provide policy guidance with respect to special education and related services for children with disabilities in the state.” All members are appointed for terms as specified in the Committee Bylaws, pending their continued eligibility and willingness to serve.

State Advisory Committee for the Education of Exceptional Students

STATE ADVISORY COMMITTEE MEETING REPORT

January 8, 2014

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)**

**Conference Call
January 8, 2014**

Meeting Report

January 8, 2014

The SAC conducted a conference call with the following persons in attendance:

Members

Karen Barber
Keith Berry
Lauren Bustos-Alban
Jacqueline Egli
Hannah Ehrli
Will Gordillo
Joni Harris
Cindy Jones
April Katine
Richard LaBelle
Nancy Linley-Harris
Lani Lingo
Shawn Larkin
Pam Minelli
Ann Siegel
Tracie Snow
Tracy Stevens
Kara Tucker
Jeanna Wanzek

FDOE/DPS/BEESS Representatives

Monica Verra-Tirado, BEESS chief (ex officio SAC member)
Zoe Mahoney, program specialist, Specific Learning Disabilities, BEESS
Aimee Mallini, program specialist, Parent Services, BEESS
Tonya Milton, program planner/analyst (SAC liaison), BEESS

Guests

Jane Silveria, FDOE
Kathy Palmer, Agency for Persons with Disabilities

Welcome

Hannah Ehrli, co-chair, called the meeting to order and welcomed everyone.

Review of Letter of Support – Students with Disabilities Education Pathway Task Force Report

Members reviewed and discussed the draft letter of support for the Students with Disabilities Education Pathway Task Force Report. The draft letter was addressed to the senate president, Don Gaetz. Conversation ensued regarding the role of the SAC, which is to advise BEESS. Therefore, the group found it more appropriate to address the letter to the commissioner of education, Pam Stewart.

Additional edits were made to the draft letter. The letter was finalized and will be signed by chairs and mailed to Commissioner Pam Stewart.

Closing Statements

Monica Verra-Tirado thanked the group for their willingness to meet via conference call and Adobe Connect. The meeting was adjourned.

State Advisory Committee for the Education of Exceptional Students

STATE ADVISORY COMMITTEE MEETING REPORT

July 14-15, 2014

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

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

Designee

Hall, Kirk (for Roxana Beardall)

FDOE/DPS/BEESS Representatives

Cathy Bishop, senior educational program director, BEESS

Anne Bozik, Emotional and Behavioral Disorders, BEESS

Leanne Grillot, 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, director, Student Support Services, 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, public policy coordinator, Florida Developmental Disabilities Council

Nancy Bontot, Agency for Persons with Disabilities

Jordan Knab, principal investigator, 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 members 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 to 2013, 115 students completed these programs, and 72 of those students 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, BEESS 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 and 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.

State Advisory Committee for the Education of Exceptional Students

STATE ADVISORY COMMITTEE MEETING REPORT

December 8-9, 2014

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

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

**Hotel Duval
Tallahassee, Florida
December 8-9, 2014**

Meeting Report

December 8, 2014

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

Members

Hannah Ehrli
Kara Tucker
Thea Cheeseborough
Tracie Snow
Donna Phillips
Laura Harrison
Nancy Linley-Harris
Courtney Smith
Rich LaBelle
Grace Roberts
Laurie Blades
Tom Rankin
Cindy Jones
Karen Barber
Lisa Miller
Mark Halpert
Laura Bustos-Alban
Ann Siegel
Joni Harris
Tracy Stevens
Catherine Rudniski
Enrique Escallon

FDOE/DPS/BEESS Representatives

Monica Verra-Tirado
Curtis Williams

Aimee Mallini
Tonya Milton
Heidi Metcalf
Jessica Brattain
Judy White
Cathy Bishop
April Katine

Guests

Regina Rice (Vocational Rehabilitation)
Sylvia Smith (Disability Rights Florida)
Nancy Boutot

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

Co-Chair Thea Cheeseborough reminded participants to use the microphone, drew members' attention to the agenda and notebook contents, and instructed members to review the minutes in Section 8 for homework. Ms. Cheeseborough also called attention to the green form in the back of the notebooks (Section 8) for use when bringing an action item before the committee for a vote. The form is not to be used when discussing an issue.

Tonya Milton discussed the Office of Special Education Programs (OSEP)'s workshops which explain the state's roles and responsibilities relating to SAC (Tab 2). Ms. Milton noted that SAC's responsibility is to advise the Bureau of Exceptional Education and Student Services (BEESS); to review data; to address any gaps in services for students with disabilities that SAC participants feel the state is not addressing; to provide input on rules (which are noticed in the BEESS Weekly); and to provide input on procedures.

Kara Tucker, Parliamentarian, called attention to the 'Way of Work' on the back of the roles and responsibilities sheet. Ms. Tucker also reminded attendees to silence cell phones, speak into the microphone, not to talk too much, allow individuals to finish their thoughts before commenting, always respect each other, listen and be nonjudgmental, make an effort to get to know one another, stay focused on the agenda, find common ground, and build consensus.

Ms. Milton called attention to the Florida Sunshine Law. She noted that this was listed under Tab 2 in the notebooks. Ms. Milton reminded members that if there are issues from the SAC meeting waiting for a vote, members should not discuss these issues while at lunch or outside the meeting.

Bureau Update and Legislative Overview

Dr. Monica Verra-Tirado briefly reviewed the agenda and shared the BEESS update.

Dr. Verra-Tirado outlined the fundamental ideas behind SAC, emphasizing the transition from school to post-school outcomes. SAC's purpose is to advise BEESS on programs and policies to ensure graduating high school students are college, career and life ready. The idea of equity, access and attainment states that students should have access to the same high quality education across the state, there should be equitable outcomes, and all students should have meaningful diplomas. This group needs to align all districts to the goal of improving student learning. This group also has an obligation to supply tools and services and implement strategic plans to improving student outcomes

Dr. Verra-Tirado shared her state of the state presentation, discussed data regarding improvement of communication skills and personal/social skills, and discussed data relating to student test scores on the Florida Alternate Assessment. This data showed that on the 2013-14 parent survey, the numbers increased from the previous year, showing that one percent of students with disabilities are restrained annually and .25 percent of students with disabilities are secluded.

Laura Harrison spoke on behalf of the Office of School Choice about Personal Learning Scholarship Account (PLSA). Parents confirm that funds are used for educational purposes.

Rules Update

Judy White presented on new rules (Tab 4), dealing with Senate Bill 850, which changed the requirements for a high school diploma. The special diploma was repealed and all students who graduate can work toward a standard diploma. All students have to meet the same 24 credit course requirements; however students with significant cognitive disabilities can continue to work toward their diploma through ACCESS courses. A technical assistance paper is being developed and will be released soon. Deferment must be done in writing, and once a student accepts their diploma they cannot choose to return to public school.

Cathy Bishop spoke about statewide assessments for students with disabilities. There have been exceptions added for students with a medical complexity. Large print is no longer unique to students with disabilities, but is available. (Name of rule) was rewritten to address revisions to the definition of dual-sensory impairments. (There had been no changes to this rule since 1991.) A dual sensory impairment affects communication and independence. The rule now includes functional blindness and a definition of functional blindness. The rule also defines functional hearing loss as a student's inability to respond to or utilize auditory information. A new rule allows Florida counties along the borders with Alabama or Georgia to accept diagnoses from doctors out of state, at the discretion of the local school district's Exceptional Student Education (ESE) director.

There is an annual federal count of students who are dual sensory impaired. A communication plan is required for these students. Comprehensive assessment must be repeated every three years. There were revisions to the model communication plan.

The general education interventions, evaluation, determination of eligibility and reevaluation rule have been revised. Students who entered ninth grade prior to 2014-15 can remain on a special diploma or switch to a standard diploma. A school district must request parental consent for evaluation within 30 calendar days if they suspect a student has a disability. The school district has 60 school days, while the student is in attendance, to have the student evaluated. Days that don't count in the 60 days are school holidays and summer (beginning with the day after school is out and starting the first day students return) and absences more than eight school days. This rule takes effect July 1, 2015.

State Performance Plan and Annual Performance Report

Dr. Verra-Tirado spoke about state performance and the key indicators. OSEP has been focused on looking at compliance indicators, but also looking at performance and results. The SPP (spell out) and the APR (spell out) reports show how close the state was to meeting its target. Starting February 1, 2015, the state will submit information electronically through the GRADS 360 website.

The SPP report and the APR report will be combined into one document.

Indicator 1—Graduation. The target was 51.3 percent and Florida met that with 52.33 percent.

Indicator 2—Dropout Rate. The alternate dropout calculation uses exit data. The numerator is the number of high school students that graduated with a regular diploma and the denominator is those who graduated with a regular diploma, received a special diploma, dropped out, or died. The goal is to reduce the gap between the dropout rate of students without disabilities and the dropout rate of students with disabilities.

Indicator 3—Assessment. Data for this indicator is not yet available. Dr. Verra-Tirado stated that students who are critically ill are not forced to test, and those with a chronic illness can apply for a permanent exemption.

Indicator 4—Suspension and Expulsion.

Target 4A was to have 0% of districts that have a significant discrepancy in the rate of suspension and expulsions of greater than 10 days in a school year for students with an Individual Educational Plan (IEP).

Target 4B was to have 0% of districts with a discrepancy by race or ethnicity that was the result of inappropriate policies, procedures, or practices. Target 4A was not met, but Target 4B was.

Indicator 5—LRE. The target was to increase regular class placement, decrease separate school placement and decrease separate environment. These targets were not met.

Indicator 6—LRE ages 3-5. The target was to have more settings with typically developing peers and less special education separate environments. These targets were met.

Indicator 8—Parent Involvement. The target was to have 75 percent positive agreement for preschool and 75 percent positive agreement for K-12. The preschool target was not met. The K-12 target was met.

Indicator 14—Postsecondary Outcomes. The target was 42 percent higher education or competitive employment. This target was met.

Indicator 15—Increase the percentage of formal written complaints resolved through alternative resolution. The target was 55 percent. The target was met at 59 percent.

Indicator 16—Percent of mediations held that resulted in mediation agreements. The target for this was 66.2 percent. The target was not met.

Indicator 17—State Systemic Improvement Plan. Indicators were reduced from 20 to 17. The Strategic planning group revised the plan to remove correction of noncompliance, complaints resolved within 60 days, and timely and accurate data as indicators.

GRADS 360 is the new online platform. This is for the new state performance plan and annual performance report. The new system gives historical data and guiding questions as information is being submitted. It pre-populates data from federal reports.

The State Systemic Improvement Plan (SSIP) is a comprehensive, multi-year plan focused on improving results for children and youth with disabilities and their families. This is very similar to the strategic plan. With the SSIP there has to be a State-Identified Measurable Result (SIMR). Florida focused on the Federal Uniform Graduation Rate (Indicator 1). The SSIP must improve outcomes, not just be a strategy.

The data and infrastructure analysis should use multiple data sources including SPP and state-reported data to identify approaches that lead to improved results. The infrastructure analysis is a description of how the state analyzed the capacity of its current system to support improvement and build capacity in LEAs and local programs to implement, scale up and sustain empirical practices to continue to improve results. Everything OSEP requires will be embedded into the strategic plan; it will be aligned with existing plans. The benefits of aligning the SSIP with strategic plans are improved results, keeping momentum and focus, resolving problems, establishing common understanding, and informing people how they can contribute. The next steps are to develop a theory of action based on the OSEP model that will align to contributing factors for monitoring and accountability.

Employment Initiatives (APD)

Nancy Boutot spoke about the Agency for Persons with Disabilities (APD)'s employment initiatives. The mission of APD is to support people with developmental disabilities in living, learning and working in their communities. The unemployment rate for Floridians with disabilities between the ages of 16 and 64 is about 63 percent, much higher than the state average for people without disabilities. According to a DuPont study, people with disabilities have better attendance, equivalent or better productivity and better job retention rates. Seventy percent of adults with disabilities who work or want to work do not need special equipment or technology. Workers who do need workplace accommodations may have the costs covered by the Division of Vocational Rehabilitation (VR). APD assists a person in getting a job they want, providing supports and services to individuals on the Medicaid waiver and people waiting to enroll on the waiver, and assisting with the ongoing supports necessary to ensure the employee and the employer have their needs met, and that employers remain satisfied with their employees.

The purpose of the Employment Enhancement Project is to provide employment opportunities to people on the APD Waiting List who want jobs when leaving high school.

The legislature appropriated \$500,000 to assist individuals to go to work. These funds are non-recurring, so APD has to ask for it every year. The highest priority is assisting people who are leaving school to begin working in competitive employment. The funds are allotted on an individual basis, averaging \$2,500 per person. Participants must be job seekers on APD's Waiting List, 18 years of age or older, and must not have an active case with the VR. Funded services include supported employment coaching, follow-along services, paid internships, transportation and ancillary services. Some creative employment assistance included personal assistance, internships, vocational advancement, non-skid shoes, uniforms, transportation and hearing aids. Ms. Boutot took questions from SAC members.

Employment Programs for Students with Disabilities

Judy White spoke about employment programs for students with disabilities. Judy reviewed data related to transition and employment. Employment and continuing education data for post school outcomes for students with disabilities was flat for several years, but has risen slightly. Current programs available are High School High Tech, school-based enterprise, Project Search, Transition Programs for Students with Intellectual Disabilities (TPSID), and district and school programs. One benefit of these programs is increased self-confidence.

High School High Tech is an initiative of the US Department of Labor Office of Disability Employment Policy. It is designed to provide high school students with all types of disabilities the opportunity to explore jobs or postsecondary education

leading to technology-related careers. It links youth to a broad range of academic, career development and experimental resources, as well as experiences that will enable them to meet the demands of the 21st century workforce. It is a community-based partnership made up of students, parents and caregivers, businesses, educators and rehabilitation professionals. It reduces the high school dropout rate and increases the overall self-esteem of participating students. In Florida, The Able Trust runs this program.

A school-based enterprise is a set of entrepreneurial activities undertaken by students that provide an economic, social and educational return to the student, school and community. Student efforts are designed to enhance personal responsibility, an appreciation of risk versus reward, and confidence in achieving and maintaining independence.

Project SEARCH serves students with significant intellectual and developmental disabilities. Students attend the program in the host business/hospital. The first few weeks are focused on new employee orientation, hand-on skill assessment and familiarization within the business environment and the development of a career plan. Students work on employability and functional skills for an hour a day. Students do three targeted internships for approximately five hours a day. They acquire the core skills for an entry level position at the host business site or in the community. After core skills, additional skills are layered on to improve marketability. Florida has more sites than any other state. All sites were recognized at the national conference for achieving 50 percent or higher employment outcomes. Florida Hospital East was recognized as one of only 12 sites internationally which achieved 100 percent employment outcomes.

Employment First was an executive order signed on October 8, 2013, stating that community-based, integrated employment is the first option for employment services for youth and adults with significant disabilities. In May 2014, nine parties signed an Interagency Cooperative Agreement to work at three levels to involve all stakeholders. The Employment Partnership Coalition is the senior staff from organizations. The Employment First Collaborative Team is the working group of main partners. The Employment First Florida Grassroots Group includes all the interested parties. Florida's Employment First effort is called "Florida Abilities Work".

The Workforce Innovation and Opportunities Act replaces the Workforce Investment Act and amends the Rehabilitation Act. It increases the services to youth with disabilities. This emphasizes the need for youth with disabilities to have more opportunities to practice and improve their workplace skills, to consider their career interests and to get real world work experiences. This act requires state vocational rehabilitation agencies to make "pre-employment transition services" available to all students with disabilities. It allows state VR agencies to prioritize serving students with disabilities. It also allows state VR agencies to support advanced training in Science, Technology Engineering and Mathematics (STEM) and other technical professions. Half of the federal supported employment program funds are dedicated to providing those youth with the most

significant disabilities with the supports they need, including extended services, to enable them to obtain competitive integrated employment.

Wrap Up and Reflections

Florida is moving to results-driven accountability. Determinations are from the federal level and there are four categories: meets requirements, needs assistance, needs interventions, or needs substantial interventions. OSEP reviews these determinations annually for each of the districts in Florida. Compliance indicators are still mandatory, but results indicators have equal weight in determinations. OSEP also looks at outcomes. They look at statewide assessment participation, and then how proficient students with disabilities were compared to their counterparts without disabilities. OSEP also looks at National Assessment of Educational Progress (NAEP) scores. Florida is also transitioning to include results. We are looking at regular class placement and inclusion rates for subgroups of populations for students with disabilities. Dr. Verra-Tirado announced that FLDOE has a new website. The State Educational Agency profile is like a report card for the state, and all of the past years' SEA profiles are archived online by district. Indicators are focused on finding the best practices in those indicators. Monitoring splits districts into three tiers. Tier 1 does not need supports at this time, Tier 2 needs some support and Tier 3 needs an onsite visit. IDEA says that Florida has to monitor activities to improve educational results for students.

Business Meeting

Hannah Ehrli, (co-chair), called the business meeting to order.

The first item was the election of the executive committee. Joni Harris served as the election sub-committee member. There were four names submitted. For co-chair: Hannah Ehrli and Thea Cheeseborough. Vice chair: Enrique Escallon. Parliamentarian: Kara Tucker. Hannah Ehrli called for a motion and a second. Mark Halpert moved and Joni Harris seconded the motion, Motion passed, slate of officers confirmed. Shawn Larkin was thanked for his service.

Hannah Ehrli called for and received a motion and a second to approve the minutes as amended from July 2014. Comments on minutes: suggested amendment p. 3 "Joni Harris along with SAC members has been instrumental in advising the state on the move to one diploma for all"; p. 3 "one diploma option with multiple pathways to achieve graduation for all students"; p. 4, paragraph 2, clarification needed on what "essential understandings" means; p. 4, bullets, question about "increase in a 255 cost factor" (refers to Matrix level); p. 10, question about whether performance is where we need to do a better job; question related to transition IEPs; p. 13, change to "what we want for all students is..."; p. 18, question related to who "we" is – FDOE/BEES; p. 5, Special Olympics, missing word; p. 7, program eligibility; p. 23, name spelled wrong, question captured incorrectly, was asking "What kind of classrooms are children with Down syndrome sitting in?" regarding inclusion; p. 23,

name spelled wrong; item regarding third grade portfolio, clarify whether Just Read Florida will be expected to send out a portfolio; p. 80,. Motion passed.

Hannah Ehrli opened the meeting for public comment. There was no public comment. Public forum concluded.

Hannah Ehrli reviewed action items submitted.

1. The proposed action is to amend state rules to require districts to inform parents, families and self-advocates in ESE of the existence of Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs), including contact information. After much discussion it was decided to create a small subcommittee to come up with recommendations for the next meeting. The SAC members that volunteered to be on the sub-committee were: Rich LaBelle, Karen Barber, Courtney Smith, Laura Bustos-Alban and Nancy Linley-Harris.
2. A request for definitions of the acronyms was made. An acronyms list will be provided.
3. A request for a presentation at the next SAC meeting from the VR Director on the Opportunities and Innovation Act.
4. A request for a presentation at the next SAC meeting on Early Warning Systems for students with disabilities in middle grades.
5. Nancy Linley-Harris asked if we could break down the category of intellectual disabilities into subgroups of specific disabilities to find out how many students with Down syndrome are in the least restrictive environment. Dr. Verra-Tirado commented that current data collection at the local level does not collect individual disabilities, including Down syndrome, schizophrenia, bi-polar, etc. There is currently no way to provide that data by the next meeting.

April Katine advised the group to select the dates for the next meeting: July 13-14, July 20-21 or July 27-28. SAC members also requested to extend the meetings to allow enough time to dig deep in the small groups. Dr. Verra-Tirado reminded participants that in the summer the high school work group opportunity took the second day, so there was a shorter agenda this time.

Ms. Katine reminded participants to submit their travel information this week. Judith White advised participants who want their materials sent to them to leave their name tags in their binders.

Dr. Verra-Tirado thanked the small groups and noted that BEESS will be collecting their notes.

Meeting was adjourned.

State Advisory Committee

for the Education of Exceptional Students

STATE ADVISORY COMMITTEE BY-LAWS

**STATE ADVISORY COMMITTEE
FOR THE EDUCATION OF EXCEPTIONAL STUDENTS**

BYLAWS

Article I. Name:

The name of the Committee is the State Advisory Committee for the Education of Exceptional Students ("State Advisory Committee," "Committee," or "SAC").

Article II. Authority:

The SAC exists by authority of Florida's participation in the Individuals with Disabilities Education Improvement Act (IDEA 2004), Part B, as amended by Pub. L. 108-446. It is established in accordance with the provisions of 20 U.S.C. Chapter 33, 1412(a)(21) and 34 CFR 300.167 – 300.169, with members appointed by the Commissioner of Education.

Article III. Purpose:

The purpose of the SAC is to provide policy guidance with respect to the provision of exceptional education and related services for Florida's children with disabilities.

A. Duties:

SAC duties include:

1. Advise the Florida Department of Education ("DOE") of unmet needs within the State in the education of children with disabilities.
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities.
3. Advise the DOE in developing evaluations and reporting on data.
4. Advise the DOE in developing corrective action plans to address findings identified in federal monitoring reports under IDEA 2004, Part B.
5. Advise the DOE in developing and implementing policies relating to the coordination of services for children with disabilities.

DOE must transmit to the SAC the findings and decisions of due process hearings conducted pursuant to 34 CFR 300.507–300.519 or 300.530–300.534.

The SAC shall also perform those other duties assigned to it by the Bureau of Exceptional Education and Student Services (BEES).

B. Report:

By February 1 of each year the SAC shall submit for the preceding calendar year an annual report of its proceedings to the DOE. This report must be made available to the public in a manner consistent with other public reporting requirements of IDEA 2004, Part B.

Article IV. Membership:

A. Composition of the SAC:

The SAC shall be comprised of members who are representative of the State's population, and who are involved in, or concerned with, the education of children with disabilities.

Special rule. A majority (51%) of the members of the Committee must be individuals with disabilities, or parents of children with disabilities ages birth through 26. (20 U.S.C. 1412(a)(21))

Members of the SAC shall include, but not be limited to:

1. Parents of children with disabilities (ages birth through 26)
2. Individuals with disabilities
3. Teachers
4. Representatives of institutions of higher education that prepare special education and related services personnel
5. State and local education officials, including officials who carry out activities under Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act
6. Administrators of programs for children with disabilities
7. Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities
8. Representatives of private schools and public charter schools
9. Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities

10. A representative from the State child welfare agency responsible for foster care
11. Representatives from the State juvenile and adult corrections agencies.

The Chief of BEESS/DOE (or his/her designee) shall serve as an ex officio member of the SAC.

Additional representatives may be appointed at the sole discretion of the Commissioner of Education.

B. Appointment:

All members shall be appointed by the Commissioner of Education.

C. Term of Membership:

Individuals who serve as the official representative of a state agency shall serve for a term consistent with their continued employment in the designated official capacity, and the continued endorsement of the sponsoring agency.

All other members initially shall be appointed to three year terms. Subsequent appointments shall be for a two year term. There shall be no term limits.

Members who represent other agencies, organizations, or institutions must have the official endorsement of that entity.

D. Resignation:

Any member may resign at any time by giving written notice to the Commissioner of Education with a copy to the Chairperson of the SAC. A resignation will take effect on the date of the receipt of the notice. The acceptance of the resignation shall not be necessary to make it effective.

E. Termination of Membership:

Membership may be terminated by the Commissioner of Education for any member who no longer qualifies as a representative of the category for which he/she was appointed, or for other just cause including failure to carry out the responsibilities assumed by acceptance of membership.

If a member is absent from three (3) consecutive regularly-scheduled SAC meetings, his/her membership will be reviewed by the Executive Committee at a regular- or specially-called Executive Committee meeting. Such review shall be placed on the agenda of the Executive Committee meeting by the Chairperson after prior written notice of at least ten (10) calendar days is given to the SAC member. If membership is terminated, any such termination may be appealed to the Executive Committee.

If the Executive Committee votes to recommend termination of membership for cause, a letter conveying this recommendation shall be forwarded to the Commissioner of Education unless the SAC member shall, within ten (10) calendar days after the vote of the Executive Committee, submit a written request to the Chairperson for a full hearing by the SAC. If this request is made, the matter shall be placed on the SAC agenda and heard at the next regularly-scheduled SAC meeting.

F. Appointments to Fill Vacancies:

Any vacancy created through resignation or termination of a member shall be filled by appointment by the Commissioner of Education of a person who represents the appropriate constituency for the remainder of the former member's approved term.

G. Designees:

Members unable to be in attendance for a regular meeting may designate an alternate person to attend for them. Notification must be provided to the Chairperson, in writing, stating the name of the designee. Attendance at a regularly-scheduled SAC meeting by a designee shall constitute a missed meeting by the member. The designee must represent the same constituency, agency, and/or organization as the SAC member for whom he/she is attending.

Designees shall be accorded voting privileges on all items requiring SAC action at the meeting in which they are serving as an alternate.

H. Compensation:

The SAC membership shall serve without compensation, but the State must provide appropriate travel advances or reimburse the SAC membership for reasonable and necessary expenses for attending meetings and performing duties.

1. Members will be reimbursed for travel and per diem expenses at official State rates.
2. Members will be reimbursed for child care and/or respite care expenses necessary to their participation in SAC activities upon submission of a properly-executed invoice/voucher.

I. Conflict of Interest:

Members shall avoid conflicts of interest in regard to SAC activities.

1. No SAC member shall at any time seek personal gain or benefit, or appear to do so, from membership on the SAC.

2. Each SAC member must declare to the SAC a conflict of interest statement, whenever such conflicts occur, specifying any association with individuals, agencies, and/or organizations that might be directly impacted by activities and discussion of the SAC. Prior to any vote on an issue in which a SAC member has a vested relationship or interest, the SAC member who has such conflict of interest shall declare it and shall abstain from discussion and voting on the issue.
 3. All policy decisions are made at SAC meetings. No individual or subcommittee can speak for the full SAC or act for the SAC unless specifically authorized by the Committee to do so. Each SAC member must respect the rights of the SAC as a whole and represent policies and procedures of the SAC when appearing in public as a representative of the SAC. When presenting views and opinions contrary to SAC policies, or for which the SAC has no official position, the member must make clear that such views are given as an expression of personal opinion, not that of the SAC.
- J. As an advisory board to a state agency, SAC is subject to state laws and requirements concerning Government in the Sunshine (Section 286.011, *Florida Statutes*; Article 1, Section 24(b), *Florida Constitution*), Public Records Law (Chapter 119, F.S.; Article 1, Section 24(a), *Florida Constitution*), and the Code of Ethics (Chapter 112, F.S.; Article II, Section 8, *Florida Constitution*).

Article V. Officers and Staff:

A. Officers:

The officers of the SAC are as follows: Co-Chairpersons (2), of whom one must be a parent of a child with a disability; Vice-Chairperson; and Parliamentarian.

These officers and the Chairpersons of the SAC subcommittees shall constitute the membership of the SAC Executive Committee.

B. Term:

Officers will serve for a term of two (2) years and may succeed themselves in office only once for an additional one-year term.

C. Election of Officers:

The SAC Nominating Subcommittee shall recommend a slate of nominees, one or more per office, to the SAC membership at a regularly-scheduled meeting. Officers will be elected by a majority vote of the membership.

D. Vacancy:

The SAC shall fill a vacancy in any office from existing SAC membership. Prior to the next regularly-scheduled meeting of the SAC, the Nominating Subcommittee will meet and prepare recommendations for consideration by the SAC membership. At the next regularly-scheduled SAC meeting, the membership will vote from the Nominating Subcommittee's slate to fill the unexpired portion of the officer's term.

E. Removal from Office:

Any officer may be removed by appropriate action of the SAC when, in their judgment, the best interest of the SAC would be served thereby. Such action, if taken, requires a two-thirds vote of the SAC members present and voting at a regularly-scheduled SAC meeting. Said officer has the right to an appeals process.

F. Duties of the Officers:

1. Duties of the SAC Co-Chairpersons:

- a. To preside at and conduct all meetings of the full SAC and meetings of the Executive Committee.
- b. To develop, with DOE, agenda items for meetings of the SAC and Executive Committee.
- c. To appoint and remove at will all subcommittee chairpersons.
- d. To ensure that the duties of the SAC as described in Article III are carried out.
- e. To promote the SAC's continuous cooperative working relationship with agencies of state government in exercising their responsibilities to children with disabilities.
- f. To serve as the official spokesperson for the SAC in all activities which the SAC may deem proper and at those times when it is necessary for an opinion to be expressed for the SAC.
- g. To provide guidance to DOE/BEES staff in interpreting and carrying out SAC activities.
- h. To appoint and terminate subcommittees, as necessary.

2. Duties of the SAC Vice-Chairperson:

- a. To carry out the duties of the Chairperson in the absence of either of the Co-Chairpersons.
- b. To assist the Co-Chairpersons in monitoring the activities of the SAC subcommittees and other groups established by the SAC or the Co-Chairpersons of the SAC.

c. To carry out other duties as delegated by the Co-Chairpersons.

3. Duties of the SAC Parliamentarian:

- a. To assist the Co-Chairpersons with implementation of Robert's Rules of Order, when needed to conduct an efficient meeting and to ensure an equal opportunity for each person to express his/her opinion.
- b. To ensure the Committee's compliance with these by-laws.

G. Staff:

DOE/BEESS shall provide staff support to the Committee to include, but not be limited to, minute taking and transcription; administrative support; printing; mailing; and coordination of meeting locations, dates and times.

Article VI. Committees:

A. Executive Committee: The Executive Committee shall be comprised of the Co-Chairpersons, Vice-Chairperson, Parliamentarian, and Chairpersons of the SAC subcommittees. The Executive Committee's duties shall be:

1. To serve in an overall advisory capacity to the SAC.
2. To take any emergency action deemed necessary by a majority of the committee on behalf of the SAC. Any such actions, whether in meetings or conference calls, shall be reported to the full SAC for the purpose of vote, approval, or disapproval at the next regularly-scheduled SAC meeting.
3. To monitor the work of the SAC subcommittees.

B. Nominating Committee: At the time of the bi-annual election, the Executive Committee of the SAC shall consider all members who, through completion of a Committee Interest Form or other self-nomination, have expressed interest in serving in this capacity, and from these elect up to five (5) members to serve as the Nominating Subcommittee. The Co-Chairpersons shall appoint the Chair of the Nominating Subcommittee. The Nominating Subcommittee shall be responsible for presenting a slate of candidates to the full SAC for the elective officers. For any vacancies, the Nominating Subcommittee shall also present a list of potential applicants for the SAC to the membership, ensuring that the composition of the SAC continues to be representative of the State, and maintains the representation cited in Article IV (A).

C. Ad hoc committees can be formed to serve a particular need and to aid the SAC in its operation. Membership of these committees shall be appointed by the SAC Co-Chairpersons in consultation with other members.

Article VII. Meetings:

- A. The SAC shall meet as often as necessary to conduct its business, including regularly-scheduled meetings at least two (2) times per year.
- B. All meetings of the SAC and its committees shall be open to the public.
- C. A quorum for a SAC meeting shall be over thirty-three percent (33%) of the appropriate membership, including designees.
- D. The Chairpersons are members of all committees.
- E. All Committee meetings and requests for agenda items must be announced enough in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings shall be advertised in the Florida Administrative Weekly. The DOE online calendar and other media outlets as appropriate shall be used with meetings listed at least ten (10) calendar days in advance on the Florida DOE website.
- F. Interpreters and other necessary services must be provided at Committee meetings for members or participants.
- G. Official minutes must be kept on all SAC and Executive Committee meetings. Minutes must be approved by the SAC and must be made available to the public upon request.
- H. Any action required or permitted to be taken by the SAC under these by-laws shall require a majority vote (51% or more) of those members present and voting for passage of said action, unless otherwise required by these by-laws. Should there be a need for specific SAC business at a time other than a regularly- scheduled meeting, the Chairperson may seek a SAC decision through telecommunication or mail.
- I. The SAC and its subcommittees shall follow, in all cases involving parliamentary procedure, Robert's Rules of Order, most recent edition, when such rules do not conflict with the provisions of these by-laws. The rules may be suspended by a two-thirds (2/3) vote of the members present and voting at any meeting of the SAC or its subcommittees.
- J. Each regularly-scheduled SAC meeting shall provide an opportunity for public input at a scheduled time on the noticed agenda. Time limits may be imposed at the discretion of the Chairperson. Individuals may be heard at other times during the meeting at the discretion of the Chairperson.

Article VIII. Committee Action

Items presented to the Committee for action shall be proposed in writing, including a statement of the issue, background and rationale as appropriate, and recommended action.

Article IX. By-Laws:

These by-laws shall be recommended to the Chief, DOE/BEESS by appropriate action of the Committee. Upon approval by DOE, they shall be in force.

Amendments to the by-laws require the submission of a written proposal at a regularly-constituted meeting, with action taken on the proposal at the next regular meeting. Should the action require a vote, passage requires a vote of two-thirds of the members present and voting.

Amendments may be proposed by any member, including ex officio, of the SAC.

Any provision of the by-laws may be suspended by a 2/3 vote of the members present and voting.

State Advisory Committee for the Education of Exceptional Students

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

**Excerpt from 20 U.S.C. Chapter 33
Individuals with Disabilities Education
Improvement Act of 2004
P.L. 108-446**

Sec. 1412. STATE ELIGIBILITY.

(a) IN GENERAL.—A state is eligible for assistance under this part for a fiscal year if the State submits a plan that provides assurances to the Secretary that the State has in effect policies and procedures to ensure that the State meets each of the following conditions:

(21) STATE ADVISORY PANEL.—

(A) IN GENERAL.—The state has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.

(B) MEMBERSHIP.—Such advisory panel shall consist of members appointed by the Governor, or any other official authorized under State law to make such appointments, be representative of the State population, and be composed of individuals involved in, or concerned with, the education of children with disabilities, including—

(i) parents of children with disabilities (ages birth through 26);

(ii) individuals with disabilities;

(iii) teachers;

(iv) representatives of institutions of higher education that prepare special education and related services personnel;

(v) State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.);

(vi) administrators of programs for children with disabilities;

(vii) representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;

(viii) representatives of private schools and public charter schools;

(ix) not less than 1 representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities;

(x) a representative from the State child welfare agency responsible for foster care; and

(xi) representatives from the State juvenile and adult corrections agencies.

(C) SPECIAL RULE.—A majority of the members of the panel shall be individuals with disabilities or parents of children with disabilities (ages birth through 26).

(D) DUTIES.—The advisory panel shall—

(i) advise the State educational agency of unmet needs within the State in the education of children with disabilities;

- (ii) comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- (iii) advise the State educational agency in developing evaluations and reporting on data to the Secretary under section 618;
- (iv) advise the State educational agency in developing corrective action plans to address findings identified in Federal monitoring reports under this part; and
- (v) advise the State educational agency in developing and implementing policies relating to the coordination of services for children with disabilities.